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CHILDREN AND YOUTH SAFETY ON THE INTERNET: EXPERIENCES FROM CZECH REPUBLIC AND POLAND

Abstract:

The aim of the article is to present research results concerning sharing confidential data and risky behaviors that are derived from it among the young Internet users. The analysis of the topic was depicted on the basis of quantitative research carried out in Poland and Czech Republic. According to the analysis, behaviors connected with sharing the sensitive data on the Internet determine a range of further risky behaviors in the virtual space and the real world. In the article, the type of data shared on the Internet, ways of interpreting risky behaviors by young people were determined and the attempt to distinguish factors that condition dangerous behaviors was made. The research is of comparative character and its aim is to present the specifics of the analyzed phenomenon in the perspective of the two biggest countries of the Visegrad Group. The article includes the examples of educational actions which aim is to improve the awareness of children and youth in the matter of improving their own level of safety on the Internet. These actions serve as good educational practices and are the answer of the education environment to e-threats presented in the paper.

Keywords: social media, confidential data, children and youth safety on the Internet, e-threats prevention.

Introduction

Polish and Czech children start to use new media earlier and earlier. According to the research results, systematic use of the electronic media begins already at the age of 7 - 11 (Kirwil 2011; Lange, Osiecki 2014; Wąsiński, Tomczyk 2013; Tomczyk, Wąsiński, 2014). Changing styles of media use are mainly connected with transformations of the information society (Eger, 2005; Cornish, 2014). Constantly growing number of electronic devices, the occurrence of new information solutions that make the everyday life easier, intuitive character of new applications and domination of leisure e-services set mainly on entertainment, favor the emergence of new mechanisms which determine the use of technical solutions (Magyar, Karvalics, 2000; Latrup-Pedersen, 2002).

Since the 1990's, intensification and range of the use of new electronic media use by children and youth has been growing systematically. However, this is connected mainly with

entertainment and communication functions offered by this type of devices. The majority of significant others (eg. parents, grandparents), equipping their pupils with electronic devices, assume that electronic media are to support their development, learning process and observation skills (Tomczyk, 2014).

Compared to their European peers as for the equipment (such as PCs, laptops, smartphones and tablets) owned, Polish and Czech children and youth can be located among the EU average (Kirwil, 2011; Batorski, 2013). At the same time, there is a visible dependency showing that along with equipping the youngest network users with information solutions, their procedural knowledge regarding the use of software and hardware (identified with technical use of the equipment and applications) increases (Kwiatkowska, Dąbrowski, 2012; Moreno, Egan, Bare, Young, Cox, 2013). This phenomenon is intensified thanks to the school curriculum of one to several hours of communication and information technology per week, realized from primary through lower- and upper-secondary level. In addition, the development of e-services as well as such features of new media as their polysensory character, easy access to information, common availability of access points (open wi-fi, home and school networks, data packages offered by mobile phone companies) and constant presence of peers in the virtual space foster continuous “being online”.

It should be underlined that the above mentioned tendencies change along with a development of information society. Contemporary users of new technology devote more and more time to being online in order to realize professional tasks or tasks connected with studying or developing their own interests, communicating with close ones, shopping or using other, equally popular e-services. This tendency forces media educators, adult educators, parents and teachers to reflect on how the achievements of technology can be safely implemented in everyday professional and private life. The analysis of numerous challenges (especially threats) posed by the omnipresent new media is a significant phenomenon as the majority of changes take place in a relatively invisible and dynamic way. The research connected with psychosocial influence of media conducted few years ago, currently seem to be out-of-date in some areas due to the dynamic process of information society development and the appearance of new threats, e.g.: “happy slapping” (Siuda, Stunża, 2012; Chan, Khader, Ang, Tan, Khoo, Chin, 2012), “cyberbaiting” (Davison, Stein, 2014; Nixon, 2014; Norton 2011), “hating” (Delgado, Stefancic, 2014), improper use of media in education (Chudý, Neumeister, Szotkowski, Buchtová, 2015; Glassman, Burdige, 2014), risky contacts on the Internet (Blau, 2011).

Not so long ago, widespread admiration over the possibilities offered by new media was noticeable. Currently, in countries such as Poland, Czech, Slovakia or Hungary, we can observe a systematic growth in the number of research as well as critical and reflective publications regarding the analyzed topic. Obviously, new media offer incredible possibilities not available in the world of old media, however, they also bring a range of threats to which parents and guardians should be sensitive. In the light of this fact, it is necessary to include in curricula and everyday upbringing in the area of media and information education a complex module on saving one’s privacy on the Internet. Young Internet users should be aware of how new media mechanisms work, how quick the information spread online and legal consequences result from using the Internet in a manner not compliant with the netiquette or the law. It is particularly justified action, since the image of a young person is an element of his/her identity, particularly sensitive to negative information from the surrounding – especially during adolescence. For a large group of young people their own, sometimes unaware “public relations” in social media, are an important, reliable reflection of their social status among peers. Young Internet users build their positive online image for many years; damaging it, however, may take place within a very short period of time. Protection of

network image requires, first of all, developing a certain level of competence among the youngest generation – according to the principle that says “information, picture, file once uploaded stays on the Internet forever” (Tomczyk, 2014a).

According to L. Kirwil who is involved in the EU project Kids Online ”in Poland, the insight of others, especially adults, into the way in which kids use the Internet at home, is less than European average. Most likely, less parents know how their children use the Internet at their friends’ homes. Greater “privacy” of connecting to the Internet by children entails the risk of more frequent experiencing the internet threats of every kind and smaller insight of parents into what their children do on the Internet. This suggests a necessity for Polish children to be better educated about how to handle the Internet threats whereas it imposes duty on Polish parents to monitor how their children use the Internet” (Kirwil, 2011). Such statement requires actions to be taken in a systemic way, that is, not only through media education carried out in schools, but also within the frame of adult education in the non-formal and informal dimension. Improving the competences of significant others may be successfully realized also through the use of the potential of social campaigns and grant actions financed by socially engaged companies.

From the perspective of occurrence of the e-threats listed in the article, participation of young people in the cyberspace, as proven by the research carried out during the last years (Kirwil, 2011; Huk, 2014; Tot, Grubor, 2014; Lorenz, Kikkas, Laanpere, 2012), takes place either in a safe or risky manner. Unfortunately, many parents and teachers do not have enough competences in handling the e-threats. Parents should play a special part in shaping the knowledge among the youth as for what information shared online may generate the high risk of occurrence of another e-threats. However, according to the conducted research, too much parental interference in setting boundaries in using new media by their pupils brings less desired results than when parents apply the strategy of full communication with minimized control (e.g. through parental control applications) (Liu, Ang, Win, 2013).

Modern Polish teenagers are much more like their peers in other parts of the globe than two decades ago. Life in the world dominated by new media made the psychosocial functioning of the young people similar. People born in the time of new media domination are in many aspects a homogeneous group, regardless of their place of residence. The average American teenager spends 50 hours in front of the computer weekly. The same tendency may be observed in many European countries (Tomczyk, Wąsiński, 2013). The number of hours spent online is much bigger than the average time spent by an adult person in a full-time job during the week (Malikhao, Servaes, 2010). Functioning in the information society gives the opportunity for a quick access to the exchange of information, but also determines human behavior. One of the areas that undergo dynamic changes is data privacy. Along with promotion of social media, methods of self-presentation change. . New media played an incredible role in this by providing almost unlimited possibilities of auto-creation. Thus, this phenomenon becomes extremely interesting for media educators who attempt to discover dependencies that condition the occurrence of e-threats and attempt to create efficient media prevention programs among the teenagers.

The development and growing popularity of social media such as Facebook, ASK.fm, Twitter, Instagram increase the number of their users, both receivers and creators. This situation concerns, above all, maturing people, who become the most active users of such media. Young social media users use the above mentioned Internet tools not only to communicate with people who they maintain real contact with, but also with users met in the virtual space. These websites are to connect people in networks of friends, but they also give

the possibility to share confidential data such as: age, place of residence, e-mail address, private pictures, occupation, hobbies and other sensitive data.

Uncontrolled sharing of confidential data over the Internet among children and youth is a phenomenon that has not been studied enough – unlike e-threats which were mentioned in the earlier part of the article. Thus, it is necessary to analyze which confidential data are shared by young users on the Internet and what factors determine the occurrence of risky behaviors in the mentioned area. Moreover, this research should be carried out in the spirit of pedagogical practice; thus, it is necessary to make use of the well-known examples of media prevention actions.

Research methods

In the text, the following research issues were distinguished:

1. Which personal data are shared by young Internet users in Poland and Czech Republic?
2. What are the similarities and differences in using social media in Poland and Czech Republic?
3. In what areas of social media use, Polish and Czech youth is under the greatest risk?
4. What is the level of awareness of young Internet users regarding threats resulting from sharing personal data in Poland and Czech Republic?
5. What factors determine risky behaviors connected with sharing one's own data online in Poland?
6. What are the features of the educational solutions for minimizing e-threats in the area of sharing personal data in Poland, Czech and on the international level?

The main research objective is to present the specifics of functioning of young people in the area of electronic media in regards to their awareness of e-threats connected with managing their own personal data (in particular one's own image). The research is of an applied character, since it is undertaken in order to find answers to practical questions – how to carry out efficient formal and non-formal education among children and youth in the area of e-threats. At the same time, the conducted analyses possess some exploratory features, as they are to reveal certain dependencies and principles which refer to particular conditions present in one's primary and peer environment (Juszczuk, 2005).

Information societies in Poland and Czech Republic develop at similar pace and in similar manner, which is reflected in Eurostat data(2014). Both countries are in the group of states where the Internet was implemented into didactic processes at the beginning of the 21st century. Moreover, both in Poland and Czech Republic, there is a noticeable re-orientation in how the role of new media in lives of young people is perceived. Contrary to the previous period (since mid-nineties of the 20th century) which was characterized by techno-optimism, this situation involves constructive-critical view on the chance, possibilities and challenges connected with the use of Internet in professional and everyday life. All the mentioned premises, originating not only from geographic but also cultural and historical closeness, lead to various research undertaken on a wider (than just local) scale. This research are an introduction into further international comparative analyses in the area of e-threat prevention. The research should be treated as the international pilot studies which serve to develop the methodology in accordance with the principles of comparative pedagogy.

The analysis consists of two data sets. Czech part was obtained from the Centre For the Prevention of Risky Virtual Communication Faculty of Education of Palacký University

in Olomouc (Kopecký, Szotkowski, Krejčí, 2012; Kopecký, Szotkowski, Krejčí, 2014). The research carried out in Czech Republic is of an international character. It was conducted in 2013. Czech research refers to a sample of 21 372 respondents at the age of 11-17, of which 68% were children between 11-14 years. Czech questionnaire, similar to the Polish tool, was verified according to its accuracy and reliability.

Polish part of the research was carried out such a way that bears the features of probability sampling, thus, it may be the grounds for general inferences. In Poland, the respondents were young people, mainly at the age of 13-18 (lower- and upper- secondary schools). The average age of the respondents was 15,5, whereas $M=16$ year, $SD=2$. The research was conducted on a sample of 238 people. Originally, over 300 questionnaires were obtained, however, due to errors (not adequate answers, vulgarisms, incomplete questionnaires), over 70 of them were rejected. The research took place in 2014. The research was conducted by means of a tool created through triangulation of the following research instruments: Research Questionnaire Cyberbullying 2010 by Jacek Pyżalski (a consent to use the questionnaire was granted by the author) (Pyżalski, 2012), Questionnaire of the virtual communication risk in Czech Republic by Kamil Kopecky and the team, Internet addiction risk scale by Śląskie Kuratorium Oświaty. The accuracy of the tool was examined also through realization of the pilot research. The tool was named “Risky e-behaviors scale 2.0”. Due to text length limitations and set research issues, this article includes only a reference to the sample of research results obtained from the “Risky e-behaviors scale 2.0” questionnaire. Program Statistica was used to analyze the data.

Research results

One of the first questions in the questionnaire (the part concerning online image) referred to sharing the sensitive data. As presented in Table 1 and Table 2, Polish and Czech users share data on the Internet in similar manner. Data connected with First and Last Name, e-mail address or face picture are definitely presented the most frequently.

Table 1 Which of the data below do you share on the Internet?

<i>Answers</i>	<i>Poland</i>	<i>Czech</i>
Name and Surname	87,82%	75,64%
Phone number	21,43%	16,78%
Home address	17,65%	12,76%
School address	33,61%	16,02%
E-mail address	64,71%	58,67%
Skype or another communicator address	19,75%	16,06%
Password to email account	4,20%	2,58%
Credit card PIN	2,94%	1,18%
PESEL (Polish personal identification number)	4,62%	2,92%
Face photo	62,61%	55,19%
None of these	8,82%	10,42%

The extremely dangerous situation occurs when young network users consider people met on the Internet their friends, for instance during a few-day correspondence via websites. Youth possesses knowledge of threats in this matter; however, 40,76% of people in Poland

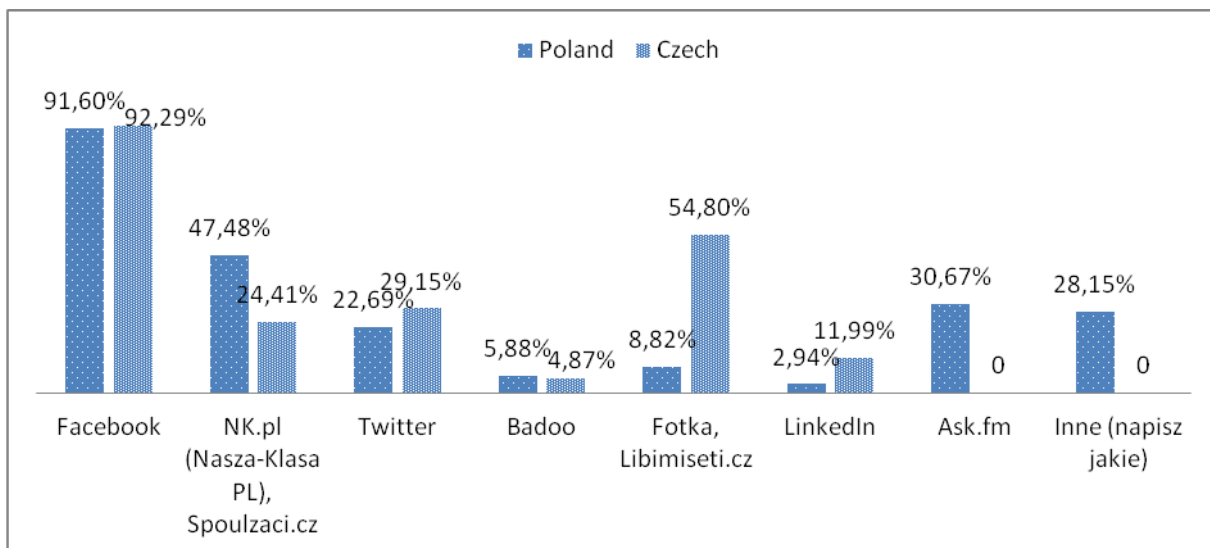
and 15% less in Czech are willing to give other Internet users their phone numbers. Moreover, for over 43% of the respondents in Poland and 26,76% in Czech, sending their own picture of a face does not pose any problem.

Table 2 Which of the data below would you share with your friend that you met on the Internet. Imagine, that you understand each other well

Answers	Poland	Czech
Name and Surname	65,97%	51,96%
Phone number	40,76%	26,32%
Home address	15,13%	9,42%
School address	19,33%	16,98%
E-mail address	41,18%	31,47%
Skype or another communicator address	27,73%	26,36%
Password to email account	5,04%	1,11%
Credit card PIN	3,36%	0,89%
PESEL (Polish personal identification number)	5,04%	2,05%
Face photo	43,70%	26,76%
None of these	21,01%	8,12%

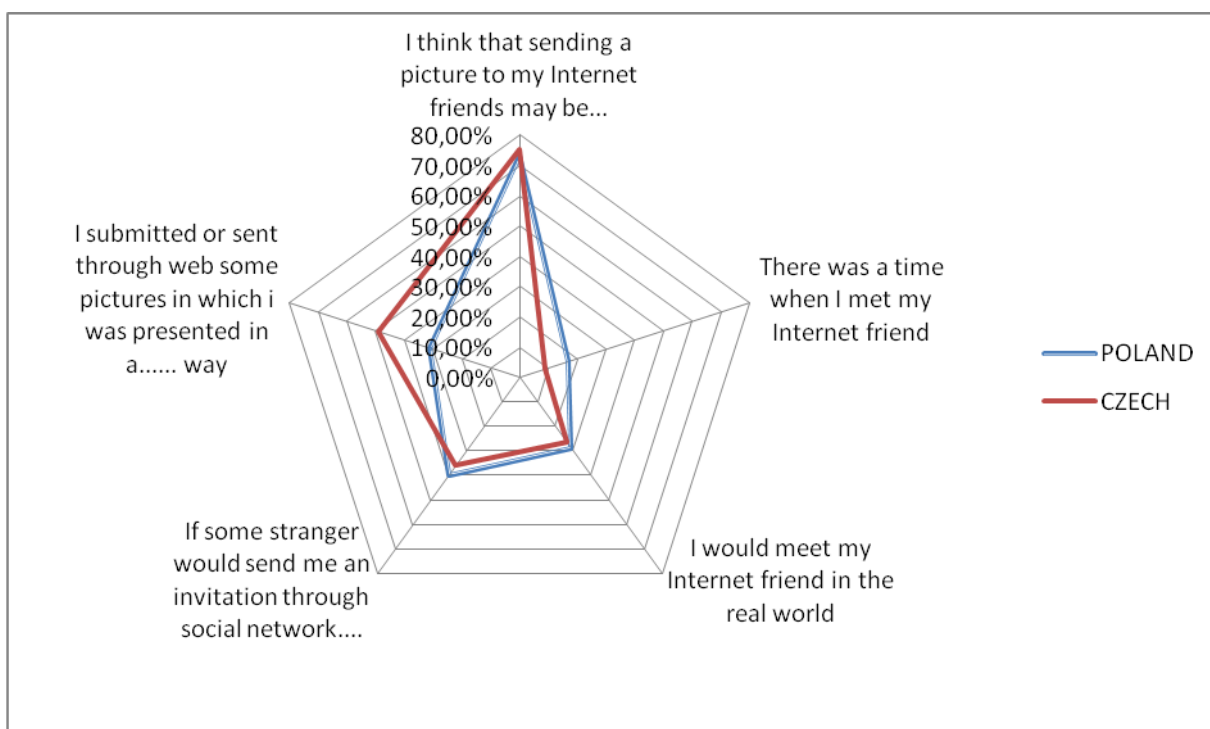
Both in Poland and Czech Republic, Facebook is the dominating social network. This is a worldwide tendency and in the times of globalization this tool has become the universal communication platform and a relatively non-problematic way to share countless private information. The fact of Facebook's popularity is also connected with technical advantages such as the possibility of being online all the time. For digital natives, Facebook has become the natural environment for sharing information about a place of residence, relationship status, interests, maintaining relationships with friends and establishing new network relations. Apart from Facebook, young web users also use microblog services like Twitter. Few years ago, services grouping users according to classes or schools they used to go (or were going) were a phenomenon in Poland and Czech Republic, however, within years, services of this type have lost their popularity in favor of Facebook. The way of the use of social media require further, more profound analyses, since the mechanisms of using them change along with the development of the information society. The growing number of young Internet users are aware that messages shared by them on websites are also available for their parents, which also have accounts in those networks. The abovementioned research results are also close to Serbian analyses realized in the similar time (see Glusac, Makitan, Karuovic, Radosav, Milanov, 2014). Therefore, the term 'global teenager' becomes not only an idea, but has its reference in such countries as Poland, Czech Republic and Serbia.

Table 3 On which of the following websites did you create an account?



Czech and Polish young web users are characterized by similar level of risky behaviors. Almost the same amount of people think that sending pictures to their Internet friend may be dangerous (over 70%). Among the youth, a group of high risk may be distinguished, since 20% of people share their own pictures of sexual nature. In the research carried out in Czech Republic this factor is lower than in Poland. About 40% of Czech and Polish children would accept the invitation from a stranger on social network. In this context, it is important for the researcher to have knowledge about meetings of youth with other people met on the web, since this activity demands providing certain personal data e.g. name, phone number, place of living.

Picture 1 Risky behaviors undertaken on the Internet in Polish and Czech perspective



Young Czech and Polish web users behave in a similar way when it comes to informing their significant other about meeting with strangers met on the Internet. Over half of them would not inform parents about such meeting. It should be mentioned that 18% of youth in Poland and 15% in Czech Republic would not tell anyone about such meeting.

Table 4 Who would you tell about a meeting with a stranger met on the Internet?

<i>Answers</i>	<i>Poland</i>	<i>Czech</i>
Parents	44,96%	41,06%
Nobody	18,07%	15,01%

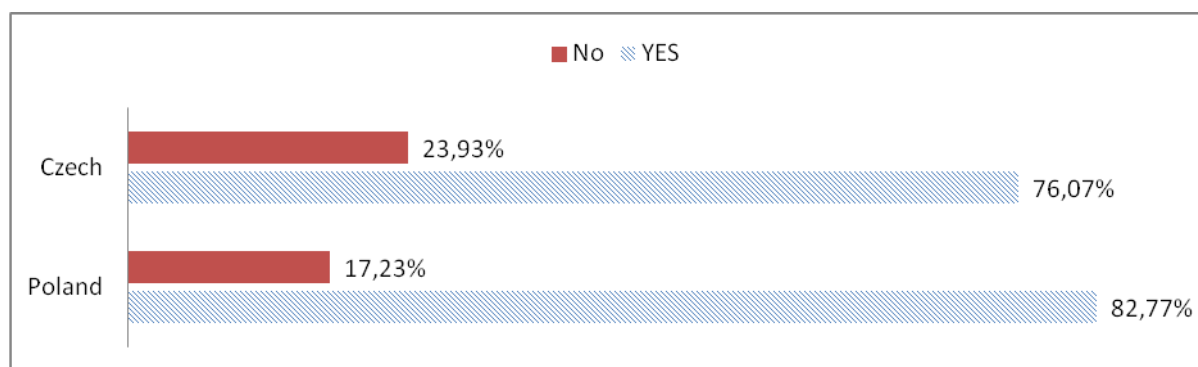
Young people in the neighboring countries are relatively critical towards information found on Internet. Only an insignificant number of respondents think that one should be totally convinced of the accuracy of information on the Internet. The similar amount of people (over 70%) among Czech and Polish youth claims that the accuracy of the information depends on context. This data rebut the stereotype that Polish and Czech youth was non-critical towards information found on Internet. Further question is how does the manipulation of media message reinforces the sense of credibility of information among young users? This problem requires further research.

Table 5 Do you believe in what people write about themselves on the Internet?

<i>Answers</i>	<i>Poland</i>	<i>Czech</i>
Yes	6,72%	2,42%
No	21,43%	21,63%
Sometimes Yes, Sometimes No	71,85%	75,84%

The issue of safety in case of meeting with people met on the Internet in the real world looks similar in Czech and Poland. Over $\frac{3}{4}$ of respondents in both countries claim that strangers from the Internet may be a threat in the real world.

Table 6 Do you think that meeting people met on the Internet in the real world may be dangerous?



Materials shared on the web by young users may take various forms. In a situation where a young person is in danger of being a victim of oppressive actions from the Internet

aggressor, it is justified to evaluate the preferred strategy of handling e-threats. The area of trust of youth towards their significant others in crisis situations seems to be especially important in the perspective of guardianship and education processes. According to the research results, in case of the occurrence of genders in the form of sharing audiovisual materials of embarrassing, insulting or degrading character, more than 1/3 of young web users would inform their parents about this fact. In case of being threatened and intimidated, slightly over half of young people would discuss the problem with their parents. However, young web users would try to solve problems listed below by themselves.

Table 7 If you were a victim of the attacks mentioned below, which of the following problems would you solve with the help of your parents?

<i>Answer</i>	<i>Poland</i>	<i>Czech</i>
Insulting, embarrassing, ridiculing or other verbal actions	38,66%	37,94%
Insulting, humiliating, ridiculing with the use of pictures	36,97%	39,16%
Insulting, humiliating, ridiculing with the use of a video e.g. recorded via mobile phone	42,86%	37,35%
Insulting, humiliating, ridiculing with the use of an audio recording	26,89%	29,05%
Threats and intimidation	56,30%	50,96%
Using e-mail or Facebook account without my consent	25,63%	34,51%
Constant sending of disturbing messages	33,19%	36,81%

When comparing the abovementioned answers with ways of solving problems concerning e-threats with teachers, we can notice that both in Poland and Czech, the respondents can be characterized by a lower level of trust towards teachers than towards parents.

Table 8 If you were a victim of the attacks mentioned below, which one of them would you solve with the help of your teachers?

<i>Answer</i>	<i>Poland</i>	<i>Czech</i>
Insulting, embarrassing, ridiculing or other verbal actions	28,57%	34,34%
Insulting, humiliating, ridiculing with the use of pictures	24,79%	25,86%
Insulting, humiliating, ridiculing with the use of a video e.g. recorded via mobile phone	28,99%	24,38%
Insulting, humiliating, ridiculing with the use of an audio recording	19,33%	20,19%
Threats and intimidation	38,66%	38,65%

Using e-mail or Facebook account without my consent	15,55%	17,92%
Constant sending of disturbing messages	15,97%	18,08%

Source: self-study and Kopecký, Szotkowski, Krejčí, 2014.

Dependencies between factors conditioning data sharing – the example of Poland

In order to depict the connections between indicators, a detailed statistical analysis was conducted. Only the source data from Polish research were subject to statistical calculations. The below research are of probabilistic character due to the random choice of a sample. 20% of the obtained questionnaires were rejected. In order to calculate the dependencies, a number of hypotheses were formed. In the data analysis chi-square (X^2) indicator was used on the basis of which the occurrence of the statistical significance was confirmed. Based on these elements the strength of connection between variables was calculated, due to Yule's Q (Q-Yule's) and Cramer's V (V) coefficients.

The direction of variables dependencies was set by the analysis of the cross tables presenting the percentage interaction between the coefficients. On this grounds we can assume that there are certain behaviors connected with the use of new media that determine risky aftermath in the virtual space or in the real world.

Table 1 Dependencies between variables

Dependencies	Result:
There is a dependence between the possibility of taking part in a meeting with a stranger met on the Internet and a will to share one's own pictures online by teenagers.	$X^2= 29,88$, $df= 1$, Q-Yule's = 0,366, $p=0,001$
There is a dependence between having experience in meeting strangers met on the Internet and a will to share one's own pictures online by teenagers.	$X^2= 24,11$, $df= 1$, Q-Yule's = 0,333, $p=0,001$
There is a dependence between rejecting invitations from strangers in social media and unwillingness to send one's own face pictures (declaration).	$X^2= 9,58$, $df= 1$, Q-Yule's = 0,217, $p=0,005$
There is a dependence between rejecting invitations from strangers met in social network and sending one's own face pictures via Internet (the actual state)	$X^2= 15,05$, $df= 1$, Q-Yule's = 0,268, $p=0,001$
There is a dependence between a number of friends and a situation of meeting a person met on the Internet in the real world.	$X^2= 8,00$, $df= 3$, V = 0,203, $p=0,05$
There is a dependence between a situation when a friend with whom I correspond online asks for anonymity and submitting pictures over the Internet on which a young Internet users present themselves in a sexy way.	$X^2= 9,46$, $df= 1$, Q-Yule's = 0,216, $p=0,01$
There is a dependence between not sending strangers the photographs on which young web users are presented in a sexy way and a lack of	$X^2= 16,62$, $df= 1$, Q-Yule's = 0,281, $p=0,001$

will to meet in the real world	
There is a dependence between keeping a secret about the situations taking place between young users online and meeting in the real world with strangers	$X^2 = 11,36$, $df = 1$, $Q\text{-Yulea} = 0,235$, $p = 0,001$
There is a dependence between rejecting invitations in social media and a lack of interest in meeting strangers in the real world	$X^2 = 17,38$, $df = 1$, $Q\text{-Yulea} = 0,287$, $p = 0,001$

Source: Author's own research

Young Internet users willingly share sensitive data like name and last name, personal pictures, mobile phone numbers, e-mail addresses. Moreover, they willingly chat and accept invitations in social media from people met online. The abovementioned situations which refer to the ways of using virtual space are interconnected. According to the results presented in the table, certain behaviors determine the occurrence of another. Based on the analysis of cross tables, young Internet users who are interested in meeting other people are more willing to send confidential data than people who do not search for such contact. People who declare that they have already experienced meeting other Internet acquaintances in the real world are more open to accept invitation from users that they have not met before. Moreover, they are also willing to share pictures of themselves. The phenomenon of “friend collecting” which involves having a vast number of Internet friends e.g. through Facebook is connected with the will to initiate contacts with people who are strangers in the real world. At the same time, young people who care about their privacy on the Internet are characterized by more aware and assertive attitudes. For instance, users who do not submit “sexy pictures” on the Internet and do not accept invitations from strangers, do not wish to meet strangers in the real world.

The presented correlations clearly show that the occurrence of such factors as willingness to share one's own data e.g. pictures, accepting strangers to the group of people with access to sensitive data e.g. via social media, condition risky behaviors in other areas (e.g. meeting strangers in real world). At the same time, as indicated by other dependencies, along with a growth of awareness about importance of their own personal data security among Polish youth, there is a decrease of behaviors determined as risky (e.g. submitting pictures which depict young people in the sexual context). Unfortunately, as for the search for dependencies, it seems necessary to conduct further research on the role of the educational environment in shaping competencies in safe Internet use. It would also be interesting to apply more explorative approach (“a deep dive” – a research on family and individual conditionings) as well as to compare similar dependencies in the neighboring countries cultures of which are similar.

Good practices in improving media competences among children and youth in Poland and Czech Republic

The presented results show that modern young Internet users are particularly vulnerable to cyber bullying, multiplication of pictures and confidential data due to unaware and risky manner of using the web (e.g. through sharing pictures, phone numbers, sending provoking pictures, too high level of trust towards other Internet users). The marginalization of e-threats connected with improper use of new media that, in turn result from insufficient

knowledge of netiquette, lack of knowledge about the consequences of e-threats, insufficient parental supervision, insufficiently developed anticipation of consequences connected with sharing confidential data require immediate educational action addressed to children and youth and, simultaneously, to parents and educators. One of solutions which minimize e-threats are regular and incidental educational actions carried out in the systemic way (with the support of Ministries responsible for minimizing socio-educational problems, state educational authorities or academic centers). Three different educational ways of minimizing e-threats in Poland and Czech Republic carried out in the virtual and real world are presented below.

Particularly close attention should be paid to media campaigns carried out in Poland and Czech Republic. Curricula and activities organized at schools are only one part of efficient activities within safe education in electronic media. In the context of this article, two campaigns conducted in Poland and Czech deserve a closer look. First one was carried out under a motto "You never know, who's on the other side" within the project Dziecko w Sieci (Kids Online). This action was carried out by Polish Foundation Dzieci Niczyje (Nobody's Children Foundation) which specializes in improving the level of safety among children and youth in the areas discussed herein. *"Within the campaign carried out from February till June 2004 TV, radio, press and outdoor advertisements were presented. The action was joined by i.a. 8 nation-wide TV stations, 19 radio stations, 33 press titles (advertisements published over 120 times) and nearly 200 websites and Internet services. The outdoor advertising (billboards and bus stops posters) was exposed in 18 biggest cities in Poland. TV spot presenting chat conversation between a girl (Ania) and an adult man introducing himself as her peer (Wojtek), has been used in TV materials concerning cases of pedophilia on the Internet until now"* (Ministry of Justice, 2011). This campaign was one of the first to make parents and teachers sensitive to the case of pedophilia, but also evoked the discussion about thoughtful and safe use of new media by the youngest users. Dzieci Niczyje Foundation has been a leader in actions concerning improvement of parents', children's and youth awareness in the area of safe Internet use.

Picture 1 Dzieci w sieci (Kids Online) campaign – Poland 2011



Source: (Ministry of Justice, 2011).

In Czech Republic, one may come across a range of activities which are to improve the level of safety not only through education carried out in the formal model (schools, universities) but also non-formal and unsystematic. Commercial companies play a great role in a large-scale, media-promoted actions. The idea of corporate social responsibility is especially close to companies operating media field, services of which are used also by young people. An example of a good practice is a project realized by global Internet services giant – Google. Google in Czech Republic made an assumption that efficient media education may be successfully realized through use of the potential that is in youth. The name of the project contains a term ‘Webrangers’ - namely a person at the age of 13-15, particularly interested in the topic of the Internet, social media and willing to teach other young Internet users how to use the achievements of a global village safely. The project has been carried out in the whole country and one of its partners is the Centre for the prevention of risky virtual communication Faculty of Education of Palacký University in Olomouc. The latter has conducted the research the results of which were presented in the previous parts of this article. The project aims at motivating the youth from Czech to promote knowledge and experience in the area of safe Internet use. These actions are realized through creating training projects, videos and contests by young people. Candidates who want to meet other people involved in the project have this opportunity during trainings organized in Google Czech Centre in Prague. Educational projects children work on involve all the topics referring to the safe web use, and can take any form. Best projects are rewarded after the end each edition. The list of winning educational projects created by Webrangers are presented on the project website.

Picture 2 Webrangers Program – Czech Republic



Poznej vítěze Web Rangers 2.0!

Web Rangers se naučili triky bezpečného používání internetu, plus další figle, které se hodí v online světě. Vymysleli a zrealizovali své vlastní projekty s cílem šířit povědomí o bezpečném chování na internetu.

Projektu Web Rangers se zúčastnilo 95 studentů, kteří samostatně i ve skupinách vytvořili 61 projektů.

Máš také zájem stát se Web Rangerem? Neváhej a [vyplň tento formulář!](#) No a my ti dáme vědět, až bude další ročník.

Sleduj [G+ stránku](#) Web Rangers, kde se dozvíš ty nejčerstvější aktuality. Pro inspiraci mrkni na [projekty předchozích Web Rangers](#). Vídeá z nich najdeš na [YouTube kanálu](#).

Do Web Rangers se můžeš přihlásit i ve dvojici. Takže jestli



Source: (Webrangers, 2015).

An interesting example of international activities regarding the improvement of competences among the youngest Internet users in the area of protecting their own image in social media and other e-threats is “Owce w Sieci” (Sheep on the web) project. According to the authors of the Sheeplive project, it was initiated by eSlovensko association as an integral part of the following projects: Zodpovedne.sk, Pomoc.sk and Stopline.sk. The main goal of the project was to create a series of cartoons for kids and an international website. The project is focused on children and youth safety, especially on threats connected with Internet, mobile phones and new technologies. It is used as an educational tool for children, the materials gathered on the website in a humorous way present the inappropriate behaviors, and the materials give the adults the opportunity to get familiar with the problem in a synthetic way (Ovce.sk, 2015). 9 videos presenting important e-threats which the youngest users may come across have been realized within the project so far. Multimedia materials were translated into several languages including: Czech, Polish, English, Romanian, Spanish, French, German, Slovenian, Croatian, Russian, Lithuanian, Turkish and many others. The website contains lesson scenarios for teachers. The project is an excellent tool for teachers and parents willing to carry out media education in a manner as close as possible to the perception processes of the youngest users.

Picture 3 International project „Sheep on the web”



Source: (Ovce.sk, 2015)

Summary

The various ways of protecting children and youth on the web presented in this paper are connected with a slow change of perception of the possibilities offered by new media. Poland has relatively large resources of non-formal education solutions in the area of children and youth safety. Like in Czech Republic, this is if fostered by private companies which implement their corporate social responsibility programs and get involved in alleviating socially unfavorable phenomena. These activities take a form of even more non-standard forms, from nationwide social campaigns, realized also in old media, through educational actions carried out in local communities, addressed to children and youth, to financing the grant funds for non-governmental organizations involved in shaping media competences among children.

When analyzing the research results in Poland and Czech Republic, it is worth to emphasize that they are countries similar in terms of young users' awareness regarding e-threats and that the level of risky behaviors systematically decreases. The key factor differentiating the safety of e-activity of each young network media user is attention of his/her significant others and their readiness to get involved in the process of entering into the cyberspace of digital natives. This state is possible to achieve only through possession of profound knowledge on influence of electronic media by the significant others. The word 'space' should be underlined – space which is a virtual source of cognitive and social experiences for young people, which shapes their sensitivity and their thinking and behavioral patterns in interpersonal relations.

Apart from the negative phenomena it should be pointed out that participation in social networks entails a range of positive aspects e.g. building specific social capital (Lee, Yen, Hsiao, 2014) and an extraordinary solution thanks to which most modern teenagers build their worlds of interpersonal relations and attempt to create their own image in the space available for almost everyone. In the technological and educational context, parents and educators face an important task. They are to raise awareness of the youngest generation in the area of critical attitude towards sharing data, which are stored and processed by large international corporations (Montgomery, 2015). An interesting idea may be also conducting further research referring to e-threats, not only in the neighboring countries or countries which use the system research (see Livingstone et al, 2011), but also between countries in Middle Eastern Europe and countries culturally closer to Poland: Czech Republic, Slovakia, Serbia, Croatia, Montenegro or Slovenia.

Carrying out the aware media prevention in the area of image protection on the Internet requires that media educators and parents perform regular analysis of social activity of young people on the Internet. Digital natives tend to change the dynamics of behaviors connected with using Internet. This is reflected i.a. in appearance of new risky behaviors and a change of areas of online activities. There are trends such as “selfies”, using applications such as “snapchat”, registering fake profiles or profiles inaccessible for parents, increasing use new social services. On the basis of the pilot comparative research and social analysis of activity of digital natives, the following postulates for educational practice were formed:

- To improve parents' awareness about e-threats,
- To improve media education programs carried out in within the IT curricula in order to develop not only "hard" competences connected with the use of computer applications, but also to shape "soft" competences that increase media awareness,
- To carry out systematic analysis of risky behaviors in virtual space in order to profile actions undertaken to protect young users,
- To implement media education in the area of improving the awareness of e-threats among children and youth in virtual space (e.g. in most popular social media),
- To develop educational actions carried out by institutions like Nobody's Children Foundation (Polska) and Centre for the prevention of risky virtual communication Faculty of Education of Palacký University (Czech Republic), with the use of grant sources and within corporate social responsibility (cooperation with large Internet and telecommunication companies),
- To study the level of knowledge, skills and attitudes referring to the aware and safe use of new media by digital natives.

During recent years the protection of image on the Internet has become the issue as significant as other, more recognized, e-threats such as: media addiction or cyberbullying. Conscious and efficient alleviation of e-threats in countries, in which social media have become popular in the last few years should include the following principles: diagnosis (also on the international level), actions based on current school curricula and actions of non-governmental organizations, exchange of experiences between institutions involved in media prevention (also on international level) as well as evaluation of the conducted activities.

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