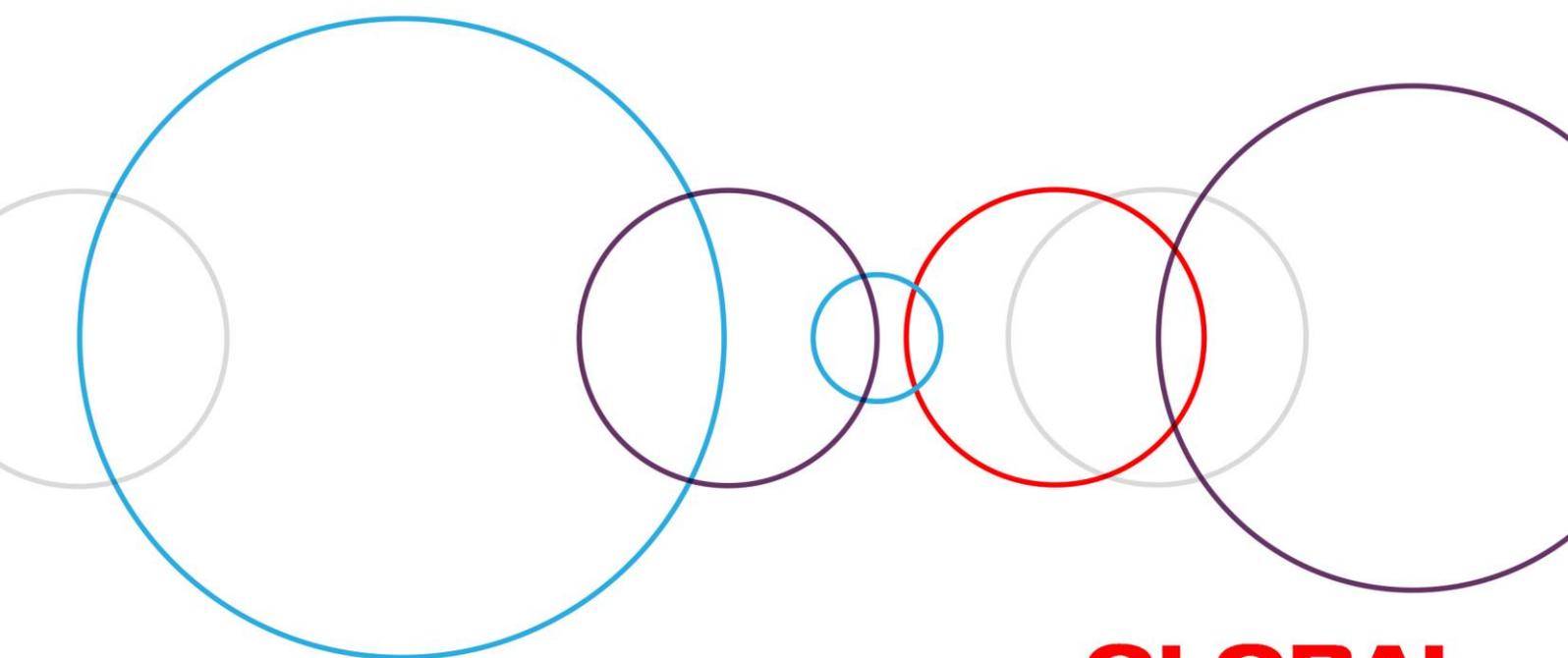


# GLOBAL KIDS ONLINE RESEARCH TOOLKIT

## Impact tools

Getting started with the Global Kids Online impact tools



**GLOBAL  
KIDS  
ONLINE**



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# USING THE GLOBAL KIDS ONLINE IMPACT TOOLS

The Global Kids Online impact tools are part of the research toolkit developed to enable researchers and research users in any country to conduct rigorous and useful research with children and their parents/carers on the opportunities, risks and protective factors of children's internet use.

Anyone may use these resources. This guide introduces Global Kids Online's approach to impact and the impact tools we have developed. It explains the tools available, how to use them, and how this can help make the most of your research findings in terms of achieving positive impacts for children.

## Global Kids Online research toolkit

Global Kids Online gathers robust and comparative research evidence on which policy and practice can rely and investments can be made nationally, regionally and globally to support children's rights in the digital environment. It is a collaborative initiative between the UNICEF Office of Research-Innocenti, the London School of Economics and Political Science (LSE) and the EU Kids Online network (see [www.globalkidsonline.net](http://www.globalkidsonline.net)).

Read about the aims and approach of Global Kids Online in Livingstone, S. (2016). *Research framework for online risks and opportunities*, [www.globalkidsonline.net/framework](http://www.globalkidsonline.net/framework)

Most elements of the Global Kids Online toolkit were designed during 2015-16. Four country partners piloted the research tools ([Argentina](#), [Serbia](#), [South Africa](#) and [the Philippines](#)) and worked with the Steering Committee to construct

the toolkit. This resulted in five main elements:

- Qualitative toolkit: [www.globalkidsonline.net/qualitative](http://www.globalkidsonline.net/qualitative)
- Quantitative toolkit: [www.globalkidsonline.net/survey](http://www.globalkidsonline.net/survey)
- Method guides: [www.globalkidsonline.net/guides](http://www.globalkidsonline.net/guides)
- Impact tools: [www.globalkidsonline.net/impact](http://www.globalkidsonline.net/impact)
- Tool adaptation: [www.globalkidsonline.net/adapting](http://www.globalkidsonline.net/adapting)

Read about how the research toolkit was developed and tested in the report synthesising the pilot research findings at: Byrne et al. (2016). *Global Kids Online research synthesis, 2015–2016*. London: UNICEF Office of Research-Innocenti and LSE, [www.globalkidsonline.net/policy](http://www.globalkidsonline.net/policy)

## Why is impact important?

“Our future depends on your ability to positively impact the world.” (LSE Impact)

Effective knowledge exchange and impact strategies and activities can grant opportunities for optimising what a project can achieve. The Global Kids Online network works in the public interest in ways that support evidence-informed policy and practice.

By impact, we refer to the demonstrable benefit that research can contribute to society, in this case, to help realise children's rights and positively impact on their wellbeing in relation to the digital environment, nationally and internationally.

The impact tools were designed and developed during 2016-17. By this time the Global Kids Online

network had expanded and research partners from 10 countries took part in the impact tools development ([Argentina](#), [Brazil](#), [Bulgaria](#), [Chile](#), [Ghana](#), [Montenegro](#), [Serbia](#), [South Africa](#), [the Philippines](#) and [Uruguay](#)).

Read about how the impact tools were developed in Livingstone, S., Kroeger, N., Stoilova, M., & Yu, S.-H. (2017). *Global Kids Online Knowledge exchange and impact: Meeting report from 20-12 June 2017*. London: Global Kids Online, at: <http://globalkidsonline.net/impactreport>

[Watch our introductory video](#) on YouTube from Sonia Livingstone and Kerry Albright

## Who can use the toolkit?

- The Global Kids Online research toolkit, including the impact tools, is intended for researchers worldwide, including experienced and junior researchers and those who contract and manage research, such as international agencies and non-governmental organisations (NGOs).
- **Anyone may use the resources under the Attribution Non-Commercial Creative Commons License (CC BY-NC), crediting [Global Kids Online](#) as the source.**
- For information on how to become a member of Global Kids Online, visit [www.globalkidsonline.net/join](http://www.globalkidsonline.net/join)

## Our approach to research impact

### What is impact?

There are many ways in which research impact can be defined, ranging from broader to more specific definitions, but essentially, it means finding ways to contribute to desired social changes by drawing on the findings and insights of the research and working with stakeholders to apply these in relevant contexts. For example, LSE uses a broad definition that covers 'any change brought about in the economy or society as a result of the research or

expertise' ([LSE Impact toolkit](#)).

“In Brazil, there is a gap between the research agenda and policy agenda and it is up to us to breach this gap. Our responsibility is to produce reliable data that is useful to policy-makers.” (Alexandre Barbosa, Cetic.br)

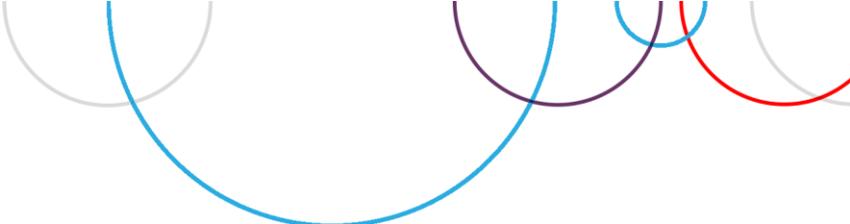
Global Kids Online has built on the approach of UNICEF's Office of Research-Innocenti where impact contribution is defined across four potential spheres: academic, conceptual, capacity building and instrumental impact. To these areas Global Kids Online adds collective impact, as outlined in Figure 1.

We recognise that the path from evidence generation to ultimate societal or economic impact is unpredictable, usually involves a substantial time-lag and is fraught with methodological challenges in terms of identifying cause and effect. While long-term impact may be difficult to capture within the lifespan of many research programmes, we believe that it is possible to capture 'intermediate outcomes' or 'pathways to impact' that signpost plausible longer-term impacts.

Hence our focus is on identifying plausible pathways to research impact in the short and medium term, although it is hoped that such impact will contribute to longer-term societal impacts – in terms of beneficial outcomes for children – often beyond the lifetime of the programme.

For guidance on the relation between research and policy impacts, see Byrne et al. (2016) *From research findings to policy-making: children's rights in a digital age*. London: Global Kids Online. [www.globalkidsonline.net/policy](http://www.globalkidsonline.net/policy)

Further method guides for researching children's use of the internet can be found at: [www.globalkidsonline.net/guides](http://www.globalkidsonline.net/guides)



## Figure 1: Global Kids Online's approach to research impact includes:

- Contributing to the long-term scientific evidence base on children and the internet through publishing high-quality, relevant research in peer-reviewed books, journals and other relevant fora (**academic impact**).
- Influencing and reframing discourse, debate and dialogue among key stakeholders (academics, policy-makers, NGOs, media) to affect their knowledge, understanding and attitudes about child rights in the digital age (**conceptual impact**).
- Building capacity at individual, organisational and systemic levels in the countries where we work to generate, communicate, analyse or utilise research on children and the internet for multiple purposes from teaching, academic publishing, advocacy or engaging in new practices and policy development processes (**capacity-building impact**).
- Brokering new partnerships, networks or strategic alliances within and between countries in order to develop joint commitments and common agendas around child rights in the digital age to foster longer-term social change (**collective impact**).
- Being able to demonstrate a plausible contribution to changes in behaviour, policies, programmes and practice regarding child rights in the digital age within focal countries, at UNICEF and across the international community more broadly (**instrumental impact**).

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### Guiding principles

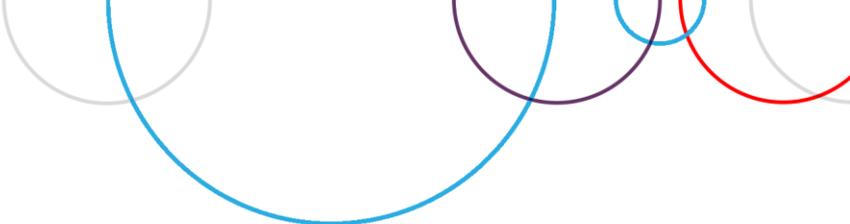
At the heart of our research are twin objectives:

- the *need to ensure scientific excellence*, balanced alongside
- *direct application of the evidence*, wherever feasible, to ensure that our findings have an impact on policy and practice for the realisation of child rights, nationally and globally.

To achieve these objectives, we see significant advantages in working as a network of affiliated but independent country projects. Creating such strategic collaborations based on common goals allows for cross-country comparison and lesson learning, as well as for new countries to learn from others further along the research to policy and practice spectrum.

To facilitate learning and knowledge exchange within the network, we monitor the uptake and intermediate impacts of our work in multiple ways. Some key principles that underpin our approach include:

- **A holistic understanding of impact:** The need for an approach to impact monitoring that acknowledges the wide variety of issues and country contexts across which we work, meaning that a single model of impact is often misleading and/or impossible. As such, while the Global Kids Online Steering Group has defined a broad framework for global impact monitoring, country teams have their own understanding of the socio-political context and evidence needs in the countries in which they work, within which their research results will be used. Therefore, they formulate their own ideas about the sorts of impacts they could hope to achieve, in what time frames, and with what partners.
- **Planning for impact from the outset:** Rather than waiting for research findings to become available before thinking about research uptake and impact, we advocate that impact thinking be integrated from the outset of the research. While impact itself cannot be planned, having a clear and coherent strategy for stakeholder



engagement and research uptake (including monitoring and evaluation) enhances the likelihood of impact.

- **Process as well as output:** A focus on the research process as much as the research output is essential. Some intermediate impacts may emerge even before research outputs are published, and it is essential to capture ‘softer’ impacts such as empowerment, trust or ownership, that are created through partnerships and through the process of conducting research as much as through the final outputs.
- **Contribution not attribution:** We acknowledge that research is incremental and a product of (ideally) joint efforts. As such, our default approach is to seek evidence of a contribution, not direct attribution. This approach acknowledges the importance of partnerships and networks in enhancing research impact and of setting our research findings within the wider body of evidence.
- **An opportunistic mindset:** We acknowledge that impact cannot always be planned or foreseen from the outset. Unanticipated opportunities may emerge, and we need to position ourselves to be able to take advantage of them.
- **Learning from failure:** As well as being both foreseen and unforeseen, impacts can be both positive and negative. Believing that all research might sometimes result in ‘failure’, we advocate honest and transparent documentation of difficulties and challenges as well as successes along the way (process learning) in order to improve our work over time. Wherever possible, unexpected outcomes should be published to help overcome the current positive results publication bias in the published literature.
- **Doing more with less:** Given the varied composition of Global Kids Online teams,

impact monitoring will sometimes be conducted in an environment of scarce human and financial resources dedicated to this task. We advocate low-cost impact data collection methodologies as the default, although acknowledge the additional value and insights that dedicated expertise and ring-fenced time for this task can bring where budgets allow.

## The theory underpinning impact

The approach behind the Global Kids Online impact framework draws on the Theory of Change (see Rogers, 2008; Vogel, 2012) and its practical applications to assessing research impact (Morton, 2015). The main focus is on systematically planning an anticipated outcome by defining the desired change at the outset, analysing the context and associated stakeholders, working backwards to identify the sequence of steps and required actions leading to the desired change, and monitoring, reflecting on and adapting the process and outcomes along the way.

‘Theory of Change’ is an outcomes-based approach which applies critical thinking to the design, implementation and evaluation of initiatives and programmes intended to support change in their contexts. (Vogel, 2012: 3)

Theory of Change is particularly useful for guiding strategic thinking and action in a way that includes the collaborative efforts of the whole Global Kids Online network, and allows planning joint efforts towards a complex process of change, such as realising children’s rights in the digital age and improving children’s experiences online.

To develop a framework for assessing the impact of research, we referred to the Research Contribution Framework developed by Sarah Morton (2015). This identifies a pathway to impact that sets out a process of engagement, activity and change that creates impact as a result of the research engagement and use.

This framework can be used as a pragmatic tool for planning, carrying out and evaluating impact-generating activities.

For further resources on Theory of Change and the Research Contribution Framework, see:

Morton, S. (2015). [Progressing research impact assessment](#). *Research Evaluation*, 24(4): 405–19.

van Es, M., Guijt, I., & Vogel, I. (2015). *Theory of Change thinking in practice: A stepwise approach*. The Hague: Hivos, [www.theoryofchange.nl/sites/default/files/resource/hivos\\_toc\\_guidelines\\_final\\_nov\\_2015.pdf](http://www.theoryofchange.nl/sites/default/files/resource/hivos_toc_guidelines_final_nov_2015.pdf)

Vogel, I. (2012). *Review of the use of 'Theory of Change' in international development*. London: DFID (Department for International Development, UK), [www.theoryofchange.org/pdf/DFID\\_ToC\\_Review\\_VogelI7.pdf](http://www.theoryofchange.org/pdf/DFID_ToC_Review_VogelI7.pdf)

Various tools have been developed for mapping key stakeholders. See, for example:

ODI (Overseas Development Institute) (2009). [Planning tools: Stakeholder analysis](#). London, [www.odi.org/publications/5257-stakeholder-analysis](http://www.odi.org/publications/5257-stakeholder-analysis)

[Beneficiaries of impact](#) (LSE, 2017)

“Our strategy is to identify the current issues, then gather evidence and understand better the nature of the problems, to finally develop the means for addressing these issues. We work with a range of stakeholders, such as children, teachers, government agencies, and partner organisations to achieve the best possible results.” (Georgi Apostolov, Bulgarian Safer Internet Centre)

## Key steps in planning impact

- **Desired impact:** It is important to start thinking about the desired impact at the beginning of the project planning so that the associated activities and outputs can be carefully planned and resources to track them allocated. This is usually related to the type of change that the project will aim to achieve – for example, making the internet a safer place for children – and can be in the longer or shorter term.
- **Identifying and mapping stakeholders and beneficiaries:** Brainstorming who the relevant institutions and actors and their respective interests are, and commencing initial engagement with the stakeholders, finding what potential benefits/barriers they see with the project. It is advantageous to maintain continuous engagement with the stakeholders through the research process, so they can have input during all stages, ensure the research remains relevant and useful, and assist with enhancing the project impact.
- **Contextual analysis:** As well as mapping individuals, it is also often useful to map the groups, structures and processes relevant to your area of interest in order to understand potential impact pathways and barriers. This can help to ensure good understanding of the relevant issues and informed decisions about ways of addressing them.
- **Consider demand and use:** As well as considering how to build capacity to generate and communicate research, also consider the need to support the individual/organisational usage of and demand for research evidence. This could include the skills and commitment of users to access, evaluate and use a variety of (often conflicting) evidence in their decision-making.

- **Critical reflection:** Decisions and plans should be continuously monitored, assessed, and if necessary adapted, once the planned research activities are underway; reflecting on progress, challenges and possible gaps is important in case any re-adjustment is needed.
- **Strategic communication, outreach, networking and collaborations:** Use a range of activities and formats to tailor, package, synthesise, share and discuss the findings with different audiences and to work collaboratively to achieve the desired changes.
- **Tracking uptake and impact:** Ongoing monitoring of the outputs, processes and

outcomes emerging from your project; this might include intended or unintended outcomes, as well as both positive and negative ones.

## The impact planning and monitoring framework

We have designed an impact planning and monitoring framework (see Figure 2) that provides a way to assess the uptake and impact of Global Kids Online work in the short to medium term. It aims to be a systematic but adaptable living tool, and should be revised and adjusted throughout the research process according to country-defined research and impact priorities.

Figure 2: Impact planning and monitoring framework

GLOBAL KIDS ONLINE	IMPACT PLANNING (to be completed at the outset and revised as needed)				
	Description (What?)	Methods (How?)	Indicators <sup>1</sup>	Further information	Responsibility
<b>INPUTS</b>	<ul style="list-style-type: none"> <li>Resources expended</li> <li>Number and type of staff involved</li> <li>Time spent</li> </ul>	<ul style="list-style-type: none"> <li>Budget analysis</li> <li>Align activities to resources</li> </ul>	<ul style="list-style-type: none"> <li>Financial and human resources used in the project</li> </ul>		
<b>ACTIVITIES AND OUTPUTS</b>	<ul style="list-style-type: none"> <li>Research and knowledge exchange activities (e.g. organisation and attendance of events, training, press releases, networking with stakeholders)</li> </ul>	<ul style="list-style-type: none"> <li>Quality assurance</li> <li>Project reports/journal articles</li> <li>Peer or funders' review</li> <li>Operating reviews and other internal documents</li> <li>Media mentions</li> </ul>	<ul style="list-style-type: none"> <li>Quality assurance in place</li> <li>Number of activities, outputs and events</li> <li>Stakeholder/policy context mapping conducted</li> </ul>		
<b>AWARENESS, REACTION</b>	<ul style="list-style-type: none"> <li>Seeking stakeholder reaction and feedback to the research</li> <li>Possible relevance to current affairs</li> <li>Spillovers outside of the project</li> </ul>	<ul style="list-style-type: none"> <li>Identify key stakeholders</li> <li>Plan a communications strategy</li> <li>Evaluate user awareness activities</li> <li>Surveys</li> <li>Tracking participants over time</li> </ul>	<ul style="list-style-type: none"> <li>Reaction to research and knowledge exchange from stakeholders</li> <li>Comments about the research</li> <li>Analysis of context for research use at policy and practice levels</li> </ul>		
<b>ENGAGEMENT, PARTICIPATION</b>	<ul style="list-style-type: none"> <li>Seeking engagement with the research process and findings – by whom and how (e.g. government, civil society, social justice and public policy members, rights and welfare representatives; society and community, media; economy, commercial sector, organisations and practitioners)</li> <li>What kind of engagement?</li> </ul>	<ul style="list-style-type: none"> <li>Identify key stakeholders</li> <li>Organise meetings and sustain dialogue</li> <li>Meeting attendance records</li> <li>Seminar/conference/training evaluations</li> <li>Observation and reflection of interactions with research users</li> <li>Analysis of gaps in participation</li> </ul>	<ul style="list-style-type: none"> <li>Level of engagement of research users from relevant sectors (e.g. number of collaborative partners, institutions engaged, collaborative projects, number of events and attendees, amount of media coverage, download figures, trainees, etc.)</li> <li>Web-use tracking</li> </ul>		
<b>IMPACT</b> <i>When planning, think about the full range of possible impact areas: academic, conceptual, capacity-building, collective, and instrumental impact</i>	<ul style="list-style-type: none"> <li>Contribution to the long-term scientific evidence base (e.g. high-quality peer-reviewed books, journals)</li> <li>New/changed policy or curricula based on research outputs</li> <li>Behavioural changes of children/parents/educators/child practitioners</li> <li>Changes in individual or institutional knowledge about child internet use</li> <li>Changed media discourse</li> <li>Built new capacity, knowledge or skills</li> <li>Examples of brokering new partnerships, networks or strategic alliances</li> </ul>	<ul style="list-style-type: none"> <li>Content analysis of policy</li> <li>Tracking activities</li> <li>Backward tracking techniques</li> <li>Internet-based searches on citation in policy</li> <li>Review of understanding and knowledge of target groups</li> <li>Tracking further use of research</li> <li>Research follow-up</li> </ul>	<ul style="list-style-type: none"> <li>Levels of understanding of key concepts or theories among stakeholders</li> <li>Levels of self-expressed commitment to specific areas and actions identified</li> <li>Levels of new knowledge about issues addressed in the research</li> <li>Examples of policy and curricula changes based on research outputs</li> <li>Research outputs cited in policy/practice documents</li> </ul>		

Country frameworks can also be combined to assess the overall impact of the various country efforts in the longer term, especially when framed by a global programmatic Theory of Change that defines a common strategic vision and enables longer-term scaling up and lesson learning.

Two impact planning and monitoring tools are included:

- (i) [A blank impact planning and monitoring framework](#) that can be filled in by countries/research teams to track progress (see Figure 2).
- (ii) [A model framework filled in with examples](#) provided by the Global Kids Online research partners to offer helpful suggestions to others.

## Using the framework

The framework allows for planning, tracking and evaluation of impact throughout the project cycle. It includes two main parts:

- (1) **Impact planning stage:** The first part of the framework is designed to assist the planning stage, and invites the research team to consider the efforts needed in relation to necessary inputs, planned activities and outputs, anticipated awareness and reaction, required engagement and participation, and desired impact.
- (2) **Impact monitoring stage:** Designed as a tool for tracking and recording the actual impact achieved (intended and unintended), the second part of the framework invites the research team to identify the types of impact that have occurred, to demonstrate how they have been verified, and to reflect on the lessons learned.

## Impact planning stage

For each step of the impact planning stage, a number of issues need to be planned and recorded:

**Description:** list what needs to be achieved; **Methods:** add information on where one might look for useful information to track impacts in each planned area and how you plan to do it; **Indicators:** a number of sample indicators or means of verification have already been identified and the data collected for each indicator can be recorded underneath; **Further information:** more details on the data/its source or other useful clarifications etc; and **Responsibility:** the person/team responsible for carrying out and tracking each area. In addition

to the framework, you might want to develop a work plan that lists key milestones, activities and deliverables, and their allocated timelines.

- **Inputs:** This is meant to assist the planning of the resources that go into the project, with the evaluation criteria being resources expended, number and type of staff involved and time spent. The indicator for this activity is financial and human resources that go into the project, which can be accessed via sources such as budget analysis and tracking the alignment of activities to resources.
- **Activities and outputs:** This area is intended to cover the research and knowledge exchange activities that happen in relation to the project. Indicators used to evaluate this area are, for example, number of activities and events held, stakeholder/policy mappings conducted and ensuring that a quality assurance process has been put in place. Sources for planning and tracking the progress are, for example, project reports, peer reviews of outputs, internal documentation or media mentions.
- **Awareness and reactions:** The purpose of this is to plan the best ways of achieving stakeholders' reactions and feedback on the research produced, their perceived relevance to current affairs, as well as eventual spillovers that occur outside of the project but due to its existence or influence. Indicators used to evaluate the awareness and reactions to your project are any reactions to the research and knowledge exchange activities by key stakeholders, comments on the research or outputs, as well as an analysis of the context for research use at a policy or practice levels. Essentially, it is about tracking if key stakeholders are aware of the project, and assessing their reactions to the work and the outputs. Sources of information might be formal evaluations of user engagement/knowledge exchange activities and events, surveys that target key stakeholders to assess their awareness and reactions to your work, or by

tracking and discussing with key stakeholders over time, for example, via research advisory groups.

- **Engagement and participation:** The purpose here is to plan and ensure the level of engagement from research users across all relevant sectors for your project, including external stakeholders like parents and children. In addition to tracking engagement, it is also important to analyse any gaps – did some groups not attend? If so, why? What are the consequences? Some sources for tracking engagement and participation are web metrics, meeting attendance records, seminar/conference/training evaluations, or any personal observation and reflections on interactions with research users or stakeholders.
- **Planning impact:** When planning, it is important to think about the full range of possible impact areas discussed above: academic, conceptual, capacity-building, collective and instrumental. Based on these areas, you can identify a range of opportunities to create a positive change to children’s online experiences and wellbeing.
- **Contribution to the long-term scientific evidence base:** The purpose is to identify the best ways to make a valuable contribution to the evidence base and the current academic knowledge on children and the internet. This can include, for example, publishing research in high-quality peer-reviewed books, journals or conference proceedings. Indicators here can be citations, journal impact factors, solo or lead authorship, publication influences (e.g. h-index).<sup>1</sup>

## Possible impacts

**Build new capacity, knowledge or skills,** resulting from the project: The purpose is to identify ways to contribute to changes in individual or institutional knowledge with regards to what is being studied (e.g. child internet use, online risks/opportunities). Activities might relate to building knowledge and capacity to generate, communicate and use research findings for tangible changes, for example, through teaching practices or evidence-informed advocacy. Indicators that are useful here would be to assess: (a) levels of understanding of key concepts or theories among key stakeholders; (b) levels of self-expressed commitment to specific areas and actions identified; or (c) levels of knowledge about particular issues addressed in the research or through outputs. Sources of information might be formal reviews of the level of understanding and knowledge of target groups, or by tracking people’s further use of the research for their own purposes (effectively building capacity), or by conducting additional research follow-up that compares the current state of knowledge with the state of knowledge before your project started.

**New/changed policy or curricula,** based on the research outputs: The purpose is to plan how your research might lead to concrete changes in terms of policy to school curricula. Indicators for this might be examples of policy or curricula changes that are directly based on the research outputs, or finding that research outputs are cited in policy or practice documents. Sources of information can be content analysis of policy documents, consultations, internet-based searches of citation in policy documents, or by tracing the policy development process backwards to try to understand whether your research influenced its development.

**Behavioural changes of children, parents, educators or child practitioners:** This is meant to assist you in planning how you might achieve changes to professional practice (e.g. child support workers, educators) or behaviours (e.g. relevant stakeholders like children and parents). This will allow you to consider the possible pathways to concrete outcomes for children as a result of the project. Indicators for this might be that exposure to online risks is reduced, digital skills are improved, more opportunities are made available, overall wellbeing is increased, or harm is reduced. It could also mean that online platforms change and include

<sup>1</sup> Total number of publications and the total number of citations to those works.

more privacy or safety features. Or any national or local level changes in issues addressed by the project, or changes in relevant areas of policy and practice. Note that this is a complicated area to plan and track, and that these areas of influence might only be available in relation to long-term impacts. It can also be difficult to determine whether positive or negative changes are directly or partly influenced by the project. Sources for information might be national or local level indicators (statistics), research user views on relevant policy and practice changes, or by conducting additional research to assess change over time and to try to determine its causes.

**Changes in individual or institutional knowledge** about child internet use: The purpose is to plan how you can use your project findings to change the knowledge of relevant institutions or key figures. This can be related to giving talks, workshops or consultations to specialised audiences, responding to information enquiries, expert input into the work of relevant commissions, boards, organisations, etc. Indicators might include evidence of change in knowledge from independent surveys, examples of engagement or responses to the research findings by key institutions or figures, number of contributions to expert groups, consultations, etc.

**Changed media discourse:** The purpose is to plan how to influence media discourse in a way that contributes to the accurate, evidence-informed and balanced representation of children's online experiences. It might involve activities like selecting relevant media venues or partners, planning media consultancies, appearances, partnerships or networking, creating media coverage outputs, etc. The indicators might involve amount of media coverage (press, television, radio, social media) and size of reached audience and the number of media-

related contributions.

**Brokering new partnerships, networks or strategic alliances:** This is related to planning how best to join efforts with relevant collaborators that will allow you to maximise the potential of your research by using the added value of networks and partnerships. It also relates to the ability to develop joint commitments and common agendas, both within your country and cross-nationally. The activities can involve a wide range of networking and collaborating efforts, and the relevant indicators might include: number of collaborating partners; number of new (to the project, to the lead organisations or to the principle investigators) partners; number of institutions engaged; number of collaborative or associated projects; and number of joint events, funding proposals, policy initiatives, outputs, programmes developed etc.

## Impact monitoring stage

This stage is intended to be completed annually at the end of each project year as a way of tracking the **actual** impact, both intended and unintended, compared to what was initially planned.

This part of the framework encourages researchers to think about their achievement in all five areas of impact (academic, conceptual, capacity-building, collective and instrumental), to note down the evidence for that impact (indicators of how it has been measured and other means of verification), and to reflect on the lessons learned from both successes and failures.

Figure 3: Impact monitoring framework

GLOBAL KIDS ONLINE	IMPACT MONITORING (to be completed annually)			
	Description of impact (intended and unintended)	Indicators	Lessons learned (what worked well and what did not work)	Further information
ACADEMIC	Contributing to the long-term scientific evidence base on children and the internet (e.g. publishing high-quality, relevant research in peer-reviewed books, journals and other relevant fora)			
CONCEPTUAL	Influencing and reframing discourse, debate and dialogue among key stakeholders (academics, policy-makers, NGOs, media) to affect their knowledge, understanding and attitudes about child rights in the digital age			
CAPACITY BUILDING	Building capacity, knowledge and skills at individual, organisational and systemic levels in the countries where we work to generate, communicate, analyse or utilise research on children and the internet for multiple purposes from teaching, academic publishing, advocacy or engaging in new practices and policy development processes			
COLLECTIVE	Brokering new partnerships, networks or strategic alliances within and between countries in order to develop joint commitments and common agendas around child rights in the digital age to foster longer-term social change			
INSTRUMENTAL	Being able to demonstrate a plausible contribution to changes in behaviour, policies, programmes and practice regarding child rights in the digital age within focal countries, at UNICEF and across the international community more broadly			

## Engaging key stakeholders

Vital to all research impact is an effective approach to knowledge exchange and communication.

Stakeholders are interest groups who are likely to

research process can maximise the positive impact of the project. This last section provides illustrative tools to guide this process.

“We gathered very strong evidence and aimed to find a way to show its value. Having a clear dissemination framework was important for being able to do the stakeholder engagement effectively.” (María José Ravalli, UNICEF Argentina)

be affected (positively or negatively) by the project outcomes. It is beneficial for any research team to identify the key stakeholders and analyse their concerns, needs and possibilities for engagement. Collaborating with key stakeholders throughout the

## Using evidence for policy-making

The use of research findings for policy-making is a complex and dynamic two-way process that is influenced by a number of factors, such as: the political context (civil and political freedoms, power relations, institutional practices, structural processes); the quality and relevance of the research evidence; links between relevant stakeholders (communities, advocacy groups, the media, campaigning organisations); and external influences (economic and cultural factors) (Young, 2005). To help navigate this complex terrain, we have created several practical resources to guide researchers in using research evidence to inform policies.

- (i) [From research findings to policy-making: Children's rights in a digital age](#) (Byrne et al., 2016): This method guide examines the relationship between research and policy in the area of children and the internet, and supports researchers to frame their objectives and findings in ways that (directly or indirectly) support policy development processes that affect children.
- (ii) [Writing a successful policy brief](#): This is a practical guide with step-by-step support.
- (iii) [Recognising online hurtful behaviour among peers](#) (Livingstone et al., 2017): This is a short research paper, an example of summarising research findings with the aim of informing current policy and practice.

## Examples of good practice from country partners

We have collated several brief country examples that demonstrate some of the knowledge exchange and impact efforts that the Global Kids Online partners have undertaken when working with key stakeholders. Each is designed to illustrate one or more issues that may arise in seeking to ensure research findings contribute to wider societal benefits. Each example follows a similar structure:

- The country context and specific issues that researchers and practitioners wish to address.
- The strategies developed by country partners to tackle the issues, specific steps taken and the challenges they faced.
- Remaining gaps and areas for future work.

Read selected country examples of specific impact-related issues at:

[Argentina: A multi-stakeholder approach to promoting digital citizenship and literacy](#)

[Brazil: Building strategic partnerships among stakeholders](#)

[Bulgaria: An evidence-informed approach to promoting digital literacy](#)

[Montenegro: Montenegro: a participatory approach in promoting digital literacy](#)

[The Philippines: Multi-stakeholder collaboration for social change](#)

South Africa: Using new evidence to influence policy and attitudes

## Presenting findings to children

The Global Kids Online toolkit invites researchers and research users to adopt a child-centred approach that sees children as rights-holders and citizens, able to actively shape the online domain and to exercise agency in the digital environment. This includes taking a participatory approach to involving children throughout the research process, including when communicating study findings, as they are key stakeholders.

Illustrative resources include the following:

**The internet and you:** This short document provides a child-friendly means of giving children feedback on the research findings and a chance to debate these with their parents or teachers. It includes two tools:

- (i) [A Global Kids Online worksheet](#) for use in any country
- (ii) [A blank worksheet template](#) for countries to complete with their own findings

Children also like and respond well to audio-visual material. Hence we created a short animation to show how findings can be shared with children, perhaps combined with the above worksheet.

[Presenting research findings to children](#) is an illustrative animation film that can be used by researchers as an example of how they can disseminate findings to child audiences. It can also be used as a resource to show to children with educational purposes, and can be adapted

in different languages with subtitles (using the YouTube functionality) or by recording the children's voices using the [film script](#) and adding them to the [version without a voiceover](#).

For more on participatory methods, see: Kleine, D., Pearson, G., & Poveda, S. (2016). *Participatory methods: Engaging children's voices and experiences in research*, [www.globalkidsonline.net/participatory-research](http://www.globalkidsonline.net/participatory-research)

## Communication tools

The efficient communication of research findings requires the development of a communications strategy – a carefully planned communication process – which might involve a number of steps, such as setting objectives, developing messages, targeting audiences, choosing channels, planning activities, allocating resources and measuring success ([ESRC, no date](#)). When planning your communications strategy, there are numerous channels that can be considered, such as organising events, media outputs and relations, different types of publications aimed at the key stakeholder groups (e.g. professional audiences, government institutions, educators and practitioners, parents and children), social media outputs and website content.

We have collated examples of different formats and channels that Global Kids Online has used to communicate its findings:

- (i) Global Kids Online toolkit launch package: Developed for the launch of the research toolkit, the package includes a [media coverage plan](#), [web story/press release](#), [social media materials](#), a [promotional video](#), an [executive summary of pilot findings](#) and a [blog post](#).

- (ii) [Project flyer](#): Summarising the project and research tools, this can be used for a wide proportion of the research.

- (iii) [Blog posts and research updates](#): Global Kids Online uses regular news updates to disseminate research updates and to draw attention to the project outputs. These are available at: [www.globalkidsonline.net/updates](http://www.globalkidsonline.net/updates). For some examples of blog posts used to communicate our research, see: [Challenges of parental responsibility in the digital age](#); [How do children use the internet?](#); [Piloting a research toolkit on child internet use in rural South Africa](#); [The internet of opportunities: What children say](#).

- (iv) Tracking user engagement: [An example of using Google analytics](#) to track how users engage with online content.

The [LSE impact toolkit](#) offers a range of open-access impact resources for social scientists in its toolkit at:

<https://info.lse.ac.uk/staff/services/knowledge-exchange-and-impact/kei-guide>

These also have a strong focus on knowledge exchange and communication. Specific elements of the toolkit are available at: [Beneficiaries of impact](#); [Methods and activities supporting KEI](#); [Examples of KEI metrics and indicators](#); [Embedding KEI within the research lifecycle](#); [Planning an event](#); [Blogging](#); [Maximising access to your research](#); [Communicating impact: The role of news and media](#)

Also useful is LSE's Impact Blog, at: <http://blogs.lse.ac.uk/impactofsocialsciences/>

## Useful resources

Byrne, J., Albright, K., & Kardefelt-Winther, D. (2016). *From research findings to policy-making: Children's rights in a digital age*. London: Global Kids Online, <http://globalkidsonline.net/tools/guides/policy/>

DFID (Department for International Development) (2016). *Research uptake: A guide for DFID-funded research programmes*. London: DFID, [www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/200088/Research\\_uptake\\_guide\\_nce.pdf](http://www.gov.uk/government/uploads/system/uploads/attachment_data/file/200088/Research_uptake_guide_nce.pdf)

ESRC (Economic and Social Research Council) (no date) Impact toolkit, [www.esrc.ac.uk/research/impact-toolkit/](http://www.esrc.ac.uk/research/impact-toolkit/)

Jones, N., Gercama, I., Presler-Marshall, E., & Abu Hamad, B. (2017). *Adolescent perspectives on services and programmes in conflict affected contexts: A participatory research toolkit*, [www.gage.odi.org/publications/participatory-toolkit](http://www.gage.odi.org/publications/participatory-toolkit)

ODI (Overseas Development Institute) (no date). *ROMA: A guide to policy engagement and influence*. London: ODI, [www.roma.odi.org/](http://www.roma.odi.org/)

ODI (no date). *Research and policy in development*. London: ODI, [www.odi.org/programmes/rapid](http://www.odi.org/programmes/rapid)

ODI (no date). Policy briefs as a communication tool for development research, [www.odi.org/sites/odi.org.uk/files/odi-assets/publications-opinion-files/594.pdf](http://www.odi.org/sites/odi.org.uk/files/odi-assets/publications-opinion-files/594.pdf)

Start, D., & Hovland, I. (2004). *Tools for policy*

*impact: A handbook for researchers*. London: Overseas Development Institute. October, [www.odi.org/sites/odi.org.uk/files/odi-assets/publications-opinion-files/194.pdf](http://www.odi.org/sites/odi.org.uk/files/odi-assets/publications-opinion-files/194.pdf)

Morton, S. (2015). [Creating research impact: The roles of research users in interactive research mobilisation](#), *Evidence & Policy*, 11(1): 35–55.

Rogers, P.J. (2008). [Using programme theory to evaluate complicated and complex aspects of interventions](#), *Evaluation*, 14(1): 29–48.

Vogel, I. (2011). *ESPA guide to working with Theory of Change for research projects*. ESPA Programme, [www.espa.ac.uk/files/espa/ESPA-Theory-of-Change-Manual-FINAL.pdf](http://www.espa.ac.uk/files/espa/ESPA-Theory-of-Change-Manual-FINAL.pdf)

Vogel, I. (2012). *Review of the use of 'Theory of Change' in international development*. London: DFID (Department for International Development, UK), [www.theoryofchange.org/pdf/DFID\\_ToC\\_Review\\_VogelV7.pdf](http://www.theoryofchange.org/pdf/DFID_ToC_Review_VogelV7.pdf)

van Es, M., Guijt, I., & Vogel, I. (2015). *Theory of Change thinking in practice: A stepwise approach*. The Hague: Hivos, [www.theoryofchange.nl/sites/default/files/resource/hivos\\_toc\\_guidelines\\_final\\_nov\\_2015.pdf](http://www.theoryofchange.nl/sites/default/files/resource/hivos_toc_guidelines_final_nov_2015.pdf)

Young, J. (2005). Bridging research and policy: The RAPID approach. Paper for the International Conference 'African Economic Research Institutions and Policy Development: Opportunities and Challenges', 28-29 January, Dakar, [www.odi.org/sites/odi.org.uk/files/odi-assets/publications-opinion-files/261.pdf](http://www.odi.org/sites/odi.org.uk/files/odi-assets/publications-opinion-files/261.pdf)