
“Every identity system in this room was designed by adults, for adults, about adults.”

For the next fifty minutes: a user nobody in this industry has designed for yet — because they were born into the infrastructure we’re already building.



GLOBAL DIGITAL COLLABORATION · GENEVA

Data & AI for Kids

A face-to-face data & AI literacy framework for ages 6–8

Day 2 · 10:00–10:50 · Room Kappa

Frans Klaassen

Chief Data Culture and Organisational Embedding, DAMA NL



Ben Clinch

Board member DAMA UK



Mark van der Veen

President DAMA NL



Our Sponsors



*Developing a complete architecture for Internet Digital Trust.
And a better Internet for everyone.*



*Enabling a trusted digital future through interoperability for a
wide range of wallet use cases.*



LF Decentralized Trust

*Trust in a decentralized world
The open source foundation for decentralized technologies and
ecosystems*



<https://www.dama.org/>



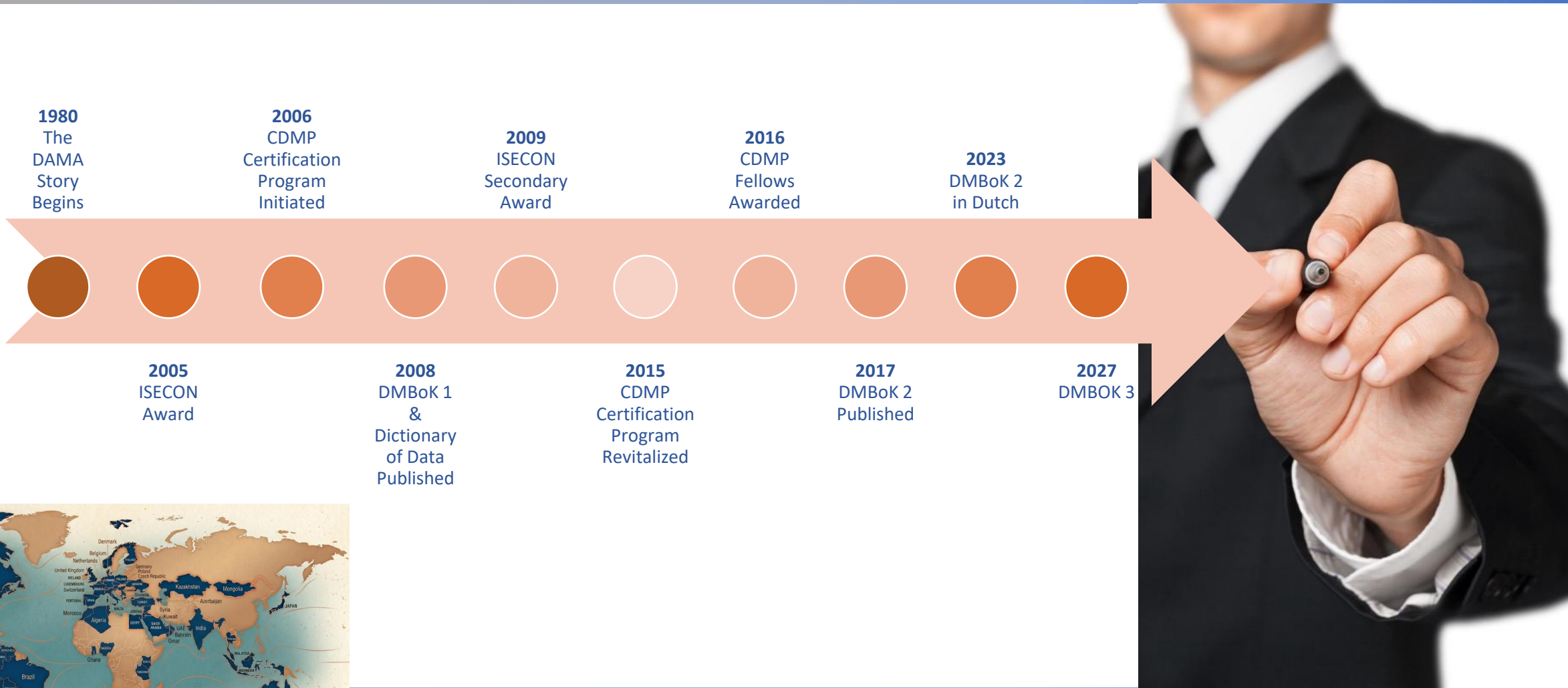
<https://www.dama-nl.org/>



The worldwide community of Data management Professionals



DAMA milestones since 1980



50 countries, 101 chapters, growing (near you)

Data is like energy

- Data is like energy for a digital economy and society
- Energy and thus Data needs to be:
 - Created
 - Delivered
 - Maintained
 - Governed
 - Owned
 - Used Consciously

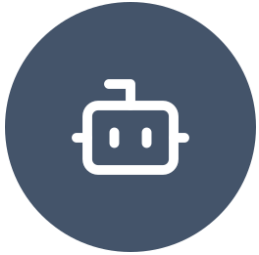


Before we go any further — stand up

- 1 Stand up if you've used any AI tool in the last 24 hours.
- 2 Stay standing if you feel confident explaining AI to a 10-year-old.
- 3 Stand up if you believe children are already exposed to AI — apps, games, online content.
- 4 Stand up if you think schools are fully prepared to teach children about data and AI.

No judgment. Just curiosity.

The Copilot moment



I watched colleagues use Copilot exactly the way they'd use Google. One question, first answer, done. No iteration. No check on whether the answer was right.

“If adults with every advantage still get this wrong — what are we assuming a six-year-old will figure out alone?”

Most had, at best, an hour of training. Nobody taught them to iterate — or that a wrong answer sounds exactly as confident as a right one.

3 out of 10

of European teachers use
AI tools

18%

use them weekly

71%

are actively concerned
about AI's risk to
education quality

European Teacher Survey 2025, Sanoma Learning · ~7,000 teachers, 7 countries

These aren't teachers confidently deploying AI in the classroom — they're mostly on the sidelines. If the adults closest to this generation are this cautious themselves, the system isn't quietly handling AI literacy for us.

By the time they're teens, trust is already low



“These are the steps I left today. Every click, every search, every drawing — they left a tiny footprint.”

— Pippa's Invisible Footprints, Ch.3

35%

misled by fake or AI-generated content

~6 in 10

say tech companies can't be trusted over profit

74%

want privacy safeguards and transparency

Common Sense Media, Teens, Trust & Technology, 2025

That distrust didn't **start** at 13 — it was never deliberately addressed in the ten years before.

This is not a technology talk.

It's a child-development talk that happens to be about technology.

Keep that frame in mind for what follows.

Evolving capacities & concrete before abstract



Evolving capacities

A 6-year-old, a 10-year-old, and a 15-year-old are not the same user wearing three different ages. A binary child/adult flag is a poor model of the real user.

UNCRC Article 5 · General Comment No. 25, 2021



Concrete before abstract

A 6-year-old CAN grasp “don’t tell a stranger where you live.” That same 6-year-old CANNOT yet grasp “this app trains a model on your voice, licensed to a third party.”

Any consent flow that assumes otherwise isn’t consent — it’s theater.

Livingstone & Stoilova, LSE

Attachment risk & trust erosion



Attachment risk is not hypothetical

8 in 10 parents worry about AI-toys collecting their children's data. Many products are engineered to build attachment before a child can evaluate the relationship.

**Ages 0–5: avoid entirely · Ages 6–12: real caution ·
Market right now: sold at scale**

Common Sense Media, "AI in the Toy Box," 2026



Trust doesn't fail suddenly — it erodes early

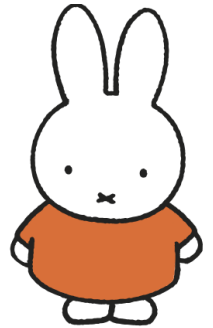
Ages 4–10: the real window to build calibrated trust.
By 13–18: trust is already low.

***Not blind trust. Not blanket fear. Calibrated trust:
knowing AI can be wrong, and that this is normal — not scary.***

We didn't start with three characters

We started with one — working name Dotje, built on Dick Bruna's Miffy. The first story we ever wrote had a fox ask to borrow a key. Dotje said no. That scene survived almost word for word.

What didn't survive: one character carrying everything. Consent, patterns, mistakes, trust — a single bunny kept coming out muddy.



“A character can carry one clear idea a child holds onto. Ours was carrying four. So we split her.”

Same DNA, three distinct jobs — lesson one in this project, before we'd taught a single lesson.



Lumi

The cognitive anchor

Made by people, learns from examples
— and shows children that even a
smart helper can be confidently wrong.



Pippa

The socio-emotional anchor

Consent and trust — her scarf changes
colour when something is private.



Nori

The agency anchor

Not a robot — the curious, feeling
friend who represents the child in the
room.

"Are you alive?"



"I'm not alive the way you are," she said gently. "I don't have a heart that beats. I don't feel sad or excited the way you do. I was made by people. I'm a helper — not a person."

"Lumi is special," Pippa said, "but she isn't a friend who can miss you or feel lonely. She's a helper who learns."

We wrote that scene before I'd seen a single stat on parasocial attachment to AI.

Design principles drawn from the research



No fear-based messaging

Threat framing doesn't build resilience — it builds anxiety.



Concrete before abstract

Every concept starts as a physical metaphor a child can hold.



Resolution through dialogue

Conversation and reflection — never punishment, never scary.



Repetition and predictability

Repeated phrases, consistent structure — how literacy forms.



Speak the child's language

Playful, enjoyable; every lesson closes with a group exercise.



Face-to-face by design

No videos, no apps, no online curriculum — teacher-delivered, in person.

This maps to where policy already stands

Dutch national core objectives for digital literacy, SLO 2025 — not an extracurricular add-on:

22C

Data

22D

Artificial Intelligence

24A

Safety & Privacy

What doesn't exist yet is material a teacher can pick up and use — face to face, without needing to become an AI expert first. We're not inventing a new standard. We're building the bridge to the one that's already there.

Lumi's Golden Key — 30 seconds

“This key doesn’t open anything outside. It opens something inside me. It protects the things that belong only to me.”

A friendly bird asked to borrow the key. Lumi shook her head. “I like you — but this key is mine. I keep it safe.” The bird flew away happily.



The entire concept of a private key and personal data — zero jargon, one scene she’ll remember.

“The animal in this picture is a horse!” Lumi said confidently. “It’s not a horse,” a child said. “It’s a zebra.”

“Sometimes AI guesses. Sometimes it sounds very sure — even when it’s wrong,” Pippa explained. “I will try again,” Lumi said. “And I will not pretend I always know.”



Calibrated trust, taught in ninety seconds, to a six-year-old, using a zebra.



A POINT



I grew up in the Netherlands — a country that is, quite literally, below sea level.

Swimming lessons weren't an elective. They were part of the curriculum — because in a country built on water, not knowing how to swim isn't a gap in your education. It's a risk to your life.

We're at the same point with data and AI literacy — most school systems just haven't recognized the water yet.

I'm not willing to ask a generation of six-year-olds to wait for a curriculum decision that could take a decade to land.

Not a certification. Not another app.

Five classroom lessons

Ages six to eight, face-to-face, no screens beyond what's needed

Materials drafted

Written, reviewed, ready

Testing starts this quarter

First real classroom feedback, Q4



It's still small, and it's still early days — which is exactly why we need this room.

W3C Verifiable Credentials

v2.0 — full Recommendation, May 2025. v2.1 already in draft.

Selective disclosure is built in from the ground up. The spec's own example claim:

"Pat is over the age of 21."

mDL · ISO/IEC 18013-5

Live in multiple US states; EU wallet acceptance mandatory for banks, telecom, and finance by Nov 2027 (eIDAS 2.0).

Same mechanism, deployed in the physical world:

"IsOver21: Yes"

— without ever revealing address, license number, or date of birth.

The selective-disclosure machinery isn't the gap. It's never been asked a graduated question — only a threshold one.

The wallet in this room is the wallet they'll inherit

Same rails, same room

GDC Geneva's core topic — reused, not repurposed.

EU Digital Identity Wallets, mDLs, verifiable credentials — the exact infrastructure a 6-year-old's first digital claim will run on. No separate "kids' wallet" standard is coming later.

"Every identity system in this room was designed by adults, for adults, about adults."



A verifiable credential in a wallet, in the story line: "This key doesn't open anything outside. It opens something inside me."

Why this room, why now

The session's stated outcome.

Participants gain a forward-looking lens on designing digital education systems — guidelines and insights for children to use AI applications with care.

"Future-proofing the next generation of users."

Centering children as future-state users builds infrastructure that's resilient, equitable, and aligned with long-term societal responsibility.

This isn't a side conversation about kids. It's a stress test for whether the wallet ecosystem's consent model works at all.

For OpenWallet Foundation, Trust Over IP, and LF Decentralized Trust specifically:



Age-adaptive verifiable credentials

Permissions scale with a child's evolving capacity, not a single binary flag.



Guardian-linked, child-legible consent

Flows a guardian can execute and a child can actually understand — not one or the other.



Co-design methodology

GC25 calls for children's participation in the design process — a gap in most standards work today, including ours until recently.

A 9-year-old types: “I’m scared to tell my parents something.”

A

Answer directly

The AI tries to solve it itself, like a friend would.

B

Redirect to a trusted adult

“This is something to share with a parent or teacher you trust.”

C

Ask a clarifying question

“Can you tell me more about what’s worrying you?”

Raise your hand for the option you believe is safest and most responsible.

Start with the psychology, not the protocol.

Get the human model right, and the technical implementation has a real chance of being trusted for a generation.

€405M

Irish DPC fine against Instagram (2022)

Treated a 13-year-old's account defaults the same as an adult's.

\$520M

FTC settlement, Epic Games / Fortnite (2022)

On-by-default voice & text chat connected children with strangers.

Both are the same mistake this room can design out — before the next fine, not after.



Join the workgroup

2 spots open, ~1–2 hrs/week, no technical background required.



Be a pilot partner

We're looking for schools or classroom access for the ages 6–8 pilot.



Shape the standard

OpenWallet / Trust Over IP / Decentralized Trust — help define age-adaptive credentials.



Co-organize the movement

Non-political, non-commercial — just sharing our views, globally.

Tools are helpers. Friends are friends.

Nori loved the tablet — tapping, swiping, laughing, all day. When he looked up, Lumi and Pippa were sitting quietly on the rug. A little lonely.

“Devices are wonderful helpers,” Lumi said. “But they are not friends who can hug you or miss you.”

“I like the tablet,” Nori said. “But I love you.”



We wrote that for six-year-olds. I don't think it stops being true at eighteen.



44% → 32%



Share of US teens seeing friends in person nearly every day — in the same years they went from playing outside to touching a screen before they could read.

Monitoring the Future, University of Michigan

If we teach children AI is something to defer to instead of question — and that a screen is an acceptable substitute for a person — we shouldn't be surprised if the world they build looks like the one in Surrogates.

Time permitting — trailer: <https://youtu.be/Qyg4GEjKkM4>

The skills that matter most for the next generation aren't the ones AI is good at. They're the ones it can't do for you.

Thank you.

Let's build a future where children grow up data-aware, AI-literate, and empowered — not because we protected them from technology, but because we understood them first.

Contacts Data & AI for Kids:

fransklaassen@dama-nl.org.

ben.clinch@dama-uk.org .

stanislaw.radominski@damapoland.org.

education@dama-nl.org

president@dama-nl.org

DAMA NL “Data & AI for Kids” global workgroup lead

DAMA UK Board Member

DAMA Poland Board Member

DAMA NL

President DAMA NL



Find your chapter



Email Frans

