



Bangkok Office
Asia and Pacific Regional Bureau
for Education

Call for Proposal (Institution/Organization)

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

Type of Contract: Contract for Services

Duration: May – July 2021 (12 weeks), tentatively

Closing date for submission of proposal: 23 April 2021 17:00 hrs Bangkok Time

Terms of Reference

Nature of the Assignment

The institution/organization will conduct a mapping and desk review of available online, self-directed resources for knowledge and skills building in digital citizenship, assessing the extent to which they are inclusive of, and responsive to young LGBTI persons and YKP, and relevant to the Asia-Pacific regional context.

The mapping exercise will incorporate qualitative data collection from among LGBTI and YKP youth advocates and representatives of LGBTI and YKP youth organizations. This mapping will both document and assess the current awareness, practices, perceptions and expressed needs among LGBTI young people and YKP on their engagement with online knowledge and skills building resources for key digital citizenship content areas/competencies.

The institution/organization will be expected to produce a final written report consolidating the review and mapping's findings and qualitative responses from LGBTI youth and YKP networks, and provide recommendations for follow up action, with emphasis on capacity building tools and approaches. The institution/organization will prepare and synthesize these findings in both a written report and PowerPoint presentation and deliver the latter in a virtual stakeholder consultation and validation workshop organized by UNESCO, UNDP and regional partners.

1. Background:

Being LGBTI in Asia and the Pacific is a regional programme aimed at addressing inequality, violence and discrimination on the basis of sexual orientation, gender identity or intersex status,

and promoting universal access to health and social services by especially vulnerable groups. It is a collaboration between governments, civil society, regional institutions and other stakeholders to advance the social inclusion of lesbian, gay, bisexual, transgender and intersex (LGBTI) people. The programme recognizes that LGBTI people are highly marginalized and face varied forms of stigma and discrimination based on their distinct sexual orientations, gender identities and expressions. The programme is supported by UNDP, the Embassy of Sweden in Bangkok, the U.S. Agency for International Development, the Australian Department of Foreign Affairs and Trade, the Ministry for European Affairs and Equality (Malta), the Government of Canada and the Faith in Love Foundation (Hong Kong SAR, China).

UNESCO Bangkok had collaborated with UNDP on the Being LGBTI in Asia initiative since December 2014, specifically on the joint project: “Being LGBTI in Asia Initiative: Building a safe and inclusive education sector” to carry out regional activities that support implementation of joint work on sexual orientation, gender identity and expression (SOGIE) issues in the education sector in Asia and the Pacific . The work aims to strengthen regional leadership advocacy and mobilization for increased awareness of the importance of education sector responses to homo- and transphobic bullying, and scale up the availability of comprehensive, evidence-based programmes to prevent and respond to homo- and transphobic bullying in educational institutions. This joint work is linked to the UNDP-led, Being LGBTI in Asia Pacific core programme and to UNESCO’s global Strategy on Education for Health and Wellbeing, including its strategic priority that all children and young people have access to safe, inclusive, gender-equitable and health-promoting learning environments.

During 2020, the social restrictions enforced as a public health measure to curb the spread of COVID-19 has meant that young people are digesting information from the digital world and interacting online more than ever. Whether it be to support online learning during school closures, to make or maintain social connections or simply to make use of unstructured or unsupervised time, increased online activity heightens the risk by young people to a range of harms, including sexual abuse and exploitation, cyberbullying and hate speech, and disinformation that can lead to poor decision making^{1,2}. More than ever, young people need to be empowered in competencies for digital citizenship³ to mitigate risks and promote a positive online experience. As part of its work to promote young people’s digital citizenship, UNESCO’s Digital Kids Asia-Pacific ([DKAP Framework](#)) guides the balanced development of children’s digital citizenship competencies to maximize the opportunities and minimize the risks arising from digital technologies. It recognizes the following five domains: digital literacy; digital safety and

¹ Safe to Learn. 2020. [Safe to Learn during COVID-19: Recommendations to prevent and respond to violence against children in all learning environments](#). Safe to Learn Initiative. May 2020

² UNICEF et al. 2020. [COVID-19 and its implications for protecting children online](#). April 2020

³ Digital Citizenship may be said to refer to the competent and positive engagement with digital technologies and data (creating, publishing, working, sharing, socializing, investigating, playing, communicating and learning); participating actively and responsibly (values, skills, attitudes, knowledge and critical understanding) in communities (local, national, global) at all levels (political, economic, social, cultural and intercultural); being involved in a double process of lifelong learning (in formal, informal, non-formal settings) and continuously defending human dignity and all attendant human rights. (Council of Europe. 2017. Digital Citizenship Education. Working Conference, “[Empowering digital citizens](#)”. Conference Discussion paper)

resilience; digital participation and agency; digital emotional intelligence; and, digital creativity and innovation.

In 2020, the Inter-Agency Task team on Young Key Populations in the AIDS response (IATT on YKP), with support from UNDP and UNESCO, conducted a survey to identify the impact of COVID-19 on YKPs⁴ and Young people living with HIV (YPLHIV)⁵. One key finding from the survey was an overwhelming expressed need from among the survey respondents for access to accurate information and digital literacy skills to decipher “fake news” or disinformation shared on digital spaces, particularly social media. Recommendations which arose 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”.

Whilst there is an abundance of online courses and resources available on the different domains of digital citizenship, outreach among networks for LGBTI young people and YKP in the Asia-Pacific region reveals a perceived gap on self-directed, online learning resources and platforms for developing competencies that are simultaneously protective and empowering in nature, and that are especially responsive to the needs of these vulnerable and marginalized young persons⁶.

Recognizing that young LGBTI persons and YKP are often exposed to a hostile societal and legal environment; that young LGBTI persons are particularly vulnerable to bullying and harassment, including online^{7,8}; and acknowledging the emerging demand among young LGBTI persons and YKP in the Asia-Pacific region for digital competencies to safely navigate online spaces, protect their personal data, and to create positive and empowering online spaces and experiences for themselves and their peers, UNESCO and UNDP propose to **conduct 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 targeted digital citizenship domains**⁹.

The results of the Asia-Pacific mapping and desk review will enable better understanding of the situation and needs of young LGBTI persons and YKP for becoming safer and more empowered digital citizens, and provide a snapshot of the online learning and development landscape for

⁴ UNAIDS considers gay men and other men who have sex with men (MSM), sex workers, transgender people, people who inject drugs and prisoners and other incarcerated people as the five main key population groups that are particularly vulnerable to HIV and frequently lack adequate access to services. Young key populations are those who are between 10-24 years old and are at higher risk of being exposed to or transmitting HIV, this includes: young MSM, young transgender persons, young sex workers, young people who use drugs and young people living with HIV (YPLHIV). https://www.who.int/hiv/pub/guidelines/briefs_sw_2014.pdf

⁵ Asia-Pacific Inter-agency Task Team on Young Key Populations 2020. <https://www.youthleadap.org/news-updates/preliminary-findings-ykp-covid-19-survey>

⁶ In these TORS, ‘vulnerable and marginalized young people’ refers to and will target young people who face social and legal stigma and discrimination on the basis of their sexual orientation, gender identity and expression and intersex characteristics (SOGIEI), or whose identities and activities are criminalized or penalized, ie young LGBTI persons and specific YKP in the AIDS response such as young men who have sex with men, young sex workers, young injecting drug users and young prisoners and other incarcerated young people.

⁷ UNESCO. 2019. [Behind the numbers: ending school violence and bullying](#). Paris, UNESCO

⁸ UNESCO. 2017. School violence and bullying. Global status report. Paris, UNESCO

⁹ In alignment with the UNESCO DKAP Framework, this review will focus on particular content areas covered by the domains of digital literacy; digital safety and resilience; digital participation and agency; and digital emotional intelligence.

building digital competencies and the extent to which this landscape is LGBTI- and YKP -inclusive and responsive.

Furthermore, the results of the desk review and mapping 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.

To support this immediate knowledge-building and ultimate capacity-strengthening work, UNESCO Bangkok is seeking an institution/organization to conduct the desk review and mapping, including targeted consultation among young LGBTI and YKP networks in the Asia-Pacific region.

2. Work Assignment:

Under the overall authority of the Director of UNESCO Bangkok Office, the direct supervision of the Chief of Section for Inclusive Quality Education and the Regional Advisor for HIV and Health Education, the institution/organization is expected to carry out the following tasks:

1. In consultation with UNESCO, conduct a desk review of a maximum of 20 available online, open-access, self-directed resources, (platforms, tools) in the English language, designed to build competencies in young people aged 10 to 24 that address, especially but not exclusively, the following digital citizenship content areas: digital safety and security; protecting data privacy; identifying and combatting disinformation and hate speech; and, creating respectful online environments that are free from bullying. In addition, the desk review should encompass and integrate key findings of a limited number of research reports (at least 5) analyzing the situation of children and youth's knowledge, capabilities, behaviour and attitudes relating to their engagement with digital spaces.

Resources may be global in geographic scope, but priority will be placed on materials specific to the Asia-Pacific region. The review should:

- construct a summary profile of each resource reviewed according to a standard template, including but not limited to the resource's: owner/manager; type and structure, objectives, target audience, content covered, audience engagement features, user reach etc;
 - present a short, narrative critical analysis across these 20 resources reviewed and their key features and offerings, alongside the findings of relevant research reports; examine the extent to which the 20 resources are inclusive of, and responsive to the needs of LGBTI young persons and YKP, and relevant to the Asia-Pacific regional context.
2. Collect qualitative data among young LGBTI people and YKP, including representatives of LGBTI and YKP youth networks, on their current awareness, practices, perceptions and expressed needs in relation to their engagement with online, knowledge and skills building resources for key digital citizenship content areas. Qualitative methods shall include key informant interviews (KIIs; at least 10), and at least one online focus group

discussion (FGD), conducted in the English language. KIIS and FGDs will be organized by the institution/organization. UNESCO and UNDP will provide a contact list of potential participants/informants and facilitate relevant introductions for the institution/organization's follow-up outreach and participant recruitment.

3. Draft a summary narrative report of the findings based on the desk review and qualitative mapping with young LGBTI people and YKP, along with emerging recommendations and synthesize these in a visually-compelling companion PowerPoint presentation.
4. Deliver the PowerPoint presentation of key findings and emerging recommendations for shared reflection, validation and further refinement in an online stakeholder workshop, organized by UNDP, UNESCO and LGBTI youth network partners.
5. Finalize, based on consolidated feedback from the consultative workshop, the narrative report and PowerPoint presentation and present these to UNESCO and UNDP as knowledge and advocacy products for publication and dissemination.

In line with UNESCO's overall gender mainstreaming strategy, the institution/organization is expected to integrate a gender perspective and apply gender analysis and mainstreaming concepts whenever feasible.

3. Work Schedule and Expected Deliverables

- Methodology for qualitative data collection and protocol for selection of desk review items, along with draft qualitative data collection instrument and template for the summary profiles (31 May 2021)
- Draft findings of the desk review and mapping with emerging recommendations summarized in PowerPoint format for presentation at the consultative workshop (31 June 2021)
- Final review and mapping narrative report and final PowerPoint deck (maximum 25 A-4 pages, excluding references and annexes) (30 July 2021)

All deliverables will be submitted in the English language.

4. Estimated duration of the contract:

May 2021 – July 2021 tentatively

5. Official Travel Involved:

The selected expert team will be home based in any location. It is expected that the expert team will be available to e-meet with UNESCO/UNDP programme team (online) during office hours of Bangkok, Thailand. No duty travel or physical presence at the UNESCO Bangkok office is expected.

6. Qualifications or Specialized Knowledge/Experience:

The Institution/Organisation:

Required:

- Experience in conducting research/analysis in any of the relevant technical areas (digital citizenship, ICTs in education, LGBTI rights and inclusion, young key populations in the AIDS response, gender equality, health and wellbeing equity), using qualitative and quantitative methodologies;
- Experience working with youth-led and youth-focused organizations;

Desirable:

- Experience working in the Asia-Pacific context and an understanding of the social and political sensitivities associated with adolescent sexual and reproductive health and rights; HIV responses, including the needs of key populations; LGBTI inclusion; SOGIE-based discrimination and violence, is preferred;
- Experience working with the UN and/or other multilateral, bilateral and civil society development partners is an asset;

Personnel:

Lead consultant

Required:

- Advanced academic degree in any of the related areas: digital solutions, education, gender, public health, development studies, public policy or public administration or other social sciences;
- At least 7 years of demonstrated professional experience in relevant technical areas (digital citizenship, ICTs in education, LGBTI rights and inclusion, young key populations in the AIDS response, gender equality, health and wellbeing equity);
- Excellent analytical, writing and communication skills including the production of written technical content for a general audience;
- Fluency in spoken and written English.

Desirable:

- International experience of conducting research in digital citizenship or ICTs in education, and/or LGBTI rights and inclusion is desirable;
- Prior work experience with the UN is an asset;

Junior Team Member(s)

Required:

- Advanced university degree and minimum 3 years of experience in a field related to education or social sciences;

- Strong skills in research methods for qualitative and quantitative data collection and data analysis;

Desirable:

- Knowledge of local languages (other English) of the Asia-Pacific region is an asset.

7. Eligibility

The consultancy is open to suitably qualified institutions/organizations.

8. Application

Interested institutions are invited to submit the following in writing:

- a short (3-5 pages) proposal outlining the approach to carrying out the work, including budget/consulting fees expressed as a lump sum, relevant examples of successfully undertaking such assignments and sample of technical writing in keeping with the expectations of the assignment
- CV of the individual(s) that will lead and involve in this assignment.
- A cover letter with contact information stating expression of interest in the assignment.

Your email application should be submitted no later than **19 April 2021, 17h00 Bangkok time (GMT +7:00)** to the attention of:

Chief, IQE Section

UNESCO Bangkok Office

E-mail: iqe.bgk@unesco.org

Subject line: Digital citizenship review and mapping

Only short-listed proposals will be contacted.