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MEDIATION OF SAFER INTERNET USE

HOW DO THE ESLOVENSKO'S PROJECTS CONTRIBUTE TO IT?

The Survey Final Report

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on promoting safer use of the Internet and new online technologies.

MEDIATION OF SAFER INTERNET USE TO CHILDREN AND THE PROJECT ZODPOVEDNE.SK

Internet has been an integral part of life of still younger and younger children. There are more factors which influence a way of Internet use, levels and types of risks children face to. On the child's side there are following factors: – their age, technical skills, knowledge about safer Internet use, netiquette handling, their personality, school, friends and a wider society. Everything above mentioned influence significantly how their knowledge and skills of Internet use will be developed supported and mediated. The term **Mediation of Safer Internet Use** has not been incorporated into Slovak terminology yet. According to foreign literature it can be defined freely as an addressing safer Internet use to children (Livingstone, Helsper, 2008).

The NGO eSlovensko plays a significant role in mediation of safer Internet use. It implements the project *Zodpovedne.sk* (in English: Responsibly), supported by the European Commission within the "Safer Internet" Community programme. The project provides running the Centre of safer Internet *Zodpovedne.sk*, with the objectives to raise awareness, to maintain educational activities on Internet safety issues towards public, to approach new technologies and to prevent crimes. Both other projects *Pomoc.sk* (in English: Help) and *Stopline.sk*, designed to fight against harmful Internet content, are a part of *Zodpovedne.sk*. The project *Sheeplive.eu* (in Slovak: *OVCE.sk*) was initiated by the NGO eSlovensko as an integral part of *Zodpovedne.sk*, *Pomoc.sk* and *Stopline.sk*. Two main parts of the *Sheeplive.eu* project are children's cartoon series and an international internet portal, both focusing on the youngest users and internet threats prevention. It serves for youth as a mirror of their inappropriate behaviour and it gives adults an opportunity to learn about children's internet world as well. The cartoon series for children explains principles of safer Internet use in a funny and fetching way. The series is supplemented by didactic material for both parents and teachers, which help in effective mediation of the messages. The series has been premiered in public media, is available on DVDs, published on websites and often serves teachers as an auxiliary teaching material in media education.

In order to make the activities of the national awareness node *Zodpovedne.sk* and other eSlovensko's projects more effective, there was implemented a survey, done by an independent researcher, who focuses on Internet opportunities and threats.

In the survey we were interested in:

- to what level children are aware of meeting risks, feel unpleasantly or helplessly in some Internet situations,
- within what scope they know and use the activities and the projects of the national awareness node *Zodpovedne.sk*, serving as safer Internet use support,
- what mediation tools children perceive as the most useful,
- whether children are able to recognize messages of awareness products (the *Sheeplive* series) and use them in their real Internet behaviour.

The survey was implemented in May and June 2012 and there participated 390 children (180 boys and 210 girls) at the age 9 - 18. They were randomly selected from primary schools (4th, 5th, 6th, 7th grade) and secondary schools (2nd grade) in Bratislava, Sv. Jur, Turcianske Teplice, Zilina, Martin, Sucany and Skalica. With a permission of their parents, children were given anonymous electronic questionnaires, which were being filled up at school's computers by a researcher's presence. Because of a need of using a uniform methodology for all children, there was not possible to include children younger than 9 years old into the survey. The children at their pre-school and younger school age, who are one of the project target groups (mainly of the project *Sheeplive.eu*), have not got their cognitive skills satisfactory mature for assessing of detecting phenomena and expressing them in the survey. Special qualitative research methods and individual approach would be needed for this category, which was not possible to implement within the survey scope.

Regarding the project *Sheeplive.eu* duration (the first episodes of the series were premiered in Slovakia on 8th Oct. 2009), it was useful to ask children aged 9-18 about the project. They had been 6-15 years old in the time of the project implementation. We were interested in a depth and extent of the project impact on this target group.

For outcomes proceeding, the sample was divided to:

- children aged 9-10 (N=111) on average 9.77 years old
- children aged 11-13 (N=157) on average 12 years old
- adolescents aged 15- 18 (N=122) on average 16.49 year olds

HOW CHILDREN PERCEIVE RISK ON THE INTERNET

Children and adults perceive Internet risk in a different way. We were interested in what level children themselves feel insecure while using Internet. We tried to find out whether they have already been bothered or insulted by someone or something or they did not know how to react properly.

Table 1: How children perceive Internet risk

	9-10 years old	11-13 years old	15-18 years old	all children (N=390)
yes	30.6%	26.1%	21.3%	25.9%
yes, sometimes	27.0%	24.8%	20.5%	24.1%
yes, often	3.6%	1.3%	0.8%	1.8%

Note: Have you ever experienced bothering or insulting on Internet, or that you did not know how to react properly?

More than a quarter of interviewed children are aware of being in a risky situation sometimes. The younger children, the more often they state having met risks (see the table 1). It could be related to a raising awareness of Internet risks as well as that a lot of activities on the Internet is done by still younger children when they are not able to handle difficult situations (this age shift has been a long-term trend). Children aged 9-10 have got less technical skills and experiences with social situations. They have not got developed their abstract and critical thinking sufficiently yet and are not able to consider consequences of their actions properly, what are significant disadvantages in decision making in ambiguous situations. As researches show, Internet risk exposure increases with age (Livingstone et al., 2012), because children are concerned with a wider range of activities, they experiment with identity etc. Assessing the level of risk was objectified in these studies (number of activities which adults consider as risky). However, in our survey we asked about the situations, which children themselves consider as risky. The level of perceived risk decreases with age because older children possess more experiences and skills to handle situations and thus they do not perceive them as threatening in contrast to their parents.

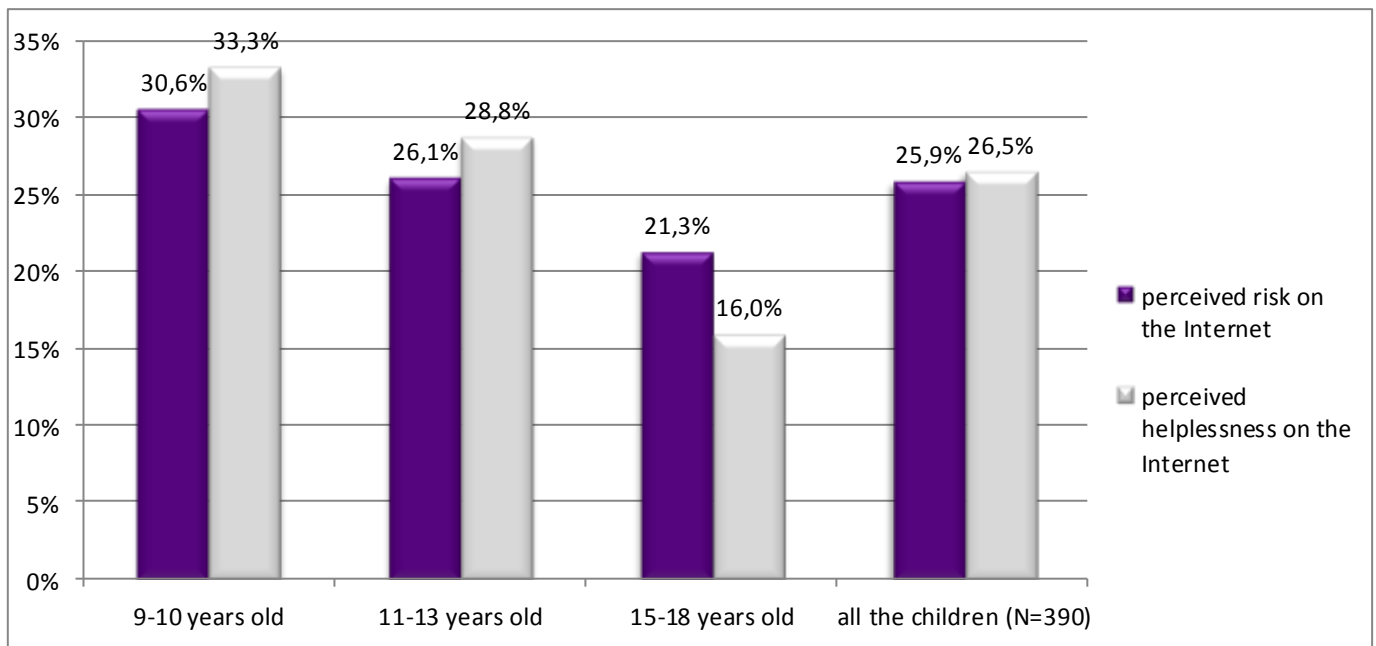
Table 2: Helplessness on Internet, experienced by children

	9-10 years old	11-13 years old	15-18 years old	all children (N=390)
yes	33.3%	28.8%	16%	26.5%
yes, sometimes	29.7%	28.2%	15.1%	24.9%
yes, often	3.6%	0.6%	0.9%	1.6%

Note: We can experience various things on Internet when we are not sure how to go about it (e.g. someone bothers us all the time). We would rather to consult with somebody on it. Have you ever experienced such a feeling?

Even though children themselves can realize that they face a difficult situation, yet it does not have to mean that were not able to handle it. We asked them about experienced helplessness in a risky situation. More than a quarter (and even every third small child) of children had a feeling that they did not know what to do and they would have rather consulted with somebody on it (see the table 2).

Chart 1: Risk and helplessness perceiving in Internet situations



Note: Perceived risk on Internet – Have you ever experienced that something on Internet bothered you or you didn't know how to react properly? Perceived helplessness on the Internet – On the Internet there sometimes happen some things, when we are not sure how to go about it (e.g. somebody bother us all the time). We rather consult with somebody on it. Have you ever had such a feeling?

Adolescents face more difficult situations more often however they feel helpless less often. For younger children is it rather the opposite. In comparison with being aware of risks they feel more often they would need a help how to react properly on the Internet. These results confirm a high relevance of support in this area, mainly from the side of competent parents and teachers who stay close by children. The support should go to helplines as well, which should be reached easily by children.

A quarter of children state that they know where and how they can get an advice from Internet safety experts when they feel helpless. *(There are people, whose job is to advise others how to handle unpleasant issues we can experience on the Internet; e.g. if somebody bothers you on the Internet. Do you know how and where you can get an advice from these people?).* The knowledge about the accessible professional advice declines with age (27% 9-10 years old, 26% 11-13 years old, 22% 15-years old). This feeling is subjective and it could be overestimated at small children, mainly when we consider their free answers in which they state parents, teachers and computer sellers as experts, being able to help them in a case of problems. This result could be influenced by targeted prevention, focused on younger school children, which increases their feeling of being informed but a real awareness as well. Actually, only 7.7 % of children and majority of 11-13 years old (every tenth child) asked experts for a help, when they were helpless.

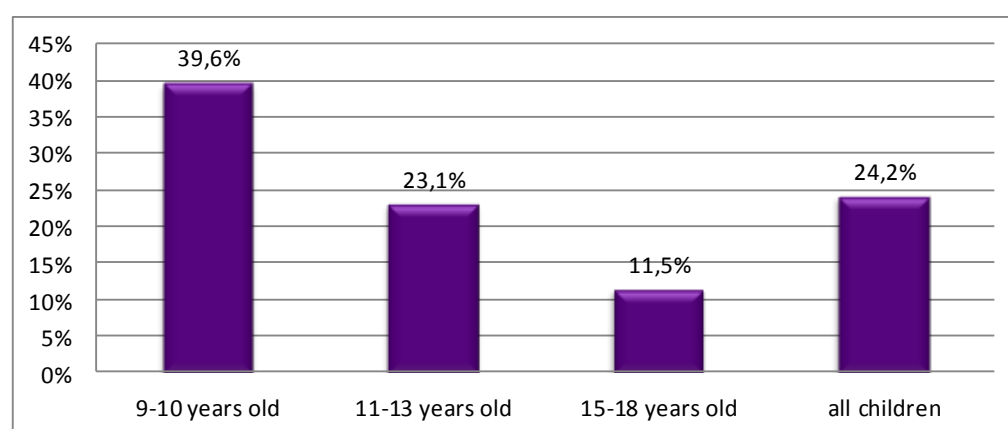
Additionally, we wanted the children to describe what from their environment have been useful in adopting safe Internet behaviour. For an open question *From where will you get to know how to behave on the Internet not to experience bad things? Write down everything what comes to your head.* the most often all children replied „parents, family (a brother, a cousin, a sister...), school,

teachers, friends, siblings, Google, webpage, forums, magazines". In the answers, the family and the school were mostly at the first places. Adolescents often answered „I rely on my own mind“ or „I pay attention by myself“, what expresses their inner responsibility for safe Internet behaviour and their higher competences and skills.

WHAT WEBPAGES ABOUT SAFER INTERNET DO CHILDREN KNOW?

Before any of eSlovensko's projects was mentioned, 24.2% of children had stated that they knew a webpage on good behaviour on Internet. Perceived awareness decreases with age. It is possible that the children only assess their awareness more realistically.

Chart 2: Do children know a webpage on safer Internet use?



Note: Do you know a webpage about how to behave on Internet properly not to experience anything bad?

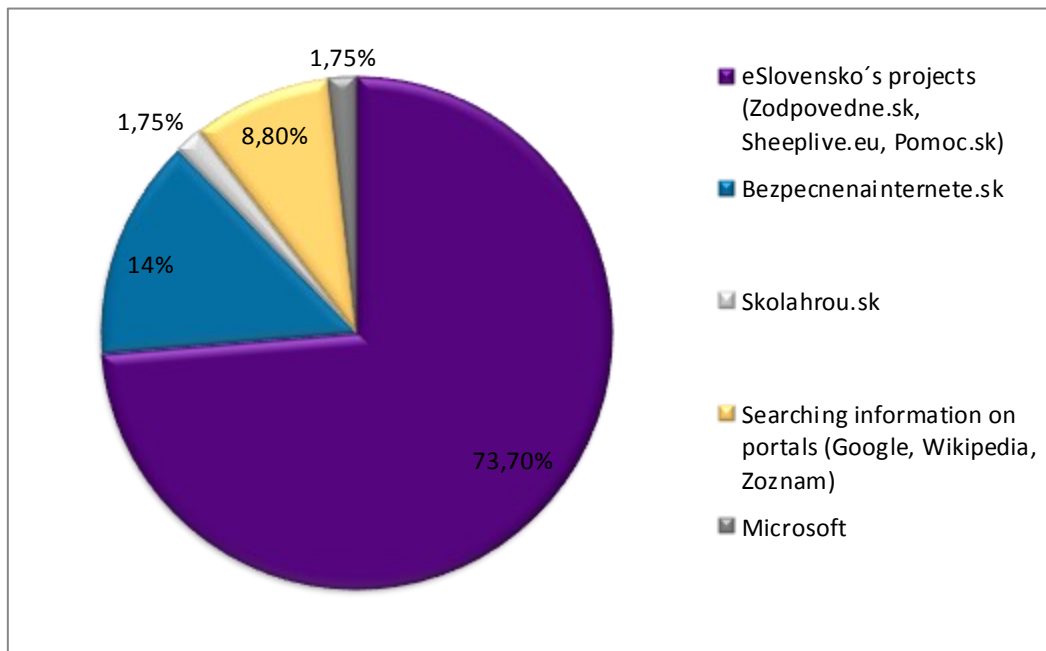
When the children were asked in an open question to name what webpage, we could identify 57 answers as valid. Out of this number in 73.7% (42 answers) the answer was the webpage of the eSlovensko project (Zodpovedne.sk, Sheeplive.eu, Pomoc.sk). Almost a quarter of children visited a webpage on safer Internet use (approximately as many as they know a webpage). They might remember it just because they have visited it.

Table 3: What webpages on safer Internet use children know (without prior mentioning eSlovensko's products)

Identified source of information about the Internet safety	Number of answers among children	Percentage regarding all identified answers
eSlovensko's projects (Sheeplive.eu, Zodpovedne.sk, Pomoc.sk)	42	73.70 %
Sheeplive.eu	23	
Zodpovedne.sk	18	
Pomoc.sk	1	
Bezpecnainetnete.sk	8	14.00%
Školahrou.sk	1	1.75%
Searching information on portals (Google, Wikipedia, Zoznam)	5	8.80%
Microsoft	1	1.75%
total	57	100%

Note: What webpage do you know about how to behave on Internet properly not to experience anything bad? Open question.

Chart 3: What webpages on safer Internet use children know (without prior mentioning eSlovensko's products)



Note: What webpage do you know about how to behave on Internet properly not to experience anything bad? Open question.

WHAT STORIES ON SAFE INTERNET DO CHILDREN KNOW?

Similarly before prior mentioning the eSlovensko's projects, we had asked children whether they knew some tales or stories on safe Internet behaviour. The 42.5% of all children and almost a half of youngest children (48.5%) responded positively. When asking about particular stories titles there were identified 113 valid responses, out of this number **78% were the Sheeplive stories** and 1.18% the interactive stories within the project Zodpovedne.sk. Another 4.4% replies were some other tales (for example Macko Webko, the tales on www.bepecnenainternete.sk). 9.7% of the children mentioned a message or a story, out of which was not possible to identify a particular tale (for example about *hackers*, *viruses*, *Facebook*, *about protecting privacy*). A part of the children responded they had already seen such a story but were not able to recall its title.

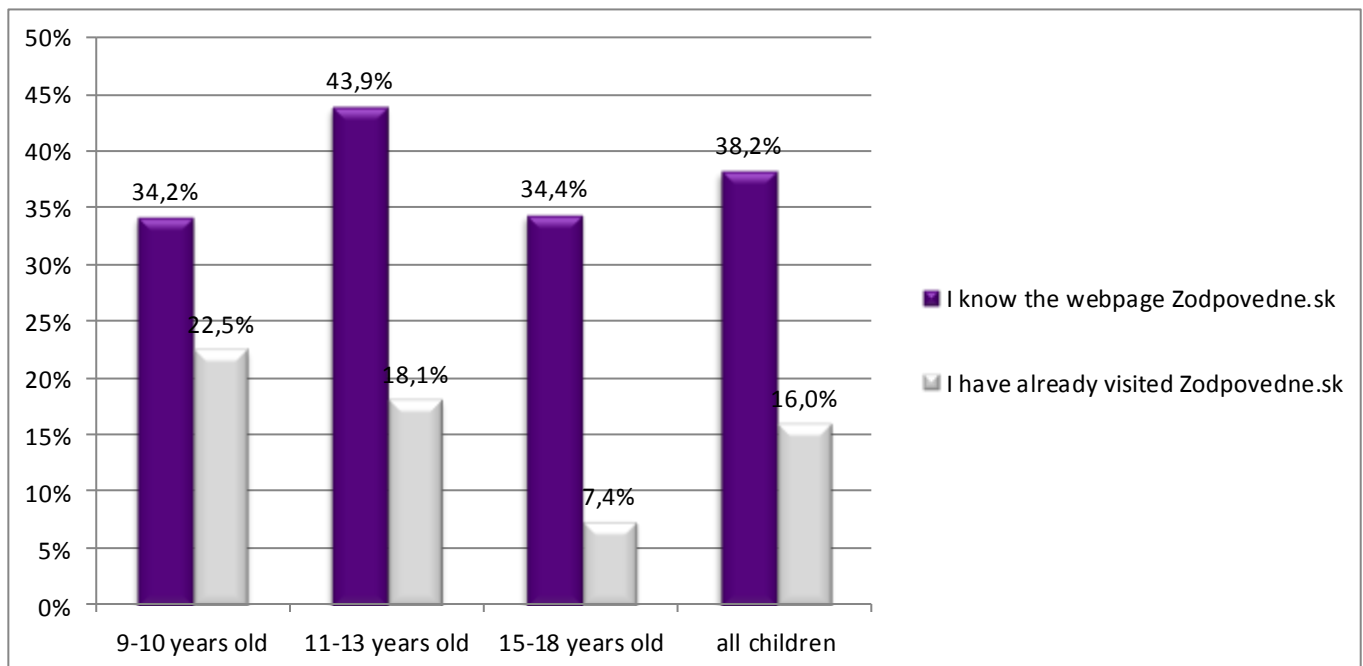
It is far more difficult to name something by heard without prompting. Nowadays people rather search information than remember it and this can contribute to this state too. We were interested whether children can recognize the particular projects and how they use them.

INFORMEDNESS AND VISIT RATE OF THE PARTICULAR ESLOVENSKO'S PRODUCTS

DO CHILDREN KNOW THE PROJECT ZODPOVEDNE.SK?

We asked them directly whether they know the webpage of the national awareness node Zodpovedne.sk.

Chart 4: Do you know the webpage Zodpovedne.sk?



Note: Do you know the webpage Zodpovedne.sk? – Yes, I know. - Yes, I have already been there.

More than a third (38.2%) of all asked children knows the webpage Zodpovedne.sk, the majority is among 11-13 years old. The rate of visits declines with age. Just in a group of the youngest children there were the most of those, who have visited the webpage (22.5%). It can be considered as a success of the project, since the group aged 9-10 is the most endangered by Internet risks in comparison with older children.

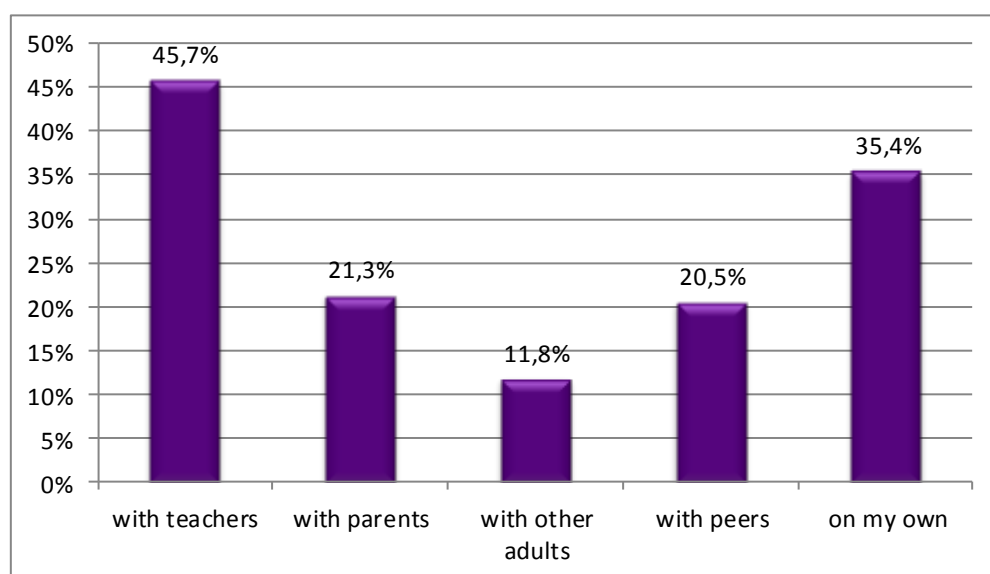
Out of 82 identified free answers for the question where do children know the webpage Zodpovedne.sk from, there were 65% responses „from the school“ (from lessons, lectures, IT, from teachers), 8.5% answers stated “from friends”, 4.9% answers “from parents”. Among the rest of the answers there were mentioned TV and radio, magazines, siblings, schoolmates, when searching some other information on the Internet, through Sheeplive.eu (2.4%-3.2%).

These findings prove that for the first time children encounter products of the Zodpovedne.sk project through schools, which use them as a mediation tool – in media education, which is a compulsory part of primary and secondary curriculum. Schools can choose a teaching form – either as an individual optional subject, or as a part of other subjects (IT, Slovak language and literature, civic education, ethics) or as a hobby group or a project. From a nation-wide survey on media education at secondary schools (Kacinová, Kolcakova, 2012) follows that media education is most often implemented through inclusion the content into other subjects, mostly into IT, as well as it follows from our responders.

We wanted to know whether there had been a parent present by the children when they had been browsing the webpage Zodpovedne.sk. Parents play an important role in mediating useful information. The children, who have visited the webpage

Zodpovedne.sk at least once (N=127), have browsed it mostly with teachers (45.7%). 21.3% of the children have browsed it together with their parents, 11.8% together with other adults, 20.5% with peers. Even 35.4% of the children have browsed the webpage on their own. As stated in the free answers, it is so thanks to the Sheeplive stories, which are available for free on the webpage.

Chart 5: Who have children browsed the webpage Zodpovedne.sk with?



Note: Who have you browsed the webpage Zodpovedne.sk with? Multiple choice. N=127 (9-18 years old) – the children, who have visited the webpage Zodpovedne.sk at least once.

DO CHILDREN KNOW THE PROJECT SHEEPLIVE.EU?

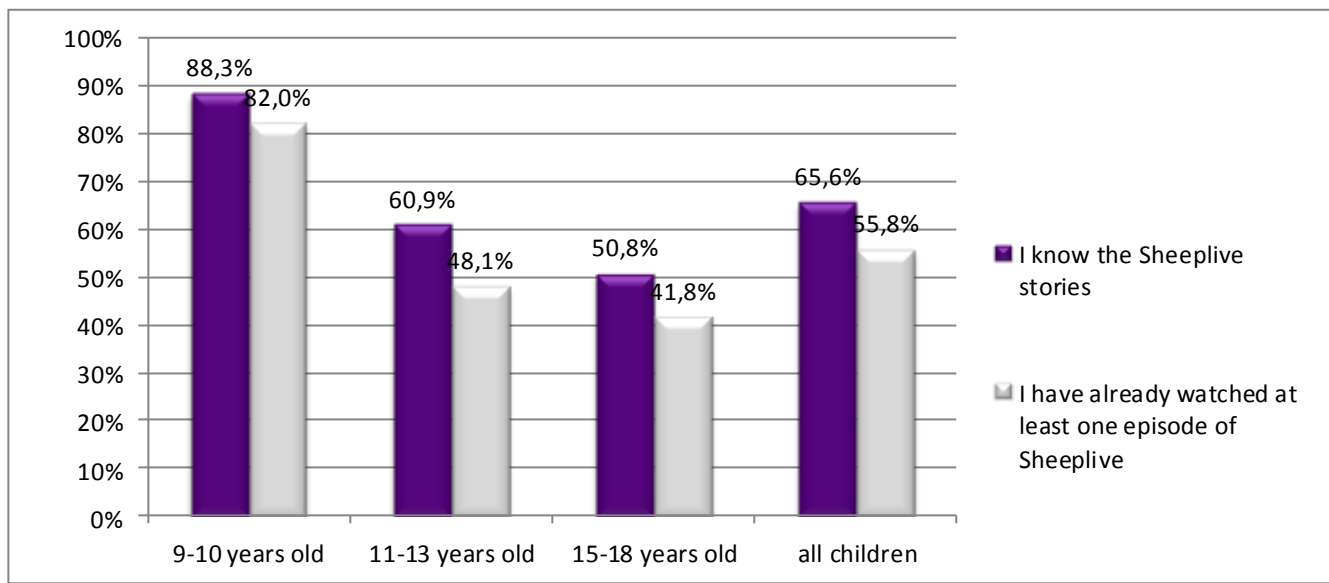
The survey results prove a high recognition and visitor's rate of the Sheeplive stories. Out of all the children (9-18 years old) 65.6% know the stories and 55.8% have watched them. Their prevalence among children is significantly related to age – the younger are children, the more of them know Sheeplive and also watch them.

Table 4: Do you know the stories from the Sheeplive cartoon series?

	9 years old	9-10 years old	11-13 years old	15-18 years old	all children (N=390)
yes, I know	92%	88.3%	60.9%	50.8%	65.6%
Yes, I know and have watched them	88.0	82.0	48.1	41.8	55.8
Yes, I know, but I haven't watched them	4.0	6.3	12.8	9.0	9.8

The series is the most successful for the youngest, who were also the series' target group. 88.3% 9-10 years olds know the series and 82% have watched at least one of them. Almost every 9 years old child (92%) knows the Sheeplive cartoon series and 88% have watched at least one episode. In this age group there is also the smallest difference in numbers of those, who know the series and those, who also watch them. In this sense the project can be consider successful.

Chart 6: Do you know the Sheeplive cartoon series?



Note: Do you know the Sheeplive cartoon series? – Yes, I know. – Yes, I have watched at least one episode.

The children, who have watched as least one episode of Sheeplive (N=217), have seen it mostly on TV, Youtube, and during school lessons. Almost half of the children have reached the series from the webpage Zodpovedne.sk, or vice versa – they have reached the webpage from the webpage Sheeplive.eu.

Table 5: Where children watch the Sheeplive series

Total (N=217) - Those who have watched them	On TV	on DVD	on YouTube	during school lessons	On a screen in a bus	on webpages
Where have you watched the stories	61.8%	11.1%	59%	53.5%	2.3%	48.4%

Note: Where everywhere have you watched the Sheeplive cartoon series? Cross out as many as you need. Multiple choice.

DO CHILDREN RECALL THE MESSAGES FROM THE SHEEPLIVE SERIES WHEN IT IS NEEDED? YES!

HAVE YOU RECALLED SOMETIMES DURING A DAY WHAT THE SHEEP FROM SHEEPLIVE WERE DOING AND EXPERIENCING?

Almost a third (31%) of all the children who have watched stories on Sheeplive at least once (N=217), have recalled something from the series during a day. Only 4.2% of the children state that they have experienced the similar situation as the sheep; more than a quarter (27.3%) is not sure about it. It does not have to be caused by an inability to recognize similarities between situations, actually, it can well be that the children having watched the stories could not have faced these situations yet. In this case the aim of prevention would be fulfilled as the prevention should be mediating children before they meet a particular risk to be able to react adequately.

WHEN DO YOU RECALL THE SHEEP?

Children recall the sheep in the context of their everyday experiences, what means that **motifs and themes of the stories were incorporated into their everyday reality**. Children like them, the sheep are parts of their discussions, they have got **into their subconsciousness, have become a part of their culture**. The trigger is often **analogical context of their everyday life** - friends, disco, environment.

- *When I am bored.* B, 12
- *When I am going to sleep.* G, 9
- *Every day.* B, 10
- *I have told my mum when having breakfast.* B, 12
- *When we are discussing it with friends.* B, 10
- *When I am at a sheepfold.* B, 9
- *When I am outside with my fellas.* G, 12
- *When somebody was mentioning a disco, I recalled the dancing sheep.* G, 16
- *At lessons and after school.* G, 10

The children recall the stories mainly in connection with their **activities on the Internet**.

- *When I am on the Internet.* B, 11
- *During IT.* B, 10
- *When I am playing a computer.* B, 12

Most often the children recalled the Sheeplive stories in connection with realizing the risk they were facing. The children also recalled the stories **before it could have happened them something** – when they recognized difficulties or unclearness of the situation (a possible threat). They assessed a given situation as difficult when it was worth thinking how to behave. The increased sensitivity of children to the risky situation is one of the fulfilled objectives of the national awareness node, a significant prevention element.

- *When there is a possibility to get into a more dangerous situation.* G, 16
- *When I have a problem or I shall decide to do something bad or not etc.* G, 12
- *When I am signing up somewhere.* G, 10
- *When I shall do something difficult on the Internet.* G, 10

Children are more sensitive not only to difficult situations on the Internet, but **they recall the messages in a situation, when they experience it by themselves, or when they recognize it in other's people behaviour on the Internet**. It could be considered as another successful effect of Sheeplive stories and a significant prevention tool.

- *When I am doing something what was good on Sheeplive.* B, 10
- *When I was taking a picture of myself :D* G, 10
- *When something similar happens.* G, 10
- *When a stranger bothers my friend e.g. on Facebook.* G, 12
- *When I am watching obscene videos.* B, 9
- *When I am watching almost naked girls on Facebook.* G, 17
- *Yes, but I'm not commenting on it, I find it too obscene.* B, 17
- *When my friend chatted me to send him a photo in my underwear.* G, 13

Music, animation and humour contribute to a good recollection of the stories.

- *When I am pretty bored. I like the animation.* B, 16
- *A voice of Jozef Vajda.* G, 15
- *They are so lovely. It is drawn nicely.* G, 11
- *Those characters, are witty, it is great J.* B, 13

DO CHILDREN KNOW WHAT THE SHEEPLIVE STORIES ARE ABOUT?

When asking *What are the Sheeplive stories about?*, there was almost in all answers indicated **understanding or their educational nature** („they are instructive tales“). Children understand or interpret it at various levels:

a) ... how we have to/must not behave on the Internet.

- *How we have to behave on the Internet and that we have to be careful what we do.*
- *What we should not do on the Internet.*
- *How to use the Internet safely.*

b) ...what risks are on the Internet and how to avoid them. It is significant that they have noticed that describing risks serves for prevention, for avoiding the risks

- *About what unpleasant could happen and how to avoid it.* G, 12
- *Something like a fable what to be careful about on the Internet.* B, 9
- *About behaviour on the Internet, about various dangers and how we can avoid them.* B, 15
- *It says in a funny way what we can experience on the Internet if we are not careful.* G, 13
- *In this tale there are situations from a real life which you can also experience and how to behave in such situations.* G, 12

c) Apart from noticing general educational character, children stated very concrete messages.

- *Not to misuse photos and video.* B, 10
- *We should not tell strangers where we live.* B, 10
- *We must never send our pictures or data to other people through the Internet and we mustn't meet anybody unless an adult knows about it.* G, 12
- *Prevention against effect of the Internet, about an impending danger, date misuse and how to prevent it.* B, 12
- *How to behave on the Internet not to make fools of ourselves or not to allow somebody threatens us through the Internet.* B, 10
- *It teaches us not to believe everything.* G, 10
- *About passwords and about what not to put on the net and how not to be deceived.* G, 14
- *How to use the Internet in a right and safe way, not to show our personal data to all but only those I trust.* G, 15

d) Some children can extent an educational and good examples area to overall human behaviour and ethical principles.

- *I don't know, it is about behaviour on the Internet and not only on the Internet....actually everywhere, not to misuse personal data of others or not to threaten anybody... I think it is worth seeing it. Firstly, because it is funny and thus interesting and secondly, because it is truthful and also educational :-). B, 12*
- *In this tale there are situations from a real life which you can experience as well and how to behave in such situations. G, 12*

Children understand symbolism of the characters (sheep, a wolf, a shepherd, Johnny). The most significant is the recognition of the sheep as children or common people.

- *About safe browsing and behaviour on the Internet. Common people are the sheep, the shepherd gives them an advice B, 11*
- *About what not to do on the Internet like the sheep. G, 10*
- *About a real human life. G, 12*
- *There are various lessons how to behave safely on the Internet. It is shown on the sheep. B, 16*

WHAT BASED ON SHEEPLIVE STORIES WOULD CHILDREN PASS ON TO YOUNGER CHILDREN?

Children would pass on to younger children mainly actual messages, which they considered the most important. Even the youngest children from our survey were able to interpret **concrete messages** from Sheeplive stories and formulate them into a comprehensible message for younger children:

- *If they put their personal data on a computer, they could be robbed or put down. B, 10*
- *That we shouldn't publish our own photos on the Internet, that we shouldn't believe Internet's instructions for something. B, 11*
- *We should not put on the Internet embarrassing video or pictures; we should not make friends with strangers etc.. B, 10*
- *How to behave in the situation when a stranger is bothering you and wants to meet you, tell your parents! B, 11*
- *Be careful about who you are writing with and if you don't know him, don't meet him, even he would beg you. Do not go there! G, 12*
- *Children, you can't put your pictures on the Internet which you don't want others to see them. Later on they can misuse them! B, 15*
- *Not to add friends on Facebook, who they don't know. G, 13*
- *Do not publish your personal information without thinking about their impact on the future. G, 17*

They also have sent a motivating message to younger children that **they can learn a lot from the stories, so it is worth watching them.**

- *There are some nice videos on the webpage Sheeplive.eu, where you can learn a lot of lessons for your life and you should watch it to avoid troubles. G, 10*
- *There you can learn a lot what you should and should not to do on the Internet. G, 10*
- *There are some situations from a real life in this story, you can experience as well and how you should behave in such situations.*

G, 12

DO CHILDREN KNOW AND USE OTHER ESLOVENSKO'S PROJECTS?

POMOC.SK

The Helpline Pomoc.sk is a part of the project Zdpovedne.sk, supported by European Commission within the Safer Internet programme. Its objective is to provide a coordinated help and counselling for responsible use of the Internet, mobile communication and new technologies. The helpline Pomoc.sk has been established by association of Children Safety Line and the Helpline of the Zdpovedne.sk project. The project results show that 12.18 % of children know it. This information very probably depends on delivered mediation (mainly at school). It is known mostly among 11-13 years olds – almost every fifth child. In spite of being used by further fewer children, is good to know that they know where to ask for an advice in a case of need.

Table 6: Do you know the webpage Pomoc.sk?

	9-10 years old	11-13 years old	15-18 years old	all children (N=390)
yes, I know	9.9%	19.1%	7.4%	12.8%
yes, but I haven't visited it yet	7.2%	15.3%	7.4%	10.5%
yes, I have already visited it	2.7%	3.8%	0%	2.3%

The project Pomoc.sk provides nonstop help on phone at the number 116 111, LIVECHAT online - a chat with an operator from 16:00 till 22:00 and counselling via e-mail potrebujem@pomoc.sk. We asked children if they have known and used some of these sources of help. Majority of the children (19.5%) knows the helpline, however the most children have used help via e-mail. It could be more difficult for children to describe their troubles in a direct contact with adults (a phone line) so that they appreciate more asynchrony in e-mail communication, which enables them to formulate their thoughts in peace. If it is going about something very sensitive, they feel less ashamed and embarrassed. 11-13 years olds were most informed about all three kinds of help that can be related to the fact that school consider this age as the most suitable for mediating this information.

Table 7: Do you know a free phone line 116 111? ?

		9-10 years old	11-13 years old	15-18 years old	all children (N=390)
116 111	yes, I know	11.7%	26.4%	16.4%	19.5%
	I know, I've already used it	1.8%	1.9%	0.8%	1.5%
	I know, but I haven't used it yet	9.9%	25.5%	15.6%	17.9%
Livechat	yes, I know	13.5%	18.5%	21.3%	17.9%
	I know, I've already used it	1.8%	0%	0%	0.5%
	I know, but I haven't used it yet	11.7%	18.5%	21.3%	17.4%
potrebujem@pomoc.sk	yes, I know	16.2%	21.6%	5.7%	15.1%
	I know, I've already used it	4.5%	3.8%	0%	2.8%
	I know, but I haven't used it yet	11.7%	17.8%	5.7%	12.3%

Note: When something bothers you on the Internet, there are more places where to get an advice. Do you know a free phone line 116 111? Do you know an online chat with an expert on Internet problems? Do you know an e-mail address potrebujem@pomoc.sk?

STOPLINE.SK

A national centre for reporting illegal content on the Internet Stopleveline.sk fights against child abuse online (child pornography, sexual exploitation, child prostitution, child trafficking, grooming etc.), against racism and xenophobia and other content or actions which show signs of crime. Through this project Slovakia has joined the international network INHOPE – a network of national nodes and organisations for safety of information technologies.

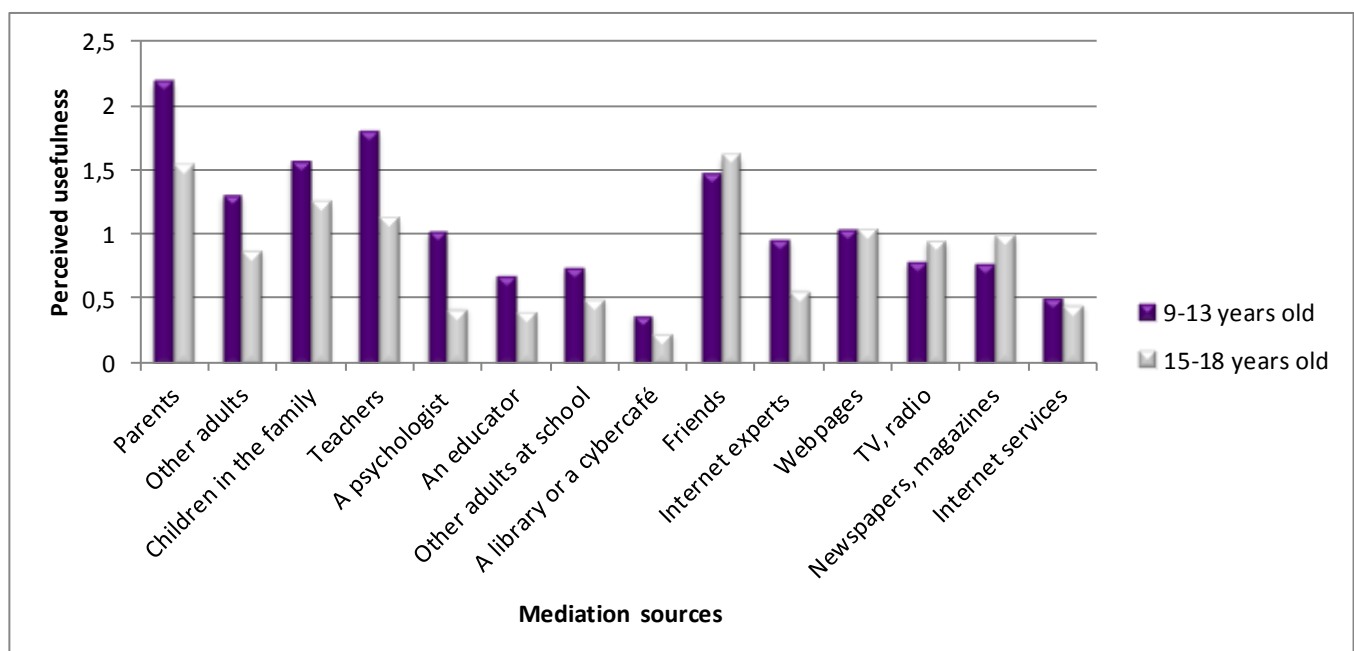
Table 8: Do you know the webpage Stopline.sk?

	9-10 years old	11-13 years old	15-18 years old	all children (N=390)
yes, I know	3.6%	7.0%	3.3%	4.8%
yes, but I haven't visited it yet	2.7%	5.7%	2.5%	3.8%
yes, I've already visited it	.9%	1.3%	0.8%	1.0%

Almost 5% of children know Stopline.sk and out of them 3.8% even surprisingly state that they have already reported an illegal content through this webpage. 11-13 years olds were the most informed.

WHAT IS THE MOST USEFUL FOR SAFE INTERNET USE BY CHILDREN?

Chart 7: Perceived usefulness in safe Internet use (by younger children and adolescents)



Note: Try to judge, who was the most useful in your safe Internet use? The graph shows average coefficient of usefulness for children (a range of coefficients 0-3).

Parental mediation is the most useful source of information on safe Internet use for younger children (9-13 years old), followed by school mediation (teachers), the project Sheeplive.eu and then peers (children in a family and friends). Afterwards there are stated webpages, a psychologist and Internet professionals.

Simultaneously the projects Z odpovedne.sk and Sheeplive.eu are used in mediation – 65% of children got to know about the project at school, at lessons. If children name a school as useful, it includes the tools, which the school uses in mediation. It influences content and a form, in which information is at school mediated and thus perceived useful. If children state as a useful tool Sheeplive.eu at the third place apart from school mediation, then it shows that these stories are perceived by children as a very strong source of learning.

Adolescents (15-18 years old) consider peers as the most useful source, followed by parents, children from families and then teachers. It is related to their actual level of skills, which at this age often overcomes their parents' level of skills. A developmental period, during which they are starting to rely on themselves rather than parents and getting help from friends, also plays a role.

Television and radio, as well as magazines and newspapers have decreased in usefulness of safe Internet use mainly among younger children. The Internet (webpages) has started to dominate. Adolescents consider Internet as the most useful media as well, followed by press. A library or a cybercafé are considered as the less useful sources, what relates to dissemination of the Internet (in households, mobile phones, notebooks).

CONCLUSION

The survey shows that children themselves perceive that just in a real life, on the Internet as well, they sometimes experience a difficult situation, which could be identified as a risk. Younger children more often report risks experiencing as well as helplessness in such a situation, but they use a possibility to ask more experienced whose help they appreciate. For them there are parents, teachers and those who know the issues rather than experts on safe Internet use. This confirms the relevance of education of parents and teachers. Older children do not feel so often put at risk, what is related to advancing their skills, experience and a coping ability. They feel less often helpless and if they need, they consult mostly with peers. They consider a school and parents as the most important source of learning how to use the Internet safely.

Project Zodpovedne.sk plays a specific role mainly in school mediation - children have known the project, the awareness webpage and stories, often during lessons at school. They returned to the webpage Zodpovedne.sk and mostly to Sheeplive.eu also by themselves, in their free time, with friends, through various media channels. Without prior mentioning the projects, Sheeplive.eu, Zodpovedne.sk and Pomoc.sk formed three quarters of answers to the question what webpage on safe Internet use children know. Many have known or remembered the webpage Zodpovedne.sk through the stories, which are very popular among children. Although the target group of the stories are the youngest children at preschool and younger school age, they are well known also among adolescents, who discuss them with their friends.

The [Sheeplive](http://Sheeplive.eu) stories hit the main target group explicitly successfully – almost all 9-10 years olds know them and the majority has watched at least one episode. We asses as a success not only a number of children, but also a depth, in which messages of the stories permitted to life of children. After parents and teachers, they are the most useful source of information on safe Internet use for young children. The processing, which has been tailored to children, allowed them to love the stories and incorporate them into their everyday life, discussions with friends and thoughts.

The most important is that children can recognize messages from the stories without any problems. They can recall them in the situations in which they can use them. They understand that the sheep play human beings and they have learned from the sheep what they should do and should not do on the Internet. Even children themselves suggest other children to watch the stories because they are funny and can teach them a lot.

„There are some nice video on the webpage Sheeplive.eu, where children can find a lot of important lessons for their life and they should watch it to avoid some unpleasant situations. “ G,10

SOURCES

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