

**A Small Key to the World of the Net**  
**An NAIH Study on the Safer Presence of Small Children on the Internet**

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by

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## INTRODUCTION

The National Authority for Data Protection and Freedom of Information (NAIH) has laid particular emphasis on the protection of the personal data of children; this was why we published our volume of studies entitled *Key to the World of the Net!* on the Internet habits of children between 10 and 16 (a new edition of which came out in 2016, updated and supplemented with current topics); this was why we launched our awareness campaign with the young Hungarian popstar, Tamás Vastag's song in 2014; and this was why we joined the ARCADES project of the European Union whereby reference books on data protection were published for teachers (in Hungarian, too).<sup>1</sup>

The aim was always the same: to help children and youths—directly and by way of assistance from adults responsible for their upbringing—live consciously in the world of the Internet, not only be smart but also knowledgeable at using these devices, and also to take responsibility for others in virtual reality, as well.

The 'super-now' generation, those born after 2000, displays features of Internet use that have not been characteristic of those born earlier. The most serious problem is—experts maintain—that children are drawn in a selfish and aggressive direction. Kindergarten has an enormous role, as it is where group or community life begins, which is then given a further 'twist' by schools with their performance pressure. All age groups have their own characteristic learning processes; if these are interiorized in the wrong way, they may result in problems for the individual, family, and even society. Children use the Internet as a sort of 'situation report' ('it's break, I'm out in the garden'; 'I'm havin' my apple pie', etc.), not necessarily conveying genuine feelings. The media and milieu establish the rules of conduct; and the child is either sensitive to this or not. A conscious and natural use of the Internet should be directed toward supplementing personal presence and obtaining genuine knowledge; however, youths use digital equipment for purposes of a much wider range; eventually, a normal practice will develop and crystallize between these limits.

The most powerful model is the parent here as well. It is primarily up to the parent to teach the child the rules of using the Internet, thus the parent has to acquire information beforehand, and set the rules of the immediate environment. The best is when parents discover this world together with their children, and not simply exercise their external control. The safe use of the Internet can only be learned in practice, and all users have a responsibility in this, because they are the ones that shape, and can shape, their culture.<sup>2</sup>

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<sup>1</sup><https://www.naih.hu/adatvedelemr-l-fi-ataloknak--kulcs-a-net-vilagahoz--projekt.html>

<sup>2</sup>Mátraházi, Tibor (psychologist) in.: SomogyTv: 'Miért?' (Why?) – Mátraházi Tibor | 27/01/2017. 18:41:00 <http://www.somogytv.hu/videok/miert/118569/>

In our experience, education for this purpose cannot be begun early enough, because, on the one hand, everyone, regardless of age, has the right to the protection of personal data when encountering danger, and, on the other hand, the age groups using the Internet is becoming younger and younger. There is no wonder; a baby is born into an environment where mobile phones and computers or other devices are used as everyday tools, and, in some cases and for some people, they are more important than anything else. However, while, in the cases of teenagers, the emphasis falls on preparing them for independent decision making, in the case of children under ten, protection is of primary importance.

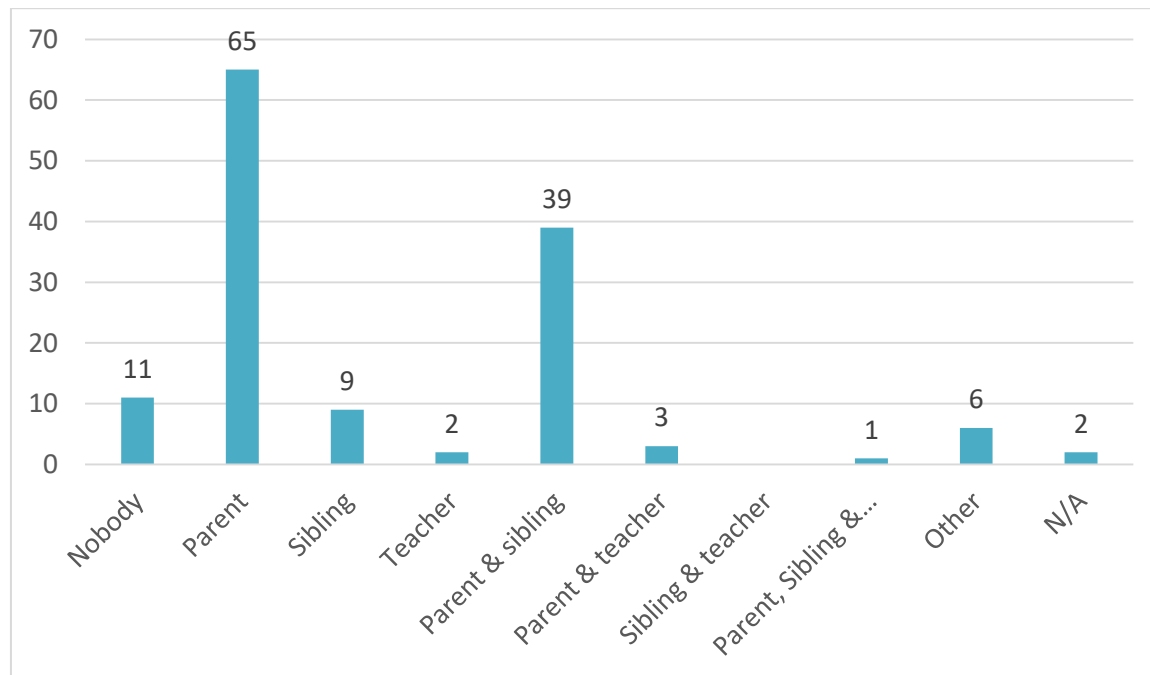
In 2017, the NAIH has thus focused on children under 10. This study volume seeks to map those sources of danger that might infringe on the privacy of kindergarten and school children, the protection of their personal data, and thereby damage their future healthy development. Our aim is certainly not to deter; rather, it is to call attention to digital-space phenomena that may affect the youngest age groups now and in the future.

Dr Attila Péterfalvi  
NAIH President  
Budapest, December 2017

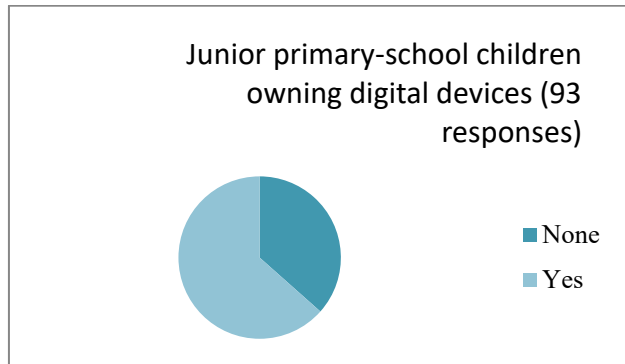
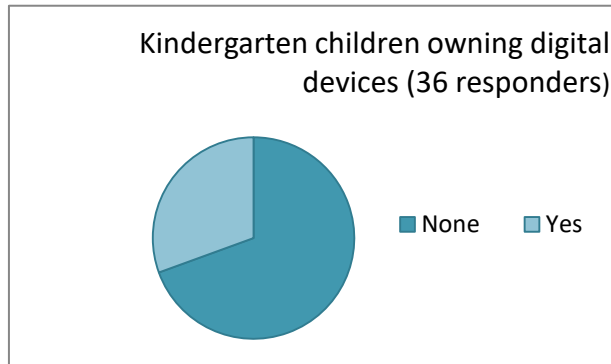
## NAIH SURVEY

NAIH conducted a questionnaire survey of its own for this volume among kindergarten and junior-grade primary-school [ages 6–10] teachers, as well as parents of under ten-year-olds in order to assess the habits of this age group in using the Internet. The survey was emphatically unrepresentative; 131 parents and 66 teachers sent the questionnaires filled in back to us; however, we did try to involve responders from both Budapest and the countryside, and the distribution of sexes was also even. Among the schools, some are church-run schools, but most of them are public; one of the schools is for hearing-impaired children, yet the data received did not demonstrate any difference requiring another category.

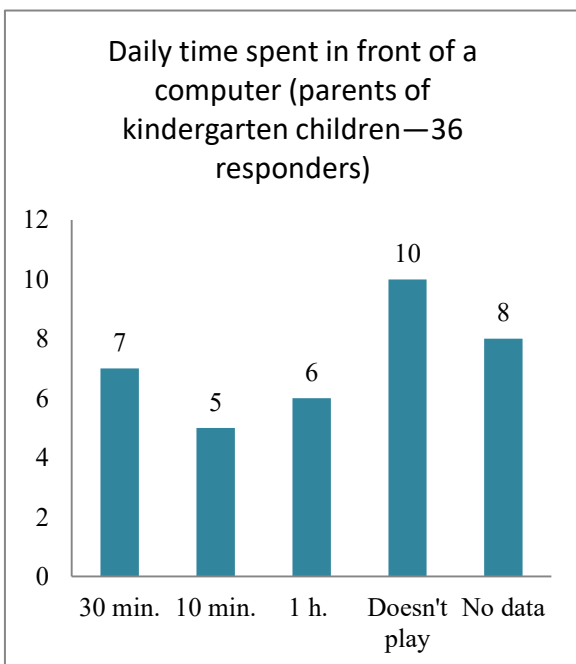
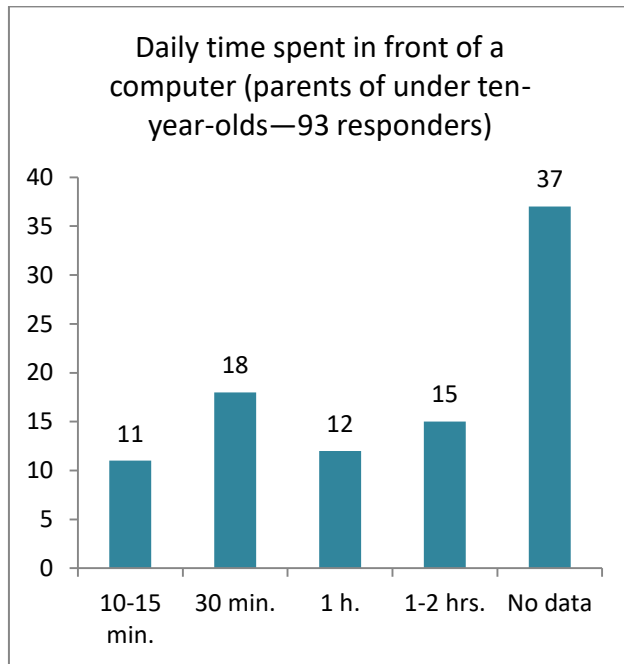
It turned out from the sum of the data that it is generally the parents and an older sibling that teach these children to use the computer, but parents often reported 'The child was born with a mobile in his hand' or 'He is better at it than myself', and other such turns of phrase.



Kindergarten children generally have no devices of their own, but the proportion clearly turns around at school age—those not having a mobile or tablet become a minority.



If a child is allowed to use a computer, it is generally for thirty minutes a day.

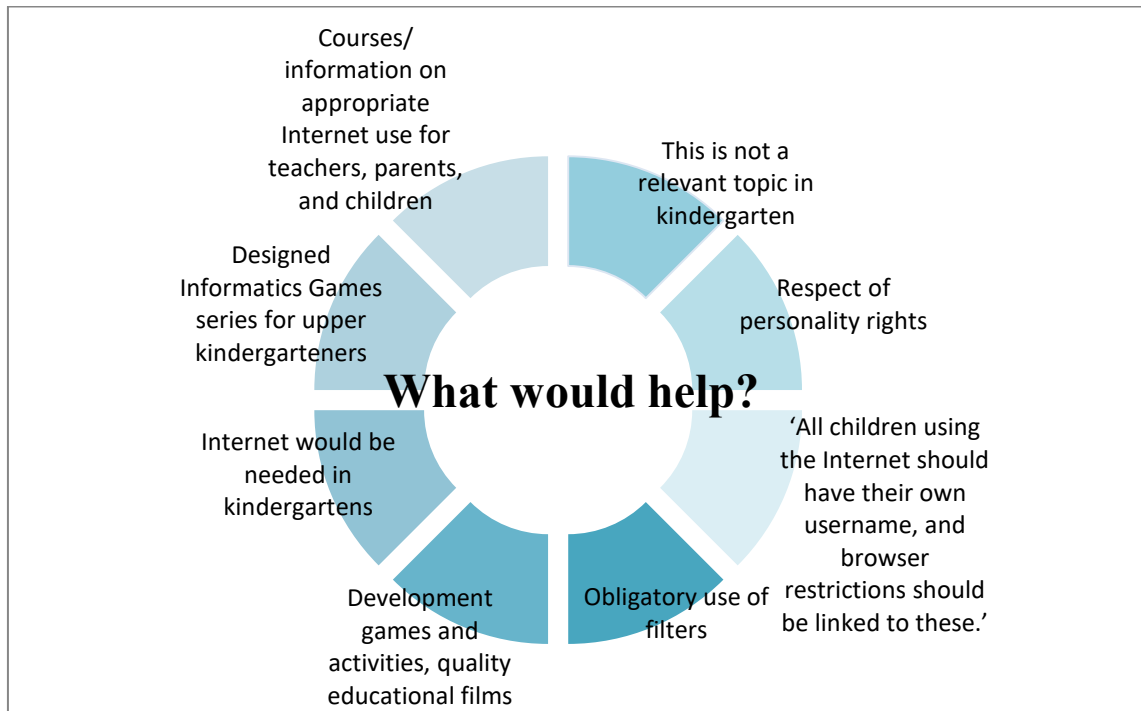


**Questionnaire for Parents of kindergarten-age children (36)**

Who taught the child to use digital devices?	Generally, the parent and/or sibling; in several cases, nobody: 'I think she was born like this', 'He learned by watching', etc.
Does the child have a digital device of his or her own?	No (25) Yes (11): the child asked for it as a toy; but, in the same number of cases, it was only a good present. Mobile (3); tablet (11); laptop (1). In several cases, the child had both a mobile

	and a laptop; in one instance, a child had all types of device.
Does the child have access to the Internet? (and/or)	Yes (two-thirds majority) No
If yes, freely or under parent's supervision? What does parental supervision mean (personal supervision in time or the use filtering tools)?	In most cases, under parental supervision (22), but, in two instances, freely.
If the child uses the Internet, what for in particular?	Generally, playing, passing time (watching stories, listening to music); acquiring knowledge (7).
Over the weekends, how does time increase?	Generally, it doubles, but many children are allowed to use it only over weekends (30 minutes–4 hours).
Is there a software or other safety setting on the equipment to filter content?	None (18); in several cases, 'control is parental supervision'.
Does the child have an e-mail address of his or her own, or does he use the parent's address?	None; in two cases, the child uses the parent's address.
Is the child a registered user of a social site? If yes, from what age?	None.
Are there any uploaded photos or videos of the child on family member pages? If yes, does the child know about it, did they look at them together?	None (13); Yes (20); generally, the child knows about it; in two cases, not.
Does the child play with computer games? If yes, how many hours a day?	No (10); Yes (26). Generally: 30 minutes (7); 10 minutes (5) 1 hour(6).
What types of game are these? Does the child play alone, or together with someone else?	Puzzles, logical games, jigsaw puzzles, colouring games, Minecraft, farm builder. Both alone and together.
Do you talk about the Internet with your child?	Yes (21); Seldom (2); No (13).
If no, what is the reason?	The child is too young (12), but some believe the subject is not important, or some feel they are incompetent.
Do you have your children participate in	No.

model/beauty contests or any other photo shooting?	
Do you know that, for under 14-year-olds, consent to data processing is the right and obligation of the parent?	Yes (32). No (4).
Would you wish to signal any problem/case where you believe using a computer/the Internet has caused children disagreeable or negative experiences? Have your children—or any minor you know—undergone such experiences?	No (15). Too much advertising; complicated rules in gambling games; too easy for children to select payment option on games pages. In a concrete case, no photo should have been uploaded to the social network because of the job of the parent, and so a companion parent had to report the case.
What kind of help would you as a parent need to feel equipped for increasing your child's online safety? (And/or)	None (13); more technical information (5), more legal information (3), more places and experts providing help and counsel (13)





**Questionnaire for Parents of lower-grade primary school children (93)**

Who taught the child to use digital devices? (And/or)	Parent (70), sibling (31), teacher (5), and other (5), no one (6). Both parents and siblings is a very frequent answer.
Does the child have a digital device of his or her own?	<i>No (34); Yes (59): generally, it was a good present (24), but it did occur that the child requested/demanded it for playing (6) or referred to peer pressure (6); 'inherited as outdated equipment from the family' (2). Several parents reported logistics/travel as a reason (even without SIM). Mobiles(36), tablets (34), laptop (8)(and/or) A 9-year-old bought himself a laptop from his pocket money.</i>
Does the child have access to the Internet?	Yes (76), no (17).
If yes, freely or under parental supervision? What does parental supervision mean (personal supervision in time or the use filtering tools)?	Only under parental control (66); freely (7).
If the child uses the Internet, what for in particular?	Gaming (66) and other pastime (45), study and acquiring knowledge (42); homework discussion with classmates (87); keeping in touch on Facebook (1).
How many hours does the child use the computer/Internet daily? Over the weekends, how does this time increase?	Generally, everyday: 10–15 minutes(11); 30 minutes(18); 1 hour (12); 1–2 hours(15). Over the weekends, the time more than doubles.
Is there any software or other safety setting on the equipment to filter content?	No (44), but in most cases 'the parent keeps an eye on'.
Does the child have an e-mail address of his or her own, or does he use the parent's address?	No (56), but uses parent's address (7); yes (28).
Is the child a registered user of a social site? If yes, from what age?	No (82); yes (8), but six of these from the age 7–9.
About how many friends does the child have on social sites? Among these, how many are	13 children have an average of 43 real friends, half of which are grown-ups.

children and grown-ups?	
Are there any uploaded photos or videos of the child on family member pages? If yes, does the child know about it, did they look at them together?	Yes (48); with exception of one, all children know about; in two cases, uploading was done together.
Does the child play with computer games? If yes, how many hours a day?	Yes (86), generally everyday: 10 minutes (5), 20 minutes (7), 30 minutes (20), 1 hour (8); 2 hours (4); weekly: 1 hour(5), 2 hours(2), 4–5 hours weekends: 30–40minutes, 1 hour (2), 2hours(4), 5 hours.
What types of game are these? Does the child play alone, or together with someone else?	Generally, logical and skill-based games, but there are boyish (tractor, hunting, warrior, car-racing, robot, etc.) and girlish (cooking, dressing, make-up) games. Responses recording names of games: Minecraft_ (5) xbox (3), LEGO alone (28), together with family member (28); friends networked (2).
Do you talk about the Internet with your child?	Yes (69); seldom (5); no (15).
If no, what is the reason?	The child is too young (12); 'I'm not allowing him into this world, yet!' 'He is not an independent user yet.' 'The subject is unimportant.'
Do you have your children participate in model/beauty contests or any other photo shooting?	No (88).
Do you know that, for under 14-year-olds, consent to data processing is the right and obligation of the parent?	Yes (82); no (6); no, but this is evident (1).
Would you wish to signal any problem/case where you believe using a computer/the Internet has caused children disagreeable or negative experiences? Have your children—or any minor you know—undergone such experiences?	No (25); places and experts providing help and counsel, 'Bigger children visited porn sites on mobiles at school.' 'They showed each other sites not meant for them.'
What kind of help would you as a parent need to feel equipped for increasing your child's online safety? (And/or)	More technical information (29)—places and experts providing help and counsel (27). 'It is the duty of the parent to be on the alert

	<p>to keep trouble at bay.’ (2)</p> <p>‘I believe I’m sufficiently prepared.’ (2)</p> <p>‘More instruction, informatics classes would be needed at school; also more/better easily downloadable/manageable filters.’</p> <p>‘Children should be banned from using their own digital devices at school—this would need usable lockers. In spite of all talking to and filters, children access harmful content. Awareness raising to dangers and possibilities of help.’</p>
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### Questionnaire for Kindergarten Teachers (22)

Are photos and videos made of the children at your institution? Are they uploaded on its site? How do you request the consent of the parents?	Yes (20), but exclusively with parental consent (usually, a statement of consent made at the beginning of an educational year; 50% of the pictures is uploaded or circulated via parents mailing lists).
Do you think it important as a teacher to talk about using computers/the Internet with the children?	Yes (16), but in a way fit for the age group and only with upper-grader 5–6-year-olds.
In your experience, from what age is the subject of the Internet relevant for children, from what age do they use the Internet?	Typically, from 4–5 years of age (11), but even from 2–3. Some think only from upper grade (5 years).
In your experience, how skilled are your pupils in the use of computers? Are they interested in computer games only?	Largely, they are skilled (half of kindergarteners), but it is not the most important thing in their lives. Their Internet activities include gaming, watching movies, pictures, and stories.
In your experience, is a child disadvantaged—if so, in what way—who does not use digital devices due to parental consciousness or other reason?	No (18), yes (2), but a disadvantage can be made up for easily under ten.
Do you consider yourself prepared to treat this matter with the children. If not, what would help you? Do you yourself use digital devices?	No (6), yes (6); I regularly use digital equipment (18).
Have content filtering and anti-virus software been installed or other safety settings been made on the computers of your institution?	Yes (2), no (8), I do not know (4). Password entry and antivirus software (6), content filtering (3); there is filtering, but it is unreliable (allowing prohibited content) (1); no Internet (4).

Have you personally experienced or heard from colleagues that children underwent disagreeable or damaging experiences?	No (2), yes (22). This affects schoolchildren more (2), family members were affected (2); aggressive behaviour is a consequence of uncontrolled television watching and gaming.
Have you experienced or heard of cases of computer harassment? If yes, what happened to the victim?	Yes (2), no (14). 'A hearing-impaired pupil of ours got acquainted with somebody on Facebook, and was, as a result, murdered.' 'Junior children baited each other, and circulated intimate photos.'
If such an event happened, did the child seek help from adults (parents or other family members, teachers or others)? Is there any protocol for such a case in your institution?	No (16), yes (1). There is a protocol for family and child protection.

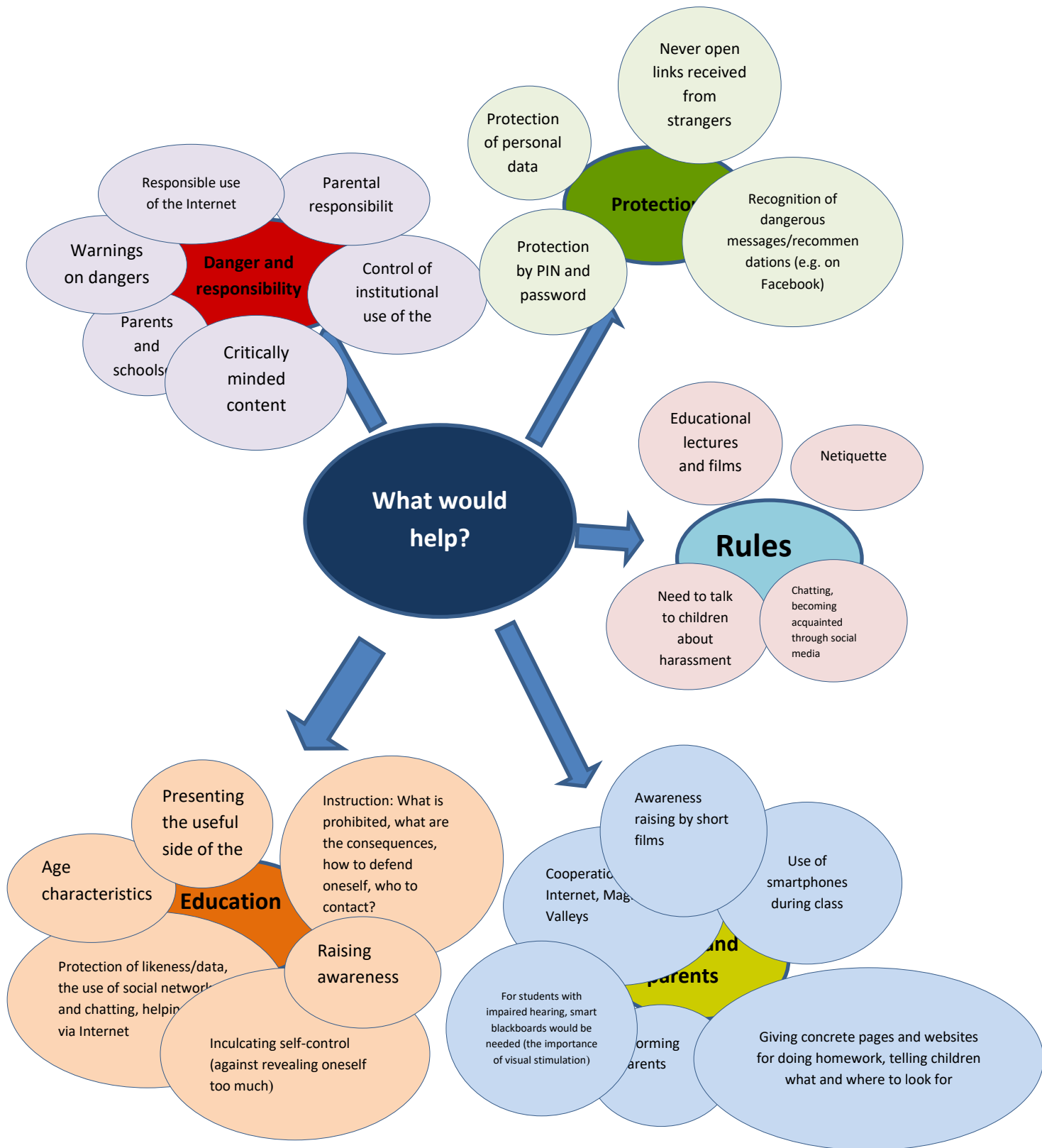
#### Questionnaire for Junior-grade Primary-school Teachers (47)

Are pictures and videos made of the children at your institution? Are they uploaded on its site? How do you request the consent of the parents?	Yes (33), no (7), I do not know (4). Usually, a statement of consent is made at the beginning of an educational year (18) or before each event (1).
Do you think it important as a teacher to talk about using computers/the Internet with the children?	Yes (43), no (1). 'The children themselves want it.'
In your experience, from what age is the subject of the Internet relevant for children, from what age do they use the Internet?	From kindergarten age (10), primary school age (11), 9–11 years (9), but some report 3–4 (2) and 5 years of age.
In your experience, how skilled are your pupils in the use of computers? Are they interested in computer games only?	Yes (17), no (16). 'It is not uniform, but they mostly game (6), they also use it for doing their homework or voluntary homework, for learning.' (4) 'They also watch video clips and films, and "keep in touch" on social media.' 'There are second graders already on Facebook.' 'Socially disadvantaged pupils less, more knowledgeable ones are more skilled.'
In your experience, is a child disadvantaged—if so, in what way—who does not use digital devices due to parental	Yes (20), no (22), do not know (3). 'They don't look modern in the eyes of their peer group.'

<p>consciousness or other reason?</p>	<p>'Lack of experience can put them to danger.'</p> <p>'They won't be competitive.'</p> <p>'I don't know any pupil—unfortunately—who doesn't use digital devices.'</p> <p>'As yet, I don't have such experiences.'</p> <p>'No disadvantage, because a lot of care is spent on these children.'</p> <p>'Not at this age; at most, they will be jealous of the others.'</p> <p>'They cannot talk about these matters with their friends now, and become users later only.'</p> <p>'Their peers see them differently, but don't disparage them.'</p>
<p>Do you consider yourself prepared to treat this matter with the children. If no, what would help you? Do you yourself use digital devices?</p>	<p>Yes (38), no (12), seldom (13), regularly (29).</p> <p>'Practical instruction, not only theory.'</p> <p>'Lectures on the dangers of the Internet—the Internet is continually developing.'</p> <p>Note: Regular users tend to feel they are unprepared!</p>
<p>Have content filtering and anti-virus software been installed or other safety settings been made on the computers of your institution?</p>	<p>Yes (27), no (5), do not know (11).</p> <p>Usually, antivirus software.</p>
<p>Have you personally experienced or heard from colleagues that children underwent disagreeable or damaging experiences?</p>	<p>Yes (34), no (15)</p> <p>'A former student of the school met his murderer on Facebook.'</p> <p>'Apart from few horrifying cases, I haven't.'</p> <p>'The children had hurt each other on Facebook some years ago. They were senior graders.'</p> <p>'It happens at birthday parties that children download inappropriate films.'</p> <p>'Senior graders verbally abused each other; when discussing it, accomplices regretted it.'</p> <p>'During info class, they watched adult content.'</p> <p>'During break, I overheard them talking of porn sites; later we discussed it, and I informed the parents as well.'</p> <p>'At my earlier workplace, secondary-school boy became addicted, and ended up in a psychiatric ward.'</p> <p>'They made videos of each other, and</p>

	<p>uploaded them on to the Internet.’</p> <p>‘A Blue Whale-case.’</p> <p>‘Overuse of the Internet (lack of sleep, concentration disorder).’</p> <p>‘Deterioration of school performance, loss of social contacts.’</p>
<p>Have you experienced or heard of cases of computer harassment? If yes, what happened to the victim?</p>	<p>Yes (19), no (17).</p> <p>Generally, serious psychological wounds.</p> <p>‘The child deleted herself from the social site.’</p> <p>‘A second-grade girl of mine was harassed by a man. She told her mother.’</p> <p>‘Abuse in writing. Psychological wound.’</p> <p>The victim used the computer much less afterwards.’</p> <p>For all the efforts of the child-protection expert and teachers, the seventh-grade girl left the school.’</p> <p>‘A successful discussion involving parents, the concerned and a psychologist.’</p> <p>School change.</p> <p>Suicide.</p> <p>Eighth graders uploaded a video of their teacher on to the Internet (headmaster’s warning).</p>
<p>If such an event happened, did the child seek help from adults (parents or other family members, teachers or others)?</p>	<p>Yes (7), no (9), do not know (10).</p> <p>From the official child-protection teacher (3), teacher (3), parent (5).</p>
<p>Is there a protocol for such a case in your institution?</p>	<p>Yes (1), no (2), do not know (3).</p>
<p>Could you tell how much time the children in your group spend using the computer at home? Could you formulate what you base your supposition on?</p>	<p>‘In the case of some children, yes, on the bases of conversations and experience.’</p> <p>‘Sort of yes. If they do sports or pursue other special activities, they won’t have time for it; those not looked after enough will use it much more. Junior children still tell everything, what they saw, found or played with.’</p> <p>‘On the basis of what they say, their accounts, the conversations with them.’</p> <p>‘Over the weekends, the parents let them, who also use it for discipline: If you’re naughty, or don’t do well at school, there’s</p>

	<p>no playing with the machine.'</p> <p>'Who uses the computer a lot, will be pleased to help when I'm looking for something on the Internet or there's a technical problem during class.'</p> <p>'It clearly turns out from conversations with children that most of them are only allowed to use it over the weekends, but there are some who use it with daily regularity. Unfortunately, there are some who use it for several hours a day.'</p> <p>'By and large, I can tell from what the children tell me. There are some who spend every evening in front of the screen. But I know of some who are virtually not allowed in front of it.'</p> <p>'I can more or less tell. I myself am not on Facebook, but I sometimes enter through a friend to see who are online late at night even and what the children share, etc.'</p>
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## **PROTECTIVE SHIELD—BY MEDIA EDUCATION<sup>3</sup>**

Starting to inculcate conscious media use at a very early age is worth the trouble. Many parents boast about their 2–3-year-old children being clever at using tablets, confidently clicking on their momentarily favourite game or finding various contents on well-known web pages. Studies on media use also show that there has been spectacular growth in the number of kindergartener and even smaller children using digital devices, tablets in particular, in recent years.<sup>4</sup> New digital gadgets enable easy, quick and cheap access to the Internet. Apart from having certain benefits, this involves a number of risks and problems, and raises questions of educating children on how to use media. Certainly, children are quick to learn to use these devices at basic level, but this does not mean they are capable of appropriate use.

Digital technology is complicated and complex, creating a media environment even adults have difficulties in fully understanding, where parental control, protective attention, would have a greater significance than ever before. Earlier it was enough for parents to carefully select which television cartoons they would allow their kindergarten or junior-school age children watch, to limit the time for watching television, and, as a matter of course, to talk to their children on what they had seen and experienced.

In a digital media environment, the role of parents in filtering content increases, one reason of which is that the state can no longer ensure appropriate protection in an information environment dominated by the Internet. Children can very easily bump into aggressive or frightening content that can be detrimental to their personality development in other ways. On the other hand, the new media environment has created an interactive communication surface, where media use involves not only passive reception, but also enables active participation, contacting and communicating with others. The control of children's use of the media concerns not only the consumption of media content but also their communication with the wider world. The borders of publicity and privacy are blurred. Technology offers new channels of communication where our personal opinions, joys, and conflicts can be shared with a much wider range of people. Internet networks have resulted in a new quality in the connectedness of people requiring a new kind of consciousness in the use of the media environment.

Children link up with the online communication environment earlier and earlier. While recently it was usually at the age of 12 that a change from television to Internet could be experienced, most children stating that their main media was the latter instead of the former, this now takes place earlier, at the age of 10 in the Western world. As a result of the spread of mobile digital devices, parents have less and less chance to exercise control, while children have a greater freedom due their mobile equipment to use the various media surfaces; moreover, children in

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<sup>3</sup>Section by Dr Krisztina Nagy, media lawyer, Televele Media Education Workshop

<sup>4</sup>The data of the NAIH survey mentioned above also corroborate the spreading use of tablets among the smallest children.

their early teens demand increasingly greater independence, and this has its effects on their media use. It is therefore of paramount significance what happens in the first ten years, how parents shape children's media use—to apply an IT turn of phrase—how they 'set' the functions that will determine the child's future online conduct, communication, and relation to the media environment.

### Technical Filtering

Filtering software are an important part of protecting kindergarten and junior primary-school children, of creating appropriate parental control, which provide a protective cover for their media use. Apart from other functions, filter software enable control of what personal data the child gives, including telephone numbers, addresses, school names, and e-mail addresses. It is thus worth installing filters on all devices children use, i.e. not only desktops and laptops but mobiles and tablets, as well.

In order to ensure the widest possible range of protection, the Act on Telecommunications obligates service providers of Internet access to include on their websites from the beginning of 2014 downloadable, easily installable and usable, Hungarian-language filter software free of charge. They must also compile public notifications on the availability and use of filter software or services with the same purpose; they must publish the notifications on their websites, and inform their subscribers of the publication and availability of the notices every quarter.<sup>5</sup> Unfortunately, only one software meets the legal requirement, but even that one does not work with all operation systems.<sup>6</sup> The situation is not much better in the overall EU,<sup>7</sup> where, in the course of an experiment, 25 software were tested for efficiency and security,<sup>8</sup> and the results were far from reassuring. All in all, this signals that technical filtering cannot provide sufficient solution to the problem; genuine protection requires the active presence of parents.

### Dialogue

Installing filtering software is only the first step; it is merely a mechanical means that in itself cannot prepare future conscious use of media. Active education for media use is based on

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<sup>5</sup>Section 144 (2/a) of Act C on Electronic Communications (2003).

<sup>6</sup>Magyarország Digitális Gyermekevédelmi Stratégiája [Digital Child Protection Strategy of Hungary], p. 38.  
<http://www.kormany.hu/download/6/0e/c0000/Magyarorsz%C3%A1g%20Digit%C3%A1lis%20Gyermekv%C3%A9delmi%20Strat%C3%A9gi%C3%A1ja.pdf>  
[<http://www.kormany.hu/download/f/3b/21000/The%20Digital%20Child%20Protection%20Strategy%20of%20Hungary.pdf>]

<sup>7</sup> See note 7 of the report: <http://sipbench.eu/phase9.cfm/secid>; and its executive summary: [http://sipbench.eu/transfer/SIP\\_BENCH\\_III\\_4th\\_cycle\\_report\\_Executive\\_Summary.pdf](http://sipbench.eu/transfer/SIP_BENCH_III_4th_cycle_report_Executive_Summary.pdf)

<sup>8</sup> 10 software installable on PCs or MACs, 10 mobile applications, and 5 other software were tested.

dialogue, in which children's participation appropriate to their age in shaping media use has a determining role. It is important to discuss already with kindergarten-age children why it is necessary to use filter software, how it ensures protection, and how it helps them discover the online environment in an entertaining and safe way without stress. If children experience that their parents involve them in creating a safe online environment, that their parents are interested in their online activity and experience, it can be achieved that the children will consider filtering as a natural concomitant of the Internet. Filtering software enable parents to see what pages children have looked at, what they have browsed, with whom and of what they have been communicating online. An atmosphere of trust can only be created if parents use this information not for questioning or confronting but for talking to their children, asking them about the curiosity driving them and about their experiences. This can then be the basis of establishing the rules of media use together. It is fundamental to the media education of small children that a channel is developed between parents and children whereby parents have a continuous connection with their children, and are thus able to share experiences of the media and to solve difficulties or conflicts, to shape their media use. Prohibitions children do not understand and punishments related to media use block the formation of such a channel.

### Showing an Example: the Parent's Own Media Use

Conscious media education is a challenge for parents not only in technical terms, due to media knowledge and skills. In the course of educating for the media, the parent cannot avoid reflecting on his or her own media use, which area will also require a greater degree of consciousness. The media use of children, their relation to the media, is fundamentally determined by how their parents use the online environment, the various media platforms. If the parent takes care of his or her data-protection settings, is conscious about sharing information on social-media surfaces, he or she will be able to shape the child's online environment with greater authenticity and competence. Showing an example in this area is just as important as in any other area of life. At media pedagogical seminars for parents, there are attendants who registered on Facebook only because of feeling that, without knowing the nature of communication of the social-media surface and the protection capacities the platform, they could not give appropriate support to their children's online participation. It is sometimes worthwhile to stop for a moment and consider our own online presence, answer questions such as: How do we use data-protection settings? On the basis of what have we shared on social media and our comments? Where have we put the borders between public and private life? What cause problems in online communication for us, and what do we manage easily? Reflecting on our own activities enables us to approach our children's media experiences with appropriate curiosity and to be more conscious in shaping the pattern we want to see repeated in our children's media use.

## A Culture of Sharing

With the advent of interactive media environment, privacy and the protection of personal data have become a focus of media education. The media environment provides several channels for us to participate in global communication, to acquire and share information. The architecture of the Internet operates in a complex network of connectedness, where information spreads extraordinarily quickly with users hardly or not at all being able to control it. The possibility of controlling personal information and data is given at the start, the point of sharing the information, but it is almost completely lost thereafter. Besides technological conditions, our communication customs and online conduct are also influenced by the social and cultural environment. The reality of network society has transformed the border between private and public life; the online dimension of our personal space widens the transmission of our personal ideas and opinions, and renders our personal information and data, which used to be shared in a much more limited circle, accessible to many. Network structure and the communication environment developing in interaction with it have shaped a new culture of sharing information, where the public sharing of information and ideas has become a kind of social requirement. Sharing, liking, and digital presence have become a defining value in social reality expanded by an online world. As a result, the digital media environment necessitates a more conscious protection of privacy and personal data than earlier on, the shaping of which has become a focus of media education, being a part of ensuring online safety.

## Kindergarten-age—Laying Foundations

The subject matter arises primarily in the context of parents' sharing information. Many parents share photos of and other information about their children on social-media surfaces, to which there is no legal obstacle. In the perspective of media education, however, how far the parent involves the child in this, and how he or she responds to the child's possible objection do have a relevance. It is worth talking to bigger kindergarten-age children about the public sharing of information about them: why and with whom we as parents want to share the information, what message we want to convey with this to the community we share the information with. It is important that the talk be genuine dialogue in which the feelings and ideas the children have in this respect surface. It can so happen that the child asks us not to share the given photo or information, or that we delete something already shared. The deletion of the photo in such a case will have an important message: personal information is bound to the person concerned, and she or he has the right dispose of it. These are occasions when, by way of the questions the child asks and at a level appropriate to his or her age, we can discuss the matters and significance of privacy and the protection of personal data in an online environment.

## Junior Primary-school Age—Family Rules

Junior primary-school children are already more active in using online surfaces where personal information can be shared. Within family rules concerning media use, a group of rules can be laid down ensuring data protection. It is important for parents to involve their children in shaping the rules; from time to time, it is worthwhile to review these rules, and adjust them to the age of the children and their current media use.

Before starting to use a new computer game, online platform or application, parents should do the data-protection settings together with the children—thereby the creating a protective cover. An additional result of joint setting is that it inculcates in the children the important routine of data-protection settings, which they will regard as a natural part of using a new service when browsing the Internet more independently.

If several members of a family use the same computer, digital equipment, it is advisable that each have his or her own user account. It can be laid down as a rule that the child may not register for any online service without the parent's consent, which must be done together. It is worth explaining to the child what a password is used for, why it provides security. It is important for the child to understand that a password is like the key to a door it is locked with, and that it should be kept safe. In the beginning, a list of the data and information that must in no way be given should be placed within sight for smaller children. In this way, the child begins to get a grasp of the concept of personal data, and it is this understanding that is the basis of protecting privacy. It is a common experience in teaching media that the concept of personal data is rather unstable even in bigger schoolchildren, but a few special exercises can help teaching it quickly.

Rules—it goes without saying—will only serve the security and future responsible and conscious online conduct of the children if the parents are consequent in keeping them, are active in tracking their children's online activities, talk to them, and ask them questions about related occurrences, their experiences and ideas.

## Social Media

The digital media environment is more complex and less transparent than the media environment dominated primarily by television. It is not by chance that social media apply age limits to using their platforms—Facebook and Instagram only allow a child above 13 to create a profile. The communication taking place on social-media surfaces may be an emotional burden for smaller children; they may encounter situations and content they have no information, emotional capacity or strategy to cope with. By dodging the rule, there are many small children on Facebook or have profiles on other—otherwise age-limit—platforms. No precise data is available on Hungarian children in this regard, but, by the experience gained at various media instruction classes held all over the country, already junior primary-age children [6–10] use Facebook. Many use Instagram and other social sharing media, such as Musical.ly. By children's

accounts, it often happens that the parents make their children's social-media profiles, or do not object to their children having one.

It is advisable to dissuade, by convincing arguments, the smaller ones from having their own profiles, and wait until the prescribed age. For small children, social media is like wandering in city in a foreign country whose language they do not even speak. Yet, many parents do not realize the many risks involved in the use of social media, and allow it before the proper age. If such is the case, however, it is suggested that the most strict data-protection settings be applied, and the parents continually follow what experiences their children have in social-media environment. Developing consciousness in sharing on platforms requires parental participation not only with regard to the smallest ones but later as well. While talking over supper, it is worth asking children about the day's posting experiences, what they shared that day, and what they encountered on social-media surfaces. How did this effect them, what they shared further, why they did that, and what came out of it? The aim of the questions and conversations should be to reinforce the children in considering before sharing something on the Internet. To bring them to the awareness that every activity of theirs has a digital footprint, which will remain on the Internet forever.

### Discovery Together: How the World Wide Web Works

The most entertaining part of media education is media used together. Apart from family film watching, looking at YouTube videos, gaming, and browsing the Internet belong here. The minutes or hours spent with the children provide a playful opportunity to teach them about the operation of the media. Alongside the parents' explanations and support, children acquire their own experiences of the online communication environment. Their digital footprint, the information resulting from their online activity, reveal many things of their online personality, and also influence what information reaches us from the deluge of information spreading on the Internet. Determining the flow of information, the major service providers, such as the search engine Google, and social-media surfaces offer us information on the basis of our personal data and information we have provided during our online activity. It is difficult for junior primary school children to understand the complicated mechanisms of information flow. However, it is worth showing this age group—by way of illustrative examples—how our online activity influences the information coming to us; that, for us, invisible robots on the Internet collect, process, and use the information we provide. It is not indifferent what information we share on the Internet, and we must keep our personal data safe. To illustrate the Internet mechanism of collecting information, to render the invisible process somehow perceptible for the children, it is worth showing them the advertising activity related to search engines. The experiment is very simple: ask the child to search for 'washing machine' via Google, and click on a few hits. In a short while, washing machine advertisements will appear during browsing.

### Others' Security—Online Responsibility

The questions of data protection in online communication touch not only our rights; we have obligations with regard to information shared, as well, which must also be mentioned in our conversations with our children. Children at junior-primary age often already have smartphones, the use of which involves responsibilities. Children should be made aware that they are not meant to take photos and videos of others without their consent—the likeness and voice of a person qualify as personal data. The person concerned has the right to dispose of these personal data; we are not to share these on the Internet without their consent, as we would thereby encroach on their rights. We must make children understand that they have to take care of not only their own safety but also others' rights, security and good feelings, which is not merely an obligation, for it lessens conflict in online communication, and contributes to its security.

In view of media education, the first ten years of a child are an irreplaceable period. It is in this period that the child can be prepared for the following few years when her or she begins to use the Internet independently, but is still vulnerable and requires protection. If the fundamentals of independent media use are not acquired in the first period, there is little chance to make up for them later. This is the period of shaping the basic rules and attitudes that will define the way the child relates to the media, of creating consciousness in it and of laying the foundations of a knowledgeable, critical and creative use of the media. Media education is based on continuous dialogue with the child. It is the 'channel' between child and parent established in early childhood in the course of talking about media experiences and use that can enable the parent, when she or he is no longer able to control the child's media use, to be present, help and support the child if need be.

## GAMES IN THE DIGITAL AGE

### The Role of Playing in the Development of the Brain and Behaviour

According to the explanation of brain researcher Dr Attila Gulyás of the Institute of Experimental Medicine of the Hungarian Academy of Sciences, in the classical model, information enters through the senses, undergoes processing by the brain, at the end of which it becomes an internal image whereby we establish what it is that we perceived in front of us. However, according to the recent research by psychologists and neurobiologists, this is not such a simple one-way process.<sup>9</sup> The sensing and perception of the outer world is not an innate capacity of ours. Instead, after a learning process of many years, the brain creates a set of models, which it uses to treat future stimuli from the outer world, and a fragment of information is enough for recognition. This is useful because, by operating the complex models developed in our brains, we can perceive even with relatively little information, and we need not go through the long processes in every case. Those models become developed and refined in everyone's brain primarily that are related to whatever he or she has been actively involved with; so these are linked to, in the case of a cook, the world of taste, or in the case of a painter, to colours, which, of course, does not mean they cannot sense other things, but perception in one area is more practised, cleverer, and a minimal bit of information is enough for the processes of perception and thinking to begin.

When a child is born, certain preferences are genetically coded in the brain, but, fundamentally, the developing nervous system has to learn to build up complex models and understand complicated matters, whereby the child will later find his or her way in the world.

Playing is learning, only—as opposed to learning at school—it is not systematic but discovery-like. It therefore has an unbelievably huge contribution to building up the complicated thought mechanisms mentioned above. Games characteristic of an age group always stretch and build on the models of the given level—trial, challenge, and experiment. Playing is motivated from within, causes joy, and endows the child with a wealth of information.

Evolution is 'cunning', it tries to achieve the greatest possible result with the slightest possible energy investment. Dopamine causing the feeling of joy is released upon experiencing success—I've done this, recognized this, discovered something new. If we connect this to the fact that dopamine is released when we acquire new information, we choose the most joyful and efficient mode of learning. Thus striving to play in children is motivated from within, and it is also, as it were 'by the by', their main means of acquiring information.

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<sup>9</sup> See the radio interview with Dr Attila Gulyás and Dr József Topál, Radio Kossuth, 14 March 2017, 14:34. Editor: Júlia Gimes; interviewer: Júlia Varga. [www.mediaklikk.hu/musor/terido/](http://www.mediaklikk.hu/musor/terido/)



## The Danger of Addiction

Why is it that it is only in the case of gambling and computer games that addiction develops and that we never hear of a child or a youth being addicted to playing with building blocks? According to ethologist Dr József Topál of the Institute of Cognitive Neuroscience and Psychology of the Hungarian Academy of Sciences, the main structuring principle and force in animals' playing is to put obstacles between oneself and the goal, and overcome them. Greater joy is caused (greater amount of dopamine released) when one wins in the framework of rules, and the greater the complexity of rules, the greater the victory (see chess). All minds play according to rules appropriate to their ontogenesis and phylogenesis: a baby finds joy in and an obstacle to be overcome in a block it can drop in a box, which, of course, means nothing for a bigger child, because it is too easy for his or her abilities. Herein lies the attraction and danger of modern computer games: they create a 'super ideal playing situation' in an unbelievably complex way, because they satisfy all expectations and criteria people associate with playing:

- the level of difficulty can be set;
- by acquiring points, reassurance is ever-present, not only at the end, upon arriving at the goal;
- one can freely step back or ahead;
- audiovisual stimulation is constant;
- goal orientation, involvement and motivation is constantly maintained.

Involvement and attention thus never flag, as there is always a more difficult level, a bigger obstacle to be overcome, and reward never fails either. The computer game thus connects the motivation, reward and emotion-regulating centres of the brain, and is very different from actual situations, such as those of school or sport. Overstimulation is dangerous, because once one experiences it, he or she will not find joy in other real-life playing situations, everyday situations of study, not even a game of table tennis, because they cannot provide constant reward. Similar is the case with drugs, an 'over-successful' stimulation of the rewarding system of the brain cannot be surpassed by anything, because everything else seems boring and uninteresting. Such an experience can lead to serious depression or other problems.

At first glance, addiction to gambling has nothing to do with learning, but indirectly, in a hidden way, it does. The nervous system continuously creates expectations in respect of the events taking place in one's environment. In situations of learning, the non-fulfilment of expectations (in other words, the brain confronting a badly forecast and thus unexpected context) paradoxically leads to dopamine release when the so-called 'aha experience' occurs, which sets the learning process going, because, in the course of evolution, it was important for man to remember what occurred not according to his expectations. Gambling makes use of the reward effect in expectation, it gives a very powerful reward for an event that had little probability of occurring, and the expectation of winning also provides both a constant goal orientation and a reward. The reward centre of persons addicted to gambling is overactive (this might have

genetic reasons, but it is probably also caused by acquired customs over-stimulating the reward centre). In a certain sense, their reward centres function atypically, and they thus practically provoke losing—the inner euphoria actually resulting from loss, and this means constant stimulation. Not everyone is endangered in the same way—genetic and environmental conditions are also involved—yet the motivating-rewarding system of the human brain is set to moderate operation mode; and overstimulated and unrealistic situations can be dangerous, because it is difficult to return to normal life situations.

In this respect, there are very awkward instances. Many children watch other children playing on Youtube—they find entertainment in other children playing. A second grader little boy is addicted to gaming, but, as he is not allowed to the computer, he watches his father playing, and it is in this passive role that he experiences the excitement; this is the only subject that absorbs him, he finds everything else boring, and thus cannot pay attention at school.<sup>10</sup>

### Suggested 'Rules'

With regard to computer games, physicians and psychologists treating children highlight—in the interest of children—the importance of laying down and keeping rules. In its recommendations, the American Academy of Pediatrics accentuates the following:

- For children under 18 months, avoid screen-based media (i.e. television, computer, mobile phone, etc.) except video chatting.
- For children 18 months to 24 months, parents should choose high-quality programming and watch with their children.
- For children 2 to 5, limit screen time to one hour per day of high-quality programming.
- For children 6 and up, establish consistent limits on the time spent using media and the types of media.<sup>11</sup>

The picture is not quite black and white; computer games are very efficient at teaching e.g. orientation, depth perception, and other skills, but the key is: moderation. Over 3 hours daily spent in front of the screen is already damaging, has a deteriorating effect (its consequences being tolerance towards aggression, weakening of social relations and empathy, psychiatric problems such as attention disorder).

It is not clear whether these negative effects are reinforced in children already susceptible, or it is addiction to gaming that causes these disorders, but it is probable that virtual and overincited motivation-reward stimuli in the brain have a negative effect on the development of the child's brain (on what motivation or stimuli it reacts to with dopamine-release reward).

Can addiction to gaming as a disease be overcome for good, or is it only possible to live with it symptomless? There is no functional-organic examination to give conclusive answer, but there is

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<sup>10</sup>Mátraházi, Tibor (psychologist) in.: SomogyTv: Miért? – Mátraházi Tibor | 2017.01.27. 18:41:00 <http://www.somogytv.hu/videoek/miert/118569/>

<sup>11</sup> <http://www.apa.org/helpcenter/digital-guidelines.aspx> 05/05/2017.

a strong likelihood that, if such stimuli affect the nervous system at an early stage of development, such ‘wiring’ of the brain becomes a characteristic feature of the nervous system, or remains so for a long while.

### Spying Toys<sup>12</sup>

There are toys—dolls for girls, robots for boys—one can buy or order on the Internet in Europe that not only ‘speak’ but also communicate interactively, that is they can be taught certain things, and can repeat them in question-and-answer form.

Their ‘learning’ is enabled by a microphone and Bluetooth<sup>13</sup> connection to the Internet through an additional device; the voice recording and the data provided in a questionnaire are transferred to an external voice-recognition software company, which transform the voice recording into text, and, using information from generally accepted and authorized Internet web pages (Google Search, Wikipedia, Weather Underground), processes the information, and, as it were, puts the required words into the mouth of the doll or robot.

The main danger is not this, but the fact that, through another mobile device (e.g. an Android or iPhone mobile phone), whatever is said in the room where the doll or robot is can be tapped; in other words, with the toy, one buys a bug, as well, and no warning of this is provided by the manufacturers or retailers.

This kind of programming affords an opportunity for manufacturers and retailers to seek out children directly, influence them with their messages, especially advertisements, without the parents necessarily knowing. After all, the children are only ‘talking’ to their dolls. Why presume this is harmful?

Due to the above risks, the German authorities banned the toys in question—which luckily cannot yet be set to Hungarian language or bought in Hungary—and suggested destroying the ones bought already. The French Data Protection Authority also issued formal notice to the Hong-Kong located company GENESIS INDUSTRIES LIMITED in December 2017 to secure its web-connected toys intended for children: the doll « My Friend Cayla » and the robot « I-QUE ».<sup>14</sup>

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<sup>12</sup> <https://www.snopes.com/2017/02/24/my-friend-cayla-doll-privacy-concerns/> 22/05/2017

<sup>13</sup> Bluetooth is a wireless technology standard for exchanging data over short distances. Using it, computers, mobile phones (hands-free devices) and other appliances can be automatically connected through short-distance radio waves. In one network, up to 7 devices can be connected to one ‘master’ device at the same time. The devices so connected build so-called personal area networks (PANs) or, to use another term, piconets, where the devices, depending on their class, can communicate with each other within up to 100 meters’ distance.

<sup>14</sup> <https://www.cnil.fr/en/connected-toys-cnil-publicly-serves-formal-notice-cease-serious-breach-privacy-because-lack-security> 04/12/2017

## **ABUSE OF PARENTAL ANXIETIES (CENTRES HELPING TO LEARN OR PROMISING CURE, BUSINESS VENTURES AND CHARLATANS<sup>15</sup>)**

The proportions of the activities by untrained, sham psychologist and the resulting social and individual problems, diseases, in extreme cases, even tragedies, and the consequential damages beyond their immediate environment have become frightful in our day. Charlatans advertise themselves on the Internet, because those otherwise genuinely in need of help quickly find them there due to search words.

The abuses of parental anxiety, worry and struggle are countless in Hungary. Authoritative information providing points are not in place, whereby parents could acquire valid information. An entire profession, psychology, operates without a professional registry, a chamber, the duty of which would be to serve our right to mental-physical health as laid down by the Fundamental Law.

Child therapy is fundamentally different from treating adults, as one of its primary aims is to involve the parents. The smallest ones should be treated by the use of their own, preferably non-verbal channels of communication, drawing, playing, and movements. The parents need to be informed of the therapist's training, licence recognized by Hungarian authorities, and permit to operate. As a child has only a limited capacity to act, participation is not voluntary, and it is the parents that have to understand the findings, the diagnosis, and how they can be treated. Finding these is the task of a paediatric psychotherapist. The parents and the child, taking his or her age and understanding ability into account, must be informed of the diagnosis and the ensuing therapy, the time, framework, goals, and methods of the possible therapeutic activities, those present at the activities, what data will be recorded, and who will store them for how long and in what way.

It is only the person exercising parental responsibility or a guardian that can consent to the examination and therapeutic treatment of the child; however, there is a distinction between ages 0–2 (baby-mother consultation), 2–4 (infant therapy), 6–12 (small-child therapy), 12–16 (adolescent therapy), and 16–18 with regard to consent.

In the case of child therapy, the therapist may, fully respecting the secrets of the child, consult with the parents, teachers, and instructors, because therapy can only be carried out with the cooperation of the adults around the child. It is a characteristic feature of child therapy that it is defined by the perception and experience processing of the children, which is markedly different from that of the parents: their relationship to parents is one of dependence, their fantasy is powerful, they have difficulties in delaying their desires or urges, and they concentrate on the present. They can easily change states of mind (e.g. they are capable of the double consciousness of tales, where they travel like Aladdin on the magic carpet of the room while cleaning it with them broom as mother requested).

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<sup>15</sup> The author of the section is Dr Noémi Császár-Nagy, clinical psychologist, psychotherapist (hypnotherapist trainer), forensic expert.

Treating children, involving them in development or therapeutic activity, comes about as a result of the 'sufferings pressure' of their parents (they can no longer stand their children wetting their pants, not doing well enough at school, lagging behind their peers, etc.), yet it is the children who have to make the effort for months in close relation with a stranger, the therapist.

Unfortunately, there is no publicly authenticated information, a registry of specialists, for parents seeking experts and help for their children's educational or psychological problems. Since 1989, the Federation of Hungarian Psychologists (MPÉE) has repeatedly requested decision makers to establish an authenticated registry of the psychologists and a chamber to give appropriate information to clients; unfortunately, this has not yet come about.

As a result, parents 'think up' browsing the Internet what would be of help and use to their children, and, without any objective standard to help them, they turn to the 'healer' whose advertisement, place and price seem the most convenient. This practice is a hotbed of abuse, as we shall presently show. It should also be recognized that the procedures of psychologists with proper training but operating without supervision and ethical obligations can also have such negative outcomes, and this is not followed by consequences due to the loophole in legislation. There is no authority with the appropriate scope that could control activities breaching professional standards. Such abuse heavily burdens the finances of parents, but also causes consequential damages for state agencies: health problems, sickness benefits, and the necessity of using genuinely helping services (family and educational assistance services, etc.).

By the estimates of the Federation of Psychologists, there are some 10 thousand unprofessional and unlicensed healers, or charlatans, operating in Hungary. Their targeted clients are people in need of help, suffering from physical and psychological disorders, credulous in their jeopardy. They manipulate parents and children with spurious promises, sham encouragements, and pseudo-truths, and leave their victims in a far worse condition and with much loss of time.

It often happens that parents take their children with disorders of behaviour (e.g. shyness, anxiety symptoms, hyperactivity, bad school results, etc.) not to certified psychologists<sup>16</sup> but for 'laying on of hands, energy healing, family constellation'—to mention only some. Even with an innate knowledge of people and other skills, and even the will to help, these service providers possess no scientific foundations, have no means of acquiring knowledge, and thus cannot recognize dangers. This is why it often occurs that, lacking knowledge of child and development psychology, they involve children in activities that only worsen their condition.

Until the age of 12–14, children blindly trust their parents. They have no critical self-defences. According to 'children's morality', whatever an adult does is good. Their loyalty to their fathers and mothers are likewise unassailable—hence their defence of their parents even when being

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<sup>16</sup> Child psychotherapy may be conducted by a clinical psychologist and psychotherapist having received training at university for 4 years, clinical training for another 4 years, and psychotherapeutic training for another 4 years (i.e. all together at least 13 years of training).

assaulted by them. Thus the disorders of childhood behaviour require thorough knowledge of children's mentality and psychological processes. A child unable to adjust to the kindergarten community may be suffering from such family harm that may exist in his or her fantasy or in reality, but are to be concealed anyway, because they concern the parents or adults. It will not help but indeed aggravate the situation when 'diagnosing' in the case of a child like this that 'all problems stem in his or her former existence', 'that he had a hidden twin, and is only mourning his sibling', or 'the colour of his aura is wrong', and that regular fasting and massage can solve the problem.

In a concrete case, a complaint was submitted by a mother whose son was taken by the father for 'soothing' massage during the period of divorce. The kindergarten-age boy, with a natural Oedipal attraction to the parent of the opposing sex and thus vulnerable in his psychosexual development, underwent a serious crisis after being massaged by a naked young woman. The father 'wanted well', as the child, due the divorce, had symptoms of tension (e.g. was afraid of sleeping alone), and 'the woman did have a magic hand'. The child, however, in the unknown, oversexed situation, far from his mother, breaching his loyalty to his mother, was rendered defenceless, and developed a severe psychosomatic illness.

### Principles of Examining Children

In the interest of the child's right to mental health, appropriate treatment, and informed consent:

- 1) A child may only be examined or treated upon the informed consent of both parents (when parents live a married life, this is usually unambiguous, and a statement by either of them is enough, but, in case of doubt due to e.g. a divorce process, additional circumspection is required). Regulations on informing patients and data processing prescribe stricter rules for minors.
- 2) Before giving consent, the patient and his or her legal representative have a right to be informed in a personally fitting way (appropriate to his or her age) on the details of the treatment, the proposed examination, interventions, their possible benefits and risks, success or failure, the planned time of the examinations and interventions, the decision rights of the patient, the names, qualifications and positions of the persons directly involved in the treatment, the cost of the treatments if not reimbursed by the Health Insurance Fund, as well as his or her condition during treatment including its medical assessment.
- 3) The human dignity of the child must be respected under all circumstances. Thus, e.g. touching his or her body and striping him or her naked or removing traditionally safe clothes are only permitted when justified (excepting cases of emergency) and with the knowledge and consent of the parent, and the child's being given appropriate information.

- 4) The relationship between the professional treating mental or behaviour symptoms and the patient must be neutral, thus no secondary, family or friendship, relation may exist between them, because this can jeopardize the discernment and objective decision making of the therapist.

In a case, a father requested help because the mother had take their daughter to a psychoactive therapy without his knowledge and consent. The symptom of the child was intense pedantry: she ritually washed everything, her hands several times a day. The girl was six. And they were set to have her start going to school. Her complaints were more forceful at home, because she was afraid she would be mocked by her kindergarten mates. The healer-magician found on the Internet had the girl lie on a mattress, and suggested to her under hypnosis that she was capable of controlling her urges, because it was an evil spirit living in her, it had gone astray and was in control of her. If she regained her dominance over the evil in her, she would not need to do all the cleaning and washing. Unfortunately and as could have been foretold, the 'treatments' only worsened her condition. She increasingly believed in the evil spirit in her, and her guilt heightened so much so that she began to fear she would harm her parents and family members. Finally, she dared not go out into the street, because she fantasized the evil in her would be released and hurt others, and she would never be able to stop it. The case is an eloquent testimony of the grave damage the suggestion and manipulation a charlatan applies only intensifies the defencelessness of an endangered child (or adults).

### Children in the Limelight

Nowadays, parents have plenty of opportunity to show the world how beautiful and talented their children are. With the Internet and the quick and worldwide spread of online platforms, we show the best pictures of our children not by leafing through albums at home but by uploading digital photos or videos on to smart devices (perhaps distant storage spaces) or sharing them on the Net. For those wanting more, there are plenty of opportunities to take their beloved children to beauty contests, photo shooting and modelling. The question is whether the parent takes the dangers of glamour into account. Putting children into the limelight has many legal, moral, and psychological repercussions, of which this study examines data protection.

Photos or videos of children are just as much personal data as their name, age or address. The model agency or studio that shoots photos and videos of the children therefore qualify as data controllers, and are thus subject to data-protection rules (Act CXII of 2011 on the Right of Informational Self-determination and on Freedom of Information, the Privacy Act). Everyone has the right to decide whether she or he wants to be part of any photo shooting or beauty contest, but a child under 14 cannot bring such a decision. According to the provisions of law, valid consent to data processing can be made in the case of a child under

14 by the parent, between 14 and 16, by the child and the parent together, and, above 16, by the youth alone; as a consequence, no photo can be made of minors, nor can they be registered for modelling or beauty contests without consent by the legal representative. However, even in this case, the primary interest of the child overrides every other consideration; should the public appearance of the child be detrimental to his or her psychological, physical, and moral development, the fact of unlawful data processing may be established due to the breach of fair data processing. This was the finding of the Data Protection Commissioner in the investigation begun in 2004 in the so-called Golden Screw affair: 'In the course of implementing the contract, the personal data of minors were processed by the television, but consent by the parents in this regard cannot be accepted. The reason for this is that there was a risk of psychic damage to the children, whereby consenting should have been made with the cooperation of the Public Guardianship Authority. The Data Protection Commissioner called upon the television to desist from unlawful data processing.'<sup>17</sup>

In the case of children under 10, the use of likenesses—made lawfully or unlawfully—for other purposes than the original purpose is more common. An example would be a series of photos shot of a little girl that are used in an advertisement film or a giant poster without the consent of the parents—obviously, the case would be far worse if the photos had been originally made unlawfully. It is important to know that consent must be obtained from the data subjects for each different purpose; it is illegal to arbitrarily use data collected for a given purpose for a different purpose.

Consent to a given data processing is to be regarded as valid as long as the data subject requests the deletion of the data. If the legal representative therefore decides that the given agency should no longer process the data of his or her child, the company must delete the data for good and unrestorably in accordance with his or her request thereto. Thereafter, there is no possibility of using or transferring the images in any way. (The questions of damages and copyright belong to other branches of law.)

In many cases, the process of application and 'admission' takes place through an online platform, e.g. by submitting an electronic form filled in and attaching photos of the child. Anonymity being one of the characteristic features of the Internet, parents often have no idea what company or agency is behind the events announced. It is thus very important to find out in the course of registration who the given programme is being organized by, who is going to process our data, and who we can turn to if we have problems in the future. Apart from the names of the company and its representative, it is useful to know its contact details—the lack of these can raise a healthy doubt about the lawfulness of the individual

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<sup>17</sup>*Az adatvédelmi biztos beszámolója, 2006* [2006 Report by the Data Protection Commissioner], Budapest: ABI, 2007, p. 35.



programmes or their being organized in appropriate frameworks; moreover, these data will be required if procedures to enforce rights or to manage complaints take place.

A further risk involved in online registration is that we upload personal data including photos on to the Internet, which might be accessible and downloadable without limit to anyone through the web page of the data controller. We will thus be unable to exercise any control over the online spread of data and their saving on to computers, and cannot obstruct access to the photos by unauthorized persons.

In *Key to the World of the Net!*, an earlier NAIH publication, we presented those Internet-related deviant forms of conduct—the characteristics of grooming and Internet paedophilia in particular—where the goal and means of sexually aberrant adults is to download photos of children easily accessible on the Internet and defenceless, and to build databases from these. Note the attention of such adults can be aroused by photos made by professionals, perhaps using various poses, having children wear swim suits and makeup!

Children—and their parents—have a right to be appropriately informed about their data processing. The data controller is obliged to provide prior and running information, because the data subject—the child and his or her legal representative—has to be given unambiguous and detailed information on all facts related data processing, in particular the purpose and legal basis of data processing prior to starting the data processing, the identity of the data controller and data processor, and who and for what period are entitled to know the data processed. In case of doubt, it should be asked why the data controller wants to know the social security number of the child or the tax registration number of the parent—as there is no need of such data for a simple registration.

The NAIH received several complaints in which parents expressed their concerns about a web page dealing in child modelling, organizing various photo shooting, modelling, and other events. Application for the contests could be made by anyone between 0 and 26 years of age with the submission of name, age, quality photos or videos. The NAIH found it irregular in terms of data protection that the information on the web page did not unambiguously identify the company operating the page and organizing the events, and the notice on data protection was neither easily accessible nor straightforward, and did not include information on remedy possibilities available for data subjects.

The NAIH ordered the data controller to conduct data deletions and modify its data processing practice, and called its attention to the following:

- Precise information on the identity of the data controller has a key role, as it is by way of this that data subjects are able to follow the processing of their personal data and exercise their rights.
- In accordance with the principles of purpose limitation, the data controller must identify the purpose of the data processing, and must also mention the purpose of processing

personal data. It is on this basis that it can be assessed whether the processing of a given data is necessary during the data processing.

- The rights and remedies of the data subject are entitled to a counterbalance to the activity of the data controller, a means of controlling the data processing. With a view to these, the data controller must notify the data subject on them under a separate heading in its data-protection rules regardless of any other data-processing conditions. It is a mistake if the rules refer to laws not in force.
- The notice must be easily understandable, structured, clearly arranged; this can be achieved by appropriate layout and use of bullet points.

In another case, a mother complained that she had registered her 9-month son to an on-line beauty contest with a photo. The contest was omitted, yet she found her son's photo on the Facebook page of the Agency without her consent. She then requested the data controller to delete the data, and, the data controller failing to do so, she initiated court proceedings for the breach of her child's personality rights. Defending itself, the data controller said it could not identify the person of the data subject. This also being omission by the data controller, the court rejected the defence, and ordered the deletion of the photo.

### Manipulation and Exhibitionism<sup>18</sup>

It is a relatively new phenomenon that child-sexualizing activities have appeared on the Net, the essence of which is that children voluntarily, though under the influence of certain external manipulation (comments), make such photos and videos of themselves that might arouse paedophile interest. 'The simplest method of convincing is to challenge someone to do something—he or she will do it voluntarily, willingly, and readily—especially if a child is targeted who happens to be playing celebrity on Youtube', as a journalist put it.

It is not particularly teasing materials that are in question (such as 10-year-old girls wearing swimsuits and rouge kissing each other's soles); the problem is that the materials so collected appear on pages—with as much as 800,000 clicks!—where the viewers undoubtedly pose a danger to children. Moreover, the voluntarily disclosed access data (e.g. Facebook profiles) make contacting—asking for a personal meeting—very easy.

In these cases, instruction and prevention are highly important, because the relatively 'decent' character of the shots disables justice, while the internal flexibility of Internet service providers also has an important role, as they also have an obligation to filter and remove unlawful content.

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<sup>18</sup>Minek ide a gyerekpornó, ha ott a Youtube? ('Why Need Child Pornography if there's Youtube?') *Index*, 31/07/2017, 20:53

## Digital Kidnapping of Children

In recent years, a new negative phenomenon called digital kidnapping has appeared on the Internet explicitly aimed at the photos and videos of small children.<sup>19</sup> This involves a kind of identity theft where the motive of the perpetrator is not necessarily malevolent; he or she might only 'borrow' the photo of a 'sweet' baby to call herself its mother for the fun of it, obtain more and more positive responses (likes and comments) from friends and followers. At the same time it is particularly shocking for parents to see their children presented smiling as a member of another family—as though their children had been stolen from them with all its horrifying consequences.

The number of such cases can be several thousands the world over, and there are web pages, role-playing games, that explicitly encourage people to build up (pseudo-)families for themselves with the photos of stranger children (#BabyRP, #KidRP). As a counter move, it is said protective functions are being tested that would obstruct the copying, saving or manipulation of photos; however, these are available yet.<sup>20</sup>

What can parents do against digital kidnapping?

- First, they should take preventive steps and be on the alert; however, proud they are of their children, they should not disclose pictures of them with having set the data-protection functions of the social media used to ensure the pictures cannot be spread without constraint.
- If they have found someone using likenesses unlawfully, they should save the page and other details for evidence.
- Then they should contact the user, and demand that they delete and remove the pictures immediately (in a USA case, it turned out on such a demand that the perpetrator had been a 16-year-old girl playing mum-and-dad for the fun of it, who then remorsefully begged for the mother's forgiveness).
- It can be demanded of the operator of a web page to remove unlawful pictures, and it is worth using the complaint channels (e.g. in the case of Facebook).
- Reports can be made on the hotline of the National Media and Infocommunications Authority (NMHH): [www.internethotline.hu](http://www.internethotline.hu).
- In serious cases, reports should be filed with the law enforcement authority capable of effectively investigating all circumstances of the case.

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<sup>19</sup><https://www.yahoo.com/news/mom-my-son-was-digitally-kidnappedwhat-112545291567.html>.  
<https://www.peepso.com/digital-kidnapping-the-rise-of-a-disturbing-trend/> 2017.09.05.

<sup>20</sup><http://www.ujnemzedek.hu/hasznos/komoly-lepest-fontolgat-a-szemelyiseglopas-ellen-a-facebook> 2017.09.05.



**adoptionrp**

Follow

18 months ago

Name: Hannah Age: 1 Likes: Sleeping, tutus, headbands, bows Dislikes: being woken up, rain, big animals

its\_just\_gnome, rppeople, jordan\_soccer23 and 12 others like this.



**x\_avawilliams\_x**

You are go cute honey @adoptionrp



**dance.dance.moms\_**

Thank u smiles you r cute as well @adoptionrp



**adoptionrp**

Tank oo @adopt these cute babies @jcdalton123 ill Wes @famousgirls and1guy rp @omglipglossasap



**fandoms\_rp\_**

Would u like me to adopt you?



**suzy.stark**

What would you like to eat



**adoptionrp**

Mes don't know @omglipglossasap

## THE RIGHT TO PARENTAL RESPONSIBILITY IN THE PRACTICE OF THE NAIH

The child must be provided with all conditions appropriate to his or her age needed for growing up. On account of this, the Fundamental Law provides for the right of the child to the protection and care needed for his or her appropriate physical, intellectual, and moral development. The provision of the conditions mentioned and the right to protection and care concern the parents primarily, and the relevant obligations rest on the parents foremost.

Article XVI (2) of the Fundamental Law defines the choice of upbringing given to children as the right of the parents. This abstract right defined at constitutional level is further detailed by other laws. These include, among others, the provisions on marriage, family, and guardianship of Act V of 2013 on the Civil Code, which regulate matters of upbringing in terms of parental responsibility. Apart from these, Act XXXI of 1997 on the Protection of Children and the Administration of Guardianship lays down upbringing as an obligation of the parent, in the course of which the rights of children are to be respected.<sup>21</sup>

The rules of parental responsibility and legal representation are laid down by the Civil Code. An important part of parental responsibility is legal representation which means the representation of the child in personal and property matters. The parent exercising responsibility is entitled to legal representation. If the parents exercise this right together, they are both entitled to the right of representation. This, however, does not mean that their joint legal statement (in this case, joint consent) is required in all cases, only that both have the right to exercise the rights of the legal representative.<sup>22</sup> The Civil Code prescribes the joint decision of the parents in a few instances.<sup>23</sup>

Currently, there is no authenticated public registry of data concerning parental responsibility of minors. This lacking, a court ruling on the placement of a child provides for the responsibility or non-responsibility of a given parent. The data controller—e.g. a hospital—has no capacity to

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<sup>21</sup>Általános gyermekjogi ismeretek szülőknek és szakembereknek ('General Information on the Rights of Children for Parents and Experts), OBDK 2014, p. 13.([http://www.ijsz.hu/UserFiles/altalanos\\_gyerekjog\\_v03.pdf](http://www.ijsz.hu/UserFiles/altalanos_gyerekjog_v03.pdf), 2017.05.15

<sup>22</sup>Section 4:147 of the Civil Code states: '[Principles of exercising parental responsibility

(1) Parental responsibility shall be exercised by the parents in collaboration with one another in the interest of the child's physical, intellectual and moral development.'

<sup>23</sup>Section 4:147 of the Civil Code states: '*Joint rights in responsibility*

(1) The parents living separate and apart shall exercise their rights jointly having regard to major issues relating to the child's well-being, also if responsibility has been awarded to one of the parents by agreement of the parents or by court decision, with the exception if the court has restricted or withdrawn the right of supervision of the parent living separate and apart from his/her child.

(2) Major issues relating to the child's well-being shall cover the naming of a minor child and changing the child's name, relocation of the child's residence to a place other than one where his/her parent lives, or to abroad for long term residence or for the purpose of settlement, changing the child's citizenship and decisions relating to the schooling or career path of the child.

(3) If the parents living separate and apart are unable to reach an agreement in connection with any of the jointly exercised parental rights referred to in Subsection (2), the guardian authority shall decide on the matters in question.'

examine or certify the effect of a ruling, and therefore can only rely on the parents' statement in establishing entitlement to legal representation. The parent is obliged, under law, to ensure the physical development and provision of the child, and must always proceed in the interest of the child, and may not, for instance, mislead the health institution by any false statement.

In cases of data protection and data processing, with exception of mandatory data processing, the data controller has to obtain a statement of consent by the data subject. Under currently effective law, statement of consent to data processing for children under 14 can only be made by legal representatives, the requirement is joint decision for children between 14 and 16, and over-16s may consent by themselves.<sup>24</sup> Generally, the parent is the legal representative of the child, but if the exercise of parental responsibility is the subject of any decision by an authority (court ruling, decision by a public guardianship authority), the content of the ruling decides. Naturally, the data controller cannot decide a legal dispute between parents, the legal representatives are therefore obliged to reach a common position on consenting. If they cannot reach agreement, either of the parents may seek a decision by the guardianship authority.<sup>25</sup>

### **Cases from NAIH Practice**

#### *a) The Exercise of Parental Responsibility During the Medical Treatment of a child*

Due to divorce, a child was placed with the father, and when the mother took the child for medical treatment, the father, as the legal representative, of the child suddenly turned up. It turned out that the patient admission chart stated: 'The mother cannot bring the child for any examination, only the father. If they come, the father is to be called.' It was on this basis he was informed.

Act CLIV of 1997 on Health states concerning documentation obligations that it must include, if a patient is in possession of full disposing capacities, a person to be notified in case of emergency, or, in the case of a minor or a person with a guardian, the name, address, and manner of accessing the said patient's legal guardian, as well as the name of the healthcare worker recording the information on the chart, and the date on which it was charted.

On this basis, the hospital recorded the name and telephone number of the father exercising right to legal representation lawfully in the chart. On the other hand, no further personal comments were to have been made—this the hospital immediately

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<sup>24</sup>Section 6 (3) of the Privacy Act states: 'The statement of consent of minors over the age of sixteen shall be considered valid without the permission or subsequent approval of their legal representative'.

<sup>25</sup>Section 4: 166 of the Civil Codes states: '[Decision on disputes arising out of or in connection with joint responsibility]

If, in the case of joint responsibility, the parents fail to agree on certain issues, the guardian authority shall decide such issues, with the exception of issues connected to the right of freedom of conscience and religion.'

deleted. According to the statement by the general director of the hospital, the employees of the hospital do not request the attendant to make a statement on the right to legal representation until the need for an intervention requiring the patient's consent arises. In other cases, the parent, before making the statement on the intervention, makes a statement on whether he or she is the legal representative in the presence of two witnesses. The hospital does not examine the truth of the statement, and cannot be blamed for an untruthful statement by a parent. In the concrete case, the comment was likely to have been recorded by employees at the admissions office, the doctor treating the patient or his or her secretary. As the comment was written in the 'Comments' rubric, where information is merely for notation, and does not originate any right or obligation. Access to the system is unlimited to all those entitled to access, wherefore it is impossible to establish who recorded the comment.

All in all, the hospital is justified by law in recording in its computer system who the legal representative of the child is. It can lawfully inform the parent having the right to decide—in the case of treatment, it is obliged to do so. It may so happen that a health problem arises with the child during the visitation period of the parent living separate and apart, then this parent may take the child for medical examination, and the health institution will as matter of course treat the child. Apart from cases of emergency, it is only the legal representative entitled to make statements whenever necessary. (NAIH-411-5/2013/V)

*b) Data Processing Concerning the Disclosure of Photos of Minors on Social Media (e.g. Facebook, Instagram)*

In the case of a minor under 14, it is only by the consent of the legal representative that photos of a child can be uploaded to any social media. Families and acquaintances often take offence in such cases, but the photo objected to is most usually removed—only the resentment remaining. (NAIH/2016/1562/V)

*c) Statement of Consent to Data Processing and its Revoking*

Parents living separately and apart had agreed on exercising the right of responsibility over their common child. The mother discovered the photo of her 3-year-old child on a jewellery web page made for advertising purposes, for which only the father gave consent. The mother then filed a report of abuse of personal data with the police, but the investigation authority rejected it by reference to the consent by the other parent as legal representative.

The father being a legal representative was (and would be) justified in consenting alone to the making of the photos, the processing of personal data. The next question to be examined was the revoking of consent. Consent to non-mandatory (i.e. not prescribed by law) data processing may be revoked without explanation and temporal limit, and data (photo) deletion may be requested. As result of the rights of legal representatives,

either of the parents can revoke the statement of consent, not only the one that made it originally. Naturally, issues of possible damages and copyright, as mentioned above, belong to other branches of law (NAIH/2016/1770/V)

*d) Right of Access to Documents*

In another case, the complainant protested against the data processing of the Family and Child Welfare Centre (hereinafter the Centre), because the parent was not given information on the data related to his children.

Under the Child Protection Act, the parent or other legal representative of the data-subject child is entitled to access data sheets of the Child Protection Registry or to documents originated at the Centre on his or her child, and may request summaries or copies thereof unless his or her right of responsibility is limited, and is not entitled to do so otherwise due to the limitation. Should the parent require copies, the request must be met, as the right to request copies is explicitly provided for by the law, and is not to be limited to the right to inspect.

When introducing the documents, the rights of the persons reporting harassment or the danger thereof must be taken into account. In the interest of the efficiency of the child-protection signalling system and the protection of the signaller, the law introduced significant regulations effective as of 15 March 2014 by prescribing that the child welfare service and guardianship authority must treat the data of the institution or person signalling about harassment or neglect of the child as confidential, and must reject requests to inspect parts of the document from which the identity of the signaller or initiator can be inferred. The child welfare service must not indicate in the data sheet completes the institution or person that signalled, but must attach the confidential data in separate, sealed envelope. This limitation evidently does not apply to the obligation of experts proceeding in the interest of the child to cooperate and clarify the facts of the case.<sup>26</sup>

*e) Conditions of Operating Cameras while Children and Parents Meet at a Family and Child Welfare Centre*

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<sup>26</sup>Emberi Erőforrások Minisztériuma – Szociális és Gyermekvédelmi Főigazgatóság MÓDSZERTANI ÚTMUTATÓ A gyermekvédelmi észlelő- és jelzőrendszer működtetése kapcsán a gyermek bántalmazásának felismerésére és megszüntetésére irányuló szektorsemleges egységes elvek és módszertan ('Ministry of Human Resources Department of Social and Child Protection: Methodological Guide: Sector-neutral, Unified Principles and Methodology for Recognizing and Stopping Child Harassment in Connection to the Operation of the Child-protection Observation and Signalling System'), pp. 17-20: [http://www.kormany.hu/download/c/72/b0000/modszertani\\_utm\\_bantalmazas\\_megelozes\\_2.pdf](http://www.kormany.hu/download/c/72/b0000/modszertani_utm_bantalmazas_megelozes_2.pdf), 2017.05.15.



In the case reported, the Centre had no legal authorization use an electronic surveillance system; thus the legal basis of data processing could only have been the unambiguous, voluntary, and informed consent of the data subject. (NAIH/2016/5455/V)

f) Likeness and Voice Recording for the Equal Opportunity of Blind or Sight-impaired Students

Under section 2 (4) of the Privacy Act, the provisions of this Act need not be applied for data processing in the personal interests of a natural person; however, according to the rules of the Civil Code, recording and the use of recordings require the consent of the relevant persons (except for recordings made of a crowd or in public event).

A legally correct solution is for the class master to inform, upon request by the relevant parent, the parents and students about the special need. Should an acceptable objection be made, recording must be halted and started again (implying the need for technical assistance personnel). Naturally, the recordings can only be used (digitized, transcribed, and listened to) for the purpose they had been made for.

## THE PROTECTION OF THE RIGHTS AND INTERESTS OF CHILDREN IN OFFICIAL PROCEEDINGS

As a main rule, therefore, the protection of the rights and interests of the child is the duty of the parent, but it can so happen that the parent has to be substituted in this duty by another person or agency, often, unfortunately, because the child has to be protected from the parent, because of some former or expected offence to his or her interests, or abuse in grave cases.

The protection of the child is foremost in all cases, and the investigation of a breach of law is necessary. However, it is not indifferent how the law-enforcement or administrative proceedings take place, whether they take the interests and needs of the child, or whether the way the proceedings go only aggravate the injuries done to the child.

A child may encounter administrative and law-enforcement proceedings in several ways, for example as a result of family reasons, in the event of divorce or adoption, or even in data-protection authority or criminal proceedings as victim, witness or perpetrator. In each of these cases, children find themselves in a world made for adults and, for them, fearful, where they cannot find their ways, and little of which they understand.

For the avoidance of the above, the Council of Europe has created various standards and guidelines in the field of child-friendly justice. These standards aim at improving the justice system and adapting it to the specific needs of children.<sup>27</sup> The most important standards on child-friendly justice are as follows:

- accessible;
- age-appropriate;
- speedy;
- diligent;
- adapted to and focused on the needs of the child;
- respecting the right to due process;
- respecting the right to participate in and to understand the proceedings;
- respecting the right to private and family life;
- respecting the right to integrity and dignity.<sup>28</sup>

Two positive examples for the application of these standards are the child-friendly rooms for hearing at police stations<sup>29</sup> and the Barnahus type of ‘children’s houses’:

- As of 1 January 2014,<sup>30</sup> all county police headquarters must put in place within their territorial scope at least one certified child-friendly hearing room, where children under

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<sup>27</sup> <http://www.coe.int/en/web/children/child-friendly-justice>

<sup>28</sup> Guidelines of the Committee of Ministers of the Council of Europe on child-friendly justice. Adopted by the Committee of Ministers of the Council of Europe on 17 November 2010 and explanatory memorandum, p.17.

<sup>29</sup> <http://gyermekbarat.kormany.hu/a-gyermekbarat-meghallgatoszobak>.

<sup>30</sup> 32/2011. (XI. 18.) KIM rendelet (Decree of the Minister of Public Administration and Justice).

14 are to be questioned.<sup>31</sup> The rooms must have equipment for image and voice recording, the recordings of which can be used later, during trial, so that the child need not repeat the disagreeable, painful, and bad experiences she or he had had, thereby lessening the trauma of the proceedings.

- The Barnahus model (literally ‘children’s house’) was introduced in Iceland first in 1998<sup>32</sup>, and is a child friendly, interdisciplinary and multiagency centre whereby different professionals work under one roof in investigating suspected child sexual abuse cases and providing appropriate support for child victims. A further advantage of this compared to a child-friendly hearing room is that it serves not only for hearing the child but also for conducting all necessary examinations and actions of proceedings in one place. Thus the child need not be dragged from office to office or from one consulting room to another, all this can be done at the same place.

The child victim is always vulnerable, in a condition of intimidation, and, sexual abuse being a ‘silent’ crime, the perpetrator demands secrecy. In many cases, the criminal act lacks proof and evidence, concrete objective evidence or witness seldom exists, and it is the account of the victim that is the only direct evidence. Moreover, it should be pointed out that only 20% of the perpetrators of child harassment and abuse are strangers, while 80% are from the ‘trusted circle’ of the child, i.e. close or distant relatives, family friends. The official hearing rooms of the courts and police, medical consulting rooms of hospitals, the offices of the guardianship authorities are not appropriate, functionally not child-and victim-friendly; the environment causes stress in the victim, and excludes authentic witnessing.<sup>33</sup>

A Barnahus enables participation in individual proceedings; it has room for court trials and hearings (the child being questioned once only) to take place with the help of modern technology:

- The hearing room where the child is questioned has remote control cameras connected online, via a closed-system network, to the monitoring room where justice experts follow the questioning on projection screens, and may ask questions, or signal they regard the child’s testimony concluded.
- The material recorded on DVD enables the analysis of the non-verbal communication of child by a forensic psychologist; it is an important objective that the metacommunication of the child not only reinforce suspicion but also provide evidence in the proceedings.

The psychologists conducting therapy also participate in proceedings as witnesses, and continually report on their work.

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<sup>31</sup>34/2015. (XI. 10.) IM rendelet (Decree of the Minister of Public Administration and Justice, effective as of 1 January 2017).

<sup>32</sup><http://www.bvs.is/media/almennigur/Barnahus,-an-overview.pdf>

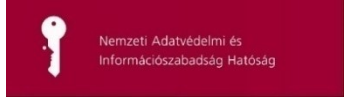




<sup>33</sup>[https://www.ajbh.hu/jelentesek-inditvanyok-allasfoglalasok/-/calendar/event/2654516?p\\_p\\_state=maximized&inheritRedirect=true](https://www.ajbh.hu/jelentesek-inditvanyok-allasfoglalasok/-/calendar/event/2654516?p_p_state=maximized&inheritRedirect=true)

The first Barnahus in Hungary was opened in Szombathely in 2016 with the support of the Parliamentary Commissioner for Fundamental Rights.<sup>34</sup>

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<sup>34</sup><http://barnahus.hu/az-izlandi-modell/a-barnahus-tortenete/>

## WHERE TO TURN TO FOR HELP?

Where?	Contact details	With what?
<p>National Authority for Data Protection and Freedom of Information  <a href="http://www.naih.hu">www.naih.hu</a></p> 	<p>1125 Budapest, Szilágyi Erzsébet fasor 22/C.            Tel: +36 -1-391-1400,            E-mail:  <a href="mailto:ugyfelszolgalat@naih.hu">ugyfelszolgalat@naih.hu</a></p>	<p>Issues about or breaches (or suspected breaches) of constitutional rights related to the protection of personal data or the disclosure of data of public interest (freedom of information).</p>
<p>Commissioner for Fundamental Rights  <a href="http://www.ajbh.hu">www.ajbh.hu</a></p> 	<p>1051 Budapest, Nádor utca 22.            Tel: (06-1-) 475-7100 e-mail: <a href="mailto:panasz@ajbh.hu">panasz@ajbh.hu</a>            vagy külön gyerekeknek: <a href="mailto:kerdesemvan@obh.hu">kerdesemvan@obh.hu</a></p>	<p>When the action or default of an authority breaches or possibly directly breaches fundamental rights.</p>
<p>National Media and Infocommunications Authority  <a href="http://www.nmhh.hu">www.nmhh.hu</a></p> 	<p>1133 Budapest, Visegrádi u. 106.            Tel: (06-1) 468 0673            e-mail: <a href="mailto:info@nmhh.hu">info@nmhh.hu</a>  <a href="http://www.internethotline.hu">www.internethotline.hu</a></p>	<p>In case of complaints about communications service providers (including reporting spams) and media content providers.</p> <p>To report unlawful content or content harmful to minors on the World Wide Web.</p>
<p>Blue Line Child Crisis Foundation  <a href="http://www.kek-vonal.hu/index.php/hu/internetbiztonsag">http://www.kek-vonal.hu/index.php/hu/internetbiztonsag</a></p> 	<p>Tel.: 116-111 vagy 06 1 354 1029            e-mail: <a href="mailto:kek-vonal.hu/emil">kek-vonal.hu/emil</a>            chat: <a href="http://chat.kek-vonal.hu">http://chat.kek-vonal.hu</a></p>	<p>If a child has been harassed on the Net, or you have encountered web pages or messages arousing bad feelings, and/or, as a parent or teacher, you are concerned because the children had disagreeable experiences on the Net, and you want to think about possible solutions together with somebody.</p>
<p>International Children's Safety Service  <a href="http://www.gyermekmento.hu">www.gyermekmento.hu</a>, <a href="http://www.safesinternet.hu">www.safesinternet.hu</a></p> 	<p>H-1066 Budapest Teréz krt. 24.            Tel: +36 1 475 7000            Fax: +36 1 302 4136  <a href="mailto:ngysz@gyermekmento.hu">ngysz@gyermekmento.hu</a></p>	<p>If you wish to organize a lecture or training on safer Internet use or you wish to participate in such training.</p>

