

Elisabeth Staksrud, [Sonia Livingstone](#), Leslie Haddon and Kjartan Ólafsson

## What do we know about children's use of online technologies?: a report on data availability and research gaps in Europe [2nd edition]

### Report

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# EU Kids Online

## What Do We Know about Children's Use of Online Technologies?

A Report on Data Availability and Research  
Gaps in Europe



**European Research on Cultural, Contextual and Risk Issues  
in Children's Safe Use of the Internet and New Media (2006-2009)**

**A project funded by the EC Safer Internet Plus Programme  
– <http://ec.europa.eu/saferinternet>**

[www.eukidsonline.net](http://www.eukidsonline.net)





# What Do We Know About Children's Use of Online Technologies?

A Report on Data Availability and Research Gaps in Europe  
Second edition, 2009

## Editors

Elisabeth Staksrud, Sonia Livingstone, Leslie Haddon  
and Kjartan Ólafsson

## Contributors

Joke Bauwens, Petter Bae Brandtzæg, Catia Candeias, Despina Chronaki, Verónica Donoso, Cecilia von Feilitzen, Cédric Fluckiger, Maialen Garmendia, Barbara Giza, Jos de Haan, Leslie Haddon, Ingunn Hagen, Veronika Kalmus, Lucyna Kirwil, Metka Kuhar, Claudia Lampert, Yiannis Laouris, Sofia Leitão, Benoit LeLong, Sonia Livingstone, Bojana Lobe, Jivka Marinova, Giovanna Mascheroni, Helen McQuillan, Céline Metton, Maria Francesca Murru, Kjartan Ólafsson, Cristina Ponte, Pille Pruulmann-Vengerfeldt, Manfred Rathmoser, Ambrin Shah, Andra Siibak, Gitte Stald, Elisabeth Staksrud, Václav Štětka, Liza Tsaliki, Panayiota Tsatsou, Patti Valkenburg, Thomas Wold, Anda Zule-Lapima

This is a report from the EU Kids Online network, June 2009  
For a complete list of participants, see Annex B

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### *European Research on Cultural, Contextual and Risk Issues in Children's Safe Use of the Internet and New Media*

EU Kids Online is a project funded by the EC Safer Internet plus programme ([http://ec.europa.eu/information\\_society/activities/sip/index\\_en.htm](http://ec.europa.eu/information_society/activities/sip/index_en.htm)) from 2006-2009. It examines research carried out in 21 member states into how children and young people use the internet and new media. This three-year collaboration aims to identify comparable research findings across Europe and to evaluate the social, cultural and regulatory influences affecting both risks and children's and parents' responses to them, in order to inform policy. It will chart available data, note indicate gaps and identify factors that shape the research capability of European research institutions. Finally, it will examine methodological issues relating to cross-cultural analyses and the study of children's online experience in order to develop a best practice guide to research. For more information see [www.eukidsonline.net](http://www.eukidsonline.net)

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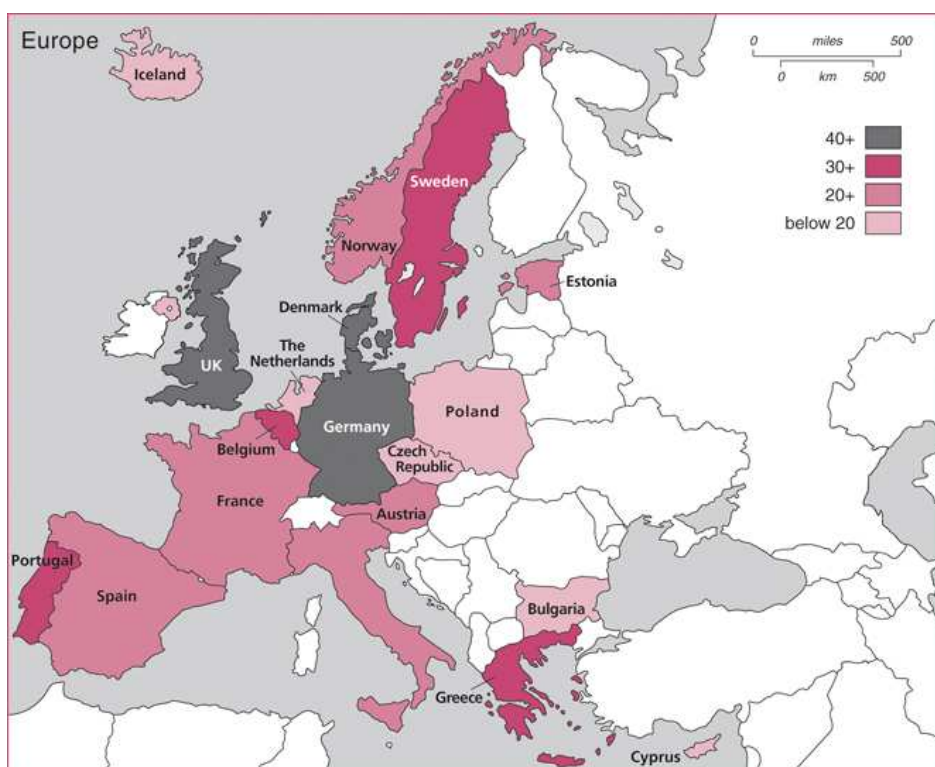
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## Executive summary

1. With 75% of European children using the internet, young people are in the vanguard of new online activities. Some celebrate them as youthful experts, others worry that children are especially vulnerable to new forms of harm. Policies in this field require an evidence-based approach to balance the goals of maximising opportunities and minimising risks.
2. Funded by the European Commission's Safer Internet Programme, EU Kids Online (2006-9) is a thematic network that aimed to identify, compare and draw conclusions from existing and ongoing research on children and online technologies conducted in Europe.
3. Its first work package asked, what do we know about children and young people's access to and use of the internet and online technologies across Europe? This report identifies the available empirical evidence, the aim being to locate what research exists, scope its main features and biases, identify key trends and reveal gaps in the evidence base.
4. To achieve this, the EU Kids Online network constructed a publicly accessible and fully searchable database of empirical studies conducted and identified across Europe, provided they meet a certain quality threshold. This online 'Data Repository' (<http://www.lse.ac.uk/collections/EUKidsOnline/repository.htm>) contains details of nearly 400 studies.
5. Each is coded by country, topic, age of child, method, sample, etc. References and links to original sources are provided where available, generating a resource for research users in government, academia, policy, funding, regulation and NGOs.
6. Though the scale and quality of studies varies considerably, research on children and young people's use of the internet and online technologies exists in all 21 countries included in the network. The evidence base is steadily growing, updating and expanding in scope. Key features of the evidence base are summarised below.
7. Balance of studies: studies are unevenly distributed across Europe, with most research in Germany, the UK, Denmark and least in Cyprus, Bulgaria, Poland,

Iceland, Slovenia and Ireland. In countries where few national studies exist, EC-funded research has shaped the evidence base by conducting pan-European studies of all member states.

8. Who is studied? Most research focuses on children directly, though much of this concerns teenagers rather than younger children. There is also some research on parents and teachers.
9. Disciplinary perspectives: in terms of academic discipline, much research has been conducted by departments of education, information and psychology, though this varies considerably across countries and may not be easy to determine. Too little research is as multidisciplinary as the multidimensional nature of children's internet-related experiences merits.
10. Methods: the choice of research methodology shapes the available findings. Overwhelmingly, most research, especially non-academic research, is quantitative, usefully revealing the frequency and distribution of children's activities across the population (though not so much their perceptions of use).
11. Since less research uses qualitative or combined methods, the evidence base provides insufficient understanding of children's own experiences or perspectives. It tends to exclude young children (for whom surveys are inappropriate), and it offers little contextualisation of online activities in children's lives.
12. In particular, research on teenagers tends to use quantitative methods, while research on younger



children is more likely to use qualitative methods. This makes it difficult to estimate the frequency of certain practices or uses among young children or to draw clear comparisons between age or gender. The relative paucity of qualitative methods with older teenagers means that findings lack contextualisation or interpretation in terms of the experiences and perceptions of these young people themselves.

13. Outside academic research, most studies are contracted out to market research companies. While the sampling and conduct of such research is often of good quality, typically only descriptive findings are presented, lacking in-depth analysis.
14. Most research is readily available: the internet is itself the main route by which research findings are disseminated, improving the accessibility of these studies. Reported findings for over one half of all the studies identified are freely available online.
15. However, relatively few studies are reported in peer-reviewed academic publications, and thus most have not undergone a process of independent scrutiny. In some cases, the absence of vital information (about samples, measures or timing) makes a study difficult to evaluate (and these were excluded).
16. In generating its policy recommendations, it was clear to the EU Kids Online network that there are some significant gaps in the evidence base. Research priorities include the need for new research on:
  - younger children, especially in relation to risk and coping, though continually updated research on teenagers is also important;
  - emerging contents (especially 'web 2.0') and services (especially if accessed via mobile, gaming or other platforms);
  - understanding children's developing skills of navigation and search, content interpretation and critical evaluation;
  - new and challenging risks, such as self-harm, suicide, pro-anorexia, drugs, hate/racism, gambling, addiction, illegal downloading, and commercial risks (sponsorship, embedded or viral marketing, use of personal data, GPS tracking);
  - how children (and parents) do and should respond to online risk;
  - how to identify particularly vulnerable or 'at risk' children within the general population;
  - and on evaluations of the effectiveness of forms of mediation – technical solutions, parental mediation, media literacy, other awareness and safety measures – not just in terms of the ease of implementation but more importantly in terms of their impact on risk reduction (this may vary for different groups of children and in different countries or cultural contexts).

## 1. Introduction

### 1.1. The importance of empirical research

Across Europe and beyond, children and young people are going online in ever greater numbers and for ever more activities. In 2005-6 around 70% of all children in Europe aged 6 to 17 had used the internet (as estimated by their parents; Eurobarometer, 2006). By 2008, this figure had risen to 75% (Eurobarometer, 2008). There are, however, substantial variations in children's use of the internet, for example, across countries and by age. To understand what these changes mean for children and their families, for their education, leisure, participation and communication and, more negatively, for the risk of harm to children and young people, this growing use of the internet and online technologies is being closely tracked by empirical research. There is a growing body of empirical studies of varying range and depth, conducted in order to advise policy-makers how best to maximise the benefits and minimise the risks associated with the changing media environment.

It is widely agreed that the activities of multiple and diverse stakeholders are required to promote safer use of the internet and online technologies, to protect children and young people and to empower parents and teachers with online safety tools. It is also agreed that this approach should be evidence-based. Research is needed to chart which children have access to what technologies, to understand the incidence of risky practices and of parental regulation. It can also contextualise use and risk-related findings, so that we understand how and why some children encounter certain risks and with what consequences. Last, research can target awareness-raising and other interventions towards particular age, demographic or national groups.

In a European context, research must be cross-national if it is to support understanding of how and why children have different experiences online in different countries. Comparative research can also support multiple stakeholders in working together to ensure that parents and children receive up to date, comprehensible information, tailored to the modern family (in all its diversity), appropriate to social mores (in all their cultural variation), and accessible to all (despite economic and education-based stratification).

### 1.2. The EU Kids Online network

To inform this agenda, research teams across Europe, from diverse institutions, disciplines and perspectives are conducting many kinds of research. But keeping track of this research is a demanding task. Those who are not active researchers may lack the expertise required to identify, interpret and evaluate available research. Those working in one country or language may struggle to use research conducted elsewhere. Those with the power to commission research in one country would benefit from knowing what has proved useful in another.

For these reasons, a bridge is required between the specialist domain of empirical research and the policy

imperatives of safer internet initiatives. EU Kids Online is a thematic network designed to inform this policy context by examining European research (national and multi-national) on cultural, contextual and risk issues in children's safe use of the internet and online technologies.

EU Kids Online focuses on the intersection of three domains:

- Children (mainly up to 18 years old), their families, domestic users<sup>1</sup>;
- Online technologies: mainly but not only the internet; focussing on use and risk;
- European empirical research and policy, prioritising the 21 countries in the network.

For further information, see Annex A and [www.eukidsonline.net](http://www.eukidsonline.net).

### 1.3. This report

This report asks what empirical research already exists, is ongoing, or might still be needed on children's online access and activities in Europe. It does not present the findings of the research itself – for these, see Hasebrink et al (2009). Rather, this report identifies the available empirical research across Europe regarding children's access to and use of the Internet and new online technologies.

Specifically, the report notes patterns and biases in the kinds of research, both qualitative and quantitative, that have been conducted. It examines whether more or different kinds of research have been conducted in different countries, or for different age groups, or regarding some aspects of internet use compared with others. It offers an assessment of data comparability. Last, it points out key gaps in the evidence base.

The anticipated audience of this report is broad, encompassing all those concerned with empirical research on children's online risk and safety, as well as the broader field of European comparative social science and policy. As the aim has been to provide an efficient overview of key trends in the empirical research base, we hope this report will be read by research users – researchers themselves, those who commission and fund research, policy makers and others working towards a safer internet for the public.

### 1.4. Identifying available research

The first step taken in the EU Kids Online project was to try to map out as thoroughly as possible the available research on children's access to and use of the internet and related online and mobile technologies in the 21 countries participating in the project. In each country a team of researchers was responsible for collecting information on available research.

As is to be expected the ease of searching varied across countries. In some countries, information on research is centralised (e.g. the national data archive in The Netherlands called DANS). In other countries, it is scattered. In some countries, a history of research funding resulted in a consistent body of research collated in a

single place (e.g. the Economic and Social Science Research Council in the UK).

In some countries, participants communicated directly with researchers in the field, identifying studies through their knowledge of the research literature. In some countries (e.g. Denmark, Poland), the research community is sufficiently small so that all the likely research teams could be readily identified. In other countries, EU Kids Online members contacted relevant research institutions to ask if research existed (e.g. the Czech Republic – although following an unsuccessful approach to the Ministry of Informatics, the Czech national team described the field as ‘chaotic’). In Belgium, the research is divided by language groups, but the network is fortunate in this respect in terms of having both Flemish- and French-speaking participants.

All national teams used search engines to some extent to identify research, alongside other strategies. Hence, although the EU Kids Online team members are well placed to locate material in their respective countries, we cannot be confident of having found all relevant research because of variations in the research process.

### 1.5. The second edition of this report

The results of this effort were described in the first version of this report (see Staksrud, Livingstone & Haddon, 2007). That report was based on the analysis of 235 studies collected by the network members up until January 2007. Then in 2008 it was decided to repeat the collection of studies, both to include new studies and to allow for the inclusion of studies possibly omitted in the previous round. This resulted in some 173 additional studies (about half of them having started after the first round of data collection).

By October 2008, the members of the EU Kids Online network had collected information on 408 studies on children and the internet. Subsequently, 18 studies were excluded from the analysis, either because of lack of relevant information on the studies or because they were found to be outside the data collection frame. Thus at the end, a total of 390 studies were analysed.

For each study (or project), information on the main features of each study – sample, methods, topics researched, countries studied, publication details, etc. was registered and coded. This list of studies is as comprehensive as we could make it, given the available resources. But doubtless further studies have also been conducted or are now underway. It is reassuring that the profile of the studies collected for the first and second editions of this report turned out to be very similar.

In fact, the average deviation for numbers calculated for the first edition (of 235 studies) and those calculated for the second edition (all 390 studies) was about 2.3%. This can be seen as an indicator that the data collected from the studies in the data repository do indeed provide a fairly accurate picture of the research conducted on children and the internet in Europe. However it should be stressed that the exact numbers or percentages noted in this report should be interpreted with due caution. In this report, emphasis is placed on the broad trends identified and on patterns evident across findings.

### 1.6. The online data repository

This database contains entries that identify and codify recent and ongoing empirical studies regarding children and the internet and online technologies in Europe. The aim is to provide a public resource for researchers and practitioners in which studies are identified and information about them can be readily searched and accessed. The Data Repository is online at <http://www.lse.ac.uk/collections/EUKidsOnline/repository.htm>. The collection policy describes what is included and not included in this repository. In brief, these are as follows:

- The unit of analysis is an empirical research project (not a publication) conducted in Europe.
- The findings of the study must be publicly available and there must be sufficient methodological details to evaluate its quality.
- Relevant research includes, as a priority, (a) empirical projects concerning children and the internet, (b) research on risks experienced by children online, (c) research on mediation or regulatory practices (by parents, teachers, etc) for children’s online activities. It also includes, with more partial coverage, (d) research on parental internet experiences and (e) research on children’s use of other technologies.
- Europe includes the EU27 (plus Norway and Iceland), with priority given to the 21 nations of EU Kids Online.
- Children are defined as being those who are under 18 years old.
- Online includes the internet, online games, online mobile, e-learning, etc.

Certain quality control criteria have guided these decisions, though it is impossible to guarantee that all research included in the repository is of the highest quality. Each study (or project) is described according to its main features – sample, methods, topics researched, countries studied, publication details, etc. These features, or a free text search, may be used to search the database.

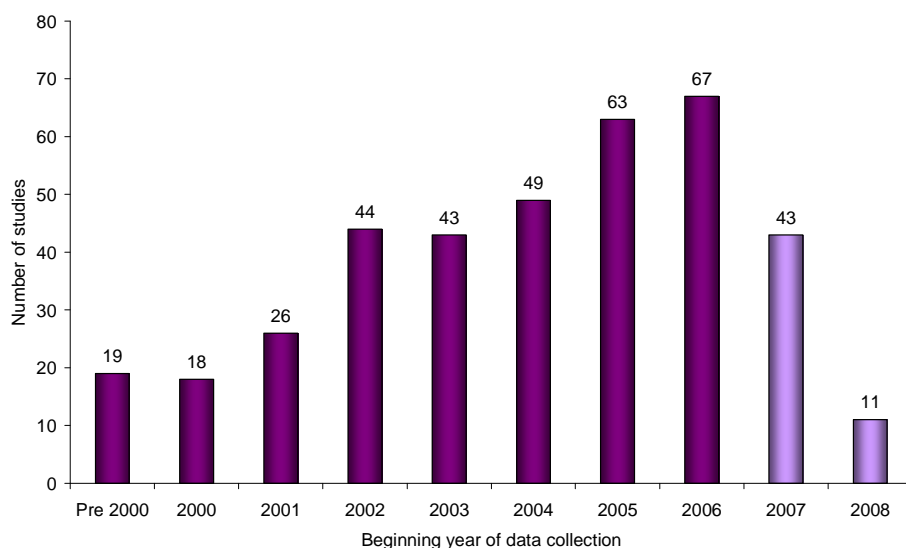
For the collection policy and quality control criteria, see Annex C (and, for more detail, [www.eukidsonline.net](http://www.eukidsonline.net)).

## 2. Availability of research

### 2.1. How much research is available?

Studies focused on children and the internet are very varied in their nature. Some studies are small, producing a single report; others are substantial, resulting in a series of publications. In many studies, the majority in our repository, children and the internet are the central focus, but in some, they are a minor part of the research. For example, surveys of public adoption of media or technology or consumer goods include some questions about internet access and use, but may not include much detail.

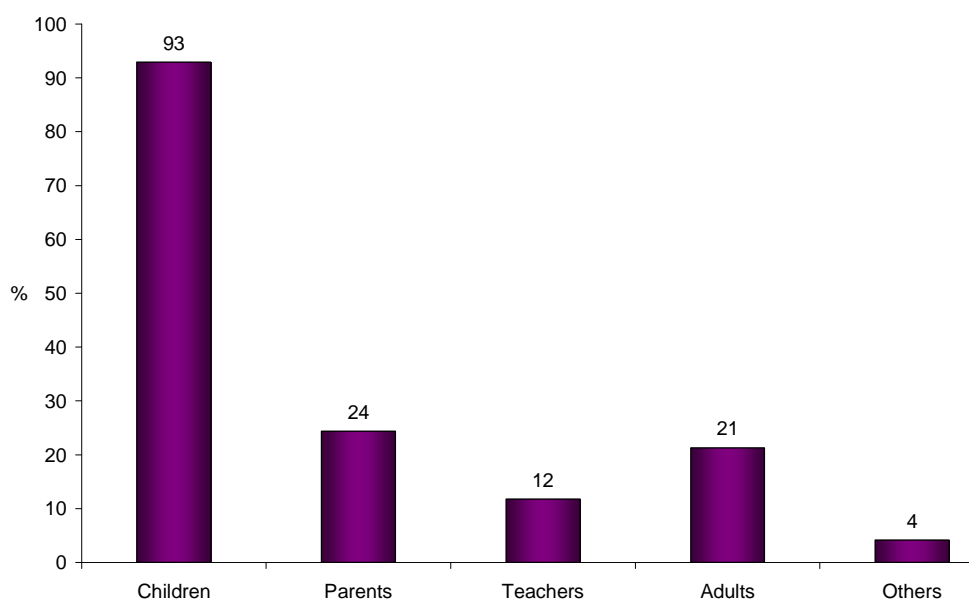
Surveys of 'the population' generally exclude children but may include those 14+ or 16+, thereby providing some data on older teenagers' internet use but not for younger children. Questions may have been commissioned on an omnibus survey, resulting in a few carefully targeted questions relevant to children and online technologies but providing little contextualisation.



**Figure 1: Number of studies by year of data collection**

Figure 1 shows the number of studies by the year in which data collection for each particular study was started. Note that the decline in the number of studies for the years 2007 and 2008 is probably indicative of the gap in time from data collection until results are publicly available.

**Figure 2: Percentage of studies including or focusing on particular groups**



As Figure 2 shows, the majority of the studies collected researched children directly, whether collecting information from them or observing them in some way. Around half of the studies focus only on children whereas the other half includes both children and older people.

The inclusion of parents and other adults is strongest in studies on the youngest age group (children aged 0-5 years) where 50% of studies include parents as well. As the children participating in the study get older, parents are less likely to be involved. Thus, less than 30% of studies on teenagers include parents.

## 2.2. In which countries is research available?

Recent empirical research on children and online technologies, mainly concerning the internet, was identified in all 21 countries participating in the EU Kids Online network. However, the conduct and availability of research is unevenly spread across Europe.

The number of studies shown in Table 1 and Figure 3 represents combined single and multi country studies. In other words, the total number of studies where information on children in that particular country is to be found.

The vast majority of studies are single country studies. Only about 8 % of the studies cover more than one single country and a third of the multi country studies cover only two or three countries.

Table 1 and Figure 3 show that the countries with the most studies are Germany, the UK, Greece, Belgium, Italy and Denmark. Those with the least are Cyprus, Iceland, Bulgaria, Portugal, Poland, Slovenia and Ireland. The pattern of research is clearly unevenly distributed, with some of the new EU entrants having the fewest studies.

Country	Total number of studies (single and multi-country)	Number of single country studies	Number of single country studies excluding Master's/PhDs
Austria	27	16	12
Belgium	39	23	20
Bulgaria	9	3	3
Cyprus	5	0	0
Czech Republic	15	7	7
Denmark	40	25	16
Estonia	23	13	9
France	26	9	7
Germany	84	71	65
Greece	33	23	20
Iceland	13	2	2
Ireland	14	6	6
Italy	29	18	17
Netherlands	19	10	9
Norway	26	12	8
Poland	14	5	5
Portugal	33	21	3
Slovenia	14	6	6
Spain	25	12	12
Sweden	37	22	13
UK	66	51	49

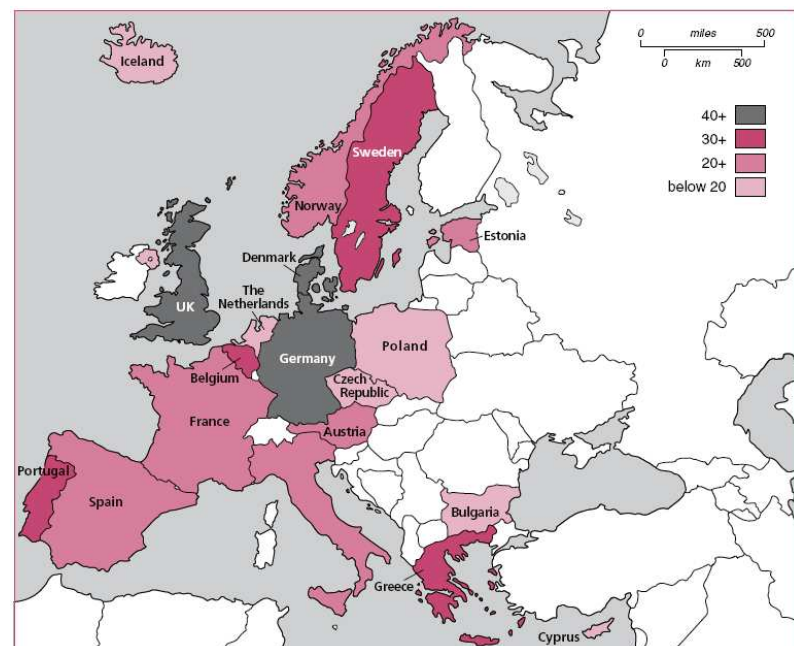


Figure 3: Number of studies available for each country in EU Kids Online

There are many reasons why more research exists in some countries than others. The amount of research conducted tends to reflect the population size (and, hence, number of research institutions in a country), the length of time in which the internet has become widely available and established in a country, the available funding sources, media attention, and so forth (Stald & Haddon, 2008).

There are also some reasons that derive from the EU Kids Online collection strategy. For example, in countries where there was already a good deal of research (e.g. UK), Master's and PhD theses were given a lower priority than where there was less research overall. The balance of national versus multinational studies also varies by country. Thus in a number of countries a high proportion of the studies that cover them do so as part of a multinational project, meaning that decisions about what should be researched are not made at a national level with national priorities. This contrasts with countries where there are many national studies and most funding is national. In the data repository, some research was identified from other European countries. This can only be indicative as the aim was not to be comprehensive for countries other than the 21 included in the EU Kids Online network.

Table 1: Studies of children and the internet by country

Research conducted outside Europe is sometimes influential within Europe, and it also helps to provide an 'outside' view, especially when determining what is specifically European and what is more general to children's internet use. Thus, although not within the remit of the online data repository, references to such research are collected as part of the ongoing review of the literature. Most notable is the research conducted by Pew Internet, valuable for its high quality, timely and useful surveys of youthful internet use. Their findings are widely cited in European policy debates.

### 2.3. How many studies are multi-national?

As already indicated, multi-country studies are quite rare, even if cross-national research is increasing in general. In the five-year period to 2004, we identified 14 multi-country studies in the database, compared to 19 in the five year period from 2004 onwards. This is despite the fact that multi-country studies should in general take longer from data collection to presentation of findings. However, as a proportion of all studies found, multi-country studies have not increased since the number of single country studies has also increased. Further, as noted above, only a few studies include more than a handful of countries.

The earliest multiple-country study in the field of children and the internet is SAFT, whose questions provided a basis for the pan-European Eurobarometer study among others. Mediapro involved fewer countries but took place at roughly the same time as Eurobarometer. Below is an overview of the most relevant cross national research projects.

- SAFT (Safety Awareness Facts and Tools), is an awareness project initiated in Norway and funded by the EC Safer Internet Action Plan. This study explored 9-16 year old children's activities online, using a self-completion survey in classrooms; it also surveyed (by telephone) parents' awareness of children's use and risks. It was conducted in 2003-4 in Norway, Sweden Denmark, Iceland, and Ireland. It has been partly replicated in Singapore, the Netherlands, Austria and Finland. The survey was replicated in 2006 in Norway for parents and children and in Ireland only for children. It covered use of technology, electronic games, seeking information (including for schoolwork), parental knowledge and supervision, email accounts, chatting, illegal behaviour, internet education and safety, mobile phones, offensive material, submitting personal information, face-to-face meetings and other areas. See <http://www.saftonline.no/PressReleases/2881>.

- Eurobarometer. Based on some of the SAFT questions and funded by the EC, Eurobarometer surveyed parents/carers<sup>2</sup> in autumn 2003 in the 15 old member states (EU15) and at the beginning of 2004 in the 10 new member states just before they joined. A second survey of all these countries (EU25) plus the acceding and candidate countries was carried out in 2005/6. A third survey followed up on these findings in 2008. The surveys covered such topics as use of the internet, self-assessed expertise, children's use of the internet, location of that use, children's ownership of a mobile phone, whether children have encountered harmful or illegal content, the use of filtering/blocking tools, whether parents sit with children

during internet use, parental rules and various questions relating to awareness of information about the safer internet. See

[http://europa.eu.int/information\\_society/activities/sip/eurobarometer/index\\_en.htm](http://europa.eu.int/information_society/activities/sip/eurobarometer/index_en.htm)

- Mediapro. This survey, also EC funded, was conducted by researchers who had worked on the previous 'Educaunet' study (Belgium, Denmark, France, Greece, Portugal and the UK) in 2005. These were joined by new members from Estonia, Poland and Italy. The core question was: How do young people across Europe appropriate the internet and new network media? Paper questionnaires were completed in classrooms across nine countries by 7393 children. In addition, 25 qualitative interviews were conducted in each country. Equivalent research was also conducted in Montreal, Quebec. See <http://www.mediapro.org/>

- The World Internet Project (WIP) is an international, collaborative study looking at the social, political and economic impact of the internet and other new technologies. It has more than 20 partners in countries and regions all over the world, including Singapore, Italy, China, Japan, Hong Kong, Macao, South Korea, Sweden, Germany, Great Britain, Spain, Hungary, Canada, Chile, Argentina, Portugal, Australia, Bolivia, India, Iran, Estonia and the Czech Republic. This study thus includes some European countries, and while many of the surveys address adults only, some defined their sample as 14+ years and so include children (e.g. the UK study, OxIS). See <http://www.worldinternetproject.net>

- Children and Their Changing Media Environment was a 12 European nation comparison of children and young people's access and use of old and new media in 1997-8. It included Belgium, Denmark, Finland, France, Germany, Israel, Italy, Spain, Sweden, Switzerland, The Netherlands and the UK. Combining qualitative and quantitative methods, it asked how children aged 6-17 years old engaged with their changing media environment in the context of new media diffusion, patterns of parenting, school, peer group and culture. See Livingstone and Bovill (2001).

## 2.4. Are research findings publicly accessible?

By far the most common means of accessing information about empirical research is via the internet - over half of the studies to be found in the data repository are available online; see Figure 4. In part this might reflect the search process whereby national teams used search engines to find studies. However, this was only one of several strategies so it appears that a considerable amount of information is accessible online. The relatively high accessibility of findings online may also reflect an effort by researchers to make findings available as soon as possible after data collection – important in this fast-changing field. The low number of studies whose findings have been published in journals is noteworthy since academic publication, especially in journals, generally includes a formal process of anonymous peer-review and editorial scrutiny and guidance. The high proportion of studies that have not passed through this process is of concern for the quality of work in this field. An additional concern regarding the high proportion of reports is that many, though not all, reports are largely descriptive, valuable as a timely snapshot of online use, but lacking the theoretical framework or critical evaluation of research required for a deeper analysis or interpretation of findings.

Problematically, for 12% of the empirical studies only a summary is available, thus omitting important information needed to evaluate the research and understand its findings. For example, these included summaries in which the number of respondents or the date of fieldwork was missing. Even in some full reports, key information was missing – who funded the study, for example, or the mode of survey administration (e.g. telephone, face-to-face or other). Sometimes the report did not specify the age of the participants, but just said that they were from primary schools or secondary schools (which can mean different ages in different countries).<sup>3</sup> More encouragingly, however, 81 datasets are said to be publicly available (either online or on request).

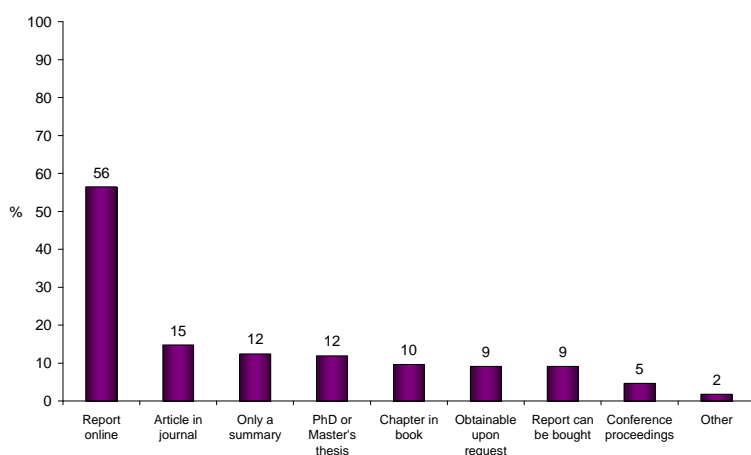


Figure 4: Presentation of research findings

## 2.5. What language is research published in?

Research users must not only be able to locate the research findings; they must also be able to read them. While the norm is for reports to be published in the national language(s), in some countries there is also a growing trend towards publication in English as well (either the full report or a summary). For most studies (90%), only one language is mentioned and only five studies are said to have been available in from three to five languages. English is the most common language for multi-country studies with 21 of the 33 being reported only or also in English (see Table 2).

Language	Total number of studies	Number of multi-country studies
English	160	21
Bulgarian	3	0
Czech	6	0
Danish	24	3
Dutch	14	1
Estonian	14	1
French	16	3
German	92	5
Greek	27	0
Icelandic	5	3
Italian	18	1
Norwegian	19	6
Polish	3	0
Portuguese	21	0
Slovene	6	0
Spanish	12	0
Swedish	18	3

Table 2: Studies of children and the internet by language of findings (multicoded)

## 3. Patterns of research

### 3.1. Age of children

The EU Kids Online network defined children as all individuals under the age of 18 years, following the definition used by the EC. This adopts the legal definition of 'minors' – those under 18 years old, though media provision and regulation often define children as those younger than 12 or 15, while child protection services often consider that youthful 'vulnerability' may extend into young adulthood.

As Figure 5 shows, the majority of research on children's use of the internet and online technologies is conducted on teenagers. The lower number of studies on the 18+ group reflects the focus of EU Kids Online on under 18s, rather than a paucity of research on older ages, for most of these studies are those that capture both children and adults (e.g. respondents aged 12-19.) Interestingly, the proportion

Thus the inclusion or exclusion of different age groups can occur for various reasons. Research is often conducted on the adult population, including older teenagers because they are more 'researchable' (i.e. reliable respondents, without necessitating different methods or demanding more rigorous ethical procedures). Other research targets children and young people because they are the focus of interest. Educational research (including that focused on the use of information technologies) may target primary and/or secondary school pupils.

For each study that includes information on five year old children we find almost ten studies including information on 14 year olds. This represents some cause for concern. While very young children are less likely to use the internet, in 2008 almost 50% of European children aged 6 to 7 years were online (Eurobarometer, 2008). Since use among younger children is growing fast, and since vulnerability in terms of maturity, or available coping strategies may be greater for younger children (even though incidence of risk is higher for teenagers), children younger than 12 years old must surely represent a priority for future research.

It should be noted here that many studies cover more than one age and the studies were coded so as to indicate whether children of a particular age were included in the study or not (i.e. they were multicoded by age).

In EU Kids Online's Work Package 3 (Hasebrink et al, 2009), countries were classified based on children's internet use. Bearing in mind that the European average proportion of 6-17 year olds who are internet users is 75% (Eurobarometer, 2008), countries were grouped as follows: (1) 'low use' countries where children's internet use is well below the EU average or less than 65%; (2) 'medium use' countries where the use is average and lies between 65% and 85%; (3) 'high use' countries where children's internet use is well above the EU average or more than 85%.

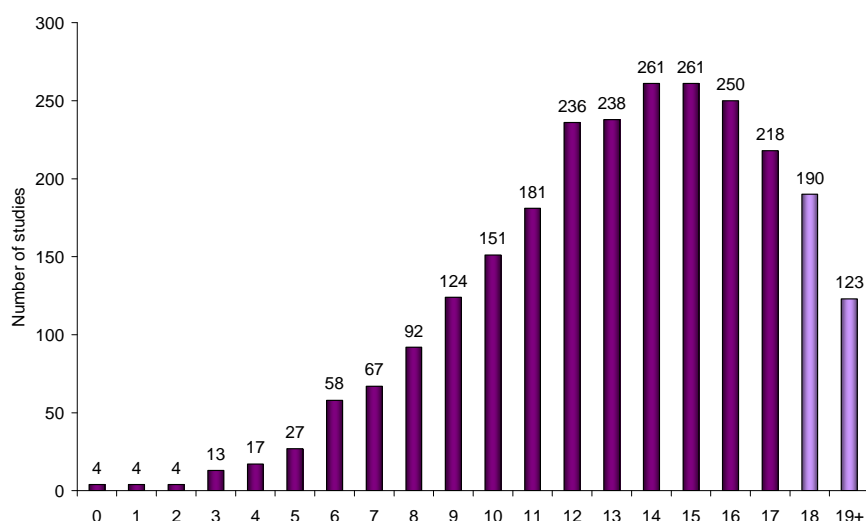


Figure 5: Number of studies by age

of studies including different age groups has remained rather stable in the few years since first edition of this report.

Almost two out of three studies conducted include teenagers aged 14-15 years. The large number of studies on teenagers is perhaps not surprisingly given to the frequently expressed concern about the relationship of this age-category to the internet. In addition, it is relatively easy to recruit teenagers to take part in research compared to both younger children and older age groups. At one end of the age scale, typical data collection strategies such as self-completion paper questionnaires distributed to whole classes are not an option for very young children whose reading and writing skills are not fully developed. At the other end, once young people have left school, it becomes quite problematic to get access to them to recruit them for research.

Figure 6 shows the number of studies including different age groups out of all studies by country grouping. This shows, for example, that out of the 175 studies conducted in countries defined as “high use” only eight studies include children aged 0-5 years. The major finding here is that the 6-8 and 9-11 year old age groups appear to be studied more in the high and medium use countries than in the low use countries. But even in high use countries, it seems that pre-school children are rarely studied.

### 3.2. Topics researched

What topics, or research questions, do these studies address? Research questions may be theory-led, policy-led or problem-led, and all three of these sources of questions may vary by national contexts, resulting in Europe-wide variation. Each study was coded for its inclusion of a wide range of possible topics. The topics were classified into four groups: topics relating to children, topics relating to risks, topics relating to regulation and topics relating to parents.

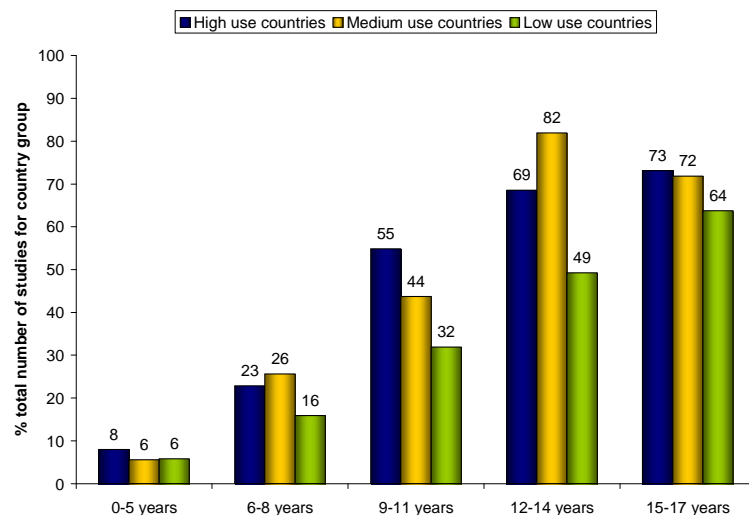


Figure 6: Number of studies by age group and country grouping

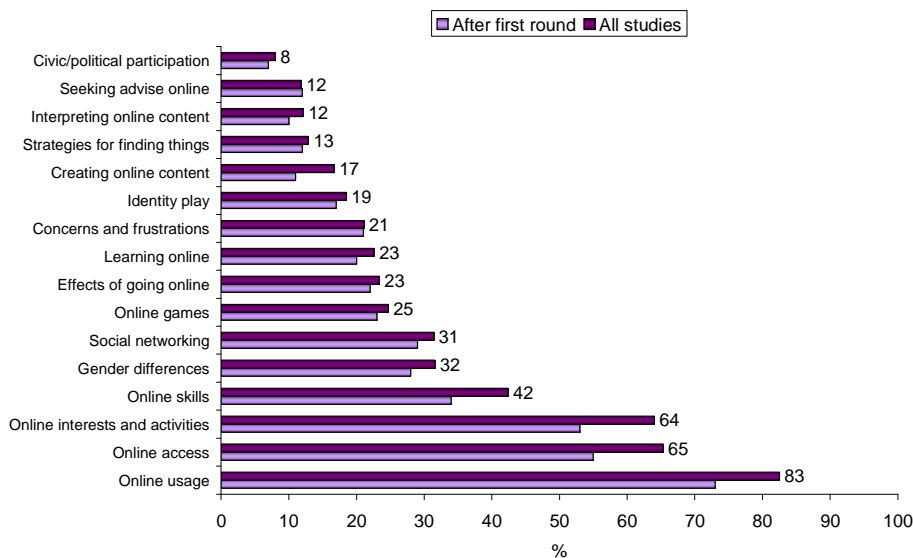


Figure 7: Percentage of studies on topics relating to children (multicoded)

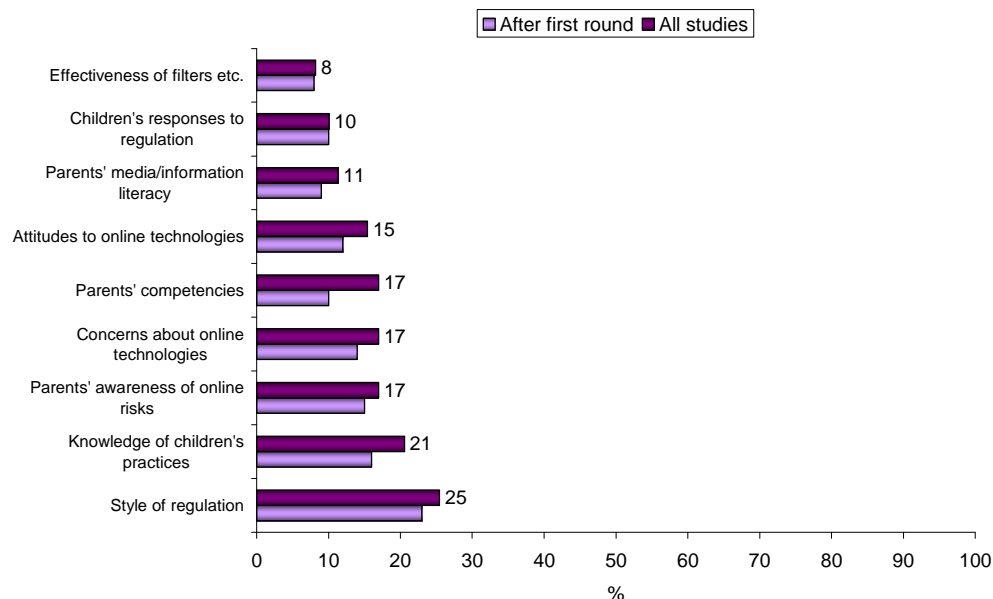
Figures 7 and 8 show the percentage of studies that include the different topics both after the first round of data collection and for all 390 studies. As can be seen in Figure 8, which shows coding after the first round (first edition of this report) and for this second edition (i.e. all studies coded), the most researched topics were online usage, followed by access and then interest and activities. Around two-thirds of studies include these topics. Other topics are included in fewer than half of the studies.

Discussions amongst the national teams suggest that most research on internet access concerns access via PCs, with little on mobile phone or games machines for internet access. There seems to be little research on why some children lack access. As regards use, discussions at network workshops suggested that there was less available

material on the newest kinds of use, such as blogging and podcasting. In all, the research needs to catch up with the technology and with the policy agenda.

Figure 8 shows that there is less research on parents' experiences of the internet and how they mediate their children's experiences. The most common topic here is parental styles of regulating their children's internet use. Note that little research examines children's responses to regulation.

Note that the percentages in this report represent the presence of each topic across all the studies included in the analysis. Although each study may deal with one or more topics simultaneously, it turned out that 50% of the studies analysed covered six topics or less. Most studies thus have a rather narrow focus, while a few studies encompass many topics at once.

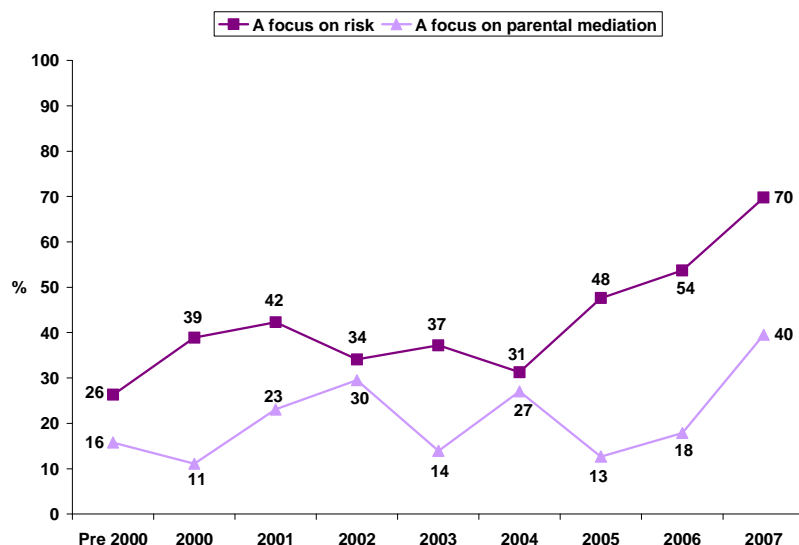


**Figure 8: Percentages of studies on topics relating to parents (multicoded)**

The number of studies has increased in recent years and, furthermore, the focus of studies is changing. For studies conducted up to 2000, the average number of studies per year is around seven. This has increased to around eleven for studies begun in the years 2007-8. Second, as Figure 9 shows, there is a clear increase in studies with a focus on risk and, to a lesser degree, on parental mediation. Doubtless this reflects growing public and policy concern regarding the internet and children, and the need for evidence.

Since the balance of national versus multinational studies varies by country, this needs to be borne in mind when looking at the tables below. For example, the Polish team pointed out that about half of their studies are funded by the EC, so, the available evidence in Poland may not especially reflect Polish priorities or research decisions. This contrasts with countries where most funding is national, presumably, therefore, reflecting national research agendas.

Second, as noted earlier, in the majority of studies children and the internet are the central focus. But in some, they are a minor part of research that has a much broader scope. Some studies cover the internet as one ICT or one example of media/new media/multimedia amongst others (e.g. in the UK, the Netherlands, Norway, Germany), or else focus on another technology but include data on internet use. Some studies focus on children and youth in general, or youth and media, where once again use of the internet is one activity amongst other (e.g. Germany, Estonia).



**Figure 9: Percentage of studies on risk/mediation topics, by year of study**

As noted earlier, many studies of the internet or ICTs cover the population in general, but also some children, although the lower age of these studies vary (e.g. starting with 14 year olds or 15 year olds). Occasionally, research examines time use data which also includes the internet or it studies particular groups such as ethnic minorities, examining children's experience of the internet amongst other facets of their lives. This has a consequence for the above figures on the distribution of topics researched.

Table 3 shows that, with the exception of Cyprus, all participating countries commonly have researched, in order of priority, internet use, access, and to a slightly lesser extent interests and then skills. These are basic questions, certainly ones asked in general studies of the population that include some children. But one may observe in the case of access that some countries with higher adoption and, in some cases, more research, ask about access slightly less (e.g. the Netherlands, Belgium, the UK and Sweden), reflecting the fact that they now have more specialist, focused studies.

Table 4 shows that as regards interpreting online content, creating online content, and children's concerns and frustrations some countries have limited research while some have research gaps as regards strategies for finding things online. Denmark is noticeable for having more studies touching upon these areas.

	Access		Usage		Interests		Skills	
<b>Austria</b>	56%	15	96%	26	59%	16	37%	10
<b>Belgium</b>	51%	20	72%	28	49%	19	36%	14
<b>Bulgaria</b>	67%	6	78%	7	33%	3	33%	3
<b>Cyprus</b>	20%	1	100%	5	40%	2	20%	1
<b>Czech Rep.</b>	67%	10	93%	14	47%	7	40%	6
<b>Denmark</b>	63%	25	90%	36	55%	22	53%	21
<b>Estonia</b>	61%	14	78%	18	39%	9	35%	8
<b>France</b>	65%	17	96%	25	50%	13	46%	12
<b>Germany</b>	86%	72	98%	82	64%	54	43%	36
<b>Greece</b>	66%	21	84%	27	47%	15	44%	14
<b>Iceland</b>	77%	10	85%	11	46%	6	62%	8
<b>Ireland</b>	71%	10	93%	13	57%	8	29%	4
<b>Italy</b>	66%	19	86%	25	52%	15	38%	11
<b>Netherlands</b>	47%	9	68%	13	37%	7	26%	5
<b>Norway</b>	73%	19	88%	23	65%	17	54%	14
<b>Poland</b>	71%	10	86%	12	36%	5	21%	3
<b>Portugal</b>	52%	17	88%	29	61%	20	52%	17
<b>Slovenia</b>	64%	9	100%	14	29%	4	21%	3
<b>Spain</b>	84%	21	100%	25	72%	18	52%	13
<b>Sweden</b>	59%	22	100%	37	62%	23	35%	13
<b>UK</b>	53%	35	79%	52	56%	37	50%	33

Table 3: Percentage/number of single country studies by topic (multicoded) related to children, by country

	Interpreting content		Creating content		Concerns and frustrations when online		Strategies for finding things	
<b>Austria</b>	7%	2	15%	4	19%	5	4%	1
<b>Belgium</b>	13%	5	8%	3	31%	12	10%	4
<b>Bulgaria</b>	11%	1	11%	1	11%	1	22%	2
<b>Cyprus</b>	20%	1	20%	1	20%	1	0%	0
<b>Czech Rep.</b>	7%	1	13%	2	7%	1	0%	0
<b>Denmark</b>	40%	16	38%	15	43%	17	30%	12
<b>Estonia</b>	17%	4	22%	5	22%	5	0%	0
<b>France</b>	15%	4	15%	4	15%	4	8%	2
<b>Germany</b>	5%	4	11%	9	4%	3	4%	3
<b>Greece</b>	16%	5	9%	3	16%	5	9%	3
<b>Iceland</b>	23%	3	38%	5	38%	5	31%	4
<b>Ireland</b>	21%	3	36%	5	36%	5	21%	3
<b>Italy</b>	17%	5	17%	5	14%	4	7%	2
<b>Netherlands</b>	5%	1	11%	2	11%	2	0%	0
<b>Norway</b>	35%	9	38%	10	38%	10	31%	8
<b>Poland</b>	29%	4	7%	1	43%	6	0%	0
<b>Portugal</b>	18%	6	12%	4	21%	7	15%	5
<b>Slovenia</b>	7%	1	7%	1	7%	1	0%	0
<b>Spain</b>	20%	5	32%	8	12%	3	32%	8
<b>Sweden</b>	11%	4	24%	9	27%	10	14%	5
<b>UK</b>	8%	5	17%	11	41%	27	6%	4

Table 4: Percentage/number of single country studies by topic (multicoded) related to children, by country

Table 5 shows that quite a few countries have little research on learning online (Bulgaria, Cyprus, the Czech Republic, the Netherlands, Poland and Slovenia), which is perhaps surprising given the overall importance of education as an established disciplinary tradition and area of study in relation to children and the internet. Online gaming, identity play and seeking online advice seem to have attracted more attention in the Nordic countries, if one also takes into account the number of studies, while Germany also has quite a few studies addressing games.

Table 6 shows that since the first edition of this report many countries have conducted national studies of the increasing popular phenomenon of social networking, especially in the Nordic countries and the UK. It is noteworthy that civic/political participation is not covered at all or covered very little in many of the other countries.

While the Nordic countries are high on civic participation when multi-country studies are included, this is less the case when focusing on single country studies. National studies usually cover gender differences and so this in general receives better coverage than many of the other topics. Denmark, the UK and Norway have more studies of consequences.

	Learning		Games		Identity play		Seeking advice	
<b>Austria</b>	11%	3	11%	3	4%	1	0%	0
<b>Belgium</b>	13%	5	23%	9	10%	4	3%	1
<b>Bulgaria</b>	11%	1	22%	2	11%	1	11%	1
<b>Cyprus</b>	20%	1	20%	1	0%	0	0%	0
<b>Czech Rep.</b>	7%	1	7%	1	7%	1	0%	0
<b>Denmark</b>	38%	15	28%	11	53%	21	25%	10
<b>Estonia</b>	35%	8	13%	3	13%	3	17%	4
<b>France</b>	23%	6	23%	6	15%	4	4%	1
<b>Germany</b>	4%	3	23%	19	4%	3	4%	3
<b>Greece</b>	38%	12	22%	7	6%	2	6%	2
<b>Iceland</b>	46%	6	46%	6	31%	4	31%	4
<b>Ireland</b>	43%	6	36%	5	21%	3	21%	3
<b>Italy</b>	17%	5	17%	5	7%	2	3%	1
<b>Netherlands</b>	5%	1	16%	3	11%	2	0%	0
<b>Norway</b>	46%	12	46%	12	42%	11	31%	8
<b>Poland</b>	7%	1	7%	1	14%	2	14%	2
<b>Portugal</b>	36%	12	21%	7	12%	4	3%	1
<b>Slovenia</b>	7%	1	14%	2	0%	0	0%	0
<b>Spain</b>	36%	9	32%	8	12%	3	12%	3
<b>Sweden</b>	24%	9	46%	17	30%	11	30%	11
<b>UK</b>	27%	18	20%	13	9%	6	3%	2

Table 5: Percentage/number of single country studies by topics (multicoded) related to children, by country

	Civic participation		Social networking		Gender differences		Consequences of use	
<b>Austria</b>	7%	2	11%	3	22%	6	11%	3
<b>Belgium</b>	0%	0	15%	6	28%	11	21%	8
<b>Bulgaria</b>	11%	1	0%	0	33%	3	22%	2
<b>Cyprus</b>	0%	0	0%	0	60%	3	20%	1
<b>Czech Rep.</b>	7%	1	33%	5	40%	6	33%	5
<b>Denmark</b>	13%	5	45%	18	63%	25	53%	21
<b>Estonia</b>	4%	1	22%	5	30%	7	13%	3
<b>France</b>	0%	0	27%	7	19%	5	15%	4
<b>Germany</b>	0%	0	10%	8	24%	20	5%	4
<b>Greece</b>	0%	0	9%	3	22%	7	19%	6
<b>Iceland</b>	15%	2	31%	4	46%	6	31%	4
<b>Ireland</b>	14%	2	43%	6	50%	7	36%	5
<b>Italy</b>	3%	1	34%	10	21%	6	14%	4
<b>Netherlands</b>	0%	0	26%	5	26%	5	32%	6
<b>Norway</b>	23%	6	50%	13	38%	10	50%	13
<b>Poland</b>	0%	0	14%	2	43%	6	7%	1
<b>Portugal</b>	6%	2	27%	9	21%	7	21%	7
<b>Slovenia</b>	7%	1	0%	0	21%	3	7%	1
<b>Spain</b>	16%	4	28%	7	56%	14	32%	8
<b>Sweden</b>	16%	6	62%	23	51%	19	22%	8
<b>UK</b>	6%	4	29%	19	9%	6	26%	17

Table 6: Percentage/number of single country studies by topic (multicoded) related to children, by country

In general, since the first edition of this report there has been some more research on parents across countries, filling some gaps. Table 7 shows that all countries have several studies concerned with parents' knowledge of their children's internet usage and parents' style of regulating their children use, but generally there are fewer studies in each country regarding children's response to regulation. Norway and then Germany have the most studies of parents' media/information literacy.

	Parents' knowledge of children's practices online		Parents' style of regulation of children's use		Children's responses to parental regulation		Parents' media/info literacy	
<b>Austria</b>	19%	5	30%	8	7%	2	7%	2
<b>Belgium</b>	18%	7	23%	9	15%	6	10%	4
<b>Bulgaria</b>	44%	4	44%	4	22%	2	33%	3
<b>Cyprus</b>	60%	3	80%	4	40%	2	20%	1
<b>oCzech Rep.</b>	27%	4	27%	4	13%	2	7%	1
<b>Denmark</b>	33%	13	30%	12	20%	8	15%	6
<b>Estonia</b>	17%	4	13%	3	4%	1	4%	1
<b>France</b>	31%	8	38%	10	19%	5	19%	5
<b>Germany</b>	19%	16	20%	17	6%	5	11%	9
<b>Greece</b>	25%	8	22%	7	13%	4	22%	7
<b>Iceland</b>	31%	4	31%	4	23%	3	23%	3
<b>Ireland</b>	64%	9	64%	9	43%	6	29%	4
<b>Italy</b>	28%	8	34%	10	10%	3	3%	1
<b>Netherlands</b>	26%	5	32%	6	11%	2	11%	2
<b>Norway</b>	50%	13	50%	13	38%	10	42%	11
<b>Poland</b>	29%	4	50%	7	21%	3	7%	1
<b>Portugal</b>	24%	8	24%	8	9%	3	18%	6
<b>Slovenia</b>	21%	3	36%	5	14%	2	14%	2
<b>Spain</b>	24%	6	36%	9	16%	4	12%	3
<b>Sweden</b>	35%	13	32%	12	14%	5	11%	4
<b>UK</b>	23%	5	38%	6	18%	2	9%	6

**Table 7: Percentage/number of studies by topic (multicoded) related to parents, by country**

Once again, in Table 8, all participating countries have some studies of parents' awareness of online risks, with quite a few studies in Germany, the UK and then the Nordic countries on this topic. There is more mixed coverage of the effectiveness of filters, with the most in Germany and Norway.

	Parents' awareness of online risks		Effectiveness of filters	
<b>Austria</b>	15%	4	4%	1
<b>Belgium</b>	18%	7	8%	3
<b>Bulgaria</b>	33%	3	11%	1
<b>Cyprus</b>	40%	2	20%	1
<b>Czech Rep.</b>	20%	3	7%	1
<b>Denmark</b>	23%	9	10%	4
<b>Estonia</b>	9%	2	4%	1
<b>France</b>	15%	4	4%	1
<b>Germany</b>	20%	17	11%	9
<b>Greece</b>	16%	5	13%	4
<b>Iceland</b>	31%	4	23%	3
<b>Ireland</b>	50%	7	21%	3
<b>Italy</b>	17%	5	7%	2
<b>Netherlands</b>	21%	4	11%	2
<b>Norway</b>	35%	9	35%	9
<b>Poland</b>	21%	3	7%	1
<b>Portugal</b>	12%	4	3%	1
<b>Slovenia</b>	21%	3	7%	1
<b>Spain</b>	16%	4	8%	2
<b>Sweden</b>	24%	9	14%	5
<b>UK</b>	18%	12	8%	5

Table 8: Percentage/number of studies by topics (multicoded) related to parents, by country

Lastly, Table 9 shows that all participating countries now have studies that address parents' attitudes to technology and parents' concerns about online technologies, with the UK having the greatest number of studies in both cases. All countries have (usually several) studies examining parents' competencies, with the UK again having the most studies.

	Parents' attitudes to online technologies		Parents' concerns about online technologies		Parents' online Competencies	
<b>Austria</b>	7%	2	7%	2	7%	2
<b>Belgium</b>	15%	6	15%	6	15%	6
<b>Bulgaria</b>	22%	2	33%	3	33%	3
<b>Cyprus</b>	20%	1	20%	1	20%	1
<b>Czech Rep.</b>	7%	1	13%	2	13%	2
<b>Denmark</b>	20%	8	23%	9	23%	9
<b>Estonia</b>	9%	2	4%	1	4%	1
<b>France</b>	19%	5	12%	3	12%	3
<b>Germany</b>	11%	9	11%	9	11%	9
<b>Greece</b>	25%	8	22%	7	22%	7
<b>Iceland</b>	23%	3	23%	3	23%	3
<b>Ireland</b>	43%	6	50%	7	50%	7
<b>Italy</b>	21%	6	21%	6	21%	6
<b>Netherlands</b>	16%	3	16%	3	16%	3
<b>Norway</b>	35%	9	38%	10	38%	10
<b>Poland</b>	7%	1	7%	1	7%	1
<b>Portugal</b>	18%	6	6%	2	6%	2
<b>Slovenia</b>	7%	1	21%	3	21%	3
<b>Spain</b>	16%	4	12%	3	12%	3
<b>Sweden</b>	16%	6	19%	7	19%	7
<b>UK</b>	17%	11	20%	13	20%	13

Table 9: Percentage/number of studies by topics (multicoded) related to parents, by country

### 3.3. Risks encountered

In the first edition of this report, research on risks was classified using an inductive set of categories (i.e. those that emerged from the coding process). Having reviewed and discussed the available research in relation to wider theoretical and policy contexts,

EU Kids Online generated a classification of types of risk according to the role of the child and the type of risk experienced.

A parallel classification was then generated for online opportunities, in order to organise the available research meaningfully and consistently. The resulting classification is shown in Table 10 (see Hasebrink et al, 2009).

		Content: Child as recipient	Contact: Child as participant	Conduct: child as actor
OPPORTUNITIES	Education learning and digital literacy	Educational resources	Contact with others who share one's interests	Self-initiated or collaborative learning
	Participation and civic engagement	Global information	Exchange among interest groups	Concrete forms of civic engagement
	Creativity and self-expression	Diversity of resources	Being invited/ inspired to create or participate	User-generated content creation
	Identity and social connection	Advice (personal/ health/sexual etc)	Social networking, shared experiences with others	Expression of identity
RISKS	Commercial	Advertising, spam, sponsorship	Tracking/ harvesting personal info	Gambling, illegal downloads, hacking
	Aggressive	Violent/ gruesome/ hateful content	Being bullied, harassed or stalked	Bullying or harassing another
	Sexual	Pornographic/harmful sexual content	Meeting strangers, being groomed	Creating/ uploading pornographic material
	Values	Racist, biased info/ advice (e.g. drugs)	Self-harm, unwelcome persuasion	Providing advice e.g. suicide/ pro-anorexia

Table 10: A classification of online opportunities and risks for children

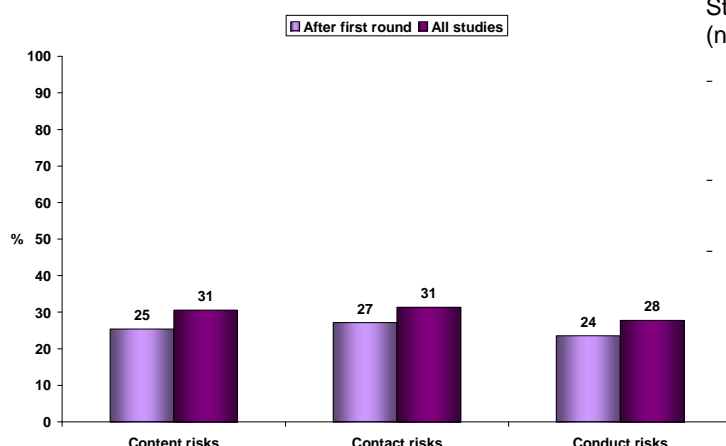


Figure 10: Percentages of studies by risk type (multicoded)

Studies concerned with risk were classified as follows (noting the number of studies per category):<sup>4</sup>

- **Content** - Exposure to illegal content (64), Exposure to harmful or offensive content (97), Encountering sexual/racist/hate material (85)
- **Contact** - Contact with strangers (97), Privacy (50), Cyberbullying (60), Cyberstalking (33)
- **Conduct** - Misinformation (32), Giving out personal information (84), Illegal downloading (38), Gambling (14), Hacking (22), User generated content (27), Use of challenging sites (13)

Figure 10 shows that there is a rough balance between the three groups of risks and this did not change much when more studies were collected in the second round.

Using the regional grouping of countries advocated by the EC Safer Internet plus Programme, Table 11 shows, first (in the right hand column), that there is more research overall available in Western Europe, which has both greater research funds and a longer experience of the internet and in Central Europe, though Germany accounts for over half of this, and more is needed in Poland, Austria, Slovenia and the Czech Republic.

Although Northern Europe has long had widespread internet diffusion, the number of studies here are fewer, for the countries and available funding sources are smaller. There is also somewhat less research available in the Mediterranean and Black Sea countries, where internet diffusion has been later and, again, research funding is low.

Table 11 also shows the variation in research on risk by region, where both countries and risks are multicoded. Notably, conduct risks receive least, except in Northern Europe. Since Northern European countries gained mass internet access earlier than others, their greater focus on conduct risks suggests an agenda yet to be followed elsewhere, though it is noteworthy that attention to cyberbullying is now growing in many countries.

Do the risks researched vary by age of respondent? Table 12 shows that of the 27 studies researching very young children (0-5), few have addressed risk. For 6-8 year olds, there is more work on content risks than the other two types. Contact risks tend to be slightly more researched for the older age groups.

	Risk type						N
	Content risks		Contact risks		Conduct risks		
<b>Western Europe</b> (BE, FR, IE, NL, UK)	30%	37	35%	44	26%	32	124
<b>Northern Europe</b> (DK, SE, NO, IS, EE)	37%	36	38%	37	40%	39	98
<b>Central Europe</b> (AT, CZ, DE, PL, SI)	24%	29	20%	24	18%	22	121
<b>Mediterranean and Black Sea</b> (BG, CY, EL, IT, ES, PT)	36%	34	35%	33	32%	30	94

Table 11: Percentage (and number) of all studies conducted that address each type of risk by region (multicoded for risks and region)

Overall, given the policy attention currently being paid to questions of online risk and of both children's and parents' media literacy (or safety awareness), the scarcity of research on these issues is noteworthy. Though this report is unable to consider the nature and depth of the research conducted, it appears that in many countries, research is relatively 'thin' in terms of considering forms, contexts and consequences of online risk exposure by children in Europe.

Risk type	Age (years)									
	0-5		6-8		9-11		12-14		15-17	
<b>Content</b>	11%	3	24%	23	33%	62	33%	95	32%	89
<b>Contact</b>	7%	2	18%	17	33%	62	35%	102	35%	98
<b>Conduct</b>	7%	2	18%	17	28%	53	30%	90	31%	86
<b>N</b>	27		95		191		292		281	

Table 12: Percentage/number of studies by risk type and age (multicoded for risks & age)

### 3.4. Funding and origins of research

The source of funding can shape the research agenda and the specific questions addressed (see Stald & Haddon, 2008).<sup>5</sup> It may also influence the nature of the research. Commercial market research often emphasises the latest figures, providing a descriptive snapshot of a current situation without a framework for understanding it. Research council funders expect a theoretical framework, and also require research to be accountable and accessible (e.g. researchers should supply the data/questionnaires. on request). Commercial/NGO research might focus on the immediate policy context whereas academic research should take a longer view.

For 19 studies the funding source was unclear. For all other studies, funding sources were coded (see Figure 11). National government studies were the largest group, followed by those funded by commercial companies. Research institutes, PhD/Master's theses, EC, regulators and national research councils constituted the next grouping of funders.

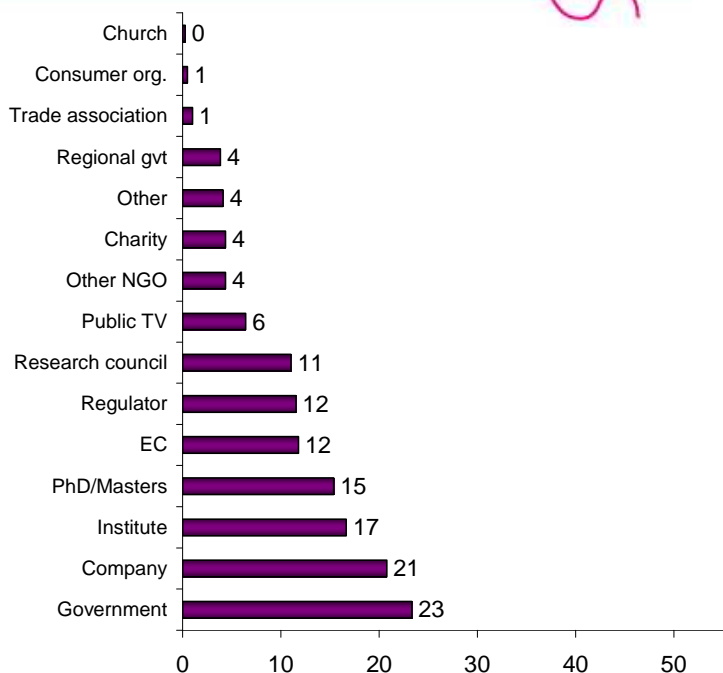


Figure 11: Sources of funding for studies (multicoded)

	Funded by public body		Commercially funded		Funded by academia		Funded by non- profit organisation	
<b>Austria</b>	63%	17	7%	2	30%	8	4%	1
<b>Belgium</b>	59%	23	15%	6	31%	12	8%	3
<b>Bulgaria</b>	78%	7	0%	0	0%	0	11%	1
<b>Cyprus</b>	80%	4	0%	0	0%	0	20%	1
<b>Czech Rep.</b>	93%	14	7%	1	7%	1	0%	0
<b>Denmark</b>	70%	28	15%	6	30%	12	5%	2
<b>Estonia</b>	48%	11	13%	3	39%	9	4%	1
<b>France</b>	69%	18	27%	7	15%	4	0%	0
<b>Germany</b>	56%	47	46%	39	11%	9	1%	1
<b>Greece</b>	79%	26	6%	2	6%	2	0%	0
<b>Iceland</b>	85%	11	23%	3	8%	1	8%	1
<b>Ireland</b>	93%	13	7%	1	7%	1	14%	2
<b>Italy</b>	52%	15	21%	6	31%	9	14%	4
<b>Netherlands</b>	79%	15	16%	3	11%	2	0%	0
<b>Norway</b>	92%	24	12%	3	8%	2	8%	2
<b>Poland</b>	86%	12	14%	2	21%	3	7%	1
<b>Portugal</b>	42%	14	3%	1	67%	22	0%	0
<b>Slovenia</b>	93%	13	7%	1	0%	0	0%	0
<b>Spain</b>	64%	16	24%	6	28%	7	8%	2
<b>Sweden</b>	68%	25	11%	4	35%	13	0%	0
<b>UK</b>	58%	38	38%	25	14%	9	21%	14

Table 13: Research funding (multicoded) by percentage/number of studies, by country

While countries vary considerably in the source and range of possible funding sources for research projects, among the 21 countries<sup>6</sup> examined several sources of funding were identified as present to varying degrees in each country (see Table 13).

- Public institutions (national/international) include the European Commission, national governments or ministries, national research councils, regulators, regional governments and public broadcasters.
- Commercial funding comes from either commercial companies or from trade associations representing a number of single enterprises in the same industry.
- Non-profit funding sources are more diverse, including charities or charitable foundations, consumer organisations, the church and NGOs/non-profit organisations.
- Academic funding sources include studies financed by universities and students' theses.

### 3.5. Academic disciplines

Different academic disciplines contextualise the data differently. They ask different questions and work with different frameworks of analysis. For example, psychology often focuses on attitudes, beliefs, behaviour and emotions while sociology examines the importance of contexts of family, peers, school, etc. In part, the national picture for research on children's online use and risk may vary because in different countries this field is incorporated within different disciplines – sociology, child development, pedagogy, media studies, and many others. However, with access only to the research reports, the EU Kids Online network decided it was too difficult to identify disciplinary backgrounds systematically, especially for multidisciplinary project teams.

It did appear, however, that much of the research is conducted by those in education departments, often informed by a background in information or psychology. For example, this typifies the Portuguese research; in the UK media studies is equally common, though this field is underdeveloped in the Czech Republic. The notion that different disciplines can lead to different foci was well exemplified in the case of Belgium: media and communication research tends to deal with access, use, skills and consequences; sociological studies are more interested in social inequality, stratification, social pressures relating to the internet; and pedagogy deals mainly with risks and strategies to cope with this.

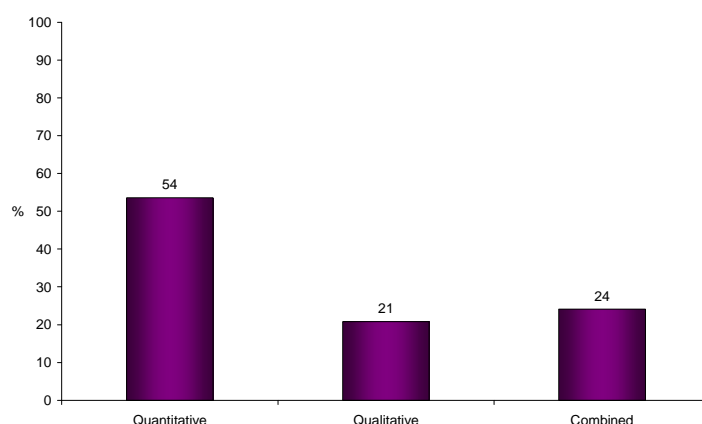
For research conducted by market research companies, typically commissioned by commercial or child welfare agencies or conducted by the market research companies themselves, there was no generally discernable research or disciplinary framework guiding the study. Instead, these studies repeat tried-and-tested questions, or questions that arise from public or policy debates, resulting in a snap-shot of current trends but with less value in terms of generating a longer term understanding of children's relation to online technologies (see Stald and Haddon, 2008).

### 3.6. Research methodology

Quantitative and qualitative research methodologies make different assumptions, use different methods, rely on different criteria for reliability and validity, and produce different kinds of findings (as developed in EU Kids Online Work Package 4, see Lobe, Livingstone & Haddon, 2007).

Broadly, quantitative research makes a claim to be representative of the population, it asserts that it uses reliable and valid measuring tools and promises statistical analysis of relationships between variables. Qualitative research does not claim to be representative, but instead seeks to capture the diversity of a phenomenon. It does not work with numbers but works with observations and verbal data, seeking richness in the analysis and providing a voice to those being researched.

For some reports, often where only a summary is available, it was not possible to determine many details of the methods used (3%). For the most part, methods could be classified as either qualitative, quantitative or some combination thereof. Figure 12 shows that quantitative research predominates, followed by a combination of



**Figure 12: Percentage of studies by research methodology**

quantitative and qualitative methods and, only slightly less common, qualitative research.

Most quantitative studies were paper-self-completion, face-to-face surveys came second and telephone interviews third. The majority (70%) of quantitative studies involved representative samples although this partly reflected the fact that these included general surveys of access and basic use. However, one has to be careful as regards what 'representative' means in this context. Commercial research often uses quotas for gender and age, though they may not be representative in other ways (though they can be weighted to the national population). There are fewer random probability samples, because these are more expensive.

Sample sizes also vary, especially for PhD or Master's theses, and they may not cover the entire nation. Note also that in some cases, it is schools rather than households or individuals that have been sampled (e.g. in Belgium, in the Netherlands).

There were only two examples of a longitudinal study currently under way (both in the Netherlands), although there are examples where studies are repeated. The PhD/Master's studies tended to be qualitative, the research by institutes was fairly balanced between qualitative and quantitative, but for all other types of funder, quantitative research predominated.

Table 14 shows that of the studies collected and examined, quantitative studies count for over half of the total number of national studies, apart from Denmark and Portugal, where a greater proportion of studies combine qualitative and quantitative approaches.

Does children's age influence the choice of research method? From Table 15 below, it seems that a higher proportion of research on younger children is qualitative (typically, interview or observation-based). For older children and especially older teenagers, quantitative methods (typically survey methods) are more common. One may be puzzled by the use of quantitative methods with very young children, but recall that the studies are coded in terms of the target age group – these studies could rely on surveys of parents reporting on their child's internet use.

The consequence of the bias towards qualitative methods with younger children, understandable as it is in practical terms, is that it becomes more difficult to estimate the frequency of certain practices or uses within the child population or to draw clear comparisons between age, gender or other groupings. The consequence of the relative paucity of qualitative methods with older teenagers is that the findings may lack contextualisation or interpretation in terms of the experiences and perceptions of these young people themselves.

We noted earlier that internet access, usage and online interests and activities were well covered because they were standard topics in surveys. This is clear from Table 17 where quantitative studies dominate in these topics as well as gender differences (because information about gender is collected as standard in surveys), civic/political participation and skills.

The greatest proportion of purely qualitative studies are to be found as regards the topics of interpreting online content and identity play, which might well reflect the fact that qualitative research lends itself to investigating the meanings involved in these two topics. These were also two of the areas where PhD and Master's theses were important, and we suspect that many of these use qualitative methods because these are less expensive than surveys.

	Qualitative		Quantitative		Qualitative and quantitative	
<b>Austria</b>	22%	6	74%	20	4%	1
<b>Belgium</b>	26%	10	49%	19	26%	10
<b>Bulgaria</b>	11%	1	56%	5	33%	3
<b>Cyprus</b>	20%	1	60%	3	20%	1
<b>Czech Rep.</b>	13%	2	87%	13	0%	0
<b>Denmark</b>	33%	13	28%	11	40%	16
<b>Estonia</b>	13%	3	74%	17	13%	3
<b>France</b>	15%	4	54%	14	31%	8
<b>Germany</b>	7%	6	73%	61	20%	17
<b>Greece</b>	18%	5	61%	17	21%	6
<b>Iceland</b>	23%	3	69%	9	8%	1
<b>Ireland</b>	14%	2	71%	10	14%	2
<b>Italy</b>	10%	3	66%	19	24%	7
<b>Netherlands</b>	5%	1	95%	18	0%	0
<b>Norway</b>	31%	8	62%	16	8%	2
<b>Poland</b>	7%	1	79%	11	14%	2
<b>Portugal</b>	33%	11	30%	10	36%	12
<b>Slovenia</b>	7%	1	86%	12	7%	1
<b>Spain</b>	8%	2	68%	17	24%	6
<b>Sweden</b>	32%	12	51%	19	16%	6
<b>UK</b>	23%	15	56%	37	21%	14

Table 14: Percentage/number of studies by research methodologies and country

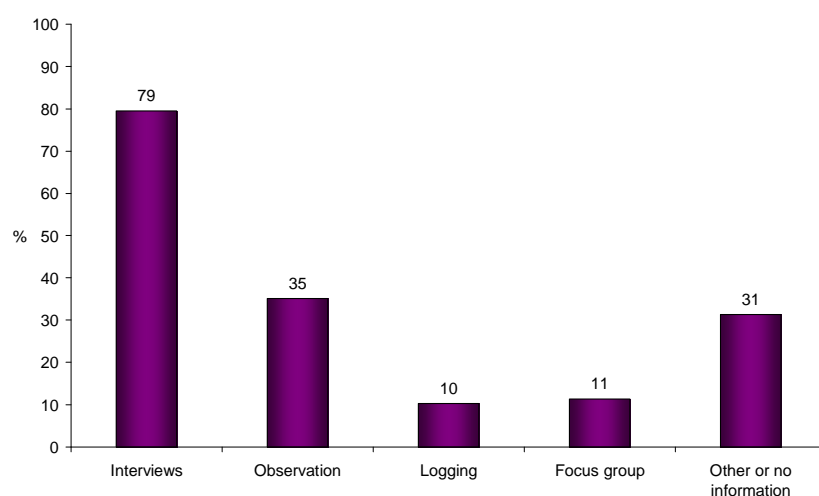
	Qualitative		Quantitative		Qualitative and quantitative	
<b>0-5 years</b>	33%	9	37%	10	30%	8
<b>6-8 years</b>	27%	26	49%	47	23%	22
<b>9-11 years</b>	22%	41	56%	107	22%	42
<b>12-14 years</b>	18%	51	57%	167	25%	73
<b>15-17 years</b>	17%	47	58%	161	26%	72
<b>18+ years</b>	14%	27	61%	116	25%	48

Table 15: Research methodology by age (multicoded)

	Qualitative		Quantitative		Qualitative and quantitative	
Access	12%	31	62%	155	26%	64
Usage	18%	58	55%	176	26%	84
Interests and activities	19%	47	55%	137	26%	63
Competencies/skills	23%	37	51%	83	27%	44
Interpreting content	37%	17	26%	12	37%	17
Creating content	23%	15	37%	24	40%	26
Concerns and frustrations online	27%	22	40%	33	33%	27
Strategies for finding things	31%	15	31%	15	39%	19
Learning	33%	28	37%	32	30%	26
Online games	22%	21	49%	47	28%	27
Identity play	35%	25	26%	19	39%	28
Seeking advice	18%	8	49%	22	33%	15
Civic/political participation	19%	6	52%	16	29%	9
Social networking	26%	32	41%	50	32%	39
Gender differences	15%	19	53%	65	32%	39
Consequences of going online	22%	20	41%	37	37%	33

**Table 17: Research methodology by topic (multicoded)**

Overall, research that is solely qualitative appears to be chosen when an in-depth examination is required, when the research focus is on very young children (as noted above) and when the phenomenon is new and so requires an exploratory approach. The most popular qualitative method was in-depth interviews (rather than, say, ethnographic observations). Other methods included observation, creative experiments, high school essays, drawings, tests and discussions (see the Danish national report). Figure 13 shows that the most important type of qualitative study was the in-depth interview, but observation, especially of younger children, is also important.



**Figure 13: Types of qualitative study as a percentage of studies applying qualitative methods**

### 3.7. Further observations

A number of national reports made points that may be more widely true across countries. The Portuguese noted that sometimes the research shows less reflexivity than one would have liked (e.g. children's perceptions when adult researchers want to participate in children's activities). The Czech team observed that many studies were descriptive in character (e.g. usage, access) with not as much depth as one would have liked. And the Belgian report pointed to the way that many studies focused on (self-reported) behaviour relating to the internet rather than the meanings of the online experience and how the ICT was embedded in everyday life.

## 4. Summary and conclusions

This report set out to identify the available empirical evidence regarding children and young people's access to and use of the internet and online technologies across Europe. It does not report on the findings or implications of that research. That has been the subject of other reports from this project (see Hasebrink et al, 2009; Lobe et al, 2007; de Haan & Livingstone, 2009).

It focused on research concerned with (a) children (up to 18 years old), as well as their parents/families and domestic users generally, (b) online technologies, focusing on issues of use and risk; and (c) the 18 countries in the EU Kids Online network (Annexes A and B).

The aim was to locate the research that exists, scope its main features and biases, identify the key trends and, especially, reveal gaps in the evidence base. This, we hope, is useful for a diversity of research users in academic, policy, funding and other organisations.

The report identified and discussed nearly 400 separate research projects, selected and coded according to criteria of relevance and quality (see Annexes C and D). Please note that our present purpose is to identify patterns and gaps, and that the work of EU Kids Online to locate further research, increasing the comprehensiveness of the repository, is a continuing process.

### 4.1 Key features of the available research

Though the scale and quality of research studies varies considerable, research exists in all participating countries regarding children and young people's use of the internet and online technologies. Its key feature may be summarised as follows.

#### A fast-growing but uneven evidence base:

- There is much more research in some countries (especially in Northern Europe) than in others, though there are exceptions.
- The research base is steadily growing and may be expected to grow further and faster in the coming few years.
- Most of the research identifies concerns children directly. The majority of this is conducted with teenagers, mirroring the greater use of the internet by teenagers (compared with younger children) across Europe.
- There is also research on parents, teachers and other adults, relevant insofar as this is informative of children's online activities.
- The evidence base largely comprises single nation studies, though some multinational and pan-European research exists.

#### More research on access and use than on online risk:

- The most researched topics concern children's online access and usage, followed by investigations into a range of their online interests and activities – such research exists in all participating countries.
- Following this, fairly common topics are online skills, social networking, gender, games, consequences of internet use, children's concerns and identity play online.
- Research on parents' mediation of their children's internet use is sparser, but there is some research on parental styles of domestic regulation, on their knowledge, attitudes and concerns regarding children's practices, and on their awareness of risk.
- Research on risk was categorised in terms of content, contact, and conduct risks (which is a new categorisation developed since first edition of this report). The report revealed that there are similar amounts of research on all three, slightly less on conduct risks..

#### Research is mainly funded by national governments:

- The body of empirical work identified and discussed in this report has been mainly funded by national governments.
- Commercial companies, research institutes, the EC, regulators and national research councils are also significant funders.
- Indeed, European Commission funding, especially the initiative of the Safer Internet Action plan, has generated a valuable body of multi-national studies that permit direct comparisons across countries.
- For countries where little research has yet been developed, participation in a multi-country study (e.g. funded by the EC) can provide a valuable means of raising an issue within a national research agenda.
- Further, in countries where external funding is sparse, doctoral and masters' theses can be an important source of information (e.g. Portugal, Sweden, Austria).
- The funding source varies by topic researched, with government sources funding a wide range of research topics, academic research being more concerned with the contexts and consequences of online use, commercial companies being more likely to research the negative than the positive dimensions of use, and regulators and charities (insofar as they do fund research), mainly focusing on risk.

#### Theories and methods:

- In terms of academic discipline, much research has been conducted by departments of education, information or psychology, though this varies considerable across countries, and is not always easy to determine from published reports.

- We suggest that multidisciplinary research teams can best generate a multidimensional picture of children's internet use in context, and we express some concern at the proportion of market-research conducted studies that are descriptive rather than analytic.
- Choice of research methodology also shapes the available findings. Overwhelmingly, most research is quantitative, thus emphasising the frequency and distribution of certain activities across a population or sub-sectors thereof.
- Much less research is qualitative or multi-method in nature, meaning that we have less understanding of children's own experiences or perceptions or of the ways in which online activities are contextualised within their everyday lives.
- Non-academic projects are especially likely to be quantitative, although in a few countries, multi-method research predominates (e.g. Denmark, France, Portugal).
- Unsurprisingly perhaps, a higher proportion of the research on younger children is qualitative in nature.

#### **Most research is readily available:**

- The internet is itself the main route by which research findings are disseminated, easing the accessibility of research findings.
- However, relatively few studies are reported in high quality academic publications, and we note that typically these latter provide critical scrutiny via a process of peer review.
- In some cases, the absence of vital information makes it difficult to evaluate (or even include) a study.

## **4.2. Significant gaps in the evidence base**

The 390 studies identified, when spread across 21 or more countries, a wide age range and many different research topics, still leave many gaps in the evidence base. In the points below, we emphasise the most important of these, and hope this provides a guide to future research commissioning and conduct.<sup>7</sup>

Note, however, that the absence of empirical research on a particular topic, for a particular group or in a particular country does not necessarily point to a significant gap. One country may learn from the experience of another. Occasionally, there is more research than really needed on one topic, making another seem neglected by comparison.

#### **Uneven coverage by age:**

- Children of primary school age, and even younger, are increasingly gaining access to the internet, yet most research concerns teenagers.
- Increasing the body of research on children younger than 12 is now a priority, since their activities may challenge their maturity to cope with unanticipated risk.
- Notably, disproportionately little of the research on younger children addresses questions of online risk.

#### **Overwhelming focus on the fixed internet:**

- Most research regarding online technologies is focused on the fixed internet. New, interactive, online media accessed via mobile, games console, convergent devices, etc. raise new questions and challenges for research and policy.
- Much research also concerns the nature and use of websites rather than more interactive, peer-to-peer, multi-user applications accessed via convergent platforms and emerging technologies (i.e. most evidence is largely focused on web 1.0 rather than web 2.0).
- As children gain access to the internet and online opportunities through other platforms than the PC, it will be vital that research quickly examines their practices, addressing questions of risk and safety, parental mediation and media literacy.

#### **Issues little covered regarding children's online activities:**

- There are particular gaps in the evidence base in some countries, mainly those in which research is overall rather sparse. Certain relatively neglected online activities require further research attention, specifically questions of:
  - civic participation, important for redressing the supposed political apathy of youth
  - the interpretation and evaluation of online content, important for media literacy
  - content creation, important for identity, expression and creativity
  - certain kinds of search, e.g. for advice.
- As regards media literacy for online technologies, the research is more informative regarding children's abilities to access and use online resources than it is for the important abilities to critically evaluate what they find or, indeed, to create content of their own choosing.
- There are some notable gaps in some countries:
  - More research on the interpretation of, creation of, and frustrations with online content is particularly needed in Bulgaria, Cyprus, the Czech Republic, Slovenia and, perhaps more surprisingly, in the Netherlands, where otherwise there is a good body of research
  - a number of countries still have no research on civic/political participation, surely a research priority for the future
  - while more research on social networking now exists compared to the previous edition of this report, there is still a lack of research in Bulgaria, Cyprus and Slovenia
  - many countries still have a limited evidence base regarding online learning, while entertainment activities seem more researched in Northern Europe than elsewhere.

#### Gaps in the evidence for exposure to online risk:

- There is also relatively little research on how children (or parents) cope with or respond to online risk, with effort devoted to the incidence more than the consequences, or coping strategies, or long term effects of exposure to risk.
- In general, more research on all risks is needed for many of the countries of the central Europe region, Germany being a notable exception.
- It may be that research conducted elsewhere can effectively guide the promotion of safety awareness even in countries where little research exists. But in general, we suggest that reporting findings regarding risk in one's own country is an effective means of raising awareness.

#### Gaps regarding the role of parents and teachers:

- Research on the role of parents in mediating children's internet use has improved since the last edition of this report, but research on the effectiveness of parental mediation is lacking in most.
- Too often, questions are asked regarding parental regulation only of parents, neglecting children's responses to such regulation. Yet when research addresses both parents and children, the discrepancies in their accounts highlights the importance of understanding children's own experiences.
- Where research charts parental and children's attitudes or concerns in general, it rarely explores the effectiveness of particular safety measures (e.g. use of filtering software or, even, parental media literacy).
- In the future, research should examine whether and when parents put safety guidance into practice, along with an evaluation of any benefits (or otherwise).
- Similar observations may be made regarding the mediating role of teachers – more research is needed on teachers' skills and literacy, their mediating practices in the classroom, and the effectiveness of their role in improving children's risk awareness and online safety.

### 4.3. Emerging issues and challenges

Last, we note some of the emerging issues and challenges for this new and often demanding field of research.

#### Time-sensitivity

- Research in this field becomes quickly out of date, as the technologies, institutions that promote and manage them, and children's own practices all continue to change. Consequently, even where substantial amounts of research exist, the findings must be regularly updated.
- It may be argued that this is a particularly transitional moment, as today's children are growing up with web 2.0 at the same time that much of adult society is still struggling with some basic issues of access and use. We greatly need multi-national research, in which one

country may learn from another where appropriate, but in which the specificities of diverse economic, cultural and social contexts are also recognised.

- We found only two, current, longitudinal studies, most research being concerned simply with the short term nature and consequences of internet use. Some studies are repeated a few years apart, providing the possibility of trend analysis. But more tracking studies are required to understand the wider implications of online technologies in the long term.
- The research agenda remains also at some distance from the policy agenda: many studies identify problems and conclude that something must be done, but they often do not focus on, or evaluate the options for, particular policy solutions. While this creates a generalised sense of concern without effectively guiding the policy agenda, we note also that determining exactly what policy windows are open at any point in time is not always made easy for or accessible to the research community.

#### Theories, methods and standards of research

- Children's internet use, especially regarding online risks, is a complex phenomenon. Regarding research theories and methods, we advocate the importance of multiple theoretical perspectives and multiple methods, so that the various dimensions of children's internet use can be understood in the round – including both the incidence of certain practices in the population, as well as children's own perceptions, those of their parents, and how both these fit within the context of everyday internet use.
- Although multidisciplinary, multimethod, contextual, and longitudinal research is particularly demanding, it remains sorely needed if we are to understand not only what children encounter online but also why, how and with what consequences.
- Research is sometimes poorly reported, with key information missing, or it is difficult to gain access to. There is scope for improving the quality, rigour and public accessibility of research evidence in this field.
- Interpreting findings in this field commonly draws on comparisons between offline (real-world) and online activities or risks when, say, arguing that the former are migrating to the latter, or that the latter are increasing faster than the former. Yet in the vast majority of cases, research on online activities and risks pays little attention to children's lives offline (e.g. their social networks, their parenting, their attitudes to risk-taking or coping with psychological distress). This greatly impedes our ability to draw conclusions from the research that exists, and so represents a methodological, practical and theoretical challenge.

#### A sensitive and difficult field of research

- The risk agenda remains largely led by adult society, even by media-spread moral panics, and so focuses on pornography, stranger contact, violence, etc. It is insufficiently led by objective evidence of actual harm, whether criminal (e.g. incidence of sexual abuse or

criminal abduction) or medical (e.g. incidence of youth suicide or self harm attempts). It is also insufficiently reflective of children and young people's own agenda of concerns (in which bullying, identity abuse, spam and race hate would figure much higher than pornography or even stranger danger).

- Moreover, it is inherent to childhood and especially adolescence to take risks, push boundaries and evade adult scrutiny, this challenging both the research process and the uses of the research findings.
- It must be recognised that the need for more research on younger children raises some significant challenges regarding research funding, methodology and research ethics (e.g. regarding exposure to 'adult' content), as does research on the private nature of much online activity.
- More discrimination is needed regarding the nature of children's online activities and resources to differentiate, notably, different kinds of pornographic or violent content, and to identify the contexts within which harassing or unwelcome contact (e.g. within a chatroom, a multiplayer game, a social networking site, by email, etc) is experienced.
- We conclude that research must follow use – tracking online activities for new populations, younger users, new risks, and so forth. Much depends on the researchers' grasp of children's experiences, including their approach to risk, for in many respects, children do not draw the line between risks and opportunities in the same way that adults do.

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## Annex A: EU Kids Online

EU Kids Online is a thematic network examining European research on cultural, contextual and risk issues in children's safe use of the internet and new media between 2006 and 2009. This network is not funded to conduct new empirical research but rather to identify, compare and draw conclusions from existing and ongoing research across Europe.

It is funded by the European Commission's Safer Internet plus Programme (see [http://europa.eu.int/information\\_society/activities/sip/index\\_en.htm](http://europa.eu.int/information_society/activities/sip/index_en.htm)) and coordinated by the Department of Media and Communications at the London School of Economics, guided by an International Advisory Board and liaison with national policy/NGO advisors.

EU Kids Online encompasses research teams in 21 member states, selected to span the diversity of country and of academic discipline or research specialism: Austria, Belgium, Bulgaria, Cyprus Czech Republic, Denmark, Estonia, France, Germany, Greece, Iceland, Ireland, Italy, Norway, Poland, Portugal, Slovenia, Spain, Sweden, The Netherlands and The United Kingdom.

The objectives, to be achieved via seven work packages, are:

- To identify and evaluate available data on children's and families' use of the internet and new online technologies, noting gaps in the evidence base (WP1)
- To understand the research in context and inform the research agenda (WP2)
- To compare findings across diverse European countries, so as to identify risks and safety concerns, their distribution, significance and consequences (WP3)
- To understand these risks in the context of the changing media environment, cultural contexts of childhood and family, and regulatory/policy contexts (WP2&3)
- To enhance the understanding of methodological issues and challenges involved in studying children, online technologies, and cross-national comparisons (WP4)

- To develop evidence-based policy recommendations for awareness-raising, media literacy and other actions to promote safer use of the internet/online technologies (WP5)
- To network researchers across Europe to share and compare data, findings, theory, disciplines, methodological approaches, etc. (WP1-7)

For further information, see [www.eukidsonline.net](http://www.eukidsonline.net)

## Annex B: Network members

### Austria

Ingrid Paus-Hasebrink  
Andrea Dürager  
Christina Orther  
Manfred Rathmoser  
Christine Wijnen  
*University of Salzburg*

### Belgium

Leen d'Haenens  
Verónica Donoso  
Bieke Zaman  
Joke Bauwens  
Nico Carpentier  
Katia Segers  
*Vrije Universiteit Brussel, Katholieke Universiteit Leuven*

### Bulgaria

Jivka Marinova  
Maria Dimitrova  
Christina Haralanova  
Maria Gencheva  
Diana Boteva  
*GERT*

### Cyprus

Yiannis Laouris  
Tatjana Taraszow  
Elena Aristodemou  
*Cyprus Neuroscience and Technology Institute*

### Czech Republic

Vaclav Stetka  
*Masaryk University*

### Denmark

Gitte Stald  
Jeppe Jensen  
*IT University of Copenhagen*

### Estonia

Veronika Kalmus  
Pille Pruulmann-Vengerfeldt  
Pille Runnel  
Andra Siibak  
Kadri Ugur  
Anda Zule-Lapima  
*University of Tartu*

### France

Benoit Lelong  
Cédric Fluckiger  
*France Telecom R&D*

### Germany

Uwe Hasebrink  
Claudia Lampert  
*The Hans Bredow Institute*

### Greece

Liza Tsaliki  
Despina Chronaki

### Iceland

Thorbjörn Broddason  
Kjartan Ólafsson  
Gudberg Jónsson  
*University of Iceland, University of Akureyri Research Institute*

### Ireland

Brian O'Neill  
Helen McQuillan  
Simon Grehan  
*Dublin Institute of Technology, National Centre for Technology in Education*

### Italy

Fausto Colombo  
Piermarco Aroldi  
Barbara Scifo  
Giovanna Mascheroni  
Maria Francesca Murru  
*Università Cattolica del S. Cuore*

### Netherlands

Jos de Haan  
Patti M. Valkenburg  
Marion Duimel  
Linda Adrichem  
*Netherlands Institute for Social Research – SCP, University of Amsterdam, Erasmus University Rotterdam*

### Norway

Elisabeth Staksrud  
Ingunn Hagen  
Thomas Wold  
Petter Bae Brandtzæg  
*University of Oslo, Norwegian Media Authority, NMA, NTNU, SINTEL*

### Poland

Wiesław Godzic  
Lucyna Kirwil  
Barbara Giza  
Tomasz Łysakowski  
*Warsaw School of Social Psychology*

### Portugal

Cristina Ponte  
Cátia Candeias  
José Alberto Simões  
Nelson Vieira  
Daniel Cardoso  
Ana Jorge  
Tomas Patrocinio  
Sofia Viseu  
Ema Sofia Leitao  
*New University of Lisbon, University of Lisbon*

### Slovenia

Bojana Lobe  
Alenka Zavbi  
*University of Ljubljana*

### Spain

Carmelo Garitaonandia  
Maialen Garmendia  
Gemma Martínez Fernández  
*Universidad del País Vasco*

### Sweden

Cecilia von Feilitzen  
Elza Dunkels  
*International Clearinghouse on Children, Youth and Media, University of Gothenburg*

### United Kingdom

Sonia Livingstone  
Leslie Haddon  
Panayiota Tsatsou  
Ranjana Das  
*London School of Economics and Political Science*

## Annex C: Online data repository

### Overview

The repository is pan-European, for the national teams that comprise EU Kids Online span the range of European countries, including those from the North, South, East and West of Europe, original Member States and very recent entrants, larger and smaller countries, and those varying by religion, economics, politics and culture. They also span a diverse range of relevant specialisms, including media education, digital literacy, child psychology, youth media, sexuality, media globalisation, adolescence and identity, health communication, legal and regulatory perspectives on online safety and risk, ethical/citizenship dimensions, gender, consumption, family studies, minorities, comparative childhood studies, etc. Research from all 21 countries and many disciplines is included in the Online Data Repository and thus forms the basis for the present review.

EU Kids Online aims to provide access to empirical research projects known to or discussed within academic, policy and public forums. It does not guarantee that all such projects are of a high standard. We welcome any comments or questions regarding the quality of material, or description therefore, included in the repository, and will reconsider/amend entries as appropriate.

### Collection policy for the data repository

**Purpose:** EU Kids Online aims to produce a Data Repository containing summary information about all empirical projects in this field and thereby providing a single location where they can be identified and accessed. This will make it possible for people in any one country to discover what has been researched in another. It will also represent the research base of each country in the network. Thus it will provide the basis for subsequent work packages, permitting the identification of research strengths and gaps, preferred methodologies, key findings, and policy-relevant conclusions.

**Unit of analysis:** The unit of analysis should be an original empirical research project. It should not be the publication, since there may be several publications associated with one project. Each entry for a project will provide space to note all publications ensuing from that project. In many cases, however, the only information available about a project will be a single publication or report, in which case this should be entered as the unit. Note too that we may find more projects in some countries than in others. We suggest that in countries where there is very little relevant research, all research should be included. In countries where a large body of research has been conducted, national teams may have to be more selective, focusing on the most recent work. Last, note that a project may cover many things and make only a brief reference to children's use of the internet: if that brief reference is helpful, and includes an empirical finding (a useful statistic, for example), we should include it.

**Minimum requirements:** The minimum definition of an original empirical research project, to permit entry into the repository, is that a report is available (paper or electronic) that details the methodology followed (with sufficient information to code the project and to evaluate it as competent and valuable) and the data/findings obtained (with sufficient information to permit basic reporting of relevant statistics, observations or other findings). This should include all academic publications, most conference presentations, most commercial or public policy reports, some market research surveys (where often only executive summary or brief statement of findings is available) and few press releases (though some can include detailed statistics plus a note on survey methodology).

**Team responsibilities:** Each national team to be responsible for collecting material relevant to its own country. The UK team will also collect research under the heading of 'European research' and 'multinational research' (i.e. includes a European country as part of a broader project). If any network member locates a piece of research relevant to another country, they should send the research (or reference or link) to the contact in that country. Please alert the UK team to any comparative or reports so that they may enter them.

**Quality control:** All those who enter research into the repository should apply a basic quality control test, and exclude material that does not meet this test. The test should follow national or international standards in terms of data collection, analysis and reporting (i.e. if the research has been, or could have been, published in a national journal, or presented at a national conference, this meets the standard). The test should not exclude any research that might be discussed in policy or public forums, but nor should the repository include anything that the research community would consider unsatisfactory as a report of 'empirical research'.

**Requirements for an entry:** Where available, each entry should include the pdf or Word file of the report, the internet address of the project/report, and as complete references as possible to published sources. If only a paper copy of the report is available, or if the report is expensive or protected by copyright in such a way that the report itself cannot be included within the repository, then it is imperative that the national team keeps a clean paper copy of the report, should it be required by network members when working on specific work packages. It may be that permissions are required before entering a file or copy of a report into the repository: this must be the responsibility of the person making the entry. If a copy of a paper report is requested by other network members, only a photocopy should be sent, so that an original copy is maintained at all times at a known and accountable place in the EU Kids Online network.

**Note:** When in doubt, err on the side of inclusion, as materials can always be weeded out at a later stage.

**Other research:** While the Data Repository will contain only original empirical research projects, many other kinds of research report are relevant to the work of our network. These may include press releases on surveys conducted by private organisations (for which empirical reports are unobtainable), or methodological discussions, policy reports, research on childhood or non-online media, research conducted outside Europe, or rather old but still-influential research, and so forth. Please begin noting and collecting the reference details for these (and any other content – abstract, paper copy, etc) that is accessible. These will not be included in the data repository but will be collected by the various work packages as needed.

**Criteria for relevance:** We should include, as a priority, empirical research projects concerning:

- Children and the internet/online world (including online gaming/mobile). This includes information about children's access and usage, their competencies, their online interests and activities, their media literacy when interpreting what they find online, their own interests, concerns and frustrations when online, their strategies for finding things, etc. Learning, games, identity play, advice, participation, social networking. Collect notable/recent studies here if many studies are available. *Ensure this area is covered for each country, though not necessarily including all such studies.*
- Risks encountered by children online (as well as research addressing opportunities open up to them), together with information on safety strategies, awareness and responses to risk. Risks should be defined broadly, to include exposure to illegal content,

online friends, contact with strangers (paedophiles, grooming in chat rooms), exposure to harmful or offensive content, encountering sexual/violent/racist/hate material, advertising, commercial exploitation, misinformation, giving out personal information, invasions of privacy and unwelcome contact (spam, viruses, etc), bullying, downloading (ill/legal), user-generated content, use of challenging sites (suicide, anorexia, drugs, etc) and cyberstalking and harassment. *Coverage here should be comprehensive, with nothing left out.*

- Practices of regulation of online technologies, from the point of view of teachers, parents, children, carers, libraries or others responsible for children. This should include research on adults' knowledge of children's practices online, styles of intervention/regulation of children's use, children's practices of evading monitoring, or being able to avoid filters, find ways around restrictions etc. To include research on media/information literacy, safety/awareness of online risks, effectiveness of filters or other technical means of managing the online environment, passwords, privacy, walled gardens, etc. *Coverage here should be comprehensive, with nothing left out.*
- Parents' internet experience e.g. what are their competencies, attitudes to the internet, concerns about the internet. This should include notable recent studies of the adult population as a whole, especially where specific information on parents is lacking. *Ensure this area is covered for each country, though not necessarily including all such studies.*
- Children's use of other technologies (e.g. TV, PC, mobile) to put their online activities into context, where there is a notable recent national study, or where online access and use is compared with other media access and use. *Ensure there is something recent and of good range and quality included for each country.*

All research to be included should also concern:

Europe (defined as EU25, with focus on the 21 countries in our network)

AND Empirical (using any method, meeting acceptable quality criteria)

AND Recent (defined as conducted or reporting in 2000+)

AND Children (defined as under 18 years old, or the parents of under 18s – suggested search terms are child, youth, young, family, parent)

AND Online (mostly internet, but also online games, online mobile, e-learning, etc)

## Quality criteria for the data repository

Entries for the data repository have been selected by the national teams participating in the EU Kids Online project, and they refer to research published in many different languages. Certain minimum requirements have been imposed, as follows.

- A report is available (paper or electronic) that details (1) the methodology followed (with sufficient information to code the project and to evaluate it as competent and valuable) and (2) the data/findings obtained (with sufficient information to permit basic reporting of relevant statistics, observations or other findings).
- This generally includes peer-reviewed academic publications, most academic conference presentations, many but not all commercial and public policy reports, some market research surveys (though often only an executive summary or brief statement of findings is

available) and a few press releases (as some may include detailed statistics plus a note on survey methodology).

- Each national team is responsible for collecting material relevant to its own country. The UK team also collects research under the heading of 'European research' and 'International research' (i.e. research that includes a European country as part of a broader project).
- All those who enter research into the repository apply a basic quality control test, and exclude material that does not meet this test. The test follows national or international standards in terms of data collection, analysis and reporting (i.e. if the research has been, or could have been, published in a national academic journal, or presented at a national academic conference, this meets the standard). The test should not exclude any research that might be discussed in policy or public forums, but nor should the repository include anything that the research community would consider unsatisfactory as a report of 'empirical research'.
- Where the contributing team has concerns regarding the quality of an entry, but considers on balance that it is worthy of inclusion, comments will be added under the headings 'comment on the quality of the methods' or 'other comments', as appropriate.

## Updating the data repository

Our strategy for identifying entries and updating the repository is as follows. Each national team (Annex D) is charged with the task of locating and entering new research projects in their country. National teams are establishing national advisory boards to help them ensure the repository is as comprehensive as possible. The EU Kids Online International Advisory Board also informs us of new research to be included. The network coordinators and members also liaise with the wider research community and scour electronic data bases and other research sources. Last, on the EU Kids Online website and in all EU Kids Online dissemination processes, we issue an ongoing invitation to researchers, policy makers and others to inform us additional research studies that could be included. Corrections to the material in the repository are also invited.

## Annex D: Coding framework

The coding framework below was devised for use by EU Kids Online network members to code all entries in the data repository. These codes and categories there provide the pre-selected terms for searching the repository online. They also provide the basis for the description and analysis of available research presented in this report.

Code	Categories for coding	Notes on coding
Multiple countries	Yes, No	Drop-down box. Click yes if a number of countries were involved in the study.
Country or countries *		Click on countries where the study took place, add any extra ones not listed.
Project title *	Free text description.....	Add English translation if necessary
Language(s) of report	Free text description.....	
Date of fieldwork *	Free text description.....	By year (and month if data is available)
Funder of the research	EC National Government/Ministry/ National Research Council Regional Government Media/Telecoms/Internet Regulator Commercial/Company Trade association Public TV Research institute/foundation Church Charity/Charitable foundation Consumer organisation Other NGO/Non-Profit organisation PhD/Masters Research Other	You can choose more than one NB A trade association is a body representing a number of companies in an industry (e.g. UMTS Forum, in the case of mobile phones)
Main source if multiple funding	List as above	Choose one of these
Type of Methodology	Qualitative Quantitative Qualitative and quantitative Other: specify	Choose one of these
Target group studied	Children Parents Adults Teachers	You can choose more than one
Add brief free text description of group studied	Free text description.....	Add brief free text description of research respondents (e.g. gender, age range, socio-economic status)
What ages were the children in the study	0, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19 and older	Age of child to whom the data relate (e.g. if parents are asked about children's use, note ages of those children). Several ages can be noted.
If survey, how it was conducted	Telephone Face-to-face Paper self-completion On-line/email Other: Specify.....	You can choose more than one
Size of sample	Free text description.....	
If survey, scope of sample	Cross-national National Sub-national	Choose one of these – drop down box
If survey, nature of sample	Representative sample Non-representative sample	Choose one of these – drop down box
If qualitative, which methods?	Interviews Observation Logging Other: Specify.....	You can choose more than one Logging includes recording or checking usage. Explain other methods
Comment on quality of methods	Free text description.....	This is optional, especially if you want to point out any problems
Main research focus	Free text description.....	Brief free text description of research question/focus for the project overall. Note whether Children and the Internet is the main topic or a small part
Topics included Children and:	Online access Online usage Online competencies/skills Online interests and activities	You can choose more than one – these are the topics relevant for our project.

	<p>Interpreting online content</p> <p>Creating content online</p> <p>Their concerns and frustrations when online</p> <p>Their strategies for finding things online.</p> <p>Their learning online</p> <p>Online games</p> <p>Identity play online</p> <p>Seeking advice online</p> <p>Civic/political participation online</p> <p>Social networking online.</p> <p>Gender differences in online experiences</p> <p>Effects/consequences of going online (e.g. Digital divide, development of social skills, wellbeing)</p>	
<p>Topics included</p> <p>Risks and:</p>	<p>Exposure to illegal content</p> <p>Exposure to harmful or offensive content</p> <p>Contact with strangers (paedophile, grooming, chatroom)</p> <p>Encountering sexual/violent/racist/hate material</p> <p>Advertising, commercial exploitation</p> <p>Misinformation</p> <p>Giving out personal information</p> <p>Invasions of privacy (spam, viruses, etc)</p> <p>Cyberbullying</p> <p>Downloading (ill/legal)</p> <p>Hacking</p> <p>Gambling</p> <p>User-generated content</p> <p>Use of challenging sites (suicide, anorexia, drugs)</p> <p>Cyberstalking or harassment.</p>	
<p>Topics included</p> <p>Regulation of online technologies and:</p>	<p>Parents' knowledge of children's practices online</p> <p>Parents' styles of regulation of children's use</p> <p>Children's responses to regulation (avoid filters, evade rules, etc.)</p> <p>Parents' media/information literacy</p> <p>Parents' awareness of online risks</p> <p>Effectiveness of filters or other technical means of managing the online environment, passwords, privacy, walled gardens, etc.)</p>	
<p>Topics included</p> <p>Parents' internet experience and:</p>	<p>Parents' competencies</p> <p>Parents' attitudes to online technologies</p> <p>Parents' concerns about online technologies</p>	
Other relevant topics	Free text description.....	Add text to explain 'other'
Contact details	Free text description.....	Contact address of author/organisation involved in the research, if available
Dataset publicly available?	Yes No	Drop-down box
If yes, enter link	Free text description.....	Provide the URL
Report accessibility	<p>Report is online</p> <p>Report is in conference proceedings</p> <p>Chapter appears in a book</p> <p>Article appears in a journal</p> <p>Only a summary is available</p> <p>The report can be bought</p> <p>The report can be obtained on request</p> <p>Non-'published' PhD/Masters thesis</p>	<p>You can choose more than one</p>       <p>For PhD/Masters this means not published by a publisher</p>
References	Free text description.....	Complete references (e.g. <i>American Psychological Association</i> style)
Useful Links (URLs)	Free text description.....	Relevant/useful links for the project or for any publications if applicable
Name	Free text description.....	Name/ contact for person filling this in
Other comments	Free text description	This is optional

\* = Required fields.

## Annex E: Studies in the data repository

Entry number	Name of study	Country / Countries
5	Eurobarometer survey on Safer Internet	Austria, Belgium, Bulgaria, Czech Republic, Denmark, Estonia, France, Germany, Greece, Poland, Portugal, Slovenia, Spain, Sweden, The Netherlands, United Kingdom, Cyprus, Malta, Romania, Croatia, Turkey, Ireland, Italy, Finland, Hungary, Slovakia, Latvia, Lithuania, Luxembourg
6	UK Children Go Online	United Kingdom
7	Trends - Young People and Leisure 1983-2005	United Kingdom
8	Kids Online	United Kingdom
9	Safety Advice	United Kingdom
10	Media Literacy Audit: Report on media literacy amongst children (Ofcom)	United Kingdom
11	Putting U in the picture: Mobile bullying survey 2005	United Kingdom
12	Young Peoples Use of Chat Rooms: Implications for policy strategies and programs of education	United Kingdom
13	n-gen: Use of New Media by Viennese Adolescents	Austria
14	Children and internet: The view of children on offers in virtual areas	Austria
15	KIM-Survey 2005: Children & media, computer & internet. Base analysis of the media use of 6 until 13-year old children in Germany.	Germany
16	A Child and Social Environment	Estonia
17	Children of Screen and Monitor	Estonia
18	Youth and messenger culture	Spain
19	Children talking to ChildLine about the Internet	United Kingdom
20	Emerging trends amongst Primary School Children's use of the Internet	United Kingdom
21	Young people and ICT 2002	United Kingdom
22	MSN CYBERBULLYING REPORT	United Kingdom
23	Cyberkids	United Kingdom
24	Digital Beginnings: Young children's use of popular culture, media and new technologies	United Kingdom
25	ScreenPlay. Followed up by InterActive Education, Pathfinder and Young People projects	United Kingdom
27	Children - their safety and habits in the Internet	Spain
29	Electronic Arts 2	France, Germany, United Kingdom
30	Mediappro	Belgium, Denmark, Estonia, France, Greece, Poland, Portugal, United Kingdom, Italy
31	Teens and ICT: Risks and Opportunities (TIRO)	Belgium
33	Communication of adolescents in the internet environment	Czech Republic
34	Identity of Czech Adolescents - Relationship of Cyberspace and Reality	Czech Republic
35	World Internet Project - Czech Republic	Czech Republic
36	The integration of the World Wide Web in kindergarten activities: Analysing 5 year-old children's engagement	Portugal
37	A Digital Childhood - En digital barndom	France, Norway, Portugal
38	Teenagers (Youth), information and (Multi-)Media 2005 [JIM-Studie 2005: Jugend, Information, (Multi-)Media]	Germany
39	Students, internet and schools: strategies and contexts of use.	Portugal
40	Children and the risks of Internet communications	Bulgaria
41	Students and the Internet - a survey with students, parents and teachers	Bulgaria
42	Using GEM to evaluate effectiveness of ICTs for campaigning among youth	Bulgaria
43	Children & Media 2005: facts about children's and young people's use and experiences of media	Sweden
44	Virtual space and social space: on IT in everyday life	Sweden

45	Cultures lycéennes, les tyrannies de la majorité	France
46	La diffusion des technologies de l'information dans la société française. Conditions de vie et aspirations des français	France
47	Les enfants du net (1&2)	France
48	Students' (11-15) uses of the Internet – Exploring social worlds from home	France
49	Childhood and Internet. Interactions in the web	Portugal
50	SAFT - Safety Awareness Facts and Tools	Norway
51	Wzorce korzystania z Internetu przez dzieci w wieku 13-15 lat	Poland
52	Children and television in Iceland	Iceland
53	Generation Happy?	Denmark
54	Børns og unges brug af online computerspil	Denmark
55	English translation: Evaluation of the impact of NTs in schools	Greece
56	Impact of NTs on teaching and learning in Greece	Greece
57	HBSC - Health Behaviour in School aged Children	Austria, Belgium, Czech Republic, Denmark, Estonia, France, Germany, Greece, Iceland, Norway, Poland, Slovenia, Spain, Sweden, The Netherlands, United Kingdom, Canada, Croatia, Finland, Hungary, Israel, Italy, Latvia, Lithuania, Luxembourg, TYFR Macedonia, Malta, Romania, Russia, Slovak Republic, Switzerland, Turkey, Ukraine, USA
58	The usage of Information Communication Technologies	Slovenia
59	RIS- Web activities	Slovenia
60	Adolescents' Internet-based identity experiments and their online friendships,	The Netherlands
61	Internet, friendships, and well-being	The Netherlands
62	The consequences of friend networking sites for adolescents' well-being and self-esteem	The Netherlands
63	The effects of sexually explicit material on the Internet	The Netherlands
64	The effects of IM on online self-disclosure	The Netherlands
65	The future use of the Internet as a channel of communication, information and business by the big companies	Portugal
66	Children and Youth: their relation with technology and media	Portugal
67	We are here to play. The role of electronic games and the Internet on children's lives.	Portugal
68	Informal and intercultural dialogues: The Internet at school.	Portugal
69	Real Worlds, Virtual Worlds: Young People at chat rooms.	Portugal
70	Civic culture of youngsters in changing environment	Estonia
71	Protection and Access - To Regulate Young People's Internet Use	Norway
72	Tiger under magnifier	Estonia
73	How do secondary education students use computers	Greece
74	Study on the definition and observation of eEurope 2005 indicators in Greece- Research results from schools across the country	Greece
75	3rd Six-monthly broadband report (2006)	Greece
76	eEurope. Comparison of eEurope indicators- Greece and the EU	Greece
77	Identity of Internet users in Greece	Greece
78	National survey on NTs and the IS: PCs use in Greece, 2004	Greece
79	Online use of adolescents	Austria
80	Trust and Safety in a fast, mobile network environment	Greece
81	Use and attitudes of youth towards the Internet and mobile phones	Spain
82	(N)Onliner Atlas 2005	Germany
83	Info-communication technologies and school culture in Estonia	Estonia
84	National Survey on NTs and the IS, 2002	Greece
85	AGOF survey - registered association of online research	Germany
86	ARD/ZDF Online Studie 2005	Germany

89	Use of PCs, Internet and mobile telephony in Greece	Greece
90	Research into the Effectiveness of PIN Protection Systems in the UK	United Kingdom
91	Educaunet programme: 'What exactly is paedophile? Children talking about internet risk'	United Kingdom
92	Just one click: Sexual abuse of children and young people through the internet and mobile telephone technology	United Kingdom
93	Internet Poses Greater Danger to Kids During Summertime	United Kingdom
94	COMET-NCH Parents' survey in 2004	United Kingdom
95	PC World: Internet Safety Research, September 2002	United Kingdom
96	Survey on the Use of ICTs	Greece
97	Children users of the Internet: an easy and unprotected target	Greece
98	Patterns of Internet use by young people	Greece
99	Survey on the Use of ICTs	Greece
100	Factors of drill program efficiency	Estonia
101	Usage of instructional software in Estonian comprehensive schools	Estonia
102	Awareness and info-channels of youngsters	Estonia
103	Audit of internet safety practices in english schools	United Kingdom
104	Cybercentres and children safety in the Internet	Spain
105	Habits of consumption of television and new communication technologies of children and young people	Spain
106	SAFT Norway Benchmark mobile phones and MMS	Norway
107	The Internet in Britain. The Oxford Internet Survey (OxIS)	United Kingdom
110	Emnid survey 'Security on the Internet'	Germany
111	ELEVEN/18 – Youth Study 05	Austria
112	www.kidsville.de – Rezipientenstudie mit Volksschülern zum Umgang mit einer Kinderinternetseite	Austria
113	Gender-specific aspects in use of the internet	Austria
114	JYouth online 2005	Austria
115	Use of ICT in Austrian Households 2005	Austria
116	4th report about the situation of the youth in Austria	Austria
117	Computer and internet use of children	Austria
119	The Periphery as a central place... Practices and social representations of young people in relation to the New Technologies of information and communication (the Internet) – A study on the Transmontano Northeast.	Portugal
121	Kids Consumer Analysis (2006)	Germany
122	Kids Online (2004)	Germany
123	Generation Internet (2005)	Germany
124	Me. The World. The Media.	Estonia
125	Overview of HIV/AIDS communication, obstacles and possibilities to regulate it better	Estonia
126	Between the real and the virtual: hip-hop representations and cultural practices produced by Portuguese youth off and online	Portugal
127	Sociodemographic profile of Internet users. Activities carried out on Internet	Spain
128	Tingstad, Vebjörg (2003): Children's Chat on the Net. A study of social encounters in two Norwegian chat rooms	Norway
129	RIS- IKT (RI-ICT)	Slovenia
130	The information and participation needs of young people in Ljubljana and surroundings	Slovenia
131	STOPline research project	Slovenia
132	The National Bullying Survey 2006	United Kingdom
133	Youth Online 2004	Belgium
134	EMTEL2-project (European Media, Technology and Everyday Life)	Belgium
135	Kamedi@leon: I love Media. The impact of new media on the identity- building of young people.	Belgium

136	Teens and ICT, Risks and Opportunities (TIRO-project)	Belgium
137	Young people and information technology.	Belgium
138	Safe computer use at home and at school.	Belgium
139	An asocial screen generation? An empirical research into the role of media in leisure activities of youngsters between twelve and fourteen years old	Belgium
140	Young people and new technologies	Belgium
141	Teach Your Children Well - ICT Security and the Younger Generation	Belgium, United Kingdom
142	The End of Cybercrime?	Belgium
143	Puppy's Power! The impact of internet on the social relations in the life world of young people.	Belgium
144	Information Technology - A study concerning children, asolescents and their parents	Austria
145	The digital divide in the playstation generation: Self-efficacy, locus of contyrol and ICT adoption among adolescents	Belgium
146	Adolescents' motives to use the internet	Austria
147	Youth study 2006	Austria
148	Evaluating games with children	Belgium
149	Gender differences in children's creative game play	Belgium
150	The digital divide in the computer generation: ICT exclusion among adolescents	Belgium
153	Cyberpesten bij Jongeren in Vlanderen	Belgium
154	Children's influence on internet access at home. Adoption and use in the family context.	Belgium
155	Gender differences in children's creative game play	Belgium
156	Benchmarking the cultivation approach to video game effects: a comparison of the correlates of TV viewing and game play	Belgium
157	Children's positive and negative experiences with the Internet	The Netherlands
158	In love on the web	The Netherlands
159	Internet et es jeunes (Youngsteres and the Internet)	Belgium, France, Portugal, Italy, Quebec, Switzerland
160	SAFT parent survey 2006	Norway
161	SAFT Children Survey 2006	Norway
162	SAFT Public Opinion Tracker	Norway
163	Cyberethics	Austria, Norway
164	ICT use by household and by individuals/CITIZEN MEDIA	Austria, Germany, Norway, Spain
165	ICT and School (ICTS)	The Netherlands
166	Children & Media 2006: facts about children's and young people's use and experiences of media	Sweden
167	The bible on my own terms : a study of mediated contacts with the bible with special reference to youth and the Internet	Sweden
168	Performing the self in cyberspace : a study of young players styles of self-presentation and identity performances in the online game world TIBIA	Sweden
169	Children's digital rooms : stories about e-mail, chat & Internet	Sweden
170	How children describe the internet	Sweden
171	The online kids : children's participation on the Internet	Sweden
172	The virtual mobility of young people : the use of computers, the internet, and mobile phones from a geographical perspective	Sweden
173	Wzorce korzystania z Internetu przez dzieci w wieku 13-15 lat	Poland
174	Social Diagnosis. Objective and Subjective Quality of Life in Poland	Poland
175	Research on risky behaviours of Polish children on the Internet	Poland
176	Pedophilia and Pornography on the Internet: Threats to Children. POLAND 2003	Poland
177	Nordicom-Sveriges Mediebarometer 2005 (Nordicom-Sweden's Media Barometer 2005)	Sweden
178	Nordicom-Sveriges Internetbarometer 2005 (Nordicom-Sweden's Internet Barometer 2005)	Sweden

179	Everywhere present knowledge. On websites as informative support	Sweden
180	Screen rites : A study of Swedish young people's use and meaning-making of screen-based media in everyday life	Sweden
181	SAFT - Safety Awareness, Facts and Tools: Children's own life on the net - a study on how children and adolescents use the internet	Sweden, Denmark, Iceland, Ireland and Norway
182	World Internet Project 2006 - Czech Republic	Czech Republic
183	MML-TGI children 2004	Czech Republic
184	Survey of young people's game and computer habits in Örebro, Spring 2006	Sweden
185	Internet use among Stockholm youth	Sweden
186	Creating a sense of community. Experiences from a Swedish web chat	Sweden
187	Bridging the distance : children's strategies on the internet	Sweden
189	JIM-survey 2006 (Youth, information, multimedia)	Germany
190	(N)onliner Atlas 2006	Germany
191	Understanding Online Social Network Services and Risks to Youth. Stakeholder Perspectives	United Kingdom
193	Trend Tracking Kids 2005	Germany
194	KIC-survey (children, Internet & Computer) by the institute of youth research KIC-Studie (Kinder, Internet & Computer) vom IJF (Institut für Jugendforschung)	Germany
195	Oscar eContent Studie	Belgium, Germany, Sweden, The Netherlands
196	Children and media - a survey of the ARD/ZDF media commission	Germany
197	Freedom of Expression and Online Censorship - Political regulation and commercial content filtering	ASEAN, US, EU
198	BSI Study federal office for security in the information technology	Germany
200	Information technologies in enterprises and privat households in 2004	Germany
201	Internet usage of individuals and enterprises in 2005	Austria, Belgium, Bulgaria, Czech Republic, Denmark, Estonia, France, Germany, Greece, Iceland, Norway, Poland, Portugal, Slovenia, Spain, Sweden, The Netherlands, United Kingdom, EU 25, EU 15
202	Internet usage in Europe: Security and Trust	Austria, Belgium, Bulgaria, Czech Republic, Denmark, Estonia, France, Germany, Greece, Iceland, Norway, Poland, Portugal, Slovenia, Spain, Sweden, The Netherlands, United Kingdom
203	Get I.T Safe: Children, Parents and Technology. Survey 2006	United Kingdom
204	The Role of Mobile Phones in Family Communication	United Kingdom
205	EUROBAROMETER EB60.2 – CC-EB 2004.1 ILLEGAL AND HARMFUL CONTENT ON THE INTERNET EU-25 COMPARATIVE HIGHLIGHTS	Austria, Belgium, Czech Republic, Denmark, Estonia, France, Germany, Greece, Poland, Portugal, Slovenia, Spain, Sweden, The Netherlands, United Kingdom, Finland, Cyprus, Hungary, Ireland, Italy, Latvia, Lithuania, Luxembourg, Malta, Slovakia
206	The Internet in Britain: the Oxford Internet Survey 2003	United Kingdom
207	The digital divide in the computer generation: ICT-exclusion among adolescents	Belgium
208	Internet use in schools: an investigation into the experiences, abilities and attitudes of teachers and pupils in junior schools	United Kingdom
209	An investigation into cyberbullying, its forms, awareness and image, and the relationship between age and gender in cyberbullying	Iceland, United Kingdom
210	ChildWise Monitor-Winter 2006-2007	United Kingdom
211	Striking a balance: the control of children's media consumption	United Kingdom
212	ImpaCT2: The Impact of Information and Communication Technologies on Pupil Learning and Attainment	United Kingdom
213	Young People, Media and Personal Relationships	United Kingdom
214	Nasties in the Net: children and censorship on the web	United Kingdom
215	Information literacy of teachers and pupils in secondary schools	United Kingdom
216	Interplay: Play, Learning and ICT in Pre-school Education Already at a disadvantage? ICT in the home and children's preparation for primary school	United Kingdom

217	Children, play, and computers in pre-school education & Technologies and Learning in Pre-school Education	United Kingdom
218	Trend Tracking Kids 2006	Germany
219	Young people and the internet. Perceptions, uses and appropriations	Belgium, France, Portugal, Spain, Canada, Italy and Switzerland (withdrew in 2001).
220	AOL - TNS Emnid survey Security on the Internet	Germany
221	'Conversations in the dark: how young people manage chatroom relationships', by rob walker and babis bakopoulos. first monday, vol 10(4), April 2005]	Greece
222	Kids worlds 2004 games and media in the childlike experience world	Germany
223	ARD/ZDF Online Study 2006	Germany
224	Young people are spending their time in a space which adults find difficult to supervise or understand... Their Space Education for a digital generation	United Kingdom
225	The NSPCC/Sygar reader survey	United Kingdom
228	Internet and young people	Belgium
229	The influence of social-demographic determinants on secondary school children's computer use, experience, beliefs and competence	Belgium
230	'The home computer in children's everyday life: the case of greece'	Greece
231	Early Childhood Teachers's Attitudes towards Computer and Information Technology: the case of Greece'	Greece
232	The prospect of integrating ICT into the education of young children: the views of Greek early childhood teachers	Greece
233	SAFT 2006 Children's Survey Ireland	Ireland
234	SAFT 2003 Parent survey	Denmark, Iceland, Norway, Sweden
235	Policies for content filtering in educational networks: the case of Greece	Greece
236	SAFT 2003 Children survey	Denmark, Iceland, Norway, Sweden, Ireland
237	Controversial content on world wide web	Norway
238	The culture of the Internet: virtual reality and child pornography	Greece
239	Informational literacy of schoolchildren between 10-12 ys of age	Greece
240	Children safety on the Internet	Czech Republic
241	Social disparity in the virtual space: How does the youth use the Internet? First results of an emperical research analysing the differences in online use and cognition structures of teenagers.	Germany
242	Computer in the family	Germany
243	How do children discover the Internet? Observations of children between the age of 5 to 12.	Germany
245	Mobile medier, mobile unge I	Denmark
246	Mobile medier, mobile unge II	Denmark
247	SAFT - Safety, Awareness, Facts and Tools. Danish part	Denmark, Iceland, Norway, Sweden, Ireland
249	Global media, Local Youth	Denmark
250	Kids.net Wave 5	United Kingdom
251	Families, Schools and the Internet	United Kingdom
252	Media teaching in the school – with focus on the development of media competence of the teachers	Denmark
253	Media Education in the Danish Primary and Secondary School	Denmark
254	Mobile Learning (working title)	Denmark
255	Media and ICT in new learning environment	Denmark
256	Children and Youth - Computer games and violence	Denmark
257	Digital Media – Learning and Educational Design	Denmark
258	ICTS 2005/2006	The Netherlands
259	Teens Take User-Generated Content and Social Networking to Go	France, Germany, Spain, United Kingdom, Italy, US
260	Families' uses of the internet.	United Kingdom
261	The Internet and its Role in the Construction of Contemporary Youth Culture: low interactive use in non-formal settings	United Kingdom
262	The Anchor WATCH_YOUR_SPACE Survey	Ireland

263	M:Metrics: Teens Take User-Generated Content and Social Networking to Go	France, Germany, Spain, United Kingdom, United States, Italy
264	Educaunet	Austria, Belgium, Denmark, France, Greece, Portugal, United Kingdom
265	Parents & Teenagers Survey: You don't know the half of it	United Kingdom
267	Life Situation of Ethnic City Dwellers	The Netherlands
268	Children's growing up with interactive media – in a future perspective	Denmark
270	Internet usage of enterprises and private persons in 2004 Internetnutzung durch Unternehmen und Einzelpersonen im Jahr 2004	Austria, Belgium, Bulgaria, Czech Republic, Denmark, Estonia, France, Germany, Greece, Iceland, Norway, Poland, Portugal, Slovenia, Spain, Sweden, The Netherlands, United Kingdom
273	JIM-survey 2000 (Youth, information, multimedia)	Germany
274	JIM-survey 2001 (Youth, information, multimedia)	Germany
275	JIM-survey 2002 (Youth, information, multimedia)	Germany
276	JIM-survey 2003 (Youth, information, multimedia)	Germany
277	JIM-survey 2004 (Youth, information, multimedia)	Germany
280	KIM-Survey 2000: Children & media, computer & internet. Base analysis of the media use of 6 until 13-year old children in Germany.	Germany
281	KIM-Survey 2002: Children & media, computer & internet. Base analysis of the media use of 6 until 13-year old children in Germany.	Germany
282	KIM-Survey 2003: Children & media, computer & internet. Base analysis of the media use of 6 until 13-year old children in Germany.	Germany
283	KIM-Survey 2006: Children & media, computer & internet. Base analysis of the media use of 6 until 13-year old children in Germany.	Germany
284	Kids Consumer Analysis (2000)	Germany
285	The internet usage behaviour of students	Germany
286	Mobile written communication - or:e-mail for the mobile phone	Germany
287	Kids consumer analysis 2001	Germany
288	Kids consumer analysis 2002	Germany
289	Kids consumer analysis 2003	Germany
290	Kids consumer analysis 2005	Germany
291	The refuser atlas basis survey 2001	Germany
292	(N)Onliner Atlas 2002	Germany
293	(N)Onliner Atlas 2004	Germany
294	Children and the Internet: A research study into the social effects of lack of internet access on socially disadvantaged children and families	United Kingdom
295	Klein, Alexandra: Survey: Media of the sex education including the Internet. A qualitative Survey with youths	Germany
296	Agof study 2006 - IV	Germany
297	Oppl, Caroline: LARA Croft's Daughters? A Longitudinal Study on Female Preadolescents' Computer GAME Play and Aggressive Behaviour.	Germany
298	KIC Study. Children, Internet & Computer 2006	Germany
299	Constructivist learning with laptops?	Germany
300	Mobile phone trends of the 6 until 14 year olds in 2006	Germany
301	N(O)nliner Atlas 2003	Germany
302	Children and Internet - Offspring for the World wide web	Germany
303	Harnessing Technology schools survey 2007	United Kingdom
304	Cypra, Olgerd: Why do people play in virtual worlds. An empirical survey about online role play and its users.	Germany
305	Brinks, Marleen: Aggression against Computers. A scientific survey on an everyday phenomenon.	Germany
306	Kristen, Astrid: Playing violent video games and aggressive behaviour among boys.	Germany
307	Computer Freaks are no stay-at-homes	Germany
308	Germany Online 4	Germany

309	OXIS 2007: The Internet in Britain 2007	United Kingdom
310	Youth and the Media	Estonia
311	Everybody is lying on the net - and everybody knows it. About youth and internet	Norway
312	On the Net with Children? A Report about Children and Young People's Use of the Internet	Norway
313	Chat Friends are not like other friends... A Report about Children and Young People's Chat Competence.	Norway
314	Virtual Mediation. Times and ways to play computer games.	Portugal
315	The role of the new media in the construction of gender identity of the young	Estonia, Latvia, Lithuania
316	E-Track among children and adults	Estonia, Finland
317	Children and Internet	Estonia
318	ARD/ZDF-Online Study 2007	Germany
319	Sociological study over the use of Internet in the families	Spain
320	Study over safety in the use of new information and communication technologies among minors	Spain
321	The Internet and Society: From its potential to the uses by young people on the construction of their social world, competences, and knowledges	Portugal
322	Do you speak 'Chats'?- Chat and SMS: The use of new media for learning native language.	Portugal
323	1. OÖ BIMEZ Kinder-Medien-Studie 2007	Austria
324	Teenagers and the Internet: A Sociological study of the impact of Internet use on teens.	Greece
325	Slapping, Bullying, Snuffing! The problem of violent and pornographic videoclips on mobile phones of Youths	Germany
326	Guide for parents: children and the internet internet's dangers approaches for safe navigation content consultant. article at <a href="http://www.forthnet.gr">www.forthnet.gr</a> .	Greece
327	Research on use of ICTs in greek households, 2006. Children and new technologies.	Greece
328	Identity of Internet users in Greece	Greece
329	Rate measurements of eEurope2005-i2010/Report of research results in schools.	Greece
330	A case study of ICT and school improvement at school.	Greece
331	Study about the estimation of eEurope2005 and i2010 indicators for 2006 and 2007 Research results on individuals and households	Greece
332	Growing Up With a Mobile Phone – Learning from the Experiences of Some Children in the UK	United Kingdom
333	Young Minds - Social Networking	United Kingdom
334	Information and Communication Technologies: Availability in households and individual use	Italy
335	Childrens' everyday life	Italy
336	The digital generation. A quanti-qualitative research among young people aged 14-24	Italy
337	Seventh National Report on Childhood and youth	Italy
338	Parents' internet usage	Italy
339	Internet usage in schools	Italy
340	Teens and media. Obiettivo Minori's report	Italy
341	Report on media uses among minors	Italy
342	Consultazioni pubbliche dell'Agcom: la prevenzione e la tutela dei minori nelle reti telematiche (Agcom's public consultations: online prevention and safety for children)	Italy
343	New technologies and new communication practices between parents and children	Italy
344	Children and the Internet. Promises and tricks	Italy
345	The game of the roles: teen agers, adults and multimedia consumptions	Italy
346	Acrobats on the magic mirror. The teenagers' experiences in chat	Italy
347	Children, media and new technologies	Italy

348	The kids of the web. A research pre-teens and the Internet	Belgium, France, Portugal, Spain, Italy, Switzerland, Quebec
349	Social appropriation of new media. The role of the school in determining students' representations	Italy
350	Mobile actors: the experience of young people's media consumption in a multiplatform environment.	Italy
351	Children and computer. Experience and Conceptual frameworks.	Italy
352	E-Generation: The uses of Media by Children and young people in Portugal	Portugal
353	Safer Internet for Children. Qualitative study in 29 Countries. National analysis Ireland	Ireland
354	Play and Technology for children aged 4-12	Ireland
355	WEBWISE 2006. Survey of children's Use of the Internet - Investigating Online Risk Behaviour. Irish study.	Denmark, Norway, Sweden, Ireland
356	The Use of New Media by Children. A Research Report to the Internet Advisory Board	Ireland
357	SAFT (Safety Awareness Fact and Tools) Children's study - investigating online behaviour	Denmark, Iceland, Norway, Sweden, Ireland
358	Ofcom Communications Market Report 2007	United Kingdom
359	SAFER INTERNET FOR CHILDREN: QUALITATIVE STUDY IN 29 EUROPEAN COUNTRIES	Austria, Belgium, Bulgaria, Czech Republic, Denmark, Estonia, France, Germany, Greece, Iceland, Norway, Poland, Portugal, Slovenia, Spain, Sweden, The Netherlands, United Kingdom, Italy, Ireland, Cyprus, Hungary, Finland, Lithuania, Luxemburg, Latvia, Malta, Romania, Slovakia
360	Chat – a part of a child's reality.	Denmark
361	Youth, Friendship and Identity - an ethnographic study of young people's use of the social networking site Arto	Denmark
362	Chat - harassment and bullying amongst children and youth.	Denmark
363	Barnardos Childhood Poll 2007 VIEWS FROM PARENTS & TEENAGERS	Ireland
364	Identity Construction and 'Social Networking': An Ethnographic Study of the Mobile Phone Ownership Practices and Usage Patterns of Teenagers in Cyprus.	Cyprus
365	Arto	Denmark
366	World Internet Project 2007 - Czech Republic	Czech Republic
367	Perceptie avn de risico's en veiligheid op het internet: jongeren en ouders bevroagd.	Belgium
368	eXbus: Exploring Bullying in Schools. Project on digital bullying	Denmark
372	RIS 2006 – PC in mobilna raba interneta: telefonska anketa	Slovenia
373	L'internet des 10-20 ans- Une ressource pour une communication autonome.	France
374	L'appropriation des TIC par les collégiens dans les sphères familiaires et scolaires	France
375	Eighth National Report on Childhood and Youth	Italy
376	Situated Learning with Mobile Devices: Trajectories through a Mobile Learning Landscape	Denmark
377	Fair game? Assessing commercial activity on children's, favourite websites and online environments	United Kingdom
378	Teenagers (Youth), information and (Multi-)Media 2007	Germany
379	La conquête des outils électroniques de l'individualisation chez les 12-22 ans	France
380	IFOP: Les usages d'Internet par les adolescents	France
381	IFOP: les parents et les usages d'Internet de leurs enfants	France
382	LBS-Kinderbarometer Deutschland 2007	Germany
383	Videogames and learning: a study on the preferences of 9th grade students and on the publishers' perspectives.	Portugal
384	Results of an expert survey on matters of safer internet and youth protection in Europe	Austria, Belgium, Bulgaria, Czech Republic, Denmark, France, Germany, Greece, Norway, Poland, Slovenia, Spain, Sweden, The Netherlands, United Kingdom, Cyprus, Finland, Hungary, Ireland, Israel, Italy, Latvia, Lithuania,

		Luxemburg, Malta, Turkey
385	Learning with web 2.0	Austria
386	Safer Children in a Digital World. The Report of the Byron Review	United Kingdom
387	Social Networking: A quantitative and qualitative research report into attitudes, behaviours and use	United Kingdom
388	Safer Internet for children and parents., Analysing problems and challenges	Portugal
389	Safer Internet for children: Qualitative study in 29 european countries. National analysis: Greece	Greece
390	Mobile and Youth	Greece
391	Research on the internet use in Greek primary education	Greece
392	eParticipation - Youth active	Austria
394	Internet: Creative and Safe Use of the Network from young people up to 18 years old	Greece
395	Absolute privacy in Web 2.0 [Child worlds]	Germany
396	ICT in the kindergarten: Blog contributions to the emergency of reading and writing	Portugal
398	Children and Internet: Assessing risks and opportunities	Portugal
399	Young people (12-18 years old) as audience in the media convergance context in Portugal: Is there a participatory culture?	Portugal
400	Crianças online. Para uma prevenção precoce do risco,	Portugal
401	Portuguese Media Audiences. Children as a sensitive public.	Portugal
402	ARD/ZDF Online Studie 2008	Germany
403	Internet in Spain	Spain
404	How young people use the Internet: Habits, Risks and Parental control	Spain
405	2nd Study over Internet using habits among young people aged 12 to 17	Spain
406	Computer use of pre-school children	Belgium, Iceland
407	Internet use of Icelandic children	Iceland
408	German World Internet Project	Germany
409	World Internet Project Italy	Italy
410	Youth and the Internet 2007	Estonia
411	World Internet Project Italy	Hungary
412	Information and Communication Technologies in Education	Spain
413	Internet radio and podcasts - new media between radio and internet	Germany
414	(N)onliner Atlas 2008	Germany
415	(N)onliner Atlas 2007	Germany
416	CHIP-study: Kids at the computer	Germany
417	Kids Verbraucheranalyse 2008	Germany
418	AGOF internet facts 2008	Germany
419	Convergence of media-Monitoring [Online-gamer Report 2008]	Germany
420	Trygg Bruk undersøkelsen 2008	Norway
421	Trygg Bruk undersøkelsen 2008 [Safe Use Survey 2008]	Norway
422	Cyberbullying as a form of cyberharassment - the case of two highschoools in Tartu	Estonia
423	BITKOM Digital Consumer Monitor 2008	Germany
424	Convergence of media-monitoring-Report 2008	Germany
425	Around the screen: computer activities in children's everyday lives	Sweden
426	CIVICWEB : Young people, the Internet and civic participation	Sweden
427	Children in Communication about Migration	Sweden
428	Tweens in virtual communities	Sweden
429	The role of media for identity and democracy	Sweden, Stockholm, Sweden, and St Petersburg, Russia
430	Project Learning Scenarios with ICT	Denmark
431	EGO-TRAP –you have no idea...	Denmark

432	Towards semiocy? Exploring a New Rationale for Teaching Modes and Media of Hans Christian Andersen Fairytales in Four Commercial Upper-Secondary Danish Classes. A Design-Based Educational Intervention	Denmark
433	The Parent and Child Survey	Denmark
434	Young people's well-being 2008	Denmark
435	A research and development program focusing on chat as a medium for counseling children and youth.	Denmark
436	Cyberbullying (part of exbus Exploring Bullying in Schools)	Denmark
437	Understanding Youth and Online Social Networking	Denmark
438	The children, BRIS and IT. A study of young people's contacts with BRIS about the Internet, IT and mobile telephony	Sweden
439	Kids and media 2008. Facts about children's and young people's use and experience of media	Sweden
440	Taming the wild frontier: A model for transforming the safety of young web users and empowering those responsible for their welfare.	not about one specific country
441	How much personal and sensitive information do Cypriot vs. international youth reveal in Facebook?	Cyprus & international (countries not identifiable)

## Annex F: National reports

Three of the EU Kids Online partners – Cyprus, Ireland and Italy – contributed to the data repository on which this report is based, but they joined after the stage when national reports for the work package had been written.

However, the 18 national reports paralleling the present report for the research available in each country separately are available as a separate document. This is posted at  
<http://www.lse.ac.uk/collections/EUKidsOnline/Reports/ReportD1.1NationalReports.pdf>

## Endnotes

<sup>i</sup> Terminology is difficult here. We refer in this report either to 'children and young people' (the preferred term for many) or just to 'children'. Where research applies only or mainly to teenagers, we make a distinction between (younger) children (0-12) and teenagers (13-18). Our focus, to be precise, is on those under 18 – legal minors in both EC and UN frameworks. Terminology for the technology at issue is equally problematic. The EC Safer Internet Programme centres on 'the internet and online technologies'. This category intersects with the broader terms 'digital media', 'ICTs' and 'new media', but is restricted to that which is online, a restriction we follow here. In practice, most research concerns 'the internet', generally the 'fixed internet', for research on children's use of online technologies via mobile phone, games console, etc., remains limited or non-existent in most countries

<sup>2</sup> Care is needed regarding exactly who was interviewed. In some countries, it was the 'General European public over 15 years old'; sometimes it was 'caretakers' with children aged 17 or under; sometimes it was a sub-sample of caretakers claiming that the children used the Internet (since there were only 3000 of this last group in the European sample we cannot do national comparisons – but we do!). Unfortunately, the survey did not ask caretakers if they were parents of the child asked about, leaving open the possibility that respondents were other relatives or household members.

<sup>3</sup> Attempts were made to track down missing information for some of the studies by EU Kids Online team members (e.g. sending emails to the relevant researchers asking for details) but this was

sometimes not successful, or else took time – a scarce resource in the project.

<sup>4</sup> Note that in the first edition, studies concerned with advertising/commercialism were separately categorised. In the present edition, they have been treated as content risks (e.g. advertising) or conduct risks (e.g. spam, scams) as appropriate.

<sup>5</sup> Note that Stald & Haddon (2008), in their parallel analysis of funding sources, excluded studies conducted as part of a Master's or a PhD thesis.

<sup>6</sup> As noted in earlier chapters, the emphasis is on single countries not on the overall picture on a European level.

<sup>7</sup> Much of what is reported here is not specific to European research. Professor Angeline Khoo, of the National Institute of Education in Singapore and a member of the EU Kids Online International Advisory Board, observes that in Singapore also, most research focuses on internet uses by children rather than on risks. Research in Singapore tends to be multidisciplinary, conducted by communication or education departments, to be descriptive in nature and to be quantitative in its methodology. There are few studies with children younger than nine. Other key gaps include research on parental awareness or mediation, media literacy, the role of teachers, the risk of exposure to challenging content, and online gaming by children. Further areas of concern including blogging, cyberbullying and excessive gaming. For further information, see <http://www.mda.gov.sg/wms.actualTransferrer.aspx?c=2.2.14&sid=753&eid=-1&fid=-1>. See also <http://www.zdnetasia.com/news/business/0,39044229,61980354,0,0.htm> and [http://www.ntu.edu.sg/sci/research/internet\\_overview.html](http://www.ntu.edu.sg/sci/research/internet_overview.html)





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### Contact details

Professor Sonia Livingstone and Dr Leslie Haddon  
Department of Media and Communications  
The London School of Economics and Political Science,  
Houghton Street, London WC2A 2AE, UK  
f +44 (0) 20 7955 7248  
e [s.livingstone@lse.ac.uk](mailto:s.livingstone@lse.ac.uk) / [leshaddon@aol.com](mailto:leshaddon@aol.com)

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