



Global Teenager Project Quarterly Report 1 & 2 – 2003

Apologies are in order! Due to a misunderstanding the Quarterly report 1 – 2003 was not sent to our contacts. It was only discovered recently so we decided to combine the quarterly report 1 & 2-2003 in one document and mailing.

The first half of 2003 was extremely packed with activities. It is clear that the network is growing stronger, and that more and more people are aware of our activities. The March Learning Circle; new partnerships with Lebanon, Egypt, Macedonia and the Ukraine; the Johan Kooij Fellowship Network event; trainings and awareness seminars in several countries; the Understanding Migration pilot; the hiring and training of a French facilitator in Burkina Faso; and participation in the ICTs for African Schools conference – these are just the highlights! We are happy to include in this report, for the first time, the Learning Circle experiences of a coordinator, Ms. Maha Ismail, and a teacher, Ms. Viktorija Mikulina.

Educational content: Learning Circles and other activities

English and French Learning Circles started again in the middle of March. 170 classes registered this time, fewer than previously. Sithabile Urenje (Zimbabwe) and Ebenezer Malcolm (Ghana) once again facilitated the Learning Circles. A new system was introduced to improve the quality of participation: classes that didn't send their messages in the first three weeks could be removed from the Circles. This new approach seems to have had a positive effect. Most Circles were successful, with more than enough questions to answer and quite a few summaries sent in. All correspondence can be found on the [Virtual Campus](#)

[Understanding Migration](#), the pilot project developed together with the Anne Frank Foundation, was launched February 1. Six classes from six different countries are participating in the project. Each of the classes is linked to one other class, and investigates the community of the partner class in their own country. The end result is an online exhibition accessible via the [Virtual Campus](#). So far 'exhibitions' from Romania and the USA are available. Last month Anne Frank Foundation and IICD decided to extend the pilot for another year, including more classes and more support for the teachers.

The Global Teenager countries: missions

A mid-January visit to Uganda and Zambia, at the invitation of the IICD programme manager, was aimed at formulation of ICT for education projects based on Global Teenager in these IICD focus countries. A stopover in Nairobi was used to prepare for the Johan Kooij Fellowship Network Event, which was held there later that year. In Zambia a two-day meeting was organised with headmasters, teachers, and Ministry of Education representatives. The results of the meeting fed into an IICD Round Table on Education and will probably result in a full-fledged ICTs for Education project.

Global Teenager Project Impressions

During the March 2003 Learning Circle, the four schools from Egypt faced some technical problems (log in names, passwords...etc) that caused frustration and disappointment to the teams, especially the students. Throughout the Learning Circle, most of the problems were overcome, except for one school from Alexandria. As a result, this school was not able to finish all the required tasks on time and had a medium end score. I have to admit that this has negatively affected the program in this school especially for the students and their teachers. The other schools were very happy to participate!

The last week of April featured the the JKF Network event in Nairobi – Kenya. The workshop discussed intensively the problems facing the program and came with practical solutions with some of them already put to implementation. I found the workshop more than successful, and I think the positive outcomes will be more apparent during the February LC for the year 2004.

I found that awareness of GTP is growing. I was contacted by 3 schools requesting to join the project, although I have not started implementing the plan towards increasing the number of participating schools for the September LC.

Maha Ismail, Coordinator Egypt

In March a new facilitator was identified for the French learning circles: M. Boro. This was in line with an agreement with the previous facilitator to transfer responsibilities to one of the IICD focal countries, in this case Burkina Faso. A visit to Burkina Faso was combined with a [Seminaire GTP](#) in Bobo Dialasso. This seminar went further than GTP and aimed to create awareness of the possibilities of ICTs in education. Approximately 70 people from the region and Ouagadougou (the capital of the country) attended the seminar. The mission gave an enormous push to the project in Burkina and was received very positively.

Johan Kooij Fellowship Network Event and Training activities

New coordinators for Jordan, Lebanon and Egypt joined the network thanks to a partnership with RITSEC (Egypt) and Schools Online. A three-day training in Cairo prepared the coordinators for their task of training and assisting the teachers in the Learning Circle process. In addition to the coordinators, one teacher per country was invited. The training was successful and resulted in active participation from these countries in the March circle. Ms. Heba Ramzy and Maha Ismail from RITSEC did a wonderful job organising and facilitating the training, together with the IICD staff.



The [Johan Kooij Fellowship Network event](#), (April 21-25) was one of the major activities during this period. This year, all Global Teenager coordinators met in Nairobi, Kenya. Imagine: 21 people from all over the world discussing the way forward for the Global Teenager Project, and with success! Many great ideas came out of the meeting thanks to a participatory approach. Everyone agreed that translating the outcomes of the event into results is a shared responsibility. They also appreciated the shift in focus from training to a network/ strategy event. Having many different facilitators and creating an open arena for discussions proved to be successful and popular. The support of Mrs. Kooij, widow of the late Mr. Kooij in whose honour the event is named, and KPN, a Dutch telecom provider, helped make the workshop a success, and was greatly appreciated by the participants.

Burkina Faso coordinator M. Adama Traoré had a very full schedule in June. Ouagadougou was the site of training for Mali coordinator Bintou Ly and teachers from Mali and Burkina Faso. In addition, the World Links coordinator of Sénégal attended the training together with the ThinkQuest Africa coordinator of Benin. They are very excited to also take on the role as new GTP coordinators for Sénégal and Bénin with the objective of increasing the impact of French Learning Circles. The new French facilitator M. Boro and Burkinabé teacher M. Nebie followed a facilitators' training to get a deeper understanding of the project and the role of the facilitator.

Achievements in partnerships

The partnership formed late last year with SchoolNet Africa is proving to be very productive. It enabled the expansion of the Global Teenager project in Southern Africa and into Portuguese, and resulted in the [ICTs for African Schools](#) workshop that was co-financed and organised by IICD. All African Global Teenager coordinators participated in this workshop and made important contacts to expand their operations in their respective countries. The coordinators also assisted in writing [Mtandao Africa](#), the daily newsletter of the workshop, which was edited by IICD.

Cooperation took place to organise a video link between South Africa and the Netherlands during the [Biggest lesson ever](#). This event, organised by the Global Campaign for Education, focussed on bringing attention to girls in education. In the Netherlands, Global Teenager/IICD cooperated with Plan Nederland, Novib and the 'Algemene Onderwijsbond' to make this event a success.

In Zimbabwe, Oikonomos foundation adopted [John Tallach](#) school last year. The adoption ended this year as well as ING support for GTP Romania. We are very grateful to both organisations for their contributions and hope we can extend our relationship in the near future.

Refresher: what is Global Teenager all about? (NEW)

In a world that is paradoxically growing smaller and smaller and developing towards an information or knowledge society, new ways of learning are needed – ways of learning aimed at developing respect and understanding for other cultures; learning aimed at developing skills to process information and turn it into genuine knowledge; learning aimed at using the tools that today's world offers for effective and efficient learning.

“Mission: To offer educational virtual exchange programmes to secondary school students worldwide, dedicated to promote cross-cultural understanding through new ways of learning, using ICTs ”

Since the first pilot experiment in 1999 between South Africa and the Netherlands, Global Teenager has expanded to 26 countries, each with a country coordinator. The project involves approximately 180 classes from 115 schools. The project is designed in such a way that it can be integrated in the school curriculum.



The main activities in the project are 'Learning Circles'. In each Circle eight to ten classes communicate with each other on-line about a specific topic such as globalisation, health, or HIV/AIDS. Each Circle includes a maximum of two classes per country in order to maximize opportunities for cross-cultural exchange. Communication in the Learning Circles takes place biannually via e-mail or the web. To follow all communication and learn more about the project, please go to www.iicd.org/virtualcampus.

Experiences of a Latvian class

By Viktorija Mikulina – Latvian teacher

It was the second project for me, and the first for my 8 class students. Eleven students participated in the project. Our theme was Education. We chose this theme because we wanted to know about the educational system in different countries, especially in Africa and Latin America. At first there were ten countries, then three of them dropped out because they were too late with questions and students' letters. Many countries were from Europe: Netherlands, Ukraine, Romania and Latvia.

My students and I liked this project very much. All letters and questions were sent on time. All countries worked very well. They wrote very detailed answers and all questions were interesting for us. My students worked very enthusiastically and there were some reasons for good work. At first, our country coordinator Ligija Kolosovska and Nini Ebeltoft (a researcher from Norway) visited us. Students understood that the project was very important not only for them. Secondly, they knew about the event organized for the best students in Kraslava in December 2002. All students wanted to go to Kraslava so they tried to do their best and worked hard. Even boys, who aren't very hard workers at the lessons!

My students wanted to work on answers in pairs. They wrote drafts, I checked them, then they rewrote their texts once more. Each pair typed their answer themselves and we sent letters to our partners together. As to the first students' letter, we wrote it in small groups. One group wrote about Latvia, the second about our community and the third about our school. But at first they all wrote a students' letter at home. Now about how we chose our sponsored question: I asked all of them to write simple questions about what they wanted to know. Then we decided to ask eleven small questions about the school routine from the early morning till the evening, including all the things we wanted to know. I displayed all the information on the wall, so students could read all questions, letters and answers. And they did it!

Speaking about the chat, I should say that we were lucky because we had two interesting chats. The first was with Suriname and the second with Ukraine. I think this system when only three students from each school can speak in the chat is very good. We liked the chat with Ukraine very much because they had one computer only and we have one computer and we spoke for two hours. Now we know very much about Ukraine. Unfortunately, the third chat was not successful. We had no one to speak with. When we wrote the summary, each student had to write one question. Then we discussed them and put all the paragraphs together.

We liked the final event in Kraslava very much. My students liked everything. I can't say what was the most interesting. All was very interesting: presentations, workshops, the party, the excursion. Great! Thank you very much!

All the best, Viktorija.