



CHILDREN'S EXPERIENCES WITH DIGITAL LEARNING DURING COVID-19 PERIOD

— FINDINGS FROM THE CHILDREN'S ADVISORY PANEL

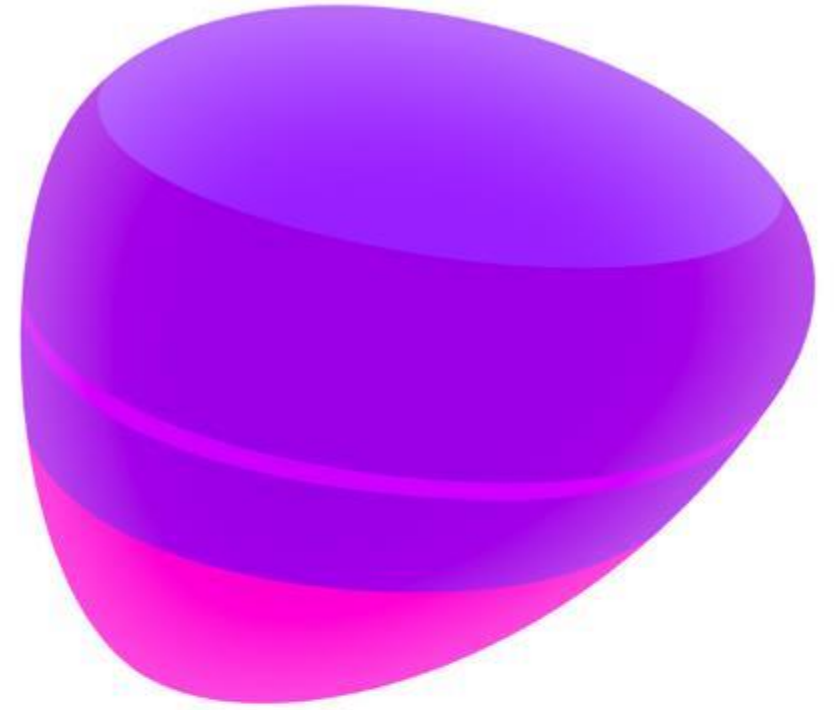
June 2020

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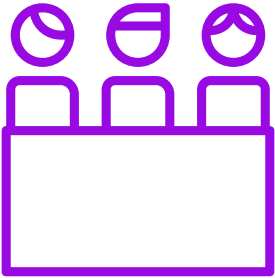
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INTRODUCTION



THE CHILDREN'S ADVISORY PANEL



The rapid development of technology and communications networks in recent years has made it possible for young people to be online all day, every day. Many children have smartphones that allow them constant mobile connectivity. It has become an essential part of their lives.

The Children's Advisory Panel (CAP) is an initiative by Telia Company in collaboration with child rights organizations and schools in seven countries across the Nordics and the Baltics. It was created to get a better understanding of children's own perspectives of online and digital aspects of life by listening to them through quantitative and qualitative co-creative methods.

Due to COVID19 pandemic the schools in Denmark, Estonia, Finland, Latvia, Lithuania and Norway, as well as high school level in Sweden were closed during spring 2020, causing children and young people to participate in school work over digital channels. The home schooling via digital channels presented both a set of challenges and opportunities for children, parents, schools, teachers and local municipalities. The purpose of this study is to better understand how the children have experienced the period they have studied online from home during the COVID-19 pandemic. It is important for us to listen to the children's own perspective and experiences.

In spring 2020, 7017 10-18 -year-olds from 7 Nordic and Baltic countries participated in the digital CAP study and shared their experiences with digital learning during COVID-19 pandemic.

Participating organizations

The child rights organization **World Childhood Foundation** is a main partner for the Children's Advisory Panel, to ensure a professional approach to the child perspective. On a national level the following child rights organisations have been involved in the project: **Bris, Friends, Generation Pep** and **Save the Children Centre for Child Rights and Business** in Sweden, **Estonian Union for Child Welfare** in Estonia, **Save the Children** in Finland and **Dross Internets** in Latvia.

Ipsos, a research and analysis company, has managed the study, analysed the material and produced this report from the study.

Implications of the study

Findings of the Children's Advisory Panel that are shared in this report will also be communicated by Telia Company and its partners through various channels. Telia Company also invites further discussion with the ICT industry, child rights organizations and society.



FOREWORD BY THE WORLD CHILDHOOD FOUNDATION

Children's right to education is a fundamental part of society. Already in 1948 The Universal Declaration of Human Rights stated that everyone has the right to education and that education should aim for the full development of the human personality, including promoting understanding, tolerance and friendship among all people. We also know that education plays an essential part in keeping children safe, both by teaching them about their rights and giving them access to support and a safe space.

Our connected world in 2020 is dramatically different from 1948, and children's right and access to education have never been higher on the global agenda. What has evolved over time is the understanding of how important it is for children's voices to be heard on all matters affecting them. The Children's Advisory Panel 2020 is yet again invoking Article 12 of the UN Convention on the Rights of the Child – that children have a right to express their views and have them taken seriously.

The COVID-19 pandemic abruptly resulted in millions of children being forced to only access their teachers, friends and classes via online tools. Across the Nordic and Baltic countries, parents, teachers, politicians and journalists started discussing the psychological, financial and physical challenges this sudden thrust into online learning meant.

But children's perspectives have been missing in the general discourse. What are their thoughts and needs? Do they feel safe and supported? What can we as adults learn from them?

The insights in this report – as shared with us by children themselves – can help us gain a deeper understanding of how to improve digital learning both for the immediate future, and as a tool towards achieving the still unfulfilled goals set out in the hopefulness of 1948, namely education for all and for the betterment of humankind. And children can bring us there.

Susanne Drakborg
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World Childhood Foundation has long partnered with Telia Company on issues concerning children's safety online. Our participation in Telia's Children's Advisory Panel initiative is a proud part of that collaboration.



TELIA CAP ON DIGITAL LEARNING - RESULTS IN SUMMARY

When the children participating in this study evaluated their overall experience of digital studying from home, a majority stated that they were very satisfied with this period of time. However, the overall satisfaction is highly effected by whether the child has good access to the internet and to devices needed for participating and solving school tasks.

More than half of the children participating states that the support they have received from parents or other family members has increased during the period of digital studying from home. This combined with almost as many saying that support from teachers has decreased shows that parents have taken on some of the teachers responsibilities. Meanwhile, a fifth of the children have received more support from teachers, indicating an increased focus on a smaller portion of the student body.

The study experience varies greatly between students – about as many see an increase as a decrease in their ability to concentrate while studying, their ability to finish tasks in time and in their engagement level during classes. What many agree on though is their increased ability to solve school tasks independently. More see an increase rather than decrease in learnings and results during this period.

Many children state emotional gains during the period of digital studying from home, e.g. feeling safe and calm. Many also state that they have felt more productive and focused while studying from home – but also bored. About the same amount of children say that their mental and physical wellbeing has increased or decreased. When it comes to physical health, most children see an increase in screen time, many sleep and eat better but they also see a decrease in time spent on exercise and sports.

Around one in ten children state that they have been contacted by an unknown adult while studying from home. This has been more common in the Nordics compared to the Baltics.

The most common safety issue during the period of digital learning has been phishing attempts followed by accidentally seeing material online, or receiving material, that made the child uncomfortable.

A larger share state that they have seen or experienced less bullying than the share stating that it has increased.

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THREE FOCUS AREAS

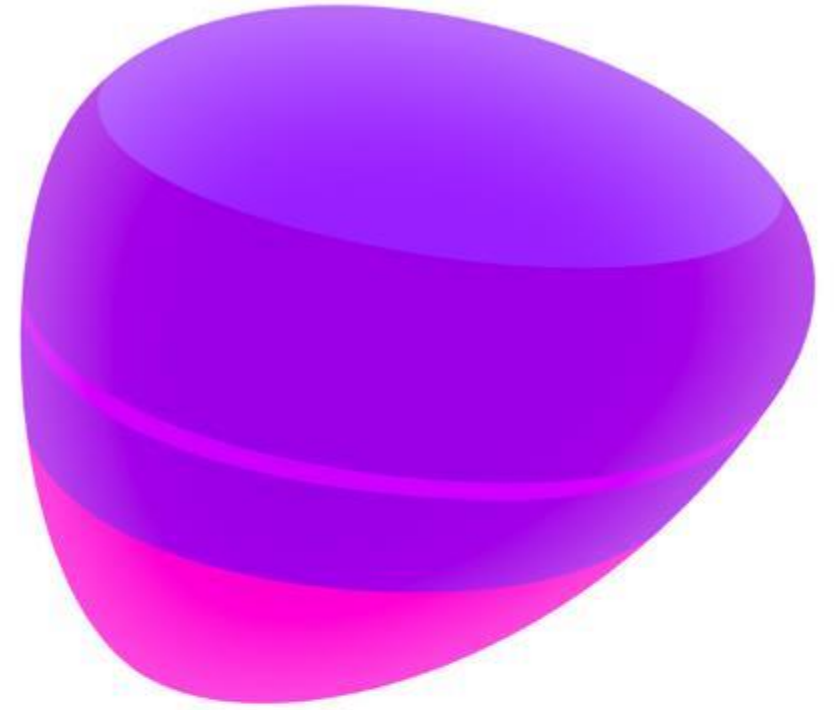
**OVERALL
SATISFACTION/ACCESS**

**SCHOOLING/LEARNING/
SUPPORT**

WELLBEING/SAFETY



RESULTS – GAINS AND CHALLENGES



RESULTS SCHOOLING/LEARNING



**GREATER INDEPENDENCE, IMPROVED RESULTS
AND MORE PARENT INVOLVEMENT**



**SUPPORT AND INTERACTION BETWEEN
CLASSMATES AND WITH THE
SCHOOL/TEACHERS HAS DECREASED.**

GAINS AND CHALLENGES

GAINS – INCREASED INDEPENDENCE, IMPROVED RESULTS AND MORE PARENT INVOLVEMENT

- Digital schooling seems to have paved the way for an increased independence in relation to learning and schooling. Tasks the students have done on their own has increased for a majority in all countries and within all age groups. Furthermore, a majority of the students state that their ability to independently solve tasks has improved.
- Independence also entails planning and scheduling your studies and activities, and a majority in all countries state that their ability to take breaks during studying has improved after digital schooling started.
- The results also show that students own learning and results has improved for many – especially in the Baltic countries where almost half says it has improved.
- In contrast to independence, we can see that parents has become more involved in their children's schooling as a result of digital schooling. In all markets we see a majority of kids who states that support from parents has improved (around half in all markets). This goes especially for the younger age group between 10 to 12 years.

CHALLENGES – NEW WAYS OF INTERACTION

- At the same time that independence has increased, the level of interaction with classmates and teachers has decreased. The results show that tasks done with classmates has decreased in all countries and within all age groups. Also, the discussions held around tasks has decreased for a majority in all countries.
- The interaction in terms of support from school (teachers and student health) has become worse for a majority in all countries. Also, opportunities to ask classmates for help has become worse for many, especially among the youngest kids.
- However, at the same time a majority states that they have learnt new communication tools and new ways of communicating with teachers. When asked what support from teachers they find the most important the top answers in all markets are that the teachers are available for questions outside of classes and give useful feedback on assignments. This could indicate that there is still no satisfying way of communicating between student and teacher, or between classmates, outside of an online classroom setting. A challenge is thus to create new satisfactory ways of interaction within the framework of digital schooling.



RESULTS WELLBEING/SAFETY



- MENTAL AND PHYSICAL WELLBEING MOSTLY UNAFFECTED.
- BULLYING HAS DECREASED



- UNSTIMULATING – MANY FEEL BORED AND TIRED
- LESS TIME WITH FRIENDS
- EXERCISE AND SPORTS EXCHANGED FOR SCREEN TIME

GAINS AND CHALLENGES

GAINS – LESS BULLYING, MORE TIME WITH FAMILY/PETS, NEW HABITS AND ONLINE SAFETY

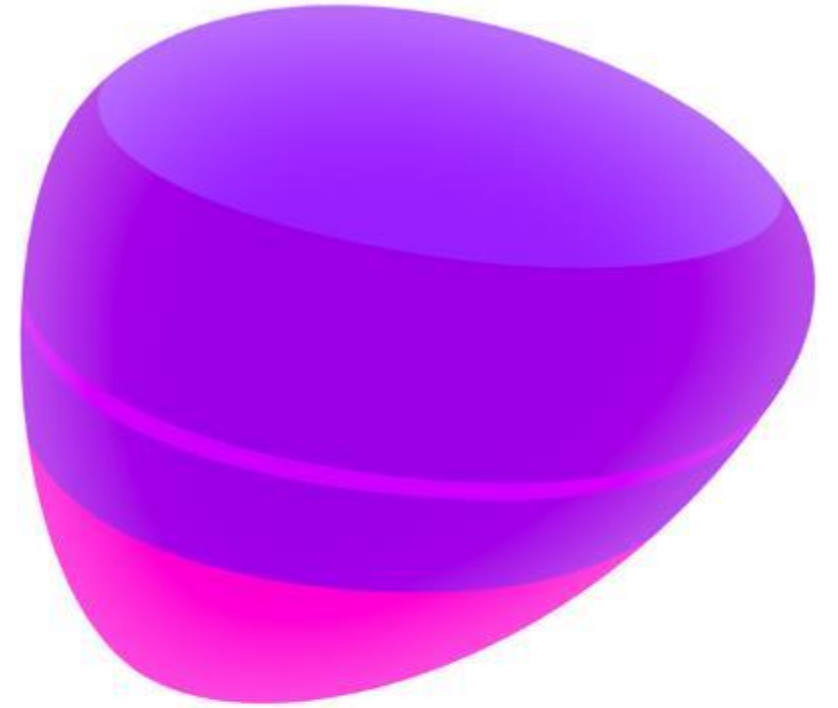
- Overall mental and physical wellbeing has been unaffected by digital schooling for a majority of children and remains the same as before. It is as many that says its decreased as increased – around a fifth in each country. Although a majority has felt safe in general during digitally studying from home some have has negative safety experiences. Most common has been being subjected to phishing attempts, especially in the Nordics where about 1 in 5 has experienced this. About 1 in 10 children across countries has been contacted online by an adult they didn't know.
- Both seeing, experiencing and thinking about bullying has decreased, according to 20-30% in each country. Very few feel it has increased during the period of digital studying.
- The increased time spent at home during Covid-19 and digital studying has also led to children spending significantly more time with family and pets in all countries, which has the potential to improve social relationships and mental wellbeing.
- Furthermore, digital schooling has led to more healthy habits for some children. Kids are getting more sleep, around 2 out of 5 states it has increased. Also, many kids are eating more regularly – especially in the Baltic countries (around a third says its increased).

CHALLENGES – FEELINGS OF BEING UNSTIMULATED AND LESS TIME FOR FRIENDS AND EXERCISE

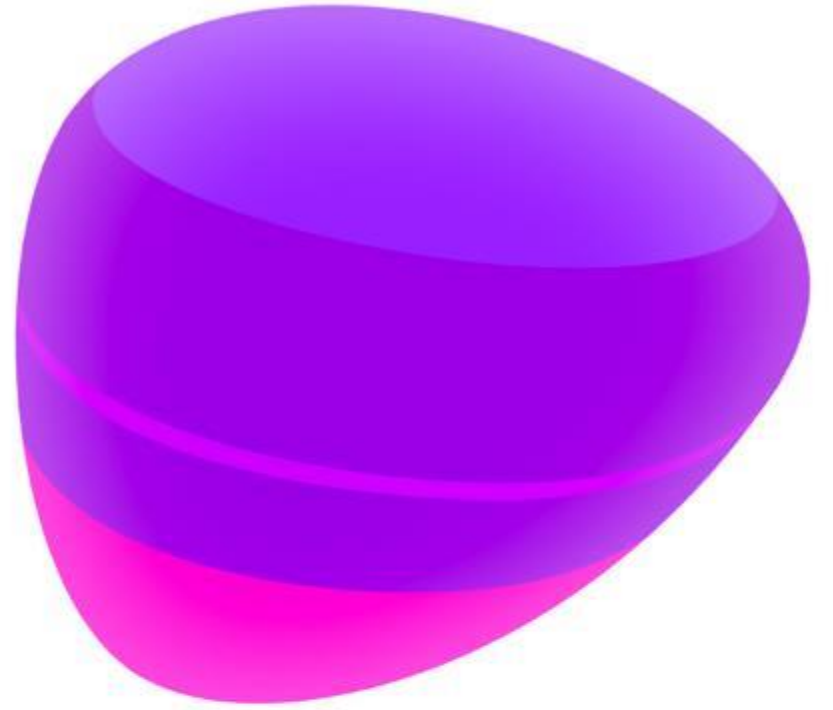
- The most common negative feelings during the period of digital studying from home is feeling bored and tired. Between a fourth to a half of the children in the target countries feel bored, and between a fifth to a third feel tired. A challenge for digital studying is therefor to keep the children feeling stimulated and energized.
- Time spent with friends has decreased for a large portion of the children in all age groups, the percentage who states this amounts to 7 out of 10 children in some countries. Time spend on exercise and sports has decreased as well in all countries, from a third to half of the kids says it has decreased. Simultaneously screen time has increased significantly in all countries, around 8 out of 10 says its increased. A challenge for the period of digital studying is to keep children active, both in a social and physical way, to avoid children spending the larger portion of their time in front of a screen which has several health drawbacks.



**RESULTS SORTED
BY COUNTRY AND
QUESTION AREA**



DENMARK



RESULTS IN SUMMARY - DENMARK



DANISH CHILDREN ARE LESS SATISFIED WITH STUDYING FROM HOME DURING CORONA COMPARED TO OTHER COUNTRIES

OVERALL SATISFACTION/ACCESS

Denmark has the worst overall satisfaction of all 7 countries – only 4 out of 10 are satisfied overall with digital studying from home. 1 out of 5 are dissatisfied.

1 out of 5 say that their access to school systems has worked poorly.

2 out of 3 say that they have had good access to the devices needed, only 1 out of 10 say access to this has been bad.

Good access to devices needed and to internet correlates strongly with overall satisfaction.

AGE DIFFERENCES

13-15 y/o are somewhat more satisfied overall.

16-18 y/o are the least satisfied (one third).



RESULTS IN SUMMARY - DENMARK



CHILDREN IN DENMARK HAS SPENT LESS TIME STUDYING DURING THE PANDEMIC

SCHOOLING, LEARNING AND SUPPORT

Half has spent less hours studying since studying from home started. Half have also done more tasks on their own and 2 out of 3 say they have had less discussions with classmates regarding tasks.

A majority has been able to take more breaks and half have received more support from their parents. However, about half of the children also state that they get less support from their teachers and see less opportunities to ask classmates for help.

7 out of 10 state that the way their classes study and learn has changed – half say that they have used new methods for studying.

The most important support from family comes in the form of being available for questions if needed, but also by respecting the child's need for space.

From the teachers the most valued support is being available outside classes and by giving useful feedback.

AGE DIFFERENCES

10-12 y/o – a majority say they have spend less hours studying.

13-15 y/o – learning has changed to a higher extent, almost 4 out of 5 say this is true

16-18 y/o – more than 4 out of 10 say their concentration when studying has decreased.

The need of family to respect space increases with age.



RESULTS IN SUMMARY - DENMARK



DANISH CHILDREN HAVE FELT CALM, RELAXED AND HAPPY DURING THE PERIOD OF STUDYING FROM HOME – BUT ALSO BORED.

WELLBEING AND SAFETY ONLINE

In Denmark most children describe their emotions due to digital studying from home as being calm, relaxed and happy. On the other hand, they are also more bored than inspired and a third feel tired.

Increase in positive emotions are lower in Denmark than in rest of the countries.

1 out of 6 has experienced phishing attempts since studying from home began. Fewer children in Denmark, less than 1 in 10, has accidentally seen something online that made them uncomfortable.

The vast majority state that their screen time and time spent with family has increased.

2 out of 5 also say that their hours of sleep has increased, 1 out of 6 say they have decreased.

A majority say that they spend less time on exercise and sports, as well as spending time with friends.

About 1 out of 5 say that they have seen less bullying since studying from home, only less than 1 out of 10 say they have seen more bullying.

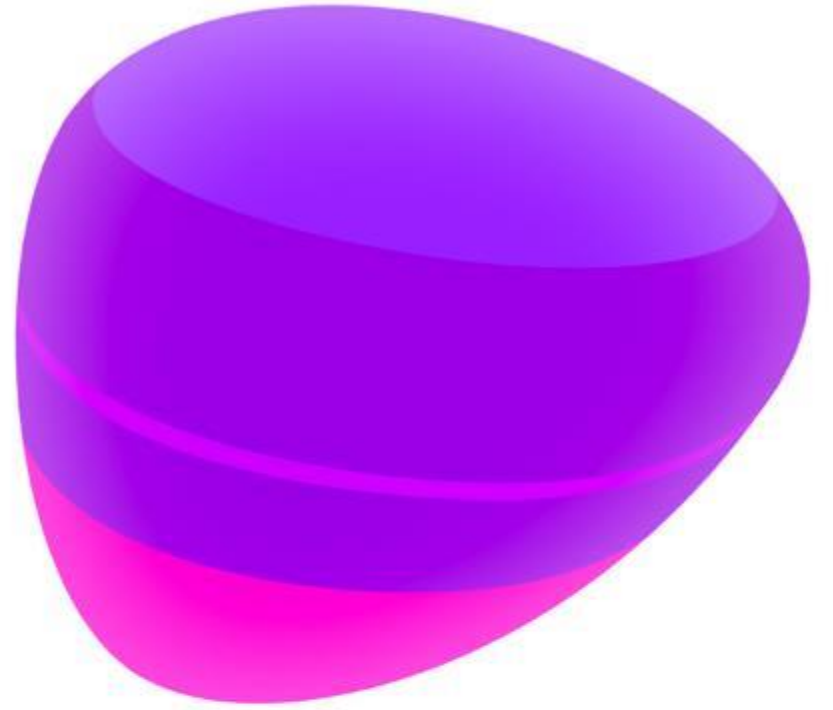
AGE DIFFERENCES

10-12 y/o – have felt more energetic than the older children since studying from home.

16-18 y/o – feel more tired than the younger kids.



ESTONIA



RESULTS IN SUMMARY - ESTONIA



CHILDREN IN ESTONIA ARE MORE SATISFIED WITH STUDYING FROM HOME THAN AVERAGE – AND HAVE BETTER ACCESS TO THE DEVICES NEEDED

OVERALL SATISFACTION/ACCESS

A majority of Estonian children feel satisfied overall with digital studying from home. Only 1 out of 10 express dissatisfaction.

In Estonia the children state to a higher extent than in the other countries that the access to needed devices has been good – 4 out of 5 say this.

Access to school systems has also been better in Estonia than in the other countries.

Good access to devices needed and to internet correlates strongly with overall satisfaction.

AGE DIFFERENCES

10-12 y/o – 2 out of 5 has had to share a device used for school work with a sibling or parent.

16-18 y/o are somewhat more satisfied overall.



RESULTS IN SUMMARY - ESTONIA



EVERY OTHER CHILD IN ESTONIA THINK THE SCHOOL TASKS HAVE BECOME MORE DIFFICULT SINCE STUDYING FROM HOME

SCHOOLING, LEARNING AND SUPPORT

Task done on your own has increased while both solving and discussing tasks with classmates has decreased.

Almost half say they spend more hours studying than before – but 1 out of 3 say they spend less hours.

Half of the children experience the tasks to have been more difficult during the period of studying from home.

3 out of 4 say that their ability to take breaks has increased.

The support given by parents has increased while 2 out of 5 say they have received less support from teachers while studying from home.

7 out of 10 say they have learned or started to use new study methods and tools of communication during the period of studying from home.

The children want their family members to be available for questions above all else, while from teachers the most valued support come in the form of useful feedback and being available for questions outside the classroom.

AGE DIFFERENCES

The need of family to respect space increases with age.



RESULTS IN SUMMARY - ESTONIA



ESTONIAN CHILDREN HAVE FELT SAFE, PRODUCTIVE AND RELAXED WHILE STUDYING FROM HOME – BUT ALSO BORED.

WELLBEING AND SAFETY ONLINE

4 out of 5 children has felt safe due to studying from home instead of attending school.

Half has felt productive, the same amount has felt happy, relaxed and not lonely.

1 out of 3 has felt bored because of studying from home.

Only very few has attended a school meeting regarding bullying on the internet.

1 out of 7 has accidentally seen something online that made them feel uncomfortable. 1 out of 10 has experienced a phishing attempt.

Screen time and time spent with the family has increased for the vast majority.

Almost 1 out of 2 say that they have slept more hours during this period. 1 out of 3 state that they eat more regularly and somewhat less that they eat more healthy.

Time spent on exercise/sports has decreased for half– but 3 out of 10 say this has increased.

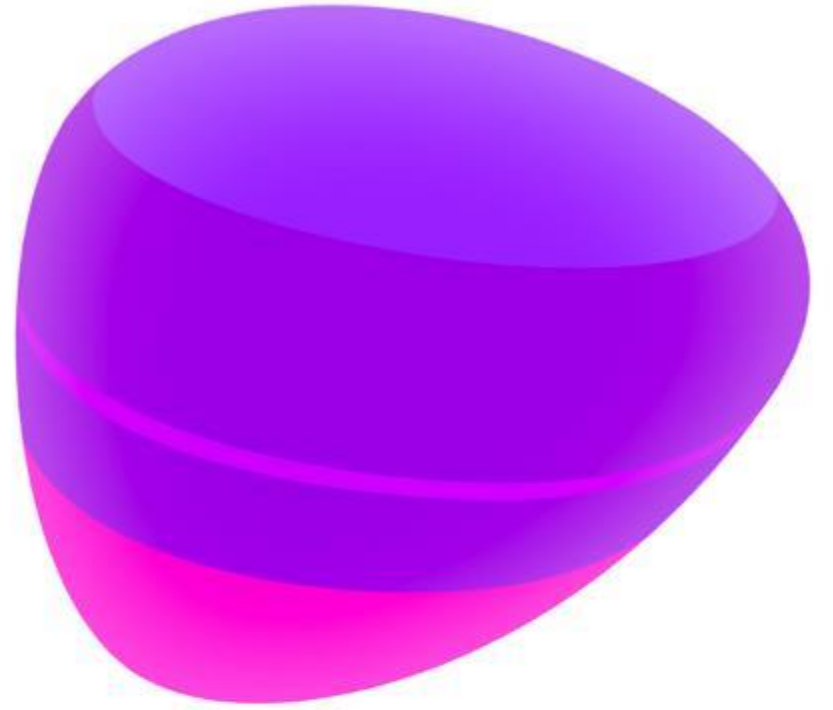
Time spent with friends has decreased for the majority.

AGE DIFFERENCES

No significant difference.



FINLAND



RESULTS IN SUMMARY - FINLAND



CHILDREN IN FINLAND ARE GENERALLY SATISFIED WITH THE PERIOD OF STUDYING FROM HOME – THE YOUNGEST ESPECIALLY

OVERALL SATISFACTION/ACCESS

2 out of 3 are satisfied with the period of studying from home – more than in the other countries.

3 out of 4 feel their access to devices needed for studying from home has been good. Internet access has also been good for the vast majority.

AGE DIFFERENCES

10-12 y/o – more satisfied overall



RESULTS IN SUMMARY - FINLAND



FINNISH STUDENTS HAVE BECOME MORE INDEPENDENT WHILE STUDYING FROM HOME.

SCHOOLING, LEARNING AND SUPPORT

3 out of 4 has solved more tasks on their own than before. Half has also become more independent in solving tasks.

2 out of 5 has spent less time studying – but 3 out of 10 has spent more. 1 out of 3 think the difficulty of school tasks has increased.

2 out of 3 has seen discussions with classmates on tasks decrease, and even more so seen a decrease in tasks solved together with classmates.

7 out of 10 has had an increased ability to take breaks.

Half has received more support from parents – support from teachers has however decreased for 2 out of 5

Almost 4 out of 5 state that the way their class learns has changed since studying from home began. 2 out of 3 has learned or started to use new methods for studying and new communication tools.

From family members the most important support comes by being available for questions if needed. From teachers the most important is to be available outside classes and providing useful feedback.

AGE DIFFERENCES

10-12 y/o – puts less emphasis on information being made available by the teachers

16-18 y/o – values less that the teachers ask if help is needed – prefers that information is being made available

The need of family to respect space increases with age.



RESULTS IN SUMMARY - FINLAND



FINNISH STUDENTS HAVE FELT MORE SAFE AND PRODUCTIVE DUE TO STUDYING FROM HOME.

WELLBEING AND SAFETY ONLINE

4 out of 5 children has felt safe due to studying from home instead of attending school.

1 out of 2 has felt productive, the same amount has felt focused and not lonely.

1 out of 3 has felt bored because of studying from home.

1 out of 5 has attended a school meeting on online bullying – more than in the other countries

2 out of 5 has accidentally seen something online that made them feel uncomfortable. 1 out of 6 has experienced a phishing attempt.

Screen time and time spent with the family has increased for most of the children.

2 out of 5 say that they have slept more hours during this period.

Time spent on exercise/sports has decreased for 2 out of 5 – but 1 out of 4 say this has increased.

Time spent with friends has decreased for the majority.

AGE DIFFERENCES

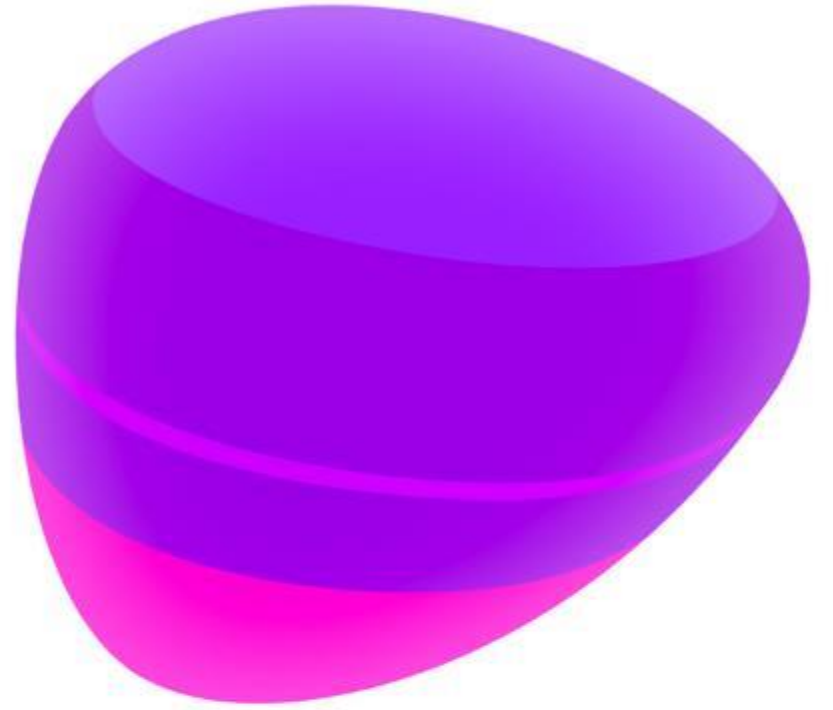
10-12 y/o – have felt more inspired and calm than the older kids

2 out of 5 has talked about bullying online with a parent or family member – less so among the older children

16-18 y/o – more has felt stressed while studying from home – 1 out of 3



LATVIA



RESULTS IN SUMMARY - LATVIA



OVERALL SATISFACTION AND ACCESS TO DEVICES UNDER THE PERIOD OF DIGITAL STUDYING FROM HOME HAS BEEN HIGH

OVERALL SATISFACTION/ACCESS

1 out of 2 are satisfied overall with the period of studying from home – 1 in 5 are dissatisfied.

7 out of 10 says the access to devices needed and internet has been good.

Little more than 1 in 10 say that the access to school systems and tools for interaction has been bad.

Good access to devices needed and to internet correlates strongly with overall satisfaction.

AGE DIFFERENCES

No significant differences



RESULTS IN SUMMARY - LATVIA



STUDENTS IN LATVIA SAY TASKS HAVE BECOME INCREASINGLY DIFFICULT – AND SPEND MORE TIME STUDYING THAN BEFORE DIGITAL HOME STUDYING BEGAN.

SCHOOLING, LEARNING AND SUPPORT

3 out of 5 has solved more tasks on their own than before. Half have become more independent in solving tasks.

Half think the difficulty of school tasks has increased. More than half has spent more hours on studying – 3 out of 10 has spent less.

Almost 2 out of 3 has seen discussions with classmates on tasks decrease, and even more so see a decrease in tasks solved together with classmates.

1 out of 2 has had an increased ability to take breaks.

2 out of 3 has received more support from parents – support from teachers has however decreased for 2 out of 5

4 out of 5 see a change in how their class learns. 2 out of 3 has learned or started to use new methods for studying and new communication tools. Among those, 3 of 4 mention online tests and tutorial videos.

From family members the most important support comes by being available for questions if needed and by asking if help is needed. From teachers the primary support is to be available outside classes and providing useful feedback.

AGE DIFFERENCES

16-18 y/o – somewhat more feel their ability to finish tasks in time and to concentrate while studying has increase

The need of family to respect space increases with age.



RESULTS IN SUMMARY - LATVIA



CHILDREN IN LATVIA HAVE SLEPT MORE AND EATEN BETTER DURING THE PERIOD OF DIGITAL STUDYING FROM HOME.

WELLBEING AND SAFETY ONLINE

3 out of 5 children have felt safe due to studying from home instead of attending school. Half say they have felt calm rather than worried.

Almost 1 out of 2 has felt productive, the same amount has not felt lonely. 3 out of 10 has felt bored because of studying from home.

Very few has attended a school-organized meeting regarding online bullying.

1 out of 10 has either been affected by an internet virus or accidentally seen something online that made them uncomfortable.

Screen time and time spent with the family has increased for most of the children.

1 out of 2 say that they have slept more hours during this period.

More than a third say that they have eaten healthier and more regularly.

Time spent on exercise/sports has decreased for 1 out of 2 children.

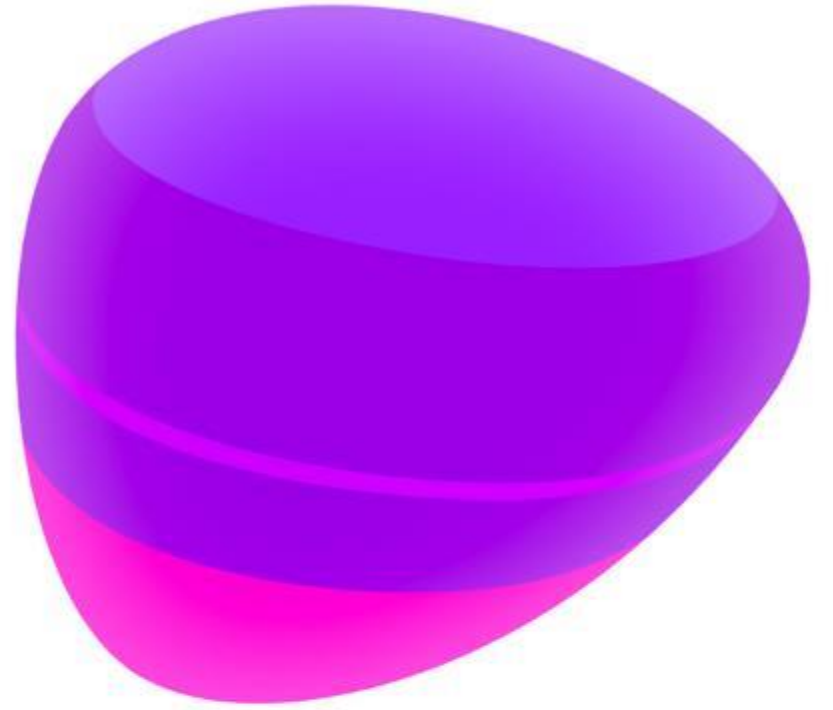
Times thought about and times seen bullying has decreased for 1 out of 4 children.

AGE DIFFERENCES

No significant differences.



LITHUANIA



RESULTS IN SUMMARY - LITHUANIA



ABOUT HALF OF STUDENTS IN LITHUANIA ARE SATISFIED WITH THE PERIOD OF DIGITAL STUDYING FROM HOME

OVERALL SATISFACTION/ACCESS

Half are satisfied overall with the period of studying from home.

1 out of 5 say they have experienced the access to school systems as bad.

Good access to devices needed and to internet correlates strongly with overall satisfaction.

AGE DIFFERENCES

No significant differences



RESULTS IN SUMMARY - LITHUANIA



STUDENTS IN LITHUANIA SAY THAT THE DIFFICULTY OF SCHOOL TASKS HAS INCREASED – BUT SO HAS THEIR LEARNINGS AND RESULTS.

SCHOOLING, LEARNING AND SUPPORT

3 out of 5 say they have done more tasks on their own. Half say that the difficulty of tasks has increased.

1 out of 2 have spent more hours studying – 3 out of 10 has spent less.

1 out of 3 say discussions on tasks with classmates has increased - but 2 out of 5 say it has decreased. 1 out of 2 have solved fewer tasks together with classmates.

1 out of 2 have had an increased ability to take breaks. Half of the children also say their learnings and results have increased.

1 out of 2 has had increased support from their family – 2 out of 5 say the support from teachers has decreased.

Most children have learnt or started to use new methods of studying and new communication tools. Online tests and social media is the most frequently mentioned new methods learnt.

Being available for questions is the most important kind of support from family members – followed by not disturbing and respecting the child's need for space. From teachers the most valued support is making information available and being available for questions outside classes.

AGE DIFFERENCES

10-12 y/o – more see the need for the teacher keeping order during classes.

16-18 y/o – agrees somewhat less to having learnt new study methods and communication tools.

The need of family to respect space increases with age.



RESULTS IN SUMMARY - LITHUANIA



CHILDREN IN LITHUANIA HAS SLEPT AND EATEN BETTER DURING THE PERIOD OF STUDYING FROM HOME.

WELLBEING AND SAFETY ONLINE

7 out of 10 say they have felt safe when studying from home.

Half say they haven't felt lonely and that they have felt more productive.

2 out of 3 children have spent more time with their families. At the same time half have spent less time with their friends.

3 out of 10 have seen less, and thought less about, bullying during the period of studying from home.

Screen time has increased for 4 out of 5 children.

2 out of 5 say that they have slept more – almost as many have eaten more regularly.

In Lithuania, it has been more frequent with people accessing digital lessons that should not have been able to. 1 out of 5 say they have experienced this.

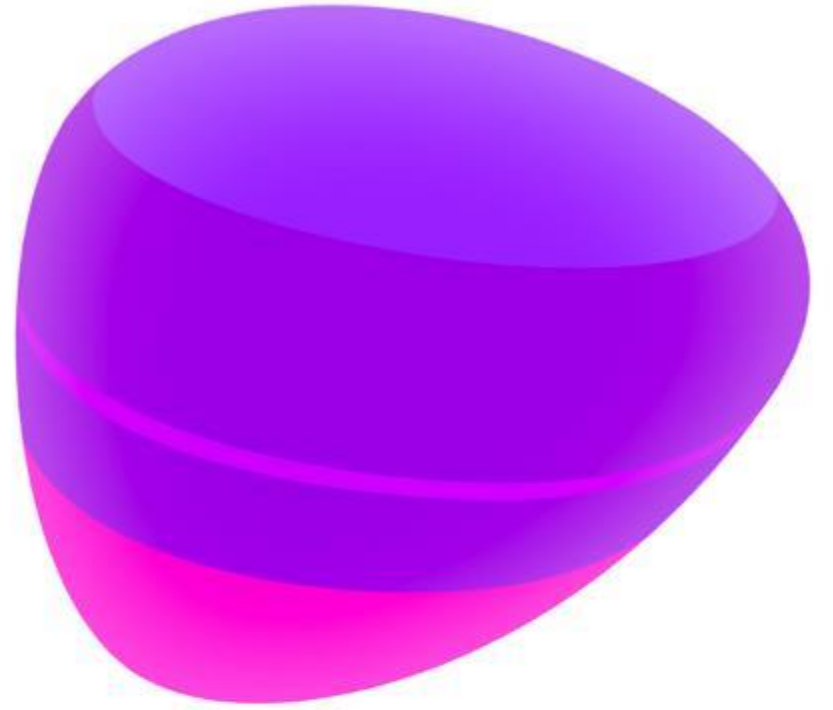
Unlawful access to school platforms are more frequent as well – 1 out of 7 say this has occurred.

AGE DIFFERENCES

No significant differences.



NORWAY



RESULTS IN SUMMARY - NORWAY



THE MAJORITY OF STUDENTS IN NORWAY ARE SATISFIED LOOKING BACK AT THE PERIOD OF DIGITAL STUDYING FROM HOME.

OVERALL SATISFACTION/ACCESS

3 out of 5 are satisfied overall with the period of studying from home. 1 out of 7 are dissatisfied.

Good access to devices needed and to internet correlates strongly with overall satisfaction.

AGE DIFFERENCES

16-18 y/o – somewhat less satisfied overall



RESULTS IN SUMMARY - NORWAY



STUDENTS IN NORWAY HAS TO A HIGHER EXTENT THAN STUDENTS IN OTHER COUNTRIES RECEIVED AN INCREASED SUPPORT FROM TEACHERS – BUT STILL, MORE SEE A DECREASE IN SUPPORT COMPARED TO BEFORE.

SCHOOLING, LEARNING AND SUPPORT

Almost 3 out of 5 say they have done more tasks on their own. 3 out of 10 say that the difficulty of tasks has increased.

1 out of 3 has spent more hours studying – but 2 out of 5 have spent less.

Half say discussions on tasks with classmates has decreased while 1 out of 4 state the opposite. Same for solving tasks together with classmates.

1 out of 2 has had an increased ability to take breaks.

1 out of 2 say they have become more independent in solving tasks.

2 out of 5 say their learnings and results has increased.

Most children have learnt or started to use new methods of studying and new communication tools. Online tests and social media is the most frequently mentioned new methods learnt.

1 out of 2 has received more support from their family. More has seen a decrease in support from teachers than an increase – but still Norway is ahead of rest of the countries.

AGE DIFFERENCES

10-12 y/o – has learned or started to use more new ways of communicating and learning

16-18 y/o – have spent more hours studying

The need of family to respect space increases with age.



RESULTS IN SUMMARY - NORWAY



STUDENTS IN NORWAY HAS HAD A LESS SAFE ONLINE EXPERIENCE DURING THE PERIOD OF DIGITAL STUDYING FROM HOME COMPARED TO STUDENTS FROM OTHER COUNTRIES

WELLBEING AND SAFETY ONLINE

3 out of 4 say they have felt safe while studying from home.

2 out of 3 say that they have felt happy, calm or relaxed.

7 out of 10 children have spent more time with their families. 2 out of 5 have spent less time with their friends.

Children in Norway has to a higher extent than in other countries seen more bullying while studying from home – 1 out of 7 say they have seen this.

Screen time has increased for 4 out of 5 children.

2 out of 5 say that they have slept more during this period.

1 in 5 children has experienced phishing attempts while studying from home.

About 1 in 10 have received photos or videos that made them feel uncomfortable.

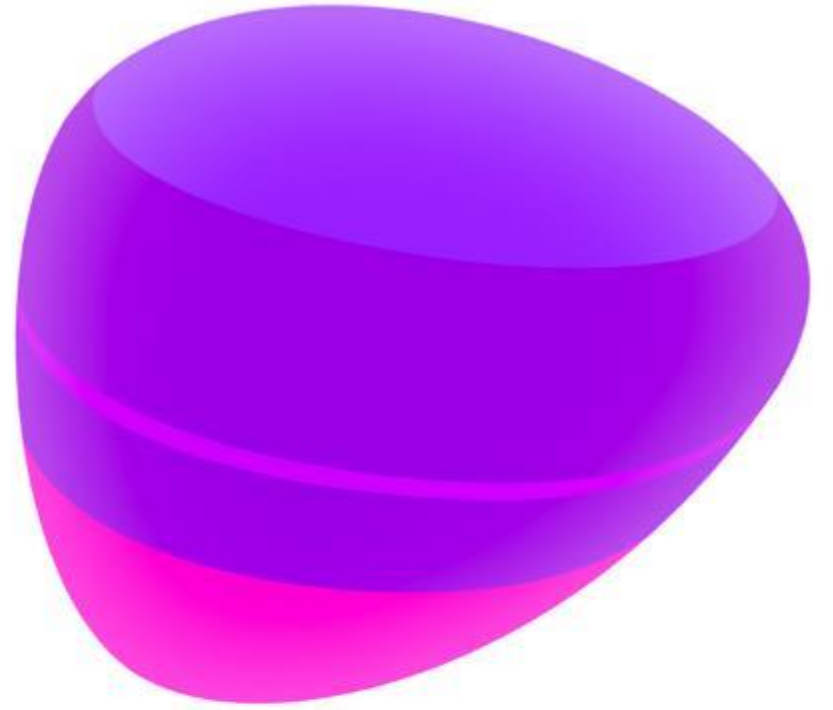
Children in Norway have also experienced unlawful access to social media accounts, web cameras, digital classes and school systems to a higher extent compared to children in the remaining countries.

AGE DIFFERENCES

16-18 y/o – have had more bad experiences regarding safety online than the younger students.



SWEDEN



RESULTS IN SUMMARY - SWEDEN



**ABOUT HALF OF THE CHILDREN
STUDYING FROM HOME IN SWEDEN ARE
SATISFIED WITH THE EXPERIENCE. A
FIFTH IS DISSATISFIED.**

OVERALL SATISFACTION/ACCESS

Somewhat less than half of the students in Sweden are satisfied with the period of studying from home. 1 in 5 are dissatisfied. This is in line with the 16-18 y/o groups in general.

Good access to devices needed and to internet correlates strongly with overall satisfaction.



RESULTS IN SUMMARY - SWEDEN



SWEDISH STUDENTS HAVE STRUGGLED MORE TO BE ABLE TO TAKE BREAKS WHILE STUDYING DIGITALLY FROM HOME COMPARED TO STUDENTS IN OTHER COUNTRIES.

SCHOOLING, LEARNING AND SUPPORT

Almost 3 out of 5 say they have done more tasks on their own. 1 out of 3 say that the difficulty of tasks has increased.

1 out of 3 has spent more hours studying – as many have spent less.

1 out of 2 says discussions on tasks with classmates has decreased while 1 out of 5 state the opposite.

Students in Sweden state to a lesser extent than in other countries that their ability to take breaks has increased – 2 in 5 say this.

7 in 10 state they have learned or started using new ways of communicating with their teachers. As many say the way the class is learning has changed. Creating content together is a new method more frequently mentioned in Sweden compared to other countries.

The most important support from the family is respecting the need of space. From teachers, being available outside classes are the most valued type of support by Swedish children.

While the support from parents has increased, the teacher support has decreased.



RESULTS IN SUMMARY - SWEDEN



SWEDISH STUDENTS HAVE FELT SAFE BUT BORED DURING THE PERIOD OF STUDYING FROM HOME.

WELLBEING AND SAFETY ONLINE

2 out of 3 say they have felt safe due to studying from home.

1 out of 2 say they have felt either calm or happy.

2 out of 5 have felt bored.

1 in 6 children studying from home in Sweden has attended a school meeting on online bullying.

Screen time has increased for 4 out of 5 children.

1 out of 3 say that they have slept more.

Almost half have spent less time with their friends.

1 in 5 children has experienced phishing attempts while studying from home.

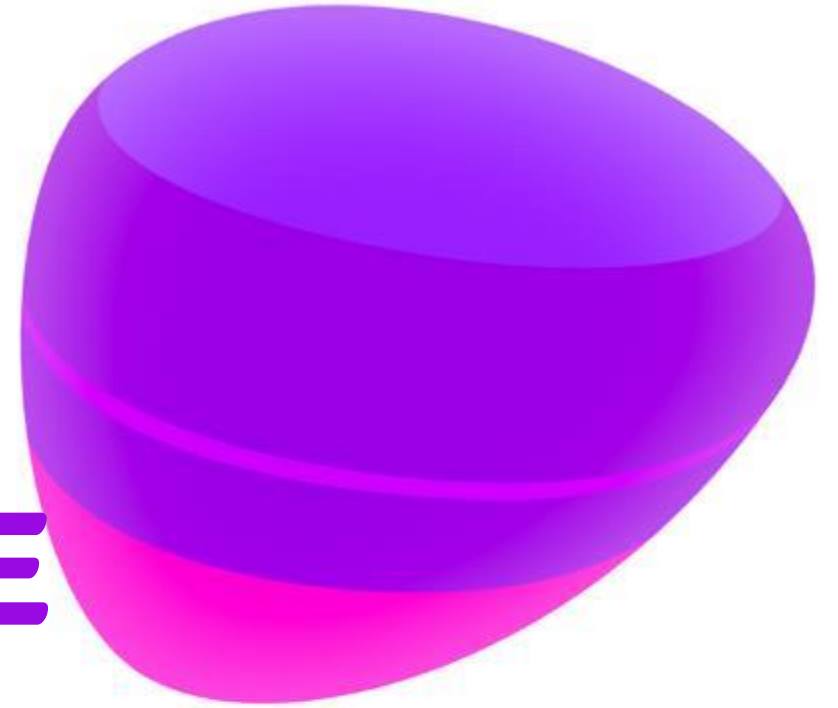
About 1 in 10 have received photos or videos that made them feel uncomfortable.



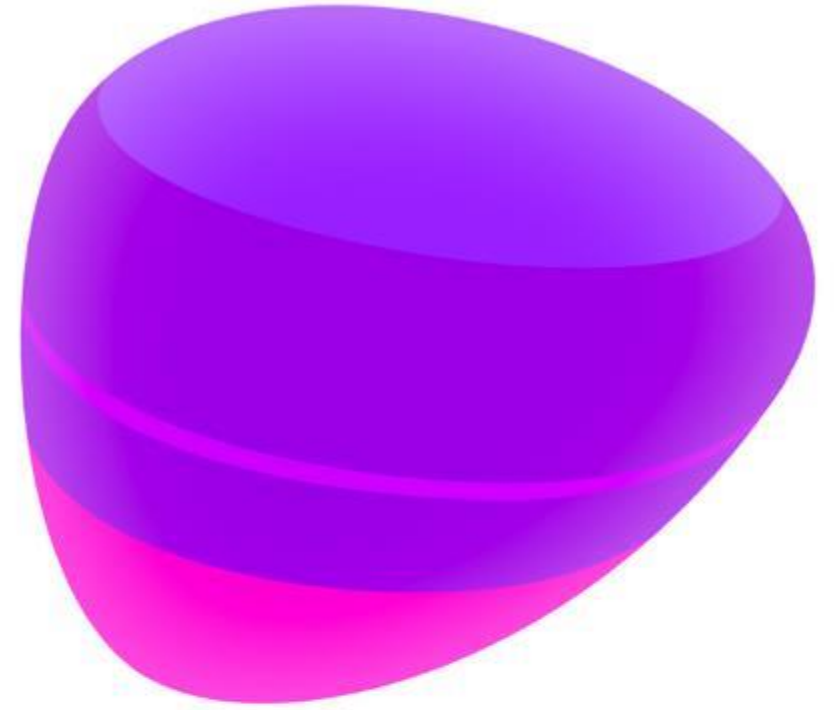
SCORECARDS

- ALL COUNTRIES

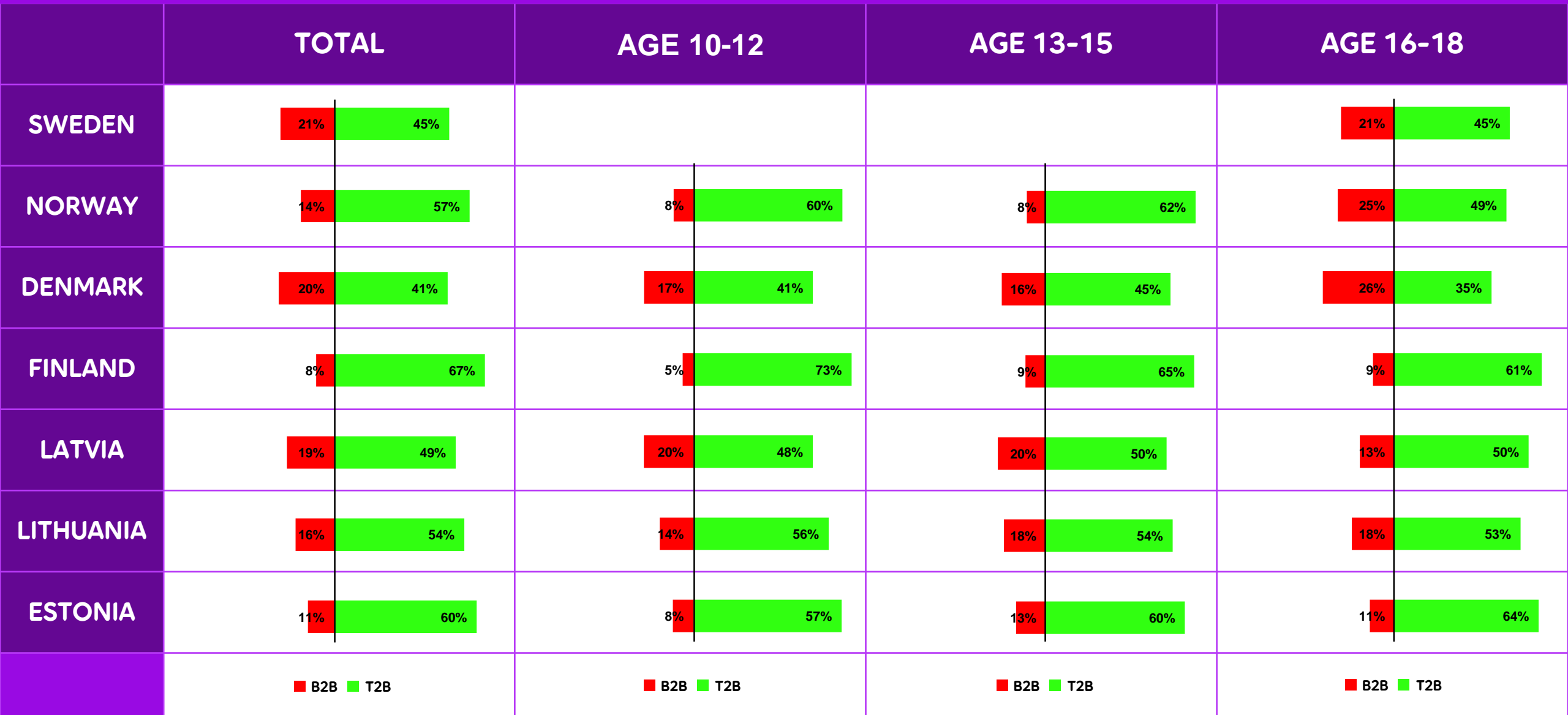
SORTED BY QUESTION AND AGE GROUP

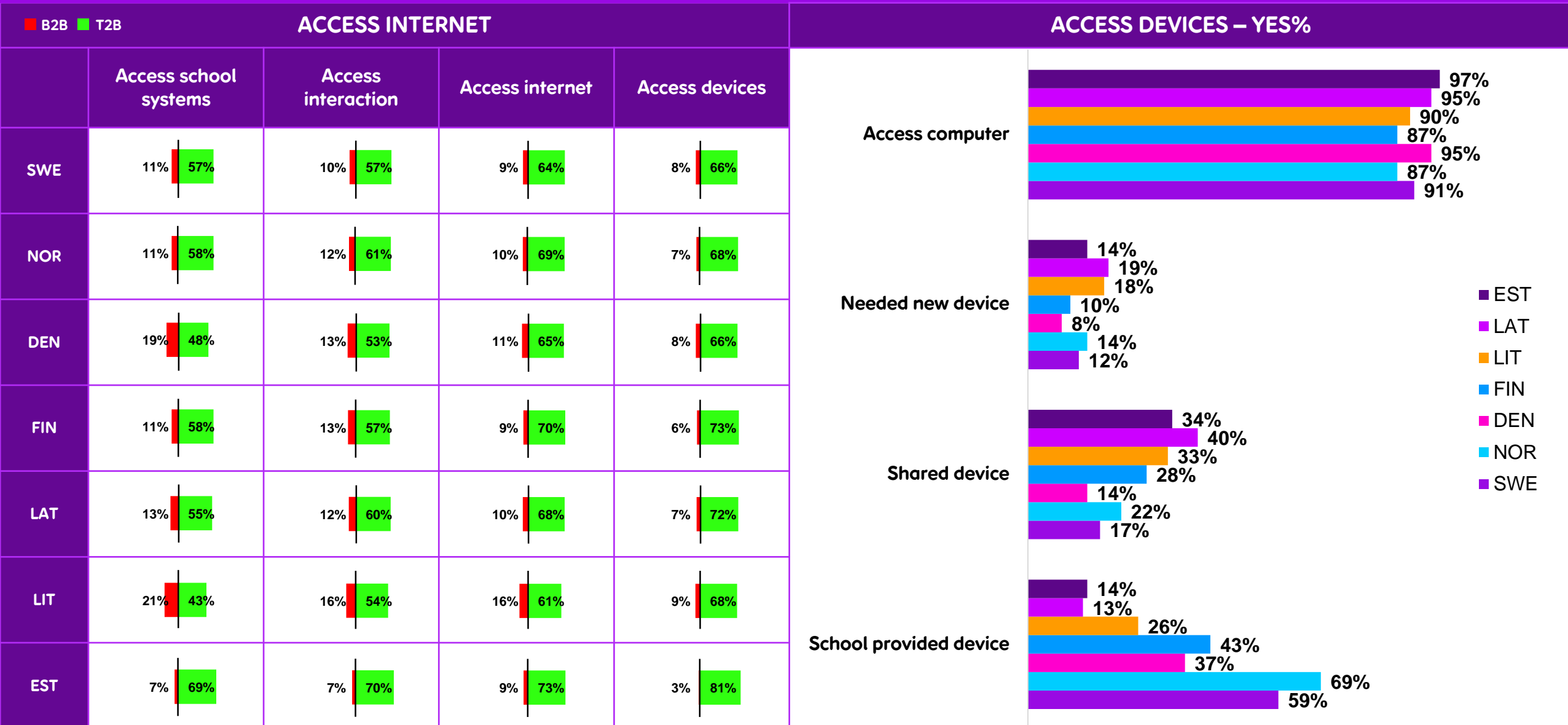


SCORECARDS – OVERALL SATISFACTION/ ACCESS



OVERALL SATISFACTION





How has the following worked for you during the period of digital studying from home?
 Please answer on a scale 1-5 where 1 = Not at all good and 5 = Very good
 Please tell us if the following statements are true or false.

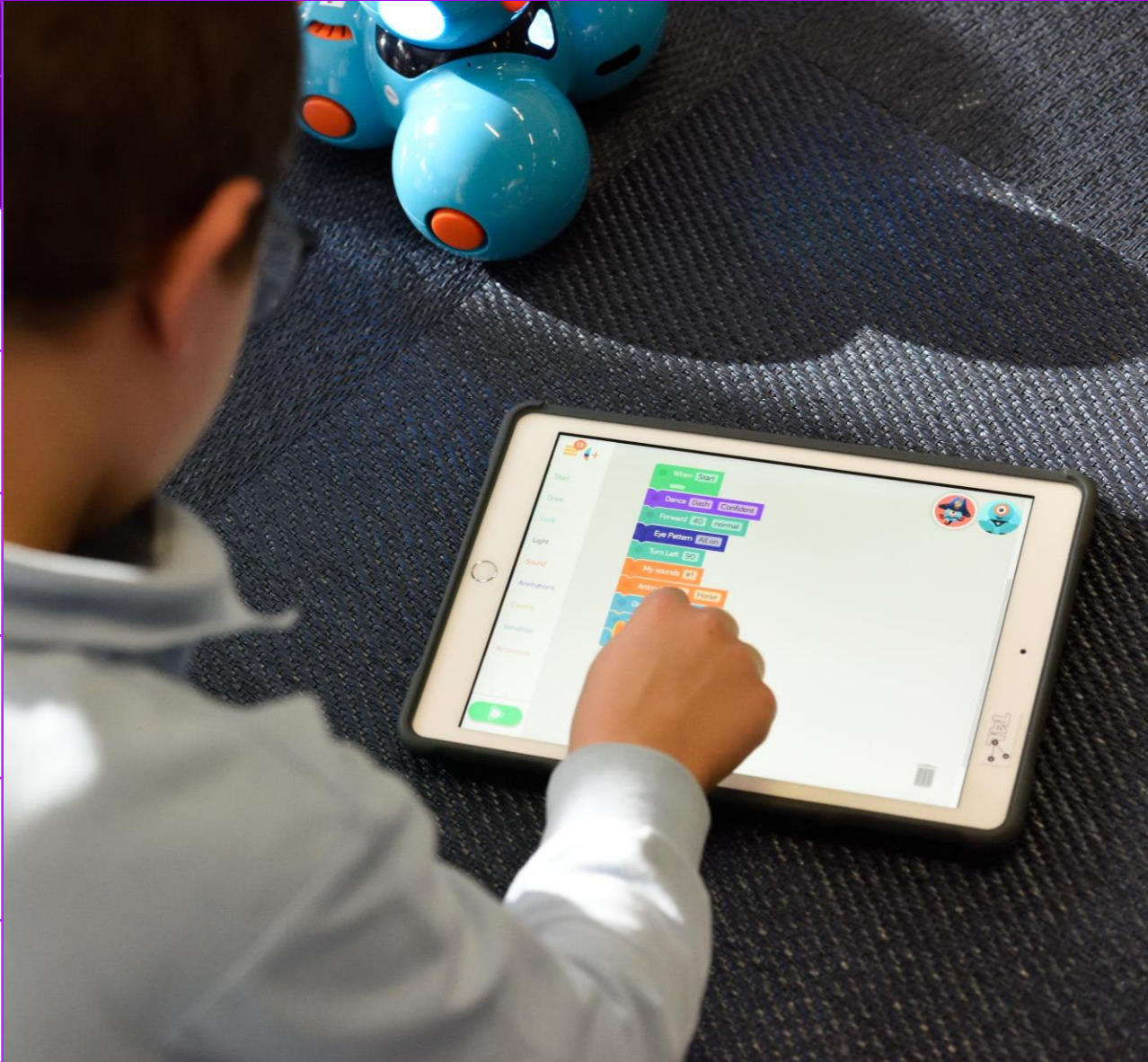


ACCESS INTERNET				
	Access school systems	Access interaction	Access internet	Access devices
NOR	10% 59%	10% 65%	6% 75%	5% 74%
DEN	20% 43%	12% 53%	8% 67%	9% 68%
FIN	11% 59%	13% 57%	9% 72%	7% 74%
LAT	14% 52%	13% 55%	10% 68%	7% 72%
LIT	18% 46%	15% 58%	12% 66%	8% 70%
EST	6% 67%	7% 67%	9% 73%	4% 83%



How has the following worked for you during the period of digital studying from home?
 Please answer on a scale 1-5 where 1 = Not at all good and 5 = Very good
 Please tell us if the following statements are true or false.

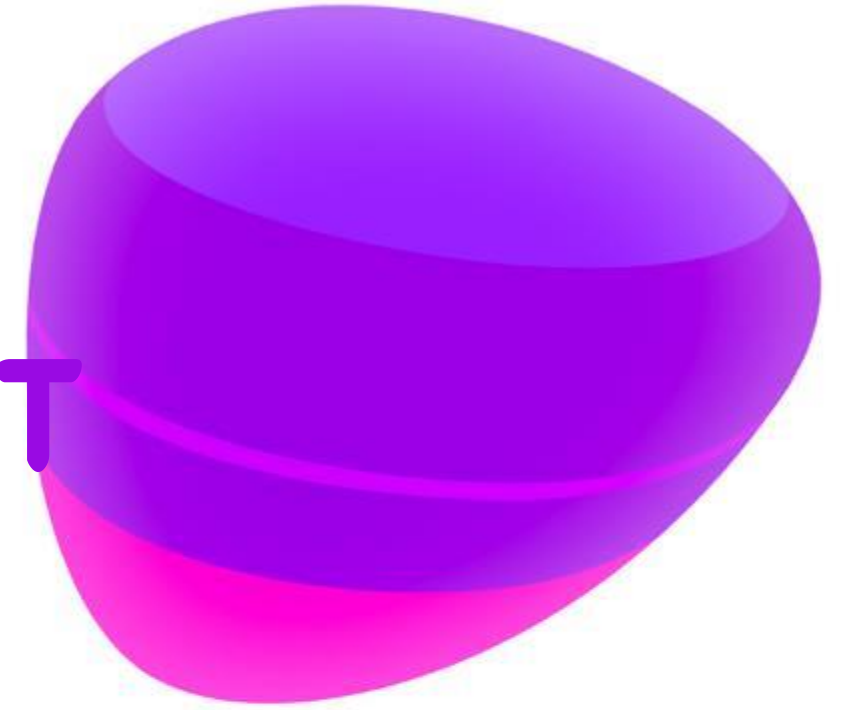
ACCESS INTERNET				
	Access school systems	Access interaction	Access internet	Access devices
NOR	<div><div></div><div></div></div> 10%59%	<div><div></div><div></div></div> 11%63%	<div><div></div><div></div></div> 9%69%	<div><div></div><div></div></div> 6%70%
DEN	<div><div></div><div></div></div> 19%51%	<div><div></div><div></div></div> 13%55%	<div><div></div><div></div></div> 12%63%	<div><div></div><div></div></div> 7%68%
FIN	<div><div></div><div></div></div> 11%59%	<div><div></div><div></div></div> 12%58%	<div><div></div><div></div></div> 10%71%	<div><div></div><div></div></div> 6%74%
LAT	<div><div></div><div></div></div> 11%59%	<div><div></div><div></div></div> 12%63%	<div><div></div><div></div></div> 9%71%	<div><div></div><div></div></div> 7%73%
LIT	<div><div></div><div></div></div> 22%42%	<div><div></div><div></div></div> 17%50%	<div><div></div><div></div></div> 16%60%	<div><div></div><div></div></div> 8%66%
EST	<div><div></div><div></div></div> 8%69%	<div><div></div><div></div></div> 8%73%	<div><div></div><div></div></div> 8%72%	<div><div></div><div></div></div> 3%80%



ACCESS INTERNET				
	Access school systems	Access interaction	Access internet	Access devices
SWE	11% 57%	10% 57%	9% 64%	8% 66%
NOR	13% 55%	15% 56%	14% 64%	11% 60%
DEN	17% 50%	13% 49%	12% 63%	8% 63%
FIN	10% 56%	13% 54%	7% 67%	6% 70%
LAT	13% 54%	12% 62%	12% 66%	8% 73%
LIT	22% 43%	16% 52%	18% 58%	11% 68%
EST	5% 71%	8% 71%	8% 76%	3% 81%



SCORECARDS – SCHOOLING/ LEARNING/SUPPORT



■ B2B ■ T2B

SCHOOLING

	Hours studying	Tasks - on my own	Tasks - with classmates	Tasks - difficulty	Tasks - discussions	Activity in classes
SWE	32% 30%	14% 55%	56% 18%	11% 32%	53% 19%	33% 25%
NOR	42% 33%	14% 56%	54% 24%	15% 31%	53% 24%	35% 27%
DEN	50% 29%	18% 50%	59% 17%	18% 28%	64% 11%	34% 23%
FIN	43% 30%	8% 75%	69% 10%	12% 32%	65% 15%	31% 20%
LAT	29% 54%	13% 62%	59% 19%	10% 49%	56% 23%	35% 29%
LIT	30% 46%	13% 60%	49% 26%	10% 46%	39% 34%	37% 31%
EST	36% 44%	14% 57%	59% 20%	11% 48%	57% 24%	35% 25%



■ B2B ■ T2B

SCHOOLING

	Hours studying	Tasks - on my own	Tasks - with classmates	Tasks - difficulty	Tasks - discussions	Activity in classes
NOR	52% 23%	13% 57%	58% 22%	17% 24%	57% 21%	36% 23%
DEN	55% 23%	19% 49%	72% 11%	20% 27%	74% 7%	36% 22%
FIN	49% 23%	8% 75%	73% 9%	15% 26%	67% 11%	29% 17%
LAT	32% 48%	17% 56%	70% 9%	11% 44%	69% 12%	41% 25%
LIT	37% 40%	16% 56%	59% 18%	12% 42%	54% 20%	37% 29%
EST	41% 40%	14% 56%	72% 13%	13% 43%	75% 11%	39% 22%



■ B2B ■ T2B

SCHOOLING

	Hours studying	Tasks - on my own	Tasks - with classmates	Tasks - difficulty	Tasks - discussions	Activity in classes
NOR	42% 33%	13% 56%	54% 23%	13% 32%	54% 22%	35% 26%
DEN	50% 32%	15% 55%	54% 20%	17% 31%	64% 12%	34% 22%
FIN	41% 32%	7% 75%	71% 9%	11% 37%	65% 16%	29% 24%
LAT	29% 58%	11% 64%	56% 25%	9% 52%	47% 30%	32% 32%
LIT	29% 49%	13% 61%	49% 26%	11% 47%	34% 39%	39% 30%
EST	35% 45%	13% 59%	58% 21%	10% 53%	50% 29%	33% 26%



■ B2B ■ T2B

SCHOOLING

	Hours studying	Tasks - on my own	Tasks - with classmates	Tasks - difficulty	Tasks - discussions	Activity in classes
SWE	32% 30%	14% 55%	56% 18%	11% 32%	53% 19%	33% 25%
NOR	31% 43%	16% 56%	48% 28%	14% 36%	47% 28%	33% 31%
DEN	43% 31%	22% 46%	49% 20%	17% 27%	54% 14%	33% 24%
FIN	37% 37%	9% 74%	63% 15%	10% 33%	62% 18%	34% 20%
LAT	24% 60%	9% 67%	46% 28%	8% 53%	45% 32%	31% 32%
LIT	24% 49%	9% 64%	38% 33%	9% 49%	27% 43%	35% 35%
EST	32% 46%	16% 54%	44% 29%	11% 48%	42% 36%	32% 27%



■ B2B ■ T2B

STUDY EFFECTS ON SELF

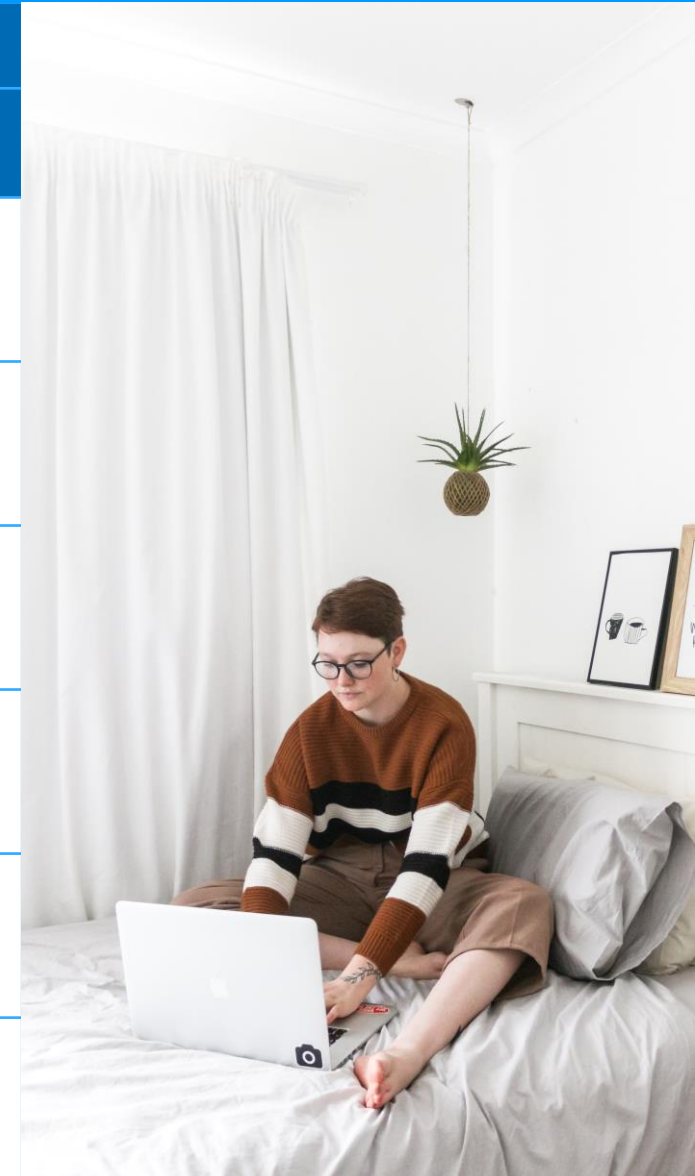
	Concentration studying	Engagement classes/tasks	Tasks - independence	Learning and results	Ability take breaks	Ability finish in time
SWE	38% 31%	35% 24%	14% 44%	25% 29%	25% 39%	21% 28%
NOR	29% 41%	32% 29%	12% 50%	20% 38%	17% 53%	17% 39%
DEN	36% 26%	37% 21%	13% 43%	28% 27%	12% 63%	16% 30%
FIN	29% 35%	26% 26%	10% 52%	21% 29%	11% 70%	19% 35%
LAT	43% 28%	27% 32%	16% 46%	20% 47%	14% 50%	33% 29%
LIT	38% 26%	31% 27%	16% 43%	19% 47%	22% 48%	27% 28%
EST	39% 26%	30% 19%	15% 39%	19% 40%	11% 74%	28% 31%



■ B2B ■ T2B

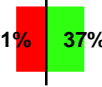
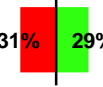
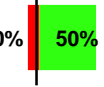
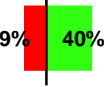
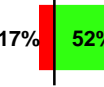
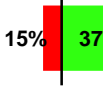
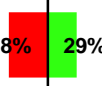
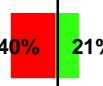
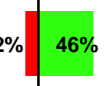
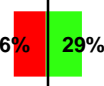
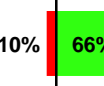
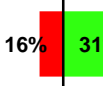
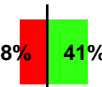
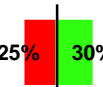
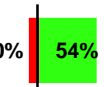
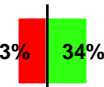
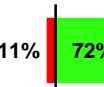
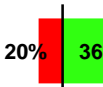
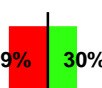
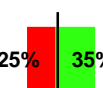
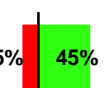
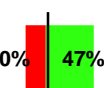
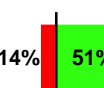
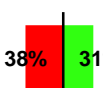
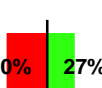
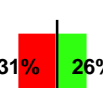
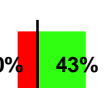
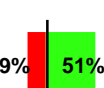
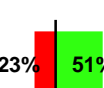
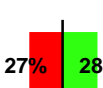
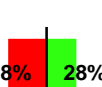
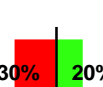
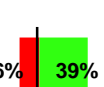
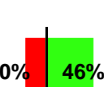
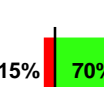
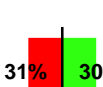
STUDY EFFECTS ON SELF

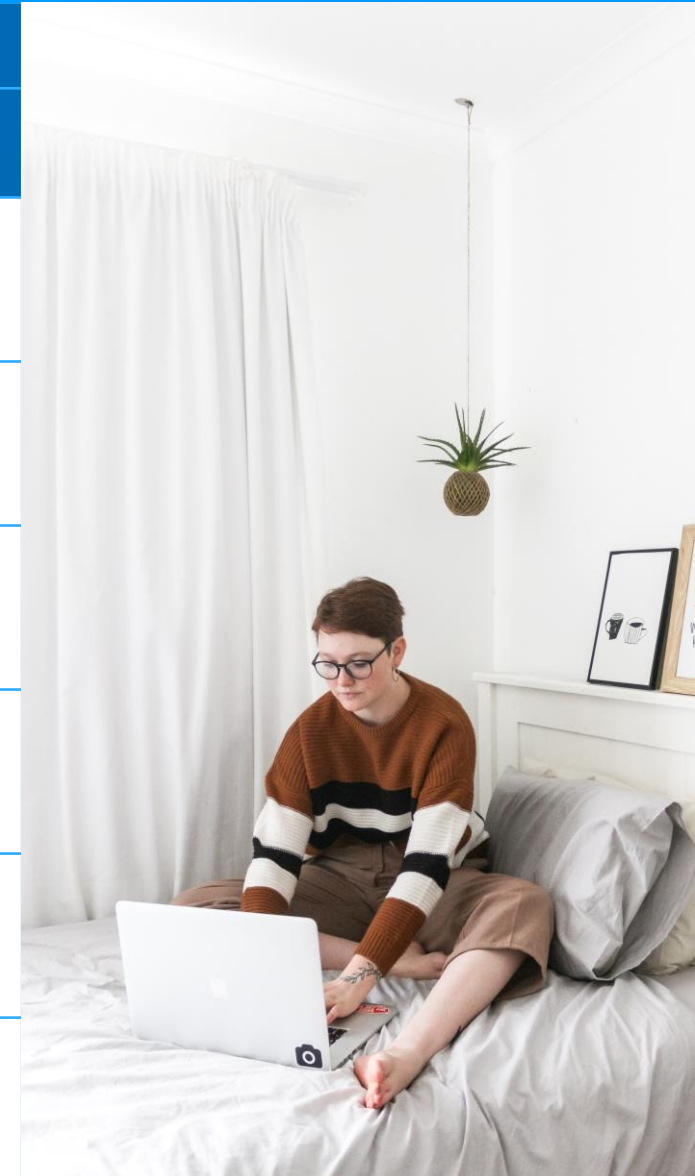
	Concentration studying	Engagement classes/tasks	Tasks - independence	Learning and results	Ability take breaks	Ability finish in time
NOR	23% 44%	29% 27%	9% 53%	15% 37%	16% 56%	14% 44%
DEN	29% 27%	33% 22%	13% 45%	25% 29%	10% 64%	11% 31%
FIN	27% 32%	23% 23%	11% 47%	15% 27%	10% 74%	18% 34%
LAT	51% 22%	30% 27%	18% 43%	22% 44%	15% 45%	35% 24%
LIT	38% 25%	27% 31%	16% 41%	18% 43%	22% 46%	27% 29%
EST	41% 25%	32% 20%	20% 36%	19% 38%	9% 76%	31% 31%



■ B2B ■ T2B

STUDY EFFECTS ON SELF

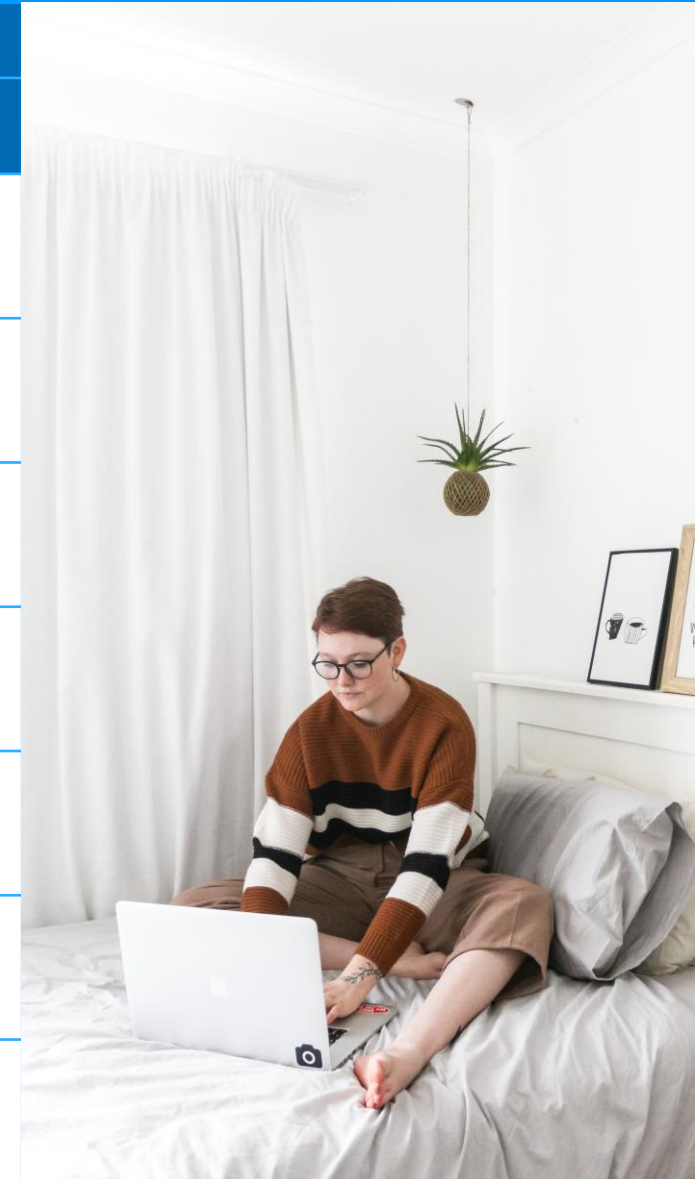
	Concentration studying	Engagement classes/tasks	Tasks - independence	Learning and results	Ability take breaks	Ability finish in time
NOR						
DEN						
FIN						
LAT						
LIT						
EST						



■ B2B ■ T2B

STUDY EFFECTS ON SELF

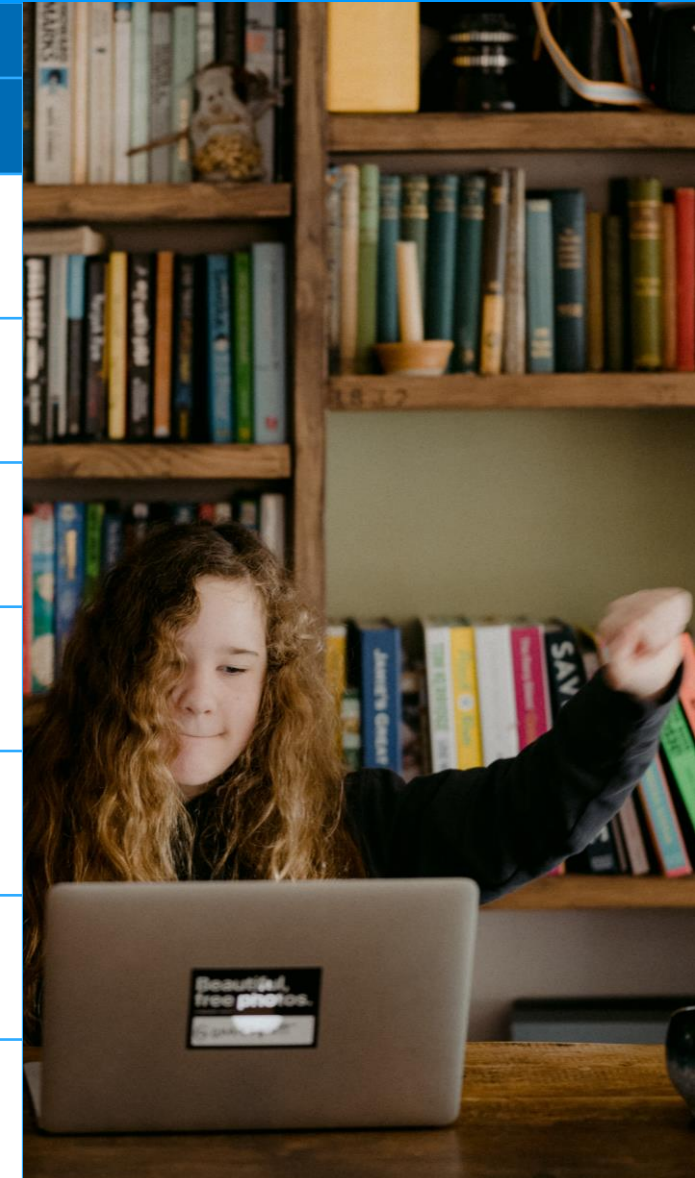
	Concentration studying	Engagement classes/tasks	Tasks - independence	Learning and results	Ability take breaks	Ability finish in time
SWE	38% 31%	35% 24%	14% 44%	25% 29%	25% 39%	21% 28%
NOR	33% 41%	36% 32%	17% 47%	27% 38%	19% 50%	23% 36%
DEN	43% 22%	40% 19%	14% 38%	33% 22%	16% 58%	22% 27%
FIN	32% 30%	32% 24%	9% 55%	26% 24%	13% 64%	21% 33%
LAT	34% 36%	26% 37%	13% 51%	17% 50%	12% 56%	23% 36%
LIT	36% 27%	35% 25%	13% 45%	21% 46%	20% 47%	27% 27%
EST	40% 26%	28% 18%	9% 44%	18% 35%	11% 76%	22% 33%



■ B2B ■ T2B

STUDY EFFECTS - SUPPORT

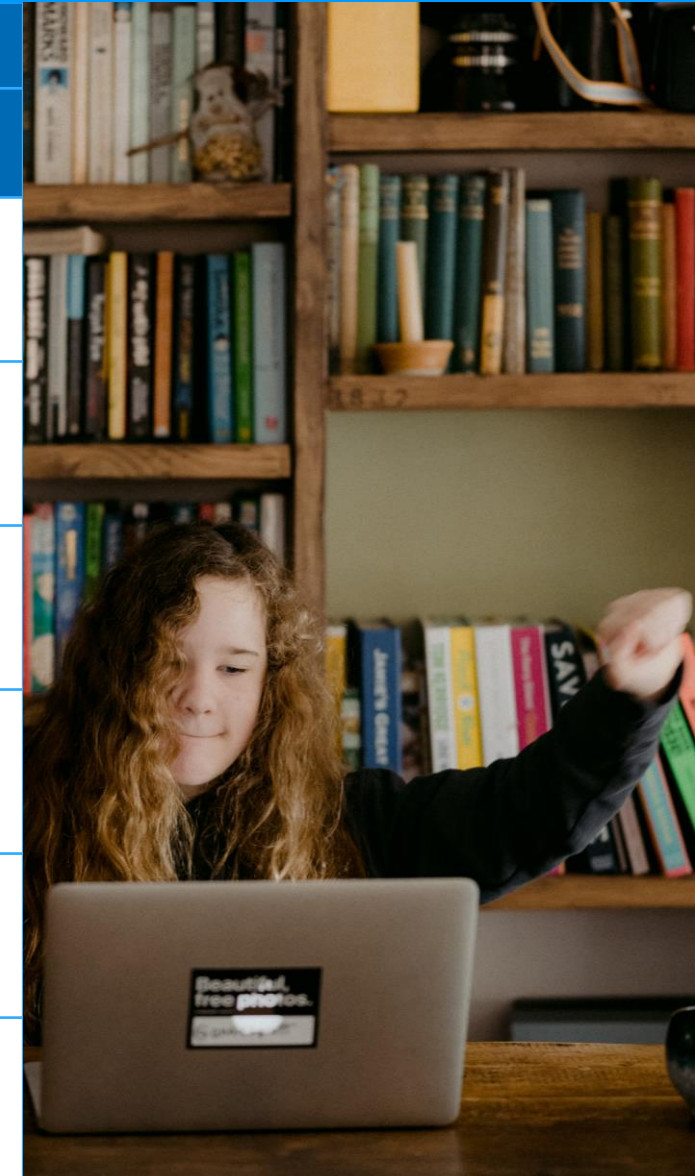
	Ask help classmates	Support from teachers	Support from parents	Support student health services
SWE	46% 19%	43% 19%	6% 42%	37% 12%
NOR	39% 27%	37% 28%	7% 53%	27% 17%
DEN	49% 13%	53% 14%	5% 50%	23% 6%
FIN	51% 14%	43% 14%	5% 52%	40% 6%
LAT	41% 21%	43% 23%	4% 66%	50% 8%
LIT	33% 29%	44% 21%	5% 50%	43% 6%
EST	34% 22%	43% 19%	4% 56%	40% 5%



■ B2B ■ T2B

STUDY EFFECTS - SUPPORT

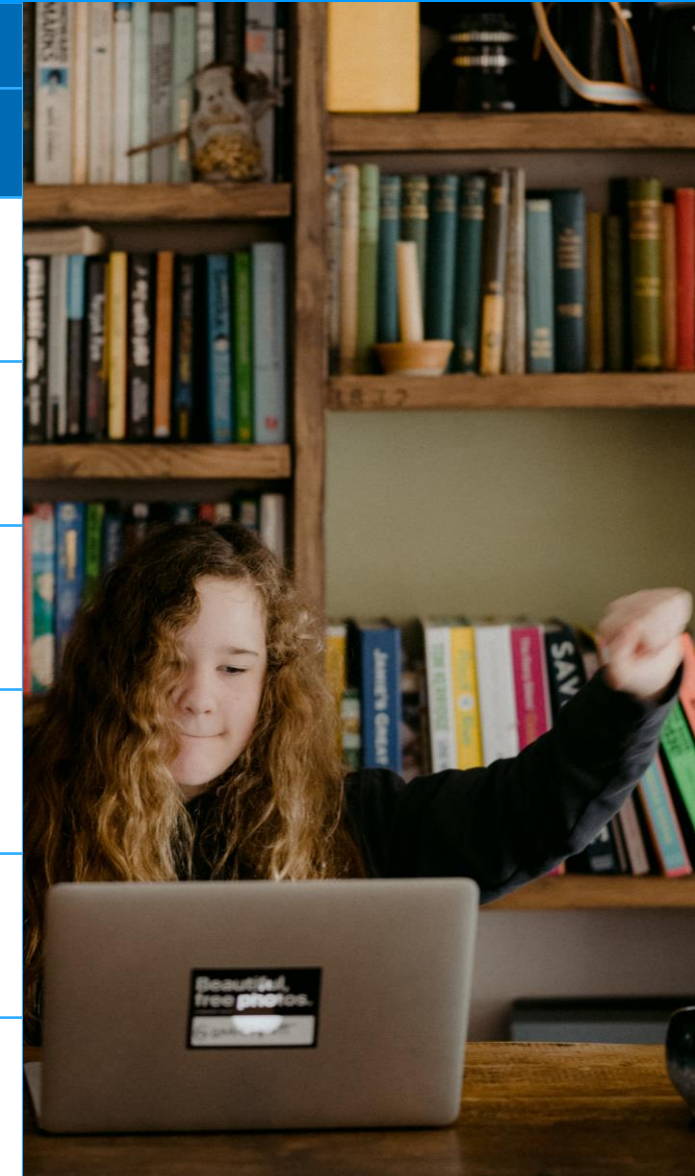
	Ask help classmates	Support from teachers	Support from parents	Support student health services
NOR				
DEN				
FIN				
LAT				
LIT				
EST				



■ B2B ■ T2B

STUDY EFFECTS - SUPPORT

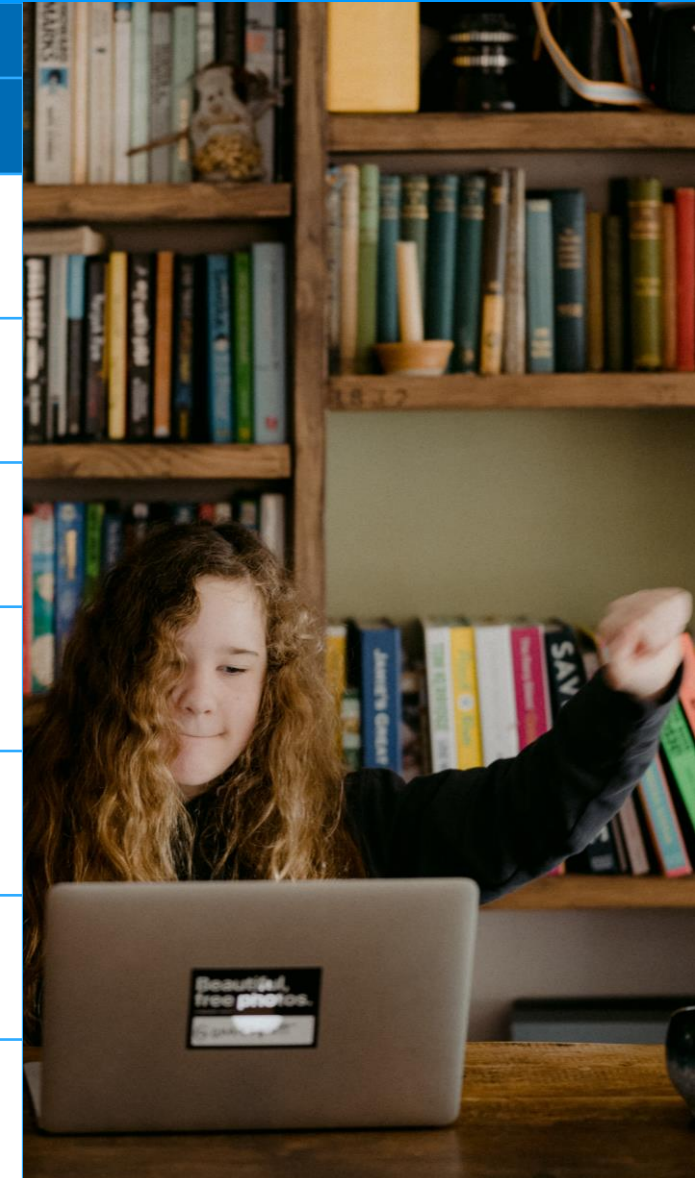
	Ask help classmates	Support from teachers	Support from parents	Support student health services
NOR	39% 26%	39% 27%	7% 53%	31% 14%
DEN	48% 14%	55% 12%	7% 49%	21% 6%
FIN	49% 16%	41% 13%	4% 51%	37% 5%
LAT	33% 25%	39% 24%	4% 63%	46% 9%
LIT	28% 34%	49% 17%	5% 53%	44% 5%
EST	27% 26%	42% 19%	5% 55%	39% 5%

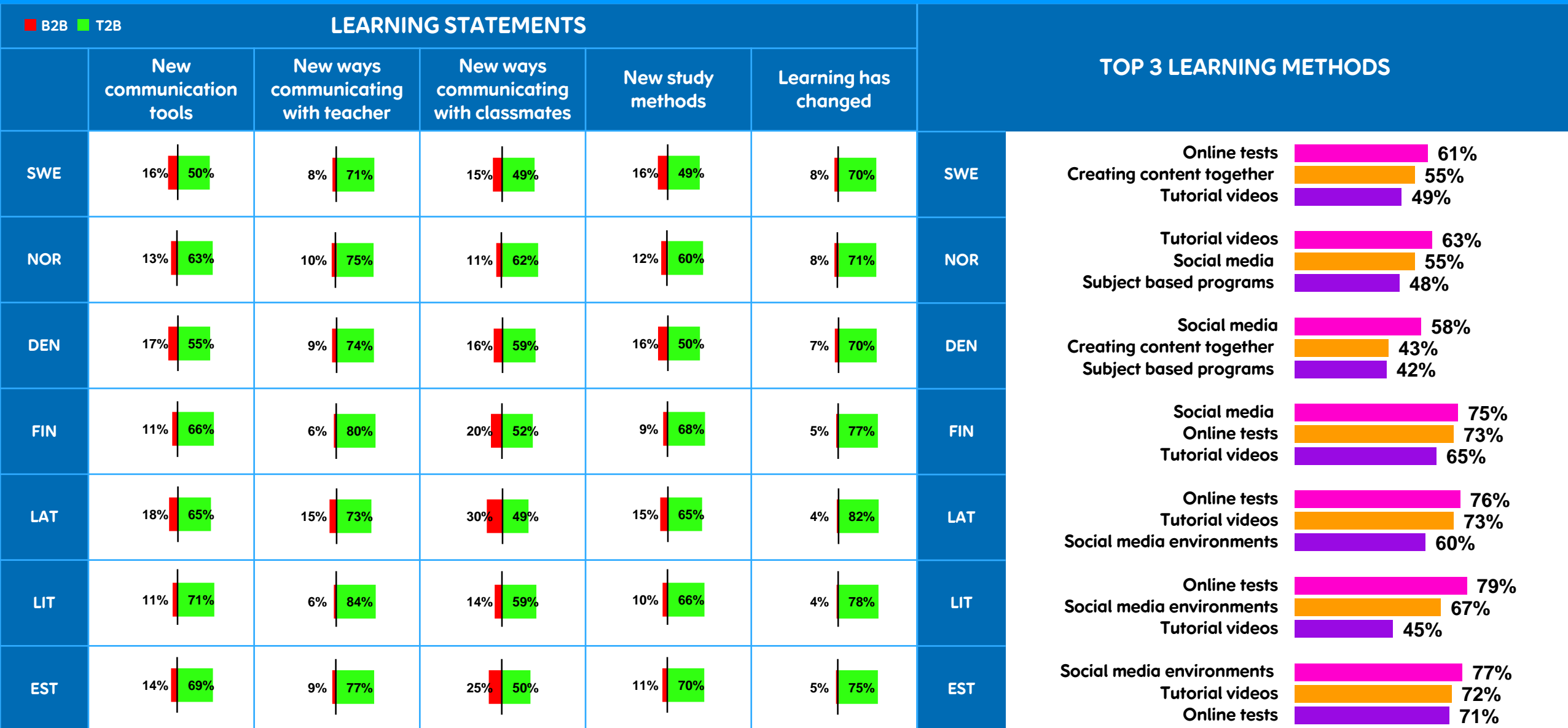


■ B2B ■ T2B

STUDY EFFECTS - SUPPORT

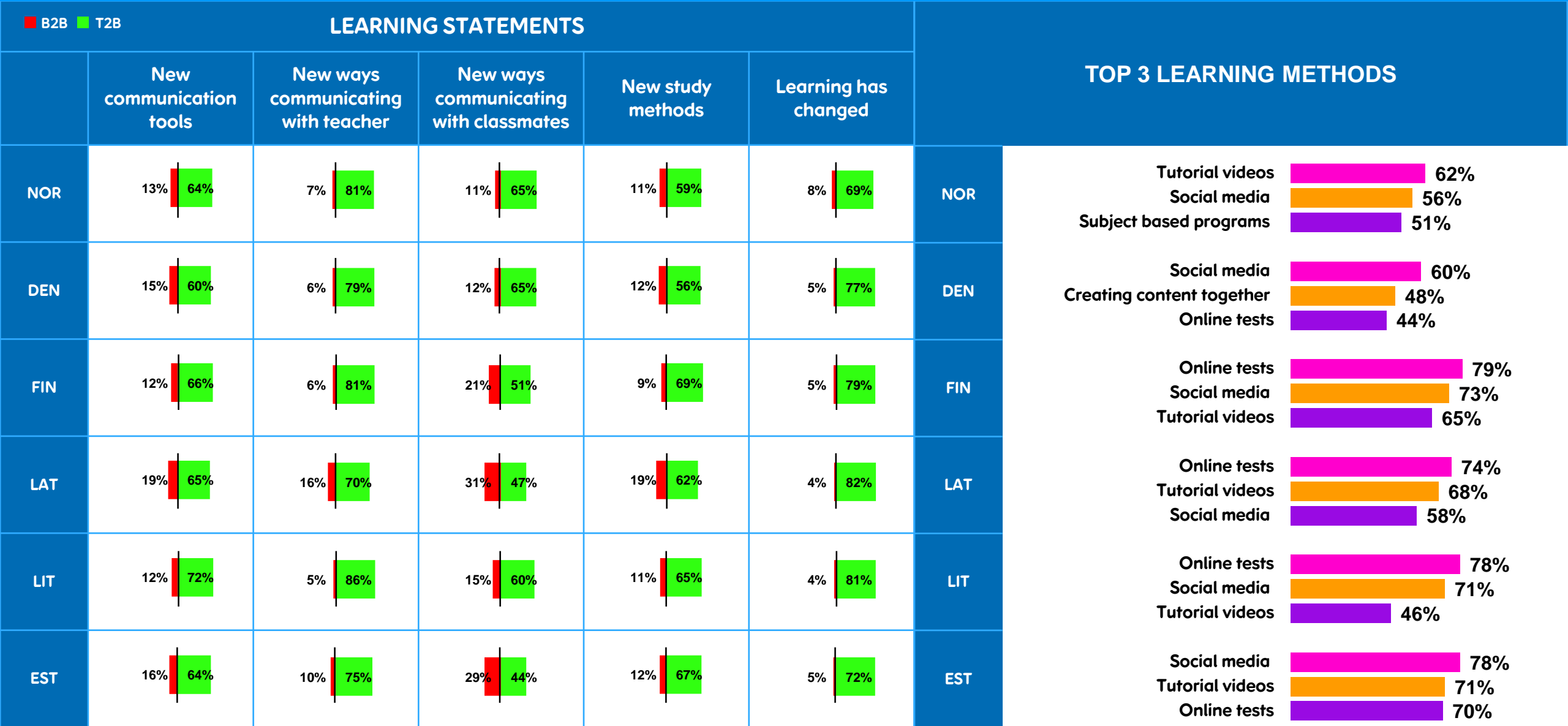
	Ask help classmates	Support from teachers	Support from parents	Support student health services
SWE	46% 19%	43% 19%	6% 42%	37% 12%
NOR	34% 33%	38% 30%	11% 42%	25% 24%
DEN	38% 14%	48% 14%	5% 34%	22% 5%
FIN	46% 13%	46% 10%	5% 40%	45% 8%
LAT	31% 28%	46% 18%	5% 53%	49% 7%
LIT	20% 37%	42% 24%	5% 29%	42% 6%
EST	22% 29%	40% 18%	3% 45%	35% 7%

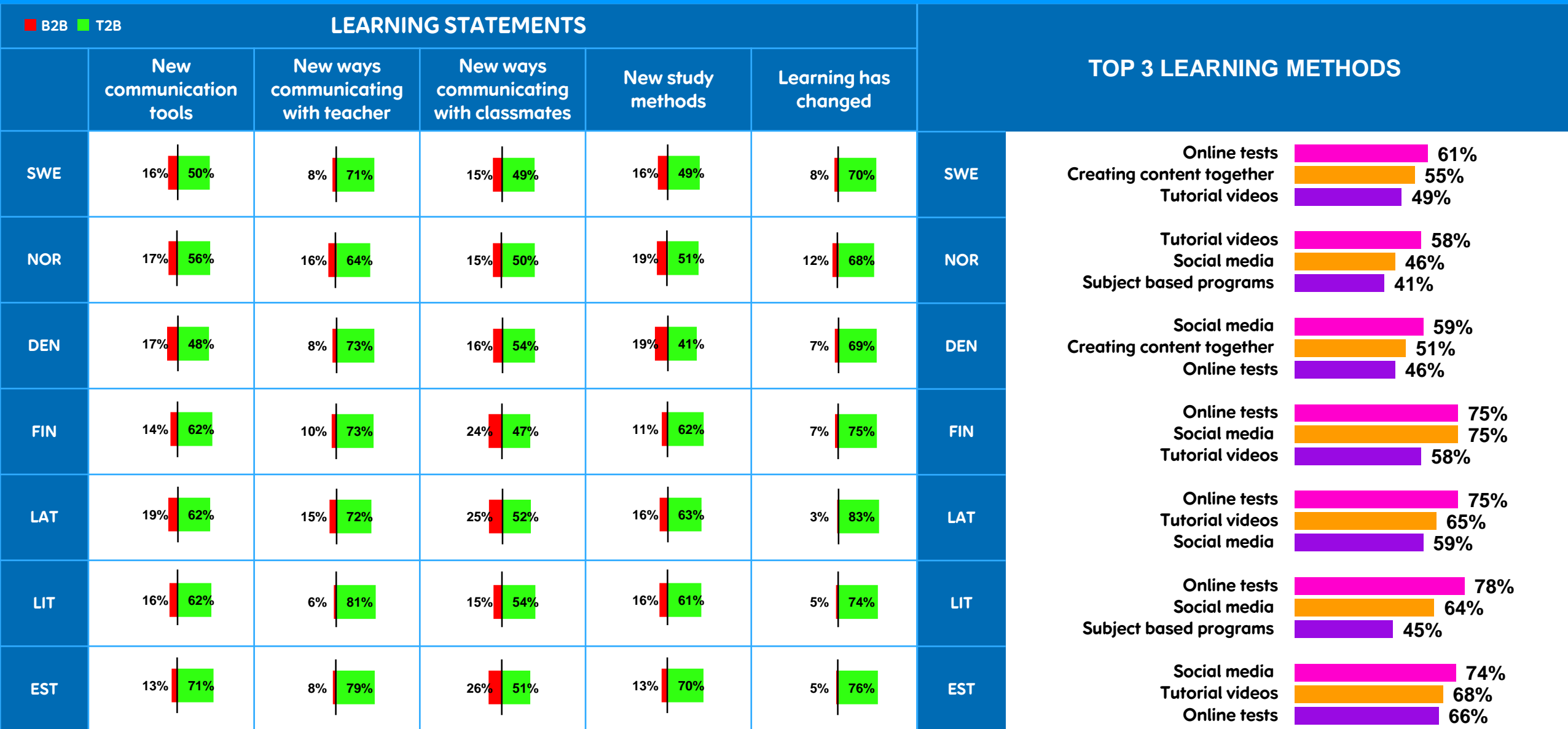














































LEARNING STATEMENTS						TOP 3 LEARNING METHODS	
	New communication tools	New ways communicating with teacher	New ways communicating with classmates	New study methods	Learning has changed		
NOR	<div><div></div><div></div>9%70%</div>	<div><div></div><div></div>7%80%</div>	<div><div></div><div></div>8%71%</div>	<div><div></div><div></div>6%70%</div>	<div><div></div><div></div>3%76%</div>	NOR	<div><div>Tutorial videos</div><div></div>67%</div> <div><div>Social media</div><div></div>60%</div> <div><div>Subject based programs</div><div></div>50%</div>
DEN	<div><div></div><div></div>19%55%</div>	<div><div></div><div></div>13%71%</div>	<div><div></div><div></div>20%59%</div>	<div><div></div><div></div>18%51%</div>	<div><div></div><div></div>8%64%</div>	DEN	<div><div>Social media</div><div></div>56%</div> <div><div>Subject based programs</div><div></div>43%</div> <div><div>Learning games</div><div></div>40%</div>
FIN	<div><div></div><div></div>9%70%</div>	<div><div></div><div></div>4%84%</div>	<div><div></div><div></div>15%57%</div>	<div><div></div><div></div>7%70%</div>	<div><div></div><div></div>5%77%</div>	FIN	<div><div>Social media environments</div><div></div>77%</div> <div><div>Tutorial videos</div><div></div>70%</div> <div><div>Online tests</div><div></div>66%</div>
LAT	<div><div></div><div></div>16%67%</div>	<div><div></div><div></div>13%77%</div>	<div><div></div><div></div>32%49%</div>	<div><div></div><div></div>12%68%</div>	<div><div></div><div></div>5%82%</div>	LAT	<div><div>Tutorial videos</div><div></div>82%</div> <div><div>Online tests</div><div></div>78%</div> <div><div>Social media</div><div></div>61%</div>
LIT	<div><div></div><div></div>7%79%</div>	<div><div></div><div></div>6%85%</div>	<div><div></div><div></div>13%64%</div>	<div><div></div><div></div>6%71%</div>	<div><div></div><div></div>4%80%</div>	LIT	<div><div>Online tests</div><div></div>81%</div> <div><div>Social media</div><div></div>65%</div> <div><div>Tutorial videos</div><div></div>50%</div>
EST	<div><div></div><div></div>12%73%</div>	<div><div></div><div></div>7%77%</div>	<div><div></div><div></div>21%56%</div>	<div><div></div><div></div>8%73%</div>	<div><div></div><div></div>6%76%</div>	EST	<div><div>Social media</div><div></div>79%</div> <div><div>Tutorial videos</div><div></div>78%</div> <div><div>Online tests</div><div></div>77%</div>











































SCHOOLING/LEARNING/SUPPORT

	TOP 3 MOST IMPORTANT SUPPORT - TEACHERS		TOP 3 MOST IMPORTANT SUPPORT - FAMILY
SWE	Available outside classes  62% Useful feedback  56% Information available  55%	SWE	Respect need of space  60% Doesn't disturb  50% Available for questions  45%
NOR	Available outside classes  62% Useful feedback  61% Ask if I need help  44%	NOR	Available for questions  62% Ask if I need help  43% Respect need of space  41%
DEN	Available outside classes  54% Useful feedback  51% Information available  45%	DEN	Available for questions  60% Respect need of space  53% Ask if I need help  48%
FIN	Available outside classes  59% Useful feedback  53% Information available  47%	FIN	Available for questions  67% Respect need of space  51% Doesn't disturb  43%
LAT	Useful feedback  59% Available outside classes  59% Information available  46%	LAT	Available for questions  68% Ask if I need help  53% Doesn't disturb  44%
LIT	Information available  68% Available outside classes  66% Useful feedback  47%	LIT	Available for questions  66% Doesn't disturb  54% Respect need of space  53%
EST	Useful feedback  64% Available outside classes  62% Information available  53%	EST	Available for questions  67% Respect need of space  49% Ask if I need help  47%







































SCHOOLING/LEARNING/SUPPORT

	TOP 3 MOST IMPORTANT SUPPORT - TEACHERS		TOP 3 MOST IMPORTANT SUPPORT - FAMILY
NOR	Available outside classes  64% Useful feedback  64% Ask if I need help  52%	NOR	Available for questions  74% Ask if I need help  54% Doesn't disturb  35%
DEN	Available outside classes  52% Useful feedback  51% Ask if I need help  40%	DEN	Available for questions  68% Ask if I need help  59% Respect need of space  39%
FIN	Available outside classes  62% Ask if I need help  51% Useful feedback  48%	FIN	Available for questions  73% Ask if I need help  50% Respect need of space  38%
LAT	Useful feedback  60% Available outside classes  57% Ask if I need help  46%	LAT	Available for questions  75% Ask if I need help  60% Doesn't disturb  37%
LIT	Available outside classes  63% Information available  61% Useful feedback  48%	LIT	Available for questions  76% Ask if I need help  49% Doesn't disturb  43%
EST	Useful feedback  63% Available outside classes  63% Ask if I need help  54%	EST	Available for questions  75% Ask if I need help  60% Respect need of space  39%













































SCHOOLING/LEARNING/SUPPORT

	TOP 3 MOST IMPORTANT SUPPORT - TEACHERS		TOP 3 MOST IMPORTANT SUPPORT - FAMILY
NOR	Available outside classes  66% Useful feedback  65% Information available  48%	NOR	Available for questions  65% Respect need of space  45% Ask if I need help  43%
DEN	Available outside classes  58% Useful feedback  54% Information available  47%	DEN	Available for questions  62% Respect need of space  59% Ask if I need help  51%
FIN	Useful feedback  56% Available outside classes  54% Information available  52%	FIN	Available for questions  66% Respect need of space  56% Doesn't disturb  43%
LAT	Available outside classes  61% Useful feedback  56% Ask if I need help  47%	LAT	Available for questions  63% Ask if I need help  51% Doesn't disturb  46%
LIT	Information available  72% Available outside classes  66% Useful feedback  48%	LIT	Available for questions  70% Respect need of space  61% Doesn't disturb  57%
EST	Useful feedback  63% Available outside classes  60% Information available  54%	EST	Available for questions  69% Respect need of space  48% Ask if I need help  44%

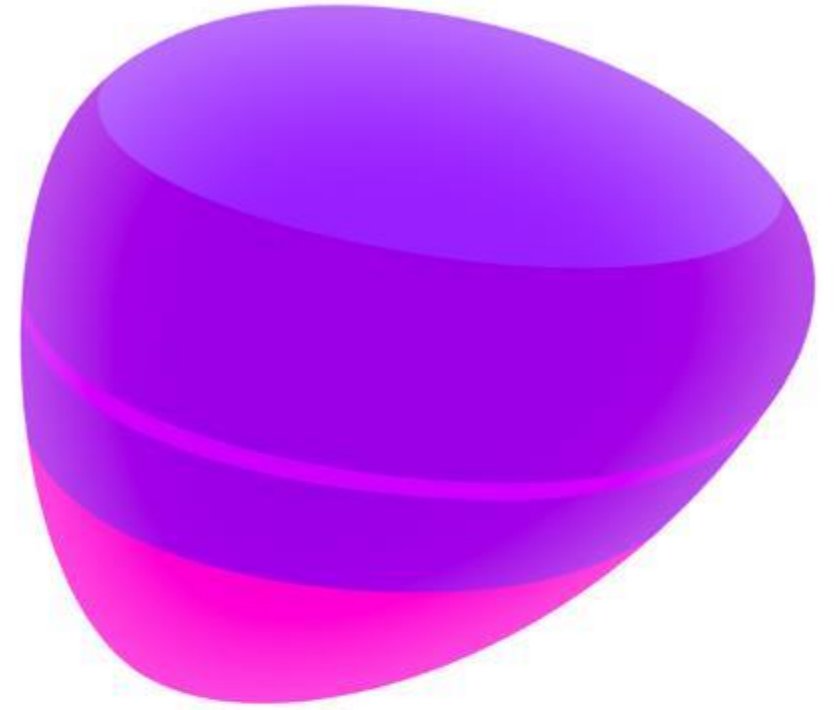


SCHOOLING/LEARNING/SUPPORT

	TOP 3 MOST IMPORTANT SUPPORT - TEACHERS		TOP 3 MOST IMPORTANT SUPPORT - FAMILY
SWE	Available outside classes  62% Useful feedback  56% Information available  55%	SWE	Respect need of space  60% Doesn't disturb  50% Available for questions  45%
NOR	Available outside classes  57% Useful feedback  55% Information available  45%	NOR	Respect need of space  49% Available for questions  46% Doesn't disturb  42%
DEN	Information available  54% Available outside classes  53% Useful feedback  48%	DEN	Respect need of space  64% Doesn't disturb  54% Available for questions  50%
FIN	Available outside classes  59% Useful feedback  57% Information available  54%	FIN	Respect need of space  64% Available for questions  59% Doesn't disturb  52%
LAT	Useful feedback  64% Available outside classes  60% Information available  53%	LAT	Available for questions  62% Respect need of space  54% Doesn't disturb  54%
LIT	Information available  73% Available outside classes  69% Useful feedback  45%	LIT	Doesn't disturb  64% Respect need of space  62% Available for questions  51%
EST	Useful feedback  67% Information available  65% Available outside classes  63%	EST	Respect need of space  62% Doesn't disturb  58% Available for questions  56%



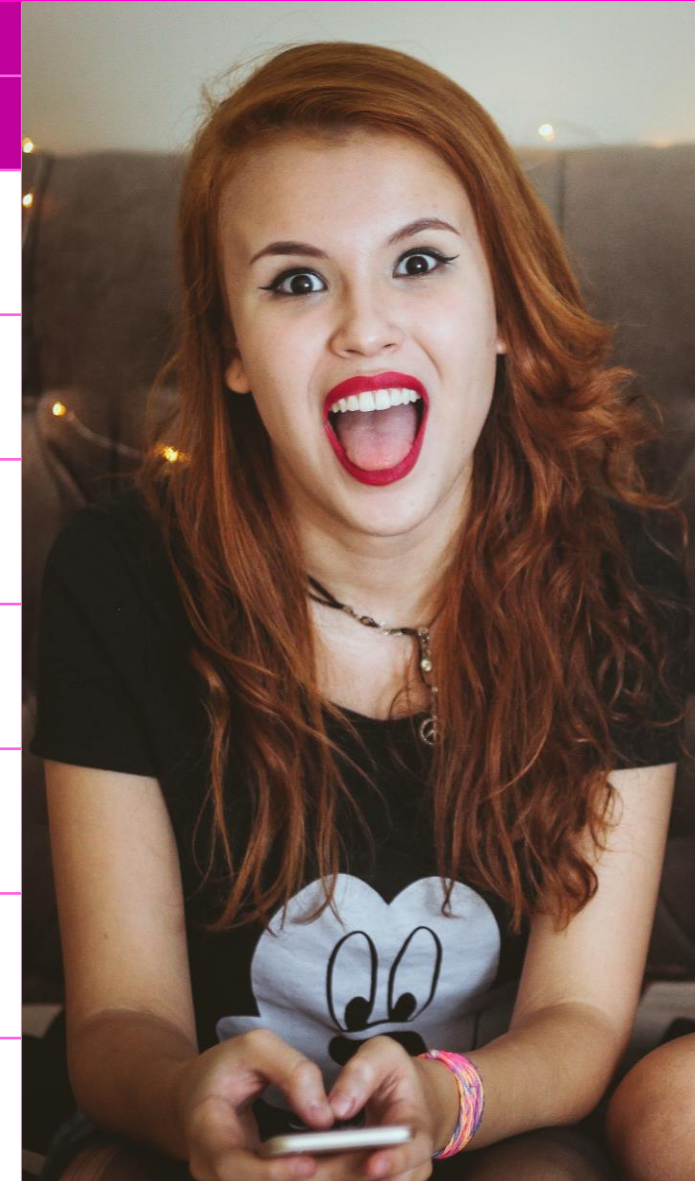
SCORECARDS – WELLBEING/ SAFETY



B2B T2B

EMOTIONS

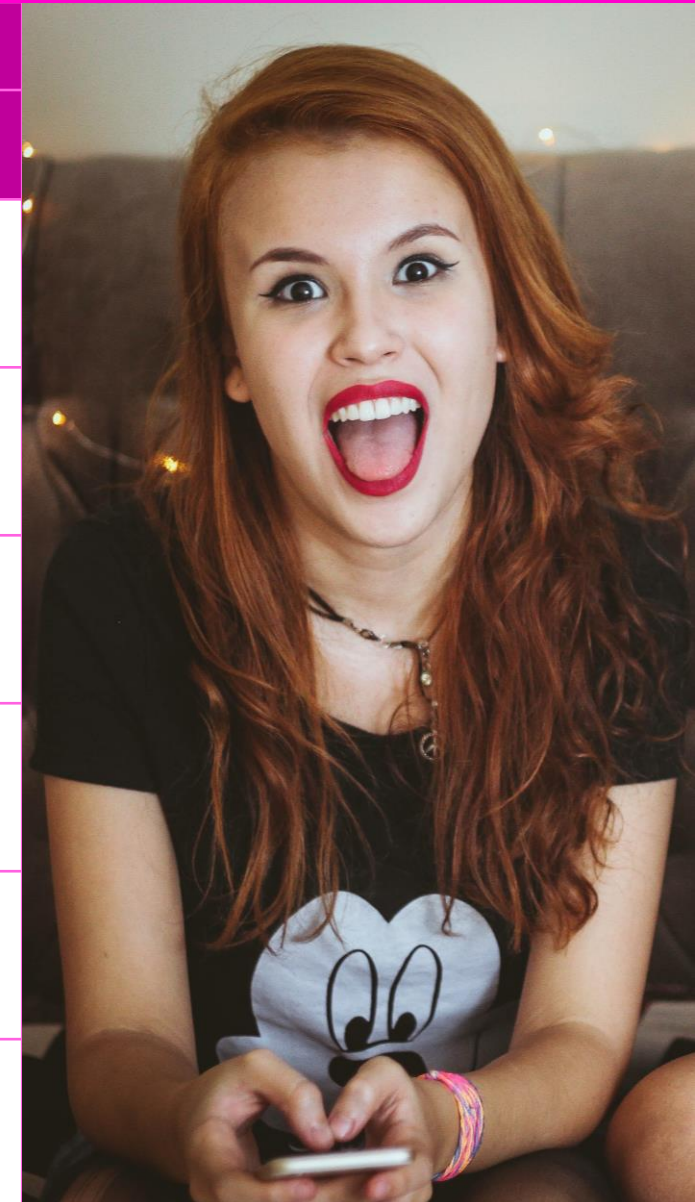
	SAD/HAPPY	WORRIED/ CALM	BORED/ INSPIRED	STRESSED/ RELAXED	UNSAFE/SAFE	UNFOCUSED/ FOCUSED	UNPRODUCTIVE /PRODUCTIVE	LONELY/ NOT LONELY	TIRED/ ENERGETIC
SWE	19% 48%	20% 49%	41% 24%	28% 39%	11% 65%	26% 40%	22% 43%	33% 39%	32% 33%
NOR	12% 64%	12% 64%	37% 28%	13% 62%	6% 76%	19% 49%	17% 54%	24% 50%	21% 38%
DEN	19% 52%	18% 53%	49% 20%	19% 53%	22% 44%	24% 37%	22% 44%	36% 39%	35% 25%
FIN	10% 62%	13% 57%	32% 29%	20% 43%	4% 79%	18% 50%	18% 48%	26% 48%	26% 42%
LAT	24% 40%	20% 49%	30% 27%	26% 39%	13% 61%	27% 34%	17% 45%	28% 45%	30% 34%
LIT	23% 43%	22% 44%	26% 39%	27% 41%	12% 68%	27% 38%	17% 48%	22% 53%	31% 35%
EST	16% 52%	16% 58%	33% 29%	24% 47%	4% 79%	23% 41%	16% 48%	26% 50%	27% 36%



B2B T2B

EMOTIONS

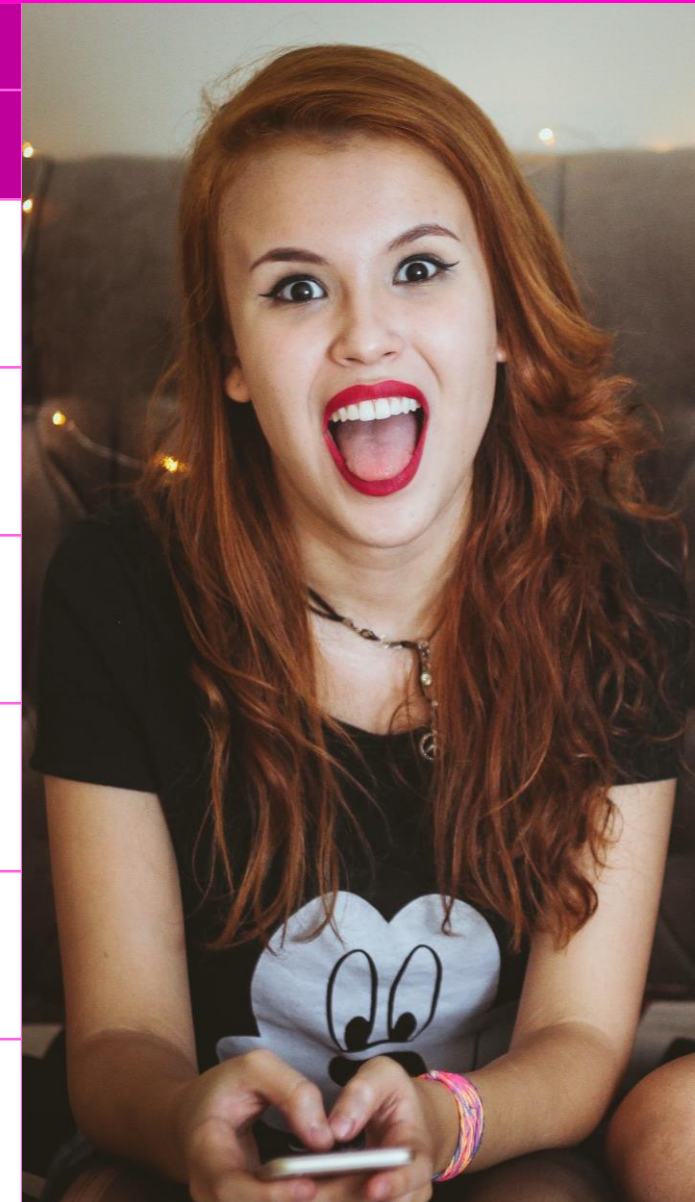
	SAD/HAPPY	WORRIED/ CALM	BORED/ INSPIRED	STRESSED/ RELAXED	UNSAFE/SAFE	UNFOCUSED/ FOCUSED	UNPRODUCTIVE /PRODUCTIVE	LONELY/ NOT LONELY	TIRED/ ENERGETIC
NOR	9% 68%	8% 69%	39% 29%	8% 65%	5% 79%	17% 56%	13% 57%	23% 51%	14% 47%
DEN	15% 57%	11% 59%	43% 22%	13% 57%	19% 49%	21% 37%	22% 46%	33% 41%	29% 29%
FIN	6% 71%	7% 66%	33% 34%	12% 49%	2% 83%	14% 54%	13% 57%	24% 52%	20% 49%
LAT	25% 39%	20% 44%	34% 29%	25% 38%	10% 62%	30% 28%	18% 43%	29% 42%	28% 35%
LIT	23% 45%	19% 44%	26% 41%	24% 43%	11% 71%	26% 41%	17% 50%	20% 61%	26% 37%
EST	15% 54%	14% 61%	33% 30%	20% 47%	2% 81%	22% 42%	13% 51%	25% 56%	24% 40%



B2B T2B

EMOTIONS

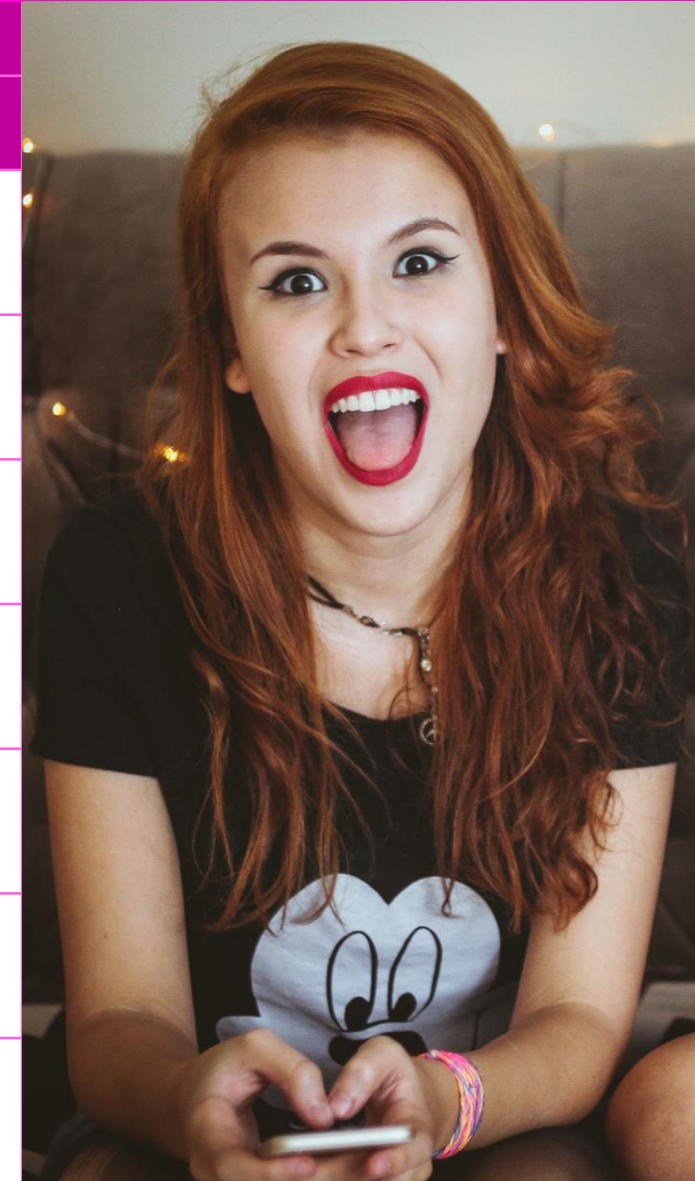
	SAD/HAPPY	WORRIED/ CALM	BORED/ INSPIRED	STRESSED/ RELAXED	UNSAFE/SAFE	UNFOCUSED/ FOCUSED	UNPRODUCTIVE /PRODUCTIVE	LONELY/ NOT LONELY	TIRED/ ENERGETIC
NOR	14% 64%	13% 61%	38% 30%	15% 60%	5% 77%	19% 51%	17% 54%	26% 47%	24% 38%
DEN	20% 52%	19% 53%	53% 21%	20% 55%	23% 44%	24% 40%	21% 46%	36% 40%	36% 26%
FIN	11% 62%	16% 55%	30% 29%	19% 45%	4% 79%	20% 49%	20% 44%	28% 45%	26% 39%
LAT	24% 36%	18% 53%	31% 24%	26% 43%	12% 63%	27% 37%	16% 46%	26% 43%	32% 33%
LIT	22% 48%	22% 46%	24% 41%	26% 39%	9% 70%	28% 34%	15% 49%	23% 49%	33% 35%
EST	17% 52%	18% 59%	34% 28%	24% 48%	5% 79%	22% 41%	19% 46%	24% 50%	28% 35%



B2B T2B

EMOTIONS

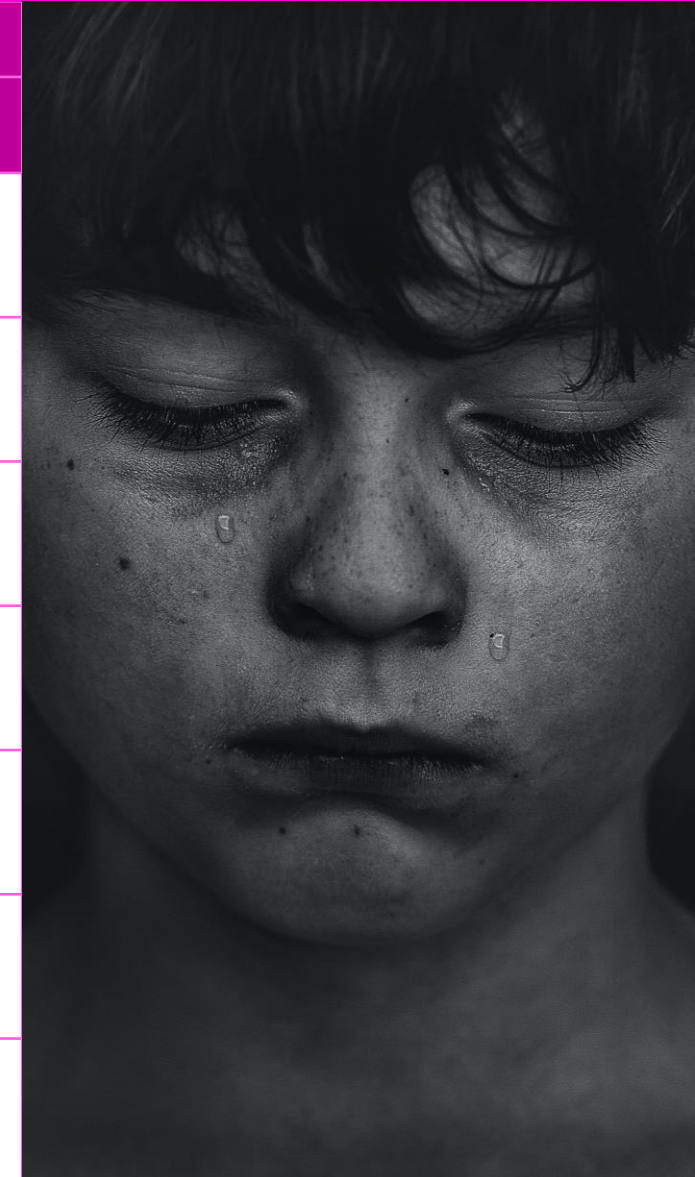
	SAD/HAPPY	WORRIED/ CALM	BORED/ INSPIRED	STRESSED/ RELAXED	UNSAFE/SAFE	UNFOCUSED/ FOCUSED	UNPRODUCTIVE /PRODUCTIVE	LONELY/ NOT LONELY	TIRED/ ENERGETIC
SWE	19% 48%	20% 49%	41% 24%	28% 39%	11% 65%	26% 40%	22% 43%	33% 39%	32% 33%
NOR	14% 59%	15% 62%	35% 25%	17% 60%	8% 71%	22% 41%	22% 52%	24% 52%	25% 28%
DEN	23% 45%	23% 45%	50% 17%	27% 45%	26% 39%	29% 35%	25% 40%	39% 35%	43% 21%
FIN	13% 50%	20% 49%	34% 24%	32% 34%	6% 74%	20% 47%	21% 41%	27% 45%	33% 35%
LAT	21% 47%	22% 50%	23% 27%	30% 36%	21% 56%	22% 39%	17% 49%	27% 52%	28% 34%
LIT	25% 36%	27% 41%	29% 33%	31% 40%	15% 61%	26% 38%	18% 46%	24% 47%	33% 34%
EST	16% 51%	17% 52%	31% 29%	29% 45%	4% 77%	25% 41%	15% 47%	30% 44%	31% 31%



B2B T2B

MENTAL HEALTH

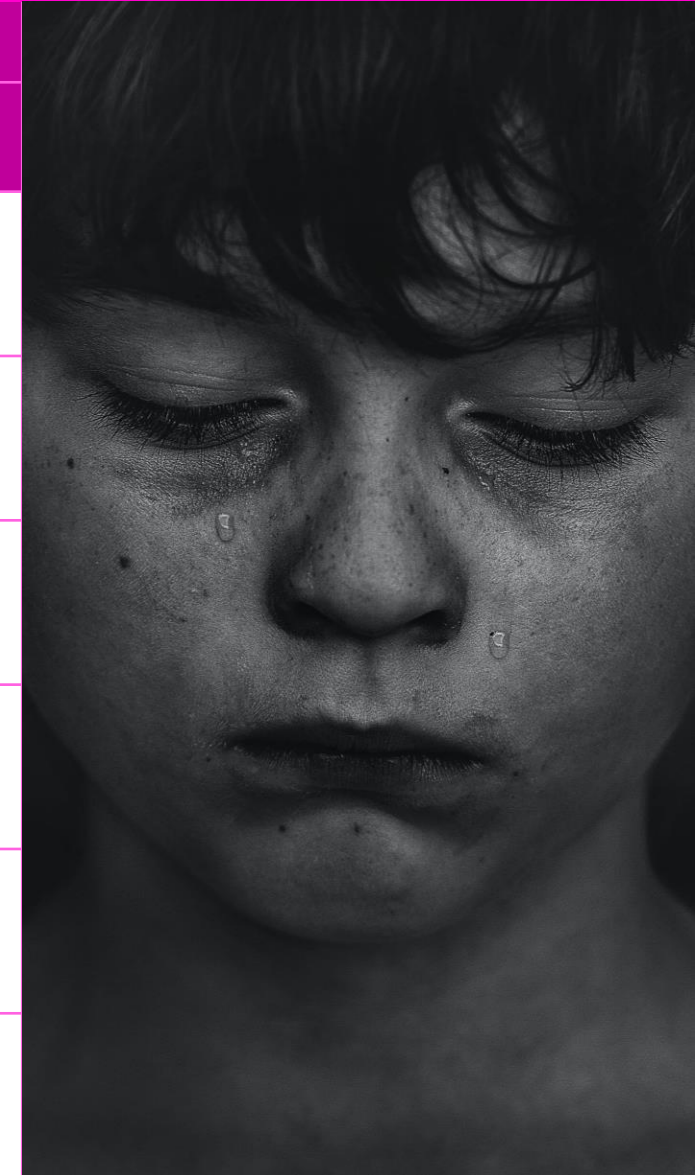
	Seen bullying	Thought about bullying	Mental well-being	Time spent with family	Time spent with pet	Time spent with friends
SWE	16% 12%	15% 12%	21% 21%	8% 54%	5% 40%	45% 20%
NOR	17% 13%	17% 14%	15% 25%	5% 70%	6% 41%	43% 29%
DEN	22% 8%	23% 7%	23% 21%	6% 70%	4% 40%	69% 13%
FIN	22% 7%	20% 6%	10% 21%	5% 62%	4% 37%	58% 16%
LAT	27% 6%	28% 6%	21% 28%	6% 72%	6% 51%	64% 19%
LIT	28% 7%	28% 7%	22% 23%	8% 66%	7% 41%	50% 27%
EST	28% 5%	27% 5%	16% 27%	6% 69%	5% 45%	64% 18%



B2B T2B

MENTAL HEALTH

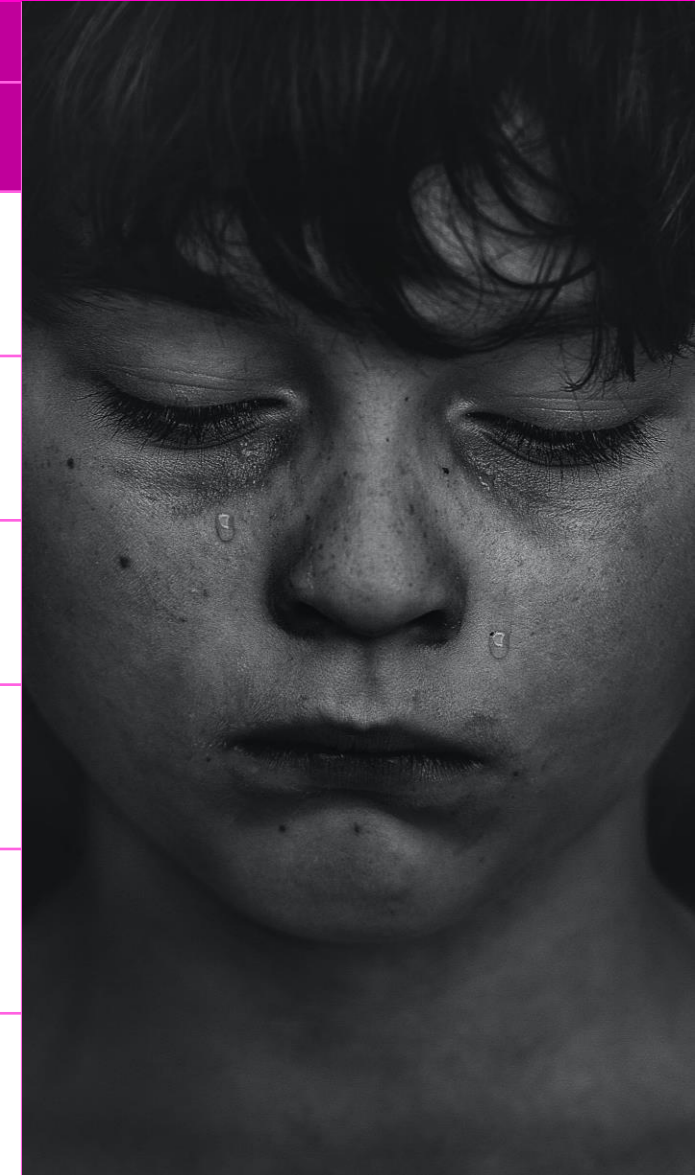
	Seen bullying	Thought about bullying	Mental well-being	Time spent with family	Time spent with pet	Time spent with friends
NOR	18% 12%	15% 11%	7% 27%	1% 79%	2% 42%	43% 31%
DEN	24% 11%	25% 9%	16% 25%	6% 76%	5% 44%	68% 15%
FIN	21% 8%	18% 8%	9% 22%	3% 66%	4% 38%	58% 18%
LAT	25% 6%	27% 5%	18% 30%	9% 75%	6% 52%	68% 18%
LIT	31% 8%	34% 6%	17% 23%	6% 72%	7% 44%	57% 23%
EST	32% 6%	32% 6%	13% 27%	6% 72%	4% 47%	67% 18%



B2B T2B

MENTAL HEALTH

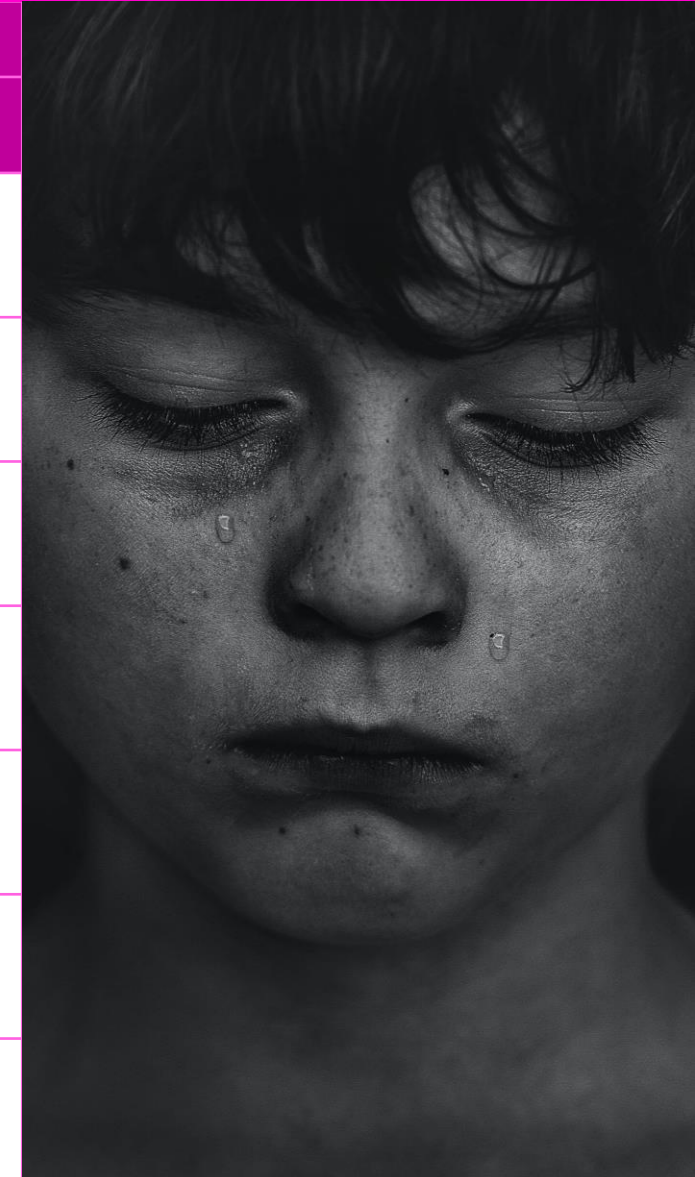
	Seen bullying	Thought about bullying	Mental well-being	Time spent with family	Time spent with pet	Time spent with friends
NOR	17% 14%	19% 16%	17% 24%	4% 69%	5% 43%	47% 26%
DEN	22% 6%	22% 5%	25% 18%	6% 69%	3% 41%	69% 11%
FIN	22% 8%	21% 6%	11% 21%	6% 61%	3% 39%	59% 18%
LAT	28% 6%	26% 7%	21% 28%	4% 70%	5% 50%	61% 21%
LIT	30% 6%	28% 9%	25% 26%	7% 66%	7% 42%	47% 32%
EST	28% 3%	27% 3%	18% 25%	7% 67%	8% 42%	65% 16%



B2B T2B

MENTAL HEALTH

	Seen bullying	Thought about bullying	Mental well-being	Time spent with family	Time spent with pet	Time spent with friends
SWE	16% 12%	15% 12%	21% 21%	8% 54%	5% 40%	45% 20%
NOR	17% 15%	18% 16%	21% 25%	12% 61%	11% 36%	39% 30%
DEN	21% 6%	23% 5%	29% 19%	8% 64%	5% 35%	70% 11%
FIN	22% 5%	21% 5%	12% 20%	6% 55%	6% 33%	53% 13%
LAT	29% 5%	31% 5%	25% 25%	6% 72%	6% 52%	60% 18%
LIT	23% 7%	21% 5%	26% 20%	10% 59%	7% 38%	45% 26%
EST	23% 5%	21% 6%	17% 28%	5% 68%	3% 45%	58% 19%



B2B T2B

PHYSICAL HEALTH

	Time spent on exercise/sports	Screen time	Hours slept	Physical well-being	Eating regularly	Eating healthy food
SWE	31% 23%	5% 77%	11% 36%	19% 20%	16% 24%	15% 23%
NOR	47% 23%	6% 77%	11% 39%	16% 25%	15% 26%	13% 29%
DEN	57% 16%	3% 84%	14% 38%	21% 18%	18% 21%	20% 19%
FIN	38% 26%	3% 79%	12% 38%	13% 20%	15% 23%	13% 25%
LAT	50% 22%	4% 84%	14% 45%	18% 25%	10% 38%	11% 30%
LIT	54% 15%	5% 82%	18% 42%	20% 22%	17% 37%	15% 28%
EST	47% 26%	3% 83%	15% 45%	17% 23%	11% 32%	13% 27%



B2B T2B

PHYSICAL HEALTH

	Time spent on exercise/sports	Screen time	Hours slept	Physical well-being	Eating regularly	Eating healthy food
NOR	52% 22%	3% 82%	7% 32%	12% 24%	10% 21%	8% 30%
DEN	59% 18%	3% 85%	10% 33%	13% 20%	12% 24%	14% 20%
FIN	40% 27%	4% 77%	8% 36%	10% 19%	14% 20%	11% 21%
LAT	48% 22%	7% 81%	12% 42%	14% 24%	11% 34%	12% 24%
LIT	57% 14%	5% 82%	13% 46%	18% 22%	14% 36%	14% 29%
EST	45% 26%	6% 79%	14% 42%	15% 22%	12% 29%	11% 26%



B2B T2B

PHYSICAL HEALTH

	Time spent on exercise/sports	Screen time	Hours slept	Physical well-being	Eating regularly	Eating healthy food
NOR	51% 20%	5% 80%	12% 40%	16% 25%	14% 29%	12% 28%
DEN	57% 15%	3% 87%	18% 41%	22% 17%	19% 21%	26% 15%
FIN	39% 26%	2% 82%	14% 40%	14% 22%	15% 25%	16% 28%
LAT	54% 21%	3% 87%	15% 45%	20% 25%	8% 40%	10% 35%
LIT	52% 15%	5% 85%	21% 40%	18% 22%	17% 43%	16% 30%
EST	48% 23%	2% 84%	15% 46%	16% 22%	11% 32%	16% 25%



B2B T2B

PHYSICAL HEALTH

	Time spent on exercise/sports	Screen time	Hours slept	Physical well-being	Eating regularly	Eating healthy food
SWE	31% 23%	5% 77%	11% 36%	19% 20%	16% 24%	15% 23%
NOR	38% 28%	11% 67%	16% 47%	21% 26%	22% 30%	18% 31%
DEN	55% 14%	4% 80%	13% 42%	30% 17%	25% 19%	19% 22%
FIN	35% 23%	4% 76%	15% 38%	16% 18%	17% 24%	11% 25%
LAT	47% 25%	2% 85%	15% 49%	21% 27%	10% 41%	12% 33%
LIT	51% 17%	5% 79%	19% 38%	25% 21%	21% 32%	16% 25%
EST	48% 28%	1% 88%	16% 46%	20% 24%	11% 35%	12% 32%



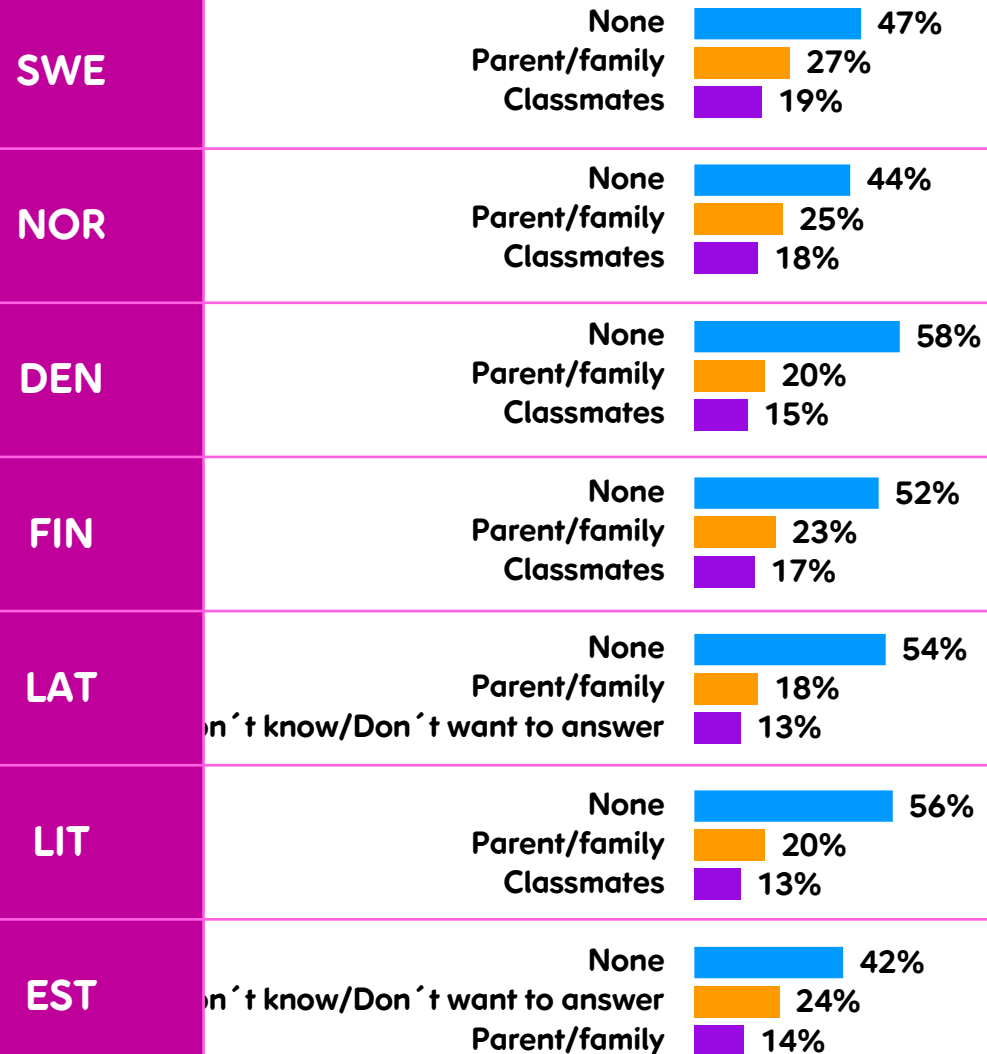
	TOP 3 MOST MENTIONED - BULLYING CONVERSATIONS		TOP 3 MOST MENTIONED - BULLYING CHANNELS
SWE	None 47% Parent/family 27% Classmates 19%	SWE	Public chat groups 43% Social media - Open 40% Social media - DMs 37%
NOR	None 44% Parent/family 29% Teacher/teachers 19%	NOR	Closed chat groups 43% Social media - DMs 39% Social media - Open 31%
DEN	None 52% Parent/family 28% Teacher/teachers 18%	DEN	Social media - Open 32% Closed chat groups 31% Social media - DMs 27%
FIN	None 44% Parent/family 30% Teacher/teachers 19%	FIN	Social media - Open 49% Closed chat groups 40% Digital classroom 30%
LAT	None 45% Parent/family 28% Classmates 14%	LAT	Social media - Open 32% Social media - DMs 32% Closed chat groups 30%
LIT	None 48% Parent/family 27% Teacher/teachers 17%	LIT	Closed chat groups 35% Digital classroom 26% Social media - DMs 24%
EST	None 41% Don't know/Don't want to answer 22% Parent/family 18%	EST	Social media - DMs 35% Closed chat groups 33% Social media - Open 26%



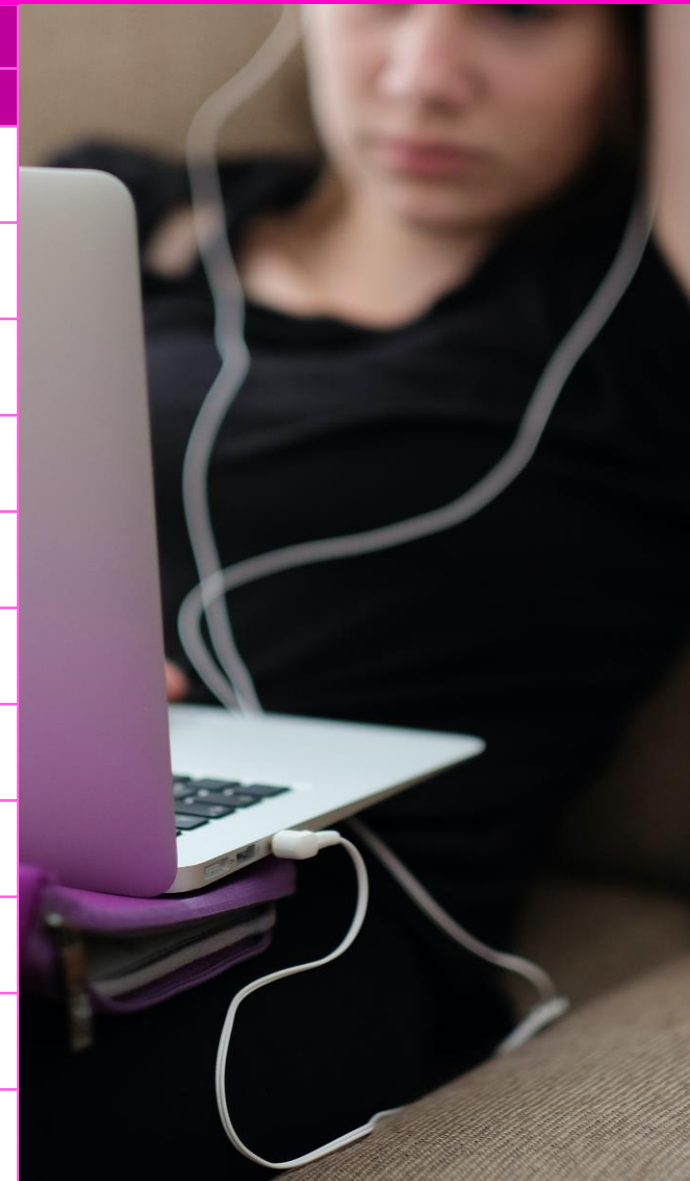
	TOP 3 MOST MENTIONED - BULLYING CONVERSATIONS		TOP 3 MOST MENTIONED - BULLYING CONVERSATIONS
	AGE 10-12		AGE 13-15
NOR	None 41% Parent/family 34% Teacher/teachers 26%	NOR	None 52% Parent/family 28% Classmates 19%
DEN	None 43% Parent/family 38% Teacher/teachers 23%	DEN	None 55% Parent/family 25% Classmates 17%
FIN	Parent/family 38% None 37% Teacher/teachers 26%	FIN	None 44% Parent/family 28% Teacher/teachers 20%
LAT	None 41% Parent/family 31% Teacher/teachers 12%	LAT	None 43% Parent/family 30% Classmates 18%
LIT	None 45% Parent/family 30% Teacher/teachers 22%	LIT	None 45% Parent/family 30% Teacher/teachers 17%
EST	None 39% Don't know/Don't want to... 22% Parent/family 21%	EST	None 42% Parent/family 19% Don't know/Don't want to... 19%



TOP 3 MOST MENTIONED - BULLYING CONVERSATIONS

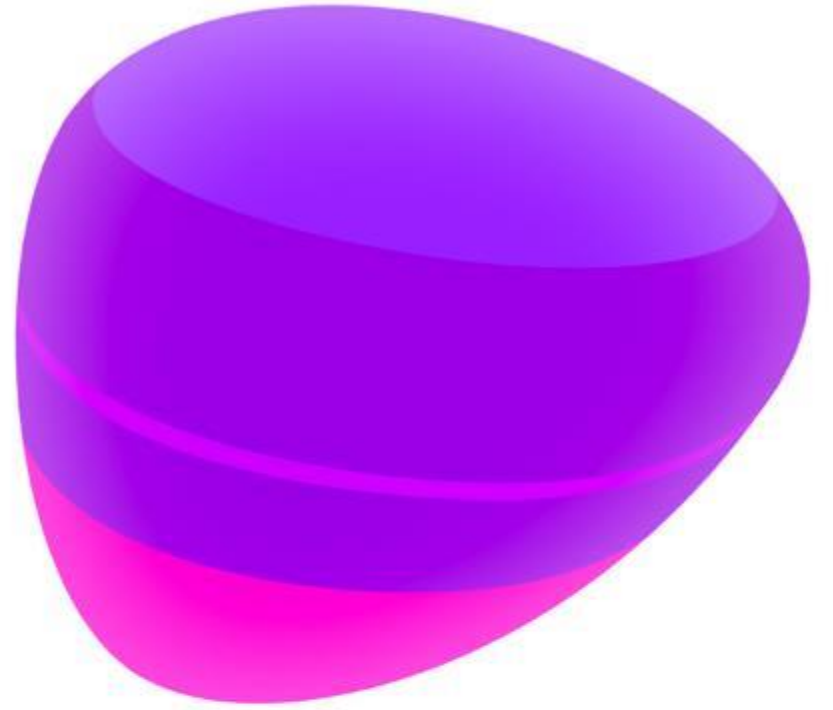


	SAFETY EXPERIENCE						
	SWE	NOR	DEN	FIN	LAT	LIT	EST
Phishing	21%	18%	14%	16%	7%	5%	10%
Viruses	9%	12%	7%	7%	12%	11%	7%
Access school platforms	6%	10%	6%	6%	3%	14%	4%
Access social media	6%	10%	4%	4%	3%	3%	3%
Access web camera	5%	8%	3%	3%	1%	1%	1%
Access photos/videos	7%	9%	5%	4%	2%	3%	2%
Access lessons	7%	9%	5%	8%	4%	21%	9%
Uncomfortable - accidentally	13%	15%	8%	18%	11%	12%	14%
Uncomfortable - received photos/videos	11%	12%	7%	10%	3%	6%	6%
Password	6%	9%	5%	4%	2%	2%	3%
Contacted by unknown adult	9%	12%	7%	9%	6%	6%	5%





METHOD AND SCOPE



FIELDWORK AND REPORTING

This report is based on a quantitative interviews carried out in Denmark, Estonia, Finland, Latvia, Lithuania, Norway and Sweden with children aged 10-18 years. In Sweden, only children aged 16-18 years were interviewed. The interviews were conducted through online panels in 8 languages including Russian in the Baltic countries.

Since GDPR rules state that panellists need to be a minimum of 18 years old, and that interviewing kids below 16 years of age requires the consent of a parent or legal guardian, the survey targeted parents in a first stage. The parent have then given permission to interview the child and handed over the device to the child who completed the survey.

Interviews were carried out between 8th of May and 27th of May. Interview length was approx. 12 minutes.

Results are presented unweighted and as percentages if nothing else is stated.

In this report results are often presented as Top 2 Box (T2B) and Bottom 2 Box (B2B), which is the two highest, respectively two lowest, scores on a 5 point scale. For example

Scale:

1 – Very bad

2

3 – Neither good or bad

4

5- Very Good

B2B = 1+2 “Bad”

T2B = 4+5 “Good”

The Ipsos team responsible for analysis and reporting:

Jonas Fritz

Insight Consultant

Hanna Agnes Persson

Research Executive

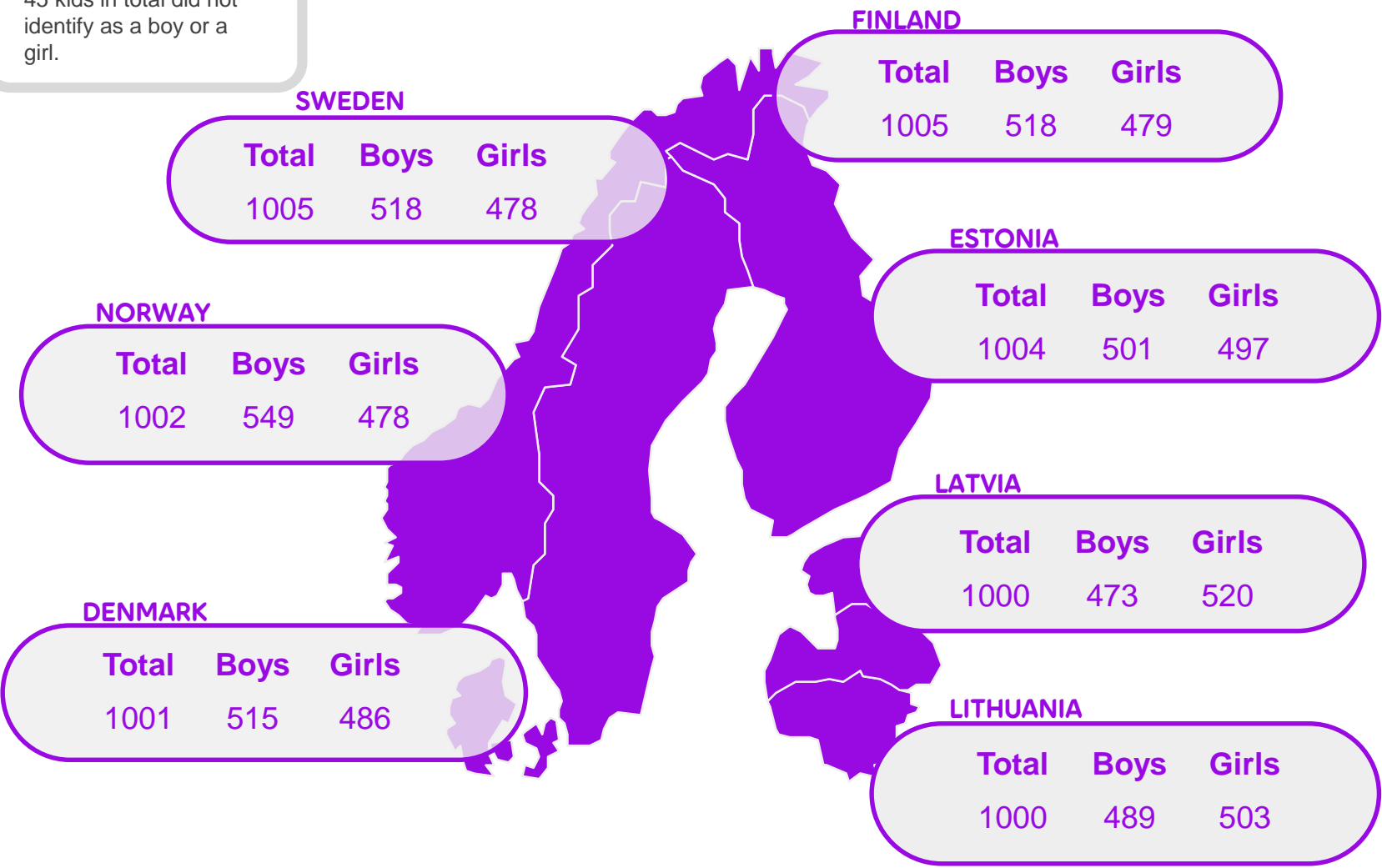
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7 COUNTRIES, 7017 PARTICIPANTS

* Across the countries, 45 kids in total did not identify as a boy or a girl.



AGE			
SWE	10-12	0%	
	13-15	0%	
	16-18	100%	
NOR	10-12	34%	
	13-15	34%	
	16-18	32%	
DEN	10-12	34%	
	13-15	35%	
	16-18	30%	
FIN	10-12	37%	
	13-15	37%	
	16-18	26%	
LAT	10-12	41%	
	13-15	35%	
	16-18	24%	
LIT	10-12	35%	
	13-15	34%	
	16-18	31%	
EST	10-12	36%	
	13-15	35%	
	16-18	29%	



LOCAL PARTNERS

On a national level the following child rights organisations have been involved in Children's Advisory Panel:

ESTONIA



Lastekaitse Liit
Estonian Union for Child Welfare

FINLAND



Pelastakaa Lapset - Rädda Barnen
Save the Children

LATVIA



DROSS
INTERNETS.LV

SWEDEN

CHILDHOOD

WORLD CHILDHOOD FOUNDATION
FOUNDED BY H.M. QUEEN SILVIA OF SWEDEN

BRIS


friends



Save the Children
Centre for Child
Rights & Business

