The timely and important conference theme:

*Children’s and Young Peoples’ rights in the Digital Age*

The rights to be heard, seen, protected and to develop and grow

This presentation provides a fragment argument
Focus on child perspective in research during the past 25 years

In many respects, the research perspective on children and young people has also seen a shift towards the child as agent, as citizen (Reference to Livingstone 2002, 2009; Dahlgren 2007).

With increasing attention given to children’s communication rights there is an acknowledgement that children’s voices should be heard in all matters that affect them (reference to Hamelink 2008).

Perhaps less focus on children as agents, responsible, in control
Background for research question:

We need to focus more on the active role that children and adolescents play, according to age, skills and various capacities, in identifying, reflecting upon and acting according to opportunities and challenges in relation to digital media and digital rights (reference to Hartman et al 2007).
Research focus
- Children as peer-agents
- Children as opinion leaders
- Change / support to develop best practices & good examples

Question: *Do children operate as digital rights agents? How? How can we support that?*
MODEL – CHILDREN’S AGENCY

Children’s activities:
Practical guidance; experience sharing; Advice re. to risk and harm

Children as advocates/politicians

Children as peer-to-peer agents

Children as informants

Children’s rights

Children’s activities:
Youth parliaments; Media Councils; Safer internet day; IGF; NGOs

Children’s activities:
Research; media; content providers; reporters (of negative content/ behavior

IT UNIVERSITY OF COPENHAGEN
DATA

- EU Kids Online, survey 2010, 9-16 years old
  all n=25,142, DK n=1,001

- Net Children Go Mobile, survey 2013, 9-16 years old
  All n=3,500, DK n=500
  Interviews 2014 / 11 individual, 6 groups, 10 parents, 2 teachers, 2 other adults
  And inspiration from older adolescents

- Mobile Media, Mobile Youth 2014, 15-24 years old
  Survey / n=1245
  Interviews 2014 / 12 individual, 6 group
Why is it important?

Insights from multiple perspectives to promote qualitative change

Through
- informed, engaged and involved children
- who learn from each other act and demonstrate that
- Children can *take* a role and are supported in doing it
Support from peers is positively associated with online opportunities and digital literacy; especially for younger children, friends are often the main reason for taking up creative and interactive activities such as social media and blogging (Kalmus, von Feilitzen, & Siibak, 2012). The effects of peer mediation on online risky and harmful experiences are, instead, less clear. The EU Kids Online findings suggest that peer mediation is more likely to follow after negative experiences.

(Net Children Go Mobile final report p.81)
Inspiration from a very different study:
P. Lazarsfeld, B. Berelson, H. Gaudet (1944): *The people’s choice*

Their purpose was to discuss how to conduct social research &
What makes people shift attitudes and change behavior

Inspiration points:
- Face-to-face (personal) contact is most influential
  (F2F is perhaps today equivalent to direct contact)
- Opinion leadership is important
- Complex society: variations in affiliations and their meaning
  and impact mean that the impact and processes of change
  are different in different contexts.
<table>
<thead>
<tr>
<th>% who say that their friends have ...</th>
<th>9-12 years Boys</th>
<th>9-12 years Girls</th>
<th>13-16 years Boys</th>
<th>13-16 years Girls</th>
<th>All</th>
</tr>
</thead>
<tbody>
<tr>
<td>Helped you when something is difficult to do or find on the internet</td>
<td>57</td>
<td>59</td>
<td>66</td>
<td>71</td>
<td>64</td>
</tr>
<tr>
<td>Suggested ways to use the internet safely</td>
<td>39</td>
<td>4</td>
<td>47</td>
<td>47</td>
<td>44</td>
</tr>
<tr>
<td>Explained why some websites are good or bad</td>
<td>39</td>
<td>40</td>
<td>42</td>
<td>45</td>
<td>41</td>
</tr>
<tr>
<td>Suggested ways to behave towards other people online</td>
<td>33</td>
<td>35</td>
<td>39</td>
<td>42</td>
<td>37</td>
</tr>
<tr>
<td>Helped you in the past when something has bothered you on the internet</td>
<td>26</td>
<td>25</td>
<td>28</td>
<td>33</td>
<td>28</td>
</tr>
<tr>
<td>One or more of the above</td>
<td>68</td>
<td>69</td>
<td>77</td>
<td>79</td>
<td>73</td>
</tr>
</tbody>
</table>


http://www.lse.ac.uk/media@lse/research/EUKidsOnline/Home.aspx
Table 60: Friends’ active mediation of child’s internet safety, by age and gender

<table>
<thead>
<tr>
<th>%...</th>
<th>9-12 years</th>
<th>13-16 years</th>
<th>All</th>
</tr>
</thead>
<tbody>
<tr>
<td>Helped when something was difficult to do or find on the internet</td>
<td>Boys</td>
<td>Girls</td>
<td>Boys</td>
</tr>
<tr>
<td></td>
<td>60</td>
<td>53</td>
<td>71</td>
</tr>
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<td>Explained why some websites were good or bad</td>
<td>27</td>
<td>33</td>
<td>39</td>
</tr>
<tr>
<td>Suggested ways to use the internet safely</td>
<td>25</td>
<td>27</td>
<td>34</td>
</tr>
<tr>
<td>Suggested ways to behave towards other people online</td>
<td>21</td>
<td>29</td>
<td>31</td>
</tr>
<tr>
<td>Helped in the past when something bothered child on the internet</td>
<td>21</td>
<td>25</td>
<td>32</td>
</tr>
<tr>
<td>In general, talked about what to do if something on the internet ever bothered them</td>
<td>22</td>
<td>26</td>
<td>33</td>
</tr>
</tbody>
</table>

Q58: Have your friends ever done any of these things? Please say yes or no to each of the following… Base: All children who use the internet.

Net Children Go Mobile
Final report may 2014 p.81
http://netchildrengomobile.eu/reports/
Figure 79: Friends’ active mediation (%) of child’s internet use, by gender, age and SES

Net Children Go Mobile
Final report may 2014 p.81
http://netchildrengomobile.eu/reports/

Q58: Have your friends ever done any of these things? Please say yes or no to each of the following... The graph shows the percentage of children who say ‘yes’ to at least two of the items in Table 60.
Base: All children who own or have for their own use a smartphone.
Figure 80: Friends’ active mediation (%) of child’s internet use, by country

- Belgium: 39%
- Denmark: 57%
- Ireland: 46%
- Italy: 43%
- Portugal: 62%
- Romania: 68%
- UK: 46%
- All: 51%

Net Children Go Mobile
Final report may 2014 p.81
http://netchildrengomobile.eu/reports/

Q58: Have your friends ever done any of these things? Please say yes or no to each of the following... The graph shows the percentage of children who say ‘yes’ to at least two of the items in Table 60. Base: All children who own or have for their own use a smartphone.
Discussing norms + younger siblings’ behavior:

Some don’t like that you take pictures of one another and then post them to everyone else. Så we have talked about that, like. And we agreed, that we simply do not want it. So, you should probably not post it on MyStory and something like that.

About three younger siblings who she finds spend too much time on computer games:

Because, it is not that healthy again, just sitting and ... because they do not have as much homework as I do. So, they do not have much else to do, so to say.

Andrea, girl, 14 years old
Being in control – but still friendly:

You know, I reply when I feel like it. And then of course someone will do like “why don’t you reply?” exclamation mark, exclamation mark, exclamation mark.

Then sometimes I write “I also have other things to do”…. or, “I am just relaxing a bit…”

Sebastian, boy, 12 years old
Rules, best example, and personal investment:

I find that everyone should abide by the rules. You must show one hundred percent respect towards other people, when you write to them. You cannot write all kinds of ridiculously stupid things. And, for your own sake, you shouldn’t write anything that can be used against you. Well, so ...

My best friend’s father was just told that he has incurable cancer. So my friend is not doing so well. So, I talk to him, also on the phone. I don’t do it via messages because, there you cannot really express how you feel. So then I call him and sometimes we have some rather lengthy conversations.

Emil, boy, 15 years old:
5. CONCLUSION – SUPPORT STRATEGIES

Children’s activities:
Practical guidance; experience sharing; Peer group support; Advice re. to risk and harm

Policy initiatives:
Peer group support; Campaigns / media councils; Schools/teachers; Parents; Content providers Positive media focus

Children as peer-to-peer agents

Children as advocates/politicians

Children as informants

Childrens’ rights

Children’s activities:
Research; media; content providers; reporters (of negative content/behavior)

Policy initiatives:
Political level; research; media; content providers

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Youth parliaments; Media Councils; Safer internet day; IGF; NGOs
Net Children Go Mobile publications:  
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EU Kids Online publications:  
http://www.lse.ac.uk/media@lse/research/EUKidsOnline/Home.aspx

• Children as Advisors  
• Children as Problem Solvers  
• Children as Explorers  
• Children as Sharers  
http://eprints.lse.ac.uk/61015/
CHILDREN AS DIGITAL RIGHTS AGENTS

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https://blogit.itu.dk/decidis/