

A Journey of Social Change: Turning Government Digital Strategy into CyberSafe Local School Practice

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Introduction

It could be argued that by the late twentieth century many had come to accept that the social change which was occurring at a speed never before experienced, was the norm in modern life. It is debatable, though, that it was necessarily viewed as a 'journey'.

However, those of us knowledgeable about the huge impact the Internet and associated cyber-technologies are having on society right now, and who also work closely with schools and young people, could well choose 'journey of social change' as an apt description of the new reality we daily witness.

A journey of social change is indeed underway, a journey into a world which until relatively recently was thought of as the stuff of science fiction. It is not just that a host of words and terms can puzzle the uninitiated, and that careers are being made exploring the boundaries and applications of 'ICT' (Information and Communication Technologies), but that use of the Internet and the converging technologies (as seen in the mobile phone) have become such a normal part of daily life that it is difficult to remember how we coped without them, just a few years ago.

And look at the young! We see them move confidently in and out of a cyber-world where 'real' and 'virtual' have lost their meaning. A toddler is able to find its way onto the Internet, an eight year old is traumatised by being pack-harassed by half her class via text, a six year old is skilfully designing a website as a classroom project, a convalescing teenager participates in regular 'e-tutorials' courtesy of the laptop and webcam provided by the hospital board school.

This journey of social change is all-encompassing and on a scale and at a speed never previously experienced. While so much of the change is beneficial, some aspects of the journey involve potential risk of a type and seriousness unimaginable a decade ago. And there are still those who neither acknowledge nor understood what is occurring in front of their eyes.

The topic of the social change being wrought by the use and evolving nature of the Internet and associated cyber-technologies is huge. We are in the middle (or perhaps only at the start) of vast and swift-moving social change, fuelled by a technological revolution which is sweeping us along on a journey into what is largely unknown territory.

This paper, however, will focus on just one aspect of this journey, an aspect which illustrates that even in this time of comprehensive socio-technological change, it is still possible to influence the future to the benefit of society. This is the story of New Zealand's Internet Safety Group (ISG), its NetSafe Programme for Schools, and how the ISG's partnership with the Ministry of Education has helped turn government digital strategy into cybersafe local school practice.

The New Zealand Government's Digital Strategy

The New Zealand Government has recently developed a Digital Strategy which charts the way forward for the country in this new digital environment. This includes strategies to connect and empower its individual citizens, as well as its organisations and institutions, to help New Zealand maintain a competitive edge in the rapidly changing digital environment. This strategy was developed through an extensive national consultation process to help the Government articulate its goals for ICT development and prioritise funding for maximum effectiveness and efficiency.

The strategy identifies three key components: connection, confidence and content. 'Confidence' includes elements of security and cybersafety awareness.

The conference paper (*Implementing an Integrated National Cybersafety Programme for the Compulsory School Sector*), written by Douglas Harré, the New Zealand Ministry of Education's Senior ICT Consultant, outlines the many groundbreaking projects the Ministry has developed and supported in order to ensure New Zealand children and young people are at the forefront of digital learning in the 21st century. It also provides valuable background to this paper's focus on how government strategy is being translated into cutting-edge cybersafety practice in the classroom.

Schools and safety issues

'Safety' has always been an on-going issue for schools and educational authorities.

Excluding environmental concerns, safety challenges have tended to focus on two general areas. The first is physical safety, ranging from accidental injury, to bullying and physical harassment, right through to assault and even manslaughter, murder or suicide.

From an historical perspective, awareness of the important role of *emotional* safety in the wellbeing of a young person is a more recent concern in society. Issues associated with emotional safety range widely, from the child being a

victim of verbal harassment, through to the effects of witnessing physical harassment, or being exposed to inappropriate material or activities.

Many societies now espouse the concept that schools have a legal responsibility to provide a safe physical and emotional learning environment, and that if a significant breach of this responsibility seems to have occurred, an appropriate response is expected from the relevant educational authority and/or government agency. A major factor driving the need for a timely and appropriate response, and for that response to be *seen* to have taken place, is the potential for a negative response from the school's community to a perceived breach of safety. Such a situation publicised by the media, can have implications far beyond the local community, sometimes right up to the level of national government.

Internationally, both the physical and emotional safety of children and young people became much more serious issues in the 1990's, as schools increasingly reflected the diversity, complexity and conflicts of the wider society. It became the norm in that decade for schools to face, and be expected to accept responsibility for, safety, social and welfare issues on a scale not experienced previously, and involving younger and younger students.

A new dimension to safety

To the dismay of many school principals and boards, a whole new dimension has now been added to the safe physical and emotional learning environment which schools are expected to provide: *cybersafety*.

Cyberspace, cyber-technologies, cybersafety

In its *2003 NetSafe Kit for Schools* (p5), the ISG describes *Cyberspace* as the digital environment we access with the technologies referred to as ICT or cyber-technologies.

"We now understand the environment of cyberspace is more than a place for learning, and for the exchange of information and ideas. It is a workplace, a business arena, a social sphere for meeting new people and developing relationships."

That section of the kit continues...

"Communication technologies are converging with the computer, the digital camera and wireless technology".

It is because of the increasing convergence of these technologies that 'cyber' more appropriately describes the phenomenon than does 'Internet'.

The *cyber-technologies* or ICT which interact with *Cyberspace* are widespread in New Zealand schools. The recently updated ISG-NetSafe use agreements for New Zealand school staff and students (www.netsafe.org.nz, under *NetSafe Kit for Schools*) make reference to the variety of devices covered by the use agreements; "the technologies include, but are not limited

to, computers (such as desktops, laptops, PDAs), storage devices (such as USB and flash memory devices, CDs, DVDs, floppy disks, iPods, MP3 players), cameras (such as video, digital, webcams), all types of mobile phones, video and audio players/receivers (such as portable CD and DVD players), and any other, similar technologies as they come into use”.

Knowledge of the problems that schools are experiencing has shown the ISG it is necessary for schools to provide such detail in their cybersafety use agreement documentation. It is in this way, that the agreements inform and educate both staff and students regarding what behaviours are not safe or acceptable.

Many benefits, but...

The environment of Cyberspace offers many significant benefits to society. For schools, there are marvellous tools to enhance teaching and learning, and facilitate more effective school administration and organisation. However, the many benefits are accompanied by potential risks for society in general, and school communities, in particular. *Thus it is important when investing in these technologies, to include a focus on cybersafety.*

In its educational work with all sectors of New Zealand society, the ISG stresses that *cybersafety* involves the safe and responsible use of the Internet and cyber-technologies. In homes, businesses, government and community agencies and other organisations, as in schools, cybersafety relies on a comprehensive safety programme which aims to maximise the benefits of cyber-technologies, and to minimise and manage the risks.

The model successfully developed by New Zealand to help turn government digital strategy policy (and the requisite heavy financial investment) into cybersafe local school practice has led to international interest, especially from the United Kingdom, Canada and the United States.

Brief background information on New Zealand schools

New Zealand’s population is presently around 4,100,000, and is increasingly multi-cultural. This is especially true of Auckland, where over a million people live; it is not uncommon for an inner-city Auckland school to have 70-80+ different nationalities amongst its student body.

The country has over 2,600 schools, with around 775,000 students in compulsory education i.e. young people between the ages of 5 and the legal school leaving age of 16 (usually occurring during year 11). (NB The majority of students remain in the school system for the non-compulsory years 12 and 13.)

The largest of the country’s secondary schools have 2-3,000 students, but there are many small, isolated, rural schools, a result of geographic factors.

In addition, a high proportion of under-fives attend one of the wide variety of early childhood education institutions, including Te Kohanga Reo (*language nest*), designed to meet the cultural needs of Maori pre-schoolers.

The New Zealand education system has a national curriculum, and because of the country's investment in ICT, a high uptake of the Internet and ICT in schools. In a 16 July 2005 *New Zealand Herald* article featuring a recent Auckland conference on information technology in schools, the UK's Professor Stephen Heppell is quoted as describing New Zealand children as

“among the world's greatest ‘cyber athletes’”

continuing...

“...and this country is one of a dozen that lead the way in using computers in education”.

As noted earlier, the ‘companion’ conference paper to this one, authored by Douglas Harré, Senior ICT Consultant with the Ministry of Education, provides detailed information on the New Zealand government's Digital Strategy and its extensive commitment to education.

New Zealand as a social laboratory

New Zealand is sometimes described as a social laboratory for the world. It is certainly true that its relatively small population, ethnic diversity, excellent education system, and openness to new ways of doing things, can facilitate the development of innovative projects which have international relevance. The NetSafe Programme for Schools has proved itself an example of this, especially the kit and the training modules.

Founding the ISG

The catalyst for the founding of the Internet Safety Group (ISG)

The catalyst for the founding of the ISG occurred in 1998, when an Auckland police officer working in the area of child sexual abuse, shared his concerns about the use of the Internet by local paedophiles to access and groom young victims, at a conference on sexual offending. Liz Butterfield, later to become Director of the Internet Safety Group, but at that time Co-ordinator of Auckland Rape Crisis, determined to bring together a few key individuals to discuss the issues and what could be done to combat the potential risks to New Zealand children and young people. As a result of that first meeting which brought together representatives of the police, a sexual offender treatment programme, an ISP (Internet Service Provider) and schools (this paper's author), the ISG was born; it is a comment on the commitment of those founding members, that all remain involved in the affairs of the organisation.

Basic strategies developed

From the start it was determined to make a coherent, comprehensive, and nation-wide response to the issues and concerns identified. There did not appear to be an overseas model to follow, so the group developed a strategy which continues to be a hallmark of the ISG. This strategy includes:

- maintaining a positive approach to the technologies
- focusing on cybersafety information and education for the whole society
- developing clear and consistent messages
- identifying and consulting with key people/representatives from crucial organisations, to develop on-going relationships or partnerships
- facilitating cross-sector communication wherever possible, to achieve broad representation from the different sectors of society
- maintaining a moderate stance on associated issues.

Where to start?

From the start, the Internet Safety Group was looking at the safety of all New Zealanders on the Internet, but the decision was made to initially concentrate on the welfare of children and young people..... and what better place to start than with the country's schools. It was envisaged that the 'ripples' would spread out, first into the parent community, then into the wider community.

At that early stage, everyone involved was a volunteer, working in their own time or in time donated by their employer. No funding, sponsorship or endorsement was involved. The ISG was still not operating as a formally constituted organisation, but rather as a group brought together for a specific project with a short-term 'lifespan'.

The goal of the founding members of the ISG, and those who were quickly joining the effort, included the following:

- the broadening of the membership base of the ISG to include a wide range of backgrounds and experience
- the production of an Internet safety kit for schools, which would include information for schools and parents, and a template for necessary documentation such as use agreements
- a NetSafe toll-free helpline for schools and parents, and the wider community, to be available from the launch of the kit
- a NetSafe website to provide the full range of safety material needed for all sectors of society, especially schools
- an email query service for any website visitor, including those from outside New Zealand
- consultation/ support/ endorsement sought from key agencies, including the Ministry of Education, the Department of Child Youth and Family Services, and the New Zealand Police

- funding for the production of the kit to be sought once the project was underway.

The goal of the first major ISG project: an Internet Safety Kit for Schools

From the start, the objective of the kit was to do more than develop classroom teaching material. Those experienced in school management and governance know that unless the support for a new project comes from ‘the top’, and the project also fits in with the culture and infrastructure of the school, it will be dependent on the interest and goodwill of individual teachers whose influence does not often extend beyond their classroom.

To achieve any significant level of effectiveness, a project such as this one, which focuses on an issue about which little is known, *must aim to change the way school managers and governors think, and to bring staff and parents on board.*

Some key steps to achieving that goal

One of the most important steps taken was to seek consultation with a wide range of key organisations and groups. Not only did that achieve the necessary buy-in and sense of ownership, but the process of consultation facilitated initial funding for the project.

Another key factor in achieving the goal was to have considerable input from educators ‘at the chalk face’, and willing to trial every stage of the project. It was extremely helpful to work with a school which was not only highly thought of by fellow educators, but which was large, multi-cultural, drew students from a wide range of socio-economic backgrounds, and had senior managers who fully supported the project, as well as staff committed to ‘going the extra mile’. Working initially with such a school enhances the credibility of a project, not just with the educational authorities, but even more importantly, within the informal network of schools nationally.

Achievement by March 2000

Thus was born the *Internet Safety Kit for Schools*, developed throughout 1999, and launched in March 2000 at a ceremony held, appropriately, at the school most involved in its development. Officially sponsored by the Department of Child, Youth and Family Services, the Ministry of Education, the New Zealand Police, and endorsed by the Department of Internal Affairs, the kit was sent to every school in the country, both state and private. A brochure and poster went to all libraries. The NetSafe helpline and website were up and running on schedule.

Soon there was media interest, and queries and requests for advice and support coming in from schools and parents.

In partnership with the Ministry of Education, the Internet Safety Group and its NetSafe programme were about to become a positive force in New Zealand society, and before too long, well regarded internationally as well.

2000 – 2002: a period of transition

Cybersafety issues evolve and expand

Several major developments occurred during the next stage of the journey outlined in this paper.

The first major development was that the nature of the cybersafety issues initially addressed by the ISG changed focus, in line with the evolving use (and misuse) of the Internet itself. This included not only the development of new ICT devices, but also the speed with which these devices entered the mainstream of society, affecting the behaviour of both young people and adults, though particularly affecting the former.

Becoming the victim of a paedophile, or having any kind of exposure to, or involvement with, child pornography, of course remained (and remains) two of the most serious concerns regarding the safety of children and young people. The latter is reinforced by data from New Zealand's Department of Internal Affairs on the online trading of child pornography images; a constant figure for recent years is that over 20% of those involved in this activity are school-age males.

However, the reality for most young people is that their physical and/or emotional safety is more likely to be affected by the misuse of the Internet and ICT devices by others, in order to harass them. (Although school experience informs that in some cases the line between perpetrator and victim is not always a clear-cut one.) To some adults, harassment may not seem a significant concern, but it blights the lives of a number of children and young people; in its most serious form it can be devastating, leading even to suicide.

Unfortunately, when cyber-technologies are used to facilitate foolish behaviour or outright misconduct, the scale, scope and speed involved can greatly enhance the seriousness of the situation. As well, young people are using cyber-technologies (mostly their mobile phone) as the 'mode du jour' to carry out many of their social interactions, whether they are positive or negative in nature.

Other troubling cybersafety issues which arose in schools, or became more prominent in this transition period, included:

- involvement of some teachers or non-teaching staff (including principals and ICT staff) in inappropriate (or even illegal) online material or activities
- the consequent risk to the safety of the learning environment
- overuse or 'addiction' by young people to certain online activities
- young people utilising the technologies to facilitate such activities as cheating, plagiarism and hacking
- young people starting to regularly spend time (often extensive periods of time) in potentially at-risk situations like chatrooms

- young people accessing (or being exposed to) inappropriate, age-restricted or even illegal material, which could have a serious impact on their well-being.

Impact on schools

The growing influence of the Internet and the new technologies associated with it, began to have a significant impact on the school environment, although many schools were slow to recognise these cybersafety issues and concerns.

Schools are fascinating institutions; as well as being unique and complex environments in which adults and children interact on a variety of levels, schools are also a microcosm of the larger society. As the wider society changes, so does the world of the school; the personal experiences upon which those in their 50's base their knowledge of schools, is not the same type of personal experience which is a reference point for those in their 20's, and a child attending school in 2005 may well be experiencing yet another type of learning environment, including the educational and social interaction with staff and other students.

In this transition period, not only were there changing social norms around activities facilitated by use of the Internet and ICT devices which were used at home, and were starting to be brought into the school environment by staff, students and others, but the heavy investment by government into ICT in the education sector was changing the face of teaching and learning, as well as the administration of the school. In New Zealand, the challenge was to position cybersafety education alongside the exciting learning developments being initiated by the Ministry of Education.

The Ministry of Education supports the growth of the ISG

The ISG needed the capability to respond to the increasingly complex needs of the education sector. As well, the ISG's work was extending to tertiary institutions within the education sector, and beyond that sector to most areas of society, including the business world and community agencies and groups.

Due to an increase in the Ministry's sponsorship funding, first Liz Butterfield became a fulltime ISG employee in 2001, as Director, and the following year the author became School Education Manager. Thanks to the Ministry of Education, the ISG was readying itself for a significant period of growth.

It is interesting to note that even at this time, there was no national focus on broad-based cybersafety and security education in New Zealand other than the work of the ISG, from either the business sector or from the Government. Such issues were not included in most adult education or e-commerce programmes. The awareness of the compelling need for such education, or of the potential negative impact of a lack of confidence in the security of transactions and interactions online, was still several years away.

2002: A special year

Some achievements of 2002

- With the University of Auckland and the New Zealand Police, the ISG organised the two-day invitation-only national symposium *NetSafe: Society, Safety and the Internet*, to bring together key people from a variety of backgrounds and sectors, to share information and ideas on cybersafety and security issues, and associated social changes. 'Education' was a specific thematic strand. (See www.netsafe.org.nz for details on this symposium)
- The continuing growth of the ISG's relationship with the Ministry of Education, and also with the New Zealand Police, the Department of Internal Affairs, the University of Auckland, the national police e-crime laboratories, and several additional government ministries
- The author was the recipient of a Winston Churchill Fellowship, to study cybersafety issues for young people in the United Kingdom, Canada and the United States
- Networking with overseas experts and other contacts continued
- A formal partnership between the ISG and the Police Youth Education Service (YES) was launched by the New Zealand Commissioner of Police. This relationship included the on-going cybersafety training of all officers in this branch of the service, and co-ordination of ISG and YES educational projects carried out in schools
- The number of schools requesting support, especially over incidents which breached cybersafety protocols, grew dramatically
- The ISG was steadily expanding its work with sectors other than education, including more government agencies, the business world, local government, community agencies and groups, and a variety of other organisations
- The ISG's relationship with the media continued to be a positive one; the organisation was increasingly seen by the media as an important source of comment and advice over many cybersafety or security issues which came to the public's attention.

The ISG matures

NetSafe II: Society, Safety and the Internet - 2003 conference

2003 was another watershed year for the ISG, especially as regards the July international conference on cybersafety, held in Auckland and attended by a number of well known international experts. These included keynote speakers John Carr of the UK's NCH, Dr Rachel O'Connell of the University of Central Lancashire, Ruben Rodriguez, Director of the Exploited Children Unit of the US Centre for Missing and Exploited Children (CMEC), and Professor William Caelli of Australia's Queensland University of Technology.

As with the 2002 symposium, the event was co-hosted by the ISG, University of Auckland, and the New Zealand Police, and education was a specific conference theme.

The 2003 NetSafe Kit for Schools

Launched in April 2003, and co-authored by Liz Butterfield and this paper's author, the updated kit was a quantum leap ahead of the earlier version. It addressed school cybersafety issues in such a comprehensive and relatively 'future-proofed' manner that two and a half years (and many cybersafety incidents and risks) later, it retains its relevance as a template for how to change the culture and infrastructure of a school so that a cybersafe learning environment can be established and maintained.

Again, the Ministry of Education, specifically the ICT Unit under the direction of Murray Brown, played a major role in making the development of this kit possible, by supporting the project financially and also ensuring Ministry staff reviewed the content.

It is this kit which the UK's Becta recently adapted with permission from the ISG for UK schools, and launched in March 2005. There has also been considerable interest in the kit from other countries, including Canada, the United States and several Pacific Island nations.

Interestingly, the kit is also seen as a cybersafety template which is transferable to most other sectors, especially with its emphasis on the 'three-legged stool' of:

- policies, use agreements and procedures
- an effective electronic system (the Ministry's ICT consultants, led by Douglas Harré, provide considerable support for schools here)
- education for the school community: staff, students and parents (brochures provided by the ISG)...

...with the entire programme established and maintained by a cybersafety team led by a senior manager, and including the ICT manager, librarian, Special Needs Co-ordinator, and a guidance/welfare representative. The kit can be viewed on the NetSafe website, as can the recently updated school staff and student use agreements.

For the development of this second kit, consultation included individuals and groups inside and outside the education sector, some not previously part of the ISG consultation network. Whilst helping provide important depth and accuracy to the content of the kit, this consultation across government and private sector boundaries sometimes required diplomacy with parties who were unaccustomed to working together.

Another challenge was the unintentional omission from the consultation process of one key stakeholder. Unfortunately, with the best of intentions, it is not always possible to get everything right, and it is important to make attempts to rectify such a matter a priority, for the sake of future projects.

The NetSafe Training Modules for Key School Personnel

This was the second 2003 NetSafe project of great significance in the education field. During the course of that year, it became apparent that there was specialised knowledge about cybersafety and security issues which key school personnel lacked. Key personnel were identified as being school board trustees, principals, the senior manager with day-to-day responsibility for ICT and related safety and security issues (the 'Cybersafety Manager'), the 'ICT Manager' (often a teacher with little training and an inadequate time allowance), guidance staff, and librarians.

The training modules (workshops) were designed to provide an *on-going* system to make available the relevant information and skills to all those with a shared responsibility for cybersafety and security; school personnel frequently change, and also, updating of training content is necessary. There has been considerable overseas interest, including from the United Kingdom and the United States.

The development and on-going management of the module programme has been so interesting that it is in itself the topic of a paper. However, the focus here is the consultation process which in this case was complex.

This paper stresses that without genuine consultation with interested parties representing not just the educational authorities and their own network of school contacts, but also management, governance, and classroom practitioners from the ordinary neighbourhood schools, there may not be the necessary ownership of the project after it is launched and fêted.

The depth and extent of module consultation is well illustrated using the ICT Manager Level 1 module as an example. Consultation for this one module included working with the following:

- ICT specialists from within the Ministry of Education, schools and ICT professional development clusters
- The Ministry of Education ICT Unit Manager, and his ICT Project Leader
- Private and police ecrime forensic specialists
- The Department of Internal Affairs
- The New Zealand Customs Service
- Lawyers
- A major private educational provider
- A school insurer
- A variety of teacher and school professional organisations
- A number of school principals and their staff
- An educational psychologist
- A Maori language expert

- A graphics and marketing firm, regarding the attendee workbook.

Significant stages of project consultation included:

- the initial discussions with the Ministry of Education about funding the development of this innovative project (which was based on a conference paper developed by the author)
- the modules were trialled at 5 locations around the country, requiring additional consultation, this time with all the school participants who took part as attendees
- consultation with the Ministry of Education over the final version of the various training module workbooks
- on-going consultation with representatives of the main private educational provider licensed to deliver the modules
- consultation with the ISG lawyer about the licensing of the modules
- consultation with the graphics firm regarding attendee certification documents.

Other NetSafe support for government digital strategy objectives in schools

Additional ways the Netsafe programme provides this support include:

- on-going liaison with the Ministry of Education over any cybersafety and security issues which might impact on education
- on-going query service for schools and parents
- Cybersafety Incident Response Flowchart to assist schools
- crisis service to support schools experiencing a serious incident
- text bully campaign with Vodafone NZ
- presentations to educational and community groups
- articles in educational publications
- educational brochures for schools and parents
- Hector Protector®, the animation project for small children
- development underway of a comprehensive and flexible programme of teaching material for year levels 1-13
- development of a special cybersafety training module for Police Youth Education Service Officers.

What lies ahead?

The goal of the Internet Safety Group for the education sector is that the cybersafety education for children and young people will be seamlessly integrated from early childhood, through schools, and into tertiary study. That goal is closer to realisation this month, as cybersafety projects begin with the Early Childhood Education sector, and with the University of Auckland, for the tertiary sector.

Powerful social change is occurring around us, as the Internet and cyber-technologies impact on the way we live our lives and relate to others. Nowhere is this more obvious than in schools, and nowhere are the benefits and the concerns more evident than there.

Within the context of the New Zealand Government's Digital Strategy, the Ministry of Education is able to provide strong support for the broad range of the work carried out by the ISG, especially helping schools keep students and staff cybersafe. In turn, a cybersafe school provides a model for the wider community of how that journey of social change can be positively and effectively managed for the benefit of society.

The ISG-Ministry of Education partnership will remain a crucial factor in New Zealand's response to this most challenging period of rapid social change, as education helps build the confidence and maintain the safety of citizens, young and old, in the digital environment.

Also on the www.netsafe.org.nz website can be found the NetSafe Kit for Schools (2003), the school use agreements (2005), and the following research on young people and cybersafety: Girls on the Net (2001), Net Generation (2002), Text Generation (2005).

Keywords: Internet safety, cybersafety, school Internet safety

A journey of social change: Turning government digital strategy into cybersafe local school practice. Paper presented at the Safety & Security in a Networked World: Balancing Cyber-rights & Responsibilities conference, Oxford, UK Beach, R. (2007). 1 page, 385 words.

The Essay on Subjects Such As Art, Music And Drama Should Be A Part Of Every Child's Basic Education. Topic: Do you agree or disagree with the following statement? Subjects such as art, music and drama should be a part of every child's basic education Use specific reasons and examples to support your opinion While in some education systems importance of subjects such as art, music and drama in basic education is disregarded, experts have a concordant opinion about necessity of them in schools. We published the Government Digital Strategy in November 2012 and updated it in December 2013. It sets out 16 actions saying what government will do to: create digital services so good that people will choose to use them. It's been 2 years since we published the Government Digital Strategy. Since then we've transformed some of government's most-used services, improving the lives of people all over the country. More than 3.7 million transactions have taken place on exemplar services. It's also done work on understanding the user journey for assisted digital. Helping people get online: digital inclusion. Government Digital Inclusion Strategy. We published the government Digital Inclusion Strategy in April 2014. Fostering social change through participatory video: A conceptual framework Tamara Plush. Achieving participatory development communication through 3D model building in Timor-Leste Lauren Leigh Hinthorne. KISS my aid: A journey in search of simplicity Christopher Chevalier. 66 71. 80 85 89 92 98 102 106. First, change accelerates for poor and marginalised people. They include changes in the conditions they experience, and changes in their awareness, aspirations and priorities. The revolution of the mobile phone in the past decade is one spectacular dimension of change, but more broadly there has been rapid social change, including changes in gender relations. GDS is leading the digital transformation of the UK government. And we're building service journeys into GOV.UK "piloting this approach with the " Learn to drive a car: step by step " page. These service journeys take all the content and transactions on GOV.UK and put them into a coherent service journey that users and government understand. My priorities for the next 12 months. And to give us an overview of digital capability across government, we've launched the first national framework of Digital, Data and Technology (DDaT) job roles . This has created a structure of 37 common job roles across government. We're also developing the workforce plan for the DDaT Profession, which will give us full data and a full picture of what the profession looks like across government.