GLOBAL KIDS ONLINE	IMPACT PLANNING (to be completed at the outset and revised as needed)				
	Description (*What?*)	**Methods** (*How?*)	**Indicators**[1]	**Further information**	**Responsibility**
INPUTS	**Argentina (AR):** • Research expenses: a contract with consulting companies to carry out the research and produce a findings report, as well as consultancy services • Advocacy and communication: printing, trips, design agency, audio-visual production and events organisation • Five members of UNICEF staff, one external UNICEF consultant, two teams of consultancy agencies (MBC Mori team and Ipsos team) **Brazil (BZ):** • Staff of Cetic.br/NIC.br: include one full-time staff member plus statisticians and coordinators • Staff of NIC.br: involve communication, press relations office, administration and law advisory services • Fieldwork researchers: outsourced to a nationally renowned fieldwork and consultancy firm • Text revision, translation, layout and printing of publications, using outsourced service providers • External consultations from experts in the field **Bulgaria (BG):** • Conducting the survey and including a summary report • Four researchers participated in producing three analytical reports **Chile (CH):** • Adapting and implementing the Global Kids	• Budget analysis • Align activities to resources **BZ:** • Designing and implementing surveys • Analysing and communicating research outcomes **GH:** Alignment with child protection programming	• Financial and human resources used in the project	**BZ:** • Kids Online Brazil is one out of the 10 national surveys carried out by NIC.br/Cetic.br and one out of four carried out on a yearly basis. As such, Kids Online Brazil counts on a planned budget allocation with alignment of activities to resources, both human and financial • Staff of Cetic.br/NIC.br: responsible for planning, fieldwork coordination, data analysis and dissemination stages • NIC.br is the organisation to which Cetic.br belongs • External consultants: providing consultancy services in different stages of research, and acting as sources of external validation that guarantee quality of content, methods and procedures **PH:** • Two Institutions were contracted for the Philippine Kids Online survey. One is for the development of the research protocol and the other for the conduct of the study. The phased approach was encouraged by UNICEF Regional Office for East Asia & Pacific (EAPRO) and was informed by the National Baseline Study on Violence Against Children survey	

[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

	Online survey • Three researchers and two research assistants • 20 hours of consulting • Length: 18 months **Ghana (GH):** • Meetings of research steering committee • One staff member assigned to include child online protection in addition to other responsibilities **Philippines (PH):** • Development of the research protocol • Conducting the Global Kids Online survey • Staff: including UNICEF child protection chief, child protection specialist and child online project coordinator • Contractors: research protocol involved three investigators and two administrative staff; conducting the survey four investigators, one coordinator, one administrative assistant and 148 field coordinators and enumerators **South Africa (SA):** • Planning and carrying out the research • Organising the communication and impact activities • Qualified staff • Letters of support from key partner agencies (i.e., government departments) • Length: 18 months			
ACTIVITIES AND OUTPUTS	**AR:** • **Meeting with academic sector:** seven participants. • **Meeting with the corporate sector:** 17 participants (from 13 companies) • **Meeting with government:** 10 participants (from four national and two municipal agencies) • **Events:** Global Kids Online Argentina – Chicos Conectados presentation, June 2016, and Global Kids Online launch, November 2016 **BZ:** • **Meetings between Cetic.br and external**	• Quality assurance • Project reports/journal articles • Peer or funders' review • Operating reviews and other internal documents • Media mentions **AR:** • **Thematic reports:** report of comparison of indicators used in the global and national project, which describes the particularities of the research carried out in Argentina; reports of special statistical processing and	• Quality assurance in place • Number of activities, outputs and events • Stakeholder/policy context mapping conducted **AR:** • **Reports:** thematic, final and review • **Presentations** • **Blog posts** • **Media mentions:** 116 registered in 2016 • **Meetings:** with the academic	**PH:** • UNICEF has its own Research Review Committee that provides comments/inputs/suggestion on the proposed research, research protocol, as well as the inception report • De La Salle University has organised two Research Advisory Board meetings where the process on how to conduct the study was discussed including the enumerators' training module that should include discussions on the	

experts on a regular basis
- **Meetings with policy-makers and institutions** (both national and international)
- **Press conferences**, particularly for communicating the data resulting from the survey
- **Academic events** (both national and international)
- **International and regional meetings** organised by partners of the network

BG:
- **Attending Safer Internet Day** (Sofia, 7 February 2017): presenting key findings and recommendations for policy changes to include better online safety procedures in schools. Engaging with representatives of the State Agency for Child Protection and Ministry of Interior
- **Attending 'Children and Youth on the Net' conference** (Luxembourg, 26-28 April 2017): presenting the results at a Global Kids Online meeting, workshop and demonstrating the use of evidence-informed approaches in youth work
- **Attending 'From Digital Literacy to Digital Citizenship' conference** (Sofia, 30 May 2017): presenting findings related to digital and media literacy, focusing on policy changes to include digital literacy modules in the Bulgarian school curriculum. Engaging with representatives of the Ministry of Education and Science and academia
- **'Media Meets Literacy' in Sarajevo** (21 September 2017): presentation of key findings from Global Kids Online surveys in Bulgaria, Serbia and Montenegro

CH:
- **Meeting with experts**

PH:
- **Meetings** with Research Advisory Board members
- **Meeting** to discuss how to design the enumerators' training sessions

standardisation of indicators; reports explaining the construction of the Social and Emotional Learning measurement
- **Final reports:** Kids Online Argentina – *Chicos Conectados*; Argentina country report
- **Material for dissemination:** presentations and written content for meetings with stakeholders and academic events; production of material for UNICEF's website; production of material for UNICEF's blog
- **Document analysis:** review of international documents on the project's development; key and secondary indicators in discussion: of Serbia's Kids Online project document; of indicators used in Brazil; of the project synthesis carried out in Argentina, Serbia, Filipina and South Africa; review of the research toolkit
- **Media coverage** on TV, radio, national graphic press (newspapers with the greatest number of releases, *Clarin* and *La Nación*), international graphic press and internet agencies

BZ:
- **Annual reports:** Cetic.br has been carrying out national representative surveys on Brazilian children's use of the internet since 2012. The sixth edition of the survey is under way
- **User-friendly outputs:** the Brazilian National Computer Emergency Response Team – also a department of the Brazilian Network Information Center (Cert.br) – produces a range of user-friendly outputs for a number of stakeholders, such as policy-makers and children

BG:
- **Three project reports** published, including *Online experiences of Bulgarian children: Risks and safety*,

sector, corporative sector and government
- **Events:** two launch events

BZ:
- **Regular meetings:** stakeholders from government, civil society and academia are invited to participate in key stages of the process, twice a year

BG:
- **Conferences:** including Safer Internet Day (Sofia, 7 February 2017), 'Children and Youth on the Net' conference (Luxembourg, 26-28 April 2017), and 'From Digital Literacy to Digital Citizenship' conference' (Sofia, 30 May 2017).
- **Media mentions:** 58 press releases

CH:
- **Meetings:** one expert meeting, one national meeting and one international conference
- **One intermediate and one final report**
- **Media mentions:** 10 (and others on short-reach media)

GH:
- In September 2015, UNICEF supported the government via the Ministry of the Interior to organise **a stakeholder meeting** to brainstorm on crafting a response to the issue of online abuse and exploitation of children. The key outcome of this meeting was the need for national research

Convention on the Rights of the Child (CRC), child safeguarding protocol and response plan

	• **Training of field researchers** **SA:** • **Consult with national government departments** (including Department of Telecommunications and Postal Services [DTPS] and Department of Basic Education) and stakeholders (including UNICEF and Save the Children) to inform the design of the research (including data collection tools) to align with national data priorities • **Conduct presentations** on the study findings at public seminars, conferences and other meetings • **Communicate study findings** more broadly to the general public, online and via the print or news media • **Facilitate discussions with key stakeholders** (including the DTPS) to interrogate the study findings and discuss implications for policy and practice • **Publish** study findings in peer-reviewed journal articles • **Attend meetings** with various civil society/government bodies regarding policy relating to child digital rights in South Africa • **Facilitate information** sessions at schools with learners and school management on safer internet use and digital citizenship	*Parental support for development of children's digital skills* and *Are digital natives digitally literate? Insights from a national representative survey* • Incorporating datasets related to risks and harm and online opportunities into UNICEF's 2017 *The state of the world's children* publication (planned) • **Press releases** **CH:** • **Reports** for UNESCO and the Ministry of Education • **Relevant media mentions** **PH:** • **Inception report** **SA:** • **Minutes of consultations** and discussions • **Tracking of CJCP website use** • Attendance registers of **seminars** • Published **peer-reviewed journal articles** • **Opinion pieces** published • **Radio mentions** • **Information sessions** at schools • **Briefing materials** prepared for and distributed at presentations and school information sessions	• UNICEF Ghana also **participated in a course on Children and Mobile Technology** organised by the International Association of Mobile Operators (GSMA) in collaboration with UNICEF • UNICEF Ghana is a **member of the National Steering Committee on Child Online Protection Initiative**. The Committee was tasked to develop a child online protection framework for Ghana • **Research on the risks and opportunities related to child online practices** has been commissioned, and Ipsos Ghana Ltd has been engaged to conduct the research. Some aspects of stakeholder mapping will be done as part of this research • UNICEF Ghana facilitated the setting up of a **Research Steering Committee** with representatives from the national Steering Committee to provide guidance and support for the research process **PH:** • **Quality assurance in place:** Research Review Committee, Research Advisory Board, spot checks and Gabrielle Berman of UNICEF-Innocenti provided comments on the protection protocol • **Meetings:** two Research Advisory Board meetings and one special meeting held to discuss the enumerators' training design		

			• **Enumerators' training** held between 2 and 5 May 2017. • **Localising the context and mapping** was initially conducted during the preparation of the inception report • **One inception report** based on the pilot study **SA:** • Number of radio interviews done • Number of presentations • Number of school discussions facilitated and learners reached through these discussions • Number of opinion pieces published and other newspaper mentions • Number of articles published in peer-reviewed journals • Number of downloads from CJCP website • Profile of the fora presented to and meetings attended		
AWARENESS, REACTION	**AR:** • **Meetings:** with civil society leaders, chambers and other stakeholders • **Participation in the Advisory Board of the Audiovisual Communication and Children (CONACAI) and National Communications Agency (ENACOM)**: UNICEF was invited to join CONACAI together with representatives of the provinces, unions, public sector, NGOs and UNESCO. The Council's purpose is to advise and reflect on the current treatment of children and adolescents in audio-visual communication, and to promote journalistic practices that take them into account as an inescapable reference. UNICEF presented the project results **BZ:** • **Meetings** with stakeholders from government,	• Identify key stakeholders • Plan a communication strategy • Evaluate user awareness activities • Surveys • Tracking participants over time **AR:** • **Identify key stakeholders:** UNESCO, UNICEF Argentina, National Communications Agency (ENACOM), Advisory Council of Audiovisual Communication and Children (CONACAI), chambers, civil society organisations **BZ:** • **Identify key stakeholders:** local governments, Brazilian, Ministry of Human Rights, Brazilian offices of	• Reaction to research and knowledge exchange from stakeholders • Comments about the research • Analysis of context for research use at policy and practice levels **AR:** • **UNICEF digital literacy recommendations were included in the new law of communications.** Argentina is currently debating the Convergent Communications Law, and UNICEF was invited to participate and provide its input from the perspective of children and adolescents'	**AR:** • Documents In relation to new law: www.enacom.gob.ar//multimedia/noticias/archivos/201606/archivo_20160628124035_8431.pdf and www.enacom.gob.ar/nueva-ley-comunicaciones/la-comision-redactora-presento-los-17-principios-de-la-nueva-ley_n1270	

	civil society and academia **BG:** • A number of institutions and organisations were interested in the results and **asked permission to use the findings in developing their own publications**, material and as evidence-informed pillars on developing policies such as strategies and plans for prevention of school violence **SA:** • **Methodological consultations:** the team consulted a group of experts, national government departments and stakeholders to inform the design of the research, data collection tools and data analysis as well as to align with national data priorities • **Working with local schools:** using the research to inform discussions with learners at their school regarding safer internet use and digital citizenship • **The general public** reacted to the findings by engaging the Centre for Justice and Crime Prevention (CJCP) to respond to cases of cyberbullying they or someone close to them may be experiencing • **Requests for data** from researchers, academic institutions and government departments • Data used to inform the **DTPS' departmental research strategy**	UNESCO and UNICEF **BG:** • The institutions and organisations that have shown great interest, **including the State Agency for Child Protection, Ministry of Education, National Network for Children and UNICEF Bulgaria** **SA:** • **Identify stakeholders:** departments, parliamentary committees, Chapter 9 institutions (a group of organisations established in terms of Chapter 9 of the South African Constitution to guard democracy), international NGOs, industry, service providers, the media, civil society, schools and parents • Evaluation of user awareness and engagement activities has not yet been done	rights. The Commission has issued a document with 17 items/principles that the new documents will have, and one of them refers to the promotion of digital and media literacy policy	
ENGAGEMENT, PARTICIPATION	**AR:** • **A series of dialogues on digital citizenship** took place as early as the data was gathered • **Buenos Aires presentation**: engaged with social organisations, the digital and government sector (100 assistants) • **New York presentation:** engaged with international academic community, NGOs and UNICEF (50 assistants) • **A number of roundtable discussions and individual meetings:** engaged with representatives from academia, relevant ministries or bodies involved in policies	**AR:** • **Identify key stakeholders:** UNICEF, Ministry of Justice and Human Rights of Argentina, National Institute against Discrimination, Xenophobia and Racism, Ministry of Social Development and civil society organisations. • **External events:** 15 events attended **BZ:** • **External stakeholders:** organisations whose mission is related to children's rights engage the most	• 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 **AR:** • #ChicosConectados: reached **more than 14 million people**	**BG:** • Built trust with donors about the importance of early digital literacy development • Continuation of the 'To Be a Father' campaign largely due to evidence from the research that fathers aren't as involved with children's online and offline lives as mothers

around ICTs and the private sector by the time of the release of the final results
- **Campaigns** accompanying the launch of Global Kids Online, including #ChicosConectados and #CuandoelModemHaciaRuidito ('When the modem makes a noise')
- **Campaigns** used Global Kids Online data, including:
  1. *#NoDaCompartir*, **campaign against discrimination in social networks** (UNICEF, Ministry of Justice and Human Rights of Argentina and National Institute against Discrimination, Xenophobia and Racism): carrying out digital action to raise awareness among adolescents about the importance of preventing discrimination on the internet. Bullying data was used
  2. *#Hablemosdetodo* ('Let's talk about everything') (UNICEF and Undersecretary of Youth of the Nation of the Ministry of Social Development): **digital platform, online chat room and campaign on sexual and reproductive health**; use and abuse of psycho-toxic substances; grooming, violence such as bullying, workplace harassment and eating disorders. Bullying and grooming data was used
  3. *Digital Coexistence programme* (General Direction of Culture and Education, Provincial Agency for Children and Adolescents of the Ministry of Social Development and Ministry of Justice of Buenos Aires): aims to **raise awareness about the responsible use of ICT**
  4. *#Replyforall* (UNICEF): **raise awareness about internet violence towards children and adolescents**. Bullying data was used
- Seven **videos on YouTube channel** in which famous actors and actresses reflected on how they talk about social networks and the use of the internet with their children. The actors were Araceli González, Catherine Fulop, Julián Weich, Sebastián Estébanez, Guillermo Andino and Fierita Catalano

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- **Foreign researchers:** focusing on Internet use by children
- **Expert meetings**
- **Workshops**
- **A gap in participation can be identified at federal and local government levels:** mostly due to the dynamics characterising the local political processes. Participation in different stages of the research cycle by the same actors is unlikely, which poses a challenge to building a stable relationship with them

BG:
- **Collaborative partners**: OAK Foundation, Sofia University, St Kliment Ohridski, Open Society Institute – Sofia, Telenor Bulgaria and local schools
- **Institutions engaged:** Ministry of Education and Science, Ministry of Interior, State Agency for Child Protection, Sofia University, St Kliment Ohridski and New Bulgarian University
- **Events attended:** Safer Internet Day (Sofia, 7 February 2017); 'Children and Youth on the Net' conference (Luxembourg, 26-28 April 2017); 'From Digital Literacy to Digital Citizenship' conference (Sofia, 30 May 2017)

CH:
- **Collaborative networks:** three universities, UNESCO, Ministry of Education, Latin American Partners and a national network of researchers
- **Engagement with external stakeholders:** active participation in experts meeting to review the survey, and participation in the international conference

PH:
- **Collaborative networks:** some government agencies, civil society

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- #CuandoelModemHaciaRuidit o: reached **6 million people**
- Number of social influencers who supported other awareness campaigns on the topic on Twitter: **28**, mainly from social networks, cinema and television: Peter Lanzani, Nicolás Riera, Nati Jota, Grego Rosello, Sofía Pachano, Micaela Vázquez, Sebastián Rojas, Julieta Pink, Sebastián Wainraich, Iair Said Peter Lanzani, Chino Darín, Franco Masini, Delfina Chávez, Nicolás Francella, Manuela Pal, Agustina Casanova, Dan Breitman, Carla Peterson, Pablo Fábregas, Mariana Riveiro, Candela Vetrano, Betina Suárez and Yoyi Francella
- Video: **6,000 people looked at the videos during 2016**
- Number of downloads and views of the Kids Online national report from UNICEF website: **449** (UNICEF has a technical limitation to measure this indicator)
- Number of bilateral meetings with government agencies to share the research results and to discuss the subject: **8** (individual meetings)

BZ:
- **Data portal:** it is freely accessible online where research users can run their own analysis

BG:
- **Engaging with local schools:** 9 schools on a Safer Internet Day campaign; 11 schools on the

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BZ:
- Future expert meetings: there have been discussions of inviting industry representatives to have an input as well
- Data launching event: the public debate in 2016 was on 'From research to policy: Challenges for the media information literacy for children and adolescents', with the participation of Divina Frau-Meigs (Paris III – Sorbonne Nouvelle), Ellen Helsper (London School of Economics and Political Science), Regina de Assis (Brazilian Ministry of Education) and Juliana Doretto (Cetic.br).

	BZ: • **Expert meetings:** 50 experts engaged in data production and communication. An ongoing collaboration that has been fostered over the years • **International collaborative networks:** including UNESCO, UNICEF, EU Kids Online network and Global Kids Online • **Regional collaborative networks:** including Argentina, Brazil, Chile and Uruguay • **Workshops held in Brazil, other Latin American countries and Africa**: the annual capacity building workshop usually has about 60 data users and producers in government and academia. It is also delivered in other countries in Latin America and Africa • **Data launching events:** for example, the centre traditionally organises a large **public debate** attended by academics, international organisations and the government, which is also open to the wider public. The centre also organises online **webinars** with media representatives to discuss key findings • **Seminar:** in 2017 the seminar was titled 'Children in the digital age: New perspectives for public policies', which took place in São Paulo on 4 April. The initiative was organised by NIC.br, UNICEF Brazil, SaferNet Brazil and the Alana Institute • **Engaging in parliamentary debate** underpinning the formulation of ICT laws • **Engaging in** annual intergovernmental dialogue meetings **BG:** • Engaging with NGOs and families by holding **an annual Open Air Family Festival** • Establishing a **youth panel of 12 young people** from different genders, ethnic groups and socioeconomic backgrounds • **Engaging with trainees**: 'Cyberscout' training programme; 'To Be a Father'; Safer Internet Day campaign; 'From Digital Literacy to	organisations, academic institutions, Department of Foreign Affairs and Trade, youth and LGBT representatives are represented on the Research Advisory Board • **Youth stakeholders:** youth representatives on the Research Advisory Board **SA:** • Web-use tracking • Meeting attendance records • Seminar/conference/training evaluations • Observation and reflection of interactions with research users	Cyberscout training programme (peer-to-peer methodology); 6 schools in the 'From Digital Literacy to Digital Citizenship' project • **Doubling the amount of schools that participate in the Cyberscout training programme to 11** • **Four collaborative projects** in empowering children, promoting digital literacy and citizenship • **Attending three major events** on safer internet, digital literacy and citizenship • **Cyberscout training programme**: 73 completed; 180 expected with 5th graders • **'To Be a Father':** 50 completed with teachers • **Safer Internet Day campaign:** 180 completed with students by teachers • **'From Digital Literacy to Digital Citizenship':** 30 completed with pedagogy students about teaching digital and media literacy, and 220 completed with students by teachers • **Annual Open Air Family Festival:** Over 40 child-based organisations run an open-air family event including competitions, demonstrations and stalls with awareness materials. Usually between 2,000-2,500 families participate in the activities each year **PH:** • **Government agencies**	

	Digital Citizenship' • **Conducting collaborative projects**: 'Empowering Children in the Digital Age through Early Digital Literacy Development' with the OAK Foundation; 'To Be a Father' with OAK Foundation; the 'Cyberscout' training programme with Telenor Bulgaria and 11 schools; and 'From Digital Literacy to Digital Citizenship' with Open Society Institute – Sofia, Sofia University, St Kliment Ohridski. • **Planning a project with a Norwegian partner** for using media expert mentors in training teenagers about professional media content creation and creating a youth media platform online – largely based on evidence from the research that children and teenagers are rather passive online **PH:** • **Engaging with multi-stakeholders** including industry, government and NGOs • **Launch event**: UNICEF Philippines convened a workshop in Manila to strengthen collaboration among industry, government and NGOs to protect children against online sexual abuse and exploitation **SA:** • **Launch event** • **Engaging with local primary and high schools**: the CJCP conducted information sessions with learners and school staff on safer internet use and digital citizenship • **Requests for data and input** to inform the revision of the Film and Publications Amendment Bill (2015) • **Presentations**: for the Parliamentary Portfolio Committee on Communications to discuss the Film and Publications Amendment Bill (2015) • **Public requests for assistance** in dealing with personal incidents of cyberbullying or harassment • **External service providers** requested the CJCP's participation at training sessions for qualified social workers and other psycho-social practitioners		**involved in the Research Advisory Board:** Department of Social Welfare and Development – Inter-Agency Council Against Child Pornography, Council for the Welfare of Children, Department of Justice – Committee for the Special Protection of Children, National Youth Commission, Department of Information and Communications Technology, National Anti-Poverty Commission, Philippine National Police, Department of Interior and Local Government • **Civil society organisations:** Stairway Foundation, Inc.; Love Yourself, Inc • **Academic Institutions**: De La Salle Zobel DLSU-SDRC • **External stakeholders**: youth representatives **SA:** • Number of school workshops facilitated	

	• The DTPS used pilot findings to inform **research strategy and priorities** • **Requests for data** from researchers and academic institutions • CJCP **material on cyberbullying** has been included on the National Cybersecurity Hub website hosted by the DTPS' Directorate for Cybersecurity Operations • **Collaborations:** study findings have been used to inform the project activities of a comprehensive youth resilience project in the EC (Umhlali Project) • **Training** of children, educators and practitioners			
IMPACT *When planning, think about the full range of possible impact areas: academic, conceptual, capacity-building, collective, and instrumental impact*	**AR:** • **Impact in strategic areas**, including (1) promoting digital citizenship policy; (2) development of educational opportunities; (3) promoting awareness among families and the wider public; and (4) initiating a multi-player and cross-sector approach to work more effectively on digital citizenship **BG:** • **Partnership strategy:** a marketing communications model was adopted • **Working with children:** to improve digital and media literacy, the team chose an approach based on developmental psychology • **Working with educators:** key figures (headteachers, teachers, school psychologists, pedagogic counsellors) were identified in about 180 schools • **Other stakeholders include** NGO-based networks, such as National Network for the Children (Национална мрежа за децата), Civic Council, state institutions, such as the State Agency for Child Protection (Държавна агенция за защита на детето), and private companies, such as Telenor and Mtel **PH:** • UNICEF plans to use the project and the findings as part of its **campaign for a holistic**	• 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 **BZ:** • Data is gathered on the **number of downloads of data and on consultations** provided to research users; however, the measuring of impact needs development. There are no formal impact assessment procedures in place; Cetic.br relies on **feedback from data users, experts groups, public debates and academic researchers** **BG:** • **Keeping track of a website targeted at teachers and parents** • **Cyberscouts: pre- and post- evaluation surveys** • **'Children, Teachers and Parents against Hate Speech' educational campaign:** counting the number of distributed copies of teacher guidance for lesson content (500); the number of children's	• 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 the research outputs • Research outputs cited in policy/practice documents **BZ:** • In the face of incidental yet high-profile phenomena affecting children – the latter example of which was the Blue Whale game – attention to and demand for data from the Kids Online Brazil Survey increased **BG:** • **A programme for teacher training and curriculum development** was designed. It adopts a Montessori pedagogy, containing 10 topics, with guidance for teaching sessions. Teachers	

	approach to tackling child sexual exploitation online, guiding policy-makers in amending and enhancing current child protection laws • **Expanding the protection focus:** both policy and non-government initiatives currently focus exclusively on protection. The findings can be used to expand this focus and highlight the importance of online opportunities, digital literacy and parental mediation • **Parenting support interventions**, which aim to harmonise activities across the range of initiatives and approaches • **Behaviour change** based on community engagement • **Working with children:** to boost children's awareness of online risks, prevention strategies and digital skills	workbooks (10,000) and schools reached across the county (180) • **Appointing an external evaluator** to develop an evaluation methodology approved by the Centre. • **An online self-assessment platform:** used to evaluate SafeNet's helpline and hotline – filled in by the organisation (every three months for the hotline and the helpline and every six months for overall awareness) PH: • **Stakeholder and policy context mapping** • **Expanding the protection focus:** working with UNESCO and bringing in the Department of Education have proved helpful	are being trained to use the programme. A second version of the handbook is under development, aiming to place the development of digital and media literacy skills at the core of the Bulgarian curriculum • SafeNet has also successfully **used the hot topic of the day**, such as media interest in the fake news about the Blue Whale game, to talk about the results from the study and to organise a campaign with media partners to promote digital literacy		

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)	• Publication impact indexes, citation analysis, altmetrics		
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	**AR:** • UNICEF articulated a Digital Coexistence Programme with the General Direction of Culture and Education, the Provincial Agency for Children and Adolescents of the Ministry of Social Development and the Ministry of Justice of the province of Buenos Aires. The programme aims at **the construction of digital citizenship in children and their families, in educational services, in protection, access to justice, youth leaders and the media**. As part of the programme, a guide and special materials with information for adults were designed with the aim of raising awareness about the importance of accompanying children in their digital consumption. Workshops were given to effectors • Working with the media: UNICEF Argentina **established a monitoring system** through contacts with journalists and a partnership with the Ombudsmen for media, and the national authorities for Communications		
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	**BG:** • **A youth panel of 12 young people** from different genders, ethnic groups and socioeconomic backgrounds was established. They act as moderators and peer educators, communicating digital literacy skills and initiating campaigns • **The Cyberscout training programme: training 5-7 graders to train their peers to raise awareness among their age group** about the dangers online and about ways to prevent them. The decision to further invest and enlarge the impact of the programme is largely based on data from the research, demonstrating high tendencies of children to share their online problems with friends		**BZ:** Since Cetic.br is a regional research centre, it does not target groups for intervention; nor do stakeholders express commitment to actions before Cetic.br, neither does Cetic.br follow up the actions taken towards target groups. What Cetic.br does do is to communicate the knowledge gained about the issues covered by the survey, producing and making available reliable data that can be used to the design and follow-up of policies and actions

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	**AR:** • **Working with the media:** UNICEF Argentina initiated **the creation of a network of journalists**, in which journalists from every province in Argentina receive training and information on how to cover issues related to children and adolescents, including sensitive topics **BZ:** • **Regional collaborative networks:** Colombia, Costa Rica, Ecuador and Mexico are trying to find funding to conduct research in their countries **BG:** • **Working at local level on bettering objective measurement methodology:** Cyberscout training evaluation shows 27% average improvement from two training sessions in assessment of online risks and ways to tackle them (from 51% to 78%)		
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	**AR:** • **A provincial law was modified from Kids Online reference data:** the province of Buenos Aires Government recently repealed the prohibition that had governed since 2006. It is now left to the discretion of each school establishment whether or not to enable ICT use. In other words, since October 2016, the use of cell phones, tablets, notebooks and personal computers is allowed in Buenos Aires schools for educational purposes • **Curriculum changes:** in the province of Buenos Aires, where the Digital Coexistence programme is implemented, the week of citizenship and digital coexistence was created from 23 to 27 October 2016 to raise awareness of the issue **BG:** • Participated in INSAFE's efforts **to lower the minimum age required for registering on online platforms** suggested by the European Commission • Collaborating with Sofia University, St Kliment Ohridski, to **include a digital and media literacy course in the pedagogy department** and to co-create a methodology for developing digital and media literacy that can be integrated into the school curriculum of 1-4 graders • For the 'Empowering Children in the Digital Age through Early Digital Literacy Development' project we are planning to form an expert council of members from the Ministry of Education and Science, academia and pedagogy experts, one of the purposes of which would be **to push the integration of digital and media literacy modules within the Bulgarian curriculum**		