Report on the proceedings of the

Safer Internet Forum 2013

17-18 October 2013
Brussels, Belgium

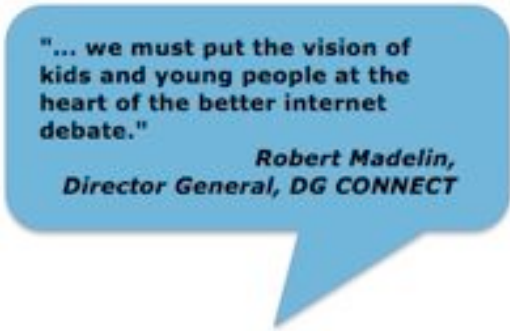# Contents

Executive summary

The annual Safer Internet Forum is funded by the European Commission's Safer Internet Programme as part of its commitment to better quality content, services and protection to encourage a more positive online experience. The overall aim of the tenth annual Safer Internet Forum (17-18 October, 2013) was to explore how all stakeholders, and especially young people, can contribute to creating a 'Better Internet for You(th)'.

330 participants from 65 countries attended the two-day event including the European Commission, parents, policymakers, entrepreneurs, researchers, industry and representatives of the 30 national Safer Internet Centres that form part of the Insafe network. However, a particular emphasis was placed on giving a voice to the 30 young people in attendance that came directly from a previous two-day meeting of the Pan-European Youth Panel and Teachers/Parents Panel.

In his opening address, Robert Madelin, Director General, DG CONNECT explained the importance of understanding the digital revolution in terms of wellbeing and its positive effects. He called for a step up in the engagement of the community as a whole, citizens as well as corporations, and for putting the vision of kids and young people at the heart of the debate .

"... we must put the vision of kids and young people at the heart of the better internet debate."

Robert Madelin,
Director General, DG CONNECT

Sessions at the forum focused on a wide range of topics but six key themes emerged:

- the vital role of young people as informers of policy and peer mentors
- the increase in very young people online and the challenge that represents
- how to impress on children that their online actions affect their real life
- the need for individuals to curate their own online identity
- ways to promote online creativity more effectively
- and finally, the need for a wide variety of sustainable partnerships.

The importance of young people as advisers and peer-to-peer mentors
In an era where use of digital technology has become 'natural' for young people, while many parents, teachers and policymakers are still struggling with aspects of the technology, there was general acceptance of the importance of the vision of youth to inform policy. In this respect, it is encouraging that youth participation has increased with each year at the Safer Internet Forum. In addition, peer mentoring by young people, with the support of adults, was seen as vital because they often know more about the actual networks used and are listened to more by other young people.
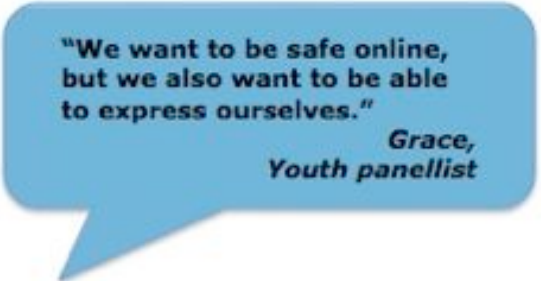
The challenge of very young internet users
A new review of research presented at the forum suggested that increasing numbers of pre-schoolers and even toddlers are now going online. Further research on the benefits or risks faced by

this new group of users is needed, as is appropriate content and classification of that content so parents can help their very young children to find it. Examples of best practice suggest that non-formal education and play is vital to help this age group adapt to the digital world and also that emotions are very important to consider when designing content for them.

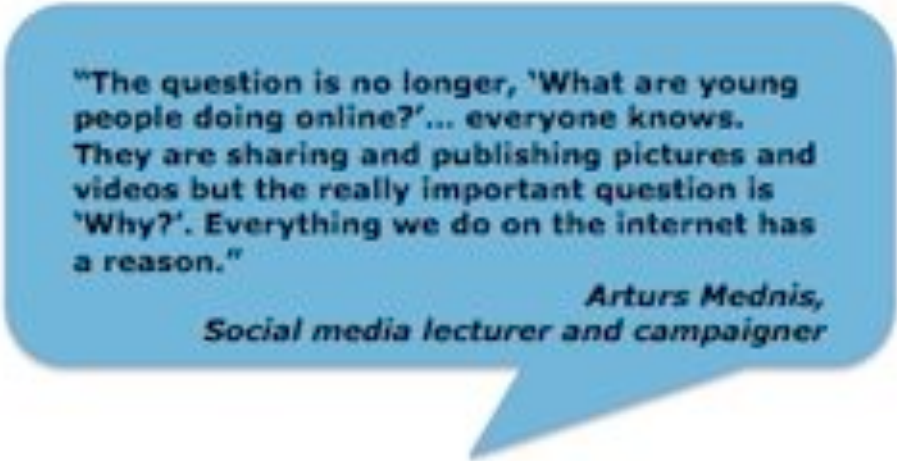**The impact of online actions on real life**

> "We want to be safe online, but we also want to be able to express ourselves."
>
> **Grace,
> Youth panellist**

It was generally agreed that from primary education level, children should be made aware that their actions online affect their real life or those of others. For example, changing the Facebook status of another user without their consent or straightforward cyberbullying is sometimes done without appreciation of the effects on an individual's real life.

Cyberbullying was also a major subject of interest at the preceding meeting of the Pan-European Youth Panel, with young people wanting more guidance on reporting abuse at school or through helplines.

The need to curate our online identities

There was widespread acceptance at the forum of a need for more data literacy teaching in schools. Children will increasingly have to curate their own identities online and they need to know how. Linked to this was a feeling that industry should make privacy and security settings easier to understand and establish better default settings for different target groups. At their meeting, members of the Pan-European Youth Panel also identified privacy and online reputation as key areas of concern and suggested games and apps to test privacy settings and encourage reflection on online reputation.

> "The question is no longer, 'What are young people doing online?'... everyone knows. They are sharing and publishing pictures and videos but the really important question is 'Why?'. Everything we do on the internet has a reason."
>
> **Arturs Mednis,
> Social media lecturer and campaigner**

The promotion of online creativity

Many at the forum felt that safety was important but that we should also be careful that our concerns do not limit creativity. For example, some participants suggested that the current formal education system is failing to inspire creativity and that schools should do more to encourage innovation.

Suggestions included putting innovation or entrepreneurship in the curriculum and incorporating programming and coding skills so that youth would have the skills to build the next digital innovations. It was also recognised that many business-related laws are outdated and should be revisited to enable young people to become entrepreneurs and business owners.

"We need a greater focus on creativity in education because young people today will probably have to create their own jobs. Education should not just be a question of memorising things. There is room for creation as well."

Alja,
Young adviser to Commissioner Kroes

The need for a wide variety of sustainable partnerships

Finally, there was widespread recognition that a single approach to achieving a safer and better internet is not possible. Organisations need to be part of different partnerships, which need to be sustainable. For example, there was acceptance of the need to work closer with law enforcement agencies; particularly for hotlines trying to ensure the takedown of child sexual abuse material (CSAM). This has already resulted in significant progress, and campaigns in partnership with police, ISPs and other stakeholders can reach even larger target groups. The engagement of industry has also shown progress although differences still exist over such issues as the ethical balance to be struck between freedom and the filtering against blacklist approach or transparency about the use of data. However, there are still many benefits, such as the availability of industry expertise when it comes to marketing stratagies for safer internet campaigns.

> "Society should judge people on their technical and professional knowledge, not just their age."
>
> *Albert,*
> *16-year-old consultant*

The key is to ensure that all partners have an equal voice. To this end, the European Commission continues to believe in the importance of multistakeholder partnerships to ensure sustainability in the future.

Introduction

The Safer Internet Forum (SIF) 2013 took place in Brussels on 17 and 18 September and was attended by a total of over 330 participants from 65 countries. Participants included youth and parent/teacher representatives from each of the 31 Insafe-INHOPE Safer Internet Centres, as well as academics, researchers, social workers, practitioners from related fields, industry and young entrepreneurs, NGOs, European child advocate charities, the European Commission, national and international government and Ministry representatives.

The central theme of SIF 2013 was to look at how all stakeholders, and more especially young people, can contribute to creating a Better Internet with You(th). Sessions focused on topics ranging from building new online opportunities for creativity, entrepreneurship and peer-to-peer learning and empowering Europe's youngest and most vulnerable users to collaborate with industry to future-proof new content and products, and raising awareness of ethical issues related to the data we are all leaving online. Other sessions looked at protecting young users through the work of helplines and hotlines. Focus was placed on the responsibility of every citizen in the quest for a better internet, and the importance of public-private partnerships to scale up the successful best practice models that already exist.

Robert Madelin, Director General, DG CONNECT, opened the Forum, welcoming participants to Brussels and highlighting the importance of the work being done by everyone present, including the 31 Insafe-INHOPE Safer Internet Centres and the Insafe youth panellists representing their country.

During the first day of the meeting, participants looked to the future and identified ways in which we can all listen to and better work with young people, set and strive towards common goals and make the most of opportunities and challenges to understand how the internet can become a catalyst for innovation and creativity. The second day built on the ideas and experiences of the previous day, with concrete suggestions put forward as to how, through a multi-stakeholder approach, we can all work towards building a Better Internet.

The Safer Internet Forum 2013 set out to achieve three key outcomes:

1. To enable every participant – youth, carer, policy maker, researcher, industry or civil society representative - to bring their ideas to the table and leave the Forum with a better understanding of their role and responsibility in shaping a better internet, enriched by a debate that encompasses the impact of technology on our lives and what this means for young people as the creators, entrepreneurs, consumers and leaders of today and tomorrow.

2. To explore what is a 'better' and a 'safer' internet, raising awareness of risks and emerging trends and an understanding of how online technology can impact on the future of our young citizens, as a means of learning, interacting and taking action.

3. To showcase cutting-edge thinking, technology and best practice which contribute to the added value of the European Union and encourage participants to become the curators of an internet that will promote the development of creativity, education, eSkills and digital literacy, and build on information and knowledge as key drivers for growth.

The following report summarises the key discussions and outcomes of each of the sessions.

1. The European Commission welcomes Forum participants

> ***Keynote speaker:*** *Robert Madelin, Director General, DG CONNECT*
>
> **Summary of keynote address:**
>
> **Robert Madelin** opened the Safer Internet Forum highlighting how the current challenges and EC focus are broader than 'Safer Internet': we are shifting to a culture of understanding the wellbeing/positives of the digital revolution which our society is undertaking while of course still being well aware of the importance of mitigating the risks and fighting the dark side of the internet.
>
> There is a need to continue to engage community as a whole – citizens and corporations. Business models should encompass the issues and sustainability is key. The push for engagement of industry as well as civil society has shown progress, though further efforts are required in two key areas. The issue of age rating is becoming clearer, but there are still many questions raised about parental controls and blocking and filtering. There is certainly an ethical balance to be struck between freedom and the 'filtering against blacklist' approach. However, one thing is clear, the vision of young people is vital to inform older policymakers.

2. Making a better internet with You(th)

The session began with a brief video featuring some of the points raised by youth during their discussions in the lead up to the SIF. While some young people voiced their concerns in regards to the internet, others underlined the importance of including youth opinion in the debate. The video is available at www.saferinternet.org/sif.

For Grace, the youth representative on this panel, education is key because prevention is better than having to solve problems once they have already happened. She maintained that it is of utmost importance "for us to be able to be safe online but also to express ourselves." Grace also raised the issue of anonymity online, stressing that it anonymity can empower, and can be particularly helpful when you want to report illegal content online.

Erika Mann, Facebook, agreed that education is key but argued that schools still don't do enough on the use of social media. She explored some of Facebook's aims to do more educational programmes and make privacy settings easy to use so that youth understand the consequences of their actions. Erika took a different perspective on anonymity, pointing out that Facebook is very much in favour of users using their real names on its network. Nevertheless, this can depend very much on the context and the type of online environment being used. Erika admits that she herself prefers anonymity when gaming. Erika considers that cyberbullying and hate speech are very serious issues. Facebook always acts on reports, encouraging users to use the reporting tools. If users don't use the Facebook community tools to flag the issues that they see, then the process won't work.

Sir Graham Watson MEP admitted, as a parent, that his own children (who have now left home) know more about the digital world than him and started going online as early as 7 years old. The work of Safer Internet Centres is hugely important, especially because of the lack of knowledge of so many parents. For example, many parents don't realise that, when they install Windows, it comes with parental control tools already installed. Sir Graham has urged for funding amendments because protecting children from threats such as pornography and grooming is vital. Broadband technology offers huge opportunities but we also need to be aware of the threats; we need to ensure that we are not just exposing children to more dangers in the online world.

Pat Manson, DG CONNECT, picked up on the anonymity discussion, agreeing that context is very important as it has a big impact on the collective behaviour of users. Bullying is a big problem in schools, and anonymity makes it even worse. This is something that schools need to do more about, especially cyberbullying, which cannot be turned off the way bullying once could at the end of the school day.

Concluding comments from **Robert Madelin** included: an on-the-ground recommendation, the real need for a peer mentor within reach in all schools, and a piece of citizenship advice, that next year's European Parliament elections are a once-every-five-years opportunity to change the narrative under debate. With this in mind, he urged everyone, especially the young, to strongly voice their opinion.

Outcomes of the session – key lessons learned

- Anonymity: whilst anonymity can empower, for example, when reporting illegal content online, anonymous posting is often used to bully online. Anonymity in theory is a good idea,

but in practice there are issues to be resolved.

- Bullying on social networks is a serious problem and action needs to be rapidly taken before the situation gets worse.

- There is still uncertainty as to whether or not we have the same rights online as we do offline.

- Children must understand that their actions online affect their real life. There is a need for more education at the primary school level.

- Supported peer mentoring (supported by adults) is key because young people often know more about the actual networks used than teachers or other adults.

Helpful resources

Web We Want Chapter 5: Undercover in the online world:
http://www.saferinternet.org/c/document_library/get_file?uuid=5d7507aa-6d0a-43c1-9ce3-f9bae74a9bb7&groupId=10137

Microsoft Safety & Security Centre: Take Charge of your online reputation:
http://www.microsoft.com/security/online-privacy/reputation.aspx

3. Opportunity = internet x creativity[2]

Chair: *Ollie Bray, Award-winning teacher, school leader, government adviser and thinker, Scotland.*
Main Speakers: *Alja Isakovic, Tech Blogger, Community Manager, Start up Mentor and young adviser to Commissioner Kroes, from Slovenia; Nina Devani, CEO at age 14, UK; Albert Fox Geisler, 16-year-old Consultant, Denmark.*

Interactive voting has become an essential part of the SIF over the years. For **Ollie Bray**, discussion is key in this forum and one of the ways for participants to express their opinion is to vote. Participants were invited to use voting devices in all of the sessions over the next one-and-a-half days of the SIF. Voting results are shown within the summary of discussions in each session report.

Summary of discussions

Ollie began with a psychological experiment: How do you like your toast? Do you care? The audience pointed left or right to indicate Yes or No. Ollie concluded that difference is key. We all come from different countries, we are different people with a variety of views on every issue.

He then asked a question to the working professionals in the room (from NGOs, the EC, business, industry, social workers, teachers, government representatives) and a question to the young people to establish how to use the voting devices.

Voting question number 1A

Tester voting question for panelists of Making a better internet with YOU(th)

Do you have systems in place to listen to the views of young people?
1. Yes — 71%
2. No — 10%
3. I need to listen more — 19%
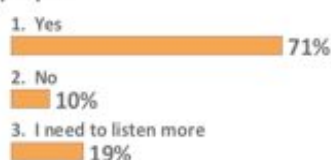
Voting question number 1B for Young People <21 years

Do you feel listened to by policy makers and decision makers?
1. Yes — 15%
2. No — 27%
3. They could listen more — 58%
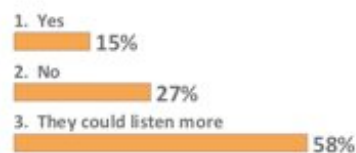
Ollie then opened up the panel session by introducing **Alja**, **Nina** and **Albert**, three young entrepreneurs.

How have the panellists used internet creatively?

Alja – Tries to get more people involved in the use of technology, especially women, and tests mobile devices for blogs.

Nina – Created an app when her father's Facebook page got hacked. He had set-up various passwords to improve security but he couldn't remember them so Nina invented an app that sets reminders for each of your passwords rather than having to write them down. She is currently working on a version for PCs.

Albert – Develops encryption algorithms.

Barriers to youth-led innovation

The same two questions on the subject of barriers to youth-led innovation followed, for those in the audience over 21 and those under 21.

Voting question number 2, for people >21years only:

Barriers to Innovation (part 1)
What do you perceive to be the biggest barriers to youth led innovation?

List in order where the first number is the biggest barrier and the last number is the least of a barrier.

1. Negative attitudes towards young people can limit their confidence
   17%
2. Power relationships with adults can inhibit young people from taking the lead
   18%
3. Familiarity can impede innovation
   17%
4. Structures aimed at increasing innovation may act as barriers
   16%
5. There can be legal and financial constraints and lack of support
   16%
6. Technology is insufficiently accessible to all
   16%

Voting question number 3, for people <21years only:

Barriers to Innovation (part 2)
What do you perceive to be the biggest barriers to youth led innovation?

List in order where the first number is the biggest barrier and the last number is the least of a barrier.

1. Negative attitudes towards young people can limit their confidence
   19%
2. Power relationships with adults can inhibit young people from taking the lead
   18%
3. Familiarity can impede innovation
   16%
4. Structures aimed at increasing innovation may act as barriers
   13%
5. There can be legal and financial constraints and lack of support
   18%
6. Technology is insufficiently accessible to all
   16%

Panellists' opinions about barriers to youth-led innovation

Albert - Denmark doesn't allow under-18s to own businesses. This should be changed.

Nina - Under-18s can't be a director of a company in the UK so she uses her Dad's name. We need to break down stereotypes that young people just go to school and do homework. In fact, there is often too much homework. On this point, Ollie suggested that maybe the formal education system could even be a barrier to creativity.

Alja – "We need a greater focus on creativity in education because young people today will probably have to create their own jobs. Education should not just be a question of memorising things. There is room for creation as well."

The audience were then asked to vote on factors that facilitate youth-led innovation and prioritise from a list given:

Voting question number 4

The following factors have been identified as facilitators for youth-led innovation.
Place in order of importance – where the first number on your keypad is the most important and the last number is the least important.

1. Social capital gained through social networking
   23%
2. Role models provide major sources of support
   24%
3. Support and trust of others is crucial
   25%
4. Flexible space, time and opportunities enable youth-led innovation to develop
   28%

Panellists' opinions about factors that facilitate youth-led innovation

Alja – "There is a need to provide space where creativity can be practised. We use hacker's spaces where people can come together. We also need more female role models and to showcase these through the media."

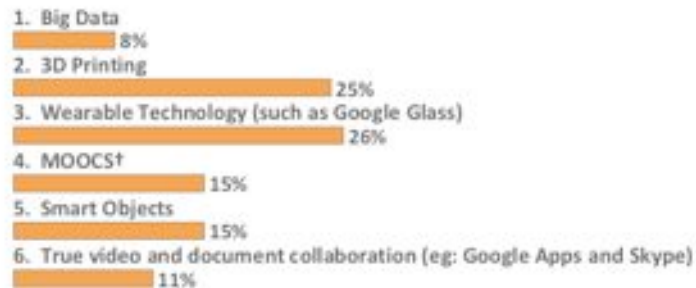**Nina** – "There should be more encouragement from schools. Private schools are sometimes better at this than public schools but across the board more innovation is needed in the curriculum."

Albert – "We should change the perception of what a CEO is. There are now a large number of small one-person tech start-ups. They are also CEOs. Society should judge people on their professional knowledge not just their age."

The audience were asked to vote on what technology they were most excited about from a list.

Voting question number 5

Which of the following technologies / emerging technologies are you most excited about? – pick one

1. Big Data
   8%
2. 3D Printing
   25%
3. Wearable Technology (such as Google Glass)
   26%
4. MOOCS†
   15%
5. Smart Objects
   15%
6. True video and document collaboration (eg: Google Apps and Skype)
   11%

Panellists' opinions on what technology they were most excited about

Alja – She has used 3D printing as a cheap alternative for making prototypes instead of manufacturing them. This potentially opens up innovation to more people.

Nina – The potential to keep passwords and privacy secure. Big data is used to track the Wi-Fi hotspots you have been on, so security is more and more important.

Ollie concluded by saying that the message he has drawn from this debate is "let's keep calm but let's innovate."

Outcomes of the session – key lessons learned

- Many business-related laws are outdated and should be revisited to enable and encourage young people to become entrepreneurs and business owners;

- The current formal education system that operates in most European countries doesn't always inspire or leave room for creativity in education;

- We need more female role models and to showcase these through the media;

- There should be more encouragement to innovate in schools – the answer might be to put innovation/entrepreneurship in the curriculum;

- We need to change the perception of what a CEO is. There are now a large number of small one-person tech start-ups. They are also CEOs. Society should judge people on their professional knowledge and expertise, not just their age;

- Passwords and privacy should be talking points. Big data is used to track the Wi-Fi hotspots you have been on, so security is more and more important.

Helpful resources
Web We Want Chapter 3: Acting, reacting, interacting: http://www.saferinternet.org/c/document_library/get_file?uuid=209e163f-c841-4427-8e7d-3649b6744374&groupId=10137

SALTO-YOUTH: Youth initiatives https://www.salto-youth.net/rc/participation/youthinitiatives |

4. On online creativity, anonymity and hypervisibility

The audience took part in a voting exercise to set the scene for Andrew's speech.

Voting question number 6

Are we as anonymous online as we are offline?

1. Yes
7%

2. No
93%

Summary points

Anonymity = lack of accountability: without accountability there is no responsibility

There are benefits and problems associated with anonymity: the internet is an "infestation of democracy". In 'The Cult of the Amateur', Andrew Keen's first book, he addressed the problem of too much anonymity on the Internet for democracy to work. He argued that in a Web 2.0 world everyone could express themselves but this undervalued experience, expertise and knowledge. He perceived a world where everyone could say anything and where experts were undermined because the opinion of young people without world experience was just as valued. He described this state as "a kind of incivility". In addition, anonymity was prevalent. The problem with this is that we need to be accountable online. We need to take responsibility for what we say. Without accountability, there is no responsibility. Web 2.0 was all about rights but not about responsibility.

Hypervisibility = we share everything about ourselves, we own nothing

As time progressed, Andrew realised that a complete absence of anonymity was even worse. In his latest book published last year, 'Digital Vertigo', he talks about the shift to Web 3.0. He argues that *users* of the internet are now being turned into its *customers*. He suggests that dominant companies like Facebook, Twitter and Google are leading on this. It is becoming harder and harder to hide ourselves. In the era of big data, everything we do is being turned into profit. Nothing is now invisible. So we have a situation of hypervisibility. There is a cult of the social. We share movies with Netflix, and with Foursquare we tell everyone where we checked in. We share music. Instagram allows us to publish photos but we don't own them.

Technology is changing the future of traditional democracy and society

The deal that we sign up to by becoming part of the digital world, the norm, is that we get it for free, but in reality, Andrew suggests, we are trading in our personal information. We are being packaged up as data. Data is the new oil and industrial production. Our data is being mined and sold to advertisers.

Voting requires anonymity for democracy to work. This could even be under threat. Voting booths become anachronistic because we already know how you are going to vote by Facebook posts while

wearability like Google Glass will tell Google who we see and meet. This development is particularly relevant for kids because they don't realise that they are being turned into data and nothing is free. The internet of things means objects will track us.

Teaching the Internet to forget

So what should we do? We need to balance anonymity and hypervisibility. We need to teach the internet how to forget. Otherwise, potentially, compromising photos, like being drunk when you're young, will stay with you forever. It's an education issue but also a business issue. The current business model is profoundly flawed. What are supposedly free services and products are, in fact, subjecting us to the dominance of big data. There is an orthodoxy in Silicon Valley that needs to be shattered. People need to be charged for products because then we have rights. We have to innovate 'free'.

Questions from the floor

A youth panellist asked, 'can laws protect children's privacy?'. Andrew responded that children and young people needed to be educated as well. In practice, laws don't always work because it's impossible to tell if users are children or not. Twitter doesn't ask for age when you sign-up and Facebook is used by many children, many of whom are under 13, although they are not officially allowed on it if they're that young. We need data literacy teaching in schools. We need to explain to children that they will have to curate their own identity online. We live in a reputation economy. What is most interesting about us is our mystery.

Another youth panellist commented that children know more about internet than adults, indeed that adults often don't know enough to help. To this, Andrew responded by suggesting that children did have an intuitive knowledge of the internet and how to use it but they didn't understand the business model and economics behind it, which is where parents can teach and guide.

Outcomes of the session – key lessons learned

- We need to be accountable online and we need to take responsibility for what we say. Without accountability, there is no responsibility.

- We need to balance anonymity and hypervisibility. What are supposedly free services and products are, in fact, subjecting us to the dominance of big data.

- We need data literacy teaching in schools. We need to explain to children that they will have to curate their own identity online.

- Children do have an intuitive knowledge of the Internet and how to use it but they don't understand the business model and economics behind it, which is where parents can teach and guide.

Helpful resource

Web We Want – an educational handbook for teens:
www.webwewant.eu

5. Shaping the future

Stephanie Klahn, klicksafe and Fred Langford, Internet Watch Foundation each facilitated a session. The summary below covers ideas discussed in both sessions.

The two parallel world café-style sessions started with the same video of youth panelists' discussions on various issues related to eSafety and designing products for children and young people. The aim of the interactive sessions that followed aimed at getting the views of the audience on eSafety for children and young people.

In the view of **Stephanie Klahn** and **Fred Langford**, five aspects should be a priority when designing products for young people: privacy, usability, safety reliability, attractiveness and fair advertising.

The interactive world café sessions triggered further discussions on products and services designed for children and young people. The audience worked in groups to debate three questions, and the outcomes of the debates are presented below:

Voting question 1: Could industry offer better defaults in their products?

Although great efforts have been made on offering better defaults on products, there is still a lot of room for improvement, especially since industry does not adhere to the same principles. Discussions touched on:

Transparency: industry should make it fully transparent when a service you are using switches you through to another service.

Accessibility: information on default settings should be accessible and the language should be appropriate for different target groups.

Privacy: each person has the right to privacy and to be aware of the data stored about them; targeted advertisements create a bubble making it difficult for people to discover and experiment new products and services.

Security: security settings should be simple, easy to understand and switched on by default, leaving the user to downgrade security level as necessary; data provided when using services online should be protected, avoiding future use of such data for other purposes.

Support: industry should support parents, educators and users to understand what the defaults are and how they work.

Voting question 2: Should parents take more time to work with their children and where does the blame lie when it goes wrong?

The general view expressed was that parents are responsible for educating their children. All parents educate their children on how to be safe and responsible in real life by teaching and therefore they should approach online education in the same way. Parents need to support their children to explore the online world safely by giving them advice, playing games with their children, spending time on the internet together, etc. Moreover, children and young people should allow their parents to share with them their questions, problems, etc. Mutual trust and open communication are key to the wellbeing of children off and online.

School, industry and governments play an important part as well. Schools can offer resources, train parents and educate children. On the other hand, industry can provide safe products and services, tailor-made for children.

The word 'blame,' in the question, was thought of as having a negative connotation and does not allow for taking risks, which can also be a means of learning and education; a better choice would be 'responsibility.' It is the responsibility of parents, teachers, educators, industry, children and young people to be safe online.

Voting question 3: What are the five most important points to consider when designing a product or service for children and young people?

Accessibility: user-friendly; language appropriate; straightforward settings; information on the product.

Safety: safe-by-design; privacy settings; age-appropriate content; effective reporting via clear reporting buttons.

Education: Interactive; fun; enjoyable; educational.

Transparency: make costs clear; details on the business model; parental controls.

Impact evaluation: reviewing the process and the content.

Outcomes of the session – key lessons learned

- Information on default settings should be accessible and the language should be appropriate for different target groups;

- Security settings should be simple, easy to understand and switched on by default, leaving the user to downgrade security level as necessary.

6. Strand A: A better internet: how do we support and provide for our most vulnerable users?
i) Supporting and providing for our youngest users online

Chair: Sonia Livingstone
Speakers: Donell Holloway, Researcher in Child Wellbeing, Australia; Eric Krier, Safer Internet Centre, Luxembourg; Nadège Bastiaenen, Safer Internet Centre, Belgium

Sonia Livingstone introduced this session by stressing that most efforts towards a better internet have, until now, focused on school-age children, mainly teenagers. But ever-younger children are going online, including pre-schoolers and even infants. This session looked at what constitutes a better internet for them? What will benefit them? Is the current provision good enough? What safety considerations apply?

EU Kids Online will release a new report on available research regarding 0-8 year olds in June 2014, drawing together insights from the latest qualitative and survey studies. The Positive Content competition will have awarded its second year of prizes by then, but here we discuss if this will have encouraged high quality and diverse submissions from across Europe. How do the initiatives and best practice already established by practitioners and policy makers apply for very young children, or do we need to rethink more radically?

Emphasis is less on small children as vulnerable but rather as having specific needs as we seek to develop a better internet with/for very young kids. The session had a positive approach to the multi-facetted challenges of fostering the opportunities that online technology offers whilst it also showed that building resilience in young users and developing a real sense of online rights and responsibilities was essential.

Summary of discussions

What is a positive and creative experience for the youngest children?

Donell Holloway's presentation focused on what we know about internet use by very young children. She observed that 9 – 16 year olds had already been looked at by the EU Kids Online studies so now we need to know about children down to zero, which is an area EU Kids Online is currently researching. She stressed that researching this group is vital because children are using the internet ever earlier and are also going through a very important cognitive stage in their development. Furthermore, these very young children have almost no online skills.

Overall, Donell observed that the statistics show that the rise in internet use in this very early age group is linked to the increasing availability of touchscreen technology. However, parents and governments do not know how to react to this increased use because little research has been done with the very youngest users. For example, although hundreds of studies have been done on teenagers, Donell showed that only 8 studies have been done on children aged less than 1 year old and only 9 studies on children less than 2 years old.

She shared some facts that we do know concerning this young age group:
1. Usage of the internet in this group is increasing rapidly;
2. Very young children are performing a variety of activities, e.g. watching video clips, playing games online and searching for information;
3. They are also using social networking and some are even on Facebook;
4. Video sharing on YouTube is often the first thing they do.

Eric Krier's presentation focused on slightly older children in the 0-8 year-old age group. His central question was: what is content for kids? He observed that even young children have a lot of questions and there is a need for appropriate content to help parents answer these questions. He also observed that television producers have already dealt with this problem of appropriate content. He gave the example of the Teletubbies and Sesame Street programmes.

Eric believes that discovering the possibilities of non-formal education and teaching/learning through play is vital. To illustrate this, he outlined some examples of activities by the Luxembourg Safer Internet Centre. One activity encouraged kids to eat more fruit by getting them to design hats with fruit stuck to them. Another activity involved performances, shows and concerts designed to build the confidence of young children and also an exercise on architecture. This exercise involved kids building small houses, but first they had to draw up a plan for the house and explain why it was a good design.

Eric further suggested that educators should take a cue from the marketing strategies of companies. For example, what could their efforts to sell music or videos tell us about how to sell the idea of a safer internet? Often we develop products that are not suitable, like books that children don't have the ability or even time to read.

Eric outlined a publication called 'The digital world with Bibi' produced by the Luxembourg Safer Internet Centre. This includes a storybook and a colouring book, with all material in Luxembourg's own language. It not only features a bee called Bibi but also several other characters representing different levels of competence in using the internet. There is no pedagogical advice but each picture in the book is accompanied by a text that a parent can read to the child, so involving both parent and child. The publication is available in English, French and German as well as Luxembourgish, which is the language that most children understand in this country. There are also audio versions of the story.

Eric concluded by observing that we should not forget the importance of emotions when designing content for young children.

Nadège Bastiaenen's presentation focused on even younger kids. She stressed the 0-8 year-old children were of vital importance because:
- They start to experiment and learn very early on;
- They are very vulnerable;
- Young children are likely to run more risks if they access the internet unsupervised;
- Yet 80 per cent of our attention and the resources developed target older children and teenagers.

Nadège outlined some findings so far:
- There is a need for active guidance of young children's online experiences;
- Time needs to be invested by parents;
- Technological solutions will never be enough to help this age group cope with risks they encounter;
- Digital literacy skills form the basis of responsible use.

According to Nadège, the main risks are a lack of dialogue in the family about online issues, a lack of confidence and of positive attitude. The challenge is to build trust and for parents to become trustworthy people for online issues, with children encouraged, above all, to tell someone if they are concerned about something online.

The main target audience should be pre-school children and their parents. The main messages are:
For children - "Tell someone;"
For parents - "Have fun", "Interact with your child online", "Show interest", "Listen to what they tell

you" and "Observe what your children are doing online".

Online media education should be like a house where the roof is dialogue; the rooms include jokes and fun, dealing with problems and anything weird, answering questions and doubts and establishing settings and levels of information. The foundation of the house is to build trust by starting the education process early.

Nadège ended her presentation by showing a 'Click Safe' video developed by the Belgian Safer Internet Centre called 'Did you see something weird on the internet?'. This shows a very young girl watching a monkey swing from tree to tree on a computer. Suddenly a pop-up appears which says "Win a teddy bear, click here". She clicks and multiple pop-ups start covering the screen, which upsets the girl. Her father comes in and shows here how to deal with the pop-ups and the girl continues playing happily alongside her father.

Nadège's presentation was followed by a floor discussion. The audience pointed out that industry has a responsibility to provide good content for this age group and, in the case of social networks like Facebook, a responsibility for sharing good content. However an industry representative in the audience from Lego in Denmark suggested that this might be too much to expect as an obligation. He suggested that kids should create their own content and industry should provide the tools. A parent observed that context was vital and gave the example of her one-year-old child who had learnt to talk with relatives in Chile on Skype to keep family contact and learn Spanish. She also encouraged her child to use YouTube videos of Chilean children's songs to learn Spanish.

The session ended with two interactive questions for audience voting.

Voting question number 11

What's the favourite online activity of 2-3 year olds?

1. Watching video clips
60%
2. Social networking
3%
3. Playing games †
37%
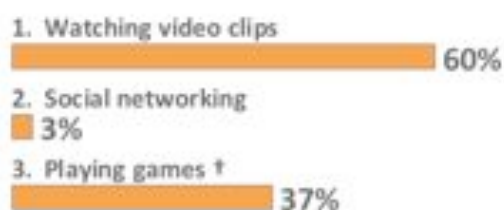
Voting question number 12

What proportion of mothers have uploaded images of their child under 2 years old?

1. 2 in 5?
6%
2. 3 in 5?
19%
3. 4 in 5?
75%

Outcomes of the session – key lessons learned

- More work needs to be done on classifying content so parents can help their very young children to find appropriate material, because usage of the internet in this group is increasing fast;

- Appropriate content should be available for very young children;

- Investigating and researching teaching/learning through non-formal education and play is vital;

- In order to 'sell' the idea of a safer internet, educators need to better understand the marketing strategies of companies both through collaborating with them and observing the way they sell music and videos;

- We should not forget the importance of emotions when designing content for young children;

- The main risks are a lack of dialogue in the family about online issues, a lack of confidence and of positive attitude. The challenge is to build trust and for parents to become trustworthy people for online issues, so that children are encouraged, above all, to tell someone if they are concerned about something online;

- Industry has a responsibility to provide good content for this age group and, in the case of social networks like Facebook, a responsibility to share good content.

Helpful resources

Belgian SIC Toddler video: Did you see something weird on the internet?':
www.youtube.com/watch?v=bh20w33ptg0&list=UUeLTgN3i44Fcr6rERaN03fg&index=1&feature=plcp

UK Safer Internet Centre: News item on report on eSafety and vulnerable young people:
www.saferinternet.org.uk/about/news/20th-june-report-on-e-safety-and-vulnerable-young-people

Common Sense Media: Managing your preschooler's fascination with apps:
www.commonsensemedia.org/advice-for-parents/managing-your-preschoolers-fascination-apps

Extract from eSafety Kit for families:
www.saferinternet.org/c/document_library/get_file?uuid=7a60d3dc-9b9f-4763-ac45-ff5d8b0057c0&groupId=10137

Zero to eight: young children and their internet use:
http://eprints.lse.ac.uk/52630/

6. Strand A: A better internet: how do we support and provide for our most vulnerable users-
ii) A better internet: the role of intermediaries in managing risks for vulnerable users

Chair: *Jutta Croll, Social Web Social Work coordinator, Germany*
Speakers & table facilitators: *Robertas Povilaitis, Helpline, Lithuania; Virginia Pareja, Social Educator, N.N. Fundacion Esplai, Spain; Jan Vespermann Dunkelziffer e.V; Urko Fernandez, Friendly Screens*

Summary of table discussions

This session was conducted as an Appreciative Inquiry Workshop, a four-step table discussion on the vulnerability of young people on the internet. All of the facilitators leading the table discussions have a background in social work as it relates specifically to young people and the internet. The four steps of this methodology are **Appreciating**, **Envisioning**, **Innovating** & **Engaging**.

Ideas that emerged from table discussion around the concept of '**Appreciating**' the internet include:

- As an open space, an enabler

- For communication:
    o Social media (priorities change depending on age, this is currently more important for youth)
    o Email is appreciated by most of us
    o Connect with friends all over the world
    o Cost-effectiveness of communication

- For the information anyone can access:
    o Educational resources are easily available for e.g. homework
    o Full and very fast access to information

- Entertainment
    o Music and films are easily accessible
    o A fun place

- Online shopping

- Creativity

- Easier to be an entrepreneur – to start your own company

- Sharing your life with like-minded people

- You can gain experience

The next discussion was about '**Envisioning**' what might happen, in this case in terms of risk; participants in the session provided the following ideas:

- Challenges and risks
    o Overload pushed too early onto young users before they have had their own space in which to develop
    o Digital divide could grow or diminish
    o Augmented reality
    o Risk: technology outruns education

- o Big data, also aligned with shopping
- o Connected all the time ➔ could be a risk
- o Parents cannot help their children because of the digital divide
- o Lack of privacy
- o Monopoly of industry
- o Users will become robots
- o How to ensure that we spend time together and not just online
- o At present we have to trust doctors and governments but in future we will have to trust companies, e.g. Google etc.
- o Trust that sacred personal information will be in good hands (e.g. medical data)
- o Social incompetence as there will be no offline contact anymore – real relationships should be appreciated more.

Each table then discussed the wonders, the possibilities and the concerns related to '**Innovating'** and technological advances of the near future:

- o Smells
- o Wearable interfaces (e.g. Google Glass)
- o 3D printing
- o Fast, free internet wherever you go
- o Eventually we might get bored and parents will be more involved again with children
- o Google Speech (better speech recognition) ➔ downside is that kids' writing skills will diminish
- o More interactive schools that use internet in a normal 'right' way
- o Getting the message out
- o Involving young people in school to do peer training
- o Starting small – start with your friends and get the message out
- o Training should be mandatory in school
- o Challenge: in 2014 Internet safety will get less funding
- o Traditional media should be taken to the internet.

'**Engaging'**, the final step of the Appreciative Inquiry session, gave rise to the following ideas:

- o Education is key – for children, parents, seniors = we live in a world where the internet is everywhere, and one needs to know more about it, from an early age
- o Prepare children to use internet safely – safe internet should be an important point in school curricula
- o Peer mentoring is key – one listens more to one's peers
- o Interactions between countries have to be stronger
- o Finding the balance between the online and offline world
- o How to increase education
- o Creating a credible message through credible research and then disseminated in a credible manner
- o Industry and media need to distribute the message
- o Challenges: different cultures, legislations (cross border or across countries)
- o Collaboration between countries and generations is possible

7. Strand B: Interacting in a digital environment - challenges and opportunities
i) Joining up approaches

Chair: *Agnes Uheretzky, COFACE family confederation, Belgium*
Speakers: *Andreea Pufu and Nistor Anca (youth), E-sign project, Romania; Maria José Cantarino de Frias, Interactive Generations Forum Child Safety Centre, Spain; Marjolijn Durinck, Safer Internet Centre, Netherlands.*

Summary of discussions

Panelists and participants in this session looked at how the good practice emerging from public-private partnerships could be scaled up to make the Internet a better place for all. Three projects were presented: a national partnership for hearing impaired pupils in Romania, a multi-country initiative for parents, and a multi-facetted long-term partnership in the Netherlands.

Jonny Shipp, from Telefonica, opened the session with a brief presentation of the work of the CEO Coalition. The Coalition, launched in December 2011, is a cooperative voluntary forum of companies aiming to respond to the challenges arising from the diverse ways in which young Europeans go online. Companies that are signatories to the Coalition committed to take positive action throughout 2012 to make the internet a safer place for kids, focusing their efforts in five areas:

1. Simple and robust reporting tools for users

2. Age-appropriate privacy settings

3. Wider use of content classification

4. Wider availability and use of parental controls

5. Effective takedown of child sexual abuse material

All member states now provide parental controls and filter systems, and the Coalition therefore feels that it has achieved the tasks set. The Coalition underlines the importance of awareness-raising and will continue to collaborate through a joined-up approach addressing the five areas stated above.

Maria Jose Cantarino de Frias, also from Telefonica, presented the Child Safety Centre, which is currently being created to help parents foster responsible use of ICT by their children. This platform will offer parents the support they need to tackle the online safety issues that concern them. The ongoing project brings together the knowledge and expertise of the Interactive Generations Forum, European Schoolnet and leading experts in the field from several countries. It will be a place where parents can find resources and relevant information on trends, users and use. It will initially be launched in the UK and Spain.

The initiative is led by a Steering Committee comprising both industry and (pedagogical) experts working in the field. A high-level Advisory Panel gives final advice on topics, methods and content. Two of the many issues that parents seem most concerned about are:

- Gaming and how to 'parent' a child addicted to gaming or a child who needs advice when going online;

- Mobile devices and the immediate anywhere-anytime access they offer children to all sorts of content.

Marjolijn Durinck works with the Safer Internet Centre, Netherlands. This is a public-private partnership (PPP) initiative that concentrates on the benefits and challenges of digital technology.

"All participants of any PPP should be treated as equal partners," she stressed, stating that a PPP was not a form of sponsorship for an NGO, but rather a partnership and should be treated as such. The greatest challenge of the moment that has hit both NGOs and companies is the economic crisis. The structure of any partnership including a PPP should carefully consider the mechanisms in place to see what else is needed to ensure a well-balanced selection of partners.

Andreea Pufu works with Save the Children Romania on an initiative in joint partnership with Orange, the Ministry of Education and other NGOs and schools. The aim is to train educators and create original online safety content specifically for hearing-impaired children. Through the initiative more than 3,000 hearing-impaired children have been reached and a valuable long-term partnership has been created. **Anca Nistor**, a Romanian volunteer representative who took part in the project, underlined the added value that an educational focus can bring to any partnership.

Discussion at the end of the session focused on the sustainability of funding, and the differences in approach to short- and long-term partnerships. Often governments will support only sustainable partnerships. It is especially important for all partners to reflect on the added value of a project.

Voting question number 5

Which Safer internet programmes are most effective?

1. NGO
9%

2. schools
13%

3. government/ Ministries
0%

4. private companies
0%

5. a combination
78%

Schools were trusted the most. The main reason given for this was because schools do not have a (political) agenda.
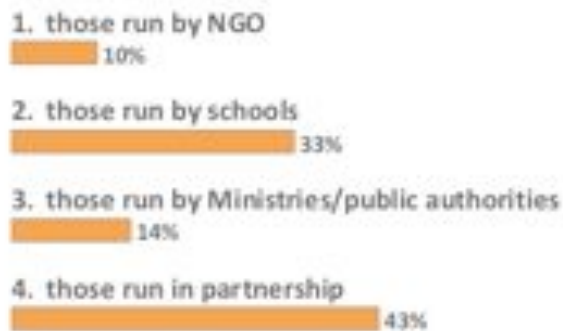
There was a discussion about what would increase the impact of the projects:
- Additional funding
- More awareness
- Visibility;
- Ensuring that the setting of the criteria is done together with the partner at the outset.

Voting question number 6, *looked at the transparency of existing Safer internet programmes:*

Voting question number 6

Which Safer internet programmes are most transparent?

1. those run by NGO
   10%

2. those run by schools
   33%

3. those run by Ministries/public authorities
   14%

4. those run in partnership
   43%

Conclusions from the Chair and panelists included:

In a partnership it is very important to remember to:
- Keep an equal basis for all partners
- Be bold in stating opinions and values
- A partnership is, in fact, a shared ownership.

Outcomes of the session – key lessons learned

- One single approach will not cover everything that an organisation needs, so being part of different partnerships is vital.

- An educational slant to any partnership is meaningful.

- Having the right partners is very important.

7. Strand B: Interacting in a digital environment - challenges and opportunities
ii) Interacting in a digital environment - challenges and opportunities

Main Speakers: John Carr, eNACSO
Speakers: Joël Bakan, University of British Columbia, Canada; Sonia Livingstone, Coordinator of EU Kids Online, UK; Mr. Alessandro Cagli, Chairman of the Advertising Education Forum; Ms. Alexandra Scott, Public policy Manager, Interactive Advertising Bureau UK; Ms Melina Violari, Policy and Privacy Manager, Facebook

This session focused on understanding how the digital environment impacts on children both as economic actors and, more generally, in relation to their use of the internet.

Summary of discussions

Opening remarks were given by **Joel Bakan**. He talked about very young children who go online, how we want them to know how to use the internet wisely, how we also want and need them to be confident to understand what is appropriate (online) behaviour.

What might they do in the future? These are future consumers.

He suggested that we want to encourage active participation, e-learning and creativity, that we are all curators of the internet and that it creates horizontal user networks on the internet.

- Business plays a big role in shaping, but also in influencing, sometimes harming, the interests of children.

- Children are being targeted in various ways at an ever-younger age.

- "Today a six-year-old is looking for something a little more edgy, too sexy too soon." Physical appearance has the most influence when it comes to getting somewhere and great importance is paid to it in today's society from a very young age. A 'wrong' physical appearance can lead to lack of confidence, sexual problems, also a link to violence. These things seem to be linked.

Addiction

- There is nothing stickier than addiction. Internet/gaming addiction has very ugly, unhealthy and antisocial consequences, similar to symptoms of other addictions.

Marketing

- Marketing techniques, the psychology and intent that go into them, are not usually understood by normal users.

Sonia Livingstone *responded to Joel Bakan's comments with evidence-based research:*

- Number of kids addicted to the internet is tiny.

- Since the existence of the internet, there is no evidence of children having been more sexually exploited.

- There are more mental problems and anxiety, possibly related to the internet.

Digital skills and positive content matter

- Children are spending more time than ever online, connecting already in the morning from their mobile devices.

- Less educated children face more problems in the formal school setting but also online, so it's important to educate them. So how can we involve schools? Media education is not only the job of schools.

- Critical media literacy: What is positive content? What is advertising? Where is the fine line drawn?

Melina Violari, *Facebook, also picked up on Joel Bakan's comments:*

- Facebook's privacy settings have again changed to be stricter.

- Education is a very important factor for Facebook.

- Safety by design is another really important factor.

Alessandro Cagli, Ferrero Group, pointed out that there were also privacy concerns in existing legal frameworks to think about in terms of children and internet access. **Alexandra Scott**, Interactive Advertising Agency, reminded us that advertisers were held to a high standard to maintain trust.

Outcomes of the session – key lessons learned

- Some companies do not care. We have to make sure they do care. Naming and shaming might be a good method here.

- Collecting children's data can affect their wellbeing in different ways.

- Transparency and clarity through piloting certain age-appropriate privacy settings should be common practice.

- There needs to be basic education given on what it means that industry is (currently) self-regulating and on how children and adults understand this.

- There must be multiple ways to contribute to children's wellbeing, not only through industry funding. We also need to have neutral funding for research.

- Television was meant to be as revolutionary as the Internet. Social media etc. will be discussed in the same way one day as television is right now, as something that used to be revolutionary.

Helpful resources

Excessive internet use among European children:
http://eprints.lse.ac.uk/47344/

Web We Want Chapter 5: My privacy and yours
www.saferinternet.org/c/document_library/get_file?uuid=83dcac71-e116-41aa-9b88-89d69c41be6d&groupId=10137

ENISA: To log or not to log? - Risks and benefits of emerging life-logging applications:

www.enisa.europa.eu/activities/risk-management/emerging-and-future-risk/deliverables/life-logging-risk-assessment/to-log-or-not-to-log-risks-and-benefits-of-emerging-life-logging-applications

Web We Want Chapter 5: Undercover in the online world:

http://www.saferinternet.org/c/document_library/get_file?uuid=5d7507aa-6d0a-43c1-9ce3-f9bae74a9bb7&groupId=10137

8. Strand C: Keeping the internet safe, powered by INHOPE and Insafe
i) Keeping the internet safe – advising and informing: Picking up the pieces: the role of helplines in keeping young people safe on the internet

Moderators: Karl Hopwood, Insafe, UK; Alla Kulikova, AFA, Helpline, France; Maaike Pekelharing, Meldpunt Kinderporno, Helpline, Netherlands

The Insafe helpline coordinator, **Karl Hopwood**, explained the importance of the helplines in providing a place for young people to seek advice, guidance and support with a wide range of issues and challenges related to the internet and online communication. Participants were then able to discuss two (out of a possible four) case studies provided by helplines from France, Netherlands, Denmark and the UK.

Summary of Discussions

The role of the Insafe helplines

Helplines provide a vital service to young people, parents and teachers. Essentially they aim to do the following:

- Inspire **confidence** and empower users to take control and create solutions for themselves. Many young people say that they are reluctant to report problems as they think no one will believe them and that reporting can possibly cause more problems, particularly if a bully finds out. There is also a belief amongst young people that social networks don't respond to reports so there is no point in contacting them.

- Provide a range of **advice** and support users to investigate appropriate courses of action. Strong links with industry at the Insafe network level mean that helpline staff have a good understanding of how the main social networks operate and are aware of what can and cannot be done with regards to the removal of content etc. Insafe has managed to establish particularly effective relationships with Facebook, Twitter and more recently with Ask.fm.

- Work closely with colleagues from around the network to help users to **report** their problems in the most appropriate way. Different helplines have different areas of expertise, e.g. the UK helpline focuses solely on supporting professionals who work with children and young people, whereas the Dutch helpline deals exclusively with cases involving sexual abuse.

- Working as a network, the helplines are able to share their **expertise** and provide resources and information in a timely manner which can be used to support users. For example, Insafe has produced a range of tipsheets which provide specific advice about a number of different social networks, particularly focusing on privacy and how users can take control (www.saferinternet.org/tipsheets).

Helplines are also part of a wider network within their own countries and are able to signpost users to appropriate **support** from others where necessary. This is reciprocated by others.

Around a quarter of contacts made with helplines across the network are in relation to cyberbullying with around 15 per cent being about love, relationships and sexuality. 11 per cent of calls concern

privacy issues (how to protect privacy and also how privacy can be abused).

63 per cent of all calls are from females and 56 per cent are from teens.

Outcomes of the session – key lessons learned

- Helplines provide a vital service. Participants were interested and surprised to hear about the diverse range of issues that were shared. The Danish helpline shared a case which related to *Facerape* (also known as *Frape* or *Facebook Rape)* – although all helplines are aware of this issue (where someone will change the Facebook status of another user without their consent – often as a joke, but sometimes with devastating consequences), many participants were not aware of this nor how widespread a problem it was.

- Helplines need greater visibility; some participants were completely unaware of the very specific work being done by the helpline network.

- Participants were given a copy of the CARES card which helps to showcase the work done by the helplines and points people to the website so that they are able to find the Insafe helpline in their country.

Helpful Resources

Insafe helpline website:
www.saferinternet.org/helplines

Insafe tipsheets:
www.saferinternet.org/tipsheets

8. Strand C: Keeping the internet safe, powered by INHOPE and Insafe
ii. Protecting an online generation

Chair: Agnese Krike, INHOPE president, Latvia
Speakers: Mick Moran, Interpol France; Sabine Frank, Google; Carole Gay, AFA; Ana Luisa Rotta, Protegeles.

The session was an exploration of how the work of hotlines fits into the challenge of creating a better internet. It included a panel discussion on the value of hotlines, and an investigation into their place in society today.

Summary of discussions

Mick Moran from Interpol stressed the support that law enforcement is offering to hotlines in their everyday activities. Five important aspects stand out in the discussion on internet and Child sexual abuse materials (CSAM):

- **History**: in the 90s it was easy to use a search engine to look for child abuse materials; things have changed nowadays, for the better.
- **Potential**: there is a great potential to cooperate towards the taking down of CSAM.
- **Awareness**: pull together the words 'awareness' and 'society' as the society needs to be aware of the issues; in the 90s, there was a great demand for CSAM and a great number of people have an interest in CSAM.
- **Society**
- **Together**: all parties involved must work together to the greatest extent possible.

Ana Luisa Rotta, Vice-President of Protegeles gave a short presentation of the Spanish hotline which has been running since 2001, the year in which it joined the INHOPE network.

- **Alternative**: Hotlines offer users an alternative to act when they encounter CSAM online.
- **Anonymous**: Users are also able to report anonymously, which makes people more inclined to report; 5,000 reports are received every month by the Spanish hotline, however, not all refer to CSAM on the internet.
- **Reliable**: Users know that hotlines are reliable and that reported CSAM are taken forward and directed to the right organisation.
- **Expertise**: Hotline staff are experienced professionals.
- **Network**: Being part of a network is very important for the work of a hotline as the reported CSAM may be hosted in another country.

Carole Gay, representing the French hotline AFA, talked about the following five aspects of the work of hotlines:

- **Removing illegal content** at source to fight against illegal content.
- **Visibility at local and EU level**: lobbying to politicians, government representatives, Ministries, etc.
- **Taboo**: Hotlines deal with offensive content; people are often afraid to report even if reports are anonymous; reporting is an action of general interest which will contribute to a better internet.

- **Age and reporting**: Campaigns organised by hotlines do not target children under 13 years old; appropriate campaigns should target different target groups.
- **User-friendly reporting and tools**: should people be encouraged to report more? Better integrate the hotline into the work of national centres and more collaboration between hotlines to encourage reporting.

Sabine Frank, Google, joined remotely to present five points on cooperation with hotlines:

- **Risk management**: Making sure that the risks associated to using different services have been taken into account.
- **Empowerment**: empowering and educating is at the core of each campaign; people need to understand the internet, what is behind the services they use.
- **Positive content**: the best method to protect children is to provide positive content; e.g. search engine for children, video platform for children so that they create videos to inform kids on different safety issues.
- **Responsibility**: each stakeholder shares responsibility in the fight against CSAM.
- **Participation**: teaching children to respect others on the internet and always follow the same moral and social rules as in real life.

The world café session that ensued dealt with the question of raising the visibility of the hotlines, finding a place for hotlines in today's society and brainstorming on campaigns.

Question for discussion 1: Which are the best ways to raise visibility of the work of hotlines?

It is obvious that people watching porn are more prone to stumble upon CSAM. Better campaigns should be created in order to make people aware of these issues and that these are regular people behind CSAM. Hotlines can organise campaigns in partnership with police, ISPs and other stakeholders to reach larger target groups. Also, banners on the internet showing and informing about the existence of hotlines.

Question for discussion 2: What is the place for hotlines in society today?

Hotlines need to reach out to young people and find a way to communicate to the youngsters to make them aware of the possibility to report CSAM. Hotlines should raise awareness in schools by training the teachers and using them as multipliers. Age-appropriate content to raise awareness on the reporting of CSAM should be made available for schools.

Question for discussion 3: Campaign ideas

In Spain the hotline organised a campaign for children and parents with the main messages: "don't ignore, you have a responsibility to report;" and "you are not pointing the finger but reporting something that needs to disappear from the internet."

Videos offer a quick, impactful way of getting the message across; they have to be short, animated, without too much text to attract young people.

Campaigns where facts and figures are presented; moral values have changed over time and people accept a wider range of things in terms of sexuality that would not have been accepted 10 years ago. Hotlines should issue a call for people to take responsibility and act upon reporting CSAM.

Conclusions
The outcome of the session includes a lot of collaboration, campaigning ideas and success stories, offering hotlines an opportunity to reach different target groups in their fight against CSAM.

Helpful resources
INHOPE website: www.inhope.org

9. Together for a better internet… raising the challenge!

Astrid Pouppez, Safer Internet Centre, Belgium and Mark Spiteri, Safer Internet Centre, Malta, each facilitated a session. The summary below covers ideas discussed in both sessions.

Day two of the Forum opened with two parallel sessions, organised and led by youth, parents, grandparents and teachers. Each one began with a round of secret voting to register pre-conceived ideas, and to map any evolution in opinions from earlier voting. Questions asked included, 'What stereotype ideas have been quashed?', and 'What are the three key actions to be taken together by SIF 2014?'.

Summary of Discussions

Online behaviour
- Teaching online and offline is not so different: be polite, read the contract, etc.
- Internet is part of normal education

Table vote:
- I should feel safe online – 87 per cent

Question for discussion - who will shape the Internet in the future?
- Me
- Young people
- Parents
- School/teachers
- Politicians/policy makers: 21 per cent
- Companies/industry: 52 per cent
➔ In an earlier survey: web developers over 50% per cent and young people almost 50 per cent

Question for discussion
Which issues are most important with regards to a safer and better internet?
- Education and awareness is key
- Anonymity
- Privacy
- Cyberbullying (also peer pressure)
- Better check of age limits to protect younger people
- Risk of exposure to unsuitable content for specific age range

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Outcomes of the session – key lessons learned

- Educate the teachers, so they can educate students (students can teach media literacy back) and parents.

- Policy makers can create European laws so that industry makes more responsible products.

- There could be an electronic ID card that would need to be used to access certain sites (including user's age information).

- Rating for websites – add-on for browser.

- If you upload a picture it should be yours and you should be able to take it down.

- Industry should be more transparent about what they do with data.

- Public awareness campaigns/media.

- Integrate educational questions as part of internet services (e.g. How do you feel about the internet?).

- Prosecute bullies.

- Default Facebook settings should be as private as can be.

- Inform users about their rights.

- Policy makers should make the laws so that Google, for example, cannot do with the data what they want.

- Getting bystanders to take action (e.g. cyberbullying) online and offline.

- In some countries you cannot post a picture without consent of the people involved – this should be the case everywhere.

- Get messages about Insafe across to governments – educate government.

- We need action!

10. Harnessing innovation, encouraging diversity, creating curators instead of consumers

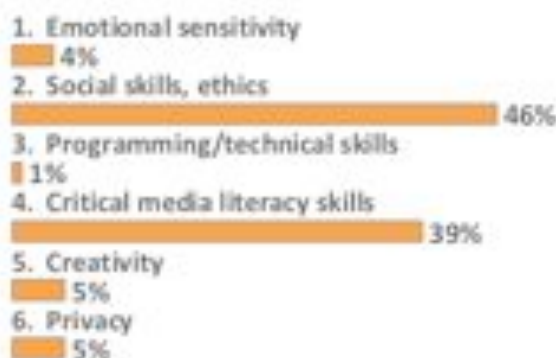> *Chair:* Pia Lang, Safer Internet Centre, Norway
> **Speakers:** Jacek Pyzalski, Professor and Author on Online Behaviour, Poland; Linda Liukas, Finland's digital champion and aspiring author of children's books; Arturs Mednis, Social Media lecturer and Campaigner, Latvia; Plus Spanish and Austrian youth panellists, Noela and Florian.

Summary of discussion

The session began with an audience vote:

Voting question number 15

What is the most important digital competency for children and young people today?

1. Emotional sensitivity
   4%
2. Social skills, ethics
   46%
3. Programming/technical skills
   1%
4. Critical media literacy skills
   39%
5. Creativity
   5%
6. Privacy
   5%

The speakers were then asked for their opinions on this issue.

Florian - Coding and programming skills are very important. It is also important that youth can decide what is safe and harmful content.

Linda Liukas - Programming skills are very important. We should have the skills to build something ourselves. Google and Facebook have enormous influence but we should also have our own ability. The most important languages are English, Chinese and Java script. Today we don't even know many of the jobs that will exist in the future. Experimentation and skills-based education is vital. Facebook uses a lot of European originated open source material and the US should adopt the European approach of producing stuff for everyone.

Arturs Mednis - We are more and more connected to internet and social media. We can publish a lot of material like Instagram. The question is no longer, "What are young people doing online?" Everyone knows. They are sharing and publishing pictures and videos but the really important question is "Why?". Everything we do on the internet has a reason. Knowing this is the best way of motivating and helping young people: we should not just limit them. Safety is important but we should not limit their creativity. 67 per cent of active internet users are concerned about privacy but 46 per cent say they are happy to share their data with companies if their experience improves. The main trend is simply 'more': the current generation is 'Generation More'. I would have voted for creativity and my five words for the fingers of the hand would be, "don't be stupid, be creative".

Jacek Pyzalski: I did two studies with young people and teachers on how they use social media and on their patterns of use. 26 per cent of young people said that they use a blog yet only 5 per cent of teachers do. When asked to guess, teachers thought 90 per cent of young people spent all day online but in fact only 20 per cent did. If teachers aren't creative, how can they teach creativity?

Another question of interest is whether you can be creative yet unethical? And the answer is yes. For example, some children use reporting systems to block the victims of bad behaviour rather than the perpetrators. How can you be both creative and ethical? Most of internet use is learnt by copying peers and not through classes or videos that teach us behaviour. The key is to do things together so that ethical issues come up naturally. Also there is an overlap between the online and offline world. Cyberbullies are usually also bullies. The same is true with creativity. So, it is better to work on relations rather than just online relations.

Noela - We need education and peer mentoring especially. Adults may be wiser but we are more into the virtual world and we know what it's like to be bullied or find harmful sites. We trust Insafe because they guide us. So, maybe trustworthy websites should have Insafe logos.

Florian - We should work on creating a game with great graphics and story. Then we would learn by doing. With regard to online skills and how we behave online, I learn a lot from internet forums and blogs because they teach us good practice.

Linda - If someone had told me that programming had a lot to do with French or poetry I would have chosen a very different education. Instead I dropped out of school.

Arturs - Kids are very creative and coding is very creative… so we should teach it. The more content they create, the better will be the quality and they won't do stupid things like publishing personal and bank account information.

Jacek – It is important to recognise that not all young people are the same.

Noela – The key thing is to help us create something better on the internet.

Outcomes of the session – key lessons learned

- Coding and programming skills are very important.

- Safety is important but we should not limit creativity.

- We need education and peer mentoring - adults may be wiser but young people are more experienced in the 'virtual' world and know what it's like to be bullied or to find harmful sites.

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Helpful resources

Codeacademy
www.codeacademy.com/learn

Teach kids programming: A collection of resources
https://medium.com/global-silicon-valley/a2dc04ea9529

11. Raising the challenge, pulling together the threads…

Chair: Janice Richardson, Insafe network coordinator, Belgium
Speakers: Many of the Chairs that had taken part in the Safer Internet Forum 2013

This was an interactive panel discussion with table leaders from the morning's parallel sessions and reporters from the three strands of the previous afternoon. They shared and discussed outcomes through short videos and Pecha Kucha presentations.

Summary of discussions

Ollie Bray explored the intended outcomes of the Forum to see if it had achieved its objectives.

- Give everybody a voice!

    o This was achieved– stakeholders exchanged on numerous topics in all sessions.

    o Unique to this conference: this is a young people's conference where they are given a platform whenever they want it, with adults present to support.

    o Mindsets have been changed, new topics have been raised and future risks and opportunities have been discussed.

- Raising awareness of where risks lie:

    o Partly achieved

- Showcasing cutting edge thinking:

    o Partly achieved through exhibition area and discussion and thinking.

    o Important to get different parts of Europe to exchange.

    o A comment from the audience, "I would like Safer Internet Centres to not only share successes, but also failures".

    o Need to be proactive on forecasting the issues of the future.

Manuela Martra shared the key lessons learnt for the European Commission:

- New and continuing youth challenges, which the EC will need to follow in the future, e.g. the 3 As (advertising, age verification, anonymity).

- We need to put kids at the heart of our policy and take their advice seriously: youth participation has increased with each year that the SIF has taken place. This is very encouraging and has to continue.

- Be creative and innovative, break the stereotypes: Better internet for kids is a field for strong cooperation among all the different stakeholders and different age groups. Peer to peer will be key at all levels.

    Plans for next year?
    The EC will continue to support to 'connect' stakeholders, young people, networks, policy

makers. Multistakeholder partnerships are key in this area as well as sustainability for the future.

Nadia Olivares, a private person who organised for her and her daughter to travel from Italy to Brussels without any affiliation to the Youth or Parents Panel, but just for having found online information about SIF and being moved by the desire of connecting her family to other European families to discuss online safety, was invited to the stage to say a few words about how useful she had found this forum, to get involved as someone who wasn't part of the 'system' in a professional sense, but rather a mother and thus part of the key target audience for so much of what is discussed at the Forum. She closed by saying, "Let's overcome these difficulties and collaborate on this together."

Closing remarks: what youth, parents and policy makers will take from the SIF

Strand A

Jutta Kroll, from Germany gave a summary of the session she chaired on, 'A better internet: how do we support and provide for our most vulnerable users?'. To achieve its goal the session was carried out as an Appreciative Inquiry session.

Appreciation (in order):
1. Instant communication;
2. Knowledge and sharing resources;
3. Entertainment;
4. Creativity.

Envisioning
1. Ever faster innovation cycles;
2. Challenges to privacy;
3. Smart devices/ Wearable interfaces;
4. Social networks will become the central point of life.

Engaging
1. Education from an early age;
2. Mutual understanding / peer mentoring;
3. Finding the balance between virtual and real life – don't become socially incompetent;
4. Industry and policy take greater responsibility.

Innovating
- Use of current technology to safeguard young children;
- Start safety education in your closest context and expand – do it intergenerationally;
- eSafety Label for schools;
- Appreciate your real life relationships.

Sonia Livingstone, also from Strand A, continued with the theme of our youngest users online, from a positive content, creativity and safety perspective.

- In Sweden, 7 per cent of 3-4 year olds go online; in The Netherlands, 78 per cent of toddlers and pre-schoolers are online:
  - o What is age appropriate? We need to have the right content for our very youngest

users – toddlers and pre-schoolers.
- o Any kind of content can be addressed with very young children, the question is how it is addressed and this area needs research and resources to get it right.

Key outcomes noted in this session:
- There is not much evidence yet for either benefits or risks;
- Great content is being developed but where to find it;
- Engaging parents is crucial but how do we reach them?
- How young do we start – is any age too young?
- Context, purpose and content are all crucial;
- This forum should take note of children aged 0 years and up in future.

Strand B

Agnes Uheretzky chaired the session that focused on making the most out of public-private partnerships, 'Joining up approaches,' and shared some of the key lessons learned:

- Everyone needs an equal voice in a partnership, regardless of whether they are the partner that comes with academic expertise, knowledge and experience or financial support.

- Roles of each partner need to be clear although also flexible: What is the role of private companies? Is it only funding?

- How sustainable is the partnership, from all sides? Private money could come to an end…

- NGO and Safer Internet Centres are looking for money. Industry is looking for long-term, reliable partnerships.

John Carr chaired a session that looked at how we all need to understand the commercial aspects of the internet, especially ensuring that parents and families are aware of how companies operate:

- The image of the internet that is projected is of it being a technology of liberation and being cool. Yet the businesses that drive the internet are among the richest and most profitable in the whole world.

- The fundamental legal obligation of any company listed on the stock exchange is to its shareholders, its investors. So how does this connect to corporate social responsibility? This needs to be discussed more openly with child welfare and parents' organisations, gaming companies and advertising agencies. There is really no such thing as 'free'. If you are not paying for the service than you are the product!

Strand C

Michael Moran, assistant Director of Crimes against Children and Trafficking, INTERPOL, reported back on the discussions that had taken place in the INHOPE session, Protecting an Online Generation.

Hotlines
- Crimes have always been with us, but are enhanced by the presence of the Internet.
- How can we make the INHOPE network better known? ➔ This should be an addition to existing services so that we do not re-invent the wheel.
- Safer Internet Centres need to learn to collaborate and integrate the law enforcement aspect of what they do from already-existing ideas and campaigns.

- When advertising, spend effort on search engine optimisation and geo-tagging information.
- Create and maintain an active media strategy – ensure that all SICs share the same message that INHOPE is the place to report illegal content or content suspected to be illegal.
- Engagement with the pornography community is needed.
- We must target younger people so that the message is there and reporting something suspect online becomes innate.

At the end of the Safer Internet Forum one parent was invited to the stage to represent the overall feedback from the group of parents with a look to the future. He was a parent and a teacher and following discussion with the other accompanying adults he proposed the following recommendations:

- The outcome of this Safer Internet Forum needs to be accountable and discussions, challenges, risks and opportunities followed up.

- These young people, the ambassadors of the better and safer internet community, are the perfect people to spread the word and also to hold the SIF accountable. They should be invited again next year and they should be involved in organising next years' Forum to make sure we don't start again from zero, but build on existing networks, knowledge and expertise.

Outcomes and recommendations of the Safer Internet Forum 2013

- Digital technology is 'natural' in today's society but nevertheless one in four citizens is not digitally engaged, which is a problem that needs to be addressed.

- The vision of younger voters and voices is vital to inform older policymakers.

- We must learn to apply human values in a non-human environment.

- We must work closer with law enforcement agencies.

- We must let the youth be the youth and the parent be the parent in a real online world.

- We need data literacy teaching in schools. We need to explain to children that they will have to curate their own identity online.

- Many business-related laws are outdated and should be re-visited to enable and encourage young people to become entrepreneurs and business owners.

- The current formal education system that operates in most European countries doesn't always inspire or leave room for creativity in education.

- There should be more encouragement to innovate in schools – the answer might be to put it in the curriculum.

- Children must understand that actions online affect your real life. There is a need for more education at primary level.

- Peer mentoring (supported by adults) is key because young people often know more about the actual networks used than teachers or other adults.

- Appropriate content should be available for very young people.

- Investigating and researching teaching/learning through non-formal education and play is

vital.

- Educators should look at how to better understand the marketing strategies of companies through collaboration and what their efforts to sell music or videos tell us about how to sell the idea of a safer internet.

- We should not forget the importance of emotions when designing content for young children.

- One single approach will not cover everything that's needed so different partnerships are vital.