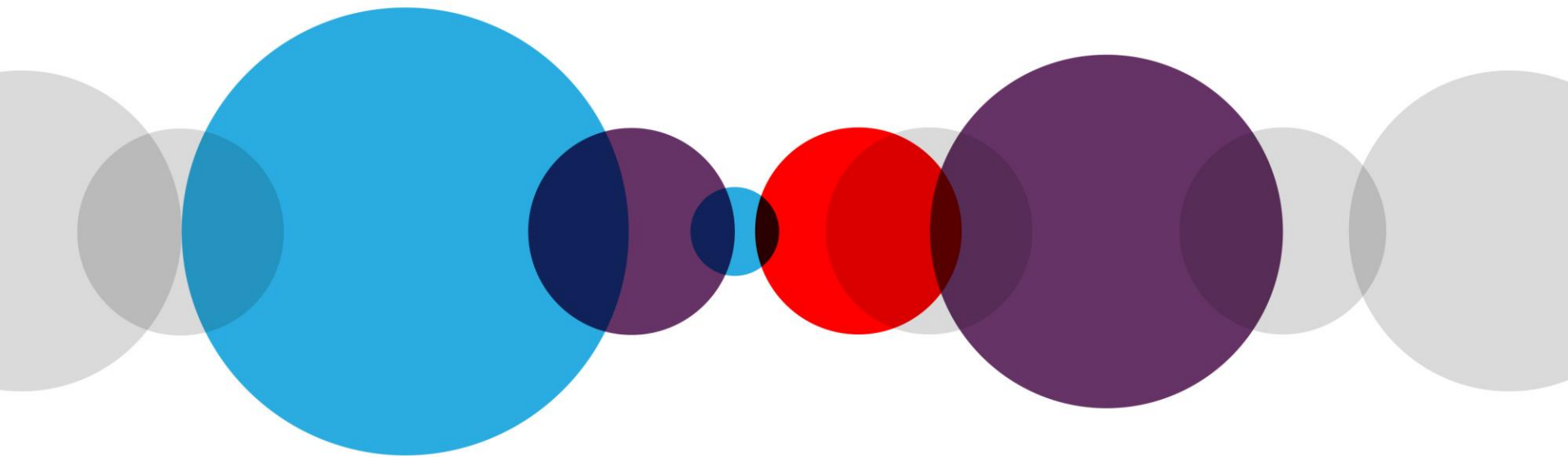


# GLOBAL KIDS ONLINE: CHILDREN'S RIGHTS IN THE DIGITAL AGE



# Evidence vital to inform policy & practice

**GLOBAL  
KIDS  
ONLINE**



**Global Commission on Internet Governance**  
ourinternet.org  
PAPER SERIES: NO. 22 — NOVEMBER 2015  
**One in Three: Internet Governance and Children's Rights**  
Sonia Livingstone, John Carr and Jasmina Byrne

**Child Safety Online**  
Global challenges and strategies  
unicef  
unite for children

**EU Kids Online**  
Findings • methods • recommendations

**A (Private) Public Space**  
Examining the Use and Impact of Digital and Social Media Among Adolescents in Kenya  
unicef  
Plan  
Internet-Media  
CITIZENS

**Children, ICTs and Development**  
Capturing the potential, meeting the challenge  
DOROTHEA KLEINE, DAVID HOLLOVY AND

**A Global Agenda for Children's Rights in the Digital Age**  
Recommendations for Developing UNICEF's Research Strategy  
Professor Sonia Livingstone  
Dr. Monica E. Bulger  
September 2013  
LSE  
unicef  
OUR

**Because I am a Girl**  
THE STATE OF THE WORLD'S GIRLS 2010  
Digital and Urban Frontiers: Girls in a Changing Landscape

**Net Children Go Mobile**  
Risks and opportunities. Second edition.  
Giovanna Mascheroni & Kjetan Östfors

**TIC KIDS ONLINE BRASIL 2014**  
PESQUISA SOBRE O USO DA INTERNET POR CRIANÇAS E ADOLESCENTES NO BRASIL  
ICT KIDS ONLINE BRAZIL 2014  
SURVEY ON INTERNET USE BY CHILDREN IN BRAZIL

**Guidelines for Industry on Child Online Protection**  
2014 edition

unicef  
www.itu.int/cop

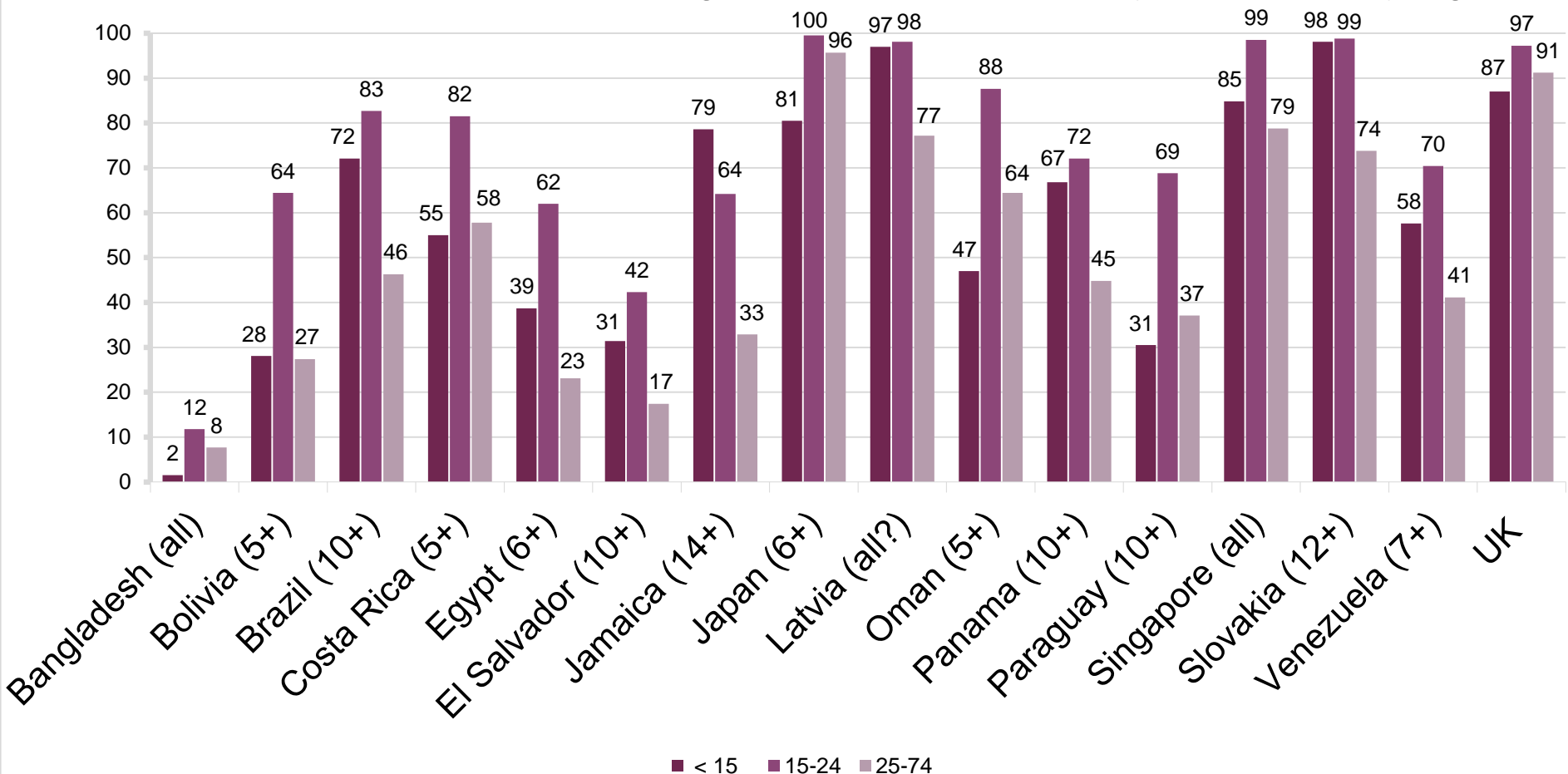
*“We grew up with the internet. I mean, the internet has always been here with us. The grown-ups are like ‘Wow the internet appeared’, while it is perfectly normal for us.”*

Boy, 15 years old, Serbia

*“There is no single aspect of UNICEF’s activities, whether it be around education, or water and sanitation, or child protection or health that isn’t going to change when you have major internet penetration. When children’s social environment is no longer only physical but also digital, then that’s got to have an impact on almost every aspect of their lives.”* UNICEF staff member

# Around 1 in 3 internet users <18 yrs

Individuals using the Internet (from any location), by age (%)





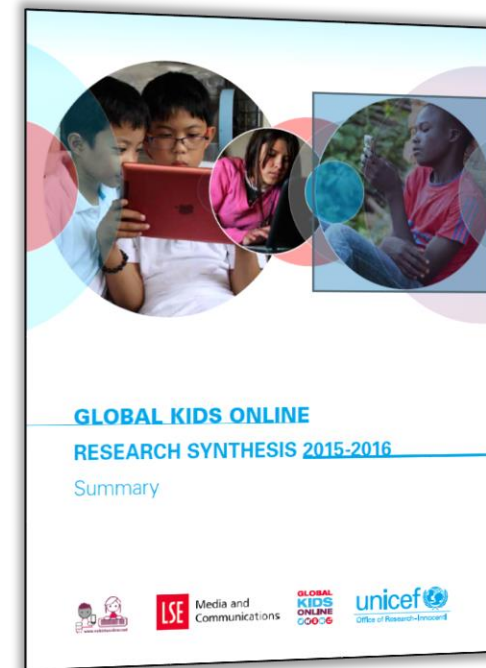
# Understanding the context and policy relevance

- **Easy and equitable access to internet**
- **Multi-stakeholder agenda**
- **Interconnectedness of rights**
- **Children's engagement and empowerment**
- **Mediation and support**



# Challenges for research

- Identify the opportunities and risks to children's rights in a digital age in diverse contexts
- Develop definitions, measures, standards and procedures for rigorous cross-national methods
- Manage research and stakeholder agendas to embed evidence in policy and practice for the benefit of children



# Global Kids Online aims



- To create a global network of researchers and experts and build national capabilities (partnership model)
- To develop a flexible research toolkit for researchers
- To gather rigorous national and cross-national evidence on children's online rights, opportunities and risks
- To understand children's digital experiences in their individual and contextual diversity
- To identify commonalities and specificities of value to policy and practice especially in the global South



Argentina

Serbia

South Africa

Philippines

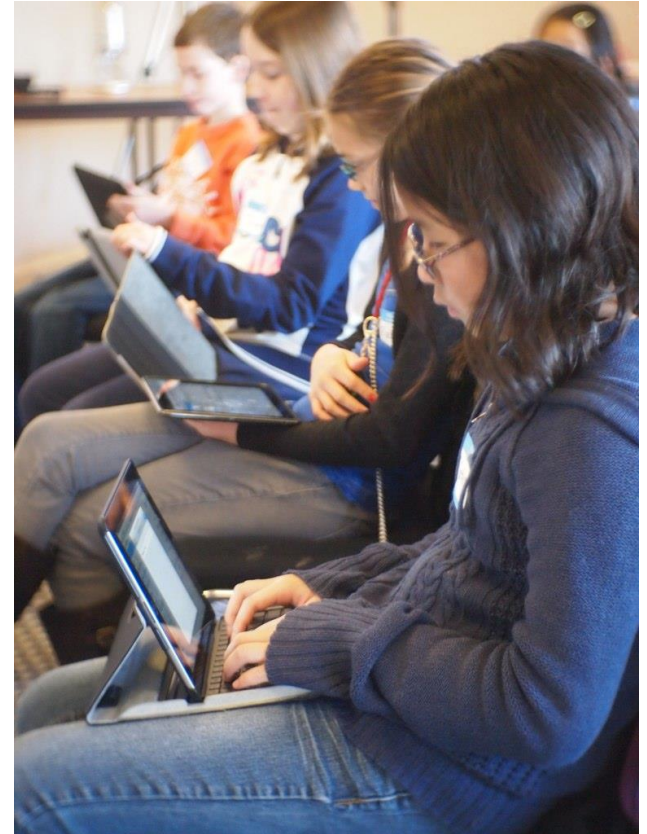






# Research questions

- When and how does use of the internet contribute positively to children's lives – providing diverse opportunities to benefit that may contribute to their well-being?
- When and how is use of the internet problematic in children's lives – amplifying the risk of harm and potentially undermining their well-being?



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Tools for researchers

Research results

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Research updates

About the project

Contact

# Children's rights in the digital age

Gathering global evidence on children's online rights, opportunities, and risks



## Tools for researchers

A multi-method toolkit for investigating children's digital experiences around the world

## Research results

Our research results and latest findings from around the world

## Research updates



### Latin America Kids Online

20th October 2016

The Latin America Kids Online network works in partnership with Global Kids Online and the



### EU Kids Online

19th October 2016

EU Kids Online, one of the collaborating partners of the Global Kids Online initiative, is an



### Our conference on children's rights in the digital age

14th July 2016

Based on our work on the Global Kids online project, we are

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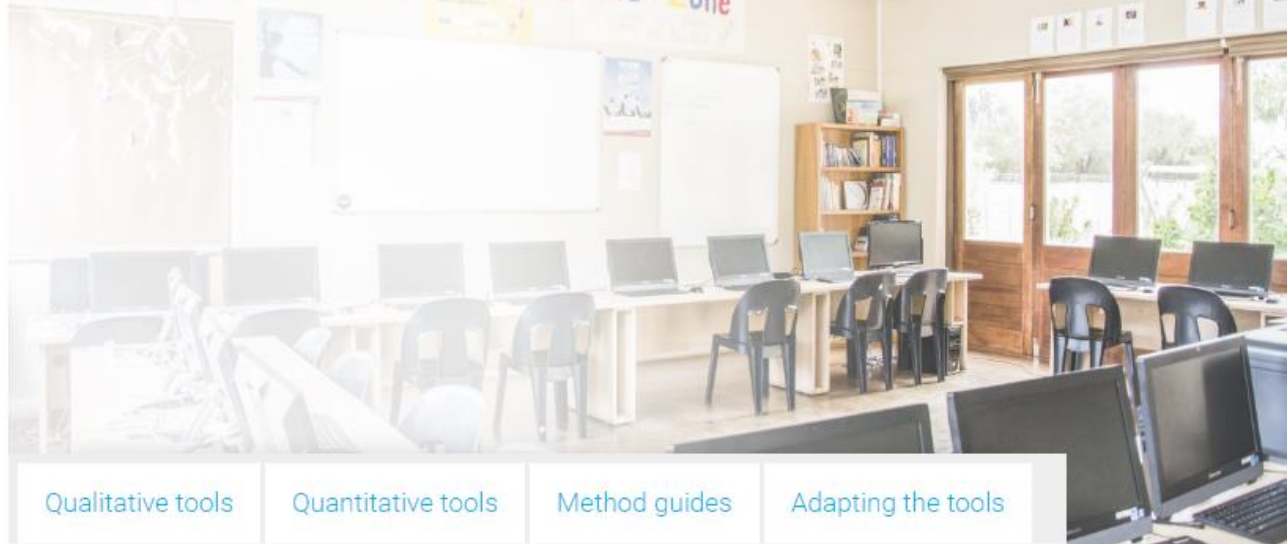
Twitter



Facebook



# Tools for researchers



[Qualitative tools](#)

[Quantitative tools](#)

[Method guides](#)

[Adapting the tools](#)

## Introducing the research toolkit



To support the production of evidence on children's online access and opportunities, risks and rights, we have developed an open-access multi-method research toolkit in collaboration with country partners, experts, and international advisors. The Global Kids Online toolkit contains four main elements shown below.

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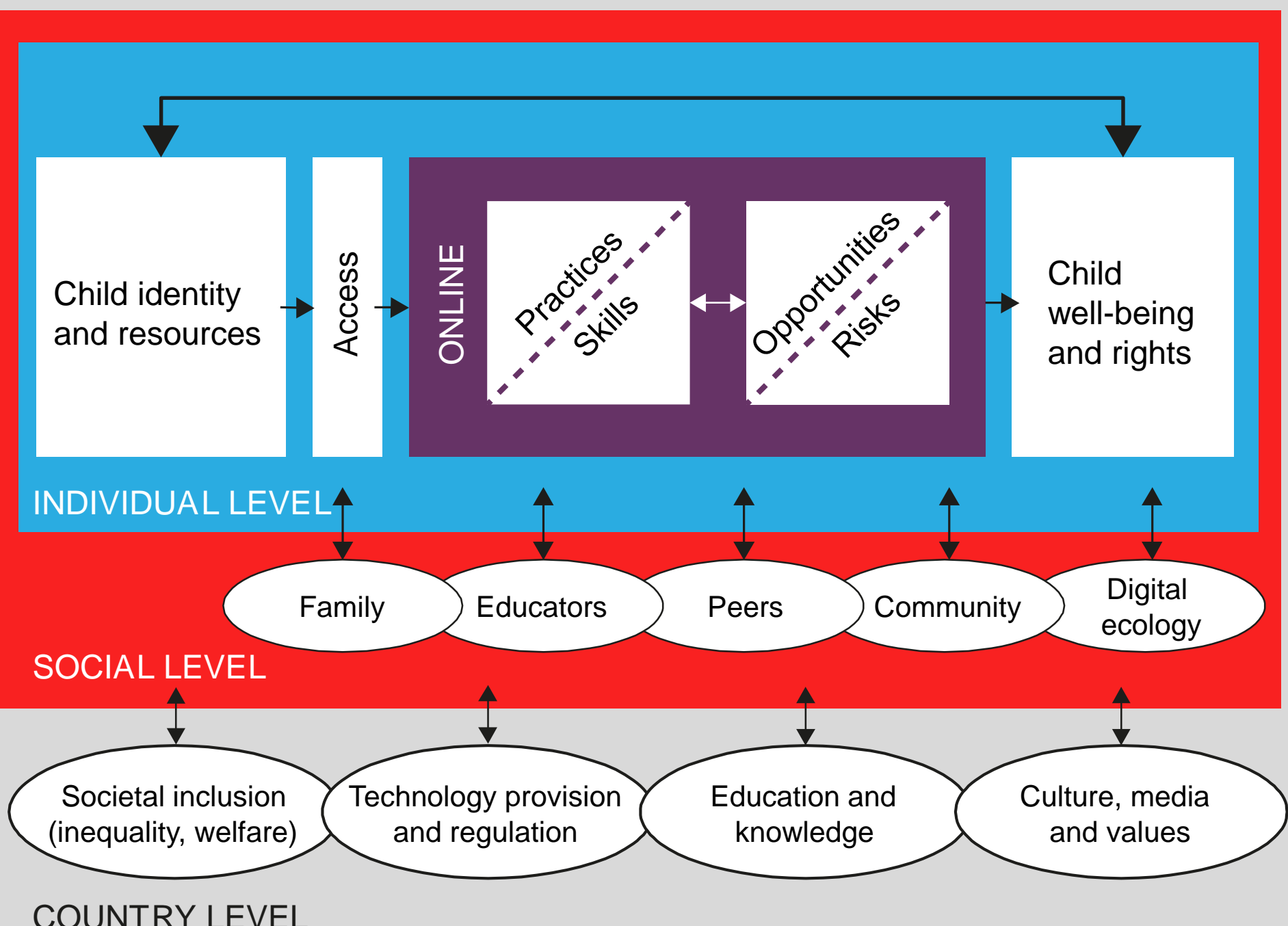


Facebook



# Pilot research in four countries

	Argentina	Serbia	South Africa	Philippines
Sample	National representative	Convenience	Convenience	Convenience
Survey size	1,106	197 children & parents	913 children & 532 parents	121 children & parents
Age group	13-17	9-17	9-17	9-17
Administration	Home, face-to-face	School, face-to-face	Home, face-to-face	Home, tablet-administered
Language	Spanish	Serbian	English	Tagalog
Fieldwork	Oct 2015	Feb/Mar 2016	Feb/Mar 2016	May-Jun 2016
Qualitative	8 focus groups (+ 4 with parents)	8 focus groups (incl. Roma)	7 focus groups (+ 4 with parents)	Focus groups w children, parents



# How do children go online?

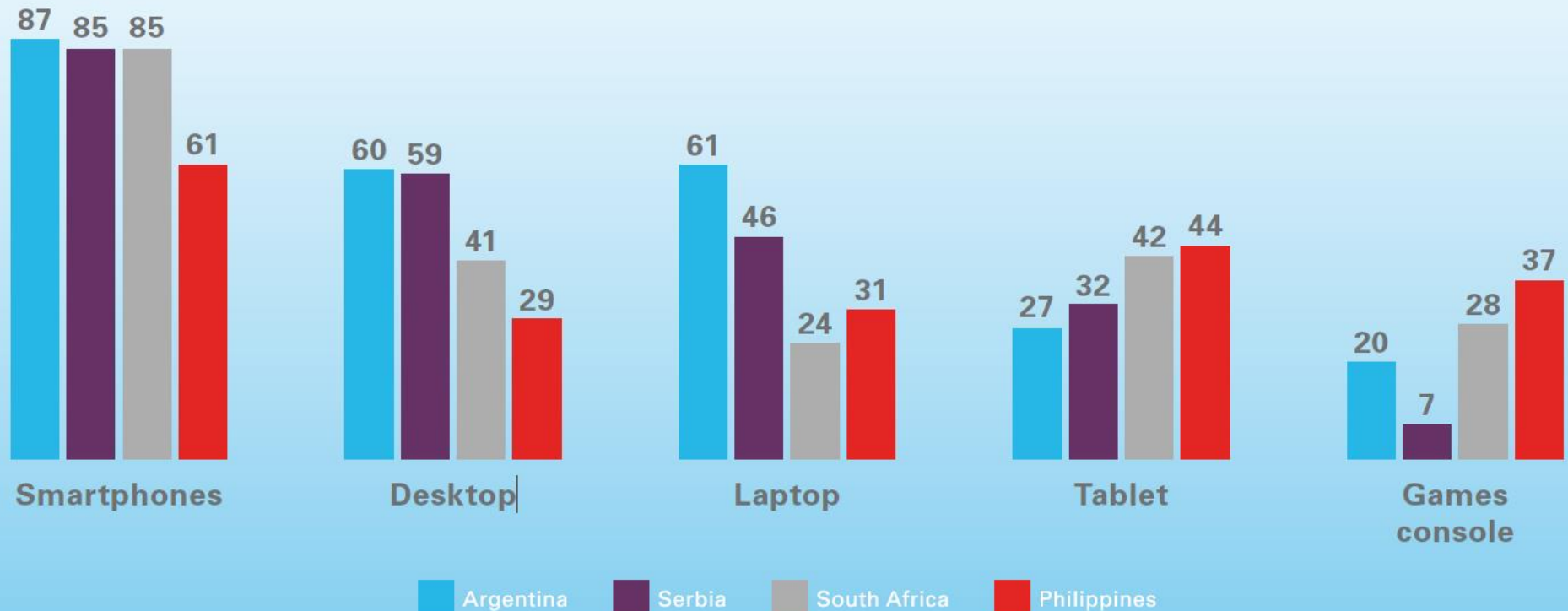


*A lot of the children ... take their phones everywhere, even into the toilet. How can you get your hands on it? They sleep with it under their pillows.*

*(Parent focus group, Western Cape, South Africa)*

**Figure 1: When you use internet, how often do you use any of these to go online?**

(% who use the device at least monthly, by country)



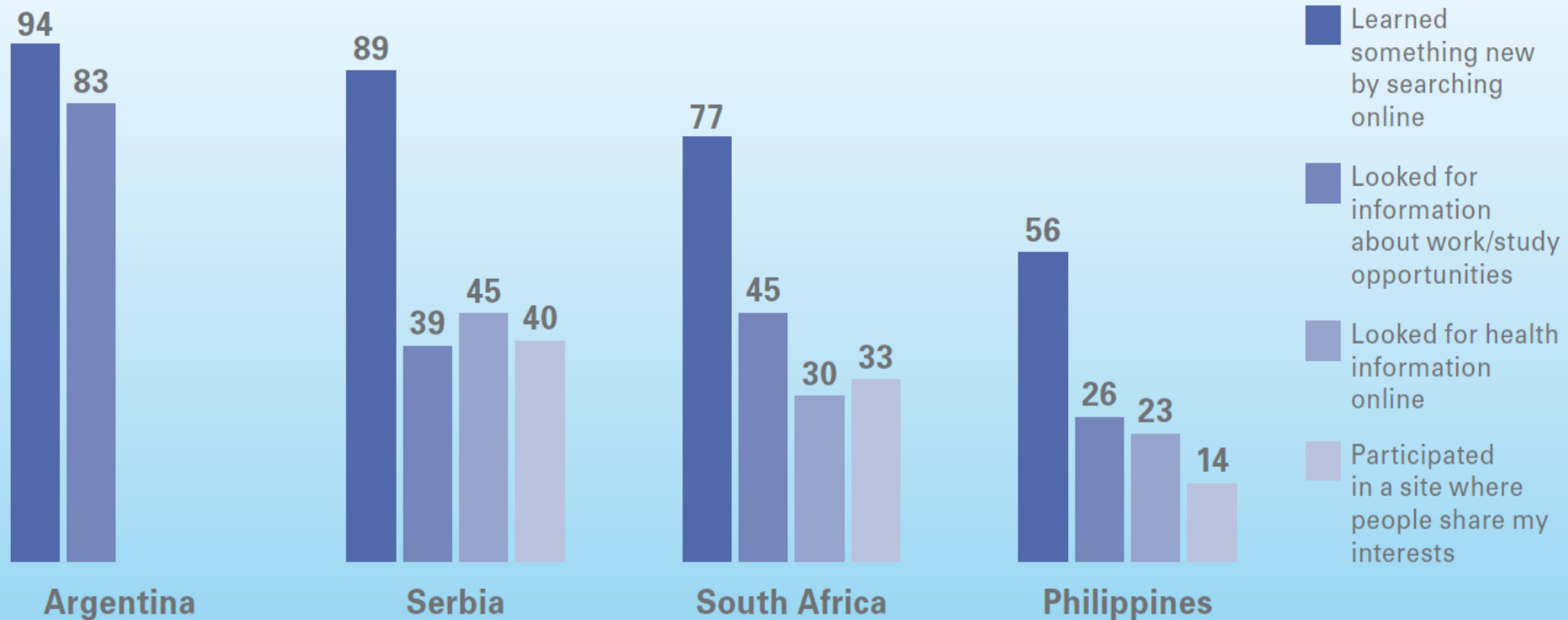
# What opportunities do children gain?



*It was funny: I was saying that I had some health problem and they asked me if I had visited doctor, I said no, I had visited the internet.*

*(Girl, 15 years old, Serbia)*

**Figure 2: How often have you done these things online in the past month?**  
(% responding 'At least every week' or more often, by country)



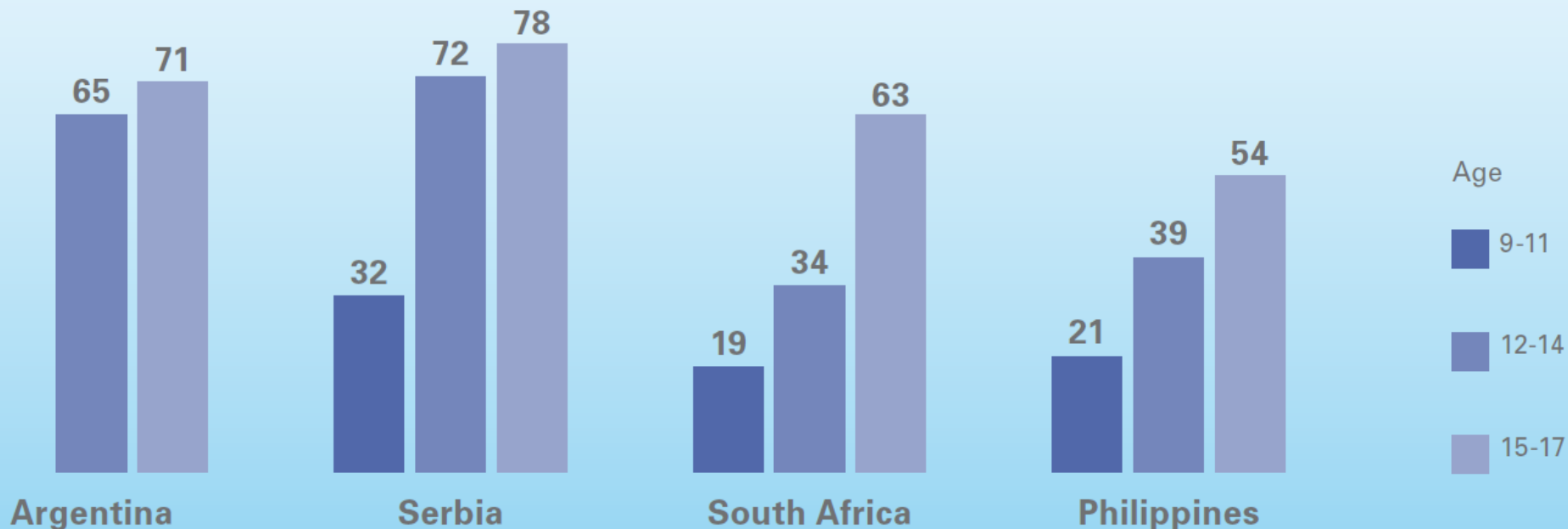
# What digital skills do children have?



*We grew up with the internet. I mean, the internet has always been here with us. The grown-ups are like 'Wow the internet appeared', while it is perfectly normal for us.*

*(Boy, 15 years old, Serbia)*

**Figure 3: How true are these things for you: I find it easy to check if the information I find online is true** (% responding 'Very true' or 'Fairly true' ('Very true' in Argentina), by age and country)





# Can children keep themselves safe?



Interviewer:

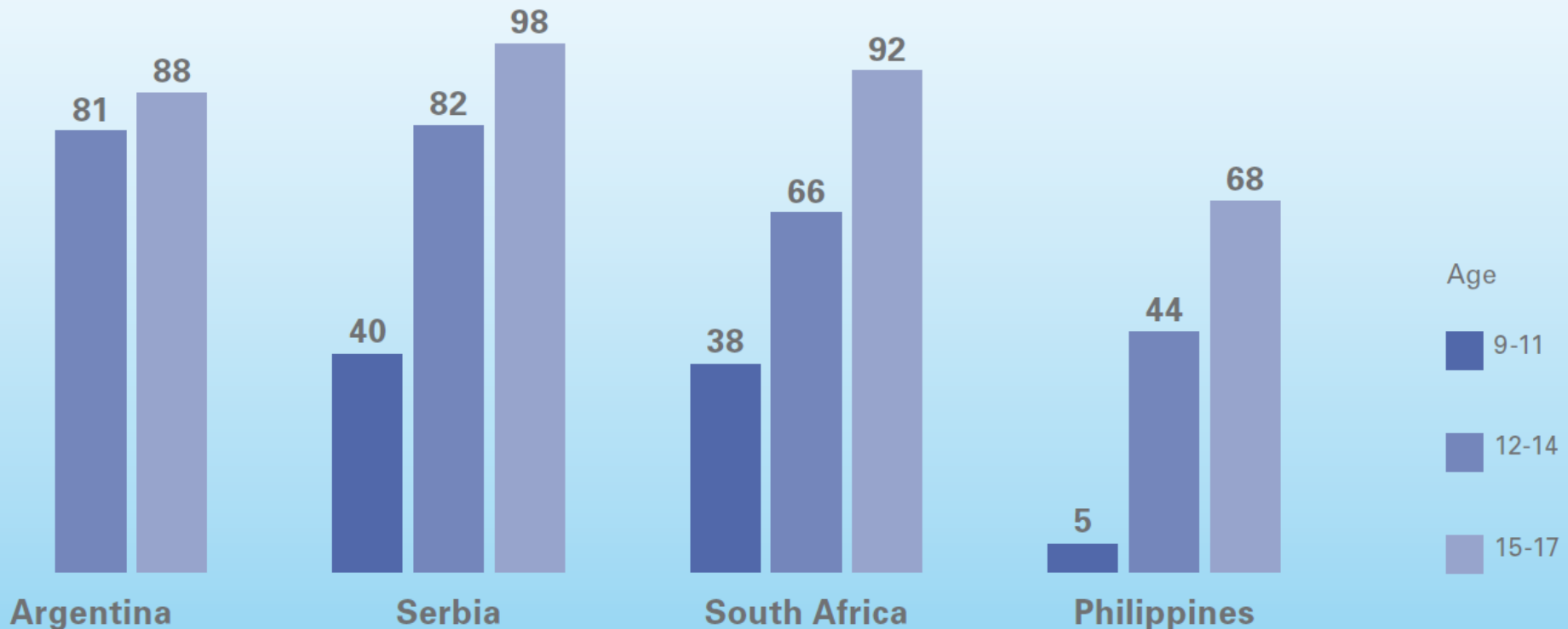
*“Do you ask your teachers for help?”*

Respondent:

*“They ask me. They always ask us.”*

*(14-17 year-olds, Eastern Cape, South Africa)*

**Figure 4: How true is this for you: I know how to change my privacy settings**  
(% responding ‘Very true’ or ‘Fairly true’ (‘Very true’ in Argentina), by age and country)



# Do children make new contacts online?

*“You can get into contact with someone that you don’t even know and then they ask you questions and then you answer them and then they come and kill you.”*

*(9 to 11 year-olds, Eastern Cape, South Africa)*

**Figure 5: Have you ever had contact on the internet with someone you have not met face to face before?** (% responding ‘Yes’, by gender, age, and country)



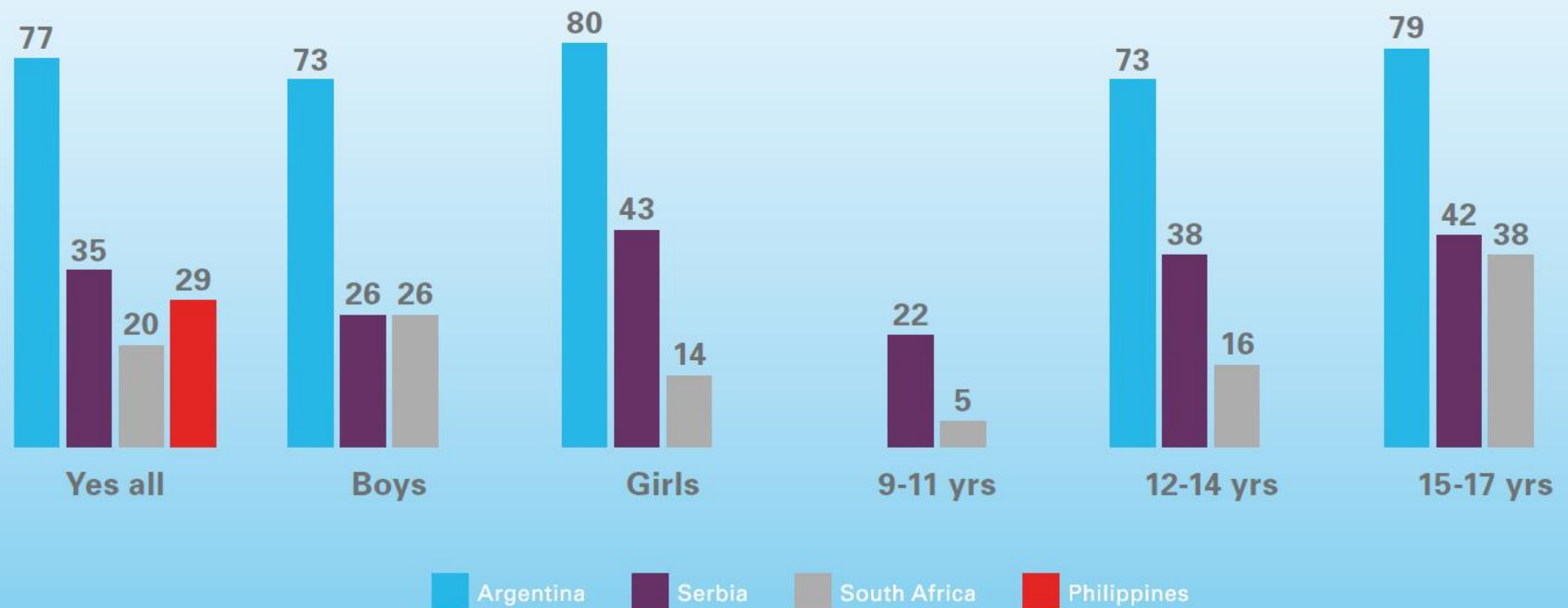
# What risks do children face online?



*I experienced chatting with kids who would only add me as friend to trash talk or curse at me.*

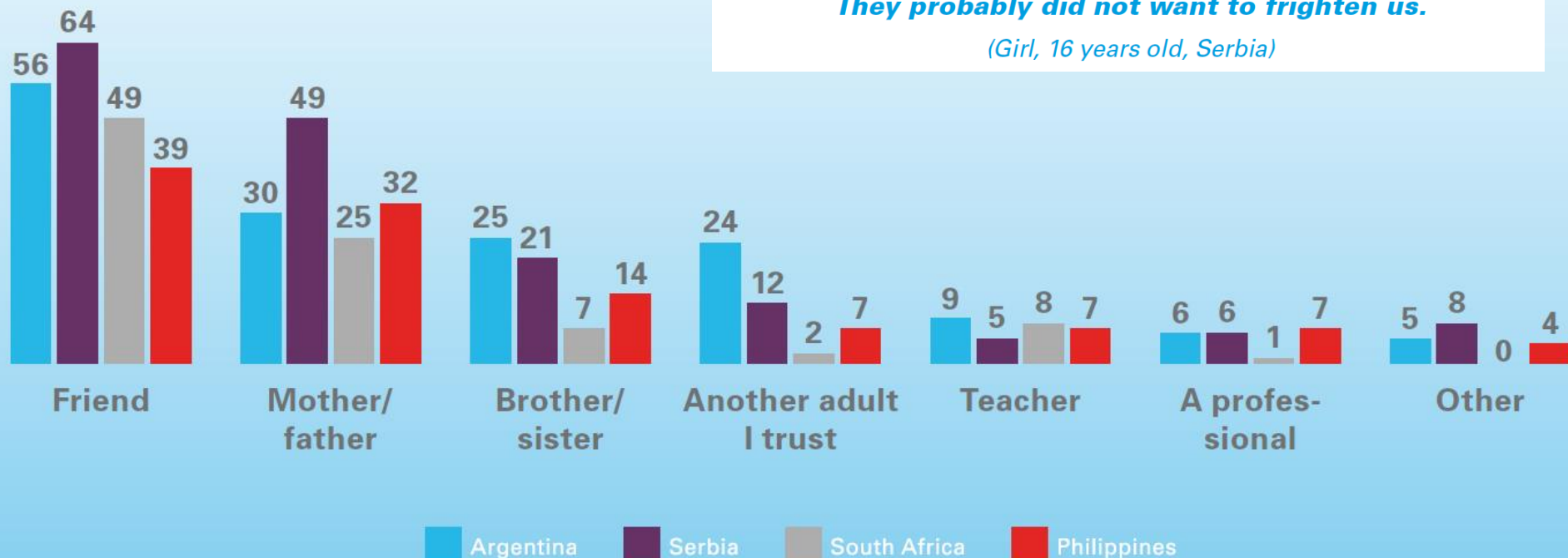
*(Boy, 9 to 11 years old, the Philippines)*

**Figure 6: In the past year, has anything ever happened online that bothered or upset you in some way? (% responding 'Yes', by gender, age and country)**



# Who do children seek support from?

Figure 7: The last time something happened online that bothered or upset you, did you talk to any of these people about it? (% yes, by country)



*Recently we had a lecture about internet safety at school. It was funny how many things they didn't mention, like some really scary things. ... They probably did not want to frighten us.*  
(Girl, 16 years old, Serbia)

# Policy implications

- Policy to take into account diversity as well as access, skills, risks and opportunities
- Support for development of children's digital skills and ICT in education, teacher training
- Offline and online risks
- Research needed on outcomes
- Recognising children's agency
- Multi-stakeholder approach crucial





# Looking ahead

*In the coming years we'll move from:*

- pilot to representative surveys
- few to many countries compared
- description to analysis
- evidence to evidence-based policy

*And we'll aim to:*

- deepen the critical insights
- support building regional centres of excellence
- revise and extend the toolkit
- widen the network cross-nationally
- respond to techno-social changes



# Questions and responses?

