Survey on National Policies and Initiatives to Promote Children’s Effective, Safe and Responsible Use of ICT

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Research Methodologies

• 32-item Survey:
  —mix of multiple choice, binary (yes/no) and open ended questions
• Case studies of key programs
• Computer-generated document analysis (Nvivo)
• Additional interviews and follow up with Asia Pacific nations and other key stakeholders, e.g., Industry leaders
• Bi-weekly Skype meetings bt
• “Experts Meeting” crucial to process
General survey findings

- Administered to 46 countries, 22 completed responses
- Yield = 47.8%
- Generated data presented in both text and graphic formats
- Created “heat maps,” useful when presenting data through maps
- Heat maps can be static or interactive
Example of a static heat map

National campaigns are conducted to promote safe and responsible ICT use.
Example of a interactive heat map

interactive heat map

or

https://docs.google.com/spreadsheets/d/11YLlhJ12cgmT80OANM3cGjQOqOc4gAfQMYC0bcJwYww/edit#gid=2039184348
Overview of countries completing survey
N=22
National campaigns are conducted to inform communities and stakeholders about the process of reporting cases of ICT abuse and misuse.
National Level: Agencies, Budgets, Programs, Evaluation

- National Agency coordinates campaigns and efforts among...
  - Level 0: No agency / provision / programme is in place.
  - Level 1: An agency / provision / programme is in place, but it is not consistent...
  - Level 2: An agency / provision / programme is in place, but it is not evaluated...
  - Level 3: An agency / provision / programme is in place, and it is evaluated for...

- National budget supports digital citizenship policies and...
  - Level 0: No agency / provision / programme is in place.
  - Level 1: An agency / provision / programme is in place, but it is not consistent...
  - Level 2: An agency / provision / programme is in place, but it is not evaluated...
  - Level 3: An agency / provision / programme is in place, and it is evaluated for...

- National program promotes the use of research to...
  - Level 0: No agency / provision / programme is in place.
  - Level 1: An agency / provision / programme is in place, but it is not consistent...
  - Level 2: An agency / provision / programme is in place, but it is not evaluated...
  - Level 3: An agency / provision / programme is in place, and it is evaluated for...

- Assessment program measures the efficacy of digital...
National Level: Agencies

- **8 countries have an agency** to coordinate campaigns and efforts among various departments, **that is consistently used and evaluated for effectiveness** (Bangladesh, Brunei, China, Malaysia, New Zealand, Singapore, South Korea, Uzbekistan).
National Level: Budgets, Programs, Evaluation

55% of countries surveyed do not provide any of the following:

- a national budget to support digital citizenship policies and procedures.
- a national program to promote the use of research to inform/support policy.
- an assessment program to measure the efficacy of digital citizenship policies and procedures.
There is a provision of national budget to support digital citizenship policies and procedures.

- **Level 3:** An agency / provision / programme is in place, and it is evaluated for effectiveness.
- **Level 2:** An agency / provision / programme is in place, but it is not evaluated for effectiveness.
- **Level 1:** An agency / provision / programme is in place, but it is not consistently utilized.
- **Level 0:** No agency / provision / programme is in place.
Lack of Assessment

73% of countries surveyed do not have comprehensive data about the efficacy of digital citizenship policies and procedures
55% of countries surveyed have implemented campaigns targeting caregivers (parents, guardians, teachers) that promote appropriate adult mediation on children’s ICT use.

Among these, focus and implementation level vary widely.
Ministry of Education has policies/programs/resources targeting caregivers (parents, guardians, teachers) that promote appropriate adult mediation on children’s ICT use.

<table>
<thead>
<tr>
<th>Country</th>
<th>Policy Area</th>
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<tbody>
<tr>
<td>Afghanistan</td>
<td>Through content filtering services.</td>
</tr>
<tr>
<td>Australia</td>
<td>Through guidance on healthy limits of screen time.</td>
</tr>
<tr>
<td>Bangladesh</td>
<td>Through guidance on healthy limits of screen time.</td>
</tr>
<tr>
<td>Brunei</td>
<td>Through guidance on healthy limits of screen time.</td>
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<tr>
<td>China</td>
<td>Through guidance on healthy limits of screen time.</td>
</tr>
<tr>
<td>Cook Islands</td>
<td>Through guidance on healthy limits of screen time.</td>
</tr>
<tr>
<td>Japan</td>
<td>Through guidance on healthy limits of screen time.</td>
</tr>
<tr>
<td>Malaysia</td>
<td>In prevention and intervention for pornography, gaming, and other addictive behaviour.</td>
</tr>
<tr>
<td>New Zealand</td>
<td>Through guidance on healthy limits of screen time.</td>
</tr>
<tr>
<td>Niue</td>
<td>Through guidance on healthy limits of screen time.</td>
</tr>
<tr>
<td>South Korea</td>
<td>Through guidance on healthy limits of screen time.</td>
</tr>
<tr>
<td>Uzbekistan</td>
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</tbody>
</table>

- through the use of content filtering services.
- through guidance on healthy limits of screen time.
- in prevention and intervention for pornography, gaming, and other addictive behaviour.
Ministry of Education has policies/programs/resources targeting caregivers (parents, guardians, teachers) that promote appropriate adult mediation on children’s ICT use.

- Afghanistan
- Australia
- Bangladesh
- Brunei
- China
- Cook Islands
- Japan
- Malaysia
- New Zealand
- Niue
- South Korea
- Uzbekistan

- through the use of content filtering services.
- through guidance on healthy limits of screen time.
- in prevention and intervention for pornography, gaming, and other addictive behaviour.
Age-related survey findings

Ministry of Education has policies/programs/resources targeting students that promote basic ICT literacy skills.

- Level 3: There is a policy that is implemented and monitored/evaluated
- Level 2: There is a policy that is implemented (budget/resources are provided)
- Level 1: There is a policy, but it is not implemented
- Level 0: No policy is in place
General school policies

- **Review/audit of ICT system**
  - Level 0: 68%
  - Level 1: 8%
  - Level 2: 20%
  - Level 3: 4%

- **Internal/external reviews**
  - Level 0: 65%
  - Level 1: 13%
  - Level 2: 17%
  - Level 3: 4%

- **ICT technical personnel**
  - Level 0: 60%
  - Level 1: 16%
  - Level 2: 20%
  - Level 3: 4%

- **Review/audit of ICT system**
  - Level 0: 60%
  - Level 1: 8%
  - Level 2: 28%
  - Level 3: 4%

- **Internal/external reviews**
  - Level 0: 63%
  - Level 1: 17%
  - Level 2: 17%
  - Level 3: 4%

- **ICT technical personnel**
  - Level 0: 56%
  - Level 1: 28%
  - Level 2: 12%
  - Level 3: 4%

Legend:
- **Level 0**: There is no policy in place
- **Level 1**: There is a policy, but it is not implemented
- **Level 2**: There is a policy that is implemented (budget / resources are provided)
- **Level 3**: There is a policy that is implemented and monitored / evaluated
Ministry of Education has policies/programs/resources targeting students that promote creating, communicating and collaborating online/safe and responsible social networking, including content viewing and sharing.

Age-related survey findings

Level 3: There is a policy that is implemented and monitored/evaluated

Level 2: There is a policy that is implemented (budget/resources are provided)

Level 1: There is a policy, but it is not implemented

Level 0: No policy is in place
Ministry of Education has policies/programs/resources targeting students that promote training for teachers and school ICT staff on use of ICT provisions in schools.

PD survey findings by age:

- Level 0: No policy is in place
- Level 1: There is a policy, but it is not implemented
- Level 2: There is a policy that is implemented (budget/resources are provided)
- Level 3: There is a policy that is implemented and monitored/evaluated
Ministry of Education has policies/programs/resources targeting students that promote faculty development programs on ICT use for learning that include cyber wellness and cyber security components.
Policy on healthy limits of screen time?
Network security at schools

- Pre-primary:
  - Secured wifi: 18
  - Secured network: 18
  - Secured encryption: 19

- Primary:
  - Secured wifi: 16
  - Secured network: 16
  - Secured encryption: 16

- Secondary:
  - Secured wifi: 14
  - Secured network: 14
  - Secured encryption: 14
School-based networks being audited?

- Yes, annually, 2, 9%
- Yes, quarterly, 3, 13%
- Yes, monthly, 1, 4%
- Yes, weekly, 2, 9%
- Yes, daily, 1, 4%
- No, 14, 61%
National Standards for Teacher Prep: ICT and Digital Citizenship

Ministry of Education has policies/programs/resources targeting students that promote national standards for teacher preparation that include ICT literacy skills, cyber wellness and cyber security skills and competencies.
Ministry of Education has policies/programs/resources targeting students that promote...training for teachers and school ICT staff on use of ICT provisions in school.

Community, holistic approach?
Community, holistic approach?

Ministry of Education has policies/programs/resources targeting students that promote...use of student owned devices.
Community, holistic approach?

Ministry of Education has policies/programs/resources targeting students that promote...use of student owned devices.
Preliminary “industry” findings

- strive to work across sectors, e.g., educators, policy makers, government agencies
- recognize the need for broad and diverse international partnerships, e.g., one size does not fit all
- regularly participate in program—some organic—that address digital citizenship and cyberwellness with youth
- record of “school specific” policies is inconsistent
- more findings to come
Initial case study findings

- one country has a require high school course, currently under revision, that focuses on ICT and digital citizenship
- one country employs an innovative gamification approach
- at least two country provide its citizens a web-based resources, especially design to focus on children and the Internet
- *more cases needed!*
Initial observations

- Researchers appreciate the candor in the responses
- Asia Pacific nations facing many of the issues being addressed across the world
- Much very good work is being done
- Asia Pacific countries have the opportunity to learn from each other…and teach the world
- Lean on not-for-profit organizations, UNESCO, UNICEF, ISTE…others
- Strengthen communications with industry partners
- Experts meeting will be valuable as data are interpreted