

Keeping Children Safe Online (KCSO)



Field Practitioner Version



World Vision

Middle East, Eastern Europe Region (MEER)

Produced by the Development, Learning & Impact team

Child Protection & Participation Learning Hub



Evidence 4 Change

The Evidence 4 Change series publishes the evidence-based practices by World Vision and its partners in the Middle East, Eastern European region (MEER) that successfully contribute to changes in the well-being of children.

All practices are developed from learning within the context of field implementation and are refined by field

practitioners who work in partnership with technical staff. This collaboration of regional and national technical staff and field practitioners forms the MEER Learning Hubs. The ultimate purpose of this work is to enhance World Vision's technical approaches and therefore its contribution to improving the well-being of children.

Evidence-based practices pass through four stages:

Concept	Desk review of academia, the practices of other organisations, and the development of a literature review and draft theory of action
Exploration	Field-level exploration and refinement through evidence building and action learning
Validation	Confirmation of the refined practice's ability to contribute to change, with rigorous review, often in more than one geographic location
Scale-up	If validated, provision of refined practice, including guidelines and tools, and promotion within MEER.

How to Make the Most of this Publication

<p>Executive Summary</p> <p>For a quick understanding of this model and evidence</p>	<p>Summary of the Issue</p> <p>To understand the situational context and statistics that led to the development of this model</p>	<p>Theory of Action</p> <p>To know how this model works and its logic</p>	<p>Results: Contribution to Change</p> <p>For more details about the evidence behind this model</p>
<p>Guidelines</p> <p>To contextualise and operationalise this model</p>	<p>Tools and Resources</p> <p>To access particular tools and resources, including logframes or monitoring & evaluation for implementation</p>	<p>Appendix</p> <p>For a more detailed outline of our research methodology and results</p>	<p>Bibliography</p> <p>To learn more about KCSO and World Vision's approach to programming</p>



Keeping Children Safe Online (KCSO)

Keeping Children Safe Online (KCSO) is an innovative and adaptive practice that has demonstrated the ability to protect children from predators and other potentially harmful content that children can encounter while online. It is a practice that supports families, communities and governments to provide the infrastructure necessary for ongoing protection. It includes practical, tangible tools and resources

that enable MEER to share this practice more broadly so it can be scaled by World Vision staff and its partners, such as governments, institutions and donors. World Vision MEER encourages its adoption and scale in work with children, families, and communities.

The KCSO practice presented in this document was pilot tested and refined in six World Vision national offices: Albania, Armenia, Bosnia and Herzegovina, Georgia, Jerusalem–West Bank–Gaza, and Lebanon.

ONLINE

For an online version of the KCSO practice and its resources or to learn more about the Evidence 4 Change series and other evidence-based practices, please visit World Vision's portal for Innovation and Engagement: www.wvie.org.

Overview of KCSO Contribution to Change

Every child worldwide has the right to enjoy the benefits of the internet, protected from risk.





Acronyms

ADAPT	Analysis, Design and Planning Tool (for child protection)
C4D	Communications for Development
CIS	Commonwealth of Independent States
CPP LH	Child Protection and Participation Learning Hub
EU	European Union
FAR	Funds for Armenian Relief
FGD	Focus group discussion
ICT	Information and Communication Technology
KCSO	Keeping Children Safe Online
KII	Key informant interview
MEER	(World Vision) Middle East, Eastern Europe Region
MEERO	Middle East, Eastern Europe Regional Office
MoE	Ministry of Education
MoES	Ministry of Education and Science (Armenia)
MOU	Memorandum of Understanding
NCET	National Centre of Educational Technologies (Armenia)
NO	(World Vision) National office
oPt	Occupied Palestinian territories
PSA	Public service announcement
SID	Safer Internet Day
SO	Support office
TA	(World Vision) Technical Approach
TOT	Training of trainers
TP	(World Vision) Technical Programme
UNICEF	United Nations Children's Fund
VG	Virtual Global Taskforce



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Executive Summary

Keeping Children Safe Online (KCSO) is an evidence-based practice that establishes sustainable child protection mechanisms to mitigate the risks of children to online abuse and exploitation. World Vision uses the practice to work with children, parents, teachers, law enforcement, civil society and governments to address the need for improved knowledge and skills of children, as well as their parents and teachers, to stay safe in the rapidly changing online world.

The internet revolution has changed the world forever, substantially altering the ways in which people communicate, share ideas, and receive and send information. A 2014 study by the International Development Research Centre found that access to information and communication technologies (ICTs) contributed to the reduction of poverty.¹ For children, the internet is a resource providing new educational opportunities and connecting them to new friends and interests. The interactive nature of the internet also provides an expanding platform for children to amplify their voices and join in global discussions on issues that affect them. In World Vision programmes, it provides a key medium for children to connect with the world of their sponsors.

Despite the many opportunities the internet brings, the risks children encounter on the internet are substantial, and include predators and other potentially harmful content. Europol, the law enforcement agency of the European Union (EU) that works with EU member states in their fight against serious crime and terrorism, is an avid proponent of raising international awareness and preventing abuse before it happens through online reporting. Europol has a dedicated Cybercrime Centre and a team of specialists whose focus is to rescue children from sexual abuse perpetrated through the internet. According to Europol, “when it comes to Internet safety, prevention is of paramount importance.”²

World Vision’s research into the experience of children and youth online also demonstrates prevention is critical. An assessment by World Vision in Albania found that 44 per cent of children surveyed watch pornographic materials every day, 45 per cent experience some form of bullying, password theft, or unintentional viewing of pornographic materials daily, and 40 per cent had been contacted online by a foreign national.³ Children and youth often have greater familiarity with the internet than their parents have, creating a generation of caregivers not able to create safe online environments for their



children. While these risks are a concern for parents globally, school curricula, law and household rules have not moved quickly enough in developing countries to keep up with the internet revolution and its impact on children. The need for knowledge and mechanisms to protect users is crucial.⁴

World Vision's office in the Middle East, Eastern European region (MEER) developed the KCSO practice to respond to these significant risks to children. The KCSO practice uses principles of broader child protection systems to create a networked system of solutions to strengthen:

- children's resilience, life skills and participation;
- children's circle of care;
- laws, policies, regulations and standards; and
- services and service delivery systems.

The KCSO practice starts with the contextualisation and launch of child-friendly, age-appropriate multimedia tools and resources that promote safer internet usage. It also creates space for children to find empowerment and communicate their ideas about online child protection using innovative social media platforms, cartoons, public

service announcements (PSA), setting up safer internet Facebook pages, and the creation of websites. A key component of the process is peer-to-peer training, including adults, children and youth as trainers, so that knowledge and skills are shared through schools as well as other community networks.

The KCSO practice enables World Vision to work alongside other stakeholders with an interest in reducing online risks: teachers and ministries of education, police focused on cyber-crime and other child protection agencies including online safety hotlines and helplines. The strengthening of reporting and referral mechanisms is a core goal for the practice, made possible through networking appropriate stakeholders to create sustainable and accessible services that children feel safe and empowered to use.

The practice also includes advocacy at the national level for revised state or national education curricula, adoption of laws and regulations on safer internet for children, and improved response to cybercrime referrals. At the same time, it is working locally through World Vision's local-level programming to help parents understand and act on internet risk at home.



Summary of Results: Contribution to Change

KCSO was developed and tested between 2010 and 2013 in the context of the MEER Child Protection and Participation Learning Hub (CPP LH) in collaboration with six World Vision offices (Albania, Armenia, Bosnia and Herzegovina, Georgia including the office in Abkhazia, Jerusalem–West Bank–Gaza, and Lebanon). In these countries, KCSO increased the protective environment around children at the individual, household and national systems level, providing them with the necessary skills and capacities to make better use of the internet, share practices with others through peer-to-peer trainings and educator groups, and unite generations by conducting peer-to-parent trainings across communities. National-level changes created sustainable mechanisms and national ownership for ongoing protection measures.


Evidence of KCSO's effectiveness

Systems and partners have been sustainably strengthened in all offices taking part in KCSO projects, as validated by the 2013/2014 evaluations of KCSO in Armenia, Lebanon and Georgia. Results are captured at the individual, household, and national level, and they are inclusive of both

output-level changes, such as increased awareness and knowledge, and outcome-level changes, such as behavioural change and transformed systems; all of which are part of the pathway of change toward enhancing the protective environment around children and their own capacity to make choices that lead to their protection.

Individual Level

- On average across the evaluated projects, the capacity of children and youth to implement safety measures increased by around two thirds.
- Children's awareness of online risk increased from 70 to 85 per cent in Lebanon, while youth awareness increased from 62 to 93 per cent. Application of the rules for protection also measurably increased.⁵
- Also in Lebanon, 63.4 per cent of children and 63.6 per cent of youth reported having adequate capacity to deal with strangers, while 58.1 per cent of children and 77.3 per cent of youth stated that they do not share private, personal, or inappropriate information online.
- In Armenia, over 80 per cent of children who took part in online



safety training remembered and applied those principles after the training.

- Observations and interviews on the patterns of internet usage and online behaviour for children and their teachers in Armenia showed definitive, positive changes and an increased interest from teachers to continue teaching children about online safety.
- Establishment of hotlines and e-helplines increased children's awareness of, and access to, reporting and referral mechanisms. In Armenia, awareness of the reporting and referral mechanism increased to 37.3 per cent for parents, 28.2 per cent for teachers and 65.4 per cent for children. In Lebanon, intensive training with youth facilitators saw a more than tenfold increase in knowledge of reporting and referral in this age group.⁶

Household Level

- In Lebanon, 78.6 per cent of participant parents recognised that supervision of online behaviour was a key way to protect their children from harm.⁷
- 57.3 per cent of parents interviewed in Lebanon independently identified placing a

laptop or computer in the living room, rather than in a child's room, as an important online safety procedure.⁸

- Combined results from Armenia and Lebanon show 42.7 per cent of parents independently mentioned setting time limits on their children's internet access as another safety measure.⁹

National Systems Level

- The national state education curriculum was adapted to include 'safer internet' components in Lebanon, occupied Palestinian territories (oPt), and Armenia in partnership with the Ministries of Education.
- Online learning courses were integrated into in-service teacher training curricula in Armenia in cooperation with the Ministry of Education.
- Procedures for cybercrime units to report illegal online incidents were developed in four countries in cooperation with the Ministries of Interior/Justice.
- Hotline and helpline procedures and practices were established in four countries in cooperation with a local child protection NGO and the Ministries of Social



Affairs. In Lebanon, the hotline was included as a component of the national child protection helpline mechanism.

Sustainability, Scalability and Value for Money

KCSO demonstrated that it can be scaled within countries, reaching a high number of beneficiaries:

- 6,200 families in three countries increased their knowledge and skills on how to create a protective environment for their children against online violence, abuse and exploitation.
- 10,700 children increased their knowledge and life skills for protecting themselves and peers from online abuse and violence, in addition to learning how to report cases or incidents.
- 4,626 teachers in three countries received specialised training to increase the protective environment of children using KCSO guidelines.

Many projects established sustainable mechanisms to continue to support the protective and educational environment for children. In addition to the previous mentioned national systemic changes, partnerships with private corporations

have been very beneficial, such as the one with Microsoft in Armenia and Georgia, which led to Microsoft providing a domain for the KCSO website free of charge. Microsoft also placed the Windows Family Safety Tools on the website for free – a long-term commitment which will extend past World Vision's own involvement in KCSO.

In terms of cost effectiveness, the cost per child in Armenia was US\$9.50 (based on direct beneficiaries only and not including children who benefit from changes in national-level legislation and reforms) and US\$3.20 in Lebanon (based on direct and indirect beneficiaries). In Lebanon, focus group discussions (FGDs) and key informant interviews (KIIs) consistently included reports that the KCSO practice has high achievements and a large impact for very little budget.

Other benefits and unexpected outcomes of KCSO

The practice showed impressive ability to mobilise youth to support ongoing implementation, and improved youth participation in decision-making. Mechanisms such as the Youth Moderators Network, an example from Georgia, are now providing advice and answers for children regarding online protection, while peer educator groups have been established to serve, inform

and train their peers, as well as their families, regarding safe online approaches. These groups have continued after World Vision's role in the project concluded.

The dialogue about online safety within communities also generated positive unintended consequences, opening up discussion around taboo child protection issues. For example, in the oPt, communities that were usually silent about sexual violence began discussion on this topic after online safety awareness sessions. While in Gaza, a KCSO Facebook page and website was used increasingly by children during the war, as a form of expression or gateway

for discussions on child protection issues, and as a means of access to the outside world.

Based on these results, and on the meaningful contribution KCSO has made so far towards increasing children's protective knowledge and skills, reducing risks through behaviour change and strengthening circles of care, World Vision recommends that the KCSO practice be scaled up in MEER and in all other contexts and regions where children face similar risks through access to the internet.





Summary of the Issue

The internet revolution has changed our world forever, substantially altering the ways in which people communicate, share ideas, and receive and send information. As an educational resource it brings the world closer and facilitates learning through fun.¹⁰ It is also a connector and community-builder, allowing children and young people to find new friends and interests. The interactive nature of the internet also provides an expanding platform for children to amplify their voices and join in global discussions on issues that affect them.

The internet and other information and communication technologies (ICTs) have also shown that they are resources for poverty reduction. In one East African study published in 2014 by the International Development Research Centre, access to ICTs was enhanced for some beneficiaries while controlled for others. Those with enhanced access saw their poverty level decrease from 55 to 16 per cent while those without enhanced access only decreased from 55 to 36 per cent. The study empirically found that those with enhanced access to ICTs through deliberate interventions were able to reduce financial poverty at a higher rate than those who had not received such interventions.¹¹ Another

Research shows that 48% of 18-year-olds check Facebook when they wake up, and 28% of them use smart phones to do so even before getting out of bed.

Approximately one quarter of households worldwide have wireless networks at home and it is predicted that by 2016, 800 million households, 42% of the world's homes, will have Wi-Fi.

study in East Africa found that “gaining access to ICT was associated with a 2.5 per cent improvement in poverty status between 2007 and 2010.”¹²

The good news is that children in both the developed and developing world are now using the internet as part of their daily lives through both personal devices and internet cafes. For example, in Albania, the top three devices utilised by children aged 13-17 to access media or play online are mobile phones (65 per cent), PCs (59 per cent) and laptops (43 per cent).¹³

The unfortunate news is that children face new risks online from which they must be protected on a daily basis.

Exposure to digital platforms makes children more vulnerable to online violence, exploitation and abuse. A December 2013 – January 2014 World Vision quantitative study of 900 Albanian children and youth, aged 13–18, found that:

- 44 per cent reported they watch pornographic materials every day and 62 per cent confirmed they have friends who visit pornographic sites.
- 45 per cent cope with bullying, password thefts, and the unintentional viewing of

pornographic materials when accessing the internet.¹⁴

- 47 per cent reported being contacted online by an unknown individual within the last year; of these, 40 per cent were contacted by foreign nationals, including citizens from the UK, USA and Italy.¹⁵

The primary identified risks to children online include: pornography, human trafficking, internet bullying, addiction, luring/grooming and violence (see Figure 1 p. 14).





Figure I. Risks identified and defined


The primary identified risks to children online in the MEER include:



The risk of online abuse and violence remains high, so the need for knowledge and mechanisms to protect users is crucial.¹⁶ Europol, the law enforcement agency of the European Union that works with EU member states in their fight against serious crime and terrorism, has a dedicated Cybercrime Centre and a team of specialists whose focus is to rescue children from sexual abuse perpetrated through the internet. According to Europol, “when it comes to Internet safety, prevention

is of paramount importance.”¹⁷ As a result, Europol is an avid proponent of raising awareness internationally and preventing abuse before it happens through online reporting. This need to promote prevention is also true for an organisation like World Vision that stimulates global interest in children through its sponsorship programme.

Yet, despite increased online access by children in Eastern Europe and the Middle East, knowledge and practices



to protect children from predators and harmful content are lacking, creating a significant gap in the child protection system. Individual children and parents' knowledge of prevention measures is low. For example, 62 per cent of Albanian children surveyed with access to the internet have the computer in a bedroom where duty bearers have less supervision. Children and young people make up a significant proportion of internet users and in some households may be the primary or sole users. For instance, in Lebanon, internet penetration (including all types of service as well as unlicensed providers) is estimated at 44 per cent of all households, but only 11 per cent of the population.¹⁸ With children driving the internet revolution, many parents and teachers are unable to mitigate risk and provide any protection because they are not active users in the same way as their children are. Often, particularly in vulnerable communities, children are far more online- and 'tech-savvy' than their parents.¹⁹ This lack of familiarity with the internet has created a generation of caregivers not able to create safe online environments for their children.

Legislation, moreover, has not responded with the right urgency to the significance of these risks. For instance, the

Republic of Armenia tops the list of the Commonwealth of Independent States (CIS) in its internet usage index, with approximately 1,796,550 people (47.1 per cent) online. Yet in Armenia there are no specific laws that regulate internet security.²⁰ The country has ratified the Budapest Convention on Cybercrime, but has yet to adopt any laws that regulate the implementation of the treaties.²¹

Mitigation of online risks for children calls for a technical solution that can reach and influence children, caregivers and authorities for an integrated, holistic approach to online child protection. World Vision developed the KCSO practice in order to:

- prepare and empower children to protect themselves and their peers online to prevent abuse, violence and exploitation;
- help children, families and communities address violations, as well as report them; and
- in the absence of legal frameworks, advocate for new policies that prevent violations, address issues to better protect children online, and empower children to stand up for their rights.



KCSO Theory of Action

Overview of KCSO Practice

The KCSO practice is an evidence-based, technical practice that empowers children and youth with skills to protect themselves online as well as build their resilience to combat major online risks. The desired change to which the KCSO practice contributes is that children and their caregivers are empowered to protect themselves from abuse and exploitation when using the internet and their mobile phones. KCSO practice leads children, and the adults responsible for them, to identify and prioritise child protection issues and their root causes. At the same time it makes existing child protection systems more visible to them.

In addition to building resilience among children and youth, KCSO also enables the circle of care surrounding children with an interest in, and skills for, safer internet practices. It enables those who implement it to work alongside other stakeholders to bring similar initiatives together and greatly reduce online risks. A core component of the practice is a mechanism to report abuse or risky behaviour – often a hotline, and often delivered in partnership with other child protection agencies and government. The practice also includes advocacy approaches in partnership with stakeholders for laws and regulations

on safer internet to be adopted and implemented.

Other vital elements of KCSO are the resources that raise awareness among children, their parents and their teachers. Children advised on the development of resources which contributed to them being age-appropriate and user-friendly. Booklets, CDs, online and TV advertising have all been developed by children across MEER through the KCSO projects. To heighten awareness and action in schools, implementation of KCSO also leads to development of curriculum materials for teachers, and advocates for their inclusion in lesson plans. In three of the offices where KCSO was implemented (Armenia, Lebanon and Jerusalem–West Bank–Gaza), World Vision, in collaboration with the Ministry of Education, developed online safety tools and teachings to integrate into the national ICT curriculum.

The 'Circle of Care' is the caring, supportive and protective social environment immediately surrounding a child. It includes parents, teachers, faith leaders, siblings and others actors in society, as well as their attitudes, values, behaviours and traditional practices.

Process of Developing and Validating KCSO

The KCSO theory of action used to achieve this change has been refined through implementation in six World Vision national office locations:

- Armenia (2009–2013)
- Lebanon (2009–2013)
- Georgia (2010–2014)
- Bosnia and Herzegovina (2011–2012)
- Jerusalem–West Bank–Gaza (2010–2014)
- Albania (2012 – time of publication)

Field testing and refinement included a variety of stakeholders. World Vision

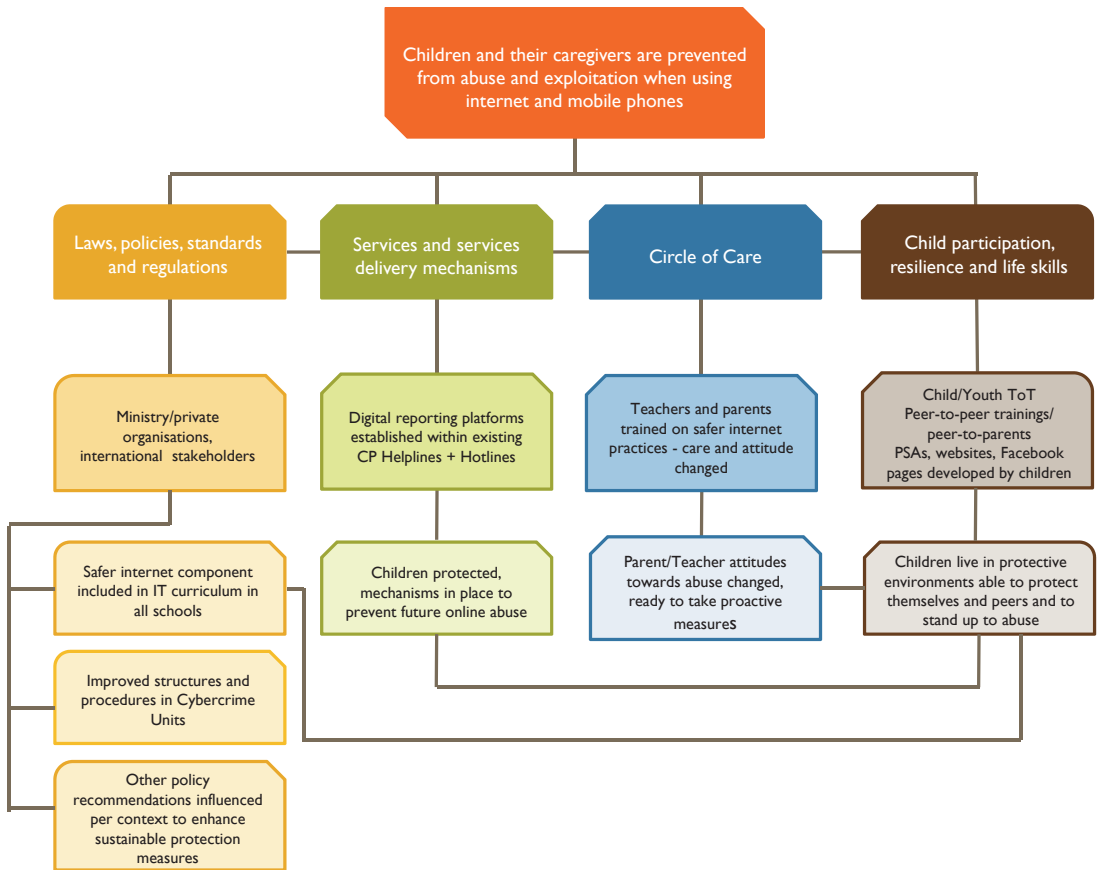
partnered with InSafe, a European network of national awareness centres for internet safety working in 31 countries, to test KCSO in existing awareness and education campaigns, helplines and youth outreach work. MEER also learned from, and collaborated with, other European Union Safer Internet Centres and Helplines. Additional partners varied by country according to the project's goal, but generally included: Ministries of Education, Ministries of Social Affairs, Microsoft, child protection NGOs such as Fund for Armenian Relief in Armenia (FAR) and Himaya in Lebanon, as well as cybercrime units.

The final theory of action reflects the learning of these offices and partners.





Figure 2. Theory of Action (ToA)²²



KCSO ToA and Child Protection Systems Approach


The KCSO Theory of Action is grounded in World Vision’s approach to child protection, which uses a systems approach to strengthen the protective environment around children, as well as strengthening the children themselves.²³

It includes seven components, the following four of which link with the KCSO Theory of Action:

- Children’s resilience, life skills and participation
- Circle of Care
- Law, policy, regulations and standards
- Services and service delivery mechanisms.

Children’s resilience, life skills and participation

Children and youth are at the centre of



the KCSO Theory of Action as they are the most at risk of abuse, violence and exploitation. By using the internet, their vulnerability to these issues increases.

KCSO starts with a Training-of-Trainers (ToT) to provide the ‘first wave of influencers’ with relevant information on online safety:

WHAT *the potential risks are,*

HOW *to practice citizenship rights and responsibilities for protection when using social media,*

HOW *to effectively apply safety methods, and*

WHERE *to report an incident if exposed to any illegal activities.*

Most of these ‘first wave’ trainers come from community organisations within local area programmes; they include children, youth, teachers, parents and representatives of partner organisations. In many cases, a network of **peer educators** is formed where peers train other peers while developing their own methodologies and techniques. Through this approach, peer educators enhance the circle of care among themselves and other children. In the World Vision context, staff and partners can identify trainers by integrating with other activities and outreach happening in World Vision’s area development programs (ADPs).

The increased circle of care leads to increased children’s resilience against abuse online. Children’s voices or thoughts, ideas and opinions on child protection issues are taken into account in the selection and development

of various tools and resources such as interactive CDs,²⁴ ‘safer internet’ websites, Facebook pages, video clips, colouring books, public service announcements and more. With their newly gained knowledge, skills and signs of behavioural change, children and youth are able to influence their own environments to be more protective.

Circle of care

Knowing that parents and caregivers are primarily responsible for their children, the KCSO practice involves working closely with parents and caregivers, training them to use technical tools as well as preventive methods such as parental controls. Useful materials developed for the practice serve teachers, social workers and parents. The peer educators’ network mentioned above also extends to children **training their own parents**, giving an opportunity for both generations to discover each



To ensure sustainability, World Vision in Armenia, Lebanon and Jerusalem–West Bank-Gaza worked closely with the Ministry of Education to develop a safer internet curriculum to be taught within ICT classes. Online learning courses were designed for teachers country-wide in Armenia in addition to uploading the KCSO tools on the Ministry’s websites in both Armenia and Georgia.

The Palestinian Cybercrime Unit attended a three-day training event on Cybercrime and Forensic Computing in Cyprus. They received valuable peer perspectives and practices from Cypriot police who have been engaging in this fight in partnership with World Vision and other local organisations for the last six years.

“We are very happy to be here because it’s very important. 60% of the incidents we deal with on a weekly basis are connected to Facebook and profile violations. In Palestine, because of the cultural seriousness connected to incidents on Facebook and the stealing of profiles and/or identity hacking, this has caused honor killings and, in some circumstances, even suicide.”

Captain Reham, Cybercrime Unit, Palestine

other’s world and serving as a crucial step towards opening up channels between them to discuss safety concerns or to prevent abuses. This is significant in a region of the world where prevailing attitudes and beliefs in the community about children preclude them from strong participation in adult discussions. The practice supports a change in these attitudes, brings generations together for common goals, and enables children to move from passive to active participants.


Laws, policies, standards and regulations

Laws, regulations and policies are vital to ensuring that the environment in which children live will respect their

rights to safety, protection and support. A responsive policy framework, which also increases coordination across key stakeholders, creates systems to punish those who abuse and exploit children online.

The KCSO Theory of Action also includes national-level engagement, contextual to each situation, but with similar steps that enable:

- mapping various players working on safer internet issues;
- assessing interested and beneficial partners and inviting them to be part of a ‘project team’ and to pool resources; and
- establishing key roles and



responsibilities for each partner, including accountability agreements and meeting regularly (usually every two months).

As a result of this process, high-level officials from various ministries, as well as key international organisations, will often decide to change, as evidenced in the implementation of several KCSO projects, centralised systems and structures, including education and laws for better response to emerging online safety issues.

Services and service delivery mechanisms

Keeping children safe while they are online is dependent on the early installation of effective reporting and referral mechanisms. Building on a country's existing child protection systems, the KCSO Theory of Action is designed to help implementers encourage, support and train child protection hotlines or helplines to establish a digital platform for anonymous reporting of abuse or exploitative content online. For example, websites developed in Armenia,²⁵ Georgia,²⁶ and Jerusalem-West Bank-Gaza,²⁷ through the implementation of KCSO, contain an online reporting mechanism linked directly to the hotlines/helplines.

In MEER, the lack of effective child protection services and resources is a barrier to effective implementation of online child protection laws. The KCSO practice guides implementers to work in close collaboration with police cybercrime units and relevant government ministries (e.g. Ministry of Justice) to facilitate the development of systems, procedures and action plans connected to appropriate government processes. As a result, reports of illegal incidents, such as child pornography, online fraud or theft, become linked to child services and to investigative and law enforcement processes.

Target Groups

The primary target groups for the KCSO project are:

- **Children and youth:** The practice divides children into two groups (i.e. 7-12 year-olds and 13-18 year-olds), and provides them with opportunities to build life skills and resilience, and to participate through training, peer-to-peer responsibilities, child/youth-to-parent training opportunities. It also provides children and youth with opportunities to promote projects online. Every opportunity must be coupled with age appropriate messages for each group.

- **Caregivers:** Teachers, parents and other caregivers in schools, institutions and community centres are exposed to adult learning by adult facilitators on the different functionalities and risks of the internet and mobile phones. In a broader picture, this component serves to improve the skills of parents and caregivers as well as advocacy skills to enhance reporting mechanisms.
- **External Partners:** The engagement of external partners is vital. KCSO is designed to complement many other efforts by local and national stakeholders to address online risks to children, and to connect other existing good practices and technical resources within the child protection sector.





Results: Contribution to Change

World Vision developed, refined and validated the KCSO practice through implementation in six countries.

The results are based on the end-of-project evaluations in three of these countries: Armenia (2013); Lebanon (2013); and Georgia (2014).²⁸ Together, these evaluations represent more than 10,700 children, 6,200 parents and 4,626 teachers that have taken part in KCSO.

Research Methodology

The survey in Armenia used combined quantitative and qualitative research methodologies with random sampling and type-wise representatives. The results represent data from a total of 22 focus group discussions (FGDs) with children and 44 key informant interviews (KIIs) with parents and teachers, which total to 701 beneficiaries visited across 12 World Vision ADPs.

The sample size in Lebanon consisted of 290 children (including 44 youth) and 117 parents/caregivers. The sample size was approximately the same for the evaluation as it was for the baseline. The evaluation conducted one FGD with volunteers and World Vision staff in addition to measuring five key performance indicators (KPI) with various stakeholders.

The evaluation also examined the training of teachers component, which was added after the project began, via several methodologies including: surveys of the training sessions; the knowledge, attitude, practice (KAP) of all teachers involved (N=675); structured phone interviews for 171 teachers from the sample; and class observations of online safety sessions in 42 schools.

How do we know KCSO contributes to change?

KCSO is based on a pathway to change designed to empower children and their caregivers (Figure 3): Awareness leads to knowledge – knowledge leads to behaviour change and action – behavioural change and action lead to an improved protective environment'. This pathway, or logic chain, was tested

by closely examining the activities that were designed to bring about the required changes along the path such as:

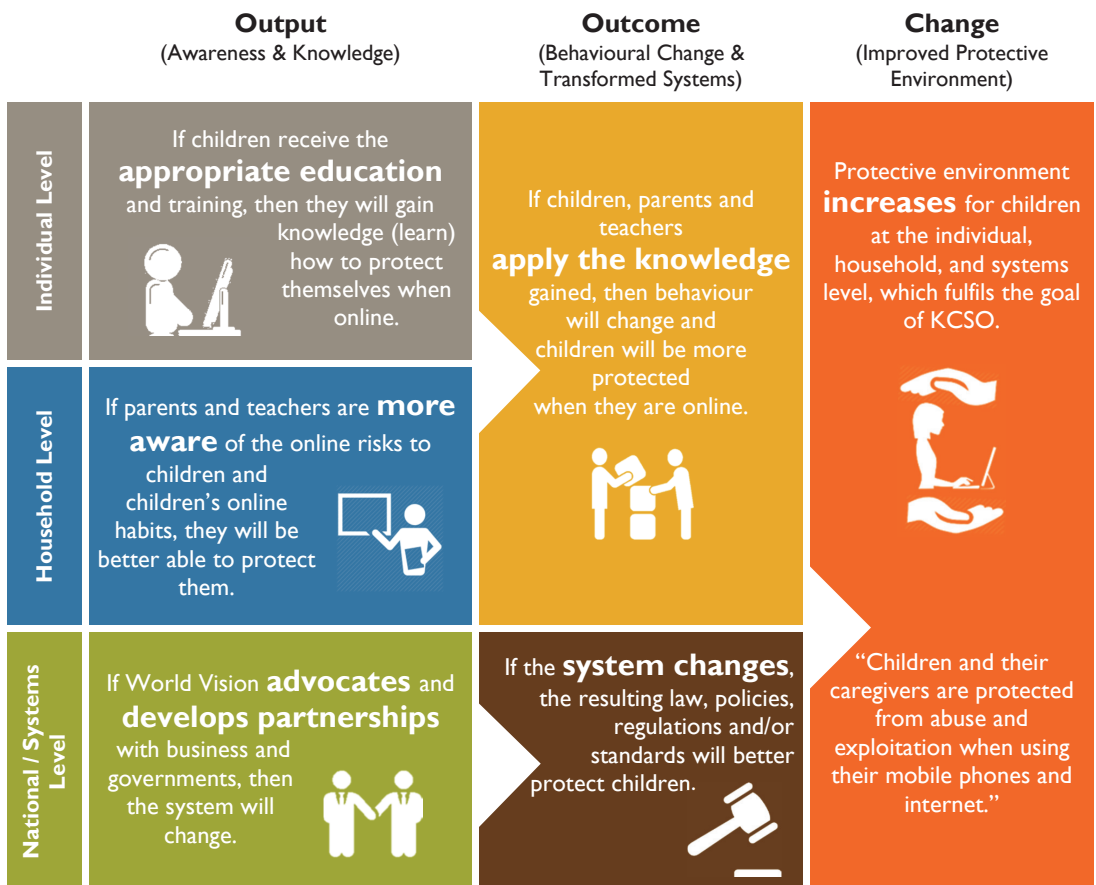
- the choices children make directly;
- the practices children share through peer-to-peer training and through peer-to-parent community training across different generations;

- the actions of teachers and parents; and
- the actions of institutional decision makers, who can provide the sustainable frameworks and services to reach all children.

The evaluation methodology also investigated the entire logic chain for consistency, efficiency, effectiveness

and impact. Recommendations for the adoption and scale up of KCSO are based on evidence that shows KCSO delivered consistent output and outcomes that increased the protective environment around children at the individual, household and national level, including transformed systems and all key components along the pathway to change.

Figure 3. Pathway to Change



How do we know it is effective?

Evaluations found that KCSO increased children’s resilience to risks and challenges by effectively increasing their knowledge and the knowledge of their caregivers, and influencing behavioural change and systems reform.

Output Level (Awareness & Knowledge)

Surveyed beneficiaries in **Armenia** exhibited high levels of satisfaction with the effectiveness of project activities (Figure 4). The majority of target groups (70 per cent of parents, 62 percent of teachers and 65 percent of children) considered the knowledge gained through trainings as helpful and applicable. This numerical measure was supported through opinions voiced in KIs and FGDs with target groups, who perceived the project interventions as highly relevant to them.



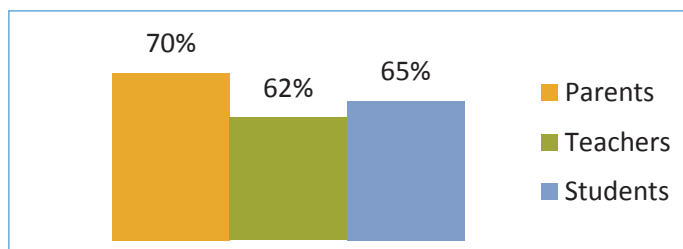
Individual Level: Evaluation results demonstrate a significant

improvement in the level of awareness of online safety principles. In **Armenia**, interviews with children revealed children rated the information they received as highly relevant, not only to them, but to all children. Nearly 75 per cent of children in focus groups from World Vision’s ADPs said they gained knowledge of how to engage safely in social media. They reported learning about different, useful, educational websites, social media websites and blogging platforms. Children were also more aware of online and offline complaint mechanisms. This high level of awareness, coupled with genuine interest, increased the likelihood of children retaining and sharing the knowledge.

To measure awareness, the evaluation asked children to either discuss social media safety or to name three ways they could protect themselves online. In all evaluations, children showed greater ability to do so after their participation in the KCSO project (see Table 1).

Armenia showed the smallest increase

Figure 4. Effectiveness of KCSO training and tools, Armenia





of the three evaluations due to an already high baseline value (over 85 per cent) for children’s awareness. Georgia’s KCSO project led to awareness levels of 74.9 per cent²⁹, while Lebanon’s project experienced a rise to over 85 percent in children and 93 percent in youth, an increase of one third compared to baseline.

Table 1: Percentage of children that can discuss social media safety or name three ways to protect themselves online

		Baseline	Evaluation
Armenia		86%	91.5%
Georgia		Not recorded	74.9%
Lebanon	7 – 12 years old	69.94%	85.19%
	13 – 18 years old	62.07%	93.33%



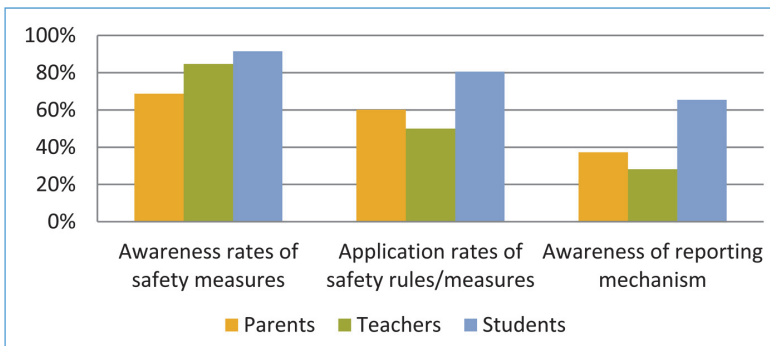
Household Level and Caregivers:

KCSO results in Armenia show that 68.7 per cent of parents, 84.7 per cent of teachers and 91.5 per cent of students that participated in project trainings can articulate at least three correct online safety rules, as compared to 54.4 per cent, 77 percent and 86 percent respectively three years ago. The percentage of change is highest for parents and relatively low for children,

particularly because the baseline for children was relatively high.

The mechanism for reporting violations was not included in KCSO training until shortly before the end of the project in Armenia. Yet, despite the recent introduction to it, initial results for those interviewed demonstrating awareness of the complaint mechanism and how to use it were 65.4 per cent for children, 28.2 per cent for teachers and 37.3 per cent for trained parents.

Figure 5. Summary of final measures of safe online behaviour, Armenia



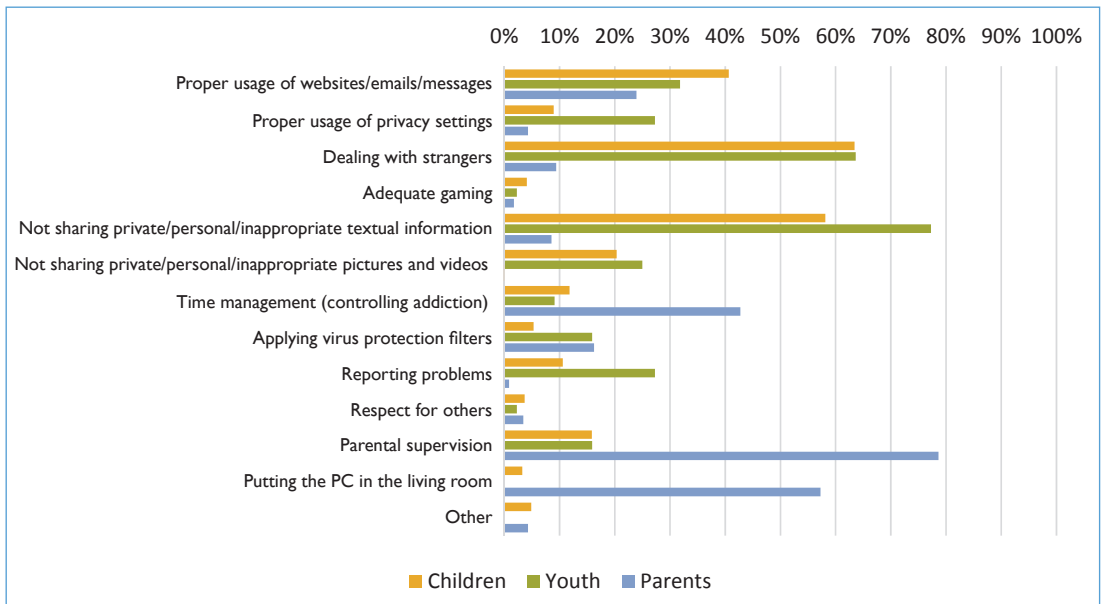


Individual and Household Levels: In

Lebanon, 63.4 per cent of children and 63.6 per cent of youth reported having adequate capacity to deal with strangers. 58.1 per cent of children and 77.3 per cent of youth stated they do not share private, personal or inappropriate information online.

Evaluations showed that KCSO was reducing the gaps in knowledge of online safety for both parents and teachers, successfully creating a framework of common knowledge and advice for children to call upon. Parents noted a significant improvement in their knowledge, with 78.6 per cent reporting the ability to identify safety rules and measures.

Figure 6. Detailed final measures of safe online behaviour, Lebanon



Nearly 100 per cent of teachers interviewed in **Lebanon** said the training that they received on how to use the KCSO curriculum and materials was beneficial. Additionally, 90.9 per cent of private school teachers and 97.2 per cent of public school teachers felt their experiences with KCSO empowered them to share the information with


colleagues. A slightly smaller, but still significant percentage of teachers (85.4 per cent of public school teachers and 93 per cent of private school teachers), reported they are capable and ready to share the information with their students. Observing a sample of classes in private schools, the evaluation found that 80 per cent of objectives set for the



sessions were met and over three quarters of students in the classes met objectives for learning and commitment.

In **Armenia**, 82 percent of parents interviewed stated they gained the ability to identify their gaps in knowledge and expressed a willingness to learn more basic skills and safety rules. The evaluation also noted that parents became more attentive towards children and how they engaged with social media as their own knowledge of online ethics increased. Teachers also reported they paid more attention to students' online activities at school as a result of their own increase in the general rules of online safety.

Outcome Level (Behavioural Change & Transformed Systems)

 **Individual and Household Levels:** Evaluations of KCSO indicate the approach to raising awareness and increasing knowledge on the principles of safer internet and mobile phone usage translates into action by children and the adults responsible for them.

In **Armenia**, the evaluation revealed high application rates of the safety rules among all target groups. Children reported the most significant increase (15.6 per cent), but increases for trained

Table 2: Percentage of parents and teachers that can discuss social media safety or name three ways to protect children online

		Baseline	Evaluation
Armenia	Parents	54.4%	68.7%
	Teachers	77%	84.7%
Georgia	Parents	Not recorded	84%
	Teachers		83.7%
Lebanon	Parents	57.14%	75.86%
	Teachers		av. 93%

teachers (10.1 per cent) and parents (5 per cent) were also registered. The relatively low increase among teachers and parents is attributed to limited understanding of, and access to, computers and internet compared to the new generation of users.

In **Lebanon**, students indicated they began to apply the safety rules in social networking and contexts requiring personal information, and they were more aware of online and offline complaint mechanisms. Approximately 63.5 per cent of children and youth reported confidence to deal with strangers online. Both children and youth reported an ability to protect private, personal or inappropriate information online, however, there was a

On average across the evaluated projects, the increase in capacity of children and youth to implement safety measures rose by around two thirds

marked difference between children (58.1 per cent) and youth (77.3 per cent). Young people’s awareness of reporting mechanisms for violations increased from 5.75 per cent to 80 per cent, which means they are over 10 times more likely than before to use a hotline to protect themselves and others from harm. This increased capacity of youth to adopt safety practices is a highlight for the outcomes of KCSO in Lebanon (See Fig. 6, p. 27).

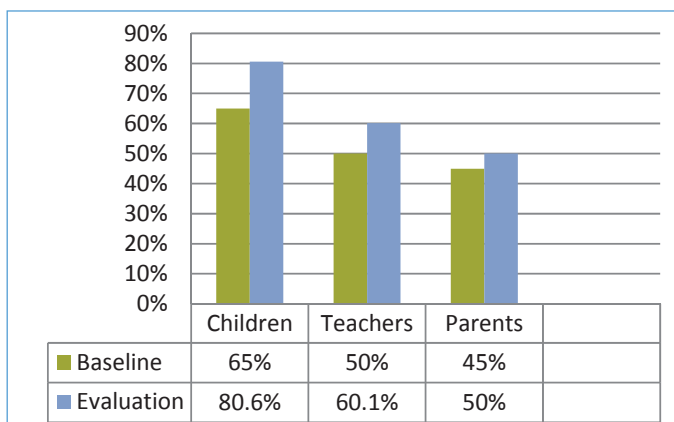
Parents also reported a significant improvement in their capacity with 78.6 per cent able to identify and act on safety measures in some way. For example, 57.3 per cent place the household computer in the living room instead of the child’s bedroom, and 42.7 per cent report placing time limits on computer and internet usage.

“We reached a lot of children, and if they retained 20 per cent of the information, that would be a great start. I am sure that many children went back home and checked their Facebook to see if there are inappropriate pictures on their profiles.”

Teacher, Lebanon

The evaluations reported teachers more attentive towards online activities at school, applying practices to protect personal information and even installing safety filter software onto students’ personal computers. The Georgia evaluation found that 250 teachers took this action on behalf of their students. Evaluations also found teachers proactively prioritising online safety in lesson plans and special sessions for students.

Figure 7. Application rates in Armenia





National Level: Throughout implementation, KCSO in all countries promoted the establishment of structures and processes to assure sustainability of the results as well as the approach. Activities included working with:

- Ministries of Education to include online safety in national education curricula;
- Ministries of Social Affairs or similar ministries to establish hotline and helpline procedures;
- Ministries of Justice or similar ministries to improve cybercrime policing and prosecution; and
- Microsoft and other relevant corporations to create safe platforms and information sites.

Specific results for these efforts are captured in the sustainability section below.

While most of the original effort in the KCSO projects was on development of new legislation and integration with national curricula, successful development of reporting mechanisms became a measure of success for KCSO, though only in the last six months of the project. Despite this short time frame, a small increase in capacity was reported in both Armenia and Lebanon.


- In **Armenia**, evaluation results

"I am happy to tell you all that Keeping Children Safe Online is now part of the Palestinian Curriculum for all grades through a manual for school counsellors and educators on online risks education. The manual was developed by us and approved by the Ministry of Education."

Rasha Mukbil, Child Protection Technical Specialist, World Vision Jerusalem–West Bank–Gaza

showed that 37.3 per cent of trained parents, 28.2 per cent of teachers and 65.4 per cent of children interviewed were aware of the complaint mechanism and how to use it.

- In **Lebanon**, the average increase in knowledge of the reporting mechanism more than doubled among respondents. Children's awareness increased to 32.6 per cent, parents exhibited an awareness of 34.8 per cent, and youth awareness rose to 80 per cent. Among the respondents who heard about the mechanism, 58% could identify the name 'Himaya e-Helpline,' which was the reporting mechanism developed during the project's lifecycle. The significant increase in youth knowledge reflects the intensive engagement of this age group, who



received training and follow up so they could pass on knowledge to younger children and other community members.

While no specific statistics for the use of ‘Himaya e-Helpline’ are attributed to KCSO, interviews during the evaluation revealed there was a slight increase in both the proportion of people recognising specific online safety incidents (10.6 per cent of baseline sample to 15.3 per cent of evaluation sample) and in the proportion reporting them (4.5 per cent to 6.6 per cent). Considering the sample size was the same for both questions, the gap between the two statistics indicates the reporting mechanisms are still under-utilised. Children’s main reasons for not formally reporting violations were lack of knowledge or confidence, while the main parental reason for under-reporting was the lack of recognition of the importance and urgency of responding to cybercrime.

How do we know it’s sustainable?

As previously highlighted, KCSO implementation in all countries promoted the establishment of structures and processes to ensure the sustainability of results as well as the approach. Results include:

- The national state education curriculum was adapted to include ‘safer internet’ components in Lebanon, occupied Palestinian territories (oPt), and Armenia in partnership with the Ministries of Education.
- Procedures for cybercrime units to report illegal online incidents were developed in **four** countries in cooperation with the Ministries of Interior/Justice.
- Hotline and helpline procedures and practices were established in **four** countries in cooperation with a local child protection NGO and the Ministries of Social Affairs. In **Lebanon**, the hotline was included as a component of the national child protection helpline mechanism. In **Armenia**, a 24-hour hotline, which continues to operate under the leadership of the Fund for Armenian Relief (FAR), a local child protection helpline.

Armenia had the following additional outcomes:

- Development of a ‘safer internet’ website³⁰ hosted by Microsoft Corporation, which continues to operate after the project concluded.



It [Sustainability]'s not about money, it's about trust and efficiency that World Vision built"


Member of the KCSO task force from the Ministry of Education in Lebanon

- MOUs to establish roles, responsibilities and accountability mechanisms for commitments made by partners, including Microsoft, FAR, Ministry of Education, and the Cybercrime Unit; these commitments continue after the project's completion.
- KCSO education materials, tools and guides uploaded and accessible for free to all schools in Armenia on the information platform of the National Centre of Education Technologies at the Ministry of Education (NC of ET). The same resources are also available in Georgia on Buki.ge, the Ministry of Education's website.
- A distance learning course in partnership with the Ministry of Education on 'safe internet' rules targeting teachers and parents in rural areas. The Ministry continues running these courses even after project completion.

sustainability. All five NOs participated in the annual 'Safer Internet Days' (SID) celebrated in over 50 different countries for three consecutive years and many continue to celebrate this day after the project ended. The media interest stimulated by this day increased each year and the media is likely to continue to run information and stories on SID annually. This visibility and recognition also opened doors for future partnerships, engagement and funding. For instance, World Vision Jerusalem-West Bank-Gaza received US\$ 15,000 from Hadara, a telecommunications company, for SID. In Armenia, Microsoft remains committed to contributing 50 per cent of the financial resources required to organise this event.

World Vision conducted research to evaluate the effectiveness of the SID events and found that stakeholder participation was heightened in all countries through the organisation of SID events. For example in Armenia, partners included Microsoft Armenia, the National Centre of Educational Technologies (NCET), the Child Support Centre of FAR, UNICEF, mobile phone companies, cybercrime and juvenile departments of police, the Child Development Foundation, schools, teachers, parents and children. The quality of their participation also increased over time, starting with

Visibility and child participation both play an important role in KCSO practice



attendance at a round table to signing MOUs and sharing responsibilities for the organisation of SID events. In some of the communities in Georgia, IT teachers organised a KCSO week in schools with various activities led by students to celebrate SID.

Through a competition, children and young people developed videos and used many different channels to attract attention including PSAs, which were shown 217 times on national and local televisions at no cost to World Vision. Youth-led initiatives and peer-to-peer outreaches were very effective for communicating messages to a broader audience and empowered youth to be active ambassadors of online safety.

Teachers also expressed willingness to maintain safety activities. Through phone interviews with teachers, World Vision discovered that 52.3 per cent of public school teachers and 78 per cent of private school teachers conducted activities from the online safety curriculum with their **students** despite the time constraints and workload during the end of the school year. Nearly 90 per cent of teachers in private schools delivered at least one session on online safety, making use of KCSO posters or information CDs, while 27 per cent of teachers in private schools conducted an awareness session

“All the organisations offered resources for the events. Efforts were made by everyone, some did not charge for their services and others contributed with money without asking for anything in return”.

World Vision’s KCSO project manager in Armenia

with parents. In several schools, where the curriculum has not been deployed, school management confirmed that the programme has been incorporated into next year’s action plan.

Around 13 per cent of public school teachers and 67 per cent of private school teachers, who received the KCSO training, passed the knowledge gained to their **colleagues**.

How do we know it can be scaled?

Within World Vision, KCSO has already been scaled to cover many geographic areas where children are online and thus vulnerable. The approach is conducted in the public sphere and, due to the nature and focus of resource materials, it is accessible to all. Combining results from Armenia, Lebanon and Georgia, the evaluations found that:

- 6,200 families increased knowledge and skills on how to create a



protective environment for their children against online violence, abuse and exploitation while online.

- 10,700 children increased knowledge and life skills for protecting themselves and peers from online abuse and violence in addition to learning how to report cases or incidents.
- 4,626 teachers in two countries received specialised training to increase the protective environment of children using KCSO guidelines.

The evaluations found many elements of sustainability that also imply a natural scaling up of KCSO with partners outside World Vision. All project partners voiced their enthusiasm and readiness to continue with their contribution to the topic over the years, either through the deployment of online safety curriculum or by sustaining the online reporting mechanism. Klls showed that governmental and non-governmental entities were highly motivated and have high levels of ownership for the project.

How do we know it is cost-effective?

Evaluations in Armenia and Lebanon approached the cost equation

differently. In Armenia, the cost of the project was divided by the number of beneficiaries directly reached in the target programme areas. Lebanon's numbers include indirect beneficiaries based on the assumption of a transfer of knowledge between community members in the localised area. Neither includes the potential reach of national level decisions, such as the inclusion of

Every year in Armenia, World Vision and its partners held a competition for children on internet safety issues.

The number of children that participated, as well as the number of entries, had doubled by the 3rd year of conducting SID. In 2011, 60 applications were received from 100 participants, and by 2013, the competition received 140 entries from 230 children. Regional participation also increased. In 2011, entries came primarily from Yerevan schools, but in 2012 and 2013, entries from different rural areas of Armenia constituted the majority.

Results are believed attributable to efforts to improve access to the internet for rural students, complemented by their increased awareness and concern for internet safety issues through the KCSO project and its partner, the National Centre of Education Technologies.

online safety in formal school curricula or the strengthening of cybercrime units and powers.

- Thus, in Armenia, the number benefiting from the project's activities was calculated at 9,093 with a total budget of US\$113,385. The project was implemented in two phases. In Phase 1, the cost per person was US\$12.40. In Phase 2, this amount decreased to US\$9.50 per beneficiary and would have been lower if national-level changes were included.
- In Lebanon, the total number of children benefiting from the project was provided as at least 65,000.³¹ With a total two-year budget of US\$226,240, the cost per beneficiary was US\$3.50 and likely even lower per child reached.

In Lebanon, all focus group discussions and key informant interviews mentioned cost-effectiveness as an element of the model's advantages. Interviewees believed that the project achieved its goals and delivered significant impact for children while using very little budget.

Beyond this, when considering cost-effectiveness of KCSO, the wide geographic impact of peer networks and advocacy influence should be taken into consideration. Any project that successfully brings institutional improvements is benefiting all children within range of revised protective policy and safety nets. While it becomes problematic to calculate specific cost per beneficiary under this consideration, the high rate of success of policy change evident within the KCSO results undoubtedly proves its value for money.





Guidelines for KCSO Practice

This section provides guidance for World Vision national offices, other organisations and development practitioners considering implementation of the KCSO practice. World Vision based the guidelines on its experience developing and implementing the practice in MEER, and specifically in Armenia, Lebanon, Georgia, Bosnia and Herzegovina, Jerusalem-West Bank-Gaza and Albania. Guidelines include an evidence-based methodology, the step-by-step 'how to' process, the design, monitoring, and evaluation (DME) logical framework and indicators.

Guidelines for contextualising KCSO

What is the right context for KCSO?

The KCSO practice is as a multi-level, child protection practice that can be written into logical frameworks as a project within a local programme area or linked with other areas within World Vision such as sponsorship, communications/C4D, education / life skills and IT/ICT. The practice is effective with both children and youth, and in rural and urban areas. Results, however, are typically higher with youth and in places where access to the internet is


not limited. The model has dependencies on collaboration with partners and government and in joint planning at the local and national levels.

LESSON

In rural communities, though children often find ways to be online, parents and teachers have limited access to computers and internet, and teachers trained before the online revolution may not have spent much time understanding the patterns and trends of the internet. The evaluation showed that in this sort of context, while results were still positive, the model was less effective than in urban areas, particularly among teachers.

Critical success factors for the practice

- Incorporation of KCSO in national-level, strategic assessments such as World Vision's Analysis, Design and Planning Tool (ADAPT) model for child protection. Consequently, also incorporating it into relevant MOUs with national partners,



especially with the government (e.g. Ministry of Education and/or Ministry of Social Affairs).

- Incorporation of KCSO in World Vision's development programme approach (DPA), such as in step 3 regarding vulnerability, by broadening the step to include online vulnerability.
- Understanding KCSO as a contributor to child protection reporting and referral mechanisms and embedding it within the relevant technical programmes rather than creating a stand-alone initiative.
- Ensuring staff have the capacity to implement the practice and use the tools (see next heading).
- Including KCSO in an advocacy strategy that is impact-oriented and grounded in evidence.
- Ensuring an active role for children as change agents at all levels of implementation, including advocating for better protection.

National office staffing and support dependencies

The following summarises the support required for project implementation and success.

Organisational orientation

Local Area Programmes:

- Explore how KCSO could be naturally incorporated into sponsorship or other programming such as child protection, education, or life skills.
- Include KCSO-related indicators and expand stakeholder mapping to include relevant ministries and child protection bodies in local area programme assessments.

National level:

- Familiarise national office representatives on the purpose, tools and results of KCSO.
- Link KCSO to external engagement and donor engagement/grant management teams to ensure that it is considered and/or promoted for grant opportunities and other non-sponsorship initiatives.

Technical support

Local Area Programmes:

- Ensure an understanding of the child protection systems approach, especially the life skills, child participation and resilience components, is in place or accessible for staff in each local area programme carrying out KCSO engagement.



- Provide access to tools and resources for self-learning by staff and/or orientation to the systems produced by other national offices.

National level:

- Conduct a policy analysis to identify gaps in systems and legislation for engaging with cybercrime law enforcement and other government entities.
- Centralise technical advice to programmes implementing KCSO. For World Vision offices, this support can be provided by another World Vision national office with experience in KCSO practice or by the regional office CPP Learning Hub.

Staff skills

Core competencies required by staff to successfully implement this practice include:

- basic child participation skills (including Do No Harm);
- basic child protection understandings;
- familiarity with life skills and resilience concepts; and
- basic experience in partnering and advocacy.

Resources

Please visit World Vision's online portal, www.wvie.org, for access to resources and tools.

Logical framework for KCSO

The following provides the hierarchy of objectives for a sample logical framework. A full sample, including the indicators and means of verification, is included in the Tools & Resources.

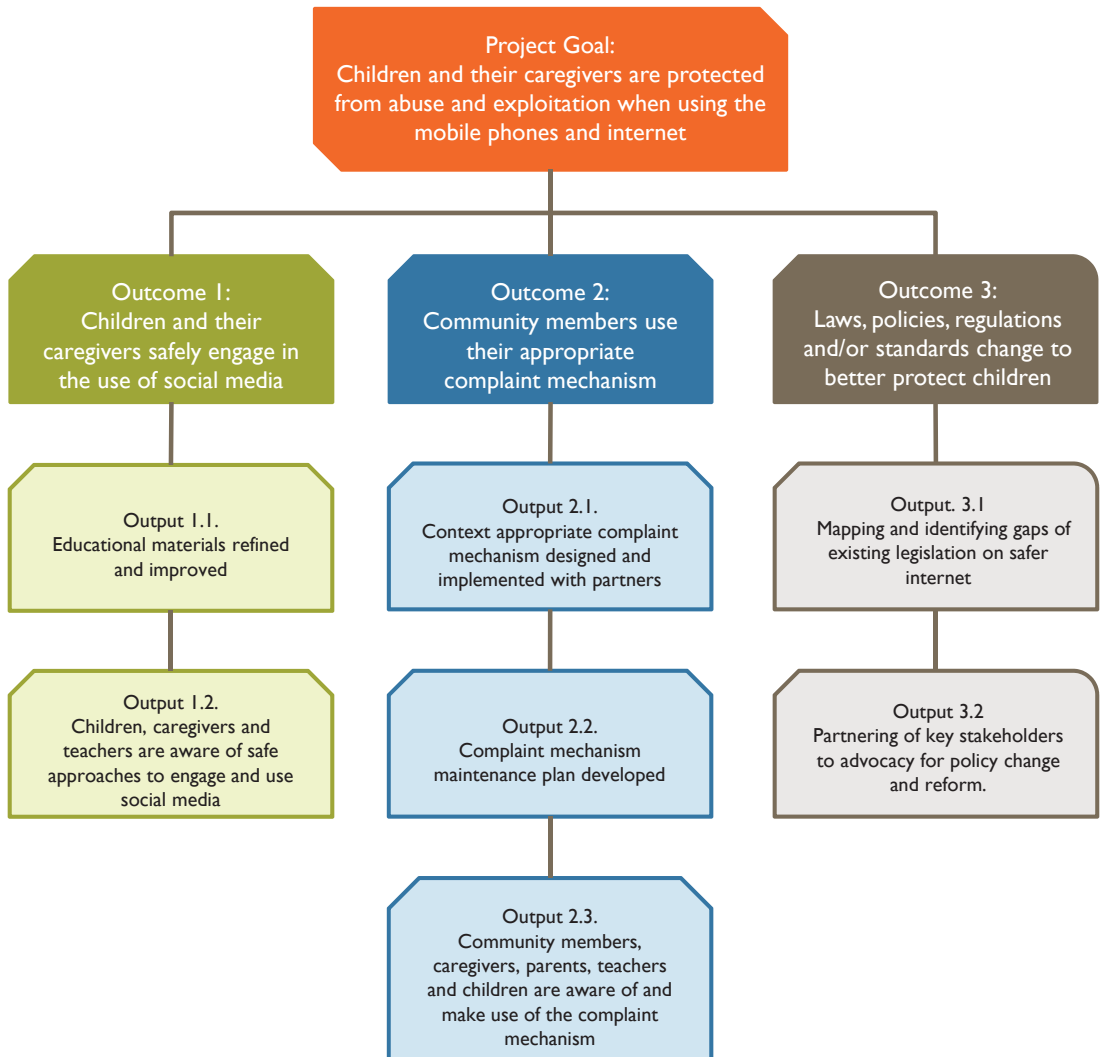
Goal: Children and their caregivers are protected from abuse and exploitation when using their mobile phones and internet.

Outcome 1: Children and their caregivers safely engage in the use of social media.

Outcome 2: Community members use the appropriate complaint mechanism.

Outcome 3: Laws, policies, regulations, and/or standards change to better protect children.

Figure 8. Logical Framework for KCSO



Guidelines for monitoring and evaluation

Implementers should apply the monitoring plan for KCSO using a range of data collection methods to ensure adequate information for the

purposes of internal project management and to measure the project’s impact. Quantitative data and qualitative information are collected routinely through surveys, focus group discussions, interviews and pre- and post-tests. It is important to include age and sex



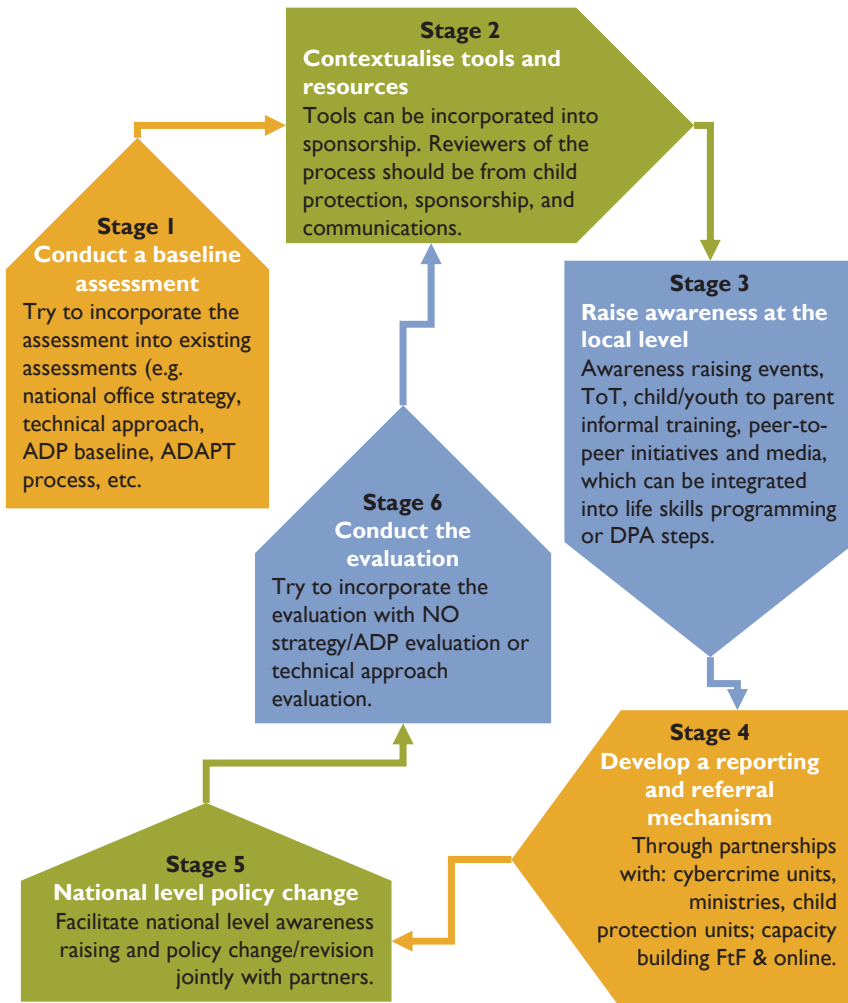
disaggregated data in the monitoring plan in order to examine different results for children and youth, boys and girls.

Actions are validated in the communities for their relevance and effectiveness by World Vision staff, core groups of

local partners and beneficiaries. An important principle of KCSO, and a major contributor to its success, is beneficiary participation in monitoring, especially children, women and those most vulnerable to online risks.

Guidelines for project management

Figure 9. Suggested process for KCSO



General Timeline

	Year 1				Year 2				Year 3			
Assessment: approximately 2 months	■	■										
Contextualised tools: approximately 3 months		■	■	■								
Awareness raising: 18 months			■	■	■	■	■	■	■	■	■	■
Reporting and referral mechanism: 18 months			■	■	■	■	■	■				
National-level policy change: 2 years			■	■	■	■	■	■	■	■		
Evaluation: 2 to 3 years										■	■	■

Stage I: Baseline Assessment

The starting point for KCSO is a baseline assessment conducted at both the macro and micro level. Information on the current status of internet access in a country, and the potential dangers children and youth face in that context, should be gathered through government reports and internet research.

There are a number of World Vision processes where the baseline for KCSO can be incorporated for efficiency.

- Assessment indicators for KCSO can be included in the strategy baseline or when conducting the baseline for a World Vision technical programme (TP).
- If the ADAPT tool for child protection is used by the national office, then KCSO indicators and questions can be included in the

ADAPT process, which could also inform the development of the TP.

- For World Vision offices using DPA, the KCSO baseline assessment, including the assessment of the reporting and referral mechanisms, can be embedded into step 3 for vulnerability (online vulnerability) and step 5 for working together. This approach helps to increase local partners' awareness of KCSO goals and approaches.
- KCSO indicators can also be included when conducting sponsorship feasibility assessment or evaluations of sponsorship programming.

In addition to the assessment, training for KCSO can also be integrated into different local programming activities such as life skills, education or sponsorship activities.



Additional Guidance: Including KCSO in World Vision Technical Approaches (TA) or Technical Programmes (TP)

KCSO fits well as part of a child protection or education programme. Information regarding online vulnerability in the country should be included under the section, “Context characteristics in which the technical should and should not be considered”, and reinforced in the section on the most vulnerable section. As much as possible, KCSO should be integrated into the advocacy section and included in sponsorship considerations, especially if sponsorship activities promote children accessing the internet.

Stage 2: Contextualise Tools and Resources

All main tools and resources need to be contextualised and translated into the appropriate language, and reviewed both internally and externally.

Internally, the review should be conducted by child protection, sponsorship and communication sectors, involving staff from both the national and local levels. For World Vision

implementers, in order to incorporate contextualisation into Sponsorship 2.0, designers should utilise sponsorship plans and resources.

Externally, resources should be reviewed by local partners and children. The process of including local partners and children in the review also raises awareness and enables them to start to take ownership of the practice and its activities and outcomes.

Practical Tips

- Conduct training sessions with smaller groups with no more than 30 children in order to increase effectiveness.
- Conduct separate trainings for different target audiences in order to address risks in an age-appropriate manner.
- Focus project implementation on cities and surrounding villages, which gain increasingly more and more access to internet.
- Conduct pre- and post-tests before each training to measure the level of safer internet knowledge.
- Adapt and update presentations accordingly to suit each target group’s knowledge of safer internet use. For example, teachers may have a wider knowledge of the internet than parents. This means that teachers may need more practical examples and applications.
- Include examples from other countries to help the audience relate to the materials.

LESSON

The success of KCSO is dependent on a strong reporting and referral mechanism, which is owned by an external partner so that online incidents can be reported and effectively responded to in order to care for children at risk. This mechanism needs to be identified, or agreed upon and developed, as early as possible in the implementation of KCSO so it can be included in all tools and resources and so implementers can raise awareness of it during training sessions. Local referral mechanisms are preferred, but national reporting mechanisms may also be appropriate depending on the context. A local child protection representative or unit, or a local child protection helpline or hotline if one is in place, are most effective and will aid with sustainability. (For more information, see the project tools and step-by-step guidance.)

Stage 3: Raise Awareness

Local level

Raising awareness of online risks to children empowers children, their caregivers and local stakeholders to positively and safely engage and use social media. Awareness is raised through training sessions and building people's capacity at several levels. Due to an emphasis on empowering children to protect themselves, KCSO's approach raises awareness through age-appropriate tools for children; ones often designed directly by children.

Implementers should link the various training sessions so they build on one another. For example, a ToT for World Vision staff and partners should be followed by separate sessions to raise awareness with parents, teachers, children and youth. Trainings can be conducted by World Vision or by implementing partners. While trainings are the core approach in this phase, they are complemented by other channels of communication and information sharing including moderated online forums, Facebook pages and education websites.

Child/youth-to-parent training is an approach that has emerged from KCSO pilots and is very effective. A good example is from the implementation of KCSO in Georgia where children provided training to members of 'Mother

Mothers from Georgia during the evaluation mentioned that, because they have children who are constantly using the internet, they need to have as much detail as they can about KCSO tools.

Support Groups' that were developed in the context of a mother and child health and nutrition (MCHN) project. Mothers requested training on internet safety tools. Youth peer educators from local area programmes visited different villages and conducted KCSO trainings for nearly 100 mothers involved in these groups. Youth used training tools, including PowerPoint presentations, group activities, computer games and the KCSO CD during the sessions and showed the mothers the relevant public service announcement. In Palestine, children developed their own materials from wallpaper with multiple colours to train their internet-illiterate parents on the risks to children when they use social media such as Facebook.

The peer-to-peer approach is a concept used widely by World Vision and applied by some offices as an add-on to child-to-parent training. In this approach, young people are given specific training and tools to work within their own age group. This approach enables them to train their peers and to influence children of all ages on the subject matter.

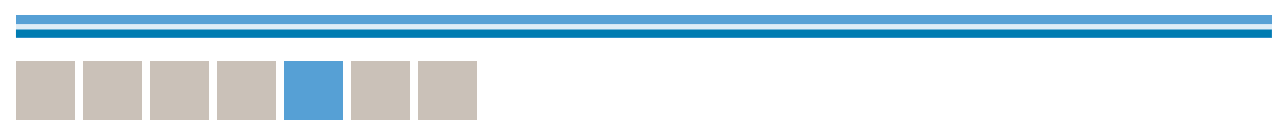
Stage 4: Develop a reporting and referral mechanism

In addition to providing children with the tools and know-how to remain safe while navigating social sites, it is important to establish response mechanisms, such as hotlines or helplines, which provide appropriate help and interventions. This component is the most time-intensive task of the project and must begin early (see lesson in stage 2 above). Once activities to raise awareness are strong and operational, it is time to test and refine the functionality of the mechanism. Communities, especially children, should not only know about the mechanism for reporting suspicious or abusive behaviour online, but should also feel safe and empowered to use the chosen system, understanding well how it works and the implications of reporting through it.

In Lebanon World Vision partnered with Himaya, a child protection helpline, to develop an e-Helpline that would provide both chat and e-mail counselling. Together they developed innovative tools to raise awareness on how the e-helpline works.

Training for hotline/helpline staff

The most effective way to introduce stronger reporting of online incidents is



to support an existing child protection hotline, or similar resource, to incorporate elements for responding to online risks. As part of this approach, an important role for WorldVision is to coordinate training and information for existing hotline/helpline staff. For instance, hotlines and/or helplines have been developed in each European Union country. Developing connections between these hotline/helplines, as well as other local organisations and cybercrime police units, enables them to share practices and learning about online abuse. The focus of this activity is twofold: (1) to bring the hotline/helpline and the cybercrime police unit together to develop effective methods and tools for combating cybercrimes; and (2) for hotline/helpline staff to learn from one another and provide the best service via chat and email counselling. The latter is useful because the skills of hotline/helpline staff vary with some trained in psychology while others have only basic training.

An additional approach is for youth moderators to provide technical support to reporting and referral mechanisms through either KCSO Facebook pages or KCSO websites.³² This approach, however, requires WorldVision staff or partners to monitor the youth.

Stage 5: National-level awareness and policy change

WorldVision and its partners can also raise awareness through special events, including observing international SID, and through effective partnerships with media. These elements of KCSO involve external partners, including children and youth groups, and are an essential component of the strategy for sustainability.

KCSO practice includes steps to change institutional barriers that continue to place children at risk such as weak legislation or enforcement of legislation, low understanding or visibility of risks and tolerance of low-level forms of online abuse affecting children. Cybercrime units and relevant government ministries are two critical stakeholders for transforming systems.

Collaboration with cybercrime units

Success of any KCSO project is linked to successful collaboration with cybercrime units. Although KCSO helps to implement effective mechanisms for reporting online incidents during the early stages of the project, hotlines can only support technical or psycho-social counselling. All illegal incidents,



such as child pornography or suspected grooming, must be referred to police for further action.

Collaboration with these units can take place on various levels:

- Inviting members of the cybercrime unit to training sessions for hotline/helpline staff.
- Coordinating with various police networks that fight cybercrime such as Virtual Global Task Force (VGT), Europol, or the Federal Bureau of Investigation (FBI).
- Attending various conferences or seminars on law enforcement agencies and cybercrime.
- Inviting members of the cybercrime unit to attend trainings for children. This approach helps to increase children's trust in the police.

Working with the Ministry of Education on curriculum

A critical project goal is to include KCSO curriculum in annual lesson plans for schools nationwide, which can only be achieved by close collaboration with the Ministry of Education. Several offices have shown great results that reflect

ownership and accountability from education departments and teams within them, including training of teachers and making resources available through official MoE websites. Implementers of KCSO should build relationships with key government stakeholders and include this need in any advocacy strategy and plans.

LESSON

The evaluation in Armenia revealed that children's trust in the police, and their will to support and act on the children's behalf, was low. This low trust discouraged children from reporting child protection violations to the police, including online violence or abuse. Wherever possible, it is good practice to include a member of the cybercrime unit in KCSO trainings for children to serve as a spokesperson for law enforcement in order to keep children safe online and to increase children's levels of trust.

Criteria for a successful working group

As with any successful working group, the one established in the context of KCSO should be a collaborative and complementary effort among partners in order to achieve the goals and objectives efficiently and without duplication. It is recommended implementers:

- Encourage different ministries, such as the Ministry of Education and/or Ministry of Social Affairs, to be active from the initial phase of the project by building on any existing relationships and agreements in the context of child protection and/or education.
 - If there are no existing MOUs in place with education or child protection focused ministries, then sign a new MOU among the partners to keep each other accountable. The MOU should have clear roles and responsibilities established for each member.
 - If there is an MOU in place, then make sure that KCSO related obligations and commitments are included.
- If no one takes the coordinating role among partners, then World Vision should play the coordinating role, continuously providing ideas as to how each member of the group could be involved and building on one another's strengths. If World Vision serves in this role, it is important to provide ample space to listen to partners' ideas on how the tools and working group's expertise can be used at the national level.
- Build a shared platform to establish a unified pool of technical, material (tools and CDs) and human resources.
- Aim to develop a reporting and referral mechanism through partnerships with cybercrime units, ministries, child protection units, and to build capacity through face-to-face interaction and online.

Mapping and selecting local-level partners

Implementers of KCSO should map all key stakeholders at an early stage of implementation as an important exercise. The mapping will enable the successful selection of partners from the existing child protection systems and structure. As KCSO should be linked to a broader child protection strategy, the mapping exercise should not to be conducted as

a stand-alone exercise, but embedded in other local level programming or assessment initiatives such as DPA, ADAPT, or a sponsorship feasibility study in the World Vision context.

Sustainability of the local and national child protection mechanisms should be a key area of focus when selecting partnerships with government stakeholders, non-government actors or the private sector. It is crucial to



understand the current role and focus of each entity. Partnering decisions should be based on the following criteria:

- Has the organisation operated effectively for some time?
- Does it have a good reputation and is accepted by the community?
- Does it have sufficient staff capacity and systems in place?
- Will it be able to continue operating once World Vision’s funding for the project comes to an end?
- Is it willing and able to cooperate with other government bodies such as the cybercrime units?

Select the best partners and develop a working group to meet on a **bi-monthly** basis. The aim of the working group is to empower individuals, communities, governments, civil society and local partners. The meetings are also critical to ensure sustainability of the project at a national level once World Vision’s role is complete.

The following chart is an example of the stakeholders and the potential roles of the partners. Each implementing office prioritises partners based on the stakeholder mapping and assessments mentioned in previous sections.

Recommended Partners		
Potential Partner	Priority for Partnering	Partner Role
Ministry of Education	Essential	Develop jointly a ‘safer internet’ curriculum to be administered in schools at all levels
Ministry of Social Affairs	Essential	Include a digital platform in their nationwide reporting mechanism. (Could be in the form of a helpline/hotline)
Cybercrime police unit	Essential	Receive and investigate all illegal online incidents reported
*Child Protection NGO (which runs a reporting mechanism)	Desirable	Develop a digital platform for reporting online incidents (helpline/hotline) working closely with Ministry of Social Affairs
Telecommunications/Internet Providers (i.e. Vodafone)	Desirable	Market, fundraise and improve safety settings
Microsoft or IBM	Desirable	Develop tools and resources, provide funding and support implementation
Global Safer Internet Networks	Desirable	Share tools, resources, methodologies, lessons learnt and best practices. Participate in global events such as Safer Internet Day.

**If the Ministry of Social Affairs does not have a functioning reporting mechanism in place, then it is recommended to partner with a local child protection NGO.*

**Other recommended partners include the Ministry of Information and Justice or civil society organisations.*

External donor engagement

This practice can be promoted with the following external donors:

- Safer internet networks worldwide such as the Insafe Network in the European Union, Asia and Latin America.
- Organisations interested in online safety such as Microsoft, IBM, MacAfee, and the Bill & Melinda Gates Foundation
- Telecommunication companies such as Vodafone, Mobile Alliance Against Child Sexual Abuse or the GSM Association.
- Google, Facebook, Twitter and Yahoo





Tools and Resources

The following provides a list of tools and resources developed in the context of implementation. To access the tools and resources, visit www.wvie.org or use the following link <http://beta.wvi.org/keeping-children-safe-online>.

The table below includes the full package of KCSO tools and resources developed by World Vision Middle East, Eastern European region as well as

Latin America and West Africa. National offices developed, translated and refined contextualised resources to better engage children, youth, parents and teachers. The main project tools target different age groups and include the interactive CD (also available online), brochures, posters, presentations and the facilitator toolkit. Additional tools include games and training materials in the form of guidance manuals for educators.

Materials for KCSO				
Item	Children	Youth	Parents	Teachers/Facilitators
Main Project Tools				
Sample logical framework				
Interactive CD	✓	✓		
Brochures	✓	✓	✓	
Posters	✓	✓	✓	
Presentations for Training	✓	✓	✓	✓
Facilitator Toolkit				✓
Additional Materials				
Colouring Book	✓			
ESafety Family Kit	✓		✓	
Folders	✓		✓	
Manual for Education Curriculum				✓
Social Media Materials				
Video Clips				
Cartoons				
Facebook Pages				
Safer Internet Websites				
Tools available in the following languages				Color code
English, Spanish, French, Portuguese, Armenian, Arabic, Georgian, Albanian and Bosnian				
English and Spanish				
English				
Arabic				
Arabic, Armenian, Georgian				



Endnotes

- 1 Edith Ofwona Adera, Timothy M. Waema, Julian May, Ophelia Mascarenhas, and Kathleen Diga, eds., *ICT Pathways to Poverty Reduction: Empirical evidence from East and Southern Africa* (International Development Research Centre: Practical Action Publishing, 2014), Table 10.2. An increase in one unit of ICT resulted in a 2.5% decrease in poverty levels.
- 2 <http://www.saferinternetday.org/web/europol/home>
- 3 Keeping Children Safe Online Research, (World Vision Albania Fact Sheet, 2014). The sheet is based on a survey conducted from December 2013 to January 2013 of 900 Albanian children, ages 13-18, in Tirana, Korca, Shkodra, Vlora, Elbasan, and Peshkopi. 67% live in rural areas and 55% of responders were girls.
- 4 <http://www.statisticbrain.com/facebook-statistics/>
- 5 Final Evaluation Report of Keeping Children Safe Online Project, (World Vision Lebanon, 2013).
- 6 Final Evaluation Report of Keeping Children Safe Online Project, (World Vision Armenia, 2013).
- 7 Final Evaluation Report of Keeping Children Safe Online Project, (World Vision Lebanon, 2013).
- 8 Ibid
- 9 Final Evaluation Report of Keeping Children Safe Online Project, (World Vision Lebanon, 2013).
Final Evaluation Report of Keeping Children Safe Online Project, (World Vision Armenia, 2013).
- 10 Manuel Castells and Cardoso, Gustavo, eds., *The Network Society: From Knowledge to Policy*. (Washington, DC: Johns Hopkins Center for Transatlantic Relations, 2005).
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- 12 Ibid.
- 13 Quantitative Research, Keeping Children Safe Online, conducted with 900 Albanian Children. Canadian Institute of Technology, (WVA&K and MEER Child Protection and Participation Learning Hub, 2014).
- 14 Ibid
- 15 Ibid
- 16 <http://www.statisticbrain.com/facebook-statistics/>



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- 17 <http://www.saferinternetday.org/web/europol/home>
- 18 AT&T Annual Report, 2010.
- 19 Annual Conference on Safer Internet, Albania 2013, Detlef Palm, UNICEF representative.
- 20 InternetWorldStats.com, International Monitoring Company's 2011 Report.
- 21 Obligates countries to introduce a common criminal policy aimed at the protection of society against cybercrime, among other elements, by adopting appropriate legislation and fostering international co-operation; Budapest, 23.XI.2001.
- 22 The theory of action was developed by project staff while reflecting the input from stakeholders, but without having formal direct input from children. While this could be a gap, it was not a negative consequence of this particular methodology. Rather, it was an approach undertaken to accelerate project implementation. Children provided input informally and they are the designers of several tools produced.
- 23 For more information on World Vision's system's approach to child protection, please contact MEER_DLI@wvi.org.
- 24 KCSO tool can be downloaded from this link: <http://wvi.org/keeping-children-safe-online>
- 25 www.safeinternet.nt.am
- 26 www.saferinternet.ge
- 27 www.saferonline.ps
- 28 Results in this publication focus mainly on evaluations in Armenia and Lebanon. While the Georgia evaluation also showed positive results, the lack of a project baseline in Georgia prevented World Vision from concretely knowing the degree of change. As a result, most quantitative and some qualitative findings are based on the evaluations in the other two countries.
- 29 No baseline was available for Georgia for this specific measurement. The original, pre-project assessment reported 'very low' levels of online safety awareness, but the number was not quantified.
- 30 www.saferinternet.nt.am
- 31 Taking into consideration networks of children, parents and partners, the number is likely to be greater than this.
- 32 This model was used in Georgia.



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