



Capacity
Building



Children and Mobile Technology





What links the children in these images?





Capacity
Building



SESSION 1

Children and mobile technology

- The rights of the child



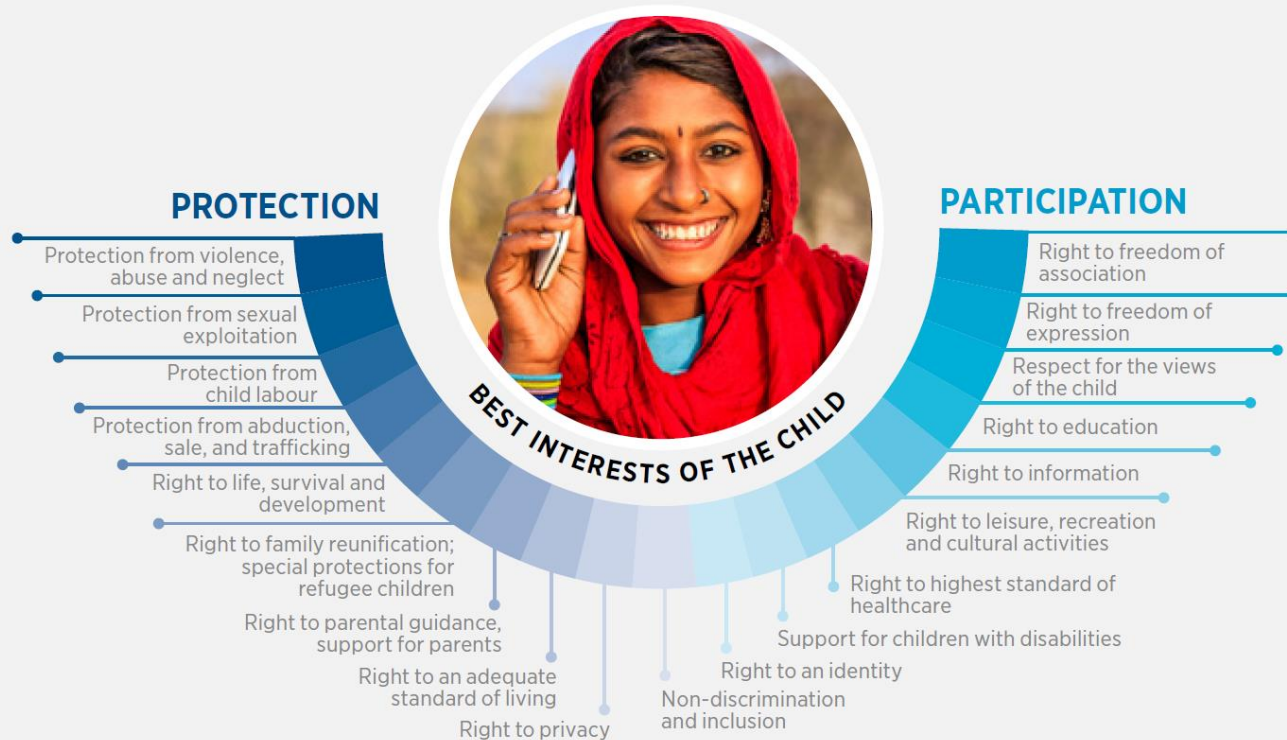


UN Convention on the Rights of the Child

- How does the UN CRC apply in today's connected society?
- Striking the right balance



SUMMARY OF CRC ARTICLES OF GREATEST RELEVANCE TO THE MOBILE SECTOR



CORRESPONDING SDGs





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.



ITU/UNICEF COP Guidelines

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 identify 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?



2

SESSION 2

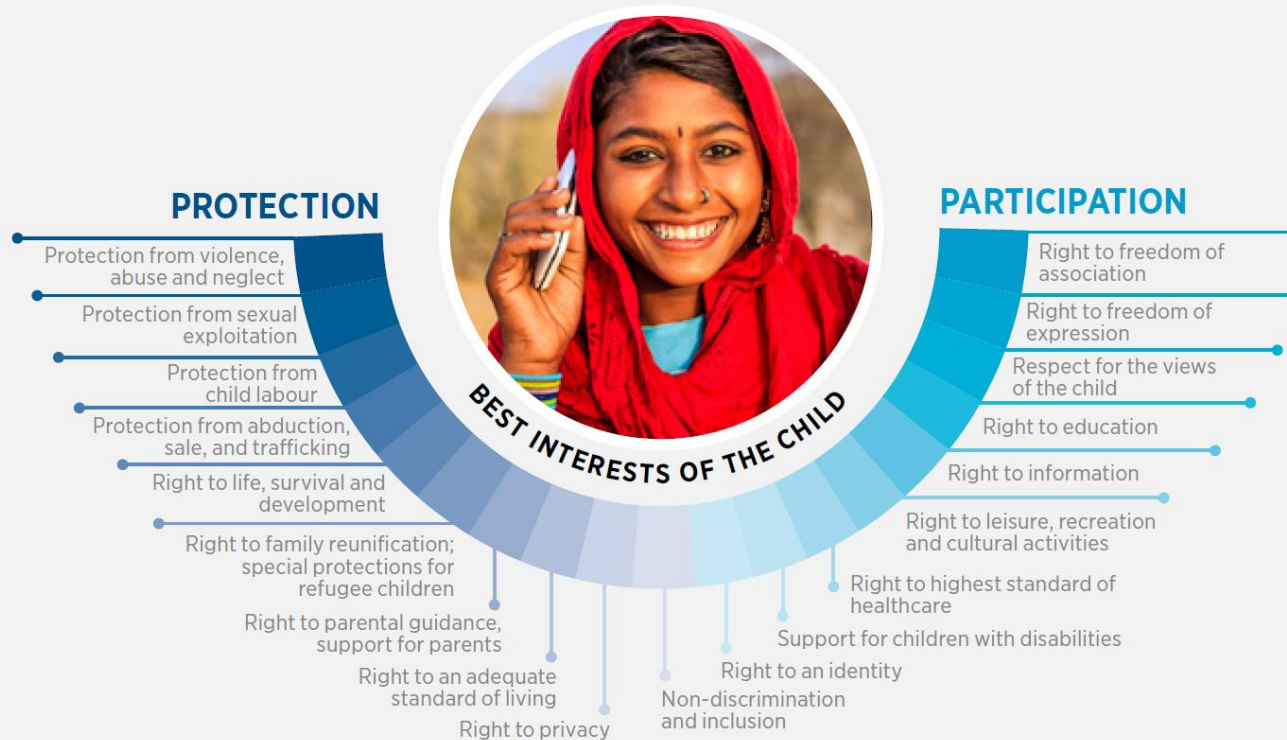
Mobile technology as an enabler to help children enjoy their rights

- Learning, information, freedom of expression: a new generation of digital citizens





SUMMARY OF CRC ARTICLES OF GREATEST RELEVANCE TO THE MOBILE SECTOR

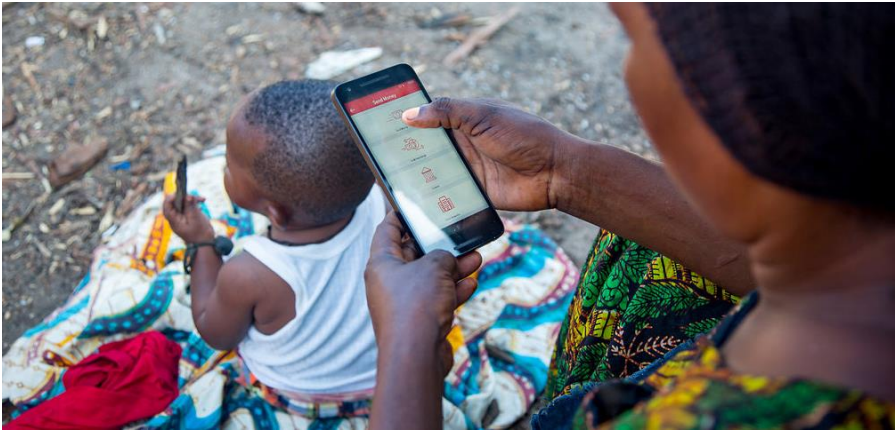


CORRESPONDING SDGs





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.”

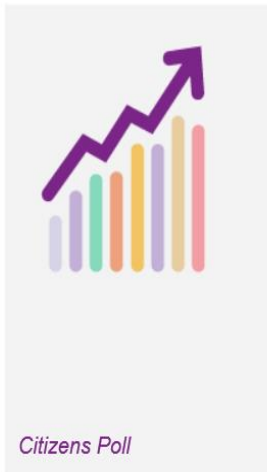


Latest Updates

**Digital Media & Child Rights - 2014
Day of General Discussion**

How many children around the world use the internet and mobile phones? How are children using...

[read more](#)





Active youth participation: U-Report


[About](#)
[Polls](#)
[Stories](#)
[U-Reporters](#)
[Join & Engage](#)

GENERAL

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?



U-Report – World Economic Forum, 2019

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

STATISTICS

LOCATIONS

GENDER

AGE

YES

80%

NO

20%

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

STATISTICS

LOCATIONS

GENDER

AGE

YES

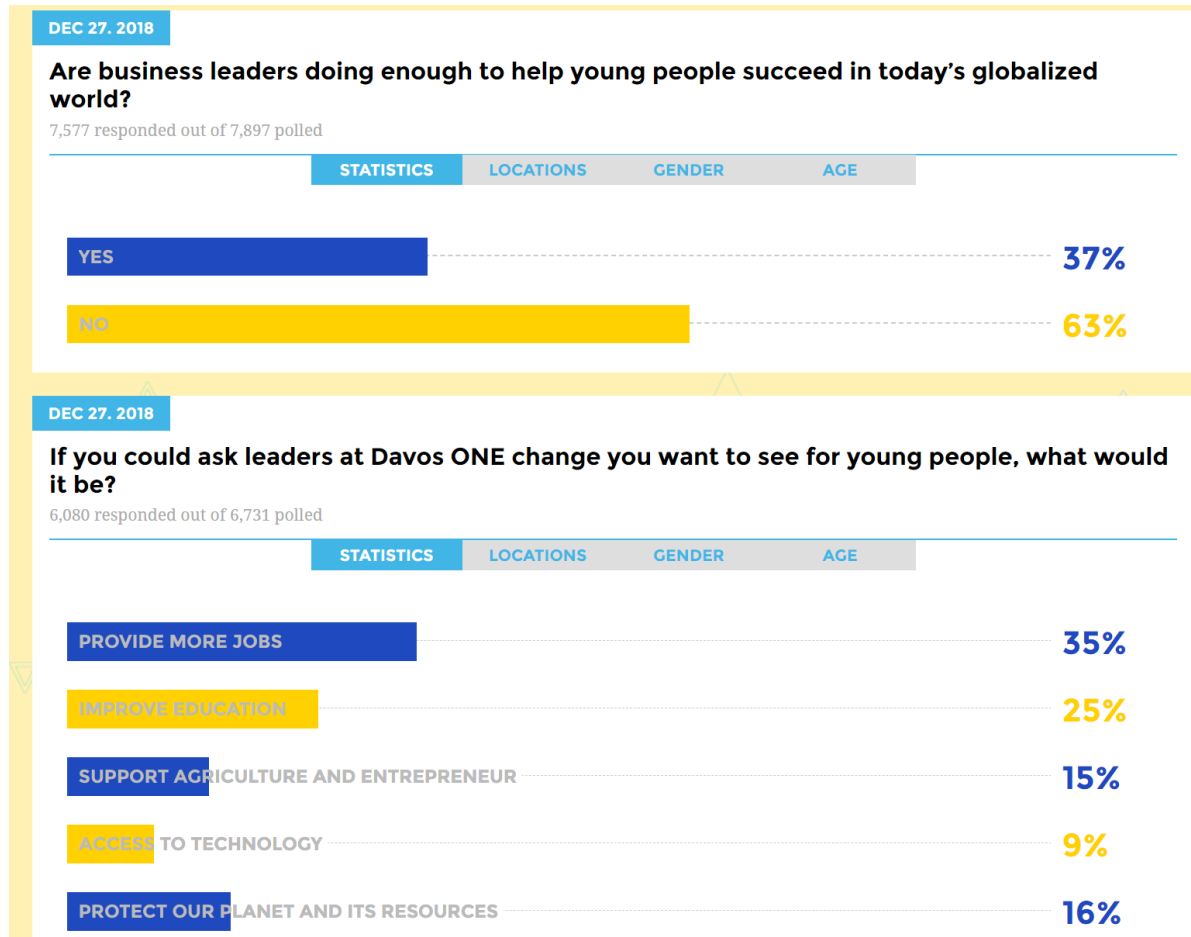
76%

NO

24%



U-Report – World Economic Forum, 2019





Child Helpline International aims to harness the power of technology to enable children to realise their rights





Empowering children in a digital age: #emPOWERchildren





Capacity
Building

Group Activity

Youth Participation: obstacles and opportunities



The Story

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!



The Story: part 1

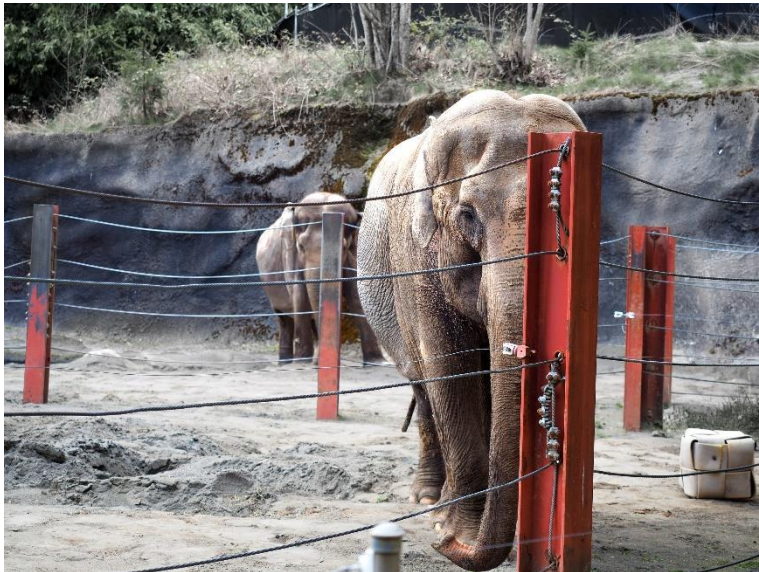


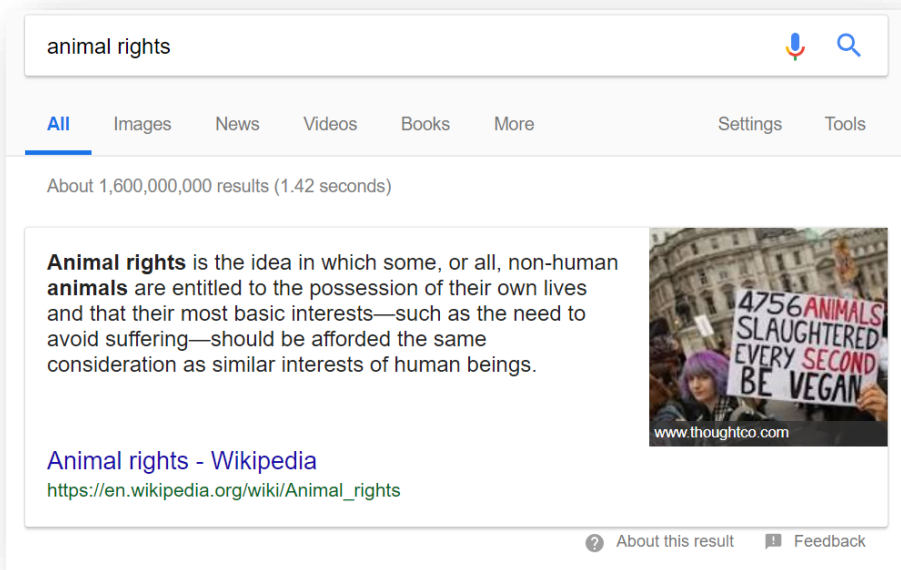
Photo by Blue Ox Studio from Pexels

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.



The Story: part 2



When you get home after the visit you want to understand the situation more, and read about the laws on animal rights.

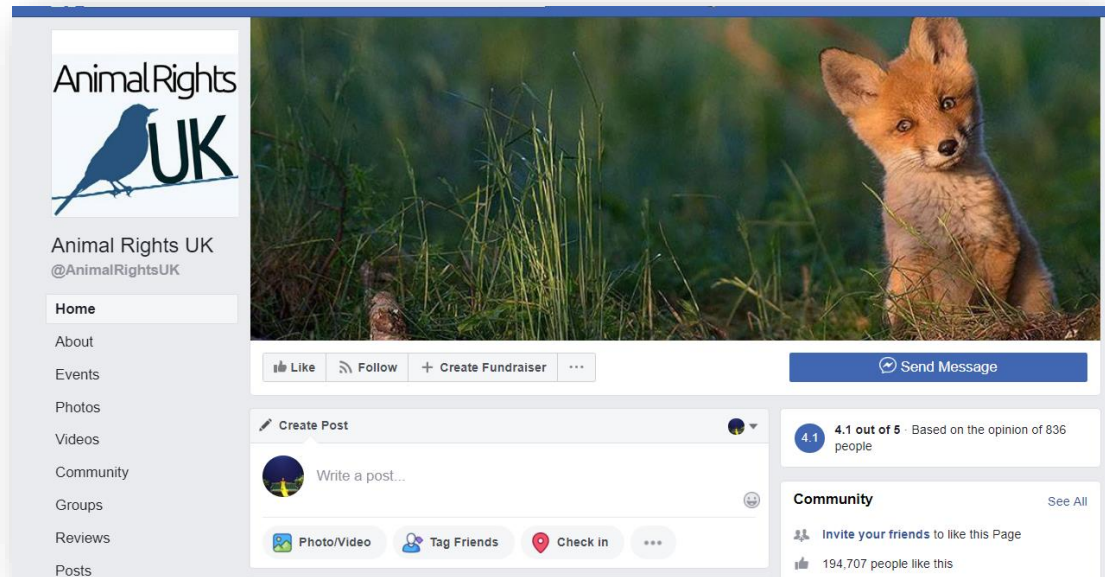
You decide to do some research on the internet.



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



change.org Start a petition Browse Membership

Animal Rights and Welfare



60,123 have signed. Let's get to 75,000!

Corbett Kroehler signed 4 hours ago

Juan Carlos Arias signed 10 hours ago

Kate Pawelczyk New York City, NY

I'm signing because... (optional)

☒ Display my name and comment on this petition

[Sign this petition](#)

Jochelle Dacillo started this petition to Philippine Animal Welfare Society

According to statistics, thousands of animals die annually in the country due to violence and neglect. PAWS have been

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.



The Story: part 5



Photo by Tracy Le Blanc from Pexels

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.



The Story: part 6



Photo by Brooke Anderson | Survival Media Agency

Photo by Brooke Anderson via 350.org

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?





Capacity
Building

Lunch break





Capacity
Building



Session 3

‘Child Online Protection’





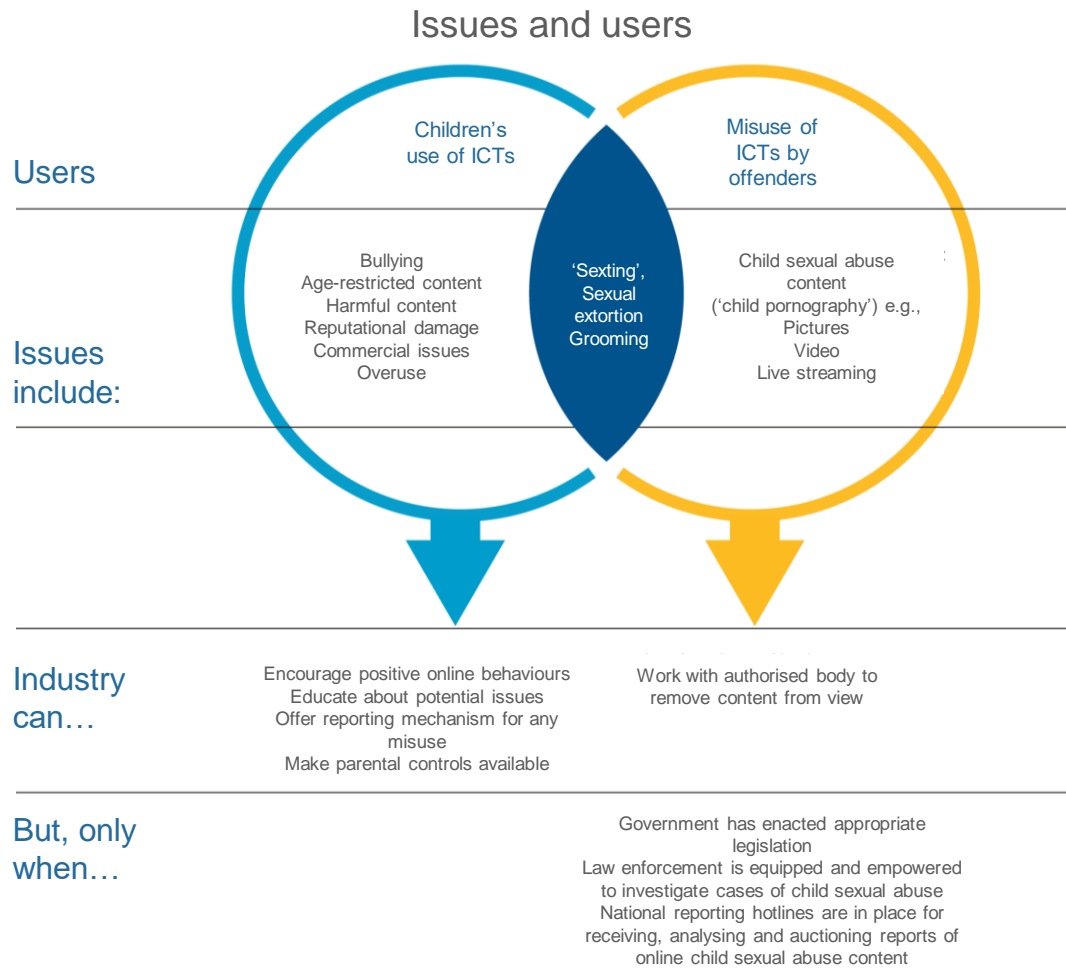
White board activity

What do you think of when you hear the phrase 'child online protection'?





Defining child online protection



4

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?



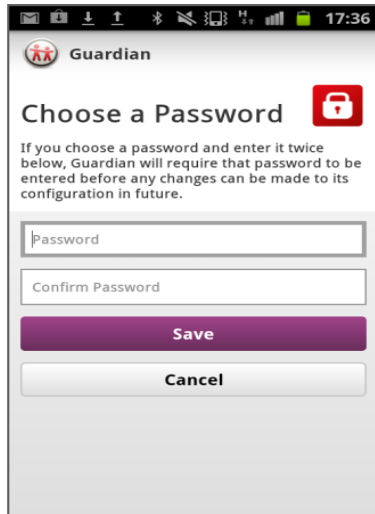


An appropriate environment

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

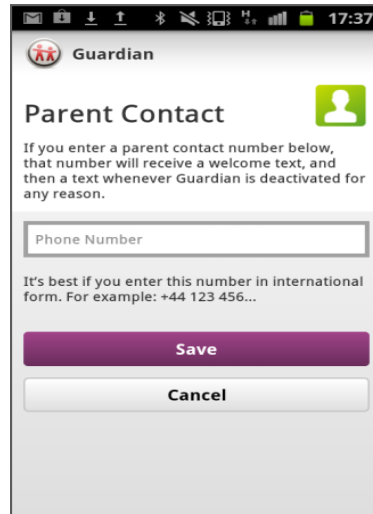



Guardian

Choose a Password

If you choose a password and enter it twice below, Guardian will require that password to be entered before any changes can be made to its configuration in future.

Password
 Confirm Password



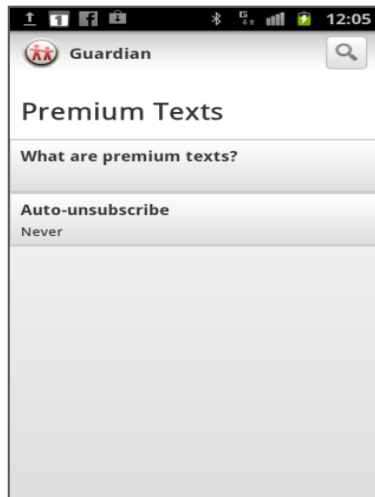
Guardian

Parent Contact

If you enter a parent contact number below, that number will receive a welcome text, and then a text whenever Guardian is deactivated for any reason.

Phone Number

It's best if you enter this number in international form. For example: +44 123 456...

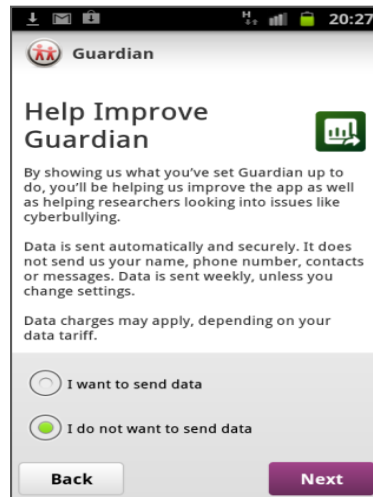


Guardian

Premium Texts

What are premium texts?

Auto-unsubscribe
Never



Guardian

Help Improve Guardian

By showing us what you've set Guardian up to do, you'll be helping us improve the app as well as helping researchers looking into issues like cyberbullying.

Data is sent automatically and securely. It does not send us your name, phone number, contacts or messages. Data is sent weekly, unless you change settings.

Data charges may apply, depending on your data tariff.

☐ I want to send data
☒ I do not want to send data

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.



Education and Awareness

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.

Vodafone Digital Parenting
Take a look at our new magazine so you can get more involved in your child's digital world.
[Order magazine](#)

Get started

Checklists by age
Read our guidance to help you stay in control, whatever age your son or daughter is.

Digital Parenting magazine

Check out our new Digital Parenting magazine
Read about the very latest technology in our Expert View article. Action checklists will help you to become confident about getting involved.



Education and Awareness

Teachers

- Teachers should be given guidance on encouraging positive, safe and responsible use of ICTs in their lesson

Part of the Be Strong Online Programme
from The Diana Award Anti-Bullying Campaign & Vodafone

Activity B – DRAGONS' DEN

Use social media all day every day to chat to friends, post to all public. What do you think about her comment about our info day?

CANDIDATE 1

Candidate 1
Just now
Watching tv. Not sure what to have for dinner. #hungry

Candidate 1
12/04/15 14:09
@myfriend1 So bored at this college information day #lame! #CenturyInfoDay

Candidate 1
11/04/15 18:03
Loving my new haircut -X

Candidate 1
11/04/15 17:00
Going to the headteachers' breakfast tonight

Birthdays: 28 June

Interests: Reading, blogging, going to the cinema, cooking

CANDIDATE 2

Candidate 2 in Century Gym last year

Candidate 2
11/04/15 12:06
@T just got my exam results back 40% maths, 10% what

Candidate 2
11/04/15 10:00
Should be reading, should be playing CS:GO instead

Candidate 2
11/04/15 11:00
@myfriend1 going gym, see you there

Birthdays: 14 October

Interests: None

This candidate's application was strong at A-levels. The social media activity makes me think twice. What do you think?

Part of the Be Strong Online Programme
from The Diana Award Anti-Bullying Campaign & Vodafone

Activity B – DRAGONS' DEN

Blog about interests, use social media regularly to share interesting things and positive quotes. It's connected with different colleges through social media.

CANDIDATE 3

Candidate 3
Just now
Crack time sitting at the table today, well done team

Candidate 3
12/04/15 14:09
Wow - got my exam results back. Full marks in maths :)

Candidate 3
11/04/15 14:05
If you're interested in volunteering with a great organisation this summer, check out: www.abolucumens.co.uk - they do great work with young people across the country.

Candidate 3
12/04/15 17:00
Really enjoyed the information session today @CenturyCollege

Birthdays: 20 April

Interests: Sitting, volunteering, reading, music

CANDIDATE 4

Candidate 4
This account is private

Candidate 4
This account is inactive

Birthdays: Unknown

Interests: Unknown

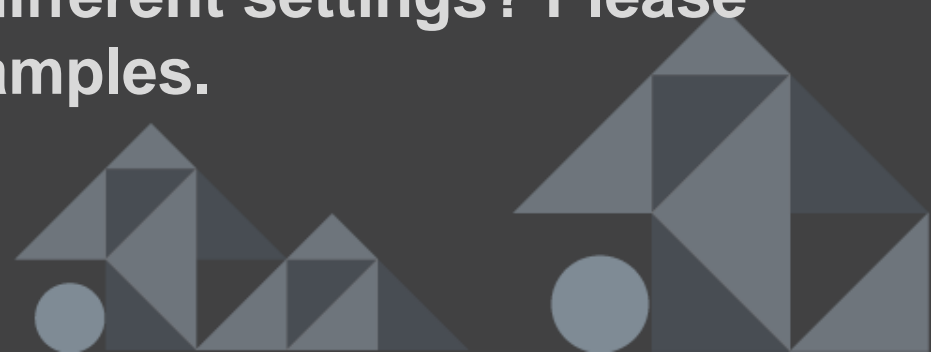
This candidate's application was great. They're either not on social media or they're not very strict about what they post. I can't find anything out about them. What do you think?

QUIZ



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.



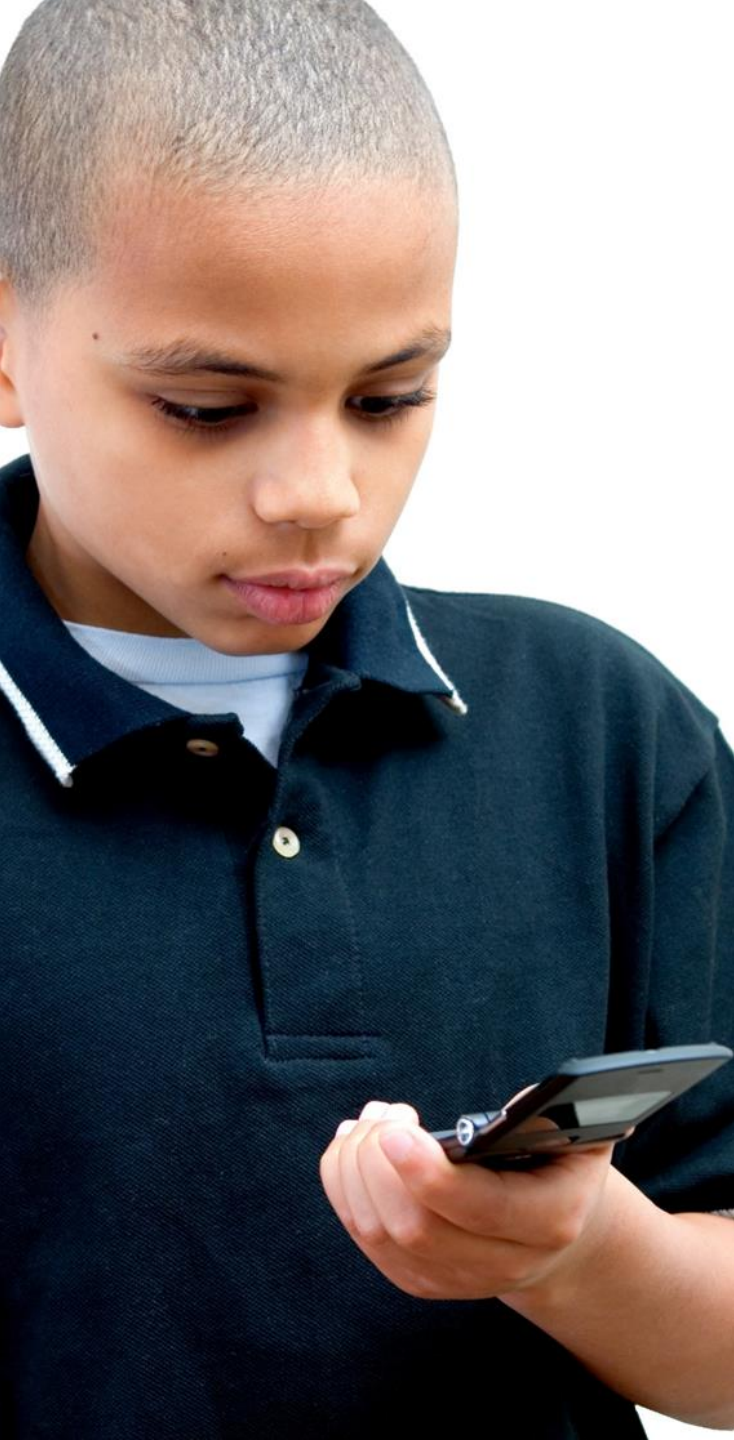
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SESSION 5

Children's Use of ICT

- Children's attitudes to and usage of ICT

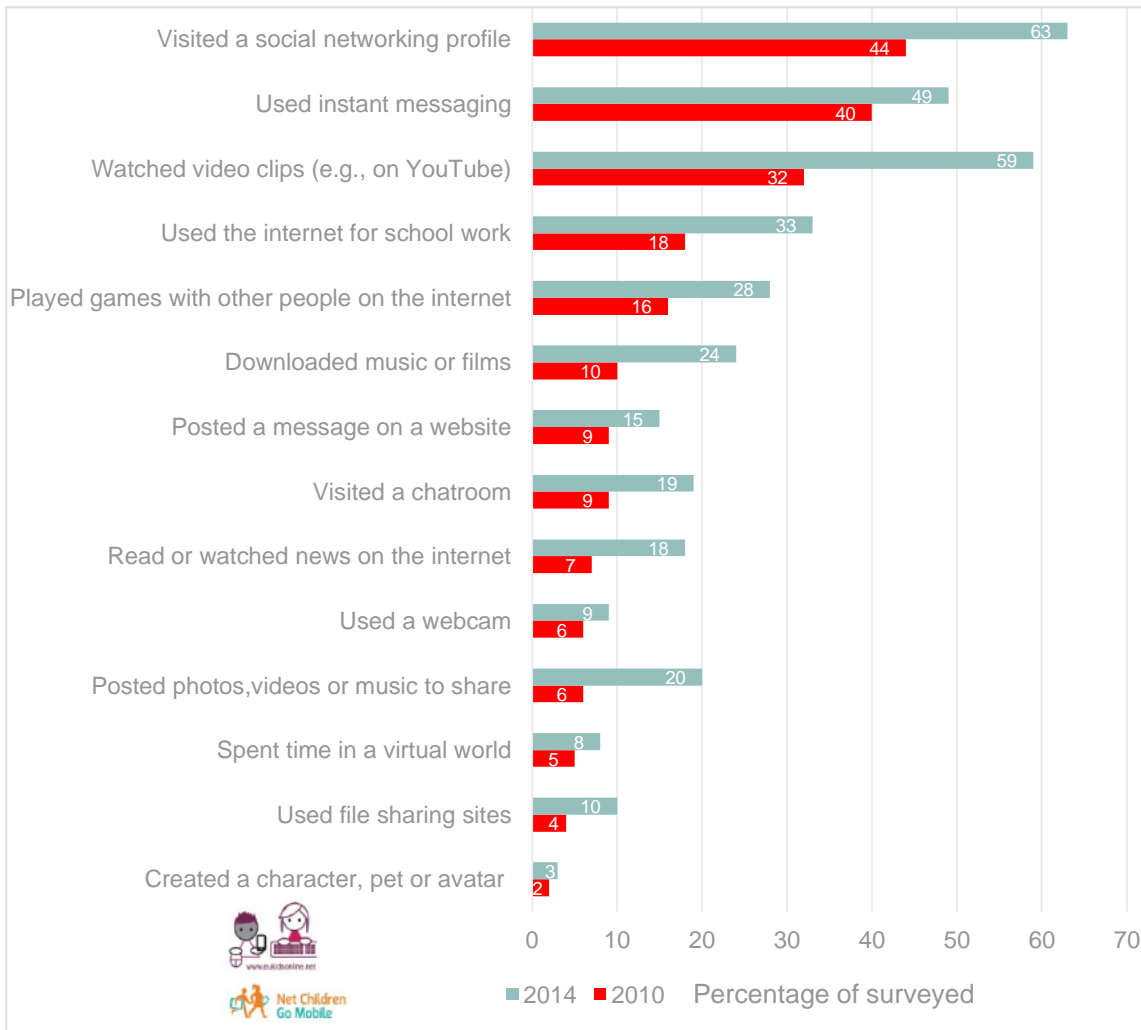




Children's Use of Technology

- 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.

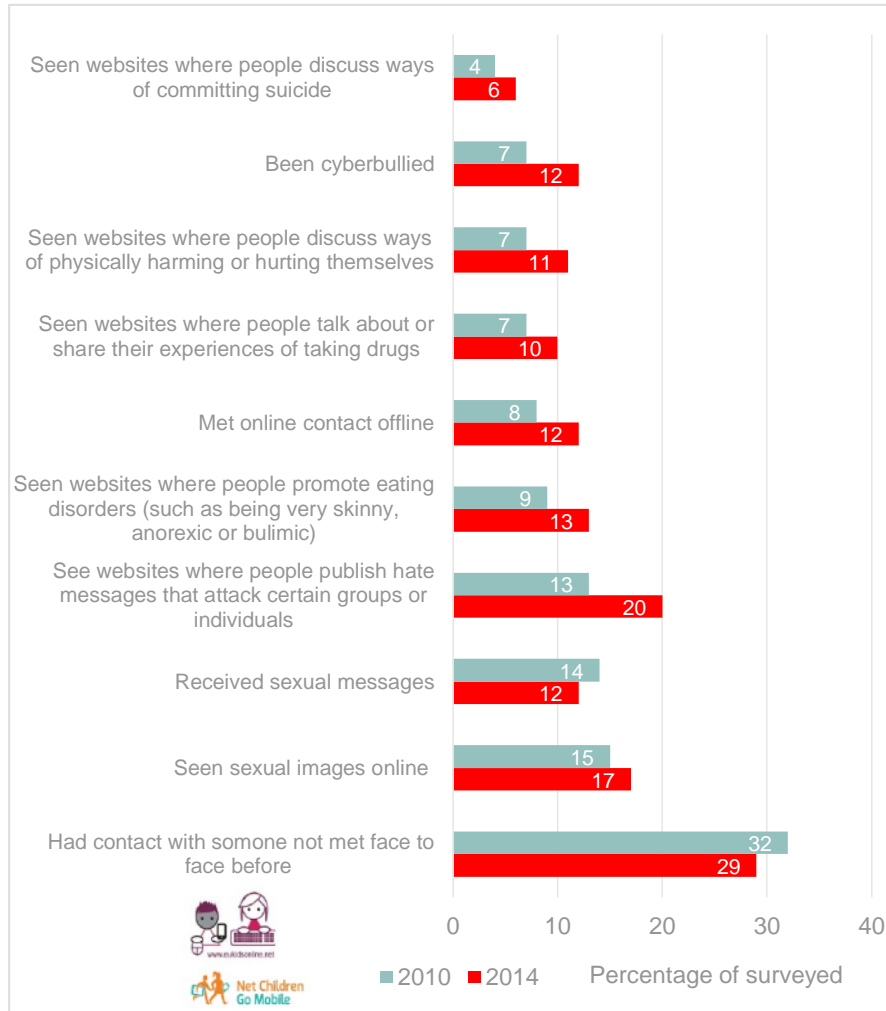




EU Kids Online and Net Children Go Mobile

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

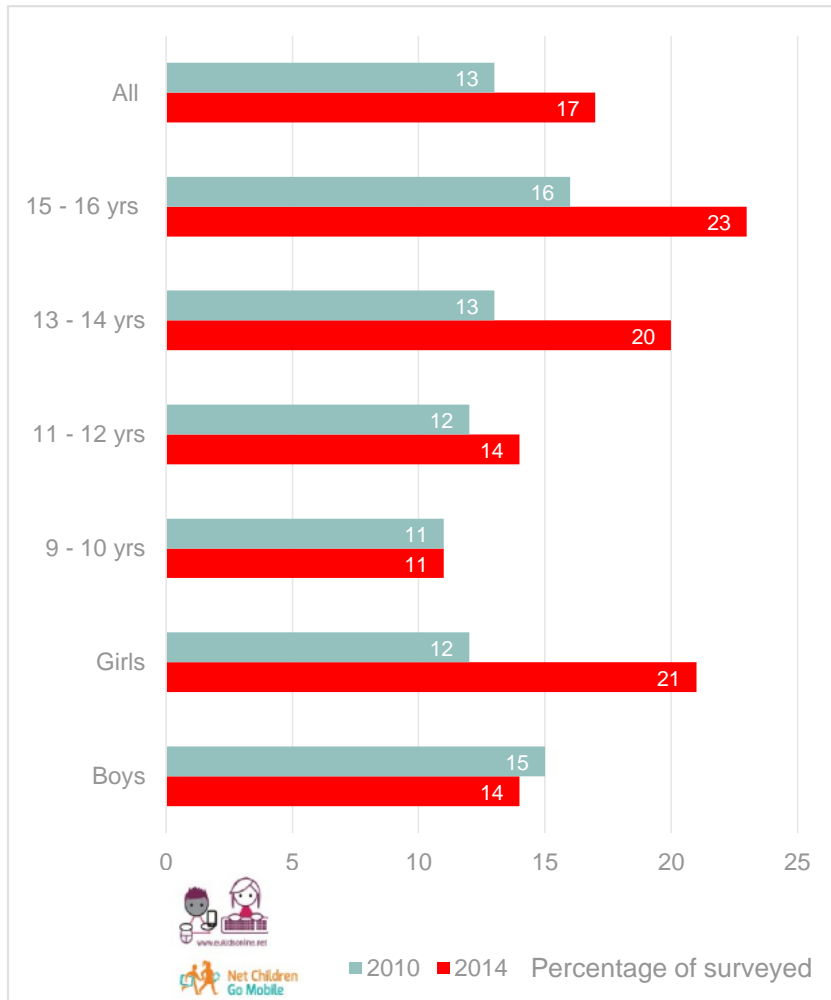
In 2010, EU Kids Online surveyed 25 countries; sister project Net Children Go Mobile updated the survey in seven countries in 2014



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

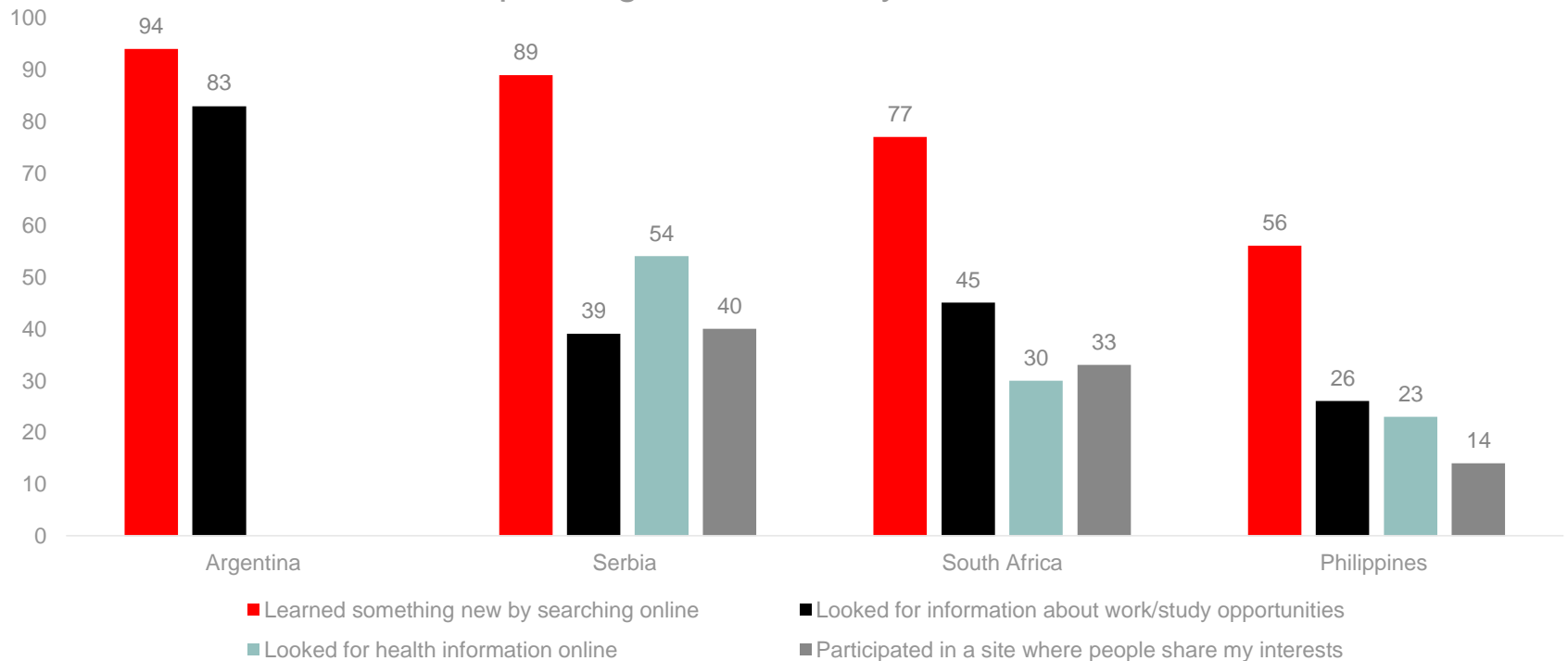
Research focuses on:

- 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

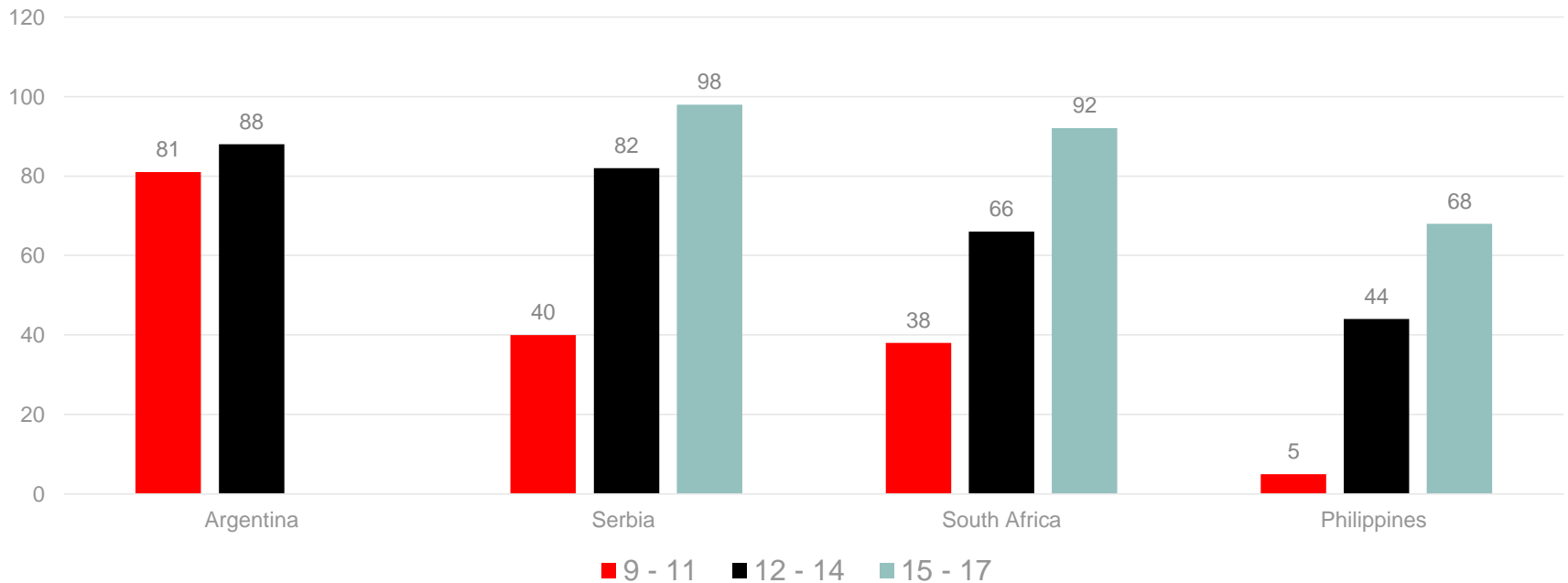




Global Kids Online – staying safe

Privacy settings

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)

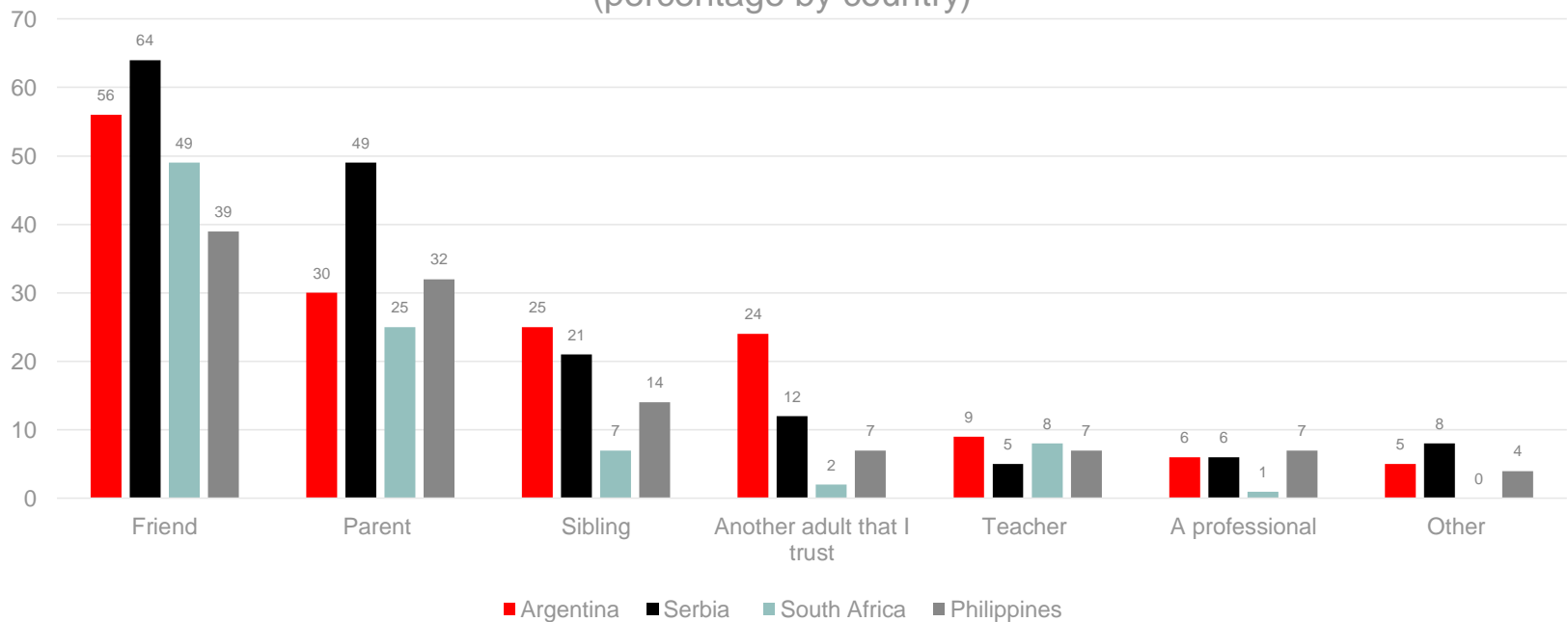




Global Kids Online – staying safe

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)





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

Recommendations

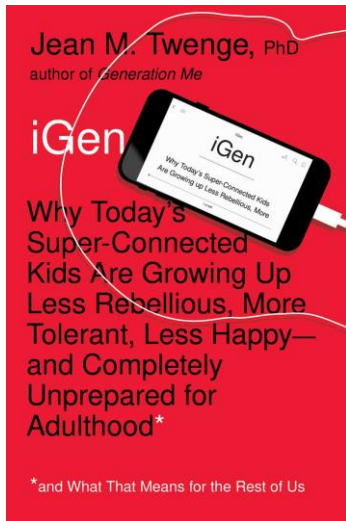
- ❑ Interventions to sensitize and teach children on responsible and safe online practices including what and who to share personal information with and who to add as a friend (and available safety options) will be required.

- ❑ 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.



Case study: Research – credibility is key



“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.

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

How does the time children spend using digital technology impact their well-being, social relationships and physical activity?

<https://www.unicef-irc.org/publications/pdf/Children-digital-technology-wellbeing.pdf>

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.

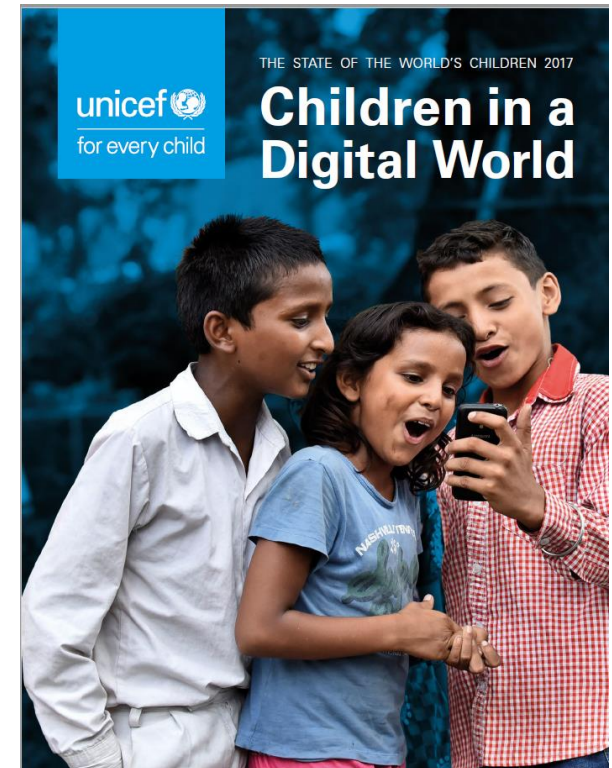


Conclusions

- 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***



DEFINITION AND FRAMEWORKS

Building blocks of the definition

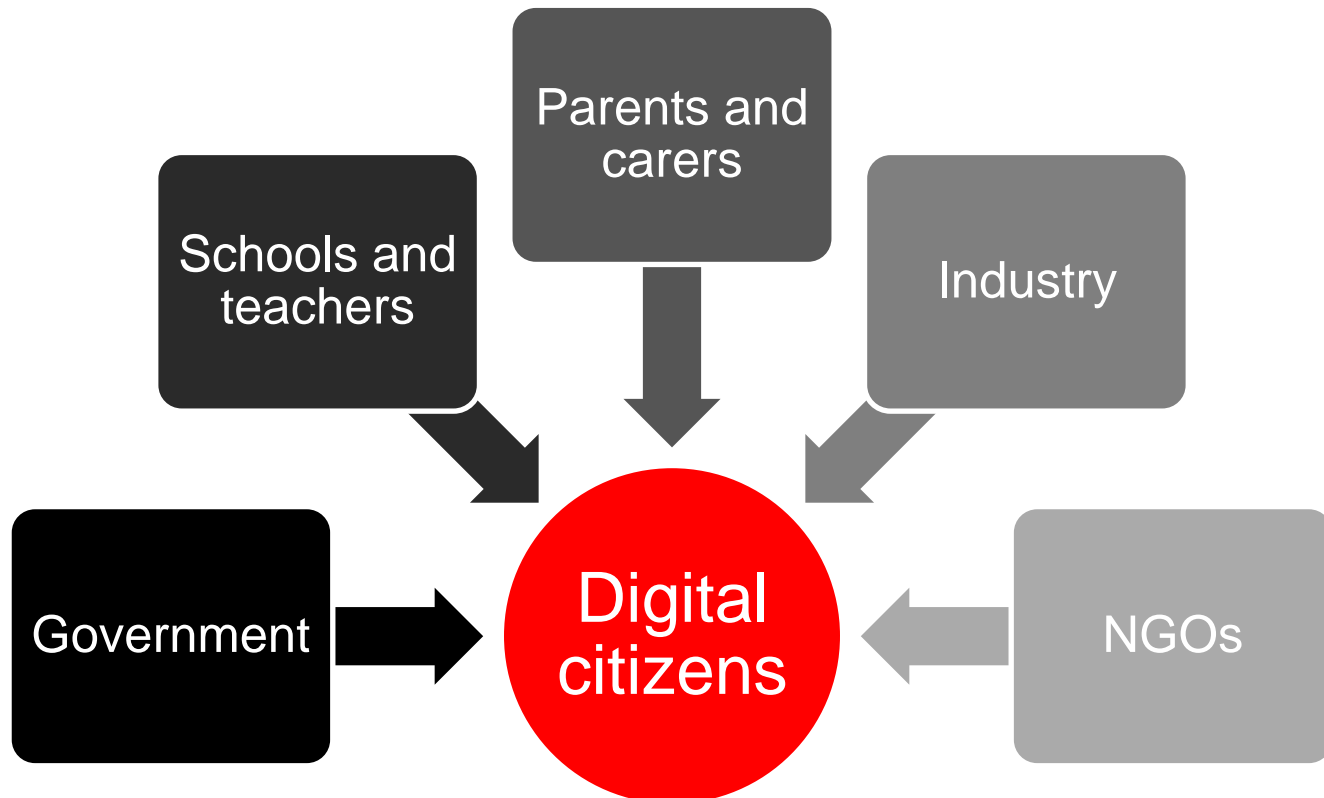
Definition	Building blocks	Notes
Children's digital literacy is the set of knowledge, skills, attitudes, strategies, values and awareness that are required ...	Objects of the definition	Knowledge, skills and attitudes, strategies, values and awareness are all included
... to search for, analyse, evaluate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

UNICEF OFFICE OF GLOBAL INSIGHT AND POLICY



A multi-stakeholder issue

Building digital citizens requires input from a range of stakeholders.



6

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/of, 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'

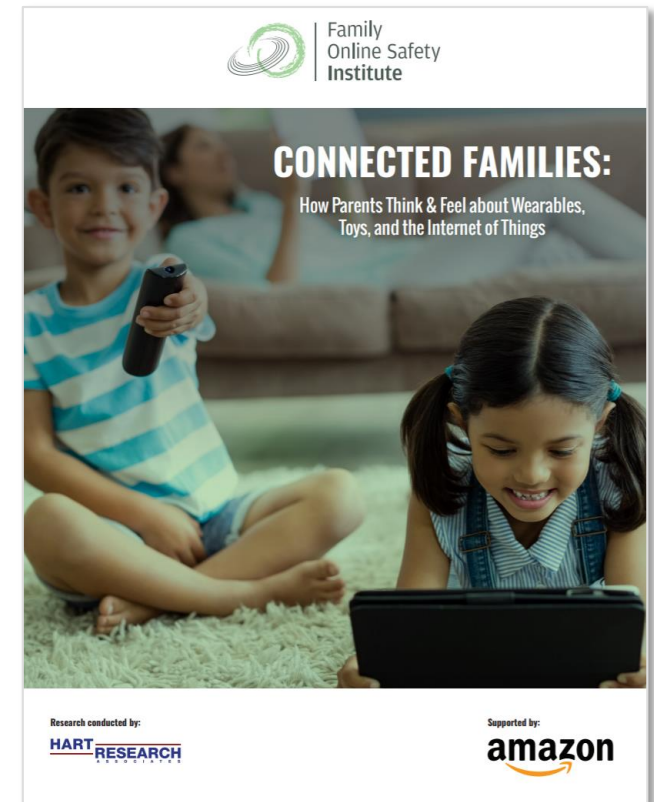
Alliance to better protect minors online: 2017 and ongoing

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



Capacity
Building



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

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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



www.interpol.int



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.

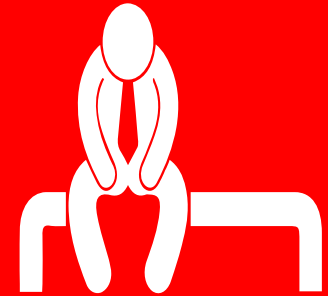
WePROTECT Global Alliance



Policy and Governance



Criminal Justice



Victim



Societal



Industry



Media and
Communications



Model National Response Framework

**Highest level national
commitment to
prevention and
response**

Policy and Governance

**Effective and
successful
investigations,
convictions and
offender management**

Criminal Justice

**Appropriate safeguards
for children and young
people**

Victim

**Child sexual
exploitation and abuse
prevented**

Societal

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

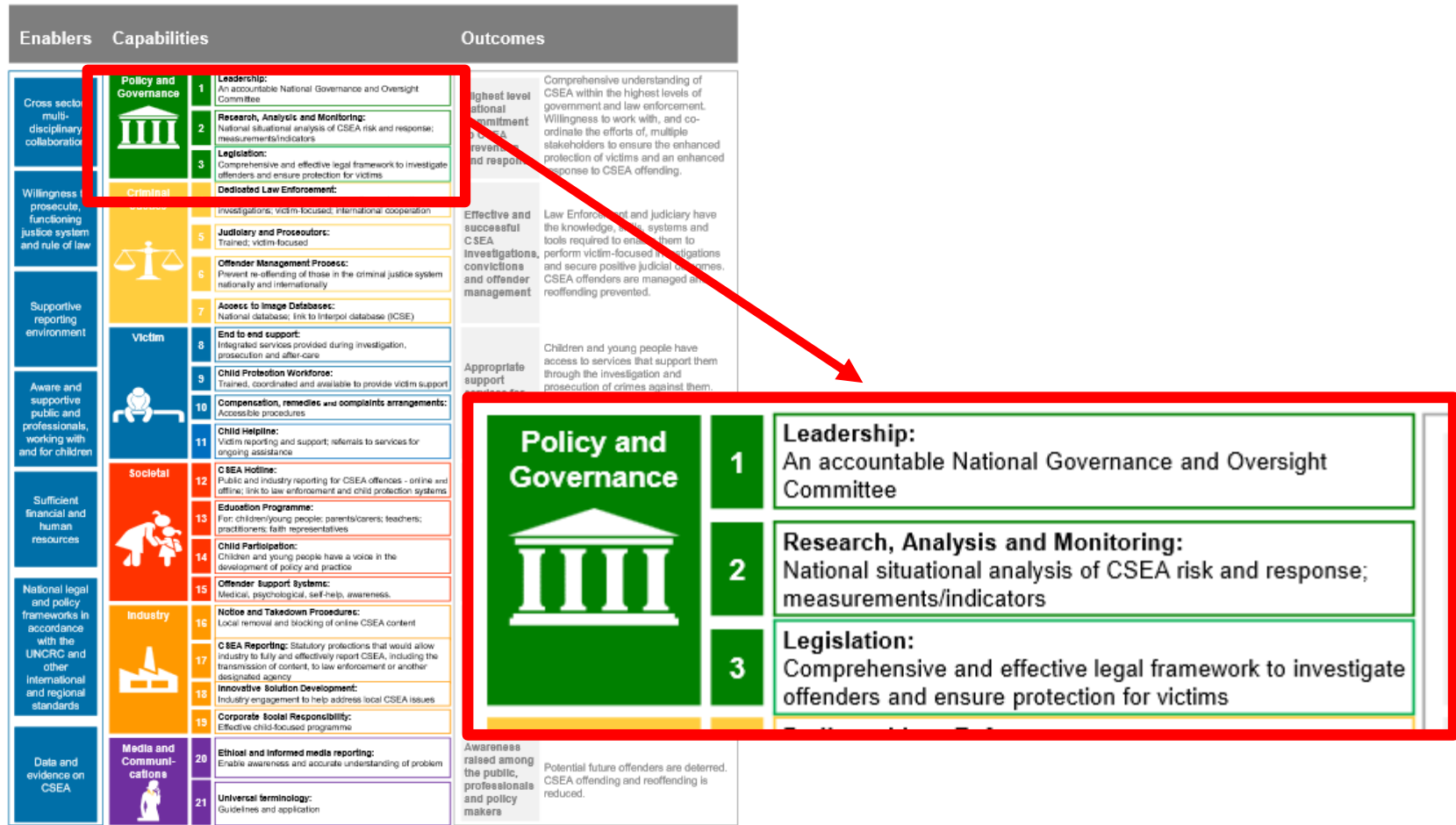
Industry

**Awareness raised
amongst the public,
professionals and
policy makers**

Media and
Communications



How to use the Model National Response Framework



<http://www.weprotect.org/the-model-national-response/>



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

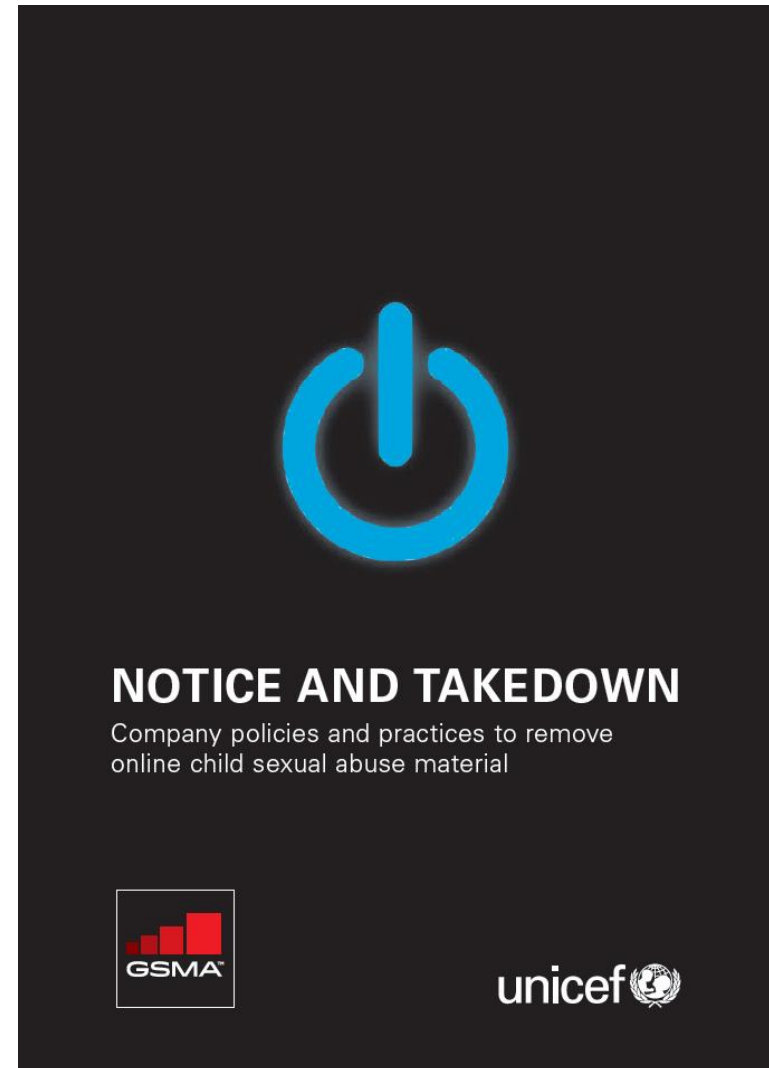


A good working relationship and clearly
defined working protocols between
industry, law enforcement and the hotline



Removing content at source

GSMA and UNICEF have produced a guide to Notice and Takedown (NTD) processes





Hotlines – IWF overview





Hotlines

How reports of child sexual abuse content are typically assessed

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

Illegal

Traced to host country



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

Not illegal

No further action

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

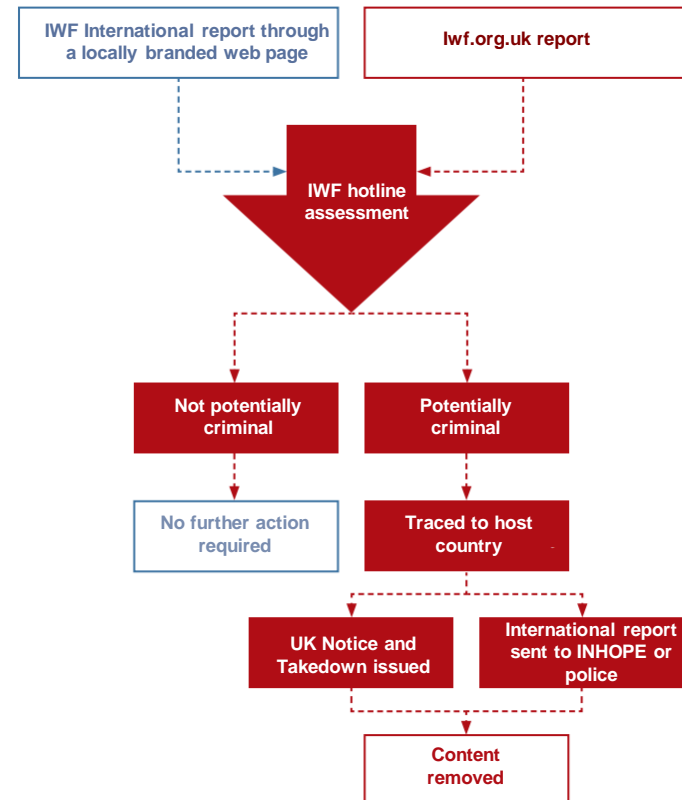
- Create a national hotline
- IWF International 'back office' solution

INHOPE
Foundation

Mobile Alliance Against
Child Sexual Abuse Content



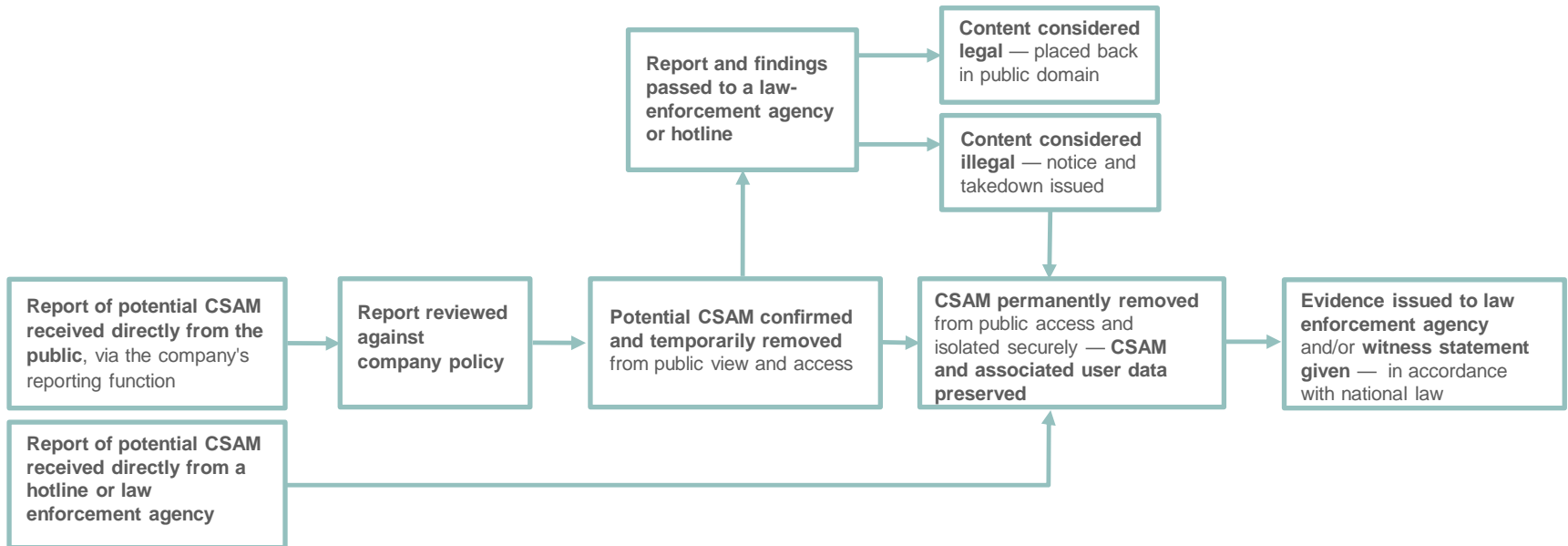
Hotlines:
Responding to reports
of illegal online content
A guide to establishing and managing a hotline organisation
October 2013





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





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).



Working collaboratively

- 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.





Capacity
Building

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.





Capacity
Building

Thank You!

