© Photo: ChildFund International

Preventing Online Sexual Exploitation and Abuse of Children (OSEAC) and Promoting Online Safety

Organizational Guidance for Designing and Implementing Interventions.

ChildFund®

ChildFund

The rapid expansion of digital technology and increased access to the internet have transformed children's and young people's lives worldwide in both positive and negative ways. The internet offers a wide range of possibilities and opportunities to people everywhere but can often be unsafe for children to explore on their own. They may be exposed to many risks, including one of the most damaging – the online sexual exploitation and abuse of children (OSEAC).

OSEAC is defined in the Terminology Guidelines for the Protection of Children from Sexual Exploitation and Sexual Abuse (also known as the Luxembourg Guidelines) as:

> *"All acts of a sexually exploitative [and abusive] nature carried out against a child that have at some stage, a connection to the online environment. It includes any use of ICT that results in sexual exploitation or causes a child to be sexually exploited or that results in or causes images or other material documenting such sexual exploitation to be produced, bought, sold, possessed, distributed, or transmitted."*

This can include technology-facilitated **grooming**[1], **sextortion**[2], and the production and online publication of visuals – child sexual abuse material (CSAM) – depicting the sexual exploitation and abuse of children, including pre-recorded videos and photographs, as well as the live streaming of abusive acts. These horrific crimes have long-term consequences for children, damaging their psychosocial well-being and development and making

[1] *Technology-facilitated **grooming** is a tactic used by perpetrators to establish and build a trusting relationship with a child via the internet or other digital technologies in order to manipulate, exploit and abuse them online and/or offline.*

[2] ***Sextortion** involves perpetrators threatening to expose sexual images of another person in order to pressure that person to take an action to prevent this exposure. Actions could include (but are not limited to) producing additional intimate images, engaging in sexual acts or providing financial compensation to the perpetrator. Threats can come from strangers met online, intimate romantic partners and known adults.*

them more vulnerable to further abuse and exploitation, including trafficking.

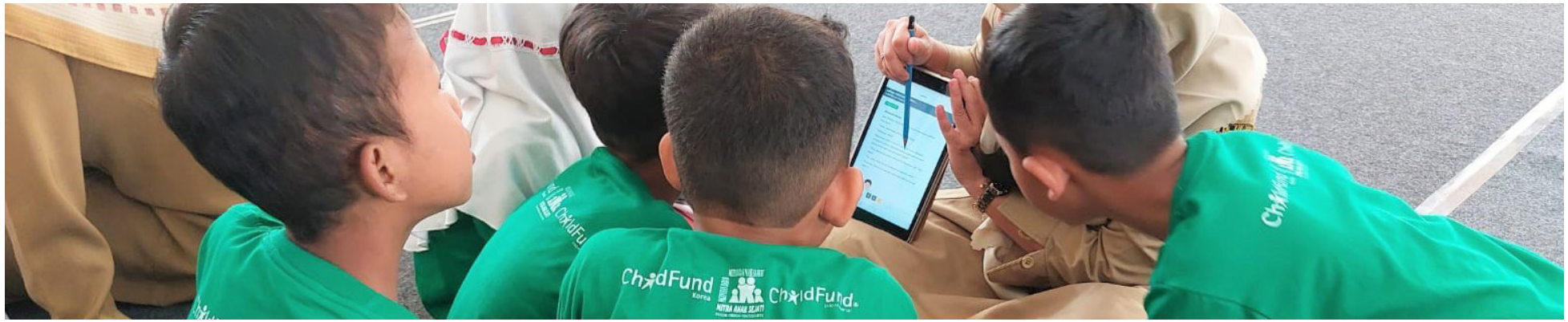
OSEAC is a growing and increasingly complex crime: as technology advances, new forms of this crime emerge. With the democratization of internet access, increased accessibility to devices like smart phones and the rapid migration of education and leisure activities to online platforms as a result of the COVID-19 pandemic, the average age for children to first access the internet is getting younger – putting millions of children from all socioeconomic groups, of all educational levels, across all ethnic and cultural groups, and in different geographic settings, at risk.
Due to the magnitude and potential negative impact of this issue, ChildFund recognized that OSEAC prevention and response is a relevant topic under the organization's mandate to end violence against children.

Within ChildFund's 2030 Growing Connections Strategy, the Preventing OSEAC Pathway is intended to develop ChildFund's global approach to OSEAC, to support country offices (COs) as they plan OSEAC prevention interventions and identify opportunities to develop and expand our partnerships with NGOs, governments, academia, the private sector and other stakeholders to strengthen our efforts and widen our impact.

To support this, we have developed this guidance document that includes tools and guidelines to ensure a common understanding and framework for action to prevent and respond to OSEAC across regions and COs. Specifically, this document provides:

1) an organizational Theory of Change (ToC),
2) foundational and minimal standards for intervention; and
3) guidance (including a results framework) for integrating OSEAC prevention into ongoing programs.

© Photo: ChildFund International



ACKNOWLEDGEMENTS

This manual and accompanying materials were developed by the Preventing OSEAC Strategic Pathway Team. We wish to express appreciation for the many ChildFund International staff that supported this work through careful review, feedback and sharing of their insights and experiences:

Pathway sponsor: Naomi Rutenberg
Pathway leads: Danielle Lilly & Morgane Bellion
Pathway working group members: Allan Nuñez, Bando Marah, Betsy Sherwood, Eunice Kilundo, Grace Vasquez Paredes, Khadiga Alsharif, Patricia Monje Cuadrado, Shannon Fariel-Mureithi, Victor Kamara, Yil Felipe Wood, Karla Calderón, Mauricio Cunha
Pathway advisory team members: Jane Grimshaw, Kevin Novotny, Mark Anthony Dasco, Mónica Mazariegos Valenzuela, Radwa el Manssy, Saranga Jayarathne, Sudipto Sircar
Supporting colleagues: Angel Martínez, Anthony Karanja, Darcy Strouse, Gabriel Barbosa, Hanneke Oudkerk, Janella Nelson, Jessica Castro, Michael Boampong, Reny Haning, Santiago Davila, Santhosh Thomas, Silvia Herrera, David Wamboko and Erin Nicholson
Graphic Design: Rafael Vela | Barco de Vela

Copyright 2023

ChildFund International
2821 Emerywood Parkway
Richmond, VA 23294-3725 USA

© Photo: ChildFund International

Table of Contents

1- **OSEAC Organizational Theory of Change** 8

2- **Minimum Standards for Intervention** 12
(a) Guiding Principles 13
(b) Minimum Standards 19

3- **Guidance to integrate OSEAC prevention into current program interventions** 29

(a) **Results Framework** 30
(b) **Intervention Strategy 1** (Individual level) 31
- Inputs and activities breakdown and recommendations 38
- Related indicators and M&E framework 49

(c) **Intervention Strategy 2** (Community level) 50
- Inputs and activities breakdown and recommendations 54
- Related indicators and M&E framework 57

(d) **Intervention Strategy 3** (National level) 59
- Inputs and activities breakdown and recommendations 63
- Related indicators and M&E framework 69

Annexes 71

Content Warning:

Please be aware that this document includes references to child sexual exploitation and abuse. Some sections invoke sensitive and potentially distressing issues, including but not limited to child sexual abuse, trafficking, exploitation, kidnapping, suicide attempts, ongoing childhood trauma and violence.

Given the nature of these issues, we recognize that ChildFund's work to combat the online sexual exploitation and abuse of children may be difficult for you to hear about and engage with. If this is the case, we encourage you to exercise your right of withdrawal, and to visit our site on Sharepoint to access self-care and specialized resources available to you, to support your well-being. You can also reach out to the Child Protection Specialist from your Country Office for a reference of the specific services available in your country.

In the same way, we invite you to issue this content warning to other people who are related to the Preventing OSEAC interventions that you are implementing or that you plan to carry out: colleagues at CO or LP level, facilitators, volunteers, and children, youth and adult participants.

1 OSEAC - Organizational Theory of Change

Scan the QR code

Anytime this graphic appears, you can scan the QR code, so you can access the link in the reference from your phone or device.

A Theory of Change (ToC) is a strategic planning methodology that describes how a certain long-term goal should be achieved. It primarily serves as a tool to help develop solutions to complex social problems: ***"A theory of change explains how a group of early and intermediate accomplishments sets the stage for producing long-range results."***[3]

ChildFund OSEAC ToC – Background. The ToC is the result of a group reflection and exercise that began in September 2020, during the first stage of work of the OSEAC task force, based on a vision (impact) of success of a world in which children and adolescents could exercise their right to access and informed use of safe digital tools and digital environments.

Building on this goal, we identified the interconnections with the pre-existing organizational Life Stage Theories of Change (LS ToC), to make sure that the OSEAC ToC is aligned with our existing interventions and with the 2030 Strategy.

Finally, recognizing that OSEAC is a global threat that requires a crosscutting and holistic approach, and in accordance with the recommendations of the WeProtect Global Alliance's framework of action (***GLOBAL STRATEGIC RESPONSE: Eliminating Child Sexual Exploitation and Abuse Online***[4]) we decided to guide our work based on three intervention strategies:

(1) **Individual level:** Develop targeted prevention and response programs that put children's and youth's voices at the center.

(2) **Community level:** Strengthen both formal and informal child protection systems capacities.

(3) **National level:** Advocate for the enactment, implementation, and enforcement of critical policies that fill existing prevention and response gaps at the global, national, and local levels.

© Photo: ChildFund International

[3] *Anderson, A. A. (2005). The Community Builder's Approach to Theory of Change: A Practical Guide to Theory Development. The Aspen Institute Roundtable on Community Change.*

[4] *https://www.weprotect.org/wp-content/uploads/WeProtectGA-Global-Strategic-Response-EN.pdf*

Goal

The threat and impact of OSEAC are reduced at global level

Ultimate outcomes

Children and youth are empowered to navigate the internet safely as needed for their education, recreation, and positive exposure to global resources, in protective and egalitarian environments

States/countries have better policies, sufficient funding, trained workforce, and effective procedures/systems to protect children and youth from OSEAC**

Outcomes

Plans are in place to identify, prevent, and respond to OSEAC by reducing risk factors and promoting protective factors.*

Technological tools that allow reducing the risk of OSEAC are identified, used and promoted / new ones are developed based on identified needs and areas of opportunity.

Children and youth talk to a trusted **and informed** adult about any concerns.

The capacity of the public is strengthened to generate bystander intervention to report potential risk situations

Children and youth are skilled and responsible users of the internet, social networks and apps.

Intersectoral alliances and long-term partnerships are implemented for funding opportunities and technological development.

Children, youth, caregivers, teachers, protection actors, local leaders (etc.) and general public know the OSEAC issue, identify the related risks, the behaviors that can contribute to the risk, and the warning signs to identify and/or prevent them, and/or report them.

Strategies

Develop targeted prevention and response programming that meaningfully and safely puts the voices of children and youth at the center.

Strategy 1

Individual level

Strengthen the capacity of both informal and formal child protection systems.

Strategy 2

Community level

Advocate for enactment and enforcement of critical policies that fill existing gaps in prevention and response on global, national, and local levels.

Strategy 3

National level

** Including report / complaint / justice Policy, legislation (+ budget allocation, effective implementation)
* Attention to victims (mental health, psycho-emotional support)

ChildFund OSEAC ToC

ToC Statement:

If ChildFund: develops targeted prevention and response programming that puts children's and youth's voices at the center and increases their ability to recognize OSEAC and act/report accordingly; leverages its position as a leader in community-based child protection to build awareness of the risk and impact of OSEAC; strengthens the capacity of both informal and formal child protection systems that must respond and protect children and youth against OSEAC; and advocates for critical policies that fill existing gaps in prevention and response on global, national, and local levels;

Then: countries will have better policies, sufficient funding, and effective procedures/systems to protect children and youth from OSEAC, and children and youth will be empowered to navigate the internet safely as needed for their education and positive exposure to global resources;

Ultimately leading to: The GLOBAL REDUCTION OF THE THREAT AND IMPACT OF OSEAC.

© Photo: ChildFund International

Minimum Standards For Intervention 2

To guide the development of COs' OSEAC interventions, we identified **nine guiding principles** and **eleven complementary minimum standards** to ensure that these interventions will contribute to children's and youth's empowerment to navigate the internet safely as needed for their education, recreation, and positive exposure to global resources, and reduce the global threat of OSEAC.·

- **(a) Guiding Principles** are a set of ethical principles and values that establish a framework for action, behaviour, and decision-making across the organization.

- **(b) Minimum Standards** are a set of agreed-upon norms that define what COs or other implementing actors related to ChildFund must achieve to prevent and respond to OSEAC. They provide a common understanding of what must be done and ensure adequate quality and coordination between the different initiatives conducted across the organization.

Guiding Principles

1- Do no harm
2- Safeguarding
3- Right to information and to enjoy a safe digital space
4- Confidentiality and data protection
5- Promoting gender and social inclusion
6- Rigth based approach
7- Community based approach
8- Humanitarian priciples
9- Best interest of the child

G1: Do no harm

Avoid exposing people to further harm as a result of our actions or programmatic approach.
This is particularly relevant considering that ChildFund is engaged in a digital transformation and is progressively integrating a broader range of technological and digital tools to support its program interventions and communication and fundraising strategies. It is also critical to recognize the sensitivity of the OSEAC issue and the reaction it may trigger to the participants and staff members engaged in our interventions, especially when working with survivors of sexual abuse and exploitation.

Please refer to the initial content warning, and to the following sections on Safeguarding (G2), Support for survivors (MS10) and Duty of Care (MS11).

© Photo: ChildFund International

G2: Safeguarding

Safeguarding is the responsibility of organizations to ensure their staff, operations and programs do no harm to children and adults, including not exposing them to any forms of abuse or exploitation, including online. ChildFund is committed to safeguarding the interests, rights, and well-being of children and youth with whom staff members are in contact, and to conducting its programs and operations in a manner that is safe for children, youth and all participants. All ChildFund representatives, including staff, implementing partners, volunteers, and business partners, are prohibited from engaging in any activity or omission that may result in any kind of **child abuse**[5].

ChildFund strives to promote and safeguard children's best interests through:

- Having a child safeguarding policy to which we are strongly committed.
- Utilizing this policy to prevent and respond to any actions and omissions, whether deliberate or inadvertent, among its practices, policies or processes that would expose children to the risk of any kind of child abuse.
- Reporting breaches to the policy, referring children to support services, and following up as appropriate.
- Incorporating child safeguarding into program design and execution, including assessing and mitigating risks to children.
- Recruiting and on boarding staff safely.
- Providing regular child safeguarding training and professional development opportunities to all staff.
- Keeping sensitive information about children private and confidential.
- Ensuring the use of and adherence to social media guidelines to keep children safe. (For instance: not using last names, specific locations, photos of children without proper clothing, etc.)
- Incorporating child safeguarding into information technology practices.
- Extending child safeguarding to donor and supporter engagement.
- Extending child safeguarding to business partners.

Scan the QR code

[5] *The complete ChildFund International Child safeguarding policy and procedure is available **here**.*

G3: Right to information and to enjoy a safe digital space

Affordable, reliable internet access is a right that democratizes access to information and reduces inequalities. The fulfilment of this right and an increase in digital literacy must be promoted for all children to have access to the same opportunities. To ensure that all children fully benefit from internet access, it is necessary to guarantee the availability of child-friendly, age-adapted, accessible, inclusive, and quality content, while remaining aware of the risks that children face in the digital sphere, mitigating the risks as much as possible and supporting their protection against any type of online violence.

That is why ChildFund's position is to promote all children's and youth's equitable and safe access to the internet, with the support of trained, trusted adults according to the principle of progressive autonomy, so that they can gradually increase their knowledge and become responsible and empowered users of all digital tools.

G4: Confidentiality and data protection

ChildFund has the duty to protect and appropriately use any personal data the organization and its affiliated partners collects or receives. ChildFund believes that the timely, secure and accurate exchange of information regarding children's status, sponsor relations, local partner programs, accounting, and minimum standards is vitally important to the organization's success. Because ChildFund's stakeholders range from individual children to entire communities and even to multinational donor agencies, the utmost care is expected and demanded when it comes to timely and accurate information.

ChildFund commits to managing children's sensitive information in a manner that is respectful, professional, confidential, and compliant with applicable laws and standards. This includes storage, retention, handling (including transmission) and disposing of children's sensitive information. The confidentiality of children's sensitive information will be maintained at all times. This includes any information related to alleged cases of child abuse, neglect, or exploitation, including information on alleged or actual perpetrators. A breach of confidentiality may have devastating effects on **children**[6].

ChildFund pledges to respect and guard children's confidentiality and requires its partners to adhere to the same level of confidentiality and data protection.

© Photo: ChildFund International

[6] *For more details, please refer to ChildFund International Child Safeguarding policy and procedure, section Privacy, Confidentiality and Security of Sensitive Information, p. 18*

Data protection refers to people's rights to know what data of theirs is being held and used, and how; to be able to correct inaccuracies; to know whether the organization collecting the data has legal and ethical rules and obligations regarding sharing the data; and whether the organization has secure systems to prevent data hacking.

Personal data refers to records or other information that, by itself or in combination with other data, may reveal the identity of a living person. So, for example, if a survey uses numbers instead of names as identifiers, but another record links those numbers to real names, each record is considered to contain personal data.

© Photo: Jake Lyell

Sensitive personal data includes personal data combined with any of the following other data:

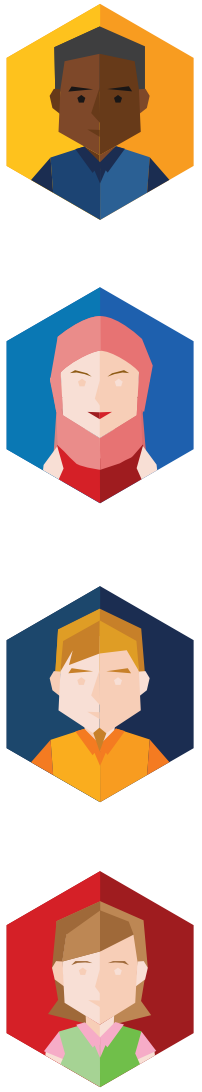
Racial or ethnic origin of the data subjects | political views | religious or other beliefs of a similar nature | unions or trade association membership | physical or mental health or condition | sex life | commission/ alleged commission of any crime, or any proceeding for any crime committed/ alleged to have been committed, the disposition of such proceedings, or the judgment of any court in such proceedings.

G5: Promoting gender and social inclusion

ChildFund aims to take a cohesive and coordinated approach to incorporating gender equality and social inclusion (GESI) in our work as both a human right and essential pre-condition to achieve our mission. We work to address unequal power dynamics, discrimination in laws, policies institutions, and social relations that normalize inequalities.

At ChildFund we believe that all children and youth have both the right and the need to steer their own life courses and to participate in the lives of their communities. We recognize:

- That people who identify as LGBTQI+, and often the children in their care, are highly excluded from traditional development processes and face disparities in access to, control over, and benefit from critical resources and services, which often leads to inequities.
- That children from indigenous communities, as well as children from religious and ethnic minorities, can also be underrepresented in community consultations, and their protection needs and ideas for solutions may not be considered.
- The importance of specifically working to create inclusive programs for children with disabilities. We understand that efforts to improve children with disabilities' skills and knowledge, increase their mobility, and improve their visibility within communities, in accordance with their capacities, will not only improve their quality of life, but also increase their ability to self-protect and create stronger social protections around themselves. **This belief guides our work.**



- That children outside of traditional family care experience heightened protection risks and may have fewer protective factors than their peers.

ChildFund promotes the rights of children who are most excluded and marginalized in society to chart their own life course to the greatest extent possible – focusing our interventions on skills, strengths, and capacities. Our presence in communities allows us to build awareness and skills among children, families, and communities to uphold children's and youth's rights in an effort to prevent and eliminate discrimination, and to transform social norms that condone exclusion, stigmatization and harm.

G6: Rights-based approach

For ChildFund, the fulfilment of children's rights is essential to reducing their vulnerabilities, strengthening their resilience, and ending the cycles of poverty and violence that prevent them from reaching their potential.

The rights-based approach recognizes people as agents involved in their own development, rather than as mere passive recipients of services. In this process, informing, educating, and empowering children is essential so that they can meaningfully participate, and claim and exercise their rights. The rights-based approach also builds duty bearers' capacity to meet their obligations and ensure that the results of their interventions (i.e. laws, services...) reach the most marginalized segments of the population.

G7: Community-based approach

ChildFund recognizes that a community-based approach facilitates the conditions for community engagement, participation, and ownership of development processes. The community-based approach is an effective and sustainable way of working in partnership, that recognizes community members' resilience, capacities, skills and resources; emphasizes their participation to deliver solutions; and supports the community's own goals.

This approach may also pose potential challenges, as some community groups may be reluctant to address the most difficult or sensitive child protection issues (ex. Gender-based violence, family violence, girls' and women's rights). Our interventions should aim to change attitudes and practices on sensitive issues through a gradual process of dialogue, problem solving and internally guided change.

An effective community-based approach can

- Recognize, reinforce, and respect community structures.
- Provide communities with the tools to take care of children in adverse situations.
- Engage community resources, values and

© Photo: ChildFund International

support to increase the ownership of initiatives.
- Ensure children's participation and provide opportunities for them to learn about their rights.
- Support to strengthen/create a range of other supportive structures within the community (e.g. children's groups, child protection committees).
- Facilitate the development of community institutions.
- Recognize and build upon existing capacity and strengths where they are supportive of children's rights to protection.
- Develop contextually appropriate, sustainable supports.
- Support a gradual change process where practices that violate children's rights to protection are identified and openly discussed.

G8: Humanitarian principles (humanity, impartiality, independence, and neutrality)

ChildFund adheres to the humanitarian principles of humanity, impartiality, independence, and **neutrality**[7], in all the scope of its interventions:

- **Humanity** – Human suffering must be addressed wherever it is found. The purpose of humanitarian action is to protect life and health and ensure respect for human beings.
- **Neutrality** – Humanitarian actors must not take sides in hostilities or engage in controversies of a political, racial, religious, or ideological nature.
- **Impartiality** – Humanitarian action must be carried out based on need alone, giving priority to the most urgent cases of distress and making no distinctions because of nationality, race, gender, religious belief, class, or political opinions.
- Independence – Humanitarian action must be autonomous from the political, economic, military, or other objectives that any actor may hold regarding areas where humanitarian action is being implemented.

G9: Best interest of the child

ChildFund believes in the right of all children and adolescents to be considered primarily in actions or decisions that affect them individually or in groups; and the obligation of all public and private instances to take the best interest of children as a basis for the measures that they adopt that impact this group of the population.

Articles 3 and 4 of the Convention on the Rights of the Child **(CRC)**[8] state that the best interest of children must be considered in all measures directed towards them in public and private institutions, to guarantee their comprehensive development and effective enjoyment of their rights.

The CRC opposes the adult-centric decisions that are often made for children and adolescents; and reaffirms children and adolescents as rights holders, and that all their rights are fully guaranteed throughout their childhood and in all aspects of their lives.

[7] *https://time.com/wp-content/uploads/2015/02/oom-humanitarianprinciples_eng_june12.pdf*

Scan the QR code

[8] *Article 3 of the UN Convention on the Rights of the Child: "in all actions concerning children, whether undertaken by public or private social welfare institutions, courts of law, administrative authorities or legislative bodies, the best interests of the child shall be a primary consideration."*

(b) Minimum Standards

Minimum Standards

1- Partnerships and coordination
2- Monitoring and evaluation
3- Program integration guidance
4- Advocacy and system strengthening
5- Physical and virtual safe environments with child-& youth-friendly services
6- CBCPM in the digital field
7- Children and yoth participation and decision making
8- Positive relationships
9- Livelihood and economy resiliency
10- Support for survivors
11- Safety and security

For each Minimum Standard, refer to the related ChildFund Life Stage TOC pathways and technical standards, policies and procedures available in Annex 2, "Minimum Standards Internal References".

M1: Partnerships and coordination

This may also be referred to as "connections" or "multi sectoral approach". Partnerships are established, and coordination mechanisms are in place from the design phase of the intervention, to ensure a multi sectoral approach. It is necessary to coordinate efforts with all key actors (community level, governments, tech companies, other NGOs or CSOs linked to OSEAC, donors, academia, etc.) to share information, develop innovative solutions, common mechanisms and tools, and to ensure a collective response that will allow efficient and sustainable results.

When establishing and formalizing alliance agreements, particular care should be taken that potential partners share our vision and are aligned to our standards, including our safeguarding policy and ToC, in their work on OSEAC prevention (i.e., working with partners that have similar or higher standards regarding confidentiality and data protection). ChildFund already has some tools to support this analysis, such as the due diligence and vetting processes, but it is recommended to define and to incorporate additional assessment parameters, which can be based on the existing criteria used to define a **Strong Partner**[9].

This can include the five capabilities ("5Cs") of Efficiency, Effectiveness, Strategy & Innovation, Networks & Reputation and Organizational Culture. Though this instrument is more targeted at implementing partners, the "Network & Reputation" criteria can apply to other kind of allies. Adhering to our Child Safeguarding policy is a fundamental criterion of any formal agreement or binding contract. Finally, we propose incorporating a specific due diligence process into our existing due diligence procedure and requirements prior to developing a relationship with technology companies.

[9] *The Local Partner Assessment Guidance in Local Partner Assessment Toolbox / Part of the Strong Core Program Toolkit explains the "5Cs model assessment process", available on SharePoint here.*

M2 - Monitoring and evaluation

M&E processes are essential to identify if our programmatic interventions are effective and improve their processes and results; as well as to inform our advocacy strategy related to OSEAC prevention.

Violence against children, including sexual violence, either in person or online, is not systematically reported due to barriers to accessing services or reporting mechanisms, a lack of "complaint culture", and cultural or belief issues. Additionally, the process of collecting information and generating data varies greatly from one country to another. For this reason, there can be many report biases in the cases of sexual violence, online sexual violence, or any type of crime related to OSEAC, and this may cause a lack of recognition of the problem and its impact on children and youth.

Although there are global trends, the ways in which OSEAC manifests and current efforts to prevent and respond to it will vary country-by-country and even locality-by-locality. These differences could range from children and youth's access and use of digital tools and applications; to the most prominent risk factors; to reporting rates and access to support services.

Therefore, it is incredibly important for COs to conduct a situational analysis prior to beginning their OSEAC-related interventions to determine how children are affected by OSEAC in their local context, as well as existing gaps in OSEAC prevention and response. This analysis should be informed by both external and internal resources, including (but not limited to) national-level research, interviews with social service providers and child and youth surveys.

© Photo: Jake Lyell

For our own internal research and M&E efforts, it is important that our OSEAC-related M&E strategy prioritizes information and evidence generation based on participants' experiences, needs and proposals. This participatory approach should follow best practices for engaging children and youth, including those from minority and marginalized groups. Engaging groups that may not be included in other spaces is not only best practice but will also increase intervention accountability, effectiveness and impact.

The M&E process to measure and inform our programmatic and advocacy interventions to prevent OSEAC, will be based on ChildFund's current monitoring, evaluation and learning (MEL) strategy, which seeks to take advantage of existing tools and processes, to identify gaps in information or areas of opportunity, and develop additional OSEAC M&E capacities for implementing staff and partners.

It will combine both quantitative and qualitative data and information generation, use and collection to provide a more complete understanding of the nature and scope of OSEAC, and the evolution of knowledge, exposure to risks, behaviours, and practices, etc., of the target population.

- **Quantitative methods usually include surveys, questionnaires, and statistics.**
- **Qualitative methods include interviews, focus group discussions and security audits to deepen and contextualize the information.**

In both cases, the tools should ensure that data disaggregation is possible (i.e. gender, age, disability, location) and include primary and secondary data on demographic, economic, and other contextual indicators, to allow for cross analysis to deepen the understanding of the issue and trigger reflection for potential solutions.

ChildFund recognizes that OSEAC is a sensitive issue and is committed to adhering to strict ethical and security standards in the data collection process, data storage and use. In accordance with the Guiding Principles section above, extreme care will be taken to guarantee participants' security. Transparent and friendly information will be shared on data usage, secure information storage, access to personal information, and the protocols in place if a violation of our standards takes place. COs should consider potential risks related to data breaches within their risk assessments, including potential physical risks to staff and participants, and reputational and operational risks to local partners, and have a clear rapid response plan in place if such a breach were to occur. This commitment must permeate our local implementing partners, allies and/or **donors**[10].

[10] *The Local Partner Assessment Guidance in Local Partner Assessment Toolbox / Part of the Strong Core Program Toolkit explains the "5Cs model assessment process", available on SharePoint here.*

M3 – Program integration guidance

OSEAC prevention and response activities can naturally be integrated into existing Life Stage programming, including positive parenting, violence prevention, sexual and reproductive health and rights, and life skills program models. As we show in the ToC, the activities can also be linked to our child protection strategy (especially through the CBCPM) and advocacy strategy. When integrating OSEAC activities into existing interventions, adhere to the same quality criteria in the implementation process. Ensure that:

- The curriculum is culturally, linguistically, and socially relevant, child-centered, accessible, and will promote active participation and inclusion of all participants.
- The facilitators (or other implementing staff) are recruited based on transparency, capacity, diversity, and equity. They are provided with decent working conditions, fair compensation according to their activities and level of responsibility, and receive appropriate training with relevant updates or adaptations. Whenever possible, youth and/or peer educators should be considered as facilitators or mentors to children, as they can be incredibly effective as communicators and supporters of behaviour change for younger children and youth. Youth who have graduated from our Life Stage 3 programs, for example, could be hired or engaged in positive approaches to support interventions.
- The activities will be implemented under a face-to-face and virtual hybrid modality, in accordance with the best practices identified and considering the different entry points that may be relevant. For instance, at the community level: through schools, health centers, local partner facilities, etc., but also CBCPMs or other local structures.
- Support and supervision mechanisms are in place for facilitators and participants, which are linked to the M&E component to ensure the evaluation of learning outcomes.
- As disaster risk reduction is considered a transversal intervention in all life stages, make sure that the intervention considers specific risks of OSEAC in the context of an emergency, and related mitigation strategies or interventions.

M4 - Advocacy and system strengthening

Our data-driven, evidence-based advocacy strategy, based on a thorough situational analysis conducted by COs and their local partners, will influence policymakers to transform systems and guarantee comprehensive and accessible legal frameworks to promote and protect the rights of children and youth to be free from OSEAC.

The scope of advocacy and system strengthening interventions should be adjusted based on each country's existing legislative framework, the CO's ongoing policy analysis and national data available, but we should ensure that our global effort is aligned to the **WeProtect Global Alliance policy targets**[11]:

- "Enhancing efforts to identify victims, and ensuring that they receive the necessary assistance, support and protection.
- Advancing efforts to investigate and prosecute cases of child sexual abuse online.
- Increasing public awareness of the risks posed by children's activities online; and
- Reducing the availability of child sexual abuse materials online and the re-victimization of children"

[11] *Refer to the **Annex to the Declaration on Launching the Global Alliance against child sexual abuse online***

Scan the QR code

And/or ChildFund Alliance's Web Safe and Wise campaign:

To national government authorities:

- Designate a mandated ministry and/or agency to lead cross-governmental coordination to prevent online harms against children through awareness raising, education, and regulation.
- Develop, strengthen, and enforce comprehensive laws that criminalize online sexual exploitation and abuse of children (OSEAC) including, but not limited to sextortion, online grooming, and livestreaming of child sexual abuse.
- Strengthen and resource existing child protection systems to incorporate online elements of violence against children and ensure that adequately resourced end-to-end social support services are available for all child survivors of OSEAC.
- Nationally allocate resources during budget processes to develop training programs for parents and caregivers, frontline workers, and service providers on how to identify, report and respond to child online safety risks and suspected OCSEA.
- Prioritize resourcing for stable, wide-reaching, and affordable internet connectivity and reliable electricity infrastructure so that all children and young people have the access required to develop the necessary protective behaviours to stay safe online.
- Adopt quality online safety curricula in formal and informal education settings and across urban and remote locations that develop core digital competencies (e.g., using privacy settings, understanding the permanency of online content) and good digital citizenship.
- Create more community-based mechanisms for child safe disclosure and reporting of OCSEA, including parenting or youth groups linked to formal child protection systems.
- Invest in dedicated development programs for children and youth that educate them about consent, healthy relationships and how to disclose abuse safely.

To tech industry leaders:

- Develop mandatory industry codes in consultation with young people to safeguard them online and protect them from age-inappropriate content across platforms and providers.

To civil society:

- Conduct periodic research of children's online experiences to inform policy, programming, and resourcing decisions. At a minimum, such research should document children's levels of digital literacy and their family's access to and use of digital technology.

These policy targets are meant to be broad and do not address every potential policy needed to ensure children's online safety. Additional and more specific policy targets can and should be considered depending on the results of COs' and local partners' situational and policy analyses, as well as meaningful feedback from child and youth participants. It is also important to identify ongoing opportunities for children's and youth's meaningful participation as part of the CO's overall advocacy efforts.

COs are not expected nor encouraged to engage on all the policy targets listed above at the same time. COs and their partners should work together to determine what policy goal(s) is realistic and will have the largest positive impact for children and youth. Please see Intervention Strategy 3 (National Level) below for more guidance to support efforts in identifying these goals.

© Photo: Jake Lyell

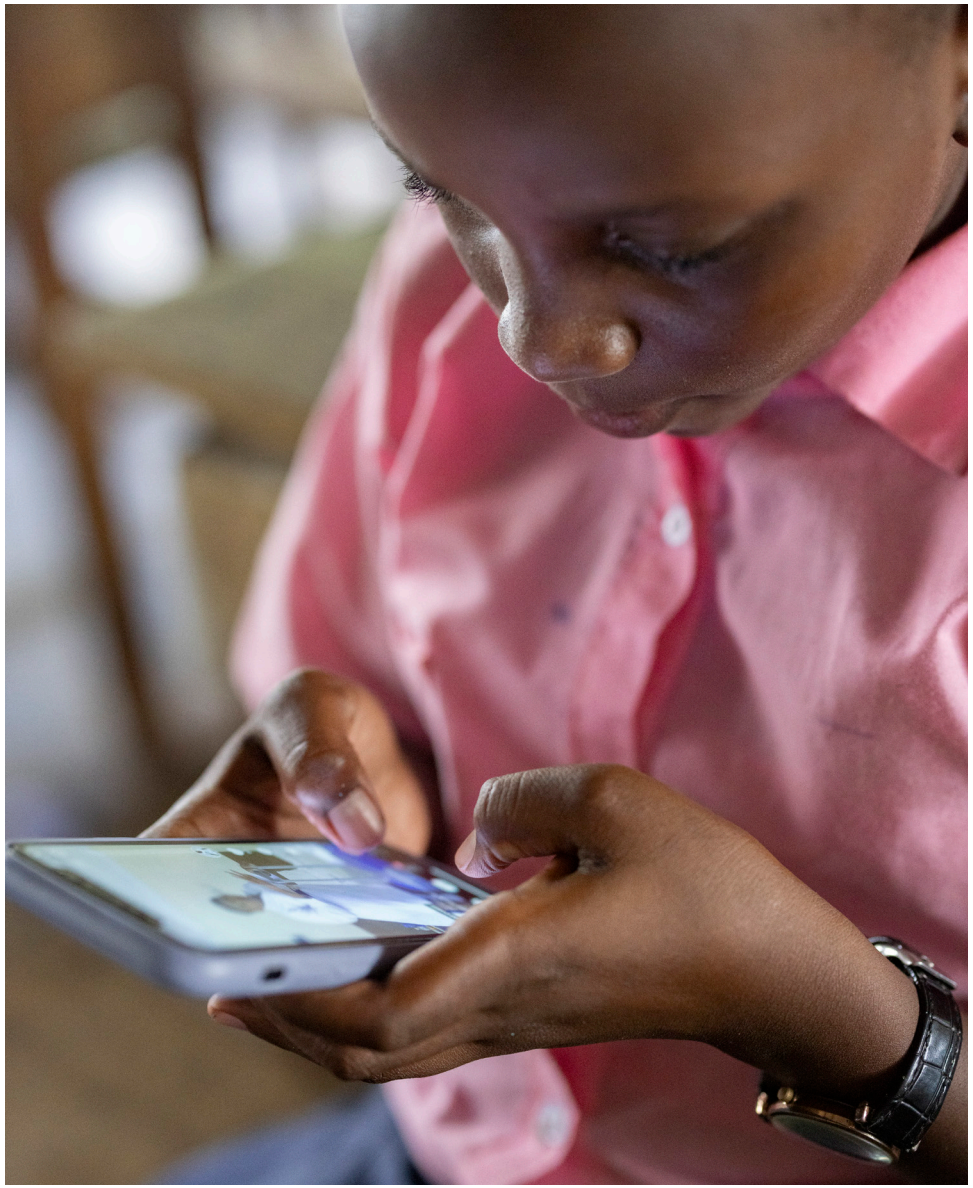
M5 – Physical and virtual safe environments, with child- & youth-friendly services

ChildFund works to ensure that children and youth have equal and safe access to physical and virtual facilities, and they benefit from quality, comprehensive, confidential child-friendly services that contribute to their well-being and empowerment.

We recognize that physical and virtual environments intertwine and what is considered a desirable standard or good practice should apply in both environments. Online or offline, we must guarantee children and youth, as program participants, rights holders and agents of change, have a positive and safe experience.

As such, there are several important aspects to consider. As mentioned in the previous section, ChildFund is aiming to increase its digital delivery of programs and activities, and we should make sure that we develop safe tools and dynamics for children and youth who participate, receive content, interact with their peers and other users through new forms of communication. This requires a new level of commitment to protect children from new risks, developing, for instance, policies or guidelines for virtual groups or online activities ChildFund offers. Based on our child protection strategy, this also means that we must assess the capacities of referral pathways and networks that are in place, to strengthen them, and make sure they effectively help children and youth to access the support services they need, such as quality health care, sexual and reproductive health (SRH), or psychosocial support.

© Photo: ChildFund International



M6 – CBCPM in the digital field

ChildFund recognizes that community structures, particularly those related to child protection, are critical to OSEAC prevention. Therefore, Community Based Child Protection Mechanisms (CBCPM) will be involved in our strategy, so that CBCPMs' members understand child protection within the digital environment, contribute to building a preventive environment, and maintain and use working mechanisms to identify and address protection gaps, as well as cases of abuse, neglect, and exploitation.

If we build on the existing CBCPM capacities when launching OSEAC prevention interventions, community members will receive training to raise their awareness of online environment risks that children and youth may face, increase their capacity to identify OSEAC risk levels in their community and develop an adjusted prevention strategy. They will also be able to detect and safely refer **victims**[12] of OSEAC to quality health, psychosocial support, and SRH (healing, empowerment, recovery services). Therefore, CBCPM participation will be key to link informal and formal actors in the referral network.

As mentioned in the Community-based Approach Guiding Principle, when covering potentially controversial themes (i.e. SRH), taking a progressive and holistic approach to capacity development training, and understanding the community members' sensibilities and awareness will be crucial components to avoid jeopardizing community engagement.

[12] *Please note that the word "victim" is used here to acknowledge that the child or youth in question has not yet received appropriate response services and access to justice and may not have been removed from the harmful situation they are experiencing. After a child or youth has gained access to one or more of these and has started their healing journey, they are then often referred to as "survivors". However, the term "survivor" and other relevant terms may also be used whenever it is appropriate within your context.*

© Photo: Jake Lyell

M7 – Children and youth participation and decision making

ChildFund´s expectation is for all children and youth to actively participate in programs and activities and to develop as change agents in their communities. Child and youth participation at all intervention stages will contribute to their empowerment and position them as active leaders for digital safety.

The first fundamental aspect to consider is that all children and young people are guaranteed access to age-appropriate information and are treated with respect and honesty. Through our portfolio of programs, all children and youth receive needs-based and comprehensive life skills and psychosocial support. Through staff-moderated peer groups, active listening, interaction, leadership and ownership are encouraged and contribute to technical and life skills development, through which children and youth gain progressive autonomy in the digital environment and increase their civic engagement and digital citizenship.

To be meaningful, child and youth participation activities must meet the following 11 basic **requirements**[13]: be transparent and informative | be voluntary | be respectful | be relevant | be child-friendly | be inclusive | be supported by trained adults and youth | be safe and risk-sensitive | be responsible |be supportive of child and youth ownership and leadership | be **accountable**[14].

Finally, with the aim to combine capacity with opportunity, ChildFund promotes child and youth participation in spaces of expression and citizen engagement, to consolidate their role as agents of change and their link with decisionmakers in the different political levels of their respective countries, by looking for opportunities to meaningfully participate in decision-making processes, events, forums, congresses, and/or to develop their own spaces of influence and organizations, according to the priorities they identified to improve their security in the digital environment.

[13] *Based on General Comment to Article [12] of the United Nations Convention on the Rights of the Child, consulted in Save the Children Nicaragua handbook.*

[14] *Please also see Guiding Principles on Young People's Participation in Peacebuilding for additional thinking and best practices.*

Scan the QR code

Scan the QR code

© Photo: ChildFund International

M8 - Positive relationships

Children and youth should feel valued, confident and have a sense of belonging at school, at home, in their community, online, and in their interpersonal relationships in general.

Positive relationship development is critical to preventing OSEAC. This provides children and youth with a safety and support network made up of people with whom they feel comfortable talking to about uncomfortable or harmful interactions online. It is also critical to ensure that the people in these trusted networks are knowledgeable about OSEAC risks, how to talk about it, and how to support children and youth who come to them with a problem.

This can be achieved when children and youth are cared for by primary caregivers who have access to parenting education and support networks, and in particular, when parents, families, teachers, and other relevant adults develop their awareness and capacities around online safety and OSEAC, to support children and youth as required.

A sample and positive outcome of the construction of these positive relationships would be that caregivers grant increasingly age-appropriate independence to children and youth according to the development of their skills – meaning that children and youth have as much control as possible over their lives while being protected against unreasonable risks. Another outcome related to peer-to-peer relations would be that when children and youth are educated about OSEAC risks, they understand the interconnectedness between the physical and online environments and how their citizenship and ethical behavior transcend both.

M9 - Livelihood and economic resiliency

As economic insecurity is a risk factor that can increase children's and youth's vulnerability to OSEAC (research has shown that it is often children's own family members who exploit them online, often for financial reasons), we see economic empowerment as a tool to contribute to increasing resilience, dignity, and capacity for decision-making, and want to contribute to children and youth living in resilient households that have enough resources to ensure their adequate access to nutrition, health, and education services.

By ensuring the connection between livelihood and economic resiliency programming and OSEAC interventions, we can better inform caregivers, children and youth of the risks involved with OSEAC and support them to identify and gain access to opportunities to pursue technical and vocational training and livelihood options that are free from exploitation. Young people who can develop their skills to access a decent job or become self-employed should not have to engage in OSEAC to survive and/or financially support their family.

One way to link livelihood and economic resiliency interventions to OSEAC prevention could be through grants-funded projects for livelihood, food security or youth employment, targeted at families whose children are more vulnerable to OSEAC risks.

M10 - Support for survivors

It is necessary to reflect on the best way in which ChildFund can contribute to assist victims and survivors of OSEAC through access to a range of essential, comprehensive response services. Our work in this area should be based on COs' existing expertise and staffing, and our implementing partners' technical capacities. Risk assessments should outline these existing technical capacities and gaps (i.e. do we have enough expertise, resources and security in place to engage on legal issues? Or to start case management?), as well as our long-term, sustainable financial resources (i.e., can we guarantee a long-term vision of sustainability operating a hotline?). If a CO does not have the appropriate capacities in place, they should not pursue higher liability activities, such as providing legal support or direct case management, as it may put our staff and participants at risk and/or lead to us not providing an adequate level of care for victims and survivors. Instead, COs should look for partners that are already engaging in this work and can fill expertise gaps and/or work directly with government agencies to support their efforts.

Our interventions should aim to **(1)** ensure that referral systems are in place to connect survivors to appropriate services that will assist them in a timely, safe, and confidential manner, will facilitate their recovery and will coordinate with public and private programs and services that provide sufficient resources to help them; **(2)** identify gaps and training necessities, to strengthen the services and make sure that their workforce is prepared and capable of providing child-friendly response services, educated to avoid re-victimization, and has also access to self-care mechanisms; and (3) promote public awareness and education to support the reintegration of survivors into communities and reduce incidences of stigmatization.

M11 - Duty of care

ChildFund is committed to protecting and caring for its staff and personnel. Each employee matters and the talents and skills they bring to ChildFund are valued and needed. OSEAC is a complicated and sensitive issue that presents risks in terms of participant exposure, but also to the personnel involved in program implementation. Thus, it is our duty as an organization to make sure we identify and address the risks related to the nature of the intervention.

To do this, we require the development of a risk assessment, risk treatments and response contingency plans in each CO that is implementing OSEAC-related programming.

As part of our standards, the Human Resources department within ChildFund's international office (IO) strives to provide and improve access to staff care for all personnel implementing programming. To meet the psycho-emotional support needed by implementation staff, we should reinforce the articulation with internal tools, procedures and practices, as well as how to request access to external support services. Ideally, mitigation strategies included in COs' risk assessments should include the offering of regular debriefing sessions, provided via ChildFund's IO, with trained professionals to all implementing personnel.

© Photo: ChildFund International

3 Guidance to Integrate OSEAC Prevention into Current Program Interventions

(a) Results framework

This results framework (RF) was developed in several sessions of the Preventing OSEAC Pathway working and advisory group. Derived from the ToC, it is a way to clearly articulate the expected results of our intervention, as it shows the essential elements of the logical and expected cause-effect relationships between inputs, outputs, intermediate results or outcomes, and impact, highlighting the key linkages in the ToC that underpin the intervention.

As such, COs should not take it as a mandatory roadmap, but rather identify which outcomes they will target, based on the priorities they identify for their national/regional context. It is possible, for instance, to start working only on developing children's, youth's and adults' capacities, if the CO identifies that there is a significant gap in this area, and later begin to incorporate work with child protection mechanisms. It is also very likely that some COs are already contributing to some of the RF outcomes through existing interventions that, at a high level, contribute to the goal of OSEAC's prevention strategy.

© Photo: Jake Lyell

Children & youth are empowered to navigate the internet safely in protective & egalitarian environments

Long-term Outcomes

Intermediate Outcomes

Short-terms Outcomes

Activities

Inputs

KEY
Builds on existing interventions & tools

Strategy 1 Individual level

- Children & youth talk with trusted & informed adults about online-related concerns
- Children & youth are skilled internet users
- Caregivers' and teachers' capacities are strengthened to provide support to children & youth
- Relationships between children & youth and the adults in their lives are strengthened
- Children & youth respond appropriately to OSEAC-related risks
- Caregivers' and teachers' skills are strengthened to provide adequate responses to children & youth about the online environment
- Caregivers' competencies are improved to develop positive relationships
- Children's and youth's socio-emotional and decision-making skills are improved
- Children's & youth's online self-proteciton skills are improved
- Train caregivers & teachers on internet safety
- Train caregivers on positive relationships & positive parenting
- Train caregivers & teachers on basic tech skills
- Train caregivers on social-emotional development & self-care
- Train children & youth on social emotional learning
- Train children & youth on how to use tech tools safely & effectively
- Employ intersectional approaches to develop internet safety tools, training modules, LP-led awareness campaigns (homes, schools, communities)
- Caregiver & teacher consultations
- Children & youth consultations
- Train local partners & facillitators

Strategy 2 Community level

- Communities can identify OSEAC risks & take steps to mitigate or report these risks
- Protection systems contribute to & uphold protective environments for children and youth
- Children, youth & families increas-ingly consult CBCPMs to learn more about or to report online risks
- Tech comanies promote child-friendly tech safeguarding mechanisms to children, youth, and communities
- Communities & families are informed on how to access protection and support services
- CBCPM champions have increased capacity to initiate community outreach & lead OSEAC awareness campaigns
- CBCPM practitioners integrate online considerations into their prevention, reporting, referral & partnership activities and duties
- Public officials from all levels of the child protection system are equipped to support children & youth & refer them to specialized services.
- Tech companies create child-friendly materials on reporting mechanisms, safety settings & information about local service providers
- Develop action plan & outreach materials for CBCPM
- Conduct mapping of community child protection & support services that incorporates online risks
- Train CBCPMs on online safety
- Train public officials from all levels of the child protection system on OSEAC
- Advocate tech companies to promote OSEAC awareness and their reporting mechanisms
- Contextualize training materials for different audiences
- Incorporate online risks into CBCPM tools
- Host crossing-learning forums to support material development
- Develop gap analysis of formal child protection system's capacities
- Map existing internal & external training materials and tools
- Conduct KAP surveys of public officials
- Map tech companies' reporting mechanisms

Strategy 3 National level

- States/countries have stronger policies, sufficient funding, a trained workforce, and effective procedures and systems to protect children and youth from OSEAC
- Governments implement plans to identify, prevent and respond to OSEAC
- Decision-makers demonstrate political will to prioritize children's & youth's online safety
- Children and youth have increased capacity to initiate awareness campaigns & advocacy efforts
- Community leaders have increased capacity to initiate advocacy actions
- Children's and youth's confidence and understanding of advocacy is improved
- Intersectoral alliances are created & utilized to advocate decision-makers
- Community leaders have improved abilities to advocate for children's & youth's digital rights
- Conduct workshops for children & youth on advocacy, leadership, public speaking, etc.
- Develop advocacy & stakeholder engagement strategy, including key tactics & messaging
- Conduct advocacy training for community leaders
- Create child-friendly versions of advocacy analyses
- Conduct stakeholder analysis, including tech companies, academia, policymakers & national-level working groups
- Conduct training on child participation methodologies for local partners
- Identify advocacy goals
- Identify existing child participation methodologies & mechanisms in communities
- Conduct a gap analysis of the legal framework on online safety
- Develop advocacy training methodology for community leaders

Suggested indicators and M&E framework

In parallel with the RF development, we analyzed existing, relevant indicators at the global level (Child Verification System and Level 2) that were relevant to the RF's different components. We also developed additional indicators to fill gaps for new interventions.

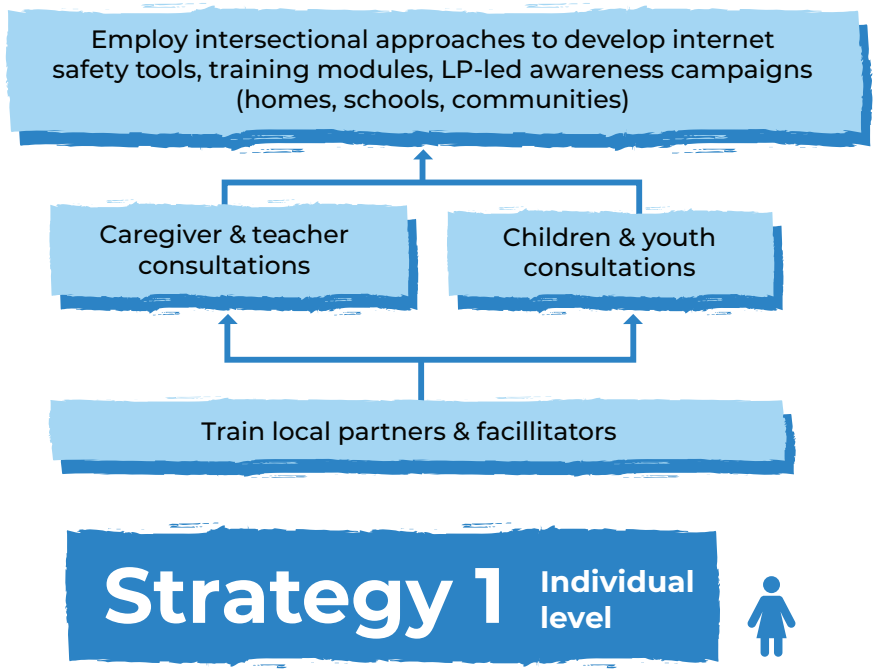
The indicators for the Activity level of the OSEAC RF results are Outputs that are specific for each activity, and, though the current global M&E results framework does not include much data related to the digital environment, most of the longer-term results of the OSEAC RF are included in some way in the current level 2 indicators – meaning that the parts of OSEAC RF currently lacking indicators are those that refer mostly to short and intermediate-level results.

There are some important considerations to keep in mind when reviewing this section:

- The global RF (at organizational level) is currently under review. The specific Preventing OSEAC RF that we are sharing here, has also been examined by the global RF review team to ensure both tools are aligned. However, the OSEAC RF is developed at a much higher level of detail to cover the complete intervention and reflect the ToC, whereas the global RF focuses on the higher levels (long-term, organization-wide outcomes).
- The current global RF and its respective indicators are undergoing a thorough review and update process, and though the OSEAC RF will be aligned with the new global RF, there is no certainty about the permanency of all current OSEAC indicators used in this document. We are in close contact with the global M&E team to identify any relevant changes.
- In addition to the global RF, there are other tools that can contribute to the RF measurement advances, such as the CAP surveys implemented along the Program Models or other embedded evaluation mechanisms.
- The articulation of all tools, as well as the frequency and application process, will be validated after the launch of the new global RF system and the update of the global indicators update.
- In the following tables, we highlight existing indicators (dark background) that can help measure progress, and that are already being collected yearly through the global Level 2 survey. Some of these indicators refer only to a specific Life Stage in the current global M&E system, but their respective questions could be applied to other Life Stage. We also add suggested indicators (white background) that respond to new, targeted outcomes, that still need Global M&E validation and refinement in their collection and analysis process. Linked with the processes mentioned above, the alignment is likely to proceed in FY25.

(b) Intervention Strategy 1 (Individual level)

Input-level activities and recommendations



Train Local Partners and Facilitators

Initially, it is important to build and/or develop both COs' and implementing partners' capacities on the different areas that will be involved in the OSEAC prevention strategy implementation processes.

Each CO should define its training strategy so that its staff can (1) identify the risks that exist in the online environment and how those risks can translate into real harm for children and youth, (2) know and contextualize tools for online violence prevention, and 3) be prepared to deal with potential situations of sexual violence, including providing support/referrals to victims. The trainings are also a good opportunity for COs and local partners to review their internal policies and procedures and ensure that they are up to date and foster a culture of risk prevention and responsible practices in the digital environment.

At the implementation level, this pathway is the most focused on skills development for children, young people, and the adults close to them. The facilitator training is crucial so that they master the topics addressed and are empowered to share their knowledge and recommendations.

Some of the skills and abilities valued for facilitators who will implement the training activities include:

- Group management
- Commitment to children's rights
- Sensitivity to inequalities
- Knowledge of participatory tools applicable in rural and indigenous communities
- Empathy
- Mastery of ICTs

Other preferred experience includes facilitating LS2 and LS3 interventions, particularly violence prevention, sexual and reproductive health and rights, life skills and work readiness, or youth leadership programs. Being trained in psychological first aid is also an asset.

Although we consider training as a preparatory input to the intervention, there must be a common knowledge base for all staff to identify and build the technical skills required for the different implementation stages. This involves having certain staff members specialize, and offer an iterative training scheme throughout the implementation period so that people have up-to-date knowledge, techniques and tools. This should be based on results analysis from the first stages of implementation, and follow tech sector evolution that may come with new risks.

Caregiver and teacher consultations

A preliminary survey or consultation with parents, caregivers and teachers is recommended to understand their current knowledge and familiarity of online risks and technological tools.

Many caregivers feel overwhelmed by new technologies and feel that they do not have a good grasp of the digital environment in order to properly guide or support their children in their online activities. Even before COVID and the increased use of the internet for education, UNICEF warned about a ***"digital parenting divide"***[15] and its consequences, noting that the lack of capacities and supporting resources likely lead to a disengagement (i.e. increased risks for children) or to a prohibitive attitude towards the use of the internet and new technologies (therefore limiting opportunities and rights). The situation is similar for teachers; the COVID-19 pandemic uncovered disparities in terms of digital literacy and access, not to mention the challenges of online classroom management with few alternative strategies.

Initial capacity and knowledge levels among parents, caregivers and teachers will vary not only at the country level, but also possibly in every area of implementation depending on factors such as connectivity, related costs, communication practices, etc. As such, this consultation should be the first step of the intervention design. It will contribute to identifying the local needs and develop a progressive skills building approach – for instance, allowing content progression from basic tech skills training to a more specific training on online safety.

The consultations can be implemented through surveys or focus group discussions. Based on the results and the identification of the skills that need to be developed or strengthened, then identify allies at local level that can offer further training such as computer skills for adults or programs to develop teachers' digital capacities.

The data generated by these consultations may also serve as a baseline to measure the results of related activities (trainings for parents, caregivers, and teachers). See the above section, Suggested indicators and M&E framework, for more information.

Child and youth consultations

The first input for trainings aimed at increasing child and youth capacities in the digital environment should also be a consultation that helps define the scope and priorities of the intervention. Based on the discussions within the Preventing OSEAC pathway working group, we have identified a common gap in terms of local level data – there is a lack of precise information about the relation and use of the digital environment for children and youth within the area of direct intervention of our local partners, though in several countries this kind of data is available at the national level.

[15] *From "Challenges of parental responsibility in the digital age: a global perspective", UNICEF 2017*

Scan the QR code

© Photo: ChildFund International

The current global M&E tools have only just begun in FY21 to incorporate questions about internet access for enrolled children and youth (e.g. Do you have internet access at home? Through what equipment? Do you have access to online education?). Generating our own data is valuable for several reasons: to inform decision-making about the training content to prioritize, and to identify the specific habits of children and adolescents in terms of preferred devices, social media or apps, challenges for your internet access, exposure to a particular risk, etc.

A template survey targeting primarily children and youth aged 8 and over from our direct intervention areas has been designed in accordance with the M&E Minimum Standard number2 (see p. 16) and after reviewing several external surveys that are listed as references in the template. It has been piloted by several COs (Ecuador, México) and will be validated upon completion of the pilot exercise and analyzes. The survey is available in Annex 1, ***p. 71.***

The structure and some survey questions can be adapted to use as a tool for the parent, caregiver and teacher consultations.

The data generated by these consultations may also serve as a baseline to measure the results of related activities (trainings for children and youth). See the above section, Related indicators and M&E framework, for more information.

Employ intersectional approaches to develop internet safety tools, training modules, local partner-led awareness campaigns (homes, schools, communities)

The notion of intersectionality was born in the early 1990s, as an analytical framework that allows taking into account the mechanisms of specific domination that exist at the intersection of racism and sexism. Since then, intersectionality has expanded to other aspects of social identity. It is a tool to analyze how different identity constituents intertwine and the way in which their expression in society forms unique experiences of domination and discrimination.

The intersectional approach can be used in all intervention themes. For example, the perception of online risk is not the same depending on the age, sex or social status of children and youth. Children in rural areas and from low-income households may use more public devices and connections and be exposed to higher risk of identity theft, when children with a higher access to private device and unlimited connection might have an increased risk of cyberaddiction.

Bringing these different experiences together under the term “children” minimizes the experiences and needs of some children, reproducing discrimination mechanisms.

© Photo: ChildFund International

For our work, we will be particularly attentive to deepen the analysis of the several identity components that may increase children's vulnerability, such as gender, ethnic or indigenous origin, socio-economic status of their households, geographic location, age, living outside of family care, and disability.

Looking at **online gender-based violence**, numerous studies show the level of increased risk for girls and young women. In its 2020 State of the World's Girls Report, Plan International points out that ***"Girls are targeted online just because they are young and female, and if they are politically outspoken, disabled, Black or identify as LGBTIQ+, it gets worse. Like street harassment it is unremitting, often psychologically damaging and can lead to actual physical harm"***[16] .

Age discrimination is also a widely recognized problem and a recurring factor in cases of discrimination and gender violence. Listening to children and youth's voices and involving them in the development of child/youth-friendly policies and decision-making processes is a way of satisfying their need for participation and expression.
Another factor is the language barrier for children from indigenous peoples or minorities, considering the little information available on the internet in indigenous languages – not only for the most common purposes of internet use, but also for the guidelines, safety tools, data privacy, etc., that are inaccessible to the population that does not speak English or the majority language.

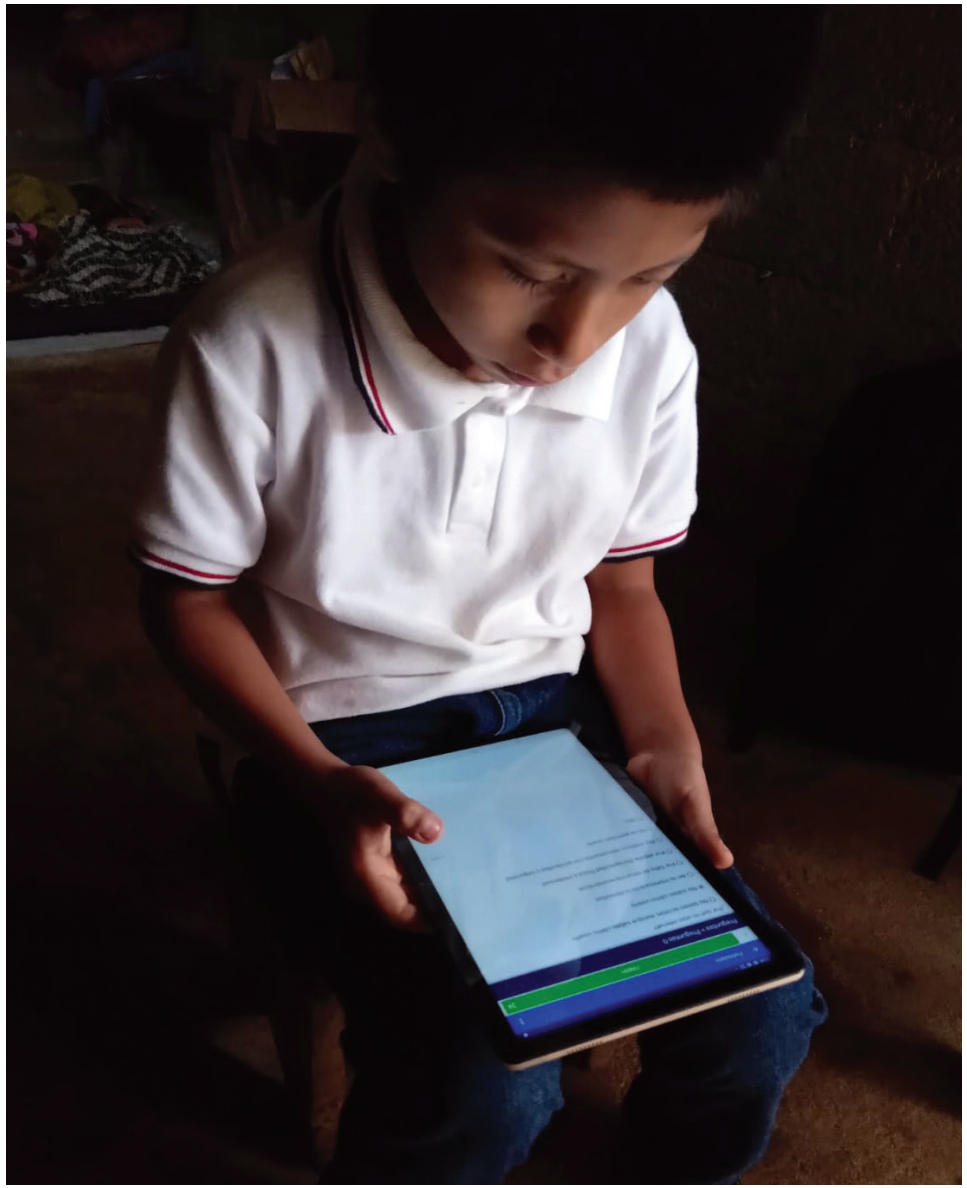
Another fundamental point is the unequal access to devices and internet connectivity. We cannot assume that we can implement strategies or develop the curricular contents in the same way in all work areas. While in some places media rooms will be available that allow face-to-face sessions in which each participant has access to a tablet with internet, in other places the only option could be using the facilitator's smartphone to work with a whole group of participants. Our approach has to take this reality into account.

Program staff must recognize the varying risks faced by girls and boys with different types of disabilities at different life stages, and by those living in households with parents or caregivers with disabilities. Including children and youth with disabilities in activities is critical to reducing

© Photo: Jake Lyell

[16] *Free to Be Online? A report on girls' and young women's experiences of online harassment, Plan International, 2020.*

Scan the QR code



their protection risks and supporting their mental health and psychosocial well-being. Inclusion of children with disabilities in protection programming is a core dimension of programming – not something "special" or separate. For additional information on inclusive programming, refer to the detailed guidance linked in **footnotes**[17].

For all these reasons, the preparatory work at input level is very important to be able to identify the priorities for each CO, as well as the entry points to make the intervention more efficient. Hence the recommendation to apply the surveys in advance to generate a baseline and define the progressive work plan for the following years.

Scan the QR code

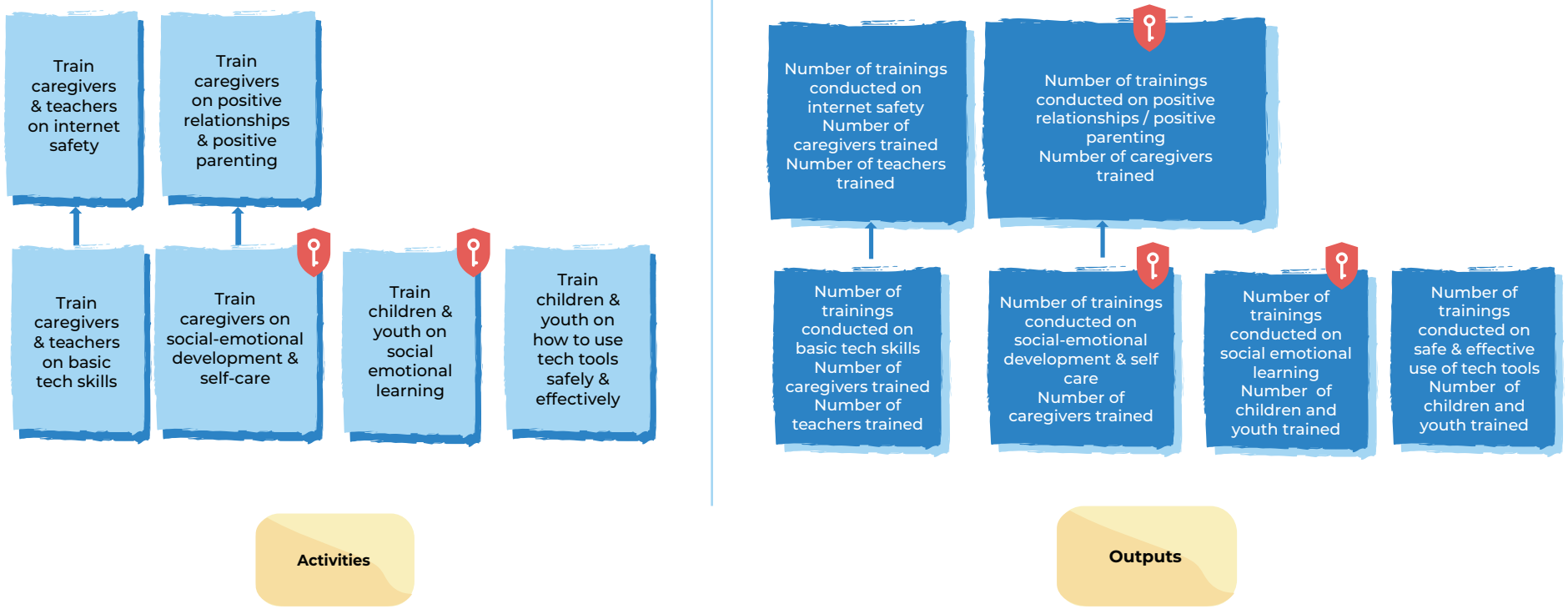
17

Additional references:

- *Promoting disability inclusion in community-based child protection activities, ChildFund International, 2022.*
- *Promoting gender equality and social inclusion in community-based child protection activities, ChildFund International, 2022.*

© Photo: ChildFund International

Activities and outputs



Suggestion: *Those indicators can be reported at local partner level and inform activity reports on a quarterly basis for COs. (TBD by COs). This information will be accumulative and serve as BSC tracking during the FY.*

The activities included in this pathway focus on building skills for children and youth, and their parents, caregivers, and teachers. According to our ToC, it is necessary to focus not only on technical skills related to ICTs and the digital field, but also on the development of soft skills to strengthen the quality of intergenerational (parents-children, teachers-students...) and peer-to-peer relationships.

Train caregivers and teachers on basic tech skills and internet safety

Based on the results of caregivers and teacher's consultations, it may be necessary to plan training courses for them to develop basic skills in ICTs and address the digital gap, prior to developing the digital safety training. For this, we recommend that the COs identify available resources at the local level (government programs for free training, continuous training schemes for adults, or in the case of teachers, training possibilities with Ministries of Education). If such free offers do not exist locally, adult-friendly content can be developed based on existing and used technology education curricula for children and youth. These are some common considerations for implementing these activities:

- **Logistics:** Local partners may not have adequate access to computer devices and/or internet connectivity for training purposes. Consider developing partnerships with local schools or other institutions to cover the need for an adequate space and access to internet, communication, and technology (ICT) equipment. If connectivity and access to devices cannot be guaranteed, consider developing low-tech options, like providing printed training materials, to facilitate training delivery.

- **Progression:** Take a progressive approach, from the basics of computer use, to mastering the computer and other devices, and taking advantage of the internet. This is a sample list (not exhaustive): Starting the operating system / mouse and keyboard use / Word processor / basic Excel / create and save documents / viruses and their effects / navigating the internet / searching for information on the internet / email / main platforms and social networks (the survey data will be important here, since they can focus on the networks children and young people use most).
- **Access:** Consider what is the most common form of access for participants and adapt your approach accordingly – for example, if surveys show that most parents and caregivers have access to a smartphone, include one or more specific sessions on setup, tools, apps, etc.
- **Adult learning:** Use a learning approach for adults, taking advantage of the participants' experiences and seeking the highest level of connection to their daily life or work situations, where they can solve problems and get to know the internet in a practical way.

Following a progressive approach, once the trainings on basic tech skills are completed (or directly, if your CO did not identify these trainings as a priority), you can launch the trainings on internet security. The resources below can be used to define a curriculum, which should be adapted to the access conditions of the intervention area (see previous points). With a solid curriculum, the facilitator should be able to help participants to:

- Identify the types of risks (access to harmful content, misuse or dissemination of private information, cyber addiction, cyberbullying, unsolicited communication with strangers, stranger interaction, grooming, online blackmail, exploitation, and sexual abuse) and the warning signs that a child could be in a risky situation (increased time online, secrecy about online activities, online contact with unknown adults, use of webcam in isolation)

- Identify how parents, caregivers or teachers can sometimes contribute to exposing children to online risks – inviting them to reflect on the creation of children's involuntary

Additional Resources:

- ***5 Technology Challenges Faced By Adult Learners***
- ***Digital inclusion in adult learning*** *- practices and recommendations, International Training Centre of the International Labour Organization, 2021*
- ***DigComp 2.2: The Digital Competence Framework for Citizens, European Commission, 2022*** *– the EU-wide framework for developing and measuring digital competencies.*

digital footprint, the possible lack of protection of their own information, oversharing, etc. (start from "real life" situations, for example, having participants review their own profiles on social networks, under a learning approach, not to judge or evaluate their capacities as caregivers)

- Identify how to mitigate risks and accompany children on their online activities to increase their responsible and safe use of digital tools (taking an interest in a child's "online life", setting clear rules for online use and behavior, use of parental controls, protecting private information online, talking about cybersecurity, deconstructing false beliefs)
- Know the legal consequences of online crimes (non-consensual dissemination of intimate images, cyberbullying, online sexual crimes)
- Learn about the reporting and complaint mechanisms of both platforms and providers, as well as local and national institutions.

This content is appropriate for teachers as well as parents, and can be complemented with educational resources from Google, which, through its Be Internet Awesome program, offers ready-to-implement toolkits for schools including manuals, playful activities and sessions based on its intervention model "Smart. Alert. Strong. Kind. Brave". It is important to point out that materials designed to work offline are also included, which is useful for localities with limited Internet access.

The material is available in English, French, Spanish and Portuguese, and certain tools are available in Cebuano, Filipino, Gujarati, Indonesian and Hindi (search for available languages in the box below right).

Additional Resources:

- ***The Parent's Guide to Cyberbullying**, ConnectSafely, 2021*
- ***Tips for protecting kids and teens from identity theft**, ConnectSafely, 2017*
- ***Good Digital Parenting Resources**, Family Online Safety Institute, 2022*
- ***Google families resource website**, which includes information and recommendations on popular tech, parental controls, and online safety and well-being:*
  - *English (more resources available) | Spanish | French*
- ***Practical guides for a safe internet navigation** (Spanish), Let's navigate safely / Naveguemos Seguros Campaign, ChildFund Ecuador, 2021*

Recommended output indicators for basic tech skills:

- Number of trainings conducted on basic tech skills
- Number of caregivers trained
- Number of teachers trained

Recommended output indicators for internet safety:

- Number of trainings conducted on internet safety
- Number of caregivers trained
- Number of teachers trained

© Photo: ChildFund International

Train caregivers on social-emotional development & self-care*

Train caregivers on positive relationships/ positive parenting*

These activities are related to other interventions and tools that ChildFund International has developed and implemented based on its 3 Life Stage Theories of Change. Therefore, in most COs, it should not be necessary to develop additional activities, but rather to ensure that parents and caregivers targeted through the OSEAC-prevention interventions can also access this type of content.

LS	Domain	Pathway
LS1	Empowered and Responsive Caregivers	Pathway 2: Decision-making power
	Empowered and Responsive Caregivers	Pathway 3: Responsive Parenting Education and Support
	Safe and Caring Enviroments	Pathway 4: Effective Community-Based Child Protection Mechanisms
	Safe and Caring Enviroments	Pathway 5: Safe Homes and Enviroments
LS2	Positive Relationship in Supportive Homes and Communities	Pathway 1: Responsive Parents and Caregivers
	Positive Relationship in Supportive Homes and Communities	Pathway 3: Positive Relationships with Peers and Adults
	Healthy and Actively Pariticpating in Community Life	Pathway 11: Effective Community-Based Child Protection Mechanisms
LS3	Youth Make Choices for a Healthy Reproductive life	Pathway 5: Supportive Homes and Communities
	Youth Make Choices for a Healthy Reproductive life	Pathway 6: Community-Based Protection Mechanisms Against Sexual Exploitation and Abuse
	Youth Are Changing Agents in Family and Community	Pathway 9: Youth-Inclusive Enviroments

© Photo: ChildFund International

© Photo: ChildFund International

Main connections with existing interventions:
Start from the following principle: Parents/caregivers' well-being affects children's well-being; parenting programs provide an outlet for caregivers to talk about their own needs and challenges as adults as well as their needs and challenges as caregivers. In this way, group parenting sessions present an opportunity to form support networks with others, which can support coping mechanisms in stressful situations and provide a chance to exchange and learn from others facing **similar situations**[18].

When children and young adolescents have consistent caregivers who respond to their needs and provide love, affection, interaction and play, this secure attachment and daily interaction stimulates healthy development for their success in school and in life. Parents/caregivers are also the principal forces aiding children and young adolescents to construct their identity and develop skills, knowledge and behaviors that aid in the transition between childhood and adulthood.

Examples of caregivers' competencies that should be targeted to enhance the quality of relationships between caregivers and their children:

- Active Listening
- Setting Limits for Children
- Conflict Resolution
- Managing Negative Emotions
- Dealing with Anxiety
- Positive Discipline

Additional resources:

- *Reference Manual – Life Stage Theories of Change (ChildFund International, 2016) (**English**) (Spanish) (French)*
- *SVBP Program's component Miles de Manos materials for references to Parenting and well-being skills for caregivers are available **here***

Recommended output indicators for social-emotional development & self-care:

- Number of trainings conducted
- Number of caregivers trained

Recommended output indicators for positive relationships / positive parenting:

- Number of trainings conducting on positive relationships/positive parenting
- Number of caregivers trained

18 *REFERENCE MANUAL Life Stage Theories of Changes, p. 15, 54.*

Train children & youth on social emotional learning*

Like the previous section, this activity relates to other interventions and tools that ChildFund has developed and implemented based on its Life Stage Theories of Change. Therefore, in most COs, it should not be necessary to develop additional activities, but rather to ensure that children and youth targeted through the OSEAC-prevention interventions can also access this type of content, for example through a quarterly or six-monthly schedule, alternating programs or content, and according to their age.

Main connections with existing interventions:

Recognizing that the development of SEL skills is key to children's and youth's development, and to strengthen any other type of intervention, we suggest that this type of training be included as part of the intervention to prevent OSEAC. As mentioned in the Life Stage Theories of **Change Reference Manual**[19], "Age-appropriate life skills equip children with soft skills that help them overcome challenges and participate meaningfully... ***Not only do children need the socio-emotional and life skills to effect change, they also need to have the confidence and self-esteem to see themselves as change agents.*** ChildFund recommends providing trainings and opportunities for children ***to recognize and value their own character strengths and improve their perception of their own competence, confidence, connection, character, compassion, and contribution."***

19 *REFERENCE MANUAL – Life Stage Theories of Change, ChildFund International, 2016, pp 116-117*

LS	Domain	Pathway
LS1	Empowered and Responsive Caregivers	Pathway 3: Responsive Parenting Education and Support
LS2	Positive Relationships in Supportive Homes and Communities	Pathway 1: Responsive Parents and Caregivers
	Positive Relationships in Supportive Homes and Communities	Pathway 3: Responsive Parenting Education and Support
	Literacy, Numeracy and Life Skills to Make Healthy Decisions	Pathway 6: Life Skills for Well-being
	Healthy and Actively Participating in Community Life	Pathway 9: Safe Learning Environment
	Healthy and Actively Participating in Community Life	Pathway 10: Positive Engagement
LS3	Youth Empolyed at Living Wage in Non-Exploitative Work	Pathway 3: Resiliency, Coping and Decision-Making Skills
	Youth Make Choices for a Healthy Reproductive Life	Pathway 5: Supportive Homes and Communities
	Youth Make Choices for a Healthy Reproductive Life	Pathway 6: Community-Based Protection Mechanisms Against Sexual Exploitation and Abuse
	Youth Are Change Agents in Family and Community	Pathway 7: Informed and Involved Citizens
	Youth Are Change Agents in Family and Community	Pathway 8: Collective Youth Action
	Youth Are Change Agents in Family and Community	Pathway 9: Youth-Inclusive Environments

The Five Core SEL Competencies are:

- ***Self-Awareness:*** *The ability to understand one's own emotions, thoughts, and values and how they influence behavior across contexts.*
- ***Self-Management:*** *The ability to manage one's emotions, thoughts, and behaviors effectively in different situations and to achieve goals and aspirations.*
- ***Social Awareness:*** *The ability to understand the perspectives of and empathize with others, including those from diverse backgrounds, cultures, and contexts.*
- ***Relationship Skills:*** *The ability to establish and maintain healthy and supportive relationships and to effectively navigate settings with diverse individuals and groups.*
- ***Responsible Decision-Making:*** *The ability to make caring and constructive choices about personal behavior and social interactions across diverse situations.*

This type of intervention helps children and youth to increase their self-esteem, self-confidence, and self-care skills, and to be more resilient in the face of adverse situations.

Complementing a similar approach with parents, caregivers and teachers, the expected result is for positive relationships based on increased communication and trust (intergenerational and peer-to-peer) to develop. Numerous studies have shown the impact of SEL, both in terms of reducing the risk of violence and improving academic performance – the Committee for Children shares several studies investigating schools that implemented a SEL intervention, showing that students were 42% less likely to say they were involved in **physical aggression**[20], a 20% decrease in bullying reports by children with **disabilities**[21], and a 13% increase in **academic achievement**[22].

Additional Resources:

- *3 Reasons Why Social and Emotional Learning (SEL) is a Solution to Violence, Ivana Busljeta, Director of Global Education, Non Violence Project Foundation*
- *The Case for SEL, Collaborative for Academic, Social, and Emotional Learning (CASEL), 2022*
- *Socio Emotional Learning for Global Citizenship, UNESCO*
- *SEL Toolkit, Act For Youth*
- *Step by Step - Toolkit Promoting SEL in Children and Teens, World Bank*

Recommended output indicators:

- Number of trainings conducted on social emotional learning
- Number of children and youth trained

Train children & youth on how to use tech tools safely & effectively

This activity is at the center of our preventing OSEAC strategy and is envisioned as progressive and iterative, while contributing to enriching other activities from Pathways 2 and 3 that are based on children's and youth's increasing digital knowledge and awareness.

Once again, it is important to build on the preliminary inputs and activities so that each country can develop its approach based on the identified priorities and, of course, its own capacities and those of its implementing partners.

The training contents can be designed with a specific block on digital security, which will require updates and refresher sessions (example - if a comprehensive training is done that includes the entire curricula in a defined time, there will most likely be a need to periodically reinforce and complement the training to ensure the assimilation of the information and knowledge acquisition), or convergences can be considered in the current programmatic offering that allows extending some sessions to address digital security issues (example - sessions identified in the curriculum of some programmatic models, see annex 3 ***p. 87*** for the mapping)
As mentioned in the intersectional approach, we cannot assume that all children will have the same level of knowledge of the digital environment's risks and opportunities, or the same level of practice with devices and digital tools. Ideally, the training participants should have access to their own devices (laptop or tablet, for example), but this may not be possible in all contexts.

Several curriculum options were identified during the internal and external mapping exercises conducted in 2021. They include:

1) Swipe Safe, by ChildFund Australia

Swipe Safe is a project developed by ChildFund Australia to prevent online abuse and exploitation of children. It helps children and youth (target group = 12 to 15 years old) navigate the internet safely by educating them on potential risks and on mitigation strategies to protect themselves. It also involves parents, teachers, and even internet café owners, to raise their capacities to identify and attend online risks.

The main strategies of the project are the following:

- Train targeted audiences on skills to use the internet safely and effectively
- Conduct promotion campaigns on public media
- Advocate for policy implementation

The curriculum for children and youth[23] considers:

- The use of technology throughout the training
- A focus on 6 key concepts of the internet: Connection | Respect | Information | Public | Anonymity | Permanence
- The scaling process: the project is easy to replicate, allowing for a peer-to-peer training scheme

Swipe Safe has been implemented since 2017 in Vietnam (mostly through schools) and in the Solomon Islands (mostly through local partners, as an extracurricular activity). One of the main challenges for its effective implementation has been the necessity to provide smartphones or tablets for the participants, and to address connectivity issues. For instance, ChildFund Australia had to enable internet hotspots to facilitate connectivity for the Solomon Island's participants.

The project has a proven potential for scale and is currently being adapted by ChildFund Indonesia to be implemented with their local partners. Its MEAL framework includes a partnership with the University of Western Sidney to analyze young people's risks and opportunities online (used as a baseline), pre- and post-evaluations to obtain metrics on knowledge changes, and also more qualitative data to verify if the knowledge increase translates to behavioral changes.

20 https://www.cfchildren.org/wp-content/uploads/research/espelage-et-al-jah-2013.pdf

21 https://www.cfchildren.org/wp-content/uploads/research/espelage-et-al-rase-2015.pdf

22 https://www.cfchildren.org/wp-content/uploads/research/sel-has-positive-lasting-impact-for-k-12-students-2017.pdf

23 www.childfundalliance.org, resources

Scan the QR code

ChildFund Indonesia Swipe Safe adaptation process

In the initiation and preparation stages, ChildFund Indonesia conducted OSEAC and Cyberbullying research, to understand the context, then proceeded to the adaptation phase which included the link with the CBCP Mechanisms at community level. The strategy they developed includes a school-based approach to ensure the sustainability of the project through its inclusion to the school curricula, in addition to seeking to incorporate the CBCPM work through training child paralegal on Swipe Safe information, as well as helping to develop key messages based on the new Indonesian Law on Sexual Violence Crime regarding digital information and digital platforms, contributing to the goal to improve Government Support services, including safe and inclusive mechanisms to protect children facing online risks.

SWIPE SAFE: The App

ChildFund Australia is developing an app for use by children and youth to educate themselves to be safe online. Based on a gaming approach, each child can choose their own learning pathway.

Research conducted by the team demonstrated that children need to apply the skills to real scenarios to acquire the safety knowledge, so children practice the skills by doing and getting instant feedback on their learning. This is particularly important in developing country contexts where children may be going online for the first time and experience is acquired in unsupervised situations using adults' devices (with adult settings and materials).

The Swipe Safe App will be rolled out in eight countries with strong potential to be scaled for use in other countries and languages, through a systematic localization process developed in partnership with tech company S1T2, participating countries, and informed by research from Western Sydney University.
The localization process includes a phase of participatory research with children and young people and then testing with youth peer facilitators and users to ensure relevance to the specific country and community context.

(source: ChildFund Alliance Brief on Online Safety)

2) Be Internet Awesome, by Google

This program is comprehensive and offers ready-to-implement toolkits, including manuals, playful activities and sessions based on its intervention model **"Smart. Alert. Strong. Kind. Brave".** The complete curriculum is available in the form ***of ready-made presentations***, including hands-on learning activities for participants. It is currently being adapted by ChildFund México for implementation through in-person sessions.

The topics addressed are the following:

BE INTERNET SMART - Share with Care / Communicate Responsibly

1 - When not to share
2 - Keeping it private
3 - That's not what I meant!
4 - Frame it
5 - Whose profile is this, anyway?
6 - How do others see us?

BE INTERNET ALERT - Don't Fall for Fake

1 - Pop ups, catfishing and other scams
2 - Who's this 'talking to me'?
3 - Is that really true?
4 - Spotting untrustworthy information online
5 - If we were a search engine
6 - Practicing internet search

BE INTERNET STRONG - Secure Your Secrets / Create a Strong Password

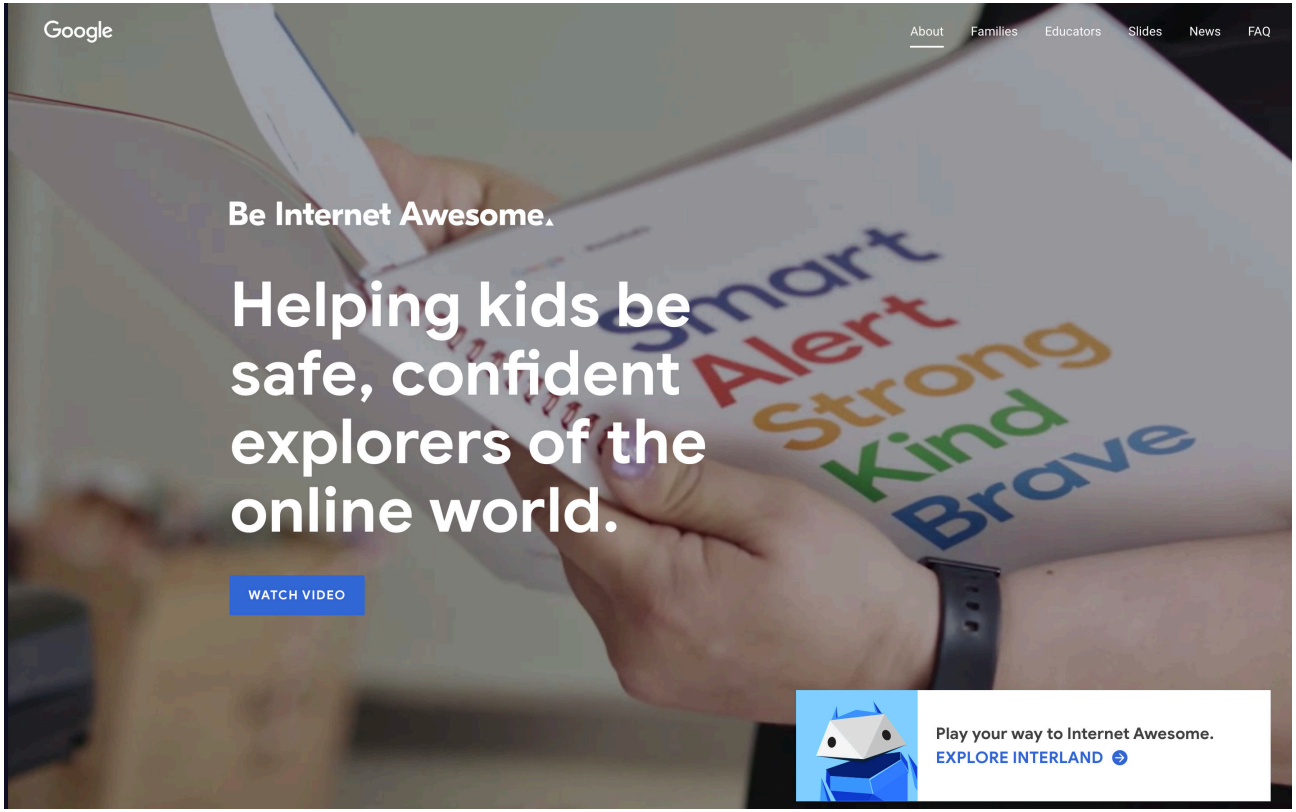
1 - But that wasn't me!
2 - How to build a great password
3 - Keep it to yourself

BE INTERNET KIND - It's Cool to Be Kind / Set Positive Examples Online

1.1 -Noticing feelings
1.2 -Practicing empathy
2.1 -Your kindness gram
2.2 -Ways to show kindness
3 - From negative to nice
4 - About your tone
5 - How words can change the whole picture

BE INTERNET BRAVE - When in Doubt, Talk It Out

1 - What does it mean to be brave?
2 - From bystanders to helpers
3 - Helpers have options!
4.1 - Seeing upsetting stuff: What do I do?
4.2 - Upsetting stuff online: What do I do?
5.1 - What to do about mean stuff on screens
5.2 - Handling mean behavior online
6 - When to get help
7 - Report it online, too



3) Sálvate de tus Redes Sociales / Save Yourself from your Social Networks, by Responsabilidad Ditigal

Save Yourself from your Social Networks is a prevention program aimed at parents and children to prevent risks on social networks. It is delivered completely digitally, in a free service format through an online platform that includes 20 video sessions – each no longer than 10 minutes. Viewing all of the material takes about 2 to 3 hours, and there is support material including a knowledge test for each module, and a downloadable workbook.

Although this proposal is only available in Spanish, and its distribution is only online, the curricular content can be an interesting reference since it addresses in detail the risks in social networks:

- **Grooming –** identifying fake profiles and other traps.
- **Sexting** – identifying and preventing the consequences of the non-consensual dissemination of intimate images.
- **Reputation –** promoting a responsible use of networks and protecting your reputation.
- **Cyberbullying –** breaking the chain and learning what to do if you are a witness or if it happens to you.

Additional resources:

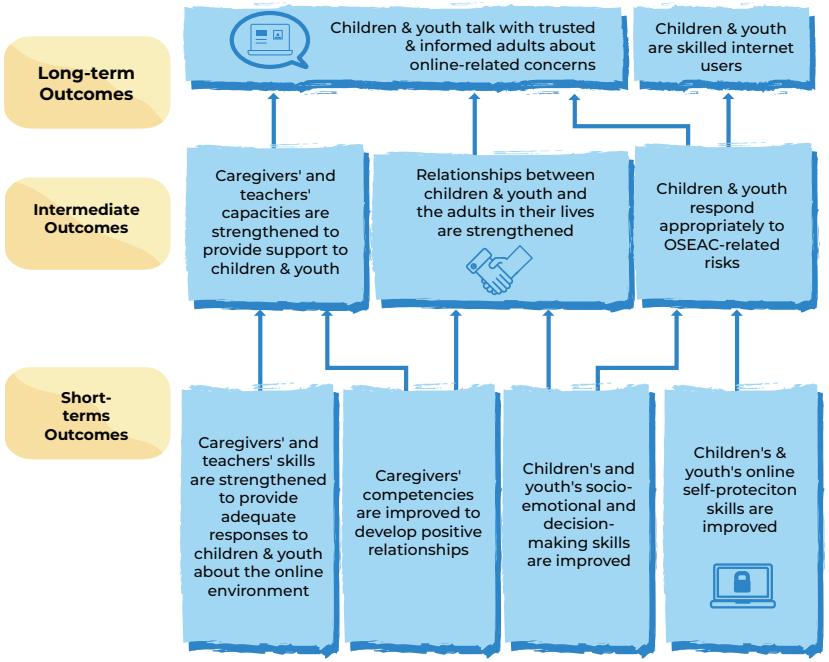
- *Be Internet Awesome curriculum, Google in collaboration with the Net Safety Collaborative and the Internet Keep Safe Coalition: in **English** (2021) and **Spanish** (2018).*
- ***Online safety resources and research--Microsoft**: focuses mostly on tools for parents, teachers, etc. that can be used to develop your content. The section about the **Council for Digital Good** can be a good reference in case you plan to develop youth action through youth groups or children/youth advisory councils.*
- ***SEXTORTION. YUP. IT'S A THING**--Thorn has great examples of youth-friendly material that provides information and tools to identify and address cases of sextortion.*
- ***Cyberbullying: What is it and how to stop it** - What teens want to know about cyberbullying, UNICEF, 2022*

Recommended output indicators:

- Number of trainings conducted on safe and effective use of tech tools
- Number of children and youth trained

© Photo: ChildFund International

Proposed indicators for short-term, intermediate, and long-term outcomes:



LS2 Indicator 1: # and % of children who have a strong connection to their parent	% of parental support / adult supervision and orientation to CyY online (linked to OSEAC survey)
	% of incidents reported by CyY
LS2 Indicator 4: # and % of children with at least one family active in school affairs	% of CyY that would report an online incident and know how/ where to do so
LS3 Indicator 4: # and % of adolescents who have learned about relationships and sexual health from parents or other adult family members	
LS2 Indicator 3a + 3b: # and % of children that can name at least one friend / one adult with whom they enjoy a supportive relationship and who report having at least one friend in whom they can confide	% of CyY that take preventive measures for self protection online
LS1 Indicator 3a: # and % of IYCs whose caregivers access parenting program	**(consider developing additional indicators linked to OSEAC survey)**
LS1 Indicator 3b: # and % IYCs whose caregivers support their learning	% of caregivers and teachers that increase their knowledge and practices on the online environment
LS3 Indicator 1: # and % youth who graduate basic business and technical skills training programs	% of CyY that increase their knowledge and practices on the online environment
LS3 Indicator 3: # and % youth who report having access to sexual and reproductive health services	
LS2 Indicator 6 / LS3 Indicator2: # and % of CYA who can apply life skills to hypothetical or practice situations	

This table shows the existing indicators from ChildFund International's M&E framework that can be used to measure progress on short, intermediate and long-term outcomes (represented in white on colored background). It also includes a proposal for new complementary indicators (represented in color on white background). As mentioned at the beginning of the chapter, adjustments will be made in accordance with the upcoming updates to the global results framework and the M&E framework.

(c) Intervention Strategy 2 (Community level)

Input-level activities and recommendations

• Map existing internal and external training materials and tools

ChildFund has many training tools that target the informal child protection systems, mainly due to the focus in recent years on CBCPM as a central piece of child protection at the community level. In addition to the manuals and guides designed by ChildFund International, several COs contributed to updating the guides and produced very valuable material that can be used at the global or regional level, depending on the language in which they have been published (see the resource list below).

Many COs have trained public officials as part of their institutional capacity building strategies to contribute to their advocacy plans. However, the variety of national (or local) legal systems and frameworks, the level of preparation of public servants and the resources available to them, as well as the openness of government institutions to receive external technical advice, complicate the exercise of standardizing guidance both in terms of content and tools. Therefore, when targeting public officials, we encourage COs to develop their own materials based on previous experiences and the additional activities included in the results framework: analysis of the legal framework (***see Pathway 3, p. 59***), conduct Knowledge, Attitudes and Practices (KAP) surveys to public officials and develop gap analyses (see below, ***p. 52***).

Resources available:

- *STRENGTHENING COMMUNITY-BASED CHILD PROTECTION REFERRAL PATHWAYS -A Resource Manual, ChildFund International, 2015. Offers a comprehensive toolkit and templates to support several processes such as: Legal Frameworks Checklist | Declaration of the Rights of the Child In Plain Language | Sample Memorandum of Understanding | Risk Assessment Guide | Develop Standard Operating Procedure (SOPs)*
- *MAPPING COMMUNITY CHILD PROTECTION SYSTEMS: Understanding How Communities Protect Children and Youth, ChildFund International, 2017. In particular, the Guidance for Local Systems Mapping and Community Engagement (session 3, p. 67), and session 4 about Understanding CBCPM Concerns and Mechanisms: Approaches and Methods (starting p. 77, with specific indicative guidance on questionnaires for CBCP mapping, in-depth interview, Participatory Ranking Method) and session 5, Developing an action plan (p.209)*
- *Documentation of Community-Based Child Protection Mechanisms in Ethiopia, ChildFund Ethiopia, 2021. Best practices, p.22 and Challenges faced and ways managed, p. 60*
- ***Guía de Fortalecimiento a los Mecanismos de Protección a la Niñez y Adolescencia Basados en la Comunidad, (Spanish), ChildFund México, 2021.** See: Identificación de factores de riesgo y protección para la niñez y mecanismos comunitarios, p. 23.*
- *Implementing the Youth, Peace, and Security Agenda at Country-level - A Guide for Public Officials, Global Coalition on Youth, Peace, and Security, UN Secretary-General's Envoy on Youth, 2022. In Section 4 on Institutional capacities (p. 47), an interesting reflection about the different factors (will, knowledge, and opportunities) that are key for institutional capacity building.*

Incorporate online risks in CBCP Mapping tools

CBCPMs play a central role in ChildFund's strategy and in the programming approach at the CO level, and there has been considerable progress made to establish and consolidate these mechanisms in our intervention areas. Therefore, it is pertinent to include a digital approach to the existing CBCPM in order to have a complete vision of the risks that children and youth face. The current materials, especially the CBCPM tools, that assess community needs and resources through mapping and identifying the risks and harms towards children on all the ecological levels do not include the digital environment as one of the focuses of the risks and protection factors analysis (i.e. Family, Community, School). This is because OSEAC and digital violence was not a risk that was identified in recent years in all the COs, or in the mostly rural and isolated intervention areas in which we work. As a result of the pandemic, however, internet access and the amount of time that children and youth spend online have increased drastically, and with it, so has the level of associated risks.

Therefore, the importance of assessing online risks and resources has been identified as a priority to integrate within our CBCP mapping guidance at ChildFund. This is why CBCP mapping will now include a conscious digital approach, to ensure that online violence is not seen as an "invisible risk" (i.e., intangible or not linked to any specific space in the community) and be minimized or ignored.

Host cross-learning forums to support material development

As previously discussed, it is likely that it will be necessary to develop additional learning materials adapted to the context of your country, to meet the needs of this pathway. To be able to do so in an efficient and relevant way, we suggest organizing work sessions or forums under a cross-learning approach, to incorporate different perspectives and new ideas.

For example, consider collaborating with local partner representatives (staff, facilitators, CBCPM members), institutional allies (representative of the formal child protection system, or the MoE) and other NGOs or related networks, or even technology companies if you have already identified potential allies in this sector.

This will not only allow for more complete and tailored materials to be produced and adapted to different targeted audiences, but it will also generate cohesion and commitment among the participating stakeholders, opening doors for the next levels of activities.

Do not forget to share the results of this work!

© Photo: Jake Lyell

Conduct KAP surveys of public officials

Conducting a Knowledge, Attitudes and Practices (KAP) survey can support identifying capacity and knowledge gaps among **public officials**[24] who engage with the formal child protection system. Understanding existing gaps will ensure that any training modules that are produced under this pathway address real rather than only perceived capacity needs. The KAP survey should include questions that measure officials' understanding of:

- **OSEAC**
- **Children's online safety**
- **How to identify whether children are vulnerable to experiencing OSEAC**
- **The current legal framework**
- **Best practices when working with victims and survivors**
- **Referral mechanisms**
- **Their role in and how to collaborate with others in the child protection system**

While these are the minimum topics that should be addressed, additional questions can also be included to further understanding of public officials' KAPs. The methodology used for the Disrupting Harm reports for their ***Frontline Social Service Providers' Survey***, their ***interview questions for justice professionals***, and their ***interview questions for government duty-bearers*** are good resources to review as you develop your KAP survey.

24 *Public officials can include frontline social workers, law enforcement, justice professionals and other government officials that support the formal child protection system at the local, provincial and national levels*

Develop gap analysis of formal child protection systems' capacities

After conducting public officials' KAP surveys, utilize the survey results along with available public records, complementary research and existing testimonies of children and families that have engaged with the formal child protection system to conduct a gap analysis of the formal system's capacities. Gaps can include functional gaps, like a lack of effective communication and coordination between relevant parties within the child protection system, and nonexistent or dysfunctional referral pathways; funding gaps that lead to inadequate staffing, tools and services; and capacity gaps, including a lack of appropriate training on OSEAC, the current legal framework and best practices to support victims and survivors. Before completing the analysis, consider conducting additional interviews and focus groups with relevant public officials to complement and validate your findings and conclusions. The Disrupting Harm interview questions cited above can also be a strong resource to support the development of these follow-up interview questions.

© Photo: Jake Lyell

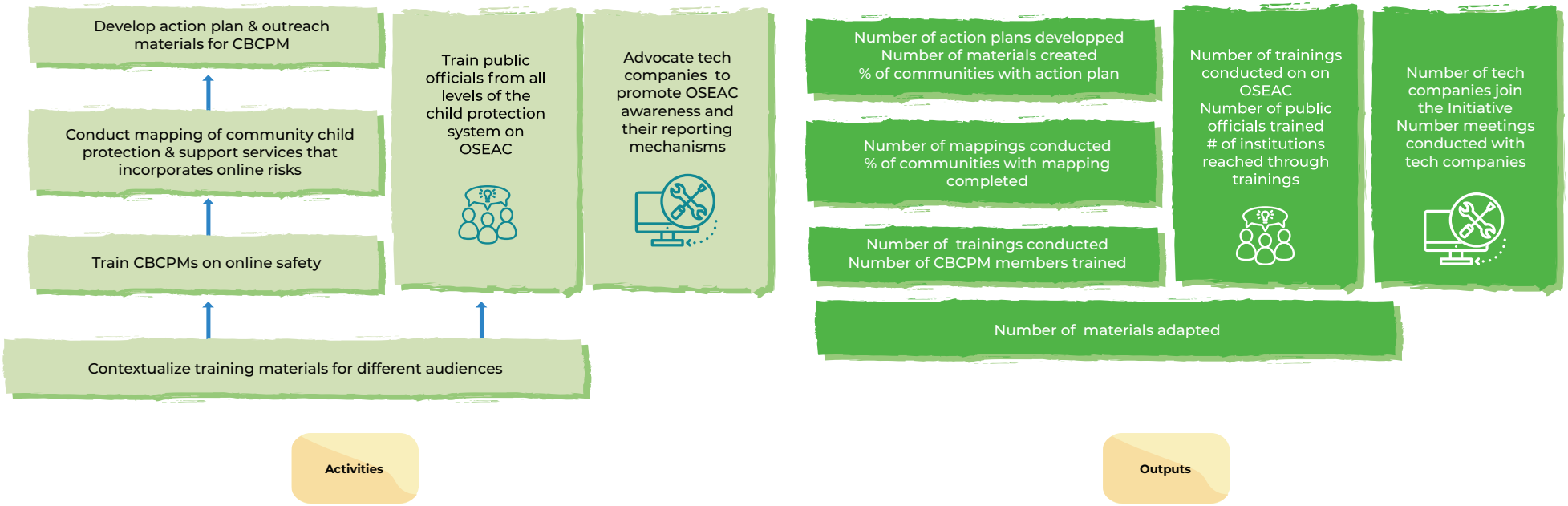
Map tech companies' reporting mechanisms

In addition to the informal and formal child protection mechanisms, technology companies play a large role in ensuring children are safe online. These can include social media and online gaming platforms, websites targeting and frequented by children and youth and even internet service providers. How these platforms, services and website's function, including their use of default safety tools, age verification, easily accessible and child-friendly reporting and other mechanisms, can significantly lower children's risk of being exposed to harmful content and being targeted by potentially dangerous adults, as well as improve how quickly children's and youth's negative experiences are addressed.

However, not all technology companies employ the same level of services and tools for their child users. It is therefore important to consider advocating technology companies, in addition to public officials and the broader government, to improve their practices. To help identify which technology companies should be targeted, it is helpful to first look at which companies have the largest presence in your country. The data from your baseline survey identifying which platforms children and youth are using most frequently will be helpful for this, as well as external research. Once you have identified the most relevant companies, map out their reporting policies and mechanisms to gauge how easy they are to find and use, how child-friendly the process is, whether those who file reports are able to get updates on the status of their complaint and if those reports are directed to relevant and appropriate services.

This mapping will help identify how technology companies' reporting mechanisms can be improved and ensure child and youth users and their families know how to access and utilize them safely. After finalizing this mapping, consider narrowing down your target list to companies that your CO and/or local partners have a preexisting relationship with, those that have shown indications that they are open to working with child-focused agencies to improve their efforts and/or those that need the most improvement. Incorporate the final list of companies into your broader stakeholder analysis (more information and helpful templates can be found under Pathway 3).

© Photo: ChildFund International



Contextualize training materials for different audiences

Based on the results of the preparatory phase (inputs), the contents will have to be selected and prioritized to put together the training materials for the different target audiences, their respective learning objective and subsequent commitment acquired regarding the application of this learning in their interaction with children and youth. It is important to note that, even for similar target groups, the curriculum will not necessarily be the same, but rather tailored according to the gap analysis (in the case of public officials) or to the local risk and protections factors (in the case of the CBCPMs).

Train CBCPMs on online safety

CBCPM members must be trained so that they can fully understand the risks and opportunities of the digital environment, and incorporate that understanding in their actions at the community level. The same approach can be used for CBCPM members that was developed for the caregivers and teachers' trainings, including the possible initial step on basic tech skills, if necessary. It is also possible to include them all in the same session (most of the CBCPM members are caregivers themselves), or include them in the trainings that you plan for local partner staff members and facilitators.

However, there should be additional training modules offered that are specific to the CBCPM, in order to review the tools and methodologies used with a "digital lens". There are other inputs and activities that will be useful for the CBCPM work, such as the stakeholder analysis, the legal framework and a gap analysis on online safety (see Pathway 3, ***p. 61***). Additionally, the trainings for public officials (see below ***p. 56***) are a good entry point to connect the CBCPM to the formal child protection system.

Suggestion: *Those indicators can be reported at local partner level and inform activity reports on a quarterly basis for COs. (TBD by COs). This information will be accumulative and serve as BSC tracking during the FY.*

Conduct mapping of community-based child protection and support services that incorporates online risks

It is important to recognize that CBCPMs alone cannot address and support all the cases and risk situations that they identify or are referred to. They need to create alliances with community leaders and other child protection activists (individuals or institutional) to work together and achieve an appropriate level of protection for all children and youth. To achieve this, it is essential that the mapping exercises identify the key actors, services, and relevant institutions that are dedicated to the digital environment. This may include those that promote safe internet use, offer support to report an incident or fill a formal complaint to authorities, provide support to survivors, or any other service that can be relevant to the risks previously identified by the CBCPM.

Fortunately, there is already significant progress in generating child protection alliances, both at local and national levels for most of the COs, and **many of those alliances have culminated in establishing referral pathways.**[a] Those referral pathways have clear roles and responsibilities for each stakeholder and allow for a more appropriate and faster treatment of detected cases, by channeling them to specialized services depending on the nature of their case, contributing to comprehensive attention and support for children and youth.

One outcome of the CBCPM online safety training should be to ensure that relevant services are integrated in the referral pathway to deal with cases of online violence which, depending on the context of each country, could be the same services already identified, or other more specialized ones (for example, a cybercrime attention unit if the national police includes it in its structure ; or a local NGO working with survivors of online sexual violence).

REMINDER - a referral pathway should include:

- *Clearly defined **child protection criteria** (thresholds of risks).*
- *Role of CBCPM and other links in your network.*
- *Who can make a referral.*
- *How referrals will be made (templates to capture essential information, to receive feedback on services rendered; forms to facilitate follow up, etc. (See box below.).*
- *What child and family information that will need to be provided to the agency.*
- *How to provide required information and to whom (report, telephone, in person).*
- *What happens next – assessment meeting to decide if criteria are met.*

a Partnership agreements or MoUs may be needed to formalize referral pathways

Develop action plan and outreach materials for CBCPM champions

As a result of the previous activities, CBCPMs will develop their local action plans, or update their current action plans, to integrate the new risks they identified by incorporating the online environment to their assessment. The action plan should describe the way the CBCPM will implement a set of actions or changes in the community, to reach its objectives. Each action step or change to be sought should include the following information[25]:

- **What actions or changes will occur.**
- **Who will carry out these changes.**
- **By when they will take place, and for how long.**
- **What resources (i.e., money, staff) are needed to carry out these changes.**
- **Communication (who should know what?).**

The aim of the action plan and outreach materials is to raise awareness on the online violence issue, and, specifically at local levels, to generate community engagement and mobilization, as well as to share information about available support systems. As suggested above (see input about cross-learning forums, ***p. 51***) we recommend involving stakeholders in developing action plans and materials, to ensure that they are relevant and compelling.
An example of this type of involvement could be the launch of a community-wide contest to design a poster about some identified online risk. Then select one or several works and display them in strategic areas of the community or digitize them and share via Whatsapp or as a post on social media.

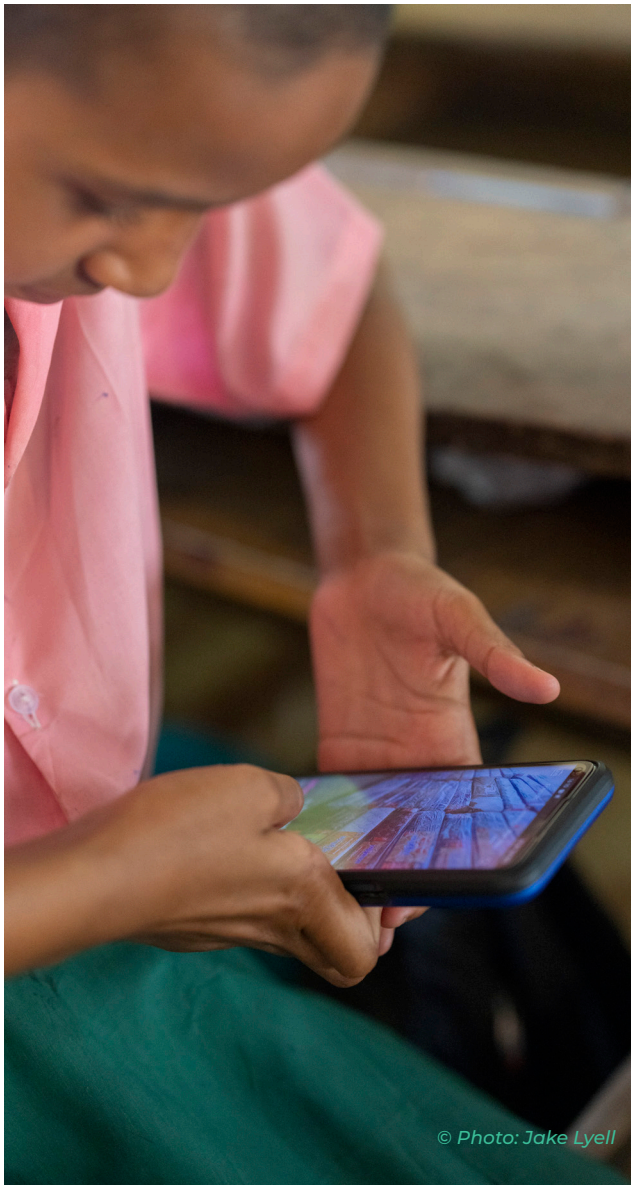
Train public officials from all levels of child protection system on OSEAC

After completing public officials' KAP surveys and the formal child protection system gap analysis, utilize the findings to develop a training that addresses key capacities that need improvement. Then collaborate with partners to assess what type of training model is most suitable (i.e. training of trainers, etc.), identify which public officials will participate and where, and when the training(s) will take place. After the training, consider conducting a second KAP survey for a pre-post analysis to see if there is a positive change in their OSEAC understanding and best practices use when working with victims and survivors. If possible, identify opportunities to provide ongoing support, and try to follow up with the same officials six months to a year after the initial training to assess if they are implementing the knowledge and practices they gained during the training. If resources allow, conduct a smaller-scale training to address any lingering gaps and misunderstandings.

Recommended output indicators:

- Number of OSEAC trainings conducted
- Number of public officials trained
- Number of institutions reached through trainings

25 STRENGTHENING COMMUNITY-BASED CHILD PROTECTION REFERRAL PATHWAYS -A Resource Manual, ChildFund International, 2015, p. 84.



© Photo: Jake Lyell

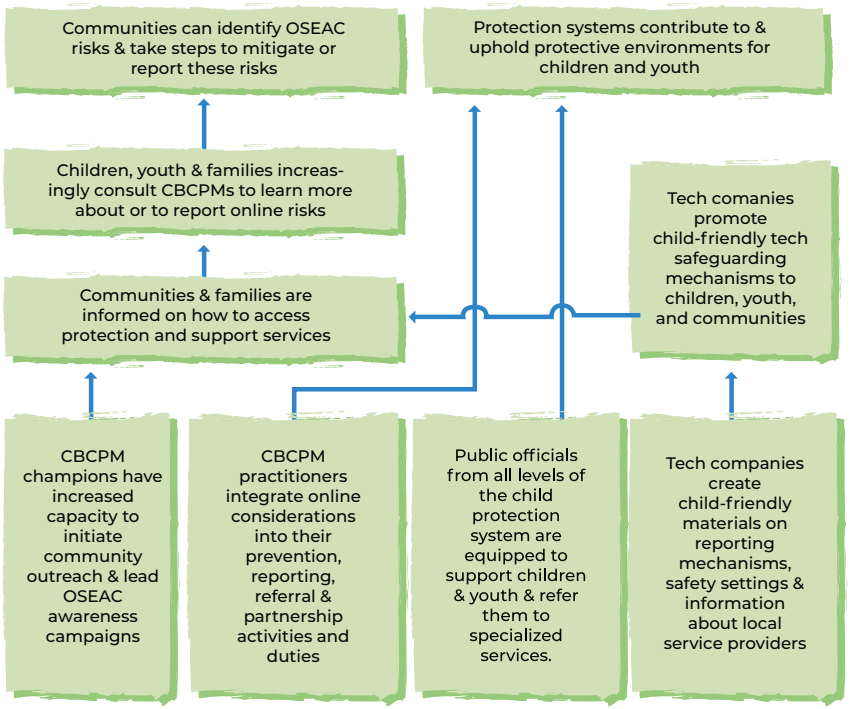
Advocate with tech companies to promote OSEAC awareness and their reporting mechanisms

Once you have identified which technology companies you will target, it is important to consider what tactics and messages will be the most persuasive in pushing them to improve their reporting mechanisms. Use the findings from your reporting mechanism mapping to develop compelling messages that include potential solutions to address identified gaps, as well as examples of how other companies have overcome similar challenges. Potential tactics can include offering to support the development of child-friendly materials and campaigns that build child and youth users' understanding of OSEAC, online safety, and how children and youth can report if they do have negative experiences.

See Pathway 3 for links to tools and templates that you can use to support the development of your tactics and messages to advocate technology companies. Recommended output indicators:

- **1 engagement strategy developed at the country level**
- **Number of meetings with technology companies**

Proposed indicators for short-term, intermediate, and long-term outcomes:



LS1 Indicator 5: # and % of respondents who report that their community is a safe place for children (protective)

CBCPM Indicator 1: Percent (%) of communities with functional community-based child protection mechanisms (CBCPMs) adapt / add specific OSEAC criteria in the CBCPM checklist

BSC Indicator: # and % of children or caregivers who know where to report a harm to a child and would report it.
BSC Indicator: # and % of children or caregivers who know where to report a harm to a child and would report it.

CBCPM Indicator 2: Percent (%) of communities that referred child protection cases to social services in the past year

# of cases referred to specialized services

# of tech companies that take action to build online safety awareness on their platforms and/or improve their reporting mechanisms

# of events or awareness campaigns reaching community level

# of SoP developed

# of materials adapted or produced

% of public officials that increased their knowledge on OSEAC

% of CBCPM that increased their knowledge on OSEAC

This table shows the existing indicators from ChildFund International's M&E framework that can be used to measure progress on short, intermediate and long-term outcomes (represented in white on colored background). It also includes a proposal for new complementary indicators (represented in color on white background). As mentioned at the beginning of the chapter, adjustments will be made in accordance with the upcoming updates to the global results framework and the M&E framework.

RIAMUSI: An intervention at the intersection of our 3 pathways to prevent OSEAC

- *The Intergenerational Network of Multiplier Agents of the Safe Use of the Internet (RIAMUSI in Spanish) is a project from the Inter-American Children´s Institute (IIN) from the Organization of American States (OAS) on children and adolescents.*
- *Developed in Panama and the Dominican Republic, it seeks to promote and protect children's and adolescents' rights on the internet, through training and awareness raising among students, parents and caregivers, educators, and officials of children's institutions, and/or NGOs. Applying its protocol, risk map and safe internet use manual, RIAMUSI directs possible cases of child rights violations in the online world to local institutions for response.*
- *In the Americas region, four COs (Bolivia, Central America, Ecuador, Mexico) are currently finishing the training course to become "agents for the promotion of safe use of the internet", and are piloting the RIAMUSI project with their local partners in 2023.*

© Photo: ChildFund International

(d) Intervention Strategy 3 (National level)

Input-level activities and recommendations

Identify existing child and youth participation methodologies and mechanisms in communities

As developed in our Minimum Standard 7, Children and youth participation and decision making (see above ***p. 27***), the OSEAC prevention intervention should promote child and youth participation in spaces of expression and citizen engagement, to solidify their role as change agents advocating for positive changes in the digital environment.

This can be done through ChildFund's own methodologies or tools, or adapted from other institutions, but it is important that before identifying them, an analysis exercise is carried out to find out if/which participation mechanisms might already be implemented at the community level, either by legal mandate (local or national, such as children councils) or by the community itself (identifying the general level of support of the community to child participation, and possible entry points such as sports or religious groups). This panorama will vary significantly depending on the country and can be a good starting point to consolidate what already exists (or ensure that it is working as it should) or in the case of developing one from its initial stage, document it so that it can be scaled later.

Here are several examples of formal child participation mechanisms:

- In Sri Lanka, the Ministry of Education has set up school parliaments to develop student citizen participation through the ***Student Parliament Program***;
- Bolivia has committees for children and adolescents at the municipal level, which escalate into Departmental and National Councils, culminating in the Plurinational Committee for Children and Adolescents (NNA), under the coordination of the General Directorate for Children and Senior Adults of the Vice Ministry of Equal Opportunities;
- In March 2022, Ethiopia installed the first ***national children's parliament***, led by the Minister of Women and Social Affairs, to allow children to express their concerns, exercise their rights and ensure the relevance and implementation of the policies directed at them ;
- In México, the National System for the Integral Development of the Family (SNDIF) and the Human Rights Commission of Mexico City (CDHCM) organized in July 2022 the national consultation "Me Escuchas?" ("Are You Listening to Me?") in which more than 1,270,000 children and youth expressed their opinions on what kind of actions, programs and public policies would benefit them.

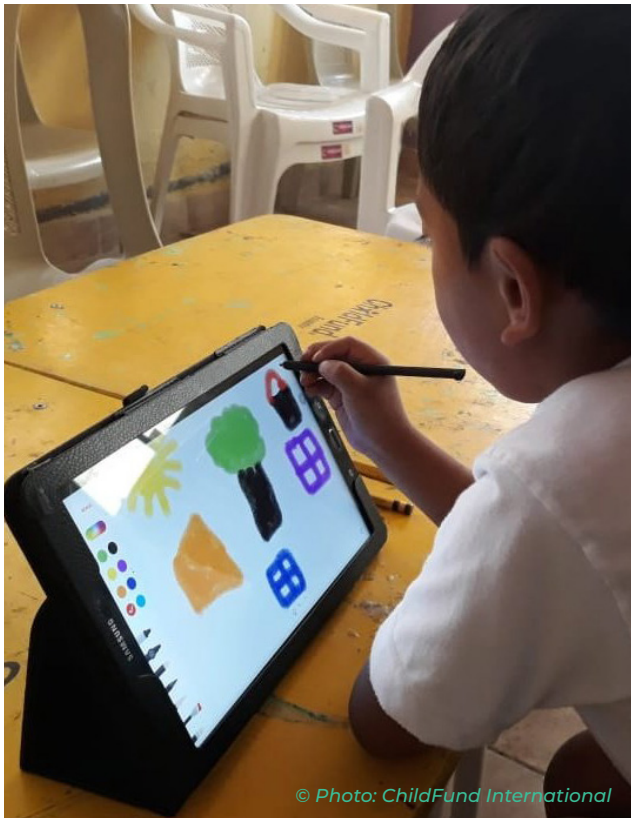
Youth participation and advocacy best practices:

REJUDES – Promoting the leadership of young people from Brazil, who live in in vulnerable situations.

- *REJUDES (Youth Network in Defense of Your Social Rights) is a project supported by ChildFund Brazil, which brings together young people throughout Brazil, who seek to use their voice and raise visibility in their communities in favor of their social rights. It was launched in 2015 and is now active in six states of Brazil: Minas Gerais, Goiás, Bahia, Ceará and Piauí. REJUDES aims to mobilize young people to become protagonists of their own stories, authentically defending youth rights at local, state, and national levels. In 2022, the network approved its strategy and selected education as its advocacy focus.*

- *The REJUDES network mobilizes young people through training sessions, periodic meetings, campaigns, and other actions. It is organized by national, regional, and local committees, in addition to having Youth Articulators who work in the field units.*

- *Since its creation, the network has reached important milestones such as: qualified council representation at the state and national levels, local level advocacy on social issues and human rights, publication of a book, and recognition through winning the ChildFund International Connections Award (2022) and, recently, the Brazilian Association of Human Resources – Minas Gerais Section (ABRH-MG) "Being Human Award".*



© Photo: ChildFund International

There are many opportunities to take advantage of existing mechanisms to improve upon our capacity building strategy for children and youth on advocacy, leadership, public speaking and engagement.

Scan the QR code

Additional resources:

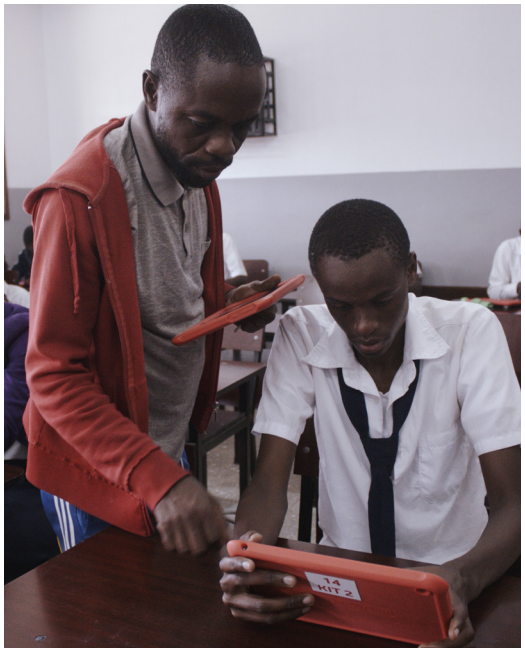
- ***Child Participation in Local Governance Guidance Note**, UNICEF, 2017.*

Conduct analysis of legal framework and a gap analysis, on online safety

Before beginning advocacy efforts related to children's online safety, it is important to understand the existing national and local-level legal frameworks in order to identify policy gaps or any lack of effective implementation of existing policies and/or inefficient funding for related programs. This type of exercise is generally referred to as a policy analysis, which is a "technique used in public policy to evaluate available policy options that address public problems and to assess the efficacy of their **implementation."**[27] A policy analysis can be conducted at all levels of government from local policies to national and even international policies. As part of the analysis, it is therefore important to also consider the benefits and limitations of each level of government before deciding at what level to advocate for policy formation or change.

To support this analysis, it may be helpful to utilize existing tools and resources. The Triangle Analysis Tool (**ChildFund Operational Advocacy Guidance, page 10**[28]), for example, looks at how the "interplay of policies, structures, culture/social norms and values contribute to a specific problem and its potential solutions." It is important to consider how these three sides of the triangle affect one another, as this may make it easier to identify existing gaps and potential, viable solutions. If there are already strong child online safety policies in place but they are not being properly enforced, it may be helpful to use the **Policy Implementation Worksheet**[29] to determine what is preventing proper policy implementation. Finally, if you identify insufficient government funding as a limitation to effective OSEAC-related prevention, response and support services, the **Budget Advocacy Worksheet**[30] can help with the development of a budget analysis to better understand the budget cycle, how existing funding is being spent and how you may be able to influence the process.

For more details on how to utilize the above tools and conduct a thorough policy analysis, please review ChildFund's Operational Advocacy Guidance.



© Photo: Jake Lyell

Identify advocacy goals

Once you have finalized a policy analysis of the existing online safety legal framework, use the findings to identify existing policy gaps that could be addressed by your CO's advocacy efforts, which should shape and inform your advocacy goal. There may be multiple policy gaps to choose between, so it is important to ensure your advocacy goal is SMART - specific, measurable, achievable, results-oriented and time-bound – before finalizing your goal.

- **Specific:** Try to frame your advocacy goal as narrowly as possible. The more specific your advocacy goal is, the easier it will be to explain what you are asking policymakers to do, as well as measure and track your progress.
- **Measurable:** Consider how you will measure and track whether you are making progress towards achieving your goal. Think about smaller goals that can be achieved, as you progress towards your ultimate goal.
- **Achievable:** Think about whether your CO has the existing resources, partnerships, expertise and credibility to achieve your identified advocacy goal. If the CO does not currently have these capacities, consider whether it would be possible to obtain them in a timely manner. If that is not possible, consider changing or adapting your advocacy goal.
- **Results-oriented:** Consider what

Resources Conduct analysis of legal framework and a gap analysis, on online safety:

- *Operational Advocacy Guidance (English), pages 9-12*
- *Operational Advocacy Guidance (Français), pages 9-12*
- *Operational Advocacy Guidance (Español), pages 10-13*
- *Operational Advocacy Guidance (Português), pages 9-12*

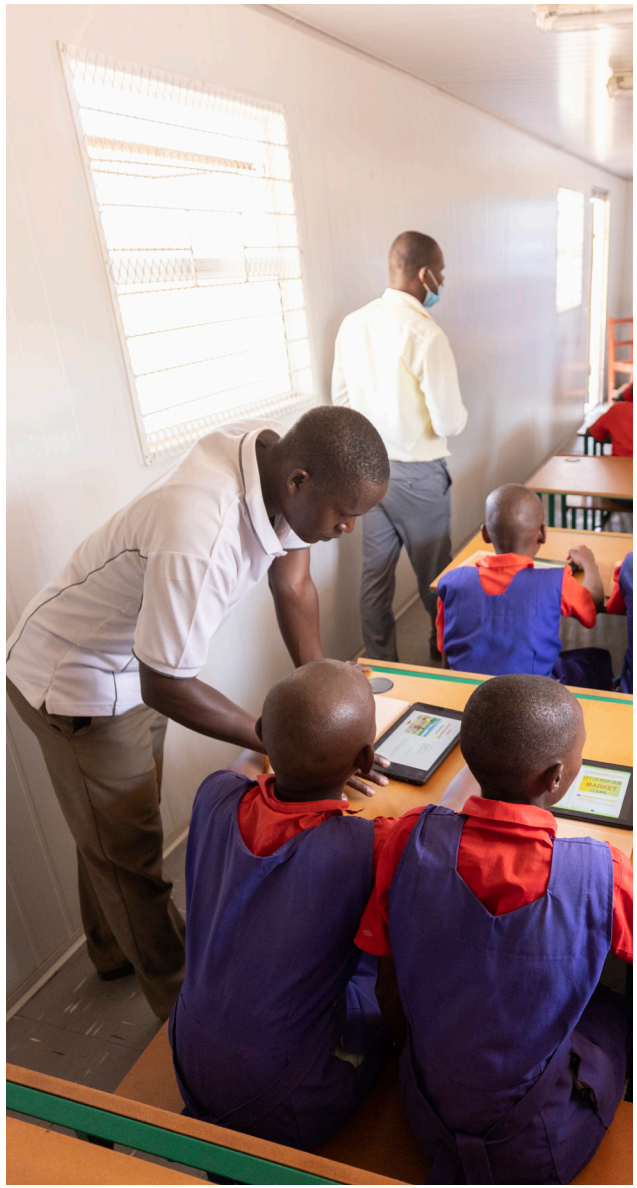
27

28

29

30

Scan the QR code



policy change will have the largest positive impact for children that still remains achievable.

- **Time-bound:** While it can be hard to predict the time required to achieve advocacy successes, consider whether it is realistic to achieve your advocacy goal within the next three-to-five years. If it does not, consider narrowing down your goal.

Once you have identified your OSEAC-related SMART advocacy goal, use it to guide your advocacy efforts, including your stakeholder analysis, your tactics and messages and your advocacy strategy (see following sections for more information).
For more details on how to define your advocacy goal, please review ChildFund's Operational Advocacy Guidance.

Resources:
Operational Advocacy Guidance (English), pages ii, 19
Operational Advocacy Guidance (Français), pages iii, 19
Operational Advocacy Guidance (Español), pages iii, 20
Operational Advocacy Guidance (Português), pages iii, 19

Develop advocacy training methodology for community leaders

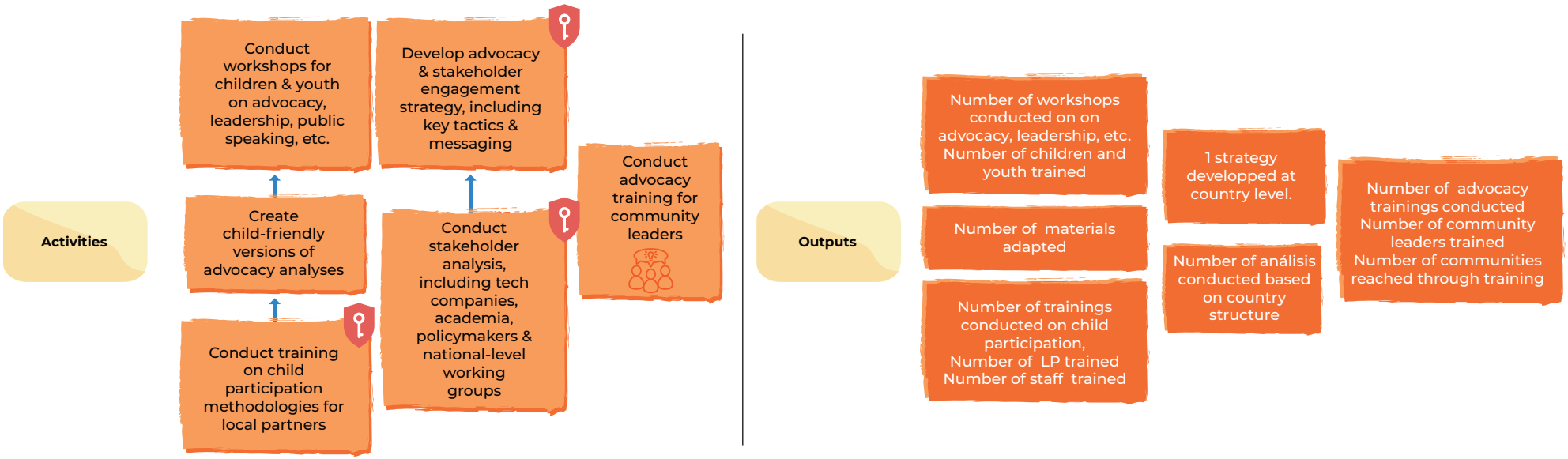
Given their prominence in and understanding of their communities' needs, community leaders can be invaluable messengers and advocacy leaders, especially if they are trained on advocacy basics. As you develop the advocacy training methodology for community leaders, consider adapting and utilizing the same pillars outlined in the ChildFund Alliance's Child-Friendly Accountability Methodology:

© Photo: Jake Lyell

- **Pillar One (Assessment):** Knowledge-building and fostering understanding. Identify how to improve community leaders' knowledge and understanding of the issue through:
  - Sessions on OSEAC and children's online safety;
  - The existing legal framework related to children's online safety;
  - Advocacy basics like how to identify which decisionmakers to target, develop compelling tactics and messages, producing information, education and communication (IEC) materials and utilize data and stories to support a cause; and
  - How to put together an awareness campaign, mobilize the community and work with and support children and youth advocates.
- **Pillar Two (Analysis):** Monitoring performance and accountability in the child protection system. Share the gap analysis of the existing formal child protection system (see Pathway 2) and CPCB mappings to identify additional gaps and obstacles that make it difficult for children and families to effectively engage with/access child protection referral mechanisms and services.
- **Pillar Three (Action):** Advocacy, social mobilization and direct action. Support community leaders in developing an advocacy action plan that includes solutions to address these gaps and obstacles and ideas of how to work with decisionmakers and other duty-bearers to implement these solutions.

During the development of the training methodology, consider how you will gauge participants' understanding of OSEAC, advocacy concepts and existing gaps in their community and build that into your training methodology. This could be accomplished through practice sessions, during which participants act out different scenarios including meetings with public officials, an evaluation of their advocacy action plans and/or other methods.

Activities and outputs



Suggestion: *Those indicators can be reported at local partner level and inform activity reports on a quarterly basis for COs. (TBD by COs). This information will be accumulative and serve as BSC tracking during the FY.*

Conduct training on child participation methodologies for local partners

Refer to Pathway 1 inputs for detailed guidance on Local Partners and Facilitators training (p. 33).

It may be necessary to include a specific training on child participation methodologies to support local partner capacities to strengthen children and youth leadership and civic participation. If this is an activity that is already being implemented, or has been implemented in the past, continue with the same methodology. Otherwise, there are two main methodologies developed by ChildFund in recent years that are ready to implement:

- **ChildFund Alliance's Child Friendly Accountability (CFA)** (Launched 2016, targeted age group: 13 to 17 years old). As mentioned in Develop advocacy training methodology for community leaders ***(p. 62)***, the purpose of the CFA methodology is to "contribute to enabling children, in collaboration with their communities, to hold governments and local leaders accountable to their obligation to end violence against children through the development of robust and accountable child protection systems[28]". It is based on the ***INSPIRE Strategies*** for ending violence against children and is implemented through a phased and modular approach based on three pillars: Assessment, Analysis and Action (the " Triple A approach").

(CFA)

- **ChildFund International's Voice Now! (Launched 2019, targeted age group: 15 to 19 years old).** The goal of Voice Now! is "to create groups of young people around the world who are thinking about the most critical issues they face in their lives and actually designing and creating solutions. They can be big, small, or in between[29]". It is based on the "Design and Do steps" from the Youth-Centered Design (YCD) Toolkit (one Youth-UNICEF Canada), which includes 9 steps: 1. Identify the challenge | 2. Understand the experience | 3. Identify opportunities | 4. Generate ideas | 5. Design a solution | 6. Get feedback | 7. Do it! | 8. Reflect | 9. What next?

Voice Now

Regardless of the methodology selected, it is necessary for local partners to know the different components and their work plan for future implementation, but it is also essential that they give due importance to the preparatory work that each methodology implies. This includes preparing a safe environment for participants, including communication and engagement with key actors at the community level, a risk analysis, a mapping for referrals to specialized services, etc.

The trainings are a good opportunity to combine several of the inputs and activities from Pathway 3, since local partners' participation in the legal framework, gap, and stakeholders' analysis is relevant, as well as their contribution to creating child-friendly versions of the analyses.

Additional resources:

- *Youth Centered Design Toolkit, One Youth – UNICEF Canada.*
- *Engaged and Heard: Guidelines on Adolescent Participation and Civic Engagement, UNICEF*
- *Child Participation Assessment Tool , Council of Europe Children's Rights Division and Youth Department, 2016.*

Recommended output indicators:

- Number of trainings conducted on child participation
- Number of local partners trained
- Number of staff trained

28 TOWARD A SAFE WORLD FOR CHILDREN, Child-Friendly Accountability in the Context of Target 16.2 of the SDGs, Recommended Methodology, p. 8, ChildFund Alliance, 2017

*(CFA) Complete resource: **Child-Friendly Accountability in the Context of Target 16.2 of the SDGs,** Recommended Methodology, ChildFund Alliance, 2017*

29 Voice Now! Online Mini Pilot Guidance, p.14, ChildFund International, 2020.

*Complete resource: **Voice Now Online Mini Pilot Guidance,** ChildFund International, 2020*

Create child-friendly versions of advocacy analyses

Our Foundational Standard **Right to information and to enjoy a safe digital space (p. 15)** and Minimum Standard 7 - **Children and youth participation and decision making (p. 26**) recognize the necessity and the value of ensuring that children and youth have access to child-friendly or youth-friendly content about issues relevant to their lives, so that they can be informed and participate meaningfully.

Within the framework of this Pathway 3, the different mappings and analyses that are carried out should be tailored based on the participant's life stage or age group. This adaptation can be done through several exercises:

- Through the Child-Friendly Accountability methodology children themselves will participate in identifying and making available in a child-friendly format laws and policies related to child protection and violence against children[30].
- Through participatory exercises with CO and local partner staff members, you can review a Regulatory Framework document and select an article to communicate or share with children, based on a problem they have previously identified.
- Through an external consultant with proven capacity and expertise in the field of materials adaptation.

In all scenarios, it is important to consult with children and youth throughout the process to ensure that the material meets their expectations.

Adapting the Child-Friendly Example of The Convention on the Rights of the Child with and for Children in your Context[31] shares the following recommendations:

Child-friendly means that it should be easy for children to understand and appealing for them to engage with.

Here is a list of things that children have said make a document child-friendly:

Do:

- **Use simple, clear language**
- **Explain difficult words**
- **Give examples**
- **Make it colorful**
- **Use images that are relevant to the children and their context**

Don't:

- **Make it too long**
- **Make it too simple – don't patronize them**
- **Have pages of black and white print**
- **Use images and pictures that are not relevant or are just for decoration**

Think about the message, the target audience, the medium... and unleash your creativity!

30 TOWARD A SAFE WORLD FOR CHILDREN, Child-Friendly Accountability in the Context of Target 16.2 of the SDGs, Recommended Methodology, p. 14, ChildFund Alliance, 2017

*31 **Handbook developed by Child Rights Connect, UNICEF and the Center for Children's Rights from the Queen's University Belfast.***

Examples of child-friendly materials:

- Convention on the Rights of the Child: The children's version, UNICEF.
- ***The Global Compact on Migration & Global Compact on Refugees*** (English and Thai versions available), International Detention Coalition, 2022.
- ***"Human Rights"***, Kids for Global Peace Official Music Video, 2012.
- ***Child-friendly version of the Special Representative's annual report to the Human Rights Council***, (Arabic, Chinese, English, French, Russian, Spanish version available), UN Special Representative of the Secretary-General on Violence Against Children, 2022.

Recommended output indicators:

- Number of materials adapted

Conduct workshops for children and youth on advocacy, leadership, public speaking, etc.

Once the previous activities are completed, begin implementing capacity-building activities for children and youth. The implementation strategy should be based on the methodology chosen in the initial step and its specificities in terms of group size, session length, required interaction with other stakeholders, etc.

All of these methodologies require working with small groups of participants for a period of time ranging between 3 to 6 months, with an engaged facilitator who can generate a group dynamic that favors trust and participation. There should also be a follow-up of the methodology outcomes, such as the creation of youth committees, the development of communication campaigns, the delivery of reports to local authorities, the actions taken to improve the community environment, etc. Therefore, COs and local partners must be aware of the resources that they will need, especially in terms of the staff effort and define their annual targets accordingly.

Mainstreaming child and youth participation in our interventions offers numerous previous and/or complementary opportunities to this specific curriculum. Exercises carried out within the framework of other interventions of the program portfolio, such as diagnostics or community consultations for local partner's strategic planning, participatory disaster risk assessments, and presentations of programs results made by children and youth to adult members of their community, also contribute to developing skills and competencies related to child and youth civic engagement.

Examples of skills to be developed in participants:

- Teamwork
- Cooperation
- Negotiation
- Equality and inclusion.
- Decision-making
- Appreciation of social and cultural diversity
- Responsible exercise of freedom
- Sense of justice and accountability
- Adherence to the law
- Citizen participation and social commitment
- Ability to intervene in public policy

Recommended output indicators:

- Number of workshops conducted on advocacy leadership, etc.
- Number of children and youth trained

© Photo: ChildFund International

Conduct stakeholder analysis, including tech companies, academia, policymakers & national-level working groups

After conducting a policy analysis and determining the OSEAC-related advocacy goal, identify and examine the major influencers as well as who may be strong allies and potential partners. Two tools to support this process are stakeholder analyses and partner analyses.

A stakeholder analysis is "used to identify and assess the importance of key people, groups of people or institutions that have a formal authority to make the requested [policy] change and those who are in a position to influence those with formal authority." [32] This could include key national-level and local policymakers, technology companies, academic institutions and other prominent figures within the policy context you are aiming to influence. A stakeholder analysis will include a mapping of these key figures and examine whether they are supportive of or oppose your advocacy goal, what their specific interests are, as well as their relative importance and influence in comparison to other stakeholders. Having a complete picture of these different pieces will make it easier to know who to target and how to approach them.

A partner analysis is very similar to a stakeholder analysis except that it is focused more on which people, organizations and groups could be beneficial partners to participate in and support your advocacy efforts. This could include local partners, other child-focused organizations, youth-led organizations and national networks, alliances and coalitions. There may be groups and coalitions already pursuing your identified OSEAC-related advocacy goal, and it will be helpful to identify who they are and whether they will be open to collaboration.

For more information about stakeholder and partner analyses, including helpful templates, please review ChildFund's Operational Advocacy Guidance.

Resources:
Operational Advocacy Guidance (English), page 15-18
Operational Advocacy Guidance (Français), page 15-18
Operational Advocacy Guidance (Español), page 16-19
Operational Advocacy Guidance (Português), page 15-18

Recommended output indicators:

- number of analyses conducted based on country structure

32

Scan the QR code

© Photo: Jake Lyell

Develop advocacy and stakeholder engagement strategy, including key tactics and messaging

The information gathered during the stakeholder and partner analyses above will be useful when developing an advocacy and stakeholder engagement strategy. This strategy will include the key tactics, activities and messaging you will utilize in your advocacy efforts. By understanding who the key stakeholders and partners are, as well as their motivations, you will be better able to decide which tactics and messages will be most likely to persuade them to support your OSEAC-related advocacy goal.

Key messages should clearly state the goal, why stakeholders should care about the issue, and what the call to action is–what they can do to help achieve the goal. Decide what information and examples will be most persuasive to stakeholders and adjust the key messages accordingly.

Once the key messages are developed, consider what tactics and activities will be the most effective in communicating your key messages to stakeholders. The UNICEF Advocacy Toolkit, included in ChildFund's Operational Advocacy Guidance, cites examples of common advocacy tactics that may be beneficial. These include (but are not limited to):

- Direct meetings with decision-makers
- Development and dissemination of policy briefs or position statements
- Public events
- Traditional or social media

EPIC LASER TALK WORKSHEET

The **EPIC Laser Talk Worksheet** is another tool that can help you think through how you can effectively communicate your key messages during meetings, phone calls, events, etc.

Advocacy tactics and key messages will likely need to change over time. As you implement your advocacy and stakeholder engagement strategy, track what tactics and messages are effective and ineffective in influencing your identified stakeholders and adjust them accordingly. Similarly, monitor and consider current events, key moments (ex. Safer Internet Day) and relevant policy changes or new government initiatives to ensure you are capitalizing on any new developments.

For more information about how to develop advocacy tactics and messaging, including helpful examples, please review ChildFund's Operational Advocacy Guidance.

Resources:
Operational Advocacy Guidance (English), page 19-21
Operational Advocacy Guidance (Français), page 19-21
Operational Advocacy Guidance (Español), page 21-22
Operational Advocacy Guidance (Português), page 19-21

Recommended output indicators:

- 1 strategy developed at the country level

© Photo: ChildFund International

Conduct advocacy training for community leaders

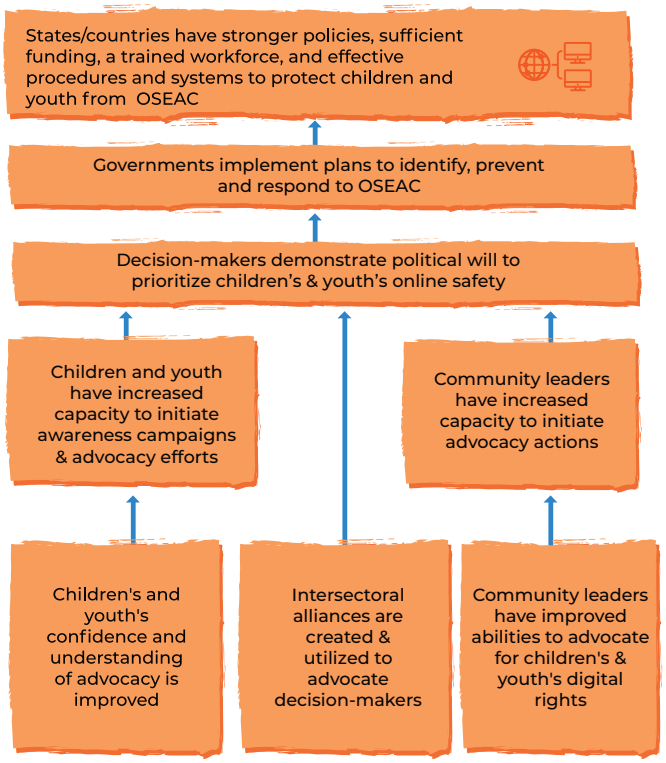
Once the advocacy training methodology for community leaders is developed, collaborate with local partners to decide how trainings should take place given available resources, community leaders' availability and trainers' capacities, including whether a training of trainers model is the most suitable. Then, work together to identify which community leaders are best placed to advocate at the local, provincial and national levels for policy change for children's and youth's digital rights and safety, and when and where the training(s) should take place. Following the training, try to gauge participants' understanding of the concepts that were presented using the method you identified in your training methodology.

Based on those results, consider providing additional resources and ongoing support to continue building community leaders' capacities over time. This can include conducting smaller follow-up training sessions and supporting the development of initial advocacy activities.

Recommended output indicators:

- number of advocacy trainings conducted
- number of community leaders trained
- number of communities reached through training

Proposed indicators for short-term, intermediate, and long-term outcomes:



LS3 Indicator 7: # and % of youth living in communities that empower young people to participate in civic life (empowered)

Identify and include indicator about increase funding by governments (M&E pathway)

Number of Initiatives to strengthen online security that have been scaled with national governments (+ % positive outcome)

LS3 Indicator 6: # and % of youth advocating collectively before public authorities

LS3 Indicator 5: # and % of youth who engage in civic behaviors

Number of advocacy campaigns launched by youth

Number and percentage of community leaders advocating collectively before public authorities

Percentage of youth that increase their knowledge on advocacy process and local OSEAC legal framework

Percentage of community leaders that increase their knowledge on advocacy process and local OSEAC legal framework

This table shows the existing indicators from ChildFund International's M&E framework that can be used to measure progress on short, intermediate and long-term outcomes (represented in white on colored background). It also includes a proposal for new complementary indicators (represented in color on white background). As mentioned at the beginning of the chapter, adjustments will be made in accordance with the upcoming updates to the global results framework and the M&E framework.

Annexes A

Demographics

Category	*Codification*	*Question*	*Age range*	*Type of answer*			
INFORMED CONSENT: Hi (name of the child)! Thank you for joining us today. We apreciate your participation and the time you allocated for this activity. As you know, (name of the implementing Local Partner) always looks for ways to contribute to increasing children and youth wellbeing and protection. For this purpose, we are interested in knowing more about how children and young people like you, relate to new technologies and digital tools.							
We are going to ask you some questions about your use of those technologies and situations you may have faced using them. We know that some questions or issues that we raise are sensitive and that they may relate to difficult or harmful memories for you and could cause you to experience negative feelings or emotions. We are here to listen to you and to support you if that is the case. You can stop the interview at any time if you feel unconfortable. Stopping the interview will have not affect your participation and engagement with ChildFund and (name of the implementing Local Partner)							
This questionnaire is voluntary and completely anonymous, and we promise to keep everything you say secret. We just ask you to answer honestly and from your own experience. There are no right or wrong answers, we just want to know your opinion and a little more about you.							
consent	**A**	**Do you agree to participate in this survey?**	**all**	yes / no	**proceed with interview**	**end the process**	
demographics	A.1	What is your age?	all	years old			
demographics	A.2	Currently, where do you live?	all	locality (insert menu of States and free space for the city or village / according to the country's structure)			
demographics	A.3	(1) "compulsory" What is your sex?	all	Female / Male			
demographics	A.3.a	(2) "optional" If you feel comfortable answering, can you tell us which gender identity you most identify with?*	13 and up	Female / Male / transgender female / transgender male / gender variant - non conforming - nonbinary / other / prefer not to answer			according to the context of the country / LP area / not mandatory question
demographics	A.3.b	(3) "optional" If you feel comfortable answering, can you tell us what your sexual orientation is?*	13 and up	Asexual / Bisexual / Gay / Heterosexual - Straight / Lesbian / Pansexual / Queer / none of the wbove, please specify / I prefer not to answer			according to the context of the country / LP area / not mandatory question
demographics	A.4	Do you identify yourself as a person from an ethnic minority or indigenous group?	all	yes / no	specify which one		
demographics	A.5	Do you live with a chronic disease or a disability?	all	yes / no	specify which one		
demographics	A.6	Currently, do you attend school?	all	yes / no	Why don't you attend school?	due to economic reasons / the school is too far from where I live / I am working / my parents or caregivers do not support my education / due to health issues / other (specify)	
					What is the last school grade you completed?	open response	
					What is your current school level?	primary school / junior high / high school / college	
					Your school is	public / private	
demographics	A.7	Who do you live with at home?	all	open response			
demographics	A.8	What do you consider to be the level of income of your family?	all	below average / average / above average			

Access

Category	*Codification*	*Question*	*Age range*	*Type of answer*			
Let's get started with some questions about how you access the internet and what kind of devices you use. This will allow us to understand more about the context of the internet connectivity in this geographic area, and the most common ways children and youth connect to the internet.							
access	B.1	Tell me which, if any, of the following devices you have in your home:	all	radio / television / game console / cell phone / desktop computer / laptop / tablet/ none of the above	go to next question	*Ask if respondent does not indicate they have a computer, laptop or tablet* Why don't you have a computer, laptop, or tablet?	lack of economic resources / you are not interested or do not need it / you do not know how to use it / you use a smartphone to connect to the internet / for reasons related to privacy or security (other (specify)
access	B.2	Do you have internet at home?	all	yes / no	go to next question	(1) Why don't you have internet at home?	lack of economic resources / you are not interested or do not need it / you do not know how to use it / for reasons related to privacy or security
access	B.3	Is internet access free for you?	all	yes / no	go to next question	(1) How much do you pay weekly?	open response
					(2) How do you get the money to pay for internet access?	My parents pay for it / My friends lend me money or pay for it / I work / I use money from my allowance / other (specify)	
access	B.4	What device do you mainly use to access internet?	all	cell phone / desktop computer / laptop / tablet			
access	B.5	Who owns the device you use to access the internet?	all	It is my own device / it is my parent's or caregiver's / I borrow from a friend/ I borrow from a relative / I borrow it from a sibling / I borrow it from my school / other (specify)			

Usage habits

Category	Codification	Question	Age range	Type of answer		
Thank you very much for your answers! Now let's go into a little more detail about your internet usage and preferences.						
usage habits	C.1	How did you learn to use the computer, laptop or tablet?	all		on my own / at school / at work / in paid courses outside of school / in free courses outside of school / with family, friends, acquaintances or neighbors / other (specify) / I don't know how to use any of these devices	
usage habits	C.2	In the last three months, have you used a regular cell phone or smart phone?	all	yes / no		
usage habits	C.3	Do you remember how long you have been using Internet?	all	yes / no	Less than 1 year / Between 1 and 2 years / More than 2 and up to 5 years / More than 5 years	
usage habits	C.4	How often do you use the internet?	all	never / once a month / once a week / 2-3 times a week	Why don't you use internet?	You do not have access, although you know how to use it / You do not know how to use it / You are not interested in it or you do not need it. / Due to lack of economic resources / Due to physical or mental disability / For reasons related to privacy or security / You are not allowed to use it / Other reason (specify)
				daily or almost daily / multiple hours a day	On average, how much time do you spend on internet each day?	less than 1 hour / 1 to 3 hours / 4-5 hours / 6-8 hours / more than 8 hours
usage habits	C.5	Of the following devices, which ones do you use most frequently to connect to the internet ? (several answers possible)	all	mobile phone / laptop / computer / tablet / Smart TV / videogame console / Other (specify)		
usage habits	C.6	If you are currently in school, are you attending some or all of your classes online?	all	yes - all of my classes / yes - some of my classes / no - I am only attending classes in-person / I am not currently in school		
usage habits	C.7	What time of day do you usually connect to internet?	all	in the morning / during lunch / in the afternoon / in the evening / late at night / at any time, I do not access the internet at a specific time of day		
usage habits	C.8	When you use internet you usually do it with...	all	Friends / your parents / your sibling(s) / your teacher(s) / alone / other (specify)		
usage habits	C.9	What do you use the internet for? (several answers possible)	all	Share pictures or videos / communicate with your friends / make new friends / use apps / to complete homework or school-related assignments / play games / other (specify)		
Thank you for your answers. Now, we are going to talk a bit more about social networks -- are you familiar with them? A social network is a platform that we use to communicate with one another. Users join a social network platform and begin connecting - or networking - with other users. This is done so users can choose who they want to receive communications from. Some of the most common examples of social networking sites or platforms are Facebook, Instagram, Twitter and TikTok.						
usage habits	C.10	Do you use one or more social networks?	all	yes / no	Why don't you use social networks?	You do not know how to use it / You are not interested in it or you do not need it. / For reasons related to privacy or security / You are not allowed to use it / Other reason (specify)
			13 and up		(1) At what age did you start using social networks?	open response
			all		(2) Which social networks do you use most often?	Instagram / Facebook / TikTok / Twitter / Twitch / Tinder / online games / WhatsApp / YouTube / Messenger / Other (specify)
usage habits	C.11	Have you ever downloaded or installed an app to your phone?	all	yes / no	(1) Are the app(s) you downloaded...	free / cost money to download
					(2) Have you used any app to... (several answers possible)	chat (WhatsApp, Messenger, Telegram, etc.) / access audio or video content (Youtube, Spotify, Deezer) / buy goods or services (Amazon, online shopping, Uber, food ordering) / get directions (Google Maps, Waze, etc) / play games (Pokemon Go, Candy Crush, etc.) / access social networks (Facebook, Instagram, Twitter, etc.) / use online bank or process online payments / edit pictures or videos / other (specify)

Awareness-skills

Category	*Codification*	*Question*	*Age range*	*Type of answer*		
This is very interesting information, and we are happy to learn from your responses. We are now going to discuss a bit more about some risks and opportunities that you may experience in or know about the online environment.						
awareness	D1	For you, how important is it to protect your information on the Internet?	all	Very important / Somewhat important / Not very important / Not at all important / I'm not sure		
awareness	D2	How often do you think about protecting your information on the internet?	all	A lot / Some / A little / Nothing / I don't know		
awareness	D3	How often do you connect to public Wi-Fi networks?	13 and up	Never / Sometimes / Often / Always		
awareness	D4	How often do you use a free Virtual Private Network (VPN)when you connect to public networks? (a VPN is a protected network connection that hides your location and disguises your online identity. This makes it more difficult for third parties to track your activities online and steal data.)	13 and up	Never / Sometimes / Often / Always		
safety skills	D5	Do you think that the websites and apps you visit are safe and that you can share your data on them?	13 and up	safe / quite safe / unsafe / I don't know		
awareness	D6	Do you share the passwords that you use online with anyone else?	all	yes / no / I don't use passwords		
awareness	D7	Do you know your rights about the use of your personal data on websites, including social networks?	all	Yes / No / I'm not sure		
awareness	D8	Are your social networks public or private? (private meaning that only your "friends" or "followers" can see what you post?)	13 and up	yes / no / I don't use social networks (skip to next section)		
	D9	When you share content on social networks, what information do you think your followers can see?	13 and up	address and location / age, gender, date of birth / cell phone and email / circle of family and friends / plans for the future / operating system you use / none / all		
safety skills	D10	Do you share any of your social media accounts with anyone else?	all	yes / no	Who do you share the account with?	Parents / sibling(s) / friend(s) / Teacher(s) / boyfriend or girlfriend / other (specify)
safety skills	D11	Have you ever taken measures to protect yourself online and maintain a safe environment on your social networks?	all	yes / no	Can you give an example (several respones possible)	blocked people or profiles that you considered strange or unsafe / reported content because you found it offensive, aggressive, or unsuitable / Changing your account configuration / Closing temporarily a network where you have been attacked or threatened / Speak to a trusted adult (parents, sibling, friend or other close adult)/ Reporting an incident to the authorities / Talk to one of your teachers or school director to find a solution
safety skills	D12	Do you know how to report an incident in case something bad happens to you online? For instance, if someone insults or threatens you or tries to scam you?	all	Yes / No / I'm not sure	How or where would you report it?	open response

Risks 1A

Category	*Codification*	*Question*	*Age range*	*Type of answer*		
Thank you (name of the child). Now we are going to talk a bit more about some specific risks that children and youth like you may face online. It may remind you of uncomfortable situations that you or someone close to you experienced. Remember that all your answers are confidential and that if you do not feel comfortable with one or several questions, you can skip it by choosing the "I prefer not to answer" option. You can also let the survey facilitator know that you do not want to continue with the survey at any time, without experiencing any negative consequences.						
stranger interaction	E.1	In the past year, how often, if ever, have you looked for new friends or contacts on the internet?	13 and up	never / sometimes / often / I prefer not to say		
stranger interaction	E.2	In the past year, how often, if ever, have you added people you have never met face-to-face to your friends or contacts list?	13 and up	never / sometimes / often / I prefer not to say		
stranger interaction	E.3	In the past year, how often, if ever, have you sent personal information (e.g. your full name, address, or phone number) to someone you have never met face-to-face?	13 and up	never / sometimes / often / I prefer not to say		
stranger interaction	E.4	In the past year, how often, if ever, have you sent a photo or video of yourself to someone you have not met face-to-face?	13 and up	never / sometimes / often / I prefer not to say		
stranger interaction	E.5	Do you have any kind of contact online with people that you do not know "in real life"?	9 to 12	never / sometimes / often / I prefer not to say		
stranger interaction	E.6	Have you ever found out that someone you were interacting with online was not who they pretended to be?	all	yes / no / I prefer not to say		
stranger interaction	E.7	Have you ever met someone face-to-face that you first got to know on the internet?	all	yes / no / I prefer not to say		
*Let's talk a bit more of one of the most common risks for children and youth online - Cyberbullying, which means using social networks or other messaging services to annoy, harass, threaten, humiliate or spread personal information about another person. Feel free to stop me at any time if you do not feel comfortable with the questions, and we can switch to another part of the interview or stop it. (*facilitator checkpoint, prepared with support/information about referral mechanisms*)*						
cyberbullying	E.8	Have you ever been a victim of cyberbullying?	all	yes / no / I prefer not to say		
	Have you experienced any of the following situations?					
cyberbullying	E.9	Someone stalked you using social media	13 and up	yes / no / I prefer not to say	How many times has this happened?	once / more than once
					Through which digital medium did it happen?	Social network / Email / SMS / Multiple media / Other (specify) / I prefer not to say
					Do you know who did this?	I don't know / Friend / Partner / Ex-partner / Family member / Classmate / Other (specify) / I prefer not to say

Risks 1B

Category	*Codification*	*Question*	*Age range*	*Type of answer*		
	Have you experienced any of the following situations?					
cyberbullying	E.10	Someone made offensive comments or shared offensive memes about you, your ideas, your apperance, your tastes, your beliefs and/or your opinions	13 and up	yes / no / I prefer not to say	How many times has this happened?	once / more than once
					Through which digital medium did it happen?	Social network / Email / SMS / Multiple media / Other (specify) / I prefer not to say
					Do you know who did this?	I don't know / Friend / Partner / Expartner / Family member / Classmate / Other (specify) / I prefer not to say
cyberbullying	E.11	Someone sent you a message or wrote a comment on your social networks, even after you asked them to stop	13 and up	yes / no / I prefer not to say	How many times has this happened?	once / more than once
					Through which digital medium did it happen?	Social network / Email / SMS / Multiple media / Other (specify) / I prefer not to say
					Do you know who did this?	I don't know / Friend / Partner / Expartner / Family member / Classmate / Other (specify) / I prefer not to say
cyberbullying	E.12	Someone sent you a violent, aggressive, or threatening message with the purpose of hurting you or your loved ones	13 and up	yes / no / I prefer not to say	How many times has this happened?	once / more than once
					Through which digital medium did it happen?	Social network / Email / SMS / Multiple media / Other (specify) / I prefer not to say
					Do you know who did this?	I don't know / Friend / Partner / Expartner / Family member / Classmate / Other (specify) / I prefer not to say
cyberbullying	E.13	Someone shared real or false information or pictures of you with the purpose of hurting you	13 and up	yes / no / I prefer not to say	How many times has this happened?	once / more than once
					Through which digital medium did it happen?	Social network / Email / SMS / Multiple media / Other (specify) / I prefer not to say
					Do you know who did this?	I don't know / Friend / Partner / Expartner / Family member / Classmate / Other (specify) / I prefer not to say

Risks 1C

Category	*Codification*	*Question*	*Age range*	*Type of answer*		
	Have you experienced any of the following situations?					
cyberbullying	E.14	Someone gained unauthorized access to your accounts	13 and up	yes / no / I prefer not to say	How many times has this happened?	once / more than once
					Through which digital medium did it happen?	Social network / Email / SMS / Multiple media / Other (specify) / I prefer not to say
					Do you know who did this?	I don't know / Friend / Partner / Expartner / Family member / Classmate / Other (specify) / I prefer not to say
cyberbullying	E.15	Someone created a false account using your identity or personal data	13 and up	yes / no / I prefer not to say	How many times has this happened?	once / more than once
					Through which digital medium did it happen?	Social network / Email / SMS / Multiple media / Other (specify) / I prefer not to say
					Do you know who did this?	I don't know / Friend / Partner / Expartner / Family member / Classmate / Other (specify) / I prefer not to say
cyberbullying	E.16	Do you know someone who engages in cyberbullying?	all	yes / no / I prefer not to say		
cyberbullying	E.17	Have you ever participated in acts of cyberbullying?	all	yes / no / I prefer not to say		
cyberbullying	E.18	Do you know someone who suffers from cyberbullying?	all	yes / no / I prefer not to say		

Risks 2

Category	*Codification*	*Question*	*Age range*	*Type of answer*		
Thank you for sharing that with us. Now, we are going to talk about other kinds of risks that children and youth may face online, which are related to sexual violence. We know that this is not an easy topic to talk about, and we want to make sure that you feel comfortable. Remember, you have no obligation to answer, and you can stop the interview at any time.						
We will take great care of the information that you are sharing, and it will be completely anonymous. However, we do have to let you know that we have a duty to report any threat, abuse or crime committed against you to the appropriate authorities - which may reveal your identity. Do you agree to go on with this section of the interview?						
(*facilitator checkpoint, prepared with support/information about referral mechanisms*)						
OSEAC	F.1.a	In the past year, have you viewed / seen sexual pictures and/or videos?	13 and up	never / sometimes / often	(1) Where did you see the pictures and/or videos?	Magazine or book / Television or film / Mobile phone, computer, tablet or other online device
					(2) Did you see the pictures and/or videos on purpose or by accident?	On purpose/by accident/I don't know/I prefer not to answer
OSEAC	F.1.b	In the past year, have you seen images of naked or partially naked persons?	9 to 12	never / sometimes / often	(1) Where did you see them?	Magazine or book / Television or film / Mobile phone, computer, tablet or other online device
					(2) Did that happen in school or during online school?	Yes / no
OSEAC	F.2	Have you voluntarily sent intimate pictures or videos to someone (i.e. sexting)?	13 and up	never / once / more than once	(1) Who did you send the pictures/videos to?	My partner / a friend / a known adult / an unknown adult / an unknown person of my age / other / I prefer not to say
					(2) What was your motivation for sending the pictures/videos?	I was excited / It's fashionable / I felt pressured to send it / I wanted to be intimate with my partner / economic motivation / in exchange of a favor / I prefer not to say
Have you experienced any of the following situations?						
OSEAC	F.3	Someone made sexual comments about you online	13 and up	never / once / more than once	(1) Who made the comments?	My partner / a friend / a known adult / an unknown adult / an unknown person of my age / other / I prefer not to say
					(2) Through which platform did you receive the content?	(Open answer)
					(3) How did you feel about the comments?	Happy / Curious / Excited / Uncomfortable / Upset / Scared / other (specify) / I prefer not to say

Risks 2 A

Category	*Codification*	*Question*	*Age range*	*Type of answer*		
Have you experienced any of the following situations?						
OSEAC	F.4	Somebody sent you sexual photos or videos through the internet or mobile phone without your consent, which upset you	13 and up	never / once / more than once	(1) Who sent you the content?	My partner / a friend / a known adult / an unknown adult / an unknown person of my age / other / I prefer not to say
					(2) What device did you receive the content on?	Computer / Mobile phone / tablet
					(3) Through which platform did you receive the content?	(Open answer)
					(4) How did you feel about the comments?	Happy / Curious / Excited / Uncomfortable / Upset / Scared / other (specify) / I prefer not to say
OSEAC	F.5	Somebody shared pictures, videos or screenshots of you in your underwear, when you were partially naked or fully naked without your permission	13 and up	never / once / more than once	Who shared the pictures, videos or screenshots?	My partner / a friend / a known adult / an unknown adult / an unknown person of my age / other / I prefer not to say
OSEAC	F.6	Someone pressured you to send intimate photos or videos to them even though you did not want to	13 and up	never / once / more than once	Who pressured you to send the photos/videos?	My partner / a friend / a known adult / an unknown adult / an unknown person of my age / other / I prefer not to say
OSEAC	F.7	Somebody threatened to share your intimate photos or videos with other people unless you gave them money or to did something else you didn't want to do	13 and up	never / once / more than once	Who threatened you?	My partner / a friend / a known adult / an unknown adult / an unknown person of my age / other / I prefer not to say
OSEAC	F.8	Somebody offered you money or a favor in exchange for intimate photos or videos of you	13 and up	never / once / more than once	Who made you that kind of offer?	My partner / a friend / a known adult / an unknown adult / an unknown person of my age / other / I prefer not to say
OSEAC	F.9	Have any of these situations happend while you were attending online school?	13 and up	yes / no / I prefer not to say	Did the teacher or another adult from the school do something about it?	yes / no

Risks 2 B

Category	*Codification*	*Question*	*Age range*	*Type of answer*		
Have you experienced any of the following situations?						
	F.10	How did you respond if you experienced any of these situations?	13 and up	*May select multiple options* never happened to me / blocked people or profiles that threatened you / reported it directly to the social network or website where it happened / Changed your account configuration / Temporarily closed the network where you have been attacked or threatened / Spoke to a trusted adult (parents, sibling, friend or other close adult)/ Reported the incident to the authorities / Talked to one of your teachers or school director to find a solution / did nothing / other (specify) / I prefer not to say		
OSEAC	F.11	Has someone ever pressured you to engage in some kind of sexual relationship (virtual or in-person) that you did not want to do?	13 and up	never / once / more than once	Who pressured you?	My partner / a friend / a known adult / an unknown adult / an unknown person of my age / other / I prefer not to say
					Did the adult ask you to keep your sexually explicit interactions online and/or offline a secret?	yes / no
OSEAC	F.12	Have you ever been coerced to stay in a relationship, though you wanted to end it?	13 and up	never / once / more than once		
Thank you for your responses **(name of the child)**, *you have been very brave to speak about those sensitive issues. We have just 4 more questions about this specific topic. How do you feel? Would you like to take a break?*						
Have you ever done any of the following?						
OSEAC	F.13	Made sexual comments about someone	13 and up	never / once / more than once		
OSEAC	F.14	Sent intimate pictures or videos to someone without their consent	13 and up	never / once / more than once		
OSEAC	F.15	Pressured someone your age to send you intimate photos or videos	13 and up	never / once / more than once		
OSEAC	F.16	Shared pictures or videos of someone else without their permission	13 and up	never / once / more than once		

Support

Category	Codification	Question	Age range	Type of answer		
THANK YOU very much (name of the child) for sharing this information with us. We know that these are sensitive issues and that it can be complicated to talk about them. Don't hesitate to tell us if you need a break, or if you need any kind of support. We are heading towards the end of the survey, and before we complete it, we are also interested in knowing if you recieve support when you use the internet. Could you please tell us...						
informed support / control	G.1	Have your parents, caregivers, or another adult, talked to you about online safety?	all	yes / no	Who?	parents / other direct caregiver / relative / teacher / friend / representant of local authority / other (specify)
informed support / control	G.2	Does somebody supervise or review your online activities?	all	yes / no	Who?	parents / other direct caregiver / relative / teacher / friend / representant of local authority / other (specify)
informed support / control	G.3	When you use the internet, how often does your parent/ caregiver/guardian	all	Suggest ways to use the internet safely?	Often / Sometimes / Never	
				Help you when something is difficult to do or find on the internet?	Often / Sometimes / Never	
				Help you when something bothers you on the internet?	Often / Sometimes / Never	
				Encourage you to explore and learn things on the internet?	Often / Sometimes / Never	
informed support / control	G.4	Does your parent/caregiver/guardian allow you to	all	Visit a social networking site (e.g., Facebook, Instagram, Snapchat, Twitter)	no / yes, at all time / yes, when I ask for permission	
				Watch video clips (e.g., on YouTube)	no / yes, at all time / yes, when I ask for permission	
				Use instant messaging (e.g., WhatsApp, Line, Telegram, Messenger)	no / yes, at all time / yes, when I ask for permission	
				Use a web or phone camera (e.g., for Instagram, TikTok, or video chat)	no / yes, at all time / yes, when I ask for permission	
				Share photos, videos or music online with others (including on social networks or IM services)	no / yes, at all time / yes, when I ask for permission	
				Play games with other people online	no / yes, at all time / yes, when I ask for permission	
				Download music or films	no / yes, at all time / yes, when I ask for permission	
informed support / control	G.5	In general, would you say that a responsible adult has a good idea of what you are doing online?	all	yes / no	Who?	parents / other direct caregiver / relative / teacher / friend / representant of local authority / other (specify)
informed support / control	G.6	In general, do you feel you have a trusted adult that you can go to if you experience something unpleasant, receive a threat or are harmed while using the internet?	all	yes / no	Who?	parents / other direct caregiver / relative / teacher / friend / representant of local authority / other (specify)
informed support / control	G.7	Do you know that you can receive guidance and report any threat or harm that you have experienced online?	all	yes / no	ideally give a flyer with local support information	

Closing

Category	*Codification*	*Question*	*Age range*	*Type of answer*
Thank you very much for your collaboration, your opinion will be very helpful and is very important for other children your age. Before saying goodbye, we ask you to tell us what you thought about this questionnaire by answering these last, brief questions. Once again, we assure you that your answers are anonymous, and we ask you to answer honestly.				
closing	H.1	The questions were clear and easy to answer.	all	yes / no
closing	H.2	The questionnaire has been long or boring for me.	all	yes / no
closing	H.3	I think I have been asked questions that may be important for the well-being of children.	all	yes / no
closing	H.4	I have felt uncomfortable answering some of the questions in the questionnaire.	all	yes / no
closing	H.5	Would you like to talk more or receive more information about this topic?	all	yes / no
Thank you very much (name of the child)! Here is a flyer where you will find information about the topics we discussed, and some recommendations of places close by, that you can visit or contact in case you want to report an incident that happened online or receive advice and support. If you prefer, you can also talk to your facilitator or any staff members from (name of the implementing Local Partner).				

Annex 2

Minimum Standard	Related CF Pathway or Technical Standards	Related CF Policies and Procedures
M1 - Partnerships and Coordination	· Effective school, family, and community partnerships exist. · Strategic partnership and linkages.	Child Safeguarding Policy and Procedure Code of Business Conduct and Ethics Grant Acquisition and Management Policy Conflict of Interest Policy, Conflict of Interest Procedure
M2 - Monitoring and Evaluation	· Monitoring, evaluation, and impact assessment. · Youth participation in project design, monitoring and evaluation. · The processes to identify the need for measures and actions are inclusive and participatory.	Global M&E Procedure Sponsorship – Child Verification System Policy & Procedure Privacy Policy IT Acceptable Use Policy, IT Acceptable Use Procedure
M3 - Program Integration Guidance	· Community child protection measures build on and/or complement other existing child-focused initiatives. · Employ formal, non-formal, and informal learning settings. · Gender sensitive and transformative content. · Programming for diversity. · Ensure Consideration of gender, age and other diversity factors.	
M4 - Advocacy and System Strengthening	**LS3 Pathway 7: Informed and Involved Citizens | Youth utilize civic knowledge and skills individually.** **LS3 Pathway 8: Collective Youth Action | Youth collectively advocate for change before public authorities at any level.** Technical Standards for Prevention: · Promote awareness of sexual exploitation and abuse (SEA) and safe, ethical and effective interventions through advocacy. · Conduct data-driven advocacy. · Support the reform of national and local laws and policies (including customary laws) to promote and protect children's right to be free from SEA. Infant and Young Child Safety and Security Policies: · Government engagement Technical Standards for Collective Youth Action: · Youth action	

Minimum Standard	Related CF Pathway or Technical Standards	Related CF Policies and Procedures
M5 - Safe Physical and Virtual Environments, with Child- & Youth-friendly Services	**LS1 Pathway 5: Safe Homes and Environments | All infants and young children live in safe and secure homes and communities.** **LS2 Pathway 8: Access to Health Care | Children and young adolescents have access to quality, comprehensive, child-friendly health services.** **LS3 Pathway 4: Youth-Friendly Sexual and Reproductive Health and Rights | All youth have access to youth-friendly and confidential reproductive health services.** · Referral pathways to youth-friendly services. · Creating safe spaces. · Skilled delivery of comprehensive sexuality education and counseling.	
M6 - CBCPM in the Digital Field	**LS1 Pathway 4: Effective Community-Based Child Protection Mechanisms | Community members understand child protection, maintain and use working mechanisms to address cases of abuse, neglect, and exploitation.** **LS2 Pathway 11: Effective Community-Based Child Protection Mechanisms | Community members understand child protection maintain and use working mechanisms to address cases of abuse, neglect, and exploitation.** **LS3 Pathway 6: Community-Based Protection Mechanisms Against Sexual Exploitation and Abuse | Communities understand and address sexual exploitation and abuse.** · Basic knowledge of child protection concepts, principles and methods exists; Understanding of the roles and responsibilities of group membership, what responsibilities are and are not within this mandate; Knowledge of how to coordinate and work through others; Understanding and use of standardized operational measures. · Referral/linkages with community health and support services. · Existing social welfare and child-protection services in an area are mapped, and structured linkages are established between relevant agencies and institutions, to facilitate exchange and referral of children needing services. · Communities build congruence between local understanding of child well-being and protection and national/international normative legal frameworks. · Formal and informal supports for adolescents are mapped and identified. · Harmful traditional practices (HTPs) within the community are mapped, and strategy is in place to reduce and eventually eradicate the practice(s). Technical Standards for Prevention: · Take a community-based approach. · Identify SEA champions in key ministries and local councils. Technical Standards for Mapping and Assessment: · Understand SEA/GBV-related safety and security issues when undertaking assessments and adhere to ethical guidelines for such assessments.	

Minimum Standard	Related CF Pathway or Technical Standards	Related CF Policies and Procedures
M6 - CBCPM in the Digital Field	Technical Standards for Response to Survivors: • Where there are gaps in services for children and adolescents, support training for medical, mental health and psychosocial, police, and legal/justice actors in how to engage with child survivors. • Support sexual abuse and violence prevention, screening and management. • Referral pathways to youth-friendly services	
M7 - Child and Youth Participation and Decision Making.	**LS1 Pathway 2: Decision-making Power | Primary caregivers participate meaningfully in decision-making on behalf of infants and young children (IYC).** **LS2 Pathway 6: Life Skills for Well-being | Children and young adolescents demonstrate and understand life skills.** **LS3 Pathway 7: Informed and Involved Citizens | Youth utilize civic knowledge and skills individually.** **LS1 Pathway 3: Responsive Parenting Education and Support | All infants and young children (IYC) are cared for by primary caregivers who have access to parenting education and support networks and provide developmental stimulation.** **LS2 Pathway 1: Responsive Parents and Caregivers | Children and young adolescents are cared for by primary caregivers who have access to parenting education and support networks.** **LS2 Pathway 3: Resiliency, Coping and Decision-Making Skills | All youth receive needs based and comprehensive life skills and psychosocial support.** **LS2 Pathway 4: Community Leadership for Learning | All families are engaged in their children's learning.** **LS2 Pathway 9: Safe Learning Environment | Children and young adolescents feel safe in their learning environments.** • Youth participation in project design, monitoring, and evaluation. • Ensure youth participation in all interventions at all levels—local, national and regional. • Opportunities for exploration of self, society and personal/political efficacy. • Youth have access to information. • Acquisition of citizenship skills. • Children and youth receive holistic life-skills training.	

Minimum Standard	Related CF Pathway or Technical Standards	Related CF Policies and Procedures
M8 - Positive Relationships	**LS2 Pathway 3: Positive Relationships with Peers and Adults | Children and young adolescents are in positive peer and adult relationships.** **LS2 Pathway 10: Positive Engagement | Children and young adolescents feel valued, are confident and have a sense of belonging at school, at home, and in the community.** · Promote intergenerational dialogue. · Children access safe technology and interactive media for positive relationships. · Children have positive peer and adult relationships across the development-humanitarian crisis continuum. · Peer-focused and mentor-supported programs (building leadership skills). · Parents have the skills, knowledge, and tools to support their children's learning. · Parents/caregivers and teachers/schools have regular communication and meetings. · Teachers have competencies to ensure a caring environment and provide psychosocial support.	
M9 - Livelihood and economic resiliency	**LS1 Pathway 1: Caregivers' Livelihood Security |All infants and young children (IYC) live in households that have enough resources to ensure their adequate nutrition, health, and early learning services.** **LS2 Pathway 2: Resilient Households | Children and young adolescents have resources for adequate nutrition, health, and education services** **LS3 Pathway 1: Youth Work Readiness | All youth are work ready.**	
M10 - Support for Survivors	Effective transitions out of situations of child labor/exploitative labor. Technical Standards for Organizational Responsibilities: · Define an organizational code of conduct. Technical Standards for Response to Survivors: · Ensure a survivor-centered approach. · Plan for a collaborative and holistic systems-approach response for survivors. · Support access to justice. · Ensure that sharing information about reports of SEA abide by safety and ethical standards. · Support the provision of age-, gender- and culturally-sensitive multisector care and support for child survivors of GBV	
M11 - Duty of Care		Staff Safety and Security Policy & Procedure

Annex 3

Convergence with existing programmatic models (connection with broader efforts)

Through the review of the curricular content matrix of the Program Models already validated at global level, we have found many coincidences and entry points to complement and reinforce the content related to the digital environment and the use of ICT.

SAFE & PROTECTED CHILDREN (LS2)		
Target population	**Module**	**Session**
Children LS2	Friendly and safe environments	12. Use and non-abuse of social networks
Children LS2	Friendly and safe environments	18. Development of knowledge and skills for digital communication
Children LS2	Friendly and safe environments	19. Development of knowledge and attitudes for the proper use of networks and introduction to the use of tablets.
Children LS2	Friendly and safe environments	20. Benefits of information and communication technologies (tics) for children and youth
Children LS2	Friendly and safe environments	25. Media and internet. When you are informed you can make better decisions.
Children LS2	Friendly and safe environments	27. Research, search for information, practical activity that allows children and youth to know the sources and ways to obtain information through the internet through interviews, books (etc.)
Children LS2	Friendly and safe environments	28. Organization of information and results to be presented, practical activity that allows children and adolescents to consolidate and interpret the information collected to translate it into ideas for proposals for improvement
Parents / caregivers	Friendly and safe environments	18. Technological means accessible to the family
Parents / caregivers	Friendly and safe environments	19. Family prevention on the risks of communications technology (TICs)
Parents / caregivers	Friendly and safe environments	25. Protection factors in the use of communications technology (TICs)
Parents / caregivers	Friendly and safe environments	26. Video games and their influence on children's behavior : Reflective session

PACT (LS3)		
Target population	**Module**	**Session**
15 to 17 years old	Friendly and safe environments	12. Use and non-abuse of social networks
18 to 24 years old	Life plan	10. Capacity building, academic leveling (achieve academic conditions, for inclusion in levels of study in trades, ICT, technical career) According to the groups, interests and level of each participant)
18 to 24 years old	Life plan	14. Guidelines and presentation of options: self-training on virtual platforms (counseling or coaching)
15 to 17 years old	Employability	1 & 2. Safe and responsible use of ICT to support and enhance the professional and work life project
15 to 17 years old	Employability	11. Skills for the use of ICTs for employment and entrepreneurship
15 to 17 years old	Employability	12. Skills for using the telephone and social networks as a work and incomegenerating tool
18 to 24 years old	Employability	2. ICT management for employment and self-employment
18 to 24 years old	Employability	26. Working from home: use and management of Windows, applications, etc.
15 to 17 years old	Leadership	6 & 7. Safe and responsible use of ICT
15 to 17 years old	Leadership	13. Safe and responsible use of social networks
18 to 24 years old	Leadership	12. Use of ICT and social networks for social change
18 to 24 years old	Leadership	18. Advocacy strategies, presentation and follow-up
18 to 24 years old	Leadership	19. Construction and guidelines to establish the communication strategy, networks based promotion
18 to 24 years old	Leadership	20. Monitoring execution of communication strategy, review progress, responsible parties and monthly results
18 to 24 years old	Leadership	21. Strategy evaluation
18 to 24 years old	Leadership	23. Consolidation in networks already established and follow-up of the communication plan according to the agenda
18 to 24 years old	Leadership	25. Generation of alliances to consolidate and move local agendas
Parents / Caregivers	Leadership	3. How to promote access to key, secure and relevant information, including secure and democratic access to ICT

Thank you

© Photo: Jake Lyell

ChildFund®