

Stakeholders' Consultation 2 General report

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Contents

The process of consultation	3
Responses to each question.....	6
<i>In general, what were the most surprising and/or interesting elements in the initial findings?</i>	6
<i>And what were the most surprising and/or interesting findings about children's internet use in your country?</i>	6
<i>Which of the data collected would you like us to analyse further and why?</i>	6
<i>Do you have any comments about the draft policy implications?</i>	7
<i>People and agencies who might be contacted to disseminate the project and its findings further.</i>	7
<i>Relevant research studies</i>	8
<i>Events that might be of interest to the EU Kids Online project</i>	9
Annex I: National reports	10
Belgium	10
Cyprus.....	16
Estonia	19
Finland	21
Hungary.....	22
Italy.....	24
Netherlands.....	26
Norway	29
Poland	30
Portugal.....	33
Romania.....	36
Slovenia	38
United Kingdom.....	39

The process of consultation

The *EU Kids Online* II stakeholders' forum was conducted for several reasons. One was to obtain guidance for the continuation of the data analysis process (What issues do they think are important? What are the main points that got their attention?). Another was to help *EU Kids Online* to produce policy recommendations of national and European relevance. A third consideration was dissemination – holding the forum was a way to ensure that key national stakeholders (from governments, child welfare agencies, safety advisors, educators, industry, parent groups, etc.) are aware of and participate in the project. The consultation took place between November 2010 and January 2011, through face-to-face meetings or online/telephone contacts, and a few broader dissemination meetings in the context of other events.

This general report is based on national reports from Cyprus, Estonia, Finland, Hungary, the Netherlands, Poland, Portugal, Romania, Slovenia and the UK, and on online answers from Austria, the Czech Republic, Estonia, Germany, Greece, Italy, Portugal, Romania and the UK.

Overall, there were nearly 150 participants involved in a more direct or indirect way in this consultation organised by *EU Kids Online* II members, from different backgrounds. It may appear for some countries that participation was low; however, it should be noted that several countries reported that they had collected contributions from key stakeholders representing whole sectors, including government.

The amount of work it took to collect such a large sample in the *EU Kids Online* survey was something that was quite often referred to and applauded, and that contributed to the credibility of the results presented.

The main problem with this consultation was that the documents that needed to be consulted beforehand were lengthy and available only in English, which posed a serious barrier to participation in non-English speaking countries and/or to more relevant stakeholders who were reported not to have the time or availability to read through the documents. Likewise for the online only answers, that required access and reading of two lengthy documents.

The report itself on the *EU Kids Online* survey findings was not fully finalised at the time of the first national consultations; data were missing from Norway and Cyprus, although that, for example, did not stop Cyprus from having a stakeholders' meeting (that was prior to the release of the full results). The later release of the full findings did not seem to result in any more reports being sent for inclusion in this document.

Stakeholder Forum

The tables below shows the details of those known to have participated – the actual figure is somewhat larger due to some details not being reported accurately across all countries.

Country	Respondents	"Academic"	"Industry"	"Government"	"NGO"	"Other"
Austria	1				1	
Belgium	5		2	2	1	
Bulgaria	0					
Czech Republic	1				1	
Estonia	4	1	1	2		
Finland	0					
France	0					
Germany	3			1	1	1
Greece	8	4		1	2	1
Italy	8	2	1	3	2	
Ireland	0					
Netherlands	0					
Norway	0					
Poland	0					
Portugal	5	2		1	2	
Romania	5	4			1	
Slovenia	0					
Spain	0					
UK	1				1	
TOTAL ---	36	13	4	10	12	2

TABLE 1 – Online respondents

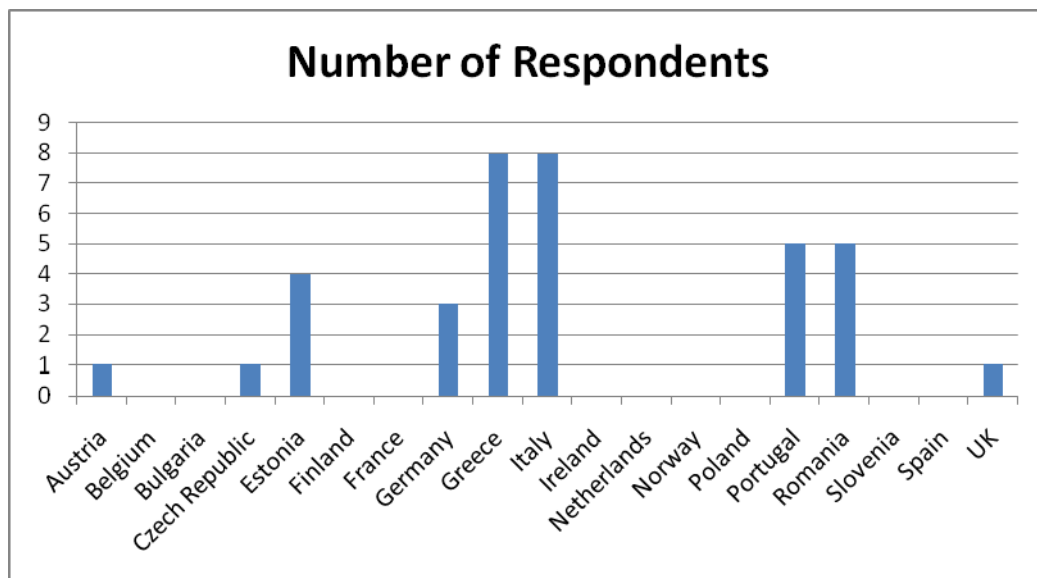


Figure 1 - Number of online respondents

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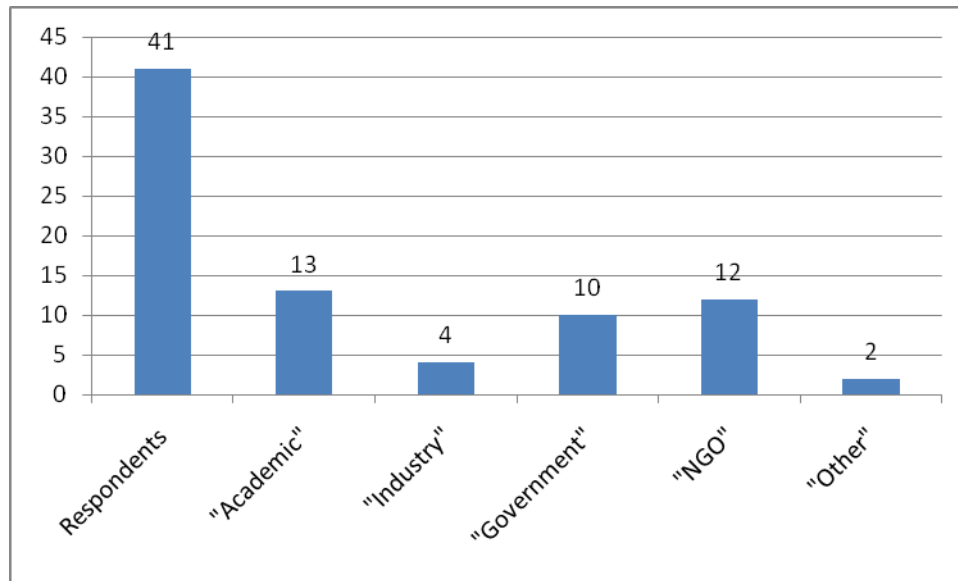


Figure 2 - Number of online respondents by area of activity

Country	Respondents	"Academic"	"Industry"	"Government"	"NGO"	"Other"	?
Austria							
Belgium							
Bulgaria							
Cyprus	13	1	1	7	4		
Czech Republic							
Estonia	35	3					32
Finland	55	9	10	18	18		
France							
Germany							
Hungary	12	4	1	2	4	1	
Ireland							
Italy							
Netherlands	3	2		1			
Norway	17	2		9	2	4	
Poland	??						
Portugal	20	3	2	12	3		
Romania	9	5	2	1	1		
Slovenia	17						
Spain							
UK	5	1	2	1	1		
TOTAL ---	186	30	18	50	34	5	32

TABLE 2 – Face-to-face respondents

Responses to each question

In general, what were the most surprising and/or interesting elements in the initial findings?

Stakeholders from many countries referred the lack of parental awareness as an interesting element (Estonia, Italy, Cyprus, and almost all others), along with surprise at some risk activities (e.g. offline bullying), whereas those from other countries showed little surprise at the overall panorama. Several countries (e.g. Hungary, Italy, Cyprus) were positively surprised by the low level of risk overall relative to their expectations, although this is not shared by all and depends on the activity mentioned (especially around cyberbullying).

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 (Hungary) and the level of face-to-face meetings offline (UK) were some of the things mentioned as being interesting and central.

And what were the most surprising and/or interesting findings about children's internet use in your country?

Participants from several countries (Estonia, Italy, Portugal, Hungary, Romania, Belgium, amongst others) noticed how parents seem to be somewhat disconnected from what is happening to their children online (linked to specific country cultures, in some cases, and as seen above), especially given that children are accessing the internet at ever earlier ages. The presence of so many younger children on Social Networking Sites (SNS) is surprising given that many of those sites do not allow users under 13, and many profiles have a good deal of information and are rather public. Another point often made related to the degree to which mobile devices are used by youngsters to access the internet (the UK), and how that affects parental mediation.

Some stakeholders from the countries that have had high internet usage rates for a longer time have reported on the importance of this fact in relation to the relative high level of skills and/or lower levels of harm (the Netherlands, the UK). In Portugal, stakeholders highlighted the relation between low usage and high addiction levels. Even so, overall, participants from several countries (like Italy) were surprised at their low levels of risk, whereas others (like Hungary) felt that their children still did not know enough about internet safety. Germany, for instance, reported on the high risk of sexual messages compared with the low harm from sexual content. And Austrians were interested in the relation between low usage and somewhat high risk.

NGO's in several countries stated that the risk and harm data did not correlate with their own data or field experience of exposure to harmed children.

Which of the data collected would you like us to analyse further and why?

This topic attracted the most comments.

Some of the main concerns and expectations were around cyberbullying: how to characterise the victims and perpetrators (not only in the case of cyberbullying, but in relation to all other activities that have a risk component), how to connect this risk to social economic status (SES), and to the socio-cultural environment, and what are the most common and the most effective responses (again, to all risky activities).

It was deemed important to compare the parent and child data: what kinds of parents have what kinds of young internet users, what mediation strategies do parents use and how effective are they?

Stakeholder Forum

But parental mediation was not the only thing mentioned: stakeholders in some countries (e.g.: Italy, Hungary, Portugal) were also interested in teachers' mediation and peer mediation, and the question of how to get the message across to youngsters.

Participants from several countries also called for more international comparisons (Portugal, Finland, Netherlands, and others). This included overall comparisons, but also comparisons between countries with the same levels of usage but different levels of risk, countries with similar cultural backgrounds but different results in relation to usage and risk and an analysis of usage in relation to the availability of sites (especially SNS) in the mother-tongue. They also asked about developing a set of models for different usage patterns across Europe and suggested a comparison between different public policies and their results. Also, it would be interesting to see why children and teenagers would think that their parents can ameliorate their experience of being online, given the general superior skills children were supposed to have by virtue of being "digital natives".

Some of the interests had to do with specific material. There was interest in the details regarding the access and production of harmful or sexual content and the link between offline and online behaviour – some asked about comparing online and offline risk-taking and coping. What are the preferences of children as regards different sources of general security information? Another important issue was the relation between usage and addiction (and what are the motivations for excessive usage or addictive behaviour), including the influence of multi-activity platforms (like gaming on a SNS) and different conceptions of the risk and harm children might face.

Lastly, more data were desired to explore the experiences of children that had actually been harmed, and they need to be profiled. That data also need to be crossed with police data, to give a more balanced view of the forms of institutional 'coping', and strategies used to deal with problems.

Do you have any comments about the draft policy implications?

There were several points that need some highlighting and special care, according to the stakeholder from most countries, namely awareness raising policies, targeted at children, parents and teachers of all school levels. Cypriot stakeholders, for example, stated the need for a Europe-wide user-friendly parental control system and training.

Legislation should also be rethought, according to the participants: more coherence needs to be established between offline and online laws, and in the prevention of access to unlawful pornography, as well as other harmful contents. Privacy and identity mismanagement or misuse was also a central concern, both in legislative and literacy terms – what rights do parents have over their children's photos, for example, or how can a fake profile be properly dealt with?

Better cooperation amongst stakeholders is required, with ISPs and NGOs needing to be more accountable and taken into consideration as key-players in order to assure a more empowering and balanced online experience for all.

Fundamentally, children's safety online and the media literacy needs to be put to the foreground of the political agenda at a European and national level. Likewise, information about the tools and resources already implemented (such as helplines) needs to be disseminated more, so as to raise more awareness of their existence and raise their efficiency and usefulness for the public.

People and agencies who might be contacted to disseminate the project and its findings further.

- Kadri Soo (University of Tartu) kadri.soo@ut.ee
- Patrizia Santovecchi, presidente ONAP patrizia.santovecchi@tin.it

Stakeholder Forum

- Hamogelo tou Paidiou
- Bundesprüfstelle für jugendgefährdende Medien, Medienkompetenzbereich, Walter Stauffer Rochusstraße 10, D-53123 Bonn, Telefon: 0228 962103-19, E-Mail: jugend@bpjm.bund.de, Internet: www.bundespruefstelle.de
- The Greek Pediatric Society (<http://www.e-child.gr/>, e-mail: hps@ath.forthnet.gr)
- The Adolescent Health Unit (A.H.U.) of the Second Dpt of Pediatrics - University of Athens (<http://www.youth-health.gr/en/index.php>, e-mail: info@youth-health.gr)
- Parents' associations and the APIS (Safer Internet Platform Association).
- SID 2011, Nobody's Children Foundation.

Relevant research studies

- <http://www.childcentre.info/robert/>
- Peter, J., & Valkenburg, M. (in press). The influence of sexually explicit internet material on sexual risk behavior: A comparison of adolescents and adults. *Journal of Health Communication*.
- Baumgartner, S. E., Valkenburg, P. M., & Peter, J. (2010, in press). Unwanted online sexual solicitation and risky sexual online behavior across the lifespan. *Journal of Applied Developmental Psychology*.
- Peter, J., & Valkenburg, M. (2010, in press). The use of sexually explicit internet material and its antecedents: A longitudinal comparison of adolescents and adults. *Archives of Sexual Behavior*.
- Baumgartner, S. E., Valkenburg, P. M., & Peter, J. (2010). Assessing causality in the relationship between adolescents' risky sexual online behavior and their perceptions of this behavior. *Journal of Youth and Adolescence*, 39, 1226-1239.
- Peter, J., & Valkenburg, M. (2010). Adolescents' use of sexually explicit internet material and sexual uncertainty: The role of involvement and gender. *Communication Monographs*, 77, 357-375.
- Peter, J., & Valkenburg, M. (2010). Processes underlying the effects of adolescents' use of sexually explicit internet material: The role of perceived realism. *Communication Research*, 37, 375-399.
- Peter, J., & Valkenburg, M. (2009). Adolescents' exposure to sexually explicit internet material and sexual satisfaction. A longitudinal study. *Human Communication Research*, 35, 171-194.
- Peter, J., & Valkenburg, M. (2009). Adolescents' exposure to sexually explicit internet material and notions of women as sex objects: Assessing causality and underlying processes. *Journal of Communication*, 59, 407-433.
- "I. Rotaru, [Virtual Communication] (2010), Tritonic, Bucharest
- I. Rotaru, [Education for communication and mass-media] (2009), Eftimie Murgu, Reșița
- Rotaru I., Drobot, L.(2009) The pre-university teacher's media competence measuring and evaluation, p.274, 11th European Congress of Psychology ECP09 Oslo, Norway 7 – 10 July;

Stakeholder Forum

- Rotaru, I. ; Drobot, L. (2009) Media Pedagogy Program Based On Mixed Standard Scale (Mss) Of Teachers' Media Competence, The European Conference on Educational Research, Viena 28-30 september;
- Rotaru, I. ; Drobot, L. (2008) Towards a "media pedagogy", a model of teachers media competences, European Conference on Educational Research, ECER September, Goteborg, Sweden"
- "Education on Online Safety in Schools in Europe, Publication: 22 January 2010 http://eacea.ec.europa.eu/education/eurydice/documents/thematic_reports/121EN.pdf
- Interactive Software Federation of Europe: study among 12000 gamers from (16 and older) across Europe (www.isfe.eu)
- Observatory for Internet Rights: study on cyberbullying, presented at Safer Internet Day of 2009 (<http://www.ua.ac.be/main.aspx?c=.CYBERPESTEN>)
- Kinderrechtencoalitie Vlaanderen [Children's Rights Coalition in Flanders]
- Research by OIVO (www.oivo.be):
 - Young people and new technologies. Mobile phone and internet; friend or enemy"
 - "Multimedia are young people's most important way of spending leisure time"
 - "Young people feel more safe, but display more risk taking behaviour"

Events that might be of interest to the EU Kids Online project

- EUROPOL
- www.eera-ecer.eu/ecer/ecer-2011-berlin/
- DLD 2011 <http://www.dld-conference.com/>
- Social Media Conference <http://www.socialmediaconference.de/>
- Safer Internet Day <https://www.klicksafe.de/ueber-klicksafe/safer-internet-day/sid-11/index.html>
- Der 16. Deutsche Präventionstag findet am 30. & 31. Mai 2011 unter der Schirmherrschaft des Niedersächsischen Ministerpräsidenten David McAllister in der Weser-Ems-Halle in Oldenburg statt.
- "New media worlds - Challenges for the crime prevention" <http://www.praeventionstag.de/nano.cms/de/16-DPT-Startseite>

Annex I: National reports

Belgium

Process of consultation

In Belgium, 25 stakeholders were contacted by email by the end of November. This contact round included a wide range of organisations, most of them NGOs or governmental agencies. Each of them received a personalised e-mail. The WP4 report and the first draft of the report on policy implications were attached to this e-mail. The stakeholders were asked to give their feedback on these documents, using the online form, translated in Flemish:

<https://spreadsheets.google.com/gform?key=tveTfQYIqCDTJssdZY-ptcw#edit>)

In case they preferred to give their feedback on the phone, they had the opportunity to reply to this e-mail so we could arrange to make an appointment for a telephone call.

We immediately received a number of positive reactions. They were pleased to be informed about the progress of the *EU Kids Online* project. But most of them also mentioned they were too busy in December to read the report carefully. Most of them promised to give feedback later on.

A reminder was sent out mid-January. So far, this reminder has not resulted in many positive reactions. A few stakeholders replied that they were still too busy with their own tasks and projects, and that it would be impossible to give accurate feedback during the upcoming weeks/months. In total, five stakeholders filled in the online form.

To conclude, we think that although most stakeholders are still interested in the *EU Kids Online* project, it is too much work for them to carefully read the whole report in order to be able to give accurate feedback. Most of them seem to be interested in receiving the report, but they will only read it selectively and will only use the information relevant to their organisation or their current project. Also, December seems to be a bad month to ask for feedback, since most organisations are very busy finalising their own projects.

We plan to select a number of motivated key stakeholders and contact them by telephone. In addition, we plan sending out another reminder with the Flemish summary of the WP4 report and the summary with the Belgium findings as attachments. We assume more stakeholders will find some time to read these much shorter documents (which nevertheless give a good overview of the WP4 results), and give some feedback on the results.

Participants

Organisation	Type of organisation	Position in organisation
OIVO/CRIOC	Research and information centre for consumer organizations	Responsible for communication
CJSM (Department for culture, youth, sports and media)	Government	Assistant Policy development
PEGI SA (ISFE) (interactive software federation of Europe)	Industry	Management
Gezinsbond (Association for Families)	NGO	Employee
VRT (public broadcast channel)	Public Service Broadcaster	Management

Outputs by questions

In general, what were the most surprising elements in the initial findings (for Europe and for Belgium)

The internet is part of children's daily lives (a very high percentage of children are internet users) and 12% had a negative experience, so we cannot deny that the issue of online risks and harm is present. Nevertheless, panic should be avoided and the impact of online risks should not be exaggerated, since in most cases exposure to online risks does not result in harm.

- children in Belgium seem to be a bit more resilient than the European average (especially as regards sexting and cyberbullying). It would be interesting to explore whether the educational system plays a role in this.

A significant percentage of young people continue to lack some basic digital skills, especially in the field of privacy settings. A small percentage is (almost) never online. This shows the importance of digital literacy education, both at home and at school. Every child should become sufficiently digitally literate.

Parents underestimate exposure to online risk and the experience of harm. Nevertheless, they can play an important role in the digital education of their children. They should be encouraged more to take up this role and communicate with their children about online risks. More information and guidance should be provided.

Empowering children (through developing use coping strategies and teaching them how to become resilient) is preferred over prohibition and overprotection.

Which of the data collected would you like us to analyse further and why?

Further analysis and research on these topics would be useful:

- What exactly are the needs of young people and their parents related to safer internet? What do they expect themselves?
- How do children acquire digital skills (at what age should certain skills be introduced?)
- How to empower children; how to teach them useful (online) coping strategies?
 - o In which situations do children use which coping strategies?
- How do parents want to be involved in the digital education of their children and how can they educate their children to become digitally literate youngsters?
- More attention should be drawn to digital opportunities (i.e. the positive impact of the internet) and to risks related to advertising.
- Diversification of use should be examined (the integration of different platforms when going online).

Do you have any comments about the draft policy implications?

These are the most interesting and relevant policy recommendations which the Belgian stakeholders strongly support:

- Awareness raising among parents;
- Co-regulation and co-responsibility (industry, government, parents, teachers, other educators);
- Education on digital literacy in schools: the development of new didactic approaches and tackling the problem of limited digital skills among teachers;
- More attention should be paid to the youngest age groups; digital education should start at an early age (even before the age of nine), preferably together with the parents.

Concerning positive online content, the opinions were mixed. The Flemish public broadcaster is in favour of more support for the creators of online content. It also encouraged the introduction of labels for positive (child-approved) content and for dangerous/harmful content. The Interactive Software Federation of Europe is critical about the production of positive content. They think the definition of 'positive content' is still a little unclear, and they have doubts whether the production of positive online content is sufficiently profitable for commercial organisations.

Stakeholder Forum

Another critique of many stakeholders is the fragmentation of decision levels concerning the safer internet and digital literacy in Belgium.

Who else we should be in touch with? Do you know key research studies that we should know about?

A few stakeholders have pointed out other research on internet use and/or internet safety among young people

- Interactive Software Federation of Europe: study among 12000 gamers from (16 and older) across Europe (www.isfe.eu)
- Observatory for Internet Rights: study on cyberbullying, presented at Safer Internet Day of 2009 (<http://www.ua.ac.be/main.aspx?c=.CYBERPESTEN>)
- Kinderrechtencoalitie Vlaanderen [Children's Rights Coalition in Flanders]
- Research by OIVO (www.oivo.be)
- * "Young people and new technologies. Mobile phone and internet; friend or enemy"
- * "Multimedia are young people's most important way of spending leisure time"
- * "Young people feel more safe, but display more risk taking behaviour"

Original responses

In general, what were the most surprising elements in the initial findings (for Europe and for Belgium)

CJSM	<ul style="list-style-type: none">• Internet brengt wel bepaalde risico's met zich mee, maar in de meeste gevallen resulteert risico niet in effectieve schade.• De verschillende copingmechanismen die worden opgesomd wanneer kinderen in aanraking komen met schadelijke content, en bij welke situatie deze worden toegepast• Gebrek aan privacy-kennis, vooral bij de allerjongsten• Ouders zijn niet goed op de hoogte van risicogedrag van hun kinderen, zelfs bij effectieve schade• Het feit dat België een regio is met een hoog internetgebruik, maar gemiddeld risico "
Gezinsbond	<p>Een minderheid van kinderen en jongeren komt in aanraking met online risico's. Een risico resulteert ook niet altijd in schade. Deze bevindingen zijn eerder geruststellend, vergeleken met resultaten die uit ander onderzoek naar voor kwamen (vb. op het vlak van cyberpesten). Toch is 39% van de Europese 9 tot 16 jarigen in contact geweest met een of meerdere van de risico's (pornografie, cyberpesten, ontvangen van seksueel getinte boodschappen, misbruik van persoonlijke gegevens, ...). 12% zegt dat zij zich zorgen gemaakt hebben of geschokt waren door iets op het internet. We kunnen met andere woorden de ogen niet sluiten voor het feit dat online gaan niet zonder risico's is. Tegelijk staat het vast dat het internet voor kinderen en jongeren veel meer kansen en mogelijkheden biedt dan risico's.</p> <p>Het is wel opmerkelijk dat vele ouders (vaak de helft van de ouders, afhankelijk van het risico) zich niet bewust zijn van het feit dat hun kind een ervaring heeft gehad met één van de risico's. Dit bevestigt de nood aan meer informatie en tips voor ouders. Toch mediëren ouders het internetgebruik van hun kinderen en bieden informatie. Dat is wel positief. Zij moeten daarin verder ondersteund worden.</p> <p>Ook op de Gezinsbond merken we dat ouders nog veel vragen kunnen hebben over het surfgedrag van hun kinderen. Bij de aanbevelingen moet er dus voldoende aandacht gaan naar de rol die de ouders kunnen spelen. Tegelijk gaat de Gezinsbond ervan uit dat er sprake moet zijn van een gedeelde verantwoordelijkheid. De overheid, de industrie, andere opvoeders (leerkrachten, ...) hebben de taak om veilig internetgebruik bij kinderen en jongeren te promoten. (zie ook de vraag over de beleidsaanbevelingen)</p>

Stakeholder Forum

	<p>Relatief weinig Belgische kinderen worden blootgesteld aan online risico's. Tegelijk onderschatten ouders de risico's. Een prangend voorbeeld daarbij is dat bij de kinderen die reeds een online contactpersoon hebben ontmoet, de meeste ouders (61%) denken dat hun kind nog geen afspraak heeft gemaakt met een online contact.</p>
ISFE	<p>Belgische kinderen worden aan dezelfde risico's blootgesteld, maar lijken net iets weerbaarder te zijn (mbt sexting, cyberpesten). Zou er een link zijn mbt het niveau van onderwijs?</p>
OIVO	<p>Tijdens het overlopen van de 'key findings', sprongen volgende resultaten ons in het oog:</p> <ul style="list-style-type: none"> - 93% of 9-16 year old users go online at least weekly. ----Het valt op dat dit een erg hoog cijfer is en toont de relevantie van het onderzoek aan. - Children are going online at ever younger ages. ----Idem dito. - Among social network users, 26% have public profiles. - Around half can change privacy settings on a social networking profile (56%) ----Als een kwart van de kinderen een publiek profiel heeft en ongeveer de helft niet weet hoe je dit aanpast, zitten we met een probleem. Het is dringend nodig de kinderen dit aan te leren, om hun privacy te garanderen. - The priority for awareness-raising for parents should be on alerting parents to the nature of the risks their children may encounter online while encouraging dialogue and greater understanding between parents and children in relation to young people's online activities. - Since many children do not report encountering the risks asked about, with even fewer having been bothered or upset by their online experiences, future safety policy should target resources and guidance where they are particularly needed. - Digital skills training needs continued emphasis and updating in terms of training, safety features and applications operation to ensure that all children reach a minimum basic standard and to prevent digitally isolated and unskilled children. ----Dit zijn beide erg constructieve aanbevelingen, waar het OIVO zich achter schaaft.
VRT	<ul style="list-style-type: none"> *belang dat gegeven wordt aan empoweren ipv verbieden omdat kinderen digital natives zijn en sowieso constant online zitten, ze hebben al profielen nog voor ze kunnen praten. *dat enerzijds ouders of de risico's niet goed kunnen inschatten (denken dat de kids geen compromitterende dingen gezien hebben) of anderzijds ze internet nog bannen uit het leven van kinderen. * diversificatie van het gebruik: de integratie van de verschillende platformen gaat zeer snel

Which of the data collected would you like us to analyse further and why?

CJSM	<ul style="list-style-type: none"> • Ook de positieve kanten van internetgebruik belichten • Dieper ingaan op de verschillende copingmechanismen • Wat zijn mogelijke oplossingen? Niet enkel blijven bij analyse van het probleem
Gezinsbond	<p>Reclame: In hoeverre wordt dit als storend ervaren? Hoe gaan kinderen en jongeren daarmee om?</p> <p>De behoeften van kinderen en jongeren op het vlak van veilig internetgebruik</p> <p>De behoeften van ouders op het vlak van veilig internetgebruik van hun kinderen</p>
ISFE	<p>alle aspecten van "parenting" in deze problematiek: waar halen ouders informatie, hoe communiceren ze hierover, enz</p>
OIVO	<p>Geen antwoord</p>

VRT	*hoe ouders mee te krijgen in dit bad zonder dit op een belerende schoolse manier te doen *digitale kloof
-----	--

Do you have any comments about the draft policy implications?

CJSM	Meer het belang van bewustmaking bij ouders benadrukken, zodat zij meer aan monitoring van het surfgedrag van hun kinderen doen.
Gezinsbond	<p>De Gezinsbond is ook heel actief voor wat betreft kinderen en media en doet eveneens beleidsaanbevelingen. Net zoals het in het document van EU Kids Online staat, moet veilig internetgebruik een gedeelde verantwoordelijkheid zijn, een verantwoordelijkheid van zowel de overheid, de industrie, ouders en andere opvoeders en de kinderen en jongeren zelf. Ouders mogen niet alleen staan in de bescherming van hun kinderen tegen online risico's en in het stimuleren van hun kinderen tot een positief, kritisch en actief gebruik.</p> <p>Er zijn heel wat aanbevelingen van het EU Kids Online rapport die aansluiten op die van de Gezinsbond. We zetten onze aanbevelingen op een rij:</p> <p>Als Gezinsbond hechten wij veel belang aan media-opvoeding. Media-opvoeding zal ertoe leiden dat kinderen uiteindelijk zelfstandig en kritisch gebruik kunnen maken van de media. We kunnen surfende kinderen niet volledig afschermen van materiaal dat schadelijk of onwenselijk kan zijn. De aanbidding van filtersoftware is dus niet voldoende. Projecten inzake media-opvoeding en bewustmaking van ouders en kinderen over o.a. veilig internet moeten financieel ondersteund worden. Kinderen en jongeren moeten gesensibiliseerd worden rond net-etiquette: wat je offline niet doet of tolereert, doe je ook niet online of via de GSM. Er moet ook meer aandacht gaan naar het creëren van een positief en kwaliteitsvol aanbod op het internet voor kinderen. De overheid en socio-culturele organisaties kunnen een kwaliteitsvol en niet gecommmercialiseerd aanbod voor kinderen op het internet stimuleren. Goede en kindvriendelijke sites zouden een kwaliteitslabel moeten hebben. Daarnaast moet online identificatie van de gebruiker mogelijk worden. Ook moeten bepaalde internetpagina's of diensten gelabeld kunnen worden als schadelijk, zodat zij op de GSM van kinderen kunnen geblokkeerd worden of dat een 'child' profile geactiveerd kan worden. Deze dienst moet gratis en gemakkelijk te activeren zijn. Toegepast op de Belgische situatie, vraagt de Gezinsbond een coherent en geconcentreerd overheidsbeleid inzake media en ICT om veilig ICT gebruik door jongeren mogelijk te maken. Vandaag bestaat er immers een versnippering van bevoegdheden.</p>
ISFE	We verwelkomen de aandacht voor co-regulatie met de industrie en de nadruk op nieuwe onderwijsmethoden en digitale vaardigheden van leraars. We stellen ons echter wel vragen bij het advies om meer "postieve inhouden" te produceren, aangezien de definitie en de commerciële haalbaarheid verre van duidelijk is.
OIVO	Geen antwoord
VRT	Ik denk dat de doelgroep onder de 9 jaar zeker niet uit het og verloren mag worden. volgens mij zitten daar nog belangrijke instappen om kinderen te leren omgaan met het internet. kinderen van 3 jaar hoeven geen gebruiksaanwijzing zij zijn zo digitaal vergroeid dat zij al clickend hun weg vinden. volgens mij is er al veel vroeger een rol weggelegd om kinderen wegwijs te maken. Door ouders en kinderen al sneller samen online te laten ontdekken, creëer je ook een sfeer waarin kinderen en ouders hun ervaringen delen en ze samen praten over wat ze online gedaan hebben.

Who else we should be in touch with? Do you know key research studies that we should know about?

CJSM	Geen antwoord
Gezinsbond	<ul style="list-style-type: none"> * Kinderrechtencoalitie Vlaanderen * Misschien bent u er al van op de hoogte: er is een nieuw boek uit vanuit de Vrije Universiteit Brussel van Katia Segers en Joke Bauwens (red.) ""Maak mij wat wijs. Media kennen, begrijpen en zelf creëren. Daar worden relevante studies vermeld. * Het observatorium voor de rechten op het internet doet ook aan onderzoek. Ik denk aan hun onderzoek over cyberpesten, gepresenteerd op de safer internet day van 2009.
ISFE	ISFE publiceerde een studie "Video gamers in Europe" op basis van 12000 interviews bij gamers ouder dan 16 j: u kan ze downloaden op www.isfe.eu
OIVO	<p>Jongeren en nieuwe technologieën. Gsm en internet, vriend of vijand? http://www.oivo.be/NL/doc/dcdc/all/document-4090.html</p> <p>Voornaamste vrijetijdsbesteding van jongeren is multimedia http://www.oivo.be/NL/doc/communiques/all/document-4904.html</p> <p>Internet : Jongeren voelen zich veiliger, maar vertonen meer risicogedrag http://www.oivo.be/NL/doc/communiques/all/document-4688.html</p>
VRT	Geen antwoord

Cyprus

Process of consultation

The Cypriot team organised an Advisory Board meeting on the 29th November 2010 where all relevant stakeholders from the public and private sectors were present. The team, presented EU Kids Online along with the preliminary results (at the time, the Cyprus results were not out yet) and all of them have been given the *EU Kids Online* preliminary report. There was a strong interest in the results from all members, with a lengthy discussion, and they were all reported that they awaited the final results with Cyprus included.

Outputs by question:

In general, what were the most surprising and/or interesting elements in the initial findings?

The findings showed that most of the parents were ignorant regarding their child's experiences of the internet (especially the negative ones). It was surprising, positively, to see that only a low percentage of all children interviewed reported being bothered by their online experiences.

And what were the most surprising and/or interesting findings about children's internet use in your country?

Regarding internet use in Cyprus, one of the most surprising elements was the amount of children owning a profile on a social networking site. In addition to that, Cyprus had a high percentage of children accessing the internet from a computer located at their bedroom. A third important finding for Cyprus was the fact that the vast majority of children reported accessing the internet via their mobile phones.

What do you perceive to be the most relevant factors to explain internet risk exposure and harm in your country?

The first would be parental ignorance. Cyprus was came top in the whole of Europe in terms of the percentage of parents of children that were cyber bullied who reported that it never happened to their child. Similarly, there were many parents of children that reported they met a person offline who they had first contacted online who said their child did not do such a thing.

What are the most important issues regarding children's internet safety and are they being dealt with in your country?

The most important issues in Cyprus were educating the children to use the internet safely as well as educating their parents as regards how to protect them. The Cyprus Safer Internet Center together with the Ministry of Education and other relevant stakeholders had created regular campaigns, presentations, printed material etc. that were addressing all target groups. These programmes include classes on Internet safety at schools and parents are invited frequently to attend seminars, conferences etc. In Cyprus a major target nowadays is parents and their education in order to be able to protect their children.

What do you perceive should be the priorities for policy action in your country and on a European level?

Europe-wide there is a great need for user-friendly parental control software, with the offer of trainings on how to be used. Parents are the weakest link relating to safer Internet as most are not aware of how to use a computer, let alone install such filters that will enable them to monitor and protect their children. Furthermore, parents need to be educated as regards how to approach and deal with their children's use of the internet in order to have their children share their experiences with them, instead of hiding possible dangers they may have been countered by children.

Stakeholder Forum

Tell us anything else you think we should know, to guide our work.

The results should propose specific themes which countries need to develop/increase in awareness campaigns. While identifying what is needed, we should be able to provide relevant stakeholders with guidelines on how to target those needs.

Stakeholder Forum

Tell us who else we should be in touch with (names, organizations and email addresses if possible).

Last Name	First Name	Institution	Position (Researcher, Faculty, Student, Other)	E-mail Address	Type of organization (NGO, Academic, Industry, Government, Other)
Joseph	Joseph	University of Cyprus	Professor of political science	joseph@ucy.ac.cy	Public University
Christodoulou	Andreas	Ministry of Interior	Mass Communications Expert, Head Audiovisual Section	anchristodoulou@moi.gov.cy /aochristodoulou@gmail.com	Government
Karkas	George	Police Department - Special cyber crime unit	Director of Cyber Crime Unit	gkarka@police.gov.cy	Government
Antoniadou	Vanessa	Microsoft	Academic Program Manager	v-vanean@microsoft.com	Industry
Economou	Anastasia	Ministry of Education	Head of Educational Technology Department Pedagogical Institute	anasta@cyearn.pi.ac.cy	Government
Makris	Pantelis	Ministry of Education	Head of Special Education, Ministry of Education	makrisp@cytanet.com.cy	Government
Yamanis	Mandy	World Vision	Child Protection Assistant MEER	Mandy_Yamanis@wvi.org	NGO
Hayat	Devrim	Olive Branch Foundation	Vice-president	dyasamsal@yahoo.co.uk DHayat@memrb.com.cy	NGO
Christodoulidou	Nicol	Cyprus Telecommunications Authority	Project and portfolio management internet services and payphones	nicol.christodoulidou@cyta.com.cy	Semi-governmental
Alexandrou	Alexandros		Project and portfolio management internet services and payphones	alekos.alexandrou@cyta.com.cy	Semi-governmental
Nicolaou	Nicos	Cyprus Telecommunications Authority	Head of International Relations	nicos.nicolaou@cyta.com.cy	Semi-governmental
Kazantzi	Nineta	Pancyprian Coordinating Committee for the Protection and Welfare of Children	President	ninetak@cytanet.com.cy	NGO
Koukouma	Skevi	Pancyprian Coordinating Committee for the Protection and Welfare of Children	Vice-president	koukoumas@hotmail.com	NGO

Estonia

Process of consultation

Realising the difficulties in organising a special face-to-face meeting with Estonian stakeholders, all of them overloaded with various duties, we decided to contact the stakeholders by e-mail once again and ask them to fill in the online form. Altogether, we contacted 17 people representing governmental bodies, universities, NGOs and industry.

Additionally, the results of the *EU Kids Online* II survey were briefly introduced and discussed at the first meeting of the Advisory Board of the project "Targalt internetis" (Safer Internet in Estonia, funded by the EC) on November 24th, 2010 in Tallinn.

Lastly, we organised a special workshop in Tartu on December 6th, 2010 to present the first more advanced analyses of the *EU Kids Online* survey data and to discuss possibilities for further cooperation.

Participants

3 stakeholder representatives answered the online survey: one from an academic organisation, one from a governmental body and one from industry.

16 representatives from governmental bodies (4 people), industry (2), academy (1) and NGOs (9) participated in the Tallinn meeting.

20 people, including representatives of governmental bodies (1), NGOs (1) and three universities (18 people), took part in the Tartu workshop.

Outputs by question

In general, what were the most surprising and/or interesting elements in the initial findings?

The most surprising findings our respondents outlined were the lack of parents' awareness about their children's online activities and risks they can encounter as well as the gap between the generations' (parents and children) awareness and communication habits. The fact that other online threats are even more frequent than cyberbullying was also considered an interesting finding.

Surprisingly, bullying mostly takes place offline rather than online. According to the respondent from the Estonian Ministry of Education and Research, it may derive from children's inability to choose their contacts in real life. For instance, it is more complicated to use various protective solutions (such as filtering software) in a public environment (e.g. schools) than on Facebook. It was also pointed out that the project's value lies in providing a broad coverage of countries and representative data about online activities. Furthermore, the parent-child approach was considered to be relevant and innovative.

And what were the most surprising and/or interesting findings about children's internet use in your country?

The fact that Estonian children start using the internet very early and are considered to be very active independent users. However, the most surprising general finding was the gap between parents and children: our respondents noted that Estonian children had experienced cyberbullying to a great extent, while lacking mediation (support or restrictions) from their parents. This aspect was also commented at the meeting of the Advisory Board of the project "Targalt internetis" by the representative of the Ministry of Social Affairs who mentioned the possibility of supporting the development of parental mediation skills through several national policies. Since younger internet users are more exposed to various risks, their parents need adequate support and information.

Which of the data collected would you like us to analyse further and why?

Stakeholder Forum

As one of our respondents is involved in the project ROBERT (Risktaking Online Behaviour Empowerment Through Research and Training), it would be interesting to work on topics regarding violence and sexual violence, and to use the data from the EU Kids Online survey as a background and input for further qualitative analyses (e.g. focus groups with children). Also, correlations between cyberbullying and offline bullying and violence deserve further attention.

Another respondent wanted to know what type of cyberbullying is most common, what kind of mediation is considered to be most effective, and how it is related to the cultural context. She also suggested analysing what risks parents believe to be threatening their children online and offline and to compare those results with the data about actual experiences of online and offline risks.

Do you have any comments about the draft policy implications?

A proposal was made to develop more awareness raising activities targeted at children and their parents with an emphasis on the fact that online activities are part of real life. Less differentiation between the online and offline worlds was called for in further policy implications.

As youngsters seem to be more capable of using self-regulative means on the internet than in offline relationships, a suggestion was made to advise or teach them to transfer online coping strategies to offline situations.

Several comments addressed educational policies. For instance, a need for teacher training in the area of media education was stressed; online safety issues should be the first topic in computer education lessons; kindergartens were seen as a useful institution for reaching parents for awareness raising activities and should be employed more in the near future. More intense cooperation between different stakeholders in Estonia was called for.

Who else we should be in touch with?

- Kadri Soo (University of Tartu), kadri.soo@ut.ee

Please tell us about key research studies that we should know about.

- <http://www.childcentre.info/robert/>

The report was written by Kersti Karu, Veronika Kalmus and Kadri Ugur.

Finland

Process of consultation

The Ministry of Education and Culture made a submission. In the consultation the Finnish research team presented main findings especially from the perspective of Finland. Save the Children Finland and Ministry of Transport and Communication made commentaries at the presentation.

Participants

NGOs: 18
Industry: 10
Government: 18
Academic: 9

In general, what were the most surprising and/or interesting elements in the initial findings?

Attendees thought that the EU Kids Online -report did not include any special surprises, neither at an international nor at a national level. The message was positive and people thought that this kind of research helps to acquire realistic knowledge of the children's and young people's internet use and risk and harm experiences.

- **Wrong age:** There was some surprises that young children lie about their true age and that they use social networking sites so commonly.
- **Mobile devices:** It is important to take into account new ways in which the internet is being accessed, especially via mobile devices, when thinking about internet safety.
- **Parents:** It is important to inform parents but also to understand that internet education is not only matter for the parents.
- **Media skills:** We have to define more specifically what kind of media skills children and young people have to have and give social support to the children.
- **Internet safety:** The problem is to find appropriate ways to communicate with children and young people. We have good deal of knowledge about internet safety and this information is available on the internet and on the social networking sites that young people visit. But they do not seem to be interested. How do we get message across?
- **Positive knowledge of the Internet use:** A positive perspective on the internet is important and that is the basis for internet safety in Finland.

Recommendations

- The Finnish board of film classification has acquired new tasks and it will in the future be the "Centre for media education and audiovisual programme environment" (not an official name in English). The recommendations from the EU Kids Online report include many important things that the new Centre can take into account in its work.
- In Finland recommendations are already being implemented as regards media education. There have been investments especially in the media education of young children and providing peer support. But there is still work to do. Especially such phenomena as sexual images on the Internet, heavy users of the internet and user generated content are things that have to be taken more into account.
- In the European Union there are many different internet safety campaigns but how effective are they really? We need to have more research about their effect.
- It is important to have more co-operation between different ministries and between home and school as well. Teachers and school need strong support.

Hungary

Process of consultation

The consultation took place on 16th December 2010, 16.00 PM – 18.00 PM at the Eötvös Loránd University of Sciences, Faculty of Social Sciences, Budapest

The most important goal of the stakeholder consultation was to inform the representatives of the Hungarian stakeholders about the initial results of the survey conducted as part of the EU Kids Online II project and collect feedback on the findings and the possible policy implications. The invited stakeholders received all the available materials and sources weeks before the event – both the international report and the Hungarian summaries, which also included results focusing on Hungary. However, as an introduction to the event the researchers at ITHAKA briefly presented the most important findings. The presentation was followed by a moderated conversation with the participants about their observations and opinions.

Participants

NGO

Borsi, Zsuzsanna – Nemzetközi Gyermekmentő Szolgálat (International Children' Safety Service)

Gyúró, Erzsébet – Gyermekmédiá Egyesület (Association of Children Media)

Hargitai, Ferenc – Magyar Tartalomipari Szövetség (Hungarian Association of Content Industry)

Senkár, Éva – Kék Vonal Gyermekkrízis Alapítvány (Kék Vonal Internet Helpline for Children)

Academia

Fehér, Péter – ELTE BTK (Eötvös University, Faculty of Arts, Department of Informatics and Library Sciences)

Fekete, Zsombor – sociologist, researcher (field of study: games and content for children)

Parti, Katalin – Országos Kriminológiai Intézet (National Institute of Criminology)

Virág, György – Országos Kriminológiai Intézet (National Institute of Criminology)

Business

Pintér, Róbert – egyszervolt.hu (egyszervolt.hu is a safe webpage for children with contents for parents as well)

Government

Senkár, Éva: Educatio Nonprofit Kft.

Viniczai, Valéria: Educatio Nonprofit Kft.

Media

Fülöp, Hajnalka – Népszabadság (leading Hungarian newspaper)

In general, what were the most surprising and/or interesting elements in the initial findings? (in general and concerning Hungary)

Regarding the general results, more participants noted the relatively low prevalence of some types of risk and especially the fact that these risky behaviours quite often do not result in concrete harm. According to some of the participants this should raise awareness of the fact that in general more attention is paid to risks than to the possible positive usage of the internet. However, all the participants agreed that awareness raising and education about the patterns shown in the report could be effectively used to prevent possibly harmful situations are very important.

Stakeholder Forum

There was one result which was very interesting for most of the participants focusing on Hungary: the very low awareness level of the Hungarian parents of their children's Internet usage, risk taking behavior and the harmful situations they got into. As some of the experts noted, this phenomenon is not only a result of the gap between the internet usage skills of the younger and older generations, but also a result of traditional communication patterns between children and their parents in Hungary. The participants also found interesting the relatively poor knowledge that Hungarian children had of safety and security features. One participant stressed age when children started using the Internet, remarking that passive internet usage can be started at an even younger age. (Individual internet use means relative freedom in selecting the desired content with no real parental control.)

Which of the data collected would you like us to analyse further and why?

Regarding further analyses, most of the participants were interested in the more detailed investigation of those groups of children who reported actual harm. The stakeholders were interested both in the detailed socio-demographic profile of the children in question, and the international comparison of these groups.

Most of the participants would be interested in more international comparisons in general as well. Regional comparisons and seeking for regional patterns were also mentioned as relevant fields of research.

Many participants expressed interest in the coping strategies in use and in their effectiveness, and especially they would like to know more about how the Hungarian children who had faced harmful situations reacted to these phenomena. In addition, the awareness level of the different coping strategies seemed to interest the participants. Some asked whether the policy environment and the level of awareness in the different countries have an effect on coping strategies and their effectiveness.

As regards bullying one question became crucial: the interested participant would like to see analyses of various the roles in these situations. She was interested in whether the online environment changes the roles (bully - bullied) or whether those remained the same.

One interesting field of analysis and interpretation would be to find answers to the national differences and try to draw up different models/segments of children's use of internet and the media in Europe.

Do you have any comments about the draft policy implications?

All the participants agreed that the results are very important and should find their way to decision and policy makers. Besides having European level policy recommendations (mostly for supra-national policy making) it is very important to use the findings at the local level as well. This could be done by making country-specific policy recommendations as well.

Most of the participants agreed that the results stress the important role of schools and teachers, who not only have opportunity to raise the attention of the children to these issues, but also know their backgrounds and family situations.

In addition, after learning about the low awareness level of the Hungarian parents, the need to provide more information to them was stressed.

The ambition was to include education about Internet security in the national curriculum.

Italy

Summary

The most surprising finding according to Italian stakeholders is the consistent gap between children's experiences and parents' awareness and perceptions.

NGOs pointed to the difference between the *EU Kids Online* findings and their own findings as concerns cyberbullying and sexual risks.

The main policy implications include the need to promote media education and digital literacy, and the need for advocacy groups to urge the Government to promote specific policies.

Process of consultation

The *EU Kids Online* data were presented at the meeting of the National Advisory Board on children's online safety at the beginning of November, and received a degree of attention in the national media (in the daily press, magazines, TV radio and online media). Moreover all the contacts on the national mailing list had been invited to take part in the consultation.

Participants

The second consultation was far less successful than the first one: only 6 people filled in the online survey compared to the 26 who responded in April. The respondents belong mainly to institutions (two regional authorities and a representative from the Telecommunication Police); two academic researchers; one NGO involved with children safety (Telefono Azzurro). The national contact has also had informal conversations on the data with a member of the other main national NGO dealing with children safety, Save the Children.

Outputs by question

In general, what were the most surprising and/or interesting elements in the initial findings?

Respondents were positively impressed by the quality of the study and the amount of interviews conducted.

The most surprising finding for institutions and academics was the discrepancy between children's accounts and parents' awareness: 'I was strongly surprised by the lack of awareness on children experiences of online risks that parents show'

NGOs were particularly concerned with the low experience of online risks registered in our study, which contrasts with their own experience and data: Telefono Azzurro claims that 'According to our experience, and the calls Telefono Azzurro receives every day from children and adolescents, we believe that future safety policy should also target high risk children (e.g. those with mental health or emotional difficulties) and adolescents with internet addictions.'

And what were the most surprising and/or interesting findings about children's internet use in your country?

The surprising data about Italy included: low use of the internet among children (especially surprising for the academics); lower incidence of online risks and harms as compared to other countries (academics); low access to the internet by mobile phone.

NGOs pointed to the difference between *EU Kids Online* findings and their own findings as regards cyberbullying and sexual risks: 'According to a recent survey made by Telefono Azzurro about 11.4% of adolescents (12-19 years) reported that they had received nasty or hurtful messages online, and 9% reported that they had been excluded by online groups'. Similarly Save the Children has conducted a survey on sexting and pornography among Italian teenagers

Stakeholder Forum

(conducted by Ipsos and published in February 2010) where the exposure to these risks was significantly higher.

The media were concerned with the issue of an international digital divide (Italian children going online later), with sexual risks, and with issues of parental mediation and (low) parental awareness.

Which of the data collected would you like us to analyse further and why?

Italian stakeholders would like us to explore further the findings on sexual content and sexting, on how parents cope with children's experiences of online risks, and identification of the types of parents to be addressed by awareness and education campaigns.

Do you have any comments about the draft policy implications?

Both the lack of awareness among Italian parents and the lower level of digital literacy among Italian children suggest that the main policy implications include the need to promote media education and digital literacy among both parents and children

NGOs also felt that the national government should include children's online safety among its priorities and develop ad hoc policies.

Netherlands

Participants

Position: 2 Researchers, 1 Policy maker
Type of organisation: 2 Academic, 1 NGO

Outputs by question

In general, what were the most surprising and/or interesting elements in the initial findings?

- The distinction between the 'high use, high risk' countries and the 'high use, medium risk' countries: what is the origin of this difference?

Not really surprising but of great importance:

- The fact that one third of the children in this age group still do not use the computer at school. This restricts the impact of the general recommendation that schools should have a crucial role regarding the support of children's safe internet behaviour.

- The fact that children use the internet ever earlier in their lives, especially if this trend goes on. This has great implications for education, since both parents and teachers are not prepared for it and especially schools tend to discuss internet safety and critical use of internet information with students from about the age of 10. This should take place when they are much younger.

- The importance of distinguishing between various groups of children, and especially the role of SES with regard to both the safety of children and the role of parents.

- This study is putting things into perspective; it indicates that for most children the internet is playing a positive role in their life and that there are risks (as is often the case in ordinary life). The study also shows that risks should not be exaggerated, which is quite often done by (lay-)politicians and (lay-)journalists in the media. Bullying appears to be more of an offline than an online thing, which is good to know when considering the position and impact of the internet. And when children consume pornography this is not only via the internet but also via TV, film and DVD as well

- The strong influence of policy/ technological measures on adolescents' use of sexual material, especially in Germany.

And what were the most surprising and/or interesting findings about children's internet use in your country?

The difference between Netherlands as a high use, high risk country and neighbours like Belgium and the UK, and the relatively high report of harm in the Netherlands (The Netherlands is consistently in the right hand corner of the various figures, which not surprising in itself but the differences to similar countries are surprising).

The high percentage of children having a profile on a social networking site, higher than in other countries.

Dutch teenagers belong most probably to the most computer/internet-literate children in the world, simply because teenagers in this country have had home access to the internet for nearly a decade. Many problems that originate among early adopters or, more generally, when a technology/medium becomes accessible, seem to occur only at a relatively low level among Dutch adolescents. Still, it is surprising how 'average' Dutch teenagers are in comparison with other countries.

Which of the data collected would you like us to analyse further and why

The underlying reasons or mechanisms behind the differences between countries with a similar use but differences in the risk or harm that is reported; and differences between countries in general since this is the great value of this data set.

I would particularly be interested in the cross-national comparison of the use of sexual material. Our own research has been focused exclusively on the Netherlands, with all the limitations that entails.

Do you have any comments about the draft policy implications?

The policy implications regarding the role of schools must be seen against the background of choices made on higher societal levels, especially by the Government. At a time when in many countries the tendency is towards more attention to basic skills (maths, reading and writing) and measuring the added value that schools provide in terms of test results, digital literacy may be seen as something important but also something which is not firmly rooted in policy and therefore vulnerable and an easy subject to drop in times of financial cutbacks.

This study should be used as part of an argument that children and adults have to learn how to cope with internet, like we had to learn writing, reading, cycling, driving, etc. So it is a question of education and of education policy. The results clearly show that the internet is not the demon, but a fact in life. In the future there will be more new facts in life. And the first emotional reaction will be: fear and arousal! And after a while things will become more quiet, and in proportion.

Who else we should be in touch with? Do you know key research studies that we should know about?

Here are a couple of studies on the issue which we completed in the last two years. The ones in press can be downloaded from www.ccam-ascor.nl.

Peter, J., & Valkenburg, M. (in press). The influence of sexually explicit internet material on sexual risk behavior: A comparison of adolescents and adults. *Journal of Health Communication*.

Baumgartner, S. E., Valkenburg, P. M., & Peter, J. (2010, in press). Unwanted online sexual solicitation and risky sexual online behavior across the lifespan. *Journal of Applied Developmental Psychology*.

Peter, J., & Valkenburg, M. (2010, in press). The use of sexually explicit internet material and its antecedents: A longitudinal comparison of adolescents and adults. *Archives of Sexual Behavior*.

Baumgartner, S. E., Valkenburg, P. M., & Peter, J. (2010). Assessing causality in the relationship between adolescents' risky sexual online behavior and their perceptions of this behavior. *Journal of Youth and Adolescence*, 39, 1226-1239.

Peter, J., & Valkenburg, M. (2010). Adolescents' use of sexually explicit internet material and sexual uncertainty: The role of involvement and gender. *Communication Monographs*, 77, 357-375.

Peter, J., & Valkenburg, M. (2010). Processes underlying the effects of adolescents' use of sexually explicit internet material: The role of perceived realism. *Communication Research*, 37, 375-399.

Peter, J., & Valkenburg, M. (2009). Adolescents' exposure to sexually explicit internet material and sexual satisfaction. A longitudinal study. *Human Communication Research*, 35, 171-194.

Stakeholder Forum

Peter, J., & Valkenburg, M. (2009). Adolescents' exposure to sexually explicit internet material and notions of women as sex objects: Assessing causality and underlying processes. *Journal of Communication*, 59, 407-433.

Norway

Process of consultation

The second Norwegian stakeholder consultation meeting were conducted 10th March.2011 by EU Kids Online II national coordinator for Norway Elisabeth Staksrud (University of Oslo) in cooperation with the Norwegian awareness centre in Fredrikstad.

Participants

Representatives from governmental bodies:

Einar Saga, The Ministry of Children, Equality and Social Inclusion
Sven Eirik Nilssen, The Norwegian Directorate for Education and Training
Karoline Tømte, The Norwegian Centre for ICT in Education
Torbjørn Moe, The Norwegian Centre for ICT in Education
Tone Haugan, Norwegian Media Authority
Eva Liestøl, Norwegian Media Authority
Rita A. Brudalen-Adriansen, Norwegian Media Authority
Thomas Hepsø, Norwegian Media Authority
Kari Laumann, Norwegian Board of Technology

Representative from law enforcement:

Jon Ståle Stamnes, Kripos

Representatives from NGOs:

Karianne Christensen, Red Cross
Kaja Hegg, Save the Children

Representatives from media:

Per Kristian Bjørkeng, Nettkidsa/Aftenposten

Representatives from research:

Faltin Karlsen, The Norwegian School of Information Technology
Ragnhild Bjørnebekk, The Norwegian Police University College

Representatives from the national safe use centre

Hege Andersen, Safe use centre
Stian Lindbøl, Safe use centre

Output

At the meeting the EU Kids Online II survey methodology and findings were presented in detail. In addition, as the consultation meeting was conducted after the EU Kids Online project meeting in Ljubljana, insights on what type of analysis had already been planned and are underway were offered. The participants expressed satisfaction with the analysis already to be undertaken, and that these will be presented in accessible forms as short reports, and a book. Also, several governmental bodies were particularly interested in the policy recommendations and the planned policy book. There was an agreement that the Norwegian results should be presented in a separate report. All participants, as well as the wider safer use network were invited to give further suggestion and comments online, however, no particular feedback were given at this stage.

Poland

Process of consultation

In Poland we organised the second consultation with the stakeholders in two ways: by e-mail (see: 1) and through meetings. Altogether we organised three meetings: two with school teachers (see: 2-3) and one with the stakeholders (see: 4). The fourth meeting with the stakeholders during the extended meeting of the Safer Internet Consulting Board and NASK council was planned for the 6th December 2010, but it will take place on the 11th of January 2011.

1. We also e-mailed the report D4 (in English), the executive summary from the D4 report translated into Polish, the preliminary report including recommendations (in English), and the separate Polish report based on the D4 report (in Polish) to selected stakeholders, academics, and students (18 in all). We emailed the four reports in two e-mails attaching the link to the consultations.

2 and 3. We held meetings at the conference on “Modern school-teaching” organised by the Warsaw School of Social Sciences and Humanities for teachers. We presented posters and distributed 50 flyers about the publication of the drafts of the report D4 in English (Annex 1 in Polish), the executive summary of D4 in Polish and the draft of the report on the findings from Poland (20 copies). On November 20th we informed two groups of about 50 teachers participating in a conference about the content of the reports, the locations of their electronic versions and provided the link to express the opinions. Both meetings lasted 30 minutes (11.00-11.30 and 11.30-12.00). Also we advertised the *EU Kids Online II* Newsletter.

4. We had a meeting with NGOs at the Foundation Nobody’s Children. The meeting took place on 3rd December from 14.00 to 16.00. The report D4 (in English), the executive summary from the D4 report translated into Polish, and the separate Polish report based on the D4 report (in Polish) were given out in printed form during this meeting. The preliminary report including recommendations (in English) was e-mailed earlier with the request for participants to prepare their views for the meeting. The most crucial findings for Poland were presented during the meeting (in Polish, some slides in English). Several questions and remarks on the findings for Poland have been collected.

Participants

We had circulated the executive summary in Polish and the Polish report among teachers who are interested in the Internet safety issue (during the conference for teachers at Warsaw School for Social Sciences and Humanities; “Online identity” section; “Using Internet at school teaching” section). I replied to several e-mails from other stakeholders asking me for sending the report in Polish. Every e-mail included link to the questionnaire for the stakeholders.

The questionnaire for the stakeholders and the link were e-mailed to the teachers who were interested before in the report and to the stakeholders who were the consultants in April. Nobody replied to us that he or she answered the questions in the questionnaire even if he or she had promised to do so.

This is typical of the lack of interest shown in the topic and low or lack social activity observed recently in Poland among various ages and SES.

Outputs by question

In general, what were the most surprising and/or interesting elements in the initial findings?

The numbers for the internet risks seemed to be too low. Known numbers from previous research were given for comparison.

And what were the most surprising findings about children's internet use in your country?

As above. The numbers for the Internet risks seem to be too low in comparison to the everyday practices of Helpline and therapists in Poland. Known numbers were given for comparison.

Which of the data collected would you like us to analyse further and why?

- (1) The characteristics of Polish children and youth experiencing internet dependency. The psychological characteristics of young Internet addicts. These would be interesting because of the expectation that internet addiction is increasing in Poland and to use this information in the planned non-profit advertisement campaign on safer Internet use by children in Poland.
- (2) Characteristics of cyberbullying, psychological features of bullies and victims, for the same reason as above.
- (3) Responses and coping mechanisms the children use when they encounter online risks.
- (4) Whom do children ask for help when they had got negative online experiences of various types? Are there any specific ways in which they use various types of help? This is interesting in order to find how to increase the effectiveness of child protection against online risk and abuse.
- (5) The support of teachers' and peers' in order to check effectiveness of teacher support.
- (6) How do the children evaluate the support from various people and organisations? This would help when checking the effectiveness of the support for these people and organisations.
- (7) More information about risks related to online content online and risks related to self-harm behaviour, hate sites and negative social stereotypes. It would help to understand the cognitive processes of children when planning directions for future work aimed at protecting children against the Internet risks.
- (8) More information about the negative and positive (educational) role of websites used by children.
- (9) Teachers' role in media education.
- (10) Parental awareness and mediation in Poland in comparison to other European countries.
- (11) How do parents help their children when they become the internet addicts? Is parents' assistance effective?.
- (12) Characteristics of SNS use by children in Poland: What SNSs are popular? What are the age and gender characteristics of usage.

Do you have any comments about the draft policy implications?

We were not able to discuss the preliminary version of the report with the recommendations. The report is very long and according to my estimation nobody had read it.

Who else we should be in touch with?

SID 2011, Nobody's Children Foundation,

Can you tell us about any upcoming relevant events or issues (nationally or internationally)?

September 2011: the conference on the Safer Internet for Children in Warsaw.

Conclusions

1. The findings from the first draft of the report D4 encountered a certain level of distrust. "Worse" findings were expected by the stakeholders promoting the safer internet for children. The internet providers in Poland seemed to be satisfied with the findings because

Stakeholder Forum

they cite “low” numbers for online risks. Increasing awareness is needed on what “low numbers” mean in the case of harm done to children.

2. There is a lot of interest in the findings of the EU Kids Online II project among the stakeholders working on children’s safety on the Internet. They will use the findings in the planned advertisement campaign in 2011 and planning future work for children protection against online risks.
3. In my opinion we had in Poland a low response to our questions. The most probable reason is the language of the reports and the online communication on the EU Kids Online II website. The reports are long. Reading and replying the questions is very time consuming. The language of the English reports very often had a complex structure. Everything should be written in Polish if we want to have a better reply and more interest.
4. The process of consultation with stakeholders will be continued in January 2011.

Report by Lucyna Kirwil, Warsaw School of Social Sciences and Humanities

Portugal

Process of consultation

An online consultation was set up on the Portuguese website, where the questionnaire was translated into Portuguese to facilitate the stakeholders' responses. The documentation was linked to this. An e-mail was sent to all Portuguese subscribers and also to some specific organisations that could not attend the second part of the consultation: the face-to face meeting. Only five responses were collected by this approach.

On the 27th November, several key stakeholders were invited to a face-to-face meeting of about 3 hours, where we presented the main national results and policy recommendations and from then on organised the debate and opinion-collection. Ten stakeholders were present there, with the most represented areas of society being academia and the Government.

On the 29th November, we used an Awareness Node meeting to further disseminate the report and policy recommendations and collect some feedback.

Participants

Industry

APRITEL
SAPO

Government

ANACOM
CNPCJR
DGIDC
FCCN
Ministry of Education
OBERCOM
Police
Projecto Escolhas
UMIC

NGOs

IAC

Academia

FLUL - UL
ISCTE

Outputs by question

In general, what were the most surprising and/or interesting elements in the initial findings?

Face-to-face meeting

There is a need for more in-depth comparison between countries that have different profiles, some of the results may be due to bullying and exposure to sexual content becoming more banal, and therefore being reported less. The cultural background of each country needs to be further explored.

Online respondents

Some of the respondents said that the high level of risks encountered by youngsters was surprising, as well as stressing that it was important to see them as active participants in the online experience. Other points mentioned were the disconnection between what parents think and what children do; face-to-face encounters are also seen as bigger than expected.

And what were the most surprising findings about children's internet use in your country?

Face-to-face meeting

The relation between relative low usage and high level of addiction is very important, as is the relative high level of skills that Portuguese youngsters have and their bedroom culture. There seems to be a diversification of the modes of access. Children seem to be viewed as the adopters, to whom technology is addressed, and they are the ones who can use it the most. There seems to be a lot of disconnection between reported usage and parental awareness of usage and risk, which is of great concern. Some of the risks, like the face-to-face encounters, are not related to media literacy. There is a lack of involvement by the school community. The starting age for using the internet seems rather high, as this generation has received computers and internet access from a Government programme.

Online respondents

The level of usage by Portuguese children, the high level of addictive behaviour, the Portuguese bedroom culture and the lack of parental guidance were pointed out as being the most surprising and interesting aspects in the national results.

Which of the data collected would you like us to analyse further and why?

Face-to-face meeting

The relation between usage and addiction, and kinds of usage linked to addiction; the possible link between low usage opportunities and obsessive/addictive behaviour; the possible link between usage level and cognitive influences (both good and bad); the relation between social economic status and the presence of more technology in the home, and how that relates to the bedroom culture. Data from Portugal needs to be correlated and compared with data from other countries (PIGS/Southern Europe, for example) to try to see the effect of the religious and political background. Are children framed as preferential users within the home, or not? Does that change with more parental usage? Parental claimed lack of knowledge of their children's experience needs to be studied further. The subgroup of victims and aggressors need to be better characterised. There is a need for better characterisation of what youngsters identify as risk and harm; also how and how much are SNS used, and how is gaming understood in the context of multiplatform games and activities that cut across different site types. Data also needs to be crossed with the data the police and other institutions have when it comes to criminal activity.

Online respondents

It would be important to understand why parents seem to be so irresponsible in guiding their children; and to understand the interactions between risk and harm and children's' perception of each. In addition, there was some advice about collecting data in other ways, so as to bypass "defensive" answers. The passage from victim to perpetrator was also mentioned, as well as trying to separate different sub-groups of youngsters, so as to better characterise the at risk population.

Do you have any comments about the draft policy implications?

Face to face meeting

Constructing sites specifically targeted at "kids" seems to be a flop, since such closed environments do not get used by children. We need to work on privacy and literacy on SNS. Parents need to receive training as regards privacy, since they are the ones who often violate their children's privacy by posting photos of their kids, etc – there is a major legal void when it comes to what parents are and are not allowed to do with their children's photos. Better laws and regulations, more suitable for the online environment, need to be passed on. Fake online identities also constitute a problem, and working with parents and older children is, to some,

Stakeholder Forum

pointless by now, since the work needs to focus on younger generations. Resources that already exist, such as helplines, need to be publicised to gain more usage. Teachers also need to be involved in the process of reaching out to children. NGO's need to be a lot more involved in these processes and should be addressed explicitly in the report. Media training and literacy is even more important than concerns around security.

Online respondents

Policy recommendations are seen as insufficient to address the problems identified, by some, who also claim specific regulations should be made for social network sites. The focus on the positive and empowering aspects was emphasised. Policy implications also need to be prioritise national political contexts.

Who else we should be in touch with?

Face to face meeting

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Online respondents

Parents' associations and the APIS (Safer Internet Platform Association).

Do you know key research studies that we should know about?

Face to face meeting

--

Online respondents

Projects in the context of the UN and the EU.

Where should we divulge our results?

Face to face meetings

Online, on SNS. In schools, to teachers and students.

Online respondents

In social networks and prime-time television.

Romania

Process of consultation

The second stakeholders' consultation in Romania was conducted solely online, with the answers received via the online questionnaire and by e-mail.

Participants

5 participants from academia
2 participants from industry
1 from an NGO
1 from the Government

Summary

All the participants in the second Romanian stakeholders' consultation were impressed by the size and depth of the study on topics of high importance, as well as the pan-European coverage of the survey.

They found all results relevant and they were all (negatively) surprised by the parents' lack of awareness about what their children are doing and facing online.

Quote: *"The great differences between children and parent's answers for the questions regarding sexting and bullying on the internet are, in my opinion, the most interesting findings in this project"*.

Specific interesting results related to the usage of SNS and the privacy issues. Another participant found it surprising that most bullying occurs offline.

Outputs by question

And what were the most surprising findings about children's internet use in your country?

Also in the case of Romanian results, participants were surprised by the parents' lack of awareness regarding children's experiences online. They were also surprised by the high number of children declaring they had been upset by receiving sexual messages (as well as the high number of children being bullied or being sent sexual messages). The considerable difference between children and parent's answers regarding sexting and bullying on the internet puts Romania in first place among European countries for discrepancies between children's and parents' answers and raises questions about the future axes of the project's development (e.g. what are the means through which Romanian parents can be "educated" about online issues).

Another interesting finding was the large percentage of children having full public SNS profiles. However, one participant found the low level usage of social networking sites by Romanian children to be surprising (both at type of access and as number of contacts on SNS).

One participant stated that in comparison to other European children, the Romanian children are much more naive when using the internet. When correlated with the low number of digital skills possessed by Romanian children and the "traditional" use of the internet from the home-location, this raises also questions regarding the expanding children's access to the internet (different types of digital divide).

Which of the data collected would you like us to analyse further and why?

The participants would welcome the following further analyses:

- on how the different policies in different countries have affected the difference from one country to another, in order to assess the best policies for "kids online". It could be probably interesting to see the impact of cultural factors or other Internet development factors.
- if the percentages of children using SNSs and their privacy settings depend on the SNS is in their mother tongue and/or depended on default privacy settings available.
- qualitative data on children's motivations for excessive internet use.
- why Romanian children are so exposed to harassment in comparison to other European children, because it is obvious that there is a lack of consciousness of the danger caused by naive use of the internet compared with other European children who are much more aware regarding this problem.
- other risks factors like online games, time spending, emotional harm, new children competences

Quote: "It is difficult to see why only a part of the collected data should be analysed in depth, at the *expenses of other parts*. Since the project is a structured one I think that a complete analysis of the whole dataset should take place. Perhaps, in the future, if the analysis showed that there are problematic issues emerging from the data collected the analysis should be made only on those data".

Do you have any comments about the draft policy implications?

The main hope in terms of policy implications is an increased awareness of parents and children about Internet safety issues, especially:

- protection/disclosure of private data
- awareness related to the dissemination of sexual/pornographic materials among children
- stranger danger

The policy should be designed both at the European and national levels. One participant stated that the biggest challenge the draft policy will face in the future could be to accommodate the national specificities into a common European policy proposal.

Slovenia

Process of consultation

A meeting with stakeholders was organized on November 24th at the Faculty of Social Studies, University of Ljubljana.

At the meeting the *EU Kids Online II* project was presented, along with its significance for the organizations present and some of the key findings.

D4 reports were distributed and we also gave a presentation of the *EU Kids Online* webpage. The stakeholders were shown where they can find the entire report in a digital format.

Stakeholders present were asked to complete the internet survey we had prepared and we also explained to them the importance of their response.

Participants

There were 17 participants present. They came from different governmental and non-governmental organizations, academia, and also from private and public enterprises. Regretfully, none of them completed the Internet survey.

United Kingdom

Process of consultation

The national stakeholders' consultation for the UK was held on 9th December 2010 at the London School of Economics and Political Science.

Participants

Mike Short, O2 (Industry)

Will Gardner, Childnet International and UK Safer Internet Centre (NGO)

Ian Walden, Industry Champion, UKCCIS, Professor of law at Queen Mary (Academia)

Chris Atkinson, freelance internet safety consultant (Industry)

Alex Campbell, Ofcom (Regulator, Government)

Outputs by question

In general, what were the most surprising and/or interesting elements in the initial findings?

The fact that children are accessing the internet through more diverse devices than the fixed PC is not so surprising but it does raise issues:

- What can parents actually see and supervise, and hence how does advice to parents change?
- And if we want to think about placing controls on what can be accessed, as the platforms become more diverse where should those controls be located?

As regards the first issue:

'The thing about role of children in their own safety becomes very important... Parents should be engaged in the process, but this research indicates that they aren't.'

And what were the most surprising findings about children's internet use in your country?

In the light of the above discussion it is interesting, but perhaps not surprising, that UK children access the internet via a much wider range of devices than the European average.

As regards the issue of where to locate controls, the experience of O2 from the enquiries that its staff receive in the UK is that there is diminishing interest in controls in general and more interest in how to educate children.

Since the British risks are low compared to prior surveys, should we say that the British message was effective? Not everyone agreed: it might be the length of time online that produced this response in children rather than the official safety messages:

'I don't think it's the message, it's the experience. UK internet adoption was early.'

Which of the data collected would you like us to analyse further and why

Skills:

- Are the children who say they have the skills to set privacy or security settings actually the ones using SNS sites?
- Are there children who say they have the skills to set privacy or security settings but these children do not change them in practice?

Support and advice

- Develop the analysis of what children would do and where they would go when something goes wrong

Stakeholder Forum

'Do you think 1 in 7 have pressed the report abuse button is high or low?'

'I think it's high.'

'I think it's good to see they're trying to resolve it themselves, kind of like the rest of the figures there imply.'

- To put children's behaviour in relation to the online problems into a wider perspective, it would be useful to compare it to how they receive general safety/health advice. Are there any comparative figures?
- Can we see what information children get from the different sources? To see, for example, what information they get specifically from schools.

Relative safety

- To put the risks we have examined into perspective, it would be useful to know about relative safety online as compared to other areas of life. If this could not be addressed in EU Kids Online's current research, it could be picked up in its future research/

Do you have any comments about the draft policy implications?

Skills:

'I would be nervous if our school system didn't address a longer list of skills, these are tools for life.'

The discussion of skills raised a number of issues:

- Where are these kinds of skills being addressed in the policy field?
- Are they addressed mainly under a broader concern about inclusion?
- If we would like some of these skills to be higher up the list of priorities, who do we speak to?

There was some positive feedback in this respect:

'You've seen a change within the school culture that they're recognizing that this is something they need to get involved in. The positive sides of the internet that is. Our education team (NGO) is booked up until April, there's huge demand for the information.'

However, there was also a question of whether that was actually too much stress on social exclusion with the internet – you could be socially excluded through a range of mechanisms, including a lack of communication in general, such as not being told something is happening or if some children making decisions without consulting others. On the other hand, giving advice about the implications of online activities could be presented as being an extension of the advice one might give about living in the offline world.

'We could say that teachers have always been alert to forms of communication and they've taught children to be "decent people". And they should now recognize that internet is included in people's lives and it should be considered.'

SNS:

How do teachers address the issue of using Facebook when they get 'will you be my friend' requests from children? They've taken the position that all contacts taken by (sports) coaches must be seen as suspicious. (On the one hand) Sport England tried to make people more involved through Facebook, but then the safeguarding people made recommendations against this in order to protect children.

Here was a dilemma: SNS can be seen as a positive opportunity to engage young people, but the safety concerns (in this case, the problems adult coaches might face if they reply to the children who approach them) undermine this usage of the internet. There were some policy suggestions:

Stakeholder Forum

'A checklist of do's and don'ts would be useful. I don't think we can cope with every eventually but a list for teachers of do's and don't of how to interact with children would be useful.'

Data protection:

When talking about policy or future research we should be aware of new EC data protection legislation planned for 2011. This would be based on whether it's known where the data are stored, knowing who is processing your personal data and why and where they get it from and who they give it to. When data is being shared more and more, it's being asked whether the old data protection is meaningful. In this respect:

'We need to make sure that it's up to the child if they want to share their personal data or not.'

One suggestion was that future research (and our current analysis) should look at the growing risks of fraud and the growing risk of identity mismanagement. Policy makers involved in the digital responsibility programme have to comment on how the digital economy is being used by children. Just talking about the online risks we have prioritised is not enough. These policy makers need to they think about some of these other risks that are emerging in the economy.

Meanwhile technological changes were making children's privacy more of an issue:

'The new technology is offering more ways to follow and track where children are. With smartphones there are multiple ways of tracking someone.'

'Once you turn the LBS on it's going to remain on and you can forget about it, while it's communicating with your followers about your location.'

'Buddy.com - It's not only an internet thing, it's the internet in combination with other things such as GPS services.'

Security:

'I think the security has to be on by default for users, service providers have an obligation to put it on for children users. Because (the EU Kids Online research shows) the parents aren't involved enough and we have to accept that and therefore the ISPs have to take responsibility for that.'

In that respect and generally:

'ISPs and application providers have been given an easy ride in your draft report.'

NB Amendments were made to the policy report D7.1 to address this.

Source of advice:

There were comments about the nature of advice to give:

'We (NGO) would encourage the teachers to tell the children the range of places where to go to talk about it, rather than saying that they should talk to them personally.'

But there were also issues about the ability of organisations to manage to give any advice:

'Overall there is a low level of advice from children's welfare organisations. It's a struggle for lots of charities to know how to do it online. It is hard to put resources into developing an online presence and you need resources to deal with all of the inquiries. It's interesting because if children spend more time online, who are they asking for advice online?'

And it could be difficult to develop policy about exactly who should give advice:

'Something we struggle with a lot from a legal perspective in terms of knowing who the responsibility lies with. My children don't have any concept of the different between the ISP and

Stakeholder Forum

the SNS for example. I, as a subscriber, have a legal connection to the ISP, but they don't know this.'

Last thoughts

'There needs to be attention to these risks, but we need to keep these risks in context, by mentioning other risks and especially balancing these with opportunities.'

'(From an NGO perspective) this report is very encouraging and handy because it shows us how the parents want to be approached.'

'I think that from a company point of view it is an extremely useful process and I hope the EU will continue to support you to do more of it. We know, from a company point of view, that without insight we're are going to get all sorts of crazy politicians saying do this and do that. The solutions have to be more European. They can't be country by country. The solutions have to be more standardised.'