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# International and Canadian Child Rights Partnership

*A Data Management Plan created using DMP Assistant*

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## Project abstract:

The **International and Canadian Child Rights Partnership (ICCRP)** includes young people with lived experience, 40 researchers, and 30 partner organizations from universities, NGOs, major human rights institutions, and governments in Canada and in multiple countries across the Americas, Africa, Europe, Asia, and Oceania.

The ICCRP's work is guided by the expertise of an Intergenerational Advisory Committee and an international Steering Committee. ICCRP research seeks to address the question: *How can intergenerational relationships contribute to, challenge, and transcend barriers to realizing child rights?*

Where the objectives are to:

- 1) Expand conceptual models for intergenerational partnerships
- 2) Investigate processes for fostering intergenerational partnerships including child & youth activism
- 3) Identify and develop relational practices (intergenerational, decolonial, cross-national, cross-cultural, ethical) that can reform and stimulate research, public policy, and practice to support child rights; and
- 4) Explore and analyse child rights education environments and how they support or hinder understanding of child rights among children, as well as intergenerational partnerships.

Informed by **relational child rights** and **decolonization theories**, as well as new **ethical frameworks**, we are engaging in case study analysis in four Research Streams to examine existing innovative initiatives, conduct our own participatory research with young people, and assess child rights education.

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# International and Canadian Child Rights Partnership

## Data Collection

### What types of data will you be collecting?

- Field notes
- Audio files
- Written transcripts
- Photographs
- Art based works
- Paper surveys or questionnaires
- Virtual surveys or questionnaires
- Collecting personal/demographic information, and
- Publicly-accessible documents (e.g. information from websites, city archives, land registry information, anonymous census data, etc.)

### Will you be using any existing data from external sources or previous research?

- **CS 1a Intergenerational partnerships While Growing up on the Streets** Led by van Blerk (CoA, U Dundee) will access data collected as part of the [Growing Up on the Streets Case Study](#) in order to conduct secondary data analysis
- **CS 2b International & Canadian Child Rights Partnership (ICCRP) Child and Youth Activism Projects (CYAPs)** Led by Collins (PD, TMU), Jamieson (CoA, U Cape Town), Rizzini (CoA, PUC-Rio), Ruiz-Casares (CoA, TMU), Tisdall (CoA, U Edinburgh), Wright (CoA, U Edinburgh), and Whalen (CoA, Office of the Ombud, Province of New Brunswick) will draw on previous YPAR ICCRP research, strategies, and annotated bibliography [Involving Child and Youth Advisors in Academic Research About Child Participation: The Child and Youth Advisory Committees of the International and Canadian Child Rights Partnership \(2020\)](#). Please note, however, that this case study is not a secondary data analysis study.
- **CS 4a Shaking the Movers: A Model for Exploring Intergenerational Relations and Children's Rights** Led by Caputo (CoA, Carleton U) and Wright (CoA, U Edinburgh) will access former "Shaking the Movers" organizers to help with recruitment, therefore, they will access the contact details of former "Shaking the Movers" organizers.
- **CS 4c Safe, Inclusive Participative Pedagogy (SIPP)** Led by Tisdall (CoA, U Edinburgh) will draw on [previously collected SIPP data](#) in order to conduct secondary data analysis from an intergenerational children's rights perspective.

### What data collection instrument or scales will you use to collect the data?

- Paper Questionnaires,
- Online Surveys,
- Interview guides,
- Curriculum Maps for Participatory Action Research Meetings with Children and Young People (e.g. possible child and youth activism topics to discuss in meetings, possible questions to ask each of the groups)
- Focus Group Discussion (FGDs)
- Observation
- Field Notes

### Is your data collected longitudinally or at a single point in time?

None of the ICCRP's 13 case studies are adopting traditional 'longitudinal' research designs. Several of the case studies are collecting data at several different points throughout a span of time (e.g. multiple FGD over the course of two years), though they do not adopt repeated measures with specific cohorts over extended periods of time for the purposes of detecting changes.

### What is the time frame over which you are collecting data?

Year 1 (April 1, 2021 - March 31, 2022)	Year 2 (April 1, 2022 - March 31, 2023)	Year 3 (April 1, 2023 - March 31, 2024)	Year 4 (April 1, 2024 - March 31, 2025)	Year 5 (April 1, 2025 - March 31, 2026)	Year 6 (April 1, 2026 - March 31, 2027)	Year 7 (April 1, 2027 - March 31, 2028)	Extra year due to Covid Year 8 (April 1, 2028 - March 31, 2029)
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1. **CS 1a Intergenerational partnerships While Growing up on the Streets** Led by van Blerk (CoA, U Dundee) *YEAR 2-5*
2. **CS 1b Intergenerational Relationships, Lived Experiences, and Ontario Child Welfare Policy and Practices** Led by Kovarikova (CoA, Independent Researcher) and Collins (PD, TMU) *YEAR 3-4*
3. **CS 2a(i) ACT2gether for Children's Rights in Palestine/Israel** Led by Herczog (CoA, ELTE U) and Bird (CoL, Learning for Well-being Foundation) *TBC YEAR 4-5*
4. **CS 2a(ii) Multi-Country Case Studies World Vision** Led by Stephenson (CoL, independent researcher, and World Vision International) *YEAR 3-5*
5. **CS 2b International & Canadian Child Rights Partnership (ICCRP) Child and Youth Activism Projects (CYAPs)** Led by Collins (PD, TMU), Jamieson (CoA, U Cape Town), Rizzini (CoA, PUC-Rio), Ruiz-Casares (CoA, TMU), Tisdall (CoA, U Edinburgh), Wright (CoA, U Edinburgh), and Whalen (CoA, Office of the Ombud, Province of New Brunswick) *YEAR 2-8*
6. **CS 3a Child Rights Focal Points in South Africa** Led by Jamieson (CoA, U Cape Town) *YEAR 4-6*
7. **CS 3b Child Rights Impact Assessment (CRIA) Tool** Led by Whalen (CoA, Office of the Ombud, Province of New Brunswick) *YEAR 3-5*
8. **CS 3c Youth Participation and Protagonism in 5 Cities** (Rio de Janeiro, Brazil): Led by Rizzini (CoA, PUC-Rio) *YEAR 1-3*
9. **CS 3d RX Radio Children as Change Makers** Led by Jamieson (CoA, UCT) and Frankel (Learning Allowed) *YEAR 4-5*
10. **CS 3e Exploring Intergenerational Partnerships & Practices in Policymaking** Led by Blanchet-Cohen (CoA, Concordia U) and Doel-Mackaway (CoA, Macquarie U): *YEAR 3-8*
11. **CS 4a Shaking the Movers: A Model for Exploring Intergenerational Relations and Children's Rights** Led by Caputo (CoA, Carleton U) and Wright (CoA, U Edinburgh) *YEAR 2-5*
12. **CS 4b Children's Right to Education and Well-Being** Led by Di Santo (CoA, TMU) and Osachoff (CoL, Equitas) *YEAR 4-6*
13. **CS 4c Safe, Inclusive Participative Pedagogy (SIPP)** Led by Tisdall (CoA, U Edinburgh) *YEAR 2-4*

The only case study to have begun data collection in Year 1 was **CS 3c) Young People's Participation and Protagonism in Five Brazilian Cities**.

The final case study envisioned to be engaged in data collection is **CS 2b) Child and Youth Activism Projects** (Five CYAP Locations: Ontario, New Brunswick, Scotland, Brazil, & South Africa).

#### What is the geographic location within the context of the phenomenon/experience where data will be gathered?

The ICCRP research site locations where primary data is being collected include: **Scotland, South Africa, Brazil, and Canada (Ontario and New Brunswick)**.

*\*In due time, there will also be data collected in Israel and Palestine through CS 2a. This is being confirmed. There are plans for data collection to take place in Uganda for Case Study 2a.*

Given the above locations, we adhere to the following data protection legislations:

- **Scotland:** GDPR (General Data Protection Regulation),
- **South Africa:** POPIA (Protection of Personal Information Act),
- **Brazil:** LGPD (General Data Protection Law [Lei Geral de Proteção de Dados Pessoais]),
- **Ontario & New Brunswick, (Canada):** PHIPA (Personal Health Information Protection Act), and

In **Scotland** the research data is being collected alongside a partner agency based in Edinburgh **Children's Parliament**, which directly works with children in schools and youth councils in Scotland, with children under the age of 18.

In **South Africa** the data that is being collected by researchers working in partnership with two local organizations **The Nelson Mandela Children's Funds** is deeply involved in youth engagement programs, particularly for children in South Africa, including those aged 10-16. The **Western Cape Children's Commission** works on protecting and promoting the rights, needs and interests of children in the Western Cape province, by working with the departments Education, Health, Social Development as well as Cultural Affairs and Sport.

In **Brazil**, the partnership works with local partner **Centro Internacional de Estudos e Pesquisas sobre a Infância (CIESPI)** to conduct data collection. For Case Study 2b Child and Youth Activism Project, participatory action research is conducted alongside the Parque School students with the support of a teacher and of the CIESPI/PUC-Rio team. For CS 3C Young People's Participation and Protagonism in Five Brazilian Cities, data was collected by the team conducting two seminars together with young people to discuss learnings on Intergenerational relationships, young and adult staff participated in 3 municipal, state and federal children's rights public conferences, and young team members have been engaged in activities targeting adult municipal councilors from the South Fluminense area to raise awareness on the topic of participation.

In **Ontario**, the partnership works with local partners **Youth Gravity** and **Black Creek Youth Initiative**, to recruit children and young people for CS 2b Child and Youth Activism Projects. The lead investigator and Research Facilitator (an UG RA from TMU) meet on the TMU campus in a previously booked meeting space, in order to conduct YPAR FGDs.

In **New Brunswick**, the ICCRP works with local partner **the Child and Youth Advocate's Office of New Brunswick (Government of New Brunswick)** through CS 2b Child and Youth Activism Projects and CS 3b Child Rights Impact Assessment (CRIA) Tool the NB CYA's office recruited children and youth to take part in their studies regarding child and youth activism and Child Rights Impact Assessments, and meets at the Advocate's office spaces in Fredericton, New Brunswick.

In Uganda, TBC

In Israel and Palestine, TBC

#### What steps will be involved in the data collection process?

1. **Team Meetings:** The first step in the ICCRP research case study process involves virtual team meetings to discuss work planning and coordinate the project's next phases. During these meetings, key details are reviewed, including which team members will support the research, the locations where the research will take place, and any changes to the implementation measures or plans since the initial 2020 partnership grant application. Additionally, the team will identify the necessary REB/IRB approvals required from the academic institutions involved before proceeding.
2. **Ethics Approval:** Where required, each co-researcher will first obtain research ethics approval from the host institution, Toronto Metropolitan University (formerly Ryerson University). If additional permissions are needed, each co-researcher will obtain secondary ethics approval from their respective institutions and any other relevant institutions involved in the research/data collection process. All research ethics applications will be submitted in accordance with the guidelines of each institution's Research Ethics Board (REB).
3. **Ethics Training:** All research assistants involved in data collection or analysis will be required to complete the Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans (2022) training course. The completion certificates for this training will be recorded and maintained for compliance verification.
4. **Confidentiality Agreements:** All research assistants will sign Toronto Metropolitan University's (formerly Ryerson University) *Confidentiality Agreement*, which will be submitted to one of the ICCRP's project managers. They will be asked to review any required *Facilitator Training Kits* as well.
5. **Acknowledgment of Data Management Requirements:** All research staff will read and acknowledge the data management requirements as outlined in the *ICCRP's Employee Information Kit*. This ensures that all staff understand and adhere to the policies regarding data handling, storage, sharing, and protection throughout the project lifecycle.
6. **Data Access and Consent:** Once all necessary permissions to access relevant primary data for secondary data analysis have been obtained, or after all required consent forms (or verbal consent) have been received to conduct research with human participants, primary data collection will commence. This process will be carried out in strict adherence to the guidelines laid out in the relevant ethics applications and consent protocols.
7. **Documentation of Consent:** Detailed records of informed consent from participants will be maintained, ensuring that all consent and assent forms are signed and securely stored. If email text consent is used, documentation will include a recorded log of the conversation, in accordance with the ethics guidelines.
8. **Adherence to SSHRC Funding Requirements:** Language to support the requirement of obtaining ethical permission before data collection with human participants is clearly outlined in each SSHRC funding Subgrant Agreement and Amendment contracts between the ICCRP's host institution and all other institutions involved in partnership research. These agreements stipulate the ethical standards for data collection and the necessity of obtaining ethics approval before proceeding with the research.
9. **Data Collection Procedure:** Once all ethical permissions and consent are in place, data collection will begin according to the outlined methodology. This includes ensuring that all tools, surveys, or interview protocols are ethically approved and standardized for consistency across all research sites.
10. **Ongoing Compliance Monitoring:** Throughout the data collection process, ongoing monitoring will be conducted to ensure compliance with ethical guidelines, including spot checks by project managers or annual reports by ethics coordinator the ICCRP's PDF. Any deviations from approved procedures will be addressed promptly to maintain the integrity of the research process.
11. **Data Storage and Security:** Collected data will be securely stored in compliance with institutional data management policies, including encrypted digital storage and restricted access to ensure confidentiality. Research assistants will be trained on the proper procedures for data storage, backup, and secure disposal. Project managers will periodically review who has access to what shared cloud based drives.
12. **Data Sharing and Publication:** Any sharing or publication of research data will follow the data management plan, including anonymization protocols, where applicable, and adherence to copyright and intellectual property rights as per Partnership MOU, Subgrant Agreement, and SSHRC guidelines, .

#### What software programs will you use to collect the data?

Research data on the ICCRP's host institution Toronto Metropolitan University's virtual drive **iGoogle Workspace** (e.g. Google Docs, Gmail, Google Sheets, Google Forms, etc). Google Workspace is secure through TMU due to advanced encryption and robust access controls, with enhanced security measures provided by the university's CCS department to safeguard sensitive information. Several case studies adopt **Zoom Inc.** whereby allowing participants to be in their homes when they engage in interviews.

Other institutions involved in this research partnership use **Microsoft Office** (Teams, Outlook, Excel, etc), such as the University of Edinburgh.

#### What file formats will you be generating during the data collection phase?

- **Field Notes:**
- Text Files: .txt, .docx, .rtf
- PDF: .pdf (for printable or final copies)
- Spreadsheet: .xlsx or .csv (for structured note-taking)
  
- **Audio Files:**
- WAV: .wav (high-quality, uncompressed audio)
- MP3: .mp3 (compressed, commonly used format)
- M4A: .m4a (compressed audio, typically used on Apple devices)
  
- **Written Transcripts:**
- Text Files: .txt, .docx, .rtf
- PDF: .pdf
- Spreadsheet: .xlsx or .csv (for structured data collection or categorization)
  
- **Photographs:**
- JPEG: .jpg, .jpeg (common for general photography)
- PNG: .png (used for images that need transparency or higher quality)
- TIFF: .tiff (high-quality, used for archival purposes)
- RAW: .raw (high-quality, unprocessed images used by professional cameras)

## Data Analysis

### How will you document the changes you make to your data on a regular basis?

- **Version Control:** We will maintain a version-controlled system for all data and documentation. Each data file will have a unique identifier and version number (e.g., v0, v1, v2). This will allow us to track and reference specific versions of the data.
- **Internal Team Communication:** When changes are made to the data, they will be communicated within the research team and key stakeholders via regular project meetings or updates. A summary of data modifications will be included in team newsletters or internal communications.
- **External Communication:** For external stakeholders (e.g., project funders, partners, ethics boards), a formal summary of major changes to the data will be shared on an annual basis, depending on the scope of the changes.
- **Annual Research Ethics Reports:** As is required by the many REBs/IRBs involved in the ICCRP's 13 case studies, the host team at TMU must remain abreast of how the case studies are unfolding through annual ethics protocol approvals that they must submit.

### What software will you be using to support your data analysis?

- **Software Tools for Analyzing and Coding Qualitative Data** NVivo is one of the most widely used software for qualitative data analysis. It helps researchers organize, analyze, and visualize data. NVivo allows for coding of textual, audio, and video data, and it provides tools for building models and visualizing relationships within the data.
- **Online or Cloud-Based Tools:** Google Docs or Trello may be used for simple coding of qualitative data by highlighting, color-coding, and commenting on text. It is especially useful for collaborative analysis.

### What file formats will your data analysis files be saved in?

#### 1. Thematic Coding (Manual or Software-Assisted)

1. Text Files (.txt): Conducting manual thematic coding or using a basic tool like Microsoft Word or Google Docs, our coded data might be stored in plain text files (.txt), where codes are manually applied by highlighting or annotating sections of text.
2. Microsoft Word Documents (.docx): Often our team prefers Google Docs, using features like comments or highlights. The resulting documents will often be saved as .docx files.
3. Google Sheets (.xlsx): For more structured data, especially when using spreadsheets to track codes and categories, Excel is also commonly used. Each row can represent a data segment, and columns may represent different codes, themes, or variables.
4. CSV Files (.csv): If you're organizing coded data in a tabular format, a CSV (Comma Separated Values) file is another option. It's ideal for sharing coded data in a simple, machine-readable format.
5. PDF Files (.pdf): Some researchers might create a final version of their coded documents or reports in PDF format for sharing or publishing.

#### 2. NVivo Analysis File Formats

1. NVivo Project Files (.nvp): The primary file format for saving an NVivo project is .nvp (NVivo Project File). This file contains all the data, coding, nodes, memos, and analysis results for a given research project.
2. NVivo Data Files (.nvpX): This is a more specific file format used for exporting data from NVivo projects. It's similar to the .nvp format but may be used for storing data related to specific projects or analyses.
3. Node File (.nvn): Nodes (representing themes or codes in NVivo) are stored in .nvn files. These files contain the coded segments of data linked to specific themes, concepts, or categories.
4. Transcription Files (.txt, .docx, .pdf): Textual data (such as interview transcripts or field notes) can be imported into NVivo in standard formats like .txt, .docx, or .pdf. After import, NVivo allows the data to be coded using nodes (themes or categories).
5. Exported Reports (.docx, .pdf, .html): NVivo allows for the export of coded analysis results into report formats such as .docx (Microsoft Word), .pdf (for printable reports), or .html (for web-based reports).

### What coding scheme or methodology will you use to analyze your data?

- **Open Coding:** Initial breakdown of data into codes.
- **Selective Coding:** Final stage of refining core categories into a theory or framework.
- **Thematic Coding:** Identifying recurring themes across data.
- **In Vivo Coding:** Using participants' words as codes.
- **Descriptive Coding:** Labeling data with brief descriptive summaries.
- **Process Coding:** Identifying actions or processes in the data.
- **Pattern Coding:** Grouping codes into larger patterns or categories.
- **Framework Coding:** Using predefined categories or frameworks for coding.
- **Focused Coding:** Focusing on the most significant codes for further analysis.
- **Grounded Theory Coding:** Iterative coding process aimed at theory development.
- **Participatory Data Analysis:** Asking children and young people to analyze and code secondary data/datasets.

#### What quality assurance measures will be implemented to ensure the accuracy and integrity of the data?

The partnership implements REB/IRB approved protocols for data collection ensuring that each research team member of the 13 research teams involved in the ICCRP's 13 case studies, regardless of their location, follow the same procedures when gathering data. Lead co-investigators in each of the study locations (many of whom are Steering Committee members or Working Group co-leads), ensure that their research assistants are well trained and well versed in the proper, safe, and ethical means of data collection pertinent to their respective case study.

Where research assistants are conducting research, there is always a partner organizational representative (often an adult support person to the children and young people), postdoctoral research fellow, or ICCRP lead co-researcher, also present to support safe and congruent data collection. This means, for example, that undergraduate research assistants are never left alone with research participants to conduct data collection independently.

Consistent team meetings are important in connecting multi-site research. For example, teams involved in Case Study 2b Child and Youth Activism Projects meet virtually approximately once per month to discuss data collection, data findings, analysis, and dissemination.

On some case studies, children and young people have been brought in as "co-researchers" to engage in participatory data analysis. This allows researchers to get important child and youth perspectives when analyzing the data.

Where the ICCRP core team at the host institution is involved with research staff hiring and onboarding, all new research assistants must sign a confidentiality agreement and receive the ICCRP 'Personnel Training Kit' outlining safe virtual research practices and the values and ethics of the research partnership.

## Documentation and Metadata

#### What information about your research would someone need to know to reuse or interpret your data?

ICCRP research is informed by the partnerships guiding [Values and Principles](#):

- Rights
- Intergenerational
- Relational
- Transformative
- Respect
- Fun
- Self-Care/Relaxation
- Decolonial Lens, and
- Substantive Equality.

As such, all of our research staff are highly trained and mentored by Steering Committee members and partnership co-researchers that are expertly trained in upholding and championing children's rights. Our research is also informed by children, young people, and young-adults. It is conducted alongside them as "co-researchers" (even when they would be traditionally stationed as research participants), and all our work is overseen and advised on by an international Intergenerational Advisory Committee of 14 children and young people and ten adults from around the world. The 14 children and young people of the IAC are between the ages of 10-16 at the time of their recruitment.

#### Are there metadata standards which you could use to describe your data?

No.

#### Who is the target population being investigated?

The two phenomena being studied by the ICCRP across all case studies are **intergenerational relationships** and **children's rights**.

With the exception of case studies that examine secondary datasets or one case study that concerns children/young people's experiences in care (*once they have aged out of child protection agencies*) in Ontario (e.g. CS 1b), **children and young people** make up the majority of research participants in the ICCRP's case studies. The UNCRC defines a child as under the age of 18. Most ICCRP case studies involve children and youth of that age range, but not all do.

*\*See the below breakdown for more information.*

#### How is the population being sampled?

The ICCRP adopts the following samplings in their case studies:

- **Purposive Sampling** (most commonly adopted method given specific participant inclusion criteria)
- **Convenience Sampling** (most commonly adopted method given research partnership recruitment is conducted through children's rights organizations)
- **Snowball Sampling** (used in certain ICCRP case studies in order to acquire more participants)

The following samplings are NOT used in any of the ICCRP's case studies:

- Random Sampling
- Cluster Sampling
- Quota Sampling
- Systemic Sampling
- Stratified Sampling
- Consecutive Sampling

The following are the populations being studied/studying alongside ICCRP co-researchers in the ICCRP's 13 case studies:

- **CS 1a Intergenerational partnerships While Growing up on the Streets** Led by van Blerk (CoA, U Dundee) Three to six children/youth help analyze secondary data from the "Growing Up on the Streets" dataset together with co-investigators as 'co-researchers'. *Note: No participants were recruited for this study.*
- **CS 1b Intergenerational Relationships, Lived Experiences, and Ontario Child Welfare Policy and Practices** Led by Kovarikova (CoA, Independent Researcher) and Collins (PD, TMU). This study involves a **purposive sample of up to 50 former youth** from five age cohorts (18–29, 30–39, 40–49, 50–59, 60+) who were in Ontario child welfare care/protection for any length of time.
- **CS 2a(i) ACT2gether for Children's Rights in Palestine/Israel** Led by Herczog (CoA, ELTE U) and Bird (CoL, Learning for Well-being Foundation) **TBC**
- **CS 2a(ii) Multi-Country Case Studies World Vision** Led by Stephenson (CoL, independent researcher, and World Vision International) Involves **two purposive samples**:
  - The Most Significant Change (MSC) group activity: **35 children, 20 adults** and
  - Key Informant Interview (KII): one-on-one activity **5 children, 10 adults**.
- **CS 2b International & Canadian Child Rights Partnership (ICCRP) Child and Youth Activism Projects (CYAPs)** Led by Collins (PD, TMU), Jamieson (CoA, U Cape Town), Rizzini (CoA, PUC-Rio), Ruiz-Casares (CoA, TMU), Tisdall (CoA, U Edinburgh), Wright (CoA, U Edinburgh), and Whalen (CoA, Office of the Ombud, Province of New Brunswick) Includes **five purposive samples across multiple years in five locations: Five groups of ten children and youth co-researchers, between the ages of 10-16 at the time of recruitment, for up to two-year terms, in the five CYAP locations, over the course of five years. This is equal to, up to, 250 children and young people in total:**

10 C/YP x 5 years from Brazil

10 C/YP x 5 years in Ontario

10 C/YP x 5 years in New Brunswick

10 C/YP x 5 years in Scotland, and

10 C/YP x 5 years South Africa

- **CS 3a Child Rights Focal Points in South Africa** Led by Jamieson (CoA, U Cape Town) this study includes:  
ICCRP's Intergenerational Advisory Committee: Two children representing the WCCC on the Intergenerational Advisory Committee (IAC) of the ICCRP (10-16 years old at the time of recruitment), Commissioner's Advisory Group: Approximately **13 children aged 10 to 17-years-old** These are experienced Child Government Monitors who have been involved in different activities, understand the functioning of the WCCC and have demonstrated leadership within the group. Mentors: Approximately **5 young people aged 18 to 21** who have in the past been Child Government Monitors will receive training to help with facilitation using the toolkit (appendix 9). As of February 2024, there are 19 children and young people involved in this case study.
- **CS 3b Child Rights Impact Assessment (CRIA) Tool** Led by Whalen (CoA, Office of the Ombud, Province of New Brunswick) this study involves up to **adult legislative coordinators** being recruited, and **up to 10 children and young people who are a resident of New Brunswick, between 12-19 years of age**, interested to learn CRIA tool, and taking part in the child rights related policy dialogues, and able to understand and communicate in French or English.
- **CS 3c Youth Participation and Protagonism in 5 Cities (Rio de Janeiro, Brazil)** Led by Rizzini (CoA, PUC-Rio) this involves a purposive sample of **15 children and young people, who are residents of 5 specific Brazilian cities, aged between 15 - 29 years old**, and interested in child and youth participation and advocacy, and/or participate in a community advocacy group.
- **CS 3d RX Radio Children as Change Makers** Led by Jamieson (CoA, UCT) and Frankel (Learning Allowed): Core participants will be members of RX Radio Red Cross War Memorial Children's Hospital (or family members of those involved). **Up to 25 participants are being sought including 15 children between the ages of 4-18 (with a focus on children aged 8-16)**
- **CS 3e Exploring Intergenerational Partnerships & Practices in Policymaking** Led by Blanchet-Cohen (CoA, Concordia U) and Doel-Mackaway (CoA, Macquarie U): Participants include researchers, coordinators, youth staff, and students all 18 years and older currently working on research teams for each of the 12 other case studies part of the research partnership. This includes **approximately 17 co-applicants, 22 collaborators, five core TMU staff members, 30 Canadian and international research assistants, and 30 other members** such as partner representatives and adult support folks.
- **CS 4a Shaking the Movers: A Model for Exploring Intergenerational Relations and Children's Rights** Led by Caputo (CoA, Carleton U) and Wright (CoA, U Edinburgh) this study will be engaging **up to 100 previous Shaking the Movers participants, who were previously children and young people** but may be older than 18 at the time of data collection. As of 2025, the research team is looking to recruit an additional **30-60 participants** for this study.
- **CS 4b Children's Right to Education and Well-Being** Led by Di Santo (CoA, TMU) and Osachoff (CoL, Equitas) **TBC**
- **CS 4c Safe, Inclusive Participative Pedagogy (SIPP)** Led by Tisdall (CoA, U Edinburgh) This study involves secondary data analysis to explore the key research questions for ICCRP, in relation to intergenerational relationships and decolonisation (for children's rights) and exploring differences and similarities by country/community context, across the full country contexts of Brazil, Eswatini, Palestine and South Africa. 230 participants already successfully completed this study. The research is now in secondary data analysis with an anticipated end date of January 31, 2026.

**Data & Evaluation Working Group of the ICCRP (not a case study but rather an internal program evaluation)** Led by Gonzalez (Data & Evaluation Doctoral Research Assistant). All members of the ICCRP at different points of time (40 researchers, 30 partner organizations from universities, NGOs, major human rights institutions, and governments in Canada and in multiple countries across the world, five core staff members, and over 30 research assistants worldwide).

Is the population being weighted?

No.

#### Are there any acronyms or abbreviations that will be used within your study?

- CoA (Co-applicant)
- CoL (Collaborator)
- COP (Communications of Practice)
- CRC (UN Convention on the Rights of the Child) is available here.
- CRIsAs (Child Rights Impact Assessments)
- CS (Case Study)
- CYAC (Child and Youth Advisory Committee) references an earlier ICCRP governance committee of young people that ran from 2016-2020. See further here
- CYAPs (Child and Youth Activism Projects) are PAR projects that run in five locations and constitute case study 2b
- EDI (Equity, Diversity and Inclusion) is an important ICCRP policy described on pp. 7-8.
- FGD (Focus Group Discussions)
- HQP (Highly Qualified Personnel) this is a SSHRC term
- IAC (Intergenerational Advisory Committee) is a key ICCRP governance body. Sachi Shukul is the Child and Youth Participant Coordinator of the IAC
- IP (Intellectual Property)
- IPs (Intergenerational Partnerships)
- IRB (Institutional Review Board) is the research ethics body that some universities call their REB.
- KmBc (Knowledge Mobilization Committee)
- MEL framework (Monitoring/Evaluation/Learning)
- NGO (Non Governmental Organization)
- OVPRi (Office of the Vice-President, Research and Innovation) is TMU's central research administration office. The Office is responsible for advancing the research agenda at TMU and works with faculty, government, and industry to help foster the creation of new knowledge and the establishment of innovative partnerships
- ORF (Ontario Research Fund) which is one of the ICCRP's funders
- PAC (Partners' Advisory Committee) is another ICCRP governance body that is comprised of our valued partner organizations
- PAR (Participatory Action Research) is the type of research being used in Case Study 2b.
- PD (Project Director) – Dr. Tara Collins
- PDF (Postdoctoral Fellow)
- PDG (Partnership Development Grant) is a research grant from SSHRC that supported earlier ICCRP work from 2017 to 2020
- PG (Partnership Grant) is the current SSHRC grant that the ICCRP was awarded for 2021-2028 (with automatic one year extension to March 31, 2029)
- PI (Principal Investigator) is Dr. Tara Collins
- PM (Project Manager)
- REB (Research Ethics Board) is known at some academic organizations/organizations as IRB (Institutional Review Board)
- RA (Research Assistant) is usually an undergraduate, masters, or PhD student at a university
- RS (Research Stream) categorizes all the case studies. The four RS respond to the ICCRP's four research objectives
- SC (Steering Committee) is the ICCRP's main governance body of 8 members that meets monthly
- SIPP (Safe, Inclusive Participative Pedagogy) is a new partnership led by Dr. Kay Tisdall at Univ. of Edinburgh in Scotland to improve early childhood education in four fragile contexts. It is also a case study in the ICCRP
- SSHRC (Social Sciences and Humanities Research Council) is the main funder.
- TMU (Toronto Metropolitan University) is the host institution of the ICCRP
- ToC (Theory of Change)
- WGs (Working Groups) further their mandates in relation to children's rights in research, policy, and practice and also support the ICCRP case studies. There are five transversal WGs: Participatory Methodologies, Ethics, Conceptual Interconnections, Data & Evaluation and Policy
- YPAR (Youth-Led Participatory Action Research)

## Storage and Backup

#### What are the storage requirements needed for your data?

Virtual research data on the ICCRP's host institution Toronto Metropolitan University's virtual drive in Google Workspace is secure due to advanced encryption and robust access controls, with enhanced security measures provided by the university's CCS department to safeguard sensitive information. Currently the university offers up to 1TB of storage for the ICCRP partnership's data storage, and case study documents that are housed on this drive have used 13.5 GB of the 1 TB offered to the partnership.

Additional virtual research data is stored on co-applicant/lead co-researchers' institutional cloud-based workspaces such as Team/SharePoint (U Dundee) and Microsoft OneDrive (UCT and U Edinburgh) depending on their university or children's rights organization. This includes draft products, such as posters, research assistant notes, articles and literature reviews, and raw case study data (such as recordings, transcripts, etc).

All physical research data, such as images, post-it notes, field notes, and posters, are securely stored in locked offices. For example, Dr. Tara Collins, the Principal Investigator (PI/PD) of the partnership, keeps these materials in her locked office on the TMU campus in Toronto, Ontario, Canada, along with other relevant primary co-applicants and co-researchers at their respective university campuses.

#### Where will your data be stored during the data collection phase?

Virtual research data is stored on the ICCRP's host institution Toronto Metropolitan University's virtual drive in Google Workspace is secure due to advanced encryption and robust access controls, with enhanced security measures provided by the university's CCS department to safeguard sensitive information.

Additional virtual research data must be stored on case study co-investigators' OneDrives, in accordance with their respective university/institutional data management policies e.g. they cannot use Google Workspace.

All physical research data, such as images, post-it notes, field notes, and posters, are securely stored in locked offices. For example, Dr. Tara Collins, the Principal Investigator (PI/PD) of the partnership, keeps these materials in her locked office on the TMU campus in Toronto, Ontario, Canada, along with other relevant primary co-applicants and co-researchers at their respective university campuses.

#### Where will your data be stored during the data analysis phase?

Most virtual research data is stored on the ICCRP's host institution Toronto Metropolitan University's virtual drive in Google Workspace is secure due to advanced encryption and robust access

controls, with enhanced security measures provided by the university's CCS department to safeguard sensitive information.

Additional virtual research data from case study co-investigators must use OneDrive to store their virtual research data, in accordance with their respective university/institutional data management policies.

All physical research data/hard copy data is stored in the locked offices of the Principal Investigator and primary coresearchers on ICCRP case studies on their university campuses. E.g. Dr. Tara Collins as the partnership's PD, stores images, and posters that participants have created, in her locked office on the TMU campus.

*Q: Do we want to ask that co-researchers all store their anonymized data on the ICCRP's OneDrive, as was done in the Partnership Development Grant time period of the ICCRP?*

#### **What backup measures will be implemented to ensure the safety of your data?**

In order to uphold the confidentiality of research participants and the sensitive nature of employee human resources records, as well as mitigate risks associated with potential loss or compromise of physical storage, virtual research data is not backed up on external hard drives or USB devices.

All virtual research data is stored in cloud-based virtual shared drives at the following academic research institutions:

- Carleton University
- Concordia University
- McGill University
- Pontifical Catholic University of Rio de Janeiro
- The University of Cape Town
- The University of Dundee
- The University of Edinburgh
- Toronto Metropolitan University (host institution of the ICCRP)

The Project Managers and Postdoctoral Fellow of the ICCRP maintain records of developments in ethics protocols and case study developments in a share tracking sheet, as well as maintains a list of the most recent ethics documents for large multi-site and multinational case studies such as with CS 2b Child and Youth Activism Projects.

#### **If your data contains confidential information, how will your storage method ensure the protection of this data?**

- To ensure the protection of confidential information, all data storage and handling processes within our research partnership will adhere to strict security protocols .
- Our academic co-applicants at the participating institutions are required to follow institutional cybersecurity policies, which include the use of two-factor authentication (2FA) for accessing sensitive data, mandatory cybersecurity training, and the installation of local antivirus software on all computers and laptops used for research purposes. These measures help safeguard against unauthorized access and ensure that all devices are secure from malware and other cyber threats.
- Additionally, all research assistants are required to log into cloud-based research storage drives using their institutional credentials. This ensures that access is restricted to authorized individuals affiliated with the respective academic institutions.
- Where applicable, research staff members and research assistants must read and sign case study Facilitator Training Toolkits that offer data security and privacy protection measure and standards relevant to the ICCRP and their respective jurisdiction.
- Where applicable, users also connect to each university's Virtual Private Network (VPN) to provide an extra layer of security while accessing or transferring sensitive data.
- To further ensure the protection of confidential data, access to specific research materials is tightly controlled by the core team of the ICCRP, which includes the Project Director and two Project Managers. The core team manages permissions for case study folders and subfolders containing sensitive materials such as ethics protocols, documents and instruments, and raw data. They are responsible for adding or removing research staff members from these folders on the ICCRP's main drive at the host institution, using relevant permission settings to restrict access. This process ensures that only authorized personnel can access sensitive information, and that access is promptly updated as team members are assigned to or complete specific tasks.
- Specific training for how data should be stored or managed can be taken by relevant ICCRP team members, co-researchers, and research assistants at their respective educational institutions. For example, *Nora Mulvaney* at TMU is the Research Data Management Librarian who provides regular data storage and management seminars to TMU staff and students. The ICCRP project managers and Project Director have taken her training.

#### **What file naming conventions will be used to save your data?**

Given that almost all information sharing between ICCRP personnel is done electronically, having clear and organized files is very important.

When onboarding new research assistants, we ask that all file names be easy to read, explain what is in the document, and be accessible to those accessing the document years in the future.

The following is taken from the ICCRP's "Personnel Information Kit"

Try.. .

- Separating words in the title with spaces eg "*Handbook on Participation*"
- Separating different aspects of the title with underscores eg "*Handbook on Participation\_Draft 01*"
- Indicating the day, month, and year in writing eg "*Handbook on Participation\_Draft 1\_(August 24 2022)*"
- Adding your initials to show others that you have reviewed the most current version of a document eg "*Handbook on Participation\_Draft 01\_(August 24 2022)\_VZ*"
- Using all capital letters when indicating something important eg "*DRAFT*" or "*TEMPLATE*" "*CONFIDENTIAL*"
- Naming files using only 31 characters or less

Avoid...

- Clumping all of the words in the filename together  
eg "*UNCRRCbackgrounderaboutICCRPSept252018Final*"
- Using these symbols because it can cause issues when opening later  
eg "< > ? [ ] : | \* ."

## **Preservation**

#### **Where will data be stored after the project is complete?**

For the relevant partnership case studies already underway and to be approved in the near future, there is a separate signatory section included in the consent form(s) to explicitly ask participants for their permission to use their data for secondary data analysis in the future. This section ensures that participants are fully informed about the potential future use of their data and grants consent for its inclusion in the host institution's digital repository, [RShare](#) . By obtaining explicit consent for secondary data analysis, we ensure compliance with ethical guidelines and respect participants' autonomy in determining how their data is used beyond the original study.



The majority of consent forms used in the ICCRP also explicitly state the following, *Meeting notes will be stored for up to 10 years on the shared drive and deleted after that.*

#### Who is responsible for managing the data after the study is complete?

From March 31, 2029 on, the Project Director Dr. Tara Collins from Toronto Metropolitan University is responsible for managing the data after the ICCRP partnership's case studies are complete.

#### Will your data be migrated to preservation formats?

N/A

#### How long do you intend to keep your data after the project is complete?

The ICCRP has 16 primary/secondary ethics protocols currently open at its host institution TMU, as well as 10 primary/secondary ethics protocols at other universities or institutions in Canada and other countries. As the ICCRP is directly funded by the Social Sciences and Humanities Research Council through a Partnership Grant awarded to Dr. Tara Collins, many of the ethics protocols identify the end of the Partnership Grant award as the final end of when the data is stored. Therefore, the current data storage timeline plan (as of January 2025) is to store data that can be digitized, until the end of the partnership, **March 31st, 2029** (e.g. notes, recordings, photos, etc.).

The following case studies include a **separate signatory section in the consent form(s)** to explicitly ask participants for their permission to use their data for secondary data analysis in the future and to store their anonymized and de-identified data for an unlimited amount of time.

- **CS 1a) Intergenerational Partnerships While Growing up on the Streets**
  - *The original "Growing Up on the Streets" research study (not affiliated with the ICCRP) already included language in the consent forms around secondary data analysis and digital repository storage.*
- **CS 1b) Intergenerational Relationships, Lived Experiences, and Ontario Child Welfare Policy and Practices**
  - *Includes a data repository storage and secondary data analysis question in the consent/assent form(s)*
- **2a(i) ACT2gether for Children's Rights in Palestine/Israel**
  - *Not yet started*
- **2a(ii) Multi Country Case Studies World Vision**
  - *Includes data repository storage and secondary data analysis question in the consent/assent form(s)*
- **3a) Child Rights Focal Points in South Africa**
  - *Did not include it in the consent forms. Would require ethics amendments and new consent forms for participants for this to be included, as the study finished data collection in January 2025.*
- **3b) Child Rights Impact Assessment (CRIA) Tool**
  - *Includes a data repository storage and secondary data analysis question in the consent/assent form(s), protocol not yet approved as it is currently under review*
- **3c) Young People's Participation and Protagonism in Five Brazilian Cities**
  - *Includes language about 'future use of their data' in the consent forms*
- **3d) RX Radio Children as Change Makers**
  - *Includes language about 'future use of their data' in the consent forms*
- **4a) Shaking the Movers: A Model for Exploring Intergenerational Relations and Children's Rights**
  - *No secondary data analysis mentioned in the consent forms currently/consent/assent form(s)*
- **4b) Children's Right to Education and Well-Being**
  - *Not yet started*
- **4c) Safe, Inclusive and Participative Pedagogy (SIPP)**
  - *The original "SIPP" research study (not affiliated with the ICCRP) already included language in the consent forms around secondary data analysis and digital repository storage.*

This section of the consent form, created by the core team at ICCRP/TMU, ensures that participants are fully informed about the potential future use of their data. It also asks participants to consent to their data being included in the host institution's digital repository, RShare. By obtaining explicit consent for secondary data analysis, we ensure compliance with ethical guidelines and respect participants' autonomy in determining how their data is used beyond the original study.

*"Your participation in this research will end after ten (10) meetings. We request that you also consider consenting to including your focus group notes for future research purposes of the ICCRP. This additional research would address different ICCRP research question(s). If you agree, this means that your interview transcript (both anonymized and de-identified, which means that your name and any personal details are deleted) would support research to continue to advance child rights research globally. This anonymized and de-identified transcript would be stored indefinitely and accessed via Rshare, which is the digital repository for Toronto Metropolitan University (<https://rshare.library.torontomu.ca>). Even if you don't choose to include what you say in this research activity for future research, you are still eligible to participate in this study and your data will not be used for future research. Your specific contributions to the focus group notes will be deleted.*

*If you are also interested in learning about and possibly participating in other ICCRP activities (for example: workshops, report dissemination events or training), you can choose below to authorize permission to contact you about these other child rights-based activities. Do you give permission for the ICCRP to use what you say in this research activity for future research? (If no, we will remove your information and anything you said in the research activity from future research activities.)*

Yes  No

#### What procedures are in place to destroy the data after the retention period is complete?

At the conclusion of the ICCRP's 8-year partnership grant research project, all digital and physical hard copy data that has not been digitized or permitted for secondary use via RShare will be securely destroyed to protect confidentiality and privacy.

Physical documents containing sensitive information will be shredded, ensuring that no data can be retrieved or reconstructed. This will be done by Project Director Tara Collins in April 2029.

For digital files, the partnership will work with the Information Technology department to ensure that all electronic data is permanently erased using secure data deletion methods, making it unretrievable. This process will include wiping cloud-based storage devices, including ICCRP computers, and adopting TMU's data destruction strategies.

Additionally, personal measures such as ensuring restricted access to the data and monitoring the destruction process will be taken by the Project Director to ensure compliance with data security and privacy policies e.g. removing all parties from digital folders and the research drive. These steps will ensure that all research data is appropriately handled and disposed of, safeguarding participant privacy and the integrity of the research.

## Ethical and Legal Compliance

### How is the informed consent process carried out in your study?

- The ICCRP ensures informed consent in its research studies through a structured and transparent process.
- Potential participants or "co-researchers" (in YPAR studies), including young people and their parents/guardians, receive a digital consent form ahead of their participation, typically two weeks in advance, via email. In some case studies they are also provided paper copies in person. This allows them sufficient time to reflect on their involvement and to ask any questions.
- For participants unable to legally provide consent themselves, such as minors, assent is obtained from the young person, while written consent is required from their parent or guardian.
- The process emphasizes voluntary participation, and participants or "co-researchers" are reminded of their right to withdraw at any point, including during or after meetings, without any penalty.
- All consent forms/assent forms outline the withdrawal process, noting that while data already collected as part of a YPAR FGD cannot be deleted, participants or "co-researchers" may opt to remove their name from future publications or outputs.
- Furthermore, accessible language is used in all consent and assent forms to ensure understanding, with additional support s provided for those needing assistance.
- In certain consent forms "Tricky Word" boxes are used to breakdown adult-centric words that could not be removed or replaced across consent forms.
- For multiyear case studies like *CS 2b Child and Youth Activism Projects* consent and assent forms must be re-signed annually, as consent is an ongoing process.
- Where multiple jurisdictions are involved in one case study, each form complies with privacy laws such as GDPR, POPIA, and PHIPA and are provided in all relevant language e.g. Spanish, Portuguese, and English.

### Who holds the intellectual property rights to your data?

Rights to intellectual property relevant to each of the ICCRP's 13 case studies, are held by the following individuals:

- **CS 1a Intergenerational partnerships While Growing up on the Streets** Lorraine van Blek (U Dundee, l.c.vanblek@dundee.ac.uk), Janine Hunter (U Dundee, J.U.Hunter@dundee.ac.uk), Tara Collins (TMU, tara.collins@torontomu.ca)
- **CS 1b Intergenerational Relationships, Lived Experiences, and Ontario Child Welfare Policy and Practices** Jane Kovarikova (Independent Researcher), Tara Collins (TMU, tara.collins@torontomu.ca)
- **CS 2a(i) ACT2gether for Children's Rights in Palestine/Israel** Mari Herczog (ELTE U, herczogmaria@me.com) Darren Bird (Learning for Well-being Foundation, bird.darren.j@gmail.com), Tara Collins (TMU, tara.collins@torontomu.ca)
- **CS 2a(ii) Multi-Country Case Studies World Vision** World Vision International (Bill Forbes bill\_forbes@wvi.org, Luke Siduda Luke\_siduda@wvi.org, Tiffany Tao Joiner Tiffany\_Tao\_Joiner@wvi.org), Tara Collins (TMU, tara.collins@torontomu.ca)
- **CS 2b International & Canadian Child Rights Partnership (ICCRP) Child and Youth Activism Projects (CYAPs)** Lucy Jamieson (UCT, lucy.jamieson@uct.ac.za), Irene Rizzini (PUC-Rio, irizzini.pucRio.ciespi@gmail.com), Monica Ruiz-Casares (TMU, monica.ruizcasares@torontomu.ca), Kay Tisdall (U Edinburgh, K.Tisdall@ed.ac.uk), Laura Wright (U Edinburgh, laura.wright@ed.ac.uk), Christian Whalen (Office of the Ombud, Province of New Brunswick, Christian.whalen@unb.ca), Tara Collins (TMU, tara.collins@torontomu.ca)
- **CS 3a Child Rights Focal Points in South Africa** Lucy Jamieson (U Cape Town, lucy.jamieson@uct.ac.za), Tara Collins (TMU, tara.collins@torontomu.ca)
- **CS 3b Child Rights Impact Assessment (CRIA) Tool Project** Christian Whalen (Office of the Ombud, Province of New Brunswick, Christian.whalen@unb.ca), Tara Collins (TMU, tara.collins@torontomu.ca)
- **CS 3c Youth Participation and Protagonism in 5 Cities** Irene Rizzini (PUC-Rio, irizzini.pucRio.ciespi@gmail.com), Tara Collins (TMU, tara.collins@torontomu.ca)
- **CS 3d RX Radio Children as Change Makers** Lucy Jamieson (UCT, lucy.jamieson@uct.ac.za), Sam Frankel (Learning Allowed, sam.frankel@learningallowed.org), Tara Collins (TMU, tara.collins@torontomu.ca)
- **CS 3e Exploring Intergenerational Partnerships & Practices in Policymaking** Natasha Blanchet-Cohen (Concordia U, natasha.blanchet-cohen@concordia.ca), Holly Doel-Mackaway (Macquarie U, holly.doel-mackaway@mq.edu.au), Tara Collins (TMU, tara.collins@torontomu.ca)
- **CS 4a Shaking the Movers: A Model for Exploring Intergenerational Relations and Children's Rights** Virginia Caputo (Carleton U, VirginiaCaputo@cunet.carleton.ca), Laura Wright (U Edinburgh, laura.wright@ed.ac.uk), Tara Collins (TMU, tara.collins@torontomu.ca)
- **CS 4b Children's Right to Education and Well-Being** Aurelia Di Santo (TMU, disanto@torontomu.ca), Angie Osachoff (Equitas, aosachoff@equitas.org), Tara Collins (TMU, tara.collins@torontomu.ca)
- **CS 4c Safe, Inclusive Participatory Pedagogy (SIPP)** Kay Tisdall (U Edinburgh, K.Tisdall@ed.ac.uk), Tara Collins (TMU, tara.collins@torontomu.ca)

### What ethical guidelines or restraints are applicable to your data?

In the ICCRP's case studies, several categories of risks have been identified, each with strategies for mitigation

**Psychological Risk:** This involves the potential for participants/co-researchers to feel anxious, upset, or uncomfortable, especially when recalling distressing memories (not that such questions

would ever be directly asked of them in any of the case studies). Mitigation includes ensuring clear communication of rights, including voluntary participation, confidentiality, and the option to withdraw at any time. Well-trained research assistant facilitators and lead co-investigators will monitor participants for distress, provide mental health resources, and conduct debriefing sessions after meetings.

**Social Risk:** There is a risk of embarrassment or damage to reputation if personal details are shared, or if participants feel uncomfortable around unfamiliar adults, children, young people, or researchers. This is mitigated by emphasizing confidentiality, using pseudonyms where desired, and ensuring facilitators are trained to manage and reduce distress. The use of icebreakers and regular check-ins also fosters comfort and connection among participants.

**Personal Identity Exposure:** The risk of personal identity being inadvertently revealed during virtual or in-person meetings is acknowledged, with participants being informed of this in advance. The use of pseudonyms, secure meeting platforms, and research staff-signed confidentiality agreements help mitigate this risk. Personal details are kept confidential in meeting notes, and participants can review and amend their contributions.

**Financial Risk:** Minimal financial risk exists, particularly if participants miss work to attend meetings. This is addressed by scheduling meetings when participants are not at work, or in some case studies providing compensation/honoraria for participation to offset any potential loss of earnings.

**Legal Risk:** The duty to report suspected abuse or illegal activity is a legal obligation that could arise during the research. This risk is mitigated by following relevant national reporting guidelines and informing participants/co-researchers of this duty during the consent process. Support services are also provided if harm is reported.

**Dual-role Risk:** The risk of participants feeling pressured due to existing relationships with research team members is low. Mitigation involves clear communication that participation is voluntary, with no pressure applied by co-investigators or ICCRP partner organizational representations, and informed consent ensures participants can make decisions free from any obligation.

**Group Risk** (*only pertinent to CS1b: Intergenerational Relationships, Lived Experiences, and Ontario Child Welfare Policy and Practices*) Participants in this study are members of a marginalized group with experience in Ontario's child welfare system, and while there may be minimal group risk, confidentiality is rigorously maintained throughout the research process. Participants are provided with clear information and make informed decisions about their involvement. In fact, participation in this study may empower individuals by raising awareness of their experiences and contributions to addressing child welfare issues, advocacy, and reform.

Each of these risks is carefully managed with a combination of training, clear communication, and access to support resources, ensuring a safe and ethical research environment for all participants.

#### What legal restraints are applicable to your data (e.g., ownership)?

Partnership Memorandum of Understanding agreements (not legally binding), between TMU and all ICCRP partner agencies and institutions contain the following IP provisions:

**6.3 Foreground Intellectual Property.** *The University and the Partners shall jointly own all*

*Foreground Intellectual Property. The Partners and University hereby grant each to the other a non-exclusive, royalty-free, license to use the other's Foreground Intellectual Property for their own internal research.*

**6.4** *The University hereby grants to the Partners a non-exclusive, perpetual, royalty-free right to copy, distribute, display, perform, modify and transmit the Foreground Intellectual Property for non-commercial purposes.*

Relevant subgrant agreements between the host institution (TMU) and research co-applicant institutions have been signed. They include the following contractual IP provision:

*"Any intellectual property, including datasets, technical information, know-how, copyrights, models, drawings, specifications, prototypes, inventions, and software (collectively, "Intellectual Property") that is developed solely by the personnel of the party in performance of this Agreement shall be owned solely by that party. Any Intellectual Property that is developed jointly by personnel of the parties in performance of this Agreement shall be owned jointly by the parties, who shall negotiate an appropriate joint ownership agreement in good faith. The parties acknowledge that any interest in Intellectual Property is also subject to their respective institutional policies, procedures and/or collective agreements with personnel."*

As such, IP jointly created by signees of each subgrant agreement, is owned by Tara Collins and each relevant co-investigator receiving research funding.

Where applicable, a joint ownership agreement may be developed collaboratively by both parties, ensuring alignment with each institution's relevant intellectual property policies (e.g. <https://www.torontomu.ca/content/dam/graduate/current-students/policies/IPGuidelines.pdf>)

#### What methods will be used to manage the risk of disclosure of participant information?

Each case study research team will manage the risk of disclosing participant information by ensuring that only they have access to what is discussed during meetings. Notes taken will focus solely on shared ideas and decisions without including names, and they will be stored securely on an online drive with restricted access. Audio recordings, if expressly agreed upon, will be used and deleted afterward. Participants will be allowed to review and correct notes or transcripts before they are finalized. Meeting notes, audio recordings, and transcripts, will be securely stored for up to 10 years and then deleted.

When co-creating or sharing project outcomes, participants or "co-researchers" can choose whether to use their real name, a pseudonym, or remain anonymous. Choosing to use a real name might carry risks, such as being identified as someone interested in child rights, which could influence how others treat them. This is all clearly laid out to participants in their consent/assent forms.

Confidentiality and privacy will be discussed with all research participants or "co-researchers" and parents/guardians, but absolute confidentiality among members cannot be guaranteed. Participants or "co-researchers" are made aware in their consent/assent forms that other focus group participants will hear what they share in meetings. Online meetings come with additional privacy risks due to potential internet security issues.

Participants and "co-researchers" involved in certain ICCRP case studies, are given the choice to have their names included on future outputs. Details are included in all forms to explain what this would entail. The following section is included at the bottom of relevant forms.

*"Do you want your real full name to be publicly shared in connection with the Ontario Child & Youth Activism Project (CYAP) in the research products that we share with others? Some examples of these products are: our website, reports, webinars, posters, papers, and presentations.*

YES  NO

Relevant consent forms include the following instructions at the bottom:

*"To protect your privacy:*

- *Please store any signed paper consent forms in a safe place (e.g. a locked cabinet).*
- *Please store any electronically signed digital consent forms on a virus and password protected computer or device (e.g. a laptop that only you know the passcode to).*
- *Please delete the email in which you gave your consent to take part in the study (e.g. either in the text or by attaching the consent form)"*

Lastly, the research team is bound by a Duty to Report for younger participants. If they learn of a situation where a young person is at risk of harm, they are legally obligated to inform child protection services to ensure the safety of the individual.

- **South Africa:** [Children's Act No. 38 of 2005](#)
- **Scotland:** [National Guidance for Child Protection in Scotland 2021](#)
- **Ontario:** [Child and Youth Services Act, 2017](#)
- **New Brunswick:** [Family Services Act, 2019](#)
- **Brazil:** [Child and Adolescent Statute \(Estatuto da Criança e do Adolescente - ECA\)](#)
- **Uganda:** [Children Act, 2016](#)
- **Israel:**
- **Palestine:**

## Responsibilities and Resources

### What financial resources will you require for data management in this study?

The ICCRP involves numerous research assistants and lead co-investigators who actively contribute to the management and storage of research data as part of their respective roles. Data management and storage are supported through the resources provided by the host institution, Toronto Metropolitan University (TMU), and several other partnering academic institutions. As part of their cash and in-kind contributions to the partnership, these institutions absorb the costs associated with data storage. Research data is securely stored on cloud-based drives managed and protected by the computing departments of the respective institutions. This ensures the data is accessible, secure, and managed according to institutional policies and protocols. Given these existing arrangements, the ICCRP does not require any additional financial resources for data management or storage. The partnership is well-supported by the in-kind contributions of its academic partners, allowing for efficient and secure data handling throughout the research process.

### Who is the main contact and steward for the data collected in this study?

Dr. Tara Collins, Toronto Metropolitan University, Project Director of the International & Canadian Child Rights Partnership, tara.collins@torontomu.ca, 416-979-5000, ext. 554563

### Who will have access to your data throughout the project?

Contact the ICCRP project managers for a current list of lead co-investigators and research assistants in order to be provided with the names and affiliations of relevant case study contacts. As of January 2025 the follow lead co-investigators are responsible for each study team:

- CS 1a Intergenerational partnerships While Growing up on the Streets: Led by van Blerk (CoA, U Dundee)
- CS 1b Intergenerational Relationships, Lived Experiences, and Ontario Child Welfare Policy and Practices: Led by Kovarikova (CoA, Independent Researcher) and Collins (PD, TMU)
- CS 2a(i) ACT2gether for Children's Rights in Palestine/Israel: Led by Herczog (CoA, ELTE U) and Bird (CoL, Learning for Well-being Foundation)
- CS 2a(ii) Multi-Country Case Studies World Vision: Led by Stephenson (CoL, independent researcher, and World Vision International)
- CS 2b International & Canadian Child Rights Partnership (ICCRP) Child and Youth Activism Projects (CYAPs): Led by Collins (PD, TMU), Jamieson (CoA, U Cape Town), Rizzini (CoA, PUC-Rio), Ruiz-Casares (CoA, TMU), Tisdall (CoA, U Edinburgh), Wright (CoA, U Edinburgh), and Whalen (CoA, Office of the Ombud, Province of New Brunswick)
- CS 3a Child Rights Focal Points in South Africa: Led by Jamieson (CoA, U Cape Town)
- CS 3b Child Rights Impact Assessment (CRIA) Tool Project: Led by Whalen (CoA, Office of the Ombud, Province of New Brunswick)
- CS 3c Youth Participation and Protagonism in 5 Cities (Rio de Janeiro, Brazil): Led by Rizzini (CoA, PUC-Rio)
- CS 3d RX Radio Children as Change Makers: Led by Jamieson (CoA, UCT) and Frankel (CoL, Learning Allowed)
- CS 3e Exploring Intergenerational Partnerships & Practices in Policymaking: Led by Blanchet-Cohen (CoA, Concordia U) and Doel-Mackaway (CoA, Macquarie U)
- CS 4a Shaking the Movers: A Model for Exploring Intergenerational Relations and Children's Rights: Led by Caputo (CoA, Carleton U) and Wright (CoA, U Edinburgh)
- CS 4b Children's Right to Education and Well-Being: Led by Di Santo (CoA, TMU) and Osachoff (CoL, Equitas)
- CS 4c Safe, Inclusive Participative Pedagogy (SIPP): Led by Tisdall (CoA, U Edinburgh)

As of January 2025, the following staff members and research assistants are responsible for upholding safe and ethical data management procedures on the ICCRP's 13 case studies:

### CS/WG Full Name (Institution) Supervisor Name

- All CSs: Vanessa Zufelt PM (TMU) Tara Collins
- All CSs: Steven Gibson PM (TMU) Tara Collins
- All CSs: Sarah Ciotti PDF (TMU) Tara Collins
- All CSs: Emilia Gonzalez PhD (TMU) Monica Ruiz-Casares
- CS 1a: Janine Hunter PDF (U Dundee) Lorraine Van Blerk
- CS 1b: Jessie Cross MA (U Ottawa) Tara Collins
- CS 2b: Sal Sabila MA (Carleton/TMU/Youth Gravity) Tara Collins
- CS 2b: Naomi Wokocho UG (TMU) Tara Collins
- CS 2b: Sam Walsh BA (Mount Allison University) Tara Collins
- CS 2b: Caroline Araujo MA (PUC-Rio) Irene Rizzini
- CS 2b/3a/3d: Delreeze Moshopane MA (UCT/Children's Institute) Lucy Jamieson
- CS 2b/3b/IAC: Amelie Brutinel Research Professional (NB CYAO) Christian Whalen
- CS 2b/3b/IAC: Alexandre Levesque UG (NB CYAO) Christian Whalen
- CS 2b/3c: Renata Mena Brasil do Couto PhD/Non-Student (PUC-Rio) Irene Rizzini
- CS 2b/3c: Mariana Menezes PhD/Non-student (PUC-Rio) Irene Rizzini
- CS 3e/P WG: Amy Cooper PhD (Concordia U) Natasha Blanchet-Cohen
- CS 4a: Ruchika Suri MA (Brock) Virginia Caputo
- CS 4a: Clara Laplante-Bédard LLB (Carleton) Virginia Caputo
- CS 4a: Eleanor Demchenko MA (Carleton) Virginia Caputo
- CS 4a: Camila Costa Cardeal PhD (U Ottawa) Virginia Caputo
- CS 4b: Alexandra Brown MA (TMU) Aurelia Di Santo
- CS 4c/PM WG: Molly Brooks PhD (University of Edinburgh) Kay Tisdall & Laura Wright
- D&E WG: Elisar Haydar LLB (TMU) Monica Ruiz-Casares
- EWG: Michelle Andrina PhD (TMU) Monica Ruiz-Casares
- IAC & KmB: Sachi Shukul MA (TMU) Tara Collins
- IAC/CS 2b/3c: Carolina Terra MA (PUC-Rio) Irene Rizzini
- KmB: Sheldon Caruana MA CYC RA (TMU) Tara Collins
- KmB: Sabeeka Jaffer MA (TMU) Tara Collins
- KmB: Kalee Kiluu-Ngila MA (TMU/UoFT) Tara Collins
- KmB: Marzie Khalilian PhD (Carleton) Tara Collins
- KmB: Vanessa Cuiuri UG (ICCRP) Tara Collins
- KmB Spanish: Valeria Millan UG RA (TMU) Tara Collins

### Will any new members be added or responsibilities be transferred over the course of the study?

When new co-applicants or collaborators are added to Dr. Collins' Partnership Grant research project, they must sign a SSHRC form, then the SSHRC grants officer from TMU submits their addition to the funder directly.

Many research assistants and postdoctoral fellows have been, are, and will be hired throughout the life of the eight-year partnership. It is the responsibility of each of their supervisors, to train them and have them sign relevant confidentiality agreements. Supervisors are co-applicants conducting research in partnership with the ICCRP. At TMU, all new research staff must sign and submit to

the project manager [this TMU confidentiality agreement](#). They also receive a Personnel Information Kit which includes information on data management and confidentiality.

## Data Sharing

### Who are the likely users/benefitters of your data?

- **Academics and Researchers:** Scholars involved in human rights, childhood studies, law, and related fields
- **Policy Makers and Government Agencies:** Government officials and policy makers at the local, provincial, and national levels
- **Practitioners and NGOs:** Researchers, social workers, child care professionals, educators, and other practitioners working with children and youth
- **Young People and Activists:** Young people involved in activism and child rights initiatives, especially those participating in training programs and co-creating multimedia resources
- **Community and Stakeholder Networks:** Broader community networks, including those focused on child welfare, policy, research, and rights advocacy
- **General Public:** Through various multimedia outputs, social media engagement, and community events, the general public, particularly those interested in child rights and intergenerational relationships

### What data can/will be shared at the end of the study?

Only anonymized and deidentified data that has been approved by participants to be shared after the completion of the ICCRP's 8 year partnership grant research project will be made publicly available via TMU's digital repository RShare by way of an embargoed DOI address.

### What restrictions are placed on your data that would prohibit it from being made publicly available?

Hard copy or physical data can be challenging to share for obvious reasons. A lack of consent in consent form(s) from participants could lead to certain data not being shared with others. Where possible physical hard copy data will be digitized, and where permitted by participants, will be shared via TMU's digital repository RShare.

### Where will you share your data?

TMU's institutional digital repository RShare using an embargoed DOI address.

### If you have collected restricted data, what steps would someone requesting your data need to follow in order to access it?

N/A

### What license will you apply to your data?

The **CC BY-NC-SA 4.0** license allows others to use, share, and adapt one's data, but only for non-commercial purposes. They must credit the ICCRP, and any adaptations or derivative works they create must be licensed under the same terms, ensuring the work remains open and freely available for non-commercial use.

This type of license is commonly used for academic, research, and educational data that you want to share broadly while restricting its commercial use.

The partnership may apply for this according to these stipulations <https://creativecommons.org/choose/>.

# Planned Research Outputs

## Collection - "ICCRP Knowledge Mobilization Tracker (All Outputs/Products)"

This is the hyperlink to the ICCRP's Knowledge Mobilization Tracker of all of the partnership's outputs and products.

It is constantly being updated. Categories have been preset by SSHRC.

<https://docs.google.com/document/d/1dlkMQAIW7ra70GdmlYiSwfble4wULTiXVibY9cQltuY/edit?tab=t.0>

## Plan - "Knowledge Mobilization Plan as of January 2025"

### Goals

Informed by relational child rights and decolonization theories, as well as new ethical frameworks, we are engaging in case study analysis in four Research Streams to examine existing innovative initiatives, conduct our own participatory research with young people, and assess child rights education. The central goal of the ICCRP is to further intergenerational partnerships informed by child rights, and make progress toward effecting change in Canadian and international research, debate, policy, and practice. The specific knowledge mobilization planned activities, and deliverables in our original design are as follows:

### Academic and Professional Publications

We will continue to publish results in high-impact national and international peer-reviewed journals with plans for 33 articles and 3 special journal issues targeting human rights (i.e., Int'l Journal of Human Rights), childhood research (i.e., Children and Youth Services Review), and law (i.e., Int'l Journal of Law, Policy and the Family). Professional audiences will be targeted through publications for practice audiences such as the British Journal of Social Work and Journal of Law and Social Policy. We will also target open-access journals for wide dissemination within Canada and internationally. The SSHRC expert panel suggested the following two open-access journals in which the ICCRP should publish Childhood or Global Studies of Childhood Special Issues. Possible new journal to publish findings in because they publish many articles on intergenerational relationships.

*\*New item from Steering Committee Members November 2024: We can perhaps be more intentional in sharing more about 'intergenerational engagement and tensions' in articles, webinars, reports etc.*

### Policy/Practice Presentations and Briefs

We anticipate that our findings will have many policy and practice implications. To raise the profile of child rights in local/national policy discussions, we will leverage established connections in policy and practice communities so as to inform decision makers through accessible practice and policy briefings, with key recommendations at across multiple levels and sectors (i.e. Child Friendly Toronto, provincial departments of child and family services and education, federal-level Canadian Heritage, and NGO networks including Child Rights Connect which is an ICCRP partner). Summaries will be developed and disseminated widely through social media and networks. We will arrange customized presentations and briefings and online/in-person meetings to stimulate policy dialogue with essential stakeholders and networks (i.e. Plan International Canada, Save the Children, CCRC, and UN Committee on the Rights of the Child).

### Conference Presentations

We will present at conferences, professional conventions, and young people gatherings (i.e. paper, poster, keynotes, panels, and workshop presentations) locally, nationally, and internationally, and maximize existing networks/policy activities to contribute to annual practice focused and other events, where adults, children, and youth co-present and learn together about meaningful social action projects, such as speaking to the United Nations Committee on the Rights of the Child in Geneva. ICCRP team members will co-present at important conferences, such as:

- International Summer Course on the Rights of the Child
- World Congress On Family Law & Children's Rights
- International Society for Child Indicators
- Ontario Association of Child and Youth Care Conference
- National Association of Child and Youth Care (NACCW South Africa)
- International Society of the Prevention of Child Abuse and Neglect (ISPCAN)
- 2getherland (Act2gether)
- International Society of Child Indicators
- ISA Forum of Sociology

### Academic/Practitioner Training & Resources

ICCRP working groups will establish Communities of Practice to integrate participatory project learning, and build capacity with monthly learning circles, training and resources for a full range of ICCRP members and stakeholders. Resources will include online training for practitioners in child rights (2/year) and ethics, and tool-kits and textbooks for research involving young people. Young people in activism projects will be offered annual virtual Child Activist Research & Advocacy Training to support research skills and advocacy of their efforts and results. Young people from activist groups and the IAC will have opportunities to design and lead training for adult academics and practitioners. We will differentiate training modules to meet learning needs of students, early career and senior researchers, and practitioners. A webinar series with panels on particular concepts/methods, presentations of findings, and speakers to galvanize ICCRP insights on key issues will be recorded to become an online resource.

### ICCRP Website, Social & Other Media

The ICCRP website (hosted by TMU) is a hub for up-to-date project information, resources (i.e. policy briefs, newsletters, summaries of findings, conference presentations, videos and blog, social media feeds, ICCRP events) presented in an accessible, and youth-friendly way. The Project Director and Project Managers will oversee site management, supported by RAs and young people. We will extend site reach by links to related initiatives at ICCRP universities and partners. Social media posts and contributions to newspapers, radio, TV, and online media will be important to inform and encourage dialogue among local and national/international stakeholders, including young people.

### Tri-Annual E-newsletters

Circulate updates to all ICCRP team members, partners, advisers, young people, and interested stakeholders.

### Multi-Media Outputs

With the support of young people, practitioners, and partners we will create engaging and informative resources for targeted audiences, including podcasts, posters and newsletters, social media, and films and animation, with precise outputs co-determined and produced with children and youth. A film about ICCRP work and findings will be produced with support of UG RA in year 6.

*\*New Aspect from the Steering Committee (November 2024): A short easily shareable video about what the ICCRP is and does, to assist with people's understanding of what the partnership is in an easy digestible format. This video could be shown at the beginning of webinars, presentations, on our website, etc.*

### ICCRP Events/Conferences

ICCRP members will gather in-person at conferences twice during this project in 2024 in Durham, Ontario, and later at Toronto Metropolitan University envisioned for Year 7. Online attendance will accommodate those unable to travel. Conferences will include key stakeholders interested in ICCRP processes and results. Attendees will share ICCRP findings, to encourage multi-directional knowledge flow, networking, and professional and public discussion. The second conference will focus on overall findings and future directions. Each conference will include an interactive youth event developed by ICCRP young people (Child and Youth Activism Projects, case studies, and Intergenerational Advisory Committee) to create spaces for young people globally to reflect on child rights through innovative means, including interactive presentations and activities and creative expression including art, spoken word, painting, dancing, and singing.

#### Intergenerational Advisory Committee (IAC) Special Topics Roundtables

The IAC of youth and adult experts will organize biannual virtual roundtables featuring ICCRP researchers, partners and invited speakers on substantive questions around child rights related to ICCRP research. These will engage researchers, children and youth, practitioners, and policy stakeholders such as government agencies and the major international children's agencies in dialogues around influential policies and practices in child rights, including rights to participation.

#### ICCRP Alumni Network

To meet the ICCRP's commitment to embedded and ongoing knowledge mobilization during project duration and after, RAs will create and maintain the ICCRP alumni network for young people and adults who have been part of the project to continue contributing ideas and resources, including posts about opportunities for young people, blog posts, videos, and more.

#### Acknowledgements

Going forward with Knowledge Mobilization efforts we would like to ensure that these include an acknowledgement (such as suggested below):

*"We would like to acknowledge the Indigenous Peoples of lands upon which we live and work, and the intergenerational relationships and connections the ICCRP provides with diverse international children's rights partners. We acknowledge funding by the Social Sciences and Humanities Research Council of Canada (895-2021-1003) [where applicable the Ontario Research Fund - Research Excellence] for the International and Canadian Child Rights Partnership (ICCRP; www.torontomu.ca/iccrp) that has supported this work."*

#### Planned research output details

Title	Type	Anticipated release date	Initial access level	Intended repository(ies)	Anticipated file size	License	Metadata standard(s)	May contain sensitive data?	May contain PII?
ICCRP Knowledge Mobilization Tracker (All Outputs/ ...	Collection	Unspecified	Open	None specified		None specified	None specified	No	No
Knowledge Mobilization Plan as of January 2025	Plan	Unspecified	Open	None specified		None specified	None specified	No	No