DIGITAL KIDS ASIA PACIFIC
Project Brief

Introduction
UNESCO Bangkok "Digital Kids Asia Pacific" Project (DKAP), supported by Korean Funds-In-Trust, is an 18-month long regional study to establish an evidence-based understanding of children's safe, effective and responsible use of ICT. During this project, a Digital Citizenship Competency Framework ("Framework") will be developed that accounts for the diverse nature of the Asia Pacific region and can be readily adoptable by ministries of education and/or educational institutions.

DKAP aims to provide Member States with sound baseline information to make informed policies that foster children's digital citizenship. The research will help understand ICT practices, attitudes, behaviours of children aged 15 years old on a comparative region-wide basis. It will also identify, if any, the key factors that affect digital citizenship competencies among children by looking into various variables like age, sex, socio-economic status, locality of ICT use, and support provided by parents and schools. It is hoped that the findings will guide the development and implementation of information and awareness campaigns, educational programmes, and learning resources related to children's digital citizenship that are child-focused and tailored to their needs.

Based on the draft framework, the instruments will be developed and research methodologies will be finalized for adoption by other interested parties. The instruments will be tested in the following pilot countries: Bangladesh, Vietnam, Fiji and Republic of Korea.

Timelines
- **Phase 1 (August-January 2018)**: The lead research institute and regional coordinator, Institute of School Violence Prevention (ISVP)[1] at Ewha Womans University, Seoul, Republic of Korea, finalized the Framework in consultation with key stakeholders, including UNESCO project team, MOEs and experts. UNESCO together with ISVP contacted the pilot countries' MOEs to discuss the research framework and instruments. ISVP, the expert advisory committee and the countries' MOE representatives met for in-person consultations on 16-17 October 2017 in Bangkok, Thailand. The consultations focused on ensuring the Framework was relevant to each pilot country and developing country work plans.

- **Phase 2 (February-September 2018)**: Pilot country data collection will take place based on an agreed sample size, data disaggregation criteria and research methodologies decided by ISVP and UNESCO. Researchers will meet for a regional researchers' meeting to ensure a common understanding on the research instruments and research protocol. Data collection in the pilot countries will be conducted by national research institutes with the endorsement of MOEs and in compliance with national laws and guidelines. UNESCO will ensure communication channels are established and assist with coordination between the stakeholders.

- **Phase 3 (July-October 2018)**: ISVP will analyse the data collected according to the Framework, measure children's digital citizenship competencies and how such competencies are correlated

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[1] The research lead and coordinator was selected through a call for proposal and open competition in June 2017.

with variables. The preliminary findings will be shared with the expert advisory committee and relevant stakeholders for feedback and recommendations. Refinements to the research methodologies and instruments will also be suggested for future research that uses the Framework.

- **Phase 4 (November 2018-January 2019)**: Based on feedback and consultations with stakeholders and partners, the research report will be finalized by January 2019. Publication is expected by the first quarter of 2019.

For further information, please refer to the detailed project timeline below and the simplified Digital Citizenship Competency Framework in Annex A.

Budget
UNESCO supports the research conducted by ISVP and by the national research institutes.

Activity	Timeframe (July 2017-January 2019)																			Responsible party
	J	A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D	J	
Expert meeting in July	x																			UNESCO
Validate the Digital Citizenship Competency Framework		x	x	x	x	x	x													ISVP
Develop research framework with instruments in consultation with pilot countries					x	x	x	x												ISVP
Pilot the Digital Citizenship Competency Framework in at least 3 Member States, and analyse data (desk review, survey, interviews, observations, etc.)								x	x	x	x	x	x	x	x					National research institutes & ISVP
Documentation and analysis of research data including synthesis of the key findings from the pilot countries													x	x	x	x				ISVP
Submit Draft Research Report to UNESCO Bangkok																x				ISVP
Review Draft Research Report																x				UNESCO
Revise and finalize Research Report																	x	x		ISVP
Submit Final Research Report																			x	ISVP
Review and Approval																			x	UNESCO

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Annex A: Digital Citizenship Competency Framework

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

Domains	Competencies
1. Digital Literacy	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.
2. Digital Safety & Resilience	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 of being preventative, reactive and transformative that allows young people to avoid or cope with risky situations they face and improve themselves.
3. Digital Participation & Agency	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 (work, social, leveraging network, education, entertainment, etc.). 3.2 **Civic Engagement:** The ability and willingness to recognize seek, and act on opportunities to positively influence local and global communities online and/or offline through appropriate digital technologies. 3.3 **Netiquette:** The ability to demonstrate ethical and courteous behavior to inform choices in interacting and engaging in different digital environments with different audiences.

4.	Digital Emotional Intelligence	4.1	**Self-Awareness:** The ability to explain one's moods, emotions, drives, and how these affect oneself and others in the digital world through introspection.
		4.2	**Self-Regulation:** The ability to manage one's emotions, moods and impulses during online engagements
		4.3	**Self-Motivation**: The ability to demonstrate initiative, commitment to attain internal or external goals despite setbacks in the digital sphere.
		4.4	**Interpersonal Skills:** The ability to build positive online relationships to communicate, build rapport and trust, embrace diversities, 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
5.	Creativity & Innovation	5.1	**Creative Literacy:** The ability to apply skills and use tools to create/adapt/or curate digital content
		5.2	**Expression:** The ability to use technology to represent or express creatively children's identities