

Policy Objective Option 3: Safe Online Learning

What problem are we addressing and what do we want to achieve?

1. **Problem statement:** More than a billion children and young people under 25 have access to the internet. The COVID-19 related lockdowns and school closures are driving ever more children online to learn, play and socialize. In response to the school closures driven by the pandemic, more than 90 countries assessed by UNICEF have enacted some form of policy to provide digital and broadcast remote learning.¹ (See *Summary of Key Policy Issues – Online Safety*.)
2. **Policy objective:** ChildFund Alliance (CFA) will work to ensure **online learning environments are safe places for children that do not expose them to online child sexual exploitation and abuse (CSEA), cyber-bullying, hate speech or other harmful content, conduct or contact.**

How will we do this and how prepared are we to do this?

3. **Desired outcomes:** The following **three, mutually-reinforcing outcomes** would help to achieve the above-stated policy objective. CFA could select one or more of these outcomes. The actions included under each outcome are an indicative list and were informed by the findings of the Country Survey.
 - a. **Outcome 1. National governments commit to maintaining safe online learning spaces for children.**
 - CFA works with allies and encourages national government to endorse the [Child Online Safety Universal Declaration](#) and develop national legislation that explicitly prohibits all forms of online abuse and violence such as cyberbullying and CSEA.
 - CFA supports national governments to establish national child online protection strategies, in-line with guidelines on [child online protection](#). These strategies explore regulations for social media firms and technology service providers in-country and children’s privacy and data protection.
 - CFA works with allies to create global standards related to the collection and use of children’s data, in-line with the [UK’s Code of Practice](#) and encourages national governments to sign-up to these standards.
 - b. **Outcome 2. Schools adopt a whole-of-school approach to online safety and have systems and structures in-place that maximize children’s safety while learning online.**
 - CFA rolls out a global, digital marketing campaign that amplifies the voices of children/adolescents to help children and families spot risks and threats to children, learn how to stay safe online and how to report abusive content or material online.
 - CFA promotes [digital citizenship training](#) for children, expanding children’s digital literacy and empowering them to play an active role society, both on and offline.
 - CFA works with children to establish national-level, child-friendly mechanisms to report dangerous or inappropriate content, conduct and contact using a range of pathways, including technological tools, telephone hotlines, and peer-to-peer networks.

¹ UNICEF, COVID-19: Are Children Able To Continue Learning During School Closures?, New York, 2020.
file:///C:/Users/sarah/Downloads/RemoteLearningFactsheet_Updated.pdf

c. **Outcome 3. Technological tools used for learning are child-safe by design.**

- Brokering relationships with private sector actors and like-minded agencies, CFA establishes a global forum of child right’s agencies to engage directly with technology firms, drawing on existing fora like [The Technology Coalition](#). This forum becomes a platform for establishing voluntary minimum standards that ensures adequate controls are established and maintained and technology firms co-create and co-design child-friendly controls with children.

4. **Branding opportunities and capacities:** Branding and reputation building opportunities will focus on global standards and the digital marketing campaign. The digital citizenship training and the coalition of child rights agencies are also a primary branding opportunity. CFA seems to have more “ready-made” capacity related to working with children to establish child-friendly reporting mechanisms. CFA would need some scale up for activities related developing global standards, building coalition with and advising tech companies, and rolling out a digital marketing campaign.

Who are the relevant stakeholders?

5. Positive or improved actions from a range of **targets** will be needed to improve the safety of online learning. Partnerships are critical to the successful delivery of these outcomes. A number of agencies and organizations have strong experience in online learning and safety and thus would serve **important allies and partners**. This includes private sector partners, such as technology firms, who have increasing experience in developing child safe online learning platforms and tools that are child-safe by design.

	Targets	Allies
<i>Outcome 1.</i>	National-level policy makers and relevant line ministries, technology firms.	UN agencies, including UNDP, UNESCO, UNICEF, and the UN ITU; other civil society and child protection actors.
<i>Outcome 2.</i>	Schools and local authorities, educators and school staff, children and their families	As in Outcome 1. Also foundations and technology firms.
<i>Outcome 3.</i>	Technology firms	As in Outcome 1.