DIGITAL RESILIENCE
EMPOWERING YOUTH ONLINE

Phase I  APAC Region

Andrea Gerosa - andrea@thinkyoung.eu

Conference on Digital Citizenship Education in Asia-Pacific
Bangkok, Thailand.
is the first think tank that focuses on young people. It was founded in 2007 and has expanded to have offices in Brussels, Geneva, Madrid and Hong Kong.

It is a not-for-profit organization, with the aim of making the world a better place for young people, by involving them in decision making processes and by providing decision makers with high quality research on key issues affecting young people.
Background and Study Rationale

Young people as an “always on generation”. The internet as a tool for educational and social participation, with the use of technologies becoming a deep-rooted infrastructure of everyday life.

Raises questions of how best to keep children safe when online but also free to access and to benefit from the opportunities available.

Therefore decided to base the premise on the idea that “Safety must sit alongside, and be integrated with, a broader range of considerations, including promoting a positive uptake of online opportunities” (Davies, 2011).
How to move away from the apparent tension between advocates of online child protection and freedom of expression?

How to move beyond the prevalent viewpoint that risks and opportunities when online are in opposition?

As a result, more evidence is needed with regards to:

The instruments used by digitally resilient young people in responding to risky online content

The role of digital resilience in positively impacting children’s online engagement
Methodology

Targeted children and young people between the ages of 9-18 in two parts:

1. Directly to respondents above the age of 16

2. With the consent of parents for children aged between 9-16 years

500 Respondents per country

2600 answers in total
Define what type of characteristics are most fundamental to the *digitally resilient young person*

Establish a novel approach for measuring *digital resilience*

Shed light on how *media skills and digital literacies* improve levels of resilience, and what types of responses to risk are employed by technologically advanced young people
Defining Digital Resilience

*Preventive resilience* as the ability to understand and be aware of potential for harm as well as being able to effectively self-regulate media usage.

*Reactive resilience* as the ability to deal with negative experiences online, tackle adverse situations and experiences in a problem-focussed manner, and turn negative emotions into positive (or neutral) feelings.
The young person understands the potential for risk when online.

The young person safely and critically engages with online content, adopts problem solving and decision making skills when facing online risk, and is able to effectively self-regulate media usage.

The young person can prevent and respond to risk through the use of digital skills and media literacies.

The young person is willing to communicate with people when faced with a risky, upsetting or potentially dangerous situation online.
How to Empirically Grasp This?

Asked young people (9-18) their awareness of online risks their strategies to prevent and respond to them

<table>
<thead>
<tr>
<th>Instrumental</th>
<th>Unwanted disturbing content</th>
<th>Disturbing messages</th>
<th>Misuse of personal information/pictures</th>
<th>Online approaches and meeting requests</th>
<th>Cyber- Bullying</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cognitive</td>
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<td>Communicative</td>
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Digital Resilience
Key APAC Findings

Children in the APAC region obtain a score of 1.98 and rank at 66% when compared to the ideal digitally resilient young person.

APAC children (1.61) have a ranking of 54% when compared to the ideally resilient young person.

APAC children (0.82) score 27% when compared to the ideal digitally resilient young person.
Digital Resilience
Key APAC Findings

Amongst the preventive resilience actions, young people are likely to use instrumental/technical skills:

<table>
<thead>
<tr>
<th>Action</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Likely to modify privacy settings to avoid unwanted contacts</td>
<td>70%</td>
</tr>
<tr>
<td>Have software to avoid unwanted content</td>
<td>61%</td>
</tr>
<tr>
<td>Would change their password when personal information is misused</td>
<td>66%</td>
</tr>
<tr>
<td>Would block and report a potential cyber-bully</td>
<td>45%</td>
</tr>
<tr>
<td>Would delete the contact of a cyber-bully</td>
<td>43%</td>
</tr>
<tr>
<td>Would initially ignore a stranger who contacted them online</td>
<td>51%</td>
</tr>
<tr>
<td>Would seek advice from a parent/guardian</td>
<td>26%</td>
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Young people show a critical awareness of the internet:

<table>
<thead>
<tr>
<th>Awareness</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Are careful about what they say or post online</td>
<td>52%</td>
</tr>
<tr>
<td>Avoid suspicious material</td>
<td>55%</td>
</tr>
</tbody>
</table>
Australia

Australian children fare very well along the dimension of cognitive resilience (2.16) when compared to the regional average (1.98). They also score above average (1.82) for instrumental resilience and second for communicative resilience (0.98).
Indonesia

Indonesian children (1.97) fare on average for cognitive resilience and rank highly for instrumental resilience (1.82). Also, children in Indonesia rank first in the APAC region for communicative resilience (1.06).
Children in Korea display lower than average levels of cognitive resilience (1.80) and fare below the regional average for instrumental (1.46) and communicative resilience (0.71).
Japan

With a score of 1.77 children in Japan demonstrate lower levels cognitive resilience. This is replicated for instrumental resilience (1.21). They also fare below average for communicative resilience with 0.44.
Taiwanese children obtain top scores across the APAC region for cognitive resilience (2.21). They also fare slightly above average (1.74) for instrumental resilience, and above average for communicative resilience (0.89).
National Comparisons

Minimal country differences exist with regards to adopting specific behavioural preventive strategies, although children in Japan and Korea (31% and 42% respectively) are less likely to be careful when talking and posting about themselves when compared to the APAC average (52%).

Children in Japan (22%) and South Korea (35%) are less likely to adopt the instrumental strategy of deleting the contact when compared to their Australian counterparts (52%).

In response to the misuse of personal information, 60% of Indonesian children would change their password. Australian children (42%) were the most likely to use communicative strategies by seeking advice from a parent/guardian.
National Comparisons

*Responding to an online approach from a stranger* children in Taiwan (69%) are almost twice as likely to use disengagement strategies (ignore the individual) when compared to children in Indonesia (35%). While only 5% of Japanese children would ask a friend if they knew the person, 31% of children in Indonesia would do so. Lastly, only 6% in Australia and Indonesia would reply to the message.

While 56% of children in Indonesia would delete the contact of a bully, only 26% would do so in Japan. Children in Australia are the most likely to use communicative strategies by talking with a parent/guardian (50%), while Taiwanese children are the most likely to report the problem (14%).
Other Interesting Findings

Young people above 16 years old are more likely to use technical/digital skills to respond to risk when compared to their younger fellows.

Frequent use of the internet (time and range of uses) increases risk exposure yet builds resilience - as greater internet use fosters improved navigational skills and online awareness.
Regional Policy Recommendations

**Promote**
the inclusion of digital literacy and internet safety education into school curricula from early childhood education.

**Foster**
extra-curricular activities aimed at promoting responsible and mutually respectful internet use.

**Improve**
and promote the existing hotline support services as a more reliable means to convey child concerns, and to report problems.

**Minimise**
the impact of over-reaching content filters that might undermine a child’s access to information and restrict a child’s ability to learn, explore, and build resilience through active engagement with the online world.
THANK YOU

POWERED BY

Andrea - andrea@thinkyoung.eu
Charles - charles@thinkyoung.eu
Alberto - alberto@thinkyoung.eu