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EU KIDS ONLINE 2019 IN FINLAND
Focus on civic non-participation and media literacy

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ABSTRACT

Erana Parveen: EU KIDS ONLINE 2019 in Finland: Focus on youth civic non-participation and media literacy
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Kids all over the world, including Europe, are using diversified online platforms to meet their everyday goals in various purposes such as education, entertainment, consumption, interaction, creation and so on. Young people's widespread engagement with modern technologies helps them to learn in the media and through the media that has resulted to turn them into digital citizen. However, in Finland, mediacentric youth generation is still not interested in participating civic matters online. Therefore, the aim of the study is to frame this civic non-participatory tendency in the manuscript of the article titled 'Youth online in Finland: civic non-participation'. Moreover, the reflection paper is for moving forward the discussion of the manuscript's certain issue by constructing a model of civic media education as a pedagogical solution of civic non-participation.

This study is a part of EU KIDS ONLINE 2019, basically focused on Finland where 1350 Finnish youth respondents represented the age group of 9 to 17. EU KIDS ONLINE is a Europe based survey which has been conducted in 21 European countries. The aim of this survey is to ensure youth's safety in web platform by evaluating their uses and experiences of online activities.

Finally, this statistical research has created opportunity to work more on Finnish youth and their civic activity from qualitative perspective. In addition, it also may help the policy makers to implement new form of civic media education in Finnish pedagogy.

Keywords: Youth, online participation, civic, non-participation, digital media literacy, civic media education.

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1 INTRODUCTION

The super-fast progression of information and communication technology causes the youth generation to get used to in no other lifestyle than digitalization (Kovalska, 2018). Kids all over the world, including Europe, are using diversified online platforms to meet their everyday goals in various purposes such as education, entertainment, consumption, interaction, creation and so on (Livingstone & Haddon, 2009; Asthana, 2012; Vranić, 2018).

The results of EU KIDS ONLINE 2019 for both Norway (Ní Bhroin & Rehder, 2018) and Finland (Parveen, Kotilainen & Okkonen; 2019) show that 97% of young people, from both of these northern European countries, have access to use smartphones that get them allowance to engage in participatory culture as well as consider themselves as digital citizen.

Technologically, Finland is a very progressive country which has many projects for the welfare as well as development of youth generation with an aim of preparing them as digital citizens. They become active in participatory culture in their daily life (Kotilainen, 2009); however, their contribution in civic participation online is not significant (Parveen, Kotilainen & Okkonen; 2019), even though the history of Finnish youth work has a great impact on its social development that started in late 1800s (Ord et al., 2018). Many scholars have pointed on digital media as the reason behind this civic disengagement (Kotilainen & Rantala, 2009; Brandtzæg et al., 2015). On the other hand, researchers also argue that internet revives the possibilities of youth civic contribution through online platform (Asthana, 2012; Dahlgren, 2013) as it attracts youth more than the old version of participation (Banaji & Bunkingham, 2010; Kotilainen & Rantala, 2009). As a result, researchers are getting interested to find out the new forms of civic participation in this new age of internet (Kotilainen, 2009). To cover the gap up, it is imperative to conduct study that solely concentrate on the teenagers of Finnish society. This non-participatory

tendency in order to find out possible solutions to engage them more in civic issues via online likewise other activity they do on digital platforms.

Based on the result of EU KIDS ONLINE 2019 FINLAND, it was clear that Finnish youth do not use web platform for civic participation (Parveen, Kotilainen & Okkonen, 2019). For this reason, one of the objectives of this study is to describe as well as understand the restrictions and factors of civic non-participation online. This objective has been reflected in this thesis as an article that is submitted to Mindtrek 2020 (website: <https://easychair.org/conferences/?conf=mindtrek2020>) (Appendix 1). In addition, the other objective is to find out what kind of media literacy is needed to move forward the civic non-participative youth towards civic participation online, that has been discussed in this reflection part of the thesis.

Chapter 2 will give an overall idea about EU KIDS ONLINE as a project along with the contribution of Finland as a participant of the latest EU KIDS survey conducted in 2018-2019. This chapter also describes the article thoroughly including the results produced from that certain study. The methodological aspects of civic participation online as well as non-participation has been discussed in 3rd chapter. In addition, chapter 4 presents the discussion about the findings from methodological aspects with some solutions of the problem as a form of model. Finally, chapter 5 and chapter 6 is about to conclude the paper and evaluate the validity and credibility of the research respectively.

2 OVERVIEW OF THE ARTICLE

The basis of the article's manuscript is EU KIDS ONLINE 2019 FINLAND, as the used data of the article has been produced by this online survey project where Finland was also a contributor like other European countries. Therefore, before proceeding the discussion about the article description, it is important to have idea about EU KIDS ONLINE project.

2.1 EU KIDS ONLINE AND FINLAND AS A PART OF THE PROJECT 2019

EU KIDS ONLINE is a multinational research network project that analyse the social as well as cultural impacts of the online activities of children around Europe which helps to make policies for creating a safe web platform for the new generation (Livingstone & Haddon, 2009). This online survey has been initiated in every 10 years with an aim of analysing the young people behaviour in online platforms so that it could possible to make sure children's safety in web environment as well as keep them aside from cyber risks. Most of the European countries have become a part of this comparative online survey where kids have been asked questions about their experiences while using internet in their everyday life that helps to classify the differences among the countries use of web platform as well. (Livingstone, 2009)

The recent project EU KIDS ONLINE 2018-2019 has gathered the online experience of European kids aged between 9 to 17 from 21 countries including Finland, a Nordic country from the northern part of Europe. In Finland, this project has been executed in the Spring of 2019 including a total of 1329 respondents those who represented the age group of 9 to 17. As the study's target age group is 13 to 17, data from 560 respondents from that certain ages had been analysed for the manuscript.

2.2 DESCRIPTION OF THE ARTICLE

EU KIDS ONLINE 2019 FINLAND indicates that youth show impassivity to engage in civic matters online whereas internet plays a significant role in their everyday chorus such as studying, gaming, entertainment and so on as they are being online every day for a significant time period, both in weekend and weekdays (Parveen, Kotilainen & Okkonen, 2019). Then how this non-participation can be outlined? The manuscript of the article has figured the most responsible factors of non-participation with some possible solutions that should be taken under consideration to engage Finnish youth generation into civic matters via online platform that develop their skills to become digital citizens. The form of online civic participation of youth people, which is actually non-participatory tendency, has been narrated in the manuscript of the article. It also defines the factors behind non-participation of youth's in civic matters online. The study may make authorities realise that media and information literacy on civic issues is also important to make the young generation more credible as digital citizens.

There are many established definitions for participation, political participation, such as Carpentier's, Dahlgren's, Jenkins's and so on; however, none of these have focused only on civic-participation for online platforms. For this reason, some of their popular as well as worldwide accepted ideas have been adopted in the article for mapping up the participation along with civic participation while the opposition of these concepts would define the non-participation as well. The definition of non-participation has been developed to map the non-participatory tendency of teenaged people in web environment.

Dahlgren (2000) defines the online participation with some terms such as production, consumption, entertainment, gaming, blogging and so on including a small room for political participation. However, the internet opens a wide range of possibilities to construct a newer culture of participation among youth as digitalization assures more connection and communication facilities (Banaji & Buckingham, 2010, Mihailidis & Thevenin, 2013). Moreover, online participation motivates the users of digital media to be engaged in any certain matters that is one of the main criterions of democracy (Kann et al., 2007).

According to the above discussion, online civic participation can be framed as below, as the new media has changed the form of political participation:

- Distribution of information online (Jenkins et al., 2015)
- Discussion on political issues through various web platforms (Kann et al., 2007; Jenkins et al., 2015)
- Content creation online about social or political matters (Kann et al., 2007; Jenkins et al., 2015; Banaji & Buckingham, 2010)
- Participation in civic protest online by twitting, blogging or signing any petition (Mihailidis & Thevenin, 2013; Jenkins et al., 2015; Banaji & Buckingham, 2010)
- Inspection on certain issues by following them online; such as following news or any ongoing protest (Kann et al., 2007, Jenkins et al., 2015)
- Participation in social issues through civic websites as well as online civic groups (Jenkins et al., 2015; Asthana, 2012; Banaji & Buckingham, 2010; Kotilainen & Rantala, 2009)

From the viewpoint of Carpentier (2011), democracy plays a very important role to define 'participation' as a concept as it connects people directly to the political activities as well as moves them forward to political decision making (Asthana, 2012). Democracy assures political equality between the ruled and the rulers by assuring proper balance between representation and participation (carpentier,2011), similarly the way youth generation believes that their contribution in digital platforms has impacts and importance in the culture of participation (Jenkins,2009). In fact, some scholars such as Henry Jenkins think that engaging in social media such as Twitter, Facebook, Myspace through participatory cultures develop the chances of youth civic participation online (Kann et al., 2007).

According to Robert D. Putnam (2000), in early 90's, people engaged themselves in political as well as civic participation in various ways such as by attending public meeting as well as rally, joining different social and political parties, signing in public petition, discussing with family and friends about civic issues and even forming church based communities to become a part of civic

participation. However, as time goes, scenario has changed as people became disengaged in civic participation (Putnam, 2000). Young generation found this form of participation less attractive (Putnam,2000; Kotilainen, 2009; Dahlgren, 2013) as a wide range of other activities are addressed in front of them with the growing advancement of technologies (Kotilainen, 2009). Therefore, new technologies do not assure their certain uses in civic matters (Dahlgren, 2013).

Putnam (2000) refers some reasons behind the disengagement, and it is very easy to guess that technological improvement for entertainment (television) was one of the main reasons. Therefore, it can be said that with the flourishing of digital media, not only the forms of participating in civic issues has changed (Banaji & Buckingham, 2010), but also the number of youth participants diminished day by day (Putnam, 2000).

Technologies may open the door for creative as well as diverse ways of civic participation towards new generation (Kann et al., 2007); however, their participatory attitude and political views can get affected by their families as well as cultural backgrounds (Banaji & Buckingham, 2010) as their family, friends have strong ability to bias them in any matter (Kotilainen & Rantala, 2009). Therefore, family restrictions can be a significant factor for non-participatory culture in civic matters.

As follows the non-participatory tendency of Finnish kids has been mapped up in the manuscript with some factors that has been analysed by using the data from EU KIDS ONLINE 2019 in Finland.

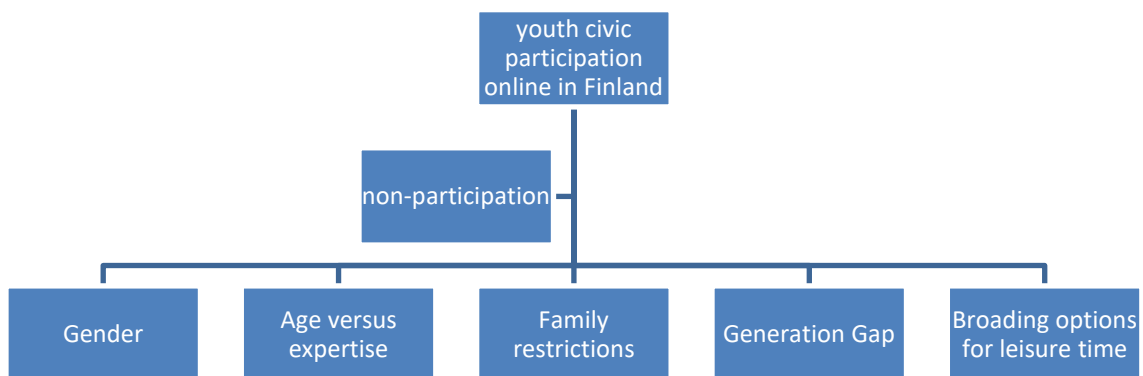


Figure 1: Mapping the restrictions of youth civic non-participation in Finland

The non-participation online can be varied from gender perspective as many researchers claim that boys and girls use internet for different purposes (Cai, Fan & Du, 2017). For example, the EU KIDS ONLINE 2019 FINLAND shows that Finnish boys use internet more than girls for gaming.

To cope up with the constant updated technologies, updated skills are also important, especially when it comes to the matter of civic online participation. Therefore, it can be a restriction for teenagers if they do not develop their digital skills for online civic engagement with time to time.

Children construct their views and beliefs in civic matters from home as they easily get influenced by their family members (Banaji & Backungham, 2010). In addition, parents can restrict their kid's virtual activity as well as do surveillance with an aim to protect them from online harassment. Therefore, it is important to evaluate this possibility as a factor of not being engaged in civic matters for youth.

According to Putnam (2000), generation gap is one of the reasons of youth non-participation in civic activities that can be also true in Finnish perspective.

Finally, the web-centred youth generation have many interesting jobs for their leisure time that might be a reason for not getting interested in civic engagement. Keeping this in mind, this factor has been added as the last possible restriction of civic participation.

Carpentier defines political participation from two different aspects: minimalist and maximalist participation. He finds out the characteristics of these two dimensions of participation that provides a clear glimpse of the difference between micro and macro participation.

2.3 FINDINGS OF THE ARTICLE

The study found no other attitude than civic non-participation from gender perspective as more than 90 percent of Finnish teenagers did not use the digital platform for civic purpose (Parveen, Kotilainen & Okkonen, 2019). However, they spent a significant time of their daily life in web environment. Even the geographical aspect does not affect kid's civic participatory behaviour. Technologies are equally divided among every part of Finland; however, teenaged generation from each part shows almost equal disinterest to online civic engagement (see figure 3).

In addition, civic participation is the least preferred online activities for them even both boys and girls have sufficient skills for web environment according to their age as they are considering themselves as online competent. Moreover, they are using their online competencies for other daily chorus such as schoolwork, communication, entertainment such as gaming, listening to music and so on.

The result also shows that, almost all Finnish teenagers get freedom from their family to use digital media in their own way as their online activity are not restricted by their parents. This means they are simply not motivated enough for online civic participation as online platform provides them more interesting job to do in their daily life.

They are more blessed than their previous generations as they have more options open in front of them for leisure activities such as online gaming, listening to music, enjoying videos, visiting social media and even shopping online. These diversified activities are more popular among new generations than civic engagement online.

3 METHODOLOGICAL ASPECTS

Comparative projects like EU KIDS ONLINE 2019 have so huge impacts in the western society that many institutions such as universities, scholars, NGO's, fund raising organizations and international federations initiate to motivate such kind of projects. The process of comparative research opens the door for inventing new theory of media, especially when it comes to investigate teenager's uses of digital media, it is very important to get to know from the global perspective, even if it aims for any particular nation. (Livingstone, 2012)

As this project demand a lot of information from a huge number of people, the method of data collection is survey, a quantitative approach of conducting research (Gray, Williamson, Karp, & Dalphin, 2007), as this is the proper way to do this within short time (Livingstone, 2012). Survey research collects the information methodically about 'sampled' respondents' attitude, opinions, beliefs, senses and so on through questionnaire or interview (Gray, Williamson, Karp, & Dalphin, 2007), sometime even both if needed. As the aim of the manuscript was to focus only on Finnish perspective, therefore, statistical research has been considered best suitable method rather than a comparative one as it was about a single nation.

In the case of Finland, the participants were recruited from Finnish comprehensive schools where 98% of the respondents have Finnish family background. Moreover, the excluded units were some private schools based on certain ideology such as religion, pedagogy, or other different curricula. In addition, the geographical representativeness was ensured by clustering Eurostat in NUTS2 and NUTS3 areas (see figure 3).

There were three core modules of questions such as cyberhate, E-health and digital citizenship as well. The modules were conducted as instructed and decisions of explaining the questions etc. were left to respective teachers as respondents answered the questions during the school days (Appendix 2). The

responses that had been received from the survey were on equal ratio from gender perspective.

As the target age group was 13 to 17, a total of 560 respondents from that age group represented the students of upper comprehensive school. The core data was basically collected from the digital citizenship module of the questionnaire along with other modules as the study has worked on non-participation (Appendix 3). The data has been analysed from gender as well as cultural perspective. The digital citizenship module contains question about their activity online such as studying, gaming, watching videos, listening to music, shopping, communicating, creating content, engaging in civic discussions, signing petitions online etc. The aim of analysing all this information was to figure out their participatory tendency. Besides, questions had been chosen about their skills and expertise needed for online activities to measure their competencies for becoming digital citizens. Finally, the study also focused on the parental moderation of their children's online activity as this could as be a reason of their non-participation in civic matters.

In the study, primary hypothesis was Finnish youth do not participate in civic issues through online platform. The questionnaire contains two basic questions related to this hypothesis that was analysed under some variables such as age, gender and geographical aspect as well.

As the data has more than one variable, crosstabulation method (see figure 2 and figure 3) has been used to analyse the relation between the variables and the hypothesis as this method offers more expanded data as well as helps to make comparison between the subgroups or the variables (Gray, Williamson, Karp, & Dalphin, 2007).

		What would you say is your sex or gender?		Total
		A boy	A girl	
I discussed political or social problems with other people online [How often have you done these things ONLINE in the past month?]	Never	165	203	368
	Hardly ever	52	69	121
	At least every week	23	14	37
	Daily or almost daily	8	12	20
	Several times each day	3	2	5
	Almost all the time	3	1	4
Total		254	301	555

Figure 2: Example A: crosstabulation of the non-participation according to gender

		Less detailed classification of regions by Eurostat			
		FI19	FI1B	FI1C	FI1D
I got involved online in a campaign, protest or I signed a petition online [How often have you done these things ONLINE in the past month?]	Never	105	26	122	161
	Hardly ever	25	12	28	56
	At least every week	1	3	6	6
	Daily or almost daily	3	0	2	7
	Several times each day	0	0	2	0
	Almost all the time	0	0	1	3
Total		134	41	161	233

Figure 3: Example B: crosstabulation of the non-participation according to geographical state

Based on the result of the hypothesis, respondents' non-participation had been analysed based on their gender, digital skills, family restrictions, generation gap as well as their daily chorus via online platform. To analyse the online competencies, they were also asked about some of the basic skills that need to use digital technologies as well as civic online participation. In addition, respondents were asked whether they face any parental control or not on their online activities that ends up with a negative result as most of them were free to use web platform without any domination from their parents (see figure 4).

		Parental controls or other means of keeping track of the internet content I look at or apps I use [Does your parent or carer make use of any of the following...?]		Total
		No	Yes	
What would you say is your sex or gender?	A boy	170	17	187
	A girl	212	17	229
Total		382	34	416

Figure 4: Example C: crosstabulation of parental control on respondents' online activities

Besides, participants also asked about their daily use of internet (during weekday and weekend) as well as purpose of using internet in order to evaluate their dependency on technology in their everyday life.

In the article's manuscript, only those participants had been considered as active who are sharing their alacrity as well as production not only on a closed group or team in social media, but also in public. Active participation required two basic interconnected dimensions of participation, otherwise Carpentier (2011) acknowledges them as passive audience: Participating in the media through media in producing media; Interaction with the media content.

4 DISCUSSION

It is noticeable from the results of EU KIDS ONLINE 2019 projects from Norway (Ní Bhroin & Rehder, 2018) and Finland (Parveen, Kotilainen & Okkonen, 2019) that both countries have similarities in civic non-participation online. This might represent the online civic tendency of the northern part of Europe.

The results of the study (Parveen, Kotilainen & Onkkonen, 2019) have clearly defined that among those mapped restrictions, broadening options for leisure activities, digital skill deficiency and generation gap are most responsible reasons behind non-participation. Some scholars such as Robert D. Putnam (2000) who worked on civic participation earlier, have found that digital technologies (television) are mainly responsible for disengagement. The certain study also found the similar tendency (Parveen, Kotilainen & Okkonen, 2019), however the writers believe that the solution also lies in web platform.

In addition, the limitations of digital competencies among the respondents related to online civic participation is also noticeable (Parveen, Kotilainen & Okkonen, 2019). Even though Finnish youth have general basic skills for being online for example: sharing information, communication as so on, such skills can also be used for civic participation. However, their involvement was very low using those skills for civic matters.

Though Shakuntala Banaji and David Buckingham (2010) claims that parents have influence on their kid's civic activity, no relativity between two of these factors has been found in this study. Perhaps, their conception is not applicable in Finnish context.

4.1 NON-PARTICIPATORY TENDENCY IN FINLAND

The study has reflected some tendencies of Finnish civic cultures that move forward the youth generation's tendency towards non-participation.

Firstly, young people in Finland are allowed to use digital devices for their schoolwork (Parveen, Kotilainen & Okkonen, 2019); however, they are not taught to use those devices for civic engagement online. This is because, in comparison with other European countries, Finnish schools offer limited civic education to their students that lead them to grow little interest in establishing their opinions in civic issues (Kotilainen & Rantala, 2009). Though this statement is about 10 years ago, the result of EU KIDS ONLINE 2019 still validates this even more strongly.

Secondly, youth generation of this focused age group considered themselves as online competent, however they might not have special skills that need to participate in civic matters online. Even though Finnish youth have basic skills as well as knowledge for using web platform for everyday use, perhaps those skills are not connected to civic participation. That creates the importance of civic media literacy even more desperately. It has to be mentioned that there were some questions about digital competencies related to civic engagement in the questionnaire that were unanswered by the respondents. Either they did not even realize the meaning of the questions or they simply did not aware of the need of that kind of competencies. This is a clear evidence that lack of civic education can cause civic disengagement.

Moreover, online non-participation does not assure the non-participation offline. It might possible that those who are passive in digital media, are more active in the field of politics. According to Shakuntala Banaji and David Buckingham (2010), many producers of civic websites does not think the digital platform as a replacement but as a complement. Internet can enhance their civic actions; however only online action cannot be affective as offline civic participation (Banaji & Buckingham, 2010). For example, Greta Thunberg, a teenager who started to protest environment pollution by stopping to go to school. As she started protesting via online platform such as twitter; her offline political participation manages to capture more attention from all over the world (Parveen, Kotilainen & Okkonen, 2019).

In addition, Finland not only provides its people with fundamental needs but also takes various projects for the welfare of youth generation (Kotilainen & Rantala, 2009). Moreover, according to a recent broadcast news from CNN, this is the world's happiest country in the basis of freedom, trust, generosity, healthy life expectancy and social support as well (CNN, 2019). This well-facilitation life

might motivate young people to enjoy their life rather than to think about social problems as well as engaging themselves to solve them.

However, it should also be considered that not taking part in any online civic discussions is not enough to prove non-participation (Banaji & Buckingham, 2010) as many online consumers can discuss political matters in their own closed group or even personal online conversation. In fact, participants possibly share digital form of civic information such as political memes, pictures, comics, videos that they were not considering as civic online participation. On the contrary, there might have many civic-minded offline participants who are more user friendly with traditional media (Kotilainen & Rantala, 2009). Therefore, online civic disengagement does not ensure the offline non-participation.

Moreover, the discussion of civic/political participation has always been measured on the number of voters, participation in political as well as social meeting as so on (Putnam, 2000, Dahlgren, 2013). However, as digital media has been changing the form of participation, the criterion for measuring civic engagement should have been reshaped too, otherwise we will be far away from the actual scenario (Mihailidis & Thevenin, 2013). For example, it is clear from the result of study that Finnish kids have some basic online skills such as information sharing, digital content creating as well as communicating (Parveen, Kotilainen, Okkonen, 2019) that they might use for sharing civic information or creating civic content in the form of memes, videos and so on. This kind of contribution is not covered by the existing definitions of civic participation as those definitions are quite old version. Therefore, it is important to redefine the concept of civic participation that include online civic activities which might be informal than other form of civic participation.

4.2 MEDIA LITERACY: CORE COMPETENCY FOR CIVIC PARTICIPATION ONLINE

The manuscript of the article claims that there must have many reasons in Finland for youth not to participate in civic issues (Parveen, Kotilainen & Okkonen, 2019), perhaps one solution could be the implementation of digital media literacy in civic issues. Media literacy is about some competencies among the youth such as critical thinking ability, creating digital content, communicating effectively and

acting as an agent of social change that helps them to be a devoted citizen in participatory democracy (Mihailidis & Thevenin, 2013). The form of digital civic participation that is discussed in chapter 2 also demand these three competencies that can be provided by changing the pedagogy of Finnish education system by including civic media literacy.

According to David Buckingham (2013), media literacy is the combination of knowledge, skills and capabilities that people can use to perceive media. Similarly, Sonia Livingstone (2004), defines the media literacy from the aspect of changing nature of media, as a bunch of skill such as ability to access, analyse, evaluate as well as produce media messages from critically acclaimed context. This unstable nature of digital technologies is filling the gap between interpersonal communication and mass communication that indicates huge prospects of democratic digital change (Buckingham, 2013). Therefore, media and information literacy about digital platform is needed to build those particular skills and capabilities among youth to use, evaluate, produce as well as understand the messages of new media which develop their critical thinking ability towards the world (Buckingham, 2007). There is no room for debate in this fast changing world of media and technology that media and information literacy is the most effective solution to come up with digital competencies (Mihailidis & Thevenin, 2013) as it is changing the formation for learning new things from old school to new media (Buckingham, 2007) by learning in the media and through the media (Buckingham, 2013; Carpentier, 2011), specifically civic literacy is essential for this media-oriented generation to draw their footstep in civic participation online (Mihailidis & Thevenin, 2013).

In the case of Finland, the youth are known as 'technology friendly' as they always adapt the new form of media very quickly (Ord et al., 2018). The study (Parveen, Kotilainen & Okkonen, 2019) also shows the similarities of this statement as Finnish youth generation are dependent on web environment for their everyday activities; however, the pedagogical system of this Nordic country does not take the importance of civic education under their consideration that can bring the youth in civic participation (Kotilainen, 2009). As time goes, media literacy education has gradually been implemented in the pedagogical system by various media workshops, projects and policies (Kotilainen 2009; Kotilainen & Rantala, 2009). Nevertheless, it has failed to attract the youth to civic

engagement as their activities are not up to the mark, even though Finland emphasised the media literacy as a core civic competency (Kotilainen, 2009). Now the questions are, in this circumstance, what kind of media education should be implemented to change this non-participatory condition? And What kind of policy can be helpful to improve the situation? The last part of this chapter is for answering these questions with an application solution.

4.3 FRAMEWORK OF CIVIC MEDIA EDUCATION

The young people of this internet-centred age are becoming the part of participatory culture as their voices are being recognised towards the world (Kotilainen, 2009; Jenkins, 2009; Kann et al., 2007). Therefore, media literacy is essential for developing their skills to become digital citizen as it makes them critical thinkers (Mihailidis & Thevenin, 2013; Kotilainen, 2009). Moreover, specific media education about civic matters can be the possible workable solution for engaging youth in online participatory democracy (Brandtzæg et al., 2015).

Petter Bae Brandtzæg, Ida Maria Haugstveit, Marika Lüders and Asbjørn Følstad (2015), point out some barriers of civic participation through social media from the Norwegian aspect with a suggestion to form a new model of civic media education. On the other hand, Sirkku Kotilainen and Leena Rantala (2010), presented three basic dimensions of civic education such as pedagogical system, civic participation and media as a tool in 2008 from Finnish perspective that can be improvised considering the present non-engaging situation of Finnish youth society. The barriers that existed in Norway have been considered forming the new model for Finland as these two nations have similarities in civic non-participation according to EU KIDS ONLINE 2019 where they represent the northern Nordic country as well (Brandtzæg et al., 2015).

Based on the findings of this study, the updated dimensions of civic media education are presented in table 1. As the study's focus was online civic participation, the updated dimensions will also focus on digital platform including three core dimensions: online public pedagogy, digital tools and civic engagement as well (see table 1).

Table 1: Dimensions of civic media education for youth online

1st dimension: Online public pedagogy	2nd dimension: Digital tools	3rd dimension: Civic engagement
<ul style="list-style-type: none"> • Creating impact on public issues such as environment, global warming, <i>gender equality and so on.</i> • Respect for youth's contribution online about democratic issues as well as make them believe that contribution matters. • Publicity of young generation's contributions as well as opinions in civic matters through digital media. • Introducing civic media literacy suitable for internet platform. 	<ul style="list-style-type: none"> • Motivating youth to use digital platform for civic issues by various projects. • Creating interesting civic webs or apps that attract youth toward civic engagement online. • Influencing offline participators towards digital environment for civic participation. • Secure the privacy of users in digital platform while using digital media for civic purpose. 	<ul style="list-style-type: none"> • Creating more offline and as well online opportunities of civic duties. • Development of new youth based online club. • Redefine the form of online civic participation.

Online public pedagogy can be implemented by producing online content such as videos, news, hashtag movement on global problems targeting youth audience can create awareness as well as influence them towards online civic culture. They will get more interest if it is possible not to criticise but recognise

their contribution in digital platform. Reshaping the pedagogical definition of civic media literacy that also cover the digital platform is also needed for youth participatory democracy (Brandtzæg et al., 2015). (see table 1:1st dimension)

Ensuring the modification of the digital tools for the use of civic purpose can easily fascinate mediated youth generation, even the offline civic participator can get attracted. In this respect, civic web, online game as well as apps can be upgraded; however, before that, their privacy and identity should be secure in digital media to ensure harassment-free web environment for youth generation (Brandtzæg et al., 2015). (see table 1: 2nd dimension)

S. Kotilainen and L. Rantala (2009), suggested to introduce media education linked with civic matters in schools that will support youth to improve their media competencies including the enhancement of their thoughts on civic participation and citizenship as well. Finnish government should take further steps to create more opportunities for youth civic participation both in offline as well as web environment. The collaboration of governmental organization with different youth club can make the path smoother as well as make the target achievable. It is also important to think about new form of media education to understand how it is possible to support online civic engagement of young people (Brandtzæg et al., 2015). (see table 1: 3rd dimension)

5 CONCLUSION

After evaluating the present context of Finland, it can be said that, it is high time to think about online civic participation as well as pedagogical approach of civic education from a new perspective that include the web platform as well. Though Finnish government has initiated some projects specially focusing online to increase civic participation among people, more local as well as online national projects should be set up focusing on teenagers.

However, some non-profitable as well as youth-based organizations such as Finnish society on media education are working for promoting, creating awareness as well as sharing information about media literacy. Though these kinds of projects are praiseworthy initiatives, perhaps its need to have specific programs for civic media literacy that raise awareness about civic engagement by developing digital civic competencies.

Finally, it is also important to meet the generation gap by educating the educators about digital literacy and then forwarding the further pedagogy among the young generation who will be the next social agent of Finland. Moreover, the responsible authorities should take the framework of civic media literacy under consideration that has been proposed in this paper to enhance young generation's contribution in civic participation through digital media.

6 EVALUATION OF THE RESEARCH

The questionnaire of the EU KIDS ONLINE 2019 follows the main principles of constructing ideal survey question paper i.e. avoiding the technical jargon, providing a clear description, clarifying the objectives of the research to the respondents, having understandable instruction to follow as well as avoiding irrelevant questions (Gray, Williamson, Karp, & Dalphin, 2007). All these guidelines had been strictly followed in this project that ensures the questionnaire's credibility.

In the case of EU KIDS ONLINE 2019 Finland, as the participants were the Finnish comprehensive school pupils, teachers were responsible to explain the instructions, indications of questions (Appendix 3) to the students as they were answering during school period. Therefore, the ways of delivering the instructions or explaining the questions to the respondents can vary from teacher to teacher, it may affect the result of the survey.

The privacy has been assured while collecting the data from the respondents as they were not asked any kind of personal information that can be used against them or can be a cause of personal harassment.

On the other hand, one limitation of EU KIDS ONLINE 2019 is the sampling that was limited by the class differences. For Example, all who received the survey did not answer some parts or not even all questions. Moreover, the survey method may cause bias to older age groups as often younger people (aged between 9 to 12) get affected by the opinions, beliefs of their elder group (aged between 13 to 17) such as family, peer groups and so on (Banaji & Buckingham, 2010). Therefore, this research is valid as it has used the information collected from the older age group.

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Erana Parveen, Sirkku Kotilainen, Jussi Okkonen (2019)

Youth online in Finland: Civic Non-participation

Abstract

In Finland, where the tendency of using internet among young generation has been highest comparing to other European countries (Haddon & Livingstone, 2012), all youth is bound to complete their primary level of schooling where they get to know about democracy and other civic issues (Höylä, 2012). They have very good understanding about social issues and other political conditions. However, in comparison with other western countries, Finnish youths are not so much interested in engaging themselves in civic issues, even though, they learn the importance of active participation in social issues traditionally from their educational institutions. (Höylä,2012) In Finland, like other western societies (Haddon & Livingstone, 2012) mediated young generation is active online (Dahlgren,2011). Teenagers in Finland have become a part of digital participatory culture, however, according to Höylä (2012), they have not active in traditional political participation. In the Finnish EUKIDS research 2019, it has been found trends of civic non-participation as well. How is this kind of non-participation framed? This article is focusing on discussing how the age of 13-17 years, gender, location and cultural orientations like multiculturalism frame the civic non-participation. Finally, the article ends up with pedagogical suggestions on how young people can be encouraged to civic participation online.

Key words: youth, participation online, civic, non-participation.

Introduction



Greta Thunberg ✓
@GretaThunberg

"I think what we should do as individuals is to use the power of democracy to make our voices heard and to make sure that the people in power actually cannot continue to ignore this."

-Greta Thunberg (Twitter, 13/09/2019)

Recently, Greta Thunberg, a 16 years old Swedish teenager, has become an environmental activist who has made people realize the power of web platform to engage in civic issues. She becomes the representative of youth who can bring revolutions in civic culture with the protest of climate change; nationally as well as internationally; with the help of offline as well as online participation.

Online participation can be easily defined with some certain terms such as production, consumption, entertainment, gaming, blogging and so on including a small room for political participation (Dahlgren, 2011). In westernised civic culture, the form of political participation has been changed noticeably as the relationship between citizens and politicians has been vanishing, the power of corporate sector has been doubling and the new media has spread more biased news and information with a vision of grabbing more profits. These factors have made people confused and passive as well toward active civic participation. In addition, digital platform has influenced people to change their roles from responsible citizen to consumer. (Dahlgren, 2013)

However, at the same time, people are gradually realising that digital platform is becoming more and more potential; not only in the field of other version of politics such as extra-parliamentarian civics but also in the regular traditional politics; as it replaces the older method of doing politics with the evolved version of participating in civic matters (Dahlgren, 2011). Greta has created an example in this ongoing process of reforming civic participatory culture.

This culture of participation brings some changes in traditional pedagogy such as it moves the focus of literacy from individual opinion to community participation (Jenkins et al, 2009) as it helps voiceless to get voice as well as encourage conversation about certain issues regarding society as well as politics (Jenkins & Ito, 2015). That is why, it can be easily predictable that people like Greta gets

involved in this certain culture also find themselves in civic engagement (Jenkins & Ito, 2015). Digital media teaches young people, from all over the world to question against social problems through their media practice (Asthana, 2012) that make each of them a political agent themselves (Jenkins & Ito, 2015).

In the age of internet, people, specially the youth generation, are getting more active in web environment (Kotilainen, 2009) with the purposes of creating content, communicating as well as entertaining themselves by gaming, blogging, podcasting and so on (Dahlgren, 2011; Asthana, 2012; Haddon & Livingstone, 2012). By this tendency, they are getting involved in the culture of participation, both in formal as well as informal ways, where everyone is not only consuming content, but also being appreciated to express their thinking as well as engage in civic issues through their creative content (Jenkins et. al, 2009; Bennett et.al, 2009; Dahlgren, 2011; Jocson, 2018).

Being a member of digital society, teens are not only said to break the traditional ways of learning, but also becoming used to in non-formal as well as collaborative learning style with more and more technological skills (Jenkins et. al, 2009; Bennett et. al, 2009; Asthana, 2012). However, what about youth's non-participation tendency in civic issues? Though Greta breaks the civic non-participation manner of her generation in digital platform; this problem is still existed among the youth of her age as they seem more interested in entertaining contents than civic issues in digital media (Livingstone, 2007). On the other hand, there is a huge difference between the existing facilities to participate online civic matters and the actual number of youths in civic participation online (Livingstone, 2007). Now the question is why the youth is becoming non-participatory in public issues? Young people are not a single mass, but more coming from multiple family orientations and backgrounds (Asthana, 2012). For example, Sirkku Kotilainen (2013) defines that almost all children from different parts of the world have the internet access in their everyday life, though the rural children can barely use digital platform for daily purpose. However, in Finland as a well-developed western country, non-participation is not anymore about the total lack of connection but the quality of connection or quality of technological device. These situations may lead them to restrict their online participation or just no motivation to civic participation as they may remain unfamiliar with media skill or media literacy as well (Kotilainen, 2013).

From a linear perspective, youth around 18 years of age, are mainly living through adolescence, and their desires and practices, including media use, are on the move (Mannheim, 1928/1972). Now a days, it is also essential to understand to whom the concept of youth might fit in as concept is changing overnight along with the ways to understand youth. Youth researchers are getting more interested day by day in analysing 'what the children are' instead of 'what they supposed to be'. The current understanding of being young is more about shifting contextual positions, meaning their vulnerable conditions as well as their relations to the media: moving backwards and forwards, taking different subject positions as more nonlinear, etc. (Asthana, 2012) This can be called as a cultural conceptualization of youth, not only understanding that based on their biological age. For example, in Finland, there is a youth law which states that all under 29 years old are considered as young people (Höylä, 2012).

The focus of the EU KIDS online study is age based statistical study, however, in this study the conceptualization of youth is both biological and cultural as well. For example, some of the young respondents may have more adult-oriented uses of social media than their peers in the same age group. Besides, 'gender' is a concept which should take under consideration while analysing people's behaviour on media as it has a great impact on stereotyping the gender issue among society. Swedish media council already shows a clear difference in online activity of young boys and girls in a research work that took place in 2013. The result illustrates that boys are more interested in gaming while girls are more active in social media. (Lemish, & Götz, 2017) Therefore, a hypothesis can be made that teenaged girls and boys behave differently in participatory culture when it comes to the fact of political participation.

The aim of this paper is to find out the non-participatory tendency of Finnish teenagers towards civic issues (including political and social problems) specially in the digital environment. The study is based on the statistical result of EU KIDS ONLINE 2019. This article has used the data as a case study which collected only from Finland on Finnish youth, though more than 20 countries took part in this project (EU KIDS ONLINE 2019). Total 1329 Finnish kids responded who represented the age group of 9 to 17. For this paper, the responds on certain topics from the targeted age group 13 to 17 has been analysed.

Transformation of civic culture: participation to non-participation

From the viewpoint of Nico Carpentier (2011), democracy plays a very important role to define 'participation' as a concept as it connects people directly to the political activities as well as moves them forward to political decision making. Democracy assures political equality between the ruled and the rulers by assuring proper balance between representation and participation (carpentier,2011), just like the way youth generation believe that their contribution in digital world matters in the participatory culture (Jenkins,2009). In fact, participatory culture encourages youth people to the main democratic values such as stay involved and be open or frank (Kann et. al, 2007).

According to Robert D. Putnam (2000), in early 90's, people engaged themselves in political as well as civic participation in various ways such as attending public meeting as well as rally, joining different social and political parties, signing in public petition, discussing with family and friends about civic issues and even forming church based communities to become a part of civic participation and being an ideal citizen as well. However, as time goes, scenario has changed as people started disengaging themselves from civic activities, specifically young generation found this form of participation less attractive (Putnam,2000; Livingstone, 2007). They had been hesitating to perform their social responsibilities such as voting, keeping faith on politicians or even growing interest in civic issues (Banaji & Buckingham, 2010). Putnam (2000) blamed the advancement of technology (flourishment of television as popular culture) for youth's not being interested in civic participation.

However, online participation opens the room for debating as well as establishing one's opinion on social/civic issues in web platform which represents an updated way of involving in social discussions with the facilities of react directly and quickly as well (Carpentier, 2011; Kann et. al, 2007). Moreover, digital platform can be the newer attraction for youth people to reform the old-fashioned civic culture (Banaji & Buckingham, 2010). However, EU KIDS ONLINE 2019 (Finland) has disclosed that kids, in between the age of 9 to12, showed zero participation online from the perspective of civic whereas only 2% of the respondents has used digital media with the purpose of civic activities.

Mapping the restrictions for Non-participation

Based on the previous research the restrictions for non-participation can be mapped as:

1. Gender perspective (Lemish, & Götz, 2017)
2. Age versus expertise (carpentier, 2011)
3. *Family restrictions (Putnam, 2000; Dahlgren, 2011)*
4. *Changes from generation to generation (Putnam, 2000; Kotilainen, 2009)*
5. *Broadening options for leisure time (Putnam, 2000; Banaji & Buckingham, 2010)*

As follows, this paper shows with the result how much these factors works for the non-participatory civic culture among the Finnish youth in between the age of 13 to 17.

Figuring the Non-participation tendency

From gender perspective

More than 90 percent of the respondents do not use the online platform for the civic contribution. Among them, the percentage of boys and girls are 91.34 and 96.41 respectively. On the other hand, 91% teenaged boys and 90% girls did not willing to take part in any online discussion on political or social problems at all.

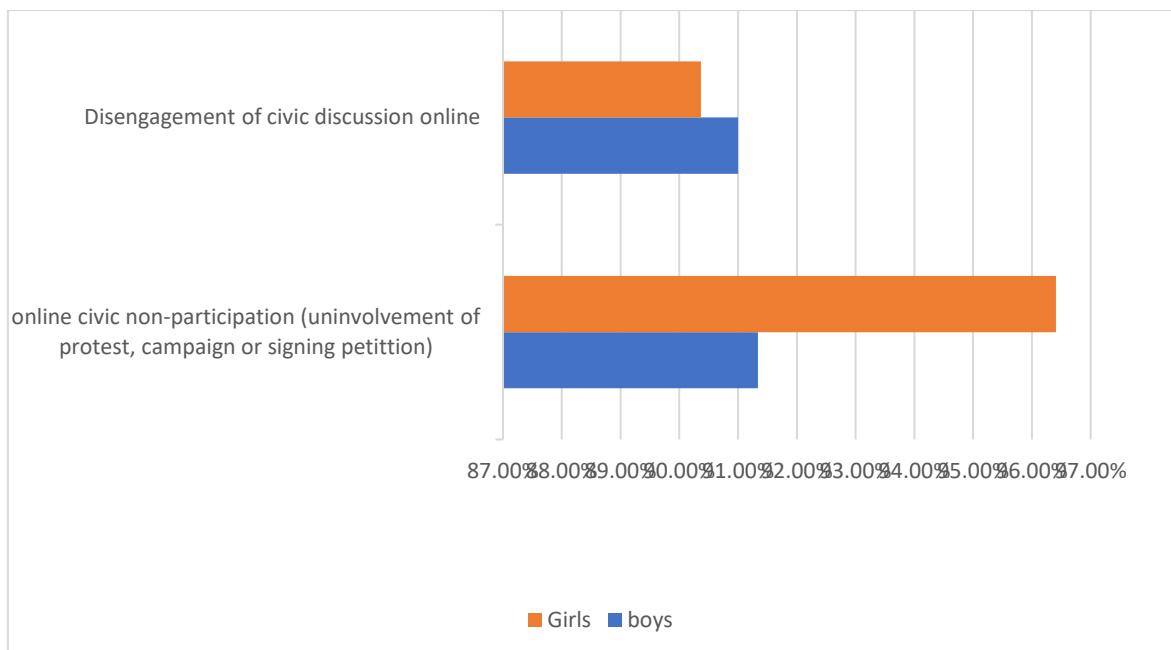


Figure 1: Civic non-participation online according to gender classification

It is clear from the above result that, both boys and girls are not using web platform for any kind of civic participation whereas comparatively girls remain more passive or not active at all than boys participating in political issues by signing any petition or getting involved themselves in any protest or campaign in online platform.

Age versus expertise:

EU KIDS ONLINE 2019 FINLAND indicates that youth generation are capable to become active online as most of them skilled with technical knowledge. More than

Technical skills for being online	knowledgeable	Not knowledgeable
Skill of filtering information to share online	95.21%	4.4%
Process of removing people from contact list	95.4%	4.6%
Skill of creating and posting video or music online	75.83%	24.17%
Knowledge of editing or making change on other's online content	56%	44%
Install app on a device	93.4%	6.6%

Purchase app online	82.7%	17.3%
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Figure 2: Online competencies of Finnish youth

90% of teenagers know how to filter as well as share information to others via web platform. Almost 75% of them have expertise to create online content as well as share them to others. It is remarkable that though they are known to other technicality, half of them are not familiar with the process of editing or making any changes on contents that are shared by other people in digital media.

Family restrictions:

EU KIDS ONLINE 2019 shows that, in Finland, 80% children of this certain age group (13-17) remain active online for several times a day or almost all the time for various purpose such as education or information seeking, gaming, socializing and so on. Specially on weekends they spent a lot of time online as they have access to go online whenever they are willing to be active. However, they barely get any moderation from their family as figure 3 shows that only 8% of parents control or filter contents, apps or browsing sites to which their kids cannot visit.

	Parents control	Parents don't control
Girls	9%	91%
Boys	7%	93%

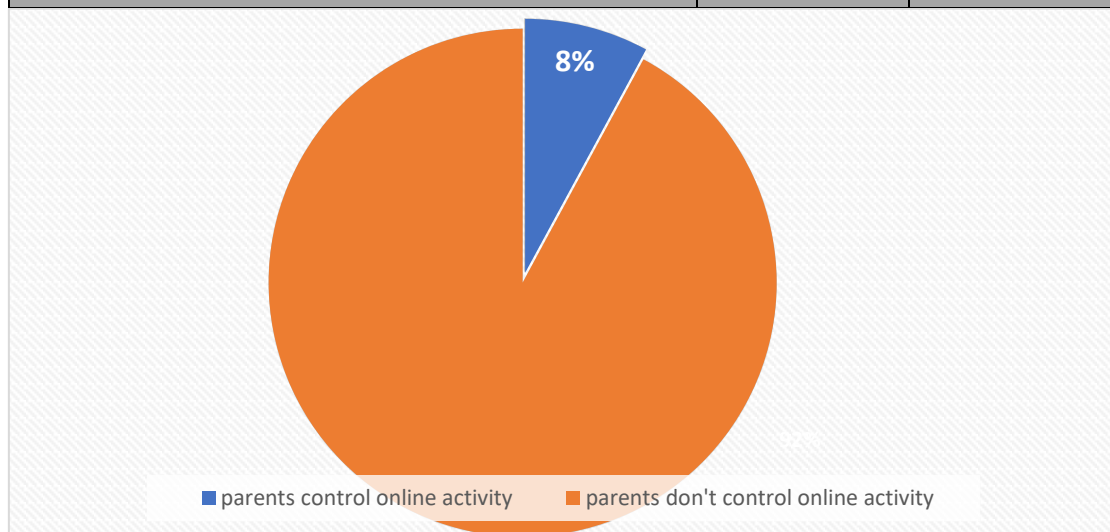


Figure 3: ratio of parental controlling on children's online activity (N=417)

Figure 3 indicates that for the Finnish kids this factor doesn't work as a restriction in their online civic activities.

Changes from generations to generations:

98% of Finnish teenagers which means almost all of them appears in web platform daily or almost daily. EU KIDS ONLINE 2019 FINLAND also shows that 60% of Finnish youth become active online more than three hours per day on weekdays; this average goes high, more than 70% on the weekends. Therefore, this can be said that youth generation are more internet friendly as they spent significant hours of their daily life on this platform.

To get know what they do online, the respondents were asked about their various activities for a month in digital platform such as doing homework, gaming, reading or searching news, communicating with families and of course their participation in civic matters. Their responses can be a divided mainly in three time period: daily, weekly and never.

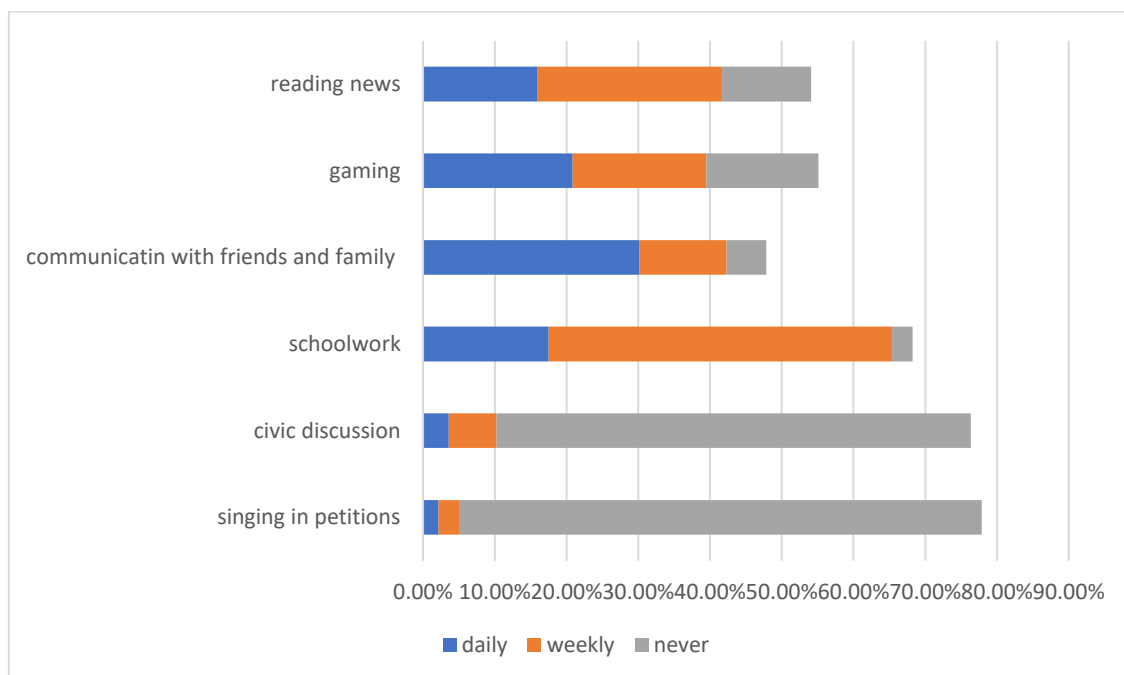


Figure 4: online activity of Finnish teenagers

This figure clearly defines that this generation is very much dependent on digital platform for their everyday chorus. Though, Finnish kids become involved in participatory culture, however they are not very much fond of civic participation as the result shows a clear difference between other activities and civic participation of these kids. More than 30% of the respondents communicate daily with their family and friends whereas their contribution in signing petitions as well

as discussing civic matters are very poor. Moreover, most of them use web platform not only for education purpose such as schoolwork but also for entertainment as well as for being updated with latest news but not for serving society with civic participation.

Broadening options for leisure time:

Digital media enhances opportunities towards young generations to do various activities online than civic participation on their free time. They get involved in participatory culture very well, however their engagement in civic matters shows poorer performance than other online activities.

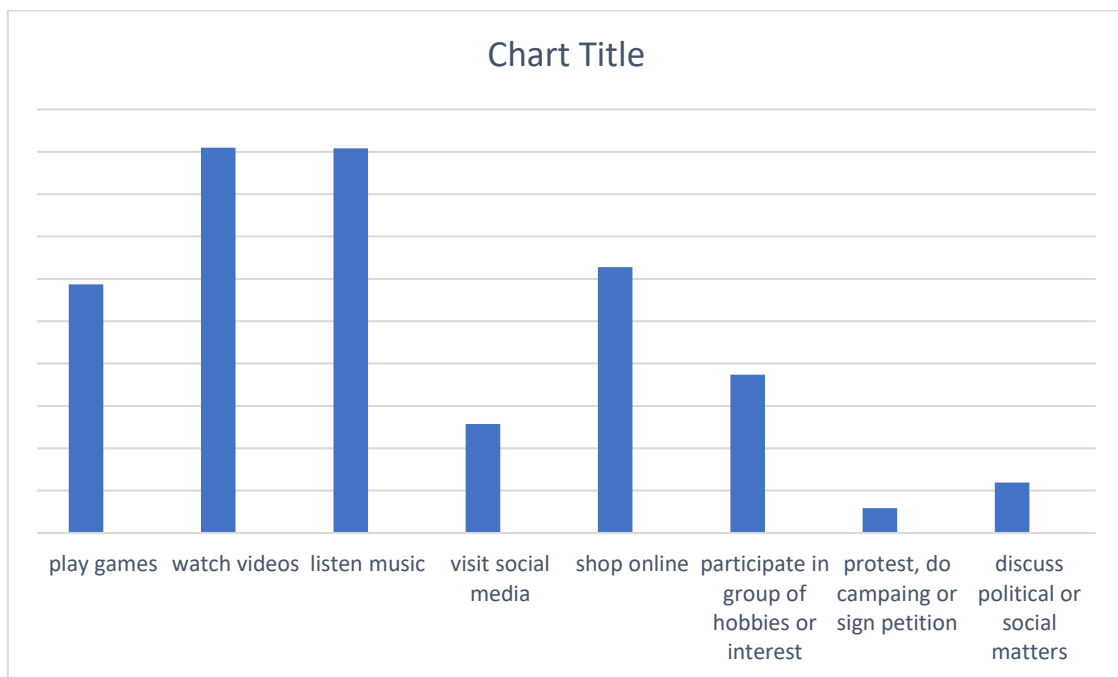


Figure 5: various online activities of Finnish youth

They prefer gaming or listening to music than discussing political issues online as those activities seem more fun or interesting to them. These various attractive ways of passing quality time are also responsible for civic non-participation of Finnish youth.

Discussion

Gender perspective: Though both genders are equally active on digital media, their purposes on being online are varies from one another. For example, Finnish boys are involved in online gaming whereas girls are using various online services to communicate or share content among their own groups than boys. However, all of them are showing similar attitude towards web platform while it is about civic participation. Gender does not have any effect on their online civic activities as both male and female of this generation are not using digital platform for civic participation.

Age versus expertise: According to Carpentier (2011), age can be a restriction when we think about mainstream media production as they consider the participation not only as a professional process, but also as some bunch of special skills as well as expertise in technical level. However, in the process of participating through internet, anyone can be producer or contributor from their own perspective if they think their contribution matters (Jenkins,2009). For this very reason, digital media become very popular among people of all ages (who has least or minimum technical skill) including teenagers to act as an active participator. In case of Finnish youth their competencies are enough to do any online activities including civic participation, however they are not using their skills in this particular issue. Therefore, less expertise according to their age is not a restriction for them.

Family restrictions: People settle down themselves in different parts of the world as immigrants or refugees (depends on situations) with a hope of better future. This certain nature of people influences civic participation, though the impact is not up to the mark (Putnam, 2000). Moreover, Dahlgren (2011) also believes that other social as well as cultural perspectives should also be taken under consideration while doing research on democratic youth participation as those has great impacts on their life style. In our case, Finland has a diverse amount of youth citizen who are half Finnish, or both of their parents belong from different culture. They have different cultures, language to communicate at home as well as different understanding on citizenship.

However, Finnish kids get freedom from their parents as most of them are not monitored or guided; what to do and what not; by their parents while being online. Thus, they do not show any interest to civic online participation naturally as families are not influencing them.

Changes from generation to generation: There is a mindset that older people are more likely to engage in civic matters. On the other hand, younger people are not supposed to participate in social as well as political issues, not even through the digital media (Kotilainen, 2009). The result of this article proves Kotilainen's demand right again. Putnam (2000) has also given much priority to this factor as he believes that this is the main cause of youth people not to participate in civic issues. Mass and online media has made a clear division between older and comparatively newer generation. Young people are born in the age of web environment whereas the older citizen is still trying to cope up with this new trend. (Kotilainen, 2009) The newer generation consume more mass media content such as online games, videos, music, social media and even shopping online; than older citizens and thus their involvements in civic affairs are decreasing with generation to generation (Putnam, 2000).

Broadening options for leisure time: The habit of passing leisure time in several social clubs and communities has been replaced with mass media entertainment (Putnam, 2000). This happens because of the advancement of technology. Therefore, it can be stated that, with the flourishing of digital media, not only the forms of participating in civic issues has changed (Banaji and Buckingham, 2010), but also the number of youth participants diminished day by day (Putnam, 2000). Putnam (2000) believed that electronic media which provides news as well as contents are not harmful at all for civic participation, however the television entertainment transforms the civic participation into popular culture.

Conclusion

Though it is undeniable that youth can bring changes in civic matters by online civic participation, that does not diminish the importance of offline participation. In fact, young people who are active citizens as well as concerned about social problems, sometimes they do not get any motivation to participate in online civic activities such as discussing political matters or signing petitions online (Banaji & Buckingham; 2010). Shakuntala Banaji and David Buckingham (2010) defines this kind of online participation as 'one-click: one-producer activism' which cannot replace but enhance the strength of offline participation by breaking the dimension of mobilized politics (Kann et. al; 2007). The mutuality between offline and online participation can move forward the youth to become active digital citizens.

In Finland, 'youth act (72/2006)' which is updated gradually, promotes youth work with a vision of engaging new generation to civic as well as social participation and lead them to be an active citizen (Höylä, 2012). Moreover, Sirkku Kotilainen and Leena Rantala (2009), suggested to support young people's civic identities to become citizens rather than make them one as well as to implement civic media education in the pedagogical system of schools and youth work as well. However, the result of this article makes it visible that these suggestions were not properly applied on Finnish youth people, not even in last 10 years as they remain in the non-participatory group. Therefore, it is high time to take necessary steps to make changes in pedagogy with civic media education which will encourage youth generation to be active in civic participation by developing their idea of social engagement and media expertise as well (Kotilainen & Rantala, 2009).

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EU Kids Online 2017

Questions for children and young people

How to fill in this survey

Please read each question and take your time to answer.

You do not need to answer all of the questions. If you see a question that you cannot answer, or you are unhappy about answering, please tick “I don’t know”, “Prefer not to say”, or move onto the next question.

“WORDS WRITTEN LIKE THIS” are instructions to tell you how many answers you need to give for each question.

Please make sure you read the bits written in grey boxes, these are important in helping you to understand the questions.

Many of the questions are about the internet. Children and young people use the internet in lots of different ways and for lots of different reasons. When thinking about what you do, keep in mind all the technologies (e.g. laptop or mobile) and places (e.g. at home or somewhere else) where you may use the internet.

When we talk about ‘face to face’ we mean talking to someone in person at the same location rather than through the internet, over the telephone or through a webcam.

This is not a test and there are no right or wrong answers. This survey is all about you so it is important to the researchers that you are as honest as possible.

We thank you for your participation in this study,

The EU Kids Online team

Appendix 3(3)

21. **lc_QC3** How often have you done these things ONLINE in the past month?

PLEASE TICK ONE BOX ON EVERY LINE

	Never	Hardly ever	At least every week	Daily or almost daily	Several times each day	Almost all the time	I don't know	Prefer not to say
b) I used the internet for schoolwork	1	2	3	4	5	6	-98	-97
c) I used the Internet to talk to people from other countries	1	2	3	4	5	6	-98	-97
d) I looked for news online	1	2	3	4	5	6	-98	-97
e) I got involved online in a campaign, protest or I signed a petition online	1	2	3	4	5	6	-98	-97
f) I discussed political or social problems with other people online	1	2	3	4	5	6	-98	-97
g) I created my own video or music and uploaded it to share	1	2	3	4	5	6	-98	-97
h) I visited a social networking site	1	2	3	4	5	6	-98	-97
i) I communicated with family or friends	1	2	3	4	5	6	-98	-97
j) I played online games	1	2	3	4	5	6	-98	-97
k) I watched video clips	1	2	3	4	5	6	-98	-97
l) I listened to music online	1	2	3	4	5	6	-98	-97
m) I participated in an online group where people share my interests or hobbies	1	2	3	4	5	6	-98	-97
n) I looked for health information for myself or someone I know	1	2	3	4	5	6	-98	-97
o) I browsed for things to buy or see what things cost	1	2	3	4	5	6	-98	-97

97. c_QI7 / op_QI7 Does your parent/carer make use of any of the following...?

PLEASE TICK ONE BOX ON EVERY LINE

	No	Yes	I don't know	Prefer not to say
a) Parental controls or other means of blocking or filtering some types of content	0	1	-98	-97
b) Parental controls or other means of keeping track of the Internet content I look at or apps I use	0	1	-98	-97

37. c_QE1_oy On a scale from 1 to 5 where 1 is 'Not at all true of me' and 5 is 'Very true of me', how true are these of you? PLEASE TICK ONE BOX ON EVERY LINE

	Not true of me (1)	Somewhat not true of me (2)	Neither true nor not true of me (3)	Somewhat true of me (4)	Very true of me (5)	I don't know (6)	Prefer not to say (7)
a) I know how to save a photo that I find online	1	2	3	4	5	-98	-97
b) I know how to change my privacy settings (e.g., on a social networking site)	1	2	3	4	5	-98	-97
c) I find it easy to check if the information I find online is true	1	2	3	4	5	-98	-97
d) I find it easy to choose the best keywords for online searches	1	2	3	4	5	-98	-97
e) I know which information I should and shouldn't share online	1	2	3	4	5	-98	-97
f) I know how to remove people from my contact lists	1	2	3	4	5	-98	-97
g) I know how to create and post online video or music	1	2	3	4	5	-98	-97
h) I know how to edit or make basic changes to online content that others have created	1	2	3	4	5	-98	-97
i) I know how to install apps on a mobile device (e.g., phone or tablet)	1	2	3	4	5	-98	-97
j) I know how to keep track of the costs of mobile app use	1	2	3	4	5	-98	-97
k) I know how to make an in-app purchase	1	2	3	4	5	-98	-97