

SAFER INTERNET FORUM 2012







SAFER INTERNET FORUM REPORT

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REPORT BY SAMANTHA WOOLFE, IN-HOUSE CONSULTANT, INSAFE

Introduction:

The ninth Safer Internet Forum, an annual conference under the EC Safer Internet Programme, was organised in Brussels this year with the support of Insafe-Inhope networks. It took place on 18 & 19 October 2012 in Brussels, Belgium. More than 300 participants took part, including young people and their parents and teachers.

33 countries were represented and included members from the Insafe network as well as representatives from the coordinating node, the European Commission, and countries and representatives from outside the network.

This report provides the Executive Summary and a brief overview of the workshops and parallel sessions, plenary and world cafe sessions, followed by conclusions and recommendations, following receipt of the feedback forms sent to participants after the conference.

Keywords from young people and other participants at the SIF





INTENDED OUTCOMES OF SAFER INTERNET FORUM 2012

1. To hear the voice of young people, parents and teachers and connect them with policy makers and industry to listen to each other and shape the digital road ahead together.
2. To provide a forum for participants to discuss how we arrive at an internet that impacts on new ways of learning to encourage creativity, education, digital literacy and key competences, and at the same time highlights the importance of information and knowledge as key drivers for growth.
3. To provide a platform that enables the continuation of a discussion on the resilience and sensibilities of young users so that they can better benefit from the opportunities the internet offers them socially, culturally, and educationally.
4. To raise awareness of the need for high quality online content for children and young people.
5. To examine the role of content classification and parental control tools in building resilience and furthering the goal of a more accessible internet.
6. To highlight and promote the safe, responsible and ethical use of the internet, and other communication technologies, thereby mitigating risks particularly for children and young people.
7. To encourage a debate that pays greater attention to the impact of technology on our lives and what this means for the learning and creativity of young people today and tomorrow.
8. To encourage a joined-up approach by showcasing the work of projects in the Safer Internet Programme and exchanging the good practice currently being implemented across Europe to improve the safety and well-being of users.

EXECUTIVE SUMMARY

Making the internet better for children and young people is one of European Commissioner Neelie Kroes' main priorities. For the creation of a better internet, every citizen needs to play his or her part in showing and taking responsibility, as the digital world becomes our every day world.

Part of the EC's commitment to better quality content, services and protection to encourage a more positive online experience is shown through its annual Safer Internet Forum, funded by the EC's Safer Internet Programme.

The Safer Internet Forum (SIF) is the main European Conference on online safety issues since 2004, attended by young people and their parents or teachers representing the 27 EU member states plus Iceland, Norway and Russia. The young people present intervene as moderators and panelists in all sessions throughout the Forum. Alongside these stakeholders, industry representatives, child welfare organisations, researchers, policy makers and experts from across the globe share, investigate and express how they see the internet and new technologies, what they mean for them and how they influence their lives.

At a critical time for policy around creating a better internet, the SIF has never been more important. Just as we must forge ahead as active 'digital citizens,' the SIF continues to enable the EC to capture how this can best happen so that we can work together to further the goal for a more accessible internet, that encourages creativity, education, learning and key competences, and at the same time highlights the importance of information and knowledge as key drivers for growth.

As such DG Communications Networks Content and Technology has within its remit to boost Europe's economy through the digital agenda, to support a sustainable, secure society, and to carry out the radically modernised research, resilience and innovation that can fuel our future.

A natural part of this exploration is how the internet can be used safely, responsibly and ethically, at the same time as for fun, creativity and enriching opportunities, so this year's SIF provided an exploration into the status quo, and how we can best work together to contribute to shaping the digital road ahead with these elements at the fore.

Listening to young people and the interactivity between them, the other speakers and all present stakeholders is key at every SIF and this year was no exception. We used what is happening now and expectations of the future to explore forward-thinking ideas. Questions discussed at this year's SIF included the following:

- How can stakeholders from diverse sectors contribute to build a better internet for children?

- How can we, the 'digital citizens' forge ahead taking joint responsibility to improve internet accessibility, encourage creativity, promote learning and the mastery of key competences?



- How can we boost the potential of the market for interactive, creative and educational content online?
- How can we channel the innovative energy and cultural diversity of the EU's 27 member states and its neighbouring countries to build European added value and ensure that every child can benefit from the advantages of the digital world and sidestep its pitfalls?

As all the chairs explored, investigated and provoked their panellists, these questions produced discussion and responses that provided threads of consistency throughout the SIF, and it is these threads that should help provide clarity as the EC moves forward the key areas of policy and focus for itself, industry and all those affected.

DAY I – 18 NOVEMBER, 2012

Introductory Remarks

Creating a Better Internet for Children and Young People

Patricia Manson, Head of the Inclusion, Skills and Youth Unit of the European Commission's Director General for Communications networks, Content and Technology, outlined the theme of the Safer Internet Forum 2012: How to deliver a better internet for children and young people.

Video presentation from Neelie Kroes

Patricia Manson introduced a video from Neelie Kroes, Vice President of the European Commission responsible for Digital Agenda, produced especially for the SIF. Among other things, she spoke about the need for industry to think about its contribution to the theme of the forum but stressed it was also an issue for everyone; children, parents and professionals. All these stakeholders are every year invited to the SIF to encourage the input and sharing of information and ideas between these groups.

Video presentation – “The voice of youth”

During the two days prior to the SIF, 30 young people worked together to establish their key concerns when it came to being online, where they thought policy could positively influence the creation of a better internet, encouraging creativity and critical skills and where industry, parents, teachers and others could best work alongside young people.

These two days of activities were recorded and edited down to six minutes of film, to share with the SIF participants to aid their discussion. As this was shown at the start of the two days of the SIF, it was key in ensuring that other stakeholders present understood key concerns established by the young people in the activities they had been doing over the prior two days.

The video included opinions of young people from the UK, Italy, Bulgaria, Slovakia, Ireland, Denmark, Greece and the Czech Republic. The opinions focused on:

- age restrictions on content;
- rights to free expression on the internet;
- use of blogs;
- the need for classes on the use of the internet in schools;
- and that reports or complaints by children about material on the internet were sometimes not taken seriously or removed.

SESSION 1

Parents in conversation following a showing of “The voice of youth” video

Karl Hopwood, Insafe, invited four parents of youth panellists from Cyprus, Poland, Hungary and the Netherlands to the stage to discuss their immediate thoughts after watching the video that showed the key concerns of young people today.

The panellists stressed the following key points:

- that parents have prime responsibility for encouraging children to enjoy the internet and stay away from harmful elements;
- that parents talk to children and use the language of their children;
- that youth is not a single group, i.e there are different age groups, there are boys and girls, they are all individuals and develop differently, understand in different ways;
- that it was important for parents to look at the different things that the internet can offer;
- that most important when it came to parental controls was the need to establish relationships of trust and the need to keep lines of communication and support open between children and parents.

The discussion was then opened up to the floor asking: How can we build bonds of trust between parents and children?

Participants were eager to respond and answers included the following:

- a Spanish teacher responded that the key was to set boundaries and limits;
- a youth panellist from Romania added that it was important to build trust and that parents shouldn't shout at children because they are very sensitive and the next time the child might be inclined to go online in secret if they were shouted at;
- a participant from the UK noted that only two in 15 parents know what their children are doing online (EU Kids);
- an adult from Ireland stressed that parents must allow children to get things wrong.

Communication is key

Responses from adults and children indicated that children fear that their technology will be taken away from them. Parents should be tolerant and talk to their children on this issue discussing boundaries, the positives and the negatives, and why a balance must be struck. It was apparent that participants agreed that parents should explain and have a conversation about why something is not good to look at or why a person is not good to meet.

SESSION 2

What services for A Better Internet?

Heeding the voice of young people and their carers

Janice Richardson, Insafe, chaired this session which enabled us to hear from young people on what services *they* felt were needed for a better internet for the future.

Janice Richardson explained that the session would focus on three questions:

1. What is a better internet?
2. Who should make the internet more exciting and what about non-English internet?
3. How can industry help?

First question: What is a better internet?

Children are increasingly alone with their devices 24/7 so a focus of peer mentoring and raising resilience and empowerment is key for them to succeed in their world

Greg Gebhart from the Australian Communications and Media Authority talked about cybersafety in Australia and the trends he has noticed as an expert and trainer:

- There is a growth in two and three year-olds becoming users of touch-screen technologies;
- There is a growth in apps with children bringing mobile devices and tablets to school so how long they are using the devices at any one time, and for what they are using them to access is getting more difficult to control;
- It is increasingly important to think about children themselves becoming trainers in internet safety because it is "their world;"
- The importance of empowerment of young people to make decisions is growing so they need to be resilient, think critically, be responsible, act as leaders, deliver safety lessons and take part in defining school policy;
- We need to think about children without parents, using this as a way to increase support and community values where they might have been lost along the way.

Let's ensure that all our young children receive appropriate guidance when online

If 88% of participants think that we need to worry about young people online then we need to think about the best means possible to ensure that they are not online 24/7, on their own, without guidance. Greg also pointed out the incredible growth he has seen in very young children using mobile devices, when this increase of use in younger users becomes even more crucial.

Embed internet safety in the national curriculum please

Greg added that a better internet would partly come as a result of internet safety becoming part of any national curriculum.

Is the internet we're creating too safe and unexciting?! A new way of looking at our children's online use... what kind of people DO we want them to meet online? Let the children lead the way!

Sonia Livingstone, Professor at the London School of Economics and Leader of EU Kids Online, carries out research in 33 countries across Europe. Her opinion on the

question of a better internet was that she thinks we've become too safe online. She stressed that children's internet use had become too narrow so children were not that impressed with what was on offer now on the internet. She added that children need to experience and learn for themselves, building resilience. She suggests we ask, who DO we want children to meet online in terms of things like gaming and facebook, not who DON'T we want our children to meet, and that we risk closing down this space and its potential if we aren't careful. Sonia questioned therefore, agreeing with Greg's previous comment, whether we needed to make children come forward to lead internet safety.

Freedom to innovate to be cheered, let's encourage user-generated content

Kristian Lund from Denmark's Cyberhus argued that a better internet would have less censorship, more freedom and more plurality. He talked about the need for more user-generated-content from young people and applauded any innovative means of creating content that used young peoples' imagination. He talked about the way in which this should only be encouraged and supported, not stunted by boundaries. He cited household names Twitter and Facebook as examples of digital innovation originally initiated by creative children. He points out that the internet is simply a language, a new way of establishing relationships, learning, growing, communication in its broadest sense, for digital natives, and a language that provides huge opportunity.

Understand what's important to the children, and why – the trust will then come

In terms of what parents should focus on, Lund suggested that they try to understand what the young people are sharing online and why, e.g. why they find certain photos interesting. He argues that children don't need parental CONTROLS but rather parental GUIDANCE and the instilling of values. For a parent, carer or any adult to understand what the children are doing and why, we need to talk to them, work and play with them, understand what kind of messages are important to them, and using that information build up the most important element of the relationship: trust. If trust is present, being creative in a safe space will happen naturally.

The earlier the better

Kristian also suggests that breaking rules is a discussion that we need to have with our children at a much earlier age than 13, the legal age for having a Facebook account. At 13 the teenager is already there, with all the challenges and concerns that come for the teenager themselves and their parents at this delicate time in life. Hence Kristian suggests these discussions should be encouraged much earlier, especially regarding an internet safety discussion. To enable these conversations and a certain openness, he asks that we, as adults, start using and testing tools ourselves, so that we are not on the sidelines when talking to our children, but actually talking from a knowledgeable stand point.

Second question: Who should make the internet more exciting and what about non-English internet?

Children will grow and create if parents can adapt

Kristian explored the idea of the internet as the creation of those who use it – he explained that the Facebook status idea originally came from children constantly

changing their identity as a status update. Thus we should keep the internet open for children and young people to create themselves and their own content, as a way to express and augment their creativity. Parents and teachers are well advised to try to understand the creativity involved here, its impact on the child, and the child's own perceived impact on what they do and say online. Using this insight and understanding, adults should then instil their own values and advice.

Build spaces where children can follow their interests

Sonia discussed the way in which children use YouTube as a way of acquiring knowledge. She used the example, "How to flip on your skateboard," sharing that YouTube doesn't show what other sites offer on the same subject, but they are numerous. Places where children can continue learning more and get involved include gaming and fan sites, the kind of sites parents and carers might discourage. As children love to build up expertise and be recognised by peers we see the importance of sharing and why it is so important. If sites only let the user remain passive, they will hold back future innovators, by being too casual and not taking the children forward properly, to reach their potential. Back to her earlier point, Sonia reinforces the view that we need to use the internet to let the children broaden their opportunities and horizons, whether it be for play or something more academic, and this can be done in fact by letting them explore online, providing an opportunity to build resilience and critical thinking, with often needed guidance.

Training is needed for parents and carers – if children provide training there's an opportunity for better connection between parents/carers and their children

Greg said that in Australia iPads had been given to children in school but no training was given to parents about its use so they could not be involved. While it could be a device that brings generations together, with just a little parental training, it might end up being divisive as children advance rapidly when it comes to technology. Sonia suggested that children teach their own parents how to use an iPad, something that would also positively transform the relationship, providing a better 'connection' with the opportunity to be together and learn together on the same platform.

Third question: How can industry help?

The headline needs to be, 'Industry puts parents first with better designed new tech!'

In response to this question Sonia asked why is it that the plethora of technology that has entered our homes is so difficult for parents to use? She suggests that there is something wrong with design and that it can and needs to be improved. Following on from some of Commissioner Kroes' opening words, this is one area where industry and its designers/engineers, programmers, need to take note to support the creation of a better internet for young people and their families.

More comprehensible terms and conditions and prioritise national language content

Greg's recommendation to industry was that they simplify their terms and conditions. He argued that they were often too complicated, especially for the non-anglophone community as most of these are only in English. As such a recommendation to industry would be that any country's national language content was on an equal footing to the English language content.

Better guidelines for improved user experience or Facebook for younger users only?

Following up on Greg's point here and his own earlier point that addressed encouraging early discussions between young people and their parents/carers/teachers, Kristian pointed out that children as young as eight were on Facebook. Children of eight are unlikely to read terms and conditions, let alone understand what the implications of them might be – they just know they need to tick the box. Kristian suggested too that there was a case for children to be allowed on Facebook before the current age limit of 13, because they were on there anyway and it would be better practice for all concerned if this was recognised officially, or perhaps another site aimed at younger users only should be created.

Literacy AND digital literacy need attention in the 21st century

Janice also explored the panellists' thoughts on what 'digital literacy' means for the 21st century. From an educative and academic stand point Sonia advocated that sadly our concept of literacy has failed. She highlighted that in the UK 10% of people don't read and that others don't have access to books. Digital literacy is an even bigger challenge because the technology is still in its infancy and has really only been with us a few years.

Greg proposed that digital literacy was not a technological issue but a problem of behaviour and how we treat and deal with behavioural issues in our societies today.

Kristian implied too that it is necessary to distinguish between technical skills and competencies we considered necessary for life before we lived in a digital age. As an example he pointed out that parents still have a concept of privacy – this has evolved somewhat today due to technology advances but privacy was a basic competency that parents and children needed to understand before technology, as we now know it, was in existence.

Sonia closed this part of the session with an analogy with road safety: children are not trying to cross the road here - in internet safety they are *IN* the car.

Voting question 2

From what age is it suitable for a child to use the internet without parental supervision?

Results were as follows:

5 years old – 11%

6 – 0%

7 – 2%

8 – 0%

9 – 4%

10 – 11%

11 – 17%

12 – 20%

13yrs old – 35%



Is more focus needed on the differences between each teenage year? Are we assuming too much similarity between 13 and 14 year olds and 14 and 15 year olds?

One of the reasons that we had the voting was to enable real-time responses to the results and on hearing the percentages here Janice suggested that maybe we should have included older ages in the question to have gleaned a better idea of differentiation in teenagers, and not focused so much on the younger children.

Children are all different, listen to them as individuals

There was also an observation from the floor, that we must remember that it depends on the type of child, who they are, what kind of background and personality they have and their level of maturity, not just their age.

Positivity plea

Greg's final point was a plea to all to focus on the positive of digital technologies, in the knowledge that there are challenges of which we are all aware and trying to overcome. He advocated that we use those obstacles to help guide a path to a safer internet today, for tomorrow and beyond.

SESSIONS 3&4

World Café discussions

*Blue sky thinking for the future of Safer Internet:
expectations, resources and end goals*

Led by Karl Hopwood, Insafe, in the Grand Hall
and Fred Langford, INHOPE, in Hall 400

There were two very lively parallel sessions discussing the same three questions around tables of eight, with a table leader staying at the table while the rest of the participants moved round every 15 minutes to discuss a different question with a new group of people. To encourage interactivity between the tables at the start and to see participants' perception of children's online activity the third voting question was posed at the start of the world café session.

Voting question 3

In the EU Kids Online survey of 9-16 year olds, which percentage of EU children who use the internet reported being bothered during the past 12 months by meeting face-to-face with people they first met on the internet?

Results were as follows:

0-5% - 45%

5-20% - 55%

20-35% - 0%

The correct answer is 1%

So many excellent ideas and contributions were discussed it's difficult to pen it all but here-below is just a précis of the most popular and important points made throughout the two sessions:

1. What online issues are not currently being given sufficient attention in your view?
 - There is an inconsistency in content rating which needs to be eliminated with a new system based on categories not age;
 - Information Sharing;
 - A more positive message regarding the internet needs to be pushed;
 - Generational gap between policy makers and children;
 - Help and guidance for adults who misuse Internet;
 - New technology privacy settings;
 - Cyberbullying: a more holistic approach is needed and one that pays more attention to the perpetrators as well;
 - Data safety;
 - Data privacy;
 - Online reputation;
 - Thinking ahead;
 - Generation issues.

2. What is a better internet for you?

- The focus should be on parents and children learning eSafety together – use it as a platform to connect;
- More effort should be made to integrate the eSafety messages into games with points to be won;
- Story books could be used to embed eSafety messages;
- A safer, cheaper internet;
- Better quality of content;
- Not too Americanised;
- No censorship;
- An Internet where reporting would be easier and effective;
- Better quality content;
- Faster and cheaper with better accessibility (to a wider population).

3. How can online safety be promoted in a way that appeals to younger users to establish appropriate behaviour at an early age rather than later or when habits have been formed?

- There should be better ways for parents to control content - with television, the broadcasting channels used to do this themselves, but now we need some form of source filtering;
- We need a way to turn off prompts like those in facebook when a new message is posted so that children are not distracted from homework;
- Society responsibility (good parenting);
- Media influence: campaigning using music celebrities, for example;
- Language terminology: dialogue between parents and children without using the term 'parental control;'
- Easier-to-use technology;
- Peer learning - older children teaching younger children.

SESSION 5

Strand A. High quality online content for children and young people Creativity & critical thinking – the essential pillars?

A multi-perspective debate on the wide-ranging learning, creative and entrepreneurial opportunities online technology offers.

Simon Grehan, NCTE (Irish Awareness Centre) made it clear from the outset that the intention of this session was to focus on *opportunities* created by the digital technologies we see all around us. He reminded the audience of a comment made in the morning by Sonia Livingstone, that the role of all stakeholders should be to “create enticing paths” for young people and other users.

Simon started the session with a voting question and then went on to discuss the result of his poll and to engage his panellists.

Voting question 4

Children are expert users of digital technology. Do you agree?

Results were as follows:

Agree – 35%

Disagree – 65%

Encourage teachers to look outside the traditional learning methods to embrace new ways of learning - trust them to reach out, learn and share

Ollie Bray is Vice Principal of a Scottish High School, and is with the Highland Council working in the area of eSafety working on bringing social media and digital learning and opportunity into the classroom in the best ways possible. He stressed the importance of teachers being in contact with each other across Europe so that they felt empowered by the experience of others and took more risks themselves. He also said that governments and head teachers must trust their teachers and give them “permission” to try new things.

Creativity comes in many forms and includes letting children experiment, explore, enquire, take risks, make mistakes and discover

Ewan McIntosh, CEO of Notosh, a global creativity and learning consultancy firm solves problems with ingenious solutions suggested that we explore the interpretation of creativity. He proposed that creativity is not about a final product but the process of creating advocating the need for young people to create more. Ewan implied that there were lessons from young start-up companies to be learnt as more 18-25 year olds try to create the next Facebook. He suggested that young people are great at creating networks of people and contacts yet, as touched on by Sonia earlier in the day, he said that this is precisely what we as adults discourage young people from doing. Creativity and provocation are linked.

Peer-to-peer learning to teach internet safety, coding, programming and much more is efficient, economical, and beneficial in many ways to both the ‘teachers’ and ‘learners’

Emma Mulqueeny was the third panellist in this session. She founded Rewired State, a UK-based not-for-profit organisation that encourages and lobbies for more

kids to be taught how to code or programme computers. In 2009 she worked on the UK government's digital engagement strategy and a crucial part of the work she does is enabling and advocating the value of peer-to-peer learning, also known as peer mentoring, as a way of teaching. She asked what participants thought it meant to be a digital citizen today, and responded herself that we must teach our young people how to engage with people online in a safe way.

Educational games need to be produced by teachers AND gaming geeks (industry) for maximum impact, and they don't need to fit into traditional subjects to succeed

Ollie said that educational games were bad quality. He suggested that they were boring because they had been developed by people who know nothing about gaming, or they were not educational because they had been developed by gaming specialists with no knowledge of how to teach.

Emma agreed, pointing out that there was no need to retrofit traditional school subjects into games. She implied instead that educators, the games industry and other stakeholders needed to think about using problem-solving games, which were not 'educational' in the traditional sense, but would indeed educate.

Simon, the session's Chair, asked the participants in the room if we were wasting money by developing educational games, pointing out provocatively that school pupils did fine in the past without them.

One response from the floor was that in the past we had libraries where pupils could go to find the answer whereas now we need to train pupils to sort through the endless sea of information available online on any given topic.

Real learning takes place without teachers knowing the right answers – where there is no right answer

In response Ewan suggested that teachers continue their traditional role and that we should all ensure that we use school to deal with "unGoogleable" discussions, debates, learning and how people interact, react and respond to one another. He said that school should deal with higher-level questions, issues, concerns that Google can't answer.

Social media use and digital learning should be encouraged but schools should also enable pupils to network with experts more bringing the importance of subjects to life

In response to the comment from the floor, Ollie suggested that the way to deal with information overload was to encourage young people to network with experts in the field of any given subject. Again picking up on Sonia's and Ewan's earlier points, Ollie highlighted that we currently discourage this exploration aspect, this discovery angle that brings the subject alive and makes it more interesting for children. On the subject of sifting through the mass of information, he pointed out too that quality content for one person was not the same as another person's perception of quality content, and that what is quality today is not necessarily quality tomorrow.

In line with the discussion of the moment, the floor was asked to vote on another question related to a more traditional education.

Voting question 5

Teachers across Europe have been doing an excellent job, teaching subjects like science and maths without multimedia content. There is no need to waste money making content more entertaining for students. Books work fine. Do you agree?

The results were as follows:

Agree – 14%

Disagree – 86%

Creating through coding empowers children and builds confidence

In response to this question, Emma talked about why she sees the need for ‘more than books.’ She shared how Rewired State holds “Hack Days”. Data from government or other sources in the form of spreadsheets are made available to participating students. They are then given a question, or come up with their own question, to solve using the data. The students use open coding to build a game, app or website to solve the question, which is truly empowering as it shows them that they can create something themselves, but also that they can make something that has commercial value. She gave the example of a 14 year old and two 15 year olds who developed an algorithm to work out which words were most commonly used in successful submissions to the US Supreme Court. This was later taken-up by television companies wanting to analyse different programme genres.

Real need to integrate technology into all subjects from the early years

Ollie endorsed the work of Rewired State and said that computer game design is included in school teaching in Scotland from the age of five. However he thought that there was still a need to free up spare time in the school timetable for this kind of learning and teaching and a real need to integrate technology into all subjects.

Simon tried to dig deeper into the issue of how we encourage this kind of learning that isn’t classed as ‘traditional’ but is necessary for the future success of young people today, so he the asked the panel, where do innovators learn their skills?

Productivity is killed by teachers’ time schedule

Ewan responded that, in his experience, most of them learn entrepreneurial skills outside school. He proposed that one reason is because schools have short teaching sessions that begin and end with the school bell, while real innovators or entrepreneurs spend days on a problem, becoming really involved. Schools and lessons do not function in this way. He suggested that schools free up time in the lesson timetable because the lesson plan status quo stops the flow of thinking, should a child want to get more involved in a particular subject. He stated that, “Innovation skills have more to do with brains than bits and bytes.”

In response to Ewan’s suggestions Simon asked how teachers could do all this.

Teachers have got to keep learning, grow their own minds, and increase their skillset, in their own time and in government-given time

Ewan responded, sharing that he was also a teacher and that he thought that the key was for the teacher to keep learning. He pointed out that most of this kind of learning would likely need to be in his or her own time but that governments should also free up some more time as well.

Content should be seen as a collaboration, a methodology, a process

Ollie suggested that there was an opportunity here to use digital content, social media and social networking to help teachers to learn from each other.

A comment from a youth panellist addressed a prevalent problem across European countries, that at his school there was almost no technology. He added that some teachers knew little about its use and that he had taught himself from computer software that he found on the Web and downloaded.

“Trying and failing is vital to developing entrepreneurs”

This was followed by a comment from an adult on the floor, which was addressing Ewan’s points regarding the need for additional time in school timetables to enable innovation skills to develop. The comment focused on the lack of teaching in schools around abstract thinking and critical thinking. The participant stated that, and again this continued ideas put forward earlier in the day by Sonia and Ewan, “trying and failing is vital to developing entrepreneurs.”

Teachers need to read their national curriculum!

Importantly Ewan shared that sometimes curricular did in fact allow more flexibility than teachers thought, but this was often not realised because they had not actually read the curriculum.

Teachers are short of ideas – that is where we need to look for new models

Ewan also said that although government should give teachers more time to learn, short blocks of time are more effective for them, 15-30 minutes, rather than long conferences. He suggested that often a one-to-one chat over coffee or a beer with a fellow teacher or someone else could create many ideas. He suggested that another way to generate new thinking and ideas was by reading a chapter of a book on project learning or following a Twitter conversation or asking for help from other teachers on Twitter or another social media channel.

SESSION 6
Strand B. Building resilience –
Role of content classification & parental control tools -
Coping strategies: how can content classification and parental controls
contribute?

A user and technical perspective of the tools and processes involved and the challenges encountered.

Chair John Carr, eNACSO, opened with a question challenging the idea that adults, digital immigrants, understand online behaviour well enough to help our children:

Voting question 6

67% agreed that digital immigrants understand online behaviour well enough to help their children.

John asked for the discussion to focus on building resilience in young people while also encouraging a debate amongst stakeholders on the practical role of parental controls and content classification. We looked at how the contribution of this kind of filtering, to create a better internet, could continue to develop as stakeholders work out the best next steps that need to be taken to ensure users continue to benefit from control tools at the same time as building resilience, never forgetting the essential element of parental, carer, teacher and peer input.

CEO Coalition activity

To open, John briefed the audience on five measures that Commissioner Kroes set for what has now become known as the CEO coalition to make the internet a better place for kids.¹

Is this the time to try to develop a consensus on filtering? Building out from a discussion at national level to an international level. Academia and industry could join hands to make it possible.

John pointed out that nobody has ever gone into people's homes to look at what is actually happening with filtering tools and products. We know what people say they do, but not what they actually do because no one has ever measured it. We do not know whether people are using the product(s) they have bought, and/or if they are actually working properly.

Martin Drechsler, FSM, Germany, spoke first focusing on five points. These included:

¹ The Coalition, launched on 01 December 2011, is a cooperative voluntary intervention designed to respond to emerging challenges arising from the diverse ways in which young Europeans go online. Companies signatories to the Coalition committed to take positive action throughout 2012 in 5 areas: simple tools for users to report harmful content and contact, age-appropriate privacy settings, wider use of content classification, wider availability and use of parental controls, effective take down of child abuse material.

1. Parental control and how good parenting can actually be a contradiction in terms. On one hand, parental control limits the use of the Internet and the information, while on the other hand it protects children;
2. FSM's own tool, which enables people to find the correct age-rating themselves, is an effective tool which takes into consideration a general age rating;
3. Free speech in terms of how we think about age-classification for user generated content as we move forward;
4. The necessity to have a proper site policy and level of security, thus finding the correct age rating for social platforms.
5. Getting help from users, the way sites like YouTube do, should be encouraged.

Do we need classification for apps now too?

Jürgen Bänsch, PEGI asked why we needed to have the multi-stakeholder format. He suggested that PEGI is credible as it involves the academic community and civil society. While 60% of apps are 'over 18' offline games, they are rated lower as they are just wallpaper. However he suggested that, in time, apps could create the same concern as we have had with games.

Call for balance depending on the 'risk' to the young people, which is in turn dependent on many factors including age and the individual child.

Ann-Katrin Agebäck, Swedish Media Council, implied that before the internet it was easy to deal with film censorship and classifying age. She suggested that nowadays the challenge is much bigger, as we talk about the best ways to filter internet content. She stressed that there is a balance between the technical and pedagogical approach and that filters should not replace parenting guidance.

Ann-Katrin suggested that any child could see anything at any time because they are consumers and producers, so she questioned how effective the current technical solutions were. She advocated that we need to think about what we are protecting young people from, whether it is paedophiles, violence, or inappropriate content, or conduct, contact and content. A balance between a technical and an educational solution was needed, depending on the 'risk' being addressed.

John proposed that adults rethink the way that they talk about 'children and young people' as if they are all the same. The reality is we find many different levels of ability, sophistication, vulnerability, maturity, knowledge and skills among children and young people who are the same age. He said the term "parental control" was also sometimes a difficult idea. We should be talking more in terms of family support, rather than the narrower concept of control.

Trust and resilience are key

John opened discussion up to the young people present, asking their opinions on content control? Answers included the following:

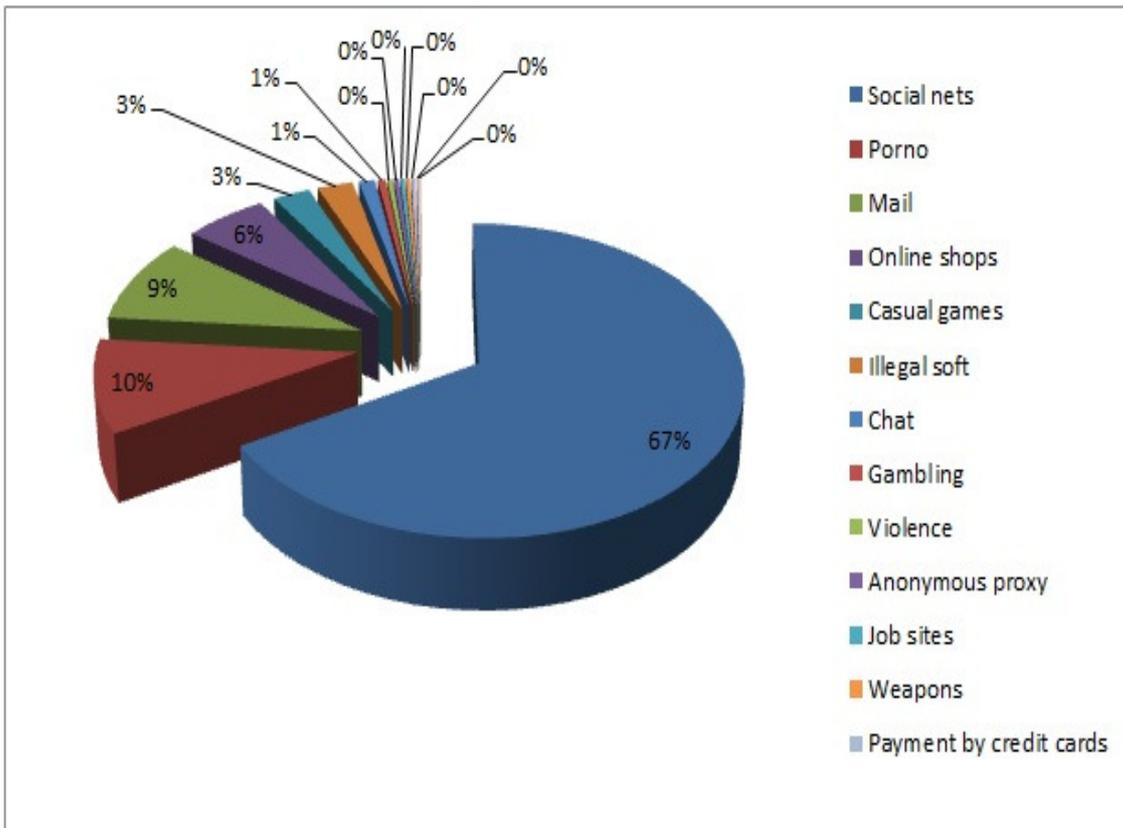
- Parents must trust their children;
- Adults are 'too crazy' about internet security – they should give young people more credibility as they know the dangers;

- Adults should organise for children and young people to teach their peers and adults, such as teachers, about the risks because they are the best people;
- Regulation is the easy option for adults but you need to have the trust otherwise there's no point;
- Exploring online and offline is a part of growing up – “you can't shove everything that is wrong to the side – you have to face it too;”
- Some content is completely inappropriate and the idea that it could be shown to a child is not okay – but parents can't be there 24/7, 'so help us manage that potential situation and build our resilience.'

What are young people trying to access that parents don't want them to view?

Vitaly Kamluk, Chief Malware Expert, Russian Global Research & Analysis Team at Kaspersky shared that the company had access to all the information from computers using Kaspersky software, usually on home computers. He shared that 665 million events had been blocked in the last month due to content that parents didn't want their children viewing or spending time on, which was mostly social networking sites. Other blocked websites included porn, social tools, illegal software, gambling, violence, weapons, anonymous proxy services, explicit language, online stores and drug-selling sites. We found out from Vitaly's statistics that children tended to be on the internet from 2 pm to 6:30 pm (after school).

The pie chart below shows worldwide statistic counts for all blocks in Parental Control regardless of the activated categories (by parents). It counts all 14 categories of web sites for the last month



Social engineering sites are a threat

In addition, other blocked sites were those that tried to access ‘social engineering’ sites, where the user is tricked into visiting a website or clicking on a link to open an attachment, that they should not. Vitaly stressed that this was a great threat for children and young people and their families, especially as young people are particularly curious. Although many are resilient, they can still be caught off guard when these type of situations happen.

SESSION 7

Strand A. Stimulating positive online experience and behaviour

Practically speaking – fostering take-up of high quality content and examining impact

Peter Behrens, Safer Internet Centre, Germany, chaired this session and explained that it would be split into three areas of focus:

1. Content
2. Structure
3. Policy

Part 1: Content

To open up discussion on the first focus, the audience was asked to vote on what age they thought that special content for children was needed until, with reference to the internet. The results were as follows:

Voting question 7	
Up to what age do we need special content on the internet?	
Up to 10	29%
Up to 14	33%
Up to 16	19%
Up to 18	19%

Adults and children disagree on the age at which special content is no longer needed, but not in the way you would imagine!

It was suggested and agreed by panellists that there needed to be some context around the definition of the word *special*. Adults in the room agreed that the age of 12 was probably the time when things would change and “special” content might not be needed, at least not to such a great extent. However the young people present suggested that 16 years old was the age that they would recommend that special content was no longer necessary.

Filip Rozanek, Czech Radio, explained that as a public service broadcaster, he had to produce quality content and there could be no deviation from this approach while Pascale Thumerelle, Vivendi discussed how Vivendi defines *special* content as it develops its strategy around sustainable development and protecting and empowering young people. Pascale shared a website which was launched in order to reach out to young people, www.cultureswithvivendi.com, “a journey through cultural diversity.” Vivendi’s aim in creating this website was to create special and excellent content that encourages intercultural dialogue for young people.

Culture and creative industries are increasingly where young people can make their mark, and this opportunity can be harnessed using digital engagement and activity

Pascale pointed out that there are currently more people employed in the culture and creative industries in the EU than in the car industry and consequently children and young people needed to be open to other cultures if they want to develop themselves and their opportunities to the greatest extent possible.

Governments to play their part too in encouraging more choice and quality content

Felix Barckhausen, German Federal Ministry for Family, considered how governments must play their part and should promote positive content and encourage its creation. He explained that Germany has a funding programme that promotes quality and positive online content for children. He shared though that a key question (and challenge) was how to organise access to this content. In Germany there are currently child-specific search engines that point children to such content. Children are also encouraged to create their own content using sites such as www.meine-startseite.de but nevertheless Felix concluded this first part of the session stating that governments and other stakeholders really do need to work out the best way to provide more choice and better quality content to children, young people and their parents.

Filtering is only a product of moral outrage and panic reactions - it can easily fail

Conor Galvin, School of Education & Lifelong Learning, challenged some of the moral outrage/panic which we see in relation to new media. He pointed out that there was a lot of unnecessary control brought about by panic reactions. A lot of what we see in filtering is simply being done so that we/industry/content creators/industry as a whole and other stakeholders, can say that we are doing a good job.

It's not the content, but what people do with it that counts

Conor explored the idea that essentially content was actually about 'doing' things. He cited www.etwinning.net as an example of a site that provides a platform where teachers are able to be creative and take risks. He commented that the content does not need to be fantastic, but good enough to get people thinking and encourage dialogue, debate and contribution. Conor conceded that at a younger age we clearly needed to ensure that users were going online with a responsible adult, peer or older sibling to guide, encourage and supervise, ultimately teaching the child to create, explore, what is acceptable behaviour and what is not, ultimately building that child's resilience. He suggested that adults needed to model how to find and create good content and that young people would then follow this example.

Part 2 - Structure

Peter suggested the panel explore sustainability, because there need to be structures in place, which would allow for good quality content even if this was not financed. Similarly, he said, standards were needed for websites that addressed children and young people.

Voting question 8

Who should finance this content addressed at children?

Results were as follows:

Government – 7%

Public bodies – 36%

Companies – 50%

Private initiatives – 7%

Users – 0%

Lack of trust in industry/companies due to advertising for revenue

Filip's view was that public service organisations bring quality, as far as content was concerned. He pointed out that we must be clear that children are not just another source of income, and thus implied that companies should not be involved.

Pascale, as a representative of industry reminded us that industry did have an important role here to signal inappropriate content so that very young children were not exposed to harmful content. She suggested that industry self-regulate because legislation is usually slower than new technological developments.

Despite the voting question results, most of the comments from the floor favoured governments and implied suspicion of companies because of their tendency to use advertising to recoup revenue for their programmes.

Call for cross-border standards for age-appropriate content

Felix agreed that companies needed to be enabled to produce their own content for children but without advertising. He suggested that there was a need for cross border standards for advertising on websites directed at children.

Conor investigated the idea of the primary responsibility of classifying content should rest with the industry that has created it, resulting in age-appropriate content in a safe environment. He said that to make this work we needed cross-border standards for what is appropriate for young children and all the necessary definitions that must go with such standards.

Content needs to be in local languages if it is to be meaningful to younger users

An important point on content produced, whether industry or others, was raised from a member of the audience, noting that content needs to be in local languages if it is to be meaningful to younger users.

Society can help but responsibility lies with the parents

Another audience member pointed out that there was indeed a need to foster dialogue between children and parents, which could be helped along by age-appropriate content in a local language, which would in turn be educating for a better internet in the long-term. While it is a parental responsibility more than a societal one, it's up to society to provide the right conditions. As such the main goal should be universal access; the EU and national agendas should encourage use of online technologies.

"Creativity is contagious, pass it on" - Albert Einstein

Conor also pointed out that many centuries ago caravan routes such as the Silk Road were built by states, merchants, business people and citizens; while they were for the trading of goods, they were also for the trading of ideas. The same exists with how ideas travel and are shared today – "the good stuff needs to be shared and passed around if it is going to survive."

And the Oscar goes to...

Conor noted that governments cannot come up with the solutions alone and that everyone had to be involved, including young people. He said that increasingly children and young people would tag content and pass this on to others. In response one of the youth panellists present advocated that young people needed to be motivated in order to do well, and agreed that maybe a reward was needed but that there needs to be a desire from young people too. The young person cited a project by the Massachusetts Institute of Technology which was teaching young people to code and where participants were rewarded with badges. It was agreed that although this was a small recognition of what young people are doing, it was valued. Conor added that for this, children also needed motivation, just like adults, “Oscars” to reward efforts.

Part 3 - Policy

Peter asked the following question and, interestingly young people see intercultural dialogue as the most important political priority.

Voting question 9

What would be your priority on political issues?

The answers were as follows:

Economy – 33%

Ecology – 6%

Child and family welfare policy – 50%

Intercultural dialogue – 11%

Policy makers need to connect with what is happening

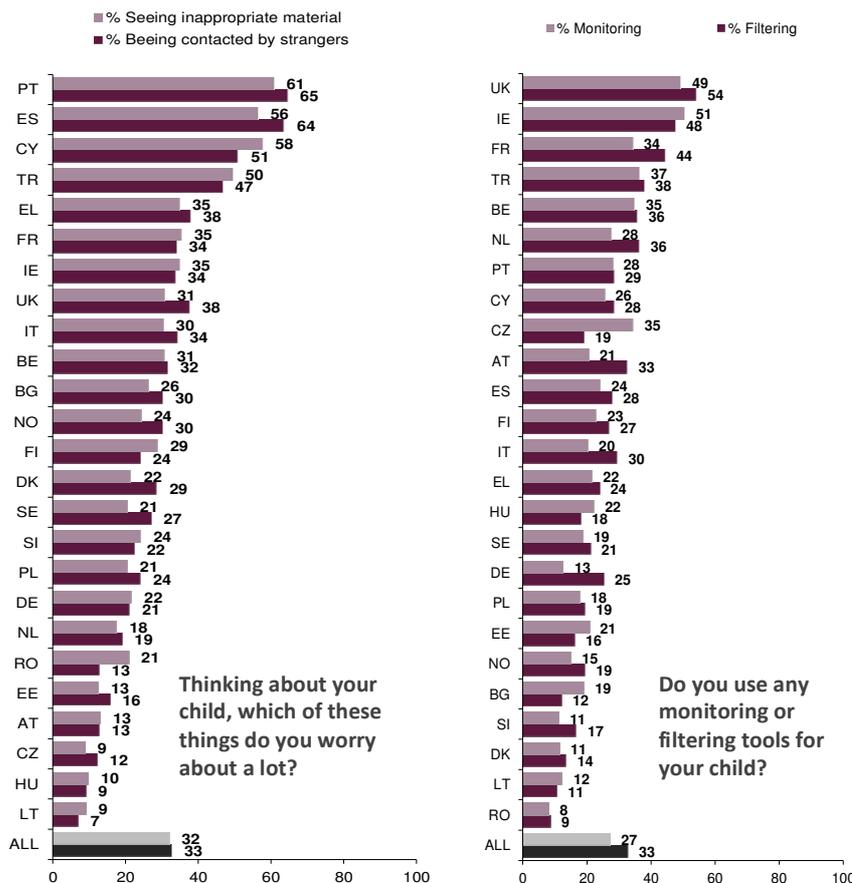
Conor commented that policy makers needed to acknowledge that online content and experience needed to be rich, deep and meaningful, a place where we can learn and challenge each other, a joyful and useful place where young people can spend some of their time.

In accordance with this Pascale agreed that young people should be more involved in the development of policy by government and companies because everyone has a role here.

SESSION 8

Strand B. Content classification and parental control tools in action *State-of-the-art and effectiveness for users; a closer look at roll-out of such tools and the concept of active choice.*

Chair Sonia Livingstone, Professor at the London School of Economics and Leader of EU Kids Online research project, opened up by sharing recent statistics that showed that parental concerns are fairly high, but that their use of filters depends on their internet expertise. The slide she talked through is below:



She pointed out that parental concern regarding internet safety and the use of tools varies in Europe citing that Portugal and Spain are much more concerned than in Lithuania and Hungary for example.

She also shared that one in three European parents worried about children’s exposure to inappropriate content. She advocated that within this context parental controls should:

- Address problematic content such as pro-anorexia and hate sites;
- Prevent intrusive or accidental exposure to inappropriate content;
- Be developed based on parent/child cooperation and not as a form of surveillance;
- Promote consistent and easy-to-understand age and content rating.

Listen to the future

When she then went on to ask the young people their views on what they thought should be the main tools used to control their use of Internet they responded with the following:

- Content they would like to be blocked was mostly sex related pop-ups, inappropriate content and data protection;
- Parents should have a say/decision but less filtration;
- Parents should communicate with their children and show trust;
- Children often find ways to get around filters at school or home so they need to understand the importance of them being there, that they are not punitive but to protect them.

Communicate with your children to know their needs and then match them with the right parental control for them and the family using www.sipbench.eu

Jutta Croll, who leads the ongoing SIP Bench research project, suggested that it was important to make sure that parental controls were effective, which is what the SIP Bench website aims to do for parents. She states that parental controls do matter but that there is not one perfect solution because all children are different at the same ages and at different ages, thus dialogue between parents and children is key.

Dear Parental control makers, Please keep it simple. Yours sincerely, Any parent

Jutta pointed out that the configuration process to set-up parental controls could be complicated, especially for less tech-savvy parents, and thus provide the first obstacle for many parents, possibly discouraging them from completing the task of installing! She advocated that greater effectiveness would be achieved if it were possible to customise control tools, making a plea to the makers of the tools on behalf of parents and families.

Sonia went on to discuss how the tools speak to us as consumers, talking about how they could be more user-friendly in a broader rounder sense, reminding parents to have relevant discussions with their children, keeping the lines of communication open to lead to better relationships and more trust. She suggested that when a website was blocked it showed the user a clear message that promoted a dialogue between parents and children. This way, if parents hadn't thought about the importance of communication for a safer and richer internet experience previously, they would hopefully be provoked into thinking about it after the message appeared.

Sonia went on to ask the young people in the room if they would prefer to be empowered or to be controlled and they responded that they did not like the word controlled and reinforced the idea that their parents should trust them. However, some young people that spoke recognised the need for parents to know what their children were doing and who they were talking to online. Parents in the room also reinforced the idea that parental control was not about the children's access to content, rather restricting others from contacting their children, which is linked to the

children having an understanding about internet safety, their digital footprint and how searchable we all are nowadays.

Parental control needed: parents are responsible

Ketill Berg Magnússon, Heimli og skoli from the Icelandic Parents' Association, put forward the view that schools must give clear internet guidelines to help pupils comprehend the importance of safety and citizenship while online. He advocated that parental control was also needed because parents are responsible for the actions of their children. Parents, he proposed, should also have knowledge so that the children learnt from school and home.

Parenting children is hard... parenting children + internet = 21st century parenting, which is a huge learning curve for children and parents alike

Diego Saez-Trumper, a Hackathon winner with his team "Bodoques," talked about parents today as the first generation of parents that had to manage with children and the internet. He suggested that it is more important for parents to spend their time with their children, educating them and teaching them about values and life rather than filtering. He suggested that he took this stance because there was no (proven) Internet for kids², because there was just 'internet.' The challenge is to find tools that teach them about key concepts of today's digital world, such as privacy, censorship, ubiquity, education, and self-control.

Use the users

Claire Rush, with YouTube, proposed community guidelines as a way of self-management, which is the way that her company manages its mammoth volume of videos and imagery. She talked about the way in which YouTube has a specific attention to privacy violation and inappropriate content and thus the possibility to flag content to have it viewed by staff and a complaint acted on immediately.

She shared information about YouTube's channel for schools, YouTube EDU that is aimed at children and is filled with educational content.

Bob W. Smagge, LG Electronics, proposed that an interactive tool where communication between parents and children was boosted was what was needed most as this would ensure:

- that children were better safeguarded through use of the tool and their open communication with adults;
- raise awareness among parents and children;
- ensure that parents and families could work alongside formal educational institutions to ensure the richest and safest online experience for children growing-up today;
- that resilience in young people was increased due to closer communication with parents as they interacted and learnt more about being online together.

² There have been numerous attempts at 'Internet for Kids,' but they get out-of-date because so many new sites are created each day. Furthermore it's not actually the internet if there is only certain content provided and the counter-argument to a site just for children include that they don't get the real experience, to think critically, to become resilient. However for very young users, there are many positives. One good example that is kept up-to-date by three people who work on it full-time is <http://www.lespagesjuniors.com/>



Sonia concluded the session with three key points –

- Communications between parents and children is the most important aspect;
- Since parental control tools cannot work and children can bypass them, it is better for them to be trusted than to be controlled;
- Parents and teachers view dialogue and education as an important piece of getting it right with their children and with their pupils.

SESSION 9

Group A - Exploding the myths about a better internet for kids

Giving the floor to youth, parents and teachers – how does industry respond?

Will Gardner, Childnet International, led this interactive session alongside the young people on the stage and the industry respondent, Melina Violari, Facebook. Some of the discussions mirrored those that the young people had already had the previous day during the youth panel and their views on the internet and myths that we hear about them. Will opened up with a voting question:

Voting question 10

Do you know how to protect your privacy online:

Yes - 23%

To some extent - 74%

No - 3%

Young people are more worried about their 'friends' re-posting content than they were of being contacted by strangers

Will led a discussion around the responses to the question and also on the level of ambiguity most people, adults and young people, feel about privacy online. It was apparent from a number of comments that many users recognise that there are limits to what can be done to protect ourselves while online but that most people understand this to be a consequence of being internet users.

The young people said that they learnt about privacy settings themselves and that they were simple to use and had confidence in the settings, recognising though that settings can only go so far, and it was not strangers that they were most concerned about, but their friends, and what they might do with content they have posted.

Start education early

The young people felt that education of young people in this area should begin as early as possible, probably at age 7 in school.

Young people have no confidence in reporting as no reaction

Melina outlined some of Facebook's safety features like its Safety Centre, social reporting and the reporting dashboard. It was interesting to note that these were not all known about by the young people present, and that reporting was raised as a particular issue. One young person said that she did not have confidence in it because she knew people who had reported but when they had done so there had been no reaction and nothing had happened.

Industry seen to step-up

However, on hearing about the Facebook reporting dashboard, which provides transparency and information about individual reports made, the young people felt that this would address the concerns they had and they welcomed this step by Facebook.

A question regarding the duties of users was then posed by Will using the voting system:

Voting question 11

Is it your duty to report something as a SNS user when you see something/someone that breaks the rules?

Yes - 76%

No – 24%

Who should police, if anybody?

A comment from the audience was that if it were our duty to police, (and you could argue that in online communities which are not moderated it is the users that are the police, the ones to help ensure the rules are followed) would the users always know what the rules were? It is a key questions to being able to fulfil this role so it really requires further thought and discussion in another setting where community actions are the focus.

Point of retail to ensure customers are aware of age appropriateness of games

The YP said that their parents knew about the ratings of games, but often games are presents from friends and relatives, who may be less aware of the ratings. This would present a real need to use the point of retail point to reinforce awareness of ratings.

In addition young people made the following comments regarding myths and difficulties they do or do not have with the internet and being online:

- *“You’re meant to be yourself AND have a different lifestyle online;”*
- *“Gathering our data online needs to be regulated and legislated;”*
- *“Privacy is a myth. Every person here has something online about them that they don’t know about. When we see your hash tag we know who you are;”*
- *“Its important to separate gaming from reality for adults who are concerned about us; we don’t think about killing, but just getting to the next level of the game!”*
- *“Parents ignore age-ratings - they really are not getting the attention they should.”*

SESSION 10

Group A - Exploding the myths about a better internet for kids

Giving the floor to youth, parents and teachers – how does industry respond?

Social media and esafety teacher and expert Ollie Bray, Highland Council, moderated this lively session with Janis Palkavnieks, draugiem.lv in the hot seat as the industry representative. Janis' social networking site is the widest used in Latvia, with higher member and usage than Facebook among Latvians.

Ollie talked about exploding the following myths of the internet and young people using a number of examples; there were three key points that he shared:

a. On-line reputation – he addressed raising awareness among all young people and families, implying that we should be careful about who we portray online and how. He also suggested, due to privacy concerns, that we need to think carefully about putting our babies online from the day they are born - today six months old is the average age to gain digital presence.³

b. Internet Addiction – while parents played a role in setting boundaries and rules Ollie suggested he was indeed obsessed with getting messages and news, not addicted. In addition, he cited a number of examples of how he used it in his life that were time-saving and enjoyable such as socialising, doing his finances and doing his weekly shop, admitting that one should to give oneself boundaries too.

How technology has changed things...



c. That adults don't understand the internet - Ollie's final point highlighted the fact that neither adults nor children fully understand the internet, especially parents when it comes to mobile technology. We all have a lot to learn, to understand what we could actually do with the technology if we wanted to, how creative, safe, impactful we could be if we realised and took time to understand all the apps and technologies.

³ 33% of children have had an image posted online from birth, http://socialtimes.com/children-images-online_b25036

SESSION 11

Impact of technology on people and society

How has internet changed the lives, learning and creativity of the younger generation and how does this impact society. What role does online safety play and how can we contribute to shaping the road ahead?

As this was a plenary and key session, speakers Sabine Verheyen, MEP, Artemis Tsitsika, Adolescent Health Unit (A.H.U.), Athens University and Mary Aiken, Royal College of Surgeons, were given around fifteen minutes each to present their views and research. The session was chaired by Verónica Donoso, Child Focus.

Sabine Verheyen, MEP, shared her view that the most important actions for a better internet were for parents, teachers, companies and civil society to cooperate at a multi-stakeholder level. She suggested bringing these groups together to find various solutions in the form of legislative frameworks and self-regulation and to support e-skills for parents and teachers and championed the work if the SIF in helping make this happen.

Sabine suggested that one of the best things we could do for our children to make sure that they were not exposed to harmful content, at the same time as making the most of digital technology, was to talk with them about the challenges that existed, to create immediate competence at an early age, thereby helping our children to find their way with new media.

Artemis Tsitsika spoke next, addressing the need to focus on early adolescence, stating that as a vulnerable group exposed to new experiences and new challenges in many aspects of their lives, early adolescence and childhood were key times for prevention. Thereafter, she surmised, it could be too late. Even if we acted on (continue to act on) the previous comments stated throughout the SIF regarding the need for the promotion of early intervention, a focus on early adolescence, and childhood, would still be relevant for many years to come.

Using the EU NET ADB research results (www.eunetadb.eu) she cited that 1.5% of adolescents in the study had showed an 'abusive access of Internet', and an additional 12.7% were at risk for internet addictive behaviour (adding to a total 13.9% for Dysfunctional Internet Use -DIB).

She defined four patterns of behaviour regarding Dysfunctional Internet Use - DIB as discovered by the study, the 'model of four,' and shared how her team had defined these patterns:

- A. *Stuck online*: excessive internet use, neglect of main areas of daily routine (school, friends, duties), specific online activities, negative aspects of overuse (sleep disturbance, distress if unable to go online), difficulty to reduce time online, while acknowledging negative impact;
- B. *Juggling it all*: balancing everyday activities and internet use, online and offline presence, stress within a busy schedule;

- C. *Coming full cycle*: excessive online pattern, progressive and adaptive change and self-correction - self-correction may come through saturation, acknowledging negative consequences such as physical problems, aches, academic downfall, parental conflicts, etc. or motivation, e.g. romantic relationships;
- D. *Killing boredom*: offline environment is perceived as boring, lacking alternative activities of interest, online engagement provides comfortable time filler, and atomized reaction to boredom.

Artemis advocated that the 'model of four' could act as a tool to categorise users of Dysfunctional Internet Behaviour (DIB), define future prognosis and need for intervention.⁴

Mary Aiken, a Research Fellow and CyberPsychologist at the Royal College of Surgeons in Ireland, studies the impact of emerging technology on human behaviour. She shared some key points on the cyberpsychology of a better internet, Mary's research areas are focused on the impact of technology on people and society. She pointed out that most research in this area to date has been focused on outcomes, i.e. what youth actually do in a virtual context, while there is little research to date that examines the motivation to behave in a certain way, which is her main interest.

Regarding cyber connectivity Mary pointed out, in accordance with previous discussion at the SIF, that behaviour can change in virtual environments, due to established factors such as online disinhibition and anonymity. She pointed out that real world contact could in fact be amplified by technology, for example youth using virtual platforms to arrange to meet at real world events.

Mary talked about the concept of moral panics throughout history, that whenever a new invention or technological innovation hits society - people can be fearful at the outset. She pointed out that when writing was invented, people thought that it was the end of the great aural traditions, that the ability to memorise stories would be lost, the invention of the printing press, the telegraph and the telephone also caused panics at various points in history.

There is currently an element of moral panic regarding the impact of texting on youth literacy, but Mary argued that texting proficiency could demonstrate coding/de-coding abilities,⁵ encryption, and decryption capability can be considered as a higher cognitive function. She said, "*arguably we should not overly worry about texting, computer mediated communication is connected to the evolution of language, that is constantly developing new ways to communicate.*"

⁴ Research on Internet Addictive Behaviours among European Adolescents, <http://www.eunetadb.eu/files/docs/FinalResearchInternet.pdf>

⁵ Exploring the relationship between children's knowledge of text message abbreviations and school literacy outcomes, Beverly Plester, Clare Wood, Puja Joshi. British Journal of Developmental Psychology, Volume 27, Issue 1, pages 145–161, March 2009.

Regarding technology and privacy, she noted that the internet is similar to historical invasions of our privacy, for examples the ability of telephone operators to listen in on operator assisted calls – in fact people were arrested for using bad language on the telephone when it was first introduced, as they were immensely frustrated by the medium. Conversely, this element of privacy can, in fact, be managed online, as long as users are critical thinkers, aware of privacy and security settings, and discriminating about information they make available, and risk avoidance in a cyber context.

In terms of digital empowerment, Mary pointed out that it was humans who had created technology, not the other way around, so if we created or designed things we did not like, regarding usability interface design, going forward we could effectively design flaws out of any technology based system. People can, and already do, design games and platforms that elicit good responses, therefore encouraging the development of positive skills and creativity in a cyber context.

In terms of future thinking Mary reminded us that unfortunately not enough women are engaged in the disciplines of science and technology, the result of which is that in the future we may live in a virtual world almost exclusively designed by men! She suggested that this gender balance aspect should be urgently considered by policy makers going forward.

Finally Mary talked about I.Q (Intelligence Quotient) as a measurement of young peoples abilities. Although updated, the I.Q test was originally developed over 100 years ago.⁶ You could argue that it is a circular argument, intelligence is defined by ability to perform well on the IQ test. In this context Mary questioned what we were measuring in a contemporary context, and she pointed out that in psychology today we could measure E.Q and C.Q, Emotional and Creative and Quotients. She suggested that perhaps we should now develop a measure to assess T.Q, a form of 'Technology Quotient'. Looking forward, Mary made a plea that we should perhaps stop focusing on everything that was wrong regarding current use of technologies, but instead we should focus on the extraordinary technology based skills youth have intuitively developed and celebrate how adaptable, creative and smart they are.

In terms of future thinking, the penultimate voting question suggested that 55% of the audience believed that the internet would evolve in a creative and positive way, while 42% believed that it would no longer dominate public discussion.

Ongoing discussion between the panel and the audience encouraged Mary to point out that 'internet addiction' had not as yet been formally acknowledged in DSM (psychology diagnostic manual) and thus did not officially exist as a condition at the moment, however at the moment we could refer to 'problematic internet' use. Artemis did not disagree but pointed out that it was important for us all to nevertheless be aware of excessive internet use symptoms and particularly in this context, that good parenting was needed. Mary's final point promoted the

⁶ An intelligence quotient or IQ is a score derived from a set of standardised tests developed to measure a person's cognitive abilities.

opportunities and creative mindset needed, particularly from an adult perspective in order to establish a more positive perspective regarding the endless possibilities and opportunities of the virtual/cyber world.

SESSION 12

Reporting back from the parallel sessions

Chair: Janice Richardson, Insafe

Janice opened the session, reminding participants that there had been three objectives for the parallel sessions on the previous afternoon: to hear, to highlight and to exchange information, ideas and experiences from the different audiences (industry, parents, children).

Janice remarked that we had heard a number of times of the importance of an open dialogue between parents and children. She highlighted how the insightful comments of the young people present in the sessions helped “us” to understand better the difference between our perspective of what is a safer internet and theirs.

Paul Cording, Vodafone, provided a précis of discussion from the world café forum sessions highlighting the main conclusions from each of the three questions:

1. What online issues are not currently being given sufficient attention in your view?
 - Environment (what happens to data)
 - Commercial issues
2. How can online safety be promoted in a way that appeals to younger users to establish appropriate behaviour at an early age rather than later or when habits have been formed?
 - Proper behaviour to be highlighted;
 - Parenting to be praised and supported from all corners;
 - Older kids setting the example: teaching younger kids – peer-mentoring.
3. What is a better internet for you?
 - Faster and cheaper;
 - Reporting – rapid response when a report is made;
 - Transparency of reporting.

Sonia Livingstone then talked about her session from Strand B that had focused on building resilience and the role of content classification & parental control tools, particularly looking at content classification and parental control tools in action. Her research showed that parents who understood the internet were more likely to use parental control tools and proposed that pan-European standardisation of tools was

necessary now. She shared that one in three European parents used parental control tools and that they were worried, but pointed out that statistics change from country to country.

She promoted seven points for consideration to conclude her session for those that hadn't been present:

1. Nobody likes the term control. Young people believe they must be trusted. However, parents want not to control their children but who may harm them. In the YouTube presentation the online community was promoted as a way of self-management;
2. What is it that adults do want to control? Sexual material, pornography, offensive pop-ups, ambiguous messages;
3. There should be more promotion so that parents know what are the right tools for their children at their age. The main dilemma if we have simple filters is that they are easier to use but don't focus on the appropriate audiences. However, complex tools are harder to use but can be tailored for the needs of our children;
4. We need tools that promote dialogue and discussion between parents and children – a pop-up on the screen when accessing something that is inappropriate for children reminding parents to talk about going online and what it means;
5. Industry, policy makers, parents and schools need to think about and adapt to the fact that we know that the tools (filters) are not successfully filtering all the content they should/ are programmed to, since children can get around them;
6. Even though the youth panellists are articulate and mature young people, they were still chaperoned for the SIF. This is equivalent when it comes to the virtual world. : even though they can use it, it does not mean they are always aware of understand all the dangers. Moreover, none of us has complete insight into what has influenced us and how. As one young person said, *"we want you to trust us, but we all post without thinking."* In addition, a significant number report being upset on occasion by what's online;
7. We still need to talk about and put into action the best ways to provide parents with more answers, through training, workshops, role-play scenario opportunities, more publicised guidance to parents' and teachers' associations and through schools, on how to use the Internet and help their children.

John Carr chaired the other Strand B session that focused on coping strategies – how can content classification and parental controls contribute?

He had three take-aways. He first remarked that 85% of 5 year olds in the UK have access to mobile and other technical devices and that in this context a call for balance depending on the 'risk' to the young people, which is in turn dependent on

many factors including age and the individual child. He commented that the young people in his session had said how important this was, asking that adults remembered that all children were different in maturity and resilience.

Secondly John proposed that now might be the time for a filtering 'census' where research informs industry so that it works alongside academia to make it one of a number of possible and effective safety solutions, saying, *"it is fascinating to see such detailed reports of how filtering and blocking software is actually being used. It would be a great help in developing a consensus around what the priorities ought to be in this space if all of the companies that produce filtering products were able to share these data with the research community."*

Thirdly, and again informed from comments by the young people in his session, John shared that trust and resilience are key.

Peter Behrens' panel session was from Strand A, stimulating positive online experience and behaviour and practically speaking fostering take-up of high quality content and examining impact. He explained that his panellists had focused more on users and a positive experience than content and that the importance of political dialogue had come to the fore as a policy priority. The three key areas and points from those areas of his session were as follows:

1. Content: age appropriate content was the most important aspect for the panellists;
2. Structure: the sustainability network needs all stakeholders to work together for better content;
3. Policy: an internet with rich, deep content where children can learn from each other is key.

Simon Grehan's panel session focused on high quality online content for children and young people, creativity & critical thinking – the essential pillars?

He had three main points to share:

1. Educational content could be educational and not high quality;
2. Creativity and entrepreneurial mindset is not only important in the context but also in designing tools;
3. Teachers are the key to achieve a higher quality regarding content, creativity and other essential skills.

Ollie Bray, who facilitated one of the exploding the myths sessions, put forward the three main points that had come out of his session:

1. Online reputation: one leaves a digital footprint even if you don't want to or are not aware by virtue of one's parents. For example, when parents put their young children's photos on social media;
2. Addiction: kids get addicted to the Internet. It is the role of parents to set rules. It is an important part of digital organisation/management and boundaries;
3. Adults don't understand the Internet: At different extensions, neither children nor parents understand the Internet.



Will Gardner facilitated the other exploding the myths session and made the four concluding comments:

- Start education early;
- More transparency and feedback to those making reports on social networking sites is helpful;
- For effective reporting, people need to know the rules. A need to ensure that this happens, so users are aware of their role (effectively as 'moderators', to report breaches of the rules when they come across them) and can put this into effect;
- The majority of people do not feel they know how to protect their privacy online. Tools can help, like privacy settings, however as we saw a few times during the SIF, the young people identified their friends as one of the potential weak links in their privacy protection.

CONCLUDING REMARKS

Patricia Manson, European Commission, gave some closing remarks. She suggested that the key conclusion of the Forum was that trust between parents and children was the most important thing and her key conclusion of the Forum.

She acknowledged the need for continued partnership in the task to make the internet a better and safer place.

Patricia Manson expressed a special thanks to the youth participation, which she suggested had been a reality check for the work of the European Commission, Insafe, INHOPE and affiliated organisations and industry.

Last but not least she thanked INSAFE for the extensive support for the organisation of this inspiring conference which had been an invaluable opportunity and space for creativity and sharing experiences.

PARENT/TEACHER PANEL REPORT

17 October 2012

The third annual parent/teacher panel took place on Wednesday 17th October and involved representatives from 29 countries. The purpose of the panel was to discuss some of the key issues which were to be considered at the Safer Internet Forum which took place on the following two days in Brussels and to capture the voice of parents and teachers so their views could be reflected in the debates which took place as part of the Forum.

After some brief introductions a moral compass activity was used to stimulate debate. A number of cards were placed around the room which each displayed a point of view – right, wrong, it depends on the situation, yes as long as I don't get caught, what's the big deal?, it's an individual choice, I'm not sure it's wrong. Participants were given a situation and then had to move to the place in the room which best described how they felt about the situation. A summary of the key points made is shown below.

Online reputation is more important for children than adults

- Online reputation is an issue for everyone in society today.
- If children and young people damage their online reputation they don't know how to recover this and what steps to take to put things right.
- It is important to remember that online reputation can be positive too. Some young people have spoken about using their online reputation to get across information which cannot fit onto an application form.
- It is a good idea to Google yourself every so often – we need to warn children and young people that this will be checked – it is a part of the recruitment process.

Every child older than 11 should have a smartphone

- This depends very much on the individual child and their circumstances.
- Some young people could be at a disadvantage if they do not have phone.
- It is important for parents and their children to be discussing these issues, the relationship between parent and child is very important.
- If smartphones are being used in class, it is very important to recognize that not everyone might have one and the implications of this.
- Smartphones are very powerful devices and it is important for young people to understand that when they are using them.

It's easy for children and young people to find good online content

- Adults can find it difficult to find quality content online so children will definitely find this is the case. We need to provide the right support to help them to identify what is good.
- Children and young people need to develop skills to verify the content that they are finding online; we need to teach them to be discerning users of the web.

Industry is not doing enough to protect children

- It is important to recognize that industry will always protect its shareholders. If they know that they might get caught if they don't put some protection in place they will do it. If they think it could cost them more money by not putting the protection in place they will do it!
- Industry is driven by money – once a child is using a social network it can be difficult to get them off.
- We should be able to pay more for an enhanced service – not everyone would use this, but a lot would. This is what Volvo has done with their cars; people are prepared to pay more for the additional safety features.
- Industry should not be solely responsible, it should be a shared responsibility and education is important.

Parents can control their children on the internet

- This is not possible, not all of the time. Children will visit friends and their parents will have different levels of acceptability so protection is never complete.
- Parents shouldn't try to do this, there needs to be a dialogue and some consideration given to the needs of all involved.
- There needs to be a process whereby you move from control to trust, but this will vary for each child.
- Parents can be friends with their children on Facebook, but it is important to know when and when not to intervene. Parents who react to too much on Facebook are likely to find they are no longer "friends" with their children online.

Participants then broke into small groups to consider what different groups of young people need from their parents and carers. They did this by putting themselves into the positions of the individuals and trying to really understand what it might be like.

10-11 year olds	<ul style="list-style-type: none"> • I feel I need free time, but sometimes I feel lost. • I need protection and help from parents. • I'm sometimes aggressive as no one understands what my problems are. • I want my parents to be with me and spend some time with me and do something interesting, otherwise I will spend hours playing games online. • I want to realize that I'm important to my parents. • I want to be a child, sometimes my parents aren't there when I need them.
12-14 year old girls	<ul style="list-style-type: none"> • I don't want to be disturbed, I need my independence. • I want quick answers to serious questions. • I want to ask for help with things online, but as soon as I know the answer I want to move on and my parents can go.
12-14 year old boys	<ul style="list-style-type: none"> • I don't want to be disturbed when I am online and I don't want to be controlled by my parents. • I want my parents to be there when I need them. • I want my parents to keep an eye on what I'm doing but I don't want to see them doing that. • I need to have dialogue with understanding, not lots of rules!

14-16 year old girls	<ul style="list-style-type: none"> • I need my parents to trust and support me • I need parents to watch me so that if I need help I can get this. • I need to be able to discuss problems with relationships. • I am more interested in friends than family and I need my parents to respect my friends for who they are. • I need good communication with my parents. • I am very trusting, and can be quite aggressive, but sometimes this can be a cry for help – parents need to be patient!
14-16 year old boys	<ul style="list-style-type: none"> • Trust is the most important thing. • I am very active, exploring the world and expanding my views • I don't want any control, this will never work, I need parents who trust me. • In a few years' time I will be looking after myself, I will be able to leave school, join the army and vote so I need to be given some responsibility. • If you try and stop me I will find a way around it anyway. • I need you to teach me by example what trust is about and I need to know what I can and cannot trust when I am online.

A world café session was held to discuss a number of different esafety related issues which were subsequently discussed at the Safer Internet Forum. Participants took part in 3 discussions.

Creativity	This rules the world! Young people should be creative to avoid problems and create their world as they want – happiness, friends etc. Children can be hurt when they play computer games but they can also go online and become world famous, they can make money and see others doing this and want to be involved.
Critical thinking	Adults need to be critical to begin with in order to be able to support their children. Critical thinking has to be taught at school in different ways. Privacy needs to be respected by parents as well as by young people but parents also need to be more involved, there need to be rules and regulations. Too often parents don't get involved and just assume that their children understand what they are doing and are confident.
Parent strategies	All parents are different and it is important to try and reach out to all parents. School seems to be the obvious place to start, but also doctor's surgeries, other public places where parents might be, public transport is another possibility. All professionals who are supposed to communicate with parents need to know about esafety and they need to have tools and resources. We can offer a hotline and so on for parents, but emails and web based is not very personal; we need to involve parents in activities and give them information. We can invite parents into school and send the invitations from the children; they are more likely to respond this way.
Content	This is much needed! Age restrictions are the most common and

classification	<p>widely known, the question is whether it works or not. Who actually checks if someone is 18 online; it's easy to lie about this. There is a flip side in that if something is rated 18 this can encourage people to go and look.</p> <p>Will age verification ever work? Possibly this is like trying to control drug trafficking across the world. Ultimately, anyone who uploads content needs to take the responsibility for what they are doing, we need a universal authority (paid for by taxes) to get this working so that it can be enforced.</p>
Parental controls	<p>Individuals need to control their own devices and this is up to parents. We do need controls and we need to start using these at a young age but it is important to introduce the positives as well. The internet is there to develop their future and young people need to learn both dangers and positives. Children and young people believe the media more than their parents do, we need to be open about things that happen, discuss current new stories etc.</p> <p>Children also need to take responsibility for what they are doing and where they are going online. Parental controls do work but we need an increase of trust as well. Children and young people need to know we care and that we take an interest in what they are doing on the internet. We should not use the word controls (parental controls) the word is too strong and some consideration needs to be given to a more appropriate term.</p>
Strategies for reaching young people	<p>Esafety messages and education needs to be a statutory part of the curriculum in all schools in all countries. Much of the education needs to be done with parents and pupils together. Peer to peer mentoring is very powerful and we must train young people to train others. The use of national celebrities and soap operas can be effective as young people take notice of this type of approach. Role play is a good place to start, getting children and their parents to switch roles to appreciate what each other needs and wants. Younger users need to develop a sense of community.</p>
How does the internet change our lives?	<p>What would happen if the internet was turned off? This is an important question and helps to illustrate just how much we rely on technology. The world is a smaller place because the internet and our young people can easily set up a focus group with others from all over the world. They used to be confined to meeting up with others in the local library, but that is no longer the case. We need to recognise the changes, newspapers in print form are declining, everything is much more instant, taking a photograph is the classic example. Now children have their mother in their pocket as a parent is always reachable, this can be a problem as they become too reliant on their parents. The internet is changing how we live and work, many of us are able to work from home now, it is possible to support distant family members and things are largely much more accessible. One of the challenges is that at times there</p>

	can be too much information. We have become specialists; we don't need travel agents any longer as we can do this ourselves. Children and young people will develop a relationship with someone that they are never going to meet, often in a game environment and then once it is over, they will move on.
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Finally participants were asked what they were taking home from the day and below are some of the key messages, which came through from the closing comments.

- There was widespread appreciation for the event and organization, with many participants saying that they had learnt a lot.
- Schools need to take more action and perhaps this is the only place where it is possible to do something through legislation etc.
- Participants were keen to know what would happen with all of the information gathered, the moderators explained that the information is very valuable to the safer internet centres and also to the European Commission in the work it does as part of the Safer Internet Programme.
- It is important to note that not all parents have the same levels of education and they must be catered for and not forgotten.
- It is particularly interesting to hear from others around the EU and to see the similarities and also the differences.
- Teachers commented that it was very interesting to hear from parents as teachers sometimes feel that their work is not valued and so it is helpful to see that parents are actually interested in contributing and do not think that teachers should do everything.
- It was good to see how the conversation gradually came round to acknowledging that legislation is not the answer, dialogue and education are more important.

PAN EU Youth Panel & Safer Internet Forum 16-17 & 18-19 October 2012

The Pan EU panel for the Safer Internet Forum (SIF) was made up of 29 young people from across Europe. The young people were split into two groups; one facilitated by Jeff Haslem, an eSafety Consultant from the UK and the other by Philippa Green, Childnet/UKSIC. Both moderators liaised with Annick Van de Velde to ensure a comparable approach and coherence with the overall goals of the SIF.

The preparation sessions for the SIF took place on 16th and 17th October. Over these two days three key areas were covered, mirroring the programme for the SIF and three of the four pillars set out in the European Strategy for a better internet for children. The discussions that took place during the youth panel preparation sessions have been summarised below:

Group 1, Exploding the myths...

To start this session the young people brainstormed common myths or generalised statements that people often make about the internet and young people, penned here:

- Facebook and SNS have only negative aspects;
- Playing/watching/listening to violent video games/music makes young people more aggressive;
- We are all addicted to the internet because we use it all the time;
- Schools and hobbies suffer when we use the internet;
- Everyone is downloading and streaming content illegally so 'I won't get caught;'
- Everything anyone posts online stays online forever;
- Bullying online is the same as bullying in the real world;
- There is no point in reporting –nothing happens;
- Young people are uneducated about the internet;
- There is no privacy online and young people don't care about privacy;
- Young people think that all information online is true;
- Using the internet can isolate you from others;
- Young people don't know how to use the internet safely;

From this list the young people decided to focus on three myths that they could then discuss at the SIF with the other attendees.

Myth 1: There is no privacy online

When discussing this myth the young people had very mixed opinions as to whether they agreed or disagreed with the statement. They advocated the following views:

- It depends how we define privacy;
- It's hard to have privacy online when you have to share information when signing up to a site or service. The youth panellist from Greece stated *"companies collate our data; it needs to be clearer what information they are*

using, we don't have privacy because they use our information." The rest of the panel agreed that they don't spend the time researching privacy policies and data use;

- On the other hand many of the youth panel also noted that most social networking sites (where they share most of their content) do have some sort of privacy tools in place to help manage privacy. The young person from Luxembourg commented *"the settings are good if you can find and understand them."* The group pointed out that the tools were there but that the services needed to better promote them, a call to action they wanted to share with Facebook at the SIF;
- During this discussion a number of young people went on to share how they felt that if they posted things online they weren't looking for privacy, but instead a platform where people could respond and comment. The young person from Ireland noted, *"if you don't want things to be seen you can choose not to publish them online"*.

Myth 2: Facebook and Social Networking Sites have only negative aspects

The young people came up with a list of negative and positive aspects of SNS, however overall they disagreed with this statement – a statement they often hear from adults.

- Negatives aspects highlighted included over sharing (eg sharing details of a party so that over 1000 people know about it, the example the youth panel highlighted and discussed was the case in the Netherlands), bullying, false profiles, advertising, unwanted friending and tagging;
- Positive aspects mentioned include sharing, distributing information, opportunity to have your say, freedom of expression, class groups (using Facebook for school work), organising events, birthday reminders, easy way to communicate, Facebook combines the tools from other services (eg skype) so that users only need to visit one site.

Interesting additional comments included:

Alannah (UK) "It's not the social network but the people that make it a good or bad experience;"

Matthew (Ire) "The biggest negative is spoken about more than the best positive" – As with so many new media stories we just hear more about the negatives.

Myth 3: Playing/Watching violent videogames on the internet can make us more aggressive

Again during this discussion the group was split with their responses.

- Some of the young people felt that it depended on an individual's personality and how easily they could identify the difference between reality and fantasy.
- Some identified that the difference between aggressive film and gaming content was a factor because, when playing a game, the gamer enacts the

aggressive behaviour, whereas during a film you are a spectator. As a result, this could alter behaviour and cause copy-cat behaviour.

- They suggested that gaming was not realistic and that films were more brutal and realistic, but the young people suggested that adults, policy makers and child welfare groups don't express the same concerns with films;
- The young people suggested that gaming provided them with a platform to release aggression positively and a place where they could resolve conflicts with their peers ;

Group 2, Exploding the myths...

The other group of young people were asked to think of any myths of which they were aware or any that particularly concerned them. This prompted them to list the following eight topics:

1. Privacy;
2. Online grooming;
3. Addiction;
4. Reporting;
5. Parental controls;
6. Social media;
7. The Internet not being the real world;
8. Online reputation.

From these 8 topics the group were asked to vote on the three that they felt needed further discussion. They decided on the following:

- Online reputation;
- Addiction;
- Privacy.

The group was then split into three sub-groups, with each one exploring these myths further. Unfortunately this group work was short-lived because, although initially the group worked well and came up with interesting discussion points, it soon became clear that a number of the young people were not taking an active part. The facilitator established that this was due to language being a barrier in most cases.

Groups 1 & 2, Creating content

This session opened with a discussion around definitions of content and content creation. At the outset many of the youth panel members felt that they didn't create content online. However when the topic was discussed in more detail, they realised that they did, even when they hadn't realised. The participant from Finland shared for example, that she was a regular blogger.

In smaller groups the young people then discussed limits to creating content and ideas on how to encourage young people to be more creative online.

The key barriers the youth panellists raised were:

- Confidence levels;
- Upload speed;

- It can be a time consuming process;
- There is a lack of motivation for young people to engage in this way;
- Cost of software or classes to learn how to do it is money that they don't have;
- Worried about feedback and criticism;
- Young people had concerns about whether their content was original;
- Confusion over intellectual property laws.

The youth panellists gave a number of suggestions to encourage and motivate young people to become creators of content online:

- Schools should encourage young people to be creative;
- Teaching these skills in schools is vital in encouraging youth to be more creative;
- Promoting creativity in this area gives young people the opportunity to have their say. Peer mentoring or peer-to-peer education would be a good way of promoting this.

Future learning lab

Following a recap of the previous day's discussion the group chose *online reputation* as the topic they wanted to develop further while using the future learning lab. The group decided they would split into two smaller groups with one group working on producing a film and the other using the cartoon/poster resource to create backdrops for the documentary. There was more enthusiasm among the group to produce the film than there was to use the animation tool.

Observations regarding group work and the youth panellists

Use of the learning lab provided an exciting element to the week and the session provoked further discussion on the topic of online reputation. However the group were not working together as well as the facilitator might have hoped, and even with a lot of encouragement half the group would not engage.

Group 1, Parental controls

To discuss parental controls the young people participated in a world cafe discussion, which mimicked the set-up of sessions that would take place over the following two days at the SIF. Questions asked and summaries of responses and discussions are below:

What are parental controls?

- The general consensus of the group was that parental controls is something that limits the devices they use, the time they spend online or the sites that they access;
- It was suggested by some of the panel that they were overly protective and often used to block and snoop on young people;
- It is interesting to note that none of the youth panel mentioned that parental controls could be used as a safety tool.

How many of you have some sort of parental controls on your devices?

The show-of-hands response to this questions showed only 2 out of 15 had parental controls on their internet enabled devices, but we must remember that many in the group were older teenagers.

What do you think of Parental controls?

- The majority of the young people felt that parental controls weren't necessary;
- Some of the young people mentioned how many children and young people know how to get around them and therefore implied that the controls weren't effective;
- Many of the panel suggested that they viewed parental controls as a sign that parents don't trust you online and that they make you feel like you are being watched; Some did note that they can see parental controls as being useful to younger users.

Does putting a time limit on software and tools annoy you?

Many of the group initially stated how annoying they found time controls when they were installed on computers and other devices they used. However, after discussing the subject, many did change their minds and suggested that it could be helpful to help better manage time.

Does the balance change depending on age?

The overall feeling was that when younger users were online there should be tools or controls that a parent could use to protect their child. However once the child is older (they agreed on 12+) a young person should start to show more self-control and a level of responsibility for their online actions. As the young person from the Czech Republic said, *"there needs to be trust in a family and a dialogue between the parent's and children is vital."*

Interesting statistics from questions that the children were asked:

- 5 out of 15 don't think their parents know what they do online
- 14 out of 15 have a relationship with their parents where they feel they are trusted when they are online.

Observations of SIF 2012 in relation to the youth panellists' participation

Philippa felt that the three strands used, taken from the EC document to create a better internet, worked well and were good topics that provided an opportunity for some great discussions with young people.

Philippa had some suggestions of how it could work more seamlessly in 2013:

- Clearer guidelines of the required input by young people are needed to prepare them better and help them feel more confident at the SIF parallel sessions. Although most sessions at SIF2012 worked well, the parallel session on content creation didn't tally with the conversations that the moderators had previously had with the young people. Conversations in the days prior to the SIF on the subject of content creation had covered

interesting insights into barriers and possible solutions to creating content, however there had not been the opportunity for the young people to share this at the SIF.

- More communication and preparation with the SIF session organisers would be useful, not only with the people involved with the youth panellists but also with the session chairs. This would ensure that the young people felt even more confident with the subject matter and could be actively involved in the SIF sessions.

Jeff's feeling was that the overall format and the topics chosen for discussion were relevant and current for today's use of the Internet by young people. His key concern was, as previously mentioned in this part of the report, that out of a group of 14 young people half did not engage in group discussions. Some of those who did not contribute with the full group did actually share their views and ideas in the smaller break-out groups. However, there were notably three young people who were reluctant to engage at all, and this seemed to have a detrimental effect on the group as a whole. This limited the outcomes of the discussions to some extent, as well as the group's ability to contribute fully in the forum.

Looking towards SIF 2013

In conclusion, both Jeff and Philippa thought that more cross-generational discussion between the youth and adult panellists during the 2-day lead up to the SIF would bring considerable added value. As a result, one session at the SIF could involve youth and adult panel representatives and their moderators.

Perhaps the selection method for the young people needs to be revisited. This could be done by working with each of the Safer Internet Centres to redefine expectations and the involvement of the young people. One solution could be to include at the next training meeting a session on expectations of youth panellists. In this way, the Safer Internet Centres could revise their strategies for choosing their youth representative in the aim of better meeting Insafe's aims to engage the young people in meaningful and all-encompassing dialogue.

RECOMMENDATIONS

Any future Safer Internet Forum needs to ensure a closer working relationship session by session, between the young people, their accompanying adult and their moderators, and the SIF conference organisers and session chairs. Additional pre-panel conference calls that also include the young peoples' moderators and an additional face-to-face meeting during the week prior to the SIF would be advisable, even though challenging taking into account diary schedules of so many.

Although the SIF is aimed at European stakeholders, it felt international in nature, and indeed other continents were represented. There were good opportunities to think about issues with new people in different contexts, have new conversations and thus develop original ideas, particularly in the world café forum sessions, but also throughout the SIF, due to the interactive set-up. Networking, the sharing of best practice, and innovation and ideas for moving forward, were all aspects of the SIF that people commented about in a positive manner.

Here-follow recommendations as we continue to promote the best for young people and their families, encouraging safety and creativity, harnessing the fantastic opportunities they can all have at their fingertips:

1. Schools

a. Although it is generally agreed that it is the role of the parents to ensure that they have dialogue and discussion with their children, this needs to be promoted through schools and teachers, and additionally at a societal level, both regionally and nationally. Communication between parents and children should be promoted within society as an essential aspect of parenting, but people who do not work with children or in the internet safety space are not aware of what it is they need to discuss with their children, so general awareness is still low.

- There was agreement around this point during Session 7. Furthermore, during Session 2 one speaker spoke about the necessity for parental guidance more than parental control, furthering the idea that although society can help and teachers may be better at encouraging creativity and entrepreneurship, the actual responsibility for safety and a healthy use of technologies, where communication and boundaries are key, lies with the parents.

b. Training is needed for parents and carers – this could come from the children if help for such activity was provided through schools. There's an opportunity for better connection between parents/carers and their children using the internet as a platform to encourage this.

- Training was discussed first in Session 2 and then throughout the SIF as an area of concern, and although each SIF session focused on different aspects of creating a better internet for children and young people, it became apparent that training was necessary for all user groups, especially for parents and carers to take on the responsibility of ensuring their child is safe while online. Furthermore, research has also found that one of the key areas of eSafety which is lacking in many schools but of course fundamental to creating a better internet, is that of staff training and their

awareness.⁷ In the summing up of her session Sonia Livingstone also highlighted the “need to talk about and put into action the best ways to provide parents with more answers, through training, workshops, role-play scenario opportunities and more publicised guidance to parents’ and teachers’ associations and through schools.”

c. Teachers, in their place in schools and in society, are key to the success of empowering children use digital technologies to their full potential. Local authorities, educational/teaching colleges, ministries of education, teachers’ associations and unions should be providing them courses and opportunities to learn how to use social media in the classroom and how to help their pupils get the best out of these technologies.

- *Drawing on the same inspiration as 1b., and throughout SIF discussions, we heard time and again that teachers are key to the success of how young people can make the most of digital technologies. We heard from a number of teachers from all over Europe, of the positive use of social media and technology in the classroom, and that key to that success was the teachers’ own confidence and ability to have a good grasp themselves of being online, understanding social networks and applications etc. If more teachers were sufficiently able and confident, truly understanding social media, how critical thinking can be aided through online activity and how educational games can for example be used in the pursuit of teaching, the positive effects would be seen in schools all over Europe.*

d. We need to harness the opportunities available to young people through digital technology such as coding, creating, designing, whether using apps or software, as a means of building their artistic and business skills; this is a way of helping our young people build themselves for their future and for the growth in employment and economy.

- *Emma Mulqueeny, in Session 5, advocated the need for coding and other ways of enabling children to realise their value and worth through online opportunities – her panellists and audience members agreed with her that this was a real opportunity for artistic and entrepreneurial skills to be developed in parallel. Furthermore there was a thread of consistency throughout the SIF that called for a realisation that would enable young people to leverage their brilliant minds creating new games, apps, and technologies.*

e. Technology needs to be integrated into all subjects at school from the early years.

- *Kristian Lund and Greg Gebhart, in Session 2, both advocated the need to address young children regarding staying safe online and ensuring moderate and healthy use from an early age. Kristian suggested that 13, the minimum legal age for Facebook users, was far too late for adults to be discussing online issues with young people, rather that it needed to start with very young children in primary school. Following these discussions others agreed with this sentiment throughout the two days.*

⁷ The safe use of new technologies – Ofsted 2010 - <http://www.ofsted.gov.uk/resources/safe-use-of-new-technologies>

f. There needs to be a focus on adolescents as a vulnerable group, with particular attention to this age group in school, at youth centres, in care homes or the care system and those less likely to have the support of a family unit.

- Research presented by Artemis Tsitsika during the penultimate session of the SIF, on the impact of technology on people and society, showed that there was a need to focus on early adolescence, as in any context this age-group continues to be vulnerable. Even if technology is integrated into curricular for young children, there will always be those that need support, guidance and boundaries in their adolescence.

g. Cyberbullying

A more holistic approach is needed and one that pays more attention to the perpetrators as well – maybe there should be a process incorporated in school policies that includes a mediator to work with the perpetrator and the person being bullied.

- During the world café sessions a few different groups raised the issue that cyberbullying might be more effectively dealt with in the long-term if the perpetrator could be brought together for mediation. This could be a more proactive preventative course of treatment than traditional methods of suspension or expulsion. This method of mediation is just a suggestion; of course the extremity of bullying or abuse must be taken into account in each case.

2. Policy

a. Internet safety should be embedded in national curricular for young children, starting as early as 5, because at that age many children already have access to a number of mobile devices in the home.

- As specified in recommendation 1.e., this was a subject that was talked about in a number of sessions and there is research that shows that many five year olds have access to a variety of digital devices.⁸

b. Intercultural dialogue and the creative industries could be brought into the school curricular as part of the integration of social media into the classroom.

- Peter Behrens, the chair of Session 7, said that the key factor that had come out of his session, that needed to be focused on as stakeholders look to stimulate positive online experience and behaviour, was intercultural dialogue. Culture and creative industries are increasingly where young people can make their mark, and this opportunity can be harnessed using digital engagement and activity.

c. Governments could work with creative industries to play their part in encouraging more choice and quality content.

- Panellist Felix Barckhausen, with the German Federal Ministry for Family, considered how governments must play their part and should promote positive content and encourage its creation. In explaining that Germany has a funding programme that promotes quality and positive online content for children, his fellow

⁸ 5-7 year olds: 2% have a smart phone (Ofcom) and 67% use net at home averaging 5.2 hours of internet use per week. 61% of 5-10s have own games console (Childwise 2011) and 80% of 5-7s use games consoles. While television is still the most popular screen entertainment in the home for 5-7 year olds, gaming is second most used medium (Ofcom 2011). As for social networking site activity, 23% of 5-7s (Ofcom 2010/11) have used or are regularly using one. The good news is that 80% of parents of 5-7 year olds are most likely to have rules/actively supervise.

panellists and other participants agreed that to organise access to this content would be a challenge but that it should be a goal. In Germany there are currently child-specific search engines that point children to such content. Children are also encouraged to create their own content using sites such as www.meine-startseite.de. It was agreed during the session that all stakeholders, namely governments, industry and the creative industries, needed to work out the best way to provide more choice and better quality content to children, young people and their parents.

d. There needs to be a cross-border standard for age-appropriate content, without advertising.

- During Session 7, Felix Barckhausen, the German Ministry representative called for cross-border standards for age-appropriate content for children without advertising. While he suggested that there was a need for cross border standards for advertising on websites directed at children, his fellow panellist and academic Conor Galvin investigated the idea that the primary responsibility of classifying content should rest with the industry that has created it, again resulting in age-appropriate content. He suggested, and other panellists and participants agreed, that to make this work cross-border standards were needed. What is considered appropriate for young children and all the necessary definitions and criterion that must go with such standards, would have to be drafted by all stakeholders.

3. Peer mentoring

Peer mentoring (young people learning from other young people) as a way to raise resilience and empowerment is key for young people to succeed in their world. Young people also believe in peer mentoring as a way for schools to harness the skills of some students to share their knowledge. Schools nationally could be encouraged to give rewards (badges or certificates) to children and young people that teach their peers and at the same time reward the learners.

- During the youth panel and throughout the conference the benefits of peer mentoring were discussed by young people, the teachers present and those in academic circles, all of whom heavily encouraged this way of learning.

4. User-generated-content

Although there is a need for free age-appropriate filters for the safety of our children online, we need to let children explore and make mistakes and cheer their freedom to innovate and create user-generated-content. This will be easier for parents and carers if they understand what's important to the children, and why – the trust will then come and the guidance only as and when necessary. There is a fine balance between over-protection and letting them experiment.

- In Session 2, Sonia Livingstone addressed the concern that although we do need to keep children safe while online, we must also be aware of their need to experience and learn for themselves, building resilience in this way. She suggests we ask, who DO we want children to meet online in terms of things like gaming and facebook, not who DON'T we want our children to meet, and that we risk closing down this space and its potential if we aren't careful. Kristian Lund agreed and advocated that a better internet would have less censorship, more freedom and more plurality.

5. Privacy

Young people would like to see a cross-border definition of privacy; young people recommend that industry and policy makers:

- define 'privacy' across borders;
- draft an alternative way to sign up to privacy policies and data use policies because they don't spend time researching these before they click 'Agree.'
- *These issues of privacy were particularly addressed by the Youth Panel representatives at the SIF in the day-long meetings they had prior, and during their contributions at the SIF.*

6. Free age-appropriate simple tools

a. There is a need for industry to focus on developing simple parental tools for easy use by any parent or carer, including filters that are free, age-appropriate AND easy to install.

b. Tools need to be designed to promote the crucial aspect of parenting, in particular communication between parents and children. As Sonia Livingstone suggested in the reporting back session, a pop-up should appear on the screen when children are accessing something inappropriate as a trigger for parents to talk about going online and what it means, in terms of both the challenges and danger, as well as the fun they will have, skills they will learn and facts they will discover.

- 6.a and b. were points addressed by Sonia Livingstone in Session 8, and then again in her reporting back to the plenary. Other panellists agreed that the pop-up with advice would be ideal, and certainly one way to get to previously uninvolved parents to talk to their children about being online, or better still, go online with them. Although setting the bar high for industry, and indeed asking industry to help parents to do their job better, the suggestion to have the pop-up appear when necessary is an essential element that will in many cases be the lifeline for parents to talk to their children about online reputation, behaviour, privacy, copyright etc. The age of the child(ren) would determine the most appropriate discussion.

7. Create a consortium of teachers and industry

Educational games need to be produced by teachers AND gaming geeks (industry) for maximum impact, and they don't need to fit into traditional subject area to succeed. One suggestion to make this happen would be to create a cross-section consortium made-up of educators and industry players, including but not limited to manufacturers, service providers, and gaming company engineers, designers and policy makers.

- Having been teachers and now also digital safety experts focused on bringing out the best in young people, both Ollie Bray and Ewan McIntosh, agreed that educational games needed to be made by gaming geeks in industry alongside teachers, so that all the best ideas for the games could be married with key ways to ensure a game could be a real educational tool AND interesting. Fellow panellist and Rewired State founder Emma Mulqueeny absolutely agreed that this would be a fantastic opportunity, as did others in the room.

Samantha Woolfe, in-house consultant, Insafe

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