

# GLOBAL KIDS ONLINE

CHILDREN'S RIGHTS IN THE DIGITAL AGE



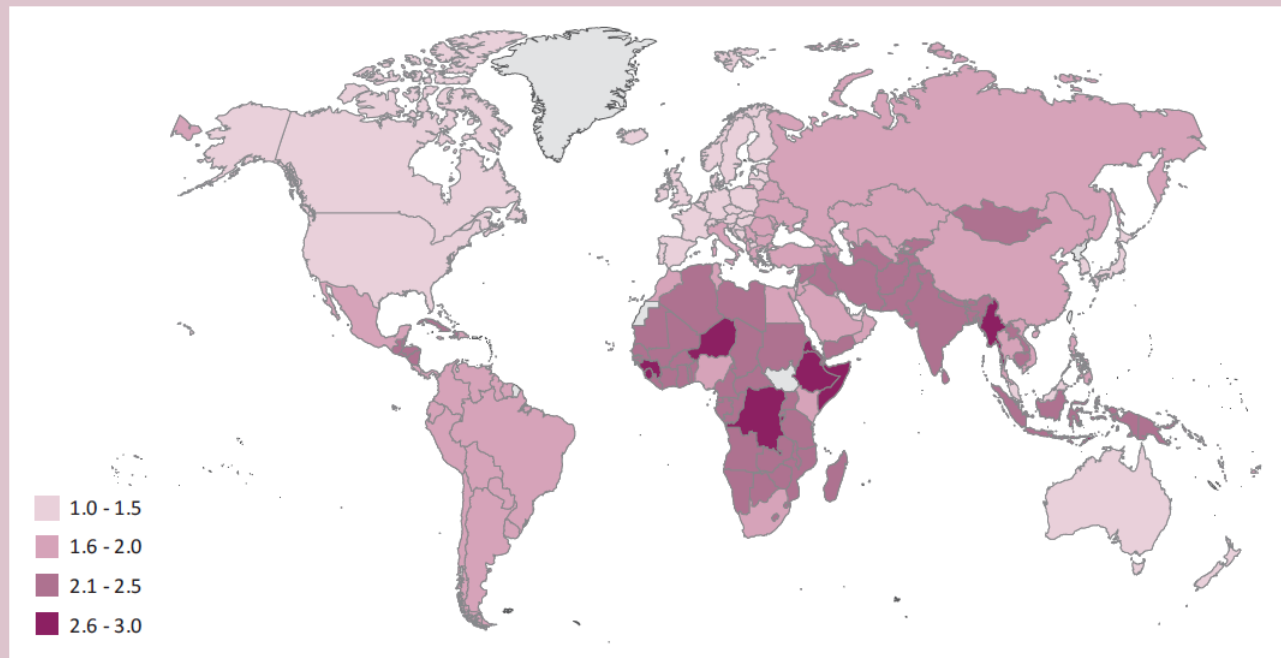
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May 2016  
[www.globalkidsonline.net](http://www.globalkidsonline.net)

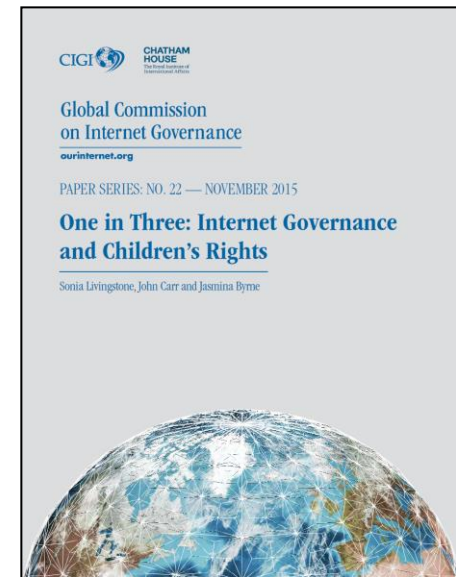
# 1 in 3 children are internet users, 1 in 3 internet users are children



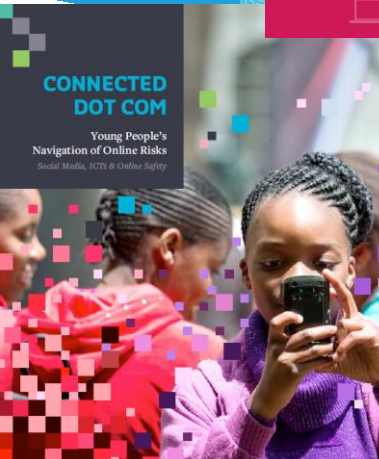
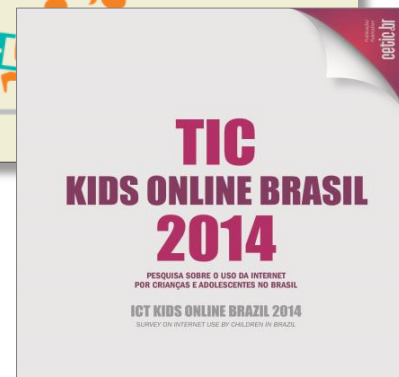
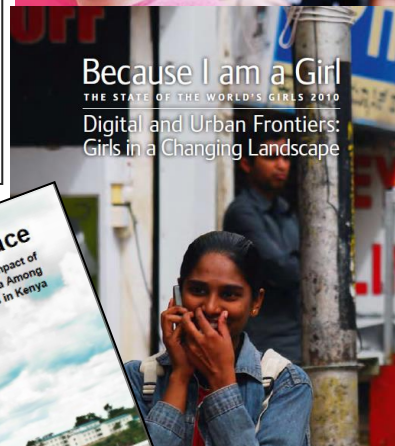
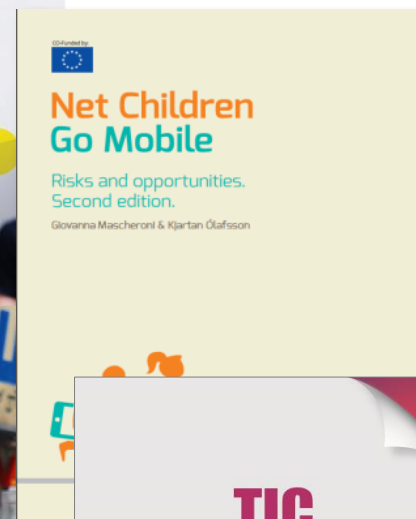
Figure 4.4: Ratio of youth (15-24) Internet users to overall Internet users, 2012



Source: ITU and UNPD.



# Expanding the evidence for policy



# What we know - Europe

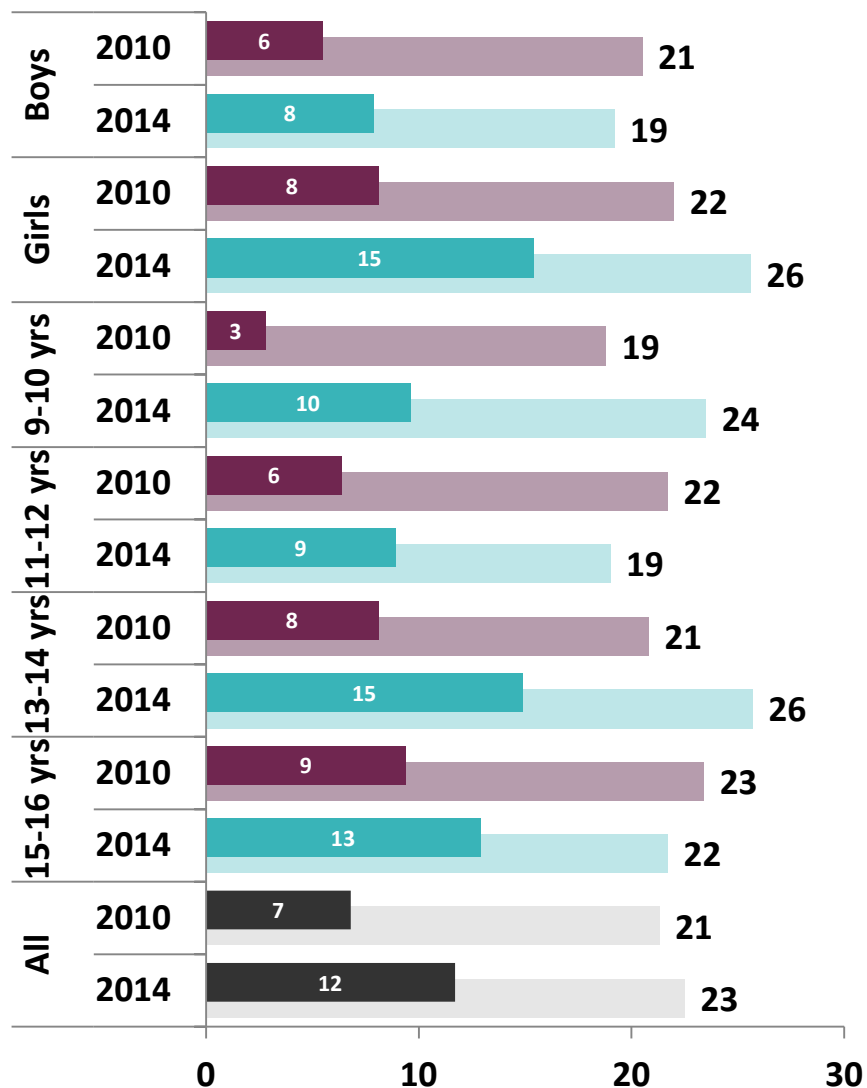


Net Children  
Go Mobile



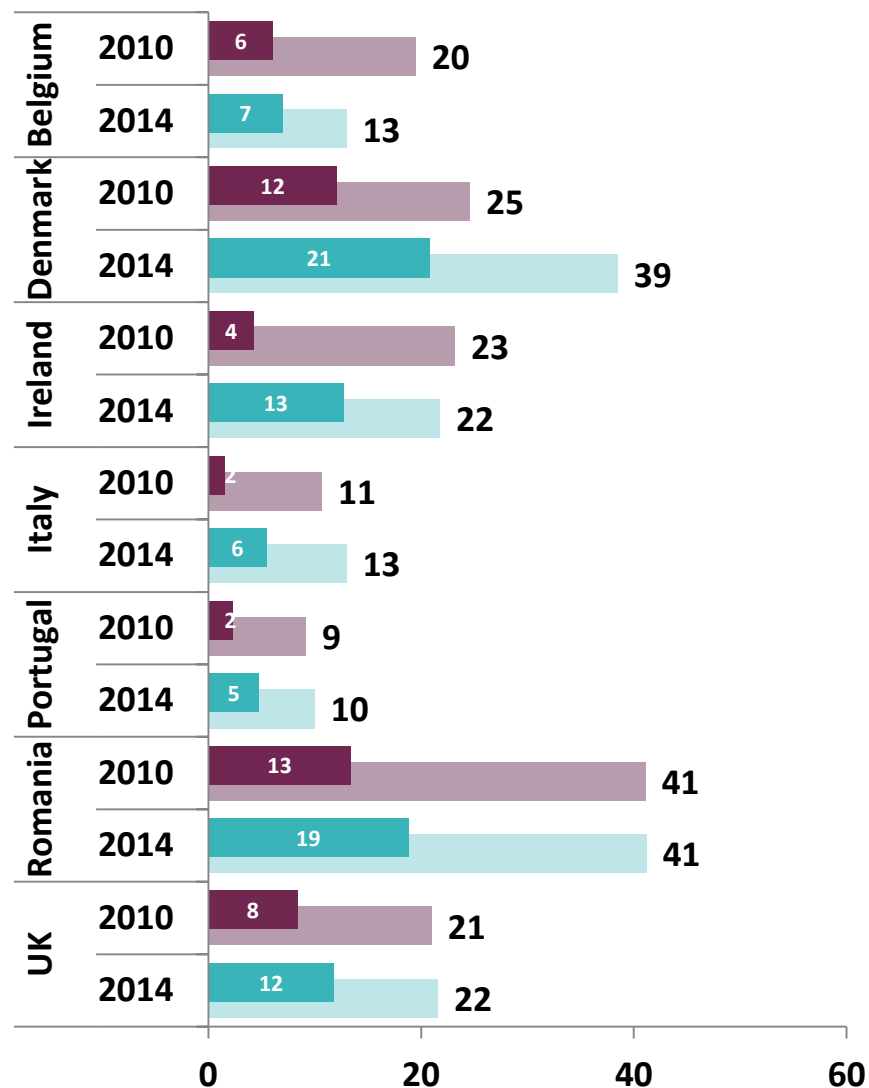
■ % Experienced some type of cyberbullying

■ % Bullied (on or offline)



■ % Experienced some type of cyberbullying

■ % Bullied (on or offline)





# What we know - Brazil

## TIC KIDS ONLINE BRASIL 2014

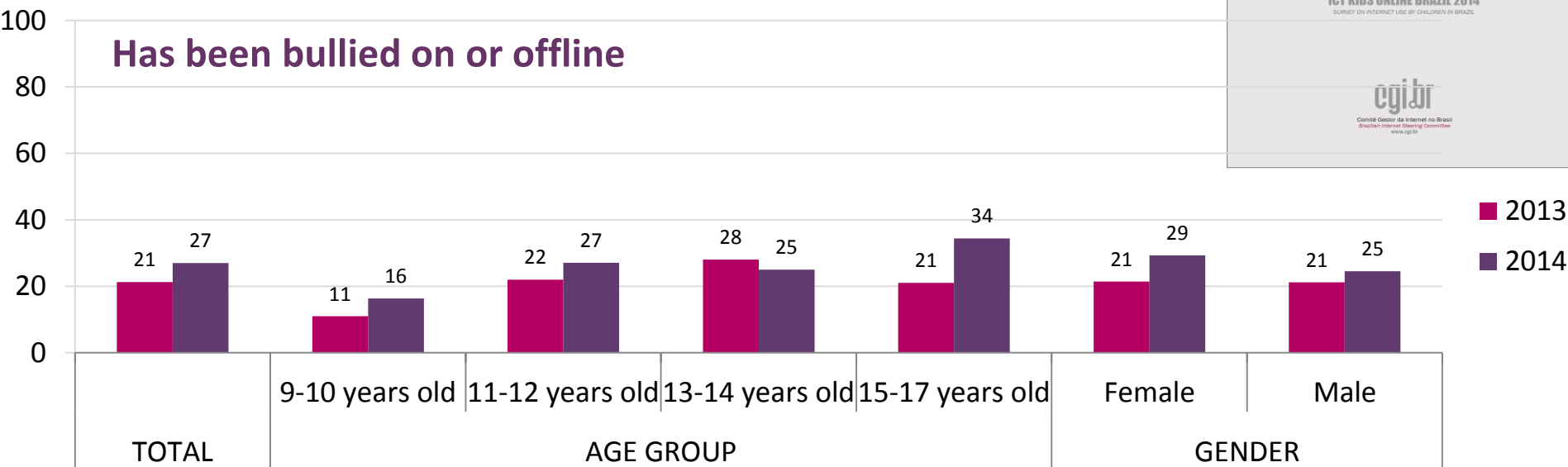
PESQUISA SOBRE O USO DA INTERNET  
POR CRIANÇAS E ADOLESCENTES NO BRASIL

ICT KIDS ONLINE BRAZIL 2014  
SURVEY ON INTERNET USE BY CHILDREN IN BRAZIL

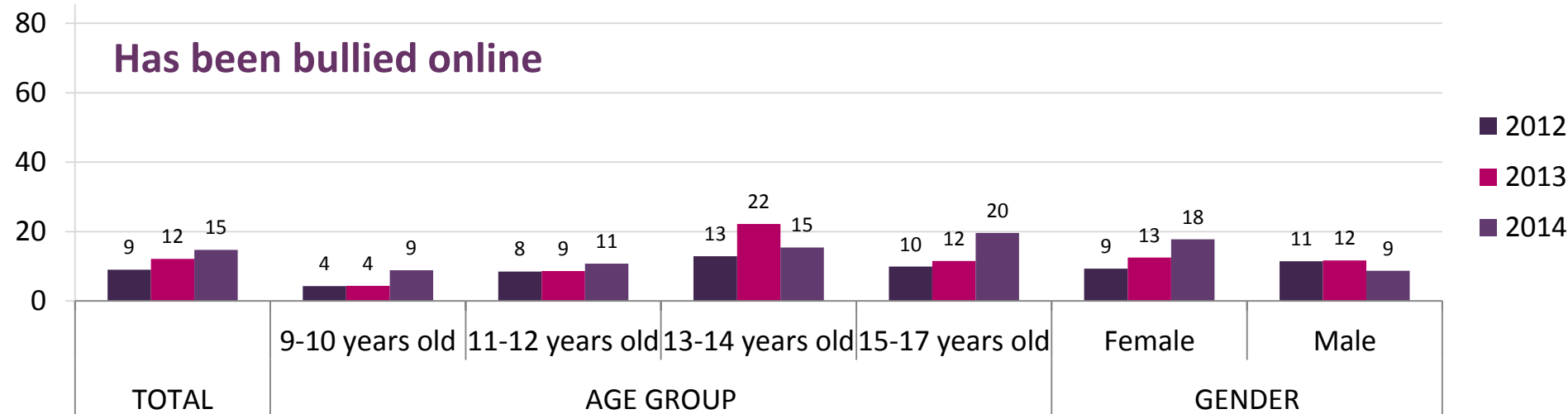
cgib.r

Comitê Gestor da Internet no Brasil  
Brazilian Internet Steering Committee  
www.cgi.br

### Has been bullied on or offline



### Has been bullied online



# (Nearly) everything is positively correlated (to some extent)

- Online and offline risks (e.g. bullying and cyberbullying)
- Disadvantage / vulnerability and cyberbullying
- One kind of risk (e.g. cyberbullying) and another (e.g. 'sexting')
- Victims and perpetrators
- Risk and harm
- Risks and opportunities – so, potential clash of rights

# Global Kids Online – a collaboration



THE LONDON SCHOOL  
OF ECONOMICS AND  
POLITICAL SCIENCE ■



#WePROTECT  
children Online

- Partner countries include Argentina, The Philippines, Serbia, South Africa, Brazil, Chile ... and more to join.
- Collaboration at the national level between UNICEF country offices, national stakeholders and academic/research partners.
- GKO Steering Group is guided by an Expert Group and International Advisory Group.

# Global Kids Online's aims



- To understand whether and how use of the internet, mobile and digital technologies underpins or amplifies **the risk of harm** to children.
- To understand how use of the internet, mobile and digital technologies does and can **enhance opportunities** for children's wellbeing and rights.
- To produce a **flexible, multi-method resource** for researchers and research users working in partnership to improve and extend evidence on children's online experiences.
- To coordinate, collate, share and compare emerging cross-national evidence (qualitative & quantitative) to inform evidence-based policy.



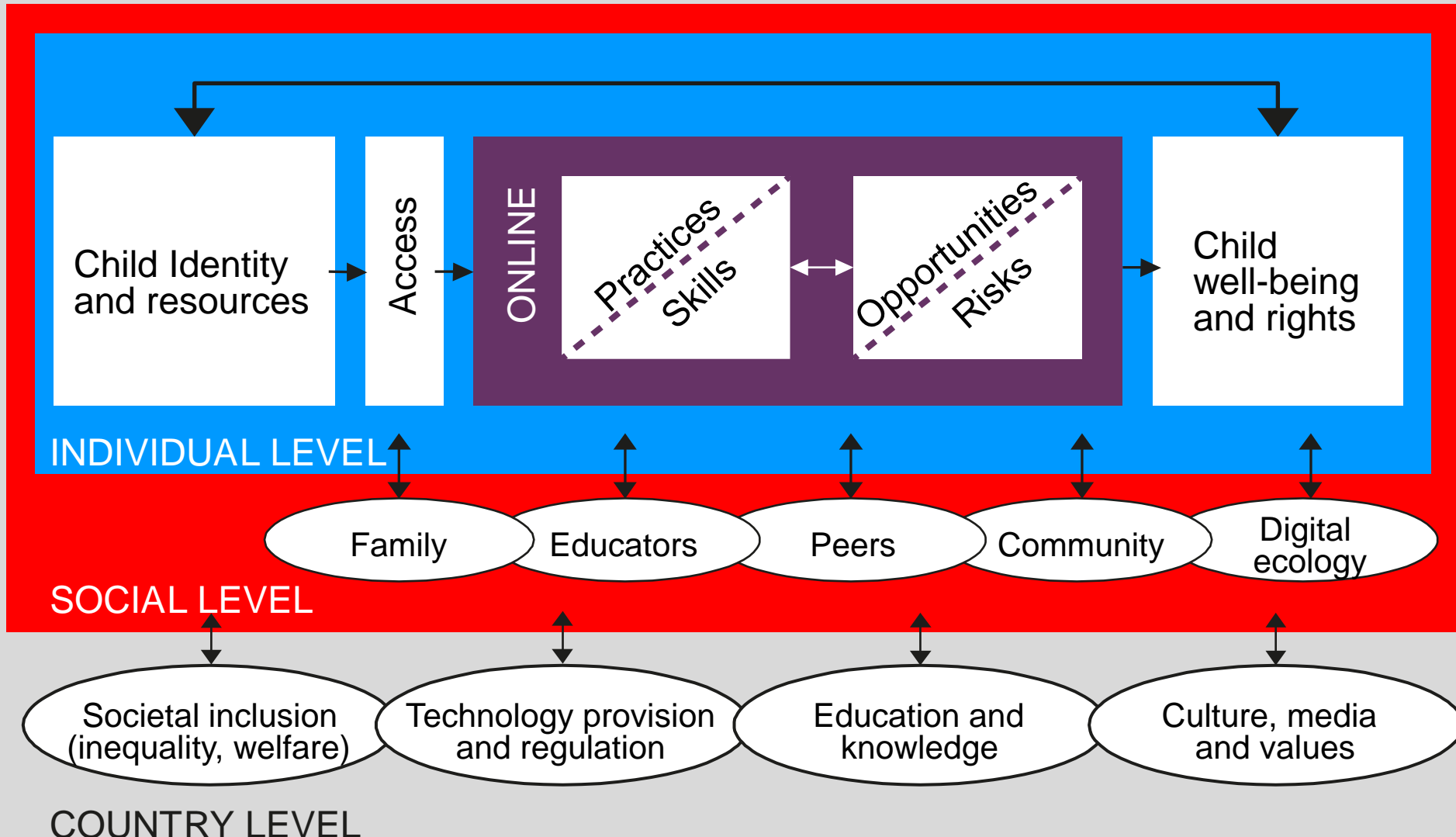
# A child rights focus

- **Protection** from any kind of discrimination (Article 2), all forms of abuse and neglect (Art. 19), including sexual exploitation and sexual abuse (Art. 34), and other forms of exploitation prejudicial to the child's welfare (Art. 36), from 'information and material injurious to the child's well-being' (Art. 17e), 'arbitrary or unlawful interference with his or her privacy, family, or correspondence [and] unlawful attacks on his or her honour and reputation' (Art. 16)
- **Participation:** 'In all actions concerning children... the best interests of the child shall be a primary consideration' (Art. 3), including the right of children to be consulted in all matters affecting them (Art. 12), to freedom of expression (Art. 13), freedom of thought (Art.14), of association and assembly (Art. 15), to information (Art.17) and to participate fully in cultural life (Art.31)
- **Provision** to support children's rights to life and development (Art.6), identity (Art. 8), an education to support the development of their full potential (Art. 28) and prepare them 'for responsible life in a free society' (Art. 29), recreation and leisure appropriate to their age (Art. 31), diverse material of social and cultural benefit to the child (including minorities) to promote children's well-being (Art. 17) and all appropriate measures for recovery from neglect, exploitation or abuse (Art.39)

# Challenges

- **Conceptual:** identifying the key opportunities and risks regarding children's rights in a digital age, as viewed from and responsive to highly diverse and sometimes conflicting perspectives, constituencies, cultures and contexts.
- **Methodological:** balancing the merits and limits of standardized versus contextual approaches to cross-cultural research and integrating these within a coherent research design able to produce high quality results.
- **Practical:** setting meaningful research and policy priorities, selecting partners, obtaining funding, meeting research training needs, addressing ethical and political difficulties, and ensuring research impact.

# The conceptual model



# Measuring bullying/cyberbullying

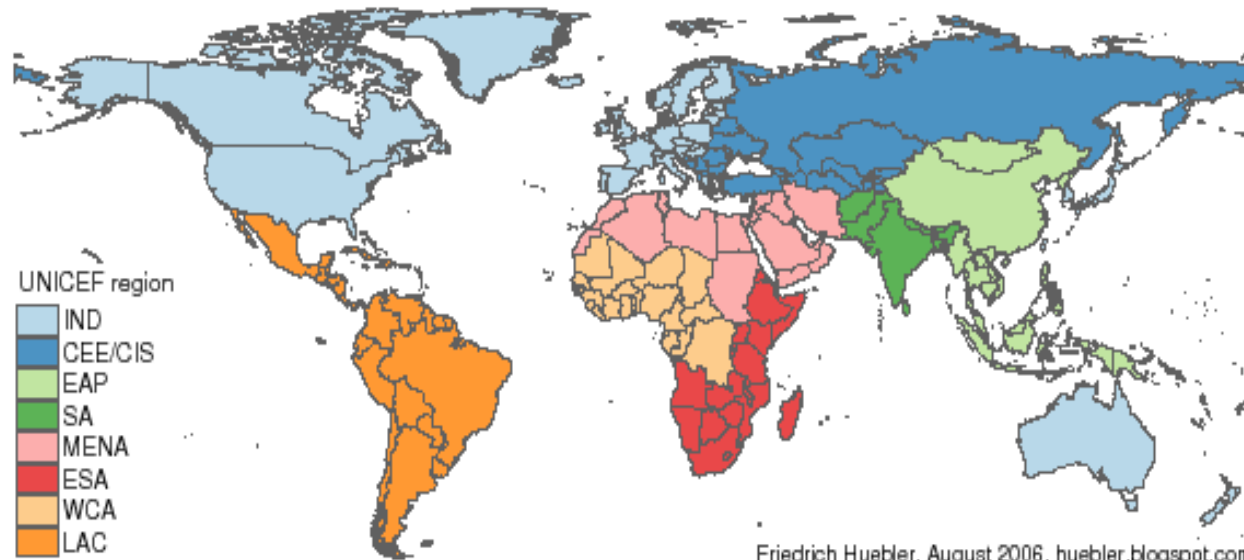
<b>Intro</b>	<i>Sometimes children or teenagers say or do hurtful or nasty things to someone and this can happen: face to face (in person); by mobile phones (texts, calls, video clips); on the internet (e-mail, instant messaging, social networking, chatrooms).</i>
<b>F18, Core</b>	<p><b>In the PAST YEAR, has anyone EVER treated you in a hurtful or nasty way?</b></p> <p><i>Choose one answer (SHOWCARD):</i></p> <ul style="list-style-type: none"> <li>• No</li> <li>• Yes</li> <li>• Prefer not to say</li> </ul> <p><b>ROUTING: If “yes” to F18, answer the questions below (else F23)</b></p>
<b>F19, Optional</b>	<p><b>In the PAST YEAR, how often did this happen?</b></p> <p><i>Choose one answer (SHOWCARD):</i></p> <ul style="list-style-type: none"> <li>• Just once or twice</li> <li>• At least once a month</li> <li>• At least every week</li> <li>• Daily or almost daily</li> <li>• Prefer not to say</li> </ul>
<b>F20, Core</b>	<p><b>If someone has treated you in this way, how has it happened?</b></p> <p><i>Choose as many answers as you wish (SHOWCARD):</i></p> <ul style="list-style-type: none"> <li>• <b>In person face to face (by someone with you in the same place)</b></li> <li>• <b>Via a mobile phone or online device (computer, tablet, etc.)</b></li> </ul>
<b>Core</b>	<ul style="list-style-type: none"> <li>• By mobile phone calls</li> <li>• By messages sent to me on my phone (SMS/TEXT or MMS)</li> <li>• On a social networking site (e.g. Facebook, Twitter etc.)</li> <li>• On a media sharing platform (YouTube, Instagram, Flickr)</li> <li>• By instant messaging (MSN, What’s app, Skype etc.)</li> <li>• In a chatroom</li> <li>• In an online game</li> </ul>
<b>Optional</b>	

	<ul style="list-style-type: none"> <li>• Some other way</li> <li>• Prefer not to say</li> </ul>
<b>Adapt</b>	<i>Add or remove forms of communication as appropriate to the country or context.</i>
<b>F21, Optional</b>	<p><b>Have any of these things happened to you in the last year?</b></p> <p><i>Answer for each option (SHOWCARD):</i></p> <ul style="list-style-type: none"> <li>• No</li> <li>• Yes</li> <li>• Prefer not to say</li> </ul>
	<ul style="list-style-type: none"> <li>• Nasty or hurtful messages were sent to me</li> <li>• Nasty or hurtful messages were passed around or posted where others could see</li> <li>• I was left out or excluded from a group or activity on the internet</li> <li>• I was threatened on the internet</li> <li>• Other nasty or hurtful things happened to me on the internet</li> </ul>
<b>F22, Optional</b>	<p><b>Thinking of the last time someone treated you in a hurtful or nasty way, how did you feel?</b></p> <p><i>Choose one answer (SHOWCARD):</i></p> <ul style="list-style-type: none"> <li>• I wasn’t at all upset</li> <li>• I was a little upset</li> <li>• I was fairly upset</li> <li>• I was very upset</li> <li>• Prefer not to say</li> </ul>
<b>Adapt</b>	<i>Consider adding further questions and responses to bullying (e.g. rather than being upset, the child might be angry, scared or embarrassed).</i>

# Expanding the evidence base

Pilot research now underway to learn about the findings and methodological experiences in partner countries:

- Argentina
- The Philippines
- South Africa
- Serbia



Friedrich Huebler, August 2006, [huebler.blogspot.com](http://huebler.blogspot.com)



# Toolkit under development

## www.globalkidsonline.net



Tools for researchers

Research results

Research updates

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## Children's rights in the digital age

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

### Tools for researchers

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



### Research results

Research results and cross-national comparisons in diverse countries



# Points for discussion

- Value of increasing data quality and availability
- Opportunities for consolidating data globally via common platform
- Raising visibility of child-related and digital issues in other surveys
- Approach to sharing and comparing data cross-nationally
- Analysing data for antecedents / consequences of cyberbullying
- Interpreting data longitudinally given socio-technological change
- Using data to evaluate policy and intervention outcomes