Promoting ICT Literacy in the Asia-Pacific Region

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Information and Communication Technologies

- There is almost universal acceptance that information and communication technologies (ICTs) are good for development.
- How do Asia-Pacific countries compare in their ICT readiness?
  - (1) their appreciation of ICT (i.e., whether ICT policies, regulatory framework, and the like are present) and
  - (2) availability of such technology (i.e., existence of ICT infrastructures)?

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- Almost all countries in the Asia and Pacific region greatly appreciate the value of ICT in growth and progress (ICT policies, strategies, and master plans)
- However, socio-economic diversity among countries in the Asia-Pacific region is still extreme
- The data in this situational analysis provide evidence that while the levels of ICT availability and use (ICT literacy)in Asia and the Pacific are predominantly moderate, there are areas which are more advanced

Countries	Appreciation of Technology	Availability of Technology
Afghanistan	LOW	LOW
Australia	HIGH	HIGH
Bangladesh	HIGH	LOW
Bhutan	HIGH	LOW
Cambodia	HIGH	LOW
China	HIGH	LOW
CIS (Kazakhstan, Kyrgyzstan, Tajikistan, Turkmenistan, Uzbekistan)	HIGH	NO AVAILABLE DATA
Democratic People's Republic of Korea	HIGH	NO AVAILABLE DATA
India	HIGH	LOW
Indonesia	HIGH	LOW
Iran	HIGH	NO AVAILABLE DATA
Japan	HIGH	HIGH
Malaysia	HIGH	HIGH
Maldives	HIGH	LOW
Mongolia	HIGH	LOW
Myanmar	HIGH	LOW
Nepal	HIGH	LOW
New Zealand	HIGH	HIGH
Pacific Islands Countries: (Cooks Islands, Fiji, Kiribati, Marshall Islands. Micronesia, Nauru, Niue, Palau, Papua New Guinea, Samoa, Solomon Islands, Timor-Leste, Tonga, Tuvalu, Vanuatu)	HIGH	LOW
Pakistan	HIGH	LOW
Philippines	HIGH	LOW
People's Democratic Republic of Laos	HIGH	LOW
Republic of Korea	HIGH	HIGH
Sri Lanka	HIGH	LOW
Thailand	HIGH	LOW

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- A **Strategy Framework** to promote ICT literacy must follow an approach that is situation-appropriate and adaptable/open/expansive in order to respond to the increasing range of skills people need to function in today's global and technology-oriented world.

Definition ICT literacy

- In the report *A Framework for ICT Literacy* the international panel's definition of ICT literacy is specified:

"The ability to use digital technology, communications tools, and/or networks to access, manage, integrate, evaluate, and create information in order to function in a knowledge society."

Educational Testing Service. (2002) *Digital Transformation A Framework for ICT Literacy: A Report of the International ICT Literacy Panel*. ETS: New Jersey, p. 2

ICT Literacy Dimensions: Conceptual labels and Descriptions

DIMENSIONS	CONCEPTUAL LABEL	DESCRIPTION
KNOWLEDGE	FOUNDATIONAL KNOWLEDGE	Awareness of technologies and appreciation of their relevance.
SKILLS	TECHNICAL SKILLS	Use of technology for information and knowledge; encompassing skills or abilities to access, retrieve, store, manage, integrate, evaluate, create and communicate information and knowledge, and participate in networks via the Internet.
ATTITUDE	CRITICAL ASSESSMENT SKILLS	Understanding that ICT acquisition and use impacts on personal and social development, including perception of values and responsibilities, communication practices and other behaviors. Social and ethical competencies develop as a result of this critical assessment and reflection.

Key Competencies for Foundational Knowledge

DIMENSIONS	CONCEPTUAL LABEL	KEY COMPETENCIES
KNOWLEDGE	FOUNDATIONAL KNOWLEDGE	• Familiarity with mobile phones, computers, the Internet, and other ICTs. • Ability to identify ICTs. • Appreciation of actual and potential functions of these technologies in everyday life (i.e., personal fulfillment, social inclusion, and employability). • Understanding basic features/uses of ICTs (e.g., for mobile phones: voice calls and SMS; for computers: word processing, spreadsheet, database, information storage; for Internet: web browsing, e-mail, and instant messaging). • Ability to distinguish between the virtual and real worlds. • Awareness of need for phonetics, netiquette.

KEY COMPETENCIES FOR TECHNICAL SKILLS

DIMENSIONS	CONCEPTUAL LABEL	KEY COMPETENCIES
SKILLS	TECHNICAL SKILLS	• Ability to use ICT features and applications (e.g., for mobile phones: voice calls, SMS, still camera, video recorder and/or player, voice recorder and/or player, radio, music player, multi-media service, word processing, spreadsheet, presentation, infrared, bluetooth, and internet connectivity; for computers: word processing, spreadsheet, database, information storage; for Internet: web browsing, e-mail, and instant messaging. • Ability to access and search website (e.g., log on to the Internet, use search engines, refine search using keywords, etc.). • Ability to use Internet-based services (e.g., create an account, compose email, attach and download files, participate in discussion fora and social networking sites, create blogs, etc.). • Ability to collect and process (e.g., create database, organize, store, filter out irrelevant, etc.) electronic data for immediate or later use. • Ability to convert data into graphic presentation and other visual formats. • Using ICTs to support critical thinking, creativity, and innovation for educational, work-related, and leisure purposes (e.g., make the most of multi-media information, cross-reference information across websites, dealing with spam and fraud, etc.). • Ability to distinguish credibility (e.g., differentiate relevant vs. irrelevant, subjective vs. objective, real vs. virtual, filter out porn and other offensive content, check for and guard against plagiarism, etc.).

KEY COMPETENCIES FOR CRITICAL ASSESSMENT SKILLS

DIMENSIONS	CONCEPTUAL LABEL	KEY COMPETENCIES
ATTITUDE	CRITICAL ASSESSMENT SKILLS	• Ability to use ICTs to work individually or in teams, complying with agreements and helping each other in case problems occur. • Judicious/responsible use of technology: Sensitivity to safe and responsible use of the Internet