EU Kids Online II

Enhancing knowledge regarding European children’s use, risk and safety online

A Thematic Network Funded by the EC’s Safer Internet Programme, 2009-2011

This is a report from the EU Kids Online network. For a complete list of participants, see Annex 4

EU Kids Online Deliverable D1.6
Final Management Report
To cover the period 01/7/09 - 31/10/11

EC Safer Internet plus Programme
Contract number: SIP-KEP-321803

November 2011

Enhancing Knowledge Regarding European Children’s Use, Risk and Safety Online

EU Kids Online is a project funded by the EC Safer Internet Programme (http://ec.europa.eu/information_society/activities/sip/index_en.htm) from 2009-2011. Adopting an approach which is child-centred, comparative, critical and contextual, EU Kids Online II aims to design, conduct and analyse a major quantitative survey of children’s experiences of online risk in 25 European countries. The survey will encompass questions about children’s internet use, digital literacy, coping responses, perceptions and safety practices. These findings will be systematically compared to the perceptions and practices of their parents.

For more information, see www.eukidsonline.net
## Contents

1. Introduction ........................................................................................................................................... 3  
   1.1 Overview ......................................................................................................................................... 3  
   1.2 Network objectives ......................................................................................................................... 3  
   1.3 Work packages ............................................................................................................................... 4  
   1.4 Timetable ....................................................................................................................................... 5  

2. Report .................................................................................................................................................... 6  
   2.1 Report structure ............................................................................................................................. 6  
   2.2 Report on activities by work package ............................................................................................ 6  

3. Evaluation of success indicators ......................................................................................................... 13  

4. Conclusion ........................................................................................................................................... 18  

Annexes .................................................................................................................................................. 20  
   Annex 1: Network Contacts by Country ............................................................................................. 20  
   Annex 2: EU Kids Online Website ....................................................................................................... 22  
   Annex 3: Dissemination ......................................................................................................................... 23  
   Annex 4: EU Kids Online II: Network Members ................................................................................ 88
1. Introduction

1.1 Overview

EU Kids Online II 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 follows EU Kids Online I (2006-9) and precedes EU Kids Online III (2011-14).

Adopting an approach which is child-centred, comparative, critical and contextual, EU Kids Online II aims to design, conduct and analyse a major quantitative survey of children’s experiences of online risk. The survey encompasses questions about children’s internet use, digital literacy, coping responses, perceptions and safety practices. These findings are systematically compared to the perceptions and practices of their parents.

All members are listed by country in Annex 2.

1.2 Network objectives

1. To design a thorough and robust survey instrument appropriate for identifying the nature of children’s online access, use, risk, coping and safety awareness.

2. To design a thorough and robust survey instrument appropriate for identifying the nature of parental experiences, practices and concerns regarding their children’s internet use.

3. To administer the survey in a reliable and ethically-sensitive manner to national samples of internet users aged 9-16, and their parents, in member states.

4. To analyse the results systematically so as to identify both core findings and more complex patterns among findings on a national and comparative basis.

5. To disseminate the findings in a timely manner to a wide range of relevant stakeholders nationally, across Europe, and internationally.

6. To identify and disseminate key recommendations relevant to the development of safety awareness initiatives in Europe.

7. To identify any remaining knowledge gaps and methodological lessons learned, to inform future projects regarding the promotion of safer use of the internet and new online technologies.

8. To benefit from, sustain the visibility of, and further enhance the knowledge generated by, the EU Kids Online network.
1.3 Work packages

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

**WP1: Project Management and Evaluation.** Led by the Coordinator, WP1 will ensure effective conduct and completion of work packages through the planning, management and evaluation stages.

**WP2: Project Design.** Led by the Coordinator, WP2 will deliver Objectives 1 and 2 by designing a robust survey instrument for children and parents, along with an appropriate sampling frame.

**WP3: Data Collection.** Led by the Coordinator, WP3 will tender, select, appoint and work with the subcontractor to administer the survey and complete the fieldwork.

**WP4: Data Reporting.** Led by the Coordinator, WP4 will address the first part of Objective 4: cross-tabulation, presentation and reporting of core findings.

**WP5: Statistical Analysis of Hypotheses.** Led by Hans Bredow Institute, Germany, WP5 will conduct detailed analysis for Objective 4 - hypothesis testing for relations among variables.

**WP6: Cross-National Comparisons.** Led by University of Ljubljana, Slovenia, WP6 focuses on the interpretation and contextualisation of similarities and differences found across countries.

**WP7: Recommendations.** Led by Dublin Institute of Technology, Ireland, WP7 addresses Objectives 6 and 7 - recommendations to guide awareness and safety initiatives and future research.

**WP8: Dissemination of Project Results.** Led by Universidade Nova de Lisboa, Portugal, WP8 addresses Objectives 5 and 8 - further the contribution of EU Kids Online and disseminating results.
1.4 **Timetable**

The original timeline for the project is shown below:

In practice, the design, fieldwork and analysis of a project of this scale proved considerably more demanding than originally anticipated. A formal no-cost extension to the project was, for this reason, approved (extending the project from 24 to 28 months). However, the network, especially the coordinating team and management group, worked hard to ‘catch up’ on the timetable. As a result, the work packages were extended approximately as follows:

WP1: T1-T28  
WP2: T2-T10  
WP3: T2-T16  
WP4: T11-T19  
WP5: T14-T27  
WP6: T14-T27  
WP7: T12-T27  
WP8: T1-T28

The final timeline for the project is as shown below:
2. Report

2.1 Report structure

1. This final management report is organised by work package.

2. The Annexes provide additional information.

2.2 Report on activities by work package

WP1: Project management and evaluation

This work package continued throughout the project (originally T1-T24 but subsequently extended to T28).

- It started with the development of a detailed work plan and timetable, and the establishment of a shared online facility (‘portal’) for discussion, document posting, messages, etc. Within the LSE the EU Kids Online project pioneered the use of Google Groups and Docs as the portal for the project.

- Efforts were made to ensure a common understanding of working arrangements among the management group and network members, both online and in the workshop meetings. For members who had taken part in EU kids Online I, this was relatively straightforward, the main difference being the more intensive use of the portal for communication and as the channel for network members’ discussions and inputs. New members adapted well to the group and were impressed by the level of organisation.

- There was a preliminary kick-off meeting at the end of EU Kids Online I. This was not in the original description of work but took advantage of the fact that members were already in London for the final conference of EU Kids Online I. This proved useful as a means to introduce the new project and give both members and stakeholders, represented in the IAP, a chance to provide some early input.

- A formal Network Members’ Agreement was developed, including specification of procedures in case of member changes, rights to data and publication of findings, etc.

- A survey research officer for the project was appointed.

- Eight Management Group meetings were held through the project.

- Three network workshops were held in Hamburg, Dublin and Ljubljana, including several members of the IAP and one member from every national team.

- After consultation process on a draft version, rules were formulated as regards how EU Kids Online members could use and report results from the dataset.

- Members from Lithuania and Hungary joined the network. A Finnish team found money to implement the survey in Finland. A Swiss team applied for but did not manage to get funds to join the network.

- Discussions were held with colleagues from Russia, Australia, and Brazil to replicate as closely as possible the EU Kids Online II survey in these countries. A Memorandum of Understanding was drawn up to specify the basis of the collaboration. Subsequently surveys have been conducted in Russia and Australia and reports from these countries have been published.

- Kjartan Ólafsson from the IAP was employed for two periods (spring/summer 2010 and 2011) by the coordinator to assist in the data preparation and analysis.
Two sets of stakeholder meeting were held in the EU Kids Online countries to ascertain what types of analysis the participants would find most interesting and what results they anticipated.

Weekly discussion groups took place at the LSE between members of the coordinating team and others. These considered the merits and disadvantages of various key writings (e.g. on the concept of ‘resilience’, major cross-cultural studies, previous applications of multi-variable modelling). The aim was to inform the EU Kids Online II analysis and reporting procedures.

The co-ordinator liaised with Ipsos Mori staff about the fieldwork. This involved rescheduling the delivery of the dataset when the market research in some counties was late. Considerable efforts were made to ensure Ipsos Mori supplied all the deliverables promised.

Feedback for the reports was obtained from technical experts on the International Advisory Panel.

The reports D4, D5, D6, D7.1 and D7.2 were delivered to the EC.

The coordinator arranged for national teams to translate the executive summaries for D4 to provide a national summary of key findings, organise national press releases and disseminate the report.

A four month extension of the EU Kids Online II project was organised with the EC and the WP5, WP6 and WP7 deliverables and the conference were rescheduled accordingly.


The Final Report from the project was prepared, printed and distributed.

A final conference was organised at the LSE in September 2011.

The EU Kids Online dataset was archived at the UK Data Archive.

WP2: Project design

This work package took place mainly during the first year of the project.

- The work package started by collecting and analysing previous survey questions posed in this field (both as a starting point for the questionnaire and also to allow some compatibility with other datasets). This task, quite substantial, was managed by the coordinator.

- There was a process of sorting out the underlying principles behind the survey (e.g. details of the target groups (e.g. which parent to interview), nature of the samples, structure and logic of the questionnaires, interview length and flow to retain children’s attention). This proved to be a formidable task - the single most time-consuming task in the first eight months.

- A sustained and iterative process over the course of some months was maintained both online and in group meetings as the questionnaire was continually refined.

- A validation exercise was organised in which all national teams conducted a ‘mock walk through’ of the survey, answering questions on behalf of an imaginary child and parent.

- The decision was taken, not in the original description of the work, to add a phase of cognitive testing initially in the UK and then in the other countries (in order to appreciate how children and parents understand the questionnaires and what difficulties they face in answering them). For such a large survey it is important to maintain the quality of the data, and so although it meant rescheduling the timetable it was felt to be worthwhile to check children’s comprehension of the survey in every language. From the feedback it was clear that certain questions asked in other surveys have not had this quality control...
- while children and parents were positive in general about the survey they could identify some wording or formats as being problematic.

- Network members identified key and potentially difficult to translate words and providing their best translations of those terms. They did this because the organisations that would subsequently translate the whole questionnaire might have had less expertise and knowledge of appropriate in this specific field compared to EU Kids Online network members. Network members also checked the translations of the questionnaires.

- The questionnaire was piloted in the five countries where the management group was based (Germany, Ireland, Portugal, Slovenia and the UK).

- The coordinator worked with Insafe (Janice Richardson and Karl Hopwood) to produce leaflets in every language to leave with the children interviewed (one side to provide top safety tips, the other side to provide key resources, links and phone numbers for helplines etc).

- The technical report, questionnaires and translations of the questionnaires were made available on the website so that the project was transparent to anyone wanting to examine the methodological processes.

- At all stages there were discussions within the management group, consultations within the international advisory panel, contributions from the network members and, when appointed, inputs from the market research firm Ipsos-Mori and from the survey research officer.

- In general the development and implementation of the survey was demanding, possibly more so than Ipsos-Mori had anticipated when bidding, and throughout there were some time slippages (see also WP3, below). One occurred, for example, when the translations were delayed and in this case although the quality of translation was good in a majority of countries, in some there had to be major changes. In general, working with Ipsos-Mori was also demanding because the network had to spend time checking the work, and at times chasing up the various inputs they agreed to make.

WP3: Data collection

The activities for the work package took place from early in the project until the end of fieldwork in autumn 2011.

- A public tender process was conducted to select a market research firm as subcontractor to implement the survey. Over 30 companies registered an initial interest, but only three actually completed the bid and of these two were short listed as having the capability to conduct such a large European survey.

- The work package leaders negotiated the sample size and costs with the applicants and then appointed the subcontractor. At this point there was enough money to include Lithuania and Hungary in the survey, and to add in cognitive testing in all countries/languages (in addition to the already-planned pilot testing in five countries).

- The work package developed the ethical principles guiding the project, reflected in both the questionnaires and implementation of the survey, and submitting this ethics statement to the LSE Research Ethics Committee This was a very complex process, drawing on a variety of inputs, because of the range of issues to consider (e.g. when asking sensitive questions of children) and the choices about how to handle different situations. When this was approved by the LSE Research Ethics Committee, EU Kids Online was congratulated on the comprehensiveness of its ethics statement.

- Monitoring of the fieldwork took place from April to July, with weekly reports from Ipsos to the co-ordinator and updates on the Ipsos portal for the network members to check. The coordinator outlined the cross breaks for Ipsos to report, those derived variables that it was possible to identify in advance and a data dictionary to specify details about variables such as how they were formed and labelled.

- While the decision to adopt cognitive testing in WP2 initially led to a restructuring of the timetable so fieldwork took place later, Ipsos Mori also noted that they had
underestimated the time it would take to achieve various steps and so, reluctantly on the part of the project co-ordinator and management group, the timetable experienced further delays. The fieldwork was completed in November.

- In nearly all countries there were 1000 or more interviews with two exceptions. When checking the data in Ireland it was found that a few cases had to be rejected and by this time it was too late to conduct replacement interviews. Therefore the sample size is just under 1000. In the case of Cyprus the market agency was finding it extremely difficult to meet the sample target (1000 proved to be quite a large number of children to locate and sign up given the population size) and so it was agreed that the sample size could be 800.
- The dataset was checked and cleaned by Ipsos Mori and then re-checked by the LSE team. This was the period when the LSE team asked Ipsos Mori for a range of clarifications.
- Ipsos Mori produced a technical report of the project and fieldwork.
- The work package produced the syntax for the variables and a data dictionary to enable the national EU Kids Online teams to make use of the dataset and help the wider public to use if once the dataset is archived.

**WP4: Data reporting**

The activities for the work package started just before the fieldwork ended.

- The work package team first developed the hypotheses and research questions further drawing on issues identified in previous EU Kids Online work, a review of the literature and stakeholder feedback.
- It identified the tables, graphs and cross breaks to be reported in the core findings report.
- It planning for the accompanying publication (online) of the cross tabulations and research materials (questionnaires, survey administration procedures, research ethics statement, sampling techniques used, etc).
- Since fieldwork was delayed in several countries, especially Norway and Cyprus, a decision was taken to produce a first D4 report based on an interim dataset, since it was calculated that the overall patterns of findings would not be affected by the missing data. However, Norway and Cyprus were excluded in the country analysis at this stage.
- Because of the delays in the fieldwork, the time for writing the report was extremely short. Therefore it was decided to delay producing the parental mediation and policy implications sections in this version.
- The initial D4 report was launched at the Safer Internet Forum.
- Once the full dataset became available a revised version of the D4 report was produced incorporating the parental mediation and policy implications sections, as well as findings from Norway and Cyprus. This was submitted to the EC as the D4 deliverable.
- The revised D4 report was printed and distributed. A short version for distribution at future conferences was also printed. The executive summaries were made available online in all participating languages.

**WP5: Statistical analysis of hypotheses**

The activities for the work package started towards the end of WP4.

- This work package assembled the main hypotheses (or systematic associations among variables) to be tested.
- It prepared a draft structure for the report for WP 5, including the following sections:
  1) Patterns of online practices and their determinants (user types)
  2) Relations between online practices, negative experiences and coping strategies
  3) On the basis of 2) identification of patterns of risk and safety (risk types), also discussing the aspect of “old vs. new risk”
  4) The parents’ role in risk and safety: parents’ risk perception and parental mediation
  5) The role of school and other external agents: what is practiced, and what works
  6) A general model of determinants of risk and safety.
- The logic of the WP5 was explained to and discussed by network members at the Dublin workshop. The members suggested further forms of analysis and indicated which areas they would develop.
- It was decided to organise the analysis of the data into book chapters as a way to strategy for providing the material for WP5 and WP6. This approach distributed the different analyses among the network members. A list of the chapters and abstracts of the book can be found in Annex 16. The core empirical chapters were presented in Ljubljana in January 2011, and the implications for WP5 and WP6 were discussed there. The national teams started the statistical analysis of their sections.
- In the second round of stakeholder consultation stakeholders gave further feedback about interesting results so further and areas where they would like to see further analysis. The report was made available on the website and considered in the formulation of the D5 report.
- The D5 report was prepared and delivered to the EC.
- Several themes were also developed into short reports, five of which were released during the second year of the project, with press releases.

WP6: Cross-national comparisons

The activities for the work package started towards the end of WP4.

- The work package developed the hypotheses and research questions for cross-country comparisons.
- It prepared possible external (predictor) variables to explain cross-national comparisons.
- It identified the analysis procedures most suitable to answer the research questions and test hypothesis (QCA, multilevel modelling, etc.).
- The work package designed the framework for the national level data collection.
- Its members explained the logic of the WP6 to network members at the Dublin workshop. The members suggested further forms of analysis and indicated which areas they would develop.
- The work package choosing a set of international indicators (e.g. GDP, internet penetration) building upon but developing further work done in EU Kids Online I. These will be used in the cross-national analyses.
- The D6 report was prepared and delivered to the EC.

WP7: Recommendations

The activities for the work package started just before the fieldwork ended.

- A research assistant, Dr Sharon McLaughlin, was employed on a part-time basis at Dublin Institute of Technology for Year 2 of the project.
A paper was drafted drawing on reports and submissions as part of the national stakeholders' forum and European and international policy sources. This mapped key policy priorities in the principal risk areas where EU Kids Online II is collecting data and which are the subject of existing internet safety initiatives. It contained, for example: an overview of available internet safety advice (national and European), legal frameworks and law enforcement, co-operation with industry and selected European and international initiatives on identified risks (pornography, online addiction, data privacy, cyberbullying, racism, etc.).

The document D7.1 on policy implications was produced and submitted to the EC as a deliverable.

The executive summary from this document was used to produce the policy implications section of D4.

A presentation on policy themes arising from the research was made at the annual conference of the IAMCR (Istanbul, July 2011).

The work for D7.2 was commenced by examining findings in WP5 and WP6, identifying relevant areas for policy recommendations, consulting with network members and stakeholders.

A draft of D7.2 was prepared, taking into account feedback from the second Stakeholder forum, from members of the IAP and from the reports D5 and D6. A summary appeared in the final report and the deliverable was submitted to the EC.

A book contract was signed with Nordicom, the Nordic Information Centre for Media and Communication Research and host of the UNESCO International Clearinghouse on Children, Youth and Media, for an edited collected to be published in September 2012. The book will comprise contributions from across the network on a variety of policy themes and stakeholder issues and is provisionally titled Promoting a Safer Internet for Children. European Policy Debates and Challenges.

WP8: Dissemination of project results

The activities for this work package continued throughout the project.

- The work package started by reorganising the EU Kids Online website to orientate it towards the EU Kids Online II project. The goal here, still being refined somewhat through ongoing feedback, was to prioritise the presentation of the new project, but still make accessible the resources developed in EU Kids Online I. Subsequently national language sections and national language introductions to the project were added and the layout changed to a landscape format.
- It established an effective electronic networking among network members and international advisory panel. This was also part of WP1, discussed earlier.
- It drew up a communication plan to cover both communication within the group and communication with stakeholders, the media and the policy and academic communities.
- Press release were organised to announce the launch of EU Kids Online II.
- There were many presentations relating to EU Kids Online II at workshops, conferences and other related events. This has covered communities of policy makers, stakeholders and academics and has already generated some interest the outcomes of the survey.
- The book from EU Kids Online I (Kids Online: Opportunities and Risks for Children) was published and copies distributed to network members and others.
- The work package networked with other agencies.
- It organised national press releases for the Safer Internet Days and answering media enquiries.
- The work package organised the overall structure for stakeholder forums to get feedback on particular areas of interest in the survey and anticipated results and put the two stakeholder reports on the website.
- EU Kids Online panel proposals were submitted to and accepted at a variety of conferences.
- A book proposal based on the EU Kids Online II study was planned and accepted for publication by Policy Press. The manuscript was submitted in September 2011 for publication in 2012.
- There was a European and national press releases accompanying the launch of the D4 ‘Initial findings’ in October 2010. Media coverage varied by country, sometimes because the release coincided and competed with other news about major Government funding cuts.
- There were European and national press releases accompanying the launch of the D4. Full findings’ in December 2010.
- In the second round of stakeholder consultation stakeholders gave feedback regarding an earlier draft of D7.1 and the findings from the D4 report more generally. The variety of devices used, the varying levels of usage, the distinctions between high use/high risk and high use/medium risk countries, the fact that risky experiences are not always connected with harm and the level of face-to-face meetings offline were some of the things mentioned as being interesting and central.
- There were European and national press releases for the various short reports.
- The EU Kids Online website was again reorganised.
- The work package planned the organisation of the Final Conference in September 2011.
3. Evaluation of success indicators

- The expected progress for each year of the project was initially established on the basis of success indicators achieved in EU Kids Online I, together with a fairly ambitious estimate of what the network could reasonably achieve during these two years.

- As may be seen in the table below, the project has substantially exceeded the expected progress, in all respects. The project may, in these terms, therefore be judged successful in its dissemination across diverse national and international stakeholder communities – public, media, policy and scholarly.

<table>
<thead>
<tr>
<th>Indicators</th>
<th>Expected Progress</th>
<th>Actual progress</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Year 1</td>
<td>Year 2</td>
</tr>
<tr>
<td>Numbers of visits to the website</td>
<td>60,000</td>
<td>140,000</td>
</tr>
<tr>
<td>Number of people on the contact list</td>
<td>650</td>
<td>800</td>
</tr>
<tr>
<td>Number of research papers/articles</td>
<td>5</td>
<td>15</td>
</tr>
<tr>
<td>Number of research presentations</td>
<td>8</td>
<td>25</td>
</tr>
<tr>
<td>Number of other public/stakeholder presentations</td>
<td>20</td>
<td>50</td>
</tr>
<tr>
<td>Number of media reports referring to the project</td>
<td>60</td>
<td>140</td>
</tr>
<tr>
<td>Number of report copies distributed internationally</td>
<td>1,000</td>
<td>1,000</td>
</tr>
<tr>
<td>Liaison + national meeting with stakeholders</td>
<td>70% of teams</td>
<td>100% of teams</td>
</tr>
</tbody>
</table>

- For more details about the website visit, see annex 14

- For all a list of all outputs by output type and date, see annex 15

- Liaison + national meeting with stakeholders: Overall 21 countries had formal stakeholder consultations, 4 had more informal liaisons. Therefore all teams had some contact with stakeholders.

- A classification of success indicators by country follows in the table below. It should be borne in mind that there are many reasons for variations across country, including the size of the country, how well established is a regulatory/safety infrastructure for children’s internet use, the level of interest in these issues, and so forth.
### Type of research outputs by country

<table>
<thead>
<tr>
<th>COUNTRY</th>
<th>Publications</th>
<th>Research presentations</th>
<th>Other / public / stakeholders presentations</th>
<th>Media mention</th>
<th>Other</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Austria</td>
<td>11</td>
<td>18</td>
<td>2</td>
<td>26</td>
<td>0</td>
<td>57</td>
</tr>
<tr>
<td>Belgium</td>
<td>19</td>
<td>17</td>
<td>3</td>
<td>29</td>
<td>4</td>
<td>72</td>
</tr>
<tr>
<td>Bulgaria</td>
<td>0</td>
<td>3</td>
<td>1</td>
<td>18</td>
<td>0</td>
<td>22</td>
</tr>
<tr>
<td>Cyprus</td>
<td>2</td>
<td>5</td>
<td>14</td>
<td>27</td>
<td>2</td>
<td>50</td>
</tr>
<tr>
<td>Czech Rep.</td>
<td>2</td>
<td>7</td>
<td>2</td>
<td>26</td>
<td>0</td>
<td>37</td>
</tr>
<tr>
<td>Denmark</td>
<td>4</td>
<td>13</td>
<td>4</td>
<td>6</td>
<td>1</td>
<td>28</td>
</tr>
<tr>
<td>Estonia</td>
<td>20</td>
<td>19</td>
<td>26</td>
<td>31</td>
<td>2</td>
<td>98</td>
</tr>
<tr>
<td>Finland</td>
<td>4</td>
<td>3</td>
<td>1</td>
<td>38</td>
<td>0</td>
<td>46</td>
</tr>
<tr>
<td>France</td>
<td>1</td>
<td>10</td>
<td>17</td>
<td>23</td>
<td>0</td>
<td>51</td>
</tr>
<tr>
<td>Germany</td>
<td>14</td>
<td>4</td>
<td>7</td>
<td>88</td>
<td>0</td>
<td>113</td>
</tr>
<tr>
<td>Greece</td>
<td>6</td>
<td>8</td>
<td>3</td>
<td>20</td>
<td>2</td>
<td>39</td>
</tr>
<tr>
<td>Hungary</td>
<td>0</td>
<td>5</td>
<td>5</td>
<td>18</td>
<td>0</td>
<td>28</td>
</tr>
<tr>
<td>Ireland</td>
<td>8</td>
<td>13</td>
<td>3</td>
<td>48</td>
<td>0</td>
<td>72</td>
</tr>
<tr>
<td>Italy</td>
<td>3</td>
<td>8</td>
<td>4</td>
<td>15</td>
<td>1</td>
<td>31</td>
</tr>
<tr>
<td>Lithuania</td>
<td>0</td>
<td>1</td>
<td>7</td>
<td>1</td>
<td>1</td>
<td>10</td>
</tr>
<tr>
<td>Netherlands</td>
<td>8</td>
<td>12</td>
<td>6</td>
<td>18</td>
<td>2</td>
<td>46</td>
</tr>
<tr>
<td>Norway</td>
<td>22</td>
<td>22</td>
<td>15</td>
<td>70</td>
<td>6</td>
<td>135</td>
</tr>
<tr>
<td>Poland</td>
<td>7</td>
<td>10</td>
<td>3</td>
<td>37</td>
<td>3</td>
<td>60</td>
</tr>
<tr>
<td>Portugal</td>
<td>14</td>
<td>22</td>
<td>10</td>
<td>73</td>
<td>3</td>
<td>122</td>
</tr>
<tr>
<td>Romania</td>
<td>6</td>
<td>9</td>
<td>6</td>
<td>47</td>
<td>0</td>
<td>68</td>
</tr>
<tr>
<td>Slovenia</td>
<td>3</td>
<td>0</td>
<td>2</td>
<td>64</td>
<td>1</td>
<td>70</td>
</tr>
<tr>
<td>Spain</td>
<td>4</td>
<td>21</td>
<td>2</td>
<td>81</td>
<td>1</td>
<td>109</td>
</tr>
<tr>
<td>Sweden</td>
<td>6</td>
<td>5</td>
<td>6</td>
<td>25</td>
<td>0</td>
<td>42</td>
</tr>
<tr>
<td>Turkey</td>
<td>0</td>
<td>4</td>
<td>6</td>
<td>16</td>
<td>1</td>
<td>27</td>
</tr>
<tr>
<td>United Kingdom</td>
<td>83</td>
<td>35</td>
<td>19</td>
<td>36</td>
<td>4</td>
<td>177</td>
</tr>
<tr>
<td>International</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td>247</td>
<td>281</td>
<td>174</td>
<td>883</td>
<td>35</td>
<td>1620</td>
</tr>
</tbody>
</table>

**SUCCESS AIMS**

<p>| | | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>15/25 = 0,6</td>
<td>25/25 = 1</td>
<td>50/25 = 0,5</td>
<td>140/25 = 5,6</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

**Contribution per country**

<p>| | | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>15/25 = 0,6</td>
<td>25/25 = 1</td>
<td>50/25 = 0,5</td>
<td>140/25 = 5,6</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>
Type of research outputs by country

Proportion of different types of research output
Contact list members by country

- United Kingdom
- Turkey
- Sweden
- Spain
- Slovenia
- Romania
- Portugal
- Poland
- Norway
- Netherlands
- Lithuania
- Italy
- Ireland
- Hungary
- Greece
- Germany
- France
- Finland
- Estonia
- Denmark
- Czech Republic
- Cyprus
- Bulgaria
- Belgium
- Austria
## Contact list members by type of organisation

<table>
<thead>
<tr>
<th>Type</th>
<th>Academic</th>
<th>Government</th>
<th>Industry</th>
<th>NGO</th>
<th>Others</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>710</td>
<td>246</td>
<td>120</td>
<td>203</td>
<td>237</td>
<td>72</td>
</tr>
</tbody>
</table>

![Pie chart showing distribution of contact list members by type of organisation]
4. Conclusion

Until this project was completed, a robust, comparable and up to date portrait of online risks encountered by European children was lacking. The available evidence base regarding users and their needs contained serious gaps, particularly as regards comparable findings across countries. To rectify this lack required a substantial investment, both in terms of funding – given the scale, sensitivity and quality of the evidence required, and in terms of collaborative effort among experts in each country – given the task of interpreting and exploiting the evidence produced.

The project aims were therefore framed in accordance with Action 3.2 (Strengthening the knowledge base) of the 2008 Safer Internet plus programme, namely To enhance the knowledge base regarding children’s and parents’ experiences and practices regarding risky and safer use of the internet and new online technologies in Europe, in order to inform the promotion of a safer online environment for children.

Enhancing the knowledge base was understood as (i) producing new, relevant, robust and comparable findings regarding the incidence of online risk among European children; (ii) pinpointing which children are particularly at risk and why, by examining vulnerability factors (at both individual and country levels); and (iii) examining the operation and effectiveness of parental regulation and awareness strategies, and children’s own coping responses to risk, including their digital literacy and safety skills.

EU Kids Online’s conceptual framework was operationalised according to four methodological principles: (i) a critical approach is required to examine, test and qualify taken-for-granted assumptions regarding the nature and extent of online risk, the degree of children’s internet literacy and the effectiveness of parental regulation; (ii) a contextual approach is required to identify the social or individual factors that account for differential experiences of, and responses to, risk; (iii) a child-centred approach is required to recognise and inform the gap in perspectives and practices between adults and children; (iv) a comparative approach is required to identify and analyse similarities and differences in children’s online risk experiences across Europe.

The project faced many challenges in investigating the risky, possibly upsetting, transgressive or harmful experiences of children, especially for technologies often used in private and little understood by parents and teachers. In addressing these challenges, we sought to learn from successful projects conducted in Europe, the USA and elsewhere, and from the Best Practice Guide of the EU Kids Online network. Specifically, the project sought to obtain empirical data from children directly, rather than from parents/carers speaking on their behalf; it worked to produce quantitative data that provided clear, representative and cross-nationally comparable findings; it ensured that the data collection process followed high standards of rigour and ethics; and, then, the network worked within each country, at EU level and internationally to deliver maximum value for multistakeholder efforts to promote a safer online environment.

The Coordinator (LSE) was responsible for the overall success of the project, including contractual/financial responsibilities, knowledge enhancement responsibilities, and management/organisational responsibilities, as specified in the original proposal. Four forms of communication maximised open and constructive communication both horizontally and vertically, within and beyond the consortium:

- face to face meetings: Coordinator meetings at LSE, Management Group meetings, network workshops, ad hoc meetings/site visits as required;
- the project website: the public face of the project, containing reports, links, contacts, instruments;
- a Google groupware facility: an internal, password protected online information and communication resource for documents, discussions, coordination, etc;
- regular email contact within the network and between network and national stakeholders.

The Coordinator worked with the Management Group (MG) to monitor closely the progress of each work package and of the network of national teams, overseeing and supporting the activities of the network. Although it was originally planned that the MG would each act as a
hub for a group of national teams, in the event it proved more efficient to work within concentric circles – the coordinator, the MG, the network.

Network members participated in all work packages. For reasons of cost and to maximise the productivity of whole-group meetings, one researcher in each country was identified as the key contact and attended the network workshops, although most national teams were larger, encompassing a range of expertise. Each team also benefited from full access to the national data set, for national or international analysis, dissemination and publication, as specified in the Memorandum of Understanding for the network.

The project financing, although substantial, was tight. The network, being composed of experienced researchers working in each participating country, conceived, designed and retained responsibility for the survey questionnaire construction, as well as for quality control checks on the fieldwork (including engagement with the pilot testing), and for analysing and disseminating the findings. However, it is not feasible to attempt to save costs by having the network directly undertake the administration of the survey, and the fieldwork company subcontracted (Ipsos MORI) conducted this part of the work.

Although in any project of this scale and complexity, there were many issues to be resolved, not all of them anticipated in advance, EU Kids Online has worked hard to ensure the successful delivery of the project. In terms of its success indicators, visibility and repute among academic, policy and public stakeholders, and in terms of achieving its ambitious and multifaceted objectives, we consider the project merits a positive evaluation. To be sure, many lessons have been learned, and the dataset itself remains for future exploitation (by the network in EU Kids Online III and by any interested others via the UK Data Archive). The field of children’s online activities, risk and safety continues to evolve, but we are confident that EU Kids Online II has made a substantial contribution to understanding the present conditions that frame children’s experiences and to guiding the policy developments that could improve those conditions in the future.
Annex 1: Network Contacts by Country

<table>
<thead>
<tr>
<th>Key Contact, Participant Institution</th>
<th>Country</th>
<th>Role in the Project</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sonia Livingstone/Leslie Haddon, London School of Economics</td>
<td>UK</td>
<td>Coordinator</td>
</tr>
<tr>
<td>Daniel Kardefelt-Winther</td>
<td>UK</td>
<td>RA</td>
</tr>
<tr>
<td>Uwe Hasebrink, Hans Bredow Institute, Univ. of Hamburg</td>
<td>Germany</td>
<td>MG</td>
</tr>
<tr>
<td>Bojana Lobe, University of Ljubljana</td>
<td>Slovenia</td>
<td>MG</td>
</tr>
<tr>
<td>Sandra Muha, University of Ljubljana</td>
<td>Slovenia</td>
<td>RA</td>
</tr>
<tr>
<td>Brian O’Neill, Dublin Institute of Technology</td>
<td>Ireland</td>
<td>MG</td>
</tr>
<tr>
<td>Sharon McLaughlin</td>
<td>Ireland</td>
<td>RA</td>
</tr>
<tr>
<td>Cristina Ponte, Universidade Nova de Lisboa</td>
<td>Portugal</td>
<td>MG</td>
</tr>
<tr>
<td>Anna Jorge, Universidade Nova de Lisboa</td>
<td>Portugal</td>
<td>RA</td>
</tr>
<tr>
<td>Ingrid Paus-Hasebrink, University of Salzburg</td>
<td>Austria</td>
<td>Network member</td>
</tr>
<tr>
<td>Leen d’Haenens, Catholic University of Leuven</td>
<td>Belgium</td>
<td>Network member</td>
</tr>
<tr>
<td>Jivka Marinova, GERT, Sofia</td>
<td>Bulgaria</td>
<td>Network member</td>
</tr>
<tr>
<td>Yiannis Laouris, Cyprus Neuroscience &amp; Technology Institute</td>
<td>Cyprus</td>
<td>Network member</td>
</tr>
<tr>
<td>David Šmahel, Masaryk University, Brno</td>
<td>Czech Republic</td>
<td>Network member</td>
</tr>
<tr>
<td>Gitte Stald, IT University of Copenhagen</td>
<td>Denmark</td>
<td>Network member</td>
</tr>
<tr>
<td>Veronika Kalmus, University of Tartu</td>
<td>Estonia</td>
<td>Network member</td>
</tr>
<tr>
<td>Dominique Pasquier, Ecole Nationale Supérieure des Télécommunication, Paris</td>
<td>France</td>
<td>Network member</td>
</tr>
<tr>
<td>Liza Tsaliki, National and Kapodistrian Univ. of Athens</td>
<td>Greece</td>
<td>Network member</td>
</tr>
<tr>
<td>Anna Galácz, ITHAKA, Budapest</td>
<td>Hungary</td>
<td>Network member</td>
</tr>
<tr>
<td>Giovanna Mascheroni, Catholic University of Milan</td>
<td>Italy</td>
<td>Network member</td>
</tr>
<tr>
<td>Alfredas Laurinavicius, Mykolo Romerio Universitetas, Vilinus</td>
<td>Lithuania</td>
<td>Network member</td>
</tr>
<tr>
<td>Jos de Haan, Social &amp; Cultural Planning Office, The Hague</td>
<td>Netherlands</td>
<td>Network member</td>
</tr>
<tr>
<td>Elisabeth Staksrud, University of Oslo</td>
<td>Norway</td>
<td>Network member</td>
</tr>
<tr>
<td>Lucyna Kirwil, Warsaw School of Social Psychology</td>
<td>Poland</td>
<td>Network member</td>
</tr>
<tr>
<td>Maialen Garmendia, Univ. of the Basque Country, Bilbao</td>
<td>Spain</td>
<td>Network member</td>
</tr>
<tr>
<td>Cecilia von Feilitzen, Nordicom/ University of Gothenburg</td>
<td>Sweden</td>
<td>Network member</td>
</tr>
<tr>
<td>Monica Barbovschi, Babes-Bolyai University, Cluj-Napoca</td>
<td>Romania</td>
<td>Network member</td>
</tr>
<tr>
<td>Kursat Cagiltay, Middle East Technical University, Ankara</td>
<td>Turkey</td>
<td>Network member</td>
</tr>
<tr>
<td>Maria José Cantarino, Telefonica</td>
<td>Spain</td>
<td>IAP</td>
</tr>
<tr>
<td>Kuno Sorensen, Save the Children</td>
<td>Denmark</td>
<td>IAP</td>
</tr>
<tr>
<td>David Finkelhor, University of New Hampshire</td>
<td>USA</td>
<td>IAP</td>
</tr>
<tr>
<td>Janis Wolak, University of New Hampshire</td>
<td>USA</td>
<td>IAP</td>
</tr>
<tr>
<td>Will Gardner, Childnet-International</td>
<td>UK</td>
<td>IAP</td>
</tr>
<tr>
<td>Ellen Helsper, Oxford Internet Institute</td>
<td>UK</td>
<td>IAP</td>
</tr>
<tr>
<td>Amanda Lenhart, Pew Internet and American Life</td>
<td>USA</td>
<td>IAP</td>
</tr>
<tr>
<td>Annie Mullins, Vodafone</td>
<td>UK</td>
<td>IAP</td>
</tr>
<tr>
<td>Name</td>
<td>Country</td>
<td>Role</td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
<td>------------</td>
<td>-------</td>
</tr>
<tr>
<td>Eileen Munro, Social Policy, LSE</td>
<td>UK</td>
<td>IAP</td>
</tr>
<tr>
<td>Kjartan Ólafsson, University of Akureyri</td>
<td>Iceland</td>
<td>IAP</td>
</tr>
<tr>
<td>Janice Richardson, European Schoolnet + Insafe</td>
<td>Belgium</td>
<td>IAP</td>
</tr>
<tr>
<td>Agnieszka Wrzesień, Nobody’s Children’s Foundation</td>
<td>Poland</td>
<td>IAP</td>
</tr>
</tbody>
</table>

MG – Management Group
RA – Research Assistant (for MG)
IAP – International Advisory Panel
Annex 2: EU Kids Online Website

• In 2010-2011 the LSE was planning to move to a new website system in general, so the EU Kids Online website would have had to have changed at some point. The new system collects some extra statistics about usage. The EU Kids Online II logo is relatively more prominent on this system then on the old webpage. The information from EU Kids Online that changes and is new (e.g. reports) has become more prominent.

• In July, August and September 2010 there were roughly 50 visits a day, as a time when we had nothing new to report. Traffic started to pick up from 18th October (after which point it was always over 100). On 21st October 2010 we had 934 visitors with the launch of the D4 ‘Initial findings’ report. There were also peaks on 15th and 24th November 2010 reflecting presentations given at those times. There were large peaks in February and April 2011 on the days of the release of the short reports on Communications Online and SNS respectively. There was more interest over a period of days relating to the Digital Skills short report released in March. The remaining press releases did not produce noticeable peaks. However, there was a general notable boost in visits (i.e. 200-400 a day) just before, during and for some time after our conference.

• Looking at patterns of access, compared to other LSE websites, initially relatively few visitors came to the EU Kids Online home page by search engines (25%), more come by referrals (i.e. links from other websites - 40%) and more from ‘direct entry’ (i.e. someone entered our URL – 35%). These direct entries imply that we had a large audience that already know us and know when our material will be released. However, in the last 4 months of the project the proportion of visits that came via search engines increased to half of all visits, suggesting we were reaching a wider audience.

• The main referrals come from the national EU Kids Online websites and the EC websites, but also increasingly include links from a variety of agencies across European countries that carried online media coverage of our reports (e.g. in the UK, Ireland, the Netherlands, Spain, Portugal, Norway, Denmark, Finland).

• The Home Page is visited most, as expected. The second most popular is the ‘Reports’ page (where one would find the D4 report and access to the short reports). Other popular pages are ‘Project Outputs’ (e.g. listing our articles, chapters, presentations), the ‘Summaries in the National Languages’ page and the details of the Survey, while, understandably, the Conference pages attracted interest during and after the conference (including downloadable presentations). The ‘Best Practice Guide’, ‘Methodological resources’ and the ‘Repository’ (all from EU Kids Online I) also attract a respectable number of visits each month.

• On average, a visitor will look at 3 or 4 pages when visiting the EU Kids website.
Annex 3: Dissemination

Articles and chapters


• Kirwil, L., Zdrodowska, A. (2010). Korzystanie z Internetu i bezpieczeństwo dzieci w sieci - Polska a Europa w raportach z badań EU Kids Online. Studia Medioznawcze, 3 (42) [Media Studies, in Polish].
• Kirwil, L., Zdrodowska, A. (2010). Korzystanie z Internetu i bezpieczeństwo dzieci w sieci - Polska a Europa w raportach z badań EU Kids Online. Studia Medioznawcze, 3 (42) [Media Studies, in Polish].


• *Huvudresultat från undersökningen EU Kids Online* (Main findings from the study EU Kids Online), *Nordicom information*, Vol. 33, No. 1-2, 2011, pp 59-67 (in Swedish)


• *Kirwil, L. (2011). Internet to więcej niż zabawa. To Tywo ¿ycie. Dlaczego eksperymentowanie z to¿samoœci¹ online nie jest bezpieczne? Polskie dane od dzieci w wieku 9-16 lat z badañ EU Kids Online II [Why experimenting with identity online is not safe? Polish findings for children aged 9 to 16 from the project EU Kids Online II].* Flyer SID 2011 (2 pages,120 copies). February 7, 2011, Warsaw. Poland.

• *Kirwil, L. (2011). Internet to więcej ni¿ zabawa. To Tywo ¿ycie. Dlaczego eksperymentowanie z to¿samoœci¹ online nie jest bezpieczne? Polskie dane od dzieci w wieku 9-16 lat z badañ EU Kids Online II [Why experimenting with identity online is not safe? Polish findings for children aged 9 to 16 from the project EU Kids Online II].* Poster for SID 2011 (5 copies). February 7, 2011, Warsaw. Poland.


• *Livingstone, S. (2011). Response on behalf of EU Kids Online to the European internet industry's consultation, Principles for the safer use of connected devices and on-line services by children, June.*


• http://blogs.lse.ac.uk/mediapolicyproject/2011/05/05/dossier-media-literacy-and-the-uks-communication-act-2003/


• Online muligheder og risici for børn og unge (2011). EU Kids Online Danmark, Rapport , IT Universitetet i København


• Ponte, C. (2011). A rede de Espaços Internet entre paradoxos e desafios da paisagem digital, Media & Jornalismo 19, 45-64


Social Networking, Age and Privacy, Newsletter on Children, Youth Media in the World, No. 1, 2011 (published by The International Clearinghouse on Children, Youth and Media, Nordicom, University of Gothenburg, Sweden)


Research presentations

- Dirager, A. (2009). Panel discussion on "Lesen und Schreiben im Netz" (Reading and Writing in the net*). Austria.
- Hagen, I. (2009). The role of new media technologies and the Internet: Coping with risks, maximizing opportunities and promoting mental health and well-being. Thematic Conference Mental Health in Youth and Education; 2009-09-29 - 2009-09-30
• Kalmus, V. (2009). The use of (new) media by (Estonian) young people and research on it. Guest lecture at Viljandi Culture Academy, 30 September, Viljandi, Estonia.
• Livingstone, S. (2009). 'What would you like to talk about?' Interactive discussion with Youth Panel members at the Safer Internet Forum, Luxembourg, 2009
• Mascheroni, G. (2009). EU Kids Online, presented at the workshop “Youth cultures and digital worlds: rethinking the relationship between children and the media”, La Sapienza, Rome, 12th May. Italy.
• Olafsson, K. (2009). Investigating online safety at the national level. Presentation at Insafe training meeting in Reykjavik December 1. Iceland.
• O'Neill, B. (2009). What possibilities and risks should be discussed at school? Panel participation at the Safer Internet Forum, Luxembourg.


• Tsalik, L. (2009). Greek Children using New Technologies, paper presentation at the 7th Panellenic Conference of OMEP, 6-8 November 2009 (Childhood and the mass media/ 'Παιδική ηλικία και ΜΜΕ'). Greece.


• Tsaliki, L. (2009. The end of innocence? New Technologies in Children's Everyday Life' ('Το τέλος της αθωότητας? Νέες τεχνολογίες στην καθημερινότητα των παιδιών') paper presented at Syros Seminars (The Youth in Greece Today/Η νεολαία στην Ελλάδα σήμερα), Panton University, Dept of Political Science and History, together with the Centre for Political Research, 6-7 July 2009 (by invitation).


• Casado, M.A. (2010). Parental Mediation in Europe. EU Kids Online Surrey results. 11th Annual Conference of the Association of Internet Researchers (AoIR), Goteborg, October 21-23.


• Dürager, A. (2010). Measuring parental mediation of their child’s internet use. Testing the reliability of a translated scale considering the parent’s as well as the child’s points of view. Cyberspace Conference, Brno, November.


Europeos (Old risks, new challenges for promoting a safer environment for European minors), "I Congreso Internacional de Ciudadanía Digital", 20-22 May, San Sebastián.


- German EU Kids Online conference (2010). Growing up in a digital society – Internet and value orientation in the lives of children and young people in Germany and Europe (organised by the Media Authority of Rhineland-Palatinate and the Hans Bredow Institute), Berlin, December 7, Germany.

- Goethe-Institut Lissabon, Lisbon, 24-25 May 2010.


- Hagen, I. (2010). Having fun with friends online: An exploration of the role of Internet in the lives of 12 year olds. The 12th Coference on Social and Community Psychology - Programme, Conference abstracts, List of participants 2010 s. 53-54.


- Kirwil, L. (2010). Internet related risks for the young generation: what we have learnt from the EU Kids Online project. Paper presented at the research seminar organised by the ADOPOLNOR group, Poznan, Poland, February.


• Mascheroni, G. (2010). Comunicare la sicurezza in rete: il Safer Internet day (Communicating online safety: the Internet day) at the Protecting children: Best practices and innovations. Conference, Riva del Garda, 11-13 November (Italian).

• Ogan, C. (2010). Presentation to School of Journalism, Indiana University (Turkish).


• Paus-Hasebrink, I. (2010). "Facebook als Schulfach?" (Facebook as subject in school?), presentation within the event "RoundaboutKids 2010 - Medienkompetenz für unsere Kinder" (Mediacompetency for our kids), organised by A1 (telecommunication organisation), Vienna; 23 June. Austria.

• Paus-Hasebrink, I. (2010). "Internet Kids - ein Forschungsbericht" (Internet Kids - a research report), presentation at ORF (Austria's public broadcaster), Vienna (Studientagung des Stiftungs- und Publikumsrates des ORF), 22 June. Austria.


• Staksrud, E. (2010). EU Kids Online results on Social Networking Sites. Paper presented at the Safer Internet Forum Luxembourg
http://www2.lse.ac.uk/media@lse/research/EUKidsOnline/PresentationsSIF2010.aspx October, 2010.


• Stald, G. (2010). Mobile Youth, Presentation at Safer Internet meeting with stakeholders from mobile Industry, NGOs and others. Denmark.


• Tsaliki, L. (2010). Enhancing knowledge regarding European children's use, risk and safety online. (Greek).
• Tsaliki, L. (2010). Factors influencing children’s internet use: Parental level of education, parental monitoring and young children’s experiences of online porn in Greece and Portugal, October 2010 (Greek).
• Aroldi, P. & Mascheroni, G. (2011). EU Kids Online: crosscultural research on online risks and opportunities, Summer School MeRIS, Urbino, 15 September 2011. Italy.
• d’Haenens, L (2011) Presentations of the findings for Belgium on a colloquium for academics, policy makers and stakeholders from organizations working on online safety (15th of December 2011 in Leuven, Belgium). Belgium.
• Dürager, A. & Hasebrink, U. (2011). EU Kids Onloine - Results for Austria. Stakeholder-conference of EU Kids Online Austria and saferinternet.at, Vienna, Austria, 22th of March 2011.
• Findahl, O. (2011). The Internet generation is growing out. Presented at "The
digitalized childhood", a biennial for teachers, preschool teachers, educationalists,
students and school people. The Linneus University, Kalmar. 3 februari 2011. Sweden.

contox europeo." III Jornada sobre protección de datos y seguridad en internet entre
los menores de edad. Autoritat Catalana de Protecció de Dades, Barcelona, 22th
February. Spain.

contox europeo. III Jornada sobre protección de datos y seguridad en internet entre
los menores de edad. Autoritat Catalana de Protecció de Dades, Barcelona, 22th
February. Spain.

• Garmendia, M. (2011). "Uso de Internet a través de los dispositivos móviles entre los
europeos: recomendaciones menores europeos: riesgos, oportunidades y
recomendaciones". Jornada "Smartphones y menores: oportunidades y riesgos"

• Görgiz, A. (2011). Who is vulnerable online? Children at risk offline or children newly at
risk online? Paper presented at Internet and Mental Health 2011, Exeter, UK.

or children newly at risk online? Paper presented at Internet and Mental Health 2011,
June, Exeter, UK.

• Goerzig, A. & Olafsson, K. (2011). What makes a bully a cyberbully? Unravelling the
characteristics of cyberbullies across 25 European countries. Paper presented at the
annual meeting of the Social Psychology section of the British Psychological Society,
September, Cambridge, UK.

• Haddon, L. (2011). Comparative cross-national/cross-cultural methods for study of the
internet: the case of young people’s uses, presentation at the Oxdor Internet Institute,
Oxford, UK, June 7. UK.

• Haddon, L. (2011). EU kids Online II: Overview, Internet Research 12.0 Performance
and Participation, Annual conference of the AoIR, 9-11 October, Seattle

• Haddon, L. (2011). Parental mediation of internet use: Evaluating family relationships,
Nordmedia Conference, 11-13 Auegust, Akureyri, Iceland.

• Hagen, I. (2011).Having Fun with Friends Online: An exploration of the Role of Internet
August 11-13, 2011.Division: Media Literacy and Media Education.

• Hagen, I. (2011).Having Fun with Friends Online: An exploration of the Role of Internet
August 11-13, 2011.Division: Media Literacy and Media Education.

Online network”, Keynote at the 2nd Workshop of the Young Scholars Network on

[Social Networking Sites: The current state of research], Paper presented to the 10th


psychological and digital inclusion frameworks to explain excessive internet use by
young Europeans. Conference on Children, risk and safety online: Research and policy
challenges in comparative perspective. September, London (UK).

Research Project. Presentation at "Workshop of Accelerating Social Transformation

• Kalmus, V. (2011). Competing or complementary agents of socialisation? Patterns of
inter-generational role division in mediating youngsters’ Internet use. Paper presented
at the 10th European Sociological Association Conference, September 7-10, Geneva.

• Kalmus, V. (2011). Competing or complementary agents of socialisation? Measuring
the effectiveness of parental, teacher and peer mediation of EU kids’ Internet use.

• Kalmus, V. (2011). Uue meedia põlvkonna noorte eelistused ja hoiaukud (Preferences
and attitudes of the new media generation). Paper presented at the seminar "Uue
meedia põlvkond ülikoolis" ("The new media generation in university"), May 18, 2011, University of Tartu, Estonia.


- Kirwil, L. (2011). Eksperymentowanie z własną tożsamością online - charakterystyka, funkcje, konsekwencje w okresie dorastania (na podstawie danych programu EU Kids Online II) [The experimenting with self-identity: Characteristics, functions, and consequences in adolescence (on the basis of the EU Kids Online data)]. Paper at the scientific meeting of the Department of Social Psychology and the Department of Personality, Warsaw School of Social Sciences and Humanities, March 1, 2011, Warsaw.


• Marinescu, V. (2011). Copii si sexualitatea on-line – Date din proiectul european EU Kids Online II [Children and on-line sexuality-Data from the European project Eu Kids Online II], paper presented at the Conference: “Rolul New Media in journalism/The role of new media in journalism”, organized by the Faculty of Journalism and Communication Sciences, Bucharest, Romania, 3-4 November 2011.


• Ortner, C. & Dürager, A. (2011). EU Kids Online I and II. Presentation within a seminar for master students at the University of Salzburg, Austria, 26th of January 2011.
• Ponte, C. (2011). As gerações mais novas e os media: resultados do inquérito europeu EU Kids Online. [Young generations and the media: results from the EU Kids Online survey], Congresso Nacional Literacia, Media e Cidadania; Braga. Portugal.


• Von Feilitzen (2011). Presentation of Swedish EU Kids Online findings at Nordmedia9, the Nordic research conference for Media and Communication Studies, in Akureyri, Iceland.
• Klamus, V. (forthcoming) Presentation on the conference "Vaikų privatumas internete" (Children's online privacy). Conference is organized by Lithuanian Institute of Consumers. Title of the presentation: Patyčios internete: Lietuvos vaikos Europos kontekste ("Online Bullying: Lithuanian Kids in European Context").

Other public stakeholder presentations

• Stald, G. (2009). EU Kids Online II. Advisory Board Denmark 25.11.2009. Presentation at EU Kids Online Advisory Board meeting, IT University of Copenhagen. Participants from research, NGOs and Industry. Denmark.
• Barbovschi, M. (2010). Initial findings from the EU Kids Online II project. Bucharest: Faculty of Sociology and Social Work. October 28th, Romania.
• Barbovschi, M. (2010). Initial findings from the EU Kids Online II project. Bucharest: Faculty of Sociology and Social Work, October 28th. Romania.
• Boteva D. & Marinova, J. (2010) Presentation of the initial results of the pan European research within the EU kids Online II with analysis of the national data.
• Cagiltay, K. (2010). Presentation to the 27th National Turkish Informatics Association Meeting. Turkey.
• CyberEthics Team. (2010) Event to promote CyberEthics and safer Internet at MYMALL. Limassol, Cyprus. February 5, 2011.
• d’Haenens, L. (2010). Internet uses, experience of online risks & harm, and coping strategies among European children. Initial findings from EU Kids Online. Presentation
at IPTS workshop IPTS Workshop on "The Paradoxes of ICTs and Social Inclusion: Do ICTs Increase Opportunities for Young People at Risk?" (Belgian).


• Laszlo, E. (2010). Harm and responses to harm. Data from the EU Kids Online II project. Bucharest: Faculty of Sociology and Social Work, October 28th. Romania.


• Livingstone, S. Chair, (2010). A grand coalition on child internet safety’. Pre-meeting at the Internet Governance Forum, Vilnius, September 2010.

• Mascheroni, G. (2010). Presentation at the "Italian Centre for Internet Safety" advisory board. Italy.


• Mascheroni, G. (2010). Presentation of the EU Kids Online Initial Findings at the "Italian Centre for Internet Safety" advisory board, Rome. Italy.


• Ságvári, B. (2010). Major findings of the EU Kids Online research (EU Kids Online workshop, ELTE - Eötvös Loránd University of Sciences, 16.12.2010).


• Stald, G. (2010). EU KIDS ONLINE II ADVISORY BOARD Danmark 27.10.2010. Presentation at meeting with Danish EU Kids Denmark Advisory Board at the IT University of Copenhagen. Participants from Research, NGOs and Industry. Denmark.
• Tsaliki, L. (2010). Presentation of EU KIDS ONLINE II at the Greek National Advisory Board for Safer Internet, by invitation. Greece.
• (2011). Presentation of the Initial Findings at the National Advisory Board of the Italian Centre For Internet Safety.
• CyberEthics Team. (2011) ‘Event at the Mall of Cyprus to promote CyberEthics and safer Internet.’ Nicosia, Cyprus. February 8, 2011, Cyprus.
• Deia. El Gobierno vasco detectó e intervino en 33 casos de acoso escolar el curso pasado (15-2-2011). Spain.
• El Diario Vasco. Uno de cada seis niños vascos de Primaria confiesa haber sufrido algún tipo de acoso (15-2-2011). Spain.
• Green, L. (2011). SaferInternetDay. Discover the digital world together... safely! Australia.


• Laurinavicius, A. (2011). Electronical contacnt with Algimantas Šimaitis, head specialist for non-formal education in Lithuanian Ministry of Education. The Project and the main results were presented. Lithuania.

• Laurinavicius, A. (2011). Information about the project and the main results were provided to Children's Line organization (telephone hotline help for children). Lithuania.

• Laurinavicius, A. (2011). Information about the Project and the main findings were circulated amongs members of Lithuanian psychologists. Lithuania.


• Laurinavicius, A. (2011). Presentation of the Project and the main results for of students of Social Communication Institute of Vilnius Pedagogical University. Lithuania.

• Laurinavicius, A. (2011). Stakeholder meeting with chair of Lithuanian Association of Social Pedagogues. The Project and main findings were presented. Lithuania.

• Laurinavicius, A. (2011). The main results were circulated electronically in network of Lithuanian teachers of Ethics. Lithuania.

• Laurinavicius, A. (2011) Presentation on the conference "Vaikų privatumas internete" (Children's online privacy). Conference is organized by Lithuanian Institute of
Consumers. Title of the presentation „Patyčios internete: Lietuvos vaikai Europos kontekste” (“Online Bullying: Lithuanian Kids in European Context”. Lithuania.


• Olafsson, Kjartan (2011). The challenges of studying children's risks and opportunities on the internet - the design, implementation and key findings of the EU Kids Online survey. EU NET ADB - first consortium meeting, Athens, Greece May 20-21, 2011


• Siibak, A. (2011). Digitaalne põlvkond - mida lapsevanemad teadma peaksid? (Digital generation - what should the parents know?). Presentation at the Family Seminar "Family - leisure time and entertainment", Tallinn, 26.03.2011


• Staksrud, E. (2011). Help - the children are online. Advise for those who grew up with TV.... (04.05.2011) Kråkstad Skole, Kråkstad.


Media coverage

• “Élen járnak a magyar fiatalok a közösségi portálokon (2010) ”“Hungarian youth at the top” Hungary.
• "Már hétévesen rendszeresen interneteznek az európai gyerekek" (Hungarian children are using the Internet already at the age of 7) [http://www.hirado.hu/Hirek/2011/01/14/12/Mar hetevesen rendszeresen interneteznek az europai gyerekek.aspx] Hungary.
• “Troppi bimbi su Facebook eludono le restrizioni di età”, La Stampa, 18 Aprile 2011. Italy.
• 21% dintre copiii-internauti din Romania au fost hartuiti pe Internet, arata un studiu recent (2010, November 26). ControllInternet.ro Romania.
• 24 ur (2010). Pop TV, Slovenia.
• 77% dintre părinții copiilor din România nu știu că copiii lor au fost agresați online (2010, October). Top UB. The Online Newspaper of University of Bucharest. Romania.
• aktivendrzavljan.si (22/10/2010) "Evropski otroci začnejo uporabljati internet povprečno pri sedmih lethi". Slovenia.
• Article (Dnevnik objektiv, 2010). Slovenia.
• Belga (13.11.2009). Six jeunes Flamands sur dix regardent régulièrement des images pornographiques. La Libre Belgique, Belgium.
• Burns, M. (2011) UK a 'high use, some risk' country for kids on the Web, IDG News Services, 18-10-2011, [http://news.idg.no/cw/art.cfm?id=F3254BA7-1A64-67EA-E4D8798142643CEF]
- Candis (25/10/2011). "Parental advice: The internet can be used in positive ways". http://www.candis.co.uk/parental-and-family-health-news/3675/parental-advice-the


- Csúcsa a magyar fiatalok: rekordsmerőss a közösségi portálon (Hungarian youth at the top: they have the largest number of friends on social networks). Hungary. Hírszerző (17.11.2010) - leading online news portal Dagbladet. (28 August, 2010). Derfor kler hun av seg [The reason why she takes of her clothes], News feature. (Norwegian).


- CyberEthics Team. (21.10.2010). The Safer Internet Helpline. Appearance on TV show "7/10" at CyBC. Cyprus.


- ddp Basisdienst (21.10.2010). "Study: One in eight european children makes bad experiences online" [Studie: Jedes achte europäische Kind macht im Internet schlechte Erfahrungen], Germany

- De Morgen. (23 October, 2010). Zeven op tien ouders weten niet dat kind online gepest wordt. (Belgian).


- Delfi. (21 October, 2010). “Study: One in eight European children makes bad experiences online” [Studie: Jedes achte europäische Kind macht im Internet schlechte Erfahrungen], Germany

- Delfi (21 October, 2010). " study: One in eight European children makes bad experiences online" [Studie: Jedes achte europäische Kind macht im Internet schlechte Erfahrungen], Germany


- dnevnik.si (15/12/2010) "Kaj počne internet z našimi možgani". Slovenia.
- dnevnik.si (22/10/2010) "Otroci - gospodarji interneta: Osemnajst odstotkov evropskih otrok na internetu objavi svojo telefonsko številko ali domači naslov". Slovenia.
- e-demokracija.si (17/5/2010) "Internet uporablja 75 % otrok v EU". Slovenia.
- edus.si (9/2/2010) "MLADI NA NETU (Kaj slovenski otroci in mladi počno na internetu?)". Slovenia.
- Heise online (German news ticker) (October 23 2010). "EU-studie: Kinder machen verstörende Erfahrungen im Netz". http://www.heise.de/newsticker/meldung/EU-Studie-Kinder-machen-verstoernde-Erfahrungen-im-Netz-1124147.html Germany
- Helsingin Sanomat. (21 October, 2010). http://www.hs.fi/kotimaa/artikkeli/Tutkimus+Vanhemmat+v%C3%A4h%C3%A4t+lasten+netiss%C3%A4+kohtaamia+vaaroja/1135261061607 (Finnish)
- Interview for Start, Rai Radio 1 morning programme. (Italian).
Märkische Allgemeine (21.10.2010): "One in three children has already been exposed to online risks" [Jedes dritte Kind war schon Online-Risiken ausgesetzt].

Matylda Młocka. (2010). Dzieci ugrzęzły w sieci. Reczpospolita, 4 November, p. 4


Merendeel Vlaamse jongeren komt op webporno terecht (13.11.2009). De Morgen, p. 8


MetroPortugal. (22 October, 2010). Net é segura para crianças [URL] (Portuguese).


Mojmikro.si (9/2/2010). "Kaj Slovenski otroci in mladi počno na internetu?" Slovenia.

MTV3, TV. (21 October, 2010). (Finnish).


National radio Nr. 1 programme "Lietuvos diena". (October, 2010). (Lithuanian).


news-echo.de (22.10.2010) "Kids often make bad experiences online" [Kinder sammeln oft schlechte Netz-Erfahrungen]. Online [URL]. Germany


NRK (Writer). (September 2010). Hatgrupper på Facebook [Hategroups on Facebook] [TV]. NRK Morning News. Oslo: NRK. (Norwegian).

NRK (Writer). (September, 2010). Barn som intervjuboktaler i kriminalsaker [Radio], NRK P1 Lang lunsj. Oslo: NRK. September (Norwegian).

O Repórter – Brazil. (November, 2010). Seminário em Brasília discute riscos do uso da internet por crianças [URL] (Irish)

Odae, G. (2010, October 31). In Romania 77% dintre parintii copiilor agresati online nu cunosc acesta realitate. AcademicLink.ro Romania.


Onet [URL] (Polish).

Opettaja, Magazine. (October, 2010). (Finnish).

ORF Radio Salzburg. (December, 2010). (Austrian).
- ORF. (2010). *Children are too unworried using Facebook.*  
  http://salzburg.orf.at/stories/481645/ (November (Austrian)).

- ORF. (2010). *Parents underestimate Online risks.*  


- PC World (Online) (2010). *Half of EU kids don't know how to be safe online.*  

- Perspektywy. (2010).  


- planet.si (21/10/2010) *"Eden od osmih otrok se na spletu razburi".* Slovenia.

- Pohjolan Sanomat. (21 October, 2010).  


  http://www.tartupostimees.ee/?id=329855 Estonia.

- primorske.si (21/10/2010) *"Tudi osemletniki posegajo po svetovnem spletu"* Q-music. (22 October, 2010). *1 op 10 kinderen heeft slechte internetervaring* [radio news 11 pm]. (Belgian).

- Raadio Kuku. (21 October, 2010). Interview with Veronika Kalmus on the radio broadcast Raadioekspress, 12 pm. (Estonian).


- Radio Nova. (21 October, 2010). (Finnish)

- Rádio Renascença (9/2/2010), *"Pensa antes de clicar!".*

- Rádio Renascença. (21 October, 2010). *Portugal é dos paìses onde as crianças correm menos riscos na Net.*  


- RDP- Antena1 (22 May 2010), *"Dias do Futuro".* Spain.

- Relevant Media. (October, 2010). *Parents underestimate Online risks.*  

- ris.si (1/11/2010) *"Naslov Internet in slovenski otroci".* Slovenia.


- Riscuri și siguranța pe internet: rezultate EU Kids Online și prezentarea raportului la București (2010, October 25). Announcement of the presentation of the results from the EU. Romania.

- safe.si (21/10/2010) *"Evropski otroci na internetu: tudi tveganja, predvsem pa pozitivne priložnosti".* Slovenia.

- safe.si (22/10/2010) *"Novica Rezultati raziskave: Kako se na spletu znajdejo slovenski otroci?".* Slovenia.
- Studiul EU Kids Online ne releva ce fac copiii si adulti din Romania pe Internet. (2010, October). Sigur.info Romania.
- TA NEA. (November, 2010). Blocking online risks. (Greek).
The Portugal News (2010). EU study reveals 58 percent of Portugal's children have online profiles. (Portuguese).


TO VIMA. (November, 2010). Parents ignore online risks. (Greek).


Turbulenca (2010). TV Slovenia,Slovenia.


TV: ORF Salzburg Heute. (December, 2010). (Austrian).

TVI (9/2/2010), "Os perigos da Internet".


Unul din cinci copii romani, expus la imagi ni sexuale pe Internet (2010, November 2). Ziare.com

Unul din opt copii inca mai au experiente online care ii supara, dupa cum arata un nou studiu la nivel european (2010, October 25). Avocatnet.ro Romania.

uvp.gov.si (22/10/2010) "Digitalna agenda: raziskava uporabe interneta pri otrocih, natečaj za spletne vsebine visoke kakovosti". Slovenia.

uvp.gov.si (22/10/2010) "Digitalna agenda: raziskava uporabe interneta pri otrocih, natečaj za spletne vsebine visoke kakovosti". Slovenia.

uvp.gov.si (22/10/2010) "Digitalna agenda: raziskava uporabe interneta pri otrocih, natečaj za spletne vsebine visoke kakovosti". Slovenia.


• (2011, February 8). News Feature and Interviews. 5.30 News. TV 3. Ireland.
• (2011, February 8). News Feature and Interviews. 7pm News. TG4 Television. Ireland.
• 02/6/11, Interview with Brazilian educational TV ‘Futura’ http://www.futura.org.br/ Brazil.
• 3/3/11 Interview with Metro International reporter Elisabeth Braw. UK
• 4% van de kinderen gepest, (06/10/2011), several news websites, such as Nu.nl, De Pers, upc.nl. Netherlands.
• 60.000 kinderen online gepest, (06/10/2011), POWnews. Netherlands.
• A magyar gyerekek nem féltik személyes adataikat (Hungarian children are not afraid for their personal data). Index.hu (2011) - market leading news portal of Hungary
• A.C. (June, 2011). Pornography and online violence across children in Romania: 25.7% of children questioned received sexual images online. HotNews.ro [online publication]. Romania.
- Actukids Multimédia (17/01/2011). "L’enquête EU Kids online montre ..." France.


BBC1 Sunday Morning Live, 5/9/10, Is television good for kids? UK.


Bergens Tidende. (2011, 17.01.). Vi har glemt hva som faktisk er på nettet, Print, Bergens Tidende, p. 27. Norway.


Daily Mail, 27/3/10, I believe Facebook is a toxic addiction, http://www.dailymail.co.uk/femail/article-1261037/Janet-Street-Porter-I-believe-Facebook-toxic-addiction.html UK.


DeHavilland (2011). Parliamentary Inquiry in to Online Child Protection hears from Lucy Faithful Foundation, the Mother’s Union, YoungMinds, Marie Collins Foundation and LSE. UK.


delo.si (13/1/2011) "Starši so premalo pozorni na neprimerne vsebine“. Slovenia

delo.si (16/2/2011) "Medmrežje in slovenska mladina: soba in 249 prijateljev iz računalnika" Slovenia.


- Die Presse (2011) Porn and meetings: Parents underestimate online risks. 06.04.2011 Austria.
- Digital Knowledge Centre, 08/2/11, Young teens find it easier to "be themselves" online than offline. http://www.digitalstrategyconsulting.com/intelligence/2011/02/young_teens_find_it_easier_to.php UK.

- dnevnik.si (1/3/2011) "Samo v lanskem letu se je obseg spletnih goljufij povečal za skoraj četrtino". Slovenia
- dnevnik.si (3/2/2011) "Je "krava debela" na tej ali na oni strani etičnosti?" Slovenia
- Dziennik Internautow Internauci (2011). Dlaczego m³odzie¿ ukrywa to¿samoœæ w sieci. From http://di.com.pl/news/35798,1,0,Dlaczego_mlodzie_ukrywa_tozsamosc_w_sieci.html e-demokracija.si (17/1/2011) "Kdo mladino uèi o uporabi spletnih tehnologij?" Slovenia
- e-demokracija.si (17/5/2010) "Internet uporablja 75 % otrok v EU". Slovenia
- Eesti juhib küberkiusajate edetabelit [Estonia leads the top of cyberbullies] (2011, October 5). Õhtuleht, online. Estonai.
- Egyre fiatalabbak neteznek (They are using the net ever earlier) (2011) Hir24, 30 September 2011
- Ekko, P. (03.08.2011). En av fire norske barn er på hat sider på Internett [Radio discussion programme]. Oslo: NRK. Norway.


El 11% de los niños ve sexo en la red. (2011, March 29). SUR. p.43 (Newspaper)


El primer chat con siete años. (2011, March 29). Granada hoy. p.16 (Newspaper)


Ellis, F. (2011, February 8). Most children have seen sexual images on web. The Independent, Ireland.

ERR News, Researchers: Kindergarten Teachers Need Media Literacy Training, (Estonian Public Broadcasting), 18-10-2011, [http://news.err.ee/education/b09859d8-9404-4557-8e6e-c4598a0de3e1](http://news.err.ee/education/b09859d8-9404-4557-8e6e-c4598a0de3e1)


euranet (13/1/2011) "Raziskava EU Kids Online". Slovenia


europa.gov.si (14/1/2011) "V Sloveniji malo staršev spremlja otrokovo uporabo interneta". Slovenia.


Felelőtlenül interneteznek a magyar gyerekek (Hungarian children are using the Internet irresponsibly), 1 May, 2011, Blikk. Hungary.

Female (2011). Nieznana to¿samoœæ dzieci w sieci. From http://www.female.pl/artykul/11068/Nieznana-to%C5%BCsamo%C5%9B%C4%87-dzieci-w-sieci.html Poland.

Femme actuelle (31/01/2011). "Internet pas si dangereux pour nos enfants!". France.


Finchannel (The Financial Channel), 15/1/11, LSE: Children need more help to block online threats says European internet study, http://www.finchannel.com/Main_News/Tech/79125_LSE%3A_Children_need_more_help_to_block_online_threats_says_European_internet_study/ UK.


France Inter (14/01/2011). "Inter soir". France.


Fummi, A. "Cattolica, ricerca su internet e minori. Giovani consapevoli, ma in rete sono soli" (Catholic University, a research on children and the internet. Youth are aware, but left alone when online), La Cronaca, 11 may 2011. Italy.


Gazeta Prawna (2011)- Internet: Dlaczego m³odzie¿ ukrywa to¿samoœæ w Sieci. From http://www.gazetaprawna.pl/wiadomosci/artykuly/485114,internet_dlaczego_mlodziez_Ukry Poland.


Generatia Online (Feb, 2011). 21% dintre copiii-internauti din Romania au fost hartuiti pe Internet. [online publication]. Romania.


Giovanna Mascheroni's Interview at Tele Padre Pio (digital tv channel). Italy.

Giovanna Sciacchitano 'Un minore su 4 è meno imbarazzato se parla online', Avvenire, 8 February 2011. Interview to Giovanna Mascheroni and two articles on the Eu Kids Online
Giovanna Sciacchitano ‘Un minore su 4 è meno imbarazzato se parla online’, Avvenire, 8 February 2011. Interview to Giovanna Mascheroni and two articles on the Eu Kids Online.


Güvenli Ýnternet Kullanýmýnda Türkiye Avrupa Sonuncusu (Turkey is the last safety Internet user among Europe). (2011, October 19). Zaman


Heise online (2011). EU Commission wants to protect children better on the Internet [EU-Komission will Kinder im Netz besser schützen]. (18.4.2011)


Hétévesen már rendszeresen interneteznek az európai gyerekek (At the age of seven European children are using the Internet regularly), 14 January, 2011. Inforadio. Hungary.


http://www.capeargus.co.za/?SectionId=3127&fArticleId=5699649

- [http://www.pcworld.com/businesscenter/article/208547/half_of_eu_kids_don't_know_how_to_be_safe_online.html](http://www.pcworld.com/businesscenter/article/208547/half_of_eu_kids_don't_know_how_to_be_safe_online.html) UK.
- Huffington Post, 06/1/11, Zuckerberg Was Right: Why Facebook Should Welcome Kids Under 13. [http://www.huffingtonpost.com/larry-magid/zuckerberg-was-right-why-b_869961.html](http://www.huffingtonpost.com/larry-magid/zuckerberg-was-right-why-b_869961.html) UK.
- IKT section article (2011). Dnevnik, Slovenia.
- I'm an image of yourself (2011), "The architects of tomorrow", ET1 channel (broadcasted at 09/01/11) (Greek).
- IndexWeb.ro (June, 2011). Pornografia si violenta online in cazul copiilor din Romania. 25,7% dintre copiii chestonati au primit imagini sexuale pe internet. [online publication]. Romania.
- Interview for "Toutel'europe" (2011)
- Internet Cehaletine Karþý Eðitim Þart (Education is essential against the Internet illiteracy). (2011, October 20). Birgün. Turkey.
- Interview with N. Sonck and news item about children and online risks at a commercial tv station, 06/10/2011, RTL-nieuws. Netherlands.
- Interview with N. Sonck at national radio news about children and online risks, (06/10/2011), NOS-radio 1. Netherlands.
- Interview with N. Sonck at national television news about children and online risks, (06/10/2011), NOS-nieuws. Netherlands.
- Inwestycje (2011). Nieznana to¿samoœæ dzieci w sieci. [http://inwestycje.pl/it_ebiznes/Nieznaataozsamosc-dzieci-w-sieci;115726;0.html](http://inwestycje.pl/it_ebiznes/Nieznaataozsamosc-dzieci-w-sieci;115726;0.html) Poland.
- Ioska (June, 2011). Studiu: pornografia si violenta online in cazul copiilor din Romania. [online publication]. Romania.
- Ypte Türkiye’nin Yöntem Karnesi (There is the Internet report cart of Turkey). (2011, October 20). Yistiklal. Turkey.
- Kind veel te kwetsbaar op internet, (06/10/2011), several regional newspapers such as Brabants dagblad. Netherlands.
- Kinder+Digitale Median (2011): Austrian Results of EU Kids Online: Parents underestimate online risks their children might come into contact with. March 2011. Austria.
- La mitad de los adolescentes europeos son más “abiertos” en Internet (2011, February 8). × Tendencias 21 (Revista electrónica de ciencia, tecnología, sociedad y cultura) (Online Magazine). Spain.
- La Recherche (February 2011). Interview with Dominique Pasquier. France.
- ljnovice.com (13/1/2011) "V Sloveniji malo staršev spremlja otrokovo uporabo interneta". Slovenia.
- Los menores españoles no ven riesgo en entablar contactos a través de Internet (2011, March 29). Asociación española de empresas de consultoría. (online magazine). Spain.
- m1 Híradó (daily news program of the Hungarian Television) http://index.hu/tech/2011/01/14/nyilvanos_a_magyar_gyermekekprofilja/ Hungary.
- Manolea, B. (2011). Utilizarea Internetului de catre copii si masurile de siguranta [Children's internet use and safety measures]. Legi Internet, online publication.
- Már hétévesen rendszeresen interneteznek az európai gyerekek (At the age of 7 European children are already using the Internet). MTI - Hungarian News Agency Corp.
Mascheroni, G. (2011) "youth and social network sites", participation at "Primo Tempo" talk show, Class News Television

May., M. (2011, February 8). Kids, 9 Addicted to Internet Sites. The Irish Sun. Ireland


Mention on Studio ob 13 show (2011). TV Slovenia, Slovenia.

Metro (London edition), 24/1/11, 25% of 9-yr-olds on social websites. UK

Metro (Moscow edition), 19/11/10, Is the internet useful to your child? www.metronews.ru Russia.


Morset, T. L. (2011, 30.03.2011). Unge blir klokere av nettbruk, print, Dagbladet, pp. 1,14,15. Norway


Nasvetzanet.si "Prednosti in slabosti starševskih nadzornih programov " Slovenia


New Media Age (20/4/2011). "One in five under-13s use Facebook". http://www.nma.co.uk/news/one-in-five-under-13s-use-facebook/3025679.article UK
- NewsRo (June, 2011). Pornography and online violence across children in Romania: 25.7% of children questioned received sexual images online. [Online publication]. Romania.
- Noticias de Gipuzkoa; Berria; Gara, El Diario Vasco. Spain.
- NRK Dagsnytt P1 and P2. (16.02.2011, 07:30). En av fire 9-12 åringer er på Facebook [1 out of 4 9-12 year olds are on Facebook] [Radio news]. Oslo: NRK. Norway.
- NRK Dagsnytt. (16.02.2011, 06:45). En av fire 9-12 åringer er på Facebook [1 out of 4 9-12 year olds are on Facebook] [Radio news]. Oslo: NRK. Norway.
- NRK Dagsnytt. (16.02.2011, 07:00). En av fire 9-12 åringer er på Facebook [1 out of 4 9-12 year olds are on Facebook] [Radio news]. Oslo: NRK. Norway.
- NRK FBI. (04.05.2011). Special broadcast on social media [TV consumer program]. Oslo: NRK. Norway.
- NRK Kulturnytt (16.02.2011, 08:20). En av fire 9-12 åringer er på Facebook [1 out of 4 9-12 year olds are on Facebook] [Radio news]. Oslo: NRK. Norway.
- NRK Kulturnytt. (2011, 13.01, 08:05). Interview with researcher Staksrud on EU kids findings [Radio]. Norway: NRK.
- NRK P1 Nyheter. (16.02.2011, 09:00). En av fire 9-12 åringer er på Facebook [1 out of 4 9-12 year olds are on Facebook] [Radio news]. Oslo: NRK. Norway.
- NRK P2 (16.02.2011, 08:00). En av fire 9-12 åringer er på Facebook [1 out of 4 9-12 year olds are on Facebook] [Radio news]. Oslo: NRK. Norway.
- NRK Super (Writer). (2011). Supernytt: 1 av 5 har åpen profil på Facebook [one out of five has an open profile on Facebook] [TV newscast for kids]. Norway: NRK. Norway.
- NRK Super (Writer). (2011). Supernytt: 1 av 5 har åpen profil på Facebook [one out of five has an open profile on Facebook] [Online news for kids]. Norway: NRK. Norway.


- Online Classroom TV, 08/6/11, Childhood & the Media http://onlineclassroom.tv/ UK.


- Panorama, BBC1, 10/1/11, Too much too young. UK.

- Pantazi.R. (June, 2011). Pornografia si violenta online in cazul copiilor din Romania. 25,7% dintre copii chestionati au primit imagini sexuale pe internet. [online publication]. Romania.


PC Advisor, 21/04/11, The most commented stories of the week [http://www.pcadvisor.co.uk/features/internet/3275902/the-five-most-commented-stories-of-the-week/ UK.]

PC, Advisor, UK a 'high use, some risk' country for kids on the Web [http://www.pcadvisor.co.uk/news/security/3311731/uk-high-use-some-risk-country-for-kids-on-web/]


Pedofilok ‘vadásznak’ a kicsikre (Pedophils are "hunting" minors) Délmagyarország, 16 April, 2011. Hungary.


Philly.com, 19/1/11, TVs are everywhere, but there’s no TV room in homes today. UK.


PornHarms.com (June, 2011). Pornography and online violence across children in Romania: 25.7% of children questioned received sexual images online (News). [online publication]. Romania.


Radio in Blu (2011) Interview with Piemarco Aroldi. Italy.

Radio in Blu interview with Piemarco Aroldi. February. [http://www2.radioblu.it/ Italy.]


Redattore Sociale (January 2011). Children at risk online. 'Italy is not a happy land' (Minori a rischio sul web, "l'Italia non è un'isola felice"). http://www.redattoresociale.it/DettaglioNotizie.aspx?idNews=336772 Italy.


ris.si (2/3/2011) "Skoraj polovica mladih najst nikov svoj pravi jaz lažje izraža online". Slovenia.


rtvslo.si (17/1/2011) "Med štirim i stenami - Mladi na netu". Slovenia


Rudi, H. (2011, October 5). Enamik kiusajaid on ise kannatanud kiusu all [Most of the bullies have suffered from being bullied themselves]. Kanal 2 (online). Estonia.

Rudi, H. (2011, October 5). Soomes esineb küberkiusu kolm korda vähem kui Eestis [There is three times less cyberbullying in Finland compared to Estonia]. Postimees (online).


Sábado (7/7/2011). "Como as crianças consomem pornografia sem os pais saberem". Portugal.


si21.com (17/2/2011) "Mladi najstniki lažje »izražajo svoj pravi jaz« online kot pa offline". Slovenia


Slovenska obnovljiva 91% slovenskih otrok od 13 do 16 let (2011). sio.si, Slovenia.


- Százánl is több barátja van a neten a magyar tininek (Hungarian teenagers have more than 100 friends on the net), ORIGO.hu, 20 April, 2011. Hungary.
- Tek.Sapo (4/2/2011). "Crianças portuguesas entre as que menos acedem à Internet na UE" (Portuguese children are among the ones who access internet the least in the EU). http://tek.sapo.pt/noticias/internet/crianca_portuguesas_entre_as_que_menos_acede_1127264.html Portugal.
- TES Connect, 8/04/11, Internet can entangle both pupils and teachers. http://www.tes.co.uk/article.aspx?storycode=6076807 UK.
- The Daily Telegraph, 13/11/09, Internet 'is a dangerous place for young children', no direct link. UK.
The Epoch Times, 21/06/11, EU Says Social Networking Sites Don't Protect Minors. 
http://www.theepochtimes.com/n2/world/eu-says-social-networking-sites-dont-protect-minors-57988.html

The Financial (2011), Target internet protection at the most disadvantaged children recommends online study. In 
http://www.finchannel.com/Main_News/B_Schools/96418_Target_internet_protection_at_the_most_disadvantaged_children_recommends_online_study/ UK.

The Guardian, 17/1/11, Case studies reveal horror of child sex abuse. 


The Guardian, 26/06/11, Youth culture: teenage kicks in the digital age. 

The Herald Sun, 25/12/10, Allowing kids on Facebook is abusive. 

The Herald, 31/1/11, Are social networks child friendly? 

The House, Parliament's weekly magazine (No 1373, Vol. 36), 7/2/11, More enlightenment than dark corners. UK.

The Irish Times (2011). Children should be trained on proper internet usage, says online expert. Ireland.


The Register (21/4/2011). "Social networks must police kids' profiles, says EC". 
http://www.theregister.co.uk/2011/04/21/social_networks_must_restrict_kids_profiles_automatically/ UK TES Connect (8/4/2011). "Internet can entangle both pupils and teachers". 
http://www.tes.co.uk/article.aspx?storycode=6076807 UK.

The Register, 10/2/11, Net censors use UK's kid-safety frenzy to justify clampdown. 
http://www.theregister.co.uk/2011/02/10/turkey_censorship/ UK.

The Register, 21/04/11, Social networks must police kids' profiles, says EC. 
http://www.theregister.co.uk/2011/04/21/social_networks_must_restrict_kids_profiles_automatically/ UK.

The Straits Times (Singapore), 21/7/10, Get kids to protect kids online. Singapore.

The Sunday Times, 06/02/2011, Halting net porn: it's your move, parents. UK.

The Telegraph, 10/1/11, Panorama: quarter of children have looked at pornography in last year. 

The Times, 05/02/2011, How long has your child been staring at that screen? 


http://www.galileonet.it/articles/4d3e8eba72b7ab235e000002 Italy.

TMC-net, 14/1/11, European Commission says UK leads Europe in use of parental control software. 

Toivanen, Tuuli (2011, September 30). Professori päästäisi lapset Facebookiin. 
YLE/Turku, Finland.


- Tsaliki, L. (2011). Online Bullying and Parental Mediation, MTV channel Greece
- Tsaliki, L. (2011). Online Bullying and Parental Mediation, Nickelodeon channel Greece
- Tsaliki, L. (2011), "Interview", 'Person of the Week' radio programme, 9.84 fm radio (20/05/2011). Greece
- Tsaliki, L. (26/01/2011), "Children and the internet- The EU Kids Online II Project", in Media and Messages TV program, Athens: ERT Digital & Prisma + Greece
- Türk Çocuklarý Güvenli Ýnterneti Blimiyor (Turkish Children do not know safety Internet). (2011, October 19). Ýzmir Ticaret. Turkey.
- V ZDA 7,5 milijona uporabnikov Facebooka mlajših od 13 let (ris.org). Slovenia.


Veronica Mobilio (2011) 'I ragazzi d'Europa online' ( Eu kids online) on www.educationduepuntozero.it. Italy.

Veronica Mobilio 'I ragazzi d'Europa online' ( Eu kids online) on www.educationduepuntozero.it http://www.educationduepuntozero.it/studi-e-ricerche/i-ragazzi-d-europa-online-401434249.shtml Italy.


Wroclaw. From http://wroclaw.gazeta.pl/wroclaw/1,35766,9106276,Naukowcy_sprawdzili_co_dzieci_robia_w_internecie.html Poland.


Zuchowicz, Marzena (2011). Naukowcy sprawdzili, co dzieci robi w internecie- In Gazeta. Poland

zurnal24.si (16/2/2011) "Pravi jaz "online". Slovenia.
Other

- Boteva D. & Marinova, J. (2010). Presentation of EU Kids online project and expected results at a press conference on the Safer Internet Day.
- Chronaki, D., Philippi, M. & Staiou, E.R. (2011), "EU Kids Online II Project", Discussion of the findings with students' focus groups, Athens, 10/06/2011
- EU Kids Online Spain and Google. Presentation of the Spanish Google family centre webpage. Madrid 25th of October, Spain.


Livingstone, S. (2010-11). Executive Board Member, and Evidence Champion, for the UK Council for Child Internet Safety (chaired by Home Office/Department for Education). Also, member of the UKCCIS self-regulation project group (2010-11), Age verification project group (2010-11)


• Press conference report (Safer Internet) (October 2010) Praha

• Save the Children Norway (2011). Nettvett på dagsorden [Safe use on the agenda].

• Teknologirådet. (2011, 13.01.2011). Ta praten i dag [Take the talk today] Retrieved
Annex 4: EU Kids Online II: Network Members

Austria
Ingrid Paus-Hasebrink
Andrea Dürger
University of Salzburg

Belgium
Leen d’Haevens
Verónica Donoso
Sofie Vandevenck
Katholieke Universiteit Leuven
Joke Bauwens
Katia Segers
Vrije Universiteit Brussel

Bulgaria
Jivka Marinova
Diana Boteva
GERT

Cyprus
Yiannis Laouris
Tatjana Taraszow
Elena Aristodemou
Aysu Arsoy
Cyprus Neuroscience & Technology Inst.

Czech Republic
David Smahel
Štepán Konečný
Václav Štětka
Lukáš Blanka
Anna Ševčíková
Petra Vondráčková
Masaryk University

Denmark
Gitte Stald
Jeppe Jensen
IT University of Copenhagen

Estonia
Veronika Kalmus
Pille Ptuulmann-Vengerfeldt
Pille Runnel
Andra Siibak
Kadri Ugur
Lennart Komp
University of Tartu

Finland
Reijo Kupiainen
Kaarina Nikunen
University of Tampere
Mari Laiho
Save the Children Finland
Annikka Suoninen
University of Jyväskylä

France
Dominique Pasquier
Sylvie Octobre
Elodie Kredens
Pauline Rebou
ENST

Germany
Uwe Hasebrink
Claudia Lampert
The Hans Bredow Institute

Greece
Liza Tsaliki
Despina Chronaki
Eleni-Revekka Staou
Kalpaki Kornilia
Konstantina Michalopoulou
University of Athens

Hungary
Anna Galacz
Bence Sagvari
Eric Gerhardt
Zsófia Réti
ITHAKA

Ireland
Brian O’Neill
Nóirín Hayes
Sharon McLaughlin
Simon Grehan
Dublin Institute of Technology,
Nat. Centre for Technology in Education

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

Lithuania
Alfredas Laurinavičius
Laura Ustinaivičute
Rita Zukauskiene
Mykolas Romeris University

Netherlands
Jos de Haan
Patti M. Valkenburg
Marion Duimel
Linda Adrchem
Jochen Peter
Maria Koutamanis
Netherlands Institute for Social Research,
U. Amsterdam, Erasmus U. Rotterdam

Norway
Elisabeth Staksrud
Ingunn Hagen
University of Oslo, NTNU

Poland
Lucyna Kirwil
Aldona Zdrowska
Warsaw School of Social Psychology

Portugal
Cristina Ponte
José Alberto Simões
Daniel Cardoso
Ana Jorge
New University of Lisbon, Univ. of Lisbon

Romania
Monica Barbovschi
Delia Cristina Balaban
Maria Diaconescu
Eva Laszlo
George Roman
Valentina Marinescu
Anca Velicu
Babes-Bolyai University

Slovenia
Bojana Lobe
Sandra Muha
University of Ljubljana

Spain
Carmelo Garitaonandia
Maialen Garmendia
Gemma Martínez Fernández
Miguel Angel Casado
Universidad del Pais Vasco

Sweden
Cecilia von Feilitzen
Eliza Dunkels
University of Gothenburg
Olle Findahl
World Internet Institute

Switzerland
Sara Signer
University of Zurich

Turkey
Kursat Cagiltay
Engin Kursun
Turkan Karakus
Duygu Nazire Kasikci
Middle East Technical University
Chris Ogan
City University of Hong Kong

United Kingdom
Sonia Livingstone
Leslie Haddon
Anke Görtzig
Daniel Kardeflt-Winther