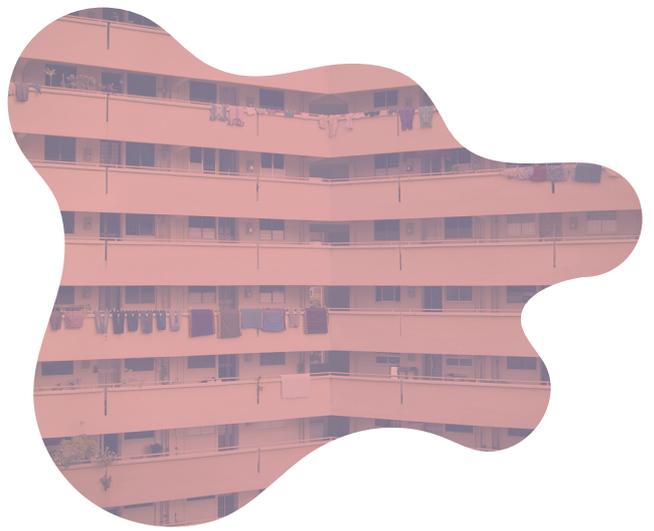


CHALLENGES WITH PHYSICAL INFRASTRUCTURE



Key Finding 1:

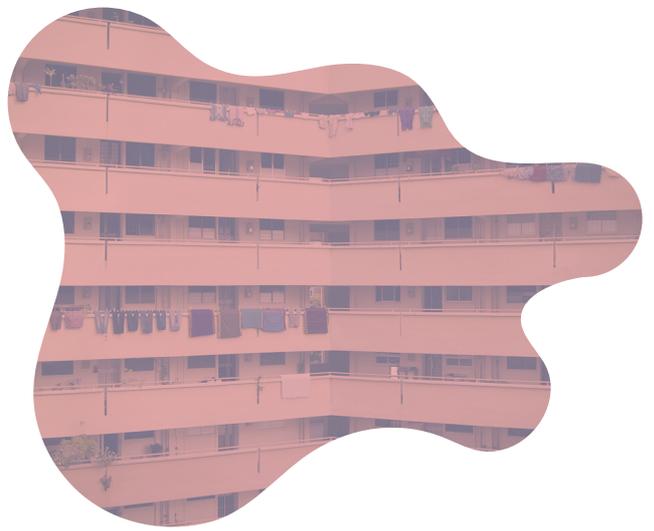
Older rental flats lack fibre optic points for easy Wi-Fi installation

- While it is unknown how many flats face this issue, the past decade has seen an upward trend in demand for rental flat occupancy
- From 2011–2015, total demand for rental flats was 22,726. From 2016–2020, this figure rose to 29,399
- Issue needs to be addressed now to avoid affecting the growing population of residents moving into rental flats

Current Initiatives that address this issue:

- Engineering Good's "Building Digitally Inclusive Communities" piloted providing highly affordable WiFi access to a rental block in Boon Lay at the cost of \$3 per household*
- Beyond Social Services' "Kebun Baru Void Deck WiFi project", provides free WiFi access in the void decks of 2 rental flat blocks in Kebun Baru

CHALLENGES WITH PHYSICAL INFRASTRUCTURE



Key Finding 2:

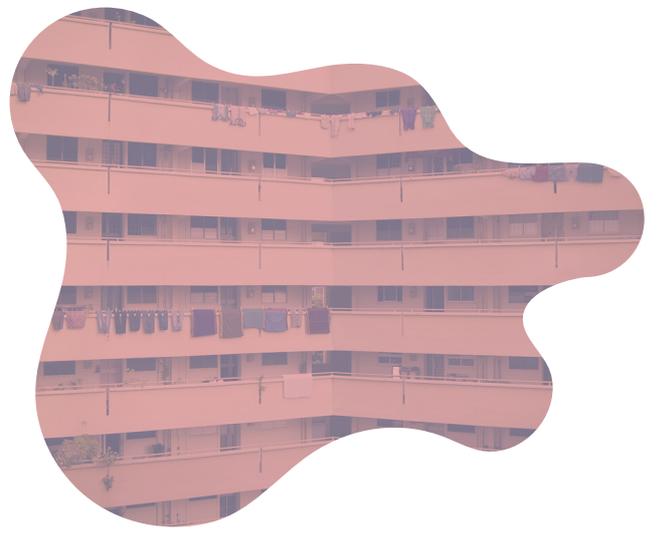
There is a lack of conducive spaces for public rental flat residents to work or study in

- The digital divide issue extends beyond purely technical needs; it's also about the environment enabling (or impeding) digital access
- Rental flats can be cramped and noisy, making working or studying online a challenging task
- Could alternative spaces be made available to support the needs of children and adults living in housing conditions that aren't conducive to HBL or WFH arrangements?

Current Initiatives that address this issue:

- Beyond Social Services' Kebun Baru WiFi project aims to add study corners to the void decks of 2 blocks in Kebun Baru that are currently equipped with free WiFi

CHALLENGES WITH PHYSICAL INFRASTRUCTURE



Challenge Statement



How might we ensure that public rental flat residents can access quality Internet connectivity in a conducive environment?

Comments from Participants of Workshop 1:

- "Conducive environment" varies as number of children may vary across different households
- Is the issue a lack of spaces or that spaces exist but low-income families don't use them?

Comments from Leaders Roundtable:

- Work-groups can decided to define the possible outcomes of having a conducive environment
- Challenge work-groups to do both Internet Connection and Conducive Environment because you can't have one without the other

CHALLENGES WITH DIGITAL LITERACY



Key Finding 1:

Digital production skills aren't yet a key component in Singapore's national digital literacy frameworks and curriculum

- Singapore's current policy ecosystem, including MCI's Digital Media and Information Literacy Framework (DMIL) and subsequent programs for digital literacy have a strong emphasis on 3 digital consumption skills: (i) information literacy, (ii) communication and collaboration and (iii) online safety.
- When mapped against DigiComp 2.1*, two other digital competencies, which are digital production skills, are missing: (i) digital content creation and (ii) problem solving. These can be crucial to securing a career in the digital economy.
- People with higher education and higher social class tend to use the Internet for capital-enhancing activities that enhance their income and influence (e.g. improving their learning, information seeking) while people with low education and social class tend to use the Internet for consumption activities (e.g. entertainment, simple messaging). This "third-level digital divide" can lead to widening social inequality.
- In Singapore, the top three desired digital baseline skills are Microsoft Excel, PowerPoint and Word and the fastest growing digital skills are AngularJC, Tableau and Data Science.

**DigiComp 2.1 was developed as a standard by the European Commission to guide policymaking for digital literacy and is one of the longest-standing frameworks on digital competence*

CHALLENGES WITH DIGITAL LITERACY



Current Initiatives that address this issue:

- In a 2021 IPS Working Paper, Dr Carol Soon proposes the addition of these 2 other key digital competencies of digital content creation and problem solving to develop a Unified Framework for Digital Literacy in Singapore
- In 2020, MOE launched the National Digital Literacy Programme (NDLP) which seeks to facilitate programs that enable students to gain skills in information literacy, safety, communication and collaboration, digital content creation and problem solving. But this is currently intended for school learners only. Could out-of-school citizens also benefit from programs formulated under this framework?
- Organisations helping to provide digital work skills training for members of low-income communities include: (i) Hatch, (ii) Saturday Kids, (iii) The Codette Project and (iv) Google

CHALLENGES WITH DIGITAL LITERACY



Challenge Statement



How might we support public rental flat residents to acquire digital skills and attitudes to enjoy a better quality of life?

Comments from Participants of Workshop 1:

- We should let work-groups define the outcomes for acquiring digital skills, might not always be to achieve employability
- "Skills" could be about gaining employable skills (e.g. digital content creation and problem solving)
- Or it could be navigating the online world effectively (e.g. entertainment)

Comments from Leaders Roundtable:

- "Quality of life" means having a quality of life relating to the use of technology and this could be different across groups (e.g. youths, children, seniors)
- "Attitudes" is about how we can be intentional to use technology and applications in a way that safeguards our well-being

DIFFICULTIES NAVIGATING ONLINE SPACES SAFELY



Key Finding 1:

Those from lower SES are at greater risk of becoming victims to online scams, with seniors being more susceptible

- An IPS study in 2020 found that Singaporeans who were more susceptible to false information tended to be (i) older, (ii) live in public housing, especially those living in HDB 1 – 3 Room Flats and (iii) have lower digital literacy (i.e. levels of knowledge regarding the media and information landscape), amongst other characteristics identified.
- Seniors (aged 60 years and above) were more likely to fall prey to false information, suggesting a possible age and class divide in terms of information and digital literacy among Singaporeans and that targeted interventions focusing on these segments of the population may be needed.
- Seniors were less likely than younger cohorts to use verification methods to check whether information (eg. news articles, online ads) was reliable and accurate
- Information-savvy younger generation were still susceptible to false information; students from lower-income households tended to be less confident when navigating the online space
- Being susceptible to false information may pose a risk for online scams, which rose significantly in 2021

DIFFICULTIES NAVIGATING ONLINE SPACES SAFELY



Current Initiatives that address this issue:

- The IPS study recommends "more targeted interventions" for "vulnerable segments such as the elderly and those from lower socio-economic backgrounds, especially since the elderly "do not have the benefit of acquiring some skills taught in schools."
- ScamShield app, jointly developed by the National Crime Prevention Council and the Open Government Products team in GovTech. The app filters scam messages using artificial intelligence and can also block calls from numbers reported by users, or those on a list maintained by the Singapore Police Force
- The Anti-Scam Hotline managed by the National Crime Prevention Council, helps assist victims of scams, filters and flags urgent cases to the police at the Anti-Scam Centre for immediate action.

DIFFICULTIES NAVIGATING ONLINE SPACES SAFELY



Challenge Statement



How might we support public rental flat residents to navigate online spaces safely and build their resilience against online harms?

Comments from Participants of Workshop 1:

- Scams affect everyone, not just seniors and low-income communities. Work-groups should define the target age group they are looking at because different people are susceptible to scams in different ways.
- People can be scammed because of psychological factors like greed and loneliness, not just information literacy.

Comments from Leaders Roundtable:

- "Online harms" can encompass anything from cyberbullying to scams to sexual blackmail, etc...
- Work-groups can define the online harm that they'd like to address

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