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Report

Understanding children's and parents' experiences of the Mobile driving license developed by Telia Company and the Swedish child-rights organization Friends

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Introduction

Telia Company, in collaboration with the child-rights and anti-bullying organization Friends, has developed the digital inclusion initiative the Mobile driving license which aims to help children and their parents feel safe with the children's first mobile and to facilitate conversations about life online. Telia Company contracted Forum for Social Innovation Sweden, at Malmö University, and Jönköping University for the development of an impact assessment model and an impact assessment of a digital inclusion initiative. The current study performed by Jönköping University describes impact in terms of knowledge gained from the Mobile driving license, as experienced by children and their parents.

The Mobile driving license is intended for parents with children aged 6–9 years. The aim of the Mobile driving license is to facilitate conversations about mobile use and life online, to provide a safe and secure start for those who are young and about to enter the online world. The initiative was developed by Telia Company and the Swedish anti-bullying organization Friends. It is a completely digital initiative, available free of charge online at www.mobilkörkortet.se. The goal with this digital inclusion initiative is to enhance parents and children's digital awareness and increase digital safety skills. The Mobile driving license consists of a knowledge section and a test. The knowledge part is done by the parent together with the child and is intended as a dialogue starter and contains short advice to the child and the adult. The knowledge part concerns for example, the content and meaning of violations and cyber-bullying and touches on so-called good and bad secrets and how to understand if someone is trying to be deceived. It also covers how to protect your phone and yourself, and how to think about idols and "Youtubers". The test consists of five chapters and 30 questions and is done by the child together with an adult. Each question has three answer options where one answer is correct. The five different chapters addresses the following topics: to be fair on the mobile, to protect yourself and your mobile from, for example, trolls and viruses, how to handle idols and games, how to approach "challenges" (challenges / missions), and how to feel safe if something happens that is perceived as offensive, dangerous, or unpleasant. The importance of being a good role model as an adult is also addressed [1].

The current study has been conducted by Frida Lygnegård, PhD and assistant professor at the School of Health and Welfare, Jönköping University, Sweden. Frida's research concerns children's participation, children's health, and the implementation of children's rights in relation to realizing the Global Goals and the 2030 AGENDA for sustainable development. Frida's vision with her research is to facilitate children's right to achieve their full potential, to develop in safe contexts and to believe in the future. An important starting point in her research is the right of children to express their opinions in accordance with the United Nation's Convention on the rights of the child.



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Background

The internet was not made for children but has yet become an important part of many children's lives. Millions of children spend time online relying on systems and platforms that has a direct or indirect impact on their lives. These online worlds facilitate children to play, learn, connect with friends, and access information. At the same time, by entering the digital world, children are also exposed to violence, abuse, and exploitation. Children can benefit from modern technology and digital tools in many ways but there is also a need to create safe digital spaces for children that are human rights compliant. To ensure children's rights in digital spaces, governments need to work together with the private sector and the civil society. The rights of the children are the same in the digital space as in the real world, but it is important to understand the complexity that follows when young children enter the digital world [2].

With the rapid advancement of digital technologies and its increasing popularity, so-called cyberbullying has emerged. This is a form of bullying that occurs, for example, via our often-daily access to the internet and social media [3]. Bowler et al. describes that cyberbullying often occurs via the sharing or publication of images and videos and through abusive or mean comments in comment sections [4].

Another definition of cyberbullying is that the following:

"a person or a group of people who, through electronic devices, perform rough treatments repeatedly against a person who has difficulty defending themselves" [5]

Online abuse and cyberbullying challenge the work of building a socially sustainable society as cyberbullying increases in line with children and young people's access to the internet. All in all, this allows cyberbullying to be considered as a major societal problem (Kumari, et al., 2020). In 2015, the UN General Assembly adopted the 17 global goals with 169 sub-goals for sustainable development, in the resolution AGENDA 2030. Achieving these goals includes leading the world towards a sustainable and just future. Sweden's challenges in relation to the goals in AGENDA 2030 concern, for example, inequality between groups in society, and that violence and violations are increasing. Sweden has several goals that concern children and young people and there are several challenges to work with as school segregation increases and more and more children and young people feel insecure in both school and in digital contexts [6]. Responding to the current challenges of the digital age, the Digital Future Society is a programme that seeks to engage policymakers, academic experts, civic society, organizations, and citizens to build an inclusive and sustainable future in the digital era. Digital Future Society defines digital inclusion as:

"The elimination of the digital divide by ensuring those who do not have the skills and ability needed to access and use digital devices and content can do so confidently, safely and effectively" [7].

The Digital Future Society emphasizes the need for users of digital technologies to have digital literacy skills meaning skills and abilities to access the internet via digital devices in a safe and confident manner. Empowering the younger population in accessing the internet is therefore crucial since the use of internet today includes the small children. Despite this, efforts to reduce

younger children's vulnerability online need to be strengthened [8]. According to a survey from the Swedish Internet Foundation, children already from the age of 2 create their own content on the internet, for example via games. However, it is only at school age that children start visiting social media even though this often requires a higher age limit. When children reach the age of 7, it is more common for children to have their own mobile phone and children at this age begin to use the internet to search for information and do school assignments [9]. As children begin to explore the internet, the risk of being exposed or exposing others to actions where they risk being violated or offended increases. Spending time on the internet provides great opportunities to remain anonymous or feel anonymous as you do not have to take the direct consequences of your behavior to the same extent as in real life when you interact to a greater extent without seeing the other party's body language. This can lead to poorer ability to understand how the other party feels and this in turn can increase the risk of unjust behavior on the internet [10]. The Friends Foundation's annual report analyzes students' perceptions of the security situation in school and this year's report shows alarming results. The report, which is based on 230,000 student responses, clearly shows that bullying in schools is increasing. Furthermore, results from the report shows that girls to a greater extent than boys of the same age are subjected to, for example, online abuse and describes that girls more often feel worried about being subjected to abuse and feel less safe at school. The situation for girls in grades 3–6 has deteriorated, where the proportion of victims of online abuse has increased from 21% to about 29% [8]. Cyberbullying can be associated with negative consequences for the individual such as social anxiety, decreased self-esteem, depression, or increased substance use [11]. According to another study from the Swedish Internet Foundation, children and young people who have experienced bullying in everyday life or online hesitate to tell an adult about what they have been through. Reasons for not wanting to tell can be that it feels embarrassing or that adults would not understand or that they simply did not have an adult to tell [12].

Based on this, it is important to highlight factors that reduce the risk of a child being exposed or exposing others to abuse. A positive climate in school and positive relationships with parents and that parents have knowledge of the children's actions on the internet are considered important factors in the prevention of children being harassed online [13]. In addition, a positive parent-child communication constitutes a protective factor according to a study by López-Castro & Priegue [14]. Children who have parents who have knowledge of their children's actions on the internet seem to be less likely to be bullied online. Parental knowledge of internet safety and children's online activities is therefore an important factor in strengthening the role of parents and in guiding children in exploring the internet in a safe manner.

Aim

The purpose of the study was to describe how parents and their children aged 6–9 years feel that the use of the digital knowledge- and dialogue support called the Mobile driving license, contributed to creating knowledge and strategies for a safe mobile and internet use. In addition, this report will highlight the possible impact that the Mobile driving license has contributed to in terms of increased digital skills and awareness for children and parents.

Materials and methods

Study design

The study had a qualitative study design. The collected data was analyzed with a deductive approach where children's and parent's experiences were analyzed separately.

Participants

Parents of children aged 6–9 years were asked if they would like to complete the Mobile driving license with their children and participate in an interview soon thereafter. Participants were recruited via the researcher's network locally and nationally and via the researcher's social media. Two information letters and short films were produced by the author, one for parents and one for children. The information contained information about the purpose of the study, how it was going to be performed and that participants had the right to cancel their participation in the study without giving a reason, in accordance with the ethical guidelines of the Swedish Research Council.

Interview guide

An interview guide for the interviews with children and parents was developed in collaboration with researchers with experience of working with research related to children and the internet. The interview guide was piloted on 2 children in the age range 6–12 years and then revised before the data collection began.

Data collection

Data collection was done through individual interviews with parents and children separately. All children had their parent(s) present at the interview. The interviews were conducted digitally via Teams or Zoom. The audio from the interviews were saved on a password-protected server via Jönköping University and then printed verbatim. The printouts were anonymized and stored on a password-protected server at Jönköping University. The author conducted all interviews.

Data analysis

Data was analyzed with a deductive analysis based on the research questions where the content of the interviews were categorized based on the research questions to describe knowledge, strategies, and potential impact from the digital initiative.

Ethical approval

Ethical approval for the study was granted by the Swedish Ethical Review Authority (ref.nr 2022-04777-01).

Results

In total 10 children (6-9 years of age) and 11 parents (37-52 years of age) from five Swedish regions participated in individual interviews.

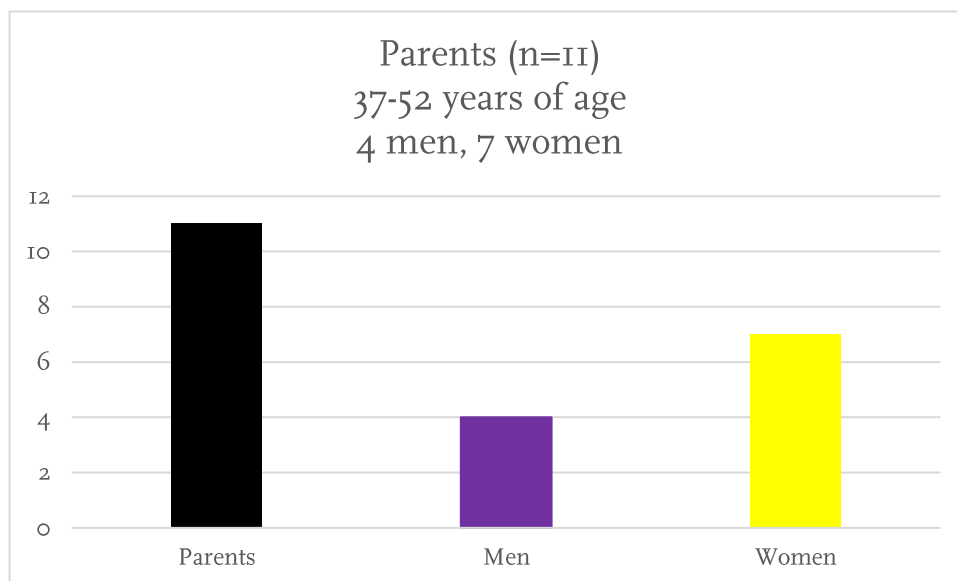


Fig. 1 Overview of parents participating in the study

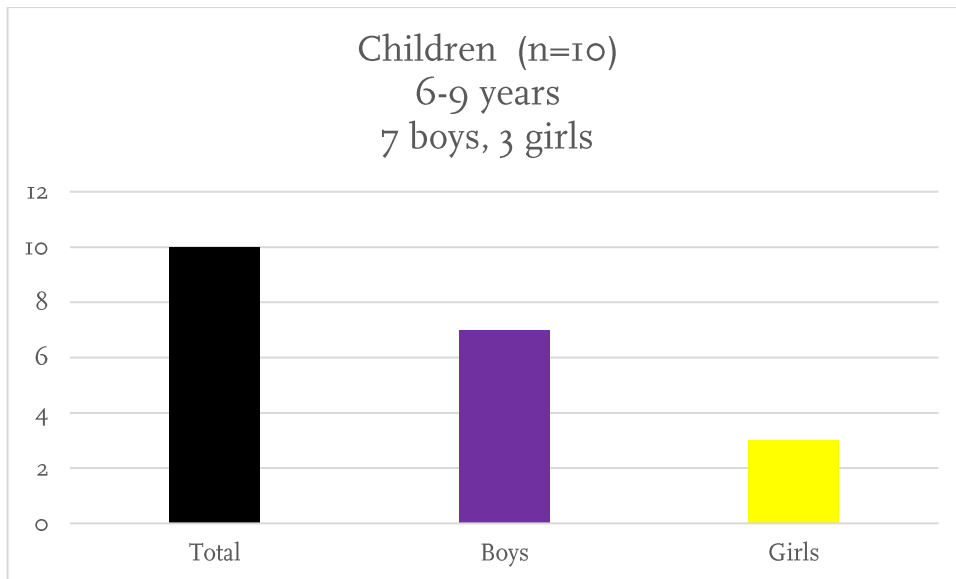


Fig. 2 Overview of children included in the study

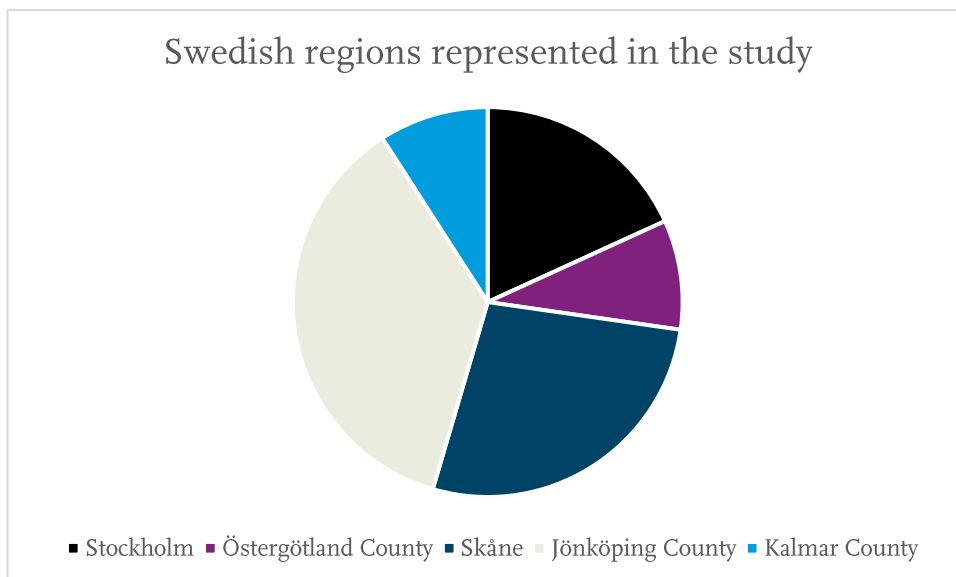


Fig 3. Overview of Swedish regions represented in the study

Results are presented separately regarding children's and parent's experiences of using the Mobile driving license followed by identified impact for both children and parents based on the digital initiative.

Children's experiences from doing the Mobile driving license

Knowledge and strategies

Results illustrated that children after completing the Mobile Driving License, experienced that they had more knowledge on what to do if something bad happens while they are on the internet. They felt that the parts of the Mobile driving license regarding trolls and viruses was important along with the information on how to handle passwords.

“I thought it was good that I learnt about these trolls in the cell phone so that I don't tell secret stuff from my cellphone to others like me”

(Boy 6 years old)

Children expressed that it is important to be nice to others online not only in real life and that it is a good thing that the Mobile driving license addresses these issues. Children also explained that they felt more secure on what to do and not do to on the Internet after taking the Mobile driving license.

“Now I know that I should be more careful and not just click on random pages”

(Boy 7 years old)

Since most of the participating children recently had done the Mobile driving license, strategies developed because of the driving license were not possible to identify. Some of the children, however, did state that they would talk more with their parents about the internet now after doing the Mobile driving license. It was evident that for several of the youngest children the parts of the Mobile driving license that relates to on-line interactions were not applicable since they were not allowed to have applications or games where they could interact with others. Some of the children expressed that they learnt nothing and that it was boring to do the Mobile driving license. Not all children could read and explained that it was therefore a bit difficult to comprehend the content related to on-line interactions.

“I don't have that kind of thing that makes you be able to talk to each other in other people's houses”

(Boy, 6 years old)

Children experienced that there were several fun aspects with the Mobile driving license such as that it was nice to know that you scored correct at the quiz and that it was fun to answer the questions. The video in the beginning with the boy introducing the Mobile driving license was motivating and children explained that it was fun to learn more about cell-phone- use and to learn new things.

Difficult aspects explained by children

- ✓ The content of ‘net trolls’ was difficult to understand for the youngest children.
- ✓ Some children felt that there were too many questions in the test
- ✓ Some of the questions in the quiz felt similar to one another.
- ✓ Some children felt that it was too much text in the Mobile driving license

Recommendations made by children on improvements for the Mobile driving license

- ✓ More information on what to do when something happens except for reaching out to adults
- ✓ Less text
- ✓ More videos
- ✓ More interactive parts
- ✓ Add some humoristic parts to make it more fun

Impact for children as a result of doing the Mobile driving license

- ✓ Children gained knowledge on how to act if something bad happened online
- ✓ Children felt more secure on what to do and not to do while being active on the internet
- ✓ Some children said that they would talk more with their parents about the internet

In summary, there were mixed feelings among the children where some thought that the Mobile driving license was fun, and some thought it to be boring. One participant felt that it could have been nice with even more questions in the quiz. The Mobile driving license did generate new knowledge to different extent, but children wished that it could be more interactive with more videos to be more appealing. It was evident that children having difficulty concentrating found it boring and difficult to comprehend. ***In terms of impact***, the Mobile driving license was experienced by several of the children to have increased their knowledge on positive behavior online and increased their digital safety skills.

Parent’s experiences of the Mobile driving license

Knowledge and positive aspects

As for the children, most of the parents just recently had done the Mobile driving license prior to the interview and therefore, potential strategies developed from of the driving license were not possible to identify. However, there were several positive aspects that were raised by the parents. For example, parents share that they realized that they need to be more aware and share more interest in their children’s online activities:

“I as a parent should pay more attention to what my children are doing online and be more present, together with them and not be so naïve and uninterested in new technology.”

Parents share that the Mobile driving license might be helpful in the future in terms of increased knowledge for parents that are not so aware of what their children do online and that it could facilitate an active dialogue between children and parents. Parents also mention that a positive consequence of taking the Mobile driving license was that it could improve family-awareness i.e., what is going on within the activities that their children engage in online. In addition, parents could become aware of persons who are approaching their children while they are online, such as unknown “friends”. In relation to this, parents felt that the Mobile driving license highlights the importance of talking about the internet within the family and that it could encourage children to talk about internet safety and the need to approach an adult they trust with questions. Parents highlighted the fact that you can’t assume that children are safe just because they don’t tell you anything.

“ it is the only thing you want, for them to tell you if something happens, this was addressed in the Mobile driving license, this aspect that the child should not be blamed if something bad or scary happens... and this is what you want them to know-that they should reach out to an adult if they do something wrong that was not meant to be or if someone else does .. that they should tell us about it”
(Mother to 9-year-old girl)

Parents revealed that the Mobile driving license opened possibilities to discussing or talking about topics that some parents haven’t addressed yet and gave the opportunity for children and parents to ask questions to one another. This made parents feel more included in their children’s online activities. It gave parents something concrete to relate to and it became easier to motivate certain decisions such as restricting access to chat functions etc.

” This emphasizes what I said and that it is not only things that I make up to be mean to them or because it is only my own opinions but that there are actual risks (online) and that this is to protect them (the children) for being exposed to bad things”
(Mother to 7-year-old boy)”

Parents felt that it was good to have information shared in one place and not to have to search for the information in separate places. However, doing the Mobile driving license requires that you as a parent to have time and energy allocated to motivate your children. Some parents expressed that along insights with your child’s activities online it was positive for their child to get the driving license star after completing the Mobile driving license.

“You really get an idea what your child do online, and he also got very proud for completing the driving license, well, it was only a star but still, it is like in a game, he was very happy about it”
(Mother to 9-year-old boy)

Parents expressed that taking the Mobile driving license could encourage them to find common ground regarding interest to share online, such as following the same influencer as your child. Parents expressed that it was good to have the anti-bullying organization Friends as a partner since Telia felt as a company that want to sell things and it felt important to know that the Mobile driving license was not developed for commercial purposes.

“I felt safer because of the cooperation with Friends I want to add, because otherwise it felt difficult... I don't want to feel that you need to buy anything”

(Mother to 9-year-old girl)

Difficult aspects explained by parents

There were several aspects that parents expressed as difficult with the Mobile driving license. Common for several parents were that they express that the Mobile driving license concerns older children than six-year-olds and that it was a too large age-span (6-9 years).

“There were quite a lot of content that wasn't so relevant due to his age-group.”

(Father to 6-year-old boy)

Parents express that there were too much text and there should be visual information on how many chapters there were remaining while doing the Mobile driving license to keep the motivation up. It required that parents have the time and energy which is not always the case. Some parents expressed that there were too much content to grasp for kids with autism spectrum disorder, these children have difficulties with their concentration and hence, it is difficult to listen to parents reading long text sections. Some of the content felt abstract for the younger children and parents don't want to scare their children. The need for a shared trust between parents and children was emphasized. Parents explained that it is not enough just explaining to children that they should contact an adult, you also need to know what to do if children watch someone online being treated badly. Sometimes kids don't want to tell an adult due to the fear of making things even worse to the victim. Some parents did not feel that they got more knowledge about their children's online behavior or that taking the Mobile driving license increased the communication with the child, meaning that not all parents gained from the initiative. Parents shared several ideas and reflections on improvements that could be done facilitating increased digital skills and increased awareness among parents and children regarding children's online activities. These are summarized as bullet points in appendix A.

Impact for parents as a result of doing the Mobile driving license

- ✓ Facilitated the dialogue on internet activities with their children
- ✓ Improved parental-and family awareness on what online activities their children engage in
- ✓ Increased awareness on unknown persons approaching their children online
- ✓ Gave a positive feeling to some parents that their children begin talk about internet safety
- ✓ Highlighted the fact that you can't think that children are safe online just because they don't tell you what is happening on the internet
- ✓ Made you feel more included in their children's online activities
- ✓ Gave parents concrete recommendations that could be used to fuel arguments and motivate decisions related to restricted internet access to protect children from harmful behavior or online-material
- ✓ Encouraged parents to find common interests online, such as following the same youtuber

In summary, parents share positive aspects and challenges they experienced in doing the Mobile driving license. Positive aspects related to the possibility to talk with their children about life online including safety aspects based on pre-decided topics which formed a confident basis for the discussion. Challenges related for example to the content in the Mobile driving license in relation to the recommended age-span (6-9 years). Children at the age of six was considered by some parents to be too young for part of the content, for example relating to interactions online. Parents also expressed that the Mobile driving license could be revised in terms of less text and more interactive parts. Some parents did like the idea with the Mobile driving license but felt that they already had the competence and awareness on their children's online activities. ***In terms of impact***, several parents felt that the Mobile driving license contributed to increased digital awareness for their children and formed a common ground for talking with children on their online activities supporting both children and parents in building digital safety skills.

Discussion and key learnings

The Mobile driving license and its impact for increased digital awareness and digital skills for children and parents

The purpose of the study was to describe how parents and their children aged 6–9 years' experience that the use of the digital knowledge- and dialogue support called the Mobile driving license, contributed to creating knowledge and strategies for a safe mobile and internet use. The impact for the target group after doing the Mobile driving license can be described in terms of increased digital awareness for both children and parents and increased dialogue related to online activities within the family. Values in terms of changes in behaviors and attitudes because of the digital inclusion initiative, are that some of the parents expressed that they felt more confident in talking with their children on what could happen online. This related to positive aspects such as learning opportunities, and negative aspects such as the risk of being abused or engage in cyber-bullying. In terms of impact, children expressed that they learnt more about for example digital safety than they knew before and that they would be more careful with whom they interact or how they clicked on advertisements in online games for example. This could be considered an outcome based on the initiative in terms of increased behavior or attitudes that reflects increased digital safety skills.

Summarizing impact and key learnings; most parents felt that the Mobile driving license could contribute to increased digital awareness and online safety. Most parents expressed that the Mobile driving license facilitated the dialogue between parents and children. This in turn gained confidence in parents' ability to address aspects related to their children's online behavior. Parents expressed their appreciation with this kind of online digital tool, that it was free of charge and developed in collaboration with Friends. Children expressed increased knowledge on how to act if something bad happened online, digital safety skills and awareness of always reaching out to an adult with questions or guidance on how to act in unpleasant situations. This can be considered a direct impact from the Mobile driving license at an individual level, at the family level and could possibly contribute to a larger impact on group and societal level with increased digital awareness and online safety skills contributing to a safer digital space for its users.

Children and parents shared some challenges with the digital initiative. Some children thought that the Mobile driving license was boring and that it should be more interactive with more videos to be more appealing. This was also mentioned by parents who expressed that the Mobile driving license could benefit from being more playful, interactive and to include videos to illustrate the content and fuel the motivation for children to participate. To facilitate this, well known famous people that children recognize such as youtubers, tv-actors, singers etc. could be invited to explain the content and share own experiences and solutions. For the Mobile driving license to serve its purpose, parents need to have allocated enough time and energy to read and explain its content their children. In its current version, children need to be able to concentrate for quite some time, highlighting a need to develop a simplified version for younger kids and for kids who are not yet interacting with others online. The author suggests that the existing version of the Mobile driving license can be adapted to facilitate access for children and parents with neurodevelopmental disabilities such as autism or intellectual disabilities, to add further value and strengthen the impact of the Mobile driving license related to digital inclusion and increased digital skills for all children and their parents.

Methodological considerations

Long term strategies were not possible to detect since it was such short time between when participants had done the Mobile driving license and when the interviews were conducted. Detecting and assessing impact from long-term strategies developed by the Mobile driving license would have required another design of the study and an additional data collection scheduled perhaps six months or a year after doing the Mobile driving license for the first time. It should be mentioned that the youngest children participating in the study, did not have their own cell phone but accessed the internet via other digital devices, tv, computer, tablet or by borrowing a family member's cellphone. Finally, due to the purposive sampling procedure, parent participants were probably quite engaged in their children's whereabouts online which should be taken into consideration while interpreting the results.

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Appendix A

Recommendations on improvements made by parents

- ✓ Make the Mobile driving license more game-oriented and interactive
- ✓ Add more videos to increase the motivation for the children
- ✓ There is a need to direct the content due to the age of the child
- ✓ Make it more playful and child-friendly
- ✓ Shorten the response-alternatives for the younger children
- ✓ More illustrations along with the text for children to relate to will facilitate to remember the content
- ✓ Have a younger person read the text so that you can listen to it, could preferably be a person they relate to, youtuber etc.
- ✓ Would be good with a reminder to repeat the Mobile driving license again
- ✓ Include it in school settings so that parents who might not be that aware can get access
- ✓ Add a part in the Mobile driving license relating to sex, love, and social relations, depending on the child's age
- ✓ Include a section on online safety for parents that is only visible for parents
- ✓ Should include more focus on the fact that it is not the children who did anything wrong if something bad happens online, that they are good enough and don't deserve to be treated in a negative manner
- ✓ Would be good with a physical 'thing' as a reward as a complement digital driving license since there was an abrupt ending of the driving license
- ✓ Would be good if it could be an app or something like that that also sends reminders to the children to repeat the Mobile driving license and then you could score points for example. It could also include specific information regarding I.e., TikTok etc.
- ✓ The layout in general was nice but lacked videos to summarize the chapters and clarify concepts. Would be good with videos and to have predefined questions relating to the videos to discuss with your child