



Co-funded by the European Union



THE LONDON SCHOOL
OF ECONOMICS AND
POLITICAL SCIENCE



Online opportunities: Childrens online access and activities across Europe

Findings from *EU Kids Online II*
Gitte Stald, IT University of Copenhagen

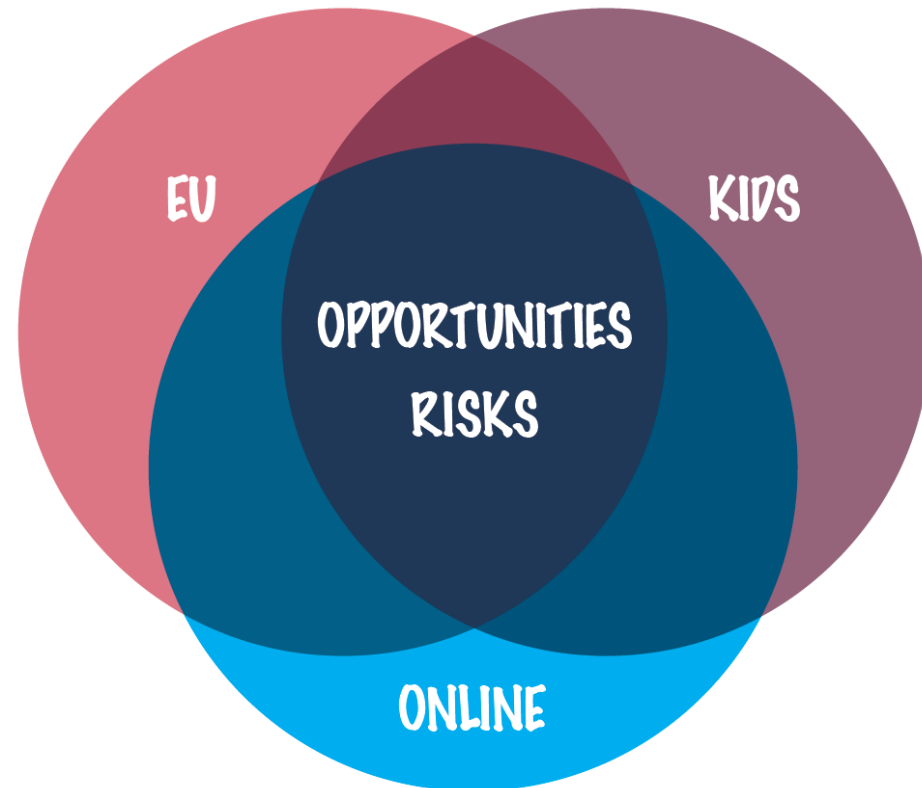
EU Kids Online's aims



In the context of widespread interest in the opportunities and risks the internet affords children . . .

We sought to enhance knowledge of the experiences and practices of European children and parents . . .

In order to produce a rigorous evidence base to inform the promotion of a safer online environment for children.



Overview – three points

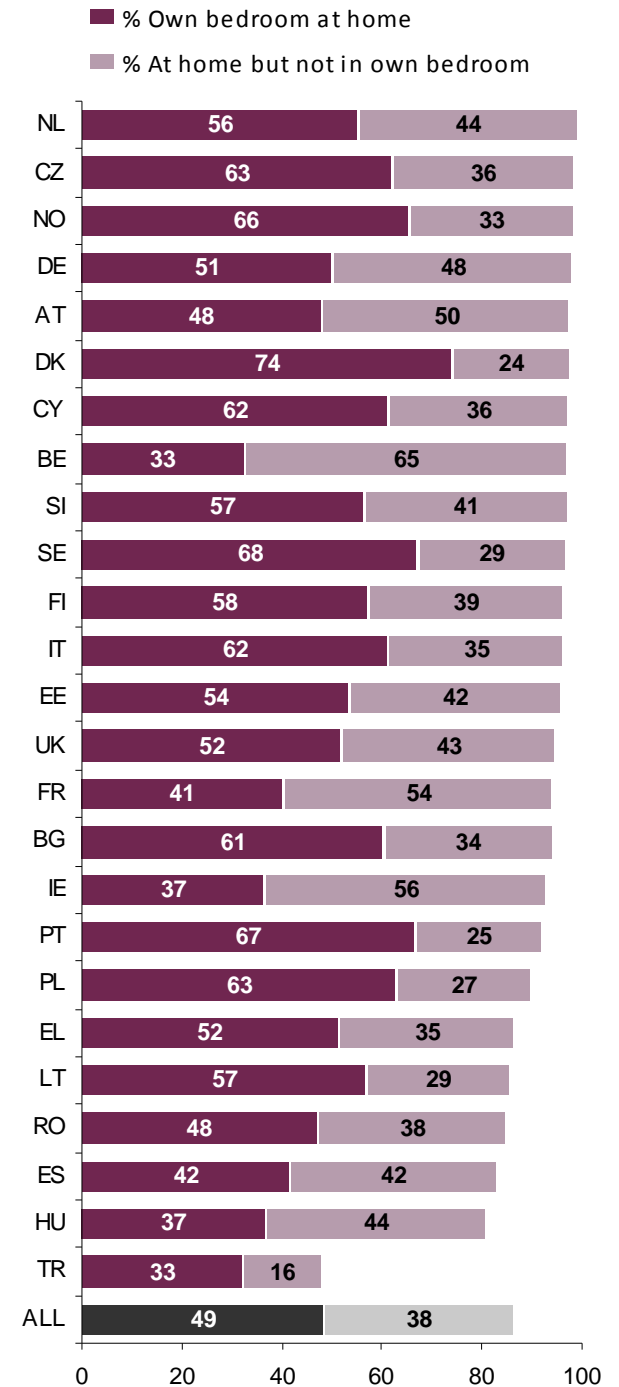
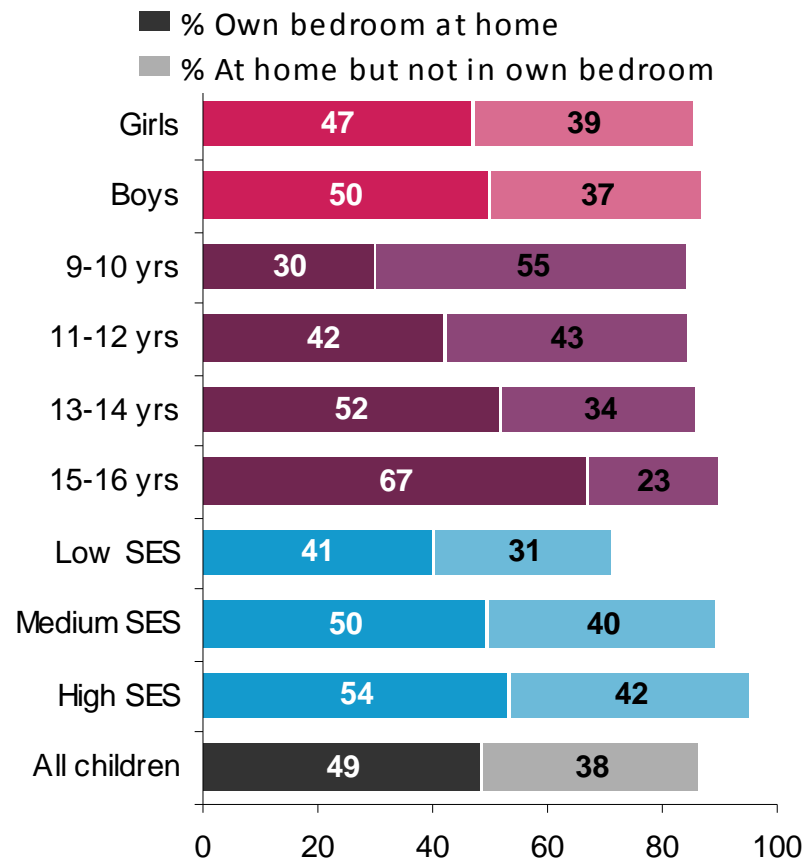


- Diversity of access
- New platforms for online access
- Online activities
- Ladder of opportunities
- Literacy and awareness



Use at home is high

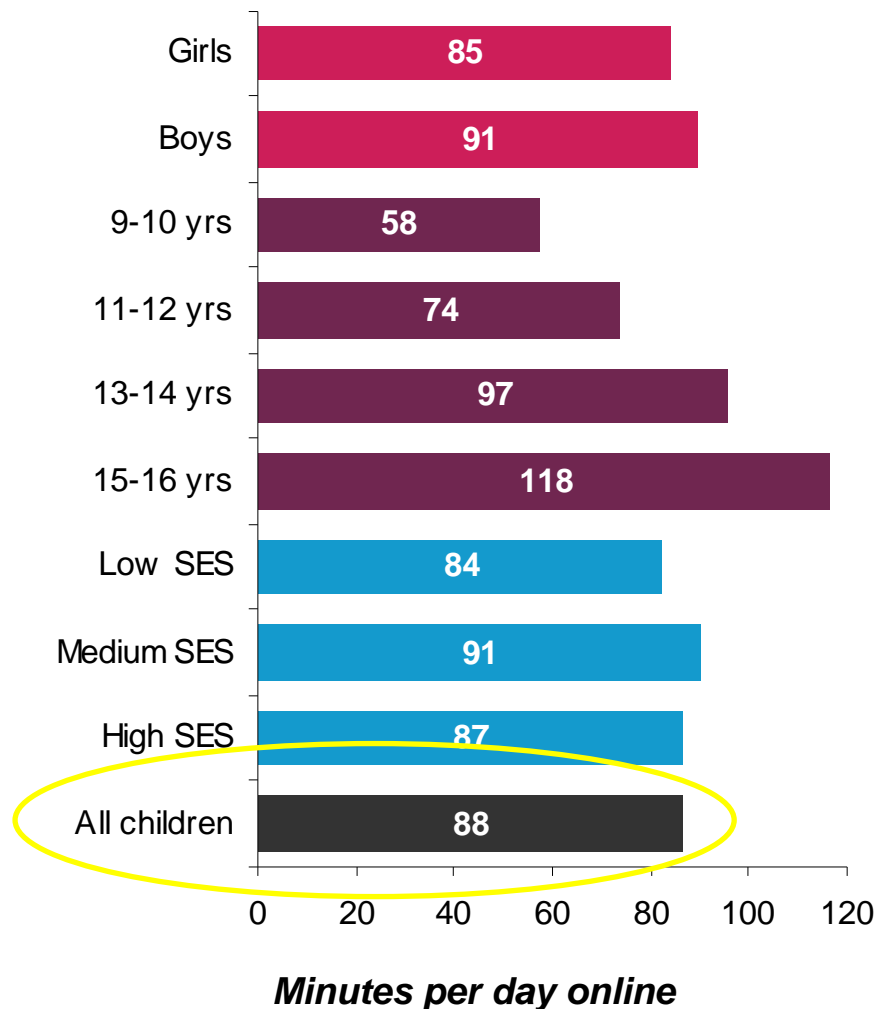
- 87% use at home
- 49% have in bedroom
- Privatised use is growing
- SES and age matter more than gender
- National variation



Internet embedded in daily life, users are getting younger

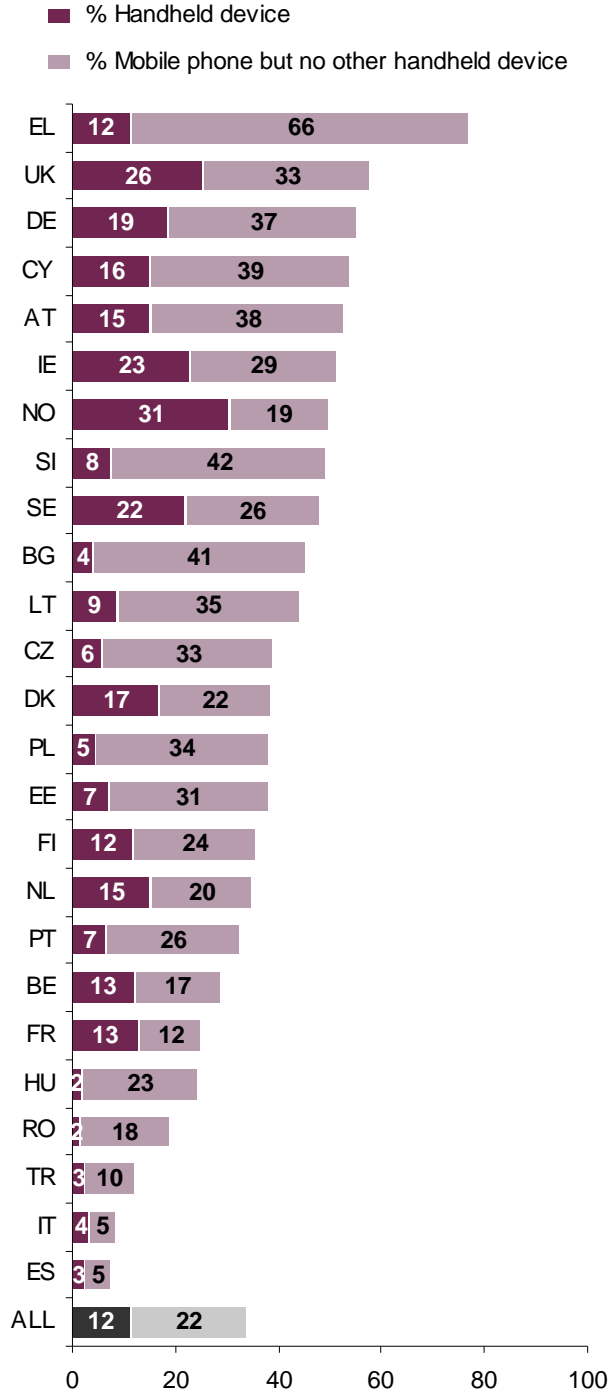
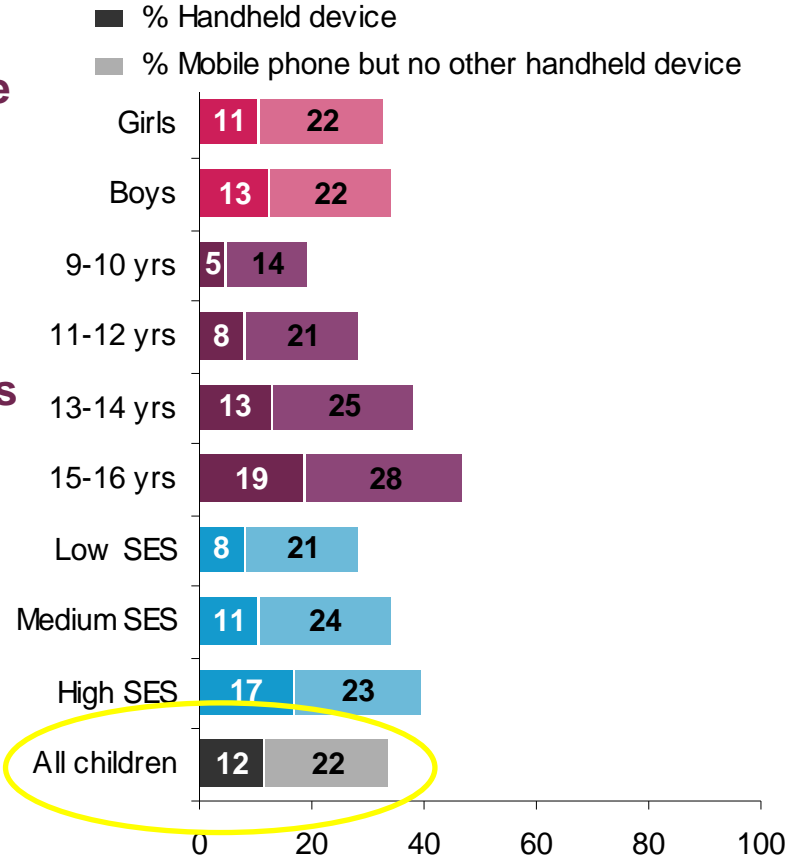


- 60% use every day or almost daily, 93% use at least weekly
- 88 minutes spent online in an average day (*see graph*)
- SES matters especially for daily use: 67% high SES vs. 52% low SES
- Age matters also for daily use: 33% 9-10 yrs vs. 80% 15-16 yrs
- Children first go online at 9 yrs old: at 7 for 9-10 yrs, at 11 for 15-16 yrs

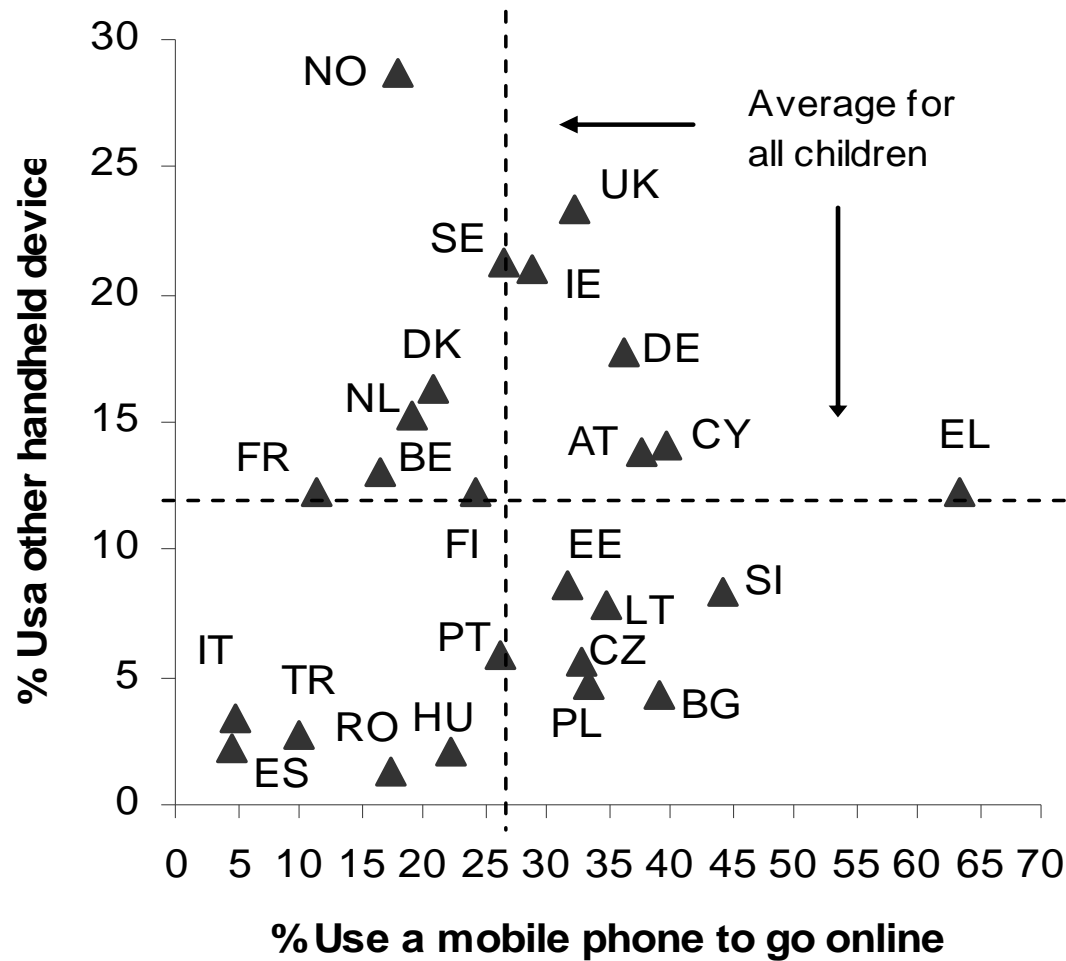


Mobile access growing

- 12% via handheld devices
- 33% via mobile and/or handheld device
- Flexible access is growing
- Age and SES matter
- National variation



New platforms



Use mobile

Greece: 66%

Spain: 5%

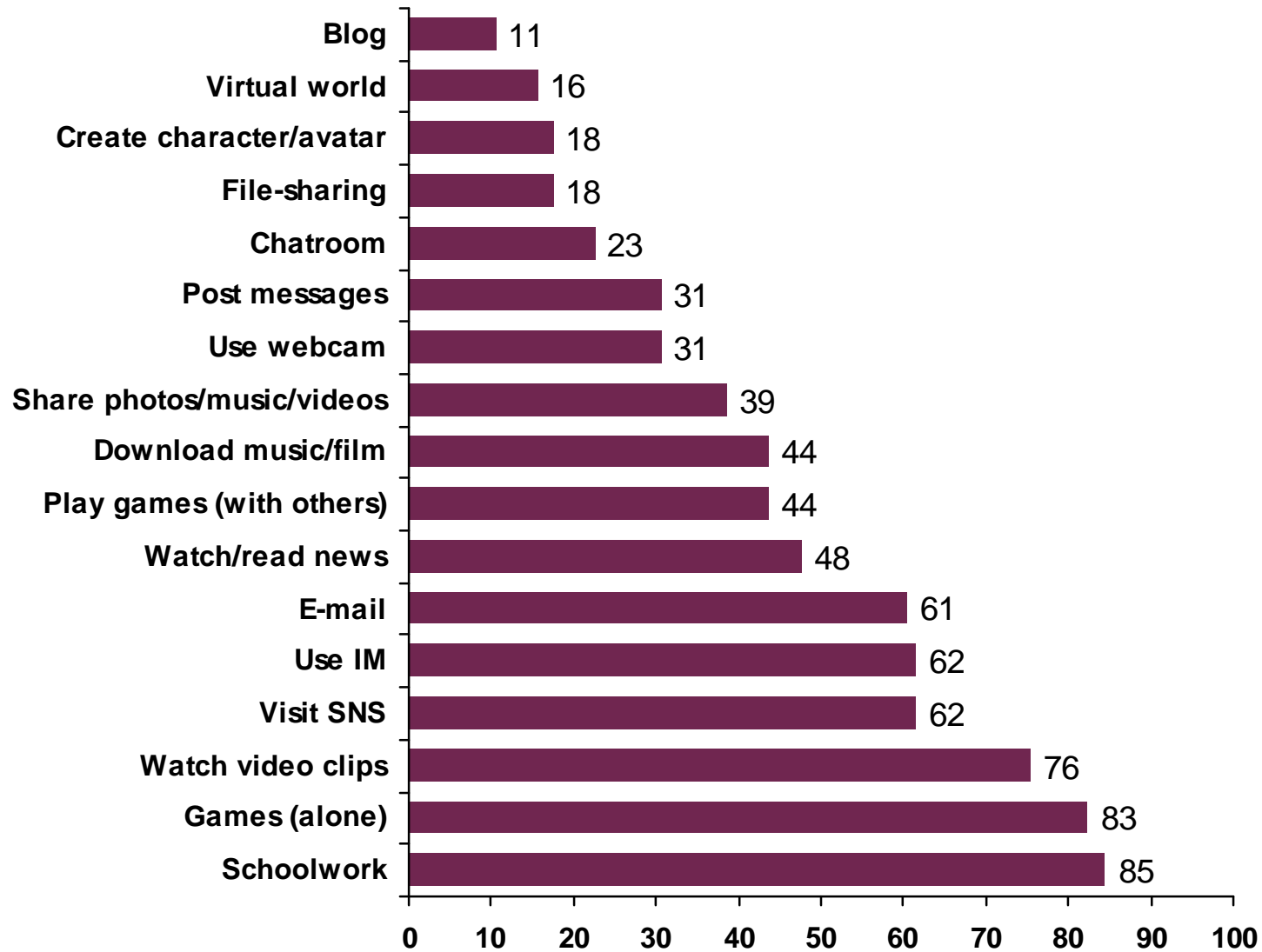
Use other handheld

Norway: 31%

Romania: 2%

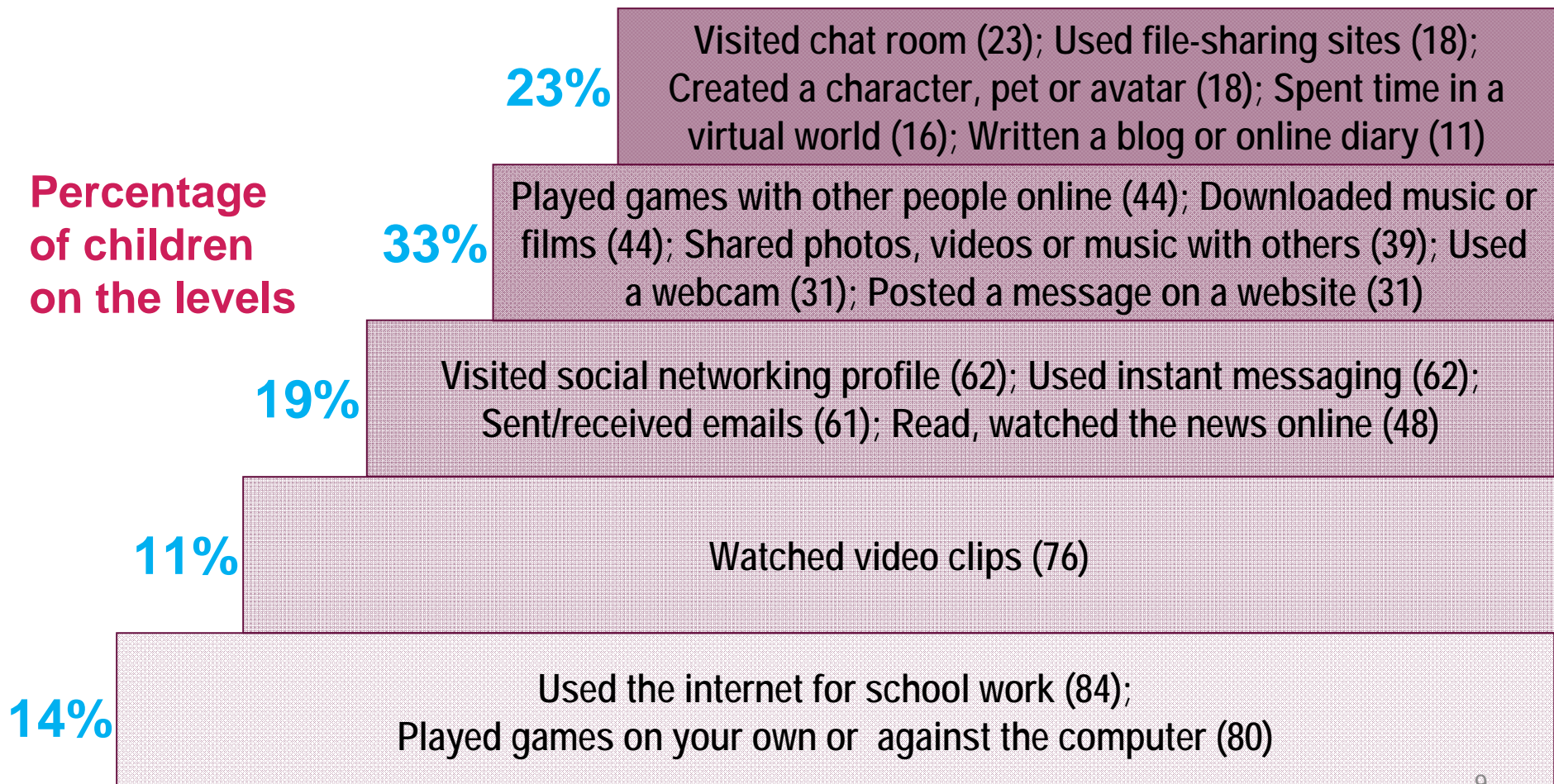
Figure 1. Use of handheld device to go online by use of mobile phones to go online

Multiple opportunities



'Ladder of opportunities'

type of opportunities taken up by 9-16 yrs old



Digital skills growing unevenly

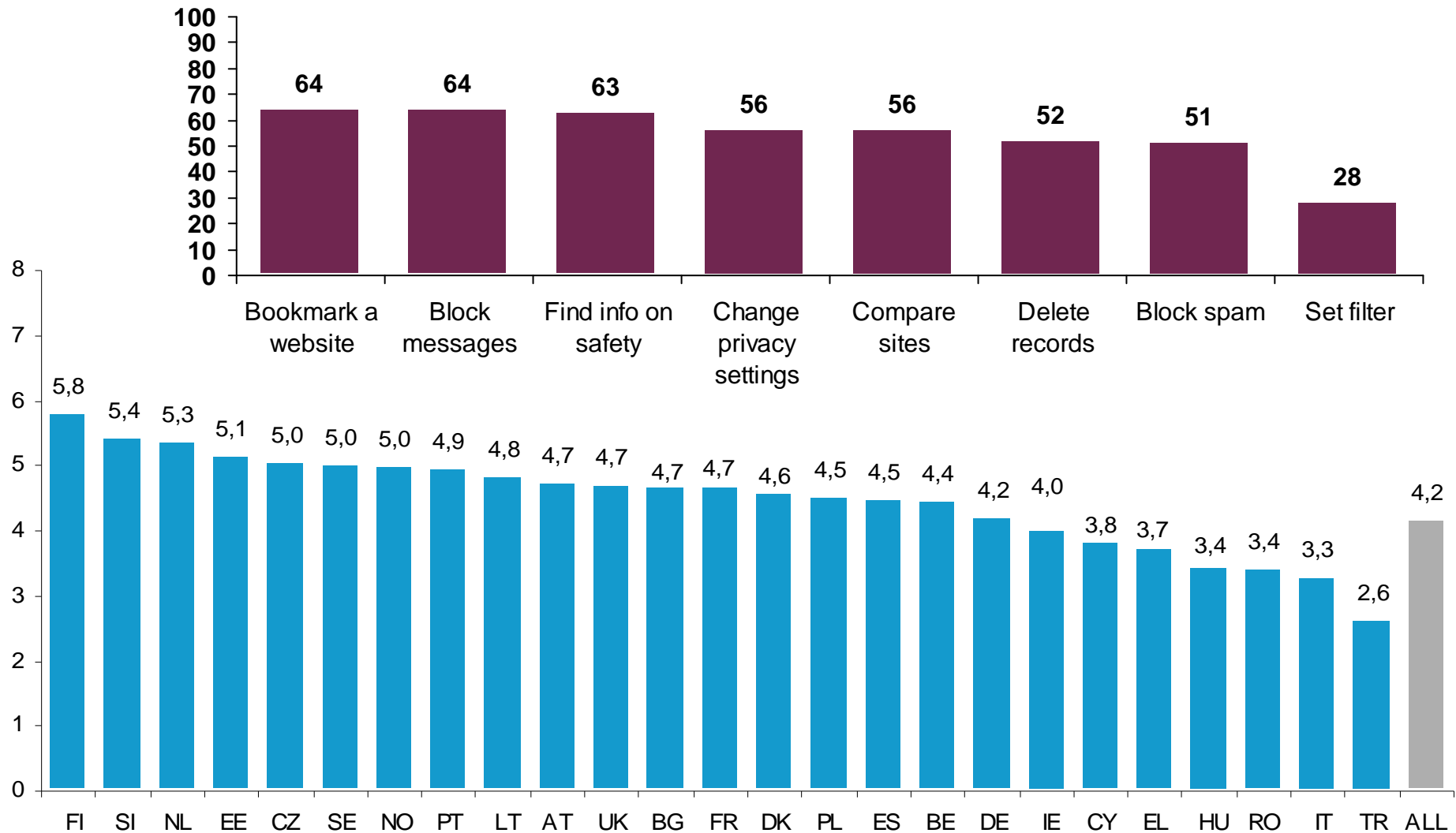
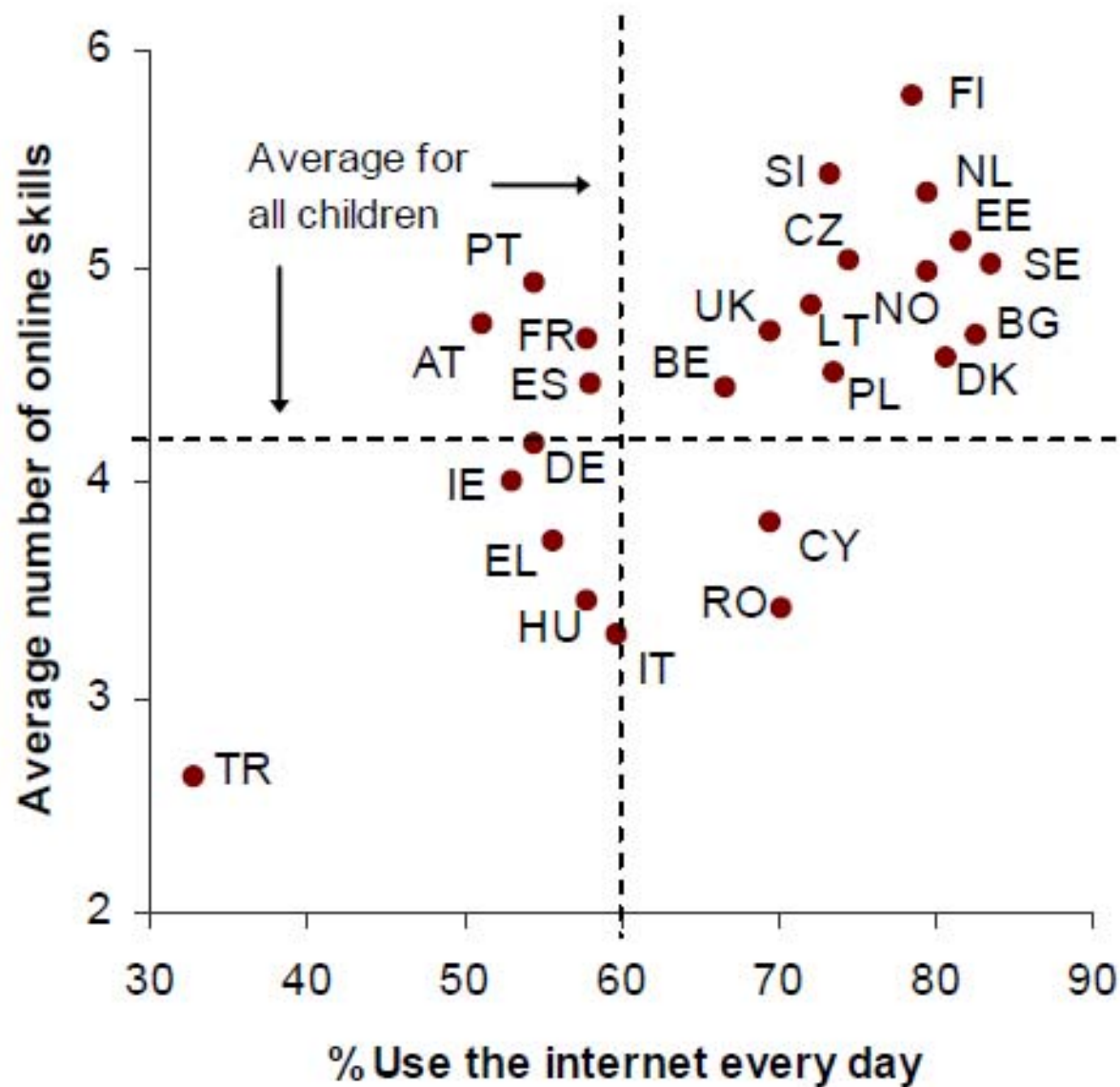


Figure 107: Children's average number of online skills by children's daily use of the internet, by country



In conclusion



- **Online access is changing**
various pace in various countries
- **New platforms for online access**
Provide new opportunities
- **Activities, skills and use are related**
Limited access and little use means fewer activities and skills
- **Extensive use, skills and access to risk are related**
More use means more exposure to risk but not necessarily more experience of harm
- **We identified numerous important issues, questions, areas**
More research is needed – focused, cross-national, qualitative and quantitative

Thank you

www.eukidsonline.net



Co-funded by the European Union

LSE THE LONDON SCHOOL OF ECONOMICS AND POLITICAL SCIENCE

Risks and safety on the internet

The perspective of European children
Key findings from the EU Kids Online survey of 9-16 year olds and their parents_

Sonia Livingstone, Leslie Haddon, Anke Görzig and Kjartan Ólafsson, with members of the EU Kids Online network

www.eukidsonline.net

- This project has been funded by the EC Safer Internet Programme from 2009-11 (contract SIP-KEP-321803).



Co-funded by the European Union



THE LONDON SCHOOL
OF ECONOMICS AND
POLITICAL SCIENCE



Online opportunities: Childrens online access and activities across Europe

Findings from *EU Kids Online II*
Gitte Stald, IT University of Copenhagen