

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

Chapter keywords	Digital natives Technological determinism Risk society Moral panics Multi-stakeholder alliances Risks and opportunities Contexts of childhood Risk of harm
Chapter number	2
Chapter title	Methodological framework: The EU Kids Online project
Author(s)	Anke Görzig
Chapter abstract	This chapter offers an overview of the dataset and describes the methodological approaches adopted for the EU Kids Online project surveying 1,000 children and one of their parents in each of the 25 participating countries. Approaches and procedures are reviewed in the context of the survey research literature and methods employed in cross-national survey research. The chapter first describes the process of questionnaire design relating to content and response formats, together with the processes of testing and refining questions. Then the process of sampling and survey administration is outlined, before moving on to fieldwork procedures, research ethics, the dataset structure and a brief description of the key variables. Finally, the relations among variables associated with sampling and fieldwork procedures on the country level are considered.
Chapter keywords	Survey research Cross-national methods Europe Sampling Research design
Chapter number	3
Chapter title	Cognitive interviewing and responses to EU Kids Online
Author(s)	Christine Ogan, Türkan Karakuş, Engin Kurşun, Kürşat Çağıltay, Duygu Kaşıkçı
Chapter abstract	This chapter explains the application of cognitive interviewing to this study and provides a content analysis of some of the data from those interviews. It also analyses some of the responses to the final form of the questionnaire. This analysis illustrates some of the problems of surveying children on sensitive subjects and the importance of cognitive interviewing as a tool for improving the quality of responses.
Chapter keywords	Survey methodology Cognitive interviewing Cognitive testing Cognitive development Demographic differences
Chapter number	4

Chapter title	Which children are fully online?
Author(s)	Ellen Helsper
Chapter abstract	Digital exclusion and low engagement with information and communication technologies (ICTs) by particular social groups is usually researched among adults. Little research is done in relation to children under the assumption that they are all digital natives and thus fully online. This chapter uses EU Kids Online data to examine whether there are differences in access among different groups of young European internet users. Education, gender and age are all associated with different types and quality of access but the strength of the relationship between these socio-demographic characteristics and access vary by country. These differences between European countries are associated with general, national level inequalities between education, gender and age groups, and with the level of internet diffusion within each country.
Chapter keywords	Digital inclusion Internet access Socio-demographic differences Socio-economic inequalities Cross-national comparisons
Chapter number	5
Chapter title	Varieties of access and use
Author(s)	Giovanna Mascheroni, Maria Francesca Murru, Anke Görzig
Chapter abstract	This chapter analyses the increasing variety of internet access and use experienced by children in Europe. Locations, platforms, experience and the embeddedness of the internet in everyday life are accounted for in order to provide a full picture of the first and the most immediate socio-cultural layer in which children's agency is exercised. Insofar as individuals' use of technologies is socially shaped within family and peer relations, this chapter investigates the relationship between place of access, online experience and frequency of use of the internet, within the family's wider technological culture. It examines cross-national variations in patterns of usage and provides a classification of countries.
Chapter keywords	Internet access Internet use Domestication Privatisation of access and use Cross-national comparisons
Chapter number	6
Chapter title	Online opportunities
Author(s)	Pille Pruulmann-Vengerfeldt, Pille Runnel
Chapter abstract	Based on the range and types of children's online activities this chapter analyses how and with which outcome children use the online opportunities. The 'ladder of opportunities' approach is based on the notion that children can be divided into groups based on the range of opportunities used by a particular child moving from information-related

	sources to communication to advanced uses, ending with online content creation practised by only a few. Based on the opportunities ladder, European countries are also compared in this context and analysis provided of whether the opportunities used are related to age, gender, socio-economic status (SES) and/or online experience.
Chapter keywords	Online opportunities Digital stratification Ladder of opportunities Socio-demographic differences Cross-national comparison of digital activities Children's activities online
Chapter number	7
Chapter title	Digital skills in the context of media literacy
Author(s)	Nathalie Sonck, Els Kuiper, Jos de Haan
Chapter abstract	This chapter describes European children's level of self-reported digital literacy, measured by the ability to perform specific tasks, the range of online activities undertaken and the belief about one's own internet abilities. A nuanced answer is presented to the question whether European youth is really as skilful as often assumed. Differences in skills persist between children, due to gender, age and parental education. Moreover, skills vary between European countries. By multi-level analysis, both types of skill differences are studied simultaneously. The chapter discusses how self-reports of digital skills relate to digital literacy and the broader concept of media literacy. Care is needed, however, in using self-reported skill measures as proxies for media literacy when drawing out implications for future research and policy agendas.
Chapter keywords	Media literacy Digital skills Self-reports Country differences Multi-level analysis
Chapter number	8
Chapter title	Between public and private: Privacy in social networking sites
Author(s)	Reijo Kupiainen, Annikka Suoninen, Kaarina Nikunen
Chapter abstract	Children and young people have adopted social networking as part of social relationships, learning and creative practices in their everyday life. Different social networking sites (SNS) offer a range of possibilities for children, but they involve also risks such as misuse of personal information and lack of privacy. Traditional boundaries of private and public are challenged in the SNS and networked publics. This chapter examines the questions of privacy and risk potential of SNS. Social networking is popular all over the Europe, but there are also national differences, and parental mediation in particular is closely related to SNS use. This chapter argues that disclosure of personal information or

	<p>huge amounts of 'friends' on SNS do not in itself cause more risk but multiple risk online activity increases the risk of data misuse. Young people do search new friends on the internet as one of the basic logics of social networking but this does not make children especially vulnerable for personal data misuse.</p>
Chapter keywords	<p>Social networking sites Public networks Privacy Profile settings Misuse of personal data</p>
Chapter number	9
Chapter title	Experimenting with self-presentation online: A risky opportunity
Author(s)	Lucyna Kirwil, Yiannis Laouris
Chapter abstract	<p>This chapter presents how online experimentation with the self changes with the child's age and gender and how the prevalence of pretending to be a different kind of person (online identity) and different age online than a child's real identity and age vary between European countries. It explores how children's experimentation with self-identity and age online is related to online activities and experience of online risks and harm. The findings show that experimenting with the self online is less prevalent than expected; however, it remains a risky online opportunity because it is related to undertaking risky online behaviours, encountering online risks and experiencing harm from some online risks. The chapter also reveals that experimenting with the self online, together with the child's age and sensation-seeking, are significant predictors of undertaking risky online activities by children aged 11-16.</p>
Chapter keywords	<p>Experimenting with the self online Age differences Gender differences Country variations Online risky activities Online risks Harm experienced online Sensation-seeking</p>
Chapter number	10
Chapter title	Young Europeans' online environments: A typology of user practices
Author(s)	Uwe Hasebrink
Chapter abstract	<p>This chapter develops a classification of children and young people according to how they use the internet. Based on indicators such as duration of use, range of activities and the kind of preferred online practices, user types are identified by cluster analysis. Further analyses show how these types differ with regard to individual characteristics and how prevalent they are in different countries. Within the context of this book this step provides a basis for the analysis presented in Chapter 25, where user types are described with regard to their experience of risk</p>

	and harm.
Chapter keywords	Patterns of online use User types Online practices Media repertoires
Chapter number	11
Chapter title	Bullying
Author(s)	Claudia Lampert, Verónica Donoso
Chapter abstract	In the last five years the topic of cyberbullying has gained tremendous public and research attention. With the massification of social media applications, the possibilities of personal publishing and networking have increased, but also the possibilities of improper usage such as online harassment. The data show that many perpetrators and victims of cyberbullying are not just in one or the other role; they sometimes engage in both activities. In this chapter, cyberbullies, cybervictims and cyberbully victims were compared with regard to age, gender, psychological difficulties, self-efficacy, sensation-seeking and ostracism. Logistic regressions indicate that incidents of offline bullying (as perpetrator and/or victim) are strong predictors of cyberbullying, followed by psychological difficulties.
Chapter keywords	Bullying Cyberbullying Cyberbullies Cybervictims Cyberbullying victims Coping strategies
Chapter number	12
Chapter title	'Sexting': The exchange of sexual messages online among European youth
Author(s)	Sonia Livingstone, Anke Görzig
Chapter abstract	Public anxiety has recently centred on the exchange of sexual messages among teenagers via the internet or mobile phones. This chapter examines the incidence, antecedents and consequences of 'sexting' among 11- to 16-year-olds. Although only 15% say they have received a sexual message, and only a quarter of those were upset by it, it is shown that those who are more vulnerable offline (i.e., those with more psychological problems) are more likely to receive such messages and to find them upsetting.
Chapter keywords	Sexting, sexual messaging Vulnerability Risk of harm Coping Religiosity Cross-national differences

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

keywords	Strangers Face-to-face meetings Risk of harm Vulnerability
Chapter number	15
Chapter title	Excessive internet use among European children
Author(s)	David Šmahel, Lukáš Blinka
Chapter abstract	The term 'excessive internet use' is often associated with determining pathological extensive internet usage, which could also be called 'online addiction'. Such excessive presence online is usually defined by the following components used for determining other types of addictive behaviour: salience, mood change, conflicts, tolerance, relapse, reinstatement and withdrawal symptoms. The described behaviour may lead to the social, mental and also physical impairment of children and youth. This chapter introduces and shows the prevalence of the five dimensions of excessive internet use among European children. Its relation to other psychosocial variables, such as self-efficacy, peer problems and other kinds of risky behaviour offline and online such as cyberbullying and meeting strangers online, are also analysed.
Chapter keywords	Excessive internet use Internet addiction Online addiction Problematic internet use
Chapter number	16
Chapter title	Coping and resilience: Children's responses to online risks
Author(s)	Sofie Vandoninck, Leen d'Haenens, Katia Segers
Chapter abstract	When exposure to online risks results in a negative experience, children respond in different ways to this feeling of being upset. This chapter investigates which children are more vulnerable, as they feel upset more intensively. While online bullying provokes most harm, children seem less bothered seeing sexual images (content risk). Younger children and those with little self-efficacy or psychological problems feel more intensively upset, and girls are more sensitive to sexual risks. This chapter also looks into children's coping responses when they feel upset after exposure to online risks. The chapter distinguishes between fatalistic, communicative and proactive coping strategies. It concludes that children identified as more vulnerable are more likely to adopt a passive or fatalistic approach, while self-confident children seem to tackle the problem more proactively. Girls and younger children are more communicative. Children higher on the ladder of online opportunities will adopt more online proactive coping strategies such as deleting disturbing messages or blocking the sender. These results are an indication for a double jeopardy effect: children who experience difficulties offline seem to find it more difficult to cope with online risks.

Chapter keywords	Coping strategies Online resilience Online risks Fatalistic coping approach Communicative coping strategies Proactive coping strategies
Chapter number	17
Chapter title	Agents of mediation and sources of safety awareness: A comparative overview
Author(s)	Dominique Pasquier, José Alberto Simões, Elodie Kredens
Chapter abstract	This chapter compares the articulation between agents of mediation. Five different types of mediation are considered: active mediation of child's use, active mediation of child's internet safety, restrictive mediation, monitoring, and technical mediation of child's internet use. Data show that parents are the main mediation agents in all countries, but the role of teachers appear to be very important, especially in northern European countries, and for older adolescents. Those adults mainly give restrictive rules or advice about safety. On the opposite side, peers appear to play a major role when seeking social support, whatever the type of risk.
Chapter keywords	Parental mediation Peer social support Teacher mediation Child internet use
Chapter number	18
Chapter title	The effectiveness of parental mediation
Author(s)	Maialen Garmendia, Carmelo Garitaonandia, Gemma Martinez, Miguel Ángel Casado
Chapter abstract	This chapter analyses the role that parents play in order to protect their children against the risks and harm they may encounter while using the internet. Parental mediation strategies are examined and classified attending to the different ways of communication established between parents and children. Besides these strategies, parents and children's personal characteristics (such as gender, age and socio-economic status, SES) are taken into account in order to see whether such characteristics affect the type of risks and harm suffered by minors when they surf on the internet (sexual content, bullying and contact with strangers).
Chapter keywords	Parental mediation Online risks Active mediation Monitoring Restrictive mediation
Chapter number	19
Chapter title	Effectiveness of teachers' and peers' mediation in supporting

	opportunities and reducing risks online
Author(s)	Veronika Kalmus, Cecilia von Feilitzen, Andra Siibak
Chapter abstract	This chapter explores, first, the extent to which social support from teachers and peers is related to children's uptake of online opportunities and their levels of digital literacy and safety skills; and second, whether and how teachers' and peers' mediation are related to the main online risks and harm experienced by children. Socio-demographic variations in the effectiveness of teachers' and peers' mediation are also analysed. Finally, the chapter explores whether there are substantial differences among European countries with regard to correlations between teachers' and peers' mediation on the one hand, and children's digital skills and online opportunities, and experiences of risks and harm on the internet on the other. One of the conclusions is that substantial mediation by peers (as well as teachers) occurs retroactively, after children have experienced online harm, with children being active agents in the process and initiating the mediation when needed.
Chapter keywords	Teachers' mediation Peers' mediation Online opportunities Digital skills Online risks Online harm
Chapter number	20
Chapter title	Understanding digital inequality: The interplay between parental socialisation and children's development
Author(s)	Ingrid Paus-Hasebrink, Cristina Ponte, Andrea Dürager, Joke Bauwens
Chapter abstract	Drawing on sociological and psychological theoretical perspectives, this chapter elaborates on two research questions. How does parents' formal education influence children's internet use? And how does children's development by age interact with their family background in terms of an autonomous and competent use of the internet? The interrelation between these two processes, parental socialisation and development by age, helps us understand the interplay of children's activities in dealing with the internet and their parents' handling of that. The chapter first discusses the persistent importance of social inequality for information and communications technology (ICT) use in the industrialised countries. It then elaborates on a theoretical framework by discussing both children and parents' individual agency and how these are interlinked with respect to their societal status. Finally, based on the EU Kids Online dataset, it tests out the theoretical ideas and hypotheses and asks how parental socialisation shapes young people's online competences, and how children's development by age interacts with structural processes and dynamics of socialisation. Children with a lower socio-economic background agree that they know

	more about the internet than their parents, as these children might acquire internet skills often independently from their parents.
Chapter keywords	Family background Children's development Socialisation processes Internet use Social economic status Parental education
Chapter number	21
Chapter title	Similarities and differences across Europe
Author(s)	Bojana Lobe, Kjartan Ólafsson
Chapter abstract	This chapter investigates similarities and differences across countries in children's usage of the internet and their encounters of risk. Countries are clustered according to levels and types of usage and risk to determine what is distinctive (or not) about a country, and national contexts are explored to show how contextual factors at country level shape children's patterns of online use, opportunities and risks. The objective is to explain patterns of similarities and, in particular, differences among countries, by examining the national level contextual factors, such as national socio-economic stratification, regulatory framework, technology infrastructure and education system, that explain how and why nations vary systematically.
Chapter keywords	Cross-country analysis Similarities Differences Socio-economic stratification Regulatory framework Technology infrastructure Education system
Chapter number	22
Chapter title	Mobile access: Different users, different risks, different consequences?
Author(s)	Gitte Stald, Kjartan Ólafsson
Chapter abstract	Online communication and information is increasingly accessible to young people from several other platforms than traditional personal computers. While mobile phones may be primary sources of online access to some and supplementing access to others, all mobile platforms offer the benefits of being personal, portable and always on and to hand. Increased online access from mobile phones raises two questions: does more access to the internet from mobile phones expose children to more risk and harm, and are there different risks and harm if children use mobile access rather than traditional personal computers? This chapter explores and analyses potential correlations between online access through mobile platforms, and patterns of exposure to risks.
Chapter	Mobile communication platforms

keywords	Supplementing platforms Online access and mobile phones Mobile internet and risks New opportunities New risks
Chapter number	23
Chapter title	Explaining vulnerability to risk and harm
Author(s)	Alfredas Laurinavičius, Rita Žukauskienė, Laura Ustinavičiūtė
Chapter abstract	This chapter investigates the socio-demographic and psychological factors associated with two types of online risk (bullying and sexual images) and harm, resulting from encountering these online risks. Age, gender, time spent online, sensation-seeking, self-efficacy, psychological difficulties and presence of offline risk were selected as predictors of risk and harm. The results show that all selected variables predict risks of both type, but the strongest predictor of both risks is experience of the same risks offline. Intensity of harm from an encounter with both online risks is associated with gender, the presence of psychological difficulties and an experience of the same type of risk offline. Presence of offline risk decreases intensity of harm. The results show that there is a strong connection between online and offline risks: as the internet comes into more frequent use, online and offline risks tend to coincide. The results support arguments for treating children's online reality not as separate from, but rather as part of, their usual reality.
Chapter keywords	Online risk Online harm Vulnerability Socio-demographic factors Psychological factors
Chapter number	24
Chapter title	Relating online practices, negative experiences and coping strategies
Author(s)	Bence Ságvári, Anna Galácz
Chapter abstract	This chapter focuses on the presence of multiple risks in children's lives, using a complex approach that also takes account of the complex characteristics of the different coping strategies employed to obviate potential harm. Using multivariate analysis the results suggest evidence for the support of both usage and risk migration hypotheses in the case of risk, and for the vulnerability hypothesis in the case of harm. By analysing coping strategies the chapter suggests that only a small minority of children choose a single coping strategy. Most adopt more than one solution, which means that they mix the theoretically separate types of action in responding to harm. The results show that a sole passive type of coping is very rare among children, thus confirming the previous findings which indicate that children's responses are generally positive: most children feel empowered to seek social support or act on

	their own.
Chapter keywords	Online risk Online harm Risk migration Vulnerability Coping strategies Multivariate analysis
Chapter number	25
Chapter title	Towards a general model of determinants of risk and safety
Author(s)	Sonia Livingstone, Uwe Hasebrink, Anke Görzig
Chapter abstract	This chapter draws together the findings reported earlier in the book to develop a general model of the determinants of children's risk and safety on the internet. The findings broadly support the working model outlined in Chapter 1. The chapter then offers a typology of young internet users, revealing the contextual links between internet use, opportunities, risk and harm. Last, it presents a classification of countries to show how the patterning of variables differs in different cultural contexts.
Chapter keywords	Model Risk and harm Internet use Typology of internet users Classification of countries Contexts of childhood Cross-national comparison
Chapter number	26
Chapter title	Policy implications and recommendations: Now what?
Author(s)	Brian O'Neill, Elisabeth Staksrud
Chapter abstract	In this chapter, the background to the EU Kids Online project's policy objectives is reviewed and the principal recommendations that emerged from the findings highlighted. The focus is primarily on Europe and policy actions framed at a European level and/or implemented within member states of the European Union. Against a background of intense debate regarding the effectiveness of self-regulatory regimes as mechanisms for online child protection, the chapter examines gaps in policy formulations for internet safety, asking whether current policy is effective and how policymakers can address future challenges in an area that continues to evolve and become more complex.
Chapter keywords	Policy Recommendations Self-regulation Safer Internet programme Stakeholders Information and awareness