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APrIGF 2017 “ENSURING AN INCLUSIVE AND SUSTAINABLE
DEVELOPMENT IN ASIA PACIFIC: A REGIONAL AGENDA FOR INTERNET
GOVERNANCE”

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INCLUSIVE AND MULTILATERAL APPROACH TO PROTECT THE YOUTH
ONLINE; A PRIORI AND POSTERIORI SOLUTIONS FROM ASIA-PACIFIC

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>> MS. AKARI NOGUCHI: Hi, good morning, everyone. Thank you for coming to our workshop. Use online a priori and -- solutions from Asia-Pacific. Sorry. (no audio).

Yahoo Japan is an independent company from Yahoo Inc. which was recently purchased by -- we had also use hoo Inc. used to be our main shareholder. We are a separate company taking our own CEO and platform and solution. So whenever I say Yahoo here today, I mean Yahoo Japan corporation. And it's a period of situation is not same in many markets here in APAC and Yahoo's now -- but in market is very unique. Taking like 90 percent of the reach to Japanese Internet users with 60 percent of share of search on PC. On -- it is relatively low. But we believe it's our company's social responsibility to make the Internet a safe place and grow the new generation to the Internet with the right skills and knowledge. And we think, again, that will eventually contribute to our future success in business.

So as the -- indicates, I believe there are actions to be taken before and after the issue arises around children. So as an urgent counter measure, Yahoo again, stake against child abuse, child pornography called CSAM, Yahoo has a hotline with a national agency and helping to delete illegal content online. Like child porn or

revenge porn or drug information based on the public reports and also collaborating with the international hotline centre called inhub. Because like in January, big things about the pornography against them will have no idea how to delete it, especially if it's like hostage approach. So we have an expert thing for removal of those content on behalf of them. But I will introduce more about it in the afternoon in Ms. Mary Lori's session in room 202, so please join there if you have time.

So we have the hotline service. So what can we do beforehand? We believe that the most effective way to spread the appropriate web education to children is to provide them to the most, the closest adults around them. Who are they? Parents and guardians. So now lots of parents are worried and not sure if that's okay to have their children to use the Internet or digital devices such as smartphone yeah, because it's kind of new trend. No one really knows the effect. Like it's not on the parenting textbook. But it's actually happening. We see every day like baby using the smartphones on trains or whatever. So we establish the committee to study child use of the Internet with the experts like academia and the PTA, the parent teachers association and medical experts to really consider what's the effects and what's the approach toward them?

And the committee concluded that touch with the Internet and devices should be just given to children based on their developmental level not based on the age. So even if the child, your child is like a teenager, if he or she doesn't know how to behave, especially online, they're not ready.

So children need to learn online communication skills step-by-step just like the real communication. So like be nice to people or don't tease your friends or your online profile is shown worldwide or meeting wrong or illegal, harmful content online, et cetera.

So the committee published a guideline chart and easy to checkup for the parents showing the easy lessons and tips so that they can give it to children before they are online.

So now we are invited to speak at the many PTA meetings at the school, but our resource is limited to travel to all schools in the country. So in order to spread our information and the education programme effectively, we are collaborating with the local governments like, for example, like ACTA or Almorí prefector to have digital education as part of social education since the children grow up eventually and new family comes up, it's always changing and our activity cannot be a single shot. Yeah, that should be sustainable and continuing deeply based in the society and local community. So it's better to have like many people with certain knowledge than having very few experts. So we provide the up-to-date information through, again, local child centres and the PTA meetings and also having the instructor educational programme expecting the instructors to be a hub in each local community to spread the information.

Yeah, we believe that if the parents and community have the awareness and knowledge to the Internet and its characteristics, then we will be able to have the conversation at home about the Internet. And that will be the most effective way to prevent the serious issues happens.

Most importantly, the conversation at home, because it's impossible to just prohibit it from using the Internet in these days and also it's a bit dangerous to just leave children alone on the Internet. So let's have the proper conversation at home and in the community just like the normal agenda of raising kids and educating them.

Right, that's my part. So thank you.

Okay. So shall we start with David?

>> DAVID NG: Yeah, thank you. Hopefully maybe set me as presenter and I can control the slide here. Thank you. Thank you. Official in my -- something happening here I can't contribute. Maybe I just speak and ask you to do the slides.

Hello, everybody, I'm from DotAsia organisation. We are supporting a project that is about -- thank you. NetMission programme. It is on the high school students and also university students. In different mission, we have recruit 20 students in Hong Kong every year doing some trainings on the Internet Governance issue. That is because we wish them to actively engage in the Internet Governance discussion, not only participate in the discussion but they can also bring some impact to the society in the other sense. So we with like them to actively engage in discussion like the Internet Governance Forum and even like the ICANN, these kind of platforms to ensure the multistakeholder models can be actively executed in the way that having the next generation participation in this.

For informing ideas about the whole programme is about train the trainers. To tackle those problems on the Internet or for next generation, it is not only on one specific stakeholders, but if we can let our next generation be the trainers, it can have more impact in the other hand.

So after those trainings and direct participation, NetMission will also organise different local and regional initiatives to engage more next generation and other participants to join the discussion, as well.

As you can see right now, during the APriIGF conference, we also organise things on site. It's not just at on site programme, but also in the various different in the AP AprIGF workshops. We have some youth from YIGF participate in the workshops because we really reach the youth in how the thing is going. So maybe the youth can also raise your hands here to say hi to everyone. Everybody in the room can approach to them to check afterwards. Maybe you are shy.

So for the past YIGF is organised for eight years. So every time we also have this kind of programme to engage youth in the discussion.

Not only for the regional YIGF. We wish to have some expansion. Not only in the region but also in the local area. YIGF we organise every year in the regional meeting. But we also wish that every country may have their own YIGF capacity building for the next generation.

Sharing some examples for last year, we have organised one HKYIGF. It's targeting high school students. On that, we also integrate those online safety issues in the discussion. For example, we have some Forum that the children themselves, they will discuss what topic to be discussed in the very last Forum is about the discussion on the areas like privacy, security, freedom of speech and it's the area they raise their concerns on and, finally, pick their three items as their final presentation, discussion in that debate. We also integrate some programmes. One is video production in the other hand. Also promote and produce the materials by themselves by using those videos and also mobile phone to take a workshop video for production. So they can all share with their peers after their work.

This is some of the training material here. So you also go the website. It is here, netmissionasia/training-materials.

This has all sorts of materials. This is part of the DotAsia work and NetMission work to support the youth engagement. Not only on the youth engagement and the student participation areas. For child online safety promotion and protection is also, we also contribute on these areas. There's a new organisation

we are supporting, this is the ehelph association. In this year we have organised a round table to discuss how we can collaboratively join hands to support --

[Laughter]

-- the chat online protection issues in Hong Kong. Also inviting -- the APMAC to share the regional experience with the local community on how we can tackle the child sexual abuse online. So there's a very good practice to having some exchange of ideas and sharing those best practice to move the things forward.

So for the round table participants, we also that it is important to establish a new organisation to move all the things forward, to join hands on the battle zone like children online. You can see we got government representatives, NGOs, and academic and legal centres. It's very important to have different stakeholders to join hands on the efforts. So we encourage all participants and maybe all stakeholders to work together to achieve the goal.

Probably we have like three areas of focus and discussing in the meetings to focus on. Bring some mechanism on reporting those child online session materials like the child porn. There is a mechanism that probably can be posed with the different stakeholders engagement and we can tackle the problems.

Also having some advocacy work on policies and also research is another focus.

And last but not least, education is very important that some workshops and awareness raising activities can be done in the community to raise awareness. So this is somehow the end of my short presentation. So join hands together, we can build a better Internet. So there's some of our hope. Thank you.

[Applause.]

>> MS. AKARI NOGUCHI: Can anyone help her with the presentation? One moment, please. A second. We are -- okay. Here you go.

>> Good morning, everyone. My name is Wei-Wei Vivian Huang from Taiwan. I teach in the university. National Chengchi University. I concentrate myself online for young people in Taiwan.

Okay, according to my -- I think it's last like 19 years focus on the online safety issue and action. I think in Taiwan, there are three stage for online safety action. The first stage I think is from 2000 to 2008. At that time, we regard the online safety issue, we just think it's illegal and harmful stage. And also we cooperate with ECPAT, the global service to take the notice and takedown policy.

And the second stage is the Internet content rating stage. It's also overlapping from 2005 until 2010.

And the third stage now is from 2013 until now, the present. We call it the Netizen stage. Why? Because it's not enough to -- the public sector to take down the illegal, harmful contents, but also the most important is how to educate all the parents and all the young people and children to know to choose the better content. Okay?

Okay. This is past. This is the new research, our annual research for online safety, children's media behavior. We have established research since 2004 sponsored by our ministry of education. But because Taiwan is a democratic society, so they sponsor for one year. And then the rest 15 years actually we do by ourself and several friends from different university until now. And for students using in Taiwan -- in Taipei, we got an experience to share with each other, this year in Bangkok. Actually, I went to the first Internet Governance Forum in Greece 2006. Beautiful nation. (laughing) okay.

So cell phone owner, ownership is for last year is 76 -- almost 77 percentage.

And this year is maybe just 76. But amount, 77 or 76 owners actually this year, 92 percentage they own the smartphone. And for media use for students age 18 to 21 in Taiwan, actually every week they spend of this 19 to 20 hours for mobile phone. And then the second choice is Internet. They spend like 60 hours every week.

And then the TV viewing. Though some people just use the chrome cast to use the content from the website relevant the TV channel. And also taking exercise, well less than 13 hours a week.

For the portable usage, the front page, when they first start the Internet usage, before I think Yahoo would be the top choice.

[Laughter]

Really! 2009 Yahoo in Taiwan, we cooperate with the online issue action for several years. At that time, wow, top one. 70 percentage. But for the past three or past four years Google. For the past two years, sorry, social networks. Facebook and also YouTube become the top one.

And using motivation, the top three would be the video use or audio use or social media. And then the fourth choice is information.

For social network participation from age 8 to age 19, okay, less than 60 percentage young students in Taiwan, they join the social networks. From 2010 to this year, it's growing. But since 2015, these three years I think it just stayed below 60 percentage.

For social gathering that will meet with each other? Well like less than 60 percentage say yes, we will meet the online friends.

And their social network type, the type of social network participation, entertainment and also relatives, sports, 3 C or dating, online dating. And this is the question for online literacy. We asked about the parents, also asked about the young people. Say well, could parents show me how to use Internet correctly? Actually I think from 2006 it's almost between 3.3. That's just like 65 to 7 points. But for this two years is going down. Also Internet is important to students. For this year is going down. I think the reason is in Taiwan, online behavior is overlapping with the real life behavior. So it's not so important. It's just daily life. Just like air. And Internet is important to my parents. Okay. Parents still, they say, well it's not so important, okay? I think in Taiwan, we try to promote this action, focus on the parents and also the preschool kids because before, maybe for the past 15 years, we focus on the primary school students and also the middle high school students or even college students.

But for the past three years, we start to focus on the preschool kids. So before we use the microfilm, we have produced because my background is radio and TV, I graduate from UT Austin. So we produce, let me see, at least 70 topics, including cyber bullying, online relationships, online grooming, and also the online game addiction, et cetera.

But for the past two years, we find the boys, the little boys should be taken care of. So we deal with picture books. But the leading role is the boys. Because we are not only to promote this attitude or coordination once a semester, but we also start a one more year, I mean one more mile project. We will stay with the primary student, primary school students for the whole semester. Every week we stay with them. And every week we talk them an issue with microfilm. All picture books. And every year maybe just for 15 minutes or 14 minutes. But the whole semester, I find after five or six weeks, their cognition will change. And in the last two weeks we will discuss with their parents to say their observation about their kids at home.

They say "well, my kids is different, are different."

So I think the one more mile project did some work for this. That's the reason why that's several stories inside motivation for the boys because when we talk about online safety issue, most of the time we focus on the girls. Well, girls might be sexual assault or abuse, but I found boys getting -- becoming victims in the recent years. So boys should be taken care of. Because I have three kids, two boys one girl. Okay. I think APrIGF is very important, why? Because in IGF deal with the global issue. Maybe we will know more about from the ECPAT representative. ECPAT in regards child pornography is illegal and is globally accepted by every nation. But from Asian cultural values, when we deal with the pornography or harmful issue, it's not only limited to child pornography. That's the reason why it's very important to share with each other every year in APrIGF. This is our core value for -- I'm volunteer president for this NPO in Taiwan. So we will produce some educational microfilm or two reel or picture books. And then we provide education and training programme. Also we have start a hotline. The first hotline has become -- is sponsored by government. And then we start another new hotline for the Internet addiction issue.

So lots of parents, they just call for help. And this is what we are doing now.

And international collaboration is really important. This is American representative they visit Taiwan. This is -- I think it's Yahoo. Also ECPAT. And this is maybe for Hong Kong or macaw, yes, three years ago I remember. So, please, let's just continue to have more sharing and more sources about online issue. Thank you.

[Applause.]

>> MS. AKARI NOGUCHI: Thank you. Thank you, Vivian. Next.

>> Good morning, everybody. I would like to introduce myself a little bit when they're turning the presentation. So I graduated as a research student in new media on trends impacts from back in 2009 and my first taste about Internet Governance was in 2009 in Egypt when I was still a student. And I was actually one of the initiators back then for the YIGF and APrIGF back in 2010.

How can I use? This one? So I'm currently carrying out IG research as well as the IG education back in mainland China for basically like primary school students as well as like junior high middle school students. And I'm one of the research Fellows of China Children's Media Research and Education Centre.

So what I would like to share a little bit about our work in back in mainland China. So there are basically two parts. One part is the research part, and the other part is the IG, is the education part.

So the research goes back to 10 years ago, back in 2006 covering 18 major cities and 20,000 kids aged between 3 to 14. To 14. And the survey was conducted between, amongst students, parents or even caretakers and teachers. So the education part include the experiential teaching and participatory teaching. And deliverables include online safety issues and awareness and peer educators and critical minds like the cultivation of children's critical minds.

So we would love to see how we could influence the policymaking as well as teaching materials development and teachers training, parents training as well as the model IG conferences for the students.

I would also like to share some of the numbers that we have in our report for last year. So there are over 7 million Netizens in China. More than 20 of them are aged between 3 and 18. So the over 80 -- around 90 percent kindergarten students play online games. Yeah. 90 percent kindergarten. That's preschool.

And the weekly time that they spent on their cell phone is around 15 minutes.

And 18.6 is the mobile users of kids, like around 20 percent of the kids publish content online.

So they have three stages: From players, to users, to hackers. So they have different age groups. Like the age group between 3 to 6, they are basically players. And between the age 9 to 10, they are the users. We call them users. And the hackers is between the age of 12 and 14.

So there are certain digital divide in the family. So 77.8, that is the percentage of the children who own a cell phone. Like a smartphone. So 90 percent of them have a social account.

And one third of them will add strangers as friends. So this is what they are facing.

And around 71 percent of the parents admit that the kids know more about Internet than they do. But in the age group of 12 and 14.

So there are some major findings that we have. So the parents' concern basically have four areas. One is their children's academic performance when they use the smartphone or Internet and their regional health, how it affects their eyes. And their exposure to inappropriate information. And also making bad friends.

But it is hard to define "bad," right?

So there are four concerns. So there is incomprehension between parents, teachers and kids. So there are lack of education for both kids and the teachers and the adults. So actually the parents and teachers are not playing as a good role model for the students and for the kids. And they have relatively weak influence towards kids.

So what we have been doing is: We started the IG education back in several years ago. So we took example as case studies like share economy, that is quite relevant towards the IG. As well as the multistakeholders approach discussions that was back in Guangjo. This is the multistakeholders discussion. We assign different roles for the students to play as government, to play as private sectors and civil society. They could act like in the role of different aspects.

So also we would love to students what the kids want. Only kids know what they want. So what features they want in the smartphone. So they were given chances to design a future smartphone. Okay. What do I want? What features do I want? Whether I want protection or not.

We also like bring one of the primary school students that he was at the right side last year to IGF and he made his points in pre-events on day zero like on behalf of a kid. And also one of our deliverables for the IG education is the peer educators.

So the kids on the right-hand side is the kids we trained from Guangjo. And the kids on the left-hand side are from Guajo. I think some of you have gone there not that long ago? Goijo is in the southwest of China is remote province of China. And it's relatively less developed and less resourceful.

Yeah, this is also one of the teaching materials the students developed by themselves. Going down. This is in remote area. Back last year in Guangjo.

On the other hand, we are also emphasizing teachers and parents' training. So this is students training their parents.

So what we want is to influence. We're trying very hard to influence the policymaking. So there is online safety protection regulation for juveniles was established, finally established in January this year. So there is also we developed also child version for the kids to know what rights they have online how they should be protected from inappropriate information.

There are also some teaching materials that we developed for the kids. So the final -- finally, finally the teaching this material is included in public education system. Since last year in 2016.

So this is also a showcase of our model IG conference last year. So we have different governments like the real government was there. And the private sectors were there and also delegates from IGF was there, as well. So what we want to do in the next step is we are looking forward to the model IG conference again in this year. And the yearly research will start from next month. And we're actually really seriously considering IGF for kids. So it should be initiated by kids. The agenda settings should involve the decisionmaking of kids, as well. So we welcome the cooperation from academia, corporate and regional international support. Yeah, that's what we look forward to. Thank you very much.

[Applause.]

>> Take the mic. Limited space. All right. First of all, it is my pleasure to be here to speak to you about child protection. In fact, I keep this issue very close to my heart for two reasons. I have two small daughters. And every time I work on this issue, I feel like I do something for them.

And secondly I think we live in the region where we have serious issues about child protection online. And children here are being victimised. And when I set up my priorities for Google in the region, child protection work is always kept at the priority issues for us to keep and expand the collaboration.

Let me begin, when we talk about Internet in Google days in and days out we say that Internet is opportunity. We want people to go online. We want more users to be online to have access and be able to use this opportunity. And we believe that when users are empowered, they can do so many great things. But we have to face the fact, whether we like it or not, every opportunity contains challenges, right? And maybe danger. And you talk about children. We know that they are not yet equipped to protect themselves. That's why doubts a adults have a role to play. The question is what should be the role of the adults. Again, face the fact, whether we like it or not, in the role of digital technology, you cannot really protect someone eternally. The long-term sustainable way to protect someone is to help them to protect themselves.

And with the mobile penetration, Internet penetration, it's not possible to take Internet away from the hands of the children, right? Either the device or the connectivity, the 4Gs and the 5Gs is coming. So we have more and more children going online.

So what should we do if Internet for the children is like a playground. They go find a lot of cool stuff. Fun things to do. Connect with their friends. And at the same time, they are vulnerable to the dangers out there.

So in Google, child protection is one of the top priorities in the organisation. That we really commit full-time people and resource to work on it. So in five minutes, I will summarize the initiatives that we do in four categories. So the first one is protection. So family of Google products, in all of our products you can think about gmail, Android, chrome, YouTube, we have the safety centre that not only allow you to manage your own privacy but also allows you to manage the content that will come through the platform.

So in YouTube you have, for example, the restrictive mode. You can switch it on and it will help you filter out the bad content, violent content, sexual content that not supposed to be by the users. And this is one of the philosophy in Google. We don't hold your data hostage. We allow you to decide for yourself whether you want

to share data or whether you want to filter something. We have the system to help you assess how secure your system is. And this is available cross multiple platforms like Androids, Chrome. So I'm not sure how much users really go and manage those. In the past, I did not until I realized about all this. But we encourage users to become more proactive in managing their own usage.

The second one I would call it prevention. Mainly in search, people in Google spend time creating search platform to help people find what they want to find. But in this area it's a bit opposite. We don't want bad people to find what they want to find, right?

So in several countries, actually many countries, we work with local partners to identify the key terms, the key words that people would use when they want to search like child sexual abuse and we list those key terms and then make sure that when people use that term for search, they would see a warning page. Sexual abuse -- child sexual abuse is illegal. And it contains a link that go to the NGOs that we work with or the police or the help centre. Whatever the case may be.

And at the same time, we manage our search in such a way that we take away the content that they look for instead of seeing the image that they want to see, they will see like a court case of the criminals being sentenced to imprisonment and stuff like that instead. And this is very few areas that we manage such algorithms to divert the users away from what they want to find.

Apart from prevention, we also do removals. So it's clear when you use the Google products in the youth terms, it contains like a page long kind of conditions. When you create a gmail account, you click accept, you accept those terms. And those say that we've -- on child pornography or even suggestive on child pornography. So you cannot keep your -- not your, but the image in your G drive. You cannot upload it on YouTube. If you don't know, we allow users to flag it in case it is a user-accessible platform like YouTube. You have user report. And you click there. They have a category that says pornography. And you can click there child sexual pornography then it's flagged to Google. And when it's flagged. We look at it and we hash that picture. So in the future when someone upload the same picture again, we would know on our platform.

To strengthen this, we also work with third parties to be assigned as trusted flaggers. As you know, users may not flag the right thing. So we need to work with someone who we train and explain the guidelines and the policy so that they have more accuracy when they flag. So we have less work to do because they know what exactly they are flagging to us. So there's a way to strengthen the cooperation.

And for those imagery, apart from taking it down, we also report it to the national Centre for Missing Child Exploitation, which is required by the law. And also the International Centre that we also submit. So the police and the government can tap into those information and do investigation to find criminals.

So basically allow users to flag and we also actively seek those content and clean it up from the platform.

And the last thing is empowerment, right? So like I said at the beginning, at the end, you have to help train the children to be able to protect themselves. So we want to make sure that the children have the awareness, the right understanding this is not appropriate. This is not good. Have that kind of awareness. And they have the cognitive strategy, know how to deal with it. And be able to use their digital skills to manage their device and the products that they use to save themselves. And also be open to communicate what they find and what they see or what they experience on the

platform. So that other people can help them.

And when we talk about collaboration, it's not just this empowerment section that we work with other people. We work with NGOs and third-party across all the four pillars that I mentioned. And no one can achieve this alone. So it's a collective effort that we have to keep fighting.

And reality, we have the good guy and the bad guy in the world. We have to work together to contain the bad things and allow people to fully utilize opportunity that's out there. Thank you.

[Applause.]

>> Good morning. I will very briefly. Thank you very much for inviting ECPAT International to the panel this morning. It's a pleasure to be with you today. I work very briefly for an organisation called ECPAT International. We are a network of NGOs. And our mandate is to combat sexual exploitation and abuse of children around the world. So the headquarters, the global Secretariat is based here in Bangkok but we run global programmes. And we have 88 members -- 98 members, sorry, in 88 countries all over the world.

So what I'll do today, personally I'm in charge, sorry, of a programme that is dedicated to combating sexual exploitation of children through the use of technology. This is what I do within ECPAT. So what we agreed with -- that I would raise some five points today, five aspects which I think are very important for us as a group to discuss. And then when we open the floor, we can develop more and argue around those points whether you agree, you don't agree or you have something else you want to add to what I said.

So the first point -- and actually most of the things that I am going to raise have been already mentioned somehow through the comments of the previous speakers.

The first one is that I think that when we have a discussion around child online protection today, it means having a discussion about parenting in the 21st Century. It means rethinking the role of the parents and how they educate their children. And some very interesting points were raised before. And a key example is what was said by I think Chinese programme that the kids are teaching their own parents.

And for parents who have a mindset of the 20th Century, they have been brought up in a very different environment. And you've been brought up as a parent as you are the one who know. And you teach your kids how to behave. So to do it the other way around for many parents is very threatening. That's one major aspect.

Number two, and it also mentioned we should not demonise technology and Internet. And this is also very important because when you work on the field, you approach parents, teachers, adults, they think "I have an easy solution. I take the technology away from my kids." Sometimes you hear that. You hear those comments from adults. Because they feel so threatened by the technology and Internet, they think "oh, I take eight way from my kids, it's easy and then there's no more problem. It doesn't work that way. We wish but, no, it doesn't work that way. We live in a more and more connected world. More and more, increasingly connected region. Increasingly connected countries. This is not going to go away. This is the way it is. So we have to adapt our behaviors to these environments and don't take the technology away because the technology, in a way, as you said, injury an watt, is an environment -- Jirawat, it is a digital place where children exercise their rights.

Number 3, third point, as a result of what I just said, our opinion is that when you do child online protection, when it's child education programmes, you should

focus on human behavior. It's not so much about the technology. And you said it before. It's about our behavior online.

If harassing or being rude to someone offline is wrong, why is it right to do it online? If it's about your values as a human being, you know, if you have empathy towards other human beings, it doesn't make a difference. You should have it online and offline. Why is it okay to feel someone drowning in the river. Someone was mentioning to me yesterday that in the USA-- in Canada recently, some adolescents was filming, someone was drowning in the river and they were laughing saying you are dying, you are drowning, you will die. They were filming the person. They didn't call the police. They posted the video online. This is behavior. Filming has nothing to do with that. Why do you film and post online? What kind of person you are if you're able to do that? So you have to question your values as a person. Your behavior, right? It's not so much about the technology.

But the other point, the fourth point I want to raise is: But then technology has a role to play in that. Even if it's about human behavior. Technology somehow exacerbates the impact of youth behavior. It amplifies what were you're going to say or do on the Internet. So 20 years ago, 15 years ago if you get drunk on a party, you have too much alcohol Saturday night. Someone would take a picture. But you go to the shop, you print the picture, you don't know that, but this side you know that. The room is sort of divided by age group.

[Laughter]

So you would go to the shop. Give the roll. And they would print a copy or two copy. And the people would look at the picture. Like your family, your circle of trusts. You know parents had go after you and criticize you. But then the picture is gone. No one knows about it. Now you get drunk, someone very young gets drunk. The friend post the picture and the whole world knows about it. And forever. Thank you. That's true. There's no right to be forgotten on the Internet.

So this is the role of the technology, amplifying, you know, the misuse or misbehaviors on the Internet. We need to think about that.

And the last point, because my five minutes are up, I just heard the bell, is that research is showing that risk is not equal to harm in the digital environment. Easy to understand. The concept is easy. If you do a parallel with the offline world. So as adults, our obligation is to educate our children, young people, about dangers in the world, in the streets, right? So you educate your children. You tell them, you know, you don't go out at night. If you do, you go with someone you trust. There are places where you don't go because it's dangerous. You don't carry a lot of money, et cetera.

But then if you go out as a young person, if you are well educated, if you are aware, if you're resilient, chances are that the possibility of facing harm are reduced. It's the same online. If you are educated. If you are aware. If you've been taught to behave a certain way, to be careful. Then you reduce the possibility of facing actual harm. So you can enjoy the beauty and the opportunities that Internet is giving you. But then you are educated enough and aware enough to avoid the dangers, right?

So those were the points I wanted to raise. So that's when we can discuss it further. Thank you very much.

[Applause.]

>> Thank you very much. Very, very excellent points. I am Noelle Guzman from the Internet Society and I will be discussing briefly. So we had -- we have this report which just came out. And this is a report that looked at 11 countries. I'm including South Korea, Japan, Singapore, Malaysia as well as the Philippines and

Bangladesh, I believe. But they're right there. I'm going to try to distribute them later on. But this is an output of a research programme, a very short research programme that was done with Google support, just to acknowledge Google. And it tries to look at the policies that are in place. So what are the policies that are in place in these countries? What are the laws? Who are the actors? And what still needs to be done?

So I'm just going to broadly outline the findings. These are very, very broad findings. But generally, the Asia-Pacific region is progressing steadily when it comes to addressing online child protection issues. So as an example, all the countries that we looked at, all of them criminalise online child, mostly this is part of the criminal code. Not as a dedicated legislation. Although there are some in some countries. But a lot of the countries, it's part of the general criminal code.

Another positive trend is that there's also now more and more sectors that are involved. So countries are starting to involve their health sector. What we thought was particularly positive was that the education sector is now starting to be more and more involved. And that's important because as the other panelists mentioned, education is really, really a key solution.

But there are also big gaps that still exist. So one of them is that there's still no targeted or comprehensive response when it comes to addressing children's privacy online.

The other one is that also a lacking response of comprehensive response in keeping children's information secure.

And although it's now emerging we still need more efforts, especially more coordinated efforts, and more sustained efforts on empowering children, this means equipping children with the tools and the skills they need to manage risks online. This is especially acute in Developing Countries in the region.

The third one is we also need more initiatives to engage, to better engage children, to better understand their views.

What I find really good about this panel is we see those emerging. This was emphasized in the other panelists' presentations. So I think that's very important. And this is quite important, especially now that we're looking into creating policies. If we want evidence-based policies, then we need to engage those to whom the policies are targeted.

One alarming trend, though, is that there's an increasingly common filtering and monitoring systems are increasingly being used. And they seem to be more and more accepted as a way of mitigating risks. Now, that's not necessarily bad because filtering does have a role but it's not going to solve everything, as what we've already seen.

And as what we have seen with other filtering systems, there's always a risk of underblocking. That means that you don't get to block all of the content that you want to block or overblocking, which means that you inevitably block the content that you don't want to block.

We do have some recommendations, but I'm not going to go into that now, I think we should go into the interactive discussions first. Okay, great, thank you very much for listening.

[Applause.]

>> Thank you all.

>> MS. AKARI NOGUCHI: Thank you so much. Yeah, surprised to know so many initiatives are actually happening. Great. I'm impressed. So I was wondering, yeah, I think that we have something in common and something different, yeah,

depending upon our countries. But, again, let me ask some questions. I was wondering if like a certain, you see certain things that is particular because of your society or culture. I mean, for example, in Japan, it's not illegal to leave countries, some countries like United States, they say we cannot leave children under certain age, 15 or something? 12? So kids always taken care of or supervised again by babysitter or something. But in Japan it's not like that. And since more and more parents are working, both mother and father, and also kids go to their supplementary school after school or can go to piano or ballet. So in many cases the kids they can go somewhere by themselves. So that's one of the reasons why like kids own the smartphones, like mobile device, to make sure their parents know where they are or they're okay.

But at the same time, you know, it can be there. The gate to be there. Be awkward.

So I was wondering if the kind of social or cultural or some characteristics in your society have something to do with the kids and relation between kids and online mobile device and so on, if you have any idea? Please let me know.

>> MARIE-LAURE LEMINEUR: From the research done. I'm aware of another one that is called global EU Kids Only. For those of you that are not familiar with it very briefly there is EU Kids Online initiative. It's a survey that was conducted some years ago in Europe across more than 20 countries. Very interesting for the first time.

And then what they did is they conducted surveys around the online risks and harm with the kids, some age categories and the parents. And then they compared. It was fascinating. It's available online. And last year they started -- it's led by the London School of Economics. And last year, they developed a global version of it. So it was really the idea was to adopt a European kind of methodology. Methodology adapted, tailored to European characteristics to global level and take the same kind of survey to other countries. And I'm saying that because the pilot they did in four countries, and one of them were the Philippines. And the findings, I have the executive summary here, but to your question, so when you read through the findings, you can see that some answers, you see similar patterns of behavior across countries, whether it's Argentina, South Africa, the Philippines and Serbia. But for other findings, there are some differences between the country.

So, for example, in the Philippines, 62 percent of the children, they do access Internet from home. That's what they found. For other findings, children don't tend to access younger than in other countries. But there are also similarities. So it really varies and depends on the question they are asking.

>> I think you mentioned the digital babysitter, right? The issue of digital babysitter. Happens in every society. In Taiwan, especially in summertime, the parents and the school, the teacher know how to balance the children's leisure life. They need to expand their relationship with friends, with family. And also using media. But media is not the only thing. Yeah, it is not the only thing. They also need to know how to get along by themselves because we find some case about Internet addiction. Actually because they feel lonely, also they don't have their goal. So they just try to spend their spare time on IT devices.

So we try to train the preschool kids how to stay by themselves. I mean not stay home by themselves is against the law. I mean how to get along with themselves sometimes. Thank you.

>> As far as I'm concerned, most of the time when kids are in primary school,

middle school, their smartphones are collected by the school. In main lined China. So it is not allowed to use mobile phone back in schools.

So after school, it is more like a release for students. Oh, I finally find time to be with my phone. So this is something that needs to be addressed. So how to deal with the relationship between the school, the teachers and the students and the mobile phone.

This is something that we are trying to explore and to see how we can find the balance between -- among them.

>> I just want to share that there are some findings from participants in the round table this year in Hong Kong. Partners on Hong Kong, family -- association. They have done research about what is the parents concerned most about the children using online activities, online devices. Of course their top concern is choosing the online games. But not privacy issues or even connecting inappropriate comment. So I think it's quite common for the parents whether they focus on academia result or whether they use the device for entertainment. I would say probably this is one of the concerns parents did not like the protection on the other hand, academics results would be probably in the Asia region focus of those parents.

>> Because kids spend too much time online and have less time to study, you mean?

>> Yes, exactly.

>> I think the problem Internet addiction is not only the children. I think adults, as well.

>> Yeah, I agree.

>> Step back and look at my own behavior and wonder what am I doing? And actually even among the team in Google, we talk about this when we get together and talk about how we should work together as a team. And in Google we have a ping system. So you can just text one another. You have group chat box easily. So instead of calling them, organise a conference or email them, you can ping them. Yeah. And the big question comes up: How should you -- the question was how should we manage this ping system? Because it's real distracting. You are on a conference, writing something, writing email, drafting a paper and your teammate ping you and you feel obliged to reply. That reduces productivity dramatically. What should you do to carve yourself out of that system temporarily without offending the other side and without compromising your ability to manage crisis because they may contact you on urgent matter. And we had a long discussion about how to manage this ping system.

For children, I think it's very important and I observe this myself from my daughter. Right now tablets become the new babysitter, really. Because it can capture attention of the children really effectively. And at least for 10 minutes, 15 minutes and you can do your own things. But it's not good because they do not have the right balance of the physical world and the digital world. You need to -- this is my own personal belief. You need to, like said, you need to -- you have to train the children how to live by themselves. Enjoying things around them. Then trees, nature, the people and live without this device. At least from time to time. I.

I totally degree.

>> So just to add a bit. Very broadly. When it comes to policy, what we've observed so far is that countries tend to address issues very actively. They address issues as they begin to experience them. But that's not necessarily bad. But that's where education becomes important because there's a limit to how much law, how

much you can legislate. But with education, as Marie emphasized, if there is responsible behavior, if children are taught to be responsible in what they do online, how they behave online and how or who they interact with online, then you're empowering them to make decisions. And that's a positive. That's also a positive development in recent policy. So now we're starting to see policies that allow children to do that. So now we're seeing policies about online content.

So recently there's a new policy that's about to be implemented in Vietnam, for instance, that would allow children to request authorities or ISPs children or their guardians to take down content about them on the Internet. And also if you're going to post information about a child, then you have to ask the child or preferably their guardian before you post that online.

So it's important to recognize children's agency because I mean it's granted that as children use the Internet more, they become more exposed to risks, but then they're also increasingly -- research is also finding that children are able to learn to cope with them. So they can be taught to cope with those risks. So we don't have to restrict everything.

>> Thank you.

>> Another question I was about to ask you is how do you work with other stakeholders? To resolve the only issues. But actually in presentation. Most of the things are covered. Is there anything, like you think it's challenge that you still need to work more comprehensively with the government? Or you need more social opinion from young age? Or consents from parents if you have like any concerns or challenges that you need to work with other stakeholders, please speak up.

>> MARIE-LAURE LEMINEUR: So as you said from what has been said so far, the subject is across sectors. And you can look at it from different angles. And you have to find solutions from all of those angles. One of them is the health centre. We discuss addiction. But there are other health implications to long hours of using technology, postures, looking at devices, at screens. Maybe -- there is a role for the private sector, the parents education. But the health sector I think also plays important roles and you can read in many countries, you can hear some health professionals raising issues. Recently, for example, outside of this region in France, a group of pediatricians, doctors specialising in children, they said that they started noticing among their patients, very young children symptoms of autism. Children will have autism because they are saying that they are exposed to so many hours to screens, iPads, et cetera, that they have observed that this is really now causing some serious health issues in a certain group, in those children being exposed. So they wanted to raise attention to the government and say hey, we are now on the verge of a whole generation of children who are going to be exposed to that. And we need to do something about it.

>> To add to that. I forgot to mention. Parental control is one of the key focuses we are working on in Google. And we are talking about something like the parents' account can also add children account into the control panel. And you can set time allocation of how much time that your child device can be active online. Like three hours a day. Once they run out, that's it, cuts off. Something like that. So parents is to have more control over the device of the children.

>> You already have or you're planning?

>> MR. JIRAWAT POOMSRIKAEW: Not yet. Not yet. We're planning.

[Laughter]

>> I think your question is about our opinion about our public sector's

representative in every country. Our observation? Is that right? Okay. In the past seven years, I'm lucky. I got a chance to work with our public sector and also private sector, different representative, to promote online safety action in Taiwan.

I find the public sector representative depends. Few people regard its mission. But most people regard online safety policy as a duty, even obligation. Or complaint. But I think -- it's important for both public sector representatives, even private sector representatives to regard children protection is very important and also it's a mission, not a duty. Okay. Thank you.

>> A question I just think about the sharing from the young groups here yesterday from the children's media literacy education centre. Share very interesting videos about an interview of the children and the parents. The question to the children is about if you have a chance to choose, you choose the time to spend with your parents or spend the time on those digital device like smartphone or video games? Unexpectedly, the children would choose, they would like to spend time with their parents. In the meanwhile, the parents are listening to video in the other room. The parents unexpectedly guess that the children would actually choose video games and those online games than them.

So for this impressive video sharing, it just come to my mind is of course we agree that we have to have those kind of collaboration between different stakeholders and also public sectors and industry to work on the protection areas.

The one who really link to children, of course we have the children, but parents is the first touch. The labour of children. So think about this as parents should be one of the most important stakeholders to doing some protection on their children.

Also echo to Mary's point PPSD about the parenting. Of course I do think it is important to let children to teach their parents. In the other way is a new parenting style nowadays is not like the traditional way. Is not always like for what parents -- I think it is more interaction between parents and children. Communication is very important and crucial element in nowadays digital world. Yeah, thank you.

>> I would like to address the questions from different perspective. Like echoing to Marie's, the research, like the global online research.

Actually the Netizen, the quantity of the Chinese Netizen is quite large. Actually the research was not included in the global research, Sonya's research, due to, I think, most of us aware that most of the different discourse system back in main line China. So what we want here is to like make the inside information really revealing, like to share more information about how Internet users back in mainland China and how children are protected back there. And we would also love to see more and more international, like, join forces we could work together and to see, like to actually, to push something slowly, even slowly to happen, yeah.

>> MODERATOR Okay. Thank you. We are now about time. So do you have any questions or comments from the room?

Very quickly. If you have any. Oh. And remotely as well? No. There is one? The one from the back, please.

>> Hello. Hi. Hi, this is Kelvin from iPAC -- I am also looking into youth engagement. Comment or request. I notice there is quite a few youth. Or very young audience here, as well, so I would like to ask them to also ask questions of the panelists because I noticed that a lot of the panelists talk about education and values. And maybe not this panel but other places they talk about self-responsibility, as well. So I would like to ask the younger members here what are some of the problems they

faced while online? What are some of the difficulties they had? I thought this would be a good chance to ask the audience. Thank you.

>> MS. AKARI NOGUCHI: Okay. Shall we ask to the young audience here? Yeah, younger people than me. Do you face any like challenge or like do you have any online issues at this moment?

[Too many talking at once.]

>> Well, on the Internet, I will see so many bad information for us. Just like the games of the Royal Glory.

[Laughter]

It is a mobile game. Maybe lots of children like to play this game. But some people can't control ourselves. So many children will play this game all day and all night.

>> Addicted.

>> MS. AKARI NOGUCHI: Thank you. Okay. It's about time to finish. But you had? Sorry. Okay. One more question, let's say. One more question.

>> Hello. So this one is for remote participant named Nany. From Youth for Rights. Question to all speakers. When it comes to the process of addiction making in your small as well as big project programmes on taking the step forward on issues impact youth, what are the best methods or ways to communicate with the current youth better to make them understand the issue that you're fighting for them?

So mentioned PPSA my sharing. The Youth for rights, actually I do think empowerment is a key issue because it is not like the adults speak for children or speak for teenagers themselves. It's better for children and teenagers speak for themselves as supporters and they can be the trainers for the whole programme. So method we can use right now. But as we also have youth participants here. So we would like to engage and encourage you all to organise like those local YIGF or other path to share your opinion or raise more awareness on the issue. Thank you.

>> Just to add to what David said. I think it's also important because children, when you talk about children, it can be anyone from, I don't know, an infant to a 16-year-old or even an 18-year-old in some countries. So it's important to also develop age-appropriate materials because these children respond to risks differently. They are exposed to different risks. They use the Internet differently.

But I suppose the underlying factor is we have to start them young. I think as Chris mentioned, children start to use the Internet in a variety of ways by age 10. By age 15, they become content creators. So at the moment, we're trying to incorporate digital literacy schools but they start quite late maybe secondary level. But we really have to start them young and we have to integrate them in the curriculum as part of the educational system.

>> MS. AKARI NOGUCHI: Great, thank you. Yeah. Just very quickly.

>>

>> MARIE-LAURE LEMINEUR: There is not one recipe that is tailored to one country or all age categories. That's one principle. One thing that has been proven very useful is what you mentioned, peer education. Peer education usually has a lot of impact on children in these fields. Thank you.

>> MS. AKARI NOGUCHI: Thank you, everyone so much for this time. We learned from you guys.

So, all right. Okay. Had let me conclude this workshop. Thank you for joining us, everyone, in this room, especially you. Okay. So I think that there is no key to solve all the problems but the important thing is we should keep on learning

from each other and all the stakeholders and collaborate. And it's not like in 20th Century parenting, just one way. But we should learn from the new young generations because the Internet keep on changing. We should keep on learning and challenging. Yeah, sometimes the rules and laws are behind because, again, the Internet is very speedy and new. So even if it's not clearly, there is no clear regulation for the incident, if like something is obviously violating the Human Rights or causing the problems or endangering children, we should take an action immediately. So hope we can share the knowledge from today back home. And we can keep on going to minimize the harm to children by education in advance and immediate content media whatever happens. Thank you so much. Thank you.

[Applause.]

(end of session).

>> Okay. You can take the Internet Society report at the door, front door. Yeah, take it freely.

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