The cover page illustrates CAPNet and is based on ideas presented by children participating in the CAP initiative.

The ideas generated by the CAP-kids demonstrate their creativity and wild optimism in the opportunities afforded by technology — from emotion-reading robots and mirrors, time-machines and teleportation devices, to "skill pills" that provide you with an instant ability to adopt a new skill and DNA-changing technology that enables you to experience living in different cultures as a minority representative.

Many of the co-created ideas also dealt with more down-to-earth topics, such as finding friends with similar interests, boosting self-esteem and self-confidence, attacking loneliness or other social problems, sharing ideas about what to do and learning new hobbies and pastimes.
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Forewords

Digital media is an exceptional environment for creating new ideas, communicating and learning. The understanding of the rights of the child in online environments often concentrates only on how to protect children from risks, harmful or inappropriate content. Adults might believe that digital media is only impacting children negatively, for example by lowering their confidence and self-esteem.

According to the Convention on the Rights of the Child, children have the right to be protected, but also the right to participate and enjoy their lives online. The convention on the rights of the child is a legally binding instrument - we have agreed to make sure the children’s rights are fulfilled – and this applies in digital environments as well. Are we communicating enough about positive, participatory aspects with children? Do we know if they are happy online? What makes them feel excited or empowered when they use the internet?

In order to promote and protect the rights of the child, we need to listen to children and involve children in decision making. This report is an excellent example of involving children in the development of a rights-based approach for business development in the ICT industry. Thanks to the Children’s Advisory Panel (CAP)-initiative we had the opportunity to ask the children themselves about the positive aspects of online opportunities. We wanted to know what young people think about the positive, happy, engaging, empowering, participatory aspects of life online.

Save the Children Finland makes every effort to advance the safeguarding of children’s rights and increase awareness of them. The work of the Save the Children’s Children and Digital Media Unit in Finland concentrates on enhancing and protecting children’s rights in digital media. This report is useful for us: when we base our decision making on diverse knowledge, we are able to make better decisions and focus on problems which are most fundamental from the children’s perspective.

According to the CAP findings, children’s online life is not “being on Instagram” or “playing games”, but a complex and active world of social and emotional interaction. Learning diverse digital skills and becoming “net-smart” is not always easy. It may be easy to download an app on your mobile, but it is far more demanding to understand how the digital world works and what kind of opportunities there are. Even if kids are ready to get to know people and cultures online, it is more challenging to really connect, learn and participate in global online communities. Can we help children to explore the opportunities of digital cultures more efficiently?
We already have a lot of knowledge which enables children and young people to connect to digital environments creatively, knowledgeably and without fear. This report is a valuable addition to the tool box. I hope this report encourages adults to listen more carefully to how children define the meaning of the internet in their lives. When we do that, we are able to support young people and make more sophisticated decisions to secure children’s rights online.

Anniina Lundvall
Advisor, Save the Children Finland, Children and Digital Media Unit

Acknowledging the massive transition in how today’s children connect and interact with their peers is the first step for adults to start understanding and appreciating the digital skills of young people.

Children and young people have a role in a modern society that is unequalled to previous times. They literally keep a key technology of the society in their hands. Therefore, it is more and more important to listen to children and young people and understand their media experiences, habits and practices. The CAP-report has succeeded to bring together important viewpoints on children’s and young people’s online experiences which are seamlessly connected to offline life.

Research has tended to separate the online and offline domains, but according to the CAP-report, children’s experiences encompass another realm, where everyday life is full of shifts and continuous mobility between online and offline domains. The CAP-report also offers a story of an internet that is full of possibilities, learning opportunities, joy and social life, usually hidden from adults.

The report sets also some challenges for media education that has been sometimes quite protective and focused on online safety. Not to say that these issues are not important anymore but children’s experiences have to be taken seriously and media education has a task to enhance children’s and young people’s role as citizens and their civic participation. We have to ask young people when do they feel engaged, how can we develop online spaces where this engagement can happen, and how does engagement work in digital spaces?

Children and young people seem to be ready to build the future with adults if they have a chance.

Reijo Kupiainen
Senior Lecturer of Media Education, University of Tampere
Professor II, Norwegian University of Science and Technology
World Childhood Foundation welcomes the CAP initiative and its important insights into how children experience their online life.

The Children’s Advisory Panel shows that for most children there is no clear distinction between the online and offline world. For them, the internet is an integral and mainly positive part of life which widens their perspectives and opportunities. It also confirms that most children see themselves as internet-smart and able to navigate the risks of internet. We know that this is true for most children but that some groups, for example those who have experienced previous abuse or who lack supportive and present adults, they face increased risks for abuse and exploitation both off- and online. The children in CAP say that attention is the currency of social media. One way to keep children safer online is to follow the example of Telia Company; ask children about their lives online, listen and learn from their experiences, give them positive attention and show them that you care.

Together with Telia Company, World Childhood Foundation is committed to working for a safe and supportive internet where children can continue to embrace its opportunities and limitless possibilities.

Britta Holmberg
Deputy Secretary General & Program Director
Executive summary

The rapid development of technology and communications networks in recent years has made it possible for young people to be online all day, every day. The majority of teenagers have smartphones that enable constant mobile connectivity, and they tend to have their phone at arm’s reach all day long, even during the night. It is the last thing they see when they go to sleep and the first thing they see when they wake up. It has become an essential part of their lives.

The Children’s Advisory Panel (CAP) was created to better understand children’s own perspectives of online and digital aspects of life by listening to them through qualitative co-creative methods. CAP is an initiative by Telia Company in collaboration with child rights organizations and schools in seven countries across the Nordics and Baltics. The aim of the CAP initiative is to further develop Telia’s approach to children’s rights as users of communications technology and to contribute to the ICT industry’s and society’s understanding of children as online citizens.

More than 700 children in the 6th and 9th grades have participated in the project — referred to throughout the report as CAP-kids — by describing and discussing the opportunities and benefits of life online. The key findings were remarkably similar across all countries, highlighting the true borderless nature of the Internet.

CAP-kids embrace the opportunities of their life online. It is their go-to channel for searching for information, social engagements and communication as well as entertainment and passing time. Management of daily practicalities such as timetables and schedules, hobbies, school, homework and other obligations as well as making small purchases are also benefits enabled by mobile online access. Maintaining friendships and making new ones is also seen as a huge opportunity by the CAP-kids. Overall, being online creates feelings of fun, freedom, courage and friendship.

CAP-kids show a high degree of maturity and resilience in their online presence. This applies to both age groups. They are aware that they should be concerned about the reliability and trustworthiness of online content and they have different strategies to tackle these concerns. They express a sincere need for applications or services that could help them in the difficult task of separating the truth from false information. Further, CAP-kids care about their own and others’ online identities. They are very particular about how their identities are composed and portrayed, at the same time being aware that others’ online identities are not
always truthful either. When it comes to behavior online, children refer to an **established unwritten common code of conduct**, common to all Nordic and Baltic countries, that is (largely) invisible to adults. It is an intricate and detailed code that CAP-kids refer to and apply especially in the social media context, regardless of age or gender.

**CAP-kids need good connectivity for social inclusion.** Using social media to share small moments and experiences throughout the day — often in real-time to the extent that it becomes a part of real life — calls for good online connectivity. Online gaming requires fast connections to stay in the game and the gaming team. On the other hand, poor connectivity can trigger frustration for disrupting the online activities and losing contact with friends.

Despite their high online independence, **CAP-kids still expect presence and guidance from adults**, however, from a distance. The adults’ role is to take care of the infrastructure and administration but hold back in other participation. Their role, according to CAP-kids, is to create an organized, functional and safe online environment but remain invisible.

The Children’s Advisory Panel has provided an inspirational way to listen to children and understand them as online citizens. The co-creation method has created value on many levels to all partners participating in the initiative. The panel raised interesting findings that should now be explored further, and Telia Company invites further discussion of the findings with the ICT industry, child rights organizations and society.
CAP-kids are happy internet users, and embrace online opportunities – they see it as a place where anything is possible, creating feelings of fun, freedom and courage. For them the world is filled with opportunities to learn things in a new way, find out about other cultures or ways of living and stay up-to-date on world events and happenings – and possibly also impact societies and decision-making. Also, developing social identities and building relationships with peers all around the world are opportunities that CAP-kids appreciate. The internet is key to unlocking all these possibilities.

Numerous online opportunities

When CAP-kids talk about the Internet, it is obvious that they cannot imagine a world without it. According to the study Risks and safety on the internet: The perspective of European children (Livingstone et al. 2011, 5-7) being online is thoroughly embedded in children's daily lives. The study states that more than nine out of ten 9-16 year old users go online at least weekly and the majority of kids go online every day or almost every day. Since 2011 the usage has without a doubt increased even more along with smartphones and tablets becoming more accessible to children. Listening to CAP-kids, the online world has become such an integral part of their everyday that it is sometimes hard for them to recognize when they are on the internet and when not.

CAP-kids talk about online and offline time – offline being more of an exception. Many state that they are constantly connected and often check notifications on their phone late at night when they are supposed to be asleep. CAP-kids seem to reach out to their smartphones in almost every situation. It makes them feel secure and anchored. Also, according to them, they know that when connected, all the opportunities are at their reach. Observing and listening to CAP-kids of different ages, it is evident that the amount of empowerment and self-assurance increases with age. They learn to trust themselves and their skills to navigate the web with experience and guidance from multiple sources like friends, online acquaintances, parents and school. Gaining this control is referred to as becoming "net-smart" by the CAP-kids.

Much of CAP-kids’ free time is spent communicating with friends, playing online and offline games, watching videos, posting, browsing

"The Internet is huge. You can immerse into it constantly, but you’ll never be able to learn everything" Boy, 15

"In real life a lot of things define you: your clothes, body language, height, size, weight, manner of speaking. But on the internet you feel free and equal. And anonymous – you can do whatever you want." Boy, 15

"I could not imagine living without (the Internet), at least not for a very long time. Like even for a day. It makes my life so much easier, for example when doing homework or talking to my friends.” Girl, 12
social media, watching movies and TV series and listening to music. Children also often search for specific information they need, such as bus timetables, maps, opening hours, information on prices, hobby schedules etc. Furthermore, searching for fact-based information for homework or other assignments is done regularly. Livingstone et al. (2011, 5) had also recognized similar behavior that they call “diverse and potentially beneficial”.

Entertainment and information

Entertainment and information are often considered equally important by the CAP-kids. Mostly, CAP-kids go online to pass time and enjoy all the entertainment they have access to and find interesting, such as watching vlogs and reading posts of channels, groups or people they subscribe to, watching films and series, playing games etc. Regarding the content they consume online, they are heavily influenced by their peers, friends and popular video bloggers – they follow, try their suggestions, and recommend to others. The older the kids become, the more they appreciate and need information for school assignments or about personal interests, they check timetables or prices, use maps and read news etc. CAP-kids, both girls and boys, see that the Internet offers a lot of benefits for schoolwork. Learning can be made more interactive,

“If you are not very confident in real life then it can be good to talk to people online.” Girl, 14

“It is just fun, you can do fun stuff. And you are not bored! On quiz games, we can compete and learn new stuff.” Boy, 11

Life online – through children’s eyes
more fun and more personalized according to CAP-kids. They already use online tools quite frequently at school and utilize online sources, tools and possibilities for their homework. Many schools participating in CAP are already utilizing or starting to utilize this possibility. However, CAP-kids are sometimes representing very different eras of digital-savviness compared to their teachers.

The schools participating in the CAP initiative have different rules for using mobiles during school time. Some schools collect mobiles phones from kids for the whole day or allow them to be used during specific breaks. Other schools expect mobiles to be left with the teacher during all lessons allowing free usage outside the classroom. Some schools do not have strict rules about usage of mobile phones at all. In some countries it is more customary to integrate mobile phones into the everyday schoolwork, like for example in Finland the CAP-kids could use them to search for information or as calculators during school time. All in all, having technology in the classroom is common. Most classrooms across the Nordics and Baltics are equipped with smartboards. Some school classes participating in the CAP initiative have even received personal computers or tablets at their disposal and the kids are using them on a daily basis in their studies both at school and at home. Mobile devices, however, tend to have a reputation as "entertainment" tools, whereas PC's are traditionally for more intensive tasks like school-work. Mascheroni & Cuman (2014, 16) also remark on this divide, and encourage teachers to challenge this stereotype and promote the usage of smartphones for educational purposes inside and outside the classroom.

Also outside of school work, CAP-kids are turning to online sources for learning new skills. They consume a wide variety of educational material online, usually linked with a practical need or want such as the desire to cook a recipe or create something crafty. For learning these new skills, they prefer videos over textual instructions, and YouTube is the default place to find these. CAP-kids prefer information that is readily available, fast to locate, and easy to digest—otherwise one's attention and energy can quickly shift to something else.

Being in constant contact with their innermost social circle is considered very important by CAP-kids, especially by girls. It is often contrasted with spending time together with friends and even seen as equivalent to being physically in the same space. CAP-girls often refer to the internet/social media as a place or state of being. They describe their mobiles as "the key to their lives" and see them as tools for sharing their everyday experiences with their closest ones.

CAP-boys, on the other hand, tend to use the internet to contact friends on more of a needs-basis; i.e. agreeing when and where to meet or what to do. The more solitary and competitive activities, such as online gaming, are most popular amongst CAP-boys and they use their PCs at home for gaming. This difference between genders is noticeable in all Nordic and Baltic countries.

“Life online — through children’s eyes

“It is very useful to have all school assignments in your phone. And if you forget about the homework you can really easily ask anyone.” Boy, 15

“My whole life is in there (smartphone). Literally everything – friends, family, school, hobbies, interests, timetables... Without it I would not know what to do and where to do or how all the people I care for are doing. I would totally die!” Girl, 14

“When we are together we are on our phones together. We follow each other and like each other’s posts. (...) Sometimes we make videos together. It is easier and more fun with a friend.” Girl, 12

“I WhatsApp my friends to find out if we’ll meet at the mall or in Steam.” Boy, 14
Window to the world

CAP-kids are curious about other people, cultures and ways of living. They are interested in traditions and hobbies around the world. They embrace the fact that they can see how other people live. Some are following the day-to-day lives of their peers, while some are interested in a specific reference group like “rich kids”, athletes, arts and crafts, religious groups or events and holidays.

Issues such as equality, respect and understanding of other cultures and religions were also discussed in the CAP workshops. This came across more often in the Nordic countries and especially in areas with a larger immigrant population. CAP-kids are interested in being able to get a firsthand glimpse into the everyday life and habits of another culture.

The thought of getting to know people from other countries and cultures seemed very interesting to the kids. CAP-boys are sometimes utilising this possibility to make friends around the world when gaming online. They interact mostly in English with players from different countries. CAP-kids have very good English skills and they feel they are able to communicate in English. However, they saw a need for solutions that would contain an automatic translation function allowing anyone, regardless of language, to participate and communicate without any trouble.

CAP-kids talk a lot about daily happenings and news, and they recognise that the online environment offers them opportunities to stay tuned in to world events. Very often, their attention is directed toward issues outside of their own country. For example, the topic of the presidential election in the United States was discussed during the CAP workshops. Also, the discussions amongst CAP-kids reveal their worry about wars in the world and how they empathise with people living in war zones. Several co-created solutions from CAP workshops concentrate on news services that would report happenings unfiltered through individual people’s eyes. For example, a solution called “No Wars” would offer a dedicated channel from war zones to world decision-makers, giving everyday people a chance to share their heart-breaking stories and opinions about why there should be no wars. This would then impact decision-makers.

Some CAP-kids express interest in impacting societies and decision-making and feel that the adult way of decision making is slow, stuffy, and boring. At the moment, the CAP-kids feel that there are very little possibilities for children to contribute. The online environment is seen as a tool offering many possibilities for youth empowerment as well as expressing opinions and influencing decision-making. Many CAP-kids perceive it very important that children can express their opinion freely without adult intervention.

“Kids can see how other kids live. I follow some Indian celebrities that are my age and I can see how they live and what they do.” Girl, 14

“It is interesting to know what people are like in other countries. Or how they eat or what their hobbies are. You can make friends all over the world if you want to.” Girl, 15
Maturity and resilience

CAP-kids are actively assessing the reliability and trustworthiness of online content on many levels and from different angles. Inaccurate information or online identities are a concern for many children but very few have experienced any negative consequences. Children have developed various strategies to tackle these concerns and they also have a clear understanding of what is “wrong” and “acceptable” behavior online. All in all, CAP-kids display a high degree of maturity and resilience in their online presence.

Common traps and dangers online

CAP-kids are well aware of the dangers that lurk on the internet. Children from all countries are able to talk at length about the types of activities and warning signs that should be avoided online, such as downloading suspicious files, giving someone your password or revealing too much personal information on sites that you don’t trust. For the CAP-kids from Baltic countries, the threat of personal danger online seems even more top-of-mind. They are concerned with the risk of giving out too personal information which could allow a stranger to pinpoint where you live. The kids mentioned quite dramatic potential consequences, such as being stalked, robbed or attacked.

Nordic CAP-kids on the other hand, were more concerned with the threat of being hacked (hacking was used to mean someone accessing one’s personal data), however when asked, they hadn’t had any personal experience with being hacked. Others were more laid-back about the threat of hacking, because they didn’t consider themselves interesting enough — that only celebrities need to worry about such things. Some CAP-kids have personal or second-hand stories of losing money online, from either having an account hacked (which they had invested money into), or their credit card details stolen. Identity theft was also brought up by some kids, either as a hypothetical risk or an experience of someone they knew.

Information about many of these threats appears to come from adults, either parents or teachers. However some threats are more likely to have been learnt through experience, such as downloading virus-infected files. Some threats appear quite abstract and unlikely, such as the threat of being hacked. Other threats are much more prevalent and CAP-kids describe how they have altered their

“Do not post photos from holidays when you are out of home. You could be robbed.” Boy, 12

“... if I become a celebrity, then I’ll have to start being afraid (of hackers). Now they don’t need anything from me” Boy, 15
behavior to avoid them. In fact, CAP-kids are not far behind their parents in terms of digital skills relating to online security, and in the Baltic countries the gap is even smaller. In many cases, children use the internet more intensively than their parents (Livingstone et.al. 2011). In one interview, a child even recounted the experience of teaching his mother how to safely use a credit card online.

CAP-kids are aware that not everything on the internet is true. In most cases, it is simply an inconvenience that slows them down when locating the correct answers to schoolwork — they are aware that Wikipedia for example, is not to be trusted because the information comes from several sources that are not necessarily reliable. In other cases the consequences can be more severe — CAP-kids pointed out that there is a risk of making bad decisions based on false information. Some kids even described how they search for supporting information to make better judgments. In their opinion, improvements to the internet could be made by ensuring more precise, reliable information. To combat the issue of false information online, the kids created apps or websites that would only contain information that has been checked by professionals.

“Now I behave carefully. I download only those files that are necessary. I used to download everything before, I didn’t understand English. I have experience now” Boy, 12

“Wikipedia is not always true. Everyone can write. You need to check more places to see if it is true” Girl, 11
Fake or invasive advertisements are a source of frustration for many CAP-kids. Especially ones that pop up when visiting a website, or temporarily disrupt the playing of a video. They describe how ads claiming that one has won a prize are likely to be scams and should not be believed. In their ideal internet, these advertisements would not exist.

Crafting online identities and critically assessing those of others

Being online helps children fulfill social goals such as feelings of belonging, peer support, being accepted and liked, making new friends, and maintaining existing friendships. Experimenting socially, finding yourself and "rehearsing" being you are modern ways of finding your place in the society and amongst different reference groups. CAP-kids report feeling braver online; able to say things they otherwise wouldn't dare to in real life.

The internet is therefore not only a place to interact with friends, but also a place to create your own personal brand — a carefully curated selection of content that shows who you are to the world. CAP-kids are often very careful to only post "beautiful" or perfect photos of themselves, often edited. Some even check with close friends to see whether the photo is good enough before posting. However, on private social media accounts, meant for interaction between close friends, the mood is more straightforward and spontaneous— CAP-kids feel free to show who they "truly" are.

It appears to come naturally to CAP-kids to seamlessly manage these different roles and avatars with different groups of people. In the Nordic countries especially, CAP-kids are using both a private and a public account within the same social media site (typically Instagram) to interact with the different audiences.

Online, CAP-kids are testing their boundaries and discovering themselves in their social context. They receive real time responses, posts, comments, etc., to their profiles. In general, CAP-girls are more active in social media, and often use the numbers of likes and followers as indicators of their superiority. Among some CAP-kids, the interest in these numbers dropped off as they grew older.

While teens used to idolize pop stars or movie stars, many CAP-kids dream of having their own YouTube channels or vlogs and becoming rich and famous that way.

CAP-kids are also aware that people are not necessarily who they appear to be online. From bloggers and Instagram stars who only show the perfect parts of their life, to those who hide their true identity for more malicious purposes, it is impossible to tell whether the online depiction is the truth. CAP-kids acknowledge their own "cherry-picking" behavior in their online lives and are therefore aware of others' impossibly perfect Instagram profiles.

"I am very careful what kind of pictures or comments I share on my public account. I might not appear the same as in real life. My private Instagram, on the other hand, is true me. It is for my friends who know the true me." Girl, 13

"I upload a photo only once a month. If the picture is not perfect, others can use this situation against you. If you look strange, for example, you can attract additional attention that you don't want. So I upload only a perfect picture." Boy, 15

"You can become famous on Instagram or YouTube if you have a vlog and other people find your posts interesting. It has happened to many people. I would also like to get my own YouTube channel someday." Boy, 12
On the one hand, the internet allows you to be who ever you wish to be, but also allows potentially dangerous people to contact and get to know you. CAP-kids appear quite aware of this threat and perhaps even a little exasperated by their parents’ persistent warnings. They see a lot of value in online solutions that would make it easy and safe to initiate new online friendships. Several ideas like this were created during the workshops. Even if these solutions already exist, CAP-kids do not currently utilize them - at least not those that would, for example, enable making friends in other countries or outside of their own immediate living area.

“You never know who is who on the internet. Everyone could be anyone. So you have to be careful to not forget this.” Boy, 15

“We are not stupid. Like we would never meet a stranger and stuff, like our parents think we would.” Girl, 14
Common code of conduct

In addition to the online safety measures that CAP-kids have learnt from adults, there seems to exist an unwritten code of conduct, common to all Nordic and Baltic countries, which is largely invisible to adults. It is the children’s joint understanding of what acceptable behavior online is and what it is not. These rules and guidelines are often not formulated in adult language but instead are more like implicit social norms that exist in online environments. They seem to vary between different contexts, but remain very similar across all Nordic and Baltic CAP-kids.

Examples of this common code of conduct can be found in e.g. rules for private and public account actions, when and which photos can be shared or liked, lying or not lying about online behavior to friends, who to accept into your social network, exclusion or inclusion in social media, and which content is shared with others, such as adults. Also, there are rules concerning classification of friends, for example, real-life friends, online friends, friends’ friends etc.

CAP-kids have clear perceptions of what is “wrong” to do online. At the same time they admit that they may have occasionally pushed the limit, as they sometimes do things they would never do in real life. There is only a fine line between laughing at and laughing with what other people do, and they reflect on how they manage this line. Also, different audiences have different rules, and therefore foster different behavior, i.e. in a private chat or private profile CAP-kids think less about displaying “correct” behavior.

In addition, there are a lot of social rules governing the way CAP-kids use social media. The implicit rules are related to what kind of photos you can post and when, what you “like” and when you can “like”, who you talk to and what you talk about. CAP-girls are very aware of the social cost regarding, for example, liking someone’s photo if it has been posted a long time ago, uploading the wrong photo (if someone sees it before you can delete it) and amount of likes they receive.

Another phenomenon seen across Nordic and Baltic countries was the use of online “language” which contributes to the youth (mobile) online culture. CAP-kids are using abbreviations, sometimes stemming from words in their own language, sometimes from English. They frequently use emojis to express feelings and emotions. Some CAP-kids even have their own signature emojis that they identify with and use as a tag in their messages. There are new expressions and abbreviations being invented almost on a daily basis. CAP-kids are almost proud of the fact that adults struggle to keep up with their communication, and they do distinguish the difference between online and real life language.

“I delete a photo with less than 30 likes. That is just embarrassing if someone sees it.” Girl, 15

“There are people with whom we are good friends on Facebook or Messenger but in real life we just say “Hi” to each other.” Girl, 12

“I use swearwords on the Internet sometimes but not in offline reality nor near parents.” Girl, 12

“We have a nude photo of a boy that he sent to a friend. We would never share that! It can ruin his life.” Girl, 14

“This weird boy in our school writes to girls he doesn’t know and asks personal questions. You are not supposed to do that!” Girl, 11
Children learn about the internet through doing and exploring

CAP-kids receive information about how to behave safely online from many sources: their parents, teachers, peers, and media, and of course, through their own trial and error. Some parents restrict aspects of their children’s online use, such as forbidding the use of certain social media site (e.g. Twitter), but on the whole parents tend to give a lot of freedom. As Livingstone et al. point out, risk does not necessarily result in harm (Livingstone et al. 2011, 6), and they emphasise that children should be encouraged to take responsibility for their own safety as much as possible (Livingstone et al. 2011, 8). CAP-kids feel that they have been allowed to do many things online, and that they have grown their own sense of what to do and what not to do, what to believe and what not to believe. Older CAP-kids especially refer to the importance of being “net-smart”, the learned ability to recognize and avoid potential harms online.

Ultimately, it is difficult to truly understand whether the kids see the existing risks on the Internet as relevant to them, or purely theoretical and distant. Issues such as meeting strangers, fear of sexual abuse, and data security/privacy are not themes they think about or talk about in their everyday lives, even though they are aware that their parents worry about these things. The in-depth interviews revealed that CAP-kids definitely absorb the online safety messages they come across, and are able to articulate them well, however they rather seldom, if ever, have come across these situations in their social networks. In this way, they seem realistic in their attitudes toward online threats, allowing them to reap the benefits of the internet without overthinking the potential consequences.

“I know these things from my personal experience. And you see how others behave” Girl, 15
Good connectivity a major enabler of social inclusion

Building and maintaining social networks is a strong motive for many CAP-kids to be online. Whether it be updating or browsing various social media sites, communicating with friends directly or participating in shared activities, such as gaming, it is often constant and ongoing throughout the day. In many situations, online activities are perceived as just as important as real life activities. Good connectivity is therefore considered to be extremely important.

Constant connectedness

Sharing experiences and moments are important, and CAP-kids prefer real-time communication like chatting with or without video. Being together with friends online is often equivalent to being together in real life. Especially CAP-girls, who more often refer to the internet/social media as a place or state of being, talk about "hanging-out" with a friend online. They feel that adults do not understand that when they are socially active and spending time with friends via FaceTime or other applications, it is the same as being together face-to-face.

Good connectivity is very important for CAP-kids. Functionality and high technical performance — specifically speed, efficacy and consistency — are highly valued. CAP-kids consume and produce content often in video form which requires excellent connection. Wi-Fi coverage, or access to the internet was barely mentioned by the children living in areas with constantly good and hi-speed networks — it was considered a basic prerequisite, something that just is. In more remote areas, however, Wi-Fi or the lack of it was stressed more often and children were also very aware of the cost of Wi-Fi. Kids can feel let down, and even exhibit emotional responses, when their experience is failed. This applies to the whole experience of being online as well as to specific websites, games, services and apps they use online. “Lagging and crashing” are described as the worst nightmares of online gamers. There is the risk of being left out of the group due to poor connectivity.

“I usually start being with my BFF (best friend) when I come home from school until either of us needs to leave for practice. We are together in FaceTime or Live.ly. We help each other with homework and then we just talk. She has also taught me how to make smoothies (via FaceTime), I would feel lonely without her.” Girl, 12

“I would be impressed if everyone could have equally strong internet. When we play games [online] sometimes the internet fails for some of my friends. Then they are thrown out of the game or the Skype call breaks.” Boy, 12

“When I was at a cabin in Sweden we had no Wi-Fi, and I felt so left out. Like what was everybody doing? I was just all alone with my family.” Girl, 14
Emotional safety

CAP-kids acknowledge that the phenomenon of "hiding behind the screen", which can give you the courage to be brave, speak out and try on new personalities, also makes it too easy to be mean to someone. For many CAP-kids, bullying means more than nasty words, but also intentional exclusion from the group, or sharing rude, humiliating or untrue information about others.

When it comes to the emotional safety of oneself and others online, the same rules and etiquette that apply to real life also apply online. One must be polite, not use bad language, nor bully or leave anyone alone. These rules are taught by parents, school, media etc. They tend to reflect the general national behavioural traits that stem from core values, and therefore subtle differences were observed between the different regions. In the Nordics, for example, it is strongly expected that all people play by the common rules that serve the public interest and common good. However, the importance of behavioural rules online was not as explicitly discussed by the CAP-kids in Latvia.
and Lithuania. Instead, politeness, bullying or anonymity (to avoid bullying) were addressed indirectly by the solutions that the children created. It is likely that the kids also use different vocabulary when discussing issues such as bullying (referring instead to “conflicts with friends”) or only associate the term “safety” with those risks that come from outside of one’s reference group (i.e. privacy, hacking or physical safety). With regards to online behaviour, being true to oneself and expressing yourself as an individual was a common theme brought up by the Latvian and Lithuanian CAP-kids. Estonian attitudes land somewhere between the Nordic and the other Baltic countries.

The topic of anonymity in relation to bullying was discussed often, but not always in the same way. Some CAP-kids believe that anonymity increases bullying because one can hide behind the anonymity, but others feel that anonymity decreases bullying by making it more difficult to attack someone directly. The one consensus across countries and age groups is that situations where some users can be anonymous and others identifiable possess the most potential for bullying. For this reason, some kids designed solutions which preserve the anonymity of all users, but require detailed information when creating a profile, so that badly behaving users can be identified and banned from the service by administrators.

“It is important to have rules so that everyone behaves and can feel safe. Bullying can really hurt you.” Girl, 11
The role of adults online

Adults are seen as an important part of life online by CAP-kids. Their ideal role, as described by the kids, is that of a “passive enabler” meaning that adults are welcome to make the online environment organized, functional and safe but should remain behind the scenes. Also, adults are expected to ensure information integrity and to support the balance of online/offline time.

Infrastructure management

Even though perspectives differ between adults and children regarding the use of digital media, CAP-kids welcome the participation of adults in creating and maintaining rules online. CAP-kids ask for support from a distance to for example, fix the “system” rather than participating in their online lives, which they believe they are perfectly capable of sorting out themselves through their own self-regulative code of conduct.

In many cases, the safety aspects of the co-created ideas were deemed the responsibility of the “grown-ups”, such as the administrative duties of banning users, the content creation by experts (to ensure its accuracy), and the professional programmers who build the safety into the digital service. The role of adults, however, regarding participation was often more passive and they were portrayed as operating in the background – allowing the children a safe place to express their opinions without critique or adult influence.

Balance and wellbeing

Kids are now constantly connected, and the barriers between online and offline become even hazier. As a result, CAP-kids cannot really say, with any accuracy, how many hours per day they spend online, when every dull moment is filled with checking social media, watching Youtube videos or group-chatting with friends. CAP-kids often admit to using their phone last thing at night and the first thing in the morning, before even getting out of bed.

As wonderful as the internet is, there are some real life activities that it can’t replace. CAP-kids acknowledge the importance of also spending time away from screens for example, playing sport,
Life online — through children's eyes

socialising in real life or simply disconnecting from social media for a while. It appears that the message comes mainly from their parents, but also from the kids themselves who genuinely see the value in real life experiences vs. online. The worries surrounding spending too much time online are linked with the risk of becoming addicted, especially to gaming, or becoming anti-social. Some CAP-kids have observed in others a certain “dependency” on social media apps, or a friend who used to hang out with them but is now suspected to spend all his time playing games. Health aspects are also a concern of the CAP-kids, such as the need for exercise and giving the eyes a break from staring at screens.

While most CAP-kids don’t face any absolute screen time restrictions from their parents, others are often nagged by their parents to put their phones away (especially during homework for example), or online access is restricted at certain times of the day. While CAP-kids often acknowledge the problem of spending too much time online, they also feel that it is far too easy to lose track of time and spend too long there. In these situations they feel that reminders from parents to get outside would be helpful and welcome (though probably annoying at the time). The CAP-kids also imagine that devices which alert you to the reality of how long you have been using them, would be useful for managing one’s time online.

“You don’t always want to say (that you have been playing on the computer), because maybe your parents yell at you or your friends say that you are lazy.” Boy, 11

“I once tried to be without any screens for a whole day. I did not make it…” Girl, 12
129 ideas

created by 641 children
from 7 countries
Country reports
Danish CAP-kids are positive about the opportunities that the internet brings. They embrace the versatile content available online, from social media to finding information and learning new things. Being considerate towards others and appreciating the diversity of human culture, beliefs or sexual orientation is considered extremely important. Danish CAP-kids also welcome the participation of adults in creating and maintaining rules online.

The results of the Danish workshops and interviews show that CAP-kids do not always know which information they can really trust online even though they consider it to be very important. The internet has its down-sides too, as many CAP-kids experience pressure to maintain their social media profiles and are sensitive to bullying.

World Wide Window to endless opportunities

CAP-kids really appreciate the internet for its unlimited possibilities. They often describe it as a place where “you can do anything”. Danish CAP-kids use the internet for entertainment as well as for information. Entertainment consists of, for example, games, social media apps as well as various video apps and channels. Information, on the other hand, was referred to as facts and knowledge linked with school work but also practical every day information that can increase one’s independence (timetables, maps, hobbies etc.). Particularly in Denmark, CAP-kids often expressed the importance of good and considerate behaviour towards others and especially various minorities in their society. The online environment is seen as a tool or platform for empowerment, in the sense of taking a stand on topical issues but also in building self-esteem and social networks.

What is CAP?

The Children’s Advisory Panel (CAP) was created to better understand children’s own perspectives of online and digital aspects of life by listening to them through qualitative co-creative methods. The Children’s Advisory Panel is an initiative by Telia Company in collaboration with child rights organizations and schools in seven countries across the Nordics and Baltics. More than 700 children have participated in the project by describing and discussing the opportunities and benefits of online activity. The aim of the CAP initiative is to further develop Telia’s approach to children’s rights as users of technology and to contribute to the ICT industry’s and society’s understanding of children as online citizens.

1 This project listened to the voices and concerns of 136 Danish children in 7 classes through co-creation methods and 8 children through in-depth interviews - referred to throughout as CAP-kids.
The online environment offers many opportunities for entertainment, having fun as well as feeling happy and good about oneself and one's life. On top of that, it also offers many possibilities for learning and mastering new skills, expressing opinions and influencing decision-making. These were all talked about by CAP-kids in Danish workshops.

"You can find everything on the Internet." Boy, 15

It can be said that attention truly seems to be the currency of social media. CAP-kids are well aware of their amounts of followers and likes and sometimes even compete with each other over these statistics. It seems that the older CAP-kids tend to value their social networks more and are less concerned about their own social media profiles and statistics.

Mobile living room for socializing and entertaining

All Danish CAP-kids access the internet on a mobile device daily. In general, amongst the youth in Denmark nearly all 6th and 9th graders have smartphones. Children most often use the internet for entertainment, communicating with friends or searching for information. Fake content as well as inappropriate behavior and mean comments are generally frowned upon by the Danish CAP-kids, as well as in the other Nordic countries. Instead, sharing good tips, featuring skills, sharing experiences, opinions, interests and positive or supportive comments and likes are welcomed.

"The Internet is very helpful. You can use it to find information, get directions and if you need to buy something. It would be pretty annoying if you could not do these things anymore." Boy, 15

"I use the "net" when I am bored." Girl, 12

In Denmark, CAP-kids very often mentioned Mobile-Pay as one of the important features on their mobile phones.

There is a distinct difference in the usage of applications and one might even say, their whole relationship with mobile phones, when comparing girls and boys. CAP-girls more often refer to the internet/social media as a place or state of being. They often describe their mobiles as being "the key to their lives". They view their mobile phones as a way to share their everyday experiences with their closest ones. CAP-boys, on the other hand, describe mobile phones as a source of interesting content, pastime or information. The same kinds of differences were seen in other countries as well, especially in the other Nordics.

Keeping up with their friends and social networks is considered very important by CAP-girls. Sharing moments of one's life with one's closest friends online is often equated with spending time together. There is a clear distinction, however, between friends and other online network contacts. Some content is only shared with one's closest friends whereas the more public profile is kept rather neat and even formal.

"I use the "Find Friends" app, so I can see where my friends are and follow them. I use it so I kind of can stay tuned." Girl, 15

"Games are awesome, because you can play with or against others and get better." Boy, 12

Amongst CAP-boys, keeping in contact with their friends is more needs-based; i.e. agreeing when and where to meet or what to do. Using computers at home is more common among the CAP-boys. This is very often connected with gaming – alone or with friends, also from other countries. Information searching, homework assignments as well as any
activities linked with them, however, are mostly not biased by gender. In Denmark, workshop ideas for opinion polls, leisure activities and correct information were generated by both girls and boys.

“I think I am dependent on Google maps. I always use it to get directions – I could not imagine living without it!”
Boy, 15

Cultural behavioural traits and universal social norms

In Denmark, CAP-kids place a lot of value on good behaviour online. It seems that the same rules, such as be polite, do not use bad language, do not bully or leave anyone alone, apply to both offline and online behaviour. There is a subtle difference in social norms between the Nordic and Baltic countries. In the Nordics, it was expected that all people play by the common rules that serve the public interest and common good.

When talking about safety issues, CAP-kids recognize several potential risks but have actually come across very few themselves. Thus, in their daily actions, they do not stress too much about safety issues like protecting personal information or avoiding engagement with strangers. Danish CAP-kids tend to associate the concept of “online safety” more with privacy issues, such as what content is shared with whom. For them, safety is more often concerned with emotional rather than physical safety.

“Safety comes from becoming friends before you get the full profile information.” Girl, 15

Hacking was mentioned by the CAP-kids as one potential online threat. It refers to someone getting access to your private pictures and texts. Criminal activity such as identity theft or credit card fraud is not their main concern when it comes to hacking. Many tend to have private social media accounts that include pictures and thoughts that are only meant to be seen by friends. The public profile is all about emphasizing looks, skills, status or best experiences and moments while the private profile includes funny pictures, shared moments with friends, everyday experiences and personal or emotional thoughts.

“If someone does not follow rules, then they can be banned. If it is something very serious, you can be banned for a longer time.” Girl, 12

Anonymity was often presented as a safety aspect in Denmark. It is considered a pro in the sense that it increases one's personal (and emotional) safety. The risk of bullying or even hate speech is perceived to increase if online comments or discussions can be traced back to individual users. This was often discussed in conjunction with the solutions designed in workshops.

When co-creating new solutions and discussing safety, CAP-kids very often mentioned that “bullying is not allowed” and all bad behaviour, including bullying, could lead to banning the user (by other users, administrators or moderators).

“Treat others like you want to be treated.” Boy, 12

In all Nordic and Baltic countries, CAP-kids display a certain common code-of-conduct; a joint understanding of what is acceptable behaviour online and what is not. These rules and guidelines are not often formulated in adult language but are more like implicit social norms that exist in online environments. Furthermore, CAP-kids across the Nordic and Baltic countries use a specific online “language” which contributes to the youth (mobile) online culture. Children do, however, distinguish the difference between online and real life language.
Good connectivity is very important for CAP-kids. Functionality and high technical performance – specifically speed, efficacy and consistency – are highly valued. The children can feel let down, and even exhibit emotional responses, when their experience is failed. This applies to the whole experience of being online as well as to specific websites, games, services and apps they use online. Wi-Fi coverage, or access to the internet was barely mentioned by the children as it was considered a basic prerequisite. It is something that just is. Everyone has access to it and kids use different services without necessarily recognizing whether they are using an online service or not.

“If there was no Internet, I would not have the ability to write to my friends and share things with them online.”
Girl, 15

“Is it possible to call each other without the Internet?”
Girl, 12

Design is also seen as important for both usability as well as enabling a good user experience. CAP-kids often designed easy to use, visual and simple interfaces. Design should not diminish or hinder the technical performance. It is also important that online content can be accessed with different operating systems and with preferably no cost. Apps that allow kids to experiment with different effects, especially when they are the star of the show (like in Snapchat), provide that extra wow factor which really motivates and engages.

Online usage in Denmark

» 72% of children who use the internet use smartphones daily, 70% use laptops daily and 37% use tablets daily.¹
» 81% of Danish children who use the internet have a profile on a social media site.¹
» At school, 61% of children go online daily, and 82% are allowed to have their smartphones with them.¹
» Danish children are classified as “supported risky explorers”, meaning that they are experienced social networkers, encountering more sexual risks online, but with more active mediation from parents.²


CAP in Denmark

In Denmark two partner schools participated in the initiative, both in Copenhagen but in different areas. The schools hosted co-creation workshops in which 6th and 9th grade students encountered a challenge related to real life and the internet, and worked together to come up with solutions. The workshops were conducted in cooperation with Save the Children Denmark for professional support with the children’s perspective and moderation in January 2017. A total of 136 children participated in the workshops and contributed their ideas, knowledge and perspectives on life online. In addition, 8 children were interviewed in more depth about their online experiences to support the analysis. The interviews were conducted in October 2016, and facilitated by Kantar Gallup Norway. Analysis and reporting of the results was carried out utilizing co-creation methods with the lead of Kantar TNS Finland.
Estonian CAP-kids\(^1\) are very entrepreneurial and innovative in their ideas concerning the online world. They look forward to making their mark in this world and are curious about better and improved ways of doing things. The solutions they created clearly reflect this line of thinking. Many ideas targeted making improvements or solving existing problems and some even included ideas about the business model.

The results of the Estonian workshops and interviews show that CAP-kids are fairly ambitious and forward-thinking. They are using online tools at school and understand the possibilities that the internet offers them in life. Safety issues were discussed often but it seems that most safety concerns are linked with the risk of theft, either theft of identities, user accounts or physical property. Emotional issues like bullying were not as often mentioned as in the Nordic countries.

**Feeling free and courageous online**

CAP-kids see the internet as a place of limitless possibilities. They often describe it as a place where everything is possible, citing feelings of fun, freedom and courage. CAP-kids are curious about other people, different ways of living, cultures traditions and hobbies around the world. The flip-side of the internet is associated with conflicts with friends and fear over online safety issues, such as identity loss or damaging viruses.

“I could not imagine living without (the internet), at least not for a very long time. Like even for a day. It makes my life so much easier, for example when doing homework or talking to my friends.” Girl, 12

For CAP-kids, the online environment offers numerous opportunities for entertainment, for example

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\(^1\) This project listened to the voices and concerns of 89 Estonian children in 4 classes through co-creation methods, and 7 children through in-depth interviews - referred to throughout as CAP-kids.
playing games or consuming interesting content. Goals tied with power and achievement such as acquiring new skills, earning respect from others or a better status amongst peers were also discussed. Furthermore, the online environment offers possibilities for influencing decision-making and having one’s opinion heard as well as participating in public debate. Concepts such as respect and social norms were discussed in relation to their everyday use of the internet. While CAP-kids report feeling free and anonymous online, they are also aware of the consequences of posting things they may later regret.

The online environment also fulfils social goals, such as feelings of belonging, peer support, being accepted and liked, making new friends and maintaining existing friendships. It can be said that attention truly seems to be the currency of social media. CAP-kids often talked about their amount of followers and likes and are following and comparing each other’s online popularity.

Mobile living room for socializing and entertaining

Nearly all of the Estonian CAP-kids have smartphones. They access the internet on their smartphone from wherever they are, or on their personal computers or tablets at home. Due to the always-on nature of smartphones, CAP-kids have difficulty estimating how many hours they spend online per day. As such, the division between online and real life becomes blurred.

“I once tried to be without any screens for a whole day. I did not make it.” Girl, 12

Being constantly connected with their friends is considered very important by CAP-girls. The girls more often refer to the internet/social media as a place or state of being. Observing and listening to them it seems that their relationship with mobile phones might slightly differ from that of boys. CAP-girls often describe their mobiles as being “the key to their lives”. They view their mobile phones as a way to share their everyday experiences with their closest ones.

Using computers at home is more common among the CAP-boys. This is very often connected with gaming – alone or with friends, also from other countries. Regarding the content they consume online, CAP-kids are heavily influenced by their peers, friends and popular video bloggers – they follow, try their suggestions, and recommend to others. CAP-kids do consume educational material spontaneously, but it is usually linked with a practical need or want, such as the desire to cook a recipe, create something crafty or learn tricks for a certain game. For learning these new skills, they prefer videos over textual instructions, and YouTube is the default place to find these. In a world where infinite information is readily available, it has to be fast to locate and easy to digest – otherwise one’s attention and energy can quickly shift to something else.

The internet is not only a place to interact with Ideas for opinion polls, leisure activities and correct information were often generated by boys. The same kinds of differences were seen in other countries as well, and even more so in the Nordic countries. However, in Estonia, this difference was clearer than in the other Baltic countries. CAP-girls and -boys also talked about the benefits of the internet for schoolwork. They use online tools quite frequently at school and utilise online sources, tools and possibilities for their homework.

“It is very useful to have all school assignments in your phone. And if you forget about the homework you can really easily ask anyone.” Boy, 15
friends, but also somewhere to create one's own personal brand – a carefully curated selection of content that shows who you are to the world. In Estonia, CAP-kids seem less likely to have both a public and private account in the same social media site, perhaps because of using different social media for the separate private and public uses.

"I was making a pic collage with friends so we had to actually count that everyone had two photos in it to avoid drama. One of the girls gets really cross if she feels that she gets less attention than others." Girl, 15

In Estonia, CAP-kids are more “entrepreneurial” in their thinking than in other countries. They seemed more ambitious and often paid attention to some business logic in their ideas, as well.

“You can become famous on Instagram or YouTube if you have a vlog and other people find your posts interesting. It has happened to many people. I would also like to get my own YouTube channel someday." Boy, 12

Cultural behavioural traits and universal social norms

The importance of behavioural rules online is not as big a topic in the Baltic countries as it is amongst CAP-kids in the Nordics. Politeness, or bullying online was only addressed implicitly by the solutions that the children created, while children in the Nordics tended to discuss it more explicitly. Anonymity is regarded as a negative thing in Estonia. There was a lot of talk about anonymous commenters posting rude and annoying comments online. This is not, however, regarded an emotional safety issue as in the Nordics. It is merely labelled “annoying”.

With regards to safety online, CAP-kids talk about three main types of safety, emotional safety, information safety, and information integrity. Emotional safety is related to the creating and sharing of personal content which could be damaging or shameful, such as an embarrassing picture, or a hurtful comment by someone you know. Information safety is linked with protecting personal information from potential hackers or fraud, while information integrity concerns the truthfulness of information online.

"My parents really do not know what I am doing online. I do not think that they have very strong opinions about it either." Boy 12

When creating solutions, the Estonian CAP-kids were often rather specific about security aspects such as creating user accounts, logging in, and what information is needed to create an account etc.

“If you tell where you live someone could start to stalk you. It is not a good idea to share your address with anyone in there (Internet). You should be careful.” Girl, 12

The gap between the digital skills of adults in relation to the children is smaller in Estonia than in the other Baltic countries, where in some cases CAP-kids use the internet more intensively than their parents. It seems though that in urban areas the gap is even smaller and quite comparable to the Nordics.

“Sometimes we use our phones at school to actually search for some information. Or play a game." Boy, 15

Children value usability

When it comes to the functionality of an online connection or solution, high technical performance - especially speed, efficacy and consistency - are highly valued. The children can feel let down, and even exhibit emotional responses, when their experience is

Children’s Advisory Panel (CAP) Report – Estonia
failed. This applies to the whole experience of being online as well as to specific websites, games, services and apps they use.

Lack of Wi-Fi or mobile coverage, or limited mobile data plans is a common source of frustration for the children, even among the relatively urban kids interviewed. In Estonia, Wi-Fi connections were not discussed as often as in other Baltic countries, however, kids still vented their frustration over unreliable connections, slow speeds, lagging and the internet sometimes dropping out completely.

“I think that some apps are really not made for kids. They are complicated and there are functions that we never use. I think they are for old people.” Boy, 12

Design is seen as important for both usability as well as contributing to a good user experience. CAP-kids value easy to use, visual and simple interfaces. The language of kids is truly videos, from short Snapchat clips to video bloggers and tutorials on YouTube. Aspects of the internet that CAP-kids would find difficult to live without include Google, a translator, games and Facebook.

Online usage in Estonia

» 96% of Estonian children aged 9-16 use the internet at home, and more than half use it in their own bedroom or another private room.1
» 38% use a mobile device to access the internet and 82% of children who use the internet use it daily.1
» 71% of Estonian children have a profile on a social media site.1
» Estonian children are classified as “semi-supported risky gamers” - they encounter only moderate online opportunities, mainly focussed on entertainment and games in particular, with some (but relatively ineffective) parental mediation.2

CAP in Estonia

In Estonia, two partner schools participated in the initiative, one in Tallinn and one in Kuusalu. In October, both schools hosted co-creation workshops in which 6th and 9th grade students encountered a challenge related to real life and the internet, and worked together to come up with solutions. The workshops were conducted in cooperation with Lastekaitse Liit (Estonian Union for Child Welfare) for professional support on the children’s perspective and moderation. A total of 89 children participated in the workshops and contributed their ideas, knowledge and perspectives on life online. In addition, 7 children were interviewed in more depth about their online experiences to support the analysis. The interviews were conducted in November 2016 by Kantar Emor Estonia. Analysis and reporting of the results was carried out utilizing co-creation methods with the lead of Kantar TNS Finland.

Children’s Advisory Panel (CAP) Report

Finland

Finnish CAP-kids\(^1\) are optimistic about the opportunities that the internet brings. They use it independently e.g. for learning, seeking information and for social media. Even though perspectives differ between adults and children regarding the use of digital media, CAP-kids welcome the participation of adults in creating and maintaining rules on the internet. The children themselves are quite net-smart and positive about the online environment, but they feel adults tend to concentrate more on the potential risks.

The results of the Finnish workshops and interviews show that CAP-kids are concerned about the quality of information online. They would like to obtain better tools to estimate whether the information is trustworthy or not. In addition, topics such as making learning fun and enabling children to participate in the public debate or decision-making recurred during the workshops. There were also some differences between genders. While CAP-girls might seek more social and emotional content and support online, boys tend to use the internet for more practical issues, such as agreeing a place and time to meet up.

World Wide Window to limitless opportunities

CAP-kids see the internet as a place of limitless possibilities. They often describe it as “a place where everything is possible”. Finnish CAP-kids are curious about other people, different ways of living, cultures, traditions and hobbies around the world. Issues such as equality, respect and understanding of other cultures and religions were also discussed. For children, the online environment offers numerous opportunities for entertainment, having fun as well as feeling happy about oneself and one’s life.

Endless possibilities for learning online were mentioned often in Finland; acquiring and mastering new skills, influencing decision-making and getting one’s

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\(^1\) This project listened to the voices and concerns of 72 Finnish children in 4 classes through co-creation methods, and 9 children through in-depth interviews - referred to throughout as CAP-kids
opinion heard. It is also important for CAP-kids to be able to find one’s own personal way of learning and maybe utilising gaming or other methods to make it more fun.

Being online also helps CAP-kids to achieve more social goals such as feelings of belonging, peer support, being accepted and liked, making new friends and maintaining existing friendships. In general, older CAP-kids and especially girls talked about these goals. Earning respect or a better status was also considered important by a majority of the children that participated in the CAP. It can be said that attention truly seems to be the currency in social media. CAP-kids are well aware of the amount of followers and likes they receive and are using them as indicators for their superiority.

Mobile living room for socializing and entertaining

Nearly all CAP-kids access the internet on a mobile device daily. Amongst the youth in Finland almost every 6th and 9th grader has a smartphone. CAP-kids most often use the internet for entertainment, communicating with friends or searching for information. Girls’ relationship with their mobile phones appears to differ slightly from that of boys. CAP-girls often described their mobiles as being ”the key to their lives”. They see their mobile phones as a way to share their everyday experiences with their closest ones. CAP-boys, on the other hand, describe mobile phones as a source of interesting content, pastime or information. The same kinds of differences were seen in other countries as well, especially in the other Nordics.

“My whole life is in there (smartphone). Literally everything – friends, family, school, hobbies, interests, timetables... Without it I would not know what to do and where to go or how the people I care for are doing. I would totally die!” Girl, 14

Being in constant contact with their innermost social circle is considered very important by CAP-girls. It is considered the same as spending time together and even seen as equivalent to being physically in the same space – when amongst friends. With other contacts, it is, however, harder to know what the person really is like in real life since it is common to share mostly positive or even exaggerated experiences. Fake content, fishing for likes with negative or self-deprecating posts and being mean to others are generally frowned upon by the Finnish CAP-kids, as well as in the other Nordics. Instead, sharing skills, experiences, opinions and interests as well as positive or supportive comments and likes are welcomed. The importance of social media came across in co-created ideas as well; groups with girl members presented ideas of motivational sites and communities.

“I usually start being with my BFF (best friend) when I come home from school until either of us needs to leave for practice. We are together in FaceTime or Live.ly. We help each other with homework and then we just talk. She has also taught me how to make smoothies (via FaceTime), I would feel lonely without her.” Girl, 12

Amongst CAP-boys, keeping in contact with one’s friends is generally more needs-based; i.e. agreeing when and where to meet or asking for specific information e.g. homework. CAP-boys more often tend to consume social media content than produce it. Using computers at home is also more common among the boys. This is very often connected with gaming – alone or with friends, also from other countries. Ideas for opinion polls or virus blocking solutions were often generated by boys. Information searching, homework assignments as well as any activities linked with them, however, were mostly not biased by gender. The co-created solutions included apps and websites for new and interesting ways of learning.

“I WhatsApp my friends to find out if we'll meet at the mall or in Steam.” Boy, 14

In Finland, the quality and especially trustworthiness
of information was discussed a lot. It is considered very important that the information and facts found online are true. CAP-kids point out that there is a risk of making bad decisions based on false information. Several ideas were created to ensure correct and truthful information online.

Cultural behavioural traits and universal social norms

For the Finnish CAP-kids, the same rules that apply to offline behaviour, such as be polite, do not use bad language, do not bully or leave anyone alone seem to apply for online behaviour, too.

There is a subtle difference in social norms between the Nordic and Baltic countries. In the Nordics, it is expected that all people play by the common rules that serve the public interest and common good. In Finland, it is considered particularly important that rules are respected.

Safety issues such as protecting personal information and avoiding strangers were often mentioned. Several groups discussed the role of adults in providing a safe online environment. In the co-created ideas, adults were often appointed the role of administrators or moderators who were able to act as “online police” e.g. banning users due to misbehaviour or bad language. The role of adults regarding participation was often more passive and they were portrayed as operating in the background.

Privacy issues are often linked with safety. Many children have both private and public (Instagram) accounts. Private accounts often included pictures and thoughts that are only meant to be seen by friends. The public profile is all about emphasizing looks, skills, status or best experiences and moments while the private profile includes funny pictures, shared moments with friends, everyday experiences and personal or emotional thoughts.

“...a picture (public account) of the beach or plane ticket so everyone can see I am there (in Dubai). On my “priva” (private account) funny photos of me jumping into the pool or making stupid faces and things.” Girl, 13

When co-creating new solutions the CAP-kids often discussed anonymity, however opinions varied greatly from one group to the other. On the one hand, anonymity is seen as a pro because it makes identification impossible and thus protect privacy. On the other hand, it is considered a con if it gives one the power to e.g. bully without being identified.

Bullying was also discussed. Very often bullying is referred to as exclusion from a group or sharing rude, humiliating or untrue information about others. When co-creating new solutions and discussing safety, kids very often mentioned that “bullying is not allowed” and all bad behaviour, including bullying, could lead to banning the user (by other users, administrators or moderators).

The younger the child, the more rules and control seem to exist from the parents’ side. However, CAP-kids had the impression that their smaller siblings confront less rules and control than they did at the same age. Some CAP-kids even expressed their worries for their younger siblings’ being exposed to an online jungle. They try to offer guidance and advice where they can. Older CAP-kids more often refer to the importance of being “net-smart”, the ability to recognize and avoid potential harms online.

“They are doing stuff at the age of 10 that I was doing when I was 12!” Girl, 14

In all Nordic and Baltic countries, CAP-kids display a certain common code-of-conduct; a joint understanding of what is acceptable behaviour online and what is not. These rules and guidelines are not often
formulated in adult language but are more like implicit social norms that exist in online environments. Another phenomenon observed across all countries is the use of online “language” which contributes to the youth (mobile) online culture. Children do, however, distinguish the difference between online and real life language.

Good connectivity is taken for granted

When it comes to the functionality of an internet connection or solution, high technical performance – specifically speed, efficacy and consistency – are highly valued. The children can feel let down, and even exhibit emotional responses, when their experience is failed. This applies to the whole experience of being online as well as to specific websites, games, services and apps that they use online. This could also be seen in solutions co-created with school classes; very often CAP-kids could describe functionality and usability in great detail.

“Once I forgot my 4G router at home when we were going to the countryside. It was the most horrible trip ever since once I ran out of my 4G I was unable to upload or download pictures on IG, watch Netflix, play... The only thing I could really do was watch old TV and some old people’s films.” Boy, 12

Design is also seen as important for both usability as well as providing a good user experience. Kids value easy to use, visually attractive and simple interfaces. Design should not diminish or hinder the technical performance. It is also important that online content can be accessed with different operating systems and preferably at no cost. In terms of solution content and service ideas, CAP-kids have clearly more formative expectations.

“A good app? It should really be simple to use. No unnecessary clicks. And it should look cheerful with lots of colours and be fun to use. And group call or something so that you could share it with friends.” Girl, 12

Online usage in Finland

» 81% of 7-14 year olds own their own smartphone – an extra 7% have access to a smartphone.¹
» 91% of 10-14 year olds use a smart phone in their spare time at least daily¹
» The most common activity online is to read and watch content created by someone else (84% of 7-9 year olds)¹
» Finnish children are classified as “supported risky explorers” - experienced social networkers, encountering more sexual risks online, but with more active mediation from parents.²

¹ Merikivi, J. Myllyniemi, S. Salasuo, M. 2016, Media Hanskassa – Lasten ja nuorten vapaa-aikatutkimus mediasta ja liikunnasta (Media at hand – Children’s and Youth’s free-time study concerning media and exercise), Nuorisotutkimusseura.

CAP in Finland

In Finland, two partner schools participated in the initiative, one in Vantaa and one in Mikkeli. Both schools hosted co-creation workshops in which 6th and 9th grade students encountered a challenge related to real life and the internet, and worked together to come up with solutions. The workshops were conducted in cooperation with Save the Children Finland for professional support on the children’s perspective and moderation. A total of 72 children participated in the workshops and contributed their ideas, knowledge and perspectives on life online. In addition, 9 children were interviewed in more depth about their online experiences to support the analysis. The interviews were conducted in June and workshops in October 2016, and facilitated by the lead researcher from Kantar TNS Finland for the whole initiative. Analysis and reporting of the results was carried out utilizing co-creation methods with the lead of Kantar TNS Finland.
Latvian CAP-kids are optimistic about the opportunities that the internet brings. Being online is a natural part of their everyday life, with the boundary between online and offline often blurred. CAP-kids do not necessarily see technology as heartless and cold, on the contrary, they imagine that technology could fulfil emotional needs such as providing positive emotions, security and faithful friendship i.e. in the form of a reliable robot or “emotion re-charging device”.

The results of the Latvian workshops and interviews show that CAP-kids perceive understandability as a major barrier preventing them from participating in public debate. In general, the ideas created by the children tended towards mitigating risks, such as feeling lonely, physical safety or fake information – but others also addressed opportunities such as gaining new skills, engaging in public debate and problem solving.

World Wide Window to endless opportunities

CAP-kids see the online world as a place of limitless possibilities. They often describe it as “a place where everything is possible”. The co-created ideas also demonstrate their creativity and wild optimism in the opportunities afforded by technology – from robots and mirrors which read emotions, to candy which projects images onto your eyeballs. CAP-kids are curious of other people, different ways of living, cultures traditions and hobbies around the world. The flip-side of the internet is associated with conflicts with friends and fear over online safety issues, such as identity loss or physical safety.

What is CAP?

The Children’s Advisory Panel (CAP) was created to better understand children’s own perspectives of online and digital aspects of life by listening to them through qualitative co-creative methods. The Children’s Advisory Panel is an initiative by Telia Company in collaboration with child rights organizations and schools in seven countries across the Nordics and Baltics. More than 700 children have participated in the project by describing and discussing the opportunities and benefits of online activity. The aim of the CAP initiative is to further develop Telia’s approach to children’s rights as users of technology and to contribute to the ICT industry’s and society’s understanding of children as online citizens.

“The Internet is huge. You can immerse into it constantly, but you’ll never be able to learn everything” Boy, 15

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1 This project listened to the voices and concerns of 74 Latvian children in 4 classes through co-creation methods, and 8 children through in-depth interviews - referred to throughout as CAP-kids.
In general, the online environment is used for fun and entertainment, for example playing games or consuming interesting content. Goals linked with power and achievement such as acquiring new skills, earning respect from others or a better status amongst peers were also discussed. Potential opportunities which tend to be less fulfilled are those of participation in public debate and expression. In line with the trends elsewhere, gaming is generally a more popular activity amongst Latvian CAP-boys, while girls spend more time interacting on social media.

The online environment also fulfils social goals, such as feelings of belonging, peer support, being accepted and liked, making new friends and maintaining existing friendships. For young people, feeling a part of the group is particularly important. Concepts such as respect and social norms were discussed in relation to one’s everyday use of the internet. While CAP-kids report feeling free and anonymous online, they are also aware of the consequences of posting things they may later regret.

“In the morning I get up at 7 am to check all those sites and then at 7.30 am I get up completely” Girl, 12

In their language, online or the “internet” is a foreign concept with blurred borders. Instead they talk about the specific device or app that they are using – for example, being “on their phone”, or “on Whatsapp.”

Many 6th and 9th grade Latvian CAP-kids have smart phones and go online daily. Latvian children also benefit from a wide network of libraries which provide easy access to the internet – 46% of young Latvian internet users connect sometimes from a library or other public place, while the EU average is only 12%.

CAP-kids use the internet to stay in contact with their closest friends, and the internet is often a substitute for spending time together. However, some of the older CAP-kids feel it is a poor substitute and would rather spend time with friends in real life.

“It’s better to go out and to talk with that person. To spend some time in cafes. (..) I don’t want to waste my time on YouTube when I can go out and ride a scooter, enjoy good weather” Boy, 15

Regarding the content they consume online, CAP-kids are heavily influenced by their peers, friends and popular video bloggers – they follow, try their suggestions, and recommend to others. CAP-kids do consume educational material spontaneously, but it is usually linked with a practical need or want, such as the desire to cook a recipe, or create something crafty. For learning these new skills, they prefer videos over textual instructions, and YouTube is the default place to find these. In a world where infinite information is readily available, it has to be fast to locate and easy to digest – otherwise one’s attention and energy can quickly shift to something else.

The internet is not only a place to interact with friends, but also somewhere to create one’s own personal brand – a carefully curated selection of content that shows who you are to the world. CAP-girls are more active in social media than boys, and often use the quantified numbers of likes and followers as indicators of their superiority. Among some CAP-kids, the interest in these numbers has dropped off, perhaps due to a level of saturation or simply interests changing.

Mobile living room for socializing and entertaining

CAP-kids usually access the internet on their smartphone due to convenience, speed (turning on a computer takes a comparatively long time), and ease of use. Computers on the other hand are more associated with school-related activities or online gaming. The kids reported being online first thing in the morning when they wake up, and last thing at night before bed.
“She competes for followers. I have 300. (.) I have 1000” Girls, 12

“At first, in the 6th-7th class each follower was important, I wanted to reach 1000 followers faster, and now it’s not that important anymore. I don’t know why? Such an age..” Girl, 12

CAP-boys tend to use the internet to contact friends on more of a needs-basis; i.e. agreeing when and where to meet or what to do. The more solitary and competitive activities, such as online gaming, are most popular amongst CAP-boys. Information searching, homework assignments or related activities, however, were mostly not biased by gender.

Cultural behavioural traits and universal social norms

The importance of behavioural rules online was not as big a topic in the Baltic countries as it was in the Nordics. Politeness, bullying or anonymity (to avoid bullying) did not come up very often in discussions or comments. Instead, being true to oneself and expressing yourself as an individual was more often brought up by the Latvian CAP-kids.

With regards to safety online, CAP-kids talk about three main types of safety, emotional safety, information safety, and information integrity. Emotional safety is related to the creating and sharing of personal content which could be emotionally damaging or shameful, such as an embarrassing picture, or a hurtful comment. Information safety is linked with protecting personal information from potential hackers or fraud, while information integrity concerns the truthfulness of information online. When creating solutions, the CAP-kids often outsourced the fact-checking to an authoritative body, or created personal filters which encourage one to write politely, instead of rudely.

Using smartphones at school is only permitted during breaks, though some kids admitted to secretly using their phones during class. At home, the CAP-kids are generally not inhibited by any screen-time restrictions lay down by their parents. In fact, parents often encouraged children to spend time on their device in order to keep them busy.

Compared to the Nordic countries, and even Estonia, there appears to be a gap between the digital skills of adults in relation to their kids. In some cases, CAP-kids feel more digitally savvy than their parents, which presents a challenge for parents to actively mediate and support their children online. The children did discuss spending too much time online as an online risk, referring to friends whom they describe as “dependent on [a social media app]”.

“The more time you spend on the phone, and you are stressed and you shout at everyone. You simply cannot control your emotions, your outpouring of emotions. You become frustrated. Because someone, for example, offends you and you want to retaliate, or you have to do dishes at home and you simply want to sit on the phone. Such is the dependence on the phone. And, for instance, your mum makes you to mop the floor and you simply answer: “No, I don’t feel like doing that!” “ Girl, 15

Children value usability

When it comes to the functionality of an online connection or solution the high technical performance, especially speed, efficacy and consistency are highly valued. Children can feel let down, and even exhibit emotional responses, when their experience is failed. This applies to the whole experience of being online as well as to specific websites, games, services and apps they use. Wi-Fi or mobile coverage, or the lack thereof, was sometimes mentioned by the children as a frustration.

“For example, our countryside house is located in the forest, there (mobile) signal is not always good” Boy, 12
Design is seen as important for both usability as well as contributing to a good user experience. CAP-kids value easy to use, visually attractive and simple interfaces. Apps that allow kids to experiment with different effects, especially when they are the star of the show (like in Snapchat), offer that extra wow factor which really motivates and engages. The language of CAP-kids is increasingly videos, from short Snapchat clips to video bloggers on Youtube. For example, when tasked with the challenge of contributing to societal issues, CAP-kids created solutions which would first and foremost make the complex concepts understandable, by representing them in video format.

“But there those effects (visuals) are important. You have such a "Wow!" yourself when you put some moustache on (on Snapchat). You are into it yourself.” Boy, 15

Online usage in Latvia

» 78% of 9- to 16-year-old children (who use the internet) use it every day or almost every day.¹
» On an ordinary day, a child spends on average almost two hours online.¹
» 88% of children have a profile on a social media site.¹
» 46% connect to the Internet from libraries and other public places, while the EU average stands at only 12% - libraries therefore play an important role in children’s access to the internet.²

¹ Brikse I. & Spurava G. (2014), Kids online – safety and risks: full findings from children survey of 9- to 16-year-olds in Latvia, University of Latvia
² Guna Spurava 2013 (2016), The Role of Librarians as Mediators in Promoting Young People Digital Literacy in Latvia, 2nd European Media and Information Literacy Forum, June 2016, Riga Latvia.

CAP in Latvia

In Latvia, two partner schools participated in the initiative, one in Riga and one in Balvi. Both schools hosted co-creation workshops in which 6th and 9th grade students encountered a challenge related to real life and the internet, and worked together to come up with solutions. The workshops were conducted in cooperation with Dross Internets (Latvian Safer Internet Centre) for professional support on the children’s perspective and moderation. A total of 74 children participated in the workshops and contributed their ideas, knowledge and perspectives on life online. In addition, 8 children were interviewed in more depth about their online experiences to support the analysis. The interviews were conducted in October by Kantar TNS Latvia and workshops in November 2016. Analysis and reporting of the results was carried out utilizing co-creation methods with the lead of Kantar TNS Finland.
Lithuanian CAP-kids are optimistic about the opportunities that the internet brings, but at the same time wary of the online dangers. The CAP-kids came up with ideas for learning new skills, discovering one’s own strengths and making new friends. They also imagined time machine apps which allowed travel into the past or to other cultures to learn about them first-hand.

The results of the Lithuanian workshops and interviews show that, more so than in other countries, Lithuanian CAP-kids are aware of the technical limitations of the internet, such as slow downloads, lagging connections, lack of free Wi-Fi, limited mobile data plans and unreliable connectivity. This however, does not deter them from fully engaging with the online world and reaping the benefits it has to offer. Lithuanian children are often more intensive internet users than their parents.

Feeling free and courageous online
CAP-kids see the online world as a place of unlimited possibilities. They describe their online experiences as overwhelmingly positive, citing feelings of fun, freedom and courage. Older children also associated feelings of cosiness, familiarity and private space with online experiences. The flip-side of the internet is associated with conflicts with friends and fear over online safety issues, such as identity loss, bullying or direct physical danger.

“What is CAP?”

The Children’s Advisory Panel (CAP) was created to better understand children’s own perspectives of online and digital aspects of life by listening to them through qualitative co-creative methods. The Children’s Advisory Panel is an initiative by Telia Company in collaboration with child rights organizations and schools in seven countries across the Nordics and Baltics. More than 700 children have participated in the project by describing and discussing the opportunities and benefits of online activity. The aim of the CAP initiative is to further develop Telia's approach to children's rights as users of technology and to contribute to the ICT industry's and society's understanding of children as online citizens.

“Sometimes you feel cheerful [online], sometimes sad. Fun – when you can agree to meet a friend, post something fun. Sad – because there are so many bad things happening in the world, when you argue with friends and block them.” Girl, 12

“Internet can do everything.” Boy, 12

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1 This project listened to the voices and concerns of 85 Lithuanian children in 4 classes through co-creation methods, and 9 children through in-depth interviews - referred to throughout as CAP-kids.
In general, the online environment is used for fun and entertainment, for example playing games or consuming interesting content. Goals linked with power and achievement such as acquiring new skills, earning respect from others or a better status amongst peers were also discussed. Potential opportunities which tend to be less fulfilled are those of participation in public debate and expression. In line with the trends elsewhere, gaming is generally a more popular activity amongst Lithuanian CAP-boys, while girls spend more time interacting on social media.

The online environment also fulfils social goals, such as feelings of belonging, peer support, being accepted and liked, making new friends and maintaining existing friendships. Concepts such as respect and social norms were discussed in relation to one's everyday use of the internet. While CAP-kids report feeling free and anonymous online, they are also aware of the consequences of posting things they may later regret.

Mobile living room for socializing and entertaining

CAP-kids access the internet on their smartphone from wherever they are, or on their personal computers or tablets at home. Due to the always-on nature of smartphones, they have difficulty calculating how many hours they spend online per day. As such, the division between online and real life becomes blurred.

"Internet fills all free time. I use it a lot, 5 hours per day for sure." Girl, 15

"Internet is always around, like background." Girl, 15

While CAP-kids in other countries rarely used the word “internet”, Lithuanian CAP-kids used it quite often, at least in the context of an interview with adults. For example, they use the term “to sit on the internet”. They also use many English words with Lithuanian endings, such as vloger’is, youtuber’iai, and gif’as.

CAP-kids report using the internet in short bursts when needing specific information, such as homework, bus timetables etc., or turning to social media when encountering a short break. Much of their free time is spent communicating with friends, playing online and offline games, watching videos, posting, browsing social media, watching movies and TV series and listening to music. Facebook, Instagram and Snapchat were the most mentioned social media sites.

"My parents have Facebook, but we are not friends." Boy, 15

Regarding the content they consume online, CAP-kids are heavily influenced by their peers, friends and popular video bloggers – they follow, try their suggestions, and recommend to others. They do consume educational material spontaneously, but it is usually linked with a practical need or want, such as the desire to cook a recipe, create something crafty or learn tricks for a certain game. For learning these new skills, they generally prefer videos over textual instructions, and YouTube is the default place to find these. In a world where infinite information is readily available, it has to be fast to locate and easy to digest – otherwise one’s attention and energy can quickly shift to something else.

The internet is not only a place to interact with friends, but also a place to create one’s own personal brand – a carefully curated selection of content that shows who you are to the world. Lithuanian CAP-girls especially, but also boys, were very careful to only post “beautiful” or perfect photos of themselves, often edited. Some CAP-girls even check with close friends whether the photo is good enough and only then upload it to the internet. In contrast with children in the Nordic countries, Lithuanian CAP-kids seem less likely to have both a public and private account on the same social media site, perhaps
because of a lower level of digital skills, or the use of different social media for private and public uses.

"I upload a photo only once a month. If the picture is not perfect, others can use this situation against you on purpose or by accident. If you look strange, for example, you can attract additional attention that you don't want. So I upload only a perfect picture." Boy, 15

Cultural behavioural traits and universal social norms

While an important topic in Lithuania, the importance of behavioural rules online was not explicitly discussed by Lithuanian CAP-kids, as it was in the Nordic countries. Politeness, bullying or anonymity (to avoid bullying) was instead addressed indirectly by the solutions that the children created. It is likely that they might be using different vocabulary when discussing issues such as bullying (referring instead to "conflicts with friends") or only associate the term "safety" with those risks that come from outside of one's reference group (privacy, hacking or physical safety). With regards to online behaviour, being true to oneself and expressing yourself as an individual was a common theme brought up by the Lithuanian CAP-kids.

With regards to online safety, CAP-kids talk about three main types of safety, emotional safety, information safety, and information integrity. Emotional safety is related to the creating and sharing of personal content which could be emotionally damaging or shameful, such as an embarrassing picture, or a hurtful comment. Information safety is linked with protecting personal information from potential hackers or fraud, while information integrity concerns the truthfulness of information online. Lithuanian CAP-kids are especially concerned with the threat of being in physical danger as a result of online interactions or giving away too much personal information. The fear is based on making oneself locatable to strangers online and therefore being susceptible to harm, robbery or assault. These fears were far less pronounced in other countries, and perhaps stem from a fear that adults themselves have about the online environment. When creating solutions, the CAP-kids didn't go into details about security aspects, but rather referred to known security methods such as reporting/blocking misbehaving users, strong passwords (letters and numbers etc.) and administrators.

"Do not post photos from holidays when you are out of home. You could be robbed." Boy 12

"My parents don’t let me use Twitter. They think it is unsafe there." Boy 12

"You never know who is who on the internet. Everyone could be anyone. So you have to be careful to not forget this." Boy 15

Using smartphones at school is not generally allowed during class. At home, the CAP-kids are sometimes given screen-time limitations; the argumentation often being for health reasons (too much screen time is bad for eyes), or to ensure homework receives their full attention.

"Parents criticize when I sit on the internet instead of doing homework. Even if I just glance over at the phone or computer." Girl, 12

Compared to the Nordic countries, and even Estonia, there appears to be a larger gap between the digital skills of adults in relation to the children. In many cases, Lithuanian children use the internet more intensively than their parents, which limits their ability to help with internet-related problems. Some CAP-kids were wary of how much time they spent online, but did not necessarily view excess usage as a problem.

Children value usability

When it comes to the functionality of an online con-
nection or solution, the high technical performance - especially speed, efficacy and consistency - are highly valued. The children can feel let down, and even exhibit emotional responses, when their experience is failed. This applies to the whole experience of being online as well as to specific websites, games, services and apps they use. Lack of Wi-Fi or mobile coverage, or limited mobile data plans is a common source of frustration for the CAP-kids, even among the relatively urban kids interviewed. They often find themselves without access to Wi-Fi (i.e. not available at school or in their room at home), and therefore quickly use up the mobile data allowance on their plans. This is in contrast with the Nordic countries where data plans are more often unlimited and CAP-kids from those countries are rarely confronted with this issue. The Lithuanian CAP-kids also vented their frustration over unreliable connections, slow speeds, lagging and the internet sometimes dropping out completely.

"[What could impress you on the internet?] If everyone could have equally strong internet. When we play games [online] sometimes the internet fails for some of my friends. Then they are thrown away from the game or conversation on Skype breaks." Boy, 12

"I hate when the internet stops in the middle of a horror movie." Girl, 12

Design is seen as important for both usability as well as a contributing factor to a good user experience. CAP-kids value user friendly, visually attractive and simple interfaces. The language of kids is truly one of videos, from short Snapchat clips to video bloggers and tutorials on YouTube. Aspects of the internet that CAP-kids would find difficult to live without included Google, a translator, games and Facebook. 

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**Online usage in Lithuania**

» 82% of the children of survey participants browse the Internet several times per day.1

» 31% of them spend there 4 hours and longer (average time spent daily is 3 hours).1

» 46% of Lithuanian parents are passive when it comes to mediating their children’s online activities.2

» Lithuanian children are classified as “unprotected networkers” - they are quickly taking up use of the internet and its social aspects, but without much support or active mediation from parents.3


**CAP in Lithuania**

In Lithuania, two partner schools participated in the initiative, one in Vilnius and one in Jonava. In October, both schools hosted co-creation workshops in which 6th and 9th grade students encountered a challenge related to real life and the internet, and worked together to come up with solutions. The workshops were conducted in cooperation with Vaiku Linija (Lithuanian Child Line) for professional support on the children’s perspective and moderation. A total of 85 children participated in the workshops and contributed their ideas, knowledge and perspectives on life online. In addition, 9 children were interviewed in more depth about their online experiences to support the analysis. The interviews were conducted in October 2016 by Kantar TNS Lithuania. Analysis and reporting of the results was carried out utilizing co-creation methods with the lead of Kantar TNS Finland.
Children’s Advisory Panel (CAP) Report

Norway

Norwegian CAP-kids are open-minded towards the opportunities that the internet brings. They embrace the versatile content available online, from social media to finding information and learning new things. Even though perspectives differ between adults and children regarding the use of digital media, CAP-kids welcome the participation of adults in creating and maintaining rules on the internet. Norwegian CAP-kids want to be considered equal with adults, and to have their voices and opinions heard.

The results of the Norwegian workshops and interviews show that the always-on nature of the internet has its down-sides too, with the stress of having to keep up with the latest viral video or online trend – or risk being left out of the conversation. For the kids in the study, who are already heavy users of the internet, maintaining some balance and spending time also offline is quite important.

World Wide Window to limitless opportunities

CAP-kids really appreciate the internet for its unlimited possibilities. They often describe it as a place where “you can do anything”. There is a lot of curiosity concerning other peoples’ way of living, cultures, traditions, and hobbies around the world. Issues such as equality, respect and understanding of other cultures and religions were also discussed. Particularly in Norway, CAP-kids often expressed their wish to be considered equal with adults in the society in the way that their voices and opinions would be heard. They presented ideas of co-operation platforms where children could participate in the discussion around important topics, and adults were not allowed to criticise nor influence them. The online environment is seen as a tool or platform for child empowerment.

What is CAP?

The Children's Advisory Panel (CAP) was created to better understand children's own perspectives of online and digital aspects of life by listening to them through qualitative co-creative methods. The Children’s Advisory Panel is an initiative by Telia Company in collaboration with child rights organizations and schools in seven countries across the Nordics and Baltics. More than 700 children have participated in the project by describing and discussing the opportunities and benefits of online activity. The aim of the CAP initiative is to further develop Telia’s approach to children's rights as users of technology and to contribute to the ICT industry's and society's understanding of children as online citizens.

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1 This project listened to the voices and concerns of 67 Norwegian children in 3 classes through co-creation methods, and 9 children through in-depth interviews - referred to throughout as CAP-kids.
The online environment offers many opportunities for entertainment, having fun as well as feeling happy and good about oneself and one’s life. On top of that, it also offers many possibilities for learning and mastering new skills, expressing one’s opinions and influencing decision-making.

It can be said that attention truly seems to be the currency of social media. CAP-kids follow and compete with amounts of followers and likes. They are used as indicators to measure one’s worth and superiority. It seems that the older CAP-kids tend to value their social networks more and are less concerned about their own social media profiles and statistics.

“I delete a photo with less than 30 likes. That is just embarrassing if someone sees it.” Girl, 15

Mobile living room for socializing and entertaining

Nearly all CAP-kids access the internet on a mobile device daily. Amongst the youth in Norway nearly all 6th and 9th graders have smartphones. CAP-kids most often use the internet for entertainment, communicating with friends or searching for information. Fake content as well as fishing for likes with negative or self-deprecating posts and being mean to others are generally frowned upon by the Norwegian children, as well as in the other Nordic countries. Instead, sharing skills, experiences, opinions, interests and positive or supportive comments and likes are appreciated.

“It is just fun, you can do fun stuff. And you are not bored! On quiz games, we can compete and learn new stuff.” Boy, 11

Keeping up with one’s social networks at all times is considered very important by CAP-girls. It is considered the same as spending time together and even equivalent to being physically in the same space. There is a clear distinction, however, between friends and other online network contacts. Since it is common to share mostly positive experiences in public profiles the CAP-kids pointed out that it is hard to tell whether people online are “real” or “fake”.

In Norway, CAP-kids talked a lot about the internet being bad for your health, both physically and socially. Missing out on physical activities, taking care of basic health as well as missing out on forming real-life relationships and building off-line social skills were often discussed.

“(If the internet disappeared) maybe many people would have been able to get in better shape. Because there are many people that just are sitting in front of the computer and playing all the time. But then people would get out and get in shape.” Boy, 11

“You don’t always want to say (that you have been playing with computer), because maybe your parents yell at you or your friends say that you are lazy. Boy, 11

There is a clear difference in how CAP-girls and boys relate to their mobile phones. CAP-girls more often refer to the internet/social media as a place or state of being. They often described their mobiles as being “the key to their lives”. They view their mobile phones as a way to share their everyday experiences with their closest ones. CAP-boys, on the other hand, describe mobile phones as a source of interesting content, pastime or information. The same kinds of differences exist in other countries as well, especially in the other Nordic countries.

Amongst CAP-boys, keeping in touch with friends is more needs-based; i.e. agreeing when and where to meet or what to do. Using computers at home is more common among the CAP-boys. This is very often connected with gaming – alone or with friends, also from other countries. Information searching,
homework assignments as well as any activities linked with them, however, is mostly not influenced by gender. In Norway, ideas for opinion polls, leisure activities and correct information were generated by both girls and boys.

Cultural behavioural traits and universal social norms

For the Norwegian children in the study, the same rules that apply to offline behaviour, such as be polite, do not use bad language, do not bully or leave anyone alone seem to apply for online behaviour, too. A subtle difference regarding social norms exists between the Nordic and Baltic countries. In the Nordics, and very often in Norway, it is expected that all people play by the common rules that serve the public interest and common good.

“If you don’t dare to say it in real life, you should not say it on the internet.” Boy, 11

When it comes to safety issues, many of them are such that the CAP-kids themselves are not terribly worried about, such as protecting one's personal information or avoiding engagement with strangers. Instead, the CAP-kids associate the concept of “online safety” more with privacy issues, such as what content is shared with whom. For them, safety is more often concerned with the emotional rather than physical safety.

“We are not stupid. Like we would never meet a stranger and stuff, like our parents think we would.” Girl, 14

Many CAP-kids maintain both private and public (Instagram) accounts. Private accounts often include pictures and thoughts that are only meant to be seen by friends. The public profile is all about emphasizing looks, skills, status or best experiences and moments while the private profile includes funny pictures, shared moments with friends, everyday experiences and personal or emotional thoughts.

“For my closed profile with my close friends I can just be myself. Like I post whatever ugly photos and they like it, because they know me and have seen me gross and weird and still like me” Girl, 11

Anonymity was often presented as a safety aspect in Norway. It is considered a benefit in the sense that it increases your personal (and emotional) safety. The risk of bullying or even hate speech is perceived to increase in the case that online comments or discussions can be traced back to individuals. The CAP-kids often designed apps that had anonymous or “alias” users who still need to provide their detailed information when signing in. This was seen to increase safety through authenticating the users when logging in which makes it possible to ban or block users if needed. Also, anonymity decreases the possibility for targeted bullying.

When co-creating new solutions and discussing safety, CAP-kids very often mentioned that “bullying is not allowed” and all bad behaviour, including bullying, could lead to banning the user (by other users, administrators or moderators).

“It is important to have rules so that everyone behaves and can feel safe. Bullying can really hurt you.” Girl, 11

In all Nordic and Baltic countries, CAP-kids display a certain common code-of-conduct; a joint understanding of what is acceptable behaviour online and what is not. These rules and guidelines are not often formulated in adult language but are more like implicit social norms that exist in online environments. Furthermore, CAP-kids across the Nordics and Baltics use a specific online “language” that contributes to the youth (mobile) online culture. Children do, however, distinguish the difference between online and real life language.
Good connectivity is taken for granted

Good connectivity is very important for CAP-kids. Functionality and high technical performance – specifically speed, efficacy and consistency – are highly valued. The children can feel let down, and even exhibit emotional responses, when their experience is failed. This applies to the whole experience of being online as well as to specific websites, games, services and apps they use online. Wi-Fi coverage, or access to the internet was barely mentioned by the children as it is considered a basic prerequisite. It is something that just is. Everyone has access to it and CAP-kids use different services without necessarily recognizing whether they are using an online service or not. For them, the term “Internet” was broadly equivalent to a particular browser, such as Safari or Chrome.

“When I was at a cabin in Sweden we had no Wi-Fi, and I felt so left out. Like what was everybody doing? I was just all alone with my family.” Girl, 12

“If everyone has their phones and I don’t then I feel left out. You just can’t keep track.” Girl, 14

Design is also seen as important for both usability as well as enabling a good user experience. CAP-kids often designed easy to use, visual and simple interfaces, but design should not diminish or hinder the technical performance. It is also important that online content can be accessed with different operating systems and with preferably no cost. Apps that allow kids to experiment with different effects, especially when they are the star of the show (like in Snapchat), provide that extra wow factor which really motivates and engages.

Online usage in Norway

» 97% of Norwegian children between 9 and 16 have access to a mobile phone.¹
» Snapchat, Instagram and Facebook are the most popular applications among children and young people, followed closely by KiK, Twitter and Mimeo.¹
» In one qualitative study, 7 year olds spent on average 13 hours a week using digital devices, however the range of use varied from 5 to 19 hours.²
» Norwegian children are classified as “supported risky explorers” - experienced social networkers, encountering more sexual risks online, but with more active mediation from parents.³

¹ Norwegian Media Authority (Medietilsynet) 2016, Children and Media.
² Norwegian Media Authority (Medietilsynet) 2016, Young Children (0-8) and Digital Technology: National report – Norway.

CAP in Norway

In Norway, two partner schools participated in the initiative, one in Oslo and one in a rural area north of Oslo. The schools hosted co-creation workshops in which 6th and 9th grade students encountered a challenge related to real life and the internet, and worked together to come up with solutions. The workshops were conducted in cooperation with Save the Children Norway for professional support with the children’s perspective and moderation in October and November 2016. A total of 67 children participated in the workshops and contributed their ideas, knowledge and perspectives on life online. In addition, 9 children were interviewed in more depth about their online experiences to support the analysis. The interviews were conducted in October 2016, and facilitated by Kantar TNS Norway. Analysis and reporting of the results was carried out utilizing co-creation methods with the lead of Kantar TNS Finland.
Children’s Advisory Panel (CAP) Report

Sweden

Swedish CAP-kids\(^1\) are optimistic about the opportunities that the internet brings. They use it independently e.g. for learning, seeking information and for social media. Swedish CAP-kids, in their idea creation, emphasised the importance of equality, respect and tolerance among peers. The children themselves are quite net-smart and positive about the online environment, and seem to follow an implicit set of social norms online.

The results of the Swedish workshops and interviews show that CAP-kids place a lot of importance on issues linked with emotional safety like bullying or anonymity. Good behavior online is appreciated and adult participation to enable this is welcomed. Also, knowing which information to trust is considered problematic but very important.

World Wide Window to limitless opportunities

CAP-kids see the internet as a place of limitless possibilities. They themselves often describe it as "a place where everything is possible". For them "www" is truly a World Wide Window. CAP-kids are primarily curious of other people, different ways of living, cultures, traditions and hobbies around the world. In Sweden especially equality, respect and understanding of other cultures and religions were often discussed. This was particularly emphasised in classes made up of children with immigrant backgrounds. The children also often expressed their wish to be considered equals with adults in society in the way that their voices and opinions would be taken into account.

What is CAP?

The Children’s Advisory Panel (CAP) was created to better understand children’s own perspectives of online and digital aspects of life by listening to them through qualitative co-creative methods. The Children’s Advisory Panel is an initiative by Telia Company in collaboration with child rights organizations and schools in seven countries across the Nordics and Baltics. More than 700 children have participated in the project by describing and discussing the opportunities and benefits of online activity. The aim of the CAP initiative is to further develop Telia’s approach to children’s rights as users of technology and to contribute to the ICT industry’s and society's understanding of children as online citizens.

“It is interesting to know what people are like in other countries. Or how they eat or what their hobbies are. You can make friends all over the world if you want to.”
Girl, 15

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\(^1\)This project listened to the voices and concerns of 118 Swedish children in 6 classes through co-creation methods, and 11 children through in-depth interviews - referred to throughout as CAP-kids.
Being online offers numerous opportunities for entertainment, having fun as well as feeling happy and good about oneself and one’s life. Furthermore, it offers possibilities for learning and mastering new skills, influencing decision-making and getting one’s opinion across. Earning respect or a better status are also considered important by many CAP-kids.

The importance of self in relation to others appears to diminish with age – the youngest being more concerned with their own profiles, while the older children value social networks and the interaction within groups. It can be said that attention truly seems to be the currency of social media. CAP-kids are well aware of their amounts of followers and likes and are using them as indicators for their superiority.

“It used to be really important to me how many followers or likes I had. We compared those with friends. Now it does not feel that important anymore. I only care about certain people’s attention.” Girl, 15

Mobile living room for socializing and entertaining

Swedish CAP-kids access the internet on a mobile device daily. Amongst the youth in Sweden nearly all 6th and 9th graders have smartphones. Despite the multitude of functions available nowadays on smartphones, CAP-kids still perceive being able to call and talk on their phone as highly important, regardless of the application or function enabling the communication. This may be because the image children have of mobile phones is still strongly related to the traditional “calling” function. CAP-kids most often use the internet for entertainment, communicating with friends or searching for information. Fake content as well as fishing for likes with negative or self-deprecating posts and being mean to others are generally frowned upon by the Swedish CAP-kids, as well as in the other Nordics. Instead, sharing skills, experiences, opinions, interests and positive or supportive comments and likes are appreciated.

“I never answer my phone and my parents think that is a problem. I do not notice if I have received a phone call. Instead, if my mom wants to reach me she will snap me. We just installed SnapChat on her phone so she can better reach me.” Girl, 14

Being in constant contact with their innermost social circle is considered very important by CAP-girls. It is considered the same as spending time together and even seen as equivalent to being physically in the same space – when amongst friends. With other contacts, it is, however, harder to know what the person’s life is really like. Since it is common to share mostly positive experiences in public profiles it is hard to tell how “fake” or “real” the person and their life really is. The importance of social media came across in co-created ideas as well, girl groups or groups with many girl members presented ideas of motivational sites and communities.

“When we are together we are on our phones together. We follow each other and like each other’s posts. We also do that when we are not together. Sometimes we make videos together. It is easier and more fun with a friend.” Girl, 12

CAP-girls more often refer to the internet/social media as a place or state of being. Observing and listening to girls it seems that their relationship with mobile phones might slightly differ from that of boys. CAP-girls often describe their mobiles as being “the key to their lives”. They view their mobile phones as a way to share their everyday experiences with their closest ones. CAP-boys, on the other hand, describe mobile phones as a source of interesting content, pastime or information. The same kinds of differences were seen in other countries as well, especially in the other Nordic countries.

Amongst CAP-boys, keeping in touch with their friends is more based on actual necessity; i.e. agreeing when and where to meet or deciding what to do. Using computers at home is more common among the CAP-boys. This is very often connected with gam-
ing – alone or with friends, also from other countries. Ideas for opinion polls, leisure activities and correct information were often generated by CAP-boys. Information searching, homework assignments as well as any activities linked with them, however, are mostly not influenced by gender.

“I follow the ones (Instagram accounts) that I subscribe to, that I find interesting like football or cars. I never post any pictures there. Sometimes if I need information of homework I will ask the girls in my class (WhatsUp) because they always answer right away!” Boy, 12

Cultural behavioural traits and universal social norms

For the Swedish CAP-kids, the same rules that apply to offline behaviour, such as be polite, do not use bad language, do not bully or leave anyone alone seem to apply for online behaviour, too. There is a subtle difference in social norms between the Nordic and Baltic countries. In the Nordics, and especially so in Sweden, it is expected that all people play by the common rules that serve the public interest and common good.

Safety issues such as protecting personal information and avoiding engagement with strangers were often mentioned. Privacy issues are also often linked with safety. In Sweden, CAP-kids often talked about account hacking, although none of the children had personal experiences. Many CAP-kids have both private and public (Instagram) accounts. The public profile is all about emphasizing looks, skills, status or best experiences and moments while the private profile, only shared with friends, includes funny pictures, shared moments with friends, everyday experiences and personal or emotional thoughts.

“I am very careful what kind of pictures or comments I share on my public account. I might not appear the same even than in real life. My private Instagram, on the other hand, is true me. It is for my friends who know the true me.” Girl, 13

“When you have a new haircut or new jacket you might post a picture of yourself and see how many people like it.” Boy, 15

In Sweden, anonymity was a much discussed topic. It was considered a benefit in the sense that it increases one’s personal safety. The negative aspect of anonymity is that it opens up the potential for bullying or hate speech. This only applies, however, if some users can be anonymous and some identifiable. The CAP-kids often designed apps that protect the anonymity of all users, but also require detailed profile information when signing in, to allow admins to identify and ban misbehaving users.

“My older brothers are very concerned about me being in social media or doing things they were doing just some years ago. But I might never go on Facebook. It is for old people.” Boy, 11

Bullying was discussed a lot in Sweden. Very often bullying refers to exclusion from a group, using bad language, behaving badly or sharing rude, humiliating or untrue information (text or photos) of others. When co-creating new solutions and discussing safety, CAP-kids often mentioned that “bullying is not allowed” and all bad behaviour, including bullying, could lead to banning the user.

In all Nordic and Baltic countries, CAP-kids display a common code-of-conduct; a joint understanding of what is acceptable behaviour online and what is not. These rules and guidelines are not often formulated in adult language but are more like implicit social norms existing in online environments. They do not vary greatly between CAP-kids from different countries. Another phenomenon observed across the Nordic and Baltic countries is the use of online “language” that contributes to the youth (mobile) online
culture. CAP-kids do, however, distinguish the difference between online and real life language.

Good connectivity is taken for granted

When it comes to the functionality of an internet connection or solution, the high technical performance - specifically speed, efficacy and consistency - are highly valued. CAP-kids can feel let down, and even exhibit emotional responses, when their experience is failed. This applies to the whole experience of being online as well as to specific websites, games, services and apps they use online. Wi-Fi or mobile data coverage was barely mentioned by CAP-kids living in cities with consistently good network coverage, whereas in more remote areas Wi-Fi, or the lack of it, was stressed a lot and they were also very aware of the cost of Wi-Fi.

"Summer holidays and times when I cannot get a decent online access are the worst. I feel so left out if I cannot follow what my friends are doing." Girl, 14

"Wi-Fi should be free for everyone. And always exist." Boy, 12

Design is also seen as important in terms of both usability and enabling a good user experience. CAP-kids value user friendly, visually attractive and simple interfaces. Design should not diminish or hinder the technical performance. It is also important that online content can be accessed with different operating systems and at preferably no cost. In terms of solution content and service ideas, CAP-kids focus on simple and usable design and functionalities.

Online usage in Sweden

» 35% of children and adolescents use the internet on mobile phones, computers and tablets 1-3 hours per day. 49% use it 3 to 6 hours per day and 16% say that they use it more than 6 hours per day.¹

» Younger children (10-12 years) focus more on entertainment-based content, whereas older children (13-16 years) divide their time more evenly between entertainment-based and communication-based content.¹

» Swedish children are classified as “supported risky explorers” - experienced social networkers, encountering more sexual risks online, but with more active mediation from parents.²

¹ Friends Online Report 2016, PrintR

CAP in Sweden

In Sweden, three partner schools participated in the initiative, one in Stockholm, one in Södertälje and one in Umeå. All schools hosted co-creation workshops in which 6th and 9th grade students encountered a challenge related to real life and the internet, and worked together to come up with solutions. The workshops were conducted in cooperation with Friends for professional support on the children’s perspective and moderation. A total of 118 children participated in the workshops and contributed their ideas, knowledge and perspectives on life online. In addition, 11 children were interviewed in more depth about their online experiences to support the analysis. The interviews were conducted in June and workshops in October 2016, and facilitated by the lead researcher from Kantar TNS Finland for the whole initiative. Analysis and reporting of the results was carried out utilizing co-creation methods with the lead of Kantar TNS Finland.
About CAP

The Children’s Advisory Panel (CAP) was created to better understand children’s own perspectives of online and digital aspects of life by listening to them through qualitative co-creative methods. The Children’s Advisory Panel is an initiative by Telia Company in collaboration with child rights organizations and schools in seven countries across the Nordics and Baltics. More than 700 children in the 6th and 9th grades have participated in the project by describing and discussing the opportunities and benefits of online activity. The aim of the CAP initiative is to further develop Telia’s approach to children’s rights as users of communication technology and to contribute to the ICT industry’s and society’s understanding of children as online citizens.

Workshops

Co-creation workshops were held in two or three partner schools in each country – typically one in the capital area, and another in a more regional area. The workshops were conducted between October 2016 and January 2017. The local NGOs, supported by Kantar TNS Finland, organised and moderated the workshops among both 6th and 9th grade students, using co-creative design methods. The workshops were structured around an apocalyptic (but not too frightening) scenario. The children first evaluated the importance of different features and apps on their mobile phones. The groups were then presented semi-randomly with a task to which they designed a solution, in the form of an app, website, platform or other digital solution. The twelve tasks addressed a range of different needs, reflecting the core values presented by Schwartz’s value theory, adapted to reflect Digital Media and Children’s rights. At the end of the workshop, all teams presented their ideas to the rest of the class, and discussed further the intended users, safety issues, opportunities linked with the solution etc.

Duo interviews

In addition to the workshops, approximately 8 children in each of the 7 countries were interviewed about topics relating to their everyday internet use — or online life/screen-time as the children referred to it. The children were interviewed in pairs or threes, to make the interview feel less daunting. The interviews were conducted by Kantar TNS researchers between June and November 2016. Projective techniques were used to help encourage the discussion — so instead of talking directly about themselves, the

“The world has been destroyed. While the adults are busy re-building the roads, houses, food production, electricity and other things, the kids have been tasked with re-building all of the content on mobile phones, tablets and PCs.”
children talked about a fictional person or a friend who had similar likes, dislikes, hobbies etc. The interviewees were selected from schools not participating in the workshops to ensure anonymity of the children.

CAP partner network

The CAP concept and workshop model was developed by Kantar TNS Finland together with Save the Children Finland. At the core of the CAP concept is the vast co-operative partner network. From each participating country, one children's rights organization (NGO) was invited to participate in the CAP partner network. The specialists from the organizations were instrumental in organising and moderating the co-creation workshops in the local schools. The schools participating in the CAP initiative, as well as the children themselves, were also key partners in this project. All in all, there were seven different NGOs, 16 schools, 32 school classes and more than 700 children participating in the CAP initiative and making up the CAP partner network.

Partners per country:
- Sweden – Friends
- Finland – Save the Children
- Norway – Save the Children
- Denmark – Save the Children
- Estonia – Lastekaitse Liit (Estonian Union for Child Welfare)
- Latvia – Dross Internets (Latvian Safer Internet Centre)
- Lithuania – Vaiku Linija (Lithuanian Child Line)
References

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