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

Conference on Digital Citizenship Education in Asia Pacific

2 March 2017
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UNESCO ICT in Education Programme

- Policy advice
- Capacity building
- Clearing House
- International Cooperation

- 46 Member States in Asia Pacific
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.
UNESCO EDUCATION SECTOR

Project Phases: SERU ICT

Phase 1: Baseline (2015-2016)
- Policy Review
- Policy Guidelines

Phase 2 (2017-2018)
- Digital Kids Asia Pacific research kit (pilot: 3 countries)

Phase 3 (2019~): Operationalization
- Regional Coalition (advocacy campaign, expanded DKAP, etc)
- Curation & sharing of curated educational resources
A Definition of Digital Citizenship

• (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?
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
<table>
<thead>
<tr>
<th>Region</th>
<th>Countries</th>
</tr>
</thead>
<tbody>
<tr>
<td>Central Asia (3)</td>
<td>Kazakhstan, Kyrgyzstan, Uzbekistan</td>
</tr>
<tr>
<td>Southeast Asia (3)</td>
<td>Brunei, Malaysia, Lao PDR</td>
</tr>
<tr>
<td>South &amp; West Asia (5)</td>
<td>Afghanistan, Bhutan, Bangladesh, Nepal, Pakistan</td>
</tr>
<tr>
<td>East Asia (3)</td>
<td>China, Mongolia, Republic of Korea</td>
</tr>
<tr>
<td>Pacific (8)</td>
<td>Australia, New Zealand, Cook Islands, Niue, Solomon Islands, Samoa, Palau, Micronesia</td>
</tr>
</tbody>
</table>
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

Which sectors are involved in developing?

- **Health professionals**: 9 yes, 12 no
- **Law enforcement**: 12 yes, 14 no
- **Education experts**: 12 yes, 9 no
- **Cyber security**: 14 yes, 7 no

**Yes**

<table>
<thead>
<tr>
<th>Sector</th>
<th>Yes (%)</th>
<th>No (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health professionals</td>
<td>9</td>
<td>12</td>
</tr>
<tr>
<td>Law enforcement</td>
<td>12</td>
<td>14</td>
</tr>
<tr>
<td>Education experts</td>
<td>12</td>
<td>9</td>
</tr>
<tr>
<td>Cyber security</td>
<td>14</td>
<td>7</td>
</tr>
</tbody>
</table>
Policy Measures to Support Children’s Digital Citizenship

- **National Coordination Agency**: 8 no, 5 yes but not implemented, 8 yes and fully implemented. 36% of participating countries do not have any of the elements.

- **Provision of National Budget**: 10 no, 2 yes but not implemented, 9 yes and fully implemented.

- **National Research Programme**: 10 no, 2 yes but not implemented, 9 yes and fully implemented.
Key Findings:
1) Policy & Accountability
2) Education
3) Infrastructure
ICT Skills in Curriculum

There is a policy (not yet implemented/implemented/implemented with monitoring/evaluation)

No policy in place
ICT Skills Among Teachers

- National standards for teacher preparation
- Training for teachers on use of in school ICT provisions
• 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:**

<table>
<thead>
<tr>
<th>Opportunity –oriented/empowering</th>
<th>Risk-preventive/restrictive/safety</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Digital skills (technical skills, digital story telling, content creation, online collaboration, etc.)</td>
<td>• Adult mediation</td>
</tr>
<tr>
<td>• Policy on using student-owned device in schools</td>
<td>• Content filtering</td>
</tr>
<tr>
<td>• Cyberwellness in curriculum</td>
<td>• Acceptable Use Policy (sanctions on abusive use)</td>
</tr>
<tr>
<td>• Teachers’ ICT skills and training on effective/pedagogical use of ICT</td>
<td>• Teacher training on cyber security</td>
</tr>
</tbody>
</table>

• 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
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
## Network security at school

<table>
<thead>
<tr>
<th>Level</th>
<th>Secure Wifi</th>
<th>Secure Network</th>
<th>Secure Encryption</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-Primary</td>
<td>18</td>
<td>18</td>
<td>19</td>
</tr>
<tr>
<td>Primary</td>
<td>16</td>
<td>16</td>
<td>16</td>
</tr>
<tr>
<td>Secondary</td>
<td>14</td>
<td>14</td>
<td>14</td>
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</tbody>
</table>
Any agency to review security and safety of educational products and services before used in schools?

- Yes, 7, 35%
- No, 13, 65%
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

Thank you.