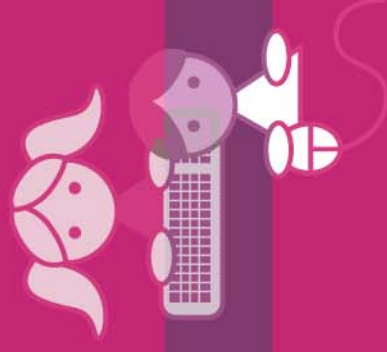




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THE LONDON SCHOOL
OF ECONOMICS AND
POLITICAL SCIENCE



EU Kids Online

www.eukidsonline.net

Safer Internet Forum 22-23 October 2009

EU Kids Online – the researchers’ perspective

Presentation by Sonia Livingstone

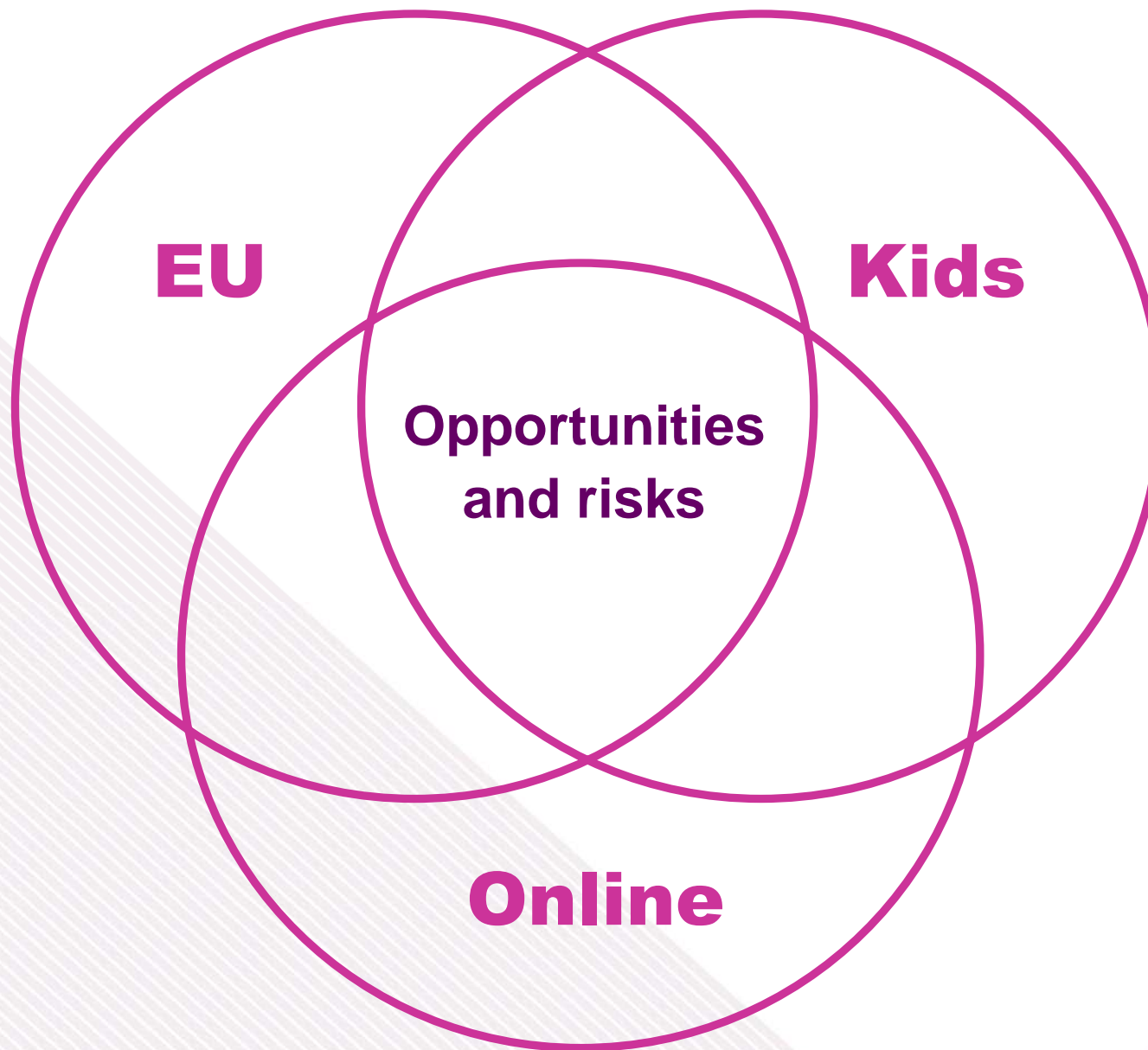


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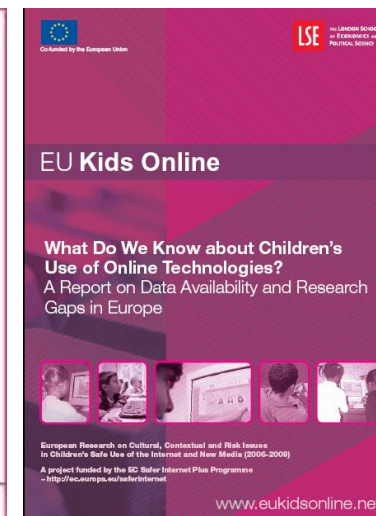
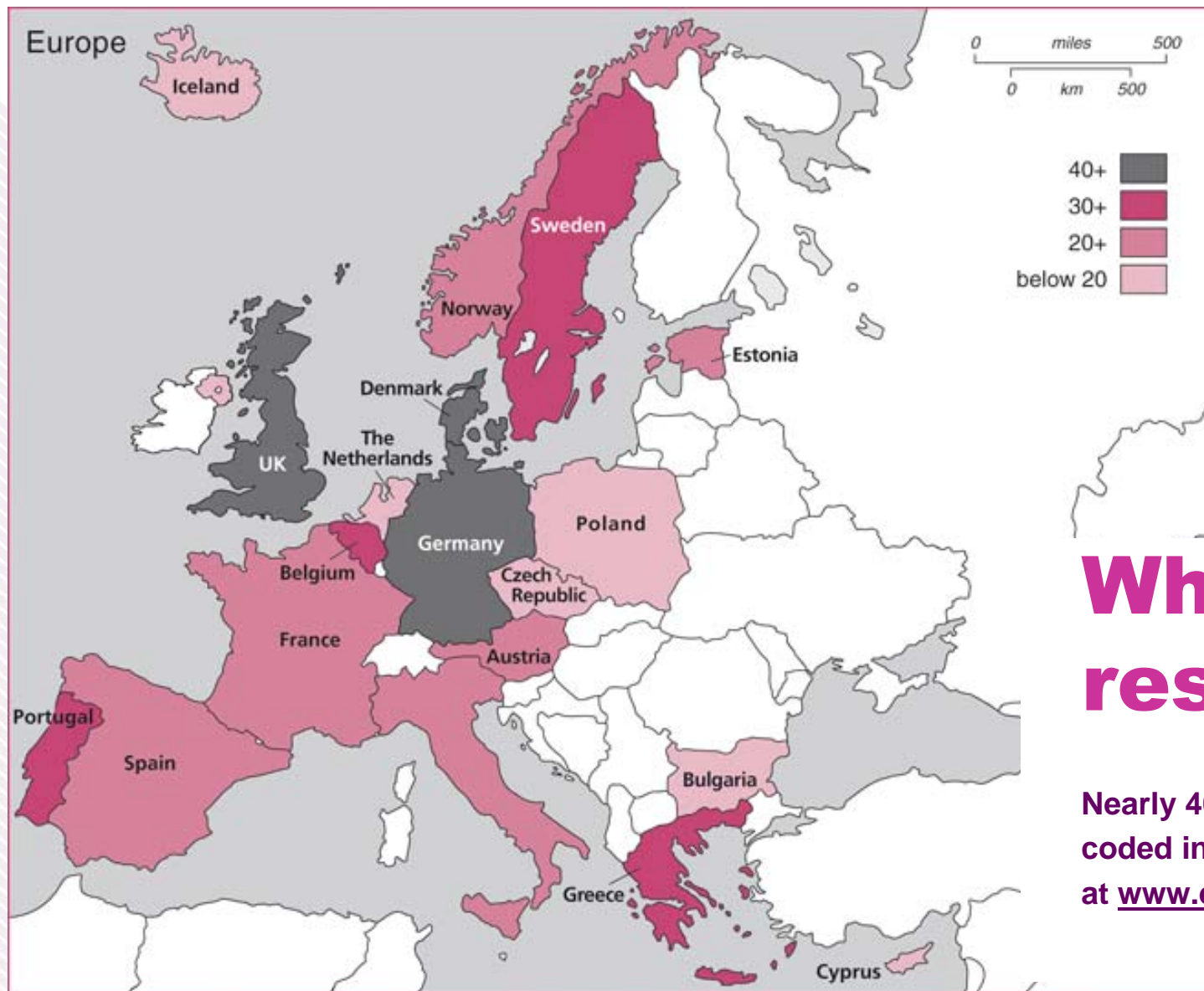


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What research?

Nearly 400 studies
coded in an online database
at www.eukidsonline.net



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Classifying opportunities & risks

		Content: Child as recipient	Contact: child as participant	Conduct: child as actor
OPPORTUNITIES	Education learning and digital literacy	Educational resources	Contact with others who share one's interests	Self-initiated or collaborative learning
	Participation and civic engagement	Global information	Exchange among interest groups	Concrete forms of civic engagement
	Creativity and self-expression	Diversity of resources	Being invited/ inspired to create or participate	User-generated content creation
	Identity and social connection	Advice (personal/ health/sexual etc)	Social networking, shared experiences with others	Expression of identity
RISKS	Commercial	Advertising, spam, sponsorship	Tracking/ harvesting personal info	Gambling, illegal downloads, hacking
	Aggressive	Violent/ gruesome/ hateful content	Being bullied, harassed or stalked	Bullying or harassing another
	Sexual	Pornographic/harmful sexual content	Meeting strangers, being groomed	Creating/ uploading porn material
	Values	Racist, biased info/ advice (e.g. drugs)	Self-harm, unwelcome persuasion	Providing advice e.g. suicide/ pro-anorexia



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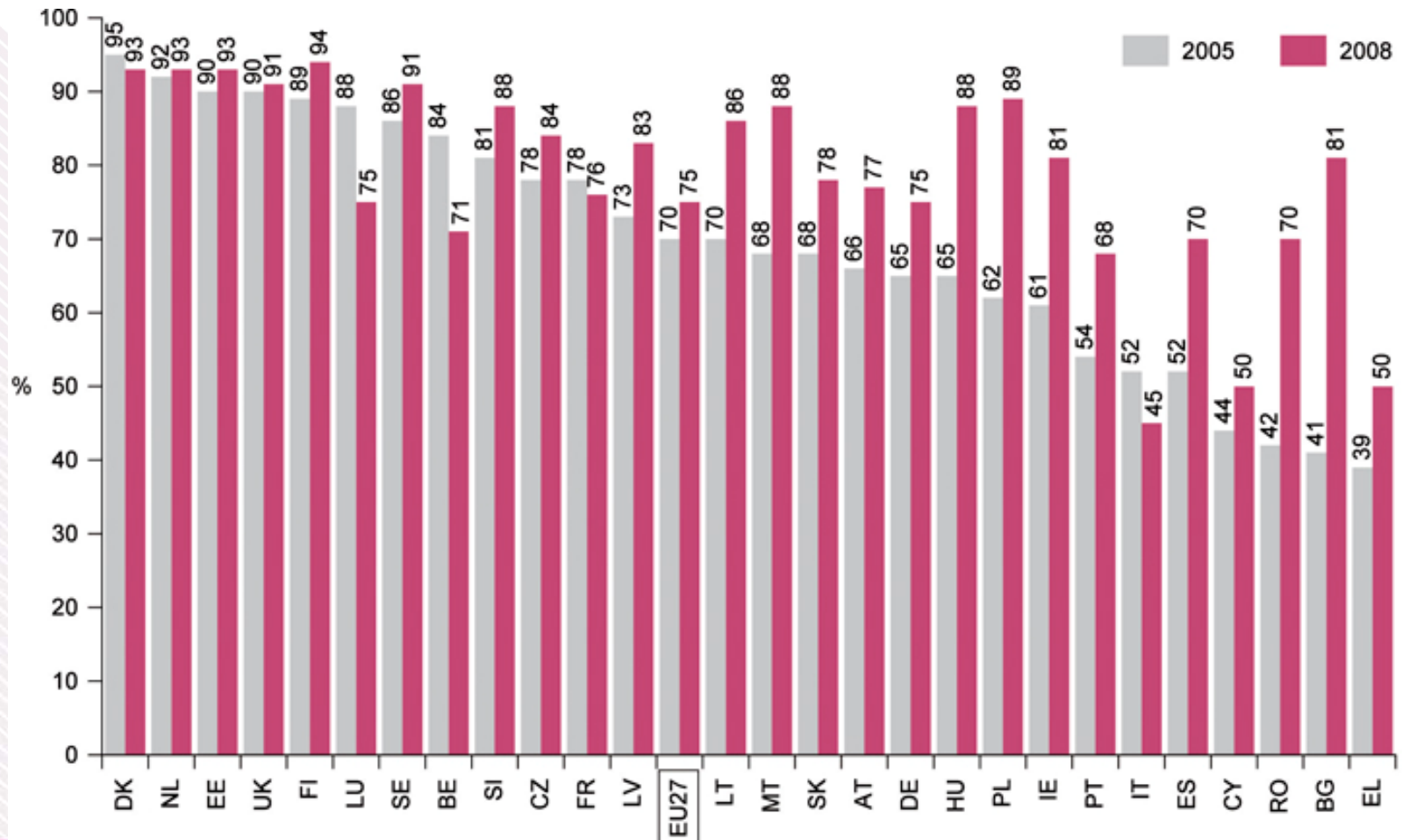


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Key trends

- Rapid internet adoption, especially South and Eastern Europe (6-17 yrs, EB)



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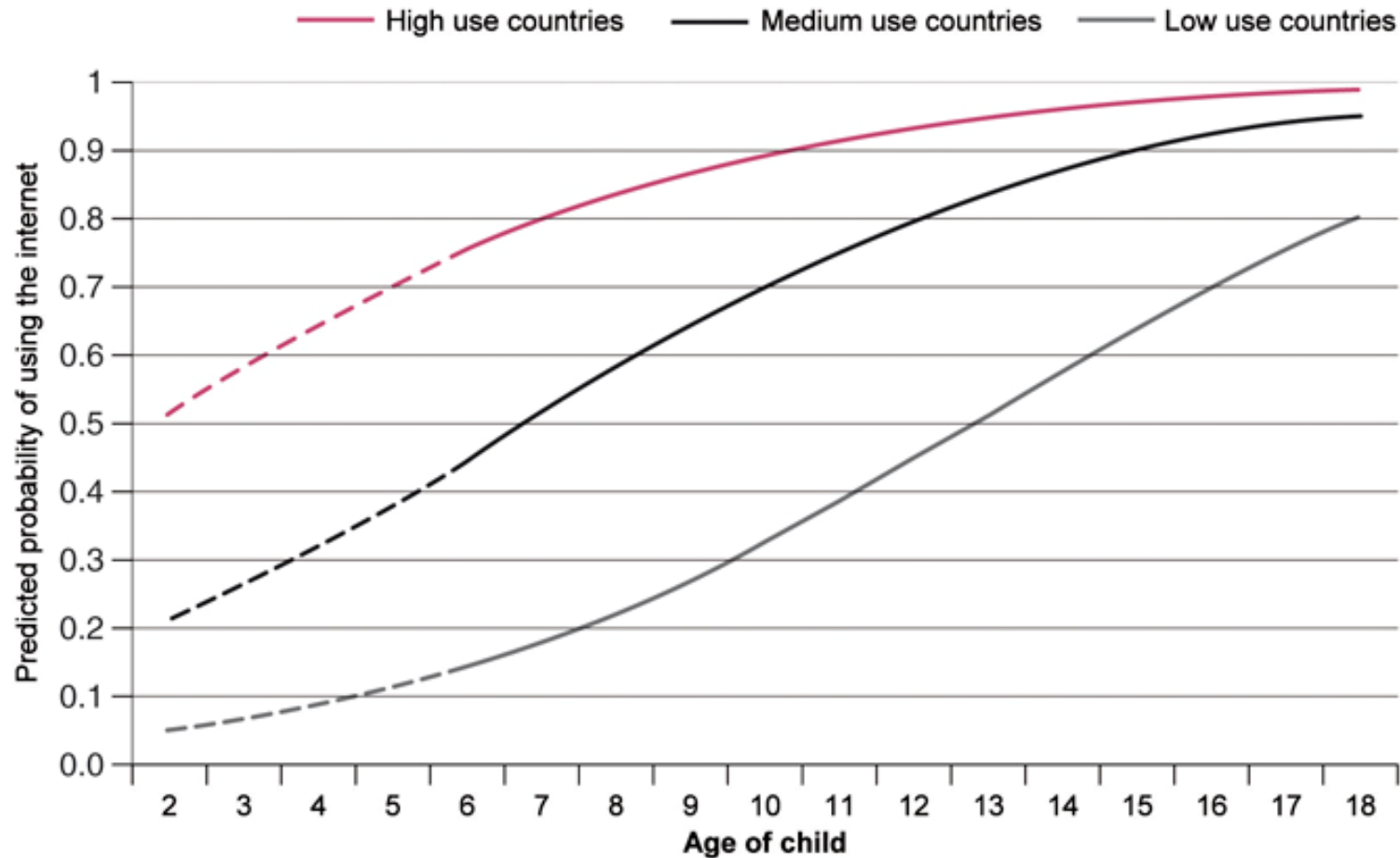


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Key trends

- Ever younger children getting online (6-17 yrs, EB)



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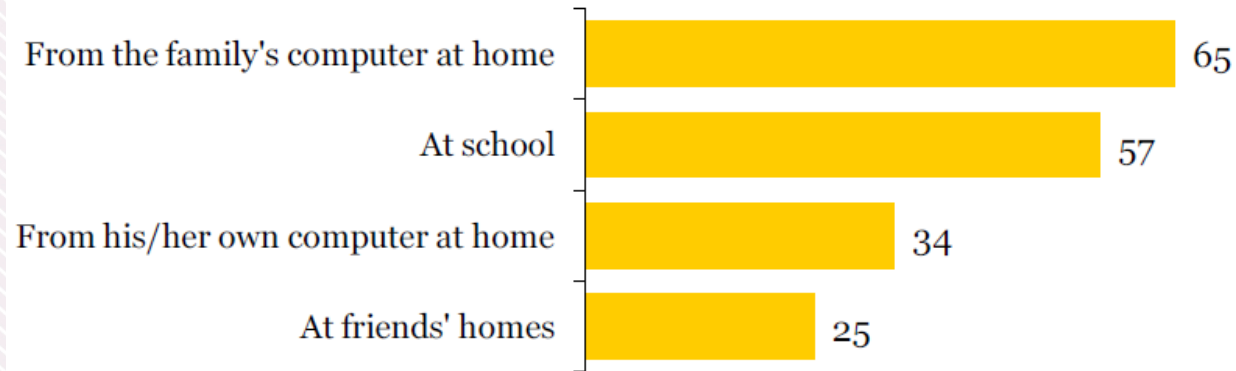


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Key trends

■ Personalised access and mobile platforms make for privatised use



Device ownership/use and online access, as reported by children and young people

	Owens or has use of	Uses to go online
	%	%
<i>Base: All children and young people age 7-16 (797)</i>		
Mobile phone	74	9
Games console	92	14
Portable Media Player	13	2



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Key trends

- Experimental, sometimes risk-taking youth, at home with the internet
 - Pleasures of networking, ‘constant contact’
 - Importance of self-expression, identity
 - Culture of peer experimentation, pushing boundaries
 - Desire for privacy from adult supervision
 - Fascination with ‘adult’ themes – sex, violence, paedophiles



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Key trends

- Moderate to high rates of reported risk among teenagers

		Content: Child as recipient	Contact: child as participant	Conduct: child as actor
OPPORTUNITIES	Education learning and digital literacy	Educational resources	Contact with others who share one's interests	Self-initiated or collaborative learning
	Participation and civic engagement	Global information	Exchange among interest groups	Concrete forms of civic engagement
	Creativity and self-expression	Diversity of resources	Being invited/ inspired to create or participate	User-generated content creation
	Identity and social connection	Advice (personal/ health/sexual etc)	Social networking, shared experiences with others	Expression of identity
RISKS	Commercial	Advertising, spam, sponsorship	Tracking/ harvesting personal info	Gambling, illegal downloads, hacking
	Aggressive	Violent/ gruesome/ hateful content 30%	Being bullied, harassed or stalked 20%	Bullying or harassing another
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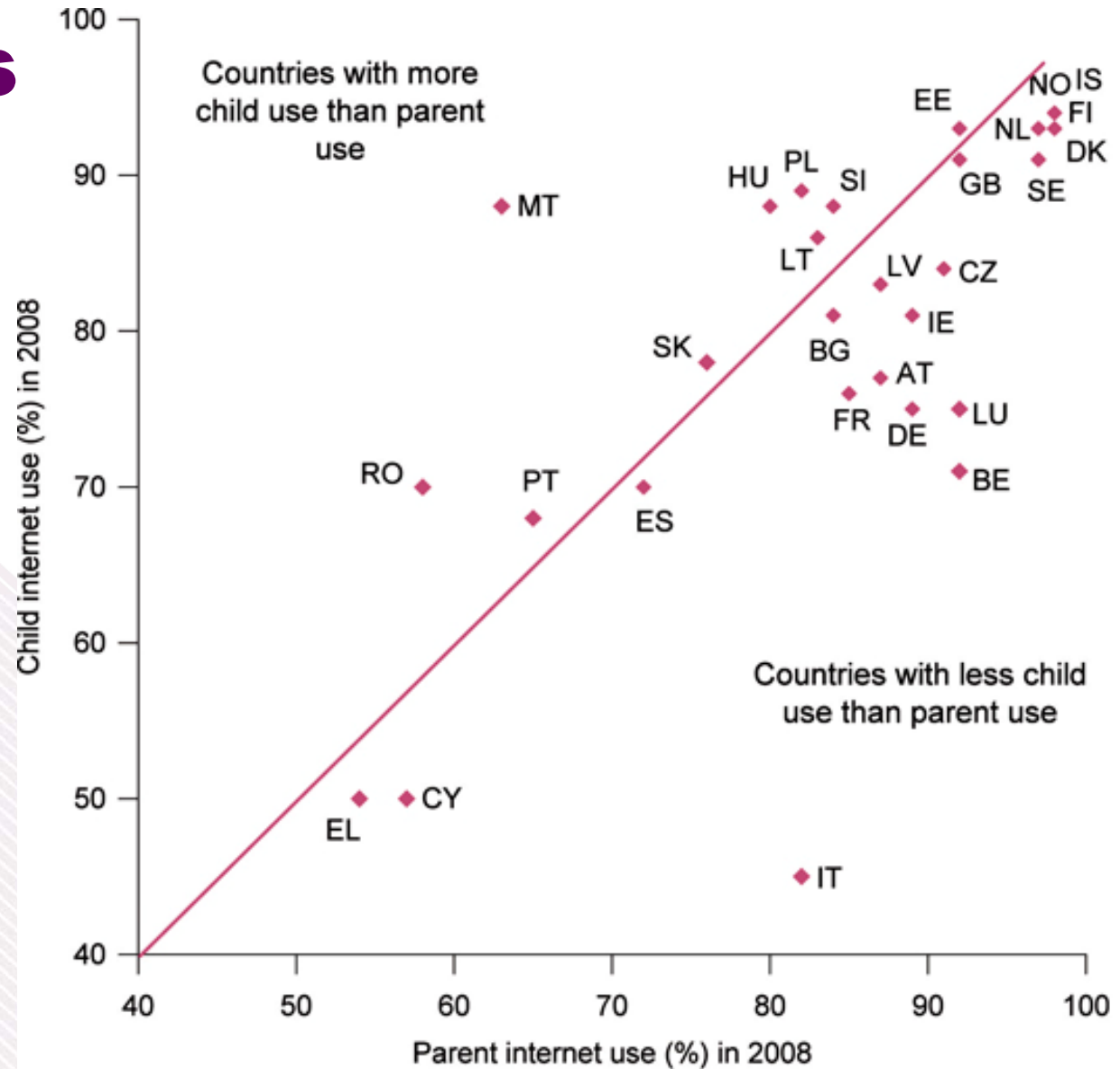
LSE

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Key trends

- Parents catching up the digital natives, but still some countries with more child use than parent use (EB 2008)



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A complicating factor

- Opportunities and risks linked: a balancing act
 - No clear dividing line; children/adults differ
 - Increasing access, use, skills and opportunities also increases risk; this holds for individuals and also across countries
 - Strategies to decrease risk also restrict opportunities and skills
 - Becoming resilient means learning to deal with (some) risk
 - Arguably if we teach internet safety as part of media literacy (i.e. as part of critical and creative engagement with digital resources), we may enable more constructive, contextualised judgements



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Implications for schools



- **Schools well placed to teach internet safety**
 - Schools best placed to reach most children, especially the disadvantaged
 - They sustain learning about safety in calm and responsive learning contexts
 - Surveys show that parents and children prefer safety advice from schools
 - Especially important to reach younger (primary) children

- **However, schools are struggling to keep up**
 - Provision is very uneven, sometimes outdated or 'behind' home provision
 - Teacher training is demanding, especially if integrated across the curriculum
 - Schools tend to exclude p2p and ugc technologies and so can't guide pupils
 - Effectiveness of safety advice (and media education) needs more evaluation



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Conclusion

- **Multiple paths to online risk experiences for children**
 - More use increases risk: hence ‘high use’ countries tend to be ‘high risk’
 - Rapid adoption increases risk: hence ‘new use’ countries are ‘high risk’
- **Education is a crucial part of the picture of risk reduction and risk management, though likely to work best in conjunction with other factors**
- **Other risk factors likely to include:**
 - Children ‘ahead’ of parents; lack of positive online content in child’s language, low investment in media education; lack of a regulatory framework
 - When such factors apply, even low/average levels of use can lead to high risk
 - When such factors are addressed, high use need not lead to high risk



Where next? EU Kids Online II

- This project builds on our evidence review and best practice research guide
- It aims to enhance the knowledge base on children's online risks/safety
- The focus is a survey of parents and children (9-16 yrs)
- Children will be interviewed face to face at home
- Stratified random sampling of 1000 internet users per country
- 24+ European countries to be included
- Findings to be available for the next Safer Internet Forum
- Receive early updates by joining the mailing list at www.eukidsonline.net



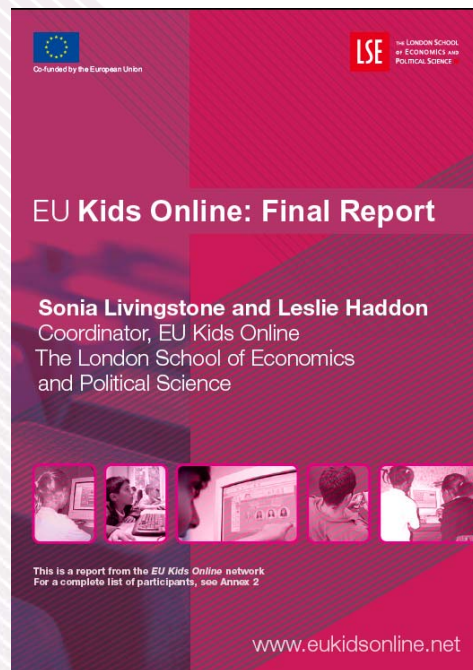
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