

IS A DIGIWORLD SAFE FOR ME?:

PARTICIPATORY ACTION
RESEARCH ON ONLINE
SAFETY AND RESILIENCE



**Save the
Children**

In partnership with
Levante International Development,
Rays of Youth, and
Karen Student Network Group



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THAILAND

Respect Ourselves Accentuate Resilience Project (ROAR)

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Acronyms

CBO	Community-Based Organisation
COPAT	Child Online Protection Action Thailand
CSG	Child Safeguarding
CSO	Civil Society Organisation
DCY	Department of Children and Youth
FGD	Focus Group Discussion
GESI	Gender Equality and Social Inclusion
HWF	Help Without Frontiers
KII	Key Informant Interview
KSNG	Karen Student Network Group
KRCEE	Karen Refugee Education Entity Committee
LGBT(IQ+)	Lesbian, Gay, Bisexual, Transgender (Intersex and Queer)
MDT	Multi-Disciplinary Team
MECC	Migrant Educational Coordination Centre
MSDHS	Ministry of Social Development and Human Security
NGO	Non-Governmental Organization
PAR	Participatory Action Research
ROY	Rays of Youth
SCI	Save the Children International
SOGIESC	Sexual Orientation, Gender Identity, Expression, Sex Characteristics
WGSS	Washing Group Short Set

Executive Summary

Project Background

In Thailand, access to and use of the internet is widespread, and rapidly expanding. Despite the positive opportunities internet access brings to young people, recent studies have also highlighted the risks of unregulated and excessive use of online platforms – including online abuse/exploitation, cyber bullying, and game addiction – which negatively impact on family relations, educational performance, health and well-being. However, current research in Thailand lacks an exploration of the scale, severity, and distribution of these risks for different groups of young people and across locations.

Young people in marginalised communities - who have low income, limited educational opportunities, and are already exposed to high rates of sexual exploitation and related risks of early marriage and school drop-out – are thought to be particularly vulnerable to online risks. To address these risks, there is a need to understand current practices and perceptions in online use and safety, and for young people themselves to identify and own the solutions.

To meet these gaps, the focus of this Participatory Action Research (PAR) is on the refugee and migrant communities along the Thai Myanmar border, increasing in numbers of Myanmar refugees since the coup of February 2021¹, Youth-focussed consultation methods were designed to more effectively engage young people as the target group.

Study Purpose and Key Questions

The PAR study aims to identify and quantify the specific risks and opportunities that girls and boys of all genders and abilities, living in the targeted refugee camps and migrant communities, face online. This study will contribute to the evidence base and directly inform phase two of the ROAR project, in which young people will design and advocate for solutions, campaigns and policies to prevent abuse and improve their protection. The findings from this research will also provide recommendations for Save the Children, protection leads, CSO partners, migrant and refugee communities and the Thai government to build a strategy to prevent online violence against children.

The study was carried out in the two key communities targeted by ROAR in Tak province, Thailand. Within the migrant communities, data was collected in Mae Sot, Mae Pa, and Tha Sai Luat districts. In the refugee community, the study targeted Mae La, Umpiem, and Nu Po camps.

The audience for this PAR study is divided into two main groups. At the primary level, the audience include ROAR project steering committee comprising youth mentors from the two target communities, representative of relevant government departments, and non-profit organisations specialising in internet safety and online child protection; CSO partners; and targeted children, young people, their families, and community members. At the secondary level, the audience includes national and regional government agencies, ROAR project donors, and Save the Children Australia.

¹ Population across 9 Refugee settlements estimated as 91,040 as at 1 October 2022. Source: <https://data.unhcr.org/en/situations/thailand>

Conclusions

Digital Access

Research Question: What level of access that the children have to internet and online platforms?

- Overall, the majority of youth surveyed are able to access internet 'all of the time'. The group least likely to report frequent access to internet connection were those with disabilities. A higher percentage of those in the migrant communities have seamless access to internet, compared to those in the refugee communities. Among those who could not access the internet, the main issue was the lack of access to devices and the need to seek permission from a device owner.
- In both the migrant and refugee communities, the primary source of internet is mobile phone top-up, followed by home wifi, and wifi shop. The reliance on mobile phone top ups and the income generator's inability to consistently afford them led to problems within the household.
- Overall, young people almost exclusively access internet using smart phones. Only a minority access internet on a computer or tablet only. When it comes to device ownership, around one fifth of youth sampled do not own the device they access internet with. As schooling moved online during COVID-19 lockdown, the ownership issue became problematic as one device had to be shared among several students in the household.

Digital Behaviour and Benefits of Being Online

Research Question: How do children and young people behave online and use digital devices, and for what purpose (looking at frequency, medium, usage etc.)?

Research Question: What are the risks and benefits that young people face from being online?

- In the migrant community, a majority of the youth spend on average 3-5 hours online a day while in the refugee community, a majority spend 1-2 hours online. Older children tend to spend much longer hours online than younger children. As schools and some public areas closed, children turned to their smart phones to do activities that they normally did offline prior to COVID-19.
- Overall, youth spend the highest average proportion of their time on entertainment activities, predominantly on Youtube, followed by Facebook and Tiktok. The activity which they spend the lowest proportion of time on was checking the news.
- To the youth, a majority reported that the major benefits of online are online gaming and entertainment consumption, as well as communication with family and friends outside of their neighbourhood. Notably, girls tend to mention benefits relating to opportunity to continue their studies and learn something new during school closure, while boys mention more time to play online games and keep themselves entertained during Covid-19 lockdown.

Digital Literacy and Knowledge of Online Safety

Research Question: What is the level of knowledge on digital literacy and online safety among targeted children, young people and parents? How are children made aware of the risks at the moment?

Research Question: What are the behaviors that increase risks to migrant and refugee children and young people online?

- Over half of the respondents in the migrant communities are highly or somewhat confident in possessing sufficient knowledge to do things they want to do online, while in the refugee communities, less than a third reported a similar level of confidence.
- The youth reported possessing the following top 5 digital skills: saving photos, remove/add people, share information/content, download things, and upload things. Meanwhile, the top 5 skills that youth reported wishing to improve include: make payment on a device, change privacy settings, creating videos or site content, ability to tell whether information online is accurate, and find information.
- When asked how children find out about how to do something online, respondents in the Child PAR Workshops answered that they would find the information by themselves through Google or Youtube search, asking friends, or teachers.
- Youth Survey results show that in both migrant and refugee contexts, a high percentage (over 70%) of sampled youth answered correctly on questions relating to the sharing of identifiable personal information. It is concerning, however, to see that while the youth understand the importance of keeping their identifiable personal information private, just over **half** thought it is okay to talk to strangers online, and meet them face to face.

Online Risks

Research Question: What are the risks and benefits that young people face from being online?

Research Question: What kind of abuse have children (or their peers) experienced online, what platforms were used and what kinds of abuse occurred (e.g. sextortion, scams etc.)?

Research Question: How are risks distributed according to age, gender, socioeconomic groups, geographical locations and other relevant factors?

Research Question: What are the behaviors that increase risks to migrant and refugee children and young people online?

- Overall, almost half of the respondents reported 'always' or 'very often' feeling safe when they go online. A higher percentage of those who identify as 'Other' reported feeling safe less often than cis-gender respondents.
- When explored further into the types of online risks most concerning to children, results show that in the migrant communities, children are most worried about cyber bullying, sexual exploitation, scam and extortion. However, when it comes to actual experience of online risks, cyber bullying, game addiction, and scam are the main problems reported by respondents.
- In the refugee communities, the most concerning risks appear to receive a more equal degree of attention, with cyber bullying and sexual exploitation as the top two most mentioned risks. In terms of actual experience of risks, cyber bullying, game addiction, and extortion are the three most prevalent problems.

- Overall, cyber bullying was the main problem in which children were both concerned about and actually experienced, as this risk was reported by half of the respondents in the Youth Survey. Notably, in both the migrant and refugee contexts, although game addiction was not high on the list of risks children are most worried about, it was reported second most experienced risk
- Within the report, the 'Online Risk' section summarises the distribution of six types of online risks, disaggregated by location, gender, and age group. The risks are cyber bullying, sexual exploitation and abuse, game addiction, online gambling addiction, scam, extortion. Within each risk, the report provides information on the frequency and platform which the risk occurred in, as well as how the youth responded to these risks. The top two risks reported by the youth sampled were cyber bullying and game addiction. Among all social media platforms, youth reported experiencing these risks when using Facebook and Messenger.

Access and Barriers to Support

Research Question: What are the existing, most effective tools and solutions present in communities to protect children from online risks? To what extent are existing tools already in use?

Research Question: How do children themselves protect from online risks, and what influences the success of their strategies to do so?

Research Question: What are the barriers to children, young people and their parents reporting risks and instances of abuse online?

- Overall, a majority of the respondents rate their ability to stay safe online as 'medium'. The level of confidence skewed towards the lower levels, as around a third reported either low or no ability. Migrant youth respondents show a higher level of confidence in their ability to stay safe online. When asked where they can find information about how to stay safe online, the top three responses were family/parents, followed by Google and friends.
- When it comes to how children protect themselves from online risks, overall, over 70% know what to do if they/their friends feel unsafe online. The person whom youth trust the most to go share negative online experience with, the top 3 responses were: caregivers, friends, then relatives. Those who identified as female tend to rely more heavily on those they know well such as caregivers, friends, and relatives; whereas males tend to place a slightly higher level of trust on their friends compared to caregivers.
- When it comes to reporting, of all the respondents less than a fifth said they have made a report in the past 6 months. Though reporting channels exist at the national level, comprehensive and systematic reporting channels do not exist at the migrant and refugee level.
- Four main barriers prevented children from reporting incidents of online harm. 1) Language barrier 2) The culture of self-blame 3) Underestimation of risks seriousness 4) Hidden costs of reporting processes. Similarly, when reporting channels exist (in the migrant community), these channels came up against a few operational channels.

Interest in Digital Safety & Support Needed

Research Question: What type of peer and general support would children, young people and their parents like to receive to increase resilience and safety online and how do they access those service support?

Research Question: What is the appetite of children and young people to take up existing digital safety and resilience tools?

- Overall, a majority of the respondents in both the migrant and refugee communities showed a degree of interest in knowing more about how to protect themselves online. There appears to be a slightly higher levels of interest among the migrant communities. Of the small percentage who reported no interest, the main reasons given included: existing knowledge on how to protect themselves, having no experience with online harm, and minimal use of digital device to begin with.
- Among the topics the youth would like to learn more, these are: 1) How to use social media safely: account set up, hacking prevention, use of privacy settings 2) Media literacy skills, particularly, how to fact check online information. 3) Video creating and editing. From adults' point of view, knowledge on the set up of privacy settings should be a priority. It is also equally important for the caregivers, teachers, and organisations which work with youth to receive awareness raising sessions on online risks and protection.

Recommendations

1. All campaigns and awareness-raising activities need to integrated these specific issues:

- Cyberbullying, game addiction, and scam and extortion should be tackled as the top three topics to conduct awareness raising and campaigns among children and youths in migrant and refugee communities as these are the most actual experience of online protection risks.
- Gender-aware, highlighting the different risks to different groups and paying special attention to those with diverse needs. Apart from highlighting the cyber threats of game addiction, scamming and cyberbullying.
- The campaign should also raise awareness on grooming, child, early and forced marriage which not only informs young people, but also acts as deterrents to potential perpetrators. In the migrant community where cases of early marriage were reportedly increasing, existing awareness campaigns and community child protection mechanisms should also incorporate information on the prevention of early and forced marriage by informing both the youth and caregivers of its online origin.
- Particular attention should be paid to learning about the consequences of sharing identifiable information via digital space.
- Online child grooming is not only perpetrated by strangers but known contacts such as friends, family members and teachers. Groomers often exploit and control children from online spaces which can lead to face-to-face meetings and sexual exploitation.

- The campaign should inform older adolescents who appear to already be taking these risks to mitigate unintended/negative consequences of such online interactions. As findings show that older children (15-17 years old) are less careful when it comes to interacting with strangers online (talking and meeting face to face), compared to younger children, awareness-raising campaigns should prepare younger adolescents to learn how to assess interactions with strangers online.
- Awareness raising campaigns should inform the youth of all possible kinds of online risks that may occur to them or people in their community. The youth who participated in this survey reported having experienced more than one form of risks. There is growing concern that one form of risks could lead to the other, such as game addiction and gambling addiction, as well as sexual online grooming and sexual exploitation.

2. All stakeholders should work with children with disability and their families by:

- Conduct a series of sessions to educate and support families which have children with disability especially those with cognitive disabilities, to ensure that they are able to navigate online spaces safely and appropriately in order to prevent them from (committing or being victims of) cyberbullying.
- Work with caregivers, teachers, and communities to support this group of children to avoid exposure to unsafe content and advertisement and provide information as well as inclusive access to reporting channels shall children come across inappropriate content.
- Address the issues on limited access to devices to give them the opportunity to learn from online platforms.

3. Invest in human resources and tools development for children with disabilities in the migrant and refugee communities. Establish and empower youth groups (online and in person) to share awareness and knowledge on digital etiquette, literacy, and online safety at the community level with support from NGOs.

4. At the national level, knowledge on digital etiquette, literacy, and online safety will need to be integrated into the national education curriculum.

5. Develop the step by step and easy-to-follow guideline on how to safely respond to risks, in a way which will aid the formal investigation process. This includes evidence collection such as saving URL or screenshot conversations with the perpetrators.

- Partnering with top online social media platforms such as META, previously known as Facebook, to empower youths to prevent and protect themselves from harm – taking online

protection skills which most youth showed interest in learning such as privacy setting and media literacy.

6. Conduct parent education session by providing specific information on how parents/caregivers can help protect children from online risks, in a way that children will not feel their privacy is being invaded. This will improve relationship dynamic between parents and their children and allow both parties to share their concerns with each other openly, as well as prevent any online child protection problems from escalating for children's fear of blame and reprimands.
7. Given the language diversity in the migrant and refugee communities, there is a strong need for localisation of existing digital literacy, online child protection resources, and reporting channels. These resources could be translated by the youth mentors or leaders in each community.

Methodology and Limitations

This PAR employed a mixed methods approach. Following desk review of available literature on the situation of online child protection risks in Thailand, and child-friendly data collection methods relating to internet access and online risks, the research team developed training materials for youth mentors and youth leaders to collect data in their respective communities. In total, five tools were used both targeting adults and children in the migrant and refugee communities. The five tools comprise: Youth Survey, Child-friendly PAR Workshop (FGD), Stakeholder KII-FGDs, and Data Validation Workshops. ROAR Youth Survey and Focus Group Discussions were tested during Youth Mentors training. Inputs from the youth mentors were added, and translation into Karen and Burmese were validated by the Youth Mentors prior to deployment.

A total of 1,388 samples were achieved during the data collection phase (January-June 2022). It is worth noting, however, the three main limitations of the study. Firstly, the lack of completed responses due to the voluntary nature of children's participation in the study. Secondly, questions regarding experiences of online risks were de-personalised to allow children to answer comfortably and truthfully which may have affected the true prevalence of the risk distribution in the target communities. Lastly, not all the FGDs could be gender-segregated, particularly FGDs with youth with disabilities, as they were arranged by a disability-focused organisation based on availability of the youth in their roster.

Background

COVID-19 has created further risk to increased levels of online engagement. Studies in other countries have identified increased risks for children online linked to the socio-economic conditions arising from the pandemic.

Thailand has a high and rapidly increasing rate of internet access. Studies to date, highlighted risks linked to unregulated and excessive use of online platforms can create risks for young people, including-risk of addition to online games, online abuse including cyber-bullying, impacting negatively on family relations and education performance.

Gaps in current research were lack of understanding of scale, severity and distribution by groups or locations. Noting potential for higher risks in marginalised communities with existing risk factors including early marriage, school drop-out and higher rates of sexual exploitation, is a need to understand how online risks might be impacting in these locations.

Focus in this PAR is on refugee and migrant communities, noting a large existing refugee and migrant population with increasing numbers of Myanmar refugees (since February 2021). The level of access to internet in these communities warrants further analysis to better understand actual risks. The level of exposure to risk potentially exacerbated by low levels of income and limited opportunities for education. Specific issues raised in initial discussions with local partners and young people in migrant and refugee/camp settings in border locations included specifically. online gaming, resulting in less school time, potential of risky behaviours to get online – e.g. stealing to obtain devices or travelling to unsafe area for access to internet, prevalence of fake news, being particularly significant in a context of restricted access and movement and finally, high rates of bullying online.

Effective, youth focused methods for identifying and responding issues of online safety is another key gap which this PAR research is seeking to address. It was noted, for example, that there are existing guides and toolkits for supporting digital literacy and protection from online abuse, but limited evidence that these were being applied.

The above analysis has informed the scope and objectives of this study.

Scope and Focus of the Research

Consultancy Objectives	Research Questions
<ol style="list-style-type: none"> 1. To identify and quantify general threats (problems and risks) online to determine issues that targeted groups of children and young people are facing 2. To understand the distribution of online safety risks according to age, gender, socioeconomic groups, geographical locations and other relevant factors 3. To understand existing means of risk mitigation and protection, in order to inform actionable recommendations for Save the Children's programming, and that of its partners 4. To establish a baseline of digital literacy and knowledge about online safety amongst young people against which project progress can be assessed against 5. To generate recommendations/gather lessons to inform phase two, i.e. how young people would like to be supported online and create their own solutions for peer awareness raising on online safety for children 6. To empower young people leaders to build their skills to co-conduct Participatory Action Research (PAR) and to produce an increased Gender Equality and Social Inclusion (GESI) sensitive evidence base on the types of safety issues children are facing 7. To influence broader policy and practice around child protection in online settings, and encourage uptake of actionable findings into government, SC, and DFAT-funded initiatives. 	<ol style="list-style-type: none"> 1. What level of access that the children have to internet and online platforms? 2. How do children and young people behave online and use digital devices, and for what purpose (looking at frequency, medium, usage etc.)? 3. What are the risks and benefits that young people face from being online 4. What is the level of knowledge on digital literacy and online safety among targeted children, young people and parents? How are children made aware of the risks at the moment? 5. What are the behaviors that increase risks to migrant and refugee children and young people online 6. What are the existing, most effective tools and solutions present in communities to protect children from online risks? To what extent are existing tools already in use? 7. How do children themselves protect from online risks, and what influences the success of their strategies to do so? 8. What are the barriers to children, young people and their parents reporting risks and instances 9. What kind of abuse have children (or their peers) experienced online, what platforms were used and what kinds of abuse occurred (e.g. sextortion, scams etc.)? 10. How are the risks distributed according to age, gender, socioeconomic groups, geographical locations and other relevant factors? 11. What type of peer and general support would children, young people and their parents like to receive to increase resilience and safety online and how do they access those service support? 12. What is the appetite of children and young people to take up existing digital safety and resilience tools?

Location and Context

Thailand is home to a large migrant population. Over the last two decades, Thailand has become a key destination for migrant workers from neighbouring countries

and increasingly from further afield across ASEAN. As of April 2022, there were 1,778,776 registered migrant (International Labour Organisation, 2022)². According to the Thai Ministry of Labour According to the Tak Primary Education Area Office, at least 13,000 to 20,000 migrant children live in Tak districts bordering Myanmar and in 2018, the Immigration Office estimated that around 2,000 children crossed the border daily. For migrant children living outside of the camps in Tak Province, hardship and challenge prevail to access basic services.

Over the past decade, more than 200,000 Myanmar nationals sought refuge in Thailand, fleeing conflict and ongoing violence in South East Myanmar. Presently, 91,818 (45,449 male, 46,369 female) verified Myanmar refugees reside in 9 camps alongside the Thai/Myanmar border which includes 37,711 children aged 0 to 17 (UNHCR, March 2021).

The research focused on the following ROAR project areas, as agreed by the Youth Mentors from KSNB and ROY, and Save the Children:

- Migrant communities: Mae Sot, Mae Pa, Tha Sai Luat
- Refugee camps: Mae La, Umpiem, Nu Po

Methodology

Study Duration: January – July 2022

- January: Inception Phase
- February: Ethics Approval and Field Data Collection Preparation
- March: Training of Youth Mentors and Leaders
- April-May: Deployment of Youth Survey and Stakeholder KII-FGDs
- June: Deployment of Child PAR Workshops (FGDs)
- July: Data Validation



A total of 5 tools were used. ROAR Youth Survey and Focus Group Discussions were tested during Youth Mentors training. Inputs from the youth mentors were added, translation into Karen and Burmese were validated by the Youth Mentors.



Document & Data Review

Review of relevant internal and external documents, data and existing literature to inform the development of the Inception Report and Tools, as well as data triangulation. Potential sources include, but not limited to:

- Project document (Concept Note)
- COPAT Online Protection Guideline 2.0
- Online Child Protection Situational Analysis from various NGOs and UN agencies
- Disrupting Harm: Evidence to understand online child sexual exploitation and abuse (OCSEA) Thailand
- Data and reports conducted by CSOs and child protection working groups in migrant and refugee communities

² https://www.ilo.org/wcmsp5/groups/public/---asia/---ro-bangkok/documents/genericdocument/wcms_735108.pdf



Youth Survey

Questionnaire for children and youth to collect data on a range of topics. Questionnaires were structured with conditional logic in order to ensure the appropriate targeting of questioning. Question types comprised open, closed and likert-scale choices on the following topics:

- Frequency, medium, and usage of digital devices
- Level of knowledge on digital literacy and online safety
- Awareness of risks
- Appetite to take up existing digital safety and resilience tools

Washington Group Short Set questions were used to identify participants with disability. During Youth Mentor and Youth Leader trainings, the youth were actively involved in reviewing the survey questions and development of child-friendly format of the survey. Inputs were sought after the youth practiced the questions with each other during the training to ensure that the questions, prompts, and additional visual materials were appropriate, easily understandable, and contextualised.



Child-friendly PAR Workshop with children and young people

Youth mentors were trained to conduct focus group discussions with a representative group of children and young people in 6 target locations, including FGDs specifically for children with disabilities. Specific Participatory Action Research (PAR) methods was integrated in the semi-structured FGD to cover the following topics in line with the Youth Survey:

- Online behaviour
- Risks and benefits young people face from being online
- Kinds of abuse experienced online (PAR tools such as Body Map was used to enable children to comfortable share about online protection risks they experienced)
- Barriers to accessing child protection support
- Existing support mechanism
- How children protect themselves from risks
- Interests in digital safety

Workshops were dynamic and make use of multiple forms of engagement including drawing, writing, and storytelling to give children the freedom to express their opinions.

FGDs with youth with disabilities were conducted with guidance and collaboration with Humanity and Inclusion (for refugee camps) and Right To Play (for migrant communities), who provided support for identifying youth with disabilities and trained the youth mentors on disability etiquette prior to the interviews.

In addition, the workshop employed gender-sensitive and inclusive approach. Where possible, beneficiaries took part in groups separately, based upon their gender and age group.



Key Informant Interview with Government Official, CSOs, NGOs and Community Members

Semi-structured interviews took place with relevant key informants for in-depth information on key research questions focussing on risks that young people face from being online, online behaviour, digital literacy knowledge, existence and access to community support mechanism which includes referrals, as well as insights on support needed to increase resilience and safety online. For Tools targeting government officials, questions on existing national/regional policies on online child protection mechanisms were added.

See Annex I for a full list of Achieved Samples.



Workshop for Data Validation and Findings Discussions

Two 1.5 hour workshops with KSNG and ROY representatives were organised to validate primary data via Zoom. The workshop with KSNG and ROY took place on 12 and 13 July 2022, respectively. The Data Validation Workshop served as a platform for the youth mentors from the two partner organisations to verify data, provide more contextual information to help make sense of the initial findings, as well as to discuss the direction of recommendation formulation. Preliminary findings were presented, and KSNG and ROY members were asked to provide comments on the findings. No significant adjustments were made to the findings, but rather contextual information were provided to help the research team better understand the findings on access and verify names of places, entities, and online gaming platform.

Achieved Sample by Tool

Tool	# of tools deployed	Total Sample	Male	Female	Other	Prefer not to say
Youth Survey (Migrant Community)	618	618	275 (boys)	313 (girls)	26	-
Youth Survey (Refugee camps)	627	627	290 (boys)	332 (girls)	4	1
Child PAR Workshop (Migrant Community)	6	28	12 (boys)	12 (girls)	4	-
Child PAR Workshop (Refugee camps)	16	76	44 (boys)	32 (girls)	-	-
Stakeholder KII-FGD	35	39	14	25	-	-
Total	1,302	1,388	635	714	34	1

Among male respondents of the Youth Survey, the percentage of those who reported some or a lot of difficulty are as follow: seeing (15.8%), hearing (13.7%), mobility (11.1%), cognition (39.6%), self-care as in washing and dressing (7%), and communication (29.7%). Only two reported not being able to see at all, one reported not being able to hear even if using a hearing aid, one responded that he has no ability to remember or concentrate, and one felt that he is not being understood or able to understand others at all. Among the female respondents of the Youth Survey, the percentage of those who reported some or a lot of difficulty are as follow: seeing (22.2%), hearing (17.6%), mobility (15.1%), cognition (40.1%), self-care as in washing and dressing (7.4%), and communication (24.1%).

Research Ethics

Contextual Sensitivities

Consideration was given to whether the focus group discussion was necessary, in the best interests of children and under Save the Children's as well as research partners' (KSNG and ROY) child safeguarding policy.

Ethics approval

The research team understood that the process may expose children to secondary victimization (such as trauma, distress, anxiety, and loss of self-esteem) through the questions that trigger their memories of abuse and exploitation they experienced in the past. To avoid such harms, the research team sought advice from both SC Thailand and partner organisations on the questions that may trigger negative responses. Prior to data collection with youth in the migrant communities, the research team sought ethics approval from Mae Tao Clinic Ethics Advisory Board and received approval on 10 April 2022.

Consent/Assent:

Levante worked with young people leaders to obtain children's assent and young people's consent as well their parents'. The children's assent form was written in the age-appropriated language. The consent/assent could only be given if the participants and their parents were informed about and had an understanding of the research. We communicated that consent may be withdrawn at any stage of the research process.

In the case of adult stakeholders, consent was sought twice: prior to the interview, and after the interview. For data collection with children, consent was sought at least three times: 1) Consent and assent form - the youth leaders obtained informed consent or assent form and discussed with their caregivers on their children's psychological triggers that should be avoided. 2) Prior to the interview – verbal consent was sought after data collectors provided information on the purpose, confidentiality, and accountability of data collection. 3) Consent was once again sought towards the end of the interview to give the participants the opportunity to withdraw their consent shall they wish to. Save the Children provided accountability channels on a poster to KSNG and ROY to share within the community/location in which the youth leaders collected data with children. The accountability channels enable participants to contact Save the Children, KSNG, or Rays of Youth on any concerns they have regarding the interview.

The Child Participatory Action Research followed Level 6 of Hart's Child Participation Scale (1992)³, namely adult-initiated, shared decisions with children. In practice, this means the research team (Levante, SCI, and partners) share decision-making powers with children and young people. While the structure of the tools may come from the research team, children and young people were involved with tool finalisation, child-friendly training curriculum development, data collection, and provision of inputs and recommendations on the data validation presentation.

Participation from Youth Mentor and Young People Leaders

The research was guided by the following basic requirements from UNCRC General Comment No. 12 (paragraphs 132-134).

1	Participation is transparent and informative
2	Participation is voluntary
3	Participation is respectful
4	Participation is relevant
5	Participation is child friendly
6	Participation is inclusive
7	Participation is supported by training for adults
8	Participation is safe and sensitive to risk
9	Participation is accountable

Two 2-day trainings were organised together with Save the Children for youth mentors: one for KSNG youth mentors and one for ROY youth mentors. To facilitate the trainings, a Training Handbook was developed which covered the following topics: principles of social research, research ethics, child-friendly interview techniques, managing difficult emotions, tool guide, field data collection, data security, and risk and issues management. Additionally, the youth mentor and leaders were trained on the principles of child participation and given a checklist in each data collection tool to ensure that all 9 principles were followed. See Appendix II: Lessons from Youth Mentor and Youth Leader Trainings for the documentation of methods, approaches, and reflections from the trainings.

Participation in Child PAR Workshop

Prior to the workshop, children were asked to provide a chosen name (aside from their real name) to protect their identity while also allowing the data collectors (Youth Leader and Youth Mentor) to refer to a particular child for further information. All participants were explained that their participation would be rightly voluntary, and they could choose not to answer any or all of the questions. Before each interview, children had a chance to ask data collectors any questions regarding the interview, and together brainstorm rules for each party to follow during the interview. During the CPAR Workshop, a responsible adult (caregiver or partner staff) were asked to wait outside of the interview room, outside of earshot, to ensure maximum confidentiality of information provided by participants

³ Hart, Roger A., Children's Participation: From Tokenism to Citizenship, UNICEF: Florence (1992).

during the interview. After every 6-7 questions, participants were asked whether they would like to continue or take a break. Towards the end of the interview, there were feelings check-in with participants, and a brief conversation with youth mentors and Levante field research coordinator to share observations of any distressing signs. To date, no reports have been made of serious distress during the data collection process.

Data Analysis

Quantitative data was analysed through the use of statistical software, particularly STATA to produce descriptive statistical analysis. Data was disaggregated for the application of different 'lenses' as required by Save the Children (i.e. gender/age/people living with disability) as well as by location etc. Data visualisations were produced using Microsoft Excel.

Textual data from qualitative tools were transcribed, categorised, and coded. Thematic analysis was carried out to identify key themes and concepts emerging from open questions in the Youth Survey, key informant interviews and focus group discussions. Where relevant, qualitative data was quantified as proportion of total samples.

Two 1.5-hour Data validation sessions were organised (one with Rays of Youth and one with KSNG) to ensure that the information gathered from different data sources was accurate, comparable, and coherent.

Challenges and Limitations



Since children's decision to participate in data collection is rightly voluntary (Informed Consent) and subject to their guardian's permission, not all responses were complete. Data were triangulated using Child PAR Workshop, Stakeholder KIs, and data validation workshop to understand possible reasons for missing responses and to fill in data gaps.



In the section on experience of child protection risks in the Youth Survey, the research team made a joint decision with youth mentors and Save the Children Thailand team during the Youth Mentor trainings that respondents will not be asked directly about their experience with online risks. Participants were instead asked whether they or their friends have experienced each online risk. This questioning technique allowed participants to answer comfortably, by avoiding personalisation of the risk experience as they were asked about either them or their friends. Although this technique allows the youth to answer truthfully, the data collected may not be able to accurately capture the true prevalence of the risk distribution in the target communities.



Not all the FGDs could be gender-segregated, particularly FGDs with youth with disabilities, as they were arranged by a disability-focused organisation based on availability of the youth in their roster.

Findings

Digital Access

Research Questions:

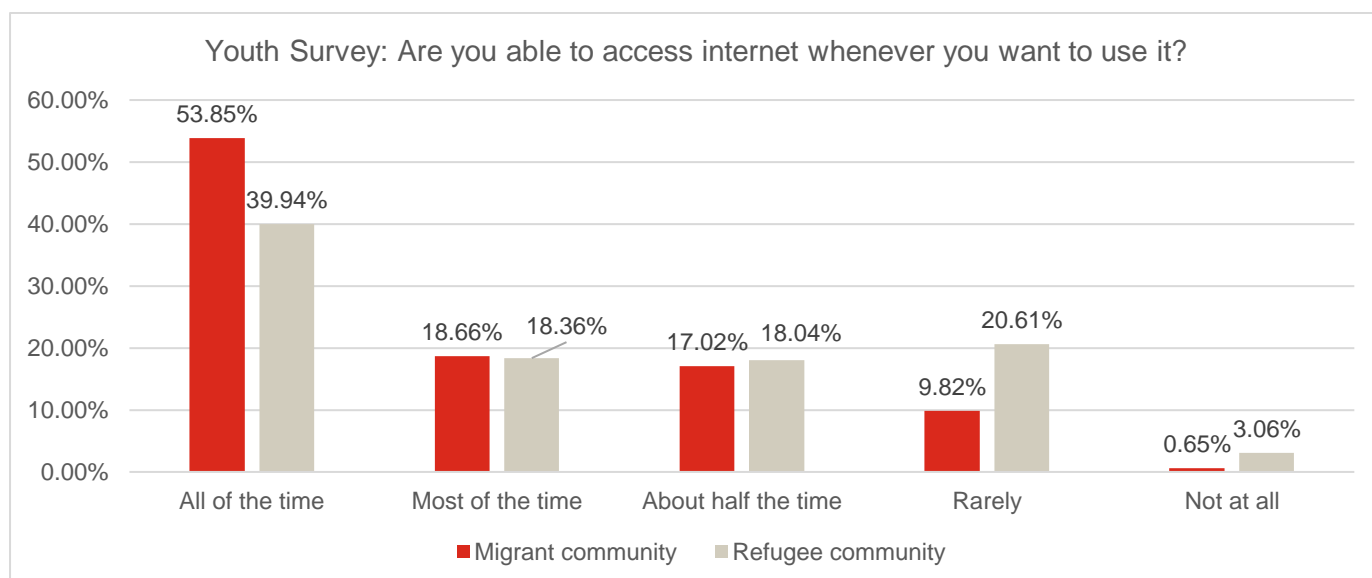
- What level of access that the children have to internet and online platforms?

Access to Internet - Overall

In both migrant and refugee contexts, **a majority of the youth surveyed are able to access internet 'all of the time'**. Disability-disaggregated data shows that **those with disability, as identified by the Washington Group Short Set (WGSS) questionnaires, are more likely to report having rarely or no access to internet** compared to those with no disabilities (26% vs. 17%). Further, younger children with disabilities (12-14 age group) tend to completely lack access to the internet compared to children without disabilities of the same age group (9.8% vs. 2.3%).

A higher percentage of those in the migrant communities have seamless access to internet, compared to those in the refugee communities (53.85% vs. 39.94%). Similarly, it is evident that **access to internet in the refugee camps are poorer as almost a quarter (23.67%) of the respondents rarely or never have access** to internet. Data from stakeholder KIIs in refugee context show that while there is access to internet, the signal may not cover all areas in the refugee camps, and that there are issues with the signal strength in the migrant communities, only 10.47% reported so. Those who reported not being able to access internet at all were further asked to provide reasons. Coded response showed that **75% do not have access to devices**, whereas 25% need permission from parents to use the internet.

Figure 1: Youth Survey - Are you able to access internet whenever you want to use it? (by Context)



Access to internet – Disaggregation by sub-location

In the **migrant communities**, respondents in Tha Sai Luat appear to have the highest percentage of sampled youth (65.83%) who have seamless access to the internet, followed by those in Mae Sot (51.76%). All three communities have less than 1% of respondents who reported no access to internet. In all three communities, a majority (80% and above) of the respondents are able to get good access to the internet already in their own homes. In particular, compared to the other two communities, participants from Mae Sot seem to have an easier time accessing home internet. When asked where participants usually get **access to internet outside of their homes, the top three locations are:** relatives' houses (29.67%), friends' houses (28.57%), and other (25.27%).

Figure 2: Youth Survey - Are you able to access internet whenever you want to use it? (Migrant)

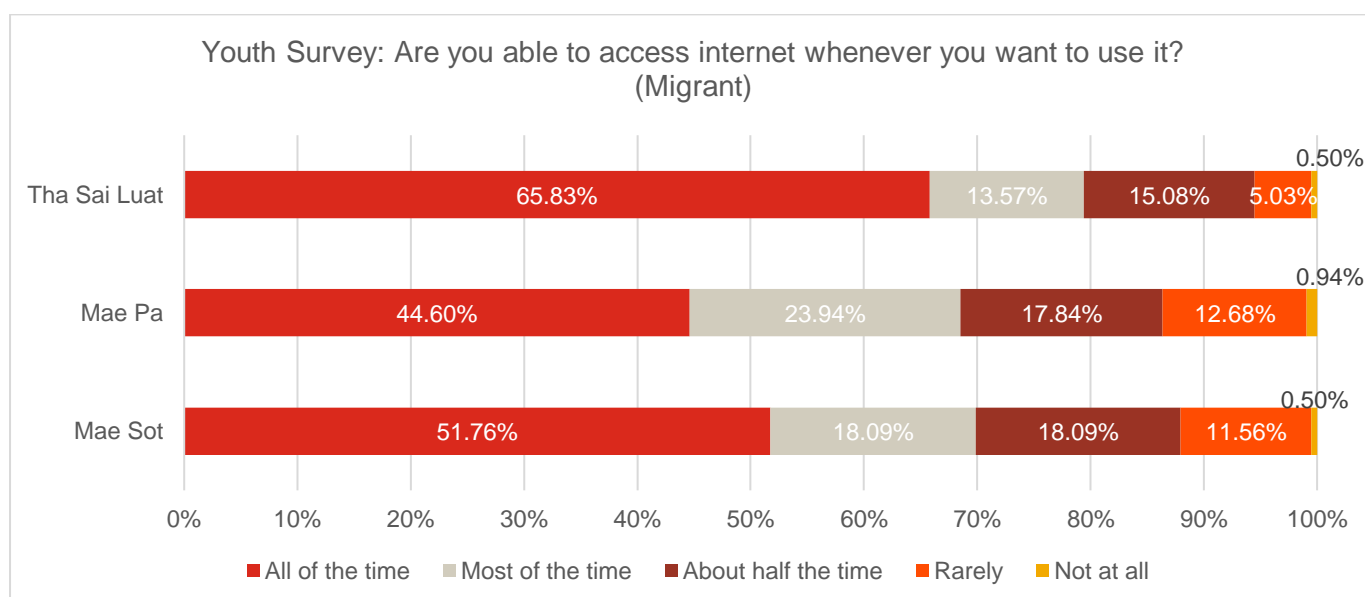
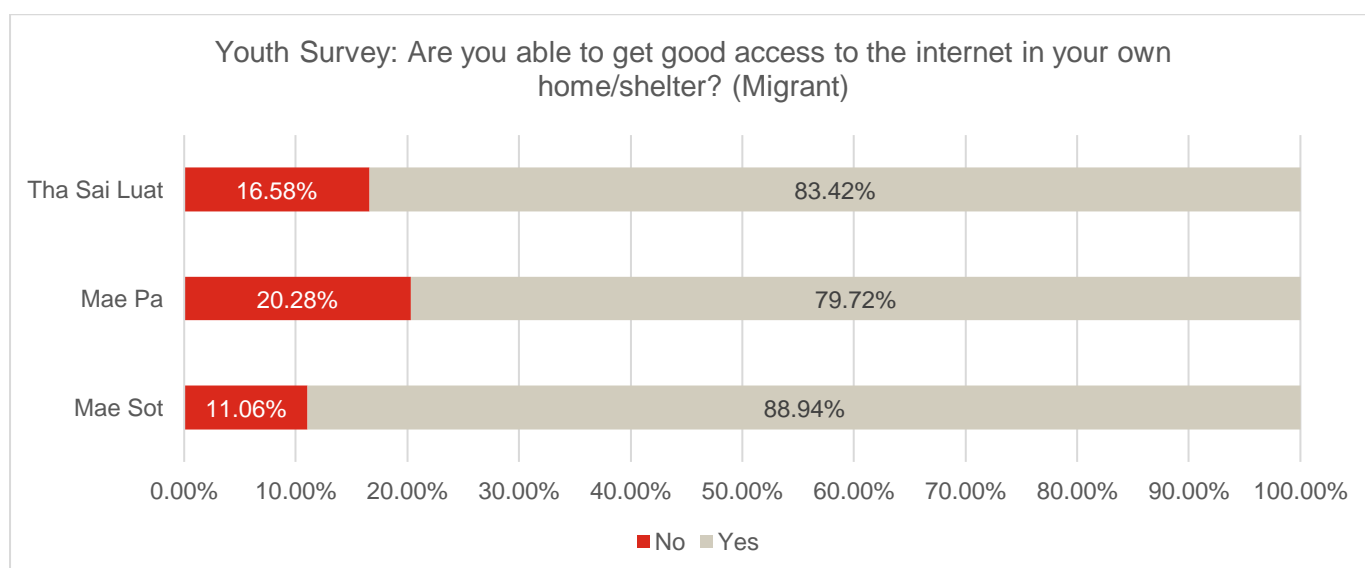


Figure 3: Are you able to get good access to the internet in your own home/shelter? (Migrant)



In the **refugee camps**, Nu Po has the lowest percentage of those who reported having seamless access to the internet – a difference of around 12 percentage point difference from Umpiem and

Mae La. Mae La has the highest percentage of those who do not have any access to internet (5.53%). In comparison to the migrant communities, a much higher percentage of respondents are unable to get good access to internet in their own homes. This problem is most acute in Umpiem, where although 60% have frequent access to the internet, only 45% can access it at home. When asked where participants usually get **access to internet outside of their homes, the top three locations are:** friends' houses (45.83%), other (25.60%), and relatives' houses (15.48%). Coded responses for other found that due to elevated terrains, refugee youth in Umpiem and Nu Po, would either ask their neighbours' permission to use their wifi or try to access the internet where signal is strongest, which is typically in establishments on top of the mountain such as schools or religious institutions. However, according to Data Validation Workshop with KSNG, the youth would stand outside of the neighbours' house and not go in.

Figure 4: Youth Survey - Are you able to access internet whenever you want to use it? (Refugee)

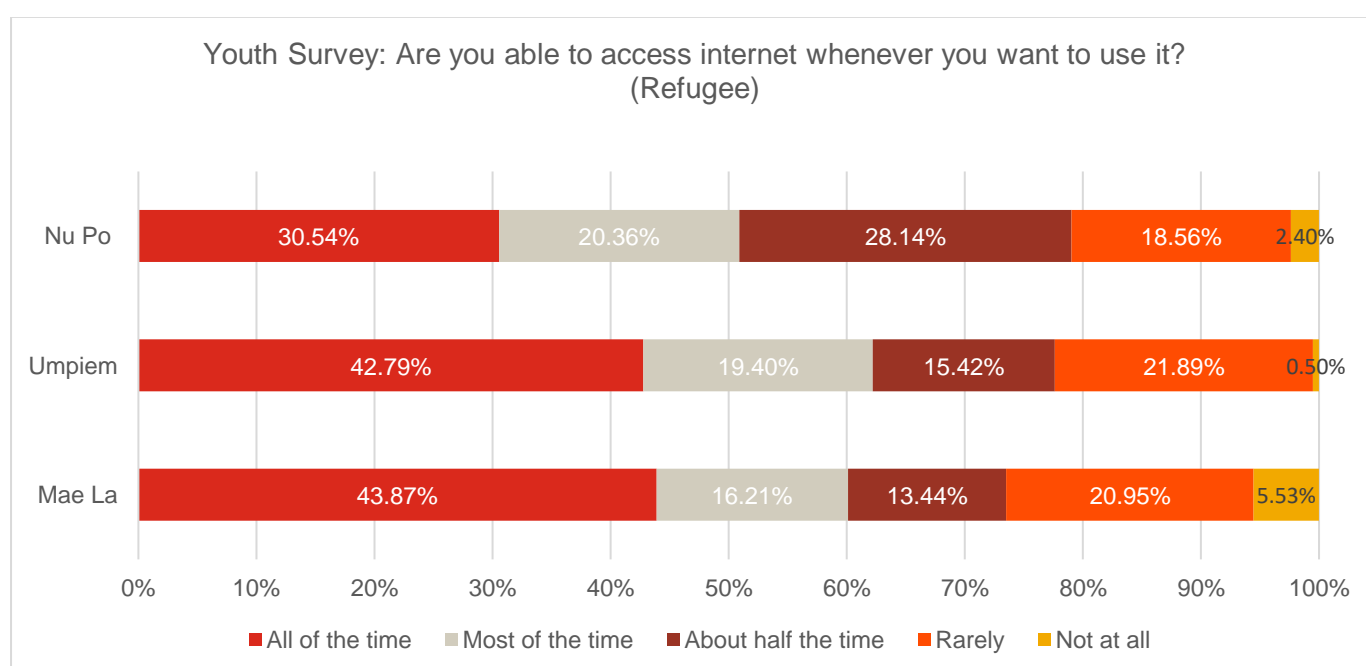
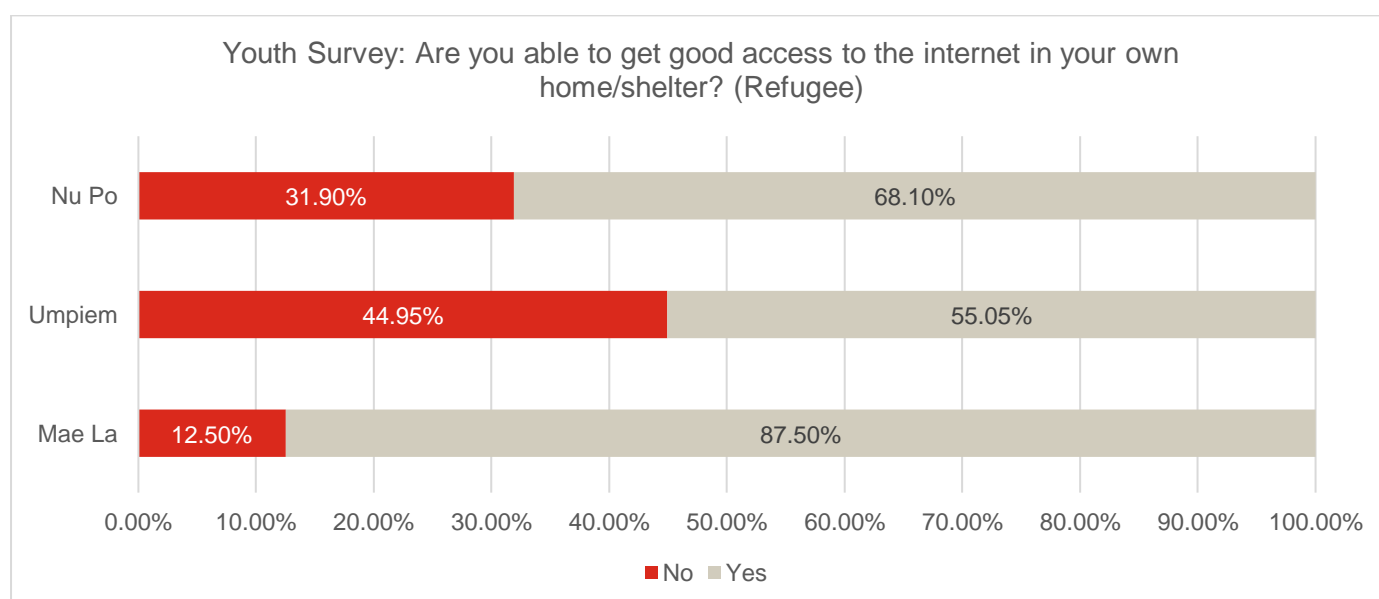


Figure 5: Youth Survey - Are you able to get good access to the internet in your own home/shelter? (Refugee)



Access to internet – Disaggregation by gender

In both the refugee and migrant context, **female respondents have the least seamless access to internet** (34.30% in refugee camps and 48.10% in migrant communities) compared to other genders. Notably, the percentage of those without any access to internet were highest among males in both contexts.

Figure 6: Youth Survey - Are you able to access the internet whenever you need to use it? (Gender disaggregation, Refugee Context)

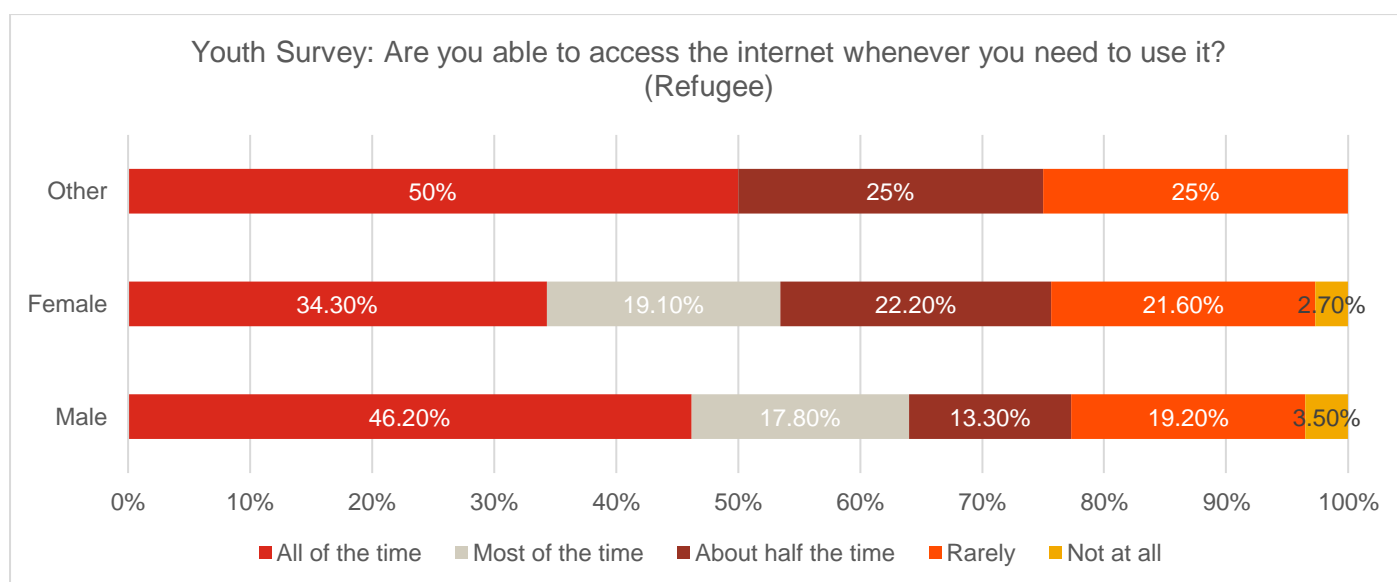
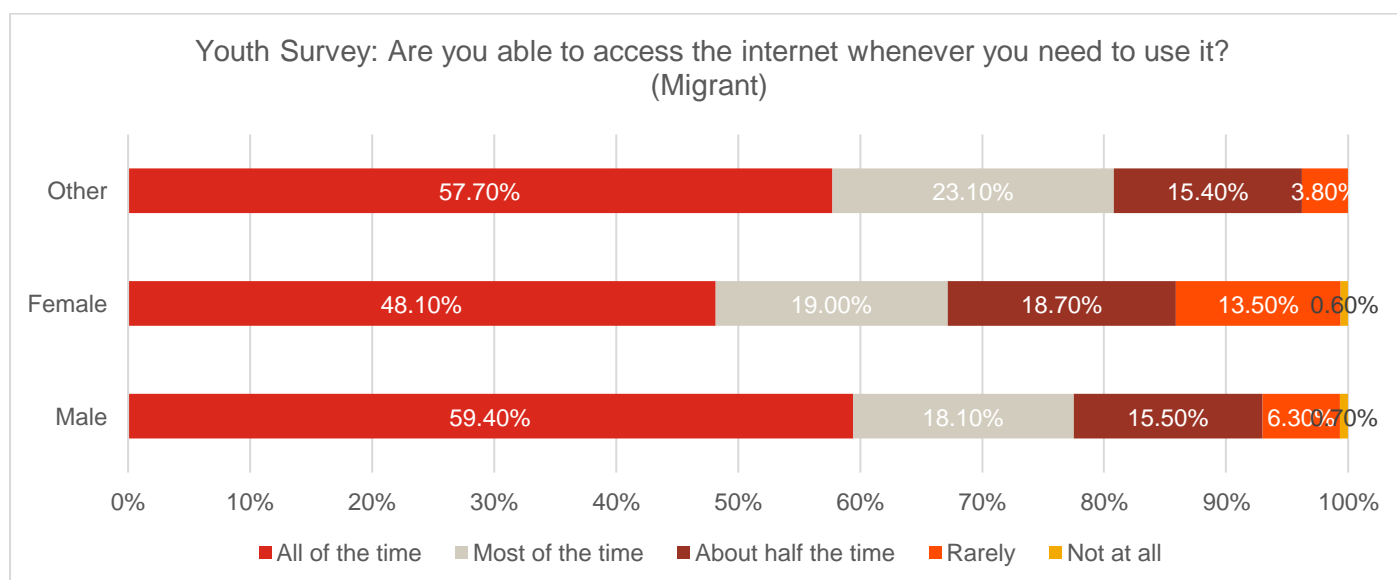


Figure 7: Youth Survey: Are you able to access the internet whenever you need to use it? (Gender disaggregation, Migrant Context)



Primary Source of Internet

In both the migrant and refugee communities, the sampled respondent's primary source of internet is 'mobile phone top-up' (64% in migrant community and 59% in refugee communities), followed by

home wifi (26% in migrant community and 37% in refugee communities). Wifi shop takes is the third most popular internet source, though only takes less than 10% share of the responses.

Table 1: Youth Survey - What is your primary source of internet? Top 3 responses, by context

Internet Source	Migrant	Refugee
Mobile-phone top-up	64%	59%
Home wi-fi	26%	37%
Wifi shop	7%	2%

In the refugee context, in order to set top up mobile internet, one has to purchase a sim card at a sim card shop. The sim cards need to be registered using a Thai ID card, which is arranged by the shop owner. However, not all families can afford to top up their mobile phone credits. This has reportedly create problems within the household among children and their parents.

In terms of internet access, yes we have problems such as no phone credits to top up the internet. Children ask for money from their parents, and if their parents cannot afford it, the children will be upset with their parents and creates a problem within the household.

“

- Female, Stakeholder KII, Mae La Refugee Camp

In the refugee context, the top three primary sources of internet for male respondents are: mobile phone top-up, followed by home-wifi, and wifi-shop. Whereas, for female respondents, these are: mobile phone-top up, hoe-wifi, and public wifi. In the migrant context, the top three primary source of internet for male and female respondents are in similar order. Table below shows the breakdown of primary sources of internet by context and gender.

Table 2: Youth Survey - What is your primary source of internet? (Gender disaggregation)






	Internet Source /Gender	Mobile-phone top up	Home-wifi	Wifi shop
Migrant	Male	64%	24%	8%
	Female	64%	27%	6%

	Other	73%	23%	0%
Refugee	Male	56%	39%	3%
	Female	61%	36%	1%
	Other	75%	25%	0%

Internet Accessing Device

Respondents in both the migrant (93.90%) and refugee communities (98.68%) **almost exclusively access internet using smart phones**. Only a minority access internet on computer or tablet only. In the migrant community, 1.65% use more than one device to access internet, compared to 0.17% in the refugee community.

Table 3: Youth Survey - On which device do you use to access the internet?

	Device	Migrant	Refugee
	Smart phone (only)	93.90%	98.68%
	Computer (only)	0.49%	0.50%
	Tablet (only)	1.81%	0.66%
...	Other	2.14%	-
	Smart phone & computer	1.32%	0.17%
	Smart phone, computer, and tablet	0.33%	-

Device Ownership

Around **20% of youth sampled do not own the device** they access internet on. Those in Tha Sai Luat has the highest rate of ownership (91.46%) among all three migrant communities sampled, while in refugee camps, Nu Po has the highest rate at 86.59%. For those who do not own the device, the most likely owner is their family. In the migrant community, 15% access the device through the school. The results are in line with Stakeholder KIs, where participants reported the device is shared among family members. However, when the devices are shared, this affects online learning during COVID-19 as attendance of each children in the family became inconsistent.

“The youth know how to access Youtube, Tiktok. A small portion own their own devices. Normally they use their parent's or their friends. Usually at home, there are only 1-2 phones for family. But older children, once they can earn money, will buy their own phones. Some would share with their friends. They use their mobile phones more than their computers (because they don't know how to use it). In terms of

internet, they would use Sim (short term - 1 month. Can use free Facebook and Messenger). One of the challenges is that once the sim ends, they will change sim which change phone number. Their Facebook accounts also change because it is linked to their phones.

- **Male, Stakeholder KII, NGO Project Coordinator, Migrant Community**

Figure 8: Youth Survey - Do you own the device you use to access the internet?

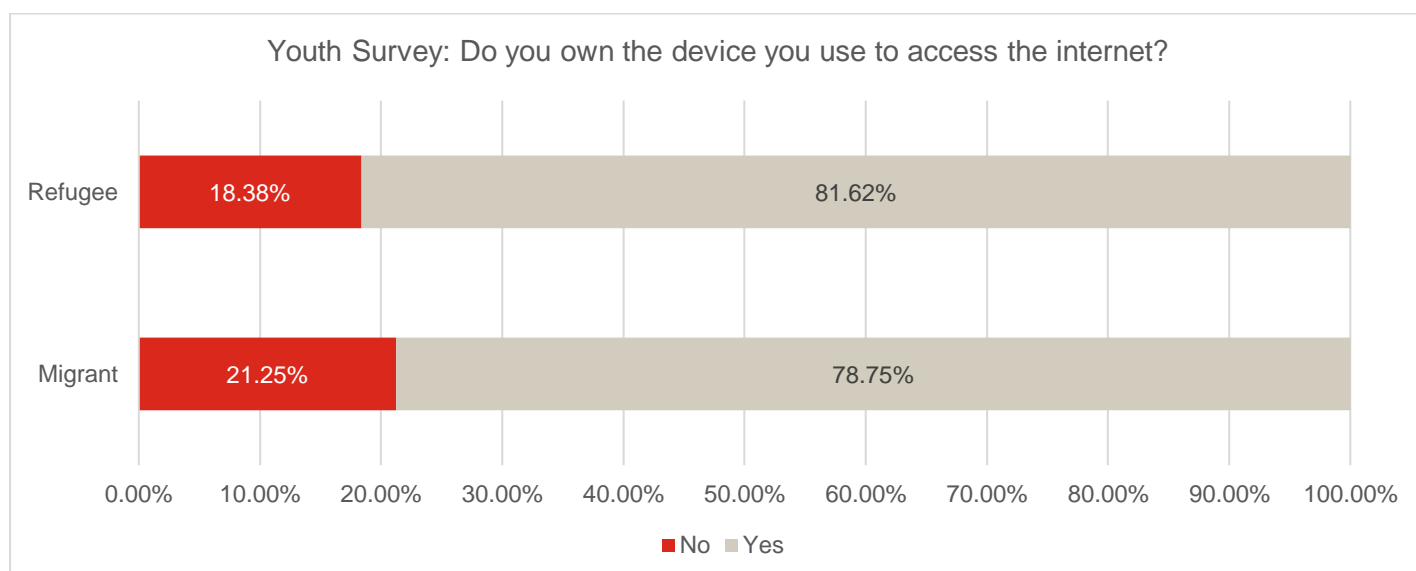
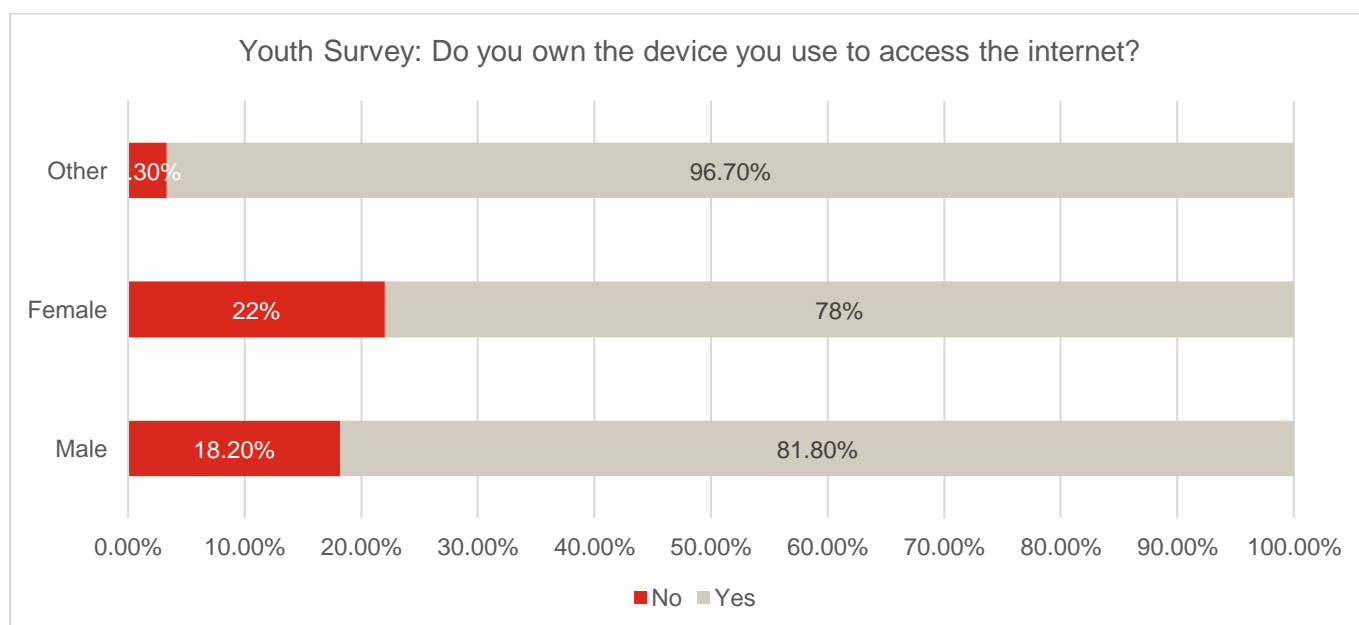


Figure 9: Youth Survey - Do you own the device you use to access the internet? (gender disaggregation)

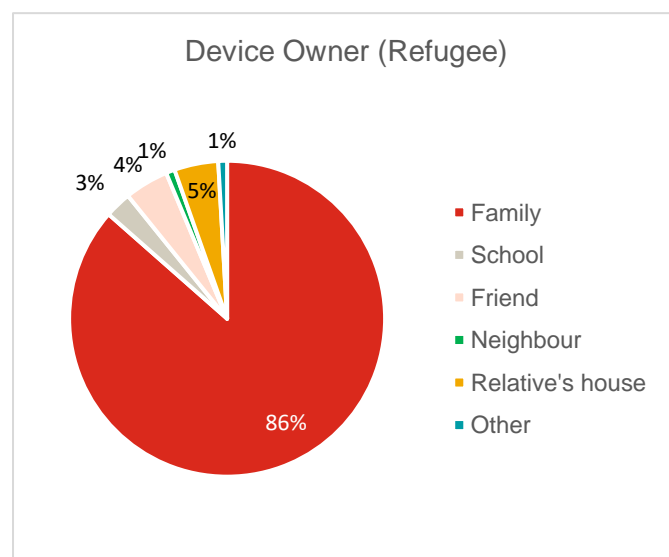
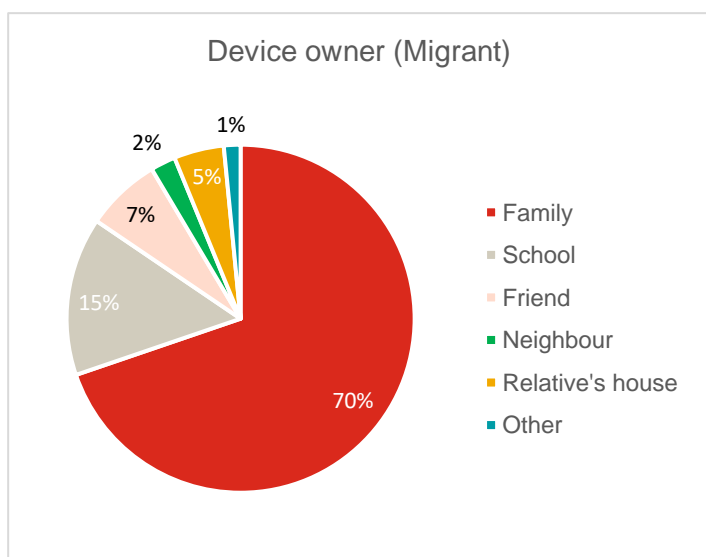


The vast majority of respondents own the device they use to access the internet. There are no significant differences between males who do not own the device (18.2%) and females (22%). However, only 1 out of 30 respondents who chose the option (other) for their gender do not own the devices they use to access the internet. Among those who mentioned that they do not own the device they use to access the internet, family was the main owner of the device for males (73%) and females (80.7%). Out of the total respondents who mentioned not having an owned device,

9.1% mentions that they access internet through device owned by school and 5.8% through a friend's device. When analysing the data from the gender lens, it appears **that if girls were to gain access to a device, they are more likely to 'ask permission' and to 'use after work'** compared to boys do. Data validation workshop with partner organisations elicited that boys are typically more brazen with their approach to using the device. They are more likely to use the device without asking for permission from the device owner.

Table 4: Please specify who the (device) owner is (gender disaggregation)

	School	Family	Neighbour	Friend	Relative's house	Other
Male	10%	73%	3%	6%	5%	3%
Female	8.6%	80.7%	0.7%	5.7%	4.3%	0%
Other	0%	100%	0%	0%	0%	0%



7.4% of youth with disabilities do not own the device they use to access internet on, compared with 1.6% of youth without disabilities. In both groups, younger children (12-14 year olds) are more likely to report having no device than older age group (15-17 year olds).

Digital Behaviour and Benefits of Being Online

Research Questions:

- How do children and young people behave online and use digital devices, and for what purpose (looking at frequency, medium, usage etc.)?
- What are the risks and benefits that young people face from being online

Online Time Use

According to the Youth Survey, in the **migrant community**, a majority of the youth spend on average 3-5 hours online a day (26.11%), while in the **refugee community**, a majority spend 1-2 hours online (32.90%). There is a much higher percentage of migrant youth who use over 10 hours of their time online compared to refugee youth (22.82% vs. 11.46%). According to Stakeholder KIIs with child protection actors and teachers in the migrant learning centres, many parents left their phone with their children for online studying while they go out to work for long hours to provide for the whole family. Online studying at normal school hours, plus device usage for entertainment purposes added up to long hours of screen time. On the refugee side, according to Child PAR workshops, a representative group of refugee youth in Nu Po reported that during COVID-19, wifi within the camps were turned off to prevent COVID-19 disinformation from spreading.

Before COVID-19, we could go around the camp and go outside. We could go to school normally and we could use internet. But during COVID-19 lockdown, we could not go outside nor to school. The camp leaders turned off wifi because there was too many fake news about COVID-19. To reduce panic, they shut down the news from outside of the camps.

“

- **Child PAR Workshop, Nu Po Refugee Camp**

Those who identify as male and female appear to have similar patterns of online time use. Although a **slightly higher percentage of those who identify as male spend more than 10 hours online**, compared to those who identify as female (19% vs. 15%). A majority of those who identify as 'Other' (n. 30) spend on average 1-2 hours online.

Table 5: On average, how much time do you spend online each day? (gender disaggregation)

	<1 hour	1-2 hrs	3-5 hrs	6-8 hrs	8-10 hrs	> 10 hrs
Male	10.3%	27.9%	21.9%	10.1%	10.7%	19%
Female	13.9%	26.2%	25.4%	10.1%	8.9%	15.4%
Other	0.0%	23.3%	30%	3.3%	23.3%	20%

When exploring time use by age group, a higher percentage (47.5%) of younger children (12-14 year olds) tend to spend 2 hours or less online compared to older children (30.2% among 15-17 year olds). Equally, **older children tend to spend much longer hours online than younger children**, as 20% spend more than 10 hours online compared to 15% among younger children.

Figure 10: Youth Survey - On average, how much time do you spend online each day? (Migrant)

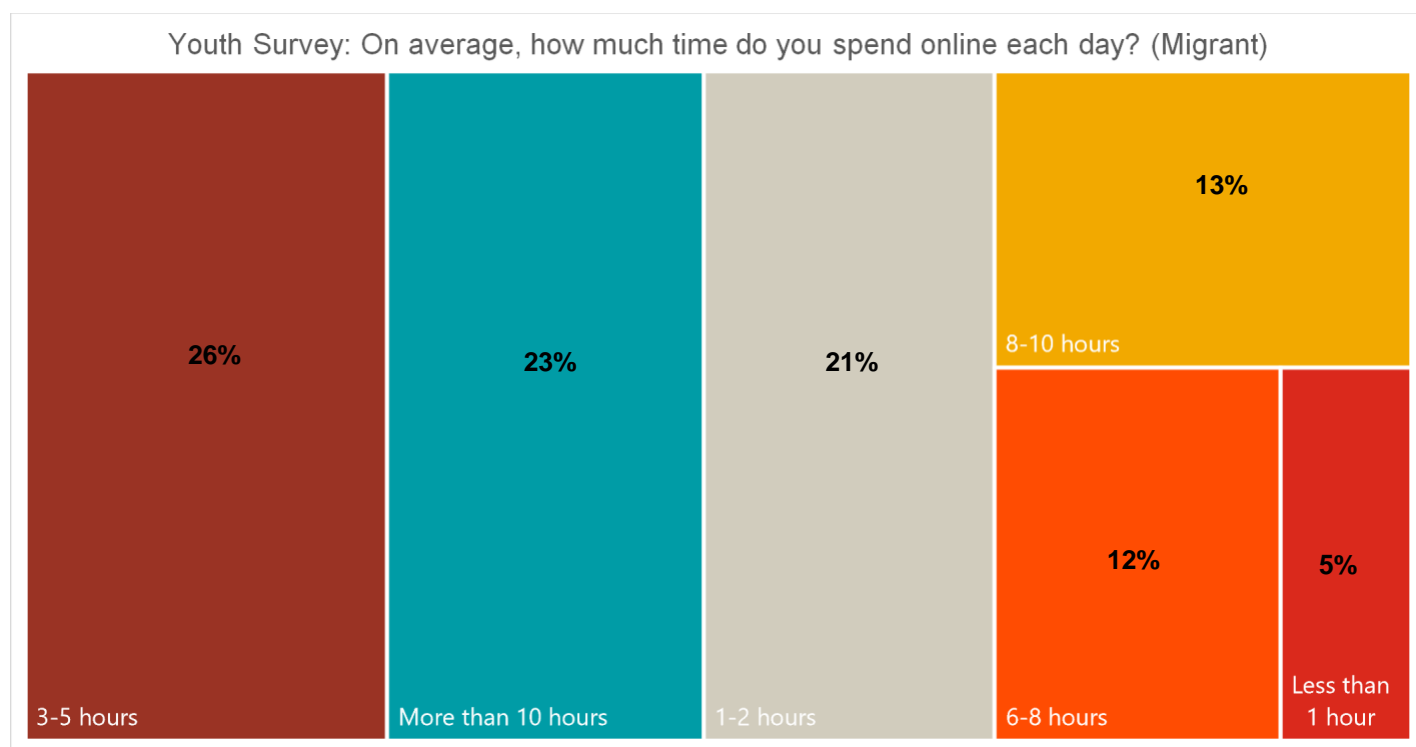


Figure 11: Youth Survey - On average, how much time do you spend online each day? (Refugee)

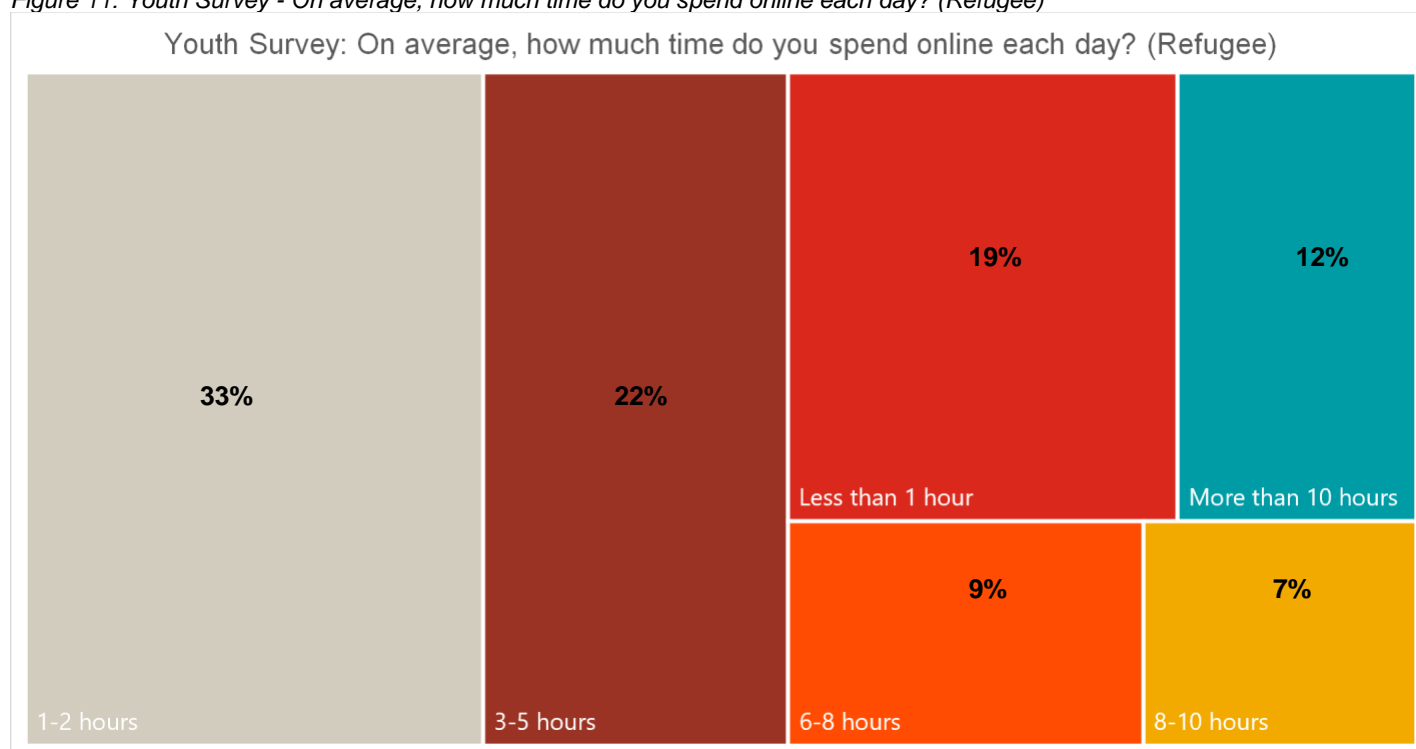


Table 6: Summary table of average time spent online by context

	<1 hour	1-2 hrs	3-5 hrs	6-8 hrs	8-10 hrs	> 10 hrs
Migrant	5%	21%	26%	12%	13%	23%
Refugee	19%	33%	22%	9%	7%	12%

Adults' Perspective on Youth's Online Time Use

When asked what adults think about how children in their communities spend time on the internet, there appears to be a general consensus among the respondents in Stakeholder KIs that children spent too much time on their phones, on the verge of 'addiction'. Findings from the report *'Improving Protection for Migrant Children During the COVID-19 Pandemic'* by Help Without Frontiers (2021) supported Stakeholder KIs that one of the causes of children's excessive use of mobile phones is of a socioeconomic nature, whereby migrant parents who often work longer hours during the pandemic hand over their phones to children while they go out and work to keep their children occupied at home. As schools were closed during the pandemic, children have more free time, thus replacing studying with mobile games, or chatting to the friends online. Reportedly, children did not know how to limit their time online, which led to problems which affect their daily functioning such as attention span and sleep.

Though there is no time series data to compare online time use in the migrant and refugee communities over time, qualitative data from Child PAR workshops revealed that because of COVID-19, movements were restricted. As schools and some public areas closed, children turned to their smart phones to do activities that they normally did offline prior to COVID-19. For instance, they studied online using Messenger and Zoom when they could not physically attend classes at school; and communicated with friends and family online using chat applications when they were not able to leave their homes. In the migrant community, patterns were similar, with the additional activity of online shopping and home-based learning where teachers visit children's homes to give them homework.

Online Behaviour





In the Youth Survey, participants were asked about the proportion of time (out of 10 units) they spend on different activities when they use internet on a typical day. The activities are categorised into 'education & skill development', 'entertainment', 'talking to other people', 'checking the news or looking up information', and 'other', if any. Table 7 summarises **average time (out of units of 10) spent on tasks** and top three applications used. Overall, **youth spend the highest average proportion of their time on entertainment activities**, predominantly on Youtube, followed by Facebook and Tiktok. The activity which they spend **the lowest proportion of time on was checking the news**. From Child PAR Workshops, youth reported that there is minimal interest in developments outside of the camps as their mobility is restricted. They mostly receive news from those inside the camps.

Table 7: Youth Survey – Average time (out of 10 units) spent on tasks and top application used, overall

Activity		Top 3 Applications
	4 – Entertainment (i.e. watch movies, listen to music, games etc.)	1. Youtube (43%) 2. Facebook (34%) 3. Tiktok (16%)
	3 – Education	1. Facebook (52%) 2. Youtube (22%) 3. Google (13%)
	2.7 – Talking to other people (i.e. texting, talking, voice message)	1. Messenger (89%) 2. Facebook (4%) 3. LINE (3%)
	1.7 – Checking the news or looking up information	1. Facebook (58%) 2. Youtube (23%) 3. Messenger (3%)

In the refugee camps, Facebook and Youtube were the most commonly cited apps used for education, while responses were broader in migrant communities (Facebook, followed by messenger and Google, as well as Youtube). For activities related to **communication, Messenger was overwhelmingly the dominant application**. According to Stakeholder KII, during COVID-19, classes have been moved online. Applications such as Zoom, Facebook, and Messenger were used as primary channels to organise classes, assignment, and communicate among teachers and students. In the refugee camps, Messenger is used as a way for students to submit their assignment to the teachers instead of email. Moreover, **‘Youtube’ has become the default application for information search**, as shared in Child PAR Workshops. Interviews with migrant learning centre teachers and junior college teachers in refugee camps revealed that teachers also used Google and Youtube to supplement their teaching materials. They reported the usefulness of Youtube videos for teaching as they help students become more engaged with course content especially during COVID-19 lockdown. For instance, according to Stakeholder KII with a director of a migrant learning centre, teachers would research content for vocational studies such as tree plantation and painting to send to students.

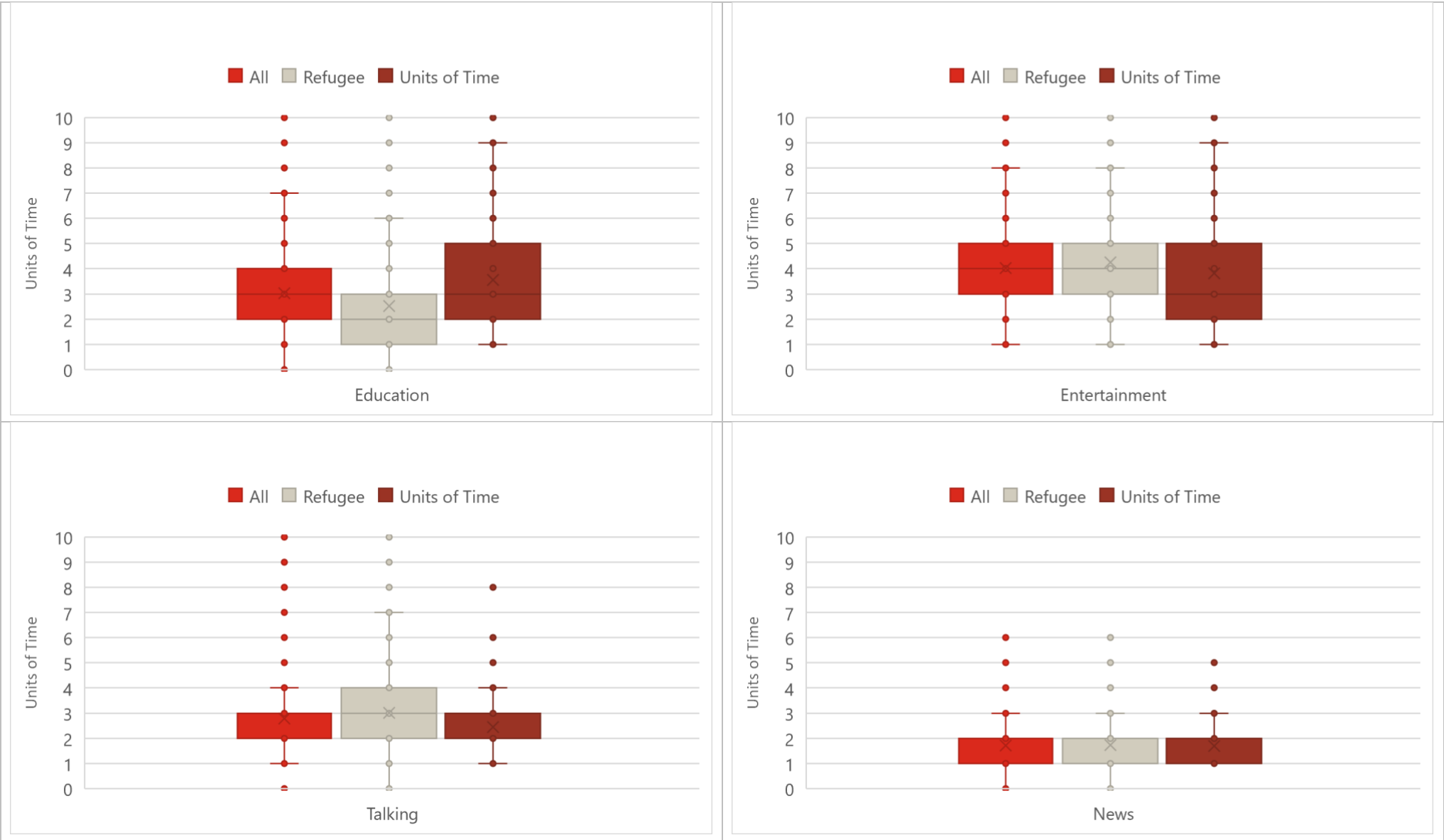
Table 8: Youth Survey – Average time (out of 10 units) spent on tasks and top application used, by gender

Activity		Gender Breakdown
	Entertainment (i.e. watch movies, listen to music, games etc.)	Female – 3.87
		Male – 4.29
		Other – 3.57
	Education	Female – 3.14
		Male – 2.94
		Other – 3.54
	Talking to other people (i.e. texting, talking, voice message)	Female – 2.79
		Male – 2.67
		Other – 2.44
	Checking the news or looking up information	Female – 1.62
		Male – 1.85
		Other – 1.50

Breakdown of responses by gender showed the same pattern of average time spent on tasks, whereby the most time was spent on entertainment, followed by education, talking to other people, and checking the news. Notably, male respondents spent almost half their time on **entertainment** (4.29) and least time on **education** (2.94 units). While the activity which the youth spent the least time across all genders was **checking the news**, male respondents spent marginally more time than other genders on this activity (1.85 units).

Figure 12 below shows boxplots of proportion of online time use by activity type (education, communication, entertainment, and news search) reported in the Youth Survey. In summary, there is a wider range of responses from migrant youth on amount of time spent on education and entertainment. On average, migrant youth reported spending more time on education, while the refugee youth sampled tend to spend more time, on average, on communication and entertainment activities. One possible explanation from the Child PAR Workshops, was that while education continued in the form of home-based learning with close follow up from teachers, in the refugee communities, the teachers were not able to follow up on students' education progress, or submission of homework during the strict lockdown period.

Figure 12: Youth Survey – Boxplots of Online Time Use by Activity Type



When asked in the Youth Survey whether respondents would have liked to spend more time online, 36% of migrant youth compared to 25% of refugee youth said yes. Coded responses show that the youth would like to spend more time on life skills training (non-formal and vocational education) through the use of games and sports, as well as community development activities.

Benefits of Being Online

According to responses from Youth Survey and Child PAR workshops there are numerous benefits to being online which cover education, communication, information gathering, and entertainment aspects. When asked in the Child PAR workshops about the benefit they can only get from being online, a majority of the responses are related to **online gaming and entertainment consumption**, as well as **communication with family and friends outside of their neighbourhood**. This is in line with the Youth Survey, where respondents were asked to share the top three benefits of being online. Notably, girls tend to mention benefits relating to opportunity to continue their studies and learn something new during school closure, while boys mention more time to play online games and keep themselves entertained during Covid-19 lockdown.

From the adult stakeholders' point of view, however, a majority of the respondents mentioned the **opportunity to study online as well as equip themselves with knowledge they could not find in school and explore their interests**. Educators interviewed in the Stakeholder KIIs mentioned that they use materials they find online to supplement their teaching materials to make the classes and assignments more engaging.

Despite these stated benefits of being online, there are still some groups in the migrant and refugee communities which cannot take full advantage of being online. In both adults and children's views, these are **children with disabilities (especially those with visual impairment), people who live in rural areas, people who are addicted to games, and young children whose parents cannot afford or do not permit internet device usage**.

Digital Literacy and Knowledge of Online Safety

Research Questions:

- What is the level of knowledge on digital literacy and online safety among targeted children, young people and parents? How are children made aware of the risks at the moment?
- What are the behaviours that increase risks to migrant and refugee children and young people online?

Knowledge on Digital Literacy

When asked if respondents feel they have enough knowledge/skills to do the things they want to do online, over half of the respondents in the migrant communities (63%) are highly or somewhat confident in possessing sufficient knowledge to do things they want to do online. Those in Mae Sot appear to have the greatest confidence (23%) compared to those in Mae Pa and Tha Sai Luat. About 1 in 3 responded 'very little' or 'not at all'. In the refugee communities, overall, less than 1/3rd of the respondents (32%) are highly or somewhat confident in possessing sufficient knowledge to do things they want to do online. Those in Umpiem refugee camp appear to have the greatest confidence (24%) compared to those in Mae La and Nu Po. 68% responded 'very little' or 'not at all'. Gender breakdown of responses showed that those who identified as female felt most confident about their digital skills (19%), followed by male (16%), and other (13%).

Table 9: Youth Survey - Do you feel you have enough knowledge/skills to do the things you want to do online?
(Migrant Context)

Migrant Context				
Responses/Community	Mae Sot	Mae Pa	Tha Sai Luat	Total
To a great extent	22.73 %	13.68 %	10.55 %	15.60 %
Somewhat	44.95 %	42.45 %	54.27 %	47.13 %
Very little	26.26 %	35.85 %	32.16 %	31.53 %
Not at all	6.06 %	8.02%	3.02 %	5.75 %

Table 10: Youth Survey - Do you feel you have enough knowledge/skills to do the things you want to do online?
(Refugee Context)

Refugee Context				
Responses/Community	Mae La	Umpiem	Nu Po	Total
To a great extent	15.98 %	23.50 %	16.46 %	18.59 %
Somewhat	10.25 %	14.00 %	17.68 %	13.49 %
Very little	47.95 %	41.00 %	51.22 %	46.55 %
Not at all	25.82 %	21.50 %	14.63 %	21.38 %

Table 11: Youth Survey - Do you feel you have enough knowledge/skills to do the things you want to do online? (Gender disaggregation)

Gender Disaggregation				
Responses/Gender	Male	Female	Other	Total
To a great extent	16.00 %	18.80 %	13.30 %	17.40 %
Somewhat	30.60 %	29.70 %	43.30 %	30.40 %
Very little	38.10 %	39.40 %	33.30 %	38.70 %
Not at all	15.30 %	12.20%	10.00 %	13.50 %

In the Youth Survey, respondents were asked about their ability to navigate the digital space. Pictures associated with each key skill were shown. Participants were then asked to pick the **skills which they are confident to teach their friend to do**, which will be interpreted as **‘Existing Digital Skills’**. They were then asked to pick the skills in which they would like to improve upon, which is interpreted as **‘Digital Skills to Improve’**. Figure 13 shows all 12 existing digital skills as displayed in the Youth Survey.

Figure 13: 12 key digital skills


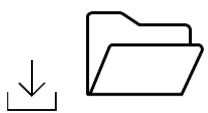


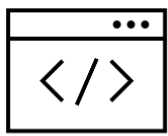




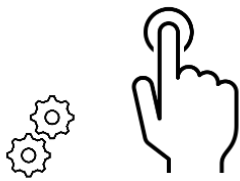
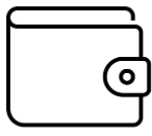

Saving photos 	Download things 	Change privacy settings 	Find information 
Visit the same websites/page 	Remove/add people 	Share information/content 	Create videos or site content 
Upload things 	Install apps on a device 	Make payment on a device 	Ability to tell whether information online is accurate or not 

Table 12 and 13 show detailed breakdown of each existing digital skill and digital skills to improve as reported by all respondents, as well as disaggregation by context (migrant communities, and refugee camps).

Table 12: Youth Survey - Existing Digital Literacy Skills, by context

Existing Digital Literacy Skills		Overall	Migrant	Refugee
0	Saving photos	87%	86%	87%
1	Download things	67%	65%	69%
2	Change privacy settings	47%	58%	36%
3	Find information	52%	73%	31%
4	Visit the same website/pages	35%	47%	24%
5	Remove/add people	77%	92%	62%
6	Share information/content	71%	90%	52%
7	Create videos or site content	54%	68%	40%
8	Upload things	62%	66%	57%
9	Install apps on a device	59%	74%	44%
10	Make payment on a device	20%	28%	12%
11	Ability to tell whether information online is accurate or not	31%	36%	25%

Table 13: Youth Survey - Digital Literacy Skills to Improve, by context

Digital Skills to Improve		Overall	Migrant	Refugee
0	Saving photos	23%	27%	20%
1	Download things	21%	29%	13%
2	Change privacy settings	36%	47%	24%
3	Find information	26%	29%	23%
4	Visit the same website/pages	25%	32%	19%
5	Remove/add people	14%	22%	7%
6	Share information/content	16%	22%	10%
7	Create videos or site content	34%	45%	23%
8	Upload things	21%	29%	12%
9	Install apps on a device	22%	30%	13%
10	Make payment on a device	42%	51%	32%
11	Ability to tell whether information online is accurate or not	32%	49%	15%

The top 5 existing digital skills, by order, are: saving photos, remove/add people, share information/content, download things, and upload things (Table 14). Meanwhile, the top 5 skills that

youth reported wishing to improve include: make payment on a device, change privacy settings, creating videos or site content, ability to tell whether information online is accurate, and find information. The Top 5 skills to improve match 4 out of 5 lowest existing skills which are: make payment, ability to tell, find information, privacy settings. It can be deduced that the top 5 existing skills are mainly related to daily life activities which are gravitated towards entertainment and communication categories. However, the top 5 skills are more advanced, and related to protection of one's safety online such as the use of privacy settings, and critical engagement with online information.

A breakdown of the top 5 skills by migrant and refugee context is shown in Table 15. Underlined texts are skills that both respondents in the migrant and refugee contexts shared. There are more similarities when it comes to the skills that the youth reported wishing to improve. The only top 5 digital skill that only appears in the migrant but not in the refugee is 'ability to tell whether information online is accurate'.

Table 14: Youth Survey – Ranking of Top 5 Existing Digital Skills and Skills to Improve (overall)










Top 5 Existing Skills		Top 5 Skills to Improve	
	1. Saving photos		1. Make payment on a device
	2. Remove/add people		2. Change privacy settings
	3. Share information/content		3. Create videos or site content
	4. Download things		4. Ability to tell whether information online is accurate
	5. Upload things		5. Find information

Table 15: Youth Survey – Ranking of Top 5 Existing Skills and Skills to Improve, by context

Top 5 Existing Skills		Top 5 Skills to Improve	
Migrant	Refugee	Migrant	Refugee
1. <u>Remove/add people</u>	1. <u>Saving photos</u>	1. <u>Make payment on a device</u>	1. <u>Make payment on a device</u>
2. <u>Share information/content</u>	2. Download things	2. Ability to tell whether information online is accurate	2. <u>Change privacy settings</u>

3. <u>Saving photos</u>	3. <u>Remove/add people</u>	3. <u>Change privacy settings</u>	3. Find information; <u>create videos or site content</u>
4. Install apps on a device	4. Upload things	4. <u>Create videos or site content</u>	4. Saving photos
5. Find information	5. <u>Share information/content</u>	5. <u>Visit the same website/pages</u>	5. <u>Visit the same website/pages</u>

Based on evidence from both youth data collection tools and Stakeholder KIIs, it appears that in both migrant and refugee communities, there is no central nor systematic source of information for digital literacy knowledge. According to Stakeholder KIIs, in both contexts, information on digital literacy is often delivered as a part of children's education in order to fully participate in online classes, or computer classes. In the migrant community, trainings on media literacy and the downside of excessive online presence were delivered, but not periodic nor institutionalised. In one NGO interviewed, knowledge on digital etiquette was a part of the rules for Facebook group membership.

Since 2020, we have a Facebook group where we posted the assignment for our Global Goal e-learning. We often say to our youth members, "Before you take any photos or videos, let us know first, and you have to ask permission from the other person before posting the photo". In 2020, we had online trainings, in which we shared some of the child safeguarding disciplines about privacy and information sharing, but not directly related to online safety.

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- **Male, Stakeholder KII, Migrant Community**

At a central level, the Department of Children and Youth, Ministry of Social Development and Human Security recognised the importance of digital literacy skills in the 21st century for use in education, communication professional endeavor, as well as entertainment purposes. Given its understanding of the impact of digital media usage on youth's bio-psycho-social wellbeing, which can have implications on social problems such as crime, drugs, and exploitation, the agency dedicated its efforts towards raising awareness through its capacity building approach and protection-focused approach. Consequently, DCY developed an interactive online course⁴ to promote digital literacy learning for children, parents, and other practitioners focusing on 7 core skills:

1. Access skill – The ability to choose and use digital technology appropriately
2. Analysis skill – The ability to read and understand information accurately
3. Evaluation skill – The ability to judge the quality and benefits of information obtained from a variety of sources
4. Creative skill – The ability to create information with digital technology effectively

⁴ <https://dl.dcy.go.th/>

5. Communication skill – The ability to choose channels to communicate digital content to target audience appropriately
6. Reflect skill – The ability to express opinions, interact, and share digital information with others
7. Taking action skill – The ability to work and collaborate with others to share knowledge and solve problems that will be beneficial for society as a whole

Although the course is easily accessible to the general public and a certificate is given to attendants, it is not well known among migrant and refugee communities. According to Stakeholder KIIs, language barrier is the main problem when it comes to access to digital skills resources available online. For instance, this digital literacy course provided by DCY is currently only available in Thai, whereas a majority of the refugee children do not speak Thai as a mother tongue.

Mostly, migrant children use internet for social media, Tiktok, Facebook, music, and games. They do not invest time on reading news, researching information, and education due to language barriers. In some instances, unicode is required for certain fonts in the Burmese language. So there are less resources to visit.

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




- Female, Stakeholder KII, Child Protection Personnel, Migrant Community




When asked how children find out about how to do something online, respondents in the Child PAR Workshops answered that they would find the information by themselves through Google or Youtube search, asking friends, or teachers. The disparity of digital literacy between the children and adults in their lives makes it even more difficult for children to turn to adults for help navigating the digital space. Usually, the only occasion where children seem to seek help from adults is when they need help with digital platforms for online learning; and the person they turned to are their teachers.

Knowledge on Online Safety

To assess knowledge of how to protect themselves online, respondents were given a set of statements relating to unsafe online behaviours. They were then asked to choose the extent to which they agree or disagree with the statement. The responses include: strongly agree, agree, neither agree nor disagree, disagree, and strongly disagree. Since the statements show unsafe behaviours, correct response should be either ‘disagree’ or ‘strongly disagree’. **The 11 statements are:**

Table 16: Statements to assess knowledge on online safety

	It is okay to turn off privacy settings on social networking sites
	It is okay to play online games without any time limit
	It is okay to accept free gifts, favours or game credits online
	Most things on the internet are true and can be believed
	It is okay to talk to people you do not know online

	It is okay to meet face to face with people I met through online channels
	It is okay to send a photo or video of myself to someone you have never met face-to-face
	It is okay to give out personal information about yourself or your password (i.e. address, ID number, phone number)

Results show that in both migrant and refugee contexts, **a high percentage (over 70%) of sampled youth answered correctly on questions relating to the sharing of identifiable personal information**. It is concerning, however, to see that while the youth understand the importance of keeping their identifiable personal information private, less than half thought it is okay to talk to strangers online, and meet them face to face.

As shown in Figure 16 that areas which less than half of **migrant youth** answered correctly are: talking and meeting strangers online; and acceptance of free things from strangers online. Areas which less than half of **refugee youth** answered correctly are: talking and meeting strangers online; and use of privacy settings (Figure 17). According to the Disrupting Harm report (2022), these behaviours may lead to online grooming or sexual exploitation as children are sometimes offered money or gifts in return for sexual content. The report also identified high income inequality in Thailand as a factor which likely helped perpetuate this trend. When it comes to behaviours relating to online gaming such as acceptance of free game credits and unlimited time use on gaming, a lower percentage of migrant youth answered correctly compared to refugee youth. This may be partially explained by the higher level of access to internet and digital devices in the migrant community as demonstrated in the **Online Access** section of the report.

Figure 14: Youth Survey - Response to Online Safety Statements, migrant context

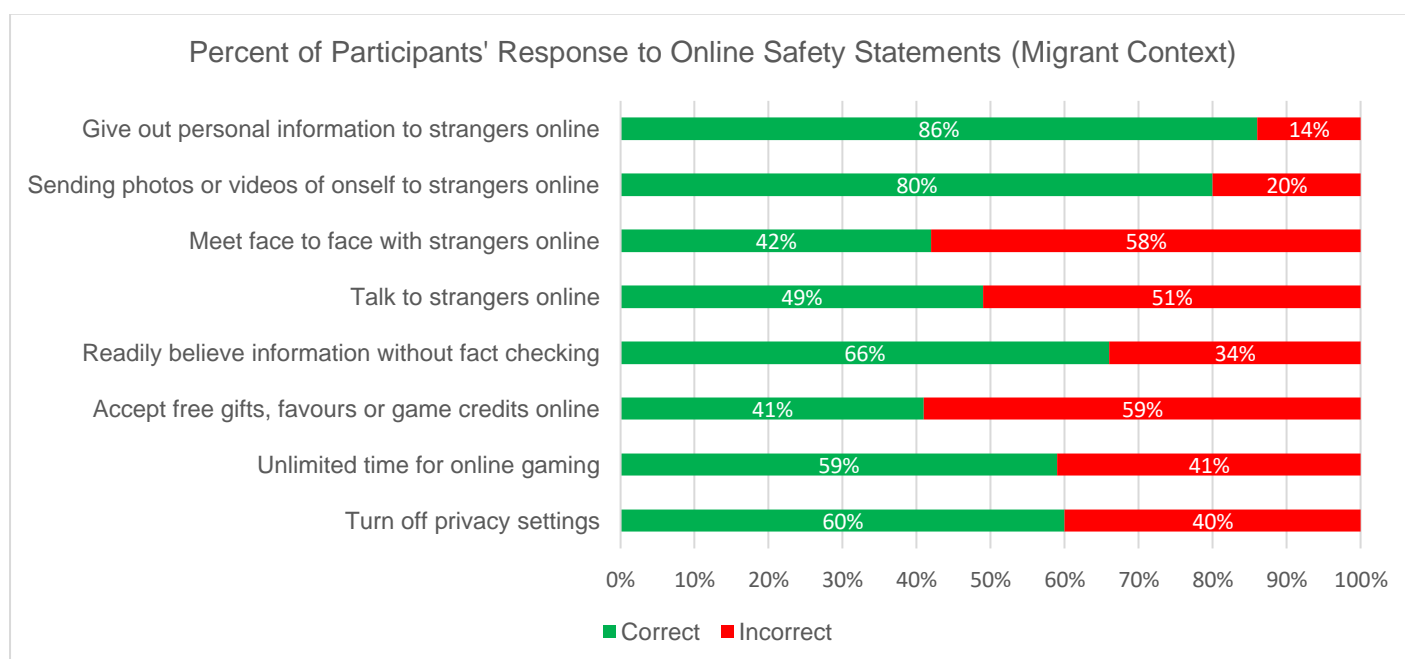


Figure 15: Youth Survey - Response to Online Safety Statements, refugee context

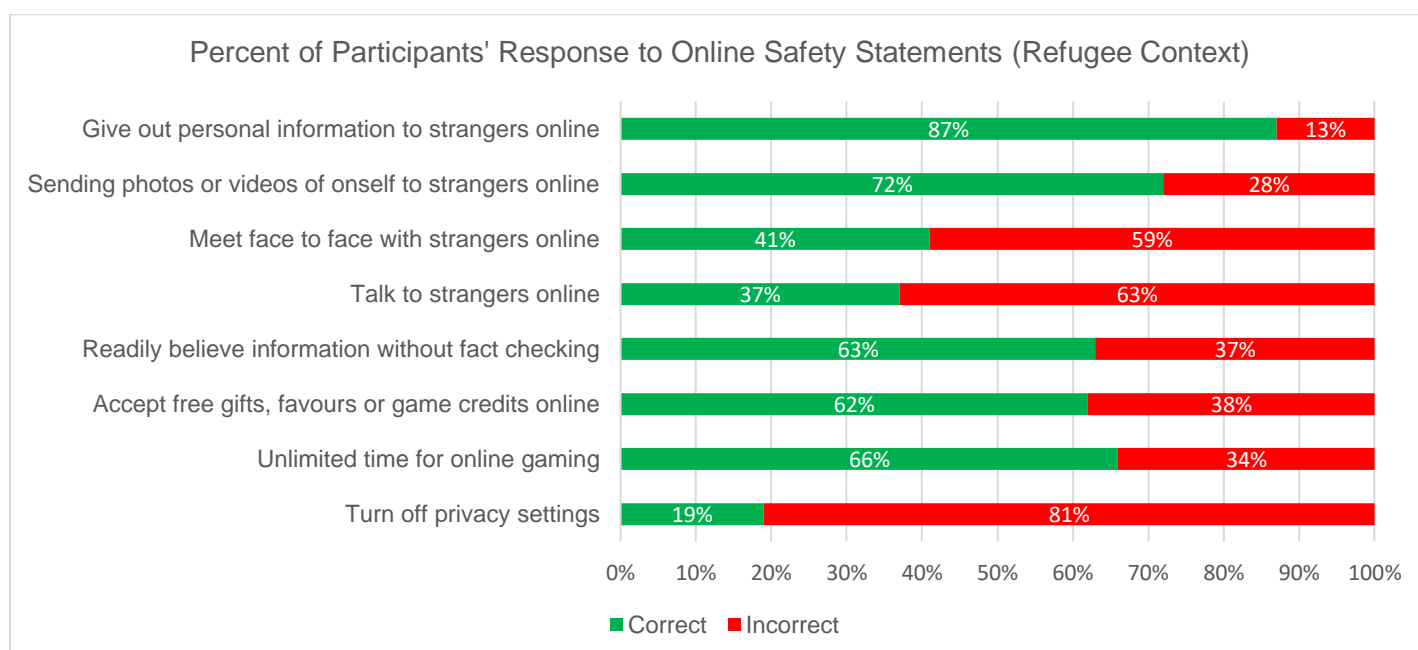


Table 17 shows disaggregation of percent of correct responses by gender and age group. Best performing gender and age group associated with each online safety statement is highlighted, in blue and green, respectively.

Table 17: Percent of Participants Who Answered Correctly to Online Safety Statements in Youth Survey

% respondents who answered correctly	Gender			Age group	
	Male	Female	Other	12-14	15-17
Give out personal information to strangers online	85%	88%	90%	85%	86%
Sending photos or videos of oneself to strangers online	72%	79%	90%	80%	73%
Meet face to face with strangers online	35%	47%	53%	44%	39%
Talk to strangers online	36%	50%	43%	50%	36%
Readily believe information without fact checking	63%	67%	57%	64%	65%
Accept free gifts, favours or game credits online	47%	56%	50%	50%	53%
Unlimited time for online gaming	58%	67%	47%	62%	63%
Turn off privacy settings	26%	22%	20%	27%	20%

Analysis by Gender

Responses in the Youth Survey relating to **sharing identifiable personal information**, those who identify as 'Male' tend to perform the worse, with lowest percentage of correct responses compared to 'Female' and 'Other'. This pattern carries across to **behaviour relating to communication with strangers online**, such as talking and meeting face to face with strangers. Only around a third of 'Male' respondents answered correctly (35% for meet face to face, and 35% for talk online). The only area in which 'Males' perform better than other gender is on **privacy settings** (26% answered correctly), though across all gender and age group, only a quarter responded correctly to this statement. Once again, 'Males' tend to perform around 10 percentage point worse than 'Females' when it comes to online safety **statements relating to online gaming** such as accepting free gifts, and setting time limits. Nevertheless, the group which struggle the most to understand the importance of setting time limits for online gaming is those who identify as 'Other' – as less than half (47%) answered correctly.

Analysis by Age Group

When considering age group in the responses, in half of the online safety statements, there is only a marginal difference between younger (12-14 year olds) and older children (15-17 year olds). Areas in which **younger children tend to perform considerably better are on careful interaction with strangers and privacy settings**. In Child PAR Workshops, youth were asked whether there are activities which adults do not allow them to do, while a majority mentioned the limitation of device usage to avoid excessive game playing which may affect their health, one Workshop with youth aged 12-14 revealed that parents prohibited them from accepting friend request from strangers on their social media.

Location Specific Recommendation

In summary, to improve the youth's online safety, these top three issues should be addressed in each context:

Migrant

1. Acceptance of free gifts, favours or game credits online
2. Face to face interaction with strangers
3. Online communication with strangers

Refugee

1. Privacy settings
2. Online communication with strangers
3. Face to face interaction with strangers

Gender and age specific Recommendation

1. Youth who identify as male could benefit from awareness raising on the sharing of identifiable information and interaction with people online, especially with strangers.
2. Older children are less careful when it comes to interacting with strangers online (talking and meeting face to face), compared to younger children. While learning about personal safety is important across all gender and age group, it will be crucial for awareness campaign creators to fully understand the reasoning behind older children's confidence in interacting with strangers.

Online Risks

Research Questions:

- What are the risks and benefits that young people face from being online
- What kind of abuse have children (or their peers) experienced online, what platforms were used and what kinds of abuse occurred (e.g. sextortion, scams etc.)?
- How are the risks distributed according to age, gender, socioeconomic groups, geographical locations and other relevant factors?
- What are the behaviors that increase risks to migrant and refugee children and young people online?

Sense of Online Safety and Concerns

Overall, almost half of the respondents (43%) reported 'always' or 'very often' feeling safe when they go online. There is a higher percentage of migrant respondents (28% vs. 20%) who reported 'never' or 'rarely' feeling safe when they go online. Significantly, when gender lens is explored, a **higher percentage of those who identify as 'Other' (34% vs. 43%) reported feeling safe less often** than cis-gender respondents.

Figure 16: Youth Survey - Do you feel safe when you go online (by context)

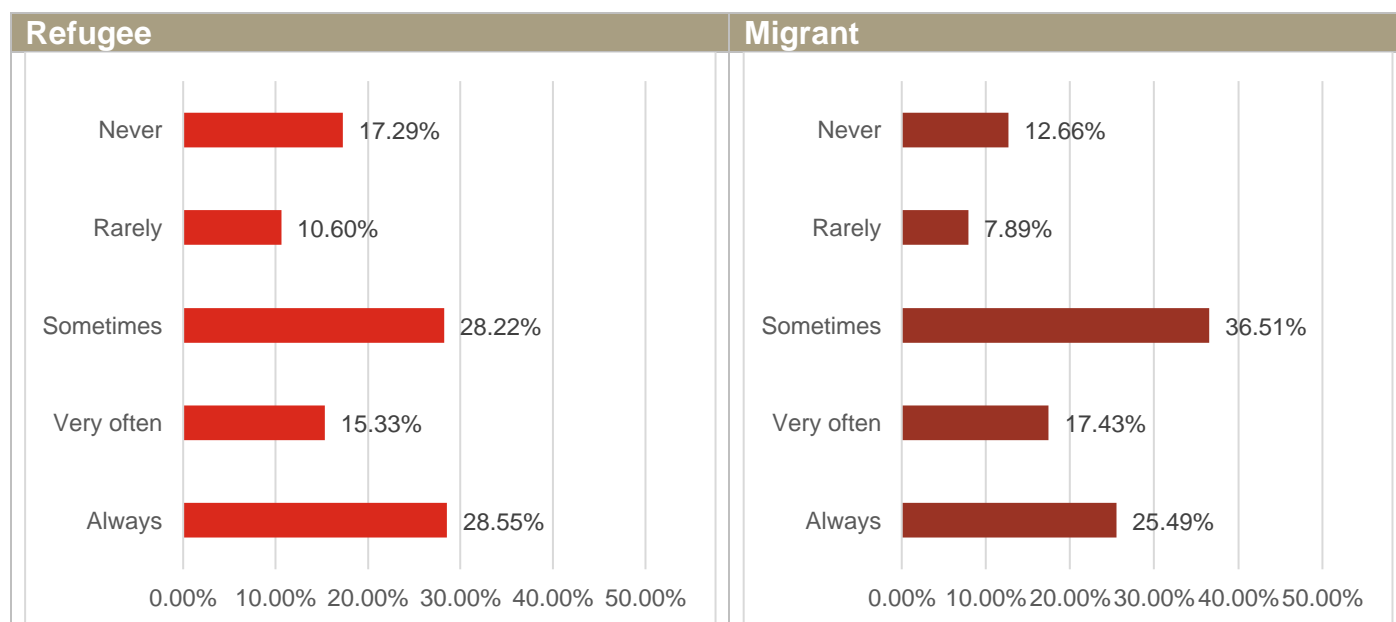
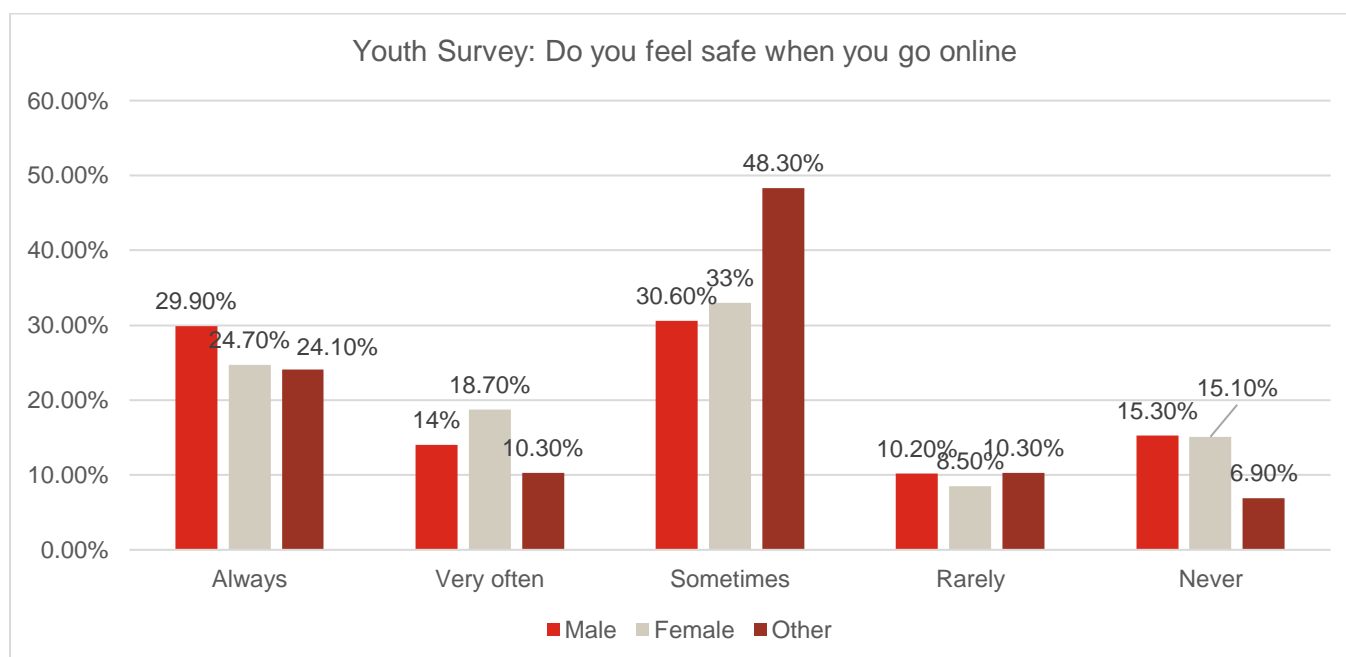
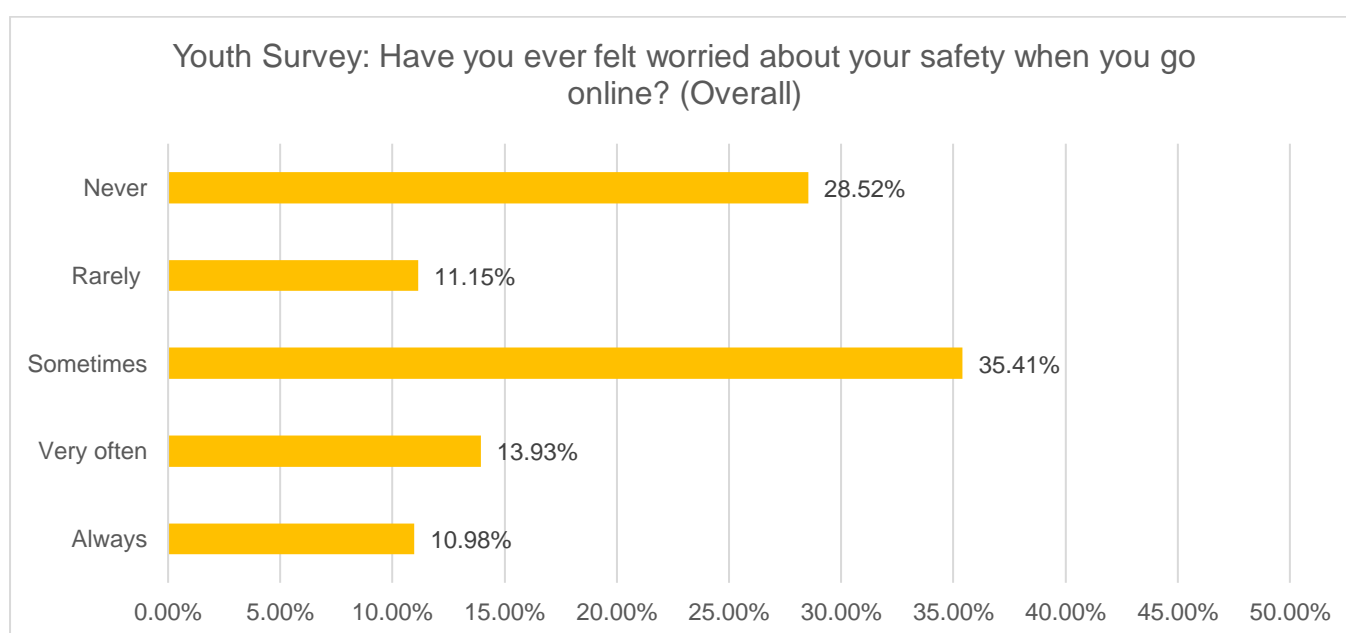


Figure 17: Youth Survey - Do you feel safe when you go online? (gender disaggregation)



Conversely, participants were asked to report the frequency with which they felt worry about their safety when they go online, which was then further explored to understand the child protection risks involved with such feelings. **Overall, around a quarter (24%) of the respondents reported 'very often' and 'always' feeling worried** about their safety when they go online. There is a slightly higher percentage of those identified as female who very often feel worried compared to male (19% vs. 16%). However, **a much higher percentage of a those who identified as 'Other' are worried about their safety**, as a third (33%) reported either 'very often' or 'always' worried about their safety.

Figure 18: Youth Survey - Have you ever felt worried about your safety when you go online? (Overall)



Online Child Protection Risks – Concerns vs. Actual Experience

In analysing the types of online risks most concerning to children, results show that in the **migrant communities, children are most worried about cyber bullying, sexual exploitation, scam and extortion**. However, when it comes to reported experience of online risks, cyber bullying, game addiction, and scam are the main problems reported by respondents. In the **refugee communities**, the most concerning risks appear to receive a more equal degree of attention, with **cyber bullying and sexual exploitation as the top two most mentioned risks**. In terms of reported experience of risks, cyber bullying, game addiction, and extortion are the three most prevalent problems.

Overall, **cyber bullying was the main problem in which children were both concerned about and reported experiencing** as this risk was reported by half of the respondents in the Youth Survey. Notably, in both the migrant and refugee contexts, **although game addiction was not high on the list of risks children are most worried about, it was reported second most experienced risk** out of the 6 types of risks - 45% in the migrant community and 18% in the refugee community.

From the perspective of adults in the Stakeholder KIs, there are concerns on online safety of children as children do not understand the **permanence of the content once shared on the internet**, so they continue to share personal data or images which can be accessed by the public. The consequences of their actions may not always be visible, which made it difficult for children to see how their online behaviour may have compromised their safety. Stakeholder KIs also pointed to the problem of domestic violence stemming from phone usage. Child protection stakeholders reported that there are cases of parents who quarrel with their children on time spent on their phones, which escalate into negative discipline and eventually domestic violence in some cases.

Table 18: Youth Survey - Online Child Protection Risks - Concerns vs. Actual Experience (by context)

Migrant	
Online protection risks most worried about	Actual experience of online protection risks
<ol style="list-style-type: none"> 1. Cyber bullying (48%) 2. Sexual exploitation (31%) 3. Scam & Extortion (24%) 	<ol style="list-style-type: none"> 1. Cyber bullying (52%) 2. Game addiction (45%) 3. Scam (31%) 4. Sexual exploitation (21%) 5. Gambling addiction (15%) 6. Extortion (11%)
Refugee	
Online protection risks most worried about	Actual experience of online protection risks

1. Cyber bullying & Sexual exploitation (62%)
2. Scam & Extortion (54%)
3. Game addiction (52%)

1. Cyber bullying (48%)
2. Game addiction (18%)
3. Extortion (13%)
4. Scam (9%)
5. Sexual exploitation (8.5%)
6. Gambling addiction (6%)

Distribution of Online Child Protection Risks

This section of the report summarises the distribution of six types of online risks, **disaggregated by location, gender, and age group**. Child-friendly definition of each risk is defined under the picture used in the actual Youth Survey, which was shown to the respondents to aid their understanding of the risks. The summary also includes the frequency of occurrence of each risk experienced, the platform or application in which these risks appeared, and how the children solve the problem (open responses were coded thematically).

Cyber Bullying



Hurtful words or comments

Key Findings: Overall, around half the respondents reported experiencing cyber bullying in the past year. A higher percentage of migrant youth (62%) reported experiencing this form of child protection risk, compared to in the refugee youth sampled (48%). Gender-disaggregated data show that **slightly higher percentage of female and 'other'-identified respondents experienced cyber bullying** compared to those identified as male. However, when frequency of the experience is taken into account, a **higher percentage of male-identified respondents reported 'Always' or 'Very often'** experiencing this risk (15% male vs. 12% female). Overall, a majority of the respondents in both context experience this risk 'sometimes'.

Facebook, Messenger, and Online Games were among the top three platforms in which cyber bullying took place. Coded response show that the youth responded to cyber bullies by blocking them, followed by taking no action, and lastly, talking to the cyber bully directly.

Data from Child PAR workshops showed that cyber bullying occurred in the form of 'negative' comments on social media sites that they visited or 'talking about bad things' on live shows/videos. In 4 out of 16 Child PAR workshops which shared about cyber bullying, the youth reported that some people shared content they did not want to see such as inappropriate ('dirty') posts or pictures. From the adults' side, cyber bullying is one of the most common online risks experienced by children in their communities. However, this was not the number one problem that they are most concerned about. The concerns they consider serious are online dating, game addiction, online sexual abuse, and excessive use of devices. Interestingly, a female stakeholder from a school specialising in

teaching children with disabilities shared that children with disabilities can be both perpetrators and victims of cyber bullying. In the first instance, they may unknowingly send inappropriate messages that might upset others. As a result, they may end up being the victim of unpleasant messages in retaliation to their involuntary actions.

Our students do not know the meaning of the words or sentences they wrote. There is a school group, the students wrote the words, sent to the principal or in the group. But they do not know what these words mean. They do not know what they are doing - some students have short memory, reasoning level also lower. From this type of behaviour, sometimes they may send the message to others that might cause other people to feel angry or offended. Teachers know their students, but if they do this to others, it might bother other people. Or people will send something back to them so students will feel bad.

“

- **Female, Stakeholder KII, Migrant Community**

Table 19: Experience of Online Risk – Cyber Bullying

		% Experienced in the past year	Frequency	Platform	Solve (coded)
Location	Migrant	62% (n. 320)	Always (4%) Sometimes (62%) Rarely (17%)	1. Facebook (51%) 2. Messenger (34%) 3. Online Games (5%)	1. Block 2. No actions 3. Talk to the cyber bully directly
	Refugee	48% (n. 298)	Always (5%) Sometimes (56%) Rarely (22%)		
Gender	Male	52% (n. 292)	Always (4%) Sometimes (59%) Rarely (18%)		
	Female	58% (n. 374)	Always (3%) Sometimes (59%) Rarely (22%)		
	Other	57% (n. 17)	Always (11%) Sometimes (65%) Rarely (5%)		
Age	12-14	48% (n. 296)	Always (4%) Sometimes (61%) Rarely (19%)		
	15-17	52% (n. 324)	Always (4%) Sometimes (57%) Rarely (20%)		

Sexual Exploitation and Abuse



Approached by others to act
in a sexual/indecent way with
them

Key Findings: Around twice as many migrant youth sampled (21%) reported experiencing sexual exploitation and abuse online, compared to in the refugee youth sampled (9%). Gender-disaggregated data show that almost twice as many of those who identified as female experienced this type of risk more than male respondents. **The most concerning group was those who identified as other – as a third reported the experience (33%, n. 10).**

When frequency of the experience is taken into account, the most chosen frequency was 'sometimes', followed by 'rarely'. Compared to other types of online risks, sexual exploitation and abuse has the highest concentration of respondents who chose lower levels of frequency. Gender-disaggregated data showed that a slightly **higher percentage of female-identified respondents reported 'Always' or 'Very often'** experiencing this risk (15% female vs. 13% male).

Once again, **Messenger and Facebook were in the top three platforms** in which this particularly risk took place. Coded response show that the youth responded to sexual exploitation and abuse in the same manner as they dealt with cyber bullying which were to block, take no action, or respond to the perpetrator.

Though the frequency of the experience was 'rare' compared to other types of risks, according to Stakeholder KIIs, it is the most worrying risk with consequences that can cross over to the offline world. Major concerns related to this risk are: exposure to sexual content online, online chatting and dating with strangers which could lead to eloping and problems of unwanted or early pregnancy, as well as online grooming. According to a Stakeholder KII, some children with disabilities were unable to skip or avoid exposure to unsafe content and advertisement because they did not know how to, or their hand could not function properly against the device screen (especially in the case of those with cerebral palsy).

Early marriage is a major problem in the migrant community. There are multiple cases of early marriage. There are cases of children who meet strangers online - someone adding them on social media, run away with them, and after going back to their community, they are forced to get married. This month we have 2 reports of early marriage that started like this.

“

- Female, Stakeholder KII, Migrant Community

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Table 20: Experience of Online Risk – Sexual Exploitation and Abuse

		% Experienced in the past year	Frequency	Platform	Solve (coded)
Location	Migrant	21% (n. 129)	Always (3%) Sometimes (48%) Rarely (34%)	1. Messenger (58%) 2. Facebook (34%) 3. Other (8%)	1. Block 2. No actions 3. Reply to the perpetrator
	Refugee	9% (n. 53)	Always (3%) Sometimes (45%) Rarely (28%)		
Gender	Male	10% (n. 57)	Always (4%) Sometimes (55%) Rarely (24%)		
	Female	18% (n. 119)	Always (3%) Sometimes (45%) Rarely (35%)		
	Other	33% (n. 10)	Always (0%) Sometimes (40%) Rarely (50%)		
Age	12-14	14% (n. 84)	Always (5%) Sometimes (53%) Rarely (23%)		
	15-17	16% (n. 101)	Always (1%) Sometimes (43%) Rarely (40%)		

Game Addiction



Struggling to control when I should stop playing online games

Key Findings: Almost half (45%) of the migrant youth sampled reported experiencing game addiction in the past year, compared to less than one fifth in the refugee communities (18%). Gender-disaggregated data showed that game addiction appeared to be the most prevalent in the 'other' group, followed by 'male'.

When frequency of the experience is taken into account, the most chosen frequency was 'sometimes'. However, **game addiction seems to be a much more serious problem in the migrant community** the percentage of those who reported 'always' experiencing game addiction was much higher (25%) than those in the refugee camps (9%).

Online game platforms such as Pub G, Mobile Legend, and Free Fire are among the most popular games cited by respondents. Coded response show that the youth responded to game addiction positively by limiting their play time and find alternative activities.

Contrary to Stakeholder KIs which believed that game addiction is more prevalent among boys than girls, Youth Survey findings show that **a higher percentage of those who identify as female reported either ‘always’ or ‘very often’ experiencing game addiction in the past year, compared to males (45% vs. 38%)**. Further analysis shows that for those who reported experiencing game addiction in the past year, **around 36% spend more than 8 hours online per day**. This is 12 percentage point higher compared to those who did not report game addiction as part of the online risk they experienced.

In both the migrant and refugee communities, both adults and children shared grave concerns about the prevalence of game addiction problem in their community. According to Child PAR workshops, **children’s health and academic performance faltered** as they spend most of their time playing games. Stakeholder KI with teachers in refugee camps and migrant community reported noticing some children **losing interest in their studies, or children appearing unusually tired in class as the first signs that they had been spending a lot of time on online gaming, which affected their basic functioning such as eating and sleeping**.

In some instances, children topped up money for their games, a concern that was witnessed by the youth who participated in the Child PAR Workshops. This is a **concern for progression into online gambling and online grooming** with the promise of financial compensation. This mechanism was documented in the Disrupting Harm report (2022), whereby offenders may persuade children to play games and ask children to take off their clothes after playing games or set the condition that if children take off their clothes, they will get the awards such as golden or silver coins.

It should be noted that the term ‘addiction’ used in this Study is not clinical. It is subjective to the child respondent’s own assessment and interpretation of the definition given and contextualised by the Youth Mentors/Leaders. The general term used was ‘struggling to control when I should stop playing online or video games’.

Children who are addicted to games do not want to eat, and they have eye pain because they play too much. They also do not get good quality of sleep.

“

- Child PAR workshop, Nu Po Refugee Camp

Table 21: Experience of Online Risk – Game Addiction

		% Experienced in the past year	Frequency	Platform	Solve (coded)
Location	Migrant	45% (n. 277)	Always (25%) Sometimes (40%)	1. Online Games (79%)	1. Limit use/play less

Gender	Refugee	18% (n. 111)	Rarely (7%) Always (8%) Sometimes (54%) Rarely (18%)	2. Other (12%) 3. Messenger (4%)	2. Find another activity to do 3. Block
	Male	37% (n. 207)	Always (15%) Sometimes (49%) Rarely (10%)		
	Female	27% (n. 171)	Always (25%) Sometimes (41%) Rarely (11%)		
	Other	40% (n. 12)	Always (42%) Sometimes (17%) Rarely (8%)		
Age	12-14	30% (n. 186)	Always (15%) Sometimes (52%) Rarely (10%)		
	15-17	32% (n. 200)	Always (25%) Sometimes (37%) Rarely (11%)		

Online Gambling Addiction



Losing more money than I can afford when I bet for something

Key Findings: Around twice as many migrant youth sampled (15%) reported experiencing online gambling addiction, compared to in the refugee youth sampled (6%). Gender-disaggregated data show **this risk is almost equally distributed among all genders**, with those who identified as male experiencing it at a slightly higher percentage (12%).

When frequency of the experience is taken into account, the most chosen frequency was 'sometimes', followed by 'rarely'. In the refugee community, none of the respondents experience online gambling in the extreme form (0% reported 'always' frequency).

Coded response show that there is a mixture of resolutions such as continuing their behaviour, stop the use of the platform, and to do nothing.

Online game platforms, 'Other' platforms, and Facebook are the most popular platforms where online gambling occur. 'Other' responses are composed of online casino websites (names not provided in the Youth Survey), football betting, and card games such as online poker. According to a Stakeholder KII, online gambling websites are often linked to pop-up advertisement that the children visit, which may not be relevant to the websites or content they intend to use.

Table 22: Experience of Online Risk – Gambling Addiction

		% Experienced in the past year	Frequency	Platform	Solve (coded)
Location	Migrant	15% (n. 91)	Always (8%) Sometimes (60%) Rarely (18%)	<ol style="list-style-type: none"> 1. Online games (58%) 2. Other (34%) 3. Facebook (8%) 	<ol style="list-style-type: none"> 4. Continue to be a 'gambling addict' 5. Stop use 6. Block; do nothing
	Refugee	6% (n. 40)	Always (0%) Sometimes (50%) Rarely (13%)		
Gender	Male	12% (n. 68)	Always (6%) Sometimes (59%) Rarely (11%)		
	Female	10% (n. 62)	Always (5%) Sometimes (54%) Rarely (18%)		
	Other	10% (n. 3)	Always (0%) Sometimes (67%) Rarely (33%)		
Age	12-14	9% (n. 58)	Always (5%) Sometimes (61%) Rarely (11%)		
	15-17	12% (n. 74)	Always (6%) Sometimes (54%) Rarely (17%)		

Scam



Being tricked into doing something with a promise of receiving something in return

Key Findings: Almost a third (31%) of the migrant youth sampled reported experiencing scam in the past year, compared to less than one tenth in the refugee communities (9%). Gender-disaggregated data showed that scam appeared to be the most prevalent in the 'other' group, and in almost equal proportion between those identify as male and female. A slightly higher percentage of older children faced this problem compared to younger children.

When frequency of the experience is taken into account, the most chosen frequency was 'sometimes', followed by 'rarely'.

Once again, **Messenger and Facebook were in the top three platforms** in which this particularly risk took place. Coded response show that the youth responded to scams by stopping the activity associated with the scam, share concerns with others, and block the person who scammed them.

In the Child PAR Workshops, scams are often experienced in the form of deception, such as hacking, social media account stealing, and online shopping scams. According to Stakeholder Kills, scams is one of the problems that adults are worried about because when children are exposed to scam content multiple times, they could be tempted to responding. In cases where children receive SMS messages on their phones, those who do not understand Thai are not able to assess the validity of the information they receive and discern whether it is a scam.

We heard that hackers steal other people's account, and use it to lie to get money from others

“

- Child PAR workshop, Mae La Refugee Camp

Table 23: Experience of Online Risk – Scam

		% Experienced in the past year	Frequency	Platform	Solve (coded)
Location	Migrant	31% (n. 189)	Always (3%) Sometimes (52%) Rarely (27%)	1. Messenger (36%) 2. Facebook (34%) 4. Other (24%)	1. Stop activity 2. Share concerns with others 3. Block the person
	Refugee	9% (n. 55)	Always (0%) Sometimes (53%) Rarely (15%)		
Gender	Male	19% (n. 105)	Always (4%) Sometimes (55%) Rarely (26%)		
	Female	20% (n. 132)	Always (2%) Sometimes (49%) Rarely (23%)		
	Other	30% (n. 9)	Always (0%) Sometimes (75%) Rarely (25%)		
Age	12-14	18% (n. 109)	Always (1.5%) Sometimes (62%) Rarely (15%)		
	15-17	22% (n. 135)	Always (3%) Sometimes (56%) Rarely (37%)		

Extortion



Being forced or threatened
into doing something I don't
want to

Key Findings: A slightly higher percentage of refugee youth sampled (13%) reported experiencing extortion in the past year, compared to migrant youth (11%). However, when considering the frequency, a higher percentage of migrant youth reported 'always' experiencing this particularly risk (5%).

Gender-disaggregated data showed that scam appeared to be the most prevalent in the 'other' group, and in almost equal proportion between those identify as male and female. There is no difference between the age group who experienced this type of risk.

Messenger and Facebook were in the top three platforms in which extortion took place. Coded response show that the youth responded to extortion by blocking the perpetrator and ask help from those they know. Some children reported they did not know what to do.

Table 24: Experience of Online Risk – Extortion

		% Experienced in the past year	Frequency	Platform	Solve (coded)
Location	Migrant	11% (n. 65)	Always (5%) Sometimes (58%) Rarely (28%)	<ol style="list-style-type: none"> Messenger (46%) Facebook (34%) Other (13%) 	<ol style="list-style-type: none"> Block Ask help from friends, parents, and others Do not know/do not care
	Refugee	13% (n. 81)	Always (0%) Sometimes (59%) Rarely (25%)		
Gender	Male	12% (n. 65)	Always (2%) Sometimes (56%) Rarely (27%)		
	Female	12% (n. 78)	Always (3%) Sometimes (64%) Rarely (23%)		
	Other	17% (n. 5)	Always (0%) Sometimes (20%) Rarely (60%)		
Age	12-14	12% (n. 73)	Always (2%) Sometimes (62%) Rarely (15%)		
	15-17	12% (n. 74)	Always (3%) Sometimes (56%) Rarely (37%)		



The type of online risk most experienced by youth with disability is cyber bullying (reported by 20 youth). This accounts for a third of those with disability who reported experiencing at least one type of online risk.

Access and Barriers to Support

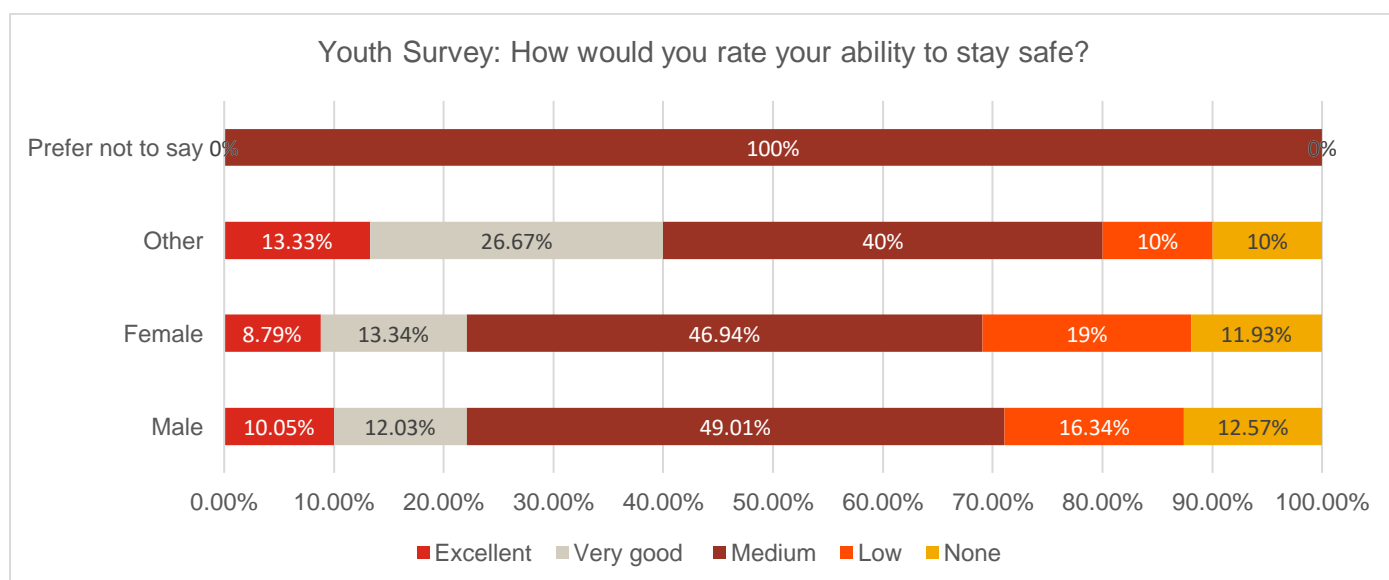
Research Questions:

- What are the existing, most effective tools and solutions present in communities to protect children from online risks? To what extent are existing tools already in use?
- How do children themselves protect from online risks, and what influences the success of their strategies to do so?
- What are the barriers to children, young people and their parents reporting risks and instances of abuse online?

Ability to Stay Safe Online

Overall, a majority of the respondents rate their ability to stay safe online as 'medium'. **The level of confidence skewed towards the lower levels**, as around a third reported either low or no ability. When disaggregated by context, **migrant youth respondents show a higher level of confidence in their ability to stay safe online**, compared to refugee youth as 34% reported either 'excellent' or 'very good' ability compared to only 11% in the case of migrant youth.

Figure 19: Youth Survey - How would you rate your ability to stay safe? (Disaggregation by Gender)

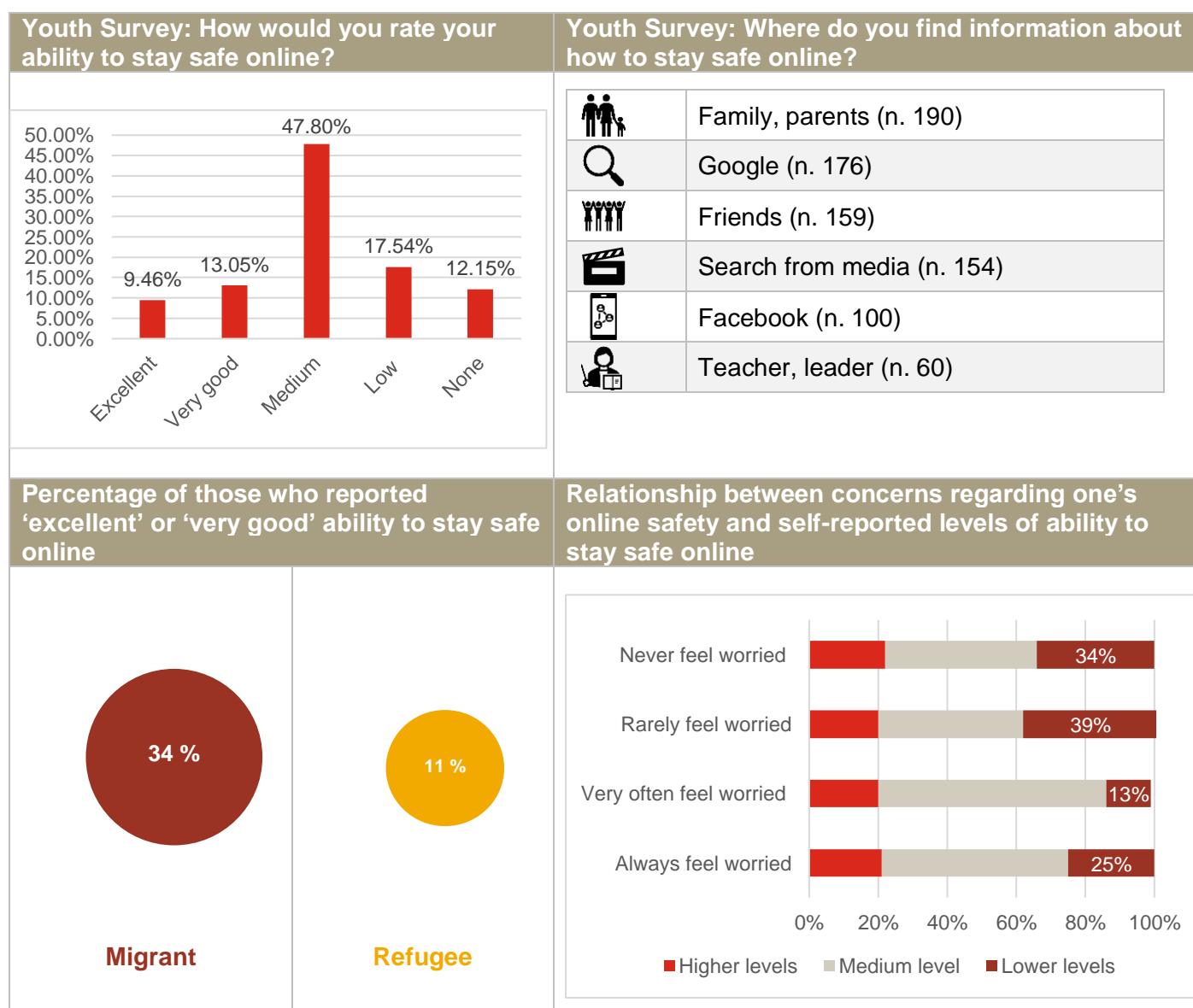


Meanwhile, both male and female respondents show similar patterns of ability to stay safe online. **Those who identify as 'Other' gender, though small in sample (n. 30), reported the highest levels of ability to stay safe online** – around 20 percentage points higher than either male or

female respondents. Additionally, there is a difference in response by age group. A **higher percentage of younger children (12-14 year olds), reported having lower levels of ability to stay safe online** (34% vs. 25%).

Interestingly, when comparing self-reported levels of concerns on one's online safety and their ability to stay safe online, it was found that a higher percentage of those who have lower levels of concerns ('never' or 'rarely' worry about online safety) tend to report higher levels of ability to stay safe online ('low' or 'none' ability to stay safe online). This means that even **though the youth reported low levels of ability to stay safe online, they are still feeling rather safe.**

When asked where they can **find information about how to stay safe online**, the top three responses (coded) **were family/parents, followed by Google and friends.** This is an interesting findings as respondents in Stakeholder KIs shared that parents are actually the ones who know less about technology than their children do, and that children often hide their online footprints from their parents for fear of their reprimands.

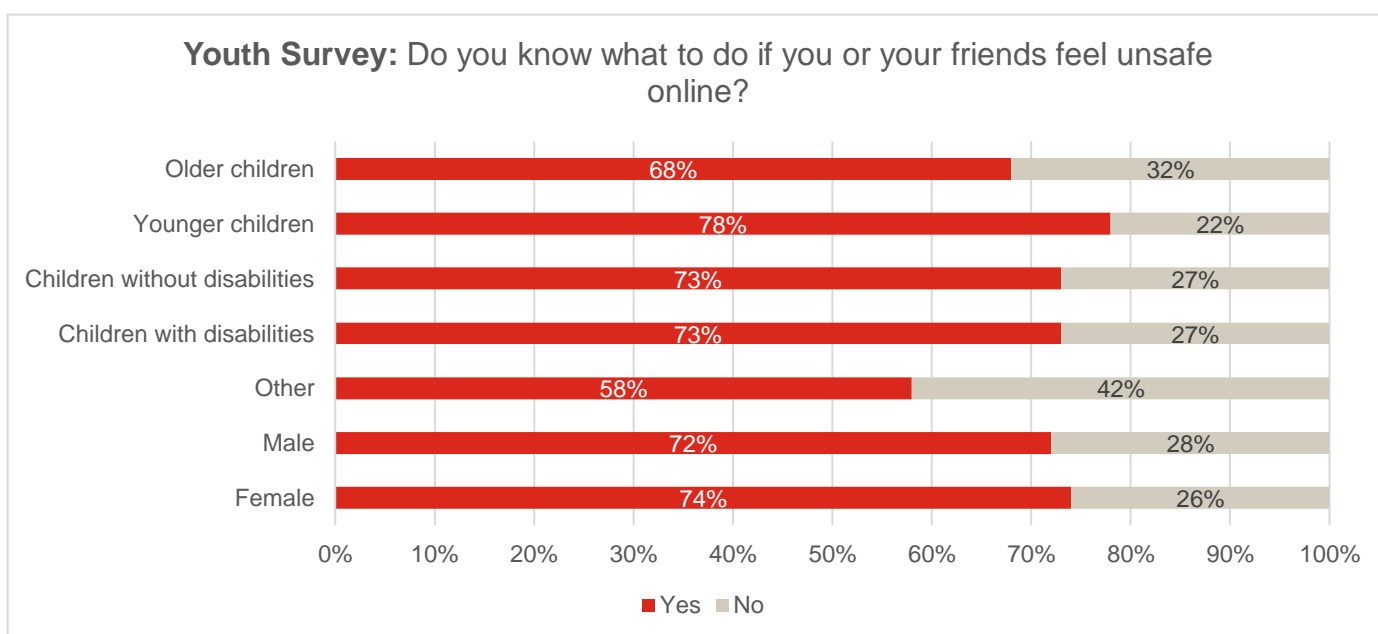


Reporting Risks

When it comes to how children protect themselves from online risks, overall, **over 70% know what to do if they/their friends feel unsafe online**. Among all genders, those who identify as 'Other' appear to have the most difficulty. Only a slightly higher percentage of female respondents reported knowing how to proceed compared to male respondents. There is virtually no difference in the level of response between those with and without disability. A follow up question which asked about where they can get help generated top 5 coded responses as follows:

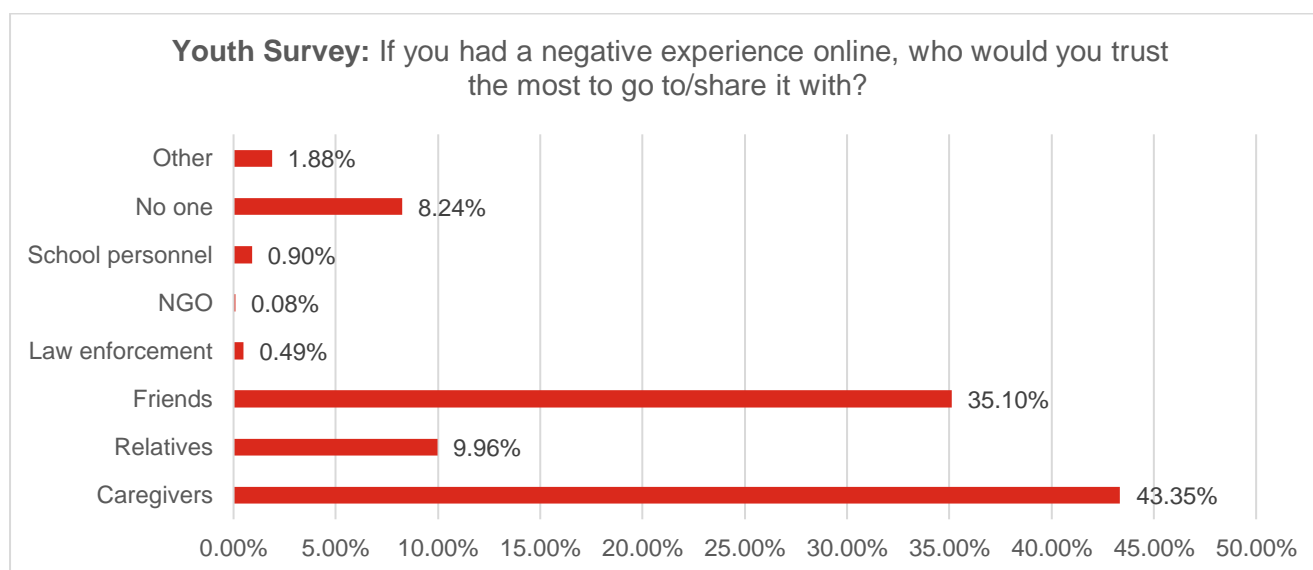
1. Give emotional support (n. 195)
2. Give recommendations on what to do (n. 132)
3. Ask parents, friends, teachers (n. 69)
4. Do nothing (n. 67)
5. Block (n. 33)

Figure 20: Youth Survey: Do you know what to do if you or your friends feel unsafe online?



To explore further the person whom youth trust the most to go share negative online experience with, the top 3 responses were: caregivers (44%), friends (35%), then relatives (10%). NGOs, Law enforcement, and school personnel were least trusted (each received less than 1% of responses). However, the responses differ by location, gender, and age.

Figure 21: Youth Survey - If you had a negative experience online, who would you trust the most to go to/share it with?



The patterns of the top three most trusted sources in which children report negative online experience appear to be similar across all types of respondents. **In a majority of cases, caregivers are placed the highest level of trust, followed by friends, and either relatives or no one.** There is a much higher level of trust in caregivers among the migrant communities (51%) than in refugee communities (36%). When disaggregated the data by gender, females tend to rely more heavily on those they know well such as caregivers (47%), friends (31%), and relatives; whereas **males tend to place a slightly higher level of trust on their friends (40%) compared to caregivers (38%)** – and if these resources are exhausted, the third most popular choice would be to rely on themselves, similar to those who identify as ‘Other’. In terms of age group, a similar pattern emerged whereby the top three most trusted people are: caregivers, friends, and relatives. Though almost negligible, there seems to be **a higher level of trust in law enforcement among younger children than older children.**

Table 25: Youth Survey - ‘If you had a negative experience online, who would you trust the most to go to/share it with?’ (Top 3 responses)

		1st	2nd	3rd
Location	Migrant	Caregiver (51%)	Friends (35%)	No one (3%)
	Refugee	Caregiver (36%)	Friends (35%)	Relatives (13%)
Gender	Male	Friends (40%)	Caregiver (38%)	No one (10%)
	Female	Caregiver (47%)	Friends (31%)	Relatives (12%)
	Other	Caregiver (59%)	Friends (21%)	No one (17%)
Age	12-14	Caregiver (47%)	Friends (31%)	Relatives (10%)
	15-17	Caregiver (40%)	Friends (39%)	Relatives (10%)

Of all the respondents **only 17% (n. 201) said they have made a report in the past 6 months**. Coded response showed that children mostly reported to 'family/parents' followed by 'friends'. These correspond with the responses on the most trustworthy people for children to report negative online experiences to. Of those who made a report, 62% shows high levels of satisfaction, while 7% are not at all satisfied. The major reason for dissatisfaction stems from the problems which remained unsolved even after reporting to adults. It was further explained that although adults displayed sympathy and emotional support, they were unable to solve the problem for the children who reported problems to them.

Figure 23: Youth Survey - In the past 6 months, have you ever reported a situation that made you feel unsafe or unhappy when you go online?

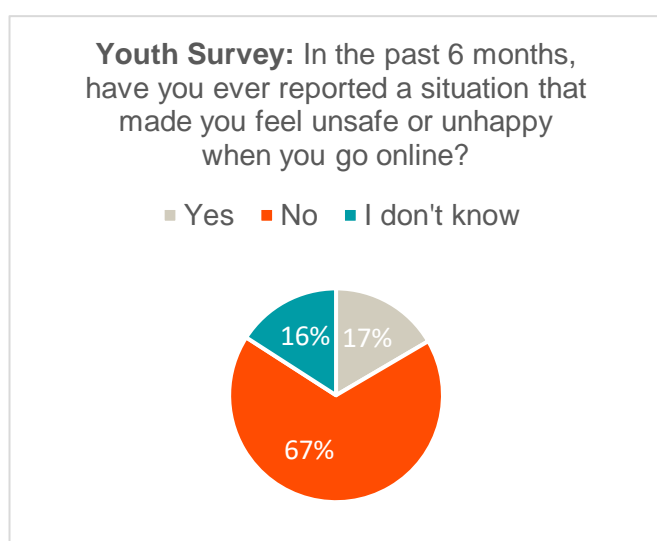
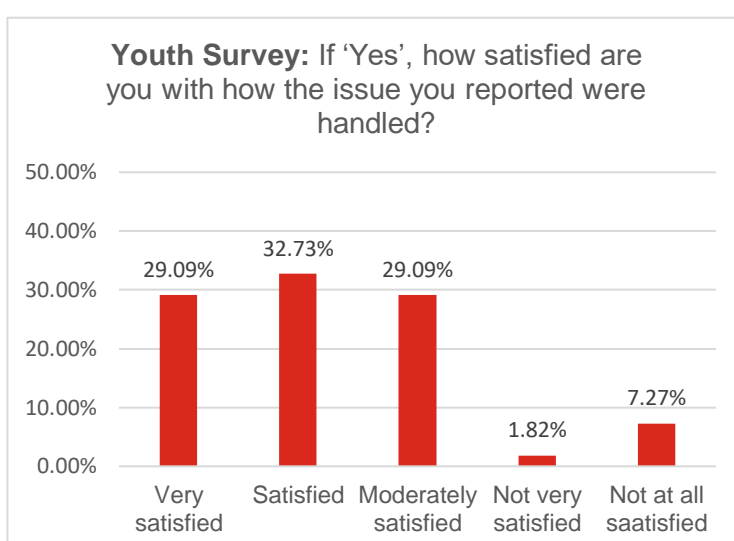


Figure 22: Youth Survey - If 'Yes', how satisfied are you with how the issue you reported were handled?



Available Support Channels:

A real concern occurs when children do not realise that they are experiencing a form of carefully planned efforts to digitally exploit them until damage has been done – such as the case of online grooming and scams, which have gotten more sophisticated over the years. Even more concerning is the lack of legal mechanism to criminalise certain types of online abuse. According to the Disrupting Harm in Thailand report (2022), neither the Thai penal code nor any other law explicitly criminalises live-streaming of child sexual abuse, online grooming, or sexual extortion. Table below shows available support channels at multiple levels.

Levels	
National/institutional level	At the national level, there are formal reporting mechanisms available such as through the police, social workers, or helplines. One of the helplines available is the ThaiHotline which aims to remove illegal and harmful online content via anonymous system for internet users. Thailand Internet Crimes Against Children (TICAC) Task Force and direct hotline to the Ministry of Social

	Development and Human Security (MHDHS) 1300 are also available for reporting of online child abuse incidents.
Migrant level	At the migrant level, when a child protection organisation received reports of child abuse cases, these will be determined and categorised into either child protection or child safeguarding cases. In the case of child safeguarding cases, these will be sent to the Child Safeguarding Taskforce. This Taskforce is composed of 14 organisations specialising in child safeguarding such as Mae Tao Clinic, Help Without Frontiers, Teacher Focus etc. in Tak. In the case of child protection, Suwannimit Foundation, CPPCR, or the provincial Social Development and Human Security Department are responsible organisations which can provide case management, psychosocial support, and linkage with Shelter for Children and Families to provide shelter and protection for abused children during and after case investigation.
Refugee level	According to Stakeholder KIs, there is currently no existing reporting channels for issues relating to online child protection risks in the three refugee camps. In the case of reporting problems or requesting assistance at the camp level, none of the children interviewed had done so. As echoed in the Child PAR Workshops, children reported that it was not easy for children in the refugee communities to find support channels aside from sharing their concerns with their families or friends – who, unfortunately, also do not know the best way to get help.

Barriers:

According to Stakeholder KIs, there are several barriers which prevent children from reporting incidents of online harm aside from the lack of knowledge on the available reporting channels. These are divided into procedure-specific barriers and context-specific barriers.

Procedure-specific barriers:

- ➔ **Lengthy reporting process** - In the case of child abuse, there is a **lengthy process after reporting. This incurs both the financial and time cost.** When parents of the children have to go to court, they have to take leave from work, and may risk losing their jobs. Equally, those who do not have formal identification may be arrested by the police.

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In the migrant community, one family usually shares one phone. Parents do not know how to apply for internet packages. So they rely on the phone shop to apply for that. They buy sim card. In Mae Sot, sim card is cheap. People with no document can also buy sim card. The shopkeeper will activate the sim, so parents can use Facebook and

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other applications. Some people change their sim card because data usage only lasts for one month.

So, does the frequent change in sim card and number affect our work: 1) Child case management - because when it comes to case management, the procedure is lengthy as case workers have to go back to community again to know where the child is. They give their phone number to that parent. But the parent does not know how to save the number to their phone. 2) For birth registration activity – this affects a lot because we do not know where the child is. So, we have to wait for parents to call instead of reaching out to them.

- **Female, Stakeholder KII, Child Protection Agency, Migrant Community**

Context-specific barriers:

- ➔ **Language barrier** - Formal/national reporting channels as mentioned above only operate in Thai. Since the majority of migrant and refugee population do not speak Thai as their mother tongue, children or informants may feel reluctant to contact formal channels which only have Thai-language operators.
- ➔ **The culture of self-blame** - When online abuse occurred, children partially blamed themselves for what happened. They are concerned that if they take the matter to authorities through formal channels, their parents will be informed of what happened and they will have brought shame to the family reputation. Even after the case is finalised, community members may still view the family less favourably. Public reporting channels require informant names' to be shared.
- ➔ **Understanding of problem** - Children may not report online harm to anyone because they either **do not think that what happened to them is a form of abuse** or they may **underestimate the seriousness of certain risks**, such as the case of online grooming. In Karen culture especially, the Karen community is cautious about sharing their private details, especially on sexual topics.

Operational Challenges of Running Support Channels

On the stakeholders' side, they also come across challenges operating support channels. In all of the stakeholders interviewed, there are no specific channel dedicated to encounters with online child protection risks, as the channels have been set up for child protection and safeguarding issues of all types, typically those that happen offline and in-person. Although increasingly, child protection actors in the migrant community recognise the cross-over between online to offline child abuse and highlight the need to educate children on online safety. For instance, chatting with strangers online which could lead to the problems of eloping and early marriage later on. Notable challenges shared by child protection stakeholders include:

- ➔ **The reporting and management of cases should be discreet** - The effort to help children should also consider the family's reputation and retaining sense of normalcy and resilience to the affected children. Practitioners have to carefully design investigation and support channels which consider the children's future, not just how to help them at present. For instance, while the investigation process is ongoing, questions such as safe accommodation for affected children and continued schooling should be considered.
- ➔ **Confidentiality** - In the migrant and refugee communities, news travel fast. Not only does this create reluctance for the family to report to available support channels, once news of the incidents is revealed to the public, the children may be at risk of humiliation and ostracism.
- ➔ **Frequent change in sim card and numbers** – Due to the type of sim card available in the migrant and refugee communities (usually for month-by-month usage, with regular top-ups required), this means retaining contact with affected families and children can be challenging. Once cases are reported, it can take more than a month for the case to be resolved.
- ➔ **Requirement for witness and affected persons to keep distance** - If it was a teacher who report incidents of child abuse, that teacher becomes a witness. Then throughout the lengthy case process, the children and teacher cannot interact at all. In this case, as teachers are the second person children trust, it means that the affected children will lose a source of their emotional support.

Parents might try to hide the case because they don't want the children's reputation to be affected. There is also a possibility of leaked information if the issue is reported via the school, because if the child is absent from their homes, the teacher can help explain. But if the child is absent from their school, everyone will know what happens to the child. Similarly, if the authorities go to the school to investigate, everyone will know. Confidentiality is a delicate issue in the migrant community. Practitioners have to carefully think about the children's future, not just how to help them at present.

We have to think about psychological rehabilitation and resilience of children as well. Those who design the reporting channel have to think systematically (the process cannot be too obvious to the community). For example, in my case, instead of going into the child's classroom to talk to the child directly or to inspect, I go there to officially help with school registration or to collect a document, but unofficially working as a child protection focal point.

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- Male, Stakeholder KII, Child Protection Authority, Migrant Community

Interest in Digital Safety & Support Needed

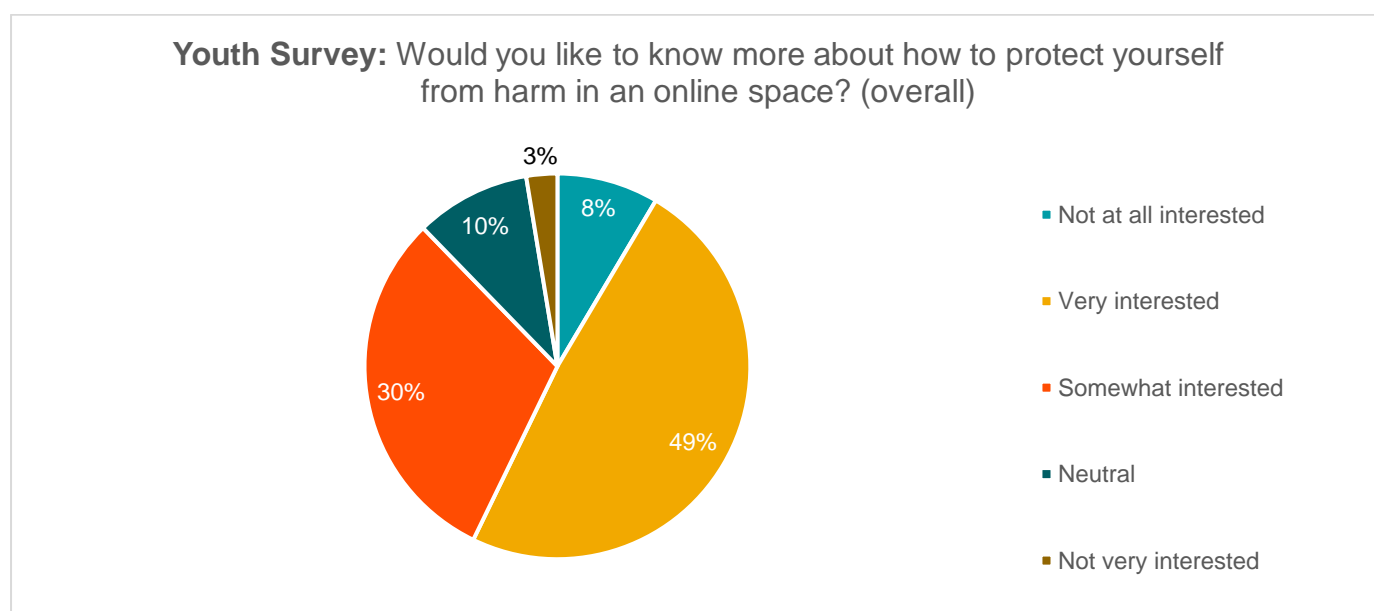
Research Questions:

- What type of peer and general support would children, young people and their parents like to receive to increase resilience and safety online and how do they access those service support?
- What is the appetite of children and young people to take up existing digital safety and resilience tools?

Overall, a majority of the respondents (80%) in both the migrant and refugee communities showed a degree of interest in **knowing more about how to protect themselves online** (those who responded 'very interested' and 'somewhat interested'). There appears to be a slightly higher levels of interest among the migrant communities (83%) compared to the refugee context (76%). Gender disaggregation of Youth Survey responses (see Table 27) revealed that male respondents showed the least interest compared to those who identified as female and other. Of those who showed high levels of interest, respondents reported topics they would like to learn more, which is a mixture of constructive online engagement and online safety:

- ➔ Life skills and leadership training
- ➔ Education/Study online/vocational training
- ➔ Games
- ➔ How to safely use social media (fact checks, set up account, and privacy settings)

Figure 24: Youth Survey - Would you like to know more about how to protect yourself from harm in an online space? (overall)



Only 8% of the respondents were '**not at all interested**' in **knowing more about how to protect themselves online** (10% in the refugee community, and 7% in the migrant community). Thematic analysis of qualitative responses showed that the main reason given were that they simply do not want to learn or study anything new. Other reasons included: existing knowledge on how to protect themselves, having no experience with online harm, and minimal use of digital device to begin with.

Figure 25: Youth Survey: Would you like to know more about how to protect yourself from harm in an online space? (Migrant Community)

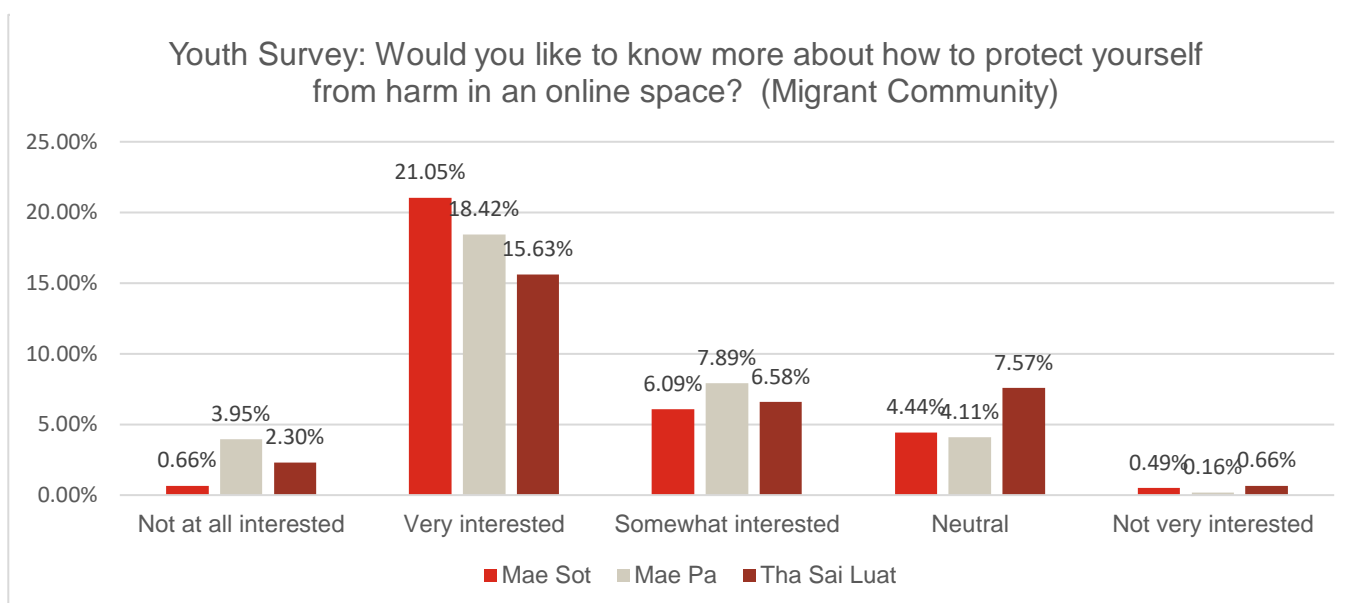


Figure 26: Youth Survey: Would you like to know more about how to protect yourself from harm in an online space? (Refugee Community)

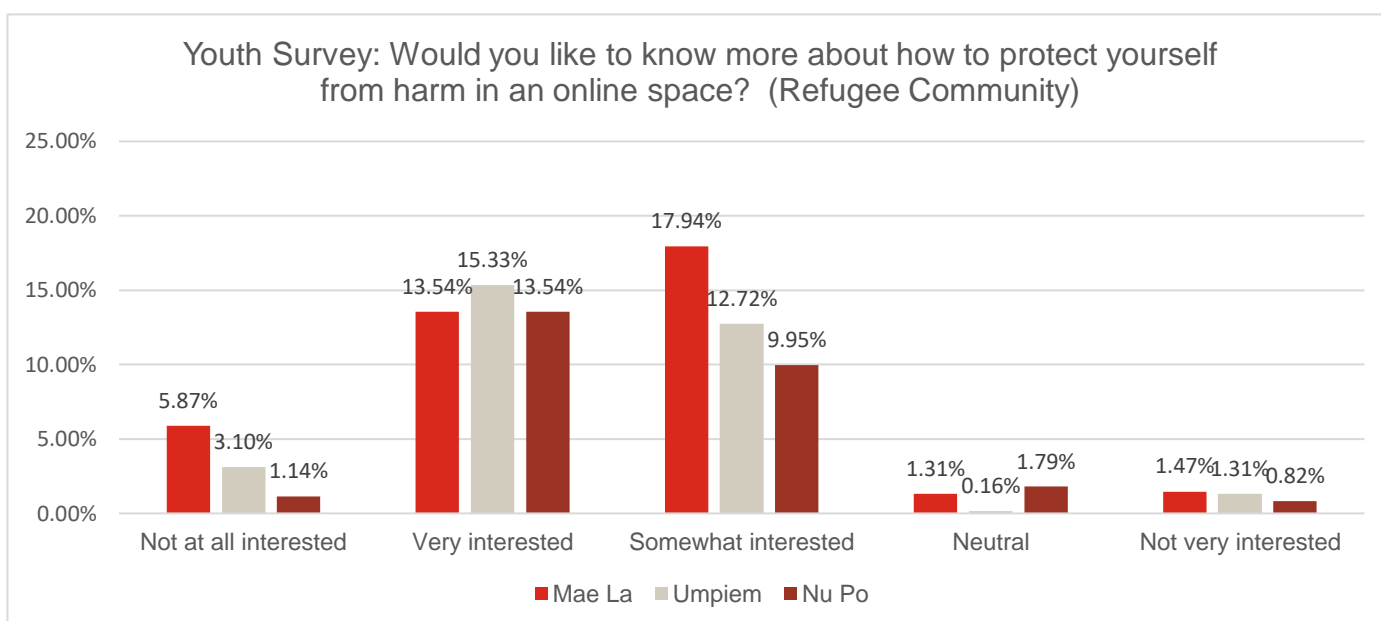


Table 26: Youth Survey - Would you like to know more about how to protect yourself from harm in an online space? (Gender disaggregation)

		Not at all interested	Very interested	Somewhat interested	Neutral	Not very interested
gender	Male	10.5%	44.2%	30.9%	10.5%	4%
	Female	6.7%	52.5%	30.5%	8.8%	1.6%
	Other	10%	53.3%	23.3%	13.3%	0%

On the other hand, among youth sampled in the Child PAR Workshop, 20 out of 22 groups reported that they think young people in their community would be interested in learning about how to protect themselves from harm in an online space. Of the two groups that responded 'no', the reasons were that the youth do not want to depend on others, and that they would have problems concentrating on the training. Of those who responded 'yes', the topics of interest include: 1) How to use social media safely: account set up, hacking prevention, use of privacy settings 2) Media literacy skills, particularly, how to fact check online information. 3) Video production and editing.

From Stakeholder KII, adults raised several topics in which youth should learn in order to protect themselves from online harm, which align with responses from Child PAR workshop. Predominantly, knowledge on how to set up privacy settings should be a priority, particularly on commonly used social media and chat applications such as Facebook and Messenger. Understanding the benefits and disadvantages of each social media application is equally necessary. They also suggested that parents, teachers, and organisations which work with youth should receive similar knowledge so they are aware of online issues that children may face, and help prevent these problems from happening. According to Child PAR workshop, the responses were mixed when asked whether adults have a higher level of knowledge on how to protect themselves and children from online risks. Generally, it appears that many adults consult with children on how to use the device.

In Thailand, we do not really have a curriculum on how people can protect themselves when they are online. This should be a part of home-room or 'guidance' class. It can also be integrated as a part of other essential classes such as social sciences or computer classes. Analytical skills for assessing information are much needed in order to learn what information to share online, and who to accept as friends on social media. In Thailand, administration is disintegrated. For example, child protection and internet safety should be integrated. Offline and online issues can be blurry. In some cases, children were abused offline first, then their pictures shared online. Online is more difficult to process the court case/investigation.

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- Female, Stakeholder KII, Steering Committee Member

Parents' and teachers' job is to educate children; it is their job to safeguard the children and to raise issues when they see the concerns using the child safeguarding policy. And to learn about positive discipline, which can go under teaching methodology (classroom management). There should be channel to help educate them on online safety, there are not many people to open up to about the concerns. Adults also need to be educated about how to safely receive reports (not blaming and judging students). Adults don't have knowledge, they think that children are using phones too much, it is the children's fault that they experience harm. Children will be harassed and bullied otherwise.

“

- Female, Stakeholder KII, Child Safeguarding Officer, Migrant Community

Recommendations

1. All campaigns and awareness-raising activities need to integrated these specific issues:
 - Cyberbullying, game addiction, and scam and extortion should be tackled as the top three topics to conduct awareness raising and campaigns among children and youths in migrant and refugee communities as these are the most actual experience of online protection risks.
 - Gender-aware, highlighting the different risks to different groups and paying special attention to those with diverse needs. Apart from highlighting the cyber threats of game addiction, scamming and cyberbullying.
 - The campaign should also raise awareness on grooming, child, early and forced marriage which not only informs young people, but also acts as deterrents to potential perpetrators. In the migrant community where cases of early marriage were reportedly increasing, existing awareness campaigns and community child protection mechanisms should also incorporate information on the prevention of early and forced marriage by informing both the youth and caregivers of its online origin.
 - Particular attention should be paid to learning about the consequences of sharing identifiable information via digital space.
 - Online child grooming is not only perpetrated by strangers but known contacts such as friends, family members and teachers. Groomers often exploit and control children from online spaces which can lead to face-to-face meetings and sexual exploitation.
 - The campaign should inform older adolescents who appear to already be taking these risks to mitigate unintended/negative consequences of such online interactions. As findings show that older children (15-17 years old) are less careful when it comes to interacting with strangers online (talking and meeting face to face), compared to younger children, awareness-raising campaigns should prepare younger adolescents to learn how to assess interactions with strangers online.
 - Awareness raising campaigns should inform the youth of all possible kinds of online risks that may occur to them or people in their community. The youth who participated in this survey reported having experienced more than one form of risks. There is growing concerned that one form of risks could lead to the other, such as game addiction and gambling addiction, as well as sexual online grooming and sexual exploitation.
2. All stakeholders should work with children with disability and their families by:

- Conduct a series of sessions to educate and support families which have children with disability especially those with cognitive disabilities, to ensure that they are able to navigate online spaces safely and appropriately in order to prevent them from (committing or being victims of) cyberbullying.
 - Work with caregivers, teachers, and communities to support this group of children to avoid exposure to unsafe content and advertisement and provide information as well as inclusive access to reporting channels shall children come across inappropriate content.
 - Address the issues on limited access to devices to give them the opportunity to learn from online platforms.
3. Invest in human resources and tools development for children with disabilities in the migrant and refugee communities. Establish and empower youth groups (online and in person) to share awareness and knowledge on digital etiquette, literacy, and online safety at the community level with support from NGOs.
 4. At the national level, knowledge on digital etiquette, literacy, and online safety will need to be integrated into the national education curriculum.
 5. Develop the step by step and easy-to-follow guideline on how to safely respond to risks, in a way which will aid the formal investigation process. This includes evidence collection such as saving URL or screenshot conversations with the perpetrators.
 - Partnering with top online social media platforms such as META, previously known as Facebook, to empower youths to prevent and protect themselves from harm – taking online protection skills which most youth showed interest in learning such as privacy setting and media literacy.
 6. Conduct parent education session by providing specific information on how parents/caregivers can help protect children from online risks, in a way that children will not feel their privacy is being invaded. This will improve relationship dynamic between parents and their children and allow both parties to share their concerns with each other openly, as well as prevent any online child protection problems from escalating for children's fear of blame and reprimands.
 7. Given the language diversity in the migrant and refugee communities, there is a strong need for localisation of existing digital literacy, online child protection resources, and reporting channels. These resources could be translated by the youth mentors or leaders in each community.

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Appendix I: Sampled Stakeholders

Migrant	Refugee	Other
Help Without Frontiers	Nu Po Youth Leader	ECPAT
Smile Lay Club	Umpiem Camp Committee	COPAT
Suwannimit Foundation	Umpiem Health Coordinator	
Mae Tao Clinic	Umpiem Head Teacher H1	
Teacher Focus	OCEE	
MECC	Mae La College Teacher	
BMTA	Mae La School Teacher	
Star Flower Migrant Learning Center	Mae La Camp Committee	
CPPCR	Right to Play	
Kick Start Art	Umpiem School Teacher	
Play Onside	Nu Po Head Teacher	
Parent Teacher Association	Nu Po Head Teacher	
On Ye Le Migrant Learning Centre	KSNG	
	KYO	
	KRCEE	
	KWO	
	COERR	

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Appendix II: Lessons Learned from Youth Mentor and Youth Leader Trainings

To prepare Youth Mentors from KSNG and ROY to train Youth Leaders in their respective organisations to collect data in the field, two 2-day trainings were organised together with Save the Children. Prior to the training dates, Bangkok-based consultant from Levante travelled to Mae Sot to plan the training with Save the Children team in Mae Sot. Throughout the training, Karen and Burmese translators helped translated and facilitated ice-breaking sessions with the Youth Mentors.

The training for KSNG took place on 14-15 February 2022 and the training for ROY was held from 17-18 February 2022. To facilitate the trainings, a Training Handbook was developed which covered the following topics: principles of social research, research ethics, child-friendly interview techniques, managing difficult emotions, tool guide, field data collection, data security, and risk and issues management. Additionally, the Youth Mentors and leaders were trained on the principles of child participation and given a checklist in each data collection tool to ensure that all 9 child participation principles were followed. See training schedule for each day below:

Day 1	
Activity	Led by
Registration, consent form completion, pre-test (Google Form)	SCI & Levante
Ice-Breaking activity	Levante
Introduction to ROAR	SCI
Objective of the Training	SCI
Staff/Team Introduction	SCI
Setting common rules for the training	SCI
Break	-
Managing difficult emotions (trauma-informed approach)	Levante
Lunch	-
Introduction to Youth Survey	Levante
Informed Consent	SCI
Background, Demographics Information	Levante
GESI Concepts and Practices	SCI & Levante
Practice time	SCI & Levante
Online Access and Behaviour	SCI & Levante
Practice time	SCI & Levante
Break	-
Knowledge on digital literacy	Levante
Feedback and Q&A	SCI & Levante

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Day 2:	
Ice-breaking activity	Levante
Recap of Day 1 activities	SCI
Knowledge on online safety	Levante
Practice time	SCI & Levante
Child participation in research and child safeguarding	Levante
Online child protection risks	SCI & Levante
Practice time	SCI & Levante
Break	-
Solutions to resilience and online safety	Levante
Practice time	SCI & Levante
Lunch	-
Youth Survey checklist	Levante
Risk and issues management – brainstorming session	SCI & Levante
Youth leader training preparation	SCI & Levante

Consolidated Lessons Learned from Youth Mentor training:

- **Planning for working across multiple languages** At the time of the training, the training materials were in English, including the Youth Survey tool. Karen-English translators and Burmese-Thai translators were used to translate the trainings into the **language** that the youth mentors are familiar with. However, the youth mentors gave feedback that they would prefer to go through the tools in Karen and Burmese, so they could help cross-check the translation and ensure that the survey is use culturally-sensitive and child-friendly terminologies.
- **Youth Mentors key to contextualise concepts** The training team had a productive discussion with the youth mentors on Youth Survey questions relating to **gender status**, which led to the adjustment of the final survey questions which are appropriate to the contexts. Theoretical concepts such as the 'genderbread person' was introduced.
- **Plan for 'safe space' for respondents:** There was an emphasis on creating a safe space for respondents to share their demographics information, while keeping such information confidential.
- **Piloting of questions with peers is key to finalising study materials:** After Levante introduced each section in the Youth Survey, including the objectives, explanation of terminologies used, and expected responses, the youth mentors were asked to pair up and practice the survey questions. Following the practice, the **youth mentors shared their feedback on their understanding of the questions, sequence of the questions, questions they struggled to get answers from respondents, and other issues that arose**. Content and items needed in the **Youth Survey accompanying materials** were also identified and developed during this training. Ultimately, inputs from the youth mentors contributed to the adjustment of questionnaires, with agreement from Save the Children staff present at the training.

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- **Ensure measurement terms are clear and contextualised** The youth mentors found it challenging to grasp the concept of **online time use proportions/percentage**. The training team adjusted their approach to include the use of objects in 10 units as part of the explanation, which proved to be easily comprehensible. This approach was then integrated into the accompanying Youth Survey materials, which the youth leaders used in field data collection.
- **Online Child protection risk mitigation requires substantial time and planning investment.** The section which took a majority of the training time was on **online child protection risks**. There were discussions on the definition and examples of each type of risk, how to introduce or present the risk concepts without triggering the respondents, and measures that can be taken to respond to trauma-triggers. The youth mentors were asked to role play the risks to help them present each type of risk which can be easily understood by people in their communities. Lessons on **child safeguarding, trauma-informed approaches, and reporting channels** were integrated during the practice sessions with feedback from the Child Protection Technical Advisor.

Consolidated Lessons Learned from Youth Leader trainings:

- Following the Youth Mentor trainings, Youth Leader trainings were conducted in person for both migrant and refugee Youth Leaders, with the exception of trainings in Mae La camp which was done online due to strict COVID-19 restrictions at the time. The trainings were delivered by trained Youth Mentors and supervised by SCI and Levante's field coordinators.
- Debrief sessions with Save the Children staff allowed the research team to identify challenges during the youth leader trainings in Nu Po and Umpiem camps which could be used to adjust the trainings in Mae La camp and in the migrant context.
- There were logistical challenges relating to: 1) The preparation of **training location** which should be more conducive to learning, specifically the use of tables for note taking. 2) The **printing and translation of the pre and post-test** to aid understanding of the questions.
- Youth mentors should be allowed **more time to get familiarised with the Youth Survey questions and develop their own training materials**. Levante field research coordinator (Thai-Karen-English speaker) occasionally stepped in to explain some survey questions and terms in detail, including providing examples. After the first youth leader training, however, the Levante field research coordinator observed that the youth mentors became more confident and were able to explain the youth surveys with easy-to-understand examples. In the training for youth leaders in the migrant communities, however, the Rays of Youth youth mentors developed their own materials based on the original training materials.

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Appendix III: Statement of Work, Terms of Reference, and/or Study Protocol

Terms of Reference

Consultant to conduct Participatory Action Research on online safety and resilience

Research Respect Ourselves, Accentuate Resilience (ROAR)

September 2021

Thailand has a high (75%) internet and social media penetration rate and the average user spends 9h online each day (Datareportal, 2020). Young users dominate some of the country's lead social media platforms, such as TikTok where over 50% of total users in Thailand (South East Asia's third biggest market) are young people aged 13 to 17 (TikTok, June 2020). In the past year, which was marked by the Thai student protest and the COVID19 pandemic, the internet and social media have proven to be valuable resources for accessing digital learning, keeping up with peers and promoting child rights. However, with Thai young people's internet usage and online presence on the rise, their exposure to Online Sexual Exploitation of Children (OSEC) or online bullying are also emerging trends, as noted by UNICEF, ECPAT, Plan, Thai Health and DTAC.

Data shows that unregulated and excessive use of online platforms can lead to abuse, exploitation and risky behaviour by young people. A recent study by Thai Health reported that children in Thailand spend more than 35 hours a week on smartphones and that of 15,000 children surveyed, 61% aged 6 to 18 showed risks of being addicted to online games. COPAT's (Child Online Protection Action Thailand) 2020 national survey shows that children 12-18 years of age are increasingly exposed to different forms of online abuse, with 69% of child respondents reporting experiencing cyber bullying and a further 68% revealing that they practice online risk-taking behaviour. 43% of respondents expressed that the excessive amount of time they spend online (10 hours and above) had resulted in a negative impact on their family relationships as well as their education performance. As of today, there remains limited data on how boys, girls, and other vulnerable groups of children experience online abuse - this is a critical gap.

Global evidence shows that the socioeconomic conditions arising from the COVID-19 pandemic are directly increasing the amount of child abuse materials online and the increasing risk of grooming of vulnerable children online (Europol, 2020). In Australia for instance, reports of online abuse amongst peers have increased by 21% in the past 18 months (video chat platforms being a key vector of this increase) while cases of abuse by adult users have skyrocketed by 50% (E-Safety Commissioner, Australia Government, 2021). It is assumed that Thailand would have experienced a similar rise. Thailand remains a host country for child sexual abuse images, ranking 6th out of the top 15 countries in the world (ECPAT and UNICEF Situation Analysis, 2015) and undoubtedly COVID-19 is increasing attempts to access existing material or coerce more children living in Thailand in selling or exposing intimate photos online. 45% of respondents from a 2018 survey by COPAT reported being involved in collecting, downloading and sharing illicit materials i.e., child pornography, while 17% of respondents reported having been sexually harassed including pressured to share sexual images.

While these statistics depict the risks Thai children face online, we do not have a clear understanding of their scale and severity, nor how they are distributed differently across different groups or locations. It is also unclear if, and how, traditional harmful practices affecting children in marginalized communities (e.g. early marriage, school drop-

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out, sexual exploitation etc) are being affected by current conditions whereby internet usage and online presence are rising sharply.

Thailand is home to a large migrant population (around 4.9m as of 2018 statistics) which includes approximately 3.9m migrant workers from neighbouring Cambodia, Laos, Vietnam and Myanmar (IOM Thailand migration report, 2019). According to the Tak Primary Education Area Office, at least 13,000 to 20,000 migrant children live in Tak districts bordering Myanmar and in 2018, the Immigration Office estimated that around 2,000 children crossed the border daily. Over the past decade, more than 200,000 Myanmar nationals sought refuge in Thailand, fleeing conflict and ongoing violence in South East Myanmar. Presently, 91,818 (45,449 male, 46,369 female) verified Myanmar refugees reside in 9 camps alongside the Thai/Myanmar border which includes 37,711 children aged 0 to 17 (UNHCR, March 2021). They face various barriers to accessing essential services, alongside stigma that puts them risk of not realizing their rights to learn and be protected. Following the coup in Myanmar in February 2021 and ongoing fighting between the Tatmadaw and the Karen National Union (KNU) across the Thai-Myanmar border, the number of individuals seeking asylum and protection in Thailand is on the rise and some of the villagers at the border fleeing airstrikes are seeking refuge at the border.

Assumptions among agencies working with refugee populations from Myanmar in Thailand is that access to connectivity – with the exception of some specific large camps such as Mae La and Umpiem – is limited or barely existent, meaning that online safety risks may not be a major concern. Although connectivity issues persist, UNHCR's 2016 'Connecting Refugees' report reveals that 59.1% of refugees in Thailand had access to 3G or more through mobile phones, a figure that is very likely to have increased in line with the increase in Thailand's broader digital penetration since 2014, when the data was collected. A series of interviews that SC conducted with the Karen Student Network Group (KSNG) in March 2021 to develop the proposal for ROAR revealed that – despite various challenges such as lack of resources and hotspots – it is common for households in various camps to gain access to connected device and purchase short term data plans. Further to this, KSNG young people leaders have identified a host of emerging protection concerns alongside other concerns present offline which are exacerbated by the use of the internet and digital devices. Activities carried out by the KSNG as a part of their young people engagement and coordination strategy have been forced online since the onset of the COVID-19 pandemic and travel restrictions, meaning young people are increasingly using the internet.

When asked in-depth questions about these challenges, young people leaders reported that young people wishing to access social media or online gaming has contributed to children dropping out of school early to work or spend time online, as well as adopting risky behaviours to get online, such as travelling to the camp border to seek signal, selling alcohol or stealing to buy digital devices. Young people also report that the prevalence of fake news is of particular concern for young people who rely on the internet to connect outside of the camps, where travel is restricted. Peer and young partner bullying are also issues of concern. Young people leaders also raised specific concerns such as bullying of children with disabilities and intimate partner violence and shaming (mostly body-shaming) which appear to be affecting girls in particular and can occur online.

A Protection Working Group (PWG) reports from the UNHCR conducted in these refugee camps reveals emerging issues of peer sexual harassment online, albeit cases not being frequent and/or rarely being reported (UNHCR, March 2021). Data from the PWG's reports indicate that children living in the camps continue to suffer from a culture characterized by patriarchy and the *rule of compromise*, in which the father, husband, and/or eldest male leader determine the way men, women, parents and children relate and live together, including deciding roles for other members of the family. Within these cultures, sexual abuse is typically seen as a sin and a form of disgrace for female victims, who may not report due to shame and stigma. Compromise is often used by the male authorities and head of the household to silence the causes; girls and women are forced or convinced that proceeding through formal justice system would only bring them shame. This could partially explain the fact that most offline child protection issues are not reported. When asked about the capacity of the current child protection systems in the

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camps to address the off/online continuum of children protection (CP) cases, the CP leads and young people groups acknowledge there is a lack of awareness among young people and CP actors OSEC. It is also recognized that children and young people are rarely consulted or part of decisions affecting their wellbeing and the types of services that target them specifically, meaning existing CP mechanisms are unlikely to be child friendly or fully meet their needs.

For migrant children living outside of the camps in Tak Province, hardship and challenge prevail to access basic services. A recent report by a coalition of local CSOs (Education Reimagined, 2020) shows that amongst 356 migrant families surveyed in Tak Province, over 60% reported a household income of less than 6,000 THB a month (around 95 USD). Given the data was collected in May 2020, these findings have likely worsened with the spread of COVID-19. In the wake of the increasingly worsening outbreak in Thailand, Migrant Learning Centres (education institutions that are not affiliated with the RTG) have shut down and remain closed more than a year into the pandemic, pushing education and social lives online as well as posing a dire threat to continued education access.

Children on the move at the border are particularly vulnerable to abuse. There is a lack of comprehensive data on the prevalence of offline and online sexual abuse and exploitation of migrant children in Thailand, however a 2019 Harvard research paper looking at migrant Myanmar communities in Tak province found that “all interviewed Burmese migrants [in Thailand] reported having access to a mobile phone with internet and reported high rates of smart phone usage in their communities”. This finding was echoed by representatives from Ray of Young people (ROY) interviewed by Save the Children during the design of this project in March 2021. According to ROY representatives, compared to the past year the digital presence of migrant young people has increased. ROY identifies this both as an opportunity and a challenge for young people. With an increased in digital literacy amongst young people, ROY was able to successfully migrate some of their workshop facilitation tools online for young people to use⁵ and have witnessed many young peoples’ creativity blossom on YouTube (singing is identified as a trend). At the same time, ROY has identified that online hate speech and discrimination against migrants are emerging issues and they have also witnessed cases of “love turned sour,” an increasing prevalence of young children chatting to strangers online, meeting in real life, and then entering into abusive relationships. In one instance, ROY reported being contacted directly by a young woman who faced bullying online and offline after her photo was distorted and used in a photomontage of pornographic images, which caused her great distress.

In both contexts, young people have spearheaded initiatives such as KSNG hosting fake news discussions with young people and ROY’s new app which connects them with future migrant young people leaders. However, both groups recognize the small scope of these projects, and that awareness amongst young people and service providers about online safety and resilience remains limited. To date, a number of compelling resources have been developed in Thailand (eg. Plan’s digital literacy teacher guide, Facebook’s digital literacy curriculum, ECPAT Foundation toolkit on Protecting Children from Online abuse) and globally (eg. Mind of my Own, safe to change, Mye Pya Tike, etc.). These tools seek to educate children about online abuse risks, promote positive peer interactions and improve referral to local protection and police authorities. However, we seldom came across solutions that were co-designed with migrant and refugee young people, reflecting their concerns, motivations and unique user perspectives. We also found little to no evidence of the perceptions and uptake of existing tools among young people themselves.

2. SCOPE OF RESEARCH

2.1 Purpose and Key Research Questions

⁵ e.g. Line – # 1 instant messaging app in Thailand – “secret classrooms” for young people attending leadership courses

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As a part of the ROAR project funded by the Australian Department of Foreign and Trade (DFAT) via the Australian NGO Cooperation Program (ANCP), Save the Children Thailand is conducting Participatory Action Research together with young leaders living on the Thailand Myanmar border. The research will be informed by a desk review and will be conducted between October and November 2021. The desk review will start around end of October alongside the preparation for the child participatory action research, with data collection aiming to be commence at the beginning of November.

The ROAR project intends to hire a research consultant to conduct preliminary desk research, building on evidence generated by a study conducted by Child Online Protection Action Thailand (COPAT) on the online behavior of the Thai children in 2018. The desk research will seek to summarise the evidence available on online, protection concerns and internet and social media usage in target locations. Findings will inform the participatory action research (PAR), which will be conducted with young people using both quantitative and qualitative data collection methodologies. The gender-sensitive PAR research aims to identify and quantify the specific risks and opportunities that girls and boys of all gender and abilities living in the refugee camps and 1-2 migrant communities in Mae Sot face online. This research will contribute to the evidence base and directly inform phases two and three of the ROAR program, in which young people will design and advocate for solutions, campaigns and policies to prevent abuse and improve their protection. The findings from this research will also provide recommendations for Save the Children, protection leads, CSO partners, migrant and refugee communities and the Thai government to build a strategy to prevent online violence against children.

The research shall propose actions that would help inform the design of co-creation workshops in which children participate as change agents to define and develop solutions to tackle online abuse. Recommendations within the research report should include suggestions for modalities could be used to prevent OSEC, as well as make recommendations for behavioral change models VS child-led tools and solutions and resilience building which place a priority on the essence of child participation: children are promoted to be engaged, test and refine their solutions and campaigns along the life of the project.

The overall objectives of this research include:

- To identify and quantify general threats (problems and risks) online to determine issues that targeted groups of children and young people are facing;
- To understand the distribution of online safety risks according to age, gender, socioeconomic groups, geographical locations and other relevant factors
- To understand existing means of risk mitigation and protection, in order to inform actionable recommendations for Save the Children's programming, and that of its partners
- To establish a baseline of digital literacy and knowledge about online safety amongst young people against which project progress can be assessed against
- To generate recommendations/gather lessons to inform phase two, i.e. how young people would like to be supported online and create their own solutions for peer awareness raising on online safety for children
- To empower young people leaders to build their skills to co-conduct Participatory Action Research (PAR) and to produce an increased Gender Equality and Social Inclusion (GESI) sensitive evidence base on the types of safety issues children are facing.
- To influence broader policy and practice around child protection in online settings, and encourage uptake of actionable findings into government, SC, and DFAT-funded initiatives.

Audience and use of findings:

- Primary target audience:
 - o ROAR project steering committee,

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- CSO partners; Rays of Young people (ROY) and Help Without Frontier, and Karen Refugee Student Network (KSNG),
- Targeted children, young people, their families, teachers and community leaders
- Secondary target audiences:
 - The Department of Children and Young people (DCY) and the ASEAN Regional Plan of Action on protecting children from all forms of online exploitation and abuse to advocate for integration into the policies
 - Save the Children Australia and the Australian NGO Cooperation Program, the Department of Foreign Affairs and Trade (DFAT)
 - SCI to integrate findings and best practices into our programmes

Key research questions:

1. How do children and young people behave online and use digital devices, and for what purpose (looking at frequency, medium, usage etc.)?
2. What level of access that the children have to internet and online platforms?
3. What are the risks and benefits that young people face from being online?
4. What kind of abuse have children (or their peers) experienced online, what platforms were used and what kinds of abuse occurred (e.g. sextortion, scams etc.)?
5. How are risks distributed according to age, gender, socioeconomic groups, geographical locations and other relevant factors?
6. What are the behaviors that increase risks to migrant and refugee children and young people online?
7. What are the barriers to children, young people and their parents reporting risks and instances of abuse online?
8. What is the level of knowledge on digital literacy and online safety among targeted children, young people and parents? How are children made aware of the risks at the moment?
 - What are the existing, most effective tools and solutions present in communities to protect children from online risks? To what extent are existing tools already in use? How do children themselves protect from online risks, and what influences the success of their strategies to do so?
 - What is the appetite of children and young people to take up existing digital safety and resilience tools?
9. What type of peer and general support would children, young people and their parents like to receive to increase resilience and safety online and how do they access those service support?

Note on terminology:

Resilience is the ability to overcome adversity and positively adapt after challenging or difficult experiences. Children's resilience relates not only to their innate strengths and coping capacities, but also to the pattern of risk and protective factors in their social and cultural environments. Resilience is not an outcome in itself but a process that integrates individual resources (knowledge, skills, confidence, self-autonomy) as well as resources located in the environment including physical resources and relational resources e.g. interaction with their parents and caregivers, their peers and with others in their community environment. Resilience therefore should look to strengthen all these areas of children's lives to help improve their wellbeing and social interactions.

2.2 Scope

The research is expected to be carried out in the ROAR project areas. There will be 11 research sites (9 in camps, 2 in migrant communities) in Mae Sot, Pop Phra and Tha Song Yang district and in selected refugee camps.

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Due to the resurgence of COVID-19 and in the event that face-to-face research and data collection cannot be done, the research team will be requested to prepare alternative data collection methods with support from Save the Children and implementing partners i.e. remote data collection, interviews and online surveys. The challenges to training children, CSOs and collecting data remotely target areas must be thoroughly considered prior to research commencing. The researcher/consultant is expected to discuss the research methodology with SC and implementing partners and provide an overview of this in their application, as well as a detailed description in the inception report of how these challenges will be addressed.

Expected outcomes of the research:

- Inception report detailing sample and full methodology
- A presentation of the research findings and research validation meeting with relevant stakeholders
- Standalone case studies
- Copies of any data collection instruments formulated
- Cleaned data set (field notes, data set in & Excel, qualitative analysis and other relevant documents should be filed).
- A final report (of no more than 30 pages) that answers the evaluation questions, presents an accurate and rigorous analysis, and should be learning oriented and take a strong gender sensitive approach in the analysis. (Full report in Thai and an executive summary in English)
- Recommendations for the adoption of online safety solutions
- Child friendly version of the results of study

3. RESEARCH METHODOLOGY

3.1 Research design and Methodology

Target research population:

Two young people groups namely Rays of Young peoples (under umbrella of HWF) and KSNG will engage in PAR research. Over **55 young people** (20 boys, 30 girls) from 11 “research teams” will be trained as research leads to collect inputs from up to **1,200 children** (550 boys, 650 girls) from refugee camps and target districts in Tak.

Children and young people will be trained by the research consultant to lead the participatory action research (PAR). The consultant will conduct the research collaboratively with the young people, with support from selected mentors from their umbrella organisations or other, local civil society organisations. Young people leaders will be 12-17 year old and will receive direct capacity building on data collection, CSG and creating safe spaces for children to share their views to collect data for the study. Although the research lead will be responsible for methodology development, young people leaders will be consulted throughout the development of the research protocol, their feedback incorporated where possible and relevant, which will be later approved by the project steering committee.

The project steering committee will be made up of at least five members who are expert on child protection and online safety both from the government and NGO side i.e. COPAT, Internet Foundation for the Development of Thailand, ECPAT International, and Save the Children and its main function will be to give advice on the overall project's direction, the research TOR and the selection of the research team. Under SC's oversight, COPAT and the Thailand Internet Foundation will join the project's technical committee to ensure CSG system and ethical measure is in place while children involved in the data collection. Key protection stakeholders in both settings such as the members of the Protection Working Group (PWG), will also be consulted as Key informants.

Detailed analysis and risk assessment will ensure this research will be compliant both from an ethical and from a child safeguarding point of view.

Research method/research structure:

This research shall employ a mixed methods approach. Desk research and a secondary data review shall be conducted to establish the initial scope and an inception report outlining the proposed approach for the PAR. Based on areas of

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enquiry agreed by the consultant and the young people leaders, key interviews and focus group discussions will be carried out to inform structured questionnaires (both in paper form and via online mediums), through which primary data collection will be carried out on a statistically significant sample size, according to key groups identified. Findings will then be validated in a further set of key informant interviews and focus group discussions, with the relevant informants and groups agreed by young people leaders alongside the consultant (to include representation among children and young people of gender, socioeconomic grouping, location, disability and other factors).

To reach the participants, the research team will work with CSO partners; ROY and KSNG to identify respondents, with the consultant expected to provide further detail on a sample. The inception report must clearly detail how the sample will ensure representation of gender (male/female/transgender/ nonbinary), diverse SOGIE (if relevant) disability and other aspects of identity that are discriminated against in the context. Data collection is to include:

- Focus Group Discussions with children and young people, with atleast 2 FGDs (1 per site) run specifically with only children with disabilities.
- Questionnaire survey with 1,200 children and young people using convenient and snowball sampling
- Key informant Interviews or other data collection i.e. online survey can be considered as option, with the following respondents:
 - government and non-government protection stakeholders such as members of the Child Online Protection Action Thailand (COPAT)
 - the Thailand Internet Foundation
 - members of the Protection Working Group (PWG)
 - Karen Refugee Education Entity Committee (KRCEE)
 - BMTA
 - BMWEC
 - Suwannitmit Foundation.
 - Key protection stakeholders in both settings such as the members of the Protection Working Group (PWG), the Karen Refugee Education Entity Committee (KRCEE) BMTA, BMWEC, and Suwannitmit Foundation will also be consulted as Key informants.
 - Representatives of Parent Teacher Association

Tools will be developed by the consultant team in collaboration with young people involved in the project and Save the Children Thailand. Tools must include the Washington Group Questions and/or UNICEF questions to collect data on disability.

3.2 Data

With the resurgence of COVID-19 and travel restrictions, where face-to-face approach is limited the research team shall propose remote data collection modality wherever possible, including by using phone/Line/Zoom survey. All data collection methodology must ensure confidentiality and compliance to Save the Children Safeguarding and Data Protection policy.

Analysis of the data will be led by the research team. Three guiding principles will be followed in analysing the data to address the Key Research Questions. Firstly, all analyses will be grounded in the context-driven or program logic of the project. Secondly, all analyses aim to draw on both quantitative and qualitative data. This is to help rigorously assess and triangulate the effectiveness of the documents and provide explanations on why the results are as they are. Finally, all analyses will be disaggregated by – and analysed for - aspects of the children's identity that are targeted. These aspects include gender, diverse SOGIE (if relevant), disability, age, ethnicity and refugee/migrant status.

Quantitative data must be analyzed through the use of statistical software to produce descriptive statistical analysis. Analysis of qualitative data is expected to be guided by an evaluation rubric, to be developed and included in the inception report by the consultant.

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3.3 Ethical considerations

It is expected that this research will be:

- **Child-friendly and participatory:** Children should be meaningfully involved in the research as a holistic process and not only as informants. Refer to the Practice Standards in Children's Participation (International Save the Children Alliance 2005); and Global Indicator technical guidance (SCI M&E handouts Package, Volume 2).
- **Inclusive:** Ensure that children and adults with different identity markers can participate effectively in the evaluation process. Identity markers include but are not limited to – Gender, diverse SOGIE, disability, ethnicity, age, Indigeneity, language, religion and refugee / migrant status.
- **Ethical:** The evaluation must be guided by the following ethical considerations:
 - Child safeguarding – demonstrating the highest standards of behaviour towards children
 - Sensitive – to child rights, gender, diverse SOGIE, disability, age and cultural contexts
 - Openness - of information given, to the highest possible degree to all involved parties
 - Confidentiality and data protection - measures will be put in place to protect the identity of all participants and any other information that may put them or others at risk.
 - Public access - to the results when there are not special considerations against this
 - Broad participation - the relevant parties should be involved where possible
 - Reliability and independence - the evaluation should be conducted so that findings and conclusions are correct and trustworthy
 - Principles of Do No Harm
- **Voluntary:** informed consent must be used and participants in the evaluation have the right to refuse to participate, with no disadvantage to themselves. The study must make clear to all participating stakeholders that they are under no obligation to participate in the baseline study. All participants will be assured that there will be no negative consequences if they choose not to participate. The study team will have to receive prior permission for taking and use of visual still/ moving images for specific purposes and informed consent for participation in the study. Study will assure the participants' anonymity and confidentiality and will ensure the visual and narrative data is protected and used for agreed purpose only.

It is expected that:

- Child researchers will be empowered and supported to take an active leadership role in the PAR.
- Data collection methods will be age, gender and disability appropriate, and
- Research activities will provide a safe, creative space where children feel that their thoughts and ideas are important.
- Wherever possible, key members of the evaluation team will be local to the context research is being conducted in.
- The evaluation team will at a minimum include a balance of male and female representatives, and wherever possible represent the diversity that exists within the target population, taking into account identity markers such as disability, diverse SOGIE, Indigeneity, language and refugee/migrant status.
- All evaluation activities, including collection of data, will be undertaken with respect to the people and culture in which the research is being conducted.
- The research team will adhere to the Save the Children Child Safeguarding, Data protection and Privacy policies that are required throughout all project activities.
- Evaluation activities will respect community's time, workload and commitments and not place an undue burden on community schedules or resources.
- All analysis will be undertaken with unbiased judgement, to the full extent possible.
- Communities will be kept informed of the key findings of the evaluation.
- Disability Data will be collected using internationally comparable and reliable tools – Washington Group Questions for adults and UNICEF Questions for children (2-4 years and 5-17 years). Protection measures (including use of access passwords for data files, separation of identifying information from responses, and secure storage of hard copy records) must be in place to protect the privacy of all respondents.

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Ethical Considerations:

Benefits/Harms: Children's involvement in research on online abuse can play a critical role in their protection, in shaping appropriate supports and services and importantly in the development of risk mitigation strategies. Research involving children in these contexts provides a means to amplify children's voices, challenge the culture of silence in which abuse thrives while also encouraging active engagement with services and professional support. This research will focus on primary data collection from survey and interview. The process may expose children to secondary victimization (such as trauma, distress, anxiety, and loss of self-esteem) through the questions that trigger their memories of abuse and exploitation they experienced in the past. To avoid such harms, the researchers should avoid unnecessary questions related to violence, abuse, and exploitation that children encountered in the past, also the use of secondary data should be collected and reported in an ethical manner that will not expose children to harms. Furthermore, the research team will be trained on psychological first aid (PFA) to detect stress and provide initial support and refer to appropriate support.

In order to prevent harmful or unprofessional research, risk benefit assessments need to be made at different levels: by the researchers; by ethics, funding and scientific review committees and advisers; and by the people who are asked to take part in the research (children and young people) and their care givers.⁶

Consent/Assent: The researcher shall obtain children's assent and young people's consent as well their parents'. The children's assent form must be written in the age-appropriated language. The linguistic ability must be taken into consideration. The consent/assent can only be given if the participants and their parents are informed about and have an understanding of the research. It must be given voluntarily without coercion and it may be withdrawn at any stage of the research process. Due to sensitivity of obtaining parental consent from children with diverse SOGIESC (as the children may not disclose SOGIESC information freely or are not accepted by their parents), it is recommended that parental consent could be waived in this research. This will be confirmed during ethics review.

- **Privacy/Confidentiality:** The researcher shall not disclose children's names, families, address and personal information in the report and research dissemination. All of the children's data shall remain anonymous. Alternately, researchers have promoted the use of computer assisted self-interviewing techniques that allow children to fill out surveys anonymously on a computer/tablet screen.
- **Non-discrimination:** all children must be respected and participate in this research at their will. All researchers must oblige to guarantee that participation of children is exercised without discrimination of any kind of sex, gender, sexuality, language, religion, ethnicity, legal or social status.
- **Child safeguarding and Research risk analysis:**
 - Anti-harassment and PSEAH
 - Reporting and complaint mechanism

The research team will be required to obtain approval from a Human Research Ethics Committee.

Timeframe:

The research aims to present deliverables within 7 months from November 2021 to May 2022. (2 months preparation, 2 months data collection and workshop, 3months data validation/analysis/report writing)

⁶ (Alderson, P.,and Morrow V. (2004). Ethics, social research and consulting with children and young people. London: Barnardo's)

Appendices

4. DELIVERABLES

The research deliverables and timeframe are outlined below.

Key deliverables	Timeframe	Remark
The TOR is written, the research team is contracted and commences work	September 2021	
Preparation Phase		
The research lead and Save the Children will formulate the research working committee to design, review, and monitor the implementation of the research.	September 2021	In the research working committee, SCI side will be ROAR Project Coordinator and Technical Expert.
Phase 1: Inception Phase		
<p>The research team will conduct initial desk research and tool development. The inception research report will include:</p> <ul style="list-style-type: none"> - Research objectives and research questions - Detailed description of methodology, data collection tools, sample and its considerations, and geographical locations - Detailed young people participation and workshop plan, including remote management protocols - Analysis matrix - Limitations and challenges of research and management plan - Key deliverables, milestones and timelines - Ethical and Safeguarding protocols for engaging with children and other vulnerable groups 	1st week November 2021	All of the items will be reviewed by SCI ethics and consulted with young people leaders and CSO mentors to refine research protocol. The research team needs to identify Thai-national ethics committee (IRB) affiliated.
Logistical or other support required from Save the Children		
Presentation of desk research and draft research methodologies	2 nd week November 2021	Save the Children will review inception report and tools within 7 working days.

Appendices

Feedback by SCI and Thai-national ethical committee's review.

3rd week
November
2021

Approval of Inception Report and data collection tools

Once the report is finalized and accepted, the research team must inform and submit a request for any change in strategy or approach to the ROAR Project Coordinator

4th week
November
2021

The research team will be required to ask for the ethical approval from a recognized ethics committee or an Institutional Review Board/Committee(IRB) for research in human subject.

4th week
November – 4th
week
December
2021

Approval is acquired

The research team will officially convene the research in accord to approved plan, jointly working together with young people leaders. It is expected that the research team will meet and provide short updates to the research working committee in a timely manner. Preparation for data collection will include:

January -2022

The research team will be introduced to local CSO partners and young people groups to coordinate/engage in data collection.

- Development of a field work plan and logistical arrangements
- Development of tools with children and young people
- Translation of tools

The research team prepare the child participatory training with children and young people and the mentors

January 2022

The research team will be working closely with Save the Children and host organisations to design the training modules that are safe, friendly, and relevant to young researcher

- The training for children should explain steps to collect the data, how to ask the questions and keep information confidential, and support that the children and young people can seek for if they have any problems during the data collection
- The training for adult mentors will cover steps to collect the data, how mentors can support children without domination and discouraging children, child safeguarding, and referral system

Phase 2: Data Collection

Appendices

Data collection

February 2022

Save the Children will provide hands-on technical support to the research team to facilitate all trainings with young people.

- Young people mentors receive capacity building on child participation, disability inclusion, gender equality and participatory action research (PAR).
- Young people leaders are supported to collection data in their communities (surveys).
- FGDs and KIs with children and young people in 11 project sites are conducted, children leaders will be supporting to conduct this FGDs and KIs together with their mentors.

Data shall be collected and stored using agreed research data collection mechanism.

Phase 3: Data Analysis, Validation and Reporting

Data Analysis

March 2022

- Analysis identifies the different risks to, and experiences of, girls and boys of different ages, children with disabilities and other marginalized groups

Preliminary findings presentation and data validation with SCI and relevant stakeholders

March 2022

The research team shall present the data to be validated. In data validation, representations from children and CSOs should provide their opinions.

- Summary of Interim findings presented to the steering committee, CSOs and young people leader.

First draft of report including the following elements and will be written in plain, easy to understand language:

March 2022

The first draft of full report shall include findings and recommendations. See research report section for report guideline.

- Executive summary (no more than 3 pages)
- Introduction – including Background and project description
- Scope and focus of the research
- Overview of the research methodology and data collection methods, including ethical considerations and limitations
- Definitions and abbreviations
- Key findings aligned to project goal and key research questions ensuring all data is disaggregated by, and analyzed for gender, age, ethnicity, disability and other exclusion criteria

Appendices

- Key Conclusions outlining implications of the findings or learnings
- Lessons and recommendations
- Annexes (Research TOR, Inception Report, Research schedule, List of people involved, tools)

The report should be approximately 30 pages for each language with executive summary.

A separate, A child friendly version (3-5 page summary) of the results of study in Thai (or English), Burmese and Karen

Feedback by SCI and Thai-national ethics committee and young people research team March 2022

Final version of report submission March 2022 Final version of report

Final research presentation and dissemination March/April 2022

- Join SC at the research presentation with relevant audiences

Budget and Approximate Cost Breakdown:

The total budget for this consultancy is 850,000 Thai Baht / 36,000 Australian dollar.

- All research activities of the researchers (this include the professional fee, admin/logistic cost on the researchers' part, and the research advisors' professional fee)
- Design and published research in digital format

5. REPORTING AND GOVERNANCE

The consultant will report to the SCI ROAR Project Coordinator. Additional technical advice will be provided by the Child Protection Technical Advisor, MEAL Coordinator, Communication and Campaigns Coordinator and technical team from Save the Children Australia. Save the Children should approve all plans and documents developed by the consultant.

The lead consultant/researcher is to provide reporting against the research plan. The following regular reporting and quality review processes will also be used:

- Regular email at least once every two weeks to the SC ROAR Project Coordinator documenting progress, any emerging issues to be resolved and planned activities for the following weeks.
- The consultant will hold a meeting with the project team and CSO partners to discuss the preliminary findings of the research.

Appendices

A draft research report should be submitted for feedback and comments. The report should be written in English. The report should be approximately 30 pages with executive summary (appendices not included). The final report will comprise the following contents:

- Title, date, month, and year of the report, name(s) of author(s)
- Acknowledgement
- Contents
- List of Acronyms
- List of Tables
- Executive Summary
- Background of the research and context
- Background of research population and geographic area
- Introduction
- Literature Review
- Research methodologies
- Research findings
- Conclusion that identify trends in behaviors that increase risks to migrant and refugee children and young people online or that are barriers to reporting and provide better understanding on the type of peer and general support young people would like to receive to increase their resilience and safety online
- Recommendations that include proposed actions that would help inform and design of the co-creation workshops where children participate as a change agent to define and develop solutions to tackle online abuse. Recommendations should include modality of preventative intervention and behavioral change VS child-led tools and solutions and resilience building which place a priority on the essence of child participation: children are promoted to be engaged, test and refine their solutions and campaigns along the life of the project.
- Annexes
 - Research TOR
 - Inception report including work plan and budget
 - Research framework and tools
 - List of people involved – including list of ethics committee
 - Raw data

The researcher will revise the report according to the agreed feedback and comments.

6. RESEARCH TEAM

To be considered, the research team members together must have demonstrated skills, expertise and experience in:

- Masters' degree in Social sciences, psychology, gender studies or relevant area to the project.
- Proven experience designing and conducting high quality research. Proven ability and track record conducting ethical and inclusive research with vulnerable populations while ensuring rigorous ethics, integrity, and safeguarding
- Experience working directly with children and young people, mentoring and training them to achieve results
- Demonstrated experience in using a rights-based approach to research and evaluation using instruments such Committee on the Elimination of Discrimination Against Women (CEDAW) and the United Nations Convention on the Rights of People with Disabilities (UN CRPD).
- Demonstrate knowledge in online safety and resilience, preferably with experience in conducting online child protection -related research
- Strong analytical skills and ability to clearly synthesise and present findings, draw practical conclusions, make recommendations and to prepare well-written reports in a timely manner;
- Demonstrated experience of disaggregating and analysing data by gender, disability and other aspects of identity such as diverse SOGIE, Indigeneity, Ethnicity, language etc
- Thai or international consultant who has experience working in Thailand with work permit
- Ability to work independently and meet tight deadlines

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- Language proficiencies required include: English and Thai; kindly include a clear plan for language proficiencies in the team and/or translators included in the team
- Flexibility to travel (if needed)

There is a high expectation that:

- Members (or a proportion) of the research team have a track record of working together.
- A team leader will be appointed who has the seniority and experience in leading complex research projects, and who has the ability and standing to lead a team toward a common goal.
- The team has the ability to commit to the terms of the project, and have adequate and available skilled resources to dedicate to this research over the period.
- The team has a strong track record of working flexibly to accommodate changes as the project is implemented.
- The members of the research team who contribute to the report will be extremely well practiced in writing clearly and succinctly in the languages required.

Applications for the consultancy should include:

- Expression of interest: stating candidate skill and experience suitable for the consultancy (max 2 page)
- Technical and financial proposal: Outline of research framework and methods, proposed timeframe, work plan and budget (max 4 pages; applications over limit will be automatically excluded).
- CV of proposed individual/s
- Provide at least 2 research samples in Thai or English led by the leading consultant on the assignment

If you are interested in this consultancy, please submit a proposed plan for research design and implementation with detailed schedule and proposed budget (consultant fee and all proposed expenses including translators (if lead candidate is international consultant) by 15 October 2021

Submissions should be addressed to: THA_Procurement_BKK@savethechildren.org Selection Criteria included below.

ANNEXES

Annex 1: SCI Ethical guidelines

Annex 2: SCI Child safeguarding and PSEAH policy

TOR prepared by:	Nawasorn Limsakun (Senior Field Coordinator/CSG Coordinator)
TOR approved by:	Warangkana Mutumol (CP Technical Advisor)
Date of sign off:	27 September 2021

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SELECTION CRITERIA

Essential criteria

1.1.1 Understanding of requirements and proposal

1. Demonstrate your understanding of the study requirements and provide your proposal for how you would approach the research. Your proposal will be assessed on whether the approach and methodology are robust, appropriate (actionable, sensitive, responsible) and indicates that it will achieve the study requirements.
2. Demonstrate your understanding of the deliverables and activities to be implemented, by:
 - a. Describing your proposed approach to project management and track record of delivering on time and on budget.
 - b. Providing a project plan with indicative timeline and defined roles and responsibilities of team members.

Capability criteria

1.1.2 Demonstrated Experience

- 1) Demonstrate your experience and track record in conducting research using mixed-methods (qualitative and quantitative data collection and analysis)
- 2) Demonstrate your experience and track record of leading research, evaluations or consultancy work in Thailand that is sensitive to the local context and culture, particularly child rights, gender equality, ethnicity, religion and minority groups.
- 3) Demonstrate your experience and track record in conducting ethical, inclusive and participatory research and/or evaluations involving: a) children and b) marginalised, deprived and/or vulnerable groups

1.1.3 Bidder capacity

- 1) Describe the Project lead's coordination experience in leading consultancy work, research and/or evaluations of similar scale, and managing a team of diverse team of specialists.
- 2) Nominate the key personnel and resource pool who will perform the work in relation to this contract. Your response will be assessed on whether the skills and experience of key personnel adequately covers all areas of expertise and experience required, and your combined team resources (number of members) as required to implement the activities within the set timeframe. Please indicate the 'personnel type' for each key personnel using the types outlined in the table below for the next question.

Financial criteria

The proposed plan with detailed schedule and budget (consultancy fee, expenses, and translation costs) will be used for the purposes of assessing cost effectiveness, as well as managing and negotiating the agreed cost of deliverables, or agreed scope variations if required.

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Appendix IV: Data Collection Instruments

ROAR – Youth Survey

Survey Number	
Interviewer Name	
Note Taker Name	

ID	QUESTION	LOCATION
1	<input type="checkbox"/> Camp	<input type="checkbox"/> Mae La <input type="checkbox"/> Umpiem <input type="checkbox"/> Nu Poe
2	<input type="checkbox"/> Migrant Community	<input type="checkbox"/> Mae Sot <input type="checkbox"/> Mae Pa <input type="checkbox"/> Tha Sai Luat

Checklist – Preparation

Preparation (overall)

- ☐ Check with adult and participants whether they have been interviewed for ROAR research
- ☐ Inform adults/guardians of the interview
- ☐ Ask for adult/guardian's permission for interview
- ☐ Ask adults if any children have specific needs or trauma (disability, triggers, etc.)
- ☐ Make sure the room is private, whereby a responsible guardian is in the room nearby to support the participants if necessary. BUT ensure they don't hear the discussion
- ☐ Ask if everyone is comfortable where they are and whether they need some water

Covid- 19safety

- ☐ You and the participant should sit at least 1 meter away from each other
- ☐ Make sure everyone is wearing a mask
- ☐ Make sure everyone has access to sanitizer

Building rapport

- ☐ Ask how everyone is feeling today.
Note: Make sure that the participant has the opportunity to express their response, regardless of their literacy or disability.
- ☐ Check with the participant what they know about what we will be doing together and ask what they will be doing afterwards (to make sure we are mindful of their life schedule)

Introduction & Consent

- ☐ Introduce who you are
- ☐ Use the informed consent script to explain what we will be doing together today
- ☐ Seek consent from participant

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- ☐ Youth Leader ask the participant to come up with an alias of their choosing to protect their identity while also retain identification during the interview
(Tips: Youth Leader record the participant's chosen name on the survey paper)
- ☐ Before the interview begins, the interviewer will ask if any participant have any questions
- ☐ Remind participants that if the questions are unclear, they can ask you to explain.

Informed Consent Script

Before we begin, I would like to ask if you all know who I am and what I am doing today? First of all, let me share with you that my name is ____ and I am a Youth Leader from [State organisation name] working with Levante International Development, Save the Children, Rays of Youth, and KSNG to understand more about how you use online media and devices. We will use approximately 1.5 hour for our activity.

During this time, we will be talking about your internet usage, what you know about online safety and your interest in learning more about it, as well as how you seek support if you come across unsafe content online. There is no right or wrong answers, I simply want to hear about your experience through your own views.

About a month after the interview, youth representatives from your community will help us verify the results and give suggestions on how we can better protect youth in your community. We will then use all of the information from you and other youths in refugee camps and migrant communities to write a report. This report will make suggestions to help improve migrant and refugee youth's safety on the internet.

All of your answers will be anonymous, and I will not be writing down your real name. I would like to let you know that the information you give today will be stored securely by Levante and Save the Children. We will not share with anyone about what is being said in this activity unless we think they are in danger or have been hurt. In that case, we have a duty to let Save the Children know.

Your participation is voluntary, and you can choose not to answer any or all questions. It is completely okay if you would like to take a break or stop answering questions at any time if you wish to. Please let me know. Do you have any questions for me about this activity?

Do you agree to participate?

Choices: [Yes] or [No]

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Background & Demographic Info:

3 AGE

GESI Status Questions

4. (VISION)  Do you have difficulty seeing, even if wearing glasses? Would you say...

- ☐ No difficulty ☐ Some difficulty ☐ A lot of difficulty ☐ Cannot do at all
☐ Refused ☐ Don't know

5. (HEARING)  Do you have difficulty hearing, even if using a hearing aid(s)? Would you say...

- ☐ No difficulty ☐ Some difficulty ☐ A lot of difficulty ☐ Cannot do at all
☐ Refused ☐ Don't know

6. (MOBILITY)  Do you have difficulty walking or climbing steps? Would you say...

- ☐ No difficulty ☐ Some difficulty ☐ A lot of difficulty ☐ Cannot do at all
☐ Refused ☐ Don't know

7. (COGNITION)  Do you have difficulty remembering or concentrating? Would you say...

- ☐ No difficulty ☐ Some difficulty ☐ A lot of difficulty ☐ Cannot do at all
☐ Refused ☐ Don't know

8. (SELF-CARE)  Do you have difficulty with self-care such as washing all over or dressing? Would you say...

- ☐ No difficulty ☐ Some difficulty ☐ A lot of difficulty ☐ Cannot do at all
☐ Refused ☐ Don't know

9. (COMMUNICATION)  Using your usual language, do you have difficulty communication, for example understanding or being understood? Would you say...

- ☐ No difficulty ☐ Some difficulty ☐ A lot of difficulty ☐ Cannot do at all
☐ Refused ☐ Don't know

10.  How would you like to express your gender?

- ☐ Male ☐ Female ☐ Other ☐ Prefer not to say

If other please specify

! _____




11. Are you able to access the internet whenever you need to use it?

- ☐ All of the time
 ☐ Most of the time
 ☐ About half the time
 ☐ Rarely
 ☐ Not at all

If 'not at all' Can you tell me why you chose the choice above?

! _____

12. What is your primary source of internet?

- ☐ Home Wifi 
☐ Mobile phone top-up 
☐ Mobile Hotspot 
- ☐ Wifi Shop
 ☐ Public Wifi
 ☐ Other

If 'Other', please specify

! _____

13. On which device do you use to access the internet? Please choose all that apply (can select more than one)

- ☐ Smart phone
 ☐ Computer
 ☐ Tablet
 ☐ Other

If 'Other', please specify

! _____

14. Do you own the device you use to access the internet?

- ☐ YES
 ☐ NO

15. If (14) answered 'no', please specify who the owner is

- ☐ School
 ☐ Family
 ☐ Neighbor
 ☐ Friend
 ☐ Relative's houses
 ☐ Other

If 'Other', please specify

! _____

16. If (14) answered 'no', what do you have to do to gain access to this device (i.e. ask for permission, pay, work in exchange for access)

! _____

17. Are you able to get good access to the internet in your own home/shelter?

- ☐ YES
 ☐ NO

18. If 'NO', where do you usually get access to the internet?

- ☐ Friends' houses
 ☐ Relative's houses
 ☐ School
 ☐ Your family's workplace
 ☐ Other

If 'Other', please specify

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
19. On average, how much time do you spend online each day?

q Less than 1 hour q 1-2 hours q 3-5 hours q 6-8 hours q 8-10 hours q More than 10 hours

Youth Leader Note: The next activity will use material from Example 1 and 2 Material

Youth Leader script: In the next four questions, I would like to ask about the time you spend on different activities when you use the internet on a typical day. Then I want you to colour in the proportion of time you spend on each activity. The activities are 'Education & skill development', 'entertainment', 'talking to other people', and 'checking the news & looking up information'. If there are other activities, do let me know.

20. How much time do you spend on the following activities when you go online?

	Category:	Fill in units (Out of 10)	Which application do you use the most for this activity?
	Education & skill development		
	Entertainment (i.e. watch movies, listen to music, games etc.)?		
	Talking to other people (i.e. texting, talking, voice message)		
	Checking the news or looking up information		
	Other		
	If 'Other', please specify !		

21. Would you have liked to spend more time online?

q YES q NO

22. If 'YES' Which of the above activities would you like to spend more time on?

Knowledge on Digital Literacy





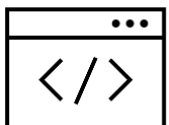





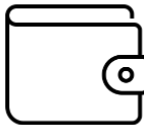

23. Do you feel you have enough knowledge/skills to do the things you want to do online?

q To a great extent q Somewhat q Very little q Not at all

Youth Leader note: Please see Example 3 Material





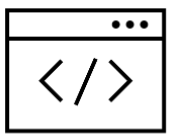

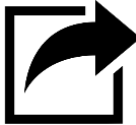



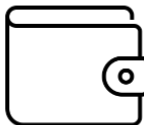

Youth Leader script: In the next few questions, I would like to ask about your ability to navigate the digital space. There is no right or wrong answer, we simply want to hear about the different activities you can do when you go online. I will read out the activities while showing you the pictures associated to each activity. You can let me know which of the activities you can do, and are confident to teach your friend to do. I will then check the boxes for you.

24. Digital Skill – Existing

<input type="checkbox"/> Saving photos 	<input type="checkbox"/> Download things 	<input type="checkbox"/> Change privacy settings 	<input type="checkbox"/> Find information 
<input type="checkbox"/> Visit the same websites/page 	<input type="checkbox"/> Remove/add people 	<input type="checkbox"/> Share information/content 	<input type="checkbox"/> Create videos or site content 
<input type="checkbox"/> Upload things 	<input type="checkbox"/> Install apps on a device 	<input type="checkbox"/> Make payment on a device 	<input type="checkbox"/> Ability to tell whether information online is accurate or not 

25. Digital Skill – Improvement

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<input type="checkbox"/> Saving photos 	<input type="checkbox"/> Download things 	<input type="checkbox"/> Change privacy settings 	<input type="checkbox"/> Find information 
<input type="checkbox"/> Visit the same websites/page 	<input type="checkbox"/> Remove/add people 	<input type="checkbox"/> Share information/content 	<input type="checkbox"/> Create videos or site content 
<input type="checkbox"/> Upload things 	<input type="checkbox"/> Install apps on a device 	<input type="checkbox"/> Make payment on a device 	<input type="checkbox"/> Ability to tell whether information online is accurate or not 







26. Are there any skills you like to learn more to do the things you want to do online? Can you tell me what they are?

!

Knowledge on Online Safety

Youth Leader note: Please see Example 4 Material

Youth Leader script: In the next few questions, I would like to ask about your opinion on different activities when you go online. Once you hear the question, you will be shown a picture. Please point to the picture which best represents your opinion about a topic.



	Question	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly Disagree
	27. It is okay to turn off privacy settings on social networking sites <i>(Note: privacy settings control who has access to the information you post there)</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	28. It is okay to talk to people you do not know online	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	29. It is okay to meet face to face with people I met through online channels	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	30. It is okay to accept free gifts, favours or game credits online	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	31. It is okay to send a photo or video of myself to someone you have never met face-to-face	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	32. It is okay to give out personal information about yourself or your	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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	password (i.e. address, ID number, phone number)					
--	--	--	--	--	--	--

33. Who/in what occasion you usually share personal information with?

!

	Question	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly Disagree
	34. Most things on the internet are true and can be believed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	35. It is okay to play online games without any time limit	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

36. How do you check whether information you find on the internet is true? (i.e. Who can you ask)

!

Online Child Protection Risks

37. Do you think there are things on the internet that are good for children of your age

q No, none q Yes, some q Yes, a lot

38. Thinking about the ways you use the internet, what are the three most important benefits and opportunities of your internet use on your life today?

1. _____
2. _____
3. _____

Youth Leader script: *In the next few questions, I would like to ask you about your sense of 'Safety' when you go online. As you think of answers, please remember that safety is the feeling and experience of comfort, and not having to worry about harm or loss that will happen to you physically or emotionally. You may experience these 'harm' in various forms: verbal, written, exposure to images or videos etc.*

39. Do you feel safe when you go online?

☐ Always ☐ Very often ☐ Sometimes ☐ Rarely ☐ Never

40. Have you ever felt worried about your safety when you go online?

☐ Always ☐ Very often ☐ Sometimes ☐ Rarely ☐ Never

41. What are you most worried about when you go online? (Can select more than one)

☐ Cyber Bullying



Hurtful words or comments

☐ Sexual Exploitation & Abuse ☐ Game Addiction



Approached by others to act in a sexual/indecent way with them



Struggling to control when I should stop playing online games

☐ Gambling Addiction



Losing more money than I can afford when I bet for something

☐ Scam



Being tricked into doing something with a promise of receiving something in return

☐ Extortion



Being forced or threatened into doing something I don't want to

☐ Other

! _____

Interviewer script: Next are some questions about the contact you or your friends might have had with people you/they communicate with online. Remember that when I say 'the internet' or 'online', I want you to think about how you/they use the internet on any device and in any place. This could include using a mobile phone, tablet or computer to send or receive messages, using apps like Facebook, WhatsApp, or Instagram, sending emails, searching on Google, chatting with friends and family, uploading or downloading files, or anything else that you usually do on the internet. If you're ever unsure about this, just ask me. When we talk about 'in-person' or 'face-to-face' we mean talking to someone in person at the same

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place rather than through the internet, on a phone or a webcam. If you don't know or don't want to answer any of the questions, just say so.

For questions below, please think your online experience in the past 12 months and answer the following:

42. Which of the following online risks have you/your friend experienced in the past 12 months

Youth Leader note: Please see Example 5 Material

Youth Leader note: Ask participants and check the boxes (can choose more than one). Then fill in details in the corresponding type of online risks below.

☐ Cyber Bullying



☐ Sexual Exploitation & Abuse ☐ Game Addiction



☐ Gambling Addiction



☐ Scam



☐ Extortion



☐ Other

43. Cyber Bullying

How often did it happen?

☐ Always ☐ Very often ☐ Sometimes ☐ Rarely ☐ Never

On which platform does it mostly happen?

☐ Instagram ☐ Facebook ☐ Tiktok ☐ Twitter ☐ Youtube ☐ Email ☐ Messenger ☐ Line ☐ Whatsapp
☐ Chat rooms/discussion boards ☐ Dating apps ☐ Online games ☐ Other

How did you/they solve the problem?

! _____

How did you/your friend feel when it happened?

! _____

44. Game Addiction

How often did it happen?

☐ Always ☐ Very often ☐ Sometimes ☐ Rarely ☐ Never

On which platform does it mostly happen?

☐ Instagram ☐ Facebook ☐ Tiktok ☐ Twitter ☐ Youtube ☐ Email ☐ Messenger ☐ Line ☐ Whatsapp
☐ Chat rooms/discussion boards ☐ Dating apps ☐ Online games ☐
Other _____

If 'Online games', please specify which website or application

! _____

How did you/they solve the problem?

! _____

How did you/your friend feel when it happened?

! _____

45. Gambling Addiction

How often did it happen?

☐ Always ☐ Very often ☐ Sometimes ☐ Rarely ☐ Never

On which platform does it mostly happen?

☐ Instagram ☐ Facebook ☐ Tiktok ☐ Twitter ☐ Youtube ☐ Email ☐ Messenger ☐ Line ☐ Whatsapp
☐ Chat rooms/discussion boards ☐ Dating apps ☐ Online games ☐
Other _____

How did you/they solve the problem?

! _____

How did you/your friend feel when it happened?

!

46. Scam

How often did it happen?

q Always q Very often q Sometimes q Rarely q Never

On which platform does it mostly happen?

q Instagram q Facebook q Tiktok q Twitter q Youtube q Email q Messenger q Line q Whatsapp
q Chat rooms/discussion boards q Dating apps q Online games q Other

How did you/they solve the problem?

!

How did you/your friend feel when it happened?

!

47. Extortion

How often did it happen?

q Always q Very often q Sometimes q Rarely q Never

On which platform does it mostly happen?

q Instagram q Facebook q Tiktok q Twitter q Youtube q Email q Messenger q Line q Whatsapp
q Chat rooms/discussion boards q Dating apps q Online games q Other

How did you/they solve the problem?

!

How did you/your friend feel when it happened?

!

48. Other...

How often did it happen?

q Always q Very often q Sometimes q Rarely q Never

On which platform does it mostly happen?

q Instagram q Facebook q Tiktok q Twitter q Youtube q Email q Messenger q Line q Whatsapp
q Chat rooms/discussion boards q Dating apps q Online games q Other

How did you/they solve the problem?

! _____

How did you/your friend feel when it happened?

! _____

Tools and Solutions to Increase Resilience and Online Safety

49. How would you rate your ability to stay safe online?

☐ Excellent ☐ Very good ☐ Medium ☐ Low ☐ None

50. Where do you find information about how to stay safe online?

Prompt: For example, google or ask an adult

! _____

51. Do you know what to do if you or your friends feel unsafe online?

☐ Yes ☐ No

Where to get help from who to call?

! _____

52. Can you tell me what you would do or suggest your friend to do to get help?

! _____

53. If you had a negative experience online, who would you trust the most to go to/share it with?

☐ Caregivers ☐ Relatives ☐ Friends ☐ Law enforcement
☐ NGO ☐ School personnel ☐ Community leader ☐ No one
☐ Other

If 'Other', please specify

! _____

54. In the past 6 months, have you ever reported a situation that made you feel unsafe or unhappy when you go online?

☐ YES ☐ NO ☐ I don't remember

55. Who did you report to? (i.e. family, friends, authorities etc.)

! _____

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56. If 'Yes', how satisfied are you with how the issue you reported were handled?

☐ Very satisfied ☐ Satisfied ☐ Moderately satisfied ☐ Not very satisfied ☐ Not at all satisfied

57. What made you say so? Is there any further support would you like and from whom to make you feel safer online?

! _____

58. Would you like to know more about how to protect yourself from harm in an online space?

- ☐ Very interested (1)
- ☐ Somewhat interested (2)
- ☐ Neutral (3)
- ☐ Not very interested (4)
- ☐ Not at all interested (0)

59. If (1)-(4), What would you like to learn? What kind of activities would you like to do?

(Note: ask participants for topics or issues)

Prompt: leadership camp, life skills training, games

! _____

60. If (0), can you tell me why you chose 'not interested at all'?

! _____

Checklist – Closing

Closing

- ☐ Feelings check in
- ☐ Ask for final comments
- ☐ Explain about consent
- ☐ Provide accountability and feedback channels
- ☐ Thank participant

Post-Workshop

- ☐ Clean up and make sure you have everything (stationery, paper, belongings etc.). Also check that nobody forgets their belongings in the interview room
- ☐ Let Youth Mentor know once you've completed the workshop. Inform her of any challenge you encountered

