Highlight: Fostering Digital Citizenship: Safe and Responsible Use of ICT
Experts’ meeting for fostering digital citizenship through safe and responsible use of ICT
To jumpstart the “Fostering Digital Citizenship through Safe and Responsible Use of ICT” project, UNESCO Bangkok, infollutionZERO, Nanyang Technological University (NTU), and Intel brought together a group of experts and practitioners to share experiences, good practices, and resources through an Experts’ Meeting on 6-7 March 2014 at the Nanyang Executive Center, NTU, Singapore.

Digital citizenship in a Cybersmart world
Cybersmart is Australia’s national online safety education program, which has been in place since 2009. Through the creation and distribution of cybersafety resources they have been working to inform children and young people, their parents and teachers of the risks within the online environment, educate them with the skills and knowledge needed to navigate and interpret the vast amount of information and opportunities they will encounter there, and empower them to take control of their online experiences, to behave as ‘good digital citizens’.

Innovative Programmes & Projects
Growing up wired
From 2010 to 2013, the author of this article worked with a research team to gather data on the media habits of male and female Filipino high school youth. The team surveyed more than 4000 students, and did focus group discussions on selected students and parents. Based on the results of the study, the author recommends strengthening of self-regulation of the students to control the digital world.

News & Events
UNESCO participated in NETmundial meeting on the future of internet governance
A high-level delegation from UNESCO was participating in the NETmundial - Global Multistakeholder Meeting on the Future of Internet Governance, which took place in Sao Paulo, Brazil, from 23-24 April. The event discussed issues related to UNESCO’s mandate in the area of the Internet, particularly freedom of expression, access to information and knowledge, privacy and ethics.

Reading in the Mobile Era
UNESCO recently completed a yearlong study to illuminate the habits, preferences and demographic profiles of people who read books on mobile phones in seven developing countries. The resulting report, Reading in the Mobile Era, shares strategies to better leverage inexpensive mobile devices to facilitate reading in countries where literacy rates are low.

Call for papers: 17th UNESCO-APEID International Conference - The Powerhouses of Education: Teachers for the Future We Want
UNESCO is calling for papers for the 17th UNESCO-APEID International Conference, The Powerhouses of Education: Teachers for the Future We Want, which will be held from 29-31
October 2014 in Bangkok (Thailand). The closing date for submission of paper abstracts is 31 July 2014.

**Wenhui (文晖) Award for Educational Innovation 2014: Innovation in Lifelong Learning: Bridging to the Future**

Have you created curiosity and desire in your students so that they want to keep learning for life? If yes, UNESCO Bangkok invites you to submit your application for the 2014 Wenhui (文晖) Award for Educational Innovation.

**Resources**

**Good practice guides on online safety**

Insafe, a network designed to promote the safe use of the internet by the European Commission, runs Safer Internet Centers (SIC) in 30 European countries. Using data collected from the centres, the organization has released several good practice guides as a method of sharing their activities and knowledge base. Each one covers a different topic – resources for young internet users, resources for teenagers, and resources for mobile.

**Common Sense media - providing trustworthy information in a world of media and technology**

Common Sense Media is a non-for-profit organization, which provides trustworthy information, education, and independent voice for children in a world of media and technology. By providing trustworthy information the project tries to give positive impact to children through media and digital activities which are essential daily life skill for them.

**Digizen - strengthening awareness and understanding of what digital citizenship**

The Digizen website provides information for educators, parents, carers, and young people. It is used to strengthen their awareness and understanding of what digital citizenship is and encourages users of technology to be and become responsible DIGItal citiZENS. It shares specific advice and resources on issues such as social networking and cyberbullying and how these relate to and affect their own and other people’s online experiences and behaviours.

**Mainstreaming ICT-enabled Innovation in Education and Training in Europe: Policy actions for sustainability, scalability and impact at system level**

In Europe, several large scale pilots programmes have been created with the purpose of transmitting new discoveries from ICT in education research into the classroom. While several programmes had success, most programmes were not sustainable or scalable. As a result, there is a clear need for policy advice that policy makers can use to ensure ICT-enabled learning innovations (ICT-ELI) in the classroom. The authors of this report created 60 recommendations to achieve this goal.
Highlight: Fostering Digital Citizenship: Safe and Responsible Use of ICT

Information and communications technology (ICT) provides people not only with “access” to information and services but also with opportunities to participate in and contribute to the knowledge economy. ICT therefore has been expected to play a critical role in enabling inclusive and sustainable human development.

In as much as these digital technologies have brought about significant benefits and opportunities, the very same technologies have posted an array of social and ethical issues to contend with, ranging from online safety to misuse of information to health and mental hazards.

In view of these challenges, digital citizens need to equip themselves with the knowledge, skills, and attitude towards appropriate, ethical, safe, and responsible use of these technologies. In addition, stakeholders are called upon to develop and implement policies and initiatives that promote opportunities and maximize benefits that these technologies offer, while managing potential risks and minimizing harm that accompany their use.

Recognizing the urgency of the issue, this edition of the ICT in Education newsletter focuses on ongoing initiatives at various levels in guiding children and youth to become safe and responsible users of ICT.

One of which is a brief article on UNESCO Bangkok’s new initiatives, namely “Fostering Digital Citizenship through Safe and Responsible Use of ICT”, sharing the outputs of its first Expert Meeting in Singapore.

One of the featured promising initiatives is Australia’s Cybersmart Programme. Since established in 2009, the programme has been successfully educating young people, not just informing the potential risks but also empowering them to take control of their online experiences.

Some useful resources and further readings on the issue are also introduced, including Digizen.org, a website helpful to strengthen awareness and understanding on digital citizenship, Insafe’s good-practice guides, and CommonSenseMedia’s quality research outcomes.

Please let us know in case you have any comments or suggestions for us.

We hope that you enjoy reading our newsletter.
In this 21st century, information and communication technologies (ICTs) are evolving every day and have become an integral part of our lives. For as short a period as ten past years, the benefits and opportunities that ICT has brought to our lives, children and adults alike, are unimaginably vast. At the same time, we see rising concerns about harmful actions that occur from or with the help of ICT such as identity theft, frauds, digital child pornography, cyber-bullying, gaming addiction, depression, as well as problems related to health hazard, such as eyesight, body posture, and obesity.

Risks and opportunities coexist and are always interwoven in any areas of human activities. We all know that we can’t avoid taking risks when we want to maximize the opportunities. In the same token, however, too much risks disrupt opportunities. It is important to adopt such proactive perspective in fostering children’s wellness in the digital world – how to empower our children to build their capacity to be aware of and cope with the risks that they may face while they explore diverse ways to make the full use of ICT.

Recognizing the urgent call for such proactive actions, UNESCO Bangkok organized the first Experts’ Meeting for “Fostering Digital Citizenship through Safe and Responsible Use of ICT” on March 6-7, 2014 at Nanyang Technological University, Singapore. The experts shared and learned about research, initiatives, and educational programs in the Asia Pacific and elsewhere, that are related to digital literacy and citizenship, children’s Internet use, as well as effects of Internet on different aspects of child development. In the end, the experts discussed the draft of policies recommendations and possibilities of creating a consortium to lead digital literacy and citizenship awareness campaigns, educational programs, and research targeting countries in the Asia Pacific region.

During the meeting, we were very fortunate to have many experienced experts from several countries and organizations that have been involved in raising awareness and educating children about digital citizenship. In the public sector, Singapore’s Cyberwellness program led by the Media Literacy Council (MLC), iZ Hero by InfollutionZero, and Australia’s Cyber Smart program led by the Australian Communications and Media Authority (ACMA) emphasizes the concepts of responsibility, respect, and protection in their digital citizenship initiatives. They organize a wide range of activities such as workshops, talks, roadshows, counseling, research, school programs, curriculum, and resources, to comprehensively educate students, parents, educators, and the community about digital citizenship.

Likewise, there were several initiatives by international organizations and the private sector presented at the meeting, including the Voice of Youth Citizen (UNICEF), Be A Pro (iKeepSafe), Creative and Responsible Use of Mobile Technology (SEAMEO Innotech), Training Program for Preventive Education on ICT Misuse (APEC), Cyber Safety for Adolescents (UNESCO and Intel
India), and Digital Literacy & Citizenship Curriculum (Google). Most of these programs reached audiences in more than one country, and each has different main activity such as advocacy, research, capacity building, and education, based on their organizations’ vision and expertise.

In addition, the experts shared researches on a variety of topics related to children and digital technology, for example, video game addiction among children, influence of parental mediation strategies on children’s exposure of personal information, and ICT concerns for children in early years.

From these insightful and informative presentations of initiatives and research as well as discussions among the experts, the importance of a balance of opportunities and risks of the use of ICT and online technologies was reiterated and further sought. Since Asia Pacific is a large region with great diversity, programs and policies should also be designed to accommodate local context, cultural diversity and appropriateness, gender equality, diverse educational systems, national economic status, as well as ICT-readiness of each country. In doing so multi-stakeholders including children, parents, schools, educators, communities, industry, and government should engage in the process of programs and policies development.

The importance of research was emphasized several times during the meeting, as they are empirical evidence for programs and policies development. There is a small number of researches of children and Internet use in the Asia Pacific, thus there is a need for cross-country research in the region to learn about online behavior of young children, so that policies and educational programs could be designed and implemented to tackle the right problems at the right places. Digital citizenship education should be integrated into school curriculum, and children should be taught digital citizenship starting from a very young age. Teachers and parents should also be educated in how to teach their young children/students and cope with difficult situations. Furthermore, governments should in place security measures and protocols including an efficient monitoring and evaluation mechanism to measure impact and effectiveness of interventions, so that they can be improved for better results in the future.

So, what are the next steps? Towards the end of the meeting, an initial draft of policy recommendations related to fostering digital citizenship through safe and responsible use of ICT were outlined and discussed. The experts also suggested several possible action plans including conducting an advocacy campaign through government supports, developing a mechanism to form a research network, developing an infollution research framework and competency standards framework for Asia Pacific countries, and creating an online portal for high quality resources for all relevant stakeholders. A possibility of establishing an Asia Pacific consortium for digital citizenship was also discussed to oversee all areas of advocacy, education, research, and policies.

After all, this is a great first step in making a difference toward a better society. Perhaps, this is the time we need to take a step back and ask ourselves, as a student, as a parent, as a business owner, as a policy maker, or as a citizen, how much do we know about opportunities and risks
of online technologies? Have we equipped ourselves and others around us with knowledge and skills to live, learn, play, and participate safely and responsibly in an online environment? What can I contribute to the society to create a safe cyberspace for our children? There could be many more questions to come; nevertheless, it is important that we start with ourselves and take actions now to prepare our children to be good digital citizens for the better future.

View the presentations of the meeting:

- Experts’ meeting for fostering digital citizenship through safe and responsible use of ICT

Related links:

- Educational leadership in an online world: connecting students to technology responsibly, safely, and ethically
- NetSmartz for Teachers
- Navigating is necessary, taking risks is not
- Singapore’s Cyber Wellness Framework
- APEC Training programme for preventive education on ICT misuse
- How to use social media in the classroom? SMILE project can guide you :-(
- Child safety online: Global challenges and strategies
- Safer Internet Day: Promoting safer and more responsible use of online technology and mobile phones
- Fighting against “infollution” that contaminates our children’s minds and their thoughts

Previous issues of the e-newsletter:

- UNESCO "ICT in Education" Announcement e-newsletter

What do you think about this topic?

- Visit our on-line forum and share your views

Digital citizenship in a Cybersmart world
The world is increasingly revolving on a technological axis. Being able to access the internet, either via a computer or smartphone, is fundamental—not just for the individual, for personal communication and creativity, but also at the societal level, for the delivery of services and as the foundation for education.

Even from a very young age children interact via technology to learn, connect, create and communicate. While there is considerable debate about the advisability of such early access, it’s undeniable that the age when children first go online is becoming younger and younger.
So, what skills and knowledge do children need in order to obtain the very best from the digital world? How can we, as parents, educators, industry and policy-makers, help guide, support and protect children as they grow up?

Before we can answer those questions, we need to step back and think about some of the important concepts that underpin teaching in this area, and how the various elements fit together.

First, we need to understand how an individual’s digital footprint is formed: that intricate mosaic of personal information that is posted online, stored on databases, held in virtual memories, that starts to build sometimes even before an individual is born...each little piece, posted by you or by others, with your knowledge and permission—or without it, building up into the great big picture of You.

Second, by understanding how your digital footprint is created you can also learn how to manage it so that your digital reputation—the opinion or view that others have about you, based on what you have said or done online—remains positive, so that the face you present to the world is the one that you choose.

Positive management of your digital reputation is one of the hallmarks of a good ‘digital citizen’. And with the increasing reliance on the internet and technology for the delivery of entertainment, education and other services, there is just as important a need to be a ‘good citizen’ in the online world as there is in the day-to-day (or ‘offline’) world.

But what is digital citizenship? For such an important concept it’s not as easy to define as you would think. At its broadest, it’s about having the skills and knowledge needed to effectively and positively use digital technologies to participate in society—having the capacity to communicate, create and consume digital content. But let’s unpack that a little. What does it actually mean in practice?

The first key element is that good digital citizens Engage positively. Positive online behaviour includes behaving thoughtfully, ethically and respectfully, with anti-social behaviour, such as cyberbullying and trolling, being actively discouraged.

The second element focuses on the need to Know your online world, on the increasing need for sound media literacy skills to successfully navigate the digital environment—learning about rights and responsibilities, opportunities and challenges, risks and remedies as well as acquiring the skills needed to read and interpret the vast amount of information that is so readily available online.

A third critical element revolves around knowing to Choose consciously to protect your safety and that of your peers, about making these choices safe, responsible and informed. How do you
protect yourself and others when you are online? What tools and mechanisms are available to help? How important is resilience, and what is the true value of ‘thinking before you post’?

Which brings me back to the question of what we can do to help guide children to be good digital citizens.

It is clear that the process of education needs to start early in a child’s life, becoming a natural part of their upbringing and of their school education. The aim is to create positive behavioural patterns from the outset, rather than needing to intervene to change negative ones later in a child’s life. We aim to inculcate thoughtfulness, empathy, respect and true ‘thinking before you post’ right from the very start.

Cybersmart is Australia’s national online safety education program, which has been in place since 2009. Through the creation and distribution of cybersafety resources, backed up by a comprehensive Outreach program, we have been working to inform children and young people, their parents and teachers of the risks within the online environment, educate them with the skills and knowledge needed to navigate and interpret the vast amount of information and opportunities they will encounter there, and empower them to take control of their online experiences, to behave as ‘good digital citizens’.

Our program recognises the need for an holistic approach, with education, industry, government and families working together in partnership. Guiding children to become good digital citizens encompasses the development of positive attitudes around the use of technology, the practice and refinement of media literacy skills, the adoption of pro-social behavioural patterns and the acceptance of personal responsibility for online conduct.

To achieve this we have developed a range of evidence-based resources for children, parents and schools that can be used at different points in a child’s life, from Kindergarten through to Year 12. Each resource is tailored according to the individual age group, and also to the way that is likely to be delivered, that is independently, by parents or at school. We’ve aimed to make our program as dynamic and fun as possible, while still retaining a sound pedagogical foundation.

As technology continues to evolve, and as children and young people increasingly weave its use into the fabric of their daily lives, it becomes ever more important that this use of technology is underpinned by positive digital citizenship behaviours and attitudes. That way, we can be sure that children will be able to realise the great potential of the internet—and their own potential as well.

The author, Rosalie O’Neale, is a Senior Advisor at the Cybersmart Outreach Project. You can contact her through www.cybersmart.gov.au
Innovative Programmes & Projects

Growing up wired
*by Queena N. Lee-Chua, PhD*

Our children are digital natives, having never known a world without the Internet and 24/7 connectivity. We are merely digital immigrants, having visited their world during our early, middle, or even late adulthood.

Digital devices have revolutionized the planet, affecting not just wealthier countries but also developing ones. The Philippines touts itself as the world’s texting capital, a dubious distinction considering that so many of our people still cannot meet basic needs such as food, shelter, clothing, education.
Given our hurly-burly tech world, we cannot let our kids roam unfettered in the digital world without guidance of any sort. Without proper care and caution, our kids may likely use technologies in ways that are not healthy for them. Once these bad habits are formed, they are difficult to erase.

As a mathematician and psychologist in the Ateneo de Manila University, I worked with a research team in two high schools and gathered data on media habits of Filipino high school youth. The research surveyed more than 4000 students and conducted focus group discussions with selected students and parents. The following section presents some of the findings on how students interact with media: traditional (print, broadcast) media and online (Internet, smartphones) media.

Bored, Distracted
We did not expect some of the results. We were surprised (and relieved) to discover that bullying was not as endemic as we had surmised, a testament perhaps to the anti-bullying programmes instituted by both schools.

Bullying does exist, and even one case is one too many. But the figures for bullying pale in comparison to other results. A huge majority of our respondents say they are bored – bored of life, which includes school, work, recreation, relationships. Most students are distracted by their online life. The majority of respondents said that they find it hard to concentrate in class and hard to focus on their assignments at home. Half of the respondents admitted they have short attention span in general. More than half said they do not know what to do with their time.

Many prefer to interact online rather than face-to-face. A significant number display addictive tendencies, particularly to gaming and social networking. Only a third of the respondents read for pleasure.

On the other hand, the issues highlighted in media (and which parents are most worried about) do not seem to be pressing. Online gaming, for instance, does not seem to be a huge problem, at least in these two schools. Male students say they visit porn sites, but the figures for accessing porn do not worry us too much; it is but natural for adolescent boys to be curious about sex and to seek out materials to satisfy their curiosity. More than half of respondents say their parents have rules and warnings against porn, which are heeded most of the time.

Apparently, our findings are not new. Research worldwide on digital effects has burgeoned in the last decade. Neurological data, especially functional magnetic resonance imaging scans, have revealed that brains of gaming addicts show similarities to those of drugs, gambling, and alcohol addicts. Psychological experiments have shown problems in attention span, social skills, even emotions when we spend too much time in cyberspace. Educational studies have convinced us that without proper thought, wired classrooms and hi-tech gadgets in school do not significantly improve learning.
Locally, our study was limited to private school students, most of whose families can afford to buy multiple gadgets for the home. We have not surveyed the media behaviour of public school students, whose families are not as affluent.

However, from various accounts, including anecdotes from Filipino paediatricians, it seems like youth belonging to the lower-middle and lower economic classes are increasingly imitating the bad habits of those in the upper classes.

**Self-Regulation**

In 2011, the American Academy of Pediatrics (AAP) recommended that paediatricians ask two questions: “How much screen time does the child have per day?” and “Is there Internet or TV in the child’s room?”

“Children and teens should engage with entertainment media for no more than one to two hours per day, and that should be high-quality content,” says the AAP. “It is important for kids to spend time on outdoor play, reading, hobbies, and using their imaginations in free play.”

How can we raise children who grow up wired? We can use external controls, such as regular monitoring of sites our kids visit. We can talk with our children about what they do online. Which friends do they interact on Facebook with? What attracts them to websites? Have they learned anything new online?

But we cannot (and should not) monitor our children all the time. If they really want to view porn, engage in vicious gaming, or bully others online, they will find ways of doing so (at a friend’s house or the nearest Net café).

This does not mean that rules are not important. After all, we have rules for drugs and alcohol. But we need to be realistic about what we can and cannot regulate, and we need to choose our battles judiciously. If our teen is gaming, downloading music, watching YouTube all at the same time while this grades are free-falling, then we have to intervene. But instead of banning everything, discuss with him which activities he most needs to give up, at least till his grades improve.

Let us be proactive rather than reactive. Before potential problems arise, it would be better to have principles already in place, understood by the whole family. When setting limits on tech use, our kids respond more willingly and are more likely to follow when consequences are discussed in a non-judgmental manner. Keep communication lines open.

As our children grow older, our aim is for them to self-regulate. Instead of external rules, we want them to develop internal controls. In the end, self-regulation is the only way for any of us to ultimately control the digital world, and not let it control us.
Reference

Queena N. Lee-Chua is Professor of Mathematics and Psychology at Ateneo de Manila University. A columnist for the Philippine Daily Inquirer, she received the Third World Academy of Sciences Regional Prize for Public Understanding of Science for East Asia, Southeast Asia, and the Pacific Region in 2010.

Further information:

- [Ateneo de Manila University](#)

Related links:

- [Educational leadership in an online world: connecting students to technology responsibly, safely, and ethically](#)
- [NetSmartz for Teachers](#)
- [Navigating is necessary, taking risks is not](#)
- [Singapore’s Cyber Wellness Framework](#)
- [APEC Training programme for preventive education on ICT misuse](#)
- [How to use social media in the classroom? SMILE project can guide you :-)](#)
- [Child safety online: Global challenges and strategies](#)
- [Safer Internet Day: Promoting safer and more responsible use of online technology and mobile phones](#)
- [Fighting against “infollution” that contaminates our children’s minds and their thoughts](#)

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News& Events

**UNESCO participated in NETmundial meeting on the future of internet governance**

A high-level delegation from UNESCO was participating in the NETmundial, Global Multistakeholder Meeting on the Future of Internet Governance, which took place in Sao Paulo, Brazil, from 23-24 April. The event discussed issues related to UNESCO’s mandate in the area of
the Internet, particularly freedom of expression, access to information and knowledge, privacy and ethics.

Brazilian president Dilma Rousseff opened the meeting in the morning of 23rd April, signing legislation on the rights and obligations of Internet users and providers in Brazil. High-level representatives of governments, international organizations, the private sector and civil society are also present at the event.

“Our agenda at NETMundial is to promote participation in UNESCO’s comprehensive study of Internet related issues, which we have launched in accordance with the mandate of the November 2013 General Conference of UNESCO’s 195 Member States,” said the Organization’s Deputy Director-General Getachew Engida.

In his address to the meeting on 23rd April, Engida said that the Internet “has enormous potential to bring the world closer to peace and dialogue, sustainable development and the eradication of poverty. The challenge is to transform the wonderful promises of the Internet into reality and benefit for all.”

He explained that UNESCO has initiated a major research study on internet, built around four core principles: human rights, openness, accessibility and multistakeholder participation.

UNESCO has submitted two substantial written contributions to NETmundial: Internet Universality: a means towards building Knowledge Societies and the Post-2015 sustainable development agenda, and UNESCO’s comprehensive study of Internet-related issues. It also proposed several amendments to the draft outcome document highlighting the need to address social inclusion, gender, Africa, Small Island Developing States, open access to education resources and media and information literacy.

NETmundial is a global forum bringing together international institutions from various sectors related to the Internet governance. The focus is to discuss two important issues: Internet Governance Principles and the Roadmap for the future evolution of the Internet Governance Ecosystem.

Further information:
- UNESCO participated in NETmundial meeting on the future of internet governance

Related links:
- A community of practice for teachers in a networked society
- Getting more women connected to ICTs ‘critical’ to post-2015 development agenda: UN Broadband Commission
Expanding internet access in developing countries can help achieve sustainable economies – UN official

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

Previous issues of the e-newsletter:

UNESCO "ICT in Education" Announcement e-newsletter

What do you think about this topic?

Visit our on-line forum and share your views

Reading in the mobile era

UNESCO is currently investigating how access to text can be improved through the use of technology, specifically basic mobile phones. Today mobile phones are common in areas where books are scarce. The United Nations estimates that 6 billion people have access to a connected mobile device of some sort, while only 4.5 billion have access to a toilet.

While the world has made significant gains in literacy over the past quarter century, these gains have slowed in recent years. Between 1990 and 2000 the number of illiterate people decreased by a commendable 12 percent, but since 2000 the decline has been just 1 percent.

This deceleration has many causes, but it can be traced, in part, to an inability to get reading material to the areas where it is most urgently needed. Leading studies suggest many people living in sub-Saharan African and South Asian countries do not own or have access to a single book. A survey of 16 sub-Saharan African countries found that the majority of primary schools have few or not books. Book shortages continue to represent a significant obstacle to literacy.

UNESCO research indicates that hundreds of thousands of people in countries like Nigeria, Ethiopia and Pakistan are reading full-length books on mobile phones, including phones with small, monochrome screens. This is a promising trend and one that carries a potential to provide a new and sustainable portal to text for the poorest people on Earth.

UNESCO recently completed a yearlong study to illuminate the habits, preferences and demographic profiles of people who read books on mobile phones in seven developing countries. The resulting report, Reading in the Mobile Era, shares strategies to better leverage inexpensive mobile devices to facilitate reading in countries where literacy rates are low.

From the invention of paper to the advent of movable-type printing presses, technology has always played an important role bringing text to an ever-greater number of people. UNESCO is
working to ensure technology continues to fulfill this promise and, in time, help finally make illiteracy a relic of the past.

Further information:

- Reading in the mobile era

Related links:

- Mobile Learning Week: A revolution for inclusive & better education
- Digital talking books: An alternative way of educating children with disabilities of their rights
- Mobile Learning Projects to Empower Rural Women in Pakistan
- Developing digital textbooks – A publisher’s experience in the Philippines
- An update on the use of e-readers in Africa

Previous issues of the e-newsletter:

- UNESCO "ICT in Education" Announcement e-newsletter

What do you think about this topic?

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Call for papers: 17th UNESCO-APEID International Conference - The Powerhouses of Education: Teachers for the Future We Want
29-31 October 2014, Bangkok, Thailand

Reflecting on the times he spent learning under a tree as a young boy, United Nations Secretary-General Mr. Ban Ki-moon emphasized that education is the single best investment nations can make to build prosperous, healthy and equitable societies when he launched the Education First initiative in September 2012.

Teachers play a key role in determining the quality of education. History is dotted with outstanding educators – both famous and unknown – who have inspired, and continue to inspire, generations of people.

Today, teachers have to meet vastly different demands and conditions. Are these demands realistic and appropriate? What should be the priorities of teachers as custodians of learning? How can we develop teachers as the powerhouses of education for the future we want? What
policies must be in place to ensure that teachers can perform and contribute to the national, regional and global education goals? These are hard questions requiring honest answers.

To provide a forum for discussions on leading-edge thinking about teachers and teaching practices, UNESCO, with support from the Japan Funds-in-Trust, is organizing the 17th UNESCO-APEID International Conference, *The Powerhouses of Education: Teachers for the Future We Want*.

**Sub-themes of the conference**

I. Roles and responsibilities of teachers through the ages
   - Examining traditional wisdom about teachers
   - Investigating perspectives from multiple stakeholders
   - Addressing the feminization of the teaching force
   - Forecasting teacher competencies needed in the future

II. Teacher preparation and professional development
   - Developing teacher standards and qualification frameworks
   - Reinforcing pre-service and in-service teacher education and training
   - Preparing teachers for globalized but inclusive and sustainable societies
   - Researching and identifying innovative curricula, pedagogies, technologies and tools to enhance the teaching profession

III. Status and working conditions of teachers
   - Enhancing the status of the teaching profession
   - Attracting, recruiting, deploying and retaining high quality teachers
   - Improving working conditions and benefits of teachers
   - Protecting the rights and safety of teachers

IV. Policies and instruments to enhance the teaching profession
   - Formulating effective governance, management and regulatory policies and processes to promote the teaching profession
   - Strengthening school leadership to enhance the teaching profession
   - Designing environments and resources to enhance the teaching profession
   - Creating partnerships, collaboration and networking opportunities

**Call for Papers**

**Registration**
Register online at [www.unescobkk.org/education/apeid/conference2014](http://www.unescobkk.org/education/apeid/conference2014), or contact UNESCO Bangkok at [apeidconf@unesco.org](mailto:apeidconf@unesco.org) for further information.

**For more information, contact:**
UNESCO-APEID International Conference Secretariat
Wenhui (文晖) Award for Educational Innovation 2014: Innovation in Lifelong Learning: Bridging to the Future

Have you created curiosity and desire in your students so that they want to keep learning for life? If yes, UNESCO Bangkok invites you to submit your application for the 2014 Wenhui (文晖) Award for Educational Innovation.

The Wenhui Award is established by the National Commission of the People’s Republic of China for UNESCO, and coordinated by the UNESCO Asia-Pacific Programme of Educational Innovation for Development (APEID) to recognize educators and institutions which have addressed and resolved pressing issues and problems facing our world today.

This year, the theme of the Award, Innovation in Lifelong Learning: Bridging to the Future, underscores the importance of learning throughout life for human fulfilment, peace, sustainable development, economic growth, gender equality and responsible global citizenship. The Award will also recognize the potential of ICT to support lifelong learning now and in the future. More specifically, the Jury is looking for educational innovations that have:

- helped to promote and enhance lifelong learning for now and in the future;
- improved the quality of teaching and learning in enhancing lifelong learning;
- fostered indigenous wisdom and ingenuity, as well 21st century knowledge and technology, in educational innovations for lifelong learning.

Two individuals or institutions from the Asia and Pacific region will each receive a Certificate of Excellence and prize money of US$ 20,000 at the China Hangzhou International Conference on Educational Innovations. Certificates of Merit may also be awarded to individuals or institutions that have demonstrated commendable innovative practices.

More information about the Award including the application process and conditions of entry are available at http://www.unescobkk.org/education/apeid/wenhuiaward2014.
All applications must reach the Wenhui Award Secretariat by **30 June 2014**.

For further information, contact:

Wenhui Award Secretariat  
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**Resources**  
**Good practice guides on online safety**  
Insafe, a network designed to promote the safe use of the internet by the European Commission, runs Safer Internet Centers (SIC) in 30 European countries.

Using data collected from the centres, the organization has released several good practice guides as method of sharing their activities and knowledge base. Each one covers a different topic – resources for young internet users, resources for teenagers, and resources for mobile.

The three guidebooks give a broad, if not detailed, look at the activities of, the SICs. Among other works, the centres are organizing youth panels to help create resources, collaborating with music events to spread the resources, and beginning to research the impact.

The guides also provide an extensive list of free online resources that parents and educators can access. The resources do not have any one single focus. Some are lessons plans directed towards teachers, while others are story books for children.

Together, they provide a wide range of topics for adults and children to think about. Overall, the three guides provide many interesting resources for teachers and parents.

**Further information:**  
- [Good practice guides on online safety](http://www.unescobkk.org/education/apeid/wenhuiaward2014)

**Related links:**
• Educational leadership in an online world: connecting students to technology responsibly, safely, and ethically
• NetSmartz for Teachers
• Navigating is necessary, taking risks is not
• Singapore’s Cyber Wellness Framework
• APEC Training programme for preventive education on ICT misuse
• How to use social media in the classroom? SMILE project can guide you :-)  
• Child safety online: Global challenges and strategies
• Safer Internet Day: Promoting safer and more responsible use of online technology and mobile phones
• Fighting against “infollution” that contaminates our children’s minds and their thoughts

Previous issues of the e-newsletter:

• UNESCO "ICT in Education" Announcement e-newsletter

What do you think about this topic?

• Visit our on-line forum and share your views

Common Sense media - providing trustworthy information in a world of media and technology

Common Sense Media is a non-for-profit organization, which provides trustworthy information, education, and independent voice for children in a world of media and technology. By providing trustworthy information the project tries to give positive impact to children through media and digital activities which are essential daily life skill for them.

Media literacy in this era is very important, because it can be an infinite opportunity of learning for students, but there are well-known negative threats such as internet addiction or computer misuse. Furthermore, there is an abundance of media available for consumption such as videos, computer games or movies that can be easily accessed in the digital era by children. For parents and children it is often not easy to pick resources that have quality content and are don’t harm the wellbeing of the children.

By using the rich pool of reviewed and handpicked media resources provided on the website, kids, parents and educators can be positively affected by these contents. First of all, kids can enjoy learning while engaging with well-designed video clips, apps, and other learning tools. Parents can share on the platform some ideas on how deal with media, such as making rules and selecting topics for children. For Educators, participating in the Common Sense Media Digital Literacy and Citizenship Programmes may help them to deliver better media literacy training that guides children to live smart and safe digital lives.
Further information:

- Common Sense Media

Related links:

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Digizen - strengthening awareness and understanding of what digital citizenship

The digizen.org website provides a starting point for parents and teachers looking for more information concerning safe and responsible use of the internet.

There are clear explanations of cyber safety and digital citizenship along with information on how to stay safe on social networks, build digital skills and values, and prevent cyberbullying.

Teachers, in particular, will like the activities and lesson plans that they can use in the classroom.

Overall, caretakers and educators will find a lot of useful material about digital citizenship that can be used to begin a conversation with children.

Further information:

- Digizen
Mainstreaming ICT-enabled Innovation in Education and Training in Europe: Policy actions for sustainability, scalability and impact at system level

In recent years, many educators have looked towards ICT to help develop innovative pedagogies and curriculum. In Europe, several large scale pilots programmes have been created with the purpose of transmitting new discoveries from ICT in education research into the classroom. While several programmes had success, most programmes were not sustainable or scalable. As a result, there is a clear need for policy advice that policy makers can use to ensure ICT-enabled learning innovations (ICT-ELI) in the classroom. The authors of this report created 60 recommendations to achieve this goal.

The recommendations were born from an analysis of the 'Up scaling Creative Classrooms in Europe' (SCALE CCR) project, which was conducted by the Joint Research Centre's Institute for Prospective Technological Studies (JRC-IPTS) for the European Commission. The research was based on case studies from Europe and Asia, discussions with stakeholders, expert interviews, and desk research.

The recommendations fell into one of seven categories - School staff professional development, Infrastructure, Assessment, Organization and leadership, Connectedness, Content and curricula, and Research. Some of their key recommendations were:
• Invest significantly in updating Continuous Professional Development provisions
• Support and motivate teachers to develop and update their digital competence and ICT
• Ensure that all learners have equal and ubiquitous ICT access, in and out of school.
• Recognize the role of teachers as agents of change (rather than objects of change) and encourage them to take ownership of innovation (teacher-led innovation).

The key to all of their recommendations, according to authors, is the fact that there is no one to promote innovation. Each school system must find a unique path that is consistent with their own experiences. Policy makers must include a wide-variety of stakeholders to create an open and flexible curriculum.

Read the full report:

• Mainstreaming ICT-enabled Innovation in Education and Training in Europe: Policy actions for sustainability, scalability and impact at system level

Related links:

• ICT in Education in Asia - A regional report on ICT integration and e-readiness in schools across Asia
• Analysis of recent 1:1 learning initiatives in primary and secondary schools in Europe
• STEMNET – Creating opportunities to inspire young people in Science, Technology, Engineering and Mathematics (STEM)
• New Horizon Report 2014 identifies emerging technologies likely to have an impact on learning
• ICT education, survey on the use of information and communication technologies in Brazilian schools

Previous issues of the e-newsletter:

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