

## Submission # 46

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**How would you define the stakeholder community or communities to which you belong?**

Intergovernmental organisation

**Are there any suggestions that you wish to make in respect of the proposed themes, questions and indicators which are included in the framework as it stands?**

1. Separating children and youth. Children have distinct rights that are guaranteed by the Convention on the Rights of the Child. There is an overlap between ages 15-18 but most youth would not like to be in the same category as children.

2. It would be good to see age desegregation and the population breakdown in other sections - having children's issues as cross cutting however, not presented as a separate section, but also mainstreamed or both, given that youth are majority of internet users in the world. Issues such as the right to privacy, right to access information, right to freedom of assembly will all have different implications when it comes to children. There is a need for some qualitative indicators to capture that

3. The document introduces two indicators on doing surveys with children and proportions of those using the internet, these should also be gender disaggregated. It is encouraging that you recommend tracking barriers to access It is also one of the recommendations of UNICEF's State of the World's Children 2017 report. 1 However, it would be good to highlight perhaps what types of barriers exist as a more detailed measurement. For example, children may face restrictions due to lack of connectivity, poor connectivity, parental restriction, gender barriers. It is important to conduct periodical surveys, but also to integrate this indicator into national statistics measurements

4. Policies – it is important to measure not only the existence of policies that deal with children's issues specifically (and in most countries these are policies that deal with child safety online) but whether children's issues are mainstreamed into other policies that deal with digital economy, broadband access etc

5. The focus on ICT in education needs to go beyond measurement of effective and safe use but to encompass all aspects of digital literacy: safety skills, comprehension skills (critical thinking) social and emotional skills and curation skills. Global Kids Online research shows that even in upper middle income countries (Bulgaria, Montenegro etc) the so called digital natives are not necessarily digitally literate. 2 Our research shows that the highest number of children engage in just 5 to nine

online practices falling into category social entertainment and learning. A smaller number of children engage in information and exploration activities while only a small percentage of children engages in creative and civic practices such as creation of content (blogs, videos, or discussing civic issues online). Children's full engagement in diverse and sophisticated online activities will, among other factors depend on their level of skills and literacies. Therefore, we need to be able to capture the range of activities children engage online, their safety practices, the way they interact socially and their creativity in order to devise policies and programmes that support them to make the best use of the internet and minimise harm.

**What sources and means of verification would you recommend, from your experience, in relation to any of the questions and indicators that have been proposed?**

6. Finally when it comes to multi-stakeholder participation I would propose that we include an indicator about children's or youth engagement in the internet governance processes and development of digital policy either through direct representation or groups that represent their interests