Baseline Study Report

Fostering Responsible Digital Citizenship to Promote Freedom of Expression in Bangladesh

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GRM

Acknowledgments

Contents

Acronym and Abbreviations

DSA = Digital Security Act
FNF = Friedrich Naumann Foundation for Freedom
FoE = Freedom of Expression
GRM = Global Research & Marketing
NGO = Non-Government Organization
SPSS = Statistical Package for the Social Sciences
TOR = Terms of Reference
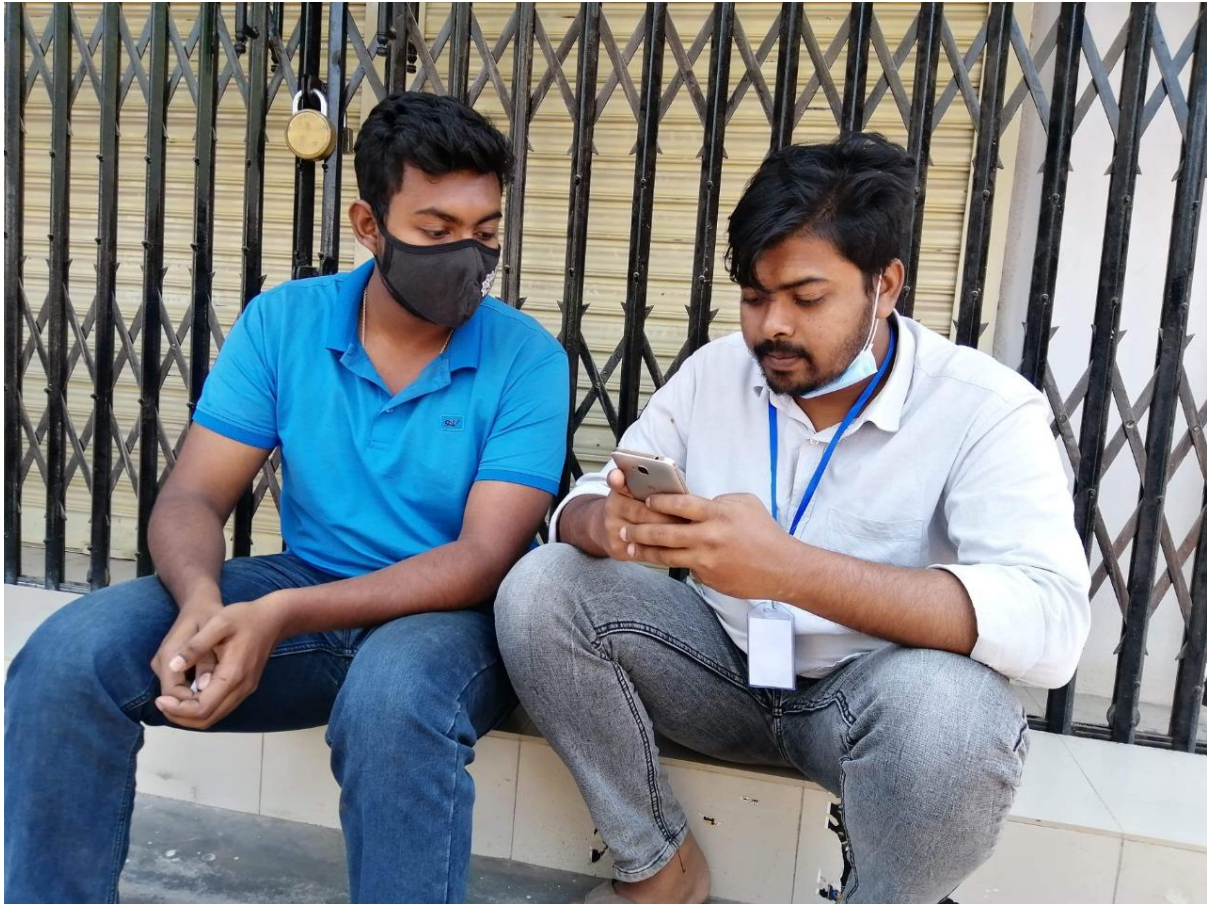VE = Violent Extremism

Image 1: Interview session in CAPI Software at Dhaka University campus

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Image 2: Enumerator came to the student's home to conduct the interview session in CAPI Software

Executive Summary

Background: The purpose of this baseline study is to measure current knowledge, attitude, and practice towards digital citizenship among Bangladeshi university students. This study will also enable the FNF and the implementing organization Dnet to identify and understand of performance direction on set of indicators at the end of the project as well as contribute to the designing and implementing the knowledge, awareness and advocacy activities targeting millions of tertiary students of the country. This baseline is being undertaken as part of a project called *Foster Responsible Digital Citizenship to Promote Freedom of Expression in Bangladesh.* The project officially commenced in February 2020. The European Union (EU) is co-funding the action. The Friedrich Naumann Foundation for Freedom in Bangladesh (FNF Bangladesh) is the coordinator of the activities and is responsible for overall management of the program. Dnet is the implementing partner who will execute the project activities. The main stakeholder groups of the project include, students, guardians, teachers, policymakers, and the media. Through direct and indirect interventions, the project aims to reach at least 50,000 young people in Bangladesh who will benefit from an improved regulatory framework as well as an increased knowledge (imparted through the target groups) on digital citizenship.

This study interviewed 520 male and 428 female students from five universities of Bangladesh: Dhaka University, Jahangirnagar University, Rajshahi University, Varendra University, and Daffodil International University. Using a structured questionnaire, data was collected during March-April 2021. In addition, the study interviewed 10 ethnic minority students and their findings are attached as Annexure 6. The second wave of COVID-19 pandemic in Bangladesh had affected the fieldwork. However, GRM study team used their best logistics, connections, and resources to reach the targeted students from all study locations.

Personal Information and Leisure: The study respondents are young, predominantly Muslims, unmarried and from middleclass Bengali ethnic background. Although most of the students are involved with different clubs and associations, however, as the field notes of the enumerators reveal, a considerable number of them are also affiliated with different political parties. They are not the active workers, but they have their affiliations with the student wings of major political parties. They did not reveal their political affiliation due to a social stigma attached to student politics in Bangladesh. Most of the students do not read newspapers and do not watch TV daily. The study respondents came from Bengali Medium education, and they are active and busy with their studies (online and offline), tutoring others, part-time jobs, playing outside, spending times with friends, and surfing social media. Most of them spend 1-3 hours on each of the above activities daily, irrespective of weekdays and weekends.

Online Media Exposure: Irrespective of gender, the study respondents are online media friendly. They use various online platforms regularly such as Facebook, YouTube, WhatsApp, and Instagram. It is an emerging phenomenon that almost half of these students also play online games frequently. Because of encryption, the female students feel safe to use WhatsApp, and they are less interested about online games compared to their male cohorts.

Freedom of Expression: Because of sociopolitical realities of Bangladesh and out of fear of persecution students are less likely to share their critical thinking on social media. They are not informed, either by their family or educational institution, about posting sensitive contents on social media platforms. As an alternative, they mostly prefer to share safe contents such as their own photos, own thoughts, and motivational contents/quotes. Due to patriarchal social stigma, the young women fear posting critical political contents on social media more than the male students. Nationally women are less likely to participate in direct politics. The respondents mostly use Facebook and Instagram for posting their life events either daily or once a week. Females post less regularly than males do. On

average, most of the students spend 1-4 hours on social media daily. Irrespective of gender, 16% students are heavy users of social media spending 5 hours+ online daily, and this figure is significantly high when this number is extrapolated to the total undergraduate student population of the country. Due to seen and unseen fear of sociopolitical persecution, students cannot express their personal or political thoughts responsibly on social media. Females are more skeptical in making any political commentary in this regard than males. In this hostile situation of virtual and real-life conundrum, parents often do not allow their children to express their ideas responsibly. Consequently, mostly for safety reasons, females are more likely to lock their Facebook profiles than males. However, students believe that social media is a good space to express opinions and therefore it is important to have own profile on social media.

Democratic discourses and digital space

If guided, students are confident to make positive changes through participation in democratic process using online platforms. Currently, they spend time checking their friends' posts and get entertainment from different links. Participation in forums/discussions on critical issues of the country is limited among the study respondents. They usually act if their friends become victims of bullying. Students also participate in campaign for social/humanitarian cause on social media. They mostly participate in online civil society protest (e.g., against rape, road accident, etc.) and petitioning for a cause. They also follow information on celebrities, idols, and e-commerce business for buying and selling merchandise. It appears that these students are unhappy with the current political environment, and they do not follow political talk shows online. Majority of them, irrespective of gender, are highly enthusiastic in developing their skills attributing to the skills learning program. However, students make awareness raising posts and participate in social works regularly. As stated by them, students are usually careful about what they share on social media and are careful about any sexual content. To avoid unnecessary consequences, majority of the students are not capable of do anything if any known person commits an unlawful act on social media.

Digital Etiquettes: Most of the study participants do not share their passwords address, phone number, age, etc. with their acquaintance. They are less sensitized about cyberbullying, hate speech and cyber-sexual harassment. Females are less sensitized on cyberbullying, hate speech, and cyber-sexual harassment than males are. Respondents usually check the authenticity of online information through using their own prior knowledge and experiences. Irrespective of gender, the respondents are not sensitized properly on Digital Security Act (DSA) 2018 of Bangladesh. Ironically, a quarter of them never heard about this Act, and of those who know this regulation, a majority feel that this regulatory system does not allow them to express their ideas and thoughts responsibly.

Recommendations:

1. Students are involved/affiliated with different clubs, association, and political parties. They are not the active political workers, but they have their affiliations with the student wings of major political parties. They can actively participate in the project activities of Dnet and FnF Bangladesh. However, any program targeting university students in Bangladesh must consider making liaison with the campus-based student political wings and student clubs/associations.
2. As readership of newspaper and frequency of watching TV are less, these university students can be reached through a dedicated online platform on weekends for improving their digital citizenship status.
3. Facebook, YouTube, WhatsApp, and Instagram could be used to diffuse project's missions and visions to university students of Bangladesh.

4. Students need to be socialized/acculturated about safe posting on critical sociopolitical issues. They are not properly informed in this regard. University students should also be sensitized on sharing other safe contents of their own on social media. Females need more attention in this regard.

5. Students cannot express their personal thoughts responsibly on social media. They are worried about their own safety and fear social and political persecution. The project needs to address these issues.

6. Students should be sensitized about safe content of political topics on the internet. They need guidance on making political commentary on social media. They need guidance to make positive changes through participation in democratic process using online platforms. A 2015 UNESCO study also revealed that young populations in South Asia need guidance on responsible contents on online platforms.[1]

7. Students participate in campaign for social/humanitarian cause on social media. They mostly participate in online civil society protests and in online fundraising for a cause. Their activities prove that they would respond to any positive initiatives to make them more aware of and informed of digital citizenship.

8. As majority of them are highly enthusiastic in developing their skills attributing to the skills learning program, any future project may include skill-building components in their activities.

9. Although university students are usually careful about what they share on social media, they need further sensitization in this regard.

10. Students, irrespective of gender, ethnicity, and sexual orientations, need in-depth discussion sessions on various aspects of hate speech, cyberbullying and cyber-sexual harassment. Following WHO and UN guidelines, a separate module should be developed in this regard.[2] They also need further guidance on the most effective ways of checking the authenticity/plagiarism of the online contents.

11. Irrespective of gender, the respondents are not sensitized properly on DSA 2018 of Bangladesh. Special care should be taken to orient the students on this DSA, Rights to Information Act, and other Cyber and Violent Extremism (VE) related Acts of Bangladesh.

12. Policy makers should also be sensitized on the modus-operandi of Digital Citizenship and safe and responsible use of ICT

Conclusions:

As most of the students are online media friendly and associated with clubs, associations, and various social organizations, they may not face any adverse reaction to participate in project activities of FNF Bangladesh and Dnet for improving their digital citizenship status. They need to be oriented on safe use of digital spaces. Students, mostly females, are worried about their own safety and fear of social and political persecution and they need guidance on making any commentary on social media. Students also participate in online campaign for social/humanitarian cause and civil society protest. As expected, the project may include skill-building components in their activities. The respondents are less aware of cyberbullying, hate speech, and cyber-sexual harassment, and they need in-depth discussion sessions on these social vices. Irrespective of gender, the respondents are not sensitized properly on digital security laws of Bangladesh.

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[1] UNESCO (2015). *Fostering Digital Citizenship through Safe and Responsible Use of ICT: A review of current status in Asia and the Pacific as of December 2014*. APEID-ICT in Education, UNESCO Asia-Pacific Regional Bureau of Education. UNESCO, Bangkok.
[2]https://www.un.org/en/genocideprevention/documents/UN%20Strategy%20and%20PoA%20on%20Hate%20S peech_Guidance%20on%20Addressing%20in%20field.pdf

Chapter one: Introduction

1.1 Project description and background

The purpose of this baseline study is to measure the current knowledge, attitude, and practice towards digital citizenship amongst Bangladeshi university students. This study will enable the FNF and the implementing organization Dnet to identify and understand performance direction on particular set of indicators at the end of the project. Also, the study finding will contribute to the designing and implementing the knowledge, awareness and advocacy activities targeting thousands of tertiary students of the country.

This baseline study is being undertaken as part of a project called *Foster Responsible Digital Citizenship to Promote Freedom of Expression in Bangladesh*. The project officially commenced in February 2020. The European Union (EU) is co-funding the action. The Friedrich Naumann Foundation for Freedom in Bangladesh (FNF Bangladesh) is the coordinator of the activities and is responsible for overall management of the program. Dnet is the implementing partner who will execute the project activities.

The project aims to promote digital citizenship in Bangladesh and support freedom of expression in the country. The overall objective of this action is to contribute to a safe and secure digital environment for freedom of expression and critical thinking in Bangladesh. It targets young people who move to the cities to pursue higher education and are expected to know how to operate in the digital world. The main stakeholder groups of the project include the target groups, i.e., students, guardians, teachers, policymakers, and the media. Through direct and indirect interventions, the project aims to target at least 50,000 young people in Bangladesh who will benefit from an improved regulatory framework as well as an increased knowledge (imparted through the target groups) on digital citizenship.

This project also aims to capacitate the targeted youth to express themselves responsibly and safely in the digital space. It will support them to learn about national and international norms and etiquettes, and laws and will make them aware of the responsible usage and interaction on digital media. The action will also address the challenges to Freedom of Expression (FoE) in the country posed by digital security laws, mainly through advocacy efforts.

1.1 Program area

Primarily the project will work with five universities (3 public and 2 private) in Dhaka and Rajshahi. The universities are University of Dhaka, Jahangirnagar University, University of Rajshahi (public), Daffodil International University in Dhaka, and Varendra University in Rajshahi (private). This baseline study will be conducted with students, guardians, and other stakeholders of all these campuses.

1.2 Objective of the Study

- To understand the landscape status on the key issues of this project
- To understand the performance direction on a particular set of indicators at the end of the project
- To contribute to designing and implementing knowledge, awareness, and advocacy activities

Broad Objectives

- To contribute to a safe and secure digital environment, especially for young people, for freedom of expression and critical thinking in Bangladesh

- Estimate indicator OO1: % of targeted youth feel free to express their thoughts on critical topics on the internet platforms.
- Estimate indicator OO2: % of targeted youth feel confident to make positive changes in the society through participating in democratic process using digital space.

Specific Objectives
The specific objectives of the study are as follows:

- To capacitate young citizens in Bangladesh to express themselves responsibly, appropriately, lawfully, and safely in the public sphere and to create an enabling and supportive environment for them to do so.
- Estimate indicator SO1: % of targeted youth show positive change in behavior (appropriately and lawfully) when they interact in the digital space.
- Estimate indicator SO2: % of youth report changes in overall knowledge on how to express themselves responsibly, appropriately, lawfully, and safely in the public sphere.

1.3 Scope of Work
The consultant will be responsible to ensure that the baseline study utilizes methodologies that meet quantitative and qualitative research standards of the scientific community. The scope of work included the following:

- Review of secondary sources of information
- Questionnaire and checklist finalization
- Conduct a baseline survey by recruiting and training qualified enumerators
- Data management, analysis, and reporting

Chapter Two:
Methodology and Implementation of the Study

2.1. Study Approach

This baseline study used quantitative research method. The study designs, including the selection of data collection technique and tool, sampling approaches, instrument development, analysis, and dissemination strategy were based on distinct conceptualization and proper documentation of the study objectives. The basic design of this study was consisting of three interrelated components which include: (i) Reviewing the expected results and measurable indicators of the study as mentioned in the ToR, (ii) Examining the overall Knowledge, Attitude and Practice (KAP) towards digital citizenship among Bangladeshi university students, and (iii) Exploring achievement (evidence-based) challenges, key lessons, and recommendations for program designing, planning, and implementation of the project (Figure 1, Annexure 2). In doing so, we have reviewed several literatures which addressed various issues of digital citizenship around the world.[3]

2.2. Target Population, Method, Tools and Survey Design

This baseline study interviewed 520 male and 428 female students from five different university campuses: Dhaka University Jahangirnagar University Rajshahi University Varendra University and Daffodil International University. A structured questionnaire was used to generate the data. In addition, the study interviewed 10 ethnic minority students and their findings are attached as Annexure 6. In developing the survey instrument, adequate consultation with FNF was ensured. The study questionnaire was field-tested in two university campuses in Dhaka (one public and one private) in consultation with FNF.

2.2.1 Sampling Techniques

The study team, using a student list supplied by the respective departments and our own networks, interviewed 150-200 students from the selected study university by employing a simple random sampling technique (List 1). However, it was not always possible to maintain randomness all the time due to Covid situation.

2.2.2 Data Collection Instrument

The quantitative survey was undertaken through Android Tab by using CAPI software. The structured questionnaire was uploaded into a CAPI software through a personalized software, and it was piloted for checking their utilities and data authenticity. The validity and reliability of quantitative data were checked extensively using our Realtime data reporting system. To check the internal consistency of the

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[3] -Cortesi, S., Hasse, A., Lombana-Bermudez, A., Kim, S., & Gasser, U. (2020). Youth and digital citizenship+ (plus): Understanding skills for a digital world. Youth and Media, Berkman Klein Center for Internet & Society. Retrieved from https://cyber.harvard.edu/publication/2020/youth-and-digital-citizenship-plus.
-Fostering Digital Citizenship through Safe and Responsible Use of ICTA review of current status in Asia and the Pacific as of December 2014 APEID-ICT in Education, UNESCO Asia-Pacific Regional Bureau of Education.
-United Nations Strategy and Plan of Action on Hate Speech Detailed Guidance on Implementation for United Nations Field Presences, SEPTEMBER 2020.
-UN ACTION PLANS, Rabat Plan of Action on the prohibition of advocacy of national, racial, or religious hatred that consti-tutes incitement to discrimination, hostility or violence, 11 January 2013, A/HRC/22/17/.
-Jagtar Singh, Paulette Kerr, Esther Hamburger, Media, and Information Literacy: Reinforcing Human Rights, Countering Radicalization and Extremism (UNESCO, 2016).
-Igino Gagliardone, Danit Gal, Thiago Alves, Gabriela Martinez, Countering online hate speech (UNESCO, 2015).

data set, the construct and content validity were checked. Distribution of respondents by their departments and universities can be glanced from List 2 attached as Annexure 2).

List 1: Number of Respondents According to University

SL.	Location	Type	University Name	Number of Respondents
1.	Dhaka	Public	University of Dhaka	205
2.	Dhaka	Public	Jahangirnagar University	201
3.	Dhaka	Private	Daffodil International University	226
4.	Rajshahi	Public	University of Rajshahi	168
5.	Rajshahi	Private	Varendra University	148
Total				**948**

*Number of total students at these universities are about 130,000. Of them, the number of first- and second-year students were around 26,000. The study approached around 3000 of these sophomores over phone to obtain 948 completed interviews.

2.3 Finalization of Data Collection Instruments

A structured questionnaire was developed and pre-tested with the target groups in two university campuses in Dhaka. Feedbacks, based on pre-test, were incorporated with the final version of questionnaire (Study tool is attached as Annexure 4).

2.4 Data Collection, Cleaning, and Data Management

A total of 25 experienced enumerators (10 males and 10 females) and 5 field supervisors (all males) were deployed in five study universities to conduct the face-to-face interview sessions. Each university had a dedicated study team. Field data collection was carried out start date – end date. Field supervisors were assigned for monitoring the progress and quality of survey work. Prior to launching data collection work, a rigorous three-day long training was conducted with the Field Survey Team (i.e., Enumerators and Field Supervisors) and other study team members. In consultation with the Team Leader, the statistical expert analyzed the field data by objectives of the survey and by employing SPSS/STATA.

2.5 Quality Control Mechanism

Providing rigorous training for data collectors/enumerator was our first building block of data quality assurance strategy. The training sessions covered the study tool followed by e role-playing and mock interviews in the training room. Besides, during the fieldwork, accompany check, spot check, and back checks were conducted by the Field Supervisors. These checks ensured that any systematic mistake done by a specific Enumerator was corrected quickly in the field.

2.6 Covid-19 Pandemic Work Mechanism

The data collection team maintained social distancing and other health advice and proper health care and hygiene protocol. Mask, hand sanitizer, and other necessary protection equipment were provided to the study team to ensure highest level of health and hygiene procedure during this COVID-19 situation.

2.7 Ethical Considerations

After specifying the target respondents, informed consents were taken from them before commencing the structured interview. During the time of interview, ethical considerations and ethical practices were maintained and followed.

2.8 Limitation and Challenges of this study

During the baseline study, universities in Bangladesh were closed and students were out of campuses. The study team faced a great difficulty to bring the students into their respective campuses and conduct face-to-face interview with them. As a result, the team sought several time extensions to meet the target and do a quality data collection. The second wave of COVID-19 pandemic in Bangladesh and government lockdown had affected the fieldwork too. However, the team used their best logistics, connections, and resources to reach the targeted students from all study locations.

Chapter Three:
Findings of the Study

The main mission of the FNF's original project is to capacitate young citizens in Bangladesh to express themselves responsibly, appropriately, lawfully, and safely in the public sphere, especially to create an enabling and supportive environment for them in digital platform. In order to better assess the needs of the target group, the implementing partner needs to know the current Knowledge, Attitudes and Practices of the targeted youths on Responsible Digital Citizenship and Freedom of Expression in Bangladesh. The following sections and chapters will highlight performance directions and achievement challenges through which the implementation team could design and plan the implementation strategies of the project.

3.1 Sociodemographic Background

This baseline study interviewed 948 university students aged 18-23 years (Median: 21; Male: 22 Years and Female 21 Years). Most of these students were from second year (55%), followed by first year (29%) and third year (16%). As expected, an overwhelming majority of them were Muslim (94%), followed by Hindu (6%). Most of these students (93%) were unmarried, only 7% of them were married and 99.68% respondents were from Bengali ethnic background. As university campuses were closed, the study team reached only 11 students from diverse ethnic background. The findings of these ethnic background respondents are almost similar to those of the mainstream students (Table 1, Annexure 3).

As the study data revealed, most of the students (52%) were found involved/affiliated with different clubs of their respective universities, followed by different associations (21%), political parties (11% males and 1% females), and other different extra-curricular activities (21%). Nearly a quarter of the respondents (23%) said they do not read newspapers, while 30% of them read newspapers daily (30%), followed by 2/3 days a week (31%) and weekly once (16%). Males usually read newspapers daily more (37%) than females (21%).

Similar to other national media studies, 42% of the respondents said they watch TV daily, followed by 2/3 days a week (29%), and once a week (9%). One fifth of the students (20%) stated that they do not watch TV. Unlike newspaper readership, females were more likely to watch TV (56%) than males (31%). In a typical month, the mean monthly expenditure of their household was BDT 36,887, and there was no significant difference between the study groups in this regard (Table 1, Annexure 3).

3.2 Educational Background

In the study, most of the students came (84%) from Bengali Medium background, followed by English Medium (8%), Madrassah (2%), Vocational (3%) and English Version (3%). More than 31% of the family head (mostly father) of the respondents had completed high school obtaining a Higher Secondary Certificate (HSC), followed by graduate (24%), Secondary School Certificate (SSC) (21%), and post-graduate education (12%). Only 10% guardians were found who can read/write and 2% of them were found who can only sign (Table 1, Annexure 3).

The highest education level of other family members of the respondents was graduation (33%), followed by HSC (29%), post-graduation (18%), and SSC (16%). Guardians of female students had higher level of education than those of the males (Figure 2; Table 1, Annexure 3).

Figure 2: Education level of other family members

Category	Percentage
Other (Specify)	1%
Post Graduate	18%
Graduate	33%
HSC	29%
<SSC	16%
Can read /write	3%
Can only sign	1%
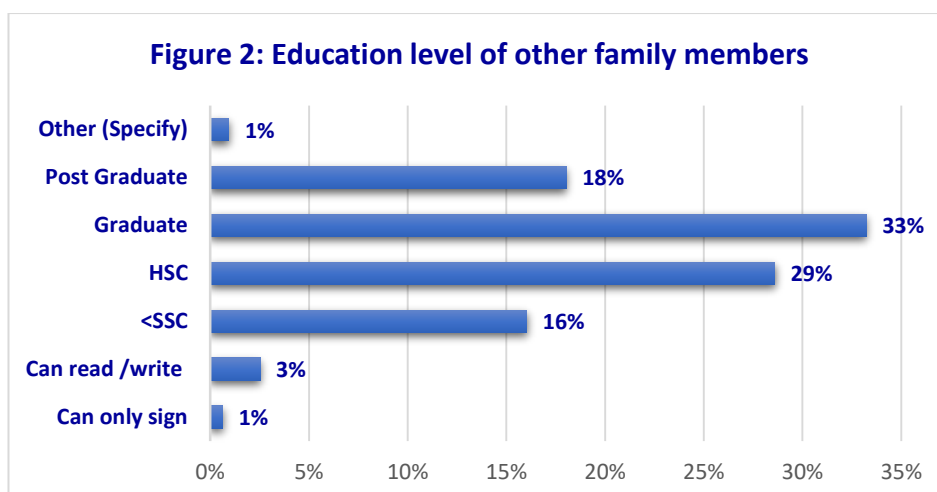
3.3 Activities students usually do in a typical day

As indicated (Table 3), students usually spend their times studying on an average 3.57 hours in a weekday and 2 hours in a typical weekend. They spend about 4.5 hours for study during a weekday (1.97 hours online and 2.56 hours offline). During weekend, they spend on average 2 hours studying online daily. Further, the students spend 2.28 hours and 1.33 hours daily for providing tuition and for some part-time jobs by a weekdays and weekend respectively, followed by playing outside (on average 1.09 hours daily during weekdays and 1.5 hours daily during weekend), spending times with friends (on average 1.76 hours daily during weekdays and 2.04 hours daily during weekend). They spend on average 2.53 (weekend) to 2.76 (weekdays) hours daily on surfing social media (Table 2).

Table 2: Activities students usually do in a typical day (24 hour)

Table 3: Activities students usually do in a typical day (24 hour)			
Activities You Usually Do		**Weekday (Hour)**	**Weekend (Hour)**
Studies		3.57	2
Classes	Online	1.97	1.92
	Offline	2.56	00
Paid word	Tuition / Part time	2.28	1.33
Leisure	Playing Outside	1.09	1.5
	Social Media	2.76	2.53
	Time spent with friends	1.76	2.04
	Others	1.33	1.19
Others		0.53	

3.4 Social Media Usage

Of all social media, students preferred using Facebook most (94.4%). Only about 5% students acknowledged that they use Facebook sometimes. About 80% respondents said they often access YouTube, followed by WhatsApp (52.1% often and 30.4% sometimes), and Instagram (28%). A considerable number of the respondents were found playing/accessing online games (16% regularly and 39% sometimes) and TikTok (8% regularly and 31% sometimes).

Study respondents showed less interest in Twitter, Snapchat, or Pinterest. Overall, there are no gender differences in using social media except WhatsApp and online games. Females are more likely to use WhatsApp (56%) than males (49%) and males are more likely to use online games (49%) than females (10%) (Figure: 3) (Table 3, Annexure 3).
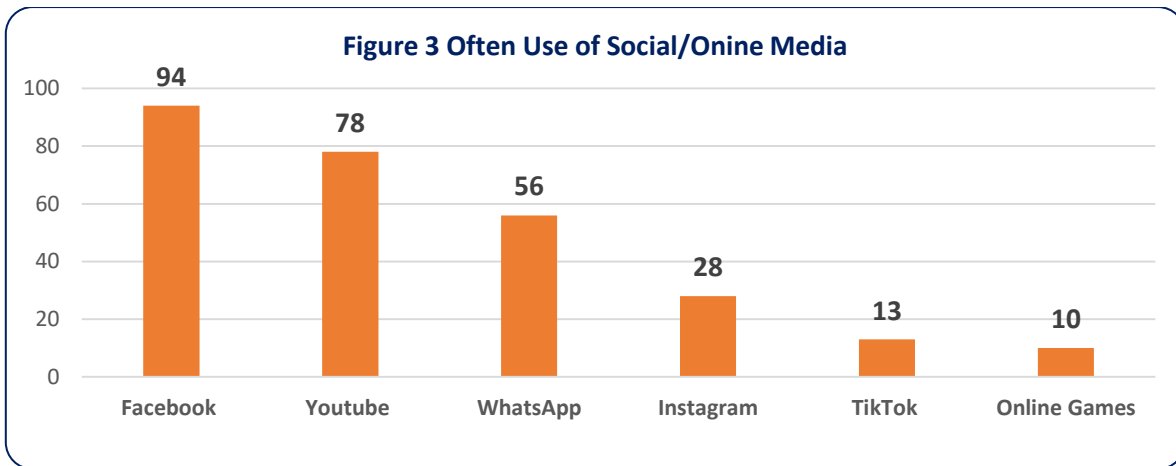
Figure 3: Usage of Social Media

Baseline Study Indicator OO1: % of targeted youth feel free to express their thoughts on critical topics on the internet platforms
Summary of Baseline Indicator 001: Fearing adverse reaction and political persecution, young students, irrespective of gender and institutional affiliation, can't express their critical views on contemporary social discourses in social media. Majority of these young adults never made any political commentary in social media. As alternative, they mostly prefer to share their photos, life-events, and own thoughts, mostly in Facebook and Instagram. An overwhelming majority of these young adults post in social media either daily or weekly, and most of them spend on average 1-4 hours there. Though they consider having their own profiles in social media to express opinions, respondents feel safe if their FB profiles are locked. These young adults agreed that they feel easy to participate in discussions in social media than in person.

3.5 Freedom of expression of the youths on critical topics on the internet platforms

Students are less likely to share critical thinking on sociopolitical issues on social media. Only 30% of them said they share some critical thinking on sociopolitical issues. They mostly prefer to share their own photos or own life-events (73%) and their own thoughts and ideas (68%) on internet platforms, followed by learning/motivational contents (64%), and inspirational quotes (51%). One third of them (32%) also share funny contents and videos on social media (Figure 4). Except sociopolitical contents, females also share funny contents/videos and other personal memos similar to those of males. Due to patriarchy and not-participation in the political process, females in Bangladesh often maintain distance from political discourses. This is also reflected here in this study as female students are 15 percentage points less likely to share any political content on social media than their male cohorts (Figure 4; Table4, Annexure 3).
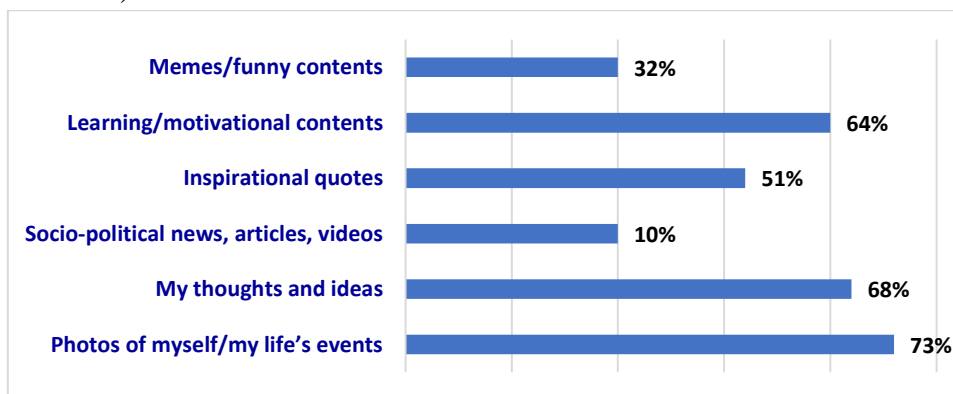
Figure 4: Popular topics on internet platform

In reply to the question "Which social platform are you most comfortable with to share your views? the study respondents mostly named Facebook (99.9%), followed by Instagram (75.5%). However, a considerable number of them (21%) also feel comfortable to use Twitter. There is no sharp difference of opinions among the study young adults in this regard. A quarter of the study respondents (25%) post daily on social media, when about 43% of these university students post on social media once a week and 23% of them post once a month. More than 6% of them post 2 to 4 times in a day. Females are less likely to post daily and weekly than the males (Table 4, Annexure 3).

Most of the students (53%) spend 3-4 hours on social media per day. Females spend slightly more hours (53.50%) on social media than males (52.88%). Nearly one third of the students (>28%) spend 1-2 hours on social media daily. A considerable number of students were heavy users of social media (16%) (Males 16.35%, Females 15.65%), spending 5 hours+ online per day (Table 4, Annexure 3). This is a big number if we translate this finding to the total number of under-graduate students in Bangladesh.

Around 63% students stated that they are least or moderately free to express their personal thoughts and life events responsibly in social media. That means they are cautious in posting their remarks on social media due to unexpected sociopolitical persecution. In recent times, several students were jailed and harassed by the law enforcing agencies and pro-government student union for their remarks on politics, religion, and leaders. Meenakshi Ganguly, South Asia Director of Human Rights Watch wrote, 'Displaying absolute intolerance for peaceful criticism, Bangladesh authorities have arrested hundreds of people, including journalists, for criticizing or satirizing the country's ruling party and its leaders... Even children have not been spared for posting anything to social media… She writes again, 'those arrested have been held in pre-trial detention for long periods, even facing physical abuse as punishment. Cartoonist Ahmed Kabir Kishore, released on bail after months in jail, told the media he was beaten so badly during interrogation, his ear drum burst. In the above situation, only 37% of respondent in this study said they feel free to post their own thoughts. In fact, we have doubt about this finding as we believe only a nominal number of students may have the courage to post their feelings on any sociopolitical issue responsibly. Females are less likely to express their opinions in social media than males. Of those who are worried to express responsibly, about 60% said that they are worried about their own safety and 45% of them said they fear social and political persecution. About 20% of them said their parents do not allow them to express their ideas responsibly. Males are more likely to fear social and institutional persecutions than females (Figure 5, Table 4, Annexure 3).
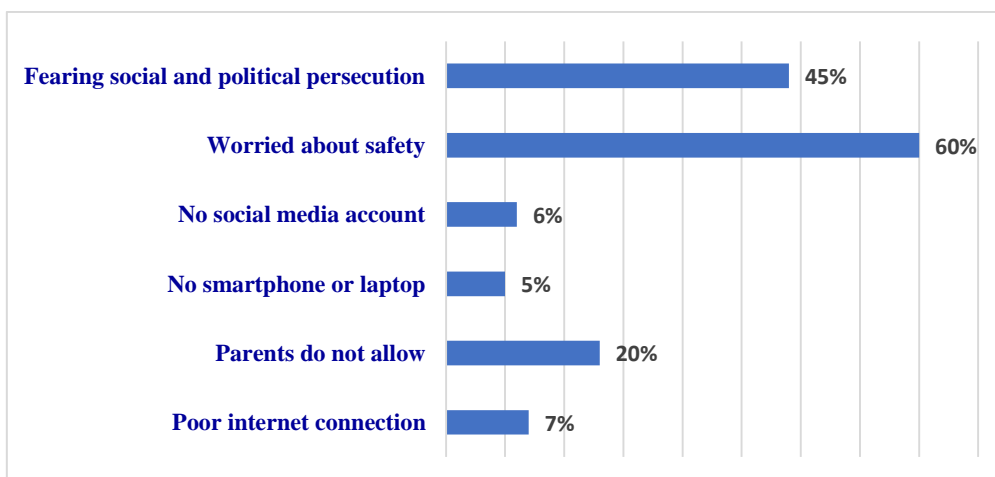
Figure 5: Reasons of not feeling free to post in social media

Locking FB Profiles: The respondents feel safe if their FB profiles are locked. In the study, 41% students said that they locked their Facebook profile. Female students are more likely (62%) to lock

their profiles than males (25%). Reasons of their profile locking include: my preference (67%), making profile private from anonymous people (60%) and fearing social and political persecution (17%). Females preferred more privacy from anonymous people (63%) than males (54%) (Figure: 6; Table 4.1, Annexure 3).
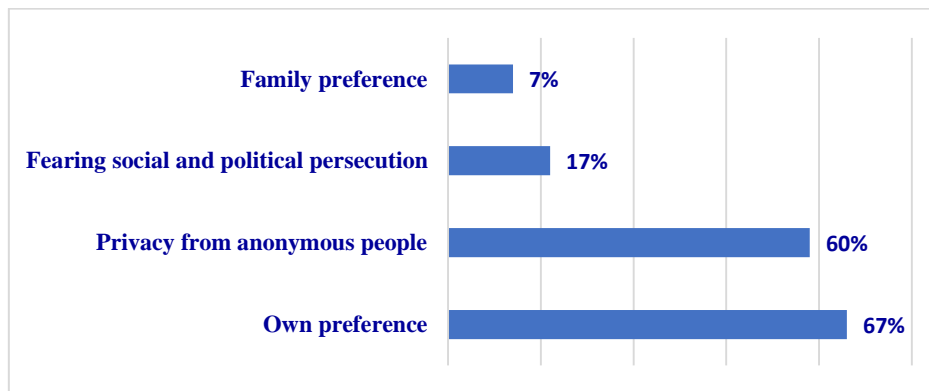
Figure 6: Reasons of locking Facebook profile

In reply to a question, 34 to 35% students think that 'social media is a good space to express opinions' and therefore 'it is important to have own profile on social media.' Further 21% students agreed that they feel easy to participate in discussions on social media than in person. There is no sharp difference of opinions among the males and females in this regard (Table 4.1, Annexure 3).

Settings of Political Posts: While posting a status of socio-political nature (e.g., on Facebook), 52% students make their privacy settings friends only. Only 24% students make their post public. Regarding these sorts of political posting, males are more likely to make their posts public than females, and females prefer friends only more than males (Figure 7; Table 4.1, Annexure 3).
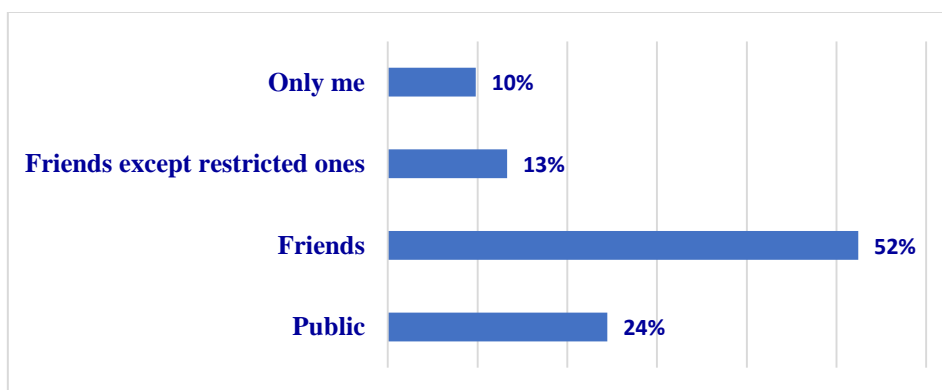
Figure 7: Privacy settings of while making socio-political post

Freedom of expression on political topics: Only 20% of the students can express their views on political topics on the internet responsibly. Rest of them (80%) either cannot express their views on political topics on the internet responsibly or they are not willing to answer the questions whether they can responsibly express their views on political topics on the internet platform or not. Females fear most than males in this regard (Figure 8; Table 4.1, Annexure 3).
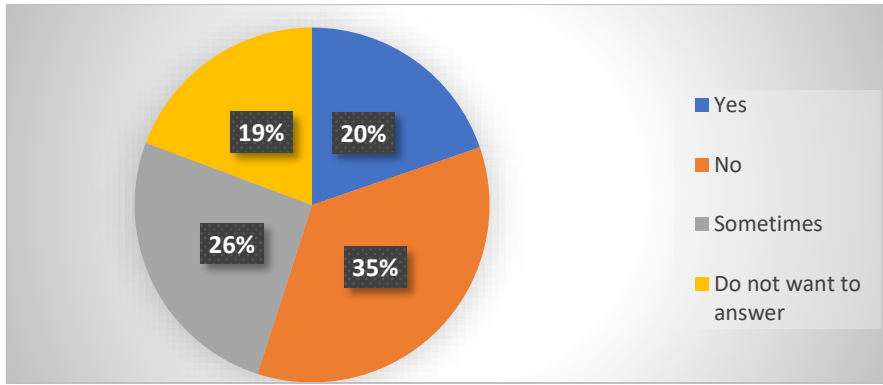
Figure 8: Freedom of expression on political topics on the internet platform

Only 3% of the students often engage in political commentary on social media. Majority of the students (60%) never make any political commentary on social media, and 37% of them make political comments sometimes. Females are more likely (71%) about not making any political commentary on social media than males (52%) (Figure 9; Table 4.1, Annexure 3). Of those students who made political commentary on social media, about 97% stated that they never faced any persecution. Only 3% of them stated that they suffered sociopolitical persecutions because of their political commentary on social media. However, fearing further consequences, they were unwilling to share what they have suffered (Figure 9; Table 4.1, Annexure 3).
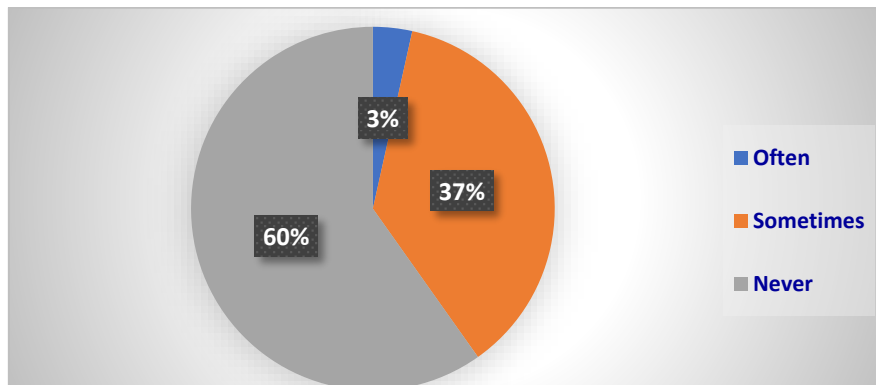
Figure 9: Political commentary on social media

Baseline Study Indicator OO2: % of targeted youth feel confident to make positive changes in the society through participating in democratic process using digital space

Summary of Baseline Indicator 002: The study respondents usually don't participate in discussions on critical issues of the country. They mostly spend time checking their friends' posts and get entertainment from different links. However, they are confident to make positive changes through participation in democratic process using online platforms. Sometimes, students also participate in campaign for social/humanitarian cause on social media. They mostly participate in online civil society protest (e.g., against rape, road accident, etc.) and petitioning for a cause. Majority of these young adults are highly enthusiastic in developing their skills attributing to the skills learning program. They are less sensitized about cyberbullying, hate speech and cyber-sexual harassment. Irrespective of gender, the respondents are not sensitized properly on Digital Security Act (DSA) 2018 of Bangladesh. Ironically, a quarter of them never heard about this Act, and of those who know this regulation, a majority feel that this regulatory system does not allow them to express their ideas and thoughts responsibly.

3.6 Confidence to make positive changes through participation in democratic process using digital space

In reply to a multiple question on reasons of using social media platforms, 74% students replied that they use social media for pure entertainment, followed by mostly getting information (68%), seeing what their friends and relatives are doing (62%), meeting new people (52%), and participating in forums/discussions on critical issues of the country (42%). Females were less likely to participate in in forums/discussions on critical issues of the country than males (Table 5).

However, when they were asked what initiatives, they usually take upon noticing their friends becoming victims of bullying, 61% agree to report the bully's account, 45% will take different initiatives to create awareness against bullying, while 36% consider taking legal action, and 25% just ignore the matter as it is not their business. Females are usually less likely to report any account or take any legal action against bulling than males. On the other hand, when asked whether they posted anything that instigates anyone personally, a staggering 94% says that they have not offending anyone by posting or commenting anything or against anyone aggressively. Only 1% confessed that they do this type of job. About 6% students confessed that they might have done this earlier, but they are confused as they are not sure, whether they did this or not (Table 5). The above findings should be analyzed cautiously as most of this information may have socially desirable answers.

Majority of the respondents (61%) participate in a campaign for social/humanitarian cause on social media sometimes, while 28% of them acknowledged that they never participate in these activities. Only 11% students said that they often participate in humanitarian activities on social media. There are no remarkable differences between the responses of young adults in this regard (Table 7, Annexure 3).

Students mostly participate in online civil society protest (e.g., against rape, road accident, etc.) (66%), followed by online petitioning for a cause (50%), changing profile photo to show (48%) and online fundraising for a cause (39%). The online participants are mostly concerned following or keeping updates with their idols and preferences. Majority of the study respondents follow information on celebrities, idols, and e-commerce business for buying and selling merchandise. Evidently, 71% (males 73% and females 68%) of the respondents are highly enthusiastic in developing their skills attributing to the skills learning program. Only 26% of them follow ppolitical talk shows online (Table 7, Annexure 3).

Students were asked the following questions: Do you make awareness raising posts on social issues? In reply, 64% (males 67% and females 60%) of the study respondents said, 'yes we do it sometimes.' Again, 67% of them said that awareness raising posts sometimes influence them to make their decisions, change their views, and participate any social works. Males are more likely to be influenced than females in this regard. Lastly, upon asking whether they can contribute positive changes through social media, 21% of respondents confidently said they are able to do it, another 20% of them said they could do it sometimes, and 46% of respondents said they might be able to do this (Table 7.1, Annexure 3).

Table 5: Positive Changes through Participation in Democratic Processes through Social Media

Question	Coding categories	Male n=520	Female n=428	Total N=948	Male n=520	Female n=428	Total N=948
Why do you use social media platforms? (Multiple responses permitted)	Entertainment	380	322	702	73%	75%	74%
	Getting information	356	289	645	68%	68%	68%
	Meeting new people	303	210	513	58%	49%	54%
	Sharing information about myself	198	156	354	38%	36%	37%
	Participating in forums/discussions on critical issues of the country	249	134	383	48%	31%	40%
	Seeing what my friends and relatives are doing	322	268	590	62%	63%	62%
	Following e-commerce business	149	91	240	29%	21%	25%
When a friend/social media friend becomes victim to bullying, what do you do? (Multiple responses permitted)	Ignore, it is none of my business	116	124	240	22%	29%	25%
	Help report the account of the bully	331	250	581	64%	58%	61%
	Take initiative to create awareness against bullying	257	165	422	49%	39%	45%
	Take legal action	214	130	344	41%	30%	36%
Have you ever posted/commented any of your views, which can hurt anyone?	Yes	6	0	6	1%	0%	1%
	No	477	410	887	92%	96%	94%
	Sometimes	20	8	28	4%	2%	3%
	May be	17	10	27	3%	2%	3%

> **Baseline Study Indicator SO1: % of targeted youth show positive change in behavior (appropriately and lawfully) when they interact in the digital space**

3.7 Behavioral pattern and lawful Interaction on social media

An overwhelming majority of the university students (92%) stop and think about everything before they share on social media. The reasons behind include fearing social and political persecutions and friends/guardians' reactions. Likewise, almost all of them (97%) never make any unkind post on other's post. Only 3% of them sometimes do so. Females are less likely to post any unkind comments than males. On the other hand, when they were asked whether people they interact with make unkind comments on others' post or not, in reply, 36% of the respondents stated that they have seen that people they know do this often and sometimes. When they were asked whether they post inappropriate photos (personal sexual content, something that hamper others' privacy) on internet platforms, 93% said they usually do not do that. Females are less likely to post any inappropriate contents than males. Similarly, 83% of the respondents said that people they interact with do not post inappropriate content on social

media. Only 17% of the respondents said they know people who do this often or sometimes. In the study, 78% students (males 82% and females 74%) said that they take permission while posting their friends' photos or tag them in any photos. However, a considerable number of them (22%) do not take any permission from others to share or tag photos of other people (Table 6).

Table 6: Behavior Pattern and Lawful Interaction

Question	Coding categories	Male n=520	Female n=428	Total N=948	Male n=520	Female n=428	Total N=948
I stop and think about everything before I share on social media	Often	204	151	355	39%	35%	37%
	Sometimes	228	197	425	44%	46%	45%
	Never	88	80	168	17%	19%	18%
I make unkind comments on others' post	Yes	3	0	3	1%	0%	0%
	No	501	418	919	96%	98%	97%
	Sometimes	16	10	26	3%	2%	3%
People I interact with make unkind comments on others' post	Often	16	8	24	3%	2%	3%
	Sometimes	183	131	314	35%	31%	33%
	Never	321	289	610	62%	68%	64%
Do you post inappropriate photos (personal sexual content, something which hamper others' privacy)	Often	2	1	3	0%	0%	0%
	Sometimes	41	19	60	8%	4%	6%
	Never	477	408	885	92%	95%	93%
People you interact with post inappropriate photos	Often	5	1	6	1%	0%	1%
	Sometimes	99	59	158	19%	14%	17%
	Never	416	368	784	80%	86%	83%
Do you post photos of others/tag them in photos without their consent	Often	6	5	11	1%	1%	1%
	Sometimes	128	73	201	25%	17%	21%
	Never	386	350	736	74%	82%	78%
Do you use fake accounts	Yes	9	9	18	2%	2%	2%
	No	511	419	930	98%	98%	98%
People you interact with have used or use a fake account on social media	Often	18	12	30	3%	3%	3%
	Sometimes	165	122	287	32%	29%	30%
	Never	337	294	631	65%	69%	67%
Do you think it is lawful?	Yes	21	14	35	11.48%	10.45%	11%
	No	107	82	189	59%	61%	60%
	Unsure	55	38	93	27%	28%	29%
Do you suggest people you interacted with who do unlawful acts on social media not to do that?	Yes	234	175	409	45%	41%	43%
	No	175	148	323	34%	35%	34%
	Sometimes	111	105	216	21%	25%	23%

Fake account: An overwhelming majority of the Bangladeshi university students (98%) acknowledged that they do not have any fake accounts on social media. The above finding may not be true as many students have fake accounts under different names. Only 2% of them kept a fake account because they use it for fun purpose and can post anything without revealing their identity. However, 33% of the respondents said people they interact with sometimes use fake account on social media. In reply to a subsequent question, 60% of the students argued that using a fake account is unlawful, and 29% of them were unsure about it. Only 11% respondents think that it is lawful to use a fake account. If any person they knew makes any unlawful acts on social media, then 43% students suggest them not to do that,

34% students are not concerned about this issue, and 23% students sometimes suggest and sometimes ignore the facts (Table 6 attached as Annexure).

Baseline Study Indicator SO2: % of youth report changes in overall knowledge on how to express themselves responsibly, appropriately, lawfully, and safely in the public sphere

3.8 Knowledge on Digital Etiquettes

Sharing personal information: Across the digital security landscape, most participants (78%) disagree that they gave passwords to someone they know which means they know that sharing the personal information on digital space can hamper their privacy and it hampers the digital etiquettes. However, 21% students refused to answer the question. Females are slightly more conservative to share their password than males (Figure 10, Table 8, Annexure 3).
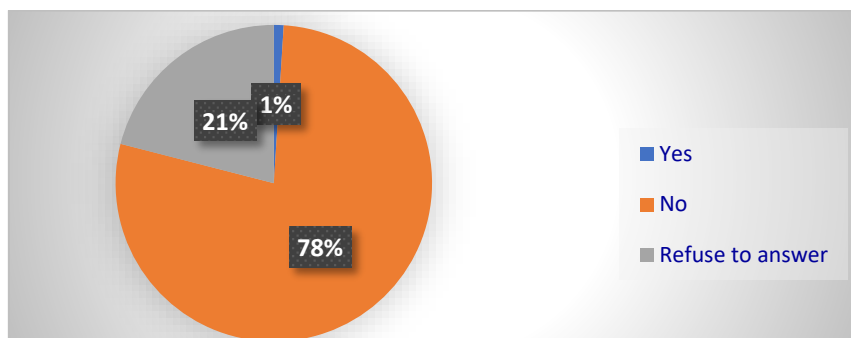
Figure 10: Personal information sharing on digital space

However, if they know someone for a certain period of time, about 38% say that they share their personal information with them. Females usually share their personal information less than males (Figure 11, Table 8, Annexure 3).
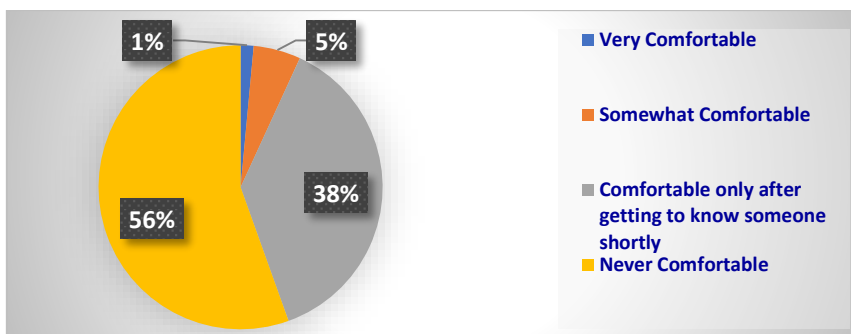
Figure 11: Acceptance over personal information

Knowledge on cyberbullying on social media: The study respondents don't have clear idea about cyberbullying. What constitutes cyberbullying? In reply, 34% students replied that cyberbullying means 'spreading rumours online', followed by 'threatening someone online' (32%), 'trolling someone' (30%), and impersonation (an act of pretending to be another person for the purpose of entertainment or fraud) (12%). About 44% students stated that cyberbullying entails all the above answers. However, in the study, more than 7% students do not know the meaning of cyberbullying. Data shows that females are less aware of cyberbullying than males. In fact, almost all Bangladeshi females who use FB, have had the experience of cyberbullying.[4] (Figure 12, Table 8, Annexure 3).

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[4] According to a new survey of the government's Information and Communication Technology (ICT) Division, girls become victims of cyber bullying and harassment easily because of using internet irresponsibly without
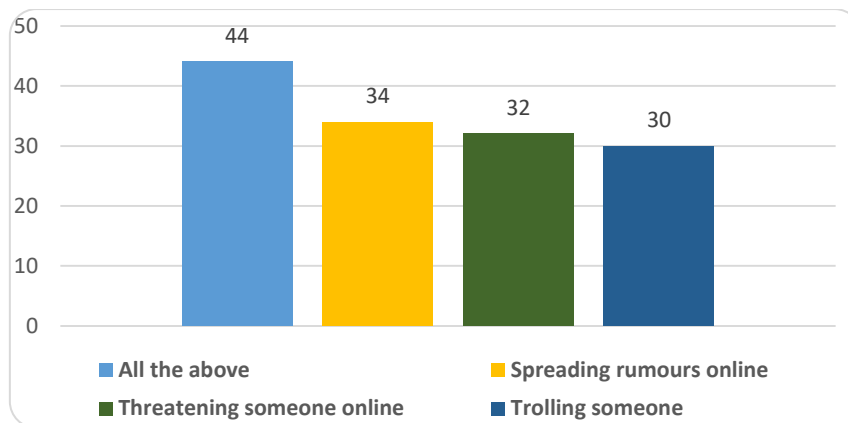
Figure 1: Drivers of Cyberbullying

Knowledge on hate speech on social media: Hate speech goes hand in hand with cyberbullying. Around 35% of the respondents agree that most of the hate speech attributes to sexual orientation (prejudice), followed by leaving hateful comments on someone's blog/post (28%), hate speech against minority ethnic groups (26%), expressing prejudice about a particular religion/belief (22%), and inciting violence through status/post/blog/video (20%). About 12% students replied that they never heard of the term 'hate speech.' Females are less likely to hear the word hate speech (17%) than males (8%) (Figure 13, Table 8.1, Annexure 3).
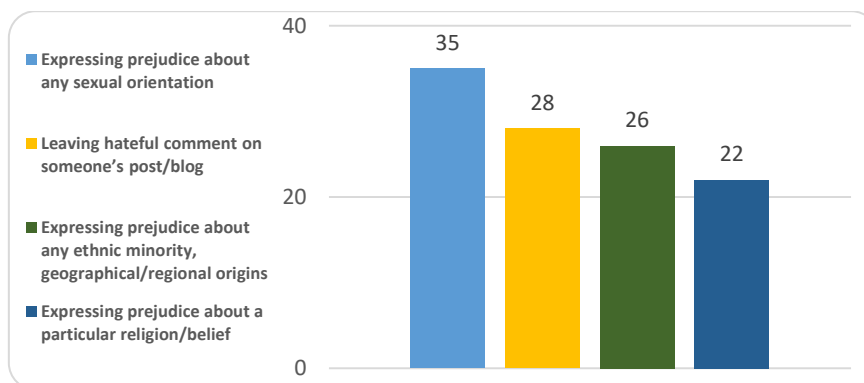
Figure 2: Drivers of hate speech

Knowledge on cyber-sexual harassment: Respondents are aware of cyber-sexual harassment. In reply to a multiple response question on what constitutes cyber-sexual harassment, 50% respondents stated that leaking or sharing someone else's pictures/videos on social media is called cyber-sexual harassment, followed by sending unwanted inappropriate pictures of themselves to someone (30%), persistently stalking someone else on social media (31%), and persistently sending messages to

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ensuring protection of their personal data. Young girls usually post their photos continuously on Facebook and become victims of harassment easily. Incidents of cyber harassment were double in the cities than the villages because of availability of internet and devices. Sixty-four per cent of the girls in the cities and 33 per cent in the villages are victims of harassment by receiving sexually explicit videos, messages, and photos. The survey was the first of its kind carried out by the ICT Division (Cited from Daily Prothom Alo, https://en.prothomalo.com/bangladesh/girls-more-vulnerable-to-cyber-bullying-and-harassment. Accessed on 12/06/2021).

someone in the absence (18%). Both males and females had similar level of awareness in this regard. Only 3% students (Females 5% and Males 2%) acknowledged that they never heard of the term 'cyber-sexual harassment' (Figure 14, Table 8.1, Annexure 3).
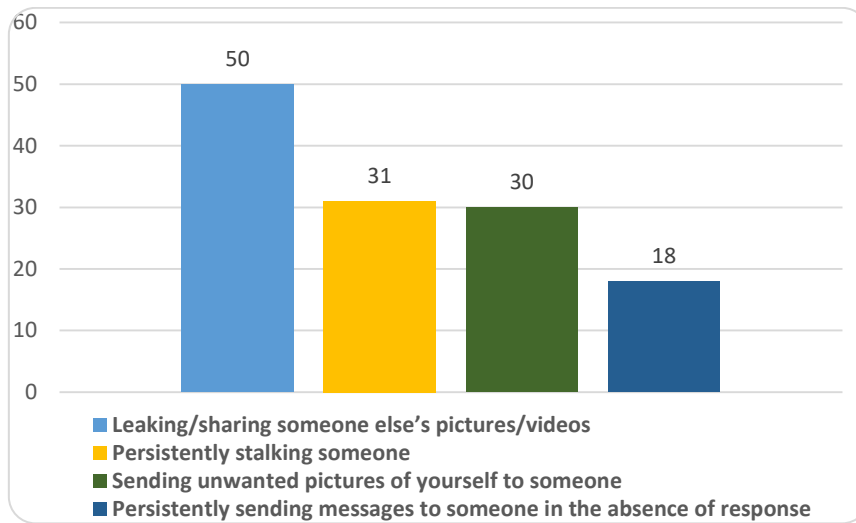
Figure 3: Drivers of cyber-sexual harassment

Authenticity checking of social media information: When it comes to check the authenticity of online information, 63% students use their own discretion based on their prior knowledge and experiences to take the decision. More than half of them (52%) double check the information on google or other sources, they also share posts that their friends/family share (41%) and follow only authentic pages (39%). Another 21% students said if a post has many likes, comments, views, or shares, it must be right or authentic. Females mostly trust family sources (Figure 15, Table 8.1, Annexure 3).
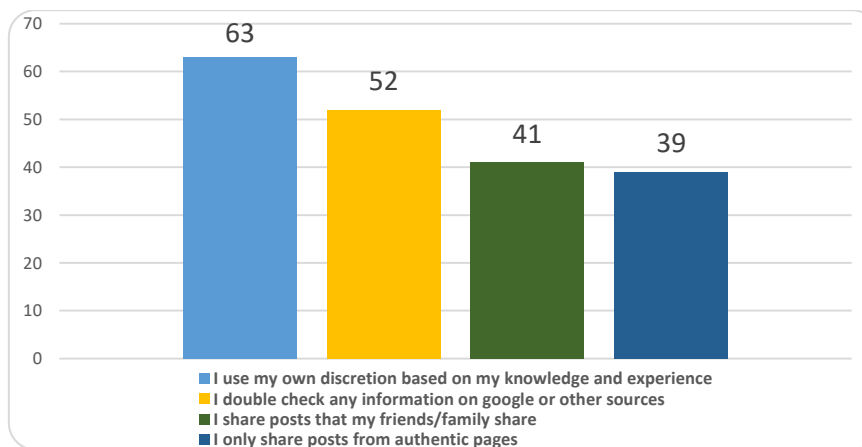
Figure 4: Authenticity checking of social media information

Knowledge on Digital Security Act 2018 of Bangladesh: Irrespective of gender, the respondents are not fully aware of the digital security laws of Bangladesh. Only 46% of them said that they have some idea on Digital Security Act 2018 of Bangladesh. 26% students never heard about the Act, Bangladesh (Figure 16). According to the respondents, under the Digital Security Act 2018 one can be punished if someone is involved with Cyber-terrorism (25%), if they spread propaganda against the Nation, the Liberation War, the Father of the Nation (20%), or defame someone (16%) (Table 8.1, Annexure 3).
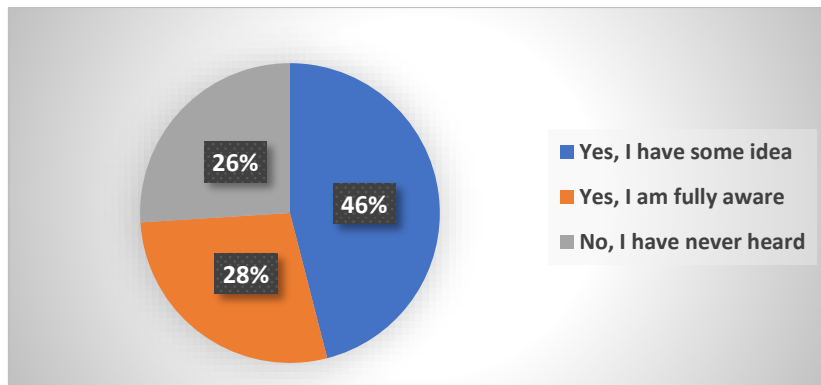
Figure 5: Knowledge on Digital Security Act 2018

Students also believe that actions that attack religious sentiment (37%), actions that ruin communal harmony (31%), and publishing frightening or aggressive information (26%) could be punishable offence under the DSA 2018. Females are less aware of these punishable offenses than males (Table 8.1, Annexure 3).

Satisfaction on current regulation on digital safety: 57% of the respondents were not fully satisfied with the regulation procedure of the Digital Security Act (DSA) Bangladesh. They feel that this regulatory system does not allow them to express their ideas and thoughts responsibly. Only 8% respondents stated that they feel stifling on this system. However, 35% respondents were satisfied with the current regulation system of DSA. When it comes to DSA, females desired more freedom to express themselves than males in social media (Figure 17, Table 8.1, Annexure 3). Females need more digital competences to live in a just society as Richardson and Milovidov observed, "In a time of rapid change, this future is largely unknown to us, but the challenges we are facing today with emerging technology are not. Providing the next generations with the competences they need to live together as equals in culturally diverse democratic societies is still our goal, whatever dimension they will live in"[5]
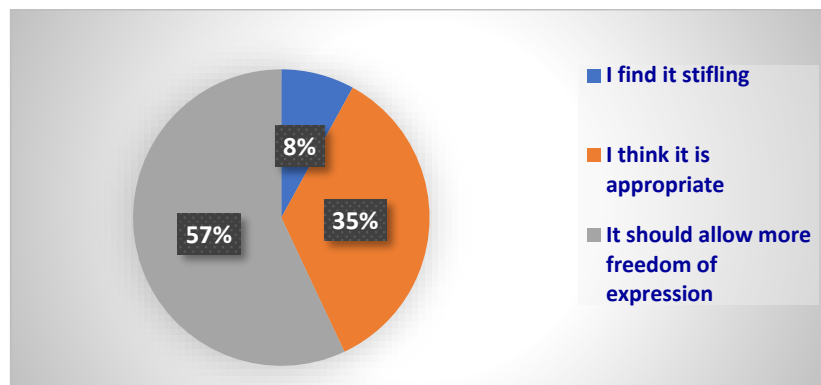
Figure 6: Satisfaction on current regulation on digital safety

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[5] Richardson, J. and Milovidov, J. (2019). Digital citizenship education handbook. Council of Europe (https://rm.coe.int/digital-citizenship-education-handbook/168093586f. Accessed on 12/06/2021).

Chapter Four: Discussion

Summary:
The young adults of this study are involved with various clubs, associations, and student politics. Most of them do not read newspaper and watch TV daily. Though they are busy with their own schedules, they spend 1-4 hours in social media daily. They use various online platforms such as Facebook, YouTube, WhatsApp, and Instagram regularly. They also play online games frequently. Fearing persecution students are less likely to share their thoughts or express their opinion on critical issues in social media. Historically Bangladeshi students are positive about social change. Similar opinions are evident in this survey. Majority of the students said that they are confident to make positive changes through participation in democratic process using online platforms. These students also participate in campaign for social/humanitarian cause and civil society protest in social media. They are highly enthusiastic in developing their skills attributing to the skills learning program. As evident in the study findings, the respondents are less aware of cyberbullying, hate speech, cyber-sexual harassment, and Digital Security Act of Bangladesh.

This baseline survey is one of the initial attempts in Bangladesh to generate data and to capacitate young citizens on responsible digital citizenship. The survey generated important KAP data through which FNF Bangladesh and Dnet can design their future programs targeting university students in Bangladesh so that they are able to express themselves responsibly, appropriately, lawfully, and safely in the public sphere, especially to create an enabling and supportive environment for them in digital platform. Now a days, the importance of digital citizenship has been discussed around the world. Richardson and Milovidov observed that 'children today live in a rapidly changing world with expanding horizons. Technology has brought not only new experiences for them to enjoy, but a whole new dimension to their daily life in an ethereal world that we know as "being online". Of course, adults are free to participate in online life and a great many do, but not many of them are ready to integrate technology into their lives in the same way as children. They were not born "digital natives" and do not have the same automatic acceptance of the digital environment as a natural, fundamental, and unquestioned dimension of their existence. Adults, however, are aware of many of the dangers that children will face as they grow up and make their way through life. It is their responsibility to prepare young people for the trials that inevitably lie ahead. They now have the added task of making sure they prepare children for not only the physical world, but the digital world as well: education for life online as well as offline."[6]

4.1 Personal Background and Media Exposure

The study respondents are young, Muslims, unmarried and from middleclass family background. Although most of the students are involved with different clubs and association, we believe a considerable number of them are also involved/affiliated with different political parties. They are not the active workers, but they have their affiliations with the student wings of major political parties. They did not reveal their political affiliation due to social stigma attached to student politics in Bangladesh. As such, any program targeting university students in Bangladesh may consider making liaison with the campus-based student political wings and student clubs and associations. Similar to other national media studies, most of respondents in this study do not read newspaper daily and do not watch TV daily. Even they are not interested to read print books anymore.[7] According to the NMS-2018 survey, only

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[6] Richardson, J. and Milovidov, J. (2019). Digital citizenship education handbook. Council of Europe (https://rm.coe.int/digital-citizenship-education-handbook/168093586f. Accessed on 12/06/2021).

[7] Obaidullah, M. and Rahman, M. A. (2018). The impact of internet and social media on the habit of reading books: A case study in the southern region of Bangladesh. *Studies in English Language and Education* 5(1):25-39.

23.7 percent of the people aged 15 and above regularly read the newspaper.[8] However, of those who read newspaper and watch TV daily, higher number of males read newspapers daily than females, and females watch TV more than males. Most of these university students had family expenditure of BDT 36,887 (US$ 435) monthly. The study respondents predominantly came from Bengali medium education and educated families. Most of their parents and other family members had completed SSC, HSC, and graduation. Similar to other national studies, guardians of female students were more educated than those of the males. 'Using household survey data from Bangladesh, Ravallion and Wodon (2000) showed that children of better educated parents were more likely to attend school' (Cited in Akhter, S, 2012).[9]

Students are active and always busy with their studies (online and offline), tutoring others, part-time jobs, playing outside, spending times with friends, and surfing social media. In each area, they spend 1-3 hours daily irrespective of weekdays and weekends. If we compare this data with western kids, Bangladeshi youths are far lagging behind in their daily presence online. However, when it comes to watching TV, Bangladeshi students' experiences are similar to those of western youths.[10]

As expected, irrespective of gender, the study respondents are online media friendly. They use various online platforms such as Facebook, YouTube, WhatsApp, and Instagram regularly. It's an emerging trend that Bangladesh students started playing online games frequently. The closure of educational institutions due to Covid-19 pandemic may have triggered the habits of online gaming. Because of encryption, females feel safe to use WhatsApp for communication purpose, and they are not interested about online games like males.

4.2 Freedom of expression

Because of sociopolitical realities of Bangladesh and out of fear of persecution students are less likely to share their thoughts pertaining to critical issues (such as on economic, social, or political aspects of the country) on social media. They are not informed, either by their family or educational institution, about posting sensible contents on social media platforms. A recent Daily Prothom Alo report also highlighted the situation.[11] Females fear posting critical political contents on social media more than males. Students spend 1-4 hours on social media daily. Irrespective of gender, 16% students are heavy users of social media spending 5 hours+ online daily.

Fearing sociopolitical and religious repercussion, students, mostly females, don't feel free to express their personal thoughts on social media. Even parents often do not allow them to express their ideas responsibly. Similarly, females are more likely to lock their FB profiles than males due to fearing social

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[8] https://www.thedailystar.net/backpage/news/prothom-alo-most-read-daily-1651621

[9] https://ro.uow.edu.au/cgi/viewcontent.cgi?article=4578&context=theses

[10] According to a 2015 study from the Pew Research Center, 92 percent of teens are online daily, and 24 percent of them describe their use as "almost constantly." In a Commonsense study, teens also report spending nine hours a day (with tweens ages 8–12 reporting six hours a day) using media and the internet — not including time spent on schoolwork. Looking deeper at the data, we find that TV is still the dominant medium, with 58 percent of teens reporting daily viewing (Cited by Mao, J. (2017). Digital Citizenship: From Compliance to Culture. Transforming Education Through Technology. https://thejournal.com/articles/2017/10/26/digital-citizenship-from-compliance-to-culture.aspx).

[11] Keeping the matter of cyber bullying and harassment in mind, the government has taken initiative to promote ethics and awareness among children and youth at an individual level and from the families and educational institutions, as well as to mobilise awareness about relevant legal measures, the state minister added. (https://en.prothomalo.com/bangladesh/girls-more-vulnerable-to-cyber-bullying-and-harassment. Accessed on 12/06/2021).

and political persecution and privacy from anonymous people. While posting a status of socio-political nature (e.g., on Facebook), majority of the students make their privacy settings friends/me only.

4.3 Participation in democratic process

Historically Bangladeshi students are positive about social change. Similar opinions are evident in this survey. In reply to a question, majority of the students said that they are confident to make positive changes through participation in democratic process using online platforms. Participation in forums/discussions on critical issues of the country is limited among the study respondents. They usually act if their friends becoming victims of bullying and almost all respondents said that they had not offended anyone by posting or commenting anything or against anyone aggressively. These students also participate in campaign for social/humanitarian cause and civil society protest (e.g., against rape, road accident, etc.) on social media. They are highly enthusiastic in developing their skills attributing to the skills learning program. These students also make awareness raising posts on social issues regularly. Awareness raising posts of others also influence them to make their decisions, change their views, and participate any social works.

4.4 Digital Etiquettes

The study participants are skeptical in sharing their passwords, address, phone number, age, etc. with acquaintance. However, as evident in the study findings, the respondents are less aware of cyberbullying, hate speech, and cyber-sexual harassment. In addition to students, their guardians need to be oriented on hate speech, cyber bulling, and cyber sexual harassment. As observed by Richardson and Milovidov, "From the adult perspective, a lot of work has already been done to set up policies to protect children online. Such work is valid and indeed absolutely necessary, but the time has now come to move from measures to protect children to those that actively empower them. So far, many efforts to do this have been of an informal nature. What is needed now is a structural approach to provide children and young people with the competences they need to become healthy and responsible citizens in the online environment. Where should children obtain these competences? … it is part of the role of formal education to consider children's online and offline lives as parts of a whole… Children bring their digital lives and experiences into school with them, and it is our duty to assimilate this new reality into our education systems. These principles apply just as much to human relations and behavior in the digital environment as they do in the physical world. Each person's responsibility as a citizen is the same (Richardson and Milovidov, 2019).[12]

Although the Digital Security Act (DSA) 2018 is a much-discussed topic in Bangladesh, irrespective of gender, the study respondents are not sensitized properly on DSA. Evidently, a quarter of the study students never heard about the DSA 2018. However, of those who knew it, they feel that this regulatory system does not allow them to express their ideas and thoughts responsibly. Sandra *et. al.,* observed that, "Digital citizenship has become a topic of growing importance among academics and policymakers alike, at the center of debate and theorization around the skills youth need to navigate and actively participate in our digital world. On a global level, a variety of stakeholders - including government, international organizations, non-governmental organizations, and academia - have adopted the term to develop and shape formal and informal learning programs that aim to help youth address the challenges and embrace the opportunities the digital environment may present."[13]

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[12] Richardson, J. and Milovidov, J. (2019). Digital citizenship education handbook. Council of Europe (https://rm.coe.int/digital-citizenship-education-handbook/168093586f. Accessed on 12/06/2021).

[13] Cortesi, S., Hasse, A., Lombana-Bermudez, A., Kim, S., and Gasser, U. (2020). Youth and Digital Citizenship+ (Plus): Understanding Skills for a Digital World.

Chapter Five: Recommendations

Recommendations:

1. Because of their young age and curiosity, students could actively participate in the project activities of FNF Bangladesh and Dnet. However, any program targeting university students in Bangladesh must consider making liaison with the students' clubs, associations, and campus-based student political wings. They are not the active workers, but they have their affiliations with the student wings of major political parties of Bangladesh.

2. It is clearly evident that readership of newspaper and frequency of watching TV are less among these university students. As such, most of these students can be reached through a dedicated online platform for project activities. These students are from middle class family background, and they can afford buying online data if the university campuses are off. If the campuses are open, they can access online through mobile hotspots in and around the universities.

3. Parents and other family members of the respondents have education, and they may understand the importance of this project. Therefore, the targeted students may not face any adverse reaction in participating project activities for improving their digital citizenship status.

4. As noted, students are always busy with their pre-schedule activities during weekdays. As such they can be reached best on weekends.

6. Similar to other young population of Bangladesh, students mostly use Facebook, YouTube, WhatsApp, and Instagram. These media channels could be employed to diffuse project's missions and visions to university students of Bangladesh. Females could be reached more through personalized WhatsApp groups. Other Diffusion of Innovation (spreading new information) channels could be devised talking to the project participants.

7. Students need to be informed about safe posting on critical sociopolitical issues. They are not informed, either by their families or educational institutions, about posting sensible contents in social media platforms.

8. University students should also be sensitized on sharing safe contents of their own in social media. Females need more attention in this regard and the project must recruit women employees for the project from the respective campuses. The frequent users of social media could be engaged as campus ambassador for the project.

9. As stated, students cannot express their personal thoughts responsibly in social media. They are worried about their own safety and fear social and political persecution. The project needs to address these issues.

10. The project stakeholders should be sensitized about safe content of political topics on the internet. They need guidance on making critical political commentary in social media. Females need more attention in this regard.

11. In absence of any orientation, most of the students use social media platforms for pure entertainment and getting information. They need guidance to make positive changes through participation in democratic process using online platforms.

12. A large number of students also participate in campaign for social/humanitarian cause in social media. They mostly participate online civil society protest and online fundraising for a cause. Their activities prove that they would response any positive initiatives to make them more sensitized on digital citizenship.

(https://dash.harvard.edu/bitstream/handle/1/42638976/2020-03_YouthAndDigitalCitizenship%2B%28Plus%29.pdf?sequence=1&isAllowed=y. Accessed on 15/06/2021).

13. The study clearly revealed that majority of the students are highly enthusiastic in developing their skills attributing to the skills learning program, any future project may include some skill-building components in their activities.
14. University students are usually careful about everything they share in social media; however, they need further sensitization in this regard. It looks like that they provided us socially desirable answers in this regard.
15. Though not acknowledged, males should be sensitized more on the legal aspects of using fake account in social media. We believe, most of the students gave us a socially desirable answer in this regard.
16. Similar to the rest of the world, cyberbullying is a major concern now a days. The respondents are less aware of cyberbullying. They should be oriented on various aspects of cyberbullying through small-group communication. Large-group communication may not be helpful in this regard. Females need more attention in this regard.
17. Similarly, students are less sensitized about hate speech. Throughout the university campuses, students, irrespective of gender, ethnicity, and sexual orientations, students need in-depth discussion sessions on various aspects of Hate Speech. Following WHO and UN guidelines, a separate module should be developed in this regard.
18. Students are not fully aware of cyber-sexual harassment. They need orientation about general and cyber-sexual harassment issues. A separate module may suffice the need of the community mobilizers.[14]
19. The study participants need further guidance on the most modern ways of checking the authenticity/fake posts/plagiarism of the online contents.
20. Irrespective of gender, the respondents are not sensitized properly on Digital Security Act (DSA)-2018 of Bangladesh. Special care should be taken to orient the students on DSA, Rights to Information Act, and other Cyber and Violent Extremism (VE) related Acts of Bangladesh.
21. Policy makers should also be sensitized on the modus-operandi of Digital Citizenship and safe and responsible use of ICT

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[14] Richardson, J. and Milovidov, E. (2019). The Digital citizenship education handbook. Council of Europe. (https://rm.coe.int/digital-citizenship-education-handbook/168093586f. Accessed on 12/06/2021).

Chapter Six: Conclusion

The purpose of this pioneering baseline study is to measure current knowledge, attitude, and practice towards digital citizenship among Bangladeshi university students. The overall objective of this action is to contribute to a safe and secure digital environment for freedom of expression and critical thinking in Bangladesh, especially for young people from disadvantaged groups who move to the cities to pursue higher education and are expected to know how to operate in the digital world. The main stakeholder groups of the project include students, guardians, teachers, policymakers, and the media. Through direct and indirect interventions, the project aims to target young people in Bangladesh who will benefit from an improved regulatory framework as well as an increased knowledge on digital citizenship.

The study respondents are young, energetic, and involved/affiliated with different clubs, association, and political parties. Readership of newspaper and frequency of watching TV are less among these university students. As most of their parents and other family members are educated, students may not face any adverse reaction in participating any project activities for improving their digital citizenship status. Students are active and always busy with their pre-schedule activities during weekdays. Students mostly use Facebook, YouTube, WhatsApp, and Instagram. Students need to be socialized/culturalized about safe posting on critical sociopolitical issues. They should also be sensitized on sharing safe contents of their own in social media. Females need more attention in this regard and the project must recruit female employees for a respective campus. Students cannot express their personal thoughts responsibly in social media. They are worried about their own safety and fear social and political persecution. Students should be sensitized on the pros and cons of having locked FB profile. They should be sensitized about safe content of political topics on the internet. They need guidance on making political commentary in social media. Females need more attention in this regard.

Currently, in absence of any guidelines, most of the students use social media platforms for pure entertainment and getting information. Students also participate in campaign for social/humanitarian cause in social media. They mostly participate online civil society protest and online fundraising for a cause. As majority of them are highly enthusiastic in developing their skills attributing to the skills learning program, any future project may include some skill-building components in their activities. Males should be sensitized more on the legal aspects of using fake account in social media. The respondents are less aware of cyberbullying. They are also less sensitized about hate speech. Throughout the university campuses, students, irrespective of gender, ethnicity, and sexual orientations, students need in-depth discussion sessions on various aspects of Hate Speech. Respondents are moderately aware of cyber-sexual harassment. Irrespective of gender, the respondents are not sensitized properly on Digital Security Act of Bangladesh.

Annexures 1: Baseline Matrix

Foster Responsible Digital Citizenship to Promote Freedom of Expression in Bangladesh

Baseline Matrix

Question	Coding categories	Male n=520	Female n=428	Total N= 948	Male (%) (n=520)	Female (%) (n=428)	Total (%) N=948
Sociodemographic background of the respondents							
Mean Age		21.58	20.95	21.3			
Ethnicity	Bengali	517	428	945	99.42	100.00%	99.70%
Extra-curricular activities	Clubs	293	198	491	56.35%	46.26%	51.80%
Do you read Newspaper?	Daily	190	91	281	37%	21%	30%
Do you watch TV?	Daily	162	240	402	31.2	56.1	42%
What is the monthly expenditure of your household (month/Taka)					36619	37212	36887
Educational Level							
Present Level of Education	2nd Year	300	221	521	57.69%	51.64%	55%

Social Media Usage Time Allocation

How often do you use these social media platforms?

Question	Male (520)				Female (428)				Total
Platform	Never	Rarely	Sometimes	Often	Never	Rarely	Sometimes	Often	(n=948)
Facebook	0.38%	0.38%	5%	94%	0.23%	0.7%	4.7%	94.4%	100%
WhatsApp	4.42%	6.92%	40%	49%	4.21%	5.8%	34.1%	55.8%	100%
YouTube	1.15%	2.88%	16%	80%	1.64%	0.2%	19.9%	78.3%	100%
Instagram	31.15%	10.19%	31%	28%	31.07%	11.0%	30.4%	27.6%	100%
Tik Tok	59.42%	10.00%	26%	4%	36.92%	15.0%	35.5%	12.6%	100%

Question	Coding categories	Male 520	Female 428	Total 948
Time Allocation of Your Day (24 hour)				
Activities You Usually Do		Weekday (Hour)		Weekend (Hour)
Studies		3.57		2
Classes	Online	1.97		1.92
	Offline	2.56		00
Work	Paid word (Tuition/Part time)	2.28		1.33
Leisure	Social Media	2.76		2.53

Indicator OO1: % of targeted youth feel free to express their thoughts on critical topics on the internet platforms

Question	Coding categories	Male	Female	Total	Male	Female	Total
Freedom of Expression on Critical Topics on the Internet							
What do you share most in social media? (Multiple responses permitted)	Photos of myself/my life's events	387	307	694	74.42%	71.73%	73.21%
	My thoughts and ideas	366	274	640	70.38%	64.02%	67.51%
	Socio-political news, articles, videos	191	92	283	36.73%	21.50%	29.85%
	Inspirational quotes	281	205	486	54.04%	47.90%	51.27%
	Learning/motivational contents	333	275	608	64.04%	64.25%	64.14%
Which social platform are you most comfortable with to share your views? (Rank Top 2)	Facebook	520	427	947	100.00%	99.77%	99.89%
	Instagram	397	319	716	76.35%	74.53%	75.53%
	Twitter	108	87	195	20.77%	20.33%	20.57%
On average how often, do you post in social media?	Monthly	108	110	218	20.77%	25.70%	23.00%
	Weekly	235	176	411	45.19%	41.12%	43.35%
	1 time a day	136	97	233	26.15%	22.66%	24.58%
On average how many hours do you spend in social media per day?	1-2 hours	147	122	269	28.27%	28.50%	28.38%
	3-4 hours	275	229	504	52.88%	53.50%	53.16%
	5+ hours	85	67	152	16.35%	15.65%	16.03%
On a scale of 1-3 (1 being most free and 3 least free), do you think you are able to express responsibly in social media?	Mostly free	193	161	354	37.12%	37.62%	37.34%
	Moderately free	259	189	448	49.81%	44.16%	47.26%
	Least free	68	78	146	13.08%	18.22%	15.40%
If point is 3, why you are not able to express responsibly in social media? (Multiple responses permitted)	My parents do not allow me	13	15	28	19.12%	19.23%	19.18%
	I worry about my safety if I post about my opinions responsibly	45	44	89	66.18%	56.41%	60.96%
	Fearing social and political persecution	33	32	65	48.53%	41.03%	44.52%

Freedom of Expression on Critical Topics on the Internet							
Question	**Coding categories**	**Male**	**Female**	**Total**	**Male**	**Female**	**Total**
Is your Facebook profile locked?	Yes	128	264	392	25%	62%	41%
If yes, why did you lock your profile? (Multiple responses permitted)	My preference	87	177	264	68%	67%	67%
	For privacy from anonymous people	69	167	236	54%	63%	60%
	Fearing social and political persecution	17	50	67	13%	19%	17%
While posting a status of socio-political nature (e.g., on Facebook) what privacy settings do you use?	Public	164	68	232	32%	16%	24%
	Friends	255	242	497	49%	57%	52%
	Friends except restricted ones	59	67	126	11%	16%	13%
	Only me	42	51	93	8%	12%	10%
Can you express your views on political topics on the internet feely?	Yes	126	61	187	24%	14%	20%
	No	150	184	334	29%	43%	35%
	Sometimes	146	98	244	28%	23%	26%
	Do not want to answer	98	85	183	19%	20%	19%
How often do you engage in political commentary in social media?	Often	25	8	33	5%	2%	3%
	Sometimes	233	115	348	45%	27%	37%
	Never	262	305	567	50%	71%	60%

Indicator OO2: % of targeted youth feel confident to make positive changes in the society through participating in democratic process using digital space

Positive Changes Through Participation in Democratic Processes Through Social Media							
Question	**Coding categories**	**Male**	**Female**	**Total**	**Male**	**Female**	**Total**
Why do you use social media platforms? (Multiple responses permitted)	Entertainment	380	322	702	73%	75%	74%
	Getting information	356	289	645	68%	68%	68%
	Meeting new people	303	210	513	58%	49%	54%
	Sharing information about myself	198	156	354	38%	36%	37%
	Participating in forums/discussions on critical issues of the country	249	134	383	48%	31%	40%
	Seeing what my friends and relatives are doing	322	268	590	62%	63%	62%
	Following e-commerce business	149	91	240	29%	21%	25%
When a friend/social media friend becomes	Ignore, it is none of my business	116	124	240	22%	29%	25%

victim to bullying, what do you do? (Multiple responses permitted)	Help report the account of the bully	331	250	581	64%	58%	61%
	Take initiative to create awareness against bullying	257	165	422	49%	39%	45%
	Take legal action	214	130	344	41%	30%	36%

Positive Changes Through Participation in Democratic Processes Through Social Media							
Question	**Coding categories**	**Male**	**Female**	**Total**	**Male**	**Female**	**Total**
How often do you participate in a campaign for social/humanitarian cause in social media?	Often	67	38	105	13%	9%	11%
	Sometimes	315	260	575	61%	61%	61%
	Never	138	130	268	27%	30%	28%
Which of the following are you more likely to participate in online? (Multiple responses permitted)	Online fundraising for a cause	202	165	367	39%	39%	39%
	Online civil society protest (e.g., against rape, road accident, etc.)	369	258	627	71%	60%	66%
	Online petitioning for a cause	255	218	473	49%	51%	50%
Which of the following are you more likely to follow? (Multiple responses permitted)	Celebrity news, videos, commentary, etc.	313	256	569	60%	60%	60%
	Live videos of e-businesses (online clothing page, buy and sell, etc.)	285	211	496	55%	49%	52%
	NGO/CSO webinars on various social issues	216	145	361	42%	34%	38%
	Political talk shows	175	74	249	34%	17%	26%
	Skill learning programs	380	290	670	73%	68%	71%
Do you make awareness raising posts in social issues?	Often	65	33	98	13%	8%	10%
	Sometimes	348	256	604	67%	60%	64%
	Never	107	139	246	21%	32%	26%
Are you confident enough to make positive changes in the society through participating in democratic process using social media?	Yes	116	87	203	22%	20%	21%
	No	42	32	74	8%	7%	8%
	Sometimes	85	100	185	16%	23%	20%
	May be	246	191	437	47%	45%	46%

Indicator SO1: % of targeted youth show positive change in behavior (appropriately and lawfully) when they interact in the digital space

Appropriate and Lawful Interaction in Social Media							
Question	**Coding categories**	**Male**	**Female**	**Total**	**Male**	**Female**	**Total**
	Often	204	151	355	39%	35%	37%

I stop and think about everything before I share on social media	Sometimes	228	197	425	44%	46%	45%
	Never	88	80	168	17%	19%	18%
I make unkind comments on others' post	No	501	418	919	96%	98%	97%
	Sometimes	16	10	26	3%	2%	3%
Do you post inappropriate photos (personal sexual content, something which hamper others' privacy)	Sometimes	41	19	60	8%	4%	6%
	Never	477	408	885	92%	95%	93%
Do you use fake accounts	Yes	9	9	18	2%	2%	2%
	No	511	419	930	98%	98%	98%

Indicator SO2: % of youth report changes in overall knowledge on how to express themselves responsibly, appropriately, lawfully, and safely in the public sphere

Knowledge on Digital Etiquettes

Question	Coding categories	Male	Female	Total	Male	Female	Total
What constitutes cyberbullying? (Multiple responses permitted)	Spreading rumours online	192	133	325	36.92%	31.07%	34.28%
	Threatening someone online	180	119	299	34.62%	27.80%	31.54%
	Trolling someone	143	139	282	27.50%	32.48%	29.75%
	All the above	234	179	413	45.00%	41.82%	43.57%
	I never heard of the term 'cyberbullying'	28	42	70	5.38%	9.81%	7.38%
What constitutes hate speech? (Multiple responses permitted)	Expressing prejudice about a particular religion/belief	138	73	211	26.54%	17.06%	22.26%
	Expressing prejudice about any sexual orientation	202	130	332	38.85%	30.37%	35.02%
	Expressing prejudice about any ethnic minority, geographical/regional origins	153	94	247	29.42%	21.96%	26.05%
	Leaving hateful comment on someone's post/blog	146	122	268	28.08%	28.50%	28.27%
	Inciting violence through status/post/blog/video	106	81	187	20.38%	18.93%	19.73%

Knowledge on Digital Etiquettes

Question	Coding categories	Male	Female	Total	Male	Female	Total
What constitutes cyber-sexual harassment?	Sending unwanted inappropriate pictures of yourself to someone	159	124	283	31%	29%	30%

(Multiple responses permitted)	Leaking/sharing someone else's pictures/videos	256	215	471	49%	50%	50%
	Persistently stalking someone	157	139	296	30%	32%	31%
How do you know if the information you receive on social media is right or wrong? (Multiple responses permitted)	I share posts that my friends/family share	199	185	384	38%	43%	41%
	I double check any information on google or other sources	293	201	494	56%	47%	52%
	I use my own discretion based on my knowledge and experience	347	253	600	67%	59%	63%
	I only share posts from authentic pages	219	149	368	42%	35%	39%
Have you heard of the Digital Security Act 2018 of Bangladesh?	Yes, I have some idea	260	178	438	50%	42%	46%
	Yes, I am fully aware	150	115	265	29%	27%	28%
	No, I have never heard	110	135	245	21%	32%	26%
Under the Digital Security Act 2018 one can be punished for the following: (Multiple responses permitted)	Propaganda against the Nation, the Liberation War, the Father of the Nation	107	86	193	21%	20%	20%
	Cyber-terrorism	131	107	238	25%	25%	25%
Under the Digital Security Act 2018 the following are also punishable offences: (Multiple responses permitted)	Actions that ruin communal harmony	189	107	296	36%	25%	31%
	Actions that attack religious sentiment	222	130	352	43%	30%	37%
	Publishing frightening or aggressive information	149	102	251	29%	24%	26%
	All the above	138	110	248	27%	26%	26%
What do you think of the current regulation on digital safety?	I think it is appropriate	187	146	333	36%	34%	35%
	It should allow more freedom of expression	289	250	539	56%	58%	57%

Annexures 2: Detail Methodology and Implementation of the Study

2.1 Study Approach

The Baseline Study Approach was made statistically robust, consultative, and participatory in nature. For conducting this baseline study, the Consultant Team used quantitative research methods. The study design, including the selection of data collection methods and tools, sampling approaches, instrument development, analysis, and dissemination format and strategy was based on distinct conceptualization and proper documentation of the study objectives. The basic design of this study was consisting of 3 (three) interrelated components, such as- (i) Review the expected results and measurable indicators of the study as mentioned in the ToR, (ii) Examine the overall Knowledge, Attitude and Practice (KAP) towards digital citizenship among Bangladeshi university students, and (iii) Explore/identify achievement (evidence-based) challenges, key lessons, and recommendations for programming designing, planning and implementation of the project.

The significant data analysis approach, while those were being collected through multiple methods, was divided into multiple broad stages. At the first stage, relevant articles were read for developing the questionnaire. In the second stage, an initial classification of studies was organized based on the quantitative analysis of structured data. At the third stage, the Result (output, outcome & major challenges) was measured based on the set indicators (Figure 1).
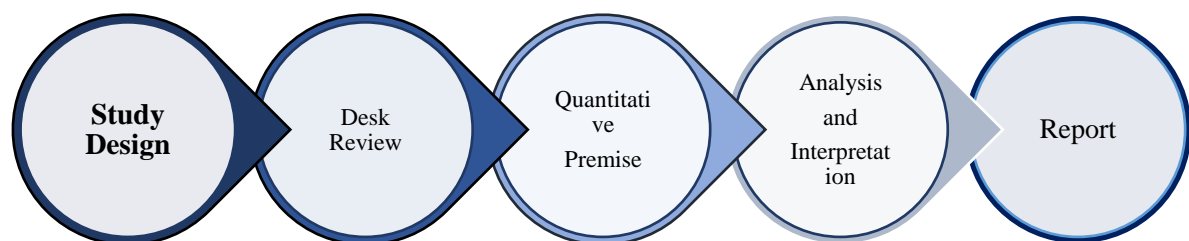
Figure 1: Schematic View of the Study Approach

2.2 Target Population

For this baseline study, 948 university students from five public and private universities of Bangladesh were interviewed. Of the study sample, 45% were female students. In conducting this study, we tried to reach students from different ethnic and religious minority background.

2.3 Method, Tools and Survey Design

The study interviewed 520 males and 428 females from five different university campuses by employing a structured questionnaire. In developing the survey instrument, adequate consultation with FNF was ensured. The questionnaire was field tested in two university campuses in Dhaka (one public and one private) in consultation with FNF.

2.3.1. Sampling Techniques

The consultant team collected several lists of first- and second-year students from several departments of the respective study universities. In this regard, the study team formally approached 6 to 8 chairpersons of the universities. Once we received the list with detailed contact information, the study team reached the targeted respondents over telephone. Once they agree, we invited them to visit their respective campuses to meet us for face-to-face interview. The tentative numbers of first- and second-year students of a respective department were 200 to 400. We received responses from several departments of the study universities. Finally, using a student list supplied by the respective departments and our own networks, we interviewed 100 males and 100 females from the respective study university. When we called the students from the list, a simple random sampling technique was applied though it was not always possible to maintain randomness all the time due to Covid situation. However, we must keep in mind that most of the university campuses are closed now due to COVID-19 situation. Only recently, students are coming back to their campuses for their final exams. As such, collections of 200 targeted samples from each selected university was not a big problem. In each stage of this sampling selection process GRM worked closely with FNF.

2.3.2 Data Collection Instrument:

The quantitative survey was undertaken through Android Tab by using CAPI software. The structured questionnaire was uploaded into a CAPI software through a personalized software, and it was piloted for checking their utilities and data authenticity. The validity and reliability of quantitative data were checked extensively using our Realtime data reporting system. We checked the construct and content validity to check the internal consistency of our data set.

Distribution of respondents by their departments and universities can be glanced from the following list.

List 2: Sample Distribution by Departments

SL.	University Name	Name of the departments	Number of the respondents
1.	Dhaka University	Bangla	19
		History	15
		Marketing	14
		Economics	12
		English	12
		Accounting	11
		Sociology	11
		Tourism & Hospitality Management	11
		IHC	9
		Management	9
		Political Science	9
		Finance	7
		Law	6
		Islamic History	5
		Mathematics	5
		Other 30 departments	50
2.	Jahangirnagar University	Geological science	41
		Mathematics	25
		International Relations	18
		Political Science	13
		Environmental Science	11
		Bangla	10
		Finance & banking	10

		Economics	9
		Accounting	8
		Art	6
		BBA	6
		English	6
		Philosophy	6
		Other 21 departments	32
3.	Daffodil International University	BBA	77
		CSE	53
		EEE	32
		MCT	9
		Civil engineering	8
		software engineering	8
		Tourism & Hospitality Management	7
		English	5
		Multimedia and Creative Technology	5
		Textile engineering	4
		Other 11 departments	18
4.	Rajshahi University	Sports science	44
		Bangla	22
		English	10
		History	9
		Economics	8
		Psychology	8
		Accounting	6
		Art	5
		Political Science	5
		social science	5
		Management	4
		Mathematics	4
		Other 22 departments	38
5.	Varendra University	BBA	62
		CSE	55
		Law	10
		EEE	6
		Other 10 departments	15

Note: The names of faculties and the department were finalized in consultation with FNF.

2.3.3 Ethical Considerations

After specifying the target respondents, informed consents were taken from them before commencing the structured interview. During the time of interview, ethical considerations and ethical practices were maintained and followed. The team leader of this study is a member of several ethics review board at home and abroad and he ensured the privacy and other ethical considerations in conducting this study.

2.4 Major Study Indicators by Their Expected Outcomes

Objectives	Compendium Indicator	Methodology	Expected Outcome

To contribute to a safe and secure digital environment, especially for young people, for freedom of expression and critical thinking in Bangladesh	Safe and Secure	Survey	Safe and secure digital environment, especially for young people, for freedom of expression and critical thinking in Bangladesh
Indicator OO1: % of targeted youth feel free to express their thoughts on critical topics on the internet platforms.	Express thoughts	Survey	Youth feel free to express their thoughts on critical topics on the internet platforms.
Indicator OO2: % of targeted youth feel confident to make positive changes in the society through participating in democratic process using digital space.	Confidence	Survey	Youth feel confident to make positive changes in the society through participating in democratic process using digital space.
To capacitate young citizens in Bangladesh to express themselves responsibly, appropriately, lawfully, and safely in the public sphere and to create an enabling and supportive environment for them to do so.	Expressions	Survey	Young citizens in Bangladesh to express themselves responsibly, appropriately, lawfully, and safely in the public sphere and to create an enabling and supportive environment for them to do so.
Indicator SO1: % of targeted youth show positive change in behavior (appropriately and lawfully) when they interact in the digital space.	Behavior changes	Survey	Youth show positive change in behavior (appropriately and lawfully) when they interact in the digital space.
Indicator SO2: % of youth report changes in overall knowledge on how to express themselves responsibly, appropriately, lawfully, and safely in the public sphere	Changes	Survey	Changes in overall knowledge on how to express themselves responsibly, appropriately, lawfully, and safely in the public sphere

2.5 Finalization of Data Collection Instruments (DCIs)

For the Quantitative Survey, a structured questionnaire was developed for the Target Groups. The GRM team pre-tested the survey questionnaire with the target groups. Feedbacks, based on pre-test, were incorporated with the final version of questionnaire. The study tool is attached herewith as Annexure 4.

2.6 Quantitative Data Collection, Cleaning, and Data Management

Data were collected by experienced and skilled Enumerators. Each Enumerator interviewed 5-6 target respondents through survey questionnaire per day. A total of 25 Enumerators and 5 Field Supervisors were deployed in five study universities to conduct the face-to-face interview sessions. Each university had a dedicated study team. There was an equality in the number of male and female enumerators. It took about 30 days to complete the field data collection. The Field Supervisors were assigned for monitoring the progress and quality of survey work. Prior to launching data collection work, a rigorous three-day long training was conducted with the Field Survey Team (i.e., Enumerators and Field Supervisors) and other study team members. In the training, interviewers were oriented on the content of the structured questionnaire as well as the basic rules and techniques of field data collection involving sensitive target population. Apart from these, demonstration, role play, and dry run sessions regarding data collection were also facilitated within the training venue. The training was organized at GRM premises and FNF team members delivered several sessions on the Mission and

Vision of the Project. The final training schedule was shared with FNF Bangladesh. As we said earlier, data were collected by using TAB/KOBO toolbox, which helped us in tracking the progress and quality of data collection by each afternoon of the field data collection days.

It took about 7 days to analysis quantitative data and produce relevant tables and generate a baseline matrix for the study. In consultation with the Team Leader and FNF, the statistical expert analyzed the field data by objectives of the survey and by employing SPSS/STATA.

2.7 Quality Control Mechanism

Rigorous training for data collectors/enumerator was the first building block of data quality assurance strategy. The training sessions covered the study tool followed by immediate role-playing and mock interviews in the training room. The *Key Professional Team Members* frequently visited the field. During the fieldwork, accompany check, spot check, and back checks were conducted by the *Field Supervisors* and the *Key Professional Team Members*. These checks ensured that any systematic mistake done by a specific Enumerator was corrected quickly in the field.

2.8 Covid-19 Pandemic Work Mechanism

GRM maintained social distancing and other health advice while conducting this study during this pandemic. GRM also ensured proper health care and hygiene for the entire team members during the field data collection. At the same time, we also provided mask, hand sanitizer, and other necessary protection equipment to the study team to ensure the highest level of health and hygiene procedure during this COVID-19 situation.

2.9 Limitation and Challenges of this study

During this baseline study all the university in Bangladesh are closed and students are out of campuses. The study team faced a great difficulty to bring the samples students into their respective campuses and conduct face to face interview with them. As a result, the study team sought several time extensions to meet the target and do a quality data collection. The study team also faced difficulties to access Jahangirnagar University campus due to political instability there. The second wave of COVID-19 pandemic in Bangladesh and government lockdown had impacted the fieldwork too. However, the GRM study team used their best logistics, connections, and resources to reach the targeted students from all locations.

2.10 Technical Input by the Study Team

The roles and responsibilities of the study team members were as follows:

Personnel	Number	Engagement Type	Phase of Engagement	Tenure
A. Core Professional Team: 6				
Lead Consultant Prof ASM Amanullah PhD	1	Part-time	As a Team Leader he will be involved in different phases of surveys: design, deployment, and analysis for significant contributions. He will lead the whole study and help preparing the study tools and inception report, including leading of validation meetings, and sharing sessions. He will help train field survey teams on proper sampling and interviewing techniques; and provide technical support remotely thereafter and finally, during the analysis phase, he will provide input to the draft and final reports.	20 days
Associate consultant Polin Kumar Saha PhD	1	Full-time	Prepare Study Tools, Draft Report and Final Report including conduction of validation meetings and sharing sessions	15 days
Project Coordinator Md Abdul Hamid MBA	1	Full-time	Coordinating overall project, Management Role Throughout Study including organizing the validation meeting and sharing session	20 days
Field Manager	1	Full-time	Manage and coordinate field activities	15 days
Research Officer Syed Tanim Ahmed MSS	1	Full-time	Will provide assistance to the consultants and participate in the field work.	25 days
Data Analyst MSc	1	Full-time	Qualitative and Quantitative Analysis	4 days
B. Field Survey Team: 30				
Field Supervisor	5	Part-time	Supervise the Qualitative and Quantitative Survey	10 days
Enumerator (F & M)	25	Part-time	Conduct Quantitative Survey	10 days

Annexures 3: Quantitative Tables

Foster Responsible Digital Citizenship to Promote Freedom of Expression in Bangladesh

Table 1: Sociodemographic background of the respondents

Question	Coding categories	Male 520	Female 428	Total 948	Male (%) (520)	Female (%) (428)	Total (%) 948
Gender	Male				55%	45%	**100%**
Mean Age		21.58	20.95	21.3			
Religion	Muslim	490	402	892	94.20%	94%	94.10%
	Hindu	30	24	54	5.70%	5.60%	5.70%
	Christian	0	2	2	0.00%	o.47%	0.20%
Marital status	Single	496	383	879	95%	89%	93%
	Married	24	45	69	5%	11%	7%
Ethnicity	Bengali	517	428	945	99.42	100.00%	99.70%
	Adivasi	1	0	1	0.19%	0.00%	0.10%
	Non-Bengali	2	0	2	0.38%	0.00%	0.20%
Extra-curricular activities	Clubs	293	198	491	56.35%	46.26%	51.80%
	Associations	92	108	200	17.69%	25.23%	21.10%
	Political Affiliation	58	3	61	11.15%	0.70%	6.40%
	Others (specify)	77	119	196	14.81%	27.80%	20.70%
Do you read Newspaper?	No	97	121	218	19%	28%	23%
	Daily	190	91	281	37%	21%	30%
	2/3 days a week	157	140	297	30%	33%	31%
	Weekly once	76	76	152	15%	18%	16%
Do you watch TV?	No	132	54	186	25.2	12.62	20%
	Daily	162	240	402	31.2	56.1	42%
	2/3 days a week	172	107	279	33	25	29%
	Weekly once	54	27	81	10.4	6.3	9%
What is the monthly expenditure of your household (month/Taka)					36619.23	37212.62	36887.13

Table 1 (Ext.): Educational background

Question	Coding categories	Male 520	Female 428	Total 948	Male (%) 520	Female (%) 428	Total (%) 948
Educational Level							
Present Level of Education	1st Year	114	159	273	21.92%	37.15%	29%
	2nd Year	300	221	521	57.69%	51.64%	55%
	Other's (specify)	106	48	154	20.38%	11.21%	16%
Type of Earlier Educational Institutions attended	English Medium	40	37	77	7.69%	8.64%	8%
	Bengali Medium	431	361	792	82.88%	84.35%	84%
	Madrassah	17	4	21	3.27%	0.93%	2%
	Vocational	19	9	28	3.65%	2.10%	3%
	English Version	13	17	30	2.50%	3.97%	3%
Highest level of family education (Excluding You)	Can only sign	3	3	6	0.58%	0.70%	0.60%
	Can read /write	18	6	24	3.46%	1.40%	2.50%
	<SSC	94	58	152	18.08%	13.55%	16.00%
	HSC	148	123	271	28.46%	28.74%	28.60%
	Graduate	173	142	315	33.27%	33.18%	33.20%
	Postgraduate	76	95	171	14.62%	22.20%	18.00%
	Other (Specify)	8	1	9	1.54%	0.23%	0.90%
Highest Education level of Family head (Father)	Can only sign	15	7	22	2.88%	1.64%	2.30%
	Can read /write	63	35	98	12.12%	8.18%	10.30%
	<SSC	111	85	196	21.35%	19.86%	20.70%
	HSC	157	134	291	30.19%	31.31%	30.70%
	Graduate	130	99	229	25.00%	23.13%	24.20%
	Postgraduate	43	67	110	8.27%	15.65%	11.60%
	Other (Specify)	1	1	2	0.19%	0.23%	0.20%

Table 3: Social Media Usage Time Allocation

How often do you use these social media platforms?

Question	Male (520)				Female (428)				Total
Platform	Never	Rarely	Sometimes	Often	Never	Rarely	Sometimes	Often	(n=948)
Facebook	0.38%	0.38%	5%	94%	0.23%	0.7%	4.7%	94.4%	100%
WhatsApp	4.42%	6.92%	40%	49%	4.21%	5.8%	34.1%	55.8%	100%
YouTube	1.15%	2.88%	16%	80%	1.64%	0.2%	19.9%	78.3%	100%
Instagram	31.15%	10.19%	31%	28%	31.07%	11.0%	30.4%	27.6%	100%
Tik Tok	59.42%	10.00%	26%	4%	36.92%	15.0%	35.5%	12.6%	100%
Snapchat	75.19%	12.50%	10%	2%	63.79%	16.4%	15.7%	4.2%	100%
Pinterest	84.42%	8.08%	6%	2%	86.92%	5.4%	6.5%	1.2%	100%
Twitter	59.42%	15.38%	21%	4%	60.51%	13.8%	22.2%	3.5%	100%
Online games	24.23%	9.81%	44%	22%	44.63%	12.6%	33.2%	9.6%	100%
Others (Specify)	9.23%	1.35%	87%	3%	17.06%	1.2%	78.5%	3.3%	100%

> **Indicator OO1: % of targeted youth feel free to express their thoughts on critical topics on the internet platforms**

Table 4: Freedom of Expression on Critical Topics on the Internet

Question	Coding categories	Male	Female	Total	Male	Female	Total
What do you share most on social media? (Multiple responses permitted)	Photos of myself/my life's events	387	307	694	74.42%	71.73%	73.21%
	My thoughts and ideas	366	274	640	70.38%	64.02%	67.51%
	Socio-political news, articles, videos	191	92	283	36.73%	21.50%	29.85%
	Inspirational quotes	281	205	486	54.04%	47.90%	51.27%
	Learning/motivational contents	333	275	608	64.04%	64.25%	64.14%
	Memes/funny contents	170	134	304	32.69%	31.31%	32.07%
	Others (please specify)	1	1	2	0.19%	0.23%	0.21%
Which social platform are you most comfortable with to share your views? (Rank Top 2)	Facebook	520	427	947	100.00%	99.77%	99.89%
	Instagram	397	319	716	76.35%	74.53%	75.53%
	Twitter	108	87	195	20.77%	20.33%	20.57%
	Blog	41	27	68	7.88%	6.31%	7.17%
	Other (Specify)	24	20	44	4.62%	4.67%	4.64%
On average how often, do you	Never	8	14	22	1.54%	3.27%	2.32%
	Monthly	108	110	218	20.77%	25.70%	23.00%
	Weekly	235	176	411	45.19%	41.12%	43.35%

post in social media?	1 time a day	136	97	233	26.15%	22.66%	24.58%
	2-4 times a day	29	28	57	5.58%	6.54%	6.01%
	5+ times a day	4	3	7	0.77%	0.70%	0.74%
On average how many hours do you spend on social media per day?	Less than 1 hour	13	10	23	2.50%	2.34%	2.43%
	1-2 hours	147	122	269	28.27%	28.50%	28.38%
	3-4 hours	275	229	504	52.88%	53.50%	53.16%
	5+ hours	85	67	152	16.35%	15.65%	16.03%
On a scale of 1-3 (1 being most free and 3 least free), do you think you are able to express responsibly on social media?	Mostly free	193	161	354	37.12%	37.62%	37.34%
	Moderately free	259	189	448	49.81%	44.16%	47.26%
	Least free	68	78	146	13.08%	18.22%	15.40%
If point is 3, why you are not able to express responsibly on social media? (Multiple responses permitted)	I have poor internet connection	8	6	14	12%	8%	10%
	My parents do not allow me	13	15	28	19.12%	19.23%	19.18%
	I do not own a smartphone or laptop	5	5	10	7%	6%	6.84%
	I worry about my safety if I post about my opinions responsibly	45	44	89	66.18%	56.41%	60.96%
	Fearing social and political persecution	33	32	65	48.53%	41.03%	44.52%

Table 4.1: Freedom of Expression on Critical Topics on the Internet

Question	Coding categories	Male	Female	Total	Male	Female	Total
Is your Facebook profile locked?	Yes	128	264	392	25%	62%	41%
	No	392	164	556	75%	38%	59%
If yes, why did you lock your profile? (Multiple responses permitted)	My preference	87	177	264	68%	67%	67%
	For privacy from anonymous people	69	167	236	54%	63%	60%
	Fearing social and political persecution	17	50	67	13%	19%	17%
Please choose **one response** most applicable to you.	It is important to have a *private profile* on social media	178	147	325	34%	34%	34%
	It is easier to participate in discussions on social media than in person	111	88	199	21%	21%	21%
	Social media is a good space to express	185	146	331	36%	34%	35%

	opinions on subjects that move me						
	It is easier to express oneself on social media than in person	46	47	93	9%	11%	10%
While posting a status of socio-political nature (e.g., on Facebook) what privacy settings do you use?	Public	164	68	232	32%	16%	24%
	Friends	255	242	497	49%	57%	52%
	Friends except restricted ones	59	67	126	11%	16%	13%
	Only me	42	51	93	8%	12%	10%
Can you express your views on **political topics** on the internet feely?	Yes	126	61	187	24%	14%	20%
	No	150	184	334	29%	43%	35%
	Sometimes	146	98	244	28%	23%	26%
	Do not want to answer	98	85	183	19%	20%	19%
How often do you engage in political commentary on social media?	Often	25	8	33	5%	2%	3%
	Sometimes	233	115	348	45%	27%	37%
	Never	262	305	567	50%	71%	60%
If the answer is often & sometimes, have you ever suffered for giving political commentary on social media?	Yes	11	2	13	4.3%	1.6%	3.4%
	No	247	121	368	95.7%	98.4%	96.6%

Indicator OO2: % of targeted youth feel confident to make positive changes in the society through participating in democratic process using digital space

Table 7: Positive Changes Through Participation in Democratic Processes Through Social Media

Question	Coding categories	Male	Female	Total	Male	Female	Total
Why do you use social media platforms? (Multiple responses permitted)	Entertainment	380	322	702	73%	75%	74%
	Getting information	356	289	645	68%	68%	68%
	Meeting new people	303	210	513	58%	49%	54%
	Sharing information about myself	198	156	354	38%	36%	37%
	Participating in forums/discussions on critical issues of the country	249	134	383	48%	31%	40%

	Seeing what my friends and relatives are doing	322	268	590	62%	63%	62%
	Following e-commerce business	149	91	240	29%	21%	25%
	Others (please specify)	0	0	0	0%	0%	0%
When a friend/social media friend becomes victim to bullying, what do you do? (Multiple responses permitted)	Ignore, it is none of my business	116	124	240	22%	29%	25%
	Help report the account of the bully	331	250	581	64%	58%	61%
	Take initiative to create awareness against bullying	257	165	422	49%	39%	45%
	Take legal action	214	130	344	41%	30%	36%
	Other (please specify)	1	1	2	0%	0%	0%
Have you ever posted/commented any of your views, which can hurt anyone?	Yes	6	0	6	1%	0%	1%
	No	477	410	887	92%	96%	94%
	Sometimes	20	8	28	4%	2%	3%
	May be	17	10	27	3%	2%	3%

Table 7.1: Positive Changes Through Participation in Democratic Processes Through Social Media

Question	Coding categories	Male	Female	Total	Male	Female	Total
How often do you participate in a campaign for social/humanitarian cause on social media?	Often	67	38	105	13%	9%	11%
	Sometimes	315	260	575	61%	61%	61%
	Never	138	130	268	27%	30%	28%
Which of the following are you more likely to participate in online? (Multiple responses permitted)	Online fundraising for a cause	202	165	367	39%	39%	39%
	Online civil society protest (e.g., against rape, road accident, etc.)	369	258	627	71%	60%	66%
	Online petitioning for a cause	255	218	473	49%	51%	50%
	Changing your profile photo to show	260	194	454	50%	45%	48%
	None of the above	43	45	88	8%	11%	9%
	Other (please specify)	0	0	0	0%	0%	0%

Which of the following are you more likely to follow? (Multiple responses permitted)	Celebrity news, videos, commentary, etc.	313	256	569	60%	60%	60%
	Live videos of e-businesses (online clothing page, buy and sell, etc.)	285	211	496	55%	49%	52%
	NGO/CSO webinars on various social issues	216	145	361	42%	34%	38%
	Political talk shows	175	74	249	34%	17%	26%
	Skill learning programs	380	290	670	73%	68%	71%
	None of the above	19	25	44	4%	6%	5%
	Other (please specify)	0	1	1	0%	0%	0%
Do you make awareness raising posts on social issues?	Often	65	33	98	13%	8%	10%
	Sometimes	348	256	604	67%	60%	64%
	Never	107	139	246	21%	32%	26%
Do any awareness raising post influence you to make your decision /change your views/participate any works?	Often	53	43	96	10%	10%	10%
	Sometimes	359	276	635	69%	64%	67%
	Never	108	109	217	21%	25%	23%
Are you confident enough to make positive changes in the society through participating in democratic process using social media?	Yes	116	87	203	22%	20%	21%
	No	42	32	74	8%	7%	8%
	Sometimes	85	100	185	16%	23%	20%
	May be	246	191	437	47%	45%	46%
	Do not want to answer	31	18	49	6%	4%	5%

Indicator SO1: % of targeted youth show positive change in behavior (appropriately and lawfully) when they interact in the digital space (Table 6)

Indicator SO2: % of youth report changes in overall knowledge on how to express themselves responsibly, appropriately, lawfully, and safely in the public sphere

Table 8: Knowledge on Digital Etiquettes

Question	Coding categories	Male	Female	Total	Male	Female	Total
Do you share passwords of your	Yes	8	4	12	1.54%	0.93%	1.27%
	No	402	339	741	77.31%	79.21%	78.16%

social media accounts with friends/family/others	Refuse to answer	110	85	195	21.15%	19.86%	20.57%
How do you feel about giving private information (address, phone number, age, etc.) to people you have only met online?	I am very comfortable	10	4	14	1.92%	0.93%	1.48%
	I am somewhat comfortable	22	29	51	4.23%	6.78%	5.38%
	Only after a certain period of interaction	213	144	357	40.96%	33.64%	37.66%
	I am never comfortable	275	251	526	52.88%	58.64%	55.49%
What constitutes cyberbullying? (Multiple responses permitted)	Impersonation (an act of pretending to be another person for the purpose of entertainment or fraud)	82	39	121	15.77%	9.11%	12.76%
	Spreading rumours online	192	133	325	36.92%	31.07%	34.28%
	Threatening someone online	180	119	299	34.62%	27.80%	31.54%
	Trolling someone	143	139	282	27.50%	32.48%	29.75%
	All the above	234	179	413	45.00%	41.82%	43.57%
	I never heard of the term 'cyberbullying'	28	42	70	5.38%	9.81%	7.38%
What constitutes hate speech? (Multiple responses permitted)	Expressing prejudice about a particular religion/belief	138	73	211	26.54%	17.06%	22.26%
	Expressing prejudice about any sexual orientation	202	130	332	38.85%	30.37%	35.02%
	Expressing prejudice about any ethnic minority, geographical/regional origins	153	94	247	29.42%	21.96%	26.05%
	Leaving hateful comment on someone's post/blog	146	122	268	28.08%	28.50%	28.27%
	Inciting violence through status/post/blog/video	106	81	187	20.38%	18.93%	19.73%
	All the above	192	131	323	36.92%	30.61%	34.07%
	I never heard of the term 'hate speech'	40	72	112	7.69%	16.82%	11.81%

Table 8.1: Knowledge on Digital Etiquettes

Question	Coding categories	Male	Female	Total	Male	Female	Total
What constitutes cyber-sexual harassment? (Multiple responses permitted)	Sending unwanted pictures of yourself to someone	159	124	283	31%	29%	30%
	Leaking/sharing someone else's pictures/videos	256	215	471	49%	50%	50%
	Persistently stalking someone	157	139	296	30%	32%	31%
	Persistently sending messages to someone in the absence of response	93	77	170	18%	18%	18%
	All the above	208	146	354	40%	34%	37%
	I never heard of the term 'cyber-sexual harassment'	8	20	28	2%	5%	3%
How do you know if the information you receive on social media is right or wrong? (Multiple responses permitted)	I share posts that my friends/family share	199	185	384	38%	43%	41%
	I double check any information on google or other sources	293	201	494	56%	47%	52%
	I use my own discretion based on my knowledge and experience	347	253	600	67%	59%	63%
	I only share posts from authentic pages	219	149	368	42%	35%	39%
	If a post has many likes, comments, views, or shares, it must be right or authentic	87	112	199	17%	26%	21%
	Other (please specify)	0	0	0	0%	0%	0%
Have you heard of the Digital Security Act 2018 of Bangladesh?	Yes, I have some idea	260	178	438	50%	42%	46%
	Yes, I am fully aware	150	115	265	29%	27%	28%
	No, I have never heard	110	135	245	21%	32%	26%
Under the Digital Security Act 2018 one can be punished for the following: (Multiple responses permitted)	Propaganda against the Nation, the Liberation War, the Father of the Nation	107	86	193	21%	20%	20%
	Cyber-terrorism	131	107	238	25%	25%	25%
	Defamation	87	69	156	17%	16%	16%
	All the above	234	146	380	45%	34%	40%
Under the Digital Security Act 2018	Actions that ruin communal harmony	189	107	296	36%	25%	31%

the following are also punishable offences: (Multiple responses permitted)	Actions that attack religious sentiment	222	130	352	43%	30%	37%
	Publishing frightening or aggressive information	149	102	251	29%	24%	26%
	All the above	138	110	248	27%	26%	26%
What do you think of the current regulation on digital safety?	I find it stifling	44	32	76	8%	7%	8%
	I think it is appropriate	187	146	333	36%	34%	35%
	It should allow more freedom of expression	289	250	539	56%	58%	57%

Annexures 4: Quantitative Study Tool

Questionnaire for Foster Responsible Digital Citizenship to Promote Freedom of Expression in Bangladesh

Baseline Study

The purpose of the baseline study is to measure current knowledge, attitude, and practice towards digital citizenship amongst university students, i.e., to assess the landscape status of the key issues of the project. Additionally, the baseline study will also enable identification and understanding of performance direction on set of indicators at the end of the project as well as contribute to the designing and implementing the knowledge, awareness, and advocacy activities.

Name of the Interviewer	
Name of the Student	
Name of the University	1) Name……………. 2) Dept……………… 3) Level………..
Types of University	1) Public 2) Private
Location	1) Dhaka 2) Rajshahi
Interview Serial	
Interview Time	Starting: Finishing:

General Instruction

(First, start with introductory remarks (self-introduction, interview process, the objective of the study and taking consent). Then ask the following questions one by one and be aware of the skipping rules).

Assalamualaikum/Nomoskar/Good Morning/Afternoon/Evening,
Thank you for joining this interview. I am …………………………… We are conducting a study named 'Foster Responsible Digital Citizenship to Promote Freedom of Expression in Bangladesh' on behalf of FNF (Friedrich Naumann Foundation) and GRM.

CONSENT FORM

We, Global Research and Marketing (GRM) are conducting a study titled *Foster Responsible Digital Citizenship to Promote Freedom of Expression in Bangladesh* on behalf of FNF. I would like to invite you to feel comfortable to express yourself and to share your thoughts and experiences during this discussion. At the same time, I would also like to ask that we all be respectful of one another and that what we share remains in this interview. Of course, if you are not comfortable sharing anything, you do not have to, and that is ok. Audio/Video recording may be made of the discussion session and my research assistant (……..) will be taking keynotes so we remember what we have discussed today. However, we will not share your individual responses to anyone, only anonymous quotes and the overall results will be included in the reports. Your name will not appear anywhere to ensure that your responses are linked to you. Our discussion is likely to take between 20 to 30 minutes. While we hope you can stay throughout the discussion, it is your choice to stay or leave at any point. In addition, it is up to you which questions you do or do not answer. Do you have any questions that you would like to discuss before we begin?"

....
Name and signature of respondent
Date: …… /…… /2021

Can we proceed to interview now?	YES (if the answer is YES, continue the interview)
	NO (if the answer is NO, stop taking the interview)

Part One: Sociodemographic Background			
No	**Question**	**Coding categories**	**Coding**
1.1	Gender	Male	01
		Female	02
		Transgender	03
		Others (specify)	88
1.2	Age of Respondent (in Years)	……………….	
1.3	Religion	Muslim	01
		Hindu	02
		Christian	03
		Buddhist	04
		Others (specify)	88
1.4	Marital status	Single	01
		Married	02
		Divorced	03
		Widow/Widower	04
		Separated	05
		Others (specify)	88
1.5	Ethnicity	Bengali	01
		Adivasi	02
		Non-Bengali	03
		Others (specify)	88
1.6	Current address		
1.7	Cell phone number		
1.8	Legal Guardian's phone number		
1.9	E-mail address of the respondent		
1.10	Extra-curricular activities	Clubs	01
		Associations	02
		Political Affiliation	03
		Others (specify)	88
1.11	Present Level	1st Year	01
		2nd Year	02
		Other's (specify)	88
1.12	Type of Earlier Educational Institutions attended	English Medium	01
		Bengali Medium	02
		Madrassah	03
		Vocational	04
1.13	Highest level of family education	Can only sign	01
		Can read /write	02

		<SSC	03
		HSC	04
		Graduate	05
		Postgraduate	06
		Other (Specify)	88
1.14	Do you read Newspaper?	No	01
		Daily	02
		2/3 days a week	03
		Weekly once	04
1.15	Do you watch TV?	No	01
		Daily	02
		2/3 days a week	03
		Weekly once	04
1.16	What is the monthly expenditure of your household in a typical month? (In Taka)		■

Part Two: Time Allocation of Your Day (24 hour)			
2.1 Activities You Usually Do		**Weekday (Hourly)**	**Weekend (Hourly)**
Studies	Academic		
	Non-academic		
Classes	Online		
	Offline		
Work	Household Chores		
	Paid word (Tuition/Part time)		
Leisure	Playing Outside		
	Social Media		
	Roaming around		
	Others (Specify)		
Sleep			
Others (Pls. Specify) …………………			

Part Three: Social Media Usage Time Allocation				
3.1 How often do you use these social media platforms?				
Platform	**Never**	**Rarely**	**Sometimes**	**Often**
Facebook	01	02	03	04
WhatsApp	01	02	03	04
YouTube	01	02	03	04
Instagram	01	02	03	04
Tik Tok	01	02	03	04
Snapchat	01	02	03	04
Pinterest	01	02	03	04
Twitter	01	02	03	04
Online games	01	02	03	04
Others (Specify)	01	02	03	04

Indicator OO1: % of targeted youth feel free to express their thoughts on critical topics on the internet platforms

No.	Questions	Coding Categories	Coding
	Part Four: Freedom of Expression on Critical Topics on the Internet		
4.1	What do you share most on social media? (Multiple responses permitted)	Photos of myself/my life's events	01
		My thoughts and ideas	02
		Socio-political news, articles, videos	03
		Inspirational quotes	04
		Learning/motivational contents	05
		Others (please specify)	88
4.2	Which social platform are you most comfortable with to share your views? (Rank Top 2)	Facebook	01
		Instagram	02
		Twitter	03
		Blog	04
		Other (Specify)	88
4.3	On average how often, do you post in social media?	Never	01
		Monthly	02
		Weekly	03
		1 time a day	04
		2-4 times a day	05
		5+ times a day	06
4.4	On average how many hours do you spend on social media per day?	Less than 1 hour	01
		1-2 hours	02
		3-4 hours	03
		5+ hours	04
4.5	On a scale of 1-3 (1 being most free and 3 least free), do you think you are able to express responsibly on social media?	Mostly free	01
		Moderately free	02
		Least free	03
4.5.1	If point is 3, why you are not able to express responsibly on social media? (Multiple responses permitted)	I have poor internet connection	01
		My parents do not allow me	02
		I do not own a smartphone or laptop	03
		I do not have any social media account	04
		I worry about my safety if I post about my opinions responsibly	05
		Fearing social and political persecution	06
		Other (Specify)	88
4.6	Is your Facebook profile locked?	Yes	01
		No	02
4.6.1		My preference	01

	If yes, why did you lock your profile? (Multiple responses permitted)	For privacy from anonymous people	02
		Fearing social and political persecution	03
		For family	03
		Others (Specify)	88
4.7	Please choose **one response** most applicable to you.	It is important to have a *private profile* on social media	01
		It is easier to participate in discussions on social media than in person	02
		Social media is a good space to express opinions on subjects that move me	03
		It is easier to express oneself on social media than in person	04
4.8	While posting a status of socio-political nature (e.g., on Facebook) what privacy settings do you use?	Public	01
		Friends	02
		Friends except restricted ones	03
		Only me	04
4.9	Can you express your views on **political topics** on the internet feely?	Yes	01
		No	02
		Sometimes	03
		Do not want to answer	04
4.10	How often do you engage in political commentary on social media?	Often	01
		Sometimes	02
		Never	03
4.10.1	If the answer is often & sometimes, have you ever suffered for giving political commentary on social media?	Yes	01
		No	02
4.10.2	If yes, what was that?		■■■■

Indicator OO2: % of targeted youth feel confident to make positive changes in the society through participating in democratic process using digital space

Part Five: Positive Changes Through Participation in Democratic Processes Through Social Media			
No.	**Questions**	**Coding Categories**	**Coding**
5.1	Why do you use social media platforms? (Multiple responses permitted)	Entertainment	01
		Getting information	02
		Meeting new people	03
		Sharing information about myself	04
		Participating in forums/discussions on critical issues of the country	05

		Seeing what my friends and relatives are doing	06
		Following e-commerce business	07
		Others (please specify)	88
5.2	When a friend/social media friend becomes victim to bullying, what do you do? (Multiple responses permitted)	Ignore, it is none of my business	01
		Help report the account of the bully	02
		Take initiative to create awareness against bullying	03
		Take legal action	04
		Other (please specify)	88
5.3	Have you ever posted/commented any of your views, which can hurt anyone?	Yes	01
		No	02
		Sometimes	03
		May be	04
5.3.1	If the answer is other than No, what did you do?		■
5.3.2	Do you think that was justified/necessary?	Yes	01
		No	02
5.6	How often do you participate in a campaign for social/humanitarian cause on social media?	Often	01
		Sometimes	02
		Never	03
5.7	Which of the following are you more likely to participate in online? (Multiple responses permitted)	Online fundraising for a cause	01
		Online civil society protest (e.g., against rape, road accident, etc.)	02
		Online petitioning for a cause	03
		Changing your profile photo to show	04
		Support for a cause	05
		None of the above	06
		Other (please specify)	88
5.8	Which of the following are you more likely to follow? (Multiple responses permitted)	Celebrity news, videos, commentary, etc.	01
		Live videos of e-businesses (online clothing page, buy and sell, etc.)	02
		NGO/CSO webinars on various social issues	03
		Political talk shows	04
		Skill learning programs	05
		None of the above	06
		Other (please specify)	88
5.9	Do you make awareness raising posts on social issues?	Often	01
		Sometimes	02
		Never	03
5.10	Do any awareness raising post influence you to make your	Often	01
		Sometimes	02

		Never	03
5.11	Are you confident enough to make positive changes in the society through participating in democratic process using social media?	Yes	01
		No	02
		Sometimes	03
		May be	04
		Do not want to answer	05

Indicator SO1: % of targeted youth show positive change in behavior (appropriately and lawfully) when they interact in the digital space

Part Six: Appropriate and Lawful Interaction on Social Media			
No.	**Questions**	**Coding Categories**	**Coding**
6.1	I stop and think about everything before I share on social media	Often	01
		Sometimes	02
		Never	03
6.1.1	If the answer is Often/Sometimes, why do you think so? (reason)		
6.1.2	If the answer is Never, why don't you think?		
6.2	I make unkind comments on others' post	Yes	01
		No	02
		Sometimes	03
6.2.1	If the answer is other than No, why did you do that?		
6.3	People I interact with make unkind comments on others' post	Often	01
		Sometimes	02
		Never	03
6.4	Do you post inappropriate photos (personal sexual content, something which hamper others' privacy)	Often	01
		Sometimes	02
		Never	03
6.5	People you interact with post inappropriate photos	Often	01
		Sometimes	02
		Never	03
6.6	Do you post photos of others/tag them in photos without their consent	Often	01
		Sometimes	02
		Never	03
6.7	Do you use fake accounts	Yes	01
		No	02
6.7.1	If the answer is yes, why?		
6.8	People you interact with have used or use a fake account on social media	Often	01
		Sometimes	02
		Never	03
6.8.1	Do you think it is lawful?	Yes	01
		No	02
		Unsure	03

6.8.2	Do you suggest people you interacted with who do unlawful acts on social media not to do that?	Yes	01
		No	02
		Sometimes	03

Part Seven: Knowledge on Digital Etiquettes			
No.	**Questions**	**Coding Categories**	**Coding**
7.1	Do you share passwords of your social media accounts with friends/family/others	Yes	01
		No	02
		Refuse to answer	03
7.2	How do you feel about giving private information (address, phone number, age, etc.) to people you have only met online?	I am very comfortable	01
		I am somewhat comfortable. only after a certain period of interaction	02
		I am never comfortable	03
7.3	What constitutes cyberbullying? (Multiple responses permitted)	Impersonation (an act of pretending to be another person for the purpose of entertainment or fraud)	01
		Spreading rumours online	02
		Threatening someone online	03
		Trolling someone	04
		All the above	05
		I never heard of the term 'cyberbullying'	06
7.4	What constitutes hate speech? (Multiple responses permitted)	Expressing prejudice about a particular religion/belief	01
		Expressing prejudice about any sexual orientation	02
		Expressing prejudice about any ethnic minority, geographical/regional origins	03
		Leaving hateful comment on someone's post/blog	04
		Inciting violence through status/post/blog/video	05
		All the above	06
		I never heard of the term 'hate speech'	07
7.5	What constitutes cyber-sexual harassment? (Multiple responses permitted)	Sending unwanted inappropriate pictures of yourself to someone	01
		Leaking/sharing someone else's pictures/videos	02
		Persistently stalking someone	03

		Persistently sending messages to someone in the absence of response	04
		All the above	05
		I never heard of the term 'cyber-sexual harassment'	06
7.6	How do you know if the information you receive on social media is right or wrong? (Multiple responses permitted)	I share posts that my friends/family share	01
		I double check any information on google or other sources	02
		I use my own discretion based on my knowledge and experience	03
		I only share posts from authentic pages	04
		If a post has many likes, comments, views, or shares, it must be right or authentic	05
		Other (please specify)	06
7.7	Have you heard of the Digital Security Act 2018 of Bangladesh?	Yes, I have some idea	01
		Yes, I am fully aware	02
		No, I have never heard	03
7.7.1	Under the Digital Security Act 2018 one can be punished for the following: (Multiple responses permitted)	Propaganda against the Nation, the Liberation War, the Father of the Nation	01
		Cyber-terrorism	02
		Defamation	03
		All the above	04
7.7.2	Under the Digital Security Act 2018 the following are also punishable offences: (Multiple responses permitted)	Actions that ruin communal harmony	01
		Actions that attack religious sentiment	02
		Publishing frightening or aggressive information	03
		All the above	04
7.8	What do you think of the current regulation on digital safety?	I find it stifling	01
		I think it is appropriate	02
		It should allow more freedom of expression	03

Thank you for your time.

Annexures 5: Project Summary

Project name	**Fostering Responsible Digital Citizenship to Promote Freedom of Expression in Bangladesh**
Project Location	Dhaka & Rajshahi, Bangladesh
Project Phase	Starting
Type of assessment	Baseline Study
Project Target locations	Dhaka: Dhaka University (DU), Jahangirnagar University (JU) and Daffodil International University (DIU) Rajshahi: Rajshahi University (RU) and Varendra University (VU)
Project Target population	Project target population is to reach more than 5000 university student and for understanding the baseline 948 university student is interviewed to find out the baseline information.
Evaluation Purpose	The purpose of the baseline study is to provide data against which to monitor and assess the activity's progress and effectiveness during implementation. The baseline will serve to determine the baseline values for the project outcome and impact indicators. Information gathered through the baseline will be used by implementing staff as benchmarks to identify areas that need attention while also providing baseline values against which to assess the value added by specific activities to achieve intended objectives. The baseline study findings can also be used by operations staff to refine activity implementation and to provide an opportunity to review the redesign against freedom of expression the conceptual framework and the activity's theory/pathway of change.
Baseline Timeframe	January, 2021

Annexures 6: Tables on Ethnic Minority Students

Tables on Ethnic Minority Students

Sociodemographic background of the respondents

Question	Coding categories	Male	Female	Total	Male	Female
				(n=10)		
Gender	Male	8	0	8		
	Female	0	2	2		
	Transgender	0	0	0		
	Others (specify)	0	0	0		
Age of Respondent (in Years)	……………….					
Mean Age		20.25	21	20.4		
Religion	Muslim					
	Hindu					
	Christian					
	Buddhist	8	2	10	100%	100%
	Others (specify)					
Marital status	Single	8	2	10	100%	100%
	Married					
	Divorced					
	Widow/Widower					
	Separated					
	Others (specify)					
Ethnicity	Bengali					
	Adivasi	8	2	10	100%	100%
	Non-Bengali					
	Others (specify)					
Extra-curricular activities	Clubs	5	1	6	62.5%	50%
	Associations	2	1	3	25%	50%
	Political Affiliation	1	0	1	12.5%	
	Others (specify)					
Do you read Newspaper?	No	2		2	25%	
	Daily	1	1	2	12.5%	50%
	2/3 days a week	5	1	6	62.5%	50%
	Weekly once					
Do you watch TV?	No					
	Daily	3	2	5	37.5%	100%
	2/3 days a week	1		1	12.5%	
	Weekly once	4		4	50%	
What is the monthly expenditure of your household in a typical month? (in Taka)		48125	32500	45000		

Educational background

Question	Coding categories	Male	Female	Total	Male	Female
Educational Level						
Present Level of Education	1st Year	6		6	75%	
	2nd Year	2	2	4	25%	100%
	Other's (specify)					
Type of Earlier Educational Institutions attended	English Medium					
	Bengali Medium	8	2	10	100%	100%
	Madrassah					
	Vocational					
	English Version					
Highest level of family education (Excluding You)	Can only sign					
	Can read /write		1		50%	
	<SSC	2	1	25%	50%	
	HSC	3		37.5%		
	Graduate	3		37.5%		
	Postgraduate					
	Other (Specify)					
Highest Education level of Family head	Can only sign					
	Can read /write		1		50%	
	<SSC	4	1	50%	50%	
	HSC	4		50%		
	Graduate					
	Postgraduate					
	Other (Specify)					

Time Allocation of Your Day (24 hour)							
Question	Coding categories	Male	Female	Total	Male	Female	Total
Activities You Usually Do		Weekday (Hour)	Weekday (Hour)		Weekend (Hour)	Weekend (Hour)	
Studies		2.5	2	2.4	1.5	2.25	2.1
Classes	Online	2.25	2	2.2	2.5	3	2.8
	Offline	1.375	2	1.5	2	1.25	1.4
Work							
	Paid word (Tuition/Part time)	2	3	2.2	1	1.4	1.3
Leisure	Playing Outside	0.7	1	.78	1.5	1.75	1.7
	Social Media	1.88	1	1.7	1.5	1.25	1.3
	Time spent with friends	0.38	1.5	0.6	1	1.13	1.1
	Others (Specify)	0	0	0	.5	.86	0.78
Sleep							

Others (Pls. Specify) ……………………							

Social Media Usage Time Allocation

How often do you use these social media platforms?

Question	Male				Female				Total
Platform	Never	Rarely	Sometimes	Often	Never	Rarely	Sometimes	Often	
Facebook			1	7				2	
WhatsApp				8			1	1	
YouTube			1	7				2	
Instagram	1	1	5	1			1	1	
Tik Tok	5		3					2	
Snapchat	3		2	3		1		1	
Pinterest	4	1	2	1	1			1	
Twitter	5		2	1	1		1		
Online games			1	7			1	1	
Others (Specify)	1		1	6	1		1		

Indicator OO1: % of targeted youth feel free to express their thoughts on critical topics on the internet platforms

Freedom of Expression on Critical Topics on the Internet

Question	Coding categories	Male	Female	Total	Male	Female
What do you share most on social media? (Multiple responses permitted)	Photos of myself/my life's events	6	2	8	75%	100%
	My thoughts and ideas	5	2	7	62.5%	100%
	Socio-political news, articles, videos	2	1	3	25%	50%
	Inspirational quotes	7	2	9	87.5%	100%
	Learning/motivational contents	5	2	7	62.5%	100%
	Memes/funny contents	2	0	2	25%	0%
	Others (please specify)	0	0	0	0%	0%
Which social platform are you most comfortable with to share your views? (Rank Top 2)	Facebook	8	2	10	100%	100%
	Instagram	5	2	7	62.5%	0%
	Twitter	2	0	2	25%	0%
	Blog	1	0	1	12.5%	0%
	Other (Specify)					
On average how often, do you post in social media?	Never					
	Monthly					
	Weekly					
	1 time a day	2	0	2	25%	0%
	2-4 times a day	6	2	8	75%	100%
	5+ times a day					
	Less than 1 hour					

Question	Coding categories	Male	Female	Total	Male	Female
On average how many hours do you spend on social media per day?	1-2 hours					
	3-4 hours	8	1	9	100%	50%
	5+ hours	0	1	1	0%	50%
On a scale of 1-3 (1 being most free and 3 least free), do you think you are able to express responsibly on social media?	Mostly free	7	1	8	87.5%	50%
	Moderately free	0	1	1	0%	50%
	Least free	1	0	1	12.5%	0%
If point is 3, why you are not able to express responsibly on social media? (Multiple responses permitted)	I have poor internet connection					
	My parents do not allow me	1		100%		
	I do not own a smartphone or laptop					
	I do not have any social media account					
	I worry about my safety if I post about my opinions responsibly	1		100%		
	Fearing social and political persecution	1		100%		
	Other (Specify)					

Freedom of Expression on Critical Topics on the Internet

Question	Coding categories	Male	Female	Total	Male	Female
Is your Facebook profile locked?	Yes	3	2	5	37.5%	100%
	No	5	0	5	62.5%	0%
If yes, why did you lock your profile? (Multiple responses permitted)	My preference	3	2	5	100%	100%
	For privacy from anonymous people	2	1		25%	50%
	Fearing social and political persecution					
	For family					
	Others (Specify)					
Please choose **one response** most applicable to you.	It is important to have a *private profile* on social media	1	0	1	12.5%	0%
	It is easier to participate in discussions on social media than in person	2	1	3	25%	50%
	Social media is a good space to express opinions on subjects that move me	5	1	6	62.5%	50%
	It is easier to express oneself on social media than in person					
While posting a status of socio-political nature (e.g., on Facebook) what	Public	3	0	3	37.5%	
	Friends	2	0	2	25%	
	Friends except restricted ones	3	2	5	37.5%	100%
	Only me					

privacy settings do you use?						
Can you express your views on **political topics** on the internet feely?	Yes	2	1	3	25%	50%
	No	2	0	2	25%	
	Sometimes	1	1	2	12.5%	50%
	Do not want to answer	3	0	3	37.5%	
How often do you engage in political commentary on social media?	Often	3	0	3	37.5%	0%
	Sometimes	2	0	3	25%	0%
	Never	3	2	5	37.5%	100%
If the answer is often & sometimes, have you ever suffered for giving political commentary on social media?	Yes	0	0	0	0%	0%
	No	5	0	5	100%	0%
If yes, what was that?						

Indicator OO2: % of targeted youth feel confident to make positive changes in the society through participating in democratic process using digital space

Positive Changes through Participation in Democratic Processes through Social Media

Question	Coding categories	Male	Female	Total	Male	Female
Why do you use social media platforms? (Multiple responses permitted)	Entertainment	8	2	10	100%	100%
	Getting information	5	2	7	62.5%	100%
	Meeting new people	7	2	9	87.5%	100%
	Sharing information about myself	6	0	6	75%	0%
	Participating in forums/discussions on critical issues of the country	5	2	7	62.5%	100%
	Seeing what my friends and relatives are doing	4	2	6	50%	100%
	Following e-commerce business	4	0	4	50%	0%
	Others (please specify)	0	0	0	0%	0%
When a friend/social media friend becomes victim to bullying, what do you do? (Multiple responses permitted)	Ignore, it is none of my business					
	Help report the account of the bully	8	2	10	100%	100%
	Take initiative to create awareness against bullying	4	0	4	50%	0%
	Take legal action	3	1	4	37.5%	50%
	Other (please specify)					
Have you ever posted/commented any of your views, which can hurt anyone?	Yes					
	No	8	2	10	100%	100%
	Sometimes					
	May be					

If the answer is other than No, what did you do?						
Do you think that was justified/necessary?	Yes	3	1	4	37.5%	50%
	No	5	1	6	62.5%	50%

Positive Changes through Participation in Democratic Processes through Social Media

Question	Coding categories	Male	Female	Total	Male	Female
How often do you participate in a campaign for social/humanitarian cause on social media?	Often	6	1	7	75%	50%
	Sometimes	0	1	1	0%	50%
	Never	2	0	2	25%	0%
Which of the following are you more likely to participate in online? (Multiple responses permitted)	Online fundraising for a cause	8	2	10	100%	100%
	Online civil society protest (e.g., against rape, road accident, etc.)	4	2	6	50%	100%
	Online petitioning for a cause	7	1	8	87.5%	50%
	Changing your profile photo to show Support for a cause	6	2	8	75%	100%
	None of the above					
	Other (please specify)					
Which of the following are you more likely to follow? (Multiple responses permitted)	Celebrity news, videos, commentary, etc.	8	2	10	100%	100%
	Live videos of e-businesses (online clothing page, buy and sell, etc.)	4	2	6	50%	100%
	NGO/CSO webinars on various social issues	5	1	6	62.5%	50%
	Political talk shows	2	0	2	25%	0%
	Skill learning programs	7	2	9	87.5%	100%
	None of the above					
	Other (please specify)					
Do you make awareness raising posts on social issues?	Often	5	0	5	62.5%	0%
	Sometimes	3	2	5	37.5%	100%
	Never					
Do any awareness raising post influence you to make your decision /change your views/participate any works?	Often	5	0	5	62.5%	0%
	Sometimes	3	2	5	37.5%	100%
	Never					
Are you confident enough to make positive changes in the society through participating in	Yes	1	1	2	12.5%	50%
	No	1	0	2	12.5%	0%
	Sometimes	1	0	2	12.5%	0%
	May be	5	1	6	62.5%	50%
	Do not want to answer					

democratic process using social media?						

Indicator SO1: % of targeted youth show positive change in behavior (appropriately and lawfully) when they interact in the digital space

Appropriate and Lawful Interaction on Social Media

Question	Coding categories	Male	Female	Total	Male	Female
I stop and think about everything before I share on social media	Often	1	0	1	12.5%	0%
	Sometimes	5	1	6	62.5%	50%
	Never	2	1	3	25%	50%
I make unkind comments on others' post	Yes					
	No	7	1	8	87.5%	50%
	Sometimes	1	1	2	12.5%	50%
If the answer is other than No, why did you do that?						
People I interact with make unkind comments on others' post	Often	2	0	2	25%	0%
	Sometimes	0	1	1	0%	50%
	Never	6	1	7	75%	50%
Do you post inappropriate photos (personal sexual content, something which hamper others' privacy)	Often					
	Sometimes	1	0	1	12.5%	0%
	Never	7	2	9	87.5%	100%
People you interact with post inappropriate photos	Often					
	Sometimes	1	0	1	12.5%	0%
	Never	7	2	9	87.5%	100%
Do you post photos of others/tag them in photos without their consent	Often					
	Sometimes	0	0	0	0%	0%
	Never	8	2	10	100%	100%
Do you use fake accounts	Yes					
	No	8	2	10	100%	100%
People you interact with have used or use a fake account on social media	Often					
	Sometimes					
	Never	8	2	10	100%	100%
Do you think it is lawful?	Yes	0	0	0	0%	0%
	No	0	0	0	0%	0%
	Unsure	0	0	0	0%	0%
Do you suggest people you interacted with who do unlawful acts on social media not to do that?	Yes	3	1	4	37.5%	50%
	No	5	0	5	62.5%	0%
	Sometimes	0	1	1	0%	50%

Indicator SO2: % of youth report changes in overall knowledge on how to express themselves responsibly, appropriately, lawfully, and safely in the public sphere

Knowledge on Digital Etiquettes

Question	Coding categories	Male	Female	Total	Male	Female
Do you share passwords of your social media accounts with friends/family/others	Yes					
	No	8	2	10	100%	100%
	Refuse to answer					
	I am very comfortable	10	4	14	1.92%	0.93%

How do you feel about giving private information (address, phone number, age, etc.) to people you have only met online?	I am somewhat comfortable	22	29	51	4.23%	6.78%
	Only after a certain period of interaction	213	144	357	40.96%	33.64%
	I am never comfortable	275	251	526	52.88%	58.64%
What constitutes cyberbullying? (Multiple responses permitted)	Impersonation (an act of pretending to be another person for the purpose of entertainment or fraud)	3	0	3	37.5%	0%
	Spreading rumours online	4	0	4	50%	0%
	Threatening someone online	4	0	4	50%	0%
	Trolling someone	4	0	4	50%	0%
	All the above	2	1	3	25%	50%
	I never heard of the term 'cyberbullying'	0	1	1	0%	50%
What constitutes hate speech? (Multiple responses permitted)	Expressing prejudice about a particular religion/belief	5	0	5	62.5%	0%
	Expressing prejudice about any sexual orientation	4	1	5	50%	50%
	Expressing prejudice about any ethnic minority, geographical/regional origins	3	1	4	37.5%	50%
	Leaving hateful comment on someone's post/blog	4	1	5	50%	50%
	Inciting violence through status/post/blog/video	0	1	1	0%	50%
	All the above	2	1	3	25%	50%
	I never heard of the term 'hate speech'	1	0	1	12.5%	0%

Knowledge on Digital Etiquettes

Question	Coding categories	Male	Female	Total	Male	Female
What constitutes cyber-sexual harassment? (Multiple responses permitted)	Sending unwanted inappropriate pictures of yourself to someone	4	0	4	50%	0%
	Leaking/sharing someone else's pictures/videos	4	0	4	50%	0%
	Persistently stalking someone	5	0	5	62.5%	0%
	Persistently sending messages to someone in the absence of response	3	0	3	37.5%	0%

	All the above	2	2	4	25%	100%
	I never heard of the term 'cyber-sexual harassment'	1	0	1	12.5%	0%
How do you know if the information you receive on social media is right or wrong? (Multiple responses permitted)	I share posts that my friends/family share	8	2	10	100%	100%
	I double check any information on google or other sources	7	2	9	87.5%	100%
	I use my own discretion based on my knowledge and experience	3	2	5	37.5%	100%
	I only share posts from authentic pages	8	2	10	100%	100%
	If a post has many likes, comments, views, or shares, it must be right or authentic	3	1	4	37.5%	50%
	Other (please specify)	0	0	0	0%	0%
Have you heard of the Digital Security Act 2018 of Bangladesh?	Yes, I have some idea	4	1	5	50%	50%
	Yes, I am fully aware	0	1	1	0%	50%
	No, I have never heard	4	0	4	50%	0%
Under the Digital Security Act 2018 one can be punished for the following: (Multiple responses permitted)	Propaganda against the Nation, the Liberation War, the Father of the Nation	1	0	1	12.5%	0%
	Cyber-terrorism	1	0	1	12.5%	0%
	Defamation	1	0	1	12.5%	0%
	All the above	3	2	5	37.5%	100%
Under the Digital Security Act 2018 the following are also punishable offences: (Multiple responses permitted)	Actions that ruin communal harmony	2	1	3	25%	50%
	Actions that attack religious sentiment	1	2	3	12.5%	100%
	Publishing frightening or aggressive information	2	2	4	25%	100%
	All the above	2	0	2	25%	0%
What do you think of the current regulation on digital safety?	I find it stifling	0	0	0	0%	0%
	I think it is appropriate	2	1	3	25%	50%
	It should allow more freedom of expression	6	1	7	75%	50%