



Bangkok Office  
Asia and Pacific Regional Bureau  
for Education

United Nations  
Educational, Scientific and  
Cultural Organization

# Fostering Digital Citizenship in Asia Pacific: A Review of Policy Readiness

2 March 2017  
Jonghwi Park

Conference on Digital Citizenship Education in Asia Pacific



- Policy advice
- Capacity building
- Clearing House
- International Cooperation
  
- 46 Member States in Asia Pacific

SUSTAINABLE DEVELOPMENT GOALS



## Fostering Digital Citizenship through Safe, Effective, and Responsible Use of ICT

- UNESCO seeks to promote **policy dialogue** on the issues of **the safe, effective, and responsible use of ICTs** and in building the **education sector's capacity** in fostering digital citizenship among children

## Phase 1: Baseline (2015-2016)

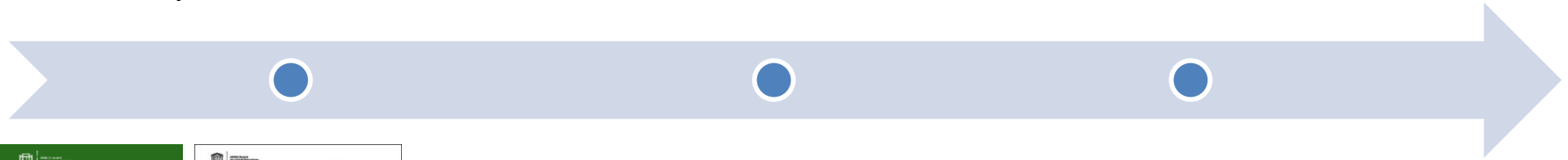
- Policy Review
- Policy Guidelines

## Phase 3

(2019~):

Operationalization

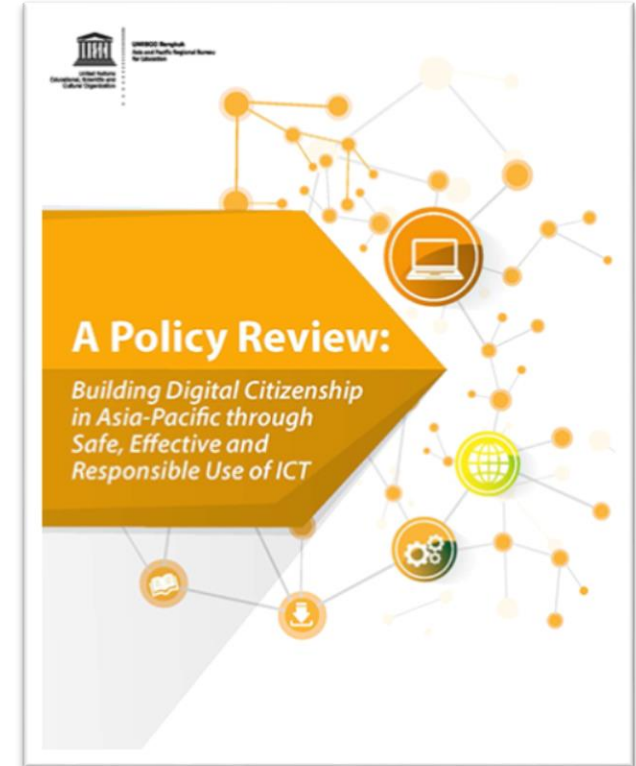
- Regional Coalition (advocacy campaign, expanded DKAP, etc)
- Curation & sharing of curated educational resources



## Phase 2 (2017-2018)

- Digital Kids Asia Pacific research kit (pilot: 3 countries)

- (Being able) to find, access, use and create information effectively;
- To engage with other users and with content in an active, critical, sensitive and ethical manner; and
- Navigate the online and ICT environment safely and responsibly while being aware of one's own rights



## Research Question

Have governments in the region created a conducive environment for our young generation to be safe, effective and responsible users of ICT?

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# Background

- **Purpose:** To take stock of current policy readiness and responses to promote children's safe, effective and responsible use of ICT in Asia and the Pacific (for age 0-18 years old)
- **Methodology:** Survey (online and offline)
- **Respondents:** a national expert or official per country who is officially nominated by the Ministries of Education
- **Duration:** 19 May – 15 August 2015
- **Response rate:** 22/46

Region	Countries
Central Asia (3)	Kazakhstan, Kyrgyzstan, Uzbekistan
Southeast Asia (3)	Brunei, Malaysia, Lao PDR
South & West Asia (5)	Afghanistan, Bhutan, Bangladesh, Nepal, Pakistan
East Asia (3)	China, Mongolia, Republic of Korea
Pacific (8)	Australia, New Zealand, Cook Islands, Niue, Solomon Islands, Samoa , Palau, Micronesia

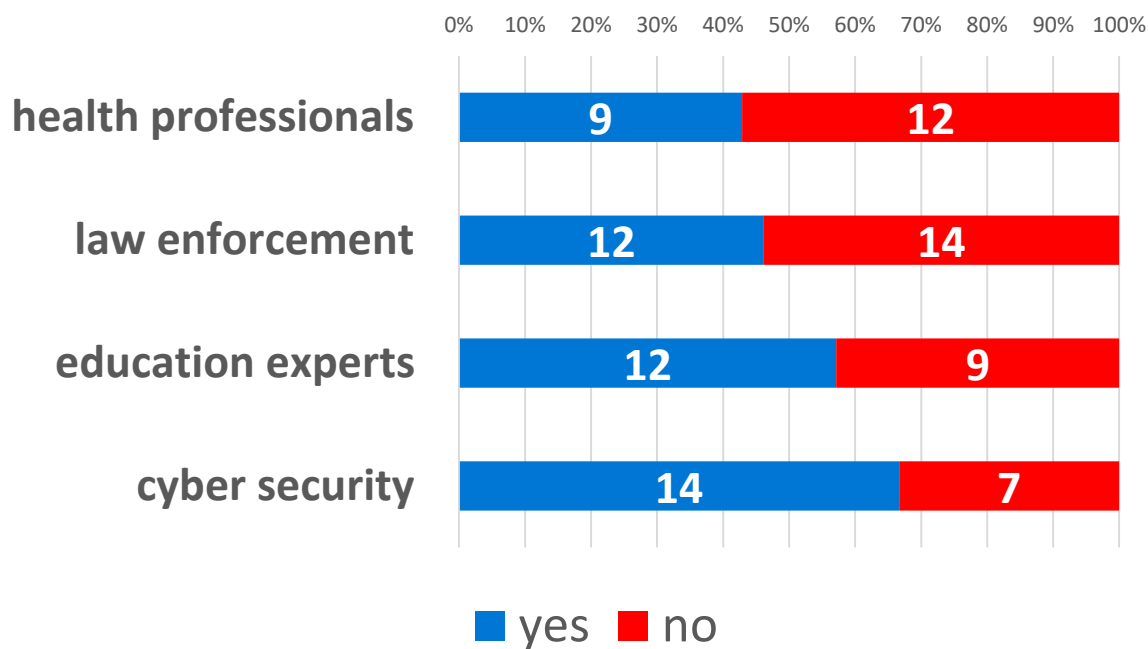


# Key Findings:

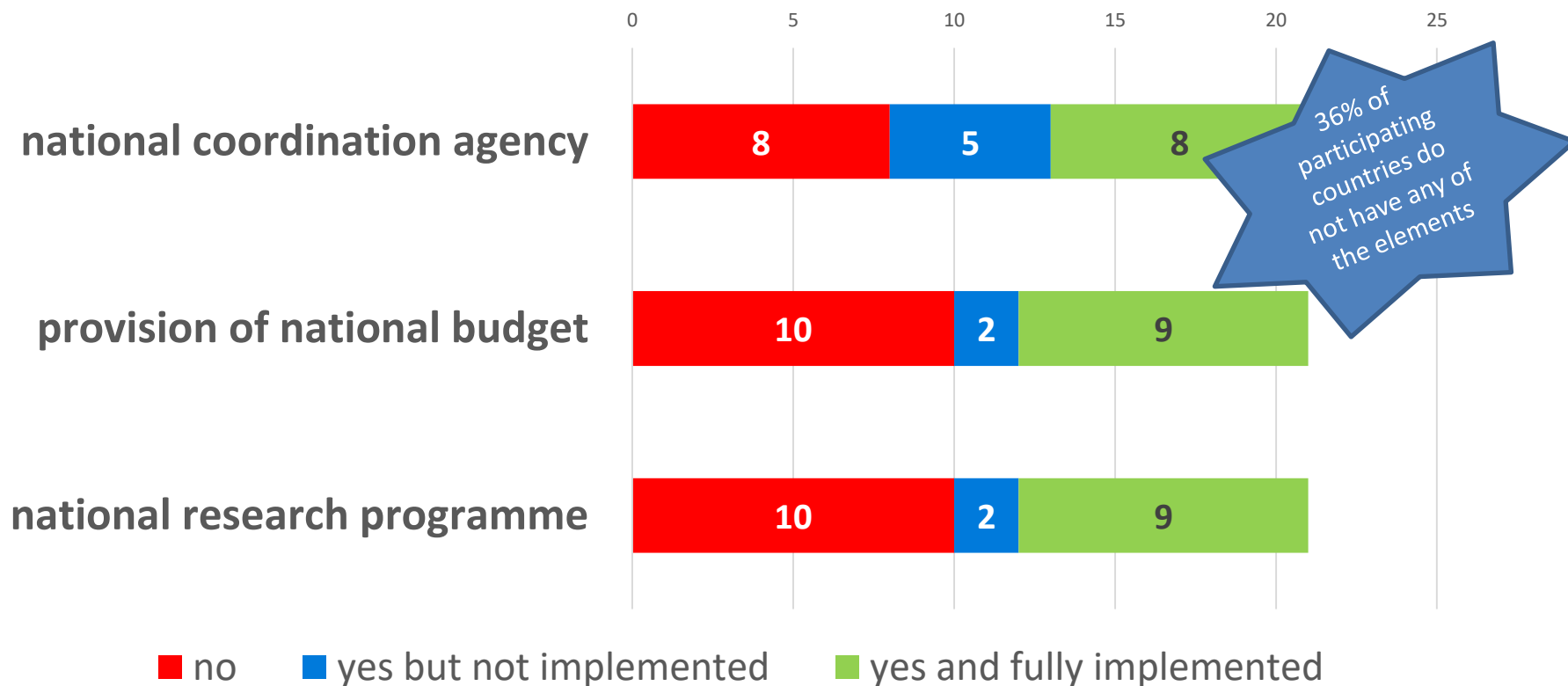
- 1) Policy & Accountability
  - 2) Education
  - 3) Infrastructure
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# Key Findings:

- 1) **Policy & Accountability**
  - 2) Education
  - 3) Infrastructure
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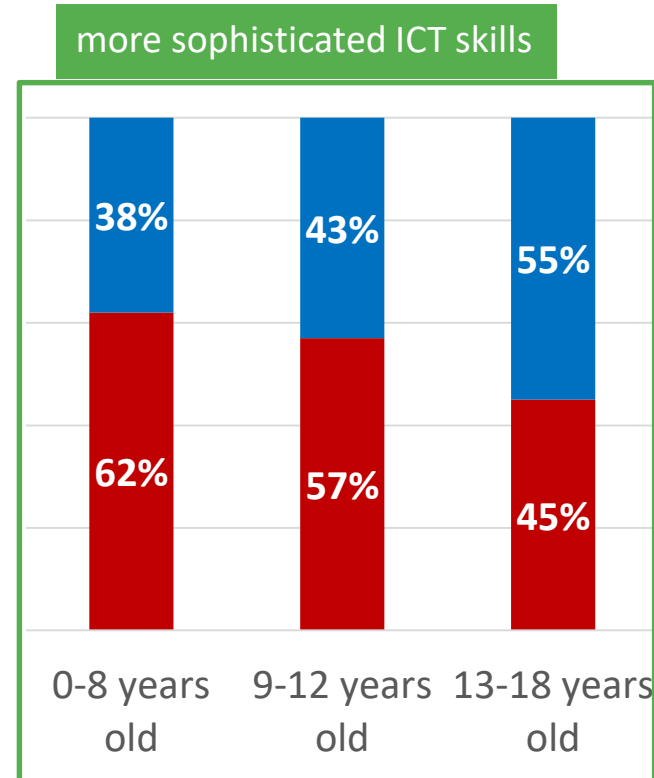
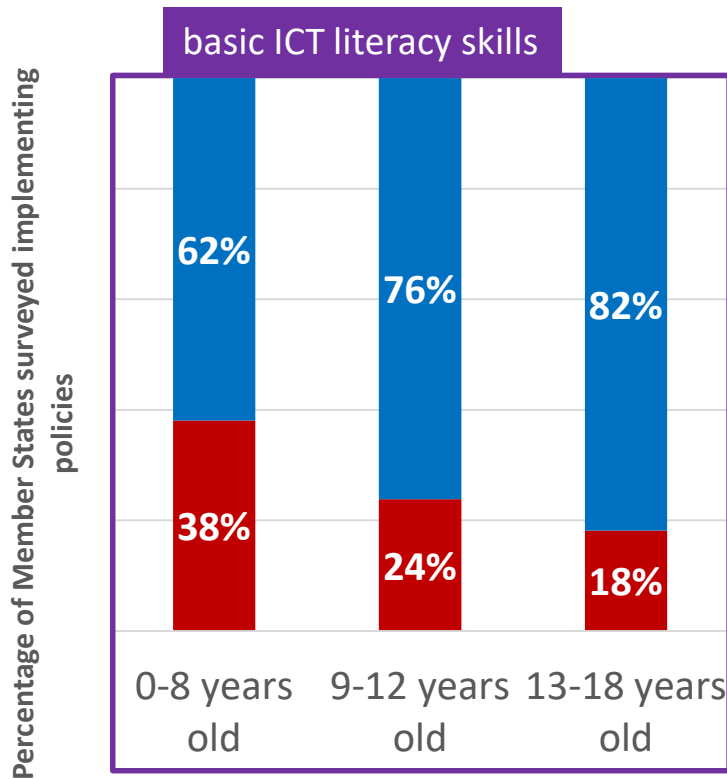


- A multi-sector approach is generally taken
  - Countries involving all 4 sectors (Malaysia, New Zealand, PR China, Republic of Korea, Samoa, Singapore, Uzbekistan)
  - 80% involve at least 2
- Focus: more on cyber security and law enforcement sectors
- Health sector least involved

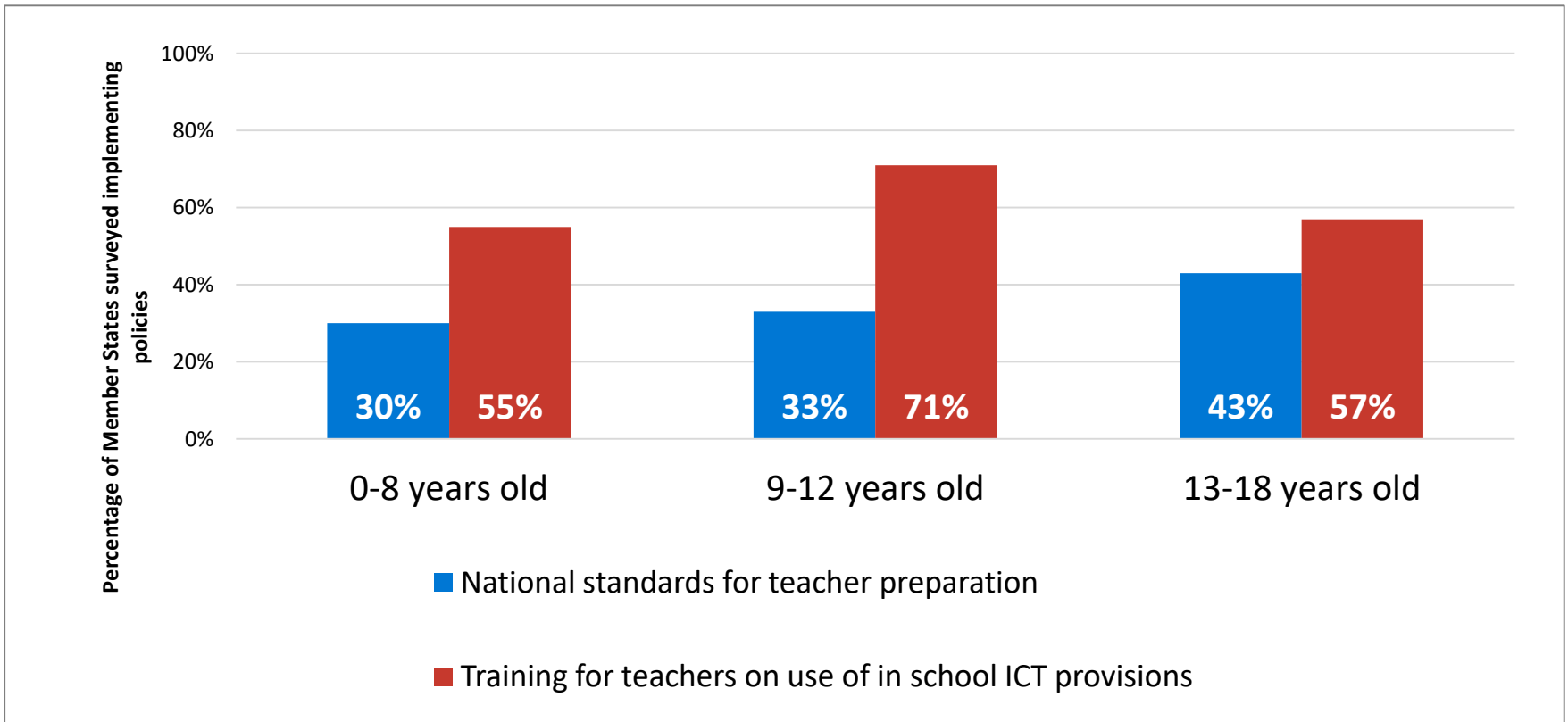


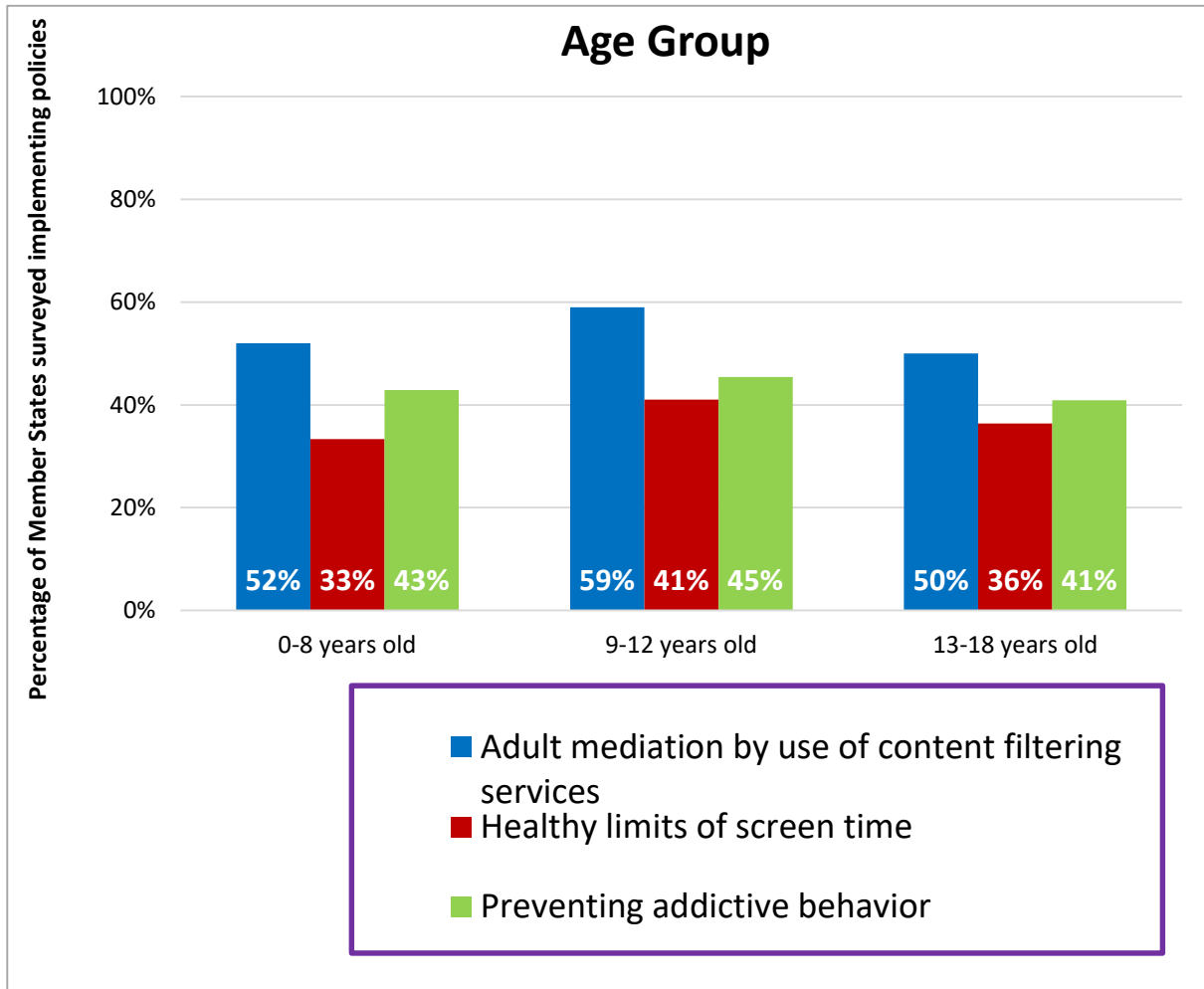
# Key Findings:

- 1) Policy & Accountability
  - 2) **Education**
  - 3) Infrastructure
-



- There is a policy (not yet implemented/implemented/implemented with monitoring/evaluation)
- No policy in place





- All 3 policies implemented among Brunei, Japan, Malaysia, and PR China
- Content filtering significant among 3 age groups, even more prominent than teacher training on cyber wellness and cybersecurity



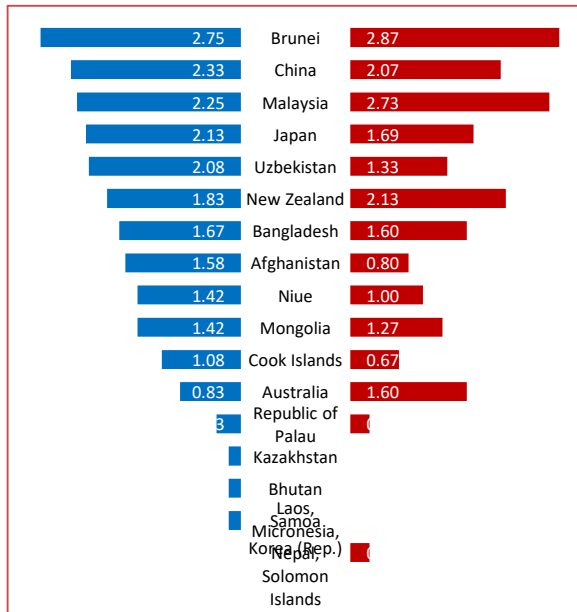
# Education: **Opportunity-oriented?** or **Risk-preventive?**

How was it assessed:

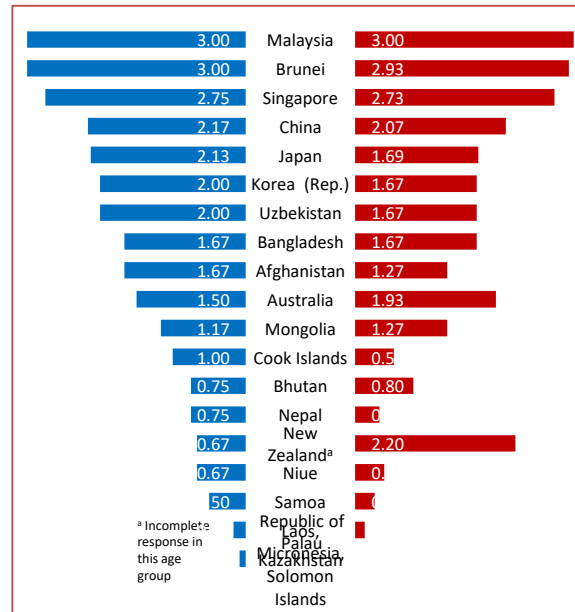
Opportunity –oriented/empowering	Risk-preventive/restrictive/safety
<ul style="list-style-type: none"> <li>• Digital skills (technical skills, digital story telling, content creation, online collaboration, etc.)</li> <li>• Policy on using student-owned device in schools</li> <li>• Cyberwellness in curriculum</li> <li>• Teachers’ ICT skills and training on effective/ pedagogical use of ICT</li> </ul>	<ul style="list-style-type: none"> <li>• Adult mediation</li> <li>• Content filtering</li> <li>• Acceptable Use Policy (sanctions on abusive use)</li> <li>• Teacher training on cyber security</li> </ul>

- By age group: Early childhood (0-8), Primary(9-12), Secondary (13-18)
- By maturity level:
  - 0: no policy
  - 1: policy but not implemented
  - 2: policy implemented
  - 3: policy implemented and monitored

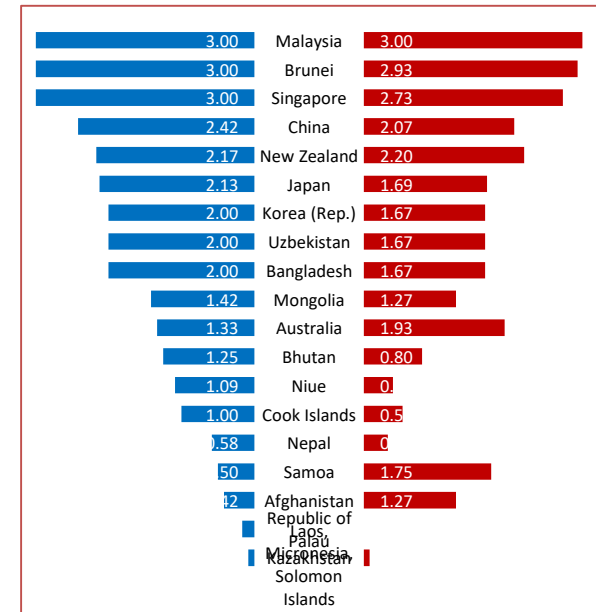
# National Education Policy Orientation: Opportunity vs. Safety



Early Childhood (0-8 yrs)



Primary (9-12 yrs)



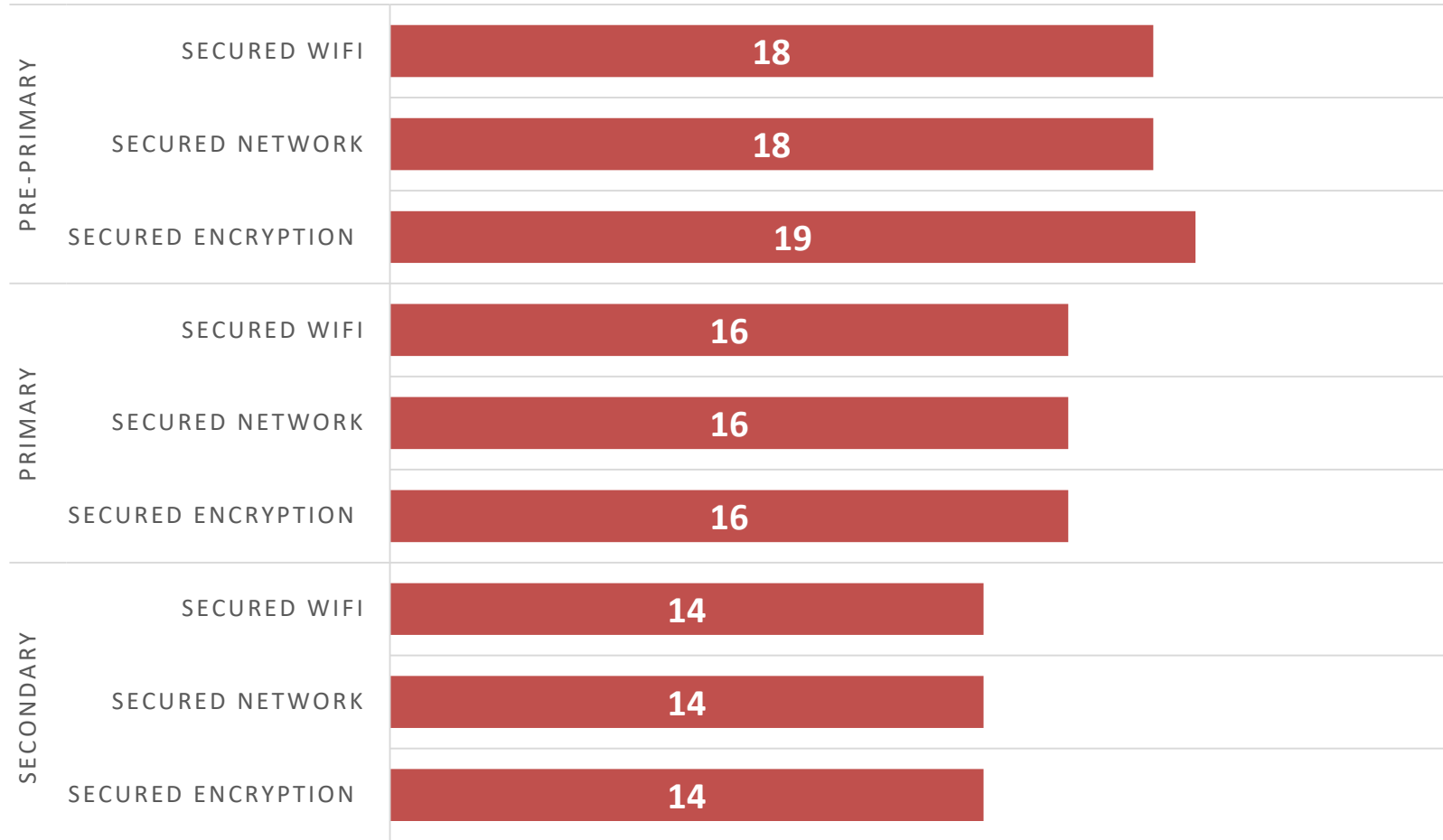
Secondary (13-18 yrs)

- Member States' policies to promote ICT opportunities mature alongside policies that address potential risks.
  - Positive correlation between policy readiness to empower children thru ICT opportunities with policy readiness to address potential risks ( $r > 0.9$ )

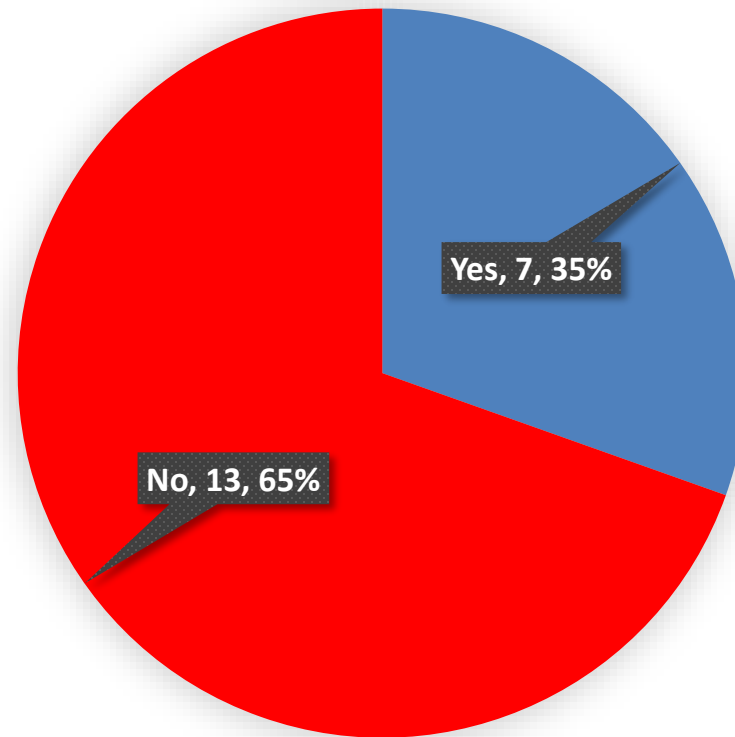
# Key Findings:

- 1) Policy & Accountability
  - 2) Education
  - 3) **Infrastructure**
-

■ No



Any agency to review security and safety of educational products and services before used in schools?



## Key Findings and Recommendations

- Take a balanced approach (promoting opportunities and minimizing risks)
- Develop basic ICT skills in all children
- Go beyond basic ICT skills
- Develop age-appropriate technical infrastructure for early childhood education
- Incorporate digital citizenship as part of teacher competency standards
- Improve the allocation of resources
- Establish a nation-wide evidence-based monitoring and evaluation
- Adapt programmes to local contexts
- Pursue a multi-stakeholder, multi-sector approach

# For further information..



To download:

<https://goo.gl/qr3H2J>

Promising cases:

- Singapore's inter-ministry Cyber Wellness Steering Committee
- Australia's Children's e-Safety Commissioner
- Malaysia's national cyber safety campaign
- India's Digital Wellness programme
- Kazakhstan's Safe Kaznet

# Q&A

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Thank you.