



# Left out and misunderstood: Children in global, regional and national digital policies

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We have not been able to do justice to the incredible work and depth of analysis done by all the researchers involved in this undertaking in the various reports published. There are far more detailed reports and analysis that we hope to make available in targeted publications in the future.

# Glossary

Child	A person under the age of 18 as defined in Article 1 of the United Nations Convention on the Rights of the Child (UNCRC). <sup>1</sup>
Corpus of policies	A database of policy documents, representative of the policies produced by a governing body (e.g., intergovernmental organisation, government).
Technology-facilitated child sexual exploitation and abuse (CSEA)	All acts of a sexually exploitative nature carried out against a child that is at some stage connected to the online environment. <sup>2</sup>
General comment No. 25 (GC25)	The Office of the United Nations High Commissioner for Human Rights (OHCHR) defines General comments as authoritative statements through which each of the UN treaty bodies publishes its interpretation of the provisions of its respective human rights treaty. General comment No. 25 (2021) sets out the United Nation's guidance for implementing children's rights in a digital world. <sup>3</sup>
Intergovernmental organisation (IGO)	Two or more nations forming an entity to work on issues of common interest; the United Nations is an example of an IGO. The entity is created by a treaty.
Key performance indicators (KPIs)	Quantifiable metrics used to track and evaluate the effectiveness and impact of an organisation, project or initiative.
(Digital) policy	A document authored by a government entity, either a ministry or other official government institution, for which the accountability for its implementation lies with a governing body. A digital policy identifies economic and social problems or goals to be addressed through improvements in the diffusion, take-up or regulation of digital technologies.
Policy discourse	The ideas and ideologies underpinning policy content and

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<sup>1</sup> UN Convention on the Rights of the Child. (1989). Treaty Series, vol. 1577. [treaties.un.org/doc/Treaties/1990/09/19900902%2003-14%20AM/Ch\\_IV\\_11p.pdf](https://treaties.un.org/doc/Treaties/1990/09/19900902%2003-14%20AM/Ch_IV_11p.pdf)

<sup>2</sup> van der Spuy, A., Witting, S., Burton, P., Day, E., Livingstone, S. & Ringmar Sylwander, K. (2024). Guiding principles for addressing technology-facilitated child sexual exploitation and abuse. Digital Futures for Children centre. [https://eprints.lse.ac.uk/126219/3/van\\_der\\_Spuy\\_et\\_al\\_2024\\_Guiding\\_principles\\_for\\_addressing\\_technology-facilitated\\_CSEA.pdf](https://eprints.lse.ac.uk/126219/3/van_der_Spuy_et_al_2024_Guiding_principles_for_addressing_technology-facilitated_CSEA.pdf)

<sup>3</sup> UN Committee on the Rights of the Child. (2021). General Comment No. 25 on Children's Rights in Relation to the Digital Environment (CRC/C/GC/25). [www.ohchr.org/en/documents/general-comments-and-recommendations/general-comment-no-25-2021-childrens-rights-relation](https://www.ohchr.org/en/documents/general-comments-and-recommendations/general-comment-no-25-2021-childrens-rights-relation)

implementation (e.g., how and in which contexts children are represented).

Sustainable  
Development Goals  
(SDGs)

The UN's 2030 Agenda for Sustainable Development, adopted by all United Nations Member States in 2015, provides a "shared blueprint for peace and prosperity for people and the planet" It details 17 goals that form an urgent call for action.<sup>4</sup>

UN Convention on the  
Rights of the Child  
(UNCRC)

The international human rights treaty, ratified by 198 countries, setting out the civil, political, economic, social and cultural rights of children. The UNCRC 1989 covers all aspects of a child's life and sets out the civil, political, economic, social and cultural rights that all children everywhere are entitled to. The UNCRC recognises that need special safeguards and care, and that they have child-specific rights, such as the right to play

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<sup>4</sup> UN Department of Economic and Social Affairs. (2015) Sustainable development goals. [sdgs.un.org/goals](https://sdgs.un.org/goals)

# About this report

This report investigates how children are represented in digital policies around the world. It consists of in-depth analyses of policies from intergovernmental organisations (IGOs), regional bodies and countries around the world, with a focus on understudied regions and countries. The report starts with a brief analysis of policies of larger international IGOs, but the focus is on a more in-depth discussion of findings from policy analyses of regional bodies and the countries within these regions, set out in alphabetical order.

The report focuses on unique policy features, good practices and likely challenges for specific countries and governing bodies, providing excerpts to illustrate how policies work in practice<sup>5</sup> in each country. In this sense it is more like an encyclopaedia with separate entries than a report with a linear narrative.

For a global overview and a deeper understanding of how the research was conducted, please read the two other publications that complement this report:

- *Left out and misunderstood: Children in digital inclusion policies*. A global review<sup>6</sup> provides an overview of the background, methodology, general findings, overarching global patterns and recommendations.
- *Digital policy analysis: A methodological toolkit*<sup>7</sup> is designed for researchers, policymakers and other stakeholders who would like to conduct similar analyses of existing or proposed policies. It provides details of the method used, including theoretical frameworks, search criteria, methodological challenges and the analytical approach. This toolkit is also useful for those looking to analyse the representation of other groups in policies.

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<sup>5</sup> All excerpts that were in a language other than English were translated for this report by the researchers.

<sup>6</sup> Helsper, E. J., Rao, S., & Lyons Longworth, M. (2025). *Left out and misunderstood: Children in digital policies. A global review*. Digital Futures for Children centre, LSE and 5Rights Foundation. <https://eprints.lse.ac.uk/130444/>

<sup>7</sup> Helsper, E. J., Rao, S. & Lyons Longworth, M. (2025) *Digital policy analysis: A methodological toolkit*. Digital Futures for Children centre, LSE and 5Rights Foundation. <https://eprints.lse.ac.uk/130446/>

# Methodological design and challenges

All searches to construct a corpus of digital policies included the following keywords: policy + digital + 'agenda', 'inclusion', 'divide', 'transformation', 'economy', 'education', 'skills', 'literacy', 'online safety', 'cybersafety', 'cybersecurity', 'IT', 'ICT' and 'AI'.

Researchers adjusted the search strategy and terminology based on their knowledge of the local policy landscape; any additional keywords are mentioned in this report. When available and in a language other than English, the original language keywords are given.

Each section indicates important **stakeholders** in the policy process, the **scope** of the review, any additional **keywords** and specific search strategies used, and any **methodological challenges** encountered in the inclusions and exclusions section. The **corpus overview** indicates how many **policies** were **included** in the entire corpus of digital transformation and inclusion policies, how many of these **mentioned children**, and how many of these mentioned them meaningfully and were **selected for analysis**.

A team of 21 researchers worked on this report, all with knowledge of the language and policy landscape in the countries and regions they were investigating. This means that different sections of this report have different styles, recognising different local and regional contexts which necessitated different approaches to policy selection and analysis. All used the same basic and advanced codebooks. All policies were downloaded and saved for future reference and coding. Before publication of this report the links were checked; sometimes links were no longer operational and policies no longer available, and this is indicated in the report.

There were considerable difficulties in constructing the corpus in several countries due to, among other things, different policy formats (i.e., policy documents, decrees, directives, legislation, websites) and difficulties in accessing policies (i.e., lack of policy repositories, policies being made unavailable and/or removal of policies from public websites).

Consequently, straight comparisons were not possible between countries. However, the key policies selected for analysis should be a good reflection of how children are represented in these different contexts, and whether policies take children's rights into consideration or risk excluding (certain) children in the digital future they are constructing. The analyses show that economic development policy discourses dominated in policies in which children were represented across the world.<sup>8</sup>

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<sup>8</sup> See Helsper, E. J., Rao, S., & Lyons Longworth, M. (2025). *Left out and misunderstood: Children in digital policies. A global review*. Digital Futures for Children centre, LSE and 5Rights Foundation. <https://eprints.lse.ac.uk/130444/>



While the utmost was done to give fair representation to policies in place in each country during the five years after the onset of the Covid-19 pandemic (2020-25), there is a risk that something was missed. If there is anything that is misrepresented, please contact the Digital Futures for Children centre (DFC) or Professor Ellen Helsper, lead author on the report, and we will endeavour to make corrections where needed.

# Intergovernmental organisations

## World Bank

### Background

The World Bank (WB) is one of the world's most important actors providing 'financial products and technical assistance' to support 'major areas of development' around the world. As part of its Digital Transformation programme<sup>9</sup> finances, the World Bank Group runs initiatives in the form of global summits, e-learning resources and toolkits for policymakers and industry partners across many sectors (e.g., broadband and connectivity, data infrastructures, cybersecurity, digital technologies for tackling climate change and employment in the digital industries).

### Methodology

**Scope:** World Bank publications with policy recommendations for governments and relevant stakeholders.

**Repositories:** World Bank's 'Research and publications' page.<sup>10</sup>

**Additional keywords:** 'Future', 'transforming', 'smart' + relevant theme and topic filters in the repository.

**Inclusion and challenges:** While guidelines aimed at governments and other governmental actors (such as policymakers, judiciary and information commissioners) were included, those aimed at non-governmental and corporate actors were not included. Practitioner notes, frameworks and assessment tools were not included.

### Corpus overview

- Policies in corpus: **8**
- Mentions of children: **7**
- Selected for analysis: **2**

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<sup>9</sup> World Bank. (2025). Digital Transformation programme. [www.worldbank.org/en/topic/digital/overview](https://www.worldbank.org/en/topic/digital/overview)

<sup>10</sup> World Bank. (2025). Research and publications. [www.worldbank.org/en/research](https://www.worldbank.org/en/research)

## General thematic findings

While the World Bank's digital policies logically have economic discourse at their core, they also acknowledge systemic inequalities (see *Europe 4.0*<sup>11</sup>) and the development divide (see the Global Challenge Program [GCP] approach paper<sup>12</sup>). However, inequalities are presented as service delivery gaps or side effects of digital transformation instead of policy-driven infrastructural impacts. This approach tends to treat digital inequality as a barrier to market participation rather than a manifestation of deeper power imbalances and historical exploitation.

This is clear in the *G20 policy recommendations for advancing financial inclusion* (2023), which states that, '[digital financial services] could also introduce several disadvantages, specifically in the form of augmenting inequalities for those who have been unable to participate in the digital economy due to demand-side barriers.'<sup>13</sup>

Direct mentions of children are rare, with most references either embedded within broader categories such as households or youth, both of which are discussed in economic contexts. The few instances where children's specific vulnerabilities are mentioned, such as disruptions to schooling during the pandemic,<sup>14</sup> or references to poor households and school connectivity,<sup>15</sup> are framed primarily in terms of economic productivity or human capital development.

Moreover, while digital inequalities that indirectly affect children, such as lack of household connectivity, parental unemployment and the gender digital divide, are mentioned, the policies fail to account for how these compound child-specific vulnerabilities in nutrition, education, safety and development.

## Representations of children and child rights

Policies consider children as **economic resources** for future prosperity and development rather than as individuals with specific (child) rights. Consequently, policies frame digital education as requiring alignment with market needs.<sup>16</sup> Digital exclusion is mostly linked to household poverty and rurality, especially prescient for those outside the formal economy. The aim of their digital policies is to use digital

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<sup>11</sup> World Bank. (2020). *Europe 4.0: Addressing the digital dilemma*.

<https://openknowledge.worldbank.org/entities/publication/7b8c5e46-2755-5c25-b44e-ffbecc1313f3>

<sup>12</sup> World Bank. (2024). *Global Challenge Program: Accelerating digitalization – Approach paper*.

<https://documents.worldbank.org/en/publication/documents-reports/documentdetail/099302410042414534>

<sup>13</sup> World Bank. (2023). *G20 policy recommendations for advancing financial inclusion and productivity gains through digital public infrastructure: Global partnership for financial inclusion 2023*.

<https://openknowledge.worldbank.org/entities/publication/b8d6b107-3e97-41be-886d-1c46ee906042>

<sup>14</sup> World Bank, IMF (International Monetary Fund), & WBG (World Bank Group). (2022). *Digitalisation and development*. [www.devcommittee.org/content/dam/sites/devcommittee/doc/documents/mgr/Final%20on%20Digitalization\\_DC2022-0002.pdf](https://www.devcommittee.org/content/dam/sites/devcommittee/doc/documents/mgr/Final%20on%20Digitalization_DC2022-0002.pdf)

<sup>15</sup> World Bank. (2021). *Developing digital payment services in the Middle East and North Africa: A strategic approach*.

<https://openknowledge.worldbank.org/entities/publication/5c35e016-7bb4-5d5e-875e-0be9839ab09a>

<sup>16</sup> World Bank. (2020). *Europe 4.0: Addressing the digital dilemma*.

<https://openknowledge.worldbank.org/entities/publication/7b8c5e46-2755-5c25-b44e-ffbecc1313f3>

infrastructure and (up)skilling to integrate these disadvantaged individuals into the labour market and thus create economic development and growth.

The developing Digital Payment Services (DPS) policy in the Middle East and North Africa (MENA) positions youth<sup>17</sup> as ‘tech native and savvy’, portraying them as a key engine for digital financial services adoption in the MENA region. The narrative frames children and adolescents not only as enthusiastic users but also as an untapped market for these services, constructing them as **future labourers** and **consumers**. The World Bank frames increased participation in the formal economy for women and unemployed youth as a key goal:

*[Youth] are a key source of demand that will boost the MENA region’s rate of digital adoption in the coming years. Currently, youth unemployment in conjunction with the current practice of opening a first bank account only when employed hampers adoption of digital services. This shows the need to work on developing DPS that cover the payment needs of unemployed youth and to launch the digital economy as a key employment pathway.<sup>18</sup>*

Similarly, *Europe 4.0* presents children, particularly school-aged students, as the foundation of an ‘industry 4.0-ready workforce’, recommending **technical skills** training in early education:

*Developing an Industry 4.0-ready workforce starts with digital literacy and skill development in primary and secondary education. Students should be exposed to basic coding and other digital skills as early as primary school.<sup>19</sup>*

**Child rights** are only indirectly referenced. Examples include the protection of identity (through ID systems and data protection) and the right to a good standard of living (when pointing to increased living standards through digitisation). No policies mentioned child-specific rights.

## Organisation for Economic Co-operation and Development (OECD)

### Background

The OECD is an international organisation comprised of 38 member states and a range of global partners,<sup>20</sup> fostering collaboration and developing policies to respond to social, economic and environmental challenges.<sup>21</sup> The OECD has a long history of work on

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<sup>17</sup> The World Bank’s definition of youth includes young people over 18.

<sup>18</sup> World Bank. (2021). *Developing digital payment services in the Middle East and North Africa: A strategic approach*. <https://openknowledge.worldbank.org/entities/publication/5c35e016-7bb4-5d5e-875e-0be9839ab09a>

<sup>19</sup> World Bank. (2020). *Europe 4.0: Addressing the digital dilemma*.

<https://openknowledge.worldbank.org/entities/publication/7b8c5e46-2755-5c25-b44e-ffbecc1313f3>

<sup>20</sup> OECD. (2025). Members and partners. [www.oecd.org/en/about/members-partners.html](http://www.oecd.org/en/about/members-partners.html)

<sup>21</sup> OECD. (2025). Who we are. [www.oecd.org/en/about.html](http://www.oecd.org/en/about.html)

digitalisation, and computerisation since the 1970s. In recent times, the OECD's discourse has moved from a paradigm of securitisation against threat, to digital governance and risk management.<sup>22</sup> The OECD deploys a kind of soft governance through surveillance of performance metrics among its member states, instead of through sanctions.<sup>23</sup>

## Methodology

**Scope:** OECD publications that set policy agendas for governments/governmental actors and OECD legal instruments in topics relevant to digital transformation and inclusion.

**Repositories:** OECD website, specifically their 'Policy papers and briefs' page,<sup>24</sup> and their 'Legal Instruments' page.<sup>25</sup>

**Additional keywords:** 'Policy paper' and 'policy brief' publication type filters + 'digital' and 'science, technology and innovation' theme filters.

**Inclusion and challenges:** Analysis targeted flagship OECD agendas and declarations in favour of derivative policy reports and briefs.

### Corpus overview

- Policies in corpus: **9**
- Mentions of children: **7**
- Selected for analysis: **2**

## General thematic findings

Across the sampled OECD documents, inequalities were extensively mentioned, ranging from socioeconomic and geopolitical inequalities to bias and discrimination, and indirectly through an emphasis on inclusive representation and accessibility. However, inequalities were often framed in functional terms as barriers to inclusion in the digital economy or to participation in innovation. The *OECD agenda for transformative science, technology and innovation policies*<sup>26</sup> mentions that transformation of work and ways of life can result in 'patterns of unemployment', while OECD AI Principle 2.1<sup>27</sup> states that public investment in AI is essential for ensuring beneficial outcomes for 'areas under-

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<sup>22</sup> Padden, M. (2023). The transformation of surveillance in the digitalisation discourse of the OECD: A brief genealogy. *Internet Policy Review*, 12(3). <https://doi.org/10.14763/2023.3.1720>

<sup>23</sup> Hajisoteriou, C., & Neophytou, L. (2020). The role of the OECD in the development of global policies for migrant education. *Education Inquiry*, 13(2), 127-150. <https://doi.org/10.1080/20004508.2020.1863632>

<sup>24</sup> OECD. (2025). Policy papers and briefs. [www.oecd.org/en/publications/briefs.html?orderBy=mostRelevant&page=0](http://www.oecd.org/en/publications/briefs.html?orderBy=mostRelevant&page=0)

<sup>25</sup> OECD. (2025). Legal Instruments. <https://legalinstruments.oecd.org/en>

<sup>26</sup> OECD. (2024). *OECD agenda for transformative science, technology and innovation policies*.

[www.oecd.org/en/publications/2024/04/oecd-agenda-for-transformative-science-technology-and-innovation-policies\\_5ced463a.html](http://www.oecd.org/en/publications/2024/04/oecd-agenda-for-transformative-science-technology-and-innovation-policies_5ced463a.html)

<sup>27</sup> OECD. (2019, updated 2024). *Investing in AI research and development*. OECD AI Principles: Principle 2.1. <https://oecd.ai/en/dashboards/ai-principles/P10>

served by market-driven investments’, without questioning whether systemic inequalities are reproduced by the market-driven logic behind these innovations.

**Inequalities** are mentioned in references to minority ethnic groups, women, older people, low-skilled populations and residents of low- and middle-income countries. These are mostly presented as **passive beneficiaries** of responsible innovation agendas and funding. The solutions offered centre on digital capacity building, education or market-correcting investments. For example, gender gaps in AI and STEM are addressed not as consequences of systemic exclusion but as data or pipeline issues that can be corrected through **improved representation and skills** development. The emphasis remains on enhancing inclusivity within existing structures rather than transforming those structures.

Most OECD council recommendations **acknowledge children** in the digital environment **alongside marginalised and vulnerable groups**. However, references to inequality, such as those related to geographic, gender or economic disparities, are rarely contextualised in ways that foreground their impact on children.

## Representations of children and child rights

Children are mentioned as a **homogenous group**, with diversity among them conceptualised only along developmental stages.

Three dominant representations of children emerge. The first and most prominent is that of children as **vulnerable to exploitation and abuse** online, that is, the **child as victim**. This framing is evident in the emphasis on safeguarding children from online manipulation, exploitation and abuse alongside proposals for age-appropriate environments and parental control mechanisms. Recommendations for age-appropriate reporting mechanisms recognise developmental differences among children. While this recognises children as agents, it also makes them individually responsible for their safety, without seeing them as content creators themselves.

The second framing is children as **future economic** and **civic resources**, rather than recognising their current participation and capacity for critical engagement in and with digital environments. Engagement of children in terms of economic and societal participation is mediated through **families, schools and other stakeholders**, but **not by directly involving children** themselves.

The third framing of children is as **students** in schools. **Children not in formal education** are left out, as the council recommends working with schools and teachers as partners in information literacy for children; other forms of learning, such as informal or peer-led learning, are not considered. The complexities of **parental control** over children’s lives are also not discussed, homogenising children’s relationships and power dynamics with parents or guardians.

References to some **child rights** are instrumentalised within a broader framework of digital safety and risk management. The right to **freedom of expression for children** is explicitly mentioned in the recommendation on information integrity, but is approached

as something that will be **protected** through safeguarding measures, such as parental controls, content restrictions and online safety protocols.

**The right to be safe** from violence, protection of identity and equity and diversity are mentioned, but not within a comprehensive child rights framework.

## UNESCO

### Background

UNESCO is the United Nations (UN) agency for global cooperation in education, science, culture and communication.<sup>28</sup> UNESCO has been at the forefront of promoting the education system towards the digital for decades, with its work on information policy first starting to take shape in the early 1970s.<sup>29</sup>

### Methodology

**Scope:** UNESCO publications that set policy agendas for member states, in topics relevant to digital transformation and inclusion.

**Repositories:** UNESDOC Digital Library.<sup>30</sup>

**Additional keywords:** Search filters applied: (1) Source: UNESCO; (2) Language: English; (3) Nature of content: Guides, manuals and handbooks; legal instruments + standard search keywords.

**Inclusion and challenges:** While guidelines aimed at governments and other governmental actors (such as policymakers, judiciary and information commissioners) were included, those aimed at non-governmental and corporate actors were not included.

### Corpus overview

- Policies in corpus: **11**
- Mentions of children: **8**
- Selected for analysis: **5**

### General thematic findings

UNESCO's digital policies acknowledge **inequalities** using terms such as inequality, discrimination, marginalisation, vulnerability and minority or disadvantaged status.

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<sup>28</sup> UNESCO. (2025). Who we are. [www.unesco.org/en/brief](http://www.unesco.org/en/brief)

<sup>29</sup> Pohle, J. (2021). International information policy: UNESCO in historical perspective. In A. S. Duff (Ed.), *Research handbook on information policy* (pp. 96-112). Edward Elgar Publishing. <https://doi.org/10.4337/9781789903584.00017>

<sup>30</sup> UNESCO. (2025). UNESDOC Digital Library. [www.unesdoc.unesco.org/library](http://www.unesdoc.unesco.org/library)

Inequalities are also implicitly referred to through institutional issues such as: educational access during Covid-19, malnutrition, exclusion from STEM, biased training datasets, exclusion of local languages and knowledge and the underrepresentation of marginalised groups in science and technology.

Generally, policies that are not about children do not mention inequalities among children in detail. Exceptions are the Recommendation on the Ethics of Artificial Intelligence (REAI)<sup>31</sup> and Guidelines for the Governance of Digital Platforms (GDDP),<sup>32</sup> which meaningfully engage with children. In these policies which directly engage with child wellbeing and education, **girls, children with disabilities, migrant, refugee and displaced children** and students from **lower socioeconomic backgrounds** are identified as vulnerable populations requiring targeted attention, showing a diverse representation of children.

**Girls**, in particular, are envisioned both as **marginalised subjects in need of targeted interventions** and as symbols of future diversity in STEM and AI academia:

*Gender imbalances in access to digital technologies and NfE [non-formal education] programmes should also be properly addressed, ensuring that women and girls are not marginalized. One approach is to ensure that woman and girls are encouraged and supported to enlist in NfE courses in traditionally male-dominated sectors such as engineering, management, leadership, and software programming.*<sup>33</sup>

**Age**-based differences are mentioned within education contexts, leaving out younger children and those not enrolled in formal education. While terms such as **'intersectionality'** and **'marginalisation'** are used, there is limited interrogation of the global political economy of digital infrastructure, platforms and data. Thus, while UNESCO's approach is rich in child-centric language, policies that meaningfully mention children do not engage with political struggles, nor with inequitable redistribution of power and resources within its member states.

## Representations of children and child rights

Children are predominantly imagined as **digital victims**, positioned as **vulnerable**, in need of **protection** and exposed to a variety of technological risks, ranging from online privacy violations and bullying to mental health impacts from interacting with AI systems or inappropriate digital content. This framing is particularly salient in policies that emphasise children's **psychosocial wellbeing**, such as concerns over interactions with AI companions, algorithmic manipulation or gender-based online violence.

Measures to keep children safe from violence are mentioned in all five policies, although not recognised as an explicit right, followed by measures to ensure freedom of

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<sup>31</sup> UNESCO. (2022). *Recommendation on the ethics of artificial intelligence*. [www.unesco.org/en/articles/recommendation-ethics-artificial-intelligence](http://www.unesco.org/en/articles/recommendation-ethics-artificial-intelligence)

<sup>32</sup> UNESCO. (2023). *Guidelines for the governance of digital platforms: Safeguarding freedom of expression and access to information through a multi-stakeholder approach*. [www.unesco.org/en/articles/guidelines-governance-digital-platforms](http://www.unesco.org/en/articles/guidelines-governance-digital-platforms)

<sup>33</sup> UNESCO. (2022). *Guidelines for ICT in education policies and masterplans*. [unesdoc.unesco.org/ark:/48223/pf0000380926](https://unesdoc.unesco.org/ark:/48223/pf0000380926)



expression, ensuring children's wellbeing and health, and ensuring age-appropriate content through age restrictions. Notably, the GGDP recommends providing terms of service and community standards in age-appropriate language and in accessible formats:

*Community standards should be made available in age-appropriate language for children and, as appropriate, be created with the viewpoint of a diverse group of children; special attention should be paid to the needs of children with disabilities to ensure they enjoy equal levels of access to information.*<sup>34</sup>

This vulnerability discourse is not monolithic and is contrasted by representations of **children as emerging digital agents**, as lifelong learners, future contributors to ICT, content creators and participants in policy decision-making about digital futures.

Regarding **child rights**, three out of five policies selected for analysis recommend **consultation** with or **feedback** mechanisms for children. The *Guidelines for ICT in education policies and masterplans*<sup>35</sup> lists a detailed consultation plan as part of its participatory method, but does not include children, and instead only **focuses on representatives** of learners, such as **teachers** and **parents**. While occasional references to children as co-creators or decision-makers suggest more participatory approaches, these remain unsupported in recommended interventions.

Two out of five policies refer to ensuring awareness of **child rights** overall. Engagement with children's right to play is minimal, and games are mentioned as educational tools. Protection of identity is discussed in the context of protecting children's personal data.

## UNICEF

### Background

The United Nations International Child Emergency Fund (UNICEF), established in 1946, is a global organisation that aims to protect the rights of children especially those living in precarious circumstances.<sup>36</sup> UNICEF has been an advocate for digital inclusion, digital literacy and creating safe and positive digital environments that respect children's rights.<sup>37</sup>

### Methodology

**Scope:** Global policy briefs and manifestos.

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<sup>34</sup> UNESCO. (2023). *Guidelines for the governance of digital platforms: Safeguarding freedom of expression and access to information through a multi-stakeholder approach*. [www.unesco.org/en/articles/guidelines-governance-digital-platforms](http://www.unesco.org/en/articles/guidelines-governance-digital-platforms)

<sup>35</sup> UNESCO. (2022). *Guidelines for ICT in education policies and masterplans*. <https://doi.org/10.54675/UXRW9380>

<sup>36</sup> UNICEF. (2025). Who we are. [www.unicef.org/who-we-are](http://www.unicef.org/who-we-are)

<sup>37</sup> UNICEF. (2025). Digital Impact. [www.unicef.org/digitalimpact](http://www.unicef.org/digitalimpact)

**Repositories:** UNICEF’s research and reports website,<sup>38</sup> filtered for English language documents, and a general web search.

**Additional keywords:** Standard keywords used.

**Inclusion and challenges:** UNICEF had many relevant digital policies, which all logically mention children, which could have been analysed for this report. The analysis in this section was designed to provide an overview of UNICEF’s principles and representations of children. Given UNICEF’s international status and influence, country and region-specific policies were excluded in favour of general policy briefs. The five policies in the corpus, and the two selected for analysis, are only a subset of the large number of digital policies that UNICEF have produced mentioning children and digital policies in relation to new and recently emerging technologies or policy issues (e.g., AI, data protection).

### Corpus overview

- Policies in corpus (all mention children): **5**
- Selected for analysis: **2**

## General thematic findings

Overall policies centre on **digital inclusion** and children’s wellbeing. *The Policy guidance on AI for children*, Version 2.0, in particular, acknowledges **inequalities** in society and children, and reflects that inequalities will be perpetuated in digital environments without due support: ‘Not all children face equal circumstances and therefore not all can benefit equally from AI systems’.<sup>39</sup>

**Digital transformation** was also highlighted within the context of providing children with safe access. That said, technological advancement had a critical framing; although UNICEF acknowledged the benefits of access, there were details of drawbacks, such as environmental implications and data security. This is illustrated in *The case for better governance of children’s data* (2021): ‘This means that harnessing of data for social good can’t come at the expense of children’s privacy, protection, or well-being’.<sup>40</sup>

## Representations of children and child rights

UNICEF represents children as **citizens** and as **diverse**, experiencing the world in different ways:

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<sup>38</sup> UNICEF. (2025). Research and reports. [www.unicef.org/research-and-reports](http://www.unicef.org/research-and-reports)

<sup>39</sup> UNICEF. (2021). *Policy guidance on AI for children*. Version 2.0. [www.unicef.org/innocenti/reports/policy-guidance-ai-children](http://www.unicef.org/innocenti/reports/policy-guidance-ai-children)

<sup>40</sup> UNICEF. (2021). *The case for better governance of children’s data: A manifesto*. [http://www.unicef.org/innocenti/media/1031/file/UNICEF Global Insight Data Governance Manifesto.pdf](http://www.unicef.org/innocenti/media/1031/file/UNICEF%20Global%20Insight%20Data%20Governance%20Manifesto.pdf)

*Such a [AI development] framework must integrate a holistic understanding of children's experiences, and should include material, physical, psychological and social factors, among others.<sup>41</sup>*

UNICEF integrates **child rights** into all its work, acknowledging the difficulty in balancing multiple rights, such as protection (e.g., from adult content sites) and privacy (e.g., collection of age verification data). Child rights highlighted by UNICEF include the incorporation of **evolving capacities** of children and expressing the need to have children's voices and opinions in decision-making, **framing children as changing yet active agents**.

Children are presented as a more homogenous group with regards to their **right to protection from harm** and **right to privacy**. Nevertheless, UNICEF's child-rights framing provides an unquestioned assumption that not all children have equal opportunities. Thus, while not spelled out here, inequalities are assumed, and protections are developed and justified:

*Children are less able to fully understand the implications of AI technology and often do not have the opportunities or the avenues to communicate their opinions, or the right advocates to support them, and often lack the resources to respond to instances of bias or to rectify any misconceptions or inaccuracies in their data.<sup>42</sup>*

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<sup>41</sup> UNICEF. (2021). *Policy guidance on AI for children*. Version 2.0. [www.unicef.org/innocenti/reports/policy-guidance-ai-children](http://www.unicef.org/innocenti/reports/policy-guidance-ai-children)

<sup>42</sup> UNICEF. (2021). *Policy guidance on AI for children*. Version 2.0. [www.unicef.org/innocenti/reports/policy-guidance-ai-children](http://www.unicef.org/innocenti/reports/policy-guidance-ai-children)

# Africa

The African continent is hugely diverse, with 55 countries and an estimated 1,500-3,000 languages spoken.<sup>43</sup> Countries in the region vary drastically in their history, size, population and resources, which creates a diverse landscape in digital access, inclusion and policies.

On the one hand, the population across the continent is the youngest in the world, and many countries are seeing dramatic economic growth. On the other hand, the region contains some of the poorest and most unequal countries in the world. This has implications for digital policies as digital access is lower than in other continents, and the continent has one of the largest digital gender divides in the world.

This section draws on analysis from nine countries across the continent and the African Union, Africa's continental body.

## African Union (AU)

### Background

The AU, launched in 2002, succeeded the Organisation of African Unity (OAU) (1963-99) to become the continental body of the African continent. The AU consists of 55 member states and aims to achieve cohesion, peace and development throughout the continent, while maintaining member states' sovereignty.<sup>44</sup> The AU faces distinct challenges due to the continent's diversity.

### Methodology

**Scope:** AU policies and associated bodies.

**Repositories:** AU website 'Resources' page<sup>45</sup> and web pages.

**Additional keywords:** Standard keywords and a general web search for 'digital policy African Union'.

**Inclusion and challenges:** Aside from AU digital policies, documents from the UN Economic Commission of Africa (ECA)<sup>46</sup> and a policy think tank were included in the corpus but not analysed.

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<sup>43</sup> UNESCO. (2025) UNESCO and the promotion of languages in Africa: cultural diversity and multilingualism. Available at: <https://www.unesco.org/en/articles/unesco-and-promotion-languages-africa-cultural-diversity-and-multilingualism>

<sup>44</sup> African Union. (2025). About the African Union. <https://au.int/en/overview>

<sup>45</sup> African Union. (2025). Resources. <https://au.int/en/resources/filter>

<sup>46</sup> UN ECA (Economic Commission of Africa). (2025). Who we are. [www.uneca.org/about](http://www.uneca.org/about)

## Corpus overview

- Policies in corpus: **7**
- Mentions of children: **5**
- Selected for analysis: **5**

## General thematic findings

The AU recently published their digital policies (2024-25), and they take a **holistic view**. Policies frame digital technology and inclusion as core to the AU's goal of promoting peace and prosperity across the region, as well as addressing risks and harms that the internet facilitates. The holistic view is reflected in the range of discourses surrounding digital policies, including: economic development, civic engagement, social inclusion, human and child rights discourses.

The AU's digital policies have all recently been published and cover areas from **infrastructure** development to **digital education** and **skills**, as well as opportunities and risks concerning AI. The African Digital Compact (ADC) (2024) serves as a roadmap for harnessing 'digital technologies to foster sustainable development, economic growth, and societal well-being across Africa.'<sup>47</sup>

**Inequalities** are addressed in terms of access, the rural divide and gender inequalities, among others. In all documents, **inequalities between children** in relation to digital transformation and inclusion were recognised. There is a specific emphasis on gender and discrimination with a drive to reduce violence and hate on the African continent. Other inequalities mentioned include health, race and socioeconomic status.

## Representations of children and child rights

Digital policies frame **children** as playing a fundamental role in the AU's goal **for peace and prosperity**: 'We desire to bequeath two things to our children: the first one is roots, and the other one is wings.'<sup>48</sup>

The policies aim to achieve this through the creation of a digitally literate and aware future generation:

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<sup>47</sup> African Union. (2024). African Digital Compact (ADC). <https://au.int/en/documents/20240809/african-digital-compact-adc>

<sup>48</sup> African Union. (2024). African Digital Compact (ADC). <https://au.int/en/documents/20240809/african-digital-compact-adc>

*The policy promotes safe online conduct and behaviours among children and recommends empowering children with digital literacy and skills, increasing awareness of risks and safeguards among children, parents, educators, and other stakeholders, and strengthening legal and regulatory frameworks.<sup>49</sup>*

The policies shine a light on the serious obstacles to be overcome, especially with rapidly advancing **emerging technologies** such as AI. The policies outline protection measures for children, acknowledging that different children may need **tailored support**.

The AU **child online safety (COS) and empowerment** policy is a particularly holistic document, which considers children as part of the family, as beneficiaries of schools and as individuals with a right 'to express themselves'.<sup>50</sup>

**Child rights** are explicitly mentioned, including **General comment No. 25** in the COS policy:

*The Policy will provide a strong framework for the implementation of children's existing rights in the digital environment, including by the private sector and other stakeholders making products or offering services likely to be accessed by children.<sup>51</sup>*

## Angola

### Background

Angola is a very young country: 45% of the country's total population (36 million) is under the age of 14.<sup>52</sup> Nearly half the Angolan population lives under the international poverty line, and the Gini index was 51.3 in 2018,<sup>53</sup> an indication of severe inequalities.

Angola's economic context has implications for digital access. In 2022, only 48.5% of the population reported access to electricity,<sup>54</sup> and in 2023, around 45% of the population used the internet, 76% had access to 4G coverage and 17% had access to 5G.<sup>55</sup>

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<sup>49</sup> African Union. (2024). *Continental artificial intelligence strategy*. <https://au.int/en/documents/20240809/continental-artificial-intelligence-strategy>

<sup>50</sup> African Union. (2024). *African Union child online safety (COS) and empowerment policy*. <https://au.int/en/documents/20240521/african-union-child-online-safety-and-empowerment-policy>

<sup>51</sup> African Union. (2024). *African Union child online safety (COS) and empowerment policy*. <https://au.int/en/documents/20240521/african-union-child-online-safety-and-empowerment-policy>

<sup>52</sup> World Bank. (2023). The World Bank in Angola. [www.worldbank.org/en/country/angola](http://www.worldbank.org/en/country/angola)

<sup>53</sup> World Bank. (2022). Angola. Poverty & Equity brief. [https://databankfiles.worldbank.org/public/ddpext\\_download/poverty/987B9C90-CB9F-4D93-AE8C-750588BF00QA/previous/Global\\_POVEQ\\_AGO.pdf](https://databankfiles.worldbank.org/public/ddpext_download/poverty/987B9C90-CB9F-4D93-AE8C-750588BF00QA/previous/Global_POVEQ_AGO.pdf)

<sup>54</sup> WBG (World Bank Group). (2024). Angola: Overview. <https://data360.worldbank.org/en/economy/AGO>

<sup>55</sup> World Bank. (2024). Angola: Digital. <https://data360.worldbank.org/en/economy/AGO?tab=Digital>

## Methodology

### Key stakeholders

- Ministry of Telecommunications, Information Technologies and Media (MINTTICS)
- Ministry of Higher Education, Science, Technology and Innovation (MESCTI)
- National Institute for the Promotion of the Information Society (INFOSI)
- Regulatory bodies like INACOM
- Unitel, Angola's largest telecommunications provider
- African Union (for engagement)
- World Bank (for strategic guidance)

**Scope:** National-level policies, particularly from government stakeholders.

**Repositories:** The Legis-PALOP + TL database,<sup>56</sup> which contains Angolan legislation, and official government websites, including MINTTICS<sup>57</sup> and the main government portal.<sup>58</sup> Sources from international organisations, including the OECD report on promoting the digital transformation of African Portuguese-speaking countries and Timor-Leste.<sup>59</sup>

**Additional keywords:** Repository-based searches and keyword-based Google searches were conducted. Portuguese language-specific keywords used were: 'transformação digital', 'inclusão digital', 'desigualdade digital', 'economia digital', 'educação digital', 'tecnologias digitais na educação', 'competências digitais' (digital skills), 'segurança digital' (cybersafety), 'cibersegurança' (cybersecurity), 'tecnologias digitais para o clima' (digital for climate) and 'infraestrutura inteligente, digital e de banda larga' (smart, digital and broadband infrastructure).

**Inclusion and challenges:** Some digital transformations were not detailed in policies. For example, the Angola Digital Acceleration Project (PADA), an initiative by the Angolan government receiving US\$300 million in funding from the World Bank,<sup>60</sup> was not yet anchored in a specific policy at the time of data collection. A total of seven policies were selected, four published within the last five years and three within the past ten, because they were still referred to in current policy decisions and by stakeholders.

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<sup>56</sup> Legis-PALOP + TL (official legal database): [www.legis-palop.org](http://www.legis-palop.org)

<sup>57</sup> MINTTICS (Ministry of Telecommunications, Information Technologies and Social Communication). (2025). Homepage. <http://minttics.gov.ao>

<sup>58</sup> Governo de Angola, Documents: [www.governo.gov.ao/documentos/todos](http://www.governo.gov.ao/documentos/todos)

<sup>59</sup> OECD. (2018). *Promovendo a Transformação Digital dos Países Africanos de Língua Oficial Portuguesa e Timor-Leste (PALOP-TL)*. [www.oecd.org/content/dam/oecd/pt/publications/reports/2018/11/promoting-the-digital-transformation-of-african-portuguese-speaking-countries-and-timor-leste\\_g1g97a19/9789264307155-pt.pdf](http://www.oecd.org/content/dam/oecd/pt/publications/reports/2018/11/promoting-the-digital-transformation-of-african-portuguese-speaking-countries-and-timor-leste_g1g97a19/9789264307155-pt.pdf)

<sup>60</sup> Diário económico. (2024). Angola Digital Acceleration Project. [www.diarioeconomico.co.mz/2024/11/08/mundo/angola/angola-banco-mundial-desembolsa-300-m-para-transformacao-digital](http://www.diarioeconomico.co.mz/2024/11/08/mundo/angola/angola-banco-mundial-desembolsa-300-m-para-transformacao-digital)

## Corpus overview

- Policies in corpus: **7**
- Mentions of children: **3**
- Selected for analysis: **2**

## General thematic findings

Although digital inclusion is increasingly common in Angolan public discourse, this is not yet reflected in the country's policy landscape where **digital transformation policies dominate** over inclusion policies. The Digital Transition Agenda,<sup>61</sup> for example, comprises of 218 projects and primarily centres on digitising services.

**Inequality** is broadly referenced in most policies through terms such as '**equal access**' (acessível a todos os cidadãos) and '**non-discrimination**' (acesso universal), with some mention of the **urban-rural divide**. The *White paper on information and communication technologies* (*Livro Branco das Tecnologias de Informação e Comunicação 2023-2027* [LBTIC])<sup>62</sup> addresses inequality more concretely, referencing gender, regional, urban/rural and economic disparities with the goal to expand broadband to 93% of the population by 2027. The policy also includes **child-specific goals**, such as integrating digital literacy into all education levels.

Most policies do not specify how digital initiatives are **funded**. The LBTIC is the only policy to detail public budgets, private investment, tax incentives and a universal access fund (FADCOM), but still does not specify budget amounts or financial targets.

## Representations of children and child rights

**Children are excluded from most policies.** When children are mentioned, such as in the National Gaming Law (Lei da Atividade de Jogos, Lei n.º 17/24),<sup>63</sup> it is often without details: as 'minors' (menores), in the context of protection, or the right to have a national ID.

The LBTIC is the only policy that mentions children in a meaningful way. Although the policy primarily presents children as **vulnerable users** (in internet safety) or **education beneficiaries** (in digital literacy), it identifies **distinctions between children**. This is encapsulated by references to **age-appropriate content**, acknowledging children's

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<sup>61</sup> Costa, T. (2024). Government wants to modernize public services and presents 218 projects to improve service efficiency. *Ver Angola*, 8 November. [www.verangola.net/va/en/112024/Society/42173/Government-wants-to-modernize-public-services-and-presents-218-projects-to-improve-service-efficiency.htm](http://www.verangola.net/va/en/112024/Society/42173/Government-wants-to-modernize-public-services-and-presents-218-projects-to-improve-service-efficiency.htm)

<sup>62</sup> Presidente da república. (2024). *Livro Branco das Tecnologias de Informação e Comunicação 2023-2027* [White paper on information and communication technologies]. Decreto Presidencial n.º 272/24. [https://files.lex.ao/presidente-da-republica/2024/decreto-presidencial-n-o-272-24-de-05-de-dezembro/download/decreto-presidencial-n-o-272-24-de-05-de-dezembro\\_presidente-da-republica\\_lex-ao.pdf](https://files.lex.ao/presidente-da-republica/2024/decreto-presidencial-n-o-272-24-de-05-de-dezembro/download/decreto-presidencial-n-o-272-24-de-05-de-dezembro_presidente-da-republica_lex-ao.pdf)

<sup>63</sup> Ministério das Finanças. (2024). Nova Lei da Atividade de Jogos. Lei n.º 17/24. <https://isj.minfin.gov.ao/sala-de-imprensa/noticias/noticia/nova-lei-da-atividade-de-jogos-introduz-mudancas-estruturais-para-a-regulacao-do-sector-em-angola>



**evolving capacities:** ‘It is important to ensure that the language and examples are age-appropriate, so that children can easily understand the concepts presented.’<sup>64</sup>

The LBTIC is also the only policy to substantively incorporate children’s rights, such as their **right to express themselves**, their right to participate and their right to be **protected** from harm:

*Children may freely express their opinions and have the freedom to receive and share information or ideas, according to their age and maturity... Teach students about the importance of respect and empathy in online environments, including the importance of avoiding cyberbullying and treating others with respect and tolerance.*<sup>65</sup>

## Mozambique

### Background

Mozambique has a population of 30 million, with approximately 45% under the age of 18.<sup>66</sup> Mozambique has a fragile economy: the country’s GDP growth slowed to 1.9% in 2024 from 5.4% in 2023,<sup>67</sup> and the Gini index for Mozambique was 50.3 in 2019, indicating significant inequalities.<sup>68</sup> Electrification increased from 31% in 2018 to 60% in 2024 under the Energia para Todos programme.<sup>69</sup> However, Mozambique remains one of the most disconnected countries in the world: in 2024, the Ministry of Transport and Communications announced that around 73% of the population did not have access to internet services.<sup>70</sup>

### Methodology

#### Key stakeholders

- Ministry of Science, Technology and Higher Education

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<sup>64</sup> Presidente da república. (2024). *Livro Branco das Tecnologias de Informação e Comunicação 2023-2027 [White paper on information and communication technologies]*. Decreto Presidencial n.º 272/24. [https://files.lex.ao/presidente-da-republica/2024/decreto-presidencial-n-o-272-24-de-05-de-dezembro/download/decreto-presidencial-n-o-272-24-de-05-de-dezembro\\_presidente-da-republica\\_lex-ao.pdf](https://files.lex.ao/presidente-da-republica/2024/decreto-presidencial-n-o-272-24-de-05-de-dezembro/download/decreto-presidencial-n-o-272-24-de-05-de-dezembro_presidente-da-republica_lex-ao.pdf)

<sup>65</sup> Presidente da república. (2024). *Livro Branco das Tecnologias de Informação e Comunicação 2023-2027 [White paper on information and communication technologies]*. Decreto Presidencial n.º 272/24. [https://files.lex.ao/presidente-da-republica/2024/decreto-presidencial-n-o-272-24-de-05-de-dezembro/download/decreto-presidencial-n-o-272-24-de-05-de-dezembro\\_presidente-da-republica\\_lex-ao.pdf](https://files.lex.ao/presidente-da-republica/2024/decreto-presidencial-n-o-272-24-de-05-de-dezembro/download/decreto-presidencial-n-o-272-24-de-05-de-dezembro_presidente-da-republica_lex-ao.pdf)

<sup>66</sup> UNICEF. (2023). UNICEF Mozambique results summary 2023. [www.unicef.org/mozambique/en/reports/unicef-mozambique-results-summary-2023](http://www.unicef.org/mozambique/en/reports/unicef-mozambique-results-summary-2023)

<sup>67</sup> World Bank. (2024). GDP growth (annual %) – Mozambique. <https://data.worldbank.org/indicator/NY.GDP.MKTP.KD.ZG?locations=MZ>

<sup>68</sup> World Bank. (2024). Gini index (World Bank estimate). <https://data.worldbank.org/indicator/SI.POV.GINI>

<sup>69</sup> World Bank. (2024). Energy for all: Accelerating Mozambique’s pace towards universal energy access. [www.worldbank.org/en/results/2025/09/02/energy-for-all-accelerating-mozambique-s-pace-towards-universal-energy-access](http://www.worldbank.org/en/results/2025/09/02/energy-for-all-accelerating-mozambique-s-pace-towards-universal-energy-access)

<sup>70</sup> AIM News. (2024). Cerca de 73% da população moçambicana não tem acesso a serviços de internet. <https://aimnews.org/2024/06/19/cerca-de-73-da-populacao-mocambicana-nao-tem-acesso-a-servicos-de-internet>

- Ministry of Transport and Communications
- National Institute of ICT (INTIC)
- Ministry of Communication and Digital Transformation
- African Union
- OECD

**Scope:** National-level policies and legislation.

**Repositories:** The Legis-PALOP + TL database,<sup>71</sup> which holds Mozambican legislation; official government websites and gazettes; the MISA Mozambique Policy Brief;<sup>72</sup> the OECD digital transformation report;<sup>73</sup> and telecommunications policies from the National Institute of Communications of Mozambique (Instituto Nacional das Comunicações de Moçambique, INCM) (Mozambique's regulatory authority for telecommunications).<sup>74</sup>

**Additional keywords:** Repository-based searches and keyword-based Google searches were conducted. Portuguese language-specific keywords used were: 'transformação digital', 'inclusão digital', 'desigualdade digital' (digital inequalities), 'economia digital', 'educação digital', 'tecnologias digitais na educação', 'competências digitais' (digital skills), 'segurança digital' (cybersafety), 'cibersegurança' (cybersecurity), 'tecnologias digitais para o clima' (digital for climate) and 'infraestrutura inteligente, digital e de banda larga' (smart, digital and broadband infrastructure).

**Inclusion and challenges:** The Ministry of Communication and Digital Transformation was created under recent government initiatives (Presidential Decree No. 1/2025). Two laws that are being reviewed under this initiative were included in the corpus: the Telecommunications Law (Law No. 4/2016) and the Electronic Transactions Law (Law No. 3/2017). Only two policies in the corpus meaningfully address children, primarily in the context of education and digital literacy, and were selected for detailed analysis. Two others mention children only in relation to the protection of minors, and one refers solely to age eligibility for an identity card. Therefore, these three were excluded for analysis.

### Corpus overview

- Policies in corpus: **10**
- Mentions of children: **9**

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<sup>71</sup> Legis-PALOP + TL (official legal database): [www.legis-palop.org](http://www.legis-palop.org)

<sup>72</sup> MISA Moçambique. (2025). Policy Brief – Legilação sobre direitos digitais Moçambique. [https://misa.org.mz/sdm\\_downloads/policy-brief-legilacao-sobre-direitos-digitais-mocambique](https://misa.org.mz/sdm_downloads/policy-brief-legilacao-sobre-direitos-digitais-mocambique)

<sup>73</sup> OECD. (2018). *Promovendo a transformação digital dos países Africanos de língua oficial Portuguesa e Timor-Leste (PALOP-TL)*. [www.oecd.org/content/dam/oecd/pt/publications/reports/2018/11/promoting-the-digital-transformation-of-african-portuguese-speaking-countries-and-timor-leste\\_g1g97a19/9789264307155-pt.pdf](http://www.oecd.org/content/dam/oecd/pt/publications/reports/2018/11/promoting-the-digital-transformation-of-african-portuguese-speaking-countries-and-timor-leste_g1g97a19/9789264307155-pt.pdf)

<sup>74</sup> INCM (Instituto Nacional das Comunicações de Moçambique [National Institute of Communications of Mozambique]). (2025). Telecomunicações. [www.incm.gov.mz/index.php/legislacao/legislacao-telecomunicacoes](http://www.incm.gov.mz/index.php/legislacao/legislacao-telecomunicacoes)

- Selected for analysis: **2**

## General thematic findings

Digital policies in Mozambique primarily address **digital transformation**, with **policy outcomes centring on national development**. Policies prioritise economic growth and technological development, with fewer aspects related to digital inclusion. For children, policy goals include digital literacy and improved access to technology in schools, although **implementation mechanisms remain vague**.

**Inequality** is not explored in detail: policies use general terms such as ‘equal access’ (todos os cidadãos moçambicanos) and ‘non-discrimination’ (sem qualquer tipo de discriminação), but do not address their systematic causes. Mentions of **children and inequalities** in the Política de Ciência, Tecnologia e Inovação e a Estratégia de Implementação (CTI39)<sup>75</sup> and Política para a Sociedade da Informação em Moçambique (SIM17)<sup>76</sup> pertain to inequalities in education: ‘Ensuring that all children and youth are included in the education system and that geographical and gender disparities continue to decrease’.<sup>77</sup> Whereas some policies address girls’ right to education, SIM17 is the only policy to address multiple inequalities: gender, rural/urban, disabilities, geographical, class and age.

CTI39 and SIM17 are the only policies with **delivery timelines**. Only CTI39 clearly details KPIs, policy implementation responsibilities and **funding mechanisms**. Funding mechanisms include a National Research Fund,<sup>78</sup> public and private sectors, domestic and international sources.

## Representations of children and child rights

Children, referred to in the text as ‘students’ (alunos), ‘youth’ (jovens) and ‘girls’ (raparigas), are mostly imagined as future **digital resources** (in need of skills and infrastructure) or **digital victims** (needing protection from harm). They are rarely viewed as digital agents or creators, and agency and responsibility for child welfare in digital spaces is placed on institutions rather than families, schools or children.

Regarding **children’s rights**, the two policies selected for analysis highlight the child’s right to **education**, **gender equity** and **social inclusion**, as well as the importance of **privacy** and **digital safety**. For example, CTI39 states that Mozambique must: ‘Revise the curricula of schools, technical and higher education institutions to include gender

<sup>75</sup> Government of Mozambique. (2024). Política de Ciência, Tecnologia e Inovação e a Estratégia de Implementação. <https://archive.gazettes.africa/archive/mz/2024/mz-government-gazette-series-i-dated-2024-07-23-no-142.pdf>

<sup>76</sup> Government of Mozambique. (2018). Política para a Sociedade da Informação em Moçambique. Resolução N.17/2018, de 21 de Junho. <https://archive.gazettes.africa/archive/mz/2018/mz-government-gazette-series-i-dated-2018-06-21-no-122.pdf>

<sup>77</sup> Government of Mozambique. (2018). Política para a Sociedade da Informação em Moçambique. Resolução N.17/2018, de 21 de Junho. <https://archive.gazettes.africa/archive/mz/2018/mz-government-gazette-series-i-dated-2018-06-21-no-122.pdf>

<sup>78</sup> SGCI Africa. (2025). Fundo Nacional de Investigacao (Mozambique). <https://sgciafrica.org/council/fundo-nacional-de-investigacao-mozambique>

considerations, particularly the inclusion of women and girls in STEM’,<sup>79</sup> and SIM17 says: ‘Ensuring that all children and youth are included in the education system and that geographical and gender disparities continue to decrease.’<sup>80</sup>

## Niger

### Background

Niger is a West African country with one of the youngest populations globally: over 60% of the population are under 25. Niger has low rates of internet connection (<25% as of 2022<sup>81</sup>), with significant disparities between urban and rural areas. While mobile access is growing, digital literacy and infrastructure remain underdeveloped and unevenly distributed, with large differences between rural and urban areas.<sup>82</sup>

### Methodology

#### Key stakeholders

- Agence Nationale de la Société de l’Information (ANSI)<sup>83</sup>
- Sectoral ministries (e.g., Agriculture, Finance, Urban Planning and Housing and Telecoms)
- Ministry of Information and Technology<sup>84</sup>

**Scope:** Targeted national-level policies.

**Repositories:** International platforms including the Food and Agriculture Organization (FAO), the World Bank and World Health Organization (WHO).

**Additional keywords:** Keyword-based Google searches were conducted. French language-specific keywords used were: ‘fibre optique’, ‘stratégie numérique’ (digital strategy), ‘inclusion numérique’ (digital inclusion), ‘développement économique’, ‘téléphone portable’ and ‘mobile’ (mobile phone), ‘réseau’ (network), ‘accès haut débit’ (broadband access), ‘technologies numériques’ (digital technologies),

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<sup>79</sup> Government of Mozambique. (2024). Política de Ciência, Tecnologia e Inovação e a Estratégia de Implementação. <https://archive.gazettes.africa/archive/mz/2024/mz-government-gazette-series-i-dated-2024-07-23-no-142.pdf>

<sup>80</sup> Government of Mozambique. (2018). Política para a Sociedade da Informação em Moçambique. Resolução N.17/2018, de 21 de Junho. <https://archive.gazettes.africa/archive/mz/2018/mz-government-gazette-series-i-dated-2018-06-21-no-122.pdf>

<sup>81</sup> World Bank. (2023). Individuals using the internet (% of population) – Niger. <https://data.worldbank.org/indicator/IT.NET.USER.ZS?locations=NE>

<sup>82</sup> ITU. (2025). Niger. DataHub. <https://datahub.itu.int/data/?e=NER>

<sup>83</sup> ANSI (Agence Nationale de la Société de l’Information). (2025). Nos services. <https://ansi.ne>

<sup>84</sup> Ministère de la Communication et des Nouvelles Technologies de l’Information (Niger). (2025). Homepage. [www.gouv.ne/index.php/les-ministeres/178-ministere-de-la-communication-et-des-nouvelles-technologies-de-l-information](http://www.gouv.ne/index.php/les-ministeres/178-ministere-de-la-communication-et-des-nouvelles-technologies-de-l-information)

'télécommunications', 'gouvernance des TIC', and 'compétences numériques' (digital skills).

**Inclusion and challenges:** Although four policies mentioned children, no policy engaged substantively with children. While *Niger 2.0* is widely referenced in government discourse, no complete policy document outlining its framework was found. Analysis was therefore based on policy descriptions gathered from international bodies, official communications and external reviews. None of these engaged in much depth with children leaving little room for in-depth analysis.

### Corpus overview

- Policies in corpus: **5**
- Mentions of children: **4**

### General thematic findings

**Digital transformation** is framed as a national priority. Niger 2.0, for example, is a national agenda led by the Agence Nationale de la Société de l'Information (ANSI), which emphasises broadband expansion, entrepreneurship, e-government and rural connectivity. Interestingly, the policies reflect some **negative aspects** of providing **access** to **rural** populations. For example, the Action and Reinstallation Plan for a section of the Fibre Optic Backbone<sup>85</sup> acknowledges the disruption to local communities and details financial compensation.

**Inequalities** are mentioned throughout the policies, primarily referring to the urban/rural divide in internet access. There were also mentions of gender divides, socioeconomic status and minority communities and languages, with some policies developing targeted solutions related to overcoming economic barriers to digital inclusion (e.g., reducing ICT costs).

No government bodies linked to children or education feature in digital governance structures. With regards to **funding**, projects are largely donor-financed, with key support from the World Bank, the UN's FAO and the Giga initiative (UNICEF and ITU).<sup>86</sup>

### Representations of children and child rights

**Mentions of children are limited.** In the e Health Strategy's Action and Reinstallation Plan,<sup>87</sup> for example, children appear only in relation to resettlement safeguards, where

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<sup>85</sup> Banque Africaine de Développement (BAD) [African Development Bank]. (2022). *Plan d'action et de réinstallation (par) du projet de réalisation d'un tronçon de backbone national en fibre optique*. [www.afdb.org/fr/documents/niger-projet-de-la-dorsale-transsaharienne-fibre-optique-dts-p-z1-gb0-024](http://www.afdb.org/fr/documents/niger-projet-de-la-dorsale-transsaharienne-fibre-optique-dts-p-z1-gb0-024)

<sup>86</sup> Giga initiative. (2025). Niger. <https://giga.global/niger> [Website no longer available – see [www.unicef.org/innovation/giga](http://www.unicef.org/innovation/giga) for an outline of the programme].

<sup>87</sup> Ministère de la Santé Publique. (2019). *Stratégie Nationale E-santé 2019-2023. Action and Reinstallation Plan (PAR) for the national fibre optic backbone*. [https://extranet.who.int/countryplanningcycles/sites/default/files/public\\_file\\_rep/NER\\_Niger\\_National-eHealth-Strategy\\_2019-2023.pdf](https://extranet.who.int/countryplanningcycles/sites/default/files/public_file_rep/NER_Niger_National-eHealth-Strategy_2019-2023.pdf)

it is stated that displacement away from fibre optic cable installation must consider access to education.

When children are mentioned, they are generally framed homogenously. Examples include the positioning of children as **vulnerable**, usually grouped with women. In the Smart Villages Project,<sup>88</sup> for example, youth are targeted for financial digital inclusion alongside women:

*The objective of this component is to stimulate the use of digital financial services in rural areas, primarily through mobile money transfer services, in order to promote financial inclusion with a particular emphasis on women and youth, and thus contribute to improving the well-being of the rural population and economic development.*

Youth are also presented as a **homogenous** group with **economic potential**. This is exemplified in the portrayal of youth as digitally skilled and economically active in the National Digital Agriculture Strategy<sup>89</sup>: 'Digital culture is spreading rapidly among younger generations ... including those in rural areas.'

Rights frameworks are not generally present in Nigerien digital policies, and children are not presented as rights-holders.

## Nigeria

### Background

Nigeria is home to one of the largest, youngest and most diverse populations in the world, with 94.5 million (41%) aged 0-14<sup>90</sup> and over 500 languages spoken.<sup>91</sup> Nigeria's Gini index of 35.1 indicates significant inequalities, and despite initiatives to bring Nigerians online, broadband penetration accounts for only 42% of the population.<sup>92</sup>

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<sup>88</sup> ANSI (Agence Nationale pour la Société de l'Information). (2022). *Projet Villages intelligents pour la croissance des zones rurales et l'inclusion numérique*.

<https://documents1.worldbank.org/curated/en/099073124045047050/pdf/P167543133fc920071b75715ee1153b6741.pdf>

<sup>89</sup> Ministry of Agriculture. (2022). *Stratégie Nationale pour l'Agriculture Numérique au Niger et son Plan d'Actions (2023-2027)*. <https://faolex.fao.org/docs/pdf/ner223489.pdf>

<sup>90</sup> World Bank. (2023). Population ages 0-14, total – Nigeria.

<https://data.worldbank.org/indicator/SP.POP.0014.TO?locations=NG>

<sup>91</sup> Translators without Borders. (2025). Language data for Nigeria. <https://translatorswithoutborders.org/language-data-nigeria>

<sup>92</sup> Connecting Africa. (2025). USDA, Nigeria to enhance Internet access. [www.connectingafrica.com/connectivity/ustda-nigeria-to-enhance-internet-access](http://www.connectingafrica.com/connectivity/ustda-nigeria-to-enhance-internet-access)

## Methodology

### Key stakeholders

- Federal Ministry of Communications, Innovation & Digital Economy (FMoCDE)<sup>93</sup>
- Federal Competition & Consumer Protection Commission (FCCPC)<sup>94</sup>
- Nigerian Communications Commission (NCC)<sup>95</sup>
- Federal Ministry of Education<sup>96</sup>
- National Information Technology Development Agency (NITDA)<sup>97</sup>
- Galaxy Backbone Limited (GBB)<sup>98</sup>

**Scope:** Targeted national-level policies.

**Repositories:** Academic publications and reports that referenced, the All Progressives Congress's (Nigeria's leading party) 2023 manifesto and digital agenda. Supplemented with keyword Google searches.

**Additional keywords:** Standard keywords were used in searches.

**Inclusion and challenges:** Policies were found through government websites, references in academic reports and through snowballing (finding policies through references in other policies). Policies were included from 2019 if they held direct relevance to digital inclusion and children. Policies most referenced across academic and organisational literature were chosen for analysis.

### Corpus overview

- Policies in corpus: **10**
- Mentions of children: **8**
- Selected for analysis: **5**

## General thematic findings

NITDA, FMoCDE, the Federal Ministry of Education and the NCC are among the key departments in Nigeria's digital policy creation and implementation, with input from the Alliance for Affordable Internet (A4AI).<sup>99</sup> Alongside some local development, there are

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<sup>93</sup> FMoCDE (Federal Ministry of Communications, Innovation & Digital Economy). (2025). Homepage. <https://fmcide.gov.ng>

<sup>94</sup> FCCPC (Federal Competition & Consumer Protection Commission). (2025). Homepage. <https://fccpc.gov.ng>

<sup>95</sup> NCC (Nigerian Communications Commission). (2025). Homepage. [www.ncc.gov.ng](http://www.ncc.gov.ng)

<sup>96</sup> Federal Ministry of Education. (2025). Homepage. <https://education.gov.ng>

<sup>97</sup> NITDA (National Information Technology Development Agency). (2025). Homepage. <https://nitda.gov.ng>

<sup>98</sup> GBB (Galaxy Backbone Limited). (2025). Homepage. <https://galaxybackbone.com.ng>

<sup>99</sup> A4AI (Alliance for Affordable Internet). (2025). Homepage. <https://a4ai.org>



mentions of digital policy frameworks from academics and other international organisations, suggesting the incorporation of international sources.

**Policy aims** are generally centred on driving Nigeria into a global digital era, as exemplified in the Strategic Roadmap and Action Plan (SRAP) 2.0: 'This presents a significant opportunity for Nigeria to emerge as a global digital talent powerhouse, especially with its young population combined with increasing digital engagement'.<sup>100</sup> To achieve this, policies reference Nigeria's aim for **95% digital literacy**<sup>101</sup> **by 2030**, which is largely led by initiatives aimed at children: 'Support the "catch-them-young" programmes to create an enabling environment for Nigerians to become conversant with digital skills from a young age'.<sup>102</sup>

Most policies have a core focus on **digital transformation**. Aside from education policies, which put forward critical insights about AI, increased connectivity is broadly presented as positive. Policies prioritise pupils gaining **access** (primarily via broadband infrastructure) and building digital skills. There are several teacher training programmes and one mention of cheap provision of smartphones and tablets through local manufacturing.

Although policies conceptualise **inequalities**, their framing remains broad, without specifying support or suggesting structural causes. SRAP 2.0 provides a solid example: 'This Pillar aims to remove barriers and foster an inclusive digital environment where every Nigerian, regardless of gender, socioeconomic status, or geographical location, can thrive'.<sup>103</sup> The exception is rural communities, where policies detail how the Nigerian government will provide connectivity.

There were only indirect mentions of inequalities among children, focusing on those of low socioeconomic status (with references to public school resources) and children in rural areas: 'There is a great dichotomy between urban and rural schools and between public and private schools with regards to availability of ICT personnel and resources'.<sup>104</sup>

## Representations of children and child rights

Children are mostly represented as a **homogenous group**. Policies primarily refer to children as a **digital resource**: one that could allow Nigeria to leapfrog into a digital, global future. Although far less common, children are also conceptualised as

<sup>100</sup> NITDA (National Information Technology Development Agency). (2024). *Strategic roadmap and action plan (2024-2027)*. SRAP 2.0. <https://nitda.gov.ng/wp-content/uploads/2024/02/SRAP-2.O.pdf>

<sup>101</sup> Muoneke, S. (2024). *Adopting a national digital literacy framework & assessment for Nigeria: Importance, challenges and recommendations*. World Bank Group. <https://thedocs.worldbank.org/en/doc/a607bb6e3b76d2be0f3db8db34dcf73e-0140022025/related/2Policy-note-on-adopting-digital-literacy-framework-and-assessment-in-Nigeria.pdf>

<sup>102</sup> NITDA (National Information Technology Development Agency). (2020). *National digital economy policy and strategy (2020-2030): For a digital Nigeria*. <https://nitda.gov.ng/wp-content/uploads/2020/11/National-Digital-Economy-Policy-and-Strategy2.pdf>

<sup>103</sup> NITDA (National Information Technology Development Agency). (2024). *Strategic roadmap and action plan (2024-2027)*. SRAP 2.0. <https://nitda.gov.ng/wp-content/uploads/2024/02/SRAP-2.O.pdf>

<sup>104</sup> Federal Ministry of Education. (2019). *National policy on information and communication technologies (ICT) in education*. <https://education.gov.ng/wp-content/uploads/2019/08/NATIONAL-POLICY-ON-ICT-IN-EDUCATION-2019.pdf>



**vulnerable** with regards to online risks, sometimes within broad groupings that usually include women, children and people with disabilities.

Nigeria's education policies directly mention **children's rights in a digital age** (General comment No. 25), and acknowledge different learning styles and capabilities in the National Digital Learning Policy (NDLP).<sup>105</sup>

While the policy does not address **structural causes** of inequalities, the document does recognise that children should be considered in areas besides **safety** and **education**, emphasising their right to access. It identifies key KPIs in relation to **access** to ICTs and formal technical digital literacy training with children as stakeholders.

## Senegal

### Background

Senegal has a fast-growing, youthful population, with 60% of its citizens under the age of 25.<sup>106</sup> The country is a semi-presidential republic in West Africa, known for its relatively stable democracy and strong institutional continuity. Since the Covid-19 pandemic, digitalisation efforts have accelerated: internet penetration reached 61% in 2025,<sup>107</sup> and mobile phone ownership is widespread (79%), with 1.2 mobile phones per person.<sup>108</sup>

### Methodology

#### Key stakeholders

- Ministry of Communication, Telecommunications and Digital Economy (Ministère de la Communication, des Télécommunications et du Numérique, MCTEN)<sup>109</sup>
- Ministry of National Education (Ministère de l'Éducation Nationale, MEN)<sup>110</sup>
- Ministry of Economy, Planning, and Cooperation (Ministère de L'Économie, du Plan, et de la Coopération, MEPC)<sup>111</sup>
- Senegal Numérique SA (SENUM SA)<sup>112</sup>
- World Bank

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<sup>105</sup> Government of Nigeria. (2023). *National digital learning policy*. <https://education.gov.ng/wp-content/uploads/2023/08/MM-National-Digital-Learning-Policy-Final-Draft-2.0.pdf>

<sup>106</sup> World Bank. (2023). Senegal: Health data overview for the Republic of Senegal. <https://data.who.int/countries/686>

<sup>107</sup> ITU. (2023). Senegal. DataHub. <https://datahub.itu.int/data/?e=SEN>

<sup>108</sup> ITU. (2023). Senegal. DataHub. <https://datahub.itu.int/data/?e=SEN>

<sup>109</sup> Ministère de la Communication, des Télécommunications et du Numérique. (2025). Homepage. [www.mctn.sn](http://www.mctn.sn)

<sup>110</sup> Ministère de l'Éducation Nationale. (2025). Homepage. [www.education.sn](http://www.education.sn)

<sup>111</sup> Ministère de L'Économie, du Plan, et de la Coopération. (2025). Homepage <https://www.economie.gouv.sn/>

<sup>112</sup> Sénégal Numérique SA. (2025). Homepage. <https://senegalnumeriquesa.sn/en>

- UNICEF

**Scope:** National strategies, sectoral plans and laws drafted by government entities.

**Repositories:** Ministry websites, Planipolis<sup>113</sup> (UNESCO) and international platforms such as the World Bank or Citizenship Rights in Africa Initiative.<sup>114</sup>

**Additional keywords:** Keyword-based Google searches were conducted. French language-specific keywords used were: 'TIC, cybersécurité, 'cybercriminalité', 'identification', 'tablette', 'fibre optique', 'service de téléphonie', 'éducation de base, télé-enseignement' (basic education, distance learning), 'connectivité' and 'multimédias' and 'droits des enfants' (children's rights).

### Inclusion and challenges:

Things that challenged corpus construction and analysis were: inconsistent availability of full policy texts and archiving; ambiguity in age-specific frameworks with broad terms like 'youth' and 'vulnerable groups'; and unspecified government involvement in plans executed in collaboration with or by the private sector or foreign countries.

### Corpus overview

- Policies in corpus: **14**
- Mentions of children: **8**
- Selected for analysis: **1**

## General thematic findings

The Ministry of Communication, Telecommunications and Digital Economy (Ministère de la Communication, des Télécommunications et du Numérique, MCTEN) is the primary **responsible ministry** for Senegal's digital strategy, with occasional input from sectoral ministries such as the Ministry of National Education (MEN) and the Ministry of Economy, Planning, and Cooperation (MEPC). Digital inclusion efforts are **funded by blended financing** mechanisms, combining national budgets, bilateral donors (especially the World Bank), private sector partnerships and international actors like UNICEF, one example of which is Xam ak Jang Tech,<sup>115</sup> a UNICEF-led programme with Nokia and Finnish partners.

Many of the policies focus heavily on modernisation and **economic development**, centring more on **digital transformation**, with digital inclusion framed as a secondary goal within broader development strategies. For instance, the digital development

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<sup>113</sup> UNESCO. (2025). Portal of education plans and policies (Planipolis). <https://planipolis.iiep.unesco.org>

<sup>114</sup> Citizen Rights in Africa Initiative. (2025). Homepage. <https://citizenshiprightsafrika.org>

<sup>115</sup> UNICEF. (2022). 'Xam ak Jang Tech': Introduire le numérique dans le système éducatif du Sénégal. [www.unicef.org/senegal/recits/xam-ak-jang-tech-introduire-le-num%C3%A9rique-dans-le-syst%C3%A8me-%C3%A9ducatif-du-s%C3%A9n%C3%A9gal](https://www.unicef.org/senegal/recits/xam-ak-jang-tech-introduire-le-num%C3%A9rique-dans-le-syst%C3%A8me-%C3%A9ducatif-du-s%C3%A9n%C3%A9gal)

strategy for vocational and technical training (SFTP)<sup>116</sup> heavily emphasises the modernisation of ‘formation’ (upskilling training), making it digitally available.

Mentions of children are mostly limited to **education**. This is best exemplified in the *National development strategy 2025-2029* (SNdD),<sup>117</sup> when the policy references the strengthening of the curriculum, training and integration of Daaras, traditional Quranic schools. Here, children are not mentioned at all but are assumed beneficiaries of that policy.

Proposed policy outcomes generally centre on **infrastructure** expansion, **employment** and public sector modernisation. This includes infrastructure provision, teacher training and centralised digital platforms (e.g., for education and identification). One exception is the Xam ak Jang Tech project, which targeted girls’ digital **literacy** by offering **teacher training** on digital technologies and **coding**.

## Representations of children and child rights

Meaningful **representation of children** is largely absent from these policies. For example, the *Digital Senegal Strategy 2016-2025*<sup>118</sup> only mentions children once as a **broad vulnerable category** despite being a major digital policy: ‘support for social inclusion (disabled people, women, children)’ (‘soutien à l’inclusion sociale (personnes handicapées, femmes, enfants’).

All children are seen as future **economic resources**, age distinctions are rarely clarified and terms like ‘youth’ are inconsistently applied. Interestingly, e-learning was also presented as an opportunity to foster **economic development**.

Senegalese digital policies were relatively weak with regards to promoting children’s rights in the digital environment but the SNdD indirectly references **child rights** objectives.

## South Africa

### Background

South Africa has a population of over 63 million people, approximately 36% of whom are aged 0-18.<sup>119</sup> Although South Africa is considered politically and economically

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<sup>116</sup> Ministère de l’Emploi, de la Formation Professionnelle, de l’Apprentissage et de l’Insertion. (2020). *Stratégie de développement du numérique dans la formation professionnelle et technique*.

[www.ilo.org/sites/default/files/wcmsp5/groups/public/@africa/@ro-abidjan/@sro-dakar/documents/genericdocument/wcms\\_775643.pdf](http://www.ilo.org/sites/default/files/wcmsp5/groups/public/@africa/@ro-abidjan/@sro-dakar/documents/genericdocument/wcms_775643.pdf)

<sup>117</sup> Republic of Senegal. (2024). *Stratégie nationale de développement 2025-2029*. [https://ambassadesenegal.be/wp-content/uploads/2024/10/Strat\\_gie\\_Nationale\\_de\\_dveloppement\\_2025\\_2029\\_1727214870-1.pdf](https://ambassadesenegal.be/wp-content/uploads/2024/10/Strat_gie_Nationale_de_dveloppement_2025_2029_1727214870-1.pdf)

<sup>118</sup> Ministère des Postes et des Télécommunications. (2016). *Stratégie Sénégal Numérique 2016-2025*. [www.finances.gouv.sn/app/uploads/Strategie-Senegal-Numerique-2016-2025.pdf](http://www.finances.gouv.sn/app/uploads/Strategie-Senegal-Numerique-2016-2025.pdf)

<sup>119</sup> Stats SA. (2024). The social profile of South African youth: A decade in review. [www.statssa.gov.za/?p=18083#:~:text=According%20to%20the%202024%20Mid,nation's%20social%20and%20economic%20landscape](http://www.statssa.gov.za/?p=18083#:~:text=According%20to%20the%202024%20Mid,nation's%20social%20and%20economic%20landscape)

advanced, it currently holds one of the highest Gini scores in the world (63),<sup>120</sup> indicating severe inequalities. According to the International Telecommunication Union (ITU), 76% of South African individuals use the internet.<sup>121</sup>

## Methodology

### Key stakeholders

- Department of Communications & Digital Technologies (DCDT)<sup>122</sup>
- National Planning Commission of South Africa<sup>123</sup>
- Universal Service and Access Agency of South Africa (USAASA)<sup>124</sup>
- Broadband Infraco<sup>125</sup>
- Non-governmental stakeholders: Genesis Analytics,<sup>126</sup> Knowledge Executive
- Intergovernmental organisations: International Labour Organization (ILO),<sup>127</sup> International Telecommunication Union (ITU) and the United Nations (UN)

**Scope:** National strategies, masterplans and policy frameworks.

**Repositories:** University of Cape Town South African Government Policy library resource.<sup>128</sup> Other policies were found when referenced by academic articles and other government documents.

**Additional keywords:** Standard keywords and additional keywords were found useful, including 'digital framework', 'historically disadvantaged individuals', 'e-learning', 'e-portal, schools', '4G' and '5G'.

**Inclusion and challenges:** Not all documents selected include means for implementation, although they do outline the considerations and priorities for digital inclusion and transformation moving forward.

### Corpus overview

- Policies in corpus: **10**
- Mentions of children: **8**

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<sup>120</sup> World Bank. (2014). Gini index – South Africa. <https://data.worldbank.org/indicator/SI.POV.GINI?locations=ZA>

<sup>121</sup> ITU. (2023). South Africa. DataHub. <https://datahub.itu.int/data/?e=ZAF>

<sup>122</sup> DCDT (Department of Communications & Digital Technologies). (2025). Homepage. <http://dcdt.gov.za>

<sup>123</sup> National Planning Commission of South Africa. (2025). Homepage. [www.nationalplanningcommission.org.za](http://www.nationalplanningcommission.org.za)

<sup>124</sup> USAASA (Universal Service and Access Agency of South Africa). (2025). Homepage. [www.usaasa.org.za](http://www.usaasa.org.za)

<sup>125</sup> Broadband Infraco. (2025). Homepage. <https://infraco.co.za>

<sup>126</sup> Genesis Analytics. (2025). Homepage. [www.genesis-analytics.com](http://www.genesis-analytics.com)

<sup>127</sup> ILO (International Labour Organization). (2025). Homepage. [www.ilo.org](http://www.ilo.org)

<sup>128</sup> University of Cape Town. (2025). South African Government Policy: Library Guide. <https://libguides.lib.uct.ac.za/GovtPubs/Policies>

- Selected for analysis: **4**

## General thematic findings

Most policy outcomes centre on **digital transformation**, primarily manifested through broadband installation in schools, acknowledging that there is a public/private divide in access. When policies reference **digital inclusion**, a pragmatic approach is adopted, acknowledging the need to future-proof digital policies and viewing the internet and emerging technologies as enablers for both **opportunities and risks**. For example, the National Artificial Intelligence Policy Framework for South Africa (AIPF)<sup>129</sup> states: 'Accountability: Explainability enables developers and organizations to be accountable for the actions and outcomes of AI systems... Biases can unintentionally be amplified in AI systems due to skewed training data or inherent biases in algorithms'.

Two policies, the AIPF and the National Development Plan (NDP),<sup>130</sup> mention **inequalities** explicitly within the broader South African context: 'Current technological and economic pressures may conflict with the weight of historical issues such as the digital divide and socio-economic inequalities. Addressing these historical weights requires deliberate policy interventions that ensure inclusive access to AI benefits' (AIPF).<sup>131</sup>

South African policies specifically mention the intersection between **children and inequalities**. For example, the NDP mentions black children – 'The quality of education for most black children is poor' as well as children with disabilities – and the ICT and Digital Economy Masterplan for South Africa (DEMSA)<sup>132</sup> mentions children in rural areas: 'updating public facilities (schools) so people can access internet for free; as undeserved communities currently can't access education'.

The Department of Communications & Digital Technologies either wrote, drafted or played a key part in implementation in almost all analysed digital policies. Other **key stakeholders** in the digital policy environment include the National Planning Commission and non-governmental organisations such as Genesis Analytics, the ITU and the broader UN.

## Representations of children and child rights

South African policies did not mention children often, and mentions were often restricted to children presented as **education beneficiaries**, targeting formal education as a way to connect to children: 'For digitally-supported development, basic education and post-school education needs to support a range of learning content, including

<sup>129</sup> DCDT (Department of Communications & Digital Technologies). (2024). *South Africa national artificial intelligence policy framework*. [www.ellipsis.co.za/wp-content/uploads/2024/04/South-Africa-National-AI-Policy-Framework-August-2024.pdf](http://www.ellipsis.co.za/wp-content/uploads/2024/04/South-Africa-National-AI-Policy-Framework-August-2024.pdf)

<sup>130</sup> National Planning Commission of South Africa. (2012). *Our future – Make it work: National development plan 2030*. [www.gov.za/sites/default/files/gcis\\_document/201409/ndp-2030-our-future-make-it-workr.pdf](http://www.gov.za/sites/default/files/gcis_document/201409/ndp-2030-our-future-make-it-workr.pdf)

<sup>131</sup> DCDT (Department of Communications & Digital Technologies). (2024). *South Africa national artificial intelligence policy framework*. [www.ellipsis.co.za/wp-content/uploads/2024/04/South-Africa-National-AI-Policy-Framework-August-2024.pdf](http://www.ellipsis.co.za/wp-content/uploads/2024/04/South-Africa-National-AI-Policy-Framework-August-2024.pdf)

<sup>132</sup> Genesis Analytics & Knowledge Executive. (2021). *ICT and digital economy masterplan for South Africa*. [www.ellipsis.co.za/wp-content/uploads/2021/08/Digital-Economy-Masterplan-22-Feb-2021v1\\_updated.pdf](http://www.ellipsis.co.za/wp-content/uploads/2021/08/Digital-Economy-Masterplan-22-Feb-2021v1_updated.pdf) [Drafted by the Department of Communications & Digital Technologies].

critical thinking and foundational digital innovation that adequately prepares learners for the future digital world of work and innovation'.<sup>133</sup>

One surprising finding within the NDP was the representation of youth as potentially causing **disruption and harm** in the future: 'If South Africa fails to [achieve raising employment], its large youth cohort could pose a serious threat to social, political and economic stability'. Although it presents a negative view of children and young people, it also recognises them as powerful **agents**.

The NDP is one of the most influential policy documents, so it is positive to see these representations of children. However, it is noteworthy that children are often framed as a **homogenous vulnerable group**, and the NDP is not necessarily reflective of the policy landscape as a whole: SA Connect,<sup>134</sup> for example, one of South Africa's key digital transformation policies, only briefly mentions children once as beneficiaries of schools.

While **children's rights are not directly mentioned**, the NDP takes a human rights perspective, and therefore directly and indirectly addresses child rights. Directly, the NDP expresses children's right to social protection and education, and one section acknowledges people with disabilities in education and their rights: 'Education provides knowledge and skills that people with disabilities can use to exercise a range of other human rights, such as the right to political participation, the right to work, the right to live independently and contribute to the community, the right to participate in cultural life, and the right to raise a family'.<sup>135</sup>

## Togo

### Background

Togo has a total population of 9.3 million people, approximately 50% of whom are aged between 0-19.<sup>136</sup> Togo is a republic in West Africa with a centralised political structure and high levels of state control over infrastructure and planning. Internet access is low relative to regional peers (37%), as is mobile phone ownership (60%).<sup>137</sup>

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<sup>133</sup> DCDT (Department of Communications & Digital Technologies). (2020). *National digital and future skills strategy*. [www.gov.za/sites/default/files/gcis\\_document/202009/43730gen513.pdf](http://www.gov.za/sites/default/files/gcis_document/202009/43730gen513.pdf)

<sup>134</sup> DCDT (Department of Communications & Digital Technologies). (2013). SA Connect. [www.dcdt.gov.za/sa-connect-document.html](http://www.dcdt.gov.za/sa-connect-document.html)

<sup>135</sup> National Planning Commission of South Africa. (2012). *Our future – Make it work: National development plan 2030*. [www.gov.za/sites/default/files/gcis\\_document/201409/ndp-2030-our-future-make-it-workr.pdf](http://www.gov.za/sites/default/files/gcis_document/201409/ndp-2030-our-future-make-it-workr.pdf)

<sup>136</sup> World Bank. (2023). Togo. <https://data.who.int/countries/768>

<sup>137</sup> ITU. (2023). Togo. DataHub. <https://datahub.itu.int/data/?e=TGO>

## Methodology

### Key stakeholders

- Ministry of Digital Economy and Transformation<sup>138</sup>
- Education ministries<sup>139</sup>: Ministère des enseignements primaire et secondaire (MEPS), Ministère de l'enseignement supérieur et de la recherche Togo (MESR),<sup>140</sup> Ministère chargé de l'Enseignement Technique, de la Formation Professionnelle et de l'Apprentissage Togo (METFPA)<sup>141</sup> and Ministère de l'action sociale de la promotion de la femme et de l'alphabétisation<sup>142</sup>
- Agence Togo Digital<sup>143</sup>
- International intergovernmental organisations: UNICEF, UNESCO and the World Bank
- Large technology companies: Google, Kazakhstan's NITEC<sup>144</sup>

**Scope:** Targeted national-level policies.

**Repositories:** The policies were identified through the Ministry of Digital Economy and Transformation's official portal,<sup>145</sup> supplemented by international repositories (i.e., UNESCO's Planipolis) and validated through civil society platforms such as Citizenship Rights Africa.

**Additional keywords:** Repository-based searches and keyword-based Google searches were conducted. French language-specific keywords used were: 'TIC', 'cybersécurité', 'cybercriminalité', 'identification', 'tablette', 'fibre optique', 'service de téléphonie', 'éducation de base, télé-enseignement' (basic education, distance learning), 'connectivité', 'multimédias' and 'droits des enfants' (children's rights).

**Inclusion and challenges:** Corpus construction was complicated by limited availability of full policy texts, inconsistent archiving and difficulty distinguishing between policy, programme and publicity in official communications. In cases where full-length policy

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<sup>138</sup> Ministère de l'Efficacité du Service Public et de la Transformation Numérique [Ministry of Digital Economy and Transformation]. (2025). Homepage. <https://numerique.gouv.tg>

<sup>139</sup> Ministère de l'Education Nationale. (2025). Homepage. <https://education.gouv.tg>

<sup>140</sup> Ministère de l'enseignement supérieur et de la recherche Togo. (2025). Homepage. <https://edusup.gouv.tg>

<sup>141</sup> Ministère chargé de l'Enseignement Technique, de la Formation Professionnelle et de l'Apprentissage Togo. (2025). Homepage. <https://edutech.gouv.tg>

<sup>142</sup> OFDIG (L'Observatoire francophone pour le développement inclusif par le genre). (2025). Ministère de l'Action Sociale, de la Promotion de la Femme et de l'Alphabétisation (MASPFA) – Togo. <https://ofdig.org/repertoire-instituti/ministere-de-laction-sociale-de-la-promotion-de-la-femme-et-de-lalphabetisation-maspfa-togo>

<sup>143</sup> ATD (Agence Togo Digital). (2025). Homepage. <https://digital.gouv.tg>

<sup>144</sup> Bilateral agreement signed in 2024 between Togo's Ministry of Digital Economy and Kazakhstan's state-owned tech agency NITEC, aimed at licensing data processing and platform development tools to support public sector digital transformation in Togo, as part of Kazakhstan's strategy to expand its digital influence and partnerships abroad. NITEC's Homepage: [www.nitec.kz/en](http://www.nitec.kz/en)

<sup>145</sup> Ministère de l'Efficacité du Service Public et de la Transformation Numérique. (2025). Documentación. <https://numerique.gouv.tg/documentation>



PDFs were unavailable, announcements or legal texts were included when they demonstrated clear institutional commitments and implementation mechanisms.

## Corpus overview

- Policies in corpus: **6**
- Mentions of children: **3**
- Selected for analysis: **1**

## General thematic findings

In recent years, the government has prioritised **digital transformation** as a motor for economic development, aiming to develop the country's digital policy to become a 'logistical hub' (un hub logistique)<sup>146</sup> for digital development in West Africa. Togo's digital policies focus on infrastructure rollout, legal frameworks, economic enablement and administrative digitalisation. There are several **infrastructure interventions** in Togo, such as the Equiano cable system,<sup>147</sup> a flagship infrastructure project that involves global-private partnerships to expand broadband access.

The *Plan sectoriel de l'éducation 2020-2030* (PSE)<sup>148</sup> is a 10-year roadmap to transform the Togolese **education** system, with ICT integration as a central pillar. PSE aims to improve access, equity and professional skills for young people, and emphasises the digital modernisation of schools. This plan identifies digital **skills** as essential for social and economic participation and explicitly targets disparities in **access** to quality education.

Child-specific **outcomes** are only found in the PSE, where ICT integration is intended to modernise learning environments and improve **equity**. For example, the PSE outlines how certain schools will be equipped with digital tools that enhance learning: 'To better take into account the needs of children with disabilities, the ministries responsible for education introduced in 2019 the collection of data on children with disabilities in the education management information system.'<sup>149</sup>

The Ministry of Digital Economy and Transformation is the primary actor in digital strategy, with occasional involvement from sectoral ministries (education and interior). Digital initiatives are often **funded** through blended mechanisms, combining national

<sup>146</sup> Ministère de l'Efficacité du Service Public et de la Transformation Numérique. (2022). Le Togo accueille le câble sous-marin historique « Equiano » de Google dans le cadre d'un partenariat avec CSquared qui transformera le secteur du haut débit du pays. <https://numerique.gouv.tg/le-togo-accueille-le-cable-sous-marin-historique-equiano-de-google-dans-le-cadre-dun-partenariat-avec-csquared-qui-transformera-le-secteur-du-haut-debit-du-pays>

<sup>147</sup> Ministère de l'Economie Numérique et de la Transformation Digitale. (2022). Idem.

<sup>148</sup> Ministère des Enseignements Primaire et Secondaire, Ministère de l'Enseignement Supérieur et de la Recherche, Ministère de l'Enseignement Technique, de la Formation et de l'Insertion Professionnelles & Ministère de l'Action Sociale, de la Promotion de la Femme et de l'Alphabétisation. (2020). *Plan sectoriel de l'éducation 2020-2030*. [https://planipolis.iiep.unesco.org/sites/default/files/ressources/pse\\_togo\\_2020\\_arial\\_27\\_08\\_2020.pdf](https://planipolis.iiep.unesco.org/sites/default/files/ressources/pse_togo_2020_arial_27_08_2020.pdf)

<sup>149</sup> Ministère des Enseignements Primaire et Secondaire, Ministère de l'Enseignement Supérieur et de la Recherche, Ministère de l'Enseignement Technique, de la Formation et de l'Insertion Professionnelles & Ministère de l'Action Sociale, de la Promotion de la Femme et de l'Alphabétisation. (2020). *Plan sectoriel de l'éducation 2020-2030*. [https://planipolis.iiep.unesco.org/sites/default/files/ressources/pse\\_togo\\_2020\\_arial\\_27\\_08\\_2020.pdf](https://planipolis.iiep.unesco.org/sites/default/files/ressources/pse_togo_2020_arial_27_08_2020.pdf)



budgets with bilateral and private-sector partnerships (e.g., Google, CSquared, World Bank or Kazakhstan's NITEC).

## Representations of children and child rights

Only education policies meaningfully mention children, although no Togolese digital policy is directly child-focused. Other digital, legal or infrastructure policies reference youth generically, not at all, or in correlation to women.

The PSE is the only policy with consistent and substantive **mentions of children**. Other policies mention youth (undefined) or the general population, and rarely disaggregate data or priorities by age. Where children are mentioned, they are imagined as future **economic resources** and beneficiaries of improved education systems. For instance, the PSE mentions: 'The aim is to prepare learners for the realities of the digital workforce and to make schools spaces of transition to working life.'<sup>150</sup>

No reference is made to **child rights** frameworks or to broader human rights instruments. Mentions of SDGs occur but do not translate into rights-based digital implementation. Other than in the PSE, there is no conceptualisation of children as agents in digital public life or content creators. For instance, Togo's Digital Acceleration Plan<sup>151</sup> mentions 'youth' repeatedly but always as one of a list of vulnerable groups, for instance: 'helping people, particularly the youth, women, and people with disabilities' ('Aider les gens, en particulier les jeunes, les femmes et les personnes handicapées').

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<sup>150</sup> Ministère des Enseignements Primaire et Secondaire, Ministère de l'Enseignement Supérieur et de la Recherche, Ministère de l'Enseignement Technique, de la Formation et de l'Insertion Professionnelles & Ministère de l'Action Sociale, de la Promotion de la Femme et de l'Alphabétisation. (2020). *Plan sectoriel de l'éducation 2020-2030*. [https://planipolis.iiep.unesco.org/sites/default/files/ressources/pse\\_togo\\_2020\\_arial\\_27\\_08\\_2020.pdf](https://planipolis.iiep.unesco.org/sites/default/files/ressources/pse_togo_2020_arial_27_08_2020.pdf)

<sup>151</sup> Ministère de l'Economie Numérique et de la Transformation Digitale. (2024). *Projet d'accélération numérique au Togo*. P179138. [https://numerique.gouv.tg/wp-content/uploads/2024/11/MENTD-BM-PANT\\_PEES.pdf](https://numerique.gouv.tg/wp-content/uploads/2024/11/MENTD-BM-PANT_PEES.pdf)

# Asia

Asia is another region with huge diversity between countries. The region hosts the most populous countries on the planet as well as high levels of socioeconomic inequality. There are countries known for their high levels of digitisation and inclusion, such as Singapore and South Korea (not included in this review), and those where economic deprivation and geography prevent large sections of the population from accessing the internet.

Distinctions are made between Southeast Asia (including Indonesia, Malaysia and India) with its own intergovernmental organisation ASEAN, where UN organisations like UNICEF play an important role, and East Asia (including China, Taiwan and Hong Kong), where China's influence dominates.

## Association of Southeast Asian Nations (ASEAN)

### Background

ASEAN is an intergovernmental organisation composed of 10 member states. It aims to promote regional cooperation, economic growth, cultural development and stability in Southeast Asia.

Since the Covid-19 pandemic, digital inclusion and transformation took centre stage in ASEAN's frameworks and masterplans, including talent and skill development, and digital literacy. ASEAN's frameworks are not legally binding. Thus, the member states are encouraged to implement the policy goals and vision into their local regulations. How member states implement these recommendations vary and produces a variety of challenges and outcomes.

### Methodology

**Scope:** Frameworks, masterplans and declarations.

**Repositories:** The ASEAN Digital Sector website and archive, 'Key documents' and 'Publications'.<sup>152</sup>

**Additional keywords:** Standard keywords used.

**Inclusion and challenges:** The policies, or masterplans, were chosen because they align with the corpus criteria, which states that its primary focus should be digital transformation, digital inclusion, or both. The policies selected for deeper analysis were

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<sup>152</sup> ASEAN Digital Sector: <https://asean.org/our-communities/economic-community/asean-digital-sector>

chosen because both documents substantially mention children, specifically within the education sector and digital literacy.

### Corpus overview

- Policies in corpus: **7**
- Mentions of children: **3**
- Selected for analysis: **2**

### General thematic findings

The 2020 ASEAN ICT Masterplan (AIM)<sup>153</sup> and the 2025 ASEAN Digital Masterplan (ADM)<sup>154</sup> encourage the member states to further implement and improve their broadband and network infrastructure, ensuring access to rural populations and closing the divide in network accessibility. This includes references to new and emerging technologies to overcome fragmentation within the region:

*A regional agreement on best practices to encourage innovative technology for IoT connectivity, coupled with regional harmonisation on the spectrum needed could resolve this issue.<sup>155</sup>*

A deployment of government to citizen (G2C) digital administration systems and service delivery, frameworks and guidelines for e-service delivery and common e-government applications are encouraged. The frameworks also recommend developing the **talents and skills** for the next generation, and standardising a certain level of digital skills to create a **digitally skilled workforce**.

Due to the diversity of member states, one of the prominent characteristics of ASEAN policies is its acknowledgement of the different levels of digital development between all 10 member states. The aim is to develop measures to overcome each country's specific type of inequality. The masterplans address digital inclusion not only through **connectivity**, but also through accessibility, affordability, **relevant services, skills and motivation**.

Inequality is conceptualised through the lack of broadband and device **access**, especially between rural and urban populations. This also applies to children, but generally in terms of accessing online platforms for educational purposes.

The main **stakeholders** for the frameworks are member states themselves, respectively their governments. There are some implications for private telecommunications companies providing connectivity infrastructure and for national government to implement a more localised framework in respect to the main one. **Beneficiaries** in the

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<sup>153</sup> ASEAN. (2020). *The ASEAN ICT masterplan*. [https://asean.org/wp-content/uploads/images/2015/November/ICT/15b%20-%20AIM%202020\\_Publication\\_Final.pdf](https://asean.org/wp-content/uploads/images/2015/November/ICT/15b%20-%20AIM%202020_Publication_Final.pdf)

<sup>154</sup> ASEAN. (2025). *The ASEAN digital masterplan 2025*. <https://asean.org/book/asean-digital-masterplan-2025>

<sup>155</sup> ASEAN. (2025). *The ASEAN digital masterplan 2025*. <https://asean.org/book/asean-digital-masterplan-2025>

masterplans are small and medium-sized enterprises (SMEs), the workforce and vulnerable populations, which include children.

## Representations of children and child rights

In the masterplans, children are generally seen as **digital natives** and torchbearers, carrying the future of ASEAN's digital transformation.<sup>156</sup>

Children are also mentioned as **vulnerable** populations alongside women, with most policies noting the importance of online safety, especially data protection, when addressing vulnerable populations:

Action Plan Number 7.2.2 Develop and Foster Cyber Wellness through Guidelines, Education and Outreach Programmes

1. Developing guides and promoting awareness on online risks, particularly to vulnerable groups (children, youth, less abled), and how they should respond
2. Developing measures for child online protection, including communication channels to report “harmful content” and online abuse to the relevant AMS authorities, with a focus on safety for children.<sup>157</sup>

In addition, digital literacy education is mostly geared towards children, young people getting ready to go into the workforce and teachers.

## China

### Background

In 2024, around 22% of China's total population (1.41 billion) was under the age of 18.<sup>158</sup> Considering its size, China's GDP is relatively low, but economic inequality (based on the GINI indicator) is also relatively low (see Appendix I).

As of December 2024, the number of internet users in China reached 1.108 billion, with an internet penetration rate of 79%, a significant increase from 48% in 2014.<sup>159</sup> As of June 2022, 99.6% of internet users accessed the internet via mobile phones,<sup>160</sup> and there were 125 mobile phones per citizen (see Appendix I). The urban–rural digital gap (城乡数字鸿沟) is continuously narrowing, with the internet penetration rate in rural areas

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<sup>156</sup> ASEAN. (2025). *The ASEAN digital masterplan 2025*. <https://asean.org/book/asean-digital-masterplan-2025>

<sup>157</sup> ASEAN. (2020). *The ASEAN ICT masterplan*. [https://asean.org/wp-content/uploads/images/2015/November/ICT/15b%20-%20AIM%202020\\_Publication\\_Final.pdf](https://asean.org/wp-content/uploads/images/2015/November/ICT/15b%20-%20AIM%202020_Publication_Final.pdf)

<sup>158</sup> UN (United Nations), Department of Economic and Social Affairs, Population Division. (2024). *World population prospects 2024*. <https://population.un.org/dataportal>

<sup>159</sup> CNNIC (China Internet Network Information Center). (2025). *The 55th statistical report on internet development in China*. [www.cnnic.com.cn/IDR/ReportDownloads/202505/P020250514564119130448.pdf](http://www.cnnic.com.cn/IDR/ReportDownloads/202505/P020250514564119130448.pdf)

<sup>160</sup> CNNIC (China Internet Network Information Center). (2022). *The 50th statistical report on internet development in China*. [www.cnnic.com.cn/IDR/ReportDownloads/202212/P020221209344717199824.pdf](http://www.cnnic.com.cn/IDR/ReportDownloads/202212/P020221209344717199824.pdf)

reaching 79% in 2024, up by over 30 percentage points from 2018.<sup>161</sup> By December 2023, the number of rural internet users reached 326 million, an increase of 17.88 million compared to 2022, indicating increased diffusion and uptake in traditionally under-resourced areas.<sup>162</sup>

## Methodology

### Key stakeholders

- The State Council of the People's Republic of China
- Ministry of Industry and Information Technology
- Ministry of Education
- National Development and Reform Commission
- Ministry of Science and Technology
- Central Cyberspace Affairs Commission

**Scope:** National-level strategies on digital transformation and digital inclusion, issued by the Central Committee, the State Council or national ministries responsible for digital governance, infrastructure, education or data regulation.

**Repositories:** The State Council Policy Document Library<sup>163</sup> and ministry websites.

**Additional keywords/topics:** Repository-based searches and keyword-based Google searches were conducted. Chinese language-specific keywords used were: digital transformation (数字转型), digital China (数字中国), digital economy (数字经济), informatisation (信息化), digital governance (数字治理), cybersecurity/online safety (网络安全), smart education (智慧教育), digital literacy (数字素养), digital divide (数字鸿沟), digital countryside (数字乡村) and 'AI plus'/AI-enabled (人工智能+).

**Inclusion and challenges:** Due to the large number and varying hierarchy of policy documents in China, the review focused on top-level, agenda-setting 'flagship' strategies that define medium- or long-term national goals across infrastructure, governance, platforms, education and public services. These documents represent authoritative direction and mobilise implementation across ministries and provinces, rather than sector-specific regulations or technical standards. In the addendum to the methodology toolkit,<sup>164</sup> the full range of documents is analysed using cosine similarity mapping.

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<sup>161</sup> CNNIC (China Internet Network Information Center). (2025). *The 55th statistical report on internet development in China*. [www.cnnic.com.cn/IDR/ReportDownloads/202505/P020250514564119130448.pdf](http://www.cnnic.com.cn/IDR/ReportDownloads/202505/P020250514564119130448.pdf)

<sup>162</sup> CNNIC (China Internet Network Information Center). (2024). *The 53rd statistical report on internet development in China*. [www.cnnic.com.cn/IDR/ReportDownloads/202405/P020240509518443205347.pdf](http://www.cnnic.com.cn/IDR/ReportDownloads/202405/P020240509518443205347.pdf)

<sup>163</sup> The State Council, The People's Republic of China: <https://english.www.gov.cn/policies>

<sup>164</sup> Helsper, E. J., Rao, S. & Lyons Longworth, M. (2025) *Digital policy analysis: A methodological toolkit*. Digital Futures for Children centre, LSE and 5Rights Foundation. <https://eprints.lse.ac.uk/130446/>

Across the reviewed documents, eight flagship national policies were included in the corpus, but only a subset directly referred to children, and these appeared predominantly in education and digital literacy initiatives.

### Corpus overview

- Policies in corpus: **8 (flagship)**
- Mentions of children: **4**
- Selected for analysis: **4**

### General thematic findings

Children surface as **beneficiaries** of China's broader digital transformation agenda, which is primarily oriented towards **economic modernisation** and the deep integration of digital infrastructure, platforms and data governance into **public services** and **industry**.

The *Outline of the 14th five-year plan (2021-2025) for national economic and social development and Vision 2035 of the People's Republic of China* (O-14FYP)<sup>165</sup> contains 'an initiative to build a digital China'. Guided by this Outline, ICT policies about children are particularly mentioned in the policies initiated by the Ministry of Education.

The *Accelerating the digital transformation of education* (EDU-DT)<sup>166</sup> policy is a directive jointly issued by nine ministries, which positions the National Smart-Education Platform as a core mechanism for equalising access and infrastructure provision. EDU-DT aggregates high-quality digital resources and services across basic, vocational, higher and lifelong education, while promoting systemic reform of **teaching, curriculum, education governance**, and cultivating 'higher-order reasoning, critical judgement and applied problem-solving **skills**.' In this framing, children are not addressed as a specific rights-bearing group, but as the human resources who, if properly equipped, will contribute to a more prosperous digital society.

**Inequality** is interpreted largely as an issue of uneven access and service coverage, especially in rural areas. For example, the *14th Five-year plan for national informatisation (2021-2025)* (5yrPNI)<sup>167</sup> aims to 'bridge development gaps in rural areas' and 'promote balanced urban-rural development'.

A number of **vulnerable groups** are mentioned directly in relation to the digital, among whom disadvantaged children feature prominently; for example, the 5yrPNI will: 'Provide targeted support for information-disadvantaged groups. Fully mobilise

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<sup>165</sup> The State Council, The People's Republic of China. (2021). *Outline of the 14th five-year plan (2021-2025) for national economic and social development and Vision 2035 of the People's Republic of China*. [www.gov.cn/xinwen/2021-03/13/content\\_5592681.htm](http://www.gov.cn/xinwen/2021-03/13/content_5592681.htm)

<sup>166</sup> The People's Republic of China. (2025). *Accelerating the digital transformation of education*. [www.gov.cn/zhengce/zhengceku/202504/content\\_7019045.htm](http://www.gov.cn/zhengce/zhengceku/202504/content_7019045.htm)

<sup>167</sup> DigiChina (2021) *14th Five-year plan for national informatisation (2021-2025)* <https://digichina.stanford.edu/wp-content/uploads/2022/01/DigiChina-14th-Five-Year-Plan-for-National-Informatization.pdf>

resources from all sectors of society to carry out regular digital-skills assistance programmes for key populations, including low-income groups, the elderly, persons with disabilities, **orphans, left-behind children, children in difficulty**, and residents of former revolutionary base areas, remote regions, ethnic minority areas and areas lifted out of poverty.’<sup>168</sup>

As part of the narrative around **rural modernisation**, the Digital Countryside Development Guidelines 2.0 (DCDG 2.0) call for ‘strengthening county-level public service capacity’ and ‘extending digital provision into rural communities’.<sup>169</sup>

The O-14FYP also seeks to ‘promote the sharing of high-quality educational resources’ and ‘advance educational equity’, yet does not specify how out-of-school, migrant or unsupported children might access these benefits.

**Accountability mechanisms** mirror this supply-side orientation. Success is measured mainly through resource coverage, **platform uptake** and **infrastructure expansion**, together with improvements to ‘mechanisms for the evaluation, uptake, classroom integration and regular renewal of digital resources’ (EDU-DT).<sup>170</sup>

These **performance indicators** focus on opportunity rather than outcome: more resources, broader access, expanded systems – rather than improvements in wellbeing, participation or reductions in disparity. **Stakeholder** roles remain state-centred, with ministries and schools responsible for implementation; NGOs, youth organisations and children themselves do not appear as actors in policy design or delivery.

## Representations of children and child rights

Two representations dominate Chinese flagship policies.<sup>171</sup> The first imagines children as future digital workers whose skills underpin **national competitiveness**. The National Action Plan for Enhancing Digital Literacy and Skills for All (DLAS)<sup>172</sup> calls for a comprehensive nationwide lifelong learning framework for digital literacy and skills, ‘covering the whole population, integrating urban and rural areas, and ensuring fairness, sustainability and resilience’, and aims to cultivate ‘digital citizens with digital awareness, computational thinking, lifelong learning capabilities and a sense of social responsibility.’ While this mentions citizenship, this is positioned as a social obligation rather than a narrative of empowerment focused on children’s and human rights.

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<sup>168</sup> Ibid.

<sup>169</sup> Sino-German Agricultural Centre (DCZ) China Updates Digital Countryside Development Guidelines 2.0 (DCDG 2.0). <https://www.dcz-china.org/2024/06/04/china-updates-digital-village-guideline/>

<sup>170</sup> The People’s Republic of China. (2025). *Accelerating the digital transformation of education*. [www.gov.cn/zhengce/zhengceku/202504/content\\_7019045.htm](http://www.gov.cn/zhengce/zhengceku/202504/content_7019045.htm)

<sup>171</sup> See Helsper, E. J., Rao, S. & Lyons Longworth, M. (2025) *Digital policy analysis: A methodological toolkit*. Digital Futures for Children centre, LSE and 5Rights Foundation. <https://eprints.lse.ac.uk/130446/>

<sup>172</sup> Office of the Central Cyberspace Commission of China (no date) *Action Plan for Enhancing Digital Literacy and Skills for All*, [https://www.cac.gov.cn/2021-11/05/c\\_1637708867754305.htm](https://www.cac.gov.cn/2021-11/05/c_1637708867754305.htm)



This **talent pipeline** imaginary is reinforced by the 'AI plus' Initiative (AI+),<sup>173</sup> which urges education systems to 'adapt to the development trend of artificial intelligence'. In this discourse, digital education is positioned as an economic investment that prepares a technologically skilled workforce.

The second discourse positions children as **vulnerable** users requiring protection within broader data security and platform governance agendas. National policy documents stress the construction of 'trustworthy and controllable security safeguards', a formulation repeated in both the 5yrPNI and AI+. Yet these protections remain general and not child-specific.

Children are acted upon – supervised, protected and trained in awareness – through school- and family-based **education** as emphasised in the EDU-DT and DLAS, rather than recognised as agents capable of shaping the digital environment. A **rights**-based discourse is largely absent. The policies do not articulate children as rights-holders, nor do they reference international child rights frameworks or outline mechanisms for consultation, accountability or inclusion of those outside formal schooling.

**Inequalities** are acknowledged mainly through the urban–rural divide, with occasional references to left-behind children in the 5yrPNI and the DCDG 2.0, but there is no intersectional analysis of gender, disability or migration. Overall, children appear as beneficiaries of platform-based provision and subjects of protection, rather than agentic citizens with influence in shaping the digital futures being built around them.

## Hong Kong

### Background

Hong Kong is a special administrative region (SAR) of the People's Republic of China, and is undergoing a unique 'one country, two systems' arrangement with China. Hong Kong's governance structure is semi-democratic, headed by a chief executive appointed by a Beijing-influenced committee, supported by the Executive Council and a partially elected Legislative Council.

The population is approximately 7.5 million, with around 13.6% under the age of 18.<sup>174</sup> Hong Kong is a high-income economy with a GDP of approximately US\$360 billion; however, income inequality is significant, with a Gini coefficient of 0.54.<sup>175</sup> Only 40% of households have a broadband connection,<sup>176</sup> but, on the other hand, Hong Kong has

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<sup>173</sup> The State Council of the People's Republic of China (2025) *China issues guideline to accelerate 'AI Plus' integration across key sectors*. [https://english.www.gov.cn/policies/latestreleases/202508/27/content\\_WS68ae7976c6d0868f4e8f51a0.html](https://english.www.gov.cn/policies/latestreleases/202508/27/content_WS68ae7976c6d0868f4e8f51a0.html)

<sup>174</sup> The Government of Hong Kong. (2021). Population census: Children. [www.census2021.gov.hk/doc/pub/21C\\_Articles\\_Children.pdf](http://www.census2021.gov.hk/doc/pub/21C_Articles_Children.pdf)

<sup>175</sup> The Government of Hong Kong. (2025). Census and Statistics Department. [www.censtatd.gov.hk/en](http://www.censtatd.gov.hk/en)

<sup>176</sup> The Government of Hong Kong, Census and Statistics Department. (2025). Use of information technology. [www.censtatd.gov.hk/en/scode590.html](http://www.censtatd.gov.hk/en/scode590.html)



the highest recorded mobile cellular subscription rate in the world, with 319 phone subscriptions per 100 people.<sup>177</sup>

Since the Covid-19 pandemic, the government has accelerated the rollout of e-government services, remote learning platforms and telehealth services, especially during periods of social distancing.

## Methodology

### Key stakeholders

- Digital Policy Office
- Education Bureau
- Community Care Fund
- Quality Education Fund

**Scope:** Administrative region-level policies.

**Repositories:** Hong Kong Digital Policy Office<sup>178</sup> and Education Bureau.<sup>179</sup>

**Additional keywords:** Besides the standard keywords, the following were used: 'digital infrastructure', 'digital education' and 'digital health'.

**Inclusion and challenges:** Most of the policies were about digital transformation, government, governance and infrastructure and did not address children specifically but mentioned them as a group of vulnerable people. Only one policy was selected because it was the document that focused on children specifically.

### Corpus overview

- Policies in corpus: **17**
- Mentions of children: **13**
- Selected for analysis: **1**

## General thematic findings

The terms **inequality**, **marginalisation** or **discrimination** are not explicitly emphasised in the reviewed documents and rarely reference children. These are

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<sup>177</sup> World Bank. (2023). Mobile cellular subscriptions (per 100 people).

[https://data.worldbank.org/indicator/IT.CEL.SETS.P2?end=2024&most\\_recent\\_value\\_desc=true&start=1960&view=chart](https://data.worldbank.org/indicator/IT.CEL.SETS.P2?end=2024&most_recent_value_desc=true&start=1960&view=chart)

<sup>178</sup> The Government of Hong Kong, Digital Policy Office. (2025). Homepage. [www.digitalpolicy.gov.hk/en/index.html](http://www.digitalpolicy.gov.hk/en/index.html)

<sup>179</sup> The Government of Hong Kong, Education Bureau. (2025). Homepage. [www.edb.gov.hk/en/index.html](http://www.edb.gov.hk/en/index.html)

implied through references to ‘needy families’, ‘low-income students’ and access gaps due to affordability.

**Education** policies<sup>180, 181</sup> that encourage digital access, literacy and learning frequently focus directly on children, alongside older students.

**Delivery mechanisms** include access and infrastructure through expansion of Wi-Fi campuses, mobile device grants and Bring Your Own Device schemes in schools. Other mechanisms include e-textbook development, professional development for teachers and online learning platforms. These are to help achieve the proposed policy outcomes for children, such as fostering digital **citizenship**, self-directed **learning**, **ethical IT use**, developing IT **talent** through school-level exposure to AI, programming and STEM.

## Representations of children and child rights

Children are usually portrayed as **future economic resources** through developing technical skills in formal education. This links to a discourse of children as **digital natives** who require gadgets but are then presumed to be naturally proficient in their use. They are also viewed as **digital victims** susceptible to online dangers.

Outside education policies, children are often referred to as **indirect beneficiaries** of targeted support for low-income families, and as a **vulnerable** group requiring safeguarding against risks such as cyberbullying, addiction and lack of parental support. Children from disadvantaged backgrounds are portrayed as needy or at-risk because of **mental health** conditions or **digital marginalisation**. Policies that prioritise access over participation or co-creation rarely acknowledge their agency. Self-directed learning is encouraged by some programmes, such as *The fourth strategy on information technology in education*<sup>182</sup> (ITE4), although it is still adult-led:

*With a view to enhancing information literacy among students in meeting the challenges of the rapidly changing digital world, we will continue to infuse the four priority learning objectives with more IT skills, including digital reading skills and online collaborative skills across the curriculum.*

**Carers and parents** are positioned as supervisors lacking digital literacy, expected to monitor children and follow school and NGO guidance. Their decision-making power is limited. **Schools** are central actors, responsible for identifying eligible students, distributing devices, supporting mental health and applying for funds. They have institutional agency but operate within state-defined constraints. The government plays

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<sup>180</sup> The Government of Hong Kong, Education Bureau. (2024). *Quality Education Fund e-Learning Funding Programme – Provision of mobile computer devices and internet services support (2024/25 school year)*. [www.edb.gov.hk/attachment/en/edu-system/primary-secondary/applicable-to-primary-secondary/it-in-edu/QEF/EDBCM24121E.pdf](http://www.edb.gov.hk/attachment/en/edu-system/primary-secondary/applicable-to-primary-secondary/it-in-edu/QEF/EDBCM24121E.pdf)

<sup>181</sup> The Government of Hong Kong, Education Bureau. (2024). *Information literacy for Hong Kong students: Learning framework (2024)*. [www.edb.gov.hk/attachment/en/edu-system/primary-secondary/applicable-to-primary-secondary/it-in-edu/CM/2024/EDBCM0752024E.pdf](http://www.edb.gov.hk/attachment/en/edu-system/primary-secondary/applicable-to-primary-secondary/it-in-edu/CM/2024/EDBCM0752024E.pdf)

<sup>182</sup> The Government of Hong Kong, Education Bureau. (2015). *Report on the fourth strategy of information technology in education*. [https://www.edb.gov.hk/attachment/en/edu-system/primary-secondary/applicable-to-primary-secondary/it-in-edu/ITE4\\_report\\_ENG.pdf](https://www.edb.gov.hk/attachment/en/edu-system/primary-secondary/applicable-to-primary-secondary/it-in-edu/ITE4_report_ENG.pdf)

a coordinating, funding and policymaking role, maintaining control while outsourcing implementation to NGOs.

## India

### Background

India is a parliamentary democratic republic governed by a Constitution that ensures secularism, fundamental rights and an independent judiciary. While it follows a federal structure, power is heavily centralised, rendering it quasi-federal in practice. Despite constitutional guarantees, Indian society continues to face persistent inequalities rooted in caste, class, gender, region and religion.<sup>183</sup>

The flagship Digital India initiative aims to transform India into a digitally empowered society via infrastructure, service delivery and digital citizenship. In the digital arena policymaking is consultative, involving think tanks, academia and industry stakeholders.

### Methodology

#### Key stakeholders

- Ministry of Electronics and Information Technology (MeitY)
- Department of Electronics and Information Technology (DeiTY)
- NITI Aayog
- Unique Identification Authority of India (UIDAI)
- Telecom Regulation Authority of India (TRAI)

**Scope:** National digital inclusion and transformation policies, gazettes and policy drafts.

**Repositories:** Initial searches via Google, MeitY,<sup>184</sup> NITI for States policy repository,<sup>185</sup> UIDAI,<sup>186</sup> Smart Cities Mission<sup>187</sup> and Digital India.<sup>188</sup>

**Additional keywords:** 'Digital inclusion India scheme', 'digital identity India' and 'cybersafety India'.

**Inclusion and challenges:** India's digital policy resources are dispersed across various thematic portals, often inconsistently maintained. Many policies were inaccessible at the

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<sup>183</sup> Darity, W. A. Jr, & Ruiz, I. (2024). Caste, class, race, and inequality: Insights for economic policy. *Oxford Review of Economic Policy*, 40(3), 443-461. <https://academic.oup.com/oxrep/article/40/3/443/7907278>

<sup>184</sup> Government of India, MeitY (Ministry of Electronics and Information Technology). (2025). Homepage. [www.meity.gov.in](http://www.meity.gov.in)

<sup>185</sup> NITI Aayog. (2025). Explore Policy Repository. [www.nitiforstates.gov.in/policy\\_repository\\_page](http://www.nitiforstates.gov.in/policy_repository_page)

<sup>186</sup> Government of India, Unique Identification Authority of India (2025). Homepage. <https://uidai.gov.in/en>

<sup>187</sup> Government of India. (2025). Smart Cities Mission. <https://smartcities.gov.in>

<sup>188</sup> Government of India, Digital India. (2025). Homepage. [www.digitalindia.gov.in](http://www.digitalindia.gov.in)

time of writing but had been downloaded previously by researchers. All policies were available in English, although they were cross checked to see whether there was divergence in Hindi language policy texts.

From the initial pool, 17 documents were shortlisted for qualitative review to map the digital landscape and examine how inequalities are addressed. These were then assessed for relevance, official status, infrastructural focus and inclusion of developmental or structural themes. Six documents met these criteria and were thematically coded at basic level; one (the National Data Governance Framework Policy, 2022 [draft]) had disappeared from official government websites and public repositories by the time the analysis advanced. It was supposed to be implemented in 2023 but has remained in draft form and open to further citizen-led and parliamentary debate. Another, the Digital Media Ethics Code Rules (2021; updated 2023), although it mentions children through an online risk and safety lens, was excluded at the advanced stage as it was found to function primarily as a set of operational guidelines for corporations – particularly gaming companies, online platforms, and design consultants – rather than as a national-level policy on digital inclusion.

### Corpus overview

- Policies in corpus: **6**
- Mentions of children: **5**
- Selected for detailed analysis: **4**

### General thematic findings

Across the selected policies and documents, **inequality** is acknowledged but addressed in a limited manner. **Economic** and infrastructural development is often conflated with **social inclusion**. The rollout of broadband or promotion of digital entrepreneurship is assumed to yield inclusive benefits, while the need for targeted interventions addressing marginalisation, especially in relation to caste, gender and disability, is understated. Caste and disability-related **inequalities** are occasionally mentioned but are rarely central to the operational logic of these policies. Exclusion is not linked to **structural causes**, and practical measures to address it are limited.

**Children** are largely marginal in these policy discourses. Their rights in the digital environment are mediated through **institutions** like schools, families, local authorities or NGOs, reflecting a protectionist rather than participatory approach. Although the documents encourage mechanisms such as parent-teacher engagement, holistic assessment and inclusive education practices, **responsibility** is assigned to parents, the state or institutions.

### Representations of children and child rights

The documents reveal two dominant representations of children in India's digital policies. First, children are primarily seen as **digital victims, vulnerable dependents**

who require protection, especially in terms of online safety and data privacy. Second, they are imagined as **future resources, beneficiaries** of digital education, with their engagement framed mainly as preparation for future economic growth and national development:

*Education must build character, enable learners (children) to be ethical, rational, compassionate, and caring, while at the same time prepare them for gainful, fulfilling employment.<sup>189</sup>*

The documents reflect a partial and selective engagement with **children's rights**, articulating them through sector-specific priorities such as education, health, inclusion and safety. While there are explicit references to provisions consistent with child rights – such as access to early childhood care and education (ECCE), health and nutrition, inclusive schooling, instruction in the home language and protection from digital harm – these are often framed within developmental, institutional or protective mandates, rather than through a rights-based framework that recognises children as agentic rights-holders.

In the area of digital data governance, the emphasis is **primarily protective**, focusing on parental consent, obligations of data fiduciaries and prevention of harm, without recognising children's evolving capacities or their role as digital citizens. Similarly, while **inclusion** of children with disabilities is addressed through reference to the Rights of Persons with Disabilities Act<sup>190</sup> and the training of specialist educators, they are not seen as citizens with specific rights.

Overall, child rights are acknowledged in the form of entitlements to **services** and **safeguards** but are not comprehensively articulated as inherent and indivisible rights.

## Indonesia

### Background

Indonesia is a decentralised democratic republic composed of 38 provinces. Policy and legal frameworks are highly stratified; national laws (Undang-Undang) hold the highest authority, followed by presidential decrees, government regulations and ministerial regulations. Indonesia is home to more than 275 million people, with approximately 30% under the age of 18.

The country is classified as a lower-middle-income economy and continues to emphasise digital infrastructure and innovation as drivers of economic growth. The Gini index is at 36.1, with high income disparities across the archipelago (see Appendix I). In 2024, Indonesia's economy rebounded strongly post-Covid, and the long-term strategic

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<sup>189</sup> Government of India. (2020). *National education policy 2020*.

[www.education.gov.in/sites/upload\\_files/mhrd/files/NEP\\_Final\\_English\\_0.pdf](http://www.education.gov.in/sites/upload_files/mhrd/files/NEP_Final_English_0.pdf)

<sup>190</sup> Rights of Persons with Disabilities Act,

[www.indiacode.nic.in/bitstream/123456789/15939/1/the\\_rights\\_of\\_persons\\_with\\_disabilities\\_act%2C\\_2016.pdf](http://www.indiacode.nic.in/bitstream/123456789/15939/1/the_rights_of_persons_with_disabilities_act%2C_2016.pdf)

plan, *Golden Indonesia 2045*, envisions digitalisation as a key pillar of national development.

## Methodology

### Key stakeholders

- Ministry of Communication and Digital Affairs (MCDA)
- Ministry of Education, Culture, Research, and Technology (MECRT), now the Ministry of Primary and Secondary Education

**Scope:** Policies, laws, ministerial regulations, government regulations and presidential decrees.

**Repositories:** Government archives such as JDIH,<sup>191</sup> Bappenas<sup>192</sup> and supplementary Google searches.

**Additional keywords:** Bahasa Indonesia language keywords used were: 'transformasi digital', 'keamanan siber' (cybersecurity), 'data pribadi' (personal data), 'edukasi digital' and 'literasi digital'.

**Inclusion and challenges:** Foundational legislation (e.g., the EIT Law and its amendments) was included even if beyond the five-year research window due to continued relevance. Some circulars and unofficial sources (e.g., flipbooks) were included due to the unavailability of formal government-published versions. In March 2025, the government released a Government Regulation focusing on online safety, including for children, and this is a derivative law of the EIT law. However, it was not included in this analysis, since the master regulation was already included.

### Corpus overview

- Policies in corpus: **18**
- Mentions of children: **8**
- Selected for analysis: **5**

## General thematic findings

Children are referenced largely within the **education** and **skills development** discourse, often linked to **future workforce** goals. Protection discourses (e.g., safety, privacy) appear but are less integrated across policies.

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<sup>191</sup> JDIH (Jaringan Dokumentasi dan Informasi Hukum) [Ministry of Communication and Digital]: <https://jdih.komdigi.go.id>

<sup>192</sup> Bappenas (Kementerian Perencanaan Pembangunan Nasional/Badan Perencanaan Pembangunan Nasional) [Ministry of National Development Planning/National Development Planning Agency]: <https://bappenas.go.id>

Policies often refer to digital inequality as an **infrastructural** or **geographical problem**. There is frequent mention of '3T' areas (terdepan, terluar, tertinggal [frontier, outermost, and disadvantaged]) and disadvantaged groups.

**Rumah Pendidikan (DTERP)**<sup>193</sup> as an integrated **education** technology platform is a unique structural intervention. However, it does not encapsulate all digital literacy programmes. It focuses on digitalising education systems. Golden Indonesia<sup>194</sup> is the only policy that mentions **disadvantaged children** and **rural areas explicitly**, with tailored strategies such as school access, dormitories for remote learners and open schooling systems. The policy is slightly different in each region, and may not be implemented nationwide in a uniform manner.

Most policies are centred around expansion of network **infrastructure** and broadband in remote areas, and mandatory **skill** training in early education, 12-year schooling, students' and teachers' digital upskilling and professional upskilling (DTERP, Golden Indonesia and Development plan of Indonesia's Digital Industry [DIDI]).<sup>195</sup> The digital laws (Electronic Information and Transactions Law [EIT]<sup>196</sup> and Personal Data Protection Law [PDP])<sup>197</sup> focus on limiting tech providers scope through content and industry provision. EIT also adds cyber **protections** for minors, including against grooming and exploitative content.

## Representations of children and child rights

In most policies, children are imagined as future **economic resources** and as **digital natives** where students are central in digital skill-building initiatives such as the DTERP. The DTERP consistently casts students as active users of 'digital deep learning' platforms benefiting from AI-driven, personalised learning pathways.

Children are imagined as the nation's **future resources**, especially in the DTERP, DIDI and Golden Indonesia. Golden Indonesia specifically aims to improve nation's human capital development with child-education as the central initiative:

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<sup>193</sup> Ministry of Education and Culture. (2025). *Transformasi digital Melalui Rumah Pendidikan {Digital transformation of education through 'Rumah Pendidikan' blueprint}*.

[https://fliphtml5.com/ivsgy/ixst/Cetak\\_Biru\\_Transformasi\\_Digital\\_Pendidikan\\_melalui\\_Rumah\\_Pendidikan](https://fliphtml5.com/ivsgy/ixst/Cetak_Biru_Transformasi_Digital_Pendidikan_melalui_Rumah_Pendidikan)

<sup>194</sup> Indonesian Government. (2024). *Indonesia Emas 2045. Rencana Pembangunan Jangka Panjang Nasional 2025-2045. [Golden Indonesia 2045. National Long-Term Development Plan 2025-2045]*. <https://indonesia2045.go.id>

<sup>195</sup> Kementerian Perencanaan Pembangunan Nasional/Badan Perencanaan Pembangunan Nasional [Ministry of National Development Planning/National Development Planning Agency]. (2023). [https://perpustakaan.bappenas.go.id/e-library/file\\_upload/koleksi/migrasi-data-publikasi/file/Policy\\_Paper/Buku%20Rencana%20Induk%20Pengembangan%20Industri%20Digital%20Indonesia%202023-2045.pdf](https://perpustakaan.bappenas.go.id/e-library/file_upload/koleksi/migrasi-data-publikasi/file/Policy_Paper/Buku%20Rencana%20Induk%20Pengembangan%20Industri%20Digital%20Indonesia%202023-2045.pdf)

<sup>196</sup> Law Number 19 of 2016 concerning Amendments to Law Number 11 of 2008 concerning Information and Electronic Transactions: [https://jdih.komdigi.go.id/produk\\_hukum/view/id/555/t/undangundang+nomor+19+tahun+2016](https://jdih.komdigi.go.id/produk_hukum/view/id/555/t/undangundang+nomor+19+tahun+2016)

<sup>197</sup> Law Number 27 of 2022 concerning Personal Data Protection: [https://jdih.komdigi.go.id/produk\\_hukum/view/id/832/t/undangundang+nomor+27+tahun+2022](https://jdih.komdigi.go.id/produk_hukum/view/id/832/t/undangundang+nomor+27+tahun+2022)



*Preparing students from early childhood to college to have relevant digital knowledge and skills according to the challenges of the times and education levels. Some types of activities implemented include the integration of digital curriculum at every level of education, providing free courses, providing student exchange opportunities, and providing scholarships.<sup>198</sup>*

Children are also imagined as **potential victims**, as digitally **vulnerable**, especially in the EIT and PDP.

*Acceleration of digital literacy for the public; as well as the creation of an equitable and safe digital space for all segments of society, including vulnerable groups such as children and women (online safety).<sup>199</sup>*

Mentions around **child rights** are not explicitly present; however, they are implicitly acknowledged, such as in access to education, healthy nutrition and safety from violence. Child rights in a digital environment are also acknowledged on digital laws (PDP and EIT) specifically on privacy, safety, wellbeing and identity protection:

*What is meant by “protection of children’s rights” includes protection of personal data, privacy, and personal security of children both physically, mentally, and psychologically from misuse of Electronic Information and/or Electronic Documents that violate children’s rights.<sup>200</sup>*

## Malaysia

### Background

Malaysia operates under a federal constitutional monarchy with a parliamentary democracy. The governance structure includes federal and state governments, with policymaking centralised at the federal level. As of 2024, Malaysia’s population was approximately 33 million, with about 30% under the age of 18, and strong economic growth up to 5% annually.<sup>201</sup> Over the past decade, Malaysia has made significant strides in digital inclusion. Internet penetration reached 90% in 2023, and smartphone ownership is widespread.

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<sup>198</sup> Kementerian Perencanaan Pembangunan Nasional/Badan Perencanaan Pembangunan Nasional [Ministry of National Development Planning/National Development Planning Agency]. (2023). [https://perpustakaan.bappenas.go.id/e-library/file\\_upload/koleksi/migrasi-data-publikasi/file/Policy\\_Paper/Buku%20Rencana%20Induk%20Pengembangan%20Industri%20Digital%20Indonesia%202023-2045.pdf](https://perpustakaan.bappenas.go.id/e-library/file_upload/koleksi/migrasi-data-publikasi/file/Policy_Paper/Buku%20Rencana%20Induk%20Pengembangan%20Industri%20Digital%20Indonesia%202023-2045.pdf)

<sup>199</sup> Indonesian Government. (2024). Indonesia Emas 2045. Rencana Pembangunan Jangka Panjang Nasional 2025-2045. [Golden Indonesia 2045. National Long-Term Development Plan 2025-2045]. <https://indonesia2045.go.id>

<sup>200</sup> Law Number 19 of 2016 concerning Amendments to Law Number 11 of 2008 concerning Information and Electronic Transactions: [https://jdih.komdigi.go.id/produk\\_hukum/view/id/555/t/undangundang+nomor+19+tahun+2016](https://jdih.komdigi.go.id/produk_hukum/view/id/555/t/undangundang+nomor+19+tahun+2016)

<sup>201</sup> Azhar, D. (2025). Malaysia’s economy ends 2024 on high note amid strong investment, domestic spending. Reuters, 14 February. [www.reuters.com/markets/asia/malysias-economy-ends-2024-high-note-amid-strong-investment-domestic-spending-2025-02-14](https://www.reuters.com/markets/asia/malysias-economy-ends-2024-high-note-amid-strong-investment-domestic-spending-2025-02-14)



## Methodology

### Key stakeholders

- Ministry of Digital (MoD)
- Malaysian Communications and Multimedia Commission (MCMC)
- Ministry of Science, Technology, and Innovation (MOSTI)
- Ministry of Economy (MoE), Malaysia Digital Economy Corporation (MDEC)

**Scope:** National-level policies including federal laws, strategic documents and national development plans.

**Repositories:** Initial Google search and official government websites.

**Additional keywords:** Standard keywords used. All policy documents are available in both English and Malay, since English is one of the languages used in Malaysia for governmental affairs. All excerpts used are from official English documents.

**Inclusion and challenges:** Foundational legislation was included even if beyond the five-year research window due to continued relevance. Some circulars and unofficial sources (e.g., flipbooks) were included due to the unavailability of formal government-published versions.

### Corpus overview

- Policies in corpus: **14**
- Mentions of children: **6**
- Selected for detailed analysis: **4**

## General thematic findings

Policies often reference terms like **‘vulnerability’** and **‘B40’** (bottom 40% income category). There is an emphasis on bridging the **infrastructural digital divide** particularly the **‘rural/urban divide’**, and underserved communities or **‘regional disparities’** in the Shared Prosperity Vision 2030 (SPV).<sup>202</sup> The SPV has polarity management as a framework to address **inequalities** and manages issues and policy delivery prioritising minority and specific target groups such as income groups, ethnicities (including Indigenous communities, Bumiputera Sabah and Sarawak) and rural/urban divides. Children are explicitly mentioned in these as a target group facing particular difficulties:

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<sup>202</sup> Prime Minister’s Office of Malaysia. (2019). *Shared prosperity vision 2030*. <https://ekonomi.gov.my/en/shared-prosperity-vision-2030>

*Polarity management should emphasise specific policies for children in protecting their rights and safety because of their vulnerability in facing socioeconomic challenges.<sup>203</sup>*

The **inequalities** among children are discussed in a limited manner. The main inequalities focused on are those between rural and urban areas and income groups. This is especially highlighted in the Digital Education Policy (DEP)<sup>204</sup> in reference to educational resources and internet connectivity.

The **delivery mechanisms** for the Digital Economy Blueprint (DEB)<sup>205</sup> and the DEP include **infrastructure** development (broadband, cloud computing) and **skills** interventions (students, teachers and professionals upskilling, digital curriculum integration). Meanwhile, the Online Safety Bill (OSB)<sup>206</sup> supports DEP and DEB by mitigating cyber **risks** but operates in isolation from equity-focused policies through content and service provision.

## Representations of children and child rights

Children are predominantly imagined as **digital resources** and **digital victims**. Their role is central to the nation's goal of inclusive development as **recipients of education** and **nutrition** interventions, the future **workforce** and a vulnerable population that requires **protection**. There is limited mention of children as digital natives. Most visible are children in the DEP, which aims to create a digitally literate generation, implying children are not quite literate yet, requiring upskilling and digital literacy training:

*They will learn in a digitally-enabled environment that facilitates the acquisition of knowledge, skills and ethics. This will create a conducive learning atmosphere for students. By implementing this, students will be more competitive in facing the challenges posed by the 4IR and contribute to the society.<sup>207</sup>*

The SPV also mentions that youth, separate from children, as the **future workforce**, should accrue knowledge and skills for employment, including **AI education**, from an early age, as detailed in the *Artificial intelligence roadmap 2021-2025*:<sup>208</sup>

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<sup>203</sup> Prime Minister's Office of Malaysia. (2019). *Shared prosperity vision 2030*. <https://ekonomi.gov.my/en/shared-prosperity-vision-2030>

<sup>204</sup> Malaysian Ministry of Education. (2024). National digital education policy. [www.moe.gov.my/muatturun#elf\\_I1\\_RGFzYXlvRGFzYXlgUGVuZGlkaWthbiBEaWdpdGFs](http://www.moe.gov.my/muatturun#elf_I1_RGFzYXlvRGFzYXlgUGVuZGlkaWthbiBEaWdpdGFs)

<sup>205</sup> Malaysian Ministry of Economy. (2020). Malaysia digital economy blueprint. <https://ekonomi.gov.my/en/resources/publications/malaysia-digital-economy-blueprint>

<sup>206</sup> Parliament of Malaysia. (2025). Online Safety Bill. [www.parlimen.gov.my/bills-dewan-rakyat.html?uweb=dr&](http://www.parlimen.gov.my/bills-dewan-rakyat.html?uweb=dr&)

<sup>207</sup> Malaysian Ministry of Education. (2024). National digital education policy. [www.moe.gov.my/muatturun#elf\\_I1\\_RGFzYXlvRGFzYXlgUGVuZGlkaWthbiBEaWdpdGFs](http://www.moe.gov.my/muatturun#elf_I1_RGFzYXlvRGFzYXlgUGVuZGlkaWthbiBEaWdpdGFs)

<sup>208</sup> Malaysian Ministry of Science, Technology, and Innovation. (2021). *Artificial intelligence roadmap 2021-2025*. <https://mastic.mosti.gov.my/publication/artificial-intelligence-roadmap-2021-2025>

*AI education must be comprehensive, where AI is introduced at all levels, beginning from the school level, up to tertiary level. Our children are growing up with various instances of AI driven devices and services. An intensive AI for Kids and Teens program introduces school children to basic principles of how AI operates and what AI is capable of. Hence, this program will shape these children's mental models of what AI is and how it manifests, so that they will not overestimate capabilities of AI.*

**Child rights** are mentioned with respect to access to education, safety from violence, health services and protection of identity. Meanwhile child digital rights are acknowledged explicitly, particularly, wellbeing and privacy rights (Clause 18.3d, Online Safety Bill). The other rights are implied throughout the policies, for instance freedom of expression, equity and diversity. They are mentioned as rights for every citizen, implying children are included.

## Taiwan

### Background

Taiwan is a highly connected country, having achieved 98% Gbps broadband coverage in remote areas by 2020.<sup>209</sup> Since 2021, the government has prioritised becoming a Digital Nation by 2030 through investments in 5G, cloud services, AI integration and national broadband upgrades. Taiwan's digital development is framed around technological advancement, economic competitiveness and infrastructure growth.

### Methodology

#### Key stakeholders

- Ministry of Digital Affairs (MODA)
- Ministry of Education
- National Communications Commission (NCC)

**Scope:** Digital policies selected based on their relevance to national digital agendas or to children and youth in relation to digital environments.

**Repositories:** MODA,<sup>210</sup> Ministry of Education<sup>211</sup> and NCC<sup>212</sup> websites.

**Additional keywords:** Standard keywords used. Note that Taiwan is officially bilingual and that all excerpts used are from official English documents.

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<sup>209</sup> National Science and Technology Council. (2021). DiGi+ 2021-2025. <https://digi.nstc.gov.tw/File/E8BE929F910C30CA>

<sup>210</sup> MODA (Ministry of Digital Affairs): <https://moda.gov.tw/en>

<sup>211</sup> Taiwan Ministry of Education: <https://english.moe.gov.tw/mp-1.html>

<sup>212</sup> NCC (National Communications Commission): [www.ncc.gov.tw/english](http://www.ncc.gov.tw/english)

**Inclusion and challenges:** Only policies that mentioned children and adolescents were included in the corpus. This means that there might be broader digital policies which do not mention children that are not included.

### Corpus overview

- Policies in corpus: **5**
- Mentions of children: **5**
- Selected for detailed analysis: **4**

### General thematic findings

The four pillars of the *Digital nation program*<sup>213</sup> – digital infrastructure, digital innovation, digital governance and digital inclusion – frame Taiwan’s digital future around technological productivity. While ‘inclusion’ is mentioned, it mainly refers to **rural 5G expansion** and improving students’ **digital skills** to cultivate future talent.

Digital **inclusion** is **economically** framed and age-neutral. When children are mentioned, they are portrayed as students within the school system. Their digital inclusion is framed through hardware provision and skills development, with little attention to voice or experience.

While most policies omit references to UNICEF SDG Global Indicators or children’s **rights** in a digital environment, a rare exception is the *Digital learning enhancement programme*,<sup>214</sup> which aligns with the UNESCO Education 2030 Incheon Declaration and Qingdao Declaration, promoting inclusive education and ICT literacy. However, there are **no concrete provisions** for children’s rights, voice or digital agency **beyond formal education**.

### Representations of children and child rights

Children in Taiwan’s digital policy landscape are not imagined as autonomous actors, but as recipients of digital services within school environments. The dominant imaginary is that of the student: **a future economic resource** who must be equipped with digital skills for national competitiveness. The emphasis on technology-as-solution leads to a framing where access to devices is seen as the main indicator of inclusion, even though pedagogical, ethical and social dimensions related to structural inequalities are absent.

Only the 2011 *White paper on children and adolescents’ communication rights*<sup>215</sup> frames children as **communicative actors, rights holders** and **citizens**, advocating access to quality content, representation and participation. It encourages children’s media

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<sup>213</sup> Digi. (2021). *Digital nation program 2021-2025*. <https://digi.nstc.gov.tw/File/E8BE929F910C30CA>

<sup>214</sup> Ministry of Education. (2021). *Digital learning enhancement programme*.

[www.edu.tw/News\\_Plan\\_Content.aspx?n=D33B55D537402BAA&sms=954974C68391B710&s=01919CD25B7729AF](http://www.edu.tw/News_Plan_Content.aspx?n=D33B55D537402BAA&sms=954974C68391B710&s=01919CD25B7729AF)

<sup>215</sup> NCC (National Communications Commission). (2011). *White paper on children and adolescents’ communication and media rights policy*. [www.ncc.gov.tw/chinese/news\\_detail.aspx?site\\_content\\_sn=2746&sn\\_f=21733](http://www.ncc.gov.tw/chinese/news_detail.aspx?site_content_sn=2746&sn_f=21733)

participation, voice and representation. However, this document remains aspirational, is weak on implementation or KPIs and holds no legal force.

Overall, Taiwan's policy landscape does not reflect children as complex social actors navigating risks, opportunities and digital cultures outside formal schooling.

# Europe

Europe has a long history of policies around technologies and media. As it is one of the most analysed regions of the world in this regard, it is not extensively analysed in this report. However, its colonial history means that other countries around the world have strong connections with several European countries, and three countries were selected for analysis on the continent alongside the European Union (EU) legislation.

## European Union (EU)

### Background

The EU is the governing body of 27 countries on the European continent.<sup>216</sup> It oversees a diverse region through three central governing bodies: the European Commission,<sup>217</sup> European Parliament<sup>218</sup> and Council of Europe.<sup>219</sup> European policy and law take the form of regulations, directives and decisions; all member states must adhere to these.

The GDP per capita of the EU is relatively high, at US\$41,422.8, but there are large inequalities between countries within Europe (ranging from US\$140.941 in Luxembourg to US\$18,522 in Bulgaria) and the Gini index is relatively low, at 29.6, but there is also a lot of variation in this between countries (ranging from 21.6 in Slovakia to 37.2 in Bulgaria).

### Methodology

**Key stakeholders:** European Commission and European Parliament.

**Scope:** Policies, regulations, directives and decisions generated by the European Commission or European Parliament.

**Repositories:** European Commission website<sup>220</sup> and EUR-Lex.<sup>221</sup>

**Additional keywords:** EU + 'digital future', 'digital education', 'digital/media literacy' and 'digital/media skills'.

**Inclusion and challenges:** Regulatory documents were considered if they were deemed potentially relevant to children and their future (i.e., not related purely to technical infrastructure, employment or retirement and defence). The General Data Protection Regulation (GDPR) legislation from 2018 was included in the corpus because

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<sup>216</sup> The United Kingdom, through Brexit, stopped being a member state from January 2020.

<sup>217</sup> European Commission. (2025). Homepage. [https://commission.europa.eu/index\\_en](https://commission.europa.eu/index_en)

<sup>218</sup> European Parliament. (2025). Homepage. [www.europarl.europa.eu/portal/en](http://www.europarl.europa.eu/portal/en)

<sup>219</sup> European Council. (2025). Homepage. [www.consilium.europa.eu/en](http://www.consilium.europa.eu/en)

<sup>220</sup> European Commission. (2025). Homepage. <https://ec.europa.eu/search>

<sup>221</sup> EUR-Lex, Access to European Union law: <https://eur-lex.europa.eu/homepage.html>

it is the most important data protection law and still influences policies for all member states (including the UK, which is no longer part of the EU). A few policies were considered because on the surface they seemed they should be referring to children, but on closer reading they were lending bodies or funding calls for research and projects rather than policies. These have been included in the corpus but were not selected for analysis.

### Corpus overview

- Policies in corpus: **13**
- Mentions of children: **5**
- Selected for analysis: **4**

### General thematic findings

The European Commission policies reviewed are not as concerned with digital inequalities in **infrastructure**; this is likely up to the member states.

**Children** are explicitly mentioned and their **rights** recognised in European legislation. However, they are seen as a **separate group** and there is little recognition of **inequalities** or **vulnerabilities** among them. European policies do encompass references to inequalities in relation to data protection, but these are not related to children. Only the Digital Education Action Plan (DEAP)<sup>222</sup> incorporates understandings of inequalities among children in an explicit form – it mentions young people with lower levels of education as lacking even basic skills. All of this is linked to both an **economic development** but also to a **social inclusion** framework.

**AI policies** are mostly about societal and economic benefit and **rarely mention children**. There is a lot of emphasis on the economic union in policies, and regulating the single market is an important driver of regulation. This means that children are not included.

Only two policies make more in-depth reference to children – the DEAP and the Digital Services Act (DSA)<sup>223</sup> – which makes strong reference to the GDPR legislation. The DEAP focuses on skills and misinformation for protection and future employment, and the DSA and GDPR regulate online intermediaries and platforms, and ‘its main goal is to prevent illegal and harmful activities online and the spread of disinformation’.

Special provisions for children, **minors** in particular, are carved out but apply only to large platforms, summarised in Article 28, ‘Protection of minors’. Platforms need to adapt their operations so that the material and pathways to reporting and blocking are understandable by minors, and no advertising is presented to them based on profiling.

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<sup>222</sup> European Commission. (2020). *Digital education action plan 2021-2027*. <https://education.ec.europa.eu/focus-topics/digital-education/action-plan>

<sup>223</sup> European Commission. (2024). The Digital Services Act package. [https://commission.europa.eu/strategy-and-policy/priorities-2019-2024/europe-fit-digital-age/digital-services-act\\_en](https://commission.europa.eu/strategy-and-policy/priorities-2019-2024/europe-fit-digital-age/digital-services-act_en)



In the **KPI** document accompanying the *2030 Digital Compass: The European way for the digital decade*,<sup>224</sup> children are only mentioned indirectly by reference to their guardians and in a list with people with disabilities and the older people. Specific KPIs refer to **access** and **infrastructure**, basic **digital skills** (for those over 16), **employment** in the ICT industry and digital jobs (for those over 15), and a need to report on these by **gender**. This means that younger children are not directly included in these policy goals. In the DEAP, young people are also included in the context of misinformation and their dissatisfaction with the ways in and extent to which critical thinking, media and digital **literacy** are taught.

## Representations of children and child rights

Children are seen as in need of both **protection** and in creating **empowered participants** in a digital future. In the first instance **minors** are particularly protected and the onus in regulation is on platforms to guarantee safety and data protection. The DSA mentions **safeguarding** against illegal content, such as that referring to technology-facilitated child sexual exploitation and abuse (CSEA), which is mentioned alongside general human and child rights.

The GDPR explicitly recognises children and that they have special **rights** and **needs** when it comes to data protection. The responsibility is on the platform providers and data collectors to guarantee privacy and other rights. Article 8 is completely dedicated to children and their **information** rights:

*Those fundamental rights include but are not limited to: for the recipients of the service, the right to freedom of expression and of information, the right to respect for private and family life, the right to protection of personal data, the right to non-discrimination and the right to an effective remedy; for the service providers, the freedom to conduct a business, including the freedom of contract; for parties affected by illegal content, the right to human dignity, the rights of the child, the right to protection of property, including intellectual property, and the right to non-discrimination.*<sup>225</sup>

However, there is also concern about their individual **wellbeing** and **health** in a broader sense, and how digitisation might work for this. There is a concern with the interruption or disruption of mental health and other kinds of development.

In the second framing, children are principally seen as **contributors to a future economy** and in need of digital upskilling for employment. The need for teaching computing skills from an early age, both in school and at home, is linked to careers in STEM, and mentions girls explicitly. The goal is to get more women in STEM.

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<sup>224</sup> European Commission. (2025). *2030 Digital Compass: The European way for the digital decade*. <https://eur-lex.europa.eu/legal-content/en/TXT/?uri=CELEX%3A52021DC0118>

<sup>225</sup> European Union Agency for Fundamental Rights. (2025). *EU charter of fundamental rights. Article 8. Protection of personal data*. <https://fra.europa.eu/en/eu-charter/article/8-protection-personal-data>

*A solid and scientific understanding of the digital world can build on, and complement, broader digital skills development. It can also help young people to see the potential and limitations of computing for solving societal challenges. Yet, many young people in Europe still leave school without any exposure to computing education.<sup>226</sup>*

The *Digital Compass 2030*<sup>227</sup> is the policy that gives a steer to all other policies, and one of the core policies is 'Protecting and empowering children in the online space'. Children are mentioned in relation to digital **skills** and, while there is reference to **safety** and misinformation, children are positioned mostly as **contributors to the future economy**. This can also be seen in *Shaping Europe's digital future*<sup>228</sup> and the other overarching policies. These emphasise instrumental protection and coding skills rather than critical literacy.

There is not as much reference to them as **citizens**, but the EU does have a youth parliament which **engages young people** (over 15) directly, and which aims to shape policy that impacts their lives.

## France

### Background

France is a centralised democratic republic with digital transformation initiatives, primarily at the national level. The country has a population of approximately 68 million, with children and young people under 20 making up around 21% of the total. France ranks among the top 10 global economies, with a GDP of approximately US\$3.2 trillion and a Gini index of 0.29-0.31, indicating moderate income inequality.

Internet usage is widespread, reaching 92% of the population, as of 2023. However, inequalities persist, particularly in rural areas and among lower-income households. The French government has acknowledged these disparities through various public policies that target *illectronisme* (digital illiteracy), which affects 17% of the population,<sup>229</sup> and unequal infrastructure.

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<sup>226</sup> European Commission. (2020). *Digital education action plan 2021-2027*. <https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=CELEX%3A52020DC0624>

<sup>227</sup> European Commission. (2021). *2030 Digital Compass: The European way for the digital decade*. <https://eur-lex.europa.eu/legal-content/en/TXT/?uri=CELEX%3A52021DC0118>

<sup>228</sup> European Commission. (2020). *Shaping Europe's digital future*. <https://eur-lex.europa.eu/legal-content/en/TXT/?uri=CELEX%3A52020DC0067>

<sup>229</sup> Insee. (2019). Une personne sur six n'utilise pas Internet, plus d'un usager sur trois manque de compétences numériques de base [One in six people does not use the internet, and more than one in three users lack access to the internet]. [www.insee.fr/fr/statistiques/4241397](http://www.insee.fr/fr/statistiques/4241397)

## Methodology

### Key stakeholders in digital policies

- Le ministère de l'Économie et des Finances [Ministry of Economy]
- Ministère de l'Éducation nationale [Ministry of National Education]
- Réseau Canopé (lifelong training for teachers and educators)
- CNED (Centre national d'enseignement à distance [National Centre for Distance Education]) (public operator for distance learning)
- CNIL (Commission nationale de l'informatique et des libertés [National Commission for Information Technology and Civil Liberties])
- Arcom (Autorité de régulation de la communication audiovisuelle et numérique [Regulatory Authority for Audiovisual and Digital Communication])

**Scope:** Policies, strategic roadmaps and legislative acts.

**Repositories:** Official government portals, primarily Légifrance,<sup>230</sup> the relevant ministries and government databases

**Additional keywords:** French language-specific keywords used were: 'numérique' (digital), 'inclusion', 'éducation', 'cybersécurité', 'protection des mineurs', 'enfants' (children) and 'jeunes' (youth).

**Inclusion and challenges:** The decision was made to include the child-specific Digital Space Regulation Law, which expands regulation on age verification due to relevance. Further pre-2020 policies that are still relevant today were also included in the corpus. Many digital priorities in France are distributed across multiple laws, creating overlap and confusion of formats since many of the policies are in law format. The large number of policies make it difficult to determine which were the most relevant.

### Corpus overview

- Policies in corpus: **16**
- Mentions of children: **9**
- Selected for detailed analysis: **3**

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<sup>230</sup> Légifrance, [www.legifrance.gouv.fr](http://www.legifrance.gouv.fr)

## General thematic findings

Most documents frame inequalities in terms of geographic access or equipment disparities. The *Stratégie du numérique pour l'éducation 2023-2027*<sup>231</sup> outlines France's roadmap for embedding digital **infrastructure** and **skills** development into the education system. It stresses **access, inclusion** and preparedness for future digital participation. It states, 'A basic digital foundation (equipment, infrastructure, connectivity, resources)' is to be established across schools. The inclusion of students from 'CP à la terminale' ensures full coverage of the 6-18 age group.

The policy also recognises the growing risks of misinformation, cyberbullying and attention fragmentation: 'The digital risks are multiple... disinformation, cyberbullying, exposure to shocking content, or even the disruption of attention spans.'<sup>232</sup> It integrates regular educational actions to address these risks within the curriculum.

Parents are supported through the programme Numérique et parentalité, delivered by La Trousse à Projet: 'Parents who wish to do so will also be able to receive training.'

<sup>233</sup>This effort complements the 'e-parenting training for families most removed from digital uses'.

Although intersectional inequalities are implied (such as through outreach to 'the families furthest removed from digital uses'), there is little breakdown of the structural causes for this in the policy.

## Representations of children and child rights

Across the policies reviewed, children are largely represented in two recurring ways. Most commonly, they are framed as **learners** to be equipped with foundational and technical digital skills. For example, the *Stratégie du numérique pour l'éducation* refers to redesigning 'Cycle 4 ... to enable students to acquire key skills such as algorithms, programming, data science...'<sup>234</sup>

The French Ministry of Education has introduced the Pix 6e programme, aiming to certify **digital skills** for all 6th grade students nationwide. However, the policy document makes little mention of children as **autonomous users** and focuses on them as 'students' who need to be upskilled: 'At the end of primary and secondary school,

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<sup>231</sup> French Ministry of National Education, Higher Education and Research. (2025). *Stratégie du numérique pour l'éducation 2023-2027* [Digital strategy for education 2023-2027]. [www.education.gouv.fr/feuilles-de-route-450426](http://www.education.gouv.fr/feuilles-de-route-450426)

<sup>232</sup> French Ministry of National Education, Higher Education and Research. (2025). *Stratégie du numérique pour l'éducation 2023-2027* [Digital strategy for education 2023-2027]. [www.education.gouv.fr/feuilles-de-route-450426](http://www.education.gouv.fr/feuilles-de-route-450426)

<sup>233</sup> La République Française. (2025). La Trousse à Projets Territoires Numériques Éducatifs. Numérique et parentalité [The Digital Educational Territories Project Kit: Digital Technology and Parenting], Homepage: <https://tne.trousseaprojets.fr/>

<sup>234</sup> French Ministry of National Education, Higher Education and Research. (2025). [Stratégie du numérique pour l'éducation 2023-2027] *Digital strategy for education 2023-2027*. [www.education.gouv.fr/feuilles-de-route-450426](http://www.education.gouv.fr/feuilles-de-route-450426)

students receive a certificate certifying that they have benefited from awareness training on the proper use of digital tools and artificial intelligence’.<sup>235</sup>

They are framed as **future workers** who must be prepared for the demands of the digital economy. This is illustrated by the stated aim ‘to train 400,000 to 500,000 additional digital professionals by 2027’.

Children are also frequently positioned as **passive recipients** of protection, particularly in relation to online safety and misinformation. The Territoires Numériques Éducatifs (TNE)<sup>236</sup> states ‘Students must understand how information is processed and produced’, highlighting the goal of safeguarding them from harmful or misleading content.

The *Plan d’action pour un usage raisonné des écrans*<sup>237</sup> is an interministerial action plan that aims to promote informed, age-appropriate screen use among children and young people. While not grounded in a rights-based framework, it centres children as digital users whose **wellbeing** must be safeguarded through coordinated policy, education and family engagement.

## Portugal

### Background

Portugal is a democratic republic with a semi-presidential system. As of 2023, the country had a population of about 11 million people, with approximately 18% under the age of 18.<sup>238</sup> Portugal’s economy is classified as high income, with a GDP per capita of around US\$27,331 and a Gini index of 33.9, indicating moderate inequality.<sup>239</sup> Over the last decade, Portugal has made substantial progress in digital inclusion: 100% of the population has coverage, with at least 4G and 98% with 5G, and more than 88% of the population use the internet.<sup>240</sup>

### Methodology

#### Key stakeholders

- Ministry of Education (Ministério da Educação)

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<sup>235</sup> French Government. (2023). Pix 6e – Compétences numériques au collège. <https://labo.societenumerique.gouv.fr/fr/articles/feuille-de-route-france-numerique-ensemble-2023-2027/> [This link is no longer active; for more information see: [www.education.gouv.fr/deploiement-de-l-attestation-de-sensibilisation-au-numerique-pix-6e-343408](http://www.education.gouv.fr/deploiement-de-l-attestation-de-sensibilisation-au-numerique-pix-6e-343408)].

<sup>236</sup> Académie de Besançon. (2020). Territoires Numériques Educatifs (TNE). [www.ac-besancon.fr/tne25](http://www.ac-besancon.fr/tne25)

<sup>237</sup> Secrétariat d’État en charge de l’enfance et des familles. (2022). *Plan d’action pour un usage raisonné des écrans [Action plan for the responsible use of screens by children and young people]*.

[https://sante.gouv.fr/IMG/pdf/plan\\_d\\_action\\_ecran\\_enfants\\_et\\_jeunes\\_2022\\_accessible.pdf](https://sante.gouv.fr/IMG/pdf/plan_d_action_ecran_enfants_et_jeunes_2022_accessible.pdf)

<sup>238</sup> INE (Instituto Nacional de Estatística). (2024). *Resident population estimates – Portugal, 2023*.

[www.ine.pt/xportal/xmain?DESTAQUESdest\\_boui=645507713&DESTAQUESmodo=2&xleng=en&xpgid=ine\\_destaques&xpid=INE](http://www.ine.pt/xportal/xmain?DESTAQUESdest_boui=645507713&DESTAQUESmodo=2&xleng=en&xpgid=ine_destaques&xpid=INE)

<sup>239</sup> World Bank. (2024). Portugal: Economy Overview. Data360. <https://data360.worldbank.org/en/economy/PRT>

<sup>240</sup> World Bank. (2024). Portugal: Digital Overview. Data360. <https://data360.worldbank.org/en/economy/PRT?tab=Digital>

- Portuguese Institute for Sport and Youth (Instituto Português do Desporto e Juventude, IPDJ)
- Ministry of Infrastructure and Housing (formerly overseeing Communications) (Ministério das Infraestruturas e da Habitação)
- National Commission for the Promotion of the Rights and Protection of Children and Young People (Comissão Nacional de Promoção dos Direitos e Proteção das Crianças e Jovens, CNPDPCJ)
- National Communications Authority (Autoridade Nacional de Comunicações, ANACOM)
- SeguraNet Awareness Centre
- Better Internet for Kids (BIK) initiative under the European Commission<sup>241</sup>

**Scope:** Legislation currently in force. Resolutions of the Council of Ministers (RCM), Decree-Laws and Regulations, including Portarias and Decretos Regulamentares. Policies were excluded if they were published before 2020 or focused only on regional-level initiatives.

**Repositories:** Diário da República.<sup>242</sup>

**Additional keywords:** Portuguese language Keywords used were: ‘transformação digital’, ‘transição digital’ (digital transition), ‘inclusão digital’, ‘cibersegurança’ (cybersecurity), ‘conectividade’ and ‘tecnologia educacional’.

**Inclusion and challenges:** Portugal had a large number of digital policies that were all easily accessible. The problems were encountered in trying to determine which were relevant for the project and to reduce the large number for analysis. Policies covering regional digital transformation without direct links to national policies, and policies specifically focused on adults were excluded even though at first glance they appeared relevant to children. Another policy regulatory framework covered individual and home schooling, but its digital aspects were limited to assessment, registration and reporting platforms and thus it was excluded from analysis.

### Corpus overview

- Policies in corpus: **34**
- Mentions of children: **15**
- Policies selected for analysis: **5**

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<sup>241</sup> European Commission. (2024). *Portugal – Policy monitor country profile*. Better Internet for Kids. Managed by European Schoolnet.

<sup>242</sup> Diário da República. (2025) Homepage. <https://diariodarepublica.pt/dr/home>

## General thematic findings and representations of children

Many of the policies that mention children are **education**-focused, referring to them as students (alunos, estudantes). In these cases, children are seen as beneficiaries of these policies, learners and future contributors to the digital economy, particularly concerning media and digital literacy. The main **inequalities** mentioned are between **regions** and those based on **economic** factors.

Children are most meaningfully referenced in policies related to **social inclusion** and **human rights**. At the same time, children are framed as **digital victims**, vulnerable individuals in need of protection online. Children are most meaningfully referenced in policies related to **social inclusion** and **human rights**. For example, the Portuguese Charter of Human Rights in the Digital Age (Law No. 27/2021) (HRDA)<sup>243</sup> gives more **agency** and **power** to children adding an article about their right to freedom of expression.

Children are specifically mentioned in the Charter concerning strategies for cybersecurity, freedom of expression and protection from exploitation, and there is a specific article related to the **rights** of children.

### Right to Cybersecurity

1 – Everyone has the right to security in cyberspace. It is the responsibility of the State to define public policies that ensure the protection of citizens and of information networks and systems, and to create mechanisms that increase safety in the use of the Internet, especially for children and young people.

### Article 20 – Rights of the Child

1 – Children have the right to special protection and to the care necessary for their well-being and safety in cyberspace.

2 – Children may freely express their opinions and have the freedom to receive and share information or ideas, in accordance with their age and maturity.<sup>244</sup>

Besides this explicit reference to freedom of information and expression for children, they are also sometimes **consulted**, however, they are rarely involved in decision-making.

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<sup>243</sup> Assembleia da República. (2021). Carta Portuguesa de Direitos Humanos na Era Digital. Lei n.º 27/2021. <https://diariodarepublica.pt/dr/legislacao-consolidada/lei/2021-164870244>

<sup>244</sup> Assembleia da República. (2021). Carta Portuguesa de Direitos Humanos na Era Digital. Lei n.º 27/2021. <https://diariodarepublica.pt/dr/legislacao-consolidada/lei/2021-164870244>



# United Kingdom (UK)

## Background

The UK is a wealthy country with a high GDP (ranked 6th for nominal and 10th for PPP<sup>245</sup>), but also high levels of income inequality (Gini index = 0.32/118th out of 195 countries; only the US ranks higher in the OECD<sup>246</sup>). A fifth of children live in poverty<sup>247</sup> and a similar proportion are persistently absent from school.<sup>248</sup> It also has high levels of diffusion of ICTs: 94% of the population over 16 has home internet access, 93% of whom have a broadband subscription and 4% access the internet at home only via a mobile phone.<sup>249</sup> There are 121 mobile phones per 100 inhabitants.<sup>250</sup> The UK has been a leader in digital policy development in the region, especially when it comes to digital inclusion, online safety and AI-related policies.

After years of a Conservative government that put upskilling at the centre of its policymaking, the current government is revising all policies. There are a number of calls for evidence and white papers, and only a few policies remain active.

## Methodology

**Key stakeholders in digital policies:** Department of Education, Department for Culture Media and Sports (i.e., public libraries), telecoms companies (BT) and tech companies that are designing programmes to be delivered for adults that are relevant to children.

**Scope:** National-level policies that are still active, white papers and policy briefs.

**Repositories:** The *Plan for change* website<sup>251</sup> and Gov.uk.<sup>252</sup>

**Additional keywords:** A standard range of keywords was used for a general web search in combination with UK, searches did not include Great Britain (GB).

**Inclusion and challenges:** The new Labour government has an umbrella policy framework under which calls for evidence and white papers are being gathered: the *Plan for change* has six sub-areas for policy development. These were not relevant, but the Plan was taken as a single policy. Policies that were replaced by new initiatives were not included in the corpus. Policies for which no replacement seemed to be in place

<sup>245</sup> IMF (International Monetary Fund). (2025). IMF data. <http://www.imf.org/en/Data>

<sup>246</sup> World Bank. (2025). Gini Index – United Kingdom. <https://data.worldbank.org/indicator/SI.POV.GINI?locations=GB>

<sup>247</sup> UNICEF. (2024). Child poverty in the UK. [www.unicef.org.uk/what-we-do/our-uk-work/child-poverty-uk](http://www.unicef.org.uk/what-we-do/our-uk-work/child-poverty-uk)

<sup>248</sup> Department for Education. (2025). Pupil absence in schools in England. Academic year 2023/24. <https://explore-education-statistics.service.gov.uk/find-statistics/pupil-absence-in-schools-in-england/2023-24>

<sup>249</sup> Ofcom. (2024). *Online nation: 2024 report*. [www.ofcom.org.uk/siteassets/resources/documents/research-and-data/online-research/online-nation/2024/online-nation-2024-report.pdf?v=386238](http://www.ofcom.org.uk/siteassets/resources/documents/research-and-data/online-research/online-nation/2024/online-nation-2024-report.pdf?v=386238)

<sup>250</sup> World Bank. (2025). Mobile cellular subscriptions (per 100 people), UK 2022. Derived from <https://data.worldbank.org/indicator/IT.CEL.SETS.P2>

<sup>251</sup> Prime Minister's Office. (2025). *Plan for change*. [www.gov.uk/government/publications/plan-for-change](http://www.gov.uk/government/publications/plan-for-change)

<sup>252</sup> UK Government. (2025). Policy papers and consultations. [www.gov.uk/search/policy-papers-and-consultations](http://www.gov.uk/search/policy-papers-and-consultations) legislation is available at: [www.legislation.gov.uk](http://www.legislation.gov.uk)

were in the corpus but were not analysed. There were three policies that were not referred to in other documents and one that was still referred to.

The Digital Inclusion Action Plan (DIAP)<sup>253</sup> is the main policy analysed alongside the Online Safety Act (OSA).<sup>254</sup> These two policies reference each other. Other policies, including AI policies and briefs, do not mention children. When they mention education, this refers to higher education (skills for employment and future growth), businesses and citizens.

### Corpus overview

- Policies in corpus: **12**
- Mentions of children: **2**
- Selected for analysis: **2**

### Representations of children and child rights

Children are indirectly implicated in **inclusion policies** in the section on affordable **connectivity**. However, **literacy** and **skills** is where the emphasis lies in the DIAP; there they go beyond instrumental or functional skills and in areas other than those for employment and performance, with much attention paid to **critical literacy** for online **safety** and **citizenship**:

*...will seek to deliver an excellent foundation in the core subjects of reading, writing and maths, and a broader curriculum that readies young people for life and work, and reflects the diversities of our society. It will consider the key digital skills needed for future life and the critical thinking skills needed to ensure children are resilient to misinformation and extremist content online.*<sup>255</sup>

The policies analysed mention children as a group, in the context of **education** (curriculum) and **learning** (misinformation), with a need to be **protected** (online safety). The emphasis is on children in **formal education** with a concern that young people are not taking up educational subjects that are 'digital or technology focused'.<sup>256</sup>

However, there is also consideration of **inequalities** among them, especially in relation to young people not in education, employment or training (NEETs) as being 'most likely to perceive a lack of digital skills as a barrier to future work'.<sup>257</sup> The references to inequalities show awareness of this being **intersectional** and not easily defined, but

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<sup>253</sup> Digital Inclusion and Skills Unit, Department for Science, Innovation and Technology. (2025). *Digital inclusion action plan: First steps*. [www.gov.uk/government/publications/digital-inclusion-action-plan-first-steps/digital-inclusion-action-plan-first-steps](http://www.gov.uk/government/publications/digital-inclusion-action-plan-first-steps/digital-inclusion-action-plan-first-steps)

<sup>254</sup> UK Government. (2023) *Online Safety Act 2023*. [www.legislation.gov.uk/ukpga/2023/50/enacted/data.pdf](http://www.legislation.gov.uk/ukpga/2023/50/enacted/data.pdf)

<sup>255</sup> Digital Inclusion and Skills Unit, Department for Science, Innovation and Technology. (2025). *Digital inclusion action plan: First steps*. [www.gov.uk/government/publications/digital-inclusion-action-plan-first-steps/digital-inclusion-action-plan-first-steps](http://www.gov.uk/government/publications/digital-inclusion-action-plan-first-steps/digital-inclusion-action-plan-first-steps)

<sup>256</sup> Digital Inclusion and Skills Unit, Department for Science, Innovation and Technology. (2025). Idem

<sup>257</sup> Digital Inclusion and Skills Unit, Department for Science, Innovation and Technology. (2025). Idem

disability, poverty and unemployment are mentioned as key factors behind digital exclusion for households and individuals. They also refer to children in a passive sense, as **victims** or vulnerable to their images being exploited online.

While not specifically aimed at children, the OSA has children as one its foremost targets. Most of this is around platform regulation based on guidance provided by Ofcom, the communications regulator. Teachers and social services or organisations working with children are not mentioned, nor are those who are advocating for **child rights**. The OSA positions children as victims and vulnerable and in need of protection and parents as the key **stakeholders**. Inequalities are not considered, and all children are seen as equally vulnerable and in need of protection:

*The strongest protections in the Act have been designed for children. Platforms will be required to prevent children from accessing harmful and age-inappropriate content and provide parents and children with clear and accessible ways to report problems online when they do arise.<sup>258</sup>*

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<sup>258</sup> UK Government. (2023) *Online Safety Act 2023*. [www.legislation.gov.uk/ukpga/2023/50/enacted/data.pdf](http://www.legislation.gov.uk/ukpga/2023/50/enacted/data.pdf)

# Middle East and North Africa (MENA)

The MENA region has a diverse population, with the Middle East in particular having large expat populations making up the majority of residents in all countries (with no path to citizenship). These expats come from Asian and North African countries, and often do manual or domestic labour with families back home. GDP and other indicators are for the citizens and not all residents. Resources and connectivity rates are high in the Middle East and very low in North Africa (see Appendix I).

There is no overarching intergovernmental body, although there are considerable cross-region policy discussions and meetings around economic development and digital transformation. The issue encountered throughout the region is that there is little in the way of official government repositories for formal policies; there are websites with visions and royal statements. Consequently, smaller corpora were constructed, and all policies were analysed for how they represented children and youth. For this region, we included more general child-specific policies around safeguarding because other policies referred to these and they were often the only place where children were meaningfully represented. Digital transformation and inclusion policies were analysed in five Middle Eastern countries: Kuwait, United Arab Emirates (UAE), Saudi Arabia, Sudan and Egypt.

## Kuwait

Kuwait is a high-income Middle Eastern country and part of the Gulf Cooperation Council (GCC). Seventy per cent of its residents are expats.<sup>259</sup> Kuwait's strategy is aimed at economic diversification, as stated in the *Kuwait Vision 2035 'New Kuwait'*.<sup>260</sup> The vision supports digital transformation in Kuwait and the expertise development of human capital. Digital inclusion in Kuwait is high, with a universal digital infrastructure, widespread internet penetration and high smartphone ownership (see Appendix I). The government has promoted e-government services and supported digital transformation access in several sectors.

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<sup>259</sup> CIA (Central Intelligence Agency). (2025). Kuwait. In *The world factbook*. [www.cia.gov/the-world-factbook/countries/kuwait/#people-and-society](https://www.cia.gov/the-world-factbook/countries/kuwait/#people-and-society)

<sup>260</sup> MoFA (Ministry of Foreign Affairs). (no date). *Kuwait Vision 2035 'New Kuwait'*. [www.mofa.gov.kw/en/pages/kuwait-vision-2035](https://www.mofa.gov.kw/en/pages/kuwait-vision-2035)

## Methodology

### Key stakeholders

- Ministry of Foreign Affairs (MoFA)
- Communications and Information Technology Regulatory Authority (CITRA)
- Ministry of Communication
- Ministry of Education
- Ministry of Social Affairs and Labour
- Central Agency for Information Technology (CAIT)

**Scope:** National development plans and policies and initiatives from CITRA and the Ministry of Education concerning the development and usage of digital learning tools.

**Repositories:** Official government websites (e.g., CITRA<sup>261</sup> and the Ministry of Education) and a national vision such as *Kuwait Vision 2035*.<sup>262</sup>

Additional keyword: '2035 الكويت' (Kuwait Vision 2035), 'CITRA Kuwait', التعليم الرقمي (digital education), حماية الطفل على الإنترنت (child online protection), الإدماج الرقمي (digital inclusion).

**Inclusion and challenges:** Many policies were intermittently inaccessible, but they had websites associated with them. There were also external websites that referred to and described the policies in detail, and these were also analysed. The exceptions were the digital inclusion policy, which had its own website, and *Kuwait Vision 2035*, which had a PowerPoint report associated with it.

**Policies selected for analysis:** Three.

## General thematic findings

The overarching national policies such as *Kuwait Vision 2035* do not mention children or youth but implicitly refer to them under 'رأس المال البشري الإبداعي' (Creative human capital). The emphasis in the national policies that do mention children is on increasing participation in early childhood and to prepare them through this for a future, and building '...early curiosity for science and technology and the importance of numeracy skills'.<sup>263</sup>

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<sup>261</sup> CITRA (Communication and Information Technology Regulatory Authority). (2025). Homepage. [www.citra.gov.kw/sites/ar/Pages/Decisions.aspx](http://www.citra.gov.kw/sites/ar/Pages/Decisions.aspx)

<sup>262</sup> MoFA (Ministry of Foreign Affairs). (2025). *Kuwait Vision 2035*. [www.mofa.gov.kw/en/pages/kuwait-vision-2035](http://www.mofa.gov.kw/en/pages/kuwait-vision-2035)

<sup>263</sup> New Kuwait. (2020). *Kuwait national development plan 2020-2025*. [https://media.gov.kw/assets/img/Ommah22\\_Awareness/PDF/NewKuwait/Revised%20KNDP%20-%20EN.pdf](https://media.gov.kw/assets/img/Ommah22_Awareness/PDF/NewKuwait/Revised%20KNDP%20-%20EN.pdf)

## Representations of children and child rights

Kuwait has initiated legislative attempts, such as Law No. 21 of 2015 on the protection of children's rights,<sup>264</sup> to protect children both in physical and digital environments. The Kuwait Data Privacy Protection Regulation (DPPR) of 2021<sup>265</sup> complements the protection of personal data, including the data of minors. Both the framework and the Law state Kuwait's commitment to the **safety** and **protection** of children, online and offline. *Kuwait Vision 2035* does mention child rights in passing, but they are not referred to in the rest of the document and are not related to digital environments.

## Kingdom of Saudi Arabia (KSA)

The KSA is the largest economy in the Gulf Cooperation Council (GCC), with political influence in the wider Middle East and beyond, and a relatively small expat population (35% – census 2022) in comparison to the other Gulf states. Under its new *Vision 2030*, it is undergoing a large social and economic transformation that strives to diversify the economy away from reliance on oil. Digital transformation is at the core of *Vision 2030*<sup>266</sup> and acts as an enabler.

The KSA has been involved in developing its digital infrastructure, leading to a high internet penetration rate and smartphone usage. A total of 48 million cell mobile connections are used in Saudi Arabia, accounting for 140% of the total population; on the other hand, 33.9 million are using the internet, accounting for 99% of the total population. Twenty-five to 30% of the population are under the age of 18, and their empowerment, development and growth are central to the Kingdom's *Vision 2030*.<sup>267</sup>

## Methodology

### Key stakeholders

- Ministry of Communications and Information Technology (MCIT)
- Saudi Data & AI Authority (SDAIA)
- National Cybersecurity Authority (NCA)
- Ministry of Education
- Ministry of Human Resources and Social Development

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<sup>264</sup> Council of Ministers. (2015). Law No. (21/2015) on the protection of children's rights.

[https://nspc.org.kw/uploads/2024-Sep-30--03--39--07pm-7TA1E-](https://nspc.org.kw/uploads/2024-Sep-30--03--39--07pm-7TA1E-Law%20No.%20%7B21%20%202015%20on%20the%20Protection%20of%20Children's%20Rights.pdf)

[Law%20No.%20%7B21%20%202015%20on%20the%20Protection%20of%20Children's%20Rights.pdf](https://nspc.org.kw/uploads/2024-Sep-30--03--39--07pm-7TA1E-Law%20No.%20%7B21%20%202015%20on%20the%20Protection%20of%20Children's%20Rights.pdf)

<sup>265</sup> CITRA (Communication and Information Technology Regulatory Authority). (no date). *Data Privacy Protection Regulation (DPPR)*. [www.citra.gov.kw/sites/en/LegalReferences/Data\\_Privacy\\_Protection\\_Regulation.pdf](http://www.citra.gov.kw/sites/en/LegalReferences/Data_Privacy_Protection_Regulation.pdf)

<sup>266</sup> Saudi Arabian Government. (2025). *Saudi Vision 2030*. [www.vision2030.gov.sa/en](http://www.vision2030.gov.sa/en)

<sup>267</sup> Kemp, S. (2025). Digital 2025: Saudi Arabia. Data Reportal, 3 March. <https://datareportal.com/reports/digital-2025-saudi-arabia>

**Scope:** National strategies and policies from MCIT and SDAIA related to digital transformation and AI development.

**Repositories:** Official government websites (Vision 2030 portal, MCIT, NCA, SDAIA).

**Additional keywords:** Besides the standard keywords, the following were used: رؤية 2030 السعودية (Saudi Vision 2030), سدايا (SDAIA) and الإلكتروني (e-learning).

**Inclusion and challenges:** *Saudi Vision 2030* encompasses Ambitious Nation, Thriving Economy and Vibrant Society plans. The digital is mentioned in two policy areas in the Ambitious Nation plan. The *National transformation program*<sup>268</sup> and the *Health sector transformation program*<sup>269</sup> policies could not be retrieved from the Saudi Vision 2030 website, but were found on separate websites through searches. The digital accessibility guidelines website was analysed, but is currently inaccessible. Many policy documents were written in English, quotes are from English language documents.

**Policies selected for analysis:** Six.

## General thematic findings

E-government **services**, **smart city initiatives** such as NEOM and the adoption of emerging technologies such as **AI** are some of the driving forces behind **digital transformation** in the kingdom; these policies are focused on the economy and efficiency in providing services.

In the *National transformation program* there is a drive to provide equity, and in particular a focus on getting more women to participate in the labour process.<sup>270</sup>

**Children** are mentioned mostly in relation to domestic **abuse** and associated with women; however, these mentions are not linked to the digital parts of the plan, which focus on the digital economy.

In *Saudi Vision 2030*, the digital is not mentioned directly in relation to children, but children are mentioned in the 'Thriving Economy' section, where **skills** and **competencies** are discussed with an eye on personal and economic opportunities:

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<sup>268</sup> Vision 2030. (2025) *National transformation program*. [www.vision2030.gov.sa/en/explore/programs/national-transformation-program](http://www.vision2030.gov.sa/en/explore/programs/national-transformation-program)

<sup>269</sup> Vision 2030. (2025). *Health sector transformation program*. [www.vision2030.gov.sa/en/explore/programs/health-sector-transformation-program](http://www.vision2030.gov.sa/en/explore/programs/health-sector-transformation-program)

<sup>270</sup> Vision 2030. (2025) *National transformation program*. [www.vision2030.gov.sa/en/explore/programs/national-transformation-program](http://www.vision2030.gov.sa/en/explore/programs/national-transformation-program)



*The Kingdom's children's skills and competencies are one of the most important and cherished resources. To further this potential, the Kingdom will develop a culture that enhances recognition, provides opportunities for all and helps everyone to gain the necessary skills to achieve their personal goals. The Kingdom also will reinforce the ability of the economy to generate diverse job opportunities and attract global talents and qualified people.*<sup>271</sup>

The Human Capability and Development Programme (HCDP)<sup>272</sup> mentions children as a separate community to be considered for the policy and has a pillar dedicated to them. The policy focuses on **education** to create a 'Strong foundation of values and basic skills and 21st century skills.' This development of a strong educational base is supposed to 'make students digitally savvy', and is mentioned in parallel to the aim to expand early childhood education.

The discussion around skills and capabilities is focused on preparing children for a role in the **future labour market** without specifically referring to the digital. **Parents** are identified as needing reading, writing, calculating and psychological skills to be able to support their children, as they are not very engaged with children's education, but digital skills are not mentioned.

The Digital Inclusion Policy mentions children **in a list of others** (alongside 'women, the elderly, people with disabilities, low-income families, and refugees') to be considered 'to eradicate digital illiteracy and build technical skills, to ensure that all segments of society ... have equal access to digital development'.<sup>273</sup>

**Stakeholders** are the country (and the economy), but the royal family plays a key role. As per the Digital Inclusion policy, providing access and training to youth will support a 'sustainable digital future', support their 'leadership and cognitive abilities' to serve the kingdom becoming **competitive**, and gain advanced programming skills. These goals are to be implemented through non-profit foundations set up by the royal family. No specific goals are set for children or youth in the Digital Inclusion policy, and participation in programmes as part of KPIs is focused only on the general population.

## Representations of children and child rights

Most of the national policies are **economically** oriented when it comes to the digital and thus see children as those who need to be prepared for a **future labour market** (and parents and teachers as needing to support them more in this). However, these are framed as 21st-century skills rather than digital skills, and are not detailed for children in particular.

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<sup>271</sup> Vision 2030. (2025) *National transformation program*. Idem

<sup>272</sup> Vision 2030. (2025). *Human capability development program*. [www.vision2030.gov.sa/media/pgid4z3t/2021-2025-human-capability-development-program-delivery-plan-en.pdf](http://www.vision2030.gov.sa/media/pgid4z3t/2021-2025-human-capability-development-program-delivery-plan-en.pdf)

<sup>273</sup> Saudi Government. (no date). *Digital inclusion policy*. <https://my.gov.sa/en/content/digital-inclusion>

Saudi Arabia's Child Protection Law<sup>274</sup> **safeguards** children against various forms of abuse, including cyber exploitation. The *Children and incompetents' data protection policy*<sup>275</sup> also supports digital protection by mandating requirements for processing minors' personal data online, with a focus on guardian consent and secure data processes.

The HCDP explicitly mentions **intersectional** inequalities (disabled and gifted students) and how e-learning might overcome these, 'providing innovative educational experiences, tailored to the needs of each child, particularly, students with disabilities, as well as gifted students by professional teachers... Access to blended and interactive e-learning tools, in line with the national curriculum, regularly and in exceptional circumstances preventing students from attending schools.'<sup>276</sup>

## United Arab Emirates (UAE)

The UAE is a federation of seven emirates with high levels of economic development and low levels of inequality (see Appendix I), although this does not include the 88% of expats who work in the country.<sup>277</sup> It is known for its rapid development and digital transformation. The UAE is at the forefront of ICT development in the Gulf Cooperation Council (GCC), the Middle East and North Africa (MENA). It is a very connected country – 100% of its citizens use the internet, and there are 212 mobile phone subscriptions per 100 people (see Appendix I).

### Methodology

#### Key stakeholders

- Telecommunications and Digital Government Regulatory Authority (TDRA)
- Ministry of Education and Knowledge
- Ministry of AI, Digital Economy and Remote Work Applications
- Cybersecurity Council
- Ministry of Education

**Scope:** National strategies.

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<sup>274</sup> Saudi Government. (2024). Child Protection Law. [www.hrsd.gov.sa/en/knowledge-centre/decisions-and-regulations/regulation-and-procedures/%D9%86%D8%B8%D8%A7%D9%85-%D8%AD%D9%85%D8%A7%D9%8A%D8%A9-%D8%A7%D9%84%D8%B7%D9%81%D9%84](http://www.hrsd.gov.sa/en/knowledge-centre/decisions-and-regulations/regulation-and-procedures/%D9%86%D8%B8%D8%A7%D9%85-%D8%AD%D9%85%D8%A7%D9%8A%D8%A9-%D8%A7%D9%84%D8%B7%D9%81%D9%84)

<sup>275</sup> Saudi Government. (2021). *Children and incompetents' data protection policy*.

<https://sdaia.gov.sa/ar/SDAIA/about/Documents/Children and Incompetents%E2%80%99 Data Protection Policy.pdf>

<sup>276</sup> Vision 2030. (2025). *Human capability development program delivery plan-en.pdf*

<sup>277</sup> CIA (Central Intelligence Agency). (2025) United Arab Emirates. In *The world factbook*. [www.cia.gov/the-world-factbook/countries/united-arab-emirates/#people-and-society](http://www.cia.gov/the-world-factbook/countries/united-arab-emirates/#people-and-society)

**Repositories:** Official UAE government portals, strategy documents and reports from international bodies on the UAE's digital progress.

**Additional keywords:** "الاستراتيجية الرقمية" (digital strategy), "استراتيجية الذكاء الاصطناعي" (AI strategy), "تدرا" (TDRA), "حماية الطفل على الإنترنت" (child online protection), "قانون وديمة" (Wadeema's Law) and "التعليم الرقمي" (digital education).

**Inclusion and challenges:** Some of the pages on the Department for Artificial Intelligence, the Digital Economy and Remote Working websites were not accessible, and the only downloadable policies were those around AI. There appeared to be no downloadable national digital economy strategy document, just a website. For many policies it was not clear when they were published. Some policies did not have dates. Information was often available in English and, therefore, quotes are in English.

**Policies selected for analysis:** Eight.

## General thematic findings

The *National strategy for digital economy*<sup>278</sup> is about funding to get in coders through golden passports and immigration initiatives. The AI strategy and related policies are much more elaborate and are the backbone of the **digital transformation** plan for the UAE.<sup>279</sup> Children are not mentioned, but young people more broadly are seen as the backbone of a future based on AI expertise and digital growth. Digital skills and knowledge in the AI strategy are linked to the general population, as well as references to upskilling students, but this refers to graduates. Here, also, there is a drive to attract talent from abroad.

When children are mentioned in policies such as the Internet guidelines (IG)<sup>280</sup> from the Telecommunications and Digital Government Regulatory Authority (TDRA), it is exclusively in relation to eliminating child pornography<sup>281</sup> and in preventing them from being exposed to inappropriate **content** (e.g., nudity). These guidelines are more all-encompassing than in many other countries, including nudity and attempts to 'corrupt youth' and promoting non-heterosexual relationships.

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<sup>278</sup> UAE. (2022). *National strategy for digital economy*. [www.wam.ae/en/details/1395303038462](http://www.wam.ae/en/details/1395303038462)

<sup>279</sup> Ministry of AI, Digital Economy and Remote Work Applications. (2021). *National AI strategy 2031*. <https://ai.gov.ae/wp-content/uploads/2021/07/UAE-National-Strategy-for-Artificial-Intelligence-2031.pdf>

<sup>280</sup> TDRA (Telecommunications and Digital Government Regulatory Authority). (last updated 2025). Internet guidelines. <https://tdra.gov.ae/en/About/tdra-sectors/information-and-digital-government/policy-and-programs-department/internet-guidelines#description>

<sup>281</sup> This term is used rather than technology-facilitated CSEA.

*... the age ratings that are adopted and filtered out internationally in most cases are still considered morally inappropriate in UAE. It has been a public demand to prevent access to such content in UAE as children's exposure to such content is intolerable... Internet content that motivates, supports, promotes or publishes opinions that include aggression to public manners or involves corrupting youth or calling for embracing or promoting destructive principles such as homosexuality.<sup>282</sup>*

The only policy that engages meaningfully with children and the digital is the policy from the Department of Education and Knowledge (ADEK).<sup>283</sup> It focuses on both **protection and empowerment** (through skills). Cyberbullying takes up a large chunk of the policy, as does **data protection**. It aims to:

*Ensure that schools invest in the development of students' digital skills and competencies to empower them to maximize learning opportunities presented by the use of technology... Ensure that schools educate students on the responsible and safe access and usage of the online environment and protect students from digital content and interactions that are inappropriate or harmful.*

Besides ministries, **schools** are held accountable for the implementation of ADEK's policies, and they are required to ensure appropriate infrastructure, teacher training that covers 'infrastructure and policies, digital learning outcomes, data protection, cybersecurity, and the digital safety measures...'

## Representations of children and child rights

Children only appear as **victims** or vulnerable to exploitation and in need of protection in the policies. Federal Law No. 3 of 2016 (Wadeema's Law)<sup>284</sup> is still relevant and built on in current decision-making to protect children against exploitation and abuse. It mentions child pornography, and is the only reference to the digital in this Law:

*The telecommunications companies and internet service providers shall notify the competent authorities or the concerned entities of any child pornography materials being circulated through the social media sites and on the Internet and shall provide necessary information and data on the persons, entities or sites that circulate such material or intend to mislead the children.<sup>285</sup>*

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<sup>282</sup> TDRA (Telecommunications and Digital Government Regulatory Authority). (last updated 2025). Internet guidelines. <https://tdra.gov.ae/en/About/tdra-sectors/information-and-digital-government/policy-and-programs-department/internet-guidelines#description>

<sup>283</sup> Ministry of Education. (2023). *Digital education policy*. <https://u.ae/en/about-the-uae/digital-uae/whole-of-government-approach/digital-education>

<sup>284</sup> UAE Government. (2016). Federal Law No. 3 considering children's rights (Wadeema's Law). <https://u.ae/-/media/Information-and-services/Social-Affairs/En-Federal-law32016childrenrightsEn-Wadeemas-law.pdf>

<sup>285</sup> UAE Government. (2016). Federal Law No. 3 considering children's rights (Wadeema's Law). <https://u.ae/-/media/Information-and-services/Social-Affairs/En-Federal-law32016childrenrightsEn-Wadeemas-law.pdf>

An important accompanying document is the Law Countering Rumors and Cybercrimes<sup>286</sup> where the sentencing for **cybercrimes** involving children is specified (possession, creation and distribution of child pornography), making clear that children cannot be prosecuted for this.

Inequalities among children are considered in the ADEK policy that refers to children with special needs and barriers to learning. There is also consideration of **age** differences:

*An age-appropriate awareness program for all students, covering the benefits of technology, awareness of online risks, self-assessment of online risks when using technology, online safety measures, and the impact of digital habits on wellbeing (e.g., the impact of duration of usage of digital devices).<sup>287</sup>*

## Egypt

Egypt, a populous country in the Middle East, has the largest population in the Middle East and North Africa (MENA) region, totalling 114 million in 2023.<sup>288</sup> At the beginning of 2023, there were 80 million internet users in Egypt, with an internet penetration rate of about 72%. As of 2023, Egypt had 46 million social media users, nearly 41% of the population. Conversely, cellular mobile connectivity reached 105 million in 2023, representing 93% of the population with cellular mobile access.<sup>289</sup>

## Methodology

### Key stakeholders

- Ministry of Communications and Information Technology (MCIT)
- National Telecom Regulatory Authority (NTRA)
- Ministry of Education
- National Council for Childhood and Motherhood (NCCM)
- The private sector is increasingly engaged in delivering digital services and infrastructure

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<sup>286</sup> UAE Legislation. (2021). Federal Decree-Law on Countering Rumors and Cybercrimes. [www.uaelegislation.gov.ae/en/legislations/1526/download](http://www.uaelegislation.gov.ae/en/legislations/1526/download)

<sup>287</sup> Department of Education and Knowledge. (2024). School policy on digital. [www.adek.gov.ae/-/media/Project/TAMM/ADEK/Policies/School-Policies/Health-safety-and-wellbeing/ADEK\\_S\\_Digital-Policy\\_EN.pdf](http://www.adek.gov.ae/-/media/Project/TAMM/ADEK/Policies/School-Policies/Health-safety-and-wellbeing/ADEK_S_Digital-Policy_EN.pdf)

<sup>288</sup> World Bank. (2025). Population total – Egypt. <https://data.worldbank.org/indicator/SP.POP.TOTL?locations=EG>

<sup>289</sup> Kemp, S. (2023). Digital 2023: Egypt. Data Reportal, 13 February. <https://datareportal.com/reports/digital-2023-egypt?rq=egypt>

**Scope:** National digital policies and laws related to children and youth (e.g., Child Law No. 12 of 1996).

**Repositories:** Publicly available governmental reports from the ministers' websites, such as MCIT, NTRA and NCCM.

**Additional keywords:** Besides the standard keywords, the search also included "رؤية مصر 2030" (Egypt Vision 2030).

**Inclusion and challenges:** While Egypt has been active in organising regional meetings around digital transformation, there were very few documents that could be considered policy documents as defined for this project. Child-specific laws were included that were not digital because they were referred to in communications around digital inclusion and cybersafety.

**Policies selected for analysis:** Three.

## General thematic findings

Egypt has been actively pursuing reforms in the ICT sector, which has been identified as a key pillar for the country's growth, development and modernisation and as a pathway to make progress on the SDGs. One of Egypt's main digital transformation initiatives is *Digital Egypt*,<sup>290</sup> a plan laying the foundation for Egypt's digital transformation to propel it in the knowledge society era. It has three pillars aligned with Egypt's *Vision 2030* – digital transformation, digital upskilling and digital transformation<sup>291</sup> – and mentions children in relation to the future and upskilling:

*Emphasizes fostering creativity and innovation by integrating technology as a fundamental component of education. This ultimately leads to the development of Egypt's human capital; with a special focus on children and youth, empowering them to excel in various fields of the labor market.*<sup>292</sup>

## Representations of children and child rights

Egypt's Child Law, Law No. 126 (2008),<sup>293</sup> is the primary legislative framework that protects children's rights. It does not directly address internet usage but rather provides broad protection against abuse and exploitation. Further assistance comes in the form of the 'Internet safe usage in the Egyptian household' guideline (2020), providing practical advice on how parents can help children use the internet safely.<sup>294</sup> The

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<sup>290</sup> Egypt MCIT (Ministry of Communications and Information Technology). (2025). *Digital Egypt*. [https://mcit.gov.eg/en/Digital\\_Egypt](https://mcit.gov.eg/en/Digital_Egypt)

<sup>291</sup> Egyptian Government. (2023). *The National Agenda for Sustainable Development: Egypt's Updated Vision 2030*. [https://mped.gov.eg/Files/Egypt\\_Vision\\_2030\\_EnglishDigitalUse.pdf](https://mped.gov.eg/Files/Egypt_Vision_2030_EnglishDigitalUse.pdf)

<sup>292</sup> Egyptian Government. (2023). *The National Agenda for Sustainable Development: Egypt's Updated Vision 2030*. [https://mped.gov.eg/Files/Egypt\\_Vision\\_2030\\_EnglishDigitalUse.pdf](https://mped.gov.eg/Files/Egypt_Vision_2030_EnglishDigitalUse.pdf)

<sup>293</sup> The National Council for Childhood and Motherhood. (2008). Law No. 12 of 1996 Promulgating the Child Law Amended by Law No. 126 of 2008. [www.refworld.org/legal/legislation/natlegbod/1996/en/119718](http://www.refworld.org/legal/legislation/natlegbod/1996/en/119718)

<sup>294</sup> NTRA (National Telecom Regulatory Authority). (2020). Internet safe usage in the Egyptian household. [www.tra.gov.eg/wp-content/uploads/2020/11/Safe-Internet-Usage-At-Your-Home.pdf](http://www.tra.gov.eg/wp-content/uploads/2020/11/Safe-Internet-Usage-At-Your-Home.pdf)

Education Sector Plan (ESP) focuses on parental control, secure surfing and internet awareness at home, bridging the gap between legislative protection and daily online security:

*Finally, in digital transformation and innovation reforms, the ESP seeks to transform the educational ecosystem with fully integrated digital components that support fluid management of the system and hybrid/blended learning, providing schools with high-speed internet, equipment, digital content and materials, IT specialists, training, and teaching and administrative resources.<sup>295</sup>*

## Sudan

Sudan is undergoing profound domestic political instability and armed conflict, which has severely affected its government, the economy, and, in turn, the population, a significant portion of which is under 18. The ongoing conflict has had several repercussions, such as the wide displacement of people and the humanitarian crisis.

Even before the eruption of the current war in Sudan, Sudan had several digital challenges. Digital inclusion and transformation in Sudan are still lagging. Internet penetration is low, accounting for 30% before the conflict, which has been severely devastated due to the current war. The ongoing war has damaged the existing infrastructure heavily, leading to a frequent internet shutdown and electricity blackouts.

### Methodology

#### Key stakeholders

- Ministry of Communications and Information Technology
- Ministry of Education and Technical Education (MoETE)
- Local Education Group (LEG)
- Global Partnership for Education (GPE)
- UNICEF and UNESCO

**Repositories:** Personal access and archives of the Sudanese government's websites.<sup>296</sup>

**Additional keywords:** "سياسة تكنولوجيا المعلومات والاتصالات في السودان" (Sudan ICT policy), "حماية الطفل" (child protection Sudan), "التعليم في حالات الطوارئ" (education in emergencies) and "الاستجابة الرقمية" (digital response Sudan).

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<sup>295</sup> Egypt Ministry of Education and Technical Education. (2023). *Education sector plan for Egypt 2023-2027*. [www.globalpartnership.org/node/document/download?file=document/file/2023-09-education-sector-plan-2023-2027-egypt.pdf](http://www.globalpartnership.org/node/document/download?file=document/file/2023-09-education-sector-plan-2023-2027-egypt.pdf)

<sup>296</sup> Sudanese Government. (2025) Homepage. [www.sudan.gov.sd](http://www.sudan.gov.sd)



**Inclusion and challenges:** Researchers' knowledge facilitated accessing the policies from the Sudanese government. Due to the current conflict few new policies are being developed, although there is a continued effort to develop the education policy to guarantee a continuation of access to education. At the time of writing the education policy was no longer available<sup>297</sup>.

### Corpus overview

- Policies in corpus: **3**
- Mentions of children: **1**
- Selected for analysis: **1**

### General findings

Sudan has prioritised the integration of digital technologies in the education sector to promote equity and inclusion. The 2021 Sudan Education Sector Plan (SESP)<sup>298</sup> articulates how children's digital literacy is enhanced and education accessibility promoted through technology. While few explicit laws target the digital protection of children, the plan emphasises making sure education inequalities are addressed through the integration of ICT into teaching and learning, particularly in underprivileged areas. Sudan's strategy focuses on increasing children's digital potential and equitable access, but not regulating risks online per se.

## North America

This section provides a broad, top-level overview of digital policies from Canada and the USA, giving a general sense of the policy and legal landscape within countries with high GDP and high internet accessibility. The current political climate is such that relationships between the two countries, which has historically been amicable, is now more tense. There are no IGOs that bring the two countries together.

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<sup>297</sup> Federal Ministry of Education (2019)(General Education Sector Strategic Plan 2018/19 – 2022/23 <https://www.globalpartnership.org/node/document/download?file=document/file/2019-01-sudan-general-education-sector-strategic-plan-2018-2023.pdf>

<sup>298</sup> Ministry of Education. (2021). *Sudan education sector policy plan*. [https://sudan-sesp-oct-4-2021-clean\\_.docx/](https://sudan-sesp-oct-4-2021-clean_.docx/) [This link is no longer operational. For more information, see Global Partnership. (2019). *Sudan general education sector strategic plan 2018-2023*. [www.globalpartnership.org/content/sudan-general-education-sector-strategic-plan-2018-2023](http://www.globalpartnership.org/content/sudan-general-education-sector-strategic-plan-2018-2023)].

# Canada

## Background

Canada has a population of 40 million people, with approximately 19% under 18. It has the 10th highest GDP in the world,<sup>299</sup> and the country's Gini index was last measured at 29.9 (2020), a relatively low level of income inequality.<sup>300</sup>

Internet usage in Canada sits at 93%, and smartphone ownership has significantly increased in the past decade, from 55% in 2013 to over 90% by 2024.<sup>301</sup> However, a digital divide persists in broadband access between urban and rural and Indigenous communities – only 37% of rural and 24% of Indigenous communities have access to high-speed internet.<sup>302</sup>

## Methodology

### Key stakeholders

- Innovation, Science and Economic Development Canada (ISED) department<sup>303</sup>
- Canadian Radio-television and Telecommunications Commission (CRTC), that supports Canadian digital infrastructure<sup>304</sup>
- Canada Infrastructure Bank (CIB),<sup>305</sup> an investor in Canadian infrastructure

The ISED is primarily responsible for the federal government's functions in regulating industry and commerce, promoting science and innovation and supporting economic development.

Government partnerships predominantly fund policy initiatives with provinces and territories, utilising a coordinated funding approach that integrates provincial programmes. Canada's Connectivity Strategy (CCS)<sup>306</sup> delivers the most insight into

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<sup>299</sup> WBG (World Bank Group). (2023). GDP ranking. <https://datacatalog.worldbank.org/search/dataset/0038130>

<sup>300</sup> World Bank. (2024). Gini index – Canada. <https://data.worldbank.org/indicator/SI.POV.GINI?locations=CA>

<sup>301</sup> Statista. (2024). Internet usage penetration in Canada from 2020 to 2029. [www.statista.com/statistics/373936/canada-online-penetration](https://www.statista.com/statistics/373936/canada-online-penetration)

<sup>302</sup> Internet Society. (2022). Supporting Indigenous connectivity in Canada. [www.internetsociety.org/blog/2022/11/supporting-indigenous-connectivity-in-canada](https://www.internetsociety.org/blog/2022/11/supporting-indigenous-connectivity-in-canada)

<sup>303</sup> Innovation, Science and Economic Development Canada. (2025). Homepage. <https://ised-isde.canada.ca/site/ised/en>

<sup>304</sup> CRTC (Canadian Radio-television and Telecommunications Commission). (2025). Homepage. <https://crtc.gc.ca/eng/acrtc/acrtc.htm>

<sup>305</sup> CIB (Canada Infrastructure Bank). (2025). Homepage. <https://cib-bic.ca>

<sup>306</sup> ISED (Innovation, Science and Economic Development Canada). (2019). Canada's Connectivity Strategy. <https://ised-isde.canada.ca/site/high-speed-internet-canada/en/canadas-connectivity-strategy/high-speed-access-all-canadas-connectivity-strategy>

external stakeholder funding, which includes: Universal Broadband Fund (UBF),<sup>307</sup> CRTC Broadband Fund<sup>308</sup> and Rural and Northern Infrastructure Stream.<sup>309</sup>

**Scope:** Laws, national strategies and charters related to digital inclusion and transformation.

**Repositories:** Documents were obtained primarily through the Government of Canada's website.<sup>310</sup> Only English language documents were included in the corpus, although French copies of the same policies were available.

**Additional keywords:** standard keywords in French and English + 'landscape', 'security and privacy'.

**Inclusion and challenges:** There were no real challenges in finding policies; the government website was comprehensive in making these available.

### Corpus overview

- Policies in corpus: **9**
- Mentions of children: **6**
- Selected for analysis: **2**

### General thematic findings

Discussions of **inequalities** primarily relate to rural and Indigenous communities, although policies do not address their systematic causes. Regarding **inequalities** between **children**, there are a few mentions across the policies, primarily pertaining to Indigenous youth and the connectivity divide that hinders hybrid learning, with some policies acknowledging further inequalities. CanCode in Canada's Digital Charter,<sup>311</sup> for example, provides training for children from kindergarten to grade 12, with a particular focus on 'underrepresented groups' (girls, black youth, Indigenous youth, youth with disabilities and residents of rural and remote areas – with criteria). This shows a conceptualisation of inequalities within the policies paired with an actionable plan, although specific KPIs in terms of non-digital outcomes are missing for these groups.

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<sup>307</sup> ISED (Innovation, Science and Economic Development Canada). (2025). Universal Broadband Fund. <https://ised-isde.canada.ca/site/high-speed-internet-canada/en/universal-broadband-fund>

<sup>308</sup> CRTC (Canadian Radio-television and Telecommunications Commission). (2023). Broadband Fund: About the fund. <https://crtc.gc.ca/eng/internet/fnds.htm>

<sup>309</sup> Housing, Infrastructure and Communities Canada (2024). Investing in Canada Plan funding stream: Rural and Northern Communities infrastructure. <https://housing-infrastructure.canada.ca/plan/rnc-cr-n-eng.html>

<sup>310</sup> Government of Canada. (2025). Homepage. [www.canada.ca/en.html](https://www.canada.ca/en.html)

<sup>311</sup> ISED (Innovation, Science and Economic Development Canada). (2025). Canada's Digital Charter. <https://ised-isde.canada.ca/site/innovation-better-canada/en/canadas-digital-charter-trust-digital-world>

## Representations of children and child rights

Although there are some exceptions, overall, there are limited mentions of children in Canadian policies, and children are presented as **homogenous beneficiaries of education**, as **economic potentials** or as **vulnerable citizens** in need of protection.

Across the Canadian corpus, **there is little distinction between children and ‘youth’**, suggesting a lack of consideration for children. One example from the CCS includes: ‘Access to reliable and affordable connectivity services can enable the revival of Indigenous languages. It can facilitate distance education, help unlock the talents of **Indigenous youth**, and provide new business opportunities.’<sup>312</sup>

## United States of America (USA)

### Background

The USA is a large country of 343 million people, and in 2023, children made up around 22% of the total population.<sup>313</sup> Ninety-nine per cent of the American population has access to wired or wireless broadband,<sup>314</sup> 90% of adults own a smartphone,<sup>315</sup> and 83% of all American citizens were reported using the internet in 2023 (aged 3 or older).<sup>316</sup> Despite this widespread access, digital access and skills remain unequal across regions and populations.

### Methodology

#### Note on funding and stakeholders

In 2021, the Digital Equity Act (DEA)<sup>317</sup> was passed, requiring all 50 states to create Digital Equity Plans and allocating \$2.75 billion toward digital equity planning and implementation. In 2025, the US government stopped all grants under the Digital Equity Act. States, independent of federal funding, are now responsible for financing digital inclusion and transformation policies in their states.

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<sup>312</sup> ISED (Innovation, Science and Economic Development Canada). (2019). Canada’s Connectivity Strategy. <https://ised-isde.canada.ca/site/high-speed-internet-canada/en/canadas-connectivity-strategy/high-speed-access-all-canadas-connectivity-strategy>

<sup>313</sup> UNICEF. (2023). How many children under 18 are there in the US? <https://data.unicef.org/how-many/how-many-children-under-18-are-there-in-the-us>

<sup>314</sup> Federal Communications Commission. (2022). *International broadband data report*. <https://docs.fcc.gov/public/attachments/FCC-22-103A5.pdf>

<sup>315</sup> Gelles-Watnick, R. (2024). American’s use of mobile technology and home broadband. Pew Research Center, 31 January. [www.pewresearch.org/internet/2024/01/31/americans-use-of-mobile-technology-and-home-broadband](http://www.pewresearch.org/internet/2024/01/31/americans-use-of-mobile-technology-and-home-broadband)

<sup>316</sup> NTIA (National Telecommunications and Information Administration). (2024). New NTIA data show 13 million more internet users in the US in 2023 than 2021. [www.ntia.gov/blog/2024/new-ntia-data-show-13-million-more-internet-users-us-2023-2021](http://www.ntia.gov/blog/2024/new-ntia-data-show-13-million-more-internet-users-us-2023-2021)

<sup>317</sup> National Digital Inclusion Alliance. (2021). The Digital Equity Act. [www.digitalequityact.org](http://www.digitalequityact.org)

**Scope:** State-level policies from 2021-24 under the DEA. States were chosen either by their national influence or their lack of presence in previous research.

**Repositories:** Policies were sourced from local government websites.

**Additional keywords:** Standard keywords used in addition to 'Digital Equity Act'.

**Inclusion and challenges:** Given the changing nature of the USA's digital policy landscape, leading to a lack of funding and perhaps cancellation of these initiatives, only basic coding was undertaken. Although the original funding was federal, the policies were locally derived and delivered. Therefore, an analysis of local digital equity policies was deemed appropriate.

### Corpus overview

- Policies in corpus: **5**
- Mentions of children: **4**
- Selected for analysis: **2**

### General thematic findings

The policies chosen primarily address **digital inclusion**; policy discourse around **digital transformation** is often economic and linked to infrastructure development.

The DEA itself conceptualised **inequality** through 'covered populations', defined as individuals who have one or more of eight criteria: (1) members of a low-income household; (2) ageing individuals; (3) incarcerated individuals; (4) veterans; (5) people with disabilities; (6) people with a language barrier; (7) members of racial or minority ethnic groups; and (8) residents of rural areas.<sup>318</sup>

Perhaps due to the Act's framing, policies address impacts of **inequalities on digital inclusion**, such as the impact of low income on access and digital skills, exemplified in West Virginia's Digital Equity Plan (WVDEP)<sup>319</sup>: '[West Virginians] with [broadband internet] service often do not have access and/or cannot afford internet-enabled devices or do not have the digital skills to benefit fully from it. This divide worsens existing social inequalities and prevents West Virginians from accessing healthcare, essential services, and social, educational, and economic opportunities.'

The acknowledgement of inequalities led to **policy outcomes** addressing 'covered populations' directly: 'The Children with Special Health Care Needs (CSHCN) Program Director of Nursing and the WV CSHCN Registered Dietician are developing procedures

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<sup>318</sup> National Telecommunications and Information Administration. (2024). *2022 Total covered populations under the Digital Equity Act*. [www2.census.gov/programs-surveys/demo/technical-documentation/community-resilience/total\\_covered\\_populations\\_quick\\_guide.pdf](https://www2.census.gov/programs-surveys/demo/technical-documentation/community-resilience/total_covered_populations_quick_guide.pdf)

<sup>319</sup> West Virginia Department of Economic Development. (2023). *Digital equity plan*. <https://internetforallwv.wv.gov/wp-content/uploads/2024/01/WV-Digital-Equity-Plan-Final-14Dec2023.pdf>

for a blended model of virtual telehealth and direct clinics’.<sup>320</sup> However, as children are not included in the covered populations list directly, digital policy outcomes generally pertain to adults.

## Representations of children and child rights

As children were not explicitly part of the covered populations defined by the Act, the policies vary in their representations and depictions of children, although overall they are present in the policies.

**When children are mentioned**, they are most often referenced **homogenously as part of schools or families**, with the digital divide framed as a barrier to education and future workforce development. Outcomes centre on access to broadband for homework, inclusion in classroom device programmes and literacy mediated through parents or schools. For example, as cited from the California State Digital Equity Plan (CSDEP):<sup>321</sup> ‘nearly half (47%) of families with school-aged children reported that schools do not allow devices to go home with students. This presents a significant opportunity to leverage schools as key community anchor institutions and incorporate digital inclusion efforts in existing school programs.’

With regards to children’s rights, there were indirect mentions of children’s right to access education: ‘One of CDE’s goals is for every child to have access to a world-class education, including access to education technology’.<sup>322</sup> Aside from indirect mentions, **child rights** language was largely missing from US digital policies.

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<sup>320</sup> West Virginia Department of Economic Development. (2023). *Digital equity plan*. <https://internetforallwv.wv.gov/wp-content/uploads/2024/01/WV-Digital-Equity-Plan-Final-14Dec2023.pdf>

<sup>321</sup> State of California Department of Technology. (2024). *California digital equity plan*.

[www.mtsac.edu/2035/files/resources/california-state-digital-equity-plan-2024-04-04-remediated-version.pdf](http://www.mtsac.edu/2035/files/resources/california-state-digital-equity-plan-2024-04-04-remediated-version.pdf)

<sup>322</sup> State of California Department of Technology. (2024). *California digital equity plan*.

[www.mtsac.edu/2035/files/resources/california-state-digital-equity-plan-2024-04-04-remediated-version.pdf](http://www.mtsac.edu/2035/files/resources/california-state-digital-equity-plan-2024-04-04-remediated-version.pdf)

# South America

South American countries have considerable diversity between them, with substantive differences in age demographics, economic stability and Indigenous populations. Inequalities are generally pervasive across the continent, particularly with regard to gender. South America's colonial history has led to all but four countries having Spanish as their main language. Despite this mostly shared language, regional collaboration is often mediated by international organisations.

## Comisión Económica Para América Latina y el Caribe (CEPAL)

### Background

The Economic Commission for Latin America and the Caribbean (ECLAC/CEPAL) of the United Nations plays a central role in fostering regional cooperation on economic, social and environmental policy in the region. Within the digital domain, CEPAL administers the *Digital agenda for Latin America and the Caribbean*, articulated through the eLAC Digital Agendas.<sup>323</sup> The Ministerial Conference on the Information Society in Latin America and the Caribbean<sup>324</sup> is responsible for monitoring compliance with the agreed objectives and adjusting policy goals and delivery mechanisms.

Since its inception in 2000, the eLAC process has evolved from promoting access for development to advancing a comprehensive digital agenda for Latin America and the Caribbean.

### Methodology

#### Key stakeholders

- Ministerial Conference on the Information Society (MCIS) for Latin America and the Caribbean
- Regional presiding officers
- National focal points
- Working groups

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<sup>323</sup> CEPAL. (2025). Homepage. <https://elac.cepal.org/index.html>

<sup>324</sup> Conferencia Ministerial sobre la Sociedad de la Información de América Latina y el Caribe [Ministerial Conference on the Information Society in Latin America and the Caribbean]. (2025). Homepage. [www.cepal.org/en/subsidiary-bodies/ministerial-conference-information-society-latin-america-and-caribbean](http://www.cepal.org/en/subsidiary-bodies/ministerial-conference-information-society-latin-america-and-caribbean)



Alongside the countries serving as presiding officers, the following organisations participate in the eLAC Board as observers, so they can also be considered as stakeholders:

- Civil society: Association for Progressive Communications (APC)
- Private sector: Ibero-American Association of Research Centres and Telecommunication Companies (Asociación Iberoamericana de Centros de Investigación y Empresas de Telecomunicaciones, ASIET), Global System for Mobile Communications Association (GSMA) and Latin American Internet Association (Asociación Latinoamericana de Internet, ALAI) – Technical Internet community: Latin American and Caribbean Internet Addresses Registry (Registro de Direcciones de Internet para América Latina y Caribe, LACNIC) and the Internet Corporation for Assigned Names and Numbers (ICANN) – International organisations: Development Bank of Latin America and the Caribbean (Corporación Andina de Fomento, CAF).

**Scope:** Documents that set strategic agendas that local governments have made a commitment to.

**Repositories:** CEPAL repository<sup>325</sup> and the websites of the MCIS<sup>326</sup> and eLAC.<sup>327</sup>

**Additional keywords:** ‘Inclusión digital’, ‘políticas digitales’ (digital policies) and ‘eLAC’.

**Inclusion and challenges:** While several reports on digital development were retrieved, they were excluded for not meeting the criteria for policy documents. The search also identified associated materials, including declarations, position documents and ministerial conference agendas for each respective eLAC version. These were excluded from the review because they lacked substantive policy content relevant for analytical purposes.

Each MCIS generates declarations, position papers and subsequent institutional reports that review regional progress and suggest measures to improve digital policy implementation. However, the regional digital agenda is defined solely by the eLAC, which establishes the policy priorities and targets for each period. For this analysis, only the two most recent iterations of the eLAC were retained, as they are the only binding instruments relevant in the timeframe defined for this research.

## Corpus overview

- Policies in corpus: **20**
- Mentions of children: **2**

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<sup>325</sup> CEPAL (Comisión Económica Para América Latina y el Caribe). (no date). Repository. <https://repositorio.cepal.org>

<sup>326</sup> CEPAL (Comisión Económica Para América Latina y el Caribe). (no date). Ministerial Conference on the Information Society in Latin America and the Caribbean. [www.cepal.org/en/subsidiary-bodies/ministerial-conference-information-society-latin-america-and-caribbean](http://www.cepal.org/en/subsidiary-bodies/ministerial-conference-information-society-latin-america-and-caribbean)

<sup>327</sup> CEPAL (Comisión Económica Para América Latina y el Caribe). (no date). eLAC. <https://elac.cepal.org/index.html>

- Selected for analysis: **2**

## General thematic findings

The eLAC2024<sup>328</sup> and eLAC2026<sup>329</sup> agendas lack specific budgetary allocations or binding financial commitments, relying instead on national political will and capacity. Neither agenda establishes concrete funding targets, mechanisms or commitments from participating states.

While eLAC2024 and eLAC2026 identify **vulnerable groups** as priorities for digital inclusion, they fall short in addressing the structural causes of inequality. eLAC2026 represents a partial shift towards a more structural analysis by recognising three persistent development traps (low growth capacity, high inequality and weak institutions), and emphasises the potential for digitisation to overcome these structural challenges.

Child-specific mentions evolved between the two agendas, yet both continue to frame **access** and **connectivity** in general and not directly child-related terms, referring to universal and meaningful connectivity, as well as digital innovation and entrepreneurship. Policy priorities concerning **digital skills and digital inclusion** for equal opportunities identify **children** more directly as **key beneficiaries**. These emphasise the need for children to develop digital skills to interact in a ‘safe, responsible and inclusive manner’ (‘forma segura, responsable e inclusive’) (eLAC2026) in digital environments. Additionally, **girls and women** are mentioned in relation to reducing gendered digital inequalities.

eLAC2026 introduces more targeted strategic objectives explicitly focused on **child online safety**, digital **education** and digital **economy**. However, despite these advances towards more tailored interventions, the delivery mechanisms remain general and not adapted to the needs and voices of children. Accountability frameworks have regional targets supported by the Digital Development Observatory<sup>330</sup> and the Policy Lab for Digital Transformation. However, the regional targets lack child-specific indicators.

## Representations of children and child rights

Among youth groups, girls are the only group explicitly mentioned, primarily in relation to the digital empowerment of women and girls, implying gender inequalities. In education sections, children are viewed as **digital resources**, and their digital literacy is

<sup>328</sup> Digital Agenda for Latin America and the Caribbean – eLAC2024. (2022). Eighth Ministerial Conference on the Information Society in Latin America and the Caribbean.

<https://repositorio.cepal.org/server/api/core/bitstreams/9e1f05c7-b1e9-4b74-881b-4b16de4bdb6e/content>

<sup>329</sup> Digital Agenda for Latin America and the Caribbean – eLAC2026. (2024). Ninth Ministerial Conference on the Information Society in Latin America and the Caribbean. <https://repositorio.cepal.org/entities/publication/a65a209f-838a-429b-8a56-d9437c2563a0>

<sup>330</sup> CEPAL (Comisión Económica Para América Latina y el Caribe), Digital Development Observatory. (2024). Digitization for sustainable development. <https://desarrollodigital.cepal.org/en>

referred to in terms of **technical competencies** and **labour market** preparedness, rather than encompassing broader critical or rights-based competencies.

The explicit reference to **children's rights** is limited to the context of online safety. Children are routinely grouped with other **vulnerable populations**, such as older people, people with disabilities and Indigenous communities, without recognition of their distinct needs, capabilities or rights.

## MERCOSUR

### Background

MERCOSUR, or the Southern Common Market, is a regional integration process, initially established by Argentina, Brazil, Paraguay and Uruguay, and subsequently joined by Venezuela and Bolivia. It aims to promote free trade and the fluid movement of goods, people, and currency among its member countries.

### Methodology

#### Key stakeholders

- Grupo Agenda Digital (GAD): representatives from relevant ministries and regulatory bodies from member states
- RECyT (Reunión Especializada de Ciencia y Tecnología del MERCOSUR [Specialised Meeting on Science and Technology of MERCOSUR])
- Council of the Common Market (CMC)
- Common Market Group (GMC)

**Scope:** Binding instruments, such as decisions, resolutions and directives, as well as non-binding recommendations.

**Repositories:** MERCOSUR,<sup>331</sup> RECyT<sup>332</sup> and Social Institute of MERCOSUR<sup>333</sup> websites.

**Additional keywords:** Spanish language keywords used were 'inclusión', 'digital' and 'tecnología'.

**Inclusion and challenges:** Documents focused on technical standards or digital signatures were excluded, as they addressed institutional rather than human–technology interactions. The MERCOSUR Digital site was inactive at the time of analysis and thus excluded. The search also identified a regional project, Youth and Borders,<sup>334</sup>

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<sup>331</sup> MERCOSUR. (2025). Homepage. [www.mercosur.int/en](http://www.mercosur.int/en)

<sup>332</sup> MERCOSUR. (2025). RECyT (Reunión Especializada de Ciencia y Tecnología). [www.mercosur.int/temas/reunion-especializada-de-ciencia-y-tecnologia-recyt](http://www.mercosur.int/temas/reunion-especializada-de-ciencia-y-tecnologia-recyt)

<sup>333</sup> MERCOSUR. (2025). Instituto Social del MERCOSUR. [www.ismercosur.org/es/inicio](http://www.ismercosur.org/es/inicio)

<sup>334</sup> MERCOSUR. (no date). Juventudes y fronteras en el MERCOSUR. [www.ismercosur.org/es/juventudes](http://www.ismercosur.org/es/juventudes)

but it was excluded as it aims to characterise adolescents and young people in border areas to gather evidence to inform policy design. Moreover, its implementation period was unclear. Inter-American Development Bank publications on digital cooperation and regulatory framework were excluded because they were not relevant to children.

### Corpus overview

- Policies in corpus: **20**
- Selected for analysis: **3**

### General thematic findings

MERCOSUR's digital frameworks, made up primarily of its *Digital agenda*,<sup>335</sup> prioritise structural integration, regional development, digital infrastructure and innovation, with a strong focus on **economic** activities and no explicit reference to **children**. Policies do acknowledge digital inequality, framing it as a result of uneven **infrastructure**, inadequate **skills** development and **regulatory fragmentation**. However, its agenda adopts a universalist discourse, framing inclusion in terms of 'everyone, everywhere', without offering disaggregated strategies based on age, gender or other categories.

The **absence of explicit references to children** in the analysed documents signals a critical gap in child-specific policy considerations at the regional level. While priorities such as **digital skills** development and **education infrastructure** may indirectly benefit children, these are not articulated through a child-centred lens. A partial exception is found in the Framework Programme (2015-2019),<sup>336</sup> which includes an activity, 'Recognition of outstanding work in STI', which aims to 'continue the MERCOSUR Science and Technology Award to encourage the production of regional scientific knowledge among adolescents and young people'.

### Representations of children and child rights

MERCOSUR policies on digital inclusion function primarily as macro-level frameworks with limited direct mentions of children. Initiatives under the *Digital agenda* that pertain to **digital skills**, public sector innovation and the promotion of **social inclusion** through **science** and **technology** embed child-related references. In these children, along with **other marginalised groups**, are typically portrayed as **passive beneficiaries** rather than as active digital citizens or stakeholders in policy.

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<sup>335</sup> MERCOSUR. (2017). Agenda digital del MERCOSUR [MERCOSUR Digital agenda]. <https://sim.mercosur.int/public/normativas/3474>

<sup>336</sup> Council of the Common Market (CMC) and Common Market Group (GMC). (2014). Programa marco de ciencia, tecnología e innovación del MERCOSUR para el periodo 2015-2019 [MERCOSUR Framework for Science, Technology and Innovation 2015-2019]. <https://normas.mercosur.int/public/normativas/3064>

# Bolivia

## Background

The small plurinational State of Bolivia, with a population of 12.2 million,<sup>337</sup> is characterised by significant geographical and cultural diversity. Sixty-six per cent of individuals and over 75% of households have internet access, largely through mobile networks (one smartphone per individual).<sup>338</sup> Structural barriers, such as the country's debt, mountainous terrain and dispersed population, continue to hinder equality. Bolivia relies on neighbouring countries for international connectivity, due to its lack of direct access to submarine cables.<sup>339</sup>

## Methodology

### Key stakeholders

- Vice-Ministry of Telecommunications of the Ministry of Public Works, Services and Housing, in coordination with the national regulator Autoridad de Regulación y Fiscalización de Telecomunicaciones y Transportes (ATT)
- Agency for the Development of the Information Society in Bolivia (Agencia para el Desarrollo de la Información de la Sociedad en Bolivia, ADSIB)
- Bolivian Space Agency (Agencia Boliviana Espacial, ABE)
- Agency for Electronic Government and Information and Communication Technologies (Agencia de Gobierno Electrónico y Tecnologías de Información y Comunicación, AGETIC)

**Scope:** Laws, supreme decrees and ministerial resolutions.

**Repositories:** Official websites of AGETIC,<sup>340</sup> ADSIB and ABE's 'Normative framework', or 'Policies, guidelines and standards' sections. Ministry of Education website,<sup>341</sup> 'Planes y programas' section.

**Additional keywords:** Spanish language keywords used: 'inclusión digital', 'políticas digitales' (digital policies), 'tecnología', 'niñas, niños y adolescentes' (girls, boys and adolescents), 'jóvenes' (youth) and 'juventud' (childhood).

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<sup>337</sup> WBG (World Bank Group). (2023). Bolivia. <https://data.worldbank.org/country/bolivia>

<sup>338</sup> INE (Instituto Nacional de Estadística [Bolivian Institute of Statistics]). (2025). Encuestas de hogares [Household surveys]. [www.ine.gob.bo/index.php/encuesta-de-hogares-tics](http://www.ine.gob.bo/index.php/encuesta-de-hogares-tics)

<sup>339</sup> ITU. (2020). *Estudio de interconectividad y reducción de costos de acceso a internet en los países de la Comunidad Andina – Estado plurinacional de Bolivia, Colombia, Ecuador y Perú*. [www.itu.int/es/publications/ITU-D/pages/publications.aspx?parent=D-PREF-EF.ANDINA-2020&media=electronic](http://www.itu.int/es/publications/ITU-D/pages/publications.aspx?parent=D-PREF-EF.ANDINA-2020&media=electronic)

<sup>340</sup> AGETIC (Agencia de Gobierno Electrónico y Tecnologías de Información y Comunicación). (2025). Homepage. [www.agetec.gob.bo](http://www.agetec.gob.bo)

<sup>341</sup> Ministerio de Educación [Bolivian Ministry of Education]. (2025). Homepage. [www.minedu.gob.bo](http://www.minedu.gob.bo)

**Inclusion and challenges:** Documents published before 2015 and those focused on administrative structuring or technical procedures such as digital signatures, open standards or free software were excluded. A general internet search yielded relevant public initiatives such as the ICT4D strategy, but these documents were not always traceable or available for download. There is a call for volunteers to support the Digital Inclusion strategy<sup>342</sup> from 2019 on the AGETIC website, but no other documents related to the strategy were found online.

### Corpus overview

- Policies in corpus: **15**
- Mentions of children: **4**
- Policies selected for analysis: **3**

### General thematic findings

AGETIC<sup>343</sup> is a decentralised public institution and plays a key role in Bolivia's digital policies. Overall, the policies in the corpus centred on **digital inclusion**, although AGETIC also has **digital transformation** policies.

AGETIC leads the Digital Agenda 2030,<sup>344</sup> a framework that guides national **digital transformation**, mostly for **economic development**. **Digital equity** is to be achieved through increasing access and literacy of 'vulnerable groups' (grupos vulnerables) such as rural communities, women, older people, and people with disabilities. **Gender inequalities** are of special concern, and specific goals are to promote women's (mujeres) and girls' (niñas) participation in education, employment and ICT development. **Delivery mechanisms** specified are digital literacy courses (e.g., digital bootcamps for girls), device provision and development of multimedia educational content (User Literacy Plan in Telecommunications and ICTs [ULP&TICT]<sup>345</sup>).

AGETIC's National **Digital Inclusion** strategy<sup>346</sup> aims to reduce **inequalities in access to and use** of technology, referred to as 'reducing the digital divide' ('reducir la brecha digital'). Efforts towards digital inclusion are most visible in the **education sector**. The

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<sup>342</sup> AGETIC (Agencia de Gobierno Electrónico y Tecnologías de Información y Comunicación). (2025). Convocamos a voluntarios y voluntarias para el programa de Inclusión Digital. [www.agic.gob.bo/node/1478](http://www.agic.gob.bo/node/1478)

<sup>343</sup> AGETIC (Agencia de Gobierno Electrónico y Tecnologías de Información y Comunicación). (2025). Homepage. [www.agic.gob.bo](http://www.agic.gob.bo)

<sup>344</sup> AGETIC (Agencia de Gobierno Electrónico y Tecnologías de Información y Comunicación). (2025). *Agenda Digital 2030*. <https://agic.gob.bo/sites/default/files/2025-10/REVISTA%20DIGITAL%202025-firmado.pdf>

<sup>345</sup> AGETIC (Agencia de Gobierno Electrónico y Tecnologías de Información y Comunicación). (2025). *User literacy plan in telecommunications and ICTs*.

[www.att.gob.bo/sites/default/files/archivos\\_portada/202501/PLAN%20DE%20ALFABETIZACI%C3%93N%20DEL%20USUARIO%20EN%20TELECOMUNICACIONES%20FINAL.pdf](http://www.att.gob.bo/sites/default/files/archivos_portada/202501/PLAN%20DE%20ALFABETIZACI%C3%93N%20DEL%20USUARIO%20EN%20TELECOMUNICACIONES%20FINAL.pdf) [link no longer available]. For more information see

<https://www.att.gob.bo/la-att-impulsa-el-plan-de-alfabetizacion-digital-para-reducir-la-brecha-tecnologica-en-bolivia>

<sup>346</sup> AGETIC (Agencia de Gobierno Electrónico y Tecnologías de Información y Comunicación). (2025). Inclusion digital <https://agic.gob.bo/node/4300>

*sectoral development plan for living well – Education Sector (2021-2025)* (SDP)<sup>347</sup> reinforces this goal in relatively broad terms, seeking to ‘reduce disparities in access, dropout, and completion among socially disadvantaged or vulnerable students, promoting educational inclusion.’

Although Bolivian digital policies show consideration of inequalities and children, delivery mechanisms mainly focus on **formal education** to deliver outcomes, and **structural causes** and **systematic monitoring** of the policies effectiveness in tackling inequalities are not sufficiently developed. This means clear objectives, accountability mechanisms and performance indicators are lacking in digital policies.

## Representations of children and child rights

**Children** are consistently conceptualised **as resources** for a more prosperous and inclusive future, with particular emphasis on girls and adolescents as active participants in the digital societies. The Digital Agenda 2030 frames children primarily as **beneficiaries of digital skills training and online safety education**. Most notably, ULP&TICT includes actions to **empower** women and girls in the digital environment, positioning them as **active creators** in the digital economy and promoting the online safety of women and girls, ULP&TICT further identifies young people as potential community-based trainers in digital risk prevention. The SDP further reinforces this orientation by integrating young people into research initiatives and scientific development activities.

## Brazil

### Background

Brazil is a federal democratic republic of approximately 213 million people, with around 24% of the population under the age of 18.<sup>348</sup> The Gini index was reported at 52 in 2022, indicating high levels of income disparity.<sup>349</sup>

Despite infrastructure gaps in the North and Northeast, Brazil has made significant progress in expanding digital connectivity over the past decade, with approximately 84% of the population using the internet.<sup>350</sup> While mobile internet is a primary access point

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<sup>347</sup> AGETIC (Agencia de Gobierno Electrónico y Tecnologías de Información y Comunicación). (2025). Plan sectorial desarrollo integral para vivir bien – sector educación 2021-2025. [*The sectoral development plan for living well – Education sector (2021-2025)*]. [www.minedu.gob.bo/files/documentos-normativos/DGP/2023/PSDI\\_2021-2025.pdf](http://www.minedu.gob.bo/files/documentos-normativos/DGP/2023/PSDI_2021-2025.pdf)

<sup>348</sup> UNICEF. (2023). How many children are there in Brazil? UNICEF data. <https://data.unicef.org/how-many/how-many-children-under-18-are-there-in-brazil>

<sup>349</sup> WBG (World Bank Group). (2024). Brazil Economy Overview. Data360. <https://data360.worldbank.org/en/economy/BRA>

<sup>350</sup> Kemp, S. (2023). Digital 2023: Brazil. Data Reportal, 12 February. <https://datareportal.com/reports/digital-2023-brazil#:~:text=There%20were%20181.8%20million%20internet%20users%20in%20Brazil%20at,2023%2C%20equating%20to%2070.6%20percent%20of%20the%20total%20population>



for most Brazilians,<sup>351</sup> mobile cellular subscriptions are unequally distributed despite being widespread.

## Methodology

### Key stakeholders:

- Ministry of Education
- Ministry of Communications
- Ministry of Science, Technology and Innovation
- National Council for the Rights of Children and Adolescents (CONANDA)
- NIC.br (Brazilian Network Information Centre) and CETIC.br, a centre within NIC.br

**Scope:** National policies decrees and national strategies currently in force.

**Repositories:** Brazilian legislation websites Legislação Brasil<sup>352</sup> and Normas Legis.<sup>353</sup>

**Additional keywords:** Portuguese language-specific keywords are ‘transformação digital’, ‘transição digital’ (digital transition), ‘inclusão digital’, ‘cibersegurança’ (cybersecurity), ‘conectividade’ and ‘tecnologia educacional’, ‘economia digital’, ‘educação digital’ and ‘competências digitais’ (digital skills).

**Inclusion and challenges:** Policies were included when they focused on broader areas such as protection against sexual abuse and exploitation, but had a considerable focus on the digital. Policies limited to state (regional) levels were excluded.

### Corpus overview

- Policies in corpus: **23**
- Mentions children: **10**
- Policies selected for analysis: **5**

## General thematic findings

Policies extensively incorporate **digital inclusion**, exemplified by the National Digital Education Policy’s (Política Nacional de Educação Digital, PNED)<sup>354</sup> emphasis on

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<sup>351</sup> World Bank. (2024). Brazil: Digital Overview. Data360. <https://data360.worldbank.org/en/economy/BRA?tab=Digital>

<sup>352</sup> Government of Brazil. (no date). Portal da Legislação. [www4.planalto.gov.br/legislacao](http://www4.planalto.gov.br/legislacao)

<sup>353</sup> Normas Legis. (no date). As normas federais na linha do tempo [Timeline of federal regulations] <https://normas.leg.br/busca>

<sup>354</sup> Brazilian Presidency (2023). Política Nacional de Educação Digital (PNED). Lei nº 14.533 de 11 de janeiro de 2023. <https://legislacao.presidencia.gov.br/atos/?tipo=LEI&numero=14533&ano=2023&ato=f52MTQE10MZpWT790>

**infrastructure**, digital **literacy and skills** development as a way to reduce social and economic inequalities in engagement with ICTs.

**Inequalities** most mentioned throughout the policies pertain to regional urban/rural, and economic vulnerability, explored with regards to **access** and **participation** and not their systematic causes. This National Programme for the Popularisation of Science (Programa Nacional de Popularização da Ciência, PNPC) programme<sup>355</sup> and CONANDA<sup>356</sup> explicitly address other inequality factors, referring to race, gender, sexuality, disability, socioeconomic class and regional disparities.

**Inequalities among children** are mentioned in relation to low socioeconomic status, such as those in ‘vulnerable social situations’ (populações mais vulneráveis), ‘students in public education’ from families registered for government social assistance’ (alunos da educação básica integrantes de famílias inscritas no Cadastro Único para Programas Sociais do Governo Federal [CadÚnico]). Girls and children living in rural areas were also mentioned.

## Representations of children and child rights

Children are generally imagined as **potential victims** in need of protection, especially in policies referencing cybersecurity (e.g., National Cybersecurity Policy (Política Nacional de Cibersegurança (PNC)<sup>357</sup> and child protection (Política Nacional de Prevenção e Combate ao Abuso e Exploração Sexual da Criança e do Adolescente - National Policy for Prevention and Combat of Child and Adolescent Sexual Abuse and Exploitation, Law No. 14,811/2024).<sup>358</sup>

Children are also seen as **digital and educational beneficiaries**, particularly in education policies. Schools are the main delivery mechanism for digital access and literacy, which is problematic as only 56% of Brazilians aged 25 or over reportedly completed compulsory basic education.<sup>359</sup>

Although policies mention age-appropriate content, privacy, protection of identity, safety and education, **child rights** are most substantively recognised in CONANDA245, where children are imagined as **holistic rights-holders**. The CONANDA Resolution covers a wide range of rights, including protection from violence, freedom of expression, participation, wellbeing, development, agency and the right to be consulted.

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<sup>355</sup> Brazilian Presidency [2023]. Programa Nacional de Popularização da Ciência. Decreto nº 11.754 de 25 de outubro de 2023. <https://legislacao.presidencia.gov.br/atos/?tipo=DEC&numero=11754&ano=2023&ato=a90kXS650MZpWT586>

<sup>356</sup> CONANDA (National Council for the Rights of Children and Adolescents). (2024). Resolution No. 245, April. [www.in.gov.br/en/web/dou/-/resolucao-n-245-de-5-de-abril-de-2024-552695799](http://www.in.gov.br/en/web/dou/-/resolucao-n-245-de-5-de-abril-de-2024-552695799)

<sup>357</sup> Presidência da República. (2023). Política Nacional de Cibersegurança – PNCiber. Decreto nº 11.856/2023. [www.planalto.gov.br/ccivil\\_03/\\_ato2023-2026/2023/decreto/D11856.htm](http://www.planalto.gov.br/ccivil_03/_ato2023-2026/2023/decreto/D11856.htm)

<sup>358</sup> Brazilian Presidency. (2024). Política Nacional de Prevenção e Combate ao Abuso e Exploração Sexual da Criança e do Adolescente (cyberbullying). Law No. 14,811/2024.

<https://legislacao.presidencia.gov.br/atos/?tipo=LEI&numero=14811&ano=2024&ato=3aaUzaU90MZpWTa52>

<sup>359</sup> Bello, L. (2025). Education indicators advance in 2024, but school failure increases. Agência de Notícias, 13 June. <https://agenciadenoticias.ibge.gov.br/en/agencia-news/2184-news-agency/news/43730-education-indicators-advance-in-2024-but-school-failure-increases>

However, it does not address the delivery of infrastructure or access, staying primarily within the framework of rights and protections.

*The right to freedom of expression of children and adolescents in the digital environment includes the freedom to seek, receive and share secure, accurate and appropriate information using any tool or service connected to the internet.*<sup>360</sup>

CONANDA245 and the Games Law address the best interests of the child in the decisions regarding the digital environment:

*Article 15. The design, development, management, and operation of electronic games accessed by children and adolescents must be guided by the best interests of the child and adolescent, in accordance with the applicable legislation. (The Games Law)*<sup>361</sup>

## Colombia

### Background

Colombia has a population of approximately 48 million.<sup>362</sup> Despite sustained economic growth, it remains one of the most unequal countries in the region, particularly in terms of income and land distribution,<sup>363</sup> as reflected in its high Gini index (0.55).

Although mobile network coverage reportedly covers 100% of the population,<sup>364</sup> only 76% of the population have a mobile phone,<sup>365</sup> 77% of Colombians reported using the internet,<sup>366</sup> and only 59% of Colombian households have internet access at home.<sup>367</sup>

### Methodology

#### Key stakeholders

- Ministry of Information Technologies and Communications (Ministerio de Tecnologías de la Información y las Comunicaciones, MinTIC)

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<sup>360</sup> CONANDA (National Council for the Rights of Children and Adolescents). (2024). Resolution No. 245, April. [www.in.gov.br/en/web/dou/-/resolucao-n-245-de-5-de-abril-de-2024-552695799](https://www.in.gov.br/en/web/dou/-/resolucao-n-245-de-5-de-abril-de-2024-552695799)

<sup>361</sup> Brazilian presidency. (2024). Marco legal para a indústria de jogos eletrônicos, \_Lei Nnº 14.852 (Games law). <https://legislacao.presidencia.gov.br/atos/?tipo=LEI&numero=14852&ano=2024&data=03/05/2024&ato=b96ETRq1ENZpWTdac>

<sup>362</sup> Government of Colombia. (2018). Censo nacional 2018. [www.dane.gov.co/index.php/estadisticas-por-tema/demografia-y-poblacion/centro-nacional-de-poblacion-y-vivenda-2018](http://www.dane.gov.co/index.php/estadisticas-por-tema/demografia-y-poblacion/centro-nacional-de-poblacion-y-vivenda-2018)

<sup>363</sup> World Bank Group. (2024). World Bank poverty report highlights persistent inequalities in Colombia. Press release, 3 December. [www.worldbank.org/en/news/press-release/2024/12/03/informe-sobre-pobreza-del-banco-mundial-destaca-desigualdades-persistentes-en-colombia](https://www.worldbank.org/en/news/press-release/2024/12/03/informe-sobre-pobreza-del-banco-mundial-destaca-desigualdades-persistentes-en-colombia)

<sup>364</sup> ITU. (2022). Digital Development Dashboard. [www.itu.int/en/ITU-D/Statistics/Documents/DDD/ddd\\_COL.pdf](https://www.itu.int/en/ITU-D/Statistics/Documents/DDD/ddd_COL.pdf)

<sup>365</sup> ITU. (2022). Digital Development Dashboard. [www.itu.int/en/ITU-D/Statistics/Documents/DDD/ddd\\_COL.pdf](https://www.itu.int/en/ITU-D/Statistics/Documents/DDD/ddd_COL.pdf)

<sup>366</sup> World Bank. (2023). Individuals using the internet. <https://data.worldbank.org/indicator/IT.NET.USER.ZS?locations=ZJ>

<sup>367</sup> ITU. (2022). Digital Development Dashboard. [www.itu.int/en/ITU-D/Statistics/Documents/DDD/ddd\\_COL.pdf](https://www.itu.int/en/ITU-D/Statistics/Documents/DDD/ddd_COL.pdf)

- National Planning Department (Departamento Nacional de Planeación, DNP)
- Presidential Council for Digital Transformation
- Ministry of National Education (Mineducación – Ministerio de Educación Nacional, MEN)

**Scope:** General public policies on topics relevant to digital transformation and inclusion.

**Repositories:** Webpage of the Digital Development Directorate of the National Planning Department.<sup>368</sup>

**Additional keywords:** Spanish language-specific keywords used were: ‘transformación digital’, ‘inclusión digital’, ‘políticas públicas’ (public policies), ‘niñas, niños y adolescentes’ (girls, boys and adolescents), ‘jóvenes’ (youth) and ‘juventud’ (childhood).

**Inclusion and challenges:** Policies focused on non-digital topics, such as youth and education were also included, alongside policies of national relevance such as the National Development Plan (Plan Nacional de Desarrollo, PND).<sup>369</sup>

### Corpus overview

- Policies in corpus: **24**
- Mentions children: **12**
- Policies selected for analysis: **4**

### General thematic findings

Older policies focused on the provision of **infrastructure** and devices. More recent strategies as the National Digital Strategy 2023-2026 (Estrategia Nacional Digital 2023-2026 - END)<sup>370</sup> place greater emphasis on developing both **technical and soft skills** and promoting the use of emerging technologies for entrepreneurship and innovation.

Regarding **outcomes**, there is a focus on training children as students to **develop skills for future employment** and taking advantage of new opportunities of emerging technologies, with schools, higher education institutions and teachers identified as key intermediaries. For instance, the PND proposes laptop distribution to children in remote areas.

**Inequalities** are typically framed as ‘brechas’ (gaps), predominantly technological but also connected to income, geography, gender, class and, to a lesser extent, disabilities.

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<sup>368</sup> Departamento Nacional de Planeación. (2025). Dirección de Desarrollo Digital (Digital Development Directorate). [www.dnp.gov.co/LaEntidad/subdireccion-general-prospectiva-desarrollo-nacional/direccion-desarrollo-digital/Paginas/default.aspx](http://www.dnp.gov.co/LaEntidad/subdireccion-general-prospectiva-desarrollo-nacional/direccion-desarrollo-digital/Paginas/default.aspx)

<sup>369</sup> National Planning Department (2022). *Plan nacional de desarrollo 2022 2026*. [www.funcionpublica.gov.co/eva/gestornormativo/norma.php?i=209510](http://www.funcionpublica.gov.co/eva/gestornormativo/norma.php?i=209510)

<sup>370</sup> Gobierno de Colombia. (no date). *Estrategia nacional digital de Colombia 2023-2026*. [https://colaboracion.dnp.gov.co/CDT/Desarrollo%20Digital/EVENTOS/END\\_Colombia\\_2023\\_2026.pdf](https://colaboracion.dnp.gov.co/CDT/Desarrollo%20Digital/EVENTOS/END_Colombia_2023_2026.pdf)

Policies avoid elaborating on historical or structural causes of inequalities. **Child-related inequalities** are associated with low quality education at schools in remote areas, and LGBT and Indigenous youth.

## Representations of children and child rights

Broad development frameworks, such as the PND and youth-focused strategies like CONPES 4040,<sup>371</sup> framed **children as resources**, positioning them as central to national development, as digital workers or innovators with measures on education, connectivity and digital skills.

In contrast, technology-specific policies, such as the NDS and the *National policy for digital transformation and AI* (CONPES 3975<sup>372</sup> made limited, often generic, references to children, and positioned children as **vulnerable users**, typically in relation to digital **literacy** or **online safety**. For example, the NDS includes a programme to ‘prevent risks associated with the internet and online crimes’ (‘prevenir los riesgos asociados al internet y los delitos que se presentan en la red’), providing very little specific detail about what these risks are or how they delve into specific scenarios or vulnerable populations. There are no mentions of risks that particularly affect children.

Children are arguably presented as **agents** within the NDS, when the policy speaks on their wellbeing, although this is also presented within a protection framework: ‘structuring a program to prevent risks and crimes on the Internet with a focus on mental and emotional health in children, youth, adolescents and adults’.<sup>373</sup>

**Child rights** are mentioned more broadly, particularly in the CONPES 4040 policy. One of the three proposed actions is the elimination of barriers to inclusion and equity, **enabling the effective enjoyment of rights**. Suggested **delivery mechanisms** to achieve these goals are the promotion of sexual and reproductive rights and creating safe environments to prevent the violation of child rights and training security forces on the promotion and protection of the rights of children and youth.

## Uruguay

### Background

Uruguay has longest uninterrupted democratic government in Latin America. Beginning in the mid-2000s, Uruguay introduced digital and technological strategies and established ICT as a pillar for socioeconomic improvement efforts. With 90% of

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<sup>371</sup> CONPES (Consejo Nacional de Política Económica y Social) 4040. (2021). *Estrategia para fortalecer el desarrollo integral de la juventud*. <https://colaboracion.dnp.gov.co/CDT/Conpes/Econ%C3%B3micos/4040.pdf>

<sup>372</sup> CONPES (Consejo Nacional de Política Económica y Social) 3975. (2019). *Política nacional para la transformación digital e inteligencia artificial*. <https://colaboracion.dnp.gov.co/CDT/Conpes/Econ%C3%B3micos/3975.pdf>

<sup>373</sup> Gobierno de Colombia. (no date). *Estrategia nacional digital de Colombia 2023-2026*. [https://colaboracion.dnp.gov.co/CDT/Desarrollo%20Digital/EVENTOS/END\\_Colombia\\_2023\\_2026.pdf](https://colaboracion.dnp.gov.co/CDT/Desarrollo%20Digital/EVENTOS/END_Colombia_2023_2026.pdf)

individuals<sup>374</sup> and 91% of homes<sup>375</sup> connected to the internet, and 100% of government services online,<sup>376</sup> Uruguay is a highly connected nation.

## Methodology

### Key stakeholders

- Agency for Electronic Government and the Information and Knowledge Society (Agencia de Gobierno Electrónico y Sociedad de la Información y del Conocimiento, AGESIC)
- Ceibal, the Uruguayan government's centre for educational innovation using digital technologies
- Ministry of Social Development (Ministerio de Desarrollo Central)
- Ministry of Education and Culture (Ministerio de Educación y Cultura)

**Scope:** Digital transformation and inclusion publication within the last five years.

**Repositories:** AGESIC,<sup>377</sup> Uruguay Digital,<sup>378</sup> Ministry of Social Development<sup>379</sup> and Ministry of Education and Culture<sup>380</sup> websites.

**Additional Keywords:** Spanish language-specific keywords used were: 'transformación digital', 'inclusión digital', 'políticas públicas' (public policies), 'niñas, niños y adolescentes' (girls, boys and adolescents), 'jóvenes' (youth), 'juventud' (childhood) and 'Agenda Digital'.

**Inclusion and challenges:** Search identified core national digital strategies through the AGESIC website, which led, through snowballing, to the Uruguay Digital portal. Standalone national education policies were examined, with inclusion based on the authority of the issuing institution, strategic importance to Uruguay's digital agenda and the extent to which children were referenced.

### Corpus overview

- Policies in corpus: **33**
- Mention of children: **11**

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<sup>374</sup> Uruguay Digital. (2023). 90% personas conectadas [90% people connected]. [www.gub.uy/uruguay-digital/politicas-y-gestion/90-personas-conectadas](http://www.gub.uy/uruguay-digital/politicas-y-gestion/90-personas-conectadas)

<sup>375</sup> Uruguay Digital. (2023). 91% hogares conectados [91% connected homes]. [www.gub.uy/uruguay-digital/politicas-y-gestion/91-hogares-conectados](http://www.gub.uy/uruguay-digital/politicas-y-gestion/91-hogares-conectados)

<sup>376</sup> Uruguay Digital. (2023). 100% tramites en línea [100% procedures online]. [www.gub.uy/uruguay-digital/politicas-y-gestion/100-tramites-linea-0](http://www.gub.uy/uruguay-digital/politicas-y-gestion/100-tramites-linea-0)

<sup>377</sup> AGESIC (Agencia de Gobierno Electrónico y Sociedad de la Información y del Conocimiento). (2025). Homepage. [www.gub.uy/agencia-gobierno-electronico-sociedad-informacion-conocimiento](http://www.gub.uy/agencia-gobierno-electronico-sociedad-informacion-conocimiento)

<sup>378</sup> Government of Uruguay. (no date). Uruguay Digital. [www.gub.uy/uruguay-digital/en/home](http://www.gub.uy/uruguay-digital/en/home)

<sup>379</sup> Ministerio de Desarrollo Central. (2025). Homepage. [www.gub.uy/ministerio-desarrollo-social](http://www.gub.uy/ministerio-desarrollo-social)

<sup>380</sup> Ministerio de Educación y Cultura. (2025). Homepage. [www.gub.uy/ministerio-educacion-cultura](http://www.gub.uy/ministerio-educacion-cultura)

- Selected for analysis: **3**

## General thematic findings

Policies in Uruguay prioritise and comprehensively conceptualise **digital inclusion**. The National Digital Citizenship Strategy (NDCS) 2024-2028,<sup>381</sup> for example, defines digital inclusion as encompassing both the material and social conditions necessary for equitable participation in digital life. Education policies account for the intersection of **children** and **digital inclusion**, particularly through initiatives led by the Ceibal centres,<sup>382</sup> which promote pedagogical innovation and the integration of technology in formal education.

The Uruguay Digital Agenda (AUD2025)<sup>383</sup> aligns national strategic objectives with broader frameworks, including **Sustainable Development Goals (SDGs)**, the World Summit on the Information Society (WSIS) and the Digital Agenda for Latin America and the Caribbean (eLAC). Digital initiatives in Uruguay are predominantly publicly funded, supplemented with knowledge exchange and capacity-building from international partners (e.g., UNESCO's support in developing the NDCS).

**Child-related outcomes** are substantial and include universal access to laptops and the internet in schools, an increase in STEM participation by girls (but not in primary school) and improved **digital citizenship** literacy among children (niños y niñas) and youth (Jovenes).

**Inequality** is clearly conceptualised, sometimes as 'vulnerability' (vulnerabilidad), and **structural causes** of digital exclusion are acknowledged. Children from marginalised backgrounds are commonly grouped under the broader category of 'vulnerable populations' (poblaciones vulnerables), but the NDCS identifies **intersecting inequalities** (territorial, gender-based, ethnic-racial, disability-related and others). There is substantial mention of rural children, girls and children of low socioeconomic backgrounds.

## Representations of children and child rights

Policies in the education sector, such as Ceibal's *Strategic plan 2021-2025* (updated in 2023),<sup>384</sup> are more likely to explicitly mention and target children. By contrast, broader digital transformation policies tend to refer to children only indirectly, often considering them under the general population.

<sup>381</sup> AGESIC (Agencia de Gobierno Electrónico y Sociedad de la Información y del Conocimiento). (2024). *Estrategia nacional de ciudadanía digital para una sociedad de la información y el conocimiento 2024-2028* [National digital citizenship strategy for an information and knowledge society 2024-2028]. [www.gub.uy/agencia-gobierno-electronico-sociedad-informacion-conocimiento/comunicacion/publicaciones/estrategia-nacional-ciudadania-digital-para-sociedad-informacion](http://www.gub.uy/agencia-gobierno-electronico-sociedad-informacion-conocimiento/comunicacion/publicaciones/estrategia-nacional-ciudadania-digital-para-sociedad-informacion)

<sup>382</sup> Ceibal. (2025). Homepage. <https://ceibal.edu.uy>

<sup>383</sup> Uruguay Digital. (2025). Agenda Uruguay Digital 2025 – Sociedad digital resiliente. [www.gub.uy/uruguay-digital/comunicacion/publicaciones/agenda-uruguay-digital-2025-sociedad-digital-resiliente/agenda-uruguay](http://www.gub.uy/uruguay-digital/comunicacion/publicaciones/agenda-uruguay-digital-2025-sociedad-digital-resiliente/agenda-uruguay)

<sup>384</sup> Ceibal. (2023). *Plan estratégico 2021-2025* (versión actualizada 2023) [Strategic plan 2021-2025 (2023 updated version)]. <https://documentos.ceibal.edu.uy/portal/2023/02/plan-estrategico-Ceibal-digital.pdf>



Children are predominantly constructed as **beneficiaries of digital and education or skills development initiatives**, frequently framed as **future digital resources**, learners and contributors to innovation. Responsibility for their **empowerment** is mostly attributed to the government.

The NDCS provides a valuable entry point for advocating **age-appropriate implementation**, although this is not translated into targeted measures (KPIs). Policy documents focused on artificial intelligence, data governance and cybersecurity largely omit direct references to children or address them solely within educational contexts.

The NDCS Ceibal Strategy's single direct mention of children represents them only indirectly as part of vulnerable groups in the objective that aims to 'strengthen the exercise of digital citizenship, with a particular focus on populations in situations of inequality or vulnerability, as well as on the various groups that may contribute to either reproducing or reducing such inequalities in the digital realm'.<sup>385</sup>

While there is limited portrayal of **children as agents of change** in the policy documents, their involvement in the development of the *Youth action plan 2015-2025*<sup>386</sup> and the *National cybersecurity strategy*<sup>387</sup> is significant.

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<sup>385</sup> Ceibal. (2023). *Plan estratégico 2021-2025* (versión actualizada 2023) [*Strategic plan 2021-2025* (2023 updated version)]. <https://documentos.ceibal.edu.uy/portal/2023/02/plan-estrategico-Ceibal-digital.pdf>

<sup>386</sup> Uruguay Ministry of Social Development. (2015). *Plan de acción juventudes 2015-2025* [*Youth action plan 2015-2025*]. [www.gub.uy/ministerio-desarrollo-social/politicas-y-gestion/planes/plan-accion-juventudes-2015-2025](http://www.gub.uy/ministerio-desarrollo-social/politicas-y-gestion/planes/plan-accion-juventudes-2015-2025)

<sup>387</sup> AGESIC (Agencia de Gobierno Electrónico y Sociedad de la Información y del Conocimiento). (2025). *Estrategia nacional de ciberseguridad 2024-2030* [*National cybersecurity strategy 2024-2030*]. [www.gub.uy/agencia-gobierno-electronico-sociedad-informacion-conocimiento/comunicacion/publicaciones/estrategia-nacional-ciberseguridad-2024-2030-0](http://www.gub.uy/agencia-gobierno-electronico-sociedad-informacion-conocimiento/comunicacion/publicaciones/estrategia-nacional-ciberseguridad-2024-2030-0)

# Appendix I: Indicators

Country name	Population under 14 (%) 2023	GDP 2023	Gini 2021	School attainment upper secondary (age 25+) 2023	Mobile subscriptions (per 100) 2022	Internet users 2023	Fixed broadband subscriptions 2022
Angola	45	2,308	51*	22*	67	45	0
UAE	16	49,041	26*	74+	212	100	37
Bolivia	30	3,686	41	52	100*	70	11
Brazil	20	10,295	52+	60	99	84	22
Canada	15	53,431	32-	90	91	94	42
China	17	12,614	36	NA	125	78	41
Colombia	21	6,947	55+	57	156	77	17
Egypt, Arab Republic	32	3,457	32-	54+	93	73	11
France	17	44,691	32	78	119	87	48
UK	17	49,464	32	79	121	96	41
Hong Kong SAR, China	11	50,532	NA	66	292	96	40
Indonesia	25	4,876	36	39	115	69	5
India	25	2,481	33	34	81	56*	2
Kenya	37	1,952	39	38+	122	35	2
Kuwait	19	33,730	NA	NA	181	100	1
Mozambique	45	623	50-	12+	42	20	0
Malaysia	22	11,379	41	70+	141	98	12
Niger	47	643	33	3+	61*	23	0
Nigeria	41	1,597	35*	66+	102	39	0
Portugal	13	27,331	35	47	125	86	43
Saudi Arabia	24	32,094	NA	65	132	100	42
Senegal	39	1,706	36	11	120	61	1
Sudan	41	2,183	NA	20+	74	NA	0
Togo	40	986	38	16+	74	37	1
Uruguay	19	22,798	41+	34	139	90	33
USA	18	8,2769	41+	95	110	93	37
South Africa	26	6,023	NA	44	167	76	3

Source: World Bank Open Data  
 (<https://data.worldbank.org>)  
 (Indicators SP.POP.0014.TO.ZS;  
 NY.GDP.PCAP.CD; SI.POV.GINI;  
 SE.SEC.CUAT.UP.ZS;  
 IT.NET.USER.ZS; IT.NET.BBND.P2)

\* 2018  
 - 2019  
 + 2023

\*2021  
 +2022

\*2023

\* 2022

## Appendix II: Corpus

\* Indicates policies selected for analysis

### African Union corpus and selected policies

Year	Policy name	Link	Mentions children
2020	The Digital Transformation Strategy for Africa 2020-2030*	<a href="https://au.int/en/documents/20200518/digital-transformation-strategy-africa-2020-2030">https://au.int/en/documents/20200518/digital-transformation-strategy-africa-2020-2030</a>	Yes (children)
2024	African Digital Compact (ADC)*	<a href="https://au.int/en/documents/20240809/african-digital-compact-adc">https://au.int/en/documents/20240809/african-digital-compact-adc</a>	Yes (child online safety)
2024	Continental Artificial Intelligence Strategy*	<a href="https://au.int/en/documents/20240809/continental-artificial-intelligence-strategy">https://au.int/en/documents/20240809/continental-artificial-intelligence-strategy</a>	Yes (children, youth, girls)
2024	African Union Child Online Safety and Empowerment Policy*	<a href="https://au.int/en/documents/20240521/african-union-child-online-safety-and-empowerment-policy">https://au.int/en/documents/20240521/african-union-child-online-safety-and-empowerment-policy</a>	Yes (children)
2015	Agenda 2063: The Africa We Want	<a href="https://au.int/en/agenda2063/overview">https://au.int/en/agenda2063/overview</a>	Yes (child and technology)
2021	What is Africa's Digital Agenda? (Africa Policy Research Institute)	<a href="https://afripoli.org/what-is-africas-digital-agenda">https://afripoli.org/what-is-africas-digital-agenda</a>	No
2025	Policy position paper towards a digital economy policy framework for Africa (Economic Commission for Africa [UN])*	<a href="http://www.uneca.org/policy-position-paper-towards-a-digital-economy-policy-framework-for-africa-policy-paper">www.uneca.org/policy-position-paper-towards-a-digital-economy-policy-framework-for-africa-policy-paper</a>	[No longer available, published May 2025]

## Angola corpus and selected policies

Year	Policy name	Link	Mentions children
2016	Plano estratégico sobre regime de licenciamento dos operadores de comunicações electrónicas, N.º 122/16	<a href="https://inacom.gov.ao/wp-content/uploads/2025/08/D.P.-122-16-de-09-de-Junho-Aprova-o-PERL.pdf">https://inacom.gov.ao/wp-content/uploads/2025/08/D.P.-122-16-de-09-de-Junho-Aprova-o-PERL.pdf</a>	No
2016	Regulamento geral das comunicações electrónicas, Decreto Presidencial n.º 108/16	<a href="https://lex.ao/docs/presidente-da-republica/2016/decreto-presidencial-n-o-108-16-de-25-de-maio/">https://lex.ao/docs/presidente-da-republica/2016/decreto-presidencial-n-o-108-16-de-25-de-maio/</a>	No
2017	Lei de protecção das redes e sistemas informáticos, Lei n.º 7/17	<a href="https://lex.ao/docs/assembleia-nacional/2017/lei-n-o-7-17-de-16-de-fevereiro/">https://lex.ao/docs/assembleia-nacional/2017/lei-n-o-7-17-de-16-de-fevereiro/</a>	No
2021	Alteração do regime jurídico da identificação civil e emissão do bilhete de identidade de cidadão, Nacional, Lei n.º 3/21	<a href="https://angolex.com/paginas/leis/alteracao-do-regime-juridico-de-identificacao-civil-e-emissao-de-bilhete-de-identidade-do-cidadao-nacional-3a-21a.html">https://angolex.com/paginas/leis/alteracao-do-regime-juridico-de-identificacao-civil-e-emissao-de-bilhete-de-identidade-do-cidadao-nacional-3a-21a.html</a>	Yes (age requirement for ID assurance)
2024	Lei da actividade de jogos, Lei n.º 17/24*	<a href="https://isj.minfin.gov.ao/sala-de-imprensa/noticias/noticia/nova-lei-da-actividade-de-jogos-introduz-mudancas-estruturais-para-a-regulacao-do-sector-em-angola">https://isj.minfin.gov.ao/sala-de-imprensa/noticias/noticia/nova-lei-da-actividade-de-jogos-introduz-mudancas-estruturais-para-a-regulacao-do-sector-em-angola</a>	Yes (minors, under-18s)
2024	Agenda de Transição Digital da Administração Pública, Decreto Presidencial n.º 178/24	<a href="https://files.lex.ao/presidente-da-republica/2024/decreto-presidencial-n-o-178-24-de-31-de-julho/download/decreto-presidencial-n-o-178-24-de-31-de-julho_presidente-da-republica_lex-ao.pdf">https://files.lex.ao/presidente-da-republica/2024/decreto-presidencial-n-o-178-24-de-31-de-julho/download/decreto-presidencial-n-o-178-24-de-31-de-julho_presidente-da-republica_lex-ao.pdf</a>	No
2024	Livro Branco das Tecnologias de Informação e Comunicação 2023-2027 [White Paper on Information and Communication Technologies], Decreto Presidencial n.º 272/24*	<a href="https://files.lex.ao/presidente-da-republica/2024/decreto-presidencial-n-o-272-24-de-05-de-dezembro/download/decreto-presidencial-n-o-272-24-de-05-de-dezembro_presidente-da-republica_lex-ao.pdf">https://files.lex.ao/presidente-da-republica/2024/decreto-presidencial-n-o-272-24-de-05-de-dezembro/download/decreto-presidencial-n-o-272-24-de-05-de-dezembro_presidente-da-republica_lex-ao.pdf</a>	Yes (girls and boys, adolescents, child and youth, primary education)

## ASEAN corpus and selected policies

Year	Policy name	Link	Mentions children
<b>2020</b>	The ASEAN ICT Masterplan 2020*	<a href="https://asean.org/wp-content/uploads/images/2015/November/ICT/15b%20--%20AIM%202020_Publication_Final.pdf">https://asean.org/wp-content/uploads/images/2015/November/ICT/15b%20--%20AIM%202020_Publication_Final.pdf</a>	Yes (children's broadband access, child online safety, encouraging children to creatively use ICT)
<b>2021</b>	ASEAN Data Management Framework	<a href="https://asean.org/wp-content/uploads/2021/08/ASEAN-Data-Management-Framework.pdf">https://asean.org/wp-content/uploads/2021/08/ASEAN-Data-Management-Framework.pdf</a>	Yes (minors)
<b>2021</b>	ASEAN Cybersecurity Cooperation Strategy (2021-2025)	<a href="https://asean.org/wp-content/uploads/2022/02/01-ASEAN-Cybersecurity-Cooperation-Paper-2021-2025_final-23-0122.pdf">https://asean.org/wp-content/uploads/2022/02/01-ASEAN-Cybersecurity-Cooperation-Paper-2021-2025_final-23-0122.pdf</a>	No
<b>2024</b>	Singapore Declaration – Building an Inclusive and Trusted Digital Ecosystem	<a href="https://asean.org/singapore-declaration-building-an-inclusive-and-trusted-digital-ecosystem">https://asean.org/singapore-declaration-building-an-inclusive-and-trusted-digital-ecosystem</a>	No
<b>2025</b>	Bangkok Digital Declaration	<a href="https://asean.org/bangkok-digital-declaration">https://asean.org/bangkok-digital-declaration</a>	No
<b>2025</b>	ASEAN Digital Masterplan 2025*	<a href="https://asean.org/book/asean-digital-masterplan-2025">https://asean.org/book/asean-digital-masterplan-2025</a>	Yes (indirectly through schools)
<b>No date</b>	Policy Recommendation: Framework for Promoting the Growth of Digital Startups in ASEAN	<a href="https://asean.org/wp-content/uploads/2023/03/2.Policy-Recommendation-for-Framework-for-Promoting-the-Growth-of-Digital-Startups-in-ASEAN.pdf">https://asean.org/wp-content/uploads/2023/03/2.Policy-Recommendation-for-Framework-for-Promoting-the-Growth-of-Digital-Startups-in-ASEAN.pdf</a>	No

## Bolivia corpus and selected policies

Year	Policy name	Link	Mentions children
2023	Plan Sectorial de Desarrollo Integral Para Vivir Bien, Sector Educación 2021-2025 (Sectoral Development Plan for Living Well – Education Sector 2021-2025)	<a href="http://www.minedu.gob.bo/files/documentos-normativos/DGP/2023/PSDI_2021-2025.pdf">www.minedu.gob.bo/files/documentos-normativos/DGP/2023/PSDI_2021-2025.pdf</a>	Yes (girls, adolescents, young people)
2025	Agenda Digital 2030: Digitalizando Bolivia (Digital Agenda 2030: Digitalizing Bolivia)	<a href="https://agetic.gob.bo/sites/default/files/2025-10/REVISTA%20DIGITAL%202025-firmado.pdf">https://agetic.gob.bo/sites/default/files/2025-10/REVISTA%20DIGITAL%202025-firmado.pdf</a>	Yes (boys, girls and adolescents)
2025	Plan de Alfabetización de Usuari@s en Telecomunicaciones y TIC's (National User Literacy Plan in Telecommunications and ICTs)	<a href="http://www.att.gob.bo/sites/default/files/archivos_portada/2025-01/PLAN%20DE%20ALFABETIZACI%C3%93N%20DEL%20USUARIO%20EN%20TELECOMUNICACIONES%20FINAL.pdf">www.att.gob.bo/sites/default/files/archivos_portada/2025-01/PLAN%20DE%20ALFABETIZACI%C3%93N%20DEL%20USUARIO%20EN%20TELECOMUNICACIONES%20FINAL.pdf</a>	Yes (girls)

## Brazil corpus and selected policies

Year	Policy name	Link	Mentions children
2021	Política de Inovação Educação Conectada, Lei nº 14.180/2021	<a href="https://legislacao.presidencia.gov.br/ficha/?legisla/legislacao.nsf/ViwerIdentificacao/lei%2014.180-2021&amp;OpenDocument">https://legislacao.presidencia.gov.br/ficha/?legisla/legislacao.nsf/ViwerIdentificacao/lei%2014.180-2021&amp;OpenDocument</a>	Yes (students)
2021	Governo Digital, Lei Nº 14.129 de 29 de março de 2021	<a href="https://legislacao.presidencia.gov.br/atos/?tipo=LEI&amp;numero=14129&amp;ano=2021&amp;ato=d7cMTSE5UMZpWT475">https://legislacao.presidencia.gov.br/atos/?tipo=LEI&amp;numero=14129&amp;ano=2021&amp;ato=d7cMTSE5UMZpWT475</a>	No
2021	Rede Federal de Gestão de Incidentes Cibernéticos, Decreto Nº 10.748, de 16 de julho de 2021	<a href="https://legislacao.presidencia.gov.br/atos/?tipo=DEC&amp;numero=10748&amp;ano=2021&amp;ato=c3eQTSq5UMZpWTc28">https://legislacao.presidencia.gov.br/atos/?tipo=DEC&amp;numero=10748&amp;ano=2021&amp;ato=c3eQTSq5UMZpWTc28</a>	No
2022	Lei de diretrizes a serem observadas na prestação de serviços de ativos virtuais e na regulamentação das prestadoras de serviços de ativos virtuais, Lei Nº 14.478, de 21 de dezembro de 2022	<a href="https://legislacao.presidencia.gov.br/atos/?tipo=LEI&amp;numero=14478&amp;ano=2022&amp;ato=c12ITVE9kMZpWTf4c">https://legislacao.presidencia.gov.br/atos/?tipo=LEI&amp;numero=14478&amp;ano=2022&amp;ato=c12ITVE9kMZpWTf4c</a>	No
2022	Política Nacional de Desfazimento e Recondicionamento de Equipamentos Eletroeletrônicos e dispõe sobre o Programa Computadores para Inclusão, Lei Nº 14.479, de 21 de dezembro de 2022	<a href="https://legislacao.presidencia.gov.br/atos/?tipo=LEI&amp;numero=14479&amp;ano=2022&amp;ato=c38MTVE9kMZpWT6a5">https://legislacao.presidencia.gov.br/atos/?tipo=LEI&amp;numero=14479&amp;ano=2022&amp;ato=c38MTVE9kMZpWT6a5</a>	Yes (schools)
2022	Sistema Eletrônico dos Registros Públicos (Serp), Lei Nº 14.382, de 27 de junho de 2022	<a href="http://www.planalto.gov.br/ccivil_03/_ato2019-2022/2022/lei/l14382.htm">www.planalto.gov.br/ccivil_03/_ato2019-2022/2022/lei/l14382.htm</a>	No
2022	Programa Internet Brasil, Lei Nº 14.351 de 25 de maio de 2022	<a href="https://legislacao.presidencia.gov.br/atos/?tipo=LEI&amp;numero=14351&amp;ano=2022&amp;ato=af6oXS61kMZpWT081">https://legislacao.presidencia.gov.br/atos/?tipo=LEI&amp;numero=14351&amp;ano=2022&amp;ato=af6oXS61kMZpWT081</a>	Yes (students)
2023	Política Nacional de Educação Digital (PNED), Lei nº 14.533 de 11 de janeiro de 2023 Vet*	<a href="https://legislacao.presidencia.gov.br/atos/?tipo=LEI&amp;numero=14533&amp;ano=2023&amp;ato=f52MTQE10MZpWT790">https://legislacao.presidencia.gov.br/atos/?tipo=LEI&amp;numero=14533&amp;ano=2023&amp;ato=f52MTQE10MZpWT790</a>	Yes (schools)
2023	Política Nacional de Cibersegurança (PNCiber), Decreto Nº 11.856/2023*	<a href="http://www.planalto.gov.br/ccivil_03/_ato2023-2026/2023/decreto/D11856.htm">www.planalto.gov.br/ccivil_03/_ato2023-2026/2023/decreto/D11856.htm</a>	Yes (minors, cybersecurity education for children, adolescents)
2023	Lei de Diretrizes e Bases da Educação Nacional, Lei Nº 14.645, de 2 de agosto de 2023	<a href="https://legislacao.presidencia.gov.br/ficha/?legisla/legislacao.nsf/ViwerIdentificacao/lei%2014.645-2023&amp;OpenDocument">https://legislacao.presidencia.gov.br/ficha/?legisla/legislacao.nsf/ViwerIdentificacao/lei%2014.645-2023&amp;OpenDocument</a>	Yes (students)
2023	Estratégia Nacional de Escolas Conectadas, Decreto Nº 11.713 de 26 de setembro de 2023	<a href="https://legislacao.presidencia.gov.br/ficha/?legisla/legislacao.nsf/ViwerIdentificacao/DEC%2011.713-2023&amp;OpenDocument">https://legislacao.presidencia.gov.br/ficha/?legisla/legislacao.nsf/ViwerIdentificacao/DEC%2011.713-2023&amp;OpenDocument</a>	Yes (students)
2023	Política Nacional de Cibersegurança e o Comitê Nacional de Cibersegurança, Decreto Nº 11.856 de 26 de dezembro de 2023	<a href="https://legislacao.presidencia.gov.br/atos/?tipo=DEC&amp;numero=11856&amp;ano=2023&amp;ato=2a1QTRU90MZpWTd22">https://legislacao.presidencia.gov.br/atos/?tipo=DEC&amp;numero=11856&amp;ano=2023&amp;ato=2a1QTRU90MZpWTd22</a>	Yes (children, youth)



2023	Programa Nacional de Popularização da Ciência, Decreto Nº 11.754 de 25 de outubro de 2023*	<a href="https://legislacao.presidencia.gov.br/atos/?tipo=DEC&amp;numero=11754&amp;ano=2023&amp;ato=a90kXS650MZpWT586">https://legislacao.presidencia.gov.br/atos/?tipo=DEC&amp;numero=11754&amp;ano=2023&amp;ato=a90kXS650MZpWT586</a>	Yes (girls, youth, students)
2023	Comitê de Governança Digital e Segurança da Informação da Presidência da República, Decreto Nº 11.733 de 18 de outubro de 2023	<a href="https://legislacao.presidencia.gov.br/atos/?tipo=DEC&amp;numero=11733&amp;ano=2023&amp;ato=919lzZq50MZpWTaab">https://legislacao.presidencia.gov.br/atos/?tipo=DEC&amp;numero=11733&amp;ano=2023&amp;ato=919lzZq50MZpWTaab</a>	No
2024	Política Nacional de Assistência Estudantil (PNAES), Lei Nº 14.914, de 3 de julho de 2024	<a href="https://legislacao.presidencia.gov.br/atos/?tipo=LEI&amp;numero=14914&amp;ano=2024&amp;data=03/07/2024&amp;ato=1e6gXTE5ENZpWTfb3">https://legislacao.presidencia.gov.br/atos/?tipo=LEI&amp;numero=14914&amp;ano=2024&amp;data=03/07/2024&amp;ato=1e6gXTE5ENZpWTfb3</a>	Yes (students)
2024	Marco legal para a indústria de jogos eletrônicos, Lei Nº 14.852 de 3 de maio de 2024*	<a href="https://legislacao.presidencia.gov.br/atos/?tipo=LEI&amp;numero=14852&amp;ano=2024&amp;data=03/05/2024&amp;ato=b96ETRq1ENZpWTdac">https://legislacao.presidencia.gov.br/atos/?tipo=LEI&amp;numero=14852&amp;ano=2024&amp;data=03/05/2024&amp;ato=b96ETRq1ENZpWTdac</a>	Yes (protection of children in digital gaming environments, parental control, adolescents, parents)
2024	Resolution No. 245 by the National Council for the Rights of Children and Adolescents (CONANDA) (April 2024)*	Original unavailable; translation available at: <a href="https://criancaconsumo.org.br/wp-content/uploads/2024/04/Resolution-Conanda-245.2024.pdf">https://criancaconsumo.org.br/wp-content/uploads/2024/04/Resolution-Conanda-245.2024.pdf</a>	Yes (rights-holders, adolescents and early childhood)
2024	Política Nacional de Prevenção e Combate ao Abuso e Exploração Sexual da Criança e do Adolescente [cyberbullying], Lei Nº 14.811/2024	<a href="https://legislacao.presidencia.gov.br/atos/?tipo=LEI&amp;numero=14811&amp;ano=2024&amp;ato=3aaUzaU90MZpWTa52">https://legislacao.presidencia.gov.br/atos/?tipo=LEI&amp;numero=14811&amp;ano=2024&amp;ato=3aaUzaU90MZpWTa52</a>	Yes
2024	Sistema Nacional para a Transformação Digital, Decreto Nº 12.308 de 11 de dezembro de 2024	<a href="https://legislacao.presidencia.gov.br/ficha/?legisla/legislacao.nsf/Viw_Identificacao/DEC%2012.308-2024&amp;OpenDocument">https://legislacao.presidencia.gov.br/ficha/?legisla/legislacao.nsf/Viw_Identificacao/DEC%2012.308-2024&amp;OpenDocument</a>	No
2024	Estratégia Federal de Governo Digital, Decreto Nº 12.198 de 24 de setembro de 2024	<a href="https://legislacao.presidencia.gov.br/ficha/?legisla/legislacao.nsf/Viw_Identificacao/DEC%2012.198-2024&amp;OpenDocument">https://legislacao.presidencia.gov.br/ficha/?legisla/legislacao.nsf/Viw_Identificacao/DEC%2012.198-2024&amp;OpenDocument</a>	No
2024	Programa Mais Ciência na Escola para Expansão de Tecnologias Digitais e Experimentação Científica na Educação Básica, Decreto Nº 12.049 de 11 de junho de 2024	<a href="https://legislacao.presidencia.gov.br/ficha/?legisla/legislacao.nsf/Viw_Identificacao/DEC%2012.049-2024&amp;OpenDocument">https://legislacao.presidencia.gov.br/ficha/?legisla/legislacao.nsf/Viw_Identificacao/DEC%2012.049-2024&amp;OpenDocument</a>	Yes (students)
2024	Programa Nacional de Processo Eletrônico, Decreto Nº 11.946 de 12 de março de 2024	<a href="https://legislacao.presidencia.gov.br/atos/?tipo=DEC&amp;numero=11946&amp;ano=2024&amp;ato=7b5UzYE1ENZpWT988">https://legislacao.presidencia.gov.br/atos/?tipo=DEC&amp;numero=11946&amp;ano=2024&amp;ato=7b5UzYE1ENZpWT988</a>	No
2025	Lei celular nas escolas, Lei Nº 15.100, de 13 de janeiro de 2025	<a href="https://legislacao.presidencia.gov.br/atos/?tipo=LEI&amp;numero=15100&amp;ano=2025&amp;ato=f2bQTTU1UNZpWT4ea">https://legislacao.presidencia.gov.br/atos/?tipo=LEI&amp;numero=15100&amp;ano=2025&amp;ato=f2bQTTU1UNZpWT4ea</a>	Yes (students)

## Canada corpus and selected policies

Year	Policy name	Link	Mentions children
<b>2009 (current as of 2025)</b>	Personal Information Protection and Electronic Documents Act (S.C. 2000, c. 5)	<a href="https://laws-lois.justice.gc.ca/eng/acts/p-8.6/page-7.html">https://laws-lois.justice.gc.ca/eng/acts/p-8.6/page-7.html</a>	No
<b>2019</b>	Canada's Digital Charter in Action: A Plan by Canadians, for Canadians*	<a href="https://ised-isde.canada.ca/site/innovation-better-canada/sites/default/files/attachments/Digitalcharter_Report_EN.pdf">https://ised-isde.canada.ca/site/innovation-better-canada/sites/default/files/attachments/Digitalcharter_Report_EN.pdf</a>	Yes
<b>2019</b>	High-Speed Access for All: Canada's Connectivity Strategy*	<a href="https://ised-isde.canada.ca/site/high-speed-internet-canada/sites/default/files/attachments/ISED_C_19-170_Connectivity_Strategy_E_Web.pdf">https://ised-isde.canada.ca/site/high-speed-internet-canada/sites/default/files/attachments/ISED_C_19-170_Connectivity_Strategy_E_Web.pdf</a>	Yes
<b>2021</b>	Québec's Bill 64: An act to modernize legislative provisions as regards the protection of personal information	<a href="http://www.publicationsduquebec.gouv.qc.ca/fileadmin/Fichiers_client/lois_et_reglements/LoisAnnuelles/en/2021/2021C25A.PDF">www.publicationsduquebec.gouv.qc.ca/fileadmin/Fichiers_client/lois_et_reglements/LoisAnnuelles/en/2021/2021C25A.PDF</a>	Yes
<b>2021</b>	First Nations Technology Council Co-Creating Strategy to Achieve Digital Equity for Indigenous Peoples	<a href="http://www.technologycouncil.ca/news/first-nations-technology-council-co-creating-strategy-to-achieve-digital-equity-for-indigenous-peoples">www.technologycouncil.ca/news/first-nations-technology-council-co-creating-strategy-to-achieve-digital-equity-for-indigenous-peoples</a>	No
<b>2022</b>	Bill C-27: Digital Charter Implementation Act, 2022	<a href="http://www.parl.ca/DocumentViewer/en/44-1/bill/C-27/first-reading">www.parl.ca/DocumentViewer/en/44-1/bill/C-27/first-reading</a>	Yes
<b>2024</b>	Bill C-63: An Act to enact the Online Harms Act, to amend the Criminal Code, the Canadian Human Rights Act and an Act respecting the mandatory reporting of Internet child pornography by persons who provide an Internet service and to make consequential and related amendments to other Acts	<a href="http://www.parl.ca/DocumentViewer/en/44-1/bill/C-63/first-reading">www.parl.ca/DocumentViewer/en/44-1/bill/C-63/first-reading</a>	Yes
<b>2024</b>	Considering Families in Canada's Digital Transformation	<a href="https://eprints.lancs.ac.uk/id/eprint/224341/1/2024-09-26_Issue-Brief-Considering-Families-in-Canadas-Digital-Transformation.pdf">https://eprints.lancs.ac.uk/id/eprint/224341/1/2024-09-26_Issue-Brief-Considering-Families-in-Canadas-Digital-Transformation.pdf</a>	Yes
<b>2024</b>	The future role of government series	<a href="http://www.deloitte.com/ca/en/Industries/government-public/perspectives/the-future-role-of-government.html">www.deloitte.com/ca/en/Industries/government-public/perspectives/the-future-role-of-government.html</a>	No

## CEPAL corpus and selected policies

Year	Policy name	Link	Mentions children
2022	Agenda Digital para América Latina y el Caribe, eLAC2024 (Digital Agenda for Latin America and the Caribbean, eLAC2024)	<a href="https://repositorio.cepal.org/entities/publication/697a5840-3de3-4631-bb7c-6cfe127651e7">https://repositorio.cepal.org/entities/publication/697a5840-3de3-4631-bb7c-6cfe127651e7</a>	Yes (children, adolescents, girls)
2024	Agenda Digital para América Latina y el Caribe, eLAC2026 (Digital Agenda for Latin America and the Caribbean, eLAC2026)	<a href="https://conferenciaelac.cepal.org/9/en/documents/digital-agenda-latin-america-and-caribbean-elac2026">https://conferenciaelac.cepal.org/9/en/documents/digital-agenda-latin-america-and-caribbean-elac2026</a>	Yes (children, adolescents, young people, girls and boys)

## China corpus and selected policies

Year	Policy name	Link	Mentions children
2021	《十四五”规划和2035年远景目标纲要》 / Outline of the 14th Five-Year Plan (2021-2025)	<a href="http://www.gov.cn/xinwen/2021-03/13/content_5592681.htm">www.gov.cn/xinwen/2021-03/13/content_5592681.htm</a>	Yes
2021	《十四五”国家信息化规划》 / 14th Five-Year Plan for National Informatisation	<a href="http://www.gov.cn/xinwen/2021-12/28/5664873/files/1760823a103e4d75ac681564fe481af4.pdf">www.gov.cn/xinwen/2021-12/28/5664873/files/1760823a103e4d75ac681564fe481af4.pdf</a>	Yes
2021	《提升全民数字素养与技能行动纲要》 / National Action Plan for Enhancing Digital Literacy and Skills for All	<a href="http://www.cac.gov.cn/2021-11/05/c_1637708867754305.htm">www.cac.gov.cn/2021-11/05/c_1637708867754305.htm</a>	Yes
2022	《十四五”数字经济发展规划》 / 14th Five-Year Plan for Digital Economy Development	<a href="http://www.gov.cn/zhengce/zhengceku/2022-01/12/content_5667817.htm">www.gov.cn/zhengce/zhengceku/2022-01/12/content_5667817.htm</a>	No
2023	《数字中国建设整体布局规划》 / Overall Layout Plan for Digital China Development	<a href="http://www.gov.cn/zhengce/2023-02/27/content_5743484.htm">www.gov.cn/zhengce/2023-02/27/content_5743484.htm</a>	No
2024	《数字乡村建设指南 2.0》 / Digital Countryside Development Guidelines 2.0	<a href="http://www.cac.gov.cn/2024-05/15/c_1717449042791246.htm">www.cac.gov.cn/2024-05/15/c_1717449042791246.htm</a>	No
2025	《国务院关于深入实施‘人工智能+’行动的意见》 / State Council Guiding Opinions on Deepening the ‘AI Plus’ Initiative	<a href="http://www.gov.cn/zhengce/zhengceku/202508/content_7037862.htm">www.gov.cn/zhengce/zhengceku/202508/content_7037862.htm</a>	No
2025	《教育部等九部门关于加快推进教育数字化的意见》 / Opinions on Accelerating Digitalisation in Education	<a href="http://www.gov.cn/zhengce/zhengceku/202504/content_7019045.htm">www.gov.cn/zhengce/zhengceku/202504/content_7019045.htm</a>	Yes

## Colombia corpus and selected policies

Year	Policy name	Link	Mentions children
2019	CONPES 3975, Política nacional para la transformación digital e inteligencia artificial*	<a href="https://colaboracion.dnp.gov.co/CDT/Conpes/Econ%C3%B3micos/3975.pdf">https://colaboracion.dnp.gov.co/CDT/Conpes/Econ%C3%B3micos/3975.pdf</a>	Yes (children and youth)
2019	CONPES 3968, Declaración de importancia estratégica del proyecto de desarrollo, masificación y acceso a internet nacional, a través de la fase II de la iniciativa de incentivos a la demanda de Internet	<a href="https://colaboracion.dnp.gov.co/CDT/Conpes/Econ%C3%B3micos/3968.pdf">https://colaboracion.dnp.gov.co/CDT/Conpes/Econ%C3%B3micos/3968.pdf</a>	No
2018	CONPES 3920, Política nacional de explotación de datos (Big Data)	<a href="https://colaboracion.dnp.gov.co/CDT/Conpes/Econ%C3%B3micos/3920.pdf">https://colaboracion.dnp.gov.co/CDT/Conpes/Econ%C3%B3micos/3920.pdf</a>	No
2020	CONPES 4001, Declaración de la importancia estratégica del proyecto nacional de acceso universal a las TIC en zonas rurales o apartadas	<a href="https://colaboracion.dnp.gov.co/CDT/Conpes/Econ%C3%B3micos/4001.pdf">https://colaboracion.dnp.gov.co/CDT/Conpes/Econ%C3%B3micos/4001.pdf</a>	No
2020	CONPES 4011, Política nacional de emprendimiento	<a href="https://colaboracion.dnp.gov.co/CDT/Conpes/Econ%C3%B3micos/4011.pdf">https://colaboracion.dnp.gov.co/CDT/Conpes/Econ%C3%B3micos/4011.pdf</a>	No
2020	CONPES 4012, Política nacional de comercio electrónico	<a href="https://colaboracion.dnp.gov.co/CDT/Conpes/Econ%C3%B3micos/4012.pdf">https://colaboracion.dnp.gov.co/CDT/Conpes/Econ%C3%B3micos/4012.pdf</a>	No
2020	Plan de transformación Digital, Ministerio de Educación	<a href="https://mineducacion.gov.co/1780/articles-403384_rec_01.pdf">https://mineducacion.gov.co/1780/articles-403384_rec_01.pdf</a>	Yes (students)
2021	CONPES 4040, Estrategia para fortalecer el desarrollo integral de la juventud	<a href="https://colaboracion.dnp.gov.co/CDT/Conpes/Econ%C3%B3micos/4040.pdf">https://colaboracion.dnp.gov.co/CDT/Conpes/Econ%C3%B3micos/4040.pdf</a>	Yes (youth)
2021	CONPES 4069, Política nacional de ciencia, tecnología e innovación 2022-2031	<a href="https://colaboracion.dnp.gov.co/CDT/Conpes/Econ%C3%B3micos/4069.pdf">https://colaboracion.dnp.gov.co/CDT/Conpes/Econ%C3%B3micos/4069.pdf</a>	Yes (children, youth, adolescents)
2021	Fortalecimiento y actualización de la política de gobierno digital del Estado Colombiano	<a href="https://mintic.gov.co/portal/715/articles-208829_recurso_1.pdf">https://mintic.gov.co/portal/715/articles-208829_recurso_1.pdf</a>	Yes
2022	CONPES 4079, Declaración de importancia estratégica de los proyectos de inversión para la implementación de la iniciativa acceso a internet en los departamentos de Amazonas, Guainía, Vaupés, Vichada y el Archipiélago de San Andrés, Providencia y Santa Catalina	<a href="https://colaboracion.dnp.gov.co/CDT/Conpes/Econ%C3%B3micos/4079.pdf">https://colaboracion.dnp.gov.co/CDT/Conpes/Econ%C3%B3micos/4079.pdf</a>	No
2022	CONPES 4090, Política nacional de economía naranja	<a href="https://colaboracion.dnp.gov.co/CDT/Conpes/Econ%C3%B3micos/4090.pdf">https://colaboracion.dnp.gov.co/CDT/Conpes/Econ%C3%B3micos/4090.pdf</a>	Yes
2023	El Plan Nacional de Desarrollo 2022-2026*	<a href="http://www.funcionpublica.gov.co/eva/gestornormativo/norma.php?i=209510">www.funcionpublica.gov.co/eva/gestornormativo/norma.php?i=209510</a>	Yes (minors)

<b>2023</b>	Estrategia nacional digital de Colombia 2023-2026*	<a href="https://colaboracion.dnp.gov.co/CDT/Desarrollo%20Digital/EVENTOS/END_Colombia_2023_2026.pdf">https://colaboracion.dnp.gov.co/CDT/Desarrollo%20Digital/EVENTOS/END_Colombia_2023_2026.pdf</a>	Yes (children, youth, adolescents)
<b>2023</b>	Política de Gobierno Digital 2020-2023	<a href="http://www.chia-cundinamarca.gov.co/2023/datosabiertos/Pol%C3%ADtica%20de%20Gobierno%20Digital%20V3_Actualizada.pdf">www.chia-cundinamarca.gov.co/2023/datosabiertos/Pol%C3%ADtica%20de%20Gobierno%20Digital%20V3_Actualizada.pdf</a>	No
<b>2024</b>	Plan estratégico de tecnologías de información 2024-2027	<a href="https://asambleadeantioquia.gov.co/wp-content/uploads/2025/01/10-PETI-2024-2027-Gober.pdf">https://asambleadeantioquia.gov.co/wp-content/uploads/2025/01/10-PETI-2024-2027-Gober.pdf</a>	No
<b>2024</b>	Definición de una canasta básica TIC para la inclusión digital de los hogares en Colombia – 2024	<a href="https://colaboracion.dnp.gov.co/CDT/Desarrollo%20Digital/Publicaciones/Canasta_BasicaTIC_para_la_inclusion_digital_de_hogares_Colombia.pdf">https://colaboracion.dnp.gov.co/CDT/Desarrollo%20Digital/Publicaciones/Canasta_BasicaTIC_para_la_inclusion_digital_de_hogares_Colombia.pdf</a>	No
<b>2024</b>	Plan Transformación de Digital 2024 (Ministerio de Educación)	<a href="http://www.mineduacion.gov.co/1780/articles-419503_recurso_13.pdf">www.mineduacion.gov.co/1780/articles-419503_recurso_13.pdf</a>	Yes (students)
<b>2024</b>	CiberPaz	<a href="https://ciberpaz.gov.co/portal">https://ciberpaz.gov.co/portal</a>	Yes (students)
<b>2025</b>	Plan estratégico de las tecnologías de la información y comunicaciones (PETI)	<a href="https://sibate-cundinamarca.gov.co/Transparencia/PlaneacionGestionyControl/10%20PETI%202025%20PLAN%20ESTRAT%C3%89GICO%20DE%20LAS%20TICS%2024-01-2024.pdf">https://sibate-cundinamarca.gov.co/Transparencia/PlaneacionGestionyControl/10%20PETI%202025%20PLAN%20ESTRAT%C3%89GICO%20DE%20LAS%20TICS%2024-01-2024.pdf</a>	No
<b>2025</b>	CONPES 4144, Política nacional de inteligencia artificial	<a href="https://colaboracion.dnp.gov.co/CDT/Conpes/Econ%C3%B3micos/4144.pdf">https://colaboracion.dnp.gov.co/CDT/Conpes/Econ%C3%B3micos/4144.pdf</a>	No

## Egypt selected policies

Year	Policy name	Link	Mentions children
<b>2020</b>	Internet Safe Usage in the Egyptian Household*	<a href="http://www.tra.gov.eg/wp-content/uploads/2020/11/Safe-Internet-Usage-At-Your-Home.pdf">www.tra.gov.eg/wp-content/uploads/2020/11/Safe-Internet-Usage-At-Your-Home.pdf</a>	Yes
<b>2023</b>	Vision of Egypt 2030: The National Agenda for Sustainable Development*	<a href="https://mped.gov.eg/Files/Egypt_Vision_2030_EnglishDigitalUse.pdf">https://mped.gov.eg/Files/Egypt_Vision_2030_EnglishDigitalUse.pdf</a>	Yes
<b>2023</b>	Education Sector Plan for Egypt 2023-2027*	<a href="http://www.globalpartnership.org/node/document/download?file=document/file/2023-09-education-sector-plan-2023-2027-egypt.pdf">www.globalpartnership.org/node/document/download?file=document/file/2023-09-education-sector-plan-2023-2027-egypt.pdf</a>	Yes
<b>2008</b>	Law No. 12 of 1996 Promulgating the Child Law Amended by Law No. 126 of 2008	<a href="http://www.refworld.org/legal/legislation/natlegbod/1996/en/119718">www.refworld.org/legal/legislation/natlegbod/1996/en/119718</a>	Yes (but not in relation to ICT)

## EU corpus and selected policies

Year	Policy name	Link	Mentions children
2020	Digital Education Action Plan (2021-2027)*	<a href="https://education.ec.europa.eu/focus-topics/digital-education/action-plan">https://education.ec.europa.eu/focus-topics/digital-education/action-plan</a>	Yes (children, young people, girls, primary and secondary education, educators, students)
2010 and 2020	Digital agenda for Europe	<a href="http://www.europarl.europa.eu/factsheets/en/sheet/64/digital-agenda-for-europe">www.europarl.europa.eu/factsheets/en/sheet/64/digital-agenda-for-europe</a>	No (mentions education)
2020	Shaping Europe's digital future	<a href="https://eur-lex.europa.eu/legal-content/en/TXT/?uri=CELEX%3A52020DC0067">https://eur-lex.europa.eu/legal-content/en/TXT/?uri=CELEX%3A52020DC0067</a>	Not in a meaningful way (mentions youth)
2020	A European strategy for data	<a href="https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=CELEX%3A52020DC0066">https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=CELEX%3A52020DC0066</a>	No – aimed at data and identity policies in business and services
2020	The Digital Europe Programme	<a href="https://digital-strategy.ec.europa.eu/en/activities/digital-programme">https://digital-strategy.ec.europa.eu/en/activities/digital-programme</a>	No (aimed at businesses advanced digital skills) – funding body
2020	Connecting Europe Facility: Digital	<a href="https://hadea.ec.europa.eu/programmes/connecting-europe-facility_en">https://hadea.ec.europa.eu/programmes/connecting-europe-facility_en</a>	No – aimed at high quality infrastructure – funding body
2021	2030 Digital Compass: The European way for the Digital Decade*	<a href="https://eur-lex.europa.eu/legal-content/en/TXT/?uri=CELEX%3A52021DC0118">https://eur-lex.europa.eu/legal-content/en/TXT/?uri=CELEX%3A52021DC0118</a>	Yes (indirectly and minimally, guardians of children, aged 15+ and 16+)
2022	The Digital Services Act package  Digital Services Act*	<a href="https://commission.europa.eu/strategy-and-policy/priorities-2019-2024/europe-fit-digital-age/digital-services-act_en">https://commission.europa.eu/strategy-and-policy/priorities-2019-2024/europe-fit-digital-age/digital-services-act_en</a> [no longer working] Update can be found here <a href="https://www.eu-digital-services-act.com/">https://www.eu-digital-services-act.com/</a> <a href="https://eur-lex.europa.eu/eli/reg/2022/2065/oj/eng">https://eur-lex.europa.eu/eli/reg/2022/2065/oj/eng</a>	Yes (child, children, minors)
2022	NextGenerationEU	<a href="https://commission.europa.eu/strategy-and-policy/eu-budget/eu-borrower-investor-relations/nextgenerationeu_en">https://commission.europa.eu/strategy-and-policy/eu-budget/eu-borrower-investor-relations/nextgenerationeu_en</a>	No (capital markets, lender and financial programme)
2022	Digital Markets Act	<a href="http://www.europarl.europa.eu/RegData/etudes/BRIE/2021/690589/PRS_BRI(2021)690589_EN.pdf">www.europarl.europa.eu/RegData/etudes/BRIE/2021/690589/PRS_BRI(2021)690589_EN.pdf</a>	No
2024	Artificial Intelligence Act	<a href="http://www.europarl.europa.eu/doceo/document/TA-9-2024-0138_EN.pdf">www.europarl.europa.eu/doceo/document/TA-9-2024-0138_EN.pdf</a>	No

## France corpus and selected policies

Year	Policy name	Link	Mentions children
2016	Loi n° 2016-1321 du 7 octobre 2016 pour une République numérique	<a href="http://www.legifrance.gouv.fr/jorf/id/JORFTEXT000033202746">www.legifrance.gouv.fr/jorf/id/JORFTEXT000033202746</a>	No (étudiants refers to higher education)
2018	Plan national pour un numérique inclusif	<a href="https://presse.economie.gouv.fr/171-dossier-de-presse-plan-national-pour-un-numerique-inclusif/171-20180913-dp_plan-national-pour-un-numerique-inclusif_snni-vdef2-compressed-pdf">https://presse.economie.gouv.fr/171-dossier-de-presse-plan-national-pour-un-numerique-inclusif/171-20180913-dp_plan-national-pour-un-numerique-inclusif_snni-vdef2-compressed-pdf</a>	Yes (jeunes, briefly and not specific to children)
2020	Territoires Numériques Educatifs (TNE)	<a href="http://www.ac-besancon.fr/tne25">www.ac-besancon.fr/tne25</a>	Yes (étudiants, classe, collèges [publics, privés], école, élèves, professeurs, classes, le système éducatif, parents, projets scolaires et périscolaires, directeurs d'écoles).
2021	Loi n° 2021-1485 du 15 novembre 2021 visant à réduire l'empreinte environnementale du numérique en France	<a href="http://www.legifrance.gouv.fr/jorf/id/JORFTEXT000044327272">www.legifrance.gouv.fr/jorf/id/JORFTEXT000044327272</a>	Indirectly (la rentrée scolaire)
2021	Loi relative à la lutte contre l'illectronisme et pour l'inclusion numérique	<a href="http://www.senat.fr/leg/ppl20-367.pdf">www.senat.fr/leg/ppl20-367.pdf</a>	Yes (des élèves, des enseignants, professorat et de l'éducation)
2021	Arrêté du 9 novembre 2021 portant création du label « Numérique en commun[s] »	<a href="http://www.legifrance.gouv.fr/jorf/id/JORFTEXT000044340436?utm.com">www.legifrance.gouv.fr/jorf/id/JORFTEXT000044340436?utm.com</a>	No
2022	Loi n° 2022-309 du 3 mars 2022 pour la mise en place d'une certification de cybersécurité des plateformes numériques destinée au grand public	<a href="http://www.legifrance.gouv.fr/jorf/id/JORFTEXT000045294275">www.legifrance.gouv.fr/jorf/id/JORFTEXT000045294275</a>	No, but in the original law <a href="https://www.legifrance.gouv.fr/download/pdf?id=7qs44bfMHx4D0ND1tLYTGE1tUE4pff_NWtPY0T-2KIM">https://www.legifrance.gouv.fr/download/pdf?id=7qs44bfMHx4D0ND1tLYTGE1tUE4pff_NWtPY0T-2KIM</a> =children are mentioned indirectly (enseignants)
2022	Stratégie numérique pour l'éducation 2023-2027	<a href="http://www.education.gouv.fr/strategie-du-numerique-pour-l-education-2023-2027-344263">www.education.gouv.fr/strategie-du-numerique-pour-l-education-2023-2027-344263</a>	Yes (jeunesse, collège, élèves, l'École inclusive, éducatif, enseignants, scolaire)
2022	Pour un usage raisonné des écrans par les enfants et les jeunes	<a href="https://sante.gouv.fr/IMG/pdf/plan_d_action_ecran_enfant_s_et_jeunes_2022_accessible.pdf">https://sante.gouv.fr/IMG/pdf/plan_d_action_ecran_enfant_s_et_jeunes_2022_accessible.pdf</a>	Yes (enfant(s), enfants, élèves, scolarisés, parents, d'enfant d'âge préscolaire, cours, classe, éducatif, école, pédagogie)
2023	Présentation de la feuille de route de la France pour la « décennie numérique »	<a href="http://www.entreprises.gouv.fr/espace-presse/presentation-de-la-feuille-de-route-de-la-france-pour-la-decennie-numerique">www.entreprises.gouv.fr/espace-presse/presentation-de-la-feuille-de-route-de-la-france-pour-la-decennie-numerique</a>	Yes (école, étudiantes) (Jeune(s), enfants, étudiantes, filles, fille, fils, garçon, élève, , éduquer, cours, collège, classe, pédagogie)
2023	Loi n° 2023-566 du 7 juillet 2023 visant à instaurer une majorité numérique et à lutter	<a href="http://www.legifrance.gouv.fr/dossierlegislatif/JORFDOLE000047256856">www.legifrance.gouv.fr/dossierlegislatif/JORFDOLE000047256856</a>	Yes (mineurs, jeunes, parentale, moins de quinze ans)



	contre la haine en ligne		
<b>2023</b>	Loi n° 2023-451 du 9 juin 2023 visant à encadrer l'influence commerciale et à lutter contre les dérives des influenceurs sur les réseaux sociaux	<a href="http://www.legifrance.gouv.fr/jorf/id/JORFTEXT000047663185">www.legifrance.gouv.fr/jorf/id/JORFTEXT000047663185</a>	Yes (Jeunes, enfants, âgée de moins de seize ans, cours)
<b>2023</b>	France Numérique Ensemble: Feuille de route issue des travaux du Conseil National de la Refondation, 2023-2027	<a href="https://content-management-system-media.s3.fr-par.scw.cloud/Dossier_de_presse_France_Numerique_Ensemble_ad5c5b67ba.pdf">https://content-management-system-media.s3.fr-par.scw.cloud/Dossier_de_presse_France_Numerique_Ensemble_ad5c5b67ba.pdf</a>	Indirectly (l'éducation, Éducation nationale)
<b>2023</b>	Pix 6e – Compétences numériques au collège	<a href="https://labo.societenumerique.gouv.fr/fr/articles/feuille-de-route-france-numerique-ensemble-2023-2027">https://labo.societenumerique.gouv.fr/fr/articles/feuille-de-route-france-numerique-ensemble-2023-2027</a> [national link no longer active – some regional hubs still have their own]	Unknown
<b>2024</b>	Loi n° 2024-449 du 21 mai 2024 visant à sécuriser et à réguler l'espace numérique	<a href="http://www.legifrance.gouv.fr/jorf/id/JORFTEXT000049563368">www.legifrance.gouv.fr/jorf/id/JORFTEXT000049563368</a>	Yes (enfants, élevé, mineurs, collège, éducation, scolaire, pédagogique,)

## Hong Kong corpus and selected policies

Year	Policy name	Link	Mentions children
<b>2015</b>	Report on the Fourth Strategy on Information Technology in Education	<a href="http://www.edb.gov.hk/attachment/en/edu-system/primary-secondary/applicable-to-primary-secondary/it-in-edu/ITE4_report_ENG.pdf">www.edb.gov.hk/attachment/en/edu-system/primary-secondary/applicable-to-primary-secondary/it-in-edu/ITE4_report_ENG.pdf</a>	Yes (children, students)
<b>2020</b>	The Chief Executive's 2020 Policy Address: Striving Ahead with Renewed Perseverance	<a href="http://www.policyaddress.gov.hk/2020/eng/pdf/PA2020.pdf">www.policyaddress.gov.hk/2020/eng/pdf/PA2020.pdf</a>	Yes (children, students)
<b>2021</b>	The Personal Data (Privacy) Amendment Ordinance 2021	<a href="http://www.pcpd.org.hk/english/data_privacy_law/amendments_2021/amendment_2021.html">www.pcpd.org.hk/english/data_privacy_law/amendments_2021/amendment_2021.html</a>	No
<b>2021</b>	The Chief Executive's 2021 Policy Address: Building a Bright Future Together	<a href="http://www.policyaddress.gov.hk/2021/eng/pdf/PA2021.pdf">www.policyaddress.gov.hk/2021/eng/pdf/PA2021.pdf</a>	Yes (children, students)
<b>2022</b>	Hong Kong Innovation and Technology Development Blueprint	<a href="http://www.itib.gov.hk/en/publications/I&amp;T%20Blueprint%20Book_EN_single_Digital.pdf">www.itib.gov.hk/en/publications/I&amp;T%20Blueprint%20Book_EN_single_Digital.pdf</a>	Yes (students)
<b>2022</b>	The Chief Executive's 2022 Policy Address: Creating a Brighter Tomorrow for Hong Kong	<a href="http://www.policyaddress.gov.hk/2022/public/pdf/policy/policy-full_en.pdf">www.policyaddress.gov.hk/2022/public/pdf/policy/policy-full_en.pdf</a>	Yes (children, students)
<b>2023</b>	Quality Education Fund e-Learning Funding Programme – Provision of Mobile Computer Devices and Internet Services Support	<a href="http://www.edb.gov.hk/attachment/en/edu-system/primary-secondary/applicable-to-primary-secondary/it-in-edu/QEF/EDBCM23085E.pdf">www.edb.gov.hk/attachment/en/edu-system/primary-secondary/applicable-to-primary-secondary/it-in-edu/QEF/EDBCM23085E.pdf</a>	Yes (students)

Left out and misunderstood: Children in digital policies – 2025

	(2023/24 School Year)		
<b>2023</b>	The Chief Executive's 2023 Policy Address: A Vibrant Economy for a Caring Community	<a href="http://www.legco.gov.hk/yr2023/english/panels/20231025-policy-e.pdf">www.legco.gov.hk/yr2023/english/panels/20231025-policy-e.pdf</a>	Yes (children, students)
<b>2024</b>	The Chief Executive's 2024 Policy Address: Reform for Enhancing Development and Building Our Future Together	<a href="http://www.policyaddress.gov.hk/2024/public/pdf/policy/policy-full_en.pdf">www.policyaddress.gov.hk/2024/public/pdf/policy/policy-full_en.pdf</a>	Yes (children, students)
<b>2024</b>	Baseline IT Security Policy	<a href="http://www.govcert.gov.hk/doc/S17_EN.pdf">www.govcert.gov.hk/doc/S17_EN.pdf</a>	No
<b>2024</b>	Digital Inclusion	<a href="http://www.digitalpolicy.gov.hk/en/our_work/digital_government/digital_inclusion">www.digitalpolicy.gov.hk/en/our_work/digital_government/digital_inclusion</a>	No
<b>2024</b>	Existing and planned measures on the promotion of racial equality	<a href="http://www.admwing.gov.hk/pdf/Administrative_Guidelines_Racial_Equality_EN.pdf">www.admwing.gov.hk/pdf/Administrative_Guidelines_Racial_Equality_EN.pdf</a>	No
<b>2024</b>	'Information Literacy for Hong Kong Students' Learning Framework (2024)	<a href="http://www.edb.gov.hk/attachment/en/edu-system/primary-secondary/applicable-to-primary-secondary/it-in-edu/CM/2024/EDBCM0752024E.pdf">www.edb.gov.hk/attachment/en/edu-system/primary-secondary/applicable-to-primary-secondary/it-in-edu/CM/2024/EDBCM0752024E.pdf</a>	Yes (students)
<b>2024</b>	Mental Health@School, 4Rs Mental Health Charter	<a href="https://applications.edb.gov.hk/circular/upload/EDBCM/EDBCM24060E.pdf">https://applications.edb.gov.hk/circular/upload/EDBCM/EDBCM24060E.pdf</a>	Yes (students)
<b>2024</b>	Quality Education Fund e-Learning Funding Programme – Provision of Mobile Computer Devices and Internet Services Support (2024/25 School Year)	<a href="http://www.edb.gov.hk/attachment/en/edu-system/primary-secondary/applicable-to-primary-secondary/it-in-edu/QEF/EDBCM24121E.pdf">www.edb.gov.hk/attachment/en/edu-system/primary-secondary/applicable-to-primary-secondary/it-in-edu/QEF/EDBCM24121E.pdf</a>	Yes (students)
<b>2024</b>	Healthy e-Generation Network, 'Connect with the e-Generation' Campaign 2024/25	<a href="http://www.edb.gov.hk/attachment/en/edu-system/primary-secondary/applicable-to-primary-secondary/it-in-edu/CM/2024/EDBCM24183E.pdf">www.edb.gov.hk/attachment/en/edu-system/primary-secondary/applicable-to-primary-secondary/it-in-edu/CM/2024/EDBCM24183E.pdf</a>	Yes (students)
<b>2025</b>	Digital Education Centre of Excellence	<a href="https://applications.edb.gov.hk/circular/upload/EDBCM/EDBCM25051E.pdf">https://applications.edb.gov.hk/circular/upload/EDBCM/EDBCM25051E.pdf</a>	Yes (students)

## India corpus and selected policies

Year	Policy name	Link	Mentions children
2015	Digital Bharat Saksham Bharat: A Compendium on Digital India*	<a href="http://www.meity.gov.in/documents/publications?page=1">www.meity.gov.in/documents/publications?page=1</a>	Yes (initiatives for school children such as Shaala Darpan, an SMS-based midday meal monitoring scheme, which focuses on education, welfare and safety for children, especially girls)
2019	National Policy on Software Products (2019)*	<a href="http://www.meity.gov.in/static/uploads/2024/02/national_policy_on_software_products-2019.pdf">www.meity.gov.in/static/uploads/2024/02/national_policy_on_software_products-2019.pdf</a>	Yes (school students)
2020	National Education Policy 2020*	<a href="http://www.education.gov.in/sites/upload_files/mhrd/files/NEP_Final_English_0.pdf">www.education.gov.in/sites/upload_files/mhrd/files/NEP_Final_English_0.pdf</a>	Yes (children and young people at different educational stages, including early childhood care and education)
2021 (updated in 2023)	The Information Technology (Intermediary Guidelines and Digital Media Ethics Code) Rules, 2021	<a href="http://www.meity.gov.in/static/uploads/2024/02/Information-Technology-Intermediary-Guidelines-and-Digital-Media-Ethics-Code-Rules-2021-updated-06.04.2023-.pdf">www.meity.gov.in/static/uploads/2024/02/Information-Technology-Intermediary-Guidelines-and-Digital-Media-Ethics-Code-Rules-2021-updated-06.04.2023-.pdf</a>	Yes (anyone below 18, content harmful to children, child sexual abuse, child rights)
2022	National Data Governance Framework Policy, 2022 (in draft)	[No longer available online]	No
2023	The Digital Personal Data Protection Act, 2023*	<a href="http://www.meity.gov.in/static/uploads/2024/06/2bf1f0e9f04e6fb4f8fef35e82c42aa5.pdf">www.meity.gov.in/static/uploads/2024/06/2bf1f0e9f04e6fb4f8fef35e82c42aa5.pdf</a>	Yes (individuals under 18, parental consent, child's wellbeing)

## Indonesia corpus and selected policies

Year	Policy name	Link	Mentions children
2008	Electronic Information and Transactions Law UU No. 11/2008	<a href="https://jdih.komdigi.go.id/produk_hukum/view/id/167/t/undangundang+nomor+11+tahun+2008">https://jdih.komdigi.go.id/produk_hukum/view/id/167/t/undangundang+nomor+11+tahun+2008</a>	No
2016	Amendment – Electronic Information and Transactions Law UU No. 19/2016	<a href="https://jdih.komdigi.go.id/produk_hukum/view/id/555/t/undangundang+nomor+19+tahun+2016">https://jdih.komdigi.go.id/produk_hukum/view/id/555/t/undangundang+nomor+19+tahun+2016</a>	No
2020	Regulation of Ministry of Communication and Digital Affairs of the Republic of Indonesia, No. 1 of 2020	<a href="https://jdih.komdigi.go.id/produk_hukum/view/id/729/t/peraturan+menteri+komunikasi+dan+informatika+nomor+1+tahun+2020">https://jdih.komdigi.go.id/produk_hukum/view/id/729/t/peraturan+menteri+komunikasi+dan+informatika+nomor+1+tahun+2020</a>	No
2021	Regulation of Ministry of Communications and Digital Affairs of the Republic of Indonesia, No. 5 of 2021 on Telecommunication operations	<a href="https://jdih.komdigi.go.id/produk_hukum/view/id/768/t/peraturan+menteri+komunikasi+dan+informatika+nomor+5+tahun+2021">https://jdih.komdigi.go.id/produk_hukum/view/id/768/t/peraturan+menteri+komunikasi+dan+informatika+nomor+5+tahun+2021</a>	No
2021	Regulation of Ministry of Communication and Digital Affairs of the Republic of Indonesia, No. 5 of 2021	<a href="https://jdih.komdigi.go.id/produk_hukum/view/id/768/t/peraturan+menteri+komunikasi+dan+informatika+nomor+5+tahun+2021">https://jdih.komdigi.go.id/produk_hukum/view/id/768/t/peraturan+menteri+komunikasi+dan+informatika+nomor+5+tahun+2021</a>	No
2022	Personal Data Protection Law UU No. 27/2022*	<a href="https://jdih.komdigi.go.id/produk_hukum/view/id/832/t/undangundang+nomor+27+tahun+2022">https://jdih.komdigi.go.id/produk_hukum/view/id/832/t/undangundang+nomor+27+tahun+2022</a>	Yes (child users)
2022	Government Regulations of the Republic of Indonesia, No. 24 of the year 2022	<a href="https://peraturan.bpk.go.id/Details/216815/pp-no-24-tahun-2022">https://peraturan.bpk.go.id/Details/216815/pp-no-24-tahun-2022</a>	No
2022	Sexual Violence Law UU No. 12 of 2022	<a href="https://peraturan.bpk.go.id/Details/207944/uu-no-12-tahun-2022">https://peraturan.bpk.go.id/Details/207944/uu-no-12-tahun-2022</a>	Yes
2022	Digital Platform Management in Ministry of Education, Culture, Research and Technology 2022-2024	[link no longer active] <a href="https://jdih.kemdikbud.go.id/detail_peraturan?main=3248">https://jdih.kemdikbud.go.id/detail_peraturan?main=3248</a>	Yes
2023	President Decree No. 82 of the year 2023 – Digital Transformation Acceleration	<a href="https://jdih.maritim.go.id/perpres-no-82-tahun-2023">https://jdih.maritim.go.id/perpres-no-82-tahun-2023</a>	No
2023	Circular Letter No. 9 of the year 2023, Ministry of Communication and Digital Affairs – AI Ethics	<a href="https://jdih.komdigi.go.id/produk_hukum/view/id/883/t/surat+edaran+menteri+komunikasi+dan+informatika+nomor+9+tahun+2023">https://jdih.komdigi.go.id/produk_hukum/view/id/883/t/surat+edaran+menteri+komunikasi+dan+informatika+nomor+9+tahun+2023</a>	No
2023	Development plan of Indonesia's Digital Industry*	<a href="https://perpustakaan.bappenas.go.id/e-library/file_upload/koleksi/migrasi-data-publikasi/file/Policy_Paper/Buku%20Rencana%20Induk%20Pengembangan%20Industri%20Digital%20Indonesia%202023-2045.pdf">https://perpustakaan.bappenas.go.id/e-library/file_upload/koleksi/migrasi-data-publikasi/file/Policy_Paper/Buku%20Rencana%20Induk%20Pengembangan%20Industri%20Digital%20Indonesia%202023-2045.pdf</a>	Yes

2024	Amendment – Electronic Information and Transactions Law UU No. 11/2024*	<a href="https://jdih.komdigi.go.id/produk_hukum/view/id/884/t/undangundang+nomor+1+tahun+2024">https://jdih.komdigi.go.id/produk_hukum/view/id/884/t/undangundang+nomor+1+tahun+2024</a>	Yes (children)
2024	Regulation of Ministry of Communication and Digital Affairs of the Republic of Indonesia, No. 520 of 2024	<a href="https://jdih.komdigi.go.id/produk_hukum/view/id/937/t/keputusan+menteri+komunikasi+dan+informatika+nomor+520+tahun+2024">https://jdih.komdigi.go.id/produk_hukum/view/id/937/t/keputusan+menteri+komunikasi+dan+informatika+nomor+520+tahun+2024</a>	No
2024	Regulation of Ministry of Communication and Digital Affairs of the Republic of Indonesia, No. 2 of 2024	<a href="https://jdih.komdigi.go.id/produk_hukum/view/id/890/t/peraturan+menteri+komunikasi+dan+informatika+nomor+2+tahun+2024">https://jdih.komdigi.go.id/produk_hukum/view/id/890/t/peraturan+menteri+komunikasi+dan+informatika+nomor+2+tahun+2024</a>	No
2024	Indonesia's Long-Term Development Plan 2025-2045, Law No. 59 of the year 2024 (Golden Indonesia 2045)*	<a href="https://indonesia2045.go.id">https://indonesia2045.go.id</a>	Yes (child, students)
2024	Children Protection System Codebook	<a href="https://perpustakaan.bappenas.go.id/e-library/file_upload/koleksi/dokumenbappenas/konten/Uplod%20Terbaru/2024_Final_Buku_Saku_SPA%20(full).pdf">https://perpustakaan.bappenas.go.id/e-library/file_upload/koleksi/dokumenbappenas/konten/Uplod%20Terbaru/2024_Final_Buku_Saku_SPA%20(full).pdf</a>	Yes
2025	Digital Transformation of Education through 'Rumah Pendidikan' Blueprint*	<a href="https://fliphtml5.com/ivsgy/ixst/Cetak_Biru_Transformasi_Digital_Pendidikan_melalui_Rumah_Pendidikan">https://fliphtml5.com/ivsgy/ixst/Cetak_Biru_Transformasi_Digital_Pendidikan_melalui_Rumah_Pendidikan</a>	Yes (students)

## Kuwait corpus and selected policies

Year	Policy name	Link	Mentions children
2020	Kuwait Vision 2035 'New Kuwait'	<a href="http://www.mofa.gov.kw/en/pages/kuwait-vision-2035">www.mofa.gov.kw/en/pages/kuwait-vision-2035</a>	No
2020	Kuwait National Development Plan 2020-2025*	<a href="https://media.gov.kw/assets/img/Ommah22_Awareness/PDF/NewKuwait/Revised%20KNDP%20-%20EN.pdf">https://media.gov.kw/assets/img/Ommah22_Awareness/PDF/NewKuwait/Revised%20KNDP%20-%20EN.pdf</a>	Yes
2024	Data Privacy Protection Regulation	<a href="http://www.citra.gov.kw/sites/en/LegalReferences/Data_Privacy_Protection_Regulation.pdf">www.citra.gov.kw/sites/en/LegalReferences/Data_Privacy_Protection_Regulation.pdf</a>	No
2015	Law No. (21 / 2015) on the Protection of Children's Rights*	<a href="https://nspc.org.kw/uploads/2024-Sep-30--03--39--07pm-7TA1E-Law%20No.%20%7B21%20%202015%20on%20the%20Protection%20of%20Children's%20Rights.pdf">https://nspc.org.kw/uploads/2024-Sep-30--03--39--07pm-7TA1E-Law%20No.%20%7B21%20%202015%20on%20the%20Protection%20of%20Children's%20Rights.pdf</a>	Yes

## Malaysia corpus and selected policies

Year	Policy name	Link	Mentions children
2010	Act 709, Personal Data Protection 2010	<a href="http://www.pdp.gov.my/ppdpv1/en/akta/pdp-act-2010-en">www.pdp.gov.my/ppdpv1/en/akta/pdp-act-2010-en</a>	No
2019	Wawasan Kemakmuran Bersama 2030*	<a href="https://ekonomi.gov.my/ms/wawasan-kemakmuran-bersama-2030">https://ekonomi.gov.my/ms/wawasan-kemakmuran-bersama-2030</a>	Yes
2020	Malaysia Digital Economy Blueprint	<a href="https://ekonomi.gov.my/en/resources/publications/malaysia-digital-economy-blueprint">https://ekonomi.gov.my/en/resources/publications/malaysia-digital-economy-blueprint</a>	Yes (students)
2021	AI National Roadmap 2021-2025*	[firewall blocked] <a href="https://mastic.mosti.gov.my/publication/artificial-intelligence-roadmap-2021-2025">https://mastic.mosti.gov.my/publication/artificial-intelligence-roadmap-2021-2025</a>	Yes
2021	National E-Commerce Strategic Roadmap (NESR) 2021-2025	<a href="https://mdec.my/nedr">https://mdec.my/nedr</a>	No
2021	Twelfth Malaysia Plan 2021-2025	<a href="https://rmke12.ekonomi.gov.my/en">https://rmke12.ekonomi.gov.my/en</a>	
2024	Cybersecurity policy	[database for policy] <a href="http://www.mosti.gov.my/en/dasar/#">www.mosti.gov.my/en/dasar/#</a>	No
2024	New Regulatory Framework for Internet Messaging and Social Media Service Providers	<a href="http://www.rdslawpartners.com/post/new-regulatory-framework-for-internet-messaging-and-social-media-service-providers">www.rdslawpartners.com/post/new-regulatory-framework-for-internet-messaging-and-social-media-service-providers</a>	Yes
2024	Act A1727, PDP amendment 2024	<a href="http://www.pdp.gov.my/ppdpv1/akta/akta-pdppindaan-2024">www.pdp.gov.my/ppdpv1/akta/akta-pdppindaan-2024</a>	No
2024	Pelan Strategik, Kementerian Digital 2024-2025	<a href="http://www.digital.gov.my/api/file/file/PELAN%20STRATEGIK%20KD%202024-2025_28.11.2024_FINAL.pdf">www.digital.gov.my/api/file/file/PELAN%20STRATEGIK%20KD%202024-2025_28.11.2024_FINAL.pdf</a>	No
2024	The National Guidelines on AI Governance and Ethics	<a href="https://jpkn.sabah.gov.my/wp-content/uploads/2024/10/THE-NATIONAL-GUIDELINES-ON-AI-GOVERNANCE-ETHICS.pdf">https://jpkn.sabah.gov.my/wp-content/uploads/2024/10/THE-NATIONAL-GUIDELINES-ON-AI-GOVERNANCE-ETHICS.pdf</a>	No
2024	National Digital Education Policy*	<a href="http://www.moe.gov.my/muatturun#elf_l1_RGFzYXlvRGFzYXlUGVvZGllkaWthbiBEaWdpdGFs">www.moe.gov.my/muatturun#elf_l1_RGFzYXlvRGFzYXlUGVvZGllkaWthbiBEaWdpdGFs</a>	Yes (children, students)
2025	Online Safety Bill*	<a href="http://www.parlimen.gov.my/files/billindex/pdf/2024/DR59- BI.pdf">www.parlimen.gov.my/files/billindex/pdf/2024/DR59- BI.pdf</a>	Yes (child users and people under 18)

## MERCOSUR selected policies

Year	Policy name	Link	Mentions children
<b>2018</b>	Plan de Acción 2018-2020, 'Agenda Digital del MERCOSUR' ('MERCOSUR Digital Agenda' Action Plan 2018-2020)	<a href="https://informacionpublica.paraguay.gov.py/public/11267596-PlandeAccin2018-2020AGENDADIGITALDELMERCOSURpdf-PlandeAccin2018-2020AGENDADIGITALDELMERCOSUR.pdf">https://informacionpublica.paraguay.gov.py/public/11267596-PlandeAccin2018-2020AGENDADIGITALDELMERCOSURpdf-PlandeAccin2018-2020AGENDADIGITALDELMERCOSUR.pdf</a>	No
<b>2017</b>	Agenda Digital del MERCOSUR (MERCOSUR Digital Agenda)	<a href="https://sim.mercosur.int/public/normativas/3474">https://sim.mercosur.int/public/normativas/3474</a>	No
<b>2014</b>	Programa Marco de Ciencia, Tecnología e Innovación del MERCOSUR para el período 2015-2019 (Framework for Science, Technology and Innovation 2015-2019)	<a href="https://normas.mercosur.int/public/normativas/3064">https://normas.mercosur.int/public/normativas/3064</a>	Yes (adolescents and young people)

## Mozambique corpus and selected policies

Year	Policy name	Link	Mentions children
2024	Política de Ciência, Tecnologia e Inovação e a Estratégia de Implementação, Resolução n.º 39/2024*	<a href="https://archive.gazettes.africa/archive/mz/2024/mz-government-gazette-series-i-dated-2024-07-23-no-142.pdf">https://archive.gazettes.africa/archive/mz/2024/mz-government-gazette-series-i-dated-2024-07-23-no-142.pdf</a>	Yes, directly (in education and digital literacy policies, e.g., 'students and younger populations')
2018	Política para a Sociedade da Informação, Resolução n.º 17/2018, de 21 de Junho*	<a href="https://archive.gazettes.africa/archive/mz/2018/mz-government-gazette-series-i-dated-2018-06-21-no-122.pdf">https://archive.gazettes.africa/archive/mz/2018/mz-government-gazette-series-i-dated-2018-06-21-no-122.pdf</a>	Yes, directly (education, digital literacy)
2024	Directrizes de Levantamento e Cinematografia Aérea, Lei n.º 6/2024	<a href="https://archive.gazettes.africa/archive/mz/2024/mz-government-gazette-series-i-dated-2024-06-04-no-108.pdf">https://archive.gazettes.africa/archive/mz/2024/mz-government-gazette-series-i-dated-2024-06-04-no-108.pdf</a>	No
2024	Lei de Tramitação Electrónica dos Processos Judiciais, Lei n.º 8/2024	<a href="http://www.inm.gov.mz/pt-br/content/assembleia-da-rep%C3%BAblica-br-n%C2%BA-111-de-070624-boletim-da-rep%C3%BAblica-i-serie-p%C3%A1g-1629">www.inm.gov.mz/pt-br/content/assembleia-da-rep%C3%BAblica-br-n%C2%BA-111-de-070624-boletim-da-rep%C3%BAblica-i-serie-p%C3%A1g-1629</a>	No
2022	Regime Jurídico de Identificação Civil e do Bilhete de Identidade do Cidadão Nacional, Lei n.º 6/2022	<a href="https://archive.gazettes.africa/archive/mz/2022/mz-government-gazette-series-i-dated-2022-06-20-no-117.pdf">https://archive.gazettes.africa/archive/mz/2022/mz-government-gazette-series-i-dated-2022-06-20-no-117.pdf</a>	Yes, directly in terms of age requirement for ID assurance
2023	Regulamento de Registro e Licenciamento de Provedores Intermediários de Serviços Electrónicos e de Operadores de Plataformas Digitais, Decreto n.º 59/2023, de 27 de outubro	<a href="https://intc.gov.mz/wp-content/uploads/2023/11/BR_206_I_SERIE_2023.pdf">https://intc.gov.mz/wp-content/uploads/2023/11/BR_206_I_SERIE_2023.pdf</a>	Yes, directly (protection of minors online)
2016	Lei das Telecomunicações, Lei n.º 4/2016	<a href="https://www.incm.gov.mz/index.php/legislacao/legislacao-telecomunicacoes/132-lei-das-telecomunicacoes/file">https://www.incm.gov.mz/index.php/legislacao/legislacao-telecomunicacoes/132-lei-das-telecomunicacoes/file</a>	No
2017	Lei das Transações Electrónicas, Lei n.º 3/2017	<a href="https://adi.a4ai.org/wp-content/uploads/2018/02/INTIC.Apresentacao-Coligacao-Moz-A4AI_9-2-2018.pdf">https://adi.a4ai.org/wp-content/uploads/2018/02/INTIC.Apresentacao-Coligacao-Moz-A4AI_9-2-2018.pdf</a>	No
2019	Regulamento do Sistema de Certificação Digital de Moçambique (SCDM), Decreto n.º 59/2019, de 3 de Julho	<a href="https://archive.gazettes.africa/archive/mz/2019/mz-government-gazette-series-i-dated-2019-07-03-no-127.pdf">https://archive.gazettes.africa/archive/mz/2019/mz-government-gazette-series-i-dated-2019-07-03-no-127.pdf</a>	No
2019	Convenção sobre Cibersegurança e Protecção de Dados, Resolução n.º 5/2019	<a href="https://intc.gov.mz/wp-content/uploads/2024/01/AFRICAN-UNION-CONVENTION-ON-CYBER-SECURITY-AND-PERSONAL-DATA-PROTECTION_Portuguese.pdf">https://intc.gov.mz/wp-content/uploads/2024/01/AFRICAN-UNION-CONVENTION-ON-CYBER-SECURITY-AND-PERSONAL-DATA-PROTECTION_Portuguese.pdf</a>	Yes, directly (protection of minors)



## Niger corpus and selected policies

Year	Policy name	Link	Mentions children
2019	Stratégie Nationale E-santé 2019-2023 (Fibre optique resettlement plan)	<a href="https://extranet.who.int/countryplanningcycles/sites/default/files/public_file_rep/NER_Niger_National-eHealth-Strategy_2019-2023.pdf">https://extranet.who.int/countryplanningcycles/sites/default/files/public_file_rep/NER_Niger_National-eHealth-Strategy_2019-2023.pdf</a>	Yes (youth, children, school)
2019	Smart villages for rural growth and digital inclusion (P167543), Project information sheet	<a href="https://documents1.worldbank.org/curated/en/919521583841548034/pdf/Project-Information-Document-Integrated-Safeguards-Data-Sheet-Niger-Smart-Villages-for-rural-growth-and-digital-inclusion-P167543.pdf">https://documents1.worldbank.org/curated/en/919521583841548034/pdf/Project-Information-Document-Integrated-Safeguards-Data-Sheet-Niger-Smart-Villages-for-rural-growth-and-digital-inclusion-P167543.pdf</a>	Yes (school, youth)
2022	Projet Villages intelligents pour la croissance des zones rurales et l'inclusion numérique (Smart villages for rural growth and digital inclusion (PVI P167543), Implementation Plan)	<a href="https://documents1.worldbank.org/curated/en/099073124045047050/pdf/P167543133fc920071b75715ee1153b6741.pdf">https://documents1.worldbank.org/curated/en/099073124045047050/pdf/P167543133fc920071b75715ee1153b6741.pdf</a>	Yes (school)
2022	Stratégie Nationale pour l'Agriculture Numérique au Niger et son Plan d'Actions (2023-2027) National Digital Agriculture Strategy 2023-2027	<a href="https://faolex.fao.org/docs/pdf/ner223489.pdf">https://faolex.fao.org/docs/pdf/ner223489.pdf</a>	Yes (youth, kids, school)
2024	Decree establishing the National Agency for the Information Society (Agence Nationale pour la Société de l'Information, ANSI)	<a href="https://ansi.ne/wp-content/uploads/2024/10/decret-creation-ANSI.pdf">https://ansi.ne/wp-content/uploads/2024/10/decret-creation-ANSI.pdf</a>	No
2022	Plan d'action et de réinstallation (par) du projet de realisation d'un tronçon de backbone national en fibre optique. Banque Africaine de Développement (BAD) [African Development Bank].	<a href="http://www.afdb.org/fr/documents/niger-projet-de-la-dorsale-transsaharienne-fibre-optique-dts-p-z1-gb0-024">www.afdb.org/fr/documents/niger-projet-de-la-dorsale-transsaharienne-fibre-optique-dts-p-z1-gb0-024</a>	

## Nigeria corpus and selected policies

Year	Policy name	Link	Mentions children
2012	National Information and Communication Technology (ICT) Policy – 2012	<a href="http://www.policyvault.africa/policy/national-information-and-communication-technology-ict-policy-2012">www.policyvault.africa/policy/national-information-and-communication-technology-ict-policy-2012</a>	No (youth 18+)
2019	National Policy on Information and Communication Technologies (ICT) in Education*	<a href="https://education.gov.ng/wp-content/uploads/2019/08/NATIONAL-POLICY-ON-ICT-IN-EDUCATION-2019.pdf">https://education.gov.ng/wp-content/uploads/2019/08/NATIONAL-POLICY-ON-ICT-IN-EDUCATION-2019.pdf</a>	Yes (students)
2020	Nigerian National Broadband Plan 2020-2025*	<a href="https://ngfrepository.org.ng:8443/handle/123456789/3349">https://ngfrepository.org.ng:8443/handle/123456789/3349</a>	Yes (children, school, primary schools, secondary schools)
2020	National Digital Economy Policy and Strategy (2020-2030)*	<a href="https://nitda.gov.ng/wp-content/uploads/2020/11/National-Digital-Economy-Policy-and-Strategy2.pdf">https://nitda.gov.ng/wp-content/uploads/2020/11/National-Digital-Economy-Policy-and-Strategy2.pdf</a>	Yes (youth, children, primary school, secondary school)
2020	Nigeria e-Government Masterplan*	<a href="https://bpsr.gov.ng/wp-content/uploads/2024/11/Nigerian-e-Govt-Masterplan-Challenges_Opportunities_Protocols2-1-1_compressed-2.pdf">https://bpsr.gov.ng/wp-content/uploads/2024/11/Nigerian-e-Govt-Masterplan-Challenges_Opportunities_Protocols2-1-1_compressed-2.pdf</a>	Yes (early childhood, child, boys, girls, school)
2021	National Policy on Education Management Information System (EMIS) and implementation guidelines	<a href="https://planipolis.iiep.unesco.org/en/2021/reviewed-national-policy-education-management-information-system-emis-and-implementation">https://planipolis.iiep.unesco.org/en/2021/reviewed-national-policy-education-management-information-system-emis-and-implementation</a>	Yes (children, child, schools, basic education)
2023	National Digital Literacy Framework	<a href="https://nitda.gov.ng/wp-content/uploads/2023/07/Digital-Literacy-Framework.pdf">https://nitda.gov.ng/wp-content/uploads/2023/07/Digital-Literacy-Framework.pdf</a>	Yes (youth, schools, Basic education)
2021	National development plan (NDP) 2021-2025	<a href="https://planipolis.iiep.unesco.org/en/2021/national-development-plan-ndp-2021-2025-volume-1">https://planipolis.iiep.unesco.org/en/2021/national-development-plan-ndp-2021-2025-volume-1</a>	Yes (youth; children and child rights in reference to non-digital)
2020	Nigeria ICT Innovation and Entrepreneurship Vision (2021-2030)	<a href="https://nitda.gov.ng/wp-content/uploads/2020/11/2019NIIIEVfinal11.pdf">https://nitda.gov.ng/wp-content/uploads/2020/11/2019NIIIEVfinal11.pdf</a>	Yes (early childhood development, school)
2023	National Digital Learning Policy*	<a href="https://education.gov.ng/wp-content/uploads/2023/08/MM-National-Digital-Learning-Policy-Final-Draft-2.0.pdf">https://education.gov.ng/wp-content/uploads/2023/08/MM-National-Digital-Learning-Policy-Final-Draft-2.0.pdf</a>	Yes (children, child, youth, girls, young age, schools)
2023	Strategic Roadmap and Action Plan (SRAP) (2023-2027)*	<a href="https://ndpc.gov.ng/resources/#flipbook-df_2385/1">https://ndpc.gov.ng/resources/#flipbook-df_2385/1</a>	Yes

## OECD corpus and selected policies

Year	Policy name	Link	Mentions children
<b>2021</b>	Recommendation of the Council on Enhancing Access to and Sharing of Data	<a href="https://legalinstruments.oecd.org/en/instruments/OECD-LEGAL-0463">https://legalinstruments.oecd.org/en/instruments/OECD-LEGAL-0463</a>	No
<b>2022</b>	Declaration on a Trusted, Sustainable and Inclusive Digital Future*	<a href="https://legalinstruments.oecd.org/en/instruments/OECD-LEGAL-0488">https://legalinstruments.oecd.org/en/instruments/OECD-LEGAL-0488</a>	Yes (child sexual exploitation and abuse, children and youth)
<b>2022</b>	Declaration on Government Access to Personal Data Held by Private Sector Entities	<a href="https://legalinstruments.oecd.org/en/instruments/OECD-LEGAL-0487">https://legalinstruments.oecd.org/en/instruments/OECD-LEGAL-0487</a>	No
<b>2023</b>	Recommendation of the Council on the Governance of Digital Identity	<a href="https://legalinstruments.oecd.org/en/instruments/OECD-LEGAL-0491">https://legalinstruments.oecd.org/en/instruments/OECD-LEGAL-0491</a>	Yes
<b>2023</b>	A blueprint for building national compute capacity for artificial intelligence	<a href="http://www.oecd.org/en/publications/a-blueprint-for-building-national-compute-capacity-for-artificial-intelligence_876367e3-en.html">www.oecd.org/en/publications/a-blueprint-for-building-national-compute-capacity-for-artificial-intelligence_876367e3-en.html</a>	Yes (student education – possibly university students)
<b>2024</b>	OECD Agenda for Transformative Science, Technology and Innovation Policies	<a href="http://www.oecd.org/en/publications/2024/04/oecd-agenda-for-transformative-science-technology-and-innovation-policies_5ced463a.html">www.oecd.org/en/publications/2024/04/oecd-agenda-for-transformative-science-technology-and-innovation-policies_5ced463a.html</a>	Yes (child labour, household)
<b>2019 (updated 2024)</b>	OECD AI Principles and Recommendation of the Council on Artificial Intelligence	<a href="https://oecd.ai/en/ai-principles">https://oecd.ai/en/ai-principles</a> <a href="https://legalinstruments.oecd.org/en/instruments/oecd-legal-0449">https://legalinstruments.oecd.org/en/instruments/oecd-legal-0449</a>	Yes
<b>2024</b>	Recommendation of the Council on Information Integrity*	<a href="https://legalinstruments.oecd.org/en/instruments/OECD-LEGAL-0505">https://legalinstruments.oecd.org/en/instruments/OECD-LEGAL-0505</a>	Yes (schools, teachers, children, school curricula, children's development age, parental control)
<b>2024</b>	Declaration on Transformative Science, Technology and Innovation Policies for a Sustainable and Inclusive Future	<a href="https://legalinstruments.oecd.org/en/instruments/OECD-LEGAL-0501">https://legalinstruments.oecd.org/en/instruments/OECD-LEGAL-0501</a>	Yes (girls)

## Portugal corpus and selected policies

Year	Policy name	Link	Mentions children
2020	Resolução do Conselho de Ministros n.º 84/2020, Diário da República n.º 197/2020, Série I de 2020-10-09	<a href="https://diariodarepublica.pt/dr/detalhe/resolucao-conselho-ministros/84-2020-145012184">https://diariodarepublica.pt/dr/detalhe/resolucao-conselho-ministros/84-2020-145012184</a>	No
2020	Resolução do Conselho de Ministros n.º 7-A/2020, Diário da República n.º 27/2020, 1º Suplemento, Série I de 2020-02-07	<a href="https://diariodarepublica.pt/dr/detalhe/resolucao-conselho-ministros/7-a-2020-129106697">https://diariodarepublica.pt/dr/detalhe/resolucao-conselho-ministros/7-a-2020-129106697</a>	No
2020	Resolução do Conselho de Ministros n.º 53-E/2020, Diário da República n.º 139/2020, 2º Suplemento, Série I de 2020-07-20	<a href="https://diariodarepublica.pt/dr/detalhe/resolucao-conselho-ministros/53-e-2020-138461850">https://diariodarepublica.pt/dr/detalhe/resolucao-conselho-ministros/53-e-2020-138461850</a>	Yes (students)
2020	Resolução do Conselho de Ministros n.º 29/2020, Diário da República n.º 78/2020, Série I de 2020-04-21	<a href="https://diariodarepublica.pt/dr/detalhe/resolucao-conselho-ministros/29-2020-132133787">https://diariodarepublica.pt/dr/detalhe/resolucao-conselho-ministros/29-2020-132133787</a>	No
2020	Resolução do Conselho de Ministros n.º 98/2020, Diário da República n.º 222/2020, Série I de 2020-11-13	<a href="https://diariodarepublica.pt/dr/detalhe/resolucao-conselho-ministros/98-2020-148444002">https://diariodarepublica.pt/dr/detalhe/resolucao-conselho-ministros/98-2020-148444002</a>	Yes (education, social protection)
2020	Resolução do Conselho de Ministros n.º 53-E/2020, autorização da despesa das escolas para equipar as escolas durante a pandemia	<a href="https://diariodarepublica.pt/dr/detalhe/resolucao-conselho-ministros/53-e-2020-138461850">https://diariodarepublica.pt/dr/detalhe/resolucao-conselho-ministros/53-e-2020-138461850</a>	Yes (students and schools)
2021	Decreto-Lei n.º 126-B/2021, Diário da República n.º 253/2021, 2º Suplemento, Série I de 2021-12-31	<a href="https://diariodarepublica.pt/dr/detalhe/decreto-lei/126-b-2021-176907547">https://diariodarepublica.pt/dr/detalhe/decreto-lei/126-b-2021-176907547</a>	No
2021	Decreto-Lei n.º 66/2021, Diário da República n.º 147/2021, Série I de 2021-07-30	<a href="https://diariodarepublica.pt/dr/detalhe/decreto-lei/66-2021-168697989">https://diariodarepublica.pt/dr/detalhe/decreto-lei/66-2021-168697989</a>	Yes (youth, families and students)
2021	Carta Portuguesa de Direitos Humanos na Era Digital, Lei n.º 27/2021	<a href="https://diariodarepublica.pt/dr/legislacao-consolidada/lei/2021-164870244">https://diariodarepublica.pt/dr/legislacao-consolidada/lei/2021-164870244</a>	Yes
2021	Sistema de autenticação eletrónica dos cidadãos « Chave Móvel Digital », Decreto-Lei n.º 88/2021, Diário da República n.º 213/2021, Série I de 2021-11-03	<a href="https://diariodarepublica.pt/dr/detalhe/decreto-lei/88-2021-173732850">https://diariodarepublica.pt/dr/detalhe/decreto-lei/88-2021-173732850</a>	No
2021	Coordenação das iniciativas de Transição Digital da Administração Pública integradas no Plano de Recuperação e Resiliência Resolução do Conselho de Ministros n.º 129/2021, Diário da República n.º 177/2021, Série I de 2021-09-10	<a href="https://diariodarepublica.pt/dr/detalhe/resolucao-conselho-ministros/129-2021-171096335">https://diariodarepublica.pt/dr/detalhe/resolucao-conselho-ministros/129-2021-171096335</a>	No
2021	Estratégia para a Transformação Digital da Administração Pública 2021-2026, Resolução do Conselho de Ministros n.º 131/2021, Diário da República n.º 177/2021, Série I de 2021-09-10	<a href="https://diariodarepublica.pt/dr/detalhe/resolucao-conselho-ministros/131-2021-171096337">https://diariodarepublica.pt/dr/detalhe/resolucao-conselho-ministros/131-2021-171096337</a>	No
2021	Resolução do Conselho de Ministros n.º 60/2021, Diário da República n.º 95/2021, Série I de 2021-05-17	<a href="https://diariodarepublica.pt/dr/detalhe/resolucao-conselho-ministros/60-2021-163442507">https://diariodarepublica.pt/dr/detalhe/resolucao-conselho-ministros/60-2021-163442507</a>	No
2021	Portaria n.º 256/2021, Diário da República n.º 225/2021, Série I de 2021-11-19	<a href="https://diariodarepublica.pt/dr/detalhe/portaria/256-2021-174614574">https://diariodarepublica.pt/dr/detalhe/portaria/256-2021-174614574</a>	No

<b>2021</b>	Resolução do Conselho de Ministros n.º 90/2021, Diário da República n.º 130/2021, Série I de 2021-07-07	<a href="https://diariodarepublica.pt/dr/detalhe/resolucao-conselho-ministros/90-2021-166569087">https://diariodarepublica.pt/dr/detalhe/resolucao-conselho-ministros/90-2021-166569087</a>	Yes (children and young people in context of media literacy)
<b>2021</b>	Resolução da Assembleia da República n.º 190/2021, Diário da República n.º 127/2021, Série I de 2021-07-02	<a href="https://diariodarepublica.pt/dr/detalhe/resolucao-assembleia-republica/190-2021-166296479">https://diariodarepublica.pt/dr/detalhe/resolucao-assembleia-republica/190-2021-166296479</a>	Yes (students and schools)
<b>2022</b>	Lei n.º 16/2022, Diário da República n.º 157/2022, Série I de 2022-08-16, Assembleia da República, Lei das Comunicações Eletrónicas	<a href="https://diariodarepublica.pt/dr/detalhe/lei/16-2022-187481298">https://diariodarepublica.pt/dr/detalhe/lei/16-2022-187481298</a>	No
<b>2022</b>	Resolução do Conselho de Ministros n.º 106/2022, Diário da República n.º 211/2022, Série I de 2022-11-02	<a href="https://diariodarepublica.pt/dr/detalhe/resolucao-conselho-ministros/106-2022-202899924">https://diariodarepublica.pt/dr/detalhe/resolucao-conselho-ministros/106-2022-202899924</a>	No
<b>2022</b>	Portaria n.º 43-A/2022, Diário da República n.º 13/2022, 1º Suplemento, Série I de 2022-01-19, Regulamento do Sistema de Incentivos « Agendas para a Inovação Empresarial »	<a href="https://diariodarepublica.pt/dr/detalhe/portaria/43-a-2022-177908719">https://diariodarepublica.pt/dr/detalhe/portaria/43-a-2022-177908719</a>	No
<b>2022</b>	Resolução do Conselho de Ministros n.º 139/2022, Diário da República n.º 249/2022, Série I de 2022-12-28, Aprova a Estratégia Nacional para a Conetividade em Redes de Comunicações Eletrónicas de Capacidade Muito Elevada 2023-2030	<a href="https://diariodarepublica.pt/dr/detalhe/resolucao-conselho-ministros/139-2022-205378564">https://diariodarepublica.pt/dr/detalhe/resolucao-conselho-ministros/139-2022-205378564</a>	Yes (education and social assistance)
<b>2022</b>	Resolução do Conselho de Ministros n.º 43/2022, Diário da República n.º 96/2022, Série I de 2022-05-18, Autoriza a realização da despesa e a assunção de encargos plurianuais pela Secretaria-Geral da Educação e Ciência no âmbito da componente « Escola Digital » do Plano de Recuperação e Resiliência	<a href="https://diariodarepublica.pt/dr/detalhe/resolucao-conselho-ministros/43-2022-183587342">https://diariodarepublica.pt/dr/detalhe/resolucao-conselho-ministros/43-2022-183587342</a>	Yes (children and young people)
<b>2023</b>	Decreto-Lei n.º 5/2023, Diário da República n.º 18/2023, Série I de 2023-01-25, Modelo de governação dos fundos europeus para o período de programação 2021-2027	<a href="https://diariodarepublica.pt/dr/detalhe/decreto-lei/5-2023-206478423">https://diariodarepublica.pt/dr/detalhe/decreto-lei/5-2023-206478423</a>	Yes (schools)
<b>2023</b>	Resolução do Conselho de Ministros n.º 34-B/2023, Diário da República n.º 78/2023, 1º Suplemento, Série I de 2023-04-20, Prorroga o mandato da Estrutura de Missão Portugal Digital	<a href="https://diariodarepublica.pt/dr/detalhe/resolucao-conselho-ministros/34-b-2023-212137683">https://diariodarepublica.pt/dr/detalhe/resolucao-conselho-ministros/34-b-2023-212137683</a>	No
<b>2023</b>	Portaria n.º 103-A/2023, Diário da República n.º 72/2023, 1º Suplemento, Série I de 2023-04-12, Regulamento Específico da Área Temática Inovação e Transição Digital, no âmbito dos Sistemas de Incentivos do Portugal 2030	<a href="https://diariodarepublica.pt/dr/detalhe/portaria/103-a-2023-211717115">https://diariodarepublica.pt/dr/detalhe/portaria/103-a-2023-211717115</a>	No
<b>2023</b>	Decreto-Lei n.º 34/2023, Diário da República n.º 99/2023, Série I de 2023-05-23, Defesa Nacional, Cria a « Cyber Academia and Innovation Hub »	<a href="https://diariodarepublica.pt/dr/detalhe/decreto-lei/34-2023-213345452">https://diariodarepublica.pt/dr/detalhe/decreto-lei/34-2023-213345452</a>	No
<b>2023</b>	Portaria n.º 325/2023, Diário da República n.º 210/2023, Série I de	<a href="https://diariodarepublica.pt/dr/detalhe/portaria/325-2023-">https://diariodarepublica.pt/dr/detalhe/portaria/325-2023-</a>	Yes (children and

	2023-10-30, Regulamento Específico da Área Temática Demografia, Qualificações e Inclusão para o período de programação 2021-2027	223473637	young people, in context of media literacy and educational initiatives)
<b>2023</b>	Resolução do Conselho de Ministros n.º 82/2023, Diário da República n.º 143/2023, Série I de 2023-07-25, Autoriza a Secretaria-Geral da Educação e Ciência a realizar a despesa com a aquisição de bens e serviços no âmbito do projeto « Acompanhamento, gestão e controlo de meios digitais da Educação – UED »	<a href="https://diariodarepublica.pt/dr/detalhe/resolucao-conselho-ministros/82-2023-216154390">https://diariodarepublica.pt/dr/detalhe/resolucao-conselho-ministros/82-2023-216154390</a>	Yes (students, schools)
<b>2023</b>	Decreto Legislativo Regional n.º 5/2023/A, Diário da República n.º 35/2023, Série I de 2023-02-17, Modelo de educação inclusiva	<a href="https://diariodarepublica.pt/dr/detalhe/decreto-legislativo-regional/5-2023-207577645">https://diariodarepublica.pt/dr/detalhe/decreto-legislativo-regional/5-2023-207577645</a>	Yes (children and young people in educational context)
<b>2024</b>	Decreto Regulamentar n.º 4/2024, Diário da República n.º 213/2024, Série I de 2024-11-04, Constituição do Conselho Nacional para a Inovação Pedagógica no Ensino Superior	<a href="https://diariodarepublica.pt/dr/detalhe/decreto-regulamentar/4-2024-895287961">https://diariodarepublica.pt/dr/detalhe/decreto-regulamentar/4-2024-895287961</a>	No (focus on higher education)
<b>2024</b>	Terceira alteração ao Regulamento Específico da Área Temática Inovação e Transição Digital Portaria n.º 181/2024/1, Diário da República n.º 153/2024, Série I de 2024-08-08	<a href="https://diariodarepublica.pt/dr/detalhe/portaria/181-2024-875899346">https://diariodarepublica.pt/dr/detalhe/portaria/181-2024-875899346</a>	No
<b>2024</b>	Constitui o « Conselho para o Digital na Administração Pública », Resolução do Conselho de Ministros n.º 94/2024, Diário da República n.º 143/2024, Série I de 2024-07-25	<a href="https://diariodarepublica.pt/dr/detalhe/resolucao-conselho-ministros/94-2024-873371754">https://diariodarepublica.pt/dr/detalhe/resolucao-conselho-ministros/94-2024-873371754</a>	No
<b>2024</b>	Resolução do Conselho de Ministros n.º 207/2024, Diário da República n.º 252/2024, Série I de 2024-12-30, Aprova a Estratégia Digital Nacional e o respetivo modelo de governação	<a href="https://diariodarepublica.pt/dr/detalhe/resolucao-conselho-ministros/207-2024-901536081">https://diariodarepublica.pt/dr/detalhe/resolucao-conselho-ministros/207-2024-901536081</a>	Yes (students from primary and secondary education)
<b>2024</b>	Portaria n.º 266/2024/1, Diário da República n.º 200/2024, Série I de 2024-10-15, Proceda ao alargamento das regras de tramitação eletrónica aos processos e procedimentos que correm termos nos serviços do Ministério Público	<a href="https://diariodarepublica.pt/dr/detalhe/portaria/266-2024-890961427">https://diariodarepublica.pt/dr/detalhe/portaria/266-2024-890961427</a>	No
<b>2025</b>	Resolução do Conselho de Ministros n.º 65/2025, Aprova o Plano Nacional de Literacia Mediática para o período 2025 a 2029	<a href="https://files.diariodarepublica.pt/1s/2025/03/05400/0010000115.pdf">https://files.diariodarepublica.pt/1s/2025/03/05400/0010000115.pdf</a>	Yes (students – media literacy, children – need for protection)

## Saudi Arabia corpus and selected policies

Year	Policy name	Link	Mentions children
2020	National Transformation Program: Delivery Plan 2021-2025	<a href="https://vision2030.gov.sa/media/2sgc4ssv/2021-2025-national-transformation-program-delivery-plan-en.pdf">vision2030.gov.sa/media/2sgc4ssv/2021-2025-national-transformation-program-delivery-plan-en.pdf</a>	Yes, but not in relation to the digital
2020	Human Capability Development Program: 2021-2025	<a href="https://www.vision2030.gov.sa/en/explore/programs/human-capability-development-program">www.vision2030.gov.sa/en/explore/programs/human-capability-development-program</a>	Yes (children from early stage and youth)
2024	Child Protection Law	<a href="https://www.hrsd.gov.sa/en/knowledge-centre/decisions-and-regulations/regulation-and-procedures/%D9%86%D8%B8%D8%A7%D9%85-%D8%AD%D9%85%D8%A7%D9%8A%D8%A9-%D8%A7%D9%84%D8%B7%D9%81%D9%84">www.hrsd.gov.sa/en/knowledge-centre/decisions-and-regulations/regulation-and-procedures/%D9%86%D8%B8%D8%A7%D9%85-%D8%AD%D9%85%D8%A7%D9%8A%D8%A9-%D8%A7%D9%84%D8%B7%D9%81%D9%84</a>	Yes – but the digital is not explicitly mentioned
2021	Children and Incompetents' Data Protection Policy*	<a href="https://sdaia.gov.sa/ar/SDAIA/about/Documents/Children and Incompetents%E2%80%99 Data Protection Policy.pdf">https://sdaia.gov.sa/ar/SDAIA/about/Documents/Children and Incompetents%E2%80%99 Data Protection Policy.pdf</a>	Yes
2025	Digital Inclusion*	<a href="https://my.gov.sa/en/content/digital-inclusion#section-6">https://my.gov.sa/en/content/digital-inclusion#section-6</a>	Yes
2022	The Guideline for Web Accessibility of Websites*	<a href="https://dga.gov.sa/sites/default/files/2022-12/The%20Guideline%20for%20Web%20Accessibility%20of%20Government%20Websites%20%E2%80%93%20V1.0_1.pdf">https://dga.gov.sa/sites/default/files/2022-12/The%20Guideline%20for%20Web%20Accessibility%20of%20Government%20Websites%20%E2%80%93%20V1.0_1.pdf</a>	Yes

## Senegal corpus and selected policies

Year	Policy name	Link	Mentions children
2023	Plan Sénégal Émergent (PSE) : Plan d'Actions Prioritaires 3 (2024-2028)	<a href="http://www.finances.gouv.sn/app/uploads/PSE-PAP-3-2024-2028.pdf">www.finances.gouv.sn/app/uploads/PSE-PAP-3-2024-2028.pdf</a>	Yes
2016 (updated in 2023)	Stratégie Sénégal Numérique 2016-2025 (SN2025)	<a href="http://www.finances.gouv.sn/publication/strategie-senegal-numerique-2016-2025">www.finances.gouv.sn/publication/strategie-senegal-numerique-2016-2025</a>	Yes (schools)
2023	Actualisation de la stratégie Sénégal numérique 2025SN2025	<a href="https://adl.sn/wp-content/uploads/2024/10/Strategie-Numerique-SN2025-Plan-dactions-actualise.pdf">https://adl.sn/wp-content/uploads/2024/10/Strategie-Numerique-SN2025-Plan-dactions-actualise.pdf</a>	Yes
2022	État des lieux de l'écosystème de l'identité au Sénégal	<a href="https://identitenumerique.sn/wp-content/uploads/2022/07/ANNEXE1-INN-Rapport-Etat-des-lieux-V1.0.pdf?utm.com">https://identitenumerique.sn/wp-content/uploads/2022/07/ANNEXE1-INN-Rapport-Etat-des-lieux-V1.0.pdf?utm.com</a>	No
2022	Identité numérique nationale – amended	<a href="http://www.numerique.gouv.sn/sites/default/files/Numerique%202025_0.pdf">www.numerique.gouv.sn/sites/default/files/Numerique%202025_0.pdf</a> [link no longer active] More information here <a href="https://identitenumerique.sn/">https://identitenumerique.sn/</a>	No
2022	Plan strategique sante digital 2018-2023	<a href="http://www.sante.gouv.sn/sites/default/files/plsantedigitale.pdf?utm.com">www.sante.gouv.sn/sites/default/files/plsantedigitale.pdf?utm.com</a>	No
2020	Décret n° 2020-540 sur la communication électronique judiciaire	<a href="https://justice.sec.gouv.sn/wp-content/uploads/2020/11/Decret-2020-540-COMMUNICATION-PAR-VOIE-ELECTRONIQUE-TC.pdf">https://justice.sec.gouv.sn/wp-content/uploads/2020/11/Decret-2020-540-COMMUNICATION-PAR-VOIE-ELECTRONIQUE-TC.pdf</a>	No
2021	Loi n° 2021-39 créant SENUM SA	<a href="http://www.adie.sn/ressources/lois-et-conventions">www.adie.sn/ressources/lois-et-conventions</a> [link no longer active] More information here <a href="https://sentresor.org/app/uploads/Loi-n%C2%B02021-39-du-13-12-2021-autorisant-cre%C3%A9ation-Socie%C3%81te%C3%81-Se%C3%81ne%C3%81gal-nums%C3%A9rique-SA-SENUM-SA.pdf">https://sentresor.org/app/uploads/Loi-n%C2%B02021-39-du-13-12-2021-autorisant-cre%C3%A9ation-Socie%C3%81te%C3%81-Se%C3%81ne%C3%81gal-nums%C3%A9rique-SA-SENUM-SA.pdf</a>	No
2021	Plan d'Action Genre et Inclusion Sociale (PAGIS) 2021-2025	<a href="http://www.mcc.gov/where-we-work/country/senegal">www.mcc.gov/where-we-work/country/senegal</a> (Public Private Partnership)	Yes
2023	Projet d'Accélération de l'Économie Numérique au Sénégal	<a href="http://www.mctn.sn/documentation">www.mctn.sn/documentation</a>	Yes (superficially)
2023	Stratégie Nationale des Données (2023-2028)	<a href="http://www.mctn.sn/documentation">www.mctn.sn/documentation</a>	No
2024*	Stratégie nationale de Développement 2025-2029	<a href="https://ambassadesenegal.be/wp-content/uploads/2024/10/Strat_gie_Nationale_de_d_veloppement_2025_2029_1727214870-1.pdf">https://ambassadesenegal.be/wp-content/uploads/2024/10/Strat_gie_Nationale_de_d_veloppement_2025_2029_1727214870-1.pdf</a>	Yes



## South Africa corpus and selected policies

Year	Policy name	Link	Mentions children
2012	National Development Plan 2030: Our future – Make it work*	<a href="http://www.gov.za/sites/default/files/gcis_document/201409/ndp-2030-our-future-make-it-workr.pdf">www.gov.za/sites/default/files/gcis_document/201409/ndp-2030-our-future-make-it-workr.pdf</a>	Yes (schools; substantial reference to children but outside digital)
2013	South Africa Connect: Creating Opportunities, Ensuring Inclusion, South Africa's Broadband Policy [which birthed SA Connect]	<a href="http://www.dcdt.gov.za/images/documents/Broadband/gazette_version_1__bb_policy__4_dec_2.pdf">www.dcdt.gov.za/images/documents/Broadband/gazette_version_1__bb_policy__4_dec_2.pdf</a>	Yes (children, schools)
2019	National Digital Health Strategy for South Africa 2019-2024	<a href="http://www.health.gov.za/wp-content/uploads/2020/11/national-digital-strategy-for-south-africa-2019-2024-b.pdf">www.health.gov.za/wp-content/uploads/2020/11/national-digital-strategy-for-south-africa-2019-2024-b.pdf</a>	Yes (children, child)
2020	National Digital and Future Skills Strategy*	<a href="http://www.gov.za/sites/default/files/gcis_document/202009/43730gen513.pdf">www.gov.za/sites/default/files/gcis_document/202009/43730gen513.pdf</a>	Yes (childhood, schools, youth, basic education)
2021	ICT and Digital Economy Masterplan for South Africa*	<a href="http://www.ellipsis.co.za/wp-content/uploads/2021/08/Digital-Economy-Masterplan-22-Feb-2021v1_updated.pdf">www.ellipsis.co.za/wp-content/uploads/2021/08/Digital-Economy-Masterplan-22-Feb-2021v1_updated.pdf</a>	Yes (youth, school, student)
2021	Implementation Programme Guide: for the National Digital and Future Skills Strategy of South Africa 2021-2025	<a href="http://www.gov.za/sites/default/files/gcis_document/202203/digital-and-future-skillsimplementation-programmefinal.pdf">www.gov.za/sites/default/files/gcis_document/202203/digital-and-future-skillsimplementation-programmefinal.pdf</a>	Yes (children, child, children with disabilities [CWD], early childhood development, early learning, schools)
2024	South Africa National Artificial Intelligence Policy Framework*	<a href="http://www.ellipsis.co.za/wp-content/uploads/2024/04/South-Africa-National-AI-Policy-Framework-August-2024.pdf">www.ellipsis.co.za/wp-content/uploads/2024/04/South-Africa-National-AI-Policy-Framework-August-2024.pdf</a>	Yes (talent pool, basic education, curricula)
2024	National Data and Cloud Policy	<a href="http://www.gov.za/sites/default/files/gcis_document/202406/50741gen2533.pdf">www.gov.za/sites/default/files/gcis_document/202406/50741gen2533.pdf</a>	Yes (child, children, youth)
2024	Towards Digital Advantage: Roadmapping South Africa's ICT RDI Future	<a href="http://www.dsti.gov.za/images/ict_rdi_roadmap.pdf">www.dsti.gov.za/images/ict_rdi_roadmap.pdf</a>	No
2024	G20 South Africa 2025, Digital Economy Working Group (DEWG)	<a href="https://g20.org/wp-content/uploads/2024/12/Issue-Note_Digital-Economy-WG-1.pdf">https://g20.org/wp-content/uploads/2024/12/Issue-Note_Digital-Economy-WG-1.pdf</a>	No

## Sudan selected policies

Year	Policy name	Link	Mentions children
<b>2019</b>	General Education Sector Strategic Plan 2018/19 – 2022/23	<a href="https://www.globalpartnership.org/node/document/download?file=document/file/2019-01-sudan-general-education-sector-strategic-plan-2018-2023.pdf">https://www.globalpartnership.org/node/document/download?file=document/file/2019-01-sudan-general-education-sector-strategic-plan-2018-2023.pdf</a>	Yes

## Taiwan corpus and selected policies

Year	Policy name	Link	Mentions children
<b>2021</b>	Digital Nation Program (DIGI+ 2017-2025)*	<a href="https://digi.nstc.gov.tw/File/E8BE929F910C30CA">https://digi.nstc.gov.tw/File/E8BE929F910C30CA</a>	Yes (students)
<b>2021</b>	Digital Learning Enhancement Program*	<a href="http://www.edu.tw/News_Plan_Content.aspx?n=D33B55D537402BAA&amp;sms=954974C68391B710&amp;s=01919CD25B7729AF">www.edu.tw/News_Plan_Content.aspx?n=D33B55D537402BAA&amp;sms=954974C68391B710&amp;s=01919CD25B7729AF</a>	Yes (school, children and youth)
<b>2021 updated</b>	Children and Youth Welfare and Rights Protection Act*	<a href="https://law.moj.gov.tw/LawClass/LawAll.aspx?PCode=D0050001">https://law.moj.gov.tw/LawClass/LawAll.aspx?PCode=D0050001</a>	Yes (children and youth)
<b>2024 updated</b>	Child and Youth Sexual Exploitation Prevention Act*	<a href="https://law.moj.gov.tw/LawClass/LawAll.aspx?PCode=D0050023">https://law.moj.gov.tw/LawClass/LawAll.aspx?PCode=D0050023</a>	Yes (children and youth)
<b>2011</b>	White Paper on Children' and Adolescents' Communication and Media Rights Policy	<a href="http://www.ncc.gov.tw/chinese/news_detail.aspx?site_content_sn=2746&amp;sn_f=21733">www.ncc.gov.tw/chinese/news_detail.aspx?site_content_sn=2746&amp;sn_f=21733</a>	Yes (students)

## Togo corpus and selected policies

Year	Policy name	Link	Mentions children
2023	Projet d'Accélération Numérique du Togo (PANT)	<a href="https://numerique.gouv.tg/documentation">https://numerique.gouv.tg/documentation</a>	Yes (youth)
2018	Loi N° 2018-026 du 07 décembre sur la cybersécurité et la lutte contre la cybercriminalité	<a href="https://numerique.gouv.tg/wp-content/uploads/2019/12/Loi-n-2018-026-du-07-decembre-2018-cybersecurite-et-cybercriminalite.pdf">https://numerique.gouv.tg/wp-content/uploads/2019/12/Loi-n-2018-026-du-07-decembre-2018-cybersecurite-et-cybercriminalite.pdf</a>	No
2020	Loi relative à l'identification biométrique des personnes physiques au Togo	<a href="https://citizenshiprightsafrika.org/wp-content/uploads/2020/12/Togo-Loi-relative-a-lidentification-biometrique-2020.pdf">https://citizenshiprightsafrika.org/wp-content/uploads/2020/12/Togo-Loi-relative-a-lidentification-biometrique-2020.pdf</a>	No
2022	Le Togo accueille le câble sous-marin « Equiano » de Google	<a href="https://numerique.gouv.tg/le-togo-accueille-le-cable-sous-marin-historique-equiano-de-google-dans-le-cadre-dun-partenariat-avec-csquared-qui-transformera-le-secteur-du-haut-debit-du-pays">https://numerique.gouv.tg/le-togo-accueille-le-cable-sous-marin-historique-equiano-de-google-dans-le-cadre-dun-partenariat-avec-csquared-qui-transformera-le-secteur-du-haut-debit-du-pays</a>	No
2024	Togo Digital 2025	<a href="https://numerique.gouv.tg/wp-content/uploads/2024/05/FR-Strategie-Togo-Digital-2025.pdf">https://numerique.gouv.tg/wp-content/uploads/2024/05/FR-Strategie-Togo-Digital-2025.pdf</a>	Yes (children, primary schools, secondary schools, students)
2020	Plan sectoriel de l'éducation (PSE) de la République du Togo 2020-2030	<a href="https://planipolis.iiep.unesco.org/index.php/fr/node/7058">https://planipolis.iiep.unesco.org/index.php/fr/node/7058</a>	Yes (learners, schools, children)

## UAE corpus and selected policies

Year	Policy name	Link	Mentions children
2017	Internet Guidelines	<a href="https://tdra.gov.ae/en/About/tdra-sectors/information-and-digital-government/policy-and-programs-department/internet-guidelines">https://tdra.gov.ae/en/About/tdra-sectors/information-and-digital-government/policy-and-programs-department/internet-guidelines</a>	Yes (children and pornography / sexual material)
2016	Federal Law No. 3 of 2016 on Child Rights Law (Wadeema)	<a href="https://uaelegislation.gov.ae/en/legislations/1176/download">https://uaelegislation.gov.ae/en/legislations/1176/download</a>	Yes (child pornography)
2021	Federal Decree-Law No. 34 of 2021 on Countering Rumors and Cybercrimes*	<a href="https://uaelegislation.gov.ae/en/legislations/1526/download">https://uaelegislation.gov.ae/en/legislations/1526/download</a>	Yes (child pornography)
2022	UAE National Strategy for Digital Economy	<a href="https://u.ae/en/about-the-uae/strategies-initiatives-and-awards/strategies-plans-and-visions/finance-and-economy/digital-economy-strategyt">https://u.ae/en/about-the-uae/strategies-initiatives-and-awards/strategies-plans-and-visions/finance-and-economy/digital-economy-strategyt</a>	No
2022	UAE National Strategy for Artificial Intelligence 2031, including AI Guide and AI Ethics Guide	<a href="https://ai.gov.ae/strategy">https://ai.gov.ae/strategy</a> [link not available] Alternative site: <a href="https://staticcdn.mbzuai.ac.ae/mbzuaiwpprd01/2022/07/UAE-National-Strategy-for-Artificial-Intelligence-2031.pdf">https://staticcdn.mbzuai.ac.ae/mbzuaiwpprd01/2022/07/UAE-National-Strategy-for-Artificial-Intelligence-2031.pdf</a>	No
2022	Personal Data Protection Law	<a href="https://u.ae/en/about-the-uae/digital-uae/data/data-protection-laws">https://u.ae/en/about-the-uae/digital-uae/data/data-protection-laws</a>	No
2023	Digital Education*	<a href="https://u.ae/en/about-the-uae/digital-uae/whole-of-government-approach/digital-education">https://u.ae/en/about-the-uae/digital-uae/whole-of-government-approach/digital-education</a>	Yes
2024	The National Digital Accessibility Policy	<a href="https://adek_s_digital-policy_en.pdf">https://adek_s_digital-policy_en.pdf</a> [link no longer available] Update: <a href="https://uaelegislation.gov.ae/en/policy/details/the-national-digital-accessibility-policy">https://uaelegislation.gov.ae/en/policy/details/the-national-digital-accessibility-policy</a>	No

## UK corpus and selected policies

Year	Policy name	Link	Mentions children
2022	UK's Digital Strategy <sup>b</sup>	<a href="https://www.gov.uk/government/publications/uks-digital-strategy">www.gov.uk/government/publications/uks-digital-strategy</a>	No
2023 [update 2025]	Online Safety Act 2023*	<a href="https://www.legislation.gov.uk/ukpga/2023/50/enacted/data.pdf">www.legislation.gov.uk/ukpga/2023/50/enacted/data.pdf</a>	Yes (children, young people, infants, family, teachers, parents)
2024	Ofsted's approach to artificial intelligence (AI) [withdrawn]	<a href="https://www.gov.uk/government/publications/ofsteds-approach-to-ai/ofsteds-approach-to-artificial-intelligence-ai">www.gov.uk/government/publications/ofsteds-approach-to-ai/ofsteds-approach-to-artificial-intelligence-ai</a>	Not directly (children, learners, the people that care for, educate and support them)
2024	Digital Resilience Framework	<a href="https://assets.publishing.service.gov.uk/media/5d7a00a0e5274a20381543e6/UKCIS_Digital_Resilience_Framework.pdf">https://assets.publishing.service.gov.uk/media/5d7a00a0e5274a20381543e6/UKCIS_Digital_Resilience_Framework.pdf</a>	No (reference to online safety act)
2024	Digital development strategy 2024 to 2030 <sup>b</sup>	<a href="https://www.gov.uk/government/publications/digital-development-strategy-2024-to-2030/digital-development-strategy-2024-to-2030">www.gov.uk/government/publications/digital-development-strategy-2024-to-2030/digital-development-strategy-2024-to-2030</a>	No
2024	The Smart Data Roadmap: Action the government is taking in 2024 to 2025 <sup>b</sup>	<a href="https://www.gov.uk/government/publications/the-smart-data-roadmap-action-the-government-is-taking-in-2024-to-2025">www.gov.uk/government/publications/the-smart-data-roadmap-action-the-government-is-taking-in-2024-to-2025</a>	No
2025	Digital Inclusion Action Plan: First Steps*	<a href="https://www.gov.uk/government/publications/digital-inclusion-action-plan-first-steps/digital-inclusion-action-plan-first-steps">www.gov.uk/government/publications/digital-inclusion-action-plan-first-steps/digital-inclusion-action-plan-first-steps</a>	Yes (children, young people, NEETs, parents, carers)
2025	Plan for Change	<a href="https://www.gov.uk/government/publications/plan-for-change">www.gov.uk/government/publications/plan-for-change</a>	No (not in relation to the digital)
2025	Inquiry launched into media literacy	<a href="https://committees.parliament.uk/committee/170/communications-and-digital-committee/news/205974/inquiry-launched-into-media-literacy">https://committees.parliament.uk/committee/170/communications-and-digital-committee/news/205974/inquiry-launched-into-media-literacy</a>	Yes (children and young people)
2025	AI Opportunities Action Plan	<a href="https://www.gov.uk/government/publications/ai-opportunities-action-plan">www.gov.uk/government/publications/ai-opportunities-action-plan</a>	No (education mentioned but higher education, teacher training)
2025	AI Playbook for the UK Government	<a href="https://www.gov.uk/government/publications/ai-playbook-for-the-uk-government">www.gov.uk/government/publications/ai-playbook-for-the-uk-government</a>	No
2025	A blueprint for modern digital government	<a href="https://www.gov.uk/government/publications/a-blueprint-for-modern-digital-government">www.gov.uk/government/publications/a-blueprint-for-modern-digital-government</a>	No (indirectly, child benefit, free school meals)
2025	AI regulation: A pro-innovation approach <sup>a</sup>	<a href="https://www.gov.uk/government/publications/ai-regulation-a-pro-innovation-approach">www.gov.uk/government/publications/ai-regulation-a-pro-innovation-approach</a>	No (except in relation to sexual images)

<sup>a</sup> Under previous government, but referred to in current policy.

<sup>b</sup> Under previous government, and not referred to in current policy.

## UNESCO corpus and selected policies

Year	Policy name	Link	Mentions children
2022	Recommendation on the Ethics of Artificial Intelligence*	<a href="https://unesdoc.unesco.org/ark:/48223/pf0000381137">https://unesdoc.unesco.org/ark:/48223/pf0000381137</a>	Yes (child rights, children and youth, girls, family, students, teachers)
2022	Guidelines for ICT in education policies and masterplans*	<a href="https://doi.org/10.54675/UXRW9380">https://doi.org/10.54675/UXRW9380</a>	Yes (children and youth, children with disabilities, online dating involving underage children, child refugees, young girls with disabilities, students in marginalised, deprived and less advantaged populations, with disabilities, parents, teachers and schools)
2022	Counteracting electoral disinformation: Practical guide for organizations and electoral bodies	<a href="https://unesdoc.unesco.org/ark:/48223/pf0000380594_eng?posInSet=221&amp;queryId=3ec3f00d-db80-48fd-8b4c-fbcdfeaca85">https://unesdoc.unesco.org/ark:/48223/pf0000380594_eng?posInSet=221&amp;queryId=3ec3f00d-db80-48fd-8b4c-fbcdfeaca85</a>	Yes (minors)
2022	The Universal Periodic Review and its potential to foster access to information: Guidelines for information commissioners	<a href="https://unesdoc.unesco.org/ark:/48223/pf0000380590?posInSet=222&amp;queryId=3ec3f00d-db80-48fd-8b4c-fbcdfeaca85">https://unesdoc.unesco.org/ark:/48223/pf0000380590?posInSet=222&amp;queryId=3ec3f00d-db80-48fd-8b4c-fbcdfeaca85</a>	Yes (rights of the child)
2022	An introduction to the UNESCO Recommendation on Open Science	<a href="https://doi.org/10.54677/XOIR1696">https://doi.org/10.54677/XOIR1696</a>	No
2022	Transformative education: Policy brief*	<a href="https://unesdoc.unesco.org/ark:/48223/pf0000381980?posInSet=40&amp;queryId=a8c91e22-b65d-4b5e-9c74-9dabd3a8dc5a">https://unesdoc.unesco.org/ark:/48223/pf0000381980?posInSet=40&amp;queryId=a8c91e22-b65d-4b5e-9c74-9dabd3a8dc5a</a>	Yes (school-aged children, pregnant girls [aged 15-19], child bullying in school, children from poorer families, children with disabilities, migrant children and children perceived as not conforming to expected gender norms, schools, teachers, families)
2023	Guidance for generative AI in education and research*	<a href="https://doi.org/10.54675/EWZM9535">https://doi.org/10.54675/EWZM9535</a>	Yes (children, children under the age of 13, schools, teachers and parents)
2023	Development and promotion of the right to information in	<a href="https://unesdoc.unesco.org/ark:/48223/pf0000385179?posInSet=120&amp;queryId=3ec3f00d-db80-48fd-8b4c-fbcdfeaca85">https://unesdoc.unesco.org/ark:/48223/pf0000385179?posInSet=120&amp;queryId=3ec3f00d-db80-48fd-8b4c-fbcdfeaca85</a>	No

	national frameworks: Policy guidelines		
<b>2023</b>	Guidelines for the governance of digital platforms: Safeguarding freedom of expression and access to information through a multi-stakeholder approach*	<a href="https://unesdoc.unesco.org/ark:/48223/pf0000387339">https://unesdoc.unesco.org/ark:/48223/pf0000387339</a>	Yes (child rights, child prostitution and child pornography, children's rights organisations, teachers, specialised educators, youth organisations, children with disabilities, girls)
<b>2023</b>	Human rights centered global governance of quantum technologies: Advancing information for all	<a href="https://unesdoc.unesco.org/ark:/48223/pf0000393402">https://unesdoc.unesco.org/ark:/48223/pf0000393402</a>	No
<b>2025</b>	Science technology engineering & innovation policy Asia and the Pacific network (STEPAN): Action plan 2021-2025	<a href="https://unesdoc.unesco.org/ark:/48223/pf0000393391">https://unesdoc.unesco.org/ark:/48223/pf0000393391</a>	Yes (youth, girls and young women)

## UNICEF corpus and selected policies

Year	Policy name	Link	Mentions children
<b>2021</b>	The Case for Better Governance of Children's Data: A Manifesto*	<a href="http://www.unicef.org/innocenti/media/1031/file/UNICEF%20Global%20Insight%20Data%20Governance%20Manifesto.pdf">www.unicef.org/innocenti/media/1031/file/UNICEF%20Global%20Insight%20Data%20Governance%20Manifesto.pdf</a>	Yes
<b>2021</b>	Policy guidance on AI for children*	<a href="http://www.unicef.org/innocenti/media/1341/file/UNICEF-Global-Insight-policy-guidance-AI-children-2.0-2021.pdf">www.unicef.org/innocenti/media/1341/file/UNICEF-Global-Insight-policy-guidance-AI-children-2.0-2021.pdf</a>	Yes
<b>2021</b>	Digital Learning for Every Child: Closing the gaps for an inclusive and prosperous future	<a href="http://www.unicef.org/innocenti/documents/digital-learning-every-child-closing-gaps-inclusive-and-prosperous-future">www.unicef.org/innocenti/documents/digital-learning-every-child-closing-gaps-inclusive-and-prosperous-future</a>	Yes
<b>2020</b>	Putting the 'learning' back in remote learning, Issue brief, Policies to uphold effective continuity of learning through COVID-19	<a href="http://www.unicef.org/innocenti/reports/putting-learning-back-remote-learning">www.unicef.org/innocenti/reports/putting-learning-back-remote-learning</a>	Yes
<b>2021</b>	Harnessing the power of technology and digital innovation for children	<a href="http://www.unicef.org/media/100211/file/DIGITAL%20UNICEF.pdf">www.unicef.org/media/100211/file/DIGITAL%20UNICEF.pdf</a>	Yes

## Uruguay corpus and selected policies

Year	Policy name	Link	Mentions children
2024	Estrategia Nacional de Ciudadanía Digital para una Sociedad de la Información y el Conocimiento 2024-2028 [National Digital Citizenship Strategy for an Information and Knowledge Society 2024-2028]*	<a href="http://www.gub.uy/agencia-gobierno-electronico-sociedad-informacion-conocimiento/politicas-y-gestion/estrategia-nacional-ciudadania-digital-para-sociedad-informacion-conocimiento">www.gub.uy/agencia-gobierno-electronico-sociedad-informacion-conocimiento/politicas-y-gestion/estrategia-nacional-ciudadania-digital-para-sociedad-informacion-conocimiento</a>	No
2024	Estrategia Nacional de Inteligencia Artificial 2024-2030 [National Artificial Intelligence Strategy 2024-2030]	<a href="http://www.gub.uy/agencia-gobierno-electronico-sociedad-informacion-conocimiento/comunicacion/publicaciones/estrategia-nacional-inteligencia-artificial-2024-2030">www.gub.uy/agencia-gobierno-electronico-sociedad-informacion-conocimiento/comunicacion/publicaciones/estrategia-nacional-inteligencia-artificial-2024-2030</a>	Yes (children, adolescents)
2024	Estrategia Nacional de Datos 2024-2030 [National Data Strategy 2024-2030]	<a href="http://www.gub.uy/agencia-gobierno-electronico-sociedad-informacion-conocimiento/politicas-y-gestion/estrategia-nacional-datos-2030">www.gub.uy/agencia-gobierno-electronico-sociedad-informacion-conocimiento/politicas-y-gestion/estrategia-nacional-datos-2030</a>	No
2024	Estrategia Nacional de Ciberseguridad 2024-2030 [National Cybersecurity Strategy 2024-2030]	<a href="http://www.gub.uy/agencia-gobierno-electronico-sociedad-informacion-conocimiento/comunicacion/publicaciones/estrategia-nacional-ciberseguridad-2024-2030-0">www.gub.uy/agencia-gobierno-electronico-sociedad-informacion-conocimiento/comunicacion/publicaciones/estrategia-nacional-ciberseguridad-2024-2030-0</a>	Yes (childhood)
2023	Agenda Digital Uruguay 2025 – Sociedad digital resiliente, Revision de medio termino [Uruguay Digital Agenda 2025, Mid-term revision]*	<a href="http://www.gub.uy/uruguay-digital/comunicacion/publicaciones/agenda-uruguay-digital-2025-sociedad-digital-resiliente/agenda-uruguay">www.gub.uy/uruguay-digital/comunicacion/publicaciones/agenda-uruguay-digital-2025-sociedad-digital-resiliente/agenda-uruguay</a>	Yes (children, young people)
2023	Plan estratégico 2021-2025, versión actualizada 2023 [Strategic plan 2021-2025, 2023 updated version]*	<a href="https://documentos.ceibal.edu.uy/portal/2023/02/plan-estrategico-Ceibal-digital.pdf">https://documentos.ceibal.edu.uy/portal/2023/02/plan-estrategico-Ceibal-digital.pdf</a>	Yes (girls, children and adolescents, young people)
2023	Programa Despertando vocación científica en niñas y adolescentes [Awakening Scientific Vocation in Girls and Adolescents Programme]	<a href="http://www.gub.uy/ministerio-educacion-cultura/dicyt/programa_despertando_vocacion_cientifica_en_ninas_y_adolescentes">www.gub.uy/ministerio-educacion-cultura/dicyt/programa_despertando_vocacion_cientifica_en_ninas_y_adolescentes</a>	Yes (girls and adolescents)
2021	Plan de Gobierno Digital 2025 [Digital Government Plan 2025]	<a href="http://www.gub.uy/agencia-gobierno-electronico-sociedad-informacion-conocimiento/politicas-y-gestion/plan-gobierno-digital-2025#:~:text=El%20Plan%20de%20Gobierno%20Digital%202025%20parte%20de%20cuatro%20ejjes,Calidad%20de%20los%20servici">www.gub.uy/agencia-gobierno-electronico-sociedad-informacion-conocimiento/politicas-y-gestion/plan-gobierno-digital-2025#:~:text=El%20Plan%20de%20Gobierno%20Digital%202025%20parte%20de%20cuatro%20ejjes,Calidad%20de%20los%20servici</a>	No



		os%20p%C3%BAblicos	
<b>2021</b>	Plan de Política Educativa Nacional 2020-2025 [National Education Policy Plan 2020-2025]	<a href="http://www.gub.uy/ministerio-educacion-cultura/comunicacion/publicaciones/plan-politica-educativa-nacional-2020-2025">www.gub.uy/ministerio-educacion-cultura/comunicacion/publicaciones/plan-politica-educativa-nacional-2020-2025</a>	Yes (early childhood, children, young people)
<b>2019</b>	Acerca de Uruguay crece contigo [Uruguay grows with you]	<a href="http://www.gub.uy/ministerio-desarrollo-social/comunicacion/publicaciones/acerca-uruguay-crece-contigo">www.gub.uy/ministerio-desarrollo-social/comunicacion/publicaciones/acerca-uruguay-crece-contigo</a>	Yes (early childhood, children and adolescents, families, pregnant women)
<b>2013</b>	Plan de Acción de Juventudes 2015-2025 [Youth Action Plan 2015-2025]	<a href="http://www.gub.uy/ministerio-desarrollo-social/politicas-y-gestion/planes/plan-accion-juventudes-2015-2025">www.gub.uy/ministerio-desarrollo-social/politicas-y-gestion/planes/plan-accion-juventudes-2015-2025</a>	Yes (youth, young people between the ages of 18 and 24)

## USA selected policies

Year	Policy name	Link	Mentions children
<b>2023</b>	Digital Equity Plan, State of West Virginia*	<a href="https://internetforallwv.wv.gov/wp-content/uploads/2024/01/WV-Digital-Equity-Plan-Final-14Dec2023.pdf">https://internetforallwv.wv.gov/wp-content/uploads/2024/01/WV-Digital-Equity-Plan-Final-14Dec2023.pdf</a>	Yes (childhood, children, children with hearing and visual impairment, school-aged children, children with disabilities, girls, boys)
<b>2024</b>	California Digital Equity Plan*	<a href="http://www.mtsac.edu/2035/files/resources/california-state-digital-equity-plan-2024-04-04-remediated-version.pdf">www.mtsac.edu/2035/files/resources/california-state-digital-equity-plan-2024-04-04-remediated-version.pdf</a>	Yes (children, child, foster youth, children with special needs, elementary school-aged children)

## World Bank corpus and selected policies

Year	Policy name	Link	Mentions children
2024	Unpacking Cloud Cybersecurity: A Guide for Policy Makers in Developing Countries	<a href="https://documents.worldbank.org/en/publication/documents-reports/documentdetail/099103124193527496/p1778521dda0ba08e19fcb1f0d251cdb786">https://documents.worldbank.org/en/publication/documents-reports/documentdetail/099103124193527496/p1778521dda0ba08e19fcb1f0d251cdb786</a>	No
2023	Green Digital Transformation: How to Sustainably Close the Digital Divide and Harness Digital Tools for Climate Action	<a href="https://openknowledge.worldbank.org/entities/publication/6be73f14-f899-4a6d-a26e-56d98393acf3">https://openknowledge.worldbank.org/entities/publication/6be73f14-f899-4a6d-a26e-56d98393acf3</a>	Yes (household)
2023	G20 Policy Recommendations for Advancing Financial Inclusion and Productivity Gains through Digital Public Infrastructure: Global Partnership for Financial Inclusion 2023	<a href="https://openknowledge.worldbank.org/entities/publication/b8d6b107-3e97-41be-886d-1c46ee906042">https://openknowledge.worldbank.org/entities/publication/b8d6b107-3e97-41be-886d-1c46ee906042</a>	Yes (birth registration, 'new poor' households, youth)
2025	Digital Public Infrastructure and Development: A World Bank Group Approach	<a href="https://openknowledge.worldbank.org/entities/publication/ccca2963e-27bf-4dbb-aa5a-24a0ffc92ed9">https://openknowledge.worldbank.org/entities/publication/ccca2963e-27bf-4dbb-aa5a-24a0ffc92ed9</a>	Yes (children whose births have not been registered, girls, schools, households and families)
2022	Digitalization and Development	<a href="http://www.devcommittee.org/content/dam/sites/devcommittee/doc/documents/mgr/Final%20on%20Digitalization_DC2022-0002.pdf">www.devcommittee.org/content/dam/sites/devcommittee/doc/documents/mgr/Final%20on%20Digitalization_DC2022-0002.pdf</a>	Yes (school education, digital schooling, digital skills training initiatives focused on girls, households)
2024	Global Challenge Program: Accelerating Digitalization – Approach Paper	<a href="https://documents.worldbank.org/en/publication/documents-reports/documentdetail/099302410042414534">https://documents.worldbank.org/en/publication/documents-reports/documentdetail/099302410042414534</a>	Yes (girls' asset ownership, financial autonomy, decision-making in the household, and economic participation, connectivity and data services for schools, households)
2021	Developing Digital Payment Services in the Middle East and North Africa: A Strategic Approach*	<a href="https://openknowledge.worldbank.org/entities/publication/5c35e016-7bb4-5d5e-875e-0be9839ab09a">https://openknowledge.worldbank.org/entities/publication/5c35e016-7bb4-5d5e-875e-0be9839ab09a</a>	Yes (youth [aged 15-24] employment, household income, families)
2020	Europe 4.0: Addressing the Digital Dilemma*	<a href="https://openknowledge.worldbank.org/entities/publication/7b8c5e46-2755-5c25-b44e-ffbecc1313f3">https://openknowledge.worldbank.org/entities/publication/7b8c5e46-2755-5c25-b44e-ffbecc1313f3</a>	Yes (digital literacy and skill development in primary and secondary education, students, personal data of a child, internet connectivity of households)



# Digital Futures For Children

Research at LSE and 5Rights Foundation ■

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#DFC #DigitalFutures4Children



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POLITICAL SCIENCE ■



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This joint LSE and 5Rights research centre supports an evidence base for advocacy, facilitates dialogue between academics and policymakers and amplifies children's voices, following the UN Committee on the Rights of the Child's General comment No. 25.

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