YOUTH HAVE THEIR SAY ON INTERNET GOVERNANCE

NORDIC YOUTH FORUM AT EuroDIG STOCKHOLM JUNE 2012

The International Clearinghouse on Children, Youth and Media

NORDICOM
University of Gothenburg

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The Clearinghouse is located at Nordicom

Nordicom is an organ of co-operation between the Nordic countries – Denmark, Finland, Iceland, Norway and Sweden. The overriding goal and purpose is to make the media and communication efforts undertaken in the Nordic countries known, both throughout and far beyond our part of the world.

Nordicom uses a variety of channels – newsletters, journals, books, databases – to reach researchers, students, decision-makers, media practitioners, journalists, teachers and interested members of the general public.

Nordicom works to establish and strengthen links between the Nordic research community and colleagues in all parts of the world, both by means of unilateral flows and by linking individual researchers, research groups and institutions.

Nordicom also documents media trends in the Nordic countries. The joint Nordic information addresses users in Europe and further afield. The production of comparative media statistics forms the core of this service.

Nordicom is funded by the Nordic Council of Ministers.

The International Clearinghouse on Children, Youth and Media

A UNESCO Initiative 1997

In 1997, the Nordic Information Centre for Media and Communication Research (Nordicom), University of Gothenburg, Sweden, began establishment of the International Clearinghouse on Children, Youth and Media. The overall point of departure for the Clearinghouse's efforts with respect to children, youth and media is the UN Convention on the Rights of the Child.

The aim of the Clearinghouse is to increase awareness and knowledge about children, youth and media, thereby providing a basis for relevant policy-making, contributing to a constructive public debate, and enhancing children's and young people's media literacy and media competence. Moreover, it is hoped that the Clearinghouse's work will stimulate further research on children, youth and media.

The International Clearinghouse on Children, Youth and Media informs various groups of users – researchers, policy-makers, media professionals, voluntary organisations, teachers, students and interested individuals – about

- research on children, young people and media, with special attention to media violence,

- research and practices regarding media education and children's/young people's participation in the media, and

- measures, activities and research concerning children's and young people's media environment.

Fundamental to the work of the Clearinghouse is the creation of a global *network.* The Clearinghouse publishes a *yearbook* and a *newsletter.* Several *bibliographies* and a worldwide *register of organisations* concerned with children and media have been compiled. This and other information is available on the Clearinghouse's *web site*:

www.nordicom.gu.se/clearinghouse

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Nordic Youth Forum at EuroDIG Stockholm June 2012

Contents

Foreword

The Internet Governance Forum (IGF) was created at the World Summit on Information Society in Tunis in 2005 in response to calls for an international platform where public policy issues relating to the Internet might be discussed. The Summit asked Secretary General Kofi Annan to summon such a forum – a forum for multi-stakeholder policy dialogue. The IGF, which meets annually, is open to all: governments, civil society, international organisations, teachers and scholars, organisations in the private sector and others. The purpose of the Forum is to examine issues relating to the Internet from a broad variety of perspectives; these range from purely technical aspects to human rights issues. All participants are free to speak and share their experiences. Unlike many other fora in the UN community, the IGF has no legislative or executive powers.

Young people are a frequent topic in IGF discussions, but to date very few young voices have been heard. Young people have not found a place at the table. Their absence was particularly obvious at IGF 2010 in Vilnius, Lithuania, where the topic was *Developing the Future Together*. It was here that the idea of a Nordic Youth IGF was conceived.

The aim was to bring young people from all the Nordic countries – Denmark, Finland, Iceland, Norway and Sweden – together to discuss the future of the Internet with respect to issues like openness, diversity, accessibility, safety and personal integrity, and not least, human rights. The forum should bring policy-makers, experts, operators, and media companies face to face with young people's knowledge and experience and to heighten young people's awareness of the opportunities the web affords as well as its limitations and specific characteristics. Writ large, it is about the potential of Internet to be a tool for democracy that transcends local and national frontiers in decision-making processes that relate to children and youth.

The Nordic countries are known for their early adoption and development of IT, as well as for a long tradition of legal safeguards for freedom of expression and freedom of the press. Almost everyone in the younger generation uses Internet and mobile phones daily. The countries share the same political and cultural views regarding children and young people's use of digital technology. Thus, there was reason to believe that Nordic collaboration on the subject might bear fruit that may be of broader international interest. A Nordic initiative that might be introduced into the global arena via the IGF. At the same time it might also contribute to promoting media literacy.

The project could be launched thanks to support from the Nordic Culture Fund.

The first part of the initiative was realized at EuroDIG 2012, held in Stockholm. IGF's European counterpart, EuroDIG (European Dialogue on Internet Governance), meets annually. Here, youth from all five countries met in a forum of their own to discuss Internet issues and formulate their conclusions. These were presented to EuroDIG in plenum following H.M. Queen Silvia's speech on children's rights and the Internet. The young's presentation was very well received.

After the Stockholm meeting, it was time to realize the second part: to collate the material to make a persuasive presentation at IGF 2012 in Baku, Azerbaijan. The result is presented in these pages.

Many contributors are represented here. Above all, the many young men and women throughout the Nordic region whose participation and commitment breathed life into the idea conceived in Vilnius two years ago.

A second key factor is a strong commitment on the part of public bodies in the media sector in all five countries: the Danish Media Council for Children and Young People, Finnish Mannerheim League for Child Welfare, National Parent's Association in Iceland, Norwegian Media Authority, and the Swedish Media Council, which hosted the Nordic Youth Forum at EuroDIG in Stockholm. Nordicom has participated in the project from the beginning and, furthermore, realized the idea of a publication, which is edited by Catharina Bucht and Maria Edström.

The issues treated are important – to which the theme of IGF 2012, "Governance for Sustainable Human, Economic and Social Development", clearly testifies. Many of the issues encompassed under this heading have direct bearing on young people. The digital world figures in a growing number of political discourses today. The future of the Internet is on the agendas of international and regional organisations and national parliaments alike. Issues like, for example, on whose terms the Internet shall operate, proprietary issues, and the question of whose needs shall be served cannot be ignored. They touch the fundaments of democracy. Ultimately, they are crucial with respect to the nature of the societies we want to live in – defining in fact who "we" is. Can matters of such importance be discussed meaningfully without including young voices?

We hope, that this book will be widely spread so that young voices will be heard loud and clear in the corridors of power and also inspire young people in other countries to undertake similar initiatives.

Gothenburg in October 2012

Ulla Carlsson
Director
Nordicom

Introduction

# "We are the Internet generation"

Taking children's rights seriously means letting them take part in the discussion. The present report is a result of the Nordic initiative to make young people's voices heard in international arenas, and one main arena is the Internet Governance Forum (IGF) and its regional counterparts, such as EuroDIG. So far the youth have been largely absent from these forums, with very limited participation and presence even though they are sometimes the most eager users of the Internet.

This is why the idea came about to gather national organizations and authorities on a Nordic level to create a youth platform for a discussion on Internet governance. The aim of the Nordic Youth IGF was threefold: 1) to let the youth discuss Internet governance on their own terms, 2) to allow them to participate in the debates at the EuroDIG conference and 3) to let their ideas travel through this report so that their voices can be heard at the IGF in Baku and elsewhere.

Fortunately, the limited presence of young people and the youth perspective in international meetings on Internet governance may be coming to an end. Similar thoughts of raising the voices of youth in these arenas have resulted in the creation of youth panels and other forms of participation in other regions. Two examples of this are the Pan-European Youth Panel and the Youth Internet Governance Forum Camp at the regional IGF Asia. Youth IGF meetings are also arranged on a national level, for example in the United Kingdom and in Denmark.

Figure 1. Households with Internet access at home by level of development, 2005-2011 (%)
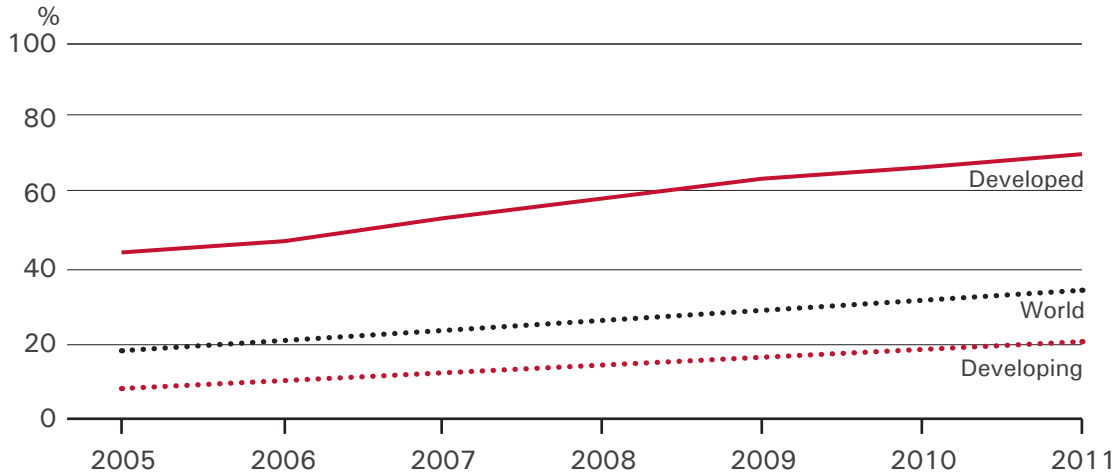
Source: International Telecommunication Union (www.itu.int) (Permission of ITU for republication).

Figure 2. Individuals using the Internet by level of development, 2005-2011 (%)
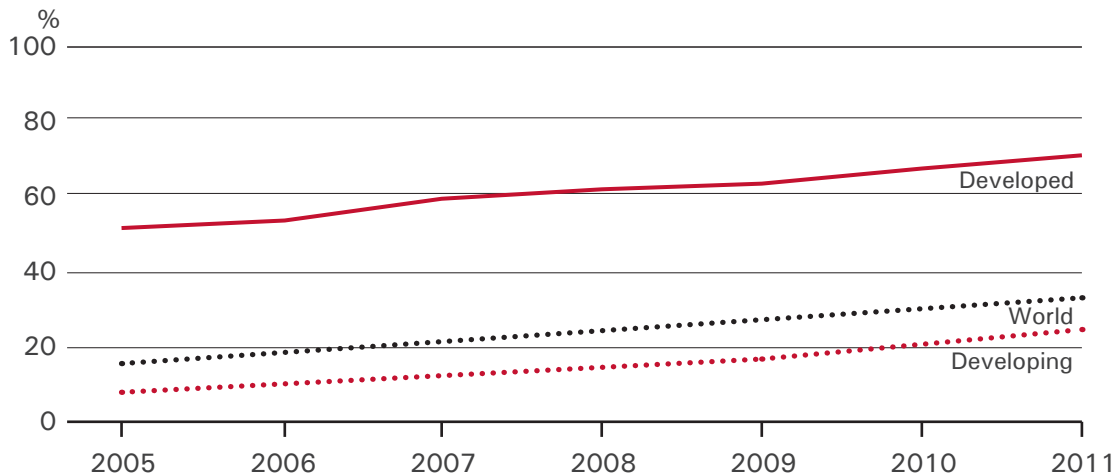
Source: International Telecommunication Union (www.itu.int) (Permission of ITU for republication).

Why listen to the Nordic youth?

The global digital divide, in terms of disparities in access to Internet and information, is still very obvious geographically. For instance, in Africa 4 % of the households have Internet access at home, compared to Europe with 71 %. Individuals' use of the Internet is much more common in the developed countries (70 %) compared with the developing countries (24 %); see Figures 1-4. Internet use is increasing around the world, but over time the digital divides are still growing wider. The situation for children and youth also differs within nations.

The Nordic youth represent one side of this digital divide: not only are they part of the developed world; they are also the most frequent users of the Internet in this part of the world. Born during the last decade of the 20th century, they have never regarded the Internet as a new phenomenon or a new medium – it is just there. To many of them it is an obvious and natural element of their everyday life, a tool for various purposes: communication, information, recreation and entertainment. While the adult community still often regards online activities and the physical world as essentially different entities, these two are intertwined in the minds and lives of the younger generations. The young people represented at the Nordic Youth IGF are

"Youth is not only the future, it is the present. That's why we need to be involved as youth participants, not as 'soon-to-be-taking-over-my-job' participants."
Adelina
Trolle Andersen,
17 years, Norway

Figure 3. Households with Internet access at home by continent, 2011 (%)

* CIS = Commonwealth of Independent States: Armenia, Azerbaijan, Belarus, Kazakstan, Kyrgyzstan, Moldava, Russia, Tajikistan, Uzbekistan.

Source: International Telecommunication Union (www.itu.int) (Permission of ITU for republication).

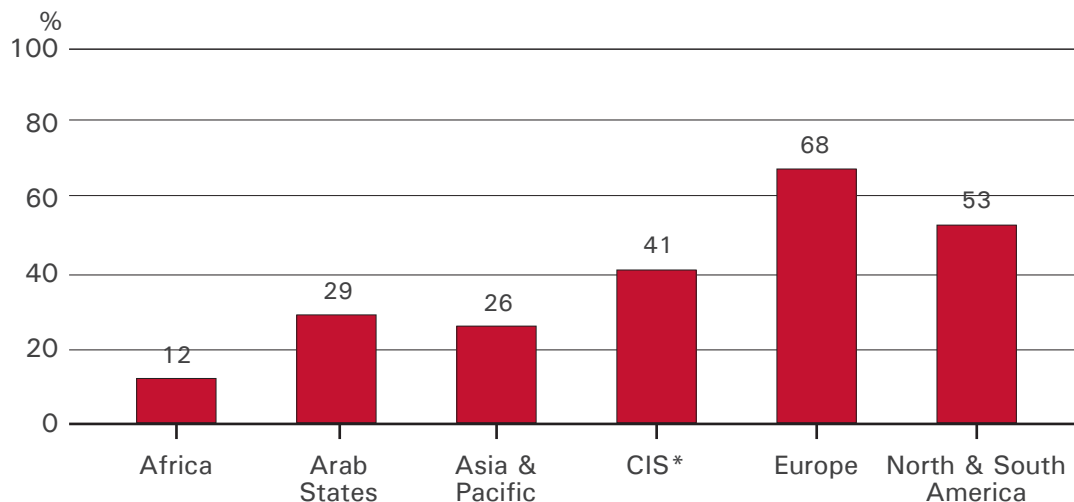**Figure 4. Individuals using the Internet by continent, 2011 (%)**

* CIS = Commonwealth of Independent States: Armenia, Azerbaijan, Belarus, Kazakstan, Kyrgyzstan, Moldava, Russia, Tajikistan, Uzbekistan.

Source: International Telecommunication Union (www.itu.int) (Permission of ITU for republication).

early adopters, and are often referred to as digital natives. With the Internet as such an integrated part of their life, they also reflect on Internet governance issues. This report offers an opportunity to listen to their opinions and experience.

Being an avid user, however, does not necessarily imply having experience enough to tackle all aspects of Internet content or Internet use. Nor does it imply being media- and information-literate. The Convention on the Rights of the Child from 1992, ratified by almost every country in the world, states that children (defined as young people below the age of 18 years) have not only the right to information but also the right to be protected from information and media content that may be injurious to their well-being (see p. 54).

Finding a balance between empowerment and protection is essential, and media and information literacy (MIL) education is seen as a viable way to achieve this. MIL is considered a crucial competence in order to be able to benefit from the opportunities at hand and to minimize pitfalls.

Many intergovernmental bodies have also stipulated the importance of promoting these competencies. In the Alexandria Declaration of 2005, UNESCO recognized how MIL 'empowers people in all walks of life to seek, evaluate, use and create information effectively to achieve their personal, social, occupational and educational goals. It is a basic human right in a digital world and promotes social inclusion of all nations'[1]. Furthermore, in 2011 UNESCO launched their Media and Information Literacy Curriculum for Teachers in order to stimulate the member states' work towards achieving the goals in, e.g., the Alexandria Declaration, i.e. to enhance the MIL competence among teachers[2]. The EU Commission's 'Recommendation of 20 August 2009 on media literacy in the digital environment for a more competitive audiovisual and content industry and an inclusive knowledge society' is another important reference[3].There are also many other public institutions, educators and NGOs around the world calling for attention to MIL, and there is a great deal of good work to make use of in this regard.

Internet in the Nordic countries

The Nordic countries (Denmark, Finland, Iceland, Norway and Sweden) share great parts of their history as well as many cultural similarities. One of these is the early use and extensive development of information and communication technology. Almost every citizen inhabiting these countries has access to a mobile phone, and nine out of ten have Internet access at home (2012). Access to smartphones is on a steady rise.

Internet use on a daily basis in the Nordic countries is extensive in all age groups, not least among the young. In 2010 the research network EU Kids Online (www.eukidsonline.net) conducted a survey in 25 European countries on Internet-using young people aged 9-16 years and their experiences of the Internet: uses, activities, risks and safety. The survey indicates that Nordic children and youth are online more often than European youth in general, and that they are also more likely to have a profile on a social network; see Table 1.

Table 1. Share of children and youth online daily in the Nordic countries compared with the EU 25 (%)

	Denmark	Finland	Iceland	Norway	Sweden	EU 25
Online daily 9-16 years	81	79	..	80	84	60
Profile on social network 9-16 years	75	67	..	69	67	59

.. Data not available.
Source: Livingstone, S., Haddon, L., Görzig, A., and Ólafsson, K. (2011), www.eukidsonline.net

While television is still the dominant medium when considering the whole population and among the youngest children, the Internet has taken over this role among older youth and young adults.

Figures 5 and 6 show how Swedish children, youth and young adults divide their time using media on an average day. The older youth/young adults use the Internet three hours per day (179 minutes) and the younger ones, 9-14 years, use it fully one hour (63 minutes) per day.

Another similarity in the Nordic countries is the long tradition of safeguarding freedom of speech and freedom of the press. In these

Figure 5. Time spent with media in Sweden 2011, 9-14 years (%)
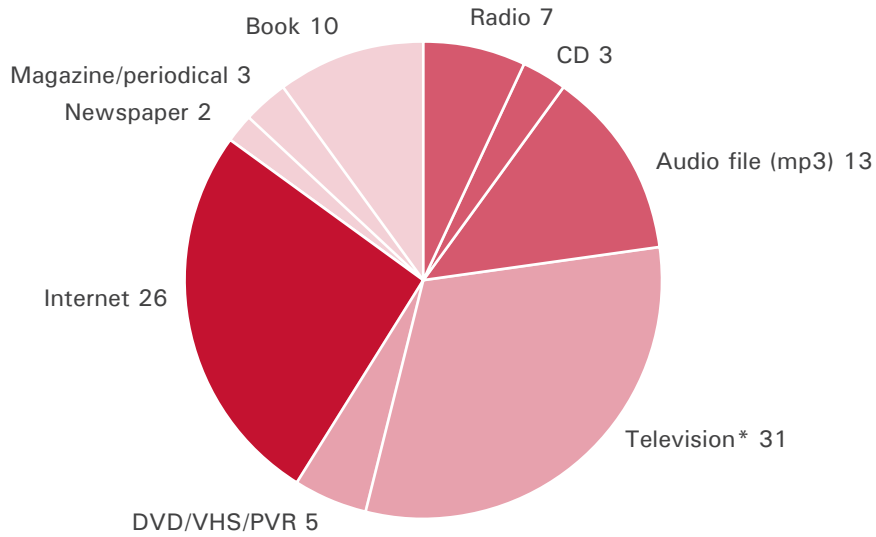
Book 10
Radio 7
CD 3
Magazine/periodical 3
Newspaper 2
Audio file (mp3) 13
Internet 26
Television* 31
DVD/VHS/PVR 5

* Not including watching/reading online.
Source: Nordicom-Sveriges Mediebarometer 2011 (Nordicom-Sweden).

Figure 6. Time spent with media in Sweden 2011, 15-24 years (%)
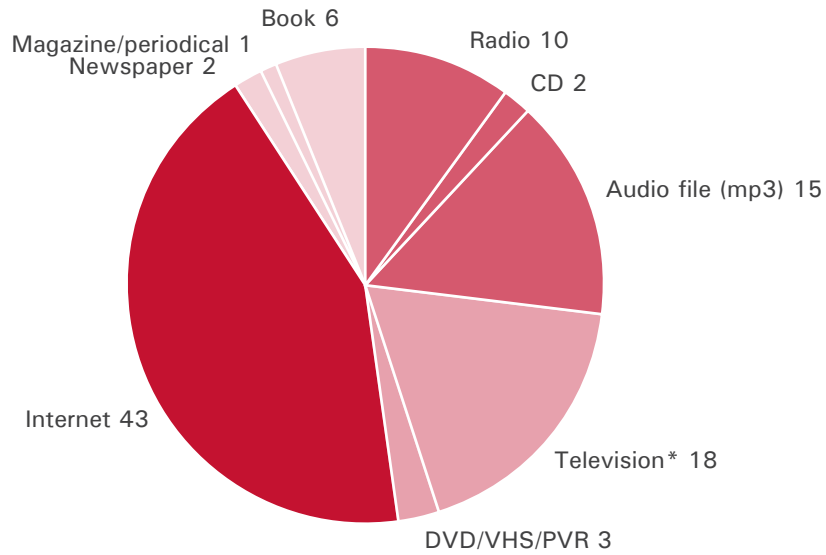
Book 6
Magazine/periodical 1
Newspaper 2
Radio 10
CD 2
Audio file (mp3) 15
Internet 43
Television* 18
DVD/VHS/PVR 3

* Not including watching/reading online.
Source: Nordicom-Sveriges Mediebarometer 2011 (Nordicom-Sweden).

countries there is a positive political and cultural coherence when it comes to promoting the use of digital technology among children and youth, as well as their right to express themselves and to receive and impart information online. Young people's voices are considered worth listening to. Their views and experiences can give us a fuller picture, provide new perspectives from different angles, and breathe fresh air into stale meeting rooms. With these beliefs in common, there is a good foundation for cooperation and dialogue.

The forum in Stockholm: youth having their say

In June 2012 the Nordic Youth IGF took place in Stockholm, giving a group of 26 young people aged 14 to 19 years from each of the five Nordic countries the opportunity to meet and discuss issues regarding the Internet and its future. Just like the IGF and EuroDIG conferences, where these issues are also discussed, the idea of the Nordic Youth IGF was to be an open and informal meeting where youth could voice their thoughts, ideas and worries from the point of openness, diversity, accessibility, culture, security and rights. Some opinions from the Nordic Youth IGF, on topics ranging from practical details and user-friendliness to fundamental human rights, were presented in a short film. The film from the Nordic Youth IGF (available on YouTube), shown at the opening of EuroDIG in Stockholm, had an immediate impact on the audience and was referred to often during the two-day conference. A second piece of documentation from the youth meeting is the present report.

We are particularly proud to be able to include the keynote speech that H.M. Queen Silvia of Sweden gave at the EuroDIG conference. H.M. Queen Silvia specifically addressed the issues of children's rights and the importance of adults engaging in the online world of children and youth.

This report includes both individual statements from some Nordic youth and a summary of the opinions and demands of the Nordic youth concerning Internet governance. The report further includes the voice of one of the adults present at the Nordic Youth IGF, Gry Hasselbalch from the Danish Media Council, who has been involved for many years in the Danish experience of engaging youth in the national dialogue on

Internet governance. The report also presents some facts and figures on the Nordic countries, and lists contact information for all partners, some ongoing projects and useful documents.

This report is an important contribution by the youth to the international discussion on Internet governance. In order to address the Baku IGF theme of 'Internet Governance for Sustainable Human, Economic and Social Development', we need their voices – as well as many other voices from youth around the world.

The project is the result of the work of many dedicated parties. We would especially like to thank the Nordic Culture Fund for contributing to financing the Nordic Youth IGF. We also would like to thank the organizers of EuroDIG 2012 for welcoming the participation of the Nordic youth, and the Baku IGF for including the Nordic Youth Forum IGF experience in their side-session programme.

Thanks to all our collaborating partners and, last but not least, to all the participating Nordic youth – for your time, your energy and your opinions. This is your report.

"…even though we're of different nationalities we're not all that different."

Notes
1. http://portal.unesco.org/ci/en/ev.php-URL_ID = 20891&URL_DO = DO_ TOPIC&URL_SECTION = 201.html
2. http://www.unesco.org/new/en/communication-and-information/resources/publi-cations-and-communication-materials/publications/full-list/media-and-information-literacy-curriculum-for-teachers/
3. http://ec.europa.eu/culture/media/literacy/docs/recom/c_2009_6464_en.pdf

Photo: Royal Court, Sweden

H.M. Queen Silvia of Sweden
Speech at EuroDIG, Stockholm, 15 June 2012

Your Excellencies, Ladies and Gentlemen

I was so very pleased to receive the invitation to speak at this confe-rence, not only because I am looking forward to an interesting mor-ning, but also because I consider the issue of children and Internet extremely important. When I founded World Childhood Foundation 13 years ago, I did so because I had seen how many children all around us were at risk of being abused and exploited. And although there are many organizations around the world working with children, it just wasn't enough. I strongly felt that there was a need for more good efforts. Childhood, thus, became an organization which focused on children at the edge of society, those who were not seen and who needed support to get on the right track and grow into happy and healthy adults. To do this we decided to work mainly with preventive methods, and more importantly we decided that we needed to be where the children are.

Some years back we realized that the children started developing new, less obvious arenas where they could socialize, learn about life and have new experiences. The Internet became a place of interac-tion, information and new experiences. In addition, this was an arena where they could be anonymous and where few adults were present. For a teenager, this must be heaven! And for most teenagers, the Internet has become a fantastic tool to make friends, stay in contact with friends far away, for academic purposes etc. But for some child-ren, the Internet has also become a place where the lack of protec-tion and adult supervision may place them in great harm and danger. Which is why we strongly need guidance in how to protect our child-ren on the Internet without limiting the positive effects of the Internet.

There are several rules and regulations in existence today with the purpose to protect and support our children. Our challenge is to ensure that these also apply to the Internet. One example is The UN Convention on the Rights of the Child. This is a key Convention. And it also applies in conjunction with the use of the Internet by children and young people.

The Convention assures children and young people the right to express their opinions and a right to information. However, it also prescribes that the child is entitled to a private life and to be protected from material that may be harmful. It seeks in general to provide protection from people who in various ways are malevolent towards children. Children and young people are spending an increasing amount of time on the Internet and using social media, and we therefore face the challenge of finding a good balance considering the best interests of the child.

A growing number of children in Europe use the Internet. For example, one in two three-year olds in Sweden currently uses the Internet. This is a challenge that both parents and educators have to deal with so that they can make children aware and enable them to become critical media users, competent to protect both their own privacy and the privacy of others. We must also of course protect children and young people who are for other reasons at manifest risk of running into 'digital trouble´. These may be children without good adult role models. These may be children who for various reasons take greater risks than others, and consequently become more exposed and vulnerable on the Internet. These may be children with different forms of disability who need special support to interpret information and understand potential risks associated with people they meet while on the Internet.

The Convention also stipulates that the countries that have acceded to it should assist parents to be good parents. We, as adults, must participate and support children and young people in their everyday use of digital media, just as we do in all other areas of their upbringing. We often participate in their leisure activities, taking them around for their sporting activities, and get involved with young people in various local activities; as adults we feel comfortable with this involvement and can see the benefit. However, the rapid growth and

development of the Internet, with the constant change of social are-
nas and new ways of interaction, mean that many of us may some-
times feel uncertain about how best to support our children and young
people.

The Internet and digital media plays a major part of the day-to-day
lives of our children and young people. The problem is that we as
adults do not have a sufficiently great insight into their 'new' day-to-
day lives. We need knowledge and understanding in order to provide
good support. The good news is that we can get this support from
our children and young people. If we listen, they have a great deal to
tell us. If we look, they have much to show us. If we make ourselves
available, we can learn so much more from them.

I am a strong believer in physical meetings – that we can see and
interact in real life with the people we meet, so that we can bring in
more dimensions in the meeting. I was therefore very happy to learn
that around 30 young people from the Nordic countries have met,
in real life, for a few days preceding this conference. They discus-
sed the use of the Internet, looking at behaviour and standards, the
things that it are important to be aware of, and the rules and princip-
les concerning what should or should not apply. I am very happy that
some of these delegates are here today. Let us ensure that we listen
to what they have to say and use their message as a platform for
further discussions. Let us ensure that we protect our children on the
Internet just as much as we try to protect our children in real life.

Thank you.

Source: www.kungahuset.se

What We Think Matters
Olivia Gisle

18 years old, Sweden

It's not every day one has the opportunity to participate in a meeting like The Nordic Youth IGF, and as someone who ended up there almost by chance I feel truly lucky. For two days, young people from all the Nordic countries assembled in Stockholm to discuss our views and thoughts about the Internet, hoping to learn from each other and to make our voices heard by the older generations. The event itself was an eye-opening experience, not only because it forced me to think about Internet issues in a way I've never done before, but also because the second I figured out what my opinion was about the current topic I found that most of the other delegates had reached the same conclusion, making me realize that even though we're of different nationalities we're not all that different.

The most interesting topic we discussed, in my opinion, was how we can make the Internet easier to use. And even though 'ease of use' sounds like we're talking about something like the layout of an Internet browser, we were actually discussing something entirely different. What we were really doing was discussing how to make things like the Terms of Use you have to accept before doing pretty much anything on the Internet less confusing and how to make the purchasing of items online easier.

When we talked about the Terms of Use we all agreed that most of the time we don't even read them at all, which we also agreed wasn't very good since this is a contract that can be held against you if you happen to do something that goes against it. The Terms of

Use are usually way too long and way too complicated, using words we don't understand. Though we understood why it needs to be this way for legal purposes, we wished there were a summary attached to the document that would state the main points in a language that can be understood by someone who isn't a lawyer.

Making it easier to purchase items online is something else we found important, since piracy is an issue that's discussed a lot these days. One person said that "in the real world it's easier to buy a movie than to steal it, but on the Internet it's easier to steal it than to buy it", something that at least I wholeheartedly agree with. If paying for things online were made easier than finding a good torrent, we think more people would go with the legal option since we figured most people are just lazy – not criminals.

Getting together with people of younger ages from different places and discussing these sorts of things is extremely important. Out in the world it's easy to forget about the younger generation when the voices of the older ones are so loud. For some issues out there this isn't a huge deal, but the same doesn't go for the Internet. We've grown up with it and therefore relate to it in a completely different way, that people who haven't had it around all their lives can't possibly understand. What we think matters, and it's time we're listened to. Events like this are great ways for us to express ourselves and for the people listening, and us ourselves, to learn.

"When we talked about the Terms of Use we all agreed that most of the time we don't even read them at all"

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Who are you?

My name is Dilja Helgadóttir, I'm 17 years old and from the most beautiful country in the world, Iceland.

I'm studying biology and business at the Commercial College of Iceland and my favourite hobby is football. I started working for SAFT (National Awarenass Node for Internet Safety) last year and it's been very inspiring and I've gotten to know a lot of great people.

What are your own impressions from these days?

I really liked working with people who have the same or similar interests as me, and what impressed me the most was that even though we're all different, we were able to agree on three main themes that we think are the most important on the Internet today and for the future.

Secondly, I just have to mention that it was amazing to take part in EuroDIG, listening to professional and well informed people who had so much useful information for me to learn from.

It was also quite cool to meet and talk to Queen Silvia in person.

What is your opinion of Nordic Youth IGF? and EuroDIG?

I'm so glad there's a delegation available for the youth because I think it's very important for youth to be a part of the discussion because sometimes we have useful information for the older generation and sometimes we're left out. I'm happy that we got this opportunity to be here in Stockholm and to be a part of EuroDIG as well. I also think it's great that Iceland participates in such a conference even though there are so few of us.

You participated at EuroDIG: What was it like? How was your participation received?

Talking in front of such a large crowd, and I have to mention the Queen of course, can sometimes be stressful but it's also exciting and I thought [the moderator] did a great job in leading the discussion. Being on stage felt good because of the support from the audience and I believe our participation was well received because people like seeing the younger generation being involved, and we got very positive feedback and lots of comments regarding that.

Do you think this meeting has been useful/important/interesting/fun?

When people of different nationalities get together to discuss various topics you get to see things from lots of different points of view and that helps to widen our perspective. Because of that, gatherings like this one are of course very important, and it's also always interesting and fun to meet new people, especially from other countries.

I hope our input will have some effect and that decision-makers were able to get something out of our conclusions.

Listen to the Youth
On Education, Integrity and "Ease of use"

As digital natives and as citizens, Nordic youth made it clear that they want to take part in the discussion on Internet governance. The quote to the right is from the film produced at the Nordic Youth IGF, the gathering of 26 young people from Denmark, Finland, Iceland, Norway and Sweden that took place right before EuroDIG in June 2012. The conference theme of EuroDIG this year was "Who sets the rules for the Internet?" This was also a central question for the youth, who processed and discussed issues like digital inclusion, privacy issues, safety online and freedom of speech. Nordic youth use the Internet to socialize, share opinions, and search and share information, and for entertainment. For them, the Internet is an extension of their life offline. This is also why they want their voices to be heard.

"We demand the right to personal and professional integrity. We demand the right to privacy and security. And we demand that you find another solution than censorship to control Internet behaviour."

The youth at the Nordic Youth IGF pointed out several issues that are important to them, and their foremost concerns involve education, integrity and what they call "ease of use". The following exposition is a summary of their discussions, with their own words as the headlines.
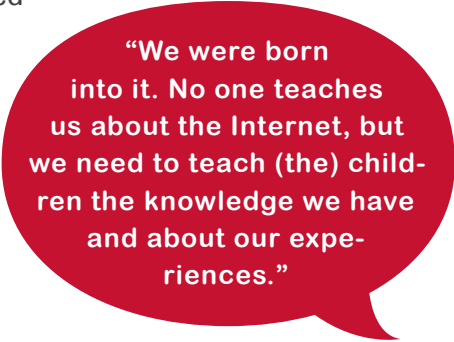
"Safety is through knowledge"

People are empowered by knowledge. The youth consider education to be the best way to prevent risks. "Safety is through knowledge. (And) that's why we thought that education (about the Internet) is

such an important issue to us." The youth want to be as safe as possible online and have no problems with safety in terms of protection, as long as it doesn't involve being excluded from or denied access to information.

The Nordic youth want the next generation to be more critical and more educated in how to behave. The Internet cannot justify bad manners, and it is important to respect everyone, just as you are supposed to respect people in real life.

Many in the Nordic Youth Delegation questioned different types of parental control through computer settings. "Parents should take the responsibility instead of letting the computer take the responsibility." In short, they want more direct dialogue and participation from adults instead of computer programs that monitor or censor their behaviour. Dialogue and understanding are better than locking the computer. "You can put the biggest firewall in your house, but everybody, everybody has a friend whose house has no firewall and no parental control. The message from the youth is: As a parent, talk to your children! Even if you don't understand everything it's possible to share some time in front of the screen and observe what the child is doing. "I think empowering the parents to empower their children is the best way to go for managing the Internet".

"We were born into it. No one teaches us about the Internet, but we need to teach (the) children the knowledge we have and about our experiences."

They also advised parents not to be so worried about what their kids are doing on the Internet. "This might come as a shock to you, but you don't always know what we're doing outside the Internet either".

The schools were identified as an important player: Schools should provide more education on Internet security and on how to behave online. They need to teach children how to use the Internet as a tool for learning and working as well as a place for their time off. Some parents are not familiar with the Internet, or do not use it all. For children in these families, school becomes even more important: "I would've liked to get more general information about the Internet, because my parents don't use the Internet."

"The Internet is a place for freedom"

Access to and use of the Internet is a question of resources on many levels. It depends on the political situation and legislation, on whether you live in an urban or rural environment, and on social factors such as class, ethnicity and gender. "The Internet is a place for freedom", declared one of the Swedish youth delegates. Freedom of speech is considered a basic right, crucial to democracy. The youth are well aware of the long tradition of freedom of press and of expression in the Nordic countries, and are very critical of censorship of any kind. Everyone should have the right to express their opinion, "no matter how radical".

> **"Freedom of speech isn't something we have. It's something we do."**

During the Nordic Youth IGF it also became quite clear that the notion of censorship is very complex among young people. What do they mean by censorship, what is censored and by whom? The youth mostly referred to it as something that states impose on citizens. They did not think so much of companies/businesses as possible censors, limiting their freedom of speech and their activities in social media. On the one hand they voiced the opinion that giving away your personal details is the price you have to pay for free service, but on the other hand they wanted to defend the right to be anonymous in their online activities.

"Information is ridiculously easy to manipulate"

Many of the youth expressed worries about what information can be trusted on the Internet, and said their awareness of this has increased over the years. Some were very concerned with the possibility of misinformation, propaganda and fraud on the web. The youth consider it crucial that everyone learn how to find, evaluate and assess information. This demands another level of media and information literacy.

> **"I don´t think a lot of children and youth understand that this information is ridiculously easy to manipulate."**

"Bring the generations closer together"

Digital inclusion is important for the Nordic youth. They are very concerned about the generation gap, and want their own knowledge to be useful. "Many of the younger people could teach older people how to use the Internet". They wanted to be mentors for older people: "That would really bring the generations closer together".
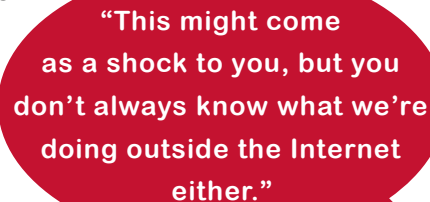
In general, they wanted more dialogue between the different age groups. Young children also need to be included in the discussion, and the youth of today feel that they, as the first generation of digital natives, have the capacity to bridge the gap between age groups. This is one reason why they want more young voices in the discussions on Internet governance and for younger people to be present in different international forums.

"If you're outside the online world you're outside social life too"

Socializing and being online often mean extending your offline social networks. But how do you support enlarged social networks away from the keyboard? This was something the youth found more difficult to address. Many also feared contact online with people unknown to them, and preferred 'adding' people they already knew. At the same time they emphasized the possibility to connect with new people around the world with the same interests. Some also saw a division of cultures: "Culture on the Internet is based on interest, but culture in real life is based on where you're from."

"This might come as a shock to you, but you don't always know what we're doing outside the Internet either."

Online, these young people are both users and producers of media content and products. Sometimes they act as consumers, and sometimes as citizens. It is important to recognize the dominance of some brands in young people's lives and the rapid shift of tastes. The social network of Facebook was crucial to many of the Nordic youth: "It would be very hard to survive without Facebook". For others, though, it was the opposite; they didn't even have a Facebook account and didn't want one either. But no

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matter which platforms they use, the possibility to socialize is a very important part of their digital life. "If you're outside the online world you're outside social life too." This means they will meet people with both the best and the worst behaviour, just like in real life. Common sense guides their Internet behaviour. They suggest that you shouldn't say something on the Internet that you cannot say to someone face to face. And real-life experience is of course still very important. "If you don't communicate with people in real life you might forget how to communicate with people standing in front of you..."

"On the Internet it's easier to steal it than to buy it."

If it's free it's good. This seemed to be the general conclusion when discussing access on the Internet. The youth are very much for open access and believe the Internet has changed their way of studying, with information only a click away. On the other hand, they were also clear on the fact that several things on the Internet are not as free as they look. They were also aware of the trade they are making by "selling" (giving away) their personal information to be able to use certain programs/applications for free.

Copyright rules are often looked upon by the youth as a form of censorship. They don't mind paying for services, but sometimes this is too difficult. As one of the young people says, "It's easier to buy a movie in a store than to steal it, but on the Internet it's easier to steal it than to buy it."

"Ease of use"

The youth were very critical of the complicated settings of many online services. They don't want to register all their personal information when buying things on the Internet, and don't like accepting conditions they do not understand. "Right now we just press 'next' and 'accept' (for the rest), and we have no idea what they're really about."

They want to keep their privacy in the commercial area of the Internet, and want it to be easier to use services without the fear of losing their privacy. "Ease of use" was used as an expression that included both legal and privacy aspects.

"We demand simpler terms of use, it's like a summarized version that's easier to understand, with no law words in it – and a link to the original words in the summarized version."

They want less detailed and easier ways to buy things on the Internet: "We demand a safer and easy payment method with no personal info needed. Some of you [EuroDIG delegates] could do this together: make an international single-use gift card, usable online."

Online privacy issues

Some of the Nordic youth emphasized the importance of being anonymous and/or having different identities on the Internet. Being anonymous allowed them to be more honest in their expressions, giving them a certain freedom. "When you're anonymous you can show other sides of yourself" was one comment. On the other hand, they also felt that the Internet was an extension of "real life" offline: you meet someone and then add them (connect with them) in your online life. The Internet helps you create stronger bonds with people you already know, and lets you socialize with people who aren't geographically nearby. Then, it's important to show your real self. "For many people it's important to have different personalities, but I'm the same person in real life that I am on the Internet".

Privacy issues were also connected to protection, the safeguarding of their identity and life online: "For me personally, I'm scared my mobile will be hacked or my computer will be hacked. I'm afraid they'll use it in a way that's harmful to me."

Conclusion: Is media and information literacy the answer?

Democracy requires informed citizens. "Safety is through knowledge", as the Nordic youth says. This can be interpreted as a demand for more media and information literacy (MIL). MIL equips the young and old with the competencies needed for understanding the

functions of information providers, the conditions under which they perform, and how to evaluate the output. It also includes competencies on how to produce their own media content and contribute as citizens with their voices in the public sphere. The levels of knowledge in online safety and understanding of how media operate differ among children and their parents/guardians, and all need to be empowered in order to benefit from online content and activities. Not all children have parents or a home where they can count on the engagement and support they need. This is why school and other (public) institutions play an important role in providing the relevant education and empowerment of parents as well as children.

On how to make Internet a safer place: "Educate, educate, educate."

Many of the Nordic youth delegates desire more knowledge on how to evaluate and understand different digital environments. They don't see censorship or stricter regulation of the Internet as a solution, and they demand more integrity on the web.

Most of all, the Nordic Youth Forum asked for more education and literacy on many levels:

- Parents should be educated and empowered to take part in a dialogue with their children instead of trusting that this be done by computer programs, companies or regulators.

- Schools should teach young people how to think critically, assess information and determine which sources can be trusted.

- Politicians should take action. "Politicians need to realize that the Internet has become a huge part of our lives. They have the opportunity to teach us how to surf safely".

Last but not least:

- The young people want their knowledge to be used.

They are concerned with the digital divide and want their expertise to be used, both for educating the next generation and to help include the older generation. Both younger and older people should be taught

how to behave and express themselves on the Internet. Sometimes, the youth can be the experts on these matters.

So, what are we waiting for?

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The quotes here are compiled from statements made by the Nordic Youth IGF participants, in the Forum, at EuroDIG and from a web survey they answered before the Forum.

About the process of the Nordic Youth Forum

Before attending the Nordic Youth Forum, the participants had discussed the different aspects of Internet governance online and offline. In Stockholm, they had the opportunity to meet in real life and continue this discussion. Interestingly enough, many of them had never visited their neighbouring Nordic countries and were surprised by the similarities in opinions. The Nordic Youth Forum was a mix of activities and processes, with discussions in small groups alternating with plenary discussions. The youth either spoke themselves or showed short film clips they had produced in their groups. One of the final results of the Forum was a four-minute long film that had been edited the night before the opening of EuroDIG. This film, from the Nordic Youth Forum, became part of the opening session at EuroDIG. The youth also participated in a panel following the speech of H.M. Queen Silvia of Sweden, as well as in a workshop, "Child Protection and Child Empowerment. Two sides of the same coin?", and in a discussion with Council of Europe Secretary General, Thorbjørn Jagland. Five youths, one from each country, will represent the Nordic Youth Forum at IGF BAKU, Azerbaijan.

Who are you?

I'm Elmo Kuisma, 17 years old, from Turku, Finland.

What are your own impressions from these days?

I had a lot of fun at IGF in Stockholm. We did so much work but it was a joy working with everyone involved and I made lots of new friends.

What is your opinion of Nordic Youth IGF?

A truly great idea to involve us, the youth, because I felt we really wanted to make an impact and share our opinions and be heard. It's also great how all of us in Nordic Youth IGF shared the same ideas even though we may not have agreed on them all. Also the involvement of bringing this many youth together is good because as a group we have a better chance of being heard.

The meeting was a complete success in my opinion. We had very interesting discussions, it was nice to hear things from people all around the Nordic countries. Everyone had an equal chance to say what they wanted and I believe we all had fun doing it.

You participated at EuroDIG: What was it like?

EuroDIG was very interesting because in the days prior to it all the adults listened to what we had to say and now at EuroDIG we got to listen to the adults and see if we had the same things on our minds. The debates held were very intriguing and disagreements always led to even better debating. It was nice to hear what people who deal with the future and safety of the Internet had to say and how their topics were very much the same as our Nordic Youth IGF had.

What was the most interesting topic discussed?

There was so much we covered, but the most interesting to me was the controversial topic of censorship, mainly because our opinions were quite unanimous in that censorship shouldn't be allowed and that we need to find a better alternative to censorship. I also thought, coming in, that everyone would want to talk about censorship but it was in a way the exact opposite; everyone wanted to talk about a way around censorship, to find a way so we wouldn't need it.

THREE VOICES

Gry Hasselbalch

Sebastian Buhl

Sindre Deschington

Looking Ahead: The Danish experience of involving youth
Gry Hasselbalch

Policy & Awareness Manager, Awareness Centre Denmark/The Danish Media Council for Children and Young People

Three and a half years ago, 4,000 Danish young people aged 13-16 years gave their input on global Internet governance issues through an open online survey we created as part of the Danish Media Council's Youth IGF 2009 initiative. Their demands for the future of Internet governance were clear: more transparency, more freedom, shared ownership and privacy. This year I was presented with similar demands at the Nordic Youth IGF in Stockholm. But in the years that had passed, the ideas and input of the young people involved in our various Internet governance initiatives had only become more practical and concrete. The demands for freedom of expression, privacy and integrity were repeated, but were now supplemented with ideas about, for example, simpler Terms of Use and global online payment methods. Thus, what I suspected in 2009 when initiating the first youth Internet governance initiative in Denmark was only accentuated this year. Young people are not just a subject that must be acted upon; nor are they just another target group. They can actually add something valuable to the Internet governance decision-making processes around the world. This generation grew up with the Internet and therefore have the simple advantage that their mind is set for the open network, its potentials as well as its pitfalls.

I have worked with young people for several years, using their input and ideas in my daily work with our evolving digital reality. In February 2012 the Danish Media Council invited 75 young people to a Safer Internet Day Youth Forum to develop their ideas about digi-

tal media in workshops. The results of the few hours of work that day were creative and innovative. And I wasn't amazed. This is the input we get when we take young people seriously. The industry is crowded with the talents of a digital generation. Based on their direct experience with and knowledge about digital media, some have even created groundbreaking digital products and services with not only great economic returns, but importantly, also epochal societal and cultural influence. So why should I be amazed?

In the Internet governance decision-making processes, however, young people are still struggling to be heard and taken seriously. "The main problem with Internet governance is that the Internet was created as a forum of freedom", one of the participants at the Nordic Youth Forum said, voicing a general concern among the young people attending the event about censorship and limitation of Internet use. What is interesting here is that when you ask the generation that grew up with the open network as a basis for everyday communication and interaction, the very concept of "governance" is experienced as a problem. Why? Because every time they are presented with "Internet governance" it appears in a coat of restrictions. Internet governance, as we've seen it so far, is dominated by the logics of an analogue age. But what young people are asking is not to rid the Internet of any type of governance; they are simply asking for a different governance model that corresponds to the reality of the open network. Their reality.

Five young people from five different Nordic countries will attend the IGF in Baku in November 2012. These young people were all born in the 90s in some of the world's most advanced digital societies, and will bring along conclusions from the discussions with their peers at the Nordic Youth IGF. What I hope for them, and specifically also for me and the rest of us working with Internet governance, is that they are taken seriously and that the ideas and logic of this generation are carried forward. If this happens, we might come a little closer to Internet governance models that look forward and not backward.

An Opportunity to Teach the Older Generation
Sindre Deschington

16 years old, Norway

I attended the Nordic Youth IGF and EuroDIG this year (2012), hoping it would allow me to share my thoughts about and experiences with the Internet with people who are less informed. I had been to the YEP 2010, something quite similar to the Nordic Youth IGF/EuroDIG, in Luxembourg. At the YEP all the teenagers spent the five days there discussing and working, but it all felt rather pointless. The last day, when we were supposed to present our findings to an audience filled with representatives from major companies within the Internet like Habbo Hotel and Blizzard (two large game-based industries), we didn't get to speak at all. We told the audience very briefly what we'd been doing, without presenting our ideas, because we were "short on time". However, several hours were filled with presentations involving little more than demographics and hard, cold facts. This brought me and the other delegates down, and I didn't feel needed. This is why I feared that the Nordic Youth IGF/EuroDIG would end up the same way.

However, I was completely wrong. The process where we came up with arguments, had discussions, made presentations (this is mainly the NYIGF) was terrific! And I think I speak for the whole group when I say we felt we were heard. (…)This was an interesting way to learn that we all shared the same thoughts regarding the modern media. The last day was spent at EuroDIG, where we were to be heard in several panels and discussions about the Internet(…) A nice thing was the live Twitter feed, which showed us hashtagged tweets

commenting on the debate, or debating tweets within the audience (I started a pretty heated, but short-lived, discussion with an adult through the feed). Later, there were several panels in different parts of the building, and the Norwegians attended the one with a Norwegian teenager. There, the audience had a say in the debate, even the younger ones, which I found very pleasant.

All in all I enjoyed this a lot, and would gladly do it again. It gives you a lot of experience, and an opportunity to teach the older generation about the Internet.

”Maybe I Can Make Some of the Decision-makers Listen”
Sebastian Buhl

14 years old, Denmark

What I want to achieve in Baku is for the grownups to understand what "we" (young people) want for the Internet's future. I can't do a whole lot about it, but maybe I can make some of the decision-makers listen and hear me.

Freedom of speech and censorship: I think it's very important that the Internet can't be controlled by an individual company, a group of companies or a country. For example, Egypt, where they couldn't get on Facebook or a lot of other sites before 2011. Facebook is maybe not the biggest problem… but when a president can block information sites and deny the people information about what's going on in the world, then it's truly an enormous problem.

Education: Most of the time I've spent on the Internet searching for information has been through Google or Wikipedia. I mean it's probably fine enough, but in reality I can never know if the information is correct, because on Wikipedia anyone can write something and any

website can pop up if I search on Google. Therefore "we" should be taught, maybe in school, to see the difference between false information and something that sounds fair enough. Another possibility is an international database where most basic knowledge is gathered. The problem with that is that it's expensive and that means it'll cost money and, no offense, but young people won't pay money just for a higher possibility to get a correct answer. Then people would just use the free websites.

Ease of use: One of the most annoying things on the Internet is when you have to agree with the Terms of Use. I would guess that below 1 per cent reads the whole thing. Why does the industry have to hide away the terms that well? The language in the Terms of Use could just as well be in code language, normal people can't understand it!! The question is: Why can't they make it simple so normal people and young can understand it??

Who are you?

I'm Sigurpáll Sindrason, 16 years old, from Iceland.

What are your own impressions from these days?

It was really fun at EuroDIG and it was really interesting because the older people actually listened to our demands and how we wanted to ensure more safety on the Internet, and I really hope someone will do something about it.

You participated at EuroDIG: What was it like? How was your participation received?

Well the thing that surprised me most was that the older people listened to us, usually I don't get the same response as we got at EuroDIG.

Do you think this meeting has been useful/important/interesting/fun?

The discussion and topics were really great, everyone shared their ideas which were smart and interesting, and everyone came up with answers about what we could do.

Which was the most interesting topic discussed?

Easy Understanding of Terms of Use. The reason why I think that was the most interesting topic is because when you're installing programs you just click "next, next, next"; you know you won't read the Terms of Use or Terms of Service because it's so long and has some really difficult words.

Resources, Documents and Ongoing Projects

Some examples

UNESCO

UNESCO's mission is to engender media and information literate societies through a comprehensive strategy which include preparation of model Media and Information Literacy Curriculum for Teachers, the facilitation of international cooperation, development of Guidelines for Preparing National MIL Policies and Strategies, articulation of a Global Framework on MIL Indicators, setting up MIL University Network, articulation of and establishment of an International Clearinghouse on MIL in cooperation with the United Nations Alliance of Civilizations, and provision of Guidelines for Broadcasters on Promoting User-Generated Content and MIL.

www.unesco.org/new/en/communication-and-information/media-development/media-literacy/mil-as-composite-concept/

The web site also provides links to relevant publications, such as the Media and Information Literacy Curriculum for Teachers:

Media and Information Literacy: www.unesco.org/new/en/communication-and-information/resources/publications-and-communication-materials/publications/full-list/media-and-information-literacy-curriculum-for-teachers/

Alliance of Civilizations (AoC)

The Alliance of Civilizations aims to contribute to an international community of knowledge regarding the development and implementation of educational initiatives that address these issues while advancing national and international media literacy education initiatives and policies. The goals of AoC are to build dialogue and analysis in an active, participatory manner for researchers and policy makers; while providing easy access to teaching tools and resources for educators interested in implementing media literacy education in their classrooms.

mil.unaoc.org/

Council of Europe

The Council of Europe, based in Strasbourg (France), now covers virtually the entire European continent, with its 47 member countries. Founded on 5 May 1949 by 10 countries, the Council of Europe seeks to develop throughout Europe common and democratic principles based on the European Convention on Human Rights and other reference texts on the protection of individuals.

Provides a web site about Internet Literacy with tools and materials on how to stay safe on the Internet, protect human rights and get the most out of the online experience.

www.coe.int/t/dghl/StandardSetting/InternetLiteracy/

Example: **Wild Web Woods** – online game to teach children online safety

www.wildwebwoods.org

Other examples: The Council of Europe Strategy for the Rights of the child 2012-2015: **Building a Europe for and with Children**. A Council of Europe programme for the promotion of children's rights and the protection of children from violence (child friendly web sites, internet safety, actions against child abuse) www.coe.int/children

Campaign: **Youth Combatting Hate Speech On-line** is a project of the Council of Europe's youth sector to be run between 2012 and 2014. It aims to combat racism and discrimination in their online expression of hate speech by equipping young people and youth organisations with the competences necessary to recognise and act against such human rights violations. www.coe.int/t/dg4/youth/News/2012_Young_Bloggers_Combat_Hate_Speech_en.asp

European Commission

In recent years, the EU has coordinated and supported efforts to make the internet a safer place, especially for children. These efforts are ongoing and in the next five years, under the umbrella of the Safer Internet Programme, € 55 million will be used to fight illegal content and harmful behaviours on the Web such as bullying or grooming.

The Safer Internet Programme aims at empowering and protecting children and young people online by awareness raising initiatives and by fighting illegal and harmful online content and conduct.

The Safer Internet Programme launches calls for proposals to select and finance projects aimed at creating a safer online environment for young

people. It also supports two annual events, Safer Internet Day and Safer Internet Forum (annually since 2004).

ec.europa.eu/information_society/activities/sip/index_en.htm

The Safer Internet Centres, present in 30 European countries, develop information/awareness raising material and organize information sessions for children, parents and teachers. They also receive reports on illegal content found on the Internet and give advice on how to stay safe online. The Centres have also set up youth panels who are consulted on safer Internet issues and information material.

A multi-stakeholder approach leading to complementary activities

The Safer Internet Programme brings together stakeholders who can contribute to make the Internet safer: it funds, in particular, a network of NGOs active in the field of child welfare online, a network of law enforcement bodies who exchange information and best practices related to criminal exploitation of the Internet in dissemination of child sexual abuse material and a network of researchers who gather information about uses, risks and consequences of online technologies for children's lives. Industry-regulation is also encouraged.

ec.europa.eu/information_society/activities/sip/self_reg/index_en.htm

European Schoolnet

European Schoolnet (EUN) is a network of 30 Ministries of Education in Europe and beyond. EUN was created 15 years ago with the aim to bring about innovation in teaching and learning to its key stakeholders: Ministries of Education, schools, teachers and researchers.

European Schoolnet's activities are divided among three areas of work:

- Policy, research and innovation
- Schools services
- Learning resource exchange and interoperability

www.eun.org

Insafe

Insafe is a European network of Awareness Centres promoting safe, responsible use of the Internet and mobile devices to young people.

The mission of the Insafe cooperation network is to empower citizens to use the internet, as well as other online technologies, positively, safely and effectively. The network calls for shared responsibility for the protection of the rights and needs of citizens, in particular children and youths, by government, educators, parents, media, industry and all other relevant actors. Insafe partners work closely together to share best practice, information and resources. The network interacts with industry, schools and families in the aim of empowering people to bridge the digital divide between home and school and between generations.

Insafe partners monitor and address emerging trends, while seeking to reinforce the image of the web as a place to learn. They endeavour to raise awareness about reporting harmful or illegal content and services. Through close cooperation between partners and other actors, Insafe aims to raise Internet safety-awareness standards and support the development of information literacy for all. Organises Safer Internet Day. www.saferinternet.org/web/guest/about-us

Co-funded by the EU Safer Internet Programme ec.europa.eu/information_society/activities/sip/index_en.htm

Inhope

INHOPE is the International Association of Internet Hotlines. INHOPE coordinates a network of Internet Hotlines all over the world, supporting them in responding to reports of illegal content to make the Internet safer.

INHOPE was founded in 1999 and has grown to a network of 42 Hotlines in 37 countries across the globe. This was achieved with funding and support from the European Commission under the Safer Internet Program.

www.inhope.org

EU Kids Online

This multi-national thematic network aims to stimulate and coordinate investigation into the use of new media by children. It employs qualitative and quantitative methods to map European children's and parents' changing experience of the internet, focusing on uses, activities, risks and safety. It also sustains an active dialogue with national and European policy stakeholders. EU Kids Online is funded by the Safer Internet Programme (European Commission)

www.eukidsonline.net

Childnet International

Childnet International is a non-profit organisation working in partnership with others to "help make the Internet a great and safe place for children". Childnet works in 3 main areas of Access, Awareness, Protection & Policy.

Access and promoting quality content: Helping children and young people to use the net constructively, showcase quality content and enable others to use our resources and develop new projects.

Awareness and advice: Helping children and young people acquire new "net literacy" skills and giving advice to industry, organisations, parents, teachers and carers about Internet and mobile safety.

Protection and policy: Working with others to help protect children from being exploited in the online environments provided by new technologies as well as seeking to initiate and respond to policy changes.

www.childnet-int.org/

The UN Convention on the Rights of the Child

Three Articles Concerning the Media

Article 3

1. In all actions concerning children, whether undertaken by public or private social welfare institutions, courts of law, administrative authorities or legislative bodies, the best interests of the child shall be a primary consideration.

2. States Parties undertake to ensure the child such protection and care as is necessary for his or her well-being, taking into account the rights and duties of his or her parents, legal guardians, or other individuals legally responsible for him or her, and, to this end, shall take all appropriate legislative and administrative measures.

3. States Parties shall ensure that the institutions, services and facilities responsible for the care or protection of children shall conform with the standards established by competent authorities, particularly in the areas of safety, health, in the number and suitability of their staff, as well as competent supervision.

Article 13

1. The child shall have the right to freedom of expression; this right shall include freedom to seek, receive and impart information and ideas of all kinds, regardless of frontiers, either orally, in writing or in print, in the form of art, or through any other media of the child's choice.

2. The exercise of this right may be subject to certain restrictions, but these shall only be such as are provided by law and are necessary:
   a) For respect of the rights or reputations of others; or
   b) For the protection of national security or of public order (ordre public), or of public health or morals.

Article 17

States Parties recognize the important function performed by the mass media and shall ensure that the child has access to information and material from a diversity of national and international sources, especially those aimed at the promotion of his or her social, spiritual and moral well-being and physical and mental health. To this end, States Parties shall:
   a) Encourage the mass media to disseminate information and material of social and cultural benefit to the child and in accordance with the spirit of article 29;
   b) Encourage international co-operation in the production, exchange and dissemination of such information and material from a diversity of cultural, national and international sources;
   c) Encourage the production and dissemination of children's books;
   d) Encourage the mass media to have particular regard to the linguistic needs of the child who belongs to a minority group or who is indigenous;
   e) Encourage the development of appropriate guidelines for the protection of the child from information and material injurious to his or her well-being, bearing in mind the provisions of articles 13 and 18.

For the full text version see www.unicef.org/crc/
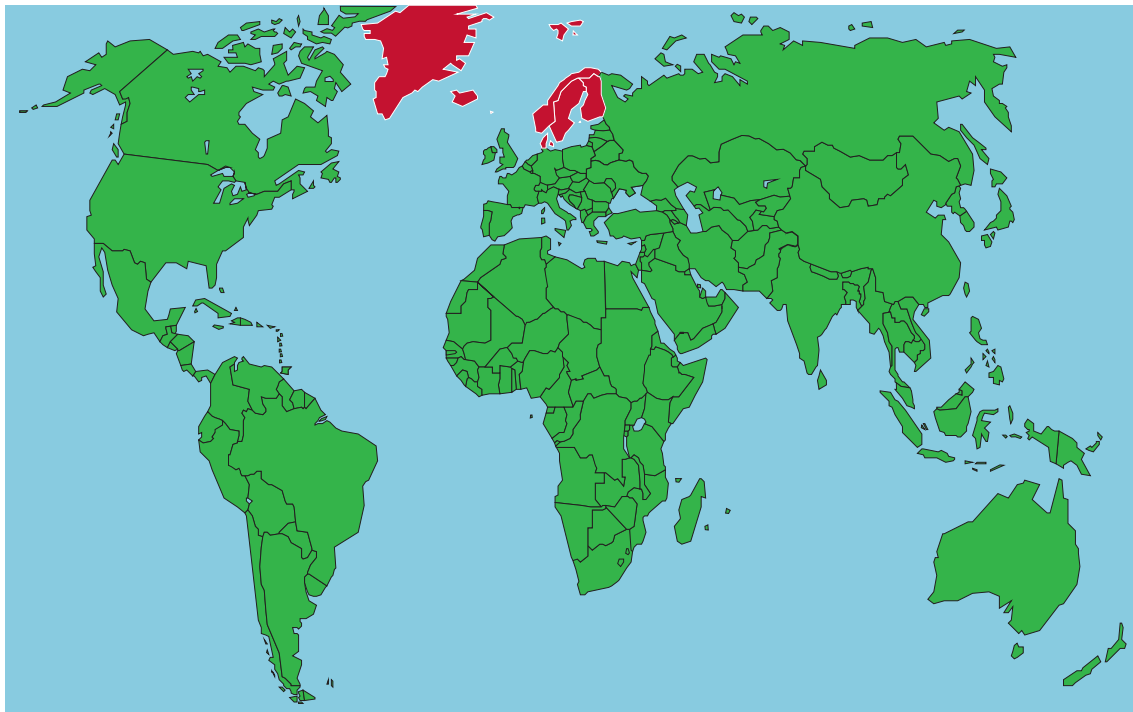
Facts About the Nordic Countries

2011	Denmark[1]	Finland[2]	Iceland	Norway	Sweden
Population ('000)	5 666	5 400	318	4 920	9 415
Capital	Copenhagen	Helsinki	Reykjavik	Oslo	Stockholm
Language	Danish	Finnish/ Swedish	Icelandic	Norwegian	Swedish
Governance	monarchy	republic	republic	monarchy	monarchy
GDP per capita 2010 (€)[3]	30 400	28 300	26 800	43 700	30 100
Inhabitants per square km	129	16	3	13	21

1. Including self governing Faroe Islands and Greenland.
2. Including self governing Åland Islands.
3. Gross domestic product (GDP) in Euro per person. Euro-area (mean): 26 500

Sources: Norden i tal 2011 (ANP 2011:720), www.norden.org, UN World Population Prospects http://esa.un.org/wpp/index.htm

Access to Media in the Nordic Countries

For more statistics and facts about the Nordic media landscape, please see www.nordicom.gu.se

Access to Internet at home 2000-2010 (%)

Year	Denmark (Pop.)	Finland (Households)	Iceland (Pop./Households)	Norway (Pop.)	Sweden (Pop.)
2000	..	32	65	52	52
2001	60	37	69	60	60
2002	64	41	72	63	66
2003	71	47	78	64	71
2004	74	49	81	66	71
2005	..	58	84	74	74
2006	83	65	83	79	80
2007	83	70	84	83	83
2008	85	76	88	85	84
2009	86	73 [1]	90	91	90
2010	89	76	92	93	88

.. Data not available
1. Broadband access only.
Please note that figures are not strictly comparable between countries and years due to different survey methods and wording of questions. For details, see www.nordicom.gu.se/mt

Source: www.nordicom.gu.se (October 2012).

Access to television 2010 (%)

	Denmark	Finland[1]	Iceland	Norway[2]	Sweden[2]
TV total	97	91	98	98	97

1. Share of households. Yearly average.
2. Share of population aged 9-79 years. Yearly average.

Source: www.nordicom.gu.se (October 2012).

Paid-for newspapers: Circulation[1] per thousand inhabitants 2000-2010

	Denmark[2]	Finland	Iceland	Norway	Sweden
Total[3] 2010	187	527	235	523	368
Change (%) 2000-2010	-35	-16	-44	-24	-21

1. Finland and Iceland: average circulation the whole week. Denmark, Norway and Sweden: not including Sunday editions.
2. Denmark has one for-purchase non-daily newspaper (Weekendavisen) and a large number of gratis local or regional non-daily newspapers (free papers).
3. Total includes dailies published 1-7 days/week.

Source: www.nordicom.gu.se (October 2012).

"Overall, I believe that the Nordic Youth Internet Governance Forum was a success, as we were able to represent the opinions of young people living in the Nordic countries effectively. It served as a valuable learning experience for myself, and I believe everyone else also learned something new and vital from the numerous discussions we had, and from the EuroDIG conference itself."

Aurora Suominen,
17 years, Finland.

Collaborating Partners

THE MEDIA COUNCIL
FOR CHILDREN & YOUNG PEOPLE

The Danish Media Council for Children and Young People

The Media Council for Children and Young People is part of the Danish Film Institute. The primary task is to classify films and DVDs for children over 11 and 15 years of age. The Council has acted as national Awareness Centre on children's use of the internet and new technologies since 2004 under the EU Safer Internet plus programme. As Awareness Centre, the Media Council cooperates with national and international partners through the European network Insafe. The objective is to create awareness and inform about children's use of the internet and new digital technologies as well as provide parents and educators with knowledge and tools for guiding children in the network society.

Web site: www.medieraadet.dk

Contact: dfi@dfi.dk

MLL THE MANNERHEIM LEAGUE
FOR CHILD WELFARE

The Mannerheim League for Child Welfare, Finland

The Mannerheim League for Child Welfare (MLL) is the largest child welfare NGO in Finland. It has 92 000 members and 566 local associations and 10 district organizations throughout the country. It promotes the wellbeing of children and of families with children, increases respect for childhood and youth, and sees that children's views are taken into account in public decision-making. The Mannerheim League promotes youth participation via the nationwide MLL Peer Support Scheme in schools, a helpline for children and young people, and via media education projects. MLL is a partner in the Finnish Safer Internet Centre funded by the European Union.

Web site: www.mll.fi

Contact: mll@mll.fi

Heimili & skoli, Iceland

Heimili and skoli, the National Parent Association in Iceland, has been the National Awareness Node for Internet Safety in Iceland since 2004. The name created for the awareness raising efforts is Samfélag, fjölskylda og tækni (Community, Family and Technology), with the acronym SAFT. As a Safer Internet Centre under the EU Safer Internet Programme, Heimili og skolis aims are to raise awareness on the safe and positive use of the Internet and new media among children, parents, teachers, policy makers, and the ICT industry in Iceland. Our mission statement is to empower children and parents to enjoy the internet and other new media in a safe and positive way. The centre has positioned itself as the key resource and knowledge centre for children's use of the internet and mobile in Iceland. A strong network of national stakeholders supports the awareness centre project and ensures the dissemination of surveys, educational materials, information and advice.

Web site: www.saft.is

Contact: saft@saft.is

The Norwegian Media Authority – Safer Internet Centre, Norway

The Norwegian Media Authority is an independent source of information and advice with a mandate to enforce the government's main goals within media politics « to ensure freedom of speech, justice and a vital democracy».

User Safety is one of the main priorities within the organisation. In the Authority's Strategic Plan one of the three defined goals is to promote safe use of media, especially for children and young people. The Norwegian Safer Internet Centre – funded by the European Union – is placed within the Norwegian Media Authority. The center coordinates joint efforts in Norway to empower children and young people to be safe online, and is responsible for carrying out actions defined in the national action plan on "Children, Youth and Internet".

The Centre works with a basis in the UNs "Convention on the Rights of the Child" and strongly values young people's right to express their opinions.

Web site: www.tryggbruk.no

Contact: post@medietilsynet.no

Statens medieråd

Swedish Media Council

The Swedish Media Council is a government agency whose primary task is to promote the empowering of minors as conscious media users and to protect them from harmful media influences. The Media Council gathers relevant research and disseminates information on media development, media effects and media use regarding children and young people. Another task of the Media Council is to classify films for public screening for an audience under the age of 15, with ratings reflecting whether the films are liable to harm the well-being of children. The Media Council also runs a Safer Internet Centre on children's and young people's use of the Internet and new technologies, representing Sweden in the European network Insafe within the framework of the EU Safer Internet Programme.

Web site: www.statensmedierad.se

Contact: registrator@statensmedierad.se

The International Clearinghouse on
Children, Youth & Media

The International Clearinghouse on Children, Youth and Media at NORDICOM

The International Clearinghouse on Children, Youth and Media is a knowledge centre, located at NORDICOM, informing different user groups about current research and practices in the field through yearbooks, newsletters, reports. The work of the Clearinghouse aims at increasing our knowledge young people and media and, thereby, at providing the basis for relevant decision-making, at contributing to constructive public debate and at promoting young people's media and information literacy. It is also hoped that the work of the Clearinghouse will stimulate additional research on children, youth and media. In yearbooks, newsletters and survey articles the Clearinghouse has an ambition to broaden and contextualize knowledge about young people and media.

The Clearinghouse's activities have as their basis a global network of about 1000 participants in more than 125 countries, representing not only the academia, but also, e.g., the media industries, politics and a broad spectrum of voluntary organizations.

Web site: www.nordicom.gu.se/clearinghouse

Contact: clearinghouse@nordicom.gu.se

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Nordicom-Sveriges Mediebarometer 2011 [Nordicom-Sweden's Media Barometer 2011] Nordicom, University of Gothenburg, Göteborg 2012. www.nordicom.gu.se

UN World Population Prospects http://esa.un.org/wpp/index.htm (Accessed October 2012)

Publications from the International Clearinghouse on Children, Youth and Media

Yearbooks

Cecilia von Feilitzen, Ulla Carlsson & Catharina Bucht (Eds): *New Questions, New Insights, New Approaches*. *Yearbook 2011*.

Ulla Carlsson (Ed.) *Children and Youth in the Digital Media Culture. From a Nordic Horizon*. Yearbook 2010.

Thomas Tufte & Florencia Enghel (Eds): *Youth Engaging With the World. Media, Communication and Social Change. Yearbook 2009.*

Norma Pecora, Enyonam Osei-Hwere & Ulla Carlsson (Eds): *African Media, African Children. Yearbook 2008.*

Karin M. Ekström & Birgitte Tufte (Eds): *Children, Media and Consumption. On the Front Edge. Yearbook 2007.*

Ulla Carlsson & Cecilia von Feilitzen (Eds): *In the Service of Young People? Studies and Reflections on Media in the Digital Age. Yearbook 2005/2006.*

Cecilia von Feilitzen (Ed.): *Young People, Soap Operas and Reality TV. Yearbook 2004.*

Cecilia von Feilitzen & Ulla Carlsson (Eds): *Promote or Protect? Perspectives on Media Literacy and Media Regulations. Yearbook 2003.*

Cecilia von Feilitzen & Ulla Carlsson (Eds): *Children, Young People and Media Globalisation. Yearbook 2002.*

Cecilia von Feilitzen & Catharina Bucht: *Outlooks on Children and Media. Child Rights, Media Trends, Media Research, Media Literacy, Child Participation, Declarations. Yearbook 2001.*

Cecilia von Feilitzen & Ulla Carlsson (Eds): *Children in the New Media Landscape. Games, Pornography, Perceptions. Yearbook 2000.*

Cecilia von Feilitzen & Ulla Carlsson (Eds): *Children and Media. Image, Education, Participation. Yearbook 1999.*

Ulla Carlsson & Cecilia von Feilitzen (Eds): *Children and Media Violence. Yearbook 1998.*

Other publications

Sirkku Kotilainen & Sol-Britt Arnolds-Granlund (Eds): *Media Literacy Education. Nordic Perspectives,* in cooperation with the Finnish Society on Media Education, 2010.

María Dolores Souza, Patricio Cabello (Eds.): *The Emerging Media Toddlers*, 2010.

Young People in the European Digital Media Landscape. A Statistical Overview with an Introduction by Sonia Livingstone and Leslie Haddon. 2009 (For the EU conference 'Promoting a Creative Generation', July 2009).

Cecilia von Feilitzen: *Influences of Mediated Violence. A Brief Research Summary*, 2009.

Ulla Carlsson, Samy Tayie, Geneviève Jacquinot-Delaunay and José Manuel Pérez Tornero (Eds): *Empowerment Through Media Education. An Intercultural Dialogue,* in co-operation with UNESCO, Dar Graphit and the Mentor Association, 2008.

Ulla Carlsson (Ed.): *Regulation, Awareness, Empowerment. Young People and Harmful Media Content in the Digital Age,* in co-operation with UNESCO, 2006.

Maria Jacobson: *Young People and Gendered Media Messages,* 2005.

Simon Egenfeldt-Nielsen & Jonas Heide Smith: *Playing with Fire. How do Computer Games Influence the Player?*, 2004.

**The International Clearinghouse
on Children, Youth and Media**

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