



METHODOLOGY

1. The course was developed and forwarded to Policy Forum members for consultation.
2. The course was amended according to suggestions made by the PF member responses.
3. A call was made for the name of an ALS organisation to undertake the course.
4. ISOC Bangladesh volunteered (via Jahangir Hossain), and 56 participants undertook the course during APRIL 2023. This provided an Asian internet community.
5. Feedback was voluntary but 16 Asian participants responded within a month and were awarded completion certificates.
6. The second group to undertake the course - through a request to APRALO ALS Papua New Guinea (PNG) DIGITAL ICT Clique (via Priscilla Kevin), and 62 participants undertook the course during MAY 2023. This provided a Pacific internet community.
7. 10 Pacific participants responded with voluntary feedback within a month and have been awarded their completion certificates.

SUMMARY OF FINDINGS

There was similarity between the two communities in relation to:

- 1) The size of the participant groups (Bangladesh 56 and PNG 62)
- 2) The ages of the participants although slightly more of the younger (under 30) age group among the PNG participants (Bangladesh 11 and PNG 19)
- 3) The number of participants who have English as a second language yet both groups indicated that the language of the course was easy to understand which was an important factor in its design.
- 4) Providing feedback. This was not obligatory because the course was to raise awareness rather than as a test, however there was an added incentive to receive a completion certificate if they wanted one. A request had been made by some members of ISOC Bangladesh for some sort of recognition that they had completed the course. To date 26 participants from both groups have availed themselves of a completion certificate.

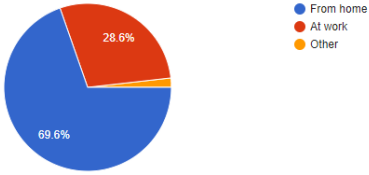
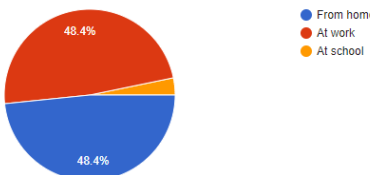
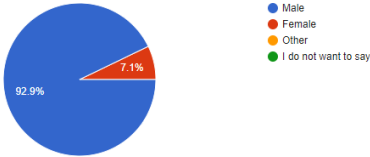
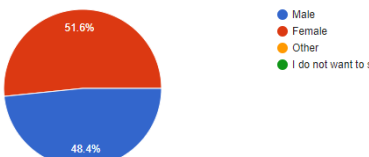
There was wide variance between the two communities in relation to:

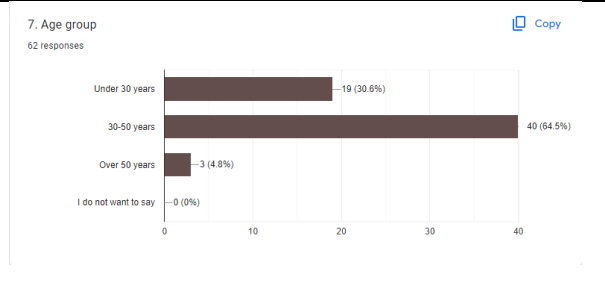
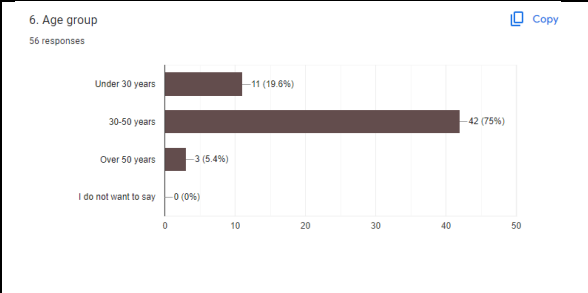
- 1) Access to the internet connectivity at home - Bangladesh (69.6%) vs PNG (48.4%), with resultant access by PNG participants from work predominating (48.4% vs Bangladesh 28.6%). This also impacted the number of participants who had previously engaged in an online course (67.9% in Bangladesh vs 45.2% in PNG) or who had heard of ICANN Learn courses (73.2% in Bangladesh vs 24.2% in PNG). As a general comment, Dhaka's metropolitan population of 23 million and its multiple ISPs would make internet connectivity much more accessible and affordable than PNG's 9.5 million population, fewer ISPs and among the most expensive in the Pacific.
- 2) The participation of female participants indicating the greatest variance with 7.1% in Bangladesh vs 51.6% in PNG demonstrating a more inclusive accessibility policy within

the Pacific community. While gender equality may still be a challenge in PNG, there is a growing number of women who are making inroads into the technology sphere especially through the PNG University of Technology.

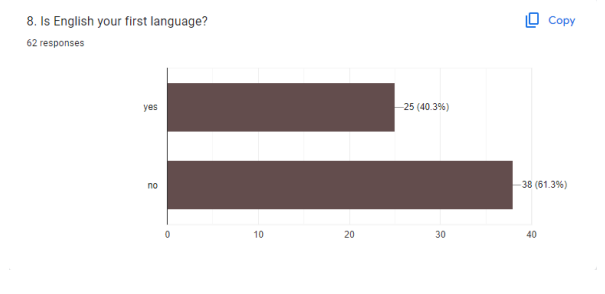
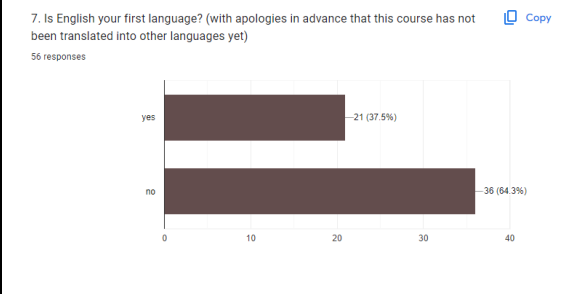
- 3) The APRALO ALS, ISOC Bangladesh appears to have influenced its members to participate in the online course with 55% acknowledging the ALS or an APRALO meeting being the notifier about the course. In Papua New Guinea, the local technical ALS (PNG Digital Internet Clique) took the opportunity to extend its reach into other networks, resulting in more members from other organisations participating in the course. An academic organisation - the PNG University of Technology – has since made an application to become another APRALO ALS from PNG. The University has had students and staff who have been ICANN Fellows. The results of this course should encourage APRALO to develop other resources that can help to raise more awareness and understanding about ICANN policy issues and encourage more engagement by its members in our policy forum meetings and discussions. It might also extend more interest in ICANN Learn resources about other areas of the ICANN community.

a) DEMOGRAPHICS OF THOSE WHO OPTED TO UNDERTAKE THE COURSE.

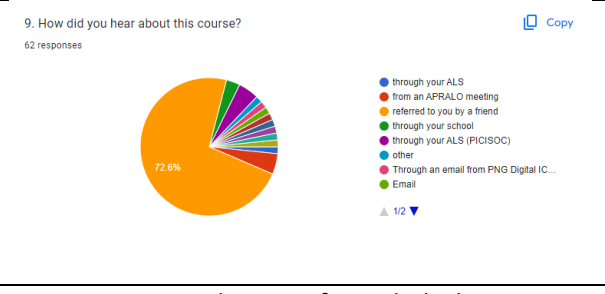
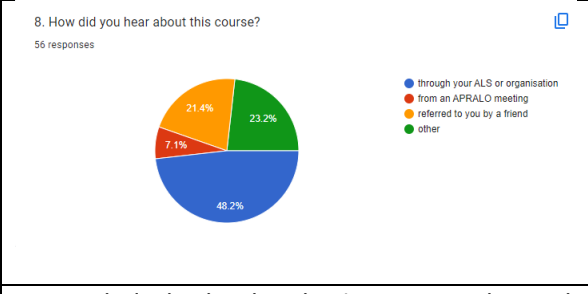
ISOC BANGLADESH	PNG DIGITAL ICT CLIQUE																				
<p>4. How are you accessing the internet to complete this course? 56 responses</p>  <table border="1"> <caption>Internet Access - ISOC Bangladesh</caption> <thead> <tr> <th>Access Location</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>From home</td> <td>69.6%</td> </tr> <tr> <td>At work</td> <td>28.6%</td> </tr> <tr> <td>Other</td> <td>1.8%</td> </tr> </tbody> </table>	Access Location	Percentage	From home	69.6%	At work	28.6%	Other	1.8%	<p>5. How are you accessing the internet to complete this course? 62 responses</p>  <table border="1"> <caption>Internet Access - PNG Digital ICT Clique</caption> <thead> <tr> <th>Access Location</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>From home</td> <td>48.4%</td> </tr> <tr> <td>At work</td> <td>48.4%</td> </tr> <tr> <td>At school</td> <td>3.2%</td> </tr> </tbody> </table>	Access Location	Percentage	From home	48.4%	At work	48.4%	At school	3.2%				
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<p>Connectivity is seen as a major issue in PNG as only 48.4% have access to internet from home when compared with 69.6% in Bangladesh. More PNG users access internet from their workplace (48.4% vs 28.6% in Bangladesh)</p>																					
<p>5. Gender 56 responses</p>  <table border="1"> <caption>Gender - ISOC Bangladesh</caption> <thead> <tr> <th>Gender</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Male</td> <td>92.9%</td> </tr> <tr> <td>Female</td> <td>7.1%</td> </tr> <tr> <td>Other</td> <td>0%</td> </tr> <tr> <td>I do not want to say</td> <td>0%</td> </tr> </tbody> </table>	Gender	Percentage	Male	92.9%	Female	7.1%	Other	0%	I do not want to say	0%	<p>6. Gender 62 responses</p>  <table border="1"> <caption>Gender - PNG Digital ICT Clique</caption> <thead> <tr> <th>Gender</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Male</td> <td>48.4%</td> </tr> <tr> <td>Female</td> <td>51.6%</td> </tr> <tr> <td>Other</td> <td>0%</td> </tr> <tr> <td>I do not want to say</td> <td>0%</td> </tr> </tbody> </table>	Gender	Percentage	Male	48.4%	Female	51.6%	Other	0%	I do not want to say	0%
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<p>Gender access to the course, and perhaps the internet, appears to indicate the greatest variance. Responses from ISOC Bangladesh came mainly from the males (92.9%), with only 7.1% from female respondents. Whereas in PNG, 51.6% of respondents were female.</p>																					



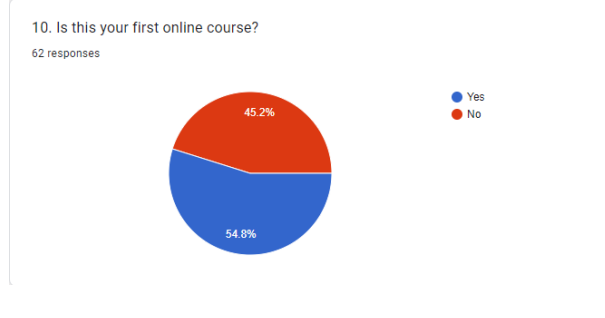
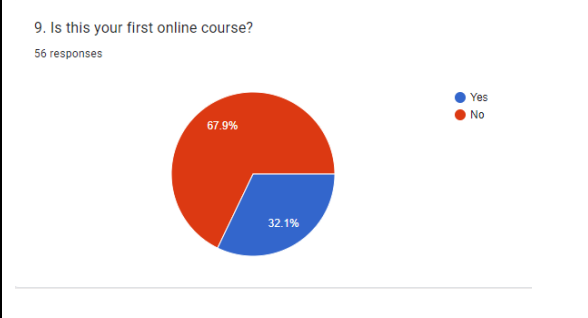
There was little difference between the ages of those who participated in the course from both cultural communities. Most of the respondents were in the 30-50 year age range (75% of Asian and 64.5% of Pacific participants)



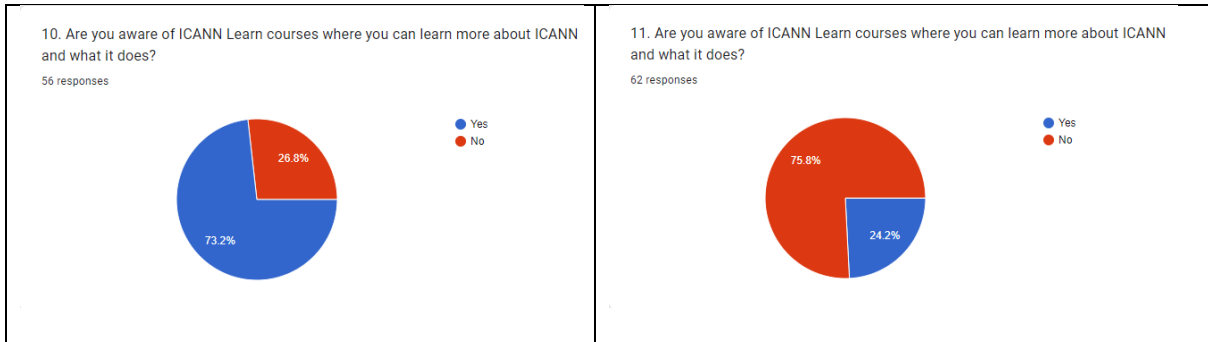
While slightly more respondents from the Pacific indicated that English was their first language, the responses were fairly similar.



In Bangladesh, the distribution was made via the Internet Society Chapter of Bangladesh, distribution in Papua New Guinea was via the networks of the contact person, Priscilla Kevin, who is a member of the PNG Digital ICT Clique but who distributed the course to others who were interested. Therefore 72.6% of respondents learned of the course through their friend (Priscilla). About 5% heard about it from an APRALO meeting and the same number specified that they heard about it through their ALS (PNG Digital ICT Clique).



This was an interesting difference. For only 32.1% of ISOC Bangladesh participants, this was their first online course. For 54.8% of PNG participants, this was their first online course. I hope it gave them an experience that might make them do another online course.



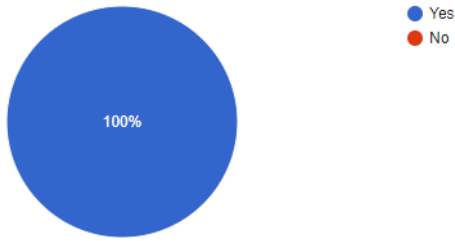
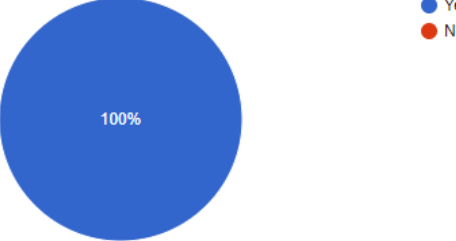
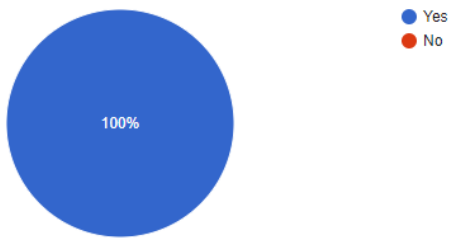
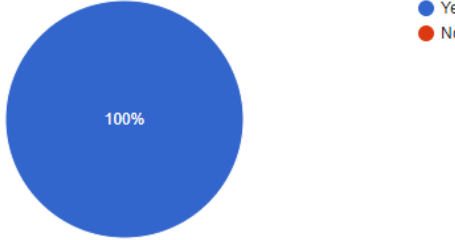
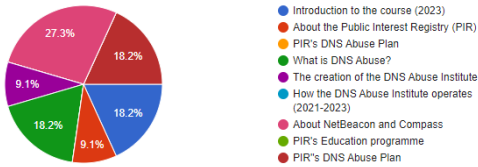
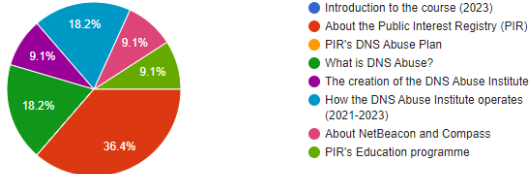
Following up on those who might have done an online course before and who might already be engaged with ICANN and ICANN Learn courses, 73.2% of ISOC Bangladesh participants had heard of ICANN Learn courses, so that ISOC Bangladesh appears to be more aware of ICANN and its services to online learners. On the other hand, only 24.2% of the PNG participants had heard of ICANN Learn. This statistic could be associated with the fact that 72% of participants in this DNSAI course, learned about the DNSAI course through a friend (rather than through an ALS already established in ICANN). For this reason I have to thank Priscilla for introducing the course to new potential members, thus increasing the potential for future interaction between APRALO and other IT organisations in Papua New Guinea.

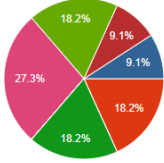
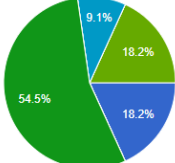
NB: I note that since this course became available, another Internet organisation from PNG (PNGUOT – PNG University of Technology) has applied for membership to APRALO. Several of their students participated in the DNSAI course.

b) FEEDBACK ON COMPLETION OF THE DNSAI COURSE (VOLUNTARY)

If participants included their Full Name and email address as part of their Feedback Survey, then they were entitled to receive a Completion Certificate.



ISOC BANGLADESH	PNG DIGITAL ICT CLIQUE
Course Delivery – were the course topics and instructions easy to follow?	
 <p>100% Yes</p>	 <p>100% Yes</p>
Language Level - Did you find the level of (English) language in the course easy to understand?	
 <p>100% Yes</p>	 <p>100% Yes</p>
Course coverage - what was your favourite topic in this course for content? (the actual information in the course)	
 <ul style="list-style-type: none"> Introduction to the course (2023) About the Public Interest Registry (PIR) PIR's DNS Abuse Plan What is DNS Abuse? The creation of the DNS Abuse Institute How the DNS Abuse Institute operates (2021-2023) About NetBeacon and Compass PIR's Education programme PIR's DNS Abuse Plan 	 <ul style="list-style-type: none"> Introduction to the course (2023) About the Public Interest Registry (PIR) PIR's DNS Abuse Plan What is DNS Abuse? The creation of the DNS Abuse Institute How the DNS Abuse Institute operates (2021-2023) About NetBeacon and Compass PIR's Education programme
<p>27.3% About NetBeacon and Compass 18.2% PIR's DNS Abuse Plan 18.2% What is DNS Abuse? 18.2% Introduction to the Course (2023) 9.1% About the Public Interest Registry (PIR) 9.1% The Creation of the DNS Abuse Institute</p>	<p>36.4% About the Public Interest Registry (PIR) 18.2% What is DNS Abuse? 18.2% How the DNS Abuse Institute Operates 9.1% About Net Beacon and Compass 9.1% PIR's Education Programme 9.1% The Creation of the DNS Abuse Institute</p>
<p>There were complaints from participants that they had more than one favourite section. There was greater interest among the PNG participants about PIR and its associations with the DNSAI, The Internet society and Dot Org. Many of the PNG course participants may not have had prior knowledge of these connections. The ISOC chapter may have been more aware. It was pleasing to see that “What is DNS Abuse?”, and “NetBeacon and Compass” were recognised as important components of the course.</p>	
Course coverage: What was your favourite topic that you enjoyed most for approach? (for example - lots of photos or quotes or the attached short quiz, etc)	

 <ul style="list-style-type: none"> ● Introduction to the course (2023) ● About the Public Interest Registry (PIR) ● PIR's DNS Abuse Plan ● What is DNS Abuse? ● The creation of the DNS Abuse Institute ● How the DNS Abuse Institute operates (2021-2023) ● About NetBeacon and Compass ● PIR's Education programme <p>▲ 1/2 ▼</p>	 <ul style="list-style-type: none"> ● Introduction to the course (2023) ● About the Public Interest Registry (PIR) ● PIR's DNS Abuse Plan ● What is DNS Abuse? ● The creation of the DNS Abuse Institute ● How the DNS Abuse Institute operates (2021-2023) ● About NetBeacon and Compass ● PIR's Education programme
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<p>These two graphs indicate the different interests of the two communities. However, the focus on “What is DNS Abuse?” was evident for both groups of individuals, while the “About NetBeacon and Compass” which is the end-user tool for reporting abuse was the key focus of the ISOC Chapter.</p>	
<p>Do you have any comments you would like to add about any of the responses that you have given above or about the course itself? (optional)</p>	
<p>All good</p> <p>I realized, this is just mandatory for ourselves and the upcoming future.</p> <p>No Any</p> <p>N/A</p> <p>Not required</p> <p>Want to attend at more course in future.</p>	<p>could have made more then 1 option on question like favorite topic</p> <p>If possible make it more practical than theoretical</p> <p>Thank you for providing this course. Interesting to learn</p> <p>Great and very interactive Short course , you never get bored</p> <p>No comments.</p> <p>The course is very easy to follow and informative.</p> <p>This course is very informative. Most information on this course is new to many end user, me included. I hope Public Interest Registry keeps informing and educating people (end users) to help minimise DNS Abuse.</p> <p>The course was great very fascinating how DNS work and how we maintain it from getting abused . It's great</p>
<p>Are there any other ICANN policy topics you would like to know more about via an online course? (optional)</p>	
<p>Yes, DNS</p> <p>Yes I want to know ICANN Policy topics</p> <p>Policy of DNS abuse mitigation</p> <p>Universal Acceptance</p> <p>yes</p>	<p>ICANN bylaws on DNS ecosystem</p> <p>Cyber Security</p> <p>I'm interested in learning more about .org, I'm half way through starting a charity (non-profit) organisation in my local area.</p> <p>Yes</p>
<p>The comments in both sections have been noted. Another course on APRALO is being prepared as an introduction to our regional organisation and ICANN, as well as to the APRALO General Assembly on 12-13 September 2023 for those ALS leaders who are invited.</p>	