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THE LONDON SCHOOL  
OF ECONOMICS AND  
POLITICAL SCIENCE



# Danish kids online

Findings from *EU Kids Online*

Gitte Stald, IT University of Copenhagen

# Access



## Computer in own bedroom

- DK / EU  
74% / 67%

## Average age when starting

- DK / EU  
7 / 9

## Internet in own bedroom

- DK / EU  
74% / 49%

## Online daily

- DK / EU  
81% / 60%

## Online via own laptop

- 59% / 24%

## Has online (SNS) profile

- DK / EU  
75% / 59%

# Encountering risk



- DK/EU
  - 28/14      **Seen sexual images**
  - 12/6        **Has received unpleasant messages**
  - 42/30      **Has been in contact with someone they didn't meet f2f**
  - 29/9        **Met someone offline whom they first met online**
  - 29/21      **Has encountered potentially harmful user-generated content**
  - 56/41      **Has experienced one or more of the above**
- 
- **Age and generally risky behavior impact**

# Literacy



**DK is placed in the middle of the EU picture:**

**Average number of skills:**

- **DK / EU / EU median**  
**4,2 / 4,6 / 4,7**

**But:**

**Bookmark websites**

- **DK / EU**  
**79% / 64%**

**Block messages**

- **DK / EU**  
**76% / 64%**

**Change privacy settings**

- **DK / EU**  
**76% / 56%**

**Boys seem to be much better at literacy than girls the same age**

# Critical thinking



- **Young Danes are critically conscious about the opportunities and risks related to going online:**  
"There are lots of things on the internet that are good for children at my age":  
47%: very true, 42%: somewhat true, 11%: not true
- **Young Danes are very conscious about the negative potentials of the internet:**  
"There are things on the internet that can be bothering for children my age": 94% (EU 55%)

# In conclusion



- **Close relation of online access and frequency of use and encounter of risk**
- **Risk does not necessarily result in harm**
- **Age is most important factor**
- **Extensive access and use + integration at level at society (institutions) → thinking about and thinking with digital media (online opportunities → coping and critical thinking**
- **Evidence based arguments for (continued, developed) policy making at all levels → build on extensive online experience, existing literacy skills, critical approach and focus on age.**



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