SEAMEO CENTRES POLICY RESEARCH NETWORK (CPRN) SUMMIT 2025

Building Bridges to a Sustainable Future: Inclusive Collaboration and Innovation in Education, Science, and Culture

Fostering Digital Citizenship Competencies (DCC): Lessons Learned from the Philippines, Singapore, and Vietnam

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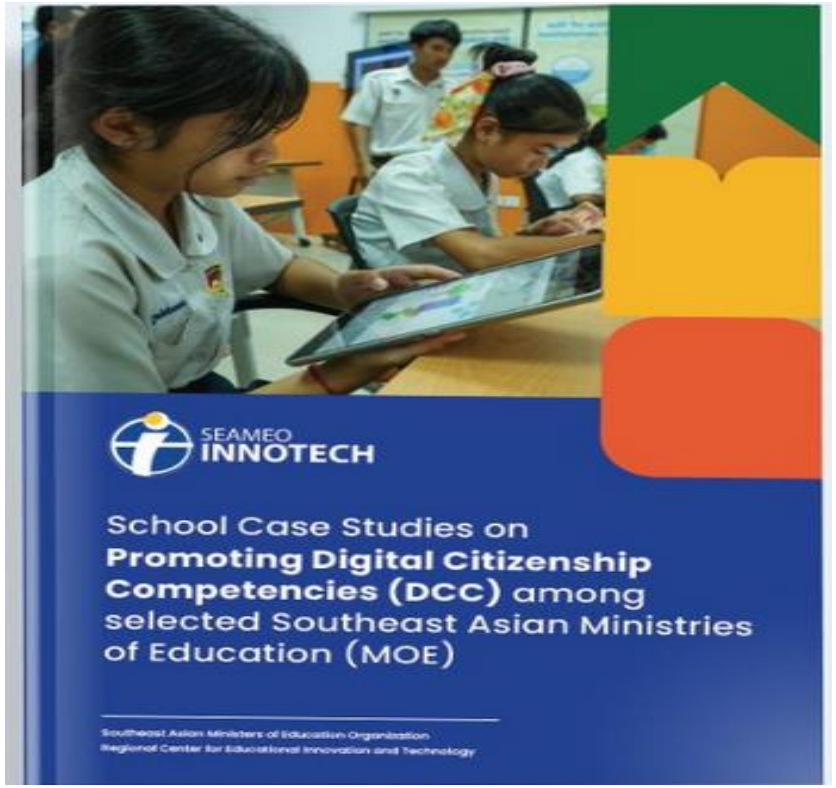
Background



ICT as an impetus for shaping teaching and learning

Rising Challenges

(1) provide evidence-based models of school-level DCC interventions; (2) offer policy guidance for Ministries of Education, and (3) identify stakeholder roles, explore their contributions, and recommend strategies like participatory policymaking, awareness campaigns, capacity-building, and collaboration.

Background

Timeline of Definitions of Digital Citizenship

2004

Ribble, Bailey, and Ross

"Behavioral norms on the use of technology."

2012

Alberta Education

"A foundation and cornerstone for democratic nations"

2019

UNESCO

"Learners' skills, effective use of technology, and appropriate behavior."

2012

Alberta Education

"A foundation and cornerstone for democratic nations"

2016

Choi and eTwinning

"Ethics, media and information literacy, participation/engagement, critical resistance"

"Learnes' skills and appropriate and effective use of technology (ICT)"

DQ Institute

Methodology

Study Design

- Yin's (2009) ty)–case study approach to examine how secondary schools in the Philippines, Singapore, and Vietnam foster digital citizenship competencies/d analysis

Participants

- Key informant interviews, Focus Group Discussions with School Heads, Ministry of Education Officials, Teaachers, Students, and Parents Teachers Association lives

Data Collection

- Interview protocols included consent forms, participant profiles, and questions on DCC, Tech integration, and stakeholder roles
- Tools pilot tested and validated by DC expert

Analysis & Validation

- Data collection onsite in: Plimpines a–Vi'etnam
- Singapore; remoote (due to COVID–19)
- Data were coded and analyzed thematically
- Findings validated by all three Ministries of E ducation to ensure rigor and context-specific insights

Findings

- Country Case Study: Philippines
- Enhancing the competencies of the teachers and school heads
- Supporting students' technological needs and accessibility
- Building partnerships

Findings

- Country Case Study: Singapore
- Expanding learning with technology
- Responding to the needs and expectations of students and parents
- Discerning the growing needs of students for media literacy
- Rallying parent support for school initiatives
- Recognizing the need for sustainable use of technology

Findings

- Country Case Study: Vietnam
- Promoting the use of digital devices in school
- Recognizing shared responsibility on digital citizenship

Discussion

👩‍🏫 1. Teachers & School Leaders

- Access to continuous professional development (in-service, online, offline)
- Country-specific supports:
  - *Vietnam*: MOET-led in-service training
  - *Philippines & Singapore*: Ongoing post-training ICT support
- Advocated practices:
- Lesson studies, peer collaboration, and learning networks (SEAMEO INNOTECH, 2016)
- Curriculum-linked DCC training (UNESCO, 2019; ADB, 2018)

Discussion

👨‍👩‍👧 2. Parents & Guardians

- Uneven participation across public/private schools
- Gaps in digital competencies & understanding of school curricula
- UNESCO Bangkok (2003): Extend training to parents and communities for meaningful digital support

Discussion

🤝 3. Schools & Partnerships

- Active school-family agreements to ensure inclusive engagement
- Strategic partnerships with public and private organizations to build infrastructure and competencies
- ADB (2009): Encourage PPPs to bridge resource and expertise gaps

Conclusion

(1) Digital citizenship development requires collaborative efforts;

(2) Parental involvement, especially through the PTA, is vital;

(3) Sustaining partnerships and programs helps teachers stay updated through ongoing upskilling. Ultimately, recognizing and engaging stakeholders is crucial to building a responsible and inclusive digital future.

Recommendations

- For Teachers
- Ensure the inclusion of hands-on activities in teaching ICT to introduce the latest updates and improvements in design, programming, robotics, etc.
- Upskill and reskill teachers and ICT personnel on the current ICT development and empower them to serve as role models by applying the knowledge gained from training
- Foster awareness on features and layers of protective measures/strategies in using social media among students, co-teachers, and learning partners.
- Maximize available online platforms for students' collaborative activities/group work and communication between and among students and teachers.
- Establish open channels of communication to strengthen the student-teacher dynamics to espouse a unified way of approaching issues related to cyber safety.

Recommendations

- For Parents/Learning Partners
- Enable parents/learning partners to understand the guidelines on cyber safety and security; make parents partners in learning through ensuring cyber safety.
- Facilitate training for parents/learning partners on cyber wellness for them to guide their children.
- Enrich the awareness of parents/learning partners on the features and layers of protective measures/strategies in using social media.
- Consider providing training opportunities for parents/learning partners on appropriate approaches in responding to technology-related concerns/issues of students.
- Continue and strengthen parental involvement in the monitoring of the learning and progress of their children during online classes at home by orienting them on the school's implementing rules and guidelines on the use of technology.

Recommendations

- For other stakeholders
- For teacher education institutions (TEIs) and higher education institutions (HEIs) to strengthen pre-service training for ICT by revisiting the curriculum in the pre-service curriculum in teacher education and training so that teachers will be prepared and equipped before entering the teaching profession.
- Regularly review/update the technology courses (e.g., Technology for Teaching and Learning 1 and 2) in the existing curriculum for teacher education.
- Continue school and community partnerships to support interventions toward digital citizenship.
- Explore partnerships with IT companies to enhance the available software and hardware of the schools and to become abreast with the different technological advancements and increase teachers' participation in training and certification.

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