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|  | **IMPACT PLANNING** (to be completed at the outset and revised as needed) | | | | |
| **Description** (*What?*) | **Methods** (*How?*) | **Indicators[[1]](#footnote-2)** | **Further information** | **Responsibility** |
| **INPUTS** | • Resources expended  • Number and type of staff involved  • Time spent | • Budget analysis • Align activities to resources | • Financial and human resources used in the project |  |  |
| **ACTIVITIES AND OUTPUTS** | • Research and knowledge exchange activities (e.g. organisation and attendance of events, training, press releases, networking with stakeholders) | • Quality assurance  • Project reports/journal articles • Peer or funders' review • Operating reviews and other internal documents • Media mentions | • Quality assurance in place • Number of activities, outputs and events • Stakeholder/policy context mapping conducted |  |  |
| **AWARENESS, REACTION** | • Seeking stakeholder reaction and feedback to the research • Possible relevance to current affairs • Spillovers outside of the project | • Identify key stakeholders  • Plan a communications strategy  • Evaluate user awareness activities • Surveys • Tracking participants over time | • Reaction to research and knowledge exchange from stakeholders • Comments about the research • Analysis of context for research use at policy and practice levels |  |  |
| **ENGAGEMENT, PARTICIPATION** | • 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)  • What kind of engagement? | • Identify key stakeholders  • Organise meetings and sustain dialogue • Meeting attendance records  • Seminar/conference/training evaluations • Observation and reflection of interactions with research users  • Analysis of gaps in participation | • 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.)  • Web-use tracking |  |  |
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| **IMPACT**  *When planning, think about the full range of possible impact areas:* ***academic, conceptual, capacity-building, collective, and instrumental impact*** | • Contribution to the long-term scientific evidence base (e.g. high-quality peer-reviewed books, journals)  • New/changed policy or curricula based on research outputs  • Behavioural changes of children/parents/educators/child practitioners  **•** Changes in individualor institutional knowledge about child internet use  **•** Changed mediadiscourse  **•** Built new capacity, knowledge or skills  **•** Examples of brokering new partnerships, networks or strategic alliances | • Content analysis of policy • Tracking activities • Backward tracking techniques  • Internet-based searches on citation in policy  • Review of understanding and knowledge of target groups  • Tracking further use of research  • Research follow-up | • Levels of understanding of key concepts or theories among stakeholders • Levels of self-expressed commitment to specific areas and actions identified  • Levels of new knowledge about issues addressed in the research  • Examples of policy and curricula changes based on research outputs  • Research outputs cited in policy/practice documents |  |  |

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|  | **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 |  |  |  |

1. Examples of metrics and indicators: <https://info.lse.ac.uk/staff/services/knowledge-exchange-and-impact/Assets/Documents/PDF/Toolkit/4-Examples-of-KEI-Metrics-and-Indicators.pdf> [↑](#footnote-ref-2)