

SAFER INTERNET FORUM 2010

Luxembourg 21-22 October 2010



Minutes from the parallel session: Parents and Online technologies

The parallel session on Parents and Online Technologies on 21st October 2010 was broken down in the following workshops:

Session 11.30-13.00 Children's online activities and their parents' knowledge and perception about "online risks & possibilities"

Moderator: Barbara Buchegger

Minutes: Karl Hopwood

Session 14.30-16.00 How do parents balance between protection and empowerment?

Moderator: Barbara Buchegger

Minutes: Karl Hopwood

Session 16.30-18.00 Raising awareness of parents

Moderator: Karl Hopwood

Minutes: Barbara Buchegger

Representative from the Parents' Panel and the Youth Panel were present in this session and some of them contributed actively to the discussion, summarising the conclusions of their respective panel meetings on 20th October but also bringing individual views and personal experiences on the topic:

YOUNGSTERS

COUNTRY
Austria
Bulgaria
Czech Republic
Estonia
Ireland
Italy
Luxembourg
Norway
Portugal
Slovenia

PARENTS

COUNTRY
Belgium
Cyprus
Finland
Lithuania
Poland
Romania
Slovakia
Sweden

All the 3 workshops were shaped around the results of the new EU Kids online survey on parental mediation. The full EU Kids Online report is available at:

<http://www2.lse.ac.uk/media@lse/research/EUKidsOnline/Home.aspx>

The slides of this session are available at <http://www.slideshare.net/SaferInternetForum>

Enclosed to the minutes you will also find the CVs of the moderators and of the EU Kids Online Researcher

Session 11.30-13.00 Children's online activities and their parents' knowledge and perception about "online risks & possibilities"

The following panellists took part in this 90 minutes session which was moderated by Barbara Buchegger:

Panellist	Organisation/project
Brian O'Neill	EU Kids Online
Francisco J. Pérez Latre	University of Navarra
Eva Borissova	Association Roditeli (Safer Internet BU):
Martin Schmalzried*	COFACE
Derek Robertson	Learning and Teaching Scotland

* replacing at the last minute Olivier Gérard from UNAF (French parents association)

Barbara Buchegger welcomed participants and speakers to this session which is to focus on children and young people's online activities and their parents' knowledge of these activities.

The session began with a brief commentary from **one of the youth panel members from the Czech Republic, Petr Mánek.**



The internet is an amazing tool – the great thing is anyone can contribute, but also anyone can destroy things online. It is like the stock exchange; it can get better or worse!

We need to focus on users and there are 4 key stages to consider: discover, use, contribute and control – every user should experience at least first three of them over some time. And only some users get to the control stage.

The Internet is always evolving, therefore there is always something new to discover, something handy to use and something to contribute to.

The internet has some anonymity – as its user, you can identify yourself with a name of your choice – so no one can be sure of your identity and your privacy can be protected – but if someone misuses this, it is not easy for anyone except the ISP to track him down! Criminals will often do such things in order to achieve their goals. And most of all they focus on those new to cyberspace that have no experience.

More online services are introducing privacy features – but some users don't know about them and if they know, they don't use them. And we could always find some users, who know of them and use them, but are too naive or credulous to give away their personal information in a chat.

A handy thing is to use the grandmother rule – if you wouldn't show your grandmother, don't post it online...

If you want to effectively protect your privacy online, you need some experience, some basic education and most of all common sense – you should think about everything twice online!

We shouldn't get paranoid about security but also not be ignorant about it.

There were mentioned criminals, who try to steal personal information online, but we shouldn't forget, that the internet can also harm us by itself – through for example addiction.

The last question is – how to distribute these basics of internet privacy? – use media, teachers, parents and also through children and young people, they are the best way and they can educate parents to a certain level – they have understanding and experience online.

In response to this, the question was asked - should we have parent sessions in school led by pupils?

It was acknowledged that this is a good approach, but that pupils need to have the skills and abilities to be able to do this effectively. Parents agreed that they would turn up for such an evening – it is easier to attract parents to an event if their children are taking part in it.

Brian O'Neill: EU Kids Online II results on parental mediation

Brian O'Neill commented that the new EU Kids Online survey did look at parental mediation and the role of parents in supporting their children, but this particular chapter hasn't been published at the time of writing.

The published report identifies the top activities carried out by children and young people online:

Schoolwork is top, and then content activities and communication – this was reassuring in some respects – reinforcing the attention given to ICT in education. There was a much broader range of activities for older children, but schoolwork is consistently at the top end. There is a lot of potential to develop active participatory activities online.

Concerns and awareness about online risks – (Eurobarometer) 2008

The biggest risk for parents was that their child might see sexual or violent images – 45% very worried, 65% felt this was the biggest risk.

60% were worried about their children becoming a victim of online grooming

Sexual images off/online

23% of children and young people have seen sexual images on and offline – (page 53 of the report) – this seems lower than some other research studies – but the explanation of what constitutes an image was very tightly defined.

Parental awareness of the risk activity – this was a bit of a surprise as it showed a high level of ignorance of children and young people’s experiences – we can link the child’s answer with the parent’s answer – which is interesting – e.g. where children and young people said that they had seen sexual images, 35% of their parents agreed with them and said that they knew about this, but 41% were unaware and 24% did not know. So there is a gap of knowledge here.

Bullying

Again, there is a differentiation between what children report and what their parents actually think has happened. 1 in 5 9-16 year olds say they have been bullied – some is offline, some is online (P.67 onwards in the report)

30% of parents knew there was a problem, 56% said there was no problem – 14% didn’t know.

Sending and receiving sexual messages (sexting)

15% of children and young people have sent or received these messages. 3% have sent or posted these messages – parents underestimate the problem – 52% of parents whose child said they had done this – said they didn’t know or weren’t aware of it...(p.79 of the report)

Meeting new people

29% of children and young people have met contacts in the real world that they only met online.

Members of the youth panel acknowledged that they do focus on homework and schoolwork as their top priority when they are online. They concentrate on getting homework out of the way quickly so they can spend the rest of the time on Facebook!

Parents found it amazing that schoolwork is top of the list – parents think they are open with their children and that children tell them everything – but the survey says that children and young people are more likely to talk to their peers about online issues.

So, do parents know what their children are really doing online? As far as the youth panel are concerned, they feel that some parents don’t understand the internet and so they have a more scared reaction –

Children and young people want more trust from their parents but feel that there is a lack of knowledge from parents about the internet.

Trust is a big issue for everyone.

It was noted by some parents that there are differences between countries – for example, in Sweden privacy issues are discussed, but this does not come out in the report.

Members of the youth panel asked how common is common sense? They noted that not everyone is educated and questioned whether they are really representative of the wider youth population.

Parents need to take some responsibility, they allow their children to make under age Facebook profiles 7 and 8 year olds now have Facebook and they aren't aware of the problems that can occur – they just post a picture if they are asked to as they are too young to understand and know about the dangers.



Director of International Relations and professor of advertising at the School of Communication of the University of Navarra, Spain.

Francisco J. PÉREZ-LATRE (ES):

"Communication and information technologies are the source of multiple opportunities for education, social and personal development of minors. But they also pose risks that have the potential to undermine their integrity and future.

Foro Generaciones Interactivas (www.generacionesinteractivas.org) is based on one premise: technology should be a means to improve personal development through the generation of specific and relevant knowledge. It should also foster the active implication of all the key actors: family, school, and society.

We think that preventive and security measures should not be only technological. Minors are in a developmental stage, and need to find in their families and schools the knowledge, resources, tools and competences necessary to make sure they are equipped to use technology freely and responsibly".

Represents a group that has been set up for research between Telefonica, Navarra University and the university body covering Spain and Latin America. Their background is communication – and they know how to relate to audiences – it is the view of the group that technology should be a means to improve personal development through application of knowledge – using family, school, children and society – and any preventative measure that can be taken shouldn't be just technological. Children and young people need knowledge and tools and competencies to be able to use technology freely and responsibly. There are 3 distinct groups:

Children are content oriented and are a critical group – they are ready to learn – they love interactive venues – they don't like passive viewing – family and school and parents are a strong influence here for younger users – children want to be like their parents – they love celebrities and they love stories – so we need story tellers in this space....

Teens are also content oriented but media consumption has a high social component. The influence of family and parents and educators is less and less – the peer group is much more important – social needs appear strongly as issues of identity – teens know a lot about this stuff -

Young adults are content oriented and adopt some adult patterns

4 R model

Relevance – whatever we do, make it playful - (storytelling etc.)

Respectful – let parents know that children and young people do know about this stuff -

Response – children and young people love response so we need to bear this in mind

Relationship - children and young people avoid one way messages – one way messages are almost null and void in this day and age – but they will still engage in further conversation –

Derek Robertson asked about the dynamic between parents and children and suggested that perhaps some things should be kept private between parents and children – sexting is a real issue – there is a real important aspect here – is the figure about homework really accurate – or is it just what children are thinking they ought to say?

Brian O’Neill explained that it was the number and extent of the reports from CHILDREN AND YOUNG PEOPLE – the interesting thing is that it is almost universal – it is a unifying feature –

Francisco noted that parents need to ask the appropriate questions and pointed out that we are at the beginning of electronic commerce – it will grow very fast – it will be a key area for us to work in – the internet is a great way to shop, but we have to balance this with the availability of credit cards etc.

Parents: Children say that they know what happens online – yet they still send messages that can cause problems, so they don’t know everything! *It scares me about the commercialisation of the internet – FB advertising is geared to your own issues – some children use their parent’s identities*

Derek: There are 73,000,000 users of Farmville – there is now a financial level to this – you can be more successful if you use money – you can level up by paying some extra money in order to get better! There are stories of bills where children have racked up huge expenses.

Francisco: It is important for children to see the link between the real world and the internet – you need to protect privacy on and offline – you need to be polite in both places – we need to be taught to be moderate – don’t just buy anything! Schools have a role to play – set guidelines and remember there is a time to switch off – there are good examples of positive content.

Parents feel that there is an immunity from children as they don’t always see the issues. This is due to a number of reasons, the generation gap, pressure from peers etc. what about the sexually and violently explicit stuff – can children and young people really distinguish between real and virtual...

Some of the youth panel commented that a lot of the sexual stuff which shouldn’t be viewed or bought by under 18 year olds can be legal. Yes, a lot of the content is pornographic and it is possible to save pictures and videos etc.

Why are parents worried about this sexual content – you can see it on TV and in films – it is very common in life – models on TV are half naked – you see them on the TV and awards ceremonies – what is the difference between a movie and internet content? Parents seem to worry more about the online stuff.

Of course if very young children see this, it isn’t good, but the internet is just another way of seeing this stuff. This is about the self respect of children and not the fault of the internet.

Parent: the difference between films and the internet is the context, there is often a story behind a film, and love plays a part in this.

Youth panel members: Yes, but the nudity is the same in every example, it is still nudity – it doesn't make any difference – just because pornography has no context.

Parent: consequences of pop ups can cost money and so this is a problem – pop ups can lure children and young people into things that they can get in to trouble for.

We are forced to move out of our comfort zones, we have to talk to children and young people about the sexual issues etc. it is uncomfortable, but we should do it early....try and do it as a story – keep them interested – we need to stay alert.

Eva Borrisova: the point of view of a parents' association (Roditeli) and a Safer Internet Centre



Eva BORISSOVA (BG):

"Attitude is a little thing that makes a big difference"

Medical Doctor and co-funder of the Bulgarian Parents' Association Roditeli. She is also member of the Bulgarian Safer Internet Centre (awareness centre)

There is a lot of age discrimination – from both sides – children and young people think they know how to keep themselves safe – the United Nations Convention on the Rights of the Child says that children and young people have the right to participate – this is a fundamental right, but then adults will tell them that they shouldn't use social networking sites. Children grow up and this is a big challenge – at the start, it is only parents who are involved in their children's lives – they have to be trusted and parents hope that their children won't turn away from them. This of course can be very difficult. If parents can change their attitude and accept that their children are going to grow up then this will be helpful. Children and young people have the right to make mistakes – it is up to a parent to be there for the children so that they can be supported to cope with difficult issues – easy things to say, but not easy to do in everyday life....

Members of the youth panel explained that they want parents to let them make mistakes but they want to be able to turn to them if something goes wrong. The problem with parents is that their limited understanding of the internet and how it works, is all about the scary stuff, but in reality the bad things only happen to a minority of children. A mistake is the best way to get some experience

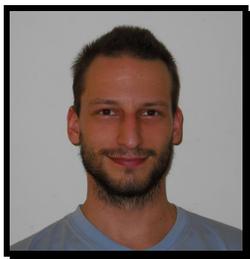
Brian O'Neill commented that this whole issue is around trust – the other part of the knowledge gap is that parents are the most important relationship in children's internet experiences – there is a real potential there for parents – they are the key source.

Derek Robertson noted that the internet is fantastic – but there are lots of challenges – e.g. lists of homosexuals being published in Uganda – there are scary issues – sexting, suicides etc. Microsoft connect – will allow the body to be a controller – what about playing manhunt like this – it is different from films etc. we need to think about the impact on younger people in particular. They may be desensitised.

Eva B: It is important to have a positive scenario here – internet shows how inter-connected we are... we need to make the connections that are positive – yes, maybe someone committed suicide – because people found out about a sexual contact – but maybe it is because he didn't think that the people close to him would accept it. It is about real life connections to prevail as an impact. We make the same choices in the real and virtual worlds!

Sahara Byrne: These are tragedies - but we talk about this sort of thing and we are aware of intolerance of how hard it is for children and young people to come out when they are gay – the issue is about intolerance – 1st amendment – the solution is in the conversation and not in the hiding of it. The dialogue gets rid of the problems.

Martin Schmalzried – COFACE - Confederation of Family Organisations in the European Union



**Policy officer of COFACE
Confederation of Family
Organisations in the European
Union**

Martin Schmalzried – COFACE

"To be sure that children have safe digital practices, parents have to know what their children are doing online. They must know and understand the risks and the opportunities that those practices provide. But parents also need to remember and remind the child that principles that allow living together remain inevitably valid in the digital age".

Parents are starting to engage more about ICT – but there is still a lot to be done. Some households don't do this at all, so awareness campaigns are important still. Conversations are usually focussed on younger children.

Most conversations focus on the product rather than the use – e.g the type of mobile or contract – not on what they are going to do with it....how you use it is more important. Parents need to think more about content of video games etc. rather than on how much time their children will spend on them.

Children often know about the risks, but seem to still carry on regardless.

42% of children and young people fear being pictured in an embarrassing position, but 43% have already done this.

96% know they shouldn't sleep with phone under pillow, but 36% still do.

How do you engage children in a dialogue? This is about good parenting – we need to focus on the relationship between parents and their children. It is also about curiosity - parents are not as good as their children about the ICT stuff – so they should get their children to explain about things like Facebook etc. This will bring mutual learning, parents will be able to talk about how things can change because they have the online reputation.

A healthy life balance should also be discussed – too much screen time is no good.

When parents subscribe to Facebook and add their children as friends, they often have no idea what they are doing, how to configure their profile and security settings for instance! The relationship can be tipped upside down, children can help parents here as well.

Derek Robertson – positive use of games for learning

Derek ROBERTSON (UK)



National Adviser for Emerging
Technologies at Learning at Learning
and Teaching Scotland

"The rich and diverse world of online games offers exciting and challenging opportunities for teaching and learning. Be it learning Spanish with Dora the Explorer, improving number bonds in Moshi Monsters or managing a guild in World of Warcraft we are finding that learners/players generally choose to situate themselves in these worlds. We need to further recognise the cultural appeal of these environments but in doing so further develop our understanding of how the challenge and demand that that these worlds present can help inform and influence and enhance the learning experience. We also need to ensure that learners are safe in such worlds and that schools and parents can be confident that rich learning with online games can be safely achieved through the support of appropriate procedures and policies in relation to their access and use".

Computer games for learning tools. Sadly not many people put parental control settings on the games consoles they have, even though these are readily available.

In Scotland there are a number of projects aimed at using games to promote learning in schools.

For example, use of guitar hero in school – we use these devices because school needs to engage pupils on their own ground and use resources that are part of their cultural framework. Pupils get on board very quickly and it impacts on their learning – parents and teachers are always guided by the rating – online games are not a problem – we don't usually use online games consoles – but pupils can use these at

home. It is important to give advice to parents. For example, there are issues around Call of Duty – with younger children we have used Club Penguin and Moshi Monsters – there is pressure on parents to allow children and young people to play lots of these games – parents need to focus on moderation of activity and provide a balance.

In Scotland there is a safety and responsible use policy – co written by Scottish government and these resources are offered to schools. There are also links to other resources that develop teacher's understanding - there is an expectation for this to be done in schools by teachers for pupils of 3-18.

Members of the youth panel agreed wholeheartedly with this – they want to be able to play games in school because they are fun – learning should be fun – there should be more of this. It can take some of the pressure off pupils, especially around exams.

Peter from the Czech Republic noted that Comenius said learning in schools should be fun, perhaps this is one way to achieve it!

It was generally agreed that if a teacher beat a pupil at guitar hero the pupils would have more respect for them!

Members of the parents' panel acknowledged that yes, games can be good – dialogue depends on countries – in Scandinavia there is a much greater dialogue. Children are allowed to do more, and they have more freedom.

THE MODERATORS



Karl Hopwood is an online safety expert who works with the Insafe team as an in-house consultant. He is a member of UKCCIS (UK Council for Child Internet Safety) and sits on the working groups for better education, research and public awareness. Karl currently works for a number of key players in the UK and abroad including CEOP (Child Exploitation and Online Protection Centre) and BECTA (British Educational and Communications Technology Agency). He has worked for several years in the creation of policy and practice in the field of online safety. His background as a teacher and headteacher mean that he has particular expertise in working with children and young.



Barbara Buchegger works for the Austrian awareness centre (www.saferinternet.at) and is an expert for esafety and collaborative elearning. She is a facilitator and trainer for teachers in the field of Internet use and elearning in Austria offline and online. She is working with pupils, teachers, headteachers and parents in order to spread the safe and trustful use of the Internet. She is member of the Austrian elearning network eLSA. For the Austrian Federal Ministry for Education she is implementing policies and strategies in the field of elearning and teachers training.

THE EU KIDS ONLINE RESEARCHER



Brian O'Neill, MA, PhD (IE)

Brian O'Neill is Head of Research in the College of Arts & Tourism at Dublin Institute of Technology, Ireland. His areas of research include media literacy, policymaking and public interest issues in media and communications. He has written widely on media technologies and media literacy for academic journals as well as for organizations such as UNICEF and the Broadcasting Commission of Ireland. He is a founder member of the International Media Literacy Research Forum, convened by Ofcom. He serves on the Management Committee of COST Action ISO906 - *Transforming Audiences, Transforming Societies* and as Vice Chair of the International Association for Media and Communication Research (IAMCR) Audience Section. Brian O'Neill is a member of the Management Group of EU Kids Online II (*EU Safer Internet Programme*) and leads the work package on Policy and Recommendations.

Session 14.30-16.00 How do parents balance between protection and empowerment?

The following panellists took part in this 90 minutes session which was moderated by Barbara Buchegger:

Panellist	Organisation/project
Brian O'Neill	EU Kids Online
Sahara Byrne	Cornell University (USA)
Jutta Croll	SIP-BENCH II
Alla Kulikova	e-Enfance (French helpline)
Remco Pijpers	Mijn Kind Online
Nadine Karbach	Youth Panel moderator

Topic of the session: Protection and empowerment: Clearly both are needed and the session and discussions will reflect this.

Brian O'Neill: EU Kids Online

Once again, there is a lot of data about parents – not all of this is ready for the report yet, there will be an additional chapter on parental mediation which will have 5 main categories. Children and young people were asked the question, *do your parents do any of the following?*

5 main categories:

1. How involved are parents in online activities?
2. What role do they play in internet safety?
3. Do they monitor?
4. Do they use parental controls?
5. Do they have restrictions?

1. Active mediation of internet use?

Do Parents talk to you about the internet; stay nearby etc. do shared activities?

Talking to children is the most common response.

This communication steadily decreases as children grow older.

Most parents are pursuing active mediation.

The higher the socio-economic status, then they more mediation there is likely to be.

There are usually quite high levels of mediation. There may be a gap in knowledge but there is still a high level of involvement.

2. Internet safety

Have parents explained why a site is good or bad?

Have they suggested ways to use it safely?

There appears to be quite a degree of mediation about this sort of thing. For younger children, parents are the source of information and there are little or no gender differences. Once again there is more mediation for children from higher socio-economic backgrounds and so it is crucial to think about where to target further advice.

3. Restrictive mediation

85% said that there are there rules about giving personal information to others.

57% have rules about downloading content

49% have rules about having a social networking profile .

There is little difference by socio-economic status or by gender.

It is interesting to note that there is a substantial variation here between countries – Ireland is the most restrictive.

4. Monitoring internet use

This is a slightly contentious form of mediation – are parents checking which sites their children visit etc? Are they looking at which friends they add etc? This is about the monitoring of online activity and content.

It seems that much more happens for younger users – 47% of parents are checking web history.

Although there is no difference in socio-economic status, the age difference is much greater here.

NB. There are disagreements between parents and children in this area.

Country differences are substantial – what parents and children say differs and clearly parents are not always aware of what their children are doing.

5. Technical mediation

73% of parents are using anti-virus software and spam filters.

30% block or filter websites, 24% track the sites visited by children.

Younger boys are more likely to be tracked by parents and have time restrictions about online activity.

There are similar geographic patterns here and again some disagreement between children and their parents.

Parental controls:

Parents say they use these more than their children say they are used. (33% v 30%)

There is a huge country variation – 54% in the UK and only 8% in Romania.

Members of the youth panel commented that they are aware that their parents have tried to see what they are doing online. Some have had to add their parents to their friends list on Facebook, but of course they can then limit the content that can be seen. They said that although they weren't too happy about this it was understandable.

Parents felt that there was a general consensus about the fact that when children are younger there needs to be more control. As they get older, children need empowerment and a common sense approach is needed, the internet is wonderful, but there are risks. Parents need to move out of the comfort zone and if they want to protect children then they need to face the reality – dialogue and education is crucial.

Youth panel members felt that girls are more likely to be restricted than boys – parents tended to agree with this too.

Sahara Byrne: Parental Awareness of Youth Online Behaviors & Predicting Resistance to Protective Strategies



**Assistant Professor in the Department of
Communication at Cornell University.**

For more information about the study presented at the
Forum you can read this article:

<http://blogs.law.harvard.edu/palfrey/2009/12/15/sahara-byrne-parents-kids-and-online-safety/>

Sahara BYRNE (CA, USA)

"When it comes to youth and guarding their online privacy, their biggest concern may be maintaining privacy from their own parents! In fact, youth tend to push back at the very strategies that are meant to protect them, perhaps putting themselves in even greater danger as a result. Working toward an early and open line of communication with children, as well as providing an environment that youth perceive as empowering, may be the best choice for most (but not all!) families".

It is important to recognise that parents are constantly trying to improve their children's lives, but children will sometimes attack this approach. There will always be children who will rebel against parental intervention – usually in small numbers but it does happen.

A survey in the US looked at when will efforts are likely to be met with resistance?

456 parents were interviewed across the US along with their children who were aged between 10 and 17.

It is clear that asking children and young people direct questions means they won't respond properly as they don't like to categorise – so this research asked “have you never, rarely, sometimes, often etc. done something”.

The main findings were:

- Most children and young people use the internet for homework.
- Parents think that their children use the internet to experiment with identity – however, children say they don't.
- There are big differences between parents and their children's views on cyberbullying.
- The survey found similar findings to the EU Kids study about when children and young people had found sexual images or had searched for sexual images. This can be correlated with skewed body ideals. For example, if you look at pornography you are more likely to have sex without a condom.
- Illegal downloads – 10% of parents think they are illegally downloading, but 46% of children are doing this.

What are the solutions? A recipe for disaster is when parents love something and children are made angry about it.

Children need to have their freedom and parents need to accept that they will all fly the nest eventually. The best thing for parents to do is make sure that their children are prepared to meet all eventualities when this happens.

There are big disagreements about websites that might watch what you are doing, using monitoring software, parents want this but children definitely don't and this comes down to trust again.

Parenting styles – the problem is when children say it is hard to talk to parents about things online. A number of different parenting styles have this problem with online activity and this includes authoritarian and permissive styles.

There can be some gender issues – boys and older teens will retaliate and perhaps rebel against their parents.

It seems to be clear that the worst strategies are co-viewing, parental access, blocks and filters.

Further information can be requested from Seb@cornell.edu

Youth panel members explained that they carried out a survey during the youth panel and found that most young people get angry when parents are spying on them or trying to get information in a secretive way. They also don't like parents trying to tell them something that they feel they know more about!

Parents agree that they need to give reasons for the things that they do and bear in mind that if they say no, then children will find a solution elsewhere.



Managing Director of Stiftung
Digitale Chancen/ Digital
Opportunities Foundation

Jutta CROLL (DE)

"Parental control software is a tool not a solution!

Technologies can play a useful supportive role regards harmful content on the Internet. Although none of the products available so far is able to solve the problem of harmful content alone they can support parents in the process to avoid access to it.

But however good technical tools might get, it is never recommended to rely on technical tools completely. The best way to help children staying safe is to empower and educate them to avoid or deal with the risks"

The SIP Bench project tests parental control tools. Unfortunately, there are some poor results and in many cases they don't work properly.

- 6 monthly test cycle – (used to be annual)
- The study now tests controls on game consoles and smart phones.
- It tests the effectiveness and usability of parental control tools.

The testbed has 20% of non harmful content – ie. Content that needs to be able to get through the filtering product.

80% is harmful – 50% is pornography – the rest is made up of racist, gambling, violence.

The products are also checked to see how easy they are to install and configure – and how easy they are to use?

Several of the tools have a default configuration which means that the highest settings are in place, but parents who are not technically savvy find it difficult to use and then it doesn't work so effectively.

Over 80% of the tools allow parents to create and manage more than one profile.

All tools allow parents to block access to the web.

Over 90% allow parents to customise the filtering – and to customise black and whitelists.

65% are able to block MSN, 45% can block MSN and Skype.

Some tools allow parents to block streaming from you tube, but the majority do this by allowing parents to add the youtube URL to the blacklist.

75% give parents a report about what a specific user has done and notify if there are any violations.

The tools work better on adult content than on the harmful content and in some cases, overblocking means that some content can't get through that should.

Overblocking is not too bad- but there are very high rates for underblocking – around 35-60% of inappropriate content is getting through.

Some tools can be hacked even without using a password – The project wants support from parents all over Europe to trial the software etc. Further information is available from jcroll@digitale-chancen.de

Alla Kulikova: e-Enfance tool for parents

Alla Kulikova (FR)



Member of French helpline e-
enfance

"Responsible parents say they want to see their children having a fun yet safe use of new technologies, but most of the time they don't feel confident about how to protect kids online.

Nevertheless, children learn first from their parents. Parents who spend time with their children and make an effort to understand their uses are more able to teach safety rules and offer appropriate support and advice.

For the first time, a website (www.jeuxvideoinfoparents.fr) enables parents to choose adapted video games and provide the tools helping parents monitoring their children's use of video games".

The French helpline has created a tool to inform parents about video games.

In 2008, when the helpline Net Ecoute was launched, a significant number of calls were about video games, addiction, managing the use etc. and the concern was mostly for boys between 15 and 17 years old. A survey of parents found that parents are not sufficiently informed about games - so a whole tool was launched. This started with a website in 2009 which provided complete and reliable information for parents, giving them a detailed description of particular video games. Parents were able to understand more about video games, they were given an explanation about PEGI online and could also find out more about costs and hidden costs as well as some information about time management and how long it might take to complete a game.

In 2010 a mobile phone application was launched which uses the camera phone to scan the barcode on a game box. A user then receives a description detailed on the screen of the phone.

The database currently holds information for over 700 games and over 30 new games are added each month. The decision is still up to parents, but the helpline is keen to promote dialogue between parents and children and young people.

Remco PIJPERS (NL)



Director of the Dutch foundation
'Mijn Kind Online' (My Child
Online)

"In the Netherlands it is often said that parents don't take their responsibility enough to keep their children safe online. It is also said that they are less good in keeping pace with what their children do. In fact, most parents are eager to guide their children in a good way. A lot of parents are not only busy with how to avoid their kids to encounter damaging online content, but even more with what is suitable. How can they stimulate them to get the best from internet and games? What is stimulating for what age? There are two problems right now: firstly, there is too much focus in information for parents about the negative aspects and too less focus on what parents want - tips and suggestions what is suitable and stimulating per age group. Secondly, the information there is about safer internet is good, but not good enough for special groups. Children with disabilities miss good information about how to avoid problems in social media. The available information is too difficult for them. Let's help their teachers and parents with new materials".

As a result of receiving lots of questions from parents about how to keep their children safe online, a special browser for children has been started. The main aim is to provide quality content for younger children. An age verification label is given to each website and there have currently been around 120,000 downloads of this browser.

Teenagers don't want parental software. It can be helpful with younger children but maybe not for teens. There are questions about how to have an effective dialogue with children. Parents want to talk to their children about these issues, but not vice versa.

A month ago the organisation in the Netherlands had an email from a parent with a 15 year old daughter. The girl had made friends with a boy of 18 from Romania and they had been communicating using IM for 12 months. She told her parents and they asked for proof that he was 18 years old – they said they didn't trust him. The boy wanted to come to the NL, but the parents didn't trust him and told their daughter that she couldn't meet strangers. The parents were well educated people with a good relationship with their daughter, but she was distraught and as a result, her school work suffered. She asked again if she could meet him, and again was told no. After 1 month the parents contacted Remco's organisation saying that their daughter was very angry and depressed and the parents asked for some help and support. The parents told her that they trusted her and that loving someone a long way away was okay, and eventually they agreed to allow her to meet with the boy but said that there had to be no secrecy. As a result, the girl opened up more to her parents as she was so happy. However the boy from Romania actually couldn't be trusted. He stopped going online, because he didn't like the fact that there wasn't a common enemy in the parents. The girl told her parents everything that was happening. The boy's sister came online and said he was terminally ill. The girl and her parents called all the hospitals in Romania and found that he was not there. The parents were then told to get professional help and it materialised that the mum had had a

similar incident when she was 15 with a boy in Spain and she was hurt by *her* parent's attitude. Clearly from this, it is important to be supportive in any way at all. It turned out that the boy from Romania had over 100 girlfriends through social networking! It is important to note here that the girl felt that her parents supported her, but it can be hard for parents to support and tackle problems.

Nadine Korbach: youth panel moderator and student of communication science



Nadine Korbach (DE)

"Research on e-parenting styles is still in the beginning - more needs to follow to provide better -scientifically proofed- advice for parents"

**Youth panel moderator and
student of communication science**

e-parenting styles: it is important to show children and young people what is going to happen when they are online. Some parents put conditions on their children – e.g you can go online when you've done x or y – but we need to recognise that there are a wide range of parenting styles and we actually have no idea about how many e-parenting styles there are out there.

It was generally acknowledged that there is no one best parental style and clearly different children will respond to different approaches, for example how do we treat children with specific needs and difficulties such as autism.

We are often concerned with harm and bad things, but there is a lot of good and worthwhile things on the internet as well. We need some good guides and we have to manage the information we have. Perhaps filters have a role to play in separating the good from the bad.

The audience, in particular the parents and children spent then some time in discussing the different parenting styles shown below. It was generally agreed that the most effective e-parenting style must be a combination of the different styles with a right balance between protection (for the younger ones) but also trust and dialogue.

#1
active
co-use

#2
interaction
restrictions

#3
technical
restrictions

#4
monitoring

#5
confrontat
ion

#6
conditions

???

Source: Livingstone/Helsper (2008)/own research

Session 16.30-18.00 Raising awareness of parents

The following panellists took part in this last 90 minutes session, which was moderated by Karl Hopwood:

Panellist	Organisation/project
Brian O'Neill	EU Kids Online
Anne Collier	Net Family News
Elisabetta Papuzza	Save the Children Italy, Italian Safer Internet Centre
Ellen Stassart	Child Focus, Belgian Safer Internet Centre
Gitte Tjellesen	Danish representative of EU Teachers' Panel
Will Gardner	Childnet International
Alexandra Simões	Instituto de Apoio à Criança (Portuguese member of Enacso)
Arnaud Druet	Orange, Corporate Responsibility
Pascale Thumerelle	Vivendi, Sustainable Development

Brian O'Neill: EU Kids Online

Parents get internet safety advice from family and friends (46%), then traditional media (32%), the child's school (27%), internet service providers (22%) and websites (20%).

Those with younger children (9-12 years) are a little more likely to get advice from their child's school.

12% say they have received safety information from their own child.

One in seven parents reports getting no advice from any of these sources.

Where are sources of information for parents?

Family and friends are most important for parents as an information source. Mass media and traditional media are next. The child's school is third. ISP is fourth.

For younger children's parents, school is more important. A few even got information from their own child. ***One out of seven parents get no information at all.***

Desired sources

The child's school is most popular among those information sources parents wish to have. Online sources are much less important; this includes ISP and governmental sites.

One of ten does not want any information at all.

Possibilities for reaching parents: To offer **parental meetings** in schools and offer training within the school itself.

Quite helpful is to achieve an agreement between parents and schools; e.g. concerning the usage of Internet and mobile phones within schools.

Some parents are not interested at all, so such topics should be part of school curriculum. This is necessary to be able to reach ALL children, not only those from parents with interest in the topic.

Saferinternet day should go into schools and be there more prominent. Today in many countries this initiative did not reach parents.

Anne Collier: Parents and youth engagement



Anne COLLIER (USA)

"We need to help parents and children understand that young people's own actions and behaviour online have a great deal to do with how positive or negative their experiences are online and on mobile phones – this is why empowerment is essential to Internet safety education."

Writer and journalist Anne is founder and executive director of the 11-year-old nonprofit organization, Net Family News

Parents are an interest community about young people's constructive engagement in new media.

To empower is to engage. Being part of a group or a community is the basis for active citizenship: If we see us in a community, then we begin to work interactive. This community can be formal or informal. It needs to develop community consciousness, a sense of belonging that empowers and encourages to keep on going. Activities in such a community must be more interactive and less one-way, so it is useful for everybody. Training (and content for this training) needs to be a part of youth online experience. Sometimes they feel a little helpless. ***We said for too long, that Young people are victims. We should stop that. Empowerment is necessary.***

Such a community can be formal or informal (connectional). One way is to offer a "Community newspaper":

- To keep the community informed
- To give members a voice
- To share stories and get inspired by stories

- To keep informed about tech tools and expert advice
- To cover both social media and online-risk research

One goal is to keep parents informed about young people media environment. It can be a website, a blog, a newspaper. It should be a central place, easy accessible for everybody. It has to create a sense of belonging for the parents. It should be embedded in our offline life and should be virtually everywhere (fixed and mobile).

The “software” in our heads – that is the software that children always have with them. Media cannot be controlled, but it is a negotiation process: E.g. Facebook. Safety is a negotiation between users and companies or companies and administrations. ***The most effective filter is the one in our head. The only software children always have around, is the one between their ears.*** . To empower this “software”, we do not need any tech support, but parental support.

Inform parents, but don't fuel parents' fears. Fear does not work on the long run. Aggressive behaviour increases aggressors' risks.

Help parents assess risks. Locks down filter are better on the long run.

Example for risks: Cyber-bullying: A Lot of young people who are part in cyber-bullying say it is just a joke, but it is not.

Digital citizenship is not rocket science; it is to learn how to be good to each other. Teach young people, how to cooperate and how to defend someone that is being picked on.

Are you always told that you are potential victims?

Young People are aware of the positive, so scaring them does not work always...

Elisabetta Papuzza, Safer Internet Centre Italy: how to reach parents – The Italian approach



Elisabetta Papuzza (IT)

"The wider use of new media by young people and their strategic importance in their lives is reason of great worry for parents, as something they've have lost control of.

Getting in touch with this feeling is necessary to help parents to better understand their children, to empower parents in their educational role, which is the only real answer to the problem"

Psychologist and member of the
Italian Safer Internet Centre

We work a lot with parents in schools trying to raise awareness. It is not easy to start meetings with parents. I normally face the main concern from parents from new media.

Awareness in Italian has two meaning: One has to do with consciousness. The other has to do with information, skills, getting deep with something that is not there.

The main fear for parents is: losing control. New media is the big crisis. It is that that is very important topics in young peoples' life, such as sex, love, ... So it is difficult for parents to let them off into this world. Young people give away their personal data, because they are emotionally involved. Parents have to be informed what things mean in young peoples' lives. Parents get information that enables them to reflect their situation in the process of bringing up children.

“Getting in touch with feelings about parents’ worries of losing control is necessary to help parents to better understand their children, to empower parents in their educational role, which is the only real answer to the problem.”

Ellen Stassart, Safer Internet Centre Belgium: how to reach parents – The Belgian approach



Ellen Stassart (BE)

“Parents do not need to be experts to empower their children on a safe use of online technologies”

**Chief Officer of Child Focus
department Sexual Exploitation
and e-Safety and co-ordinator of
the Belgium Safer Internet Centre**

Training programme for parents is implemented since 2006. Two different programmes are used to reach parents, since two regions have to be targeted. One tool: Video-spots with possible parental reaction. The first video always is “bad”. This video helps to think how to react better.

Partnership is crucial. We work with family organizations. Three level of “train the trainer”.

Trainer – parents – children. We work with a pool of freelancers. Train the educators that then train their children. ***Parents do not need to be experts to empower their children on a safe use of online technologies.*** Parents have to be aware on the meaning of technology for kids. Being mad at parents is a normal part of bringing up children.

Gitte Tjellesen, Danish Teacher : how to reach parents at school



Gitte Tjellesen (DK)

"Parents, teachers and politicians all have a great responsibility towards media literacy in all aspect among our young users".

Primary school teacher and Danish representative of the EU Teachers' Panel on online safety

Start: reading from a story of a Facebook-Profile as a case-story. These and other case stories are used in parents meetings. Parents are divided in small groups and they work on such cases. **Why involve parents? They are responsible.** Time to train parents in such a manner is well invested. Questions in families about young peoples' Internet activities should be as natural, as "Where is your helmet for your bicycle".

Without parents, school cannot work in this field. Keep them informed. That is, why parents have to be empowered at school.

Will Gardner – Childnet International : how to reach parents with different social-cultural backgrounds



Will Gardner (UK)

"Parents need to be made aware of potential risks, but need positive and practical messages. Parents have also told us that they trust schools as a source of information".

CEO of Childnet International

We are positive about new technologies, but we need to empower people to be good on the risks. Basis for our work was a parent's focus group in 1999, but not much has changed since then. Parents trust schools as a source of information.

Before a parents meeting, a little survey is being conducted at a school. We also offer parents meetings in companies, e.g. in lunch brakes. Parents are not always the same. It depends on knowledge and experiences with technologies. But technology is making the gap even wider. It is better, I don't know about it... take care of the fear. **Listen to what parents want:** Give me a video, short, bits of information. I want something I can use with my children. How to start spreading that information? They want something in their own language. 2 mio copies for the CD is spread. Content: Video clips of children talking about

Internet safety; Skills to be taught in school: how to set privacy settings. Evaluation not showed that all parents looked at the info, but who took it home.

<http://childnet-int.org/kia/>

Alexandra Simões - Instituto de Apoio à Criança – how to reach illiterate parents



Alexandra Simões (PT)

Head of the Portuguese missing children helpline at I.A.C

The situation in Portugal: An aging population is a challenge for our work. We deal with enlarged families, a fairly low level of education in families and cultural background due to immigration from different countries. Now nearly every kid between 9-16 has a computer by them selves due of a governmental initiative. Now the challenge is even bigger.

How to address parents that are illiterate? Parents only come to school, when their kids misbehave.

Their solution: School mediation programme. The goal of the programme: To fight school absenteeism and violence. They are trained by the safer internet centre. The work in school, mediate between children, parents and school. They have the task to build a bridge between school and family. They work with all parties in schools. They train children to be safety Internet experts. They should develop their own safety campaigns where they live.

Arnaud Druet – Orange support to raising awareness of parents



Arnaud Druet (FR)

**Safe and responsible products & services director for France
Telecom–Orange Group**

"Awareness raising and training on service usages is a key success factor for any online safety strategy"

Good Internet use and skills are important for us, since it is also helpful to use a service.

To offer a technical tool with advanced teachers, means to go back to education. Everything is set by default on private. Educational: family guides. We are going with NGO's to school to promote good usage of the Internet. We want to emphasize the digital coaching. **We want to empower customers to use services in a safe way.** Third: How to address young people directly.

Pascal Thumerelle, Vivendi support to raising awareness of parents



Vice-President, Sustainable Development at Vivendi

Pascale THUMERELLE (FR)

"Vivendi's contribution to sustainable development is its commitment to enabling present and future generations to fulfil their need to communicate, satisfy their desire for entertainment, nourish their curiosity, develop their talents and encourage intercultural dialogue.

In 2003, Vivendi defined three sustainable development issues specific to its activities as a producer and distributor of content: the protection and empowerment of youth, the promotion of cultural diversity and the sharing of knowledge.

It is Vivendi's responsibility to provide young audiences with a safe digital environment and to offer tools to parents for better controlling content and uses related to the group's products and services. The group's business units conduct many awareness actions to accompany parents in familiarizing themselves with their children's new entertainment universe. As a partner of the EU Commission's Safer Internet program, Vivendi supports different initiatives that help the group to share experiences with civil society".

Empowering the youth is really important in sense of sustainable development. The production of content is also important. If we don't reach the point, it is a problem for Vivendi.

Pictograms in video games are important. Rating of games is not a game! So take the rating seriously! We also offer workshops for parents. We have to react to changing times. We have a youth panel in order to make our work better.

Member of the Parents Panel

- Industry has a very important role in families' lives. Parents have to know that kids have limits, this could be offered by companies by default. Companies are not there, when you have problems.
- Rating is important, cooperation is very important with all stakeholders!
- I keep a few words: **trust, communication, making and keeping rules.**
- We don't have to know too many things. Just be parents!

YEP – Member of the Youth Panel

One sentence I want to tell parents:

- It is important that parents and young people work together. It is the only possible solution.
- Most important thing between children and parents is communication and freedom.
- It is important, that parents can give us more trust and freedom. They also must communicate more with the children
- Earlier we talked about trust. If the parents talk with the child and trust then, it is easier to trust them back.
- It is important that parents ask us.
- Mutual trust is important. It has to start very earlier. Not only when we start using Internet.
- It is time to make it wider. Showing people, informing, reaching all people.