Exploring Cambodian Children's Knowledge of Digital Rights

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The Sixth Cambodia ICT and Digital Forum and the Preah Vihear Consultation Workshops
26-30th March 2024

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The rapid development and adoption of digital media technologies globally has brought tremendous opportunities but also challenges for social and economic development, innovation, and digital transformation. Digital technologies are particularly valuable to children and young people for learning, access to education, connection, self-exploration, and creativity. However, digital technologies have equally generated complex challenges and risks, and opened up new gaps and inequalities that must be met with urgency.

To highlight the latest evidence from research around the existing but also emerging new issues and gaps from digitising all aspects of life and society, and, equally, to harness the potential of digital technologies for education and for individuals to exercise their fundamental human rights, Open Development Cambodia brought together key stakeholders from government, the private sector, civil society, academia, and the public at the Cambodia Academy of Digital Technology for the 6th Cambodia ICT and Digital Forum.

This report was prepared following an intensive week of presentations, consultation workshops and activities, carried out for and with children and young people during the forum both in Phnom Penh and the Preah Vihear Province, Cambodia.

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ACKNOWLEDGEMENTS

This report was prepared for Open Development Cambodia, an open platform and hub for compiling freely available data in a 'one-stop shop' for up-to-date information about Cambodia and its economic and social transformation and development. As Cambodia continues its economic and social development, and as foreign investment in Cambodia grows, openness and transparency are an imperative. ODC[2] contributes to openness and transparency in both the public and private sectors, in the belief that open data will enhance Cambodia's development and sustainability benefiting all segments of its society.

About the report

The following report describes the events, consultations and workshops that were carried out with children and young people from two regions in Cambodia – Phnom Penh, the capital city, and the Preah Vihear Province. The objectives of the events were:

- To present the growing and complex challenges and risks relating to the fast digital transformation of all societal sectors including education in Cambodia.
- To understand the challenges, risks and opportunities children and young people in Cambodia faced as they live and learn with digital technologies daily.
- To identify key gaps and needs in relation to sills, knowledge and understanding around digital rights and necessary skills that children and young people should be geared with.
- To co-design possible strategies and propose actionable ways forward in filling and meeting the identified gaps and needs.

Cambodia's digital transformation and education

A key sector of Cambodia's nation is its education and young people. Education opens doors not only for the growing child but also for young adults and those already in the workforce or seeking better job opportunities. Cambodia has approximately 17 million population and considered a low- and middle-income country according to the World Bank.[3] The learning poverty, or the share of children at the end-of-primary age below the minimum reading proficiency, according to US Aid, the American agency for international development, is approximately 51%, or 32.5% average for the South-Asian region where Cambodia is. The literacy rate among youth, the population aged 15-24, for both male and female is 95.64%[4] which is already an immense advantage and an indicator for a country driving positive transformation.

As children and young people in Cambodia increasingly interact online, they face both opportunities and significant risks. Recognizing these concerns, the Royal Government of Cambodia, particularly the Ministry of Post and Telecommunications (MPTC), supported by the Global Partnership to End Violence Against Children and UNICEF Cambodia, issued

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[2] https://opendevelopmentcambodia.net
[3] World Bank (2023), *World Bank Classifications – Income Classifications*, World Bank, available online: https://training.iarc.who.int/wp-content/uploads/2022/11/2023_World-Bank-Country_Classification_until-July-2023.xlsx
[4] US Aid: https://idea.usaid.gov/cd/cambodia/education

Guidelines on Child Online Protection for the Digital Technology Industry last year. [5] The Guidelines emphasize the need for the digital industry to implement internal child safeguarding policies, prevent and respond to child sexual abuse material, establish measures to protect against child exploitation and abuse, and ensure the confidentiality of children's online data and information.

The uptake of digital technologies is fast-paced. Cambodians have embraced digital technologies with intense increase in subscriptions and uptake – from using it to obtain daily news to running business and making daily financial transactions. With that, many challenges have also increased - from cyber risks to safety risks especially for the more vulnerable members of Cambodia - children.

Despite the significant progress however, Cambodia is still away from equally aligning the digital adoption across its sectors and society, with fragmented governance, often limited basic, uninterrupted access to digital services, and much needed critical digital skills and competencies.[6] For that, Open Development Cambodia drives the immense effort through its forum convenings, including their presence at larger events such as the ASEAN ICT Forum[7], to raise awareness of some of the most pertinent challenges emanating from the digital transformation and to support in the efforts to meet these challenges adequately and to the benefit of Cambodia's population.

Key takeaways

Key outcomes of the presentations, workshops and consultations were:

- Predominantly, children and young people constantly interact with digital technologies. The interactions mainly relate to social media, for connection with others, entertainment, and for information.
- The use of social media posed risks particularly for younger children.
- As young as 6-7 years old are already using age-inappropriate social media such as Tik Tok and Facebook, by accessing these from their parents' devices.
- There is lack of clear distinction between applications, platforms and digital devices. The general 'apps' can be interpreted as both mobile phones, platforms (such as Google) and apps such as ABA (a Canadian bank's mobile application). This suggests that technologies are becoming transparent as they are ubiquitous and a part of everyday life but without a clear distinction between the infrastructures and the individual businesses providing the different components within these infrastructures. This further creates challenges when it comes to individuals being able to critically assess the applications and their functionalities but also the deeper complexities and issues relating to platformisation, market capture, and algorithmic manipulation.
- Young people clearly have preferences over some apps over others and these influences seem to be influenced on the overall political climate in Cambodia (e.g., Russian-made applications over American, American over Chinese, etc.). This suggests that the negotiation around data privacy rests generally on broader geo-political notions that young people tend to have.

[5] https://www.unicef.org/cambodia/press-releases/cambodia-launches-child-online-protection-guidelines-digital-industry-ensure-safety

[6] Vutha H.E. (2019), *Digital Connectivity in Cambodia,* International Telecommunications Unit, Available online: https://www.itu.int/en/ITU-D/Regional-Presence/AsiaPacific/SiteAssets/Pages/Events/2019/RRITP2019/ASP/Digital%20Connectivity%20in%20Cambodia.pdf

[7] https://www.unicef.org/eap/blog/private-sectors-role-keeping-children-and-young-people-safe-online-asean

- Younger children have experienced nasty content as much as youth.
- Both younger and older participants simply move on from the inappropriate content without doing much else.
- Young people are very concerned about how much information they share online and the fact that this cannot be controlled.
- A common threat is how to avoid scams online, which seems to be something they are frequently exposed to.
- The most commonly used applications among young people were Tik Tok, Telegram, Instagram, Facebook, YouTube and to a lesser extent others like Spotify, Heyday, Reddit, and WhatsApp.
- Although creativity and learning with digital technologies was not the main subject of discussions, there were very little examples provided by participants with regards to what apps can be used for learning and creativity. Most digital technologies relating to education mentioned were an e-learning platform, developed in response to the Covid-19 pandemic, as well as Google Classroom.
- There is clear understanding of what 'data privacy' is however when it came to defining data in relation to personal privacy, it became murkier. Young people considered one's name, home address, and telephone number to be sensitive data and the risks they associated with sharing such data were around physical harm (e.g., a child can be contacted, abducted etc.). However, threats such as influencing one's beliefs and opinions were not understood as a threat to one's privacy such as from data relating to one's engagement with content on social media (e.g., metadata).
- Younger children, too, considered data privacy threat more as a physical threat, rather than a threat to shaping one's behaviour, opinions, and beliefs. This suggests that both children and young people should be engaged in understanding the wider range of risks from data privacy loss.
- After initial presentations on digital rights and referencing similar research in Western contexts, it became evident that strategies effective in one culture may not translate to and apply effectively in others. While both children and young people generally understood that there are fundamental human freedoms that should be respected and protected online, the various rights required much more to be explained than other research suggests (Pothong & Livingstone, 2023).
- There was lack of clarity among young people with regards to how online tracking affected one's privacy. Again, the sense of risks related mainly to physical risk of harm, rather than a subtle manipulation of one's opinion or beliefs or being exposed to manipulative information or being enveloped in a filter bubble of possible mis/dis-information.
- Young people are particularly interested in gaining skills around how to defend themselves against hackers, 'deadly hacking cases', how to 'protect themselves against dangerous cookies, and how to understand 'terms and agreements' of the various apps they use.
- Young people were also interested in learning more about social media and AI (specifically digital marketing) and how to deal with addictive designs.

The rapid advancement of global digital media technologies presents both opportunities and challenges for social and economic progress, innovation, and digital transformation in Cambodia. While digital media technologies offer significant benefits for learning, access to healthcare, for self-expression and creativity, they also are capable to exacerbate inequalities and thus raise issues that must be met with urgency. Cambodia ICT and Digital Forum (CamIDF) has served as a platform to address these challenges, by fostering dialogue and collaboration among government, industry, academia, and the public during its 6th Forum, to leverage digital media technologies for education and the protection of fundamental human rights and freedoms.

Objectives

The forum had multiple objectives. This report specifically emphasizes the presentations, consultations, and workshop activities tailored for children and young people from two regions of Cambodia: Phnom Penh, where the 6th CamIDF took place, and the Preah Vihear province, hosted at the Institute of Science and Technology Cambodia (ISTC) and Prayuters Library Program. The goals were:

- To educate, raise awareness, and understanding of the global integration of digital media technologies in everyday life.
- To promote child online protection and safety through the introduction of digital rights and principles as indispensable knowledge and toolbox for children and young people to have when they use and navigate digital media technologies.
- To develop long-term strategies from this initial output to teach children and young people digital rights and digital media literacy and skills.
- To help develop methodologies for researching with and about children and young people about digital rights and digital media literacy within non-Western[8] contexts.
- To raise awareness and build knowledge base around data privacy and digital media literacy especially within non-Western contexts.
- To plan novel strategies and programs that present the various potentials of using digital technologies for access to education, quality information, for creativity and self-expression.

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[8] Subsequent to this endeavour, another research inquiry surfaced concerning the methodology of engaging children and young individuals in research on topics like digital rights and online privacy. The methodologies used in Western settings were found to be less suitable for children in the context of Cambodia. This highlights the necessity to devise methodologies that align with local contexts and cultures rather than imposing those tailored for Western environments.

The forum and the series of workshops and activities took place between 26th and 31st March 2024 in two regions of Cambodia. Prior to the forum, an online survey was distributed among the registered participants to obtain information about who will attend, what their interests and expectations are from the workshop and activities, participants' basic knowledge around digital rights and digital media technologies and what further they were keen to learn about.

Two presentations were held along with two workshops, with several activities as a form of consultation with children and young people. The presentation aimed to be educational and introduce all participants to basic concepts and knowledge around digital rights, digital technologies, data privacy, and online risks. These varied from the foundational human rights principles and how these translate online (as part of the United Nations Convention on the Rights of the Child Comment #25 digital rights of the child) to more complex scenarios where participants were asked to engage in decisions and reflect upon possible actions, describe how they make decisions relating to digital rights and data privacy. The engagement with children and young people had three parts:

[1] a pre-event and during-event survey and quiz (for older students only)
[2] introductory presentations explaining human rights and how these relate to the digital environment, educational technologies (edtech) and challenges relating to data privacy, risks and opportunities
[3] workshop activities with individual realistic scenarios which encouraged participants to identify how they navigate and make decisions about their online behaviour.

The description of each part of the methodology follows next.

Pre-event and during-event survey and quiz

A pre-event survey was distributed among the students at CADT and only among those who registered for the event and the workshops. Google Forms were used to disseminate the survey response and they were mainly anonymous. No names or other identifiable information was collected from the respondents. Prior consent was also distributed to the participants while the survey contained brief explanation about how the collected data from the responses will be used and for what purpose. The full survey is in Annex 1 of this document.

Some of the questions asked the participants to explain what digital rights meant with several options as responses 'I have a right to express myself freely online' or 'I have rights and responsibilities online'. Another question asked participants to identify the most accurate statement as a way to protect one's data privacy. Some of the possible responses included 'using easy-to-remember passwords', 'sharing passwords with trusted friends for emergency' and 'encrypting sensitive data'.

During the introductory presentation a second survey was run for the participants. Mentimeter, a web application for designing quizzes and surveys, was used to gauge further participants'

knowledge of basic concepts such as digital rights, data privacy, online risks, edtech and data. Some of the questions included:

'What is data privacy?' and 'what are digital rights?' as well as 'how does online tracking affect your privacy?' and more broader questions about what participants want to discuss more during the workshop.

Introductory presentations

The introductory or educational presentations aimed to share global evidence around digital technologies in the lives of children and young people. This was briefly demonstrated with how children and youth use digital media technologies both for education and for self-driven exploration and creativity. The goal was to both introduce new concepts or provide educational material, as well as clarify and confirm what participants may already know about digital technologies and the relating issues. For example, participants were shown the various applications that offer learning in the classroom or at home for learning subjects like languages, mathematics, sciences, coding, and other creative things such as digital editing, drawing, knitting, building with 3D printers, making video games and so on. Where no examples were offered from the audience, some more elaboration was given about how digital technologies could be used for creativity and learning Next, participants were introduced to the growing concerns around data generation (as users navigate through the variety of apps and platforms for learning, making and connecting with others) and what that means for individual privacy, security, and their other fundamental human rights. The structure of the introductory presentation was the following:

1. Digital technologies: opportunities for learning, creativity, and making connections
2. Growing issues and challenges to privacy, security, and data-driven decision-making
3. Problems and risks emanating from digitisation
4. Children's and young people's needs and rights
5. Solutions and ways forward

Digitising public services and the risks of digital overreliance

A two-minute video was played for the participants to explain personal and education data. It demonstrated the data collection taking place at individual – student – level on a daily basis as individuals navigated through apps for learning. This was demonstrated through the case of a student from 10th grade whose data is collected on a daily basis from various apps and platforms as she navigates through lessons, assessments, homework and other education-related activities (see Figure 1). The demo was from an American context, however, it served well to visualize data collection as participants understood fully since they, too, engaged with e-learning platforms as well as other social applications for accessing news, financial services, and a variety of other information.
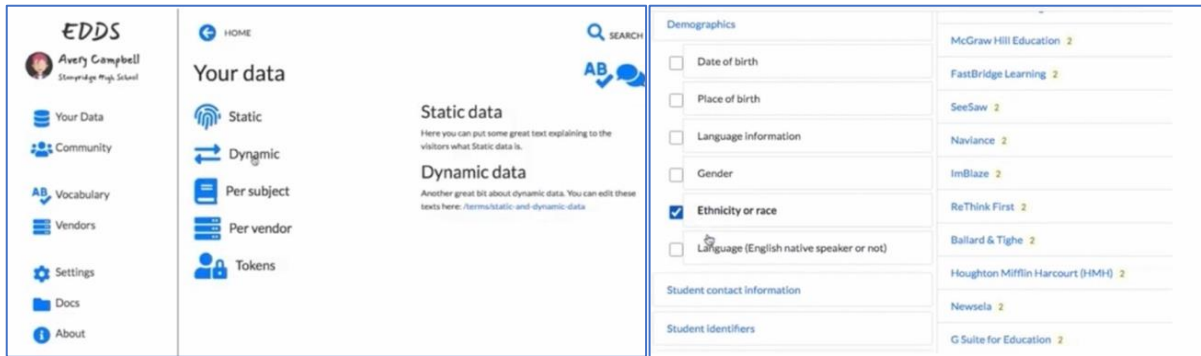
Figure 1: Dynamic and static data are generated daily as children and young people navigate through digital applications and platforms for learning.

The video showed how students have a lot of sensitive data being collected on a daily basis. This collected data includes personal data (like name, ID number, home address, medical information, parental status, employment and other characteristics like ethnicity, race, and socio-economic status), and also 'dynamic' data, collected about students such as how fast they type on their digital device, what they write in their emails, assignments, and messages to other students or teachers, how many attempts they make to take a test online, and so on. The problem described through this demo established that the collection of data – or the digital footprint that is left behind as young people navigate through digital applications – does not stop only with school, however, it continues throughout one's life and also such data and more is collected from other digital services such as social media. As a result, this complex web of data that is extracted from each individual presents risks for one's privacy and basic human rights. The risks following this data collection were presented next. Specifically, some of the following risks were described:

- Data privacy loss
- Manipulation and perpetuation of inequalities, bias, harm
- Sharing in an unauthorised way sensitive data to third parties for advertising, individual or group profiling and further manipulation and commercial activities that do not benefit the end users
- Cyber insecurity risks
- Inefficacy in assessing impact and influence of digitising public sectors including education
- Liability risks (for educational institutions and individuals)
- Financial strain on end-users including educational and public institutions
- Overreliance on digital technologies and data – no alternatives left for public services once digitisation becomes central to work and management
- Loss of human and public governance oversight
- Undermining other non-digital values in education and other public sector areas

Causes of digital insecurities and risks

The participants were further shown how in 2020 and 2022 research on separate occasions demonstrated that digital technologies targeting children and young people (specifically those

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apps offering educational services) exploited – misused – children's data without their consent or knowledge.[9]

Lastly, participants were briefly shown the growing standards and regulatory frameworks that exist (within the Western context), including the forthcoming cybersecurity draft law of Cambodia, which present a hopeful way forward for driving better digital development and integration with respect of individuals' fundamental rights and freedoms. To this end, a proposal was described as a motivation for young people: one for a robust digital governance, where key stakeholders in Cambodia including government can lead in the integration of systematic oversight of the digital transformation to ensure that all actors and specifically digital providers meet minimum appropriate standards (e.g., cybersecurity, privacy, accessibility, socio-ethical principles, etc.) that respect children and young people's fundamental human rights. The goal for this was to motivate young people to acknowledge their own agency and ability to take part in the digital transformation, not only as consumers but also as active participants and co-designers of how such transformation should happen.

Methodology: workshops with children and young people

Ethical approval

Ethical approval was prepared with Open Development Cambodia and approved by all participant parties, the Cambodia Academy of Digital Technology, the Institute for Science and Technology of Cambodia and Prayuters Library, following a thorough description and rationale of the objectives and methodology of all activities that were to take place. The consent forms explained the objectives of the presentation, workshop and activities with the participants. Additionally, all documents – consent form and program materials – were translated in the Khmer language and signed by the participants. The consent forms can be found in Annex 1.

Context and setting

The workshops and consultations with the children and young people took place in two locations in Cambodia. The first one was in Phnom Penh, the capital city, in one of its higher education institutions, the Cambodia Academy of Digital Technology, which specialises in Information and Communication Technologies. Students come from diverse backgrounds, however, the common aspects were that they all in the areas of computer science and digital technologies.

The second and third presentation and consultation workshops were held in the North-Eastern province of Preah Vihear, which, while historically and culturally rich, also has large economically deprived communities. One of the local higher educational institutions, the Institute for Science and Technology of Cambodia prides itself to train students in business and finance with 72 students (44 of whom were female), aged between 19 and 20, aiming currently

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[9] See Human Rights Watch (May 2022) https://www.hrw.org/report/2022/05/25/how-dare-they-peep-my-private-life/childrens-rights-violations-governments and also Palfrey et al., (2020), https://digitalwatchdog.org/wp-content/uploads/2020/07/IDAC- COVID19-Mobile-Apps-Investigation-07132020.pdf

for a degree from there on subjects such as science and technology, law and administration, art human and language, science and engineering, agriculture and rural development.

The youngest participants that this report also provides results from came also from the Preah Vihear province in the local Prayuters Library Program, which is a project built and developed by ODC's director Thy Try with financial support from his family and later on supported by other donors and partners. Children as young as six from the local communities visit regularly for the books, to socialise and engage in various extra-school activities, provided by the volunteers that work at the library.

Recruiting participants

CADT participants (Phnom Penh)

Snowball methodology was used to recruit participants for this first presentations and workshop consultations in Phnom Penh (26-27th March), whereby students and attendees of the CamIDF were invited to take part. A total of 27 participants took part.

The participants came from diverse socio-economic backgrounds and aged between 18 and 28. They were mainly post high-school level students and studying subjects relating to digital technologies, data and computer science. Additionally, there were business and technology entrepreneurs who were interested to learn more about online risks and opportunities. There was a balanced representation of both male and female participants.

Acknowledging that these were individuals already with significant academic advantage in the context of CADT, the objective of this first workshop consultation was to identify first what was the common critical understanding around digitisation and datafication and co-design ideas for advancing this understanding by including aspects of digital rights and privacy especially in light of the accelerating capabilities of digital technologies (generative AI, inferential, automating systems, etc.).

Institute of Science and Technology of Cambodia (ISTC) participants

The student selection in the Preah Vihear province was done with the support of the Institute of Science and Technology of Cambodia director. One hundred and eighteen students were initially confirmed to take part. These were first-year students and majored in topics such as science and technology, law and administration, art human and language, science and engineering, agriculture and rural development. The total number of participants who signed the consent forms and attended were 72. All students had their own personal digital devices, mainly smart phones.

Children (Prayuters Library Program, Preah Vihear province)

In the same province, Preah Vihear, 10 children were also recruited to take part in learning and participatory workshop around digital rights and digital media literacy. Five children were at the age of 10, one was nine years old, all girls. One boy was in 2nd grade, aged eight and one girl was aged seven, from grade one. Two boys were aged 14. They all went to a local school and typically used the digital devices of their parents.

The activities with the older students in CADT in Phnom Penh, were conducted in English. Even though there was Khmer translation throughout all three events, the language was considered as a barrier to the extent that in some instances, deeper conversation, especially with the younger participants was not always possible. To overcome these barriers, additional material as a post-event follow-up is proposed in the *Recommendations* section at the end of this report. These will be made available in Khmer and disseminated to both participants and the ODC network of teachers and students, and any of the volunteers who work with children and young people (specifically in the Prayuters Library Program).

Consultation questions

The presentations in Preah Vihear were grouped into two main themes. The first theme addressed digital technologies' opportunities for education, civic participation, personal creativity and development. All children and students were shown the various applications and platforms that allow them to learn, access information, create things, and connect with others.

The second theme presented some of the evidence around data collection and the negative impact of digitising education but also simply being online on a daily basis for communicating, socialising, making financial transactions, transferring documents, sharing personal information and accessing online content. There was no discussion on artificial intelligence (AI), influence and impact of generative AI technologies, a topic that is currently dominating public, media and academic discourse in the European Union, United Kingdom and the United States (see more in the *Recommendations* section).

Based on the two themes of the presentations, the following were the main consultation questions navigating the workshop activities:

- What applications and digital services are children and young people typically using?
- What are children's and young people's understanding of digital rights, risks and opportunities from using digital services?
- What individual digital rights are children and young people identifying based on their typical digital use?
    - Which of these digital rights are identified as potentially being disrespected by the applications they are using?
- What can be done differently to ensure that children's and young people's rights are respected?

An additional sub-question was also asked around the positive use of digital technologies such as for learning or creating things. An example was given of how children and young people can learn by watching YouTube videos or learn to code by using Scratch, the free coding program, use 3D printer, and others. This was an important question to explore how and whether children and young people considered digital technologies as tools for making things and learning.

In their own words

Research shows that when discussing things that concern children and young people, it is important to include their voices directly, not only as passive objects that are being observed but also as active participants where they articulate (whether by showing or telling) how they view things. While there is the risk of participation fatigue, whereby young respondents become inundated and tired of replying to questions, giving their opinions etc., the effort described in this report was made to be first educational – it was delivered as part of the participants' learning and in their typical classroom (or learning as in the case with the Prayuters Library Program) setting.
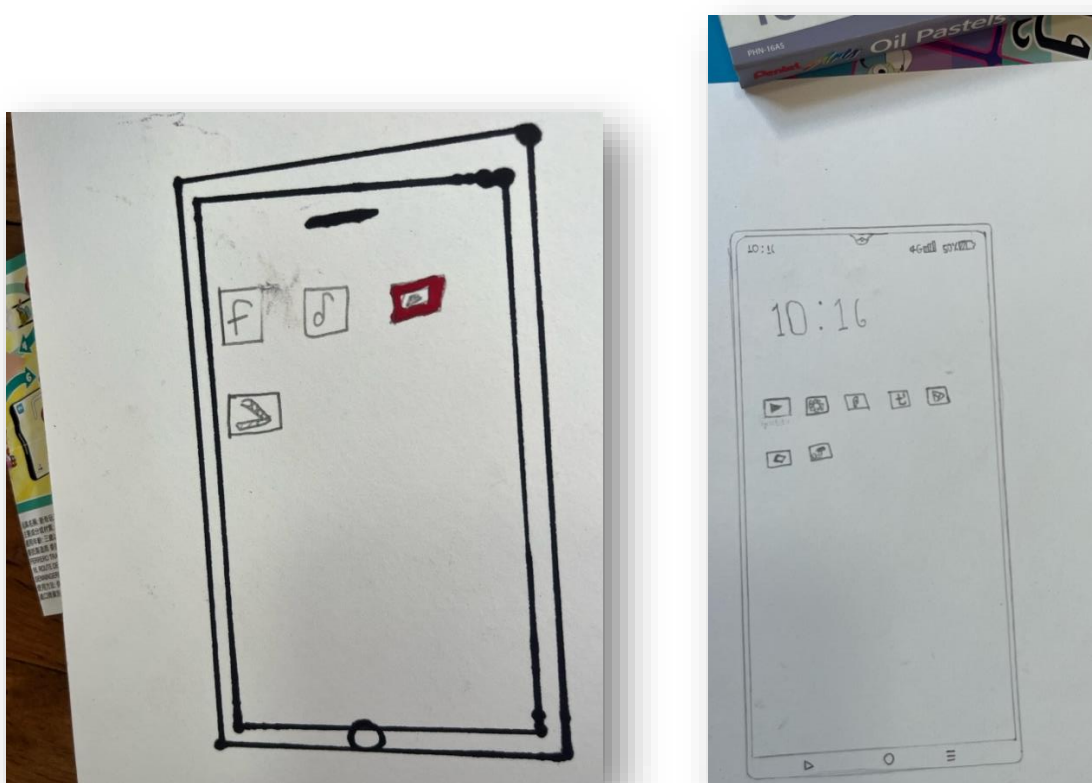
Figure 2: Children as young as seven drew icons of Tik Tok and Facebook, the apps they said they use (via their parents' phones)

Two of the workshops were held in higher educational institutions and the third one was held in a library where children go to read and engage in learning, after-school, activities. To overcome the barriers of language, local support was provided by young people who easily levelled – and merged – with the participants. This ensured that there is no 'authoritative' barrier and communication could flow easily. All participants were additionally engaged in interactive activities by working on tasks and using colourful pens and sticks, paper and sticky notes to 'show' their answers.

Ubiquitous use of social media

Both children and young people were highly engaged with digital technologies and mainly using social media as a daily activity, to connect with others, and obtain daily snippets of information. The most commonly used apps among all participants were Tik Tok, Telegram, Instagram, Facebook, YouTube and to a lesser extent others like Spotify, Heyday, Reddit, and WhatsApp.
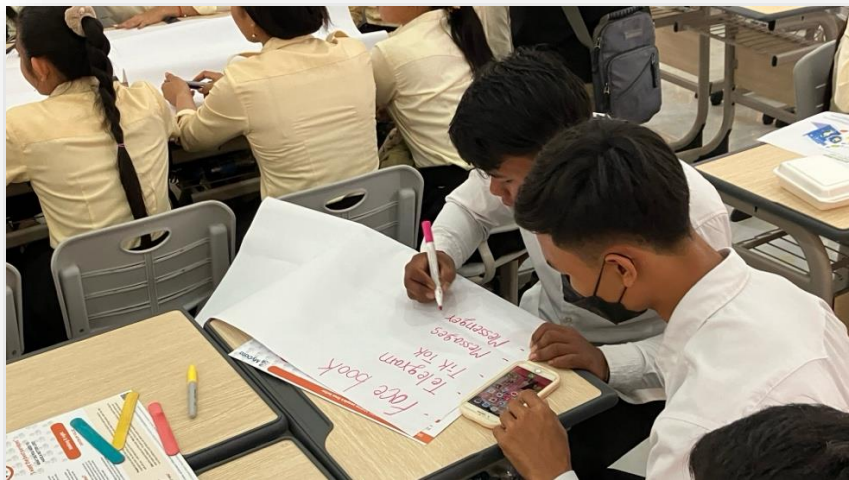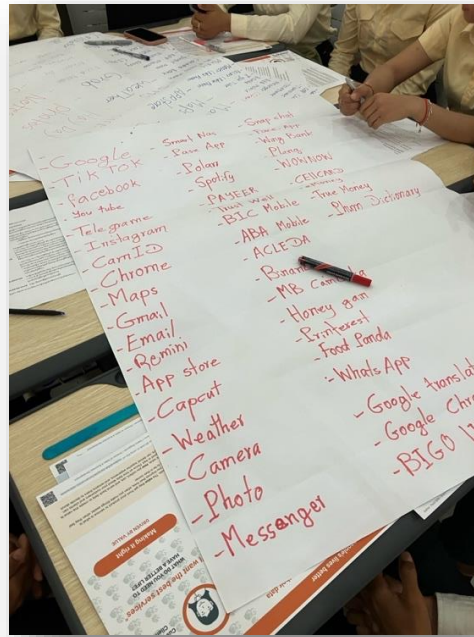
Figure 3: The students at ISTC made long lists of applications they typically used. Then they were asked to identify which ones they felt safe to share various types of personal information (data) and which ones they did not trust what the technology company would do with it.

The use of social media raises concerns particularly for younger individuals. Children as young as seven were interacting with social media such as Tik Tok and Facebook, using mainly their parents' devices.

When technologies feel invisible, so do the problems they generate

The blurring of distinctions between apps, platforms, and digital devices hinted at their seeming invisibility due to their ubiquity. This invisibility masks their limitations, biases, and harms, and further prevents critique and even resistance. Consequently, demanding better app designs, true and quality information, and ethical practices becomes challenging. This blurry line further raises questions about whether young people are adequately informed about platformisation issues (Poell, Nieborg, and van Dijck, 2019), the risks of filter bubbles, and even overreliance on proprietary digital products to access information or help.

Following discussions on data journeys, data risks, and digital rights, both older and younger participants responded appropriately. However, they also took time to deliberate carefully on their approach to apps/platforms and data sharing, finding it challenging due to the deep integration of convenient services like financial apps (e.g., Canadian ABA Bank) and social media into their lives. (Figure 4 depicts participants' mixed emotions regarding sharing data with digital apps/platforms, using green, yellow, and red sticks to signify willingness to share with trusted apps, conditional sharing, and distrust toward certain apps/platforms).

Figure 4: Conflicting data sharing sentiments: participants' mixed signals looked like a colourful house

Young people clearly had preference for some apps over others based on the political climate (e.g., whether an app is Russian, Chinese or American), which suggests that the negotiation

around data privacy and how much is given away rests generally on broader geo-political notions that individuals tend to have. Put simply, the negotiation becomes 'should I lose my data privacy' to one political power over the other and not so much whether there should be resistance against any data privacy loss and whether any of these businesses should meet privacy and design standards and should be held accountable regardless of their origin.

Everyone has seen nasty content but children just scroll on

Younger children, aged between seven to 12 years old, have already encountered inappropriate content online at a similar rate to older youth. Overall, both children and young people seem to lack specific ideas or awareness regarding appropriate responses after exposure to such content; at least this came out from their responses when prompted to explain what they would typically do next. In one case an 11-year-old said that at most she has told a friend. This holds true for both younger and older participants, as they often simply move on from the inappropriate content without taking further action. This lack of understanding regarding how to deal with inappropriate content highlights some gap in online safety education for children of all ages.

Without proper guidance and resources, children may not know how to protect themselves or seek help when encountering harmful material online, leaving them vulnerable to potential risks and negative experiences. Therefore, it's crucial to prioritize comprehensive digital literacy programs that not only teach children to recognize and avoid inappropriate content but also empower them with the knowledge and skills to respond effectively and seek support when needed.

When online sharing becomes too much

When it came to sharing personal information online, older participants were well aware of the risks from oversharing, and when to share and not share personal information. That said, some also explained that it was ok for them to send files on apps such as Telegram Messenger, the cloud-based, cross-platform instant messaging service.

Some of the older participants were also very concerned about how much information they shared online, and the fact that once shared, how that information is used can no longer be controlled by them. One participant, 19, further said:

> *I love sharing personal information about me and my life but I'm not ok that this may affect me or how people may interpret this or how this may impact my life and let's say if I apply for a job one day. This shouldn't be a criteria according to which I will be judged. And what I have done in the past and I've shared things about my past…I can't really change that but I know it's going to affect what people think of me.*

This refers to the fundamental human right to be free to develop personhood and character,[10] and the participant is expressing his fear that his digital profile is being judged by others and shaping decisions but the participant clearly makes the distinction that on one hand this is his

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[10] See Article 29 of the UN Universal Declaration of Human Rights (UDHR) https://www.un.org/en/about-us/universal-declaration-of-human-rights#:~:text=Article%2029,of%20his%20personality%20is%20possible.

past and there is not much one can do to change that; on the other, he is also happy to share but knows that the interpretation of the shared content becomes beyond his control. As a result, he remains fearful of how this shared information might impact him long into his future.

Most participants also assumed that password-protected applications make them automatically safer. For instance, an 18-year-old said that he typically sends files via Telegram Messenger. Most 18-year-olds already had their own personal bank app, the commonly used ABA (Bank of Canada) in Cambodia. They could not explain why they considered some apps safer than others.

Scams online are a common threat

A common and popular question among all students in both Phnom Penh and Preah Vihear was how to avoid scams online. This was a prevalent experience for them and students overwhelmingly asked practically how one could detect and block scams. Young people were particularly interested in gaining skills around how to defend themselves against hackers, as one participant responded in the quiz: 'deadly hacking cases', how to protect themselves against 'dangerous cookies', and how to understand 'terms and agreements' of the various apps they use (see topics proposed during the quiz, Figure 2).

What would you like to learn more about from today's workshop?
16 responses

Defend against hackers	Data Privacy	Deadly hacking cases
Protection from dangerous cookies	Data protection	Addictive design
Social media and AI (digital marketing)	Nudging	Data Protection
Data aggregation	The possible future consequences of not catching up with the technology	Understanding "Terms and Agreements"

Previous session — Go back to current

Figure 5: What would you like to learn more about from today's workshop? The topics some participants suggested are listed on the Mentimeter quiz.

During the presentation several key words relating to digital technologies were shown to the participants (see Figure 3) to assess their familiarity with these and their meanings from literacy point of view. Some more than other words were unfamiliar to the 18-year-old students from the province. For example, an 'app designer' was not well understood and so was the word nudging and hyper-nudging. 'Digital services' as a construct was not familiar and mostly the discussions were around 'apps' as an umbrella concept.

Understanding rights-(dis)respecting app designs

This, however, presents challenges because other important aspects are lost to individuals such as the idea of 'public [digital/non-digital] services' – say a library, whose value proposition

does not align with those of a private [commercial] digital services provider, say, Google or Facebook (van Dijck, Bogaerts and Zuckerman, 2023).

Figure 6. From the key words shown to students, some like 'app designers' and 'nudging/hyper-nudging' required explanation and examples.

Subsequently, students were asked to check on their phones the social media apps they use and identify some of these functionalities like 'like', 'share', and others to immediately make reference to what was just explained. Realising that these functions are what influenced their further engagement evoked reactions. Many students started talking about how 'addictive' these apps made them and now they could connect to the functionalities feeding this addictive behaviour. Students who spent time late at night on their devices were asked to raise hands. Expectedly, the majority lifted their hands and became even more animated admitting to the power of these manipulative designs.

Data privacy threats are mainly perceived as physical risks of harm

There was overall an understanding of what 'data privacy' means especially among the students. However, when it came to defining data in relation to personal privacy, discussions became murkier. Young people considered one's name, home address, and telephone number to be generally sensitive data and the risks respondents associated with sharing such data were around physical harm (e.g., a child can be contacted, abducted, etc.). However, threats such as influencing one's beliefs and opinions were not understood as a threat to one's privacy such as from data relating to one's engagement with content on social media (e.g., like posting things or being exposed to only similar content to the one the user engages with).

Younger children, too, considered data privacy threat more as a physical threat, rather than a threat to shaping one's behaviour or belief system. This suggests that both children and young people should be engaged in understanding the wider range of risks from data privacy loss.

There was an overall lack of clarity among young people with regards to how online tracking affected one's privacy. Again, the sense of risks related mainly to physical risk of harm, rather

than a subtle manipulation of one's opinion or beliefs or being exposed to manipulative information or being enveloped in a filter bubble of information.

Methodological challenges in non-Western contexts

Following the introductory presentations on digital rights and drawing from existing research done in Western/English contexts (Pothong and Livingstone, 2023), some concerns emerged in that what might work in one socio-economic and cultural context does not necessarily work well in others, both at the level of language (e.g., explain what one's 'agency' is) and methodology (e.g., ask young participants to propose how apps can improve their privacy designs to respect children's digital rights).

Although children and young people generally grasp the importance of respecting and safeguarding fundamental rights and freedoms online, the present research identified that explaining these rights requires much more effort and adequacy than research in Western cultures suggests (Pothong and Livingstone, 2023). This is not necessarily because children in non-Western societies cannot comprehend the concept of digital rights, on the contrary. Rather, it simply seems inadequate to speak about digital rights if a school or a child's home has no internet or even safe drinking water. It is essential to avoid assuming a dominant logic, not about what universally should be seen as one's digital right, but as what universally should be seen as a pressing problem. By framing digital issues as global problems there is a risk of detracting from the much-needed work to protect the millions of children's basic rights and needs, unrelated to digital technologies. And any discourse – policy, academic or advocacy (especially coming from the West/Anglo-American perspective) – should seek to balance the debates around digital rights to ensure that those most basic rights and needs are not undermined or overshadowed.

Methodologically, a balance should be made through systematic pedagogical approaches for children and young people, within the context of Cambodia, in which they are introduced to the subject of digital rights while respecting other more urgent needs and basic conditions.

Young people were also interested in learning more about social media and AI (specifically digital marketing), 'possible future consequences of not catching up with technologies', manipulative techniques, and how to deal with them and overall addictive designs. There was significant interest in exploring these topics in much greater depth, which was beyond the scope of the present research. However, it is important to note that young people have a strong desire to engage with and learn more about these subjects.

Children should be taught to say 'no'

In certain cultural contexts, declining a request from a guest or authority figure may be perceived as impolite. During the report's preparation, a local team member emphasized that children might view refusal to participate or comply with requests from a senior individual (such as the researcher) as impolite.

Despite participants being informed of their right to refuse to take part in the workshop activities, and that there are no right or wrong answers in the discussions, cultural norms must be acknowledged. Such cultural norms are particularly relevant especially when discussing online safety.

The recommendations can be seen on two levels: in the immediate, and planned, future opportunities. This report provides initial suggestions and material, reflecting the initial findings. These can be used by ODC, relevant government officials, and university graduates or practitioners to utilise or build from in developing digital literacy and skill development for children and young people who increasingly interact with digital technologies.

Recommendations in the immediate term

In the immediate term (see full summary on **Table 1**), further research is necessary to be conducted of similar methodology and with similar objectives as the ones articulated in this report. Little is known around the daily use of educational technologies (edtech), online safety skills and competencies among children of various age groups, as well as among teachers and parents/guardians. Systematic research on the digital lives of children and youth is critical in order to set up adequate programs and support.

In the immediate term it would also be beneficial to set up a series of key stakeholder convenings (policymakers, educators, graduates in the field of education, literacy, education policy, pedagogy) to identify what current programs and measures have been implemented and exist as provisions of data privacy, digital rights, literacies and skills among children and young people; and what is the assessment of their impact. ODC are well on to running such convenings, however further support is required for them to increase the impact and target specific sub-topics – from risks and challenges to wellbeing and beneficial/positive use of digital technologies. Furthermore, several educational programs relating to human rights in the digital environment, beneficial use of digital technologies for learning and citizenship and skills and competencies should be developed and piloted.

Systematic course material and training should also be developed around datafication, digital rights and safety online, appropriate for different levels and communities with diverse needs and reach. Age-appropriate and comprehensive digital literacy courses should be made available but also integrated into school curricula, starting from an early age. Such content can be multi-modal, using for example video features (see the one created specifically for ODC following this work), posters, playing cards (for games similar to decision tree games proposed in Annex 4), and simple instructional lessons, should cover topics such as online safety, practical understanding of 'dos' and 'don'ts', and how to respond to inappropriate content, but also what digital technologies can be used for (in terms of introducing beneficial use around learning, access to quality education, developing personal projects and fostering creativity).

Future and ongoing strategies

It should be acknowledged that much of the discussions during the forum events and workshops in the province surrounded more foundational elements of children's digital rights, data privacy and online safety. The fast-changing digital disruption and technological innovation presents new challenges, especially around the influence of AI, algorithmic manipulation, predictive and recommender systems, nudging and hyper-nudging, large platforms – all technologies and functionalities that children and young people in Cambodia are already exposed to. The risks stemming from such technologies should also be introduced as soon as possible and in a more systematic way (integrated in educational programs). This would certainly require funding to

set up more training and workshop as well as to measure impact and effectiveness, and therefore key stakeholders including ODC and leading institutions specialising in Information and Communication Technologies like ISTC and CADT should consider identifying funding opportunities to develop such material and coursework and ensure that even the most remote and vulnerable communities have access to training and support.

This is not necessarily because children in non-Western societies cannot comprehend the concept of digital rights, on the contrary. Rather, it simply seems inadequate to speak about digital rights if a school or a child's home has no internet or even safe drinking water. It is essential to avoid assuming a hegemonic logic, not about what universally should be seen as one's digital right, but as what universally should be seen as a pressing problem. By framing digital issues as global problems there is a risk of detracting from millions of children's basic rights and needs that have nothing to do with digital technologies. And any discourse – policy, academic or advocacy – should balance well the debates around digital rights to ensure that the most basic rights and needs are not undermined for the new digitally-induced ones.

Despite digital advancements outpacing basic needs in non-Western Low- and Middle-Income communities, it is crucial for businesses offering digital services to prioritize appropriate designs and strictly adhere to data privacy regulations. Most of all, governments in these regions should enforce strict conditions and oversight rather than accept that children and young people can navigate digital rights independently once Western experts tell them about their rights.

Accessible support resources should be created (starting with the video and poster on digital rights, attached to this report), but also simple online courses could be organised for students, practitioners, and volunteers working with children (such as in the Prayuters Library Program) to act as agents of change.

Parents and guardians should also be included in these efforts on teaching and training and about the importance of monitoring their children's online activities, providing guidance and support when needed.

ODC can additionally liaise with appropriate governmental authorities to create bridges with digital companies and ensure that their products and services seek to uphold children's human and digital rights.

Provide systematic evaluation and improvement on educational programs that aim to teach data privacy, digital rights and skills among children and young people.

#	Type of recommendation	Priority and timeframe
1.	Conduct further research and investigations into the digital skills and competencies, and digital use for learning across diverse age groups and socio-economic strata in Cambodia. Similar research to the one articulated in this document is necessary to develop adequate educational programs and allocate resources in a meaningful and effective manner. Research similar to the one articulated in this report for ODC can be done systematically across various age groups and geographic areas.	Immediate and cyclical to measure impact
2.	Conduct nation-wide research to identify gaps and challenges around digital use, online safety and digital rights among children and young people. Such milestone research will help relevant authorities, institutions, and stakeholders develop meaningful and appropriate programs, interventions, and strategies to ensure safe and beneficial use of digital technologies.	Immediate and cyclical to measure impact
3.	Organise regular multi-stakeholder convenings to discuss and raise awareness around beneficial use of digital technologies, digital rights, skills and competencies	Systematic and supporting recommended actions 1. and 2.
4.	Develop digital education strategies and consider the fast-evolving technologies (e.g., AI, recommendation and automation systems) to support vulnerable communities and members of Cambodia	Immediate-to-mid-term, dependent on initial research findings
5.	Accessible support resources should be created (starting with the video[11] and poster on digital rights, attached to this report), but also simple online courses could be organised for students, practitioners, and volunteers working with children (such as with the Prayuters Library Program) to act as agents of change.	Mid-term, with regular updates long-term, dependent on resources
6.	ODC can engage with local digital entrepreneurs and offer programs around how to design products and services that respect and uphold children's and young people's fundamental human rights. This includes companies from banking services to educational, health, gaming, retail, social media, and so on.	Mid-to-long term; this effort could be supported with other active participants such as UNICEF Cambodia
7.	Provide systematic evaluation and improvement on educational programs that aim to teach data privacy, digital rights and skills among children and young people.	Mid-to-long term; dependent on initial and consistent research evidence.

Table 1: Summary of recommendations in the immediate and long-term

Encourage beneficial use of technologies for learning and creativity

While the main focus of the events and activities conducted with Cambodian children and youth remained on digital rights, data privacy and literacies, it is important to note that digital technologies should be first and foremost beneficial to growing children and developing young people. The use of social media does provide benefits for socialisation and access to creative content and entertainment, however, there is much more to benefit from technologies and the

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[11] *What are your digital rights?* This is a child-friendly video, translated into the Khmer language explaining the digital rights of children based on the UNCRC comment #25 which recognises the human rights of children in the digital environment: https://www.youtube.com/watch?v=WsAIsmGcAE8

consultations conducted suggested that much more can be done to foster such beneficial use among Cambodia's young. As such, important recommendation is to introduce various applications that foster learning, self-discovery, and creativity (see Table 2 for a summary of proposals).

For example, for older students, projects such as the creation of digital libraries falls in line with ODC's objectives for open data. Online content both generated in the Khmer or Sanskrit and building digital libraries and applications with quality content and audio-visual material that target all age groups is an endeavour that can be both funded by non-governmental organisations and government authorities, encouraged at university (such as at CADT and ISTC) and promoted among potential users and content contributors.

#	Type of recommendation	Benefits
1.	Encourage students to work on projects such as creating digital libraries with multimodal content in Khmer as well as indigenous languages, based on age groups, needs, and subjects	Develop content that prioritises local cultures, languages, and interests Benefit different age groups with appropriate content/modality (e.g., recordings of local stories that children can listen to) Encourage collaboration among students and other young people to be creative and share their own ideas. Foster positive use of digital technologies for learning and creativity.
2.	Set up Makerspaces where both public and private sponsors can provide tools and things that children and young people can use to work on projects.	Encourage citizenship, participation, creativity, collaboration, and agency among all age groups. Benefit young people to see beyond the digital and non-digital products as devices for consumption to seeing them as tools to work with.
3.	Create a platform of vetted applications and digital tools for learning and creativity	Build transparency and trustworthiness among all users of digital applications by setting up a systematic vetting process that ensures that children and young people use trusted and good quality digital products.
4.	Set up annual/bi-annual events for competitions relating to any of the above	Foster participation and creative thinking; award hard work and achievements and enable positive use of digital technologies.

Table 2. Recommendations that seek to develop ways to foster positive use of digital technologies among children and young people

On a smaller scale, many good applications can be introduced as part of curriculum for children to explore a variety of subjects to simply make things. For example, *Scratch*, the coding program, and Makerspaces[12] as a digital and non-digital phenomenon, are enticing projects that students of all ages can engage in to design and create ideas and projects. Makerspaces are collaborative workspaces where people gather to create, invent, and learn. They often provide access to tools, technology, and resources that individuals might not have at home, such as 3D printers, laser cutters, electronics, and traditional hand tools. Makerspaces encourage exploration, creativity, and hands-on learning across a wide range of disciplines, including electronics, robotics, woodworking, and more.

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[12] Makerspaces is typically 'a place in which people with shared interests, especially in computing or technology, can gather to work on projects while sharing ideas, equipment, and knowledge', according to the Oxford online dictionary. Many projects target big societal and environmental problems – from wildlife trafficking to sustainable food projects.

In Africa for example young Makerspace at Gearbox creators worked on projects like solar-powered water purification systems and solar-powered charging stations for electronic devices (UNESCO, 2022). In Nigeria, young entrepreneurs have worked on creating machines to recycle plastic waste and reuse them to new products such as building materials, paving tiles and even fashion accessories.

In India the Maker's Asylum - Mumbai, India, works at the intersection of education and innovation and attracts all ages and backgrounds of young people and children to work on creative projects that incorporate digital and non-digital tools and address some of the most pressing problems – from environmental to teaching children maths to helping visually impaired people and more (Makers Asylum, n.d.).

This is to say that through the endeavour of ODC, government, and relevant institutions, a collective effort should be made to introduce digital technologies to children and young people as more than devices for consuming media but as tools that can lead to discovery, education, creativity, and more innovation. Personal projects and creativity should be promoted as well as applications and platforms where such skills are encouraged and creative tools are provided.

For that, it is also imperative to develop a platform dedicated to Cambodian children and youth, where vetted quality digital products are available for access and use. This means that two further things should happen: first, identify the digital tools that are appropriate and provide makerspace, learning, and creativity, and second, a systematic assessment and evaluation that these applications meet appropriate data privacy, security, accessibility and design standards are met.

Once these initial steps are taken, then ODC and relevant educational institutions can further become the platforms to routine competitions and interactive workshops and activities that teach, inspire, and demonstrate children's and young people's skills and achievements.

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Informed Consent Digital Rights, Data Privacy Literacy

Please, tick 'yes' or 'no' in the appropriate boxes to show that you do or do not consent to these points.

Taking part in the workshop	Yes	No
I have read and understood the **Participant Information Sheet**. I have been able to ask questions about the workshop and my questions have been answered.		
I agree to take part in the workshop and understand that I can withdraw from it at any time, without having to give a reason. I understand that after March 29th the anonymous data cannot be removed.		
I understand that taking part in the workshop may involve being videoed and submitting written texts and images.		
I understand that if I participate in videos/pictures this cannot be completely anonymized		

Use of the information from the workshop	Yes	No
I understand the information I provide could be used for documents such as articles and policy reports. I understand that the information can be in writing, video, pictures, or audio.		
I understand that personal information I provide during the workshop, including taking part in video/pictures may be published on social media as part of promoting the workshop and its achievements.		
I agree that my text information, <u>made anonymous</u>, can be quoted in documents such as articles and policy reports.		
I would prefer that <u>my real name is used</u> for documents such as articles and policy reports.		

Future use and reuse of the information by others	Yes	No
I give permission for the film, written text, and pictures that I provide to be used for future research and learning such as the workshop or similar educational purpose. Research data will be stored as anonymized data. Identifying names and places will be anonymized. <u>There will be no future commercial use of the data.</u> It will only be used for research purposes.		

Signatures

_____   _____   _____
Name of participant   Signature   Date

For participants unable to sign their name, mark the box instead of signing ▢

I have accurately read out the information sheet to the potential participant and, to the best of my ability, ensured that the participant understands to what they are freely consenting.

_____   _____   _____
Name of researcher [IN CAPITALS]   Signature   Date

[Translation in Khmer follows]

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បែបបទយល់ព្រម ចំពោះសិទ្ធិឌីជីថល អក្សរកម្មនៃឯកជនភាពនៃទិន្នន័យ

 សូមគូស 'បាទ/ចាស' ឬ 'ទេ' នៅក្នុងប្រអប់ដែលសមស្រប ដើម្បីបង្ហាញថាអ្នកយល់ព្រម ឬមិនយល់ព្រមចំពោះចំណុចទាំងនេះ។

១. ការចូលរួមក្នុងសិក្ខាសាលា	បាទ/ ចាស	ទេ
a) I have read and understood the **Participant Information Sheet**. I have been able to ask questions about the workshop and my questions have been answered. ក) ខ្ញុំបានអាន និងយល់ពីសន្លឹកព័ត៌មាននៃការចូលរួម។ ខ្ញុំទទួលបានឱកាសសួរសំណួរអំពីសិក្ខាសាលា ហើយសំណួររបស់ខ្ញុំក៏ទទួលបានការឆ្លើយតបផងដែរ។		
b) I agree to take part in the workshop and understand that I can withdraw from it at any time, without having to give a reason. I understand that after March 29th the anonymous data cannot be removed. ខ) ខ្ញុំយល់ព្រមចូលរួមក្នុងសិក្ខាសាលា ហើយយល់ថាខ្ញុំអាចដកខ្លួនចេញនៅពេលណាក៏បាន ដោយមិនចាំបាច់ប្រាប់ហេតុផល។ ខ្ញុំយល់ថាបន្ទាប់ពីថ្ងៃទី ២៩ ខែមីនា ទិន្នន័យអនាមិកមិនអាចដកចេញបានទេ។		
c) I understand that taking part in the workshop may involve being videoed and submitting written texts and images. គ) ខ្ញុំយល់ថាការចូលរួមក្នុងសិក្ខាសាលាអាចពាក់ព័ន្ធនឹងការថតវីដេអូ និងការបញ្ជូនអក្សរជាលាយលក្ខណ៍អក្សរ និងការបញ្ជូនរូបភាព។		
d) I understand that if I participate in videos/pictures this cannot be completely anonymized ឃ) ខ្ញុំយល់ថាប្រសិនបើខ្ញុំចូលរួមនៅក្នុងវីដេអូ/រូបភាព ទិន្នន័យទាំងនេះមិនអាចត្រូវបានអនាមិកទាំងស្រុងនោះទេ។		

2. **Use of the information from the workshop** ២. ការប្រើប្រាស់ព័ត៌មានពីសិក្ខាសាលា	Yes បាទ/ ចាស	No ទេ
a) I understand the information I provide could be used for documents such as articles and policy reports. I understand that the information can be in writing, video, pictures, or audio. ក) ខ្ញុំយល់ថាព័ត៌មានដែលខ្ញុំផ្តល់អាចប្រើសម្រាប់ឯកសារដូចជាអត្ថបទ និងរបាយការណ៍គោលនយោបាយ។ ខ្ញុំយល់ថាព័ត៌មានអាចជាលាយលក្ខណ៍អក្សរ វីដេអូ រូបភាព ឬជាសំឡេង។		
b) I understand that personal information I provide during the workshop, including taking part in video/pictures may be published on social media as part of promoting the workshop and its achievements. ខ) ខ្ញុំយល់ថាព័ត៌មានផ្ទាល់ខ្លួនដែលខ្ញុំផ្តល់ជូនក្នុងអំឡុងពេលសិក្ខាសាលា រួមទាំងការចូលរួមក្នុងវីដេអូ/រូបភាព អាចត្រូវបានផ្សព្វផ្សាយនៅលើប្រព័ន្ធផ្សព្វផ្សាយសង្គម ដែលជាផ្នែកមួយនៃការផ្សព្វផ្សាយពីសិក្ខាសាលា និងសមិទ្ធផលរបស់សិក្ខាសាលា។		
c) I agree that my text information, <u>made anonymous</u>, can be quoted in documents such as articles and policy reports. គ) ខ្ញុំយល់ស្របថាព័ត៌មានជាលាយលក្ខណ៍អក្សរ របស់ខ្ញុំ ដែលធ្វើឡើងដោយអនាមិក អាចត្រូវបានដកស្រង់ចូល ក្នុងឯកសារផ្សេងៗដូចជាអត្ថបទ និងរបាយការណ៍គោលនយោបាយ។		
d) I would prefer that <u>my real name is used</u> for documents such as articles and policy reports.		

	Yes	No
យ) ខ្ញុំចង់ឱ្យឈ្មោះពិតរបស់ខ្ញុំត្រូវបានប្រើសម្រាប់ឯកសារដូចជាអត្ថបទ និងរបាយការណ៍គោលនយោបាយ។		

3. Future use and reuse of the information by others ៣. ការប្រើប្រាស់នៅពេលអនាគត និងការប្រើប្រាស់ឡើងវិញនូវព័ត៌មានដោយអ្នកដទៃ	Yes	No
I give permission for the film, written text, and pictures that I provide to be used for future research and learning such as the workshop or similar educational purpose. Research data will be stored as anonymized data. Identifying names and places will be anonymized. <u>There will be no future commercial use of the data.</u> It will only be used for research purposes. ខ្ញុំផ្តល់ការអនុញ្ញាតសម្រាប់វីដេអូ អត្ថបទជាលាយលក្ខណ៍អក្សរ និងរូបភាពដែលខ្ញុំផ្តល់ជូនដើម្បីប្រើប្រាស់សម្រាប់ការស្រាវជ្រាវ និងការសិក្សានាពេលអនាគត ដូចជាសិក្ខាសាលា ឬក្នុងគោលបំណងអប់រំស្រដៀងគ្នា។ ទិន្នន័យស្រាវជ្រាវនឹងត្រូវរក្សាទុកជាទិន្នន័យអនាមិក។ ការកំណត់ឈ្មោះ និងទីកន្លែងនឹងត្រូវបានប្រែក្លាយជាអនាមិក នឹងមិនមានការប្រើប្រាស់ទិន្នន័យទាំងនេះក្នុងគោលបំណងពាណិជ្ជកម្មនាពេលអនាគតទេ។ ទិន្នន័យទាំងនេះ នឹងត្រូវបានប្រើក្នុងគោលបំណងស្រាវជ្រាវតែប៉ុណ្ណោះ។		

4. **Signatures**៤.ហត្ថលេខា

_____   _____   _____
Name of participantឈ្មោះអ្នកចូលរួម   Signatureហត្ថលេខា   Dateកាលបរិច្ឆេទ

For participants unable to sign their name, mark the box instead of signing ☐
សម្រាប់អ្នកចូលរួមដែលមិនអាចចុះហត្ថលេខាលើឈ្មោះរបស់ពួកគេ សូមគូសសញ្ញាក្នុងប្រអប់ជំនួសឱ្យការចុះហត្ថលេខា

I have accurately read out the information sheet to the potential participant and, to the best of my ability, ensured that the participant understands to what they are freely consenting.
ខ្ញុំបានអានយ៉ាងត្រឹមត្រូវនូវសន្លឹកព័ត៌មានទៅកាន់អ្នកចូលរួម ដោយអស់ពីសមត្ថភាពរបស់ខ្ញុំ និងធានាថាអ្នកចូលរួមយល់អំពីអ្វីដែលពួកគេយល់ព្រមដោយសេរី។

_____   _____   _____
Name of researcher [IN CAPITALS]ឈ្មោះអ្នកស្រាវជ្រាវ [អក្សរធំ]   Signatureហត្ថលេខា   Dateកាលបរិច្ឆេទ

PARTICIPANT INFORMATION SHEET

Title of project: Digital Rights, Data Privacy Literacy
Name of Researcher: Dr Velislava (Veli) Hillman
Researchers contact details: You are being invited to take part in the workshop on **Digital Rights, Data Privacy Literacy**. Before you decide to join, it is important for you to understand why the workshop is organised, how you will benefit and provide your consent to participate. Please take time to read this information and discuss it with others if you wish. Ask us if there is anything that is not clear. Thank you for reading this.

Why?
The purpose of this workshop is to provide education about your human rights in the digital world The purpose of this study is to support your education when you work with digital technologies and to support ODC with more information about the challenges and needs around children' experiences with digital technologies in order to develop better programs to support your beneficial use of such tools.

What is the time commitment?
The workshop is organised by [Prayuters Library; ISTC; ODC] and will be approximately 1:30hrs

Your rights
Participation in this workshop event is voluntary. You may choose to withdraw at any point before and during the workshop. After participating in your interview, you will have two weeks to decide if you wish to withdraw from taking part.

YOUR PERSONAL DETAILS
All personal details of participants will be kept confidential by using pseudonyms in any written reports.

An outline of the project
The workshop will be highly interactive. First, we will introduce you to what digital rights and data privacy means. Then we will work together to practice those skills.

How will you benefit?
You will learn more about your fundamental rights and how you should seek that they are respected by digital technology providers. You will learn to practice new skills and build competence and confidence in using digital technologies.

Your Data
The data collected as part of this workshop will be used only to produce a report on the workshop's main outcomes. The results from our workshop will serve to compare long-term on the impact of such efforts and on your educational growth. This project has been considered and approved by the Open Development Cambodia. Lead researcher, Dr Velislava (Veli) Hillman v.hillman@lse.ac.uk

Next Steps
Please now complete the informed consent form if you agree to participate.
Should you have any queries, you may contact Dr Velislava (Veli) Hillman v.hillman@lse.ac.uk

[Translation in Khmer follows]

បែបបទការយល់ព្រមចូលរួមកម្មវិធី

ចំណងជើងនៃគម្រោង៖ សិទ្ធិឌីជីថល, អក្ខរកម្មនៃឯកជនភាពនៃទិន្នន័យ (បណ្ណាល័យអ្នកប្រយុទ្ធ ខេត្តព្រះវិហារ ប្រទេសកម្ពុជា)

ឈ្មោះអ្នកស្រាវជ្រាវ៖ សាស្ត្រាចារ្យបណ្ឌិត Velislava (Veli) Hillman

ព័ត៌មានលម្អិតនៃទំនាក់ទំនងរបស់អ្នកស្រាវជ្រាវ៖

សូមគោរពអញ្ជើញចូលរួមក្នុងសិក្ខាសាលាស្តីពី សិទ្ធិឌីជីថល, អក្ខរកម្មនៃឯកជនភាពនៃទិន្នន័យ។ មុនពេលលោកអ្នកសម្រេចចិត្តចូលរួម វាមានសារៈសំខាន់ ដែលលោកអ្នកយល់ដឹងពីមូលហេតុនៃការរៀបចំសិក្ខា សាលានេះ អត្ថប្រយោជន៍ដែលលោកអ្នកនឹងទទួលបាន និងផ្តល់ការយល់ព្រមរបស់លោកអ្នកដើម្បីចូលរួម។ សូម ចំណាយពេលអានព័ត៌មាននេះ និងពិភាក្សាជាមួយអ្នកដទៃប្រសិនបើលោកអ្នកចង់។ សូមសួរសំណួរមកកាន់ក្រុម ការងារយើងប្រសិនបើមានចំណុចណាដែលមិនច្បាស់។

សូមអរគុណលោកអ្នកដែលបានអានអត្ថបទនេះ។

មូលហេតុអ្វី?

គោលបំណងនៃសិក្ខាសាលានេះគឺដើម្បីផ្តល់ការអប់រំអំពីសិទ្ធិមនុស្សរបស់លោកអ្នកនៅក្នុងពិភពឌីជីថល

គោលបំណងនៃការសិក្សានេះគឺដើម្បីគាំទ្រដល់ការអប់រំរបស់លោកអ្នក នៅពេលលោកអ្នកធ្វើការជាមួយបច្ចេកវិទ្យា ឌីជីថល និងគាំទ្រ អង្គការអូឌីស៊ី ជាមួយនឹងព័ត៌មានបន្ថែមអំពីបញ្ហាប្រឈម និងតម្រូវការរបស់កុមារដុំវិញបទ ពិសោធន៍របស់កុមារជាមួយនឹងបច្ចេកវិទ្យាឌីជីថល ដើម្បីបង្កើតកម្មវិធីអោយកាន់តែប្រសើរឡើង ដើម្បីគាំទ្រដល់ ការប្រើប្រាស់ឧបករណ៍ទាំងអស់នោះអោយមានប្រយោជន៍ដល់លោកអ្នក។

តើកម្មវិធីនឹងត្រូវចំណាយរយៈពេលប៉ុន្មានម៉ោង?

សិក្ខាសាលានេះត្រូវបានរៀបចំឡើងដោយបណ្ណាល័យអ្នកប្រយុទ្ធ ហើយនឹងធ្វើឡើងប្រហែលម៉ោង ១ ម៉ោង ៣០ នា ទី។

សិទ្ធិរបស់លោកអ្នក

ការចូលរួមនៅក្នុងសិក្ខាសាលានេះគឺជាការស្ម័គ្រចិត្ត។ លោកអ្នកអាចជ្រើសរើសដកខ្លួនចេញនៅអំឡុងពេលណាមួយ មុន និងក្រោយពេលសិក្ខាសាលាចាប់ផ្តើម។ បន្ទាប់ពីបានធ្វើការសម្ភាសន៍លោកអ្នក លោកអ្នកនឹងមានពេលពីរស ប្តាហ៍ដើម្បីសម្រេចចិត្តថាតើលោកអ្នកចង់ដកខ្លួនចេញពីការចូលរួមដែរឬទេ។

ព័ត៌មានផ្ទាល់ខ្លួនរបស់លោកអ្នក

ព័ត៌មានផ្ទាល់ខ្លួនរបស់អ្នកចូលរួមទាំងអស់នឹងត្រូវបានរក្សាទុកជាអនាមិកដោយប្រើឈ្មោះមិនពិតនៅក្នុងគ្រប់ របាយការណ៍សរសេរជាលាយលក្ខណ៍អក្សរ។

របៀបការៈទូទៅនៃកម្មវិធី

សិក្ខាសាលានឹងមានសកម្មភាពប្រាស្រ័យទាក់ទងគ្នាជាច្រើន។ ដំបូងពួកយើងនឹងណែនាំលោកអ្នកអំពីអត្ថន័យនៃ សិទ្ធិឌីជីថល និងទិន្នន័យឯកជនភាព។ បន្ទាប់មកពួកយើងនឹងសហការគ្នាដើម្បីអនុវត្តន៍វៃជំនាញទាំងអស់នោះ។

តើលោកអ្នកនឹងទទួលបានអត្ថប្រយោជន៍យ៉ាងដូចម្តេច ?

លោកអ្នកនឹងស្វែងយល់បន្ថែមអំពីសិទ្ធិជាមូលដ្ឋានរបស់លោកអ្នក និងរបៀបដែលលោកអ្នកគួរតែស្វែងយល់ថា សិទ្ធទាំងអស់នោះត្រូវបានគោរពដោយក្រុមអ្នកផ្តល់សេវាបច្ចេកវិទ្យាឌីជីថល។ លោកអ្នកនឹងរៀនអនុវត្តជំនាញថ្មីៗ កសាងសមត្ថភាព និងទំនុកចិត្តក្នុងការប្រើប្រាស់បច្ចេកវិទ្យាឌីជីថល។

ទិន្នន័យរបស់លោកអ្នក

ទិន្នន័យប្រមូលបានដែលជាផ្នែកមួយនៃសិក្ខាសាលានេះនឹងត្រូវបានប្រើសម្រាប់តែការធ្វើរបាយការណ៍ស្ដីពីលទ្ធ ផលចម្បងនៃសិក្ខាសាលាតែប៉ុណ្ណោះ។ លទ្ធផលពីសិក្ខាសាលារបស់យើងនឹងប្រៀបធៀបរយៈពេលវែងលើហេតុប៉ះ ពាល់នៃការខិតខំប្រឹងប្រែង ទៅលើការវិឌ្ឍចម្រើនផ្នែកសប្បុរៈរបស់លោកអ្នក។

ជំហានបន្ទាប់

សូមបំពេញបែបបទនៃការយល់ព្រម ប្រសិនបើអ្នកយល់ព្រមចូលរួម។

បើមានចម្ងល់អាចទាក់ទង សាស្ត្រាចារ្យបណ្ឌិត Veli Hillman <u>v.hillman@lse.ac.uk</u>

ANNEX 2: PRE-EVENT SURVEY AND QUIZ

Welcome to the **6th Cambodia ICT and Digital Forum** (CamIDF)! Your participation is key to the Forum's and its presenters' commitment to deliver a beneficial event. **This 3-min survey aims to understand your areas of interest and expectations from the workshop** you are invited to, co-organised by Dr. Veli Hillman and ODC. Your responses will only be used in the aggregate to understand how to best tailor the workshop to meet your interests. No personal and sensitive information will be collected or processed. There is no wrong or right answer.

PRE-EVENT SURVEY: Welcome to CamIDF

1. **What is your age?**
   - Under 18
   - 18-24
   - 25-34
   - 35-44
   - 45-54
   - 55 and above
2. **What is your gender?**
   - Male
   - Female
   - Other or prefer not to say
3. **What is your current occupation?**
   - Student [*please, state the field of your studies*]_____
   - Employed [*please, write the field of work and your role*]_____
   - Unemployed
   - Other _____
4. **Please pick at least 3 topics that interest you**
   - Data Literacy
   - Data Privacy
   - Data Visualization Techniques
   - Open Data Use Cases
   - Data Bias and Other Risks
   - Evaluation of Data and Data Sources
   - Other_____
5. **My "Digital Rights" means**…
   - I have a right to do express myself freely online
   - I have rights and responsibilities online
6. **Which of the following is a common method to protect your data privacy?**
   - Using easy-to-remember passwords
   - Sharing passwords with trusted friends for emergency
   - Encrypting sensitive data
7. **Engagement and networking**
   - If you would like to connect post-conference, please, provide your email_____
8. **Additional Comments**
   <Text area>

END OF SURVEY

DURING THE WORKSHOP QUIZ: 'Digital rights and digital literacy'

1) What devices do you typically use?
2) What apps do you use most often?
3) Name the country where the apps are from?
4) What is 'data privacy'?
   a) When I can choose what, when and with whom my personal information is shared
   b) The protection of personal information from unauthorised access or use
   c) Making sure your data is completely hidden and inaccessible to anyone including yourself
5) What are digital rights?
   a) Human rights that should be respected online
   b) Principles and protections companies should ensure to protect
   c) These are privileges of online companies to monitor what we do online
   d) They are exclusive rights for only some people
6) What are some common ways your personal data can be collected online without your explicit consent?
   a) Cookies and tracking scripts
   b) Social media quizzes and surveys
   c) Location tracking through mobile apps
   d) All of the above
7) How does online tracking affect your privacy while browsing the internet?
   a) It monitors what I do and where I go to gather data for targeted advertising.
   b) Hackers gain access to my social media accounts
   c) I am not sure
   d) Something else
8) What would you like to learn more about from today's workshop?
9) Do you have any concerns about your data privacy online?
   a) Yes: about how much information I share online that I can't control
   b) Yes: I want to know how to avoid scams online
   c) Not concerned much, I have nothing to hide really
   d) Something else that I'd like to share during the workshop

END OF SURVEY

Visual prompt 1: Digital rights, visual and simplified explanation for children.

Following the introductory presentations and briefly explaining the digital rights (based on visual prompt 1 below), participants were invited to use white papers with phone screen printed out (visual prompt 2) based on existing methodologies (Pothong & Livingstone, 2023). Participants were asked to draw the apps they use most often and are familiar with. Often it was the case that especially younger participants did not necessarily know the name of the apps so they could just draw them out and describe what they do.

Visual prompt 2: phone screen for A4 or A3 print out to draw on [Invite participants to draw the apps they typically use]
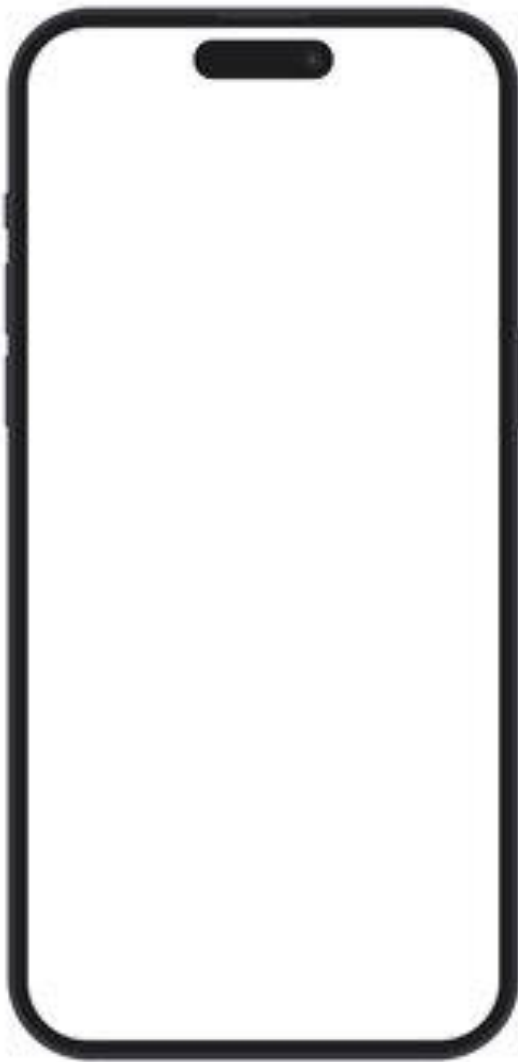
ANNEX 4: ADDITIONAL MATERIAL AND EXERCISES

The following video has been created for ODC to disseminate and promote digital rights among children and young people.
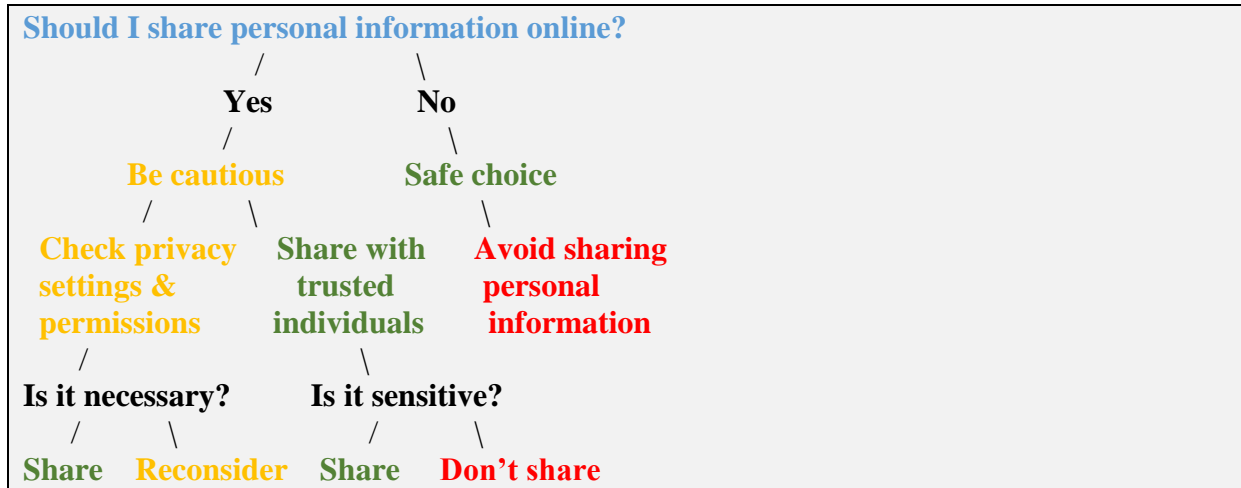
The video can be accessed here: https://www.youtube.com/watch?v=WsAIsmGcAE8

Figure7: Screenshots of the promotional video

The table lists two examples of activities that can be further carried out as part of practicing digital rights and literacy activities with children and young people. Provided are ages, description, and script [in red] for moderators/teachers how to carry them out. Each activity can be modified by referring to specific apps children and young people are familiar with.

#	Name	Age	Description	Material
1.1.	Decision trees	**8-16** **16+**	Provide students with several scenarios and ask them to design decision-trees. The same exercise with more complex scenarios can be done for young individuals 16 years and older.	Pen and paper See examples 1.1 and 1.2.
2.1.	Matching game	**5-10** **10+**	Children are presented with a matching game whereby they can match a specific online behaviour to a digital right. The same game can be played with older children and young people by accommodating the scenarios appropriately to their ages.	Cards or poster with all the rights (images representing them) and pens for children to match each behaviour to the corresponding right. See examples 2.1 and 2.2.

Decision trees examples

Example 1.1: [read out the question and ask the participants to create decision tree. Then share the decision tree described below]:

Should I share personal information online?

```
              /                 \
           Yes                 No
          /                      \
     Be cautious            Safe choice
       /       \                   \
Check privacy   Share with      Avoid sharing
settings &       trusted          personal
permissions     individuals      information
   /                 \
Is it necessary?   Is it sensitive?
  /      \            /      \
Share   Reconsider  Share   Don't share
```

Example 2: [read out the question and ask the participants to create decision tree. Then share the decision tree described below]:

Should I click on a suspicious link in an email?

```
              /                 \
           Yes                 No
           /                     \
Proceed with caution       Safe choice
     /          \                  \
Verify sender   Check for signs of        Avoid clicking
& content       phishing or malware        suspicious links
    /                   \
 Trustworthy          Suspicious
 sender &             signs of
 content              malware?
    /                     \
 Proceed with          Avoid clicking
 caution and            on suspicious
 verify before          link. Report
 clicking               if necessary
```
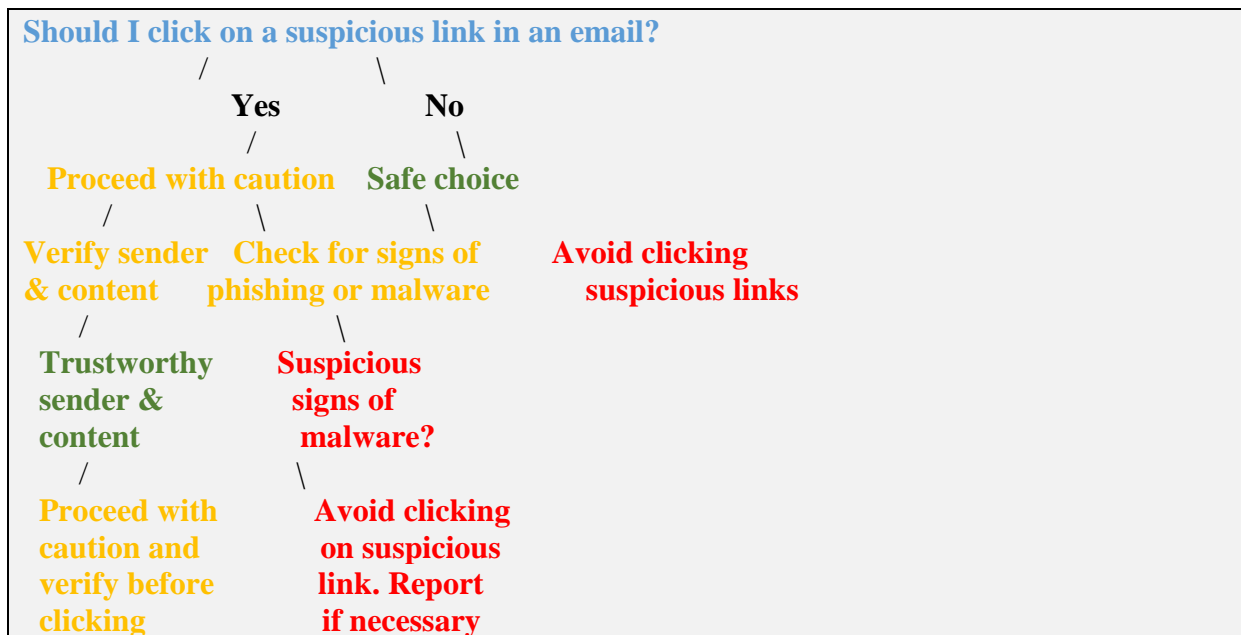
Matching game examples

Example 2.1 [ages 5-10; children can play in teams]:

1. **Scenario: [READ OUT]** You're excited about a new social media app or video game and eager to join. The app asks for your full name, date of birth, and phone number during the sign-up process. What right should this app be sure to respect? [After children reflect, explain that the app should respect their **RIGHT TO PRIVACY**]
2. **Scenario**: **[READ OUT]** You are about to download a new app that lets you study maths. Every now and again you see adverts and you click on them and then more things appear that are distracting. [After children reflect, explain that this affects their **RIGHT TO NOT TO BE EXPLOITED**]
3. **Scenario: [READ OUT]** A video game is constantly sending you notifications that you will lose points if you don't continue to play. What right is affected? [After children reflect, explain that this affects their **RIGHT TO REST AND PLAY**].

Example 2.2 [ages 16+]
1. **Scenario: [READ OUT]** You are downloading a new social media app. It asks you to access your location, contacts, and camera. **[READ OUT]** What right should this app be respecting and how can you tell if it does? [After participants reflect explain that this affects their **RIGHT TO PRIVACY** and that they should read the app's privacy policy.]
2. **Scenario: [READ OUT]** You are at a café and need to transfer money to a friend urgently. The only available internet connection is the café's public Wi-Fi network. Should you proceed with the transaction using the public Wi-Fi network? What right will this affect you? [After they reflect explain to participants that this affects their **RIGHT TO BE SAFE**]
3. **Scenario: [READ OUT]** You receive an email from an unknown sender telling you that you have won $1000 as a top student. The email contains a link asking you to give your bank details and other personal information to get your prize. **[READ OUT]** Do you click on the link? Which rights of yours are affected? [After participants reflect, explain that this affects their **RIGHT TO BE SAFE, TO TRUE INFORMATION, TO NOT BE EXPLOITED**]