

## 2025 Themes and Call-to-Action (CTA) for DfL movement

Archetypes	Themes	Call-to-action (CTA)	Possible Measurements of project-level KPIs	Examples of Resources and programmes that are related to CTA
Seniors	Supporting seniors to gain digital access <sup>1</sup>	<ol style="list-style-type: none"> <li>1. Help lower-income seniors, such as seniors living in 1- and 2-room HDB rental flats, gain digital access*, through localised solutions that are designed and delivered by community groups. These solutions can cover barriers, such as addressing any psychological concerns these lower-income seniors may have towards digital access, and assisting them in application for subsidised digital access schemes Government provides.</li> <li>2. Equip and teach carers and family members to teach seniors in their families how to use technology. The project can use existing resources such as digital skills for life content on Digital for Life (DfL) Portal, or develop fun resources that carers and family members can use to teach.</li> </ol> <p>* Digital access is defined as having access to the internet and/or digital devices (i.e. smartphones and/or computers which are defined as desktops, laptops or tablets).</p>	<ul style="list-style-type: none"> <li>• Number of seniors or families living in 1- and 2-room HDB rental flats who are engaged on digital access.</li> <li>• Number of seniors or families living in 1- and 2-room HDB rental flats who have gained digital access after the project (i.e. internet connectivity at home, smart phones).</li> <li>• Number of seniors/ carers/ family members who are taught under the proposed solution.</li> </ul>	<ul style="list-style-type: none"> <li>• Digital Access@Home</li> <li>• Mobile Access for Seniors</li> <li>• SGBono digital literacy workshops</li> <li>• SUSS &amp; C3A's Geragogy Guidelines</li> </ul>
Children and Youths	Educating children and youths with skills to protect themselves online and be responsible online users, or supporting children from lower-income households to gain digital access	<ol style="list-style-type: none"> <li>3. Help children and/or youths pick up skills and behaviours to protect themselves and their peers against online harms. Key skills include: (i) how to identify common types of online harms children and youths experience; (ii) how to safeguard personal online identity, (iii) how to have healthy device use and screen time; (iv) how to report and block online harms, or not be a bystander or inadvertently encourage its proliferation; and (v) how to seek help if one encounters online harms. Programmes should be designed and delivered in a format most engaging to target audience, e.g. gamification, trends.</li> <li>4. Equip children and/or youths to know what cyberbullying is and the avenues of help, e.g. support peers affected by cyberbullying, and remedial measures one can take if s/he encounters cyberbullying.</li> <li>5. Reach out to children and/or youths from lower-income households and teach them healthy online habits and/or how to be safe, discerning and responsible online.</li> <li>6. Help children and/or youths from lower-income households to gain digital access, through localised solutions that are designed and delivered by community groups. These solutions can cover barriers, such as addressing any psychological concerns these lower-income households may have towards digital access, and assisting them in application for subsidised digital access schemes Government provides.</li> </ol>	<ul style="list-style-type: none"> <li>• Number of children and/or youths who are taught digital well-being skills that allows them to protect themselves from online harms or learn healthy online habits.</li> <li>• Number of children and/or youths who have gained confidence in protecting themselves against online harms, after going through the project.</li> <li>• Number of children and/or youths from lower-income households who are engaged on digital access, and/or have gained digital access after the project (i.e. internet connectivity at home, smart phones).</li> </ul>	<ul style="list-style-type: none"> <li>• Digital for Life (DfL) Portal (<a href="http://www.digitalforlife.gov.sg">www.digitalforlife.gov.sg</a>)</li> <li>• Digital Skills for Life (DSL) Framework</li> <li>• Cyberlite's Cyber Safety Lessons (<a href="https://www.cyberlite.org/cybersafetylessons">https://www.cyberlite.org/cybersafetylessons</a>)</li> <li>• Google's Be Internet Awesome programme (<a href="https://beinternetawesome.withgoogle.com/en_us/">https://beinternetawesome.withgoogle.com/en_us/</a>)</li> <li>• IMDA's Online Safety Reports (<a href="https://www.imda.gov.sg/regulations-and-licensing-listing/content-standards-and-classification/standards-and-classification/internet/online-safety">https://www.imda.gov.sg/regulations-and-licensing-listing/content-standards-and-classification/standards-and-classification/internet/online-safety</a>)</li> <li>• MDDI survey (<a href="https://www.mddi.gov.sg/media-centre/press-releases/survey-by-mci-on-harmful-online-content-encountered-by-sg-users/">https://www.mddi.gov.sg/media-centre/press-releases/survey-by-mci-on-harmful-online-content-encountered-by-sg-users/</a>)</li> <li>• MOE's Character and Citizenship Education (CCE) Curriculum</li> <li>• NLB's S.U.R.E materials</li> <li>• Tik Tok's youth safety policies (<a href="https://www.tiktok.com/transparency/en-us/protecting-teens/">https://www.tiktok.com/transparency/en-us/protecting-teens/</a>)</li> </ul>

<sup>1</sup> 11% of seniors do not own smartphones, due to reasons including the lack of skills and cost barriers. (SG Digital Society Report, 2023).

Archetypes	Themes	Call-to-action (CTA)	Possible Measurements of project-level KPIs	Examples of Resources and programmes that are related to CTA
Parents	Supporting parents to raise their child in a digital age	7. Support parents to move beyond awareness, and adopt actionable skills to engage their children on digital use and online safety so as to protect their children from online harms. Key skills for parents to learn include: (i) setting parental controls, (ii) adjusting screen time of children/youths, (iii) flagging and reporting harmful online content, (iv) encouraging their child/youth to ask for help, as well as reminding their child/youth not to respond to and spread harmful content.	<ul style="list-style-type: none"> <li>Number of parents who have learnt how to use child safety tools.</li> <li>Number of parents who take at least 1 action after the project, such as setting parental controls, or engaged their child on online safety.</li> <li>Number of parents who have indicated improvements in skills to allow them to identify appropriate and suitable content for children and where to find them (e.g. understanding the types of online content that are beneficial for children, as well as knowing how to access the content and guide their children's usage).</li> </ul>	<ul style="list-style-type: none"> <li>DfL Portal, including Online Safety Digital Resource Kit (<a href="https://www.digitalforlife.gov.sg/learn/resources/all-resources/tools-and-resources-for-managing-your-own-safety-online">https://www.digitalforlife.gov.sg/learn/resources/all-resources/tools-and-resources-for-managing-your-own-safety-online</a>)</li> <li>DSL Framework</li> <li>Google's Be Internet Awesome programme (<a href="https://beinternetawesome.withgoogle.com/en_us/">https://beinternetawesome.withgoogle.com/en_us/</a>)</li> <li>Media Literacy Council resources</li> <li>MOE – MSF – HPB's Parenting for Wellness toolbox (<a href="https://file.go.gov.sg/pfw-toolbox-for-parents.pdf">https://file.go.gov.sg/pfw-toolbox-for-parents.pdf</a>)</li> <li>MOH's advisory on screen use for children (<a href="https://www.moh.gov.sg/others/resources-and-statistics/guidance-on-screen-use">https://www.moh.gov.sg/others/resources-and-statistics/guidance-on-screen-use</a>)</li> <li>NLB's S.U.R.E materials</li> <li>TOUCH's "e-Conversations for the Family" programme</li> </ul>
Persons with Disabilities (PwDs)	Supporting Persons with Disabilities (PwDs) with skills to use digital services	<p>8. Teach more PwDs on how to use specialised software and assistive technologies (e.g. Job Access With Speech, Braille equipment, Smartphone Training and Learning Support Resource Toolkit) to navigate everyday digital platforms and services.</p> <p>9. Facilitate adoption of inclusive digital design principles amongst developers so that essential services are more user-friendly for PwDs.</p>	<ul style="list-style-type: none"> <li>Number of PwDs who are equipped with digital skills to navigate digital services.</li> <li>Number of organisations or developers who are taught how to design inclusive digital services.</li> <li>Number of organisations which adopt inclusive design features after the project.</li> </ul>	<ul style="list-style-type: none"> <li>DSL Framework</li> <li>GovTech's Oobee</li> <li>SG Enable Accessibility Toolkit</li> </ul>
All, such as youths (13-21 years old) and adults between 21-60 years old	Supporting Singaporeans in staying safe against misinformation and deepfakes	<p>10. Equip Singaporeans to better detect and stay safe against online misinformation and deepfakes, including AI-generated deepfakes, such as privacy setting, sharing of personal information (including pictures), knowing the recovery actions to take.</p> <p>11. Empower Singaporeans to take on personal responsibility for their online safety.</p>	<ul style="list-style-type: none"> <li>Number of individuals who are trained in skills or tech tools to guard against online misinformation and disinformation.</li> </ul>	<ul style="list-style-type: none"> <li>DfL Portal</li> <li>Media Literacy Council resources</li> <li>NLB's S.U.R.E materials</li> </ul>
All, especially adults aged 40-60 years old	Providing opportunities for Singaporeans to learn GenAI	12. Teach Singaporeans, especially adults aged 40-60 years old, to learn how to use GenAI safely and responsibly, and learn about the risk associated with GenAI use, to allow them to benefit from new technologies in their daily living needs.	<ul style="list-style-type: none"> <li>Number of individuals who are trained in GenAI skills that can be applied in their daily lives.</li> </ul>	<ul style="list-style-type: none"> <li>DfL Portal</li> <li>NLB's S.U.R.E materials</li> </ul>