Proceedings of the

Tokyo Conference on the Internet and Children

Creating a Fun and Safe Internet Environment for Children

Saturday, January 24, 2004 1:00 pm to 5:00 pm
Tokyo International Forum, Hall D7
Open to the Public (Admission Free)

Organized by Internet Association Japan (IAjapan) in cooperation with Internet Hotline Expert Network
Under the auspices of the National Congress of Parents and Teachers Association of Japan

Commissioned by the Ministry of Education,
Culture, Sports, Science and Technology

Proceedings of the

Tokyo Conference on the Internet and Children

Creating a Fun and Safe Internet Environment for Children

Saturday, January 24, 2004 1:00 pm to 5:00 pm
Tokyo International Forum, Hall D7
Open to the Public (Admission Free)

Organized by Internet Association Japan (IAjapan) in cooperation with Internet Hotline Expert Network
Under the auspices of the National Congress of Parents and Teachers Association of Japan

Commissioned by the Ministry of Education, Culture, Sports, Science and Technology

© 2004 by Internet Association, Japan. All rights reserved.

Internet Association, Japan
Shinbashi Frontier Building 6th Floor, 3-4-5 Shinbashi,
Minato-ku, Tokyo, 105-0004 Japan
Tel : +81-3-3500-3351
Fax: +81-3-3500-3354
URL: http://www.iajapan.org/
E-mail: info@iajapan.org

Contents

Introduction 5

Program 7

Speakers & Panel Members 10

Opening Address 13

Case Study 1: the USA
How to Be a Net-Mom or Net-Dad: Teaching Media Literacy 14

Case Study 2: the UK
The Changing Face of the Net—Challenges and Opportunities for Children 37

Panel Discussion
How We Can Create a Safe and Fun Internet Environment for Children 58

Questionnaire to the Audience 90

Introduction

The Internet has become a necessity for adults as well as children. However, while children use the Internet both at school and at home, there are many websites on the Internet that are harmful to children. Concerns regarding adverse effects of the Internet on children are rising and there is an urgent need to develop a fun and safe Internet environment for children.

Under these circumstances, the Internet Association, Japan held an international forum to discuss ways to develop a fun and safe Internet environment for children on January 24, 2004 at Yuraku-cho, Tokyo. Approximately 170 people including teachers, educators, ISPs, individuals such as housewives attended the forum.

We invited as keynote speakers, Jean Armour Polly from the U.S.A. who has been involved in several activities in the field of children and the Internet as Net-mom and Stephen Carrick-Davies from the U.K. who is CEO of Childnet International, a non profit organization which has led various educational and awards projects. Both gave presentations regarding their activities and also shared lessons they have learned from their experiences. At the panel discussion, which followed the keynote speeches, authorities working on issues regarding children and the Internet reported about their activities and a discussion was held with the speakers and the audience.

The forum has given us the opportunity to confirm that, in order to develop a fun and safe Internet environment for children, “we need to acquire life literacy on how to live in the virtual world along with acquiring media literacy. And to do so, communication between parents and children would be necessary. It is important to talk with our children not only about the Internet, but also about any subject matter.” Now is the time to go back to the words of Tim Berners-Lee, the originator of the world wide web who said “I designed the web for social effect, to help people work together, and not as a technical toy.”

This report is a compilation of the keynote speeches and the panel discussion held during the forum. We hope the report will help you understand the current circumstances of the Internet and children, and provide hints for considering solutions for the issues presented.

Finally, we would like to express our deepest appreciation to the National Congress of Parents and Teachers Association of Japan and the Japanese Ministry of Education, Culture, Sports, Science and Technology for their sponsorship and support.

INTERNET ASSOCIATION, JAPAN

Tokyo Conference on the Internet and Children

Responsibility of parents for children to use the Internet pleasantly and safely

Date: January 24, 2004 1:00pm to 5:00pm

Venue: Tokyo International Forum, 7th floor Conference Hall

Program

13:00–13:10 Opening Address

Internet Association, Japan (IAjapan)

13:10–13:55 Case Study 1: the USA

How to be a Net-Mom or Net-Dad: Teaching Media Literacy

JEAN ARMOUR POLLY, Net-Mom®

14:00–14:45 Case Study 2: the UK

The Changing face of the Net—Challenges and opportunities for Children

STEPHEN CARRICK-DAVIES, CEO, Childnet International

14:45–15:00 Break

15:00–17:00 Panel Discussion

How we can create a safe and fun Internet environment for children

Coordinator

DR. KANJI AKAHORI
Professor of Graduate School of Decision Science and Technology,
Tokyo Institute of Technology

Panel Members

JEAN ARMOUR POLLY
Net-Mom

STEPHEN CARRICK-DAVIES
CEO of Childnet International

MARI CHRISTINE
Representative, Asian Women & Children's Network and
Habitat Ambassador to the United Nations

TAKESHI FUJITA
Auditor of National Congress of Parents and Teachers Association of Japan

AKIO KOKUBU
Vice President of Internet Association, Japan

Stephen Carrick-Davis and Jean Armour Polly with her family at the reception

Akira Shimizu, Director of the Youth Division of the Sports and Youth Bureau at the Ministry of Education, Culture, Sports, Science and Technology, giving address of welcome at the reception

Prior meeting with Keynote speakers and the panelists

Panel Discussion

Posters posted outside the hall

From the left, Kanji Akahori, Jean Armour Polly, Stephen Carrick-Davis

From the left, Mari Chiristine, Takashi Fijita, Akio Kokubu

Discussion with the audience

Speakers & Panel Members

Jean Armour Polly
Representative, Net-Mom®

JEAN ARMOUR POLLY is known as Net-mom® (http://www.netmom.com/) and is the author of six editions of Net-Mom's Internet Kids & Family Yellow Pages (Osborne McGraw-Hill). Under her Net-mom brand, she is a private consultant, writer and speaker. She is currently the website reviewer for CommonSenseMedia.org. Past clients include America Online and Disney Online. She is also employed by the Liverpool (NY) Public Library as Assistant Director and Administrator of Systems and Technology. Author, librarian, and mom, Jean has been exploring the Internet since 1991, and is widely credited with popularizing the phrase "Surfing the Internet."

Stephen Carrick-Davie
CEO, Childnet International

STEPHEN took over as the Chief Executive of Childnet International in October 2003, having been the deputy CEO since 1998. Over this time Stephen has led the development of Childnet's award winning Education and Awareness projects as well as being responsible for expanding the international Childnet Awards and Academy programmes which rewards young people who are developing outstanding innovative Internet based projects which benefit other young people. He has an honours degree from the University of London in Education and Communication.

Dr. Kanji Akahori
Professor of Graduate School of Decision Science and Technology, Tokyo Institute of Technology

KANJI AKAHORI is currently a Professor at the Center for Research and Development of Educational Technology and the Department of Human System Science at the Graduate School of Decision Science and Technology of the Tokyo Institute of Technology. He received his PhD in computer science and technology from Tokyo Institute of Technology. He also currently teaches as a Visiting Professor at The University of the Air and United Nations University. He previously served as Vice President of the Japan Society of Educational Technology. His research interests include information technology education, web-based learning systems, human-computer interaction, and qualitative analysis of the teaching-learning process.

Mari Christine

Representative, Asian Women & Children's Network and Habitat Ambassador to the United Nations

MARI CHRISTINE is a founding director and head of the Asian Women & Children's Network (AWC, http://www.awcnetwork.org), a goodwill ambassador for the United Nations Human Settlements Programme (UN-HABITAT) and a publication producer for The 2005 world Exposition, Aichi, Japan. Making use of her international background, she works in various fields, including the hosting of international conferences and ceremonies, and public speaking. She has a BA in Comparative Culture from Sophia University and in 1994 earned a MA in Social Engineering from Tokyo Institute of Technology. She is currently studying urban engineering. She lived in Japan until she was four years old and moved with her parents to Germany, the United States, Iran, Thailand and other countries.

Takeshi Fujita

Auditor, National Congress of Parents and Teachers Association of Japan

TAKESHI FUJITA has been serving as Auditor of the National Congress of Parents and Teachers Association of Japan since June, 2003, after serving as Vice President of the organization since June, 2002. After graduating from Nagoya Kougakuin College, He worked at several private companies and currently runs his own business. While participating in PTA activities, He held prominent positions in the PTA at a public elementary school in Tochigi prefecture including Vice President and President. He became President of Tochigi PTA Union Meeting in April, 2001. He was commended for his contributions to PTA activities by the Minister of Education, Culture, Sports, Science and Technology in November, 2003.

Akio Kokubu

Vice President, Internet Association Japan

AKIO KOKUBU worked on computer systems architecture at the Electrotechnical Laboratory (ETL) of the Agency of Industrial Science and Technology for more than twenty years. In 1990 he became Director of New Media Development Association, where he has worked on the development of multimedia online services and open utilization of smart cards in public and private regional systems. Since 2001 he has also served as Vice president of the Internet Association Japan, and has worked on issues such as intellectual property rights, content self-regulation and privacy protection on Japanese online services and on the Internet.

Opening Address

AKIO KOKUBU
Vice President of Internet Association, Japan

Internet Association, Japan (IAjapan) has been developing filtering software to block harmful information and has been advocating recommended rules and manners to protect Internet users including children, while also establishing a hotline service to provide consultation or help to people who may have encountered problems when using the Internet, on the basis that it is an adult's responsibility to ensure a fun and safe environment for children using the Internet.

In December 2001, as part of a program in the "Second World Congress against the Commercial Sexual Exploitation of Children" held in Yokohama, the Association held a workshop to discuss ways to improve media literacy of parents and teachers to protect children who may suffer from abuse as a result of accessing dating sites through Internet capable mobile phones.

In March 2003, IAjapan convened an international experts meeting regarding mobile internet and children for the first time in the world under the joint auspices of Childnet Internatinonal of the UK. Mr. Carrick-Davis, CEO of the organization is here with us today to give a speech.

Today, we have organized this conference as an event commissioned by the Ministry of Education, Culture, Sports, Science and Technology in response to the written report made in 2003 regarding the "Survey Research of Nonprofit Organizations Regarding Children and the Internet" conducted by the Ministry in 2002 .

Presently, all public schools in Japan have Internet connectivity, and the Internet is absolutely necessary not only for adults but also for children. With these circumstances in mind, I would like to discuss how to create a fun and safe internet environment for children with parents whose children use the Internet, teachers of primary schools and junior high schools, educators, and Internet providers.

I would like discuss these themes not only by giving you speeches, but also by having interactive discussions with everybody as much as possible. Thank you.

Case Study 1: the USA

How to Be a Net-Mom or Net-Dad: Teaching Media Literacy

Jean Armour Polly, Net-Mom®

I want to say thank you for inviting me. About a year and half ago, I had a wonderful visitation by a research team commissioned by the Japanese Ministry of Education, Culture, Sports, Science and Technology. That was how I was invited here today to speak to you. This first slide shows the group that visited me. That's my mom there in the front.

Preview

This is a preview of what I am going to talk about. I'm just going to talk about what is Net-mom actually, and about the Internet and kids in US, how I select sites for children and the importance of media literacy because that really is the crux of matter I think for parents.

Net-mom Headquarters

Here's a map — This is where I am from. This is Net-mom "international headquarters." It's not really very big place.

Net-mom is a person

Net-mom is a person, I am net-mom. I am a librarian by training, I run a library network in a public library in NY State and here is a picture of me my desk. I am also an Internet evangelist from way back in the early 90's. As you can read in the program, I popularized the term "Surfing the Internet." I'm also an author; I will talk about the books in another minute. And of course, I'm a mom. Later if all goes well, you'll meet my son who is probably out shopping somewhere, but he should be here.

Net-mom® is a Brand

Net-mom is also a brand and this is my brand logo. It looks like a piece of Apple pie on a blue ribbon which means the first prize in the United States.

I approve web sites for children, which means I select them through a rigorous selection process. I am going to tell you about it. I also write articles about families and technologies for other web sites, for different clients and for magazines, things like that.

Net-mom's Internet Kids & Family Yellow Page

I've written 6 editions of the "Net-mom's Internet Kids & Family Yellow Pages." In the US, the "Yellow Pages" is a telephone directory to commercial businesses so if you wanted to find somebody who sold books you could look under "BOOK STORES" in what we call the yellow pages directory. You probably have something similar here. But my book is a directory to web sites for children, and this is what I hope to encourage someone or some group here to write for Japanese families. I've written six editions of it for US kids. It is A

to Z encyclopedia of subjects. It starts with ART and ends with ZOOS There are about 3,500 family friendly web sites in the book. The sites have gone through my selection policy, which I will discuss in a minute. I describe the sites and I review them as to educational quality and/or fun quality. The publisher, Osborne McGraw-Hill, has sold about a quarter of a million books over the 6 editions.

The Philosophy

Here is my philosophy behind the book. First of all, children belong on the Internet. I got into this because in the early days of the Internet, people said it's so dangerous out there. They said there are so many bad sites that children should be kept off the Internet. I thought that would be a terrible shame. So I espouse the philosophy that children do belong on the net, but their safety is the responsibility of many parties. It is children themselves first of all. Their parents need to take some responsibility, too. Also educators, Internet service providers, the Web site content providers themselves, and of course public policy makers. I believe that children deserve a better Internet than we have given them now. So how we can make the net better and more child-friendly is a real concern of mine.

U.S. Kids and Internet

Here is look at U.S. kids and who is using the Internet. This is a very recent study from the Department of Education in the United States. 99% of the public schools now have Internet access. Most is broad-band, very fast connectivity. There are about 5 kids per computer now, which is an improvement, but still not very good. The study found that about 59% of kids of age 5 to 17 use the Internet, which means 31 million children. 75% of teens and 25% of 5 year olds use the Internet. There used to be a gender gap, the net used to be used mostly by boys. The study found the gender gap no longer exists. But there is still a racial gap. It's mostly white middle class kids on the Internet, not so much black and Hispanic. So we still have to work on that.

Where do kids access the Internet?

Where are kids getting on the Internet? For the most part, it's at home. Home access accounts for 78%, school access is 67%. Use in U.S. public libraries is big, most libraries have Internet-capable computers, and people can just come in and use them for free. Using a computer at "Someone else's house" is about 15%.

High-speed at Home

High speed has come to the house. 31% of U.S. homes with Internet access have broadband capability. So the net comes in on a very fast connection and it is like an appliance that is always on.

What about mobile phones?

Mobile phones; we've got them, but we don't have i-mode like you do. I wish we did but we don't. About 45% of mobile phone users do have short message service (SMS), and we are beginning to learn how to use it. In fact, my son uses it all the time, but it has not

become common as much as it is here in Japan or even in the UK.

Why we love the Internet?

Why do we love the Internet? We know why. We have access to current real time information—that's the first thing. Kids and adults can be creators, as well as consumers, of information. It's a collaborative and empowering environment where we can really be creative.

Dangers we know

But there are dangers. My job today is not to dwell on the dangers so much but to really tell you more about positive aspects of the Internet. Some of the dangers we know are predators, pornography, inappropriate material, violence, bad language, hate speech, and of course inaccurate or misleading information.

Information Overload

This is an interesting statistic. It is from the University of California at Berkeley. They have estimated that the amount of new information stored on paper, film, magnetic, and optical media has about doubled in the last 3 years. And World Wide Web contains about 170 terabytes of information. This is 17 times the print collection of the library of the Congress, which is 56 million manuscripts and 19 million books. It's no wonder we can't get through all of our e-mail.

My Mission

My mission is to find only the best web sites for kids, to describe them in an appealing way that is appealing to children, to organize them in a subject hierarchy that makes sense to young students, and to keep the directory updated. When I am working in the public library, I can buy a good book, put it in the shelf, and it's always going to be a good book. But I can't do that with my web site selections. I pick a web site, put it in my directory and I have to go back and keep looking at it to make sure it's still OK 6, 8, 10 months later.

Why Others Should Create Safe Sites Directories

This is why I want other people to create safe sites directories, because sites come in all languages and I only speak English. So we need to have Net-moms and dads who can choose Japanese sites for Japanese children. Also there are cultural variances about what's tolerated and what's acceptable. I come from an American middle class perspective, and what I think is OK is not necessarily going to be OK for everybody. It's a big job but if you are motivated, any individual or an organization could do this. It is possible to do it. Even as one person, you can make a difference.

Planning the Directory

I am going to tell you how I went through planning this directory, in case you want to take up the challenge and do it yourself. You have to pick who your audience is, what age group, who you will be serving with your directory. Is it for very young children? Is it for teens? Is it some place in the middle? What subjects will you collect? Will you just list

game sites? Or will you look for a more comprehensive approach, starting with ART and ending with ZOO? Will you try to hit all educational subjects? And how will you organize the subjects? You could use a librarian to give you some help, or you could look at other web sites that are out there, other directories, like Yahoo or the Google directory and see how they have arranged knowledge and use one of their ideas.

You need a selection policy before you even go looking for sites. You have to think in your head about what the ideal site for your audience might look like. And keep that audience in front of you all the time so you can make your best decisions. Is advertising going to be OK? If so, how much will you accept? Will you allow pop-up ads or will you allow banner ads all over the sites or not? What about dubious language? What will you accept? Will you accept violence? Will you accept cartoon violence but disallow violence against humans? Where is your cutoff line? Is there anything you will exclude outright? Again, it's all about cultural variances.

Who makes this selection? Who becomes the Net-moms and net-dads? You need to have a consistency and a style of writing and a quality of the selection. I do all the site selections myself so I have a very even level of quality, but if you have many people doing it; someone needs to be the editor so you have this quality control. If people are asking to write reviews for you, make them send you a writing sample, so you can tell if they really know how to put a sentence together. If they just send you a review that says, "this is a cool site with fun games"—it doesn't tell you very much. And don't forget you have to update your list. You need to check and recheck the links and content on a regular basis.

Powered by Links

What I use to create my online links directory is a product called "Links SQL." This whole presentation will be on the Internet Association, Japan web site. So you will able to go back and refer to the web sites I am mentioning.

This product is from a company called "gossamer-thread.com". "Links SQL" is the one I use, but they also have a free product called "Links 2.0." It works under Windows and Linux. Once it is installed, there is no technical knowledge needed to post content, which is great for me.

The Public View

This is the public view of the directory that someone would see on my web site. You can see it says "Arts & Crafts," "Emergency Homework Help," "Family Fun." Those are my different categories on my web site. Here in the behind the scenes view, are the same categories. All I do is select the category to which I want to add a link. I can click and drag sites into other categories, too. I can add my review, I can delete it and copy it, I can update it, and I can do anything I want. So this is a great product. We recommend it.

When you once get your selection policy, all sites will be measured against it. In 2000, I estimated how many sites I had seen over the course of writing 6 editions of this book and it was over 1.5 million pages, which is why I wear glasses. I stopped counting, because that number was scary to me!

Current Net-mom Policy

Here is my current policy. I rate for about age 3 to about age 14. In the U.S. we have a category called “Tween” which is not quite teenage, it’s just under teenage, and that is also in my demographics.

I don’t pick sites with bad language or hate speech about racial or religious or other groups, or countries. I don’t have any gross subject matter,

I allow advertising but it needs to be minimal. If the site has gambling ads or ads for adult products, of course, those are out.

I don’t require that they have a privacy policy but increasingly, I am about ready to require one. I do read them and I want them to respect the privacy of the user.

Our sites need to have some “real world” authority like from NASA, or the respected magazine, National Geographic.

I like sites that are well-designed and easy to use, and don’t change how you navigate the site in every section. I want them to limit animation so that there are not so many things moving all over the screen to distract you from the actual content that is there. And I hate it when you bring up a web site, and music automatically blares out at you, and there is no way to turn it off. I hate that, it’s so annoying. For blind people who use text to speech readers, it is more than annoying, of course. It makes the site very difficult to use.

If there is a chat room, it should be moderated. That means that some adult is watching and reading and taking care of it so there is no bad language, and there is no bullying of other users, and that type of thing.

I like sites to be current. On the Internet, people put up information and it never goes away. There are really old sites out there that are really out of date. Those should be deleted. The sites I select need to be current, and not abandoned. I want the sites to teach me something, and get me excited with its creative presentation.

Also, the sites should suggest something for me to do offline, I think experiential learning is very important, and it doesn’t always happen in a virtual world. Here is an example. There is a site called “Blues Clues” in the US. It is a very popular children’s TV show. And one of the things kids can do is try various games. In one, there is a picture of a bathroom sink full of water. Nearby are various objects, like a rock, a pinecone, a sponge, and more. The kids can click on and drag the items over to the sink and drop them to see if they float. You can drag over a rock and drop it and see what happens in the animation. I think that is crazy. It just teaches the child to click and drag. It doesn’t give kids any personal empirical knowledge of the real world and what does sink and float. Kids should experiment with real rocks and real pans of water. The same thing is true with sites about virtual clay, where you can shape a virtual pot on the Internet. It doesn’t teach kids anything about how to work with real clay; how it feels, hold it molds to your hands. So kids need real world stuff to learn about and manipulate as well as reading and playing on the Internet. So I like to suggest sites that give you offline things to do as well.

The last thing is very hard for me to describe. It’s a feeling I get about the sites. I’ve seen so many sites and I can tell what’s behind them. I am calling it “Heart.” It has to be open to me and needs to be feeling “right” to me before I put in it my book—because after all, my name is on the book. I stand behind these sites.

Not Approved

Here are few sites that are not approved. I am going to show you 5 of them. There is nothing pornographic here coming up, so don't worry.

I don't put in web logs; they are also called "blogs" in the United States. That's the "b" from "Web" and "log" like a diary or journal. Kids keep these online diaries that they can add to everyday. But strangers can write to the kids and comment about their lives, about what's going on. For example, one time I posed as a teenager on one of these sites and wrote about how terrible my life was, and how my parents did not understand me, how messed up I was. Within 30 minutes, adults on the site saying, "Oh, I'd like to help you, contacted me. I know what you are going through." I thought this was a real danger. This is a typical method that pedophiles use to gain the confidence of, or "groom," their victims.

Also I don't like this type of site, called "Am I Hot or Not" where kids will put up their photographs and then everyone else puts a score on the photographs as to how attractive the person is. Kids are checking their scores all the time. In some of the sites, you can write to the person whose picture is there. You can even meet them. You can say, "Show me all the pictures of people who are in my town." You can see their pictures, write to them, and meet with them. I think these are very dangerous not only because of predators but also for children's self- esteem, because not everybody submitting their pictures is really attractive and they get very low scores and I think that's sad.

Similarly, there is "RateMyTeachers.com" where kids rate their teachers. If they don't like their teachers, this site can be the teacher's worst enemy. Because kids are saying what a horrible teacher a particular individual is, or how they don't like the person's haircut, they don't like their clothes, etc. If a teacher is very low rated, this can affect his job, and these kids are just saying whatever they want. Some of the "RateMyteachers" sites are banned in some US schools, by the way.

There is another one called "SchoolScum.com." This one is quite bad. In fact, may be closed right now. You may not be able to get to it. It was implicated in an Arizona teen's suicide recently because of how depressed he was about the way people were treating him online. In my city, a student posted to this site and made a death threat to a local high school saying he was going to kill 89 people with an AK 47. Police found out about it, went to arrest the child, and found no guns at all. But the child is obviously severely troubled. The police learned that the child's father had murdered his mother and he is in prison. This is a child that needs help from nurturing people in the real world, not from kids in a chat room.

Here is another site I won't add. There is the new cut-and-paste scholarship where kids believe that if it is on the Internet, they can just copy and paste it and put it into their homework. In fact, in this particular site there are thousands of term papers. You can buy your term paper all written for you with all of the footnotes and everything else. It's about 10 dollars a page. It's very easy to order this term paper so kids don't have to do any work anymore. So I don't approve it either. Kids need a selection policy in their heads and that is called "media literacy."

Adults need Media Literacy Too

Adults need media literacy, too, because adults typically don't know as much about the Internet as their children do. Here are results from a survey that was done by Consumer Reports, a respected magazine, very recently in 2002. They asked adults how they judge a website to judge if it offers credible information or not. Over 46% of them said that they just observed the way web site was designed and how it looked. That was how they judged the credibility of the web site. It was how pretty it was. You can see some of the other statistics there on the screen, but the last one is scary to me, too. None of them mentioned if there was any misleading information on the sites. So no one was even looking at content but just looking at the design. So we need to change that.

Tools Kids Need

The next two slides show some tools that kids need. Kids and Adults need to be able to tell what kind of site they are visiting. It is a commercial site? Is it a personal site? They should ask, "What they trying to sell to me? Who's writing the information?" On the Internet, you can find everything but who do you trust to tell you about it? Ask, "Why should I believe it?" Finally, who else links to this site? You can find this out by using the advanced search menu at Google.

Does the site offer a good answer? People now are satisfied with any answer, not necessarily a good one, which you need when you are writing a paper or something.

Also, what are you giving up in order to play this game or download the file? Are you giving up your privacy by having to fill in answers to a survey or something? Try to figure out what's a trade-off here if I use the site.

Hoax Site

I am going to show you 3 hoax sites.

This particular one is called "mcwhortle." Mcwhortle Enterprise's site says that it is an established and well-known manufacturer of biological defense mechanisms. This particular site is trying to sell a product called a personal Biohazard detector. If you go through the site, it all looks very authoritative. It plays on people's fears about anthrax and other biohazards. It says if you have this product, you can put it in your child's backpack and the child will always be safe. If you explore the site a bit more, you get to where you are offered an opportunity to buy the product and then suddenly, a screen pops up, and it turns out that the site is a hoax! It's from a government agency in the US, saying, "Watch out, you almost got scammed here! This is a total fabrication. You need to watch what you are doing on the Internet!" This is a great site to show you how easy it is to trust anything you see.

Here is another one. This is funnier. Here is a site about a Pacific Tree Octopus. The creature doesn't exist, but the entire site looks real. It talks about the ecology of the Tree Octopus and it looks authentic. It has all kinds of bibliographic citations with footnotes. It's total fiction.

Here is one called "Buy Dehydrated Water." You can pay with PayPal! If you go there, I recommend you take a look at the frequently asked questions, because there are a number of strange things there like, "Can I rinse out the package and reuse it?" The

answer is, “Yes, but you must dry the package completely.” And “How do I know when to reorder? How do I know when I’m out of it?” Since there is no such thing as dehydrated water, this is a very humorous site.

What are educators doing?

What are educators doing? A lot of them are developing curriculum materials to help families and students. Basically I am giving you several web sites here, and you probably want to have to look at my presentation online to get these addresses. There is a lot of help out there.

One of the very useful sites is called “ICYouSee.” It says, “Is the web a good research tool? The answer is yes, but only if you are careful.” And it gives you various assignments to research on the Internet and suggests sites to explore in order to answer those assignments. You can do this with your family; it doesn’t have to be in a school environment.

Another one is Kathy Schrock. She is an educator in Massachusetts. She has excellent sites about how to teach media literacy. You can explore them on your own, too.

What should web site providers do?

What should web site providers do? You should make it easy to verify the information on your site. It’s hard to do that sometimes, but you really need to do it because otherwise who should believe you? You should show that there is a real organization behind your site. You should make it easy to contact you. It is very difficult sometimes to find out an address or phone number, and contact e-mail in some sites. You should update your site often to show that somebody has been working on it recently. You should use restraint with promotional content like ads, or different offers, contests and things like that. You should rate your site using the Internet Content Rating Association’s ICRA[1] labeling scheme. It’s free, and only takes a few minutes to do. And of course, have a privacy policy.

What should Internet providers do?

Internet providers; I am very impressed with what the Internet Association, Japan is doing. Convening meetings, educating families, coordinating various initiatives, doing rating and filtering, offering hot lines, all sorts of things. You should be proud of what’s happening here, and other countries should look at what Internet Association, Japan is doing.

What should policy-makers do?

Policy-makers; what should they do? They should convene task forces to examine existing legislation, to see if anything new is needed. They need to work with their counterparts in the global arena to create kid friendly government sites. It’s very important. And government agencies could also consider hosting website creation contests to raise the level of child-friendly Internet site content. Some contests promote websites written by children for other children. I know Stephen will talk about the Childnet Academy in a

[1] ICRA: Internet Content Rating Association

minute, so I'll let him tell you more about that. Another one is called "ThinkQuest." "ThinkQuest" is an international website contest for children and teens. I have been lucky enough to be a judge for the ThinkQuest contest about 5 times and it's an excellent arena for children. The web sites that come out to the contests are fabulous.

What can parents do?

What can parents do? Parents have a real role here. There are many excellent parents' initiatives. Again I am sure Stephen will talk about his organization's efforts. You need to make sure your kids know the basic Internet safety rules. Once they know them, you can trust them to know them but you really need to monitor their computer use. You can't use the Internet as a high tech babysitter. It's really not designed for that, especially for young children. I think parents really need to be beside their young children on the Internet.

What's in the parent toolbox? There are several excellent sites. Again Stephen will talk about the first ones I have listed. But I would like to bring to your attention "getnetwise.org" which is a site about all the different filtering options open to parents. The site even offers things like family contracts you can sign with your children detailing how long they can use the Internet, what your family rules are, what will happen if they are broken, and that sort of thing.

And because parents don't keep up with technology as much as their kids do, we recommend "netfamilynews.org"—this comes out weekly. It's a weekly summary of what's new in technology that families need to know about. Believe me, your kids already know about it.

Here is one more site "commonsensemedia.org." I work for them as a web site reviewer. See the circle shaped like a "lifesaver"? It is divided into several colorful sections. We rate sites against this lifesaver as to how much sexual content, violence, and language problems one might see on a particular site. We'll mention things like how scary the site is, how much commercialism is in the site, that sort of thing, and give an age-appropriate recommendation. CommonsenseMedia rates books, CDs, videos, and movies as well.

Another site I recommend to you is called "Jo Cool or Jo Fool?" It lets kids go through 12 different web sites and make various decisions about what to do on the sites. Based on their decisions, kids find out if they are foolish or really cool web users. So I recommend this site for you, too. It's a very fun site to explore with your children.

What can parents do? First thing: don't panic. It often doesn't matter what you know or don't know about the Internet as long as you do have some parenting skills. It is true that sometimes, tragic things happen, and there's an Internet angle to the story somewhere. For example, say there is a teenage girl who was abused by an older man she met in a chat room. She was in the chat room because her parents were never home, she was lonely, and thought she was unloved by her family. Reporters call me and say, "Oh, how could we keep our kids safe?" But lots of the time I have to say to them, "This particular thing is not really an Internet problem. This is a parenting problem."

This is a situation where parents have neglected their kids. They don't pay attention to their children, and in many cases that is what the real problem is. Kids are needy, maybe we should just come home earlier, and not stay at work all the time. Children need us to

teach them values and to be available to guide them, supervise them, and love them.

What should kids do?

What do the kids need to do? They need to choose a sensible screen name, not call themselves “Hotbaby101” or something. They should not put personal information in their screen profile like where they live or their phone number, and things like that. They should not put their safety at risk by pretending to be someone else. They need to treat others the way they want to be treated. They should keep their passwords private and remember to stay skeptical. Not everything on the Internet is true.

One more thing . . .

And one more thing. I ask kids to promise to unplug and experience “actual reality”—because there is life beyond being connected. It’s amazing how many kids are becoming addicted to online games and online blogging with these diaries and checking their scores on “Am I hot or Not.” They need to get out in the real world and learn what fresh air and sunshine are all about!

What will Net-mom do?

What am I going to do? All these kids that have been hurt on the Internet, I would like to give them all a hug and an ice cream cone, butÅcI can’t do that. So there is work to do. I am going to continue in my work of critically approving web sites for children. I want to develop resources to turn around runaway consumer culture in the U.S., where we have throwaway products as well as “throw-away” sexuality, and “throw-away” children. But the key here is there’s no “away.” There is no away. Those problems stay where you are and in your communities.

I also want to develop resources to support girls, needy girls who just want to be loved and don’t realize they are being exploited.

There is work for all of us to do: to develop tools to help us to shape the net under our own family or cultural values. I believe if we reconnect family members, we also reconnect communities. We have a terrible problem in the United States. We hardly know the people next door to us. We will know people across the planet through email but we don’t know our neighbors anymore.

This is a quote from Dr. Martin Luther King, the famous civil rights activist. His birthday was just last week. He said,

“We have flown in the air like birds, and swum the sea like fishes, but have yet to learn the simple act of walking the earth like brothers.”

If we can use the Internet, to help us achieve that goal this will be a better world.

So thank you. The Internet is closing. Please go play outside after today’s conference.

Thank you very much.

Q&A

Dr. Akahori:

I am a coordinator, Akahori from the University of Tokyo Institute of Technology. It was very informative presentation and I was much moved. I have two questions.

One is regarding parents. You commented how children are accessing the Internet and in what manner is proper for parents to monitor. But generally speaking, today, as you have pointed out, parents' technology literacy or Internet literacy, is a way below the children. As a whole, with the weakness that the parents have for technology, when I ask parents in reality, they say "There are so many things we don't understand" so they just keep things as they are, and do not try to deal with children because of lack of knowledge of technology. Can you give us your comment or thoughts on that?

Secondly, there are web sites that really belong to a negative world and to so many people .We appreciate your introducing such sites today and your comment to be suspicious and to ask whether the Internet site is really worth having faith and trust. But what is very difficult and challenging for us is, that in education in Japan, probably also in the United States, there is a word "compassion". That means to be kind to others, to be nice and compassionate to others. We have that sort of educational philosophy, and when you say to be suspicious, that means if you look at the people, you are saying try to think they are robbers. That might be a part of suspicion. So in a way, it could be contradictory to our educational thinking. Regarding that contradiction how do you feel?

Mrs. Polly:

The first question was how to get parents up to speed on technology. In the United States, we have many public libraries with Internet access, and in my own public library, for example, we have computer camps for everybody—for young children, for parents, and also for senior citizens, where they'll come in for a week or for a couple of days or even a couple of hours, and learn how to use the Internet. They use a laptop computer and we have trainers who teach them all sorts of skills. The first is how to use the computer and the second is how to use a web browser like Internet Explorer. The parents learn how to evaluate the information they find on web sites. So we do make a concerted effort to try to educate people. In schools, there is a similar effort. I have spoken at many parent-teacher association meetings where I demonstrate some of the good and bad sites and help parents to learn how to tell the difference. I also suggest strategies to deal with Internet use. Those are just some things from my own experience. I know sometimes Internet service providers also provide big conferences like this one where people can have hands-on Internet experiences.

The second question was similar and culturally sensitive, too. We'd like to think everything out there is sweetness and light and it isn't. One of the saddest things is when a child's innocence is taken away and when they are pre-sexualized, and forced to become older before it's time. Parents need to help children and need to protect children from these sites by really learning more about them and taking responsibility to help to guide their children on the Internet, just like they would teach them how to cross the street. They need to help kids on the information superhighway as well.

Questioner:

Good afternoon, I am from Child Research Net, an organization to have research on children. Thank you very much indeed for your informative presentation today. At our web site, during this summer vacation, we had school children from 5th grade and 6th grade in the elementary school although the numbers were limited. Those children were invited to respond to our questions with aim to understand how they look at information, I mean in the Internet. We asked them question and we had our workshop to create the web site for them. And the children told us that they wanted to introduce their family's photographs and they wanted to write their diaries on the net. They wanted to express their feelings of day to day activities, wanted to introduce their families. This is an actual enthusiasm to use Internet. You mentioned in your presentation about harmful contents, and you pick up blogs and also scoring or showing photos. I understand as an adult, it is very harmful and very dangerous, but from children's perspectives, it is children's desire to express themselves. They want to express themselves by showing their photos or their diary. It seemed that kind of attitudes are slightly different. There seemed to be a gap between what adults see and children see. Children in the future, at the moment they are born, there will actually be exposed to the Internet. There are a totally new race of people, new race of children rising in the future. Is there anyway we can protect them? Is there anyway we can guide them? Their minds are totally different and their environments are totally different from what we have experienced in the past.

Mrs. Polly:

Thank you so much for bringing that up. You are exactly right. Children need to be creating more of the content on the Internet. My problem with the blogs is not blogs in general, but the ones that allow people to comment and connect with the child authors. There are a lot of ways to do this safely and there are many examples I can tell you about. I am sure your examples are safe as well. So I should not say that all blogs are bad because there are some really good ones out there. Children need to be creating more, not less web content. That is one of the reasons why it's so important to allow children to access the Internet not only so they can help each other but also so we can regain some of our creativity and inspiration from the words of children.

How to Be a Net-mom
or Net-dad

ネットママ・ネットパパになるために

Jean Armour Polly
mom@netmom.com

1

Thank you for inviting me!

ご招待いただき，ありがとうございます！

Copyright 2004 Jean Armour Polly

2

Preview（概要）

- What/Who is Net-mom?
  ネットマムとは何ですか？誰ですか？
- Internet and Kids in the U.S.
  アメリカにおけるインターネットと子どもの関わりについて
- Selecting Sites for Kids
  子どものためのサイト選び
- Importance of Media Literacy
  メディア・リテラシーの重要性
- Modest Proposals and Thoughts
  ささやかな提案と意見

Copyright 2004 Jean Armour Polly

3

Net-mom Headquarters

ネットマム本部

Copyright 2004 Jean Armour Polly

4

Net-mom is a person

ネットマムは個人です

- Librarian
  司書
- Internet Evangelist
  インターネット伝道者
- Author
  著者
- Mom
  母親

Copyright 2004 Jean Armour Polly

5

Net-mom® is a Brand

Net-mom®はブランドです

- Logo is "mom's home-made apple pie" and a blue ribbon meaning "first place."
  ロゴは，「お母さんの手作りアップル・パイ」を形取り，青いリボンは「一番」を意味する
- Approved websites for children
  子どものための承認サイト
- Articles about families and technology
  家族とテクノロジーについての記事
- Books
  出版物

Copyright 2004 Jean Armour Polly

6

Jean Armour Polly's Slides (2)

Net-mom's Internet Kids & Family Yellow Pages (6 editions)

ネットマムの「インターネット 子ども＆家族のためのイエローページ(6版)」

Copyright 2004 Jean Armour Polly 7

7

The Book

イエローページ

- A-Z encyclopedia of subjects
  項目をアルファベットに並べた百科事典
- 3,500 family-friendly sites
  3,500の家族向けサイト
- Described and reviewed
  サイトの詳細と批評
- Strict selection policy
  厳格な選択方針
- More than 250,000 books sold
  250,000部以上の売上

Copyright 2004 Jean Armour Polly 8

8

1) EXPRESS - *"I want to tell my story"*

表現する

✓"Lean back or lean forward? " Participation not just interaction
交流するだけでなく参加する

✓ Gives those who are excluded a powerful voice
声を発することができない人々に声を

✓ Personal stories are very powerful and can challenge and educate
個人のストーリーには，非常に力があり，問題を提起し，啓蒙する

Example: Pauline Yeung

9

9

And also...

さらに・・・

Children deserve a better Internet than we have given them.

子どもたちは，現在私達が与えている以上の，よりよいインターネット環境と接すべき。

Copyright 2004 Jean Armour Polly 10

10

U.S. Kids and Internet

アメリカでの子どもとインターネットの関わり

- 99% of public schools have Internet access.
  公立学校の99%以上でインターネット接続
- Most is broadband.
  大多数が，ブロードバンドを使用
- 5 kids per computer.
  1台のコンピュータを5人で使用

Source: Internet Access in U.S. Public Schools and Classrooms: 1994-2002
http://nces.ed.gov/

Copyright 2004 Jean Armour Polly 11

11

U.S. Kids on the Internet

インターネット上のアメリカの子どもたち

- 59% age 5-17 use it
  5～17歳の59%が使用
- 31 million kids
  3,100万人の子どもが使用
- 75% of teens
  10代の75%が使用
- 25% of 5 year olds
  5歳児の25%が使用
- No gender gap
  男女差は無し
- Racial gap
  人種による差は有り

Source: Computer and Internet Use by Children and Adolescents in 2001
http://nces.ed.gov/

Copyright 2004 Jean Armour Polly 12

12

Where do kids access the Internet?
子どもがインターネットにアクセスする場所は？

- Home 自宅(78%)
- School 学校(68%)
- Public Library 公共図書館 (15%)
- Someone else's house
  自宅以外の家 (15%)

Source: *Computer and Internet Use by Children and Adolescents in 2001*
http://nces.ed.gov/

Copyright 2004 Jean Armour Polly 13

13

High-speed at Home
自宅からは高速アクセス

- 31% of US homes with Internet access connect via broadband.
  アメリカの家庭の31%がブロードバンド経由でインターネットに接続
- "always-on" information appliance
  「常時接続」の情報家電

Source: *America's Online Pursuits: The changing picture of who's online and what they do*
December 22, 2003
http://www.pewinternet.org

Copyright 2004 Jean Armour Polly 14

14

What about mobile phones?
携帯電話の使用状況は？

- No I-mode :-(
  iモードは無い
- 45% of all U.S. mobile subscribers ages 18 to 24 use SMS texting
  アメリカでは、18歳～24歳の携帯電話加入者の45%がショート・メッセージ・サービス(SMS)使用

Source: Harris Interactive and Telephia

Copyright 2004 Jean Armour Polly 15

15

Why we love the Internet
インターネットが好まれる理由

	Access to current, real-time information. 最新の情報をリアルタイムでアクセス	
Kids can be creators as well as consumers. 子どもたちは、消費者になれるのと同時にクリエイターにもなれる		Collaborative, empowering environment. コラボレーションとエンパワーメントを実現できる環境

Copyright 2004 Jean Armour Polly 16

16

Dangers we know
こんな危険が潜んでいます

- Predators 捕食者たち
- Pornography ポルノ
- Inappropriate material
  適切でない題材
  - Violence, bad language, hate speech…
    暴力、乱れた言語、差別発言
- Inaccurate or misleading information
  不正確もしくは誤解を招く恐れのある情報

Copyright 2004 Jean Armour Polly 17

17

Information Overload
情報の過剰供給

The amount of new information stored on paper, film, magnetic, and optical media has about doubled in the last three years.
紙、フィルム、磁気、光メディアに蓄えられている新しい情報は、この3年で倍増している

The www contains about 170 terabytes of information …in volume this is 17 times the size of the Library of Congress print collections (19 million books, 56 million manuscripts)

- Source: *HOW MUCH INFORMATION 2003?*
  www.sims.berkeley.edu/research/projects/how-much-info-2003/

Copyright 2004 Jean Armour Polly 18

18

My Mission
私の使命

- Find only the best web sites for kids.
  子どものために、最良なサイトを見つけ出すこと
- Describe them in an appealing way.
  それらのサイトについて、魅力的な紹介をすること
- Organize them into a subject hierarchy that makes sense to a young student.
  サイトを子どもたちが理解できる体系に整理する
- Keep the directory updated.
  ディレクトリを常に最新の状態に保つこと

Copyright 2004 Jean Armour Polly 19

19

Why Others Should Create Safe Sites Directories
他の人々にも、安全なサイトのディレクトリを作成して欲しい理由

- Sites come in all Languages.
  サイトは様々な言語で書かれている
- Cultural variances in tolerance and acceptability.
  文化によって、許容範囲が異なる
- It is a big job, but any motivated organization or individual can do this!
  作業量は多いが、やる気のある団体、個人なら可能な仕事！

Copyright 2004 Jean Armour Polly 20

20

Planning the Directory 1/5
ディレクトリの作り方①

- Who is the audience? Age group?
  閲覧対象者は誰か？対象者の年代は？
- What subjects to collect?
  どのような主題のサイトを集めるか？
- How to organize the subjects
  主題の整理方法
  - Use other sites, reference books for ideas
    アイデアを得るために、他のサイト、参考図書を活用する

Copyright 2004 Jean Armour Polly 21

21

Planning the Directory 2/5
ディレクトリの作り方②

- Selection Policy--decisions:
  選定基準
  - What is the ideal site for this audience?
    閲覧対象者にとって理想的なサイトとは？
  - Is advertising OK? If yes, how much?
    広告は可能か？可能な場合の予算は？
  - What about language? Violence?
    言語は？暴力はOKか？
  - Is there anything you will exclude outright?
    完全に排除するものはあるか？

Copyright 2004 Jean Armour Polly 22

22

Planning the Directory3/5
サイト案内の作り方③

- Who will make the selections?
  選定者は誰か？
  - need for consistency in style of writing and quality of site selection.
    文体と選定サイトの質にゆるぎがないこと
  - Require a writing sample of the reviewers.
    レビュアーによる文章サンプルの提出が必要
  - "a cool site with fun games" doesn't tell you much!
    「楽しいゲームのあるクールなサイトです」では、何も伝わらない

Copyright 2004 Jean Armour Polly 23

23

Planning the Directory 4/5
サイト案内の作り方④

- How will the list be updated?
  リストの更新方法
  - Need to check links and content on a regular basis.
    リンクとコンテンツの定期的なチェックが必要
  - We recommend a product by
    www.gossamer-threads.com

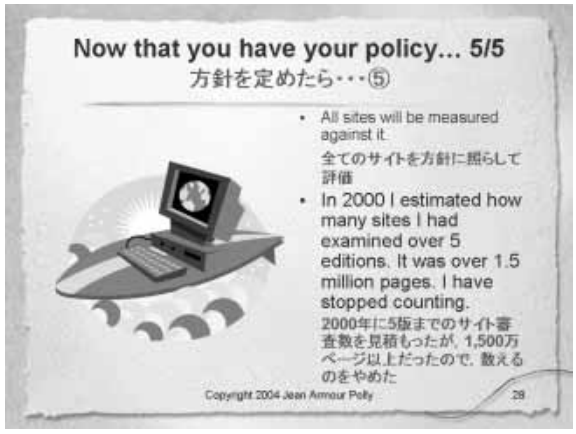
Copyright 2004 Jean Armour Polly 24

24

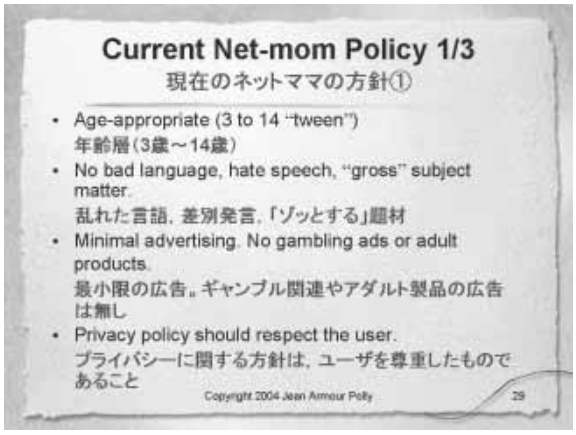
25

26

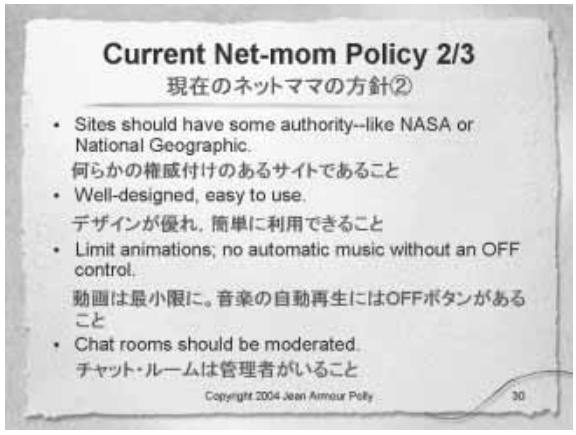
27



28



29



30

Current Net-mom Policy 3/3
現在のネットママの方針③

- Site should be current, not abandoned.
  サイトは更新されていて、放置されていないこと
- Sites should teach me something or excite me with their creativity.
  私自身が何か学ぶことがある、もしくは興味をそそられる創造性のあるサイトであること
- Sites should suggest something for me to do offline.
  - Float/sink; clay
  オフラインで何かするヒントを含むサイトであること
- Sites should have "heart"--a feeling I get -- authenticity--openness--no underlying agenda-- hard to describe!
  「心」を持つサイトであること(「心」の意味はうまく説明できませんが)

Copyright 2004 Jean Armour Polly 31

31

Not Approved 1/5
推奨しないサイト①

- Web-logs "blogs" where kids keep online diaries and strangers comment on the kids' lives, and write to them.
  Web日記である「ブログ」。ここでは、子どもがオンライン上で日記をつけ、その場で他人がコメントを書き込んだり、メールを送ったりする。

Copyright 2004 Jean Armour Polly 32

32

Not Approved 2/5
推奨しないサイト②

- "Am I Hot or Not?"
  - Do you want to lose your self-esteem or not?
    自尊心をなくしたい？
    なくしたくない？
  - Submit photo, people rate it, they can view your description and "meet" you online.
    写真を送ると、他人が写真を評価し、プロフィールをみて、オンライン上で互いに会える

Copyright 2004 Jean Armour Polly 33

33

RateMyTeachers.com
推奨しないサイト③

Copyright 2004 Jean Armour Polly 34

34

Not Approved 4/5
推奨しないサイト④

- SchoolScum.com
- Implicated in Arizona teen's suicide.
  アリゾナで起きた10代の自殺に関与
- Death threats, including a "Columbine-style" mass shooting threat at local high school.
  コロンバイン高校銃乱射事件のような、集団射撃を地元の高校で起こすと脅す脅迫状

Copyright 2004 Jean Armour Polly 35

35

Not Approved 5/5
推奨しないサイト⑤

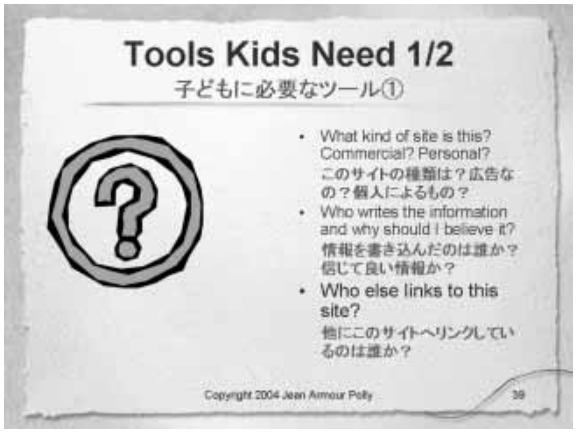
- The new "cut and paste scholarship"
  「カット＆ペースト」に基づく勉強法
- " if it's on the Internet, it's OK to use it and call it yours."
  「インターネット上の文章はすべて自分が書いたものとして使用してOK」

Copyright 2004 Jean Armour Polly 36

36

37

38



39

40

41

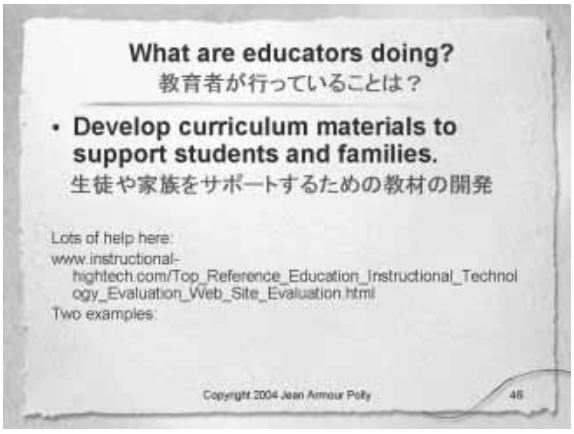
42

Jean Armour Polly's Slides (8)

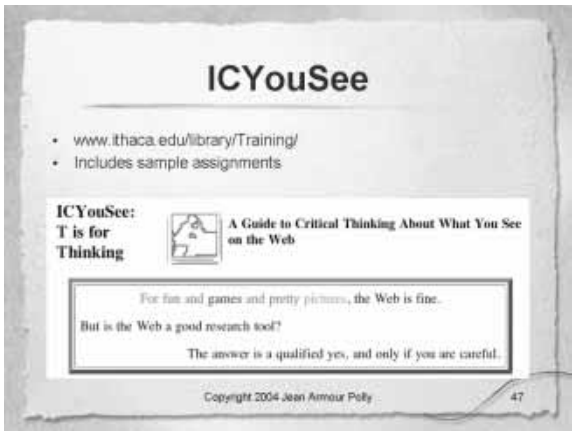
43

44

45



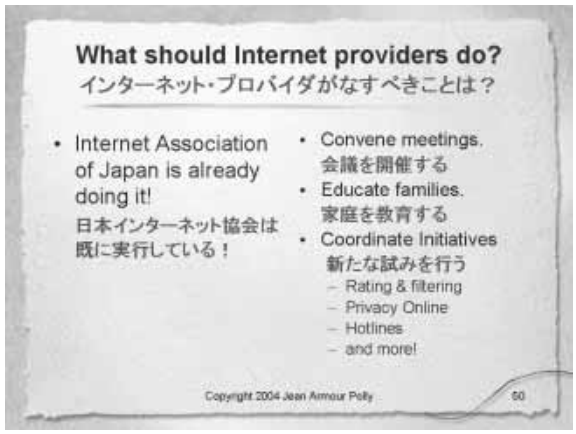
46



47

48

49



50

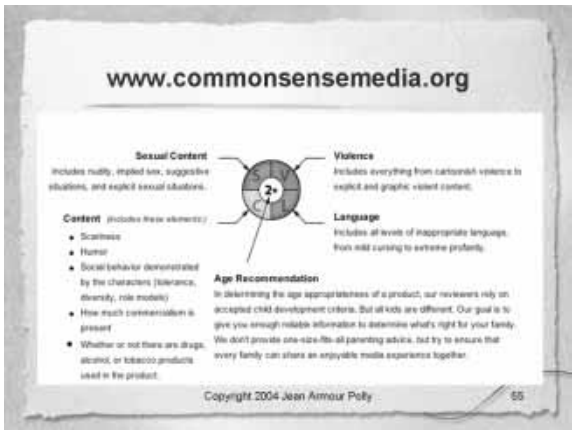
51

52

53

54

Jean Armour Polly's Slides (10)



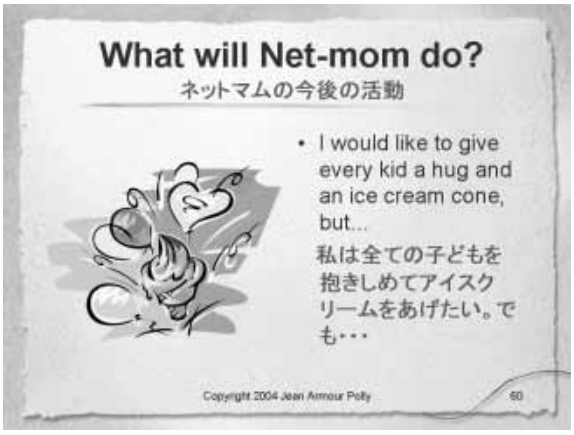
55

56

57

58

59

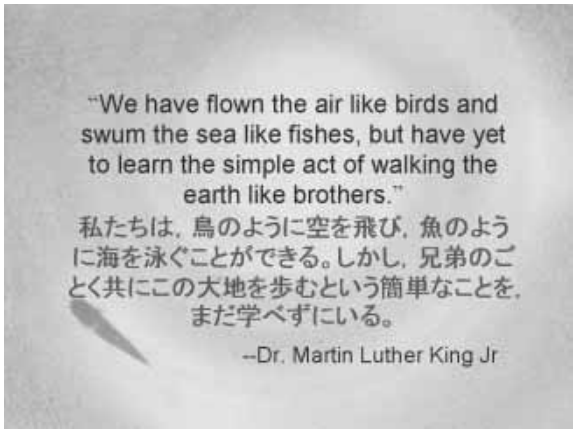


60

Jean Armour Polly's Slides (11)

61

62



63

64

Case Study 2: the UK

The Changing Face of the Net—Challenges and Opportunities for Children

Stephen Carrick-Davies, CEO, Childnet International

Good afternoon. My name is Stephen Carrick-Davies. I am delighted to be here today. I flew in from London yesterday, and I so appreciated your welcome. As Mr. Kokubu said earlier in his opening remarks, Childnet has very much appreciated the relationship which we have had with the Internet Association, Japan in a running a conference together here in Tokyo last March. It is great to be back here again.

I've really came today to tell you a little bit about the work we have done at Childnet, but perhaps more importantly to learn from you. My presentation is called "THE CHANGING FACE OF THE INTERNET". Constant change is here to stay! We need to recognize we are all in this together. We need to share our experiences, but to learn from each other as well. So this is very much a two way process today. Like Jean, I want to commend you for this conference, for taking this issue seriously.

THIS PRESENTATION

Let me ask you a few questions. How many of you here in the audience are teachers? A Few. Most of you have responsibility for children? You are a parent or a carer, is that right? Yes? That is why you are here. Well done. Well done for giving up your afternoon to look at this issue. Your children will benefit today. How many of you access the Internet through your mobile phones? A few. How many of your children access the Internet through their mobile phones? OK, about half and half.

In this presentation today, what I want to do is to give you an introduction to Chilnet's work, and I have really been asked to talk about the opportunities this wonderful medium has for children to create, and some of the challenges in children creating their own web sites . So we will look at some details.

The experiences that I have to bring to share with you is from a program that we run at Childnet—which Jean referred to—called "The Childnet Awards" or "The Childnet Academy." I have also have been asked to talk about the challenges and risks.

[*Explanation about term on Slide*] When I use this expression C&YP, it is "children and young people." We have been asked to look at the risks that are there and Jean has already identified many of them; about predators, about inaccurate content, about where children are vulnerable. There are other ones; we will look at those sensitively. I want to share with you some of the ways that in the UK, we have been very proactive and helping parents to take their responsibility and help children avoid these dangers. We have run educational and awareness campaigns.

[*Reference to slide*] These photographs there are from the children in our awards program. Every time we use photographs in our presentations or in our web sites, we get permission from the children and the permission of their parents. Because of course, once a picture is digitally produced on line, it can go anywhere. It could be morphed. It

could be changed. We need to recognize that. We need to be respecting children's rights.

Intro to Childnet's work

Whenever I start talking about children, I use this picture. This is a friend of mine called Tomison Adeloye. Tomison is from Nigeria and he lives in South London. When I took this photograph of him holding the globe, he said "Why do you want to do that, Stephen?" and I said "I want to illustrate what children have in their hands when they access the Internet." The whole world comes right into their bedroom. The good—the libraries, the museums, the zoos, but also the bad.

There is a powerful metaphor and picture to have in your minds when you think about Children and the Internet. There is another part of this picture in that Tommy is deaf. He tells me "Nobody knows I am deaf on the Internet, Stephen." He uses his fingers. Again, that is another reminder that we don't know who we are talking to while we are talking online. Children need to remember that. With the changes in technology, children are already being able to access the whole world of the Internet on their phones, the Internet has come out of the home, and into their pockets. That is a tremendous challenge for parents and carers who have a responsibility for care and duty of care, to recognize that the children can contact others outside of their home.

Tim Berners-Lee Weaving the Web 1999

Before we talk about the future of the Internet, I want to give you a quote from one of the founders of the Internet, Tim Berners-Lee. In his book called "Weaving the Web" which came out in 1999, he said this:

> The web is more a social creation than a technical one. I designed it for social effect to help people work together and not as a technical toy. The ultimate goal of the web is to support and improve our web like existence in the world. . . . We have to ensure that the society we build with the web is the sort we really intend.

What a tremendous challenge! When there are so many great opportunities to develop new technology products and new ways of communicating, it is very important on a day like this, first to stop and take the temperature and ask "Is this new future technology aiding the way we act as human beings? Is it changing as for the good?" We believe the Internet is neutral. It can be used for good or for bad. It's quite a challenge to go back to somebody like Tim Berners-Lee who started developing some of the technical applications and see how he wanted to improve our societies, not simply develop a technical toy.

Childnet is a charity established in 1995 to "Helping to make the Internet a great place for children."

Childnet is a non profit organization. A lot of my time is spent trying to raise money to run the work we do. We are a small team, and we have a big mission. Our mission is to help make the Internet a great and safe place for children. It sounds almost arrogant to call ourselves "Childnet International." We don't have an operation in Japan. Yet we call

ourselves international because the medium is international, and policy responses have to be international. The way we can share and engage in the Internet, for use in positive ways, is international. And the program we run on the awards has entries this year from 40 different countries worldwide. It is a real privilege to see what children are doing on the Internet in India, in Nigeria, and in South America.

Childnet works in four areas. Firstly we look at the whole subject of accessing quality content and helping to promote positive things children can do. Secondly we run awareness and education programmes. Broadly that can be grouped as "Promoting the positive". That is the area that I have been asked to speak about today. But we have a balanced approach. The third area we are involved in is the Protection issues around children online. For example helping hotlines who, have a duty to report illegal material. Straightening that work. Forthly we work in the whole area of Policy. These 2 last areas can be grouped together under the heading "Responding to the negative."

This balanced approach is ever so important. I am so pleased today to be in this conference, that we have been asked to talk about the positive. So often, I am asked to talk about the negative. And our strategy is that you respond to the negative by promoting the positive, and showcasing children what could be done, and inspiring them. That is why I asked at the start of my talk how many of you are educators. What a wonderful challenge today for you to be picking up on some of these examples and going back into your schools and telling children how they can use the Internet creatively.

JAPAN MOBILES CONFERENCE

Just one reference to this earlier conference we ran with the IAjapan, Mr. Kokubu mentioned before that when we were last here, we ran this first ever conference on looking at mobile Internet. And the reports from that conference are still going out worldwide. In the UK, we sit on the government task force which looks at the way the children can be better protected. The mobile phone industry is now part of that. The UK operators have just issued a Code of Practice[2]. Mr. Kokubu, that is, in part, because the work that we did with you in organizing that conference. So thank you for your leadership and thank you for helping people come together, and challenge industry worldwide. The mobile operators have a very precious window of opportunity to learn from the mistakes in the fixed Internet and be proactive and do more than just their legal requirement but show real social responsibility to help children get the best out of use the Internet when they are on the move.

Changing opportunities for children

What I've been asked to do is to give you some lessons from our awards program. We call the awards program The "DOT HOPE" effect of the Net, as opposed of the DOT.COM effect of the net. We hope that our bubble isn't going to burst as the DOT.COM has. These are some of the young people from last year, who have been producing web sites that made a real difference of the lives of other children.

[2] "UK code of practice for the self-regulation of new forms of content on mobiles", 19 January, 2004, http://www.t-mobilepressoffice.co.uk/company/content-code.pdf

FOUR THEMES

I have grouped the lessons we have learned into the four themes, the way that children are EXPRESSING and sharing their stories through blogs, online diaries but also telling their stories in a wonderful new way through interactive web sites or static websites. I then want to tell you about the way children are beginning to ENGAGE in really exciting social environmental issues, and wanting to change the world. It is so exciting when children are not cynical and they really believe that they can use this wonderful medium to make a difference. I want to encourage you and tell you some of the stories today. Moving on I will share from how many young people now want to create their own ENTERTAINMENT. They are tired of the Disney's, and the FOX's. They want to create their entertainments for their peers. What a wonderful exciting opportunity to bring more diversity to entertainment. And Forthly this is a real challenge for many teachers as many young people are wanting to use their websites to EDUCATE their peers and develop learning tools. I will say something about the challenges to educators but the opportunities are there as well. A writer called Tikkanen says "Technology has simplified our life so much we no longer live simple lives." One of the things I feel the children can bring to us when they show us how they use the Internet is, they often keep their themes and their websites simple. I believe that is one of the reasons why they are so effective at engaging.

In the presentations I give about Childnet and about technology, yes, it's a complicated issue, fascinating technically, and tremendously challenging. But if we are to bring people with us, we need to empower parents to understand the technology and safety issues simply so they can make a difference. We need to keep things simple. Not simplistic.

EXPRESS—"I want to tell my story"

So first of all, how do Children and Young People want to share their stories? There is something universal about telling your story. Everybody has one. I think one of the great task teachers and parents have is is to help their children to tell their story. What make them special? What they love? What they had to overcome? Children relate well to other children. They are motivated to read about other children's experiences. Why? Because as many commentators have noted, this medium is brilliant to being able to showcase of our differences but reinforce our similarities. You can often do that through stories.

My generation, when I grew up, was a "lean back" generation. We "leant back" and let television passively wash over us. Young people are now "leaning forward", engaging, wanting to create, wanting to show. And they want to participate. Few years ago, everyone was talking about the power of the Internet to interact. Children want to do more than just interact. You can interact with a toaster, or a microwave. But they want to participate. They want to learn and really have some communication. The web is a very good resource for allowing those who are excluded to tell their voice, to tell their story.

I think of a young girl in England called Hero Joy Nightingale. Hero suffers from syndrome called "Locked in Syndrome" where she really can't communicate except through as sort of morse code with her mother. She taps, and through careful patience, her mother has written a website with her where she has impacted to the world. Here she is with Kofi Annan. We took her to Sydney to receive her award. She is being able to talk

through a website called “From My Window” to a whole world. Personal stories are very powerful, can challenge and educate.

This is a website here called “Bandaides and Backboards” and which is a website produced by a nurse in America where she allows children who have disabilities or illness to tell their stories. Amazingly powerful! But there are some challenges. Children can be vulnerable. Those of us who are encouraging children to share their stories need to think about what is appropriate. Do they put up their photographs? Do they have their names, their e-mail addresses? It is not a black and white answer. It links to media literacy. It links to a maturity, age of the child. It links to a context of the photograph. Some websites in America have sensationalized children’s experiences of being online and the dangers. I have got grave reservations about that because it is not healthy for the child as they develop, as they mature through the experience. There are tremendous challenges those of us involved media literacy to help children to discern how they would feel when their story can be read by anyone. How they feel about the potential loss of privacy, especially in an interactive environment where somebody could comment on their story in their blog and give them a score out of ten about how they feel the website is. We need to be careful.

But the opportunities are amazing. This is a website produced by three teenagers in Australia called “Matmice.com”. It is one of our winners two years ago. And we brought them to Paris. On Matmice.com, they have allowed nearly 400,000 children worldwide to share their story on a little homepage which uses clipart instead of photographs and a simple web page builder kit. These are teenagers. 400,000. That’s good news. It’s amazing!

ENGAGE—“I want to change the world”

Let me move on to talk about the way the young people are engaging in social issues. Many young people care deeply now about the environment. The net gives young people real opportunity to engage in this issue. Over the last six years, we have been amazed the way young people are wanting to use the web positively. It gives children and young people a real opportunity. It is this DOT HOPE effect to the net as I talked about.

Through different networks like the “iEARNnetworks” and another network called “TakingItGlobal”, and also the Childnet Academy which now has a forum where we can help children to communicate with past winners and mentors. It is wonderful to fertilize this network. It is a powerful instrument of change in the hands of the next generation.

Let me play you a clip from a young person who is called Sarah Bowler and her website is called “Cool Kids For A Cool Climate”. I’ll play the tape here and the translators will communicate what she is saying.

VIDEO CLIP-1

“I’ve been interested in the environment since I was very young. I first set up a project on water pollution and now it is climate change. Through my website it’s an exciting way of getting the message across to young people saying this is a big problem if we ignore it, it won’t go away, it will only get worse.

If you come to the website there are several ways that you can plant trees, the tree calculator is

basically designed to help travellers work out how many trees that they should plant in proportion to the amount of CO_2 emissions and it really brings the issues home.

I think the Internet is brilliant because it is a media that kids can control, they can get their message across and they can choose what is written."

You will be pleased to know that I planted three trees for a tax on my travel to Japan, because I went into the website and I calculated how far I traveled. Lovely little simple example of the way that one child is motivated to allow the people to make a difference.

The challenge is though in helping children to change their world. There is a real challenge that with this new found exposure on online interest, many young authors are catapulted into having to give out advice and support others and even create some sort of help line. They need to be supported by parents and teachers to help to manage this responsibly. Jean told very passionately about the reliability of information. There is one thing for children to say "I want to change the world, I want to put into the web site about the environment" but we have to make sure that the children have the correct information, and are accurate about what they are saying, especially if they are responding, linking, providing for the communication to other children. When you are involved in producing a website like this, you are often expected to be experts far beyond years. With these new technology skills, they need to develop skills in journalism, in media training, answering questions, and producing learning resources. It can really be a stimulus for their developing other skills. The opportunities as I said early, are wanting to strengthen children who are doing this and I have now developed a forum of this where we can answer the questions and provide help. Also we recognize that media can often be very interested in young people using the Internet positively. So when we run our academy, we give them media training. How do they write press releases? How are they interviewed? How can they get more interest in their work?

ENTERTAIN—"I want to have fun online"

Let's move on to the way children are creating their own entertainment resources. Teenagers don't like to be spoken down to or patronized when it comes to styles of websites. We have seen many dot.coms which spend millions on trying to create "cool" environment for young people, only to find that the YP find them boring and turn off. What is great about young people creating their own online environments is the need for authenticity and really genuine. I think children are attracted to something personalized and real. The web has created a level playing field. It's much easier for YP to create very professionally looking websites. The distinction between learning and entertainment is narrowing. This is an exciting opportunity for children. Many YP are at the cutting edge of wanting developing games and developing new ways of expressing and communicating. There are tremendous opportunities to share skills. That is very different from companies that develop games which often keep it to themselves. If you look at some of the forums which is produced about sharing game sites, sharing knowledge, or cheating on game sites, YP are very confident and very positive about sharing their expertise.

Let me show you the example from Andrew Fei:

VIDEO CLIP-2

"Well, I have been drawing since I was five years old, so animation became natural to me. I actually started making animations when I was given FLASH software. I used to create animations as a birthday presents for my parents. I have a collection of over 25 short animated films this can be viewed on the website. In addition to this, I have a section called colouring pages which are colouring exercise for children which they use their mouse to colour in different colour and they are able to print it out. As well as that, I have a collection of animation tutorials which teach children how to animate. Ever since I was young I have wanted to make people laugh. And I think putting something on the web is the best way to get people laughing. I believe that laughter is the best medicine."

Just 17 years old! Creating not only an entertainment resource but also teaching other children about animation, and providing a tutorial, and some examples of how animation works. Lovely example!

But of course there are challenges in this.

Children and YP can often become addicted to creating these fun game sites, and they can miss out on their school work. Sometimes children and YP can be exploited because of their skills and abilities. Whenever we work with children and YP at Childnet, we pay them for their time through vouchers. Or if Andrew who produces content for our new academy sites we paid him on a professional rate. It's very important we respect children's skills and ability and don't use their enthusiasm. Those are challenges for schools as well. How do we nurture those skills and respect them properly. But there are tremendous opportunities here. Learning can be fun and we need to recognize the educational potential of entertainment. With more and more YP are producing various contents in online, we can also make sure there is more variety and diversity on the Internet and that can only be a good thing.

EDUCATE—"I want to help my peers learn"

The last slide in this section is talking about how children are beginning to develop their websites and wanting to help their peers learn.

In the UK, and I suspect here in Japan, millions has gone into schools and we have got wide classrooms with latest broad-bands and made commitment to use ICT (Information Communication Technology). However we are slow to see children and YP produce learning tools for their peers. We have seen that in many parts of the world where you have this peer support whether its in reading schemes or helping children to talk about conflict resolution in their classroom. It can be a tremendous motivator for children, not only to share but learn from their peers, because they feel they have something to say. This international reach is very exciting.

I have got an example here of a young woman from last year's awards program called Heather Lawver who has created an amazing website all around the theme of Harry Potter. But not just looking how wonderful the film is, but helping children to write in the style of J.K.Rolling. Let's listen to Heather:

VIDEO CLIP-3

"I had actually seen how Harry Potter has inspired kids to read. And I took that love of reading and

turned it into a love of writing, and that Harry Potter book, and using that excitement and those phenomena to get kids' into creative writing.

The website is basically a newspaper and now I hire the children to be the columnists. The staff has grown from just myself as an editor, to over a hundred children writing for the website. I have seen join as children enjoy and over the process grow from children to literate adults.

Over the course of 7 years I have had several different illnesses and I have been stuck in the house but through the Internet I have been able to make friends from all corners of the globe and I know that I no longer feel isolated and I can do something worthwhile from my little bedroom. How ever sick I was, I can make a difference."

But there are challenges in children being educators online. As I said earlier, part of the challenges to us as teachers. How do we turn from being a sage on the stage to a guide on a side? How do we recognize children's love of communicating and sharing? But we need to also make sure, as I said earlier, they are creating quality contents and they are being able to sustain that network. Heather Lawver has a tremendous challenge with 150 writers writing for her websites. It's almost a full time job. So there is a balance there that we need to get right. But the opportunities, as you seen from that, can be enormous. They can make a lasting impact.

DOWN TIME!

What I want to do now is just take a short break. Sometime we go to a conference like this. When we just listen, listen and listen. And in the UK, it is very popular sometimes have a little bit of downtime, just to think about what I have said. Think for a moment about any questions you might ask. You mustn't be afraid of silence. Just for one minute. Let just be quiet and think about some of the things I have said. Think about how you feel. Do you agree? Are there other points you want to raise in a minute?

Challenges and risks for children

I'll talk about some of the challenges and risks for children.

Whenever I do that, I start with this cartoon. In this cartoon, the father is saying "What is the biggest Internet danger?" and the children are saying "Oh dad, you'll concentrate on the dangers and forget the benefits." Sometimes that is true. That's why I am glad today to start with talking about the benefits and the wonderful ways children use the Internet.

But there are dangers.

One of the challenge is that adults and children are using the Internet in different ways. Most of us as parents use e-mail and a web work for research, possibly buying a few books on Amazon or booking a holiday. It's a very static type of communicating whereas YP love the interactivity, the participation. They love the chat, the instant messaging, music and games. One of the challenges for us is, do we really know and understand the currency of the net for YP and children. So I asked you the first question how many of your children access the Internet through their mobile phones. Some of you may not really know of its extent. Look at the phone bill. Begin to think about how your children use the Internet. We need to be involved in our children's online activity. We need to

validate their skills. We need to learn from them. That's often hard for us parents.

The second challenge is that there is a difference between where children use the Internet in a protected monitored filtered environment. In the UK, most schools have filtered Internet access. But there is also a challenge with children using the Internet in Internet cafes or mobile phones in libraries and in friend's houses. We need to do more than supervise, we need to help educate, that was what Jean pointed out about, media literacy. Educating the gray matter,the filter between their ears. Helping them to really understand what they could get into when they use the Internet. We need to ensure the children are safe wherever they use the Internet.

Of course we have talked about that there is a challenge between where children use the Internet in fix location, and increasingly, in mobile. In the UK, and I know here in Japan with a dating sites, numbers of children are coming across inappropriate contents and numbers of children are being hurt. One child on the Internet which is hurt is one child too many! We need to take seriously the way this can escalate. We need to be proactive and reviewing the legislative framework and the way police can protect children online. And as the technologies converge, we need to review the safety messages. Childnet talked to the parents to "bring the computer into the family room and not into the bed room so you can have some relationship with the family." Now when the children are using the Internet on their mobile phone this message is out of date. One of the empowering messages I give to the parents is the difference between being net literate and being life literate. I use the expression that you don't know how a combustion car engine works to know that it makes sense to wear seat belts. It's important to recognize that once children have knowledge and can pickup the technology quickly, they don't necessarily have understanding of how to behave in a virtual world. And here, parents and educators have a tremendous role to play, at showing that context of this operation and the contexts how the technology works.

THE DANGERS TO CHILDREN

The dangers to children can be broadly based around the 3 C's of Contents, Contacts, and increasingly, Commercialization. Pornography, racism, inaccurate information and sadly, unwanted contents, the tremendous growth of spam, contact with threatening emails, and predators in chat rooms. In the UK, we almost see one a month of somebody who has been caught actually abusing a child whom he met through the Internet. And increasingly, as Jean said, there is a real invasion of privacy. Many children find it difficult to distinguish between advertising and contents.

With mobile phones, there is another layer. Children are away from supervision. They are always on, and are potentially reachable, and there is a real spontaneity that can come about, because of that. And whilst location based services may be a very good response for parents who want to know where children are, the next generation of games show you are playing with somebody, and you know where that game player is, and just around the corner. How attractive that is for children, to want to go to find that person, and that could be somebody who could hurt them.

I have just got one more minute, so I want to leave it there. What I propose is that in a panel session if there is time I could share from the experience in the UK, about how we

have been proactive in producing leaflets and posters and online roll play games. And producing a websites called chatdanger.com. And turning negative news attention into positive “call for action” to parents. So I want to respect my time and stop there, but hopefully in the panel session later, I hope to be able to share with you some more practical examples of having looked at wonderful potentials of the Internet and the dangers, how we convey that to parents, to teachers, and to make sure all our society are doing what we can to make the Internet a great and safe place for children.

Thank you for your time and I hope through the translation, you heard my vision and my energy, my passion for what children are doing online. Thank you for your time today.

Q&A

Questioner:

During the day, I work for a provider and I work on developing filtering services for the provider. Also at night and on weekends, I am a volunteer to work on answering troubles on the Internet. I answer questions on the Internet for these problems people have on the Internet. On the net site which we started in 1998, about 2 millions hits were made since 1998. So the site has been around since 1998, but after 2001, the nature of questions has changed. What happened in 2001? The cell phone became very popular, so people now have mobile Internet access very easily. The generations of people asking questions are changing to younger people. Children are asking questions through this website since 2001. With this popularity of a cell phone, children are becoming more vulnerable and types of questions are reflecting this vulnerability of children. Many trouble have occurred over money, women and also men, they use the dating sites and get into trouble. I am trying to answer these questions. I have been participating in the Internet Association, Japan’s hotline, because sometimes I cannot fill the answer to the questions I am getting, and I work with some of people through this association so I can continue to help the people.

Now, my question is about the Internet related troubles in UK. You have been active since 1995, what changes you have seen over time for the Internet related incidents? Also as I said, through the great popularity of mobile access on the Internet, things and the type of questions have changed drastically in Japan. Have you been taking any special action to protect children from getting involved in any incidents or problems?

Mr. Carrick-Davis:

Thank you. That is very helpful to understand your work in providing advice since 1998. Well done. You are right; the nature of the questions is changing. Mobile phones make it easier to communicate and you probably get more questions. But also children are accessing more harmful material because they are outside of their home and school.

The question, as I understood, was what changes we have seen in the UK since we have been going a little bit longer. I am pleased to say that on a number of fronts, we have made some significant progresses. First of all, with the hotline, The Internet Watch

Foundation[3] have had more publicity, they have been able to respond to more illegal contents. Some of the content is hosted overseas, therefore it means the international collaboration through an association that Childnet set up called INHOPE—the Internet Hotline Providers in Europe Association[4]. I am pleased to say that members of the Japanese Hotline have attended INHOPE sessions. It's very important. So, hotlines are crucial. We need to make sure that the industry plays their part. Once they receive an evidence of illegal material, they take it down and notify the police. That is fundamentally what is happing in UK and I am pleased to see it is growing.

Secondly, because of the work Childnet is doing and because—sadly the number of cases that are going to court, with real evidence that children are being hurt—the UK government have reviewed the law. And the sexual offences bill has now become the sexual offences act and it's made illegal, the activity of "grooming" which is a special phrase which means the police can prosecute if there is evidence of somebody wanting to strike up a relationship online, leading to sexual intent. Of course you need the evidence. So they can be more proactive and that is to be welcomed.

The third thing is there has been a much stronger recognition from the government and from the industry to play their part in safety education and awareness of the dangers. We need to learn from other industries. In the 60's, if you took the American car manufactures about safety, they did not want to know. It wouldn't sell products. Nobody talked about airbags or safety belts. But now it says, selling proposition, they say "my car is safe." Even Mcdonalds when they sell their coffee they say "Be careful because the coffee is hot." And I think the industry has recognized to take responsibility to say "yes." We provide the roads but we still need road signs saying "slow down" or saying "a dangerous bend is coming up." Educational awareness in the UK has become very proactive. We have cinema advertising, radio advertising, and mass media advertising. And industry has had a part to play. We have worked with others in the Government Home Office Task Force to produce best practice advide to those companies who are providing interactive services aimed at young people. So they should always have reminders "Never meet somebody you met online," "Don't give out your personal details. People online could be lying," "Don't open an attachment because they may contain pornography or spam or commercial material." In the panel session, I'll be talking about the way we communicate that, in a way that is engaging for young people and not inadvertently marketing the dangers.

So lots has been done in UK. But I commend what you are doing here. I think there is a real role for a help line as well as a hotline. Help lines can talk about contexts and social implications whereas a hot line really can only look at the illegal contents.

Ms. Christine:

In the panel discussion I'll be participating. My name is Mari Chiristine. When we go to the UK, newspapers tell about children regarding Internet offences and spare so much converge not only when it is easy to look what has happened on children but what

[3] http://www.iwf.org.uk/

[4] http://www.inhope.org/

happens after that, it is still there in the newspaper. But in the case of Japan, there is just one time coverage. So I ask you how such criminal offences have been resolved. Why the follow ups so happen? These are not covered in Japan. Why the UK have such features to that extent? Why so much space is allocated to cover such things? Why is it possible?

My second question is about the young boy who has the world of the globe. A whole world was in his hand, which is the impression you gave us from that photograph. I believe the English language is a very important tool for the Internet. For the people world wide, unless they can speak in English, the world is not going to be there. That is the kind of impression we get. The language of English. What do you feel about the language? What is your view on language?

Mr. Carrick-Davis:

Can I apologize on behalf of all the English people in the world? We can be so such arrogant. I think on that point, I can't say more except you are right that global medium often uses the lowest common denominator, English, may be. At Childnet, we translate most of our homepages into Spanish, and to French, and to German. There are BabelFish translated programs which are increasingly becoming more sophisticated.

I think the language and the cultural imperialism is a very very important point you raised. I am not the expert on that, but I just want to validate what you said and to recognize that is a challenge. I think when China starts to use the Internet more we are going to have a real clash. In that the majority languages will change and speak another language than English and in America as well.

The other point is about what is fascinating in English culture where we get very concerned about children's rights. Again I am not an expert on this. But I think of a few comments. There is a fascination in England, sadly about anything involving in sex, technology and children. It sells newspapers. And they often sensationalizes and exaggerates dangers. That's a real challenge for us Childnet because we know the people are interested in it but then you get caught up in the band wagon and this frenzy of saying "Oh there's pedophiles everywhere!"

Having said that, there is a very strong historical culture of caring for children and I have been challenged that in Japan, it is very different. You are very free to allow children to be going to school at 6 years old on the train. You treat them as young adults but then when they become adults they revert to be very submissive, very polite and much protected to their next generation. That is a fascinating cultural issue, but I think as our society changes there is more crime in our society and with the family unit breaking down in England and in Japan, we need to ensure that all cherish the right of children who are vulnerable. We need to make sure that we are acting responsibly and the technology is used positively and creativity. And where there is a risk, we take those things seriously. I suspect in Japan, you have a much harder battle with the media to be able to showcase. But I think you could try to find some serious media commentators to write not news but features to look at what could happen in three or four years time to awaken the social consciousness and help parents to see that there is a really very small window of opportunity if we are to make sure the Internet mobile phone access to Internet is used positively and children are kept safe.

I am sorry if my answers aren’t as full as could be, but I am trying to share from my own experience.

Stephen Carrick-Davies' Slides (1)

1

2

3

4

5

6

Stephen Carrick-Davies' Slides (2)

2 Changing opportunities for children
変化する子どものインターネット環境

Lessons learnt from our Childnet Awards Programme 体験や教訓

Rewarding young people who are using the Internet for good – The "DOT HOPE" effect of the Net.

「ドット・ホープ」効果

7

7

FOUR THEMES(4つのテーマ):

***EXPRESSING**.....and sharing stories*
表現する

***ENGAGING**..... and changing the world*
参加する

***ENTERTAINING** .....and having fun*
楽しませる

***EDUCATING**....and helping their peers*
教える

8

8

1) EXPRESS - *"I want to tell my story"*
表現する

✓"Lean back or lean forward? " Participation not just interaction
交流するだけでなく参加する

✓ Gives those who are excluded a powerful voice
声を発することができない人々に声を

✓ Personal stories are very powerful and can challenge and educate
個人のストーリーには，非常に力があり，問題を提起し，啓蒙する

Example: Pauline Yeung

9

9

1) EXPRESS - *"I want to tell my story"*
表現する

CHALLENGE 課題
- ❑ Children can be vulnerable
- ❑ Media literacy – helping C&YP to discern

OPPORTUNITIES 機会
- ❑ Safe environments for C&YP to create and express.

Example: Matmice

10

10

2) ENGAGE *"I want to change the world"*
参加する

✓ Gives C&YP a real opportunity to engage in real issues
子どもに、社会問題に取り組む機会を与える

✓ Links to other like minded C&YP and networks.
子どもに、同じ考えをもつ仲間とのつながりを持たせる

✓ A powerful instrument of change in the hands of the next generation
変化のための強力な道具が，次世代の人々の手の中にある

Example: Sarah Bowler

11

11

2) ENGAGE - *"I want to change the world"*
参加する

CHALLENGE 課題
- ❑ Following through and offline responsibility
- ❑ Reliability of information and "helpline" ?

OPPORTUNITIES 機会
- ❑ Strengthening networks through the Academy forum
- ❑ Working with the media (and not being used by it).

12

12

Stephen Carrick-Davies' Slides (3)

3) ENTERTAIN - *"I want to have fun online"*
楽しませる

- ✓ Level playing field and easier to produce professional looking resources
公平な土俵で，プロなみのリソースを構築しやすい
- ✓ C&YP at the cutting edge of using the new technologies and games
子どもは，新技術とゲームにかけては最先端をいっている
- ✓ Tremendous opportunities to share skills online - crossing boundaries and language
オンライン技術を交換し合う機会は豊富－国境を越え言語の壁を越える

Example: Andrew Fei

13

13

3) ENTERTAIN - *"I want to have fun online"*
楽しませる

CHALLENGE 課題
- ❑ C&YP becoming addicted and missing out on school work.
- ❑ C&YP being exploited because of their skills and abilities

OPPORTUNITIES 機会
- ❑ Learning can be fun!
- ❑ Recognise the educational potential of entertainment.

14

14

4) EDUCATE - *"I want to help my peers learn"*
教える

- ✓ C&YP can be the best teachers
こどもは，最高の教師になり得る
- ✓ Brilliant motivators for other children
他の子どものやる気の源となる
- ✓ Opportunities to help those excluded or without access to good peer support.
インターネット接続ができない，仲間によるサポートのない人々を支援

Example: Heather Lawver

15

15

4) EDUCATE - *"I want to help my peers learn"*
教える

CHALLENGE 課題
- ❑ Threat to teachers – how do they turn from "Sage on the stage" to "guide on the side" ?
- ❑ Quality Assurance and sustaining network

OPPORTUNITIES 機会
- ❑ C&YP can change make lasting impact

Example: Bullying.org

16

16

17

3 Changing challenges and risks for children
変化する子どもの課題と危険

18

18

Stephen Carrick-Davies' Slides (4)

THE DANGERS TO CHILDREN
子どもに迫る危険

Content コンテンツ
- Pornography ポルノ
- Racism 人種差別
- Inaccurate information 不正確な情報

Contact コンタクト
- Threatening e-mail 有害なメール
- Strangers in chat rooms チャットルームでの不審人物

Commerce コマース
- Invasion of privacy プライバシー侵害
- Blur between advertising & content 広告とコンテンツの違いがあいまい

Away from supervision

Always on and potentially reachable

Access to Location Based Services

19

19

MOBILE OPERATOR'S CODE OF CONDUCT (Draft)

Independent classification framework for new commercial content
Will it cover "contact" services (CHAT ?)

Parental Controls
Communality of language and user interface (work together)

Combating malicious communications
Bullying, SPAM, barring tools ?

Combating illegal content
We commend attention they are giving to this issue (IWF)

Awareness and greater advice on products
Targeted at audience using different channels (inc on the mobile)

20

20

Content コンテンツ

INACCURATE CONTENT
情報が不正確なコンテンツ

- Spoof sites なりすましサイト
- URL mimickers eg 紛らわしいボルノ誘導ドメイン www.microdoft.com
- Historical revisionist material 歴史修正主義者によるコンテンツ
- Inaccurate health information 不正確な健康情報

21

21

Contact コンタクト

Interactive services online
対話型オンライン・サービス

- Chat – IRC & web based チャット:IRCとウェッブ・ベース
- Instant messaging – portals & ICQ インスタント・メッセージ: ポータルとICQ
- Games – MOO, MUD, MUSH etc ゲーム
- Cyber sex サイバー・セックス
- Mobile chat/games モバイル・チャット/ゲーム

22

22

ONE FAMILY'S STORY..
ある家族の話

"My daughter was contacted starting in February this year by a pedophile whilst using a chat room. He quickly moved to e-mail and shortly afterwards sent her pornography, purporting to be pictures of himself. My daughter was just 12 at this time.

After grooming her for some weeks, he made telephone contact and eventually persuaded her to miss school and meet him.

In total, he met her five times and took her back to his flat where she was sexually abused...

... I have worked in the computer industry for 18 years, latterly with the Internet, and had no idea what went on in these chat rooms. Surely there is some regulatory body that can make the ISPs monitor at least the teenage chat rooms to make sure kids aren't in danger.... Perhaps you can offer some guidance?"

June 2000 23

23

CHILDNET'S RESPONSE
チャイルドネットの対応方法

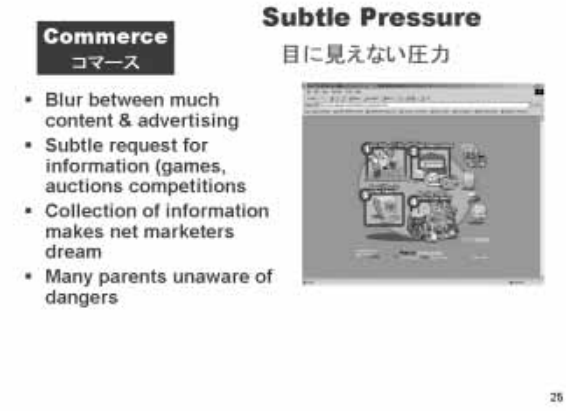
- Aimed at chat users and parents
- Over 3,000 questions
- Cartoons and a chat safety banner in open source html
- Simple non-technical language for parents
- Updating shortly

www.chatdanger.com

24

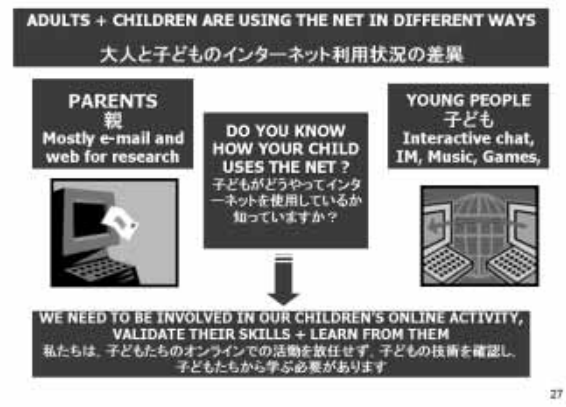
24

Stephen Carrick-Davies' Slides (5)



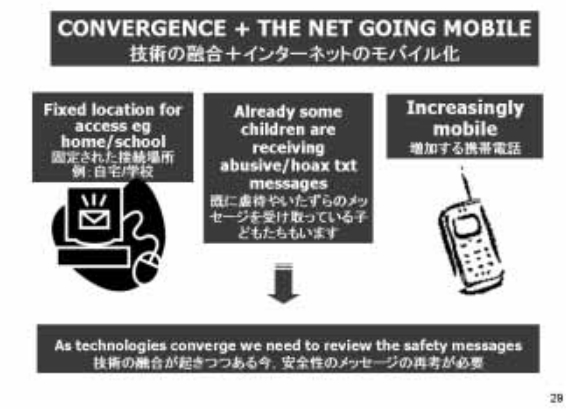
25

26



27

28

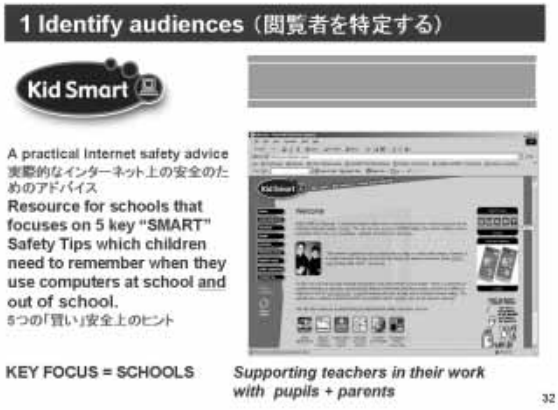


29

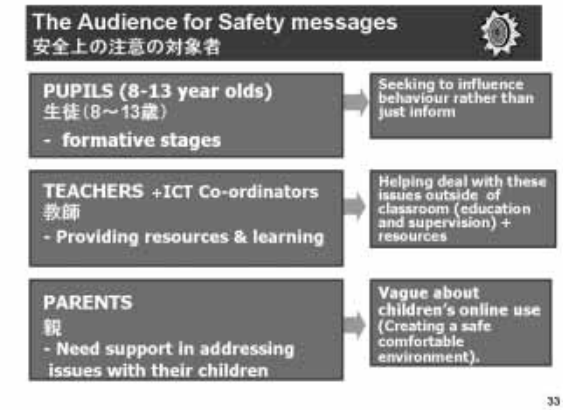
30

Stephen Carrick-Davies' Slides (6)

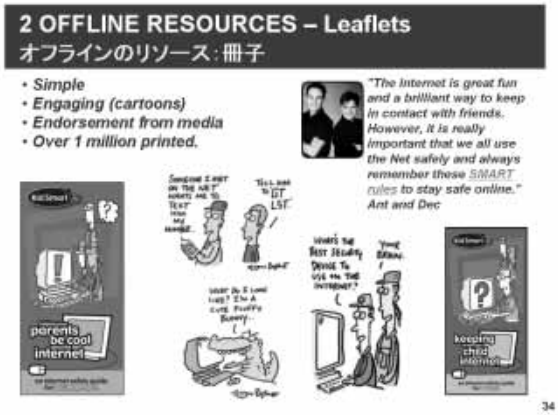
31



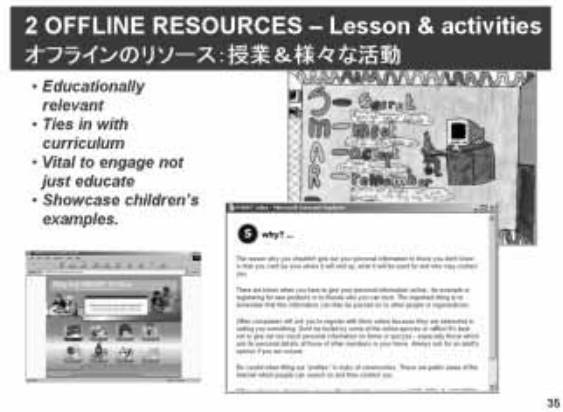
32



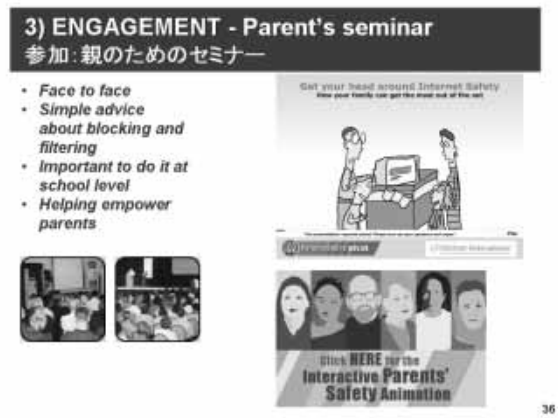
33



34

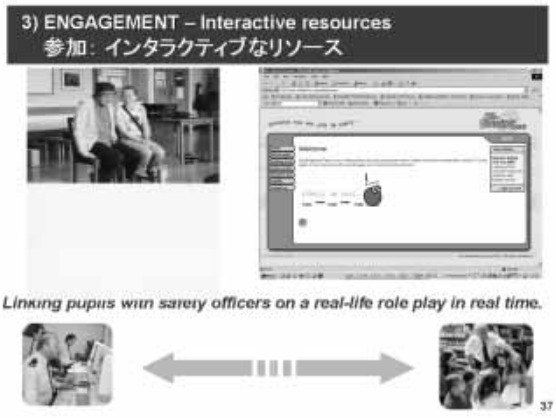


35

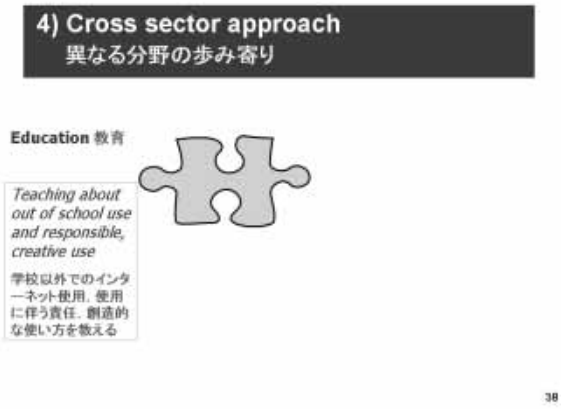


36

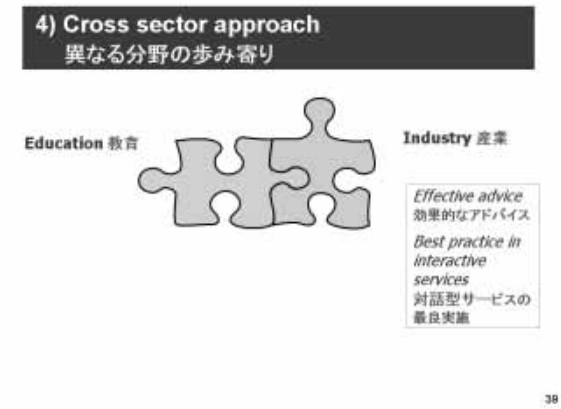
Stephen Carrick-Davies' Slides (7)



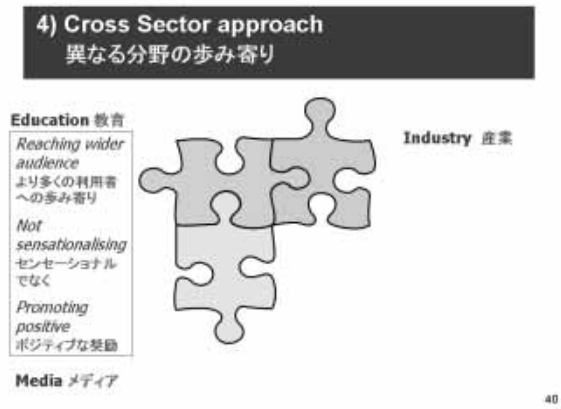
37



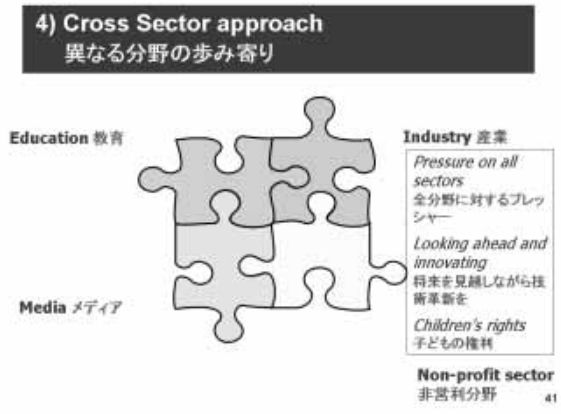
38



39



40



41

42

Stephen Carrick-Davies' Slides (8)

43

Panel Discussion

How We Can Create a Safe and Fun Internet Environment for Children

COORDINATOR

Dr. Kanji Akahori

Professor of Graduate School of Decision Science and Technology,
Tokyo Institute of Technology

This is the second part of this children and Internet forum. Now, I would like to start the discussion on "How to Create a Fun and Safe Internet Environment for Children". In order to have a good constructive and interactive discussion with as many people as possible, we will be providing as many opportunities as we can to the panelists and to the audience as well. Please refer to this handbook for information regarding the panelists. I will only introduce the names of the panelists. Mrs. Polly and Mr. Carrick-Davis have already given their presentation. Welcome, Ms. Mari Christine, very nice to see you. Next to her is Mr. Takashi Fujita, who is an auditor of the National Congress of Parents and Teachers Association of Japan. Then there is Mr. Akio Kokubu, the Vice President of Internet Association, Japan (IAjapan). He has given the opening speech for this program. Finally, myself. My name is Kanji Akahori, professor of the Graduate School of Decision Science and Technology of the Tokyo Institute of Technology. I will be acting as moderator for this panel discussion.

The purpose of this panel discussion has been stated already by Mr. Kokubu and I believe everybody is aware, so I will not go into details now. I was very much interested in Mr. Carrick- Davis's presentation and I had a few questions I wanted to ask him then. However, there were many questions from the floor, so after having Mr. Carrick-Davis present any additions or slides he might have during this discussion session, I would like to have some discussion on the subject.

First, we will have some words from our panelists. Within the allocated 15 minutes, each panelist may use about 10 minutes for their presentation and then we will invite questions from the floor and from the panelists in the remaining 3 to 5 minutes. The first presenter is Mr. Fujita, a board director of the National Congress of Parents and Teachers Association of Japan. This Association has conducted a nation-wide survey, and from the results of this survey, Mr. Fujita will talk about an awareness gap between parents and children regarding the Internet. Ms. Mari Christine's presentation will follow Mr. Fujita's presentation.

Takeshi Fujita

Auditor of the National Congress of Parents and Teachers Association of Japan

My name is Takeshi Fujita, and I am Auditor of the National Congress of Parents and Teachers Association of Japan. I would like to talk about the status of our Association

regarding the issue of the Internet.

The National Congress of Parents and Teachers Association of Japan perform annual surveys targeting PTA members and children. The survey considers the awareness of Japanese children regarding TV and other forms of media. In a past, there were a number of TV programs, which provoked much concern among parents, leading us to urge TV broadcasting stations to regulate themselves. We also cooperated with the National Association of Commercial Broadcasters in Japan, to have consumer finance companies avoid broadcasting advertisements during the evening prime time when children watch TV programs the most. These are some of the results of our efforts. We are very much proud of our participation and our efforts as parents in this regard.

Based on these backgrounds, over the past few years, we have had opportunities to exchange views and ideas with the National Association of Commercial Broadcasters in Japan. They are very cooperative in conducting the awareness survey. With their efforts and cooperation, we were able to conduct this nation-wide survey. The data I will be showing you is from the survey.

Here is the outline of the survey.

The survey is about the Internet. Questions regarding the status of Internet connectivity at home were asked. We are now entering the broadband era, and the survey results clearly reflect the change in network environment which has evolved rapidly over the last few years. The numbers of respondents who have house hold connectivity to the Internet has increased from 57.9% in 2001 to 77.1% in 2003. The number of respondents who have no Internet connectivity at home or who have no PCs at home has reduced to almost 20%. Close to four fifths of the house-holds have personal computers with Internet connectivity.

The next question shows the status of Internet connectivity and the awareness gap between parents and children. Nearly 80% of parents say they “understand the Internet very well” or “fairly well.” However, we have to be aware that 25% of parents do not know much about the Internet while children’s knowledge of the Internet has advanced increasingly. They are not sure to what extent their children know about the Internet. This is a very risky situation. Mr. Carrick-Davis mentioned that almost 100% of public schools in the UK have Internet connectivity. The situation is same in Japan, too. According to the information on the web page of the Ministry of Education, Culture, Sports, Science and Technology, 99.4% of elementary schools and 99.8% of junior high schools have PCs and Internet connectivity, which is quite close to 100%. This is due to the special millennium budget allocated by the Ministry of Education, Culture, Sports, Science and Technology. We very much appreciate the government’s understanding and their effort. However, despite these facts, parents’ awareness and level of understanding of the Internet is still low. Some 25% of parents do not understand the Internet, or they have only heard of the word. This should be regarded as a warning.

The next question was about how parents understand children’s use of the Internet. Parents think their children use the Internet because they want to get information necessary for their daily life, for studying, for hobbies and entertainment. This may only be reflecting parent’s wishes. They just wish their children are using the Internet for studying or learning, but the reality may not be so.

As for the awareness that the Internet provides access to sexually explicit sites or the pornographic sites, 70% or more parents say they "know but have never seen" such sites. This may indicate that the awareness of parents is still low.

Regarding dating sites, the next question was whether parents thought their children had experience of accessing dating sites or not. 91.1% of parents thought their children had never accessed dating sites, however once again, this may have been parents' wishful thinking, because there are so many issues regarding dating sites. The Japanese government has established a new law that regulates dating sites ("Law concerning the Prohibition of the Act of Enticing Children using Internet Dating Services and Other Matters") because an increasing number of children have been involved in crimes related to dating sites. The PTA association has established a special committee concerning children's environment of which I am a member. Last year, the committee made a special request to the three major mobile phone operators, NTT DoCoMo, AU by KDDI and J-phone (now, Vodafone), to regulate themselves.

Another question was about how parents think of children browsing sexually explicit sites. Naturally, parents do not want their children to view or access such sites. However, I do not know how I should interpret the survey result that 14% of parents answered, "it may not be a problem." This figure may imply that one sixth of the parents do not think it is a problem that their children can access sexually explicit images. This is a very risky situation considering that children who have fallen victim to crimes related to dating sites were abused by predators who were actually adults around the same age as those children's parents.

As for the question of whether they agree of their children using dating sites or not, I suppose there is no need for explanation. Most parents (93%) think their children should not use dating sites.

As for the question of whether or not parents are aware of the existence of filtering software, as mentioned by Mr. Carrick-Davis, the problem is whether PCs which children use to access the Internet are filtered or not. At school, teachers are taking some care of PCs and are installing filtering software, but it is still not sufficient. Seventy percent of parents are not aware of the existence of filtering software. Therefore, you can understand how risky the current situation is. Regarding the filtering software, I am sure Mr. Kokubu will elaborate on that subject later in his presentation.

A petition that we sent to NTT DoCoMo on March 6, 2003 is shown in the last slide. We are having a continued discussion regarding parents' actions towards children's use of mobile phones this year in the special committee concerning children's environment, based on the reality that mobile phones have become a necessity for children now and we cannot deprive them of it. This concludes my presentation. Thank you very much.

Dr. Akahori:

Are there any questions from the panelists? If you have any questions, comments, or confirmations, please raise your hand.

There seems to be no questions but I have a question. The other day, I attended a forum where Professor Sasaki of International Christian University (ICU) reviewed some statistical figures of high school children accessing dating sites. I recall that around 20%

to 30% of high school girls and boys have accessed dating sites. Among those 20% to 30%, 40% to 50% of the children have actually met with the person they came to know through access to the dating sites. According to the PTA survey, however, more than 90% of the parents believe their children have never used dating sites. I was surprised to see the huge gap between the parents' awareness and the actual behavior of children.

Mr. Fujita mentioned that the PTA has raised a request to NTT DoCoMo to ban children from owning mobile phones. On the other hand, I think many parents want to have their children carry mobile phones. What do you think about this?

Mr Fujita:

We did not submit the petition with the intention of having NTT DoCoMo and other mobile operators ban children from owning mobile phones. Our request was to have them regulate themselves not to make mobile phones with functions that enable easy access to harmful sites. Our request has not been implemented yet. It might be very difficult for them to do so because they are a commercial entity after all.

Dr. Akahori:

I understand. Thank you very much. We will allocate some time for questions from the floor later. The second presenter is Ms. Christine, a very well known person in Japan.

Mari Christine

Representative, Asian Women & Children's Network and
Habitat Ambassador to the United Nations

Today, I will speak as a representative of the Asian Women & Children's Network (AWC). AWC was established in 1996. We offer educational support to children of mountain tribes in Thailand. Every year, we receive donations from companies to build schools in the area. We have already built six schools in the northern area of Thailand, where more than 2,500 children attend school. A seventh school will be up soon.

The reason we are doing this activity stems from the fact that after the bubble burst, when Thailand suffered economic downturns, many children were sold. To prevent children from being sold for money, we thought we had to do something to help them. We thought the way to solve the problem was to help children acquire skills and receive education so that they could be employed in the future. This is how we got started. After we started, we learned that many children of the minorities or ethnic groups in Thailand and other parts of Asia were exploited commercially and sexually. In addition, these children's pictures were available on the Internet as child pornography. This is how we got more and more involved in this activity.

In Japan at that time, there were no laws against child pornography. So, along with UNICEF, ECPAT/STOP-Japan, which is another organization in Japan to help prevent child prostitution, we have been involved in many activities, especially, focusing on supporting foreigner-communities in Japan. There is a Christian church in Tokyo called "Franciscan Chapel Center" and a person who attended the church had two children who

worked as models in Japan. One day, the parents were condemned that they were abusing their own children by allowing pornographic pictures of their children to be published on the Internet. The shocked parents checked the site and found out that pictures of their children's faces were attached to pictures of other children's body and were sold on a pornographic site. Franciscan Chapel Center has a group that supports children. The group took action to protect the children from the abuse. We also became aware of the need to do something on the legislative side in order to establish laws that could be enforced on adults who are involved with child prostitution. We went on to lobbying and encouraging legislators to establish such laws.

After the legislative bill was submitted to the Diet, 5,000 faxes and letters were sent to the legislators not only from our organization but also from foreigner communities asking the earliest deliberation of the bill. Then, the legislative traffic jam began to move. I think that at least we made some difference through this activity. Such efforts have led us to work on issues regarding commercial sexual exploitation of children. As Mr. Kokubu mentioned earlier, we held a workshop on "compensated dating" as part of a program at the "Second World Congress against the Commercial Sexual Exploitation of Children" held in Yokohama in the year 2001. There is no difference between "compensated dating" and child prostitution. It may seem that the act of parents selling children to live another day in developing countries and the act of children selling themselves for money to buy brand-name products in advanced countries are the same, but the consequences are the same; both are child exploitation. Both deprive children of self-esteem and values they see in themselves and both inflict emotional pain. Before the workshop, to find out what was really happening in Japan, we conducted a questionnaire survey against 2,230 people consisting of students in the eighth grade and in high school junior and their parents in Yokohama. Some questions were about the Internet, dating sites and mobile phones. One question was "Do you use the Internet through a mobile phone?" 92% of children and 52% of parents answered "yes." I think this situation is very similar to the results of the PTA's survey mentioned by Mr. Fujita. As for the monthly charges of mobile phones, most parents paid either up to 5,000 yen or up to 10,000 yen per month while the second largest number of children paid up to 20,000 yen per month showing that they use mobile phones and emails more than their parents. There was another question for children. "Where do you get information on sex?" Most answered the source was from magazines, followed by friends, TV, books, and 7.9% of children got information from the Internet. 7.9% was also the portion of children who got information from their own parents. This really scared me since it somewhat means that parents are on the same level as the Internet. In many western countries, sex education would start at home and in the family, and the fact that home and the Internet were on the same level in Japan does not seem right.

The guests from overseas may not be aware of a rather special phenomenon called "One ring phone scam", where you get a single ring on your mobile phone and when you call back to the number left, you automatically get connected to certain dating sites or hear obscene words and will later be billed a large sum. We do not seem to hear much about it recently, but activity has gone underground, and they still exist. I am very sorry about it.

As Mr. Carrick-Davis mentioned, other than using personal computers to connect to the Internet and play, children are using Internet capable gaming consoles to connect to the Internet on their own where their parents are not looking. The fact that parents do not know what their children are doing poses a very serious problem.

While the keynote speakers have shown us many ways to use the Internet positively, I think parents' media literacy would have a very large impact on whether children would be able to make the most out of the Internet or end up with a problem. As for myself, I have been using the Internet for quite sometime since before the Internet became this popular. I learned a lot about the Internet from my father who had been using the Internet from the very early days. For example, I learned that there is a Cookies folder and a Temporary Internet Files folder in Windows and that I should check the amount and types of information I had received, and throw away irrelevant ones each time. As for the Temporary Internet Files, I learned that it is important to check and make sure there is nothing suspicious there, and while it is not exactly like looking over a child's shoulder, since you can find out which websites your children have visited, if you find out that your children have visited harmful sites, I think it is our duty as parents to advise children of the danger and how to act accordingly. Children are our sweet treasures and for them to live safely, we teach them how to protect themselves from traffic accidents and how to take care of their health. The same thing is true with their sex life. Parents should teach children to respect themselves, their self-esteem, and should teach them what to do when they are threatened by predators. Conversation on such topics within the family is important. Similarly, while the earlier presentations by the previous speakers noted the wonderful advantages of the Internet where you can speak out to the world from your private space, there is also a chance that somebody would intrude into your private space. So, I believe it is important to teach children how to protect themselves in such cases. Consequently, it would be important for us adults to acquire the right knowledge first and be prepared to educate children properly. Thank you very much.

Dr. Akahori:

Thank you very much. Some of the information you shared with us are quite shocking indeed. Ms. Christine, what motivated you to get involved in these activities regarding Asian women and children?

Ms Christine:

We had a group of five women who went to Thailand together with other volunteers. We learned that many children there were not able to go to school. When we came back to Japan, we thought if we could build schools in Thailand, more children could go to school and parents would not have to sell their own children. So we started to organize bazaars. While we collected donation for school buildings, we had some opportunity to talk to the people from a company and they offered to support us financially. Mr. Fujita mentioned about a petition the PTA submitted to NTT DoCoMo. I too, had the same thoughts and have asked NTT DoCoMo the same things as the PTA. The company explained that they were a company selling "communication services" and the ways their services are used are handled by many other companies and they do not have a feature to

stop services partially. NTT DoCoMo can only request the other companies to avoid becoming engaged with illegal use and cannot enforce them to accept their request. So thinking the other way around, if we create a company that would not allow illegal use at all, I am sure people in the National Congress of Parents and Teachers Association of Japan would be very interested, and it may be quite profitable. I wish such things would be considered realistically.

Dr. Akahori:

Thank you very much. We would like to continue this discussion later in a discussion session. Mr. Fujita and Ms. Christine have presented negative aspects of the Internet. Mrs. Polly and Mr. Carrick-Davies have given us their presentation earlier. Now, once again, I would like to ask Mrs. Polly and Mr. Carrick-Davies for additional comments although time is limited. Would you like to add any comments or remarks Mrs. Polly?

Jean Armour Polly

Net-Mom®

The only thing I wanted to say was that Mr. Fujita's presentation was quite interesting to me. You are not alone. In the United States, surveys have shown the same thing. That parents are blissfully ignorant about what their kids are really doing on the Internet. Everybody thinks that they are on there looking for homework help, but in reality, the very popular applications, or "killer applications," as we say, are chat, instant message, blogs, and things like that. And Mari, I think your work is fascinating and really worthwhile and wonderful.

I would like to demonstrate my website www.netmom.com. Different parts of my website offer different things. I have a section on "Net-mom's Nice Sites," which are sites I approved. We will be adding a lot more to this area. Right now there are sites on music, sites for pre-schoolers, math sites, and things like that. I also have articles and reviews where I have reviewed different commercial web sites, which are not necessarily net-mom approved. I talk a lot in there about how commercial sites are really exploiting children. I also talk about how some sites could improve, for example, the Harry Potter.com site is wonderful but their chat rooms are not moderated at all, so there is a lot of rough language in there. I also offer various timely articles. Here is one on "Internet-savvy Parenting-Three Quick New Year's Resolutions." I have lists of sites on "MARS," for example, and other current interests, those sorts of things. There is also a section there called "ASK NET-MOM." I do get a lot of questions, all the time, from parents, about how to help their kids on the Internet and how to learn more about the Internet. I think Stephen gets a lot of questions like that, too. I am giving people a chance to write to me. This is the new website and I encourage you to take a look at it.

I want to explain why I am carrying around a stuffed Moose. This is not my stuffed Moose. This Moose is owned by a teacher near Vancouver, Canada. The reason I bring this up at all is that many of the wonderful things on the Internet don't even happen on the Internet. How this works is, the teacher has a number of stuffed animals that she

sends to other classrooms around the world. And the animal arrives just like this, with a little backpack, full of information about Canada, some local currency, post cards of the area, all sorts of information, and a diary. Then each child in the classroom takes the animal home, and writes in his diary. Like: what we watched on TV, what books we read, what did we have for dinner, etc. and then the moose goes on to the next child in the class. After everyone has had a turn, the animal gets put back into the backpack with the diary, with post cards from the host classroom, with local trinkets and coins, and it is mailed back to the originating classroom. All the while, the Moose's home classroom has been enjoying a visit from another animal, sent from the exchange school. The teacher has had stuffed toy lions come from South Africa, and Kangaroos come from Australia. This Moose's name is "Monty Moose." He has been to Australia twice and he has been all around the world. I asked the teacher if he ever had been to Japan. She said "No" and so she mailed him to me to bring on this trip. So what I have been doing is taking him around, taking photographs of him at various Japanese sites. This will all be shared with the second grade class back in Canada, and he will appear on the Internet later for other classrooms. The site is www.montymoose.com. So, this is an example of classroom to classroom collaboration, and it doesn't really occur on the Internet except for the matching up of the classrooms. I just wanted to mention this possibility with the Internet as well.

Dr. Akahori:

That was very interesting. Thank you very much. Due to time concern, I want to ask you only one question about this stuffed animal. What kinds of changes happened to the children when they actually received the animal doll and passed it around?

Mrs. Polly:

I think it makes a real difference because you are able to connect with something real and tangible rather than just reading about it in a book or something. You are able to realize there is another classroom out there with similar children, writing to you in their own language and in their own words and sharing their excitement about their country and their city.

Dr. Akahori:

Thank you. The virtual and the real world, and as Ms. Christine mentioned earlier, self-esteem, self-values and communication, those are all related topics. I think I want to address that issue once again afterwards. Thank you very much.

Next, I would like to ask Mr. Carrick-Davis to give us some additional comments. Mr. Carrick-Davies, please continue your presentation.

Stephen Carrick-Davies

CEO, Childnet International

In my presentation earlier, I shared with you about the wonderful things children can do online. At the end of this presentation, I started to look at dangers, which I categorized as

these “3Cs”. The first C is “Content.” Sadly, YP are receiving inaccurate information on websites and unwanted content, — sometimes illegal contents and racist material. The second C is “Contact” That is the greatest dangers for children. Through the Internet, they can come in contact with people who may seek to harm them. Thirdly, the last C is for “Commercialism” where children are being bombarded by spam, by scams, by unwanted content, and by loss of privacy. It is very helpful when we describe the dangers to children on the Internet that we are clear so that parents can they take action.

EFFECTIVE AWARENESS

In the last part of the presentation which I did not have time to complete I was going to share from our experiences of running effective awareness campaigns.

When you start an awareness campaign it’s ever so important to identify the different audiences you are reaching. Ms. Christine, you talked about the work you have done with students. I think you talked with 230 students, talking to them about their experience of dating sites and using mobile Internet to access dating sites. This is very important — once you have audiences, it is very important to really listen to them and to identify how they can communicate to their peers and how they can be part of the solution.

The second area you need to consider when developing an awareness campaign is the need to communicate offline as well as online. If we are trying to reach parents and we just produce an amazing website about safes and dangers. It may not be affective. We need to produce resources that are engaging. Offline resources are important because they can reach parents in doctor surgeries, in the newspapers, in railway stations etc. The survey we just heard about where only 52% of parents use the mobile Internet and 48% of parents do not use the Internet shows my point. These parents need to find the information about these dangers and it would be ineffective just to help them online — they need offline resources, I will show you some of the resources we have done for parents and YP and I have included some examples outside on the table. We have printed over 1 million of the Kidsmart leaflets now in the UK and they have gone now very well.

The third principle is that the awareness campaign must be engaging — you must not just “talk the talk.” It is very easy to say, “We got to do something. Let’s get information out.” But people get bombarded by information - both online and offline. Especially for YP, it needs to be relevant. It needs to be engaging. It needs to be timely. By which I mean it needs to be read when they are really about to do something. It needs to be on the mobile phone as you open it up, a message saying, “Remember not everyone you talk to is honest” or “Remember people lie online” or “Remember not to give out your personal information.”

The Fourth principle about effective awareness is that it needs to involve all sectors. That is why I am thrilled today that you have representations from industry from child welfare, and from law enforcement. I will share with you a little bit about what we have done in the UK with the government taking a lead and bringing sectors together.

Identify audiences

When it comes to the safety awareness message for young people, we have used an acronym of “SMART,” which tries to put the safety messages over in positive way. If you

say to child “NEVER, NEVER, NEVER, NEVER”, what are they more likely to do? Do it! That is why banned pop records get No. 1! You have to communicate the dangers in a positive way. So in this SMART message we talk about accepting e-mails or opening files may be dangerous. It is not patronizing. It is saying you can be smarter online. The messages go around there (*on the screen*) and this banner can be loaded from our website and used on other sites.

We produce the Kidsmart website resource around these 5 messages and got endorsement from popular journalists, popular well-known personalities which would be appealing to our audiences of parents, teachers and pupils. If you are talking to children, you need to communicate in a way they are used to it.

The Audience for Safety messages

At the moment our awareness campaign is targeted at 8 to 13 years old. Because we presume that at this stage children are forming their habits and you have greatest impact that being able to influence them in that stage.

That is the point. You have a chance to influence their behavior that is just forming. I would encourage you as you begin to develop awareness programs in Japan, that you start with young age, to start to reach 7 or 8 year olds when children are just beginning to use the Internet.

The second audience is Teachers. Many teachers are not using the interactive elements of the Internet. They have a very little experience of using chat rooms. There is a difference between education and supervision. Sometimes if you take the parallel, smoking, in the old days in our society many years ago, they said we don’t teach children about smoking and health in our school because we have a non smoking policy. That is not good enough. Again, they may say we don’t have these interactive internet applications in our school. However, this is a growing concerning in our society, so schools need to be talking about life skills and issues, which the Internet brings up. So, it is more than a supervision issue than an education issue.

Finally, Parents. Parents need support and addressing these issues with their children. I was challenged that you have a challenge about sex education here in Japan. And that is not such a taboo in the UK. In fact, we are very proactive in that area because we have the worst teenage pregnancy rate in Europe. But many parents are vague about children’s online use. We run parents’ seminar. We say just parents only, don’t bring children because it is really your time and that is important. There are a lot of resources we produce as a Childnet which you could replicate here, or you could use over here to provide seminars. I encourage the National Parents and Teachers Association to think of conducting a road show around Internet safety. If there are parents with questions about new technology encourage them into school and teach them about what children are doing when they are online.

OFFLINE RESOURCES

Offline resources are very important. We use cartoons not to trivialize the subject matter but to help children see things in a humorous way.

The leaflets need to be simple and we have one for children called “helping your

parents be cool about the internet" and one for parents saying "keeping up with your children on the internet." You need to be provocative with the titles and really help them to see that it is not intimidating subjects but it is something they can get grasp. With teachers, there are important ways, you can make this subject matter very engaging, encouraging children to help that their peers through poster competitions or through interactive modules. If you go on the "Kids Smart" site, this module is interactive in Flash. It is vital to integrate into the curriculum, because the Internet covers so many areas.

This is the parents' seminar and if you go on to the "Kid's Smart" site, these are interactive elements with actual sound. There are resources you could use. We also use drama and also this online roll play program where children can actually talk to real life experts in a chat room at a real time.

In concluding — if you are involved in an awareness education, learn from the examples overseas. In America with the "GetNetWise" program, in Canada, and in the UK. I will be delighted if there is anyway the Childnet could help you, reproduce some of the awareness resources we produced in England. Thank you.

Dr. Akahori:

Thank you very much. I am sure the panelists have some questions for Stephen and Jean.

Ms. Christine:

The PTA is a voluntary based organization where parents participate. Volunteering has become a kind of a pet phrase recently here in Japan and is often used in a various situation. I wanted to know where concepts such as social contributions as part of a life style, or teaching children skills of life as a duty of parents, have stemmed from in the British people.

Mr. Carrick-Davis:

It is a hard question. I am not a sociologist. I think it is because we have seen children hurt in the UK, I think there is a number of cases where children have been very badly abused. Parents still believe that it is their right to protect children and to have strong moral sense of duty but there can be a danger; you could call it an "air bag effect". You closet a child and you create such anxiety of fear, and you do not let the child grow up. Let's be honest, a life without risk is very boring and dull. There are sharp knives in my kitchen that does not mean I ban my child from the kitchen. We need to educate and help children. I am fascinated by this difference between parents' perceptions of children in Japan and parents' perceptions of children in England. But I do think you have an opportunity as your society is changing. As sadly, you have seen through the dating agency, numbers of children are being hurt. . . . So I would encourage you to be proactive to think about ways you can really engage with parents. In the UK, we have UK online centers which allow parents free opportunity to come in and learn about the Internet because we see the Internet increasingly as a "right" to access to information. And as part of that, you can cover the safety issues in a positive way. If we continue to scare parents, saying, "the Internet is dangerous" they would ban the Internet at their home and that will drive the Internet use underground. We must be careful not to demonize the

Internet or judge the whole of the Internet just by what happens in the chat room and dating sites. As I tried passionately to show you in my earlier presentation — the Internet has more benefits than negatives. It is a wonderful medium for children. I think if there is anything we can do to share with you our experiences at another conferences or holding a series of events in Japan or you could use our resources or reproduce these, I will be delighted.

Ms. Christine:

I would like to ask the same question to Mrs. Polly.

Mrs. Polly:

I think we have a same sort of thing in the United States. Parents are understandably disturbed by every news article about some new Internet predator. It is really hyped up by the media. You see it in the papers, you see it on television. Everyone gets very excited and wants to do something right away. Some parents are very afraid of the Internet in the U.S. They would rather pull the plug rather than figure out what to do. Study after study in the U.S, has shown that parents are all concerned about Internet dangers but they do not really want to do anything about it. Less than 23% of parents normally have put filters on their computers. Many don't even know something as simple as how to check the browser history to see where their child has been on the computer. So I think there is a lot of panic but by the same token, we have a lot of interest in learning how to use the Internet. At my public library, I mentioned that we hold computer camps for parents. We do have 16 laptops that we can set up as a computer lab using our 802.11b wireless network, so parents can be informed about what is on the Internet for their kids. We have a lot of interests in that, we have people in waiting lists to come in and take those classes. So we do have some parents that are ready to be proactive and learn something about the Internet. But I think it is important to inform yourself, a little bit at least, about the danger is out there but don't forget it is not all bad. There is not a predator behind every website. On the other hand, everyone will be exposed to misinformation on the Internet. One quote I am sure you've used and I have used many times is, "A ship in the harbor is safe, but that is not what ships are for." So we need to give children the media literacy skills to go out safely on the ocean.

Dr. Akahori:

I am very much impressed. Children are exposed to danger in Japan, America and the UK, and parents have to do something about it. This is a huge challenge for all of us. I am sure we can exchange views and ideas about this issue after Mr. Kokubu's presentation.

Akio Kokubu

Vice President of Internet Association, Japan

I am the vice president of the Internet Association, Japan. I would like to share with you, the future expansion and perspective of our activities. If you are interested in materials

regarding children and the Internet, which our Association has developed or has supported to develop, please refer to the last part of the leaflet handed out today.

In order to protect children, parents have to raise their information literacy level. Since the days of computer online services, our organization has been involved in compiling a collection of “Internet rules and manners” consisting of rules to protect oneself and netiquette to associate with others on the net. We have created a “general version,” a “children’s version,” and a “company version.” This slide shows the “children’s version.” It may be a bit difficult for small children in elementary school to read it on their own since there is a lot of text, but we have received opinions saying that it is very suitable for parents and teachers to read to children and make them understand the concepts. I had been thinking that some day children would be learning these things at school. Recently, university entrance examinations have included Internet related subjects to measure students’ level of understanding of the Internet and computers, so now students have to study these areas.

Our “Internet rules and manners” is introduced in elementary school children’s study guide. Recently schools have been introducing coursework called “Shirabe Gakushu,” where children are urged to perform researches regarding their assignments on their own, using the Internet. This necessitates children to learn rules they should follow when conducting their research using the Internet, and I guess that is why our “Internet rules and manners” is referred in the study guide.

We also have begun providing proficiency tests on the IAjapan website so that people could check their knowledge of rules and manners of the Internet. The examination is only for adults in general at this moment, but we are planning to provide examinations for children, and also to create a textbook for preparation of the examination. I hope this area of education will be incorporated into school curricula in the future.

The development of filtering software is another project we pursue. We have been providing filtering services as well as rating services for six or seven years. We are also involved in the efforts of establishing international standards of filtering and rating technologies. This slide shows a very simple illustration of how our filtering software works. If you install this filtering software onto your PC, access to harmful contents can be prohibited and access solely to selected recommended content will be permitted, so you can let your children use the Internet safely. Content to be prohibited access can be selected by parents and teachers.

Now, while filtering software for PCs have become commercially available recently, there were no filtering software available for mobile phones. Since Japan is the most advanced country concerning Internet use through mobile phones, last summer, we developed a prototype software for demonstration purposes using i-Appli, a software platform for NTT DoCoMo’s mobile phones. The software is available for download to mobile phones through the URL shown on the slide. The actual filtering function is provided on the Internet using a feature called “proxy” to block access to harmful content. The next slide shows what happens when access to a harmful site is blocked.

Currently, the number of URLs that can be blocked with this software is limited, and the software is only effective with the NTT DoCoMo’s latest models of mobile phones. The Ministry of Public Management, Home Affairs, Posts and Telecommunications

(MPMHPT) has requested IAjapan to develop a new filtering system within 2 years that would be effective with various mobile phone models. The three major mobile phone operators in Japan, which are NTT DoCoMo, AU by KDDI, and Vodafone, have been participating in our meetings on developing the new filtering system with MPMHPT, but we are thinking that it might be better to have third party companies provide filtering services.

As Mr. Fujita mentioned, the PTA association made a special request to the three mobile phone operators. The operators are now very much aware of the concerns of parents. Last year, answering to requests from parents, NTT DoCoMo began providing an optional service, which allows children to access NTT official sites only, which are operated by companies that have signed an agreement with NTT DoCoMo. However, there are about 1,000 sites officially approved by NTT DoCoMo, and some of the sites are gambling sites, which means that not all officially approved sites are appropriate for children. Therefore, we have to develop filtering technologies and services considering access by children. We would like to continue the effort of developing, operating and promoting filtering capabilities and would appreciate any cooperation. Thank you.

Dr. Akahori:

Mr. Kokubu, thank you for giving us a detailed explanation of the filtering software. By the way, there are some examples of the “Internet rules and manners examination” on the page18 of this leaflet. Is this what IAjapan is offering?

Mr. Kokubu:

Yes. Last summer, we offered this examination to the public for the first time. About 18,000 people participated in the examination since it was the first of such kind and because it must have attracted curious Internet users. The examination is provided for free. It is not a qualification examination, and rather, a tool for checking how much knowledge one has about the Internet. Therefore, referring to textbooks while taking the examination is permitted. In addition, people can take the examination any number of times. If the answers to more than 90 out of the 100 questions is correct, you pass the examination, so this is a rather high-level examination. On request, we also issue certificates for a fee to people who have passed the examination.

Mr. Akahori:

Thank you very much. Now that the panelists have given us all their presentations, we would like to move on to the discussion session. Before moving on, however, I would like to express my impression of each presentation.

First, I was surprised to see such an awareness gap between parents and children, which was pointed out by Mr. Fujita. Children are acquiring more knowledge, technical or not, than parents are aware of, and this seems to be the situation not only in Japan, but also in the U.S. and in UK.

I was shocked by Ms. Mari Christine’s presentation and to know what is happening in Thailand and other parts of Asia. Children are exploited commercially and sexually by selfish adults. Children are facing a very fundamental question of their being, feeling no

value in themselves, and it is shocking to learn that the Internet is involved in this. This has raised an issue we will have to act upon and resolve.

It was interesting to learn through Mrs. Polly's presentation that parents in the United States are also very much concerned of the risks on the Internet. Mrs. Polly has told us that many parents in the United States are conducting various activities driven by these concerns. I would like to take her suggestion as a basis to discuss how we should carry out similar activities in Japan.

The situation of children in the UK is also serious according to Mr. Carrick-Davis, but we have learned from his speech that we should not just be afraid and that we must do something proactively to better protect children from all those of threats while supporting them to act on their own.

Finally, Mr. Kokubu mentioned that the time might have come to consider teaching media literacy as part of school trainings.

These are quick summaries of my impression of each presentation. Now, the floor is open. Please raise your hand if you have any questions or comments.

Questioner:

I am working at a University. I have one question. An issue about how parents should monitor children's activities on the Internet was raised during the previous session. When I talked with teachers of primary schools or junior high schools, it seemed that they also were very much concerned of the matter. Parents cannot always supervise children. As mentioned, we can install filtering software on our computers, but it may require some time for the software to become widely used. Also, it looks like it is difficult to develop software to block software piracy. Then, some people suggest to install small monitoring cameras in children's rooms so that parents can always watch what is going on behind the doors, or suggest to install keyboard loggers or spyware so that parents can secretly know what their children are doing. However, I think that goes a bit too far. It will not encourage children to act on their own, to be independent. If you know any other better ways, I would like know of them.

Dr. Akahori:

Thank you very much. Surely, parents cannot supervise children all the time, but placing monitoring cameras might be too much. What do you think about it Mr. Kokubu? How much can you do with filtering software?

Mr. Kokubu:

It has been sometime since we began pursuing filtering software. I guess six or seven years altogether. When we started working on filtering, we were frequently asked "Is it mandatory?" or "Is it censor?" If teachers and parents think it is necessary to have something to block harmful websites based on their own education policy, I recommend the use of filtering software. However, filtering software is just one option of many others. Some teachers say rather than using such filters to block access to harmful sites, exposing children to such actual social activities and then educating them to acquire appropriate media literacy would be better. Naturally, some teachers would say, if children are free on

their own to use the Internet, for instance, when they are doing “Shirabe Gakushu,” you never know what would happen, so filtering software is necessary. It’s a matter of choice. Filtering software is just another tool.

Dr. Akahori:

Are there any panelists or people of the floor who would like to comment on involvement of parents? If you can share your experience, anybody is welcome.

Mr. Fujita:

Mr. Kokubu’s presentation was very interesting. However, while there are commercially available filtering software, it may be difficult for some people including schools to afford the cost. This may be a technical issue we need to resolve. I have a question for Mrs. Polly and Mr. Carrick-Davis about ways to narrow the technology gap. While children are equally savvy with the technology, some parents understand the technology well and some do not at all. Parents who do not know about technology cannot really do anything to help their children. Perhaps we should recognize this basic reality. Do you think you can suggest something for us to do for such parents?

Dr. Akahori:

Students know technology much better than teachers do. This poses a big problem. Some schools keep students’ grades on computers connected to internal networks, and if students are high school students, they would have the capability to guess passwords easily and access the computer. It is like a constant battle between teachers and students, and in that battle, the reality is that students are destined to win all the time. Teachers who do not want to be defeated might study hard, but students have the luxury of time. So, eventually, students would win. The situation is the same in the families. No matter how hard parents learn, parents are destined to lose. Thus, I think the answer to the issue of narrowing the knowledge gap between children and parents is obvious. There may be solutions such as installing monitoring cameras or installing filtering software. However, I would like to consider a more fundamental solution.

Are there any related questions from the floor, regarding parents losing to children technology-wise?

Questioner:

My job is to answer questions from Internet users regarding the Internet. Recently I receive many questions from both parents and children. My observation is that there is lack of communication between parents and children. Children are concerned that parents may be upset if they ask questions, or they are afraid of involving parents in troubles they encounter when using the Internet. On the other hand, some teachers confess they feel ashamed to ask questions to their students and say that is the reason of asking questions to me. So, I think it is not really a gap in terms of technology. It is rather something more basic. I feel that our communication skills are deteriorating.

Dr. Akahori:

So, your are saying that, because parents and teachers find it rather awkward to communicate with children even under normal circumstances, it would be even more difficult to ask questions if technology gaps exist.

Questioner:

Recently, we have more and more issues regarding fraudulent billing, which charge a very large sum like 20,000 yen or 30,000 yen to a child's mobile phone, saying that they have browsed sexually explicit sites, which they actually have not. Since it is a large sum for children, they send questions to my site, which they just happened to come across while using the Internet. Children who receive this kind of fraudulent billing cannot consult with their parents. They say they cannot do it because they are not used to communicating with their parents on a day-to-day basis. They are afraid that parents may get upset.

Dr. Akahori:

The point is lack or deterioration of communication skills, something very basic. Any other questions?

Questioner:

I have worked for an internet provider company since 1998 at a customer service center. I have been receiving questions about defamation and unsolicited e-mails. In the beginning, all questions were from adults, but for the last couple of years, there have been an increasing number of questions regarding children especially with a fraudulent billing. The way those bills threaten the recipient is terrible. There would be a note saying that if the recipient does not pay the bill, they will come to the recipients place to collect the bill. Those who have ever actually visited such sites would not want the fact to be disclosed even if they have not visited the site this particular time , so without being able to consult with anyone, they would rather pay the bill. This is how they fall victim to these frauds.

Furthermore, I used to work at a telecommunication company before. In the case of telecommunication companies, mobiles or fixed phone operators view themselves just as a provider of media that bridges communication between people. Of course, filtering features can be added to the services, for instance, to block spam mail. However, there are people who want to receive such mail so telecommunication companies cannot uniformly apply this method to every communication.

In addition, there are many inquiries regarding defamation on electronic bulletin boards operated on the Internet. Children often write actual names on message boards because they do not understand the consequences. PTA's bulletin boards are a perfect place for children to post critical remarks of their teachers. Even mothers get involved in writing about the teachers.

In this context, I do not think it is a duty for parents to acquire more knowledge than children, although teaching their children about dangerous places in the Internet just as teaching them of dangerous places in the actual world, should be their responsibility.

In addition, Internet providers allow Internet connectivity as long as the credit card number is correct. Solutions such as issuing licenses to certify the use of the Internet, or placing PTA recommendation marks on websites can be thought of. There can be other ways, for example, like allocating a special set of IP addresses for children to identify that they are children, and automatically blocking access when finding out that they are children. Of course, since the shortage of IP addresses is an issue currently, it would be difficult to allocate IP addresses for children unless development of IPv6 shows some progress.

It is also true that telecommunication companies have been asked to disclose certain information for investigation by the police. While it is easy to identify users who have been allocated fixed IP addresses, recently IP addresses are assigned dynamically so we would have to investigate communication logs in order to identify certain users. It would be very difficult even for providers to identify the person in question. These are the difficulties and challenges I recognize of this area.

Dr. Akahori:

Thank you very much. It is true that crime involving the Internet is getting more sophisticated. I myself have actually received a fraudulent bill. It said I should pay 500, 000 yen. My colleague also received the same kind of bill but was asked for only 50,000 yen. He acted disappointed, jokingly saying, “How come the price on your bill is higher than mine?”.

Joking aside, one thing that interested me was the opinion that the problem may be our failure in communication in the actual world. It may be that the Internet is just reflecting the failures in our actual life. I would like to hear some opinions from our panelists regarding this matter. That is, matters about relationship between parents and children.

In addition, we have Mrs. Polly’s son with us today. I would like to know what he thinks about communication between children and the parents with regard to the Internet.
First, let’s have some opinions from the panelists.

Mr. Fujita:

Indeed, communication between parents and children has been an important issue discussed at the PTA, especially, as we hear many people voicing concern regarding the decline of educational capabilities at homes. Whenever there is an incident involving children, the mass media would point out the possibility of the lack of communication between parents and children being a cause leading to the incident, making us ask ourselves what we could do to resolve this situation. When people point out lack of face-to-face communication, there is nothing we can say. Fathers are so busy working and have little time to spare at home, mothers are working part-time jobs and are not at home during the daytime, and children are eating alone at home. Such circumstances being typical, even questions such as what parents should be communicating to children are being asked. So the matter pointed out regarding lack of communication is quite right. As a part of PTA activities, top executives of the PTA in each prefecture and PTA heads of each school are having various discussions to address this issues.

We also have been distributing CD-ROMs containing a collection of useful software at the national convention of the PTA last year and the year before. The CD-ROM was compiled by IAjapan and ECPAT , and includes filtering software, so, while it may be a small step, we are in the process of promoting filtering software.

Dr. Akahori:

Thank you very much. Ms. Christine, please?

Ms. Christine:

I was raised overseas, so my educational background is basically in English. My children are grown-ups now, but my son used to go to a public school while my daughter went to a private school. At the PTA meetings in the public school, I would find only mothers attending. Fathers seldom attended the meetings. And what they discussed was about, what sort of cookies children should bring to their school excursion or field trip. There were no discussions about school curriculums or school education policies. We did not want to talk about what kind of cookies our children should take with them. Rather, we want to be involved in discussions regarding how schools should lead and educate children, but they did not allow us to. I had another experience I was surprised of. In America, parents often volunteered to join field trips. So I volunteered to join my son's field trip. But the teachers told me that they did not like the idea of parents coming to the field trip. I think that not letting parents get involved like this in school education is a problem. It was also unfortunate that the PTA gave up then . I think it is important that regional communities, schools, families are all involved in the growth of children. It is not a question of the Internet, per se, but rather a question of our day to day education at home, of how we should bring them up to become independent adults.

In America, children fight for their freedom and independence from their parents. Children try to show their parents how they are worth of trust, and by doing this, parents give their children more freedom. For example, a parent would say to their child to "Get home by 3 PM", and if the child does not come home by 3 PM, the parent would say, "You did not keep your promise, so you will not be allowed to play with your friends this week." If the child kept his or her promise and came home by 3 PM, the parent would say, "You kept your promise, so next week you can come home at 4 PM." In this manner, children gradually earn their freedom, become responsible of themselves and their freedom, and become a full-fledged member of the society. So, I really look forward to hearing from Mrs. Polly's son. By raising children this way, I feel children will be able to judge things on their own without requiring any filtering software.

Dr. Akahori:

Thank you very much. Mrs. Polly or Mr. Carrick-Davis, do you have something to say?

Mr. Carrick-Davis:

I feel I said a lot about awareness and I do not want repeat myself. I think just a few thoughts that come out from our discussion. Clearly, we have a shared responsibility. Schools need to play a part, government needs to play a part, industry needs play a part,

and Child Welfare needs to play a part. Historically, we have been blaming the problem on others. I think now there is recognition that we all own the responsibility. Schools are the bridge in many ways. Certainly, in UK, schools have driven up Internet use because they made a very strong argument that this is a really educational tool. Many parents are going back to the schools saying “Well, surely you cover these issues about inappropriate contract, contents, and commercialism in schools” and they have now recognized they now have to. The other point I would make is that when we engage with the parents, we see some parallels or other awareness campaigns. In the UK, road safety is a very important issue and the only way we are being able to really grab parents’ attention to drive slowly, it has a very heart hitting campaign. Showing death. Tragic. But that is very different from an approach to children. It scares them. Often in the UK, road safety is about a little bunny that takes you to cross the road. There is different ways of doing it for different audiences.

Finally, I talked earlier about empowering parents. To help them recognize that whereas they may not understand the technologies, they still have “life literacy”. It is very important to communicate this in a simple way and does not intimidate parents.

Dr. Akahori:

Thank you very much, Mr. Carrick-Davis. Once again, you confirmed the importance of parents’ responsibility. Mr. Polly, I mean Mrs. Polly’s son, how do you actually view the relationship between parents and children regarding the use of the Internet or the awareness gap between them?

Mr. Stephen Polly:

For me it is just — in America, my family anyway, my parents were always there for me and we talked quite a bit. I mean, my parents are usually home by 5 or 6 o’clock. We can always talk and I have never had a problem communicating with them. However, from what I have heard so far, children in Japan do not really have the same opportunities to talk to their parents or for their parents to talk to them. My first thought was that that needs to change. Parents need to come home earlier and make time for their children; they need to really be there for them. But perhaps that is not possible. So I think what time there already is between parents and children needs to really be used to its fullest. They need to talk about what’s good or what’s not good — about anything, really. The Internet is not the problem so much as the parenting. There needs to be more communication to teach the children about morals and the difference between what is right and what is wrong. And I think as far as the issues that are already existing, people should try to make them happen as infrequently as possible, and perhaps not try to completely eliminate them, because although it would be idealistic to completely eliminate all the problems, it is not very realistic. So, trying to come to the perfect solution might not be the best option, since that would take time and action needs to be taken now. You should try to figure out something that will work best to eliminate as much of the problems as is possible.

Dr. Akahori:

Thank you very much. It is wonderful to hear from a child's perspective, though there were some parts that make us ashamed of ourselves. Are there any Japanese children in the audience? We would like to have opinions from young people if there are any.

Questioner:

I am a university student. When I was a high school student, I had access to the Internet. There was only a single PC at home, so I shared the PC with my parents. Because I was a curious youngster, I used to access sexually explicit sites. Since we shared the same PC, my father soon found out what I was looking at and we had a talk over it. Until then, I talked mostly with my mother and ignored my father most of the time, but since the incident, I have been able to have good conversations with my father. I would teach him up-to-date technical knowledge including how to use the PC and the Internet, and I would learn various things from my father based on his experience. This really changed communication at home.

Dr. Akahori:

So the Internet worked well for you, giving you the opportunity to communicate with your father, right?

Questioner:

Yes, it did help, although I was embarrassed then when my father found out about my access to sexually explicit sites. Many raise issues of the negative aspects of the Internet, but like my experience, relationship may improve because of the Internet, so I would like to have more attention given to the positive aspects of the Internet also.

Dr. Akahori:

Thank you.

Questioner:

I am a journalist. My focus is on media and children. I also give a lecture of information ethics at a university. I worked for a computer manufacturer until two years ago. I would like to share with you my experience about a certain project I did for a magazine though it was about games, and not the Internet.

Most Japanese mothers do not want to buy games for their children. But for a feature story of a magazine, I asked mothers to play games and to keep a diary of their impression everyday during the period. They actually wrote diaries and sent them to us. I analyzed the contents of their diaries and found out that a very interesting thing was happening. Playing games everyday was planned as a mandatory requirement for mothers, so children soon began supervising their mothers and asked each day whether they played the game as assigned. As a result, the mother's role and child's role were interchanged, and some mothers came to recognize what it was like being asked whether they had finished their homework every day. In some cases, mothers got scolded by their children for not being good at games, and some were helped out very well or were encouraged by their children.

Many mothers said that their views towards their children changed completely because of the experience.

These were some of the good cases though, since there were some negative comments as well. In any case, we tend to believe that parents are supposed to teach their children, but this kind of inflexible attitude may adversely affect communication between parents and children especially in the area of information technology.

Some mothers who participated in the project said that the experience gave them an opportunity to start a better communication with their children. So, I think it would be better for parents to get involved in educating children from a more advanced perspective.

Dr. Akahori:

As you say, learning from children may provide an opportunity for better communication between parents and children. This may mean that parents with much technology knowledge might make their children get weary of being taught all the time. Maybe we should reconsider knowing too much about technology. That was a very interesting opinion. Thank you very much.

Questioner:

I provide support to PC users on a volunteering basis in a local community. I think technical solutions such as filtering software has certain limitations. They are not panaceas for all problems. However, people using those technical tools seem to depend totally on them. Sometimes I am asked the same questions over and over. The reason people ask the same question so many times is because they cannot deal with variations of the same problem. For example, when they receive a fraudulent bill for the first time, they would ask me and would come to know that it is a fraud, but when a different scheme is devised, they become unsure and cannot react and would ask again.

So, rather than technical solutions, if teachers or IAjapan would develop a program or conduct a project that would train the “brain filter” to judge danger, I think that would be more effective.

Mr. Kokubu:

We receive questions about fraudulent billing and other similar problems at the Internet Hotline Expert Network, for which IAjapan works as a collaborator. When people call us for consultation about those issues, they tend to talk illogically and endlessly. So, if possible, we ask them to write out the problem logically and send it to us via e-mail. These people are feeling unsure, uncertain and that seems to be the reason they call the Hotline. So I am sure that information desks to help and support them are necessary, but those are only a temporary cure. We need to promote awareness to have them understand various things from a much broader perspective. The Japanese law enforcement are tackling and clamping down on fraudulent billing, but predators are devising numerous smarter ways of fraudulent billing and the Internet Hotline Expert Network is receiving an overwhelming number of consultations requests regarding this issue. I think there is a lack of basic knowledge, making people feel uncertain. I strongly hope people would

learn more of the basics of what the Internet can do, what risks the Internet has.

Dr. Akahori:

Thank you very much. So, it is essential to educate people and to foster media literacy of Internet users. At the same time, since there are so many malicious businesses exploiting people's vulnerability, a new law named "Law concerning the Prohibition of the Act of Enticing Children using Dating Services and Other Matters" became effective last September. Under this new law, offenders will be imposed penalties. These two movements suggest that attention is given to law enforcement and regulations as an external means, and to media literacy education as an internal means. Does anyone have comments or questions regarding these regulations or media literacy education?

Questioner:

I work at a customer service section of a non-official web site of NTT DoCoMo's i-mode service. A lot of media literacy related information can be obtained through PCs, but it is difficult to obtain such information through mobile phones. However, there are many children who's only way to access the Internet is through mobile phones, and as a result, these children do not have opportunities to access information on media literacy. In addition, text in mobile phone based e-mail tend to be short in terms of number of characters, which make it more difficult to consult via e-mail from mobile phones. So I hope someone would work on providing information regarding media literacy for mobile internet access.

Questioner:

I am a university student studying in the Department of Education. Many in our department also point out decline in children's communication skills. The reason for the decline is said that maybe, children live in a virtual world, which is different from the world where their parents live. I think we will not be able to maintain a sense of ethics with regard to the Internet unless we are capable of conducting proper communication in the actual world. Even if schools use filtering software installed on PCs to protect children from harmful information, most PCs at home do not have such filtering software installed, so we will not be able to completely protect children. Therefore, I think that education regarding media literacy should be provided at school. Furthermore, as school education cannot cover everything, parents and other grownups as well as people in a community should all work on creating opportunities to educate children properly.

Dr. Akahori:

Professor S., can you share with us your views on media literacy as a professional of media literacy?

Professor S.:

I am sure there are many teachers and parents who are interested in media literacy since the press has covered many incidents and everybody is concerned. We want to do something about it. What we need to do first is to have one place where people interested

can obtain all relevant information on media literacy. For instance, information about IAjapan's website where you can get filtering software.

There is also a digital divide among parents. Even children of professionals of this area like us have made mistakes on the Internet. I can easily imagine parents who are not professional in this area having more difficulty in dealing with these issues. However, we do not even have any system for sharing useful information with parents. The parents' only option would be to scold their children. This does not help in establishing communication with children.

In my case, when my child bought a mobile phone, I also bought a mobile phone for myself. I made my child promise to respond to any e-mail I send via mobile phone. I have learned a lot from my child. As somebody mentioned, in order to promote media literacy, I also think it is important to use the Internet as an opportunity to establish communication between parents and children, and actually communicate with children. However, we do not want to make the Internet a dangerous place where parents cannot keep up with technically. I hope the Internet would be a safe tool to use.

Dr. Akahori:

Thank you for your informatory opinion. We have only several minutes left now. I think many subjects were brought into light. For instance, communication within the family, technical support, things that communities and schools can do, and media literacy. In addition, we have learned that parents in any country are very much concerned of the risks of the Internet.

In conclusion, I would like to have some short comments from each of the panelists. First, Mr. Kokubu, please.

Mr. Kokubu:

Thank you. I just want to express my appreciation again to everybody here today. We have been working on improving media literacy of adults and we are planning to work on media literacy for children, too. If there is anything we should know, please let us hear it. We hope to keep working with you.

Mr. Fujita:

I have reacknowledged the importance of communication between parents and children. I was very impressed by the words of Mrs. Polly's son stating that the problem may be reflecting the actual society in a microcosm.

Ms. Christine:

I think communication in the analog world is more important an issue that comes before talking about the Internet and the technology. Technology would help us make our communication more sophisticated, but the basis of communication is our hearts, our feelings. As I mentioned, helping children establish self-esteem would be the key. Communities, schools, and parents must help children feel value in themselves as they grow up. This kind of education will significantly affect children's future usage of technology.

When we were children, we were taught that it was not polite to eavesdrop on somebody else's conversation, but there are people who eavesdrop without hesitation when using technical devices. This is a question of our sense of ethics, of maintaining the same senses when using technology. As technology keeps improving, we must teach children that what we should not do when we are in a face-to-face situation should not be done when using machines or technologies.

Mr. Carrick-Davis:

I started my presentation by saying I was here to very much learn from the Japanese experiences and I come away from this conference this afternoon, much richer. Particularly I want to compliment the work Mr. Kokubu is doing on the filtering for mobile technology. It is ahead of this time anywhere in this world. In the UK, we have seen companies, which are developing a code of practice and they are all saying they are going to use filtering available. If there is anyway Childnet could bridge this experience, I will be delighted. I think you are doing a very important piece of work. I would encourage you to hold another conference like this again in years time or 2 years time. I am sure that the work we have been talking today will bear fruit if there is a way you are developing an educational awareness program to show parents how they can take more responsibility for the children. I think that would be a very important outcome for this conference.

Mrs. Polly:

One thing I just want to bring up to is we should not blame the parents entirely. The most caring and giving parents can be monitoring a child and doing all of this work for the child but communication is a two-way street. Unless the child is willing to take the instruction from the parents, no communication can take place. One thing I have found is sometimes you can take a difficulty, and instead of just fighting it all the time, you can "use the difficulty" in order to fix the problem. It is hard to explain that. But in the audience, I liked your idea having parents message their children on the cell phones or the computer. I was interested because I was thinking the same thing. Sometimes it is difficult to have a face-to-face conversation that could be confrontational but you might start up with e-mail conversation with your child and make it a rule that they can only discuss via e-mail. That way you won't yell, you won't interrupt each other, but yet communication can take place. I just want to say one more thing. My mom is almost 80 years old, and she has been on the Internet for many years now. I have to say that my relationship with my mother has been enriched because I have never had a written legacy of communication with her. She has told me so many interesting family stories but I am too busy to sit down and listen to. But now she has written to me, and I am able to comment and that might be another idea for you. Thank you so much for inviting me.

Dr. Akahori:

Thank you.

Today, we were able to cover many topics including family communication and issues we have to address.

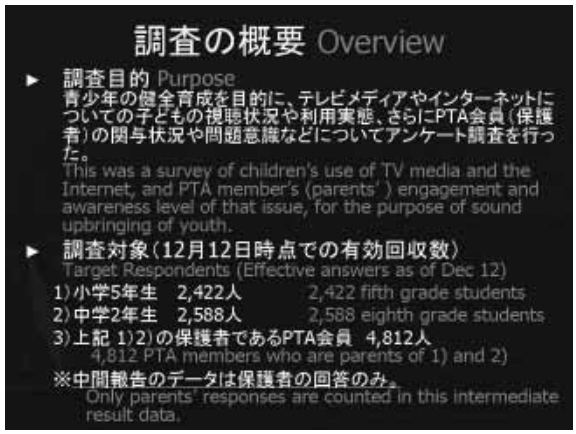
I had a chance to participate in another session held a while ago where Mr. Yoichiro

Murakami, a professor of International Christian University said, “IT is a drug.” I was surprised but I really agreed with him. Drugs or medicine may help us when we get sick but there are also side effects. If we continue to take drugs, we get addicted. You get addicted to the Internet, too. Thinking about myself, I might be addicted as well, because I cannot live without a PC, without the Internet. I cannot survive without them. We are living in this kind of world today. How to cope with IT is a difficult question, but we cannot escape from this world. We cannot go back to the old days. Therefore, even if there may be some side effects, we must cope with this drug and use it as medicine. Media literacy and communication within the family may be one way to do it. However, for good or for bad, the speed of technological development is so fast. Nobody was able to predict that the Internet or mobile phones would prevail so widely in such a short time. This has caused uncertainties, leading us to hold forums such as the one held today. But, we cannot escape or abandon the virtual environment or the Internet. Unless we have the capability to cope with the Internet, we will not be able to survive in 21st century. Thus, it was wonderful that we discussed about communication between parents and children today. Considering further development in technology, I would like to encourage IAjapan to continue their research. We also should consider what is required to live in this modern society. The more I use the Internet, the more I feel certain of this.

I feel that we no longer understand where the borderline between reality and virtual begins or ends. More generations may be feeling reality on the Internet, and the concept of “community” itself might be changing. We live in a world with both these risks and advantages. Considering these points, how we live in this world and how we educate children are very important subjects. Thank you very much.

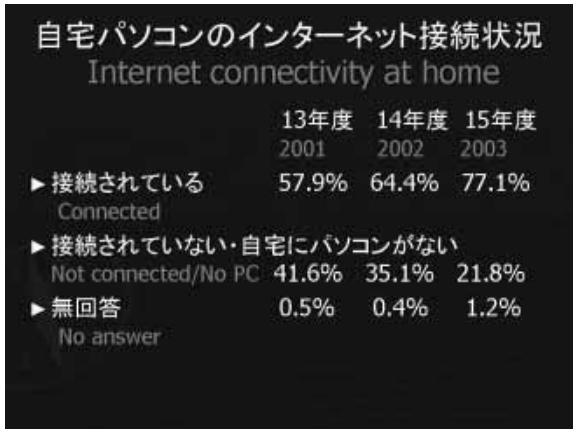
Takeshi Fujita's Slides (1)

1

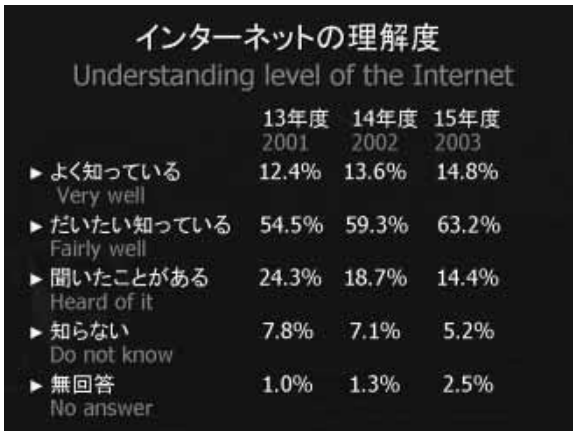


2

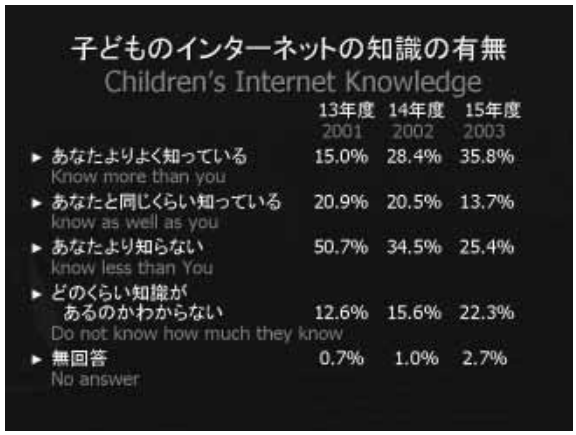
3



4

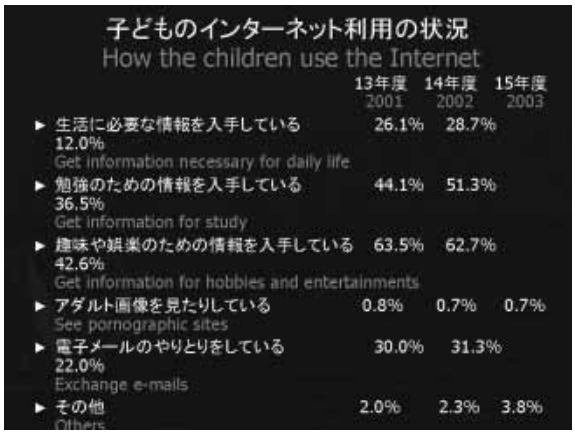


5

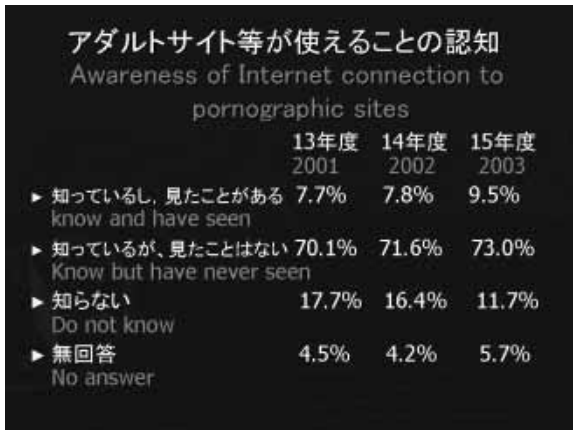


6

Takeshi Fujita's Slides (2)

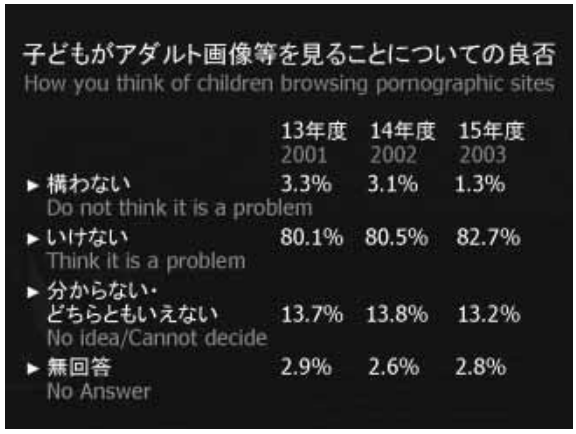


7

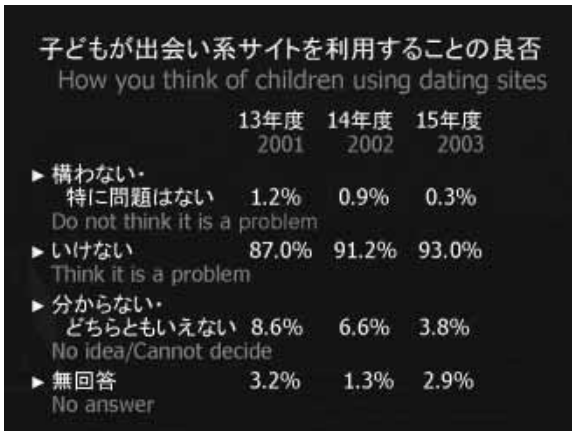


8

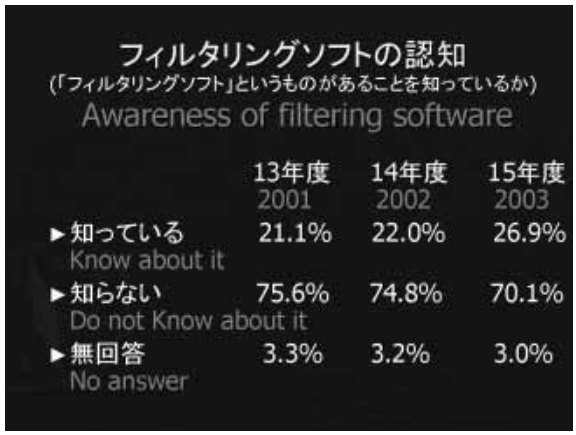
9



10



11



12

Takeshi Fujita's Slides (3)

13

Mari Christine's Slides (1)

1

2

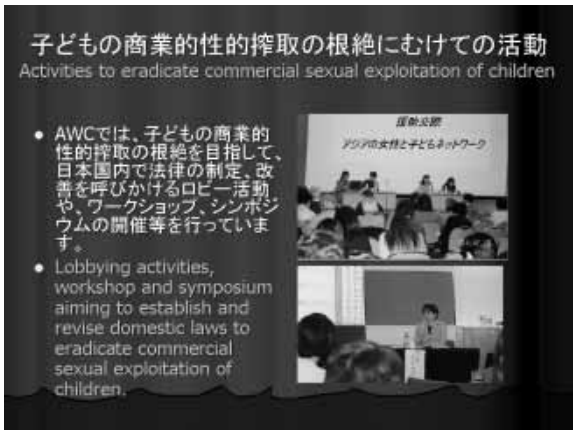
3

4

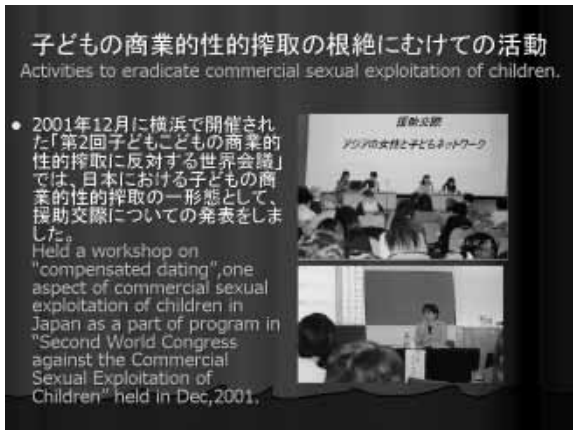
5

6

Mari Christine's Slides (2)



7

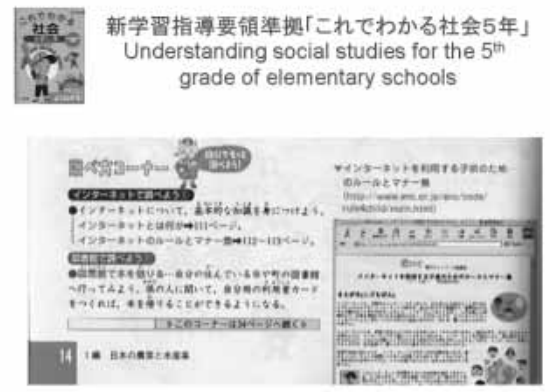


8

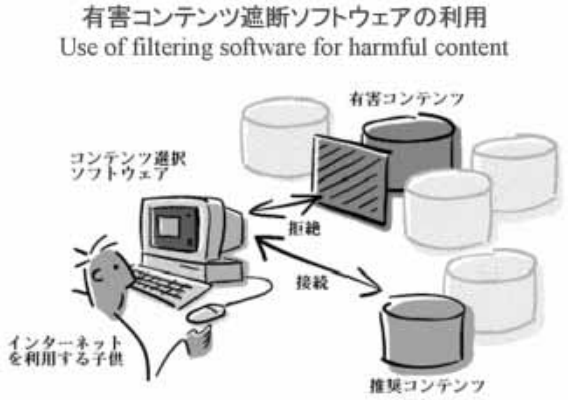
インターネットにおける子どもの保護のためには、
両親の情報リテラシーが必要
Literacy of parents is required for child protection
from danger on the Internet
CD-ROM
INTERNET

1

2


新学習指導要領準拠「これでわかる社会5年」
Understanding social studies for the 5th
grade of elementary schools

3


有害コンテンツ遮断ソフトウェアの利用
Use of filtering software for harmful content
有害コンテンツ
コンテンツ選択
ソフトウェア
拒絶
接続
インターネット
を利用する子供
推奨コンテンツ

4

SFSブラウザのご紹介
Introduction to the SFS browser
ダウンロード
SFSブラウザ
SFSブラウザ
モバイルSFS

5

インデックス画面
Index Page
ブロックされた画面
Blocked Page

6

Questionnaire to the Audience

Internet Association, Japan collected answers to questionnaires handed out to the audience of this forum. The questionnaire consists of 9 questions (8 questions answered by selecting answers and 1 question answered in free form writing), and we collected 85 sheets of questionnaires. The results of the selective answers and major responses to the free comment field of the questionnaire are shown below:

Tokyo Conference on the Internet and Chidren
Results of the Questionnaire (The total number of answers: 85)

Sex	Number of Answers	Percentage
Male	58	68.2%
Female	27	31.8%
N/A	0	0.0%

Age	Number of Answers	Percentage
Under 10s	0	0.0%
20s	11	12.9%
30s	13	15.3%
40s	34	40.0%
Over 50s	27	31.8%
N/A	0	0.0%

Occupation	Number of Answers	Percentage
Teacher, educator, or school official	11	12.9%
Government or other public office official	16	18.8%
Corporate worker (from the Internet business)	15	17.6%
Corporate worker (general)	15	17.6%
Freelance	4	4.7%
Homemaker	12	14.1%
Students	4	4.7%
Media	1	1.2%
Other*	6	7.1%
N/A	1	1.2%

*Includes PTA (1), Media researcher (1) and Retired (1).

Years of use of the Internet	Number of Answers	Percentage
Over 5 years	63	74.1%
Over 3 years	16	18.8%
Over 1years	3	3.5%
Under 1 years	1	1.2%
No use	1	1.2%
N/A	1	1.2%

The most interesting program	Number of Answers	Percentage
Case Study 1: the USA	27	31.8%
Case Study 2: the UK	17	20.0%
Panel Discussion	42	49.4%
N/A	13	15.3%

The content: Case Study 1	Number of Answers	Percentage
Informative	65	76.5%
Fair	17	20.0%
Difficult to understand	0	0.0%
N/A	3	3.5%

The content: Case Study 2	Number of Answers	Percentage
Informative	60	70.6%
Fair	20	23.5%
Difficult to understand	2	2.4%
N/A	3	3.5%

The content: Panel	Number of Answers	Percentage
Informative	59	69.4%
Fair	12	14.1%
Difficult to understand	0	0.0%
N/A	14	16.5%

Major responses to the free comment field

What is your impression of this forum?

- I was surprised to know that children are creating professional-level web sites.
- I realized the importance of both family communication and the knowledge of technology.
- I learned a lot from this forum. I feel that we should not forget that our minds are always the basis of everything after all.

Do you have any requests to the Internet Association, Japan?

- Produce audiovisual works such as films or TV dramas regarding the risks of using the Internet.
- Promote information technology education.
- Popularize the filtering software.
- Provide opportunities such as MLs, seminars, and forums for school teachers of elementary schools, junior high schools, and high schools to communicate with each other and to enable them to exchange information or knowledge about efficient and safe usage of the Internet because I think communication or collaboration between teachers and experts in the educational field will enable advancements for a better Internet society and progress in actual activities.
- More promotion for these kinds of events.
- Approach to commercialize the mobile phones with safety features.

What subjects would you like to discuss in future forums?

- Discussion and exchange of information with other NPOs who work in the same field.
- A more focused and deeper discussion on today's themes.
- A forum which shows the current situation of the usage of the Internet both at school and at home in Japan and the actual actions which PTA and schools are taking, and the way to educate children both in the real and virtual worlds which must be an inevitable theme in the educational field now and the future. A forum which suggests clues to find ways for children to take advantage of the benefits of the Internet.
- Current situation of school education, family education, and media literacy education of overseas and the challenges they have.
- A forum that presents practical countermeasures against Internet related risks and exhibition of tools.
- A forum whose audiences are categorized in certain groups such as teachers, parents and local residents (NGOs, NPOs, PVOs) and where all participants can be involved in discussions.
- A forum that focuses only on filtering related issues or media literacy.
- Narrow down the theme, and provide this kind of event more often on a regular basis.