

EU Kids Online III

A Thematic Network to Stimulate and Coordinate Investigation into the Use of New Media by Children

**This report is Deliverable D1.5A – *public version*
(First Annual Progress Report, to cover 01/11/11-31/10/12)**

The EU Kids Online network
(For participants, see Annex 1)

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The *EU Kids Online* network has been funded by the EC Safer Internet Programme in three successive phases of work from 2006-14 to enhance knowledge of children's and parents' experiences and practices regarding risky and safer use of the internet and new online technologies.

As a major part of its activities, *EU Kids Online* conducted a face-to-face, in home survey during 2010 of 25,000 9-16 year old internet users and their parents in 25 countries, using a stratified random sample and self-completion methods for sensitive questions.

Now including researchers and stakeholders from 33 countries in Europe and beyond, the network continues to analyse and update the evidence base to inform policy.

For all reports, findings and technical survey information, as well as full details of national partners, please visit www.eukidsonline.net

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1. Introduction

1.1 Overview

EU Kids Online III is a thematic network coordinated by Professor Sonia Livingstone and Dr Leslie Haddon at the Department of Media and Communications, London School of Economics and Political Science. It is funded by the EC Safer Internet Programme in order to coordinate and stimulate investigation into the way children use new media, with a particular focus on evidence regarding the conditions that shape online risk and safety; see www.eukidsonline.net.

In its *first phase* (2006-9), as a thematic network of 21 countries, *EU Kids Online* identified and critically evaluated the findings of nearly 400 research studies, drawing substantive, methodological and policy-relevant conclusions. In its *second phase* (2009-11), as a knowledge enhancement project across 25 countries, the network surveyed children and parents to produce original, rigorous data on their internet use, risk experiences and safety mediation.

In its present, *third phase* (2011-14), the *EU Kids Online* network provides a focal point for timely findings and critical analyses of new media uses and associated risks among children across Europe, drawing on these to sustain an active dialogue with stakeholders about priority areas of concern for child online safety.

- Specifically, the network has *widened* its work by including all member states, by undertaking international comparisons with selected findings from countries outside the EC, and extending its engagement – both proactively and responsively - with policy stakeholders and internet safety initiatives.
- It is *deepening* its work through new and targeted hypothesis testing of the pan-European dataset to strengthen insights into *the risk environment* and *strategies of safety mediation*, by testing new and innovative research methodologies for the nature, meaning and consequences of children's online risk experiences, and conducting longitudinal comparisons of findings where available over time.
- Last, it is *updating* its work through a rolling programme to maintain the online database of available findings, and by producing timely updates on the latest knowledge about new and emerging issues - for example, social networking, mobile platforms, privacy, personal data protection, safety and awareness-raising practices in schools, digital literacy and citizenship, geo-location services, and so forth.

All members are listed by country in Annex 1.

1.2 Work packages

The project is organised into six work packages which address the aim and objectives.

Work package 1: Project management and evaluation

- To ensure that objectives, deadlines and quality standards are met, through the establishment of effective and flexible progress monitoring, assessment and quality control procedures.
- To sustain and encourage a dynamic research network engaged in active dialogue with relevant stakeholders, benefiting from ongoing projects internationally and stimulating new research.

Work package 2: European evidence base

- To identify recent evidence about children's use of new media across Europe, in each member state and other participating countries, all coded and entered in an online public database.
- To evaluate the quality of the evidence base, promoting high quality findings, identifying significant weaknesses in the evidence base, and reporting on trends in three annual reviews.
- To reflect on methodological good practice for research on children's internet use, including lessons from EU Kids Online II, and promote these as Frequently Asked Questions online.

Work package 3: Hypotheses and comparisons

- To test a series of hypotheses (theory-led and policy-led) and comparisons (e.g. to explore regional groupings) in the EU Kids Online II dataset, resulting in short reports and full articles.
- To develop and report on bilateral comparisons of European findings and those from directly parallel (e.g. in Russia) or similar projects (e.g. in USA), to understand online risk.
- To develop and report on longitudinal comparisons of EU Kids Online findings and those from previous surveys (e.g. SAFT, Eurobarometer), to understand time trends and changes.

Work package 4: Meanings of risk for children

- To identify and stimulate the use of innovative qualitative methods for exploring difficult contextual and ethical issues that arise when researching children's understandings of and responses to online risk.
- To explore the meanings of risk for children, drawing on innovative methods where possible, to demonstrate the value of such approaches and explore their potential for comparable findings.

Work package 5: Dissemination of project results

- To disseminate project results within national, European and international research forums and thereby promoting existing research and stimulating new research on children's new media use.
- To disseminate project results among national, European and international stakeholders so as to maximise the value of existing research and support the growth of evidence-based policy.

Work package 6: Policy recommendations

- To monitor emerging issues and debates in internet safety policy making at both the national and international level.
- To highlight areas of interest arising from EU Kids Online research for the safety awareness policy community (with WP5).
- To formulate policy recommendations in conjunction with outcomes of other work packages (WP3 and WP4).
- To assess national policy responses to internet opportunities and risks as identified by EU Kids Online.
- To contribute to policy discussion at a European and international level.

2. Report

2.1 Report structure

1. This report is based on the work of the whole EU Kids Online network of 33 countries plus the International Advisory Board. Please see Annex 1 for a list of all members.
2. This first annual report is organised in two ways. First, we report on activities by date, noting key activities and events during the past six months, in accordance with the project timeline.
3. Second, we summarise activities by work package, noting progress and any issues arising for each work package.
4. Following these reports of activities, we present a brief overview of progress to date, by way of conclusion.
5. The annexes provide additional information (meeting agendas and participants, lists of contacts and dissemination activities, etc.) as appropriate.

2.2 Report on activities by date

Kick-off meeting, LSE, London, 24th September 2011

- The national teams introduced themselves.
- There was an open plenary discussion of how experiences of EU Kids Online II could inform the new project.
- The new project, aims and objectives, expectations of network members and the timetable were presented.
- The MG members outlined the different work packages.
- Forward Planning Meeting. Activities, plans and deadlines for work for the four months ahead were reviewed and agreed.

November-December 2011 (T1-2)

- A press release was issued announcing the end of the EU Kids Online II and start of the EU Kids Online III project.
- The EU Kids Online website (deliverable D5.2) was developed to incorporate information about new team members and add the new EU Kids Online III material aimed at making the site more of a public resource. More visual elements were also added.
- The portal managing the files of and communication between network members was reorganised.
- The Network Members Agreement was drafted. (deliverable D1.2)
- An initial detailed work plan was drawn up by the LSE coordinator. (deliverable D1.1)
- A contract was signed with Nordicom for publication of book 'Towards a Better Internet for Children. European Policy Debates and Challenges' to be published in early (2013).(deliverable D6.1)

1st Workshop, Hans Bredow Institute, Hamburg, 26th-28th January, 2012 (T3)

- Progress was reviewed.
- The theoretical framework was discussed in plenary.
- The short report on parental mediation was presented.
- The redesigned evidence database (repository) was shown to members.
- Each work package leader gave an overview of his/her work package.
- WP2, to which all members contribute, was discussed in plenary.
- WP3, WP4 and WP6 held sessions in parallel.
- WP5, dissemination, was outlined in plenary.
- The system for communication within the network was discussed.
- Forward Planning Meeting. Activities, plans and deadlines for work for the six months ahead were reviewed and agreed.

1st Management Group Meeting, Hans Bredow Institute, Hamburg, 28th January 2012 (T3)

- Progress was reviewed.
- WP2, WP3, WP4, WP5 and WP6 were discussed and potential challenges addressed.
- There was a discussion of how the next meeting in Oslo would be organised.

February-April 2012 (T4-6)

- The first (Hamburg) workshop minutes were circulated.
- A revised work plan was drawn up by the LSE coordinator.
- The state of the project was evaluated by the coordinator.
- The 6th monthly report D1.1 was submitted to the EC.

April-June 2012

- The short report, 'Towards a better internet for children: findings and recommendations from EU Kids Online to inform the CEO coalition' was released across Europe for Safer Internet Day 20112.
- Network members sent in information about national studies to WP2 for the European database.
- Network members sent in first drafts of national summaries for the Perspectives Report (WP3).
- The first pilot testing of the qualitative interview schedules was conducted in the Czech Republic (WP4).
- Teams continued preparing short reports for WP3.
- Presentations of the EU Kids Online III research plans were made at conferences.
- Submissions to each of the working groups of the CEO Coalition (with the exception of WG5) were made in response to requests for feedback. (WP6)

2nd Workshop, University of Oslo, Oslo, 14th-16th June, 2012 (T8)

- Progress was reviewed.
- The Brazilian project using the EU Kids Online survey questionnaire was discussed.
- Plans were made for developing the Perspectives Report (WP3).
- Each work package leader gave an overview of his/her work package.
- The report for the CEO Coalition was presented (WP3).
- WP2, WP3, WP4 and WP6 held sessions in parallel.
- WP5 held a plenary session.
- Forward Planning Meeting. Activities, plans and deadlines for work for the six months ahead were reviewed and agreed.

2nd Management Group Meeting, University of Oslo, Oslo, 16th June, 2012 (T8)

- Progress was reviewed.
- WP2, WP3, WP4 and WP5 were discussed.
- The Oslo workshop was evaluated and there was a discussion of how the next meeting in Prague would be organised.

June-October 2012 (T9-12)

- The European Evidence Database was moved to a new server and the search facilities and user interface were improved (WP2).
- Network members continued to send in information about national studies to WP2 for the European database and also added sections on findings for the more recent studies.
- Network members updated the Frequently Asked Questions for the methodological section of the website (WP2).
- Short reports on 'Excessive internet use' and Coping and resilience' were completed (WP3), and preparations for press releases begun (WP5).
- The EU Kids online book 'Children, risk and safety on the internet' was published (WP5).
- A press release for the EU Kids Report to the Coalition on "better Internet for children" was sent out in localised versions in most EU Kids Online participating countries, coordinated by WP5.
- A press release for the EU Kids "Perspectives Report" was sent out in localised versions in most EU Kids Online participating countries, coordinated by WP5.
- There was some liaison between EU Kids Online and the EU NET ADB project on addictive behaviour as regards comparing results from their two pieces of research. Equivalent liaison for the same purpose took place with the GSM Association.
- EU Kids Online contributed to the forum on 'Involving Intermediaries in Cybersecurity Awareness' convened by ENISA as part of the EU-US dialogue on cybersecurity (Brussels, June 2012) (WP6).
- EU Kids Online participated as a 'third party' member in the mid-term review of the CEO Coalition (Brussels, July 2012) (WP6).
- EU Kids Online also participated in the Forum of the ICT Coalition for a Safer Internet for Children and Young People (Brussels, October 4, 2012) and contributed to the Safer Internet Forum, Brussels, (WP6).

2.3 *Report on activities by work package*

WP1: Project management and evaluation

As planned in the original proposal, the coordinator has undertaken the following in order to ensure effective delivery of the work packages:

- Designed a series of face to face workshops, of which the kick off meeting and one subsequent workshop have been held.
- Established the intranet portal (using a combination of Google Sites, Docs and Groups) for sharing expertise and knowledge within the network.
- Established a collaborative style of leadership within a relatively flat management structure to facilitate research developments and policy input.
- Managed the redesign of the online data repository, relabelled the European Evidence Database, to support the work of WP2.
- Determined, with others, that the introduction of a new work package on policy implications (WP6) would be desirable, and via this, input into the EC CEO Coalition for a better internet for children.
- Managed the design of the project website as the public face of EU Kids Online.
- Set up the budget to ensure cost-effective working of the project throughout the period, including contracts for staff within the coordinating organisation, plus contractual arrangements with partners.
- Developed the workplan for the project, in consultation with the network (deliverable 1.1).
- Developed the partners' agreement and network members' agreement, in consultation with those involved (deliverables 1.2).
- Renewed and updated the contacts list for project dissemination.
- Worked to integrate new members (new countries) within the network.
- Liaised with the EC Safer Internet Programme.
- Liaised with the International Advisory Panel, and held one electronic/telephone consultation on project plans, aims and direction.
- Responded to a series of ad hoc requests for research and/or policy input from a range of stakeholders.

WP2: European evidence base

Preparations for WP2 started in November 2011 with discussions between the network co-ordinator (Leslie Haddon) and the WP2 leader (Kjartan Ólafsson) on how to approach the data collection and focusing amongst other things on:

- How to ensure continuity from previous EU Kids Online work,
- Which countries to include,
- Which criteria to set for studies to be included in the analysis intended,
- What to expect from the analysis in terms of results.

The work was then taken forward by the WP leader who prepared a detailed document outlining the objectives, tasks and deliverables of the WP. The document was further developed in collaboration between the project co-ordinators and the WP leader and the main ideas were presented to the whole network at the first network meeting in Hamburg in January 2012. Based on discussions at the Hamburg meeting the description of work for the WP was then further developed and then sent to the network members in February 2012 to serve as a reference point for the first task to be carried out by all national teams.

The first task to be implemented by all national teams was the *mapping of the available research on children's use of media* to contribute to one of the three main objectives of WP2 which is to *identify*

recent evidence about children's use of new media across Europe, code them and enter in an online public database. To facilitate this task each national team was sent a collection form containing those studies which had already been identified for that particular country accompanied by detailed instructions (in the description of work document) on how to approach the task.

Very briefly the inclusion criteria set for studies to be reviewed in WP2 were the following:

- The study should contain information on children (0-17 years old).
- It should make references to the 'online/mobile'.
- It should form a part of the evidence base in that particular country.
- Results should be accessible and should meet a satisfactory quality threshold.
- The study should use data that has been collected in 2006 or later.

The initial scoping task in all countries was to be finished by the end of April 2012 to feed into initial analysis of the availability of studies and discussions at the second network meeting in June 2012. As of mid-April 2012 all participating countries had made some (and even very good) progress in completing this task.

Preliminary findings regarding the studies identified until the end of May 2012 were presented to the network at its second meeting in Oslo in June. By that time the network had identified 322 studies in addition to the 408 which had been identified in the EU Kids Online I project. The search for new studies was continued into the summer and is expected to deliver at least 100 more by the end of October. The inclusion criteria were discussed in light of the work that had been carried out and the preliminary results. In general they have been found to work well although there are always cases where it is difficult to draw a clear line as to whether a study should be included or not. The group that has been working on WP2 used the opportunity of the network meeting to discuss some of the marginal cases and as it turned out there was a high level of agreement on how to treat them.

The Oslo workshop was also used as a starting point for the summarising the findings of the studies that have been collected. Given the large number of studies that have been identified it was decided to focus on studies that have been published in the last four years (2009-2012). From each of these studies the national teams have worked to provide a summary of between 1 and 7 bullet points.

In addition to the collection of studies and the summary of findings WP2 has also focused on updating and revising the methodological best practice guide. This has included a thorough revision of existing FAQ's as well as working on two new FAQ's.

In late August a meeting was held with representatives from IT services at LSE to discuss the processes and necessary requirements for successful uploading of the European research database onto the project website.

The WP2 co-ordinator (Kjartan Ólafsson) and the project co-ordinators (Sonia Livingstone and Leslie Haddon) held a meeting in September to review the progress of WP2 and to discuss the work ahead and potential challenges. Overall WP2 has been progressing according to plan.

WP3: Hypotheses and comparisons

The **objectives** of WP3 are:

- to test a series of hypotheses (theory-led and policy-led) and conduct comparisons (e.g. to explore regional groupings) in the EU Kids Online II dataset, resulting in short reports and full articles,
- to develop and report on bilateral and multi-country comparisons of European findings and those from directly parallel projects (e.g. in Russia) or similar projects (e.g. in the USA), in order to understand better online risks,
- to develop and report on longitudinal comparisons of EU Kids Online findings and those from previous surveys (e.g. SAFT, Eurobarometer), to understand better time trends and changes.

In order to fulfill these objectives the network is continuously working on the following **tasks**:

- 1) *Identify relevant research questions:*
 - Assess stakeholder feedback to identify new questions to be addressed.
 - Review new research from EU countries as identified in WP2.
- 2) *Analyse the EU Kids Online II dataset:*
 - Conduct statistical analyses and write reports on results regarding
 - the changing risk environment and
 - strategies of safety mediation.
- 3) *Relate EU Kids Online findings to broader contexts:*
 - Compare EU Kids Online II findings with other countries, as identified through WP2 and entered in the EU Kids Online III online database (bilateral and multi-national comparisons).
 - Compare EU Kids Online findings with data from previous surveys (longitudinal comparisons).

These are the **achievements** of the WP activities so far:

- An *overview* has been conducted of all the analyses that have been done with the EU Kids Online dataset so far.
- The network has *identified research questions* that are relevant according to the above objectives: Network members have proposed topics that meet the objectives of this work package and are to be published as Short Reports in the EU Kids Online Working Paper Series.
- Task forces have been built by dedicated network members who work on Short Reports on the research questions identified. For this process the network has defined “Editorial procedures of the EU Kids Online Working Paper Series”.

WP4: Meanings of risks for children

After series of discussions, the work on WP4 was divided into two work groups:

- The *satellite research* group’s task will be the collection of studies carried out among EU Kids Online members involving qualitative research with focus on innovative methods. This research group will work on the report D4.1 – “Innovative methods for investigating how children understand risk in new media” (T22).
- The *comparative research* group’s task will be to carry out the comparative research across countries, with a common methodology, focusing on the meanings of online risks for children. This research group will work on the report D4.2 – “Understanding the meaning of risks for European children” (T30).

Satellite research group

- The research group discussed studies that have been carried out recently in following countries: Belgium, Greece, Finland, Turkey, Austria., Sweden, Italy, Germany, Spain, Ireland, Slovenia, Slovakia, Estonia, Russia, the UK, the Czech Republic. These countries expressed their interest in being part of the “satellite research group”.
- National contacts from those countries discussed what counts as innovative methods and how we can define and/or describe such methods.
- From February to May 2012, the group will collect information about the qualitative methods carried out by EU Kids Online members from 2011-1013.
- The main aim is to reflect on the methodological issues that arise. This will provide the basis for a later report on innovative methods.
- From May to October 2012, 36 studies were collected from the national teams and the information was synthesised in order to reflect different methodologies used in qualitative research and what innovative aspects those specific methodologies entailed.
- Second, after the initial analysis of these studies, the national teams were asked to provide further information on methodological and ethical issues as regards selected studies that were classified as highly innovative with respect to the combination of topic chosen, methodology and participants.

Comparative research group

- The group conducted a review of 13 studies carried out as comparative cross-culture qualitative research that will help in the development of the methodology for the planned comparative research.
- The following countries expressed their interest in participating in the comparative research group: the Czech Republic, Greece, Italy, Hungary, Norway, Slovenia, the UK, Belgium, Malta, Portugal, Spain, Romania, Turkey, Australia, and France.
- Possible research questions were discussed by members of those countries, the most prominent research question being about children’s perceptions of risk.
- The Czech team was working from January to March on developing more detailed research questions. We conducted a review of 35 studies focusing on children’s perceptions of online risks. The results of this review and relevant research questions were discussed on the EU Kids Online web portal between April and June, plus at the meeting in Oslo.
- In the research goals we decided to avoid the word ‘risk’. Hence, the goals have been formulated in following way:
 - What do children perceive as being potentially negative or problematic when using the internet?
 - What impacts and consequences can such negative experiences have?
 - How do they evaluate things that adults consider potentially problematic?
 - What do children do to avoid these problematic experiences?
 - What can children do after having such negative experiences?
 - What coping strategies work best from children’s perspectives?
- At the EU Kids Online meeting in Oslo, we made a decision concerning the methods to be used in the common comparative research. Every country will carry out research with a minimum of six focus groups and conduct at minimum of twelve face to face interviews. Focus groups will be single gender what means that three focus groups will be with boys and three with girls, aged 9-10, 11-13, 14-16. Data collection will take place in schools. The interviewees would be different children from the focus group participants and will be chosen randomly.
- We discussed the topic guides for the focus groups and interviews and the first draft of these topic guides has been written.

- At the meeting in Oslo the ethical aspects of the research were also discussed. The minimum permissions will be from the school head, the teacher and the child. Some of the countries also needed to have parental permission or authorisation from national bodies.
- The Czech and UK teams developed the ethical review questionnaires to be approved by LSE Research Ethics Committee. We also prepared the consent forms for children, parents, directors of schools, and the information leaflet about the research. These were formally submitted in October 2012.
- Pilot focus groups and interviews are planned in November and December, coding and coding manual will be discussed at the meeting in Prague in January.

WP5: Dissemination of project results

- Development of dissemination plans as outlined in the contract.
- Briefing about the dissemination plans to all network teams at the network meeting in Hamburg, January 2012.
- Clarification of WP5 work targets for national teams, specifically:
 - Have at least 30 people sign up for EU Kids Online contact list.
 - Promote EU Kids Online through social media like Facebook and Twitter @Eukidsonline (#eukidsonline).
 - Promote our newsletter whenever and wherever relevant.
 - Present the EU Kids Online project and/or project results at a minimum of four events.
 - Ensure national media mentioning of EU Kids Online.
 - Document outputs.
- Assessment of internal information needs and preferences among network members resulting in a shared system of 1) regular coordinators reports by e-mail 2) a portal for documentation and discussions in work packages 3) an internal Facebook group for network member's informal information and discussions.
- Assessment of practical media training needs among the network members.
- Setting up a Facebook group for internal informal communication and information exchange.
- Coordination with other WPs for sending out press releases when relevant (e.g. when short reports are published).
- Cooperation with Insafe, developing a short report and corresponding press release for the national awareness centres to disseminate as part of Safer Internet Day 2012.
- Setting up a public Facebook page for the project. This page was developed further as a dissemination and consultation tool. Its primary mission of our Facebook page is for updates when we have new research findings or reports. (See Annex 4).
- Setting up a Twitter account for the project (See Annex 4).

WP6: Policy recommendations

The Work Package on Policy Recommendations was included as a formal part of EU Kids Online III at the Hamburg Network meeting, January 2012. While not part of the original Description of Work, it was agreed that this would be a valuable addition to the project and would work in close cooperation

with other work packages and work package leaders to highlight areas in which we can make policy recommendations and to maintain close contact with stakeholders in the field.

The objectives for Work Package 6 (Policy Recommendations) are to monitor European and international level policy developments, identifying areas where EU Kids Online may make contributions. A working group comprising members of the EU Kids Online network is active in contributing to a variety of policy fora and to developing policy-based outputs in the form of scholarly articles, books chapters and short reports. A programme of work has been agreed with planned activities over the full duration of the project.

Main activities

The network meeting in Oslo in June 2012 agreed the main topics to be addressed in the planned outputs of the work package. It was agreed that:

- D6.2 (March 2013) would comprise a short report critically responding to the outcome of the CEO Coalition process.
- D6.3 (July 2013) will be decided at the next network meeting in Prague (January 2013) and will address the theme of policy development at a national development and in comparative context.
- D6.4 (Jan 2014) will consist of a cross-European comparative discussion of implementation of EC strategy for a better internet for kids. The purpose of the study will be to assess how different member states have responded to the call for action and the extent to which public and private sector companies likewise have contributed to objectives set out in the strategy.
- D6.5 will be a special themed issue of a journal addressing policy debates, as featured in EU Kids Online reports, framed in an international context. Of particular relevance will be policy discussion of emerging findings of international associate members of the network (Australia, Russia and Brazil).
- WP6 will publish a book on internet safety policy in early 2013 and has signed a contract with Nordicom. All submissions to the book are now complete. Editorial work is continuing according to the timeframe agreed with Nordicom. Provisionally titled *Towards a Better Internet for Children: European Policy Debates and Challenges*, the book comprises 17 chapters detailing concepts, theoretical discussion and analysis of themes covering the full spectrum of children's internet safety. Drawing on the knowledge base developed by EU Kids Online II, it is intended that the book will make a significant contribution to assessing the achievements and future challenges for internet safety policy at a time of intense debate on the subject.
- WP6 contributed responses to four of the Working Groups of the CEO Coalition convened by the Safer Internet programme. Submissions highlighted relevant findings of EU Kids Online research and recommendations in relation to:
 - Reporting abuse
 - Privacy Settings
 - Parental controls
 - Age-rating and classification
- The short report "Towards a Better Internet for Children" (Livingstone, S., Ólafsson, K., O'Neill, B., & Donoso, V., 2012), developed a more detailed analysis under these themes and was launched in June 2012 to coincide with the mid-term meeting of the CEO Coalition.
- Members of the network have attended as third party observers/contributors to all plenary meetings of the CEO Coalition, and have made presentations to individual working groups. In addition, network members have participated in meetings of the ICT Coalition for a Better Internet for Children and Young People, the industry's self-regulatory initiative.
- Network members have contributed to policy forums of ENISA, the Safer Internet Forum, and Joint Research Centre of the European Commission in Ispra ('Social Networking and Cyberbullying' convened by the European Commission Joint Research Centre in Ispra, Italy (Oct 5-6)).

- Conference papers on policy-related themes were made at IADIS (Berlin), INFUTURE (University of Zagreb) and ICRI (KU Leuven)
- Network members continue to contribute to policy at a national level and are represented on relevant governmental/advisory panels. In Ireland, an international symposium on the European Commission's strategy on 'Better Internet for Kids' is planned for November 2012 with contributions from EU Kids Online members (Livingstone, O'Neill, Staksrud). National teams have developed, as part of the Perspectives report, a short presentation of national policy priorities as evidenced by EU Kids Online findings. In conjunction with WP5 on dissemination, all national teams have been asked to develop links with relevant national stakeholders using the opportunity of meetings and public events to disseminate findings.

3. Evaluation of success indicators

The success indicators in the description of the work (shown below) only start from the end of the first year, and on the timetable some are not due to be implemented yet. Nonetheless, we are well on the way to achieving the targets set, as shown below.

Indicators	Progress	
	Expected by end of year 1	Actual progress by end of 1 year
Numbers of visits to the website	100,000	Estimated 75,000
Number of people on the contact list	800	2330
Number of entries in the European evidence database	500	925
Number of academic/public/stakeholder presentations	40	363
Number of media reports referring to the project	100	492
Number of short report copies emailed or downloaded	100	Estimated 1425
Number of final report (hard) copies distributed internationally	n/a	1430
Number of "friends"/"followers" on social networking services	150	539
% of teams held national stakeholder liaison meetings	70%	0

Detailed progress is as follows:

- **Number of visits to the website:** 63,919 up to the end of August 2012 (September is not yet available due to a technical problem and October is not available until November - hence the estimate of 75,000).
- **Number of people on the contact list (with emails):** 2,330.
- **Number of entries in the European evidence database:** 925.
- **Number of other academic/public/stakeholder presentations** 111+110=142 = 363 (see Annex 4).
- **Number of media reports referring to the project:** 493 (see Annex 4).
- **Number of short report copies emailed or downloaded:** 1,425 (See note on how this was calculated in Annex 3).
- **Number of report copies distributed internationally** 1,430 (Originally we had not planned to distribute a report at this stage).
- **Number of "friends"/"followers" on social networking services:** 539 (See Annex 4).
- **% of teams held national stakeholder liaison meetings:** 0% since we decided to delay this.

Annexes

Annex 1: EU Kids Online III: Network Members

Austria

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Croatia

Dunja Potočnik
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Ivana Čosić Pregrad
Child Protection Centre of Zagreb
Marija Lugarić
Ministry of science, education and sports
Dejan Vinković
University of Split
Dragana Matešković
Child Protection Centre.

Cyprus

Yiannis Laouris
Tatjana Taraszow
Elena Aristodemou
Aysu Arsoy
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Aleksis Jarockis
Guna Spurava
Līva Brice
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United Kingdom

Sonia Livingstone
 Leslie Haddon
 Cornelia Reyes
 Ellen Helsper
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 John Carr
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Annex 2: Key Contacts - Network Members, Institutions, Countries

#	Key contact / institution	Country	Role
1	Sonia Livingstone/Leslie Haddon, London School of Economics	UK	Coordinator
2	Kjartan Ólafsson, University of Akureyri	Iceland	WP2 leader, partner
3	Giovanna Mascheroni, Catholic University of Milan	Italy	Partner
4	Uwe Hasebrink, Hans Bredow Institute, Hamburg	Germany	WP3 leader, partner
5	David Šmahel, Masaryk University, Brno	Czech Republic	WP4 leader, partner
6	Elisabeth Staksrud, University of Oslo	Norway	WP5 leader, partner
7	Brian O’Neill, Dublin Institute of Technology	Ireland	WP6 leader, Partner
8	Gitte Stald, IT University of Copenhagen	Denmark	Partner
9	Reijo Kupiainen, Aalto University Foundation	Finland	Partner
10	Leen d’Haenens, Catholic University of Leuven	Belgium	Partner
11	Luiza Shahbazyan	Bulgaria	Network member
12	Veronika Kalmus, University of Tartu	Estonia	Network member
13	Dunja Potocnik, Institute for Social Research, Zagreb	Croatia	Network member
14	Catherine Blaya , Université de Bourgogne, Bourgogne	France	Network member
15	Liza Tsaliki, National and Kapodistrian University of Athens	Greece	Network member
16	Bence Ságvári, Information Society and Network Research Center, Budapest	Hungary	Network member
17	Yiannis Laouris, Cyprus Neuroscience & Technology Institute	Cyprus	Network member
18	Ingrid Paus-Hasebrink, University of Salzburg	Austria	Network member
19	Inta Brikše, Department of Communication Studies University of Latvia	Latvia	Network member
20	Alfredas Laurinavičius, Mykolo Romerio University, Vilnius	Lithuania	Network member
21	Georges Steffgen, Université du Luxembourg	Luxembourg	Network member
22	Mary Anne Lauri, University of Malta	Malta	Network member
23	Nathalie Sonck, Social & Cultural Planning Office, The Hague	Netherlands	Network member
24	Lucyna Kirwil, Warsaw School of Social Psychology	Poland	Network member
25	Cristina Ponte, Universidade Nova de Lisboa	Portugal	Network member
26	Monica Barbovschi, Romanian Academy, Bucherest	Romania	Network member
27	Galina Soldatova, The Foundation for Internet Development, Moscow	Russia	Network member
28	Jarmila Tomková, VUDPaP	Slovakia	Network member
29	Bojana Lobe, University of Ljubljana	Slovenia	Network member
30	Maialen Garmendia, Univ. of the Basque Country, Bilbao	Spain	Network member
31	Cecilia von Feilitzen, Nordicom/ University of Gothenburg	Sweden	Network member
32	Sara Signer, University of Zurich	Switzerland	Network member
33	Kürşat Çağiltay , Middle East Technical University, Ankara	Turkey	Network member
34	Maria José Cantarino, Telefonica	Spain	IAP
35	Dieter Carstensen, Save the Children and eNACSO	Denmark	IAP
36	David Finkelhor and Janis Wolak, University of New Hampshire	USA	IAP
37	Lelia Green, ARC Centre of Excellence for Creative Industries and Innovation	Australia	IAP
38	Natasha Jackson, FOSI and GSMA	UK	IAP
39	Amanda Lenhart, Pew Internet & American Life Project	USA	IAP
40	Janice Richardson, European Schoolnet and Insafe	Belgium	IAP

MG – Management Group

IAP – International Advisory Panel

Annex 3: EU Kids Online Website

In the first six months the English and national language versions of national pages were updated and new pages were added for the participating countries who had joined the EU Kids Online network in EU Kids Online III. In addition more references and examples of national outputs were added to make the national pages more useful as resources. More images were added in the third column throughout the website to make it more visually interesting – in some cases these also provided an additional means to navigate around the site.

There were 63,919 up to the end of August 2012 (September is not yet available due to a technical problem and October is not available until November - hence the estimate of 75,000 for the whole year. This reflected a relatively quiet period in November, December and January at the start of the project, and then 11,000+ and 12,000+ visits in February and March before settling down to about 4,000-6,000 for the remaining months.

Apart from November 2011 when it was third, the 'reports' page has been the second most visited page after the home page in each month. This is the page, viewed 6,540 in the past 11 months, is the one from which you can download our various reports, and so has to serve as a proxy for measuring downloads. Let us assume that 5th of these lead to downloads, this would be 1308 for 11 months, extrapolating to 1,425 for the year period.

Other consistently popular pages are those relating to the survey documents (from EU Kids Online II) and the Best Practice Guide (from EU Kids Online I).

Annex 4: Dissemination

Periodically, EU Kids Online sends updates out to its contact list of people who have shown an interest in the project and signed up to the project mailing list. Figure 1 shows that most contacts can be found from Europe, but that all continents are represented.

Figure 1: Proportion of contacts by region

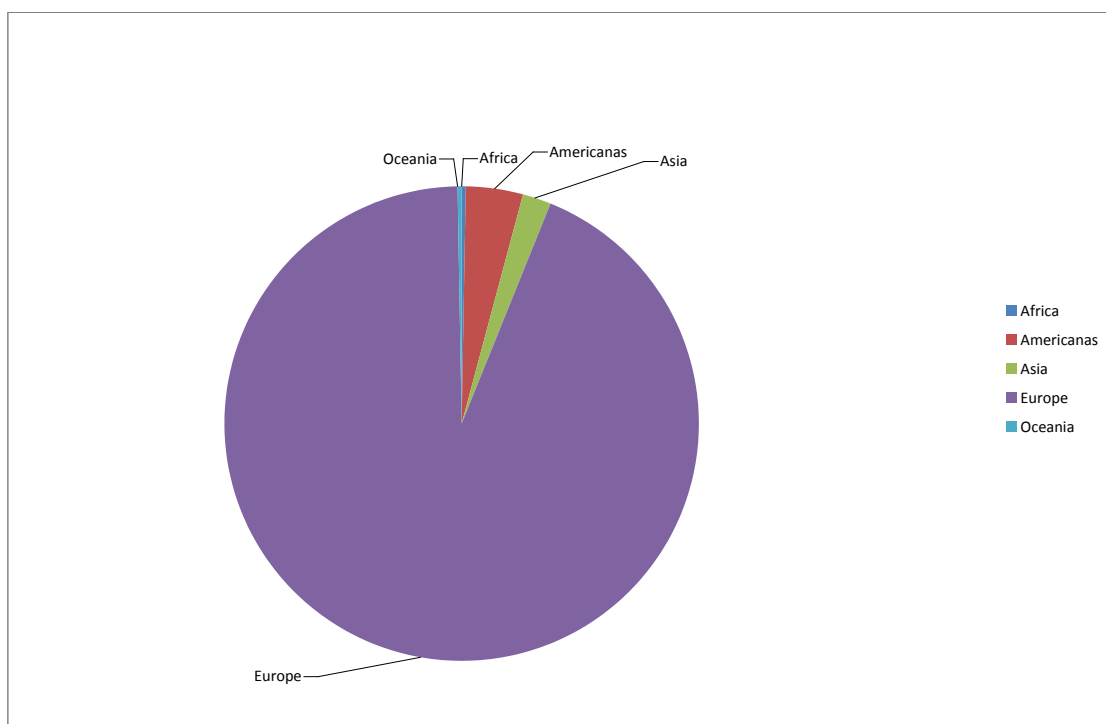
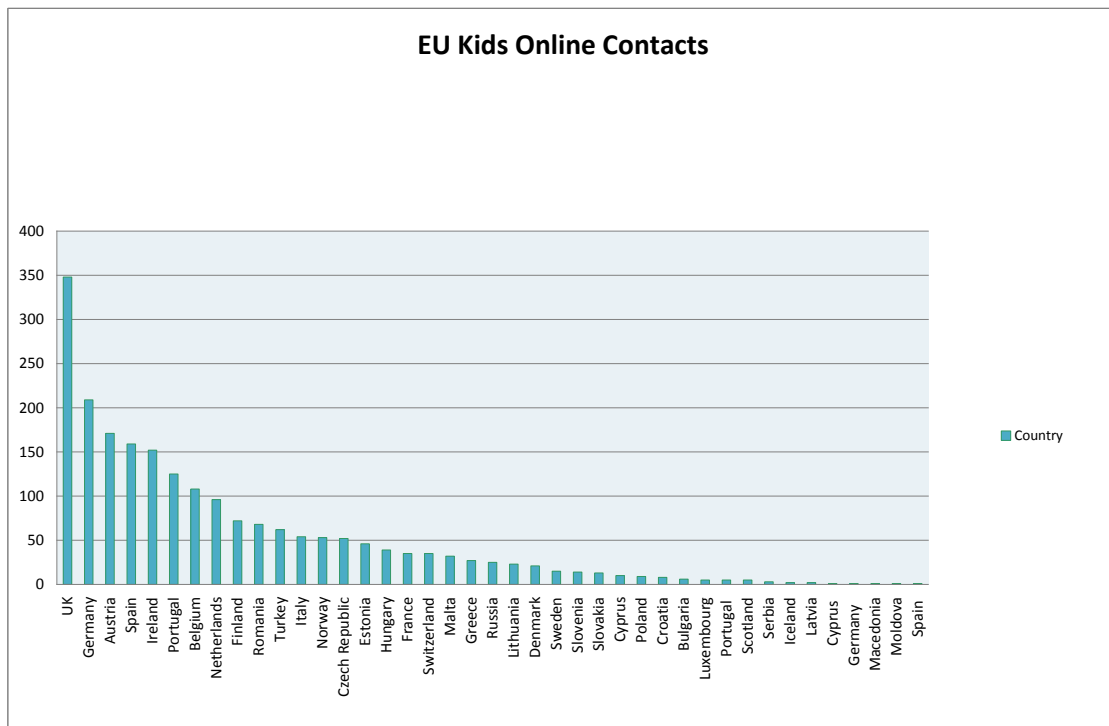


Figure 2: Distribution of European contacts



Social Media 'Followers'

- The EU Kids Online Facebook page went public on 27th March 2012.
- We have 548 people who have "liked" us - and therefore will get our postings on their own walls. This gives a potential for reaching 208 297 people (the number of unique people who were friends of people who liked our page per 25.10.2012).
- On average our posts are seen by 250 - 300 people. Our latest post (launch of the National Perspectives Report) was seen directly by 352 people and shared 13 times.
- The demographics and location of people who like the EU Kids Online page show a great variety. Age wise our "friends" are concentrated on the 25-44 year old group (see illustration below). It is also interesting to note the high number of followers coming from smaller countries such as Malta, Finland, Ireland and Norway.
- Interestingly, in terms of people talking about our page our top target groups are younger users, between 13-17 years (18%) and 18-24 years (17%) (see illustration below).

Figure 3: Demographics of people who ‘like’ us (Facebook)

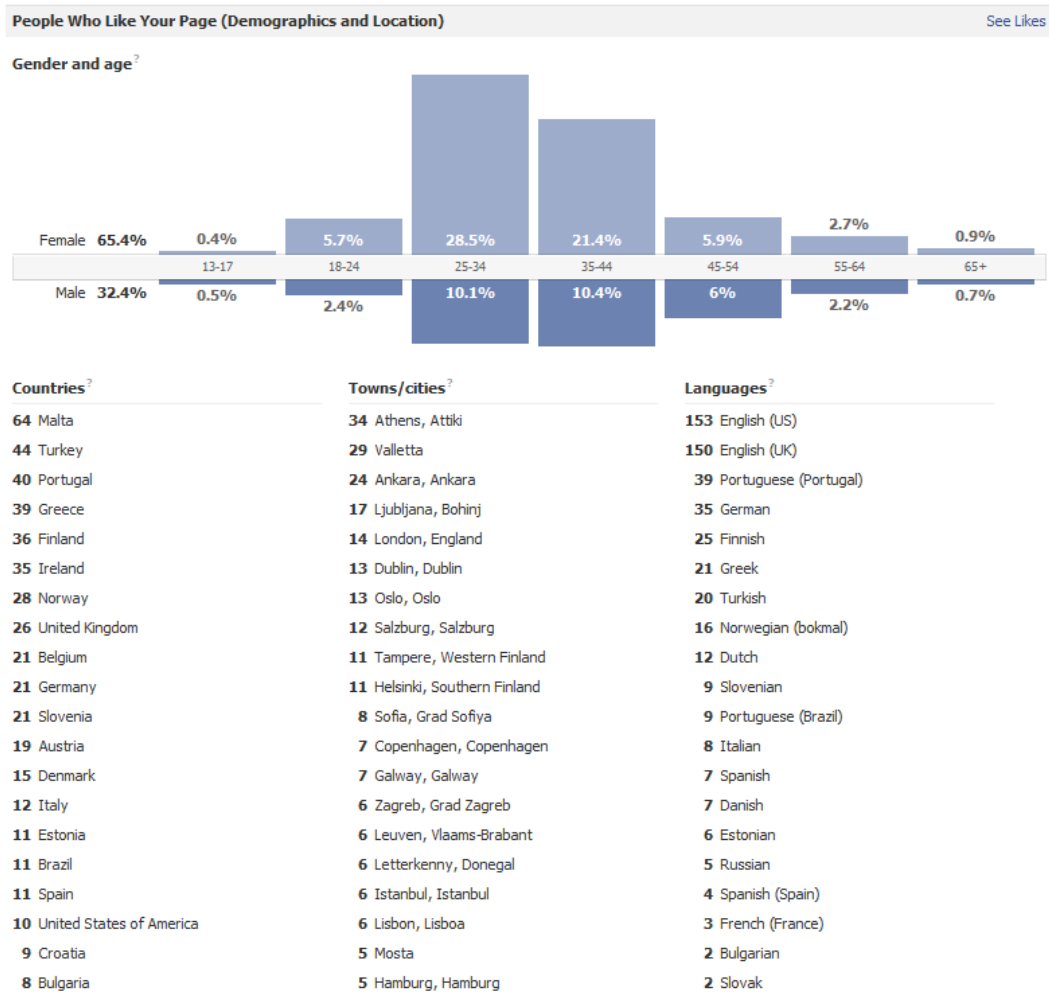


Figure 4: Demographics of people who ‘talk about’ our page (Facebook)

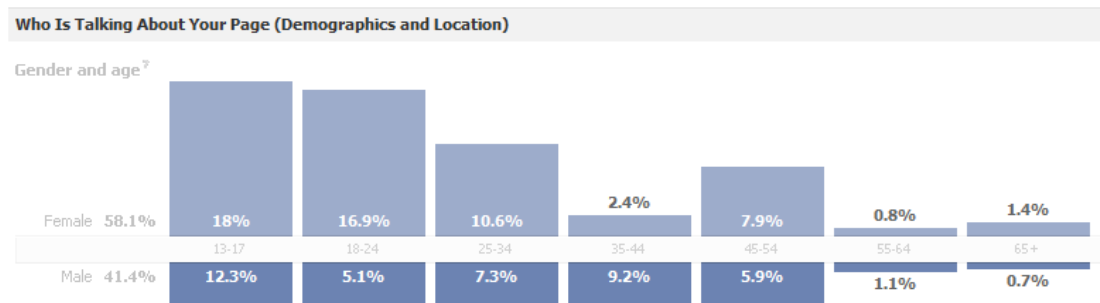
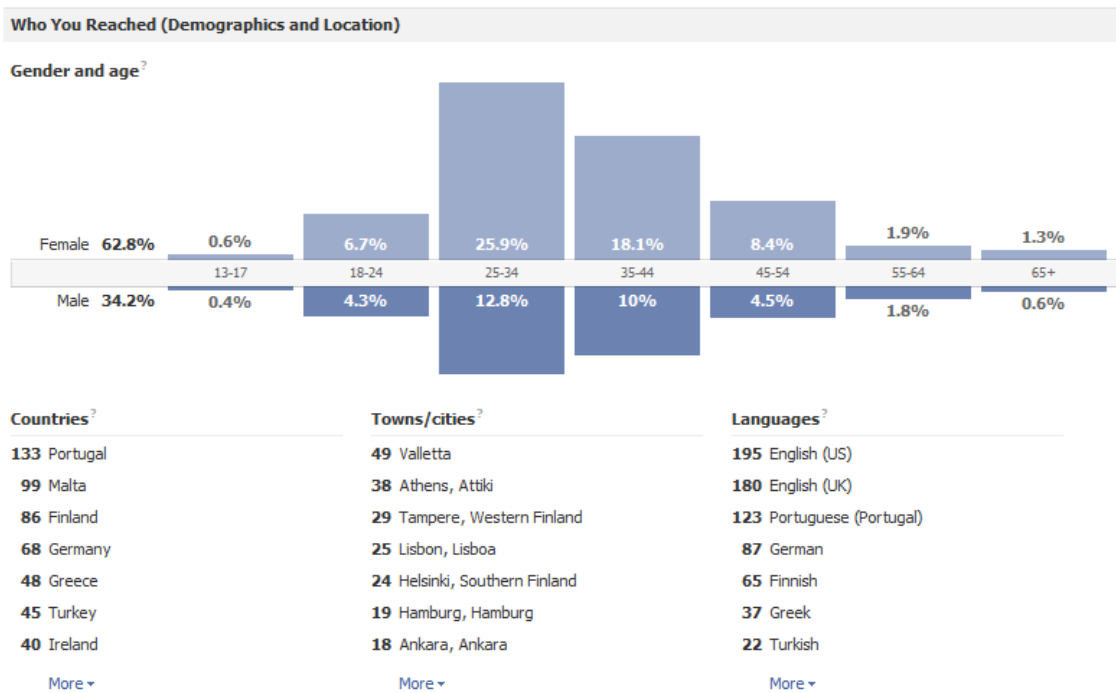


Figure 5: Demographics of people we have reached (Facebook)



- Our newly established Twitter account has so far posted 35 Tweets and has 104 followers.

Outputs

The outputs from the EU Kids Online project include publications, reports, conference and other academic presentations, presentations for the general public and stakeholders and the coverage that the project receives in the media. We are considerably above our targets in relation to all of these.

Figure 6: Number of outputs by type November 2011 – September 2012

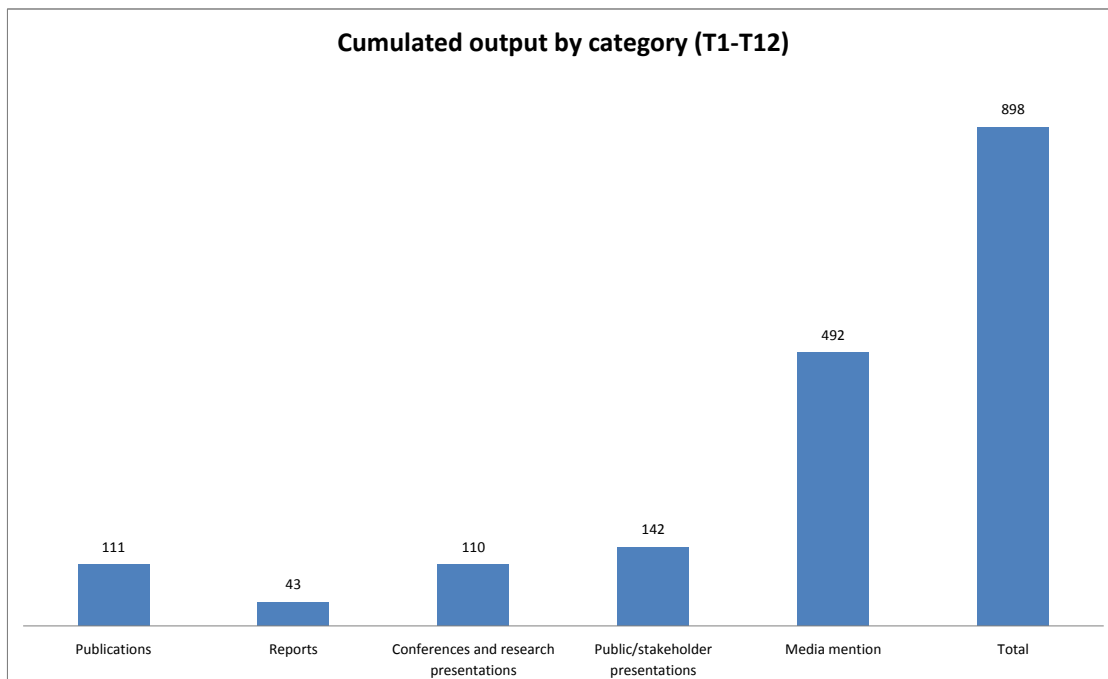
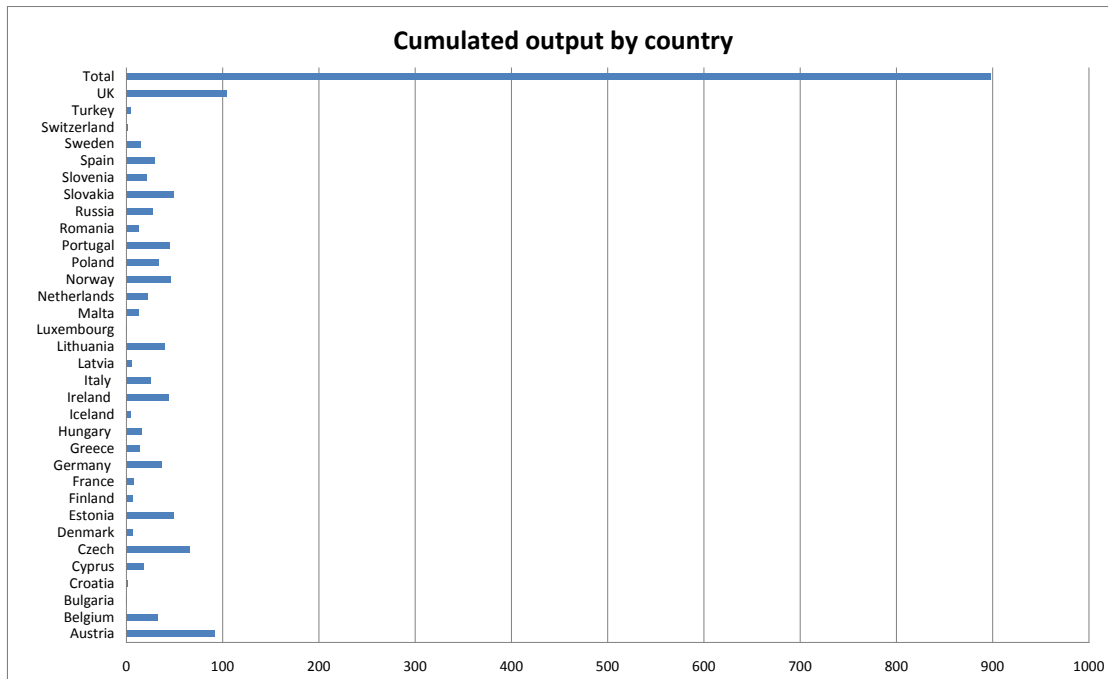


Figure 7: Number of outputs by country November 2011 – September 2012



Outputs for the period November 2011- September 2012

These are listed below, categorised in terms of output type. NB The release of a short report in October lead to more media mentions than is reported here, but this will be noted in the next 6th monthly report.

Publications (books, journal articles, book chapters)

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- Staksrud, E. (2011). Children and the Internet: Risk, Regulation, Rights. Phd, University of Oslo, Oslo.
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the adolescents' behaviour in the environment of social networking sites]. Poster presented at conference *Psychologické dni 2011*, Bratislava.

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Public / stakeholder presentations

- (02/01/2012) Pangiprio Lycium Larnaca, School Presentation, Cyprus
- (2011) Varovanje osebnih podatkov na internetu, predstavitev Mateja Sužnika OŠ Ljudski vrt Ptuj, www.os-ljudskivrtptuj.si/index.php?option=com_docman
- (26/01/2012 - 15/03/2012) Safer Internet Training. Cyprus http://www.cyberethics.info/cyethics1/index.php?option=com_content&view=article&id=824:safer-internet-training&catid=:news-a-announcements&Itemid=22
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- Bonthuis, M. (2011, November). Nationale aanpak veilig internet voor kinderen (National policy about safe internet for children). Expertmeeting SCP & RMO, The Netherlands Institute for Social Research, The Hague.
- Brice, L. (27/04/2012). *Youth. Language. Media. Youth language use in social networking sites: how web environment constructs the language* http://www.valoda.lv/Aktualitates/Nac_uz_sarunu_dienu_Jaunietis_Valoda_Mediji/992/mid_522
- Brikse, I. (09/03/2012). *Children and the Internet. Are the problems of Europe the Latvian problems?*, Latvian educational forum "Education in the information society: what schools can and can not upbringing of children and young people "
- Bujková, E. (2012). Vplyv internetu na rozvíjanie osobnosti dieťaťa. [diplomová práca] / Eva Bujková ; Škol. Nataša Bujdová. - Bratislava: VŠZSP sv. Alžbety, 2012. - 91.
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- Doktorová, K. (2012). Vplyv internetu a sociálnych sietí na sociálny vývin mládeže v období dospievania [diplomová práca] / Katarína Doktorová ; Škol. Alena Hrašková. - Bratislava: VŠZSP sv. Alžbety, 2012. - 78.
- Dürager, A. (2012). EU Kids Online in der Schule. [EU Kids Online at school.] Presentation to the elementary school in Seeham.
- English School Training (Presentation). Laouris, Y. E-safety training: Connecting generations and educating each other. 05/06/12, Nicosia.
- *German Online Research Conference*, Mannheim."
- Hacek, J. (2012, June). Správne používanie internetu. [The Right Way to Use the Internet]. Training of pupils, Bratislava.
- Hacek, J. (2012, March). Mediálna výchova. [Media education]. Training of the university students, Bratislava.
- Hacek, J. (2012, March). Stratégie rodičovskej mediácie. [Parental mediation strategy]. Training of university students, Bratislava.
- Hasebrink, U. (2012, August). Eltern und Jugendmedienschutz [Parents and protection of minors in the media]. *AG Jugendschutz der Obersten Landesjugend- und Familienbehörden Conference*, Saarbrücken.

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- Hasebrink, U. (2012, March). Practices of internet use – revisited. *Keynote at the*
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- Helsper, E., & Livingstone, S. (2012). 'Low internet users and online risk and harm'. On the periphery? Low and discontinued internet use by young people in Britain: drivers, impacts and policies. Oxford Internet Institute, March 2012.
- Helsper, E.J. & Anderson, B. (2011, December). IPTS Seminar and Workshop: Impact assessment and best practice: Quantitative Methods in ICT for Social and Digital Inclusion. Two day workshop for JRC- IPTS, Sevilla, ES.
- Helsper, E.J. (2011, November). Digital Inclusion in the UK and Europe. Learning in a Digital World. London, (UK)
- Helsper, E.J. (2012, January). Digital Inclusion: A bird's eye view. TEL Digital Inclusion Meeting. Leicester, (UK)
- <http://www.safe.si/uploadi/editor/1328600426Starevskapodpora.pdf>
- ip-rs.si (07/02/2012) "Dan varne rabe interneta 2012" <https://www.ip-rs.si/novice/detajl/dan-varne-rabe-interneta-2012/?cHash=246cea2ae4d1f46e53821eefaab2fc39>
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- Laouris, Y. Connecting Generations: Should kids take the lead? Presentation at the Pancyprrian Lyceum, 04/04/12, Larnaca.
- Lebesheva, M. (2012, August). Useful and safe internet. *Seminar "Risks of the digital generation. Useful and safe internet for children"*, Ulyanovsk.
- Livingstone, S. (2011). Chair, Youth Panel Debate, The London Conference on Cyberspace, Queen Elizabeth II Conference Centre, 1-2 November 2011.
- Livingstone, S. (2011). Influence of advertising on health. Public Hearing of the European Economic and Social Committee (EESC) on Advertising for young people and children, Brussels, 1 Dec 2011. Oral presentation. <http://www2.lse.ac.uk/media@lse/pdf/eescSpeech.pdf>
- Livingstone, S. (2011). Panellist, 'Children's programmes – out of date in the digital age?' Voice of the Listener and Viewer's Annual Children's Conference, London, November 2011.
- Livingstone, S. (2011). Plenary panellist, 'What the data is telling us'. Family Online Safety Institute Annual Conference 2011, Washington DC, November 2011. <http://www.youtube.com/user/FOSI#p/u/1/43Ki3uxVNo0>
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- Livingstone, S. (2012). Panellist, 'Communications Bill – censorship or child protection'. ORGCon 2012. Open Rights Group, London, March 2012.
- Livingstone, S. (2012). Setting the scene for the media literacy debate' and 'How can digital media support learning? Presented to the seminar, Twenty-first century literacy in education, Centre for Cultural Policy Research, University of Glasgow, March 2012.
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- O'Neill, B. (2012, February). Irish Kids Online: Comparing Youth and Parent Perspectives. *Safer Internet Day Seminar*, Dublin Civic Offices.
- O'Neill, B. (2012, July). Social networking and privacy. *Digital Childhoods Seminar Series*, Dublin Institute of Technology.
- O'Neill, B. (2012, June). Digital Literacy and Digital Opportunities. *Digital Childhoods Seminar Series*, Dublin Institute of Technology.
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Annex 5: Other projects using the EU Kids Online survey questions

The EU Kids Online project is looking to make connections between our results and the EU NET ADB and Net Children Go Mobile, both of which are projects also funded by the Safer Internet Programme. Both projects have used/will use some of the EU Kids Online questions meaning that we can generate comparisons. In addition, the full EU Kids Online survey has been carried out in Brazil, enabling more detail cross-national comparisons, and some questions based on the EU Kids Online ones have been used in a GSMA survey

EU NET ADB

The EU NET ADB project addresses specific questions about the degree of internet addiction among children, the factors that lead children to develop addictive behaviour and any harmful consequences. The primary objective is to evaluate the prevalence and determinants of Borderline Addictive Internet Use and Internet Addiction among European adolescents. The EU NET ADB project's methodology involved both a quantitative and qualitative approach in Southern and Central European countries, including Germany, Greece, Poland and Spain. The project made use of EU Kids Online survey questions in the following area: devices used, places of use, time spent online, online activities, digital safety and literacy skills, being bullied online, bullying others online, seeing sexual images online, contacting people online, going on to meet people offline only previously contacted online and visiting websites with negative user generated content. Representatives from this project will attend the next EU Kids Online meeting in Prague, January 2012, where they will present their findings to the whole network and then share their experiences of qualitative research with the EU Kids Online WP4 team.

URL: <http://www.eunetadb.eu/>

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Net Children Go Mobile

The Net Children Go Mobile project, investigates which children, among the population of kids aged 9-16 who are internet users, are specifically using mobile media, and indeed smartphones, to go online. The main aim of the project is to analyse risks and opportunities related to internet use from mobile devices, in order to highlight commonalities with and differences from internet use from a PC. More specifically, the project will assess whether mobile internet use leads to an intensification of online risky practices (such as sexting, cyberbullying and addiction) and whether it generates specific new risks such as those associated with geolocation technologies. The research involves both quantitative and qualitative studies in Denmark, Italy, Romania and the UK. Since the first meeting of the project network is in December the question of which EU Kids Online questions will be used in the survey is still to be determined. Since all the members of Net Children Go Mobile are also in EU Kids Online, the experience of the WP4s qualitative research will be taken into account when looking at smartphones.

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TIC Kids Online Brazil

The TIC Kids Online Brazil project organised by CETIC (Center of Studies on Information and Communication Technologies) repeated the full EU Kids Online survey in Brazil, using the EU Kids Online questionnaires. This involved a considerable amount of liaison with the EU Kids Online network, primarily through the Portuguese members, who also gave presentations about the EU Kids Online project in Brazil. In the Brazilian survey 1580 children and one of their parents were interviewed during April-July 2012. Some preliminary results are reported in Annex 6. A representative from Cetic will present the Brazilian results at the Prague meeting of EU Kids Online in January 2012.

URL: <http://cetic.br/english/>

Contact: Alexandre Barbosa alexandre@nic.br

GSMA survey

The GSMA (the mobile phone trade association) conducted a survey of children's use of mobile phones in Egypt, India, Japan and Paraguay some questions based on ones in the EU Kids Online questionnaire (e.g. accessing SNS, privacy settings, parents' concerns, who advice is sought from). The EU Kids Online network have liaised with the GSMA as regards developing some comparisons.

URL: <http://www.gsma.com/publicpolicy/myouth/research/export-data-sets/>

Contact: Susie Hendrie SHendrie@gsm.org

Annex 6: Comparative results from the survey conducted in Brazil

The TIC Kids Online Brazil project is organised by CETIC (Center of Studies on Information and Communication Technologies). It repeated the full EU Kids Online survey in Brazil, using the EU Kids Online questionnaires. This involved a considerable amount of liaison with the EU Kids Online network, primarily through the Portuguese members to ensure the comparability of the data. URL: <http://cetic.br/english/> Contact: Alexandre Barbosa alexandre@nic.br

1580 children and one of their parents/ caretakers were interviewed during April-July 2012, following a random sampling method. The most striking difference in relation to Europe may be found in terms of access to the internet: 45% of the Brazilian population uses the internet, against 2 in 3 adolescents and 52% of 10 year olds. A generational gap is quite evident. Socioeconomic differences are also significant in terms of access by household: 96% of class AB households have access to the internet, whereas this same access may only be found in 35% of class C and 5% of classes DE households.

Places of access

School (42%) occupies the first place in terms of access, followed by the home (40%), the homes of other members of the family (38%); lanhouses (35%) and friends' home (34%). Access in childrne's own bedroom is much lower than in Europe. In contrast, access through mobile phones is higher than in the EU (but one has to consider the two years difference between the samples). Lanhouses stand out as an import public (even if not free) places of access.

Higher SES children access the internet mostly at home; whereas lower SES children do it mostly at Lanhouses (57% children of a low SES background use the internet in these places). Conversely, children from high SES families use the internet mostly at private places.

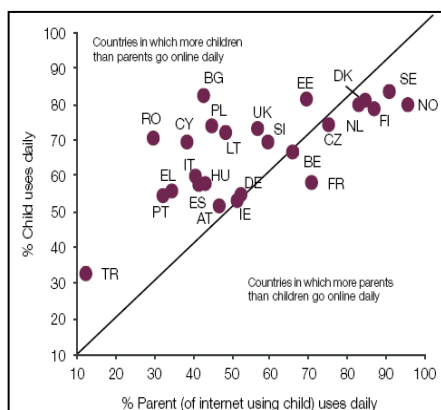
Frequency of use

In terms of frequency of use: 47% of children say they use the internet frequently; 38% say they use it once or twice a week. Once again socioeconomic differences are most significant: 66% of class AB use the internet frequently, while only 45% of class C and 17% of DE do so. In this last case, about a third (31%) say they use the internet only once a month or less than that.

In sum, although internet penetration is growing in Brazil, and children are in a leading position, conditions of access vary considerably across social strata. A considerable number of children access the internet at limited times in a limited number of locations.

Online activities: similarities in type of activities but differences in terms of frequency

Although the use of internet for school work is the activity mentioned most, its frequency is low: 49% do it once or twice a week and 38% once or twice a month. In contrast, more than half say they use SNS every day or almost everyday (53%). About one third mention activities related with online games, music and communication with others (posting messages sending email).



Social Network Sites

Comparing these results with the European ones, it is noteworthy how considerably younger children say they have access to SNS: at the age of 9-10, almost half of the children have a profile on a SNS: 42% (against 24% in the case of Europe), 71% of 11-12 years old say they have a profile on a SNS (against 48% in Europe). It is only in the case of adolescents that this discrepancy is lessened: 80% of 13-14 years old in Brazil say they have a profile, against 72% in Europe; 83% of 15-16 years old (against 81% in Europe). Facebook is now the social network site most used by Brazilian children (61%), with twice as many users as in Europe, but one has to bear in mind the two years gap between the two surveys.

Skills

Looking at self-reported skills, there seems to be a similarity between the European average and Brazilian results in the case of particular skills: *bookmark a website* (64% and 63%, respectively); *change privacy settings* (56% vs.54%), *delete record of visited sites* (52% vs.50%) or *change filter preferences* (28% vs. 31%). On the other hand, Brazilian adolescents mention less frequently that they know *how to block unwanted adverts* (44% vs. 51%), *find information on how to use the internet safely* (55% vs.63%) and *compare different websites to decide if information is true* (41 vs. 56%).

Brazilian children's self-reported knowledge about their general skills and those of their parents contrasts with Europe. In Europe SES has a bearing on whether children say they know more than their parents' about the internet. In the case of Brazil the differences between social strata are very slight (68% of children say they know more than they parents in classes AB, 77% in class C and 78% in classes DE)

Online risks

14% of 9-10 year olds say that something has bothered them online in the past few months, whereas 22% of 11-16 year olds say this. The most common references are to viruses (26%), followed by use of password by others (7%), misuse of personal information (4%) and losing money/ being hoaxed (2%).

In terms of specific types of risks only 6% of 9-10 year olds say they have been contacted online by people they do not know offline, while 26% of 11-16 year olds say this. Seeing sexual images online is also mentioned by 26% of 11-16 year olds, whereas sending sexual messages to someone is only referred by 1% of the same age group.

Parents' perceptions

About two-thirds of Brazilian parents (72%) think that there are things on the internet that may bother their children, but only 6% believe that their own child have experienced any bothering situation during the last year and 68% consider it less likely or very unlikely that this situation might happen to their children in the next six months.

Mediation and sources of awareness

The most common mediation practice is talking with children about what he/she does on the internet (78% according to children; 74% according to parents). Do activities together is mentioned less (35% parents - 37% children). According to Brazilian children, they get most of their support from their peers to help them do something on the internet: 61% (against 45% in the case of parents and 42% in the case of teachers).

71% of parents consider that their children know how to use the internet safely, while half believe that they know a lot or enough to help their children cope with situations that might bother or upset them.

Television and other mass media are the main sources of safety information for parents, followed by family, friends and school. Among the desired sources of information about safety are school (61%), the mass media (57%) and the government (30%), followed by family e friends.

Annex 7: Book chapters and abstracts

Title	Children, risk and safety on the internet: Research and policy challenges in comparative perspective
Author(s)	Sonia Livingstone, Leslie Haddon and Anke Görzig
ISBN	978 1 84742 8820 / 978 1 84742 8837
Book abstract	As internet use is extending to younger children, there is an increasing need for research focusing on the risks young users are experiencing, as well as the opportunities, and how they should cope. With expert contributions from diverse disciplines and a uniquely cross-national breadth, this timely book examines the prospect of enhanced opportunities for learning, creativity and communication set against the fear of cyberbullying, pornography and invaded privacy by both strangers and peers. Based on an impressive in-depth survey of 25,000 children carried out by the EU Kids Online network, it offers wholly new findings that extend previous research and counter both the optimistic and the pessimistic hype. It argues that, in the main, children are gaining the digital skills, coping strategies and social support they need to navigate this fast-changing terrain. But it also identifies the struggles they encounter, pinpointing those for whom harm can follow from risky online encounters. Each chapter presents new findings and analyses to inform both researchers and students in the social sciences and policymakers in government, industry or child welfare who are working to enhance children's digital experiences.
Book keywords	Children Risk Safety Internet Digital literacy Child-centred perspective Evidence-based policy Europe Comparative research
Chapter number	1
Chapter title	Theoretical framework for children's internet use
Author(s)	Sonia Livingstone, Leslie Haddon
Chapter abstract	Many hopes and fears surround children's increasing immersion in the digital and networked culture of the internet. Arguing against technological determinism, this chapter locates internet adoption and appropriation within the wider context of changing childhoods in late modernity and the risk society. It provides an overview of the EU Kids Online network. It then examines three core debates over the question: of childhood (contesting the notion of 'digital native'), risk (contesting moral and media panics) and responsibility (arguing for effective multi-stakeholder alliances to improve children's online experiences). The chapter concludes with the working model that has guided the data collection, analysis and interpretation in the chapters that follow.
Chapter keywords	Digital natives Technological determinism Risk society Moral panics Multi-stakeholder alliances Risks and opportunities Contexts of childhood Risk of harm
Chapter number	2
Chapter title	Methodological framework: The EU Kids Online project
Author(s)	Anke Görzig
Chapter abstract	This chapter offers an overview of the dataset and describes the methodological approaches adopted for the EU Kids Online project surveying 1,000 children and one of their parents in each of the 25 participating countries. Approaches and procedures are reviewed in the context of the survey research literature and methods employed in cross-national survey research. The chapter first describes the process of

	questionnaire design relating to content and response formats, together with the processes of testing and refining questions. Then the process of sampling and survey administration is outlined, before moving on to fieldwork procedures, research ethics, the dataset structure and a brief description of the key variables. Finally, the relations among variables associated with sampling and fieldwork procedures on the country level are considered.
Chapter keywords	Survey research Cross-national methods Europe Sampling Research design
Chapter number	3
Chapter title	Cognitive interviewing and responses to EU Kids Online
Author(s)	Christine Ogan, Türkan Karakuş, Engin Kurşun, Kürşat Çağiltay, Duygu Kaşıkçı
Chapter abstract	This chapter explains the application of cognitive interviewing to this study and provides a content analysis of some of the data from those interviews. It also analyses some of the responses to the final form of the questionnaire. This analysis illustrates some of the problems of surveying children on sensitive subjects and the importance of cognitive interviewing as a tool for improving the quality of responses.
Chapter keywords	Survey methodology Cognitive interviewing Cognitive testing Cognitive development Demographic differences
Chapter number	4
Chapter title	Which children are fully online?
Author(s)	Ellen Helsper
Chapter abstract	Digital exclusion and low engagement with information and communication technologies (ICTs) by particular social groups is usually researched among adults. Little research is done in relation to children under the assumption that they are all digital natives and thus fully online. This chapter uses EU Kids Online data to examine whether there are differences in access among different groups of young European internet users. Education, gender and age are all associated with different types and quality of access but the strength of the relationship between these socio-demographic characteristics and access vary by country. These differences between European countries are associated with general, national level inequalities between education, gender and age groups, and with the level of internet diffusion within each country.
Chapter keywords	Digital inclusion Internet access Socio-demographic differences Socio-economic inequalities Cross-national comparisons
Chapter number	5
Chapter title	Varieties of access and use
Author(s)	Giovanna Mascheroni, Maria Francesca Murru, Anke Görzig
Chapter abstract	This chapter analyses the increasing variety of internet access and use experienced by children in Europe. Locations, platforms, experience and the embeddedness of the internet in everyday life are accounted for in order to provide a full picture of the first and the most immediate socio-cultural layer in which children's agency is exercised. Insofar as individuals' use of technologies is socially shaped within family and peer relations, this chapter investigates the relationship between place of access, online experience and frequency of use of the internet, within the family's wider technological culture. It examines cross-national variations in patterns of usage and provides a classification of countries.
Chapter keywords	Internet access Internet use Domestication

	Privatisation of access and use Cross-national comparisons
Chapter number	6
Chapter title	Online opportunities
Author(s)	Pille Pruulmann-Vengerfeldt, Pille Runnel
Chapter abstract	Based on the range and types of children's online activities this chapter analyses how and with which outcome children use the online opportunities. The 'ladder of opportunities' approach is based on the notion that children can be divided into groups based on the range of opportunities used by a particular child moving from information-related sources to communication to advanced uses, ending with online content creation practised by only a few. Based on the opportunities ladder, European countries are also compared in this context and analysis provided of whether the opportunities used are related to age, gender, socio-economic status (SES) and/or online experience.
Chapter keywords	Online opportunities Digital stratification Ladder of opportunities Socio-demographic differences Cross-national comparison of digital activities Children's activities online
Chapter number	7
Chapter title	Digital skills in the context of media literacy
Author(s)	Nathalie Sonck, Els Kuiper, Jos de Haan
Chapter abstract	This chapter describes European children's level of self-reported digital literacy, measured by the ability to perform specific tasks, the range of online activities undertaken and the belief about one's own internet abilities. A nuanced answer is presented to the question whether European youth is really as skilful as often assumed. Differences in skills persist between children, due to gender, age and parental education. Moreover, skills vary between European countries. By multi-level analysis, both types of skill differences are studied simultaneously. The chapter discusses how self-reports of digital skills relate to digital literacy and the broader concept of media literacy. Care is needed, however, in using self-reported skill measures as proxies for media literacy when drawing out implications for future research and policy agendas.
Chapter keywords	Media literacy Digital skills Self-reports Country differences Multi-level analysis
Chapter number	8
Chapter title	Between public and private: Privacy in social networking sites
Author(s)	Reijo Kupiainen, Annikka Suoninen, Kaarina Nikunen
Chapter abstract	Children and young people have adopted social networking as part of social relationships, learning and creative practices in their everyday life. Different social networking sites (SNS) offer a range of possibilities for children, but they involve also risks such as misuse of personal information and lack of privacy. Traditional boundaries of private and public are challenged in the SNS and networked publics. This chapter examines the questions of privacy and risk potential of SNS. Social networking is popular all over the Europe, but there are also national differences, and parental mediation in particular is closely related to SNS use. This chapter argues that disclosure of personal information or huge amounts of 'friends' on SNS do not in itself cause more risk but multiple risk online activity increases the risk of data misuse. Young people do search new friends on the internet as one of the basic logics of social networking but this does not make children especially vulnerable for personal data misuse.
Chapter keywords	Social networking sites Public networks Privacy

	Profile settings Misuse of personal data
Chapter number	9
Chapter title	Experimenting with self-presentation online: A risky opportunity
Author(s)	Lucyna Kirwil, Yiannis Laouris
Chapter abstract	This chapter presents how online experimentation with the self changes with the child's age and gender and how the prevalence of pretending to be a different kind of person (online identity) and different age online than a child's real identity and age vary between European countries. It explores how children's experimentation with self-identity and age online is related to online activities and experience of online risks and harm. The findings show that experimenting with the self online is less prevalent than expected; however, it remains a risky online opportunity because it is related to undertaking risky online behaviours, encountering online risks and experiencing harm from some online risks. The chapter also reveals that experimenting with the self online, together with the child's age and sensation-seeking, are significant predictors of undertaking risky online activities by children aged 11-16.
Chapter keywords	Experimenting with the self online Age differences Gender differences Country variations Online risky activities Online risks Harm experienced online Sensation-seeking
Chapter number	10
Chapter title	Young Europeans' online environments: A typology of user practices
Author(s)	Uwe Hasebrink
Chapter abstract	This chapter develops a classification of children and young people according to how they use the internet. Based on indicators such as duration of use, range of activities and the kind of preferred online practices, user types are identified by cluster analysis. Further analyses show how these types differ with regard to individual characteristics and how prevalent they are in different countries. Within the context of this book this step provides a basis for the analysis presented in Chapter 25, where user types are described with regard to their experience of risk and harm.
Chapter keywords	Patterns of online use User types Online practices Media repertoires
Chapter number	11
Chapter title	Bullying
Author(s)	Claudia Lampert, Verónica Donoso
Chapter abstract	In the last five years the topic of cyberbullying has gained tremendous public and research attention. With the massification of social media applications, the possibilities of personal publishing and networking have increased, but also the possibilities of improper usage such as online harassment. The data show that many perpetrators and victims of cyberbullying are not just in one or the other role; they sometimes engage in both activities. In this chapter, cyberbullies, cybervictims and cyberbully victims were compared with regard to age, gender, psychological difficulties, self-efficacy, sensation-seeking and ostracism. Logistic regressions indicate that incidents of offline bullying (as perpetrator and/or victim) are strong predictors of cyberbullying, followed by psychological difficulties.
Chapter keywords	Bullying Cyberbullying Cyberbullies Cybervictims Cyberbullying victims

	Coping strategies
Chapter number	12
Chapter title	'Sexting': The exchange of sexual messages online among European youth
Author(s)	Sonia Livingstone, Anke Görzig
Chapter abstract	Public anxiety has recently centred on the exchange of sexual messages among teenagers via the internet or mobile phones. This chapter examines the incidence, antecedents and consequences of 'sexting' among 11- to 16-year-olds. Although only 15% say they have received a sexual message, and only a quarter of those were upset by it, it is shown that those who are more vulnerable offline (i.e., those with more psychological problems) are more likely to receive such messages and to find them upsetting.
Chapter keywords	Sexting, sexual messaging Vulnerability Risk of harm Coping Religiosity Cross-national differences Policy implications Resilience Age differences Awareness-raising
Chapter number	13
Chapter title	Pornography
Author(s)	Antonis Rovolis, Liza Tsaliki
Chapter abstract	This chapter aims to address the social anxiety around children and teenager's encounters with online porn; it therefore focuses on research on children's experience of online sexual images. Starting from the premise that children's experience of online pornographic material is a socially constructed risk, the factors that may determine the probability of exposure to online sexual images and which children are more likely to be harmed by such an experience are explored. Three hypotheses are then formulated, a <i>usage hypothesis</i> , a <i>risk migration hypothesis</i> and a <i>vulnerability hypothesis</i> . The findings show that from this chapter's sample of 19,136 children who use the internet, only a minority (about 6,000) experience online sexual images. These findings confirm empirically what cultural studies-oriented approaches have been arguing for some time – that social, policy and academic concerns regarding the impact of pornographic content on young people are seriously overstated.
Chapter keywords	Children Teenagers Online sexual images Risk of harm Vulnerability
Chapter number	14
Chapter title	Meeting new contacts online
Author(s)	Monica Barbovschi, Valentina Marinescu, Anca Velicu, Eva Laszlo
Chapter abstract	Social media has significantly altered the ways children and youth connect with each other. While making new friends and expanding one's social circle is encouraged as something positive and desirable, the 'stranger danger' – connected with the practice of contacting new people online – continues to generate a great deal of anxiety among parents, teachers and policymakers alike. This chapter offers an account of children's practice of making new contacts online and their further exploration of these new contacts through face-to-face meetings. Among all children, one third have made contact online with someone they didn't know face to face, while less than 10% have gone to a face-to-face meeting with someone they met online. Results suggest that attention should be given to those few children who experience harm from meeting new people, which are the youngest and the most vulnerable, both online and offline.
Chapter keywords	Online contacts Strangers Face-to-face meetings

	Risk of harm Vulnerability
Chapter number	15
Chapter title	Excessive internet use among European children
Author(s)	David Šmahel, Lukáš Blinka
Chapter abstract	The term 'excessive internet use' is often associated with determining pathological extensive internet usage, which could also be called 'online addiction'. Such excessive presence online is usually defined by the following components used for determining other types of addictive behaviour: salience, mood change, conflicts, tolerance, relapse, reinstatement and withdrawal symptoms. The described behaviour may lead to the social, mental and also physical impairment of children and youth. This chapter introduces and shows the prevalence of the five dimensions of excessive internet use among European children. Its relation to other psychosocial variables, such as self-efficacy, peer problems and other kinds of risky behaviour offline and online such as cyberbullying and meeting strangers online, are also analysed.
Chapter keywords	Excessive internet use Internet addiction Online addiction Problematic internet use
Chapter number	16
Chapter title	Coping and resilience: Children's responses to online risks
Author(s)	Sofie Vandoninck, Leen d'Haenens, Katia Segers
Chapter abstract	When exposure to online risks results in a negative experience, children respond in different ways to this feeling of being upset. This chapter investigates which children are more vulnerable, as they feel upset more intensively. While online bullying provokes most harm, children seem less bothered seeing sexual images (content risk). Younger children and those with little self-efficacy or psychological problems feel more intensively upset, and girls are more sensitive to sexual risks. This chapter also looks into children's coping responses when they feel upset after exposure to online risks. The chapter distinguishes between fatalistic, communicative and proactive coping strategies. It concludes that children identified as more vulnerable are more likely to adopt a passive or fatalistic approach, while self-confident children seem to tackle the problem more proactively. Girls and younger children are more communicative. Children higher on the ladder of online opportunities will adopt more online proactive coping strategies such as deleting disturbing messages or blocking the sender. These results are an indication for a double jeopardy effect: children who experience difficulties offline seem to find it more difficult to cope with online risks.
Chapter keywords	Coping strategies Online resilience Online risks Fatalistic coping approach Communicative coping strategies Proactive coping strategies
Chapter number	17
Chapter title	Agents of mediation and sources of safety awareness: A comparative overview
Author(s)	Dominique Pasquier, José Alberto Simões, Elodie Kredens
Chapter abstract	This chapter compares the articulation between agents of mediation. Five different types of mediation are considered: active mediation of child's use, active mediation of child's internet safety, restrictive mediation, monitoring, and technical mediation of child's internet use. Data show that parents are the main mediation agents in all countries, but the role of teachers appear to be very important, especially in northern European countries, and for older adolescents. Those adults mainly give restrictive rules or advice about safety. On the opposite side, peers appear to play a major role when seeking social support, whatever the type of risk.
Chapter keywords	Parental mediation Peer social support

	Teacher mediation Child internet use
Chapter number	18
Chapter title	The effectiveness of parental mediation
Author(s)	Maialen Garmendia, Carmelo Garitaonandia, Gemma Martinez, Miguel Ángel Casado
Chapter abstract	This chapter analyses the role that parents play in order to protect their children against the risks and harm they may encounter while using the internet. Parental mediation strategies are examined and classified attending to the different ways of communication established between parents and children. Besides these strategies, parents and children's personal characteristics (such as gender, age and socio-economic status, SES) are taken into account in order to see whether such characteristics affect the type of risks and harm suffered by minors when they surf on the internet (sexual content, bullying and contact with strangers).
Chapter keywords	Parental mediation Online risks Active mediation Monitoring Restrictive mediation
Chapter number	19
Chapter title	Effectiveness of teachers' and peers' mediation in supporting opportunities and reducing risks online
Author(s)	Veronika Kalmus, Cecilia von Feilitzen, Andra Siibak
Chapter abstract	This chapter explores, first, the extent to which social support from teachers and peers is related to children's uptake of online opportunities and their levels of digital literacy and safety skills; and second, whether and how teachers' and peers' mediation are related to the main online risks and harm experienced by children. Socio-demographic variations in the effectiveness of teachers' and peers' mediation are also analysed. Finally, the chapter explores whether there are substantial differences among European countries with regard to correlations between teachers' and peers' mediation on the one hand, and children's digital skills and online opportunities, and experiences of risks and harm on the internet on the other. One of the conclusions is that substantial mediation by peers (as well as teachers) occurs retroactively, after children have experienced online harm, with children being active agents in the process and initiating the mediation when needed.
Chapter keywords	Teachers' mediation Peers' mediation Online opportunities Digital skills Online risks Online harm
Chapter number	20
Chapter title	Understanding digital inequality: The interplay between parental socialisation and children's development
Author(s)	Ingrid Paus-Hasebrink, Cristina Ponte, Andrea Dürager, Joke Bauwens
Chapter abstract	Drawing on sociological and psychological theoretical perspectives, this chapter elaborates on two research questions. How does parents' formal education influence children's internet use? And how does children's development by age interact with their family background in terms of an autonomous and competent use of the internet? The interrelation between these two processes, parental socialisation and development by age, helps us understand the interplay of children's activities in dealing with the internet and their parents' handling of that. The chapter first discusses the persistent importance of social inequality for information and communications technology (ICT) use in the industrialised countries. It then elaborates on a theoretical framework by discussing both children and parents' individual agency and how these are interlinked with respect to their societal status. Finally, based on the EU Kids Online dataset, it tests out the theoretical ideas and

	<p>hypotheses and ask how parental socialisation shapes young people's online competences, and how children's development by age interacts with structural processes and dynamics of socialisation.</p> <p>Children with a lower socio-economic background agree that they know more about the internet than their parents, as these children might acquire internet skills often independently from their parents.</p>
Chapter keywords	<p>Family background Children's development Socialisation processes Internet use Social economic status Parental education</p>
Chapter number	21
Chapter title	Similarities and differences across Europe
Author(s)	Bojana Lobe, Kjartan Ólafsson
Chapter abstract	<p>This chapter investigates similarities and differences across countries in children's usage of the internet and their encounters of risk. Countries are clustered according to levels and types of usage and risk to determine what is distinctive (or not) about a country, and national contexts are explored to show how contextual factors at country level shape children's patterns of online use, opportunities and risks. The objective is to explain patterns of similarities and, in particular, differences among countries, by examining the national level contextual factors, such as national socio-economic stratification, regulatory framework, technology infrastructure and education system, that explain how and why nations vary systematically.</p>
Chapter keywords	<p>Cross-country analysis Similarities Differences Socio-economic stratification Regulatory framework Technology infrastructure Education system</p>
Chapter number	22
Chapter title	Mobile access: Different users, different risks, different consequences?
Author(s)	Gitte Stald, Kjartan Ólafsson
Chapter abstract	<p>Online communication and information is increasingly accessible to young people from several other platforms than traditional personal computers. While mobile phones may be primary sources of online access to some and supplementing access to others, all mobile platforms offer the benefits of being personal, portable and always on and to hand. Increased online access from mobile phones raises two questions: does more access to the internet from mobile phones expose children to more risk and harm, and are there different risks and harm if children use mobile access rather than traditional personal computers? This chapter explores and analyses potential correlations between online access through mobile platforms, and patterns of exposure to risks.</p>
Chapter keywords	<p>Mobile communication platforms Supplementing platforms Online access and mobile phones Mobile internet and risks New opportunities New risks</p>
Chapter number	23
Chapter title	Explaining vulnerability to risk and harm
Author(s)	Alfredas Laurinavičius, Rita Žukauskienė, Laura Ustinavičiūtė
Chapter abstract	<p>This chapter investigates the socio-demographic and psychological factors associated with two types of online risk (bullying and sexual images) and harm, resulting from encountering these online risks. Age, gender, time spent online, sensation-seeking, self-efficacy, psychological difficulties and presence of offline risk were selected as</p>

	<p>predictors of risk and harm. The results show that all selected variables predict risks of both type, but the strongest predictor of both risks is experience of the same risks offline. Intensity of harm from an encounter with both online risks is associated with gender, the presence of psychological difficulties and an experience of the same type of risk offline. Presence of offline risk decreases intensity of harm. The results show that there is a strong connection between online and offline risks: as the internet comes into more frequent use, online and offline risks tend to coincide. The results support arguments for treating children's online reality not as separate from, but rather as part of, their usual reality.</p>
Chapter keywords	<p>Online risk Online harm Vulnerability Socio-demographic factors Psychological factors</p>
Chapter number	24
Chapter title	Relating online practices, negative experiences and coping strategies
Author(s)	Bence Ságvári, Anna Galács
Chapter abstract	<p>This chapter focuses on the presence of multiple risks in children's lives, using a complex approach that also takes account of the complex characteristics of the different coping strategies employed to obviate potential harm. Using multivariate analysis the results suggest evidence for the support of both usage and risk migration hypotheses in the case of risk, and for the vulnerability hypothesis in the case of harm.</p> <p>By analysing coping strategies the chapter suggests that only a small minority of children choose a single coping strategy. Most adopt more than one solution, which means that they mix the theoretically separate types of action in responding to harm. The results show that a sole passive type of coping is very rare among children, thus confirming the previous findings which indicate that children's responses are generally positive: most children feel empowered to seek social support or act on their own.</p>
Chapter keywords	<p>Online risk Online harm Risk migration Vulnerability Coping strategies Multivariate analysis</p>
Chapter number	25
Chapter title	Towards a general model of determinants of risk and safety
Author(s)	Sonia Livingstone, Uwe Hasebrink, Anke Görzig
Chapter abstract	<p>This chapter draws together the findings reported earlier in the book to develop a general model of the determinants of children's risk and safety on the internet. The findings broadly support the working model outlined in Chapter 1. The chapter then offers a typology of young internet users, revealing the contextual links between internet use, opportunities, risk and harm. Last, it presents a classification of countries to show how the patterning of variables differs in different cultural contexts.</p>
Chapter keywords	<p>Model Risk and harm Internet use Typology of internet users Classification of countries Contexts of childhood Cross-national comparison</p>
Chapter number	26
Chapter title	Policy implications and recommendations: Now what?
Author(s)	Brian O'Neill, Elisabeth Staksrud
Chapter abstract	<p>In this chapter, the background to the EU Kids Online project's policy objectives is reviewed and the principal recommendations that emerged from the findings highlighted. The focus is primarily on Europe and policy actions framed at a European level and/or implemented within member states of the European Union. Against a</p>

	background of intense debate regarding the effectiveness of self-regulatory regimes as mechanisms for online child protection, the chapter examines gaps in policy formulations for internet safety, asking whether current policy is effective and how policymakers can address future challenges in an area that continues to evolve and become more complex.
Chapter keywords	Policy Recommendations Self-regulation Safer Internet programme Stakeholders Information and awareness