



WORLD LINKS

THE ASIA POLICY FORUM
on
ICT INTEGRATION INTO EDUCATION

A Final Report

Quezon City, Philippines
September 19th – 20th, 2007



World Links is an innovative and award-winning non-profit organization that leverages the unique potential of Information and Communications Technology to improve economic opportunities and educational outcomes for disadvantaged youth and their teachers around the world.

The Asia Policy Forum on ICT Integration into Education – A Final Report

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EXECUTIVE SUMMARY

Educational policymakers from ten different Asian countries gathered in Manila from September 19th thru September 20th 2007 to engage in a dialogue focusing on the day-to-day issues related to implementing Information and Communications Technology (ICT) in school systems. The goal of this exercise was to flesh out policy recommendations that would address issues which create the obstacles and handicaps that hinder the successful integration of ICT in the classroom. The event was dubbed a forum, rather than a conference, because its emphasis was on dialogue and collaboration, with every activity that was programmed into the two-day event being designed to promote dialogue among its participants.

The Forum was organized by World Links in collaboration with Intel. It was funded by the Japan Social Development Fund, which is administered by the World Bank Institute, and Intel. The event featured a keynote address by H.E. Gloria Magapagal Arroyo, President of the Republic of the Philippines, and the debut of a documentary on World Links' program in Cambodia which is viewable at <http://www.youtube.com/watch?v=QrYdMbLnqZc>. Participating countries were: Cambodia, India, Indonesia, Laos, Malaysia, Pakistan, Philippines, Sri Lanka, Thailand, and Vietnam.

The Forum was structured around four major types of activities:

- 1) Plenary Sessions in which one or more principal speakers would address the audience, followed by a Question and Answer session facilitated by a moderator.
- 2) Break-out Sessions in an open space dialogue format that featured presentations from two to four professionals from the region as well as other regions of the world. These professionals were selected for their experience in the field implementation of ICT programs in educational contexts. Their presentations focused on the practical aspects of the experts' projects, the challenges they have faced, the lessons they have learned and the recommendations that they could provide. The presentations were intended to stimulate discussion and dialogue between all those in attendance.
- 3) Dialogue/networking sessions between participating countries allowing them to explore potential regional collaborations.
- 4) Roundtable discussions with technical providers who discussed and disseminated new technical solutions available to the Asian region.

On September 21st, participants involved in the World Links' country programs in Southeast Asia were required to attend an all-day planning meeting. For the other participants, optional post-Forum school visits were organized to one school in Metro Manila implementing the World Links program and another using Intel® Teach. The school visits allowed participants to observe class work, interact with students and teachers, and witness first hand the palpable advantages that the implementation of ICT has provided to all its beneficiaries.

The most significant outcomes and conclusions emerging from the Forum were the needs to:

- Provide more comprehensive and ongoing teacher development programs that would also incorporate awareness and educational programs for communities at large (i.e., decision

makers, administrators, teachers, parents and students) on the positive impact that ICT would bring to the development of the country.

- Assess carefully needs and technical requirements, and thereby develop definitive plans that adequately respond to each school's conditions and needs in selecting and deploying technology in the school.
- Develop sustainability strategies and plans for all levels within the education sector. This requires a set of policy decisions that would make the educational system evolve towards a new culture that fosters entrepreneurship, creativity, initiative and collaboration with other sectors of civil society, especially the private sector.

Participants agreed that the pursuit of objectives along these lines of activity could constitute the basis of an "Agenda for Emerging Asia" initiative that would determine a comprehensive strategy to integrate ICT into education.

To build upon the momentum created by the Forum, delegates from the participating countries expressed a strong desire to continue this initiative through on-line communications. Participants agreed that the My Digital Country portal (<http://www.mydigitalcountry.com/>) currently being developed by Intel and IDC could be an appropriate platform for continuing on-line communications and discussions with and between the country delegates. The My Digital Country portal is expected to be launched in November 2007. In the interim, the World Bank Institute will be establishing a listserv that can be used to continue discussions.

The overall feedback and evaluation of the Forum by participants commended the expertise of the presenters, the relevance of the information presented and discussed, and the significant efforts of the Forum organizers to structure the forum so that it was easy to engage in person-to-person dialogues that were creative and stimulating and helped participants to contribute, exchange and acquire valuable information from other Forum participants.

The Policy Forum Agenda is in Annex 1. Annex 2 presents a list of the local and international speakers in alphabetical order together with their titles. Finally, Annex 3 provides a description of the school visits that occurred after the Forum.

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I. Introduction

It is unlikely that many people would deny that the use of Information Communication Technologies (ICT) has contributed greatly to worldwide education; however, it is likely that many people would agree that there needs to be a substantive evolution in the implementation of these technologies at the field level in relation to teachers, school authorities, students and parents.

Initial policies relating to ICT in Education were developed to address structural problems in each country. Therefore, the primary focus was ICT policies designed to address energy supply issues, promote the introduction of computers in schools, and stimulate connectivity. However, these seemingly visionary ICT in education initiatives proved difficult and burdensome to manage in their day-to-day implementation. Some of the problems encountered included the difficulty of placing the computers in safe school environments, the financial constraints in training teachers on a large scale to be able to use the computers, and the challenge of meaningfully integrating technology into the classroom. Therefore, a gap developed between existing policies and realities at the field level that translated into shortcomings in the primary goal: educational benefits for youth.

The Asia Policy Forum on ICT Integration into Education was conceived as an exceptional opportunity for the development of strategies to address these ongoing challenges. It was dubbed a forum, rather than a conference, because it gathered leaders, scholars and educators from Asia and all over the world to exchange, collaborate and begin and become engaged in a continuing dialogue that would ultimately produce appropriate, practical, innovative and possibly ground-breaking policy solutions to the impediments confronting ICT in Education practitioners. The Forum's purpose was to generate concrete policy responses from governments over time that would address issues which create the obstacles and handicaps that hinder the successful integration of ICT in the classroom and represented a unique opportunity for:

- the collaborative identification of problems,
- the development of possible solutions, and
- the eventual evaluation of those solutions by high-level policy makers.

The approach used at the Forum of promoting ongoing dialogue and collaboration, as well as the process it established for evaluating and proposing the resulting policy solutions for review to high-level policymakers, was intended to maximize the likelihood that these policies would be endorsed and implemented in each respective Asian country.

The Asia Policy Forum on ICT Integration into Education was organized by World Links in collaboration with Intel. It was funded by the Japan Social Development Fund, which is administered by the World Bank Institute, and Intel.

II. Participants

Ten Asian countries participated in the Forum. The delegates from South Asia included country representatives from India, Sri Lanka and Pakistan. The Southeast Asian country

delegates were from Vietnam, Cambodia, Laos and Thailand. Those representing the Asia Pacific Region were from the Philippines, Malaysia, and Indonesia. Country delegations were composed of mid-level, Ministry of Education, decision makers generally involved in programs relating to the use of ICT in their education systems. Countries participating in the World Links ASEAN program (Philippines, Vietnam, Laos and Cambodia) were represented by larger delegations that included local World Links coordinators and school principals. As host country, the Philippines was also represented by top-level Ministry of Education officials, educational NGOs and other interested parties including the private sector. Other participants at the Forum were representatives from international NGOs and multinational corporations.

III) Forum Dynamics and Activities

- 1) **Plenary Sessions** in which one or more main speakers would address the audience, followed up by a Question and Answer session facilitated by a moderator.
- 2) **Break-out Sessions** also called Open Space Dialogue Sessions, centered around presentations from two to four professionals from the region as well as other regions of the world. These professionals were selected for their experience in the field implementation of ICT programs in educational contexts. Their presentations focused on the practical aspects of the experts' projects, the challenges they've faced, the lessons they've learned, and the recommendations that they could provide. The purpose of the presentations was to stimulate discussion and dialogue between all participants in the session.
- 3) **Dialogue/Networking Sessions** between participating countries allowing each to explore potential regional collaborations.
- 4) **Roundtable Discussions** with technical providers who discussed, demonstrated and disseminated new technical solutions available to the Asian region.

On the day after the Forum, September 21st, participants involved in the World Links' country programs in Southeast Asia (Cambodia, Laos, Philippines and Vietnam) were required to attend an all-day planning meeting at the Crowne Plaza Hotel. The other participants were offered optional post-Forum school visits to two schools in the Metro Manila area. The first school, Ateneo de Manila High School was implementing the World Links' program, while the second school, Muntinlupa Elementary School, was utilizing Intel® Teach. The school visits allowed participants to observe class work, interact with students and teachers, and witness first hand the palpable advantages that the implementation of ICT has provided to all its beneficiaries. Annex 3 provides a description of each school visit.

IV. Speakers

The forum commenced with a welcome speech by the President of the Philippines, H. E. Gloria Magapagal Arroyo. The President's speech was followed by words from the

Secretary of Education, The Honorable Jesli Lapus; the Chair of Fit-Ed, Ambassador Roberto Romulo; the *Charge d'affaires* of the Embassy of Japan, Minister Eiichi Oshima; and finished with keynote speeches from the then World Links Executive Director, Ms. Adriana Vilela; and Intel's Vice-President for Corporate Affairs, Mr. William Swope.

Speakers presenting in the plenary and open space dialogue sessions contributed a vast array of expertise gained through their own experience in implementing ICT in education efforts in the region as well as in other regions including Africa, Latin America and North America. Annex 2 provides a list of speakers and their titles. It is divided into two categories: Local and International.

V. Plenary Session Themes, Speakers and Evaluation

The plenary sessions aimed to inform participants about critical developments and trends in the field of ICT in education. There were a total of four Plenary Sessions at the Forum including:

- **Plenary Session 1:** “*What is 21st Century Skills?*” **Adriana Vilela**, Executive Director of World-links, USA.
- **Plenary Session 2:** “*Future Directions in Technology for Learning*”. **William Swope**, Corporate Vice-President and Director of Intel's Corporate Affairs Group.
- **Plenary Session 3:** “*1-to-1 e-Learning*”. **Mary Burns**, teacher, researcher, technology specialist and teacher professional development provider with the Education Development Center in the U.S. **Bruce Dixon**, president of the Anytime Anywhere Learning Foundation in Australia
- **Plenary Session 4:** “*Impact Evaluation*”. Robert Kozma, Emeritus Director and Principal Scientist at the Center for Technology in Learning at SRI International in the U.S.A.

Participants' Evaluation

Plenary Sessions	
1. Informativeness and effectiveness of presentation in increasing knowledge	30 respondents or 46% very satisfied 33 respondents or 51% satisfied 2 respondents or 3% no response
2. Time allowed for interaction and Q&A	19 respondents or 29% very satisfied 24 respondents or 52% satisfied 7 respondents or 11% neither satisfied nor dissatisfied 4 respondents or 6% dissatisfied 1 respondents or 2% did not answer question

VI. Open Space Dialogue Sessions Themes

Break out sessions were structured following an “Open Space Dialogue” methodology designed to facilitate participation from the audience and encourage extensive dialogue between presenters and participants. The sessions were designed to focus attention on the main issues considered to affect ICT into Education integration programs. These issues were organized along six themes or tracks, each of which was covered in their own session. This section provides the themes of the open space dialogue sessions with the topics covered, the policy issues that they were intended to address, the experts that spoke, and the evaluations that they received from participants.

Track 1: Educational Leadership

Topics:

- A. Competency Frameworks and Standards for Teachers, Students and Administrators
- B. Continuing Professional Development

Policy issues: developing a legal framework to validate new competency frameworks and standards for teachers and computer-based administrative work.

Speakers:

- Jose Marie Legaspi, *Learn.ph Foundation*
- Adriana Vilela, *World Links*
- Bruce Dixon, *Anytime Anywhere Learning Foundation*
- Patricia B. Arinto, *University of Philippines Open University*

Participants’ Evaluation

Track 1 (29 respondents) Educating Leadership	
1. Informativeness and effectiveness of presentation in increasing knowledge	9 respondents or 31% very satisfied 18 respondents or 62% satisfied 2 respondents or 7% neither satisfied nor dissatisfied.
2. Time allowed for interaction and Q&A	7 respondents or 24% very satisfied 14 respondents or 48% satisfied 3 respondents or 10% neither satisfied nor dissatisfied 5 respondents or 17% dissatisfied
3. Validity and relevance of policy issues and decision making recommendations for my country	9 respondents or 31% very satisfied 14 respondents or 48% satisfied 5 respondents or 17% neither satisfied nor dissatisfied 1 respondents or 3% dissatisfied

Track 2: Student-Centered Teaching and Assessment

Topics:

- A. Student-centered teaching methodologies implemented in countries; models for assessing the effectiveness of technology for learning; issues and challenges relating to Student-centered teaching and assessment.
- B. How 1-to-1 e-learning can address some of the problems relating to Student-centered teaching and assessment.

Policy issues: validating the use of ICT's in the educational process and obtaining credits and accreditations for on-line studies.

Speakers:

- Mary Burns, *Education Development Center*
- Richard Beckwith, *Intel*
- Eliada Gudza, *World Links*
- Hazel Acosta, *Ateneo de Davao University*

Participants' Evaluation

Track 2 (21 respondents) Student Centered Teaching and Learning	
1. Informativeness and effectiveness of presentation in increasing my knowledge:	15 respondents or 71% very satisfied, 4 respondents or 19% satisfied 2 respondents or 10% neither satisfied nor dissatisfied
2. Time allowed for interaction and Q&A	6 respondents or 29% very satisfied 11 respondents or 52% satisfied 2 respondents or 10% neither satisfied nor dissatisfied 2 respondents or 10% did not answer the question
3. Validity and relevance of policy issues and decision making recommendations for my country	12 respondents or 57% very satisfied 7 respondents or 33% satisfied 2 respondents or 10% neither satisfied nor dissatisfied

Track 3: Content Development

Topic: Development and adaptation of educational resources in different countries to address specific cultural and language issues.

Policy issues: how to fund, facilitate the development of and provide effective official distribution channels for these printed or digital materials.

Speakers:

- Suwat Suktrisul and Kamol Rodklai, *Thailand Ministry of Education*

- Tom Burns, *Intel*
- John Macasio, *Step Desk and IdeaCorp*
- Marian Coquia-Regidor, *B&M Global Services Manila, Inc.*

Participants' Evaluation

Track 3 (14 respondents) Content Development	
1. Informativeness and effectiveness of presentation in increasing knowledge	5 respondents or 36% very satisfied 8 respondents or 57% satisfied 1 respondents or 7% dissatisfied
2. Time allowed for interaction and Q&A	3 respondents or 21% very satisfied 9 respondents or 64% satisfied 1 respondents or 7% dissatisfied 1 respondents or 7% did not answer the question
3. Validity and relevance of policy issues and decision making recommendations for my country	4 respondents or 29% very satisfied 9 respondents or 64% satisfied 1 respondents or 7% dissatisfied

Track 4: Information Infrastructure and Connectivity

Topics:

- Universal access for schools
- Technology configurations (1-to-1, mobile, computer lab, etc.)
- Technical support

Policy issues: developing legislation on universal access and policies that enable schools to develop their own technical development plans, connectivity strategies and technical sustainability plans.

Speakers:

- Tilden Wu, *Intel*
- John Macasio, *Step Desk and IdeaCorp*
- Lee Thorn, *Jhai Foundation*

Participants' Evaluation

Track 4 (15 respondents) Information Infrastructure and Connectivity	
1. Informativeness and effectiveness of presentation in increasing knowledge	7 respondents or 47% very satisfied 6 respondents or 40% satisfied 2 respondents or 13% neither satisfied nor dissatisfied
2. Time allowed for interaction and Q&A	5 respondents or 33% very satisfied 6 respondents or 40% satisfied

	2 respondents or 13% neither satisfied nor dissatisfied 1 respondents or 7% dissatisfied 1 respondents or 7% did not answer the question
3. Validity and relevance of policy issues and decision making recommendations for my country	3 respondents or 23% very satisfied 8 respondents or 53% satisfied 2 respondents or 13% neither satisfied nor dissatisfied 1 respondents or 7% dissatisfied 1 respondents or 7% did not answer the question

Track 5: Financing, sustainability and Private Public Partnerships that work

Topics:

- A. Sustainability at the community/local level
- B. Alternative financing mechanisms
- C. How to build effective public-private partnerships at local, national and regional levels

Policy issues: creating legislation that enables schools to open school-based telecenters to their communities, and empowers schools to develop partnerships with local communities and the private sector.

Speakers:

- Luis Rodríguez, *World Links*
- Tanya Gipson-Nahman, *World Links*
- Barbara Phillip, *Academy for Educational Development*
- Guillermo Luz, *Ayala Foundation*

Participants' Evaluation

<i>Track 5 (29 respondents) Financing, Sustainability and Public Partnerships that work</i>	
1. Informativeness and effectiveness of presentation in increasing knowledge	16 respondents or 53% very satisfied 14 respondents or 47% satisfied
2. Time allowed for interaction and Q&A	6 respondents or 20% very satisfied 11 respondents or 37% satisfied 2 respondents or 7% neither satisfied nor dissatisfied 9 respondents or 30% dissatisfied 2 respondents or 7% did not answer the question
3. Validity and relevance of policy	12 respondents or 40% very satisfied

issues and decision making recommendations for my country	10 respondents or 33% satisfied 3 respondents or 10% neither satisfied nor dissatisfied 1 respondents or 3% dissatisfied 4 respondents or 13% did not answer the question
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Track 6: Impact Evaluation

Topic: How to identify and determine important indicators and benchmarks to measure progress and impact.

Policy issues: shifting from the concept of evaluation to “Quality Assurance” in order to have implementers using evaluation principles from the on-set and not as a last minute remedial tool.

Speakers:

- Robert Kozma, *Independent Consultant*
- Mary Burns, *Education Development Center*

Participants’ Evaluation

Track 6 (19 respondents) Impact Evaluation	
1. Informativeness and effectiveness of presentation in increasing knowledge	13 respondents or 68% very satisfied 6 respondents or 32% satisfied
2. Time allowed for interaction and Q&A	12 respondents or 63% very satisfied 6 respondents or 32% satisfied 1 respondents or 5% neither satisfied nor dissatisfied
3. Validity and relevance of policy issues and decision making recommendations for my country	11 respondents or 58% very satisfied 8 respondents or 42% satisfied

VII. Networking Sessions: Poster Presentations, and Discussion Tables

In addition to Open Space Dialogue sessions, participants were provided with opportunities to discuss and exchange ideas amongst themselves in order to compare experiences, identify opportunities for collaboration and eventually flesh out regional/sub-regional programs and activities that could provide economies of scale for labor intensive and/or other activities involving massive deployment of technology.

A series of poster presentations were exhibited in order to provide all participants with exposure to new innovations and current practices utilized by other organizations. Representatives of these organizations conducted in-depth roundtable discussions of their

programs which were considered to be of high value for the region, given their successes in other regional contexts.

The projects represented in the poster sessions were as follows:

- **eSkwela:** The **eSkwela** Project is a flagship project of the Commission on Information and Communications Technology (CICT), through its Human Capital Development Group (HCDG). It provides out-of-school youth and adults in the country with opportunities for attaining basic education competence and life skills through an ICT-enabled environment. Community-based e-Learning Centers or eSkwelas were established in four (4) major areas around the country that serve as venues where out-of-school learners and other community members can learn new skills and competencies, review for the Accreditation and Equivalency (A&E) Exam for the Department of Education's Bureau of Alternative Learning System (BALS), and help prepare learners to rejoin the formal school system.

- **Intel Teach Philippines:** The Communities of Learning Approach that was implemented in the Philippines under the Intel® Teach Program began in 2005. It showcased different models of networking and collaboration that have formed within the Intel® Teach communities and networks. This approach was adopted to ensure the sustainability and institutionalization of effective methods of technology integration in the Philippine's basic education curriculum and system.

- **International Education and Research Network (iEARN):** iEARN is the world's largest non-profit global network that enables teachers and young people to use the Internet and other new technologies, as well as collaborate on projects that both enhance learning and make a difference in the world. It is a non-profit organization made up of over 20,000 schools and youth organizations in more than 115 countries. iEARN empowers teachers and young people to work together online using the Internet and other new communication technologies. Over one million students each day are engaged in collaborative project work worldwide. Since 1988, iEARN has pioneered on-line school linkages to enable students to engage in meaningful educational projects with peers in their countries and around the world.

- **Jhai Foundation:** The Jhai Foundation demonstrated its Jhai Computer 2.0. The Jhai Computer 2.0 is a very affordable, low power information and communications technology system that is designed to be both a village server (especially when electricity and internet are lost) and a stand-alone computer. It uses an open source operating system, Linux, and can run on car batteries as well as bicycle power. The Jhai Computer 2.0 is designed to be produced locally by local assembly companies, increasing its attractiveness as a remote ICT solution for developing countries.

- **Room to Read:** Room to Read partners with local communities throughout the developing world to establish schools, libraries, and other educational infrastructure, including computer and language labs. It seeks to intervene early in the lives of children in the belief that education is a lifelong gift that empowers people to ultimately improve socioeconomic conditions for their families, communities, countries, and future generations. Through the opportunities that only an education can provide, Room to Read strives to break the cycle of poverty, one child at a time.

- **Smart Schools Program:** SMART focuses on teacher training to promote ICT in education via the Smart Schools Program. It is able to sustain the training component of its Smart Schools Program by deploying its nationwide network of school partners under sister project Smart Wireless Engineering Education Program (SWEEP). With the Smart Schools Program and SWEEP, Smart is 'broad-banding' education throughout the Philippines in an innovative way.

- **UP Open University Masters Program for Distance Education:** Large scale, sustainable, and institutionalized teacher training programs on technology integration have yet to be realized in the Philippines. Training on basic computer skills for teachers in order to increase productivity and efficiency is important. But this needs to be followed up with training on topics such as instructional strategies using technology, and managing technological change within schools. The University of the Philippines (UP) Open University has tried to address this gap through involvement in workshops for teachers, but the odd seminar is often insufficient training, and there is a need for a more programmatic approach to capacity building. The Master of Distance Education was approved by the University of the Philippines in 2007, with students currently in their first semester of study.

- **College of Education, MSU – IIT Open:** The Mindanao State University – Iligan Institute of Technology shared how the College of Education was able to transform their pre-service education curriculum by integrating the design and use of technology-enhanced strategies into daily teaching practices.

- **Step Desk and IdeaCorp:** Open content development equalizes the opportunity to freely acquire and share knowledge. The i-schools' Web Board is an open content licensed project to jumpstart on-line learning services in basic secondary education. The aim is to use the available Internet services to support instruction and learning.

- **Sri Lanka Ministry of Education:** The Sri Lankan Ministry of Education presented a highly effective poster series focusing on the following:

1. ICT Education Policy
2. The Content development process
3. Connectivity and Accessibility Related to SchoolNet and the E-Village initiative

-**World Links' Our Village:** Our Village is an online collaboration and networking tool currently being used by participating countries of World Links' ASEAN SchoolNet Project. It features a resource center where teacher-members can share the local content they are using in their classrooms and a collaboration center where members can join the discussion of issues relevant to ICT integration into education. In order to promote tele-collaboration, the Projects' page also features ongoing projects designed and utilized by World Links schools.

Participants Evaluation

Network Sessions (54 respondents)	
I. Informativeness and effectiveness of presentation in increasing knowledge	22 respondents or 41% very satisfied 29 respondents or 54% satisfied 3 respondents or 6% neither satisfied nor dissatisfied

II. Time allowed for interaction and Q&A	15 respondents or 28% very satisfied 33 respondents or 61% satisfied 5 respondents or 9% neither satisfied nor dissatisfied 1 respondents or 2% dissatisfied
III. Possibilities for exploring opportunities and potential partnerships with other colleagues.	18 respondents or 33% very satisfied 24 respondents or 44% satisfied 12 respondents or 22% neither satisfied nor dissatisfied

VIII. Policy-Related Recommendations Associated with Forum Themes

The plenary and networking sessions (i.e., poster sessions and round table discussions) certainly served to inform and stimulate the discussion on the topics and themes that the Policy Forum covered. However, it was the open space dialogue sessions that were the primary source of the recommendations that the Forum and its participants produced. Consequently, recommendations are organized according to the themes of the open space dialogue sessions. Collateral issues that participants identified and focused upon during the discussions in each open space dialogue session and that were the basis of its recommendations precede each recommendation.

Leadership Education

Issues: Resources are limited and governments do not know where to begin. Governments feel “pressured” by a vast array of offers and proposals from vendors, partners and donor agencies with no criteria to make “informed and rational decisions” leading to “rational” choices. What are the investment priorities? How do governments prevent an ICT development program from being changed by new administrations?

Recommendation: Develop ICT integration into education strategies in collaboration with a large set of stakeholders from the civil society. Reach consensus about steps, priorities and phases of the process, building synergies with different partners to share resources, gain additional resources, and carry the vision and the plan through changes of administrations.

Issue: Countries find themselves confronted with the problem of having meager resources to educate excessive numbers of students in ICT use and train a large number of teachers in strategies to integrate ICT into the educational processes.

Recommendation: Part of a government ICT Strategy must be to provide information on the different methods that are affordable and sustainable for addressing Teacher Professional Development, e.g., online courses, cascade trainings, etc.

Issue: There is a lack of universal common standards for teacher professional development on ICT in Education.

Recommendation: Make a decision on standards to be adopted for future teacher professional development relating to ICT in Education programs. These standards could be adopted from international standards already in existence (ISTE or UNESCO, for example).

Issue: There are a lack of incentives and motivation to retain teachers after they have been trained. Thus, many trained teachers move to better paying jobs elsewhere.

Recommendation: Develop aggressive teacher motivation and incentive policies in order to guarantee teacher retention after they receive ICT training.

Student Centered Teaching and Assessment

Issues: There is a need to incorporate new approaches that will better respond to the needs of society in the 21st century. Curricula in existence do not reflect or address student-centered learning policies and strategies and seldom include the development of 21st century skills.

Recommendations: Develop awareness building programs aimed at civil society and education sector decision makers and leaders that will educate them on student centered methodologies and their benefits for the development of the country's future workforce. Introduce language in existing curricula that will foster and support the adoption of student centered methodology in education practices. Develop strategies that are realistic, and outline a step-by-step process leading to the adoption of student-oriented methodologies and development of 21st century skills within the education system.

Issue: Overloaded curricula in overcrowded classrooms with scarce resources do not contribute to developing an environment conducive to the incorporation of student-centered learning methodologies in classrooms. Teachers are not supported by the system when they try to implement student-centered methodologies into their teaching practices, leading to teacher apathy and discontinuation of these practices.

Recommendation: Government efforts to endorse the use of student-centered methodologies in education systems should address the need for education leaders, especially principals, to become aware that they should create school environments that allow for the introduction of student-centered methodologies. Principals can attend workshops that teach them how to address this particular topic. Governments should also create a system of incentives for teachers to adopt these innovative methodologies.

Content Development

Issue: There is little digital content in local languages that is appropriate and relevant to the needs and cultural aspects of potential users.

Recommendation: Develop policies that encourage and support initiatives to tackle the issue of digital content development at national and local levels.

Issue: There is a lack of competency and expertise to develop digital content in local languages that is culturally sensitive and appropriate to respond to the needs of target populations.

Recommendation: Foster policies that encourage and support the development of competencies in human resources to address the issue of digital content development at national and local levels.

Furthermore, before developing relevant digital materials, a strategic plan must be developed that will:

1. Assess the needs for these materials;
2. Define the framework in which these materials will be developed (cultural and linguistic contexts);
3. Research other materials already in existence that could respond to identified needs after translation and adaptation;
4. Research and select the technology support that will be used to deliver contents in a cost-effective manner.

Issue: Teachers are not motivated or trained to use digital material in their teaching practices or to create it with their students.

Recommendation: Define development processes that will include teachers as active participants to develop, test and validate digital contents and materials.

Issue: Intellectual property is not respected, resulting in an environment that is non-conducive to the development of new and relevant digital material for education.

Recommendation: Develop policies that will endorse respect for intellectual property legislation in existence and strengthen intellectual property rights.

Information infrastructure and connectivity

Issue: Connectivity is driven by donor inputs and interest instead of being driven by objective assessments of the connectivity needs of beneficiaries. Donors funding connectivity projects focus on “the lower hanging fruit” and tend to begin implementation in the areas that are easier to cover. Thus, when the project is in full implementation mode, harder areas tend to be left uncovered. Donor communities still tend to fund individual projects instead of funding broader network infrastructure which would create connectivity solutions for larger network sites and economies of scale.

Recommendation: Seek economies of scale by prioritizing projects that involve the construction of connectivity solutions for populations beyond the ones strictly served by the actual project to be implemented. Engage in discussions with donors to try to match donors’ interests with country’s needs.

Issue: The connectivity gap is growing within countries (richer sectors of the population have more access to better connectivity) and between developing and developed nations.

Recommendation: Before making decisions on connectivity solutions for a project, determine carefully who is going to be connected, where they are geographically, the difficulty of providing access, and the right mix of connectivity solutions that will best serve the entire population under consideration.

Issue: The regulatory environments in developing countries are still conservative by nature and do not foster creative connectivity solutions for underserved populations.

Recommendation: Advocates and promoters of connectivity for underserved populations should work with policymakers at all levels to develop policies that will foster creative and innovative connectivity solutions for all sectors of the population.

Financing, Sustainability, and Public Partnerships that work

Issue: Educational decision makers are more inclined to accept funding from donor organizations on the terms of the donor, rather than to discuss and analyze the adequacy of the proposed funding to address pre-identified needs and programs.

Recommendation: Engage in discussions with donors to try to match donors' interests with schools' needs.

Issue: Leadership in educational environments still expects that funding for education projects must be generated by the public sector. Thus, the level of awareness of educational leadership, mainly at the school level, about alternative sources of funding is critical to ensure a better mind-set around potential partnerships with other sectors for pursuing funding and support for school-based initiatives.

Recommendation: Develop policies for the education system that will encourage initiative and entrepreneurship and foster partnerships with other elements of civil society, particularly private sector enterprises.

Issue: There is still a widespread notion within the educational community that full subsidies are always preferable to a fee structure to pay for the services provided.

Recommendation: Develop a sustainability plan which seeks out community involvement to create a constituency around it that will endorse and support the plan throughout its varying stages.

Issue: School-based telecenters (SBT) are created as a hasty and unorganized response to address the need for funding to support school computer lab operations. However there is rarely a business plan associated with the development and operation of these facilities.

Recommendation: Before creating an SBT, develop a sound business plan that incorporates the selection of technology solutions appropriate to local conditions, potential partnerships, and a good management. Some organizations, such as World Links, have developed comprehensive models to create School Based Telecenters.

Issue: Revenue-oriented projects created by schools tend to be planned and implemented by schools, with a school-centered viewpoint. Parents are normally used as the first line of response for the local funding needs of the school, by simply being requested to provide funds for a multitude of usually small-scale and necessary activities (e.g., books, material, extra-curricular activities, etc.). No support is sought from the wider, surrounding community.

Recommendation: As a first step before pursuing funding for a school, prepare a sound plan that explores opportunities within the surrounding community and develop a business plan that responds to the local characteristics that are identified.

Impact Evaluation

Issue: Evaluation is not always planned during the design phase of an intervention program. Thus, it comes as an add-on activity trying to measure characteristics that were not tracked from the onset of the project.

Recommendation: All intervention programs should be designed to include an impact evaluation, and their implementation should begin with a baseline evaluation.

Issue: There generally is no clarity on the types of outcomes that need to be measured in relation to ICT use. Typically, the tendency is to measure outcomes such as increases in literacy and numeracy as a result of ICT interventions, but there is a growing belief that we are measuring the wrong type of outcomes. There may be other type of indicators, such as the adoption of ICT and an increase in the population of users within the system, that would better serve the goal of evaluating the impact of ICT in education programs.

Recommendation: Conduct/use attitude surveys (teachers' and students' attitude and behavior towards technology).

Issue: There is a lack of support from the administrative level in general. Evaluation is not really understood and is often carried out just to comply with external requests. Selection of indicators also remains a problematic issue due to a lack of experience and guidance from local education staffs in charge of evaluation processes.

Recommendation: Disseminate results widely and proactively, especially by conducting educational awareness activities directed at decision makers (school principals, administrators, etc.). Articulate results in a way that clearly illustrates the impact of a given program in the school setting where it was implemented

Issue: Evaluation programs tend to be narrowly focused precluding the potential for an evaluator to address real life situations which are wider in scope and more complex in nature.

Recommendation: Conduct holistic/comprehensive impact evaluation activities designing them within a broader context and not just to measure narrowly focused outcomes that usually serve statistical reporting requirements. Impact evaluations need to provide the context of the program being evaluated, reflect the experiences of those involved in its implementation, and document the processes used.

IX. Participant Desires and Next steps

During the afternoon of the second and final day of the Policy Forum, sessions and discussions were oriented towards fostering dialogue among participating delegations in order to flesh out ideas and plan for future activities.

It was clear, however, that the time allocated for this process was not long enough to allow the delegations to produce coherent ideas about future activities and to establish well-honed strategies or action plans. Nevertheless, the process revealed three critical values and objectives that linked the participants:

- *The notion of “community” that linked all participants:* Regardless of their country of origin, participants felt part of a cohesive community, simply identified as the community of individuals and/or groups committed to and deeply involved in the goal of getting the education system as a whole (in their respective countries and in the Asian region) to integrate the use of ICT into education. In addition, they viewed ICT not just as an enabling technology, but also as an agent of change, capable of transforming education to produce a new kind of youth, better prepared and better equipped to confront the challenges that are being presented to them and their societies by the 21st Century. This notion of better preparedness not only addresses technical skills, but also equates to stronger ethical and moral values, environmental awareness, and a global outlook that would allow youth to eventually contribute to the global community.
- *The desire for “continuation,” that was shared unanimously by all participants:* Participants conveyed not only the need for an ongoing process that could structure this community, but also the capability to facilitate these emerging dialogues and the development of the vast range of very valuable ideas that were outlined during the Forum. Participants were also keen to maintain the “nurturing environment” created during the two days of the Forum. Preserving this nurturing environment could serve as a means of motivating participants to maintain the momentum in their own countries to improve policy conditions for ICT in education, and as an element of support for their activities.
- *The notion of “common goals” that pertain to the community as a whole:* Participants identified common goals that they all shared regardless of their country of origin. In relation to these common goals, each country could be classified at a different level of accomplishment. Nevertheless, it was clear that these common goals could constitute the basis of an “Agenda for Emerging Asia” that would become the guiding document to implement ICT integration policies and activities in each of the individual countries or a group of countries in a particular sub-region.

With this backdrop in mind, individual expressions of their desire for next steps and the next steps they intended to take upon return to their home countries were:

- *“Just keep us connected to this community!”*
- *“After this Forum, I would like to see greater clarity on the roles of ICT in re-defining educational strategies.”*
- *“We should convey this vision to our policy makers.”*
- *“Use talented people and better practices in successful pilot programs as engines for other programs, thus universalizing the process.”*

- *“Promote incentives for teachers for them to become more involved in ICT use in their educational practices.”*
- *“Organize thoughts and build an “Agenda” by combining the community of practice in our countries.”*
- *“Organize donor offers and create “policy environments” conducive to different kinds of donor assistance aimed at achieving the goals of this agenda.”*
- *“Mobilize resources and networking to address sustainability of ICT in schools.”*
- *“Participate in more forums and seminars that will enhance leadership and capacity building potential for teacher training”*
- *“Implement student-centered learning approaches and begin planning for long-term strategies to prepare schools for the 21st century.”*

Highlights of “draft action plans” and next steps by some delegations included:

Philippines:

- Reach outside of the culture and explore “the possibilities” in terms of policies and activities related to ICT integration into education.
- Employ better and more creative monitoring of use and impact assessments for ICT in educational systems to seek new processes and outcome indicators.
- Develop resource mobilization strategies.

India:

- Engage the National Knowledge Commission to develop policies and make recommendations for ICT integration strategies in education.
- Mobilize civil society to support curriculum reforms.
- Develop strategies to engage and encourage partnerships with the private sector.

Cambodia:

- The development of a long-term plan to create and foster a better environment for ICT in the Educational system (in particular through the “Agenda for Emerging Asia”) is conducive to achieving the overall goals identified at this Forum for integrating ICT into education.

X. The Common Goals and Crafting a Potential “Agenda for Emerging Asia”

Although the concept was not fully developed, a potential “Agenda for Emerging Asia” on ICT integration into education was outlined by describing the main issues it would address

and the processes that would be implemented to address those issues. These issues and processes are described by category below:

- **Teachers** – Teachers should be the highest priority, and there is an urgency to address their weaknesses. We need to train teachers, educate them, upgrade their skills, and expand their vision and understanding of the world in order to enhance the quality of education in Asia.
- **Computers/Technology** – In planning technology deployments, we need to design ICT-infused environments that are appropriate for users. In this context, technology should be considered a tool and should not be driving the process of determining its appropriate use by imposing technological options that do not necessarily coincide with the needs, abilities and conditions that exist in the areas where it is being deployed. Instead, technology should be perceived as versatile and considered a response to assessed needs. In the educational context, technology should be considered as a tool to change pedagogical practices that will foster the development of “21st. Century Skills in students, apart from giving students computer skills.
- **Administrators** – We must re-orient administrators within educational systems to enable them to support and sustain appropriate ICT integration processes into education in their administrative plans. This should be achieved by providing orientations on ICT integration and its benefits to educational administrators.
- **Sustainability** – It will be necessary to educate civil society at large and the private sector about the far-reaching benefits of ICT integration into education. We will need to develop and disseminate appropriate models of education that will be targeted for specific environments in regions, sub-regions, and individual countries.

In a nutshell, the proposed “Agenda for Emerging Asia” could be described as a process that will: 1) Educate teachers now; 2) Develop processes for the installation of appropriate hardware; and 3) Determine sustainability strategies for the future.

As a first step towards developing the “Agenda for Emerging Asia” and also maintaining the momentum created by the Forum, delegates from the participating countries require a means to continue the dialogue and discussion begun at the Forum. At the moment, on-line communications is probably the most effective method. Participants agreed that the My Digital Country portal (<http://www.mydigitalcountry.com/>) currently being developed by Intel and IDC could be an appropriate platform for continuing on-line communications and discussions with and between the country delegates to help craft a potential “Agenda for Emerging Asia”. The My Digital Country portal is expected to be launched in November 2007. In the interim, the World Bank Institute will be establishing a listserv that can be used to continue discussions

XI. Participants’ Additional Comments and Overall Evaluation

Seventy-seven evaluation forms were completed and returned by participants. Out of these, 60% expressed that they were “very satisfied” with the overall conference and the remaining 40% responded that they were “satisfied”. Sixty percent of respondents, however, expressed

that “there was not enough time allocated during the sessions for discussions, questions, answers and interaction in general.”

There was unanimous satisfaction and appreciation about the quality of presentations and presenters (100% of respondents), and 40% expressed satisfaction with the technological solutions presented during the poster and discussion sessions at the Forum.

Finally, 40% of respondents requested “more exposure” to similar types of policy events and suggested that they should be organized on at least a yearly basis.

The following comments highlight participants’ requests and responses:

- *“The types of ideas conveyed throughout the discussions were mind opening ideas.”*
- *“The need to continue this on ongoing basis via electronic media.”*
- *“The need to develop a common agenda and position to present a united front to the donor community.”*
- *“The need to pursue the potential(s) pointed out in the event, in relation to the impact of using ICT in education.”*
- *“To have other events like this one, regional and/or sub-regional.”*
- *“To implement follow-up activities that would ensure ongoing dialogue and action after we go home, so these efforts do not go to the waste.”*

XII. Conclusions

There was one significant consensus at the Asia Policy Forum on Integrating ICT into Education. The group collectively felt a strong need for similar types of events in the region that promoted dialogue on ICT into Education policy on a regular basis. In addition, the development of common goals and a potential ICT in Education “Agenda for Emerging Asia” indicates that the delegations felt that all countries in the region should work towards creating a common strategy to achieve “ICT Integration into Education”. However, in this context, they also felt that technology should be regarded not only as a sophisticated tool, but also as a tool to facilitate profound changes in the attitudes and behavior of the community. Furthermore, to create the common strategy, participants felt that it would be of outmost importance not to lose the momentum generated by this event. The region needs to develop a common identity in relation to the relevant issues and implement changes that address those issues cohesively and efficiently to produce conditions that are conducive to meeting the challenges of the 21st Century. Consequently, it is extremely important to create conditions for continuing the process through differing and complementary strategies to establish and maintain the “movement” that the educational community requires. These strategies should not only utilize different media (distance, sub-regional, and country-level workshops, but also identify and recruit champions from the donor community. Any organization that recognizes this challenge and adopts it would make a major contribution to the transformation of education in Asia!

ANNEX 1: Forum Agenda

DAY 1: 19 September 2007

Registration (8:00 – 9:00)

Welcome Remarks (9:00 – 9:30)

Mr. Roberto R. Romulo, *Chairman of the Foundation for Information Technology Education and Development*

Minister Eiichi Oshima, *Chargé d'Affaires, A.I., Embassy of Japan*

Hon. Jesli Lapus, *Philippine Secretary of Education*

Plenary Presentation I: 21st Century Learning: Addressing the relationship between new cognition paradigms and the demands of the knowledge economy (9:30 – 10:00)

Adriana Vilela, *World Links Executive Director*

Keynote Speech (10:00 – 10:20)

H.E. Gloria Macapagal Arroyo, *President of the Republic of the Philippines*
to be introduced by *Secretary Jesli Lapus*

Snack Break (10:20 – 11:00)

Plenary Presentation II: Technology in Education: Towards Innovative Learning (11:00 – 11:30)

Mr. William Swope, *Corporate Vice President for Corporate Affairs of the Intel Corporation*

Open Space Introduction and Dynamics (11:30 – 12:00)

Luis Rodriguez, *World Links Senior Advisor*
Adriana Vilela, *World Links Executive Director*

Explaining the objectives, agenda, and methodology of breakout sessions and networking sessions. An Action Plan template will be provided for participants to fill up as they participate in the different sessions.

Lunch Break (12:00 - 13:30)

Open space dialogue sessions I (13:30 – 15:30)

Track 1: Leadership Education

Leadership vision for successful ICT integration. Policymakers awareness.
Change management. Teacher professional development.

Speakers

Jose Marie Legaspi, *Learn.ph Foundation*

Adriana Vilela, *World Links*

Bruce Dixon, *Anytime Anywhere Learning Foundation*

Patricia B. Arinto, *University of the Philippines - Open University*
Moderator: Victoria L. Tinio, *World Links*

Track 2: Student-Centered Teaching and Assessment

Student-centered teaching methodologies implemented in countries.
Modalities for assessing the effectiveness of technology for learning.

Speakers

Mary Burns, *Education Development Center*
Richard Beckwith, *Intel*
Eliada Gudza, *World Links*
Hazel Acosta, *Ateneo de Davao University*

Moderator: Merle C. Tan, *University of the Philippines National Institute for Science and Mathematics Education Development*

Track 3: Content Development

Development and adaptation of educational resources in different countries addressing specific cultural and language issues. Open content. Legal issues in content development and sharing.

Speakers

Suwat Suktrisul and Kamol Rodklai, *Thailand Ministry of Education*
Tom Burns, *Intel*
John Macasio, *Step Desk and IdeaCorp*
Marian Coquia-Regidor, *B&M Global Services Manila, Inc.*

Moderator: Emmanuel C. Lallana, *IdeaCorp*

Networking Session I: Poster Presentations and Demonstrations (15:30 – 16:15; snacks to be served)

For a description of posters and demonstrations, please see separate sheet.

Networking Session II: Table Discussions (16:15 – 17:30)

Exhibitors will host table discussions to enable in-depth dialogue with participants.

Welcome Dinner sponsored by Smart Communications, Inc. (19:00 – 21:30)

Presentation of Smart Communications, Inc. and World Links Videos

DAY 2: 20 September 2007

Setting the Goals for the Day (8:00 – 8:30)

Staff present summary of main issues identified on the previous day and set the goals of the morning and afternoon sessions

Plenary Presentation III: One to One e-Learning: A future for education (8:30 – 9:30)

Mary Burns, *Education Development Center*
Bruce Dixon, *Anytime Anywhere Learning Foundation*

Plenary Presentation IV: Impact Evaluation (9:30 – 10:30)

Robert Kozma, *Independent Consultant*

Snack Break (10:30 – 10:45)

Open space dialogue sessions II (10:45 – 12:45)

Track 4: Information Infrastructure and Connectivity

Universal access for schools. Enterprise architecture. Technology systems and configurations (one-to-one, mobile, lab, etc.). Connectivity strategies.

Speakers

Tilden Wu, *Intel*
John Macasio, *Step Desk and IdeaCorp*
Lee Thorn, *Jhai Foundation*

Moderator: Emmanuel C. Lallana, *IdeaCorp*

Track 5: Financing, Sustainability & Private Public Partnerships that work

Sustainability at the community/local level. Telecenters. Alternative financing mechanisms. Public-private partnerships at local, national, and regional levels.

Speakers

Luis Rodríguez, *World Links*
Tanya Gipson-Nahman, *World Links*
Barbara Phillip, *Academy for Educational Development*
Guillermo Luz, *Ayala Foundation*

Moderator: Yvonne Garcia-Flores, *Intel*

Track 6: Impact Evaluation

Evaluating ICT integration programs. How to identify and establish the most appropriate indicators and benchmarks to measure progress and impact.

Speakers

Robert Kozma, *Independent Consultant*
Mary Burns, *Education Development Center*

Moderator: Patricia B. Arinto, *University of the Philippines – Open University*

Lunch Break (12:45 – 14:15)

Open space dialogue sessions III: By regional clusters (14:15 – 15:45)

To allow each country in the clusters identified for this exercise to find synergies with other countries in the cluster in order to establish future collaborations when drafting their own action plans, which could eventually lead to a more regional type of plan in the future. Countries could also showcase success and achievements in their own plans. These sessions may also be useful to build regional support and communication networks between countries.

Networking Session III: Table Discussions (15:45 – 16:45)

Clusters of countries will have the opportunity to discuss technology solutions appropriate to their regions with solutions providers.

Reporting Out (16:45 – 18:00)

Concrete strategies and recommendations are brought to plenary for action

Closing Session: Addressing next steps (18:00 – 18:30)

Ronald Kim, *Knowledge for Development Program of the World Bank Institute*
World Links Final Report

**Post-Forum Activities
21 September 2007**

World Links Southeast Asia Meeting

Forum participants involved in who also work in World Links country programs in Southeast Asia will have an all-day planning meeting also at the Crown Plaza Hotel.

Field visits to schools (Optional. From 8:00 to 16:00)

A field visit to schools in and around Metro Manila that are implementing the World Links Program and Intel Teach will be offered to other Forum participants. During the school visits, participants will have the opportunity to observe class work and interact with students, teachers, and school administrators.

Ateneo de Manila High School

A Jesuit-run high school for boys, this school is one of the beneficiaries of the World Links Philippines program. The school's teaching philosophy and ICT policies will be discussed. Teachers will share their experiences in implementing Online Treasure Hunts, WebQuests, and telecollaborative learning projects.

Muntinlupa Elementary School

A public elementary school, which is one of the pilot schools of the Intel 1:1 e-Learning Pilot Project with Classmate PCs. The use of the Classmate PC for classroom instruction will be demonstrated.

ANNEX 2: List of Speakers

The list of speakers below includes titles and is divided into two categories: Local and International. Speakers in each category are presented in alphabetical order.

Local speakers:

- **Hazel Acosta**, Head of the Education Department at the Ateneo de Davao University in Davao City.
- **Patricia Arinto**, Associate Professor and Head of the Instructional Materials unit in the University of Philippines Open University (UPOU).
- **Marian Coquia-Regidor**, Intellectual Property Lawyer and Global Knowledge officer for IP with Baker & McKenzie's shared services subsidiary, B& M Global Services Manila, Inc.
- **Jose Maria Legaspi**, president of the Learn.ph Foundation, Inc.
- **Guillermo Luz**, Executive Vice-President of the Ayala Foundation.
- **John Macasio**, Administrator for Step-Desk at the People Digital Empowerment project and Chief Technologist of IdeaCorp in the Philippines.

International Speakers:

- **Richard Beckwith**, Developmental Psychologist with Intel Research.
- **Mary Burns**, teacher, researcher, technology specialist and teacher professional development provider with the Education Development Center in the U.S.A.
- **Tom Burns**, Director for the Content/Service pillar of Intel's World Ahead Program.
- **Bruce Dixon**, President of the Anytime Anywhere Learning Foundation in Australia.
- **Tanya Gipson-Nahman**, Child Development psychologist at the University of Oregon and Peace Corps volunteer for ICT and education in the Dominican Republic.
- **Eliada Gudza**, Director of the World-Links Zimbabwe Trust.
- **Barbara Fillip**, Evaluation and Communication Specialist for the Academy for Educational Development in Washington DC, U.S.A.
- **Robert Kozma**, Emeritus Director and principal scientist at the Center for Technology in Learning at SRI International in the U.S.A.
- Kamol Rodklai, *Thailand Ministry of Education*
- **Luis I. Rodríguez**, ICT in education specialist and former Director of ICT and Development Programs for the US Agency for International Development (USAID).
- Suwat Suktrisul, *Thailand Ministry of Education*
- **William Swope**, Corporate Vice-President and General Manager of Intel Corporation's Corporate Affairs Group.
- **Lee Thorn**, ICT and Development strategist and Chairman of the Jhai Foundation, U.S.A.
- **Adriana Vilela**, Executive Director of World-links, USA.
- **Tilden Wu**, Asia-Pacific Policy and Programs Manager for the Education Sector at Intel Corporation.

ANNEX 3: Description of Field Visits to Schools

The participants and delegates from the Forum whose presence was not required at the World Links Coordinator's meeting on September 21st, the day following the Forum, embarked on field visits to two schools in and around Metro Manila. The first school, Ateneo de Manila High School was implementing the World Links' program, and the second school, Muntinlupa Elementary School, was utilizing Intel® Teach. During the school visits, participants had the opportunity to observe class work and interact with students, teachers and school administrators.

Ateneo de Manila High School

Ateneo de Manila High School, a Jesuit high school for boys located in northern Manila, was the first school that the participants visited. The school's Principal gave the participants a tour through the school and the computer lab. Next, participants were taken into one of the schools auditoriums where three different instructors demonstrated the IT techniques and projects used by the teachers and students in their classrooms. These included demonstrations about activities that they had integrated into their course curriculums. The activities included an online Treasure Hunt, a Web-quest and an online creative writing competition demonstrated by an English teacher. Following the demonstrations, the instructors answered questions from the visiting participants about the functionality, progress and pro's and con's that they had experienced while integrating IT work into their classrooms.

Muntinlupa Elementary School

The second school visit was to Muntinlupa Elementary School located in southern Manila. In the school's boardroom, the Principal and other administrators spoke to participants about the fantastic advantages that Intel's 1 to 1 e-Learning Pilot Project with Classmate PC's has provided to the school, it's teachers and students. Following a question and answer session about the program, the participants were taken to the computer lab where all the computer-based portions of courses are held. In the classroom where each student was assigned to his/her own Classmate PC, a teacher demonstrated a science class using PC's. Participants spoke with both the students and the teacher during and after the demonstration. The students seemed to know how to use the computers, and all of the students seemed eager to participate in the interactive class work.

The school visits seemed to be a very enriching experience for all of the participants. The opportunity to witness the benefits and difficulties of IT integration first-hand in the field provided many of the participants with new or additional insight and potential ability to make more effective contributions in the field.