**Highlight: Responsible Use of ICT**

**Navigating is necessary, taking risks is not**

Exploring the Internet safely implies being aware of risks, and demands the adoption of preventive attitudes as habits. Just as parents teach their children from an early age not to talk to strangers, to look both ways when crossing the street, and not to accept candy from strangers, they must also educate their children about the risks of Internet use. The best prevention is education because establishing restrictions at home is useless if they cannot be guaranteed anywhere else.

**APEC Training programme for preventive education on ICT misuse**

The training programme developed through this project aimed to contribute toward maximizing preventive education on ICT misuse and obtain evaluation and feedbacks from APEC member economies on the set of expanded and improved educational multimedia materials on ‘safe use of ICT’. The materials consisted of seven categories of electronic booklets with content slides and lesson activities as well as 16 Flash videos translated into six different languages: Bahasa Indonesia, English, Korean, Spanish, Thai, and Vietnamese.

**News & Events**

**Safer Internet Forum (SIF) 2013 - registration now open**

The European Commission’s Safer Internet Programme will host the 10th edition of the Safer Internet Forum (SIF) on 17-18 October in Brussels, Belgium. First organised in 2004, the Safer Internet Forum is an annual international conference where policy-makers, researchers, law enforcement bodies, parents, teachers and other relevant actors come together to discuss the latest trends, risks and solutions related to child online safety.

**MOOCs: The Asian perspective**

Participants of e-DIRAP, an open crowd sourced, online digital review of Asia Pacific, recently shared their perspectives about massive open online courses (MOOC). MOOCs where universities, primarily from the United States, are making entire courses available online to anyone for free, have lately received a lot of attention.

**Sookmyung Women’s University students from Seoul visited UNESCO Bangkok to learn about ICT education world trends**

A group of students which are part of the Global teacher’s programme student team from Sookmyung Women’s University, Seoul (Korea) visited UNESCO Bangkok to learn more about ICT in education. In this article, the students describe their experience.

**Programmes & Projects**

**Singapore’s Cyber Wellness Framework**

The portal aims to educate students, parents and educators on ways to keep safe while surfing the web at home or at school. The website shares Singapore’s cyber wellness framework of the Ministry of Education of Singapore, along with other useful resources for teachers, parents and students.
Resources

Educational leadership in an online world: connecting students to technology responsibly, safely, and ethically

The authors describe strategies for educational leaders to prepare their stakeholder groups for a digital future, as well as take actions to reduce technology misuse or abuse. Educational institutions should consider this Digital Citizenship model as a potential new tool to for students, faculty and staff—both on-site and online.

NetSmartz for Teachers

This website provides age-appropriate resources to help teach children how to be safer on-and offline. With resources such as videos, games, activity cards, and presentations, NetSmartz entertains while it educates.

OECD Communications Outlook 2013

Published every two years, the OECD Communications Outlook provides an extensive range of indicators for the development of different communications networks and compares performance indicators such as revenue, investment, employment and prices for service throughout the OECD area.

Highlight: Responsible Use of ICT

Navigating is necessary, taking risks is not

The Internet has been a precursor of great changes in society and many people find it inconceivable to live without the many benefits brought about by this technology. Although conventionally all that is associated with the Internet is called “virtual”, the Internet itself (the computer network), the people and companies it connects, as well as the information that passes through it are real elements that are present in our daily lives and compose an environment that, like any other, has risks and requires caution.

Some of the risks to which users expose themselves when accessing the Internet include invasion of privacy, theft or loss of data, access to inappropriate or offensive content, contact with ill-intentioned people, identity theft, psychological violence, plagiarism and copyright infringement, addiction and financial loss, among others.

Exploring the Internet safely implies being aware of such risks, and demands the adoption of preventive attitudes as habits. The first step to prevent the risks associated with Internet use is to recognize that it is not “virtual” and that the ruses and tricks exploited on the Internet are similar to those that occur on the street or by telephone. Thus, it is necessary that we apply to the Internet the same care and the same concerns that we have in our daily lives.

Just as parents teach their children from an early age not to talk to strangers, to look both ways when crossing the street, and not to accept candy from strangers, they must also
educate their children about the risks of Internet use. The best prevention is education because establishing restrictions at home is useless if they cannot be guaranteed anywhere else.

It is also important to recognize that the Internet is a public place in which the degree of control over the dissemination of published information is minimal. Once information is posted, anyone in the network (e.g., a social network) can disclose it, and, being public, anyone can have access to it.

The "Handbook on Internet Security" (http://cartilha.cert.br/) developed by CERT.br, aims to rise user awareness on risks and corresponding precautions regarding Internet use. The handbook explains the existent risks and presents tips and recommendations that can help the users to protect themselves online. It is also illustrated, facilitating comprehension and making the reading more pleasant.

The handbook is available in different formats, allowing it to be read in various media: printed version, online web pages, PDF and ePub for mobile devices. Besides, daily tips are posted via RSS and on Twitter (http://twitter.com/certbr).

Periodically, a fascicle is published covering a special subject (http://cartilha.cert.br/fasciculos/). The fascicles have the purpose of promoting discussion on specific topics and facilitating dissemination of information, since it comes with a set of slides, which can be used by the general community to make presentations as well as by teachers to supplement classes. Topics already covered include: social networks, passwords, electronic commerce, privacy, mobile devices and Internet banking.

In a partnership with Internet Society (http://www.internetsociety.org/) the "Handbook on Internet Security" and the fascicles are being translated into Spanish (http://cartilla.cert.br/) and the English version will come next.

Additional information on Internet Security can also be obtained at:

- InternetSegura Portal (http://internetsegura.br/): a portal which points out the main Brazilian initiatives on Internet Security. It promotes the safe and responsible use of Internet and helps users to locate relevant information;
- Antispam.br Campaign (http://www.antispam.br/): a website to inform users and system administrators what is spam, its implications and forms of combat and protection.

Further information:

- CERT.br - Brazilian National Computer Emergency Response Team

Related links:

- How to use social media in the classroom? SMILE project can guide you :-)  
- Safer Internet Day 2013 – for a safer and better internet for children
APEC Training programme for preventive education on ICT misuse

In 2007-2008, the APEC Education Foundation (AEF) and the Korea Telecomm Cultural Foundation (KTCF) collaborated on a project entitled “Education Programme on Effective and Productive Utilization of ICT for Novice ICT Users and Early Learners (APEC ICT Net Project)”. Advocating a culture of healthy ICT use, this project developed digital content and conducted a poster competition that aimed to educate the public on the adverse effects of ICT use such as addiction to the Internet and gaming, identity theft, proliferation of malware, online pornography, etc.

As a continuation of this project, KTCF and the Asia Pacific Women’s Information Network Center (APWINC) of Sookmyung Women’s University, both based in Republic of Korea, jointly proposed the project “APEC Training Programme for Preventive Education on ICT Misuse” which was approved by APEC Telecommunications and Information Working Group (TEL-WG) and Human Resource Development WG (HRD-WG) in 2009. The project aimed to disseminate the APEC-NET digital contents through a training programme rolled out at country level. The project was initially approved as a 2-year project but was extended for a further 2 years up to 2013, buoyed by enthusiastic support from representatives of member economies.

Project Features and Outcomes

The training programme aimed to contribute toward maximizing preventive education on ICT misuse and obtain evaluation and feedbacks from APEC member economies on the set of expanded and improved educational multimedia materials on ‘safe use of ICT’. The materials consisted of seven categories of electronic booklets with content slides and lesson
activities as well as 16 Flash videos translated into six different languages: Bahasa Indonesia, English, Korean, Spanish, Thai, and Vietnamese.

Titles include:
1. Training Guide to Effective and Productive Utilization of ICT (versions for teachers, parents, novice ICT users, early childhood educators)
2. Training Guide to Fair Use of the Internet (protection of personal information; copyright protection)
3. Training Guide to Responsible Use of the Internet (Internet and Growing Up)
   a. 2 Sides of Internet
   b. Internet Addiction
   c. Game Addiction
   d. Pornography Addiction
   e. Mobile Phone Addiction
   f. Confusion between cyberspace and reality
   g. Reckless clicks and zombie PCs
   h. Phishing
   i. Protection of Personal Information
   j. Provision of False Information
   k. Mobile Phone Manners
   l. Prevention of VDT Syndrome
   m. Verbal Violence
   n. Production and Distribution of Viruses
   o. Illegal Copying and Distribution
   p. Copyright Infringement

As an initial activity, an International Symposium was held on ‘Safe and Trusted ICT/Internet Use, Actions Against Internet Misuse’ in August 2009 that served as a venue to share the experiences on ICT/Internet misuse among the different APEC member countries.

Over four years, the project was able to conduct five pilot training implementations in five different APEC economies: Philippines (2009), Indonesia (2010), Thailand (2011), Malaysia (2011) and Viet Nam (2012). The training programme was able to train 129 trainers and another 281 people directly trained by the trainers (i.e. face-to-face). Furthermore, the online e-module programs developed by trainers in Thailand, Malaysia, and Vietnam trained an additional 85,890 trainees. Specific data per economy are as follows:

**Total beneficiaries from 5 pilot training runs in 5 APEC economies (as of March 2013)**

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<td>Trainers</td>
<td>16</td>
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<td>Trainees</td>
<td>60</td>
<td>48</td>
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<td>43</td>
<td>130</td>
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Findings and Recommendations

The APEC Training Programme for Preventive Education on ICT Misuse has contributed to the campaign to raise the alarm over ICT misuse and provide practical preventive education strategies and materials to the APEC region. Through the activities, specific lessons were learned that served as basis for the following recommendations to similar future projects:

Firstly, the most valuable lessons learned concerned protocols to implement the training in different countries. It was observed that the five country-level training implementations always set the same goals for each training implementation but took different ways to reach the goals. But since every economy has different agendas and economic development levels, it was crucial to give the country-level training implementers the flexibility to adjust and contextualize the training design and materials to better adapt these to local languages and contexts. They also combined the project’s Korean-developed materials with existing materials and practices so that the local participants could understand and adopt them easily and efficiently. These proved to be essential in making the training implementations effective and successful. As such, the project was able to develop localized strategies for each economy, in consideration of the unique situation of participating economies regarding ICT misuse.

Secondly, it was also observed that the use of visual content greatly helped in engaging the trainees. The provided Flash animations sparked participants’ interest during the training sessions, thereby making it easier to engage them in discussions / activities about the topics. This highlights the benefits of visual content as an educational tool for all ages. Based on the realization that participants showed more interest in visual over written contents during the training implementations, the project team adjusted its approach by holding the Cyber Security Awareness-Raising Poster Exhibition at the 2010 APEC TELMIN Meeting in Japan. Posters and related materials were put on display for policy-makers, media, and other stakeholders showing each economy’s cyber security awareness strategy.

In closing, the project team would like to recommend three key factors in conducting successful implementations of similar training programs, as follows: 1) Listen to and accept local expert advice, 2) Deliver contents that incorporate local education materials, and 3) Use much visual content in diverse activities.

Related links:

- How to use social media in the classroom? SMILE project can guide you :-)  
- Safer Internet Day 2013 – for a safer and better internet for children  
- Child safety online: Global challenges and strategies  
- Youth and digital media: From credibility to information quality
SimAULA: Training our teachers through innovative methodologies based in serious games
Moral education enhanced by internet in IT courses

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News & Events
Safer Internet Forum (SIF) 2013 - registration now open

This October, the European Commission’s Safer Internet Programme will host the 10th edition of the Safer Internet Forum (SIF). First organised in 2004, the Safer Internet Forum is an annual international conference where policy-makers, researchers, law enforcement bodies, youth, parents and carers, teachers, NGOs, industry representatives, experts and other relevant actors come together to discuss the latest trends, risks and solutions related to child online safety.

The 2013 edition of the Safer Internet Forum will take place on **17-18 October in Brussels, Belgium** with the theme ‘**Better Internet with You(th)**’. It will be preceded by the annual meeting of the pan-European youth panel and parents/grandparents/teachers’ panel, organised by Insafe with the support of INHOPE.

At the SIF, youth from all 30 countries of the Insafe network will strive together with the parents, grandparents and teachers who will accompany them during their stay in Brussels, to make the internet a better place for all. Discussions and debate will look at some of the controversial issues that are high on the agenda of users, policy makers and industry alike:

- What more can we do to make internet a positive place where entrepreneurship and creativity are encouraged?
- How do we empower young people with the digital and citizenship skills they will need for a better online world tomorrow?
- Can industry really make online technology “safer by design”… and is it trying to do so?
- Are policy- and decision-makers listening to young users who are often at the leading edge in the online world?

Please see the [draft agenda](#) for further information.
If you wish to attend the Safer Internet Forum 2013, please register here.

In case of queries, please contact sif2013@eun.org.

MOOCs: The Asian perspective
By Christine Apikul, ICT4D Consultant
There has been a lot of hype recently about massive open online courses or MOOCs where universities, primarily from the United States, are making entire courses available online to anyone for free. MOOCs have start and end dates with online tutors and exams, and course materials such as videos, readings and problem sets. Unique to MOOCs are interactive forums that promote a peer-to-peer learning experience. Because MOOCs are open to all, students can be sharing their experience with thousands of other students around the world.

A World Bank blog noted that "public discussions around MOOCs have tended to represent viewpoints and interests of elite institutions in rich, industrialized countries (notably the United States)” and calls for perspectives on MOOCs from developing countries. The e-DIRAP project have solicited some perspectives from Asia.

According to Dr. Naveed A. Malik, Advisor of the Virtual University of Pakistan, “the concept of MOOC is not very new. For example the Virtual University of Pakistan has been running online courses for over 10,000 students at a time and has been a MOOC practitioner for almost a decade. But because top US universities such as Harvard University, the Massachusetts Institute of Technology (MIT), Stanford University and University of California Berkeley are now making their content and courses available for free or at a much lower cost to a global audience, universities need to rethink their role for tomorrow. If these top universities are offering courses for free or for USD7,000 for a master’s degree, why should a student pay more for the same degree at your university.”

MOOCs emerged within the open educational resource (OER) movement that started in 2002 with the MIT OpenCourseWare project, which put the entire MIT course catalogue online. OERs are open and free class materials like outlines and syllabi but not full courses. They are materials that are openly licensed for use, adaptation and distribution, but there is no further interaction after that. This evolution from OERs to the MOOCs of today is gathering pace at breathtaking speed.

Dr. Tian Belawati, Rector of Universitas Terbuka in Indonesia and a strong advocate of the open education movement believes that, “MOOCs is not just a hype, and will eventually find its niche and be incorporated into formal education.” She added that, “In Asia, many Heads of educational institutions are adopting a ‘wait and see’ position and are closely following its development. For advocates of open and distance learning, the wide media coverage and interest in MOOCs help reiterate and emphasize that learning can be done at a distance by using ICTs, and increase people’s awareness and appreciation of what open and distance learning is about.”
“The question for Asia is if we are to join MOOCs providers we will need to think strategically in terms of courses in what and who will be the takers of MOOCs. Asian universities should not be competing with the MOOCs of top universities. If a consortium of Asian universities offer MOOCs, how massive will it be, whom will it be offered to and what is the competitive advantage,” remarked Dr. Patricia Arinto, Dean of the Faculty of Education at the University of the Philippines – Open University.

These perspectives are offered through e-DIRAP’s Google+ Hangout on ICT in Education and Interviews. e-DIRAP is an open crowdsourced, online digital review of Asia Pacific. It brings together a diversity of voices to report on the status and trends of ICT for development (ICT4D) issues. For more information, visit http://digitalreview.asia.

The author, Christine Apikul, is an ICT4D consultant for e-DIRAP. She is based in Kuala Lumpur, Malaysia.

Further information:

- e-Dirap

Related links:

- Making sense of MOOCs
- Turning back the clock on lifelong learning: The paradox of MOOCs

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Sookmyung Women’s University students from Seoul visited UNESCO Bangkok to learn about ICT education world trends
A group of students who are part of the Global Teachers programme student team from Sookmyung Women’s University, Seoul (Korea) visited UNESCO Bangkok to learn more about ICT in education. In this article, the students describe their experiences and reflections:

On 17th of July, student representatives from Sookmyung Women’s University (SMU), Seoul (South Korea) visited UNESCO Bangkok as part of their project on Global Teachers programme. Keen to learn about global trends on ICT in education, the students contacted the UNESCO Bangkok Office to learn about UNESCO’s work in this field and also observe Thai teacher education system.

Seven undergraduate students, who are training to become teachers in Korea and Professor Dr. Jae-Min Lim, who is a pedagogy specialist, were part of the visiting team. Their main research interest was “world trends on smart education” being the new paradigm with the emergence of smart mobile devices and their wide spread use.

In South Korea, the government had issued its ‘Strategy on Implementation of Smart Education Plan 2015’ to enhance international competitiveness through ICT based education. Smart education has become an emerging paradigm within the academic field of education. The research mainly focused on ICT education’s effect on self-directed learning.

The team leader Ye-sol Kim said “ICT education’s infra-structure is very advanced but we thought its pedagogical approach has not been studied much. We’ve read a report from Korea Education and Information Research Service (KERIS) and some ideas and discussion points mentioned where from UNESCO Bangkok office which is a world-wide hub of academic ideas on education.”

UNESCO Bangkok ICT in Education team introduced us to recent studies on ICT education including teacher education, policy development and the vision of future education with ICT enhanced pedagogy, Kim reflected.

Jonghwi Park, Programme Specialist for ICT in Education, stressed “Simply disseminating ICT devices in schools doesn’t do a magic. It is the pedagogy that matters. In many countries, ICT in classrooms has become very high-tech, but pedagogy still remains traditional. Studies on pedagogical use of ICT can make smart education practical and beneficial for students and teachers.”

Hartfried Schmid, Information Officer for ICT in Education said, “UNESCO Bangkok has been continuously holding forums to support ICT based education. It is very important to train teachers and give feedback.” He explained that the ICT in Education programme is less concerned about high-tech infra-structure, but much more about working with teacher educators and teachers on how to use the modern technology to enhance teaching. In relation with this, UNESCO Bangkok had produced a set of CD-ROMs with useful resources that are being distributed to educators.

After having this meeting in UNESCO Bangkok, Sookmyung Women’s University student Yoo Haein emphasised, “It was a great opportunity for me to learn more about the
importance of pedagogy. As a student in training to become a teacher, I realized that in order to make education “smart”, especially when it is self-directed learning, not only the device but also good software and well-developed pedagogy are necessary.”

Another student, Ye-sol Kim said, “UNESCO Bangkok’s ICT in Education approach is very impressive as it is not just targeting infra-structure but also training teacher educators and teachers to make ICT practical in teaching.” She underscored that this meeting was especially meaningful for her as she majors in education and is particularly interested in education technology.

With these fresh impressions in mind, the students later visited Srinakarinwirot University, Bangkok and Burapha University, Chonburi to observe what happens in the actual classroom for student teachers and the application of ICT education.

Further information:
- Sookmyung Women’s University

Related links:
- UNESCO Bangkok ICT in Education Programme

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Programmes & Projects
Singapore’s Cyber Wellness Framework
This Singaporean web portal aims to educate students, parents and educators on how to ensure users’ safety and well-being while surfing the web at home or at school. The website shares Singapore’s cyber wellness framework of the Ministry of Education of Singapore, along with other useful resources for teachers, parents and students.

Cyber wellness refers to the positive well-being of Internet users. It includes an understanding of the risks of harmful online behaviours and an awareness of how to protect oneself and other Internet users from such behaviours. The Cyber Wellness Framework is a guideline for schools to design and implement cyber-wellness plans based on their student profile and school environment. The two guiding principles of the framework are “Respect for Self and Others” and “Safe and Responsible Use”. Under the first principle, online students should uphold their dignity (e.g. avoid surfing inappropriate sites and participating in illegal online activities) and show their respect to others (e.g. avoid using the work of others without permission and publishing undesirable materials that hurt others). Under the second principle, pupils need to comprehend the consequences of harmful and illegal online behaviours. They learn to avoid dangers that they may encounter online and
protect themselves once encountered such dangers. In addition, pupils need to be self-evaluative of their online activities and make responsible choices to protect themselves and the community (e.g. not spending an excessive amount of time chatting or playing games online, and reporting victims of cyber bullying to a trusted adult/authority).

The structure of the programme is a three-step process of Sense, Think and Act. These three steps highlight the stages that pupils should undergo to prepare themselves to self-manage in cyberspace. Schools should reinforce this process when delivering their cyber wellness programmes. Moreover, the Framework encourages schools to partner with parents in promoting cyber wellness among pupils. For example, schools can support parents in understanding cyber wellness issues and risks and involve them in reinforcing cyber wellness principles at home.

Further information:
- Singapore’s Cyber Wellness Framework

Related links:
- How to use social media in the classroom? SMILE project can guide you :)
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- Child safety online: Global challenges and strategies
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Resources
Educational leadership in an online world: connecting students to technology responsibly, safely, and ethically
The current gap in technology knowledge and lack of leadership preparation related to digital literacy for school environments can cause serious problems, as school leaders, parents, and broader social communities are currently realizing.

The authors describe strategies for educational leaders to prepare their stakeholder groups for a digital future, as well as take actions to reduce technology misuse or abuse. Educational institutions should consider this Digital Citizenship model as a potential new tool to for students, faculty and staff—both on-site and online.
Read the article:

- Educational leadership in an online world: connecting students to technology responsibly, safely, and ethically

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- NetSmartz for Teachers

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OECD Communications Outlook 2013

Published every two years, the OECD Communications Outlook provides an extensive range of indicators for the development of different communications networks and compares performance indicators such as revenue, investment, employment and prices for service throughout the OECD area.

In 2011, the total number of OECD communication access paths was 2,066 million, or 166 subscriptions per 100 inhabitants. Mobile subscriptions represented 65.4% of paths, versus 64% in 2009, and traditional fixed telephony subscriptions continue to decline. Fibre broadband subscriptions grew at 16.61% year on year between 2009 and 2011. Greater use of mobile broadband access has been stimulated by the popularity of smartphones. The average subscription rate of mobile Internet access in OECD countries as a whole rose to 56.6% in June 2012, up from just 23.1% in 2009.

Prices for fixed telephony and, more markedly, for mobile voice services decreased from 2010 to 2012, showing significant declines across all consumption patterns, with the exception of fixed business services.

A laptop-based wireless broadband basket (offers within the 500 MB per month range) cost USD 13.04 on average across the OECD in PPP terms, although it reached USD 30 in some countries. Average expenditure was USD 37.15 for a 10 GB basket. A 250 MB tablet package cost USD 11.02 per month on average. A 5 GB basket for tablets cost USD 24.74 on average, but varied from USD 7.98 (Finland) to USD 61.84 (New Zealand).

The key to the success of the mobile ecosystem has been the presence of sufficient competition in the provision of network infrastructure and services. This competition drove
some operators to open and share their access to customers with far more success than could have been achieved under the imposition of regulatory arrangements.

The Internet is still growing strongly, but relative growth has decreased compared to previous periods in some categories, as might be expected given widespread adoption of this technology. The Internet, together with analogue audio broadcasting, has become the primary distribution method for audio content. The conversion to digital television is almost completed in the OECD area. In many countries, broadcasters offer their content either live or via catch-up television over the Internet. Subscription video-on-demand services are seeing rapid adoption.

This publication can be purchased in hardcover or in pdf-format or accessed online free of charge in an embedded version.

Read the publication:

- OECD Communications Outlook 2013

Related links:

- New, open source database helps track country progress in education
- The World in 2013: ICT Facts and Figures
- First principles: Designing effective education programs using Information and Communication Technology (ICT) compendium
- Analyzing ICT and education policies in developing countries
- Statisticians gather in Seoul to discuss ICT4E indicators
- New UNESCO eAtlas series makes it easy to visualize data on key issues

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