

THE DIGITAL FUTURE OF
ANTIGUA & BARBUDA:

YOUNG PEOPLE'S RIGHTS IN THE DIGITAL AGE





Government of Antigua & Barbuda

Ministry of Education Sports and
Creative Industries

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TABLE OF CONTENTS

4	THE DIGITAL FUTURE OF ANTIGUA & BARBUDA
5	DATA PROTECTION AND PRIVACY AND OUR YOUTH
6	PROTECTION AND PRIVACY IN THE DIGITAL AGE: Young Antiguan and Barbudan Perspectives on Privacy
18	PROVIDING YOUNG PEOPLE WITH AN ICT EDUCATION THAT IS FIT FOR THE DIGITAL FUTURE: 10 years of the ICT in Education policy
23	PROVISION IN THE DIGITAL AGE: Opportunities for Young People to Access Emerging Technologies
27	YOUNG PEOPLE'S DIGITAL LIVES: Hearing from the Next Generation
29	PROTECTION AND ONLINE SAFETY IN THE DIGITAL AGE: Different Examples of Regulations
30	FUN STEM LEARNING IN THE AMERICAN CORNER ANTIGUA
30	ANTIGUARECON: Growing Digital Skills and Opportunities

THE DIGITAL FUTURE OF ANTIGUA & BARBUDA

Around 22% of Antiguans and Barbudans are children under the age of 18,¹ and each of their childhoods will have been defined to some extent by the digital world. As the global experience of the pandemic showed, the reach of the digital world is growing, with everything from education to leisure to extended family life moving partly online. Children are increasingly growing up digitally.

The digital world young Antiguans and Barbudans inhabit is filled with online opportunities and risks that previous generations could have only imagined. Understanding these, and how they shape young people's childhoods and life chances, is critical to ensuring that the next generation is adequately supported to meet the increasingly digital future of Antigua and Barbuda.

This report tries to explore what some of these opportunities and risks might be, through a child rights lens. Children and young people's rights apply in the digital world equally.²

They have rights to provision—to be able to access and know about the digital world—to protection—including rights to privacy and online safety—and to participate in and shape their digital future.

This report draws on a series of workshops and surveys exploring young people's privacy in particular. They were held in December 2022, funded by the Internet Society Foundation. Similar workshops were held in Ghana, Slovenia and Australia across 2022. In this report, we build on this research by including interviews and analysis exploring young people's provisions and participation too.

The aim is to contribute to an already thriving discussion about the digital future of Antigua and Barbuda. We hope this report raises interesting and challenging questions, and points to a few potential answers and ideas for solutions too.

¹ Derived from the UN 2022 World Population Prospects 2022 <https://population.un.org/wpp/>

² See for example, the UN Committee on the Rights of the Child 2021 General comment No. 25 (2021) on children's rights in relation to the digital environment <https://www.ohchr.org/en/documents/general-comments-and-recommendations/general-comment-no-25-2021-childrens-rights-relation>



DATA PROTECTION AND PRIVACY AND OUR YOUTH

*Planning Unit, Ministry for Education —
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In December of 2022, Reset Tech Australia conducted research to capture the thoughts of young people in Antigua & Barbuda as it pertains to technology, trust and privacy. This initiative has come at an opportune time since the pandemic has thrust our education system into the virtual environment. We know and understand the value of data protection and privacy and must wear them as insignias on our lapel. As custodians, we are required to move adroitly within this online space. Thus, we are required to safeguard the data protection and privacy needs of our most vulnerable stakeholders, our youth.

Our youth have a place at the table of decision making as it pertains to protecting their digital footprints. Who knows and understands the consequences of their plight greater than them?

Their voice must not be snubbed. When a pebble falls into the ocean its impact goes unnoticed but as more pebbles amalgamate and descend the crescendo it creates, attracts attention. The youth in Antigua and Barbuda will not be left out of the burgeoning campaign to have their online data protected and respected like their counterparts in developed countries. For those who are navigating this space nonchalantly, constant and persistent digital literacy is critical. No longer should numerical and language literacy alone be embedded in our curriculum; digital literacy too must be represented at all levels.

We make an ironclad commitment to ensure that the recommendations from this conversation are realized – a data privacy climate must be built, strengthened and sustained for a safer Antigua & Barbuda, Caribbean and World.

PROTECTION AND PRIVACY IN THE DIGITAL AGE: YOUNG ANTIGUAN AND BARBUDAN PERSPECTIVES ON PRIVACY

BY RYS FARTHING, RESET TECH AUSTRALIA

Globally, children and young people under 18 years old make up a third of the world's online users, and they use a range of digital technologies and services. Virtually all of these services—from EdTech products, to smart phones, to popular apps like Instagram and Whatsapp—collect a trove of personal information about young people. The best available estimate of how many data points have been collected about each and every child by their 13th birthday is 72 million data points.³

Young Antiguans and Barbudans will be no exception. In our workshops, we asked young people what their favorite apps and digital services were, and many data hungry products were noted; from Instagram, Among Us, Whatsapp, YouTube, Spotify to Call of Duty. Each of these products collects, stores and uses different personal data, from precise location details, the contents of their phone's address books, who they interact with, when they go to bed, tracking their actions and behaviors with cookies and pixels and building profiles about what they like and dislike. These profiles are deeply personal, often identifiable, and filled with sensitive information. Our workshops unpacked what young people thought about this, exploring what they believed privacy in a digital age looked like and how they'd like it improved.

ABOUT THE RESEARCH METHODS

In person and online workshops were held with 42 young people, aged 13 to 15 at the National Public Library, over 2 days. Young people were recruited with the help of the Department of Education, from schools across Antigua to attend in person, and a school group from Barbuda attended online for day 1. An additional 55 young people, aged 13-18, took part in a survey that was circulated through schools.

³ In New Economics Foundation 2020 iSpy https://neweconomics.org/uploads/files/i-Spy__NEF.pdf



WHAT PRIVACY MEANS TO YOUNG PEOPLE

The group developed a definition of privacy that demonstrates the complexity of the concept for them.

Privacy is the use of your private information in protected and safe ways. Privacy protects and conceals information from those you don't want to see it. It sets boundaries and makes your personal life more private & comfortable.

This definition emerged from small group discussion, where 15 working characterizations were generated. We analyzed these 15 characterizations and agreed that there were four key aspects to privacy. Privacy involved:

1. Being able to conceal personal information (e.g., 'concealing personal information from others')
2. Was a protective factor from "others" who may want to interfere (e.g., 'helps to create boundaries to protect us from interference in our lives'). Discussions suggested that "others" who we may want protection from included States, companies, hackers, friends and parents
3. Created a comforting feeling of safety (e.g., 'privacy may make you feel a sense of safety and comfortability knowing your info is safe with you')
4. Was connected to safety and security (e.g. 'privacy means to be protected and secure about something...')

DO YOUNG PEOPLE FEEL THEIR PRIVACY IS RESPECTED?

We unpacked if young people felt private—if they trusted that their sensitive personal information was handled carefully—in both the workshops and the surveys.

What we found in the surveys matched what we were finding in other parts of the world. There is a three way split between young people who trust that their information is handled carefully, young people who distrust that such care is given, but more than a third weren't convinced either way.

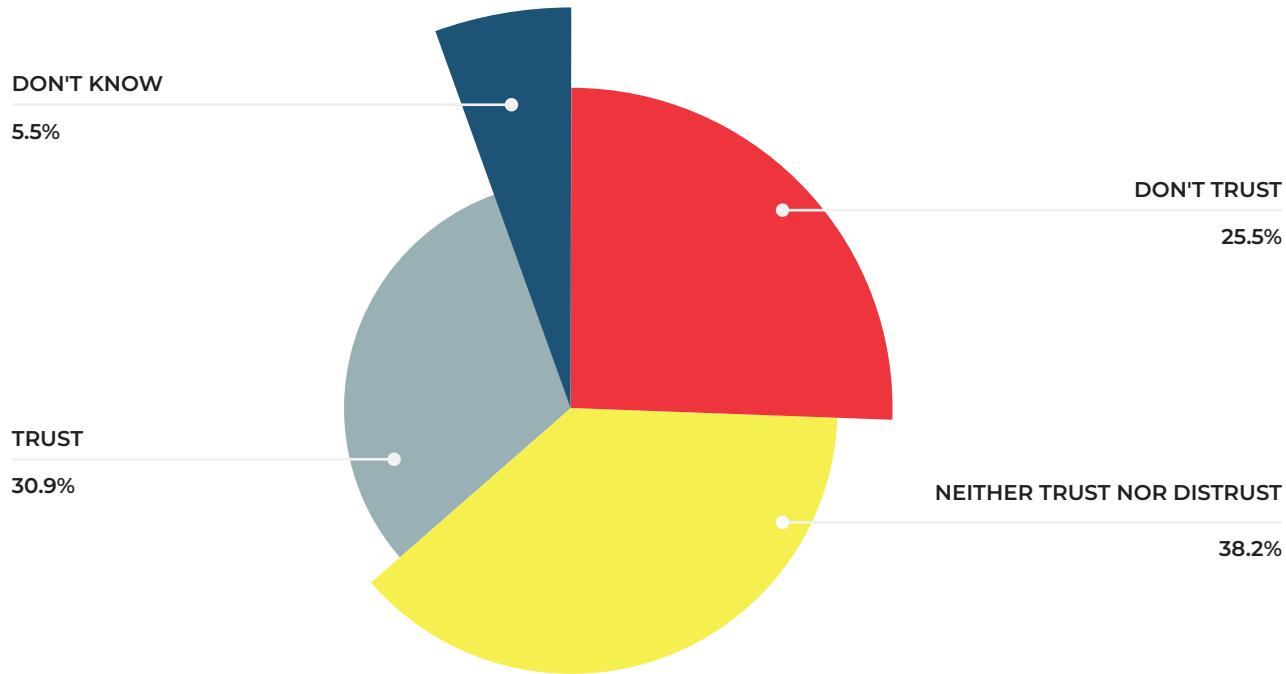


Figure 1: Do you trust digital products and services to handle your information carefully (n=55)

The survey asked young respondents why they felt this way. It seemed that distrust was frequently tied to fears of hacking and cyber security. Young people said they distrusted that their data was handled carefully 'because they might hack into your device and do all

kind of nonsense.' Another said 'I am scared they will hack in my account.' It is worth noting that comparatively, fears about hacking and cyber security were significantly stronger in Antigua and Barbuda than anywhere else we researched.

Distrust also just came from a sense that the digital world was often misleading: 'I have a feeling they might trick me' said one young person. Another explained 'my distrust is due to the fact that they collect my data and they would all state that they don't keep my data, stated in their legal documents, but how would a normal citizen like myself would know that they could be lying about? And they are selling my data to other companies so that they would know what kind of algorithm to use to advertise products based on that data.'

On the opposite side, young people who trusted that their data was treated carefully often mentioned cybersecurity and other information protection measures as a source of trust; 'I mostly trust them because they have security and safety,'

another said that they were trusting because while 'I don't know much about them, and also I know they have encryption.'

Some young people said that familiarity and use created trust. 'I trust them because they are things I use on daily.'

Many expressed ambivalent views, with trust and distrust going hand in hand 'I trust them because most of their work are good and I don't trust them because I don't know where my information is going.'

We also asked survey respondents if they trusted that their privacy was being respected online. The majority (54.5%) of respondents said they thought their privacy was respected online.

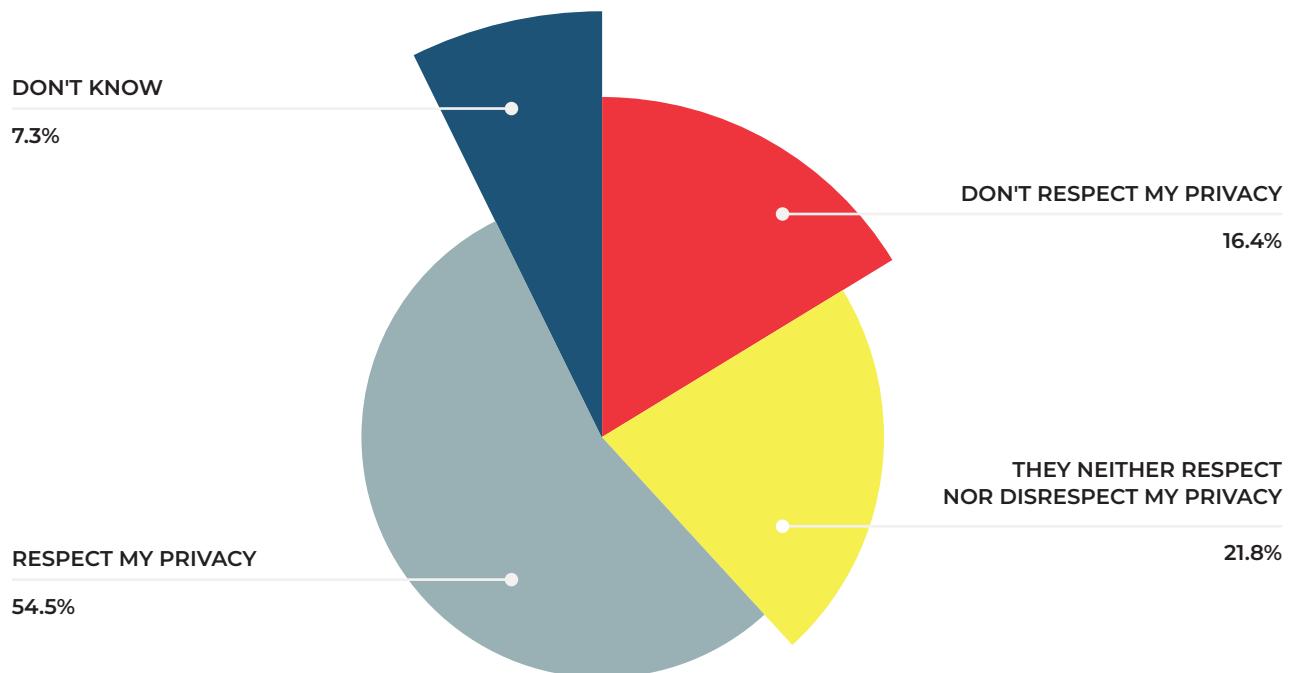


Figure 2: In your opinion, when thinking about whether digital products respect your privacy do they.... (n=55).



This was very different to the discussions held in the workshops. The workshops began with an exercise in understanding the scale and size of young people's data footprint, thinking through who might have access to personal data, and if young people were comfortable with this. During this exercise, it became very clear that the young people at the workshops did not feel their privacy was respected.

This might suggest an "awareness gap", where most young people feel relatively comfortable about their privacy online until they think more deeply about what this might mean, as prompted by the workshop's warm up activities around data footprints. We asked young people at the workshop about this, and if they felt they had learned more about privacy over the sessions. For example, we asked a young person if they were previously aware that so much information was collected. They said 'no, not really. Because for me, personally, I don't use the internet that much so I didn't realize with so many data collected for one person.' This difference of opinions could reflect learning in action, or we may have just surveyed and workshopped very different young people.

Either way, the young people at the workshop were very clear. They did not feel especially private online. We asked one young person what it would take to feel private online, and he said 'the only way I make myself feel private is by just outright lying to myself and telling myself that the information that I get stolen online won't affect me that much later on in life.'

We asked if young people felt that it was fair that all this personal information was collected. They said 'No no. The people like their privacy.'

WHAT YOUNG PEOPLE NEED TO FEEL PRIVATE

In small groups initially, and then all together, we brainstormed what we thought the "dos and don'ts" for young people's personal information were, and what young people thought the principle guiding their privacy should be.

Ninety-four different suggestions were generated on post it notes. We categorized these suggestions into 9 broad principles:

1. Keep young people's data secure. There were 19 suggestions about security ranging from; 'make security stronger for young people's data' 'keep accounts private' 'turn on 2FA/MFA' to 'use strong passwords.'
2. Give young people rights and control over data. There were 15 suggestions about control ranging from; 'should be able to control the data you share'; 'give us the option to decline certain things'; 'give young people more choices' to; 'right to delete data.'
3. Make sure young people know what will happen with their data and that they consented to this. There were 15 suggestions about transparency and consent, ranging from; 'tell young people what you will be using their personal information for'; 'make the terms and conditions easier for the younger generation to read'; 'be honest with how you use our data' to; 'everytime data is going to be collected, permission should be requested.'
4. Don't collect too much data about young people, especially location data. There were 14 suggestions about data minimisation, ranging from; 'data shouldn't be taken so often'; 'should ask for only necessary information'; 'location shouldn't be asked for on random websites' to; 'the internet shouldn't ask about your location so often.'
5. Don't share young people's data too much, and especially don't sell it. There were 12 suggestions about excessive data sharing, ranging from; 'don't share my data with other apps'; 'don't sell our data to others'; 'don't share users location with friends without permission' to; 'don't showcase users private information like their friends list without their permission.'
6. Don't use young people's data too much, especially when it comes to advertising. There were eight suggestions about excessive data use, including using data for ads, ranging from; 'do not use data for other things'; 'data collected for ads advertisements shouldn't be collected if the data wasn't asked for'; 'don't just accept ads' to; 'stop sending these ads.'
7. Don't keep young people's data for too long. There were four suggestions about data retention, ranging from; 'make a time limit for data'; 'delete young people's data when it's not needed'; don't 'keep young people's data for as long as you want' to; 'data shouldn't be kept even after uninstallation of an app.'

THE CHANGES YOUNG PEOPLE WANT

We asked young people at the workshops what changes they wanted to see, specifically what they wanted to tell teachers. They offered a range of suggestions to improve both privacy and awareness.

Changes they wanted to see in schools/education

- ▷ *The primary schools need to teach the younger students about protecting themselves as early as possible*
- ▷ *Teachers should teach students how to make policies*
- ▷ *Teach them the importance of having your digital information private*
- ▷ *Learn what should they allow and not allow when notifications come up*
- ▷ *Should learn how to protect their accounts*
- ▷ *Teach secondary students how to encrypt data*
- ▷ *Have talks in schools*
- ▷ *Have privacy program*
- ▷ *Set up posters*
- ▷ *Teach how to protect and save data*

Changes outside of schools

- ▷ *Set up a campaign*
- ▷ *Don't give kidz phones/devices*
- ▷ *Antigua needs more laws*
- ▷ *Talk to Government*
- ▷ *Have a protest*
- ▷ *Have a survey*
- ▷ *Protection of privacy*

8. Use young people's data for good. There were four suggestions about using young people's data for good, ranging from; do 'use my data to do things that would benefit me, and let me know'; 'if you take my data, at least make the app better'; 'protect our data for better uses' to; 'use our data for good.'

9. Provide help and support if we need it. There were three suggestions about the need for more support and assistance online; 'respond quickly to reports and violations of guidelines'; 'take full responsibility for something wrong or mistakes of your company and help fix it' and; 'be accountable when something goes wrong, so companies have to help fix problems if young people experience them'.



THE IMPORTANCE OF LAWS AND REGULATIONS

A number of places around the world, including the UK, Ireland, France, the Netherlands, Sweden and California have updated their privacy regulations in the last few years. They have added clauses that address many of the concerned young people raised in Antigua and Barbuda, including requiring digital services to not collect children's location data by default and to stop targeting them with ads.

The impact of these laws is clear to see. At the workshop we ran a live experiment on TikTok to show how young people's privacy was better protected in the UK—where they have these regulations—than Antigua & Barbuda.

When a 16 or 17 year old opens an account on TikTok in the UK, they are given a clear 'nudge' encouraging them to 'turn their accounts to private'. The sign up process involves a fixed step where young people are specifically asked to 'go private' or 'skip' this step (see image).

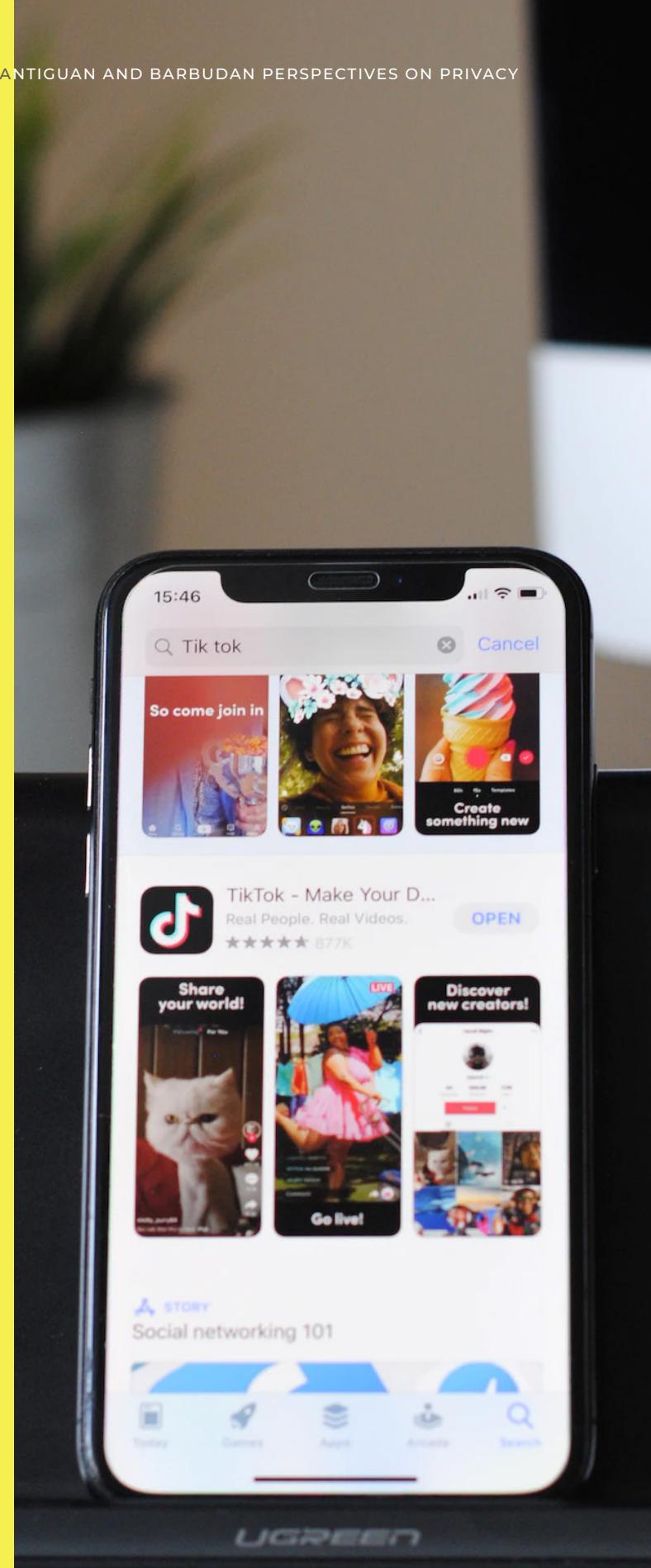
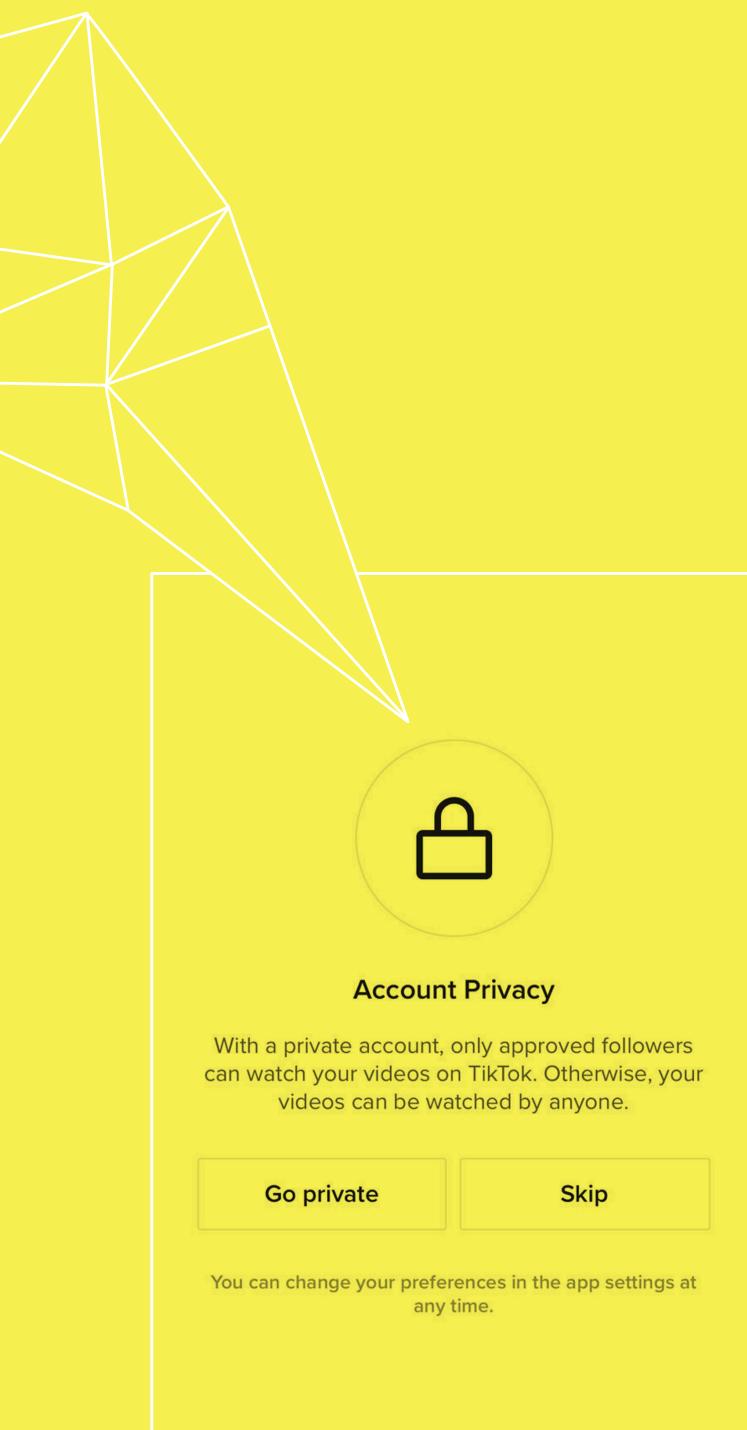
We set up a TikTok account in the workshop, notionally for a '17 year old' in Antigua. We watched as this account went through the whole sign up process without being shown this step or being encouraged to turn this account to private.

Similar discriminations exist on Instagram and Facebook.⁴ Where countries have passed these regulations, children's privacy is better protected.

One way Antigua and Barbuda might help protect young people's privacy might be to become 'early adopters' and pass their own Age Appropriate Design Code as guidance, modeled on the tried and tested legislation passed in the UK, Ireland and California... and being considered in Australia, New Mexico and Minnesota among others. Model Codes are freely available to use. You can find out more about what a Code does online, but they generally introduces a series of 'standards' or requirements that large digital service providers need to meet.⁵ These requirements are routinely met in other parts of the world.

⁴ See Fairplay 2022 Design Discriminations on Social Media Platforms <https://fairplayforkids.org/wp-content/uploads/2022/07/design-discriminations.pdf>

⁵ See for example AADC 2022 Safer By Design: What an Age Appropriate Design Code does <https://californiaaadc.com/wp-content/uploads/2022/06/AADC-How-it-Works.pdf>









PROVIDING YOUNG PEOPLE WITH AN ICT EDUCATION THAT IS FIT FOR THE DIGITAL FUTURE: 10 YEARS OF THE ICT IN EDUCATION POLICY

BY KADIAN CAMACHO, PLANNING UNIT, MINISTRY FOR EDUCATION
OF THE GOVERNMENT OF ANTIGUA & BARBUDA

According to Sudhir Sudam Kaware and Dr. Sunil Kumar Sain, "in an age of computers, the traditional ways of teaching and learning have lost their significance. The innovative teaching-learning methods are expected to execute the teaching more effectively and efficiently. It has become the need of a time to avail the facility/device with the help of which a learner may learn anytime and anywhere", and at a pace conducive to their learning style.⁶

The ICT in Education Policy for Antigua and Barbuda 2013 (the 'ICT policy') was introduced as a response to the "Knowledge Revolution", where technology had changed the very nature of work and the workplace. If students were to be prepared for this culture, it was felt that ICT must be used to improve all facets of the education system. Provision of ICT skills necessary for the informational age was indeed paramount.

⁶ Sudhir Sudam Kaware & Sunil Kumar Sain 2015 'ICT Application in Education: An Overview' International Journal of Multidisciplinary Approach and Studies ISSN NO: 2348 – 537X



AN ALIGNED ICT POLICY

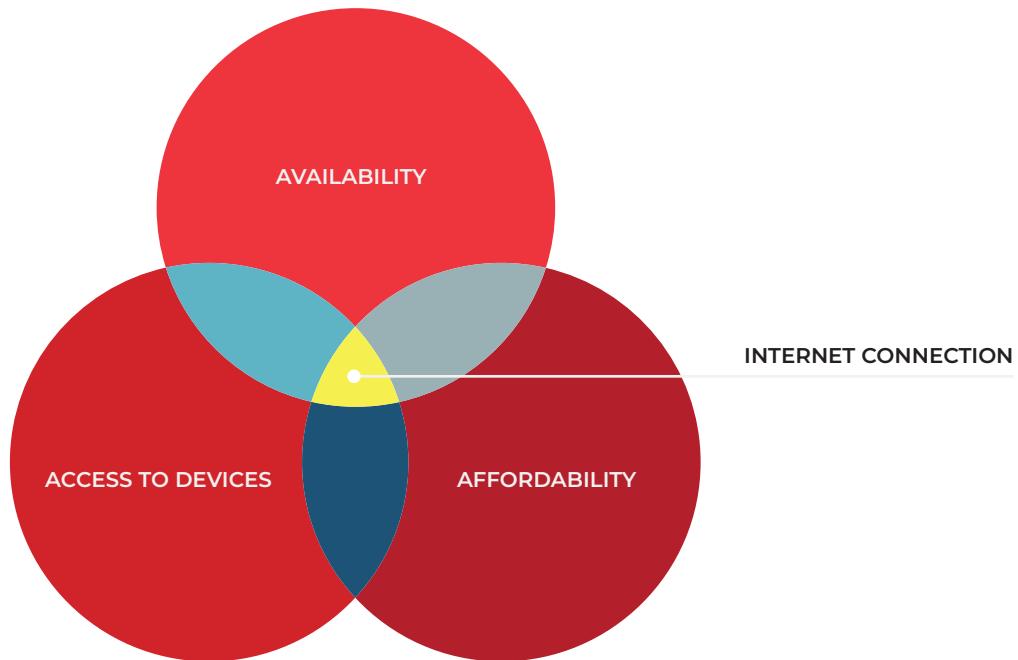
This policy is consistent with the Education Sector Plan (updated in 2015) being guided by the philosophy that the human resource is key to national development. Access, equity and quality are therefore standards that guide the provision of education to the people of Antigua and Barbuda pursuant to the realization of the right to education as stated in the Act. Further, this is in line with the regional vision for education, as the OECS Sector Strategy outlines its mandate that “all citizens, at every stage of their learning journey, from early years to adulthood, are able to reach their full potential and be successful in life, at work and in society.”⁷

The global Sustainable Development Goals also align with this vision and mandate as with quality education being one such goal, it states that “achieving inclusive and quality education for all reaffirms the belief that education is one of the most powerful and proven vehicles for sustainable development.”⁸

This alignment of national, regional and international education policies shows the importance of universal access to quality education toward elimination of social disparities, enabling citizens to become productive members of society.

⁷ OECS 2012 OECS Education Sector Strategy 2012-2021, p.11 <https://www.oecs.org/en/our-work/knowledge/library/education/oecs-education-sector-strategy-2012-2021-may-2012>

⁸ United Nations 2015 Sustainable Development Goals <https://sdgs.un.org/goals>



AN ALIGNED ICT POLICY

The ICT policy outlines seven key strategic priorities to guide the ICT integration process in education:

1. Creation of globally competitive students/citizens through opportunity provision for development of competence.
2. Enhance the provision of universal early childhood and secondary education. Specifically enhancing physical and intellectual access to secondary level educational opportunities.
3. Inclusive education.
4. Improving learner achievement by increasing the number and quality of subject passes, using authentic experiences to increase application of learning, and identifying and providing aid for at-risk students to minimize dropout rates.
5. Develop and keep a standardized IT curriculum current for all subject areas across all grade levels by providing access to OLRs for use in schools.
6. Restructure the education assessment processes through ongoing needs assessment, structuring a purpose filled system for the local market/economy, analyzing assessments to ensure that education goals and objectives are met, and a long term commitment to introducing a suitable and supportive licensing system for educators.
7. Developing a culture of research and information-sharing across the education system and the broader community.

The Government of Antigua and Barbuda is committed to integrating ICT into its education system in ways that directly advance these key strategic priorities and thus has committed to the provision of infrastructure and connectivity on all schools (for teachers and students). This project is ongoing with constant efforts to strengthen and maintain ICT coverage across school plants to classrooms and administrative buildings. Presently, access to devices as well as reliable internet is available. All public secondary schools have fibre and internet coverage to all classrooms, and phase one of a two phase system is complete involving the installation of the infrastructure to receive the fibre and the termination of the service to all public primary schools. Phase two involves the distribution of the service across school plants.

To ensure the quality of the service provided, the Education Ministry has liaised with the Ministry of Telecommunications, Science and Technology to provide the necessary hosting infrastructure for key systems through its data centre. There is the provision of increased wireless hotspots on school compounds; provision of access to an Open Educational Resource; facilitation of interaction between key education stakeholders within Antigua and Barbuda, and; the improvement of basic infrastructure at the classroom level-cable connections for wireless networks.

"The use of information and communication technologies in education makes the teaching – learning process [not only] effective [but also] interesting".⁹ With this in mind, guided by the ICT in Education Policy, there are numerous seminars and ICT activities that have been made available to both students and teachers to include, but not limited to:

- ▷ Annual Girls in ICT Celebrations since 2021
- ▷ STEM Camp 2022
- ▷ FIRST Global Robotics Challenge in Geneva 2022
- ▷ Ongoing Google Classroom Training
- ▷ UNICEF sponsored NotesMaster Content Authoring
- ▷ Annual ANUTECH Week in December
- ▷ Rotary sponsored Systemic Technology Integration Training Series training
- ▷ Cisco Network Academy short courses
- ▷ Restore the Sense of I Can (RSC)Tech Training Sessions
- ▷ Commonwealth Of Learning (COL) short courses
- ▷ CPD through the Ministry of Educators' Summer Institute
- ▷ Microbit programming
- ▷ Fulbright Design Thinking Training for Teachers

With these available activities and bearing the importance of ICT in education in mind, the Ministry of Education moved towards developing an Electronic Device Policy for schools, which is under constant review to ensure that it remains current toward the best interest of the key stakeholders (students and teachers).

⁹ Raju Kumar 2008 'Convergence of ICT and Education' World Academy of Science, Engineering and Technology



THE ICT POLICY FOR THE FUTURE

Our world is now surrounded by technology-enhanced learning environments and this has consequences for the way in which we educate our children. If this technology is not in the hands of, or being used actively by all, then the economic gap in society continues to widen. The conversation must also now graduate from just a talk about availability, access or affordability, but toward also including that of privacy and security.

Rachel Anderson argues that while technology helps to “support student success and spur equity-minded improvement throughout the education system... policymakers must ensure that students’ information is safe and secure”.¹⁰ This must be done in a way that strengthens the goals of the use of ICT in education, inclusive of student data systems, and promotes student success.

¹⁰ Rachel Anderson 2019 The Emergence of Data Privacy Conversations and State Responses Institute for Higher Education Policy <https://eric.ed.gov/?id=ED595109>

PROVISION IN THE DIGITAL AGE: OPPORTUNITIES FOR YOUNG PEOPLE TO ACCESS EMERGING TECHNOLOGIES

Opportunities for young people to experience, use and just play with emerging technologies are central to equipping the next generation with the skills needed to thrive in the increasingly digital world. In the workshops, young people got to experience and play with AI text generators, like ChatGPT, AI image generators like Dalle and Craiyon, and with the help of the Esports club, virtual reality games all within the National Public Library.

We spoke to the founder of the Antigua and Barbuda Robotics Club and the Antigua and Barbuda Esports Club, Elijah James, about what these sorts of experiences can mean for young people and for Antigua and Barbuda.

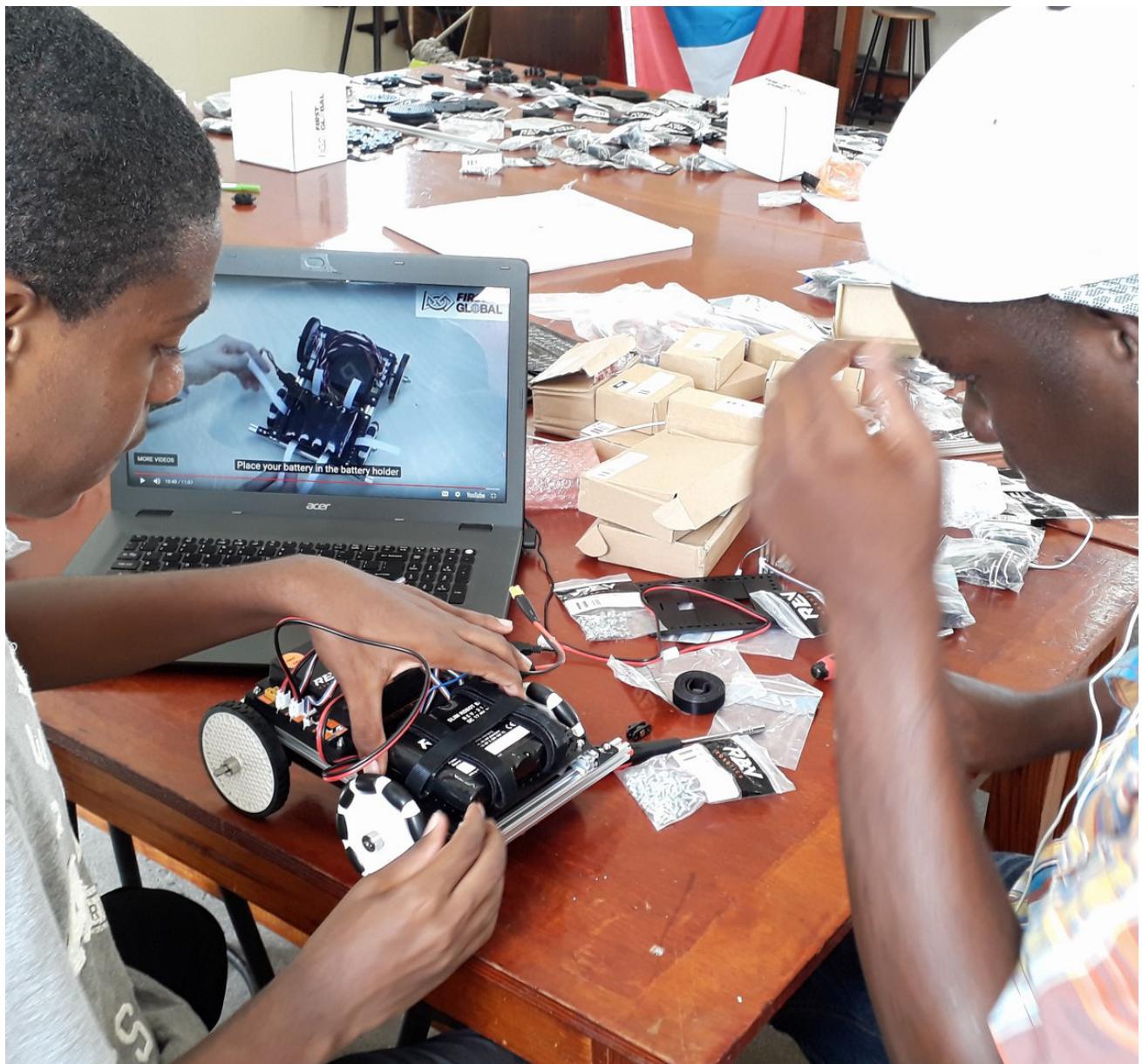
You run a range of technical programmes young people can take part in. Can you tell us about them and why you run them?

Sure... I'm a very competitive software engineer who enjoys gaming and loves a good Star Trek series marathon. My passion for technology was ignited back in the age of dial-up internet access, when I had just gotten my first PC at 10 years old. I was honestly amazed at how such an innovation could positively transform our lives

and this inspired me to start my first technology business at 15 years old - which eventually led me to coding and starting my company - The LocaL App: a GPS enabled digital community guide and marketplace to discover destinations around the world.

As the proud founder for both the Antigua and Barbuda Robotics Club and the Antigua and Barbuda Esports Club, I've always felt duty bound to ensure that the next generation is being prepared to solve the problems of the world to safeguard their own future.

Robotics engineering helps us to eliminate many dangerous and repetitive tasks that humans could otherwise be spending time on enjoying life, whilst Esports Gaming helps us to not only build collaborative relationships but overall become better strategic thinkers. As such every year I'm motivated to run these programs around specific themes such as Sustainable Energy to challenge our young people to become better humans and come up with solutions that advance us closer towards achieving the United Nations Sustainable Development Goals (SDGs) by 2030.



**What do the young people who take part in your programmes 'get' from doing them?
What do you see, and what do they say about them?**

Where do I begin? So if you ask each young person who has participated, I'm pretty sure they would undoubtedly focus on the things they most enjoy about each program - whether its boosting their self confidence by meeting new friends, honing their competitive skills through tournaments or even just becoming a better problem solver.

In essence these programs are geared at introducing their young minds to STEM learning fundamentals particularly critical thinking, so they learn hands on and develop (L)eadership (I)nterpersonal (F)inancial (E)ntrepreneurship skills; so that they become productive members in society after leaving school by being more well rounded in their personal self development.



How do you see these programmes connecting with, or not connecting with, what young people learn in school?

Schools provide the basic foundation for training and knowledge transfer in our society. I see programs like the Robotics and Esports clubs as helping to boost and improve the capacity

of students to learn and meaningfully shape their very own future. This helps to provide much needed support to schools and parents alike that reduce the chances for delinquent behaviour among young people, while at the same time providing a fun environment for them to grow academically.

Not every young person in Antigua and Barbuda has taken part in your programmes though. What other services or programmes are available, or is there an access 'gap'?

Even though these STEM afterschool programs are offered absolutely free, so there are no excuses and little to no access barriers, there's definitely still a gap as to the number of young people we can accommodate each year. It's very much limited by the level of resources at our disposal and the logistics of being a twin-island nation. As simple as being able to have a dedicated space to set up equipment has been one of our major challenges over the years.

Nonetheless our commitment remains resolute, as in fact our work has inspired others to host similar programs that provide even more opportunities for young to develop STEM skills.

What does this 'gap' mean for the future of Antigua and Barbuda, in your opinion?

It's very important to address this access gap as it means that we would be jeopardizing many future developmental gains for Antigua and Barbuda. It means less innovative entrepreneurs starting businesses and creating jobs. It means our nation would grow at a slower pace since our economy would not be as competitive as others. It means further brain drain in our society as students migrate abroad seeking more fulfilling opportunities in other countries that could have otherwise been available at home. It means overall a lower quality of life for our people.

What does this 'gap' mean for the individual life chances of young people in Antigua and Barbuda, in your opinion?

This is a great question and again fuels my resiliency to keep these STEM programs going in the interest of our youth. I'm a firm believer that education and entrepreneurship are the keys to sustainable development across the Caribbean and the wider world. Just as I was inspired at 10 years old by my first PC, not having more individuals being exposed to STEM due to an access gap, could potentially mean one less future software engineer or scientist. It could mean missing out on the future inventor of teleportation or even time travel and more. The more exposure we can give to critical thinking individuals, the better their overall quality of life can become - as they would yearn for knowledge and pursue higher education. It's imperative for us to close these access gaps.



**DADLI
BOTs**

YOUNG PEOPLE'S DIGITAL LIVES: HEARING FROM THE NEXT GENERATION

Participation requires carving out spaces for young people to share their perspectives, this was the purpose of this research. But in addition, youth-led organization New Grass Roots has released a podcast about young people's digital futures in Antigua and Barbuda. It captures young people's stories, and shares their perspectives and experiences for everyone to hear.

We spoke to the co-founder of New Grass Roots, Yanique Bird, about what we could expect from the podcast:

For those not familiar with New Grass Roots, can you tell us a bit about the organization?

We are a network of young Antiguans working to transform our country into a place where each individual lends his or her skills and resources to the social and economic success of our nation, and the collective thriving of all its citizens. We do this through educational new media campaigns, events and publications which highlight and encourage positive change and creative problem-solving.

What can listeners expect to hear on the podcast episode?

My co-founder Fernella Francis attended some of the sessions and collected insights and feedback from a number of attendees. This podcast shares their experiences and thoughts. Our hope in producing this artifact is to further seed the idea of reflecting on one's own data footprint and the need for legislative protections for children navigating the increasingly digital world.

How can people find the podcast?

You can go to <https://anchor.fm/grassroots-radio> to find all the episodes of our podcast series, or just scan this code.



SCAN ME



"I was scared about my data privacy. A couple of years ago, I read the TOS (terms of service) for the first time. Yeah, you can't go back after that"

"I did not know it was this serious about privacy, and I did not know that people's private information was out in the open like that"

"I had no idea, I felt so vulnerable"

"I was surprised because normally you wouldn't expect a big company like that to sell your data"

"I'm not worried about the advertisements, I'm more worried about the stuff they don't tell you"



PROTECTION AND ONLINE SAFETY IN THE DIGITAL AGE: DIFFERENT EXAMPLES OF REGULATIONS

Alongside protecting children and young people's privacy, young people's safety online can be improved through online safety regulation and policy.

For example, Fiji passed an Online Safety Act,¹¹ that aims to promote responsible online behavior, promote a safer online environment, deter harm and provide a means of redress for people affected by online harms. It also establishes an eSafety Commissioner. Other online safety acts in Australia also appoint an independent regulator with a mandate to improve children's safety, by

providing educational support, research and analysis and a service for children and young people to seek help when something goes wrong. This was another suggestion that came up in the workshops with young people.

Other countries have created Child Online Safety plans and strategies. For example, Mauritius' established a Committee for Child Safety Online and developed a Child Online Safety Plan¹² that explored how to keep children and young people safe from online exploitation and abuse.

¹¹ Government of Fiji Online Safety Act 2018 <https://laws.gov.fj/Acts/DisplayAct/2462>

¹² See more at Internet Child Safety Foundation <https://icsfonline.org/>

FUN STEM LEARNING IN THE AMERICAN CORNER ANTIGUA

Students are empowered to learn cognitive skills and explore emerging STEM technologies; all while having fun collaborating with each other at the American Corner Antigua located in the National Public Library of Antigua and Barbuda.

American Spaces is a joint partnership program sponsored worldwide by the U.S. Department of State and hosts a variety of public activities like author readings, lectures, films, workshops and exhibits.

Every week American Corner Coordinators host events that are geared at nurturing the curiosity of young people and encouraging them to unleash their creativity in solving real world problems - whether it's showcasing their competitive skills in gaming tournaments through the Antigua and Barbuda Esports Club or learning to tinker while developing coding and engineering skills through the Antigua and Barbuda Robotics Club. To learn more visit: www.americancornerantigua.com

ANTIGUARECON: GROWING DIGITAL SKILLS AND OPPORTUNITIES

"During COVID, we learned that relying on tourism for most of your revenue is not a good idea. As a response, we started AntiguaRecon in January 2022 to offer cybersecurity training to young Antiguans to diversify employment opportunities and create new revenue streams. So far AntiguaRecon has developed a range of pentesting and social engineering skills, securing six different certifications. Our next certification round starts in Feb 2023. By summer 2023, with the young practitioners we've certified, we aim to offer cybersecurity services in Antigua and around the region. This service is a community enterprise: it will both provide employment to our graduates and help fund future training programs. It takes time to build knowledge, experience and capacity, but we're doing one certificate at a time" — Adam Dennis, Founder AntiguaRecon

