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PUSAT STUDI PENDIDIKAN DAN KEBIJAKAN

The Role of the Education System in Safeguarding Children in the Digital Environment: Policy Recommendations

The Role of the Education System in Safeguarding Children in the Digital Environment was presented by the participants of **the Capacity Building of Mitra Pendidikan Indonesia** on 13 August 2025. This activity was organized by the Center for Education and Policy Studies or Pusat Studi Pendidikan dan Kebijakan (PSPK) with support from the System Capacity Grant of the Global Partnership for Education (GPE), managed by UNICEF Indonesia.

This document was prepared by Pusat Studi Pendidikan dan Kebijakan (PSPK).

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Introduction

The activity "Child Protection in the Digital Space: How Should the Education Sector Respond to the Government Regulation on TUNAS?" (hereinafter referred to as the Capacity Building activity) was held on Wednesday, 13 August 2025, as part of the capacity-building series of the Mitra Pendidikan Indonesia (MPI)[1] program organized by PSPK. This activity is part of the System Capacity Grant initiative of the Global Partnership for Education (GPE) for education transformation in Indonesia, managed by UNICEF Indonesia as the grant administrator. The event was attended by **60 participants representing 30 education organizations and communities**, including representatives from ministries and local governments, civil society organizations, educational institutions, development partners, academics, and education practitioner communities. The contents of this document have been reviewed by participant representatives to ensure alignment with their perspectives.[2]

This activity focused on the issue of child protection in the digital environment and the education sector's response to the implementation of Government Regulation No. 17 of 2025 on the Governance of Electronic System Implementation for Child Protection (PP TUNAS). The objective was to enhance participants' understanding of the substance, principles, and policy directions of PP TUNAS, as well as to provide a platform for sharing insights on challenges, opportunities, and good practices in efforts to protect children in the digital space particularly within the education context.

Through a series of sessions, including policy expert presentations, talk shows with education practitioners, participatory workshops, and responses from education policymakers, the activity produced a set of policy recommendations and proposed interventions in the education sector to support the creation of a safe environment for all children. The series of sessions is summarized in Table 1 below.

Table 1. Series of Activities of the Capacity Building "Pelindungan Anak di Ruang Digital: Bagaimana Sektor Pendidikan Perlu Merespon PP TUNAS?" held on Wednesday, 13 August 2025

Time	Session	Speakers
09.10 - 09.40	**Session 1:** *Understanding the Government Regulation No. 17 of 2025 on the Governance of Electronic System Implementation for Child Protection (PP TUNAS)*	Anindito Aditomo (Expert Board Member, Pusat Studi Pendidikan dan Kebijakan)
09.40 - 11.40	**Session 2:** *Implementation and Challenges in Strengthening Child*	1. Tari Sandjojo (Academic Director and Head of School, Sekolah Cikal)

[1] Mitra Pendidikan Indonesia (MPI) is a consortium of 20 organizations working in the field of education, led by the Ministry of Primary and Secondary Education (Kemendikdasmen) and the Ministry of Religious Affairs (Kemenag).
[2] The list of participant representatives included in this document has been reviewed through a no-objection mechanism, which provides a designated period for participants to review the draft. In the absence of any objections during that period, consent to the content and publication of the document was considered granted.

Time	Session	Speakers
	Protection in the Digital Environment within the Education Ecosystem	2. Siti Nur Andini (Director of Keluarga Kita) 3. Achmad Irfandi (Founder of Kampung Lali Gadget) 4. Asep Zulhijar (Child Protection Officer UNICEF)
13.00 - 14.30	**Session 3:** *Collaboration and Cross-Sector Synergy for the Implementation of Child Protection Policies in the Digital Environment*	*(Facilitated group discussion)*
14.30 - 15.30	**Session 4:** *Responding to the Child Protection Recommendations in the Digital Environment from the Perspective of National Education Policy*	1. Catur Budi Santosa (Head of Character Development Sub-Team, Directorate of Junior Secondary Education, Directorate General of Early Childhood, Primary, and Secondary Education) 2. Dwi Setiyowati (Curriculum Developer, Center for Curriculum and Learning) 3. Abdul Basit (Head of Sub-Directorate for Curriculum and Evaluation, Directorate of KSKK Madrasah) 4. Fakhrurrozi (Head of Sub-Directorate for Islamic Elementary and Junior Secondary Schools – MI/MTs, Directorate of GTK Madrasah)

This document consists of three main sections. The first section outlines the key challenges in education in the digital era, identified through group discussions (workshops). The second section presents key policy recommendations to strengthen education policies that safeguard children in the digital environment. These recommendations include strengthening digital literacy, fostering positive teacher–parent relationships, regulating the use of digital devices in schools and madrasahs, and promoting non-digital activities. The third section highlights the importance of multi-stakeholder collaboration as a strategy for child protection in the digital environment, ensuring that policies, practices, and cultures developed within schools, madrasahs, and families are aligned and mutually reinforcing.

Education Challenges in the Digital Era

Digital technology has long been recognized as a driver for improving the quality of education. However, it is equally important to pay attention to the risks that arise from children's activities[3] in digital spaces and their participation as digital citizens. As highlighted by Anindito Aditomo, Expert Council of PSPK (in Session 1, as shown in Table 1), the Government Regulation on the Implementation of Child Protection in the Digital Space (PP TUNAS) outlines seven potential risks faced by children in digital environments, namely:

[3] A child is defined as any person under the age of 18, including those still in the womb, in accordance with Law Number 35 of 2014 on the Amendment to Law Number 23 of 2002 on Child Protection.

- The potential of being in contact with strangers
- The potential of being exposed to inappropriate content
- The potential of being exploited as consumers
- The potential threat to children's personal data security
- The potential to develop addiction
- The potential for psychological health issues
- The potential for physiological health problems

In Session 3, participants identified at least four key issues related to these risks that also affect children's education, namely: (1) impacts on behavior and mental health, (2) children's readiness to navigate the digital space, and (3) the limited capacity of adults to provide protection. The following summarizes the outcomes of these group discussions:

a. **Extended engagement within digital spaces has resulted in addiction, declining learning capacity, and weakened socio-emotional skills.** Participants reported common symptoms observed among students, including reduced concentration and disrupted social interaction with their surroundings. In addition, tendencies toward addiction were frequently identified, for example children struggling to detach from their devices, showing anxiety when screen use is restricted, preferring screen-based play over peer interaction, and having difficulty following screen time rules set by parents and teachers.

b. **Children's readiness to navigate digital environments is misaligned with the realities of the digital space**. Participants noted that children are still developing the critical thinking skills needed to safely navigate the digital environment. They often assume that all information encountered online is accurate, making them vulnerable to hoaxes, hate speech, and digital manipulation. This situation increases the risk of children interacting with strangers, being exposed to inappropriate content, and being exploited as consumers through age-inappropriate advertisements and promotions.

c. **The limited capacity of adults to protect children.** The rapid and massive flow of digital content is difficult to filter, while mechanisms for supervision and guidance from parents and digital platforms remain weak. As a result, children can easily be exposed to content that is not age-appropriate or even risk exploitation as consumers. This highlights the urgent need for targeted regulations and interventions to ensure that digital content is more child-friendly, alongside strengthening the capacity of adults in children's surroundings who play a key role in protecting them.

d. **There are existing practices in schools/madrasah that involve the use of devices or digital media which do not yet adhere to child protection principles**. These include sharing photos that display full faces, addresses, or locations (including time stamps), as well as storing children's data on cloud-based services in ways that pose risks to the security of their personal data.

Based on the four key challenges above, participants proposed policy recommendations to be strengthened within the education system to enhance child protection. These recommendations aim to ensure that children can benefit from digital technology for learning in safe and developmentally appropriate ways, while minimizing both immediate and long-term risks that may affect their growth and well-being.

Education Policy Support for Protecting Children in the Digital Space

Child protection must be regarded as a fundamental prerequisite for ensuring successful learning outcomes. A safe environment is essential for any learning process. Therefore, education policymakers need to respond to *PP TUNAS*. *PP TUNAS* establishes several key principles closely related to child safety, including the obligation for *PSE* to provide clear information on age restrictions for products/services/features, as well as the potential risk profiles children may encounter when using them. It also requires *PSE* to comply with child protection standards, such as *safety by design*, the inclusion of technical mechanisms and safeguards within products, services, and features to ensure the *best interest of the child*. This includes the obligation of *PSE* to deliver education and empowerment initiatives for the broader digital ecosystem across all segments of society. In this way, *PP TUNAS* does not restrict access to digital spaces that support children's learning, but ensures that such spaces remain safe, appropriate, and developmentally meaningful for their education and overall growth.

PP TUNAS also calls upon all actors; PSEs, the government, parents, and society; to play their roles in protecting children in the digital environment. PP TUNAS (article 48) explicitly mandates ministries and agencies to coordinate and fulfil their respective functions. Therefore, the principles contained within PP TUNAS should serve as the foundation for strengthening key education policies and programs to ensure that every child in Indonesia is ready to learn and develop optimally.

Based on discussions during the Capacity Building session, several initiatives need to be strengthened within the education ecosystem: (1) Digital literacy for students, teachers, and parents; (2) Strengthening positive relationships between teachers/parents and children to support socio-emotional development; (3) Regulating the use of devices in schools/madrasah; (4) Providing alternative non-digital activities for children; and (4) Developing publicly accessible risk-monitoring systems within digital platforms. Below are detailed explanations of each initiative.

1| Strengthening Digital Literacy Across the Education Ecosystem to Protect Children in Digital Spaces

Digital literacy[4] is an essential competency for all members of the education ecosystem. It is not only children who must possess this competency but also parents and teachers, as the closest adults accompanying children in digital spaces.

For children, digital literacy helps them understand how to use technology safely, critically, and responsibly, while also supporting the development of their socio-emotional skills to self-regulate when navigating digital environments. This includes cultivating an understanding of children's rights in digital spaces, such as the right to privacy, personal data protection, and the right to report when experiencing online bullying or harassment. Digital literacy is not about how early a child enters the digital world, but rather about reinforcing fundamental competencies such as critical thinking and real-world ethics, which are developed and strengthened through learning experiences outside digital technologies. As conveyed by Andini, Director of Keluarga Kita, during the Capacity Building session, these foundational competencies which are built before a child enters the digital space, will naturally internalize once they begin to interact online, preparing them to become responsible digital citizens.

At the same time, parents and teachers must be encouraged to become role models for healthy digital practices and to help children navigate digital environments effectively. Teachers should have the capacity to design learning experiences that integrate digital ethics and literacy, while parents should be equipped to supervise and model responsible technology use at home.

The main challenge lies in Indonesia's relatively low level of digital literacy. Various reports support the findings from the workshop discussions. The Situational Analysis on Digital Learning Landscape (UNICEF, 2021) notes that Indonesia's digital literacy levels lag behind other Southeast Asian countries[5]. Two decades of PISA (OECD) results consistently show that most Indonesian children have not reached minimum proficiency in foundational competencies such as reading literacy and numeracy, both prerequisites for digital literacy. This has a direct impact on the quality of support provided to children and on the preparedness of the education ecosystem in facing digital-era challenges.

Low digital literacy is also evident in everyday practice. One issue highlighted by speakers and participants is the misconception surrounding the use of digital devices, where children without devices are perceived as uncool, left behind, or not ready to

[4] According to the DQ Institute, the term "digital literacy" used in this document can also be understood more broadly as "digital competence." Digital competence encompasses 5 foundational competency areas that children need to develop: digital identity, digital literacy, privacy management, digital safety, and digital empathy.
[5] Rumata, Vience Mutiara, and A.S Sastrosubroto. 'The Paradox of Indonesian Digital Economy Development.', in E-Business edited by Dr. Robert Wu and Prof. Marinela Mircea, IntechOpen, 2019. <https://www.intechopen.com/online-first/the-paradox-of-indonesian-digital-economy-development>

learn. Such perceptions push parents to prioritize device ownership rather than its quality of use, obscuring the true essence of digital literacy.

This situation is inseparable from the limited availability of high-quality digital literacy education, as noted by participants during the workshop. An APEC (2019) survey found that more than 50% of respondents in the Asia-Pacific region, including Indonesia, believe that governments and educational institutions lack a solid understanding of digital skills needs, and that schools often fail to provide the digital competencies required by learners. This indicates that low digital literacy is not due to a lack of parental awareness, but rather the limited capacity of the supporting ecosystem to ensure equitable and high-quality access to digital literacy education.

Participants of the Capacity Building activity recommended a collective, systemic effort to strengthen digital literacy through:

a. Integrating and adopting digital literacy best practices into the national curriculum. The ministry should integrate digital literacy into the national curriculum to ensure children's digital competencies are strengthened systematically. A curriculum responsive to the challenges of the digital era will provide clear guidance for schools/madrasah to develop effective learning strategies. Standards or guidelines for digital literacy that are adaptable to local contexts are also needed so that local governments, schools/madrasah, and communities can design relevant digital literacy programs. These standards must also include data protection in schools and safe digital practices within learning systems that rely on digital devices or digital media.

b. Strengthening the capacity of schools/madrasah to implement digital literacy policies effectively. Schools/madrasah must be supported to translate digital literacy policies into concrete action plans and programs, including designing capacity-building initiatives for teachers and parents. Capacity strengthening should extend beyond formal training and include community-based learning models that encourage digital literacy practices to be embedded in everyday learning. Strong collaboration between schools/madrasah and parents will reinforce consistent guidance for children, ensuring that learning at school aligns with parenting practices at home. In this way, digital literacy becomes a shared practice, not just an agenda led by educational institutions but also supported by families.

c. Ensuring oversight and sustainability of digital literacy initiatives through formal mechanisms. One of the strategic measures recommended by workshop participants is the establishment of a literacy task force (satgas)[6] at school/madrasah or local government levels. This satgas would serve as a link between policy, real-world practice, and the needs of children, while ensuring coordination among actors such as schools, parents, communities, local

[6] This task force may intersect with the work of the Tim Pencegahan dan Penanganan Kekerasan Seksual (TPPKS) in preventing and addressing risks of violence occurring in digital spaces.

governments, and the private sector. Technically, the satgas could include representatives from teachers, students, and parents to guarantee a grounded approach informed by real practice. With a clear mandate, the satgas can promote consistent program implementation, monitor progress, and identify emerging digital-era risks faced by children.

2| Strengthening Positive Relationships Between Teachers, Parents, and Children

Positive relationships between teachers, parents/caregivers, and children are a critical enabling factor that supports children's readiness, resilience, and capacity to mitigate negative impacts they may encounter in digital spaces. One of the speakers, Ibu Tari, Academic Director and Head of School at Sekolah Cikal, explained that in the school context, key issues of child protection in digital environments are closely tied to relational dynamics. She observed that many children seek validation and interaction through social media or online games as substitutes for the attention they may not receive in their daily lives. Her view was reinforced by insights from other speakers and participants, who shared examples of school-based interventions that have successfully shifted children's problematic behaviors in several regions. These successes were largely rooted in positive teacher–student relationships that created a sense of safety and provided emotional support, enabling children to be more open in sharing their digital experiences. However, given that children spend limited time in school, addressing these issues cannot rely solely on schools; it must involve parents whose perspectives align with the school's approach.

Beyond school-based interventions, support within the family environment is another essential factor influencing how children interact with *digital devices* and digital spaces. Ibu Andini, Director of Keluarga Kita, highlighted that although many parents already have awareness of the importance of child protection in digital spaces, misconceptions regarding device use remain widespread at the community level. Based on Keluarga Kita's experience and curriculum, she emphasized that the root cause of digital addiction often lies in non-reflective family relationships. When connection and communication within the family are weak, children are far more vulnerable to developing addictive behaviors related to *digital devices* use and online content. This finding aligns with insights shared by Bapak Irfandi from Kampung Lali Gadget, who observed that one underlying cause of gadget addiction is children perceiving adults as "less engaging" than the device itself, which responds instantly and consistently to a child's needs.

Given the significant influence of both school and home environments on children's relationships with digital devices and digital spaces, consistent collaboration among schools, parents, and other stakeholders is essential. Such collaboration helps strengthen digital literacy, build shared understanding of risks in digital environments, and ensure alignment between school-recommended guidelines for device use and parental boundaries at home. Strengthening relationships between parents and teachers needs to be carried out systematically, for example through regular meetings

or structured communication forums to ensure that guidance provided to children both at home and in school is coherent. Ultimately, efforts to foster positive relationships among parents/caregivers, teachers, and children will enhance children's ability to navigate themselves in digital spaces: developing the skills needed to select, filter, and respond to information and interactions wisely so that they become not only technology users, but also empowered individuals capable of managing risks and challenges in the digital world.

3| Regulating the Use of Digital Devices in Schools and Madrasahs

Children's education takes place both inside and outside of school. During the COVID-19 period, internet penetration in society increased significantly[7]. In the education context, the use of digital devices became essential for online learning. However, children do not use digital devices solely for learning; they also use them for play and social interaction. This habit has continued to the present and has become a challenge for educational institutions and parents in setting appropriate boundaries. Similar issues were revealed in several focus group discussions.

According to Tari Sandjojo, Academic Director and Head of School at Sekolah Cikal, during the Capacity Building event, technology was initially viewed as a marker of a progressive and creative curriculum that could expand children's learning access. However, field experience shows that schools are often the first to experience the negative impacts of excessive technology use. Decreased student focus, emerging behavioral issues, and weakened teacher–student relationships are increasingly concerning signs resulting from children's excessive activities in digital spaces. She emphasized that the issue is not merely about teaching methods but is closely related to children's growing tendency to become easily bored; struggling to listen, read, or work on tasks with sustained focus. This condition is largely driven by the excessive use of digital devices.

Restrictions on digital device use were previously implemented by the Jakarta Provincial Office of the Ministry of Religious Affairs during Ramadan 2025 to help students focus more on worship, and the intervention was considered to have positive impacts. Similar success has been observed in the No Gadget Day program at Sekolah Cikal as well as digital-device-free days in several other schools. Other practices at school, regional, and national levels have also shown positive outcomes. Findings indicate that measured digital device restrictions encourage students to focus better on learning, strengthen social interactions, and help parents and teachers cultivate healthier digital habits[8].

The challenge is that these rules have not been continued as long-term policies. To date, there is no clear, widely applicable guideline on digital device use for children in schools/madrasahs. Therefore, the Capacity Building results recommend establishing formal and measurable policies on the use of digital devices in schools/madrasahs. These should include time limits, contexts of use, teacher supervision, and parental

[7] Badan Pusat Statistik. 2022. Indonesian Telecommunications Statistics. Jakarta: BPS.
[8] Haidt, J. (2023). The Case for Phone-Free Schools. https://www.afterbabel.com/p/phone-free-schools

involvement to ensure students can focus on learning, interact socially in healthy ways, and develop positive digital habits. Such policies must also consider flexibility based on grade level and context. Rather than implementing a uniform national rule, principle-based guidelines are preferable so that schools/madrasahs can adapt policies based on the characteristics of their students.

Therefore, this policy should be developed by involving children as primary stakeholders, not merely as objects of regulation. As highlighted by Tari Sandjojo, experiences at Sekolah Cikal show that students need space to express their views through student councils (OSIS) or other activities, enabling them to articulate the impacts they experience. Additionally, Asep, Child Protection Officer at UNICEF, emphasized the importance of giving children opportunities to be heard and involved in creating rules that affect them. Through a gradual approach and active child participation, this policy can enhance the effectiveness of child protection efforts in schools and be positively received by all stakeholders.

4| Promoting Non-Digital Activities for Holistic Child Development

Protecting children from risks in the digital environment requires more than regulatory measures alone. Since children engage in many activities in digital spaces, restricting those activities must be accompanied by providing alternative recreational options as well as opportunities and methods for social interaction that support their development. It is therefore essential for children to have ample opportunities for free play, physical activity, and direct, in-person interaction with peers to maintain healthy social-emotional development. This aligns with the ideas of Jonathan Haidt (2024)[9], who emphasized that one of the key norms in addressing phone-based childhood[10] is ensuring children have greater independence, free-play opportunities, and real-world responsibilities.

A wide range of initiatives that encourage children to participate in non-digital activities need to be promoted collaboratively by families, teachers, communities, and the government. One notable example highlighted in the Capacity Building series is Kampung Lali Gadget. Achmad Irfandi, the founder of Kampung Lali Gadget, shared his experience establishing the initiative, which stemmed from concerns about rising digital device addiction among children. Kampung Lali Gadget offers structured, guided play experiences, including traditional games and thematic workshops, providing children with enjoyable holiday activities without the use of digital devices. Many parents reported that their children were able to break free from digital device dependency after participating in these activities.

During the group discussions, participants also emphasized the importance of community reading spaces and accessible public open spaces for children. Active

[9] Haidt, J. (2024). The anxious generation: how the great rewiring of childhood is causing an epidemic of mental illness. Penguin Press.
[10] Phone-based childhood refers to the phenomenon in which children spend a significant amount of time using smartphones or digital devices, thereby limiting their social interactions and real-world experiences. This term was presented by Anindito Aditomo during the Capacity Building session, referencing the study by Jonathan Haidt.

support from both central and local governments is essential to ensure the availability of such facilities, as children need open environments where they can engage in physical activities. This finding is consistent with research by Zhihao, D., et al. (2024)[11], which shows that physical activity interventions can effectively reduce levels of internet addiction among adolescents. Not only improving their physical health, but also enhancing self-confidence and strengthening resilience against digital addiction.

5 | Development of a Publicly Accessible Digital Risk Monitoring System

Another key need that emerged across the discussions was the importance of establishing an integrated system capable of monitoring and assessing the level of digital risks faced by children. Participants noted that parents, teachers, and even educational institutions often lack adequate information when deciding which platforms or applications are safe and appropriate for children or students. The need for such a system is also aligned with the mandate of PP TUNAS, which requires electronic system providers to conduct risk assessments.

Participants further emphasized that such a system would only be effective if accompanied by strong communication and public outreach efforts. With a standardized risk monitoring system and consistent dissemination of information, schools and madrasahs would have a shared reference for determining which platforms are safe to use in learning activities. Teachers would no longer need to guess whether a particular application is suitable for their students, and parents would also have a common reference for supervising the use of digital devices at home.

Moreover, when risk information is communicated widely, the public gains an opportunity to collectively monitor the practices of digital companies, encouraging platform providers to be more transparent and accountable for the features they offer.

Multi-Stakeholder Collaboration as a Strategy for Child Protection in the Digital Environment

Efforts to protect children in digital spaces cannot be carried out by a single actor. The involvement of multiple stakeholders is essential to ensure that children can learn, grow, and thrive safely in the digital era. Multi-stakeholder collaboration ensures that policies, practices, and cultures developed within schools/madrasahs and families are aligned and mutually reinforcing.

Cross-sector collaboration must also include a shared accountability system to ensure that child protection is understood as the responsibility of all parties. Clear mechanisms for coordination and risk reporting are needed to prevent gaps or negligence in the implementation of child protection principles at every level.

[11] Zhihao, D., Tao, W., Yingjie, S., & et al. (2024). The influence of physical activity on internet addiction among Chinese college students: The mediating role of self-esteem and the moderating role of gender. BMC Public Health, 24, 935. https://doi.org/10.1186/s12889-024-18474-1

Table 2. Roles of Education Stakeholders in Responding to Child Protection Policies in the Digital Environment

Stakeholder	Strategic Recommendation
 **National Government**	Integrate and adopt effective digital literacy practices into the national curriculum, and provide standards or guidelines that are responsive to local contexts as references for local governments, schools/madrasahs, and communities. These standards should also include data protection in schools and ensure that digital device–based learning systems are safe and uphold child protection principles.
 **Local Government**	1. Support the implementation of gadget use policies in schools by providing the necessary regulations or guidelines. For madrasahs, this support should be coordinated in collaboration with the Provincial Office of the Ministry of Religious Affairs. 2. Provide facilities and infrastructure that enable children to engage in physical and non-digital activities, including reading corners and open public spaces, to support their social-emotional development. 3. Establish a digital literacy task force and strengthen TPPKS to effectively respond to issues related to child protection in digital environments. 4. Strengthen referral systems from schools to relevant service providers for child protection in digital spaces, including the Regional Technical Unit for the Protection of Women and Children (UPTD PPA), Family Learning Centers (Puspaga), and child-friendly community-based protection spaces such as RPTRA/PATBM.
 **Schools/Madrasah**	1. Translate digital literacy policies into actionable plans and programs, including capacity-building initiatives for teachers and parents. 2. Develop and implement measurable rules on gadget use that involve student participation. 3. Facilitate non-digital activities for children.
 **Teachers**	1. Develop digital literacy competencies to design learning experiences that are relevant for children in the digital age.

Stakeholder	Strategic Recommendation
	2. Build positive relationships with students and their parents through regular meetings between teachers and parents/parent committees.
 **Parents**	1. Strengthen digital literacy competencies to support children through enhanced capacity in positive parenting in the digital age. 2. Collaborate with teachers in providing guidance and support for children.
 **Communities**	1. Organize local initiatives that promote non-digital activities for children. 2. Collaborate with the Government and other actors as partners in delivering digital literacy training, facilitating community-based learning, and advocating for child protection in digital spaces. These actors may include religious leaders, youth groups, and women's organizations. 3. Work with the Government and other actors to provide shared spaces for consultation, counselling, and the exchange of good practices in parenting in the digital age.