Children and Mobile Technology
What links the children in these images?
SESSION 1

Children and mobile technology

• The rights of the child
UN Convention on the Rights of the Child

- How does the UN CRC apply in today’s connected society?
- Striking the right balance
ICTs and Children’s Rights

Promoting opportunities
• Education
• Protection from violence and exploitation
• Information
• Freedom of expression

Mitigating risks
• Inappropriate content
• Reputational damage
• Inappropriate behaviours
• Privacy concerns
• Sexual exploitation and violence
The UNICEF Approach

UNICEF articulates the difference between respect — the minimum required to avoid causing harm to children — and support, which includes taking voluntary actions that seek to advance the realisation of children’s rights.
Avoiding Pitfalls

Striking the right balance

• It is important to strike a **careful balance** between children’s right to protection with their right to have access to information and their right to freedom of expression.

• It is vital that measures to protect children online are focused and are **not unduly restrictive**, either for the child or other users.
Industry players are invited to:

- **Integrate** child rights considerations into all appropriate corporate policies and management processes
- Develop **processes** to handle child sexual abuse material
- Create a safer and age-appropriate **online environment**
- **Educate** children, parents and teachers about children’s safety and their responsible use of ICTs
- Promote digital technology for increasing **civic engagement**
For reflection: Privacy vs protection

Age-verification and mandatory use of identity

• “While the stated goals of age and identity verification practices are laudable, they prevent individuals from being anonymous online and can therefore undermine the right to privacy.”

Parental Controls

• “While the motivation to protect children from harmful content, sexual exploitation and disclosing personal information is undoubtedly legitimate, parental controls also present a clear interference with children’s privacy…
• They raise serious questions about the extent and nature of children’s right to privacy in the home, the development of children into responsible digital citizens who can think critically and act independently online, and the support necessary for children to build trust, curiosity and creativity.
• The tension between parental controls and children’s right to privacy can best be viewed through the lens of children’s evolving capacities. While parental controls may be appropriate for young children who are less able to direct and moderate their behaviour online, such controls are more difficult to justify for adolescents wishing to explore issues like sexuality, politics and religion…”

Source: UNICEF Discussion Paper on Children’s Rights and Business in a Digital World: Privacy, protection of personal information and reputation rights
Finding the balance
Group discussion

Read the 2015 BBC article on Smart Sheriff

Consider:

- Are any fundamental rights as outlined in the UNCRC being *protected* by this approach? If so, which ones?
- Are any fundamental rights as outlined in the UNCRC being *breached* by this approach? If so, which ones?
SESSION 2

Mobile technology as an enabler to help children enjoy their rights

- Learning, information, freedom of expression: a new generation of digital citizens
SUMMARY OF CRC ARTICLES OF GREATEST RELEVANCE TO THE MOBILE SECTOR

PROTECTION
- Protection from violence, abuse and neglect
- Protection from sexual exploitation
- Protection from child labour
- Protection from abduction, sale, and trafficking
- Right to life, survival and development
- Right to family reunification; special protections for refugee children
- Right to parental guidance, support for parents
- Right to an adequate standard of living
- Right to privacy

PARTICIPATION
- Right to freedom of association
- Right to freedom of expression
- Respect for the views of the child
- Right to education
- Right to information
- Right to leisure, recreation and cultural activities
- Right to highest standard of healthcare
- Support for children with disabilities
- Non-discrimination and inclusion

BEST INTERESTS OF THE CHILD

CORRESPONDING SDGs

1. NO POVERTY
2. GOOD HEALTH AND WELL-BEING
3. QUALITY EDUCATION
4. GENDER EQUALITY
5. CLEAN WATER AND SANITATION
6. AFFORDABLE AND CLEAN ENERGY
7. SUSTAINABLE SEDs AND COMMUNITIES
8. SUSTAINABLE SEDs AND COMMUNITIES
9. REDUCED INEQUALITIES
10. SUSTAINABLE SEDs AND COMMUNITIES
11. SUSTAINABLE SEDs AND COMMUNITIES
12. SUSTAINABLE SEDs AND COMMUNITIES
13. CLIMATE ACTION
14. LIFE ON LAND
15. LIFE UNDERWATER
16. FRAGILE STATES AND NON-STATE ACTORS
17. PARTNERSHIPS FOR THE GOALS
Supporting emergency preparedness & crisis response

- **Article 6:** Life, survival and development: Every child has the inherent right to life, and the State has an obligation to ensure the child’s survival and development.

- Mobile technology can be used to help protect children, their parents and communities during crises by supporting risk reduction, mitigation and preparedness in regions prone to crises, as well as to facilitate the response, recovery and rebuilding.
Addressing challenges faced by migrant, refugee and displaced children

- **Article 22**: Special protection shall be granted to a refugee child or to a child seeking refugee status.

- Mobile technology can play a part in connecting displaced populations to necessary resources, as well as help separated families reunite, stay in touch and receive support and aid, whether they are in temporary camps or on the move.
Supporting displaced children’s education

Instant Classroom

- The Instant Classroom is a digital 'school in a box' and was created to bring tablet-based teaching to refugee camps.
- The Vodafone Foundation partnered with UNHCR to deliver the programme.

- The Instant Classroom takes 20 minutes to set up.
- The technology was designed for areas where electricity and internet connectivity are unreliable or non-existent.
- Everything is shipped in robust 52KG lockable Storage Case housing.
Supporting positive parenting

• **Article 5**: Parental guidance and the child’s evolving capacities.
• **Article 18**: Parents have joint primary responsibility for raising the child

• Mobile technology can be used to share information to parents to better protect their children online, and to enable partners to disseminate information on good parenting
Enabling accessible and inclusive identity

- **Article 7**: The right to legal identity starting from birth, to a name and to acquire a nationality.
- **Article 8**: Preservation of identity
- Mobile services can enable children’s right to be registered immediately after birth and for their identity to be preserved.
Facilitating access to quality education and opportunities to build skills

- **Article 28**: The child has a right to education.
- **Article 29**: Education shall aim to develop the child’s personality, talents and mental and physical abilities to the fullest extent.
- Mobile technology can support children’s education by enabling inclusive access to educational content and services online.
UNESCO mLearning policy guidelines (1/2)

Policymakers are advised to:

- Create or update policies relating to mobile learning
- Train teachers to advance learning through mobile technologies
- Provide support and training to teachers through mobile technologies
- Create and optimise educational content for use on mobile devices
- Ensure gender equality for students learning via mobile
UNESCO mLearning policy guidelines (2/2)

Policymakers are advised to:

- Expand and improve connectivity options, while ensuring equity
- Develop strategies to provide equal access for all
- Promote the safe, responsible and healthy use of mobile technologies
- Improve communication and education management
- Raise awareness through advocacy, leadership and dialogue
What role can mobile play in promoting literacy?

Research in India by Worldreader, Pearson, and Results for Development found:

- When parents are engaged with, and support, the idea of mobile reading, parents and their children not only read more, but also come to value reading on mobile phones.

- Books in mother tongue languages were read most frequently.

- Normalising digital reading can help boost children’s and parents’ literacy development.

Promoting digital literacy for children helps support the SDGs
Empowering children to voice their opinions and participate in community decision making

- **Article 12**: Respect for the child’s views.
- **Article 13**: Freedom of expression
- **Article 15**: Freedom of association

- Mobile connectivity can promote the social, economic and political inclusion and participation of children by giving them access to information and social networks through which to communicate, congregate and voice their opinions.
UNICEF: Voices of Youth

“A space where children and young people can have their say on issues that matter to them, and where learning, sharing, inspiration and cross-cultural exchange are actively encouraged.”
Active youth participation: U-Report

U-Reporters voices at the largest gathering of business and world leaders at World Economic Forum.

7% response rate
13,641 responded out of 186,777 polled

7 questions polled on this topic

DEC 27. 2018
Would you like to be heard by the largest gathering of business and world leaders at World Economic Forum’s Annual meeting at Davos in 2019.

DEC 27. 2018
Do you think globalization is being used by large companies and private sector to make a change in children and young people’s lives?

DEC 27. 2018
Is globalization bringing people closer together or widening the gaps between the rich and poor?

DEC 27. 2018
Are business leaders doing enough to help young people succeed in today’s globalized world?

DEC 27. 2018
If you could ask leaders at Davos ONE change you want to see for young people, what would it be?

DEC 27. 2018
What can business leaders do to save the planet without killing economic growth?

DEC 27. 2018
How can world leaders work with young people to create fairer and more equitable world?
### POLL RESULTS

**DEC 27. 2018**

Would you like to be heard by the largest gathering of business and world leaders at World Economic Forum’s Annual meeting at Davos in 2019.

13,641 responded out of 186,777 polled

<table>
<thead>
<tr>
<th></th>
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<th>LOCATIONS</th>
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**DEC 27. 2018**

Do you think globalization is being used by large companies and private sector to make a change in children and young people's lives?

8,931 responded out of 10,915 polled

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U-Report – World Economic Forum, 2019

**DEC 27, 2018**

Are business leaders doing enough to help young people succeed in today’s globalized world?

7,577 responded out of 7,897 polled

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<td></td>
<td>37%</td>
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<tr>
<td><strong>NO</strong></td>
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<td></td>
<td>63%</td>
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</table>

**DEC 27, 2018**

If you could ask leaders at Davos ONE change you want to see for young people, what would it be?

6,080 responded out of 6,731 polled

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<th>LOCATIONS</th>
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<tbody>
<tr>
<td>PROVIDE MORE JOBS</td>
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<td></td>
<td>35%</td>
</tr>
<tr>
<td>IMPROVE EDUCATION</td>
<td></td>
<td></td>
<td>25%</td>
</tr>
<tr>
<td>SUPPORT AGRICULTURE AND ENTREPRENEUR</td>
<td></td>
<td></td>
<td>15%</td>
</tr>
<tr>
<td>ACCESS TO TECHNOLOGY</td>
<td></td>
<td></td>
<td>9%</td>
</tr>
<tr>
<td>PROTECT OUR PLANET AND ITS RESOURCES</td>
<td></td>
<td></td>
<td>16%</td>
</tr>
</tbody>
</table>
Child Helpline International aims to harness the power of technology to enable children to realise their rights.
Empowering children in a digital age: #emPOWERchildren
Group Activity

Youth Participation: obstacles and opportunities
Your school / university has organised a field trip to a local animal park for the end of the year. When you get to the park you notice that the animals were being kept in very bad conditions.

This issue really impacts you and you decide to get involved. You decide to create a digital campaign calling for an end to the mistreatment of animals.

You want to raise awareness and call on local government authorities to strengthen local laws to protect animal rights.

Let’s explore the factors that will help or prevent you from doing this!
You are at the animal park with your class and you’re upset about what you see.

You want to document the abuse of the animals and the bad conditions they are in.
When you get home after the visit you want to understand the situation more, and read about the laws on animal rights.

You decide to do some research on the internet.
The Story: part 3

Now that you have some understanding of the issue and the laws, you decide that you’d like to join some online social media communities that are focused on animal welfare.
The Story: part 4

Through your research and the online communities you join, you learn that a good way to raise awareness and get the attention of local government is to create an online petition.
In order to get more people to sign your petition and to get even more attention on the issue, you decide to launch a social media campaign.
Two weeks have passed since your visit to the park and many people in your town are now talking about the issue.

A march has been planned in the town and you attend.
Group Activity

Youth Participation: obstacles and opportunities

How did you do?
• How far were you able to travel?
• What were the reasons for this?
Lunch break
Session 3
‘Child Online Protection’
White board activity

What do you think of when you hear the phrase ‘child online protection’?
Defining child online protection

Issues and users

Users

Issues include:

- Bullying
- Age-restricted content
- Harmful content
- Reputational damage
- Commercial issues
- Overuse

Issues include:

- ‘Sexting’, Sexual extortion
- Grooming
- Child sexual abuse content
- (‘child pornography’) e.g., Pictures, Video, Live streaming

Industry can…

Encourage positive online behaviours
Educate about potential issues
Offer reporting mechanism for any misuse
Make parental controls available

But, only when…

Work with authorised body to remove content from view

Government has enacted appropriate legislation
Law enforcement is equipped and empowered to investigate cases of child sexual abuse
National reporting hotlines are in place for receiving, analysing and auctioning reports of online child sexual abuse content
Session 4

Safe and responsible use of ICT

- What are the risks?
- Promoting safe and responsible use of ICTs by children and younger users
What are the main risks?

- Inappropriate content
- Inappropriate contact
- Reputational damage
- Commercial issues
- Overuse
An appropriate environment

Service providers can play a key first role in creating an environment in which children and young people can have a safe and enjoyable digital experience, through:

• Terms and conditions
• Acceptable use policy
• Filters and moderation
• Reporting mechanisms

Parents and carers can guide their children — particularly younger children — to use services that promote positive behaviours
Technical solutions

- Parental controls / filtering, safe search, spend controls, contact controls, etc.
- Technical measures will be particularly useful for younger children.
- Technical measures will only ever be part of the solution, not the whole solution. Young people have many access points to the internet, and not all will have filters.
- Education is the first line of defence.
Education and Awareness

Children

• As soon as children start using ICTs and the internet, conversations about safe and responsible use can be introduced.

• Key messages will focus on being kind, keeping personal information personal, and talking to parents about anything worrying or upsetting.
Education and Awareness

Young people

- Young people and teenagers will have more independence in their digital lives. Technical tools are unlikely to play a role, and they will need to have the confidence and ‘social tools’ to manage their online experience.
Parents and carers

• Parents often lack the skills and confidence to parent online. It is important that education programmes empower parents to understand their children’s digital worlds and guide them online as they would offline.
Teachers should be given guidance on encouraging positive, safe and responsible use of ICTs in their lesson.
Group Discussion

1. To what extent does education and training on safe and responsible ICT usage alleviate the necessity of technical solutions?

2. Would your answer to the above question change for different age groups or different settings? Please provide examples.
SESSION 5

Children’s Use of ICT

- Children’s attitudes to and usage of ICT
Children’s Use of Technology

- So, what do children and young people’s digital lives actually look like?

- Research is key - local nuances will apply.

- If ‘child online protection’ initiatives are based on research into children and young people’s actual digital habits, they will be more relevant and more effective.
<table>
<thead>
<tr>
<th>Activity</th>
<th>2014 Percentage</th>
<th>2010 Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Visited a social networking profile</td>
<td>63</td>
<td>44</td>
</tr>
<tr>
<td>Used instant messaging</td>
<td>49</td>
<td>40</td>
</tr>
<tr>
<td>Watched video clips (e.g., on YouTube)</td>
<td>59</td>
<td>32</td>
</tr>
<tr>
<td>Used the internet for school work</td>
<td>33</td>
<td>18</td>
</tr>
<tr>
<td>Played games with other people on the internet</td>
<td>28</td>
<td>18</td>
</tr>
<tr>
<td>Downloaded music or films</td>
<td>24</td>
<td>16</td>
</tr>
<tr>
<td>Posted a message on a website</td>
<td>18</td>
<td>15</td>
</tr>
<tr>
<td>Visited a chatroom</td>
<td>19</td>
<td>9</td>
</tr>
<tr>
<td>Read or watched news on the internet</td>
<td>18</td>
<td>15</td>
</tr>
<tr>
<td>Used a webcam</td>
<td>18</td>
<td>9</td>
</tr>
<tr>
<td>Posted photos, videos or music to share</td>
<td>20</td>
<td>16</td>
</tr>
<tr>
<td>Spent time in a virtual world</td>
<td>18</td>
<td>15</td>
</tr>
<tr>
<td>Used file sharing sites</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>Created a character, pet or avatar</td>
<td>3</td>
<td>3</td>
</tr>
</tbody>
</table>

EU Kids Online and Net Children Go Mobile

- Children are most likely to engage with social network sites, instant messaging and video clips sites and services.

In 2010, EU Kids Online surveyed 25 countries; sister project Net Children Go Mobile updated the survey in seven countries in 2014.
EU Kids Online and Net Children Go Mobile

- Children are more likely to be exposed to hate messages, pro-anorexia sites, self-harm sites and cyberbullying
- Children are less likely to make contact online with someone they don’t know face to face — possibly awareness efforts about ‘stranger danger’ are proving effective
- Online risk affects a significant minority

In 2010, EU Kids Online surveyed 25 countries; sister project Net Children Go Mobile updated the survey in seven countries in 2014
EU Kids Online and Net Children Go Mobile

- Fewer than one in five 6-9 year olds say they were bothered by something online in the past year
- Increase notable among girls and teenagers
- Need to target safety resources on girls and teenagers
- Overall, the incidence of harm online is less than ‘panicky’ media reports suggest

In 2010, EU Kids Online surveyed 25 countries; sister project Net Children Go Mobile updated the survey in seven countries in 2014
Global Kids Online

Research focuses on:

• When and how does the Internet contribute positively to children’s lives – providing diverse opportunities to benefit, that may contribute to their well-being?

• When and how is use of the internet problematic in children’s lives – amplifying the risk of harm and potentially undermining their well-being?
Global Kids Online - opportunities

How often have you done these things?
Percent responding "at least every week" or more often

Learned something new by searching online
Looked for information about work/study opportunities
Looked for health information online
Participated in a site where people share my interests

Argentina
Serbia
South Africa
Philippines
How true is this for you: I know how to set my privacy settings
Percentage responding "very true" or "fairly true" ("very true" in Argentina)
Global Kids Online – staying safe

Seeking support

The last time something happened online that bothered or upset you, did you talk to any of these people about it?
(percentage by country)

- Argentina
- Serbia
- South Africa
- Philippines
Global Kids Online – Ghana (2018)

Some headlines

Access and Barriers

8 in 10 children /adults access the internet from home mostly on mobile phones.

6 in 10 children face some form of barriers in accessing the internet.

Online Practices

7 in 10 children use the internet for learning.

Only 2 in 10 children use safety options seen.

Facebook is the most visited platform.

6 in 10 children had a social networking profile.
Global Kids Online – Ghana (2018)

Some headlines

**Some Risky Child Online Practices**
- About 4 in 10 children have made contact with someone on the internet they had never met face to face before.
- 2 in 10 have met someone face to face that they first got to know on the internet.
- 1 in 10 children send a photo or video of themselves to someone they have not met face to face.

**Coping Mechanisms and Support**
- 5 in 10 children that have experienced things that upset or bothered them while online talk about it to a friend of the same age.
- Only 2 in 10 will talk to their parent or sibling,
- 1 in 10 will talk to a teacher
- 1 in 10 will not talk to anyone about it.
Global Kids Online – Ghana (2018)

Some headlines

- Children mostly use the internet at home, so parents/guardians have a significant role to play in supporting, mediating or monitoring without limiting the rights of children and benefits of using the internet.

- The survey shows that there is still limited use of the internet at school, interventions to increase and improve this will be required.

Recommendations

- Interventions to sensitize and teach children on responsible and safe online practices including what and who to share personal information with and who to add as a friend (and available safety options) will be required.
Case study: Research – credibility is key

However:

“I have the data set they used open in front of me, and I submit to you that, based on that same data set, eating potatoes has the exact same negative effect on depression. That the negative impact of listening to music is 13 times larger than the effect of social media.”

Andrew Przybylski, Oxford Internet Institute

“Professor Twenge’s research shows that U.S. teenagers who spend 3 hours a day or more on electronic devices are 35% more likely, and those who spend 5 hours or more are 71% more likely, to have a risk factor for suicide than those who spend less than 1 hour”

Extract from open letter from Jana Partners and Calstrs to Apple Inc.

Source: https://www.wired.com/story/its-time-for-a-serious-talk-about-the-science-of-tech-addiction/?mbid=social_twitter_onsitesshare
How does the time children spend using digital technology impact their well-being, social relationships and physical activity?


Daniel Kardefelt-Winther, 2017
Results

• Impact on mental well-being
  • Not too much, not too little..... but how much is too much?!
  • The possible negative effects may not be as severe as some have argued.
  • Factors that we know matter for child well-being (family, school, community) seem to be more important than time spent using digital technology alone.

• Impact on social relationships
  • Early research found some negative impacts, but there has been a shift in the past decade towards more positive impacts.
  • For most children, social relationships seem to be stimulated by digital technology.
  • There seems to be agreement that time spent using digital technology in and of itself is not the main cause of good or bad relationships.
More results...

- **Impact on physical activity**
  - Evidence is mixed, with some studies showing a positive link between screen-time and physical activity, others a negative link. Other factors than screen-time matters more for determining if children engage in physical activity or not.
  - Longitudinal evidence suggests that screen-time and physical activity are independent behaviours — may be more fruitful to promote physical activity rather than aiming only for a reduction in screen-time.
Conclusions

• We do not need ‘more research’, we need **better** research.

  • Better measurements of ‘screen-use’ (e.g., content, activities)

  • Better data for hypothesis-testing (e.g., longitudinal or qualitative data)

  • Greater consideration for a child’s life context and social/cultural environment.

  • General time use studies may be useful.

  • We cannot equate high-quality research with low-quality research.
Further reading – good sources include:

- Global Kids Online

- UNICEF, including:
  - State of the World’s Children 2017 (see right)
  - How Does the Time Children Spend Using Digital Technology Impact their Mental Well-Being, Social Relationships and Physical Activity? An evidence-focused literature review

- University of Oxford / Oxford Internet Institute, including:
  - A Large Scale Test of the Goldilocks Hypothesis: Quantifying the Relations Between Digital Screens and the Mental Well-Being of Adolescents

- London School of Economics – Parenting for a Digital Future
A generation of digital citizens

The goal is to build a generation of confident, competent young digital citizens.

Digital literacy is ....

Digital citizenship is...
A generation of digital citizens

The goal is to build a generation of confident, competent young digital citizens.

Digital literacy should not just be about knowing how to use ICTs in a practical sense — it should also encompass navigating the internet safely, competently and responsibly.

Digital citizenship should be about harnessing the internet in broader civic life and driving social progress, as well as using ICTs to access information and voice opinions, or seize opportunities in areas such as healthcare, education and employment.
STOP THE PRESS!

DEFINITION AND FRAMEWORKS

Proposed definition of digital literacy

_Digital literacy refers to the knowledge, skills, and attitudes that allow children to flourish and thrive in an increasingly global digital world, being both safe and empowered, in ways that are appropriate to their age and local cultures and contexts._
# Building blocks of the definition

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<tr>
<th>Definition</th>
<th>Building blocks</th>
<th>Notes</th>
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<td>Children’s digital literacy is the set of knowledge, skills, attitudes, strategies, values and awareness that are required ...</td>
<td>Objects of the definition</td>
<td>Knowledge, skills and attitudes, strategies, values and awareness are all included</td>
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<tr>
<td>… to search for, analyse, evaluate and manage information, communicate, collaborate, create and share content, build knowledge, solve problems ...</td>
<td>Activities covered</td>
<td>This list could be enlarged when new activities will emerge</td>
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<tr>
<td>… safely, effectively, efficiently, critically, creatively, autonomously, flexibly, ethically, reflectively and appropriately ...</td>
<td>Modes of operation</td>
<td>These refer to “how” children should ideally use/interact with ICTs and digital media</td>
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<tr>
<td>… with respect to their age, local language, local culture, and socioeconomic context ...</td>
<td>Age and context specificities</td>
<td>This represents an advance with respect to existing definitions</td>
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<tr>
<td>… for playing, civic participation, learning, socialising, consuming, working ...</td>
<td>Purpose of activities</td>
<td>Playing is added here in a prominent place</td>
</tr>
<tr>
<td>… in digital and connected environments and societies.</td>
<td>Reference to digital societies</td>
<td>This is more than “when using ICT tools”</td>
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*UNICEF OFFICE OF GLOBAL INSIGHT AND POLICY*
A multi-stakeholder issue

Building digital citizens requires input from a range of stakeholders.

- Government
- Schools and teachers
- Parents and carers
- Industry
- NGOs
SESSION 6

Roles and responsibilities

- Evolution of the regulatory backdrop 2004 onwards
- Learnings from the international community
Evolution of COP (Self) Regulation

European mobile operators, 2004-2007

National Codes of Conduct (UK, 2004: UK Code of Practice for the self regulation of new forms of content on mobile; followed over next three years by codes in a number of markets in Europe and beyond (e.g., Australia, Denmark, France, Germany, Ireland, Italy, Malaysia, New Zealand, Singapore and United States).

Common principles of agreements at this time are typically along the following lines:

- Focus on commercial content; simple two-tiered classification system based on more granular systems used in other media.
- Adult/18 rated/restricted commercial content will not be offered to customers until mechanism are in place that can restrict access
- Light commitments around internet filtering
- Implementation down to operator preferences (age-verification methods, default on/off, etc)
- Customer education measures
Evolution of COP (Self) Regulation

European mobile operators, 2007

2007: The European Framework for Safer Mobile Use by Younger Teenagers and Children – drawn up by GSMA Europe members in consultation with the EC and other child protection stakeholders; launched February 2007.

- Classification of commercial content - operators own and 3rd party commercial content to be classified in line with existing national standards to identify content unsuitable for viewing by children and younger teenagers.
- Access control mechanism – appropriate means for parents to control children’s access to this content should be provided
- Education and awareness-raising - operators should work to raise awareness and provide advice to parents on safer use of mobile services, and ensure customers have ready access to mechanism for reporting safety concerns
- Fighting illegal content on mobile services and the internet – operators should work with law enforcement agencies, national authorities and INHOPE, or equivalent bodies, to combat illegal content on the internet.
Evolution of COP (Self) Regulation

ICT Coalition: 2012 and ongoing

Announced January 2012. Self-regulatory pan-industry initiative. 26 founding companies from across ICT sector, including Facebook, Google, LG Electronics, Nokia, RIM, Vodafone and France Telecom-Orange.

Focus on content, parental controls, dealing with abuse and misuse, child sexual abuse content and illegal content, privacy and control, education and awareness.

CEO Coalition: 2011

In December 2011, 28 leading ICT companies respond to Neelie Kroes’ (Vice President of the European Commission responsible for the Digital Agenda) call for a new coalition of CEO representatives to make a better and safer internet.

Participants committed to take active measures in five areas: simple tools for users to report harmful content and contact, age-appropriate privacy settings, wider use of content classification, wider availability and use of parental controls, and effective takedown of child abuse material.
Evolution of COP (Self) Regulation

ICT Coalition: 2012 and ongoing

The work of the ICT Coalition continues independently alongside the new ‘Alliance to better protect minors’

Alliance to better protect minors online: 2017 and ongoing

The EC *Alliance to better protect minors online* is a self-regulatory initiative aiming to improve the online environment for children and young people.

- Participating companies to curb harmful content, conduct and contact, through:
  - User-empowerment (e.g. parental tools, content classification; user-friendly reporting tools with feedback and notifications).
  - Intensified cooperation and best practices, with relevant input from NGOs, civil society, local, national & European organisations.
  - Scaling up of awareness raising; promote and increase access to positive, educational and diversified content online.
New industries are joining the discussions
Keeping up with progress

Technology is changing our societies so fast that it is difficult for legislators to keep up.
Key Themes

Although the mobile eco-system has changed, there are two key themes that have, until now, been reasonably consistent:

• General acceptance that the ICT industry should be encouraged to proactively embrace a self-regulatory approach
• Agreeing high-level principles and commitments and then allowing different organisations to embed these into their standard business activities

• However – watch this space…
Our view: being proactive & working together is key
Group Discussion

1. How can a culture of proactive self-regulation and multi-stakeholder collaboration be promoted?
Wrap-up

- The rights of the child
- Mobile technology as an enabler to help children enjoy their rights
- What is Child Online Protection?
- Safe and responsible use of ICT by children
- Children’s use of mobile and ICTs
- Proactive multistakeholder collaboration
Children and Mobile Technology
Day 2
Day 1 recap

- The rights of the child
- Mobile technology as an enabler to help children enjoy their rights
- What is Child Online Protection?
- Safe and responsible use of ICT by children
- Children’s use of mobile and ICTs
- Proactive multistakeholder collaboration
Day 2 agenda

- Online child sexual exploitation — context
- Combatting online child sexual abuse
- Overlap between children’s use of technology and child sexual exploitation
- Moving forward on child online protection
SESSION 7

Online Child Sexual Exploitation

- Terminology
- The role of the internet
- A Model National Response to combatting online child sexual exploitation
Terminology:

Don’t call it ‘child porn’
It is a crime scene
There is an abuser and a victim

It is child sexual abuse
Group Discussion

• Why is terminology so critical in this discussion? How might different terminology positively or negatively impact the effectiveness of any response to this issue?
Scale of the issue and role of the internet

- **Greater Manchester (UK) Police Abusive Images Department:**
  - **Pre-internet, 1995:** seize a total of 12 indecent images of children across the year, all on paper or video
  - **Post-internet, 1999:** seize 41,000 indecent images of children across the year, all except 3 were found on computers and had come from the internet

- **In 2016:** Cybertip Canada’s *Arachnid* webcrawler identified 5.1 million unique webpages hosting child sexual abuse material during a 6 week trial

- It is estimated that 750,000 paedophiles are online at any given moment

*Sources:* Child abuse, child pornography and the internet, John Carr, NCH, 2003; Canadian Centre for Child Protection; Report of the UN Special Rapporteur on the sale of children, child prostitution and child pornography, 2009
Online child sexual exploitation

The victims are young and the abuse is often brutal

In 2018, the IWF managed 105,047 child sexual abuse URLs
• 23 per cent of the images depicted ‘Category A’ abuse – the worst category, covering sexual activity between adults and children, including rape and torture.
• Abuse is likely to be worse for younger children - in 2018, 35% of the imagery showing children appearing to be aged 10 or younger was assessed as being Category A, compared to 16% of the imagery showing children aged 11–17

The INHOPE 2017 annual report showed that 3% of subjects are infants (~0-2 years old) and 79% are pre-pubescent (~3-13)
In 1998 a police investigation into suspected abuse of children uncovered evidence that four children, three siblings and a friend, aged between 8-13, had been sexually abused while being photographed and filmed.
WePROTECT Global Alliance

- Policy and Governance
- Criminal Justice
- Victim
- Societal
- Industry
- Media and Communications
Model National Response Framework

- **Policy and Governance**
  - Highest level national commitment to prevention and response

- **Criminal Justice**
  - Effective and successful investigations, convictions and offender management
  - Criminal Justice

- **Victim**
  - Appropriate safeguards for children and young people

- **Societal**
  - Child sexual exploitation and abuse prevented

- **Industry**
  - Industry engaged in developing solutions to tackle and prevent online CSE

- **Media and Communications**
  - Awareness raised amongst the public, professionals and policy makers
How to use the Model National Response Framework

Legislation

Governments must develop a clear legal framework…

…to enable industry, law enforcement and hotline organisations to take effective, coordinated action
ICMEC model legislation

- In 2006, ICMEC developed a framework for assessing the legislation for online child sexual exploitation and used this framework to research 196 countries. Specifically, ICMEC research looks to see if national legislation:
  - Exists with specific regard to child pornography, and not just pornography in general
  - Provides a definition of child pornography
  - Expressly criminalises computer-facilitated offenses
  - Criminalises possession of child pornography, regardless of the intent to distribute
  - Requires internet service providers (ISPs) to report suspected child pornography to law enforcement or to some other mandated agency
ICMEC model legislation

Including:

- Defining ‘child’ as anyone under the age of 18, regardless of the age of sexual consent
- Defining ‘child pornography’ and ensuring the definition includes computer- and internet-specific terminology
- Creating offences specific to child pornography in the national penal code, including criminalising the possession of child pornography, regardless of one’s intent to distribute, and including provisions specific to downloading or viewing images on the internet
- Ensuring criminal penalties for parents or legal guardians who acquiesce to their child’s participation in child pornography
- Penalising those who make known to others where to find child pornography
- Including grooming provisions
- Punishing attempt crimes
Additional legislative issues

- In addition to the considerations raised by ICMEC, there are also practical legislative considerations that may need addressing, for example:

  If legislation dictates that it is illegal to view CSAC, what legal exemptions are required for individuals working on the front line (e.g., law enforcement, hotlines, or industry criminal compliance units and security teams) to be able to carry out their duties?

  Are there any issues around maintaining reporter anonymity for hotlines?
Practical considerations

Once legal considerations are in place, in order to effectively take action nationally to combat and keep the internet free from CSAC there are requirements for:

- A national reporting mechanism, such as a hotline
- Skilled and equipped law enforcement
- A good working relationship and clearly defined working protocols between industry, law enforcement and the hotline
Removing content at source

GSMA and UNICEF have produced a guide to Notice and Takedown (NTD) processes
Hotlines – IWF overview
A report of suspected illegal child sexual abuse content is made by an internet user, directly or through their internet service provider (ISP) or mobile operator. The national hotline or law enforcement agency (LEA) assesses the content. If the content is hosted in the same country as the hotline or LEA, notice and take down processes are instigated and the content is removed. If the content is hosted in a different country, the report is passed on to INHOPE or the relevant LEA. Some countries also add the URL to a ‘block list’ that allows ISPs and mobile operators to block access until the content is taken down.
Options for hotline solutions

• Create a national hotline

• IWF International ‘back office’ solution

- IWF International report through a locally branded web page
- Iwf.org.uk report

IWF hotline assessment

- Not potentially criminal
  - No further action required

- Potentially criminal
  - Traced to host country
    - International report sent to INHOPE or police
    - Content removed

- UK Notice and Takedown issued
Notice and Takedown (NTD) – industry side

Example of a process for removing CSAM after reports from customers, or from hotlines and law enforcement agencies

https://www.gsma.com/mobilealliance
Technical solutions

- Technical options to help prevent Child Sexual Abuse Content being distributed or accessed include:
  
  - **Restricting access to known CSAC URLs**
    - A number of ISPs around the world, including MNOs as well as parental controls and filtering companies, restrict access to lists of URLs confirmed to contain CSAC by appropriate organisations (e.g. hotlines or law enforcement / Interpol)
  
  - **Using hashing or digital fingerprinting to detect known CSAC**
    - Databases of hash summaries of known CSAC content can be automatically run against content being hosted or uploaded to check for matches. It can then be blocked, removed and/or investigated, as appropriate.
Eight steps to identifying victims of child sexual abuse

1. Child is abused
2. Photos or videos are taken by the offender, documenting the abuse
3. Child Abuse Material is shared online
4. The material is discovered by police
5. Police record the images into INTERPOL’s ICSE database, compare the data and ask their international counterparts for assistance
6. The network of specialists analyses all available clues that can be drawn from the images
7. Child and/or offender are identified
8. Child is removed from harm and the offender is arrested
Law enforcement

• Law enforcement needs to have the resources, as well as the legal and technical skills, to investigate online child sexual exploitation.

• If support is needed in upskilling and capacity building, this can be provided through organisations such as INTERPOL and ICMEC (International centre for missing and exploited children).
In 2008, the Council of Europe published guidelines for the cooperation between law enforcement and internet service providers against cybercrime.

Examples of the recommendations include:

- Law enforcement and service providers should be encouraged to develop written procedures for cooperation with each other.
- Law enforcement authorities and internet service providers are encouraged to cooperate with each other in view of enforcing privacy and data protection standards at the domestic level but also with regard to cross-border data flows.
- Both sides should be mindful of the costs involved in creating and responding to requests.
Victim Support

- Children’s NGOs and child helplines are key stakeholders in the fight against child sexual abuse and exploitation — both online and offline — and will be valuable partners in understanding the scale and nature of the problem, and also in providing counselling and support for victims of abuse.
Lunch break
Break out

In groups, prepare a short (5 slide max) action plan to present back to the whole group:

- Who should be involved? What are the different roles and responsibilities?
- What is in place already? What is missing?
- What are the ideal timeframes?
- Etc.
Thank You!