

# 1<sup>st</sup> Transnational Access Visits Pitch



**Presenting European Centre, IPSOS, and University College Dublin**

COORDINATE WP3 & 11

**26 January 2022**

Online



This project has received funding from the European Union's Horizon 2020 research and innovation programme under grant agreement No 101008589



# AGENDA

14:00–14:10 Welcome and Overview of the Transnational Access Visits

Orla Doyle, University College Dublin

14:10–14:40 Host Institution Pitches

**University College Dublin, Ireland**

Seaneen Sloan

**European Centre, Vienna, Austria**

Cassandra Simmons

**IPSOS, Berlin, Germany**

Robert Grimm

14:40–15:00 Q & A

# HOUSEKEEPING NOTES

- The presentations will be recorded.
- The recording and slides will be available on the COORDINATE website in the next days.
- Please keep your microphones muted during the presentations.
- Add your comments and questions to chat. Please raise your hand and unmute yourself during the Q & A session.
- The Q & A session will not be recorded.

# Overview of the Transnational Access Visits



**Orla Doyle, UCD School of Economics**

**1<sup>st</sup> Transnational Access Visits Pitch**

26 January 2022



This project has received funding from the European Union's Horizon 2020 research and innovation programme under grant agreement No 101008589



# Aim of Transnational Access Visits (TAV)

- The COORDINATE **Transnational Access Visits (TAV)** programme offers researchers in Europe, working in the area of child and youth wellbeing, the opportunity to visit and gain access to international birth cohort, panel and cross-sectional survey data residing in participating countries
- Many datasets available virtually, but many are complex and require experienced researchers to support new users, and provide guidance on how to navigate the data
- Transnational visits (TAV) provide access to DATA & PERSONNEL who are expert in the data

# The Details I

- The programme funds collaborative research visits of **five working days** (one week) to **fifteen working days** (three weeks) in duration
- Visits can be split across different weeks where appropriate (and where this does not exceed the budget)
- Applicants will be reimbursed up to **€1,250 per week** to cover travel, accommodation, and subsistence during their visit
- Programme open to academic researchers from PhD students to full professors, as well as policy practitioners and other researchers or analysts working in EU countries and associated states

# The Details II

- Call for Visit Applications will be issued **two times a year** on an online portal on the COORDINATE project website and will be open for one month
- This call covers visits conducted between **April 2022 and April 2023**
- Deadline for application – **25th Feb 2022**

# Host Institutions & Datasets

- **University College Dublin, Ireland:** Growing up in Ireland (GUI) & Children's School Lives (CSL)
- **Manchester Metropolitan University, UK:** Children's Worlds (ISCWEB), National Child Development Survey (NCDS), British Cohort Survey (BCS70), Millennium Cohort Survey (MCS), Next Steps (LSYPE), IPPR Tax-benefit Module
- **Netherlands Interdisciplinary Demographic Institute, The Hague:** Generations and Gender programme (GGP)
- **University of Essex, UK:** British Household Panel Survey (BHPS), Understanding Society (UKHLS), Cross National Equivalent Files (CNEF), German Socio-Economic Panel Study (SOEP) and UK Data Service (UKDS)
- **Centerdata, Tilburg, The Netherlands:** Longitudinal Internet Studies for the Social Sciences (LISS)
- **European Centre, Vienna, Austria:** Survey of Health, Ageing and Retirement in Europe (SHARE)
- **Institut National d'Études Démographiques Paris, France:** ELFE (Etude Longitudinale Française depuis l'Enfance), Pandora
- **IPSOS, Berlin, Germany:** EU Kids Online (EUKO).

# Eligibility Criteria

- The subject of your research proposal must be related to child and youth research
- You must work in an EU country or associated country other than the country where the access visit will take place
- You must have a contract or affiliation with a recognised academic or public institution, a not-for-profit organisation, or a registered company in an EU member state which covers the duration of the visit
- If you do not work in an EU or associated country you are permitted to apply but are limited to 20% of the total amount of TAVs across all host institutions
- PhD students are eligible to apply, however, masters or bachelors students are not eligible
- You cannot be directly part of the COORDINATE consortium

# The Application Form I

- **Part 1: Project and Applicant Information**
  - Project title, host institution, dataset
  - Applicant details
- **Part 2: Scientific and technical objectives**
  - Describe the objectives, context and rationale of your project (300 words)
  - Describe the original and innovative aspects of your project, including the potential to inform policy where applicable (150 words)
- **Part 3: Quality of the methodology and implementation**
  - Provide the proposed method, work plan and schedule for your project (300 words)
  - Describe the reason why you chose this host institution and/or dataset (150 words)
  - Alternate institution, proposed date of visit

# The Application Form II

- **Part 3 Cont.**
  - Please list the specific requests, equipment and material you wish to use during your time at the host institution
  - Describe the potential risks and contingencies that might occur during the project, and how you plan to avoid, mitigate or resolve them (150 words)
  - Please describe what outcomes you would like from your visits (e.g. access to expertise in data, potential collaborators) (150 words)
- **Part 4: Scientific excellence of applicant**
  - Provide a short biography (150 words)
  - List of recent relevant publications/conference presentations/achievements (in the past three years)
- **Part 5: Supervisor Support**
  - Name & Support

# Selection Panel

- Selection Panel comprises members of the TAV team and representatives the hosting institutions and independent representatives drawn from the COORDINATE International Advisory Board & other independent sources
- Selection panel will review and score each application and average scores across all reviewers will be calculated
- Your application will be assigned to one of the following categories:
  - Funding approved
  - Funding not approved
  - More suitable institution/dataset identified by the panel for the applicant to visit
  - Request to resubmit to next call
- You will be notified of the outcome of the Selection Panel approximately one month after the closing date for each call round.

# Selection Criteria

- **1. Innovative nature of the project & relevance to COORDINATE** (originality of the research proposed and/or of the methodology to be applied, & how the project aligns to the main aims/objectives of the COORDINATE project, i.e., research on child-wellbeing)
- **2. Implementation** (The quality, effectiveness and feasibility of the visit and proposed work)
- **3. Scientific impact** (How the objectives and expected results contribute to advancing the field; relevance of the project to the European scientific community, other research disciplines and/or policy)
- **4. Academic Excellence of Applicant** (Overall academic merit of the applicant)
- Priority will be given to early career researchers, those from low GDP countries, and countries with limited experience of longitudinal data collection and analysis. Gender balance will also be prioritised.

# Before, During & After the Visit

- **Before the visit:** If your application is successful you will liaise with the host institution to arrange your visit (e.g. timing, reimbursement arrangements, data access agreements)
- **During the visit:**
  - You will be provided with access to an office/computer, meetings with staff
    - A timesheet should be maintained throughout your visit
- **After the visit:** You must
  - Submit original receipts to the host institution within 60 days
  - Submit a short report about your visit
  - Write a short blog post summarising their visits which will be posted on the COORDINATE website
  - Complete an online survey to track outputs that result from the visits, including research papers, policy articles, blog posts etc.

# How to Apply?

1. **Check your eligibility** as an applicant
2. **Read TAV policy document** which contains information about completing the application form
3. **Complete the on-line application form** on the COORDINATE website (<https://www.coordinate-network.eu/apply-for-a-visit>)
4. For more information about the COORDINATE programme you can refer to the **COORDINATE website** (<http://www.coordinate-network.eu/>), as well as the TAV policy document
5. **Contact information:** In case of additional queries about the call, please contact the TAV Coordinator Catherine Jordan, [Catherine.jordan@ucd.ie](mailto:Catherine.jordan@ucd.ie). In case of technical problems with the COORDINATE on-line application system, please contact the COORDINATE helpdesk, <http://www.coordinate-network.eu/>

Good luck!!

# University College Dublin (UCD)



**Seaneen Sloan, UCD School of Education**

**1<sup>st</sup> Transnational Access Visits Pitch**

26 January 2022



This project has received funding from the European Union's Horizon 2020 research and innovation programme under grant agreement No 101008589



**COORDINATE**  
COhort cOMmunity Research and Development  
Infrastructure Network for Access Throughout Europe

# University College Dublin



- Founded in 1854
- Ireland's largest and most international university
- Ranked within the top 1% of higher education institutions worldwide
- The main UCD campus, Belfield, is located in a 133-hectare parkland

# University College Dublin



# UCD Geary Institute for Public Policy

- Founded in 1999
- Centre of excellence for policy-relevant, theoretically- informed, empirically-grounded research in the social and behavioural sciences
- 80 fellows from a range of disciplines (demography, economics, law, political science, psychology, public health, sociology)
- 40 PhD students plus visiting fellows and international affiliates
- COORDINATE team



# Children's School Lives

## Cohort A

- 5-year-old children attending a representative sample of 85 primary schools
- Two waves available

Wave	Year	Child age	Sample size
1	Autumn 2019	5 years	1,640
2	Spring 2021	7 years	1,661

# Children's School Lives

## Cohort A

- 5-year-old children attending a representative sample of 85 primary schools
- Two waves available

Wave	Year	Child age	Sample size
1	Autumn 2019	5 years	1,640
2	Spring 2021	7 years	1,922

## Cohort B

- 8/9-year-old children attending a representative sample of 100 primary schools
- Three waves available

Wave	Year	Child age	Sample size
1	Spring 2019	8-9 years	2,058
2	Spring 2020	9-10 years	548
3	Spring 2021	10-11 years	2,022

# Children's School Lives

## Topics include:

- Wellbeing
- Equality, diversity and inclusion
- Engagement with learning
- School adjustment and transitions
- Social and emotional development
- Digital technology
- Home learning environment
- Ability grouping
- Subject enjoyment
- Curriculum, assessment and pedagogy
- Leadership

<https://cslstudy.ie/>

# Growing Up in Ireland

# Growing Up in Ireland

## Cohort '98

- Representative sample of 9-year-olds
- 4 waves of data collection available

Wave	Year	Child age	Sample size
1	2007/08	9 years	8,568
2	2011/12	13 years	7,525
3	2015/16	17/18 years	6,216
4	2018/19	20 years	5,190

# Growing Up in Ireland

## Cohort '98

- Representative sample of 9-year-olds
- 4 waves of data collection available

Wave	Year	Child age	Sample size
1	2007/08	9 years	8,568
2	2011/12	13 years	7,525
3	2015/16	17/18 years	6,216
4	2018/19	20 years	5,190

## Cohort '08

- Representative sample of 9-month-olds
- 5 waves of data collection available

Wave	Year	Child age	Sample size
1	2008/09	9 months	11,134
2	2010/11	3 years	9,793
3	2013	5 years	9,001
4	2016	7 years	5,344
5	2017/18	9 years	8,032

# Growing Up in Ireland

## Cohort '98 topics include:

- Child development
- Health
- Hobbies
- Mental health
- Identity
- Cognitive processes
- Education
- Employment
- Income and expenditure
- Leisure Time
- Parenting

[www.ucd.ie/issda/data/growing-upinirelandgui/](http://www.ucd.ie/issda/data/growing-upinirelandgui/)

# Growing Up in Ireland

## **Cohort '98 topics include:**

- Child development
- Health
- Hobbies
- Mental health
- Identity
- Cognitive processes
- Education
- Employment
- Income and expenditure
- Leisure Time
- Parenting

## **Cohort '08 topics include:**

- Family environment
- Child development
- Wellbeing
- Child health
- Education
- Play
- Child care
- Leisure time
- Parenting
- Peer relations
- Bullying

# University College Dublin (UCD)



## UCD Contacts:

Catherine Jordan: [catherine.jordan@ucd.ie](mailto:catherine.jordan@ucd.ie)

Orla Doyle: [orla.doyle@ucd.ie](mailto:orla.doyle@ucd.ie)

Seaneen Sloan: [seaneen.sloan@ucd.ie](mailto:seaneen.sloan@ucd.ie)

## 1<sup>st</sup> Transnational Access Visits Pitch

26 January 2022



This project has received funding from the European Union's Horizon 2020 research and innovation programme under grant agreement No 101008589



**COORDINATE**  
COhort cOMmunity Research and Development  
Infrastructure Network for Access Throughout Europe

# European Centre for Social Welfare Policy & Research (ECSWPR)



**Cassandra Simmons, Health & Care Unit, ECSWPR**

**1<sup>st</sup> Transnational Access Visits Pitch**

26 January 2022



This project has received funding from the European Union's Horizon 2020 research and innovation programme under grant agreement No 101008589



EUROPEAN CENTRE FOR  
SOCIAL WELFARE POLICY  
AND RESEARCH



**COORDINATE**  
COhort cOMMUNITY Research and Development  
Infrastructure Network for Access Throughout Europe

# European Centre for Social Welfare Policy & Research

- Based in 9<sup>th</sup> district of Vienna, Austria
- Internationally established research centre concerned with all aspects of health, social welfare policy and research
- 21 members specializing in comparative research across variety of disciplines



# What the European Centre offers

1. Expertise in **comparative research** on social policy topics
2. Optimal size! **Very close collaboration** between colleagues
3. **Extensive network** at the Austrian & European level:  
international seminars, events, etc.

## SUSTAINABLE DEVELOPMENT GOALS



# Survey on Health, Ageing & Retirement in Europe (SHARE)

- Nationally representative longitudinal survey of **adults aged 50+** carried out bi-annually
- Wide reaching: **28 European countries** & Israel
- 2004 - present (**8 waves**)
- Demographics, health, social networks/support, children, long-term care use/provision, employment, pensions, financial circumstances, childhood circumstances and more of individuals
- Available to all registered users online



# European Centre: Experts in SHARE

- Extensive experience in preparing data and carrying out quantitative analyses with SHARE
- Panel, cross-sectional, microsimulations, etc.
- Large number of publications using SHARE
- Used across wide range of projects



# What does SHARE have to do with child and youth wellbeing?

- Inequalities in later life stem from circumstances in earlier life
- SHARELIFE modules (2009, 2017)
- Retrospective information on childhood circumstances: living situation, accommodation, health-status, health-care received, school performance
- Most research using SHARELIFE has focused on health and socioeconomic status

# What does SHARE have to do with child and youth wellbeing?

- Possibilities:
- Childhood circumstances on health, wellbeing, poverty/financial circumstances and more in later life
- Multigenerational families and grandparenting
- Relatively novel: SHARELIFE tends to be used less often than other aspects of SHARE



# What a stay at the European Centre could look like

1. Training/support in preparing SHARE datasets for use
2. Quantitative methods for analyzing SHARE data (longitudinal & cross-sectional)
3. Opportunities for collaboration on topics of mutual interest
4. Opportunities for presenting your research during international seminars; participation in seminars and events



EUROPEAN CENTRE FOR  
SOCIAL WELFARE POLICY  
AND RESEARCH



# European Centre for Social Welfare Policy & Research (ECSWPR)



## ECSWPR Contacts:

Cassandra Simmons: [simmons@euro.centre.org](mailto:simmons@euro.centre.org)

Ricardo Rodrigues: [rodrigues@euro.cente.org](mailto:rodrigues@euro.cente.org)

## 1<sup>st</sup> Transnational Access Visits Pitch

26 January 2022



This project has received funding from the European Union's Horizon 2020 research and innovation programme under grant agreement No 101008589



EUROPEAN CENTRE FOR  
SOCIAL WELFARE POLICY  
AND RESEARCH



**COORDINATE**  
COhort cOMmunity Research and Development  
Infrastructure Network for Access Throughout Europe

# Ipsos Public Affairs Social Research Institut Berlin



**Robert Grimm, Ipsos Germany**



**1<sup>st</sup> Transnational Access Visits Pitch**

26 January 2022



This project has received funding from the European Union's Horizon 2020 research and innovation programme under grant agreement No 101008589



# **IPSOS PUBLIC AFFAIRS SOCIAL RESEARCH INSTITUT BERLIN**

**GAME CHANGERS**



# IPSOS – AT A GLANCE

founded  
**1975**

**#3** globally  
and in  
Germany

**Employees**  
**18.000+**  
globally  
**600+**  
in Germany



A full range of market research services addressing specific business questions, covered by **18 Service Lines:**

Audience Measurement – Brand Health Tracking – Clinics & Mobility Labs – Creative Excellence – Corporate Reputation – Customer Experience – Healthcare – Marketing Management Analytics – Ipsos UU (qual.) – Innovation – Market Measurement – Marketing Strategy & Understanding – Mystery Shopping – Observer – Quality Measurement – Public Affairs – Social Intelligence Analytics – weitere Specialist Services

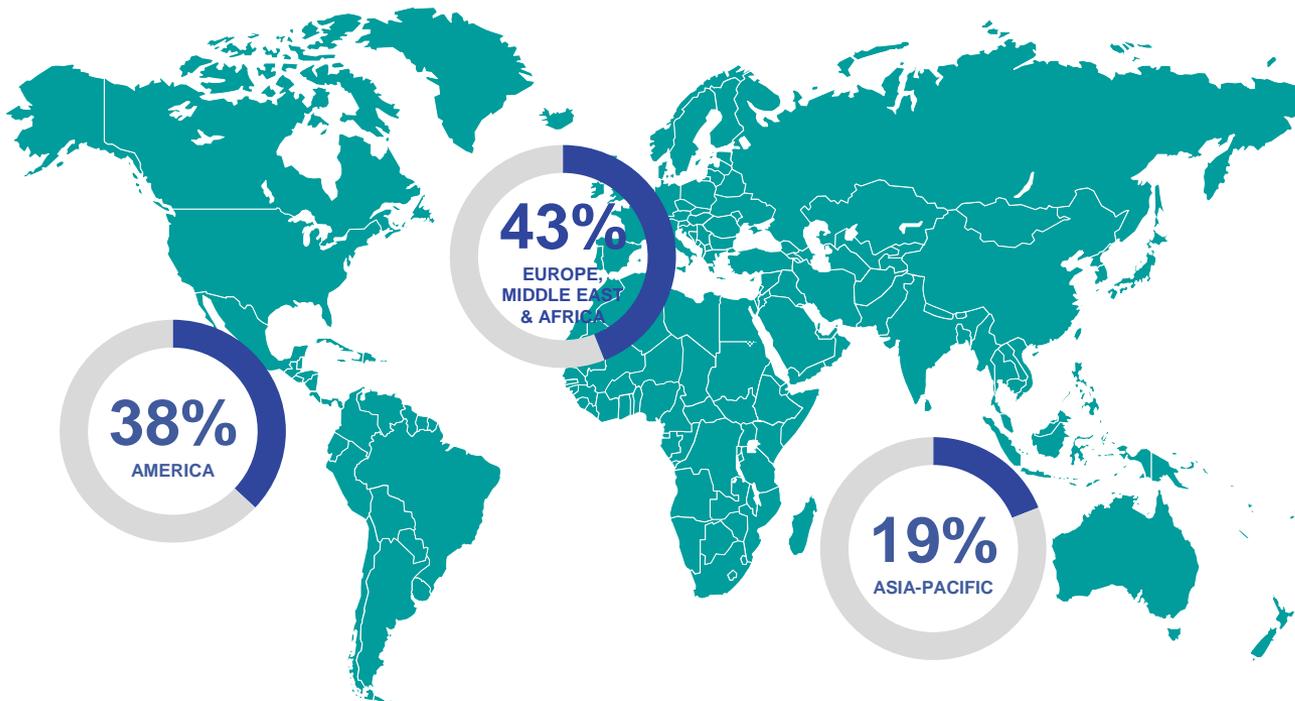
**#1** MOST INNOVATIVE  
MARKET RESEARCH  
SUPPLIER  
(GRIT Report 2021)



**200+** Offices in **89** Countries  
Germany: Hamburg, Berlin, Frankfurt,  
Nuremberg, Munich



# A WORLD LEADER



2019 revenue

**USD 2.25 Billions**



**5,000+ clients**



Access panels  
in over

**150  
countries**



Including proprietary  
panels in

**57  
countries**



**22 M**  
interviews offline



**23 M**  
interviews online



# OUR BERLIN OPERATIONS AT A GLANCE

## 12 surveys researchers including:

sociologists, political scientists, communication experts, psychologists

## Our clients:

- Universities
- Governments
- Political foundations
- Think tanks
- NGOs

**Our work:** applied research in political polling, social research, robust data collection.

**Our scope:** global



# OUR ACCESS: EU KIDS ONLINE

robust research on children's use of the internet and digital technologies in 19 European countries

So far two waves:

Eu Kids Online 2010 (Ipsos Mori centrally organised)

Eu Kids Online 2019 (Ipsos Germany Hans Bredow Institut)

Rapid change in recent years

- Proliferation of smartphones and fast mobile internet
- New services and digital worlds for children, such as Instagram and TikTok.
- Because of touch-screen devices, children are also using the internet at earlier ages.
- Policy and legal actions (i.e. GDPR) restricted certain services.

Another round expected that explores the impact of Corona.



**HANS-BREDOW-INSTITUT**

für Medienforschung an der Universität Hamburg



# BROAD PURPOSE AND RESEARCH QUESTIONS

How do children **access** the internet?

How much **time** do they spend?

What do children online and how **skilled** are they when using the internet.

What are the **risks and opportunities** (negative experiences, online aggression and cyberbullying, encountering harmful content, experiencing data misuse, excessive internet use, sexting, seeing sexual images, meeting new people online and preference for online communication).

What impact has **social context** (other actors who affect children's engagement with the internet with specific focus on mediation, sharenting and children's perceptions of the online environment).

# What we offer:

**Unique insights into the work of the largest social research business in the world**

**Access to data documenting the most topical digital child development questions**

# FURTHER READING

GAME CHANGERS



# FURTHER READING



## Technical Report and User Guide: The 2010 EU Kids Online Survey

A report on the design and implementation of the  
*EU Kids Online* survey of 9-16 year olds and  
their parents in 25 countries



Sonia Livingstone, Leslie Haddon, Anke Görzig  
and Kjartan Olafsson, with members of the *EU  
Kids Online* network

ISSN 2045-256X

[www.eukidsonline.net](http://www.eukidsonline.net)

# OVERVIEW OF THE GERMAN DATA SET

GAME CHANGERS



# METHODOLOGICAL OVERVIEW

Computer-Assisted Self Interviews at home (CASI)

N1 = 1,044 children between 9 and 17 years old who have used at least once the internet in the past three months

N2 = 1,044 parents of these children (nested)

Country: Germany

Quota sample based on ADM (representative quotas for region, age and gender of child, education of parent, and household income + weights for achieved quotas)

Field time: 22 June – 28 July 2019

LOI: ca. 60 min (ca 37 min with children and ca 23 min with parent)

Data format: SPSS

# VARIABLE OVERVIEW – QUESTIONS TO CHILD (1)

## Child's personality, satisfaction, and sociodemographic information

- Child's personality (e.g., neuroticism, sensation seeking, adaptability)
- Child's satisfaction with life
- Child's satisfaction with family life
- Child's satisfaction in school
- Child's household members
- Child's assessment of own and family's social status

## Child's general online use

- Child's frequency of use of certain hardware (e.g., smartphone, computer)
- Child's internet use frequency on a normal day during the week
- Child's internet use frequency on weekends
- Child's frequency of certain online activities
- Child's frequency of having problems /conflicts because of using the internet too often/long

## Child's online skills

- Child's general attitudes on and handling of online behavior
- Child's self-assessed digital literacy
- Child's perceived need for guidance on using the internet

# VARIABLE OVERVIEW – QUESTIONS TO CHILD (2)

## Child's (online) news use

- Child's frequency of general news use
- Child's interest in several news topics (e.g., international politics, sports)
- Child's news sources in the past week
- Child's perceptive mode when consuming news (e.g., reading, watching)
- Child's general trust in news
- Child's trust in professional news in separating fact from fake
- Child's trust in social media in separating fact from fake
- Child's use of certain social media platforms
- Child's engagement with news online (e.g., commenting, sharing)

## Child's political attitudes

- Child's perceived political efficacy
- Child's knowledge about Fridays For Future or Greta Thunberg
- Child's interest and participation in the Fridays For Future movement

## Child's online networking with strangers

- Child's frequency of networking online with strangers
- Child's feelings after meeting someone offline with whom initial contact was online only

# VARIABLE OVERVIEW – QUESTIONS TO CHILD (3)

## Child's negative online experiences

- Child's frequency of negative experiences online
- Types of negative experiences child encountered online (e.g., loss of personal information)
- Child's frequency of encountering problematic content online (e.g., hate speech, drug abuse)
- Child's experiences with various forms of being discriminated
- Child's description of last negative experience online (open ended)
- Person(s) child talked to after last negative experience online
- Coping strategies child employed after last negative experience online

## Child's experiences with explicit sexual content

- Child's frequency of encountering explicit sexual content online/offline in the past year
- Child's intention to encounter explicit sexual content online
- Child's feelings after encountering explicit sexual content online/offline
- Has child received explicit sexual content by someone else on the past year?
- Frequency child has posted explicit sexual content in the past year
- Child's frequency of being asked about sexual matters by others online in the past year

# VARIABLE OVERVIEW – QUESTIONS TO CHILD (4)

## Child's bullying experiences

- Frequency child has been bullied online/offline in the past year
- Ways of cyber-bullying child has experienced in the past year
- Child's feelings after being bullied online
- Frequency child has bullied others online/offline in the past year

## Child – Parent interaction on child's online usage

- Child's perception of parents' general parental style
- Child's perception of its parents providing guidance on internet matters
- Frequency of child talking with parents about the internet
- Parent's (non-)authorization of certain online activities of the child
- Parent's use of certain software to control child's online usage
- Frequency of child being unhappy about parent's posting/commenting content about/of child
- Child's obedience in following parents' rules in how it is allowed to use the internet

## Support for child regarding the internet by others than parents

- Frequency of teachers in school providing guidance on online usage for child
- Child's perception of the general supportiveness of its friend network
- Child's perception of the supportiveness of its friend network in relation to internet matters

# VARIABLE OVERVIEW – QUESTIONS TO PARENT (1)

## Sociodemographic information on child, parent, and household

### Parent's online use and digital skills

- Parent's Internet use frequency
- Parent's perceived own internet skills in general and compared to child
- Parent's frequency of sharing/posting pictures and videos of child online
- Parent's information sources for guidance on how parent can help child in online usage
- Parent's self efficacy in helping child after it has experienced negative events online

### Parent's attitudes

- Parent's attitude on potential regulation of access to the internet for children below 16
- Parent's attitude on Fridays For Future and whether own child should participate

### Parent's activities around controlling own child's online behavior

- Parent's (non-)authorization of certain online activities of the child (e.g., downloading of apps)
- Parent's use of certain software to control child's online usage (e.g., parental lock of websites)
- Parent's surveillance activities of child's online usage

# VARIABLE OVERVIEW – QUESTIONS TO PARENT (2)

## Parent's concerns regarding own child

- Parent's concerns about child's general safety and health
- Child's problems in learning, health or behavior
- Parent's concerns about child's online safety and health

## Parent – child interactions regarding the online world

- Interaction patterns between parent and child before/after parent posts picture of child
- Support around the internet between parent and child
- Frequency of parent providing guidance around the internet to the child
- Conflicts within family about child's online usage

## Parent's knowledge and assessment of child's online experiences

- Parent's estimate of when own kid was/will be able to form good decision about its online usage
- Frequency of negative experiences own child encountered online
- Types of negative experiences own child encountered online
- Parent's perception of child's self efficacy in coping with negative experiences online

# POTENTIAL SPECIFIC RESEARCH QUESTIONS

How do children's online skills relate to the frequency and type of negative experiences they are encountering online?

Which parental online skills and educational styles prevent children from engaging with explicit sexual content online?

Which children are more likely to be the victim of online discrimination and cyber-bullying and which personal coping strategies and structural support systems (e.g., school, friends) help them to handle such situations?

Which child – parent interactions regarding the child's online use are generally most conflictive and which factors on the level of the child and the parent help prevent such conflicts?

Are specific patterns of children's online news use a pathway to encountering negative experiences online?

Which positive and negative effects do specific forms of parents' regulation of child's online usage have on children's online skills?

# THANK

# YOU

Ipsos contact:  
Dr. Robert Grimm,  
[robert.grimm@ipsos.com](mailto:robert.grimm@ipsos.com)

**GAME CHANGERS**





# Q & A



This project has received funding from the European Union's Horizon 2020 research and innovation programme under grant agreement No 101008589



**COORDINATE**  
COhort cOMmunity Research and Development  
Infrastructure Network for Access Throughout Europe

# Join us next week!



## 2<sup>nd</sup> Transnational Access Visits Pitch

2 February 2022

University of Essex, United Kingdom

Institut National d'Études Démographiques, Paris, France

Centerdata, Tilburg, Netherlands



This project has received funding from the European Union's Horizon 2020 research and innovation programme under grant agreement No 101008589

