Acknowledgement

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TOUCH Cyber Wellness

UNICEF
UNESCO Digital Kids Asia-Pacific Report Launch

May 10, 2019

OUTLINE

1. Introduction
2. Overall Findings and Factors
3. Domain Specific Findings
4. Policy Recommendations & Ways Forward
Introduction
Why DKAP: Gaps in digital citizenship

• Lack of research and baseline data in the Asia-Pacific region to understand children’s capabilities and behaviours in the digital environment;

• Limited definitions of digital competencies, focusing on basic digital literacy;

• Dominance of the risk and safety paradigms (and neglect of other key aspects, such as empowering them to effectively participate, create and advance digital opportunities)
Five domains to measure

Digital Literacy
Digital Safety & Resilience
Digital Creativity & Innovation
Digital Emotional Intelligence
Digital Participation & Agency

Opportunities
Risks
1. To provide member states with a regional framework and tools to measure digital citizenship competencies among children

2. Data collection (May – Oct 2018)
   • 104-question self-assessment
   • Targets 15 years old students in 4 countries
   • 5,129 responses (min. 1,000 from each country with gender/geographic balance)
Regional Context: ICT Development

Overall Findings and Factors (affecting student performance)
Overall Digital Citizenship Competencies

- Bangladesh
- Fiji
- Korea
- Vietnam

Highest in Digital Resilience and Safety

Lowest in Digital Creation and Innovation

May 10, 2019
Country profiles

Bangladesh

- Highest: 3.01
- Lowest: 3.02

Republic of Korea

- Highest: 3.33
- Lowest: 2.98

Fiji

- Highest: 3.14
- Lowest: 3.04

Viet Nam

- Highest: 2.74
- Lowest: 2.96
Does gender matter?

Finding:

With exception to some cases in Fiji and Viet Nam, girls perform better than boys across all five digital citizenship domains.

<table>
<thead>
<tr>
<th>Country</th>
<th>Digital Literacy</th>
<th>Digital Safety &amp; Resilience</th>
<th>Digital Participation &amp; Agency</th>
<th>Digital Emotional Intelligence</th>
<th>Digital Creativity &amp; Innovation</th>
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* Level of statistical significance; ***p<.001, **p<.01, *p<.05.
**Finding:**

With exception to one case in Fiji, kids in the urban area perform better than the kids in rural area across all five digital citizenship domains.

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How long have you been using digital devices? (laptops/desktops, smartphones, tablet PCs, etc.)

Finding:
• Significant digital divides
• Access at home and schools is significantly associated with higher performance in all five domains.
Screen time – is it all bad?

How often do you use digital devices?

Findings:

- 8% of Korea and Vietnam respondents spend more than 7 hrs a day on digital devices. (23% 5hrs and more)

- Yet, the longer duration of use is positively associated with higher performance in Digital Creativity and Innovation.
Who taught you most about how to use computers?

Finding:
Self-learned students show higher levels of performances than those who learn from others.
Who plays the biggest role in guiding children to use Internet safely?

- Bangladesh: 91% Parents, 81% Teachers, 84% Siblings, 81% Peers
- Fiji: 80% Parents, 67% Teachers, 66% Siblings, 65% Peers
- Republic of Korea: 77% Parents, 48% Teachers, 46% Siblings, 53% Peers
- Viet Nam: 70% Parents, 62% Teachers, 69% Siblings, 51% Peers

Legend:
- Parents
- Teachers
- Siblings
- Peers
Have you ever learned basic coding skills at school?

Findings:

Positively contributes to:
• Digital Literacy
• Digital Participation and Agency
• Digital Creativity and Innovation
3. **Domain Specific Findings**

- Digital Literacy
- Digital Safety and Resilience
- Digital Participation and Agency
- Digital Emotional Intelligence
- Digital Creativity and Innovation
1. Digital Literacy

Finding:

The domain with the widest disparity between countries

Top 3 factors:

• Prior experience in using devices (duration)
• Number of digital devices accessible to students at home
• Previous experience in developing a website or app
2. Digital Safety and Resilience

Findings:
1. **The domain with the highest performance of all students**
2. **Negative effect with the amount of time spent online**

Top 3 factors:
- Prior experience in using devices (duration)
- Number of devices accessible at home
- Education level of parents
3. Digital Participation and Agency

Finding:

The domain with homogeneous low performance level of all students

Top 3 factors:

- Prior experience in developing a web or app
- Prior experiences in using devices
- Number of devices accessible at home
4. Digital Emotional Intelligence

Finding:
Second widest disparity between countries

Top 3 factors:
• Having access to devices at home
• Prior experience in developing a web or app
• Education level of parents
5. Digital Creativity and Innovation

Findings:

1. Remarkably low performance across the countries

2. Also, biggest standard deviations within countries

Top 3 factors:
- # of hours of using digital devices a day
- Prior learning experiences in coding
- Prior experiences in developing a website or app
4.

Policy Recommendations and Ways Forward
Policy recommendations

1. Expand the scope of digital skills to prepare holistic digital citizenship (beyond basic literacy and safety)
2. Encourage research that reflect children’s voice in educational policy and intervention
3. Build support systems with parents, teachers, peers and siblings
4. Embrace positive sides of screen time, but with caution
5. Make a coordinated effort to close digital divides
6. Empower girls – let’s help them match their competence with social/cultural confidence.
7. Develop inter-sectoral partnerships to address identified challenges
“the screen time is not the main driver of mental issues” but what they see can have an enormous impact.
Among those teenagers who were the lightest users, it was found that increasing the time spent using technology was linked to improved wellbeing - possibly because it was important for keeping up friendships.

In contrast, among the heaviest users of technology, any increase in time was linked to lower levels of wellbeing.

"Among those teenagers who were the lightest users, it was found that increasing the time spent using technology was linked to improved wellbeing - possibly because it was important for keeping up friendships.

In contrast, among the heaviest users of technology, any increase in time was linked to lower levels of wellbeing."
Ways forward

1. More research in this area is needed.
2. Effective strategy to communicate the findings
3. Expanding and scaling up: DKAP Champions (Session 3)
Thank You.

ICT in Education (ict.bkg@unesco.org)
UNESCO Asia Pacific Regional Bureau for Education
(http://bangkok.unesco.org/theme/ict-education)

Digital Kids Asia-Pacific

Insight into Children’s Digital Citizenship