Digital Kids Asia-Pacific:
Digital citizenship beyond ICT skills

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Coronavirus: Man dies after drinking fish tank cleaner to prevent virus

A Phoenix couple in their 60s took chloroquine - which they'd used to clean a fish tank - with disastrous results after hearing Donald Trump suggest the substance in its medical form could be a 'game changer' in the fight against coronavirus.
“being able to find, access, use and create information effectively; engage with other users and with content in an active, critical, sensitive and ethical manner; and navigate the online and ICT environment safely and responsibly, being aware of one’s own rights”

(UNESCO, 2016).
OUTLINE

Introduction

Key findings

Policy recommendations

Next steps
Introduction
Why DKAP: Gaps in digital citizenship

- Lack of research and baseline data in the Asia-Pacific region to understand children’s capabilities and behaviours in the digital environment;

- Limited definitions of digital competencies, focusing on basic digital literacy;

- Dominance of the risk and safety paradigms (and neglect of other key aspects, such as empowering them to effectively participate, create and advance digital opportunities)
Who developed the DKAP?

Supported by:

Ministry of Education

In partnership with:

Google

INSTITUTE OF SCHOOL VIOLENCE PREVENTION

ITU

SEAMEO INNOTECH

TOUCH Cyber Wellness

UNICEF

for every child
The Digital Kids Asia-Pacific (DKAP) Framework guides children's digital citizenship interventions by providing a holistic, rights-based and child-centred approach structured across 5 domains and 16 competencies.

1. **Digital Literacy**
   - The ability to seek, critically evaluate and use digital tools and information effectively to make informed decisions.
   - ICT Literacy
   - Information Literacy

2. **Digital Safety and Resilience**
   - The ability of children to protect themselves and others from harm in the digital space.
   - Understanding Child Rights
   - Personal Data, Privacy and Reputation
   - Promoting and Protecting Health and Well-Being
   - Digital Resilience

3. **Digital Participation and Agency**
   - The ability to equitably interact, engage and positively influence society through ICT.
   - Interacting, Sharing and Collaborating
   - Civic Engagement

4. **Digital Emotional Intelligence**
   - The ability to recognize and express emotions in intrapersonal and interpersonal digital interaction.
   - Self-Awareness
   - Self-Regulation
   - Self-Motivation
   - Interpersonal Skills
   - Empathy

5. **Digital Creativity and Innovation**
   - The ability of children to express themselves and explore through the creation of content using ICT tools.
   - Creative Literacy
   - Expression
1. To provide member states with a regional framework and tools to measure digital citizenship competencies among children

2. Data collection (May – Oct 2018)
   - 104-question self-assessment
   - Targets 15 years old students in 4 countries
   - 5,129 responses (min. 1,000 from each country with gender/geographic balance)
Regional Context: ICT Development

Key Findings
Overall Digital Citizenship Competencies

Highest in Digital Resilience and Safety

Lowest in Digital Creation and Innovation

Bangladesh
Fiji
Korea
Vietnam
Does gender matter?

Finding:
With exception to some cases in Fiji and Viet Nam, girls perform better than boys across all five digital citizenship domains.

<table>
<thead>
<tr>
<th></th>
<th>Digital Literacy</th>
<th>Digital Safety &amp; Resilience</th>
<th>Digital Participation &amp; Agency</th>
<th>Digital Emotional Intelligence</th>
<th>Digital Creativity &amp; Innovation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bangladesh</td>
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<td>Fiji</td>
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<tr>
<td>South Korea</td>
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<td>No difference</td>
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<tr>
<td>Viet Nam</td>
<td>No difference</td>
<td>*</td>
<td>*</td>
<td>No difference</td>
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</tr>
</tbody>
</table>

* Level of statistical significance; ***p<.001, **p<.01, *p<.05.
### Urban vs. Rural

**Finding:**

With exception to one case in Fiji, kids in the urban area perform better than the kids in rural area across all five digital citizenship domains.

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Digital divides persist and it matters

How long have you been using digital devices? (laptops/desktops, smartphones, tablet PCs, etc.)

- **Significant digital divides**
- **Access at home and schools is significantly associated with higher performance in all five domains.**

![Bar chart showing the distribution of digital device usage by country and time period.

<table>
<thead>
<tr>
<th>Country</th>
<th>Never</th>
<th>1-2 years</th>
<th>3-4 years</th>
<th>More than 5 years</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bangladesh</td>
<td>8</td>
<td>20</td>
<td>31</td>
<td>31</td>
</tr>
<tr>
<td>Fiji</td>
<td>24</td>
<td>22</td>
<td>31</td>
<td>8</td>
</tr>
<tr>
<td>Korea</td>
<td>81</td>
<td>14</td>
<td>22</td>
<td>44</td>
</tr>
<tr>
<td>Vietnam</td>
<td>44</td>
<td>32</td>
<td>17</td>
<td>6</td>
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Screen time – is it all bad?

- 8% of Korea and Vietnam respondents spend more than 7 hrs a day on digital devices. (23% 5hrs and more)

- Yet, the longer duration of use is positively associated with higher performance in Digital Creativity and Innovation.
Who taught you most about how to use computers?

Finding:
Students that learnt by themselves show higher levels of performances than those who learn from others.
## What are the biggest predictors for high competencies?

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<td># of hours of using digital devices a day</td>
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Policy recommendations

1. Expand the scope of digital skills to prepare holistic digital citizenship (beyond basic literacy and safety)
2. Encourage research that reflect children’s voice in educational policy and intervention
3. Build support systems with parents, teachers, peers and siblings
4. Embrace positive sides of screen time, but with caution
5. Make a coordinated effort to close digital divides
6. Empower girls – let’s help them match their competence with social/cultural confidence.
7. Develop inter-sectoral partnerships to address identified challenges
Next steps
Research toolkit and advocacy

- **Research package:**
  - Survey tool
  - Research manual (sampling, data collection, translation and coding)
  - Accessible at DKAP.org
**Country support**

<table>
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<th>Pilot countries</th>
<th>New countries</th>
</tr>
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<tr>
<td>• Viet Nam: Youth TF formed</td>
<td>• Bhutan (survey completed)</td>
</tr>
<tr>
<td>• Bangladesh: National curriculum and teacher training</td>
<td>• Thailand</td>
</tr>
<tr>
<td></td>
<td>• Indonesia</td>
</tr>
<tr>
<td></td>
<td>• Malaysia</td>
</tr>
<tr>
<td></td>
<td>• Philippines</td>
</tr>
<tr>
<td></td>
<td>• Laos PDR</td>
</tr>
</tbody>
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SEAMEO INNOTECH’s school level case studies of digital citizenship using the DKAP Framework (Philippines, Singapore, Vietnam)
Thank You.

UNESCO Institute for Lifelong Learning (https://uil.unesco.org/)
UNESCO Asia Pacific Regional Bureau for Education
(http://bangkok.unesco.org/theme/ict-education)
ICT in Education (ict.bgk@unesco.org)

Digital Kids Asia-Pacific

Insight into Children’s Digital Citizenship