

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

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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 is 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.

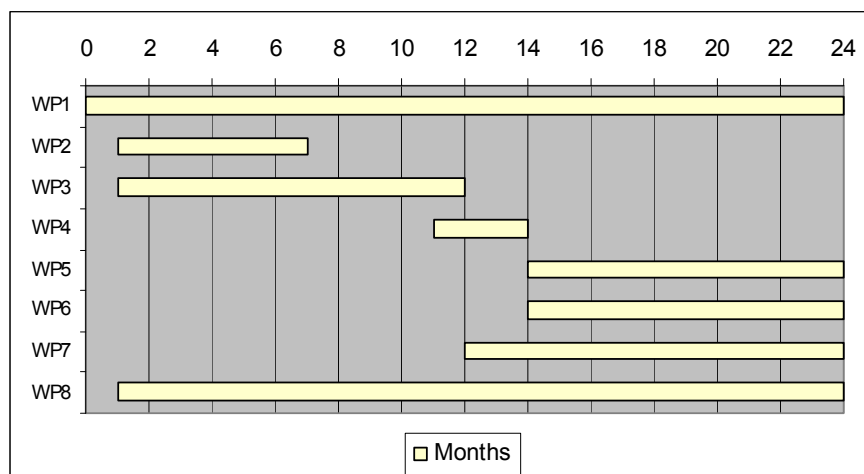
WP6: Cross-National Comparisons. Led by University of Ljubljana, Slovenia, WP6 focuses on the interpretation and contextualisation of similarities and differences found across countries.

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

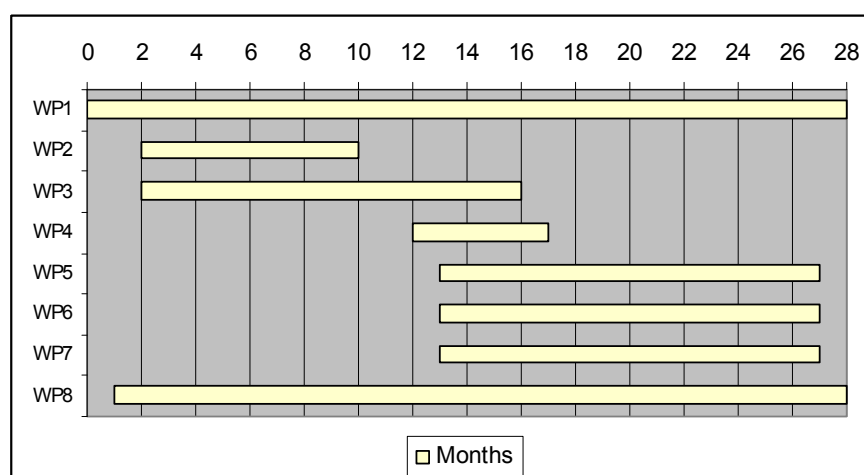
The original time line for the project is shown below:



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 time line 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 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 coordinator organised the short reports 'Risky Communication Online', 'Digital Literacy and Safety Skills', 'Social Networking, Age and Privacy', 'Who Bullies and Who is Bullied Online', 'Resources for Family Online Safety' and 'Disadvantaged Children and Online Safety'.
- 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 it 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.

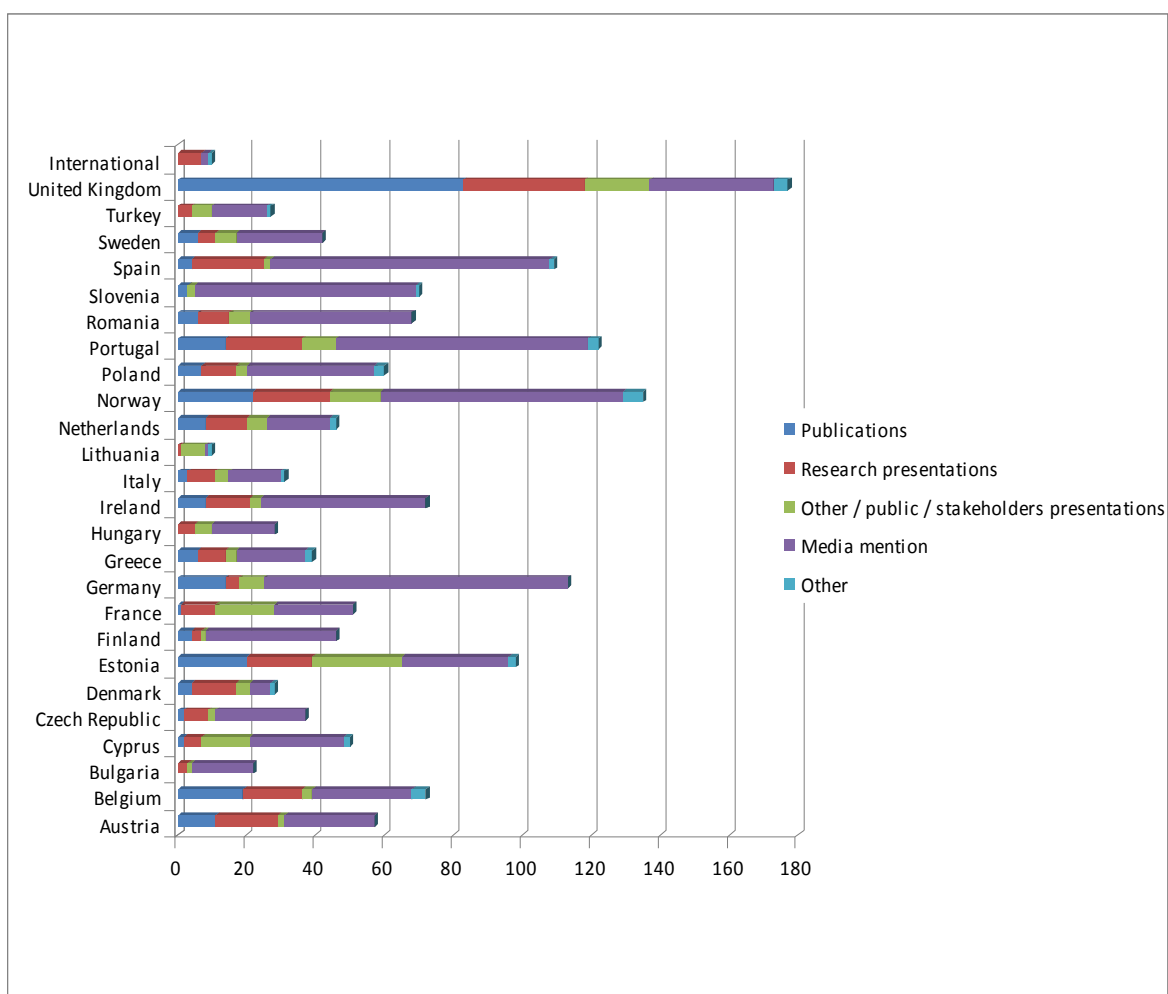
Indicators	Expected Progress		Actual progress
	Year 1	Year 2	
Numbers of visits to the website	60,000	140,000	166,384
Number of people on the contact list	650	800	1588
Number of research papers/articles	5	15	247
Number of research presentations	8	25	281
Number of other public/stakeholder presentations	20	50	174
Number of media reports referring to the project	60	140	883
Number of report copies distributed internationally	1,000	1,000	6900
Liaison + national meeting with stakeholders	70% of teams	100% of teams	100% of teams

- 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.

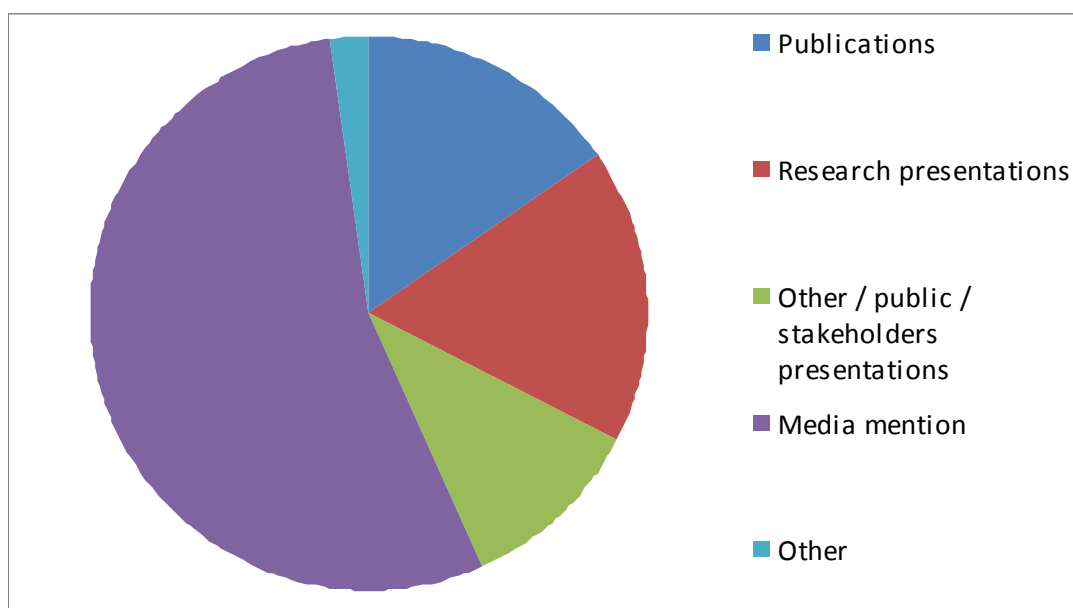
Type of research outputs by country

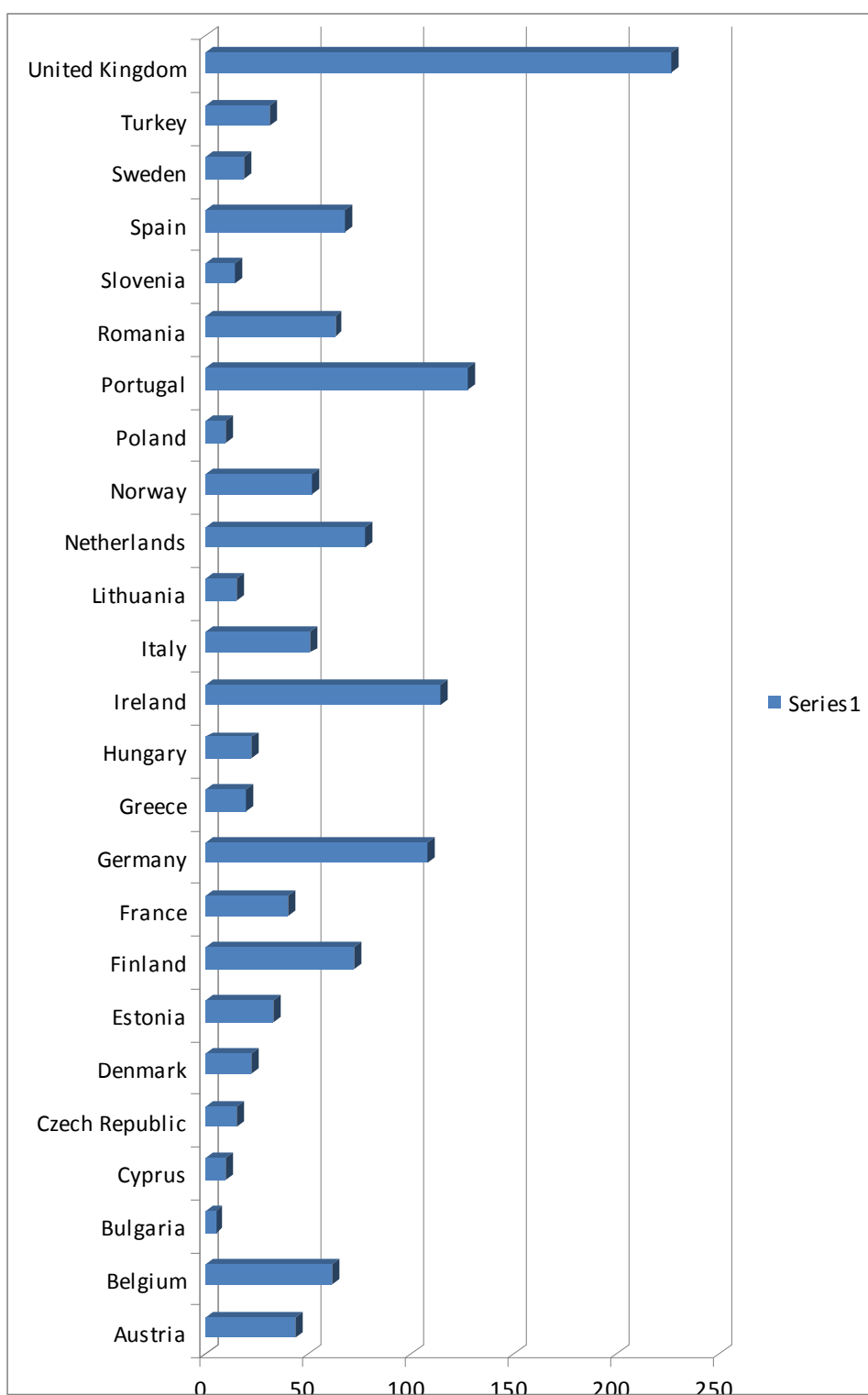
COUNTRY	Publications	Research presentations	Other / public / stakeholders presentations	Media mention	Other	TOTAL
Austria	11	18	2	26	0	57
Belgium	19	17	3	29	4	72
Bulgaria	0	3	1	18	0	22
Cyprus	2	5	14	27	2	50
Czech Rep.	2	7	2	26	0	37
Denmark	4	13	4	6	1	28
Estonia	20	19	26	31	2	98
Finland	4	3	1	38	0	46
France	1	10	17	23	0	51
Germany	14	4	7	88	0	113
Greece	6	8	3	20	2	39
Hungary	0	5	5	18	0	28
Ireland	8	13	3	48	0	72
Italy	3	8	4	15	1	31
Lithuania	0	1	7	1	1	10
Netherlands	8	12	6	18	2	46
Norway	22	22	15	70	6	135
Poland	7	10	3	37	3	60
Portugal	14	22	10	73	3	122
Romania	6	9	6	47	0	68
Slovenia	3	0	2	64	1	70
Spain	4	21	2	81	1	109
Sweden	6	5	6	25	0	42
Turkey	0	4	6	16	1	27
United Kingdom	83	35	19	36	4	177
International		7		2	1	10
TOTAL	247	281	174	883	35	1620
<i>SUCCESS AIMS</i>	15	25	50	140	--	--
<i>Contribution per country</i>	$15/25 = 0,6$	$25/25 = 1$	$50/25 = 0,5$	$140/25 = 5,6$	--	--

Type of research outputs by country



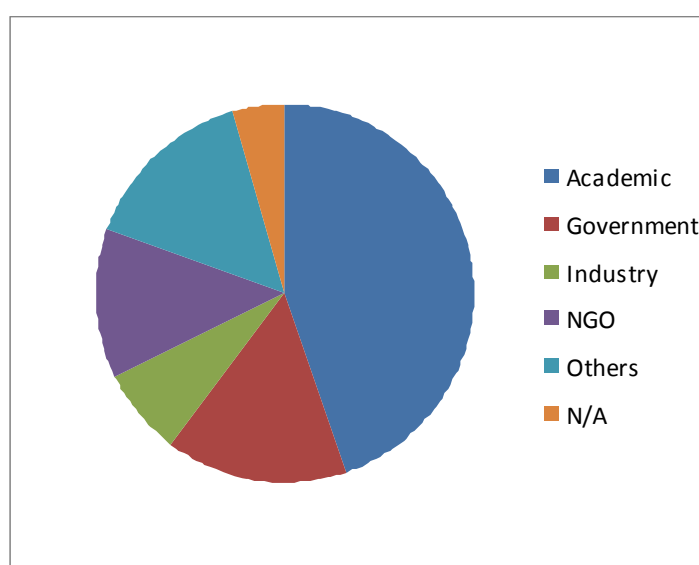
Proportion of different types of research output



Contact list members by country

Contact list members by type of organisation

Type					
Academic	Government	Industry	NGO	Others	N/A
710	246	120	203	237	72



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, anagement 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.

Annexes

Annex 1: Network Contacts by Country

Key Contact, Participant Institution	Country	Role in the Project
Sonia Livingstone/Leslie Haddon, London School of Economics	UK	Coordinator
Daniel Kardefelt-Winther	UK	RA
Uwe Hasebrink, Hans Bredow Institute, Univ. of Hamburg	Germany	MG
Bojana Lobe, University of Ljubljana	Slovenia	MG
Sandra Muha, University of Ljubljana	Slovenia	RA
Brian O'Neill, Dublin Institute of Technology	Ireland	MG
Sharon McLaughlin	Ireland	RA
Cristina Ponte, Universidade Nova de Lisboa	Portugal	MG
Anna Jorge, Universidade Nova de Lisboa	Portugal	RA
Ingrid Paus-Hasebrink, University of Salzburg	Austria	Network member
Leen d'Haenens, Catholic University of Leuven	Belgium	Network member
Jivka Marinova, GERT, Sofia	Bulgaria	Network member
Yiannis Laouris, Cyprus Neuroscience & Technology Institute	Cyprus	Network member
David Šmahel, Masaryk University, Brno	Czech Republic	Network member
Gitte Stald, IT University of Copenhagen	Denmark	Network member
Veronika Kalmus, University of Tartu	Estonia	Network member
Dominique Pasquier, Ecole Nationale Supérieure des Télécommunication, Paris	France	Network member
Liza Tsaliki, National and Kapodistrian Univ. of Athens	Greece	Network member
Anna Galács, ITHAKA, Budapest	Hungary	Network member
Giovanna Mascheroni, Catholic University of Milan	Italy	Network member
Alfredas Laurinavicius, Mykolo Romerio Universitetas, Vilnius	Lithuania	Network member
Jos de Haan, Social & Cultural Planning Office, The Hague	Netherlands	Network member
Elisabeth Staksrud, University of Oslo	Norway	Network member
Lucyna Kirwil, Warsaw School of Social Psychology	Poland	Network member
Maialen Garmendia, Univ. of the Basque Country, Bilbao	Spain	Network member
Cecilia von Feilitzen, Nordicom/ University of Gothenburg	Sweden	Network member
Monica Barbovschi, Babes-Bolyai University, Cluj-Napoca	Romania	Network member
Kursat Cagiltay, Middle East Technical University, Ankara	Turkey	Network member
Maria José Cantarino, Telefonica	Spain	IAP
Kuno Sørensen, Save the Children	Denmark	IAP
David Finkelhor, University of New Hampshire	USA	IAP
Janis Wolak, University of New Hampshire	USA	IAP
Will Gardner, Childnet-International	UK	IAP
Ellen Helsper, Oxford Internet Institute	UK	IAP
Amanda Lenhart, Pew Internet and American Life	USA	IAP
Annie Mullins, Vodafone	UK	IAP

Eileen Munro, Social Policy, LSE	UK	IAP
Kjartan Ólafsson, University of Akureyri	Iceland	IAP
Janice Richardson, European Schoolnet + Insafe	Belgium	IAP
Agnieszka Wrzesień, Nobody's Children's Foundation	Poland	IAP

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 than 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.

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- Laouris, Y. (2010). Presentation at Social Applications for Lifelong Learning Conference (Cyprus).
- Laurinavicius, A. (2010). Presentation for Mykolas Romeris University community October (Lithuanian).
- Livingstone, S. (2010). EU Kids Online. Poster presented at the World Summit in Karlstad, Sweden, June 14-18.
- Livingstone, S. (2010). Media Ethics and Social Responsibility. Paper presented at the World Summit in Karlstad, Sweden, June 14-18.
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- Livingstone, S. (2010). 'Digital literacy in the networked world.' *#BectaX conference*, London, March.
- Livingstone, S. (2010). 'Online and offline risk – getting young people's experience of the internet into perspective.' *Thinking Like a Social Scientist Public Lecture Series*, LSE London, February.
- Livingstone, S. (2010). 'Plenary presentation, 'Children and internet safety: Reflections on evidence-based policy', to the *Media Literacy Conference*, London, November.
- Livingstone, S. (2010). 'Privacy, data protection and social networking.' Presenter and session moderator. *COFACE Study Day on Families and New Technologies*, Brussels, May.
- Livingstone, S. (2010). 'Regulating the internet in the interests of children: Emerging British, European and international approaches.' Paper in the panel, 'Media ethics and social responsibility'. *World Summit on Media for Children and Youth*, Karlstad, June.
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- Livingstone, S. (2010). 'Trends shaping the experience of European children online'. Presentation to the European Social Networking Task Force, Brussels, September.
- Livingstone, S. (2010). 'Who regulates children's speech? Multi-stakeholder struggles over expression on social networking sites'. Paper in the panel, "Childhood Online - The Governance of Risks." *60th Annual Conference of the International Communication Association*, Singapore, June.
- Livingstone, S. (2010). 'Youthful participation – what have we learned, what shall we ask next?' Keynote presentation to the conference, *First Annual Digital Media and Learning Conference, "Diversifying Participation"*, San Diego, February. <http://eprints.lse.ac.uk/27219/> (text) and <http://vimeo.com/10371232> (video).
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- Livingstone, S. (2010). An Update on EU Kids Online. Paper presented at the fourth meeting of the coordination group of the EC's Safer Internet Programme, Luxembourg, 18th March.
- Livingstone, S. (2010). Chair, 'A grand coalition on child internet safety'. Pre-meeting the *Internet Governance Forum*, Vilnius, September.
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- Ogan, C. (2011). European Kids Online: Their Skills, Activities and Risks, Presented to the School of Informatics and Computing Colloquium, April 22.
- Ogan, C. (2011). 'Social Network Use in Turkey: How Vulnerable are Turkish Children,' Keynote talk presented to the Communication in the Millennium conference, San Diego, Calif., 23 May.
- O'Neill, B. (2010). EU Kids Online: Risks and safety on the internet from the perspective of European children. Crianças e Internet, Brasília, UNESCO/Ministry of External Affairs, November, 16, 2010.
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- Paus-Hasebrink, I. & Dürager, A. (2010). Online risks – and how to cope with. Presentation and Panel Discussion, Salzburg, Austria, 1 Feb 2010.
- Peter, J. (2010). Sexual contact and content. Session chaired at the E-youth balancing between opportunities and risks conference, Antwerp, Belgium, 27-28 May.
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 - Siibak, A. (2010). Social networking websites as a present day Panopticon. Paper presented at the seminar "Infoühiskonna munad ja kanad", May 21, Põlva, Estonia.
 - Siibak, A. (2010). The life-story of a virtual body. Paper presented at the spring seminar of Estonian Academic Society of Sexology, May 15, Tallinn, Estonia.
 - Siibak, A. (2010). Busting myths about the digital generation. Paper presented at the seminar "The opportunities and risk of the Internet", 25/5/2010, Tallinn, Estonia.
 - Siibak, A. (2010). Which label to use: the Digital Generation or strategic manipulators? Analyzing visual self-presentation strategies of Estonian youth. Paper presented at the conference E-youth- balancing between opportunities and risks?, May 27-28, Antwerp, Belgium.
 - Siibak, A., & Kalmus, V. (2010). The "convenient generation"? Online practices and self-assessment of Estonian youth. Paper presented at the Internet Research 11.0 Conference "Sustainability, Participation, Action", Gothenburg, Sweden, October 21-23, 2010.
 - Staksrud, E. (2010). Children, youth and new media - risks and opportunities. Paper presented at the Sør-Trøndelag County Council's conference on education - design and arts network, Trondheim, Norway. October 2010.
 - 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.
 - Staksrud, E. (2010). Online censorship, regulation and protection of children. Paper presented at the Humanistens Hus, Oslo, Norway, November 2010.
 - Stald, G. (2010). Digitale medier, analoge børn, presentation at conference in Børns Biblioteker. Denmark.
 - Stald, G. (2010). Mobile Youth, Presentation at Safer Internet meeting with stakeholders from mobile Industry, NGOs and others. Denmark.
 - Stald, G. (2010). Perspektiver på Digitale medier og køn, presentation at meeting in cross-ministerial board on IT and gender issues, 11.10.2010. Denmark.
 - Stald, G. (2010). Unge og digital kommunikation, presentation at conference in NoSSink (Nordisk sprogforståelse og sprog i nye kommunikationsformer), 26.11.2010.
 - Tsaliki, L. (2010). "Enhancing knowledge regarding European children's use, risk and safety online". Paper presented at the *ESA RN 18 Communications and Media Research Interim meeting: Europe and the Media – new developments in social theory and research*. Athens. 29-30 October

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- 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.
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- Stald, G. (2011). "EU Kids Online - Denmark". Paper presented at NordMedia 2011, August 11-13, Akureyri, Iceland.
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- 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 vaikai Europos kontekste ("Online Bullying: Lithuanian Kids in European Context").
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Other public stakeholder presentations

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- Barbovschi, M. (2010). Initial findings from the EU Kids Online II project. Bucharest: Faculty of Sociology and Social Work. October 28th, Romania.
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- 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.
- Cagiltay, K., Ogan, C., Kasikci, D. N., Karakus, T. & Kursun, E. (2010). EU Kids Online Türkiye Bulguları. Presented at General Directorate of Family and Social, October 21. Turkey.
- CyberEthics Team (2010). 'Possible online dangers: Chat room, instant messaging, social networking, gaming, and mobile phones.' Presentation given at the English School. Nicosia, Cyprus. October 11, (2010). Cyprus.
- CyberEthics Team. (2010) 'Dangers of the Internet and ways to protect yourself.' Presentation given at Laxia High School. Laxia, Cyprus. November 26, 2010. Cyprus.
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- CyberEthics Team. (2010) Event to promote CyberEthics and safer Internet at MYMALL. Limassol, Cyprus. February 5, 2011.
- CyberEthics Team. (2010). 'Protect children from dangers of the Internet.' Presentation given to Kiti Elmentary School Parents Association. Kity, Cyprus. November 24, 2010. Cyprus.
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- at IPTS workshop IPTS Workshop on 'The Paradoxes of ICTs and Social Inclusion: Do ICTs Increase Opportunities for Young People at Risk?' (Belgian).
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 - Dürager, A. (2010). Participation at the Stakeholder Meeting of the Austrian Safer Internet Organisation in Vienna/Austria, 28 September, 2010. Austria.
 - Hagen, I. (2010). Ungdommars digitale verd: Utfordringer for lærarutdanning og skule? (The Digital World of Youth. Challenges for teachers training and schools). Fagseminar om lærerutdanning for trinn 8-13; 2010-10-25. Norway.
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