Annex

Annex I – Agenda

Annex II – Preparatory questionnaire and its analysis

Annex III – Moderators

Annex IV - Flip charts, Protocols from World cafe and plenary discussion
Annex I: Agenda of the meeting

9.30 Welcome and Introduction
Overview of the topics, concerns, needs
Personal introduction by everybody

10.40 Online activities of kids, risks and Strategies of parents
What are children doing online and how parents are dealing with this?
(World cafe)

12.45 Lunch

13.45 Empowerment versus Protection
(Group discussion)

14.15 How parents get advice and information on safety tools
and safe use of the internet from? Where and how would parents like to get more information/advice from in the future?
(World cafe)

15.45 Coffee break

16.00 Parents and school
(Group/plenary discussion)

16.40 Lessons learnt and recommendations,
Selection of representatives for Saferinternet Forum

17.30 Certificates' Ceremony, group picture and end of day
Annex II: Preparatory questionnaire for parents

Parent questionnaire

Your name and surname: 
Country: 
Age of your child/children: 
Your short biography: 

1. **Can you briefly tell us how you use the internet?** (tick as appropriate, more than one option is possible)
   - For work/business
   - For leisure/entertainment (e.g. games, reading news, social networking sites etc)
   - For online banking
   - For organising holidays etc (e-commerce)
   - For communication (e.g. SKYPE, MSN, email)
   - I do not use the internet

2. **How are your children using the internet?** (tick as appropriate, more than one option is possible)
   - For school work
   - For leisure/entertainment
   - For communication with peers
   - For gaming

3. **What are your main concerns as a parent with regards to the Internet use of your children? What worries you the most?** (tick as appropriate, more than one option is possible)
   - Giving out personal information
   - Contact with strangers
   - Seeing inappropriate content (violence, pornography etc)
   - Being bullied
4. What do you know from other parents? What are they saying/most concerned about?

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5. What do you do in order to feel less concerned/less worried? (tick as appropriate, more than one option is possible)

- I have installed a parental control tool (e.g. Internet filter) on my home/child PC
- I have placed the PC in the living room or in another room where my child is not alone
- I join my child with his/her online activity
- I check my child’s online activities (e-mail, websites, and profiles on social networks)
- I talk to my child about their internet and mobile use and explain him/her the risks and how to deal with them
- Other (to be specified)

6. Apart from cases that you have heard about in the media, are you aware of any cases of cyberbullying, grooming\(^1\) online or other risks? If yes, please shortly describe the case(s).

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7. Do you use any social networking sites (see annex: list of most popular social networking sites in Europe)? If yes, how often? What is your reason for using this service? Which local networks are relevant?

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\(^1\) befriending children for sexual abuse
8. Which social networks are your children using?

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9. Do you have any concerns about your child/ran’s use of these sites? If yes, what kind?

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10. Could you please indicate your preference for attending/being involved in the parallel sessions on 21st October:

- Session Youngsters and Social networking sites
- Session Parents and Online technologies
- Session Evidence of online risks: Cyberbullying and grooming

Any other comments that you may wish to make:
Results of the preparatory questionnaire

We...

How parent use Internet

<table>
<thead>
<tr>
<th>Activity</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>work/business</td>
<td>20%</td>
</tr>
<tr>
<td>leisure, entertain</td>
<td>15%</td>
</tr>
<tr>
<td>online banking</td>
<td>10%</td>
</tr>
<tr>
<td>communication</td>
<td>5%</td>
</tr>
<tr>
<td>I do not use inte.</td>
<td>65%</td>
</tr>
</tbody>
</table>

Parental use of social networks

<table>
<thead>
<tr>
<th>Usage</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
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<td>yes, for own usage</td>
<td>5%</td>
</tr>
<tr>
<td>yes, only to supp...</td>
<td>15%</td>
</tr>
<tr>
<td>very little</td>
<td>20%</td>
</tr>
<tr>
<td>no</td>
<td>60%</td>
</tr>
</tbody>
</table>
Our kids...

Facebook is popular all over Europe!
Annex III: The Moderators

Barbara Buchegger and Karl Hopwood are supporting the Commission for this event. In particular:

- They have given their input the agenda and structure of the event
- They have analysed the feedback collected through the questionnaire
- They will moderate the different sessions of the meeting
- They will help identifying the parents' representatives who will speak at the Safer Internet Forum
- They will draft a summary report on the conclusions of the meeting.
- They will also moderate the session "Parents and Online technologies" at the Safer Internet Forum on 21 October 2010.

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.

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.
Annex IV: Flip charts, Protocols from World cafe and plenary discussions

World Cafe – 1st session (morning)

Online grooming:
- Terminology issue – what is grooming? – direct grooming, romantic grooming,

- children think that they understand the grooming, but only because they see the obvious grooming

- We can sometimes over react to this risk – sometimes because we don't overreact in the real world – it is a huge problem when it does actually happen though....

- Very few groomers actually lie about their age etc.

- 10 – 14 year olds tend to be the most vulnerable group.

- Children and young people want to be higher up the ratings – sites like "best looking.com" don't help with this sort of thing. The basic need is for Children and young people to be higher ranked.

- Media coverage of the cases can help, but can skew the opinion. Moderation in chat forums will help...need to make Children and young people that it can happen anytime and anywhere.....

- Physical communication with an educated adult can be a useful way forward. Too many young people are using internet dating sites etc.
Online marketing and advertising:

- How do social networking sites make money? At present they allow advertisers to be part of the public space for visitors – they also allow gaming companies to introduce games through their platform.

- Difference:
  - Advertisements which influences children
  - Real marketing and selling – Children and young people spending money online.

- SMS texting – or buying free recipes, giftcards etc. it is never free though!

- Quick loans for 20 or 50 Euros – but huge interest rates – 22,00% interest!

- Free download of software – music etc. not free after all, misleading marketing online – more than on TV – hardly any regulation – not imposed by law – just self regulation –

- ID theft – this will only grow as more Children and young people spend money online with credit cards – banks issue payment cards especially for Children and young people, but there are limits to spending, but 15 /16 yr olds can get credit cards in some countries and they use non secure payment methods.
• How do the sites make their money? In the Terms and conditions they can sell everything that you put online. They have rights to all of this material. They are selling profiles to advertisers –

• Ringtones are another issue for children and young people. Not easy to get out of this. Children and young people don’t understand how it works – looking at the small print is a problem. It can take a long time before you realise what the problems are.

• Legislation needs to be adapted to recognise that consumers are often under 18 –it is needed at EU level in order to deal with cross border issues.

• Not just buying online books etc. we need to have adaptions for the ebooks and the digital products. We don't have enough rules for this.

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**Internet on Mobile Phones:**

• Parents should need to be there in order for children to buy a mobile. Not the case in all EU countries.

• SMS is the most common use of mobiles for children. Children are losing the ability to write correctly because they use text speak.

• Phones can now access the internet through wifi –

• Why does a child need a mobile when they are 8 years old? Emergencies and so adults can check where their children are!
Cyberbullying:
Narrowed this to children and young people, but adults can also be bullied as well.

- Do we ever know if children and young people are really bullied? Do they tell us? Communication is crucial here. It is always linked to real bullying in the real world too. Cyber bullying is a continuation of bullying in the real world.

- Is the bully anonymous?
  - Difficulties in chasing the bully etc. If school workshops are organised then this can help – if you pull a group of children and young people together and show them the consequences of bullying, this can help.

- Need to stay updated as adults and parents – we need to know what is going on. Some parents don’t know about hotlines, helplines etc. so we need information so we can give this to children and young people. How do they reach these organisations? Teach children and young people netiquette.

- Give children and young people some self-confidence – focus on the positive for children and young people – involve friends, social workers etc. Give children and young people the means to seek help and admit that they are being bullied – need to take the step to make it known.

- NB. With cyberbullying – you have proof so need to keep this as evidence.

- In Sweden, police have a list of what the crimes are – the list can be very interesting for children – knowing that they can be traced is important – you are not anonymous.

- Role models – e.g. in Finland – headline news story about a minister who is being bullied etc.
Online gaming: Online fun:
Difficult to define “online fun” – what exactly did it mean?

- Advantages
  - children and young people learn from these games – languages, maths, reading, teenagers use WoW, age of Empires, games where they can develop skills, business skills (Farmville) they understand the value of things etc.
  - Some sites are given by publishers in school books so parents feel safe about these.
  - Good for improving coordination, cooperation, good meeting point for students who live remotely.
  - They learn critical skills and source criticism.

- Disadvantages
  - Addictive nature of the games,
    - Difficult to define addiction – needing to be online all of the time, sleep is suffering...NB mainly a concern for boys
  - Behaviour changes if the games are violent
  - Some children only have online friends – but it might be better than none at all!
  - Parents are worried about children and young people making a distinction between real and virtual....
  - Big concern about what they do at friends houses, their parents may allow them to play the game that has been banned.
  - Viruses – children and young people can also believe everything they see online.

Wish list – can there be a checklist to evaluate online games? We need a reporting system for problems and capability for feedback – also a parental blacklist.
**Social Networks:**

- Do children and young people know about reporting mechanisms?
  - We are not sure that they do.
  - Parents should therefore advise the children about this.
  - Children and young people need to be taught how they should be used. Perhaps parents need to have the responsibility to help them with the report? Perhaps this would be a more likely thing to happen?
  - We need to know what actually happens when we push the red button...we need more information in order to know and help children and young people.
  - There needs to be other ways to report abuse...
  - Should it be just the responsibility of SNSs or should government intervene. Problem arises with international social networks –
    - Interpretation is always the problem –
    - E.g. YouTube – (NL example) when something is posted that is criminal (e.g. children and young people who are in videos – made by peers – published with sexual content and email and phone numbers) ....what can you do if you are a victim?
      - Go to the police – it is a criminal act – they have to investigate and charge those who did it, but in reality they are busy and during the interim time, the film is there!
      - Write to YouTube....but as soon as it is removed, the police can’t start an investigation because the material is removed – you tube don’t keep logs about who has uploaded materials etc. So we could say that they HAVE to keep the information, but there is no cooperation between the police and YouTube. Should the govt. make this decision?
      - Problem about different governments – not all will do this....you either need laws for everyone or not at all....
      - Enforcement and redress would be the main problem –
Empowerment

It is about education – allow children and young people to use the good stuff – use it for learning, let children and young people be empowered so they don’t come up against risks. Most parents think that this is about empowerment – some think a cross section of both....

We need to empower them with the tools.

Younger children also need to have some empowerment- they need to have some supervision, but not always be there and spying on them. We need to empower from the first day – you can’t separate the internet from the rest of life – you need to empower them from an early age, but have some protection. It is a bit naive to think that they are always safe in the real world, because they are not – you need to talk to them constantly.

Can we define something that is a new and emerging issue?

The world isn’t a safe place – we need to ensure that children are aware of the risks in both worlds!

Communication is one thing – we have film certificates made by law –

What about TV? You can’t control everything...they need to see the bad as well as the good!

We need to spy on the children without them realising – (UK)

But we are parents who are interested – we know about the internet – what about the children who don’t have parents who are interested.....they perhaps need to have more protection –

Some parents are ignorant –

The opposition is false here – you need to protect and empower children – you move away from protection to empowerment as they get older.....

It should be a partnership – we need both going alongside each other –

Senior citizens are a very vulnerable group – they need some support....

Children are potential consumers –

Maybe children shouldn’t be in social networks – they should have school networks – BUT children and young people won’t go and use these spaces -

Protection

Working filters, age verification, technology that protects....

Why is protection a good thing? The main protection needs to be from "inside" –

In the real world, we are good at protection – e.g. over 18s only etc. So on the street, you can’t get into a nightclub or buy alcohol etc. No one does this on the internet. We don’t have the same in the technological world. The tools that we use in the real world need to be transferred to the virtual world.

But tools can cost a lot of money – we don’t like spending money – we want it free –

It is dependent on age –

There is a problem that no one is aware of the parental control software that is free – or if they are aware of it, then do they actually just not bother to use it?

At what age should we be starting?

children and young people need an adult to hand – there needs to be some supervision – you can’t stop them from using the internet.
Mobile Internet:
Do children and young people need one – yes for emergencies and to know where children and young people are...
Do phone companies offer support? Consider mobile and mobile internet.....
- They don’t know who is using the mobile device supplied by them....

- They want to sell phones!
- They can support parents by regulating the downloading of ringtones etc.
- Customer services can help – consumer organisations should make people aware of the dangers of downloads, viruses, insecure sites etc. this should be made clear in contracts.
- Parents should know what type of phone is needed. A prepaid card is better to avoid internet access?????
- Parent Associations need to know about this sort of thing. Need to have workshops for parents of different age groups of children – if they face different kinds of problems.
- NL “Most parents aren’t worried about mobile internet” ”is this the case elsewhere” – Sweden – “issues for adults – how to avoid some of the high costs, for adults and children as well.....”NB. children can connect through the wifi in their friend’s house etc. Do parents worry about mobile internet access? Differences between countries in terms of internet access on mobile devices – prices vary – e.g. Norway is expensive, Spain is cheap. In NL some schools have wifi and parents don’t know....In NL – schools don’t make good decisions about what they are doing in schools. Issues of border issues, so your phone is a Lux phone, but if you stray onto a French or a German network this can be phenomenally
expensive.

- We need to educate children and young people about when they should be on or offline....

- If children and young people see us all the time checking emails etc. then it gives them the wrong example. We can’t stop these things, so we need to educate children and young people about how to use it safely. BE “but we can say no for a change!” this is about good parenting...

- NB. We are talking about children and young people as one group – but we need to split these up...

- But NB. NL “most new phones have internet capability within 18 months everyone will have these phones” - once the ISPs have put some of the things in place that we are asking for – no one will want to buy it!

- (Norway) We can say no. You tell the operator that you don’t want certain services enabled....

- PT – NB. We can access with i-pod, x box etc.

Cyberbullying:

- How can parents get information....find out sources of information –
  
  o children and young people might complain – depends on the relationship we have with them...
  
  o School – teacher’s education, teacher’s tools... we need to improve teacher’s education.
  
  o Monitoring tools – using internet service providers to visit sites and check.
  
  o Parent’s hotline where available....
  
  o P should be aware of the problem initially to deal with it...use TV to get the messages across....
Addiction and obsessive use

- Not an easy topic – need to think of excessive use too. There are differences between all three. But the borderline is sometimes very thin...

- Try to define the terms –
  - addiction – other activities suffer – time spent – maybe just when the game is new – then this changes – time spent doesn’t mean addiction! You could spend 8 hours online but not always addiction. From a medical or clinical point of view – addiction to online gaming and gambling have signs – especially around withdrawal – like with drugs etc. depression, anxiety etc.
  - obsessive – can be shoppers, emailers etc.
  - excessive – just sitting behind screen for too long – can have physical problems as a result of this –

- **when are we supposed to get really concerned**... when daily routines are affected – when they reduce their physical activities and just focus on the computer!

- when there are changes in communications with parents – mood changes – skipping classes – getting up and going online at night to continue a game etc.

- **how do you react?** Not an easy answer – this is age dependent – different responses – need to provide them with other activities and hobbies and challenges to overcome the excessive use or addiction. Provide a mentor – to provide some sort of “control”... we need to understand why in the first instance though.

- **who is offering support to families?** There isn’t enough help available – maybe psychologists can help here – maybe they can try and share the problem etc. can social workers help? As we have helplines for cyberbullying and grooming, can there be something for addiction?

The European Commission has launched some research about internet addiction....
Online games:

- Are there differences in ages? Yes, children under 10 and young people play different games. They tend to play more active games. E.g., under 10s play things like club penguin – Boys then tend to play more violent games, girls tend to play more fashion type of games, so yes, there are differences....

- They are looking to meet others when they get older – they are more influenced by their peers too....

- Family rules concerning homework – need to finish homework before you can play online games. Mutual agreements are good for this. Time restrictions for children and young people e.g. no more than 2 hours – children and young people need to communicate with their parents about what they are actually doing when they are online. There needs to be mutual trust.

- Relevance of PEGI – explanation of what PEGI actually is....parents should know what the games are actually like – can children and young people understand the difference between violence in the virtual world and the real world....maybe it is better to be aggressive in the game rather than in the real world....

- No trust for PEGI from parents – because the people who rate the games must play them! Can you trust them if they are playing the games....who makes the rules about what is violence and what isn’t! Maybe there isn’t much reliability in the system.

- Not every parent knows about the PEGI system....NL – the PEGI ratings are tested – if they make mistakes then they can be fined....there is also a PEGI Online – only a small number of online games are working with the PEGI system – this was started by Safer internet programme –

- System in the US market which has lower ratings –

- Gambling – parents are logging in and then allowing their children to play.

- Concerns about the online communication in online gaming – using a headset etc. they can communicate with people all over the world.

- Games on a Finnish site are rated by the parent and the child....they comment on how they found the PEGI rating...this is a good additional layer – there are parental and pupil agreements about use –
Privacy issues:

- Parents get information from the media and authorities –
- Safer Internet Day is not so well known in some countries....special day in schools for children and young people and parents...
- Rules and information at work – how do we use the internet at work?
- Information from children and young people –
- Learn from bad examples – link to the media – this is how to get information out.
- School meetings are often just for parents, not for children and young people.
- Parents and children and young people have different ideas about privacy.
- Parents know their children...
- Children and young people see everyone as a friend.
- Children and young people are okay about putting photos online, we think differently.
- Children and young people are okay with showing emotions online – we don't like this as parents
- Parents are more concerned about their own privacy – because of reputation and their own image.... Parents think it's okay to check their children and young people’s activity online – NO this is dependent on age!
- Are there any gender differences? It depends on the use of different websites? Boys are gamers – they don't say so much about themselves, girls do, they use emotional sites – talking about love, shopping etc...

We want guidelines for correct information – if you visit a site, let children and young people check the website for information about the privacy etc.
Social Networks:

- Facebook is the key – what everyone wants to talk about

- Can we have a younger Facebook? Something with more privacy? Need to teach younger children how to be safe on social sites.

- Code of conduct would be good – self regulations, a helpdesk – some more technical information about how it actually works – a parent’s guide – Manuela Martra mentioned the framework agreement – for social networking sites...NL – “nothing has been done in the NL”... – the principles are in place already –

- 50% of parents in this group had a Facebook profile.

- SNSs need to provide more information – It’s not enough at the moment and often very difficult to find – almost impossible if you don’t actually have a profile. Who is responsible for an image on Facebook? Club Penguin – is a good example as it promotes parental control.
**Grooming:**
- Advice - should come from parent teacher associations in schools – parent associations – this can be a good access...could also give advice to teachers – could use a video – in the UK there is CEOP with some really good videos – what about a national campaign – difficulties with govt. sponsored schemes....
- Many parents don't realise that there is a hotline.... we need to raise awareness of this...
- Groomers will vary from complete strangers to people you know – we can’t be suspicious of everyone – children and young people can groom each other – should we be suspicious of Father Christmas!!!! (UK)
- If you have a good relationship, children and young people will tell you, then they can talk about this. children and young people might be more likely to tell their friends....Important to stay cool and not to overreact.
- children and young people can use a report abuse button....but sometimes they don't know that they are being groomed!
- children and young people need to be able to get advice from people in the community that they can relate to...
- Lack of awareness of existence of helplines, hotlines etc. this is not in every school....NL "in NL most people don’t know what to do"...it is important to recognise that children and young people can have some responsibility and they are not always victims in this...”NL” if the age difference is very small then sometimes the children and young people are actors as well as victims”....
- Sexting is a serious issue and we should talk about this as well – we need to see grooming as adults consciously leading children

**Schools**
The school has a responsibility – teachers should be able to teach the pupils about this?
UK: Shouldn’t it be down to the parents –
If children are sent to the internet, then teachers need to educate them how to use it safely....
Many children won’t have parents who will do the education though so schools need to do this!
Cyprus: there are specific webpages where children can visit to help with homework – but these are not always being used by the teachers in school.