

# "The Rights of Every Child Must be Respected, Protected and Fulfilled in the Digital Environment"

- Save the Children's submission for Global Digital Compact Consultation

28th April 2023

#### Numbers in a nutshell

- Children make up an estimated one-third of internet users worldwide<sup>1</sup>
- More than 175,000 children go online for the first time every day<sup>2</sup>
- Two thirds of school aged children don't have access to the internet at home.<sup>3</sup>
- There was a 15,000% increase in child online sexual abuse materials analysed by the National Centre for Missing and Exploited Children from 2005 - 2020<sup>4</sup>
- 59% of adolescents in a US study have been bullied or harassed online and a similar share says it's a major problem for people their age<sup>5</sup>
- 20% of children surveyed across 12 countries in the past year reported suffering from online sexual exploitation and abuse<sup>6</sup>
- 58% of girls and young women in a recent large-scale survey reported that they have personally experienced some form of online harassment on social media platforms<sup>7</sup>

#### **Overview**

The world as we know it is rapidly evolving with the digital world radically transforming societies and economies. While digital technology provides a way for children to learn, play, explore their interests, and create friendships, it also presents real risks for bullying, abuse, trafficking, exploitation and online radicalisation. One in three internet users is under the age of 18.8 Meaningful access to digital technologies can support children to realise their full

<sup>&</sup>lt;sup>1</sup> https://www.unicef-irc.org/growing-up-

connected#:~:text=At%20the%20global%20level%2C%20it,under%2018%20years%20of%20age

<sup>&</sup>lt;sup>2</sup> UNICEF "More than 175,000 children go online for the first time every day, tapping into great opportunities but facing grave risks (2018) <a href="https://www.unicef.org/eca/press-releases/more-175000-children-go-online-first-time-every-day-tapping-great-opportunities">https://www.unicef.org/eca/press-releases/more-175000-children-go-online-first-time-every-day-tapping-great-opportunities</a>

<sup>&</sup>lt;sup>3</sup> https://www.unicef.org/press-releases/two-thirds-worlds-school-age-children-have-no-internet-access-home-new-unicef-itu

<sup>&</sup>lt;sup>4</sup> https://www.thorn.org/blog/announcing-safer-built-by-thorn-eliminate-csam

<sup>&</sup>lt;sup>5</sup> https://www.pewresearch.org/internet/2018/09/27/a-majority-of-teens-have-experienced-some-form-of-cyberbullying/

<sup>&</sup>lt;sup>6</sup> The research was conducted from 2019 to 2022 in six countries in East Asia Pacific (Cambodia, Indonesia, Malaysia, Philippines, Thailand, Vietnam) and seven countries in Eastern and Southern Africa (Ethiopia, Kenya, Mozambique, Namibia, South Africa, Tanzania, Uganda). <a href="http://globalkidsonline.net/disrupting-harm-findings/">http://globalkidsonline.net/disrupting-harm-findings/</a>

<sup>&</sup>lt;sup>7</sup> Plan International Free to be online? Girl's and Young Women's experiences of online harassment (2022) <a href="https://plan-international.org/uploads/2022/02/sotwgr2020-commsreport-en-2.pdf">https://plan-international.org/uploads/2022/02/sotwgr2020-commsreport-en-2.pdf</a> page 16

<sup>&</sup>lt;sup>8</sup> Kardefelt Winther, Daniel; Livingstone, Sonia; Saeed, Marium (2019) Growing up in a connected world, *Innocenti Research Report*, UNICEF Office of Research - Innocenti, Florence

range of civil, political, economic, social and cultural rights. <sup>9</sup> Yet while access is increasing, it is not equitably distributed, nor is it guaranteed to be a safe experience

for children where laws and policies ensure safety online, companies ensure child centred design, and parents and caregivers are supported to help their children navigate digital technology safety.

Many children have high hopes for what they want in a digital world and what they see as the potential in technology. <sup>10</sup> For some children, technology provides a way to connect with others and access a community they may otherwise have been excluded from, for others it may pose a real danger to their physical and mental health and wellbeing. In 2020, during the COVID-19 pandemic, the number of photos, videos and content related to online sexual abuse rose by 50% with nearly 70 million images and videos reported to the National Centre for Missing and Exploited Children in the United States. <sup>11</sup>

The <u>UNCRC General comment No. 25</u>, adopted in March 2021, formally established children as rights holders in the digital environment. In doing so it brought the internet – a largely privately-owned and managed sphere – into the scope of the Convention and articulated the interactions with other relevant international law – as concerns issues such as business responsibility, privacy, the prevention of violence against women and girls and child sexual abuse.

The internet is borderless, so those seeking to harm children online can now do so from a different country or continent. While children have grown up in the digital world, their caregivers and the laws, policies and services that are meant to protect and support them have not been so quick to adapt. In recognition of the need to rapidly scale up and coordinate our efforts, Save the Children has placed growing our engagement and influence in support of children's rights in the digital environment as a key priority.

We applaud the decision to establish a Global Digital Compact through an intergovernmental process. We strongly believe that the Compact presents a unique opportunity for member states and other stakeholders to pledge their commitment towards fulfilling children's rights in the digital environment.

This document outlines Save the Children's submission for the Global Digital Compact. Our focus is on the core principles and recommended commitments within each thematic track of the Compact.

## **Principles:**

We propose that overarching core principles be applied to all thematic areas as children's rights are indivisible. It is imperative to view children's rights as a whole and to adopt a child-centered approach to ensure that the rights of every child are respected, protected, and fulfilled in the digital environment.

<sup>&</sup>lt;sup>9</sup> General comment No.25 (2021) on Children's Rights in Relation to the Digital Environment. CRC/C/GC/25

<sup>&</sup>lt;sup>10</sup> 5RightsFoundation (2021) Our Rights in a Digital World Western Sydney University

<sup>&</sup>lt;sup>11</sup> Dance, Gabriel; Keller, Michael H. (Feb 2020) "<u>Tech Companies Detect a Surge in Online Videos of Child Sexual Abuse</u>" New York Times

We call all governments, companies, civil society organisations and other stakeholders should adhere to.

- Children and their rights at the heart of design: Ensure a child centred, child rights, intersectional, holistic approach, taking account of children in all their diversity, is recognised and systematically addressed in policies, programmes and decision-making around the digital environment.
- Children's participation is key: We want to build a digital world with and for children that
  is safe and positive where children's needs and rights are at the very heart of digital
  design. Children must be engaged in on-going processes to realise their rights in a digital
  environment.
- Strong frameworks in line with international laws and standards: Ensure robust and consistent laws, policies and regulations and strong coordination around the digital environment are created and secured.
  - Ensure efforts are fully connected to existing child protection, education, health, and justice systems and services connected to recognising children's rights to respect, promote and protect these rights in the digital environment.
- Corporate responsibility: The businesses in the online space need to address their
  responsibility connected to their broader corporate responsibility for due diligence to
  identify and prevent rights violations through creation and support of mechanisms to
  detect and respond to violations, as well as reporting on progress on how they actively
  prevent violations and set remediation processes.

## Recommendations under specific thematic areas:

## Connect all people to the internet, including all schools

Save the Children's recommendation: Bridge the divide: Ensuring access to the internet for children, in all their diversity.

Millions of children globally are spending increasing amounts of time online, but at the same time, millions of children have no access to the internet at all. Depending on their background, including level of wealth, education, gender and disability, children may also face barriers to accessing the internet safely. On issues of discrimination and inequality there is often no barrier between experiences online and offline. "For adolescent girls in particular, entrenched gender stereotypes and harmful social norms begin shaping and differentiating their access to, experience of, and competencies in digital technologies and environments in early years, in the home, in the community and at school." 12

Bridging these digital divides is key to fulfilling the right to non-discrimination, which requires that all children have equal and effective access to the digital world.

<sup>&</sup>lt;sup>12</sup> Plan International, Policy Brief for Commission on the Status of Women (CSW) 2023.

This gap has been acutely felt in the last two years as a result of the COVID-19 pandemic and the resulting school closures. Over 2020 and 2021, nearly 147 million children missed more than half of their in-person schooling, amounting to 2 trillion hours of lost learning.<sup>13</sup>

These unequal power relations and structural inequalities are then deeply ingrained in the design, availability and use of technology.

Governments, the private sector and civil society should coordinate on actions to bridge the digital divide among children on access, literacy, privacy and online safety, taking steps to:

- Ensure access for children in all their diversity, and recognise that children are not a homogeneous group and some will require specialised considerations.
- Use a gender and power analysis to understand and address the gendered risks and barriers that children may face regarding safe access to digital spaces.
- Create an enabling environment for children with disabilities by addressing the
  disability digital divide in schools and vast disparities in the availability of learning
  material, including access to the Internet and communication devices.
  Inaccessibility leads to limited access or lack of access to quality education for
  many children, particularly those from neuro-diverse backgrounds.

## Save the Children's recommendation: Taking account of the advantages and challenges of Education Technology

There has been a considerable growth in the use of technology in education programmes across the international education community and in most domestic education systems led by national governments. For many children, being able to expand their learning and knowledge is one of the most important benefits to being online.

Despite the considerable promise of EdTech to support positive changes in increasing access to quality education, the potential of EdTech is accompanied by several interrelated challenges.

Within the Education Technology sector, national governments, bilateral and multi-lateral donors, civil society and the private sector should focus upon:

- Ensuring access and equity
- Prioritising inclusive education
- Shifting power in EdTech programmes to empower children to make informed decisions about their online learning
- Ensuring children's and teachers rights to participate in the design and use of EdTech

Ensuring child friendly tech products and safer EdTech use for children.<sup>14</sup>

## **Protect Data**

#### Save the Children's recommendations: Ensure children's right to privacy.

Children are demanding more information about how their data is collected, stored and used, greater protection of their privacy, and less surveillance by commercial entities and parents.

<sup>&</sup>lt;sup>13</sup> UNICEF, Are Children Really Learning? Exploring foundational skills in the midst of a learning crisis (2022) https://data.unicef.org/resources/are-children-really-learning-foundational-skills-report/

<sup>&</sup>lt;sup>14</sup> For more information on this track see Save the Children *EdTech for Whom? Ensuring Safe and Equitable use of EdTech for Children* (2022) <a href="https://resourcecentre.savethechildren.net/pdf/Advocacy-brief-EdTech-final.pdf/">https://resourcecentre.savethechildren.net/pdf/Advocacy-brief-EdTech-final.pdf/</a>

Governments and businesses have a responsibility to ensure that any actions taken to keep children safe are proportionate to children's right to privacy and their freedom of expression.

#### Save the Children's recommendations: Improving national data systems

Disaggregated data and monitoring of violations of children's rights is critical to ensuring evidenced-based action to tackle crime and ensure perpetrators are held to account. There needs to be better measures of the prevalence of child sexual exploitation and abuse in every country to assess trends and progress towards its elimination. Accountability and data collection efforts need to be owned by national governments rather than private institutions to ensure children's data is protected under the responsibility of the state and by law.

#### Governments should:

Strengthen national administrative data systems to track the delivery of services to children disaggregated by age and sex at a minimum, as well as disability status and other factors where safe and feasible, with relevant links across borders.

### **Apply Human Right Online**

#### Save the Children's recommendations: Ensure meaningful participation of children

Children have a right to participate in the decisions that affect them. We cannot design or shape policies and interventions without the participation of those affected. To effectively recognise children's rights in the digital environment it is critical for all stakeholders work to ensure the digital space is safe so that children and adolescents can meaningfully and safely participate in the issues that affect them.

Governments, companies and civil society stakeholders should take steps to strengthen children's agency, including by:

Establishing mechanisms for the ongoing engagement of children in the regulation of the digital environment, including in the design of remediation and prevention systems. Participation should be ongoing so that as the digital environment changes, children's perspectives can be incorporated.

Taking steps toward increasing children's safe access to the digital environment so that they may more effectively participate in decision-making, with a special emphasis on reaching children most likely to be impacted by marginalisation or discrimination such as adolescent girls, children with disabilities, and children living in humanitarian contexts.

#### Save the Children's recommendations: Ensure children are safe online

In a fast-changing digital ecosystem, the nature of risk is continually evolving, sometimes exposing children to emerging risks well before adults know how to mitigate them.<sup>15</sup>

<sup>&</sup>lt;sup>15</sup> SSAOR, Livingstone, Sonia; Stoilova, Mariy "The 4Cs: Classifying Online Risk to Children" (2021) <a href="https://www.ssoar.info/ssoar/bitstream/handle/document/71817/ssoar-2021-livingstone\_et\_al-The\_4Cs\_Classifying\_Online\_Risk.pdf">https://www.ssoar.info/ssoar/bitstream/handle/document/71817/ssoar-2021-livingstone\_et\_al-The\_4Cs\_Classifying\_Online\_Risk.pdf</a>

The array of risks to children online have been categorised into four areas: 16

- 'content' risks (e.g. exposure to harmful or age-inappropriate material);
- 'contact' risks (e.g. exposure to unsolicited contact from adults);
- 'conduct' risks (e.g. cyberbullying); and
- 'contract' risks (e.g. data harvesting, commercial pressure and exhortations to gamble).

Governments and companies have key roles to play in supporting children and parents in keeping children safe from harm online. Parental guidance also plays an important role in helping them to engage with digital technologies safely and meaningfully, and in ways that support the realisation of their rights.

## Preventing and responding to violence against children, including gender-based violence, in digital contexts.

Children have highlighted that the digital environment exposes them to risks of harm associated with inappropriate content, bullying, discrimination and harassment, sexual exploitation, catfishing, and even kidnap or murder.<sup>17</sup>

Some children are at increased risks of experiencing violence, exploitation and abuse through online forums. For example, the first experience of online harassment for many girls with access to digital devices and the internet, is aged 14-16.<sup>18</sup>

#### Governments must:

- Build a protective environment for all children by integrating the prevention of TFGBV and online child sexual exploitation and abuse into existing systems, rather than dealing with it as a singular issue. This will help ensure systemic responses to support and respond to harms resulting from online activities are available and adequately equipped and resourced.
- Ensure that specific groups of children who face specific safety risks in digital spaces, including children with disabilities and girls, are able to safely access, use and create technology and online content.
- Provide fast and effective responses and remedies to violence when it occurs; as well as to ensure transparency reporting from technology intermediaries on the nature and extent of the problem, and the actions taken in response.
- Tackle disinformation and misinformation online and support media literacy, children's critical reading and thinking capabilities, fostering trust in democratic institutions.
- Increase cooperation of the technology sector with civil society organisations, including children and their organizations and networks and national human rights institutions, to ensure that technology companies and intermediaries

<sup>&</sup>lt;sup>16</sup> SSAOR, Livingstone, Sonia; Stoilova, Mariy "The 4Cs: Classifying Online Risk to Children" (2021) page 6 <a href="https://www.ssoar.info/ssoar/bitstream/handle/document/71817/ssoar-2021-livingstone\_et\_al-the\_4Cs">https://www.ssoar.info/ssoar/bitstream/handle/document/71817/ssoar-2021-livingstone\_et\_al-the\_4Cs</a> Classifying Online Risk.pdf

<sup>&</sup>lt;sup>17</sup> https://5rightsfoundation.com/uploads/OurRIghtsinaDigitalWorld-FullReport.pdf

<sup>&</sup>lt;sup>18</sup> Plan International, Policy Brief for Commission on the Status of Women (CSW) (2023)

- strengthen transparency, accountability, policies and measures to ensure the protection of children through both prevention and response.
- Support parents, caregivers and children through training designed with input from children on measures to ensure children safely access technology.
- Ensure that teacher's curriculum includes orientation on how to safely access technology and avoid risks when using digital tools.

## **Accountability for discrimination and misleading content**

#### Save the Children's recommendations Ensure children's mental health and wellbeing online!

Children and young people today have grown up in an era of digital technology and been familiar with computers, mobile devices and the internet from an early age.

For refugees and children on the move, in particular, the connective potential of digital technologies can play a significant role in maintaining contact with family in their home countries, supporting social connectedness as key to psychosocial wellbeing.<sup>19</sup>

Nevertheless, the internet can also be a space that has the potential to harm children's mental health, including viewing harmful content, cyberbullying, and increased pressure to look or act a certain way. Research has found that a little bit of internet use is positive, while excessive use has a negative impact on mental wellbeing.<sup>20</sup>

Children have also consistently drawn attention to cyberbullying having particularly detrimental impacts on their mental health and have raised concerns about the serious long-term mental health impacts on children that experience violence online. <sup>21</sup>

Discrimination, under-representation or misrepresentation of minority groups online can also negatively impact the development and validation of children's cultural and religious identities – particularly during the critical phase of adolescence – and can also result in poorer mental health and wellbeing outcomes.<sup>22</sup>

It is important to note children's evolving capacities and those vulnerable in other circumstances who may be more vulnerable to and at heightened risk of experiencing violations of their protection online.

Social media and images depicted for example can distort self-image or even stimulate harmful behaviours, such as getting information on losing weight in a risky manner (can lead to eating disorders), or information on how to self-harm. It is also important to note that images and videos on social media that are not trauma-sensitive can trigger traumatic experiences from the past and affect mental health and should be taken into consideration for children's engagement online.

<sup>&</sup>lt;sup>19</sup> Udwan, G, Leurs, K & Alencar, A (2020). 'Digital Resilience Tactics of Syrian Refugees in the Netherlands: Social Media for Social Support, Health, and Identity', Social Media + Society, vol. 6, no. 2, pp. 1-11. As cited in <a href="https://5rightsfoundation.com/uploads/OurRlghtsinaDigitalWorld-FullReport.pdf">https://5rightsfoundation.com/uploads/OurRlghtsinaDigitalWorld-FullReport.pdf</a>

<sup>&</sup>lt;sup>20</sup> OECD, Children and Young People Mental Health in the Digital Age (2018) <a href="https://www.oecd.org/els/health-systems/Children-and-Young-People-Mental-Health-in-the-Digital-Age.pdf">https://www.oecd.org/els/health-systems/Children-and-Young-People-Mental-Health-in-the-Digital-Age.pdf</a>

<sup>&</sup>lt;sup>21</sup> https://5rightsfoundation.com/uploads/OurRIghtsinaDigitalWorld-FullReport.pdf

<sup>&</sup>lt;sup>22</sup> Brown, CS (2015). The Educational, Psychological and Social Impact of Discrimination on the Immigrant Child (Washington, DC: Migration Policy Institute) as cited in <a href="https://5rightsfoundation.com/uploads/OurRIghtsinaDigitalWorld-FullReport.pdf">https://5rightsfoundation.com/uploads/OurRIghtsinaDigitalWorld-FullReport.pdf</a>

In addition to the other recommendations set out in this paper, governments and the private sector should:

- Empower children and young people to use digital technology well, so they can further reap the benefits that social media can provide.
- Educate families about appropriate digital use and risks and strengthen capacities to support their children to stay safe and well.
- Encourage industry to develop appropriate accessible and trauma-sensitive content.
- Ensure children and young people who show signs of mental health conditions or concerns to get help early.

### Digital commons as a global public good

## Save the Children's Recommendation: Ensure respect for Child Rights and Business Principles - Including Tech Industry Action and Innovation

Dedicated attention to child rights and business in the digital environment is increasingly critical as digital technology has permeated daily life and changed the world – and it is increasingly changing childhoods as more and more children, parents and caregivers spend more time online.

States remain the primary duty bearers for the fulfilment of children's rights, and have the obligation to ensure that businesses meet those responsibilities. Where there are systemic adverse business impacts on children, legislative and regulatory action may be the most effective action.

#### States must:

- Adopt and properly resource the implementation of comprehensive child online safety policies based on children's rights to access the digital world in ways that are safe and secure.
- Ensure businesses with control of online environments conduct comprehensive human rights and environmental due diligence that integrate child rights. Actions must assess impacts across operations and value chains, establish saliency, and lead to changing practices to address risks to children's rights in the digital environment.
- Ensure Big Tech platforms disclose adequate information about how they conduct human rights due diligence, moderate online content, test and deploy algorithmic systems, and use personal data.

Businesses, as the developers, providers and owners of a vast proportion of the digital environment, and who play a key role in ensuring Safety by Design, are integral to protecting children. Businesses must respect children's rights and prevent and remedy abuse of their rights in relation to the digital environment.

Governments and companies, including digital service providers:

- Must adopt and properly resource the implementation of comprehensive child online safety policies based on children's rights to access the digital world in ways that are safe and secure.
- Must be held accountable and liable for the welfare of children and young people
  in the digital environment, and a stronger duty of care to children by such
  companies and digital service providers must be established.
- Should ensure that online services apply the safety by design principle in solutions they develop for children.
- Should collect and/or commission appropriate and lawful collection of data and research on the scale of the problems facing children in the digital environment.<sup>23</sup>

#### Save the Children's Recommendation: Scale up investment.

Funding remains a critical resource in delivering positive change for children rights in regards to the digital space. To ensure our legal and regulatory frameworks are recognising children's rights, governments should:

Increase investments to scale-up solutions that keep children safe, particularly those that tackle grooming and distribution of child sexual abuse material (CSAM).

Apply a proportion of taxation of digital companies in their home countries and the markets where they have business activities and earn profits to supporting the rights of children in the digital environment as set out in the recommendations in General comment 25.

<sup>&</sup>lt;sup>23</sup> Recommendations above are drawn from UNICEF, UN Global Compact, Save the Children <u>Charting the Course:</u> <u>Embedding Children's Rights in Responsible Business (2022)</u> which reviews progress on embedding children's rights in responsible and sustainable business conduct.

## Annex- background information for Save the Children's vision and experience around safe digital childhood.

Through programming and advocacy interventions Save the Children will be seeking to drive impact for children in three focused areas:

- Protection Preventing and addressing online sexual abuse, exploitation, misinformation and radicalisation
- Participation Increasing digital inclusion, skill-building & involvement in influencing change to recognise their rights, accessing information & creating laws and policies that are fit for purpose and informed by children's views
- Well-being Improving children's resilience, critical thinking skills, mental health and wellbeing

### What has Save the Children done to support a safe digital childhood?

- 1. Education and training for Online Child Protection & EdTech
- 2. Anti-cyberbullying activities (many SC countries)
- 3. Adoption of existing technologies for Online Child Protection
  - a) Child Wise licensing agreement with NetClean (SC Australia)
  - b) Translation to Khmer and cultural adaptation of the National Center for Missing and Exploited Children's Cloud Chaos mobile game for Cambodian context (SC Cambodia)
- 4. Creation of **new technologies** for Online Child Protection
  - a) Developed a prototype <u>Anti-grooming chatbot</u> for using artificial intelligence (AI) Natural Language Programming (NLP)to identify grooming in online chats in media such as online games or social media (SCUS)
  - b) Developed a <u>prototype mobile application</u> to allow children and concerned adults to report online abuse reporting (SC Sri Lanka)
  - c) Developed the <u>Safe Place application</u> to support the mental health of children and young people in Sweden between the ages of 7-18 who feel worried, scared or sad. The application was translated into Ukrainian to support refugees in Sweden and, during the invasion of their home country, saw a spike in users within Ukraine.
  - d) Developing My Town, a mobile friendly digital platform aimed at increasing feelings of home and belonging by enabling peer-generated information sharing and connecting migrant and displaced adolescents to one another and their communities. My Town will be co-developed with migrant and displaced youth, and will be piloted in Stockholm, Sweden and Warsaw, Poland.

#### 5. Child protection helplines & guidance

a) **Helpline** in (Zambia) for reporting both online and offline child abuse and neglect, and <a href="INHOPE">INHOPE</a>-affiliated **hotlines** for reporting Child Sexual Abuse Materials (Denmark, Finland, Romania and Italy).

- b) Antivirus against violence Guide and online course providing parents with basic knowledge and tools to help them educate and accompany children in the use of information technologies for responsible and safe use. (Spain)
- c) Developing a prototype toolbox to combat gender-based violence among adolescents in digital environment. Born from a research conducted in different schools in Spain using the behavioral science approach to uncover structural, informational and behavioral barriers to GBV among adolescents in Spain, and design and test behaviorally informed solutions.

#### 6. Strengthening child protection systems

- a) Recognised as a lead agency in child protection system strengthening, holding global conferences in this area and creating and child protection systems strengthening guidance
- b) Steps to Protect Common Approach on focused on child protection case management

#### 7. Advocacy & policy

- a) Advocacy brief: EdTech for Whom? Ensuring Safe and Equitable EdTech use for Children
- b) Supported advocacy (including child participation) for <u>UN General comment No. 25 on</u> children's rights in relation to the digital environment (2021)
- c) UNICEF, UN Global Compact, Save the Children <u>Charting The Course:</u>

Embedding Children's Rights in Responsible Business (2022)

- d) Currently supporting advocacy messages and children's engagement in:
  - Commission of the Status of Women (March 2023)
  - HRC Annual Day on the Rights of the Child and the Digital Environment
  - Resolution for the rights of the child at UNGA 3<sup>rd</sup> Committee (Sept 2023)
  - Summit of the Future (Sept 2024) to have a first global compact on digital rights

#### 8. Research

- a) Child-centered research on online violence against children
- b) Viral Violence report (2019). Analysis on the types of online violence, the possible risk factors and the consequences of suffering from such violence. Data gathered through an online survey with almost 400 young people between 18 and 20 years of age in Spain, to see whether and to what extent they were affected by any of the types of online violence during their childhood and adolescence.
- c) <u>I Will Not Play That Game</u> report (2016). Addresses the concepts of bullying and cyberbullying, through a survey of 21,487 students between 12 and 16 years of age. The aim of the survey was to explore and analyze adolescents' experiences of bullying, cyberbullying and other related experiences.
- d) Research on Digital Safeguarding for Migrating and Displaced Children
- e) EdTech for Learning in Emergencies and Displaced Settings: A rigorous review and narrative synthesis.
- f) Currently supporting child participatory research with funding from Global Partnership to End Violence Against Children (GPEVAC) on how children perceive, experience, and respond to online grouping with Western Sydney University.