

RIGHTS AND RESILIENCE IN THE DIGITAL WORLD

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Growing research to inform policy & practice



UNICEF
Internet Research Centre



Child Safety Online
Global challenges and strategies

unicef
writing for children

CIGI
CHATHAM HOUSE

Global Commission on Internet Governance
ourinternet.org

PAPER SERIES NO. 22 — NOVEMBER 2013

One in Three: Internet and Children's Rights

Sonia Livingstone, John Carr and Jasmin Bayat

CONNECTED DOT COM

Young People's Navigation of Online Risks



International Telecommunication Union

Child Online Protection

International Framework and Indicators 2010



Children's Rights in the Digital Age

A download from children around the world

Amanda Third
Delphine Bellesse
Ursula Dankans
Emma Kralje
Kari Pihl

EUROPEAN COMMISSION

Net Children Go Mobile

Risks and opportunities. Second edition.

Giovanna Muscheroni & Kjerstan Olafsson



Full Findings Report
May 2014

The Protection of Children Online

Recommendation of the OECD Council

Report on risks faced by children online and policies to protect them

www.kidsonline.eu

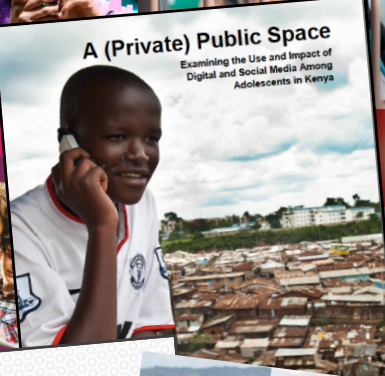
EU Kids Online

Findings • methods • recommendations



A (Private) Public Space

Examining the Use and Impact of Digital and Social Media Among Adolescents in Kenya



YOUNG AND WELL
Cooperative Research Centre

unicef

Parenting in the digital age



unicef
for every child

THE STATE OF THE WORLD'S CHILDREN 2017

Children in a Digital World



gogee

YOUNG ADOLESCENTS AND DIGITAL MEDIA USES, RISKS AND OPPORTUNITIES IN LOW- AND MIDDLE-INCOME COUNTRIES: A RAPID EVIDENCE REVIEW

Sonia Livingstone, Anuska Nandi, Shakuntala Banaji and Mariya Stolina



TIC KIDS ONLINE BRASIL

Pesquisa Sobre o Uso da Internet por Crianças e Adolescentes no Brasil

2017

ICT KIDS ONLINE BRAZIL

Survey on Internet Use by Children in Brazil



gogee
ict4d
unicef

Children, ICT and Development

Capturing the potential, meeting the challenges

DOROTHEA KLEINE, DAVID HOLLOW AND SAMIRA POVEDA



A Global Agenda for Children's Rights in the Digital Age

Recommendations for Developing UNICEF's Research Strategy

Professor Sonia Livingstone
Dr. Monica E. Bulger
September 2013

LSE
UNIVERSITY COLLEGE LONDON
SCHOOL OF ECONOMIC AND SOCIAL SCIENCES

unicef
Office of Research

Because I am a Girl

THE STATE OF THE WORLD'S GIRLS 2010

Digital and Urban Frontiers: Girls in a Changing Landscape



Plan
International

2000 100 million online
in developing world

2015 2 billion online
in developing world

1 in 3

internet users
is under 18

**GLOBAL
KIDS
ONLINE**



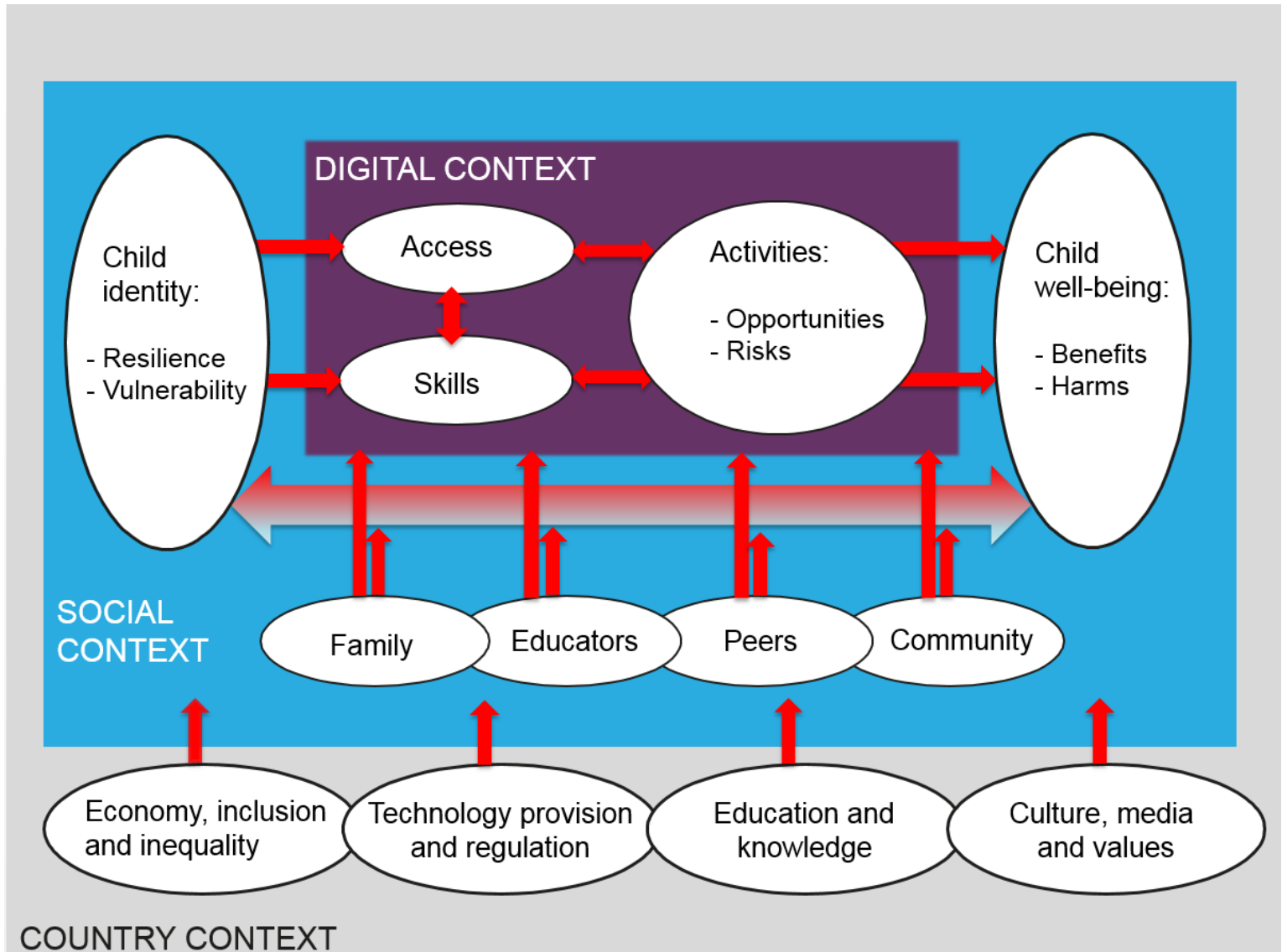
**RESEARCH
SYNTHESIS**
ARGENTINA
PHILIPPINES
SERBIA
SOUTH AFRICA

globalkidsonline.net

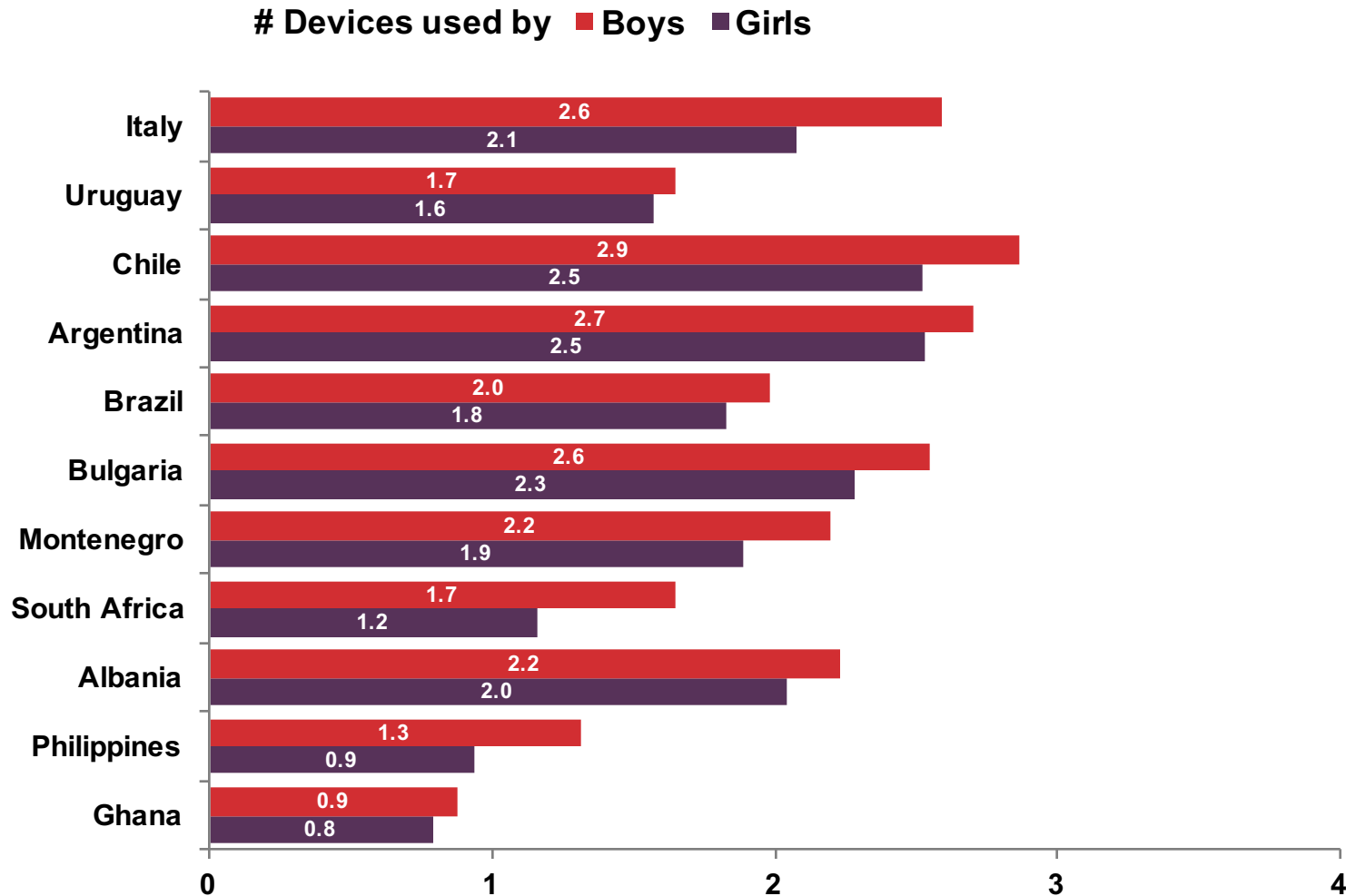
Diverse countries, contexts & methods



Framework & hypotheses - revised

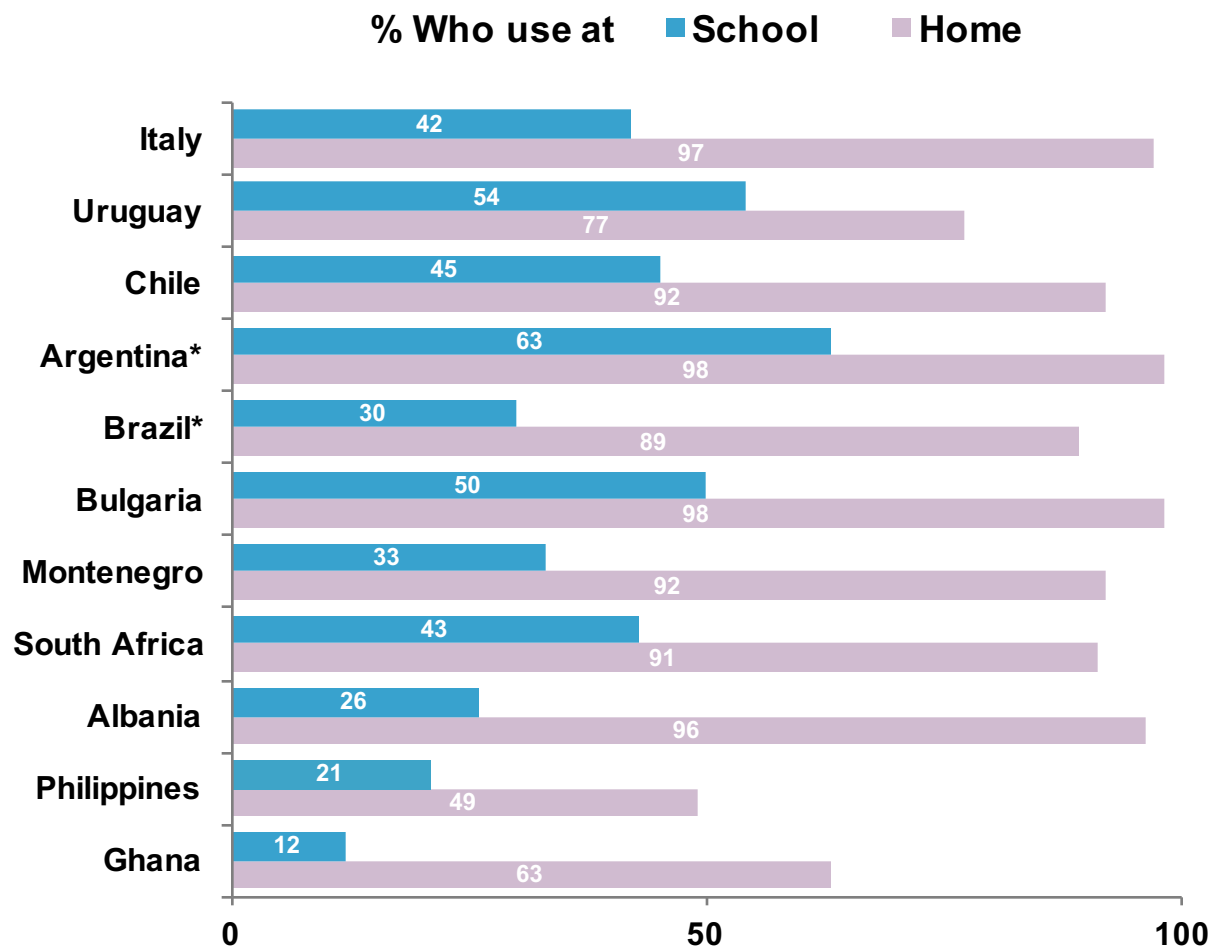


Access to connected devices is unequal



Findings from GKO (forthcoming) *Cross-national comparative report*. UNICEF and LSE.

Locating use – home more than school



* Asked as a yes/no question in Brazil and Argentina.
In Argentina, questions were asked of 13-17 year olds.

Digital skills play a mediating role



Climbing the ladder of online participation



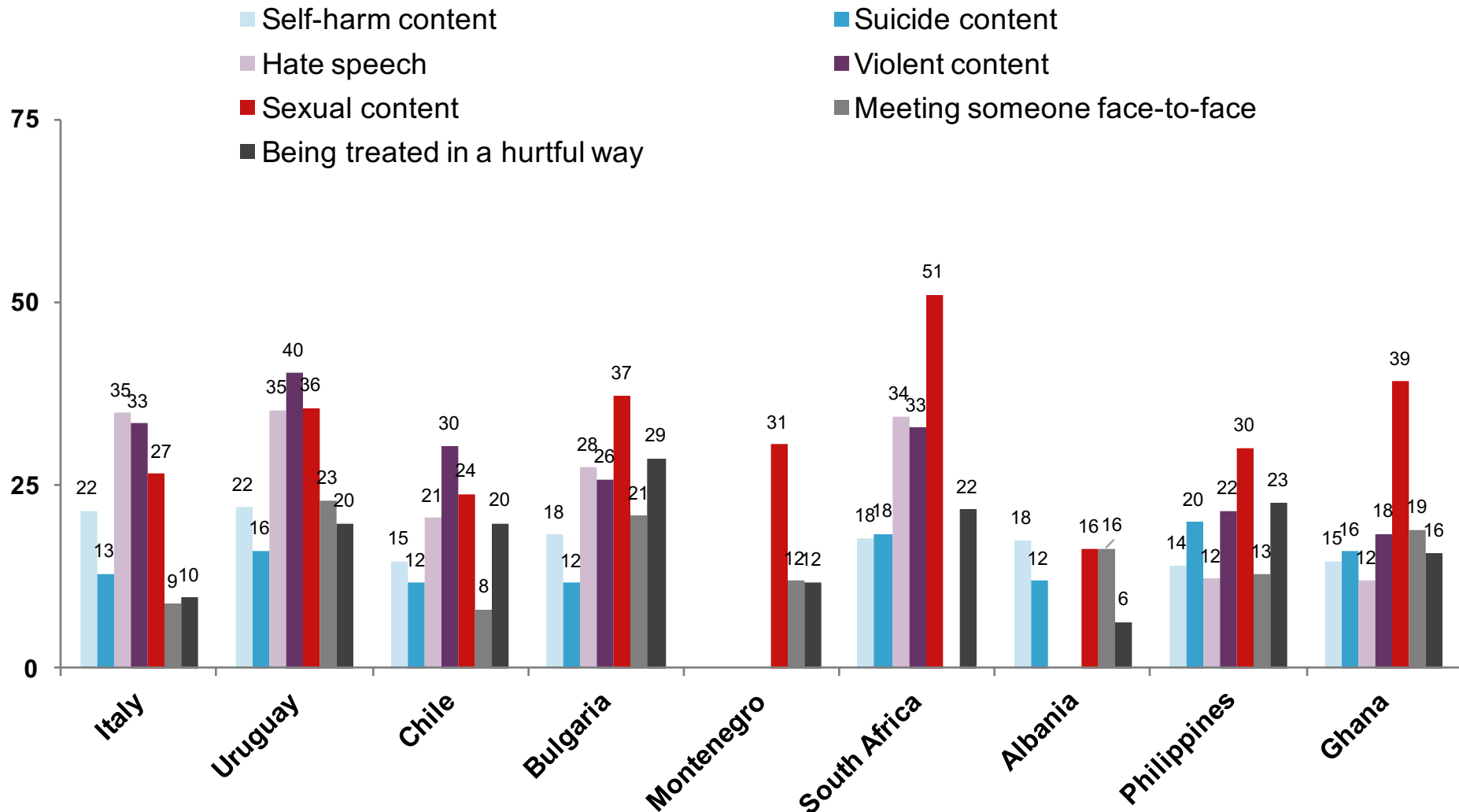
Health, campaigns, blogging

News, hobbies, content creation

Networking, commenting, schoolwork

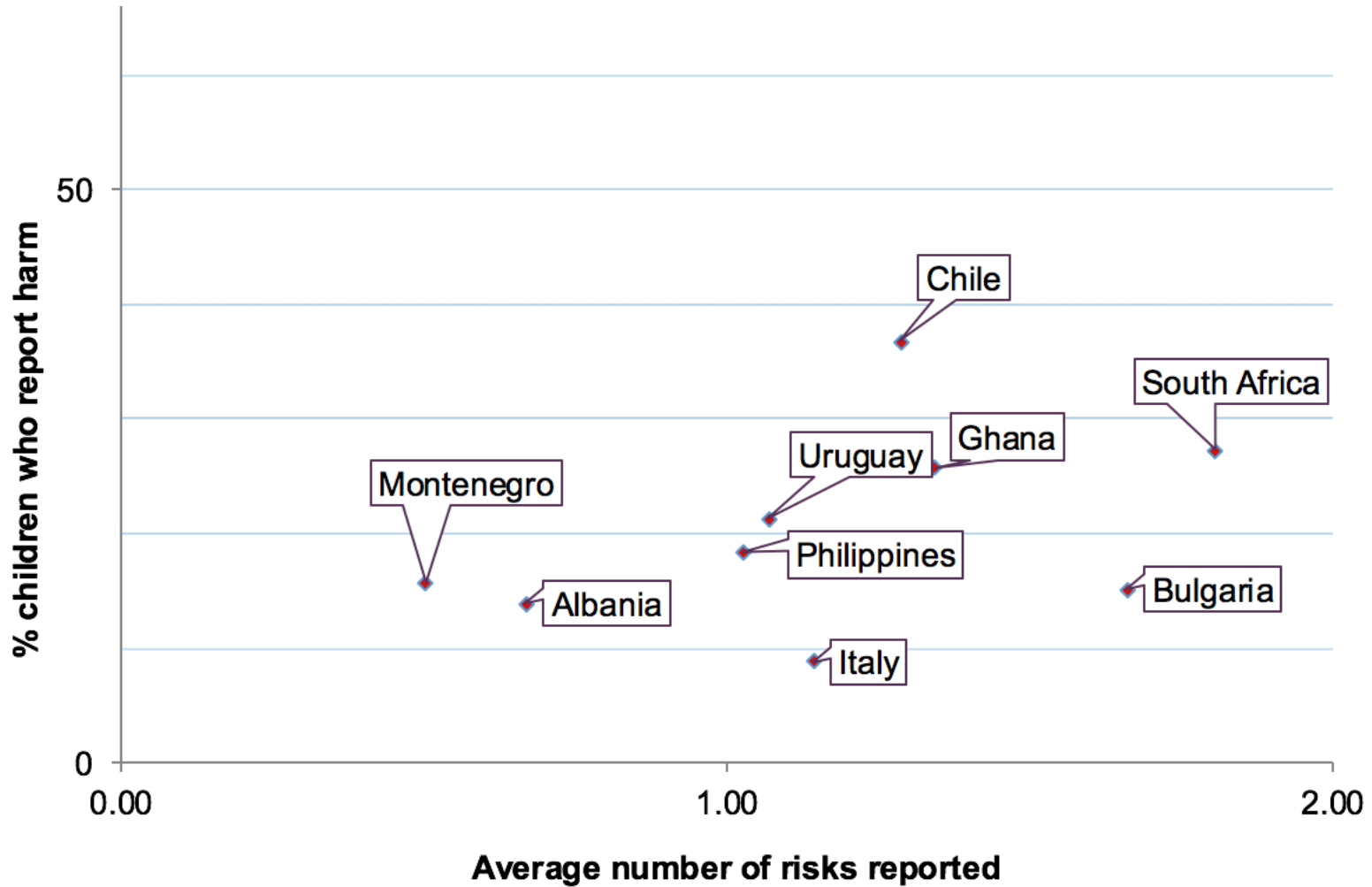
Search, videos, games, music, messaging

Online risks vary by country



Findings from GKO (forthcoming) *Cross-national comparative report*. UNICEF and LSE.

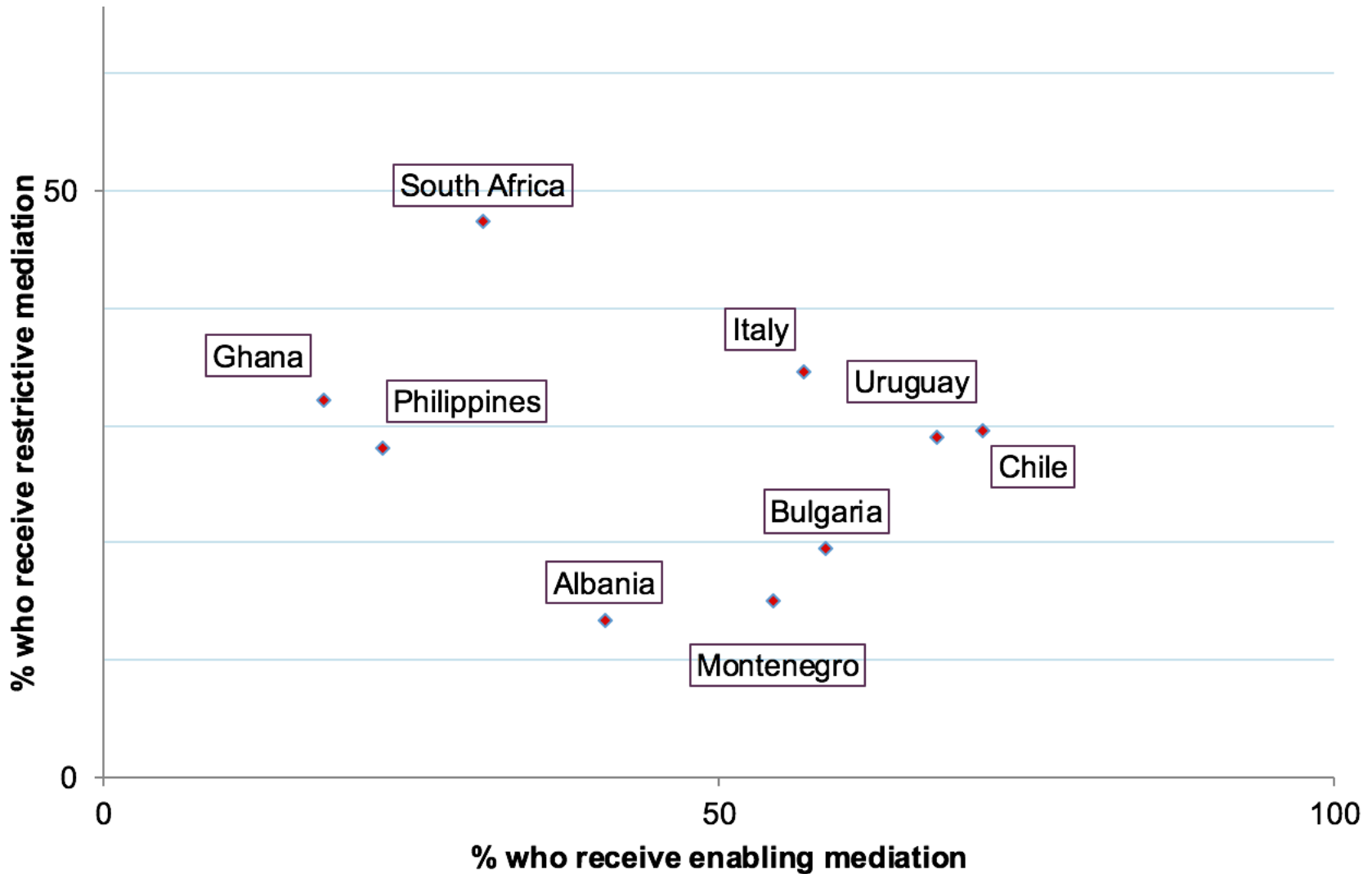
From risk to harm – a variable pathway



Note that data for only 5 of the 7 risks were available in Albania; for 6 risks in South Africa; and for 3 risks in Montenegro.

Findings from GKO (forthcoming) *Cross-national comparative report*. UNICEF and LSE.

Enabling vs restrictive parenting practices



Findings from GKO (forthcoming) *Cross-national comparative report*. UNICEF and LSE.

Towards evidence-based policy



Children's experiences
online: building global
understanding and action

A study of the impacts of the Global Kids Online network

July 2019

**Matter
of Focus**
Evidence. Action. Change.

Conceptualising impact

What does it mean to use research?



Research uptake: *people are interested in research, read it, talk about it, collaborate, come to a presentation etc..*

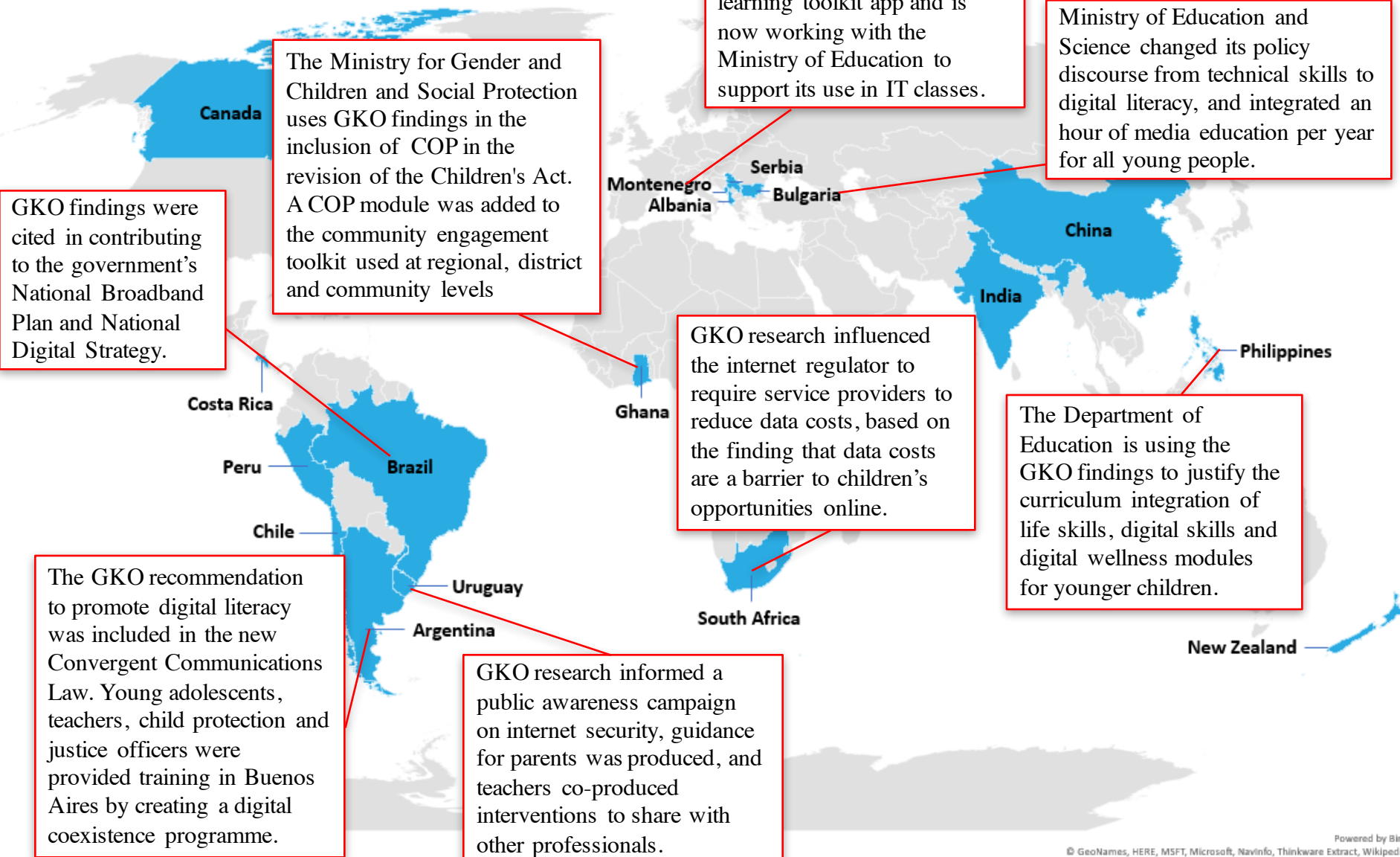


Research use: *people do something with the research, change their view, pass it on to someone else, apply it to practice or policy*

Research impact: *a **contribution** to change as a result of research use*

Morton (2015)

Selected impact



GKO findings were cited in contributing to the government's National Broadband Plan and National Digital Strategy.

The Ministry for Gender and Children and Social Protection uses GKO findings in the inclusion of COP in the revision of the Children's Act. A COP module was added to the community engagement toolkit used at regional, district and community levels

The GKO recommendation to promote digital literacy was included in the new Convergent Communications Law. Young adolescents, teachers, child protection and justice officers were provided training in Buenos Aires by creating a digital coexistence programme.

GKO research informed a public awareness campaign on internet security, guidance for parents was produced, and teachers co-produced interventions to share with other professionals.

GKO research influenced the internet regulator to require service providers to reduce data costs, based on the finding that data costs are a barrier to children's opportunities online.

Building on GKO findings relating to 9-11 year olds, the UNICEF office developed a learning toolkit app and is now working with the Ministry of Education to support its use in IT classes.

Ministry of Education and Science changed its policy discourse from technical skills to digital literacy, and integrated an hour of media education per year for all young people.

The Department of Education is using the GKO findings to justify the curriculum integration of life skills, digital skills and digital wellness modules for younger children.

Reflecting on impact



Children's rights & the digital environment



UNITED NATIONS
HUMAN RIGHTS
OFFICE OF THE HIGH COMMISSIONER

WHAT ARE HUMAN RIGHTS?

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BY COUNTRY](#)

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WORK](#)

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[English](#) > [Human Rights Bodies](#) > [CRC](#) > [GC children's rights in relation to the digital environment](#)

The Committee

[Introduction](#)

[Membership](#)

[Meeting of States
parties/Elections](#)

[Upcoming elections for all treaty
bodies](#)

Basic documents

[Convention](#)

[OP on Sale of Children](#)

[OP on Children in Armed Conflict](#)

[OP on a communications
procedure](#)

COMMITTEE ON THE RIGHTS OF THE CHILD

General Comment on children's rights in relation to the digital environment

The Committee on the Rights of the Child is drafting a General Comment on children's rights in relation to the digital environment.

In March 2019, the Committee invited all interested parties to comment on the concept note of the General Comment. The Committee appreciates the 134 submissions it received from States (26), regional organisations (3), United Nations agencies (2), national human rights institutions and Children's Commissioners (6), children's and adolescent groups (5), civil society organisations (52), academics (19), the private sector (7), and other entities and individuals (12).

The Committee will take into account all submissions when deciding on the content of the draft General Comment. All submissions are published below.

Country-specific information

Selecione un país

Meetings and deadlines

[Sessions](#)

[Calendar of country reviews by
treaty bodies](#)

[Deadlines for the submission of
documentation](#)

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[Universal human rights index](#)

Publication

In the meantime . . .

Guidelines to respect, protect and fulfil the rights of the child in the digital environment



From 10/18/15

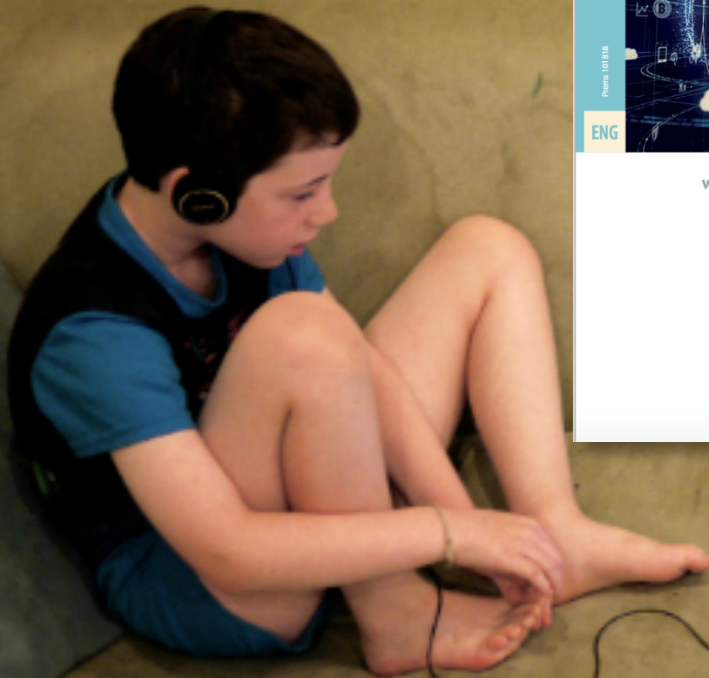
ENG

www.coe.int/children

Building a Europe for and with children



COUNCIL OF EUROPE
CONSEIL DE L'EUROPE



Children's rights in the digital age

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

Tools for researchers

Research results

Research updates

About the project

Participating countries

Contact

Tools for researchers

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

Research results

Our research results and latest findings from around the world



Online on the phone: Czech children's internet use

5th August 2019

A survey of 2,825 Czech children showed that 84% access the internet daily using their mobile phones and only 45% use a computer. Even the youngest children aged 9 to 10 years use predominantly their phones to go online (64% use it daily), while 29% of all children say that they are online on their mobile 'almost all the time'. How does this affect their experiences and exposure to risk?

Using Global Kids Online evidence to build global understanding and action

15th July 2019

A recent Global Kids Online network meeting gathered 45 experts and practitioners from 27 countries to discuss the advancement of child rights and online protection drawing on existing and new research evidence by the network partners. We are following up with a webinar on impact and the lessons learned on how to use the evidence to build global understanding and action (Tuesday 23rd July, registration open).

Costa Rica: highlights from the new research

15th July 2019

A new study on children's internet use in Costa Rica was conducted by the University of Costa Rica and the Paniamor Foundation. The nationally representative survey with 1,008 children and their parents found important digital divides related to access, opportunities and skills. Using mobile phones for learning at school and receiving enabling mediation from parents can improve children's digital skills and access to online opportunities.

Global Kids Online India

9th May 2019

India is the latest country to join the Global Kids Online network and carry out research on children's internet use. With a population of 247 million children aged 9 to 17 years old, India can provide important evidence on children's experiences in South Asia. The research will be carried out by the Centre for Development Management and Communication, MICA, (Ahmedabad) and will initially focus on the state of Gujarat.

How do Norwegian children understand the internet?

5th March 2019

While children in Norway are often referred to as 'digital natives', new research by EU Kids Online suggests that this is an inappropriate term. It discovered that, although children often understand concepts related to the internet, they can't always apply the practical skills related to those concepts. The findings suggest that children may need more support online.

A ladder of children's online participation?

18th February 2019

Findings on the online activities of children in Bulgaria, Chile and South Africa suggests a 'ladder' of online participation. Many children, especially younger ones, enjoy some of the fun and sociable opportunities that the internet provides, but do not climb the 'ladder' to reach the civic, informational and creative activities that are often heralded as crucial opportunities of the digital age.



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Thank you