

Nominations 2017 - EN

| 1 Background information | |
|---|---|
| Title of programme/project * | |
| Name of implementing organization or individual * |] |
| Country of the implementing organization or individual * | 1 |
| Started at * | |
| Ended at * | |
| Is the programme ongoing? * | |
| © YES ⊚ NO | |
| Type of Organization (if Organization) Specify your own value: | |
| Operating in region Africa | |
| Asia and Pacific Arab States | |
| Europe and North America Latin America and the Caribbean | |
| Operating in country | |
| Specify your own value: | |
| Operating at the level of School | |
| Community | |

| lease provide basic information about the implementing organization or individual | | |
|---|--|--|
| | | |
| | | |
| | | |
| | | |
| | | |
| 200 41 | | |
| Programme summary (maximum 300 words) | | |
| escribe the vision and rationale of the programme/project | | |
| serior the sister and real-siste of the programme, project | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| escribe the vision and rationale of the programme/project, the main goal set up for the project under the conte | ext of ensuring equitable access to quality education for disadvantaged groups | and/or the particular problem/s it seeks to address, and the |
| escribe the vision and rationale of the programme/project, the main goal set up for the project under the conte novative ICT solution to achieve the goal or address the problem/s | ext of ensuring equitable access to quality education for disadvantaged groups | and/or the particular problem/s it seeks to address, and the |
| escribe the vision and rationale of the programme/project, the main goal set up for the project under the conte novative ICT solution to achieve the goal or address the problem/s | ext of ensuring equitable access to quality education for disadvantaged groups | and/or the particular problem/s it seeks to address, and the |
| novative ICT solution to achieve the goal or address the problem/s | ext of ensuring equitable access to quality education for disadvantaged groups | and/or the particular problem/s it seeks to address, and the |
| escribe the vision and rationale of the programme/project, the main goal set up for the project under the conte inovative ICT solution to achieve the goal or address the problem/s Programme details: a. Specific objectives (150-300 words) | ext of ensuring equitable access to quality education for disadvantaged groups | and/or the particular problem/s it seeks to address, and the |
| Programme details: a. Specific objectives (150-300 words) | ext of ensuring equitable access to quality education for disadvantaged groups | and/or the particular problem/s it seeks to address, and the |
| Programme details: a. Specific objectives (150-300 words) | ext of ensuring equitable access to quality education for disadvantaged groups | and/or the particular problem/s it seeks to address, and the |
| Programme details: a. Specific objectives (150-300 words) | ext of ensuring equitable access to quality education for disadvantaged groups | and/or the particular problem/s it seeks to address, and the |
| Programme details: a. Specific objectives (150-300 words) | ext of ensuring equitable access to quality education for disadvantaged groups | and/or the particular problem/s it seeks to address, and the |
| Programme details: a. Specific objectives (150-300 words) | ext of ensuring equitable access to quality education for disadvantaged groups | and/or the particular problem/s it seeks to address, and the |
| Programme details: a. Specific objectives (150-300 words) Decific objectives | ext of ensuring equitable access to quality education for disadvantaged groups | and/or the particular problem/s it seeks to address, and the |
| Programme details: a. Specific objectives (150-300 words) pecific objectives | ext of ensuring equitable access to quality education for disadvantaged groups | and/or the particular problem/s it seeks to address, and the |
| inovative ICT solution to achieve the goal or address the problem/s | ext of ensuring equitable access to quality education for disadvantaged groups | and/or the particular problem/s it seeks to address, and the |

| Target group(s) of the programme/project Adults who cannot access relevant skills development or higher education opportunities Internally displaced persons and refugees Illiterate populations Out-of-school children and youth Persons with disabilities Socio-economic disadvantaged groups Age range / Grade level of the target group(s) Pre-school level Primary school level Secondary school level Higher education level Higher education level Adults | |
|--|--|
| Illiterate populations Out-of-school children and youth Persons with disabilities Socio-economic disadvantaged groups Age range / Grade level of the target group(s) Pre-school level Primary school level Secondary school level Higher education level | |
| Out-of-school children and youth Persons with disabilities Socio-economic disadvantaged groups Age range / Grade level of the target group(s) Pre-school level Primary school level Secondary school level Higher education level | |
| Persons with disabilities Socio-economic disadvantaged groups Age range / Grade level of the target group(s) Pre-school level Primary school level Secondary school level Higher education level | |
| Socio-economic disadvantaged groups Age range / Grade level of the target group(s) Pre-school level Primary school level Secondary school level Higher education level | |
| Age range / Grade level of the target group(s) Pre-school level Primary school level Secondary school level Higher education level | |
| Primary school level Secondary school level Higher education level | |
| Primary school level Secondary school level Higher education level | |
| Secondary school level Higher education level | |
| Higher education level | |
| | |
| ■ Adults | |
| | |
| Specify your own value. | |
| | |
| | |
| Please specify the age range(s) and grade level(s) | |
| | |
| | |
| | |
| | |
| | |
| Please specify the subject areas and main background | |
| Please specify the subject aleas and main background | |
| | |
| | |
| | |
| | |
| | |
| Number of locations/classes where the programme/project is running | |
| | |
| | |
| Number of participants reached annually | |
| | |
| | |
| Total number of participants | |
| Total much a distribute marked higher programme invested sizes of programme invested and pr | |
| Total number of participants reached by the programme/project since its inception | |
| Percentage of female participants reached anually | |
| % | |
| Described a state of sold and | |
| Percentage of male participants reached anually | |
| L. Jie | |

| ow are the ICT in education solutions designed to increase a | cess to quality education and lifelong learning opportunities? | Maryle Co. Maryle |
|--|---|--------------------------|
| | | |
| | | |
| | | |
| | | |
| ease specify | | _ |
| hat type of main digital devices and internet connectivity has | s the implementing organization/individual used to deliver education and communic | cate with target groups? |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| ease specify | | |
| | the implementing organization/individual provided to learners and/or expected the | om to uso? |
| | s the implementing organization/individual provided to learners and/or expected the | em to use? |
| | s the implementing organization/individual provided to learners and/or expected the | em to use? |
| | s the implementing organization/individual provided to learners and/or expected the | em to use? |
| | s the implementing organization/individual provided to learners and/or expected the | em to use? |
| | s the implementing organization/individual provided to learners and/or expected the | em to use? |
| hat type of main digital devices and internet connectivity has | s the implementing organization/individual provided to learners and/or expected the | em to use? |
| ease specify | | |
| hat type of main digital devices and internet connectivity had been deviced and internet connectivity had been deviced as the implementing organization/individual used the existing | s the implementing organization/individual provided to learners and/or expected the | |
| hat type of main digital devices and internet connectivity had the second of the secon | | |
| That type of main digital devices and internet connectivity has ease specify as the implementing organization/individual used the existing | | |
| That type of main digital devices and internet connectivity has ease specify as the implementing organization/individual used the existing the existing organization and the existing org | | |
| That type of main digital devices and internet connectivity has ease specify as the implementing organization/individual used the existing the existing organization and the existing org | | |
| that type of main digital devices and internet connectivity have ease specify as the implementing organization/individual used the existing the existing organization and the existing or | | |
| hat type of main digital devices and internet connectivity had been deviced and internet connectivity had been deviced as the implementing organization/individual used the existing | | |
| that type of main digital devices and internet connectivity have ease specify as the implementing organization/individual used the existing the existing organization and the existing or | | |

5 Programme details: c. Programme delivery - 2. Structure and organization of learning

| Please specify the main topics and m | ain learning outcomes of the desig | gned e-learning activities | |
|---|--------------------------------------|----------------------------|-------|
| | | | |
| Diagon and the main state of | d to a second the second to 1 | | |
| Please specify the main strategies use | ed to assure the quality of the lear | ning outcomes | |
| | | | |
| Affact is the duration of the a leave | - activistics - accurate/mandul-2 | **** | |
| What is the duration of the e-learning | g activities per unit/module? | | |
| What is the duration of the learning of | of learning activities in total? | | |
| What is the average number of learns | ers per class/group? | | |
| What are the main locations/spaces of | of learners' pedagogical use of ICT | ? | 7 |
| | | | |
| | | | |
| | | | |

5 Programme details: c. Programme delivery - 3. Learning resources and OER

| ves, please describe how the | online existing content is selected | |
|---|---------------------------------------|---------|
| | | |
| | | |
| | | |
| | | |
| | | |
| What kind of digital material is | being re-used and from where? | |
| | | |
| | | |
| | | |
| | | |
| | | |
| Please describe | | |
| Does the programme use newly | v developed digital materials? | |
| ¥ | , actoropos alguar matemass. | |
| | | |
| f yes, please describe how and | by whom the digital materials are de- | veloped |
| | | |
| | | 4 |
| | | |
| | | |
| | | |
| | | |
| | de planed material acquired? | |
| How is the quality of the newly | developed material assured? | |
| How is the quality of the newly | developed material assured? | |
| How is the quality of the newly | developed material assured? | |
| How is the quality of the newly | developed material assured? | |
| How is the quality of the newly | developed material assured? | |
| | developed material assured? | |
| Please describe | | |
| Please describe | developed material assured? | |
| Please describe | | |
| Please describe Does the programme/project a | edopt any kind of open license? | |
| Please describe Does the programme/project a | edopt any kind of open license? | |
| Please describe Does the programme/project a | edopt any kind of open license? | |
| Please describe Does the programme/project a | edopt any kind of open license? | |
| | edopt any kind of open license? | |

| Vhat official language(s) is the educational content de | velopped in: | | |
|--|---|-----|--|
| fapplicable, what local language(s) is the educational | content developped in? | | |
| other, please specify | | | |
| | | | |
| Programme details c Programme delivery - 5 Assessment reco | ognition, validation and accreditation of learning outcom | nes | |
| low are the learning outcomes assessed? | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| leace describe | | | |
| lease describe | | | |
| oes the programme issue any certification? | | | |
| oes the programme issue any certification? | | | |
| oes the programme issue any certification? | | | |
| oes the programme issue any certification? | | | |
| oes the programme issue any certification? | | | |
| oes the programme issue any certification? | | | |
| oes the programme issue any certification? | | | |
| voes the programme issue any certification? yes, describe how | | | |
| oes the programme issue any certification? yes, describe how oes the programme/project use any ICT to facilitate | the assessment of the learning outcomes? | | |
| voes the programme issue any certification? yes, describe how | the assessment of the learning outcomes? | | |
| yes, describe how | the assessment of the learning outcomes? | | |
| eyes, describe how | the assessment of the learning outcomes? | | |
| eyes, the programme issue any certification? yes, describe how loes the programme/project use any ICT to facilitate to | the assessment of the learning outcomes? | | |

| | tire duration of the programme/project? | THE PROPERTY OF THE PARTY OF | |
|---|---|------------------------------|--|
| What is the learner/teacher or learner/facilitator ratio | | | |
| How do teachers/facilitators mentor the learning activ | rities? | | |
| 6 Programme details: c. Programme delivery - 7. Institutional pro | ogramme support | | |
| What kind of support have the school/institutional lea | iders provided to implement the programme/pro | oject? | |
| | | | |
| | | | |
| Does the programme/project provide training/coachi- | ng for teachers/facilitators? | | |
| • | ng for teachers/facilitators? | | |
| • | ng for teachers/facilitators? | | |
| • | ng for teachers/facilitators? | | |
| f yes, please include details | | | |
| f yes, please include details Does the programme/project provide incentives for te | | | |
| f yes, please include details Does the programme/project provide incentives for te | | | |
| f yes, please include details Does the programme/project provide incentives for te | | | |

| Programme results (300 - 500 words) | |
|--|---|
| | |
| st and describe the achievements of the programme/project to date with | a specific focus on how is your programme/project contributing to the Sustainable Development Goals |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| Monitoring and evaluation (200 - 400 words) | |
| Monitoring and evaluation (200 - 400 words) | |
| | og and evaluation of the programme/project during its implementation? |
| | ng and evaluation of the programme/project during its implementation? |
| you, your organization or a separate organization undertake monitorin | ng and evaluation of the programme/project during its implementation? |
| you, your organization or a separate organization undertake monitorin | g and evaluation of the programme/project during its implementation? |
| you, your organization or a separate organization undertake monitorin | ng and evaluation of the programme/project during its implementation? |
| you, your organization or a separate organization undertake monitorin | ng and evaluation of the programme/project during its implementation? |
| o you, your organization or a separate organization undertake monitorin | ng and evaluation of the programme/project during its implementation? |
| o you, your organization or a separate organization undertake monitorin | ng and evaluation of the programme/project during its implementation? |
| o you, your organization or a separate organization undertake monitorin ves, explain how | ng and evaluation of the programme/project during its implementation? |
| o you, your organization or a separate organization undertake monitorin ves, explain how | ng and evaluation of the programme/project during its implementation? |
| Monitoring and evaluation (200 - 400 words) o you, your organization or a separate organization undertake monitorin yes, explain how | ng and evaluation of the programme/project during its implementation? |

| escribe how the programme/project is sustainable (in terms of | financial sustainability and/or | local capacity to sustain th | ne programme/project) | |
|--|---------------------------------|------------------------------|-----------------------|---------|
| | | | | |
| the programme/project being replicated elsewhere or scaled- very scale of the programme of | up? | | | |
| yes, where. Theose describe | | | | |
| | | | | |
| | | | | |
| hallenges and constraints nallenges and constraints | | | | |
| | 4 | | | |
| | | | | |
| the main challenges and constraints encountered | | | | 100 |
| Additional information | | | | - 1126 |

| Additional information | |
|--|--|
| | |
| | |
| | |
| | |
| ist any sources from which information regarding the programmed/project is available | |
| Documents, films, audiovisual material available about the programme/project | |
| | |
| | |
| | |
| | |
| lease insert here pictures, documents or URLs if the files are bigger than 350 Mb | |
| Published research studies / reports available about the programme/project: | |
| | |
| | |
| | |
| | |
| lease insert here pictures, documents or URLs if the files are bigger than 350 Mb | |
| nternal or external evaluations of the programme/project, reports on impact assessments | |
| mental of excession crossed and programme, project, reports on impact assessments | |
| | |
| | |
| | |
| lease insert here pictures, documents or URLs if the files are bigger than 350 Mb | |
| eaching and learning material | |
| eaching and learning material | |
| | |
| | |
| | |
| | |
| de la contraction de la contra | |
| lease insert here pictures, documents or URLs if the files are bigger than 350 Mb | |
| lease insert here pictures, documents or URLs if the files are bigger than 350 Mb | |

I certify that the information contained in this application is correct to the best of my knowledge and I am aware of the content of the attachments and sources listed in this application form.

I understand that the Secretariat of the UNESCO-King Hamad Bin Isa Al-Khalifa Prize for the Use of ICTs in Education reserves the right to verify this information.

Submit to UNESCO

You must select this box to submit to UNESCO

Save

Cancel

TOP | UNESTEAMS Home | Disclaimer of use | Privacy Policy | Terms of use | Contact us | © 2013-2016 UNESCO/KMI