What is iEARN? (the International Education and Resource Network)

iEARN is a non-profit (501-c-3) organization made up of over 15,000 schools in 100 + countries, that empowers teachers and young people (K-12) to work together online through a global telecommunications network. Since 1988, iEARN has pioneered on-line school linkages to enable students to engage in meaningful educational projects--with peers around the corner and throughout the world. iEARN is:

- • a safe and structured environment in which youth can communicate
- • a community of teachers and learners
- • a known audience for writing and reading with a purpose
- • an opportunity to apply knowledge in service-learning projects
- • an inclusive and culturally diverse community

After joining, teachers and students enter online forum spaces to meet other participants and get involved in ongoing projects, initiated by teachers and students throughout the world. In addition to meeting a specific curriculum need, every project proposed by teachers and students in iEARN has to answer the question, how will this project affect the quality of life on the planet? That vision and purpose is the glue that holds iEARN together. Through participation in iEARN projects, students develop the habit of getting involved in community issues, thus becoming better equipped for future civic participation.

Where can I find more information about iEARN?

- • On the Web: http://www.iearn.org

    Helpful URLs include:
    - Projects: http://www.iearn.org/projects/ . Additional copies of the Project Description Book can be found at http://www.iearn.org/projects/projectbook.html
    - Interactive Forums: http://foro.iearn.org (please contact your iEARN Country or Center Coordinator for connection options/on-line project work that may be unique to your country)
    - Globe: http://www.iearn.org/globe/ (links to iEARN centers around the world)
    - Language Resouce Page http://www.iearn.org/globe/globe_language_gateway.html (language resources/communities worldwide)
    - iEARN Handbook: http://www.iearn.org/professional/prof_handbook.html (suggestions for getting started in iEARN, integrating iEARN into the curriculum, and conducting an iEARN workshop)
    - People and Projects Database: http://amity.iearn.org/ (search for iEARN partners and projects around the world)
    - Join iEARN: http://www.iearn.org/join/

- • From Country Coordinators

    See p 10-11 or http://www.iearn.org/globe/countrycoordinators.html for a listing of iEARN coordinators, representatives, and contact people who can help to describe possibilities for iEARN involvement in your country or region of the world.

- • Through Professional Development

    iEARN offers both *face-to-face* and *online* professional development workshops for educators seeking to enhance their work with young people through the integration of Internet-based project work. iEARN facilitators work closely with participating schools and teachers to design trainings that meet their particular needs and interests. After going through an iEARN workshop, participants return to their schools with a built-in support network -- on-going technical and staff development assistance from iEARN staff, as well as an online community of colleagues worldwide. See p 20-21, and for additional information, http://www.iearn.org/professional/.

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• Projects are grouped into subject areas in order to help teachers find projects in their subjects of interest. However, because of the interdisciplinary nature of many iEARN projects, these are only meant to serve as a guide.

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* Countries/Groups who have applied and been approved by the iEARN International Assembly as a Center and therefore a voting member of the iEARN International Assembly
^ Representatives who have applied and been approved by the iEARN International Assembly, recognizing them to represent iEARN in their country
# Countries in which there is no official iEARN representation, but which have schools actively involved in iEARN project work and who have expressed an interest in helping others in their country become involved.

Information as of September 2003.

How to Start Working on iEARN Projects

A key to successful project work is developing effective relationships with educators around the iEARN network. Many educational systems do not emphasize or even encourage collaborative project work -- even within the same school. Therefore, it is extremely important to establish relationships among teachers to facilitate the difficult task of collaborating on projects across diverse educational systems, time zones and school year schedules, cultural differences, linguistic obstacles, and the non-oral and non-visual learning medium of telecommunications. iEARN places a high priority on building these relationships -- both online and during face-to-face meetings of teachers and students.

Meet others in iEARN -- we invite new members to introduce themselves and greet new members on our forums for connecting people. Two good places to start are the following forums:

Please note: All forums are shown in their web-based format, example: Teachers (accessed via http://foro.iearn.org), followed by the format in which they appear when accessed via newsreaders, example: apc.iearn.teachers (news server: foro.iearn.org).

- Teachers (apc.iearn.teachers) - This forum is a place for teachers to meet "talk," make announcements and updates. It is also a place to share initial project ideas in order to find other people who might want to help develop a project. As part of their introduction into iEARN, new teachers are encouraged to post a message to introduce themselves on the "Teachers" Forum (apc.iearn.teachers) , and to describe briefly any special interests they or their class have.

- Youth (apc.iearn.youth) - In this forum, young people can meet each othershare ideas and topics of interest, and consider ways they can work together.

LANGUAGE RESOURCES:

Many languages are represented among iEARN's global network of participants. See http://www.iearn.org/globe/globe_language_gateway.html, which includes links to iEARN-Center websites worldwide, project forums, and translations of materials such as the project description book, newsflashes, etc. Though all iEARN forums can be multilingual, there are also a number of special language forums for connecting people. iEARN is also open to hosting additional language forums as interest is expressed. Among the language forums active at the time of printing:

- Arabic (apc.iearn.arabic)
- Azeri (apc.iearn.azeri)
- Latina (apc.iearn.latina) - Spanish. In addition, Spanish languageforums established by iEARN Argentina that can be found under the folder "telar."

- French (apc.iearn.francais)
- Hebrew (apc.iearn.hebrew)
- Hindi (apc.iearn.hindi)
- Italian (apc.iearn.italian)
- Kartuli (apc.iearn.kartuli) Georgian
- Korean (Hangul) (apc.iearn.hangul)
- Nihongo (Japanese) (apc.iearn.nihongo)
- Persian (apc.iearn.persian)
- Polish (apc.iearn.polish) -
- Portuguese (apc.iearn.port)
- Russian (apc.iearn.russian)
- Tamil (apc.iearn.tamil)
- Ukrain (apc.iearn.ukrain)
- Urdu (apc.iearn.urdu)
- Welsh/Cymraeg (apc.iearn.welsh)

2. Learn About Projects

There are several resources that will help you find out which projects are currently taking place on iEARN and how to get started in project work.

- <u>Ideas</u> - This forum describes the projects that are taking place in iEARN. It is especially important because it will tell you where a project is taking place if it is not being conducted in its own forum. From here, there are 100 + active project forums in iEARN where discussion and collaboration occurs. See pages 15-17 for a description of what is happening in each of these forums.

- Newsflashes - Every two weeks an online newsletter is sent to all iEARN participants via email. It describes new projects and people looking for collaborators, gives updates on continuing projects, and is a place to make general announcements. To receive the iEARN Newsflash, write to newsflash@us.iearn.org requesting to be added to the newsflash distribution list.

- People and Projects Database - There are also iEARN databases where you can find out more about projects and the people who are part of the iEARN community. You can find these databases on the web at http://amity.iearn.org/signin.lasso. Please update your own record! If you are a registered iEARN participant, you can access the database using your email address as an ID, and the same password you use to access the forums. If you do not know your password, or have forgotten it, you can find a link at the bottom of http://amity.iearn.org/signin.lasso, which will allow you to submit your email address and have your password automatically sent to you.

- Project Description Booklet - This annual publication (English and translated versions) is available for downloading by all iEARN members at http://www.iearn.org/projects/projectbook.html.

Up-to-date descriptions of projects can also be found on our website: http://www.iearn.org/projects.html.

3. Become Involved in a Project

We encourage all iEARN teachers and students to participate in existing projects before initiating a project of their own: Identify a project of interest and find out if the project is still active using the steps listed on the next page. Go to the forum where the project is held and/or write to the facilitator of the project. Read and respond to recent postings/topics on the forum. Remember, all students want and need responses to their messages. We recommend that your students post at least 2 responses for every new message they post.

A good place to consider starting if you are new to online project collaboration is Learning Circles. Learning Circles are highly interactive, project-based partnerships among a small number of schools located throughout the world. Each session is 14 weeks and participants who wish to join these structured circles must fill out a registration form at least two weeks prior to the start of the circle sessions in order to be placed in a group. See http://www.iearn.org/circles for more details.

4. Create a New Project

Once you have made contacts in iEARN and are familiar with how the projects are conducted on the forums, these are the suggested steps for developing your own project:

1)   Announce your idea by posting it on the Teachers or Youth forum. This is to to see if there are other people interested in the topic, generate discussion and possible collaboration on the actual design of the project, or see if such a project already exists that you might get involved in instead.

2)   Once you find other people who are interested in joining the project, fill out the Project Idea Template Form below, either by submitting it on the web at http://amity.iearn.org/projectadd.lasso or by sending it by email to projects@iearn.org. iEARN coordinators will help to find an online forum for your project to take place in, and will indicate this on #14 of the Project Template (see below). If your project will not take place on a forum, and will be a small email exchange, for example, the posting will indicate this and tell people who to contact. iEARN coordinators will then post the form to the Ideas forum. Please note: the Ideas forum is moderated so that only the iEARN coordinators facilitating the forum can post a new topic to the forum. Ideas serves as a clearinghouse of all iEARN projects, with descriptions, timelines, and directions to the forum in which each project is happening.

3)   Once your project has been posted to Ideas and assigned to a project forum, it will also be posted as a topic on the online forum in which it will be happening. Project facilitators are encouraged to start an "Introductions" "discussion topic" in which new members can introduce themselves as they join the project.

4)   Occasionally send these same updates to newsflash@us.iearn.org as well, so that we can put them in the newsflash. This is especially important if most of your project is taking place over email and not on an online forum where it is visible to the full iEARN community.

Project Idea Template

1)   Name of Project:
2)   Brief one-sentence description of project:
3)   Full description of project:
4)   Age/level of project participants:
5)   Timetable/schedule for the 2003-2004 school year:
6)   Possible project/classroom activities:
7)   Expected outcomes/products:
8)   Project contribution to others and the planet:
9)   Project language(s):
10) Curriculum area:
11) Names/email of initial participating groups:
12) Name of facilitator(s):
13) Email of facilitator(s):
14) iEARN Forum where it will
       take place or is taking place:
15) WWW page of project (not required):

Once completed, email to projects@iearn.org

Using iEARN's Online WWW Forums.

Before exploring these options, contact your iEARN Country/ Center Coordinator for options for connection/on-line project work that may be unique to your country.

If you are a student:
Teachers can register individual students to have their own User Names and Passwords through the teachers' "My Page" in the iEARN database. Teachers should log in at : http://amity.iearn.org/signin.lasso Click on "register new users" at the bottom of the page.

Option 1: Via WWW-based forums: iEARN's WWW-based forums are secure and safe places, designed only for the global iEARN community. Therefore, access to the forums is through the iEARN Member Database. Teachers and other adult iEARN participants who are in the iEARN database can participate in the WWW forums by going to their "My iEARN Page" and registering a User Name (usually your first and last names) and Password.

Step 1: To determine if you are in the database already, go to: http://amity.iearn.org/signin.lasso. On this page is a link to have a password sent to you if you are in the database. Enter the e-mail address that we would have for you and submit this request.

Step 2: If that email address is not in the database, you will immediately receive an onscreen message stating this. Go to: http://amity.iearn.org/peopleadd.lasso and register yourself as a new member. This form will go to your Country Coordinator for validation and you will receive a message when this is completed, giving you your User Name: (Firstname Lastname). Use the password that you entered in the registration form.

Step 3: If you receive an automated message containing a password, use this password to log into the database at: http://amity.iearn.org/signin.lasso

Step 4: In your "My iEARN Page" please update/correct/add any missing information.

Step 5: At the bottom of your "My iEARN Page" is a place to:

• register yourself and your students with User Names (Firstname Lastname) and passwords to enter the iEARN discussion forums. User Names activate in 15 minutes.

• add a colleague/teacher to the iEARN member database (so that they will have the ability to manage their own students' accounts)

Option 2: Via Off-line news readers, such as Outlook Express, Netscape Communicator, Free Agent, etc: Register at http://foro.iearn.org as in Option #1 above. After your User Name has been validated by your Country Coordinator, configure your news reader to point to foro.iearn.org. Select the forums in the "apc.iearn*" folder in which you would like to read/participate.

Option 3: Via E-Mail: Write to subscribe@iearn.org. In the message, tell us which forum you would like to receive via e-mail. Once subscribed, please use your e-mail software to "Reply" to a received message so that your response will be automatically addressed back to the forum and placed under the correct discussion topic.

General Guidelines for Posting to the Online Forums

• Try to describe the essence of your message in the Subject line. And, if you are responding to a message, do not change the Subject line.

• Be brief and write the most important things in the first paragraph. You may be writing in a language that is not the native language of those reading your message. In addition, some subscribers to the forums use dial-up access and pay for telephone time (sometimes for kilobytes too).

• Do not post too many attachments to the forums. Try to configure your mailing software so that it sends out only plain text and no attachments of encoded word/graphic documents and html files. If you want to share a large attachment, just send a note asking people if they want to get it by email or place your document on the web.

• Do not post chain letters or any commercial advertisements to the forums.

• Include your name and country with each message you post.

• Everyone wants responses! Please post at least one response for every new message you post to the forums.

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• Use online forums instead of direct e-mail whenever possible. Forums accomodate a variety of school schedules by archiving messages and allowing new contributors to see the project's progression, understand who is involved, and determine whether the work will be of interest to them. And, by using the iEARN forums, you are enabling participants to participate by e-mail or by way of the web, on discussion boards hosted on servers around the world, thus keeping cost to a minimum.

• Encourage discussion and interaction among participants. iEARN projects are meant to be collaborative and interactive. As a project facilitator, part of your role, and that of your students, is to facilitate interaction among participants. This increases the opportunities for students to receive feedback on their writing, so that responsibility for responding to messages doesn't just fall on the project facilitators. Our goal is that every student who posts a message will receive a response. This can be attained if people respond to 2 other messages for every new one that they post.

• Involve participating schools and students in leadership roles. Appointing international student editors and facilitators not only provides additional sources of feedback to contributors, but it also helps other students to see ways that they can take leadership roles within the project. Participants may even choose to share the role of compiling project materials into a final publication, thus allowing a variety of classrooms the experience of analyzing and presenting a piece of the project's "final product."

• Update project information periodically. This way, participants aren't referring to outdated information. Project updates should be posted as responses to the original announcement in your project forum, and can also be sent to newsflash@us.iearn.org for inclusion in the twice monthly online iEARN newsletter, "iEARN in Action."

• Participate in another project. This is a great way to meet other participants, and learn about the many projects initiated by teachers and students throughout the world. In this way, your classroom truly becomes a global community member that can draw on the breadth of the network as your classroom develops throughout the year.

Suggestions for Successful Project Facilitation

• Try to create a globally aware classroom/school environment. The collaborative nature of iEARN may provide a very different online experience to those young people who are used to "anonymous" correspondences on the web. Having systems for students to better understand the interconnectedness of the world will make their online collaboration with global peers much richer. E-mail messages come to life through maps, and a basic understanding about the background and culture of their online peers.

• Create a system for peer-editing in your class. Preparation and transmission should be seen as two different tasks. Preparing the message, researching and creating material to be transmitted, is a very important part of the whole process. Students will be writing with a real purpose for a very real audience. The presence of this audience provides an incentive for students to produce the most effective communication possible. Consider creating a feedback process where students have the opportunity to comment on each others work, peer edit, and then revise accordingly.

• Communicate. Even if you can't contribute for weeks, send a note to say so. That way, your partners know that you are still interested in participating.

• Ensure that language is cross cultural. How much of what is being sent needs explanation or description for an audience from a different culture? Slang or colloquial language needs to be used carefully. Translating student writing into a context that is most universally understandable can open interesting discussions in your classroom.

Suggestions for Successful Project Participation

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iEARN Forums

Here's a quick reference to just some of the iEARN forums. To participate in these forums, you must be in the iEARN member database and have an iEARN User Name and Password. Contact your iEARN country coordinator (p. 10 -11) to learn how you can be a part of iEARN. For help in finding other country coordinators, contact iearn@iearn.org. The iEARN projects page will lead you to full details on these forums. See http://www.iearn.org/projects.html.

2004 iEARN Conference & Youth Summit

A Magic Flower of Wishes (apc.iearn.wishes) An exchange of the most popular wishes among young people of different countries.

A Vision (apc.iearn.vision)   Annual literary magazine "A Vision."

AACTION (apc.iearn.aaction) A forum for Latin American - Asian collaboration

Africa (apc.iearn.africa) Project work related to Africa.

Alumnae (apc.iearn.goforit) Alumnae of the iEARN network are encouraged to use this space for ongoing community building and partnership.

Aqua (apc.iearn.aqua) Water-related projects.

Arabic (apc.iearn.arabic) For Arabic speakers.

Architecture (apc.iearn.archictecture)- Research on architecture and history.

Armenian Diaspora (apc.iearn.armenia) - An exchange of information about Armenian people and communities worldwide.

Asian Societies (apc.iearn.asiasoc) For those with an interest in teaching about Asia.

Astronomy (apc.iearn.astronomy) Astronomy and Children in Space Projects.

Balkans (apc.iearn.balkans) For the planning committee of the Balkan Voices Projects, including project coordinators, teachers and others involved in the project.

Azeri (apc.iearn.azeri) For Azeri speakers (of Azerbaijan)

Bullying Project (apc.iearn.bullying) A collaborative attempt to address the issues of bullying, teasing and school violence.

Caring (apc.iearn.caring) A forum for the Global Art: A Sense of Caring Project and Comfort Quilt Project.

Change the World: Good Deeds (apc.iearn.changetheworld) To inspire good deeds.

Child Labour Project (apc.iearn.projects) Home to the Child Labour Project.

Child Soldier Project (apc.iearn.childsoldier) A forum for student exchange around the issue of child soldiers.

China (apc.iearn.china) Linking schools in China with those in iEARN to look at issues facing China today.

Children's Rights (apc.iearn.rights) A forum for projects related to children's rights.

CIVICSBRIDGE - Discussion forums for the CIVICS and BRIDGE participants.

CIVICS (apc.iearn.civics) (Community Voices = Collaborative Solutions) supports discussion of community participation and service.

Culture (apc.iearn.culture) A general forum for cultural exchange projects.

Customs: Celebrations and Mournings (apc.iearn.customs) Cross cultural comparision of customs.

Dream World - A forum for sharing ideas about the "ideal" world.

Dream School (apc.iearn.options) Different options for visioning the present and future.

Dutch (apc.iearn.dutch) Discussions and project work in Dutch.

Education (apc.iearn.education) A place for students, teachers and others interested in educational issues.

El Salvador Spanish language projects initiated by teachers in El Salvador.

ENO Project (apc.iearn.eno) An environmental awareness project.

End Poverty (apc.iearn.npoverty) A forum for discussion of the root causes of poverty and for adoption of specific activities that students can do to eradicate poverty.

Environment (apc.iearn.environ) Environmental education through a variety of projects.
E-trade (apc.iearn.etrade) For sharing e-trade/e-commerce/business-related projects.
Family (apc.iearn.family) Sharing of the uniquenesses and commonalities of families.
Feeding Minds, Fighting Hunger A global education initiative to raise awareness of hunger, malnutrition and food security around the world.
First Peoples Project (FP) (apc.iearn.fp) Dedicated to the study of the cultures, histories and current issues facing First Peoples (Indigenous People) worldwide. Open to all.
Flowers (apc.iearn.flowers) Exchange of writing and images of flowers.
Folk Tales (apc.iearn.folktale) A forum for sharing of folk tales from around the world.
Food Project: Cultural Recipe Book (apc.iearn.foods)- Food and cooking.
Francais (apc.iearn.francais) Discussions and project work in French.
Friends and Flags (apc.iearn.friends) A forum for the Friends and Flags Project.
Friendship through Education Partner Schools
Future Teachers (apc.iearn.futureteachers) Exchange among future teachers.
Global Art (apc.iearn.globlart) For educators and students working in Global Art Projects.
Global Friendship Star Launch (apc.iearn.gfsl) Discussion leading to space launch in 2004.
Great Apes (apc.iearn.greatapes) A forum for the Great Apes Project.
Great Silk Road (apc.iearn.silkroad) Connecting Schools along the Great Silk Road Project.
Hangul (apc.iearn.hangul) Korean language forum.
Health (apc.iearn.health) For conversations and project work on health-related issues.
Hebrew (apc.iearn.hebrew) Hebrew speakers.
Heroes (apc.iearn.heroes) Discussion about heroes across a range of cultural and geographic backgrounds. Includes the My Hero Project.
History (apc.iearn.history) For conversations and project work related to history.
Hindi (apc.iearn.hindi) Hindi speakers.
Holocaust-Genocide Project (apc.iearn.hgp) This project examines the Holocaust and current issues of genocide. Projects includes the publication "An End To Intolerance."
Humanity (apc.iearn.humanity) Devoted to the Aqua Century Project.
Ideas (apc.iearn.ideas) All detailed project descriptions are posted to this forum.
Inside View (apc.iearn.inside) Inside View magazine for high school students.
Internet (apc.iearn.internet) For conversations and project work related to the internet.
ISPT International School Partnerships Thru Technology Learning Circles.
Italian For speakers of Italian.
Kartuli (Georgian) (apc.iearn.kartuli) For Georgian speakers.
Kidscan (apc.iearn.kidscan) For elementary (primary) school children and teachers, including the Teddy Bear Project.
Landmines (apc.iearn.landmines) The Schools Demining Schools Project is a collaboration of the UN and iEARN.
Latina (apc.iearn.latina) Entorno de comunicacion de escuelas y grupos de jovenes que desean participar en proyectos comunes que contribuyan al bienestar del planeta y de sus gentes utilizando cualquier lengua de procedencia latina.
Laws of Life (Values) (apc.iearn.values) Reflect on values that have shaped your lives.
Let's Live Without Problems (apc.iearn.woproblems) Share and receive advice.
Lewin (apc.iearn.lewin) Creative writing by students for the anthology "Lewin."
Literacy (apc.iearn.literacy) Projects related to the development of literacy.
Love (apc.iearn.love) A forum for projects related to love, including Aspects of Love.
Math (apc.iearn.math) Power of math to shape people's understanding of the world.
Media Literacy (apc.iearn.media) Media Mosaic Project and Movie Nights Project.
Merry Wisdom (apc.iearn.humor) Share funny stories and situations.
Model United Nations For participants in MUN conferences around the world.
Money (apc.iearn.money) Projects related to money, included the Value of Money Project.
Music (apc.iearn.music) Exchange of music projects.
Nation1 (apc.iearn.nation1)   Nation1 Youth Forum.

Natural Disasters (natdisasters) Strategies for recovery through friendship worldwide.
Japanese (Nihongo) (apc.iearn.nihongo) Discussions and project work in Japanese.
Narnia (apc.iearn.narnia) Discussion of the "Chronicles of Narnia" books.
One Day (apc.iearn.oneday) Students read and respond to the day in the life descriptions posted by students worldwide. And, they are encouraged to post one of their own!
Persian (apc.iearn.persian) For Persian speakers.
Planet Friendship (apc.iearn.planet) Planet Friendship and Repairing Friendships Projects.
Polish (apc.iearn.polish) For Polish speakers.
Portuguese (apc.iearn.port)   Discussions and project work in Portuguese.
Practice (apc.iearn.practice) A test place for members to practice posting to forums/ newsgroups. This forum is erased periodically, so it is a good place to practice posting.
Program (apc.iearn.program)   A forum for program-related issues within iEARN.
Proverbs- Dealing with the meaning and purpose of proverbs and idioms worldwide.
Reach Your Peak (apc.iearn.rypdream) A forum for the Reach Your Peak Project.
Recovery (apc.iearn.recovery) Discussions about substance abuse and recovery.
Refugee Experiences and Issues RESPECT and Refugees Project.
Religion (apc.iearn.religion) Explore religion from cross-cultural perspectives.
Russian (apc.iearn.russian) For conversations and project work among Russian speakers.
My Safe School (apc.iearn.safeschool) A forum for the "My Safe School Project."
Schools Outfitting Schools (apc.iearn.sos) Partnership project with schools in Afghanistan.
Souvenir Shop (apc.iearn.souvenir) A forum for the Souvenir Shop Project.
Special Places (apc.iearn.places) A forum for the Special Places Project.
Sri Lanka (apc.iearn.srilanka) A forum linking participants in Sri Lanka.
Stop Violence (apc.iearn.violence) Designed to stimulate discussion of the causes of violence and ways of preventing it. Includes the Children and Violence Project.
Sweet Whisper (apc.iearn.whisper) A forum devoted to friendship among youth worldwide.
Teachers (apc.iearn.teachers) A place where teachers, other educators, and youth organization leaders can meet and talk.
Technology (apc.iearn.tec) A forum to explore technical issues that iEARN countries face in transmission, access and storage of iEARN forums.
Teens Helping Disabled Parents (apc.iearn.helping) A forum for sharing among young people with disabled parents.
Time (apc.iearn.wam2000) Time Projects.
Tolerance (apc.iearn.tolerance) Projects which focus on building cross-cultural awareness.
Tours of the World (apc.iearn.tourism) Share special things about your community.
Trainers (apc.iearn.trainers) A space for sharing of professional development resources.
Ukrainian (apc.iearn.ukrain) A space for exchange among Ukrainian speakers.
Urdu (apc.iearn.urdu) Urdu speakers.
US Center (apc.iearn.uscenter) A space for community building among US teachers.
Ventures (apc.iearn.ventures) Meeting place for participants in the Labs Alive Project.
Telar--Proyectos en Español A listing of all the Spanish-language project forums.
Youth (apc.iearn.youth) A place to introduce yourself and meet other students, as well as a place for thoughts, ideas, and feelings about topics of interest.
YouthCaN (apc.iearn.youthcan) - Projects and planning related to the annual YouthCaN environmental conference.
We Are Contemporaries (apc.iearn.childhood) A celebration of childhood.
We Are Teenagers (apc.iearn.teenagers) What are the commonalities of teens worldwide?
Web Design (apc.iearn.webdesign) A forum for exchanging ideas on web design.
Women (apc.iearn.women) Celebrating Our Women Project.
World We Live In (apc.iearn.wwli) Share your thoughts about your place in the world.
Writers (apc.iearn.writers) A forum for discussions about writers and literature.
YouthCaN (apc.iearn.youthcan) For youth worldwide to discuss environmental issues, and projects and ideas for Youth CaN events.

iEARN PROFESSIONAL DEVELOPMENT

iEARN offers both face-to-face and online professional development designed to provide teachers with the technology, collaborative and organizational skills needed as they integrate projects into their classroom. Support continues with workshops and resources that build on the skills and methodologies they acquire.

Online Professional Development Courses. The iEARN online professional development program is a collaboration between a number of iEARN countries and began in 2001 with five-subject specific courses. Offered two times during the year, each nine week course, or "virtual workshop," brings together teachers from around the world. Participants complete individual and group activities to integrate a project into their classroom that meets their local/state/national education standards. For more information visit http://www.iearn.org/professional/online.html. Courses have been financially supported by the Longview Foundation and the Copen Family Fund.

Face-to-Face Workshops. Hands-on workshops lead by experienced iEARN trainers prepare participants to begin project work with their classrooms.

iEARN has trained more than 45,000 educators since its inception in 1988. Workshops can be designed to cover the technical, collaborative and organizational skills needed to participate fully in Internet-based learning programs. Trainers may introduce basic computer and Internet skills for newcomers, or review this information for more savvy participants. They will most certainly focus on the skills needed to engage in collaborative activities, such as peer review, team-building, and joining regional and international learning communities. Finally, where appropriate, trainers might tackle specific organizational issues, such as computer lab scheduling, organizing school-wide and local community Internet training workshops, and developing school/parent/business/municipal partnerships. By the end of the workshops, participants will be able immediately to assist their classes to join Internet-based collaborative learning projects.

Online Teacher Network. The online iEARN Teachers' Forum (apc.iearn.teachers) is also a place to communicate with teachers in the network -- to share your experiences and ask questions to teachers who have been using collaborative projects as part of their classroom for some time.

It's not so easy to imagine and believe that people who have never met, who belong to different systems of education, culture and geographical areas, became close to one another, felt free to express their feelings and had the chance to share their experience between themselves. I can say that the interaction went further than between the members of the course, directly to my students, because during the course I tried to apply some of the things and models I was taught and it proved to be a real success, because I saw my students improved their creativity in writing essays and I could also feel their "voice" in their writings.

-Cornelia Platon, Romania
participant in the online Creative Writing / Language Arts Course

For more information about professional development opportunities in your area, please contact your country or center coordinator.
http://www.iearn.org/globe/countrycoordinators.html.

Additional online professional development resources such as handbooks and workshop toolkits for developing your own iEARN workshop can be found at
http://www.iearn.org/professional/

Future Teachers

Future teachers discuss their visions for education, and explore how to integrate technology into their classrooms to better serve learners of all cultural, linguistic, and ethnic backgrounds.

This project gives future teachers direct experience, during their teacher training, in learning about global learning networks. Through this forum three kinds of discussions will take place: 1) future teachers around the world will share perspectives on creating effective and equitable schools and classrooms that will better meet the needs of all students, 2) future teachers will have the opportunity to learn first-hand about iEARN's projects as facilitators or participants, and 3) professors of education can compare perspectives and approaches in designing experiences for future teachers in their courses. We know that teachers often teach the way they were taught. For this reason it is important to ensure that future teachers get direct experience with innovative technology use and global learning early in their careers. We hope to transform our classrooms and schools, by transforming the way teachers are trained. The iEARN Future Teachers Project was launched during the 1999 iEARN annual conference in Puerto Rico and has been developed collaboratively during subsequent iEARN conferences. We have also collaborated in this work with the Center for Language Minority Education and Research, who with a federally-funded project during this time generated its own future-teacher exchanges including the equity-focused future teacher project "Knowing Our Students, Knowing Ourselves."

Ages:	All people interested in teacher preparation (including future teachers, university professors who teach education courses, and others)
Dates:	September, 2003 - May, 2004
	Due to the higher education institutions' calendar, the project will be in two semesters: September through December and January through May.
Language(s):	All are welcome. We facilitate the project in English and Spanish. Other classes work in their native languages locally and send summaries in English or Spanish. The facilitators are bilingual and can help translate between Spanish and English.
Forum:	Future Teachers (apc.iearn.futureteachers)
Website:	http://www.orillas.org The Future Teacher project is organized by the Orillas-iEARN Center.
Contact:	Enid Figueroa, PR efigueroa@orillas.org, Ramón Iriarte, Paraguay ririarte@uninet.com.py, Paraguay, Kristin Brown, USA, krbrown@igc.org

New Teaching Methods for Teachers

An exchange of ideas on how to create interactive, experiential learning environments.

This project aims to create an environment where educators can share with one another innovative educational techniques that make the process of learning and teaching interactive, more effective and fun, with the student at the center of the classroom. The Internet offers great possibilities in this area, where the student becomes a researcher and can with the guidance of the educator, direct his or her own learning experience. Other examples may include field trips or other events that are experiential. Teachers from around the world can share their ideas, their findings and experiences and learn from one another the strategies for creating a more interactive and experiential learning environment for students.

Ages:	All
Dates:	Ongoing
Language(s):	English and Farsi/Persian
Forum:	Teachers (apc.iearn.teachers)
Website:	http://iearn.saf.ir/teachers/
Contact:	Mohammad Soleyma, Iran, soleymani@schoolnet.ir

Creative & Language Arts

Lewin is an anthology of student writing. Writing can be in any format and on any topic. A publication is produced of student writing. It is distributed to all contributing schools. The project will be coordinated and published by a group of students and teachers in Australia, Pakistan and Egypt.

Lewin

A global anthology of student writing.
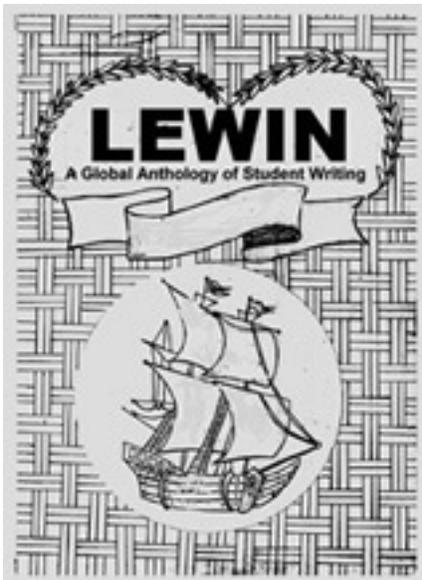
Ages:	5-18
Dates:	Contributions to the anthology can be made from September 2003 - July 2004 Lewin will be published in November 2004
Language(s):	All
Forum:	Lewin (apc.iearn.lewin)
Website:	http://www.iearn.org.au/lewin
Contact:	*Students:*
	Toyah Horman toyahhorman@hotmail.com
	Kim Mason chikee_pie@hotmail.com
	Dania Siddique dania_pisces@hotmail.com
	Maria Mirza maria_mirza@msn.com
	Melissa Rowlands lilla92@hotmail.com
	Sarah Magdy bikou88@hotmail.com
	Yvette Waller cosmoyvette@hotmail.com
	Teachers:
	Virginia King, Australia, virginia@iearn.org.au
	Bob Carter, Australia, bob@iearn.org.au
	Farah Shafi, Pakistan, iearnpk@yahoo.com

The Art Miles

Students create a total of twelve miles (440 five by twelve foot murals painted on canvas for each mile), to create global harmony and to establish the Guinness Book of World Records for the Longest Children's Mural in the World (twelve miles).

Students, schools, organizations, after school program participants, create murals that will be grommeted and seamed together with murals created by children from all over the world. There are twelve themes involved in the project; The Multicultural/Diversity Mile, The Environmental Mile, and The Indigenous People's Mile, Sports Mile, Women's Mile, Fairey Tale Mile, Hollywood Mile, Music Mile, Senior Mile, Peace, Unity and Healing Mile, Mentor's Mile. Children should work together to decide on what theme they want to work on. It is important to let them know that this mural will go on tour in museums and their work will be seen in many countries, on websites, on TV, and in the future in publications and magazines.

Ages:	Preschool-College
Dates:	2001-2010
Language(s):	All
Forum:	Global Art (apc.iearn.globlart)
Website:	http://www.the-art-miles-mural-project.org, http://www.papaink.org, http://www.kids.state.ct.us/murals/intro.html
Contact:	Joanne and Fouad Tawfilis/Founders Jtawfilis@aol.com or fouad.tawfilis@chello.at, USA, Mark Princevalle, Management and Financial oversight AdmiralBosk@aol.com

Youth Peace Exhibitions Project

A real time and on line exhibition of integrated arts projects created by young people to express their ideals of PEACE through the ARTS.

Each community holds a Youth Peace Exhibition. A calendar, video, cd, and audio tape are produced featuring the projects. Student written press releases and posters for the Youth Peace. Exhibition and Website Opening.

Ages:	5-18
Dates:	August 2003 - June 2004
Language(s):	All
Contact:	Larry Frates lfrates@laconia.k12.nh.us USA, Ruty Hotzen rutyhotzen@hotmail.com Israel, Rashmi Bhadkamkar parach@ysnl.com India

Outside My Window - See Today, Touch Tomorrow

A collaborative project designed to help students to see the world through each others' eyes.

A collaborative project designed to help students to see the world through each others' eyes, imagine a brighter future, and then take action to make that future a reality. Students exchange [digital] photos taken through the windows of their houses and schoolrooms, exchange them, then create new "windows" – collage/murals – in their classrooms composed of those pictures.

Ages:	All
Dates:	Ongoing
Language(s):	English
Website:	http://www.outsidemywindow.org
Contact:	Mark Gross, USA markgross@outside mywindow.org, grossm@esuhsd.org

"A Vision"

An international literary magazine that teaches tolerance and mutual understanding.

A VISION" is an international literary magazine that publishes art, poetry, and prose created by secondary school students. Its purpose is to use art and the medium of creative writing to demonstrate that despite linguistic, cultural, ethnic and racial differences, teenagers around the world share the same hopes, fears, interests and concerns. This magazine is dedicated to a vision of cooperation and friendship among the people and governments of the world, and to the myriad of personal visions that make us all human. In the past, the magazine was published at Cold Spring Harbor High School in the USA, and the American College of Sofia in Bulgaria. The project is now facilitated by an international team of students' facilitators.

"A Vision" is produced, not merely by the students directly involved in the project, but by everybody who contributes pieces of writing or art and is not afraid to share his/her opinion about the world today.

"A Vision" is not only a magazine -- it is a forum for sharing and learning!

Ages:	12 - 20
Dates:	Ongoing (Submissions deadline for publication: May 1, 2004)
Language(s):	English, French and Arabic
Forum:	A Vision (apc.iearn.vision)
Contact:	Afshan Haneef Khan, Pakistan, afshanhk_911@hotmail.com Eliane Metni, Lebanon, eliane@emetni.com
Website:	http://www.iearnlb.org/avision

Communication Project

Students will write essays on the theme "Have these communication technologies (mobile phones and the Internet) influenced your life and how?"

It has been many years since the century of steam and the atomic age ended. Nowadays we are at the beginnings of the new century, and the importance of globalisation grows. The Internet and the telephone nets are used for shortening distances among people. It was an inspiration to create this project, with the aim of comparing the prices of telephone charges in certain countries, services referring to them, and the frequency of using them. We decided to use essays and questionnaires to find out these pieces of information. At first we would be pleased if you could send us an essay (size and style is optional). The theme: Have these communication technologies (mobile phones and the Internet) influenced your life and how?

Ages:	10 - 19
Dates:	Ongoing. Deadline for essays: the end of April
Language(s):	English and Czech
Forum:	Internet (apc.iearn.internet)
Website:	http://www.gymtce.cz
Contact:	Ilona Kubonova, Czech Republic, ubonova@osf.cz

Is Honesty the Best Policy

By sharing real life situations and perspectives, we seek to produce honest human beings and make " The World a Better Place to Live-In."

Today's adults and particularly children are exposed to different forms of dishonest practices, means and life styles of politicians, educationists, armed forces, medical & religious fraternity, parents, sports persons, scientists, eminent personalities among others (this list is endless & encompasses most walks of life). We have probably seen, heard and read about cases of bribery, corruption, cheating, lying, malpractice's, assassination's, crimes, robberies, fixes and such others. By sharing real life situations and perspectives on the forum, we seek to produce honest human beings and make " The World a Better Place to Live-In."

Ages:	13 years and above
Dates:	September 1, 2003 onwards
Languages:	English
Contacts:	Edward Fernandez eddie@bom4.vsnl.net.in, Lorraine Fernandez lorrainefernz@yahoo.com, Shubadra Shenoy shu_ss@rediffmail.com, India

Beauty of the Beasts

A traveling international wildlife art and poetry exhibit.
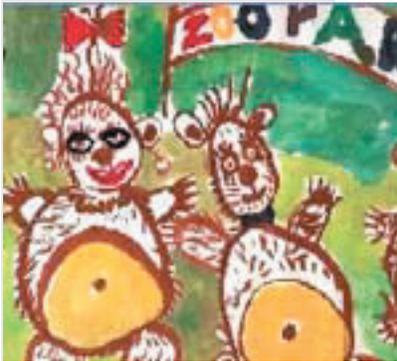
Join the celebration of nature through the eyes of elementary students from around the world. "Beauty of the Beasts" is a global project inviting children to capture the grandeur and magnificence of animals indigenous to their areas through original artwork and poetry. The students' work will be compiled into a worldwide exhibit, and displayed at numerous galleries throughout the United States, the American Museum of Natural History, May, 2004, the iEARN Annual Conference in Hluboka, Czech Republic, July 2004. Selected works will also be displayed in a global online gallery. All artwork must be the child's original masterpiece...a pure spontaneous view for the child's interpretation of the beauty and uniqueness of these marvelous creatures. All mediums accepted (no 3-D). Size restrictions: 12"x18" maximum. All poetry must be the child's original work. The display will provide a venue for children's eloquent expressions as each child contributes his/her own verse to nature's eternal poem. All poetry styles are acceptable. Children may participate in either art or poetry divisions, or are welcome to submit work in both. Please include the child's name, age, teacher's name, school address and email address.

Ages:	4 - 15
Dates:	Ongoing
Languages:	Any
Forum:	Global Art (apc.iearn.globlart)
Websites:	http://www.miamicountryday.org/aces/International_Projects/Internationalpage.htm
Contacts:	Rowena Gerber gerberr@miamicountryday.org, Yvonne Moyer moyery@miamicountryday.org, Alice Key keya@miamicountryday.org, USA

Global Art: A Sense of Caring

A project providing opportunities for children to have a voice in their knowing, sharing and shaping of the world from local to global contexts.

The purpose of this global art project theme is to provide the opportunity for children/youth around the world to exchange artwork accompanied by writing on the theme of "A Sense of Caring". Students in participating schools and communities will create artworks that portray ways that they presently care for one another within our schools, families, communities and world as well as ways we find and hope to care more. Each student writes an accompanying text that further describes the sense of caring portrayed in her/his artwork. The narrative for the artwork is written in the student's first language so that children/youth viewing the exchanged Global artwork/writing can see how our world is multilingual and can see the many languages that communicate ideas of caring. Teachers and students may choose to include a translation of the text to English or Spanish. As each school is preparing artwork with writing to exchange with other participating schools, they are also asked to generate a service learning project of caring within their local or global community. One example of a caring project is the Comfort Quilt project in which children/youth create quilts to be given to others need of comfort within their own community and/or in communities around the world (go to http://www.psd267.wednet.edu/~kfranz and take the link in Social Studies to comfort quilts).

Ages:	Ages 5 to 18, with an emphasis on children ages 5 to 12
Dates:	January 2004 - December 2004
Language(s):	All languages, with assistance for translations
Forum:	Caring (apc.iearn.caring)
Website:	Go to http://www.psd267.wednet.edu/~kfranz and take the link in Social Studies to Global Art Sense of Caring
Contact:	Kristi Rennebohm Franz, USA krennebohmfranz@us.iearn.org

My Dreams

Handicapped children draw their dreams and share them with each another.

In this project, children with disabilities draw their dream, by sketching, illustration, oil painting, watercolor painting, pastel crayon and so on. A teacher takes pictures of My dreams using the digital camera or camera. Then, the teacher sends those photographs to me by email or foreign mail. Please include the initials of the child's name, the kind of the disability and the easy explanation of My dreams with those photographs. My students will make the web page with using these materials. On the webpage,thier initials of name, the explanation of My dreams and the kind of the disability will appear. Or, if they prefer, the kind of disability won't appear on the webpage.

Ages:	All
Dates:	October 2003 - April 2004
Language(s):	English and Japanese
Contact:	Daisuke Yamamoto, Japan, yama1226@qc4.so-net.ne.jp

From Japan to the Czech Republic with Love / Around the World with Love

An exibition of children's drawings goes on a trip around the world!

From Russia: We live on different continents, in different time zones and Climate conditions. Every country has its own culture and traditions. But Children all over the world are worried about the same problems, and are happy about the same things. This project will help us to compose a hugepicture of the world through children's eyes.The 9th Conference I*EARN took place in Russia in July 2002. The 10th Conference was in Japan in July 2003. The project From Russia to Japan with Love compared those two Conferences. We would like to keep this good tradition going. And we would like the exhibition of children's drawings to come to Czech Republic.

From Japan: Inspired by the 2002-2003 project " From Russia to Japan with Love" that was exhibited at the 10th Annual Conference in Japan last year, this year's exhibition will start from Japan, Korea, then China,Taiwan and it will reach Czech Republic finally. We will welcome the pictures of any countries including those 4 countries. Students from elder grades of elementary schools and junior high schools begin to express their opinion according to their study. Environment and peace are included this project theme.

Ages:	All
Dates:	Ongoing, leading up to the 11th Annual iEARN Conference in July 2004
Languages:	All
Website:	Japan: http://www2.jearn.jp/fs/365/index.htm, Russia: http://www.russia-japan.narod.ru
Contacts:	Japan: Akane Okazaki akiakari1@hotmail.com, Kazuko Okamoto kay@jearn.jp
	Russia: Elena Lyalyagina epigraph@mail.ru

Side By Side

Students create elongated portraits of themselves with symbols of their past, present, and future.

Celebrate the individuality of each of your students through art. Each student shares his/her uniqueness by creating an elongated self-portrait. This is a terrific way to start your school year. Teachers and students will get to know about each other as they create their portraits and include symbols about their past, present and future. The portraits should be displayed side by side to represent how many individuals can come together to create a better world. Work may be done in crayon (push very hard for rich colors.), cray-pas (oil pastels) or paints of any kind." Side by Side is a global project and we invite you to send a selection of up to 10 portraits to our international collection which will be displayed at several locations throughout the year: These include Miami, Florida, YouthCan, New York City YouthCan hosted at the Amercian Museum of Natural History, at the 2004 IEARN conference in Hluboka, Czeck Republic. Selected works will be displayed on an on-line gallery.

Ages:	All
Dates:	Ongoing
Languages:	All. Web site will be in English but translations into Spanish or French are preferred if English translation is unavailable.
Forum:	Global Art (apc.iearn.globlart)
Website:	http://www.miamicountryday.org/aces/International_Projects/Internationalpage.htm
Contacts:	Rowena Gerber, gerberr@miamicountryday.org, Yvonne Moyer, moyery@miamicountryday.org, and Alice Key keya@miamicountryday.org USA

Folk Tale Projects

Students study folk tales in their communities and beyond.

There are three projects about folk tales in the iEARN community:

THE FOLK TALE PROJECT. Folk tales are a way of learning about life's problems, customs, traditions, and beliefs, and they often share common themes, such as the struggle between good and evil, or wisdom and ignorance. This project looks at the global community and cultural diversity through folk tales. Although children around the world usually know "The Three Little Pigs," and "Sleeping Beauty," they often know little about the folk tales of their own countries, and almost nothing about those of other countries. In this project, students will introduce the folk tales of their own countries to project participants in other countries. They will share these tales through artwork and writing.

Ages:	6 - 16
Dates:	Ongoing
Langauge:	English
Forum:	Folk Tales (apc.iearn.folktale)
Website:	http://www.nsc.ru/folk/
Contact:	Elena Rekichinskaya and Olga Novak, Russia helen.rek@online.nsk.su
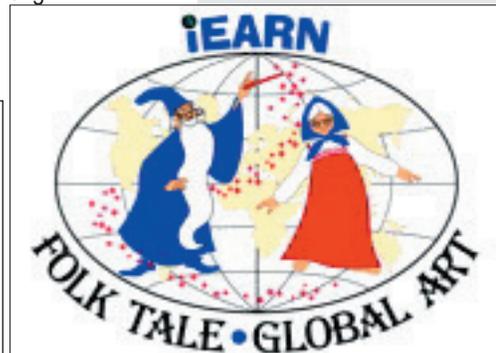
TELL US A TALE. A tale for a child is not simple fantasy, it is a special perception of reality. A tale makes this world more colorful. Join in a global exchange of tales.

Ages:	All
Dates:	Ongoing
Langauge:	English, Russian, Kazak
Forum:	Folk Tales (apc.iearn.folktale)
Contact:	Galina Kabulova, galina@sch7.samal.kz, host@iearn.samal.kz, Alina Ten, Larrisa Petrova, root@school103.samal.kz, Kazakhstan

FOLK TALES AND VALUES. Folk tales have a direct link to a community's social, cultural, and historical values. In this project, we will gather international folk tales that have a special undertone that encourages good moral values.

Ages:	6-18
Dates:	Ongoing
Language(s):	English, but translations to other languages are welcome
Forum:	Folk Tales (apc.iearn.folktale)
Website:	http://www.flameghana.org/ictprojects/folktalevalue/folktales.html
Contact:	Nuruddin Boateng, Ghana bnuruddin@flameghana.org

The First Peoples' Project

Linking indigenous students around the world in art and writing exchanges, and in a humanitarian effort and student email exchange.

Illustration by Piya Natheelithirong, a Karen student participant in Thailand

There are three aspects of this project:

-*Art Exchange:* each year students produce art work and writing on a specified theme. The theme for the 2003-2004 exchange is Traditional Stories. In December each year each school sends their art work to the other schools. Early in the New Year each school holds an exhibition of the art work they receive.
-*Writing exchange:* Students exchange writing on a variety of topics.
-*Humanitarian Effort:* There is a fundraising effort each year to raise money to help support the Karen schools involved in the project. This year the fundraising effort will support the continuing employment of a teacher aide and will support 10 students continuing their education beyond elementary school.

Ages:	5 - 18
Dates:	Ongoing
	-Art Exchange:
	commence art work and writing - Sept - Nov 2003
	art exchange - December 2003
	exhibition - early 2004
	-Writing exchange: ongoing
	-Humanitarian Effort: Fundraising would generally take place in January - February 2004 and activities would be organized by the schools for fundraising.
Languages:	English, Spanish, others
Forum:	First Peoples (apc.iearn.fp)
Websites:	http://www.iearn.org.au/fp
Contacts:	Virginia King, virginia@iearn.org.au, Bob Carter, bob@iearn.org.au, Australia, Bob Smith, USA bsmith@cc.bia.edu, Siriluck Hiri-O-Tappa, Thailand siriluch@isb.ac.th

Peace through Poetry

Students will share original poetry on the theme of world peace, which will be posted to a project website and be supported by an ongoing discussion forum and a culminating international videoconference.

Students will compose poetry on the theme of world peace. Poetry will be submitted to a project website. Students will also be able to join an online discussion board to participate in a dialogue about peace. They will have the opportunity to participate, either in real time or by other methods, in a culminating international videoconference.

Ages:	12-18 years old
Dates:	September, 2003 - June 2004. Culminating international videoconference in May, 2004. (Date to be announced.)
Langauge:	English. Students may compose poetry in other languages, but should provide an English translation.
Forum:	Peace through Poetry (apc.iearn.poetryforpeace)
Website:	http://www.vceducation.org/peace/peacehome.html
Contact:	Lisa Perez (contact person) Lperez59@aol.com & Martin McGuire MartinMcGuire@hotmail.com, USA

NEGAI Connection, Peace - From Hiroshima to the World

A music project designed to spread friendship worldwide.

This project emerges out of the 10th Annual iEARN Conference in Japan, where 25 translations of the song "Our Wish" were shared. Out of this has come the "Our Wish Project" We named it "NEGAI (Our Wish in Japanese) Connection." We would like to continue the friendship built up through this project. The purpose is to promote " Our Wish" idea including the song and any idea connected with it. We also would like to spread our wish to friends all over the world. We welcome anybody who is interested! My dream is to hold [NEGAI] Concert in Hiroshima next August! Hiroshima Peace Site. We want NEGAI Connection members to make the 5th lyric words. Then I will collect all the versions and we'll challenge the GUINNESS record as the longest song. We would like more countries to translate NEGAI in order to challenge the record as the song translated into the most languages.

Ages:	12 -19
Dates:	October 2003-July 2004
Language(s):	English, Japanese
Forum:	Music (apc.iearn.music)
Website:	http://2003japan.jp/negai/
Contact:	Suwako Nagata neruda@mqb.biglobe.ne.jp and Kazuko Okamoto kay@jearn.jp in Japan

Folk Costumes Around the Globe

Send pictures and descriptions of folk costumes in your country.

The project is meant to give students from as many countries as possible, a chance to share their folk/national costumes with other students and teachers in the world, and to promote their folk art and traditions. The students will send pictures of folk costumes from their countries, with a short description of them and give information about the occasions on which people wear them, or once wore them.

Ages:	12 -19
Dates:	Ongoing
Language(s):	English, Romanian, French, Russian, German, Spanish
Forum:	Culture (apc.iearn.culture)
Website:	http://iearn.dej.ro/projects/FolkCostumesAroundTheGlobe /index.htm
Contact:	Teacher: Cornelia Platon, nelly@lapd.cj.edu.ro, Student: Marius Puscas, marius.puscas@lapd.cj.edu.ro, Romania

Merry Wisdom

Share funny stories, which happened to you or your friends

We believe that humor helps to overcome a lot of difficulties in our life. Humor decorates life and makes it richer and more coloful. Laughter can cure, but it can hurt as well, and even destroy a person. Do you like to laugh? If you do, we wish to read your jokes, funny saying, proverbs, and tales. Of course, you are welcome to illustrate your stories too!

Ages:	All
Dates:	Ongoing
Language(s):	English; any language with English translation capability.
Forum:	Merry Wisdom (apc.iearn.humor)
Contact:	Galina Kabulova, galina@sch7.samal.kz, host@i-earn.samal.kz Alina Ten, Larrisa Petrova, root@school103.samal.kz, Kazakhstan

Aspects of Love

An exchange of essays, poems, stories and drawings in order to develop a personal understanding of the word "love" and to develop tolerance to others' opinions.

Love has impacted people's souls over the centuries and is the plot of many world-famous stories, novels and poems. This project is aimed at understanding different aspects and kinds of love. It encourages participants to express themselves either in writing or drawing, helps them develop tolerance to other's opinions and shapes their values through the power of love. Discussions, exchanges of opinions and feedback on other people's work are considered the very first aim of the project. In addition, the project's web-site will be updated every two weeks with essays, poems and pictures we have come up with during this period of time.
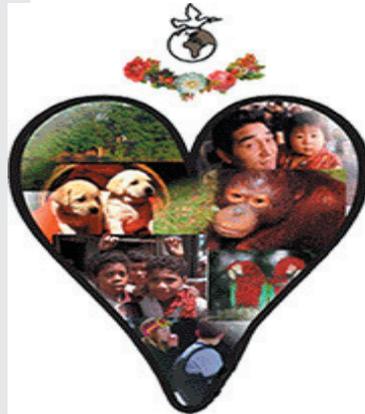
Ages:	All
Dates:	Ongoing
Language:	English, German, Macedonian, Bulgarian, Turkish, French, and Spanish
Forum:	Love (apc.iearn.love)
Website:	http://sites.schools-bg.net/varn-1langschool/default-en.htm and http://aspectsoflove.8m.com
Contact:	Nelly Georgieva, Bulgaria nelly_varna@yahoo.com

Dolls for Computers

Students will learn more about their culture by making dolls and other objects which will be sold over the internet to buy educational materials.

The project will involve schools all over the world interested to participate in it. It focuses on children 5th to 7th grade. They will learn more about their culture and express it through handcrafts making, ballet, theatre and drawing. The Project will start with dolls making and the writing about the making process. The other activities will follow. The project both enhances education through the use of Information and Communication Technology and improves the living condition of the participants.

Ages:	9 to 15 years old
Dates:	Ongoing
Langauges:	French, English and Bambara, the main spoken language in Mali.
Forum:	Etrade (apc.iearn.etrade)
Contact:	Sounkalo Dembele nkosounkalo@hotmail.com, Mme Traoré Fatoumata Traoré, Koniba Traoré ktraore@datatech.org, Alpha Mohamed Haidara alpha.m.haidara@dhl.com, Mali

Crafts for Education

A project that encourages students to make crafts, sell them and get education requirements.

In this project students will make crafts based on their tribal background and also on the available local materials, with the possibility of selling them at the 11th Annual iEARN Conference in the Czech Republic.

Ages:	13-18
Dates:	Ongoing
Langauges:	English, French, Rwandes and another language provided one translates it.
Forum:	Etrade (apc.iearn.etrade)
Contact:	Nsozi Williams Rwanda, thumer2k@yahoo.com

Cultural Recipe Book

Students produce a cultural recipe book.

Students research the recipes of typical dishes in their countries as well as the origin of the ingredients and recipes, the legends and stories behind them.

Ages:	From 10 up
Dates:	Ongoing
Language(s):	English, Portuguese, Spanish or any other
Forum:	Cultural Recipe Book (newsgroup: apc.iearn.foods)
Contact:	Isabel Cristina de Araújo Teixeira, Brazil, isabel_cristina_a@hotmail.com, recipe_book@hotmail.com

Children's Rights through Artwork

A project combining the arts with a study of the "Convention on the Rights of Children" as a way to promote students' understanding of their legal status in the society.
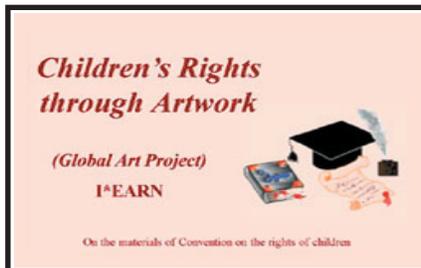
This project allows children to get acquainted with the materials of the "Convention on the Rights of Children," in order to develop their understanding that they are full members of society. Students will have a chance to express their attitude about the articles of the Convention, and to share and discuss their experiences with students from different schools.

Ages:	All
Dates:	Ongoing
Language(s):	Russian, English, French, German
Forum:	Global Art (apc.iearn.globalart)
Contact:	Olga Novak, Elena Rekichinskaja helen.rek@online.nsk.su, Marina Kosinova marina@che.nsk.su, Russia

Helter Skelter Project

Students make short videos about school life.

School years are one of the most amazing periods of human life. There are always a lot of interesting and funny stories. The aim of the project is to stop the moment and tell your friends about this. Film a short video-story (5-7 min) and send it to the coordinator of this project. If you don't have a technical opportunity to make the video, you can send us a written version. We will make a big collection of these stories with your help which will be then shown on the 11th Conference in the Czech Republic.

Ages:	All
Dates:	School year 2003-2004
Language(s):	English
Forum:	Global Art (apc.iearn.globlart)
Website:	http://www.privateschool.spb.ru/
Contact:	Nikolay Lyalyagin, Russia, epigraph@mail.ru

Laws of Life Essay Project

Students write about their personal values in life.

"Laws of Life" are the rules, ideals, and principles by which one chooses to live. The "Laws of Life Project" invites young people to express in their own words what they value most in life. Participants submit essays about their laws of life in which they describe the rules, ideals, and principles by which they live, and explain the sources of their laws of life (reading, life experience, religion, culture, role models, etc.). Participants respond to each other's essays and interact with each other electronically. They will also be able to report on any dialogue or events that occur in their learning communities as they participate in the "Laws of Life Project," and are encouraged to use what they learned about values to initiate change within the community through action projects. A teacher's guide is also available in the project languages (http://www.iearn.org/projects/laws.html). This project is the result of a three-year collaboration between iEARN and the John Templeton Foundation, which conducts a Laws of Life essay contest in the U.S.

Ages: 9-21
Dates: Ongoing
Language(s):   All
Forum: Laws of Life (apc.iearn.values)
Website: http://www.iearn.org/projects/laws.html
Contact: Natasha Cherednichenko, Ukraine, julia@host.kr.ua or lawsoflife@us.iearn.org.
               In Spanish: María Patricia Ochoa Valbuena mpochoav@telar.org, Crescencio Orrego
               crescencio@telar.org, Colombia, Rosy Aguila, Argentina, rosyaguila@infovia.com.ar

Repairing Friendships

This project aims at sharing and getting to know how people in different countries make peace with their friends after a conflict.

You are invited to write about a friendly relationship which was precious to you until it was broken by a quarrel. Please write a story about what caused the quarrel, your feelings about the broken relationship and the steps you took to repair the friendship. Maybe you know some traditions of making peace in your country? Create a word picture so others can learn from your example how to repair friendships.

Ages: All
Dates: Ongoing
Language(s):   English, Russian, Ukrainian
Forum: Planet Frienship (apc.iearn.planet)
Contact: Natasha Cherednichenko, Ukraine, julia@host.kr.ua

Everyone Smiles in the Same Language

This project helps students in iEARN to divert themselves after discussing serious problems in other forums.

"The most wasted day is that in which we have not laughed." The project invites people all over the world to write humorous stories, or anecdotes they know. Students can also laugh by reading many amusing stories written by other people. Students will also have an opportunity to give humorous questions to on line friends, or to draw laughable pictures. It is possible to hold discussions about popular comedy movies.

Ages: All
Dates: Ongoing
Language(s):   English, Azerbaijani, and Russian
Forum: Merry Wisdom/Humour (apc.iearn.humor)
Contact: Nigar Gulmalieva, Azerbaijan, nigar_86@hotmail.com

Movie Nights Project

An international film festival involving screenings and an exchange of opinions worldwide.

Partners watch movies and then share their opinions. After all participants have written their opinions, they send them to their partners. Partner participants also watch the movie and write their own opinion. Afterwards, they all read both opinions and compare. When there are enough opinions to publish on the web we collect and publish them. The idea of the project is to develop critical thinking through comparisons with other countries. Movie must be educational and rated no more than PG. Also participants can send movies made in their own countries. It will be more interesting to watch movie made in another country.

Ages:	6-14 years
Dates:	September 1st, 2003 – May 25th, 2004
Language(s):	All
Forum:	Media (apc.iearn.media)
Contact:	Anatoly Kochnev, Uzbekistan, tolik@bukhara.freenet.uz

Munchhauzen Is Coming Back

There are pages in a history, which are not studied in the school program, yet are illuminated by the bright light of unusual persons such as Baron Karl Frants Ieronim fon Munchhausen.

Our life is painted by the paints of everyday life, holidays, pleasure, affliction, friendship, treachery, love, disappointments, the routine of daily work, etc. Lev Kassil, the remarkable Russian children's writer, said: "a sense of humour protects us on not too successful days. Without it, the man that is looking at things hard-nosedly , does not risk speaking about himself." There are surprising pages in history, which are not studied in the school program. The human imagination, secret, brilliant humour and unrestrained invention lives on these pages. They are illuminated by bright light of unusual persons. Baron Karl Frants Ieronim fon Munchhausen is one of such bright, mysterious, unpredictable, improbable historical persons. Join us in an exploration of his life.

Ages:	11 years +
Dates:	Ongoing
Language(s):	English, Romanian, French, German
Forum:	Writers (apc.iearn.writers)
Contact:	Ludmila Korovyakina, kls@fastiv.kiev.ua
	Alisa Grivachova, sf9@fastiv.kiev.ua, Ukraine.

Cinquains Project

An exchange of poetry about iEARN project work .

A participant in any iEARN project writes a cinquain when he finishes his participation in the project as a way to reflect upon, and evaluate the impact of the involvement.

Ages:	11 years +
Dates:	Ongoing
Language(s):	All
Contact:	Violeta Tsoneva, Bulgaria, violeta@fmi.uni-sofia.bg, Olga Shkarupa,
	shkarupa@pl.cg.ukrtel.net, Irene Bogoslav, perspektiva@pmp-online.zp.ua, Ukraine
Website:	http://iearncinquains.hit.bg

Music to Make a Positive Change

Student and teachers contribute to music in order to bring about a positive change in the world.

Student and teachers contribute positively to music in order to bring a positive change in the world, by addressing peaceful resolutions in war conflict, Human Rights issues, and also the effects of songs with negative lyrics in our local societies and the world at large.

Ages:	All
Dates:	Ongoing
Langauges:	English, but we will welcome translations of other languages.
Forum:	Music (apc.iearn.music)
Contact:	Brima Sorie Kamara, Sierra Leone, positivemusic_c21st@yahoo.com

Friendship through Art

This project seeks to utilize art as a medium for creating understanding and friendship among students and teachers from around the world.

All mediums of expression are welcome, including painting and drawing, music, photography, etc. Students are encouraged to pick a theme around which to develop and share their art work. Examples of themes include: a day in my life, my country or city, world peace, etc. basically anything that allows students to express themselves and reach across borders to develop friendships with people in other cultures and countries. Themes can also be selected around which schools can develop joint projects, and special themes will be identified on a ongoing basis by the project coordinator. The art work of students will be displayed on the website of this project.

Ages:	All
Dates:	Ongoing
Langauges:	English and Persian (Farsi)
Forum:	Global Art (apc.iearn.globlart)
Website:	http://iearn.saf.ir/friendart/
Contact:	Majid Sadeghi, Iran, sadeghi@schoolnet.ir

Narnia and CS Lewis

Share in an exchange on Narnia, the Fantastic land from CS Lewis's book.

Many peoples around the world have read the magical books "Chronicles of Narnia" written by CS Lewis. These books have great educational value, and can stimulate students to think about right and wrong. Many students know this book and can speak about it to create a community all around the world. Also new films like "Harry Potter" and this iEARN Project experience can help us. In addition, "Chronicles of Narnia" may be an upcoming international film. Students can also learn that the name "Narnia" was choose by CS Lewis because it is also the old name of an Italian Town now called Narni.

Ages:	12 to 16
Dates:	Ongoing
Langauges:	Italian , English, Spanish
Forum:	Narnia (apc.iearn.narnia) or Italian (apc.iearn.italian)
Website:	http://www.narnia.it
Contact:	Fortunati Giuseppe, Italy, fgiusepp@libero.it

Poet's Corner

Students are able to express themselves creatively by writing a variety of poems every few weeks.

Students are able to express themselves creatively when they write a variety of poems every few weeks. Poem formats will be changed approximately every four weeks and thus students will be able to immerse themselves into a variety of different poems. During the month, poems can be emailed to curric@acreekps.vic.edu.au after which they will be collated into an anthology of children's writing and then sent back as File attachments to participating schools. In this way, children will be able to read poems from around the world.

Ages:	P-2, 3-4, 5-6
Dates:	Ongoing
Language(s):	English
Forum:	Projects (apc.iearn.projects)
Contact:	Elaine Robertson, Australia, curric@acreekps.vic.edu.au
Website:	http://teachit.acreekps.vic.edu.au/poetry/poem.htm

Proverbs and Idioms

Join in a discussion on the meaning and history of proverbs and idioms worldwide.

Proverbs and idioms are as important as cultures and traditions. Whenever we start thinking about proverbs we learn more about cultures! The purposes and reasons for the proverbs and idioms are in the history and geography and we want to find them. Worldwide participation is actually required to find out good/new points because we can compare our ideas with different nations. It helps us find the similarities and differences and these are what we need to live together!

Ages:	All
Dates:	Ongoing
Language(s):	English, Persian and Arabic
Forum:	Proverbs and Idioms (apc.iearn.proverbs)
Website:	http://iearn.saf.ir/proverb/
Contact:	Gilava Delzendeh Gilava_delzendeh@hotmail.com Afra Abnar mapleafy@yahoo.com Maria Mirza maria_mirza@msn.com

Through Youthful Eyes

A photographic calendar produced by students that is comprised of twelve different photos each falling into a different category.

Students are invited to take or find family photos that represent life in their country. Photos may be sent as scanned images in an email attachment or as photos in the post. Photos must be original and not subject to copyright, ie students should not simply scan an image from a book. Any photos of unclear origin will not be considered for publication. A variety of photos will be chosen for the final product.

Ages:	12 - 18 years
Dates:	Photos should be submitted by 31 October 2003 (earlier submissions would be appreciated)
Language(s):	English
Forum:	Kindred (apc.iearn.family)
Website:	http://www.geocities.com/colingehrig
Contact:	Judy Barr, Australia, judybarr@iearn.org.au
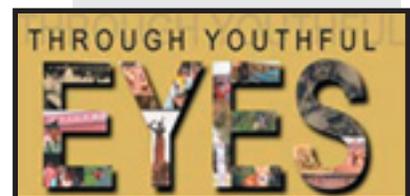
Flowers - The Smile of Divine Love

An exchange of writing about and images of flowers.

A flower symbolises openness, frankness, equality, generosity, and kindness. It is Frank: It hides nothing of its beauty and lets it flow frankly out of itself what is within. It is Equal: It has no preference. Everyone can enjoy its beauty and its perfume. In this project, children can collect quotations on flowers, find out different uses of flowers in different parts of the world, write poems on flowers, draw pictures, or grow flower plants. They can even prepare a database of flowers with their scientific as well as vernacular names.

Ages:	All
Dates:	August - February
Langauges:	English
Forum:	Flowers (apc.iearn.flowers)
Contact:	Vijaya Padma Modali, India, mvpadma@yahoo.com

A Day in the Life Project

Students describe a day in their life.

We invite you to share on this forum descriptions and cross-cultural comparisons not only of ordinary days but also of special days and events for you and your family. This writing might include accounts of holidays or celebrations, vacation or leisure days, memorable occasions such as a birthday, graduation, or the day you were born, or other experiences that have left an imprint in your memory and on your life. Any student is welcome to submit a description of one day in his or her life. The conference will be organized by listing different countries as topics, and "a day in the life" writings will be listed as responses to the country they are from. See the forum below for examples and further instructions.

Ages:	All
Dates:	Ongoing
Langauges:	All
Forum:	One Day (apc.iearn.oneday)
Website:	http://www.telar.org/telar/proyectos/oneday/framesetoneday.htm
Contact:	Lali Santos lalisantos@telar.org (Spanish version) and Nadia Ricci nadiapuf@flashmail.com (English version), Argentina.

Teddy Bear Project

An international teddy bear exchange using email.

After registration on the WWW, teachers are sent a partner class to work with in this project. The classes send each other a Teddy Bear or other soft toy by airmail. When it arrives the bear writes home a diary message by email at least once a week describing its adventures, the places it has been, as well as the things it has seen and done. Available for Prep/Kinder to Year 9 the project aims to encourage authentic writing by providing the children with a real audience. They write their email messages as if they are the visiting bear. The project provides an opportunity for students to develop understandings about cultures other than their own.

Ages:	All
Dates:	Ongoing
Langauges:	English, German, Spanish
Contact:	Muriel Wells, Australia, mwells@iearn.org.au
	Spanish Version: Natalia Lopez, Argentina
	fenatilop@fibertel.com.ar
Website:	http://www.iearn.org.au/tbear

Creative and Visual Arts Gallery

A web-based publication of Creative and Visual Arts images/writings that appeal to young people generally (children and youth).

Participants are encouraged to submit scanned/computerized graphics or photographs (in electronic format) of artwork in categories such as plain photography, paintings, drawings, posters, greeting cards and textile designs. They should submit not more than two original artworks in each category. We request participants to submit alongside their contributions a brief 200-word caption/description of their perception of each of their artworks submitted. In other words, the lesson(s) to be learnt/message they believe that each artwork is communicating. This shall include the kind of materials or equipment used to produce the artwork, what inspired/motivated them to produce and submit such a work, its production and/or shooting date and site/scene. Other students/pupils would also be encouraged to suggest captions for any of the published artworks despite the contributions of the sender of the artwork. All participants are required to include their identities/contacts, such as their names, age, school, class, sex and e-mail address on each entry outside the borders of the design.

Ages:	All
Dates:	Ongoing
Language(s):	English
Forum:	Global Art Gallery (apc.iearn.artgallery)
Contact:	Mustapha M.K. Sesay, Sierra Leone, mustaphasesay@iearnsierraleone.org

Growing Up Together: Just a Song and Dance Away

An international music exchange.

Each participating class will prepare a song with hand or dance movements in its own native language. It will demonstrate it to the other three classes in its international group. Each participating class will watch the presentations of the other three classes in its group and imitate the songs and movements. If videoconferencing is available, the class of children will perform for another class of children and then teach the other class its song in real time.

Ages:	Kindergarten or 1st Grade (for first year of project)
Dates:	October, 2003-June, 2004 (Oct., Nov., March, and April)
Language(s):	The language of each participating class
Forum:	Music (apc.iearn.music)
Website:	http://www.cmi.k12.il.us/Urbana/justasong
Contact:	Melina Barona barona@uiuc.edu and Micki Mannino manninmi@cmi.k12.il.us, USA

Let's Live Without Problems

Sharing problems together and giving advice to each-other.

Here everyone can share her/his problem with each-another, and get advise that can be helpful to solve their problem. The main idea is to share problems together and to solve them by helping each other. Sometimes you need advice, because your problem can be such that you can't tell about that at home. So here we can help each-other with our helpful advice.

Ages:	All
Dates:	Ongoing
Language(s):	English, Azeri, Russian and Turkish
Forum:	Live Without Problems (iearn-woproblems@us.iearn.org)
Contact:	Khanim Sadrzade, Azerbaijan, guginyaz87@hotmail.com

A Magic Flower of Wishes

An exchange among students about the most popular wishes among young people worldwide, and the reflection of them in literature and art.

Groups of students describe the most popular wishes of young people today in their countries, tell about the values of their lives, as well as about various literary characters which can help people to make their wishes real, collecting fairy-tales, poems and short stories where different magic situations are described. Besides students will portray the characters, magic symbols themselves presenting all kinds of pictures, drawings and animation for the project. All information on the topic is welcome.

Ages:	All
Dates:	Ongoing
Langauges:	Belarusian, Russian, English
Forum:	A Magic Flower of Wishes (apc.iearn.wishes)
Contact:	Pavel Shareiko, Alina Shostak, Natalia Khavanova, Belarus (students), Svetlana Khavanova, Elena Kravchouk, Svetlana Rudaya, Belarus (teachers) sh1volk@grodno.unibel.by

Media Mosaic Project: Media Literacy for Global Youth

Provides the tools for students to become better informed world citizens, with an appreciation not only of the various concerns of others, but also with a critical understanding of media's role in shaping and addressing those concerns.

The purpose of the Media Mosaic Project is to create better informed world citizens by analysis and comparison of the news media which influences and shapes the points-of-view, values and decisions of the world community. This project, a media literacy collaborative curriculum between students world-wide, provides students with the tools to analyze, compare and lobby for ethics in the news media. The Media Mosaic Project will feature an iEARN website of resources, a print media literacy unit, an electronic media literacy unit, a Breaking News and Views discussion forum, and an on-line course in the spring of 2004.

ESSENTIAL QUESTIONS: WHOSE NEWS?

In a world where nuclear warheads travel at super-sonic speeds, where an environmental policy in one country can create disaster in another, where the stakes of misinformation and rhetoric are higher than ever, how can we judge when media is accurate? Whose news gets told? Who are the storytellers and which audiences are they trying to convince? What are the techniques of persuasion used—the politically charged words, the way a story is filmed and framed? What and whose viewpoints are missing in the news we watch? What are the ties between open, accurate information and the issues of human rights, citizenship, and geo-political stability?

Ages:	All
Dates:	October 2003 start to January 2004 for the basic project focused on print media. January 2004 through May, focus on broadcast media. February 2004, iEARN on-line course, focusing sequentially on print and then on broadcast news. Each Media Mosaic activity is scaffolded, and flexible enough to be taught in a concentrated period of several weeks or integrated into broader curriculum over a semester. The discussion forum, Breaking News and Views, is on-going during the school year.
Langauges:	English, news gathering in many languages
Forum:	Media Literacy (apc.iearn.media)
Contact:	Eliane Metni, Lebanon, eliane@emetni.com, Sarah Conover slconover47@msn.com and Doug Robnett drobnett@mead.k12.wa.us, USA

Humanities & Social Sciences

Urban Inside View Magazine

Students edit and publish a magazine with the goal of expressing the differences and similarities of people around the world by showing their ethnic beauty. "Inside View" seeks to build understanding and promote unity among teens and adults with different religious, racial and ethnic backgrounds.

A magazine based on the issues that teenagers go through living in an urban society.

Ages:	12 - 18
Dates:	Ongoing
Language:	English
Conference:	Inside View (apc.iearn.inside)
Contact:	Melanie Lee, USA,
	mleenycteach@att.net
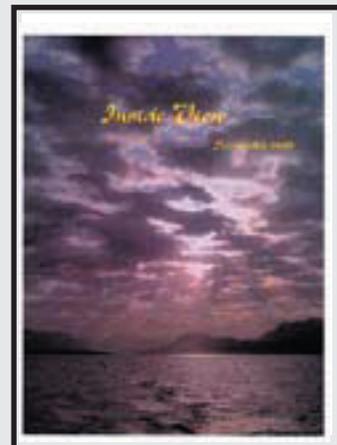
Dream School

Students in classrooms around the world share their ideas about a dream school during a series of video conferences.

The Forth Dream School Video Conference is a creative drama type. The story is about "an iEARN dream school built by boys and girls in a refugee camp." All participating groups create the success story of building a dream school in a refugee camp collaboratively and perform each part at the video conference as a presentation of the drama. Students of all groups work together "planning" and "performing" using iEARN forum set for this video conference. Teachers work together discussing in detail as facilitators using Mailing List provided by JEARN. The main web page and local web pages are set up and showed the progress and process of total planning and story creation of each part based on the total story plot. The Fourth Dream School Video Conference will be broadcast by internet live streaming if things allow.

Ages:	12 and up
Dates:	2003 Sept.- Oct. teachers planning and decide participating groups
	Oct. - Nov. students discuss about the whole story and decide which part is taken by which group
	Dec. - 2004 Apr.. students create the story of their part, make its scenario and practice
	May performance at the video conference day
Language(s):	English and each participant's language
Forum:	Options (apc.iearn.options)
Contact:	Principal Facilitator: Yoko Takagi, yoko@jearn.jp,

Yoshie Naya, Japan, naya@lapis.plala.or.jp, Joanne Tate, Australia, vqa@edumail.vic.gov.au, araratcc@netconnect.com.au, Violeta Tsoneva, Bulgaria, violeta@fmi.uni-sofia.bg, Virginia King, virginia@iearn.org.au, Olga Anisimova, Russia, sch1200@mtu-net.ru, Lorraine Tandy, South Africa, tandy@iafrica.com, tandy@stjohns.wits.ac.za, Nina Dementievska, Ukraine, smc@mail.kar.net, Joy Veasy, USA, veasy_j01@firn.edu, MaryAnn Butler-Pearson, USA, becondstirn@aol.com, Karine Durgaryan, Armenia, karine@childlib.am, Peter J. Baxter, AU, peterba1@mac.com, Matthew Perry, AU, matthewp@araratcc.vic.edu.au, Norio Sugimoto, Japan, sugimoto@wakoku-h.ed.jp (school account), cmsugimoto@aol.com, minoru goto, Japan, mgoto@hs.kwansei.ac.jp, Marina Kornienko, Ukraine, marina@lkto.ki.snet.kharkov.ua, Sylvia Li, Taiwan, cubby@ajet.nsysu.edu.tw, Doris Wu, Taiwan, doris21.wu@msa.hinet.net, Lisa Perez, Chicago, USA , Lperez59@aol.com

Against Scholar Failure

A place for students, parents, teachers and others responsible for education to think about the main problems in education.

A place for students, parents, teachers and others to find ways to ensure student's success in education. In our country, Senegal, if 100 children (at 7 years old) go to school, at the end of the secondary school it may be that only 30 students are left . There are many causes of this failure, and we would like to help them solve all their problems by exchanging messages, essays, pictures, drawings and creative writing.

Ages:	All
Dates:	September 2003 July 2005
Language(s):	French, English
Forum:	Education (apc.iearn.education)
Contact:	Salimata Sene (teachers) sallsenma@yahoo.fr, Adja Fatou Gaye (students) adjafatougaye@yahoo.fr

The Bullying Project

Bullying .org: "Where You Are NOT Alone!" is a collaborative international project that addresses the issue of bullying within in a safe, positive and supportive community.

www.bullying.org is a multiple award-winning, non-profit Internet project that was created to help people around the world deal with the issue of bullying within a safe, positive and supportive international community. Participants in this project can learn that they are NOT alone in being bullied, that being bullied is NOT their fault and that they CAN do something positive about it. People can contribute their personal stories, poems, images, oral stories (audio files), music, animations and movies. In order to protect contributors privacy and security, no last names of young people, or personal contact information is published or shared with anyone else. www.bullying.org also has two moderated, online support groups, one for youth and one for adults.

www.bullying.org was a recipient of the annual Childnet International Awards that are given to projects that make the Internet a better and safer place for children.

www.bullying.org was chosen as a finalist for the annual Stockholm Challenge Awards. This award is often referred to as the Nobel Prize of the Information Technology world. It recognizes projects that use IT to make a significant contribution to society.

www.bullying.org the number one Web site about bullying in the world and often hosts nearly one million visitors from around the world per month.

Ages:	All
Dates:	Ongoing
Language(s):	All
Forum:	Bullying (apc.iearn.bullying)
Website:	http://www.bullying.org
Contact:	William Belsey, Canada bill@iearn-canada.org

My Safe School

A place for all pupils, students, teachers and parents to share thoughts and contributions about safety in school.

A Dutch educational ICT-project with an English based variant in a pilot phase. The idea found its origin in the change towards student driven education, and the social tendency in the Netherlands to make students aware that each individual has a responsibility for 'safety' at school. It has become quite clear that safety has a lot to do with attitude and feelings. The tendency is to find technical solutions to safety problems, such as installing camera's, guards and barbwire. Posters and workshops about safety were incidental and did not lead towards intrinsic motivation among pupils and students. Solutions were always expected from others; school management, local government or the Police. As a wonderful result of binding forces between iEARN-Netherlands, the 'Noord-Brabant Police force' and ICT&E, an educational consultancy bureau, a new approach became visible in the pilot project 'My Safe School'. During the project 'My Safe School' students conclude that each individual is responsible for safety and can make a difference at home, at school and while travelling in between.

Ages:	Open
Dates:	Ongoing and open all year. (The project in Dutch language starts in February 2004; all Dutch speaking students in school all over the world are invited to join.)
Language(s):	Dutch, English
Forum:	My Safe School (apc.iearn.safeschool)
Website:	http://www.mysafeschool.net (and in Dutch http://www.mijnveiligeschool.nl)
Contact:	Bob Hofman hofman@ict-edu.nl and Karel de Groot karel@kareldegroot.nl, Netherlands.

American-Lithuanian Constitutional Issues Comparison

American students from California and Lithuanian students will compare children rights.

We need to improve the teaching of democracy education, establish a continuous exchange of information and suggestions on civic issues. The project will concentrate on children's rights -- a right to education, safety, equity and point out and analyse cases of violence, abuse. The participants will describe school-based relationships and ways to improve them. The comparison of constitutional issues in America and Lithuania will lead to better understanding of democracy, teach responsibility for actions and encourage student engagement in community work. On the basis of constitutional issues comparison students will learn about recent situations regarding children rights in both countries and suggest ways for problem solving. They will improve learning of democracy, encourage co-operation, share experiences and discuss controversial issues by using electronic network

Ages: 15-18
Dates: late September - late June
Language: Lithuanian and English
Contact: Daina Valanciene, Lithuania, valthailand2002@yahoo.com

My Dream World

A warm and open place for all students to share their ideas about their ideal world.

This project provides an opportunity for the students in schools around the world to share their ideas about their dream world through writing essays, prose, poems and short stories or drawing pictures. Hopefully "My Dream World" will contribute by making people aware of other's ideal world and transforming their minds for progress.

Ages: All
Dates: Ongoing
Language: English and Persian
Forum: Dream World (apc.iearn.dreamworld)
Contact: Minoo Shamsnia, Iran, shamsnia@schoolnet.ir

We Are Teenagers

Project allows young people to learn about popular fascinations of their peers and choose possible new hobbies for themselves

Everyone has their own individual interesting particularities. We've decided to create a website to help young people to learn about the most popular youth fascinations worldwide and about the possibilities for self-expression among young people. Such information will also help to lessen the incomprehension between teenagers and older people and serve as a bridge between generations. Students will prove that modern youth culture isn't only a word.

Ages: All
Dates: Ongoing (starting from the 1st of September)
Language: English, Russian, Ukrainian
Forum: Teenagers (apc.iearn.teenagers)
Contact: Valentyna Sakhatska (teacher), Ukraine,
           sh208@sh208.edu.ukrsat.com
           val_sakhatska@yandex.ru
           Julia Orlitsa (student), Ukraine, lyceum@208,
           shotoru@km.ru, sh208@sh208.edu.ukrsat.com

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Corruption Project

Students will share there experiences by describing daily life with corruption

Students share opinions about corruption in their countries, investigate the different features of corruption around them, check out the causes, such as the main involved actors and partners, and then propose ideas and strategies to change the situation.

Ages:	15-20
Dates:	September 2003 to May 2004
Language:	French, English
Forum:	French: Francais (apc.iearn.francais)
	English: Inside View (apc.iearn.inside)
Contact:	Donfack François, Cameroon, donfackfr@yahoo.fr

AquaCentury Project

Living in the time of Aquarian Century, the 21st century, students and teachers will consider issues of various centuries, especially leading to the touch and fusion between Western and the Eastern cultures.

The 21st century is regarded as the time of Aquarian Century from the viewpoint of astronomy and horoscope. This is also a time where multiculturalism is on the rise while the new era is also generating its new orders and values. On this threshold of 21st century, we invite teachers and students to explore the better ways to merge together the logical world in the 20th century and the diverse one in the 21st century, in particular the mutual understanding between the West and the East. Five main themes are included: 1. To fully respect lives. 2. To be as close as possible to the nature. 3. To express mutual concern and understanding among human beings, to make a fusion of different cultures, or to re-meditate the relationship between humans and nature. 4. To be always optimistic and enterprising. 5. To blend new and old, foreign and native, western and eastern, exotic and aboriginal to originate many other reforms and innovations. Between 2003 A.D. and 2004 A.D., we focus two parts: 1. Cherishing our living environment, especially water resources 2. Caring for other people who deserve our great concern, particularly those who are in need or are physically challenged.

Ages:	All
Dates:	September 1 2003-May 31 2004
Language(s):	All
Forum:	Humanity (apc.iearn.humanity)
Contact:	Richard Chen richard.cfk@msa.hinet.net and Badi Chen badi@ajet.nsysu.edu.tw, Taiwan, and Adriana Vilela in Latin America: adriana@world-links.org

ICT for the Blind

A project committed to involving students worldwide who are blind or otherwise sight-impaired in technology-based interaction.

Launched by eduators in Iran who believe that ICT's are a powerful tool for persons who are sight-impaired. They are committed to involving students worldwide who are blind or otherwise sight-impaired in technology-based interaction. The Internet is opening up incredible opportunities for interaction, cultural understandings and new skills. This project groups shares in the belief that it is important for iEARN to be committed to insure that these opportunities are available for all.

Ages:	All
Dates:	Ongoing
Language(s):	All
Website	http://vip.saf.ir/
Contact:	Nasrollah Rezaey rezaey1330@yahoo.com in Iran

World We Live In (WWLi)

Everyone has their own world that is connected with other personal worlds, but at the same time living alone, inside of a person. Please describe the world YOU live in.

We suppose that the modern world is like a big "patchwork quilt": it is integrated and covers everyone but at the same time it consists of separate patches, connected with one another in the common "linen." These patches are separate small worlds, which are homes for different people with their own ideas about these worlds. People just in the light of their ideas see our big world - "quilt". And if we collect these pictures of separate worlds - "patches" they will build the picture of that big world we all live in at the same time. Descriptions of the worlds - "patches" are essays of the participants in the discussion. Essays can be illustrated by drawings, photos, other additional information, which author considers to be necessary.

Ages:	All
Dates:	Ongoing (September - June)
Languages:	English, Russian, Belarussian, German, Ukrainian and other (with summary in English or Russian)
Forum:	World We Live In (apc.iearn.wwli) Email list: wwli-list@iatp.by
Website:	http://wwli.iatp.by
Contact:	Sofia Savelava, Dzmitry Savelau, Alena Schtschurowskaja, Kiryla Ilnicki, and other "New Line" Club's participants in Belarus savel@ripo.unibel.by

Year 1945 Project

You are a news reporter who will investigate an issue from your country and publish a page which appears to be from a 1945 newspaper to share globally.

This project asks students to investigate an aspect of life in 1945 in their country. They are to act as a newspaper reporter and write in the first person as though they are there at the time. Ideas for topics could include any natural disasters, scientific breakthroughs, fashion changes or post war reconstruction that occurred in 1945 for example. The possibilities for topics are endless! Presentation of work: Where possible, we would like students to present their work/ or a combination of the class work on a website designed to look like a newspaper page of the day. See if you can locate and scan the name and banner from an original paper from the time for example. All web pages will be linked to the central site and schools will then be welcome to print off the pages and create their own international paper to represent the year 1945 for distribution at school. If you cannot create a website, send your individual newspaper articles in to the project coordinators. They will position them on a blank page proforma for your country that will be linked to the project.

Ages:	P-12
Dates:	Ongoing
Languages:	English (Maybe Russian later)
Website:	http://www.araratcc.vic.edu.au/users/web/1945/index.htm
Contact:	Jo Tate (Australia) Helen Davidova (Russia) jot@araratcc.vic.edu.au

Value of Money in Our Life

This projects aims to help young people understand money, so that they are successful in life. Activities include writing essays, poems, pictures, playing virtual games, handling real money. If your are good in arts or crafts, you develop your hidden skills and qualities, earning money at the same time. Thus this project will also help bring out the hidden qualities in an individual. We introduce participants to the barter system where you can exchange things with your friends and use it. Action projects are also to be part of the project: e.g. in India one can go to the village and teach the women to save money in order to be independent and to be able to take better care of their families.

A project focused on using money efficiently and making the maximum use of resources.

Ages:	10 years and above
Dates:	Ongoing
Language(s):	English, Hindi, and Bulgarian (to start with but planning to have many others)
Forum:	Money (apc.iearn.money)
Website:	http://www.geocities.com/vom2001in/ram/index.html
Contact:	Maitreyi Doshi maitreyid@sancharnet.in and Soujanya Shenoy shenoys@eth.net, India, Neli Georgiewa, Bulgaria, nelly_tq@hotmail.com, Udara Soysa udarasri@sltnet.lk, Sonali Unkule sonali_unkule@yahoo.com, Aditi Utpat aditi_crazygal@yahoo.com, Sri Lanka.

Africa Great Lakes Region Collaboration

This forum exists to bring together classrooms in the Central Africa region (especially the Great Lakes: Rwanda, Burundi, Democratic Republic of Congo, Uganda) to discuss topics of common interest, beginning this year with the ethnic and political conflict that has plagued the region for over 10 years. Classrooms outside of the region are also invited to join the discussion in French or English to learn about the culture and history of the region, and to share what they have learned.

Discussion of the historical conflict and present reconciliation process in the Great Lakes Region of Africa.

Ages:	10 +
Dates:	Ongoing. The current topic of collaboration is the conflict and peace process in the region.
Languages:	French, English, and eventually Swahili, with translations into the main project languages
Forums:	Central Africa Collaboration/Collaboration Afrique Centrale (apc.iearn.cac)
Contact:	Sarah Pouezevara, France, sarah@alpaventure.com and Xavier Ndona, Democratic Republic of Congo, initiatives@netcourrier.com

Architecture and Living Spaces Around the World

Students research the architecture and history of the houses, buildings and monuments of their town. Forum entries start with a brief description of their town, including its population and its geographical location. Students are encouraged by their teachers to study buildings with historical significance, as well as their own houses. Photos and drawings can also be sent to the facilitator for the web page gallery.

Students research the architecture and history of the houses, building and monuments in their town.

Humana Tower at Louisville, Kentucky, 1982–1986; Michael Graves, architect (after Graves)

Ages:	10 to 17
Dates:	September 2002 to June 2003
Languages:	English, French, German and Norwegian
Forums:	Architecture (apc.iearn.architecture)
Contact:	Christine Kolstoe, USA, KolstoeC@edmonds.wednet.edu

Planet Friendship

Students are changing the world through friendship.

A network for those who have committed their friendship to the possibility of making a change through "Education of the heart." Too many things are separating us around the world. This project aims to promote things that are common for all human beings instead of pointing at the differences. We believe that by sharing a Friendship Declaration, we create the possibility for all people, everywhere, as well as the planet and its environment, to join together in a positive and healing way. Taking this stand will create a positive ripple effect in the world, like a stone dropping into a pond, that will help to reduce the negativity and suffering on our planet and create new possibilities for people and the planet. Make a difference and be a part of the change we wish to see!

Ages: Any
Dates: Ongoing
Languages: All
Forum: Planet Friendship (apc.iearn.planet)
Website: http://www2.arnes.si/~sskkssb6s
Contact: Branko Marcetic, Slovenia, branko.marcetic@guest.arnes.si

Schools Demining Schools

A project to raise awareness and provide students with an opportunity to help people living with the scourge of landmines.

"Schools Demining Schools" is an action-oriented project that focuses on learning about the scourge of landmines while making concrete contributions to solving one of the most horrifying problems of our times. A collaboration between iEARN and the UN.

Ages: Middle, intermediate or secondary schools
Dates: Ongoing
Languages: English
Forum: Schools Demining Schools (apc.iearn.landmines)
Website: http://www.un.org/cyberschoolbus/banmines/index.asp
                  http://www.iearn.org/projects/schoolsdeminingschools.html

Sweet Whisper Project

This project is devoted to students' own creative written works.

A forum where students share their writings and also a place for them to discuss their ideas and experiences of Friendship,Love,Freedom,Studies and etc. This forum aims for understanding and friendship between students from different countries despite their linguistic and cultural differences.

Ages: All
Dates: Ongoing
Languages: English, but we welcome translations from other languages.
Forum: Sweet Whisper (apc.iearn.whisper)
Contact: Fatemea Jabbari fatemeh86j@hotmail.com and Maryam
                  Baikpoor maryam_mbp@yahoo.com, Iran, Rabeya
                  Raza robs_ropani@msn.com Pakistan, Nadee Samaranayake
                  nadee_ms@yahoo.com SriLanka.

The Holocaust/Genocide Project (HGP)

The HGP, originating at Cold Spring Harbor High School, New York in 1992, is an independent, interdisciplinary project, encompassing history, current events, language arts, fine art, foreign languages, and critical thinking. The HGP enables students, on a global level to dialogue with their peers, share ideas, conduct research, do common reading of books together online, and access professional authorities, primary sources, and data bases about information as it pertains to the Holocaust of World War II, other genocides, and current events. Students and teachers are welcome and encouraged to use the project's WWW site: http://www.iearn.org/hgp as they research history, literature, art, music, memorial sites, museums, archives, and survivors' testimonies.

The HGP is celebrating its 12th year anniversary in 2003-4. This theme-based Internet project has brought together students and teachers from over 34 countries of the world.

Ages:	12-18, although elementary school students have also participated in the study of conflict resolution and written student book reviews
Dates:	Ongoing. Teachers and students are encouraged to look at the forum to see which topics they would like to explore. There is a set curriculum posted as the first topics on the forum, but we also welcome suggestions for new topics.
Language(s):	English, but we welcome translations.
Forum:	Holocaust/Genocide Project (apc.iearn.hgp)
Website:	http://www.iearn.org/hgp/
Contact:	Honey Kern, coordinator, USA, coldspring@iearn.org or hkern@iearn.org, Gideon Goldstein, project mentor, iEARN coordinator, Israel, gideon@netvision.net.il

THE HOLOCAUST/GENOCIDE PROJECT
AN END TO INTOLERANCE
JUNE, 2003

REACHING OUT TO ONE ANOTHER

Children and Violence

Recent years have brought about a lot of violence into people's life and what is more tragic - into children's life. Very often children have to suffer because of the actions of people who are around them, near to them, whom they depend on. Children can't change it or don't know what to do to change it. We invite children and grown-ups to discuss such situations and to see together what to do to protect children, what to do to show grown-ups who are violent towards children that they are doing harm. We want to speak with children of the world about problems and acts of violence they meet with in order to make our world better, cleaner morally and safer for the young. We guess that such a talk may be difficult and unpleasant sometimes. But, only by talking about problems can we make them disappear from our life.

Let's speak about everyday acts of violence that children meet with and try to see together how to oppose them.

Ages:	6-18
Dates:	October 1, 2003- May 20, 2004
Language(s):	English, Russian, Belorussian and Lithuanian.
Forum:	Violence (apc.iearn.violence)
Contact:	Natalia Petryaeva, Galina Belobokaya, Belarus, children@exchange.belpak.grodno.by

Kindred

Participants are invited to submit stories and pictures from the oral histories of their families. A book of the contributions will be published in 2004.

Students are invited to interview their parents, grandparents, neighbours, cousins, aunts and uncles or any other person who has an interesting story to tell about their family history and its links to historical events, unusual occurrences, migration or important people. Students may discover important events in their family heritage that give an insight into life in a bygone era.
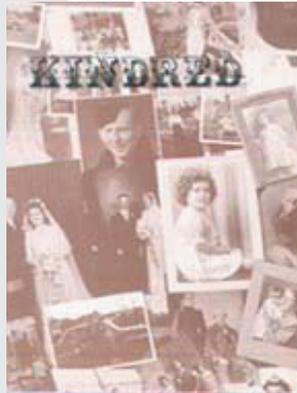
Ages:	All
Dates:	Onging
Language(s):	English. We will attempt to accommodate other languages by request
Forum:	Family (apc.iearn.family)
Website:	http://www.iearn.org.au/kindred/
Contact:	Judy Barr, Australia judybarr@iearn.org.au

Souvenir Shop

An exchange of information about traditional souvenirs of different countries and the history of their appearance.

Groups of students describe the most popular souvenirs of their countries, tell about the history of their appearance, technology of their production. All information about traditional national souvenirs is welcome. It would be interesting if the participants of the project exchange photos, pictures of traditional souvenirs (or ever souvenirs) by e-mail or mail (if it is possible).

There are three steps:

The first step: introduction: students send the information about themselves and their country.

The second step: Students collect the information about traditional souvenirs of their countries. send letters with their stories, pictures and photos, answer the questions of their partners and the group which coordinates the project.

The third step: Processing received information, creating web-page.

Ages:	All
Dates:	Ongoing
Languages:	Belarusian, Russian, English
Forum:	Souvenirs (apc.iearn.souvenir)
Website:	http://www.iearn.org/souvenir_shop, http://www.oic.unibel.by/souvenir_shop
Contact:	Oleg Krutikov, Natalia Khavanova, (students), Svetlana Khavanova, Svetlana Rudaya (teachers), Belarus, sh1volk@grodno.unibel.by

Studying History in Search of the Truth

Over time, governments and states make their own version of history, which is oftentimes distorted and biased in their favor. Versions given through press, state TV, text books, school curriculum can create dogmas and misconceptions in the minds of the people. This Project aims at countering the propaganda through a study of history. Students select a topic of discussion, and study the various schools of thoughts and consider all the sides of the picture. We hope to reach consensus on the reality of events studied. Some proposed topics of discussion - Afghan Problem, Kashmir, Middle East, etc.

Participants will study history to reach an opinion on various global issues

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Ages:          8 +
Dates:         Ongoing
Language(s):   English
Forum:         Civics (apc.iearn.civics)
Website:       http://www.geocities.com/studyinghistory/
Contact:       Mohammad Ali Khwaja, Pakistan, mohammadalifk@hotmail.com and Zareer Aga, India,
               rba_1@vsnl.net
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We Can Change the World with Common Effort

Students are encouraged to help others with the idea that no thanks or compensation will be required, but rather the recipient will find others to help. Students will share essays explaining problems and solutions, including how they assisted another person. It might be valuable for students to watch the movie "Pay It Forward." Random acts of kindness will change our world, especially with the "pass it on" element of this project.

Students in this project are encouraged to help others with the idea that no thanks or compensation will be required, but rather the recipient will find others to help.

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Ages:          All
Dates:         Ongoing
Language(s):   English, Russia, Turkish and Azeri
Forum:         Change the World with Common Effort (apc.iearn.changetheworld)
Contact:       Kaye King, USA, kking@boyd.k12.ky.us  and Reyhan Rzayeva,
               Azerbaijan, reshka85@yahoo.com
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In a Global Village: Your Issues Are My Issues and Your Fears Are My Fears

The people of the world usually do not work together or cooperate to deal with issues such as pending disasters, hunger, disease and terrorism. They usually think that such issues do not affect them. The result is that there are disjointed efforts, the world over, in dealing with issues. An issue affecting one part of the world now will be an issue affecting another part of the world later. So if this is true why should the nations not have concerted and coordinated effort in dealing with issues that are of a global nature. This project seeks to highlight such issues to decision-makers and persuade them to deal with problems whenever and wherever they occur.

Identify issues that affect local communities and how these issues can end up, in some way, affecting other communities in different parts of the world.

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Ages:          14 – 18 years
Dates:         Ongoing
Languages:     English
Forum:         Change the World (apc.iearn.changetheworld)
Contacts:      Servious Mbiza, Zimbabwe, smbiza@avu.org
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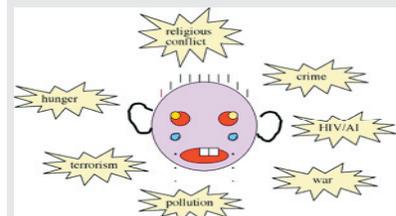
AACTION: American Asian Collaboration through Interaction on the Internet

Building partnerships between Asia and Latin America.

The purpose of this project is to create bounds of friendship and cooperation between educational communities of Asia and Latin America. The participating classes will work together on different activities through which they will share introductions, their local realities and geography, natural resources, art and others.

Ages:	All
Dates:	September 2003 through December 2004
Language(s):	English. Participation in the native languages of participating groups is welcome (Spanish, Japanese, Thai, Taiwanese, etc.) provided that there is someone in the group who can translate and facilitate communication with the other participants.
Contact:	Crescencio Orrego crescencio@telar.org, Cludia Rodríguez claudiar@telar.org, Patricia Ochoa mpochoav@telar.org, Argentina

Reach Your Peak

Inspires youth to dream, and to give them the resources to help them realize their personal potential and their community goals.

Every participating school will have access to the Reach Your Peak curriculum and planning guide, a series of mapped out lessons and sample projects that start youth on their journeys to become an active part of the community, as well as online tools to guide them on their individual journey to reach their peaks. Reach Your Peak also aims to educate students about how other youth of our nation and around the world are reaching their own peaks and potential, by advancing the development of their communities, and connect them to each other to share their thoughts and experiences.

Ages:	12-18
Dates:	September 2003 - June 2004
Language(s):	Spanish, English
Forums:	Reach Your Peak (apc.iearn.rypdream) - In English Alcanza tu Cumbre (apc.telar.rypdream) - En Español
Website:	http://www.reachyourpeak.org
Spanish Contacts:	Alejandro Robledo alejandrorobledo@latinmail.com and Adriana Vilela adrianav@iearn.org
English Contact:	fkoss@reachyourpeak.org

City to City Relationships

You are invited to share what your city has done; or is doing to improve the management capacity for sustainable urbanization.

Cities and local authorities have been fostering international cooperation since the foundation of the first international association of local authorities in 1913. Town Twinning, Partners of the Americas and Sister Cities are some of the earliest examples of City-City. Share "lesson learned" through your relationship, and what your city has done; or is doing to improve the management capacity for sustainable urbanization. The Theme or the United Nations "World Habitat Day" is City-to-City Co-operation.

Ages:	All
Dates:	Ongoing
Language(s):	English
Contact:	Gia Gaspard Taylor, Coordinator iEARN Trinidad and Tobago, marabe@tstt.net.tt
Website:	http://www.iearntandt.internection.org

Child Soldier Project

Youth of iEARN Sierra Leone and around the world will continue to bear witness to the problems they or their peers faced as child soldiers

This is a project where youth can bear witness to the issue of the child soldier and how it affects their lives, their families, their communities and their countries. Youth may contribute with stories, drawings, music and audio files recording oral stories.

Ages: 10-19
Dates: Ongoing
Language(s):   English
Forum: Child Soldier Project (apc.iearn.childsoldier)
Website: http://www.childsoldier.net
Contact: Andrew Benson Greene Jr, Sierra Leone
               peacemuse_c21st@yahoo.com and Bill Belsey, Canada
               bill@iearn-canada.org

Teens Helping Disabled Parents

Participants will create a web site with questions and answers about how they have solved problems which occurred because a parent is disabled.

Participants will submit their questions and answers about how they have solved problems which occurred because a parent is disabled. These questions and answers will be posted on the web site. For example: Q: "Parent Conferences?" A: "I attend parent conferences myself. I write down what the teacher wants to tell my mother about me, and then I report the information to my mother." Teens with disabled parents will be able to read these to get help in solving their own problems.   Teens will also post their own solutions when they have succeeded in solving problems or when they have another viable solution to a problem already posted.

Ages: 12-18
Dates: Ongoing beginning October, 2003
Languages: English
Forum: "Teens Helping Impaired Parents" (apc.iearn.helping)
Website: http://www.cmi.k12.il.us/Urbana/uhs/his/thdp
Contacts: Micki Mannino, USA, thdp@cmi.k12.il.us

Olympic Connection

Students will collaborate by reporting on information concerning the athletes representing their country or favorite sporting event.

Students will collaborate by reporting on information concerning the athletes representing their country or favorite sporting event. All students will submit stories, poems, interviews and updates about their favorite or hometown athlete participating in the 2004 Olympic games. Each participant or group of participants will follow their athletes progress and activities from January until the Summer games. The participants are encouraged to identify all of the athletes from their country. They will then report on previous accomplishments, preparation and information on the athletes that they are tracking. Each student will be encouraged to contact the athlete and the Olympic Committee for news to place on the community site.

Ages: All
Dates: January 2004 – summer games
Languages: English, Spanish, French, Arabic and others
Forum: Games (apc.iearn.games)
Website: www.slb.com/seed
Contacts: Paula Harris, USA pharris1@slb.com

Good Deeds

Share with us, on a regular basis, a simple good deed(s) you have achieved, showing the details and motives behind this act

Doing good deeds is a noble act that good people usually seek to achieve. We find it very important to support and encourage good deeds, good human values, encourage our children to follow similar deeds, and show them how important and valuable these deeds are, even the simplest of them. They should realize that these acts are what could build a healthy cooperative, peaceful, and merciful society that will embody and empower certain great values such as the values of beauty, courage, sacrifice, and brotherhood. In this project, students can do a lot of free cooperative learning activities and then present them online in the forms of short stories, essays, free writing, summaries, drawing, flash cards, thoughts, and questions. The project aims to encourage personal reflection among students.

Ages:	All
Dates:	Ongoing (Starting Sep. 03 2003)
Language(s):	Arabic, English (all other languages will be welcome progressively).
Forum:	Change the World: Good Deeds (apc.iearn.changetheworld)
Website:	http://www.iearnegypt.org/gdeeds.htm
Contact:	Ismail Fayed, Egypt, ifayed@aedegypt.org

Help Others Learn

An educational initiative providing an opportunity for youth to promote independent learning and share the responsibility of creating a literate community.

In this project, youth take responsibility of helping others learn. Youth help their peers cope with understanding difficult points. They also take responsibility for addressing illiteracy in the local community. They are expected to help their younger brothers or / and sisters learn. They can help in teaching youngsters how to read and write. Students may give presentations, explanations, demos, micro teaching situations, group talks, debates or / and role-plays followed by discussions.

Ages:	All
Dates:	Ongoing
Language(s):	All
Forum:	Education (apc.iearn.education)
Contact:	Ahmed Abd-Elsattar - Gamal Kasem, Egypt, ahmedasd38@yahoo.com & gmlkasem@yahoo.com

Random Act of Kindness of the Month

In our troubled world hopefully we will give all children the incentive to just be nice!

Each month, you will submit a paragraph about one student in your class who performed a "Random act of kindness." We will post the child's act and picture (JPEG or GIF), IF you wish - NOT mandated, to celebrate him or her. You must send in your entry by the 25th of each month.

Ages:	All
Dates:	Ongoing through June 2004
Language(s):	English
Forum:	Change the World (apc.iearn.changetheworld)
Website:	http://www.angelfire.com/ny/ProjectKAVE/
Contact:	Harriet Stolzenberg, USA, hstolz@aol.com

Eradication of Malaria

Students analyze causes, effects, prevention and treatment of malaria worldwide.

Malaria is one of the oldest and most frequently occuring infections diseases in humans. Malaria kills more than 2.7 million people a year, most of them children and pregnant women in sub-sahara Africa. Only tuberculosis ahd HIV -Aids take a similar toll. Half a billion people are infected by malaria annually. Though most do survive, many of them still suffer years later from the anemia and development disorders caused by severe malaria infection. It is really disheartening to see the rate at which malaria ends the lives of young ones in our midst mostly due to ignorance. This project is motivated by preventable deaths of students whom I know. The painful truth is that the same ignorance persits despite advances made in finding cure and vaccine trials for malaria. This project will bring young people together to research, analyze, discuss the issues, and seek solutions.

Ages:	All
Dates:	September 2003 - August 2004
Languages:	English
Forum:	Health (apc.iearn.health)
Contacts:	Tommie Hamaluba, Botswana, borwacjss@botsnet.bw

Anti - Drug Abuse Campaign

A project focused on identifying and defining the linkages between drugs and crimes [ranging from war crimes to misdemeanor] as well as those between drugs and diseases.

Cocaine, marijuana, and etc. have the potential of rendering the abuser[s] invalid in society. Such people are bound to pose serious threats to the values and customs, the orderliness and forthrightness needed for development and progress in their communities. Young people who are not aware of the potentially devastating consequences of drug abuse easily fall victims. By means of constructive collaboration our educational campaign shall provide invaluable information, advice and direction to youths who would otherwise go astray.

Ages:	All
Language:	All
Dates:	Ongoing
Forum:	Fight Against Drugs and Recovery Projects (apc.iearn.recovery)
Contact:	Dauda Sandy, Sierra Leone, daudasandy@iearnsierraleone.org

Fight Against Drugs

Provides an opportunity for youth to share their views, research the ill-effects of various drugs, and come up with solutions.

Youth, the most vulnerable group of society, are being addicted to drugs and the number of drug addicts is increasing day by day. Drugs have been and are at present a global thorn that is itching the entire world.This project seeks to provide the opportunity for drug addicts to share their experiences so that we can come up with solutions to eleminate this menace. Students will get an opportunity to express their views against this evil through their writings drawings etc. This will also involve interviews, visits to notable rehabilitation centres, etc. The information gathered will be exchanged with students and schools globally.

Ages:	13-28 years
Language:	English,French,Hindi,Urdu,Sinhalese
Dates:	Ongoing
Forum:	Fight Against Drugs and Recovery Projects (apc.iearn.recovery)
Contact:	Sarah Alam, Pakistan, sarah@iearnpk.org, and Udara Soysa, Sri Lanka udarasri@sltnet.lk

Feeding Minds, Fighting Hunger

A global education initiative to raise awareness of hunger, malnutrition and food security around the world.

A global education initiative designed to help youth discuss and understand issues of hunger, malnutrition, poverty and food security and to stimulate them to participate in activities to create a world free from hunger. On World Food Day, October 16th, and throughout the year, students and teachers from all over the world come together to discuss how lessons plans have been adapted locally and explore ways to raise awareness. For this project three lessons are provided for primary, intermediate and secondary. Participants are invited to discuss and share with peers around the world the issues of hunger and poverty in their local/national context. New ideas, activities and lessons from around the world will be collected and distributed each year. Feeding Minds Fighting Hunger lesson plan materials include: Website, CD-ROM, print manual.

Ages:	Primary through Secondary
Dates:	Ongoing
Language:	English, French, Spanish, Chinese, Italian, Arabic, Kiswahili
Forum:	Feeding Minds, Fighting Hunger (apc.iearn.npoverty)
Website:	http://www.feedingminds.org
Contacts:	Philip Mpagi, Uganda, pageanext@hotmail.com or Stephen Vhenya, svhenya@yahoo.com, Zimbabwe, Losira Okelo, USA, lokelo@us.iearn.org

The My Hero Project / Mi Héroe

A celebration of heroes through stories, photos, drawings, and illustrations.

The goal of this educational Web site is to discover real life heroes around the globe while celebrating the best of humanity. We hope students and educators will take part in The MY HERO Project. We invite you and your students to share your hero stories on the MY HERO Web site.

Ages:	All
Dates:	Ongoing
Language(s):	English/Spanish
Forum:	Heroes (apc.iearn.heroes)
Website:	http://www.myhero.com
	In Spanish: http://myhero.com/participate/spanish
Contact:	Jeanne Meyers, USA, myhero@myheroproject.org
	Stephanie Cole, USA, myhero@myheroproject.org
	In Spanish: Claudia Herrera Hudson, USA, claudia@myheroproject.org

Outstanding Persons of the Armenian Diaspora

An exchange among students worldwide who are interested in learning more about the Armenian Diaspora.

Many Armenians are spread all over the world and represent the vast diaspora. The participants of this project write essays about outstanding persons of Armenian diaspora in the field of science, culture, art, literature etc.

Ages:	All ages – most suitable 13-17
Language:	English and Armenian
Dates:	September 2003 – May 2004
Forum:	Armenian Diaspora (apc.iearn.armenia)
Contact:	Karine Durgaryan – iEARN coordinator, Armenia, karine@childlib.am

Fight Against Child Labour

Youth collaboration in research and awareness-raising on the issues of child labour and exploitation.

The project continues to bring together young people in research on and discussion of issues relating to children's rights and the burdens carried by many millions of children through excessive and harmful labour. The project provides the potential for young people to adopt action agendas to assist in the abolition of the worst forms of child labour and to take action to provide educational opportunities for children around the globe. A major current initiative of the project is the production of a book reporting on child labour around the world. Young people are encouraged to contribute, in whatever form they choose, in reporting on the situation in their country or their country's attitude to child labour issues. A detailed description of this initiative can be obtained from the project coordinators.

Ages:	All ages - most suited to 10-18
Dates:	Ongoing
Language(s):	English and French, but potential participants should suggest use of any language
Forum:	Child Labor (apc.iearn.projects)
Website:	http://www.iearn.org.au/clp
Contact:	Bob Carter - teacher, Australia bob@iearn.org.au, Salimata Sene - teacher, Senegal classluther@francite.com, Lockias Chitanana - teacher, Zimbabwe chitanana@yahoo.com, Udara Soysa - student, Sri Lanka udarasri@sltnet.lk, Sarah Alam - student, Pakistan sarah@iearnpk.org

The Community NET-Workers

Your school is wired, NOW WHAT? Make a difference, that's what!

The Community NET-Workers project was created in honour of 2001, the United Nations' International Year of Volunteers. The Community NET-Workers project is part of a much larger vision about how we need to inspire, instill, and support the development of citizenship and build Civil Society among the "NET-Generation". Schools will "adopt" a local, community-based non-profit group: boy scouts, minor hockey leagues, churches, synagogues, temples, 4H clubs, boys and girls clubs. Working with these groups students will create and maintain Web sites for local non-profit community groups in order to help bridge the digital divide. Local school boards can host these pages.

Ages:	5-19
Dates:	Ongoing
Language(s):	All
Forum:	Internet (apc.iearn.internet)
Website:	http://www.communitynetworkers.org
Contact:	William Belsey, Canada, bill@iearn-canada.org
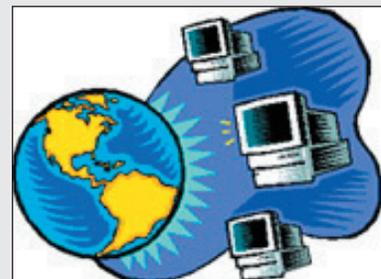
Global Friendship Star Launch (GFSL)

The launch of classroom messages and photos into outer space, thus creating an international, space-based time capsule that will further cultural sharing.

Students and educators from all countries are invited to participate in a real space mission that will travel out of the solar system. Classrooms take part by contributing creative works in the form of writings, drawings, photos, poetry, written music, etc. Digitized copies of these works will be launched into space on a spacecraft that will fly to the stars! Copies of these creative works will also be available on-line for the purpose of education and cultural sharing. iEARN schools can also participate by submitting e-mail messages for inclusion onboard the spacecraft.

Team Encounter, a Houston, Texas, USA based organization with extensive experience in launching an array of spacecraft, is the lead organization in this educational venture.

The GFSL, currently scheduled for launch in 2007, will carry this very special archive of messages and photos on board a solar sail, a massive, square-shaped structure ˆ the size of a soccer/football field ˆ that will harness the physical pressure of sunlight, much like a sailboat on Earth harnesses the wind at sea. This highly symbolic act will mark the culmination of a major cultural exchange between iEARN students ˆ in fact, the children of the world. Copies of the archive will remain on Earth in order that we might learn more about one another by accessing these personal pages of history.

Ages:	All
Dates:	September 1, 2003 through at least December 31, 2006
Language(s):	English, but translations to other languages are welcome.
Forum:	Global Friendship Star Launch (apc.iearn.gfsl)
Website:	http://www.TeamEncounter.com/iearn/
Contact:	Richard Braastad, Richard@TeamEncounter.com, USA

Facets of Tolerance

Students will find and discuss examples of tolerant and intolerant behaviour of people in different fields of human relationship.

The main idea of the project is to develop tolerance among students by finding and discussing different examples of tolerant and intolerant behaviour of people in different fields of human relationship. In our view, it will help us overcome children's stereotypes and superstitions which are the basis for intolerance and discrimination. Students will have a chance experience positive communication with people from different cultures and with different psycho-physical opportunities through the internet and other forms of collaboration. Share your stories and artworks about the tolerant and intolerant behaviour of people where you live or whom you have read or heard about.

Ages:	All
Dates:	Ongoing
Language(s):	English and Russian
Forum:	Tolerance (apc.iearn.tolerance)
Contact:	Olga Novak onovak@mail.nsk.ru and Elena Rekichinskaya helen.rek@online.nsk.su, Russia

Breaking the Silence

This project serves to raise awareness of issues pertaining to disease prevention in adolescents.

Social, religious and cultural issues impact heavily on how disease is viewed and combatted in global communities. This project opens the doors for discussion by students on the prevention of infectious diseases through vaccination and preventative behaviours. Student privacy will be protected if requested. The project will serve to provide a venue where victims of disease can share their stories anonymously and gain support from the wider global community.

Ages:	P-12
Dates:	Ongoing
Language(s):	English but other languages most welcome.
Forum:	Ventures (apc.iearn.ventures) (but most action will be reflected on the website and through group emails)
Website:	http://www.araratcc.vic.edu.au/users/web/speakout/index.htm
Contact:	Jo Tate, Australia, jot@araratcc.vic.edu.au

Overcoming Narrowmindedness

This project looks at the effects of narrowmindedness on people's lives, and seeks to overcome this problem.

Most people suffer from narrowmindedness, especially in schools and offices where competition between people becomes so great that people forget humanity and almost try to destroy each other. This project seeks to use the internet to provide a place for people to write about their experiences on this subject. This project not only helps the writer, but also by reading various accounts, perhaps we can see what its effects are. By doing this we can take out the roots of the problem from our planet.

Ages:	All
Dates:	Ongoing
Language(s):	English
Forum:	Tolerance (apc.iearn.tolerance)
Contact:	Zahra Basht Bavian bavian@schoolnet.ir, Maryam Baikpoor maryam_mbp@yahoo.com, Iran

Tours Around the World

Students research interesting routes of their cities, villages, countries, write essays, draw, paint, take photos to attract attention to places of their living.

There are so many interesting places, but unfortunately, tourism for children is not developed quite well. Internet gives us the possibility to tell people from different tips of our planet about interesting places of our countries. So you can attract attention to your country and it will be your contribution to the development of tourism industry in your native region. Would you recommend any interesting route around your city, village and country for peers to get a wish to visit? Students describe routes they like most of all, take photos, draw, paint and put this information on the forums of the web-site. Participants can also report on costs of traveling (about national monetary and its dollar equivalent), hotels, and museum fees for each point of their tour.

Ages:	All
Dates:	Ongoing from September 2003
Language(s):	English
Forum:	Tourism (apc.iearn.tourism)
Contact:	Valentyna Sakhatska (teacher), sh208@sh208.edu.ukrsat.com, v_sakhatska@yahoo.com, Alexei Mozghovoy (student) lyceum208@lyceum208.com.ru, Orlitsa Julia (student), shotoru@km.ru
Website:	http://www.lyceum208.com.ru/tw

Celebrating our Women

This *non-political* project welcomes the stories of women in history and stories of women in today's world.

Through the use of words, art, photography and other disciplines, we hope to have a good "celebration" of women's achievements. We invite all iEARN participants to tell the stories of women in every facet of life: women at home, women in business, women in sports, politics, art, literature, science, math, dance, music, technology, and education.

We would like to find out about women who, by their actions and deeds, are good role models for young people.

Ages:	8-and up
Dates:	Ongoing
Language:	English but we welcome translations of other languages
Forum:	Women (apc.iearn.women)
Contact:	Honey Kern, USA, coldspring@iearn.org

Women in My Country

A comparision of social and political status of women worldwide, as well as an exchange of information about "outstanding" women in all fields.

This project can be dealt with in three dimensions: 1- Women's Social Status in one's country (A historical study and comparison of women's social status in different types of governments); 2- Political Women in one's country (A historical Study including ancient times until now); 3- Introducing outstanding women (scientists, researchers, artists, writers, etc). Students will gain a deeper knowledge of human beings in general while they study history, sociology, and the biological differences between women and men. Thus, they won't categorize people into two opposing groups, or strong and weak ones. Instead, they consider women and men as different human types. Doing the project at an international level, we can compare women's social status in different nations. Studying similarities and differences may result in deeper understanding.

Ages:	12 +
Dates:	Ongoing
Language(s):	English
Forum:	Women (apc.iearn.women)
Contact:	Leila Mohammadhossein, Iran, Leila@sokhan.net

Fight Against Child Abuse

This project studies child abuse as a community problem.

This project looks in detail at the definition of child abuse, causes, cases reported and how it can be reduced. At the same time, it looks at the challenges faced in overcoming this problem, as well as achivements, and developments. This project aims at educating communities and the world at large about the dangers of mistreating a child and the child about children's rights. This project reaches out to the young hurt generation to make them feel loved and safe.

Ages:	All
Dates:	Ongoing
Language(s):	English
Forum:	Child Rights (apc.iearn.rights)
Website:	http://www.geocities.com/childrenug
Contact:	Jubilee Rehema Tasha jubileert@yahoo.co.uk,
	Ssekyeru Richard, Lubiriss@infocom.co.ug, Uganda

Sportland Project

An exchange of information about athletes who do not have world fame, but are popular in their communities around the world.

An exchange of information about athletes who do not have world fame, but are popular in their communities around the world. Collect information about them and send it to us. We will post it on the website and the whole world can learn about your favourites. This project will bring famous people close together with ordinary people. Children may combine this project with Physical Training classes. This will give them opportunity to learn more about each sport.

Ages:	6-11
Dates:	September 1st, 2003 – May 25th, 2004
Language(s):	English, Russian
Forum:	Games (apc.iearn.games)
Contact:	Anatoly Kochnev, Uzbekistan, akochnev@iearn.uz

Historical Significance of Local Currencies Towards a Unified Currency

This idea came to me while traveling throughout Africa. It is regarding the different national currencies. Each country has its own money. The objective of this project is to raise awareness among youth so that they can reflect on the need for a unified currency. The goal of the project is also to set up a site for each participating country. Participants will describe their money - who or what appears on the notes and coins (photographs can accompany descriptions.) The webpage will first be a place to explore the different curriencies and the significance of figures on notes and coins, but it will also be a place to exchange and communicate. There is a pedagogical and civic education component as teachers and students will be studying the economics and the value of money, but also working collaboratively.

Ages:	15-20
Dates:	Ongoing
Language(s):	English and French
Forum:	French: Francais (apc.iearn.francais)
	English: Money (apc.iearn.money)
Contact:	Samba GUISSE samba.guisse@world-links.org.sn, Mohamed Habib Diop abamba@sentoo.sn, Joseph Ndong josndong@yahoo.fr
Website:	http://www.world-links.org.sn/monaieslocales.htm

Educating on Peace and Reconciliation After War

The basis of this project is to demonstrate the outstanding power of peace education and reconciliation process in a country recuperating from simultaneous periods of war.

This peace building and reconciliation exercise will be an on-going practice amongst secondary and post-secondary school students all over the world. They will practice peaceful options for positive change with the confidence that they too can learn and implement how to impact positive change in their local communities and share their experiences on-line with like-minded colleagues around the world.

Ages:	All
Dates:	Ongoing
Language(s):	Flexible
Forum:	Peace (apc.iearn.peace)
Contact:	Andrew Benson Greene Jr, Sierra Leone, peacemuse_c21st@yahoo.com, andrewgreenejr@hotmail.com, andrewgreene_c21st@iearnsierraleone.org

We Are Contemporaries

Let us share precious memories of our young years, former and present inhabitants of the Country of Childhood!

Childhood is not subject to time. We all have one common homeland - CHILDHOOD. Irrespective of the century, in which we live, we all - are children there - our ancestors, grandparents, parents, future children and grandchildren. We all are of the same age. We are 7, 8 , 14, 15. We have fun, get upset, fall in love, observe, argue, and dream. We are the same, but different. Let's mix with each other, children of 20-s, 30-s, 60-s, 90-s years of the 20th century and the beginning of the 21st !

Stage 1: September, 15, 2003 - December, 31, 2003. To interview those who were your age in previous times, to find their children's photographs, old post cards of their native towns, houses, schools, letters, lines from diaries written in calligraphic handwriting. We would appreciate drawings or paintings, poems and other creative materials made by them at the time of their childhood and later. We would like to see the present photos of these people. Give brief information about their lives and realization of their children's dreams. Indicate the full name of a person, the date and place of his/her birth. If in your family there are memories about your genealogy, the childhood of the passed generations, share them with us and send us the copies of documents and other interesting materials. And how can you imagine the childhood of your son or daughter, or a distant descendant? And what are your own dreams about? How do you live in the Country of Childhood at the beginning of the third Millennium?

Stage 2 - January ,1, 2003 - March,30, 2004. The issue of the booklet (part 2) "We are of the same age."

Ages:	All
Dates:	September, 15, 2003- May, 31, 2004
Language(s):	Ukrainian, Russian, English
Forum:	We Are Contemporaries (apc.iearn.childhood)
Contact:	Tetyana Sporynina, alisa1@list.ru

Look at My World, Developing and Developed Countries

A project highlighting the obstacles which come in the path of globalization and force us to think critically.

The project will provide students opportunity to reflect, dialogue and come up with possible solutions and community action focused at the struggles of the developing countries and the issues of the developed countries. Students and educators will take up issues effecting them and their community for example like prejudice, discrimination, literacy, culture, education, social , political and economical status, ecology etc.

Ages:	10-18 years
Dates:	Ongoing
Language(s):	English
Forum:	CIVICS (apc.iearn.civics)
Contact:	Parveen Mehboob, parveenmehboob@yahoo.com
	Naz Baloch, nazbaloch@yahoo.com, Hasan
	Kamran, mirzaatnet@yahoo.com, Pakistan

Celebrations and Generations

When we worked on iEARN-Project "National Drinks and Related Traditions," we found very interesting traditions from different countries. People around the world enjoy preparing and taking part in different kinds of celebrations. The history of celebrations is really interesting and amazing, but their role is different for different generations. Every Celebration has the very unique path from its birth till nowadays. Students can compare information about one celebration in different countries and different generations.

Students research, find and send information about celebrations and to participation in it representatives different generations in country or region.

Ages:	12 - 18
Dates:	From September 2003
Language(s):	English, Russian, Georgian
Forum:	Kartuli (Georgian) (apc.iearn.kartuli)
Website:	www.zari.org.ge/iearn.htm (soon)
Contact:	Pavle Tvaliashvili, Georgia, pavle@iatp.org.ge

Reforming Practices and Traditions

In this era of societal change there is a tug in many societies for keeping traditions and customs alive and encouraging people, especially the younger generations, to respect them. Many customs and cultural practices are very good, but are fading out and need preservation. Yet, there are some practices which are obsolete and are leading society backwards. Youth of today must decide which cultural customs and practices need to be preserved and why, and which ones should be discarded or improved and why. Students in this project share their customs and practices and make suggestions for keeping them, discarding them or improving them, rationalising at each step.

Students will explore and share their understanding of the meaning of time in various spheres of human life.

Ages:	10-18
Dates:	Ongoing
Language(s):	English
Forum:	Customs: Celebrations and Mournings (apc.iearn.customs)
Contact:	Farah S. Kamal, Pakistan, Farah@iearnpk.org,
	Mitra Fatolapour, Iran, fatolapour@schoolnet.ir

Celebrations and Mournings

Although Leo Tolstoy said: "All happy families resemble one another, each unhappy family is unhappy in its own way." We think people act the same in their happiness and sadness. This project is working to collect statements, pictures, poems and stories from children and their teachers about what they do when they are happy or sad. This project is a place for all parts of the world, from all faiths, to exchange their views about their customs and suggestions for keeping them fresh or improving them. Students choose customs and try through interviewing old people of the family and others, reading books and magazines, and searching internet to gather enough information to write essays, poems, stories, to take photos or to draw pictures.

A place for students worldwide to examine our similarities and differences when we are sad or happy.

Ages:	All
Dates:	Ongoing
Languages:	English, Farsi
Forum:	Customs: Celebrations and Mournings (apc.iearn.customs)
Contact:	Neda Shirazi, Iran, shirazi_3831@yahoo.com, nshirazi@schoolnet.ir
Website:	http://iearn.saf.ir/celebration

Local History

Students share histories of their town's or surrounding area's buildings, famous people, and events.

Students research the history of their own town or area under categories of buildings or famous people, and events. Sources of information are documented at the end of each entry. Photos can also be sent to the facilitator for the web page gallery. Students are encouraged to correspond and ask each other questions about their articles and give some feedback. Partners can be arranged if you wish to correspond with another school as well. Several teachers suggested that young students be encouraged to write about their own family history, e.g. a special thing, old photograph, story or tradition. This helps them start research with something small and later continue it into the story of their region or country.

Ages:	Ages 9 to 17
Dates:	September 1, 2003 - May 31, 2004
Language(s):	English, Russian, French, German
Forum:	History (apc.iearn.history)
Website:	http://websib.ru/local/
Contact:	Nina Koptyug, Russia koptyug@sch130.nsc.ru

Good Hopes Project

Students and teachers from Iran and the United States are developing online projects to promote dialogue, collaboration, partnership and friendship as they share historical, cultural, and personal perspectives.

Good Hopes aims to promote dialogue, collaboration and partnership in cultural and scientific spheres among students and teachers in countries not officially engaged in constructive relations. By using the Information and Communication Technologies, Good Hopes provides an environment for learners and educators of these countries to explore commonalities, to resolve misconceptions, to appreciate differences, to build common understanding and trust, and to inspire creativity in one another.

Ages:	(K-12) ages 5-18
Dates:	Ongoing
Language(s):	English/Farsi
Forum:	Good Hopes (apc.iearn.hope)
Website:	http://www.goodhopes.org
Contact:	Hedieh Najafi nj@hotmail.com, Leila Mohammadhossein leila@sokhan.net, Iran. Edward Farraday farradaye@miamicountryday.org, Rowena Gerber gerberr@miamicountryday.org,USA.

Comfort Quilts Project

Young people create quilts for children experiencing needs for comfort while receiving emergency or ongoing needed medical care, following natural disasters, or during times of transition, crisis or displacement from their homes and communities.

Each participating school/class or organization makes one or more quilts using fabric squares on which they have drawn smiling faces. As part of participation, participants document their comfort quilt project in a report with writing and pictures (standard or digital images, or artwork illustrating what they did) so that they can share their work online with iEARN global peers who are also comfort quilts project participants.

Ages:	5-18
Dates:	January 2004-December 2004
Language(s):	All
Forum:	Global Art: A Sense of Caring (apc.iearn.caring)
Website:	http:www.psd267.wednet.edu/~kfranz
Contact:	Kristi Rennebohm Franz, USA, krennebohmfranz@us.iearn.org

Learning Democracy through International Collaboration

A project focused on children rights and duties, tolerance and freedom, civic responsibilities and engagement.

One of the main reasons to continue the project which started last year is necessity to improve the teaching of democracy education, establish a continuous exchange of information and suggestions on different civic issues. The project focuses on children rights and duties, tolerance and freedom, civic responsibilities and engagement. This way secondary school students in the United States, Poland, Lithuania, and Russia will be able to enhance democracy knowledge which hopefully will lead to their active participation in the community. For five weeks the participating classes will be posting their responses to the project questions presented prior to the project start and respond to the messages posted by their international partners. Students and teachers will also have an opportunity to dialogue individually with one another in the student dialogue" and "teacher dialogue" section of message board. LA CRF, the main facilitator of the project, will host the project material.

Ages:	15-18
Dates:	late September-December
Languages:	English
Contact:	Daina Valanciene, Lithuania
	valthailand2002@yahoo.com

Cities Near the Sea

A project focused on children rights and duties, tolerance and freedom, civic responsibilities and engagement.

This project started in July 2002 in Moscow; during the 9th international iEARN conference in Moscow, representatives from Russia, St. Petersburg and the Netherlands, Barbara, Mikhail and Bob, met and discussed about a collaborative project between our beautiful cities St. Petersburg and Amsterdam. The first year of our mutual project ended in the 10th iEARN Conference in Awaji, Japan in a workshop about the process and results of the project. Students and teachers from 'Epigraph School' presented beautiful Drawings, Postcards, Artwork and a T-shirt. Project booklets from the 'Hermann Wesselink College' in Amsterdam were handed over to the Students from 'Epigraph school." Participants, living in a city near a sea, and present at the workshop requested to expand the number of cities and schools in the project. From a bilateral to a multilateral project. From this year on, 'Cities near the sea' will open for students, teachers and schools in a city or town located near a sea. Themes can be added on your suggestion! Amsterdam, St. Petersburg and Seattle welcome you to join 'Cities near the sea'!!

Ages:	All
Dates:	Ongoing
Languages:	English
Contact:	Bob Hofman, the Netherlands, hofman@ict-edu.nl
	Barbara Lialiagina, Russia, epigraph@mail.ru
Website:	www.iearn.nl

My Country at the Crossroads to Peace

A project which protects existing peace in countries and promotes establishing world peace where ever peace is not to be.

It is an obvious factor that there is chaos and disruption or war in most of the countries in the world. If we are sensitive to the root causes of this turmoils there is no immediate solution. Your country may not be directly involved in war with another country but the unrest in the region may affect your country indirectly. So the best solution is to create a deep inspiration in the hearts of our young people that first of all we must be peaceful persons and peace conscious people. This project encourages students to discuss issues with regard to different ways their countries are affected at the cross roads to world peace. Some may be politically affected some may be economically affected some may be socially and culturally affected. The students can write verse or prose pertaining to issues relating to unpeaceful situations in the world and in their own country. They can also write short stories based on the similar themes.

An action component of this project is MISSION SLYIA (Sri Lankan Youth in Action), a gift from Sri Lankan youth to the youth worldwide to provide an example for other youth groups globally of how to start an active, action oriented, youth group.

Ages:	10-18
Dates:	First of September 2003 -July 2004
Language(s):	English
Forum:	CIVICS (apc.iearn.civics)
Contact:	Lakshmi Attygalle lak44@sltnet.lk and Udara Soyza udarasri@sltnet.lk, Sri Lanka, and Judith Freund, USA jafreund@spacestar.net

My Distance from Home to School

A project that analyses the effects of long distances students walk from home to school and how it affects their studies.

This is a project that analyses the effects of long distances students walk from home to school and how it affects their studies. This project mainly focuses on upcountry students who walk long distances from home to school. They face so many challenges and this explains why we have do such a project. In Uganda, like in many African countries, especially in rural areas, schools are located in distant places hence contributing problems such as early school drop outs. In some cases even the same occurs in urban areas. In this project, students will write essays, draw pictures, participate in discussions all explaining the problems they face and how they affect their studies in terms of performance in class and in sports. The essays will be given to the officials in the Ministry of Education and other iEARN members to give us more solutions to the identified problems.

Ages:	8-27
Dates:	Ongoing
Language(s):	English, Luganda and others with translation
Forum:	Education (apc.iearn.education)
Contact:	Basasira David, Sedduge Geoffrey, Lukwago Julio, Ssemwanga Robert basadus@yahoo.com, Uganda

My Talented Coveal (Contemporary)

Students share positive stories about their contemporaries around the world as a way to celebrate the successes of youth worldwide who are making a difference in the world. The information on these talented coevals (contemporaries) stimulates the students to write essays about them.

Students share positive stories about their contemporaries around the world.

Ages:	All ages - most suited for 12 - 17
Dates:	September 2003- May 2004
Languages:	Armenian, English
Forum:	We Are Contemporaries (apc.iearn.childhood)
Contact:	Anna Nersisyan, Armenia, nersann@mail.ru

RESPECT and Refugees Project

This project is a project to develop an awareness of refugee issues and communities locally and worldwide. Students will participate in a variety of activities, simulations, research, and discussions that are focused on the complex issues that pertain to refugees and refugee populations. Students will read refugee stories and submit book reviews. Students will document their research of refugee populations through interviews, stories, poetry, artwork, and map making. Once this awareness has been developed, students will be matched with a refugee student in another part of the world through RESPECT International. Correspondence will begin between the students with a possible end goal of the non-refugee students lending support to the refugee students.

Annual Poster Contest: In December 2003, RESPECT will sponsor their poster contest. Entries will be due March 1 with winners announced by April 30. Entries are sought for both refugee and nonrefugee students worldwide. Please check the website for further details, including the theme for this year's contest.

Students will develop an awareness of refugee populations and the issues that they face. This will facilitate support for refugees worldwide.

Ages:	7-18
Dates:	Ongoing
Languages:	English
Forum:	Refugees (apc.iearn.refugees)
Website:	www.web.net/~wren/respect/aff_usa.htm
Contact:	Primary Contact: Michele Mohamed, USA, mlmohamed@hotmail.com, assisted by Marc Schaeffer, Canada, kaemarc@escape.ca

The Third Generation

Students will express their feelings and share their views about old age. Students will also investigate their relationship with older people and the impact they have in their life. Additionally, students will explore how they see their own future. With apprehension or with coolness?

Students share their feelings and views about old age.

Ages:	12-20
Dates:	September 2002 to May 2003 and continued
Languages:	French, English
Forum:	English: Family (apc.iearn.family)
	French: Francais (apc.iearn.francais)
Contact:	Donfack François, Cameroon, donfackfr@yahoo.com

Schools Outfitting Schools: A Partnership with Schools in Afghanistan

As the iEARN community and the Afghans for Civil Society work together to support schools for children and youth in Afghanistan, iEARN students are invited to help raise funds to provide school supplies in Afghanistan school communities.

As the iEARN community and the Afghans for Civil Society work together to support schools for children and youth in Afghanistan, iEARN students are invited to help raise funds to provide school supplies in Afghanistan school communities.Each participating school and/or group of students designs a community fund raising project that includes using their math, economics, literacy and communication skills to learn about schools in Afghanistan, understand the need and economics of providing school supplies for Afghanistan schools, and build community support in their effort to generate funds for school supplies. In Afghanistan, the staff of Afghans for Civil Society purchases and delivers the needed school supplies. In collaboration with iEARN, the Afghans for Civil Society facilitates communication between schools in Afghanistan and iEARN schools so that students reciprocally learn from and with one another. Participating schools are encouraged to post their project activities on a website to share their efforts globally. An iEARN website that documents the partnerships between schools in Afghanistan and schools around the world will be maintained by the project coordinator.

Ages:	5-18
Dates:	Ongoing
Language(s):	All (with translations)
Forum:	Schools Outfitting Schools (apc.iearn.sos)
Website:	Archived webpages of Schools Outfitting Schools Project http://www.psd267.wednet.edu/~kfranz/SchoolYear0102/socialstudies0102/SOS/SOS.html iEARN and Afghans for Civil Society Partnership, http://www.iearn.org/afghan/iEARNAfghanistan.html
Contact:	Kristi Rennebohm Franz, iEARN Teacher, USA, in collaboration with staff of Afghans for Civil Society, krennebohmfranz@us.iearn.org

Understanding Our Similarities through Religious Belief

A project designed to highlight the points of similarity among religions.

A project designed to highlight the points of similarity among religions. Various faiths teach their followers to: Worship God; Acquire Knowledge; Be Virtuous; Respect all Human Beings; Make Friends with Other Nations and Peoples; Accept and Respect the Equal Rights of all Human Beings; Live a Free Life; and Side with Justice. In an attempt to reach greater understanding between different faiths and cultures, this project provides an opportunity for students and teachers to choose one of these topics for discussion and provide information on how these issues are addressed within their religious, cultural and social beliefs.

Ages:	14 +
Dates:	Ongoing
Language(s):	English
Forum:	Religion (apc.iearn.religion)
Contact:	Minoo Shamsnia, Iran, shamsnia@schoolnet.ir

Interfaith Project

A project for students all around the world to participate online and share different religious values.

This project encourages religious tolerance, respect and understanding amongst various young people who practice different religious practices especially Christian and Muslims who are predominant in our country and around the world. The project could also highlight the religious understanding, and will foster great religious awareness.

Ages:	All
Dates:	Ongoing - June 2004
Languages:	English, French, Arabic, Spanish
Forum:	Religion (apc.iearn.religion)
Contact:	Pastor Thomas Babadie thomasbadie@yahoo.co.uk, Alimamy Daboh, Pastor Rashid Peters rashioh@yahoo.co.uk, Sierra Leone

HIV/AIDS: Beyond My Own Backyard

A collaborative, web based project that aims to create more insight in the way young people/peers think about AIDS.

Within the framework of the Dutch campaign about the right for health, iEARN Netherlands has organised a global educational project around HIV/Aids. The project will be run by ICT&E (www.ict-edu.nl) and Alice O (www.aliceo.nl), both members of the iEARN network in the Netherlands. iEARN Netherlands aims at 'authentic learning'. Participation from several countries and continents guarantees that the final image of HIV/AIDS as a result of this project, will differ and will not be the result of the situation in one single continent. The projects offer several ICT-instruments as workingtools. As pre-condition to participate all participating schools have to have access to and experience with the necessary hard and software. Exchange will be organised by email and the website of iEARN-Netherlands will play a key-role as the virtual place where everything will come together and where a wide audience can learn about the process and results of the work of the partners. Finally the websites of the schools will be used as a medium to give broad attention to the project. Every new participating school in the project receives a digital camera, to be used in the project.

Ages:	7-18
Dates:	

Week 22-09 / 28-09 - 2003, Phase 1: introduction,
Weeks 29-09 / 12-10 - 2003, Phase 2+3:preparations/research
Weeks 13-10 / 26-10 - 2003, Phase 4: local research
Week 27-10 / 02-11 - 2003, Phase 5: exchange information
Weeks 03-11 / 23-11 - 2003, Phase 6: conclusion, publicity. Promotion
The project kick-off is on Monday, September 22 and concludes on Friday, November 21, 2003. The results of the project will be presented on the Right for Health Worldwide- campaign website www.rechtopgezondheid.nl and will be part of the publicity and promotion generated by the campaign.

Languages:	English
Website:	www.iearn.nl ◊ project HIV/Aids www.rechtopgezondheid.nl
Contact:	Bob Hofman: hofman@ict-edu.nl Gerard Lommerse: g.lommerse@aliceo.nl

Social Sciences: Appreciation of the Culture and Traditions of Developing Countries

Students research the impact of the persons/nations that came to colonize their country or island on the customs, clothing, dances, foods and language spoken.

Students will research the history of the people who came early to their country/island, the legacy they left and the impact it has on the population today. Participants can share information about the persons/nations that came to colonize their country or island, as well as the customs, clothing, dances, foods and language spoken. Links with countries today e.g. travel and commerce.

Ages:	All
Dates:	September 2003 to September 2005
Language(s):	English
Forum:	Culture (apc.iearn.culture)
Website:	http://www.iearntandt.interconnection.org
Contact:	Linda Dick, Jacqueline Springer Dillon, Patricia Mitchell lLucindapd@msn.com

My Country

An occasion to know more about participating countries in iEARN.

At the 10th Annual iEARN conference in Japan in 2003, many poeple were asking about the situation of a country in the world, their main resources, their education, etc. An idea came to us to create a project allowing us to get more information on countries and help our students improve their languages for the future. This project is an exchange of writing, drawing and pictures about population, culture, surface, agriculture, industry, economy, and environment. We would like to collect all information about countries participating in this project to have a database which will help us know more about many countries. Students will have to send their writing, drawing and pictures about their country on the forum. We would like to invite teachers and students to participate in this project.

Ages:	12-18
Dates:	September 2003 – September 2004
Language(s):	English and French
Forum:	Culture (apc.iearn.culture)
Contact:	Salimata Sene, Senegal, s.salimata4@caramail.com, David Futyansky, USA, DFUTRANSKY@aol.com

Get to Know Others

An educational endevour to give students the chance to learn about their own culture as well as other cultures.

Students study their own culture, traditions, and ways of life. Students make comparisons of their culture and other cultures to find similarities and differences. Students write reports and or paint drawings reflecting their own cultures and traditions. Students write about their daily lives, how to celebrate weddings, and/or what they do on special occasions.

Ages:	All
Dates:	Ongoing
Language(s):	English and Arabic
Forum:	Friendship through Education (apc.iearn.fte)
Contact:	Ahmed Abd-Elsattar, Egypt, ahmedasd38@yahoo.com Sobia Allam, Pakistan, Sob786@yahoo.com, Gilava Delzendah, Iran, gilava_delzendeh@hotmail.com

Natural Disasters

Students learn how to care for themselves, their families and others by friendship when a disaster occurs.

This project will show students how to care for themselves, their families and others by friendship, and to rebuild their ruins. Through painting, poems, and other writings, students will share the feelings they had when disaster occured. By sharing their ideas, students from different cultures and backgrounds can better understand their common difficulties and ways to overcome them.

Ages:	All
Dates:	From October 1, 2003 - ongoing
Languages:	English
Forum:	Natural Disasters (apc.iearn.natdisasters)
Contact:	Maryam Behnoodi behnoudi@schoolnet.ir, Zahra Behnoodi behnoudi z@yahoo.com, Iran

National Heritage Project

A project of sending pictures, poems of significant national value and other historical or cultural materials, aiming at developing tolerance and understanding other countries' culture and values.

Each people has its national heritage. The purpose of this project is to gather facts and pictures of places and works of art which the participants consider valuable for their nation.The works of classical national poets mirror their country's history and cultural values in a unique way. This project encourages people from all around the world to send any interesting materials about their country, its history and culture(poems by classical poets and pictures of architectural monuments or other significant places). We request participants to spell the poems and materials in English letters and to attach (if possible) translation of the works they send. We will appreciate if participants write an explanatory note about the significance of the work(s) and places they have chosen. All received materials will be published on a web-site. Depending on the interest, on-line discussions and workshops may be held up. The primary purpose of this project is to evoke understanding, involvement and tolerance among peoples. We believe that common understanding and tolerance among nations will act as a deterrent to wars and ethnic conflicts, and will make the world a better place to live.

Ages:	All
Dates:	Ongoing
Languages:	Project may be written in any language and (if possible) translated in English. The translation and the explanatory note may also be in German, Russian or in Bulgarian.
Website:	http://www16.brinkster.com/heritage2003
Contact:	Alexander Nikolov at_nikolov@hotmail.com, Yancho Ropanov yancho_ropanov@hotmail.com, Nikolay Kirov nicky0969@hotmail.com, firstls@revolta.com, Bulgaria

Getting to Know Alex

Opportunities to learn about the lives and challenges of young people in different areas of the world

Alexander is a township in the outskirts of Johannesburg, South Africa . Getting to know Alex might refer to the place or to the students. It is planned to develop the project to enable school students to meet and work with school students in other parts of the world, using ICT technology as a resource to communicate with each other and to increase awareness and understanding of what it is like to live in other places.

Ages:	All
Dates:	Ongoing
Languages:	English
Website:	www.loudsocks.net
Contact:	Mike Griffith, UK, mikeg@global-leap.com

Teaching With No Books

Join with other teachers in sharing ideas and innovations for teaching in such situations.

Teachers hope every pupil gets his own book so that they do not waste time copying materials from the blackboard. This is a situation we experience in Mali. Students often cruelly lack books for learning a language, such as English, that is not spoken in their country. How do teachers manage? Join with other teachers in sharing ideas and innovations for teaching in such situations.

Ages:	12-20
Dates:	Ongoing
Language(s):	English, French
Forum:	Education (apc.iearn.education)
Contact:	Diarra Mamadou, Senegal, mbouad@nomade.fr

Think, Wonder Project

Students will get to communicate (think wonder) directly with students in other parts of the world and get to know their culture and customs while building their ability to think.

What's your wondering? Every kid has something to "think, wonder." This is a great opportunity to ask your friends in the world and get a variety of answers. There are no wrong answers. First, students try to think about any ideas or questions they may have on any topic that interests them (eg. Scientific, cultural, artistic, philosophical topics) and ask in the forum or BBS or HP. Students will answer each other's questions by referring to their own experiences and resources. Then we can talk about your favorite "Think, Wonder" or the most interesting and humorous "Think, Wonder" to you.

Ages: All ages
Dates: 2003-2004 school year ongoing
Language(s): English
Forum: Culture (apc.iearn.culture)
Contact: Terumi Nomoto, Japan, office@jearn.jp

Connecting Schools on the Silk Road

Students involved in this project can explore and compare materials about different places, routes, facts, dates, findings, exhibits etc., and understand the role of trading communications and cultural exchange among different countries.

For centuries, many Asian and European countries were connected by the trade routes, which played an important role in their economical and cultural development. Lots of interesting and amazing historical and contemporary facts and events are related with the route called "The Great Silk Road." Students involved in this project can explore and compare materials about different places, routes, facts, dates, findings, exhibits etc., understand the role of trading communications and cultural exchange among different countries. They will get acquainted with the role of Great Silk Road in contemporary world and find out some of the trends for its future development.

Ages:	12-18
Dates:	September 15 2003 – September 1 2004
Language(s):	Georgian, Russian, English
Forum:	Great Silk Road (apc.iearn.silkroad)
Website:	www.sfsa.org.ge/silkroad.htm (will start in October, 2003)
Contact:	Zviad Miminoshvili zviadmi@mail.ru and Nana Moniava moniava@mail.ge in Georgia

Model United Nations (MUN)

Model UN Headquarters

Model United Nations is a simulation of the U.N. General Assembly and other multilateral bodies. It not only involves students in the study and discussion of global issues, but also encourages the development of skills useful throughout their lives, such as research, writing, public speaking, problem solving, consensus building, conflict resolution, and cooperation.

Over the course of 50 years, hundreds of thousands of high school and college students have taken part in Model United Nations programs. Now for the first time, three organizations; (United Nations Cyberschoolbus, UNA-USA, and iEARN) have joined together to create new on-line resources to help Model UN participants prepare for conferences.

What do students do in MUN? In Model U.N. students step into the shoes of ambassadors from U.N. members states to debate current issues on the organization's agenda. Student "delegates" in Model U.N. prepare draft resolutions, plot strategy, negotiate with supporters and adversaries, resolve conflicts, and navigate the U.N.'s rules of procedures - all in the interest of mobilizing "international cooperation" to resolve problems that affect almost every country on Earth.

Before playing out their ambassadorial roles in Model U.N., students research global problems to be addressed, drawn from today's headlines. It not only involves young people in the study and discussion of global issues, but also encourages the development of skills useful throughout their lives, such as research, writing, public speaking, problem solving, consensus building, conflict resolution and compromise and cooperation. Model U.N. participants learn how the international community acts on its concerns about topics including peace and security, human rights, the environment, food and hunger, economic development, and globalization. Model U.N. delegates also look closely at the needs, aspirations, and foreign policy of the countries they will represent at the event. The insights they gain form their exploration of history, geography, mathematics, culture, economics, and science. iEARN participants are invited to share their culture and discuss issues from their country's perspective with MUN students around the world.

How Does Model U.N. Work? Some Model U.N. exercises take place in the classroom and others are school wide. Still others are regional, national, or even international. These are called conferences, and the events are much larger. More than 1,000,000 people have participated in MUN conferences around the world since the conferences became popular over 50 years ago. Today there are more than 400 conferences that take place in 35 countries. Depending on the location, the average conference can have as few as 30 students or as many as 2,000.

A simulation of U.N. multilateral bodies designed to increase student awareness of global issues and introduce students to the world of diplomacy and negotiation.

Ages:	Middle -Secondary school
Dates:	Ongoing
Language:	English
Conference:	Model United Nations (apc.iearn.mun)
Contact:	iEARN- modelun@us.iearn.org, UN Cyberschoolbus - cyberschoolbus@un.org, UNA-USA- modelun@unausa.org
Website:	http://www.un.org/cyberschoolbus/modelun/index.html

Math, Science, Environment, and Technology

YouthCaN
(Youth Communicating and Networking)

Students write about and interact on environmental issues in their communities.

Students facilitate an online network of students using telecommunications technologies to undertake and/or share environmental work locally and around the world. Students write about and interact on environmental issues facing their communities during the year. Since 1995, a youth planning committee has coordinated an annual event in April, which brings together youth of the world to share how they are using technology in environmental projects. In 2004 the New York City, USA Youth CaN event will take place on April 24-26, involving over 1,000 students, at the American Museum of Natural History in New York City. Other events take place around the US, in Lebanon (YouthCaN Med) and in other countries -- linked through the Internet and video-conferencing with the students in New York City. This project is co-sponsored by the American Museum of Natural History, iEARN and a number of high school environmental organizations.

Ages:	All
Dates:	Ongoing, physical meetings take place in April/May. The NYC event will take place on April 24-26
Languages:	All
Forum:	Planning Committee uses: YouthCaN Planning Committee (apc.unep.nyu.youth); Environmental issues and projects are shared on YouthCaN (apc.iearn.youthcan)
Website:	http://www.youthcanworld.org/
Contact:	Jay Holmes, USA, holmes@amnh.org

Connecting Math to Our Lives

In this project students are invited to a) explore how math is used in their families and communities; and b) use math skills to investigate community or social concerns and then take action to promote greater equity in the world around them.

Students explore the uses of math in their community and in promoting social equity.

Ages: All including parent and community groups
Dates: September, 2003 - May, 2004
Language(s):   All are welcome. We facilitate the project in English and Spanish with active participation in Portuguese as well. Other classes work in their native languages locally (e.g. French, Latvian) and send summaries in English. The facilitators are all bilingual and can help translate between Spanish and English.
Forum: Math (apc.iearn.math)
Website: http://www.orillas.org/math and http://www.clmer.csulb.edu/gln/math/index.html (The math project is organized by Orillas and CLMER)
Contact: Kristin Brown, USA, krbrown@igc.org
        Enid Figueroa & Future Teachers, PR, efigueroa@orillas.org
        Maria Eugenia Nuñez Lopez, Chile, maryeu3@hotmail.com
        Jorge Miralles, Argentina, jdmirfer@yahoo.com.ar
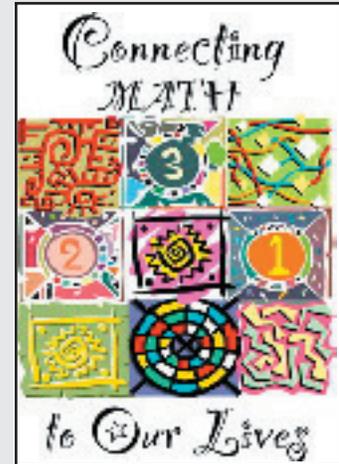
The Connecting Math to Our Lives Project and Mathematics Virtual Learning Circle may coordinate joint activities throughout the year. Please contact the facilitators of each to learn more about their partnership.

Mathematics Virtual Learning Circle

This project is on an interactive and educational web site about mathematics. The main aim of this project is to attract students to different fields of maths and to help teachers with their way of teaching and introducing new interactive teaching styles. Some of the main fields that this site concentrates on are:

A website about mathematics on which students and teachers can learn an interact with each other.

- Combinatorics and Combinatorial Games
- Strategic Games
- Geometrical Concepts
- Number Theory
- Knots Theory
- Algorithmic Thinking
- Mathematical Logic And Reasoning.

Ages: All
Dates: October 1 2003 – July 1 2004
Language: English and Farsi/Persian
Forum: http://iearn.saf.ir/forum/list.php?f=32
Website: http://math.schoolnet.ir
Contacts: Maryam Behnoudi, Iran, behnoudi@schoolnet.ir

Planetary Notions

A publication in which students from around the world can express their feelings on environmental issues.
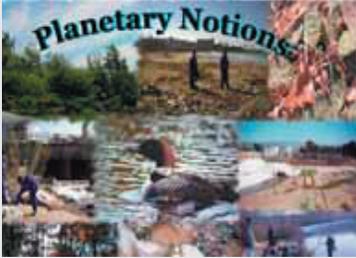
Planetary Notions (PN) is an environmental project that gives students an opportunity to publish articles in an annual magazine so that they can share their views about the world's environmental health and how better to protect it. In addition to articles, Planetary Notions facilitates discussion about these issues through the Environment forum. The forum gathers articles on environmental subjects and promotes discussion of environmental issues. The publication will include summaries of some of the major discussions from the year.

Ages: 12-18
Dates: Material will be collected until May 1, 2004
Language(s): English and the native language of the students where possible
Forum: Environment (apc.iearn.environ)
Website: http://www.youthcanworld.org/PN/
Contact: Flora Huang, USA fihuang@hotmail.com

Waste-Problem or Possibility?

This project researches how we are treating waste in our communities.

Waste is a major environmental issue for all communities. In this project students will investigate how waste is produced and the ways in which we deal with it. Students should combine different methods: collecting data, interviewing, research etc. Students may collect information such as photographs, leaflets and newspaper articles to give much richer picture of the situation in their locality. Students will communicate via e-mail, exchange and compare data, and find solutions.

Ages: 10-18 years
Dates: Ongoing
Language(s): English and Macedonian
Forum: Environment (apc.iearn.environ)
Contact: Mimoza Anastoska-Jankulovska, Macedonia
              jankmj@mt.net.mk

Ecology - of a Coral Reef and of an Extreme Desert

Primary school - aged children will research the state of these ecologies in their local and global communities.

The Ecology of the Coral Reef in the Red Sea - Due to growing pressure on the shores of the Red Sea, there is an almost constant deterioration of the coral reef and its inhabitants. *The Ecology of an Extreme Desert* - Eilat is a small town in Israel amidst a desert which sees about an inch of rainfall a year. This affects the flora and fauna in the surrounding desert. The children of both projects will be part of a project with 5th grade children in Eilat, Israel.

Ages: Primary School
Dates: Ongoing starting November 2003
Language(s): English
Forum: YouthCaN (apc.iearn.youthcan)
Contact: Dan Ofri, Israel, danofri@hotmail.com

Lab's Alive

Students share in scientific research and classroom practice with a focus on environmental issues.

This project allows students to share in scientific research and classroom practice with a focus on environmental issues. A wide number of interesting and exciting experiments are being conducted. Some for example are to produce sustainable food sources in dry environments by recycling of waste materials. Others relate to saving of endangered species and Global Heritage classified sites and environments. We have the assistance of a number of Scientists in Residence to analyse results between countries. I will be seeking funding to assist participating schools, but cannot guarantee such funding will be available. The experiments are however very cheap to set up and full details appear on the website. We will be running a number of special events by video conferencing during the year. Schools will be able to join in to global discussion forums during these events. We invite any schools with interesting aspects to their science and environment program to share these for global participation through the project.

Ages:	P-12
Dates:	Ongoing
Language(s):	English, with plans to translate sections into Russian
Forum:	Ventures (apc.iearn.ventures)
Website:	http://www.araratcc.vic.edu.au/users/web/labsalive/index.htm
Contact:	Jo Tate, Australia jot@araratcc.vic.edu.au and Rowena Gerber, USA gerberr@miamicountryday.org

School of Clowns Math Project

Sharing of fun stories and math problems about clowns in order to help children to study with interest.

Little children all over the world like the circus. Their heroes are circus clowns. Why? Because clowns are kind and funny. They make the world colourful and happy. Usually children have a lot of difficulties with math subjects. We suppose that funny clowns can help them to understand math better. When students write math problems by themselves, they understand math better than through a teacher's explanations. It is an especially useful way of work with the most difficult themes. Children do not pay attention to difficulties when they have fun. You can send us pictures, stories and math problems about clowns. 1st of April we will help all school-participant to organise a funny math party.

Ages:	3-12 years old
Dates:	September 2003 - June 2004
Language:	English + native language
Forum:	Math (apc.iearn.math)
Website:	http://www.schclown.narod.ru
Contacts:	Elena Lyalyagina, Russia, epigraph@mail.ru

Monsoons (Seasons) Project

A study of weather and rainfall around the world.

Rain is the main source of water, which all living beings need to survive. Through this project the environment around the world can be studied and how it varies from place to place.

Ages: 13-16
Dates: Ongoing
Language(s): English
Forum: Environment (apc.iearn.environment)
Contact: Chandra Malkan, India, chandrashashi@rediffmail.com

Nature through the Eyes of Generations

Students research, discuss, and take photos to better understand the changes in the state of their natural surroundings over the years.

Opinions and interesting stories with pictures and photos make comparisions between the state of nature nowadays and in the past very interesting. This project provides the opportunity to think more deeply about environmental protection.

Ages: All ages – most suitable for 13-17
Dates: September 2003 – May 2004
Language(s): English and Armenian
Forum: Environment (apc.iearn.environment)
Contact: Elia Simonyan, Armenia, gradaran@childlib.am

Math and Agriculture

Participants explore the link between Mathematics and Agriculture in a global setting and Individual countries, communities and schools.

Participants will explore the difference between the Food Producing and the Food Importing Countries of the world and its effects on their economies. Variables that can improve production in some countries: Seasons and duration, Measurement of growth in relation to time. Recording of activities. How we can improve the economies and reduce the cost of food in the less developed countries? And, how can we reduce cost of food in communities and families? Through the project, students will become aware of the possibility of a career in agriculture, the effects of food shortages in the world, effects of famine, and will understand the use of more locally produced crops (less chemicals). Likewise, we hope to see an increase in home gardening to reduce food bill of family.

Ages: 10 +
Dates: September 2003 to July 2005
Language(s): English
Forum: Math (apc.iearn.math)
Website: http://www.iearntandt.interconnection.org
Contact: Joslyn P Lee Quay, Trinidad and Tobago, joslee@tstt.net.tt

Animals Are Our Friends

Encourages students to gather information about indigenous animals around the world and to create awareness about the preciousness of wild life.

Students get to know about indigenous animals in there country. They get to know how animals are destroyed, and they find out what they can do to stop this slaughter. Children can contribute by sending articles and pictures and photos. Ultimately the project will establish a network among animal lovers around the world.

Ages:	All
Dates:	June 20th 2003 - December 31st 2004
Language(s):	English
Forum:	Animals (apc.iearn.animals)
Contact:	Lakshmi Attygalle, Sri Lanka lak44@sltnet.lk

Astronomy Project

A project devoted to sharing information about astronomy
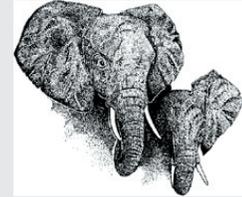
This project helps us know the place we live in and to see the beauties of this world with more attention. We hope to work together to share our information about this wonderful science. This science will never become useless because if you pay attention to the history of this science you will understand that, from the ancient time, people had to look at the stars of sky to find the right way and now experts work on many different parts of Astronomy to discover new things and find the reasons of this mysterious area of our world.   As we learn new information, we can teach young children how to better protect their region. When we know beauties of our world we can take care of it with more attention and then we can have a world full of beauty and there will be no reason to fight with each other and we will have peace everywhere. Whenever we learn something new we can understand more things and that is the time that we understand that we know nothing and we will be more curious to know more and more.

Ages:	All
Dates:	Ongoing
Language(s):	English and Persian
Forum:	Astronomy (apc.iearn.astronomy)
Contact:	Mona Abbaszadeh - Mahsa akbari, Iran, mona_abbaszadeh@yahoo.com

Children in Space

By observing the Mars through the Internet telescopes, students will learn more about the Mars and the space.

Students will learn about the Mars and space. The project includes students scientific research and art works according to their interests. The different age group will offer variety of learning. Students will present their work through website and exchange ideas through e-mail.We will have video conference in November.

Ages:	All
Dates:	July 23 2003 - December 2003
Language(s):	English and the native language of the students where possible
Forum:	Astronomy (apc.iearn.astronomy)
Website:	http://www2.jearn.jp/fs/491/, http://www.nicenet.org/
Contact:	Yoshie Naya, Japan, naya@plala.or.jp

Virtual Classroom

Students and teachers create web pages and provide links to useful educational sites on the Internet.

The Virtual Classroom project is particularly associated with the growing use of computers in every-day life. Today virtual classrooms are already a fact and the Internet is undoubtedly a vast learning basis. This project is an example of how people all around the world exchange information, making education mobile and accessible. Join participants from 19 countries by sending addresses of educational web pages, essays and opinions. Remember, every link you send makes the site more useful, people more skilled and educated, and the world more communal.

Ages:	7-20 years old
Dates:	Ongoing
Language(s):	English, German and Bulgarian, others possible
Forum:	Internet (apc.iearn.internet)
Website:	http://www.virtual-classroom.revolta.com/project.htm
Contact:	Rositsa Kuneva, Bulgaria, 5ls.rossi@mail.com

Videoconferencing Projects

A videoconferencing project with Internet mail exchanges and BBS as the tools for students to have direct interactive communications on the screen.

Are you interested in direct, interactive communications by means of talking, discussing, music, dance, drawings, quizes, teaching each other languages and handicraft, etc? Welcome you who are interested in meeting Japanese teachers and students, face to face, real time, via videoconferencing either ISDN or Internet.

Ages:	12-18
Dates:	September 2003- July 2004
Language(s):	English, but any language if both agree
Forum:	Internet (apc.iearn.internet)
Website:	http://www.jearn.jp/Teleclass
Contact:	Yoko Takagi, Japan, office@jearn.jp

Global Leap: The Videoconferencing Project

A resource for teachers around the world, enabling them to get help, advice and support to develop videoconferencing in the curriculum, and to find videoconferencing partners and to book interactive videoconference lessons.

The Global Leap website www.global-leap.com is a resource for teachers around the world, enabling them to get help, advice and support to develop videoconferencing in the curriculum, and to find videoconferencing partners and to book interactive videoconference lessons. Schools around the world can develop Modern Foreign Languages projects to enable pupils to improve their language skills. They can learn more about the daily lives and experiences of their peer groups in other countries, through regular interactive videoconference links.

Ages:	All
Dates:	Ongoing
Language(s):	English
Website:	http://www.global-leap.com
Contact:	Mike Griffith, UK, mikeg@global-leap.com

If Rocks Could Talk...What Would They Tell Us?

In several areas of Puerto Rico, land has been exploited in the name of progress through the construction of housing complexes, commercial centers, and other types of building structures. The project "If rocks could talk...what would they tell us?" promotes students' analysis and study of their environment so as to share their experiences with students from other geographical regions. Students collect, classify and analyze different types of rocks found in rock quarries and other areas in his/her community,and describe the rock's formation and surrounding in its natural state. Through the process the students will create visual products (rocks), literary, and mathematics (graphs) around the theme "rocks." Pairs of schools will exchange, through regular mail, a package entitled "My rock," including cultural artifacts from there community. This package should be mailed by the middle of February as part of the St. Valentine's celebration.The participating teachers would like to identify schools that would like to share and exchange the activities that have been described.

Students collect and analyze different types of rocks in their community, and exchange their findings with a school in another part of the world.

|	
Ages:	Elementary, intermediate and high school
Dates:	Ongoing
Language(s):	English and Spanish
Contact:	Enid Figueroa, efigueroa@orillas.org, Aileen Velazquez, ave@prtc.net, Puerto Rico

Solar Cooking Project

Participants are invited to experiment with alternative energy uses by making, testing and using solar cookers. Recipes, construction tips, experiments and research findings will be shared on line and compiled on a web site. Among the activities: A) design original solar oven B) compare insulation materials C) compare panel cookers to box cookers D) compare heat trap materials E) compare the effects of climate changes on solar cooking F) create an advertisement for solar cooking G) debate the use of solar cookers H) write letters to local newspapers about the benefits of using solar energy I) create a web page about solar cooking J) write and present a public service announcement for radio or TV about the need to conserve energy, deforestation issues in third world countries, the problems with fossil fuels, the greenhouse effect, or global warming K) create a mural depicting the history of solar energy L) write and perform a play or skit about the importance of solar cooking M) create and perform raps or songs about how solar cooking works N) compile a solar cookbook with tips on converting standard recipes to solar oven recipes O) create board games focusing on solar energy facts P) fund raise to sponsor solar cookers in rufugee camps and developing countries.

Students share BRIGHTER FUTURES as they experiment with various aspects of solar cooking technology.

Ages:	All
Dates:	Ongoing
Forum:	YouthCaN (apc.iearn.youthcan)
Languages:	All languages encouraged, please include English, Spanish, or French translations when possible.
Website:	http://www.miamicountryday.org/aces/solar_cook.html
	http://www.araratcc.vic.edu.au/users/web/labsalive/solar.htm
	related websites: http://alpha.fsec.ucf.edu/ed/solar-unit
	http://www.sunoven.com, http://www.solarcooking.org
Contact:	Rowena Gerber, USA gerberr@miamicountryday.org
	Yvonne Moyer, USA Moyery@miamicountryday.org

Living National Symbols

The images of plants and animals are used in national symbolics of many countries and cities of the world. What is the history and meaning of these symbols?

The images of plants and animals are used in the national symbols of many countries and cities of the world -the eagle in Russia and Iran, snowball-three (guelder rose) in Ukraine, frog - in Puerto-Rico, red lily - in Florence, Owl -in Athenes and so on. What is the history of these symbols? With what events in the life of the country or city are they connected? What properties of these plants or animals promoted their use in national symbolics? How is it displayed in national songs, legends, fairy tales? What are the biological features of these living symbols? The participants of the project exchange their research through the Internet, creating albums of herbariums, photos, and illustrations. They create living corners of national symbols at the school and in the city. Results will be placed on a WEB site.

Ages:	12 +
Dates:	October 15, 2002 - June 15, 2003
Language(s):	English, Russian, Ukrainian
Forum:	Environment (apc.iearn.environ)
Contact:	Svetlana Pastuhova, sf9@fastiv.kiev.ua, Ludmila Korovyakina, kls@fastiv.kiev.ua, Ukraine.

Great Apes Project

To raise awareness among students around the world about the threatened extinction of the Great Apes in Africa and Asia and to encourage initiation of actions to save the great apes from extinction.

The Great Apes Project is an online collaborative project for children of the world to discuss issues and raise awareness of the plight of the great apes through online activities, research projects, action projects and creative exchanges of art and other materials between participating schools. Student work will be published on the project web site and published in hard copy. All participants will contribute to an electronic montage, a copy of which will be displayed in all participating countries as a celebration of participation. The project is run in collaboration with GrASP Australia.

Ages:	All
Dates:	Ongoing
Language(s):	All
Forum:	Great Apes apc.iearn.greatapes)
Website:	http://www.iearn.org.au/greatapes
Contact:	Rob King robking@dodo.com.au, assisted by: Muriel Wells mwells@iearn.org.au, Virginia King virginia@iearn.org,au, Australia. Project email: greatapes@iearn.org.au

Pollution: A Menace Posed by Mankind

A project to explore the causes of pollution around the world, and ways in which the problem can be alleviated.

One of the most difficult challenges we face today is the menace of environmental degradation that has been posed by mankind to a large extent by polluting it over the ages. Join in discussion of the various types of pollution problems as seen by local/regional/global perspectives. As part of the project, websites will be created of the types of pollution around the world, as well as possible solutions to this type of degradation.

Ages:	12-21
Dates:	Ongoing
Languages:	All
Forum:	Environ (apc.iearn.environ)
Website:	http://www.geocities.com/subhodeep1_in/Enviro-project.htm
Contact:	Subhodeep Sarker, India, subhodeep1_in@yahoo.com

ENO Environmental Project

A global web school for environmental awareness

Four different environmental themes are studied within a school year (Social, Natural, Cultural Environment and Sustainable Development) on a weekly basis. The main idea is to lay emphasis on local environment and see it in a global aspect: act locally - think globally. Information will be gathered from local communities and shared together in the website. Learning is student-centred. There are both online and offline activities. In the end of each theme there is a campaign week when the results are shared locally and globally.

Ages:	11-18 yrs
Dates:	September 2003 - May 2004
Languages:	English
Forum:	ENO Project (apc.iearn.eno)
Website:	http://eno.joensuu.fi/
Contact:	Mika Vanhanen, Finland, vanhanen@cc.joensuu.fi

Amusing Natural Science

Can natural science be amusing? A project providing opportunities to popularize the natural sciences.

Can natural science be amusing? Who says natural science cannot be interesting and amusing? Why don't we learn them through amusing topics? There are many attractions, anecdotes and interesting problems which we can't find in regular books and during classes. We are looking for interesting facts from life or from known and unknown scientists, as well as interesting details from their study. Send us fun anecdotes from yours or other's experience from your classes or laboratory exercises. If you find some interesting numerical or experimental task in the area of mathematics, chemistry and physics, share it with us!

Ages:	All
Dates:	Ongoing
Languages:	English
Forum:	Natural Science (apc.iearn.natscience)
Website:	http://www.geocities.com/amusingnaturalscience
Contact:	Rada Mazganska, Natali Trajkovska, Macedonia. radam@freemail.com.mk, znak2001@yahoo.com, Amusing_studing@yahoo.com
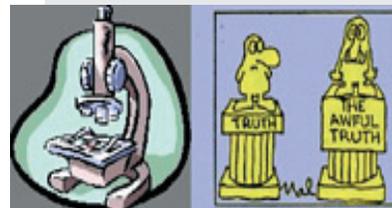
The "Environmentally Friendly" Project

A world-wide celebration of the role that school children can take in observing, recording, learning about and caring for their environment.

The "Environmentally Friendly" Project is a project aimed at linking school children across the world by the study of the environment within their local area. Investigations can cover a wide range, from finding about the settlement history of their area, its native plants and animals, local threats to the environment caused by man, and the implications of ongoing environmental degradation to the future of the local community and ultimately the whole planet.

Ages:	11-18
Dates:	Ongoing
Language:	English
Website:	http://www.hawkesdalecol.vic.edu.au/global
Contacts:	Siggi Macleod, Australia, macleod.sigrid.m@edumail.vic.gov.au

Do We Have a Spare Planet?

Environmental project which will stress activities that can be done to preserve our planet.

In this project, students will study and learn about everyday environmental problems and possible solutions for them. Participants will engage in on-going environmental discussion about everyday environmental problems, exploring the question, "What am I doing to preserve the planet?" - meaning what we have done, what are we doing or what can and shall we do to preserve the planet? Students will explore specific topics, do something connected with that topic, and send all prepared materials to all participants. Art contributions can be sent during the whole school year showing how students are working on environmental problems, how communities are treating specific environmental issues, or showing their opinion about some issues or just showing the problem.

Ages:	10-18
Dates:	Ongoing
Language(s):	English and Macedonian
Forum:	Environ (apc.iearn.environ)
Contact:	Mimoza Anastovska-Jankulovska, Macedonia jankmj@mt.net.mk

Web Designing Project

A project to share ideas on best practices in web design.

We are here to collect helpful resources for webdesigning. We want to discuss and find tiny but important points to become more successful in this work. We will work together, experience together and learn together by sharing ideas, new thoughts, attractive methods, and other things that come up through our work together in this project!

Ages:	All
Dates:	Ongoing
Language(s):	English
Forum:	Web Design (apc.iearn.webdesign)
Contact:	Samira Abnar esmirjaja@yahoo.com, Gilava Delzendeh gilava_delzendeh@hotmail.com, Afra Abnar mapleafy@yahoo.com, Iran

All the projects on the following pages are focusing their attention on water-related issues. Many work in collaboration with one another. To learn about their specific activities, please contact individual project facilitators.

Waters that Join Us

An exchange of the history, science and culture of the rivers, lakes and seas that join us.

There are several countries which are bordered by rivers or lakes. They divide the nations, but also connect them in a positive and negative sense. History shows us that a water barrage can cause serious political conflicts and that pollution can be a common problem. But, otherwise inhabitants in different countries on the riverside may have a similar way of life. Join in this project to explore the ways in which these shared water sources connect communities, and also the possible variations that can be found through research of these biological ecosystems and the environmental situation of each.

Ages: All
Dates: Ongoing
Language(s): All
Forum: Aqua (apc.iearn.aqua)
Contact: Erzsebet Bardosne Kovacs, Istvan Szabo, Hungarian I*EARN Association.
             zsoka@mail.iearn.hu, zsoka@berze.nagy.sulinet.hu, szaboi@mail.iearn.hu

All Rivers and Streams Flow into the Mediterranean

An encounter with environmental problems and possible solutions to these problems may serve as a platform for a dialogue between students that live around the Mediterranean Sea.

Participants test the quality of the water in streams and rivers that flow into the Mediterranean. Students from the participating schools will be divided into mixed groups, one group to every stream or river. After collecting samples from the streams and rivers, they share, through the Internet, information about the stream or river itself (history, biology, geography, etc). A written document that includes findings, conclusions and suggestions of how to recuperate the streams will be created and shared.

Ages: 8th to 10th grade students.
Dates: September 2002-June 2003
Language(s): English
Forum: Aqua (apc.iearn.aqua)
Contact: "Eben Haldon J. High School" from Tamra - Israel and "Arts
             and Science J. High School" from Hadera - Israel. charlie1@newmail.net

Water Habitat Project

Each participating school and/or group of students identifies a local water habitat for ongoing longitudinal study.

Participants can choose to collect applicable and grade level appropriate science observations and data of their local water habitat from the following suggested list: 1. Water: pH, temperature, and quality (overall observations, macroinvertebrate sampling, test of opacity, observation of debris and pollution, assessment of sediment as indicators of erosion) 2. Habitat: plants, wildlife, and human presence 3. Water Resource Use: Industry, commercial, agricultural, navigation, transportation, recreation, wild or scenic water habitat 4. Environmental Issues and Actions: Environmental impacts on the habitat, observation of changes over time including habitat degradation or improvement, need for monitoring, restoration, and advocacy to sustain and protect the water habitat.

Ages: 5-18
Dates: September 2002-June 2003
Language(s): English
Forum: Aqua (apc.iearn.aqua)
Contact: Kristi Rennebohm Franz, and Eldon Franz, USA krennebohmfranz@us.iearn.org
Website: To be announced. Archived Water Habitat Project: http://www.psd267.wednet.edu/
~kfranz (take links in listed school years for Science: Water Habitat Project). Water Habitat Curriculum:
http://learnweb.harvard.edu/ent/gallery/pop3/pop3_1.cfm

Schlumberger SEED Water Project

A project aimed at improving the quality of local water sources

In celebration of the UN International Year of Freshwater, Schlumberger is launching the SEED Water Project. Schlumberger volunteers will help students develop awareness, attitudes and skills essential to help maintain and improve the quality of local water sources. The project will be conducted among the SEED Connectivity Grant Program Schools and Collaborative Project partners including iEARN members. Participants will have the opportunity to compare and contrast data and reflect on findings within the global context. Students will develop an understanding of their local water sources, learn how to run accurate water quality tests and explore how water is celebrated in different cultures. Students will investigate the nature of local water sources using low-cost water quality testing kits. Schools will also assemble their own affordable, electronic water quality testing devices that will be designed and developed by graduate students and faculty of the MIT Media Lab's Future of Learning Group, and by Schlumberger engineers. This project is a unique opportunity for students to engage with each other and with world-class professionals. Students will contribute to a global database of water quality test results and publish compelling project reports with multimedia content on the webite.

Ages:	All
Dates:	Ongoing
Language(s):	English
Website:	http://www.slb.com/seed
Contact:	Michael Tempel, USA, tempel@new-york.sl.slb.com

Take a Dip: The Water in our Lives (H2O Viva: El Agua en Nuestras Vidas in Spanish)

An Environmental Water Quality Study project to test and compare water quality of rivers, streams, lakes and ponds .

Students will team together from around the globe to test fresh water. Join us in this collaborative project to assess the quality of your local river, stream, lake or pond, based on physical and chemical characteristics and biological indicators and analyze and compare the water quality with other fresh water sources around the world by looking for relationships and trends among the data collected by all project participants. Specifically, students will perform the following tests: temperature, pH, dissolved oxygen, and collecting aquatic macroinvertebrates. After analyzing their results, students will submit their findings to the project web site, which will be posted to a shared database for all participants to examine. Students will also research and share anecdotes, stories and practices dealing with water in local communities. During the project, students are encouraged to discuss their questions, finding, and theories with other participants. After completing the project, final reports will be posted on the project web site.

Ages:	Middle School / Ages 9-14 (Any age may participate)
Dates:	Sept. 8, - Dec 5, 2003 (Register between Sept. 8 - Nov. 14), March 15 - June 4, 2004
Language(s):	English, Spanish
Website:	English: http://www.k12science.org/curriculum/dipproj2/en/
	Español: http://www.k12science.org/curriculum/dipproj2/es/
Contact:	Joshua Koen, jkoen@stevens-tech.edu, USA, Donfack François, donfackfr@yahoo.fr, Cameroon, Samuel Roman, samroman@teachernet.org, USA

Learning Circles are a way of grouping students and teachers into international teams or "circles" to develop global projects around a shared theme. Learning Circles are highly interactive, reciprocal teaching and learning environments in which projects created by each class become the work of the Circle. The shared task is to create a Circle publication that collects or summarizes the Circle Projects. Because these Circles are a group activity with a specific set of activities along a timeline, it is necessary for those who choose this option to request placement in a circle two weeks before the beginning of each of the sessions. See http://www.iearn.org/circles/ for more information.

Heather Davis, John Wayland Elementary, VA

Schedule for 2003-2004
Session 1 (Sep. to Jan.):
Begins September 22 and ends on January 9 (16 weeks with a 2-week break in December). Learning Circle Placement forms are due on September 15.

Session 2 (Jan. to May):
Begins January 26 and ends on May 14 (15 weeks with a 1-week break in Spring). Learning Circle Placement forms are due January 15.

Learning Circle Structure

• Each Circle is composed of a specific group of 8-10 classes who work together during the entire session. At the beginning of the next session, a new cluster is formed. This means that during each session, everyone - teachers and students - is team-teaching and team-learning with peers from new locations. About 5-7 countries are represented in each Circle.

• Every classroom participating in a Learning Circle has an opportunity to propose and carry out a project in collaboration with the other groups in their circle. The Learning Circle Teacher Guide (available at http://www.iearn.org/circles/lcguide/) and online facilitators provide suggestions to help both new and experienced Learning Circle participants.

• Each classroom makes a commitment to contribute something to each of the projects proposed by the other classes. Everyone is involved in making all Learning Circle projects successful.

• Learning Circle interaction is structured into five phases and each Circle culminates in the creation of a collaborative publication. Each classroom team is responsible for editing and publishing the report of their project for the group publication.

• Learning Circles group classes in advance of the session around common themes and similar grade levels. To sign up for a Learning Circle, please fill out the placement form on the web at: http://www.iearn.org/circles, or write to Margaret Riel at: mriel@uci.edu.

• The 3 main Learning Circle Themes into which classes are grouped include: Mind Works, Computer Chronicles, and Places and Perspectives. See next pages for details.

Mind Works

Mind Works is a writing theme designed to enhance creative and expository writing as well as develop different forms of self-expression.

This Circle involves reading, writing, editing, and evaluating the work of other students. These critical language skills are developed in the context of meaningful writing activities.

Mind Works promotes creative problem solving as a part of writing. The potential projects for this theme are diverse but there is a similar goal to all of them: to help student learn how to communication their thoughts and feelings in writing, then share and compare them with other students from distant places.

The Circle publication for Mind Works is a literary magazine that might be called Creative Mind Works. The sponsored projects could be a specific form of writing such as: personal narratives, place poetry, city dialogues, school fables, local myths or personifications of local products. Or students can select a topic to sponsor and request different forms of expression on subjects like the family, jobs, schools or cities. A popular project is "circle" stories or poems. In these projects, one school begins a story or poem and each group adds to it. This theme allows for a wide range of writing projects.

See http://www.iearn.org/circles/lcguide/mw/mw.html to learn more about Mind Works in the Mind Works Teacher's Guide.

Computer Chronicles

This theme promotes writing across the curriculum. Interaction online revolves around producing a newspaper called The Computer Chronicles. Each class has the opportunity to sponsor one or more sections of the newspaper as their Learning Circle project. They solicit articles from their partner classes and edit them to create one section of the newspaper. This section is combined with the other sections sponsored by other Circles partners to form the completed newspaper, the Circle publication.

The Computer Chronicles Learning Circle is a rich, diverse, network of human resources. When teachers and students from different places work side by side to create a publication, they create a unique vision of the world. In doing so, they acquire a new level of understanding of the process of news reporting and communication in our modern world. The recognition that students receive from having others read their writing and share their ideas can increase their motivation for future writing.

See http://www.iearn.org/circles/lcguide/cc/cc.html to learn more about Computer Chronicles in the Computer Chronicles Teacher's Guide.

Places and Perspectives

Places and Perspectives encourages students to explore regional history, culture, government, and geography by sharing their knowledge with people from different locations. Often students assume that their lifestyles and thinking patterns are universal; they are unaware of differences. The goal of the Places and Perspectives theme is to expose students to places beyond their own schools and communities in order to expand their outlook on life and broaden their views. This helps students understand how historical events and geographic conditions interact to help shape their lives and gives them a deeper understanding of themselves, their families and their communities.

Each classroom sponsors a project for a section in the Places and Perspectives Review. For instance, a classroom studying history may sponsor a section on local legends, interview native inhabitants or the elderly, or describe the historical attractions of the area. A classroom studying government might sponsor one of these sections: Examining local constitutions, Monitoring Elections, or Issues in Local Politics. A geography class may sponsor projects such as location descriptions, travel guides, comparisons of weather patterns, map studies, or studies on how geographic locations affect social patterns. See http://www.iearn.org/circles/lcguide/pp/pp.html for the Places and Perspectives Teacher's Guide.

Teacher Sponsored Themes

In addition to the three categories, Computer Chronicles, Places and Perspectives, and MindWorks, teachers are invited to sponsor a theme for a Learning Circle. We will list it on http://www.iearn.org/circles/ to help create this special circle. If you would like to facilitate a special theme Learning Circle, send information to mriel@uci.edu

Circulos de Aprendizaje

This is a Spanish language learning circle. Website: http://www.SENL.edu.mx/circulos/. Contact: Carlos Martínez, Mexico, cmtz@senl.edu.mx for information and registration.

Global Teenager Project

Imagine how lively a classroom debate on rainforests or HIV/AIDS would be if teachers and pupils could link up with their peers in Ghana, Egypt or Surinam and get their opinions on the subject! Now, apply that thought to the school curriculum and you capture the essence of the Global Teenager Project (GTP). The Global Teenager Project enables classroom discussions to 'go global'. It gives secondary schools a kick-start in the use of Information and Communication Technologies (ICTs) and it provides students with a safe, structured environment in which to discuss global issues. It also gives them a strong basis in communication skills and valuable insights into other cultures. Finally, it livens up the whole teaching process as teachers incorporate new ideas and methods into their classes. Using Margret Riel's Learning Circle concept, GTP offers a well guided environment to engage in this 10 week learning adventure. GTP can be seen as supportive of the curriculum (depending on the country) for it is aimed to give the teacher maximum liberty as well as create critical thinking skills, cross cultural understanding, teamwork, English or French writing skills and an improved awareness of the importance of information and knowledge as well as making choices in today's society.   For more information see: www.iicd.org/globalteenager. Dates / Timetable for the 2003-2004: Registration takes place via the GTP country coordinators (see website). If your country is not listed please contact the project management in The Hague. Deadlines for 2003 - 2004 registration are: - September 17th 2003 - February 18th 2004. Questions? contact: IICD project managers: Neeltje Blommestein or Nathan Ducastel at globalteenager@iicd.org Global Teenager Project coordinator in the Netherlands: Bob Hofman: hofman@ict-edu.nl

LANGUAGES IN iEARN

Most iEARN projects are multilingual, often with English serving as a medium for international collaboration.

The projects in this section are currently conducting the majority of their discussions in languages other than English. **This is just a small sample of such projects.** iEARN projects are happening in over 27 languages. For a guide to the various language communities and resources available across the network, see http://www.iearn.org/globe/globe_language_gateway.html. For additional projects, see individual iEARN country websites at http://www.iearn.org/globe/, and search the project database at http://amity.iearn.org/signin.lasso

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"Do we live or survive at school?" Devoted to discussion of school problems among students, teachers and parents. The aim of the project is not only to deal with school problems, but also to try to find appropriate solutions. Facilitator: Valentina Sakhatska, sh208@sh208.edu.ukrsat.com

"Universe the Whole World and Mathematics." The project help to demonstrate how to make use of computers and Internet in Math lessons. Facilitator: Ludmila Loscutova., colegium@colegium.edu.ukrsat.com, URL: www.vim.by.ru (forum)

"Harry Potter in Ukraine." Students share their impressions about the World of Harry Potter, observe his fantastic extraordinary life. They create their own School of Dreams, study at Witchcraft and Wizardry School. Facilitator: Larisa Shevchuk, sch168@sch-168.edu.kiev.ua

"Mother's Day." The main idea of the project is to tell about the origin of the holiday in Ukraine and to collect interesting students' works about mothers (pictures, poems, compositions). Facilitator: Inna Mykhailivna Kruglova, troeschn@troeschn.edu.ukrsat.com

"The Dnipro river pure water." This year the project consists of some separate sub projects: "Ecological actions", "A Journey to the Water Dipolar country of its Majesty the Dnieper/ the Dnipro river", "The Ros river – the ancient Rus cradle", "Hydronyms of Ukrainian inland waters". Those projects are for teachers and students from Russia, Belarus and Ukraine. They share ecological researches, chemical analyses of water, essays, drawings, poems, memories, tourist trips. Facilitator: Larisa Shevchuk, sch168@sch-168.edu.kiev.ua

"For Authenticity of the Native Language." Due to the gained independence and sovereignty the Ukrainian language restored the functions of the state language used in all spheres of political, economic, cultural and spiritual life of Ukrainian people. Students care about the further development and authenticity of the modern language, they write articles, poems, essays and other creative works. Facilitator: Irina Vasilenko, school4@ukrsat.net.ua

"History of my family in the history of my country." The main idea of the project is to give children the opportunity to tell about their relatives who made a contribution into the history of their Motherland or their native town. Facilitator: Marina Saltykova, school1b@edu.sevastopol.iuf.net

"Cossacks' kin never sees." Students restore Cossacks' traditions, to unite descendants of glorious Ukrainian Cossacks of Zaporizka Sich, to communicate with young Cossacks from Kuban, Don, Ter, Urals and other regions, to propagandize healthy life style. Facilitator: Natalya Bocharova, school4@ukrsat.net.ua

"The Art of Children's upbringing." How do your parents bring you up? How were your parents brought up? How would you like to bring up your children? What national traditions of upbringing are honored and used in your family, which of those you know you want to restore? Facilitator: Alla Zabarna, lyceum@ck.ukrtel.net

"My land is a legend." Study the history of the native land in legends, to extend knowledge of folklore, to draw pictures to describe the legends. Facilitator: Olga Vaguina, school4@ukrsat.net.ua

"Look around! – What a beautiful world you live in!" Let's look on the beauty of the world around us and portray it in pictures, drawings and mini-composition. Facilitator: Olena Burdun, elen_a2002@ukr.net, sh1@gts.lg.ua.

"The Adventures of the Turtle in the amazing LOGO world." LOGO programming environment is one of the best ways to involve children in computing studies and develop their intellectual abilities. In Ukraine Logo supporters haven't establish close links so far. In this project children are able to learn to work in LOGO programming environment, while helping the Turtle to overcome the barriers one by one. Facilitators: LogoUkr@ukr.net, Larisa Rykova , larisa@pedcol.kharkov.org, Marina Zolochevska, zolo@lin.com, Marina Kornienko, sc55@ukr.net

"Gags of our school." Funny stories, anecdotes, slips, blunders, caricatures and comics about school life. Facilitator: Marina Saltykova, school1b@edu.sevastopol.iuf.net

"World of professions around us." Participants of the project investigate what professions are the most common in their region, what specialists are in great demand; they send compositions, pictures, photos, results of their investigations and interviews with interesting people. Facilitator: Olena Davidenko, sf10@fastiv.kiev.ua

"Ukrainian roushnycks"(embroidered in national style cloths and linen towels). The main idea of the project: to study the history of Ukrainian roushnycks, to tell interesting stories about rushnycks' embroidery, to organize and then to describe a friendly reception of embroidery masters, to draw sketches of rushnicks for embroidery and explain its techniques and symbolic. Facilitator:Tetyana Sapozhnikova, troeschn@troeschn.edu.ukrsat.com

"I am the Master." The project helps students to develop personal concern for saving energy resources, and to implement energy saving technologies in the life of every person. Facilitator: Natalya Bocharova, school4@ukrsat.net.ua

"Vasja was here… Or our Internet safety." Students and teachers discuss problems of safety on the Net. Internet offers a big amount of valuable information and has a huge communicative potential. Yet on the other hand there are also very negative elements on the Net that we need to be aware of. Facilitator: Tatiana Sporinina, alisa1@list.ru

"Let's have a trip with Grigory Skovoroda." Students explore life and travels of Ukrainian philosopher and poet around Europe. They try to find his footprint in their native places and in neighboring countries and compare his notes with their nowadays impressions. Facilitator: Valentina Sakhatska, sh208@sh208.edu.ukrsat.com

"We are here!" Students share their thoughts, believes, interests and hobbies. They create Web-pages about Youth culture. Facilitator: Julia Orlitsa, sh208@sh208.edu.ukrsat.com

Water, Air, Life. A project about water pollution, shortage of water, and air pollution. http://iearn.saf.ir/life/

Traditional Clothes. This project aims to bring students of many countries and origins together to share and exchange folk/national costumes. http://iearn.saf.ir/clothes/

Children Music. A project on teaching music in pre-school. http://childrenmusic.schoolnet.ir/

Computer Literacy Teaching. http://iearn.saf.ir/computer/

E-BAZAAR. A project to help teach the skills of marketing and accounting through an exchange of their own products. http://iearn.saf.ir/product/

Myths. An exchange of myths worldwide. http://iearn.saf.ir/myth/

Perlas del Corazon. Es un proyecto donde los participantes tendrán la posibilidad de intercambiar, proponer y defender soluciones alternativas a dilemas por los que atraviesan nuestros jóvenes en la vida real, reflexionando sobre los valores predominantes en las soluciones planteadas. Edad y Nivel de los participantes del proyecto: 13 - 21 años. Correo electrónico del o de los facilitadores: gloraniv@yahoo.es, mpochoav@telar.org, crescencio@telar.org

Reciclando en la Escuela como en Casa. Reciclar desperdicios que existen en el ambiente inmediato del alumno. Edad y nivel de los participantes del proyecto: 10-14 años Primaria/Secundaria. Fechas: Fase I: Del 15/09/2003 al 15/12/2003, Fase II: Del 15/03/2004 al 15/06/2004. Idiomas para el proyecto: Español. Página Web del proyecto: http://www.geocities.com/prorecicla/. Contacts: Gladys Mansilla gmansi99@yahoo.com, César Catunta M. ccatunta@yahoo.com.

Tour por el Mundo. Proyecto interdisciplinario entre escuelas de habla hispana, que busca fomentar el turismo en el paÌs en el que vivimos y favorecer el conocimiento y el intercambio de información. Edad y Nivel de los participantes del proyecto: Alumnos y alumnas (de 10 a 17 aÒos). Fechas para el año escolar 2003-2004: mayo 2003 a mayo 2004. 1Facilitador: Cristina Velazquez, Argentina, cristinav@telar.org. Foro: apc.telar.tourmundo. Página Web del proyecto: www.telar.org/telar/proyectos/tour/hometour.htm

Puertas a La Paz/Doors to Peace. Un proyecto para que las comunidades educativas intercambien, reflexionen y generen actividades y proyectos que contribuyan a modificar la realidad local y global para lograr una cultura fundamentada en la paz. (Reflect and generate activities and projects that help to modify local and global realities toward obtaining a culture based on Peace.) Ages: All. Forum: Telar Paz (apc.telar.paz). Website: http://www.telar.org/telar/proyectos/puertas/entrada.htm. Contacts: Montse Rodon montser@pangea.org, Crescencio Orrego crescencio@arnet.com.ar, Nica Dalma: ndalmau@pangea.org, Rafael Álvarez alvarez_rafael@yahoo.com

Mi Lugar/My Homeland. Describe the place where you live and share this with other students. In Spanish: El lugar donde uno vive queda signado por una serie de hechos históricos, artísticos, culturales, etc. que lo hacen único e irrepetible. Hacerlo conocer a otros seres humanos tiene tanta trascendencia como el interés que uno puede demostrar por conocer la realidad de otros lugares. Nos proponemos describir el nuestro y proyectarlo hacia otro establecimiento educativo, el cual a su vez (con la misma tónica de trabajo) nos replicará. Ages: 12-19. Forum: Telar Lugar (apc.telar.lugar). Website: http://www.telar.org/telar/proyectos/milugar/milugar.htm. Contacts: Rubén Azor razor@sanmartinmza.com.ar, Marcelo Durán machana@unsl.edu.ar, Diego Zanfagnini zanfagnini@lanet.com.ar and Gabriel Fenoglio gfenog@yahoo.com, Argentina.

En busca de nuestros antepasados. Rehacer la historia de nuestra comunidad, para recuperar sus valores y costumbres. Edad y nivel de los participantes del proyecto: 10-14 años Primaria/Secundaria. Fechas para el año escolar 2003-2004. Fase I: Del 15/09/2003 al 15/12/2003. Fase II: Del 15/03/2004 al 15/06/2004. Julio Carrasco juliotcr@yahoo.com, César Catunta M. ccatunta@yahoo.com.   http://www.geocities.com/prohechos/

La familia trabaja Virtualmente. La familia se ha incorporado a las NTIC. Edad/nivel de los participantes. 20 a 60 años. Calendario para el año escolar 2003-2004.: Una vez por semana durante los meses lectivos. Facilitador: María Eugenia Nuez López maryeu3@hotmail.com. Pagina web (no es requisito) He creado el de la Escuela www2.netexplora.com/Luisgregorioossa

Ensayos "Las Leyes de Vida." Leyes de vida son las reglas, los ideales, y los principios que las personas eligen para vivir, los cuales pueden ser escritos para compartir con otras personas. Edad y Nivel de los participantes del proyecto: 9 - 21 años. Fechas para el año escolar 2003-2004: Permanente. Nombre del o de los facilitadores: María Patricia Ochoa Valbuena, Bogotá - Colombia mpochoav@telar.org, Crescencio Orrego, Bogotá - Colombia crescencio@telar.org Rosy Aguila Chubut, Argentina rosyaguila@infovia.com.ar

Teddy Bear in Spanish. An international teddy bear exchange using email. Natalia Lopez fenatilop@fibertel.com.ar

"El agua nuestra de cada día." Formar conciencia en niños, jóvenes y adultos acerca de la necesidad de cuidar y preservar ese importante recurso natural que es el agua, presente en la función vital de todos los seres vivos y en toda la vida del ecosistema, conocer su composición, importancia de ella en nuestras vidas y en todo lo que nos rodea para producir una reflexión sobre las posibles alteraciones en el ciclo del agua y por ende en el ecosistema de la comunidad debido a la acción humana, investigar sobre las actitudes de los habitantes y autoridades de la comunidad al respecto, buscando formas de cómo pueden participar las escuelas en el desarrollo de valores, actitudes y soluciones a favor del cuidado y uso eficiente de los recursos hídricos, finalmente intercambiar iguales actividades con alumnos de otras escuelas del país y del extranjero para conocer otras realidades. http://www.iespana.es/escuelapatriciolynch-cuentos. Alicia Fernández Pérez, Chile, alifep@hotmail.com, alifep@educarchile.cl	*Spanish continued...*
ATLAS DE LA DIVERSIDAD (Atlas of Diversity). Red TELAR and iEARN-Pangea initiative that will invite Students tol develop content which illustrates "their place" in the world, documenting the distinctive features of the schools and town, their customs and idiosyncracies. This Atlas of Diversity will be the point of reference for recognising, appreciating, respecting and celebrating diversity. It is intended that the Atlas become a unique child-centred cultural document and digital resource for inter-community learning and appreciation of global distinctiveness and commonality fostering understanding and mutual respect. This Atlas of Diversity project has been selected by the European Union as a Demonstration Project for Latin America and Europe within the @lis call for proposals. Ages: 6 – 17. Schedule for the 2003-2004 school year. March 2004: teacher training April 2004: Start students work. Facilitator(s): Paula Pérez paulap@telar.org and Narcís Vivesnvives@pangea.org	*Spanish, Portuguese, Catalan*
The World of Harry Potter. An open project that allows teachers to create adapted activities to the students' needs. Ages: 10 to 16 years old. Project coordinator: Sabina Redondo sredondo@uoc.edu. Website: http://iearn.pangea.org/harrypotter	*Spanish and Catalan*
Sàlix and the 5 Senses. Sàlix is the character who introduces each of the five senses. The participant schools will receive 5 boxes with material to interact with. Each box has a story and a drawing for every sense. The proposed activities are adapted to the curriculum. Ages: 3 to 5 years old. Timetable for the 2003-2004 school year: January 2004-April 2004. Project e-mail sentits@lacenet.org and website http://www.lacenet.org **A walk through Bages county.** Sàlix is an ancient inhabitant of the Bages county, he's helped by the students to discover the county. The students communicate with Sàlix and he raises some questions to them. The proposed activities are adapted to the curriculum. Ages: 8 to 9 years old. Starting September 2003 and ending April 2004. Project e-mail bages@lacenet.org and website http://www.lacenet.org **Bitantart (Virtual Trip to Antarctica).** A Virtual trip to discover the impact of our ordinary actions on the global environment, making an special attention to their effects on Antarctica. Ages: 11 +. Schedule/Timetable for the project (starting date - ending date): 2 times a year (but anyone can adapt it to an other schedule). 1st Time September,15th - November, 28th. 2nd Time: December, 9th - March, 5th. Facilitators: Pep Gasol, Gemma Vicente, Nica Dalmau, Toni Casserras (Equip Lacenet) antartida@lacenet.org. http://www.lacenet.org/edu365/antartida	*Catalan*

Additional projects involving a Spanish language component can be found throughout the book, including Connecting Math to Our Lives, Spanish Language Learning Circles, Future Teachers, and Take a Dip.

Additional Programs

In addition to the projects listed through this book, there are numerous Programs that enable new countries and participants to join the Network, and develop new Projects.

Unlike traditional iEARN Projects, these Programs often involve physical exchanges, partnerships with other organizations, and outside funding/sponsorship. Program participants either join existing iEARN Projects or participate in new Projects created for the Program that are usually integrated into the regular list of iEARN Projects.
As these Programs contribute to the growth of iEARN, they also fill the growing need to develop smaller groups within the larger iEARN community.

Friendship through Education
http://www.friendshipthrougheducation.org

Central Asia School Connectivity of Uzbekistan
For more information contact Diane Midness, iEARN-USA,
dmidness@us.iearn.org. http://connect.irex.uz

Partnerships for Learning Youth Exchange and Study (P4L-YES) Program
For more information contact Diane Midness, iEARN-USA,
dmidness@us.iearn.org. http://www.friendshipthrougheducation.org/p4l-yes/

The BRIDGE Program
For more information please visit:
http//:www.thebridgeproject.org

Armenia School Connectivity Program
For more information, see http://www.iearn.org/professional/ and
http://www.ascp.am/

Excerpt from the
CONSTITUTION OF THE
INTERNATIONAL EDUCATION AND RESOURCE NETWORK

Signed at the
MEETING OF THE iEARN MANAGEMENT TEAM
Puerto Madryn, Argentina, July 12, 1994

PREAMBLE

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.

CHAPTER I
GOALS AND PRINCIPLES
Article I

The Goals of the International Education and Resource Network (iEARN or the Organization) 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-centers;

6. To provide a global infrastructure for a conceptual and action-based educational network that is open to all;

7. To share/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 global Center;

9. To expand the network of financially and operationally sustainable iEARN Centers 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.

Project Index