Highlight: Child Online Safety

Fighting against “infollution” that contaminates our children’s minds and their thoughts
As one of the measures to fight infollution in Korea, the “Green Digital Kids” programme helps children understand the potential harmful effects of digital media, and aims to teach them practical safety guidelines and cyber ethics with interactive digital educational tools that maximize learning effectiveness and motivational appeal for children.

Safer Internet Day
Since its launch in 2004, Safer Internet Day has become a landmark event in the internet safety calendar. It originated in Europe as part of the European Commission’s (EC) SafeBorders project with 14 countries taking part in the first campaign. Seven years later it is now celebrated in over 70 countries worldwide, with more expected to come on board in 2012.

News & Events

Policy makers re-examine implications and effectiveness of ICT use in education
UNESCO Asia Pacific Regional Bureau for Education (UNESCO Bangkok) and Intel Corporation organized the Asia Pacific Ministerial Forum on ICT in Education (AMFIE) 2011, in partnership with The Department of Education of The Philippines, SEAMEO INNOTECH, World Bank and KERIS. The Forum, which took place on 13 – 14 July 2011 in the heart of Manila, brought together Ministers and key decision-makers from 19 countries in the Asia and Pacific region for policy exchanges under the theme “Evaluation and Assessment: Effective and Safe Use of ICT in Education”.

UNESCO Global Task Force on Quality Assurance in e-learning
Together with UNESCO, the European Association of Distance Teaching Universities (EADTU) has convened a Global Task Force on Quality Assurance in e-learning. The first meeting of the Task Force was held recently at UNESCO headquarters in Paris, France.

UN and Bhutan launch ICT capacity development programme to improve connectivity and bridge digital divide in Himalayan kingdom
More than 40 senior government officials and policymakers representing 10 ministries and 5 autonomous government agencies met in Thimphu to roll-out a UN ICT capacity building programme that aims to support socio-economic development in Bhutan.

Myanmar announces second ICT masterplan
Myanmar has announced its 2011–2015 ICT masterplan which aims to develop its ICT sector by focussing on ICT infrastructure, industry, human resource development, e-education and ICT legal framework. Under this plan, Myanmar’s Ministry of Science and Technology will launch a US$1 million e-learning centre in cooperation with South Korea’s International Cooperation Agency (KOICA).

UNESCO and Ministry of Education launch Iraqi educational TV
UNESCO, with the support of the European Union and in cooperation with the Ministry of Education, formally launched the Iraqi Educational Television (Iraqi Edu at Nile Sat) and the Iraqi Curricula Website at a ceremony in Baghdad in February.
Programmes & Projects

Cyber crime prevention by CPP-IICRD and Plan Thailand
In response to the fight against cyber-crime, the Child Protection Partnership Program (CPP) under the International Institute for Child Rights and Development (IICRD) with Plan Thailand has launched various activities in Thailand to support schools and communities to better protect children sexual exploitation enabled through ICT enabled child sexual exploitation by working in partnership with 36 multi-sector partners including law enforcement, NGOs, universities, communities, children and government agencies.

iSchools Project helps a young girl’s dream
In the Philippines, the iSchools Project, together with its partner state universities, is successfully providing training to young students in basic ICT literacy.

Resources

What happens when all textbooks are (only) digital? Ask the Koreans!
Thick textbooks weighing on students’ shoulders may disappear in South Korea in four years as the government seeks to convert all paper textbooks into digital versions by 2015.

EMIS development in a new era
For the past 20 years as computer technology has revolutionized the efficiency of information gathering and management, we have been witnessing a steady and impressive progress in EMIS development in education sector in almost all developing countries. This article examines major shifts in EMIS development which we have seen in the past years.

Information policies in Asia: Development of indicators
This publication comes in the form of a valuable and unique diagnostic tool which can be used by policy makers, organizations and government officials alike and serve as reference to facilitate the creation and management of information policies.

Literacy Online
Literacy Online is designed to support primary and secondary literacy teachers in New Zealand and internationally develop teaching and learning programs based on the literacy needs of their learners. While the majority of the content is understandably built around the New Zealand curriculum, Literacy Online provides a wealth of useable resources for planning, teaching, and assessment.

Google Body browser – a 3D journey through your body
Google Body provides a detailed 3D model of the human body – both male and female bodies. You can view and zoom in on each body parts – muscles, organs, bones – and locate their exact places in your body. Explore your way through the systems in a human body, such as digestive system, respiratory system, reproductive system, and so on. You can also ‘pin’ and highlight your findings on the body and share what you found using Twitter, Google Buzz, or simply sending links of your finding.

Highlight: Child Online Safety
Fighting against “infollution” that contaminates our children’s minds and their thoughts

With the overflow of digital information on the Internet, the knowledge ecosystem has dramatically changed in recent years. Digital media not only serves as the principal entertainment source for children, but is increasingly an educational and social tool as well. Despite its potential, however, digital media on the interest is hampered by the sheer size of its contents and practical issues such as filtering inappropriate materials. Together, these challenges leave children exposed to unsafe digital pollutants such as obscene and violent contents, cyber bulling, and technology addiction. We call these digital pollutants, “infollution”.

Infollution is a new word that combines "information" and "pollution" to connote the negative, polluting side effects of the IT revolution. Like pollution in our physical world, infollution in our digital world is an unintentional by-product of the excessive and uncontrolled use of resources. Moreover, it can be viral, spreading instantaneously and uncontrollably. Why? Because we are amazingly connected in the digital world. It contaminates our children’s minds and thoughts very powerfully.

For example, South Korea, a world-leading IT power has been experiencing serious side effects of the internet. Approximately 15% of children and teenagers are addicted to internet/video games and have easy open access to obscene materials and cyber-violence. Some statistics are quite alarming and need further attention:

- 90% of children are first exposed to obscene materials before the age of 12.
- 30% of sexual crime offenders are under 19. And, one fourth of them imitates online porn.
- Around half of all children have played violent online games rated R.

With growth comes challenges, and the leading IT countries have recently become aware of the danger of infollution to children, including rising number of internet game addictions. We believe that it is imperative to adopt lessons from advanced IT countries like Korea and Singapore, and to protect children from the potential dangers that come alongside the benefits of IT advances.

Infollution is a new type of pollution in 21st century.

For a long time, we have constantly ignored the serious alarms about pollution in the name of economic growth. The inconvenient truth is that we caused environmental crisis in our physical planet. We should not pass another environmental crisis to our future generations.

Considering that the cyberspace is a new reality connecting the globe, it is important for Asia-Pacific region countries to develop a net ethics and digital literacy education programme in a joint effort to actively protect children from infollution.

As one of the measures to fight infollution in Korea, infollutionZERO introduces, “Green Digital Kids” programme in the Seoul metropolitan area. infollutionZERO (iZ) recently initiated this programme to help children understand the potential harmful effects of digital media, and to teach them practical safety guidelines and cyber ethics with interactive digital educational tools that maximize learning effectiveness and motivational appeal for children.
This programme targets children under 13 and includes an interactive hands-on exhibition, interactive digital educational content and campaigns for families. Ultimately, it aims to foster green digital environmental awareness not only among families with young children but also among the general public.

For example, one of green digital kids program is an interactive hands-on exhibition, “iZ Hero Adventure” for children learning 7 habits to become an “iZ hero” who saves the infolluted digital world.

7 habits to become an iZ hero!

1. Understand the harmful effects of infollution.
2. Promise when, where, how and what contents you and your family will enjoy.
3. Block infollution with special software and other tools.
4. Respect the people you meet in the digital world.
5. Talk to your parents about your digital experience.
6. GoodPlay outdoor creatively.
7. Green the digital world

This programme will be further developed into digital content on web/mobile with the collaboration with the Korean government. For more information, please see the contact information for infollutionZERO below.

Concluding, we would like to reemphasize that it is vital to raise awareness of the harmful side of the internet especially among children, for prevention is much less costly than intervention. We must also help build a public consensus to fight against infollution and strive for more effective legislation.

Authors:
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Further information:

- infollutionZero

Related links:

- Child online safety in the developing world
- The Internet literacy handbook: A guide for 21st century netizens
- Cyberbullying and responsible digital citizens
- Everyone must help eliminate cyber hatred, says UN Secretary-General
- Internet safety technical task force releases final report on enhancing child safety and online technologies
- ITU launches initiative to protect children online

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Safer Internet Day
Since its launch in 2004, Safer Internet Day has become a landmark event in the internet safety calendar. It originated in Europe as part of the European Commission’s (EC) SafeBorders project with 14 countries taking part in the first campaign. Seven years later it is now celebrated in over 70 countries worldwide, with more expected to come on board in 2012.

The SafeBorders project was established in 2002 as part of the EC’s Safer Internet Programme to create a cohesive European network that would promote and support awareness on the protection of child and teenage internet use. Running for two years, the programme resulted in the first Safer Internet Day on 6 February 2004.
The Insafe network was born out of the SafeBorders project, and has continued to organise Safer Internet Day allowing governments, schools, international organisations, young people and private citizens to join together once a year to promote the ethical and responsible use of online and mobile technologies, especially among young people.

Today the Insafe network comprises 30 national nodes, known as Safer Internet Centres, including the 27 EU member states, Iceland, Norway and Russia. Drawing on the expertise of its members, the network closely follows major evolutions in the online world, particularly user conduct, and reflects these through a thematic focus for Safer Internet Day actions; including a promotional video.

The first themed Safer Internet Day took place in 2008 and responded to the growing risks of web 2.0 with the slogan “life online is what YOU make of it!” In 2009 the emphasis was on cyberbullying, while in 2010 the theme “Think before you post” reacted to the growing trend in youth participation in social networks. The focus this year was virtual lives. With the slogan “It’s more than a game, it’s your life!” the campaign raised awareness on the increase of online gaming and people hiding behind avatars.

However, Safer Internet Day is also celebrated outside Europe. In 2009, the concept of Safer Internet Day Committees was introduced, to strengthen the bonds with countries outside the network and invest in a harmonised promotion of the campaign across the world. There are around 30 committees working closely with the Insafe coordination team, which is based at the heart of the European Union in Brussels.

The European Commission has also enhanced the importance of previous campaigns by introducing two self-regulation initiatives on Safer Internet Day in 2007 and 2009 respectively. Both have been adopted by industry with major players signing the “European Framework for Safer Mobile use by younger teenagers and children” in 2007, and “Safer Social Networking Principles for the EU” in 2009.

The Insafe network continues to advocate for child safety online and in 2012, the focus will shift to include families with the theme “connecting generations”. Today our offline and online worlds are strongly connected; the latter is a unique arena where people of all ages can learn together and from each other. Tech savvy youngsters can teach their elders how to use new technologies, while grandparents can draw on their life experiences to advise younger generations on how to stay safe online, as they “discover the digital world together… safely”.

The next edition of Safer Internet Day will take place on Tuesday 7 February 2012. For more information please contact sid-helpdesk@eun.org.

Further information:

- Safer Internet Day

Related links:
• **Child online safety in the developing world**
• **The Internet literacy handbook: A guide for 21st century netizens**
• **Cyberbullying and responsible digital citizens**
• **Everyone must help eliminate cyber hatred, says UN Secretary-General**
• **Internet safety technical task force releases final report on enhancing child safety and online technologies**
• **ITU launches initiative to protect children online**

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**News & Events**

**Policy makers re-examine implications and effectiveness of ICT use in education**

UNESCO Asia Pacific Regional Bureau for Education (UNESCO Bangkok) and Intel Corporation organized the Asia Pacific Ministerial Forum on ICT in Education (AMFIE) 2011 in partnership with The Department of Education of The Philippines, SEAMEO INNOTECH, World Bank and KERIS. The Forum, which took place on 13 – 14 July 2011 in the heart of Manila, brought together Ministers and key decision-makers from 19 countries in the Asia and Pacific region for policy exchanges under the theme “Evaluation and Assessment: Effective and Safe Use of ICT in Education”.

Over recent years, the focus in education policy for many governments has been on the integration of information and communications technology (ICT) into educational development plans. The Asia and Pacific is no exception to this, given the growing number of countries in the region whose education policies incorporate ICT as a means to achieve the national education goals. This new found focus has translated to increased use of ICT in all aspects of education development, from fostering students’ so-called 21st Century Skills, to facilitating teachers’ professional development and improving access to knowledge and information literacy through ICT.

The trust in the power of ICT is warranted considering the myriad advantages that may result from judicious ICT use in education. Yet as governments invest substantial amounts of budget to harness the potential of technological innovations, the question of how best to
monitor and evaluate the efficacy of ICT-enhanced teaching and learning begins to arise, especially in terms of the impact on learning outcomes, return-on-investment and possible threats to students and educators incurred by exposure to ICT. In view of this, UNESCO Bangkok has joined efforts with partners to organize the Asia Pacific Ministerial Forum on ICT in Education 2011 under the theme “Evaluation and Assessment: Effective and Safe Use of ICT in Education” to bring to the attention of participating education leaders the critical issues many in the world face.

In total, 19 countries were represented in the Forum. Of these, ten were represented by Ministerial-level officials or Ministers or Education. Experts and veteran policy makers in the area of ICT in Education shared a wealth of insights in four highly relevant keynote sessions, i.e. Monitoring and Evaluating ICT in Education at the National Level, Cyber Risks for Students and Teachers, Assessment of 21st Century Skills and New Learning Outcomes, and Evaluation of ICT in Education e-Projects. Among the distinguished speakers are those dedicated to advancement in ICT in education working in various development contexts from within the region and from other parts of the Globe.

The Forum culminates in the Ministerial Dialogue during which policy-makers engaged in idea and experience exchanges with high officials from various countries, reflecting back to the points raised in the experts’ keynotes. UNESCO member states in the Asia and Pacific are greatly diverse in their stages of educational development, strengths and challenges, and such diversity sometimes occurs even within the country. Hence, these governments face a wide range of hurdles in education development. For this reason, the occasion for interaction with fellow decision makers was considered highly useful for the participants as it was a golden opportunity to learn from others’ past successes or lessons, and to foster relationships that could bring about strategic collaborations.

As His Excellency Brother Armin Luistro, Secretary of Department of Education succinctly said in his opening remarks, “…it is almost impossible to talk about improving education quality without touching on ICT. … ICT in education provides an opportunity to bridge gaps not only in infrastructure but more importantly, in the very same deficits and limitations mentioned that militate against our reform initiative.” ICT in education is no longer a novelty or luxury enjoyed by more affluent nations. Ultimately, the role of ICT in education is to support teaching and learning practices, enhancing the ways that educators can fulfill human development goals. Thus it is crucial that governments raise their capacity to exploit it to the advantage of their national context and needs. It is the hopes of UNESCO and its partners that AMFIE will become a catalyst in building that capacity.

Further information:

- The Department of Education of The Philippines
- SEAMEO INNOTECH
- World Bank
- KERIS
UNESCO Global Task Force on Quality Assurance in e-learning

Together with UNESCO, ICDE associate member the European Association of Distance Teaching Universities (EADTU) has convened a Global Task Force on Quality Assurance in e-learning. The first meeting of the Task Force was held recently at UNESCO headquarters in Paris, France.

The meeting, held on 16 June, marked the first official gathering of the members of the UNESCO Global Task Force on Quality Assurance in e-learning which includes representatives from UNESCO; ICDE member institution the Commonwealth of Learning (COL); ICDE associate members EADTU and the African Council for Distance Education (ACDE); the Asian Association of Open Universities (AAOU) and the Latin American and Caribbean Institute for Quality in Distance Education (CALED). By combining expertise from leading regional associations in quality assurance and distance education, the Task Force aims to present the latest developments in quality assurance in e-learning and create opportunities for regional enhancement by sharing latest approaches and developments.

Chaired by Stamenka Uvalic, Chief of the Higher Education Section at UNESCO, the meeting resulted in the formation of the terms of reference for the Task Force and its commitment to submitting a report by the end of 2012 on:

- components of e-learning to be covered by quality assurance
- recommendations for Quality Assurance agencies and universities on the integration of e-learning in their quality assurance systems
- recommendations on the position of high quality e-learning in the educational system
The next meeting of the Global Task Force on Quality Assurance in e-learning will be organised in conjunction with the 24th ICDE World Conference to be held in Bali, Indonesia, 2-5 October 2011.

Further information:

- [UNESCO Global Task Force on Quality Assurance in e-learning](#)

Related links:

- [Digital Edition: E-Learning 2010](#)
- [Popular e-learning CD on ICT in Education NOW AVAILABLE ONLINE!](#)
- [E-learning delivers results for university in Hong Kong](#)
- [Enhanced learning with interactive courses for TV](#)
- [Visual and pedagogical design of eLearning content](#)

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UN and Bhutan launch ICT capacity development programme to improve connectivity and bridge digital divide in Himalayan kingdom

More than 40 senior government officials and policymakers representing 10 ministries and 5 autonomous government agencies met 4-8 July in Thimphu to roll-out a UN information and communication technology (ICT) capacity building programme that aims to support socio-economic development in Bhutan.

The United Nations Asian and Pacific Training Centre for Information and Communication Technology for Development (UN-APCICT/ESCAP), with the support of Bhutan’s Ministry of Information and Communication (MoIC), has partnered with the Royal Institute of Management (RIM) to launch the “Academy of ICT Essentials for Government Leaders” (Academy) programme in the country.
The Academy is APCICT’s flagship training programme made up of a comprehensive ICT for development (ICTD) curriculum designed to equip government leaders with the necessary skills and knowledge to leverage ICT for socio-economic development.

Participating in the opening ceremony, Dr. Hyeun-Suk Rhee, Director of APCICT, noted the significance of the Academy launch. “Today’s roll-out clearly demonstrates the Royal Government of Bhutan’s commitment to developing ICT human resource capacity for the purpose of enhancing and driving the country’s socio-economic development work.”

Bhutan is making considerable progress in implementing numerous ICT activities, according to the latest review by the International Development Research Centre. In 2009, work began on the Royal Government of Bhutan’s flagship ICT infrastructure project, the Thimphu Tech Park. ICT human resource capacity development has also been made a government priority, as demonstrated by Bhutan’s Chiphen Rigpel “Empowering a Society, Enabling a Nation” project that is designed to provide ICT training to all sectors of society in order to move Bhutan into the Information Age.

“The Royal Government of Bhutan is very pleased to be partnering with APCICT to strengthen the ability of government officials and development stakeholders in the country to effectively use ICT to achieve our national development goals,” said H.E. Lyonpo Nandalal Rai, Minister for Information and Communication, who delivered the opening address for today’s launch. “It is through ICT awareness and skills that our leaders and citizens will achieve their full potential and enable us to build a knowledge–based Gross National Happiness society.”

The launch of the Academy included a five-day workshop that covers three training modules: 1) The Linkage between ICT Applications and Meaningful Development; 2) ICT for Development Policy, Process and Governance; and 3) Options for Funding ICT for Development.

The workshop was being jointly coordinated by MoIC and RIM, Bhutan’s apex management training institute. RIM will coordinate the delivery of future Academy training within Bhutan under the broad ICT policy guidance of the MoIC.

“Utilizing a high quality capacity building programme, such as the Academy, will strengthen the skills enhancement for policymakers that RIM is delivering in Bhutan,” said Mr. Karma Tshering, Director of RIM. “RIM is confident that the Academy will be an effective and well received training resource that will help augment Bhutan’s ICT for development capacity.”

The workshop concluded on 8 July with an official ceremony that will have APCICT and RIM sign a partnership arrangement outlining the way forward for ICT capacity development in Bhutan through the Academy programme.

First launched in 2008, the Academy has been rolled-out in 20 countries across the Asia-
Pacific region in partnerships with national governments, academic institutions and regional development stakeholders.

Further information:

- UNAPICT

Related links:

- UN concludes workshop to strengthen ICTD education in the Asia-Pacific
- UNAPICT
- UN ICT Hub publishes ICTD Briefing Note Series
- UN training programme helps Cambodia bridge digital divide
- UN launches remote training on information communication technology for development
- UN teams up with Indonesia to develop ICT training in the country: First four workshops in the national language to take place in Bali and Jakarta
- UN works with the Philippines to close the digital divide
- UN works with Mongolia to close the digital-divide

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Myanmar announces second ICT masterplan
Myanmar, with a 55 million population, has announced its 2011–2015 ICT masterplan that was drawn up in collaboration with South Korea.

With this plan, the country wants to develop its ICT sector by focussing on ICT infrastructure, industry, human resource development, e-education and ICT legal framework. Under this plan, Myanmar’s Ministry of Science and Technology will launch a US$1 million e-learning centre in cooperation with South Korea’s International Cooperation Agency (KOICA).
This masterplan is Myanmar’s second one following the 2005–2010 ICT masterplan which was credited with increasing the country’s tele-density from 1 per cent to 5.4 per cent this year.

Author: Xinghui Guo, Source: FutureGov Magazine

Further information:

- Myanmar announces second ICT masterplan (FutureGov magazine)

Related links:

- The report on the status of ICT integration in education in Southeast Asia
- Bangladeshi teachers to lead content development
- Thailand’s race to ICT literacy
- Delivering coherent ICT policies in developing countries
- Nepal en route for introducing ICT in Education
- Bangladesh develops master plan for ICT in Education

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UNESCO and Ministry of Education launch Iraqi educational TV

UNESCO, with the support of the European Union and in cooperation with the Ministry of Education, formally launched the Iraqi Educational Television (Iraqi Edu at Nile Sat) and the Iraqi Curricula Website at a ceremony in Baghdad in February.

With funding of US $6.5 million from the EU, UNESCO has established two TV production/broadcasting studios with a satellite transmission unit, produced 624 TV lessons, provided a total of 725 hours of externally produced programs for Iraqi students and produced 24 episodes of “Abu Salam Family”, an animated series focusing attention on civic values, gender equality and human rights. UNESCO also established a TV library and trained all the TV station staff in various disciplines.
The Iraqi Curricula website (www.iraqicurricula.org) is an online resource with links to all relevant educational materials covering learning from primary to secondary schooling.

These two resources immediately address the needs of students who have been unable to attend class regularly due to war or insecurity. The satellite TV programs have a regional footprint and by the nature of the internet, all Iraqis no matter where they live can access educational material and programs from a computer.

As Mr. Jobst von Kirchmann, the EU Head of Cooperation put it, “the new educational TV will make the official curriculum available to everybody who has access to television. And here we are talking about almost 90% of the population in Iraq and even more in the Diaspora.”

Further information:

- [UNESCO Office for Iraq](#)

Related links:

- [Science education for children using the TV magazine](#)
- [Enhanced learning with interactive courses for TV](#)
- [UNESCO and the government of Italy agreement on supporting the educational radio and television of Afghanistan](#)
- [Ethiopian children’s TV wins again](#)
- [neoK12 – educational videos and lessons for K-12 school kids](#)

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Programmes & Projects

Cyber crime prevention by CPP-IICRD and Plan Thailand
“As children and young adults spend more time in the cyberspace for education and entertainment, it is the duty of responsible adults to protect our future generations from online sexual predators. It is time for civic groups, law enforcement and development agencies to get our act together in a fight against these shameless offenders.” - Plan Thailand Country Director Maja Cubarrubia.

In response to the fight against cyber-crime, the Child Protection Partnership Program (CPP) under the International Institute for Child Rights and Development (IICRD) with Plan Thailand has launched various activities in Thailand to support schools and communities to better protect children sexual exploitation enabled through ICT enabled child sexual exploitation by working in partnership with 36 multi-sector partners including law enforcement, NGOs, universities, communities, children and government agencies.

The project focuses on the risk areas in both Chiang Rai and Chonburi Province where the use of ICT for child exploitation and human trafficking is prevalent. While the Internet opens a world of possibilities for children - expanding their horizons and exposing them to different cultures and ways of life, they can also be exposed to dangers rampant on the information highway.

There are individuals who attempt to sexually exploit children through the use of online services and the Internet. While online chatting and social networks are increasing and expanding all over the world, young people using them without caution can expose themselves to the dangers of cyber crime. Cyber stalking for instance, refers to harassment or unwanted communications via these kinds of communication services.

The CPP Program collaborated with teachers and students on ICT prevention and how to creatively use ICT and the media. More than 300 children and teachers took part in this training from the two areas in one year. The ICT curriculum taught to students, teachers and communities focused on increasing their understanding of the dangers of cyberspace based on several case studies on ICT-based child exploitations. The activity aimed to encourage young people in particular to be aware of the various forms of ICT harm and know how to prevent and protect themselves. The case studies created a space for group analysis and recommendations of how to stay safe.

Participants also had the chance to learn about how to design ICT and Child Protection awareness raising activities in classrooms using the samples introduced in the workshop. The participants enjoyed sharing how ICT was being used in their schools to promote activities such as using ICT for preparing school brochures, creating school blogs and exhibition displays.

“I was glad to join this activity; I used to always chat with my friends and sometimes with strangers without thinking about the dangers and threats of ICT. After the training, I better understood how to protect myself from these kinds of people and became more aware about the other side of the cyber world,” said a young 15 girl from Banglamung Wittayakom School, Chonburi Province.
“Plan Thailand, whose top priority is always on child development, is proud to coordinate with other like-minded agencies to implement this workshop.” said Maja.

Source: Plan International, Thailand

Further information:

- Plan International Thailand
- United Nations Girls’ Education Initiative (UNGEI)

Related links:

- Child online safety in the developing world
- The Internet literacy handbook: A guide for 21st century netizens
- Cyberbullying and responsible digital citizens
- Everyone must help eliminate cyber hatred, says UN Secretary-General
- Internet safety technical task force releases final report on enhancing child safety and online technologies
- ITU launches initiative to protect children online

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iSchools Project helps a young girl’s dream

Sixteen-year old Edith Marie Morada Garingan is an incoming college freshman from Bolbok, Lipa City, Batangas.

Despite her small frame, she beams with positivity. Her eyes overflowed with excitement when she knew that she was going to learn new computer skills. She was one of the participants of the National Rollout Training: ICT Literacy Course in Bolbok National High School in Lipa City.
Together with some of her teachers, Edith Marie has taken baby steps towards learning concepts and skills in ICT.

As a student, she says she remains thankful for the opportunity. The training seems very important for her. “I want to learn more about computer because I want to take Computer Science in college,” Edith Marie said.

Others at her age have their applications for college ready.

Edith Marie has for herself a multitude of plans. One among those plans includes finding a job that will help her finance her studies. She will also look for a scholarship in universities and colleges in Lipa City.

Another is to help her parents, Rosemarie and Gerardo, in re-building their eatery. After these, she will take entrance tests. “My aim is to work immediately after college. Perhaps I will go abroad or work in a company here in our country.” Edith Marie admits.

These are her life sketches. Her mind is brimming with plans.

But how can those plans be possible without money?

For her start in college, she has to apply for the entrance exam first. In one of the universities Edith Marie wishes to apply for, she has to pay Ph 350 pesos (about 8 US$), which she doesn’t have.

Her family has eight members. Edith Marie, her parents and five siblings.

“Our family is experiencing financial strife. The little money that we have is spent on food and other basic needs,” she added.

Meanwhile, Dr. Christopher Chua of Batangas State University, one of the laboratory assistants in the training, has noted Edith Marie’s excellent performance in the training. “She finished the exercises quickly. At her age, she looks very serious with what she is doing,” Dr. Chua said. In addition to her other plans, Edith Marie wants to apply as student assistant in college. This way, she won’t have any more problems raising money for her tuition fee.

“What I learn from this training will help me adjust with the demands of college life. If ever I will be admitted as a student assistant, I am more confident because I am equipped with computer skills. I am very thankful that the iSchools Project is there,” she said.

Edith Marie is ready for college with all her plans. If all these fail, she says that she will continue to look for other ways to help finance her college. She is undaunted because in her heart lies the dream to improve a lot in life.

Her unflinching commitment to fulfill her goal is rooted in her desire to help herself and her family.

And the iSchools Project, together with its partner state universities, is only too glad to help the likes of Edith Marie.
Author: Angelica E. Serrano of Batangas State University (BatSU)

Further information:

- iSchools Project helps a young girl’s dream

Related links:

- Thailand’s race to ICT literacy
- To spread the light of IT
- Using ICTs to promote education and employment opportunities for immigrants and ethnic minorities
- ICTs provide a platform for innovative education in India and South Asia
- ICT for Education in South Asia: Computer labs for kids are not enough

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Resources

What happens when all textbooks are (only) digital? Ask the Koreans!

By Michael Trucano, the World Bank

At the other end of the spectrum from the situation that exists in schools in many low- and middle-income countries in Africa, students in one East Asian nation may soon not have access to textbooks either -- *at least the old fashioned, printed kind.*

The WorldBank EduTech blog periodically checks in with what is happening in Uruguay, as one way to help explore answers to the question, *What happens when *all* children and teachers have their own laptops?* In this small South American country -- the first in the world to provide free laptops to all students -- there is increasing interest in providing digital educational resources to students as part of the Plan Ceibal project, but there has been no talk (to my knowledge) of getting rid of paper-bound textbooks altogether. *For that*
you would have to go to Korea, where the government recently announced that, by in 2015, all Korean textbooks will have been converted to 'digital' offerings.

The World Bank enjoys a very productive partnership with the government of Korea promoting knowledge exchange and applied research on educational technology topics. The highest profile example of this cooperation is probably the Global Symposium on ICT Use in Education, which takes place each year in November in Seoul. This year's symposium is expected to feature lively questions from policymakers around the world about the bold decision in Korea to have all textbooks 'go digital' in a few short years.

The promise of digital textbooks (sometimes called 'smart textbooks' -- reasonable people disagree on what exactly 'smart' means in this context) has been discussed and explored for quite awhile, of course. I find that Alan Kay's influential work is well known among researchers in Korea who focus on educational technologies, and so antecedents of the recent announcement from Seoul can probably be found as far back as the Dynabook concept he introduced in the late 1960s. The educational CD-ROM boom in the late 1980s and 1990s in Europe and North America was heralded by many as ushering in a new wave of 'smart digital textbooks'. And today, of course, there is certainly no shortage of digital education resources available on the Internet.

That said, in no other education system (that I know of) has there been serious talk about getting rid of paper textbooks entirely. Until now.

Details are still a little sketchy about what this will all look like in practice. The Korean Education & Research Information Service (KERIS) -- essentially the country's national ICT/education agency -- has been piloting a 'digital textbook' project for the past four years. Al Gore's "Our Choice", a digital book distributed as an iPad app that was previewed in a much-talked-about TED talk earlier this year, points to some of the potential in the near future for what 'digital textbooks' may be capable of. While this is still many generations removed from the type of truly 'interactive' book imagined by science fiction writers (like Neal Stepheson famously did in The Diamond Age), the future may be closer than we think -- at least for students in Korea.

What a Korean classroom will look like after the new policy is now a matter of increasing speculation and interest in many quarters. Will digital textbooks simply 'replace' existing textbooks, providing 'jazzier' educational content, but be utilized by students and teachers in much the same way as paper-bound textbooks were in the past? Or will this be part of a more fundamental transformation in the way teaching and learning occurs? These are big questions for which there are no clear answers yet. Widescale introductions of ICTs in education systems are often meant to be spurs to transformation of existing practices -- although in the end, they often end up being used as part of, and thus largely reinforcing, 'traditional' activities and approaches.

This trend towards textbook digitization isn't only restricted to Korea, of course. (At the recent ISTE conference in the United States, for example, at least one major educational publisher announced its first 'digital only' textbook. ) But Korea is on the verge of going
further than any other country has in this regard.

This movement will no doubt be a boon to creators of digital content in Korea, and to the (Korean?) manufacturers of devices on which such content is viewed / used / shared / created. Once entirely digitized, educational courseware in popular topics such as 'Korean maths', which is gaining in recognition in many other education systems, due in no small part to publicity around the high scores of Korean students on international standardized tests, may well be more easily adapted and 'exported' for use in other countries -- potentially opening up new markets for Korean educational publishers.

One thing that is sure is that there will be many unintended (and unforeseen) consequences -- there almost always are when new technologies permeate an organization or society. No doubt early many early commenters will be drawn to potential negative consequences, like potential issues related to privacy

Student: I read that chapter after dinner yesterday but forgot what it was about.
Teacher: Are you sure? From my admin screen here, I see that you did not access your digital textbook at all last night!

and security

A headline no one wants to see: "Hackers remotely erase student textbooks".

While 'going all digital' might be a welcome development for Korean industry, what will the impact be on learning? Given that Korea already scores at or near the top of most comparative international assessments, its path to 'improvement' may not be as clearly defined as it is for policymakers in countries whose students score lower on such tests that those in Korea (or in other high performing systems, like those in Shanghai and Singapore). There is a big difference between having most textbooks available digitally and having them all available in electronic formats exclusively. From a global standpoint, will Korea enjoy a first mover advantage because of its choice to go 'all digital', and if so, what might this mean for Korean students, Korean companies, Korean schools, and, more broadly, for Korean society? Or will this bold decision saddle the Korean education system with additional (very large) costs that will inhibit its ability to innovate?

Few would dispute that, in the long run, most of the educational materials used by students around the world will be presented in digital formats. Of course, 'the long run' might well be very long indeed for many countries around the world. That said, policymakers considering ambitious plans to roll out educational technologies and digital learning resources in ever greater numbers in their country may do well to watch what is happening in Korea closely, both to learn about what 'works' -- and what doesn't.

Author: Michael Trucano, EduTech, A WorldBank Blog on ICT use in Education
EMIS development in a new era

For the past 20 years as computer technology has revolutionized the efficiency of information gathering and management, we have been witnessing a steady and impressive progress in EMIS development in education sector in almost all developing countries. Although the development has been uneven most can claim an accomplishment of achieving the goals of improvement in collecting annual school census and producing statistical yearbook on education.
Moreover, today, many would find themselves competent with their own institutional capacity in EMIS without any foreign assistance. There is no doubt that in these countries we are seeing more data on all aspects of education that are more frequently collected, better managed, and more available in all forms, aggregated or disaggregated.

Today, many international data stakeholders (UNESCO, World Bank, etc.), NGOs and research institutions are now able to publish the data (mostly originated from these EMIS centres of the developing countries) for monitoring educational development goals. Missing data does not appear often any more in world education indicator tables. This is largely a success of country-level EMIS development.

**Major shifts**
For the past few years, I have seen major shifts in EMIS development.

**From computer-based to internet-based development.**
It is fairly common today that EMIS data application is completely internet-based (sometime intranet-based), accessible through a MoE’s portal website. Data can now be directly entered from schools, rather than through district or regional offices. Although the ability of data reporting is still far behind the ability of data collection in most countries, the internet-based EMIS development has drastically shortened the collection cycle, made the collection process easier and less tuned for data errors, and surely enables a possibility of letting data be accessible to all levels.

**From reporting on national statistical aggregates to reporting on sub-national or even grassroots level disaggregates.**
With more disaggregated data, we see many forms of school or district report cards that are produced by many EMIS centres. These are the report cards to individual schools or districts. Schools for the first time see their performance (on multiple education indicators) against their district, regional and national averages.

Parents and teachers may now be empowered with the school performance information to engage in school improvement planning process and inform their lesson plans. Smart reporting becomes the key to the EMIS development in the new era (school report cards and dashboard on the internet, and indicators posters, etc.)

**From school-based development to student-based development.**
Tracking students during the life time of schooling is now possible without too much burden of organizational management. Twenty years ago, such attempt tried in several countries failed miserably. But today it is for the first time applicable. Although this does not mean tracking students on the daily basis (such as daily attendance) at national level, it can significantly identify student academic needs and provide needed services. The real value of the student-based EMIS development is to enable the school value-added assessment.

**From data control to data share.**
In today’s era, the single most important aspect of measuring the success of EMIS development is to see how widely available the managed data is in all forms to all people.
Absolutely, there should be no discount or compromise. The best practice is to make data downloadable from website in all forms for all users and EMIS management in fact promotes the awareness of the availability. The old mindset of data control is totally behind the times. Quality of data can be easily and quickly revealed if it is made available to all users.

Data Abundance
In the past decade, every MoE I visited around the world, I found that data was abundant, in fact, too much to “consume”, particularly if I dug deep. Data often exists in various computers and grouped into multiple files stored in a powerful server at the EMIS center. Data on student performance, teacher qualification and years of experience, and school facilities are all existent and managed by different data stakeholders within the MoE. These data centers may use different computers, database applications, and organize their data differently. In fact, much data remain on paper such as student and teacher daily attendance. But they own and know their data extremely well. Yes, they may not tell each other the details of the data internally and hardly share the data with external consultants, who may happen to be the only agents who can make the data known to the outside world.

As data has grown exponentially in quantity and quality, EMIS has made it possible that multiple years of data, multiple levels of data and multiple sources of data can be quickly retrievable. But, EMIS has not made a critical difference in the use of information. Although this may not necessarily be a direct responsibility of EMIS, data housed at EMIS must be so widely available and so well managed to enable the analytical and synthesizing process by all potential users.

A Big Remaining Challenge
A critical challenge remains, that is, the consumption or use of the EMIS data or information. In fact, I won’t be surprised if we find the use of information has been somewhat abated as the production of it grows in the past two decades. While many MoEs may have been indulged in a new competency in EMIS capacity, almost none invest in the actual use and synthesis of data and information for institutional policy development or management decisions.

In fact, even investing in contributing factors (such as optimal ways of displaying data, associating policy implications with each indicator analysis, or producing policy analysis or M&E briefs) to the use of data is almost nil. Data must be integrated and analyzed in a new light to be meaningful to policy makers and system managers. Simple display of “current status” in tables or graphs is inadequate. Growths, trends and relational implications must be brought to the known surface.

As we know EMIS often serves as supply side of the information production cycle, the consumption of EMIS product depends on the demand. Lack of investment in demand for data and information, EMIS development will never reach its intended potential. In today’s era, we may be at a point that EMIS has run up against the bottleneck of the demand. Yes, this is not new problem but has never been more acute and prevalent.

Dilemma
How can we have more data but less use of it? This is not too surprising. As a result of
technology advancement, more people are inclined to collect data and manage it. In education sector, more departments and more lower levels such as schools and district offices are equipped with IT or ICT. They surely have more demand for monitoring and supervision. Many would get into the business of data or information management.

As more data from more sources is produced, duplication in data collection is more likely and discrepancies among multiple sources of the similar data make the data less trustworthy by potential users. Your data vs. my data speak differently. If this is not properly managed and coordinated, the result is often undesirable leading to data flow chaos and erratic.

Moreover, when more data is available, more policy or decision relevant inquiries are likely. That would also require more higher-order relational data analysis. But often the skills for it are absent in developing countries, creating a dependency on external consultancy.

**EMIS development in a new era.**

EMIS is never a technology issue, but information management challenge. Today’s technology can do all things we can dream of, but we can only fail at envisioning those things. Given the quantum leap of information development and the globalization of information accessibility, the new stimuli for EMIS development going forward is to embrace the concept of distributing (a form of aggressively disseminating) the collected data in all forms widely to all people. In other words, we must get rid of “fear” factor, fearing of getting the data to others.

This is not only a new stimulus for EMIS development but an ultimate test how successful EMIS development will be. After all this is information on education we are all concerned about. Nothing could be better than informing all about the truth of the educational development and school performance.

Technology will never fail EMIS development but our fear for sharing information will.

*Author: Haiyan Hua, EduTechDebate*

**Further information:**

- [EMIS development in a new era](#)

**Related links:**

- [Partnership for measuring ICT for development. Core ICT indicators, 2010](#)
- [The report on the status of ICT integration in education in Southeast Asia](#)
- [Learning from national ICT/education agencies](#)
- [Assessing the effects of ICT in Education: Indicators, criteria and benchmarks for international comparisons](#)
- [UIS has released the Guide to Measuring Information and Communication Technologies (ICT) in Education](#)
Information Policies in Asia: Development of Indicators

This publication comes in the form of a valuable and unique diagnostic tool which can be used by policy makers, organizations and government officials alike and serve as reference to facilitate the creation and management of information policies.

How well an individual, an organization, and an entire society can harness, access, share, and make use of available information will ultimately decide their ability to generate economic growth and to enhance the quality of life for all.

The transition to information societies and knowledge-driven economies is a global phenomenon. Many of the western countries, the USA and also countries in Asia and the Pacific have created policies to speed the process of transition. Information policies have enabled e-governance/e-government to improve citizen access to government information and delivery of services in a number of Asian countries. Governments must therefore consider their role, their laws, rules, regulations, and National Policies in the Cyberspace era, so that they maximize the driving forces propelling them to fully exploit the positive benefits of the knowledge and information society, while at the same time minimizing the negative, constraining forces that risk widening the divide between the information rich and the information poor.

The scope of information policy is broad. For the purpose of this report, information policy can be defined as the collection of policies and strategies that are designed to promote the development of a better managed information society. A comprehensive information policy should aim to achieve information-leverage social, political, economic and cultural development within country and region. The overall scope of an information policy is inclusive and dependent on the levels of education, media literacy, the scientific development, the telecommunications policies and infrastructure, the technological
development and the economy of the country. The provision of such an information policy will influence governance, agricultural and industrial development, health, tourism and generate employment.

This report is an essential and vital document that helps to better understand and examine the information policy indicators which are key requirements for assessing national information policies, the telecommunication networks, the public-private partnerships and legislation and regulatory mechanisms that support information creation and dissemination. The report provides an ideal approach for formulating national information policies in the context of moving towards a knowledge-based economy in a competitive global environment. It presents a seven-dimensional organizing framework to assist authors of country information policies to draw on the best practices in the Asia-Pacific region.

The Asian region contains some of the world’s most advanced information-driven societies and those that are at the very early stages of development. Countries that have continuously reviewed and redesigned their plans have met with success at various levels. Among the most developed countries with information policies are the People’s Republic of China, Japan, Singapore and Republic of Korea. While Japan is moving towards anything-anytime-anywhere access with complete assurance driven by the u-Japan Policy Package, Singapore’s Singapore ONE and Korea’s Informatization policies have a holistic coverage. In 2006, the Chinese government mapped The State Informatization Development Strategy 2006-2020 with meticulous care to set forth China’s goals, tasks, plans and policies in information development for the next 15 years.

Further information:

- Information Policies in Asia: Development of Indicators

Related links:

- Measuring ICT application in education: feedback and lessons from the SABER East Asia pilot
- Partnership for measuring ICT for development. Core ICT indicators, 2010
- The report on the status of ICT integration in education in Southeast Asia
- Learning from national ICT/education agencies
- Assessing the effects of ICT in Education: Indicators, criteria and benchmarks for international comparisons
- UIS has released the Guide to Measuring Information and Communication Technologies (ICT) in Education
- Observatory on ICTs in Education
- Korea hosts an international expert meeting on ICT in Education Indicators
- Seminar on ICT Measurement and Indicators concluded in New Delhi
- New ICT development index compares 154 countries
- Technology companies lead collaboration to improve global education assessments
• ITU Asia-Pacific Telecommunication / ICT Indicators Report to be released at ITU Telecom Asia 2008
• Indicators for policy makers
• infoDev releases report on state of ICT use in education in African countries
• Handbook on Monitoring and Evaluation of ICT in Education Projects

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Literacy Online
Literacy Online is designed to support primary and secondary literacy teachers in New Zealand and internationally develop teaching and learning programs based on the literacy needs of their learners. While the majority of the content is understandably built around the New Zealand curriculum, Literacy Online provides a wealth of useable resources for planning, teaching, and assessment.

The site is separated into primary and secondary literacy, each of which contains three sections: student needs, teacher needs, and impact.

The Student Needs sections are intended to provide guidance on what students need to learn. Information is provided on the vocabulary and grammar structures necessary for students to progress through all subject areas in the New Zealand curriculum, as well as structured progressions for English language learning and literacy development. Resources are provided for planning primary and secondary English programs to support teachers and administrators in developing localized, student-centred courses.

The Teacher Needs sections provide support for teachers to understand what they need to know and do to develop student literacy. There are mechanisms in place for teachers to share and review educational resources, as well as guidance on proper pedagogical methods to use depending on student level and objectives.

The Impact sections provide a range of tools and procedures for conducting assessments of student progress and school-wide literacy programs. In particular, the self review tools for schools can be used to help schools to better understand what they need to achieve and what they should focus on next.
Further information:

- Literacy Online

Related links:

- Mobile and immersive learning for literacy in emerging economies (MILLEE)
- From Illiteracy to mCommunity, Jokko Initiative Empowers Women with mLearning
- The impact of a mobile phone literacy program on educational outcomes
- International Literacy Day (8 September): UNESCO launches new Knowledge and Innovations Network for Literacy (KINL)
- Improving child literacy in Africa: Experiments with an automated reading tutor

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Google Body browser – a 3D journey through your body

Google Body provides a detailed 3D model of the human body – both male and female bodies. You can view and zoom in on each body parts – muscles, organs, bones – and locate their exact places in your body. Explore your way through the systems in a human body, such as digestive system, respiratory system, reproductive system, and so on. You can also ‘pin’ and highlight your findings on the body and share what you found using Twitter, Google Buzz, or simply sending links of your finding.

Google Body is a great complementary material for students learning Biology. Instead of just looking at the flat pictures in their books, students can learn and navigate through the body and all its parts in 3D view and share their findings with others – making their learning process more enjoyable and interactive.

It works with internet browser that supports WebGL, no Flash or Java required. It is recommended to use Google Chrome 10 or Mozilla Firefox 4. However, you may encounter
some troubles when trying to access Google Body from your browser – check the troubleshooting link for solution.

Further information:

- [Google Body](#)

Related links:

- [Practical use of animations in teacher training](#)
- [Immune attack: Biology class in videogame form](#)
- [Encyclopedia of Life - An electronic page for each species of organism on earth](#)
- [Learn genetics](#)
- [Science education for children using the TV magazine](#)
- [UNESCO Bangkok launches the ICT in Education Teacher Training Series](#)

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- [UNESCO "ICT in Education" Announcement e-newsletter](#)

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