CHILDREN'S EXPERIENCES ONLINE:
Building global understanding and action

An independent study of the impacts of the Global Kids Online network

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Correspondence should be addressed to:
UNICEF Office of Research - Innocenti
Via degli Alfani, 58 – 50121 Florence, Italy
Tel: (+39) 055 20 330 – Fax: (+39) 055 2033 220
florence@unicef.org
www.unicef-irc.org
twitter: @UNICEFInnocenti
facebook.com/UnicefOfficeofResearchInnocenti

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Authors

Sarah Morton[1], Amy Grant[1], Ailsa Cook[1], Helen Berry[1], Christina McMellon[1], Melvina Robbin[1]

Alessandra Ipince[2]

[1] Matter of Focus
[2] UNICEF Office of Research – Innocenti

The research team was from Matter of Focus

Matter of Focus is a mission-led company based in the UK www.matter-of-focus.com

It works with organizations, projects and programmes to explore, map, analyse and assess the outcomes that matter to them, the people and populations they care about, and their funders. Matter of Focus provides tools and techniques to bring together evidence, data and evaluation to ensure that projects and programmes can meet their outcomes, are successful and adaptable, and can demonstrate that success to funders, service users and other stakeholders.

Matter of Focus has created an innovative and easy-to-use software tool, OutNav, which enables organizations with a vision for social change and their funders to make effective use of their data and information to learn, improve and tell the story about the difference they make.

The research was commissioned by UNICEF Office of Research – Innocenti and LSE

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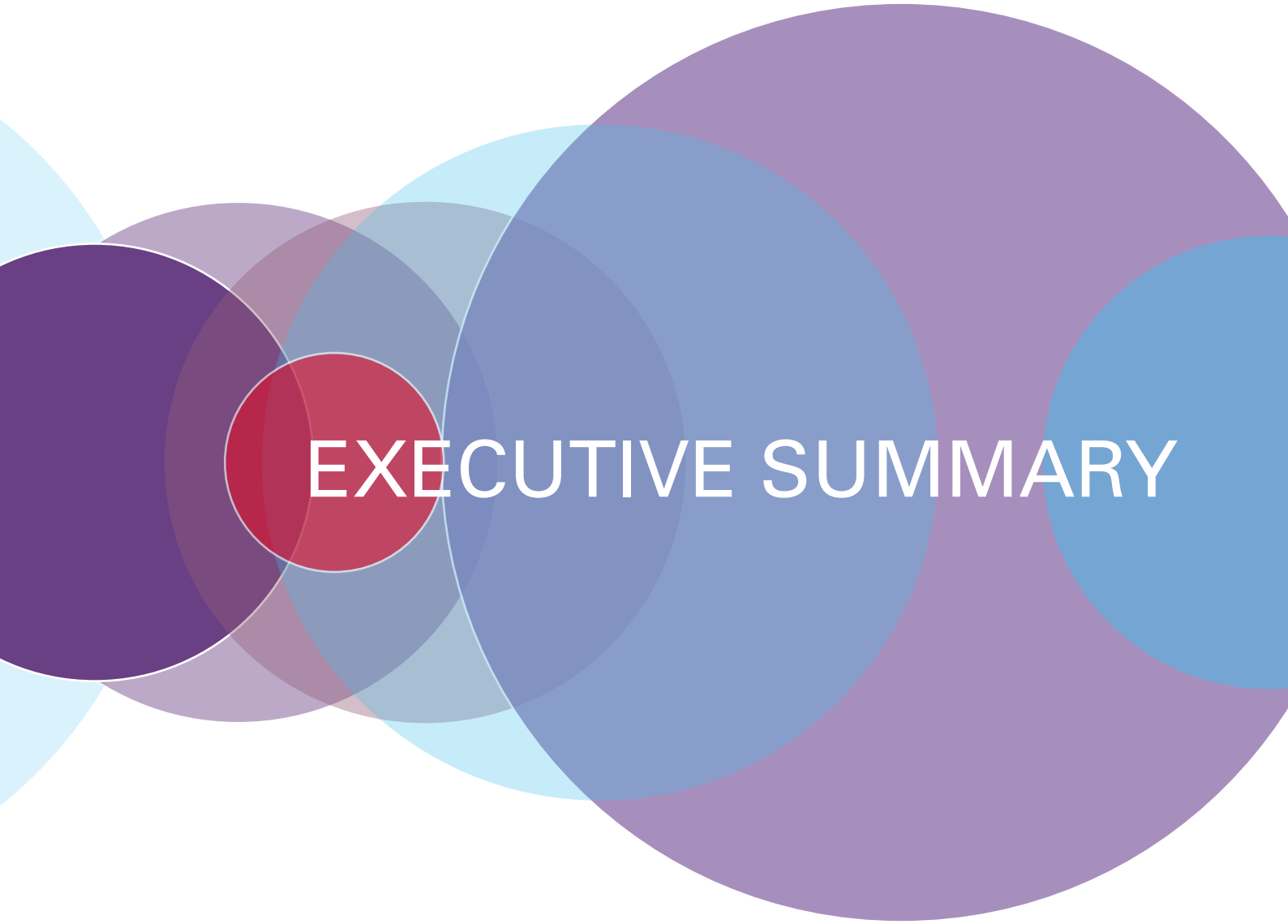


EXECUTIVE SUMMARY

Executive summary

Global Kids Online is an international network supporting countries to conduct their own research into children's experiences online, with an emphasis on low- and middle-income countries. Established in 2015, the management team, involving UNICEF Office of Research – Innocenti and a team from the London School of Economics and Political Science (LSE), has provided support, networking opportunities and research resources to partner countries. It also conducts international comparisons and shares research via the web and publications and seeks to influence the international agenda.

An impact study was conducted in 2019 in order to understand ways in which the research has been taken up and used in partner countries and internationally.

Key findings

- Global Kids Online research findings are regarded as the premier resource on children's experiences online, both in partner countries and by international stakeholders and influencers.
- Global Kids Online research has been used extensively to influence policy and practice in nine partner countries:

Policy

- In Montenegro, the Philippines and Bulgaria, research has influenced education policy, contributing to curriculum development and parental support.
- In Albania and Brazil, research has contributed to digital strategies for both child protection online and digital inclusion.
- In Argentina, a new law on telecommunications includes digital literacy based on the research findings.

Practice

- For children and young people
  - In Montenegro, Argentina, Ghana and Bulgaria, interventions for children and young people including apps, digital participation and training have been designed in line with the research findings.
- For professionals
  - In Argentina, Uruguay and Montenegro, teachers have been directly engaged with the findings, including through new training, co-producing resources and exploring their role in supporting parents.
- For parents
  - In Uruguay and Ghana, support for parents in keeping their children safe online has been developed and rolled out.
- For the public
  - In both Ghana and Uruguay, public awareness campaigns on internet safety have been run.

- Support provided by the Global Kids Online team to enable partner countries to adapt research to be contextually relevant yet internationally comparable has been important to partner countries' ability to conduct and use research.
- Partner countries benefit from being part of a network, especially being able to compare results with other countries and gain support from each other.
- Many partner countries conducting research have developed strong local partnerships that have been crucial to realizing impacts from the research.

Influencing international debate and action:

- Despite a highly political and contentious environment, Global Kids Online research is contributing meaningful insight to the global debate.
- The role of Global Kids Online in building an international picture of children's experiences online was seen by interviewees as very important to gaining the attention of industry and regulators.
- The research has been taken up by international bodies and industry, with strong evidence of wider sharing.

Reflections

- The specific context for research is crucial to impact: It seems that the way that partners were included and involved has led to different types and levels of impact in different places.
- Many people interviewed commented on the need for more projects, more promotion, more network activities and more engagement of policy actors.
- Engagement with countries across the world has been opportunistic rather than strategic. More could be done to target countries in places where there is need.
- Adaptation of the Global Kids Online materials and scaling any resulting interventions is a complex process and can only happen over long time frames.
- Context and relationships are the key factors that influence success in using this research approach to change children's lives. Lead agencies and individuals also have a huge influence on the relative impact of the work.

Recommendations

- The Global Kids Online management team could improve advice on impact for partner countries to ensure planning for impact is part of research set-up, including partnerships to engage potential research users from policy and practice.
- Partner countries should track impact regularly, including partnership impacts, and obtain feedback on policy and practice impacts over time.
- Further dissemination should focus on bite-sized resources for non-academic audiences.
- The Global Kids Online network could have more strategically planned activities; for example, regular newsletters and a fixed annual event.
- The Global Kids Online management team should continue to track their contribution to international debate and action, especially engagement with industry or industry influencers.

1. BACKGROUND

1. Background

1.1 Introduction

Global Kids Online is a research network initiative led by the London School of Economics and Political Science (LSE) and UNICEF Office of Research – Innocenti (UNICEF – Innocenti). After its formation in 2015, it was launched in 2016 with the purpose of building on the experience of the highly successful EU Kids Online programme and further promoting research on children's online rights on a global scale, with a focus on low- and middle-income countries. More information about Global Kids Online is available at www.globalkidsonline.net.

1.2 Focus of this study

Impact assessment scope

To understand the impact of the Global Kids Online research initiative, this study was commissioned by UNICEF – Innocenti and LSE and carried out by an independent team at Matter of Focus. It uses an approach that allows for the broad capture of impacts internationally as well as the specific impacts in partner countries, with more detailed focus on three case study countries (Uruguay, Bulgaria and Ghana) chosen by the Global Kids Online management team.

Whilst this report was funded by UNICEF and LSE, it was important to the funders to uphold the objectivity and independence of the research team and to take clear steps to minimize any perceived conflicts of interest. As such, the focal point for commissioning the study and liaison with the research team was Kerry Albright, Chief of the Research Facilitation and Knowledge Management team at UNICEF, whose unit is responsible for independent oversight of research impact and who is not a member of the Global Kids Online research team. Funding for this study was provided directly from her unit's budget and from an independent LSE REF Strategy Committee, rather than from the core budget of the Global Kids Online programme. In this way, a firewall was maintained between the research team and the funding bodies. The views expressed remain those of the research team and do not necessarily represent those of UNICEF, LSE or EU Kids Online.

1.3 Research questions

What is the evidence of emerging national or global research impact from the collective activities of the Global Kids Online network? Particularly looking at:

I. the **national and global influence of the core Innocenti–LSE management team** and its cross-country comparative research, associated advocacy activities and added value of the capacity-building and convening activities;

II. the **national and global influence of the research conducted by countries**, usually but not always led by a UNICEF country office, drawing on specific evidence from fieldwork in Bulgaria, Ghana and Uruguay;

III. the **wider value of the network model** including, but not limited to, perceived knowledge-exchange and spillover effects.

2. METHODS

2. Methods

This impact assessment followed a tried and tested method developed by Morton (2015) over many years that has been published and used extensively to understand both processes and outcomes. It used a Research Contribution Framework (RCF; Morton, 2015), adapted from contribution analysis and focusing on 'contribution' to help explain the ways that research is taken up and used to influence policy and practice. Further details on the methodological approach are provided in Appendix 1.

In the RCF approach, research impact is conceptualized in three phases:

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).

Each of these phases was investigated through a process of mapping outcomes; collecting data; and reviewing how research has been taken up, used and contributed to change.

Phase one, an outcome mapping phase, took a participatory approach pioneered by Morton and Cook in their company Matter of Focus. The Global Kids Online management team created several outcome maps, referred to as pathways to impact, to be used as a framework for data collection and analysis. This created a clear, logical and robust framework through which to understand the influence of the research programme and to demonstrate where impact has occurred. The approach is flexible and thus allowed for the capture of wider unexpected impacts or other effects.

Risks and assumptions were generated for each impact pathway to test the logic and help shape questions for interviewees. This helps to ground the pathways in their relevant contexts.

For this assessment, three impact pathways were developed and formed the framework for the generation of topic guides and data collection. These were then also tested and adapted in each of the fieldwork countries.

Interviews were conducted with wider stakeholders and other partner countries via telephone or Skype *(see Appendix 2)*. As interviewees were asked to provide their own designation for quote attribution, there is a combination of actual posts and more generic descriptions (e.g. international expert) attached to quotations throughout this report.

Documents were analysed to supplement the interview material. These included websites, publications, and documents provided by partner countries showing how they have used the research *(see Appendix 3)*. Documents that were mentioned in interviews or by the Global Kids Online team were identified where possible and reviewed to understand how Global Kids Online research was referred to in the document and what the impact of inclusion has been.

Pathways to impact were redrafted following data collection to better represent the way that impacts have unfolded across different areas and as data and analysis built up.

2.1 Limitations

Conducting impact studies can be challenging, as looking for contributions to different levels of outcomes is like catching the ripples of a stone being thrown into a lake. In conducting this assessment, there were additional challenges involved in working across many different countries and settings, as well as working through longer and more complex pathways to impact.. For example, the Global Kids Online Network supports countries to do research that has impact potential in those places. This means that the scope of the network is vast, which, for the impact assessment, creates challenges in terms of scale.

It was not always possible to get agreement by stakeholders to be interviewed (N=12), particularly amongst international stakeholders who did not have time or did not want to participate. Issues relating to different time zones and scheduling made the interview process more challenging and there were difficulties with communication platforms in some cases (though these were all eventually resolved).

It was sometimes difficult to get hold of relevant people in the partner network countries: the practice of rotation amongst UNICEF staff meaning some people had moved on and others held multiple roles of which Global Kids Online was only one. Moreover, there was a disappointing level of snowballing in terms of recommendations for further interviews (N=7).

As the countries were at different stages in the Global Kids Online research, there were variations in the extent to which they were able to achieve or report any impacts. For the international interviews it was difficult to unpick the relative contribution of the preceding study, EU Kids Online, that had been led by some of the same researchers. Many stakeholders commented on how they had used the research, but when timescales were investigated it was apparent that they were referring to EU Kids Online.

Documentary analysis was hampered by the scope of the study, the number of languages across partner countries, and the well-documented issues of tracking impact such as the lack of referencing practice in policy documents and media reports (Morton 2015).

2.2 Types of impact

The approach used in this study does not categorize types of impact but rather sees impact as process driven and tied to specific change pathways as described in this report. However, the Global Kids Online programme defines impact as:

- 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, policymakers, NGOs, media) to shape their knowledge, understanding and attitudes about child rights in the digital age (***conceptual impact***).
- Building capacity at individual, organizational and systemic levels in the countries where we work to generate, communicate, analyse or utilize 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***).

In this report, these types of impact are embedded in the findings as follows:

Academic impact	Academic outputs are described in the activities sections of the outcome maps, alongside ways in which researchers have been engaged with the programme. Comments from international stakeholders on the importance of the research are included. Some academic impacts overlap with capacity-building ones in relation to generating research agendas and the need and capability to carry out research.
Conceptual impact	Conceptual impacts are included under the heading 'Research use: knowledge, skills, capacities'. There is evidence of these types of impact across all of the data.
Capacity-building impact	As this programme seeks to support different countries to undertake their own research, these impacts can be seen strongly in the first two impact pathways (1 and 2), particularly around building skills to conduct high-quality research.
Collective impact	Collective impacts can be seen in each impact area where the Global Kids Online research has brought people together to conduct research, to use research and to influence international debate and action.
Instrumental impact	Instrumental impact is the hardest to evidence. In the approach used here, contributions to policy and practice change are outlined under the heading 'Research impact: Behaviour and practice change'. There is evidence of this across all impact pathways, with the strongest evidence within the partner countries impact area (section 6).

2.3 This report

This report presents the findings of the impact study in relation to the three impact pathways and the case studies:

1) Impacts of the Global Kids Online management team's work to inspire and support partner countries to conduct research.

2) Impacts achieved by partner countries producing and sharing research.

3) In-depth case studies from three countries: Ghana, Uruguay and Bulgaria.

4) Impacts on international debate and action to improve children's experiences online.

Before looking at these specific areas of impact, the report outlines the activities of the Global Kids Online network.

3. THE GLOBAL KIDS ONLINE NETWORK

3. The Global Kids Online network

Global Kids Online is an international research network that aims to:

- Encourage and support research on children's use of the internet in low and middle-income counties, to build towards a global evidence base.
- Provide a flexible, balanced, high-quality methodology that can easily be used by research teams across the world to generate baseline evidence for policy and interventions.

Global Kids Online is led by a management team from the London School of Economics and Political Science (LSE) and UNICEF Office of Research – Innocenti (UNICEF – Innocenti). It is supported by a steering group of stakeholders from UNICEF – Innocenti, LSE, EU Kids Online and partner countries. An international advisory board comprises international experts from a range of backgrounds, including academia as well as international and non-profit organizations.

3.1 Key activities of the network

The Global Kids Online research framework

The management team have produced and disseminated a conceptual framework together with a toolkit for partner countries to use to conduct their own research.

Table 1. List of Global Kids Online research tools

Global Kids Online research toolkit includes:
Qualitative research tools
Quantitative research tools
Method guides
Tool adaption
Impact tools (developed in 2018, after the initial research toolkit)

These tools were piloted with four partner countries, supported by relevant UNICEF country offices, between 2015 and 2016: Argentina (2015), the Philippines (2016), Serbia (2016) and South Africa (2016).

One of the most viewed items published by Global Kids Online is Sonia Livingstone's presentation of the toolkit (511 views as of 15 April 2019).

The Global Kids Online management team have also produced an impact toolkit, released in 2018, offering planning and methodological guidance on enhancing impact and getting research findings into policy and practice, and providing illustrative case studies about how national partners have worked to maximize the impact of their research.

Engagement of partner countries

A shown in the figure below, seventeen countries have joined the network and are supported by the management team online and on-site. This includes support to contextualize, adapt and carry out research. In eight countries, the UNICEF country office has been the lead partner, with other agencies or researchers taking the lead in the other nine countries.

Table 2. Countries joining the Global Kids Online network by year

Year	Countries using the Global Kids Online methodology
2015	Argentina, Philippines, Brazil, Chile
2016	Serbia, South Africa, Ghana, Montenegro, Uruguay, Bulgaria
2017	No new country
2018	Albania, Canada, China, New Zealand, Peru
2019	Costa Rica, India

To date, Global Kids Online has surveyed over 25,000 children and 12,000 of their carers globally, making it one of the most comprehensive efforts to explore children's and carers' engagement with digital technology worldwide (Global Kids Online, 2018).

Network meetings have been held regularly to provide an opportunity for partners from different countries to learn from each other's experiences in conducting the research and to share any successes and learning.

- Inception meeting, Florence – September 2015, UNICEF Office of Research –Innocenti
- Second Network Meeting, London – March 2016: lessons learned from international research findings on children's internet use; research and policy recommendations for the launch of the toolkit.
- Third Network Meeting, London – September 2017: sharing experiences of research dissemination and impact challenges as well as input on developing research impact plans.
- Fourth Network Meeting Florence – May 2019, UNICEF Office of Research – Innocenti: methodological discussion; issues in involving children and presentation of impact study.

International and cross-national comparative work

Cross-national comparison work conducted by the Global Kids Online management team was published in November 2016, with a follow-up report including new countries published in May 2019. The report explores children's internet use including data from 11 partner countries (Albania, Argentina, Brazil, Bulgaria, Chile, Ghana, Italy, Montenegro, South Africa, the Philippines and Uruguay) with a focus on children's digital skills and online risk.

Dissemination

Part of the Global Kids Online mission is to share knowledge and publicize the research conducted by the network. The management team's activities in publicizing and publishing the research to date are shown in the table below, with further detail in Appendix 3:

Table 4. List of Global Kids Online activities in publicising the research

Global Kids Online activities in publicizing the research
6 peer-reviewed journal articles
10 chapters in edited volumes
2 short academic publications
60 keynotes and conference presentations
17 international events
8 reports detailing the framework for research and impact
3 policy reports
43 short online videos
24 interviews, podcasts and webinars
31 blog posts
10,002 tweets to #GlobalKidsOnline

Global Kids Online website analytics reveal that there have been 33,284 unique users in the period since the launch of the website (Nov 2016–July 2019), of which 15 per cent are returning users. Website visits are from 187 different countries from all continents –though mostly from the developed contexts. Excluding the homepage (with 20,376 views out of the total 121,109 website page views), the most visited pages are 'Tools for researchers' with 8,871 views and the page with country findings with 7,897 views.

There have been 15,319 file downloads. The items most often downloaded include:

- quantitative toolkit – 2,421 downloads
- evidence synthesis report – 1,758 downloads
- qualitative toolkit – 1,501 downloads

These accessible tools and approaches for conducting and using high-quality research have been used by a large number of people globally.

A video promoting the Global Kids Online network, *The Internet of Opportunities: Global Kids Online Research Partnership,* was produced and shared by UNICEF – Innocenti and has received over 1,500 views to date.

The figure below provides details of partner country's Global Kids Online research publication dates:

Table 3. Global Kids Online network research dates by country

Partner country	Research conducted	Findings published
Argentina	2015	2016
Brazil	2015	Annually
Serbia	2016	2016
South Africa	2016	2016
Montenegro	2016	2016
Chile	2016	2017
Bulgaria	2016	2017
Ghana	2016	2018
Uruguay	2017	2018
Albania	2018	Not yet published
New Zealand	2018	Not yet published
Canada	2018	Not yet published
Philippines	2018	Not yet published
China	2019	Not yet published
India	2019	Not yet published
Costa Rica	2019	Not yet published
Peru	2019	Not yet published

Representation

The Global Kids Online management team and wider network share knowledge through networking, taking part in policy debate, acting as a critical friend and openly sharing and discussing findings in several ways:

1) **Making findings publicly available** to international stakeholders via the Global Kids Online website, social media and press.

2) **Involving experts** in the work of Global Kids Online: a steering group of experts helps to shape the work of Global Kids Online and a wider advisory board helps to spread the influence of the programme.

3) Partner countries provide **regional-wide influence** and represent the issues on regional and national bodies.

4) The Global Kids Online principal investigators from UNICEF – Innocenti and LSE hold positions on **committees, take part in events and activities** around regulation, and conduct international comparisons of national survey results that are important to international debate. The first international comparison work is being conducted in 2019 and will be published after this study.

5) **Participation as keynote speakers**, taking part in hosted panels at conferences and in international fora as detailed in section 8.

The activities described above underpin all the impact pathways set out in the rest of this report.

4. INTRODUCTION TO THE FINDINGS OF THE IMPACT STUDY

4. Introduction to the findings of the impact study

Evidence shows that conducting contextually relevant research, linking with research use partners, and the context for impact are all hugely influential on the impact of research (Boaz et al. 2019). In this impact study, these factors play out in several ways:

- The initiative's aim of helping countries to conduct their own research and supporting them to ensure that it is high quality and robust is seen as fundamentally important to many stakeholders, both among partner countries and for others seeking to influence the international agenda.
- Research in partner countries is usually led by non-academics (UNICEF and others) and so, by its nature, embeds partnership working. This means that there is more uptake of research findings, particularly where policymakers have been included in the partnerships conducting research.
- The specific context for any research has a huge bearing on its uptake and impact. In terms of children's experiences online, there are similarities and differences in the contextual factors for each place where research has been undertaken. These are discussed in Section 4.1 below.
- The orientation of the partners in each country towards child protection and participation has a bearing on the research and its impact. A distinctive feature of the Global Kids Online approach is to always consider children's opportunities online alongside the risks they face. This framing, and the ability to theorize about participation and protection, has been useful to many people making policy in this area.

4.1 Contextual factors for research into children's experiences online

Contextual factors are fundamental to the delivery of any change programme including those based on research. For this reason, a contextual picture was created for this area of work during the workshop with the Global Kids Online management team. This was done using a context mapping approach called ISM, which considers the individual, social and material contextual factors (see Figure 1).

Contextual factors identified were considered during data collection and analysis. Many of these factors were also evident in the case study areas.

Figure 1. Contextual analysis summary of factors for research into children's experiences online

INDIVIDUAL

- **Policymakers -** may not see children's safety online as urgent and important; there may be differing priorities in terms of money and time; focus is on quick wins, but children and the digital age require long-term engagement.
- **Public -** Protection is the most important issue; there may be embarrassment around sensitive issues; some people may find the digital world too vast or complicated to address, especially with children
- **Academics -** Anxiety that working on children's issues will censor them and threaten freedom of speech. Research with children can be more expensive, requiring niche expertise. They may feel it will be difficult to have impact as industry lobbying gets in the way of making change

SOCIAL

- Role of the private sector and 'parent responsibility'
- Debate around protection versus participation
- Telecommunication infrastructure and policies and locally applied policies varying by sector
- Mix of global, national and local regulations and children may sometimes bypass these
- The legal environment and prosecution can vary by region
- Varying social norms around internet use
- Role of the internet in a child's life - for socializing, learning, entertainment, finance, etc.
- The risks of socializing online e.g. cyberbullying, child online sexual abuse
- Affordances and design of the devices varies considerably across countries

MATERIAL

- Laws are complex and different across countries
- It is a difficult to enforce regulations and there is insufficient capacity to follow up on all cases
- Children do not have direct access to technology but may have access through parents, school, etc.
- Children may not understand data privacy
- Parents may be seen as gatekeepers to technology
- Policymaking cycles and evidence collection is slow compared with fast advancing technology
- There is a blurred line between online and offline life
- Language may shape online activity and access
- There are subtle layers in infrastructure e.g. apps, mobiles, desktops
- In some parts of the world, technology may be shared rather than individual property

The contextual factors outlined above were used alongside the pathways to impact to generate a list of risks and assumptions relevant to each area of impact. These help to situate the pathways in their context and ensure that they are tested through data collection.

5. GLOBAL KIDS ONLINE IMPACT IN INSPIRING AND SUPPORTING RESEARCH

5. Global Kids Online impact in inspiring and supporting research

This impact pathway (figure 2) sets out the Global Kids Online network's contribution to inspiring and supporting research in partner countries, as detailed in section 5.2.

5.1 Risks and assumptions

The following risks and assumptions were regarded as important to this part of the work and were included in topic guides. The risks and assumptions were generated together with the management team and supplemented with common risks and assumptions from the research utilization literature.

Risks

- The policy agenda has already been developed and therefore the Global Kids Online research is not seen as key.
- The research is not prioritized due to factors such as politics and timing.
- The research is not the most important source of information, it may challenge views and may not fit with other contextual drivers.
- Communications are not relevant or appropriate, the message controversial or politicized.
- The team did not reach the right audience, media distort the message, audiences are not interested in the research.

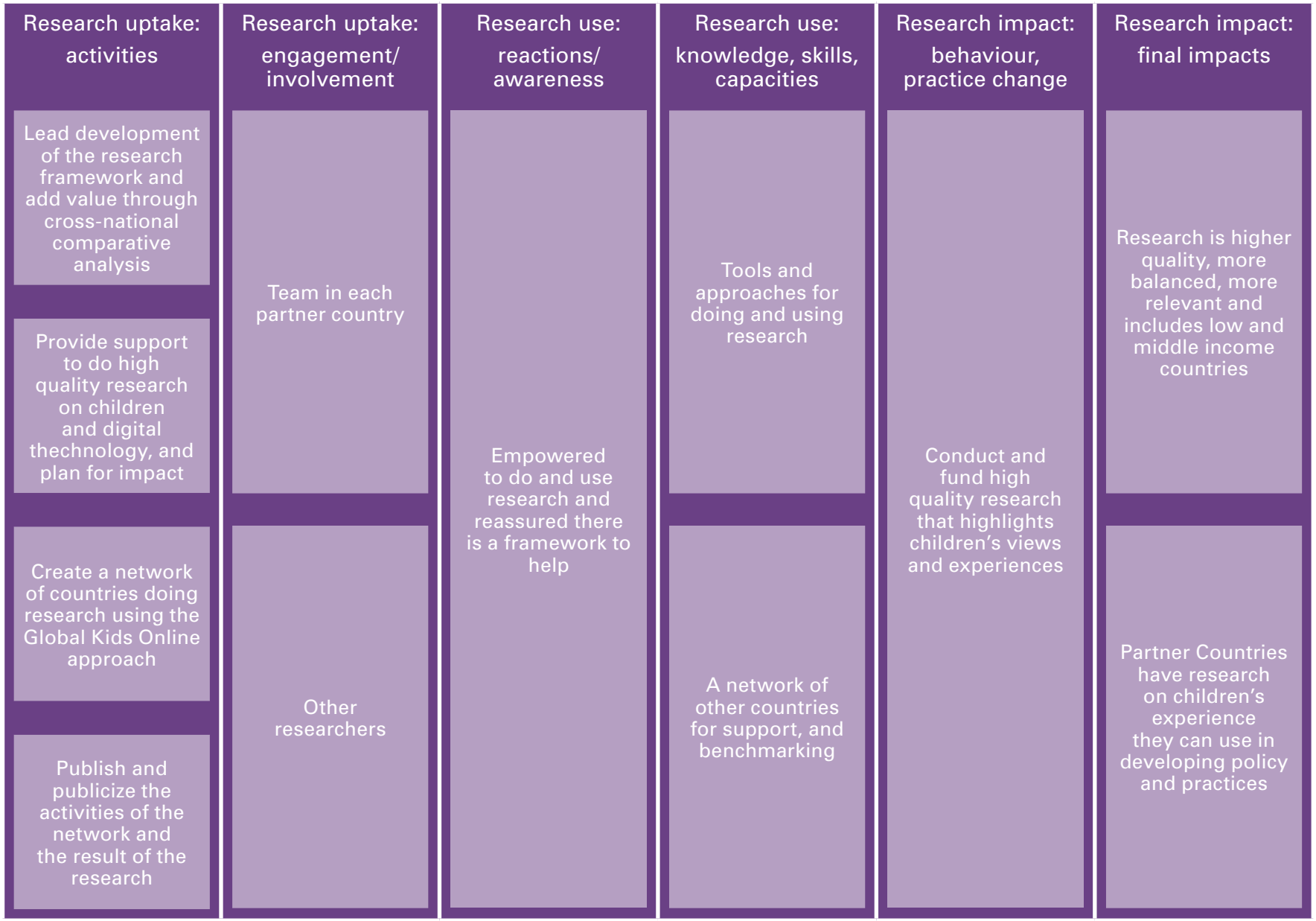
Assumptions

- The Global Kids Online research 'fits' with current thinking. It is integrated with other knowledge and is timely.
- The research findings are useful and relevant; they are integrated with other knowledge of issues.
- Intended audiences value the research knowledge; they receive the message as intended and it is relevant to their needs.
- The Global Kids Online network knows and can reach the right audiences.
- Research knowledge is useful and the Global Kids Online network increases use.

It is essential that pathways to impact include risks and assumptions to ensure that an impact pathway is more than an aspirational statement and is based on sound logic. The risks and assumptions have been tested alongside the impact pathway through the interviews and other data collected.

This section presents an impact pathway for this area of work. The evidence informing this section of the report was collected through document analysis of news reports and online resources (mostly taken from the Global Kids Online website), as well as interviews with international stakeholders and partner country stakeholders. A summary of interviewees can be found in Appendix 2.

Figure 2. Visual of impact pathway- Global Kids Online impact in inspiring and supporting research



5.2 Research uptake: Activities

	No evidence	Some evidence	Strong evidence
Lead development of the research framework and add value through cross-national comparative analysis			✔
Provide support to do high-quality research on children and digital technology, and plan for impact		Planning for impact needs further development	Support for research highly valued
Create a network of countries doing research using the Global Kids Online approach		Interviewees suggest strategic development	Current network effects important
Publish and publicize the activities of the network and the results of the research		Further suggestions for bite-sized resources for non-academic engagement	

The Global Kids Online management team has been successful in leading the development of the research framework, which built on previous experience of EU Kids Online (www.eukidsonline.net). The theoretical framework and materials have been taken up by research partners and academics internationally and the Global Kids Online management team is seen as "expert" across the board.

Interviewees were very positive about the support they had received from the Global Kids Online management team and felt it was both valuable and essential to the success of adapting and conducting the Global Kids Online research.

> "Daniel who has a lot of experience of these kinds of surveys being done in other countries was a great asset. He was very appreciated for his knowledge and experience from other countries was appreciated and we look forward to continuing to have that support..."
>
> – Partner country

The Global Kids Online network has done extensive work in publishing and publicizing the activities of the network and the results of the research. However, a number of international stakeholders commented on the need for more promotion and engagement between the team and countries and more engagement of policy actors.

> "People are doing relevant research... the outreach to decision makers rather than academic discussion, must be improved."
>
> – Global Kids Online advisory board member

5.3 Research uptake: Engagement/involvement

	No evidence	Some evidence	Strong evidence
Team in each partner country			✔
Other researchers			✔

The engagement with teams in each partner country has been impressive in terms of the spread and range of partners involved in the research. Teams engaged in partner countries have included local UNICEF offices, academic institutions, research centres and NGOs.

> "I was impressed by the number of countries where surveys could be realized."
>
> – Network Coordinator of EU Kids Online

Figure 2. Timeline of initial engagement of each partner country in Global Kids Online research. Names in bold represent countries involved in the pilot study.

* engages in research annually

However, the engagement of such a wide array of partners was seen as being more opportunistic than strategic (see figure 2). One interviewee questioned the selection criteria for partner organizations and their positioning for impact, and was unsure of the extent to which this had been built into the process:

> "More strategic thinking about who they target and why might be in order."
>
> – Global Kids Online advisory board member

Several interviewees felt that the selection of partner countries had been conducted in a non-systematic way and that the project's approach of being open to all was dependent on individual champions and specific funding or conditions. Some saw this as positive, as engagement was bottom-up and focused on identifying need. International stakeholders commented on the lack of rationale behind the selection of partner countries to date.

Several interviewees noted a desire for more variety and opportunity in bringing the network together:

> "I would think that we should have webinars. We should be sharing key findings or studies that other organizations have produced. We should be, as I was saying, looking at what are the priorities in this arena and creating working groups that can you know take the agenda forward."
>
> – Global Kids Online advisory board member

Contextual factors are also important for engagement of partner countries. Interviewees in Uruguay commented that they were already active in issues relating to children's digital lives and the idea of Global Kids Online research had been discussed for several years before the resources and impetus were found to make it work. A key driver for the local UNICEF office taking part had been an increasing number of parents raising issues about safety online.

Similarly, in Ghana a conversation had been an emerging about child online protection and the Global Kids Online research fitted in well with this. The Ministry of the Interior attended a workshop on cybersecurity in the UK and had then convened a national stakeholder meeting in Ghana to discuss this.

There was consensus across the international stakeholder interviews that academic engagement in supporting and inspiring the research had been very strong. For example, one expert remarked:

> "Widely respected, excellent traction that builds on [the] reputation of EU Kids Online… The strength of the programme is academic involvement, Sonia is a key figure."
>
> – Global Kids Online advisory board member

One Global Kids Online advisory board member interviewed felt that other researchers in the academic community not currently engaged will find the research "appealing". He mentioned being aware of good relationships being built between civil society organizations and researchers and felt there was "impressive collaboration" where the research had already taken place.

Another academic spoke of a "peer learning community" within which academics could engage with the research and discuss it:

> "I think the other aim is around creating… a global community of scholars who are skilled to do this work of collecting evidence and learning from one another. So, it's a kind of a… peer learning community where we can kind of ask questions and find support and test methods and have arguments about what counts as meaningful evidence and share the ways we've activated that evidence in policy and practice settings."
>
> – Global Kids Online advisory board member

The engagement of Global Kids Online with academic platforms has been very successful. The network is "visible" and "present" at conferences and in academic publications. Interviewees all agreed this is a well-known and respected initiative within the academic sphere and international research community.

5.4 Research use: Reactions/awareness

	No evidence	Some evidence	Strong evidence
People in partner countries feel supported to do research			✔

The majority of partner country interviewees reflected on the value of having the technical expertise of the Global Kids Online management team. The support was described as a "great asset" in several interviews, especially in countries where there was a lack of in-country specialist expertise. Terms such as "quality" and "reliability" were used to describe the support provided by the Global Kids Online management team.

One partner country interviewee commented that due to their country's population size, they were unable to conduct a household survey for a nationally representative data set. The interviewee reflected on the process they went through with UNICEF – Innocenti to ensure the adapted research method would still "have a lot of merit". They commented that the Global Kids Online management team had been very supportive in the clarification and modification of the survey so that it would be relevant for the country context.

Other partner country interviewees also mentioned feeling supported to lead a thorough process of adaption, ensuring the research would be contextually relevant:

> "The beauty of it was the interaction we were having with the principal investigator at UNICEF – Innocenti, because [at] every step of adapting the survey we sent it to him, and he was very much cooperative… and giving feedback step by step."
>
> – Partner country

Interviewees in partner countries felt supported to adapt and conduct the research and saw it as comparable, reliable and a good basis for advocacy work. Overall, all interviewees in partner countries saw value in the structure and framework of the Global Kids Online research and felt supported to adapt it. Some areas for improvement were identified, including:

- more information on research governance and collaboration; and
- ensuring that collaborations formed were robust and based on explicit agreements.

Interviewees commented on the value of being part of a network, the ability to discuss with researchers in other countries and the commonalities across nations in survey questions and methodological challenges, which provide very "rich experiences" for the research team that would have been lost had they undertaken the work in isolation: "The word global is very accurate."

5.5 Research use: Knowledge, skills, capacities

	No evidence	Some evidence	Strong evidence
Tools and approaches for doing and using high-quality research			✔
A network of other countries for support and benchmarking			✔

A strength of the Global Kids Online network has been its provision of easy access to tools and approaches for doing the research. That the resources are made available online and are accessible while at the same time as having an academic underpinning was seen as being "very helpful".

The Global Kids Online network has succeeded in facilitating a network of countries that provides support and an opportunity to benchmark against those involved in the research. Buy-in and engagement has been reinforced through the Global Kids Online network as "the right people [are] round the table" (Global Kids Online advisory board member).

The value of the network is often mentioned in interviews. One interviewee reflected on being provided with technical expertise from a partner country and learning about their experiences with carrying out the research and the impact it is having, as well as sharing learning on the challenges she had faced. She commented that it was "very, very helpful", continuing:

> "We are learning about what's been done in other countries, the lessons of countries in the region, ... they learn most effectively from neighbouring countries and the commonality between them."
>
> – Partner country

One interviewee commented on the value the network brings in expanding their reach as a smaller organization. They saw the benefit of having collective knowledge and tapping into the network, as well as using it as a platform to increase the credibility of the work within their country.

> "It's an inclusive club. It's easy because you have already done the 'handshake' because we are already part of the same club… We are hopeful that being involved with Global Kids Online will have that added impact."
>
> – Net Safe, New Zealand

An advisory board member spoke about the exposure the Global Kids Online network was able to bring to the discussion around child online protection and in making relationships with key partners. They stated that it was able to add "credibility" to their work:

> "Linking and learning, looking at the work we were doing in relation to what others were doing and understanding where child helplines were placed in relation to what other organizations were doing, we could coordinate the work better."
>
> – Global Kids Online advisory board member

The Global Kids Online network has also been successful in ensuring partner country research is both locally relevant and internationally comparable. This was mentioned by several interviewees, one of whom reflected that the work of the Global Kids Online management team in the development of the research framework for country-specific context has had to be "balanced" with the ability to compare the country findings on an international level:

> "I'm a fan of saying trying to balance is the key… In some cases, the priority has been let's do what meets the specific conditions in our country so we can do less comparisons; in some countries the priorities were different, so let's not go into the details of our country in terms of maximising comparability. Even if things are not 100 per cent comparable, at least there's a similar kind of discourse that all these studies can relate to."
>
> – Network Coordinator of EU Kids Online

Although a balance between specificity and comparability was needed, a success of the Global Kids Online network was the ability for the countries involved to adapt the measurement tools for their context. They were able to apply the approach outside the European context and this was seen as imperative to the success of the project:

> "There was a big emphasis in the Global Kids' projects on making sure that people around the world had the possibility to shape the measurement tools so it wouldn't be like just photocopying the things that they'd done in Europe and do them in other countries. And that was one of the success stories of Global Kids Online."
>
> – International academic

The Global Kids Online management team has been successful in facilitating a network of countries that provide support and benchmarking to others. The examples above provide evidence that partner countries have been able to adapt their research for their specific context and also have the ability to take part in cross-national comparisons within the network.

5.6 Research impact: Behaviour and practice change

	No evidence	Some evidence	Strong evidence
Partner countries conduct and fund high-quality research that highlights children's views and experiences		Research in development in eight countries	Research completed in nine countries

The Global Kids Online network has been invaluable in supporting countries to conduct quality research. A partner country interviewee stated that research organizations and universities have used it to build a case for more work. In another country, the research findings have been used as a basis for grant applications, prepared by the country office who took part in the research.

One interviewee whose work focuses on the risks to children online noted that having country-specific research has enabled her to see the opportunities or "light side" of children's use of digital technology and provided a "more balanced way of presenting" the issues.

An international expert felt that the research is seen as a "premier resource". She stated that the research has enabled stakeholders to see what kids are actually doing online and take a "textured view":

> "I can absolutely say, if I was going into a country to work with operators and/or policymakers where I hadn't been before and I was aware Global Kids Online research was going on or was about to go on, the first thing I would do, would be to pull in that information."
>
> – International expert, GSMA

The same interviewee also mentioned the importance of the research framework for people working within the digital field in recognizing both the advantages and disadvantages it brings:

> "They have given the global community of people charged with considering the impacts of connectivity and the internet on children's lives, they've given them the framework within which to consider all aspects, the positive and the negative."
>
> – International expert, GSMA

5.7 Research impact: Final impacts

	No evidence	Some evidence	Strong evidence
Research is higher quality, more balanced, more relevant and includes low and middle-income countries		✔	
Partner countries have research on children's experience they can use in developing policy and practice			✔

Since the launch of the Global Kids Online network in 2016, country reports have been published in nine countries. This is a major achievement in balancing research from different parts of the world and, though still needed in other places, has been important in influencing international debate (see chapter 8 of this report).

Themes of balancing the risks and opportunities for children online through this research were seen by international stakeholders as a real strength of the work:

> "One of the fundamental ideas of the project was this idea of human rights, looking at children's use of the internet from that perspective, the right of children to use the internet but also to use it safely."
>
> – International academic

> "We know that there are risks out there, we also know there are opportunities, what do we need to do to tip the balance so there are more opportunities and fewer risks? I think the Global Kids Online approach is incredibly helpful in informing where the risks and the gaps and the opportunities are."
>
> – International expert

Alongside this was the balancing of protection, participation and provision. One interviewee felt that this maxim was beginning to emerge in policymaking and people were picking up on this language:

> "I do feel like the work of Global Kids Online is making an impact on that particular debate. It's not an impact that they're making on their own, but I think that is the beauty of Global Kids Online is that they're networked into a really committed, network of scholars and practitioners internationally..."
>
> – Global Kids Online advisory board member

In a couple of insider-to-the-field interviews, there was a sense of Global Kids Online just 'being there' as a stable background or presence and of this being impactful; a "mechanism for expressing children's experiences".

The Global Kids Online network has also contributed to the wider network of people working in this area as an advocacy tool:

> "Children's organizations in different countries are saying the same things …the network aspect of the initiative has contributed to the strength of those messages."
>
> – International expert

The findings of the research have helped several partner countries to focus their efforts on the most crucial issues as surfaced through the research. Specific examples of this are provided in section 6.

5.8 Conclusions

The Global Kids Online management team has been successful in developing a high-quality research framework and providing support to partner countries to do high-quality research and engage with a network of countries who are using the Global Kids Online approach.

The credibility of the Global Kids Online network has been widely commented on by international stakeholders and partner country interviewees. This was often linked to the reputation of the research partners, UNICEF – Innocenti and LSE, and the growth of the network originating from EU Kids Online, which was a very reputable project itself.

The development of a robust research framework alongside the provision of support to do high-quality research has resulted in the formation of a Global Kids Online network, which moves beyond Europe and provides a more balanced, more relevant and higher quality research base including perspectives from low and middle-income countries.

Areas for improvement are the reach and rationale behind the selection of partner countries, and more systematic coordination of the research network.

6. GLOBAL KIDS ONLINE PARTNER COUNTRY IMPACTS: CONDUCTING RESEARCH AND SHARING IT WIDELY

6. Global Kids Online partner country impacts: Conducting research and sharing it widely

This chapter of the report outlines the activities of partner countries to plan for and conduct the Global Kids Online research and share it widely (Figure 3).

The evidence informing this section was collected through interviews with 14 of 17 partner country stakeholders, as well as in-depth interviews at the case study sites, including interviews with 14 participants in Uruguay, 15 participants in Ghana and 11 participants in Bulgaria. A summary of interviewees can be found in Appendix 2. No interviews were conducted in Serbia because it was a pilot study or in Peru or Costa Rica as they are in the earlier stages of research.

6.1 Risks and assumptions

Risks and assumptions were generated in order to situate the impact pathway in its context and were reflected in data collection. Risks and assumptions for partner countries' research were as follows:

Risks

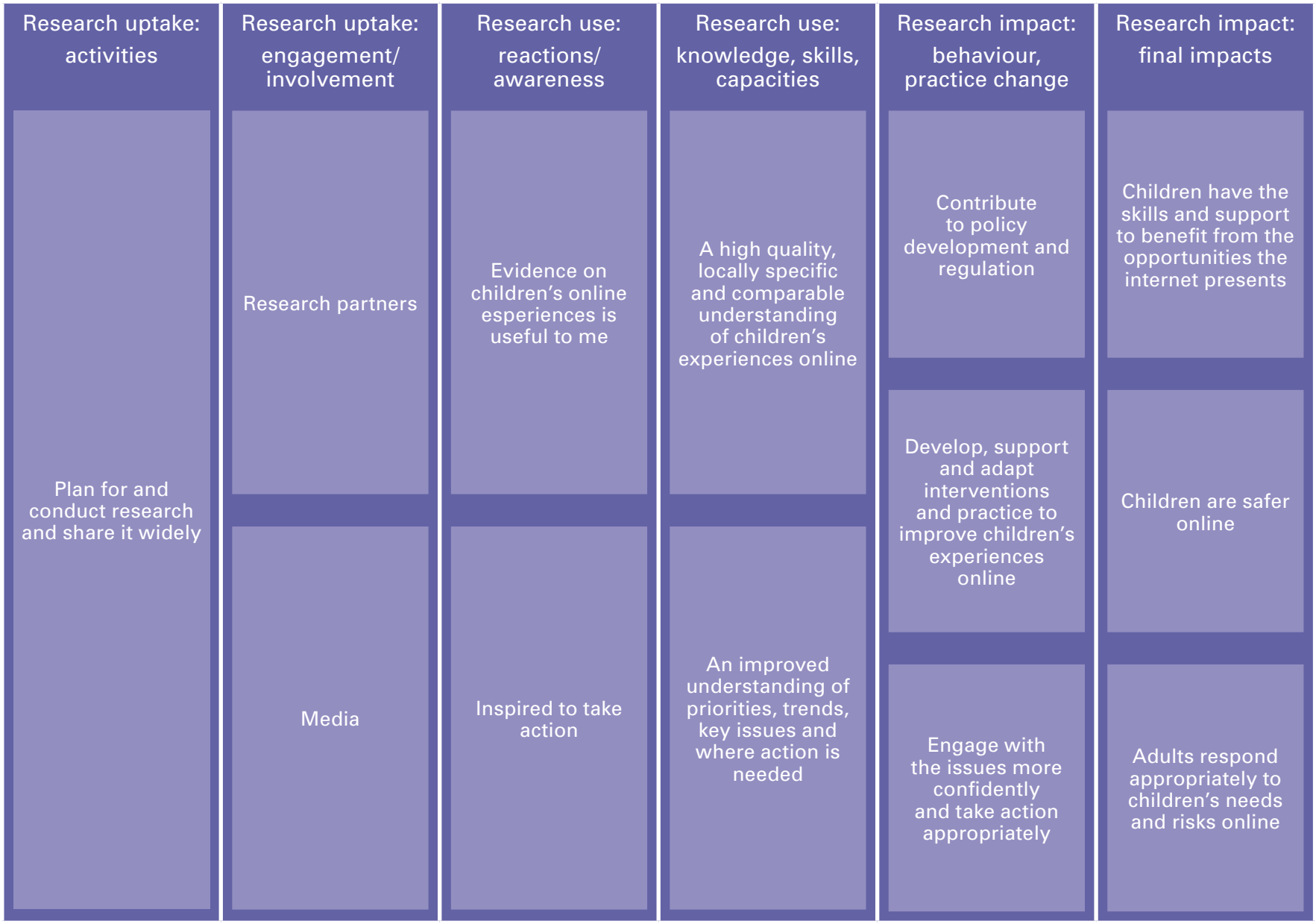
- Organizational staff continually change (including the UNICEF rotation), making ongoing impact harder to track.
- People are continuously playing catch-up with technological change.
- Data from last year is outdated meaning there is a research data lag.
- There is a lack of capacity in many partners to produce an exciting narrative.
- The data and analysis are robust but the communication strategy is lacking, both for academic and non-academic audiences.
- There may be a weak evidence base.
- There is variation in evidence to action mechanisms.
- Countries are working in conditions where the private sector has substantial influence and the environment is poorly regulated.
- Key industry players are inaccessible; their effort goes into minimum corporate social responsibility interventions.
- This issue is cross-cutting (typically within the ministry for women and social affairs)
- People cherry-pick findings to reinforce ongoing debates rather than actually considering the evidence. They misuse or misinterpret findings.
- The agenda is very adult driven and mismatched to children's visions and interests.
- Everybody believes they have expertise e.g. as a user/parent/carer.
- This is a sensitive topic as it is personal to everyone.
- There is not sustainable funding for the network, which limits the capacity of the Global Kids Online management team to support all country teams at all times.

Assumptions

- Our outputs, discourse and agenda are at the forefront of the debate.
- People see the Global Kids Online management team as international experts.
- The programme takes on and shares children's views.
- Data collection and basic analysis are well led.
- The team are working well with country teams/efficacy lies in work with these actors.

Many of these risks and assumptions emerged during data collection from partner countries and are reflected in the discussion below.

Figure 3. Visual of impact pathway - Global Kids Online partner country impacts: conducting research and sharing it widely



6.2 Research uptake: Activities

	No evidence	Some evidence	Strong evidence
Plan for and conduct research and share it widely		9 of 17 partner countries	

It was apparent in most partner country interviews that time had been taken to adapt the research framework. This demonstrated the value that partner countries placed on the ability to pre-test and adapt for cultural appropriateness to ensure the research would be of high quality and comparable to an extent.

In Ghana, questions were revised for the local context. Everyone within the Ghanaian steering committee participated in the adaption process:

> "We need to really understand the kind of questions being asked and the kind of answer that is being given… so we need to align it."
>
> – Partner country

Questions were fine-tuned to the language and context; some questions were universal but adapted for Ghana's many dialects and languages. The survey was then pre-tested and appropriate adjustments were made.

6.3 Research uptake: Engagement/involvement

	No evidence	Some evidence	Strong evidence
Research partners			✔
National and local stakeholders including communities, practitioners and policymakers		Engagement varies across countries and in relation to the different phases of research and dissemination	
		✔	

It is generally agreed in the research impact literature (Oliver et al. 2014) that the engagement of partners early in the research process – especially non-academic actors who have an interest and role in implementing policies or programmes that might improve children's online experiences – is strongly linked to subsequent impact.

Core to the impact of the Global Kids Online network is the engagement of relevant national and local stakeholders with the research. The Global Kids Online Impact Tool advises:

> "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."
>
> – Global Kids Online Impact Tool

One interviewee noted that if policymakers are engaged from the outset, there is ownership and therefore more regular engagement with the research:

> "The main difference is that they committed themselves throughout the process in using the results later on, in improving the policies they are in charge of, so the ownership of the results by policymakers is quite relevant to generating impact in policies. At other times, you can struggle to get the right people to the table. Most countries have a digital strategy, typically with a chapter on children's use, safety issues, then politicians need to follow up on that."
>
> – Regional advisor, UNESCO

The Global Kids Online network has engaged with a wide range of research partners to plan and conduct the research (*see Figure 3*). The research partners have been varied across the partner countries and have included UNICEF country offices, government, academic institutions and NGOs. However, partners are not routinely involved in planning and conducting research. Where this did happen, the impacts are extensive. Additionally, there is no evidence that partner engagement is routinely recommended or supported by the management team during the planning phase of the research, even when offering other technical support.

While it has been difficult to create an exact representation of the partnership configuration of the partner countries in the Global Kids Online network, through interviews and a short survey the following picture emerges:

Figure 3. Stakeholder engagement within each partner country (key below) as reported by leads

Country	Lead partner	Academics	Government/ policymakers	NGOs/ children's services	Industry/ private sector	Children/ parents	Practitioners	Media
Albania	UNICEF Albania	✔	✔	✔✔	✔	✔✔	✔	✔
Argentina	UNICEF Argentina	/	✔✔	✔	✔✔	✔✔	✔	✔✔
Brazil	Cetic.Br	✔✔	✔✔	✔	✔	✔	✔✔	✔
Bulgaria	Safer Internet Centre	✔	✔	✔	✔	✔	✔	✔
Canada	The eQuality project	✔✔	✔✔	✔	✔✔	✔	/	/
Chile	Universidad Academia de Humanismo Cristiano	✔✔	✔	✔	/	✔	✔	✔
Ghana	UNICEF Ghana	/	✔✔	✔✔	✔	✔✔	✔✔	✔✔
India	MICA	✔✔	✔	✔	/	✔✔	✔	/
Montenegro	UNICEF Montenegro	✔✔	✔✔	✔✔	✔✔	✔✔	✔✔	✔✔
New Zealand	NetSafe	✔✔	✔✔	✔	✔✔	✔	✔	/
Peru	NGO	✔✔	✔✔	/	/	/	/	/
Philippines	UNICEF Philippines	✔✔	✔✔	✔✔	✔	✔✔	✔✔	✔
Uruguay	Universidad Católica del Uruguay	✔✔	✔✔	✔✔	✔	✔✔	✔✔	✔✔

Countries where data was not provided: Costa Rica, China, Serbia and South Africa

Strong engagement in research and dissemination	Strong engagement in research only	Strong engagement in dissemination only	Partial engagement in research and dissemination	Partial engagement in research only	Partial engagement in dissemination only	No engagement	N/A
✔✔	✔✔	✔✔	✔	✔	✔	✖	/

The lead agency, and indeed the individual lead, has a bearing on the pathway to impact and actions taken. Where UNICEF country offices take the lead, there are often already rich connections with NGOs and policy that are built on.

> "We had in place solid partnerships, we had initial relations that we built on and constructed much more solid relationships."
>
> – UNICEF Argentina

In some cases (e.g. Bulgaria), the lead has been an agency interested in promoting action on children's experiences online. University leads were the least likely to be planning non-academic involvement from the start of the study.

It was common where partners were engaged in conducting research to involve them as advisors:

> "One of the most cross-sectoral research advisory boards that we have developed, and they've been very, very valuable in terms of the support they can provide."
>
> – Partner country

In Argentina, Uruguay and Ghana, partnership was seen as very important to the research. In Uruguay, an advisory board included representation from government agencies, UNESCO, UNICEF and a university. The board was engaged in planning the research and deciding which Global Kids Online modules to use, thinking through the fieldwork, agreeing on the key findings, and disseminating the results.

Similarly, in Ghana the partnership was seen as genuine and effective. It included government ministries and NGO partners. Each agency was engaged with a specific focus, but all partners had the same aim:

> "We have a diversity of people coming on board and making sure that we don't leave anything out."
>
> – Partner country

In Ghana, three government ministries and NGOs had been engaged in the research. This gave the NGOs access to government bodies that they would not have otherwise had, which improved the impact of the research.

Across the interviews and case studies, engagement with different local and national stakeholders was evident:

- **Politics and policy**: Several government departments and/or politicians were engaged with Global Kids Online in partner countries as shown in the previous table. In Brazil, political engagement discussions were still in progress. The success of engagement included some reports about engagement being easier in small countries and building on existing connections. Engagement was more difficult in larger countries where there were not existing links between the research host and policy, or in places where a focus on child violence was new.

- **UNICEF country offices**: Several interviewees said the support and engagement through the UNICEF country office was central to their ability to conduct the research. The connections that the office already had with other stakeholders also helped to build suitable partnerships and stakeholder networks. In two countries, this was more challenging and university partners found it hard to engage with the UNICEF office as "[Global Kids Online research] was not in their five-year plan or on their agenda".

- **Industry:** Evidence of industry engagement was found in South Africa, China and Canada. In Montenegro, private sector funding had been obtained for a development project.

- **Other stakeholders**: In Uruguay, Bulgaria, China, Ghana, Montenegro, Chile, South Africa, the Philippines, Brazil and Canada, interviewees also commented on being involved in networking with a range of other stakeholders, including the police, NGOs, teacher organizations, media projects, youth organizations and private sector companies.

- **Parents and children:** In Uruguay, extensive work has been done to co-produce resources with parents and children. In China, children from a range of provinces were engaged to provide feedback on the questions that would be used in the research survey, how the questions made them feel and which questions they felt were less relevant to their internet use. Recent discussions at the Global Kids Online meeting in May 2019 highlighted a desire to involve children and young people more systematically in research and dissemination.

- **Press and media:** Engagement with the media is an important channel for the development of partner country research and dissemination of findings. It was not possible within this study to conduct a systematic review of press engagement strategies, especially given the multiple languages and scope of partner country research. Global Kids Online provides a toolkit launch package, which 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.

In this study, specific evidence of media engagement was seen in two case studies (Bulgaria and Uruguay) and in two partner countries (Montenegro and Argentina).

An interviewee from Bulgaria stated that they had engaged with both national TV and radio in the dissemination of their research findings. They mentioned how the "research can provide the wow factor that is necessary to engage the media". Multiple stakeholders had also been involved in disseminating the research findings through TV appearances.

Research partners in Uruguay also engaged extensively with the media during the launch of the Global Kids Online research findings.

In Montenegro, engagement with the media was seen as critical to influencing public debate:

> "It has influenced the debate very much. Basically, the public debate on digital literacy was initiated and is driven by the Global Kids Online research data and our key messages in relation to it."
>
> – Partner country interviewee

In Argentina, digital and social media campaigns were conducted to accompany the launch of Global Kids Online. The UNICEF team developed campaigns at different stages based on the research findings. For example, depending on the issue they were trying to raise awareness about, they would pull out research from the Global Kids Online study to support it. One particular Twitter campaign, "#CuandoElModemHacíaRuidito", reached more than 6 million people (UNICEF Argentina). Asking partner countries to monitor media coverage could be a simple way of understanding the reach of the programme in the future.

Improving partnership and stakeholder engagement

It is clear that taking part in Global Kids Online research gives an impetus to connect with research partners and wider stakeholders. However, there were some comments about how stakeholder engagement could be enhanced to improve the impact of the research:

> "I think sometimes there's a bit of a linear model of knowledge translation where you generate the research and then you sort of activate it and whatever and I'd be quite keen to see Global Kids Online pull its stakeholders, like the key decision-makers that it wants to influence, I'd be quite keen to see them pulled into the process."
>
> – Global Kids Online advisory board member

Advice on the Global Kids Online website suggests engagement with stakeholders from the start; however, it is unclear if this advice is also given as part of the support provided to countries to start planning their research, and this would be an obvious area for improving consistency and tracking.

6.4 Research use: Reactions/awareness

	No evidence	Some evidence	Strong evidence
Evidence of children's online experiences is useful to stakeholders			✔
Inspired to take action		✔ further evidence of uptake and use needed	

Research partners felt that having evidence of children's experiences online within their own country context was very useful. Most countries had become involved in the network because they could see a gap in their knowledge, had concerns about children's safety online, or wanted to pursue a rights or participation agenda. One interviewee spoke of "the power of the data" and the value of having a relevant evidence base within their country.

Within Ghana, many of those interviewed valued the opportunity to build and draw on a good evidence base around children's experiences online. As one interviewee stated:

> "Once data speaks…there's no argument."
>
> – Partner country

The research in Ghana not only validated ongoing work and corroborated people's perceptions of children's online activities, opportunities and risks, it also helped to determine future priorities and directions.

Due to limited data collected with stakeholders beyond the research teams in partner countries, there is insufficient evidence of their reactions to the research. However, evidence of impact as described below would suggest high relevance and very positive reactions.

Action has been taken using the research in seven of the nine countries that have research findings. There is strong evidence that the research helped to build partnerships and keep these focused on action. For example, in Uruguay, partners worked together to ensure they could all sign up to key messages from the research that could be used by stakeholders to improve children's lives. In Bulgaria, the main agency undertaking the research was focused on action and wanted Global Kids Online research for this express purpose.

There are examples of one country inspiring another to conduct the Global Kids Online research. A stakeholder interviewee from Montenegro revealed that through their work with Global Kids Online, Albanian partners had been inspired to pursue the research in their own country. In the Philippines, through their connection with colleagues in Malaysia, they were able to present at a Malaysian conference and provide evidence for Malaysia to pursue the research.

In one country that is yet to conduct research, a capacity gap analysis and systematic review of the literature on online sexual exploitation has led to a national action plan.

6.5 Research use: Knowledge, skills, capacities

	No evidence	Some evidence	Strong evidence
A high-quality, locally specific and comparable understanding of children's experiences online			✔
An improved understanding of priorities, trends, key issues and where action is needed		✔	

There was a lot of evidence of improved understanding of the needs and experiences of children, but fewer comments about how this is linked to an understanding of the action needed.

Partner countries were aware of the value of having locally specific yet comparable data in ensuring validity and as a tool for advocacy. The methodological approach behind the Global Kids Online research framework was considered to be of high quality and valuable, especially in low and middle-income countries:

> "I think generally the framework of Global Kids Online is located with the child rights framework and opportunities and I think that this is really probably some of the first data that we have coming up in the Global South that allows us to do that."
>
> – Partner country

> "The problem is here, it's now. This isn't just a European problem."
>
> – Partner country

Research being conducted globally – not just in the developed contexts – that builds a broad body of evidence of children's risks and opportunities online was seen as particularly valuable. One aspect of this is the value of having research that is contextually specific:

> "I realized that cyberbullying was very much an issue here too, and not just an issue in developed countries."
>
> – Partner country

In Bulgaria, the Global Kids Online research was seen as the main source of reliable data on these issues and interviewees spoke about using the evidence in their work. They noted that without the Global Kids Online research, practitioners in Bulgaria would have to rely on evidence from other European countries, which would not be as convincing.

They felt the research was useful because it located local issues in the global context and provided specific local relevance. They stated that parents and ministries cannot look away and that the research justifies a "demand for change". They reflected that the research acts as a lever for organizations to hold ministries accountable.

> "Absolutely precious to have the findings… Research gives us the fuel to act."
>
> – Partner country

All interviewees felt the Global Kids Online research was valuable, robust and would help them in their work. Interestingly, there was similarity in the key findings that were highlighted in the three case studies in Bulgaria, Uruguay and Ghana:

- **Children talk to children**
  In Uruguay, it was noted that a high percentage of children report experiencing something unpleasant online but only a small number tell an adult. This finding was echoed in interviews in Ghana. In Bulgaria, it was also revealed that children are more likely to share their online experiences with their peers than their parents. This has led to consideration of peer-education approaches to support children and young people, explained in detail in Appendix 5.

- **Understanding the role of parents**
  In Uruguay, interviewees said parents did not fully recognize their role in supporting children to be safe online. This was echoed in Ghana where one interviewee said that they were surprised at the lack of parent/child engagement around the internet. Similarly, in Bulgaria, an interviewee was concerned that parents do not feel prepared to help their children on the internet. These findings have helped shape parent support programmes.

In Uruguay and Ghana, interviewees reported that the research was not surprising; it fed into an existing conversation, thereby validating the existing work in this area and helping to determine future priorities:

> "The findings constitute the most comprehensive work done this far. They have provided good ground."
>
> – Partner country

6.6 Research impact: Behaviour and practice change

	No evidence	Some evidence	Strong evidence
Contribute to policy development and regulation		Some impressive impacts in some places	
Develop, support and adapt interventions and practice to improve children's experiences online		A few good examples	
Engage with the issues more confidently and take appropriate action		Contextually relevant evidence seen as a good basis for taking action	

In many of the partner countries, the Global Kids Online research is still at an early stage and therefore, as would be expected, interviewees reported seeing some evidence of early contributions to policy development and regulation. However, there is emerging evidence of a variety of policy, practice and capacity-building impacts related to Global Kids Online research. Details of impact can be found in Appendix 4.

Contribution to internet regulation:

- One interviewee reported that in South Africa, the work of Global Kids Online – in combination with other work ongoing at the time – has influenced the internet regulator in the country to place requirements on service providers to reduce data costs. This was based on the finding that data costs were a barrier to children's opportunities online.

Contributions to policy:

- In the Philippines, the Department of Education is using the research findings to justify the curriculum integration of life skills, digital skills and digital wellness modules for younger children.
- In Bulgaria, the Ministry of Education and Science has also changed discourse from technical skills to digital literacy, which is reflected in policy but not yet in practice.
- In Bulgaria, children's online safety standards have been included in a draft strategy for child protection.
- In Canada, a new module for internet privacy has been produced and shared with other countries. The Canadian team reviewed literature and have devised a new set of questions to be included in their Global Kids Online survey.
- In Argentina, UNICEF digital literacy recommendations were included in the new Convergent Communications Law, which will change the regulation of various telecommunications services. UNICEF Argentina was invited to participate and provide input from the perspective of children's and adolescents' rights. Since then, one of the key principles in the document refers to the promotion of digital and media literacy.
- In Albania, a by-law addressing 'measures to protect children from harmful and illegal materials online' was approved by the Council of Ministers. It includes a detailed legal provision on the protection of children accessing harmful and/or illegal content on the internet and regulates the institutional responsibilities for the identification of and response to cases of child abuse materials and broadly harmful content online.
- In Ghana, the Ministry of Gender, Children and Social Protection is using the research findings as evidence for a position paper arguing for the inclusion of child online protection in the revision of Ghana's Children's Act.
- In Brazil, Cetic.Br contributed to the formulation of the government's National Broadband Plan and National Digital Strategy through the provision of data from Global Kids Online research.

Other contributions:

Some interviewees who were unable to give concrete evidence of contributions to policy development and regulation to date described the Global Kids Online research as a tool for holding government accountable if changes were not implemented over the next few years. One interviewee stated:

> "Policy impact is harder to track, so the approach taken is the weaving together of opportunities to weave the findings together in terms of understanding and this is where Global Kids Online at a crass level is an efficient tool."
>
> – NetSafe, New Zealand

Within partner countries, the Global Kids Online research has drawn attention to areas for improvement with regards to children's experience online, therefore contributing to the development and adaption of interventions and practice.

Interventions for children and young people:

- In Montenegro, as a result of research findings relating to nine- to 11-year-olds, the UNICEF country office developed a learning toolkit app. The UNICEF country office is now working with the ministry to support use of this tool in IT classes. Since its launch, the app has had more than 1,000 downloads. The long-term plan is to have the game "part of regular IT classes" to give it "sustainability".
- In Argentina, young adolescents were provided training in Buenos Aires through the creation of a digital coexistence programme. This grew to become an inter-sectorial policy between the Ministry of Childhood, Ministry of Education and Ministry of Justice. The programme was conducted and assigned resources as part of the governmental offer.
- In Ghana, the National Cyber Security Centre, located in the Ministry of Communications, initially had three 'pillars' informing its work priorities. As a result of the Global Kids Online research and the strengthened national conversation about child online protection, the centre added 'children' as a fourth pillar.
- In Bulgaria, some teachers have redesigned their approach around digital participation, including reworking the curriculum and classroom design.

Interventions for professionals:

- In Argentina, teachers and child protection and justice officers were provided training through the digital coexistence programme.
- In Uruguay, teachers have co-produced interventions with researchers and are sharing these with other professionals.
- In Montenegro, research was implemented with teachers using Global Kids Online questions to assess their digital literacy and some additional teacher-specific questions. They are now preparing key findings, agreeing with the Ministry of Education and Telenor when the research will be published. This work relates to the Global Kids Online finding that parents wish to be supported by schools – they need to know what support teachers need to develop strategies. This work with teachers is a first for Global Kids Online.

Interventions for parents:

- In Uruguay, parents have been engaged in discussions about the research and guidance for parents has been produced.
- In Uruguay, a psychologist is developing a programme aimed at supporting parents to help their children participate safely online.
- In Ghana, a Child Online Protection module was added to the community engagement toolkit, which is used at regional, district and community levels to sensitize children and parents to child protection issues.

Interventions for the public:

- In Uruguay, there has been a public awareness campaign on internet security.
- In Ghana, a component on child online safety has been added to a Ghana-wide campaign, Ghanaians Against Child Abuse.

Within partner countries, the Global Kids Online research process and evidence base has strengthened the conversation about child online protection. This was particularly true in partner countries where there had not previously been a research base specific to the country context.

For example, an interviewee in Ghana stated:

> "Whatever we are trying to do is based on the findings of the report… The things that we will do with the school initiative very clearly, they are linked with the findings of this report… The component of children in the cyber security framework is very clearly linked to the report… If it wasn't for the report that component wouldn't be there."

Another interviewee spoke of how the Global Kids Online research has engaged with public debate:

> "The public debate on digital literacy was initiated and is driven by the Global Kids Online research data and our key messages in relation to it."
>
> – Partner country

6.7 Research impact: Final impacts

	No evidence	Some evidence	Strong evidence
Children have the skills and support to benefit from the opportunities the internet presents		Some emerging evidence	
Children are safer online		Work towards this evident in four places	
Adults respond appropriately to children's needs and risks online	No evidence directly from parents	Contextually relevant evidence seen as a good basis for taking action	

Across the partner country interviews, there was hesitation around discussing specific impact as a result of the Global Kids Online network. Understandably, the reasons for this included that in many countries the findings had only recently been released and therefore any final impacts were still to emerge.

The Global Kids Online research has been able to balance the importance of the risks and opportunities for children online. Some interviewees felt that this was a real success of the network:

> "For me the main thing is that people would still be drawing exclusively on the dark side of social media and the internet. We wouldn't have been able to say 'well look this is what the data is actually saying'. I think we'd still be working in a bit of a vacuum."
>
> – Partner country

Without the network, one interviewee stated, "life would be harder for people like me!" whose job it is to reach out to policymakers and industry. Other interviews similarly provided evidence that NGOs have used the research in agenda-setting. One interviewee felt that NGOs have relied "heavily" on findings. They have found it extremely helpful, especially the global scope and involvement of UNICEF:

> "...For the NGOs working in this area they, to my impression heavily relied on findings... because it helped them in their efforts with regard to agenda-setting, to making policies aware of the issue of children and online media, so for them it was extremely helpful, particularly the global scope and the involvement of UNICEF so they were always able to, there is something on a global scale and therefore we have really a relevant, global issue here."
>
> – Network Coordinator of EU Kids Online

6.8 Conclusions

The Global Kids Online network has been successful in engaging with partner countries across the globe to plan for and conduct the Global Kids Online research and share it widely.

There have been several partnerships made within countries as a result of the research and Global Kids Online network, and partners felt the data is high quality, locally specific and comparable. Several partner countries mentioned their plans for using the research to inform future policy and regulation, and others gave examples of how the research has already impacted on policy and practice within their countries.

Partner countries, especially those that did not previously have contextually relevant evidence, have felt more confident to engage with the issues around children's online experiences and to act appropriately.

The impacts of the Global Kids Online research are beginning to show in partner countries. Where the Global Kids Online research is still in its early stages, people feel it will be a valuable advocacy tool to effect change.

7. CASE STUDY SUMMARIES

7. Case study summaries

In this section, the three case study countries' work on Global Kids Online is summarized. For each country, the team and focus (on participation and/or protection) is outlined, along with their key activities, engagement and impacts. The full case studies can be found in Appendix 5. Learning from the case studies is summarized in section 7.4

7.1 Bulgaria

Team and focus

Research was led by the Bulgarian Safer Internet Centre (SIC)

The aims were to understand:

- children's access to and activities on the internet
- children's risks online
- children's development of digital skills
- caregivers' roles in limiting risks and supporting opportunities

What they did

Research was conducted in 2016 through:

- face-to-face interviews with 1,000 children aged 9–17 and their parents
- interviews with 130 families with children under the age of nine.

Findings were published in 2017 and shared through SIC's extensive network. This included three reports presented at events and conferences:

1. Online Experiences of Bulgarian Children: Risks and Safety
2. Parental Support for Development of Children's Digital Skills
3. Are Digital Natives Digitally Literate? Insights from a national representative survey

Partners

Engagement only happened after the research was completed but the research was conducted by an agency focused on practical issues with a strong network.

Representatives of children's organizations, telecom companies, relevant government ministries, NGOs, a university and the press were engaged in the dissemination of the study.

Key learnings

In Bulgaria, four key learnings were important for action:

1. Children develop online friendships and, critically, turn to their peers when they encounter any problems online.
2. Fathers' lack of engagement with their children's online experience.
3. The age at which children start using the internet is getting lower every year.
4. Poorer households will almost always have internet access, even when they may not have water or electricity.

Contribution to children's and carers' experiences online

Investment in Cyberscouts programme. This programme trains young adolescents to learn about the risks and opportunities of online engagement and pass this knowledge onto their peers. The programme secured investment based on the research. To date, 2,000 children have been reached in 45 cities and towns and in over 60 schools.

> "The decision to further invest and enlarge the impact of the programme is largely based on data from the research, demonstrating high tendencies of kids to share their online problems with friends."
>
> – Colleague, SIC

Integration of digital literacy into the curriculum. SIC and partners are developing a new methodology for working with children, emphasizing the importance of integrating digital literacy into education. It is currently being tested in three schools. One schoolteacher's view of the programme was that children in her class are:

> "Much more capable of evaluating information online, talking about their emotions, problem-solving as well, and the good thing is that when they meet other children in their breaks, they transfer the knowledge."
>
> – School teacher

Programme of media literacy events. The Coalition for Media Literacy, alongside SIC as the lead partner, began a 'Media Literacy Month' campaign in early 2019. Events include providing classes for children, teenagers and parents on internet safety and collaborating with teenagers on a video against online hate.

Contribution to policy and practice

Changes in digital literacy provision in education policy. The Bulgarian Ministry of Education has integrated an hour of education per academic year on media literacy for young people based on the research findings. SIC notes that the Ministry of Education has progressed its discourse to acknowledge the broader concept of digital literacy. This is now reflected in policy, though not yet in practice.

Online safety included in draft Child Protection Strategy. Informed by the research findings, the draft strategy for Child Protection 2019–2030 now includes a section on children's online safety with a very strong emphasis on internet and media literacy, protection from cyberviolence and other issues that arise from internet use.

Changes in auditing practice in education. The 2019 monitoring report from the National Network for Children (the body that audits state agencies' progress) will now include media literacy as part of the education sector auditing.

Final impacts

SIC's aim is establish a national ecosystem[1] that takes an integrated approach to digital literacy and 21st century skills with children, parents, teachers, politicians and the wider public, across education, policy and research. This case study provides some initial evidence of a changing national discourse towards digital literacy as part of an integrated ecosystem that involves both technical and other critical cognitive and social skills.

1 Interviewees often used the word 'ecosystem' to refer to such an approach, which sets out to develop social skills in conjunction with technical skills.

7.2 Ghana

Team and focus

Impetus to conduct the Global Kids Online research was driven by interest in and expanded dialogue about child online protection among stakeholders. This was further driven by the need for evidence on the scope and nature of opportunities and risks as well as the use of the internet by children to inform policy and programme interventions. UNICEF Ghana provided financial and technical support for the research, which was conducted in partnership with the Ministry of Communications, the Ministry of the Interior and the Ministry of Gender, Children and Social Protection. Research findings were highly valued as speaking the truth in Ghana and thus being a powerful way to advocate for change.

What they did

- Established the research programme through a strong partnership with government led by the Ministry of Communications in close collaboration with Ministry of the Interior and the Ministry of Gender, Children and Social Protection.
- Set up a research steering committee of partners to advise the project.
- Engaged consultants to carry out the research.
- Revised and pre-tested survey questions to ensure they were contextually appropriate across the five main languages spoken in Ghana.
- Completed research in 2016 and shared the draft findings with research partners for comments and discussion.
- The launch of the final report was delayed due to changes in government and transitions of leadership at the ministry but finally happened at a high-profile national event to coincide with the National Cyber Security Awareness Month in October 2018.
- Shared findings widely through press and social media.

> "The launch of this report was a major occasion that brought all the actors together, including school children, to raise awareness. It was followed by TV and radio discussions. Then there were different bits and pieces that were flying out on WhatsApp too."
>
> – International Needs Ghana

Partners

The strength of the partnership was commented on extensively in Ghana. This included government ministries and NGOs. Dissemination was done at various levels, including regional and district levels, and through a network of Children's Rights Clubs across the country.

Key learnings

1. Children were not regularly engaging with parents around their internet use: four out of 10 said that they had encountered something uncomfortable online and had not told an adult about it.
2. The prevalence of sexualized activity and abuse online.
3. More children had access to the internet than had previously been thought due to sharing of devices.
4. Bringing generic learning about children's online experiences and gaining specific understanding of how this applies to children in Ghana.
5. Contextually relevant evidence base to inform future policy and interventions:

> "[Before] it was something that was based on our instinct, but now it's here, now I know it's happening. This is good enough. When I'm arguing I have references."
>
> – Police stakeholder

Contribution to children and young people and their carers

Young people and parents more able to report incidents. The National Cyber Security Centre has developed an app informed by the research, which includes a function where children can report incidences of cybercrimes. https://cybersecurity.gov.gh/report

Contribution to policy and practice

Internet safety prioritized by the National Security Centre. A new work priority that focuses on children has been added to its current framework. New members of staff with a specific remit to develop the National Cyber Security Centre's workplan related to children, including developing the centre's app through which children can report incidences of feeling unsafe online.

Training for professionals on child protection online. A module was added to a community engagement toolkit, which is used by NGOs and government partners to raise awareness of child protection issues through a variety of interactive workshops in communities. This is the basis for training thousands of educational professionals and has reached 895 schools and 166 communities.

New responsibilities for teachers. The Department of Guidance and Counselling (Ghana Education Service) has added the topic of cyberbullying to its Safer Schools programme to help teachers understand their child protection responsibilities.

Lobbying for the inclusion of child online protection in Ghana's Children's Act. Plans to include child online protection in the revised legislation.

Conclusion

The emphasis in Ghana has been on child protection, with extensive efforts and reach of training for professionals and increased opportunities for children and parents to report incidents of online abuse.

7.3 Uruguay

Team and focus

The focus in Uruguay has been to ensure every child has access to the internet, creating the infrastructure to do this, and increasing digital opportunities in schools. The research team was led by UNICEF Uruguay, who were aware of growing concerns amongst parents about children's safety issues.

What they did

- Research was carried out between 2017 and 2018 and published in May 2018.
- There was a partnership approach to carrying out and disseminating research led by a formal board.
- A launch event was held, chaired by a prominent journalist working in this area.
- There was a programme of engagement with print, TV and radio.

Partners

The partnership included government agencies responsible for participation and digital governance: Plan Ceibal and AGESIC, UNESCO, the UNICEF country office and the Universidad Católica.

Each partner contributed a page to the report, highlighting their take on the findings.

Key learnings

The following key research findings were regularly highlighted in the interviews:

- Almost one in three children surveyed reported experiencing something unpleasant or threatening online, but only half of those children told an adult about it or spoke about it with someone else.
- Parents did not fully recognize their role in supporting children to be safe online.
- Children want more parental engagement in their online activities.
- Children resent the time that their parents spend online and say that it gets in the way of family time.

Although these findings were not seen as surprising, interviewees agreed that they would inform and support any action being taken as well as other work already ongoing in this area.

Contribution to children and young people and their carers

A programme of interventions was developed by government agencies, UNICEF and civil society organisations (CSOs), which aimed to engage parents, teachers and children in the issues arising through the research. Some of these interventions were already being planned before the research but were informed by the awareness of the overall issues.

Children and parents co-design campaign. Young people design a poster about internet security; parents codesign hints and tips for parents. Young people interview decision makers and take over the twitter accounts of opinion leaders for the day.

Contribution to policy and practice

Potential influence on policy based on engagement with policymakers:

- Discussion with the Human Rights Ombudsman about how the findings might inform the National Media Education Plan.
- Discussion of findings with the Information Safety and Digital Citizenship in AGESIC – the government agency responsible for internet governance.

Conclusion

Over the past ten years, the focus of policy and practice developments in Uruguay have been on connectivity and participation online. Less attention in a policy arena has been paid to digital risks and child protection. Nonetheless, issues around child protection, cyberbullying etc., were being raised by parents, children and in the media. The Global Kids Online research has been able to provide a balanced evidence base for issues surrounding both children's online protection and participation in Uruguay.

7.4 Learning from the case studies

The case studies have demonstrated that the context for Global Kids Online research varies from country to country, which can mean there are differing emphases on protection and participation and the impact that surrounds this.

In Ghana and Bulgaria there is perhaps an emerging pattern of a journey from an overriding concern about protection and online safety towards a more balanced approach, which includes recognizing the importance of children's opportunities in the online environment.

In all three case studies, working in partnerships was shown to be a key element of having an impact. However, partnerships come in many forms and may not always be straightforward. What can be agreed on is the role that partnerships play in making research robust, relevant and more likely to be shared widely.

There is great potential for further learning about different partnership models, the various ways partnerships have unfolded in different countries and what the implications of this are for conducting and using research.

Impacts look different based on the configuration of organizations involved in the research, the context and the emphasis on protection/participation. The case studies illustrate different attitudes to impact related to their role and function. The extent to which impact was a central concern often comes down to a mixture of the agencies' orientation to impact, alongside the core motivation of the individuals leading the work.

8. GLOBAL KIDS ONLINE IMPACT: INFLUENCING INTERNATIONAL DEBATE AND ACTION

8. Global Kids Online impact: Influencing international debate and action

This final section of the impact study discusses the goal of the Global Kids Online research to influence international debate and action (figure 4). This is an aspirational impact area where the ultimate goal is for industry to take responsibility for children being safer online.

Specifically, for this impact pathay the Global Kids Online management team aspirations are that:

- All internet governance regulations have a child-specific lens
- Industry takes more responsibility for children's experiences and lives up to ethical standards
- There is a more robust international policy and regulatory framework based on high-quality evidence.

As these are high-level and long-term outcomes, the concept of contribution is particularly important when looking at this impact area. The management team's role in promotion alongside research being conducted in countries around the world is a strong basis for influence on this debate as set out below. However, the context for this aspect of the work, the risks and assumptions, and the timescales involved mean we unsurprisingly only see impacts in the early part of the outcome map, with some encouraging signs of higher-level impacts.

The context here is particularly challenging. This is a highly contested area, where freedom of the industry to innovate is often pitched against any desire for regulation. It is a global arena, with highly politicized and powerful players. For any research endeavour, playing a part in this arena will always be difficult and limited. However, we do see some positive contributions being made by the Global Kids Online research.

It was more challenging to collect evidence about impact for this pathway. This is because stakeholders involved are difficult to find and often unwilling or unable to be interviewed because of their status or schedules. Additionally, there was often confusion and lack of distinction in interviewees' minds about the difference between EU Kids Online and Global Kids Online. As EU Kids Online has been running for longer, there were more instances of this being cited by people working in or influencing international debate and action.

As for other areas of this study, the researchers from Matter of Focus along with the Global Kids Online management team discussed the key risks and assumptions for this area of work and these were included in the topic guide for data collection.

8.1 Risks and assumptions

Risks

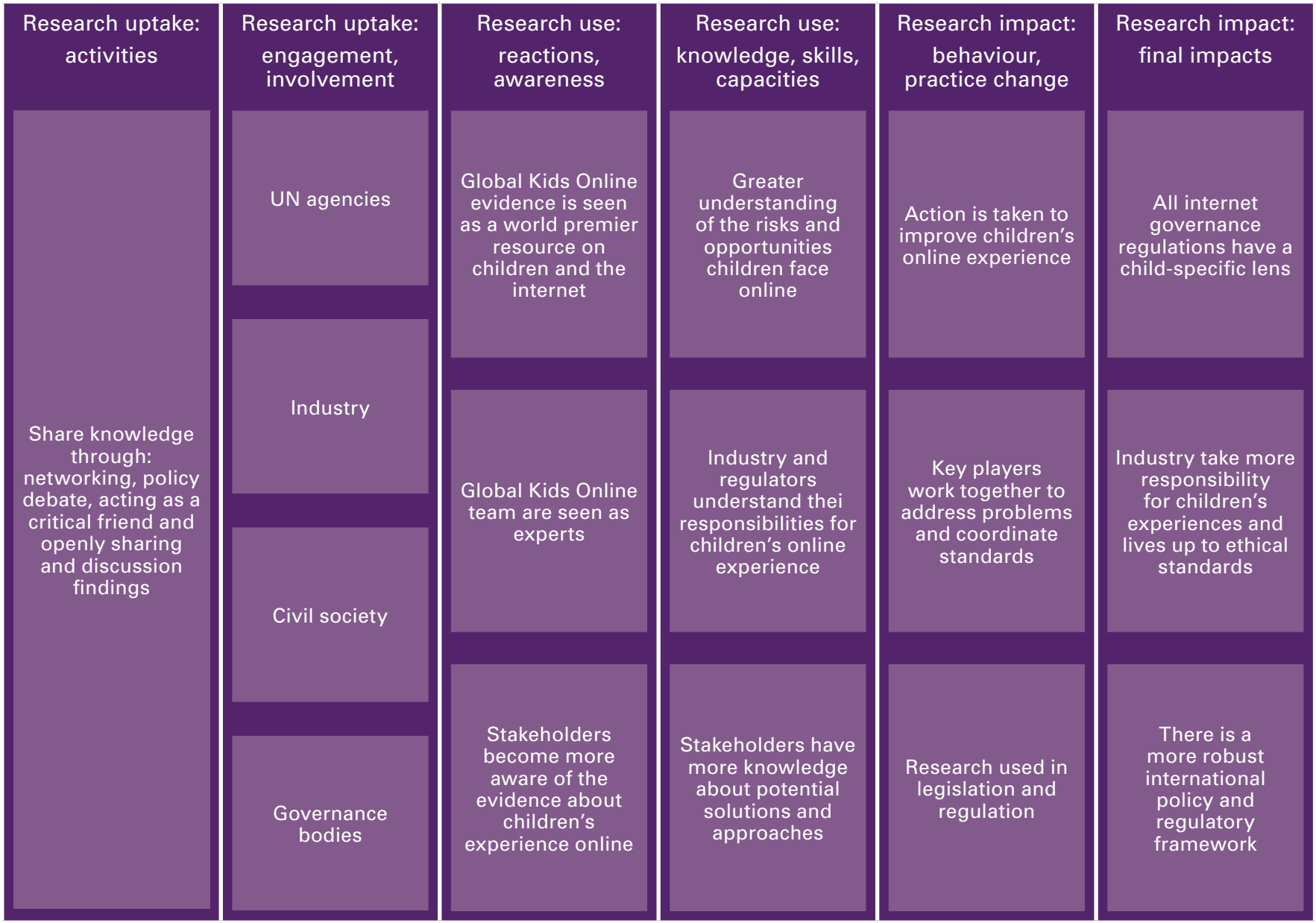
- Research is always playing catch-up with technological change.
- Data from last year is outdated meaning there is a research data lag.
- There is a lack of capacity among many partners to produce an exciting narrative.
- The communication strategy is lacking, both for academic and non-academic audiences.
- Analysis too simplistic, communication of findings is not dynamic.
- There is a weak evidence base.
- Countries are working in conditions where the private sector has substantial influence and the environment is poorly regulated.
- Key industry players are inaccessible.
- This issue cuts across many competing agendas.
- People cherry-pick findings to reinforce ongoing debates rather than actually considering the evidence; they misuse or mis-interpret findings.
- The agenda is very adult driven and very mismatched to children's visions and interests.
- Everybody believes they have expertise e.g. as a user/parent/carer.
- This is a sensitive topic as it is personal to everyone.

Assumptions

- Our outputs, discourse and agenda are at the forefront of the debate.
- People see the Global Kids Online management team as international experts.
- Data collection and basic analysis is well led.
- The management team are regularly meeting and convening, thinking of stakeholders, goals and pathways to impact.
- The management team are working well with country teams and its efficacy lies in these collaborations.

In this impact pathway, the risks when trying to influence the international agenda are particularly acute. There is much more work to be done; nevertheless, there are emerging findings of strong impact in this area.

Figure 4. Visual of impact pathway- Global Kids Online impact: Influencing international debate and action



8.2 Research uptake: Activities

	No evidence	Some evidence	Strong evidence
Share knowledge through networking, policy debate, acting as a critical friend and openly sharing and discussing findings		✔	

The principal activities of the Global Kids Online management team and programme are to engage partner countries in their work and to support them to carry out research, as previously described. However, the area of promoting the issues that children experience online, and ensuring their concerns are represented in international debate and action is an important, emerging area for the network. In this study, we found the following evidence of impact from this work.

The management team take part in committee and conference work as described in Section 3.1. This work increases the relevance of the Global Kids Online research for international stakeholders. In addition, Global Kids Online presence is important in raising awareness of the issues for international debate and action and is a source of information and data for people working in this area.

8.3 Research uptake: Engagement/involvement

	No evidence	Some evidence	Strong evidence
UN agencies		✔	
Industry		✔	
Civil society		✔	
Governance bodies		✔	

Overall, interviewees reported being impressed with the range and level of engagement by the Global Kids Online management team, though it was acknowledged that there was still some work to do. There was general agreement that the partnership between UNICEF and an academic institution was a strong place to start:

> "This [UNICEF involvement] was a key driver to my impression, otherwise it wouldn't have been possible to involve so many countries in different parts of the world."
>
> – Network Coordinator of EU Kids Online

However, a few stakeholders said that they felt UNICEF had been "late to the party" in terms of recognizing the importance of digital technology in children's lives.

The fact that the network brings stakeholders together was commented on by several experts as an important part of the jigsaw of influence in international debate.:

> "Managing a large number of partnerships is hard, they've done an incredible job."
>
> – Global Kids Online advisory board member

Industry has been harder to engage, although several stakeholders reported that the Global Kids Online study is referenced in conversations with the International Telecommunications Union (ITU) – United Nations specialized agency for information and communication technologies. Another interviewee commented that there was definite evidence in some countries of engagement by some commercial interests that wanted to use the research, but that this varied based on existing relationships and expectations in each place. Evidence of engagement with the following internet regulators emerged through the impact study:

- The Global System for Mobile Communications Association (GSMA), which represents the interests of mobile operators worldwide, uniting more than 750 operators with almost 400 companies in the broader mobile ecosystem, including handset and device makers, software companies, equipment providers and internet companies, as well as organizations in adjacent industry sectors.[2]
- Telenor Group: a major mobile operator across Scandinavia and Asia.[3]
- A number of UK and international bodies that seek to influence and regulate the internet to improve children's experiences.
- The International Telecommunications Union which consulted with the team at LSE when designing its own monitoring system for children's access to the internet.
- A representative from Google, who reported being aware of and engaging with the study.

One industry commentator said:

> "What is the voice of the child, so often this is lost. My colleagues are always aware of Global Kids Online, they will always be familiar with, one of those studies that is always informing conversations from the ground level up."
>
> – Industry expert

2 https://www.gsma.com

3 https://www.telenor.com

8.4 Research use: Awareness/reactions

	No evidence	Some evidence	Strong evidence
Global Kids Online evidence is seen as the world's premier resource on children and the internet			✔
Members of the Global Kids Online management team are seen as experts			✔
Stakeholders become more aware of the evidence about children's experience online			✔

The Global Kids Online research is seen as an important resource by several stakeholders. In particular, the fact that it takes a standardised approach and generates comparable data about children's experiences across many places is impactful in itself:

> "As someone who sits in the sector and is engaging regularly with the sector, contributing etc., I can say Global Kids Online represents a really important horizon for the field internationally and that its mere presence facilitates a whole range of possibilities that would otherwise not eventuate."
>
> – Global Kids Online advisory board member

As in previous examples, the Global Kids Online research was seen by interviewees as a strong calling card because of the awareness of the programme:

> "In my experience being part of discussions and trying to open doors with different governments in the region recently, it was kind of relevant to be able to speak, if they wanted to do something they would be engaging in a global discussion."
>
> – UNESCO ICT advisor

As previously discussed, those in the management team were seen as experts and the quality of the work was trusted by stakeholders, both within partner countries and international stakeholders.

In addition, there is some evidence of research awareness within industry circles, and of the research being a touchstone for awareness of children's online experiences:

> "I think we are in a world where a lot of assumptions are made about kids' usage and risks and harm and a lot of the issues are conflated and it's really helpful to have extremely robust information provided by very trustworthy sources."
>
> – Industry expert

> "We will always look to Global Kids Online research as our starting point and if there isn't Global Kids Online research in the country that we're talking to we will look to a neighbouring country or [another] country and use that as a benchmark."
>
> – International expert, GSMA

Specific evidence of the Global Kids Online network being an important resource in international debate and action include:

- The 'One in Three' paper by Livingstone et al., which does not directly reference Global Kids Online but is underpinned by the same conceptual framing and evidence, was mentioned by several interviewees and has been citied over 60 times.
- The State of the World's Children 2017 report refers to Global Kids Online 43 times and calls for government action in relation to both harms and opportunities for children, echoing the Global Kids Online approach.
- The Global Partnership to End Violence Against Children cites Global Kids Online and plans to include the topic of digital harm.
- The International Telecommunications Union expert group on ICT household indicators used the Global Kids Online toolkit.
- Global Kids Online received coverage in The Economist 2019.
- Global Kids Online research was shared via the Global Cybersecurity portal.

Overall, this shows strong awareness and uptake of Global Kids Online as a resource within the international digital policy and regulation environment, and amongst agencies with responsibility for children's opportunities and harms online. Further details of these uses can be found in Appendix 4.

8.5 Research use: Knowledge, skills, capacities

	No evidence	Some evidence	Strong evidence
Greater understanding of the risks and opportunities children face online			Good evidence of the research being used as a collective voice
Industry and regulators understand their responsibilities for children's online experience	✔		
Stakeholders have more knowledge about potential solutions and approaches	✔		

There is evidence that the research has been a tool to get key players together to address problems; in particular, it is evident that the Global Kids Online network enables stronger representation of children's views because there is now a stronger global picture and a coordinated approach. Global Kids Online has helped people to share an agenda and not be dismissed as representing only European views:

> "Once we started getting our act together internationally in Europe, co-ordinating better as groups representing children in many different jurisdictions, what we discovered, surprise, surprise, was pretty much we were all were saying the same or similar things. Up until then, because we didn't have a collective voice it was much easier for some of the big, global, multi-nationals to ignore us or pick and choose what they heard or what they wanted to hear..."
>
> – International expert

Raising awareness of the issues has also helped people to come together and coordinate actions:

> "I do think that a lot has happened in terms of understanding the threats and the possibilities that young people have online. I don't know if a lot can be attributed directly to Global Kids Online but more than anything else I will say, that all the independent organizations are working together in one way or another, are finding each other, to coordinate. So I do think a lot of progress has been made."
>
> – Global Kids Online advisory board member

UNICEF, ITU, OECD and the Internet Governance Forum (IGF) all cite the One in Three paper in policy documents. These include: digital safety being the focus for the 2017 State of the World's Children report; being included in UNESCO's Framework for Assessing Internet Development; and being included in the European Union Factsheet on Safer Internet for the EU (Details in Appendix 4).

8.6 Research Impact: Behaviour and practice change

	No evidence	Some evidence	Strong evidence
Action is taken to improve children's online experiences		✔	
Key players work together to address problems and coordinate standards		✔	
Research is used in legislation and regulation		✔	

In terms of specific actions internationally, there is less data available; however, there are some tentative examples of impact in practice change. One interviewee felt that the research had helped develop children's helpline services:

> "Linking and learning, looking at the work we were doing in relation to what others were doing and understanding where child helplines were placed in relation to what other organizations were doing, we could coordinate the work better, so I would say that was maybe the biggest outcome."
>
> – Global Kids Online advisory board member

Another interviewee commented on the role of Global Kids Online in influencing the debate:

> "I do feel like the word of Global Kids Online is making an impact on that particular debate [protection, provision and participation]. It's not an impact that they're making on their own, but I think that is the beauty of Global Kids Online that they're networked into a really committed, network of scholars and practitioners internationally..."
>
> – Global Kids Online advisory board member

Finally, there is some non-specific evidence of the research having an impact:

> "It was big when the findings came out and I think it did you know somehow, the same way it did with me, influence others in the same area forcing us to rethink, redesign you know some of the programmes or projects that we had."
>
> – Global Kids Online advisory board member

> "For them [NGOs] it's definitely even more important than for the policymakers, so the policymakers should reach it, for the NGOs working in this area they, to my impression heavily relied on findings."
>
> – Network Coordinator of EU Kids Online

Findings from the EU Kids Online research influenced the Organisation for Economic Co-operation and Development (OECD) recommendations on children and the internet in 2012. The OECD is currently reviewing and renewing this recommendation and Global Kids Online research will play a part, although its focus is on high- and middle-income countries. It is clear from the previous recommendation that there was a balance of protection and participation that very much reflects the tone of the Global Kids Online approach.

8.7 Research impact: Final impacts

	No evidence	Some evidence	Strong evidence
All internet governance regulations have a child specific lens	✔		
Industry takes more responsibility for children's experiences and lives up to ethical standards	✔		
There is a more robust international policy and regulatory framework		Some emerging evidence that people are working towards this	

Within the scope of this study there is not enough evidence to demonstrate final impacts, which were seen as aspirational for this area of work. However, it might be possible over time to find evidence that Global Kids Online research contributes to: the inclusion of children in internet governance regulations; industry taking more responsibility for children's experience; and a more robust policy and regulatory framework. It is recommended that future work include tracking impacts at local and international levels.

The core concept within Global Kids Online – that there should be a balancing of protection and participation – seems to be gaining traction in some parts of the sector. This may be important especially to industry, as presenting opportunities alongside problems is a good way of gaining traction with those stakeholders who focus on delivering services.

FINAL CONCLUSIONS

9. Final conclusions

This report demonstrates the impacts of the Global Kids Online network through three main pathways to impact:

1. How the work of the management team supports partner countries to conduct research
2. How partner countries create impact by using the research (including three in-depth case studies)
3. How the Global Kids Online network influences global debate and action.

Across all outcome areas there is evidence of strong contributions from the Global Kids Online research programme to policy and practice and emerging contributions to children's and young people's lives.

Members of the Global Kids Online management team are regarded as international experts and findings from the research are considered the premier resource on children's experiences online, both in partner countries and by international stakeholders and influencers.

Support from the Global Kids Online management team enables partner countries to adapt research to be contextually relevant yet internationally comparable, which has been important for partner countries' ability to conduct and use research. Partner countries benefit from being part of a network, especially being able to draw comparisons from research findings and to gain support from each other.

Contextual factors in each partner country affect the uptake and use of research. Many countries have developed strong local partnerships that help achieve impact, but more could be done to support partnership building as part of the research and to share learning about partnership approaches across countries. In some countries, a linear view of research being conducted and then disseminated has got in the way of planning for impact from the start.

While UNICEF country offices have often played a key role in engaging partners, different agencies have taken the lead in some places. It seems that both the lead agencies and the lead individuals have a bearing on attitudes to impact and on how impact activities were planned and executed. Where academics have taken the lead, it is least likely that impact planning is included from the start. Where practice agencies, or individuals with a vision for social change have taken the lead on the research, impact planning and partnership have been more central to the research implementation and dissemination.

Research has been used extensively to influence policy and practice in seven partner countries, including in the fields of education and telecommunications.

Despite a highly political and contentious environment, Global Kids Online research is having an influence on international debate and action. In particular, the role of Global Kids Online in building an international picture of children's experiences online was seen as very important to gaining the attention of industry and regulators. Key industry players are listening and engaging with the research.

9.1 Learning points

Context and relationships are the key contributing factors to success in using this research approach to change children's lives. This is due to a mix of the problems and drivers for taking part in the research in each place and the configuration of organizations and individuals involved.

The ways that partners were included and involved has led to varying types and levels of impact in different places. Partnership building was a core part of the work of partner country leads in some places. However, views on when it was appropriate to include partners from research, policy and practice varied across countries. Best practice for including partners in conducting and disseminating research was demonstrated very well in some places but was missing in others. In this regard, there are great opportunities for learning across the network.

Research partner countries gain benefits from being part of the Global Kids Online network, both through direct engagement with the management team and through learning from each other. Many people commented on the need for more projects, promotion and engagement between the management team and countries as well as greater engagement of policy actors. There could be more structure to how the network operates, perhaps with regular updates (e.g. quarterly), a transparent decision-making structure, and planned activities (e.g. an annual conference).

The impetus to engage with specific countries has come largely from the enthusiasm and interest of the partner countries themselves. Whilst this has built support from the ground up, it means that engagement of countries is opportunistic rather than strategic – more could be done to target countries in places where there is need.

Adaptation of the Global Kids Online materials and scaling any resulting interventions is a complex process and can only happen over long time frames. This makes impact difficult to trace, and further monitoring could help to build up a more complete picture.

RECOMMENDATIONS

10. Recommendations

Better impact advice and support

The Global Kids Online management team could improve the impact advice for partner countries to ensure planning for impact is part of research set-up, with partnerships to include potential research users from policy and practice in conducting research. This is included in the written materials but there is little evidence of it being discussed when setting up new partnerships or when discussing implementation of the research. Instead, it seems that individual champions have pushed a focus on impact in some places. There are also opportunities for learning across countries about best practice for impact.

More systematic impact tracking

Further impacts from the Global Kids Online network will emerge over time, especially in places where findings are yet to be published. To capture these, it would be beneficial to ask partner countries to track and report impact regularly, including partnership impacts, and to get feedback on policy and practice impacts over time. This could enhance learning across partners about effective impact strategies.

More strategic activities and awareness raising

The Global Kids Online network could have more strategically planned activities, for example, with a regular round of newsletters and a fixed annual event. It would also help to make the network aspects of engagement clear to new partner countries from the start

Visibility of the Global Kids Online network could be improved by UNICEF raising awareness with country offices.

Contributing to global debate and action

There are promising signs of the network's impact on global debate and regulation. The Global Kids Online management team should continue to track its contribution to international debate and action, especially engagement with industry or industry influencers.

REFERENCES

References

Boaz, A., et al., *What works now? Evidence-based policy and practice revisited*, Policy press, 2019.

Darnton, A. and Horn, J., 'Influencing behaviours - moving beyond the individual: ISM user guide', Scottish Government, 2013, https://www.gov.scot/publications/influencing-behaviours-moving-beyond-individual-user-guide-ism-tool/

Morton, S., 'Progressing research impact assessment: A 'contributions' approach', *Research Evaluation*, vol. 24, issue 4, October 2015, pp. 405–419, https://doi.org/10.1093/reseval/rvv016

Oliver, K., et al., 'A systematic review of barriers to and facilitators of the use of evidence by policymakers', *BMC Health Services Research*, vol. 14, no. 1, 2014, pp. 1–12.

APPENDICES

Appendices

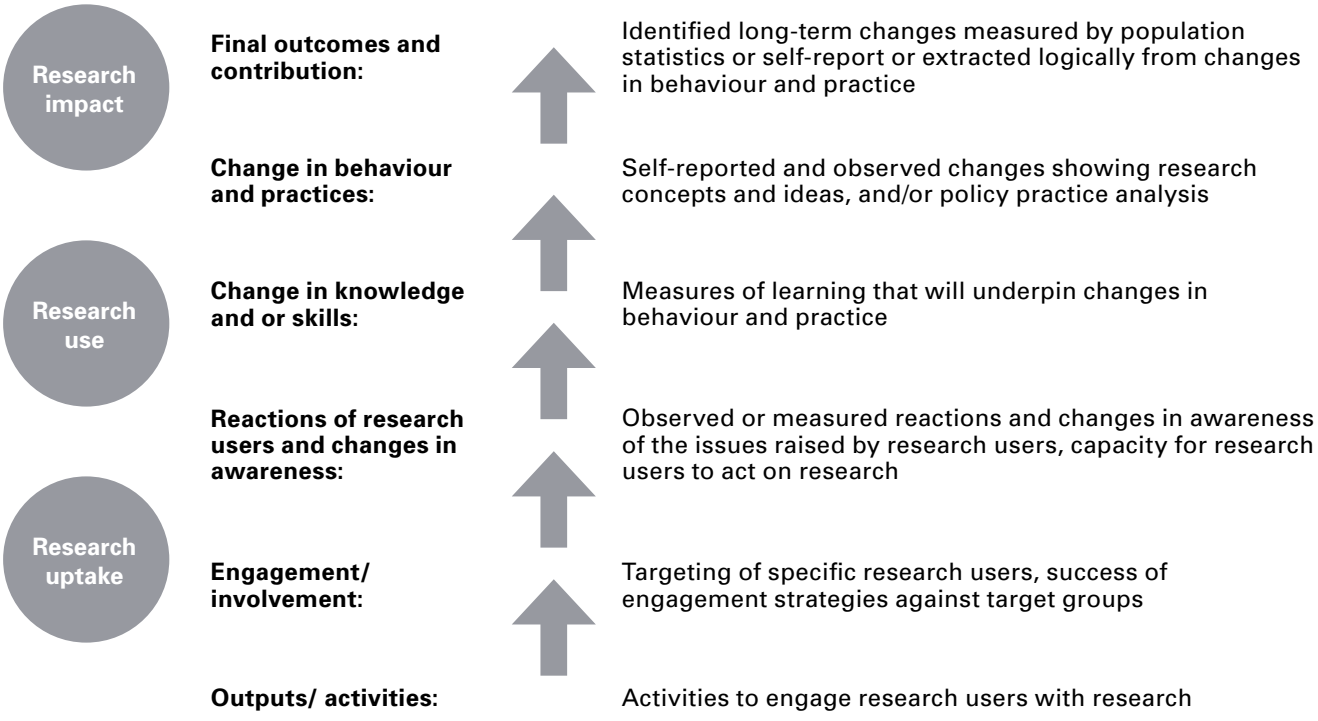
Appendix 1. Methodological approach

The approach to impact assessment for this project followed a tried and tested method developed by Morton (2015) over many years that has been published and used extensively by her and others to understand both processes and outcomes.

The impact assessment was conducted using a Research Contribution Framework (RCF; Morton, 2015), which has been adapted from contribution analysis. It is based on the idea of 'contribution' to help explain the ways that research is taken up and used to influence policy and practice. The framework allows for a focus on the roles of research users and examines both processes and outcomes.

This approach circumvents some of the common problems in assessing impact: It provides a method of linking research and knowledge exchange to wider outcomes whilst acknowledging and including contextual factors that help or hinder research impact. The RCF is depicted in Figure A1, which shows how the framework helps to organize data across three domains: research uptake, use and impact.

Figure A1. Research Contribution Framework outcomes approach



Source: Morton (2015)

This approach recognizes that research users are not passive recipients of knowledge but rather engage with research from their own perspectives. Moreover, it considers that complex relationships and networks of researchers and research users are often channels through which research is communicated, debated, utilized, reworked, reused and developed (Morton 2015). To understand impact, there is a need to consider changes in people's knowledge and understanding of an issue; changes in behaviour, policy and practices; as well as the broad range of potential areas of influence, all of which are highly context dependent. All these factors make understanding and assessing research impact difficult; however, the approach used here works with these complexities.

Appendix 2. Data collection information

Details of the interviews informing the analysis within the outcome maps:

1) Seven International stakeholder interviews including:
   - Global Kids Online advisory board members
   - Network Coordinator of EU Kids Online
   - International child helpline organization
   - European education network
   - UNESCO ICT advisor for South America
   - Global network to end child exploitation
   - Two international academics

2) Five additional international stakeholders including:
   - International internet regulation body
   - Mobile network operator
   - Two international academics (one with extensive committee roles relating to children and internet)
   - International expert working for UNICEF (New York)

3) Ten interviews with representatives from the following partner countries:
   - Montenegro
   - Albania
   - China (two interviewees)
   - South Africa
   - Philippines
   - Malaysia
   - New Zealand
   - Canada
   - Chile

4) Fieldwork interviews in Ghana, Bulgaria and Uruguay:

Ghana – 15 interviews including representatives of:

- UNICEF country office
- National Cyber Security – Ministry of Education
- Guidance and Counselling Unit – Ghana Education Service
- Cyber Crime Unit – Ghana Police Service
- International Needs Ghana
- Ghana NGO Coalition on the Rights of the Child
- Department of Children – Ministry of Gender
- Social Drive Management team – Department of Community Development
- Child Online Africa
- IPSOS Limited, Ghana
- Child Rights International

Uruguay – 14 interviews including representatives of:

- Plan Ceibal
- Universidad Catolica
- UNESCO
- Agesic – government agency responsible for internet governance
- International experts
- Psychologists
- Youth in Red – NGO
- Academics

Bulgaria – 11 interviews including representatives of:

- UNCEF Bulgaria
- Sofia University
- State Agency for Child Protection
- National Network for Children Management team
- Telenor telecom
- Teachers
- Centre for Debates
- Social Activities and Practice Institute

Appendix 3. Supporting information on the activities of the Global Kids Online network

1. Supporting Information about the project – aims, stakeholders, planning

- **Planning meeting with key stakeholders** 12–14 February 2015: identifying key gaps, challenges, approach, creating collaborations: http://www.lse.ac.uk/media-and-communications/research/research-projects/past-projects/researching-childrens-rights (a detailed meeting report is uploaded, list of participants, stakeholder interviews, agenda)
- **Inception report** (a short description of the background, purpose and scope of the Global Kids Online project, as well as information about the planned activities, outputs, participating members and delivery dates): http://globalkidsonline.net/inception-report/
- Why we need Global Kids Online: http://globalkidsonline.net/about/why-global-kids-online/

2. Knowledge exchange within the network

- **Kick-off meeting of the pilot project (18–19 September 2015 in Florence, Italy)**
- **Network meeting in London (March 2016) ahead of toolkit launch of Latin America Kids Online**: http://globalkidsonline.net/latin-america-kids-online/
- Maximizing children's online opportunities and minimizing risks for children around the world (**MOMRO**) **LSE Knowledge Exchange Fund for working on Global Kids Online impact**: http://www.lse.ac.uk/media-and-communications/research/research-projects/momro
- **MOMRO knowledge exchange and impact meeting** (June 2017, LSE) brought together over 30 academics, researchers and UNICEF staff from 12 different countries, including Argentina, Brazil, Bulgaria, Chile, China, Ghana, Montenegro, the Philippines, Serbia, South Africa, the UK and Uruguay. The gathering offered an opportunity to hear from the members of the Global Kids Online network about their strategies for effective engagement with stakeholders and the challenges they face in their research dissemination and impact efforts. For a summary of the meeting, see **MOMRO meeting report:** http://globalkidsonline.net/wp-content/uploads/2017/09/GKO-Meeting-June-2017-Report-Final_21-Sept.pdf

3. Global Kids Online impact tools:

- Getting started with impact: http://globalkidsonline.net/wp-content/uploads/2017/07/Getting-started-with-KEI-final.pdf
- Impact matrix combined from country examples: http://globalkidsonline.net/wp-content/uploads/2018/01/Global-Kids-Online-Matrix_Final.pdf

4. Website, YouTube and social media data

- **Blog posts about impact**:
  - LSE impact blog (Global Kids Online: designing an impact toolkit for a multi-country project): http://blogs.lse.ac.uk/impactofsocialsciences/2018/03/21/global-kids-online-designing-an-impact-toolkit-for-a-multi-country-project/
  - Launching the toolkit: How can using our research make an impact?: http://globalkidsonline.net/impact-launch/
  - Argentina: a multi-stakeholder approach to promoting digital citizenship and literacy
  - Brazil: building strategic partnerships among stakeholders
  - Impact work in Bulgaria: using evidence to promote digital literacy
  - Montenegro: a participatory approach in promoting digital literacy
  - The Philippines: multi-stakeholder collaboration for social change
  - South Africa: using evidence to influence policy
  - Excellent support from key stakeholders in Ghana

5. Relevant publications

Byrne, J., Albright, K., and Kardefelt-Winther D., Using research findings for policy-making, Global Kids Online, London, 2016. Available from: http://globalkidsonline.net/tools/guides/policy/

Byrne, J., and Livingstone, S., 'Parenting's new digital frontier', In *Children in a digital world: UNICEF State of the World's Children 2017,* p. 104, UNICEF, New York, 2017. [Text]

Livingstone, S., et al., 'Is there a ladder of children's online participation? Findings from three Global Kids Online countries', Innocenti Research Briefs no. 2019-02, UNICEF Office of Research – Innocenti, Florence, 2019.

Livingstone, S., Carr, J., and Byrne, J., 'One in three: The task for global internet governance in addressing children's rights', Global Commission on Internet Governance: Paper Series, CIGI and Chatham House, London, 2015. [Text]

Livingstone, S., et al., 'Using mixed methods to research children's online opportunities and risks in a global context: the approach of Global Kids Online', in *SAGE Research Methods: Case studies in sociology*, SAGE, 2018. Available from: http://eprints.lse.ac.uk/84711/1/Using%20mixed%20methods%20to%20research%20children%20in%20a%20global%20context.pdf

Stoilova, M., Livingstone, S., and Kardefelt-Winther, D., 'Global Kids Online: Researching children s rights in a global digital age', *Global Studies of Childhood*, vol. 6, no. 4, 2016, pp. 455–466, Available from: https://journals.sagepub.com/doi/pdf/10.1177/2043610616676035

6. Event contributions

	Event	Location	Date
1	6th Meeting of the ITU Expert Group on ICT Household Indicators	Geneva, Switzerland	17–19 October 2018
2	Global expert meeting on bullying and cyberbullying. Meeting of the Office of the UN Special Representative of the Secretary-General on Violence against Children	UNICEF – Innocenti, Florence	May 2016
3	International Association for Media and Children's Rights pre-conference: Global Kids Online conference at LSE	London, UK	26–27 July 2016
4	European Communication Research and Education Association Pre-conference on Research of Children, Youth and media	Lugano, Switzerland	31 October 2018
5	Internet Governance Forum Guadalajara	Jalisco, Mexico	6–9 December 2016
6	World Summit on the Information Society (WSIS) Forum 2016	Geneva, Switzerland	2–6 May 2016
7	World Summit on the Information Society (WSIS) Forum Workshop	Geneva	15 June 2017
8	Expert consultation, OECD Workshop "Protection of Children in a Connected World"	Zurich, Switzerland	15–16 October 2018.
9	66th Annual Conference of the International Communication Association	Fukuoka, Japan	June 2016
10	Children, Youth and Media pre-conference, European Communication Research and Education Association Conference	Prague, Czech Republic	November 2016
11	APAC/UNESCO meeting on digital citizenship education	Bangkok	1 March 2017
12	Seminar on Children and Adolescents in the Digital Era: Perspectives for Public Policy	São Paulo, Brazil	April 201
13	ITU Regional Strategy Workshop on Child Online Protection for the Arab Region: Empowering the future digital citizens	Cairo, Egypt	25–26 October 2016
14	Ofcom's annual media literacy seminar. Ofcom	London, UK	November 2016
15	British Sociological Association Annual Conference	Manchester, UK	April 2017
16	16th World Telecommunication/ICT Indicators Symposium (WTIS),	Geneva, Switzerland	10–12 December 2018

Appendix 4. Documentary evidence of impact

Summary of materials relating to international impacts:

No.	Document name and URL	References to Global Kids Online network/research
1	Livingstone, S Carr J, Byrne J (2015) 'One in Three: Internet Governance and Children's Rights' GCIG Paper No.22 https://bit.ly/2G6l5ou	■ Although the paper does not directly reference the work of Global Kids Online, it is underpinned by the same conceptual framing and evidence ■ This report was mentioned in interviews by several international experts in relation to the impacts of Global Kids Online. The paper has been cited over 60 times and can be traced in a number of documents produced by governments, UNICEF – https://uni.cf/2jP24eR , UNESCO – https://bit.ly/2XYDj5d, European Commission- https://bit.ly/2JEiDGD, OECD (working paper) https://bit.ly/2LQ3J2W and ITU.
2	UNICEF (2017) The State of the World's Children 2017: Children in a Digital World https://uni.cf/2jP24eR	■ 'Global Kids Online' mentioned 43 times throughout paper ■ The report represents the first comprehensive look from UNICEF at the different ways digital technology is affecting children, identifying dangers as well as opportunities. ■ It calls for governments, the digital technology sector and telecom industries to level the digital playing field for children by creating policies, practices and products that can help children harness digital opportunities and protect them from harm, referencing Global Kids Online research throughout
3	Council of Europe. (2018) Guidelines to respect, protect and fulfil the rights of the child in the digital environment https://bit.ly/2LbaooO	■ Recommendation on guidelines for member states to respect, protect and fulfil the rights of the child in the digital environment. Behind this, there was a background report, which cited evidence from Global Kids Online research. When talking about access, struggles and risks for children going online, potential for inequalities and various forms of marginality, the evidence is provided by Global Kids Online.
4	United Nations (2019). Economic and Social Council. Commission on Crime Prevention and Criminal Justice (Twenty-eighth session) https://bit.ly/2LbaooO	■ References Global Kids Online research in recognizing the importance of the contributions it has made to the evidence base on children's use of the internet: ■ *"Recognizing the importance of international, regional and bilateral multi-stakeholder partnerships and initiatives which advance the effective protection and promotion of the rights of the child and the elimination of child sexual exploitation and sexual abuse online, and which conduct research aimed at establishing a rigorous evidence base around children's use of the internet and, in this regard, noting the efforts of, inter alia, the WePROTECT Global Alliance and* ***Global Kids Online"*** (emphasis added)
5	Global Partnership to End Violence Against Children http://www.end-violence.org/	■ The Global Partnership to End Violence against Children has been informed by Global Kids Online research and plans to extend its study of children to include violence, exploitation and abuse.

No.	Document name and URL	References to Global Kids Online network/research
6	International Telecommunication Union. (2018) Meeting of the Expert Group on ICT Household Indicators https://bit.ly/2XAky8N	■ Recommends the use of Global Kids Online research toolkit to ITU expert group members, stating; ■ *"There are references that should be considered as methodological frameworks, such as Global Kids Online and ITU COP Guidelines."*
7	The Economist (2019) How Children Interact with Digital Media https://econ.st/2XAHp4f	■ Online article discusses risks and opportunities for children online, citing the work of the Global Kids Online network and specifically quoting members of the Global Kids Online management team
8	Global Cybersecurity Capacity Portal (2016) https://bit.ly/2YKx2rc	■ Provides a synthesis of the work of Global Kids Online from 2015–2016 and is designed to be of interest to researchers and research users ■ Report presents some key findings, the process of methodology and indicates recommendations and future directions ■ The Portal offers comprehensive information from the five dimensions of cybersecurity capacity, allowing global stakeholders to better understand capacity building.
9	OECD (2011-05-02), "The Protection of Children Online: Risks Faced by Children Online and Policies to Protect Them", OECD Digital Economy Papers, No. 179, OECD Publishing, Paris. https://bit.ly/32fJbXg	■ Resulted in an OECD recommendation (2012) that: ■ *"Recognising that while the Internet brings major benefits to children in terms of education, self-expression, and social development, its use also carries a spectrum of risks to which children are more vulnerable than adults; Proportionality and fundamental values i) Policies to protect children online should be proportionate to the risks, effective and balanced. They should maximize the protection against online risks faced by children without restricting the opportunities and benefits of the Internet for children as well as for other users."* ■ Will be updated in 2019
10	UNESCO (2018) UNESCO's Internet Universality indicators: A framework for assessing internet development https://bit.ly/2XYDj5d	■ Global Kids Online referenced with regards to the theme of children (p123). ■ Guidance suggests evidence for indicators can be obtained from Global Kids Online toolkit with links to website.

Materials related to impacts in specific countries:

Country	Impact	Source
Albania	■ By-law addressing 'Measures to protect children from harmful and illegal materials online' was approved by Council of Ministers. It includes a detailed legal provision on the protection of children accessing harmful and/or illegal content on the internet. It regulates the institutional responsibilities and procedural framework relevant for the identification of and response to cases of child abuse materials and broadly harmful content online. It further defines the concepts of "harmful internet content" and "removal of harmful content", as well as the reporting and referral pathways to child online abuse, bullying and sexual exploitation. The by-law was drafted with UNICEF's direct technical support and in consultation with a broad range of stakeholders ■ Creation of a peer-to-peer manual for school children aged 7–13 and dedicated video for peer-to-peer education in schools.	Approved By-law: https://bit.ly/2LY9Q5S Peer-to-peer manual: https://www.unicef.org/albania/reports/peer-educators-online-safety Video: https://bit.ly/2MDRxCt
Argentina	■ Input into the new Convergent Communications Law, which will change the regulation of various telecommunications services. One of the key principles in the document refers to the promotion of digital and media literacy. ■ Creation of a network of journalists to work together to promote open and positive communication around issues related to children and the internet. ■ Creation of Digital Coexistence programme to build capacity for teachers, child protection and justice officers, children and families.	Draft Communications Law: https://bit.ly/2XFiUTH Enredados Network: http://enredados.org.ar/ Digital Coexistence Programme: https://bit.ly/2RWUBxD
Brazil	■ Contribution to and provision of data for the formulation of the government's National Broadband Plan and National Digital Strategy. "Ctic.Br" is referred to 12 times throughout the paper, with references to the Global Kids Online research.	Brazilian Strategy for Digital Transformation 2018 (E-Digital): https://bit.ly/2pNo7FI (Portuguese)
Bulgaria	■ Production of CyberScout training programme for young people on the risks and opportunities of the internet.	Training programme details: https://bit.ly/2YMm2JS

Country	Impact	Source
Ghana	■ The Ministry of Communications and the National Cyber Security Centre now promote a national Cyber Security Awareness Month, which will include child online protection as a key theme. ■ Position paper published on Child Online Protection with proposed amendments provided as a result of Global Kids Online research. ■ Production of a Child Protection Community Facilitation Manual and toolkits containing games and activities.	National Cyber Security Awareness Month: https://ncsam2018.cybersecurity.gov.gh/ Link to position paper currently unavailable, details of work can be found in UNICEF Ghana annual report (page 19): https://uni.cf/2JuRmrr Information about toolkit: https://bit.ly/2L9YpaT
Montenegro	■ Development of app and website with a game *NetFriends* aimed at children aged 9–11 to learn how to be safe online. ■ The game website is now managed by the Ministry of Education and the game is used in IT classes in primary schools.	App website: www.netprijatelji.me Coverage of app launch: https://uni.cf/2G5xU24
Uruguay	■ Public awareness campaign on internet security	Public Awareness campaign (Seguro te Conectás): https://bit.ly/2LJDieW

Appendix 5. In-depth case study from Bulgaria

Research methodology

The research was led by the Bulgarian Safer Internet Centre (SIC), which commissioned a polling agency to conduct the fieldwork and analysis and to produce the report. The research objective was to understand children's access to the internet and ICTs, their online activities, the risks they face, development of digital skills, as well as parents' role in supporting or limiting these factors.

The methodology involved the application of a nationally representative survey to 1,000 children and 1,000 parents through face-to-face interviews. The sample included children between the ages of nine and 17 and their parents. The selection was conducted via a multistage cluster random sample, stratified by region and place of residence (the capital, a city, a medium-sized city and a small town), combined with an ethnicity quota (Global Kids Online website). Another 130 families with children under the age of nine were also interviewed to capture parents' approach to young children's online access.

The data was first analysed by the polling agency, but as the report was not deemed insightful or useful for SIC, an associate was hired to conduct a new analysis and produce three reports on online risks, parental mediation, and digital and media literacy skills.

Overview, challenges and lessons learned

One key difference to other case studies is that no partners were involved in the research process; partner engagement began from the point of dissemination. This may be related to SIC's perception that partners place limited value on evidence and research.

Practice change based upon the research is impressive (see examples below), although it is difficult to attribute change exclusively to the research since the work of SIC and the research are intertwined. These examples are currently inconsistent across the country but represent a changing national discourse towards digital literacy as part of an integrated ecosystem. Government stakeholders have been more challenging to engage but there is some limited evidence of this changing narrative in policy discourse.

SIC's work and reputation are critical in the research's current visibility; their existing network enables them to streamline the debate and reach different actors. If SIC did not have the credibility and good reputation that it currently does, the findings might not have achieved the same high level of coverage. However, it is also worth noting that this is an iterative process where the research findings add to SIC's credibility and reputation amongst partners.

5.1 Research uptake: Activities

Plan for and conduct research

SIC were approached to undertake Global Kids Online research after the NGO that had lead EU Kids' Online dropped out.

SIC commissioned a polling agency to conduct the fieldwork. There was a lot of work to prepare for the survey, particularly selecting the questions that they would ask from the Global Kids Online question set. The agency gave input on this but SIC conducted the consultation process with a working group of teachers and their Youth Panel.

The polling agency wrote up a basic report of the data but SIC then conducted its own analysis and wrote the final report. Petar came into post just as SIC had been given all of the data and was involved in the process from here on in.

Share research widely

Once the findings were published, SIC shared the report widely through its network across academic audiences, policymakers and the public. Through SIC's wide networks of journalists and practitioners working on child rights and protection issues and the active sharing of key research findings during government-led events, the research has reached many relevant stakeholders. The media also actively engages with the research, frequently picking up key insights to frame a segment on a morning tv show or using them as clickbait.

Use research to influence change

Both SIC and its partners have based elements of their direct work with young people and professionals on the research findings, as well as promoted research uptake with key governmental agencies.

5.2 Research uptake: Engagement/involvement

Research partners

Except for consultations outlined above, SIC commissioned and carried out the research on its own and only involved partners after the data had been collected and analysed. As a result, few interviewees really knew about the research, although almost all had seen presentations that included the data and had used statistics from the findings in their own work.

Whereas SIC received support from UNICEF – Innocenti for conducting analysis, in-country partners' involvement tended to start once the report was produced and dissemination activities had begun.

A wide range of national and local stakeholders including communities, practitioners and policymakers were involved in learning from, sharing and implementing the research findings.

- SIC
  - Staff
  - Advisory Group
  - Volunteer trainers
- Children and young people
  - Cyberscouts
  - SIC Youth Panel
  - Teen station teams
- Telecom companies and their staff
- NGOs
- Governmental ministries and departments
  - Ministry of Education
  - Ministry of Interior
  - Social Activities and Practice Institute
  - State Agency for Child Protection
  - National Network for Children's Management team
- Coalition for media literacy
- Sofia University
- National TV and radio

5.3 Research use: Reactions/awareness

Evidence on children's online experiences is useful to me

Staff at SIC and, to a lesser extent, other interviewees, stated that research about children's online experiences in Bulgaria is vital because it both locates the issue in the global context and provides specific local relevance. When the information is specific to the Bulgarian context, parents and ministries cannot look away. In this sense, research acts as a lever for organizations to hold the government accountable and to demand change.

> "[it is] absolutely precious to have the findings… research gives us the fuel to act."
>
> – Interviewee, SIC

Several interviewees said that the findings from the survey were the main or only source of reliable information in Bulgaria about children's online experiences, and all interviewees talked about using statistics from the research, usually in presentations. Without this, practitioners said that they would have to use evidence from other European countries that would not be so compelling to make the case for change in Bulgaria.

> "We need data to show that this is a problem. We need an evidence base…. The government doesn't collect any data on online violence or cyberbullying, that's why the only source is the survey."
>
> – Interviewee, UNICEF

> "If the research hadn't happened, they wouldn't have all this detailed information about how children use the internet, how they use their devices. They would be left to speculate. It puts light on many questions. Without this information her work would be much harder – not just the monitoring report – but their work with State agencies and other organizations would have been harder without the evidence."
>
> – notes from interview with National Network for Children's Management team

Interviewees saw specific value in being able to compare the two surveys and track trends (referring to the EU Kids Online survey conducted in 2010 by another organization). The fact that children's age when first accessing the internet dropped by three years was by far the most cited statistic. Many interviewees asked when the next survey would be conducted and SIC emphasized the usefulness of having another iteration of the survey happen as soon as possible to continue informing their work.

Bought into the value of evidence and this way of thinking about children's participation online

The value of evidence, and the complex connection between evidence and practice, is a significant issue for SIC staff who say that research and evidence-based practice and policy are not established in Bulgaria and professionals do not understand their importance.

However, the way of thinking about children's online activities that is advocated by the Global Kids Online Bulgarian research findings was reflected in the interviews. Almost all interviewees talked about digital literacy or 21st century skills, as well as digital literacy being an approach that needs to be mainstreamed and integrated across their work rather than a separate stream or subject within education.

Other interviewees discussed the importance of listening to children's voices and valued the research because it focused on children's own experiences.

Inspired to take action

Staff at SIC were keen to point out that the centre's focus is on practice and, therefore, the value of the research is primarily to inform and substantiate their activities and approach. Similarly, their practice also influences the research they conduct, so they do not feel able to (or think it is useful to) disentangle the two and rather view it as an iterative process driven towards action. This was also reflected in the fact that interviewees did not always make clear distinctions between the work of SIC, the research they conducted and Global Kids Online.

Therefore, interviewees talked about being inspired by SIC's approach and, although individual's might not always be aware of it, SIC's approach is informed by the research.

> "Everything that SIC offers is very well thought out and will have a good effect on my work."
>
> – Teacher

> "If SIC didn't work on this subject I don't know how we would start on this. I know their work a long time ago but maybe the methodology was new to me. I used to think that media literacy could simply be an independent subject, but now I am convinced that it should be everywhere (a part of all subjects in school)."
>
> – Interviewee, Coalition of Media Literacy

Interviewees whose direct work with children was informed by the research findings felt that they were doing something important and worthwhile. An employee of Telecoms company Telenor, whose CSR programme supports SIC, said that staff feel proud to be employees of Telenor because they are doing something that "has a real impact".

5.4 Research use: Knowledge, skills, capacities

An improved understanding of priorities, trends, key issues and where action is needed

One particular area where the research provided important information was in terms of trends from the two surveys. These trends helped to inform, for example, the priorities for Telenor's CSR work, both in terms of key themes as well as the most effective online platforms to target different age groups.

Interviewees talked about specific learning from the research that had influenced their direct work with children and young people. For example, colleagues from the Social Activities and Practice Institute talked about learning about the importance of peer relationships, relating to the finding that children develop online friendships and, critically, that children turn to their peers when they encounter problems online.

Parents' (particularly fathers') lack of engagement with their children's internet use was cited by several interviewees (including SIC staff) as being of particular concern and a focus for ongoing/future work. SIC continued the "To Be a Father" campaign largely due to evidence from the research that fathers are not as involved with children's online and offline lives as mothers.

Some of these priority areas were surprising for interviewees. A stakeholder from the National Network for Children's Management team was surprised that the age at which children start using the internet is getting lower and lower every year, and also by the fact that poorer households will almost always have internet access, even when they may not have water or electricity.

Interviewees also talked about learning about the importance of an integrated approach to digital skills rather than setting it up as a separate subject. They often used the word 'ecosystem' to refer to such an approach, which sets out to develop social skills in conjunction with technical skills.

Access to a network of people and agencies and an understanding of contribution in this area

All partners view SIC staff as experts in this field and consult them about any initiatives that relate to digital literacy. Rather than a network, in Bulgaria, SIC are a focal point that organizations go to for information, advice and support.

> "When we decide to start an initiative, we have idea but when we receive information from Georgi because they know the research from...the little words, they know everything about it. They have a lot of information from the early stage. …The media literacy is a very important topic for example, and the maybe analyse more the research in the deep, and today this information when they analyse it, they give to us."
>
> – Telenor employee

SIC is viewed by all partners as an important, knowledgeable and trustworthy partner with expertise in the field of digital literacy and child online protection. Some partners identified this perception as being informed by the research.

> "It's really useful that we work with them also on other areas, in advocacy and other areas of child's rights' – for example, they want to have new strategies focusing on the personal development of children, though not strictly connect to digital literacy, but it's part of it because it's part of children's upbringing."
>
> – National Network for Children's Management team

For one interviewee from the State Agency for Child Protection, SIC is a key partner and friend:

> "We turn to them every time we have some problems, internet issues, or if we want to organize some events…or when we have these meetings with the child council, when we want to prepare some material we ask SIC."

An interviewee from UNICEF stated:

> "When we need some external know how, we look at Georgi and his team. We don't have a specialist in our office on this topic. People here at the centre, the media knows them and they rely on their opinion. And they are quite often part of a TV show…These are the professionals, together with the director leading the Cyber Crime Unit."

SIC staff reported the numbers of partners they have worked with in relation to research findings as follows:

- Collaborative partners: 30
- Institutions engaged: 5
- Collaborative projects: 4

New skills for engaging with children and young people

Several interviewees stated that they had learned new skills for engaging with children and young people as a result of the research and the implementation of the research.

Learning could be fitted into the following four categories:

- Young people are bright – you just need to know how to engage them
- SIC's approach engages young people who are considered by schools to be harder to engage
- Practical ways to actively engage with young people, including the importance of listening to them and the importance of peer learning
- The importance of the ecosystem – digital literacy is not a separate topic; everything has to fit together.

SIC staff were impressed that when young people from the Youth Panel were tasked with planning a campaign, their first concern was to check the evidence. They saw this as young people learning that evidence is important to back up an argument.

An interviewee from the University of Sofia talked about not only teaching SIC's approaches to student teachers but also modelling his classes for future teachers on this approach.

A primary school teacher shared her experience of implementing SIC's methodology with her own primary school class as part of the piloting stage. She noted how engaged her pupils were and how jealous other pupils in the school were when they heard about her students' new class activities.

5.5 Research impact: Behaviour and practice change

Direct work with children and young people

In 2015, SIC started its Cyberscouts programme in which volunteers train young adolescents, aged 10–12, to learn about the risks and opportunities of online engagement and develop materials and skills to help them pass on this knowledge to their peers. A trainee becomes a cyberscout when completing the training and is able to share what they learnt with their peers as well as give advice to any friends who are experiencing problems. As a result of the research, SIC refocused the content and approach of the programme and added new materials.

> "The decision to further invest and enlarge the impact of the programme is largely based on data from the research, demonstrating high tendencies of kids to share their online problems with friends."
>
> – Interviewee, SIC

Part of these adjustments included the creation of a Facebook group for active cyberscouts to share their activities and progress with their school peers after the training. Volunteer trainers are also members of this Facebook group, so they get to see the follow-up from their training.

Since its inception, the programme has reached a total of 2,000 children in 45 cities and towns and over 60 schools. SIC's evaluation report of two of their trainings shows an average improvement of 27 per cent in knowledge about online risks and ways to tackle these (from 51 to 78 per cent).

Additionally, SIC has developed a collaboration with Telenor Telecommunications as part of Telenor's CSR programme, and Telenor staff took part in the cyberscout trainings as volunteers in 11 schools.

As part of their collaboration, SIC organized a cyberscout competition for the Safer Internet Day of 2017, 2018 and 2019, for which Telenor organized the prizes. Telenor's staff also took part in the day's activities and were trained in key content and skills by SIC. While the 2017 edition focused its activities on the research, 2018 and 2019 had a different focus but were also informed by the findings:

- Safer Internet Day 2017, 'Be Smart, Use Heart' campaign: 260 Telenor staff went into schools and have now trained 10,000 people in online safety. They teach children about the types of online bullying, main risks and ways to avert these. Telenor received positive feedback from teachers and children:

  > "Because we are...during this initiative, we are using play and we explain in very provocative...how to avoid the risk, and how to manage the risk."

- Safer Internet Day 2018 'Finding Emo': the concept was to raise awareness in adolescents and parents about the risk of sharing personal information on social networks. "This person, Emo, is fictional, and we made it that the children have to explain, when they teach when they leave… personal information about them, and after that we explain them that it is very dangerous because some paedophiles can use this information for bad things". This was exclusively an online campaign and it included an online competition (a quest), the winners of which received a smartphone. Over seven days, they had 104,000 participants and there were 24,000 visitors to the campaign website.
- Safer Internet Day 2019: 'It's Up to You': Famous Bulgarians were invited to share their personal experiences of provocative comments, sexting, fake news, racial harassment, etc. The content was offered online through video formats on the website: 'Ottebsavizi.bg', where they also offered information about fake news, identity theft, sexting, etc.

There is also other work in schools that is informed by the Global Kids Online research. For example, a local businessman and cyberscout volunteer is invited to schools where he speaks to the pupils, their teachers and parents about online safety, with a focus on prevention. In this 1.5 hour evening session, he also uses data from the research. Through these activities he is able to reach children of different ages who are not a part of the cyberscouts programme.

SIC is aware of the need to widen the targeted age-range of the work that they are involved in directly. While exploring ways to engage with young people aged between 14 and 18, SIC staff discovered another organization, 'Teen Station', that trains groups of young people from different schools to develop digital content. They decided to integrate the Youth Panel into this platform as just another group that contributes to producing the content. Teen Station participants receive eight training sessions delivered by professional journalists. SIC is adding an additional training from April onwards on digital media and critical thinking, informed by research findings. Teen Station groups can decide what content they will develop but there is an expectation that the Youth Panel group will develop a segment on 'Digital Life'. SIC also developed a short film with Teen Station called "Five Facts about Fake News".

Influencing policy development

Although it is difficult to point to concrete policy changes as a result of the research, interviewees shared several areas in which the research findings have contributed to the process of policy development.

As a result of the work of the Coalition for Media Literacy (which is all informed by the research), the Ministry of Education integrated an hour of education per academic year on media literacy for young people. Though insufficient and an inadequate approach, the initiative was as a first step. Additionally, SIC notes that the Ministry of Education has progressed its discourse from being focused exclusively on technical digital skills to adopting the broader concept of digital literacy. This is now reflected in policy, though not yet in practice.

The draft strategy for Child Protection 2019–2030, which is currently undergoing online consultation with the public, now includes a section on children's online safety with a very strong emphasis on internet and media literacy, protection from cyberviolence and other issues that arise from internet use. The strategy was also informed by research findings and consultation with SIC staff and stakeholders.

Monitoring reports from the National Network for Children Management team – for a few years, auditing of state agencies' progress has considered the issue of online safety as part of the child protection sector and has focused largely on 'the criminal element'. However, 2019 is the first year in which media literacy has been included as part of the education sector auditing.

Developing a methodology for working with children and young people

SIC is currently working with stakeholders to develop and test a new methodology for primary schools based on an interactive format that focuses on skills rather than a one-directional transmission of information. This approach is informed by research findings that emphasize the importance of digital literacy as an integrated part of an educational system. The methodology is co-created with a working group that includes Sofia University, the Ministry of Education and practitioners, and is currently being tested in three schools. Teachers send feedback after every lesson as well as after they have finalized the whole curriculum. During digital media month, teachers in other schools were asked to test some of the lesson plans from the primary school methodology and give feedback.

A teacher testing the methodology who was interviewed for the case study, talked about how she had completely rearranged the way she organized the space in her classroom and how she interacted with the children in her class. She said that she found it difficult to get through the lessons because the children wanted to learn and discuss more.

A professor at the University of Sofia has developed a postgraduate module named 'Montessori in 21st Century Digital Society', which is based upon SIC research, Montessori approaches and Ken Robinson's pedagogy – a very innovative approach. The course is now running for the third year and there have been just under 150 students in total (30 to 40 people in each year). He also provides input on 21st century digital skills for the university's undergraduate course for teachers.

His university students also join SIC events and activities, with 20 of his students participating in a SIC conference in 2018. This year he plans to send his students to SIC in order to acquaint themselves with these approaches and write their critical observations in a report for their course.

An interviewee from SIC mentioned another methodological intervention that is in development:

> "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."

Sharing research and raising awareness

Both SIC and partners used key impactful messages from research in presentations and conferences. The following presentations, papers and conferences are directly attributable to the research:

- Safer Internet Day (Sofia, 2017): presentation of key findings and recommendations for policy changes to include better online safety procedures in schools.
- Children and Youth on the Net Conference (Luxembourg, 2017): presentation of the results on a Global Kids Online meeting and workshop, demonstrating the use of evidence-based approaches in youth work.
- From Digital Literacy to Digital Citizenship Conference (Sofia, 30 May 2017): presentation of findings related to digital and media literacy with a focus on policy changes to include digital literacy modules in the Bulgarian school curriculum.
- Media Meets Literacy (Sarajevo, 2017): presentation of key findings from Global Kids Online surveys in Bulgaria, Serbia and Montenegro.
- Three project reports: 1. "Online Experiences of Bulgarian Children: Risks and Safety"; 2. "Parental Support for Development of Children's Digital Skills"; 3. "Are Digital Natives Digitally Literate? Insights from a national representative survey" – linked on the Global Kids Online page of the LSE blog.
- One country report based on the Global Kids Online template (in development).
- Inclusion in UNICEF's 2017 "The State of the World's Children" publication of data sets related to risks and harm as well as online opportunities.
- 58 press releases based on the research.

Although SIC made a distinction between presentations that were focused on the research findings and presentations that used the research findings to frame a broader discussion, all of their dissemination efforts include statistics from the research and are informed by its findings.

Other partners have shared the research findings in order to raise awareness of media literacy in a variety of formats.

Telenor has used research findings and advice from SIC to update their website to include:

- Signposting to cyberbullying.safenet.bg and SIC for people affected by online bullying
- 'Handbook for Online Bullying', a resource developed together with SIC. The resource includes tips on how to deal with online issues for teenagers and parents.
- A glossary of digital media (Facebook, Instagram, Snapchat, etc.) for parents' use, explaining what social networks exist and what children use and how.

One interviewee stated they the slides from SIC with Global Kids Online findings in presentations for conferences. When people ask him more about this, he refers them to SIC. In the last two years, he has presented at 30 to 50 events with both children and parents. In one conference he spoke to approximately 1,000 students and he estimates that around 3,000 people have heard him talk live. He also streams his presentations on national TV and, if TV audiences are considered, claims that half a million people have probably heard him speak about the Global Kids Online research.

The Coalition for Media Literacy – with SIC as the lead partner – started a campaign in Media Literacy Month in early February 2019. There is a full programme of events throughout the month; for example, they had lessons with children and teenagers; they produced a class for parents and teenagers on safety on the internet; and they made a video with teenagers against online hate.

Bulgaria TV (BTV) morning show has a fortnightly segment looking at online safety. This segment always starts by quoting the research and SIC staff are often invited to contribute news ideas.

Evidence from the research also informed UNICEF's telethon to raise funds for its bullying in schools' intervention. In terms of impact, the telethon was not that effective in raising money, but it had an important broader effect of raising public awareness and gaining engagement with the project from government agencies/officials.

In November 2017, the University of Sofia organized a conference with the Agency for Child Protection that coincided with an ASEAN UNESCO event and was attended by more than 400 people. On the back of this conference, University of Sofia published a book called 'Kids and the media', which tackled pedagogical approaches, judicial issues and the media. This book includes data and findings from the Global Kids Online research.

5.6 Research impact: Final impacts

SIC's aim, informed by the Global Kids Online research, is to establish a national ecosystem that takes an integrated approach to digital literacy and 21st century skills, involving children, parents, teachers, politicians and wider public, across education, policy and research.

While there is limited evidence that such an ecosystem exists, there is evidence of a change in narrative – as demonstrated throughout the case study – as partners are beginning to talk in terms of digital literacy as an integrated part of a system, rather than a separate subject, that involves both technical and other critical cognitive and social skills.

Children are encouraged and supported to use the internet to their benefit

One common theme was that the children who are directly impacted by the cyberscouts programme and other work in schools will see a difference. However, access to these interventions is not consistent across schools.

> "I am convinced that children in Bulgaria [who have been involved in SIC's programme] would see an impact. They have started to be more creative on the internet, they are not so passive users and are now more active users."
>
> – Interviewee, Coalition for Media Literacy

Another interviewee believes that, as a result of her implementing the primary methodology, children in her class "are much more capable of evaluating information online, talking about their emotions, problem-solving as well, and the good thing is that when they meet other children in their breaks they transfer the knowledge".

Appropriate online content, in different languages, for different ages, and including vulnerable children

Improvements made to the Telenor website outlined in the previous section demonstrate that Global Kids Online has contributed to more appropriate online content for children and their parents. Other partners' websites also signpost to SIC for information about digital literacy. Teen Station and the Safer Internet Day campaigns are undertaking ongoing work to provide this.

People working with children respond appropriately to children's needs and risks

The change in discourse from online safety to digital literacy; from online safety being a distinct subject to integration across the whole educational system; and from primary school up to university, among both practitioners and policymakers, suggests potential improvement in this respect.

Volunteer trainers for the Cyberscout programme demonstrated increased skills for working with children and a more positive attitude towards children and their abilities. Moreover, as Georgi stated:

> "Just in two days you can see the change…what if the education system would do something with this…they have 12 years!"
>
> – Interviewee, SIC

The teacher interviewed who changed her class around to improve digital literacy is a small example but a powerful demonstration of the potential that the primary school methodology has to support this aim. Furthermore, that the University of Sofia is promoting this methodology to student teachers demonstrates significant potential for changing the practice of professionals working with children now and in the future.

Appendix 6. In-depth case study from Ghana

Background

Ghana is a middle-income country that, compared to other countries in the region, was described by interviewees as having a stable economy and political situation that prioritizes education. The country has a very young population and mobile phone and internet use is expanding rapidly. If this fast pace of expansion continues, Ghana may be a largely digitalized economy within 10 years. As such, there is an interest by governmental and civil society stakeholders to establish a legal and policy infrastructure to be ready to protect children in this fully digitalized environment.

6.1 Research uptake: Activities

Plan for and conduct research

The idea for the research emerged when the Ministry of the Interior attended a workshop on cybersecurity in the UK and then convened a national stakeholder meeting in Ghana to discuss child online protection. The Global Kids Online research therefore fitted into a newly developing conversation in Ghana about child online protection. The stakeholder meeting (and subsequently the research findings) were repeatedly described by multiple interviewees as "a wake-up call". The lead role played by the Ministry of the Interior around these conversations was transferred to the Ministry of Communications, which was later found to be better placed and mandated to play this critical role due to its part in the initiation and formulation of ICT policies and regulations to protect consumers of ICT and related services.

The Ministry of Communications coordinated a meeting to set up a National Child Online Protection (COP) steering committee. Through UNICEF Ghana, Global Kids Online research became a relevant and timely project for the COP committee and involved the same actors. Even when talking about this early stage of the research process, the strength of the partnerships was emphasized by almost all interviewees. The consultant IPSOS was commissioned by the working group to carry out the research.

A key task in setting up the research was revising and pre-testing the Global Kids Online questions to ensure they were contextually appropriate. This was a particular challenge as there are over 50 different languages spoken in Ghana and questions needed to be translated into at least five main languages. Everyone in the working group participated in every step of the process, and the team also received support from UNICEF –Innocenti.

IPSOS worked with researchers from local communities to complete fieldwork and the Ghana team achieved the largest sample of all Global Kids Online countries. As one interviewee said,

> "The consultant covered almost all the areas that we wanted them to do. We wanted to make sure that the participation of children was wide. … For me all areas were covered. I was very satisfied, they involved teachers, children."
>
> – National Coordinator, Ghana NGO Coalition on the Rights of the child)

Share research widely

Once the research was completed, the draft findings were shared with the research partners for comments and discussion. The final report was held back for nearly a year due to changes in leadership (which was frustrating for some stakeholders) and was finally launched to coincide with the 2018 national Cyber Security Awareness Month. This was a high-profile launch, in partnership with the National Cyber Security Centre, and involved high-profile speakers from government and international development partners. https://ncsam2018.cybersecurity.gov.gh/index.php/events/formal-launch-of-child-online-protection-cop-report/

> "The launch of this report was a major occasion that brought all the actors together, including school children, to raise awareness. It was followed by TV, and radios. Then there were different bits and pieces that were flying out on WhatsApp too."
>
> – Head of Programmes, International Needs Ghana

Specifically, the UNICEF Ghana Office:

- Added a component on Child Online Protection in a Ghana-wide campaign; *Ghanaians Against Child Abuse* (website https://www.iamgaca.org/Child-Online-Protection)
- Tweeted about the research
- Designed some of the findings in a way that is suitable for social media posts
- Organized press releases.

Use research to influence change

A number of the partners have used the research findings to leverage the inclusion of Children's Online Protection in many existing programmes. As the UNICEF team said:

> "Whatever we are trying to do is based on the findings of the report… The things that we will do with the school initiative very clearly, they are linked with the findings of this report… The component of children in the cyber security framework is very clearly linked to the report… If it wasn't for the report that component wouldn't be there."
>
> – UNICEF country office

6.2 Research uptake: Engagement/involvement

The strength of partnerships between actors working on the research, and particularly the strong links with four government ministries, were seen by most interviewees as a particular strength of the research in Ghana.

While the Ministry of the Interior convened the COP stakeholder meeting where the research was instigated, it quickly became apparent that the research fitted most clearly within the work of the Ministry of Communications, and specifically within the National Cyber Security Centre. Therefore, the Ministry of Communications took the role of lead ministry in the research process.

The working group for the research included the following partners:

- UNICEF Ghana office
- Ministry for Gender and Children and Social Protection.
- Ministry of Communications
- Ministry of the Interior
- Guidance and Counselling Unit (Ghana Education Service)
- NGO partners including Ghana NGO Coalition on the Rights of the Child, World Vision, Plan International, J initiative (now Child Online Africa)

At the same time that the research was being planned, the Child Online Protection Framework was being developed by UNICEF Ghana. Although this was a parallel process, many of the partners were involved in both pieces of work and they informed each other.

A wider group of organizations were engaged in the dissemination of the research, including:

- Regional, district and community staff (from Government and NGOs)
- Children's Rights Clubs and their patrons[4]
- Parent-teacher associations
- National Cyber Security Centre
- Government ministries and departments

Several interviewees talked about not only the number of partners but also the effectiveness of the partnerships. NGO staff in particular mentioned the value of working with government staff who they might otherwise not have had opportunities to build partnerships with.

4 Many primary schools in Ghana have a children's rights club. The patron could be a children's rights champion within a school or from an NGO/other external organization. Different organizations and government departments support children's rights clubs in different regions of the country. Children's rights clubs are one of the main mechanisms mentioned by interviewees for engaging with children in school.

6.3 Research use: Reactions/awareness

Evidence on children's online experiences is useful to me

Many of the informants interviewed valued the opportunity to build and draw upon a good evidence base around children's experiences online. As one interviewee said:

> "Once data speaks…there's no argument."
>
> – Programme officer, Ghana Education Unit

This was the most common response to the research, particularly since the research fed into an existing conversation. Therefore, the research not only validated ongoing work and corroborated people's perceptions of children's online activities, opportunities and risks, but also helped to determine future priorities and directions.

6.4 Research use: Knowledge, skills, capacities

An improved understanding of priorities, trends, key issues and where action is needed

Interviewees identified a range of areas where the research had enhanced their understanding of priorities, key issues and areas where action is needed. It is worth noting that most of the issues raised related to child protection rather than online experiences and skills, and this is a theme that ran through this case study.

The findings showed that children were not regularly engaging with parents around their internet use; for example, four out of 10 children said that they had encountered something uncomfortable online and had not told an adult about it. Many interviewees reported being surprised by this and noted that it had led them to consider how they could engage adults about their children's online activities. As one interviewee said:

> "We had not looked at how we would engage with parents. Our focus on child online protection was on children."
>
> – Stakeholder

Several interviewees reported being shocked by the prevalence of sexualized activity and abuse online. While parents were not engaging with their children about online activity, children were engaging with other adults online.

> "I also realized how prominent children and adult interactions were, and how much sexual abuse goes on through online platforms."
>
> – Stakeholder

Several interviewees talked about how before the research they had thought that there was an issue with many children not having access to the internet, but that through the research they learned that young people were sharing devices and, therefore, more children had access to the internet than had previously been thought.

The majority of interviewees stated that they gained personal knowledge about internet use and how to interact with their children around this topic. Most commonly, this included monitoring their children's internet use and settings and talking to their children to ensure that they know about how to stay safe online.

A high-quality, locally specific and comparable understanding of children's experiences online

The fact that this evidence was particular to Ghana was identified as important to several informants. The UNICEF Ghana office talked about how the research had helped them consolidate existing knowledge, as well as build new Ghanaian knowledge. They knew about the risks before Global Kids Online but did not necessarily know the nature and scope of these and how they were relevant in Ghana.

> "[Before] it was something that was based on our instinct, but now it's here, now I know it's happening. This is good enough. When I'm arguing I have references."
>
> – Police informant

This confirmation of existing suspicions was particularly important given interviewees' perceptions that rates of reporting online incidents are low. It was thought that children would be unlikely to report incidents because of fear that they would be labeled as a 'bad girl or bad boy'.

Learning about the research process

IPSOS staff talked at length about what they learned and gained from the research process. This included both the support from Global Kids Online and the process and benefits of working in such a participative manner with so many partners who are involved at all stages – even if this takes longer! As the IPSOS consultant said:

> "The beauty of it was the interaction we were having with Daniel, because every step of adapting the survey we sent it to him, and he was very much cooperative… and giving feedback step by step."
>
> – IPSOS consultant

They also highlighted how beneficial it was to learn from other countries, anticipate issues they may have encountered locally and to mitigate these. The opportunity to compare findings internationally and contribute to a global debate was also valued.

6.5 Research impact: Behaviour and practice change

Contribute to policy development and regulation

Interviewees were keen to emphasize that the research added evidence that strengthened an existing conversation on child online protection. They also mentioned several clear ways in which the research process and its findings had contributed to policy development.

The National Cyber Security Centre located in the Ministry of Communications, which had been established before the research were conducted, initially had three 'pillars' that informed its work priorities. However, as a result of the research and the strengthened national conversation about child online protection, the centre added 'children' as a fourth pillar. In addition, UNICEF Ghana had provided support to the Centre to commission a consultant with a specific remit to review the National Child Online Protection Framework and Implementation Plan. This workplan includes developing the centre's app where children can report incidences of feeling unsafe online.

The Government Department of Children told how the research findings had provided evidence for a position paper arguing for the inclusion of child online protection in the revision of Ghana's Children's Act. Although at the time of the case study this revision process was ongoing, there was broad agreement that the strength of evidence meant that this topic would be included in the revised legislation.

UNICEF Ghana also noted that the Criminal Offences Act includes provisions specific to child online protection for which the research offered concrete evidence and impetus.

Develop, support and adapt interventions and practice to improve children's experiences online

Through the interviews, we found evidence of the findings being used to build on existing initiatives and develop, support and adapt new interventions in the following ways:

1. Child online protection was added to the **child protection community facilitation toolkit,** which is used at regional, district and community levels to sensitize children and parents to child protection issues. The child online protection component involves a set of images relating to issues emerging from the research that are used to promote discussion with children, parents and other community partners. Children's Rights International state that the workshops also involve the children drawing their experiences and then turning these drawings into posters that are then hung up in the schools. Although these drawings have not previously reflected online experiences, in current workshops children draw online-related interactions and situations, meaning that there will soon be drawings reflecting online issues from a child's point of view.

   A national training team, led by the Department of Community Development with financial and technical support from UNICEF, oversees training for the roll-out of the toolkit. The first training was held in 2016 (before the child online protection content was added) but the team convene the trainees once a year or whenever they have new content. When they added the child online protection module, this was integrated into the refresher training (2017 and 2018).

   The toolkit is used by different NGOs and government partners in different regions of Ghana. As NGOs operate in assigned jurisdictions, this allows for nation-wide (though possibly disparate) coverage. It is difficult to get overall figures for the toolkit's use but the numbers below relate to individual partners.

Children's Rights International:

- 851 primary school clubs with approximately 40 children in each: they have all been trained in child online activities issues using the toolkit.
- They have clubs in 44 secondary schools with approximately 80 adolescents in each. They have yet to begin training with them, but it will include an online component.

International Needs:

- Children's rights clubs in 16 communities: each cover between 50 and 70 children, all of whom have received training using the toolkit.
- District/regional/national child protection committee. In each community, they have a child protection committee with seven to nine community members who have been screened and passed. These committees have received training based on the toolkit and they convey the information that they have learned to their communities.

Department of Children (Ministry of Gender, Children and Social Protection):

- 150 communities nationwide have been reached through the department's direct engagement work, which involves all community members (parents, children, community leaders, etc.) and always includes child online protection.
- The Department of Children also provides training for the patrons of the Children's Rights Clubs and is currently developing standard guidelines for the formation and programme of these clubs. While not all schools currently have Children's Rights clubs, they are looking to establish new clubs in new schools, which will mean that the toolkit can reach more communities.

A working group (lead by the Department of Community Development and UNICEF) is currently working on an additional Adolescent Online Safety Toolkit and training that is informed by the research findings. This is in response to an identified need to tailor the content to adolescent experiences more specifically. Once this resource is complete, people will come from different regions for another refresher of the 'training of trainers' for the Community Engagement Toolkit.

2. The National Cyber Security Centre has led a programme of **desensitization sessions in schools**. Desensitization in this context refers to awareness raising. Guidance and Counselling (Ghana Education Service) has completed sessions in about three regions and this year plans to run sessions for two schools in each region. The Cybercrime Unit has also been involved in these sessions as part of Cyber Security Awareness Month (see below).

3. The first annual **Cyber Security Awareness month** (2018) had the theme of child online protection as a result of the strong national conversation about this topic. During this month, activities in schools related to child online protection, including the desensitization activities outlined above, were rolled out.

4. As a result of the research findings, the Department of Guidance and Counselling (Ghana Education Service) added cyberbullying to its **Safer Schools programme** to help teachers understand their child protection responsibilities.

> "It [Safer Schools programme] mainly looks at three violent behaviours: sexual harassment, corporal punishment and bullying – schoolyard bullying was the focus, but literature shows that it also happens on the cyber domain. So, this is where the COP came up. 'So, we were very excited about the partnership between UNICEF and Ministry of Communications' when they wanted to conduct a training on this issue."

5. The National Cyber Security Centre has developed an **app, which includes a function where children can report incidences of cybercrimes**. Without the research, child online protection would not be one of the Centre's pillars and so it is unlikely that the app would have contained this function. (https://cybersecurity.gov.gh/report)

Engage with the issues more confidently and take action appropriately

We asked a police informant: What do you do differently as a result of the research? The reply was almost everything:

> "We have a cyber security centre, and they have a committee that comprises almost all organizations from private sector, civil society, academia. So, one of the things that based on the statistics that we have, we've observed that awareness is quite weak. So that is one thing that we're pushing hard."
>
> – Police informant

The research process and evidence base have both strengthened the national conversation about child online protection and given individuals impetus to integrate this topic into their work. Specific examples include:

International Needs: The research brought the issues of online practices to the core of all of the organization's programmes that involves young people. Data from the research is used to redesign these programmes and train staff.

> "For example, working with adolescent girls and creating safe spaces for them: digital practices is one of the issues they are engaging them around. If you want to be in a safe space, it's not just a geographic location...but it's online safety."
>
> – Stakeholder

"The most powerful element is when you begin to engage children/ We engage children through school, through community, through their parents, through their community leaders, and through children themselves."

– UNICEF country office

"It brought the conversation closer to the government ministries."

– Executive director, Child Online Africa

"The Ministry was already wanting to look into this, but the evidence was not there."

– National coordinator, Ghana NGO coalition on the Rights of the child

"From an organizational point of view, it has pushed the issue up on the priorities list."

– Executive Director, Child Rights International

Child Right's International: The knowledge gained from the research has affected the organizational practices and policies in the following ways:

- It has directly impacted the organizational policy at staff level, their relationship with children and data protection.
- The way that children's data is managed has changed to make sure it is protected and not accessible to others.
- The organization has become mindful of the staff it hire, keeping in mind that once a person uses an organizational laptop, he/she can access the organization's information.
- The way research with children is conducted has also changed as a result of the research: staff are now careful not to take photos of the children or to share that information if they do.

Ghana NGO Coalition on the Rights of the Child (GNCRC): GNCRC has adopted an integrated approach to talking about child protection online – it is now one of the topics addressed when the community is approached. GNCRC has ensured that its members use the toolkit when they go to communities. This is also the case at regional level, when talking to ministerial partners.

6.6 Research impact: Final impacts

Children are encouraged and supported to use the internet to their benefit

The emphasis amongst almost all of the interviewees in Ghana was entirely on child online protection with very little discussion of positive online participation or digital literacy. Therefore, the desired end outcome was related to child safety online and this was the focus of all of the implemented interventions.

> "The idea is for children to have peace of mind so they are engaged with what happens in school. To be able to make sure that a child sits in a class and is present, we need to make sure that we give them the necessary support. We don't want to do the firefighter job, where you wait for the issue to come up. We want to work on prevention to offer the children all the necessary information to engage online safely."
>
> – Programme officer, Ghana Education Unit

There was a small number of voices that expressed a need to move beyond protection. One interviewee identified this focus on protection in terms of accessing content, without being too concerned about promoting children's participation, but stated that he would personally like to move beyond that:

> "We need to ensure that we protect children as well as we allow them to have access to information…I know what information can do for children."

Another expressed what he would like to see as the final outcome of the research:

> "Ensuring that children using the internet don't suffer any form of abuse…or reducing any form of abuse which is bullying, grooming. Ensuring that children benefit from the internet, in the opportunities are created."
>
> – Head of Programmes – International Needs Ghana

A view expressed in multiple interviews was that the impact of the research findings on children's lives in Ghana depends on whether they have had contact with any of the interventions described in the previous section; the research has had an effect on children who have participated in the workshops or received sensitization sessions, but children who have not will not see any difference.

> "The children we work with definitely have more knowledge about online abuse."
>
> – Executive Director, Child Rights International

People working with children respond appropriately to children's needs and risks

Training of trainers and a focus on working with parents and champions within communities speaks to this:

> "Ultimately we are looking at a child who is well protected in the school yard, in the cyber space and even at home. And nothing debilitates against that child' development we need that critical mass of well nurtured adults."
>
> – Programme officer, Ghana Education Unit

Appendix 7. In-depth case study from Uruguay

Background

A number of features of the context in which the Uruguay Global Kids Online research was carried out are unique and are worth highlighting at the start of this case study. For the past ten years, Uruguay has been working to implement Plan Ceibal, which aims to ensure all children in Uruguay have the opportunity to access the internet. The focus of this plan is threefold:

1. Ensuring that every child has access to free Wi-Fi. This has been done by creating an extensive public Wi-Fi system, including every public school and other community centres.

2. Enabling children to access this Wi-Fi by giving every child in the public-school system a device.

3. Building an infrastructure to ensure that children have good opportunities to participate online, including through increased digital opportunities in schools.

Over the past ten years, the focus of policy and practice developments in Uruguay has been on connectivity and participation online. Less attention in a policy arena has been paid to digital risks and child protection. Nonetheless, issues around child protection, cyberbullying etc. were being raised by parents, children and in the media. From our interviews it seems that this is an issue that was being responded to more by civil society than by policy. We spoke to three psychologists who offered training and support to families and teachers about safety and relationships online. We also spoke to two non-profit organizations active in this space with a particular focus on broadening access to the internet as a means for expression and contribution as opposed to just consumption.

7.1 Research uptake: Activities

Plan for and conduct research / Connect with other countries in the network

The Global Kids Online research project was carried out between 2017 and 2018 with the final report being launched in May 2018. The research was carried out in partnership by a group of organizations who were already active in the space. The process was overseen by the Kids Online Board which included representation from Ceibal (the government agency responsible for implementing Plan Ceibal), Agesic (the government agency responsible for internet governance), UNESCO, UNICEF and the Universidad Catolica.

This process was discussed for several years before the resources and impetus were found to make it work. From a UNICEF perspective, a key driver was that more and more parents were raising the issues about safety online. The research was funded by UNICEF, UNESCO, CEIBAL and AGESIC and the data collection was led by CEIBAL and the Universidad Catholica.

The partnership element of this work was very important. The team worked together to decide which Global Kids Online modules to use, to think through the fieldwork and also to select key findings. Early discussions about analysis revealed that the different partners had different interpretations of some of the findings. They recognized that this was to be expected given their different routes into the research. Therefore, as a board they took a decision that the final report would only report on key findings based on the data, which they worked together over several meetings to agree on. The different agencies were then given the opportunity to include a page in the report highlighting what the findings meant for them.

From several reports it seems that the firsthand experience of the research elsewhere was an important springboard to getting the partnership going in Uruguay. In particular, the UNESCO representative had been connected to other Latin American work in Chile and Brazil in his role that extended across that region and had actively fostered conversations about the possibility of repeating it in Uruguay. The lead academic had also attended meetings in other countries and had communicated to UNICEF – Innocenti his desire to get something going in Uruguay. These connections were continuing in different ways following the completion of the research, particularly through academic collaborations looking at comparative analysis of the data.

Share the research widely

One of the defining features of the Uruguay work was that the partners took a very purposeful and collaborative approach to disseminating the findings of the research. This started with the production of the research report, which focused on the selected key findings and gave each of the partners scope to discuss what this meant to them and their work. The report was launched at an event, which included inputs from the team but was also chaired by a prominent journalist working in this area. Accompanying this was a very organized programme of engagement with print, TV and radio media. The whole team was included, with different partners speaking to the issues of most relevance to them.

This was supported by a comprehensive social media strategy including **37** tweets from @UNICEFuruguay and **467** mentions of the #KidsOnlineUY hashtag (this considers original tweets as well as retweets), which stimulated conversations involving opinion leaders from different fields (mass media, ICT experts, academia, government).

In the months following the launch of the report, UNICEF have run further campaigns to coincide with World Internet Day and World Children's Day. These have been supported by social media campaigns run in partnership with young people. As a member of the UNICEF Communications team described:

> As well as in Facebook and Twitter, we prepared infographics and images with quotes from adolescents who participated in the qualitative instances. These covered a variety of topics such as access, activities, devices used, webs or apps used, adult mediation, risks, etc. We invested money in some of these posts to boost their reach. We also held short quizzes on Instagram Stories in which the community could "test" their knowledge on the relationship between kids and the internet, and at the same time learn about the findings of the report. Engagement on posts included likes and comments, with an engagement rate of 2.25 per cent (this means that 2.25 per cent of the people who saw the post, liked or commented it). Engagement on Stories with quizzes was much higher with an engagement rate of 37.09 per cent.

7.2 Research uptake: Engagement/involvement

This research involved a very strong team from the UN agencies, policy and academia.

The core partners were:

- UNICEF Uruguay (Child Protection and Communication departments)
- UNESCO regional advisor for Freedom of Expression
- Plan Ceibal, which is the government agency responsible for ensuring connectivity and participation of children online
- Agesic, which is the government digital and information agency
- Academic researchers from the Catholic University of Uruguay.

Everyone involved in the research said that they felt that this was a strong team of partners to carry out the research. Some stakeholders identified the complementarity of the different partners.

A few people said that the partnership could have been further strengthened by including more or different academic partners with more specific experience of carrying out this type of research; civil society organizations with an interest in these issues; and parents, teachers and young people. However, the challenges of involving the latter groups in particular, were recognized. Finally, a representative of the government agency AGESIC said that in hindsight they would have engaged more people across their organization in the development of this work to ensure that it fed into relevant workstreams more quickly.

Other partner countries

Other partner countries were not directly involved in the research; however, several members of the project team had met with other partners countries. This had informed their approach to the research. For example, learning from Chile how to make the questions more culturally appropriate for use in Latin America.

Media

During the month of the launch report, the team reached the media 40 times, including 10 pieces on the radio, four newspaper articles or mentions, nine TV articles, interviews or mentions and the rest mentions in other digital outlets. This was a new experience for many of the partners; as one informant said, "I'd never been on the TV before, suddenly I was on several times".

National and local stakeholders including communities, practitioners and policymakers

The team also worked hard to reach local and national stakeholders. In total, 164 people with diverse backgrounds and institutional affiliations attended the launch event:

Academia	22
Civil society	12
Expert	3
General public	8
Government	54
International NGOs	6
Media	5
Partners	5
Private companies	20
Public companies	13
UN	3
UNICEF	13

The report has reached 6,584 people to date:

- 180 at the launch (hard copies)
- 100 in activities (including adolescents) (hard copies)
- 550 distribution via mail
- 5,754 pdf downloads from the web
- 550 people were sent copies of the report

7.3 Research use: Reactions/awareness

Supported to adapt and conduct locally relevant high-quality research

Everyone we spoke to was very positive about the overall framework and approach to understanding children's rights online brought by Sonia Livingston and the Global Kids Online. Many informants cited Sonia Livingston by name.

Most informants were very positive about Global Kids Online as a whole; people valued the opportunity to build on previous research and the networks that the network brought. A couple of people identified areas where the Global Kids Online resource could be improved:

- technically, e.g. survey design and ensuring comparability of the data
- practically, such as including more information on research governance and collaboration, making sure the collaborations that were formed were robust and based on explicit agreements about roles etc.

Aware of the value of evidence and empowered to use research / children's rights online are important

All of the informants we interviewed were very committed to the issue of children's rights online. For some people this was a long-standing interest. For AGESIC this was a relatively new focus, but the importance of this topic was recognized.

The research partners felt that generating robust research into kids experiences online in Uruguay was important and for UNICEF this was something that had become more important over time as public discussion around internet opportunities and safety for children developed.

The informants we spoke to who had not been involved in the research all had a history of conducting work with children and families online. They all agreed that having this research was very welcome, giving credence to the work they were already doing.

7.4 Research use: Knowledge, skills, capacity

A high-quality, locally specific and comparable understanding of children's experiences online

Everyone that we spoke to told us that they thought the research as summarized in the report was valuable, robust and would help them in their work. It was striking that across the 14 interviews we did, people highlighted the same research findings as being important time and time again. These included:

- One out of three children surveyed reported experiencing something unpleasant or threatening online, but only half of those children told an adult about it or commented on it to someone else;
- Parents did not fully recognize their role in supporting children to be safe online;
- Children want more parental engagement in their online activities;
- Children resent the time that their parents spend online and say that it gets in the way of family time. The example of parents checking phones at the table was raised regularly.

When asked which research findings were surprising, informants already active in this area, including UNICEF, other civil society organizations and the psychologists we spoke to, said that there was nothing surprising based on their experience of working in this area. This confirmed their impression that the research was robust.

For the government and academic representatives, the prevalence of children experiencing threatening or unpleasant issues online was surprising.

People also spoke about how valuable it was having specific information about Uruguay as this meant that parents and teachers could not ignore the situation there. Presenting local data was a strategy that several psychologists used in their training with teachers and parents.

An improved understanding of priorities, trends, key issues and where action is needed

There was a lot of consensus amongst the interviewees about the kind of action that needed to be taken, informed and supported by these findings, as well as other work already ongoing in this area.

For the government agencies, the key learning was that children are facing issues online and that in developing the digital infrastructure and governance, child protection is something that needs to be explicitly and separately addressed. They also highlighted how the specificity of the findings was helping them think about how to take action. For example, the research showed that most children access the internet from mobile phones, which has enabled them to identify tailored approaches to helping kids stay safe.

The need to engage more with parents and teachers was identified across the board. Everyone recognized that teachers and parents needed support to confidently guide children in the online world. Several people talked about encouraging parents to "be alongside their children online". People said that in the early days of Ceibal the myth of the 'digital native' had been prevalent and there was a feeling that children would just be able to navigate this online world. This research highlighted that this was not true and that negotiating relationships online is a skill that needs to be learnt, ideally with support of a trusted adult. What is more, just because as an adult you do not have good digital skills, does not mean your relationship skills are not applicable in the digital environment.

Access to a network of people and agencies and an understanding of contribution in this area

During the fieldwork visit to Montevideo, we gained a strong sense of this research being somewhat of a landmark event and something that will shape the children's rights online ecosystem for years to come.

Several of the Kids Online board members we spoke to said that they feel it is important to repeat the research and that trends in this data will be important. They are already starting to think about how they can repeat the research in a more cost-effective way, including reaching children through schools. One representative said that he felt that the strong collaborative relationship and capacity to carry out this kind of research was one of the most important legacies from the programme. He highlighted that this was an important example of collaboration across UN agencies.

Through the research and subsequent dissemination, the Board have strengthened and developed relationships not only amongst themselves but also with other key actors in the area, particularly academics, practitioners and activists.

7.5 Research impact: Practice and behaviour change

Contribute to policy development and regulation

Several interviewees stressed that it was still quite early days in Uruguay in terms of being able to see policy and change based on the research. However, one informant said that the fact that this research has been carried out so publicly by the government gives power to the wider civil society organizations to hold government to account if things do not start to change within two or three years. One government interviewee said they felt that the regulatory system in Uruguay was good and so did not expect to see changes in this.

Several interviewees gave examples of conversations that had started with policymakers since the research was published and that they hoped will be influential in time. These included:

- engagement with the Human Rights Ombudsman to ensure the findings inform the National Media Education Plan.
- engagement with Information Safety and Digital Citizenship in AGESIC

Develop, support and adapt interventions and practice to improve children's experiences online

One of the most exciting findings emerging from this case study was the programme of interventions developed by AGESIC, CEIBAL and UNICEF together with civil society organizations to engage parents, teachers and children in the issues arising through the research. Some of these interventions were already being planned before the research was reported and were informed by the awareness of the overall issues. Others dealt more specifically with the findings.

Between them, these agencies have engaged extensively with parents, teachers and children, in every case working to co-design resources and guidance to be shared more widely. This has included:

- CEIBAL and AGESIC together with Aprender Todos (an NGO) held workshops with young people and, through this, developed posters (as shown here) about raising awareness of internet security
- CEIBAL and AGESIC ran workshops with parents to co-design resources and a public awareness campaign, including concrete hints and tips for guidance.
- CEIBAL engaged with primary and secondary school teachers in workshops and at a summer school. As part of this work teachers developed plans to discuss issues around children's rights online with parents and uploaded these to the education intranet for other teachers to engage with.
- UNICEF worked with the NGO Comité de los Derechos del Niño to engage 40 young people around the issues and develop a campaign, which included interviewing key decision makers, developing resources and taking over the twitter accounts of opinion leaders for the day.

All of the agencies have more work planned.

Engage with the issues more confidently and take action appropriately

We spoke to three psychologists and three people from civil society organizations who were already active in this area, working with young people, parents and families around children's rights online.

All of them said that the findings had confirmed their own understandings of the issues and so had not influenced the substance of their approach. However, all of them said that they had drawn directly on the findings from the study to bring more impact to their communications around these issues. For example, two psychologists said that parents tend to ignore international research and say that it does not apply to them. Having data from Uruguay helps them make a more persuasive case that this is something that they need to pay attention to.

One of the psychologists, encouraged by the research, was working to develop a programme that could be delivered to parents and was looking for support from the Universidad Catholica to carry this out.

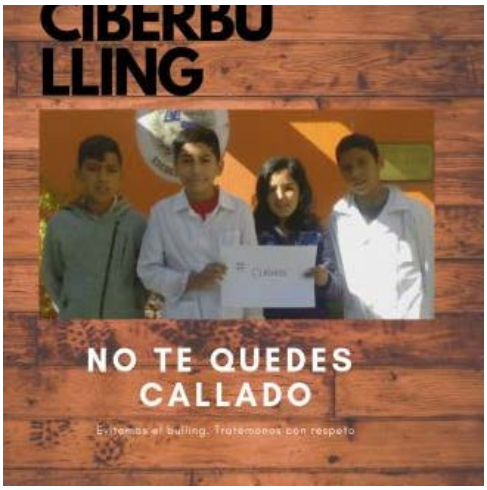
Carry out further research around the issues

The researchers we interviewed identified a range of areas for further research, based on the findings. The two key areas of interest were:

- comparative analysis of the Uruguay data in relation to other Latin American data sets – work with Brazil was already underway
- further inferential analysis of the Uruguay data to better understand trends

7.6 Research impact: Final impacts

We did not interview any of the ultimate beneficiaries of this research – parents, children or teachers. As such, we have no direct evidence of whether the research is making a difference to them. Most of the people we spoke to were hopeful that the research was making a difference but were also aware that it was early days.



The informants that we spoke to who were closet to children, parents and teachers were the psychologists delivering workshops and support in this area. They hoped that their workshops were making a difference and interactions with parents and schools made them hopeful that this was the case; however, they did not have strong evidence of impact.

Appendix 8. Terms of Reference for the Consultancy to Produce an Independent Impact Case Study of the 'Global Kids Online' network

1. Background

As Information and Communication Technologies (ICTs) rapidly penetrate all regions of the world, children's experiences are increasingly informed by the use of these technologies. Global concern is coalescing around the need to understand how to reduce the risk of harm children face online while maximizing their opportunities for learning, participation and creativity. It is important that the ways young people use the internet are considered when online technologies, networks, services and policies are developed; however, there is still insufficient robust evidence from most middle and lower income countries on how internet use impacts children's well-being and what risks and opportunities they encounter online, particularly in the global South.

To meet this need for evidence, UNICEF Office of Research – Innocenti (Innocenti) coordinates and facilitates cross-national research on child rights in the digital age and children's internet use in developing countries as well as adding to the existing evidence base in developed countries. The Global Kids Online network (GKO) was created in order to develop a research toolkit and provide central coordination of resources and expertise to support national partners in generating and sustaining a rigorous evidence base in this area. It is a collaborative partnership with the London School of Economics and Political Science (LSE), the EU Kids Online and Latin America Kids Online networks, with a number of UNICEF country offices as well as a number of researchers and experts from different parts of the world. To date, a core Secretariat responsible for network coordination and strategic oversight has been provided by four staff members from Innocenti and LSE, with additional support provided by a Steering Group and International Advisory Group drawn from academia, international organizations, non-profit and other stakeholders. Starting with a pilot study of four countries in 2016 (Argentina, Philippines, Serbia, and South Africa), the research has now extended to fifteen participating countries (including also Albania, Brazil, Bulgaria, Canada, Chile, China, Ghana, Iran, Montenegro, New Zealand, and Uruguay) and the network is still growing with additional countries preparing to join in 2018/2019.

Initially supported by the WeProtect Global Alliance (2015 – 2016), UNICEF, the Italian government and the Home Office of the United Kingdom, the project aims to connect evidence with the ongoing international dialogue regarding policy and practical solutions for children's well-being and rights in the digital age, especially in the global South. The purpose of the project is to enable researchers globally to gather evidence to understand how children's rights are being enhanced or undermined in the digital age and to provide a base for cross-national comparisons. Whilst initial research in this space tended to focus on child safety and online protection including cyber-bullying, our approach has attempted to reflect a more balanced perspective between risks and opportunities of both online protection and participation. This includes the benefits that online participation and engagement can bring to children worldwide, including helping to overcome marginalization and discrimination and enhancing opportunities through building digital citizenship.

As of 2017, UNICEF country offices and academic partners have collected data from nearly 12,000 children and 5,000 parents across four continents, supported by Global Kids Online methodology. Additional national projects are planned for 2018 and 2019 and a comparative report is currently being prepared with data from 10 countries with planned launch in Q1 2019. The underpinning research by Global Kids Online involved building an open-access Creative Commons licensed research toolkit for researchers around the world. The toolkit comprises multi-method tools for reliable, ethical and standardized national research with children and parents on the risk and protective factors of children's internet use. Ten methodological guides were authored by a range of experts to support national

researchers during planning, implementation and data analysis. The toolkit and more information is available at www.globalkidsonline.net.

With additional funding from the LSE Knowledge Exchange and Impact Fund, more recent work has involved development of an impact tool (www.globalkidsonline.net/impact) which draws on the experience and best practice of country partners and experts which was launched in January 2018. The impact tool is designed to provide guidance and ideas relevant to all stages of the research life-cycle and to help researchers plan and monitor effective knowledge exchange and impact strategies and activities.

A brief description of the task

UNICEF's Office of Research-Innocenti is seeking to commission a Consultant to work with us to validate and substantiate early emerging impact claims through production of an independently-verified impact case study of the Global Kids Online network. This will draw upon specific evidence from three country research sites in Argentina, Bulgaria, Ghana and Uruguay, as well as a review of the activities of the Secretariat. The consultancy will be co-funded and conducted in coordination with the London School of Economics through their ESRC Impact Accelerator Grant funding framework. In order to maintain objectivity and minimize any perceived conflict of interest, the Consultant (s) will report to the Chief of the Research Facilitation and Knowledge Management Unit at Innocenti rather than to the Global Kids Online Secretariat at Innocenti and LSE. Global Kids Online Secretariat members Sonia Livingstone (LSE), Daniel Kardefelt-Winther (Innocenti), Mariya Stoilova (LSE) and former Secretariat/Innocenti member Jasmina Byrne will however act as Key Informants.

There is increasing interest in demonstrating the outcomes from research for the purposes of learning, accountability, or to demonstrate the value of research investments but assessing the impact of social science research on policy and practice is challenging. It is recognized 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. Whilst long-term impact may be difficult to capture within the lifespan of many research programmes, it is nevertheless possible to capture 'intermediate outcomes' or 'pathways to impact' which signpost plausible longer-term impacts.

The Consultant will be free to propose the research impact assessment methodology which they consider to be the most effective for the task required in their proposal (subject to final approval by Innocenti and LSE). Given the importance of research partnerships to the Global Kids Online network, a methodology which captures a plausible 'contribution' rather than 'direct attribution' will be sufficient to define impact for the most part. An approach which adequately captures the impact of the research process, as well as the research outputs themselves should be utilized and in the spirit of openness and transparency, negative impacts, missed opportunities and lessons learned related to research uptake and impact should also be recorded.

The nominated approach should be in harmony with Global Kids Online's holistic conceptual framework of research impact in order to capture the likely wide variety of impacts emerging from Global Kids Online activities (see Figure 1 below).

Figure 1: The Global Kids Online network's definition of Research Impact

- 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, policymakers, NGOs, media) to affect their knowledge, understanding and attitudes about child rights in the digital age (conceptual impact).
- Building capacity at individual, organizational and systemic levels in the countries where we work to generate, communicate, analyze or utilize 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)

The broad research question the Consultant should aim to answer is:

What is the evidence of emerging national or global research impact from the collective activities of the Global Kids Online network looking in particular at-

*(i) the **national and global influence of the core Innocenti-LSE Secretariat** and its cross-country comparative research, associated advocacy activities and added value of the capacity-building and convening activities;*

*(ii) the **national and global influence of the research conducted by countries**, usually but not always led by a UNICEF country office, drawing upon specific evidence from fieldwork in Argentina, Bulgaria, Ghana and Uruguay;*

*(iii) the **wider value of the network model** including but not limited to perceived knowledge-exchange and spill-over effects.*

The Consultant should include the following broad areas as part of their analysis to capture emerging outcomes, impacts and lessons:

- The value and nature of partnerships within the project:

  3) Role of international and national academic and NGO partners, role of UNICEF Representative and country office staff, creation of new partnerships and alliances across academia, UN agencies, practitioners and government; whether the variety of these partnerships helped to maximize lesson-learning and exchange, capacity-development, cross-country data comparison; opportunities to improve these partnerships.

- Any added value of the *Global Kids Online* model in terms of capturing learning for others and in enhancing the likelihood of research uptake and impact:
  Process and approach in terms of enhancing national ownership, accountability and capacity, empowerment, reputation and academic credibility, cross-national and international lesson-learning, advocacy and policy influence etc.; opportunities to improve and adapt the network model.
- Validation of any early emerging claims of academic, conceptual, collaborative, capacity-building and instrumental (policy) impact including scale-up and spillover effects:
  Adoption of Global Kids Online approach in other countries outside of the initial 4 countries in the pilot project, changes in national legislation, national school curricula, public policies and new programmes resulting as a contribution from this project; enhanced academic research or debate; influencing national and international discourse and action plans; enhanced digital literacy amongst young people, attitudinal and behavioral change, invitations to participate in national advisory councils, leveraging co-funding and scale-up of investments from governments and other funders; opportunities to improve the nature and pace of research impact including any missed opportunities.

As well as being both foreseen and unforeseen, impacts can be both positive and negative. Believing that truly innovative research might result in 'failure' sometimes, we advocate honest and transparent documentation of difficulties and challenges as well as successes along the way (process learning) in order to facilitate lesson-learning.

2. Objective(s):

The objectives of the Impact Case Study are to:

(i) Evaluate and provide independent verification and validation (if appropriate) of self-reported emerging national and global research outcomes and impact, as well as document additional impacts identified by the consultant from the Global Kids Online network using a robust, empirical framework.

(ii) Objectively capture and document process learning about Global Kids Online's child-centred approach to maximizing opportunities and minimizing risks online for children around the world for the potential benefit and application of others.

(iii) Contribute four applied country case studies from selected research sites, including from the global South, to the (largely) theoretical and Northern-biased evidence base on the impact of research on children's internet use.

3. Specific activities to be completed to achieve the objectives:

3.1 Phases

Phase I: This phase will include project set-up and appointment of a Consultant to lead the study, as well as getting agreement on any proposed impact assessment methodology for the study, drawing upon an initial conceptual framework for defining impact developed by Global Kids Online. It will also involve an initial one day planning and definition workshop with the Global Kids Online Secretariat at LSE premises in London, United Kingdom where a timeline for the study will be further developed and agreed and workshop participants will identify essential project documentation and an initial list of stakeholders for snowball interviews. This workshop will be facilitated by the Consultant who will also produce a brief workshop report. Research assistance to compile project documentation will be provided by UNICEF. The specific focus and levels of analysis will be identified and the roles and responsibilities of the Consultant, the LSE and Innocenti defined. (Months 1 and 2)

Phase II: This phase will further refine the methodology for capturing research impact and the Consultant(s) will assemble existing self-reported evidence of impact and identify gaps through a desk review of national impact monitoring frameworks produced by Global Kids Online members, policy document analysis (language translation and research assistance support will be provided by Innocenti/LSE staff as necessary), a desk review of core project documentation and Skype interviews with the Global Kids Online Secretariat to identify the perceived wider international influence of cross-country comparative research and associated advocacy activities. The Consultant will also conduct Skype interviews with Global Kids Online network country members (and prospective members) including UNICEF country offices, gathering additional documentation about the nature of the Global Kids Online network, including the added value of the research and advocacy work of the Secretariat, and the network model. Finally, Skype interviews will be conducted between the Consultant, key Global Kids Online stakeholders (including selected Global Kids Online Steering Committee and International Advisory Group members) and secondary stakeholders such as key international policymakers outside of the project) to help validate claims of potential global impact and the added value of the Secretariat. Language translation and research assistance support will be provided by Innocenti/LSE staff if required. (Months 2, 3 and 4)

Phase III: This phase will involve more in-depth primary data collection about the national and global impact of country research conducted by Global Kids Online researchers through fieldwork in Bulgaria, Ghana, Argentina and Uruguay. This will include stakeholder interviews with researchers, policymakers and other partners as appropriate as well as likely review of policy documentation and other materials. Language translation and research assistance during fieldwork will be provided by UNICEF/LSE as necessary. Additional administrative/logistical support will be explored if required through Global Kids Online national teams. (Months 4 and 5)

Phase IV: This phase will conclude assembling and review of the evidence of emerging impact outlined. The Consultant should write up the findings in the form of a final report in English (with a clear executive summary), as well as in an impact case study format for the UK's Research Excellence Framework exercise (REF). Any validated findings about the impact of the Global Kids Online network and model will be publicized through print, press, and social media as appropriate in consultation with Innocenti and LSE's communications departments. The Consultant should attend a Global Kids Online network meeting at Innocenti premises in Florence, Italy to present the findings. A final, Skype wrap-up webinar will also be required to present the findings to those members of the Global Kids Online network and other interested parties unable to attend in person. The potential for further dissemination of findings, lessons and wider application within and beyond LSE and UNICEF will be explored as part of this (Month 6 and 7)

3.2 The likely audience

The impact case study's likely audience is researchers, research funders, knowledge brokers and policy makers, as well as those interested in child rights in the digital age and ICT's more broadly. It is likely to be of most use to research managers and commissioners involved in priority-setting and funding decisions related to new research initiatives in the child rights in the digital age area, as well as those involved in synthesizing evidence into briefs and similar knowledge products for policymakers.

Researchers and research funders usually need to understand the state of the evidence about the impact and effectiveness of research interventions aimed at better understanding child rights in the digital age, how internet use impacts children's well-being and what risks and opportunities they encounter online, particularly in the global South. They also need to understand the capacity to apply this new knowledge in policymaking contexts, as well as new methodologies to capture holistic research impact. UK research funders (ESRC and DFID) are likely to have a particular interest in this area, particularly in LMIC settings. UNICEF also has a particular interest in both testing a robust approach to evaluate the impact of its current research investments and learning how to improve the design of its future research to better capture impact on an ongoing basis.

Knowledge brokers/intermediaries and policy makers are likely to be most interested in the policy implications of research findings, any process-learning related to application of the methodology and its potential scale-up or application elsewhere. It will be important to ensure such learning is made publicly available on UNICEF/ LSE websites, as well as through relevant online and offline research impact/ knowledge exchange communities of practice.

4. Specific Deliverables and Timeline:

4.1 Deliverables

The Consultant is to deliver five outputs:

i. Facilitation of a project planning and inception workshop to be held at LSE premises in London, United Kingdom and brief workshop report outlining the proposed impact case study methodology, agreeing additional project documentation to be consulted, roles and responsibilities of partners, and an agreed initial list of key stakeholders for snowball interviews by 14th December 2018.

ii. A final technical report including documentation or practical tools which describe the process and methodology used for capturing evidence of research impact across this collaboration, the core results, conclusions, implications, lessons and recommendations by 3rd May 2019

iii. A Powerpoint presentation of findings to be delivered at the Global Kids Online network meeting at the Innocenti premises in Florence, Italy during late April/early May 2019 (dates tbc).

iv. A Skype webinar to present the findings to the Global Kids Online network and other interested parties with associated social media promotion during May 2019 (date tbc).

v. An impact case study, formatted in the UK's REF format by 10th May 2019

4.2 Indicative Project timeline

Consultancy advertised on Innocenti/LSE websites	Advertisement issued in October 2018 with deadline for applications including CV and short proposal of Friday 2nd November 2018
Proposal review and Consultant contracting	5th November 2018- 21st November 2018
Consultant initial review of key project documentation and workshop planning	23rd November- 27th November 2018
One day planning and definition inception workshop with the Global Kids Online Secretariat and other UNICEF-Innocenti staff at LSE premises in London, United Kingdom	28th November 2018
Short inception workshop report and project implementation plan produced by the Consultant, feedback given and edits incorporated, then signed off by Innocenti and LSE	First draft of report by 4th December 2018, feedback by 11th December 2018, edits incorporated and final version produced by 14th December 2018
Invoice I (End of Phase I)	**14th December 2018**
Consultant assembly of additional key documentation and desk review	17th December - 20th December 2018
In-depth Skype interviews conducted by the Consultant with the 4 Global Kids Online Secretariat members to identify perceived national and global impacts	7th January- 8th January 2019
Skype interviews conducted by the Consultant with representatives from the 15 Global Kids Online network country members including UNICEF country offices, plus 2 countries seeking to join the network to identify perceived global impacts and added value of the Secretariat and network model	9th January 2019- 6th February 2019
Skype interviews conducted by the Consultant with selected Global Kids Online Steering Committee and International Advisory Group members to help identify perceived national and global impacts and added value of the Secretariat and network model	9th January 2019-6th February 2019
Skype interviews conducted by the Consultant with key selected secondary stakeholders such as key international policymakers outside of the project to help validate claims of cross-national and global impact and added value of the Secretariat (note approx. 40 stakeholder interviews are envisaged throughout a four-week period between 9th January 2019 and 6th February 2019- not full-time)	23rd January 2019- 6th February 2019
Consultant fieldwork planning and additional documentation review-Argentina	8th February 2019
One week primary data collection in Argentina (incl. travel days) to validate perceived national (and global impacts) of Argentinian Global Kids Online activities to include stakeholder interviews with researchers, policymakers and other partners as appropriate.	9th February -15th February 2019
Consultant fieldwork planning and additional documentation review-Uruguay	16th February 2019

One week primary data collection in Uruguay (incl. travel days) to validate perceived national (and global impacts) of Uruguayan Global Kids Online activities to include stakeholder interviews with researchers, policymakers and other partners as appropriate (to be conducted back to back with Argentina fieldwork)	17th February 2019-23rd February 2019
Consultant fieldwork planning and additional documentation review- Ghana	1st March 2019
One week primary data collection in Ghana (incl. travel days) to validate perceived national (and global impacts) of Ghanaian Global Kids Online activities to include stakeholder interviews with researchers, policymakers and other partners as appropriate	3rd-9th March 2019
Consultant fieldwork planning and additional documentation review-Bulgaria	15th March 2019
One week primary data collection in Bulgaria (incl. travel days) to validate perceived national (and global impacts) of Bulgarian Global Kids Online activities to include stakeholder interviews with researchers, policymakers and other partners as appropriate	17th March-23rd March 2019
Invoice 2 (End of Phase ii and iii)	**26th March 2019**
Consultant concludes assembling and review of the evidence of emerging impact	27th-28th March 2019
Final report (with a clear executive summary) produced by the Consultant, feedback given and edits incorporated, then signed off by UNICEF/LSE	First draft of report by 12th April, feedback by 26th April, edits incorporated and final Word version produced by 3rd May 2019 (note Easter 19th-21st April)
Design, layout and e-publication of final report by UNICEF Office of Research-Innocenti	6th- 31st May 2019
Consultant presentation of interim findings at 2-day Global Kids Online Network meeting at Innocenti premises, Florence, Italy	Late April/early May 2019 (date tbc)
One-hour Webinar to present the findings to Global Kids Online network members not present at the network meeting, plus other interested parties.	May 2019 (date tbc)
Impact case study (in REF format) produced by the Consultant, feedback given and edits incorporated, then signed off by UNICEF/LSE	First draft of case study by 19th April 2019, feedback by 3rd May 2019, edits incorporated and final version produced by 10th May 2019
Invoice 3 (End of Phase iv)	**17th May 2019**
Contract finalized	20th June 2019

* Deadlines are indicative and may change upon agreement between the Consultant, UNICEF and LSE, particularly for fieldwork. Note separate invoicing will be required to UNICEF and to LSE- further instructions will be given upon contracting.

This Consultancy is open to Individual and to Institutional Consultants

4.3 Roles and responsibilities of the Consultant

The Consultant is responsible for meeting all deliverables outlined in section 4.1 on time. All work must follow the highest academic standards for research rigor, referencing, and citation. Under no circumstances can the Consultant engage in plagiarism or breaches of copyright law. However, where legal opportunity to build on good quality work exists, the Consultant may do so provided that permission is granted from the copyright owner and the original work is appropriately referenced. References in the summary report and any other written material should be inserted as footnotes and follow formatting instructions outlined in the *UNICEF Style Guide*.

The Consultant must also ensure that all reports and publications produced during the collaboration are factually correct and that all hyperlinks are active and accurate.

The Consultant must meet all deliverable deadlines unless otherwise agreed with UNICEF and LSE. Should the Consultant not be able to meet a particular deadline they must advise UNICEF and LSE in writing at least one week in advance.

The Consultant must respond to all deliverable related questions by UNICEF and LSE within one week.

5. Qualifications and/or specialized knowledge/experience required and desirable for undertaking the assignment

This consultancy is open to **Individual or Institutional Consultants,** throughout this document referred to as "The Consultant".

Essential requirements:

- PhD/doctorate or equivalent (in terms of qualifications or experience) in the social sciences, public policy, ICT4D, child rights, research methods, impact assessment or another technical field relevant to this collaboration.
- At least 10 years of professional experience in mixed methods social research, policy and research impact assessment.
- Demonstrated experience in developing and utilizing tools for assessing the impact of research on policy and practice.
- Sound knowledge of approaches to social research use which address complexity.
- Led or co-authored peer-reviewed journal publications- for examples in research impact assessment, knowledge brokering, ICT4D and/or research on children and adolescents.
- Demonstrated understanding of the particular challenges and complexity in assessing research impact and multi-stakeholder partnerships.
- Demonstrated understanding of the barriers and facilitators to the use of evidence in decision-making for policy and practice.
- Demonstrated ability to communicate complex issues to a lay audience.
- Demonstrated understanding of conducting research in low- and middle-income countries.
- Excellent English oral and writing skills.

Desirable:

- Understanding of child rights according to the UN Convention on the Rights of the Child, particularly as they relate to the digital age.
- Understanding of the emerging body of research evidence related to adolescent protection and participation.
- Experience of conducting primary research in high and middle-income countries
- Knowledge of and/or experience of preparing an impact case study for the UK's Research Excellence Framework exercise (REF)
- Knowledge of ICT4Ds, particularly in developing country contexts.
- Experience of assessing the impact of research networks.
- Experience of working with the United Nations or with other international organizations.
- Knowledge of Spanish is an asset although translation support will be provided if necessary.

6. Duration of the contract

This contract is to commence on 21st November 2018 and will expire on 20th June 2019 (7 months)

7. Work arrangements

The Consultant's key contact will be Kerry Albright, Chief, Research Facilitation and Knowledge Management Unit at Innocenti. Relevant research staff from UNICEF and LSE will be consulted throughout the process and review the deliverables including the lead Innocenti and LSE researchers involved in the Global Kids Online network, as well as Global Kids Online research (including UNICEF country offices) in Argentina, Bulgaria, Ghana and Uruguay.

The Consultant is to direct all queries, ideas, drafts and other deliverables to Ms Albright, who will share them with colleagues at the Office of Research - Innocenti and London School of Economics and Political Science colleagues and provide feedback to the broader Global Kids Online network.

Communication with UNICEF's Office of Research-Innocenti is to take place over email, the phone or Skype. The Consultant is to deliver all deliverables electronically, via email to kalbright@unicef.org. The Consultant is to participate in teleconferences as requested by UNICEF's Office of Research-Innocenti and the London School of Economics. No budget will be allocated to the Consultant for telephone calls or internet usage. However, Innocenti and the London School of Economics will initiate telephone calls and teleconferences whenever possible.

The Consultant is free to work from a location of their choice so long as all deliverables are delivered on time. A one-day visit to the London School of Economics, London, United Kingdom, four one week field visits to Buenos Aires (Argentina), Montevideo (Uruguay), Sofia (Bulgaria), and Accra (Ghana), and a two-day visit to the UNICEF Office of Research-Innocenti in Florence, Italy should be included and costed in this contract.

for every child, answers

For further information, please contact:
UNICEF Office of Research – Innocenti
Via degli Alfani, 58 – 50121
Florence, Italy
Tel: (+39) 055 20 330
Fax: (+39) 055 2033 220
florence@unicef.org
www.unicef-irc.org
twitter: @UNICEFInnocenti
facebook.com/UnicefOfficeofResearchInnocenti

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