

Statement by the School of Journalism and Communication, Beijing Normal University to the Third Substantive Session of the Open-ended Working Group on developments in the field of information and telecommunications in the context of international security

21 July 2022

Dear Distinguished Chair and Colleagues,

The school of Journalism and Communication, Beijing Normal University (BNU) in China welcomes this opportunity to address the Open-ended Working Group and to participate in this dialogue with stakeholders.

First of all, we thank the OEWG to accept our accreditation application to participate in the work of the OEWG ICT security 2021-2025. As an academic institution in journalism and communication, our school conducts teaching, research and public education in digital media, computation communication, AI, and their impact on individuals and society. The school also hosts the Research Centre of Teenagers' Online Literacy and the BNU Internet Institute in which we conduct research, public education and policy consultation on online literacy and digital governance of the ICT.

In responding to Chair's first topic on the capacity-building, we want to share our best practices and lessons learnt in ICT capacity-building. The school has been working in three areas of ICT security capacity-building:

1) Capacity building for youth online literacy

Committed to the innovation in theoretical studies of online literacy and based on the core concepts like empowerment, energization and meaning endowment, our Research Centre of Teenagers' Online Literacy has initiated the Sea-ism online literacy Frame for Teenagers, successively published three versions of The Youth Online Literacy Survey Report in 2017, 2020 and 2020. The centre has built the online platform of Chinese teenagers' online literacy cultivation and focused on the establishment of digital repositories of courses related to the cultivation of online literacy, books, guides and case libraries. Besides, it has also written a series of popular science readings, including 100 courses of online literacy for teenagers, 100 courses for the cultivation of teenagers' online literacy, guides of teenagers' online literacy for parents and teachers, and guides for teenagers to surf the Internet. The centre has developed an experimental zone of teenagers' online literacy and over 50 educational bases related to online literacy. In June of 2022, the BNU has hosted the First World Internet Conference for Teenagers, focused on the cyber protection of teenagers under 18. Sci-tech empowerment contributes to youth's healthy growth and the building of an ecological system cultivates teenagers' online literacy.

2) Online literacy capacity building for vulnerable groups, especially for teenagers in schools and in rural and remote areas in the country

The school has developed the curricular system of online literacy PBL Course in primary and secondary schools, and started the “Smart Empowerment & Rural Revitalization” Special Action of online literacy Education in remote Liangshan Yi Autonomous Prefecture of Sichuan Province.

3) **Facilitate and coordinate multi-stakeholder engagement for ICT training, research, and debates.**

The school have engaged with international and national organizations including think tanks; digital platforms such as Tencent and Weibo; government departments such as the Next Generation Working Committee of the Ministry of Education China, Juvenile Court of Beijing Internet Court , Indian Competition commission; Civil society such as the Internet Society of China, and UN’s agency such as UNICEF to organize conferences and workshops to facilitate cybersecurity and cyber governance debates, publish research papers, and provide online safety and literacy and digital governance engagement training programmes for youth and university students.

Our experiences show that :

- 1) **Youth digital capacity empowerment is important** as they are the future of the society
- 2) **Knowledge and skill training and empowerment programm** for university students, youth in primary and middle schools and in rural and remote areas are especially important for them to get involved in the cybersecurity debate and raise their awareness about how to use ICT in a safe manner and how to prevent online harms
- 3) **Free educational materials** including online safety manual, guides, videos, and online course are especially useful.
- 4) **Need cross-sector communications and collaborations**, including technical, academia, governmental, industrial, and civil society sectors, to build up mutual understanding of cyber harms and online safety issues, to design concrete empowerment and protection programme, to ensure and monitoring their implementations and evaluation .

In responding to the Chair’s second topic on how stakeholders can work together with States to contribute to the implementation of the concrete, action-oriented proposals made by States in the pervious substantive sessions of the OEWG.

We would like to make following suggestions:

- 1) **International collaborations with academics from different regions (eg, South–South, South–North, triangular, and regionally focused) in defining and clarifying cybersecurity norms are urgently needed** since it seems that despite academics speak the same norms, but they have different understandings of the

precise meanings of these norms, such as sovereignty, public core, national security and etc.

- 2) **There is insufficient updated understandings and information of particular countries' (for instance China) national legislations, regulations and polices** in cybersecurity and cyber governance due to various reasons including language and complexities of the issues. It is especially worthwhile noting that there is insufficient inputs from the domestic academics and experts from countries affected in contributing to the global debates. Therefore, we would recommend international NGOs, international academia and industrial organisations participated in the OEWG to increase their diversities and inclusiveness. For instance, ICANN has strengthen its diversity and inclusiveness policies in recent years. And we would also recommend to build up an global expert directory or points of contact directory by either the OEWG or stakeholders to cover key contact points in civil society, academia community, private and technical sectors in different regions to provide updated information.
- 3) **There is lack of sufficient understandings of the progresses of ICT security discussions of the OEWG at the local levels**, including at local private sector, civil society and academia community in China. Concrete mechanisms such as OEWG ambassador programme are needed to reach out to local communities.
- 4) **States and other actors especially private and technical sectors should be encouraged to offer financial, in-kind or technical assistance to civil society and academia community to support their capacity-building efforts**. Further promotion of coordination and resourcing of capacity-building efforts, including between relevant organizations and the United Nations, should be further facilitated.
- 5) **We also encourage a neutral , objective and inclusive ICT security discussions at the OEWG.**

We regret to say that due to visa problem, our school's representative cannot participate in the OEWG's third substantive meeting in New York. However, we thank the OEWG for the opportunity and we look forward to continually participating in the work of the OEWG ICT security 2021-2025.

Thank you for your attention.

Yours sincerely,

Dr. Yik Chan Chin
Associate Professor
School of Journalism and Communication, Beijing Normal University
No.19, Xijiekouwai St, Haidian District,
Beijing, 100875,
P.R.China