



Enabling Children and
Young People to access
the digital world...

CREATIVELY KNOWLEDGEABLY AND FEARLESSLY



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Introduction

iRights is a civil society initiative that seeks to make the digital world a more transparent and empowering place for children and young people (under 18) by delivering a universal framework of digital rights, in order that young people are able to access digital technologies **creatively, knowledgeably and fearlessly**.

The journey of iRights began in 2012, when I made a documentary *'InRealLife'*. The film explored the lives of teenagers growing up in a 24/7 connected world: the only world they have ever known. The film added to an existing debate about how to help children and young people take advantage of the vast potential of the digital world, whilst avoiding its dangers. And a growing concern that young people simply do not understand the 'pushes and pulls' built into emerging digital technologies, nor possess enough skills to access its infinite opportunities. What emerged was the conviction that it is imperative for:

- Society to look holistically at the opportunities and risks for young people in the digital world, not as disconnected extremes.
- The rights that young people enjoy in the physical world to be delivered in their digital world.
- Young people to have a meaningful voice in how the digital world treats them.

The iRights framework was written to offer a single, principled approach that could be used to set a standard by which young people are treated in the digital world. There were contributions from policy experts, academics, teachers, digital engineers, civil society organisations, business leaders and young people themselves. It reflects the views and experience of individuals and organisations. By summer 2014 there was a strong and growing demand to share what had emerged, and test the usefulness of the iRights framework in real world environments. Funding for this important task was gratefully received from Nominet Trust, Nesta, the Mozilla Foundation and Nottingham University¹.

This report explores the iRights journey from June 2014 to June 2015, as we tried to answer the following questions:

- Is there a consensus that a rights approach would benefit children and young people?
- Is the iRights framework consistent with young people's views and lived experiences?
- Can iRights be implemented as standard in the real world?
- Is there the political will to deliver these rights amongst politicians and policy makers in the UK and beyond?
- Does existing law support the iRights framework?

The iRights framework does not replace the initiatives of those who work exclusively in child protection, those who cater for a single age group, or campaign on a single issue. What it does is offer a single universal framework by which we all agree to operate; a framework that would be clearly visible to children and young people as they interact with digital technologies, enabling them to access the digital world creatively, knowledgeably and fearlessly.

During the year covered by this report, Glenn Manoff was Director of iRights and made a major contribution to this report. He was supported by Fergus Crow (NCB), Paul Twivy (Core Purpose), John Fenna, Giulia de Matteis and Nicola White. Gi Fernando (Free:Formers) and Professor Sonia Livingstone have been constant advisors and tireless supporters. In the beginning, Imogen Parker (IPPR), Emma Thomas (Youthnet), Simon Blake (Brook/NUS), Jo Kerr (GirlGuiding), Anna Feuchtwang (NCB), John Morrison (Morrison Media), Jeremy Hollow (Listen and Learn Research), Paola Uccellari (CRAE) and Flora Coleman (MHPC) made iRights happen. They have along the way been joined by scores of signatories and stakeholders.

I would like to thank all contributors, not least the hundreds of children in schools right across the country who shared their experience willingly and the young people who took part in our Youth Juries. I hope that all who gave their time and expertise so generously will see that it was well spent.

Baroness Beeban Kidron

¹ In kind, support has also been generously provided by National Children's Bureau (NCB), Brunswick, SHM, Core Purpose, Osborne Clarke, Free: Formers and Cross Street Films.

1. Children, Teens and the Internet: What's Missing?

Children and young people are often presented as 'digital natives', with fast thumbs able to summon up the knowledge of the world in an instant, build a million dollar company from their bedroom, or topple a corrupt regime with a tweet.

Yet the latest research shows that far from being at the forefront of the digital revolution, many young people remain on the lower 'rungs' of digital understanding². They lack the skills and knowledge necessary to benefit from the immense opportunities on offer, or to understand the potential outcomes of their digital interactions, as they move between spaces that are either heavily limited or 'locked down', and others where 'anything goes'. Our young people are poorly served by a public debate that has been falsely polarised, in which we are told there is a stark choice to be made between freedom and protection.

In the physical world we balance this choice by giving children clear rights so that they can flourish in a safe and supportive environment. Twenty-five years ago we recognised the Human Rights of all children and young people by adopting the United Nations Convention on the Rights of the Child (UNCRC)³. However, these rights have not yet been implemented as standard in the digital world.

Young people themselves are very articulate about their own anxieties, lack of knowledge and sense of unfair treatment in the digital dimension.

Most often this debate is framed in the language of 'protection', but as young people increasingly spend time seamlessly going on and off line, they need their own; critical intelligence; understanding of the technology; strategies for managing their reputation and identity; tools to manage their usage; clear understanding of likely social outcomes.

Responsibility for such a diverse set of needs cannot be delivered by any one stakeholder. It is our contention that the relationship to the young must be principled and agreed by a universally AGREED set of rights, described in the framework, to be implemented as standard in all digital interactions with the under 18's.

² Livingstone, S., Haddon, L., Görzig, A. and Olafsson, K. (2011) 'EU kids online: final report.' EU Kids Online, London School of Economics & Political Science, London, UK

³ United Nations Convention on the Rights of the Child (UNCRC), 1989.

2. The iRights Framework

The iRights principles interweave to tackle the multiple issues of digital engagement.

We believe that the internet and digital technologies need to be designed, delivered and consumed with the iRights framework, and therefore the young, in mind.

As a clear and joined up framework, these iRights would, if implemented as standard, create a transparent and empowering digital world for children and young people:

The Right to REMOVE

Every child and young person should have the right to easily edit or delete all content they have created.

The Right to KNOW

Children and young people have the right to know who is holding or profiting from their information, what their information is being used for and whether it is being copied, sold or traded.

The Right to SAFETY AND SUPPORT

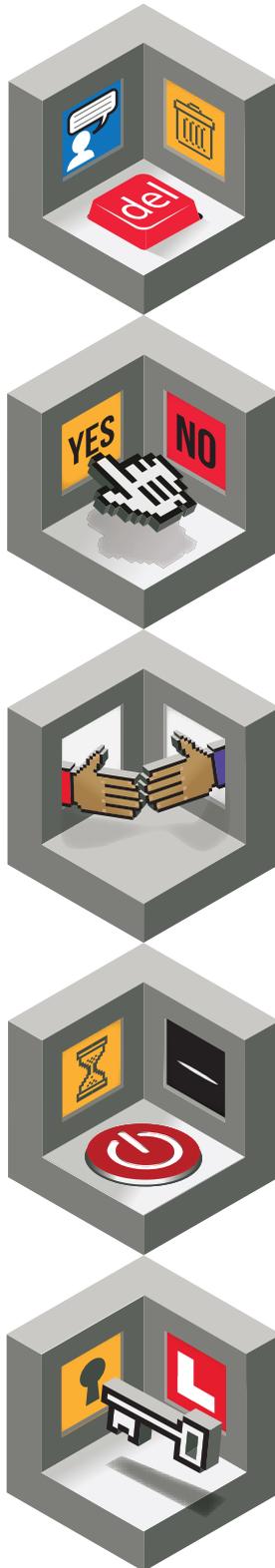
Children and young people should be confident that they will be protected from illegal practices and supported if confronted by troubling or upsetting scenarios online.

The Right to INFORMED AND CONSCIOUS CHOICES

Children and young people should be empowered to reach into creative places online, but at the same time have the capacity and support to easily disengage.

The Right to DIGITAL LITERACY

To access the knowledge that the Internet can deliver, children and young people need to be taught the skills to use, create and critique digital technologies, and given the tools to negotiate changing social norms.



The full iRights text can be found as Appendix A of this report

3. Answering the Questions

Is there a consensus that a rights approach would benefit children and young people?

A consultation process began in early 2014 amongst several hundred leaders from the broadest possible cross-section of civil society, business and government. Whilst a few participants had a problem with the word 'rights' there was a strong consensus around the idea of providing a clear set of actionable 'principles', of having a 'covenant' with the young.

As one CEO from a FTSE 100 company exclaimed;

"We want to be good. We just didn't know what good looked like. Thank you for describing it".

Many echoed this sentiment.

Some expressed anxiety that a rights based approach may not be strong enough to deliver real world change and questioned if legislation was the answer. However, the vast majority of those we consulted felt that it was essential for the digital world to reflect the rights that children and young people enjoy and the responsibilities that adults have undertaken to deliver, in the offline world. And that the rights, if implemented as standard, would change the culture and structure of young people's digital world.

There was a strong consensus that extreme cases of abuse and illegality that often dominate the headlines hamper a balanced understanding of the issues faced by children and young people in the digital world. Whilst there was unqualified support for the authorities in dealing with these situations, there was also seen to be a strong need to 'upgrade' the digital experience of all young people in order to promote a more respectful and informed online culture overall.

The upshot of the consultation was a desire by many to champion iRights. To be meaningful it would need to:

- have as broad support base as possible
- be aligned behind simple, clear and actionable principles
- be guided by young people's views
- be ultimately international in scope

With little publicity, money or campaigning iRights has over 180 signatories⁴. Most recent signatories include the Information Commissioner's Office (ICO), Sky TV, Schools Commissioner Frank Green, the Children's Media Foundation, YMCA and Mumsnet.

We have been able to answer the question 'Is there a consensus that a rights approach would benefit children and young people?' Our conversations resulted in a resounding YES.

⁴ As of 1 May 2015.

Amongst those we consulted were:

Digital technology sector: Facebook, Mozilla, Mind Candy and Microsoft

Youth Sector: NSPCC, Barnardos, Save the Children, Girlguiding, the Scouts, Step Up to Serve and the National Children's Bureau (NCB)

Large global companies: Barclays and Telefonica

Innovation leaders: Institute of Public Policy Research (IPPR), the RSA and Nesta

Social technology: Apps for Good, Free:Formers, Tinder Foundation and the Nominet Trust

Youth mental health leaders: Young Minds, Brook, Association of Child Psychotherapists, British Psychoanalysts Council and the Council for Psychotherapy

Main teaching unions and the National Association of Head Teachers

Media organisations: Sky TV, Warner Bros, the Guardian Group, Channel 4, the Financial Times, The Independent and Bloomberg

Parenting organisations: Mumsnet, Family Lives and The Parent Zone

Privacy and data protection lawyers: Schillings

Children's rights advocates: UNICEF and the Children's Rights Alliance for England (CRAE)

Arts organisations: Southbank Centre, the British Board of Film Classification (BBFC), IntoFilm and the Arts Council

Luminaries from the tech world: Lastminute.com Founder and tech entrepreneur, Baroness Martha Lane Fox; UK government's Minister for Internet Safety and Security and former Tech City CEO, Baroness Joanna Shields; former EU Commissioner for the Digital Economy, Neelie Kroes

International organisations: International Telecommunications Union (ITU) and the EU Parents Association

Many are now iRights signatories.

Can iRights be implemented as standard in the real world?

No set of rights, no matter how popular or coherent, could hope to be successful unless they can be implemented in real world scenarios. Amongst the most important things to establish during the last year was whether it is possible to turn a set of abstract principles into easily applicable technologies and protocols, and furthermore, who would be willing to implement this new set of industry best practices and educational programs.

We had assumed that the greatest barrier to the implementation of iRights would be reluctance amongst commercial providers and companies to alter practices that had proved highly profitable; plus reluctance in Government to wade into the thorny debates about safety versus freedom. In reality our experience has been very different. Motivations vary; competitive advantage, fulfilling an existing remit or policy, an opportunity to update organisational understanding of the digital world, doing the right thing, a way of filling gaps in existing corporate or organisational provision, even some very personal experiences with signatories' own children.

Whilst a few continue to defend the status quo, most of the many hundreds of organisations and individuals consulted by iRights have been highly receptive to implementing the iRights framework.

Many, however, are worried that they do not yet have the requisite expertise to create the new protocols that are required. Indeed, a key moment in the past year was when a tech entrepreneur said;

“You don’t have to wait for the big tech companies because absolutely everyone is a tech player or publisher now. And because the digital ecosystem is a vast collection of individual interactions; any individual, organisation or sector grouping that starts behaving differently, automatically changes the whole. If Government, third sector and the corporate world adopt iRights; then tech will catch up”.

It followed that if we could create working prototypes and policies that could easily be rolled out, with minimal effort, we would quickly have a core of organisations acting as real life examples of what an iRights-compliant world would look like. Our efforts so far to pursue practically implementable tools have thrown up some hugely exciting ideas, and the more we engage stakeholders in discussions about what might be possible, the bolder the proposals that emerge. Individual signatories, third sector organisations and commercial entities have all expressed interest in building tools for either individual iRights or across all five.

Here is just a single example; Sky TV's response to iRights;

"Sky are amongst the companies who are supportive of the iRights agenda and as we develop our products for children, are bringing the principles to life. In our next generation of kids TV product, we are exploring the concepts of; A review for both kids and parents to show them what has been watched during the week; The concept of 'bedtime' allowing some parameters to be set to support the idea of rest. Simple developments which exemplify the kind of changes iRights is trying to advocate, and which we believe will provide a better product to our customers."

Wendy Scott, Director of Product Experience, Sky



As successful prototypes emerge they will illustrate to others what is possible. We anticipate a snowballing of innovation as the iRights principles become practical. Equally, the work of privacy law firm, Schillings (discussed later in this document), will offer practical legal advice, which needs no technological change to implement, but will still radically transform the experience of children and young people in the digital world.

In summary, initial work gives a clear indication that developing policy, tools and interfaces to transform young people's real-life digital experiences is an achievable goal. The answer to the question 'Can iRights be implemented as standard in the real world?' is thus a clear and resounding "YES".

Is the iRights Framework consistent with young people's views and lived experiences?

Having created the iRights framework based on insights from young people and experts, and having established a powerful list of signatories, we wanted to put young people back at the centre of the thinking about iRights.

Sonia Livingstone OBE, Professor of Social Psychology, Media and Communications at the London School of Economics, and a leading advisor to UK and EU governments on Internet safety for children, advised that most research into young people's views on digital technology fails to deliver new insight because of poor research design.

Working with Stephen Coleman, Professor of Media and Communications, and the Horizon Digital Economy Research Team at the University of Leeds (who also provided funding for the project), we designed and delivered a deliberative programme of ten 'Youth Juries' in three UK cities during April 2015.

Mixed groups of 10–15 young people aged 12–17 years old were convened to put the digital world on trial. Using actors to play out scenarios, the young people then debated the ethical and practical problems thrown up and put forward recommendations. Firmly putting their stamp on any future conversations about how iRights might be implemented.

A short summary of the initial findings was presented at Southbank Centre's 'Web We Want Festival' in London on 30th May 2015. A full academic paper by Professor Stephen Coleman and Professor Sonia Livingstone will be published in September 2015.

First indications from the research are that the answer to the question, 'Is the iRights framework consistent with young people's views and lived experiences?' is "YES". Importantly, it appears that the more children and young people understand the 'pushes and pulls' built into the technology and the scale of data gathering, the greater their demand for fairer treatment online.

Observations from the 10 Youth Juries:

- Young people are often very moral in their approach to social interaction in the real world. Therefore, they can be frustrated when the values they try to apply offline don't work online: for example, to treat people fairly, to give people the right to complain or redress, to respect privacy
- They want the internet and digital technology to be more responsive, transparent and fair
- Few young people are aware of the extent to which their data is collected, shared and sold. Once they understand, many feel angry at this lack of clarity, transparency and choice, and feel that 'do not collect or share' should be the default position for young people online without degrading their user experience
- Games and social networks can feel compulsive; they dominate time and focus to an unhealthy extent. Many would like to see tools, such as timers, built into these destinations in simple and prominent ways
- Young people have a particular concern that websites and apps that claim to delete their data have loopholes. In particular, they shared consistent concerns about SnapChat where pictures can be saved via screenshots by the recipient or on the sender's own phone
- Many of the juries felt that helplines and informed support should be universally available and obvious in the places they visit online

"When we restrict young people's access to technology, we tie their hands behind their backs and deny them crucial skills and opportunities. By 'enabling' young people to use the internet safely, we place its power within their hands. That's the best way to ensure that they are securely in control of their future." The Foyer Federation, signatory to iRights

Is there the political will to deliver these rights amongst politicians and policy makers in the UK and beyond?

One objective over the course of the last year has been to test the appetite of policy makers and the public policy community (not just Government) for new policy models based around the iRights framework.

In the last Parliament, meetings were held with all political parties; relevant committee members, Government ministers in the Departments of Education, Health, Culture, Media & Sport, and the Cabinet Office; individual parliamentarians; civil servants; and the Prime Minister's office. The response has been near universally positive. In summary,

In the UK:

- **Parliament:** In November 2014 the House of Lords held a debate introduced by Baroness Kidron on the 25th Anniversary of the UN Convention on the Rights of the Child (UNCRC). The debate noted 'the impact of the UNCRC on children's and young people's online and digital interactions'. Baroness Shields gave her maiden speech on the floor of the House in this debate. Several speakers specifically referenced the iRights principles as signalling the good sense of a digital rights-based framework applied to the UNCRC. Lord Bourne, the government spokesperson from the Department of Culture, Media and Sport, called publicly for more inter-party and inter-departmental cooperation to explore the iRights framework, which is ongoing.
- In April 2015, **The Liberal Democrats** published a draft policy to create a Digital Bill of Rights for all UK citizens as part of its manifesto commitment, specifically recognising the iRights framework for children and young people.
- **Other:** iRights has continued to have a productive dialogue with the UK Council for Child Internet Safety (UKCCIS), including a presentation to its Board in February 2015. The Information Commissioner's Office (ICO) and the UK Commissioner of Schools, Frank Green, are both recent signatories who have made public statements in support of the iRights approach. Each of the main political parties has held meetings and received briefings. There is a clear interest to see how iRights could be further manifested in the near future.
- **Post Election:** In May 2015, the new government appointed Baroness Shields as a Minister in DCMS with a special remit for Internet Safety and Security, signalling their clear commitment to this issue. In the Queen's Speech debates, the Government acknowledged their sympathy for a rights-based framework and committed all Government departments to look at the research done by law firm, Schillings, on behalf of iRights⁵. [Post election Scotland is referred to specifically in section 5]

⁵ Parliamentary Lords Hansard 3rd June 2015 Column 512

In the EU:

- **Baroness Kidron** has had a dialogue with the European Commission's lead on e-content and a Safer Internet (DG Information Society), and contributed to a research proposal led by BBFC (British Board of Film Classification) to investigate the feasibility of age-rating parts of the web. Baroness Kidron was also invited to give a keynote address on iRights at the EU's annual Safer Internet Forum in November 2014. Further meetings are planned.

Internationally:

- **ITU:** International Telecommunications Union (ITU) in Geneva has been in dialogue with iRights from early 2015 about the possibility of exploring a digital rights framework with the potential for global reach based on the iRights principles on behalf of the 193 nations that are members of ITU. As a first step they have invited Baroness Kidron to do a keynote address at the Broadband Commission for Digital Development at the UN headquarters in New York, and at the Council Working Group on Child Online Protection in Geneva, both in September 2015.
 - **CRAE:** The Children's Rights Alliance for England (CRAE) was asked to do a scoping study into how best iRights can be introduced into the UNCRC. There is an increasing appetite to have a General Note that describes how the rights embodied in the UNCRC should be interpreted in the digital world. iRights is working with individuals and organisations around the world who support this agenda.
-

It's still early days, but based on the well-received work completed during this year, the answer to the question, 'Is there a political will to deliver these rights amongst politicians and policy makers in the UK and beyond?' is an emphatic "YES".

Does existing law support iRights?

Schillings, the UK's leading law firm specialising in privacy law, and an iRights signatory, undertook to do a study into the legal framework underpinning each of the five iRights. This study is being published alongside this report (Appendix B). They have looked at dozens of pieces of consumer, communications and child-centred legislation, as well as the forthcoming General Data legislation from the EU (expected 2018), and found that existing legislation overwhelmingly supports each of the iRights. However, it was their view that no legal practitioner, parent or child could be reasonably expected to understand and use the law.

It was never the intention for iRights to be a precursor to a legislative programme. It is a widely held view that technology moves faster than legislation and that we need a principled, voluntary and universal agreement about what is accepted behaviour when interacting with the young in the digital space. However, there has been considerable interest in the Schillings report and many of our signatories, particularly the commercial entities, are looking to see how their policy and practice could be improved in light of Schillings' findings.

We are surprised at the amount of current legislation and regulation that supports the iRights framework, but we hasten to point out that one of the major findings of the Schillings report is that although the law exists, it is rarely or never accessed on behalf of children and young people.

Our view remains that a voluntary, principled and universal delivery of the iRights framework would bring about systematic change in the experience and empowerment of children and young people online.

However we also note that the desire to treat young people as valued citizens on and offline on an equal basis is well supported, though badly implemented, by existing UK law and regulation. In other words the answer to our fifth and final question, 'Does existing law support iRights?' is also a "YES".

"Each of the five iRights finds strong support within the law. The first challenge is making this well known. The second is for commercial entities to voluntarily implement both the letter and the spirit of the laws. Children, parents and teachers should have the comfort that legal principles are being universally applied, without having to go to court. That way the internet will become a far more creative and safe place for young people".

Jenny Afia, Partner, Schillings



4. Putting iRights into the Commons

In a year of asking questions and meeting people; from fellow travellers who are working in the areas of protection and literacy, to commercial entities who want to identify best practice; from teachers gasping for a coherent and tech positive approach to impart to pupils, to policy makers keen to help, and parents anxious about their own children; it has become clear that while much is being done, it remains difficult to find a unified and universal approach.

If we want a better digital world for our children and young people, we need to start delivering it – observing the iRights framework is a good first step.

We believe that anyone involved in, or affected by, the digital ecosystem: consumer, commercial company, tech company, government, teacher, parent, charity, designer, child, i.e. everyone, should use the iRights framework to judge their own digital interactions and services, using it to question if they are designing their bit of the digital world, with children and young people in mind.

On the next few pages are some of those organisations and people who have committed to judge their own interactions with children and young people using the iRights framework.

We invite all parties to join them.



PHOTO: DOGWOOOF.COM/FILMS/INREALIFE

5. What Next?

We imagine a world in which a child's or young person's digital interactions will be deliberately designed to inform and empower them

In which services automatically give them the option to delete what they have uploaded; in which they have meaningful choice over what data is collected and how it is used; in which they can easily find support and swiftly correct misinformation; in which providers are transparent about the technological structures that encourage use, and in which young people are fully informed about the likely social outcomes of their actions.

In an iRights-compliant world, a young child would easily be able to set a 'digital time frame'; 'terms and conditions' would be delivered in a language, form and length that young people could engage with, their data would be rarely collected and clearly indicated. It would become standard to indicate how frequently and for how long they have visited a digital service. Reporting, privacy and help lines would be given pride of place, visible, simple and universal in how they function.

This would be a world in which all children and young people, at each stage of their schooling, are given a critical understanding of content, a realistic appraisal of the likely social outcomes of internet use and the skills to create, as well as consume, both the commercial and 'open source' digital world.

Whilst that vision of the digital world may be a few years away, we are proud to announce the following initiatives that each in their own way contribute to that vision.

These are just some of the outcomes of the last year, there are many still in their design and development phase... we thank all signatories for their energy and commitment and look forward to seeing more real life implementation of the iRights framework.



Southbank Centre

Southbank Centre has a long-term commitment to

digital rights as host of the 'Web Want Festivals'. As they now re-develop and re-launch their website the iRights principles will be fundamental to the vision, design and user experience.

Specifically they are developing the following tools (using open-source principles so that they are free to share):

- A 'Remove' button
- Simple opt ins and opt outs of data collection
- Prominent links to iRights information and materials in their page footers, including safety and support links
- An under 18 log in which will give young people a unique experience of the Southbank Centre site with tools and information prominent throughout
- Revised Ts and Cs in line with iRights principles
- A prominent new cookie policy which promotes and adheres to the five iRights principles and which encourages interaction
- Videos by Southbank Centre youth ambassadors explaining and promoting their privacy policy and how the site works



Schillings

Building on the report that they publish alongside this report,

Schillings have made a commitment to provide legal advice with a clear set of actions to help organisations deliver existing laws, on behalf of children and young people in the digital world.

"Our next undertaking is to produce guidelines showing what "doing the right thing" looks like in practice. It is essential these are grounded in the real world, so we'll be consulting stakeholders to find a way to marry commercial and practical requirements with the pressing need for children and young people to be empowered and protected".

- Schillings

As part of that commitment they have called for stakeholder input and they can be contacted at irights@schillings.co.uk.



British Broadcasting Film Certification (BBFC)

Interpreting the iRights framework became a subject of immediate concern for the BBFC. They looked at their terms and conditions, cookies, privacy information and rewrote them in a way that a young person might understand them.

They also added information about their data collection policy, and most importantly built a new report mechanism for children and young people to contact them if they had seen anything upsetting online, with links to ChildLine and the NSPCC.

Even though the BBFC website had been designed with children's interests in mind, iRights offered insights into simple structural changes that made it more transparent, informative and gave children and young people a voice.

A blog detailing how they used and implemented iRights can be found as an appendix to this report (Appendix D).

"It is quite correct that children and young adults should tell us about their online lives and experiences, point out the flaws and the failings of the mainly adult created online space, tease out the meanings of 'harmful' and 'difficult' and make requests, suggestions and demands. Working on iRights is a reminder that we should always seek to offer the most comprehensive relevant information to our younger consumers" - BBFC



Sky TV

Sky TV have designed into the prototype of their new app for

young children a 'bedtime setting', so that parents and children can agree in advance a moment at which that app will close down.

This is a creative way of transferring responsibility from child to provider and parent for time limits and allows for joyful use of technology without the subsequent argument about turning off.

On the same app, as a direct response to conversations that we had about making the iRights principles practical, a child will receive a 'data record' letting them know how long they spent on the app and what activities they have completed or played on.

This is a first step in Sky's commitment in implementing the iRights principles and helping children make informed and conscious choices.

Ten Steps to Digital Literacy

Having engaged with hundreds of children and parents, and scores of organisations, we started to develop a gold plated literacy programme.

We hope in the next few months to be able to announce the development of a resource for young people that will be a clear path to digital literacy.

A literacy programme that will encompass the need to critically appraise the purposes of the technology a young person is using, with an emphasis on being able to create as well as be an intelligent consumer and to develop an understanding of the likely social outcomes of ones own digital use.

At its heart is a commitment to build on and link up with existing provision whilst providing a trusted pathway to digital literacy. Ensuring that the excellent work that already exists is contextualised by the iRights framework. This work is ongoing.

On our website www.iRights.com there are links to existing digital literacy initiatives.



Children's Commissioner for England

Anne Longfield OBE, will undertake

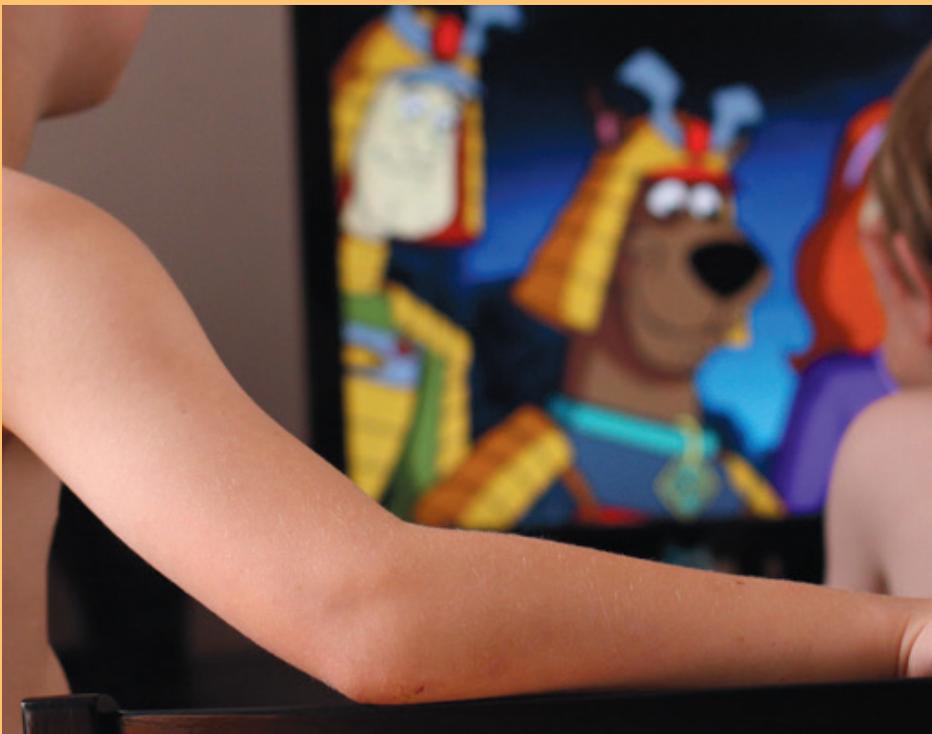
a year long task force, 'Growing Up Digital', that will look to update children's rights for the digital age, inspired by the iRights initiative.

"If children of today and tomorrow are to grow up digitally, we need to be sure that the rights to protection and empowerment that they enjoy in their lives, are embedded in the new digital world they inhabit. As the legal guardian of children's rights and best interests in England, this is of uppermost concern to me as Children's Commissioner. I am grateful to iRights for the groundbreaking work they have undertaken in this fast developing area. I intend to build on this work to establish a new 'Growing Up Digital' taskforce, which will launch in the autumn." - Anne Longfield, Children's Commissioner for England

Noting the outcomes of the iRights Youth Juries, the Commissioner will work with young people to further interrogate a rights approach to online activity and make sure that any report will have their voices and experience at the heart of its recommendations.

The Children's Commissioner for England has a particular remit to deliver the rights set out in the UNCRC and she will consider if it now requires a General Note that would describe in detail how the articles of the UNCRC should be interpreted in the digital world.

CCO press release Appendix E.



Professor Sonia Livingstone OBE and the UNICEF lab

Sonia Livingstone is a world-renowned academic specialising in the changing digital media landscape with a particular specialisation in evidence gathering about young people's online behaviour. She was the director of the EU Kids Online project for more than a decade, and works with the MacArthur Foundation in the Connected Learning Research Network.

Professor Livingstone was part of the first group of experts and stakeholders to critique and revise the iRights document, and has in the course of the last year been increasingly interested in gathering evidence about how a rights based approach might manifest in children and young people's behaviour in the digital world. She made a major speech in January 2015 that puts the academic case for prioritising children's rights in the digital world. With colleagues at UNICEF she recently set up an innovative research lab Researching children's rights globally in the digital age. She is a strong proponent of empowered digital use for young people.

"iRights has made a significant contribution to a debate that was uncomfortably polarised between protection and freedom. Digital technologies mediate almost every dimension of a young person's life but have not been designed with them in mind. Meanwhile policy attention has focused on the management of technological change maximising digital inclusion. It is now time to make children's digital wellbeing a priority." - Professor Sonia Livingstone OBE



Young Scot

The leading third sector youth organisation in Scotland, with

over 600,000 members aged 11-26 have taken on the mantle to champion iRights in Scotland. Supported by the Scottish Government, the Minister for Children and Young people, Fiona McLeod MSP, at a parliamentary reception on 24th June 2015, announced a Youth Commission that will answer the question:

"How does Scotland become a nation which realises children and young people's digital rights?"

We welcome the Scottish Government's commitment to digital rights for children and young people, and are delighted that Young Scot are seeking to map out how an entire Nation becomes iRights compatible. The full text can be found as an appendix of this report (Appendix F).

We are proud to announce that Nicola Sturgeon, First Minister of Scotland – has recently become an iRights signatory – and that Young Scot now have the full support of the Devolved Government

in Scotland, in making Scotland iRights compliant.

"We believe that every child and young person has the right to grow up in a safe environment – that principle applies to the virtual world too. That is why we're proud to support the iRights coalition and to ensure the Scottish Government is doing its bit to keep children and young people safe online. Digital technology is increasingly a key part of our everyday lives and it's vital that young people develop their digital skills, learn to use technology responsibly and understand the risks, as well as the opportunities, of being online". - Nicola Sturgeon, First Minister of Scotland





Free:Formers

Free:formers has committed to build iRights into all of their

digital training. Free:formers, the digital transformation company, help business people gain digital skills and train aspiring young people, for free, as part of their Onefor1 program.

From Autumn 2015 iRights will be an integral part of their programme;

- Each and every business person they train will explore the iRights framework as part of their training. Spreading the word and encouraging new business signatories
- The Free:formers team of young digital Onefor1 trainers will attend iRights youth events to do 'on-site training' for young people, helping them to critically understand the structures and syntax of the digital world
- Free:formers will also offer other iRights signatories who represent or work with children and young people, Onefor1 training support to help extend the growth of digital skills literacy throughout youth organisations

"Children and young people should have the right to learn how to be digital makers as well as intelligent consumers, to critically understand the structures and syntax of the digital world, and to be confident in managing new social norms. To be a 21st century citizen, children and young people need digital capital. There is a perfect synergy between the aims, audiences, and beliefs of Freeformers and iRight." -

Gi Fernando, Founder, Free:Formers



Barclays

Barclays have committed to being an 'exemplar organisation'.

They are adding an iRights module to their Digital Driving Licence and making certain that their Digital Eagles add iRights thinking to their teaching.

"Barclays was an early signatory of iRights. If we are to do trusted business online then we have to have to make commitments to the communities that we serve - one such commitment is to a positive digital experience for young people, that is based on the 5 rights set out in the iRights framework. The iRights principles align with our Life Skills and Digital Eagles, and have been quick to identify that iRights sheds light on the way in which we should consider our interactions with children and young people - we are now working with iRights to make sure that we manifest all the principles in our digital space."

- Ashok Vaswani, CEO, Personal and Corporate Banking



Baroness Shields, Minister for Internet Safety and Security is a signatory

of iRights, she is committed to the iRights framework and is working to see how it can be implemented across government..

She has stated that;

"This Government has always been a vocal supporter of digital skills and online safety. We welcome the work initiated by iRights and commend its broad and impressive group of signatories. The iRights framework gives a unique insight in to how government can join with technology companies, civil society and business to make a better digital world for young people. We are using the iRights framework to inform 'best practice' in education, business and in our own services and digital communications. Digital technologies represent opportunity, creativity, citizenship and future employment for our young people. We want all children and young people in the UK to be able to access digital technologies creatively, knowledgeably and fearlessly."

This commitment from government is a huge step in making the iRights framework a new norm and we look forward to working in practical ways with government to implement the framework in multiple policy settings.



PHOTO: DOGGWOOF.COM / FILMS / INREALIFE

6. Things You Can Do

In time, both the legal parameters and easily adoptable technologies to deliver iRights will become available, but in the meantime we encourage you to:

- Instigate an iRights project of your own and let us know about it
- Link to the iRights website (www.irights.uk) and upload your name and logo as a supporter
- Embody the rights in your policy and practice

-
- Provide a delete button
-
- If possible, do not collect the data of people under the age of 18
-
- If you do collect their data, provide information in simple language informing how you will use their data and give them meaningful choice to agree or disagree, including a willingness to provide services if they disagree
-
- Provide, as standard, links to support lines via your company or organisation footers/websites, even if there is nothing potentially disturbing or upsetting on your site, access to information must become a new norm
-
- Provide a mechanism whereby young people can easily report or contact you with questions or complaints
-
- Put the privacy settings close to any comment box
-
- If your digital service is designed to extend use, put breaks or options to disengage
-
- Look at existing digital literacy programmes and promote their use to your employees, children, local schools and youth organisations
-
- Interrogate your own digital world and ask if it delivers iRights, if not change it
-
- Support companies and organisations that do deliver children's rights in the digital world, and ask those that don't to do so

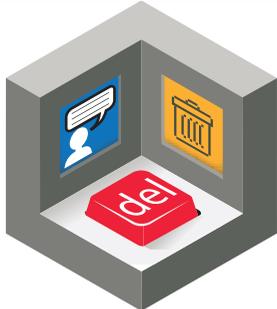
The World Wide Web is 25 years old, digital technologies are the organising technology of our world, now and in the foreseeable future. We believe that it is time to 'upgrade' the digital world and in doing so, enable children and young people to access it creatively, knowledgeably and fearlessly.

7. iRights Signatories

Individual signatories: **HRH Duchess of Kent**; **Dr Eylem Atakav**, School of Film, Television and Media Studies, The University of East Anglia; **John Carr OBE**, Secretary of the UK's Children's Charities Coalition on Internet Safety (CHIS); **Professor Jonathan Drori CBE**, Chairman of UK Parliament's Advisory Council on Public Engagement; **Baroness Martha Lane Fox CBE**, Co-Founder lastminute.com & chair of digital skills charity Go ON UK; **Frank Green CBE**, National Schools Commissioner; **Julia Hobsbawm OBE**, Honary Visiting Professor, London's Cass Business School; **Neelie Kroes**, Former European Commissioner for Digital Agenda; **Dr Aleks Krotoski**, Author, *Untangling the Web: What the Internet is Doing to You*; **Ian Livingstone CBE**, Author, co-founder of Games Workshop; **Professor Sonia Livingstone OBE**, Department of Media and Communications, London School of Economics and Political Science; **Dr Victoria Nash**, Deputy Director and Policy Research Fellow, Oxford Internet Institute at the University of Oxford; **Dr Linda Papadopoulos**, Psychologist and author, Imperial College London; **Professor Andy Phippen**, Professor of Social Responsibility in IT, Plymouth University; **Professor Jessica Ringrose**, Professor of Gender and Education, Institute of Education; **Baroness Joanna Shields OBE**, Digital adviser to the Prime Minister of the United Kingdom; **Stevie Spring**, Chairman, Children in Need; **Nicola Sturgeon**, First Minister of Scotland







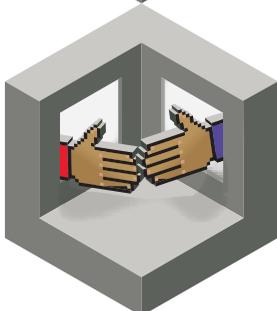
The Right to REMOVE

Every child and young person should have the right to easily edit or delete all content they have created.



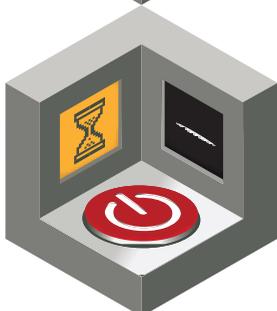
The Right to KNOW

Children and young people have the right to know who is holding or profiting from their information, what their information is being used for and whether it is being copied, sold or traded.



The Right to SAFETY AND SUPPORT

Children and young people should be confident that they will be protected from illegal practices and supported if confronted by troubling or upsetting scenarios online.



The Right to INFORMED AND CONSCIOUS CHOICES

Children and young people should be empowered to reach into creative places online, but at the same time have the capacity and support to easily disengage.



The Right to DIGITAL LITERACY

To access the knowledge that the Internet can deliver, children and young people need to be taught the skills to use, create and critique digital technologies, and given the tools to negotiate changing social norms.