Call for Proposals (Publication)
Digital Citizenship in Asia-Pacific: Translating Competencies into Teacher Innovation and Students’ Future

UNESCO Bangkok
Asia-Pacific Regional Bureau for Education

Organizational Unit: UNESCO Bangkok, Section for Inclusive Quality Education Section
Contract Duration: 20 July 2020 to 31 March 2021 tentatively
Application Deadline: 10 July 2020 by 12:00 p.m. Bangkok Time

Background
Since 2014, UNESCO Bangkok has been implementing several projects supported by the Korean Funds-in-Trust. From 2017, the "Enhancing National Capacity to Foster Digital Citizenship Education in Asia Pacific" project has aimed to support Member States in building national capacity to make informed policy decisions in fostering digital citizenship in the educational setting, with a special emphasis on incorporating them into teacher training and development.

There are two components under this project:

1. Component 1: Digital Kids Asia-Pacific (DKAP), continues to assist Member States to develop evidence-based policies that foster children’s digital citizenship and promote their safe, effective and responsible use of ICT. The DKAP resources have been developed for education stakeholders to support the development of evidence-based national policy, interventions in the education system and public information and awareness campaigns.

The key resources developed under DKAP are as follows:

- UNESCO Digital Kids Asia-Pacific Framework for Education (DKAP Framework)
- Validated survey instrument
- Research operation guides

Further information can be found at [https://dkap.org](https://dkap.org)

2. Component 2: focuses on the critical role of teachers in fostering skills development in students, including digital citizenship. The main intervention focused on competency-based teacher training reforms to facilitate ICT-pedagogy integration in project countries. Technical assistance has been extended to project Member States through national workshops in developing ICT competency standards for teachers (ICT-CST) as well as the development of a comprehensive roadmap that promotes competency-based teacher ICT training programmes. Various Member States have or are in the process of developing ICT competency standards for teachers and integrating those in their national teacher education/training curricula, among other activities. Most of these countries have incorporated digital citizenship competencies within their ICT-CST and teacher training curricula (to various degrees).
Based on the project countries’ experiences as well as best practices in Asia-Pacific, an online guideline was developed that is meant to guide any interested policymakers or education stakeholders in developing and implementing ICT-CST in their contexts. For more information on the online guideline: https://ictcomp.guide/

Roles and Responsibilities:
Based on the countries' experiences and sharing, the contractor is expected to prepare a synthesis and comparative report of various country experiences and approaches in regard to the importance of digital citizenship skills competencies and skills at student and teacher levels, particularly in light of COVID-19 impact on education and the new demands for online/distance learning.

The contractor is expected to perform the following tasks:

- Conduct a literature review and desk research on the following:
  - Importance of digital citizenship and the link with lifelong learning.
  - Status of digital citizenship in education in the Asia-Pacific region.
  - Analyze the impact of COVID-19 on the use of technology in education and the digital citizenship capacities of students and teachers to manage learning during the pandemic.
  - Overview of various major international digital citizenship frameworks, with a focus on the UNESCO DKAP framework.
  - Need for digital citizenship skills among students and teachers, such as digital participation and online learning, emotional intelligence, digital literacy for students and teachers, creativity and innovation, resilience, media and information literacy.

- Students’ digital skills:
  - Analyze data from DKAP countries by each domain of the DKAP framework.
  - Compare, map, analyze and synthesize project countries’ digital citizenship frameworks and curricula for students (as available) against the DKAP framework.

- Teachers’ digital skills:
  - Compare, map, analyze and synthesize project countries’ ICT competency standards for teachers that include/feature digital citizenship components, digital citizenship frameworks and curricula for teachers (as available), and any other national resources/documents against the DKAP framework.

- Provide a synthesis of findings and observations at student and teacher levels.
- Provide a set of recommendations for policy makers and other education stakeholders.
- Produce a final report.
- Ensure that sources are properly cited by following international academic standards and that no copyrights are violated. Please refer to the UNESCO Style Manual for citation style, terminology and spelling, abbreviations, references, etc.
- Coordinate directly with the UNESCO Bangkok project team on related matters.
- In line with UNESCO’s overall gender mainstreaming strategy, the contractor is expected to integrate a gender perspective in all activities and apply gender mainstreaming concepts whenever feasible. Per UNESCO guidelines, the study will have to be subjected to external reviews prior to publication.

The ICT in Education team at UNESCO Bangkok will be responsible for the following:

- Review, provide feedback, and approve the outline and methodologies
- Review the draft and final versions of the study/report
• Put the contractor in touch with any relevant stakeholders for additional information, and share project documents and resources

**Deliverables and Schedules**

All deliverables shall be submitted to UNESCO Bangkok in English. Feedback will be provided to the contractor according to the timeline.

The contractor is expected to submit following deliverables to UNESCO Bangkok:

1) Draft annotated outline of the report by 10 August 2020;
2) A literature review with various digital citizenship frameworks for students and teachers as well as general trends by 31 August 2020;
3) Mapping of project countries’ competencies for students and ICT competency standards for teachers and curricula against the DKAP framework by 15 September 2020;
4) Chapters with the description of project goals, activities and outputs & digital citizenship overview by 15 October 2020;
5) Chapters on students’ and teachers’ digital skills by 15 November 2020;
6) Chapters with synthesis and recommendations by 5 December 2020;
7) Executive summary by 20 January 2021;
8) Full draft report by 15 February 2021;
9) Final report by 15 March 2021.

**Suggested chapters of the report/study:**

- Executive Summary
- Background of project
- Overview of digital citizenship education in Asia-Pacific
- Digital citizenship competencies of students in Asia-Pacific
  - Analysis of DKAP countries by each domain of the DKAP framework.
  - Comparison and analysis of project countries’ digital citizenship frameworks and curricula for students (as available) against the DKAP framework.
- Digital citizenship competencies of teachers in Asia-Pacific
  - Teachers’ critical role in fostering digital and digital citizenship skills in students
  - Comparison and analysis of project countries’ ICT competency standards for teachers that include/feature digital citizenship components, digital citizenship frameworks and curricula for teachers (as available), and any other national resources/documents against the DKAP framework.
- Synthesis of findings and observations at student and teacher levels.
- Recommendations for policy makers and other education stakeholders.
- Conclusion
- Annexes
Supervision

The contractor will be responsible for producing the report. Technical guidance and project countries’ outputs will be provided by UNESCO Bangkok, through regular communication by distance (via email, Skype, phone, etc.) and face-to-face, if possible.

Qualifications of the contractor

Qualifications and skills of the lead consultant of the firm/institution which would be considered as assets include:
- Institute’s mandate includes research in education, ICT and/or children and youth, teachers and pedagogy.
- Institute has a track record of quantitative studies, preferably at the national level.
- Institute’s researchers are well-established, with previous experience conducting similar research, and have excellent records of publication.
- Institute’s researchers are well versed in research and analytical work.
- Experience in working in the relevant fields in Asia-Pacific would be considered an asset.
- Institute’s researchers have excellent oral communication and report writing skills in English.

Logistics

The Contractor will be responsible for arranging its own logistics: office space, administrative and secretarial support, team members, telecommunications, travel arrangement, printing of documentation, etc. The costs of these logistics, including all research-related travel costs (if any), will be included in the lump sum payment of the consultancy contract.

Proposal Requirements and Submission

Interested organizations or institutions are invited to submit to UNESCO Bangkok Office a proposal covering the specific requirements as stated below:
1. Institution’s profile & contact details
   - List of research(s) involved, CV(s), including a list of their publications in the last five years
2. An expression of interest to undertake the assignment in writing
3. Abstract (350 words max)
4. A proposal discussing the approach/methodology that will be adopted in carrying out the tasks in the ToR
5. Work plan, timetable and proposed budget

The expression of interest must be received by email at ict.bgk@unesco.org no later than 12:00 pm Friday 10 July 2020 (Bangkok time). Only complete applications submitted by the deadline will be considered.

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