EUROPEAN COMMISSION
Information Society and Media Directorate-General

Safer Internet Programme

"Every European Child Digital Safely"

Emerging Challenges and Youth Engagement

Safer Internet Forum 2011

REPORT

Table of Contents

Introduction

In association with the Safer Internet Forum 2011, the European Commission's Safer Internet Programme commissioned an external expert - Pia Lang - to write this report on the discussions taking place during the conference and place the debates into a wider context. For a full picture of the discussions, the report should be read in conjunction with the minutes of the parallel sessions.[1] Apart from taking part in some of the parallel sessions and plenaries in the Safer Internet Forum itself, the rapporteur conducted some desk research in order to being able to reflect at the wider context of the Forum discussions.

The policies and actions that have been formulated and funded under the succession of Safer Internet Programmes since the very first Safer Internet Action Plan in 1999 have supported a wide array of activities on the European and national levels in the EU Member States, but also outside of the EU. From concentrating on issues relating to potentially "harmful" or illegal content online, the Programme has recently placed increased emphasis on children and young people's use and perception of the digital tools and services they use, with emphasis on:

- Promoting a safer online environment for children
- Promoting awareness-raising aimed at making young people better equipped for using online technologies safely
- Limiting the production and online distribution of illegal content, in particular material documenting sexual abuse of children
- Adding to the knowledge base, so that it should be possible to build policies and actions that are knowledge-based
- Listening to children and young people, in order to make actions and policies based on their real experiences and needs

At the same time, what it means to be online has changed – from being merely "passive" recipients of information, being online is now something one is constantly, on laptops, mobiles or handheld devices, game consoles etc. Young people's activities range from reading and finding information for school work, or getting entertained by videos that other have posted or playing games, to setting up a personal profile on a social networking site and communicating with friends and family. While in 1999 mobiles were used for talking and sending text messages, a third of young people now access the internet through mobiles, many of which have turned into handheld computers, and the distinctions between personal computers and mobiles are becoming extinct. Even so, the attention that mobile phone use gets from parents is lower than internet use by computer access.

On average, children in Europe now start going online when they are seven. 38% of 9 to 12 year olds have a social networking profile, in spite of age restrictions, and more than 30% of children who go online do so from a mobile device. According to Neelie Kroes, European Commission Vice-President for the Digital Agenda, the community have to respond by listening to young people's views and raise awareness, encourage innovation, exchange ideas, and share resources. She also emphasized the need to carry on building a cross-European infrastructure to empower and protect children, through an extended and better-resourced Safer Internet Programme – this technical infrastructure includes technical tools to make internet a better place for children.

However, while many of the awareness-raising activities supported by the Safer Internet Programme have concentrated on online risks, there has been a constant shift towards empowering young people to become responsible online – to become responsible digital citizens. And because many of the issues related to children's online lives have offline consequences, some experts now call for a shift towards a broader perspective on children's lives – children need to become responsible citizens in a global and digital world, and

---

[1] Available online http://ec.europa.eu/information_society/activities/sip/events/forum/index_en.htm

therefore there is a need to talk about citizenship, respect, integrity, participation and how to engage oneself and others.

The six topics chosen for discussion in this year's Safer Internet Forum does not mean that these are the only topics worth focusing on. However, other topics have been treated in previous years' Safer Internet Forum: In 2008, the Forum was dedicated to age verification, cross media content rating and social networking; in 2009, the Forum concentrated on fact-finding in the field of Online safety in European education systems; and in 2010, the focus was on grooming and bullying amongst other issues. In order not to duplicate these debates, but to nevertheless look towards the future development of European and international policies and actions in the field of Online safety, the projects supported by the Safer Internet Programme put forward proposals for organising different Forum sessions, and the topics chosen for Safer Internet Forum 2011 comprised:

- Online reputation – the digital generation, organised by EUKidsOnline and INSAFE
- Internet in my pocket, about mobile phone use, organised by INSAFE
- National and international cooperation on how to fight child abuse online, with a focus on notice and takedown, organised by INHOPE
- Promoting Positive Online experiences for Children across Europe, organised the Safer Internet Centre in Germany
- Policy shaping through youth participation, organised by INSAFE, Childnet and the Danish Media Council (the UK and Danish Safer Internet Centres)
- Exposed online – a workshop looking at the emergence of "sexting" and challenges for parents and young people, organised by the Austrian Safer Internet Centre, eNACSO[2] and ROBERT[3].

In addition, the plenary sessions saw presentations from Tim Davies and Anne Collier that looked forward towards a more holistic view on young people's online lives. Janusz Krupa, a representative from the Polish Ministry of Education shared perspectives on teaching online safety in schools.

The structure of this report has been shifted slightly compared to the programme of the Forum, so as to reflect on the topics in a logical manner. Therefore, although Davies and Collier' presentations were part of the opening of the Forum, their contributions are brought up at the end of the report to reflect on how these can be seen in context with the discussions conducted during the Forum.

An important contribution to the Safer Internet Forum 2011 came from the European Youth Panel on Online Safety, who met the day before the forum to prepare for their participation in the debates. In her opening of the Forum, Vice President Kroes directly addressed the youth, asking for their advice and inviting them to take part in the discussions, to share their experiences and to give input directly to her after the Forum.

The EUKidsOnline[4] results show that some of the risks to children that really do upset them more than other things, and therefore need special attention, is bullying and grooming. Although these were not as such covered in this year's discussions, they were touched upon in different sessions. More information on these topics can be found in the report from last year's Forum[5]. Information and policy implications on these and other issues can also be found in the EUKidsOnline report. However, this report attempts not to duplicate the information in the EUKidsOnline report, although results from EUKidsOnline are used to set the scene and place the discussions into a wider context.

---

[2] http://www.enacso.eu/
[3] http://www.childcentre.info/robert/
[4] http://www2.lse.ac.uk/media@lse/research/EUKidsOnline/EU%20Kids%20II%20(2009-11)/EUKidsOnlineIIReports/D4FullFindings.pdf
[5] http://ec.europa.eu/information_society/activities/sip/events/forum/forum_2010/index_en.htm

The conclusion of the report will summarize the most central recommendations for policy and future actions from all sessions.

Biographies of all mentioned speakers and mentioned participants are to be found in Appendix A.

Promoting Positive Online experiences for Children across Europe

While the succession of Safer Internet Programmes since 1999 has focused mainly on online risks to children, and the circulation of harmful and illegal content online, the Safer Internet Programme 2009-2013 features a new focus: "…to further support measures to encourage positive content for children".[6]

In 2009, in order to address this new theme, a focus group was set down with experts ranging from designers and providers of online content for children and researchers on child development and how children play. The results of the discussions were twofold:

- the development of a set of **guidelines** for the possible use for producers of online content for children, aiming to deal with the challenges brought forward by the expert group. The guidelines have 5 overall themes, making suggestions concerning how to produce and provide high quality online content for children: general issues, attractiveness, usability, reliability and commercial aspects.[7]

- the organization of the pilot **competition** "European Award for Best Children's Online Content"[8] (hereafter referred to as the European Award), which was arranged on two levels: the national level by 14 INSAFE members, and on the European level with Professor Sonia Livingstone of LSE as the head of the European jury. The criteria for the competition reflected the guidelines, and although a pilot, it is highlighted as a best practice example that should gain a more stable position and influence.

While the guidelines and the competition provide a starting point, the discussions around how to promote the production and use of good online content for children is still in its infancy in many European countries and on the European level.

The EUKidsOnline survey showed that while 44 % of European 9-16 year olds say there are lots of good things for them on the internet, more than half say it's not so much good stuff online, and while most youth can enjoy content made for adults, smaller children have less material to enjoy. Only 34% of 9-10 year olds say there is sufficient good content for them online. The children also claimed that they use google, facebook and youtube a lot for finding content – an identified challenge by the jury of the European Award and the Safer Internet Forum participants alike - but when asked which other sites they use, the range of sites turned out to be fairly wide, indicating that there is a need for sites adapted to different age groups.

Why promote production and provision of online content for children?

Apart from the fact that there is too little online content, in particular for the youngest users, other reasons for promoting more production of online content for children include:

- Children have the **right to positive content** on the internet according to the UNCRC, the Oslo Challenge[9]. While their right to good content for them in other media, such as television, has been clearly stated, their right to good online content adapted to them has not so far been established or discussed.

---

[6] http://ec.europa.eu/information_society/activities/sip/docs/prog_decision_2009/decision_en.pdf

[7] http://ec.europa.eu/information_society/activities/sip/docs/competition/final_draft.pdf

[8] http://ec.europa.eu/information_society/activities/sip/events/competition/index_en.htm

[9] http://www.unicef.org/magic/briefing/oslo.html. The Oslo Challenge from 1999 outlined the the rights of children in relation to media, and Internet was not yet part of the discussion. However, seeing as young people use the internet for entertainment in much the same way as they have used traditional media, the Oslo Challenge is found to be highly relevant also for the internet.

- There seems to be **prizes** for media content in all other media, but so far only the European Award has awarded online content. Sonia Livingstone, in her introduction to the Forum session called for a stronger creative effort to give young people positive things to do online.
- The EUKidsOnline survey has worked with the hypothesis that if there were more nice things to do online, children would encounter fewer risks.
- It was also pointed out that **positive content is needed for children to develop into the future citizens that we need** (creative, problem solvers, flexible and easily adaptable), and that we should be making content for their future, not our (the adults') past.
- Producing content for children can also promote parents sitting with their children on the web, so that the parents can understand and value the way that children are exploring sites and thus **encourage digital parenting**.
- While the EUKidsOnline research shows that children are more consumers of online services than creators of content themselves, involving the children in creativity is important for how the children develop as future citizens. Research shows that using the internet changes people's minds, and research has shown that video games can be very beneficial for children's development.[10]

What is positive content?

Even if producing and providing positive content targeting children therefore can be justified, the issue of what constitutes "positive content" is a difficult question. To make things further complicated, the Forum discussions reflected that what an adult sees as positive content might differ from what children experience as positive online.

However, adding to the broad outline of attractiveness, usability, reliability and commercial aspects, Sonia Livingstone in the Forum session pointed to four important aspects which could contribute to the quality of online content for children: 1) Learning, 2) Participation, 3) Creativity and 4) Identity. The participants in the session agreed that online content targeting children needs to meet children's needs, but it also needs to be age appropriate and safe.

Jaqueline Harding, a UK expert on online content for children also pointed out that children want to see characters online that are like them, they want to participate and interact, that colour, font, icons, animation and images are all important aspects – small children prefer coloured and simple images. In addition, she pointed out the importance of involving the children and encouraging their creativity, including giving feedback to them, and giving them a learning opportunity - everybody likes to feel that they have made a contribution, and young people like to learn.

Models for providing children's online content

Several models for providing content to children were presented during the Forum session. For the purpose of illustrating the different approaches, this report has made a distinction between "passive", "active", "walled gardens" and "semi walled gardens":

- **"passive"** – the content will not need updating – eg. a game that can be played again and again, but without the need for logging in etc. eg. paxel123.com
- **"active"** – the user interacts with the content, and there is a need to perform active choices, like creating a profile and possibly interact with other users (eg. clubpenguin.com)
- **"walled gardens"** (white listing) – places where children can surf safely: eg. Fragfinn and MyBee.nl, ketnet.be,

---

[10] http://news.msu.edu/media/documents/2011/11/33ba0f16-a2e9-4d36-b063-2f540f115970.pdf

- **"semi walled gardens"** - where parents (or children) can decide on the settings for the child's internet use, eg. surfen-ohne-risiko.net/meine-startseite

Opportunities

- Some very **good sources** for positive online experiences for children do exist, many of which were presented during the Forum session. However, one should encourage such sites to further engage children as creative producers.
- The **European Award for Best Children's Online Content** creates visibility and awareness of the fact that more online content for children of high quality is needed. It can also, over time, spur the production of more online content for children, giving this an importance that it does not have today.
- In order to provide incentives for more production of online content for children, the **European Commission has incorporated in the next Work Programme** that there will be a **new competition** in 2012-2013, in order to stimulate further production of online content for children as well as creating continuance in the EC response to this challenge. In addition the Programme will publish a **call for a thematic network** with the aim to share experiences and knowledge in this area, and a call for a **knowledge enhancement project** to identify the technical capability for being able to find content suitable for children and make it available through child-friendly search/browser tools.
- In her opening speech at the Safer Internet Forum 2011, Vice-President Kroes stated that she will launch a **communication that will set up a European strategy to make the internet a better place for children**, including measures both to empower and protect. In particular she aims to make internet a trusted space for children, where they can develop their creativity and become active digital citizens and supplying them with enough good content is vital.

Challenges and recommendations concerning the European Award

In the discussion on recommendations for the European Award, several challenges were brought forward:

1. **Benefit**: The content should benefit the age group in some way; a six year old and a twelve year old demand different approaches. Sites targeting a narrower age band were most successful.
2. **Attractiveness**: While most sites had a simple design with primary colours, the question remains whether a more serious and diverse appearance could be just as attractive. Being up to date and to present something new to a child each time he/she logs on as well as providing safe interactive opportunities were also challenges.
3. **Reliability**: In terms of online safety, many of the sites were not transparent in the links – it was easy to click on a link and leave the children's site.
4. **Usability**: Navigation that supports the child's experience is crucial. Many sites had broken links, complicating log-ins etc.
5. **Commercial aspects**: Both the youth present in the Forum session and the experts in the panel agreed that commercial information and advertisement need to be apparent to the six year olds – greater transparency was called for, and more standardized regulation on the EU level concerning commercial content targeting children.[11] However, the Guidelines referred to above have a chapter on commercial aspects that might guide producers in this field.
6. The criteria should also **give some light to the amount of adult help and supervision allowed in the youth category** – the sites with more adult help had an obvious benefit and were given a higher ranking than the ones made without adult help.

---

[11] Although this is covered by the EU Audiovisual Media Services Directive it seemed to the Forum participants not to be clearly enough described

Challenges to production:

- A considerable obstacle to create content for children of good quality is **funding**. Many small and non-commercial, but dedicated producers, say they cannot get help to create their content, and there is a good chance that they will not have the possibility to market it. The Forum session participants called for **greater institutional and governmental effort to increase the production and provision** of online content for children.
- Since there are so **many small producers**, it is difficult to reach them with standards/guidelines on how to produce and provide their content, and it makes it difficult to market the content towards the right user segments. Again, the session participants agreed that a **greater effort from governments and institutions might be beneficial in order to make the content easier to find**.

Recommendations:

- Although the European Award competition covered a specific age group, the **Commission** should also raise discussions to the level of what contributes to teenagers' positive online experiences
- **Parents** need to take an active role – new sites give opportunities for parents to engage and employ settings etc
- **Institutions, organisations and governments** need to step up to take responsibility in terms of funding of initiatives, establishing standards for what is required for producers and providers and to contribute to awareness-raising about the existence of the online content, standards
- The **Commission** should evaluate the guidelines[12] with the aim to improve and spread them to a larger audience and make efforts also to spread them to small producers. It is of particular importance to develop clear advice/regulation concerning commercial aspects on sites directed at children
- **Producers, providers and funders** of online content for children should aim to produce and provide content in the first language of the users. Further efforts could also be made to localise already existing sources of positive content for children.
- **Research and practical experiences** made by producers and funders of positive online content for children could further improve the knowledge concerning this topic and should be a priority.

---

[12] http://ec.europa.eu/information_society/activities/sip/docs/competition/final_draft.pdf

Internet in my pocket

In recent years, mobile phones have become a commodity for most young people. EUKidsOnline statistics show that over one third of 9-16 year olds in Europe use mobiles and portable devices to go online. Research in the UK shows clear trends of increased use of mobiles among children and young people to go online from 2010 to 2011, with the smartphone accounting for a big push. In general over half of 5-15 year olds had a mobile phone and two out of ten had a smartphone.[13]

The trends of take-up and use concerning mobiles and portable devices differ from country to country, and UK-based statistics cannot be used as a general indicator for all European countries. Still, surveys from other European countries show similar trends; in Norway 90 % of children between 9 -16 have their own mobile phone[14]; in France over 70 % of children between 12 -14 and 95 % of the youth between 15 -17 have a mobile phone (2009)[15]; and a Nielsen survey shows that 15-24 year olds in Italy have a high penetration of smartphones compared to eg. Germany, UK and Spain.[16] Culture, economy and age are among the variables that influence the different user patterns.

In order to raise awareness and the sense of multi-stakeholder responsibility to ensure the safe use of mobile phones by children and teens, the Safer Internet Programme has had a focus on mobile phone safety since 2005, when the Safer Internet Forum was arranged around this relatively new topic. As a follow-up, discussion with industry and NGOs resulted in the signature of the "European Framework Agreement for Safer Mobile Use by Younger Teenagers and Children"[17] industry principles in February 2007. The agreement is now signed by 83 companies in 25 EU Member States[18], which means that 96 % of European Union consumers benefit from the Framework's principles.

However, since the Framework was initially signed, the way the mobile phones are built, the opportunities they allow for and the way they are used, not only by young people, have all changed considerably. In the EUKidsOnline 2010 survey, 33 % of 9-16 year olds accessed the internet via handheld devices. This survey also reflected that the image of the mobile phone is changing, from mobile *phone* to handheld *computer*, with all the possibilities that this gives.[19]

Opportunities

In terms of **positive opportunities**, the mobile phone and mobile internet is used for a spectrum of activities, as illustrated by Russel Prue in the Safer Internet Forum session "Internet in my pocket"; information gathering, education, entertainment, communicating and sharing experiences, and it was further described by the youth in the Forum session as 'cool', 'simple', and a way to make 'your whole life movable' in your pocket. But the discussions also showed that many of these young people did not use a smart phone, and some found them a bit scary, since they could potentially make them spend too much money or time using them, and some said the smart phones give opportunities to cheat in exams. In fact, many of the youth in the Forum session used the mobile phone for "traditional purposes": talking and texting.

---

[13] http://stakeholders.ofcom.org.uk/binaries/research/media-literacy/oct2011/Children_and_parents.pdf

[14] Medietilsynet: http://www.medietilsynet.no/no/Tema/Barn-og-unge/Mobil/

[15] http://www.internetsanscrainte.fr/s-informer/usages-mobile

[16] http://pl.nielsen.com/site/documents/Mobile-Youth-Around-The-World.December2010.pdf

[17] http://www.gsmworld.com/documents/safer_children.pdf

[18] http://www.gsmworld.com/documents/GSMA_Exec_Summary_P011.pdf

[19] Gitte Stald: Online on the mobile:
http://www2.lse.ac.uk/media@lse/research/EUKidsOnline/Presentations/ICA2011/Stald.pdf

The mobile devices also give NGOs and other organisations working with children opportunities for targeting the young people directly and for instance developing Apps for helping and supporting young people, and making it easy for them to help themselves. In particular, the Bulgarian Safer Internet Helpline presented one such example, where the helpline could be contacted straight from the mobile through an App made for android mobile phones.[20]

The discussions also showed that while the young people saw more opportunities and positive sides of mobile phone use, the parents and teachers present in the same session were more concerned with the negative sides, and possible risks that the mobile phone use presented. However, the youth were well reflected, one stating that: "It's about knowledge and not about age – some 8 year olds may be more capable than 16 year olds."

Concerns

Discussions in the session reflected the following issues about mobile use:

- **Stressful, time consuming "technical overload"**: In particular young people feeling compelled to keep checking their phone and never 'switching off'. Young people felt that in particular smart phones could potentially be a time waster.
- **No escape**: In the same line of thought, when you are always on, the bully is always in your pocket, and online experiences create the same kind of emotions as offline experiences – there is no difference.[21]
- **Status symbol**: The mobile device has become something of a status symbol, and young people feel pressurised to always have the latest handset. Also concerns over theft, causing stress over losing the device possibly losing or exposing a lot of personal data.
- **Too private**: Impossible to supervise internet use via a mobile device in the same way as you might a desktop PC in a family room in the home, potentially making young people more vulnerable.
- **Immediate**: The immediacy of being able to upload content to the internet via a mobile device gives young people no time to reflect before posting, leading to actions they may later regret.
- **Privacy**: Making private things public, Apps' access to personal data, individual rights over their own photos[22] and sexting.
- **Costs**: Fraudulent services and the influence of commercial advertising, lack of transparency in how Apps operate, for example, in-App purchases and 'greedy' Apps requiring access to data or a permanent internet connection.
- **Crimes online are crimes offline**: In particular law enforcement was encouraged to treat the two types of crimes in the same way
- **Malware** – includes being exposed to different forms of viruses, spyware etc. Children can be the target of malware eg. through infecting originally legitimate children's games or pushing OK to requests made to them, because they do not understand what they are replying to.[23]
- **Inappropriate content** – children might be exposed to sexual and other inappropriate content, often by accident through eg. popups or through weak safety mechanisms.
- **Geolocation services** - give opportunities to identify the real world geographical location of eg. a handheld and internet-connected device. While this can be a positive way for parents to help their children[24], such services might also pose risks to children.

---

[20] See Safer Internet Forum presentation: LINK!

[21] The Danish helpline, cyberhus.dk presented one such case, where a young person met someone online, fell in love, but never met offline – but the distress at the break-up was 1) equally, if not more, upsetting because it caused a lot of uncertainty, and 2) the break-up was perhaps more public than offline. But it was stressed that it was the emotions of the young person that should stay in the focus when they need support.

[22] One teacher spoke about how mobile devices can cause issues in the school environment, such as pupils taking pictures in the gym class and uploading them to social networking sites (SNS), so compromising the privacy of others.

[23] http://www.examiner.com/internet-security-in-national/malware-targets-kids-computer-games

[24] Eg. TELE2 in Norway supplies the service Bipper: www.bipper.com

The session discussion also showed that a multi-stakeholder approach is necessary – the participants concluded that education, tools, prevention, protection and enforcement are *all* essential components of protecting children and young people online.

Industry role

The session also included discussions on industry's particular role in ensuring children's mobile safety. During the last couple of years, with the increasing interactivity in the mobile sector, industry has worked together, as well as together with the European Commission, to find good solutions for making the mobile use safer for children and young people. These discussions have resulted in some key elements:

- **Safety by default** is becoming key for industry, and the mobile operators group is working together to deliver solutions for children and young people.
- **Parental control tools** are becoming increasingly available on mobile devices, such as the ability to disable the camera or prevent in-app purchases. The desire is to move towards 'active choice' from out of the box for parental controls, but this may take some time to realise.
- **Pro-active education of consumers** is essential, and several good industry examples were mentioned such as the Teachtoday.eu website and the Vodafone Digital Parenting magazine. However, as industry panellists stressed, industry can only provide support and cannot deliver the education itself.

Even so, some **challenges** for the industry remain, in particular:

- **Effective cost control** is a complex issue due to the increasingly complex value chain. Mobile operators no longer have control over the content and services accessible via their networks.
- **Consumer information at point of sale** was particularly asked for by the non-industrial participants in the session, as well as to leverage the power of their marketing and communication expertise to also raise the profile of online safety. There was general agreement, however, that such messages would need to be very carefully worded.
- And, as one of the young people put it: "*66 page terms/conditions are nonsense –we need to get better*."

Recommendations

- **Media education** is key and needs to be embedded in the curricula of schools. However, industry could also implement more information to customers at point of sale.
- Parental/technical controls are part of the solution, but have limitations. Therefore **digital parenting** is also important.
- **Law enforcement** also plays a key role – crime exists in the real world rather than solely online, and should be addressed as such.
- Any proposed solutions need to meet the **needs of the users**: they need to be **easy to implement**, and hence a multi-stakeholder approach is needed that looks at the issues and solutions from all perspectives.
- Industry, both mobile operators and providers of services particularly popular with children, such as social networking services and games, need to work further on **safety by design** and aim to deal effectively with issues related to costs.
- Industry could allow for access to Apps and services based on maturity of the user, rather than (just) age limits. There might be need for more **nuanced ways of dealing with access** to different kind of content, and more Apps and services designed to provide safe spaces and activities for children could be encouraged
- More research is needed on **emerging challenges** at the level of individual, group, country, and effects on mobile use on children and young people.

Exposed online – a workshop looking at the emergence of "sexting" and challenges for parents and young people

Among the online phenomena that have gained attention in the recent years, and which was discussed during the "Exposed online" session during the Forum, is children and young people "sending or posting sexually suggestive text messages and images, including nude or semi-nude photographs, via cellular telephones or over the Internet".[25] The phenomenon has been termed "sexting". Although this behaviour is not new to young people, and in many cases not even very problematic, the element of technology brings forward new risks that have started to gain momentum among policy makers, NGOs, parents, teachers and law enforcement.

The few sources of research that exist concerning this phenomenon show that in 2009[26], 4% of US 12-17 year old owning a mobile phone had sent sexually suggestive nude or nearly nude images or videos of themselves to someone else via text messaging. 15 % said they had received such images of someone they know. This study also found that sexting occurs most often in one of three scenarios:

1. Exchanges of images solely between two romantic partners
2. Exchanges between partners that are then shared outside the relationship
3. Exchanges between people who are not yet in a relationship, but where often one person hopes to be.

The study also found that teens who are more intense mobile phone users are also more prone to receive sexually suggestive images.

The AK Tweens [27] research from 2009 reported 30% had sent or received sexy messages/photos of themselves, and nearly 67% had posted some type of photo or video of themselves online. When 9-15 year olds send or post sexual messages or photos, this is because they want to get attention (82,2 %), to be "cool" (66,3 %), to be popular (59,4 %) or to find a boyfriend (54,8 %).

The 2010 EUKidsOnline results showed that 15 % of 11-16 year olds in Europe had received sexual messages, and 4 % (about 25 % of those who had received a message) said this had upset them. 3 % said they had sent sexual messages to someone. This research confirmed the Pew study in that it showed that children who go online via their own laptop, mobile phone or, especially, a handheld device are more likely to have seen sexual images and/or received such images. The children's vulnerability also mattered: those who reported more psychological difficulties were also more likely to have seen sexual images or received sexual messages online, and they were more often upset by the experience.

OK or not OK?

Sexting is furthermore something of which the children do not tell their parents, and the parents remain largely unaware: 52 % of the parents in the EUKidsOnline survey did not know that their child had sent or received sexual images/messages. As pointed out by Justine

---

25 This definition is provided in Marha Levick and Kristina Moon, Prosecuting sexting as Child pornography, 44 Val. U. L. Rev 1035 (2010)

26 http://www.pewinternet.org/~/media//Files/Reports/2009/PIP_Teens_and_Sexting.pdf

27 AK Tweens is a leading tween girl marketing consultancy and research company, which in 2009 surveyed 300 AllyKatzz.com tween girl members, ages 9-15, from around the US.
http://akmedia.allykatzz.net/images/pdf/AllyKatzz_Sexting_and_Tweens_0424.pdf

Pardoen, editor of the online parent's magazine www.ouders.nl, sex and sexting is not something that parents find it easy to talk about with their children over the dinner table, and even if the perception among young people might be that sexting is rather harmless, parents are afraid of possible abuse and the long-term consequences. While it is difficult, it was suggested that parents need to take on the role of talking to their children about this. As a way of illustrating the possible misunderstandings and the difficulties that talking about sexting may entail, the session presented the Swedish theatre show "<3me", where a group of young people dramatized sexting how sexting messages would look "in real life"[28].

Insafe conducted a study in October 2011 called Sexting: Nude Pictures and Internet. Almost 400 14-19 year olds from 28 European countries answered to an online questionnaire[29]. The results showed that among the more or less 30 % who had experienced sexting in some way, girls reported to be more embarrassed than boys: 66,7 % of girls and 33,3 % of boys were afraid others would see the images, and 69 % of the girls and 30,7 % of the boys were embarrassed by the images. However, 45 % of the girls and 55 % of the boys were curious about it, and the feelings also shifted by age with younger teens being more embarrassed and afraid than older teens, who became increasingly curious. In this survey, the teens identified some possible negative consequences: Meeting dangerous people (58 %) and getting into trouble with their parents (50 %), they met people who turned out to be different than anticipated (39 %), problems with future employer (29 %), being targeted by criminals (28 %) and problems with girl/boyfriend (20 %).

Wolak and Finkelhor in a report from 2011 distinguish between aggravated and experimental sexting, where aggravated sexting is conducted by an adult or minor, and has an element of exploitation. Experimental sexting, however, does not entail an exploitative element, with no apparent malice and no lack of willing participation by youth who were pictured.[30] Dr. Ethel Quayle made the point in the Forum session that this typology does not solve the problem we are faced with. Other aspects need to be taken into account: frequency and volume of sexting, nature of the content, sending images of self to others without their consent, taking and distributing images regardless of consent etc.

Problematic normality

Although part of an increasingly normal way of exploring ones sexuality for teenagers across Europe and in the United States, sexting is problematic for a number of reasons (frequency and volume, nature of the content, sending images to others without their consent, taking photos/films and distributing without consent, offensive to older people were all issues discussed in the session), but above all because the distribution of sexual material depicting minors in many countries is in breach of national legislation concerning child sexual abuse material. Legislation today contains a strong paradox of ages: a child can have sex from the age of 13-16, depending on the country he/she lives in, but taking a nude picture and sending it to a boy/girlfriend is illegal until the age of 18.

Sexting can in some jurisdictions fall under the legislation pertaining to child sexual abuse. Professor Alisdair A. Gillespie in the Forum session explained why he thinks that a criminal justice response is not the right response. The effect of prosecuting children for distribution is misusing the legislation meant to protect them. A criminal charge might stick with the person for the rest of his/her life, when the intention for posting or sending a sexual image was in most cases not malicious. Rather a child protection response, in terms of awareness-raising,

---

[28] For more information about Ung Utan Pung, who performed the theatre play, please visit:
http://www.ungutanpung.se/www.ungutanpung.se/Hem.html
[29] The study gives indicative insights and does not give scientifically robust results e.g. due to self-selection mechanism of the respondents.
[30] Wolak and Finkelhor 2011, http://www.unh.edu/ccrc/pdf/CV231_Sexting%20Typology%20Bulletin_4-6-11_revised.pdf

education and support for the young people is needed. Gillespie subsequently called for a decriminalization of child sexting from national and European legislation.[31]

Sexting also has ties with other online risk areas, like bullying and harassment and managing one's online reputation. In particular, a sexting message/post gets easily out of hand – an image online stays online, and an image sent to someone else might be forwarded. Thus, making a quick and rash decision to send off an image/text that someone else sent to you in confidence might have serious effects on the person depicted in the material. The immediacy of the use of mobile phones adds to the challenge, as this gives people no time to reflect before posting.

Challenges and recommendations

Research

- Sexting is becoming widespread and can be seen as part of a normal sexual exploration by teenagers, and is in many cases not perceived as problematic by the persons involved. However, more research is needed on the phenomenon, in particular concerning the **effects on youth and sexual development** from the point of view of the young person. One should further seek to treat sexting without moralization.

NGOs and schools

- Awareness-raising about **online reputation management** and "think before your post"-messages are likely to also be effective in this area.
- Awareness-raising towards **parents** is still a great challenge, in order for them to gain reflected knowledge so that they can **give support** and be able to discuss with their children when they experience problematic situations and emotions related to sexting
- **Educational and social work focusing on the possible consequences** is needed instead of criminal charges on young people

Policy-makers

- Paradoxes in legislation needs to be minimized: A major challenge is that **criminal law is currently not reflecting young people's lives and situation** – reflections and clarifications are needed in national and European legislations, so that children do not become victims of the same legislation that is there to protect them. At the same time, reflections around legal implications of sexting, including issues of consent, and how to protect children from possible long-term consequences is needed.

---

[31] Although it was not presented at the Forum, there are good practice examples on how to deal with sexting and in particular where it turns into bullying and harassment, like in Norway, where the parties are brought into for The Norwegian Mediation Service to resolve their issues. http://www.konfliktraadet.no/no/info/Felles/Other-languages/Click-here/

National and international cooperation on how to fight child abuse online

The main objective of the Safer Internet Action Plan in 1999 was to deal with harmful and illegal online content. As a result, hotlines were set up in each Member State as a way to allow the public to report online illegal content. The INHOPE Association was set up as a way to coordinate the hotlines and exchange best practices. INHOPE now comprises 40 hotlines worldwide.[32]

Most INHOPE hotlines deal with reports concerning child sexual abuse material[33] (CSAM), although a few also deal with other illegal online content, such as hate speech and racism. The overall aim of the work of the hotlines, and of INHOPE as a coordinator, is to combat the distribution and proliferation of child sexual abuse material on the internet.

In addition to supporting the network of hotlines under the Safer Internet Programme, other actions have been developed to fight online distribution of child sexual abuse material. This includes previously supporting the CIRCAMP network of police chiefs [34], currently supporting the expansion of Interpol's Child Abuse Image database[35] and supporting the development of technical tools for the help of law enforcement agencies to analyse illegal material.[36]

One of the main aims of the INHOPE network of hotlines, and an issue which has gained much attention in recent years, is effective methods for getting the child sexual abuse material off the internet, ranging from ISP (Internet Service provider) blocking of the material to notice-and-takedown (NTD), a process by which a report is sent from a hotline or law enforcement to the ISP who provides the IP address where the material is hosted, which then takes the material off its network. Both blocking and notice-and-takedown receives support in the recently adopted Directive on combating sexual abuse, sexual exploitation of children and child pornography.[37]

In her speech at Safer Internet Forum 2011, Vice-President Kroes expressed concern that the NTD times were still too slow when it comes to CSAM. In 2008, Tyler Moore and Richard Clayton investigated NTD times for different kinds of illegal content, and concluded that: "The requester's incentives outweigh all other factors, from the penalties available, to the methods used to obstruct take-down." They also found that although phishing websites were taken down almost immediately, CSAM is "removed much slower than any other type of content being actively taken down" for which they had gathered data.[38]

An analysis of INHOPE statistics from May 2011 by Ola Kristian Hoff shows that more than 90 % of CSAM hosted in Europe is hosted in the Netherlands and in Germany. According to Hoff, improvements in NTD in these two countries would have a substantial impact.

The discussion at Safer Internet Forum 2011 concentrated on how to improve the process of NTD and to remove the material from the internet as quickly as possible. It should be noted

---

[32] www.inhope.org
[33] Although the term child pornography is commonly used, the terms used here is child sexual abuse material, with the abbreviation CSAM, taking into consideration that the material constitutes evidence of sexual abuse of children.
[34] http://circamp.eu
[35] http://ec.europa.eu/information_society/activities/sip/projects/illeg_content/icsedb/index_en.htm
[36] See the Programme website for further details: http://ec.europa.eu/saferinternet
[37] http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=COM:2010:0094:FIN:EN:PDF
[38] Tyler Moore and Richard Clayton: The Impact of Incentives on Notice and Take-down, 2008 http://www.cl.cam.ac.uk/~rnc1/takedown.pdf

that NTD times have improved during 2011 due to the efforts of the Commission and the hotlines aiming at creating more efficient NTD processes.

In the Forum, the Dutch, German and US examples were presented, focusing on the procedures and dynamics of the NTD process as well as the cooperation between hotlines, law enforcement and industry. For details on the procedures in the 3 countries, see presentations from the session.

Case studies

Netherlands

The case study presented the cooperation between the Dutch hotline and law enforcement on notice-and-takedown. It was reflected that the impression that a lot of CSAM is hosted in the country stems from the fact that one of the world's largest hosting companies, Leaseweb, is registered in the Netherlands.

While cooperation between the hotline and the police seemed to be close and productive in this country, and the hotline has good routines for following up the NTD process, some **challenges** were highlighted:

- The pressure for quick NTD times sometimes jeopardizes the work of the police, since the material is regarded as the most important evidence for investigation. Thus, if the material is taken down too quickly, important evidence is lost for the police investigations.
- While a site could possibly be frozen, preferably without the site owner noticing, this requires the police to actually go out and collect the evidence, which is extremely time consuming.
- The police asked for more effective methods of retaining the information while taking it off the web so web users cannot access it.
- It's all about resources – with a limited number of persons investigating the material, and one person dedicated to victim identification, the police have to prioritize finding new victims and perpetrators, which is their highest priority. However, in the Netherlands the situation is due to become better as there will be more staff available for investigating these crimes in the near future.

Germany

The German presentation focused on the procedures and cooperation between police and hotlines and a recent revision of the MoU established between the partners. In Germany, three hotlines are active, one of which is run by an industry association (eco). This hotline pointed out that as their members are also hosting providers, they can retain the information on the website for the police to make copies.

Communication seems to be working well, and the MoU has further clarified for instance what type of information police needs, how feedback is given to hotlines etc, with the effect that the standard procedure for NTD is more efficient. The importance of feedback from the police was highlighted because it allows the hotlines to compile more accurate statistics. The NTD time was now down to 3 days.

Also here, certain **challenges** were identified: In particular the police stated that they would prefer if they were the ones deciding what is CSAM and also that they would prefer to do the reporting to industry about take-down, so that no evidence gets lots, as is sometimes the case when a hotline reports.

A few common challenges

Although the procedures for notice-and-takedown vary from country to country, it seems that the challenges are similar in the two above case studies:

- A fear that too short take-down times jeopardize the investigation of the online evidence by law enforcement.
- Working on child sexual abuse material is time and resource intensive: prioritization is necessary. Where pertinent, the identification and rescuing of new victims and the arresting of abusers has a higher priority than the EU goal of rapid NTD times.

United States of America

The NTD procedures taking place in the USA was presented by Michelle Collins from the National Centre for Missing and Exploited Children (NCMEC), operating the hotline cybertipline.com. Overall, NCMEC represents the major point of action in the US on child sexual abuse material, with 16 law enforcement officers seconded at their offices.

However, the main objective of the tipline, which runs a 24 hour call service as well as an online reporting service, is to take reports and act on issues related to CSAM, prostitution, child sex tourism, grooming, concerned citizens, parents whose child ran away to meet someone met online etc. The majority of reports are target-based, and not about child sexual abuse content.

The tipline prioritizes the reports according to four criteria:
1) immediate risk to a child
2) high risk to children, but more info needed
3) content related
4) received from industry concerning CSAM

When the report is about CSAM, the information is frozen, and remains available for investigation by law enforcement for 90 days, while the host has 10 days in which to take down the content from public access.

In international cases, it is possible for law enforcement across the world to get access to the NCMEC database on a case-by-case basis, so as to facilitate cross-border investigations..

A plea to step up efforts

Although the focus of the discussion during Safer Internet Forum 2011 was about notice and takedown procedures and challenges, Michael Moran from Interpol made a case for stepping up the efforts of the whole community, giving a short account of how CSAM was seen historically. With more and more prepubescent children turning up in the material, there is a need to focus more strongly on victim identification, rather than "just" NTD and online circulation of commercial material. He also called for a more mature debate on what is to be included in the definition of what is illegal, eg. drawn pictures, animating real photography, instruction videos cartoon/drawn of how to groom and do sexual abuse.

The European police chiefs have decided that each country should set up a national victim identification centre dealing with child sexual abuse, and Moran encouraged the hotlines to be active in pushing national governments to implement this promise, and to make sure that the centre is populated with competent staff with relevant expertise in identifying victims.

Moran also made the case for implementing blocking according to the Interpol "Worst-of-list", a collection of domain names where there is no doubt about the illegality across nations. According to Moran, blocking is important for mainly two reasons: it stops the access to the material for the public, and thus stifles trade in CSAM; secondly, it allows police forces to concentrate their efforts on victim identification.

A problematic link between child sexual abuse material and sexting

Although not discussed in the specific session on online distribution of CSAM, the discussions that took part in the session about sexting showed a problematic link between the two issues: Most jurisdictions do not differentiate between distributing these two types of content; sexting and CSAM, and have high penalties for such cases. Children are therefore now being prosecuted for sexting. Professor Alisdair Gillespie called for stopping misusing the criminal law and for considering decriminalizing child sexting from a certain age.

Instead he called for educational and child protection responses to sexting and take the following steps to avoid unnecessary criminalization of children:

- Improve the legislation – when do we protect youth with our laws and when do we harm them with the same laws?
- Define where there might be a problematic link between the two phenomena and take into consideration that there might be different views between generations.
- Respond to sexting through education and social work instead of criminal charges on young people
- Minimize the paradoxes in law

For more information on the topic of sexting, please consult the particular chapter in this report on sexting.

Opportunities

- Cooperation between hotlines and law enforcement is becoming better
- NTD times are decreasing, and a lot of good work is being carried out in the different countries
- Reports to cybertipline from US industry is increasing, meaning that they are becoming aware of their responsibility and becoming more willing to act on issues related to child sexual abuse.
- Industry is interested in avoiding the circulation of CSAM through their services. For instance, Facebook asked whether it could use a URL (black) lists to make sure that known CSAM is not distributed through their site.

Challenges and Recommendations

Law enforcement
- Cooperation on the international level was described as working well, with efficient **exchange of information and reports**. However, this all depends on whether **local** police is able to report back to **national** police about images and abuse cases, and whether national police forces are able to report these to **Interpol**.
- In many countries, the main obstacle to deal with child sexual abuse content is the **resources available** for the police – in some countries only very few people work on this topic, which constitutes a challenge when dealing with large amounts of old and new material and hotline reports. The law enforcement agencies have to concentrate on identifying the newest material, distinguishing whether the material is hosted in their own country, and whether the up-loader can be identified. Similarly, there is a need for national police to second staff to Interpol so that they can work effectively with international cooperation.
- National governments should ensure the establishments of national victim identification units with competent staff.

Hotlines and INHOPE
- It can be difficult for the police to sign MoUs or similar agreements stating their procedures – **trust and good cooperation is therefore vital**. Improvements in the

NTD procedures require clarification on the way the police is informed about the content and in which time frame the police needs to seize evidence before the content is removed.

- Strengthening the focus on **victim identification**, thus stopping the abuse and thereby work on the root source of the problem. Focusing on victim identification would help to 1) Rescue victims, 2) Arrest abusers and 3) Choke off the supply of new child sexual abuse content
- Keeping the focus on CSAM and on the non-debatable material **not wasting time on discussing the dubious cases** or age of sexual consent in a certain country since this time and effort can be used better in getting to current victims of sexual abuse
- INHOPE **statistics need to get better** and simpler to explain the added value generated by the hotlines – developing standard routines and clarifying what is to be reported is important

Industry

- Industry should be encouraged to **cooperate more closely with hotlines** and generate reports when they detect that CSAM is distributed through their services

All

- **Defining consistent and comprehensive EU-wide, if not international procedures, as well as harmonizing practices and procedures for NTD**, including risk management strategies – since around 90 % of the European material reported to the hotlines in Europe stem from Germany and the Netherlands, standardising their routines might be a good starting point.
- IWF in their commissioned report from 2011 further recommends **harmonizing legislation**, developing a consistent and comprehensive international procedure
- Further **strengthening cooperation and relations between hotlines and law enforcement agencies** to make the NTD process as effective and smooth as possible, while also making sure that the hotlines do not intervene in on-going investigations.

Policy making through youth participation

Internet and mobile phone use is central to a huge part of European children and youth, which in many cases are talked about as the digital natives – they have grown up with the technologies and many could not imagine living without them, or indeed what the world looked like before the possibilities they enjoy existed. Adults are in many cases termed digital immigrants, because they started using online technologies after they grew up. The perceptions about the use of these technologies as well as what constitutes safe use of them, are different between the two groups, which was reflected in the Safer Internet Forum session about the use of mobile phones, where the youth was more interested in the opportunities that they provide, while the adults were more concerned with the challenges they posed and how to use them safely.

Because of these differences in perception it has become ever more important to do surveys concerning their use and perception of risk and harm, like EUKidsOnline, and to listen to children and young people's ideas and advice on what can make things safer and better in the online world. The decisions made by policy-makers in industry and governments and in schools and other arenas where children are, will influence them for many years. The importance of youth participation was also clearly reflected in Vice-President Kroes' opening speech, where she specifically invited the young people to speak their minds as well as to give her direct advice through online channels after the Forum.

The Safer Internet Programme has had a focus on youth participation since the first European youth panel was arranged in conjunction with Safer Internet Day 2008. It is now mandatory for the each Safer Internet Centre to have a youth panel. In relation to Safer Internet Forum, Insafe arranged the pan-European Youth Panel on Online Safety for the first time in 2009 - involving youth in these policy discussions is now close to a tradition. In order to strengthen the role of youth participation, a special session presenting best practices was arranged during the Safer Internet Forum 2011. While this session also saw a discussion arranged as an example of how youth can be meaningfully engaged in discussion with policy-makers from the industry, the particular discussion had as a topic online reputation management, and therefore has been incorporated into that part of this report.

Opportunities

Engaging youth and strengthening youth participation provides opportunities in many ways, both for the youth themselves and for the policy-makers:

- it gives an opportunity to **learn about young people's lives** online as well as drive forward internet safety work – facilitating youth participation can be a very good way of **engaging industry and governments** in discussions about internet safety and may present the opportunity to **highlight and shape policies that really matter to young people**
- it gives young people the opportunity to have a **voice** in discussions about internet governance and approaches to internet safety that very much impact on their lives.
- **policy makers** are very interested in hearing from young people and to ask questions directly to them, and seem to **gain** a lot from this interaction, both getting **new ideas**, and for the internet and mobile service providers it gives them an opportunity to hear directly from users about their services

However, it can be a **challenge** for young people to approach the policy-makers themselves – it is therefore the responsibility of the Safer Internet Centres, in this case, to facilitate dialogue between youth and policy makers.

Best practices

In the Safer Internet Forum session, four best practice examples were presented:

Youth IGF Project, presented by Lucinda Fell, Childnet International, UK Safer Internet Centre. This project started as a response to the fact that while policies that would influence children were discussed at the Internet Governance Forum, children and youth were not present. Of the 1500 youth that Childnet interviewed about their hopes and views on the future of the internet, two youth were brought along to the IGF 2009, and through training and preparing, they were able to make young people heard in the IGF. In 2010, 7 young people went to the IGF, preparing through a summer camp, and in 2011, 8 young people went to the IGF, contributing to various panel discussions, and handing out "business cards" with their statements of beliefs.

Pan-European Youth Panel, presented by Sarah Sumpter from Insafe. As mentioned earlier, Insafe has involved youth for a number of years, and in 2009 arranged the first Pan-European Youth Panel on Online Safety. For the third time this year, 30 youth panellists, as well as the 6 national winners of the European Award for Best Children's Content, met before the Safer Internet Forum to prepare for taking part in the discussions. To make better use of the resource that the Youth Panel presents, Insafe has created a virtual presence, www.paneuyouth.eu, to ensure they can continue their debates and influence throughout the year, a place for all young European citizens to share their concerns and hopes and their views on online life. Insafe worked with the 2010 youth panellists to create a website, where youth can blog, discuss in forums and run quick polls, and also works with Facebook and twitter to engage young people. During the preparation in the 2011 Youth Panel, the Play Decide Discuss role-play game was used to start discussions on controversial issues.

Danish Youth Panel, presented by Camilla Wøldike, The Media Council for Children and Young People, Safer Internet Centre Denmark. This youth panel has been run since 2009 and consists of 9 young people of 12-15 year, who were selected because of their interest in online technologies, and their confidence to speak up in debates. The youth panel have presented quite a few results: Wish list to educators presented to the Minister of Education; Arranging a survey among their classmates for Safer Internet Day 2010 with a peer-to-peer debate to learn from one another; They have participated twice in the national IGFs, and have based their input from other young people; They have an annual conference with the telecom industry as well as a face-to-face meeting with Facebook, where as a result, Facebook has introduced the social reporting button and simplified their terms of use. The youth panel has also produced educational videos to raise awareness and teaching material for educators.[39]

Nordic Youth IGF Initiative, presented by Alex Amnéus, The Media Council, Safer Internet Centre Sweden. This initiative is new and will be launched on Safer Internet Day 2012, and will bring together the Nordic country youth panels to contribute to the IGF debate, in particular concerning freedom of speech and democracy, internet governance issues and its future. The ambition is to empower youth through peer-to-peer exchange and to strengthen regional cooperation, to spread recommendations from the young people and to set up formal meetings with policymakers. This youth panel will consist of 50 16-18 year olds, who will participate in the Youth IGF 2012 as well as disseminate the responses from the young people through reports, newsletters as well as through the International Clearinghouse on Children, which reaches a global audience.

Challenges and recommendations

---

[39] More information about the Danish youth panel can be found on their blog: www.mediarod.wordpress.com

The challenges and recommendations are designed for all who want to engage with children and young people. In addition, several tools are available for preparing to work with child and youth participation.[40]

Ensuring young people are meaningfully engaged in these debates by preparing and **supporting them before and throughout their engagement**, to ensure they feel confident in expressing their views. Jargon is often used, which should be limited and the terms of the discussions be made clear to the young people.

Supporting young people to speak their own voice. In preparation it is important **not to prescribe the opinions** of the youth panellists; it is often helpful to provide them with a range of opinions so they can come to their own conclusions. The young people do not need to be experts; their value is their experience and they should be encouraged to talk about the things that really affect their lives.

Preparing the policymakers. Engaging with youth is not often part of their everyday experience so to make it a worthwhile experience they too need support, particularly on the areas of discussion.

Not holding assumptions about how technologies should be used. Participants need to listen to young people with **open minds** and listen very carefully to what young people are actually saying.

Practical challenges associated with bringing young people to international forums. Young people are missing out of school when participating and therefore find it **difficult to provide in-depth engagement on an on-going basis**. Sufficient **funding** is required for bringing youth panellists and their chaperones. Child protection and risk assessments should be ensured.

A clear recommendation identified in the Forum session was to really **work together** to overcome the challenges that lie ahead. The suggestion of creating a 'Youth IGF portal' where documents and ideas could be shared, to support other Safer Internet Centre's thinking of bringing young people to the IGF was warmly received, as was the consideration of setting up a remote hub so that groups of young people can join in the discussions of the IGF even if they can't attend the conference.

The Danish Youth Panel had formulated some clear wishes on the topic:

- More young people should be involved
- More education and preparation before taking part in policy discussions
- More cooperation across youth panels as well as the creation of a national youth network
- More exposure, and taking even more part in these discussions

It was also a recommendation from one of the young persons that politicians should create more positive media coverage of young people.

Online reputation

Among the topics that gained the most attention throughout the Safer Internet Forum, online reputation management emerged in all but one session - it was the topic that seemed to engage both youth and the adults the most. It was further emphasized by Vice-President

[40] http://www.unicef.org/adolescence/files/Child_and_Youth_Participation_Guide(1).pdf and http://www.esomar.org/uploads/pdf/ESOMAR_Codes&Guidelines_InterviewingChildren.pdf.

Kroes in her opening speech, where she congratulated industry for their efforts, but asked for implementation of reporting mechanisms for abusive content, bullying and grooming, privacy by default, parents control mechanisms in internet-connected devices and finally age-rating and content classifications systems. The topic was also treated in a separate session during the Forum.

The realization that children and young people are themselves not only recipients of content, but also actors and participants in the online world,[41] and that they use online media largely by themselves without the direct supervision of adults, seems to suggest that one of the important implications for future awareness-raising activities should be to help young people to manage their online reputation.

Online reputation: opportunities and challenges hand in hand

At the upstart of the discussions concerning online or internet safety in Europe and internationally, they ventured more around inhibiting access to potentially harmful content for children, in particularly pornography and violent material, and to illegal content, like child sexual abuse material for the whole public. With the web becoming more and more social, risks associated with online communication has become a top issue in discussions, and while it has been a common of public debate to focus on the risks that social networks bring with them, the discussions seem to be turning in a different direction towards managing online reputation.

The reasons for this turn might be many, but part of the picture seems to be the following:

- Research has shown that encountering risks online does not necessarily mean being harmed by those risks
- Offline and online are not divided – the same skills are needed in both arenas
- Using online technology and services contributes to causing resilience and gaining skills
- There is a dawning realization that while some children are more vulnerable online, these are mainly the same children that are vulnerable offline.

As a consequence, **most children need neutral information, skills and training in online and offline behaviour and management of one's online presence** more than particular information about online risks.

The Forum discussions reflected that both parents and children worry about their online reputation, and it was pointed out that online reputation management is indeed not only about children's issues, but is a general issue relevant for children and adults alike.

However, although the management of one's online reputation has become more challenging with the widespread adoption of social networking services (SNS), being publically visible doesn't necessarily mean it is a negative or risky visibility - being visible online also provides young people with benefits in terms of self expression, networking and participation, and the possibility to engage as citizens. Young people furthermore expressed that the online services provide an opportunity for youth to get quick feedback on issues and homework etc, and therefore create more effective ways of collaborating. It was also pointed out that social media can empower people politically and that there is a lot of educational material on social media.[42]

---

[41] EUKidsOnline I Final report:
http://www2.lse.ac.uk/media@lse/research/EUKidsOnline/EU%20Kids%20I%20(2006-9)/EU%20Kids%20Online%20I%20Reports/EUKidsOnlineFinalReport.pdf
[42] YouTube has created the Space Lab, where users come up with a science experiment for space and uploading a video explaining it to YouTube, where established scientists give them feedback on the experiment. Link: http://www.youtube.com/spacelab?feature=etp-gs-space

The EUKidsOnline results give some insight into why social media might pose a challenge to young people: 38 % of 9-12 year olds and 77 % of 13-16 year olds have a profile on a social networking site, even if facebook, which is by far the most common SNS used, has an age limit of 13 years. 29 % of the 9-12 year olds who have a profile on an SNS and 27 % of 13-16 year olds have their profile "public". Of the 9-16 year olds with private profiles, 9 % of the younger age group and 12 % of the older age group post their address or phone number, and over one third reveal their school. Of the 9-16 year olds with public profiles, 18 % of the younger and 23 % of the older age group post their address or phone number, indicating that young people with public profiles reveal more than the ones who have set their profiles to "private".

The results also show that a quarter of SNS users communicate online with people unconnected to their daily lives, including one fifth of 9-12 year olds. A large minority don't know how to manage their privacy settings, and four in ten younger children don't know how to block someone sending them unwelcome messages.[43] Furthermore, although the SNS have features designed to protect children from other users, they are not always understood, particularly by younger children, which gives industry a good reason to make their settings and child safety features even more accessible to children and young people, even if their target audience might be older.

Not always in control

While it was discussed that online reputation is a social phenomenon, created by the users for their peers, most of the young people felt that, although they care about their online reputation and attempt to manage it, online reputation is not only what we post or say online, it is also about what other people post online about us. From the teacher point of view, privacy and the right to one's own image was an issue, since privacy is often jeopardized in school situations where images are taken in for instance dressing rooms with mobile phones and spread.

One of the young people in the Forum experienced that even though she did not have a facebook profile, people posted images and comments about her. However, she often did not know until someone else told her. Consequently, when asked how she rated her online confidence in managing her online reputation on a 1-10 scale, she rated it to 1.

In terms of what jeopardizes a good online reputation, it might be such things as images, films or comments posted by oneself or others, disclosures by self or others online – newspapers, blogs, etc, and it was pointed out that online (negative) "reputation", whether self-inflicted or not, could easily have offline consequences, with the effect that teens could gain a criminal record which would stay with them for the rest of their lives. Equally, the internet makes it easier to make rash decisions, where a rash decision to send a mass message could have detrimental effect. Therefore, thinking before you post is always a good idea online.

The EUKidsOnline results also shed some light on the way privacy and the online reputation might be breached by other people: On identify theft: 7 % of 11-16 year olds said that in the past year somebody had used their password to access their information or pretend to be them; On personal information abuse: 4 % said somebody had used their personal information in a way they didn't like; On financial cheating: 1 % said that they lost money by being cheated on the internet. Overall 9 % said they had experienced at least one of these three forms of personal data misuse. Children on SNS are also more exposed to sexual content, sexting, bullying and meeting online contacts offline than children who are not SNS users.

The role of the internet

---

[43] The youth in the Forum session on Youth participation rated their control over their own online reputation within the following range: 9.5, 8, 5, 5, 1

In her paper, Taken out of Context from 2008,[44] danah boyd explains that it is not really the behaviour of children and young people that has changed, but the internet changes the equation, because of the following traits:

- **Disinhibition:** The lack of visual cues online reduces empathy
- **Persistence & searchability:** The internet is a permanent searchable archive
- **Replicability**: On the internet, it is possible to copy and paste from anywhere, to anywhere
- **Scalability:** high potential visibility
- **Invisible audiences:** you never know who's watching
- **Blurring of public and private:** boundaries not clear

Privacy in a user-based environment is therefore more contextual in a user-based media environment and there is a blurred line between what is public and what is private. Online reputation is also about trust in others and limits to self-disclosure, although, as one of the youth put it: "*everyone has their own boundary about how much they share – some people like to share more, others are more private*." It was also felt that the mobile phones added to this: the immediacy they encourage and their inherent privacy, leaves young people with less time to reflect before they post, and parents or carers do not have the same opportunity to give advice that they have if the child is using a computer in the living room. Another youth stated that "*Sometimes, we just have too much fun to think about privacy*". Privacy was also an issue mentioned in relation to mobile applications (Apps) as well as online services accessing your personal data or location – greater transparency was called for.

Management at present for the future

The Forum discussions showed that online reputation is closely linked with our digital fingerprints, our 'cyber past', and is strongly dependent on the main features of public life online. However, as regards the impact of online reputation on their future, the young people and parents are divided - while the young people are more concerned with the impact of their 'cyber past' on their career (university admission, employment, being monitored by employers) and long-term impact, parents are more concerned with online threats and immediate effects of the loss of control over one's personal data.

While parents might be more worried over the current situation, Karl Hopwood from Insafe, in his presentation in the Forum session on Online reputation, highlighted that online reputation is indeed very important for the future possibilities. He described the types of online reputational information that influenced a company's decision to reject a candidate:

- Concerns about a candidate's lifestyle
- Inappropriate comments written by candidate/friends/relatives
- Unsuitable photos/videos
- Memberships in certain groups and networks
- Poor communication skills displayed online
- Comments criticising previous employers etc
- False information
- Concerns about candidate's financial background

Industry participants confirmed that it is important to educate and empower young people to manage their online information in a world where there may be a record of all their activities.

Skills, literacy and coping strategies

---

[44] www.danah.org/papers/TakenOutOfContext.pdf

Managing online reputation requires skills and literacy that children might not possess. Some children, in particular the younger children, lack basic safety skills, such as changing the privacy settings of their profile, and blocking and unwanted contact, as the EU Kids Online data show.

The EUKidsOnline results furthermore suggest that the more skilled children are also more exposed to online risks, but their skills help them reduce the possible harmful consequences of these risks. Being online and encountering risks thus seem to help children to develop their resilience and be less susceptible to harm.

The **really effective coping strategies**, in particularly practiced by the older children and the youth with more opportunities and skills, include communicative responses:

- Social support from people you trust;
- Proactive responses such as blocking unwanted contact and content, which require available user-friendly technical tools and the skills to employ them.

It was also discussed that everybody has a responsibility to manage his or her own reputation. **The advice from the young people was clear**: *don't say and don't post anything online that you would not have said or posted offline, think twice!* It was furthermore suggested that one should keep the different spheres in one's life sealed off from one another, like you do offline, when you tell your friends some things, your parents other things, and your teachers something else.

In order to maintain control over one's own online reputation, it was suggested that to counterbalance negative content with a more active online presence in creating positive content, like a blog or website. In the words of Benjamin Franklin: *"It takes many actions to build a good reputation, but it takes only one bad action to lose it"*.

Get it into school

While it was commonly known among the participants in the Forum session that awareness-raising activities and material existed across Europe, the young people expressed a clear wish for learning about online reputation management in school, so that the messages are spread to all young people. However, talking about privacy itself was by some considered a boring topic, and the youth said they would not use their leisure time to go online and look for information about it – therefore the way talks about privacy etc are framed is important: videos, in particular with a twist of humour was most valued.[45] It was further pointed out that the messages might be more effective if they were concentrated around how to behave well in modern communications and friendships.

In order to empower teachers to deal with the challenges of teaching young people about online reputation management, it was suggested that a particular helpline was designed to support professionals working with young people (teachers, youth workers and social workers). However, the participants concluded that it was equally important to provide information and training to parents.

In particular, it was pointed out that skills needed by young people should include how to search for own online reputation, mentions, what info is available about me online and precautionary behaviour: How to change the settings and not post so much info/images, and knowledge about rights to personal information and images, taking into account that images

---

[45] Two Norwegian examples were mentioned as best practices by the youth present: 'You decide' (http://www.dubestemmer.no/en/), a privacy campaign for young people is a joint project by The Norwegian Board of Technology, The Data Inspectorate and the Norwegian Directorate for Education and Training and 'use your head' (www.brukhue.com) which is an anti-bullying campaign, run by Telenor Norway in cooperation with public and private organisations.

are often spread without the person in the image knowing it or consenting to it, and that it can be difficult to get the images taken off the web once posted.

In general, the EUKidsOnline results indicate that encouraging children to do more online will improve their digital skill set and teaching safety skills is likely to improve other skills, while teaching instrumental and informational skills will also improve safety skills.

The session participants also expressed that industry have a responsibility in awareness-raising, while it was stated that their role would have to be supportive, like working on information gathering and spreading through for instance teachtoday.eu. In addition, they can run awareness campaigns.[46]

Tools to manage one's online reputation

Empirical evidence suggests that in order to empower children and promote their resilience to risks, awareness raising, education, but also **user-friendly online tools** and **safer online environments**, are required. Youth panel members pointed out the importance of designing safe environments: when privacy settings take too much time to take up it doesn't work. It has to be simplified.

Settings
Industry has incorporated the need to protect children in some ways: for example facebook have recently improved their privacy settings, giving more opportunity to users to keep their identity under control. Teenagers' profiles on Facebook are set private by default, and they cannot turn it into public, unless they lie on their age, which is a quite common practice according to the young people present.

Monitoring
Technical tools to monitor online reputation such as Google's new 'me on the web', safetyweb.com (to monitoring what's public on the web) and unitedparents.com (to monitor online private activity) were welcomed and should be improved, made more accessible and possibly embedded into social media. However, the privacy of children and young people must be ensured, it should be offered for free in order not to create a situation where online reputation management becomes a commodity, and potential risky side-effects should be considered and dealt with.

Challenges and Recommendations:

As ever younger children go online, **increasing the skills among younger children** should be a priority for teachers and parents.

There is a need to **empower young people with tools to manage their identity online**, and **support** them when it seems their **identity online is out of their control**. In general, all stakeholders need to cooperate to encourage young people to think about privacy by: **making it simple, embedding it in the services** they are using, integrating education into **daily life**, **discussing** reasons for protecting privacy including the wider implications for education and employment, and emphasising the fact that it is **an issue for all ages**.

Industry

Challenges:

---

[46] Google have recently launched a big campaign in the UK with 5 tips on how to stay safe online which picture the issues in offline examples. Posters are being put up all across the UK. Although it is positive that Google engages in this way, it was pointed out by one of the youth participants that google should run such campaigns across their whole market

- Under-age use and incorrect age prevent industry from identifying all children, thus limiting the benefits of online tools.
- Industry need to take into consideration that young people often forget to be careful online because they are having too much fun.
- Current legislation is lagging behind, is becoming out-of-date and because the technological development is quick, making new legislation is a challenge.

Recommendations:
- Providers of social networking services should provide **easy-to-use mechanisms for reporting** any inappropriate content or contact.
- They should protect children by making their **profiles private by default**, and empower children through simply, user-friendly privacy settings.
- Industry needs to **work with governments** to improve legislation and regulation.
- **Mobile** phone providers and providers of mobile Apps also need to consider **protecting children and young people's online reputation**. Parental control tools and tool to encourage young people themselves to improve their protection is encouraged.

NGOs

Challenge:
Resources are already available, but professional delivery of resources is still needed.

Recommendations:
- Safer Internet Centres and other organisations working with online safety awareness-raising should **provide useful resources for children, teachers and parents**, to promote their awareness on privacy and online reputation.
- They should also act with institutions to set the agenda and **make online reputation an issue of public debate**.
- **Safer Internet Day** should be further developed to become an occasion to share safety messages that apply to all generations.
- Engaging young people in different ways might be a good idea: an example was presented by one of the young participants, where young people taught elderly people about how to use computers and the internet.

Schools

Challenges:
- Although researchers, experts and youth alike point out that **schools are best placed to deliver messages** on online safety in general and privacy and online reputation, these are not yet common topics in European schools.
- A major challenge is to **engage teachers** so that they can become motivated towards raising awareness, through their professional engagement or contests.[47]

Recommendation:
Privacy might be a boring topic, so talking about digital footprints and long-term consequences of the stuff posted online might be a good idea, as well as talking about how to communicate and behave in the modern world.[48]

Parents

Challenges:

---

[47] http://eskills.eun.org/web/teachtoday/home
[48] http://www.saferinternet.at/news/news-detail/archive/2011/september/20/article/jobtalks-20-222/

- Many parents lack the resources to engage their children and find it difficult to break through the barrier of privateness created by the private use of mobiles and SNS.
- Many adults also do not present very good role models: they do not know how to manage their own online reputation, apply safety settings, and many might also act in a rash way online. This is not just a child or teenage issue, this is an issue for us all.

Recommendation:
Parents can be **sensitized** to issues of privacy and reputation through the use of humorous campaign materials such as in the two Norwegian campaigns mentioned earlier.

Youth

Challenges:
Young people recognize that **care for their online reputation is unevenly distributed among peers**. They also sometimes forget to take care of their "google hygiene" because they act in the **spur of the moment** or have too much fun to realize that they should have stopped themselves.

Recommendation:
- Children and young people should **maintain their own online reputation** by assuming a **more careful attitude** online. Youth need to be aware of the long-term consequences of their online activities
- Children could be fruitfully employed in raising awareness through **peer-to-peer** exchanges.[49]

Research

- The EUKidsOnline II results show that there are **differences between countries** – a challenge is to know why there is this difference, and which consequences it has for the young people's online reputation management and their skills.
- Online reputation management is a **fairly new topic**, and the question remains whether the youngest users of online services really understand the notions of reputation and privacy.
- There is a need for **research in a long term perspective**: how detrimental is the harm to young people when the online world keeps evolving?

---

[49] The Estonian Safer Internet Centre in this regard presented a best practice example

Towards a more holistic approach to "online safety"

The Safer Internet Forum presented two ideas for how one might think about embracing an overall perspective. Tim Davies and Anne Collier both called for a broader discussion and actions moving away from the risk-opportunities dichotomy that has flavoured the public debates for so many years.

A children's rights-based approach

Tim Davies illustrated why there is a need to move away from the opportunities-risk dichotomy and move towards a children's rights-based approach to support protection, provision and participation of young people online. In the public discourse, the fear of the internet has taken over, and we are therefore missing out on hundreds of opportunities that the internet can give us. Common myths tell us that young people don't care about privacy, that the social media is addictive, that the internet is a free, anarchistic playground, and that children are digital natives.

While Tim Davies challenged these myths, the discussions treated during the Forum seemed to support his views, as does the results from EUKidsOnline:

- Young people care very much about their privacy, and have a longer perspective on this than the adults, who are more concerned with the short term risks and consequences
- Young people use online media because they are fun, useful and informative. As one young person said: "*Who wouldn't want to spend a lot of time doing the most fun?*"
- The internet, like the offline world, is bound by the same rules
- Young people are not alike – there is great diversity, and some young people know a lot more than others – therefore it is necessary to treat them differently

As a result, Davies claimed that we cannot generalise young people's experiences, we need to diversify on the basis with conversations with young people. In terms of moving beyond the current situation, Davies suggested using the UN Convention on the Rights of the Child (UNCRC) as a basis.[50] Built on three pillars: Protection, Participation and Provision, it gives adults a tool to think of what is best for children. The three pillars are mutually reinforcing elements, like three sides in a triangle. Take one away, and the triangle collapses. He further presented a framework for working on this basis, as illustrated in the figure below, where the following elements are central:

- Promote positive experiences
- Youth shaped services
- Support digital citizenship
- Empower young people
- Respond to risks
- Promote resilience

However, Davies also argued for making a more substantial change – because of the need for all three pillars, one cannot just change some things, but need to make more fundamental changes to the way one speaks about the digital world.

---

[50] For more detailed description of Tim Davies' proposal, please consult his blog: http://www.timdavies.org.uk/

A triangle diagram with "Protection" labeled on the left side, "Provision" on the right side, and "Participation" on the bottom. Inside the triangle, text reads: Respond to risks · Promote resiliency · Provide positive space · Youth shaped service · Support digital citizenship · Empower young people.
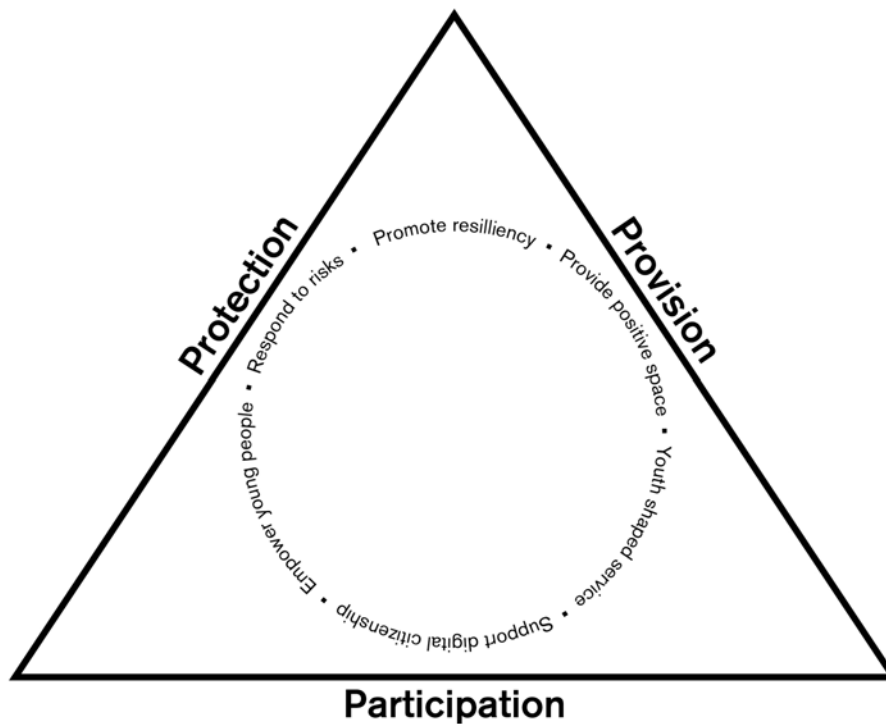
Digital citizenship

While supporting Tim Davies in his analysis of the challenges ahead and in his suggestions for the future, Anne Collier presented another perspective on holistic change in awareness-raising about online risks and opportunities. Since internet use is embedded in real life, it needs to be treated as a natural part of children and young people's online life, and not something on the side. As adults, we don't see the full story – we need to speak to youth to understand their ways and views and the discussions need to move towards a higher degree of empowerment – of self-directed safety, and that the overall issue is learning how to be good to one another.

Collier's "model" is based on 5 key elements:

- Participation or "civic engagement"
- Norms of behaviour (good citizenship/etiquette)
- Rights and responsibilities
- A sense of membership or belonging
- Three literacies: tech/digital, media and social literacy (the last two literacies can be seen as melting: this is not only what we see online, but also what we upload, send, produce or share)

Collier advocates for an increased focus on **digital citizenship**, because:

- It's *protective*
- Consistent with today's media environment
- Promotes agency – critical thinking, self-actualization (for user-driven media)
- Supports civic engagement online & off
- Turns users into stakeholders (citizens)
- Supports *community* as well as *individual* goals and well-being

Furthermore, it provides opportunities for young people: it can be a change agent, it promotes safety and support, it is tied to personal success since it gives an opportunity to create a

positive online reputation, and it promotes professional and leadership opportunities. However, there is a great challenge to talk to young people about this, because in talks with youth, digital citizenship does not strike a tangent – many think it sounds boring, it is not encouraged in schools, so how can they practice this, they cannot always relate to the word "citizen" so perhaps "participant" is a better word, and first and foremost – this needs to be directly informed by young people's insights and experiences and it needs to be implemented through schools.

In terms of feedback from youth on these two models, the Youth Panel representatives called for greater engagement from the adults, in being online, using social media, so that they would better understand the problems and issues that young people have to deal with. And while some youth participants had no problem being friends with their parents on facebook, many adults felt that they did not want to breach their children's privacy.

Conclusions

Throughout the Safer Internet Forum 2011, some key points emerged. First of all, it became apparent that **the multi-stakeholder approach** that the Safer Internet Programme has supported for many years **bears fruits** – by hearing from all stakeholders, and to bring them together, the Programme can harvest ideas and knowledge which makes it possible to build sound future actions and policies in this area. Continued and strengthened cooperation between all stakeholders is therefore important.

Also the **involvement of young people is important** in this area, where the decisions and developments made have direct influence on their lives. Hearing directly from them what their experiences are, and which solutions they would like to see in the future, means that the actions of the Programme can be up-to-date and future-looking.

It was also positive that so many **industry representatives** participated – their participation is important since their expertise in developing technologies and services used by young people can get direct input from the youth, researchers, parents and other experts on how to ensure young people can really benefit from the use of online technologies.

In summing up the Forum, Pat Manson, Head of Unit for Safer Internet and eContent in the European Commission, DG INFSO, outlined what she saw as the main conditions for future success:

- **Not to underestimate the complexity in this area** – the topics discussed here are not hermetically sealed, progress made here are important for the development in other areas and therefore contribute to the wider context, not just related to children's well-being, but also to adults.
- **Separating the online and the offline is no longer possible** – the dichotomy should be abandoned, since what we do online has consequences offline, and vice versa. One could argue that there is indeed no online/offline – all is part of the same continuum.
- **The rate of change is a major driver in this environment** – the policies and actions therefore need not be technology- or service specific. Rather, one must keep the attention on the issue: on the changing behaviours and the roles in society.

Privacy- and reputation management will continue to be a challenge, as will developing appropriate technologies and services for all age groups. It will become important to encourage responsible choices while being given the possibility to opt in or out features, and in this way shape our own experiences. New challenges, like advertising and costs need to be addressed, and it becomes ever more important to ensure that there is cooperation across generations – all will have something to contribute with.

While awareness-raising and advocacy need to continue, organisations carrying out such activities need to be able to adapt to new knowledge and new situations, and even so develop and promote practical material and tools for managing one's digital lives.

Action and policy recommendations

In general, community as a whole should seek to **adopt a more holistic approach** to children and young people's use of online technologies, so that youth may be seen and may become full **citizens in the digital era**, and to empower them to make the best choices for their own future and well-being.

All stakeholders should seek to **move away from the opportunities-risk and offline-online dichotomies** in public discourse – while both opportunities and risks are present online, there has been a much stronger focus on risks in the later years. Furthermore, both in terms of emotions created, skills needed and consequences, there is no differentiation between offline and online.

Youth participation should be increased, and their meaningful engagement ensured by **providing good support and preparation** both to young persons and to the adults wanting to engage youth. It is important to encourage and support young people so that they may speak their own voice and not assume that one knows what their opinions are.

Industry must step up efforts to increase the skills among young people, to provide easy-to-use **tools and settings**, to make their services **private and safe by default** and work with governments. Special attention should be given to **mobile applications**, which are becoming prevalent, but which pose a number of challenges to young people. Industry should further seek to integrate parental control tools and pro-actively seek to educate their customers, in particular at **points of sale**.

NGOs and Safer Internet Centres should work to increase the importance of **Safer Internet Day** to engage all age groups, to keep repeating the "Think before you post" message, and to **increase efforts towards parents**.

Schools need to **integrate issues relating to online citizenship, respect, integrity and digital skills into all areas of the school everyday life**, but also to be aware of how to phrase the messages. In order to engage young people, it is imperative that the **teachers** too are **engaged and motivated** to work with these issues, and that they are **given time and resources** to update themselves.

Parents must take a more active part in their children's online lives and aim to break through the privacy of the handheld technologies.

Youth should aim to **raise the awareness and empowerment of other youth** and to take responsibility for their actions and behaviour online.

Researchers, in addition to a lot of implications indicated in the EUKidsOnline reports, should seek to identify reasons to why children and young people in **different countries perceive online opportunities and risks differently** and to investigate the **long-term perspective** of all issues related to children's online lives. More research on the issue of **sexting** is needed, in particular regarding effects on youth and sexual development.

There is a need to **increase the focus on provision of good online content for children**. The **European Award for Best Children's Online Content** should be repeated, and **standards** should be developed for identifiers of good online content for children.

In order to increase the efforts in fighting online distribution of child sexual abuse material, **community should focus more strongly on strengthening work on victim identification**. Cooperation on all levels is needed, as is trust between local and national law enforcement, hotlines and industry. There is further a need for **standardization of routines for notice-and-takedown and cooperation between the stakeholders**, as well as a need to strengthen the resources for law enforcement across Europe.

Legislators should seek to minimize the paradoxes in legislation that might make children victims of the same legislation that aims to protect them, in particular decriminalizing young people's sexting habits, and separating this from legislation concerning child sexual abuse material.

Appendix A: Biography of experts and speakers mentioned in the report

Frank Ackerman is a senior Manager with ECO and is a qualified Attorney at law. ECO runs a Hotline but is also an ISP industry representative organisation. He is also a member of the INHOPE board of directors'

Richard Allan joined Facebook in June 2009 to lead the company's public policy work in Europe. Prior to joining Facebook, Richard was European Government Affairs Director for Cisco from September 2005.

Alex Amnéus is the Project Coordinator of the Safer Internet Centre Sweden at the Swedish Media Council. Also project manager and international coordinator for the awareness centre. Alex has a degree in political science and has studied journalism and psychology. Previous work experiences include business intelligence, news monitoring and web information services.

Georgi Apostolov is coordinator of the Bulgarian Safer Internet Centre. He is co-author of the methodology "Real and Virtual Violence: Prevention by Interactive Education in Schools" which is being implemented in 80 schools in 3 cities.

Dr. Ulrike Behrens, educationalist, gained her PhD in Education from the University of Trier, Germany. In her thesis she investigated quality criteria for developing and evaluating e-learning projects. From 1988 until 2001 Dr. Behrens worked as a project leader and head of research groups at Landesfilmdienst Mainz and the Centre for Educational Research (ZEPF) at the University of Koblenz-Landau. Since 2002 Dr. Behrens has been working as a freelance expert in the field of media pedagogy and media research, esp. for jugendschutz.net. She is author of media paedagogic guidebooks and websites.

Jon Brown is a qualified Social Worker with a Masters in Social Policy from the LSE. During his career as a Probation Officer and Social Worker he has been responsible for setting up and managing a range of sexual abuse services. Between 2003-07 Jon was Chair of NOTA, the National Organisation for the Treatment of Abusers. Since April 2010 he has been in post as Head of Strategy and Development (Sexual Abuse) with the NSPCC helping to take forward the new organisational strategy.

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

John Carr is one of the world's leading authorities on children and young people's use of the internet and associated new technologies. Within the UK he is a member of the UK Council for Child Internet Safety and Secretary of the Children's Charities' Coalition on Internet Safety. He is a former member of Microsoft's Policy Advisory Board for Europe, the Middle East and Africa. In addition John has at different times been engaged professionally to advise several, major global high tech companies. John is an Executive Board Member of the European NGO Alliance for Child Safety Online (eNACSO), on the Advisory Council of the Family Online Safety Institute in Washington DC and Beyond Borders, Canada. John's publications include "A Parent's Guide to the Internet", "The Role of the Internet in the

Commission of Crime", "Out of Sight, Out of Mind - global responses to dealing with online child pornographic images" and, in June 2009, he jointly authored "The Digital Manifesto", a review of child safety policy in the UK. John was also the principal author of a similar digital agenda for action for the EU Member States. Along the way John was also a Founding Trustee of DEMOS, one of the UK's leading independent Think Tanks.

Anne Collier Author and journalist Anne Collier is founder and executive director of the non-profit Net Family News, Inc., and co-director of ConnectSafely.org. In 2009-2010, she served as co-chair of the Obama administration's Online Safety & Technology Working Group, which delivered its report, "Youth Safety on a Living Internet," to the US Congress in June 2010. She holds B.A. and M.A. degrees and lives in San Jose, California.

Michelle Collins: National Center for Missing & Exploited Children (NCMEC) - Exploited Children Division, Vice President and Assistant to the President at the in Alexandria. NCMEC runs the CyberTipline, the Congressionally-mandated recipient of reports on child sexual exploitation for the public and all U.S. based Electronic Service Providers.

Tim Davies is a 26-year-old independent consultant and action-researcher (Oxford, UK). Tim holds a first class degree in Politics, Philosophy and Economics (PPE) from Oriel College (Oxford) and an MSc Social Science of the Internet from Oxford Internet Institute. He has worked with a local youth council in Southern England, sat on the advisory board of DFES Children and Young People's Unit, and been a trainer and a consultant with The National Youth Agency and presently as a consultant through Practical Participation. Tim has also developed web-based systems for learning, information and social media projects in addition to running training sessions on the use of social media.

Luc Delany has worked for a number of years in Public Policy across Europe. Luc has been heavily involved Child Online Safety Policy and in developing self-regulatory initiatives such as the European Safer Social Networking Principles and the UK Council on Children and Internet Safety. Luc has been a VIP speaker at the United Nations Conference on Youth and ICT. Luc has also been involved in the development of Content Policy, including content standards and the licensing of content for online services. Luc became a specialist in the Audiovisual Media Services Directive, actively lobbying on the Directive since its inception until its transposition into national regulation across the EU. Before Joining Facebook, Luc spent 3 years at Google and YouTube. Prior to that Luc was Director of the European Digital Media Association; the Brussels based trade association for web services.

Adrian Dwyer: Mr Dwyer is the Executive Director of INHOPE. Prior to this he was the Hotline Manager of the Internet Watch Foundation in the UK. His background is as a retired police officer with the London Metropolitan Police

Lucinda Fell has led and developed Childnet's Youth IGF Project 2009 and 2010, successfully and meaningfully taking the voice of the youth to the UN mandated Internet Governance Forum. She is running Childnet's Youth IGF Project 2011 which will take 8 youth delegates to Nairobi to participate in the IGF 2011.

Christel Franz has been head of the funding initiative "Ein Netz fürKinder" ("A net for children") at the Federal Government Commissioner for Culture and the Media, BKM, since 2007. 1995 to 2006 national and European media law at Governing Mayor of Berlin and BKM, representative in contact committee Audiovisual Media and in committees of the Council of Europe. 1992 to 1995 expert for media economy, tourism and trade at Berlin Senate Administration for Economy. Studies of law at Ruprecht Karl University in Heidelberg and London School of Economics in London; language studies at Universidad Autonoma de Mexico (UNAM) in Mexiko City and at Language Tuition Centre in Brighton, UK.

Alisdair Gillespie is Professor of Criminal Law and Justice at De Montfort University in Leicester, UK. He specialises in the law relating to the sexual exploitation of children, particularly where facilitated by Information and Communication Technologies. He works closely with law enforcement agencies and the Crown Prosecution Service on policy issues relating to these matters. He has published extensively in this area, including a recent monograph entitled Child Pornography: Law and Policy. He has served on a number of advisory groups for national and international organisations and is currently a member of the Advisory Board for INHOPE, the International Association of Internet Hotlines.

Pippa Green coordinates Childnet's Youth Panel and moderated a youth panel discussion at the Safer Internet Forum 2010. Pippa has been involved in Childnet's Youth IGF Project since its 2009 inception and co-led and presented Childnet's Safer Internet Day 2011 Youth Symposium.

Naomi Gummer is Public Policy Analyst at Google. Her background is in politics having worked for several years for Rt Hon Jeremy Hunt MP, both in opposition and in the Department for Culture, Olympics, Media and Sport (DCMS) following the May 2010 General Election.

Jacqueline Harding set up Tomorrow's Child (a specialised film production and media research company) following a successful career as BBC education editor; government consultant; head teacher, and author of best selling books for children and adults. Internationally known as a leading child development expert, she has extensive experience of advising programme makers, web and interactive media designers how to match content to the needs of the developing child.

Uwe Hasebrink is director of the Hans Bredow Institute for Media Research in Hamburg and Professor for Empirical Communication Research at the University of Hamburg; since 2006 he has been involved in the EUKidsOnline network; his main research interests refer to children and media, and patterns of media use in converging media environments.

Ola-Kristian Hoff holds a law degree from the University of Oslo and has specialised in computer law, in particular technological and political strategies in the Information Society. Having many years of experience from public administration, he combines knowledge of political processes on national and European levels, with understanding of the Information Society technologies. Currently working as a lawyer and independent consultant, Ola-Kristian has worked for the Norwegian Board of Film Classification, the Internet Content Rating Association, for the European Commission services with Access to Public Sector Information and Illegal and Harmful Content on the Internet. He came to the Commission services from the Norwegian Ministry of Justice where he had worked mostly with policy issues, ranging from technology and information management to land registration, privacy, name law and the use of mediation boards as extra-judiciary conflict resolution mechanism. Before that he was a research assistant, computer network administrator and lecturer on legal information retrieval at the Norwegian Research Centre for Computers and Law at the University of Oslo.

Christian Hoppe German Federal Criminal Police Office - (BKA), Head of Central Child Pornography Unit".

Karl Hopwood works as an in-house consultant for INSAFE which is the coordinating node of the EU safer internet programme and is responsible for the coordination of the helpline network. Karl also works in schools supporting children and young people with online safety issues.

Gloria Jaconelli is currently working as Information and Communication Officer for INSAFE, in Brussels, where she primarily works on Safer Internet Day.

Rafn M. Jonsson is a project manager at SAFT - the Icelandic Safer Internet Center, on behalf of the Directorate of Health in Iceland. He is also a member of the prevention committee of UMFÍ, associated partner in Building the Capacity and the National counterpart at WHO. Prior to his current position, as a program manager at at the Directorate of Health, he was a program manager at the Public Health Institute in Iceland, member of the Scandinavian cooperation project NAD and a program manager and director of a youth treatment center in Iceland. His academic background is in the field of psychology, graduated from the University of Iceland and University of Copenhagen.

Alex De Joode: While working for various ISPs, Alex co-founded Meldpunt and Inhope. He is currently Security Officer for LeaseWeb, Europe's largest hoster measured by bandwidth. Alex is responsible for Security, Global Regulatory and Public Affairs, Legal and Risk Management. Alex has combined his knowledge of fighting CP online with the business aspects of running a large hosting business.

Bernhard Jungwirth is managing director of the Austrian Institute for Applied Telecommunications (OIAT). The OIAT is a private and independent non-profit organisation based in Vienna. He is also coordinator of the Safer Internet Centre Austria and the Austrian Initiative "Internet Ombudsman". His work experiences cover management, consulting, training and journalism in the fields of internet, media literacy, e-learning and evaluation. Bernhard Jungwirth has a background in communication science, organisational development (Universities of Vienna, Linz and Illinois/US) and telecommunications engineering

Lars Kindervater is Head of Consumer Policy at Deutsche Telekom Group. At the GSM Association Europe he chairs the Mobile Commerce group also in charge of child online safety. In this field he extensively worked on self-regulation over the past five years.

Mari Laiho is Project Manager of Save the Children Finland Internet Activities. The responsibilities cover maintaining the Northern Hotline receiving about 9000 reports each year, and the awareness activities for example the training provided for professionals working with or for children. She has been working for Save the Children Internet Activities since 2006 and participated in the INHOPE -network since.

Pia Lang has worked on the topic of child online safety since 2004, when she joined Save the Children Norway's project "Online abuse of children". In 2006 she started working with the Safer Internet Programme, first as a national expert, and thereafter as a temporary agent, until 2011, when she moved back to Norway. She now works as a policy adviser in The Norwegian Consumer Council.

Sonia Livingstone is Professor of Social Psychology and Head of the Department of Media and Communications at the London School of Economics and Political Science. She is author or editor of fourteen books and many academic articles and chapters. Sonia directs the EUKidsOnline project for the EC's Safer Internet Programme and sits on the executive board of the UK Council for Child Internet Safety.

Jennifer Lopes is Head of International Affairs at jugendschutz.net which is the cross national bureau for the protection of minors on the Internet in Germany. She is the Project Manager concerning the involvement of jugendschutz.net within the International Association of Internet Hotlines and the European Financial Coalition. She has been working for jugendschutz.net since 2001.

Erroll Marshall is the Coordinator at the Centre for Digital Youth Care (www.cfdp.dk) and manager of the online counselling platform for young people, www.cyberhus.dk. He is responsible for the training of volunteers, online communication with young people and is the representative of the Danish helpline within INSAFE.

Giovanna Mascheroni (PhD) is a lecturer in sociology of communication and culture, in the Department of Sociology of Università Cattolica del Sacro Cuore. She is the national contact for the EUKidsOnline project in Italy.

Michael Moran is the coordinator for Crimes against Children at INTERPOL, the International Criminal Police Organisation. He was seconded from An Garda Síochána, Ireland's national police force since June 2006 as a Criminal Intelligence Officer specialising in online child exploitation. In 2010 he was promoted to coordinator within the Police Services Directorate and appointed to the crimes against children team. He is also the INTERPOL representative with the VGT. He has a MSc. in Forensic Computing and Cybercrime Investigation from UCD (MSc FCCCI) and a BA (Hons) IT, from IPA as well as a diploma in Project Management from UCC. He has a higher Diploma in Information Systems and is a certified Internet Webmaster Professional.

Annie Mullins OBE is Vodafone's Global Head of Content Standards. Annie is responsible for ensuring Vodafone's standards and policies for the protection of Vodafone customers accessing new digital services both online and mobile; and delivering customer education and media literacy initiatives, including Vodafone Digital Parenting site, http://parents.vodafone.com/

Brian O'Neill is Head of the School of Media at Dublin Institute of Technology; Brian has had a career-long interest in media research, education and policy making. He is a member of the management group of EUKidsOnline and is Chair of the International Association for Media and Communication Research Audience Section.

Marco Pancini earned his bachelor degree at the University of Milano (Law School), then he worked for important Italian law firms and as legal counsel at Milano & Grey, an advertising agency of the Grey Group. Marco was part of the start-up project of iBazar, the first on line auction web site in Europe, and after that he joined eBay, the online marketplace where he was Head of legal and Trust and Safety from 2002 to 2007. On July 2007 he joined the Google team as European policy counsel in charge of government relationship for the Italian market. From February 2011 he is member of the Google policy team in Bruxelles.

Justine Pardoen is from Amsterdam, is editor in chief of an online platform (www.ouders.nl), she blogs and informs parents on digital youth culture, sex in media, gaming and online privacy.

Imme Pathe, Master of Law, is an in-house lawyer of FSM since 2003. FSM is a German self-regulatory institution for internet content, accredited with the German Commission for Youth Media Protection since 2005 and is a founding member of INHOPE. FSM is a non-profit organisation with 48 members from industry, establishes codes of conducts with its members and offers a hotline to the general public. Imme Pathe is a fully qualified lawyer and is member of the indexing board of the German Federal Department for Media Harmful to young persons.

Lena Tønning Pedersen works as Communication Manager with Microsoft Partners in Learning and in this respect she has been involved with various projects regarding students and their use of ICT in education. One of her competencies lies in the safe use of ICT in education and in general, and this has among other things materialized in her work as one of two Microsoft representatives on the Steering Group of Teachtoday.eu and in participation in an EUN working group on how to promote and ensure e-safety in schools.

Maaike Pekelharing has worked for Meldpunt Kinderporno, the Dutch hotline against child sexual abuse images on the Internet since 2007. After her study of child psychology at the University of Amsterdam and writing her thesis on juvenile delinquency, she started her career at the Dutch Ministry of Justice. At Meldpunt Kinderporno, Maaike and her six colleagues deal with more than 9.000 reports per year. Besides her work as a content analyst,

Maaike's main tasks are marketing and communication. Most of this is focused on Meldpunt's website www.helpwanted.nl for teenagers.

Remco Pijpers is co-founder and Director of the Stichting Mijn Kind Online (My Child Online Foundation), based in Amsterdam, The Netherlands. He is responsible, among other, for the children's browser MyBee (www.mybee.nl) and the Gouden Apenstaart (award for best children's website in the Netherlands). With colleague Justine Pardoen he wrote several books on raising children online. Recently came out 'Watch your wallet', about the making money out of children by virtual worlds and social games. He has a background as historian and journalist and works professionally on the subject 'children and internet' from 1997 on.

Russell Prue describes himself as an independent ICT evangelist, entrepreneur and broadcaster. Using live demonstrations Russell looks at new and existing technologies and suggests ways that colleagues can take advantage of these in their subject teaching in the C21st. Russell also provides strategic ICT thinking to a number of key UK education players. He is involved in several action based research projects and is passionate about educational ICT.

Ethel Quayle is a senior lecturer in clinical psychology in the School of Health in Social Science at the University of Edinburgh and Director of the COPINE research project which, until September 2008, was based at University College Cork, Ireland. She is a clinical psychologist and as a practitioner worked with both sex offenders and their victims. Since 1997 she has been working in the area of Internet abuse images, collaborating internationally with government and non-government agencies in the context of research, policy and practice.

Janice Richardson has worked as a teacher, university lecturer and consultant in Australia, France, Luxembourg and Belgium. Author of two book and many articles on the development of e-literacy, she led the Council of Europe's editorial teams to create and revise its Internet Literacy Handbook (2203, 2005, 2008). Janice has been the coordinator of the INSAFE network since 2004.

Claire Rush completed her undergraduate degree (BCL) in University College Cork and went on to pursue a postgraduate degree (LLM) in international human rights law at Queen's University, Belfast. Claire has worked in the human rights field including with the NGO 'ARTICLE 19' and in the Human Rights Unit within Ireland's Department of Foreign Affairs. Before joining YouTube's policy and legal support team one year ago, Claire sat the New York State Bar exams and was admitted to the Bar in October 2010.

Dr. Friederike Siller is Managing Director at fragFINN e.V. in Berlin. Before that, she was Project Manager of fragFINN at the Freiwillige Selbstkontrolle Multimedia-Diensteanbieter e.V. (FSM) in Berlin, Germany. FragFINN is part of the federal Initiative "A Net for Children" - committed to improve the online landscape for children age 6-12 by consolidating an age-appropriate whitelist that is regularly checked and updated by media pedagogues. She received her Ph.D. at the University of Mainz, Germany. Prior to that, she studied Media Education at the universities in Freiburg and Hamburg. Her professional experiences focus on issues of Media Literacy, Educational Technology and Safer Internet for young people. E.g. she worked as a research assistant at the Bertelsmann Foundation in New York and at the Center for Media Education in Washington, DC.

Ellen Stassart has a Master's degree in Law (University of Namur and Leuven) and a Master's degree in Criminology (University of Leuven). In January 2007, Ellen became the Chief Research & Prevention Officer at CHILD FOCUS, recently renamed into Chief Officer of the department Sexual Exploitation and e-Safety. In her current role, she is in charge of the overall management of both operational and research & prevention activities (regarding the phenomena of missing and sexually exploited children) and leads a team of highly qualified staff members-researchers. She is member of the Child Focus Management Committee and

Project Coordinator for several European projects (under the auspices of the European Commission). In that role she is -as of January 2007- the Project Coordinator of the Belgian Safer Internet Centre (hotline since 2002 and awareness centre since 2000).

Sarah Sumpter has been working with the INSAFE team since July 2010, coordinating content and dissemination activities across all strands of the project. She has an extensive background in online safety in education (working with the eSafety team at Becta in the UK from 2002 to 2010) and, as a chartered librarian, has a strong professional interest in digital literacy skills.

Ola Jo Tandre is a member of the Corporate Responsibility (CR) team. The main ambition of Telenor Group's CR initiatives is to empower people and contribute to social and economic growth. Tandre has extensive experience from work with online safety and coordinates Telenor Group's efforts to deliver a safer digital experience for children and young adults. In his current role he is also responsible for CR at Telenor Group's Asian operations.

Pascale Thumerelle leads the group's sustainable development strategy and policy throughout the group. Vivendi's contribution to sustainable development consists of enabling present and future generations to fulfil their need to communicate, to feed their curiosity, to develop their talents and to encourage intercultural dialogue. In this role she has defined three specific challenges for Vivendi: promotion of cultural diversity, sharing of knowledge, protection and empowerment of youth. Pascale began her career in publishing. Subsequently she worked for the European Commission and at the French Ministry of Foreign Affairs before joining Vivendi in 2001.

Tomorrow's Child works with clients from across Europe to ensure that their media proposition for children is developmentally correct, engages the young developing brain in the nest way possible and offers an active experience.

Ung utan Pung is a show group located in Rågsved, a suburb of Stockholm. The shows are mixed scenes with music, songs and dances with the purpose of making you both laugh and react. We perform about 200 shows per year and have been touring not only in Sweden but Finland, Italy and South Africa. "<3 Me" is a show about young people and the Internet and has been the top selling show for the past year. The ensemble is a mix of actors of different ages, gender and is (of course) Sweden's best.

Erik Verstraten - Forensic Intelligence & Identification unit, Dutch Police.

Agnieszka Wrzesien has worked in the Nobody's Children Foundation as project coordinator of the Saferinternet.pl project since 2005. She is currently a member of the eNACSO Board and the Polish representative on the INSAFE network steering committee. She also sits on the International Advisory Panel for the EUKidsOnline research project.

Camilla Wøldike is appointed project coordinator at the Safer Internet Centre where she, among other tasks, manages the youth panel and arranges the national youth IGF workshop. Camilla has within the realm of her work and studies collected thorough knowledge of children and young people's use of new media and the societal implications hereof.

Dincer Yarimcam has a bachelors and MS degree from the Electronics Engineering Department. He has been working as a communications expert in the Information Technologies and Communications Authority for about 5 years. Nowadays, he is deeply involved with the Safer Internet Service and coordinating the activities related with the SIS Project.