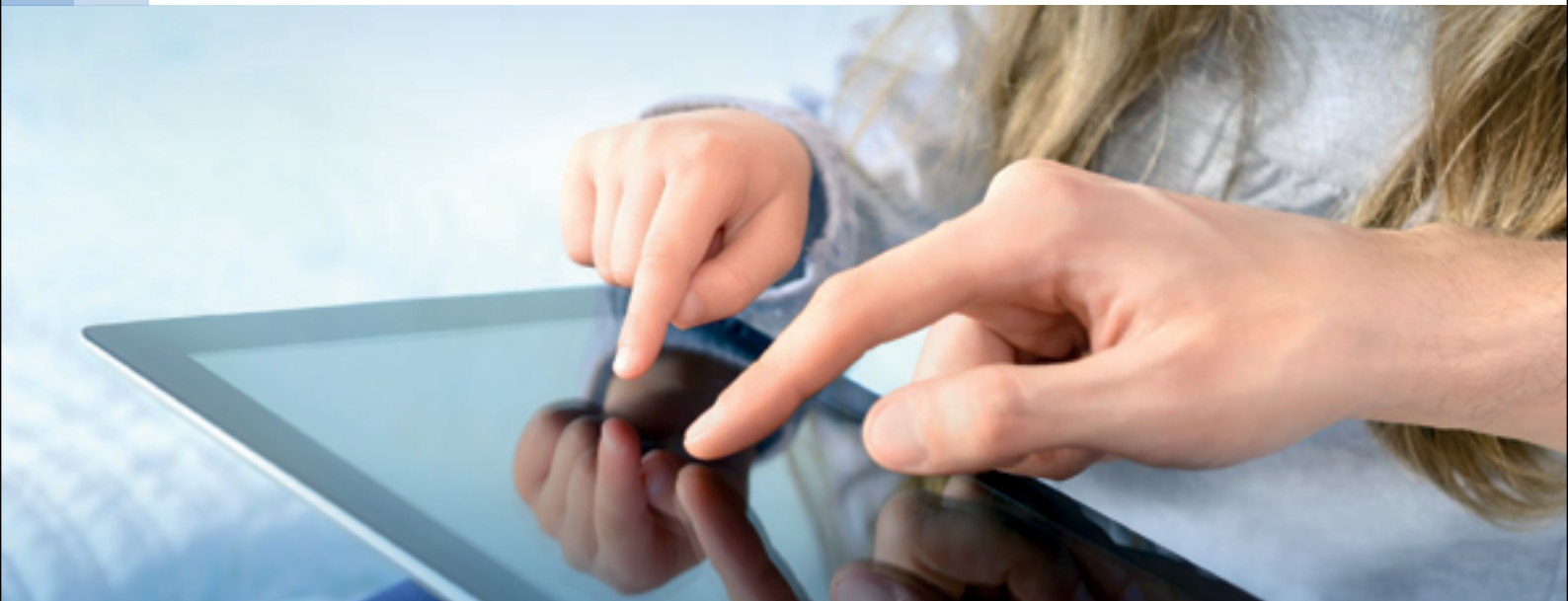# POSCON – FINAL REPORT

Outcomes and Results from the Thematic Network on Positive Online Content and Services for Children

POSCON
Positive Online Content and
Services for Children in Europe

TABLE OF CONTENTS

THEMATIC NETWORK POSCON – POSITIVE ONLINE CONTENT AND SERVICES FOR CHILDREN IN EUROPE

1

BACKGROUND: POSITIVE ONLINE CONTENT AND SERVICES FOR CHILDREN

The internet is used increasingly by younger and younger children and is more and more becoming part of everyday life for children in kindergarten and primary school age. Concepts and ways to accompany and support them in their first and further steps on the internet are thus needed more than ever.

One important keyword here is "positive content and services" where children can easily and safely enjoy the internet and mobile devices. This important issue has been addressed on several levels before – on national level with initiatives bringing forward the production and promotion of positive content, and on European level e.g. with an EC focus group on positive content, the European Award for Positive Online Content 2010/2011 and 2013/14, as well as sessions at the EC's Safer Internet Forum dedicated to the topic.

Against this background, the European Commission decided to bring into being a thematic network dealing with these very topics and issues that makes a substantial contribution to the topic of positive content for children on European level.

Impressions POSCON Network Meetings

THE PROJECT: THEMATIC NETWORK POSCON

The EU-funded Thematic Network POSCON aims to promote and advance positive online content for children on European level. The interdisciplinary network of experts from various European countries brings together players and stakeholders in the field of positive online content enabling them to exchange expertise, concepts and content in a way that has not taken place up to now. POSCON consists of more than 20 institutions and companies from over 15 European countries – content producers and providers, researchers, parents' associations as well as experts from the area of media for children. The project was started in October 2012 and runs until November 2014.

NETWORK MEMBERS

The Thematic Network POSCON is coordinated by the Landeszentrale für Medien und Kommunikation (LMK) Rheinland-Pfalz (Media Authority Rhineland-Palatinate, www.lmk-online.de). It is implemented in cooperation with fragFINN e.V. (www.fragfinn.de), jugendschutz.net (www.jugendschutz.net) and My Child Online (www.mijnkindonline.nl).

MEMBERS OF THE NETWORK ARE:

- **GRAZ UNIVERSITY OF TECHNOLOGY**, Austria

- **BUSINESS SOLUTIONS EUROPA**, Belgium

- **COFACE**, Belgium

- **CZECH RADIO**, Czech Republic

- **NCBI (NÁRODNÍ CENTRUM BEZPEČNĚJŠÍHO INTERNETU)**, Czech Republic

- **MOVIESTARPLANET,** Denmark

- **UNIVERSITY OF AALBORG**, Denmark

- **TALLINN UNIVERSITY PEDAGOGICAL COLLEGE**, Estonia

- **NATIONAL CENTER FOR SCIENTIFIC RESEARCH "DEMOKRITOS"**, Greece

- **HUMAN BEHAVIOR LABORATORY, UNIVERSITY OF ICELAND,** Iceland

- **PAXEL123.COM**, Iceland

- **LA NAVE DI CLO**, Italy

- **KIDI.LV**, Latvia

- **FLUENCY SMART INTERVENTION STRATEGY APPLICATION**, Malta

- **HET KLOKHUIS/ NTR YOUTH**, Netherlands

- **FCT - PORTUGUESE FOUNDATION FOR SCIENCE AND TECHNOLOGY**, Portugal

- **NATIONAL FEDERATION OF ROMANIAN PARENTS' ASSOCIATION**, Romania

- **UNIVERSITY OF NAVARRA**, Spain

- **UNIVERSITY OF BASEL**, Switzerland

- **TOMORROW'S CHILD**, United Kingdom

Network meeting in Prague, Czech Republic, September 2014

Network meeting in Amsterdam, the Netherlands, June 2013

Klaus Neumann-Braun
SEMINAR FOR MEDIA STUDIES, UNIVERSITY OF BASEL, SWITZERLAND

Children are always curious and are eager to explore and discover the world. Taking in experiences which their social environment provides – family, caregivers and peers –, children observe the world around them. It is for this reason that they soon come to understand that today, the internet is a vital part of everyday life. Therefore, becoming acquainted with the handling of computer and internet is an important task for children growing up in these times of mediatization. Considering the quantity and range of content and services available (most not suitable for children though), it is essential to show children how to experience the internet positively and at the same time in a safe way. These experiences should be interesting and exciting and not frightening or impairing. Children should be enabled to make use of the potential provided by new media: to meet challenges, to grow self-awareness and to develop social and technical competences and media literacy.

/s/f/m seminar für medienwissenschaft

POSCON NETWORK MEMBER

Charo Sádaba
UNIVERSITY OF NAVARRA, SPAIN

How have children and teenagers changed in using online content and services over the years?

I do not think that the needs underlying kids' and teenagers' usage of the online world have changed very much in the last years: whilst children are looking for games and content to entertain themselves and to learn things, teenagers are relying on the communication capabilities the internet offers and also looking for information and content to satisfy their natural curiosity and, at the same time, define their own personalities. In the last years new tools covering those needs have emerged (i.e., Snapchat or new apps for gaming), but their behavior has not changed so much. So the challenge is still to recognize the importance of the online world for our kids as it is having a strong impact on how they are growing up and relating with others. Assuring all of them can find good and positive content and services is a must.

fcom

POSCON NETWORK MEMBER

Impressions POSCON Network Meetings

NETWORK MEETINGS

Network Meetings were one of the main pillars for cooperation and communication within the network. All together, during the project four network meetings were held, giving all Network Members the possibility to meet face-to-face, exchange their knowledge and experience and together work on the current issues, documents and project proceedings.

The kick-off meeting took place in January 2013 in Berlin, Germany. In the same year the Thematic Network met again in June in Amsterdam, the Netherlands. In 2014, the third POSCON meeting was held in April in Barcelona, Spain, followed by the final meeting in September in Prague, Czech Republic.

PROJECT OUTCOMES

During the project, the POSCON Network Members worked on crucial topics regarding positive content with the aim to contribute to an enhanced landscape of positive online content for children in Europe. In this regard a comprehensive document with guidelines for providers and producers of positive online content and services for children - including recommendations for content providers on how to create online content accessible for children with disabilities - was developed and published. The "Checklist & Concrete Criteria for Positive Content" is available as print version and can also be downloaded from the POSCON project website www.positivecontent.eu. Additionally, POSCON provides a checklist document with a short, two-page overview of the key topics. The checklist is available in different languages on the POSCON website: **www.positivecontent.eu/checklist.**

Furthermore a unique repository of positive content and services was set up. The repository was compiled with support from the POSCON Network Members as well as national Safer Internet Centres in the INSAFE network. This data collection gives an insight in the landscapes of positive content and services for children in different European countries and offers wide-ranging opportunities as a sustainable, extendable and open-access tool for diverse future utilisation. As POSCON also aims at raising awareness of this topic among providers, stakeholders and parents, recommendations for promoting positive content were developed as well as an overview of possible business models for producers respectively future producers of online content for children.

Details on the project outcomes will be found in the following chapters.

WINNERS

The winners of the European Award for Best Content for Kids have been selected from over 1,100 entries from all over Europe. They received their awards from European Commission Vice-President Neelie Kroes at a high-level event in Brussels, Belgium, on Safer Internet Day 2014:

Winner for Adult non-professionals category:
1st Prize: ICELAND, "PAXEL123.COM"

Winners for Adult professionals category:
1st Prize: CZECH REPUBLIC, "WEB A WEBIK RADIA JUNIOR"

Winners for Young individuals or teams category:
1st Prize: THE NETHERLANDS, "LIFESPLASH"

Winners for School classes and youth groups category:
1st Prize: POLAND, "INSTRUKCJA OBSLUGI JEZYKA POLSKIEGO"

For more information please visit
www.bestcontentaward.eu/winners

2

EUROPEAN AWARD FOR BEST CONTENT FOR KIDS

The **European Award for Best Content for Kids** is a competition organised jointly by the INSAFE Safer Internet Awareness network and the European Commission's Safer Internet Programme. The competition was organised for the second time in 2013, after a pilot competition that took place in 2010-2011. The award highlights existing quality content for 4-12 year-old children and encourages the production of new content that offers young people online opportunities to learn, play, discover and invent. The competition was realized in most EU member states and also in Iceland and Russia, with national winners then being put forward to the European-level award.

The Thematic Network POSCON was intensively involved in the preparations for the European Award for Best Content for Kids and has shaped the main features of the competition. Based on the experiences from the pilot phase and in co-operation with INSAFE, POSCON developed a proposal for the continuation of the European Award.

In the course of the first months of the POSCON project, categories and criteria for the European Award were developed on the basis of the previous competition, intensively discussed by INSAFE and POSCON and accordingly revised. Also, guidelines for organizing the competition on national level were set up and provided, e.g. recommendations regarding how to select the national jury, how to promote the competition and how to choose the national winners.

The competition was launched on May 9th 2013 and was organised on European level by INSAFE. On national levels it was implemented by the national Safer Internet Centres within the Safer Internet Programme.

Anna Margrét Ólafsdóttir
PAXEL123.COM, ICELAND

With your website "Paxel 123" you are an expert when it comes to creating online content for children. In your opinion, what is most important when creating a website/service for children?

It is important to put your heart into making computer games for children aged 4-8; they are a group of delicate people, taking their first steps on the internet. It is very important that they have a positive and constructive experience. Make that an important part of your motivation. First of all you should consciously create a safe online environment for children, without any advertisements, registrations or purchases. Also, do not complicate the games too much; they should start off simple, with progressive levels of difficulty. Also, they should be very colorful. And children love to get rewards like fireworks or medals for completing levels or finishing stories. If possible, you should develop your game in cooperation with your target group, i.e. the kids. Create surroundings where they can give honest feedback and listen to what they say and what they think about how you could improve your game.

POSCON NETWORK MEMBER

Czech Radio
CZECH REPUBLIC

Czech Radio is a public service radio in the Czech Republic. It offers support for original artistic and radio production (radio production festival Prix Bohemia Radio), for important artistic ensembles (Prague Radio Symphony Orchestra, Czech Radio Big Band, Disman Children's Radio Ensemble, Czech Radio Children's Choir) and for young musicians (contests such as Concertino Praga and Concerto Bohemia). Radio Junior, as a part of Czech Radio, is a digital radio station that broadcasts programmes for children (up to 12 years of age) and has two websites: "Webík" addresses children from 4-9 years (offering games, interactive objects with sounds, educational items, English lessons, audio fairy tales etc.), and "Radio Junior" for youngsters of 9-12 years of age (offering an audio archive of broadcasted programmes, photo galleries, tips on books, radio series, etc.).
In 2014 "Webík Radia Junior" won the European Award for the Best Content for Kids in the category "Adult professionals category".

Czech Radio

POSCON NETWORK MEMBER

ONLINE CONTENT AND SERVICES CAN ENABLE CHILDREN TO PARTICIPATE ACTIVELY IN CIVIC OR POLITICAL ACTIVITIES[1] AS WELL AS EMPOWER THEM TO EXPRESS THEIR THOUGHTS AND OPINIONS AS ACTIVE PROVIDERS OF ONLINE CONTENT THEMSELVES, DEMANDS EXPRESSLY FORMULATED IN ARTICLE 13 OF THE UN CONVENTION ON THE RIGHTS OF THE CHILD.

CHECKLIST AND CONCRETE CRITERIA FOR POSITIVE CONTENT

3

HOW CAN WE PRODUCE AND PROVIDE QUALITY ONLINE CONTENT AND SERVICES TARGETED AT GIVING CHILDREN AND YOUNG PEOPLE POSITIVE EXPERIENCES?

In order to support children and young people online, there is a need to produce and provide high quality online content and services from which children can benefit when they go online[2]. The POSCON network therefore produced an elaborate guideline document with best practice examples and an overview checklist which addresses current needs and challenges within a discourse on what positive online content and services are.

POSITIVE ONLINE CONTENT AND SERVICES ENABLE CHILDREN TO:

+ learn and develop

+ have fun and enjoy themselves

+ acquire and retain life skills

+ stretch or stimulate imagination

+ enhance and enable creativity

+ enhance their participation in society

+ enhance social/cultural understanding

+ discover new possibilities and abilities

+ build up positive relationships with their family and friends

+ encourage their sense of self, community and place

+ produce and distribute their own positive online content

+ develop a positive view of themselves and respect for their identity

The guidelines primarily aim at producers and providers who design, develop and distribute online content and services for children from 4 to 12 years of age:

+ Producers or providers of online content/services that target children and/or young people

+ Producers or providers of online content/services that are not necessarily targeted to young people, yet are popular amongst youngsters.

1   Livingstone / Bober / Helsper: "Active participation or just more information? Young people's take-up of opportunities to act and interact on the internet": http://www2.scedu.unibo.it/roversi/SocioNet/livingstone.pdf

2   The EU Kids Online Survey showed that children and young people are going online at an increasingly early age, but only 37 % of European 9-12 year olds feel that there are a lot of good things for kids of their age online. See EU Kids Online "Risks and Safety on the Internet. The perspective of European children" (2012): http://eprints.lse.ac.uk/33731/1/Risks%20and%20safety%20on%20the%20internet%28lsero%29.pdf, p.35

Definition:

Online content includes text, image, audio and/or video material. Online content is accessible through various online services such as websites, games, web radios and TV, media (video/image) sharing platforms, blogs, social networks, browsers, search engines and apps. Online content and services complement traditional channels for learning and entertainment such as school, family, peers, linear broadcast and other traditional media.

The criteria for positive content and services elaborate key aspects to consider when producing or providing online content and services for children and are structured as follows:

1 Target groups are clearly defined and addressed

2 Content and services are attractive

3 Content and services are usable

4 Content and services are reliable

5 The privacy of children is ensured

6 Guidelines if social media communication features are present: social networks, chat rooms, forums, guest books, video platforms etc.

7 Guidelines if commercial elements are present: advertising, sponsoring, online shopping etc.

8 Guidelines for Apps

Download the complete Checklist & Criteria for Positive Content document from the POSCON website:

www.positivecontent.eu/positive-content-criteria

RECOMMENDATIONS TOWARDS WEB CONTENT ACCESSIBLE THROUGH CHILDREN WITH DISABILITIES

The internet offers many opportunities for everyone including people with disabilities. But there are a number of barriers that complicate the use of online content and services and consequently it causes challenges around accessibility.

People with disabilities and especially children are often excluded from online media, content and services altogether and are not offered the opportunity to use them freely. This problem is seen across access generally to information, education, entertainment, communication as well as participation within society. Therefore, the POSCON network aims at raising awareness for accessibility for all users, especially children with disabilities, to enable all children to fully use and participate through online content and services. Most importantly we want to offer guidelines and concrete tips to developers and providers of online content and services for children on how to make their products as accessible as possible.

OUR SUGGESTIONS ARE BASED ON TWO PRINCIPLES:

+ Ambition of "Design for All": Use effective methods to provide one content to serve ALL users.

+ Accessibility features are not per se expensive, most of them can be implemented cheap and easily especially right in the beginning of the production process.

GENERAL GUIDELINES:

+ **From the start:** Keep people with disabilities in mind right from the beginning of the planning, development and production process.

+ **Include all people involved in the production process:** Accessibility aspects concern strategists, editors, programmers, designers...

+ **Understand who your users are and what capabilities they have:** Don't think of a "standard" user, instead imagine individuals with very different physical and and mental capabilities, have various forms of disabilities in mind.
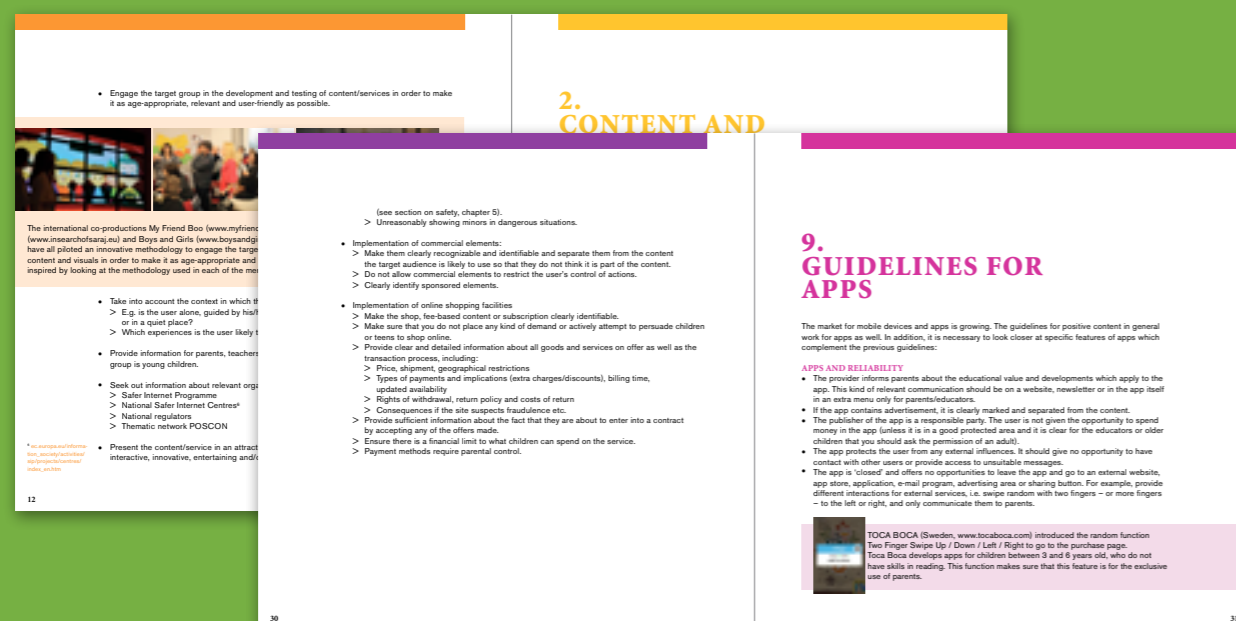
The various forms of disabilities refer to human being's ability regarding:

Mobility   Hearing   Vision   Cognitive

+ Testing: When testing with the target group, consider to also invite children with disabilities. Simulations can help to understand the needs of people with ablepsia, colour-blindness, deafness, single-armed, ADHD, autism and so on. Evaluate your content/service with available tools, web analysers or by expert analysis.
→ *see POSCON "Knowledge Database" for resources (p. 21)*

+ Ensure compatibility not only with various browsers, operating systems etc. but also with assistive technologies such as braille machines.

What does "accessible" mean?

Web Content Accessibility Guidelines refer to content and services being: Perceivable – Operable – Understandable – Robust (WCAG 2.0) See POSCON guidelines (chapter 3, p. 19)

🌐 *www.positivecontent.eu/ positive-content-criteria*

🌐 *www.w3.org/TR/WCAG20*

FURTHER SPECIFIC GUIDELINES FOCUS ON THE ASPECTS OF (EXCERPTS)

+ Structure: Make sure the user doesn't get lost so try to structure your online content and services: provide headlines, subheadings, lists, etc. A well-developed and consistent structure makes it easier to navigate through content and services especially with the help of assistive technologies.

+ Alternative texts: Keep in mind that all content could be read by a screen reader or could be verbalized by a user who makes use of a voice recognition system to navigate. For images, graphics as well as dynamic animations which are linked to or carry information provide information on images which are needed to understand meaning (not every image transports important information).

+ Language and speech: Use simple and easy-to-understand language. For audio/video content provide audio commentary (subtitles and captions) for spoken language and atmosphere/background noise.

+ Audio and video: Allow audio/sound, video and volume control. Adjustable and adequate volume of sound or speech is important for communicating across different environments that involve different levels of background noise. Provide subtitles/captions and/or audio transcriptions that can be turned off and on for audio/video content. Consider the use of Makaton or sign language to AV content.

+ Colour and sizes: Colour should not be the only carrier of information. Use high contrasts and colours easy to distinguish. Allow changeable font sizes/customizable fonts.

+ Mobility: Think about how to use your website/game/app with only one hand or not using a keyboard at all. Mobility disabilities are about physical limits, for example to reach keys or pushing buttons over and over when you fatigue easily.

Jorge Manuel Fernandes
PORTUGUESE FOUNDATION FOR SCIENCE AND TECHNOLOGY (FCT), PORTUGAL

What is the most important step providers can take regarding accessibility and inclusivity?

We know today that Web accessibility is beneficial to all users but it is essential for people with disabilities who already represent 15% of the EU population (80 million people) and tend to increase as a result of the aging of the European population. Validate your content using the various validators of Web accessibility existing in the market, request accessibility assessments to experts in web accessibility and carry out usability studies with users with disabilities.

Check if you can use the main menu of your website either using only the mouse or only the keyboard. Structure your content semantically. Label all your images followed to their function in the page and ensure that your videos can also be followed by deaf and blind people – subtitling, provide sign language and, whenever necessary, audiodescribe them.

FCT
Fundação para a Ciência e a Tecnologia
MINISTÉRIO DA EDUCAÇÃO E CIÊNCIA

POSCON NETWORK MEMBER

Furthermore POSCON aims to encourage everyone involved in producing and promoting positive online content for children to learn more about accessibility through the work of relevant initiatives and organizations as well as already existing international standards and guidelines. Please turn to the POSCON **"Knowledge Database" at www.positivecontent.eu/accessibility** for a collection of:

1 **Initiatives / Organisations / Information / Guidelines**

2 **Tools for Testing and Simulation**

3 **Assistive Technologies and Accessibility tools**

4 **Consulting / Workshops / Training and**

5 **Best Practice Examples**

Joseph Agius
APP - FLUENCY SIS (SMART INTERVENTION STRATEGY), MALTA

Your app has been developed for speech language pathologists and students when working with school age children who stutter. Can you tell us more about it? What is the idea/concept behind?

The Fluency SIS (Smart Intervention Strategy) application is designed as a tool to be used by Speech Language Pathologists and students with school age children who stutter. It caters for children aged eight years to twelve years. The app provides a framework which encourages creativity and humour during intervention sessions emphasizing 'making therapy fun'. The four components of the Smart Intervention Strategy are a) Think Smart, Feel Smart b) Cool Speech c) Challenge the Dragons d) Into the 'Real' World.

The activities aim to develop confidence in speaking and permission to stutter. The goal is for children who stutter to become efficient, confident communicators. Using creativity and humour, perceptions are shifted and speaking becomes enjoyable and fun. Positive offline interaction with peers, teachers and family is encouraged.

POSCON NETWORK MEMBER

CHECKLIST: CRITERIA FOR POSITIVE CONTENT AND SERVICES FOR CHILDREN

TARGET GROUPS ARE CLEARLY DEFINED AND ADDRESSED

✓ Target group or age range is transparent and comprehensible.

✓ The cognitive development of the target group (physical and mental skills, emotions) is taken into account regarding content, design and navigation.

✓ The content/service is understandable for the target group.

✓ Information for parents is provided, especially when the target group is young children.

CONTENT AND SERVICES ARE ATTRACTIVE

✓ The content/service is presented in an attractive way to the target group through use of creative, interactive, innovative, entertaining and/or educational features.

✓ The visuals are of high quality, properly attributed and labelled.

✓ The language used is well written, without mistakes and suitable for the target group.

✓ Positive online interaction and/or offline interaction with peers and family are stimulated.

CONTENT AND SERVICES ARE USABLE

✓ The navigation structure is user-friendly and adapted to the target group. Users do not get lost within the site: they always know where they are.

✓ The URL is easy and simple to reach. Typo-errors will not land the children in unwanted or harmful domains filled with viruses and advertising.

✓ The design of the content channel facilitates navigation and enables children to find their way easily through the content/site.

✓ The content/service is accessible through different platforms and devices (browsers, mobile devices etc.).

CONTENT AND SERVICES ARE ACCESSIBLE AND INCLUSIVE

✓ Needs and requirements of people with disabilities regarding vision, hearing, mobility or cognitive aspects are considered when planning, developing and producing the content/service with all participating parties.

✓ Structure, language/text/speech, audio, video, images and colours of content and services are designed in a way to support assistive technologies and provide alternative texts/attributes for example.

CONTENT AND SERVICES ARE SAFE

✔ The content/service is not harmful to minors: it does not contain offensive material or other harmful elements (i.e. pornography, racist/violent/offending content, pictures or videos).

✔ Children are not directed to other unsuitable content/services, such as external websites with content that is not appropriate for children.

CONTENT AND SERVICES ARE RELIABLE

✔ Information about the provider/creator is provided.

✔ Contact details are easily accessible, in order to enable parents or children to get in touch in case of problems.

✔ Where relevant, the content offered is true, up-to-date and topical.

✔ The content does not infringe on the copyright of others.

THE PRIVACY OF CHILDREN IS ENSURED

✔ Privacy laws are respected.

✔ No more data than necessary is gathered.

✔ Personal data is treated confidentially, exceptions (i.e. for the purpose of delivering a prize) are made transparent and it is stated clearly that the data is deleted afterwards.

✔ Information about privacy measures and policies is clearly visible and in language suitable for the target group and his/her parents.

✔ If the data of visitors is processed while using the site, this should be made transparent.

✔ If children can share their personal data, they have to actively confirm parental consent.

IF SOCIAL MEDIA COMMUNICATION FEATURES ARE PRESENT: SOCIAL NETWORKS, CHAT ROOMS, FORUMS, GUEST BOOKS, VIDEO PLATFORMS ETC.

✔ Specific rules and security information on how to use the services safely are offered (i.e. guidance on netiquette while communicating with others, protection of personal data, protection against cyberbullying etc.).

✔ Parental consent is asked for if registration is required.

✔ Easy-to-use and find reporting mechanisms are provided, (i.e. an alarm button, in case children need help or advice or need to report potentially harmful content or contact).

✔ Constant and active monitoring and moderation of user contributions ensures that all content that may be harmful to children is deleted.

IF COMMERCIAL ELEMENTS ARE PRESENT: ADVERTISING, SPONSORING, ONLINE SHOPPING ETC.

✔ Commercial elements, advertising and online shopping facilities are clearly set apart from the content, easily recognizable, labelled as such and not age-inappropriate to the target group (e.g. no advertising or shopping for alcohol or cigarettes).

✔ Commercial elements do not restrict the user's control of actions.

✔ There is a financial limit to what children can spend on the site or in the game.

✔ The commercial proposition is openly communicated.

✔ Payment methods require parental control.

Martin Schön
UNIVERSITY OF GRAZ, AUSTRIA

The TU Graz is working in the field of mobile learning. What is the main thing when creating educational apps for children?

The main thing when creating educational apps for children is taking into account Human Interface Guidelines. Designing a beautiful, intuitive, reliable and convincing graphical user interface and the ease-of-use of learning apps adds to more interaction, positive feelings and greater learning experience in users. However, the look of an app should also incorporate with its function. It should follow design principles that are based on the way students think and work, not on the capabilities of the device. Students should be able to manipulate objects directly and have the feeling to control what is happening and to feel responsible for it. The events should intelligently respond to the behavior of students and give quick feedback. Consistency in the interface is of great importance since users can transfer their experience and skills between different apps.

TU Graz
Graz University of Technology

POSCON NETWORK MEMBER

TOWARDS A EUROPEAN NET FOR CHILDREN – THE POSCON REPOSITORY

4.1 AIMS, METHODS AND RESULTS OF DATA COLLECTION

One of the main aims of POSCON was heading towards more positive content and services for children and also more "European versions" of positive content. As a first step towards this aim, the project provides a comprehensive overview of the market for positive content in Europe.

The main focus of the data collection was to find out names and URLs, the country where the service, website or app are provided and the applicable languages. Optional questions asked for further information about financing, types of service and providers or topics. The basis for the entries was the POSCON Checklist and Concrete Criteria for Positive Content and Services.

POSCON collected data about positive content in 28 European countries. The data collection went on from October 2013 until September 2014 and covered three different categories, as a result the repository includes about:

+ **1300** entries for services and **websites** like websites for information or games, web radios and TV, media sharing platforms, blogs or social networks for children

+ **380** entries for **apps**

+ **36** entries for **gateways and platforms**, such as children's browsers, search engines, starting pages, whitelists

The data collection was organised via different methods. Three data entry forms were available online. The institutions addressed in the different countries were firstly the network members for those countries which are included in the POSCON network, and the Awareness Centres (organized in the INSAFE network) for the other countries. The data collection was not public, only experts were addressed and included.

A promising method was the integration of existing whitelists. The repository for websites got important input from the German search engine for children, fragFINN.de, and the browser MyBee in the Netherlands. Also, a list of recommended websites for children from Czech Republic was included, as well as for the repository for apps the data base „Apps für Kinder" from the Deutsche Jugendinstitut (DJI) and a

collection of 104 apps and websites from the Netherlands. Furthermore the POSCON network was in close contact and cooperation with INSAFE about the entries of the European Award for Best Content for Kids – **279 applicable entries** from the competition were included in the repository.

Beyond the number of websites and apps which the repository provides, the POSCON network members studied "their" landscape of positive content and services. These country factsheets give a brief overview of the current situation and highlight some aspects like the framework and conditions in the different countries – the special situation, characteristics and best practices, existence of support programmes, cooperation with industry and specific challenges as far as this information was available.

Providers could comment on their situation in the survey of providers (see ch. 4.3), some quotes from this survey complete the picture.

The further pages present some examples from the repository and a short form of the country factsheets for 14 countries that represent the range.

4.2   RESULTS: LANDSCAPE OF POSITIVE CONTENT AND SERVICES IN DIFFERENT COUNTRIES

Iceland

Estonia

Latvia

United Kingdom

Denmark

Germany

The Netherlands

Czech Rep.

Switzerland

Italy

Portugal

Greece

Spain

Malta

POSCON REPOSITORY   COUNTRY FACTSHEET

CZECH REPUBLIC – "ALWAYS-ON GENERATION" AND ACTIVE LIBRARIES

EXAMPLES FROM THE REPOSITORY

Successful non-commercial websites from public broad-cast services are **Webik Radio Junior** (rozhlas.cz/webik/portal), provided by Czech Radio, **Dejiny Ceskeho naroda** (dejiny.ceskatelevize.cz) provided by Czech TV; Good example of interactive website is ABC (**abicko.cz**) provided by Ringier CZ publishing house; Successful commercial websites from big corporations (some of them international) are Skoda hrou (**skodahrou.cz**) and Magic Kinder (**magic-kinder.com**); Successful example from private commercial sphere is Kasparek v rohliku (Bejbypank), (**bejbypank.cz**), provided by the eponymous music band.

www.rozhlas.cz/webik/portal

The Czech Republic has a very internet-active youth – the "always-on generation", as they are called. And this situation mirrors the offer of positive content for children on the internet: there are a lot of very attractive websites focusing on young children. Very well-visited websites are provided by strong commercial companies and publishing houses. Most of the websites for children focus on the youngest target group of pre-school and early-school children. Unfortunately, there are not so many websites aiming at teens. A lot of activities in the "positive content" field are provided and organised by public libraries: they work as internet connection point, and a reasonable number of libraries run websites for youth and children.

Jirí Palyza
CZECH NATIONAL SAFER INTERNET CENTRE (NCBI), CZECH REPUBLIC

The Walled Garden of the Czech internet is a detailed overview of Czech websites aimed at the youngest internet users, categorized by age, content and potential harmfulness. The catalogue could help parents evaluate Czech websites, especially oriented to children. It could help improve children's safety during their internet sessions. The Walled Garden catalogue has been made by three students of the Faculty of Philosophy at Charles University of Prague, as a multimedia project during their study. The project was sponsored by the Czech National Safer Internet Centre (NCBI). Websites in the catalogue are rated by six parameters: age, advertisement, hyperlinks, communication channels (chat rooms, social networks etc.), personal data protection and content. Each website also has an overall summary including a total mark. The Walled Garden is a good starting point for young children and their parents to learn how and where to start using the internet safely.

POSCON NETWORK MEMBER

DENMARK – INTERNATIONAL PLATFORMS FROM COMMERCIAL PROVIDERS

EXAMPLES FROM THE REPOSITORY

Successful commercial websites and interactive plat-forms: **lego.com/da-dk/games, dk.gosupermodel.com/games, moviestarplanet.dk;** Websites from public broadcasters: **dr.dk/b/Online/forside.htm** (this public broadcasting site is especially popular amongst younger children); Public funded websites: **boerneportalen.dk**; Apps: **Momio, MovieStarPlanet**

http://moviestarplanet.dk

In Denmark the public broadcasting system, Denmark's Radio, has produced a popular site for younger children and tweens. Industry has also produced good positive content with one of the largest toy manufacturers in the world, LEGO, being very active in producing positive online content. MovieStarPlanet and WataGame are also Danish companies who are working intensively to produce national and international positive content.

Providers view: "There is quite a lot of positive content targeted children – but also a lot of content targeted adults – but still used by children, which we consider a challenge."

Vernon Jones
MOVIESTARPLANET, DENMARK

As the Head of Safety at MovieStarPlanet the most important aspect of my role is providing children and parents with an online environment that both provides positive and interesting online content within a child safeguarding framework. This can provide challenges when being operational in sixteen countries around the world, in terms of cultural differences. We aim to provide the same levels of safety and produce entertaining and diverse content within the legislative and sociopolitical environment where we are operational. This is achieved by undertaking research when we open a site in different countries, to assess those cultural needs and differences. We also employ trained moderators and support staff from the respective host countries. These highly valued employees can advise the production team about cultural aspects related to the new market we are engaging with. This approach appears to have been successful for MSP.

POSCON NETWORK MEMBER

ESTONIA – SMALL, BUT STRONG IN EDUCATIONAL GAMES

EXAMPLES FROM THE REPOSITORY

Tinkido (NextGen ABC book): an edutainment compilation (web-based and app). Tinkido's goal is to help parents with children aged 2 to 7. Provider: 3TeeKann, Partners: Tartu Art School, Tallinn University, Tartu University, Viljandi Culture Academy, Tartu Centre for Creative Industries (**e-aabits.ee/** (est), **tinkido.com** (eng)); **Moneyville "Rahamaa":** a free, educational game (app and web-based) for children to learn what money is and

www.tinkido.com

what its value means. Provider: DanskeBank A/S Estonia **(rahamaa.ee)**; **Nastix** is an interactive online game for 9-14 year olds, focusing on safety issues; available in Estonian and Russian. Provider: The Tiger Leap Foundation **(targaltinternetis.ee/nastix)**; **Linnast linna**, also available in English (US Cities Free): an educational preschool game for iPad. The goal of the game is to learn letters by guessing the names of the Estonian cities. Provider: Grifir Software OÜ; **Kooliks valmis (Ready for school)**: Learning environment (rely pre-primary national curriculum) includes educational games (language and speech, math, me and the environment). Provider: Kooliks Valmis **(kooliksvalmis.ee/games/browse)**

Estonia is a small country with a very small domestic market and too few resources (money, people, knowledge) to create positive online content for children. There is a lack of awareness of children's media use: Children (at young age 0-3) are active media consumers. Positive online content for children is created by youth, adults, public organizations, companies and non-profit organizations. There is no specific institution to manage the positive online content for young children.

Institutions and providers: The Information Technology Foundation for Education - ITFE coordinates the projects "Smartly on the Web", www.targaltinternetis.ee/nastix; www.lastekas.ee and the Tiger Leap Foundation. The aim of the Tiger Leap Foundation is to foster pupils' interest towards science and help them acquire the skills for using modern technology wisely in the course of their studies. They offer schools a variety of possibilities that combine ICT equipment, teachers' training, web-based learning materials, competitions for teachers and pupils. Estonia has realized the value of games in the last years. The Game Founders accelerator programme helps game developer teams from all over the world to evolve their projects into commercial success.

Kristi Vinter
TALLINN UNIVERSITY, ESTONIA

Your research is connected to young children's usage of new media and ways to make online content more educational for young children. How would you describe the current situation in Estonia?

Digital technology and online content is more readily available to children today than it has ever been, and children are becoming active consumers of digital media from a very early age in Estonia. Despite this, the awareness and attitudes of adults in Estonia in regard to guiding their children's use of digital media and choose age appropriate content is modest compared to those of parents in other European countries. On the other hand Estonia as a small country with a small domestic market has lack of resources to create high quality online content for young children. Nevertheless, the universities and companies are building capacity for dealing with the challenges concerning creation of educational content. At the moment online content for young children is mainly created by youth, public and non-profit organizations, less by commercial enterprises.

TALLINN UNIVERSITY

POSCON NETWORK MEMBER

GERMANY – SEARCH ENGINES AND PLATFORMS LEADING TO POSITIVE CONTENT

EXAMPLES FROM THE REPOSITORY

Successful commercial websites: **toggo.de, spielzwerg.de**;
Interactive platforms: **chat.seitenstark.de, juki.de**;
Websites from public broadcasters: **tivi.de, kindernetz.de,
kika.de, br-kinderinsel.de**; Private initiatives/projects:
kwerx.de, tierchenwelt.de; Public funded websites:
hanisauland.de, kinderzeitmaschine.de; Apps: **Monu-
ment Valley, Unser Sandmännchen**

www.fragfinn.de

GATEWAYS AND PLATFORMS

fragfinn.de: search engine for children based on a whitelist, starting page and browser app; **blinde-kuh.de**:
search engine for children; **helles-koepfchen.de**: search engine and community for children;
meine-startseite.de: my homepage – an individual starting page for children, app; **klick-tipps.net**: recommen-
dations for good websites and apps for children; **seitenstark.de**: network of children's websites in Germany;
internet-abc.de: safe service for young internet users, their parents and pedagogues; **DJI database**: descripti-
on and rating of apps for children (datenbank-apps-fuer-kinder.de); **Media Literacy Lab "Good apps for child-
ren"**: wiki with description and rating of apps for Children (medialiteracylab.de/1-gute-apps-fur-kinder)

In Germany there is a big variety of websites as well as search engines and platforms that present specific
subjects for children and lead them to positive content. The fragFINN whitelist includes more than 11,000
domains with 650 websites specifically for children. The main providers are public-law, private, institutional
and commercial. Germany has a common initiative of government and industry and a funding programme
for positive content and services: A Net for Children. On the other hand adults and children differ in their
understanding of attractive good websites: popular platforms are often not safe and appropriate, a lot of
children are using Facebook, Google and YouTube. Providers struggle promoting their content and services to
children in this competition. Only a poor number of websites address children with different mother tongue or
children from migrant families. The use of mobile devices is growing very fast, also for very young children.

Providers view: "Landscape of positive content is good (but expandable), sustainability is the major challenge."

Lidia de Reese
FRAGFINN.DE, GERMANY

*What is the overall philosophy of your whitelist-based search engine for
children www.fragFINN.de?*

*Offering children a safe gateway into the internet with fragFINN.de and the
appendant browser app, our main concern is the highest possible quality of
the whitelist behind it. For this list of safe and secure websites for children we focus on the following principles:
safety for children aged 6 to 12, continuous checking, diversity of content and topics (entertainment, fun and
games, communication with peers in chats and communities, creativity through videos, pictures, and blogs as
well as news, information and education and much more) – more than 11,000 are already included – topicality
(enable children to find information on current events as soon as possible) and attractiveness to children (we
encourage them to give feedback and to send in suggestions for the whitelist). An important feature of quality
control is the alarm button for users to report websites.*

POSCON NETWORK MEMBER

GREECE – EDUCATION FIRST

EXAMPLES FROM THE REPOSITORY

imeakia.gr (provided by Foundation of the Hellenic World), **mikrosanagnostis.gr** (provided by the National Book Centre of Greece), **kids.oasp.gr** (provided by the Organisation of Earthquake planning and protection), **jele.gr** (interactive website for children from a private initiative), **digitalschool.minedu.gov.gr** (provides the official educational material of the primary and secondary education in a digital form, governmental initiative)

www.imeakia.gr

In Greece, there are various websites, applications etc. for children, either public or private ones, that meet the criteria for positive content for children. In the Greek case, strategic information on policy-making in this field is rather limited, there is no official report on the market for positive content for children and relevant actions are not centrally coordinated. Thus, in the context of a broader policy, the main providers are public actors with a focus on teachers and students as well as industry players with a focus on parents and children. According to the results of the survey, all entries fall under the category of websites/services, a mixture of public funding, sponsoring, private engagement and partial EC funding is applied and only one entry had a cross-media strategy in the form of a mobile website and app. In addition, it is worthwhile mentioning that all entries had the 'education/learning' aspect. This trend is strengthened by the fact that various awareness raising activities and trainings among teachers, healthcare professionals and students have taken place in Greece as well as networking initiatives which are directly targeted to children mainly through schools by the Ministry of Education, the Greek Safer Internet Centre (SIC) and the Ministry of Public Order and Citizen Protection (Greek Bureau of Cyber Crime). Last but not least, the focus is on the protection of children from exposure to inappropriate content rather than creative content.

Providers view: "A growing opportunity for a centralised portal with such content and services, even from various providers."

ICELAND – GUIDELINES KNOWN AND USED

EXAMPLES FROM THE REPOSITORY

paxel123.com (Private), **soffia.net** (Private – Icelandic and English Alphabet, numbers, games and stories), **nams.is** (National Centre for Educational Materials); **Apps: Pattern Puzzle Game** (good for fine motor skills, logical thinking, math, and recommended for children with autism. Good for children from the age 3-8 years old); **Paxel Magic Shape Pictures** (Use different shapes to create beautiful pictures of things in our environment. A great math game for children from about 3-8 years old); **Mjási** (interactive story for children age 2-12); **Stafirnir okkar** (children learn to know the Icelandic alphabet and can hear the sounds of the letters); **Leikum og lærum með hljóðin** (children learn the Icelandic alphabet and hear the sounds of the letters. Different games where the letters and their sounds are used. Good also for children with special needs)

http://paxel123.com

In Iceland the Positive Content Guidelines are already quite well known among major stakeholders. The National Centre for Educational Materials uses the guidelines as a reference when selecting educational games for their site. The Department of Educational Sciences at the University of Iceland has introduced the guidelines into the educational programme curriculum and the guidelines are also used as a reference at the National Educational Fund when selecting project proposals on new educational material, i.e. apps and games. In Iceland there is a blooming gaming industry, i.e. CCP's game EvE-Online is one of the largest online multi-player games in the world, but relatively small in regards to children's gaming. The Icelandic Gaming Industry is though aware of the guidelines and has promoted them to all members. Promotion of positive content is relatively easy through The National Parental Organization, The Icelandic Safer Internet Centre and The National Centre for Educational Materials. Public funding is available for educational gaming but more coordination and funding is needed to make positive content and services for children an attractive venue.

Guðberg K. Jónsson
HUMAN BEHAVIOR LABORATORY, UNIVERSITY OF ICELAND

In Iceland there is a special situation: nearly every child has access to the internet and over 81% of them are online at least once a day. The number of children owning smart devices has increased significantly over the last few years and the age of children first accessing the internet with tablets decreases every year. Both childhood and the media environment are changing and co-determining each other. Children are growing up in convergent media ecology, where opportunities for sociability, self-expression, learning, creativity and participation are provided by online/mobile media. The changing conditions of internet access call for new research on children's experiences, opportunities and risks of the internet. We are also experiencing a growing demand for more good quality online content from parents.

Human Behavior Laboratory   UNIVERSITY OF ICELAND   **POSCON NETWORK MEMBER**

ITALY – CREATIVE INDIVIDUALS AND INITIATIVES

EXAMPLES FROM THE REPOSITORY

Successful commercial websites: **geronimostilton.it, pimpa.it;** Interactive platforms: **mypage.it;** Websites from public broadcasters: **junior.rai.it;** Private initiatives: **navediclo.it, tiraccontounafiaba.it;** Apps: **Three Little Pigs, Pinocchio, Tale of Tales**
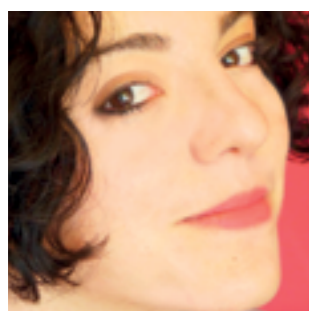

http://navediclo.it

GATEWAYS AND PLATFORMS

www.lagirandola.it: starting page, **bambini.it: starting page** – recommendations for good websites and apps for children; **baol.it, ilnocchiero.it, Clo Ricerche (navediclo.it/cloricerche/):** search engine for children; **kidsearch.it:** search engine and community for children; **kidcloud.it:** tag cloud search engine for children; **mamamo.it:** database: description and rating of apps for children

Italy is still an overly limited setting in terms of digital content for children. Much work is left to the spontaneous initiative of single individuals and organizations, mainly small groups of young experts from the educational and creative fields. The best known sites in Italy connected to brands and/or with commercial purposes are associated with national television broadcasters and the main Italian publishers. The repository bambini.it has more than 500 websites, but only some of these meet the definitive checklist put forward by POSCON. The app scene is different: there are products that have been carefully designed, both in terms of usability and interactivity, and are well created for their target market.

Providers view: "We have loads of ideas and apps allow us to create them with acceptable investments. But the costs are still very high - a real challenge, without a structural support."

Silvia Carbotti
LA NAVE DI CLO, ITALY

LA NAVE DICLO intends to continue providing positive digital content for kids and a significant environment to take advantage of all educational opportunities that the digital universe can offer. The digital world is also a creative space and allows a broadening of traditional skills, and support for all children (and in particular with special needs). We want the youngest children to know all opportunities offered by new technology, and grow up as critical users prepared to use the internet and mobile devices as a continual discovery. For all these reasons we will continue to communicate with many Italian partners, "digital friends", bloggers and digital publishers for kids and for families, teachers and school directors, journalists and magazines to share our products, projects and idea. Also, we'll continue to publish our contents for free, in different languages and for different devices.

POSCON NETWORK MEMBER

LATVIA – PRIVATE ENTHUSIASTS AND ADVERTISEMENT PORTALS

EXAMPLES FROM THE REPOSITORY

pasakas.lv – a commercial webpage from a private company for children, contains a library of old Latvian classic cartoons, voiced stories and other material; **pasakas.letonika.lv** – three voiced-over tales, supported by animation drawn by children. High quality, safe. Owned and funded by a private company; **www.jurjans.lv/kaste** – a non-commercial private project, safe and entertaining; **kidi.lv** – a non-commercial private project, safe and entertaining; **music. lv/mpasaka/** – a colorful page from a private company teaching about sounds and music. **Apps: Ābece - "Abecīte"** - ABC; **"Ilustrētā junioriem"** – a mobile version of an encyclopedic newspaper for kids; **"pasakas.lv"** versija mobļiem – mobile version of pasakas.lv entertainment portal; **"Mooooore Bands"** – musical game, developed by a Latvian rock band for kids

http://kidi.lv

Latvia has very few web-pages, apps or other media for children. The main problem is the tiny market, so there are only two kinds of developers – government induced projects, a few companies where the main income does not come from these projects, and a few private enthusiasts that work because of good will and can only do so much with nearly no investments and no financial gain from their projects. There is no content dedicated to children with disabilities, and only some that is suitable for them. Mobile platforms for children are usually the parents' phones, and there is a popular tradition to give a mobile phone as a present for first-graders. Latvia is overwhelmed with portals for children, which contain nothing but advertisements and a library of links to flash games (developed and hosted in other countries). There is so little content in Latvian language in publicly accessible media that children are learning English instantly, same time as learning Latvian. In Latvia, 63.1% of children speak Latvian at home, 27.1% speak Russian. In mixed families, Russian language is preferred.

Lauris Ančupāns
KIDI.LV, LATVIA

Safe, entertaining and educational online content should be accessible for all children around the world. If the technology is not an obstacle, language shouldn't be either. As for developers, creating something positive and useful just feels right.

POSCON NETWORK MEMBER

MALTA – INNOVATIVE SAFETY PROJECTS FOR KIDS

EXAMPLES FROM THE REPOSITORY

Public/Private funded websites: ibrowsesafely. com.mt/en/; fsws.gov.mt/en/onlineabuse/Pages/ welcome-online-abuse.aspx; besmartonline.org.mt/ (helps children, youths, parents and educators understand the basic principles and best practices for a safer online experience for children), **kellimni.com** (provides free anonymous, confidential support to young people, Partnership between Appogg, the Salesians of Don Bosco, Agenzija Zghazagh and SOS Malta; Service providers), **Vioside.com, once-software.com/once/; Apps: Fluency SIS, Funky Fruitiliscious**

App Fluency SIS

In Malta children are exposed to both English and Maltese language and access websites in both languages. Most educational and cultural projects would be co-funded by the European Union. The main project for raising awareness on the safe use of the internet is BeSmartOnline. However, Malta also has some private initiatives, e.g. Vodafone's Corporate Social Responsibility Section sponsoring digital parenting on a website and Facebook and training awareness for parents and children. Teachers are very often the main educators on the safe use of the internet by children. However, there are times when they create curiosity in the children and very often children are ahead of their teachers. There are several recommended projects (by Prof. Alexiei Dingli, Expert on Artificial Intelligence, Faculty of ICT, University of Malta): The Safe YouTube project: a cover is created on top of YouTube which makes use of Artificial Intelligence in order to filter out videos which are not adequate for young children. The Social Network for kids project: a social network is created in order to give students the opportunity to learn how to behave on such networks. The system will be monitored.

PORTUGAL – SERVICE PROVIDERS AND BROADCASTERS LEAD THE WAY

EXAMPLES FROM THE REPOSITORY

Websites: **sitiodosmiudos.pt, junior.te.pt, tinoni.com, disney.pt** Apps: **Kookie – Centum Square, Kookie – Little Bones, Mini Maestro**

GATEWAYS AND PLATFORMS

leme.pt
superstars.kids.sapo.pt/
kids.meo.pt/

www.sitiodosmiudos.pt

In Portugal there are no public policies to encourage the production of positive content online for children and the market has not been able to regulate itself on this matter. There is certainly a necessity, but examples of good quality content for children are not abundant. Nevertheless, by using Google it is easy to find more than 40 examples of websites and gateways. As there are no whitelists available the real number is undisclosed and the finding of the content depends on the browsing expertise/persistence of children, parents and teachers.

The most appealing websites and gateways are property of Internet Service Providers, Telecommunications and Publishing companies. Then, one can find a lot of examples of websites that are maintained by teachers, municipalities and other public institutions or services. Although rich in interesting content (usually relating to formal education, learning processes and leisure games), many of the websites from this last group lack attractiveness (most of them are static) or their use is not intuitive (age group unclear, poor classification data, etc.). The good quality content landscape is dominated by the stakeholders that have economic means to maintain websites that can attract a fan base for their other undertakings as well. Sustainability is an issue for those who do not have financial support of any sort by the State or by companies' funding.

In the future and with such a small domestic market, some political action on this field would be desirable to foster the proactivity of content producers and providers, as well as to increase awareness for the importance of positive content online amongst the target groups, that is, parents, teachers and children.

SPAIN – DYNAMIC APP MARKET FOR KIDS

EXAMPLES FROM THE REPOSITORY

rtve.es/infantil (ClanTV is the TV channel for kids of the Spanish public broadcaster) **babyradio.es** (a privately run website offering quality content for small kids. It won the Spanish round of the European Award for Best Content for Kids in 2013) **pocoyo.com** (this famous character was born in Spain and it has a very popular and lively website) **Apps: Toc and Roll** (a fun way to learn and compose music), **Marina y la luz** (without text or voiceover, this app offers children a way to develop their imagination in a beautiful way), **Jose Aprende** (for children with autism, this app is designed to help them to learn how to cope with emotions), **Family Team** (an app for the whole family as a funny way to deal with home tasks), **Bye Bye Fears** (this app helps children to deal with their fears in a positive way)

App "Jose Aprende"

Positive content and services for children in Spain is a yet to-be-developed market, as public discourse is still mainly focused on child protection messages (safety and risks online). Besides that, the country's political division into 17 different Autonomous Communities, several of these with its own official language (as Catalan, Basque or Gallego) assures 17 different programmes not always well coordinated. In this context public librari-es are playing the most interesting role offering content to this target group as part of a media literacy strategy. But the main players in this field are the big names (Google-Youtube, Disney, or some editorial houses). ClanTV online, the public broadcaster site for children, is the biggest and most interesting destination for the youngest ones. And of course, Pocoyo – a Spanish character – also has a popular space online. Babyradio.com won the national round of the European Award for Best Content for Kids online. For teenagers, social networks as Tuenti, Facebook or Instagram are the most popular destinations. In the last months, the app market for children is growing in Spain and offers contents of huge quality and diversity. Providers are usually small and private com-panies facing problems to find financing and eager to collaborate on a European scale.

UNITED KINGDOM – CONTENT IS KING!

EXAMPLES FROM THE REPOSITORY

Successful commercial websites: Oddizzi.com (Interactive platform; graphic site making primary geography come to life for children), **Websites from public broadcasters: bbc.co.uk/cbeebies** (CBeebies – preschool site for children from 0 to 6 years old), **BBC.co.uk/cbbc** (CBBC - Games and online activities for 6 to 12 year olds), **Private initiatives/projects: mrmen.com** (Videos, games and stories from 24 of the Mr Men book series), App **Mini School Lite** (for kids aged 4-6 to aid learning maths, English, rhyming, colours), App **Splash Math** (math learning for kids aged around 9-11)

http://bbc.co.uk/cbeebies

GATEWAYS AND PLATFORMS

uk.kidsafesearch.org (Safe Search UK provides safe results through google.co.uk) **wabbit.co.uk** (Ask the Wabbit is a safe search engine for children and adults) **mysafesearch.co.uk** (My Safe Search – a child safe search engine) **swiggle.org.uk**: (Swiggle is a safe, exciting search engine with a built in filtering service, aimed at children aged 7-11 years old)

Informal views agree that in the UK younger and younger children (even babies) are using mobile devices. A lot of apps are not suitable for children and families need more orientation. Principally, the UK is concerned about safety of children online. The UK has a cross-government and multi-stakeholder forum (UKCCIS) concerned with internet safety and that is where the priority lies. Secondly, an important consideration is the use of the internet (and apps) to enhance educational outcomes.

Providers view: "The UK has a rich bed of content. It is oversaturated so quality can suffer but is also means people have the tools to think outside the box and be creative."

THE NETHERLANDS – LARGE LANDSCAPE WITH (DECREASING) PUBLIC SUPPORT

EXAMPLES FROM THE REPOSITORY

Successful commercial websites: **spele.nl, donaldduck.nl, squla.nl;** Interactive platforms: **moviestarplanet.nl;** Websites from public broadcasters: **hetklokhuis.nl, jeugdjournaal.nl;** Public funded websites: **museumkids.nl, dierenzoeker.nl;** Apps: **Topo Nederland, Los in 't Bos**

GATEWAYS AND PLATFORMS

MyBee.nl: children's browser (based on whitelisting) and browser app

Meestersipke.nl, search engine for children, private initiative

Davindi.nl, search engine for children, public funded

Snugger App, app for parents directing them to appropriate games and apps for children

Mediasmarties.nl – websites for parents with reviews of sites, games and apps

mijnkindonline.nl/onderwerpen/apps – reviews and tips

Digidreumes.nl – review of apps for 2 to 4 years old

Cinekid AppLab – app directing parents and children to good apps

The Netherlands have a large positive content landscape. The MyBee-whitelist has more than 310 websites specifically for children. What strikes is the popularity of American social networks, like Google, YouTube, Facebook or Instagram. Dutch children use more and more tablets and the content-market is growing. The public domain of digital content for children is under pressure. Kennisnet, funded by the government, is forced to cut money and has to end very popular educational sites for children in primary schools, like www.davindi.nl and www.watnou.nl. The main providers are public-law, private, institutional and commercial. The government has a focus on teaching media literacy, but there is no funding programme for positive content and services for children. Indirect positive content is stimulated by the government though: Via the public broadcaster, via Kennisnet/Mijn Kind Online and via Mediawijzer.net.

Providers view: "Lots of private initiatives with great concepts for kids but the main problem is that the Dutch market is too small."

Anneke Fontani-Dorsman
NTR, THE NETHERLANDS

Het Klokhuis created a new app "Explore it!" - What makes your new app special and unique?

NTR Youth developed Explore it! to make families do experiments on their own kitchen table. Guided by the app they investigate gravity, or floating, or freezing and melting, in real life, with their own hands and senses. The app is a guide and is used as a log. This shows our vision on proper app use: the app as a natural asset in a social process, instead of a distracting force or a product for solo-play. For more information please visit: http://zoekhetuit.hetklokhuis.nl/

ntr:

POSCON NETWORK MEMBER

SWITZERLAND – POSITIVE CONTENT IN UP TO FOUR LANGUAGES

EXAMPLES FROM THE REPOSITORY

Website from public broadcaster: **zambo.ch** (SRF),
Websites from companies: **lilibiggs.ch (Migros), spick.ch;**
Public funded websites: **simplyscience.ch, netla.ch;**
Website from a Non Profit Organisation: **netcity.org**
(Action Innocence), **pandaclub.ch** (WWF); Other:
magicticket.ch (SBB); Apps: **Appolino Apps** (Plus &
Minus, Zahl & Menge, Lesen), **ABC Dino Xenegugeli,
Cheese Luise, 2aufReisen, Duolino, Jumpidoo**;
Platform (i.e. whitelist) in Switzerland:
kinderonline.ch

www.lilibiggs.ch

There are just under a dozen websites for children in Switzerland and just as many Apps. The websites are provided by companies, ministries, non-profit organisations and public broadcasters. It is remarkable that of the few websites for children existing, most meet the POSCON criteria (almost) entirely: information for parents is provided, chats etc. are moderated and monitored, safety tips for children are included and privacy is ensured. Most websites include games as well as information and news, only a few include social media features like chats. Many websites and apps are published in two, three or four different languages (German, French, Italian – the three spoken languages in Switzerland – and English).

4.3   RESULTS: EUROPEAN PROVIDERS VIEWS

POSCON also wanted to take into account the providers' experience and knowledge. This input was seen as very helpful to get different perspectives on the national conditions and framework in the different countries as well as for the development of recommendations for exchange and cooperation.

The Network Members contacted two or more content providers in their country and asked them to fill in the online questionnaire (content providers here being everyone involved in creating, producing and providing online content for children). The online data collection went from March until October 2014. 69 providers from 15 countries and with different financial background took part. It is not a representative survey but nevertheless the data gives interesting insights in the development, perspectives and challenges. Some results and perspectives from the survey are presented below.

One- or multi-channel: 29 providers run a website, 9 an app, and 31 use several channels for their service. 15 of these 31 use three and more different channels to present their content and services, e.g. website, app, communication platform, games.

Multilingual websites, apps and platforms: The 69 providers present their websites, app etc. in overall 31 European languages. The majority of 42 websites or apps are available in one language, 13 in two or three languages and 14 providers present their content in more than three languages (highest number was 14 languages for an app).

The challenges: Financial resources – especially financial sustainability and long-lasting support of members of non-profit associations as stated in comments – are the main challenge for the providers (41 responses), followed by rapid technical development (30) and difficulties in promoting the service (28).

PROVIDERS VIEW: A EUROPEAN PERSPECTIVE

The result for the question **"Would you be interested in European exchange or cooperation with other providers of children's content?"** is really clear and positive: an overwhelming majority of 95% would like to cooperate on a European level, either for an exchange of ideas, of content and services or to develop platforms for children in different countries. Only three providers are not interested in a cooperation, in comments they state that they *"have limited resources for that"* or *"it would be too costly"*.
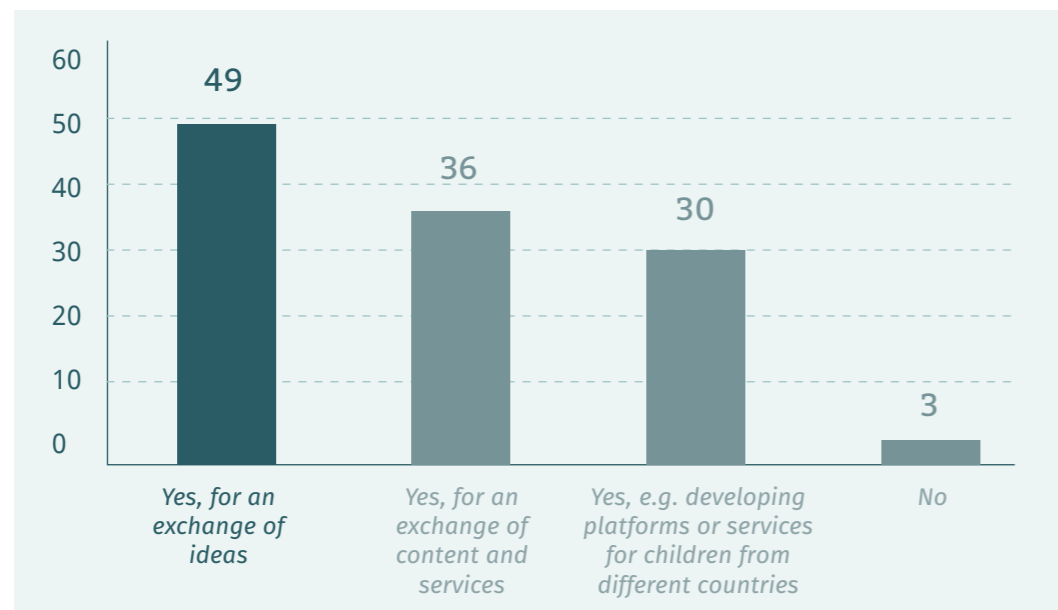
The impact of this interest is emphasized by the high amount of answers to the open question *"What kind of output (products, projects, ...) would you expect or hope for as a result from a European cooperation?"*. 75% of the providers described their ideas – a very impressive rate for an open question. In the following the answers are categorized and illustrated with extracts from the survey.

The providers expect as output...

...Intercultural exchange for Children

"Sharing experiences and inspiration, developing international projects targeting young people in order to inspire them to create new content."

"Children can profit from an intercultural exchange, get to know other countries and cultures."

...Exchange for providers: content and translation of content

"Reliable, stable content in several languages."

"Everything that is translatable is very welcome. Original games, cartoons, videos."

"A European exchange would be a great opportunity. Websites could exchange content or be translated in other languages. Perhaps new websites could emerge from a cooperation."

"I would like to translate the games on my website to other European language."

"Multi lingual development opportunities."

...Exchange for providers: ideas and concepts

"Inspiration!"

"I think enriched content, and a wider understanding of others' working."

"To get a sense of emerging new technology across Europe."

"We would like to be part of a network sharing ideas and experiences."

"Spreading ideas, finding partners, receiving technical assistance."

...European platform for providers and producers

"In a second step the creation of a exchange network for content (Video, Audio, Text)."

"A platform to exchange with European providers of children's sites."

"A European meeting or conference to exchange (online or offline, whatever possible)."

...New products and more products for children, also for children with disabilities

"Apps aimed specifically to children with special abilities."

"Projects looking at content for children with a disability and looking at online safeguarding issues in a more rational way."

"ATTRACTIVE European social media platform for kids."

"Safe, exciting content, adapted for children who's native language is less popular among others."

...Support and more visibility

"Visibility, financial resources and scientific support."

"To work to reach alignment on policies for the safety and protection of children."

"Stronger lobby for children's needs in the internet."

...European market and marketing

"Better marketing resources for European content providers not only for Europe but for abroad."

"A European (educational) app market for android apps. A marketplace where crowdfunding and crowdsourcing would meet. An exchange of expertise in marketing and development."

"Strategies for building marketing apps to Europe."

"A European or national place for promoting apps for kids would be valuable. Isn't it strange that all app markets are US-based?"

4.4   LANDSCAPES OF POSITIVE CONTENT AND SERVICES IN EUROPE – PARALLELS, DIFFERENCES, PERSPECTIVES

After the description of the different landscapes and the results of the providers' view, the final section concerning the repository will summarise and briefly analyse the results.

DIFFERENCES IN NUMBERS AND FRAMEWORK

What strikes first of all is the very different number of websites and services in the different countries as well as the framework. There is an extreme range from a few entries up to several hundreds in the repository: the highest numbers come from countries like Germany or the Netherlands with existing whitelists, search engines or browsers especially for children. They are maintained by experienced institutions or organisations. The repository includes further gateways from France, Portugal, Switzerland and UK. In some other countries the network members themselves realised an initial research for websites for children as any collection or recommendations did not exist there yet.

The size of the population and thus the market is very different. But these factors are only one part of the picture, the framework, expert knowledge, support and existing cooperations and networks are also vital. Some characteristics are special, e.g. in the Czech Republic libraries play a vital role in the field of media education and positive content, in Denmark we can find several well known and international operating commercial platforms for children, in Iceland well-known guidelines for positive content or in Spain a strong app market.

PARALLELS IN FINANCIAL PROBLEMS AND COMPETITION WITH THE BIG PLAYERS

Limited resources are a basic problem. Although the level of financial problems is different, there is a general struggle for financing and funding in all countries. A lot of work is done by individuals, dedicated initiatives and creatives, often with poor resources. Sustainability is a major challenge. Websites and apps for children with

disabilities are very rare and not easy to identify. These smaller websites and services have problems with their visibility, commercial platforms from brands or private broadcasters are well-known, but often mainly set up for advertising. Not all of the websites and apps found meet the criteria of the POSCON checklist.

All content providers find themselves in a disproportionate competition with US platforms and social networks like Facebook, Youtube or currently increasing Instagram, Twitter and Snapchat. Although these platforms address adults, more and more even young children are active users despite all stated safety and privacy problems.

PERSPECTIVE – MULTILINGUAL WEBSITES, PLATFORMS AND APPS, AND EUROPEAN COOPERATION

A European cooperation would have benefit in different dimensions. Small markets in several countries are a hurdle for the development of positive content, a broader target audience in Europe could stimulate the production. As migration to and between the European countries takes place on a high level, children and providers need multilingual platforms to find content and services in their mother tongue. And it would be a valuable – and realisable with reasonable effort – enlargement if children in one country would easily have access to the positive content in other European countries. There are fundaments a European cooperation could build on: Multilingual websites can be found in several countries. A lot of websites and gateways already include sections or links to other countries or languages, apps are even more often provided in different languages. And the providers expressed a strong interest and a variety of expectations for a European cooperation.

The POSCON repository finally includes websites, platforms or apps from 28 countries. The network members partly realised a pioneering check for positive content in their countries. As a result the repository could provide a basis that would be worth to continue and go ahead for a European extension of link lists, whitelists, browsers and platforms as well as supporting the development of multilingual websites and platforms. This broad basis of existing content in the different countries is a valuable resource that would highly increase in value through exchange and networking.

Ulrike Behrens
JUGENDSCHUTZ.NET, GERMANY

What do you present on your websites, how do you lead children to good content and services?

Children in Europe should get to know good websites appropriate for their age and interests, also from other countries and in different languages. jugendschutz.net has been intensively engaged in promoting positive content for children for several years, e.g. with the website www.klick-tipps.net and the platform www.meine-startseite. de ("my homepage"), which provides an individual homepage for children. The platform presents a variety of widgets (thematic boxes) as "Games", "News", "Video & TV", "Chats", "Cinema", "Search Engines", "Klick-Tipps", "International", "Weather" and many others. The project uses innovative technical implementation to achieve content syndication: The widgets are based on RSS-feeds from the best kids' sites in Germany but also internationally, so the children always find content and services that are up-to-date and interesting. It would be a promising perspective to expand "Meine Startseite" towards a European version.

jugendschutz net

POSCON NETWORK MEMBER

BUSINESS AND PROMOTION MODELS

BUSINESS AND PROMOTION MODELS: FINANCING AND PROMOTING POSITIVE CONTENT AND SERVICES FOR CHILDREN

Looking at the positive content and services landscape throughout Europe[1] two major challenges for providers and producers arise: financing and promoting their content and services. This applies to already existing content and services which are meant to be maintained, grow and evolve, but especially the financing aspect is most relevant to providers and producers who want to develop and build up something new and thus consequently will strengthen the positive content and services landscape even more.

A SUCCESSFUL BUSINESS MODEL?

Identifying and evaluating the European positive content and services landscape for children has shown that in general providers and producers are struggling in financing and funding their services and/or ideas. From what we have learnt from our intense research, so far there is no successful overall business model guaranteeing sustainability for already existing content/services or enhancing chances of the development of more positive content and services for children.

EXISTING METHODS/CONCEPTS OF FINANCING POSITIVE CONTENT AND SERVICES

Within the POSCON repository and throughout the provider survey, the methods of financing specific websites, gateways and apps were researched. Some methods are more widespread and common than others, for example a third of the projects are either (partly) publicly funded (33%) or provided by a company (34%), whereas methods such as crowd-sourcing (1%) or sponsoring (6%) only applied to a small number of services. Many successful projects rely on the engagement of private people and voluntary work.

---

1   Analysis, discussion and recommendations refer to the basis of the POSCON repository, a survey among providers from all participating countries as well as the presentations and factsheets by the network members on their specific country (→ *see more information in chapter 4)*. POSCON collected data about positive content in 28 European countries. The data collection went on from October 2013 until September 2014 and includes 1300 entries for services and websites (websites for information or games, web radios and TV, media sharing platforms, blogs or social networks for children), 380 entries for apps and 36 entries for gateways and platforms (children's browsers, search engines, starting pages, whitelists).

EXISTING METHODS OF FINANCING POSITIVE CONTENT AND   SERVICES

The table of financing concepts gives an overview of the existing possibilities of financing, explains how they work, highlights advantages and disadvantages and gives advice on how to use them successfully.

It is meant to

+ *help understand what these categories can do for all kinds of producers and providers, how they can support them, and*

+ *show that every concept has advantages and disadvantages which have to be balanced carefully.*

FINANCING METHOD	EXPLANATION	EXAMPLES	PRO	CON	SPECIAL ADVICE
Public funding	■ Funded by public money: grants, project funding, public institutions are providers etc.	■ Public broadcaster ■ Government/ministries ■ Public sector ■ Public funding programme ■ Subvention ■ Scholarships	■ Security in funding ■ Positive reputation and trust ■ Continuity ■ Network and coordination ■ Wide audience ■ Non-commercial mission	■ Limited funding ■ Restrictions ■ Often no overall funding (only parts funded) ■ Public funding programmes with complicated procedures/barriers	■ Public funding opportunities exist on multiple levels: European, nation-wide, federal states or regional governments, municipalities ■ Search on all levels and maybe even combine different forms.
Advertising	■ Allow advertisement directly on content/ services	■ Ads in form of banners, rectangles, pop-ups, pre-rolls etc. ■ In-game or -app advertising	■ Can be effective way to earn money to invest in the project ■ Simple online advertising can be easily produced ■ Can reach large target audience	■ Unreliable: potentially harmful external links/landing pages ■ Complex to keep under control ■ Negative reputation ■ Some forms can be disruptive and irritating for users ■ Not easy to match with other partners, especially public entities	■ Advertising needs to be implemented carefully. Boundaries in using online advertisements on positive content and services and complex supervision have to be accepted. → *Also refer to POSCON criteria on commercial elements of positive content and services (advertising, sponsoring, online shopping etc.)*
Sponsoring	■ Similar to advertising ■ Brand/company supporting and investing in a project, gain visibility	■ Full content/service sponsoring or investment or only parts (certain project, event etc.)	■ Chance to realize more within your project ■ Opportunity to collaborate and network ■ More publicity: broader dissemination and visibility through sponsor ■ Incentives for brands (positive reputation, tax credits)	■ Difficult to find ■ Decision for sponsor can be complicated: history/reputation of brand, moral issues ■ No long-term sustainability ■ Possibility of influence by sponsor	■ Also public institutions can be sponsors ■ Many commercial companies have corporate social responsibility (CSR) programmes to refer to ■ Sponsors do not necessarily have to work close to project's objectives ■ More than one sponsor can be addressed at the same time → *Also refer to POSCON criteria on commercial elements of positive content and services (advertising, sponsoring, online shopping etc.)*
Company	■ Companies realize own positive content/service for children in their field of expertise	■ Commercial companies ■ Private broadcasters ■ Publishing houses	■ Focused on their area of expertise, experienced ■ Have interest in producing content for their target group ■ Supported by company's success (resources, publicity, reputation)	■ Popular vs. positive: need to be commercially successful ■ Surviving of project dependent on commercial success of company	■ Be as transparent as possible about commercial background and who is realising the content/service. → *Also refer to POSCON criteria on commercial elements of positive content and services (advertising, sponsoring, online shopping etc.)*
Paid content	■ Costs/fees ■ Membership/account fee ■ Freemium models ■ Online shop ■ In-app purchase	■ Paid apps (download fee) ■ Complex platforms/ online games ■ Merchandising ■ Free/lite versions with premium/upgrade possibility ■ In-app purchases	■ Earn the production costs and possibility of profit ■ Sustainable and long-term funding possibility	■ Anger and frustration by children and parents if costs occur unexpectedly or even secretly ■ Negative reputation (aggressive tactics, non-transparent methods) has to be overcome	■ Be as transparent as possible about costs/fees/purchase opportunities on your content/service. It can be very reasonable to ask for a fee for great content, but it should be communicated in a very transparent way. → *Also refer to POSCON criteria on commercial elements of positive content and services (advertising, sponsoring, online shopping etc.)*
Crowd-sourcing/ -funding	■ Raising money from the online community/public through online donation platforms AND/OR ■ Sharing of experiences and expertise (volunteering) for projects	■ Fund projects or parts by donations from the public via designated platforms, e.g. kickstarter, betterplace, startnext, indiegogo etc. ■ Realize projects through volunteer work of experts of certain areas: design, programming, teaching, public relations etc.	■ Empower specific target groups such as parents ■ No expenses until funding aim is reached ■ Specific amount of money needed can be raised ■ High motivation and interest of volunteers	■ Success not projectable ■ Not sustainable for long-term projects ■ Difficult to manage various volunteers ■ Needs of project cannot always be met	■ Online crowd-funding platforms work with reward mechanisms: contributors and donors get something special in return (sneak preview, invitation to launch party, an active role during design process etc.). This also works for volunteers and experts investing with expertise and effort. Think about listing your contributors, writing letters of recommendations or giving out certificates (esp. for students).
Non-profit engagement	■ Non-profit initiatives, foundations	■ Associations funded by members (e.g. companies) ■ Projects financed by foundations ■ Funded through donations	■ Non-commercial aims ■ Trustworthy, positive reputation ■ High quality is main focus	■ Dependent on keeping up external funding: by companies, grants, foundations ■ No participation in profitable actions/ financing methods of commercial partners	■ Broad spectrum of possible financing partners: public as well as private sector, also sponsors and donations possible ■ Many commercial companies have corporate social responsibility (CSR) programmes which can be addressed. ■ Partners/members should work close to project's objectives.
Private engagement	■ Private person/entity realizing project on their own without external funding	■ Blogs, apps, online games	■ Very free in decision making, no attachment to partners ■ Driven by passion ■ High quality and positive results ■ Allows for grass-root development	■ Sustainability relying on personal motivation and engagement ■ Management of time and resources ■ Need of partners and resources if project grows	■ An idea can be realized step-by-step with limited resources, in a learning-by-doing atmosphere with free software and tools. As the project grows partners can step in and bring in expertise or funding.

BEST PRACTICE EXAMPLES OF SUCCESSFULLY FUNDED POSITIVE CONTENT AND SERVICES

BBC CBEEBIES AND CBBC (UK, PUBLIC BROADCASTER):
public funding, user-orientation

Delivering the best product possible to engage children under 6 years of age to be inspired by creativity and imagination and encourage learning through play is the motivating philosophy of BBC's CBeebies media content and services.

http://www.cbeebies.com

Another important aim, being a public service in the UK, is to meet the needs of as many families and people as possible: That is why the CBeebies Playtime app is available for free on the most popular and common devices in the country.

The BBC is recognised by parents as the most trustworthy source of safe online playtime for young children. Research carried out by Tomorrow's Child UK with parents (2011) demonstrated that CBeebies (preschool online content for children 0 to 6) is the number one website because parents say: "*I feel safe allowing my child to play there unaccompanied*".

HELLO RUBY (FINLAND, LINDA LIUKAS):
successful crowd-funding

Linda Liukas is writing and illustrating a book, Hello Ruby, which introduces children aged 5 to 7 to basic computer programming concepts. While it does not teach a programming language as such, it encourages readers to approach problems in the same way a programmer would – by breaking them into smaller problems, for example.

Liukas needed about $10,000 to cover the costs of production, printing and hiring an editor. She turned to the popular crowdfunding site Kickstarter and launched a most successful campaign: Within just a few hours, Liukas had achieved her $10,000 goal. By the time the event was over, supporters had pledged almost $381,000.

While the enthusiastic support reflects the appeal of the product – Hello Ruby fulfils a clear need – it is also due to careful planning, hard work, dedication and a bit of luck. On the Hello Ruby website (www.helloruby.com), Liukas shares eight secrets to running a successful crowdfunding campaign (project eligibility for crowd-funding, address a community, storytelling and video, budget planning, launch and supervise campaign, best practices).

Hello Ruby is scheduled for publication in spring 2015.

http://www.helloruby.com

PAXEL123.COM (ICELAND, ANNA MARGRÉT ÓLAFSDÓTTIR):
private engagement, collaborating with partners (financing and expertise)

Paxel123.com is an Icelandic website with educational games for children, about 4-8 years old, which was awarded 1st prize in the non-professionals category of the European Award: Best Content for Kids. The owner and author of all the games is Anna Margrét Ólafsdóttir, headteacher at the preschool Nóaborg in Reykjavík, Iceland. The games are based on her work with children in preschool.

Anna started off with board games noticing a lack of educational material for teaching mathematics and language skills to young children. Wanting to reach and help more children she decided to go digital with her ideas without initially having expertise in this area.

Next to her personal engagement, enthusiasm and even savings she provided funding through several grants (Nordplus, The ministry of Education in Iceland, The board of Human rights in Reykjavik, The Developing Fund of the Union of Preschool Teachers in Iceland, an Icelandic government developing fund for teaching material and a stipend from "Barnavi-nafélagið Sumargjöf") to be able to afford help in programming, translation and design.

http://paxel123.com

http://www.squla.nl

SQULA.NL (THE NETHERLANDS, COMPANY):
subscription, collaboration with investors

Squla.nl is offering Educational content and is training children to perform well in school in language and mathematics. The company funded their product from own company funds and when Squla grew, they found investors, large commercial partners, to enlarge their marketing budgets and grow in user base even more. It is a Multi-platform mobile application.

http://tocaboca.com

TOCA BOCA APPS (SWEDEN, COMPANY):
successful start-up, paid content

Toca Boca was only founded in 2010, the start-up has since grown into a prominent player in the children's app market. A total of 68 million apps have been downloaded in 169 different countries. Their secret? "We make toys, not games"-approach: toys are more open-ended, they are materials to play with and fantasies around and have a strong replay value. Also, a lack of spoken language or written instructions has the benefit to make the products more international and therefore, more financially viable. They reach a global market without having to translate so much as a single word.

RECOMMENDATIONS REGARDING IMPROVEMENT AND SUCCESS IN FUNDING AND FINANCING POSITIVE CONTENT AND SERVICES FOR CHILDREN THROUGHOUT EUROPE

A potential business model will enable the production and ensure sustainability of positive content and services. The POSCON analysis of the overall European status quo regarding financing and funding sees a strong need for improvement:

- First of all the data and discussions indicate that a **mixed approach** will be most successful as it does not rely on one funding source at a time and allows for flexibility in set-up and realization. Combined financing methods can offer more resources if producers and providers carefully ensure that they actually work complimentarily.

- Another crucial issue refers to the strongly needed communication of a positive message: **investment in positive content and services** which offers high quality and safe online experiences for children will in the end **generate profit!** Companies and investors need to be more informed about possibilities creating positive content and services in the first place. Furthermore producers and providers who are already engaging in this field have to become more visible throughout Europe. This way their engagement will be rewarded and function as best practice example which can result in sparking the production of even more content and services.

- Providers and producers cannot do it alone; they need **support on national as well as on European level** to improve with regards to funding, financing and enhancing the positive content and services landscape for children in general. That is why the POSCON network has formulated **TOP TIP recommendations** for these three most relevant target groups.

TOP TIPS FOR PROVIDERS AND PRODUCERS

1 ESTABLISH PARTNERSHIPS: DON'T DO IT ALONE!

✓ Associations will help you to become more visible and to increase your leverage towards big players **→ you will be more successful.**

✓ Look out for possible partners, not only the most obvious ones. They can bring value in the fields of research, knowledge, content, publicity, network, design and much more. Possible collaboration partners can be for instance universities, museums, amusement parks, TV shows, national organisations for healthcare/food/traffic/technology etc. Search for partners that are interested in the same topic as you!

✓ "If you can't beat your competitors, join forces!" (the new reality)

Luigi Petito
BUSINESS SOLUTIONS EUROPA, BELGIUM

Funding is often a big issue when it comes to creating positive content for children. In your opinion, what are good possibilities to fund positive content?

The resources to produce positive content for children will come if all stakeholders involved e.g. institutions, producers, distributors, advertisers and educators work together and share a long term vision to innovate. Raising awareness through public-private initiatives like POSCON is the essential first step to build the business case and stimulate the production and advertise industry to invest.

Business Solutions Europa

POSCON NETWORK MEMBER

2 BE CREATIVE REGARDING FINANCING METHODS: TRY OUT NEW POSSIBILITIES AND BE FLEXIBLE IN YOUR SET-UP.

✓ Partnerships with others can help to raise more money for a project or to share responsibilities and costs, e.g. when your partner comes from a specific area of expertise, e.g. a design school, university etc.

✓ Look into crowd-sourcing. There is a lot of potential in funding or co-funding your project or parts of it, an event, a new addition etc. through an interested public in favour of your content/service.

✓ Consider a flexible plan for a paying subscription for example; try making your content/service affordable for everyone.

✓ Focus on positive PR effect for possible investors.

3 MAKE USE OF OFFERED EXPERTISE AND SUPPORT!

✓ Consult publications, guidelines and checklists.

✓ Look into advice and ideas concerning a most successful dissemination strategy.

TOP TIPS FOR GOVERNMENT AND ON NATIONAL LEVEL

1 DEVELOP A NATIONAL STRATEGY TO PROMOTE THE POSITIVE CONTENT PRODUCTION IN YOUR COUNTRY.

✓ Possibilities of public funding of positive content and services

✓ Create financial incentives for the industry to engage in producing positive content and service

✓ Recognition of the importance of a "better internet for children" approach

✓ Recognize and promote online content and services for children as investments in education and the economy

2   ASSESS AND RESEARCH THE REAL NEEDS REGARDING THE DIGITAL DEVELOPMENT OF CONTENT AND SERVICES FOR CHILDREN.

✓ Find experts and developers who can address these needs in innovative ways.

✓ Make it easier for producers/providers to access funding: reduce bureaucracy, ring-fence funds for the specific purpose of supporting the creation of positive content online.

✓ Strengthen and support the network of creative producers.

TOP TIPS ON EUROPEAN LEVEL

1   SUPPORT DEVELOPMENT OF POSITIVE CONTENT AND SERVICES

✓ Simplify processes and applications (e.g. funding).

✓ Change mindsets through research and evidence based practices.

✓ Keep POSCON results alive and build on its work: disseminate guidelines and checklist, continue based on the achieved outcomes, e.g. the repository.

2   PROMOTE POSITIVE CONTENT AND SERVICES ON A EUROPEAN LEVEL

✓ Creation of European label for positive content (certification standard and ongoing monitoring of the use of the label).

✓ European certification for apps and websites (funded on a European level), reviewing websites e.g. apple viewer, recognition using awards.

✓ Promoting a common platform for exchange of relevant expertise, for common funding.

✓ Establish platforms to support the development of European versions of websites and apps. A multinational target audience increases the profitability as well as offers better marketing resources for European content providers and producers.

Christiana Armeniakou
NATIONAL CENTRE FOR SCIENTIFIC RESEARCH "DEMOKRITOS", GREECE

Which initiatives for promoting positive content in Greece are worth recommending according to your institute's experience?

According to our Institute's experience, both as a technology provider and subsequently as an advisory body to central stakeholders in the policy field of better internet for children, training activities are proven to be highly effective and beneficial due to the fact that they are targeted at audiences of specific relevance and addressed to a wider number of trainees, having thus a greater impact and visibility.

An effective initiative for promoting the concept of positive content in Greece was the vocational public training programme 'Ariadne', co-funded by the European Social Fund, under which at least 750 professionals, doctors and educators, were trained on internet safety issues. Another successful initiative, realized by the PanHellenic School Network and the Greek Data Protection Authority was a series of webinars on data protection and social networks, in which 4320 students and nearly 480 teachers from all over Greece actively participated via teleconferences.

POSCON NETWORK MEMBER

Remco Pijpers
MIJN KIND ONLINE/STICHTING KENNISNET, THE NETHERLANDS

Mijn Kind online provides information about digital media and children (0 to 18) to parents and schools. Remco Pijpers, spokesperson of Mijn Kind online: 'In discussions about children and digital media, the question of safety frequently comes up, and rightly so. Screen time is also a recurrent issue: How long should you allow a child to be busy with a screen? People fear that kids will become addicted. But the discussion should also be about the quality of the contents. What makes an app good? What makes an app instructive or valuable, for example? It is in the interest of parents and schools if we can help the creators of children's apps to make their content even better.

POSCON NETWORK MEMBER

PROMOTING POSITIVE CONTENT AND SERVICES

DEFINING THE MATTER ON TWO LEVELS:

➕ **From provider/producer point of view:** promoting their existing projects of positive content and services as well as their ideas and concepts

➕ **Institutions/stakeholders/policy makers on national as well as on European (meta) level:** understanding the key role of positive online experiences for children, promoting the idea of positive content and services, support and enhance the positive content landscape = groundwork to make the internet a better place for children on national as well as European level

→ *POSCON is referring to both of these dimensions and is offering measures for promoting positive online content throughout Europe including indicators and descriptions of tasks*

Nuno Miguel Moreira
PORTUGUESE FOUNDATION FOR SCIENCE AND TECHNOLOGY (FCT), PORTUGAL

Children are now digital natives, and the quality of the content they have access to and they use to form and build themselves as individuals and as part of a digital society will dictate their capacity of being active members in the latter, taking advantage of all of its inherent benefits. FCT as a mediator for digital literacy invests on the awareness for the use of positive content both on the provider and user side. To raise awareness on positive content, amongst content producers and providers and most importantly amongst national policy makers, will tread the path for providing ready and easy to use quality content. Having concrete directives and guidelines, content providers facilitate the accessibility and usage by teachers, parents and last but not least, the most important group...children.

FCT
Fundação para a Ciência e a Tecnologia
MINISTÉRIO DA EDUCAÇÃO E CIÊNCIA

POSCON NETWORK MEMBER

MEASURES OF PROMOTING POSITIVE CONTENT AND SERVICES

PROVIDERS AND PRODUCERS

NATIONAL & EUROPEAN LEVEL: Institutions/ Stakeholders/ Policy Makers

SPREAD A POSITIVE MESSAGE!

PR, PROMOTION EVENTS
Press work, Marketing, Public events, Competition

CRITERIA FOR POSITIVE CONTENT

TARGET GROUPS
Children, Parents/ Family, Teachers Investors

ACCESSING POSITIVE CONTENT
Gateways/platforms, Filters/age labels, National and European level

COLLABORATION
Industry, On European – national – regional – municipality level, Expert networks

MEASURES OF PROMOTING POSITIVE CONTENT

PROVIDERS AND PRODUCERS

NATIONAL AND EUROPEAN LEVEL: INSTITUTIONS/ STAKEHOLDERS/POLICY MAKERS

← CRITERIA FOR POSITIVE CONTENT →

- Develop high quality content and services based on checklist and concrete criteria (POSCON guidelines)
- Communicate and promote this quality standard: implementing "stamp/seal"

- Publish and promote checklist and concrete criteria (e.g. existing POSCON guidelines) on national and European level
- National/European "stamp/seal" for content/services that fulfill these criteria – motivation for producers and providers to comply with criteria + promotion of criteria themselves

← ADDRESS DIFFERENT TARGET GROUPS: "WHAT'S IN IT FOR YOU?" APPROACH →

CHILDREN

PRODUCERS AND PROVIDERS | INVESTORS

- Create fun content/services which have social currency for children
- Ensure child engagement, empowering of children: let them be creative and become producers of their own content
- Communication through: adverts, peer-to-peer, celebrities, high quality graphics, fictional popular characters

- Producers and providers who want to obtain engagement with their product
  - promote industry guidelines through: official institutions, free training, stamp/seal of approval, consortiums, focus groups
  - offer them database of practical solutions/advice and open source tools
- Children: involve them in creating rating system for positive content and services

← PARENTS/FAMILIES AS GATEKEEPERS →

- Information on safety and education
- Communication through: parental organizations, woman's/family magazines, editorials/top tips/pointers, workshops, schools

What do they gain out of their children using positive online content/services?

- Information on safety and educational issues regarding positive content/ services
- Address specific target groups and subgroups with individual solutions (e.g. based on literacy, income)
- Education on available tools (parental control, filters)

TEACHERS/PEDAGOGUES →

Information on safety and education through your content/service – how does it make teaching and tasks easier and children happier?

- Communication regarding "How do positive content/services make teaching and tasks easier and students happier?"
- Create school events to address children and teachers alike in educational context, online training sessions, formal education at university/during teacher training programmes

← COLLABORATION →

- Industry partners that have a wide audience (super market chains, media: TV, publishing houses), address specific target groups (insurances: families with children, army services: youth and adolescents), promote you on social media
- Partners on different levels: European – national – regional – local/municipality/ parish

- With expert networks such as POSCON (diversity of expertise)
- With research initiatives and universities (evidence-based research, education)

- Important industry players
  - push them to be a positive gateway helping children, parents and children in finding positive content
  - involve their knowledge and experience in setting up technical tools (European whitelist, community-based rating system)

- Exchange with policy makers on national as well as European level

← INDUSTRY

← 📢 PRESS / PR / PROMOTION / EVENTS →

- Press work, interviews (media) and social media channels to address adults, partners and relevant stakeholders
- Create promotion material: online banners, buttons, videos
- Participate in public events: showcase at fairs, media festivals
- Compete in competitions: e.g. European Award: Best Content for Kids

- Competition promoting and awarding best practice examples of positive content and services – organize as high-level event on national as well as European level
- Example: European Award: Best Content for Kids

COMPETITION

← 🔍 ACCESSING POSITIVE CONTENT →

- Be accessible through gateways/platforms leading children directly to positive online content and services (search engines, starting pages, browsers etc.) available in your country/market
- Filters/Age-labels/Labeling: make content/service known for technical tools, e.g. label your content/service

- Enhance production of national and European gateways / platforms leading children directly to positive online content/services: search engines, browsers, RSS feeds, starting pages

- National/European whitelist as basis to guide children directly to positive content/services (based on transparent criteria)
  - Collaboration with providers/producers and IT industry
  - Child-friendly: use of predesigned faces/emoticons (smiley/crazy faces) to rate content/services, design and test with children

- European approach: universal and international, for common European positive content landscape for children

GATEWAYS/PLATFORMS

POSITIVE MESSAGE

🙂

- Emphasis on positive opportunities through online experiences: communication, production, creativity, fun and entertainment as well as education
- Not only focusing on aspect of safety, positive content and services ARE safe

POLITICAL IMPORTANCE

- Children who are more creative and engaged encounter more opportunities and eventually become more active European citizens digitally and politically
- Financial possibility of economic growth: positive content and services landscape as a new and relevant European market, investing in positive content/services can be profitable

Mircea Poenaru

FNAP-IP – NATIONAL FEDERATION OF ROMANIAN PARENTS' ASSOCIATION – PRE-UNIVERSITY EDUCATION, ROMANIA

Our Federation has arisen from the desire of parents to ensure proper conditions for growing up and education in a healthy environment for our children. Within the comprehensive and manifold range of information and content that anyone can find in the virtual environment, in some cases this might have a negative effect of the development and thus future of our children. In the absence of proper regulation of the virtual environment that grows at a rapid pace, it is an important task to sensitize "the actors involved" (parents, children, content producers, content hosts, etc.) to protect our children. I believe that with this project we can actively contribute to solutions and enhancements, like calling attention to potential risks to which our children can be exposed online, suggesting a set of principles for the main actors involved in the virtual environment, and raising awareness, promotion and implementation of this set of principles.

POSCON NETWORK MEMBER

Martin Schmalzried

COFACE - CONFEDERATION OF FAMILY ORGANISATIONS IN THE EUROPEAN UNION, BELGIUM

The content children are exposed to has an impact on their social, emotional and intellectual development, and it's not all about trying to force-feed children boring learning material to boost their IQ, it's also about making sure that the games they play, the movies they watch contain positive core values and avoid negative messages such as racism, gender stereotypes, violence or even consumerism via relentless advertising. Many parents spend a lot of time looking for quality, positive content for their children, be it in books, movies, cartoons, games, and the online world is no exception. Such content is not always easy to find and parents do not have the time to skim through pages and pages of content online to find a nice website to browse for their children, especially younger children. It is therefore key that positive content comes in sufficient diversity and is easily available for parents.

POSCON NETWORK MEMBER

FURTHER PERSPECTIVES

FURTHER PERSPECTIVES

6

Within the POSCON network, more than 20 experts have closely worked together for the last about two years with the objective of "bringing forward the topic of positive content", among others. Naturally, at the end of this project, we are not only looking back at the discussions we had, the guidelines we have put together, the data we have collected within the repository and all the other results we have achieved – we are also looking ahead, at what could be next steps and what would be needed in the further course of this important issue. These considerations are taken also on the background of the European Commission's "European Strategy for a Better Internet for Children" which clearly states as one of its goals to "stimulate the production of creative and educational online content for children as well as promoting positive online experiences for young children"[1].

POSITIVE CONTENT IN EUROPE –
A LOT ALREADY ACHIEVED, A LOT TO BE DONE STILL

What we have learned over the past two years is that there are already very good examples for positive online content and services for children, and many great talents, producing excellent online content for kids – examples of these can be found in this publication, but also in the book "Positive Digital Content for Kids"[2]. There is room for improvement, though: we have also learned not only that the issue of "positive online content for children" is an issue that is very differently dealt with in different countries and regions, but also that there are still a lot of challenges ahead that need to be dealt with when addressing this topic – and that applies to all countries and regions. Promoting the guidelines for positive content, updating them to match future developments in content and technology but also society, is just one very obvious challenge for the time to come. An example from e.g. content providers' perspective is the overall issue of financing positive online content, promoting existing positive content is yet another one. We hope to be able to give some ideas, examples and suggestions with the work we have done in the POSCON network and that is summarized and compiled above. But there is still a lot of way ahead in this issue.

1   http://ec.europa.eu/digital-agenda/en/creating-better-internet-kids

2   "Positive Digital Content for Kids – Experts reveal their secrets" by POSCON and Mijn Kind Online, available via www.mijnkindonline.nl/poscon

REPOSITORY AS BASIS FOR FURTHER DEVELOPMENT

Basing on the outcomes and results of the POSCON network, further use and conti-nuation of the repository is one future challenge we would very much like to see come into reality. A lot of work and energy has been put into this, and during the process we have become very (even more) aware that setting up, and even more maintaining such a repository is not an easy task that can be done quickly in addition to something else. The repository as it is now is a great basis for something bigger, something to build on and to exploit more intensively – the vision of a "European whitelist" is just around the corner when closely looking at this. This will need a clear acknowledgement and pri-ority on different levels, including the European level, in order to raise the necessary capability and means to address this comprehensive and thorough task.

STAMP TO PROMOTE POSITIVE CONTENT

Closely linked with the idea of a European whitelist is the suggestion for a trans-national "stamp" or "seal" for positive online content for children – given to online content that adheres to the guidelines for positive content as they have been set up by the POSCON network and were already successfully used by several institutions to evaluate and rate online content for children. Same as for the whitelist, nationals institutions responsible for assigning the stamp, reviewing the content periodically etc., will be needed. This is, from our experience, a task that needs a lot of dedication and also working power, and thus substantial and long-term commitment from all parties involved. It also needs a thoroughly considered concept for implementation, as experience in the field shows awarding a "stamp" for positive content comes with a number of challenges and potential pitfalls that need to be taken into consideration – regular reviewing of the websites, promotion of the stamp to parents and children, to only name a few.

EUROPEAN AWARD FOR BEST CONTENT FOR KIDS

In line with already existing models for promoting positive content, we strongly suggest continuation of the "European Award for Best Content for Kids", which has already been implemented in most of Europe in 2013 by the Insafe network in coope-ration with the European Commission. POSCON was intensively involved in setting up the framework for the competition, and would very much like to see the competition being continued with some adjustments and changes based on the experience of this last round.

INTERNATIONAL COOPERATION AMONG CONTENT PROVIDERS

As a result not only from the survey among providers from all over Europe, but also from discussions around business and promotion models, it has become very clear that a more international cooperation between content providers is something to be strived for in the near future: A platform for providers and producers, supporting them in their exchange of ideas, of content, games, technology, to offer translation possibilities, European-wide promotion of contents, and maybe even trans-national cooperation between providers for creating new content, initiated via that platform, would not only help overcome challenges in financing and promoting online content especially in smaller countries with a small market, but also contribute to the overall idea of European added value, a European society, and in the long term to future-ori-ented economic growth and employment in Europe.

For those that actively contributed to POSCON over the last two years, the work done is just part of the overall challenge of further promoting the topic of positive content, promoting the production and creation of further and new positive content, and of making parents and carers and also children aware of all the great content that is out there waiting to be explored. The groundwork has been laid, and a lot of competence and expertise in the field has been brought together in the POSCON network, consis-ting of institutions and people dedicated to this topic, and willing to continue the work towards more and easy-to-find positive content and, overall, towards a better internet for children.

Jacqueline Harding
TOMORROW'S CHILD, UNITED KINGDOM

Today's generation have ordinary needs and extraordinary challenges. They will grow up in a digital age with advanced technological break-throughs and a new breed of ecological, economic and social challen-ges. From a developmental point of view, these new media applications can be a source of empowerment and yet at the same time they can be of grave concern when safety measures are not in place. Positive online content that adheres to developmental guidelines is essential if children are to access the tools to equip them for their future. New media applications have the capacity to offer children a range of cognitive, social and emotional skills that may not at first be apparent. For example, well designed online content can engender emotionally intelligent thinking; empathetic responses and emotional resilience –all of which are the kind of skills that dovetail with creative thinking and problem solving. Positive online content is a 'must'!

TOMORROWS**CHILD**

POSCON NETWORK MEMBER

LEGAL

POSCON
Positive Online Content and
Services for Children in Europe

funded by the
European Union

LMK
Landeszentrale für
Medien und Kommunikation
Rheinland-Pfalz

fragFINN.de

jugendschutz.net

LA NAVE DI CLO

UNIVERSITY OF ICELAND
Human Behavior Laboratory

fcom
UNIVERSIDAD DE NAVARRA

ΔΗΜΟΚΡΙΤΟΣ

Business Solutions Europa

ntr:

/s/f/m seminar für medienwissenschaft

FCT
Fundação para a Ciência e a Tecnologia
MINISTÉRIO DA EDUCAÇÃO E CIÊNCIA

KIDI
izklaides mazajiem

safer internet.cz

FNAP-IP

TALLINN UNIVERSITY

AALBORG UNIVERSITY

TOMORROWSCHILD

coface

TU Graz
Graz University of Technology

mijn kind online

Czech Radio

PAXEL123.com

MOVIESTAR PLANET