Digital Kids Asia-Pacific

Project Brief

Purpose

ICT has become an integral part of how children participate in society, access information, exchange ideas, and learn. Every government recognizes that ICT is a key enabler for achieving Sustainable Develop Goal 4 on Quality Education. Furthermore, the Education 2030 Agenda emphasizes ICT and digital literacy as key competencies needed for employment, decent job attainment, and entrepreneurship. Yet, if we do not know what children are actually doing, thinking, and feeling with regards to technology, how can we help them to succeed in the digital world?

UNESCO's Digital Kids Asia-Pacific project (DKAP), supported by Korean Funds-in-Trust, aims to assist Member States to develop evidence-based policies that foster children's digital citizenship and promote their safe, effective and responsible use of ICT.

The DKAP Research Tools including the DKAP Framework for Education, survey tool, and regional report have been developed for education stakeholders to support the development of:

- evidence-based national policy;
- interventions in the education system; and
- public information and awareness campaigns.

Key Resources

UNESCO Digital Kids Asia-Pacific Framework for Education (DKAP Framework)

The DKAP Framework guides the balanced development of children's digital citizenship competencies to maximize the opportunities and minimize the risks arising from digital technologies. It includes five digital citizenship domains that focus holistically on the cognitive, behavioural, and socio-emotional dimensions of children. The framework is anchored in a rights-based approach, in full recognition of the UN Convention on the Rights of the Child. It also brings together common themes from existing digital citizenship frameworks and areas from UNESCO's work on Media and Information Literacy, Global Citizenship Education, and Transversal Skills.

Validated survey instrument

The survey instrument enables education stakeholders to obtain a comprehensive understanding of the ICT practices, attitudes, behaviours of 15-year-old children in school and at home. It also investigates key factors that affect digital citizenship competencies such as age, sex, socio-economic status, ICT use, and the role of parents, teachers and schools.

Research operation guides

The research operation guides outline the processes for adapting and translating the DKAP survey instrument for diverse national contexts. It also includes field operations instructions, checklists, and training materials to ensure the efficiency and quality of research.

Key Findings

The regional report "Digital Kids Asia-Pacific: Insights into Children's Digital Citizenship" published in May 2019 provides cross-comparative research findings from 4 countries conducted with a total of 5,129 students aged 15-years-old. The report also includes policy recommendations for education policymakers to improve the state of children's digital citizenship. Significant findings from the report are:

- The **highest competency was Digital Safety and Resilience while the lowest was Digital Creativity and Innovation.** Current interventions may be overly focused on digital safety concerns while more attention should be given to developing digital creativity and innovation.

- **Digital divides in access were evident** with forty per cent of surveyed children in Bangladesh having not used any kind of digital devices by age 14, while only 3 per cent in South Korea. The duration of years exposed to digital devices was highly correlated with performance in digital citizenship competencies.

- **Girls outperformed boys in all five domains**. We need to embrace the holistic aspects of digital citizenship competencies that can attract girls to STEM areas, instead of a narrow and conventional definition of digital competencies as single-aspect hard skills.

Opportunities for Partnership

DKAP Champions Initiative

UNESCO is engaging with partners to lead collaboration efforts to expand the DKAP research by applying or adapting the DKAP Framework and survey. DKAP Champions can be interested governments, organizations, or individuals.

Additional partners that have expressed interest:
- Thailand
- Bhutan
- SEAMEO

Engaging Youth for Digital Citizenship

UNESCO is exploring opportunities and partnerships to engage youth in the development of digital citizenship. These activities may include co-creation of national education interventions, youth advocacy campaigns, and youth-led capacity building.

For more information, please contact:

Jonghwi Park
Programme Specialist
ICT in Education
j.park@unesco.org

Jian Xi Teng
Programme Officer
ICT in Education
jx.teng@unesco.org

Education 2030

UNESCO Digital Kids Asia-Pacific Framework for Education

Principles	Rights-based, child-centred approach
Prerequisite	Equity in quality of access to ICT

Domain 1: Digital Literacy
Digital Literacy refers to the ability to seek, critically evaluate and use digital tools and information effectively to make informed decisions.

Competencies	1.1 **ICT Literacy**: The ability to manage and operate ICT hardware and software responsibly in digital environments to access and search for data, information and content, and to utilize them.
	1.2 **Information Literacy**: The ability to seek, critically evaluate and use digital information effectively to make informed decisions.

Domain 2: Digital Safety and Resilience
Digital Safety and Resilience refers to the ability of children to protect themselves and others from harm in the digital space.

Competencies	2.1 **Understanding Child Rights**: The ability to understand legal rights and obligations within the global and local context.
	2.2 **Personal Data, Privacy and Reputation**: The ability to understand how to use and share personally identifiable information while being able to protect oneself and others from harm. Be able to implement strategies for information and device security and personal security protocols.
	2.3 **Promoting and Protecting Health and Well-Being**: The ability to identify and manage health risks, and use digital technology in order to protect and improve the physical and psychological well-being of oneself and others.
	2.4 **Digital Resilience**: The ability to be preventative, reactive and transformative, allowing young people to avoid or cope with the risky situations they face, and improve themselves.

Domain 3: Digital Participation and Agency
Digital Participation and Agency refers to the ability to equitably interact, engage and positively influence society through ICT.

Competencies	3.1 **Interacting, Sharing and Collaborating**: The ability to interact, share data and information, and collaborate with others using suitable digital technologies to achieve shared goals.
	3.2 **Civic Engagement**: The ability and willingness to recognize, seek out, and act on opportunities to positively influence local and global communities online and/or offline through appropriate digital technology use.
	3.3 **Netiquette**: The ability to demonstrate ethical and courteous behaviour to inform choices in interacting and engaging with other people in different digital environments and with diverse audiences.

Domain 4: Digital Emotional Intelligence

Digital Emotional Intelligence refers to the ability to recognize, navigate and express emotions in intrapersonal and interpersonal digital interaction.

Competencies	4.1 **Self-Awareness**: The ability to use introspection to explain one's moods, emotions, drives, and how these affect oneself and others in the digital context.
	4.2 **Self-Regulation**: The ability to manage emotions, moods and impulses during online engagements.
	4.3 **Self-Motivation**: The ability to demonstrate initiative, and a commitment to attain internal or external goals despite setbacks.
	4.4 **Interpersonal Skills**: The ability to build positive online relationships to communicate, build rapport and trust, embrace diversity, manage conflicts and make sound decisions.
	4.5 **Empathy**: The ability to demonstrate awareness and compassion for the feelings, needs and concerns of others during digital interactions.

Domain 5: Digital Creativity and Innovation

Digital Creativity and Innovation refers to the ability of children to express themselves and explore through the creation of content using ICT tools.

Competencies	5.1 **Creative Literacy**: The ability to apply skills and use tools to create, adapt and curate digital content.
	5.2 **Expression**: The ability of a young person to use technology to represent or creatively express their identity.

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