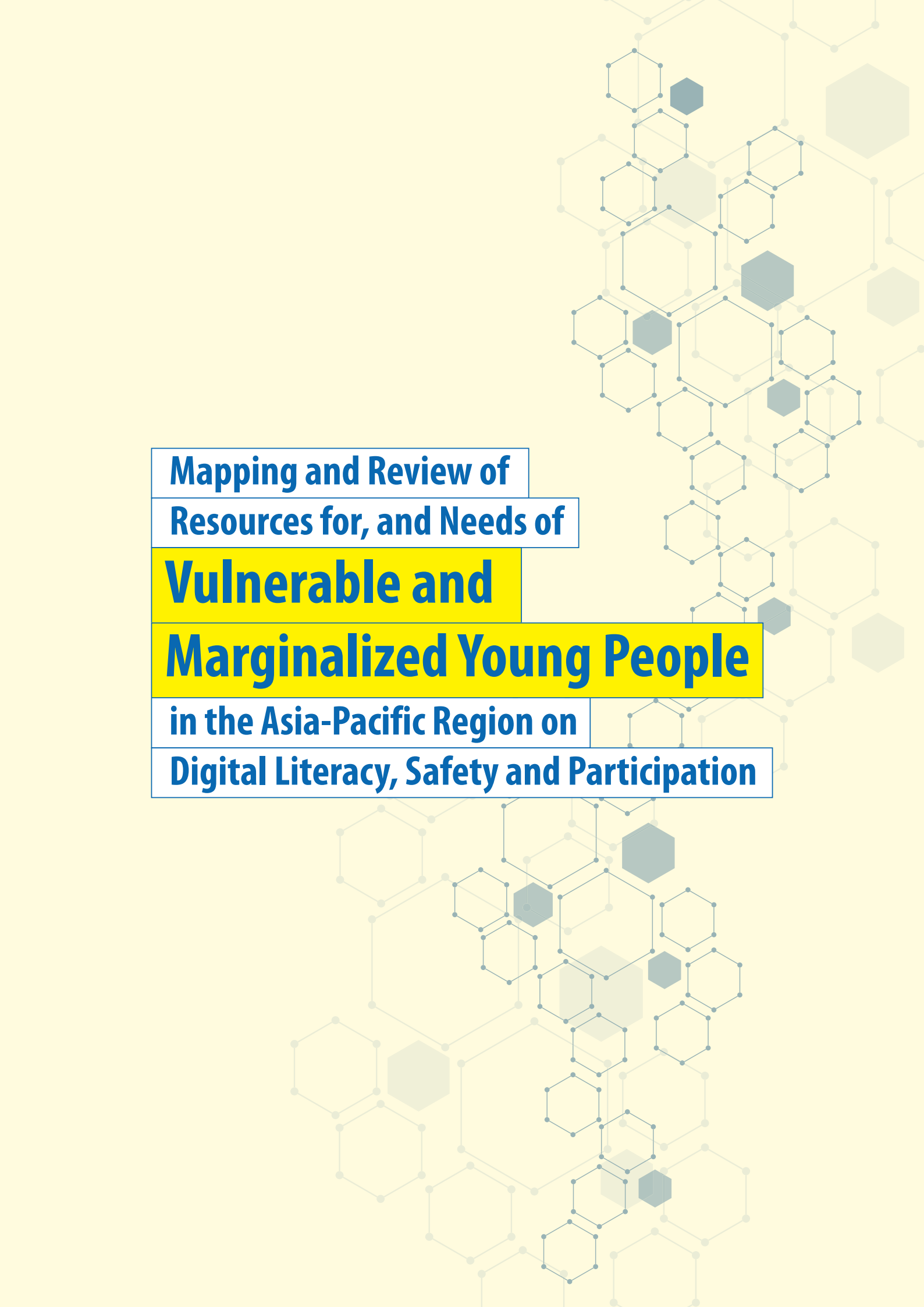




**Mapping and Review of
Resources for, and Needs of
Vulnerable and
Marginalized Young People
in the Asia-Pacific Region on
Digital Literacy, Safety and Participation**

In partnership with





**Mapping and Review of
Resources for, and Needs of
Vulnerable and
Marginalized Young People
in the Asia-Pacific Region on
Digital Literacy, Safety and Participation**

Published in 2022 by the United Nations Development Programme Bangkok Regional Hub and the United Nations Educational, Scientific and Cultural Organization

© UNDP and UNESCO 2022



This report is available in Open Access under the Attribution-ShareAlike 3.0 IGO (CC-BY-SA 3.0 IGO) license (<http://creativecommons.org/licenses/by-sa/3.0/igo/>). By using the content of this report, the users accept to be bound by the terms of use of the UNESCO Open Access Repository (<http://www.unesco.org/open-access/terms-use-ccbysa-en>).

UNDP is the leading United Nations organization fighting to end the injustice of poverty, inequality, and climate change. Working with our broad network of experts and partners in 170 countries, we help nations to build integrated, lasting solutions for people and planet. Learn more at undp.org or follow at [@undp](https://twitter.com/undp).

UNESCO – a global leader in education. Education is UNESCO's top priority because it is a basic human right and the foundation for peace and sustainable development. UNESCO is the United Nations' specialized agency for education, providing global and regional leadership to drive progress, strengthening the resilience and capacity of national systems to serve all learners and responding to contemporary global challenges through transformative learning, with special focus on gender equality and Africa across all actions.

Disclaimer:

The designations employed and the presentation of material throughout this report do not imply the expression of any opinion whatsoever on the part of UNDP and UNESCO concerning the legal status of any country, territory, city or area or of its authorities, or concerning the delimitation of its frontiers or boundaries.

The views expressed in this publication are those of the author(s) and do not necessarily represent those of the United Nations, including UNDP, UNESCO, or the UN Member States.

The study and graphic design were commissioned by UNESCO and with financial contributions from UNAIDS United Budget, Accountability and Results Framework (UBRAF) funding for UNESCO.

Authors: Amelia Johns, Paul Byron, Niki Cheong, Hendri Yulius Wijaya, Numan Afifi

Graphic designer: Umaporn Tang-on

Cover graphic: [@vs148/Shutterstock.com](https://www.shutterstock.com/user/vs148)

Inside graphics and icons: [@Artistdesign29/Shutterstock.com](https://www.shutterstock.com/user/Artistdesign29)



Acknowledgements

This report is the result of a collaboration between UNESCO Bangkok, Asia and Pacific Regional Bureau for Education, UNDP Bangkok Regional Hub, and the University of Technology Sydney (UTS).

The study was commissioned by UNESCO in partnership with UNDP and financed with funds from the UNAIDS Budget, Results and Accountability Framework. The development of the report was managed by Jenelle Babb, Regional HIV and Health Education Advisor and team lead on Education for Health and Wellbeing (UNESCO Bangkok), Katri Kivioja, Policy Specialist (UNDP Bangkok Regional Hub) and Jawyng Lyster, Programme Implementation and M&E Officer (UNDP Bangkok Regional Hub). The study was conducted by a research team from the University of Technology Sydney (UTS), Sydney, Australia, comprising Amelia Johns (UTS), Paul Byron (UTS), Niki Cheong (King's College London), Hendri Yulius Wijaya, and Numan Afifi. UTS carried out a desk review of self-directed, online digital citizenship resources (in English) and key reports, and a qualitative mapping exercise that engaged with young lesbian, gay, bisexual, transgender and intersex (LGBTI) persons and young key populations (YKP) leaders and stakeholders to discuss opportunities and gaps provided by existing resources to support the digital literacy, safety and participation of LGBTI young people and YKP in the Asia-Pacific region.

UNESCO, UNDP and the research team would like to express our thanks and appreciation to the 23 expert informants, invited from a diverse range of organizations, who provided context and understanding of the specific needs of LGBTI young people and YKP in relation to accessing online resources that support their digital citizenship. We also acknowledge the generous feedback on early drafts of the report by members of the Asia Pacific Inter-Agency Task Team on Young Key Populations (IATT on YKP): Vanessa Monley (Youth Lead), Edward Rudram (UNAIDS), Sangeet Kayastha (Y-Peer Asia-Pacific Center), Kathryn Johnson (UNDP), Justin Bionat (Youth Voices Count) and Maki Akiyama (UNFPA Asia-Pacific Regional Office).



Table of Contents

Acknowledgements	3
Glossary	6
Executive Summary	7
Desk Review – Key Findings	7
Qualitative Mapping – Key Findings	8
Recommendations	9
Introduction	10
Legal and Social Context	11
Background, Aims and Scope	13
Desk Review	15
Methodology	15
Findings and Recommendations	17
Recommendations from Key Reports	19
Online Resources	19
Desk Review: Summary of Key Findings and Gaps Relating to LGBTI Young People and YKP	23
Sample Content	23
Qualitative Mapping: Engaging Key Informants	25
Recruitment and Informant Profiles	25
Profile of Key Informants	26
Key Findings of Qualitative Mapping	28
Resourcing LGBTI Young People and YKP: Gaps and Opportunities	35
Gaps	35
Opportunities	36

Recommendations	37
Content of Online Resources	37
Community Organizations	37
International Organizations (including UN agencies and donor organizations)	38
Non-Traditional Approaches and Partnerships	38
Future Research Areas	38
Reflection	39
References	40
Appendix I	43
Appendix II	44
Appendix III	48

List of Figures

Figure 1: Digital Kids Asia-Pacific (DKAP) Framework	16
Figure 2: Number and proportion of online resources reviewed by source country	20
Figure 3: Distribution of key desk review resources by target audience	21
Figure 4: Frequency of digital citizenship concepts and related issues identified in online resources	22
Figure 5: Country of origin, age range, type of organizations and positions of FGD and KII participants	27
Figure 6: Gender identity and sexual orientation of FGD and KII participants	27

Glossary

AIDS	Acquired Immune Deficiency Syndrome
CRC	Convention on Rights of the Child
COVID-19	Novel coronavirus
DIY	Do-it-yourself
DKAP	Digital Kids Asia-Pacific
Doxing	Sharing someone's personal information online, such as their name and address, with malicious intent
FGD	Focus Group Discussion
HIV	Human Immunodeficiency Virus
ICT	Information and Communication technology
KII	Key Informant Interview
LGBTI/LGBTIQ	Lesbian, gay, bisexual, transgender, intersex, and queer people - this acronym generally includes a broader range of non-cisgender and/or non-heterosexual individuals
MIL	Media and Information Literacy
MSM	Men who have Sex with Men
NGO	Non-Governmental Organization
SOGIE	Sexual orientation, gender identity, and gender expression
UK	United Kingdom
UN	United Nations
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNDP	United Nations Development Programme
UNAIDS	Joint United Nations Programme on HIV/AIDS
UNICEF	United Nations Children's Fund
UTS	University of Technology Sydney
YKP	Young key populations in the AIDS response, including sex workers, drug injecting youth, homeless youth, and young men who have sex with men
YPLHIV	Young people living with HIV/AIDS

Executive Summary

This report presents findings from the “Mapping and Review of online resources for, and perceived needs among vulnerable and marginalized young people in the Asia-Pacific region on digital literacy, safety and participation”.¹ Commissioned by UNESCO and UNDP, with research undertaken by the University of Technology Sydney (UTS) team, this rapid assessment aims to understand the needs of Lesbian, Gay, Bisexual, Trans and Intersex (LGBTI) young people and Young Key Populations (YKP) in the AIDS response in the Asia-Pacific region, in their quest for more secure digital spaces and improved experiences of digital citizenship. Findings from this study will inform follow-up action by UNDP and UNESCO, in collaboration with youth-led LGBTI and YKP networks in the Asia-Pacific, to close the gap on available and appropriate online digital citizenship resources and capacity-building opportunities for these groups.

The study presented in this report was conducted in two stages. Stage 1 comprised a desk review of key online, open-access, and self-directed resources for digital citizenship that targeted young people across the Asia-Pacific region. Stage 2 consisted of interviews and focus groups with LGBTI young people, YKP representatives and stakeholders across the region to identify current awareness, practices, perceptions, challenges, and needs of young LGBTI and YKP regarding their engagement with online digital citizenship resources. The domains of digital citizenship outlined in the UNESCO *Digital Kids Asia-Pacific framework* (DKAP) acted as a guide for questions and prompts during interviews and focus groups. These domains are: Digital Literacy, Digital Safety and Resilience, Digital Participation and Agency, Digital Emotional Intelligence and Digital Creativity and Innovation².

Desk Review – Key Findings

From a close review of 11 key reports and 20 online resources, the study found that:

- ◆ Resources tended to target younger children and teenagers, with less resources directed toward young people in older age ranges (e.g. 18–24 years).
- ◆ Resources tended to emphasize skills-development to navigate risks of digital environments, with less focus on raising awareness of young people’s rights, participation and opportunities for inclusion.
- ◆ Although being designed with young people’s online safety in mind, 14% of these resources targeted capacity-building among parents and educators (rather than young people).
- ◆ There was an assumed level of technical literacy, access to digital devices, access to Wi-Fi and strong connection speeds (particularly in the case of interactive games and video content).

Regarding LGBTI representation and inclusion, the study found that:

- ◆ There was an absence of consistent inclusion and representation of LGBTI and YKP perspectives in resources designed to educate young people on key issues pertaining to digital literacy, safety and participation.

¹ This was the project’s initial title, with a shorter title used for recruitment and community engagement.

² More detail on the subcategories of the five domains is available at www.dkap.org.

- ◆ A dominant risk-framing limited the number of resources that present a sex-positive approach to young people's sexual health information-seeking, and ensured limited attention to LGBTI and YKP needs for digital literacy and participation.
- ◆ Quality resources inclusive of, and relevant to LGBTI young people and YKP are more available in countries with permissive laws relevant to these groups.
- ◆ Few resources not only highlight the needs of LGBTI young people, but also include and represent LGBTI voices and experiences.
- ◆ A focus on capacity-building for parents and educators, to enable them to monitor and filter young people's internet access, risks limiting LGBTI young people's safe access to sexual health and digital citizenship resources, particularly for young people who are not 'out' to their parents.
- ◆ Stigma surrounding sex workers, young people living with HIV or drug-injecting youth is reflected in their needs being largely absent from online resources reviewed, and key reports revealed few studies addressing these populations' safe participation in digital environments.

Qualitative Mapping – Key Findings

Eleven key informants participated in online semi-structured interviews, while 12 key informants participated across two focus group discussions hosted online. The following are key findings from the mapping engagement with these 23 informants:

- ◆ Informants highlighted a lack of digital citizenship resources that specifically address the needs and experiences of LGBTI young people and YKP.
- ◆ There are key challenges in providing region-wide resources across a region with different cultural, regional, and national contexts.
- ◆ Informants commonly pointed to access issues regarding digital media (and resources) among LGBTI young people and YKP. This included access to devices, data, and digital resources, as well as access issues for disabled young people and those who do not have English language proficiency.
- ◆ Of the DKAP themes of digital citizenship, informants highlighted three for which specific LGBTI and YKP resources are needed: *Data privacy and security; Bullying, harassment and hate speech; Misinformation and disinformation.*
- ◆ COVID-19 presented new challenges, and particularly exacerbated existing mental health struggles for many LGBTI persons and YKP, with many of these struggles being tied to experiences of cyberbullying, hate speech and doxing.
- ◆ The importance of social media for providing information, resources and support to LGBTI young people and YKP across the region was emphasized. Despite risks of hate speech, harassment, and misinformation associated with social media, these sites also offered LGBTI young people and YKP, platforms for everyday support, friendship, creativity, and practices for wellbeing.
- ◆ Informants highlighted how existing youth-led LGBTI and YKP networks provided information and support through digital activism and community work, and pointed to opportunities for community partnership and leadership for future digital citizenship resource development.

Recommendations

Based on a synthesis of the above findings, the researchers make the following recommendations:

Content of Online Resources

- ◆ Involve LGBTI young people and YKP as central decision makers in the design and dissemination of online digital resources for their communities.
- ◆ Develop targeted resources on issues of concern identified by key informants, specifically digital security, cyberbullying, and misinformation.
- ◆ Use local languages and non-technical jargon to increase accessibility of digital resources.
- ◆ Provide digital resources that are accessible by mobile devices to accommodate varying levels of internet connection (including limited data) and bandwidth.
- ◆ Promote youth empowerment models as opposed to only discussing online risks and harms.
- ◆ Incorporate aspects of mental health and how to navigate negative content online.

Community Organizations

- ◆ Provide digital skills-development workshops to help community leaders manage and moderate community safety online (including filtering misinformation and hate speech).

International Organizations (including UN agencies and donor organizations)

- ◆ Partner with local activist groups to develop digital resources to ensure the creation of sustainable and widely used resources.
- ◆ Provide seed-funding and business models for local activists to build and maintain resources for their own communities.

Non-Traditional Approaches and Partnerships

- ◆ Increase use of social media for the delivery of digital safety messages targeting LGBTI young people and YKP, since these will be more visible (and more shared) than website-based material.
- ◆ Work with content creators and influencers to generate creative content and reach wider audiences.
- ◆ Partner with local news outlets to disseminate trustworthy information about LGBTI and YKP issues.

Future Research Areas

- ◆ Identify sustainable online business models for LGBTI and YKP online resources.
- ◆ Explore specific LGBTI and YKP needs and key capabilities that will support activists in their ongoing advocacy in relation to each key focus (i.e. digital security, cyberbullying, misinformation).
- ◆ Examine the relationship of LGBTI young people and YKP with digital spaces and practices and associated mental health impacts.
- ◆ Map digital cultures and practices of LGBTI young people and YKP in each country's context.



Introduction

Digital citizenship is understood as an urgent educational priority in an information age. Organizations working across the sector have argued for the need for greater digital literacy and digital citizenship education of children and young people so they can harness the educational, civic and economic opportunities of an increasingly connected world, while also learning skills to protect themselves from online risks and harms.

Between the 25 year anniversary of the UN Convention on the Rights of the Child (CRC) in 2014, and the release of General Comment No. 25, on Children's Rights in relation to the Digital Environment in 2014,³ digital citizenship became framed in relation to human rights and youth empowerment priorities - with *digital access, rights and safety* for children and young people being the basis of policies and programs to facilitate digital skills enhancement.

Researchers have argued that children and young people now live across online and offline contexts (Livingstone & Bulger, 2014; Livingstone & Third, 2017), and therefore the CRC needs to be strengthened and directed toward increasing online access, resources and safety for young people. Livingstone & Bulger have argued for three principles to guide digital citizenship policy development and implementation: the right to protection from harm; provision of internet and digital media devices, along with the skills to use them to access information and resources; and the right to digital participation as an agent or citizen (Livingstone & Bulger, 2014, p. 320).

Digital citizenship policies and programs were introduced into the Asia-Pacific region as early as 2012, but as mapping and evaluation reports (UNESCO, 2015a; 2019) and academic research (Livingstone & Third, 2017, p. 663,) emphasize, the CRC tended to be used selectively in digital citizenship resources in some countries, with child protection becoming a dominant focus, overshadowing principles dedicated to youth access, empowerment and agency. In 2019, recognising the need for a framework that would balance these priorities, the UNESCO Digital Kids Asia-Pacific (DKAP) framework was developed to aid policy development and interventions in school curriculum design (UNESCO, 2019a). That report was developed in the context of

3 General Comment No. 25 (2021) on children's rights in relation to the digital environment, para 4, p. 1: the "rights of every child must be respected, protected and fulfilled in the digital environment".

the Education 2030 Agenda, identifying digital skills as one of the key competencies for youth and adults to achieve by 2030 (UNESCO, 2016).

But despite this broadened focus, there has remained some criticism of digital citizenship education and policy, on the basis that resources focused on skills development too often imagine children and young people to be a culturally homogenous group who share the same needs, risk and opportunity profiles, despite differences pertaining to nationality, country of residence, cultural and religious context, digital accessibility and laws framing digital use and expression. Stakeholder organizations working with lesbian, gay, bisexual, transgender and intersex (LGBTI) young people and young key populations in the AIDS response (YKP) argue that their different needs in accessing digital information and navigating the risks of digital media must be acknowledged, with evidence showing increased cyberbullying, digital harassment and hate speech directed toward these populations (UNESCO, 2015*b*), particularly during the COVID-19 pandemic (Australian e-Safety Commissioner, 2020, p. 26). Other evidence supports an increased need among YKP for digital literacy skills to detect misinformation, particularly on social media⁴. The need to include and address the specific needs of LGBTI young people and YKP in relation to digital literacy and digital citizenship is framed by recent recommendations tabled in General Comment No. 25 (2021) on children's rights in relation to the digital environment, which calls upon states to:

...take proactive measures to prevent discrimination on the basis of sex, disability, socioeconomic background, ethnic or national origin, language or any other grounds, and discrimination against minority and indigenous children, asylum-seeking, refugee and migrant children, lesbian, gay, bisexual, transgender and intersex children, children who are victims and survivors of trafficking or sexual exploitation, children in alternative care, children deprived of liberty and children in other vulnerable situations. (2021, para 11, p.2)

To date, there has been little comprehensive research to review existing digital citizenship resources and map the needs of LGBTI young people and YKP to develop informed and relevant digital resources in the Asia-Pacific region. This study aims to address this urgent need and propose recommendations based on a review of existing resources and a needs-analysis of LGBTI young people and YKP in the region.

Legal and Social Context

Despite the key reports and literature informing digital citizenship policy and resource development being strongly aligned with a human rights agenda, the rights and needs of LGBTI young people and YKP continue to fall into a low priority area. One reason for this is the continuation of "laws and policies that perpetuate stigma, discrimination, violence and other rights violations" (UNAIDS, 2021, p. 4) against these vulnerable populations, including sex workers and young people living with HIV. These legal and social forms of discrimination present barriers to young people accessing resources that are relevant to their needs and inclusive of their voices - including health, digital literacy, and safety resources.

4 Asia-Pacific Inter-agency Task Team on Young Key Populations 2020. <https://www.youthleadap.org/news-updates/iatt-launch-covid-19-resources-website>

Discriminatory Laws and their Impacts on LGBTI Young People

As reported in the Leave No One Behind report commissioned by UNDP (2015), there are laws that discriminate against LGBTI people in numerous countries in the Asia-Pacific region, with homosexuality between adult men being criminalized in 19 countries across the region at the time that report was published (UNDP, 2015, p. 8). Lesbian sex, if it is recognized, is also criminalized in some countries. Some countries have since repealed their discriminatory laws, such as with India's Supreme Court ruling which decriminalized same-sex relations in 2018 (UNAIDS, 2021, p. 4). In many other countries, however, the legal environment for LGBTI young people remains "hostile" (UNAIDS, 2021, p. 4), with few protections against discrimination, hate speech and violence. Legal recognition of transgender people has also been blocked in numerous countries, with "penalties imposed on transgender people for expressing gender identity through dress or appearance" (UNDP, 2015, p. 5), although in Pakistan the Transgender Persons Act (2018)⁵ supports progress towards the legal recognition of a person's chosen gender identity. Positive gender identity laws, also extending to intersex people, have been passed in Thailand, Nepal, Sri Lanka, Bangladesh, Australia and New Zealand between 2012-2015.

Impacts on Young People Living with HIV and Sex Workers

People living with HIV or who belong to key populations at high risk of HIV exposure⁶ continue to face a range of discriminatory laws and social stigma that presents barriers to them accessing public resources and health services, all of which are vital to effective HIV responses. In five countries in the Asia-Pacific region, for example, travel restrictions are imposed on people living with HIV (UNAIDS, 2021, p. 5). At the same time, other vulnerable populations, such as sex workers, also face legal prohibition which impinges on their rights. Sex work is criminalized in most countries across the region, or subject to official oversight by police and other local authorities (UNAIDS, 2021, p. 5). These punitive measures lower the likelihood of sex workers accessing appropriate health and legal information, digital literacy and digital citizenship resources, even where this is vital to reducing HIV transmission. In response to these issues, the UNAIDS Technical Brief (2015) made numerous recommendations, among them a call for states to embed laws framed by human rights approaches, and to "provide developmentally appropriate information and education for young people who sell sex, focusing on skills-based risk reduction, including condom use and education on the links between use of drugs, alcohol and unsafe sexual behaviour" (UNAIDS, 2015, p. 5). In the Philippines and India, comprehensive new HIV laws have been passed that recognise some of these changes, and enable a human rights-based approach to managing HIV epidemics (UNAIDS, 2021, p. 9).

In summary, barriers but also positive developments led by advocacy organizations and activists, shape the legal and social landscape in the Asia-Pacific region.

5 The Transgender Persons (Protection of Rights) Act of 2018, Act No. XIII (2018), Government of Pakistan.

6 The term YKP (young key populations) is used to refer to "gay men and other men who have sex with men, transgender people, sex workers and their clients, people who use drugs, and people deprived of liberty (imprisoned populations). These key populations are at higher risk of acquiring or transmitting HIV" (UNAIDS, 2021, p. 7).



Background, Aims and Scope

In 2020, the Inter-Agency Task team on Young Key Populations in the AIDS response (IATT on YKP),⁷ with support from UNDP and UNESCO, conducted a survey to identify the impact of COVID-19 on YKP and Young people living with HIV (YPLHIV) in the Asia-Pacific region (UNAIDS, 2021). One key finding from the survey was an overwhelmingly expressed need among survey respondents for access to accurate information and digital literacy skills to decipher “fake news” or disinformation shared online, particularly through social media. Recommendations arising from the survey included to “promote and support digital literacy among young key populations to equip them to make the right decisions to prevent COVID-19 and access services and reject fake news and misconceptions”.

Whether it be to support online learning related to extended school closures during COVID-19, to make or maintain social connections, or simply to make use of unstructured or unsupervised time, increased online activity heightens young people’s risks to harms, including sexual abuse and exploitation, cyberbullying and hate speech, and disinformation that can lead to poor decision making. More than ever, young people need to be empowered in competencies for digital citizenship⁸ to mitigate risks and promote a positive online experience.

This project recognizes that LGBTI persons and YKP are often exposed to hostile societal and legal environments; that young LGBTI persons are particularly vulnerable to bullying and harassment, including online; and that there is ongoing demand among LGBTI young people and YKP in the Asia-Pacific region for digital competencies to safely navigate online spaces, protect personal data, and to create positive and empowering spaces and experiences. It is on this basis that UNESCO and UNDP proposed a mapping and desk review of online resources for, and perceptions among young LGBTI persons and YKP in Asia and the Pacific in relation to digital security, digital literacy, privacy protection, and other aspects of their digital citizenship.

⁷ <https://www.ykptaskteam.org/>

⁸ UNESCO defines digital citizenship as “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, 2019b, para 3).

The findings of this rapid assessment are intended to understand the needs of LGBTI young people and YKP in the Asia-Pacific region in their quest to be a part of a more secure digital space and effectively use all the opportunities of their digital citizenship. Furthermore, the results of the desk review and mapping exercise will inform follow-up action by UNDP and UNESCO, working collaboratively with young LGBTI and YKP networks in the Asia-Pacific region, to close the gap on available and appropriate online digital citizenship learning resources, including – where relevant – the curation of existing tools and/or the adaptation and creation of new ones.





Desk Review

The first stage of the research involved a desk review to take stock of a) key reports and literature on digital citizenship programs and resources in the Asia-Pacific region, addressing mainstream youth, LGBTI young people and YKP, and b) self-directed, open access, online resources (in English) focused on digital citizenship skills-development for young people. The key purpose of the desk review was to map resources currently available and accessible to young people, to contextualize the activities offered, and identify whether the resources include content and skills-development tailored for LGBTI young people and YKP.

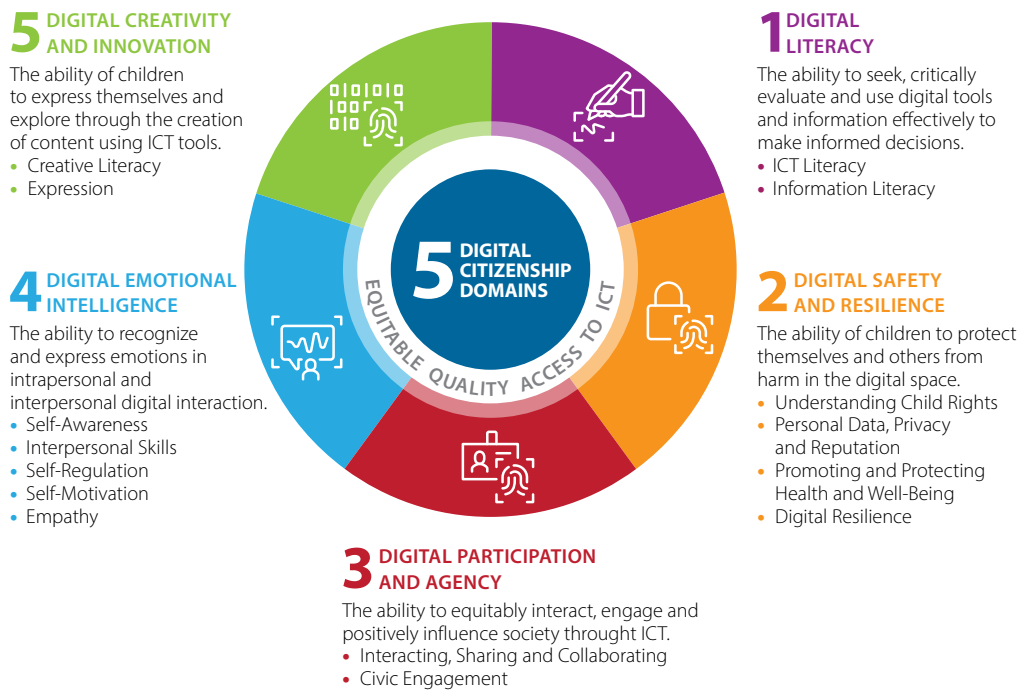
Methodology

The search strategy for the desk review was informed by three phases.

Phase One

A list of search terms was developed from the five key domains and sub-categories of the DKAP framework of digital citizenship, since this is a standard framework for understanding digital citizenship (Figure 1). However, threats to validity were considered at each phase of the review (i.e. ensuring concept definitions and search terms are not so narrow they exclude key literature for this study's analysis). The search terms were used within commonly accessible search engines (primarily Google), rather than using libraries or subscription databases. Owing to the limited timeframe for this review, a hand search of resources available from websites of selected key organizations and government departments was included. Reports and online resources were collected in a customized database. Following the initial search, a long list of 24 country-specific and regionally focused reports were compiled, and 31 online resources.

Figure 1: Digital Kids Asia-Pacific (DKAP) Framework



Source: UNESCO Bangkok. 2019a. Digital Kids Asia-Pacific: Insights into Children’s Digital Citizenship. (pp. 1–153). <https://unesdoc.unesco.org/ark:/48223/pf000036798>

Phase Two

The long list was then assessed against the needs and inclusion criteria for this study (see eligibility criteria below) and narrowed down to a final selection of 11 reports and 20 online resources (Appendix ii & Appendix iii). To ensure appropriate inclusion of young LGBTI and YKP populations, two research reports on digital sexuality education directed at mainstream and LGBTI youth cohorts were included (UNICEF, 2019, UNESCO, 2020b), in addition to one technical brief on HIV Prevention for Young Sex Workers (UNAIDS, 2015) and one research report addressing LGBTI needs relating to discrimination and bullying of school-age LGBTI youth (UNESCO, 2015b).

Eligibility criteria for resource inclusion:

- ◆ Focused on Asia-Pacific region (and inclusive of what we describe as tier 1, 2 and 3 countries based on a developmental profile, see Appendix i)
- ◆ Refers to or targets young people (inclusive of age ranges 5-12, 13–17, 18–25)
- ◆ Published since January 2011
- ◆ Published in English
- ◆ Open-access

Phase Three

To inform a content analysis of key reports and online resources, the following data was manually extracted and coded: name of source, URL, author/organization, frameworks referenced (UN Guiding Principles), country/region, date, stated objectives, summary of key findings and recommendations, target audience, and LGBTI young people or YKP needs included or addressed.

Findings and Recommendations

Across the 11 key reports, the most frequently cited concerns related to young people's digital media use and online safety and expression were:

- ◆ Cyber-bullying and hate speech
- ◆ Sexual abuse and exploitation of minors
- ◆ Data security and privacy

Cyberbullying and Hate Speech

Across the literature, cyberbullying is a leading issue, and the need for resources allocated to teaching respectful behaviors online has been a key recommendation since 2014 (UNESCO, 2015a). Since this time, four countries (Australia, New Zealand, Singapore and the Philippines) have passed legislation to protect young people from cyberbullying (Internet Society, 2017). Education and awareness-raising initiatives have also been implemented, including the National Safe Schools Framework (Australia)⁹, although this was challenged and later disbanded owing to politicization of LGBTI and transgender youth advocacy embedded in the framework. Two of the 11 reports informing this study discussed the greater vulnerability of LGBTI young people and YKP to being victimized by cyberbullying, violence, harassment and discrimination online (UNESCO, 2015b).

For example, a UNESCO Asia-Pacific report on school bullying, violence and discrimination against youth on the basis of sexual orientation and gender identity found that colonial era laws which criminalized homosexuality and non-conforming gender presentations led to profound criminal risk and stigma around being LGBTI (UNESCO 2015b, p. 19). This was reflected in increased risks of cyberbullying and other forms of violence and harassment experienced by LGBTI and gender diverse young people in schools.

Nonetheless, as found in the report, numerous countries in the region were addressing LGBTI-based harassment and discrimination in school. For example, India and the Philippines have made policy commitments to introduce anti-bullying legislation into schools to address LGBTI young people's needs.

Sexual Abuse and Exploitation of Minors

While some reports included in the review identified sexual health and sexuality education as a priority area in terms of young people's digital literacy and participation (UNESCO, 2020b; UNICEF, 2019), most reports and online resources adopted a risk-management approach to sexuality (Livingstone & Third, 2017, p. 663), with conservative government agendas tending to dominate. This acknowledges that sexuality education, including literacy regarding non-binary and transgender identities, and young LGBTI and YKP advocacy and advancement of rights remain contentious issues for many countries in the region, with reports indicating limited access to resources (UNICEF, 2019), although there is evidence that young people are seeking information informally on social media (UNESCO, 2020b).

As a result of a dominant risk framing, there are limited resources that are more sex-positive in their approach to young people's information seeking on questions relating to sexual health, and LGBTI specific digital literacy and participation in digital environments. Instead, digital citizenship

9 <http://www.safeschoolscoalition.org.au/resources>

resources tend to identify digital environments as places where young users need to be protected from sexual harm and exploitation, while there are continued efforts to prohibit young people from accessing sexual material and pornography (UNICEF, 2019).

The issue of child sexual exploitation was a specific concern in reports, particularly for countries reporting high rates of child sex trafficking and other cybersex crimes, including the Philippines, Indonesia and India (UNESCO 2015*b*, p. 2; UNICEF, 2016; Internet Society, 2017). Access to pornography is identified as a harm for adolescent users in Indonesia, and calls for increased school and parental supervision are recommended (Gayatri et al., 2015). In 2016, UNICEF developed the #WePROTECT Model National Response Framework to guide countries to address the problem in cooperation with a range of stakeholders, including parents, teachers and lawmakers, and digital citizenship educational resources and models have incorporated these responses (UNICEF, n.d.). Nonetheless, numerous reports identify that country level responses, including content filtering and blocking sexually explicit or pornographic material, have come at a cost, with some of these approaches restricting young people's access to information that may promote "personal, educational and social growth" (Internet Society 2017, p. 17).

Data Security, Privacy and Misinformation

Data security and privacy is an area of focus across the reports, with policymakers and educators identifying the need to increase young people's technical competence regarding protecting passwords and increasing literacy around use of privacy settings. There has been a primary focus on developing greater digital and platform literacies to increase user privacy and safety (UNESCO 2015*a*; UNICEF, 2017). UNICEF has also addressed the role of platforms in protecting young people's personal data and privacy with the private sector being called upon to do more to advance ethical standards and protect children and young people's data (UNICEF, 2017).

Information literacy is discussed in one third of selected reports, as a key educational need for young people across the region. This is particularly so in light of the growing problem of misinformation. One report argued for the need for greater Media and Information Literacy (MIL) since COVID-19. Misinformation circulating during the pandemic has shown "how crucial it is for our societies to have access to quality information" and the critical skills to "navigate the news and internet environment" (UNESCO 2020*a*, p.5). Vulnerable communities have been particularly impacted with "disinformation, stereotypes and intolerance conveyed through some media and in online spaces" which has negatively impacted the lives and experiences of young people, including those discussed in this report (p. 7).

Several barriers to implementing MIL were identified, particularly in countries such as Malaysia and Thailand where media censorship and restrictive laws and regulations that curtail free speech were identified as a barrier to media literacy education. This can discourage young people's critical evaluations of media messages in some contexts.

Recommendations from Key Reports

Across the reports, almost 50 recommendations were made, most commonly to:

- ◆ better consider gender equity, cultural and linguistic diversity and age/developmental/cultural appropriateness of resources
- ◆ embed digital citizenship education into school curriculum
- ◆ better support systems for schools and parents to educate children and young people regarding digital literacy and online safety.

However, in the four purposively selected reports which address LGBTI young people and YKP digital citizenship skills and needs, the recommendations differed, and include:

- ◆ increasing research on bullying, harassment and violence (online and offline) toward LGBTI young people
- ◆ increasing representation of diversity, and inclusion of groups of people with unique needs and experiences in curricula and resources
- ◆ gender sensitive opportunities and programs
- ◆ taking a positive approach with age-appropriate, appealing content that emphasizes human rights, healthy relationships, gender equality and inclusion
- ◆ collaborating with multiple stakeholders to develop engaging and innovative solutions
- ◆ preventing all forms of physical, emotional and sexual violence and exploitation, and promoting community-led response initiatives (focused on YKP).

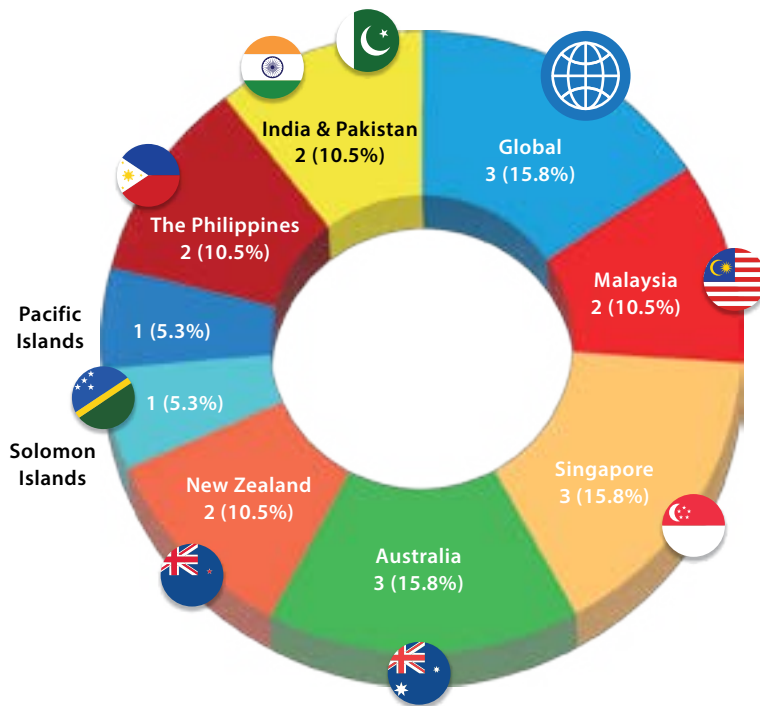
Online Resources

Source Country/Region

Of the 20 resources selected (Figure 2), we used a diversity measure to guarantee a broad cross section of country-specific resources from developed and developing contexts (refer to Appendix i). Owing to limitations of only reviewing English-language resources, more came from countries where English is spoken as a first or second language. We acknowledge that this is problematic. To address this limitation, we encouraged interview and focus group informants (Stage 2) to discuss resources in all languages.

We also purposely included resources created by youth-led LGBTI and YKP stakeholder organizations. Nonetheless, we recognise that resources which met these criteria were from countries where laws or societal attitudes are more permissive toward diverse gender identities and sexual orientations, and where youth sexuality is more likely to be addressed in a sex-positive manner rather than via a prohibitive focus.

Figure 2: Number and proportion of online resources reviewed by source country



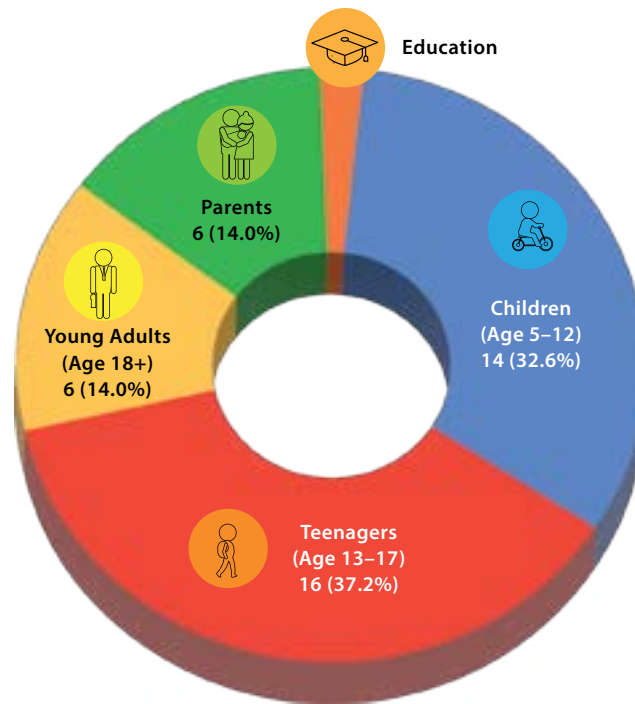
Target Audience

The concept of 'young person' varies across cultural, national and regional contexts, with some countries in the Asia-Pacific region designating the category of young person as a person aged anywhere between aged 5 and 40. In other countries, children are defined differently to young people, with legal definitions of who the child is ranging from early years up until teenage years (i.e. 5-12), while 'young people' more often includes children aged 13–17, and young adults aged 18-24.

Different living and family arrangements across the Asia-Pacific region can also determine whether one is considered a young person. In some cultural and religious contexts, people are considered young if they are unmarried, which means they most likely still live in their parents' home.

As Figure 3 indicates, most of the self-directed online safety and digital citizenship resources we reviewed focused on teenagers and children. A significant finding was that not all resources were targeted at young people, but instead addressed parents and other adult stakeholder concerns. For example, 14% of resources were directed at parents, and promoted the downloading of parental controls to monitor or limit young people's social media access. Another 2% were primarily addressed to educators.

Figure 3: Distribution of key desk review resources by target audience



Content Analysis

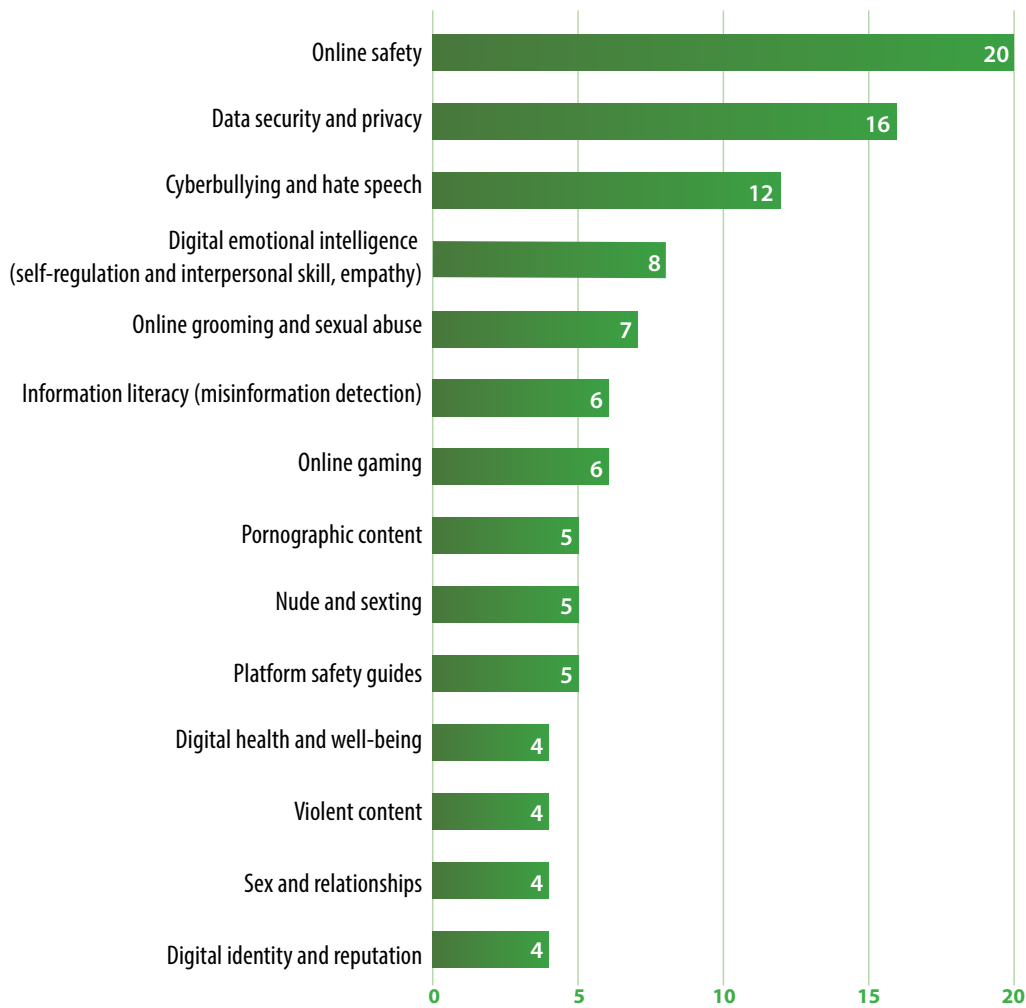
The most frequently addressed concepts in our review of online resources were:

- ◆ online safety
- ◆ data security and privacy
- ◆ cyberbullying and hate speech

Not surprisingly, the development of resources reflected the concerns of policymakers and stakeholders outlined in key reports tabled in the desk review.

We classed all of these themes under DKAP domain 2: Digital Safety and Resilience (understanding children’s rights, personal data, privacy and reputation, promoting & protecting health and well-being, digital resilience). However, we noted that there was a greater emphasis placed on risks to young people’s safety, including a dominant focus on dangers of **online grooming and sexual abuse** to children across the Asia-Pacific region, with many skills and awareness training modules related to sexual abuse and grooming being directed to their adult guardians and stakeholders (parents, teachers, law enforcement). Despite the introduction of the DKAP framework to rebalance the focus on online risks to children, and better recognise the opportunities of digital media to enable children and young people to become informed, empowered and exercise their rights, only one resource explicitly discussed **children and young people’s rights** and **digital participation** and agency (Figure 4).

Figure 4: Frequency of digital citizenship concepts and related issues identified in online resources



Digital citizenship resources which give priority to parent and other adult stakeholder concerns are potentially unlikely to be as relevant or engaging to young people who may be better served by resources that prioritise their experiences and concerns.

An analysis of online resources also revealed that creators of content sought to make the resources more interactive via the use of games and quizzes to educate young people about negotiating online risks regarding data security and privacy, hoaxes and misinformation. While these features potentially made the resources more appealing and increased the likelihood for children and younger age groups to interact with the content, they also presented issues around accessibility. For example, these contents assume a reasonable education level, English language competency and technical literacy. They also assume good access to digital devices, wifi, data and strong connection speeds.

Nonetheless, some key resources selected for inclusion in the desk review (refer to Appendix iii) do highlight young people's voices, and are communicated in a style which is inclusive, relatable and doesn't group all young people into one homogenous group. Moreover, these resources recognise that structurally, some social groups are more likely to experience the risks detailed in the selected resources more acutely and require targeted resources. This includes the experiences of LGBTI young people and YKP.

Desk Review: Summary of Key Findings and Gaps Relating to LGBTI Young People and YKP

- ◆ One clear gap that emerged from the desk review was the absence of consistent inclusion and representation of young LGBTI and YKP perspectives in resources designed to educate young people on: cyberbullying and hate speech, online safety, digital health and wellbeing, digital literacy and MIL, and digital security and privacy. Although 7 resources included reference to LGBTI young people, these rarely highlighted young LGBTI voices, and primarily focused on online risks as opposed to seeking to build capacity in young people to actively and safely participate in digital environments.
- ◆ One reason for the absence of LGBTI and YKP inclusion was owing to differing laws and levels of permissiveness related to homosexuality and recognition of gender diversity across cultural and national contexts. The desk review showed that quality resources which were inclusive of and relevant to LGBTI young people and YKP are more likely available in countries with permissive laws, although there is recognition that the legal landscape is changing across countries with less permissive laws.
- ◆ Many digital citizenship resources tend to focus on younger children, often taking a children's rights and protection focus. This focus overlooks the real need for digital citizenship resources, information, and education for adolescents and young adults over 18 years of age.
- ◆ The focus in some resources on parents as the primary stakeholder responsible for monitoring young people's social media use, and being able to put controls in place to engage in surveillance of their media use, presents an adult-centric and potentially harmful understanding of 'safety'. The emphasis on parental surveillance and control of young people's digital safety also challenges LGBTI young people and YKP access to sexual health and sexuality education, which can contribute to negative health outcomes.
- ◆ The ongoing digital and cultural divide between urban and rural, higher socio-economic and lower socio-economic groups, is a continuing challenge which is not sufficiently addressed across the resources we found in the desk review, which assume a reasonable education level and English language competency, access to digital devices, access to wifi and strong connection speeds (particularly in the case of interactive games and video content).

Despite these gaps, we did find some resources that stood out as being inclusive of a range of sexual orientations and gender identities, and offering suitable content for 18+ LGBTI cohorts.

Sample Content

Although there was more than one example (refer to Appendix iii), *Safe and Strong*, an Australian resource developed by LGBTI support and advocacy services, Black Rainbow, Trans Pride Australia, ACON, Twenty10, and Minus 18, was a resource that was inclusive and respectful of the needs of intersectional LGBTI identities and needs when navigating Facebook and Instagram in particular. Three aspects stood out as valuable features of the resource:

- ◆ The resource centered on internet safety and security, cyberbullying, personal data and digital identity, doxing, image-based abuse, blocking and disconnecting for mental health – all from the perspective of LGBTI, trans and gender diverse people. The resource also included a sex-positive focus on relationships and consent.

- ◆ The resource has an explicit focus on content creators, influencers and leaders in the community who are encouraged to manage community safety. It also promoted collaboration with queer advocacy groups including Indigenous-led groups with advice for queer, Indigenous communities.
- ◆ The focus on content creators suggests that when LGBTI young people have questions regarding sexuality, sexual health, mental health and well-being, or wish to seek information, that they often turn to peers and community leaders. In this sense, bottom-up models of education are prioritized over top down communication.





Qualitative Mapping: Engaging Key Informants

Following the desk review of key reports and online resources in Stage 1, interview and focus group discussions were conducted to identify current awareness, practices, perceptions, challenges, and needs of LGBTI young people and YKP in relation to their engagement with online digital citizenship resources. The interviews and focus groups aimed to provide an in-depth qualitative perspective to complement the findings from the desk review. Eleven interviews were conducted with key informants, following which another 12 informants participated in two focus groups (6 in each). These 23 informants were asked to discuss the experiences and needs of young LGBTI and YKP in their country/region, and the extent to which existing digital citizenship and literacy resources support the needs of those young people. The focus groups primarily included LGBTI young people and YKP (aged 18-24) who could offer the perspective of a stakeholder at the center of this research. A diversity review was conducted following the interviews, in which the researchers, with input from UNESCO and UNDP, reviewed the sample of informants so far engaged (via interviews), to identify gaps and subsequently prioritise focus group informants from underrepresented countries and roles. This was to ensure that focus group informants would broaden the representation of perspectives gathered in this study.¹⁰

Recruitment and Informant Profiles

Key Interview Informants:

- ◆ took part in semi-structured interviews that ran for 60-90 minutes and were conducted via Zoom from July to August 2021.

¹⁰ As a quick-turnaround mapping project, we do not make claims to wide and full representation of all groups and stakeholders across the region, yet we ensured the broadest engagement possible within these research constraints. Research was undertaken over a 4-month period.

- ◆ were recruited primarily based on UNESCO/UNDP existing partners/networks, regionally and in countries featured as part of the Being LGBTI in Asia and the Pacific¹¹ Programme as well as the research team's networks with activists and civil society groups in the region.
- ◆ featured representatives and community leaders of organizations working with young LGBTI people and YKP communities.
- ◆ were aged 18 and above.
- ◆ were able to comfortably converse in English.

Focus Group Informants:

- ◆ participated in one of two 2-hour focus group discussions hosted on Zoom and conducted in August 2021.
- ◆ included informants from the initial list of interviews, who did not participate at that stage of research, as well as recommendations from interview participants who were invited to nominate young stakeholders from across the region.
- ◆ were commonly LGBTI-identifying and aged 18–24 years.
- ◆ were prioritized from under-represented countries, regions and demographics including gender and sexual identities (following our diversity review).
- ◆ were able to comfortably converse in English.

Profile of Key Informants

The 23 informants who participated in interviews or focus groups were either based in, or had working/personal knowledge of, 10 countries from across the Asia-Pacific region (see map in Figure 5). In addition, some respondents had regional knowledge. While there were overlaps with some countries featured in the desk review, we tried to include informants from as many countries as possible that were not represented in the reports and online resources from Stage 1 of the study. Informant ages ranged from 19–42 years. Informants worked and volunteered across various organizations and groups working with LGBTI young people and YKP. Overall, informants represented a wide range of gender identities and sexual orientations, ensured by our diversity review mid-way through data collection (Figure 6).

Key informants came from local and regional LGBTI and YKP networks in Asia and the Pacific. All of them held different roles in their respective organizations that are classified into three broad categories for the purpose of this research:

1. Programme/Network Coordinator – includes those involved in programme implementation of organizations, and working in roles such as Director, Technical Staff, etc.
2. Communications Coordinator – includes those who are responsible for an organization's communications strategy and implementation (i.e. media relations, media production, etc.).
3. Volunteer - includes those who undertake voluntary work as members or community advisors within organizations.¹²

¹¹ <https://www.asia-pacific.undp.org/content/rbap/en/home/programmes-and-initiatives/being-lgbt-in-asia.html>

¹² Notably, many informants had roles and memberships across a range of organizations, and community or activist groups, and we have not included the names of these, nor specific role titles or affiliations, to protect the privacy of informants.

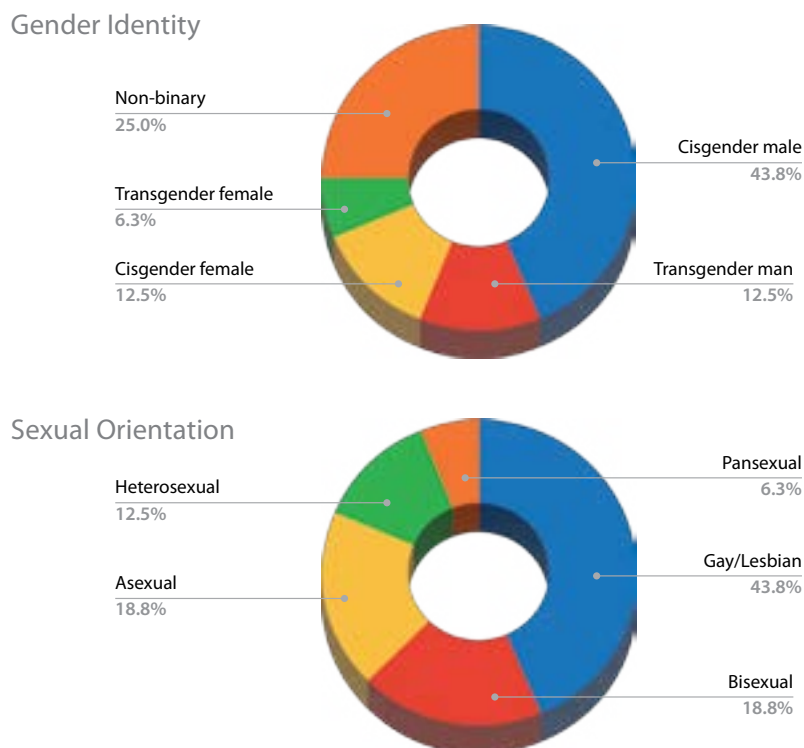


Figure 5: Country of origin, age range, type of organizations and positions of FGD and KII participants



Disclaimer: The boundaries and names shown and the designations used on this map do not imply official endorsement or acceptance by the United Nations.

Figure 6: Gender identity and sexual orientation of FGD and KII participants



Key Findings of Qualitative Mapping

Cultural and Local Contexts for LGBTI Young People and YKP in Asia-Pacific

Informants frequently highlighted specific national, cultural, and local contexts that are important to consider in relation to providing region-wide digital resources for LGBTI people and YKP. This includes different local laws and policies that can impact how digital media is used in certain countries or regions. For example, where LGBTI content is (or could be) flagged or blocked in some jurisdictions, or where there are risks of criminalization among LGBTI people and YKP, along with government surveillance of their digital communications, accessibility to resources is blocked.

“when we want to access online resources and other contents, for example, accessing ILGA websites, LGBT website, we cannot do that because it’s blocked here and there’s a lot of online sources regarding LGBTIQ that is blocked here. So we actually need to create our own.” (Andra, FG2).

Elsewhere, differences were cultural, such as the difficulties in translating notions of ‘LGBTI communities’ into local experiences of identities and communities.

“Growing up here in Samoa, I wasn’t aware of what being gay or bi [was], but for us, we are not usually referred to as that term here. So here in Samoa, as you’re aware, we referred to Fa’afafine and Fa’afatama which are the only culturally accepted terms here. The LGBT framework or the preferred pronouns that are globally known is actually something very new but it’s actually trying to make its way in or it’s already in.” (Hye Jin, Samoa, FG2)

This highlights how global or homogenous discussions of LGBTI identities may limit the uptake of regional, rather than locally tailored, resources.

Digital Access

Informants reflected on various issues affecting LGBTI young people and YKP access to digital media and resources. These discussions highlighted many obstacles for developing and sharing digital citizenship resources for these groups across the Asia-Pacific region. Issues of access were heightened in some countries more than others, particularly rural locations with less reliable information and communication technology (ICT) infrastructure. Informants from the Philippines and Indonesia noted that despite these countries being known as having high digital connectivity, a digital divide existed, with rural communities having limited access to the internet or slow connection speeds. Concerns for rural-based LGBTI young people and YKP were expressed by informants from other countries too. This contrasted with discussions of urban LGBTI and YKP communities where - with high connectivity and affordable data - digital networks played a vital role in everyday connections and the sharing of information and resources.

Mobile devices were seen as more commonly used among LGBTI young people and YKP, which may present issues of access if digital resources are designed for computers. While personal phones gave LGBTI young people and YKP opportunities to privately connect to communities and information, access to phones was sometimes controlled by families. One informant gave examples of LGBTI young people having phones confiscated by families, and another noted that in Pakistan, SIM cards were only issued to people with identity documents, forcing some young people to rely on parental permission.

Disability was highlighted as an important aspect of access to digital resources, including the content as well as the technical infrastructure. In terms of video content, closed captions and sign language were mentioned as tools for improving accessibility. Closed captions would also assist young LGBTI and YKP who are closeted, so they can engage with less risk of being overheard. Questions of accessibility arose in relation to language, with many noting that English-language resources are largely inaccessible.

“if you do not have either a gadget or a source of internet, then you are completely blocked off from all of this information.” (Patria, Communications Manager, Philippines)

“I think then the problem is accessibility because these trainings are more available through English and I think there hasn’t been a digital security workshop in local language. . . Indonesians are not native English users, so it will be hard for them to follow trainings in another language.” (Charli, FG2)

Content that was overly technical, or involved a lot of reading, was also seen as inaccessible to many. Lastly, limited visibility of existing LGBTI and YKP networks (where resources and information often circulated) was also flagged as an access issue, since these networks can be invisible to outsiders, including LGBTI young people and YKP who are not socially networked.

Digital Resource Needs for LGBTI Young People and YKP

Informants highlighted that while some digital resources exist for young people, these were rarely inclusive of LGBTI persons and YKP needs and experiences. Many informants were unfamiliar with the concept of digital citizenship and what this included. From discussing themes of digital citizenship (using the DKAP model), they noted that resources were often available, but many were generic and would have limited use among LGBTI young people and YKP. Of the digital citizenship themes discussed, informants highlighted 3 key domains for which young LGBTI and YKP required more tailored resources: *Data privacy and security*; *Bullying, harassment and hate speech*; *Misinformation and disinformation*. The following section gives details of how each of these domains were discussed.

Data Security and Privacy

The most commonly discussed domain of digital citizenship was *data security and privacy*. Informants noted not just a need for resources on these matters, but young people’s appetite for this information to be more available to them, given high levels of concern for safety and privacy in digital spaces among LGBTI young people and YKP.

“I think a lot of younger people are interested in data privacy and making sure everything is secure online. I think they’re less interested in being told how to behave online. So their digital footprint and this sort of thing - I think that that is of less interest.” (Mary, Programme/Network Coordinator, Thailand)

Many informants shared stories of known cases of doxing, and the risk of LGBTI young people being outed online, which has obvious impacts on safety, including their ability to safely access LGBTI and YKP resources. There was a strong sense of a collective need for greater tools for young LGBTI and YKP to build and manage safe spaces online.

“[LGBTI young people need to know] how we keep our social media environment safe, [including] our friends known as queer individuals as well.” (Mirza, Communications Coordinator)

One informant questioned existing resources and discussion of data security by highlighting the classism of many such discussions, and how these can overlook a digital divide, and common issues around access to digital technology.

“I find a lot of discussions around digital security quite classist. I find it too middle class because the primary issue that people face – ‘hey, we don’t even have those phones. We don’t even have reliable internet.” (Anthony, Programme/Network Coordinator, Philippines)

Bullying, Harassment and Hate Speech

LGBTI persons and YKP as targets for *bullying, harassment and hate speech* on social media was commonly discussed, including how this impacts their use of social and digital media. These risks ensure certain forms of silence and a need for discreet or anonymous use of social media, in many circumstances. A need for safe spaces was a common concern, and the difficulties in ensuring spaces are safe was frequently discussed. For example, some participants talked about being trolled, and even receiving death threats, after participating in public advocacy online.

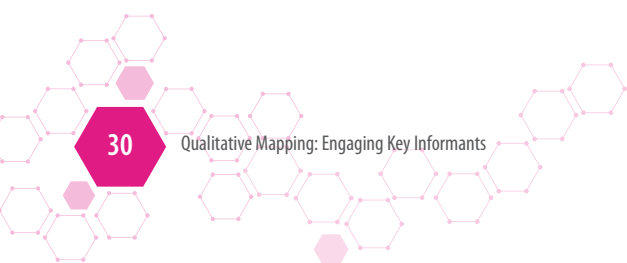
“I think one of the issues that we young people face is how do you ensure safe spaces in online spaces. . . from my own personal experience, I was part of one of the webinars and it has led me to receive hate mails and death threats.” (Tanoa, Fiji, FG1)

This, and other examples given about friends being doxed, harassed and targeted online, highlights how stories of harassment circulate through LGBTI and YKP networks, informing a sense that harassment is common and likely, and that digital safety is precarious. Informants highlighted how social media platforms, such as TikTok, YouTube, Instagram and Facebook, can provide valuable forums for LGBTI young people to express themselves, but that these forums also host harassment.

“If we go to the TikTok, there is a lot of people, young LGBTQ, expressing themselves in the TikTok platform. But if we go into the comments section, we can see a lot of hate speech come to them.” (Iman, Programme/Network Coordinator)

Despite many accounts of social media as beneficial for connection and community building, it was seen as a site where hateful and bullying content is easily shared, thereby expanding the volume of harassment for many LGBTI young people and YKP. As many noted, this can contribute to offline violence and other forums of social and criminal punishment.

“I’ve been hearing stories of LGBTIQ young persons who have fallen victims of online harassment. . . their photos or private conversations being leaked, and they don’t even know that it’s online harassment and that can be punished by law.” (Anthony, Programme/Network Coordinator, Philippines)



Misinformation and Disinformation

The third most common domain of digital citizenship discussed was *misinformation and disinformation*. Informants highlighted the ease with which misinformation can be shared and spread online, suggesting a need for greater information literacy skills among all people, including LGBTI and YKP. The sense that young people are highly digitally connected also fed concerns about their information literacy, and risks of being misinformed or misled online.

“I mean young people nowadays... the internet is at the end of their fingertip, and so it’s easy for them for access it, but also it’s pretty easy for them as well to be misinformed or be misled” (Firman, Volunteer)

In some contexts, government information warned against misinformation, however, informants noted that government messages themselves were not always trusted. Many flagged that information about LGBTI and YKP groups was also prone to misinformation, and framed through certain political agendas that questioned LGBTI identities and rights. This extends into local examples, where it was noted that web searches about LGBTI identities will result in finding negative information that can be harmful for LGBTI young people.

“I just searched about what is gay in Mongolia, and then it would always be negative comments or like only gay people have HIV. So we need to fight that misinformation, especially Mongolia as a small country.” (Suran, Mongolia)

COVID-19 and the Mental Health of LGBTI Young People and YKP

Asked about the impacts of COVID-19, informants highlighted how many pressures experienced by LGBTI young people and YKP have intensified, alongside experiences of job loss, living in lockdown with families who do not know of or understand their identities, and sole reliance on digital media for connection to peers and community. Many highlighted the mental health toll of living through a pandemic, and how this particularly impacted LGBTI young people and YKP due to existing forms of marginalization and social exclusion.

Many acknowledged that mental health issues were already a problem before COVID-19 and were now exacerbated for many. Some pointed to ongoing experiences of anxiety, depression, eating disorders, and body image issues. One informant noted increasing requests for mental health resources among LGBTI persons and YKP in their community, and several informants suggested a need for digital citizenship resources to include information on mental health specifically for LGBTI people and YKP.

Many acknowledged that COVID-19 meant increased reliance on digital communication, which carried some risk of greater exposure to hateful content and misinformation. Some expressed concern about not only the quality of digital news and content, but the negative impacts of over-consuming this.

“Probably another [key issue] would be doom scrolling... just getting exposed to all of this content and not being able to filter out which content you encounter on a daily basis, especially nowadays – because of the pandemic we are all online.” (Patria, Communications Manager, Philippines)

Beyond discussions of COVID-19, some informants shared concerns for the mental health of young LGBTI people and YKP generally, based on their digital practices, literacies, and exposure to harmful or hateful digital content. Digital media reliance was discussed as risky by some informants, citing how offline gatherings among LGBTI young people and YKP were sometimes safer (due to avoiding risks outlined earlier). Yet informants also highlighted how digital connections among peers provided mental health support.

“So in some of these communities, they are very isolated and they are very marginalized and online has provided them with a larger community, that has really helped, especially when dealing with mental health issues or feeling that there’s no one else like them that are going through this.” (Mary, Programme/Network Coordinator, Thailand)

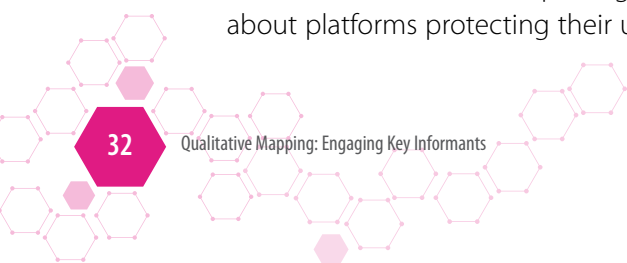
Informants highlighted that the use of digital media can both positively and negatively impact the mental health of LGBTI young people and YKP, which highlights a need for more information and resources for these groups that can assist mental health management in periods of social upheaval (such as COVID-19) or in ongoing difficulties presented by various forms of marginalization and discrimination.

Aside from mental health struggles, COVID-19 was said to negatively impact activist and community groups that provide offline safe spaces and opportunities for connection among young LGBTI people and YKP. Many such groups were shifting the location of their work to digital environments, though this had varying levels of success. The financial impacts of COVID-19 on LGBTI and YKP also saw activist and community groups initiate more mutual aid and crowdfunding initiatives to support those most severely affected, such as local trans women. Further to this, many noted that more community support and information is hosted on social media platforms than was previously the case.

Digital and Social Media

Informants highlighted how digital media networks have become increasingly important to young people, and have particular value for young LGBTI people and YKP in terms of feeling connected, safe and supported. Discussions highlighted young people’s digital cultures of sharing and finding information, and the important role of peer and activist networks - often engaging LGBTI and YKP communities through social media platforms such as Instagram, YouTube, and Facebook. Digital networks played a key role in peer support and allowed young LGBTI people and YKP to share their experiences with others who can learn from those. Twitter was also noted as a common site for youth-led LGBTI and YKP activism, and TikTok was discussed as a site of creativity and peer education for LGBTI people and YKP.

In relation to digital citizenship, informants noted how legal and social aspects can affect how young LGBTI people and YKP are able to express themselves online, and that digital platforms offer different levels of protection (or punishment) for such expression. For some, popular social media platforms were seen as safer than other sites, given their liberal content policies and in-built mechanisms for reporting hate speech and bullying. Yet, informants were also dubious about platforms protecting their users. Some informants described experiences of being doxed



or harassed on Twitter, including receiving death threats. Overall, safety on social media platforms varied, and often relied on non-disclosure of one's sexual or gender identity, or engaging anonymously.

Social media was said to provide opportunities for young LGBTI people and YKP to follow and learn from peers and community leaders who they trust as good sources of knowledge, or as role models. This varied across the region, for example: "People [in Mongolia] just don't have enough role models online or exposure to LGBTIQ media." (Suran, Mongolia). Informants spoke of local LGBTI and YKP activist networks as strong, featuring common use of social media to provide valuable information and resources to communities.

Informants mentioned the valuable role of local community leaders, content creators and influencers for sharing information among LGBTI and YKP networks. Content creators and influencers on social media were highlighted as key figures who can share information widely, given their large audiences with whom they've established trust. Many pointed to this as a potentially effective way to deliver digital citizenship information to young LGBTI people and YKP.

Participants noted that future digital resources should be designed to suit young people's digital cultures - for example: built for mobile phones; including heightened visual aspects; using video content; not being too text-heavy; and not being buried in static websites.

"Now, adolescents or teenagers don't like to read a lot of articles. They really want to watch only, like TikTok – [to] explain something." (Iman, Programme/Network Coordinator)

"social media [has] become really popular in community engagement. It is really easy to engage people... we don't really open websites regularly every day but Instagram or Twitter, we open it regularly in our spare time, but websites it's just not like that." (Mirza, Communications Coordinator)

It was emphasized that platforms such as Instagram and YouTube are being used to not only reach, but also build communities. Informants described how LGBTI and YKP activists and creators have used platforms like Instagram to call out bullying and harassment, as well as to educate followers and audiences about the harassment experienced by women and LGBTI people online. It was also highlighted that young people use social media creatively, and that this has increased during COVID-19 lockdowns, and assisted with coping.

"with all the bad news about the rising case of COVID-19 [young people] try to also be creative within the several contents on, let's say, on TikTok or Instagram like funny stuff, and just sharing about their daily lives, and their struggles of facing COVID-19 but in a comical way" (Firman, Volunteer)

Throughout focus groups, discussion centered on LGBTI young people and YKP uses of social media for accessing social networks, with news and information about safety often found through peers sharing their first-hand experiences. These discussions highlighted how social media are a stronger access point to reach LGBTI and YKP communities, as community leaders and activists well know. This highlights how traditional website-based resources will be less successful than resources that connect with everyday digital communications. However, focus group participants were concerned about privacy on social media, and the prevalence of hate speech, harassment and doxing, where LGBTI people and YKP are often targets.

Many informants pointed to how COVID-19 has further heightened the importance and pervasiveness of digital networks, given the lack of opportunities to attend events and meetings in person. Many found this to be unfortunate, given the preferences (and enhanced safeties) for some young people to meet in person, rather than using social media where their privacy can be compromised. Despite this, informants also highlighted how social and digital media are providing new opportunities for accessing support and community, and the enhancement of existing friendship connections.





Resourcing LGBTI Young People and YKP: Gaps and Opportunities

Following the completion of the data collection and analysis from both the desk review and qualitative mapping, we synthesized the findings from both stages to identify several gaps and opportunities. These gaps and opportunities formed the basis of our recommendations, as presented in the next section of this report.

Gaps

- ◆ Few digital resources were found to be relevant to, or inclusive of, LGBTI young people and YKP. Many of the existing resources tend to focus on younger children, often taking a children's rights and protection focus. What this indicates is that digital citizenship resources for young people often present a top-down, adult-centric focus on online safety and primarily focus on youth risks, not youth empowerment.
- ◆ There is a lack of familiarity with the concept of 'digital citizenship' among young people, including LGBTI people and YKP, and community stakeholders and advocates working with these groups.
- ◆ There is an assumed level of cultural homogeneity among young digital media users in many resources reviewed.
- ◆ There is a lack of recognition (in existing resources) that young people rely on their peer and friendship networks for information and support regarding their digital safety.
- ◆ There is limited funding, and few opportunities, for community organizations that support LGBTI young people and YKP to fundraise to build resources.

Opportunities

- ◆ LGBTI young people and YKP, and the community/activist organizations that support them, are responsive to information and resources that address specific LGBTI and YKP concerns around digital safety. Many such organizations already do a lot of 'translation' work. This suggests that general information on digital safety filters to many LGBTI people and YKP and that there is an appetite for this information to be more specific to these communities in the region.
- ◆ As well as a need for LGBTI young people and YKP specific resources, there is a need for resources for all young people beyond school age. Digital safety skills should be responsive to shifting digital environments, and be seen as a lifelong skill set that is fostered in one's childhood and youth.
- ◆ Young LGBTI people and YKP are familiar with resources, education, and information that do not see them or address their greatest concerns for safety. Resources that address them in a paternalistic sense can be felt as punitive and unsympathetic and add to their social erasure. In contrast, support from LGBTI and YKP advocates, community members and peers, and the information and resources shared in these spaces, can assist LGBTI young people and YKP in feeling seen and understood.
- ◆ Peer delivery of digital citizenship resources will connect with LGBTI young people and YKP who seek and need such information to ensure their safety. There is much opportunity to tap into existing networks for the development and dissemination of resources, including working with local content creators, influencers, and similar trusted individuals and organizations.
- ◆ Resources that take an 'assets-based approach' to young people's digital cultures (as opposed to risk-based and paternalistic approaches) have more appeal and resonance to young people. Community and peer-led LGBTI and YKP organizations already use such approaches and so can lead some of this work in future partnerships.
- ◆ Although LGBTI young people and YKP are often unfamiliar with 'digital citizenship' as a concept, including its framework and principles, they are strongly concerned with aspects of digital citizenship. This presents opportunities for partnerships that can develop resources using common vernacular that represents concerns expressed by informants of this study and the young people they represent or work with.
- ◆ As a culturally diverse region, a diversity of practices, identities, and expressions among LGBTI young people and YKP in the Asia-Pacific should be acknowledged in resources. Regional resources have many opportunities to highlight this diversity as a strength, and can draw from regional networks to profile and include local identities and their stories and strategies for digital and personal safety.
- ◆ Social media offers innovative ways to provide education, as evidenced by examples discussed by research informants. This can include tapping into local identities, content creators, and influencers.
- ◆ As informants often pointed to the intersection of mental health issues and aspects of digital citizenship, resources on digital citizenship could potentially integrate with existing and future resources about mental health and wellbeing, including for young LGBTI people and YKP.



Recommendations

Based on the findings, gaps, and opportunities identified in the desk review and qualitative mapping stages of this research project, we target five key areas for further intervention to enhance the quality of digital citizenship practices and participation of LGBTI young people and YKP, as follows:

Content of Online Resources

- ◆ Involve LGBTI young people and YKP as central decision makers in the design and dissemination of digital resources for their communities.
- ◆ Develop targeted resources on issues of concern identified by key informants, specifically digital security, cyberbullying, and misinformation.
- ◆ Use local languages and non-technical jargon to increase accessibility of digital resources.
- ◆ Provide digital resources that are accessible by mobile devices to accommodate varying levels of internet connection (including limited data) and bandwidth.
- ◆ Promote youth empowerment models as opposed to only discussing risks and harms.
- ◆ Incorporate aspects of mental health and how to navigate negative content online.

Community Organizations

- ◆ Provide digital skills-development workshops to help community leaders manage and moderate community safety online (including filtering misinformation and hate speech).

International Organizations (including UN agencies and donor organizations)

- ◆ Partner with local activist groups to develop digital resources to ensure the creation of sustainable and widely used resources.
- ◆ Provide seed-funding and business models for local activists to build and maintain resources for their own communities.

Non-Traditional Approaches and Partnerships

- ◆ Increase use of social media for the delivery of digital safety messages targeting LGBTI young people and YKP, since these will be more visible (and more shared) than website-based material.
- ◆ Work with content creators and influencers to generate creative content and reach wider audiences.
- ◆ Partner with local news outlets to disseminate trustworthy information about LGBTI and YKP issues.

Future Research Areas

- ◆ Identify sustainable online business models for LGBTI and YKP online resources.
- ◆ Explore specific LGBTI and YKP needs and key capabilities that will support activists in their ongoing advocacy in relation to each key focus area (i.e. digital security, cyberbullying, misinformation).
- ◆ Examine the relationship of LGBTI young people and YKP with digital spaces and practices and associated mental health impacts.
- ◆ Map digital cultures and practices of LGBTI young people and YKP in each country's context.



Reflection

The above findings and recommendations were presented by the UTS research team to regional stakeholders, including research informants, in a consultation organized by UNESCO and held via Zoom on August 31, 2021. Following a presentation of key findings, attendees were asked to provide feedback on the proposed recommendations. Most LGBTI and YKP stakeholders prioritized the recommendations to put young LGBTI people and YKP at the center of the online resources designed, to provide digital skills development workshops, and to offer seed funding for community organizations to build and maintain digital resources. These priorities are clearly in line with the three issues of concern identified in the report, specifically *digital security*, *cyberbullying*, and *misinformation*. Putting it differently, designing youth-centered resources also requires careful consideration and inclusion of information and skills on how to address harmful content and ensure community safety online. As the three priorities above have become continuously challenging for LGBTI young people and YKP, it is also important for international organizations (including UN agencies and donors) to provide seed funding and business models to maintain these community-led online resources and initiatives in the long run, as highlighted by stakeholders within this consultation.

Specific additional notes and recommendations from stakeholders are worth consideration in implementing the recommendations described in this report, such as the need to:

- ◆ Identify the needs of local content creators and support them with adequate knowledge and skills to filter misinformation and produce locally-focused content for LGBTI young people and YKP.
- ◆ Integrate mental health issues into digital resources produced for LGBTI and YKP communities as they are vulnerable to stigma, discrimination, and bullying in online spaces.
- ◆ Facilitate advocacy dialogue and consultation between young LGBTI people and YKP and other primary stakeholders (particularly government and technology companies) to address their policies and practices that do not accommodate LGBTI and YKP needs.

Finally, the recommendations in this report, and the results from the stakeholder consultation, highlight the importance of multi-stakeholder collaboration between governments, technology companies, international organizations, community organizations, and content creators (among others) in addressing the digital citizenship issues for LGBTI young people and YKP.

References

Aarambh India. n.d. *Online Safety Guide*. <http://aarambhindia.org/online-safety/> (Accessed 16 September 2021)

Australian e-Safety Commissioner. n.d. e-SafetyYoungPeople. <https://www.esafety.gov.au/young-people> (Accessed 16 September 2021).

Australian e-Safety Commissioner. 2020. Protecting Voices at Risk Online, pp. 1–28. https://www.esafety.gov.au/sites/default/files/2020-08/Protecting%20voices%20at%20risk%20online_0.pdf (Accessed 16 September 2021)

Australian Federal Police and Pacific Islands Chiefs of Police. n.d. *CyberSafety Pasifika*. <https://www.cybersafetypasifika.org/staying-safe/> (Accessed 16 September 2021).

Black Rainbow, Trans Pride Australia, ACON, Twenty10 and Minus18. 2021. *Safe & Strong: The LGBTQ+guide to Facebook and Instagram* (2nd ed.). Facebook. https://www.twenty10.org.au/wp-content/uploads/2021/02/Safe-and-Strong-2021_DPS.pdf (Accessed 16 September 2021).

CHAYN. n.d. *DIY Online Safety*. <https://chayn.gitbook.io/diy-online-safety/> (Accessed 16 September 2021)

Childline India. 2017. *Being Safe Online: Guidelines for Raising Awareness among Children, Parents, Educators and the General Public*. <https://www.childlineindia.org/uploads/files/knowledge-center/Being-Safe-Online-Guideline-and-standard-content-for-raising-awareness-among-children-parentseducators-and-general-public.pdf> (Accessed 16 September 2021)

Child Rights Coalition Asia; UNICEF. n.d. *#SafeWeb4Kids*. <https://www.unicef.org/eap/reports/safeweb4kids> (Accessed 16 September 2021)

CyberliteBooks.n.d.*Promoting Digital Wellbeing*.<https://www.cyberlitebooks.com/digital-wellbeing> (Accessed 16 September 2021)

Department of Communities, Australian government. n.d. *Kids Helpline*. <https://kidshelpline.com.au/young-adults> (Accessed 16 September 2021)

Digi; Malaysian Ministry of Education. n.d. *CyberSAFE in Schools*. <https://cybersafeinschools.my/> (Accessed 16 September 2021)

ESET. n.d. *Safer Kids Online*. <https://saferkidsonline.eset.com/sg>. (Accessed 16 September 2021).

Gayatri, G. et al. 2015. *Digital Citizenship Safety Among Children and Adolescents In Indonesia*. Research and Development Agency for the Human Resource Ministry of Communication and Information Technology. <https://media.neliti.com/media/publications/122672-EN-digital-citizenship-safety-among-childre.pdf> (Accessed 16 September 2021)

Google. n.d. *Interland: Be Internet Awesome*. https://beinternetawesome.withgoogle.com/en_us/interland (Accessed 16 September 2021)

Internet Society - APAC Bureau. 2017. *Mapping Online Child Safety in Asia-Pacific*. (pp. 1–34). <https://www.internetsociety.org/wp-content/uploads/2021/01/Online-Child-Safety-in-Asia-Pacific-report-final.pdf> (Accessed 16 September 2021)

Livingstone, S. and Bulger, M. E. 2014. A global research agenda for children's rights in the digital age. *Journal of Children and Media*, Vol. 8, No. 4, pp. 317-335.

Livingstone, S. and Third, A. 2017. Children and young people's rights in the digital age: An emerging agenda. *New Media & Society*. Vol. 19, No. 5, pp. 657-670.

Malaysian Communication and Multimedia Commission. n.d. *Klik Dengan Bijak (Click Wisely)*. https://klikdenganbijak.my/en/learn_more.php (Accessed 16 September 2021)

Microsoft. n.d. *Digital Safety Essentials for Teachers and Students*. <https://www.microsoft.com/apac/digitalsafetyessentials/en-nz/> (Accessed 16 September 2021)

NetSafe. n.d. *NetSafe*. <https://www.netsafe.org.nz/advice/young-people/>. (Accessed 16 September 2021)

Stairway Foundation. n.d. *CyberSafety*. <https://elearning.stairwayfoundation.org/mod/page/view.php?id=327>. (Accessed 16 September 2021).

Telenor Group. n.d. *Digiworld*. Digiworld. <https://www.telenor.com/digiworld-en/>. (Accessed 16 September 2021).

TikTok and Media Literacy Council. n.d. *Tik Tok #Thinkb4u Do Handbook*. <https://www.betterinternet.sg/-/media/Resources/PDFs/Parents-Guides/TikTok-x-MLC-ebook.pdf>. (Accessed 16 September 2021).

UK Commonwealth Cybersecurity Program and Solomon Islands government. n.d. *Get Safe Online*. <https://www.getsafeonline.org.sb/personal/article-category/safeguarding-children/> (Accessed 16 September 2021).

UNAIDS. 2015. *A Technical Brief: HIV and Young People who Sell Sex* (pp. 1–37) https://www.unaids.org/en/resources/documents/2015/2015_young_people_who_sell_sex (Accessed 16 September 2021).

UNAIDS. 2021. *Legal and policy trends Impacting people living with HIV and key populations in Asia and the Pacific, 2014–2019*. https://www.unaids.org/sites/default/files/media_asset/legal-and-policy-trends-asia-pacific_en.pdf (Accessed 16 September 2021).

UNDP. 2015. *Leave no one behind: Advancing social, economic, cultural and political inclusion of LGBTI people in Asia and the Pacific -Summary*. <https://www.srhr-ask-us.org/publication/leave-no-one-behind-advancing-social-economic-cultural-and-political-inclusion-of-lgbti-people-in-asia-and-the-pacific/> (Accessed 16 September 2021).

UNESCO Bangkok. 2015a. *Fostering Digital Citizenship through Safe and Responsible Use of ICT: A review of current status in Asia and the Pacific as of December 2014*. https://en.unesco.org/sites/default/files/sru-ict_mapping_report_2014.pdf (Accessed 16 September 2021).

UNESCO Bangkok. 2015b. *From Insult to Inclusion: Asia-Pacific Report on School Bullying, Violence and Discrimination on the Basis of Sexual Orientation and Gender Identity* (pp. 1–95). <https://bangkok.unesco.org/content/insult-inclusion-asia-pacific-report-school-bullying-violence-and-discrimination-basis> (Accessed 16 September 2021).

UNESCO. 2016. *Education 2030: Incheon Declaration and Framework for Action for the implementation of Sustainable Development Goal 4: Ensure inclusive and equitable quality education and promote lifelong learning*. <https://unesdoc.unesco.org/ark:/48223/pf0000245656> (Accessed 16 September 2021).

UNESCO Bangkok. 2019a. *Digital Kids Asia-Pacific: Insights into Children's Digital Citizenship*. (pp. 1–153). <https://unesdoc.unesco.org/ark:/48223/pf0000367985> (Accessed 16 September 2021).

UNESCO Bangkok. 2019b. *Digital Citizenship for Children: Understanding the Role of Parents, Guardians, and Educators* [blog entry]. <https://dkap.org/parents-role-kids-digital-citizenship/> (Accessed 16 September 2021).

UNESCO Bangkok. 2020a. *Media and Information Literacy Education in Asia: Exploration of policies and practices in Japan, Thailand, Indonesia, Malaysia, and the Philippines*. <https://www.gcedclearinghouse.org/sites/default/files/resources/200725eng.pdf> (Accessed 16 September 2021).

UNESCO. 2020b. *INFORMATION. SUPPORT. CONNECTION. How are young people engaging with digital spaces to learn about bodies, sex and relationships?* Background paper prepared for the section of Health and Education at UNESCO. (pp. 1–31). <https://unesdoc.unesco.org/ark:/48223/pf0000373884/PDF/373884eng.pdf.multi> (Accessed 16 September 2021).

UNICEF. 2017. *The State of the World's Children 2017: Children in a Digital World* (pp. 1–120). <https://www.unicef.org/media/48601/file> (Accessed 16 September 2021).

UNICEF. n.d. *WeProtect Global Alliance: WORKING EXAMPLES OF MODEL NATIONAL RESPONSE CAPABILITIES AND IMPLEMENTATION* <https://www.unicef.org/media/66646/file/WePROTECT-Global-Alliance.pdf> (Accessed 16 September 2021).

UNICEF. 2019. *The Opportunity for Digital Sexuality Education in the Asia-Pacific* (pp. 1–53). Unicef East Asia and Pacific Regional Office. <https://www.unicef.org/eap/media/3686/file/Digital.pdf> (Accessed 16 September 2021).

UNICEF. n.d. *SaferKids PH*. <https://www.saferkidsph.org/> (Accessed 16 September 2021).

United Nations Committee on the Rights of the Child. 2021. *General Comment No. 25 on children's rights in relation to the digital environment* (CRC/C/GC/25).

VPN Mentor. n.d. *LGBTQ+ Guide to Internet Safety*. <https://www.vpnmentor.com/blog/lgbtq-guide-online-safety/> (Accessed 16 September 2021).



Appendix I

Country coverage of reports selected for inclusion in the desk review, and complete list of recommendations

TIER 1 (UNESCO and UNDP Being LGBTI in Asia and the Pacific Project)	TIER 2 [Advanced Economies (AEs)]	TIER 3 (Developing Economies)	TIER 4 (Pacific Island Countries and Small States)
China	Singapore	Malaysia	Fiji
Philippines	Hong Kong SAR, China	Bangladesh	Bhutan
Indonesia	Republic of Korea	Brunei Darussalam	Kiribati
Thailand	Japan	Cambodia	Papua New Guinea
Viet Nam	New Zealand	India	Samoa
	Australia	Lao PDR	Timor-Leste
		Myanmar	Solomon Islands
		Sri Lanka	

Appendix II

Online resources selected for inclusion in the desk review and key concepts identified.

Title	Organization	Date	Region	Findings/Needs/Recommendations
Fostering Digital Citizenship Through Safe and Responsible Use of ICT	UNESCO Bangkok	2015	Asia-Pacific	<ul style="list-style-type: none"> maintaining conscious balance of opportunities (empowerment, digital literacy) and risks (safety & censorship); differentiation between risk and harm contextualization by country-specific messaging (to eliminate Global North bias or bias according to developed countries where internet penetration is high) embed digital citizenship modules into the national curriculum and integrate rights and values (e.g. respect, empathy, resilience, etc.) consider gender equality, cultural diversity & developmental / cultural appropriateness
From Insult to Inclusion: Asia-Pacific Report on School Bullying, Violence and Discrimination on the Basis of Sexual Orientation and Gender Identity	UNESCO	2015	Asia-Pacific	<ul style="list-style-type: none"> more research on sexuality and gender based violence, bullying and discrimination more inclusive school level policies, diversity and inclusion in sexuality education and related curricula, support teachers to deliver inclusive education promote safe and inclusive school cultures and environments stronger evidence base; evaluations
Media and Information Literacy Education in Asia	UNESCO	2020	Japan, Thailand, Indonesia, Malaysia, and the Philippines	<ul style="list-style-type: none"> address restrictive laws and regulations that curtail free speech and restrict teachers training IML over-emphasis on technical aspects of digital literacy, focus on ethical and psychosocial impacts of digital technologies often neglected digital divide is a problem in some countries, MLL policymakers and educators embrace a 'protectionist' approach in line with a heavy-handed strategy by the government to control the flow of information and emphasize "appropriate" media use in line with safety and security focus. This focus can mean critical evaluations of media messages that enable active citizenship are discouraged. lack of adequate teacher training lack of coordination and consensus among policymakers to ensure a coherent approach

Title	Organization	Date	Region	Findings/Needs/Recommendations
INFORMATION. SUPPORT. CONNECTION. How are young people engaging with digital spaces to learn about bodies, sex and relationships?	UNESCO	2020	Global	<ul style="list-style-type: none"> digital spaces are a common and popular source of information but do not replace other sources of value young people's access to digital spaces is not uniform and is reflective of structural inequality (digital divide, issues of access) young people see benefits of digital spaces but many are cautious about the reliability of information
Digital Kids Asia-Pacific (DKAP): Insights into Children's Digital Citizenship	UNESCO	2019	Asia-Pacific	<ul style="list-style-type: none"> conception of digital citizenship that moves beyond digital skills & safety (e.g. equal emphasis on ethics, creativity and innovation) close the digital divides (urban v. rural, early access to digital devices, gender-sensitive opportunities / gender-responsive programmes) support systems with schools, parents & other inter-sectoral partnerships
The State of the World's Children 2017: Children in a Digital World	UNICEF	2017	Global	<ul style="list-style-type: none"> high-quality online resources (more culturally and linguistically appropriate content; and confronting cultural and other barriers that prevent children – especially girls – from going online) protection from online harm (deepening collaboration between law enforcement and the technology industry to keep pace with digital technology) safeguarding privacy and identities (private sector & government to protect children's data and its encryption; international standards in online data collection and usage) guidance on digital literacy (expanding public libraries to teach digital skills, teacher training in digital technology, digital citizenship as a core component of digital literacy instruction)
The Opportunity for Digital Sexuality Education in the Asia-Pacific	UNICEF	2019	Asia-Pacific	<ul style="list-style-type: none"> design and implementation of digital sexuality initiatives importance of ensuring content quality through comprehensive technical guidance, digital literacy and citizenship education taking a positive approach with age-appropriate, appealing content that emphasizes healthy relationships, gender equality and inclusion collaborating with multiple stakeholders to develop engaging and innovative solutions scaling up interventions when evidence demonstrates a positive impact

Title	Organization	Date	Region	Findings/Needs/Recommendations
A Technical Brief: HIV and Young People who Sell Sex	UNAIDS	2015	Asia-Pacific	<ul style="list-style-type: none"> • provide developmentally appropriate information and education for young people who sell sex, focusing on skills-based risk reduction, including condom use and education on the links between use of drugs, alcohol and unsafe sexual behavior • information should be disseminated via multiple media, including online, mobile phone technology and participatory approaches • provide information and services through community/peer-based initiatives, which can also help young people find appropriate role models • ensure that young people who sell sex have access to developmentally appropriate sexual and reproductive health information regardless of their marital status and whether their parents/guardians consent, and that medical treatment without parental/guardian consent is possible and effectively considered when in the best interests of the individual • preventing all forms of physical, emotional and sexual violence and exploitation, whether by law enforcement officials or other perpetrators, and promote community-led response initiatives
Digital Citizenship Safety Among Children and Adolescents In Indonesia	Ministry of Communication and Information Technology's Research and Development Agency for Human Resources	2015	Indonesia	<ul style="list-style-type: none"> • improve young people's awareness, knowledge and skills in relation to internet safety. This could be achieved through socialization, and improving ICT literacy and training • campaigns or programmes designed to meet this need should be based on evidence and be developed in collaboration with children and adolescents to ensure relevance • parents and teachers should supervise and accompany children and adolescents on their digital journey and get involved in the internet activities of their children • a focus on providing information to children and adolescents on the dangers of meeting strangers online is needed • parents and teachers need to be aware of, and involved in, digital safety programmes aimed at children and adolescents • children and adolescents should be encouraged to see and use the internet as a valuable resource, and to make use of digital technologies for their own education, information, opportunity and empowerment • digital safety champions need to be nurtured – children and adolescents who can speak to their peers about these issues through digital media, through audio and video in mass media, and offline, such as at schools and universities

Title	Organization	Date	Region	Findings/Needs/Recommendations
Mapping Online Child Safety in Asia-Pacific	Internet Society	2017	Asia-Pacific	<ul style="list-style-type: none"> • a need for a multi-stakeholder and collaborative approach to ensure the online safety of children, which must include children themselves • technical tools to filter content • policies must be consistent with preservations of other fundamental rights (e.g. privacy and freedom of expression) • prioritization of digital citizenship in online child protection policies • digital skills and safety online taught from primary school • coordinated strategy for awareness-raising and education on child online safety by empowering authority figures (e.g. parents, teachers)
Being Safe Online: Guidelines for Raising Awareness among Children, Parents, Educators and the General Public	Childline India	2017	India	<ul style="list-style-type: none"> • no recommendations, but a checklist for online safety is provided • advises on reporting mechanisms and to redress framework for online abuses • provides general guidelines and risk assessment with audience-specific information on online grooming, sexual exploitation, identity theft, legal implications of privacy violations, stalking, obscene materials, child pornography, sexual harassment, revenge porn, identity fraud/theft, piracy

Appendix III

Online resources selected for inclusion in the desk review and key concepts identified.

ID	Name of Resource	Year	Country/Region	Target Audience	LGBTI/YKP Needs Addressed	Digital Citizenship Concepts
1.	Digiworld (Telenor Group)	2018	Asia-Pacific	Young people (5-16)	N	<ul style="list-style-type: none"> • Online safety and security • Information literacy • Cyber bullying and hate speech
2.	Safe and Well (Black Rainbow, Trans Pride Australia, ACON, Twenty10, Minus18)	2021	Australia	LGBTIQSB young people (18 and younger), content creators	Y	<ul style="list-style-type: none"> • Digital health and wellbeing • Online safety and security • Privacy settings, platform safety • Cyberbullying and hate speech • Gender identity and name verification • Sex, relationships and consent
3.	eSafetyYoung People (e-Safety Commissioner)	n/a	Australia	Young people (18 and younger), parents, vulnerable groups (Aboriginal and Torres Strait Islander community, women, CALD community, LGBTIQ+ community, people with disabilities)	Y	<ul style="list-style-type: none"> • Online safety and security • Cyberbullying and hate speech • Online gaming • Digital emotional intelligence (peer pressure, resilience, self control, empathy and respect) • Nudes, sexting, image based abuse • Digital identity and reputation • Violent and inappropriate content • Sex, relationships and consent, LGBTIQ+ experience

ID	Name of Resource	Year	Country/Region	Target Audience	LGBTI/YKP Needs Addressed	Digital Citizenship Concepts
4.	Kids Helpline (Dept Communities Australia)	n/a	Australia	Kids (5-12), teens (13-17), young adults (18-25)	Y	<ul style="list-style-type: none"> • Kids • Online safety and security • Cyberbullying • Online gaming • Children's rights • Digital health and wellbeing • Digital Emotional Intelligence (Understanding feelings, grief) • Teens • Digital health and wellbeing • Digital Emotional Intelligence (peer pressure, resilience) • Sex, relationships and consent, LGBTI experience • Porn (harm of exposure)
5.	Be Internet Awesome (Google)	2017	Global	Children (8-12)	N	
6.	LGBTQ+ Guide to Online Safety (VPN Mentor)	n/a	Global	LGBTIQ+ youth	Y	
7.	Aarambh India Online Safety module	n/a	India	Parents and stakeholders	Y	<ul style="list-style-type: none"> • Online risks • Porn (harm of exposure) • Nudes, sexting • Online grooming and child sexual abuse • Cyberbullying and trolling • Information literacy • Online security (hacking) • privacy • Age appropriate safety measures

ID	Name of Resource	Year	Country/Region	Target Audience	LGBTI/YKP Needs Addressed	Digital Citizenship Concepts
8.	DIY Online safety (CHAYN)	2019	India & Pakistan	Young women and girls	N	<ul style="list-style-type: none"> • Online safety and security • Online risks and DIY risk assessment • Sexual abuse • Privacy (settings and encryption)
9.	CyberSAFE in Schools (Digi, Ministry of Education, Google)	2020	Malaysia	Children (7-12)	N	<ul style="list-style-type: none"> • Information literacy • Digital Emotional Intelligence • Online safety and security • Cyber-predators (online grooming and sexual abuse)
10.	Klik Dengan Bijak (Click Wisely) (Malaysia Communications and Multimedia Commission)	2020	Malaysia	Young people, parents	N	<ul style="list-style-type: none"> • Online safety and security • Online gaming • Digital identity and reputation • Inappropriate content (violent content, porn) • Cyber-predators (online grooming and child sexual abuse) • Cyberbullying • Obeying internet laws • Digital emotional intelligence (self-regulation and responsibility)
11.	Netsafe (not for profit)	n/a	New Zealand	Young people, parents, educators	Y	<ul style="list-style-type: none"> • Cyberbullying and hate speech • Online safety and security • Nudes, sexting, Image based abuse • Platform literacy about safety • Privacy settings • LGBTQIA+ support and safety • Sex and relationships • Digital identity and reputation • Online games
12.	Microsoft Digital Safety Essentials (Microsoft)	n/a	New Zealand	Teachers and students, more targeted at educators	N	<ul style="list-style-type: none"> • Online safety and security • Cyberbullying • Nudes and sexting • Online grooming and sexual abuse • Digital emotional intelligence (taking responsibility)

ID	Name of Resource	Year	Country/Region	Target Audience	LGBTI/YKP Needs Addressed	Digital Citizenship Concepts
13.	Stairway Foundation CyberSafety modules	n/a	Philippines	Children (7 and below), street kids, YKP, Indigenous youth	Y	<ul style="list-style-type: none"> • Online grooming and sexual abuse • Online safety and security • Cyberbullying
14.	Safer Kids (Australian government initiative with Save the Children Philippines, Asia Foundation and UNICEF)	n/a	Philippines	Teenagers, parents and stakeholders	N	<ul style="list-style-type: none"> • Online grooming and sexual abuse • Not oversharing • Platform specific safety, reporting and privacy tools
15.	Safe Web 4 Kids	2016	Philippines	Children	N	<ul style="list-style-type: none"> • Educational opportunity of digital media • Online risks • Online safety and security • Online grooming and sexual abuse • cyberbullying • Porn (harm of exposure) • Information literacy • Violent extremist content • Digital emotional intelligence
16.	Safer Kids Online by eset.	n/a	Singapore	Children (7+ and 11+), teachers and educators	N	<ul style="list-style-type: none"> • Information literacy • Online gaming • Parental control resources • Online safety and security • Kids corner
17.	Promoting Digital Wellbeing (Cyberlite Books)	2020	Singapore	Parents and educators, children and teenagers	N	<ul style="list-style-type: none"> • Downloadable parental controls for YouTube and Tik Tok • Digital Emotional Intelligence (Ethical and responsible behaviour online) • Online safety and security • Information literacy • Digital wellness (health and wellbeing) • Content creators

ID	Name of Resource	Year	Country/Region	Target Audience	LGBTI/YKP Needs Addressed	Digital Citizenship Concepts
18.	A Safe and Happy Internet (Tik Tok and Media Literacy Council)	n/a	Singapore	Young people	N	<ul style="list-style-type: none"> • Cyberbullying • Online safety and security • Information literacy • Digital health and wellbeing (managing screen time)
19.	Get Safe Online (UK Commonwealth Cybersecurity Programme and Solomon Islands government)	n/a	Solomon Islands	Parents of children aged 5, 6-9 and 12+	N	<ul style="list-style-type: none"> • Parental controls • Online gaming • Porn (harm of exposure) • Online risks • Clickjacking • cyberbullying
20.	CyberSafety Pasifika (Australian Federal Police, CyberSafety Pasifika)	n/a	Pacific Islands	Parents and young people	N	<ul style="list-style-type: none"> • Online grooming and sexual abuse • Cyberbullying • Sexting and nudes • Inappropriate content (porn and violent extremism) • Digital identity and reputation



United Nations Development Programme

Bangkok Regional Hub
3rd Floor United Nations Service Building,
Rajdamnern Nok Avenue, Phranakorn
Bangkok 10200, Thailand

www.asia-pacific.undp.org

@ UNDP 2022