

# BEE SECURE RADAR 2026

CURRENT TRENDS IN YOUNG PEOPLE'S  
USE OF INFORMATION AND  
COMMUNICATION TECHNOLOGIES



**BEE SECURE**

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## INTRODUCTION

Driven by the omnipresence of digitalisation, young people – often described as true ‘digital natives’ – use digital tools with remarkable ease, profoundly redefining the way they communicate, learn and entertain themselves.

However, this intensive use also comes with risks: cyberbullying, disinformation, screen addiction, exposure to problematic content (such as pornography) and privacy violations. It is therefore essential to inform, educate and support young people in order to promote safe, balanced and responsible use of digital technology.

Artificial intelligence (AI) is also playing an increasingly decisive role in the digital world of young people. It influences the way they access information, communicate, learn and entertain themselves. While AI offers new perspectives and opportunities, it also raises significant challenges, particularly in terms of data protection, ethics and the management of automatically generated content. Specific

awareness-raising on these issues is therefore essential to enable young people to adopt a critical perspective and use these emerging technologies responsibly.

With this in mind, the *Ministry of National Education, Childhood and Youth* (MENJE) launched its multi-year action plan entitled “*sécher.digital*” at the start of the 2024-2025 school year. This initiative is built on four key pillars:

- **Promoting a healthy screen-life balance;**
- **Encouraging the responsible use of artificial intelligence in schools (<https://ki-kompass.lu/>);**
- **Strengthening digital skills within the education system;**
- **Simplifying administrative processes in the field of education.**

In this context, BEE SECURE plays a central role in raising awareness among young people about the challenges associated with the use of ICT. As a government initiative dedicated to promoting responsible and safe use of digital technology, BEE SECURE develops and implements various prevention and education measures, including:

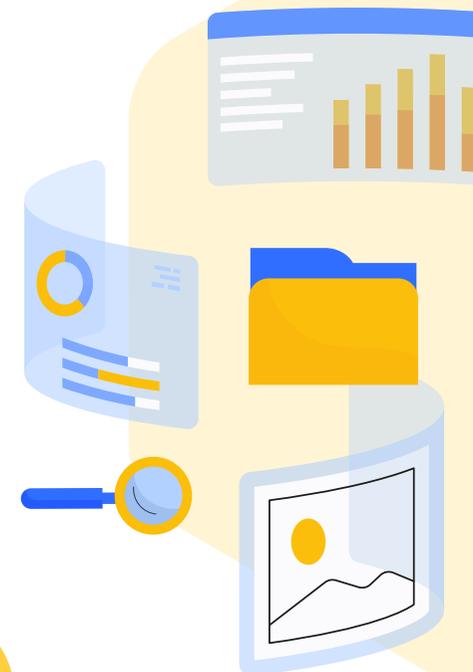
- **Trainings for children, young people, parents and professionals;**
- **the provision of educational resources tailored to different audiences;**
- **and awareness campaigns aimed at informing people about best practices in online safety.**

This BEE SECURE Radar 2026 report analyses current trends in ICT use among young people in Luxembourg, highlighting observed behaviours, potential risks and emerging needs. It also emphasises the need to adopt targeted preventive measures to strengthen young people’s digital protection and autonomy. The data collected provides an essential basis for the awareness-raising and prevention activities carried out by BEE SECURE, allowing to identify the specific needs of young users and adapt its intervention strategies in a more effective and targeted manner.

This fifth edition of the **BEE SECURE Radar 2026 covers the 2024/2025 school year (from 1 September 2024 to 31 August 2025)** and presents an updated overview of young people’s digital usage in Luxembourg, as well as parental perceptions and the results of oral surveys conducted with children. It also draws on a wide range of additional sources, including feedback from teachers, requests for advice sent to the BEE SECURE Helpline, and reports of potentially illegal content sent to the BEE SECURE Stoptline.

For this edition, the various surveys paid **particular attention to the topic of artificial intelligence (AI)**, which has emerged as a key issue for reflection and analysis in the field of education and digital citizenship. AI exacerbates existing risks and also introduces new ones. As a result, the analysis and selection of the results presented in this report focus mainly on this topic.

This edition introduces a **new feature**: a summary of the main findings from the surveys is now presented at the beginning of the document, under the **heading “Key Findings”** (page 6). Otherwise, the report retains its usual structure, including a concise summary of the results at the end and a detailed description of the findings, accompanied by graphical representations, in the main body of the document.



## KEY FINDINGS



### Chatbots are part of everyday life

A large majority (84%) of 17- to 30-year-olds use chatbots such as *ChatGPT* at least occasionally, and nearly one in five young people (19%) use them daily for an hour or more.

### According to their own assessment, online communication is good for many young people

Among young people aged 17 to 30, more than half (57%) believe that chatting or communicating online contributes to improving their mental well-being. Nearly half (49%) also perceive the use of AI chatbots (such as *ChatGPT*) as having a positive effect on their well-being.

### A (friendly) relationship with AI?

For some 17- to 30-year-olds, AI can serve as a form of presence: 17% perceive it as a friend, 20% believe it helps them feel less lonely, and 5% think it can replace time spent with other people, even though 76% still prefer real company to that of AI. Just under half (45%) of young people use it at least sometimes to get personal advice, and a quarter discuss topics they would not share with anyone else.

### Parents talk to their children about online risks

#### fairly often, but rarely discuss their own

#### real-life online experiences

Most parents of children aged 3 to 11 (62%), as well as almost all parents of young people aged 12 to 16 (97%), say they have discussed the risks of using the Internet with their children. However, relatively few parents discuss their personal online experiences, whether negative or positive, with their children. The topics of discussion most frequently mentioned are disinformation and excessive screen use. This observation is in line with the main concerns expressed by parents. About half of the primary and secondary school pupils surveyed say they would talk to their family if they had a bad online experience. Around one in ten children said they would not talk to anyone.



**Most young people have a negative perception  
of the impact of social media on mental well-being,  
but usage remains high**

Although 59% of young people aged 17 to 30 say that social media has a negative effect on their mental well-being, they continue to use it frequently: only 11% spend less than an hour a day on social media, while around a third spend four hours or more a day on it.

**Frequent exposure to hateful content, particularly  
on social media platforms**

For the first time, respondents were asked about the frequency of their exposure to hateful content targeting certain groups of people. Among young people aged 17 to 30, around four in five report being exposed at least occasionally to hate speech targeting women, LGBTQIA+ people, and forms of hatred related to origin or religion. Around half of respondents also report sometimes encountering hateful content targeting people with disabilities. These results show that it is relatively common for young people to encounter hateful content online, particularly on Instagram and TikTok, followed at a distance by Facebook and YouTube.

# I. RESULTS OF SURVEY ON ICT USE IN LUXEMBOURG

## Survey of young people

### Breakdown by age

12-16 years: 47 young people  
17-21 years: 201 young people  
22-25 years: 112 young people  
26-30 years: 133 young people

### Breakdown by gender

Male: 134 young people  
Female: 345 young people  
No indication/other:  
14 young people



## Parent survey

### Breakdown of children by age

3-5 years: 142 children  
6-7 years: 72 children  
8-10 years: 83 children  
11-13 years: 146 children  
14-16 years: 168 children

### Breakdown of children by gender

Male: 303 children  
Female: 303 children  
No indication/other:  
5 children



<sup>1</sup> The term "parents" is used in this publication as a substitute for all legal guardians of children.

As part of its mission to monitor the use of ICT by children and young people, BEE SECURE carefully considers the results of the surveys conducted each year. Under the auspices of the *National Youth Service* (SNJ), coordinator of the BEE SECURE government initiative, two main surveys are conducted annually: one among young people and the other among parents. These two surveys provide complementary data, allowing for a clearer understanding of young people's digital behaviour and how parents perceive it.

These surveys are an essential tool for understanding how young people use technology, while identifying the potential risks associated with their online activity and the strategies adopted to address them. They aim to assess both the opportunities and challenges presented by ICT, in order to inform and guide awareness-raising and prevention initiatives in Luxembourg.

**Survey of young people:** The online survey of young people was conducted between mid-June and the end of July 2025. It was distributed through several channels, including social media and physical media displayed in places frequented by young people, such as youth centres and CePAS (*Centre psycho-social et d'accompagnement scolaires*).

A total of 520 young people took part in the survey. After data cleansing, **493 valid responses** from **young people aged between 12 and 30 were selected for analysis**. Of these participants, 47 were aged between 12 and 16 and 446 were aged between 17 and 30.

The data were then weighted according to age to better reflect the actual structure of the target population. After weighting, young people aged 12 to 16 represent 22.8% of the sample, compared to 77.2% for those aged 17 to 30. The average age was 14.5 for the 12-16 age group and 23 for the 17-30 age group, with the latter remaining stable compared to previous editions.



**Parent survey:** Conducted in collaboration with the *Ilres* institute, the parent survey was launched in early June 2025. It was aimed at parents<sup>1</sup> or guardians of children aged 3 to 16, with the aim of gathering their views on the use of ICT by children and young people. A total of **611 people took part in the survey**: 322 were parents of children aged 3 to 11 and 289 had children aged 12 to 16. The data collected was then weighted according to the age of the children to ensure better representativeness of the target population.

The main results of this parental survey will be presented in the following chapters and, where relevant, compared with the results of the survey conducted among young people. It should be noted, however, that the questionnaires differed between the target groups, which means that some results are not directly comparable or only apply to one of the two samples.

In addition to the surveys conducted among young people and parents, other data sources were used to enrich the analysis of the BEE SECURE Radar:

**Written survey during awareness-raising training sessions for pupils:**

Throughout the 2024/2025 school year, BEE SECURE offered awareness-raising sessions in primary and secondary school classrooms, as well as to extracurricular groups in Luxembourg. In total, more than 19,400 pupils took part in these training sessions, 12,713 of whom completed an anonymous questionnaire. Of these participants, 6,868 were enrolled in primary education and 5,791 in secondary education. No information is available for 54 pupils. These responses provide a direct insight into the perceptions, attitudes and practices of the pupils encountered in an educational context.



**Interviews with children during educational events**

**(DigiRallye)** : Two editions of the *DigiRallye*, a playful

event dedicated to digital technology, were organised during the 2024/2025 school year. On this occasion, oral interviews were conducted with 149 children aged 7 to 13. Among them, 70 children participated in the first edition and 79 in the second. These interviews provide a complementary qualitative perspective, allowing for a deeper understanding of how children perceive, experience and use digital tools on a daily basis.



**Online survey of educational staff and teachers<sup>2</sup>**: This year, the online survey was distributed mainly via social media, which made it possible to reach a diverse audience of professionals in the education sector. A total of 152 people took part. Of these, 35 work in *maisons relais* (23%), 6 in youth centres (4%), 47 in primary education (31%), 34 in secondary education (22%) and 30 in other structures (20%).

Finally, to complete the analysis, certain topics will be enriched by other data sources collected during the 2024/2025 academic year, in particular those from the BEE SECURE Helpline and the BEE SECURE Stoptline.

In addition to the surveys conducted as part of the BEE SECURE Radar, the publication also refers, in part, to international studies.<sup>3</sup> Among others, the German 'KIM' and 'JIM' studies<sup>4</sup> offer particularly relevant points of comparison in this context, providing additional perspectives on young people's uses and perceptions of digital technology.

<sup>2</sup> In order to make the text more readable in the rest of the report, the term 'educational staff and teachers' will be grouped under the heading 'teachers', as the latter represent the majority of participants in this group in the survey.

They constitute important methodological references, allowing the Luxembourg results to be placed in a broader international context. Furthermore, the questions developed as part of the SNJ surveys are based on methodologies derived from international research, thus ensuring the relevance, comparability and consistency of the analysis of digital trends observed in Luxembourg.

### Methodological specifications and interpretation of data

- 1 **Graphs:** Due to rounding, the percentages shown in the graphs may not add up to exactly 100%. However, this slight variation has no impact on the interpretation of general trends.
- 2 **Methodological limitations:** The BEE SECURE Radar surveys have certain limitations that should be considered when interpreting the results. Firstly, it is important to note that the young people and parents who participated do not necessarily come from the same household and that no direct link has been established between these two groups of respondents. Secondly, the questionnaires differ slightly in their wording and in the response options offered, which may limit the comparability of certain results between the two groups surveyed.
- 3 **Representativeness:** It is important to note that not all of the results presented can be considered representative of the entire Luxembourg population. Rather, they should be interpreted as indicative trends, providing useful insights into the behaviours and perceptions observed. They should not serve as a basis for conclusions that can be generalised to the entire population.

- 4 **Limited access to certain age groups:** Another limitation concerns access to the 12-16 age group, which remains relatively difficult to reach via surveys. This constraint may have an impact on the diversity and representativeness of the responses collected within this age group.

To overcome these limitations, the results of the BEE SECURE Radar are supplemented by data from similar international studies. These external sources allow for a more nuanced analysis and a broader perspective, while recognising that their conclusions are not directly transferable to the specific context of Luxembourg.

- 5 **Comparability with the previous edition:** Some of the results presented in this edition of the BEE SECURE Radar 2026, covering the 2024/2025 school year, can be compared with those of the previous edition, the BEE SECURE Radar 2025, which covered the 2023/2024 school year. Where possible, these comparisons highlight significant changes in the digital habits, perceptions and behaviours of young people in Luxembourg.

- 6 **Number of responses:** It should be noted that the 'n' indicated in the graphs corresponds to the gross number of responses obtained for each question, while the percentages presented in the tables are based on weighted data.



<sup>3</sup> Results from international and national studies that were not conducted as part of the BEE SECURE Radar are highlighted in blue in this publication to make them easier to distinguish.

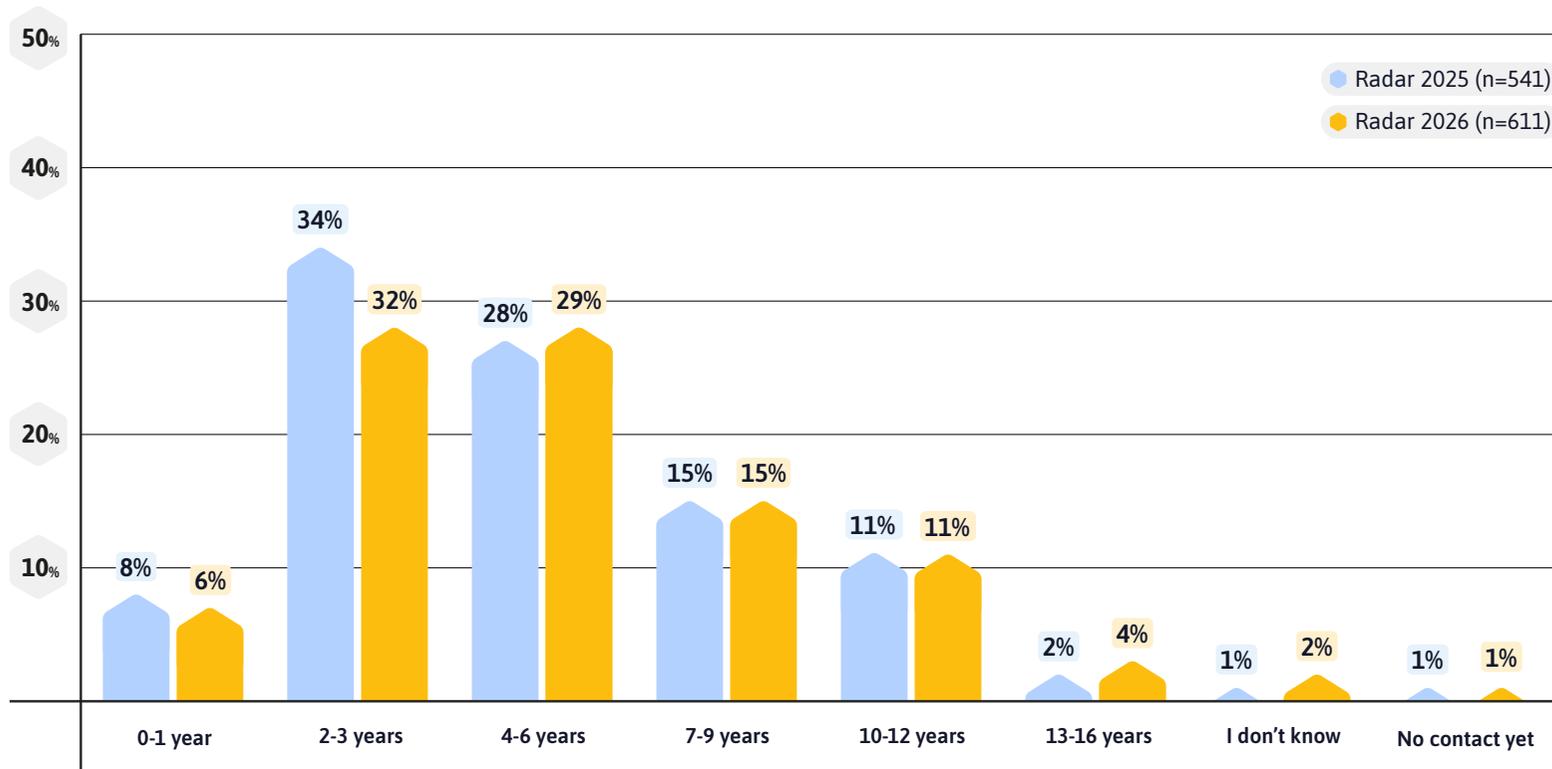


<sup>4</sup> Since 1998, the 'JIM' (Jugend, Internet, Medien) study has analysed the media behaviour of 13- to 19-year-olds in Germany on an annual basis. Since 1999, the 'KIM' (Kinder, Internet, Medien) study has focused on 6- to 12-year-olds, assessing in particular their intensity of use. Together, these studies provide a representative picture of media use by children and young people and are recognised as international benchmarks in this field.

# 1. Contact with the digital world

This year, parents were again asked about the age at which their child first came into contact with the internet.

## 1.1 First contact with the digital world



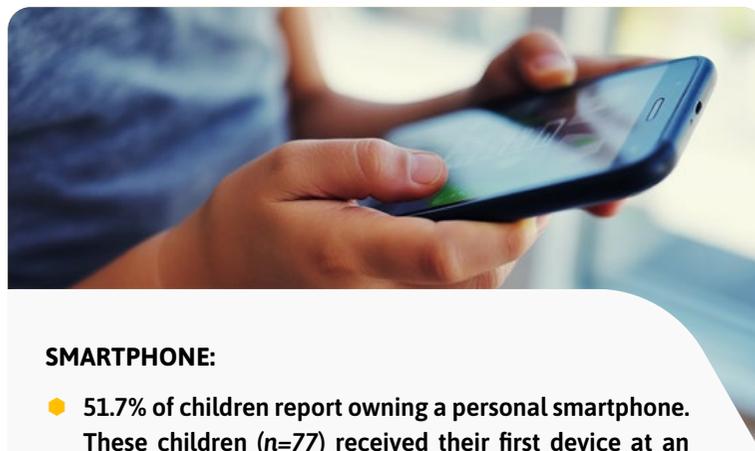
**Figure 1.** PARENTS - Age at first contact with an Internet-enabled device.

In most cases, **first contact with the Internet occurs between the ages of two and three**. This trend remains stable compared to observations in previous years and shows no significant change.

## 1.2 First smartphone and first tablet



In the interviews conducted with children, the 149 participants aged 7 to 13 were asked about owning a personal smartphone, the age at which they received their first device, and whether they had access to a smartphone provided by their parents or siblings. The same questions were asked about owning and accessing a tablet.



### SMARTPHONE:

- 51.7% of children report owning a personal smartphone. These children (n=77) received their first device at an average age of 8.22.
- 34.8% do not own a smartphone but have access to one in their household (n=52).
- Thus, 86.6% of children have access to a smartphone at home, whether personal or shared.
- Conversely, 13.4% of children report not having access to a smartphone.



### TABLETS:

- 62.4% of children own a personal tablet, which they received at an average age of 7.7 (n=93).
- 22.1% do not have their own tablet, but use a family tablet.
- In total, 84.6% of children have access to a tablet at home, while 15.4% report having no access to this type of device.

Finally, when considering overall access – i.e. the possibility of using a personal or family device – the proportions become almost equivalent for both types of devices: around 85% of children have a smartphone or tablet at home, whether it is their personal device or not.

### 1.3 Types of digital devices

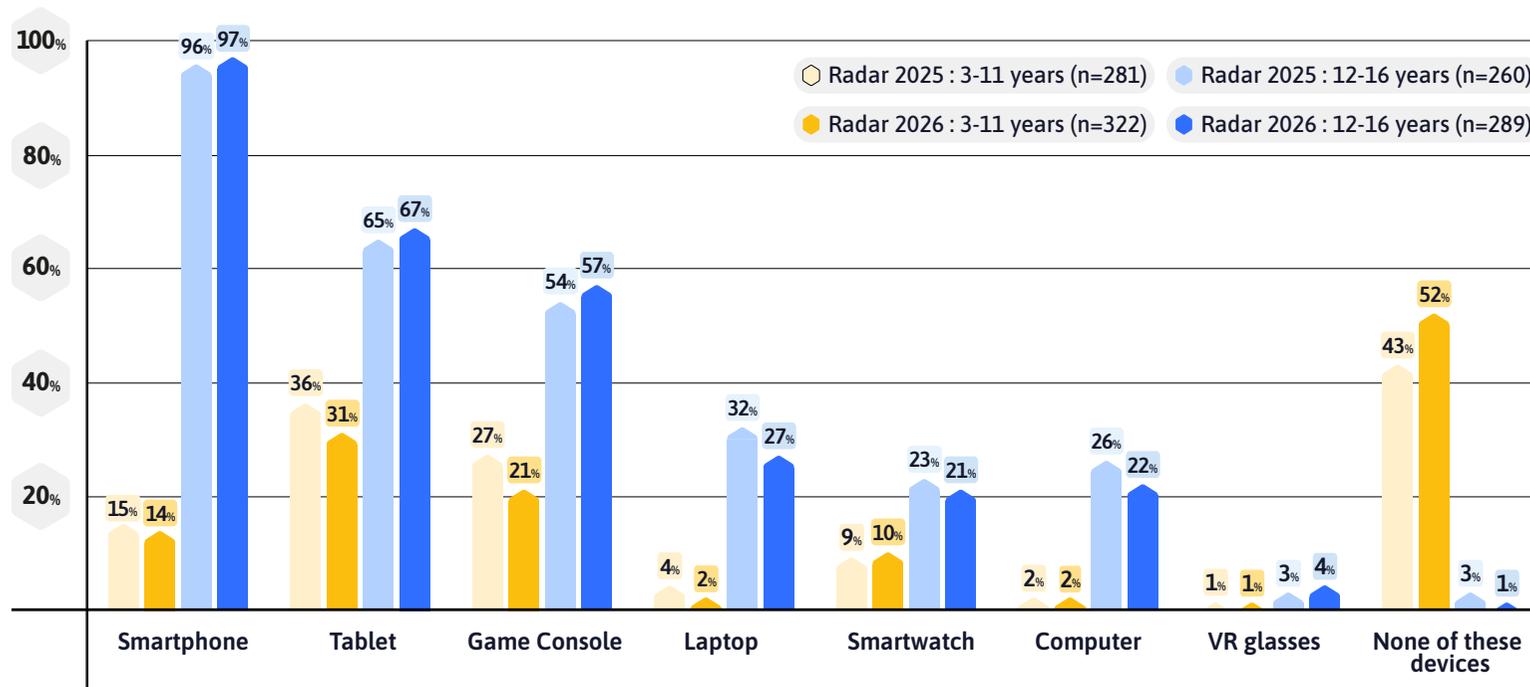


Figure 2. PARENTS - Does your child have their own...?



With regard to devices available at home and personally owned by children, the statements made by parents in the BEE SECURE Radar 2026 survey remain broadly similar to those of the previous year, with no significant differences.

Among young people aged **12 to 16**, almost all of them own a **personal smartphone (97%)**. More than half also have a **tablet (67%)** and a **game console (57%)**.

In contrast, around **half of children aged 3 to 11** do not own **any personal devices**. Among those who do, tablets are the most commonly owned device (31%).



# 2. Smartphone applications

Social networks, accessible via both websites and mobile applications, occupy a central place in the media culture of younger generations.

## Results of the student survey

As part of a survey of more than 12,000 school-age pupils in Luxembourg, participants were asked to indicate, from a predefined list, the applications they use most frequently. A free response field

also allowed them to mention other applications not included in the list, thus providing a more nuanced overview of actual digital usage.

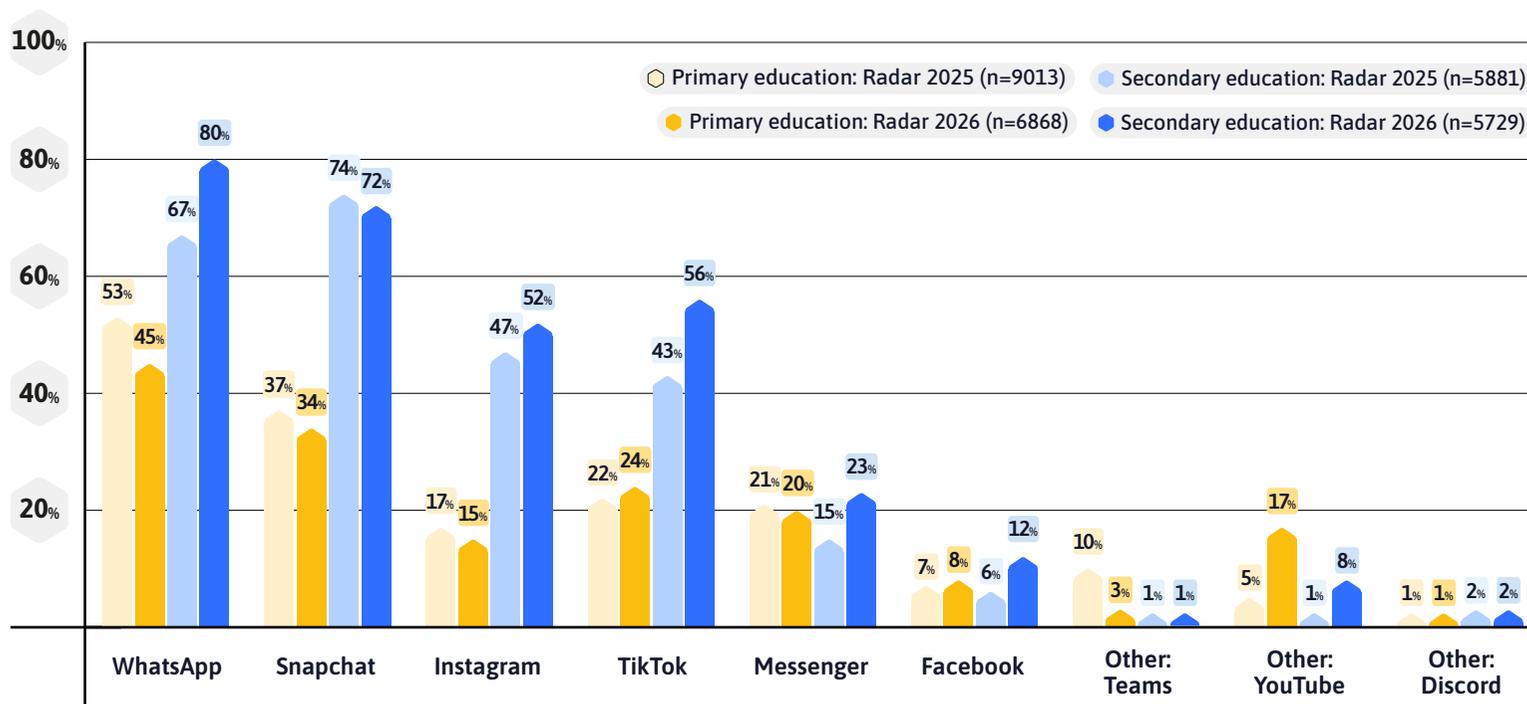


Figure 3. PUPILS - Applications I use (multiple answers possible)...



### Primary education

In contrast to secondary education, primary school pupils recorded an **8% decrease** in the use of **WhatsApp**. However, the app remained in first place, as in the previous year, **followed by Snapchat and TikTok**.

In this age group, there has been a particularly **sharp increase** in the use of **YouTube**: 17% of respondents indicated in the open-ended response field that they use *YouTube* (or *YouTube Kids*), an increase of 12% over the previous year.

### Secondary education

Among secondary school pupils, the **Snapchat app has ceded its top spot to WhatsApp**, although the proportion of *Snapchat* users has remained virtually unchanged. This change can be explained by the increase in the share of *WhatsApp* users, up 13% from the previous year to 80%.

A similar trend can be observed for *TikTok* and *Instagram*: **TikTok** recorded a **13% increase** and climbed to third place, relegating *Instagram* to fourth place. *Messenger* remained in fifth place, as it did last year, while showing a notable 8% growth in the number of users.

Finally, it is worth noting the significant growth of *YouTube*, which was freely mentioned in the 'other' category: 8% of respondents cited this application, an increase of 7% compared to the previous year.

# 3. Screen time and online activities

Almost all young people use the Internet regularly.



In Germany, 89% of young people are online every day. The more digital technology becomes integrated into all areas of everyday life, the more **difficult it becomes to clearly distinguish between 'online' and 'offline'** and to measure the total time spent online or in front of a screen in a methodologically reliable way. This difficulty is increasing as more and more everyday devices become connected (Feierabend et al., 2025a).

In order to obtain an indication of the time spent on online activities, the BEE SECURE Radar surveys – like the 'JIM 2025' study – focused on screen times automatically recorded by the most frequently used device: **the smartphone**.

## 3.1 Daily screen time

**Awareness of the 'screen time' feature:** Smartphones have a built-in feature that allows users to view their screen time, including average daily usage time. Almost all the young people surveyed (94%) said they were aware of this feature. In contrast, 12% of parents said they were not aware of it, while 91% of teachers said they were aware of it.



For all young people surveyed in the German 'JIM' study (aged 12 to 19), daily screen time on smartphones amounts to 231 minutes, or just under four hours.

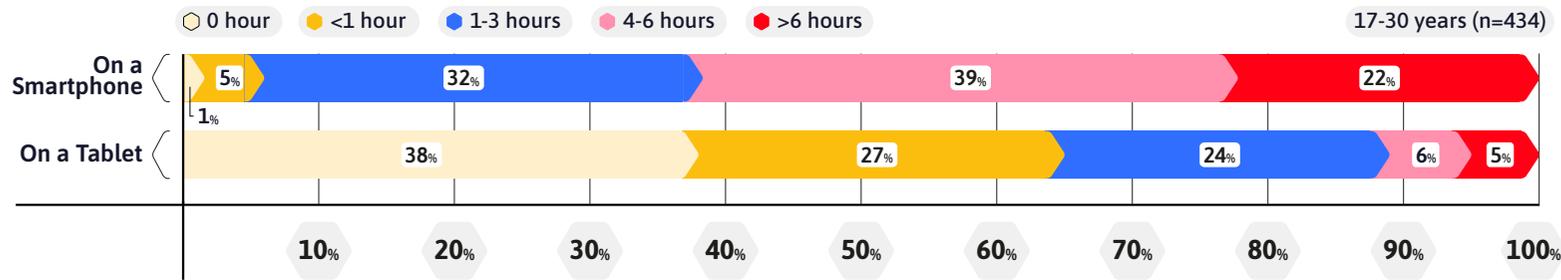
(Feierabend et al., 2025a)

**Time estimates provided by respondents:** Figure 4 presents the information provided by young people, parents and teachers.

	minutes	hours
<b>YOUTH 12-16 years</b> (n=36)	304	5h 4min
<b>YOUTH 17-30 years</b> (n=309)	342	5h 42min
<b>PARENTS 3-16 years</b> (n=540)	254	4h 14min
<b>TEACHERS</b> (n=105)	269	4h 29min

**Figure 4.** Can you indicate your average daily screen time (based on your "weekly report")?

These results highlight a **discrepancy** between the screen time reported by **young people** and that reported by **adults** (ranging from approximately 30 minutes to 1 hour 30 minutes), whether parents or teachers. It should be noted, however, that these are average values, as individual usage times can vary considerably from one person to another. Finally, no comparison with the previous year's figures is provided, as the wording of the question has changed in this edition, making the results not directly comparable.



**Figure 5.** YOUTH (17-30 years) - Estimate the amount of time you spend each weekday (Monday to Friday) on each device.

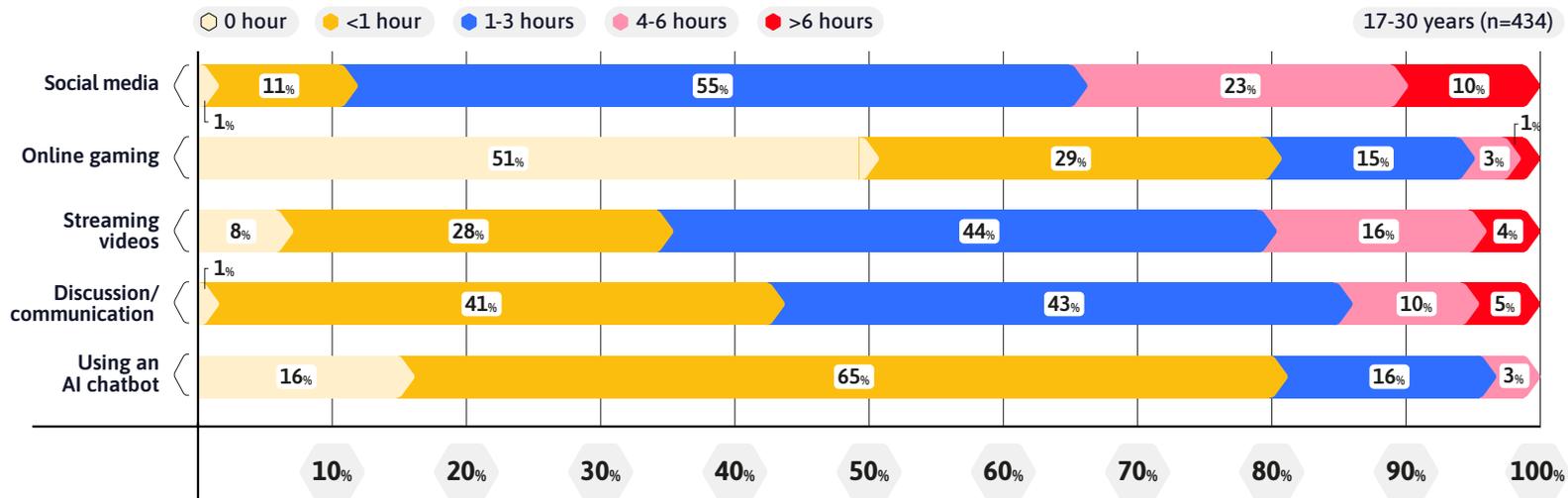
When asked how much time they spend on different digital devices during a weekday, **61% of young people aged 17 to 30** say they spend **four or more hours a day on their smartphones** (BEE SECURE Radar

2025: 65%). Among young people aged 12 to 16, **56%** also reported using their smartphones for **at least four hours a day**.

### 3.2 Duration of online activities

Beyond the total amount of time spent in front of screens, it is important to analyse the time young people devote to their various

online activities in order to better understand the diversity of their digital practices.



**Figure 6.** YOUTH (17-30 years) - Estimate the amount of time you spend each weekday (Monday to Friday) on each activity.

Nearly 60% of 18- to 24-year-olds in Luxembourg mainly use social media to socialise politically.

(Poirier & Darabos, 2025)

One **third** of 17- to 30-year-olds spend **at least four hours** a day **on social media** (BEE SECURE Radar 2025: 38%). However, half of young adults say they never play online games, a figure that has remained stable compared to the previous year.

Among young people aged **12 to 16** (n=45), social media use also remains the most frequently cited activity. In this group, **28%** say they spend **four hours or more a day on social media**.

### Focus: the use of chatbots

For the first time, the BEE SECURE Radar survey assessed the amount of time spent using **artificial intelligence (AI) chatbots**, such as *ChatGPT*. **Only 16%** of respondents aged 17 to 30 say **they never use them**, which means that a large majority (84%) use them at least occasionally, with around **one in five young people (19%) using them for an hour or more per day**.

Among young people **aged 12 to 16** (n=45), 27% said they never use chatbots, while **73% said they use them on a daily basis**.



Among parents of children aged 12 to 16, 38% believe that their child never uses chatbots, and 11% are unable to say. Around half (51%) believe that their child uses them on a daily basis.

These results highlight the growing integration of generative AI tools into young people's daily lives, complementing already well-established digital uses such as social media.



**What about children?** Overall, **more than a third** (39%) of the 149 children aged 7 to 13 surveyed **said they had already used *ChatGPT***, while nearly 57% had not yet used it. The remaining 4% of children did not know. More precisely, the survey shows that 71% (n=105) of children have heard of *ChatGPT*. Of these children, 53% said they have used the tool, while 42% said they have not yet used it, and 5% did not know. On the other hand, 26% of children (n=39) said they had never heard of *ChatGPT*. The remaining 3% were unable to say whether they had heard of it before.

In addition to being used independently via specific programmes such as *ChatGPT*, AI-based chatbots are increasingly being integrated into social networks and messaging applications. They are thus becoming an integral part of the digital ecosystem in which young people operate, transforming both their communication habits and their relationship with information.



**Gaming** remains an integral part of the culture of young people aged 12 to 19, as confirmed by data from the latest JIM study. Nearly three-quarters of adolescents (71%) say they play digital games – on smartphones, tablets, computers or consoles – every day or several times a week.

(Feierabend et al., 2025a)

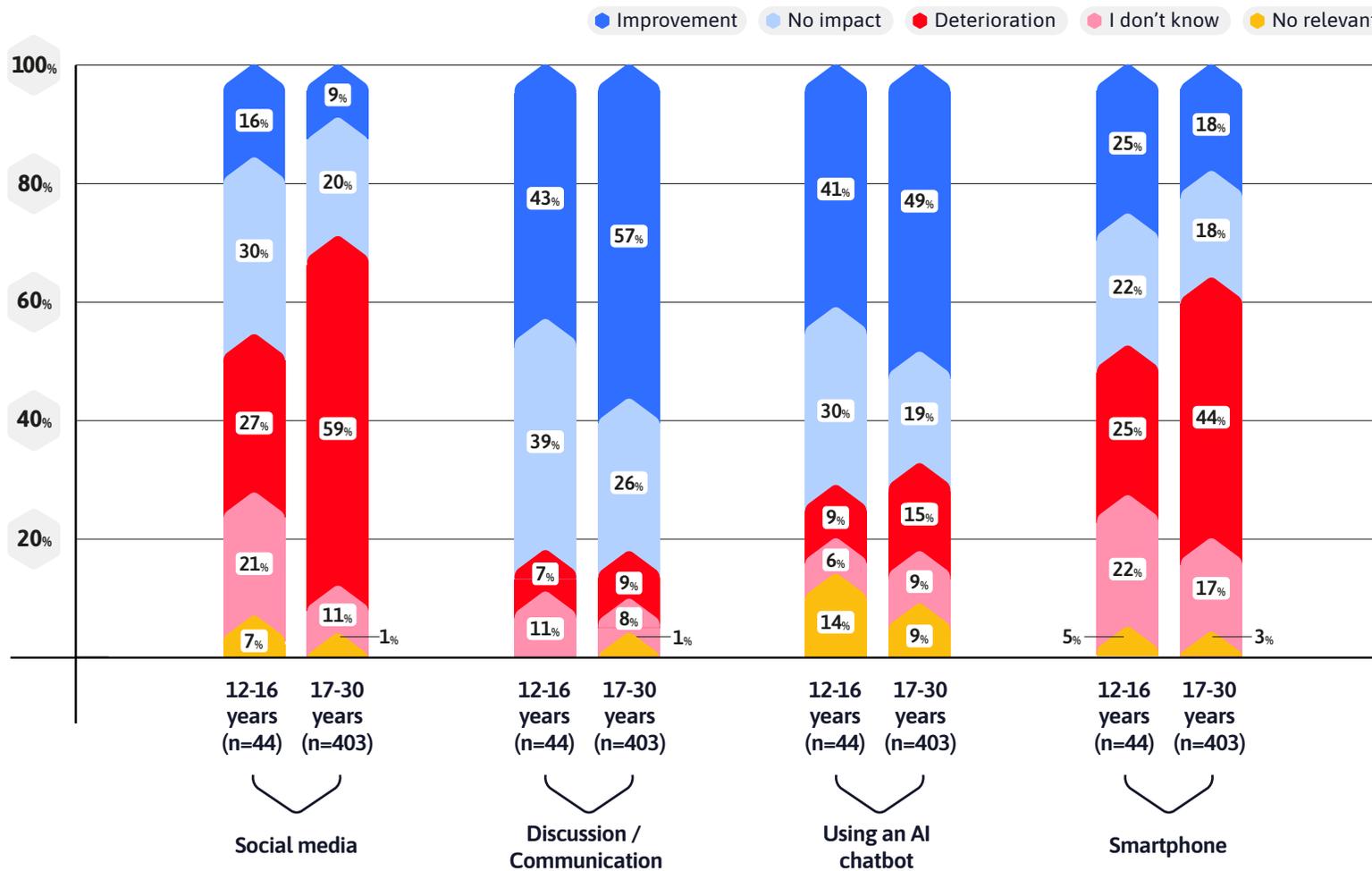


A representative German study of more than 600 young people aged 14 to 17 confirms that entertainment is one of the main motivations for use. Between 88% and 89% of young people say they use social media often or very often because it is fun or enjoyable. Other important reasons mentioned are passing the time (75%) and the need to relax (71%). On the other hand, only a minority of young people say they use social media to forget about school (35%) or because they fear social exclusion (33%).

(Wendt et al., 2024)

### 3.3 Subjective perception of the impact on mental well-being

As part of the BEE SECURE Radar 2026 survey, the perceived impact of various online activities on young people's subjective mental well-being was explored for the first time.



**Figure 7.** YOUTH - In your experience, what impact do the following factors have on your mental/psychological wellbeing?



**Communication:** Among young people aged 17 to 30, more than half (57%) believe that **chatting or communicating** online helps **improve their mental well-being**. Nearly half (49%) also perceive **the use of AI chatbots** (such as *ChatGPT*) as having a **positive effect on their well-being**.

**Smartphones:** 44 % of young people aged 17 to 30 believe that smartphone use has a **negative impact** on their mental well-being. On the other hand, among younger people aged 12 to 16, the effects of smartphone use on mental well-being are perceived in a more nuanced way: responses are evenly distributed among the different options, with each option being chosen by about a quarter of respondents.



Parents' responses (regarding their children aged 12 to 16) broadly reflect this perception: 46% of parents, like 44% of young adults, believe that smartphones have a negative influence on well-being.

**Social media:** Similar results are observed with regard to social media use.

Among parents of children aged 12 to 16, 55% believe that social media has a negative impact on their children's well-being.

It is interesting to note that the majority of young people aged 17 to 30 (59%) also share this negative perception, while only 27% of young people aged 12 to 16 express the same opinion – half as many. However, the amount of time spent on social media remains relatively similar between the two age groups.

**Although a majority of young people (59%) aged 17 to 30 recognise that social media has a negative impact on their well-being, they nevertheless continue to use it frequently:** only 11% say they spend less than an hour a day on social media, while around a third spend four hours or more each day.

It should be clearly emphasised that **these results refer to subjective well-being**, as perceived and reported by respondents, and not to a clinical assessment or measurement based on a validated psychometric tool.

According to a representative survey conducted by Vodafone in Germany, the vast majority of young people use social media intensively and associate its use with more positive than negative feelings. However, nearly three-quarters of them report spending more time on it every day than they would like. Around a third of young people even associate their use of social media with significant feelings of distress.

(Vodafone Stiftung Deutschland, 2025)



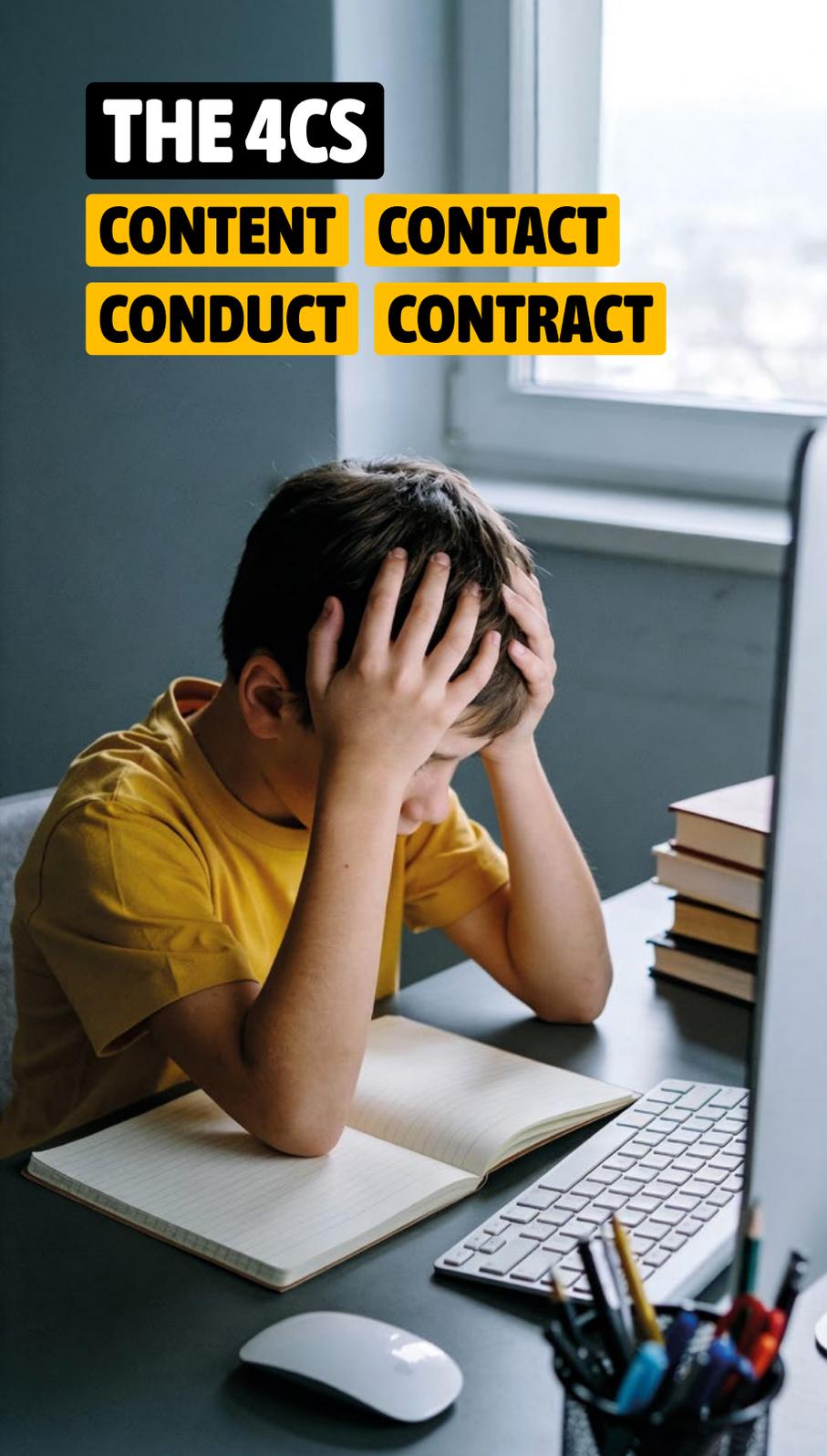
# THE 4CS

CONTENT

CONTACT

CONDUCT

CONTRACT



## 4. Assessment and management of risks associated with ICT use

Assessing and managing risks associated with ICT use are fundamental in today's digital environment. This chapter presents the main approaches for identifying, assessing and mitigating these risks, while emphasising the importance of safe and responsible use of digital tools.

### Risk typologies

The **CO:RE risk typology ('the 4 Cs')**<sup>5</sup> highlights the diversity of aspects and the multitude of issues that, according to the assessment of international experts, influence the safe use of ICT by children and young people (Livingstone & Stoilova, 2021).

Conceptually, **it is important to differentiate between risk and harm**: 'Risk is the probability of harm, while harm implies a series of negative consequences for emotional, physical or mental well-being' (Livingstone, 2021). For example, exposure to pornography is a risk for a child, but there is no guarantee that this exposure will lead to harmful effects.

In addition to the CO:RE risk typology, the BEE SECURE Radar also draws on the classification of the Risk Atlas (*Gefährdungsatlas*) of the Federal Review Board for Media Harmful to Young Persons (*Bundesprüfstelle für jugendgefährdende Medien*) (Brüggen et al., 2022, p. 96) to assess and analyse the various risks.

<sup>5</sup> Children Online: Research and Evidence (CO:RE) : The 4 Cs of online risk (<https://core-evidence.eu/posts/4-cs-of-online-risk>).

	<b>Content</b>	<b>Contact</b>	<b>Conduct</b>	<b>Contract</b>
	Child engages with or is exposed to potentially harmful content	Child experiences or is targeted by potentially harmful <i>adult</i> contact	Child witnesses, participates in or is a victim of potentially harmful peer conduct	Child is party to or exploited by potentially harmful contract
 <b>Aggressive</b>	Violent, gory, graphic, racist, hateful or extremist information and communication	Harassment, stalking, hateful behaviour, unwanted or excessive surveillance	Bullying, hateful or hostile communication or peer activity e.g. trolling, exclusion, shaming	Identity theft, fraud, phishing, scams, hacking, blackmail, security risks
 <b>Sexual</b>	Pornography (harmful or illegal), sexualization of culture, oppressive body image norms	Sexual harassment, sexual grooming, sextortion, the generation and sharing of child sexual abuse material	Sexual harassment, non-consensual sexual messaging, adverse sexual pressures	Trafficking for purposes of sexual exploitation, streaming (paid for) child sexual abuse
 <b>Values</b>	Mis/disinformation, age-inappropriate marketing or user-generated content	Ideological persuasion or manipulation, radicalisation and extremist recruitment	Potentially harmful user communities e.g. self-harm, anti-vaccine, adverse peer pressures	Gambling, filter bubbles, micro-targeting, dark patterns shaping persuasion or purchase
 <b>Crosscutting</b>	<p><b>Privacy violations</b> (interpersonal, institutional, commercial)</p> <p><b>Physical and mental health risks</b> (e.g. sedentary lifestyle, excessive screen use, isolation, anxiety)</p> <p><b>Inequalities and discrimination</b> (in/exclusion, exploiting vulnerability, algorithmic bias/predictive analytics)</p>			

**Figure 8.** The CO:RE classification of online risks (“the 4 Cs”) for children.  
Source: Graphical representation based on Livingstone & Stoilova, 2021.

**Artificial intelligence (AI)** reinforces these existing risks and also introduces new ones.<sup>6</sup>

AI offers many opportunities in the areas of education, creativity and access to information, but it also carries significant risks: manipulative content, data protection breaches, and psychological risks associated with seemingly “conscious” or adaptive chatbots, which may encourage addictive behaviour (Abendroth et al., 2025).

With regard to ‘**companion AI**’<sup>7</sup> **two main concerns** emerge: firstly, the fear that these AIs will meet our social and emotional needs to such an extent that they will replace human relationships (**fear of substitution**). Secondly, there is concern that we will become accustomed to investing less in our relationships, as companion AI requires less – or different types of – effort on our part (**fear of a loss of social skills**).

In the **school context**, the *KI-Kompass* warns in particular against the phenomenon of “**cognitive delegation**”, i.e. the loss of one’s own skills due to excessive outsourcing to AI, as well as against the social and ethical consequences: reduced human interaction, misinformation, lack of transparency, and ecological or work-related problems. AI thus influences not only how knowledge is transmitted, but also its quality and reliability.



With regard to generative AI (Generative AI, GAI), Yu et al. (2025) propose, based on empirical data, a taxonomy of AI-related risks for young people (*Youth-GAI Risk Taxonomy*), which distinguishes the following areas of harm:

- **Risks to social and moral development;**
- **Risks to mental well-being;**
- **Risks of misuse and exploitation (when the user causes harm);**
- **Risks to privacy;**
- **Risks of toxicity (when the system causes harm);**
- **Risks of bias and discrimination;**
- **To which a seventh category entitled ‘Other’ is added.**

The authors also describe four cross-cutting categories of harm:

- 1. Escalating Mutual Harm:** harm resulting from repeated interactions between young people and generative AI systems, which can create feedback loops that reinforce harmful behaviours or emotional patterns;
- 2. Generative AI-facilitated Intrapersonal Harm:** situations where young people engage in behaviours that are harmful to their well-being or development, which are reinforced or facilitated by AI;
- 3. GAI-Facilitated Interpersonal Harm:** cases where AI tools are intentionally used to harm others, with perpetrators or instigators potentially being peers or adults;
- 4. Autonomous GAI Harm:** risks arising from the autonomous actions of the system, without direct user intent, often due to algorithmic biases or processing errors.

Shortly before the finalisation of the BEE SECURE Radar, European regulators, the European Commission and the *Board of the Digital Services Coordinators* published a first global report on the landscape of risks associated with very large online platforms and search engines (VLOPs and VLOSEs) in the European Union.<sup>8</sup>

<sup>6</sup> BEE SECURE (2025) has published a thematic contribution on AI: <https://www.bee-secure.lu/fr/publication/intelligence-artificielle/>

<sup>7</sup> ‘Companion AI’ is a subcategory of conversational AI, i.e. AI systems that communicate with users primarily through text or speech using natural language (Ruane, Birhane and Ventresque, 2019). While many conversational AI systems are designed to mimic human interaction, companion AI is distinguished by a design that aims to create the illusion of social presence and relational continuity, causing it to act as a social actor capable of eliciting social and moral responses (Dautenhahn, 1998; Leong and Selinger, 2019). It is developed with the promise of being specially tailored to the emotional and social needs of users (Malfacini, 2025).



Key findings include risks to mental health and the protection of minors online, the impact of new technologies such as generative AI on digital platforms, and challenges related to the protection of intellectual property on online marketplaces. Risk mitigation measures highlighted include, for example, the use of automated systems to detect emojis used as codes for illegal online activities, such as the sale of illicit drugs.

The report is based on risk assessments, audits and transparency reports provided by the platforms themselves, as well as independent research on certain risks and various contributions from civil society.

<sup>8</sup> For more information: <https://digital-strategy.ec.europa.eu/en/news/digital-services-act-report-lays-out-landscape-systemic-risks-online>

## 4.1 The most concerning online risks<sup>9</sup>



As part of the 'JIM' study, questions relating to problematic content and negative online experiences have been addressed for many years. One of the central aspects concerns disinformation, i.e. exposure to deliberately false or misleading information disseminated on the Internet. In the latest edition of this study, 67% of adolescents (aged 12 to 19) reported having been exposed to this type of content in the previous month, compared to 61% in 2024 (Feierabend et al., 2025a).

	<b>Parents</b> 3 to 11 years (n=322)	<b>Parents</b> 12 to 16 years (n=289)	<b>Youth</b> 17 to 30 years (n=360)	<b>Teachers</b> (n=152)
<b>1</b>	Spending too much time online (41%)	Spending too much time online (55%)	Disinformation and fake news (56%)	Spending too much time online (65%)
<b>2</b>	Age-inappropriate content (39%)	Disinformation and fake news (53%)	Images/videos showing sexualised violence against children ("child pornography", CSAM) (45%)	Age-inappropriate content (58%)
<b>3</b>	Disinformation and fake news (39%)	Influence of online role models (e.g. influencers) (37%)	Cybercrime (phishing, account takeover, viruses, malware) (39%)	Disinformation and fake news (45%)
<b>4</b>	Influence of online role models (e.g. influencers) (26%)	Collection of personal data without young people realising it (32%)	Violent or hateful content (37%)	Influence of online role models (e.g. influencers) (44%)
<b>5</b>	Violent or hateful content (24%)	Age-inappropriate content (28%)	Collection of personal data without young people realising it (37%)	Cyberbullying (39%)

**Figure 9.** Most concerning online risks.

<sup>9</sup> List of dangers and risks from which respondents could select up to five: violent or hateful content; sexual content; age-inappropriate content; disinformation and fake news; cyberbullying; stalking; danger from contact with paedophiles (grooming); pressure to behave in a certain way; fear of missing out when not online (FOMO); spending too much time online; incitement to self-harm; pressure to share something intimate; collection of personal data without the knowledge of young people; cybercrime; influence of online role models (e.g. influencers); images/videos showing sexual violence against children; dangerous challenges.



## Long-term trends – key developments

### 1 PARENTS OF CHILDREN AGED 3 TO 11

Between the BEE SECURE Radar 2022 and the BEE SECURE Radar 2026, the proportion of parents citing **disinformation** among their top five concerns **rose from 23% to 39%**, a significant increase of 16% in four years. This issue has thus gone from being a concern for a minority (around one in five parents) to one shared by nearly two in five parents, reflecting a growing awareness of the challenges posed by online disinformation. Data protection, cyberbullying and violent or hateful content share fifth place, each mentioned by 24% of respondents.

### 2 PARENTS OF CHILDREN AGED 12 TO 16

In this group, **disinformation has also risen sharply, from 43% to 53%** between the BEE SECURE Radar 2022 and the BEE SECURE Radar 2026. It is now mentioned by more than half of parents as one of their top five concerns, an increase of 10%. At the same time, concern about the **collection of personal data without the young person's knowledge** has decreased, falling **from 40% to 32%**.

### 3 YOUNG PEOPLE AGED 12 TO 16

Among young people in this age group, 50% now cite **disinformation** as their main concern. This is an unprecedented development: for the first time since the surveys began in 2021, this topic is **in the Top 5 concerns of 12- to 16-year-olds – and directly in 1<sup>st</sup> place.**



#### 4 YOUNG PEOPLE AGED 17 TO 30

Among young adults, **disinformation** has remained **the top concern** for several years. It is cited by 56% of respondents. In the BEE SECURE Radar 2022, the issue already ranked first in this age group with 76%. This leading position has been maintained to date, although the percentage has remained slightly lower than in 2022 (BEE SECURE Radar 2025: 52%, BEE SECURE Radar 2024: 50%, BEE SECURE Radar 2023: 48%).

The issue of violent or hateful content (*hate speech*) also reappears in the Top 5, after featuring in the BEE SECURE Radar 2022 and BEE SECURE Radar 2023 editions. Compared to the previous year, 8% more young people included it among their top five concerns.

Excessive screen time now ranks only sixth among 17- to 30-year-olds (35%), as in the Radar 2022 and Radar 2023 editions. In the previous two years, however, this issue had risen to third place.

#### 5 TEACHERS

As in the previous year, excessive use (65%), age-inappropriate content (58%) and disinformation (45%) are the issues that cause the most concern among the teachers surveyed.

#### 6 CONCLUSIONS

**In the long term, screen time remains the most frequently cited concern**, consistently ranking first among adults in the various editions of the BEE SECURE Radar.

**Disinformation, meanwhile, is gaining importance** across the board, affecting all groups surveyed – young people and parents alike. Conversely, the issue of **cyberbullying has seen a slight decline** in priority, both in the current results and in the retrospective analysis. However, it remains firmly in the top five concerns.

A comparison between young people and parents reveals notable differences in the ranking of issues considered to be priorities.

For example, *CSAM (Child Sexual Abuse Material)* ranks second among young people's concerns, while it does not appear in the top five for parents. It is cited by only 13% of parents of young people aged 12 to 16 and by 12% of parents of children aged 3 to 11.

Among young people, the other dominant themes in the top five are **cybercrime, cyberbullying and data protection**.



## 4.2 Experiences with risks and dangers

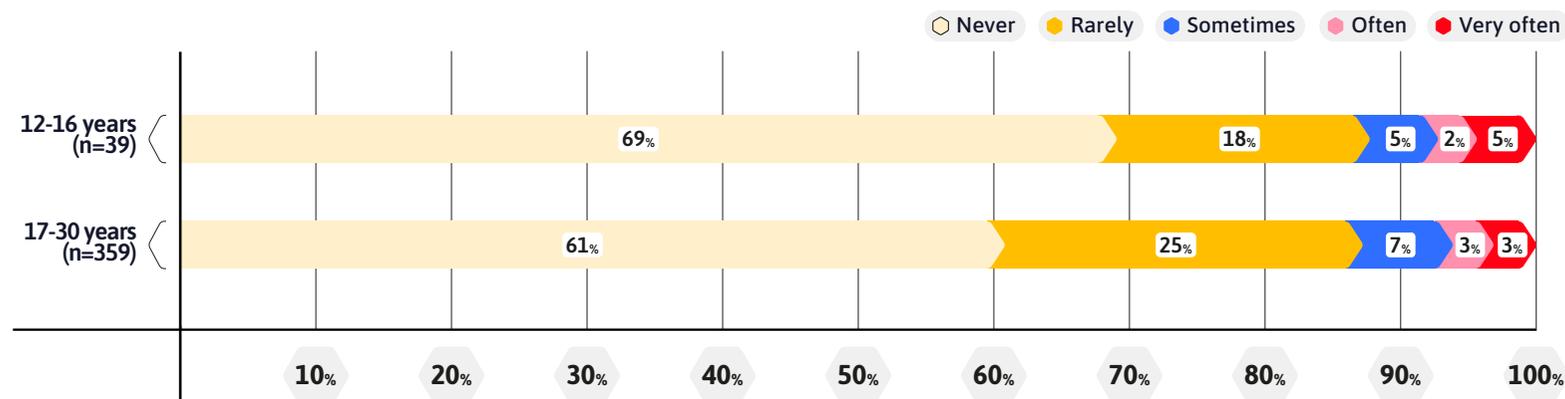
In a constantly evolving digital environment, it is important to understand the challenges young people face online. In order to **assess the extent of risky behaviour** on the internet, surveys of parents and young people aim to determine how often they or their peers have been exposed to potentially risky situations. The results provide an overview of current trends and a **better understanding of the extent of digital risks** to which young people are exposed in Luxembourg.

Recurring themes such as cyberbullying, pornography and sexting are regularly covered in these surveys. This year, new questions were introduced on exposure to hateful content targeting specific groups, in order to better observe the evolution of these phenomena and enrich the overall understanding of online risk dynamics.

### 4.2.1. Cyberbullying

Cyberbullying refers to a situation in which a child is harassed, mocked or intimidated by one or more other children, or even by adults, through online technologies. This harassment may be

accompanied by psychological abuse and may be intentional or unintentional (Stoilova et al., 2023).



**Figure 10.** YOUTH - How many times have you been a victim of cyberbullying (e.g. insults, threats, online harassment over a prolonged period)?



The data collected as part of the BEE SECURE Radar 2026 survey highlights a similar trend to that observed in the previous year. Among the 39 young people aged 12 to 16, 30% report having been victims of cyberbullying, including 34% in the last 12 months. This corresponds to approximately 11% of all young people who have experienced cyberbullying in the past year. Over a two-year period, 16% of young people report having been targeted at least once.



Of the 289 parents surveyed, 24% said that their child aged 12 to 16 had been a victim of cyberbullying. Among them, 29% reported an incident in the past 12 months, which equates to approximately 7% of all parents. As with young people, 16% of parents reported an incident over a two-year period.

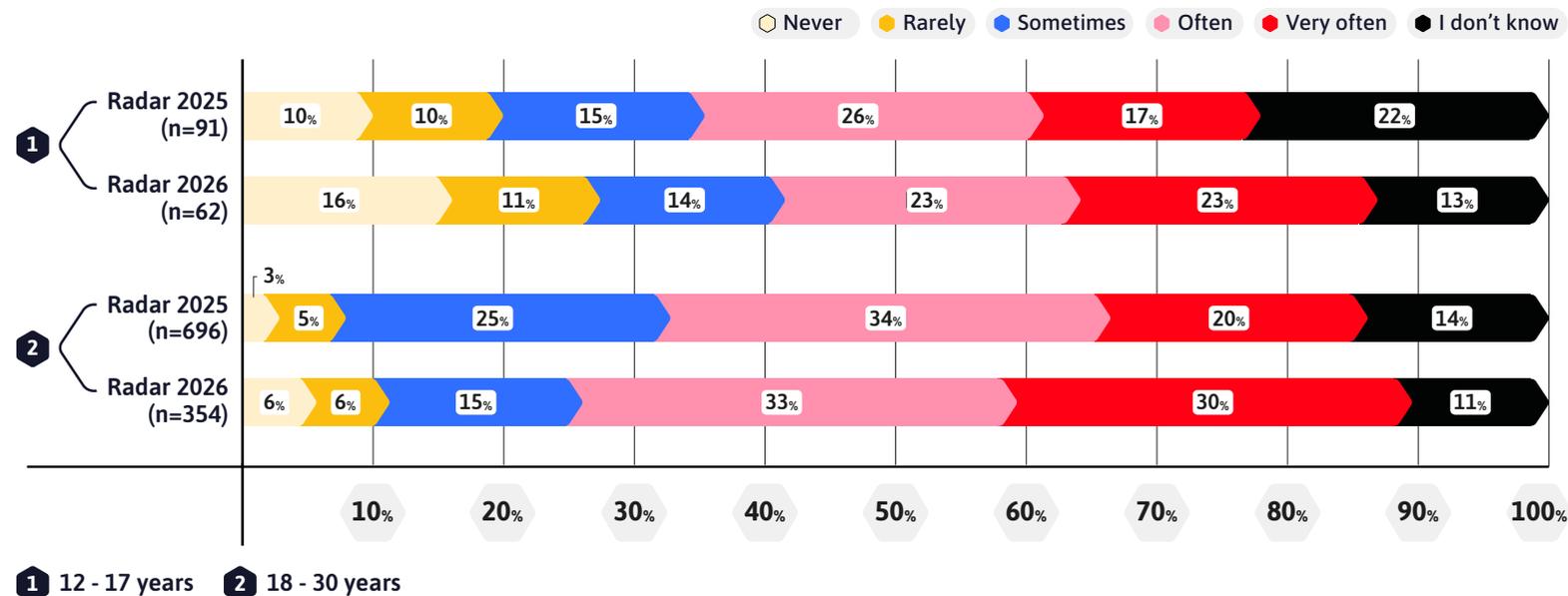
Overall, the responses from parents and young people indicate that approximately **one in ten (10%)** young people aged 12 to 16 have been exposed to **cyberbullying in the past year**. The results are broadly stable and comparable to those of last year's BEE SECURE Radar.

*In a representative survey conducted in 2024 among 1,732 young people aged 12 to 29 in Luxembourg, 16.4% reported having been victims of online harassment at least once in the past year.*

*(OEJQS, 2025)*

### 4.2.2. Pornography

In the online context, ‘pornography’ refers to content with no artistic value, depicting sexual acts or naked people for the purpose of sexual arousal (Stoilova et al., 2023).



**Figure 11.** YOUTH - In your opinion, how often do people your age use platforms that offer pornographic content?

Given that pornography platforms are officially reserved for audiences aged 18 and over, the responses were analysed by distinguishing between two age groups: minors (under 18) and young adults (18 to 30). The overall distribution of responses remains similar to last year’s (BEE SECURE Radar 2025). However, there has been a notable increase in the ‘very often’ response regarding the perceived frequency of peer use of pornographic platforms compared to the previous year.

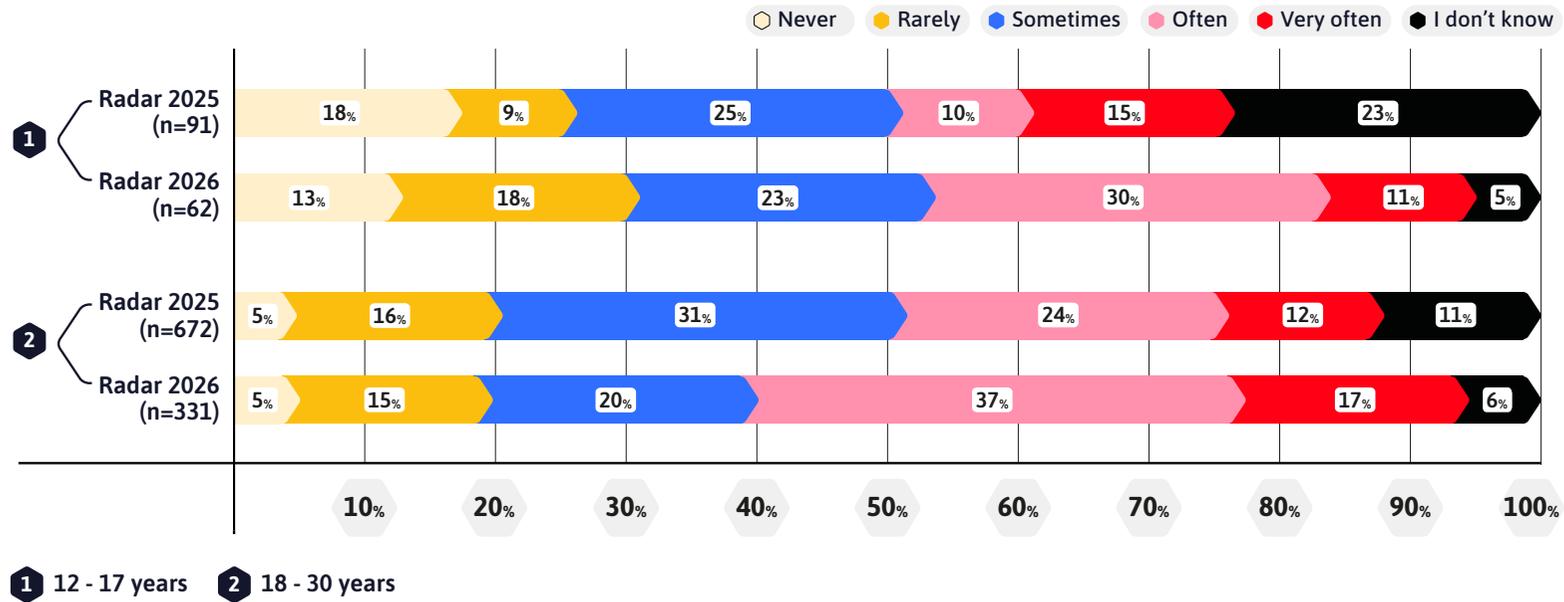
Among **12- to 17-year-olds**, **60%** believe that **their peers** view **pornographic content at least sometimes**. This figure rises to **78% among 18- to 30-year-olds**. In the latter group, the proportion of ‘very often’ responses rose to 30%, an increase of 10% compared to the previous year.

A more moderate change was observed among younger people: 23% of 12- to 17-year-olds chose ‘very often’, compared to 17% the previous year. This trend should be interpreted with caution, given the small sample size for this group (n=62).

### 4.2.3. Sexting

For the purposes of this analysis, *sexting* is defined as ‘the sharing of sexually explicit images, videos or messages by electronic means’ (Madigan et al., 2018). Children and young people today have earlier access than previous generations to intimate or sexualised content – texts, photos or videos – via digital media.

According to a representative survey conducted in Germany in 2025 on minors’ experiences with sexting and pornography, 31% of children and adolescents aged 11 to 17 have already received a sexting message (Landesanstalt für Medien NRW, 2025).



**Figure 12.** YOUTH - In your opinion, how often do people your age send intimate photos or videos of themselves to another person?

The present findings highlight a notable change in how young people perceive the frequency of sexting among their peers.

Among young people aged **12 to 17**, **only 13% believe that their peers never send intimate photos or videos** to other people (BEE SECURE Radar 2025: 18%).

This proportion remains low and reflects a gradual normalisation of the practice.

Among young adults aged **18 to 30**, the perception is even more pronounced: **barely 5% believe that their peers never engage in this practice**, a figure identical to that of the previous year.

The trend is also reflected in the most frequent responses: the option 'often' was chosen more than in 2025, both among 12- to 17-year-olds (+20%) and 18- to 30-year-olds (+13%). Among the latter, the response 'very often' also increased by 5%.

In total, **64% of young people aged 12 to 17** believe that **their peers send intimate images at least sometimes** (BEE SECURE Radar 2025: 50%). Among **18- to 30-year-olds**, **this perception reaches 74%** (BEE SECURE Radar 2025: 67%).

**Receiving intimate content** is also perceived as common: 67% of 12- to 17-year-olds say they receive it at least sometimes, a significant increase from the previous year (54%).

#### 4.2.4. Hateful content online



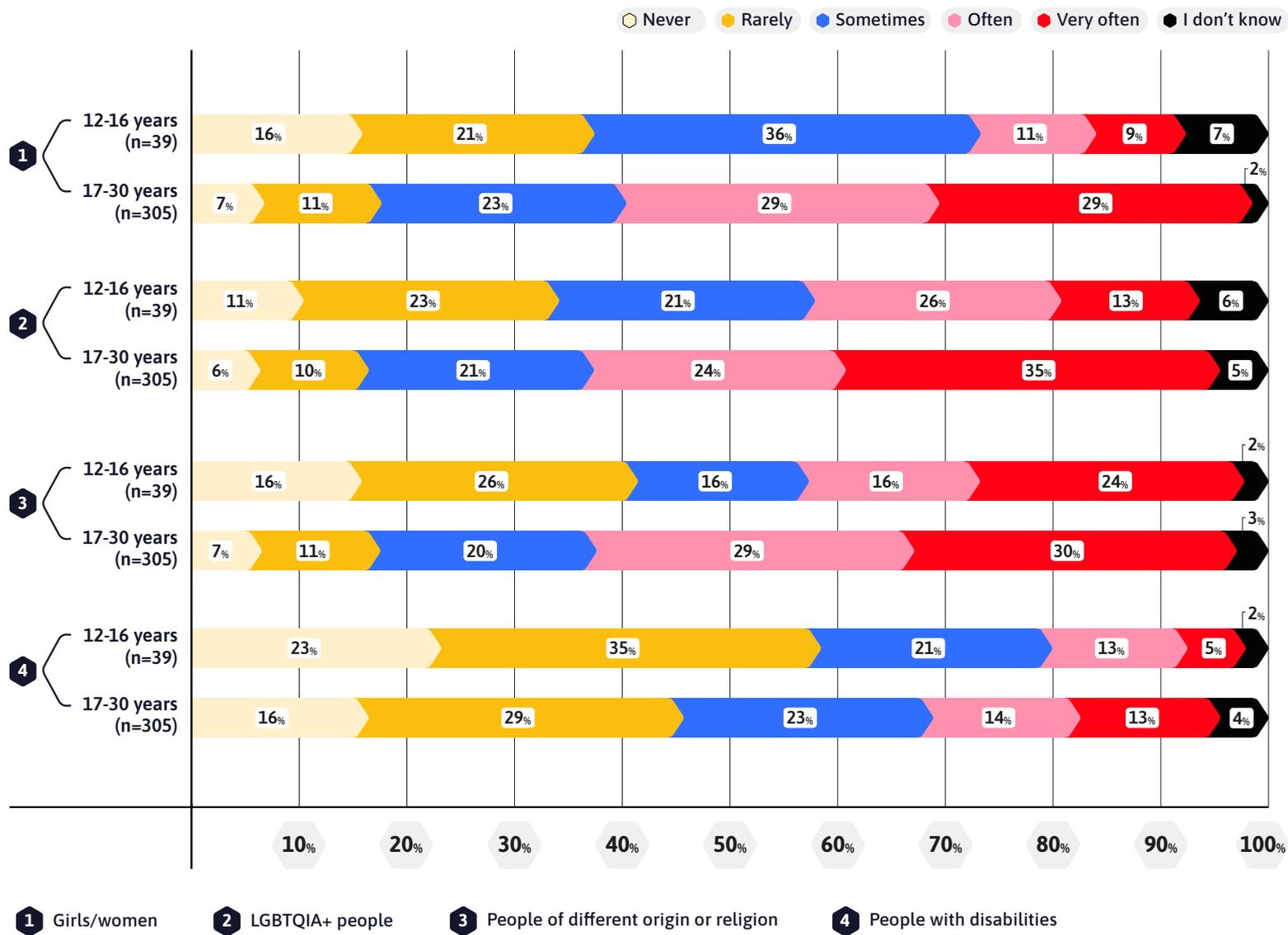
According to the results of the 'JIM' survey conducted in 2025, 64% of young people aged 12 to 19 reported having been confronted with abusive comments online, compared to 57% in 2024 (Feierabend et al., 2025a).

One of the main ways in which BEE SECURE identifies certain trends related to hateful content in Luxembourg is by monitoring reports received via the BEE SECURE Stoplevelne (see chapter III). Racism, revisionism and other forms of discrimination are punishable under the law of 19 July 1997<sup>10</sup>, and online content falling into these categories can be reported on the platform.

What is now referred to as hate speech is characterised by degrading, discriminatory or dehumanising comments that are likely to incite hatred or violence towards individuals or groups based on their origin, religion, sexual orientation, gender identity or any other affiliation. However, online hate is not only expressed through text messages: it can also manifest itself through images, videos, memes or other forms of visual content (Law of 19 July 1997, Art. 457.3.-).

<sup>10</sup> <https://legilux.public.lu/eli/etat/leg/loi/1997/07/19/n1/jo>





**Figure 13.** YOUTH - Over the past 12 months, how often have you seen content on the Internet expressing hatred or contempt towards certain groups?

Figure 13 presents the subjective assessments of the young people surveyed regarding the frequency with which they are exposed to certain hateful content online.

**Hate towards girls and women:** 81% of young people aged 17 to 30 say they have encountered such content at least sometimes. Nearly a third say they see it 'often', another third 'very often'. Only 7% say they have never been exposed to it.

**Hate towards LGBTQIA+ people:** 80% say they have encountered such content at least sometimes. 24% see it 'often', 35% 'very often', while only 6% have never been exposed to it.

**Hate based on origin or religion:** 79% say they have seen hateful content on the Internet towards people because of their origin or religion, including 29% who see it 'often' and 30% who see it 'very often'. 7% have 'never' encountered it.

**Hate towards people with disabilities:** half of 17- to 30-year-olds say they have been exposed to such content at least sometimes, 14% say 'often' and 13% 'very often'. 16% say they have never seen it.

Among 12- to 16-year-olds, the reported frequencies are lower, but these figures should be interpreted with caution, as there were only 39 respondents in this age group in the sample.

The platforms most frequently cited for exposure to these types of content are Instagram and *TikTok*, followed at a distance by *Facebook* and *YouTube*.



According to a study published by the organisation HateAid in 2024, online hate contributes to the gradual withdrawal of certain people from spaces of democratic debate. It disproportionately affects young women, people from immigrant backgrounds, and homosexual or bisexual people (Das NETTZ, 2024).

The trends identified in the BEE SECURE Radar 2026 therefore call for increased vigilance and continuous monitoring over the coming years to prevent and sustainably reduce the impact of these phenomena on young people and society as a whole.



BEE SECURE has devoted a thematic contribution to the issue of hate speech: <https://www.bee-secure.lu/fr/publication/discours-de-haine-hate-speech/>.

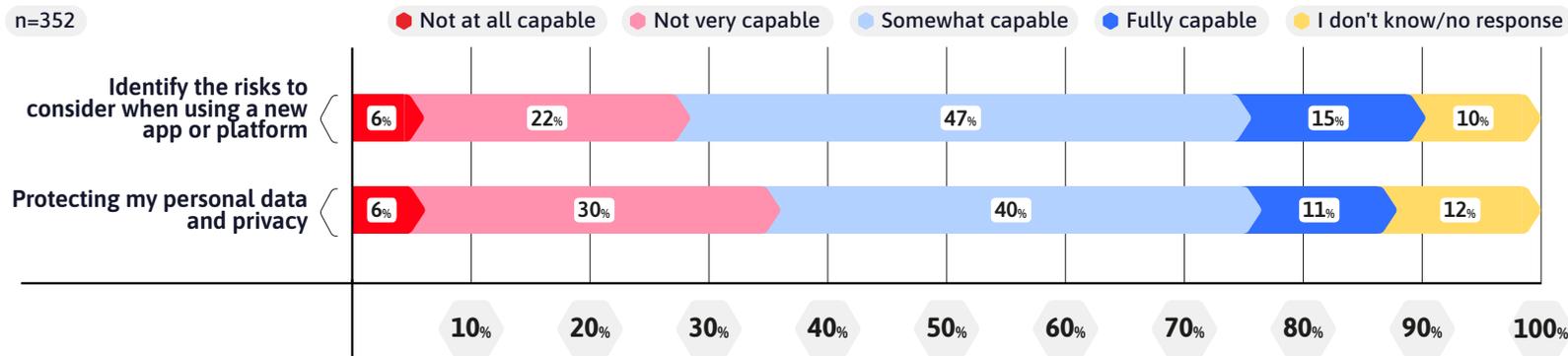
(BEE SECURE, 2023)

### 4.3 Risk management skills

To navigate safely in a constantly changing digital environment, it is essential to develop the right skills. These include the ability to critically evaluate new services, platforms and applications, identifying both the opportunities they offer and the risks they

entail. Strong personal data protection skills are also essential. These two areas were given particular attention in this year's survey. Other skills related to the use of digital media, specifically in relation to artificial intelligence, will be presented in Chapter 6.3.

#### Young people's skills



**Figure 14.** YOUTH (17-30 years) - Now it's time to assess your digital media skills. To what extent are you capable of performing the following tasks?

The results indicate that **the majority of young people** aged 17 to 30 (62%) consider themselves (somewhat) **able to identify the risks associated** with a new application or platform. However, more than a quarter (28%) say they do not have this skill (Figure 14).

When it comes to **protecting personal data and privacy online**, more than a third of young people (36%) consider themselves unable to ensure their own protection, while around half (**51%**) consider

**themselves competent in this area.** This question was also asked last year, and the differences are notable: in the BEE SECURE Radar 2025, 80% of 17- to 30-year-olds said they felt at least 'somewhat capable', compared to only 17% who felt they lacked this skill. Thus, **the proportion has decreased by 30%** compared to the previous year.

When it comes to the technical media skills of children aged 6 to 13 in Germany, it is in the area of data protection that they feel least comfortable: only 16% say they have a good understanding of privacy and data protection settings. The majority never actually do so (68%).

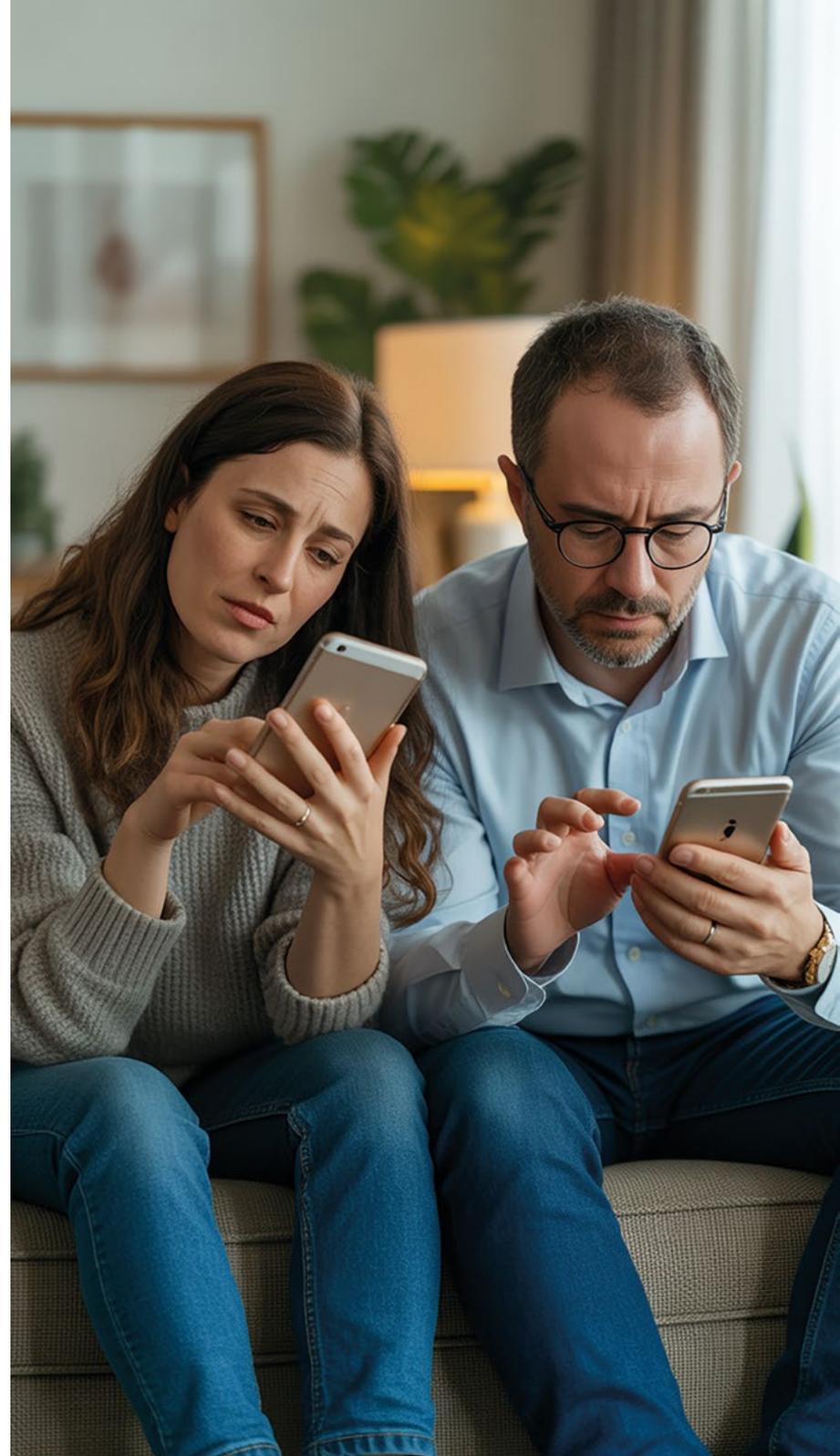
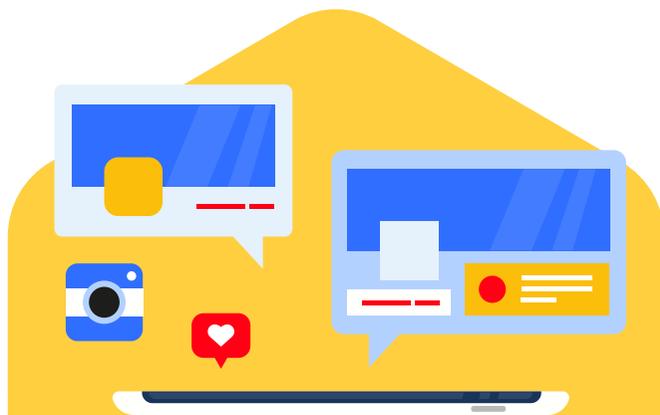
(Feierabend et al., 2025b)

## Parents' skills

A similar, albeit less marked, decrease can also be seen this year among parents with regard to their own ability to **protect their data and privacy**: while 82% considered themselves to be at least 'somewhat capable' last year, this figure has fallen to 71% in 2026. At the same time, the proportion of those who do not feel capable has risen from 15% to 22%.

This is an interesting trend, the causes of which remain difficult to determine with certainty at this stage. However, it should be noted that the issue of data protection, as a source of concern, has not changed significantly in recent years, or even compared to the previous year, according to the analysis of the 'TOP 5 concerns' over the long term.

The new question introduced this year, concerning the **ability to assess the risks associated with using a new platform**, was also asked to parents. Like young people aged 17-30, most parents (73%) say they feel able to assess these risks, while 20% feel they do not have the ability to do so.



# 5. Parental rules and measures (parenting)



Parents and guardians play a central role in supporting children and young people in an increasingly digitalised society. This support includes:

- discussing the opportunities and risks associated with digital technology (smartphones, social media, online games, etc.);
- establishing or negotiating rules appropriate to the child's age;
- and the thoughtful use of technical solutions such as parental control tools.

But to what extent are these recommendations actually put into practice within families? How many parents discuss the risks associated with the Internet with their children? And what are the most frequently discussed topics?



62% of parents of children aged 3 to 11, as well as **almost all parents of young people aged 12 to 16 (97%)**, say they have **discussed online risks with their children**. A more detailed analysis by age group shows a clear increase by age:

- 3 to 5 years old: 39%;
- 6 to 7 years old: 72%;
- 8 to 10 years old: 81%;
- 11 to 13 years old: 98% of parents say they have had these kinds of conversations.

In another question, parents were asked about the topics they had discussed with their children. Parents could select several topics from a list, ticking all the subjects they had discussed with their children. They could also freely add other topics if necessary.

## 5.1 Online risks: discussing them with children

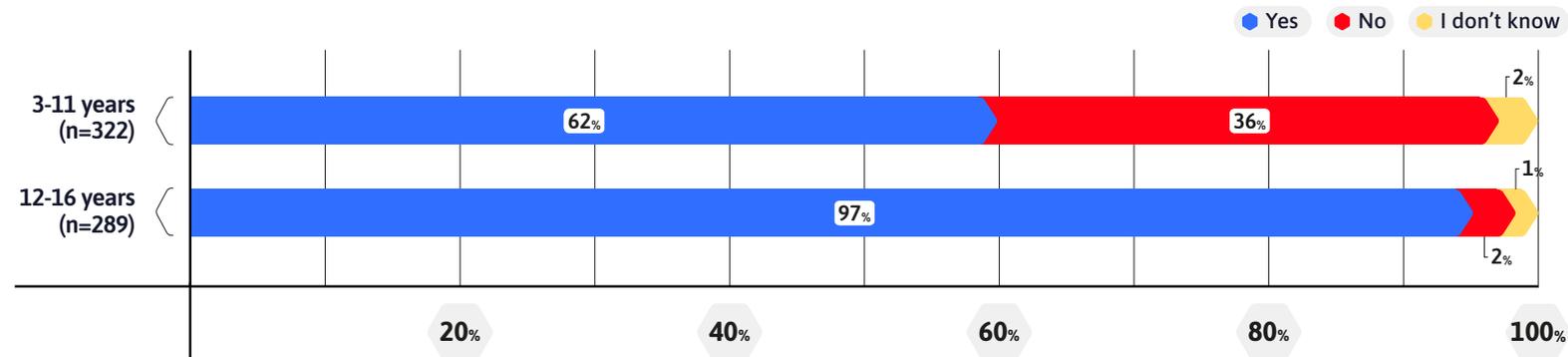
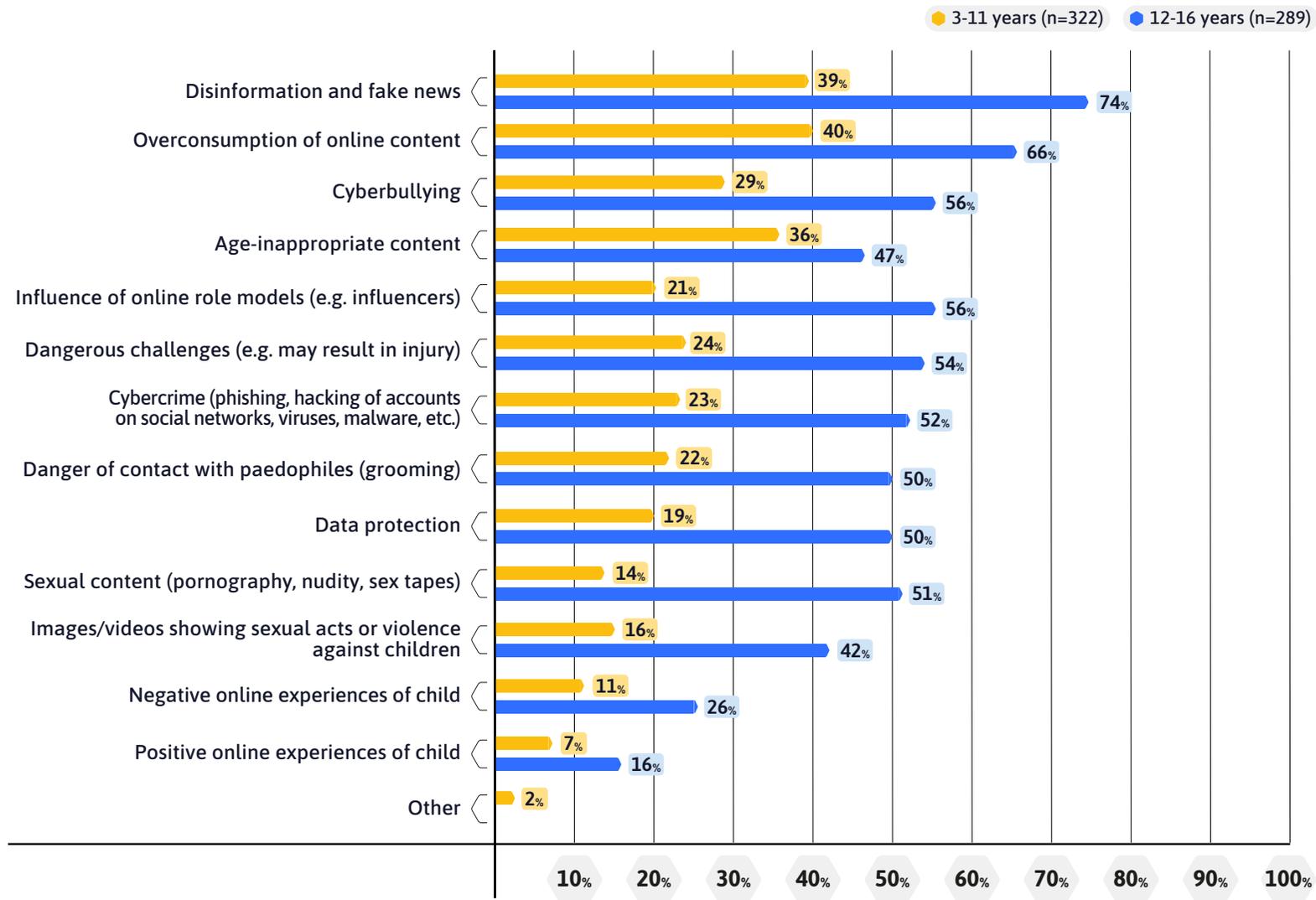


Figure 15. PARENTS - Have you ever discussed the risks associated with using the Internet with your child?

Figure 16 shows the topics most frequently mentioned by parents, according to the two main age categories.



**Figure 16.** PARENTS - Which of the following risks/topics have you discussed with your child (as parents)?

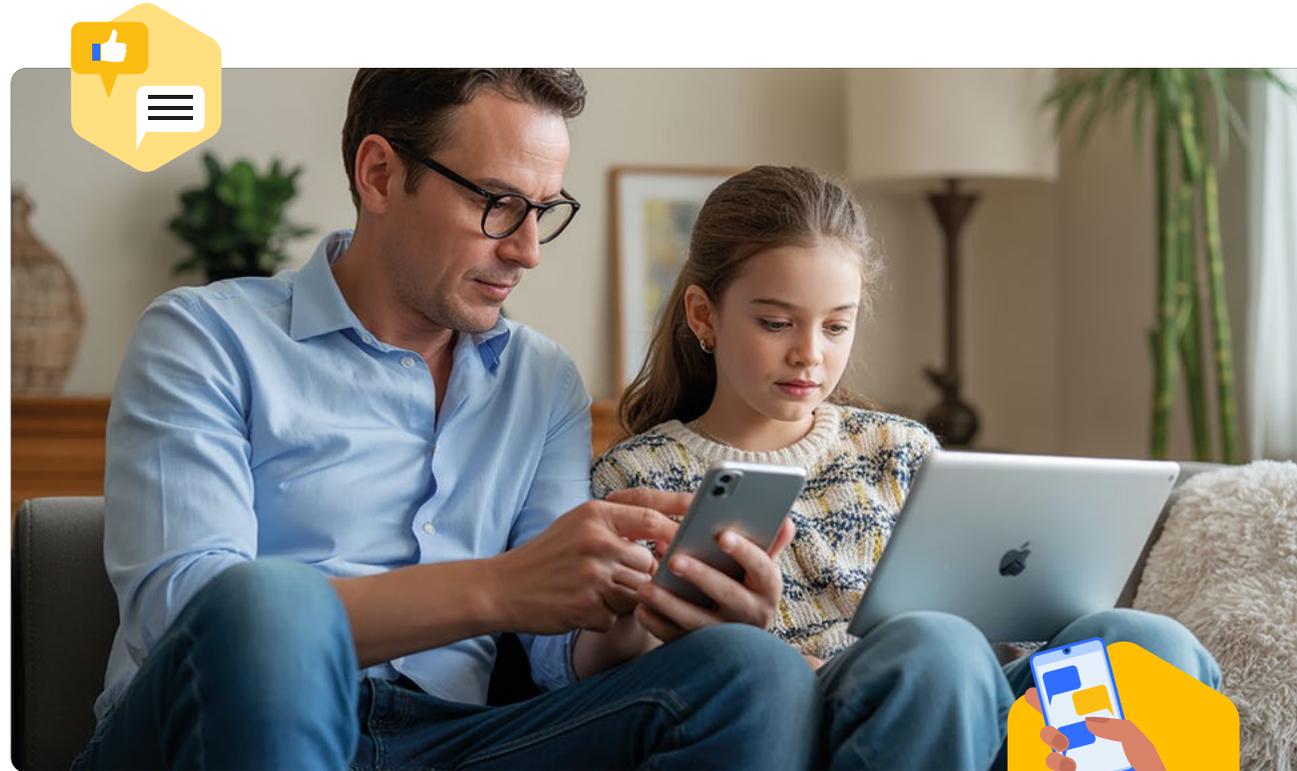
It appears that all of the topics suggested are discussed more frequently by parents of children aged 12 to 16 than by parents of children aged 3 to 11.

Across all categories, the topics most often mentioned are disinformation and excessive screen use. In general, the older the child, the greater the variety of topics discussed. For example, the issue of pornography or sexual content was discussed by 51% of parents of young people aged 12 to 16.

<b>3 - 5 years</b> (n total = 142)	4%
<b>6 - 7 years</b> (n total = 72)	14%
<b>8 - 10 years</b> (n total = 83)	24%
<b>11 - 13 years</b> (n total = 146)	46%
<b>14 - 16 years</b> (n total = 168)	54%

**Figure 17.** PARENTS - Topic of “sexual content” (such as pornography) has been discussed with child

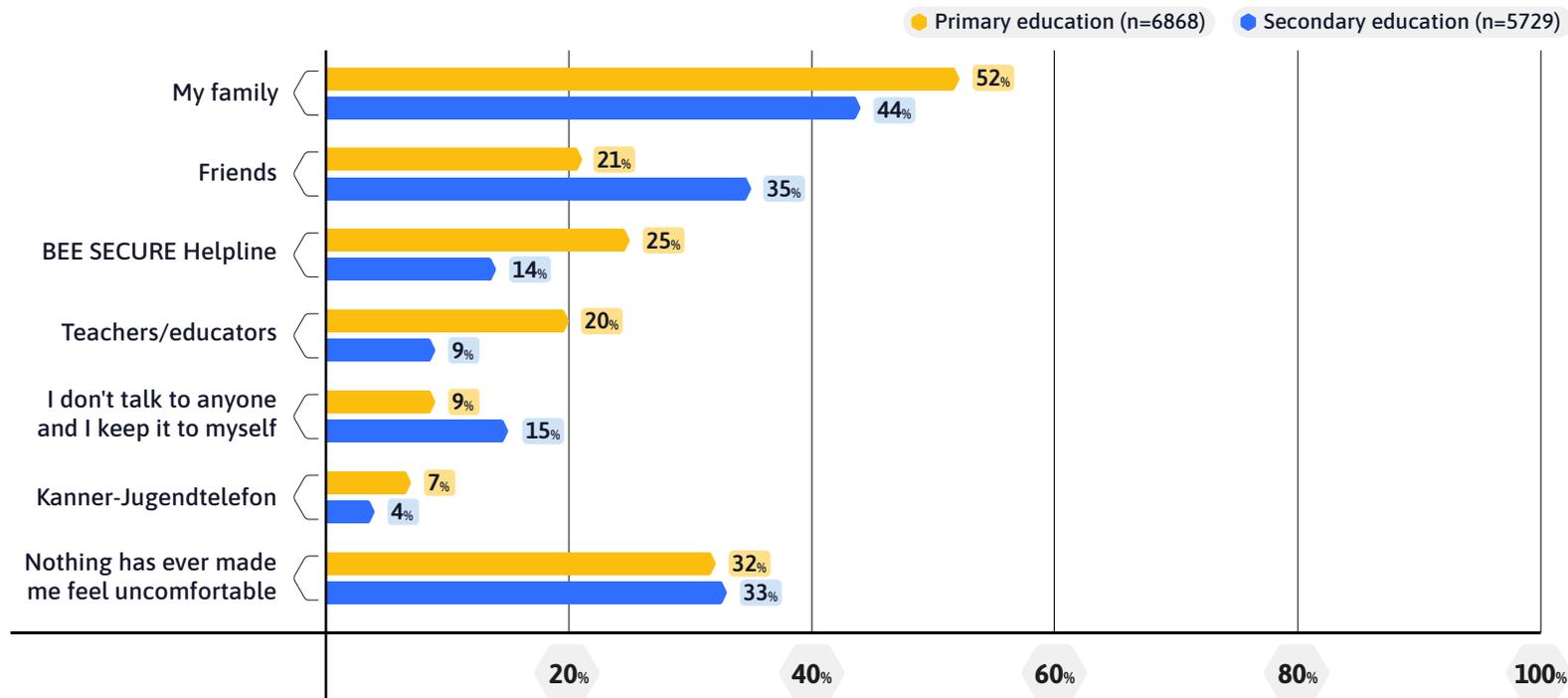
When it comes to sexual content (pornography, nudity, sex tapes), the results reveal a marked increase according to the age of the children: 4% of parents with children aged 3 to 5, 14% of those with children aged 6 to 7, 24% of those with children aged 8 to 10, 46% of those with children aged 11 to 13 and 54% of parents of children aged 14 to 16 say they have discussed this topic with their child. The trend is therefore clear: around half of parents discuss pornography with their child when they reach the age of 14 to 16.



Among the youngest children (aged 3 to 5; n=142), the topics most frequently discussed were age-inappropriate content (19%), excessive consumption of online content (19%), and disinformation (16%).

In general, no topic is discussed systematically by all parents. It is noteworthy that the two most general topics – positive and negative experiences online – are among the least frequently discussed.

In any case, given the trends observed, the fact that parents are proactively showing an interest in their children’s digital lives appears to be an essential lever that should be actively supported and reinforced.



**Figure 18.** PUPILS - Whenever I've felt uncomfortable about something I saw on the Internet, I've talked to...

As shown in Figure 18, approximately half of primary and secondary school pupils say they would talk to their family if they had a bad experience online. Around one in ten children say they would not talk

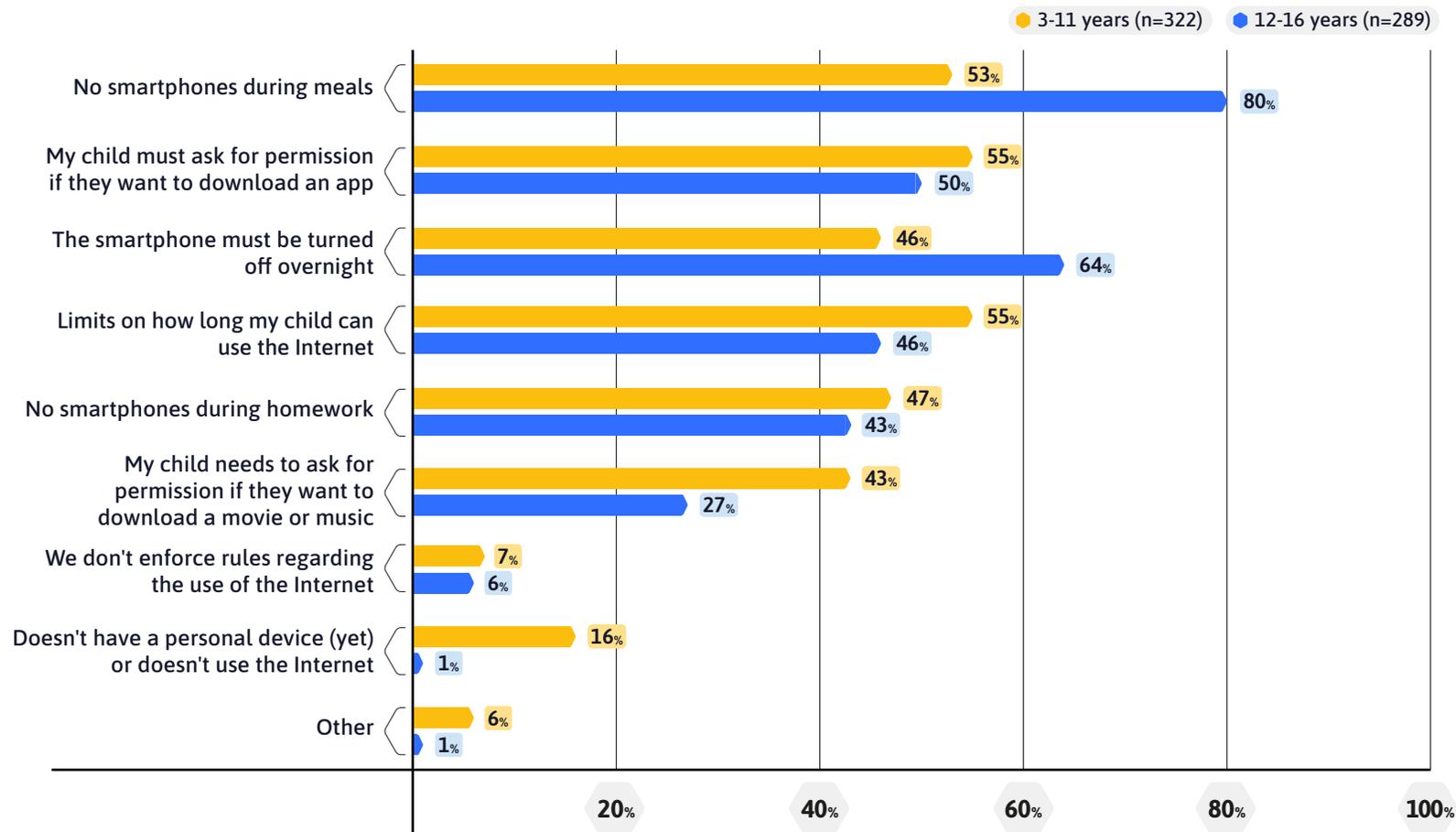
to anyone about it. This highlights **the importance of parents taking a proactive interest** in their children's real-life experiences online.

## 5.2 Rules and measures at home



As in previous editions, parents were also asked about the implementation of rules and measures relating to digital use at home (see Figure 19 and Figure 20).





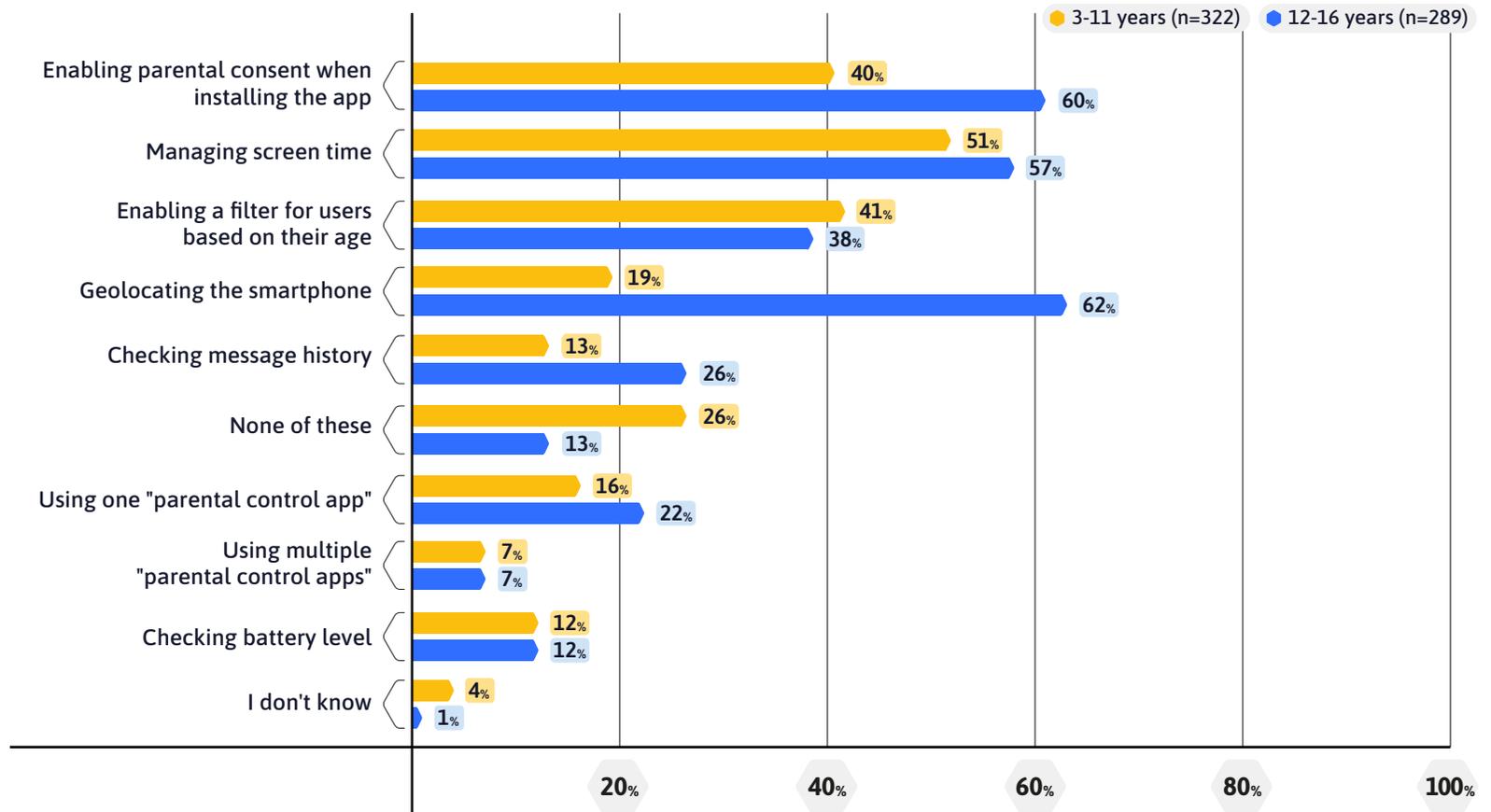
**Figure 19.** PARENTS - Which of the following rules apply in your home regarding your child's use of the Internet? Please mark all rules that apply.

In general, no major changes in rules applied at home have been observed over the years.



During interviews with children, **149 participants aged 7 to 13** were asked about the rules governing smartphone and Internet use at home. Among them,

**83% said that rules exist in their household.** Conversely, 11% indicated that there were no rules, while 6% did not know how to answer or were not affected because they did not have access to the Internet or own a smartphone.



**Figure 20.** PARENTS - What steps have you taken to monitor your child's activity?

However, when parents were asked about the measures they had put in place to supervise their children’s digital activity, two trends stood out in particular among parents of children aged 12 to 16. They now mention the following practices more frequently than before: limiting screen time (BEE SECURE Radar 2022: 51%, BEE SECURE

Radar 2026: 57%) and smartphone geolocation (BEE SECURE Radar 2022: 48%, BEE SECURE Radar 2026: 62%).

In addition, 16% of parents of children aged 3 to 11 and 22% of parents of young people aged 12 to 16 say they use a parental control feature.



## 6. Artificial Intelligence

**Artificial intelligence (AI)** is a generic term for technologies capable of identifying patterns in data and making predictions based on these patterns. It does **not “think”**, but analyses and **generates statistically probable responses**. Chatbots are applications, often based on AI, designed to communicate with users in natural language, drawing on previously trained data. So, while AI performs complex calculations to anticipate possible outcomes, AI-based chatbots are specific tools that translate these predictions into dialogue – hence their nickname ‘stochastic parrots’ (Shojaee et al., 2025).

Since the launch of *ChatGPT* in late 2022, the topic of artificial intelligence (AI) – and more specifically generative AI – has gained considerable traction in public debate and in young people’s digital usage.

Chapter 4 provides an overview of general digital risks and risks specific to AI, including chatbots such as *ChatGPT*. Overall, it appears that AI impacts and expands the range of risks to which children and young people may be exposed<sup>ii</sup>.

Several guiding questions informed the analysis conducted for this edition of the BEE SECURE Radar: What AI programmes do young people use? How often and for how long? What specific activities do they carry out using these tools and for what reasons? How do they perceive chatbots? How do they assess the effects of their use on their own well-being? Finally, to what extent do young people (and parents) feel they are knowledgeable about AI and competent to use it responsibly?

*ChatGPT reached one million users in just five days after its launch, setting a historic record by becoming the fastest-growing web application ever recorded.*

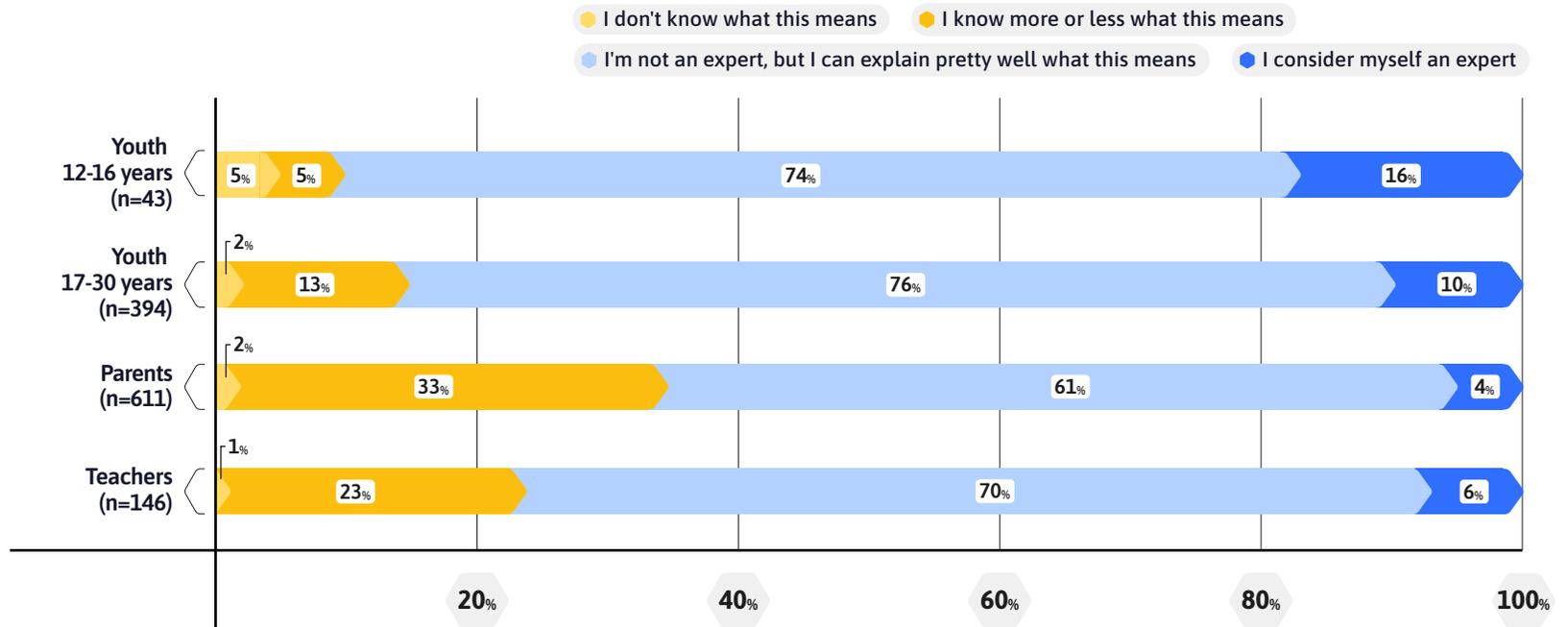
*(Buchholz, 2023)*

<sup>ii</sup> Further information on the risks of AI for children and young people is available in the BEE SECURE (2025) thematic article on this subject: <https://bee-secure.lu/publication/intelligence-artificielle>.

## 6.1 Perception of AI

Do respondents associate AI with opportunity, risk, or do they have mixed feelings about it? The results presented below are based

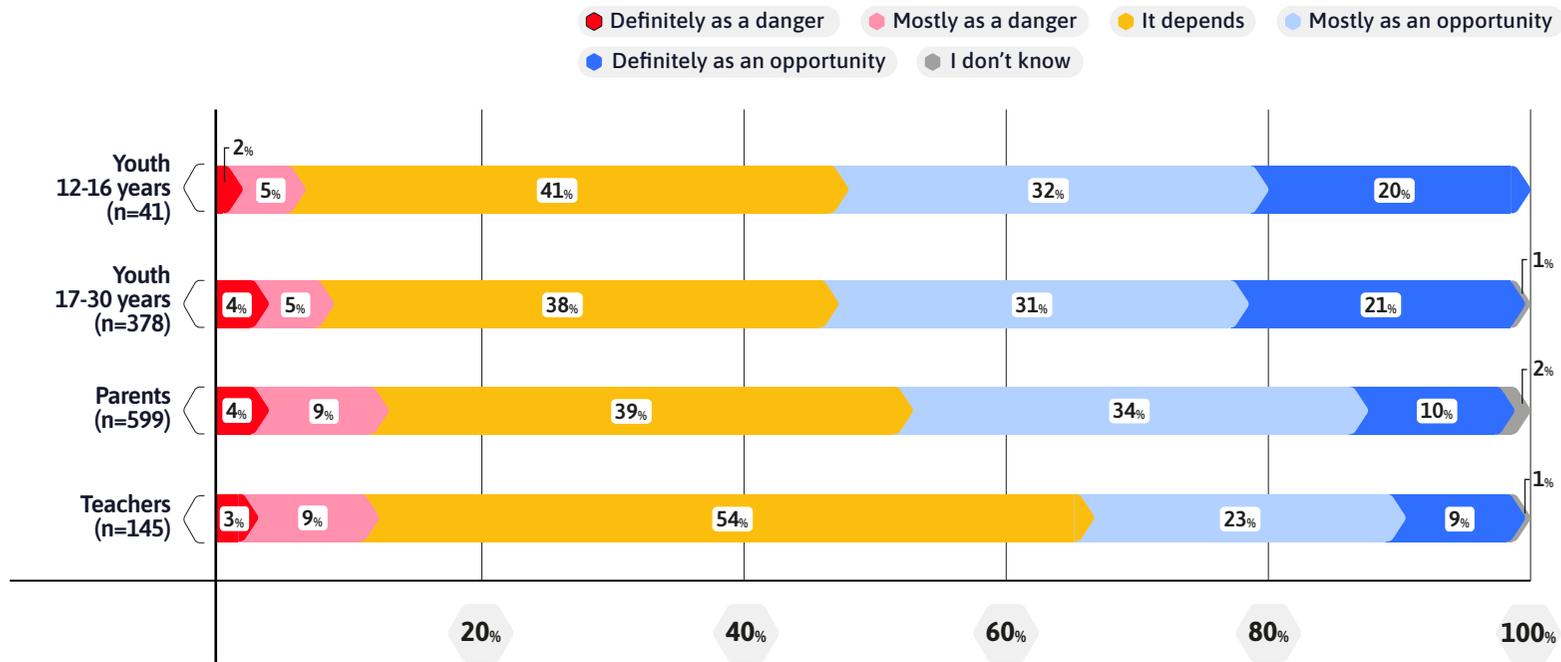
on questions asked on this topic for the second consecutive year, allowing for comparison with the previous year's data.



**Figure 21.** How familiar are you with the term artificial intelligence (AI)?

A notable change can be seen in parents' self-assessments of their knowledge of AI. In the BEE SECURE Radar 2026 survey, 61% of parents said they were able to explain what AI is, without considering

themselves experts – compared to 49% in the BEE SECURE Radar 2025 survey, representing a 12% increase.

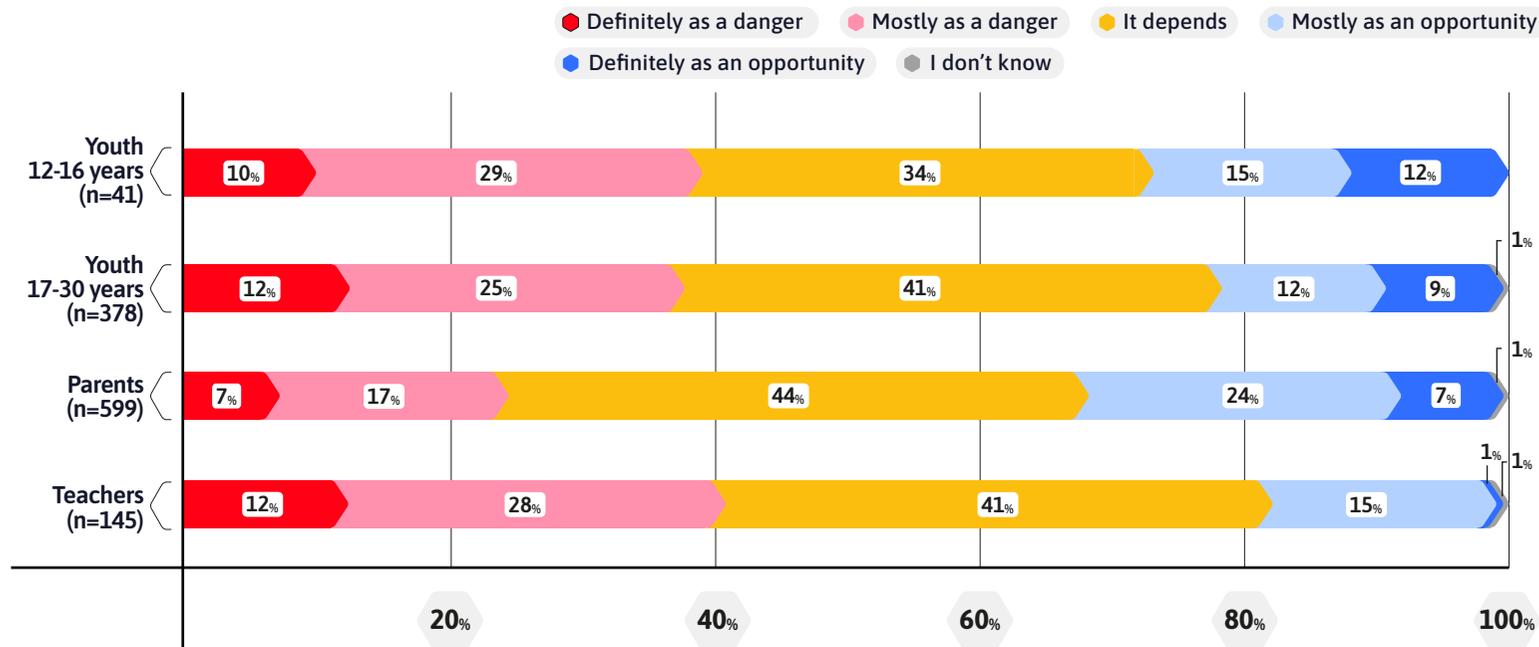


**Figure 22.** How do you see AI for you personally?

In both age groups of young people surveyed, half (52%) consider AI to be an opportunity for them personally. Among young adults aged 17 to 30, the overall assessment of AI for their own lives has changed moderately positively compared to the previous year: 6% more respondents perceive it as (mostly) an opportunity, while 3% fewer consider it (mostly) a danger.

Among parents, the change is much more pronounced. The proportion of those who believe that AI is (mostly) an opportunity for themselves has risen from 28% to 44%. At the same time, the proportion of those who perceive it as (mostly) a danger has fallen from 22% to 13%.





**Figure 23.** How do you see AI for society as a whole?

Regarding perceptions of the impact of AI on society as a whole, the results of the BEE SECURE Radar 2026 show a slight change from the previous edition. Among young people aged 17 to 30, the proportion who consider AI to be an opportunity for society has fallen slightly, from 25% in 2025 to 21% in 2026. At the same time, the proportion who perceive it as a danger has increased from 33% to 37%.

The percentage of young people adopting a more nuanced position, indicating that ‘it depends,’ remains stable compared to the previous year.

These results reflect a **slight increase in concerns about the potential effects of AI on society**, particularly among young adults.

As for parents, their perception of the consequences of AI on society remains relatively stable compared to the previous year. In the BEE SECURE Radar 2026, 24% of parents consider AI to be a danger to society, down 4% from the BEE SECURE Radar 2025 (28%). Conversely, 31% perceive it as an opportunity (BEE SECURE Radar 2025: 25%). The proportion of respondents who chose the intermediate category – ‘it depends’ – remains virtually unchanged at 44%.

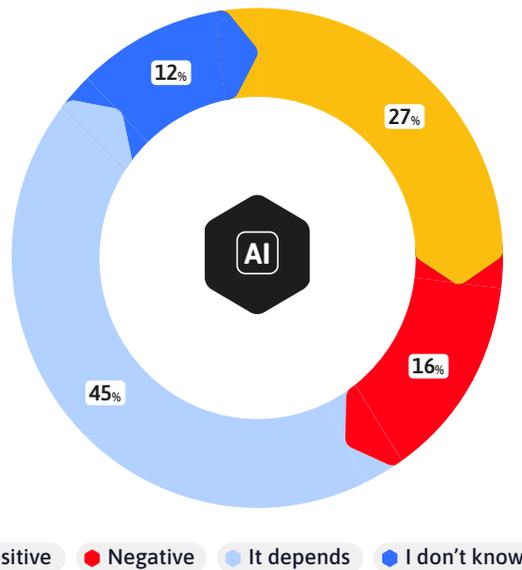
These results indicate a moderate trend towards a less negative perception of AI, even though the overall distribution of opinions remains very similar to that observed in the previous year.

## What about children?



Are children familiar with the term 'artificial intelligence (AI)'? And, if so, how do they perceive this concept: positively, neutrally or negatively?

According to the results gathered during interviews with **children, 50% of them** (n=75 out of 149) say **they have heard of AI**. Among them:



**Figure 24.** CHILDREN - For you, artificial intelligence is mostly... (n=75)

- 27% associate this term with something positive,
- 16% with something negative,
- and nearly half (45%) believe that 'it depends' on the context.

Conversely, 49% of the 149 children (n=73) said they had never heard of AI, while one person said they did not know.

Overall, 13% of all children surveyed associate the term AI with something positive, and 8% with something negative. About a quarter (23%) consider that AI can be both positive and negative.

## Conclusion

As in the previous year, assessments differ greatly depending on whether the impact of AI is personal or societal. Thus, 52% of young people aged 17 to 30 consider AI to be an opportunity for their personal lives, compared to only 21% when it comes to its impact on society. Conversely, 9% identify a risk to themselves, while 37% express concern about its effects on society as a whole.

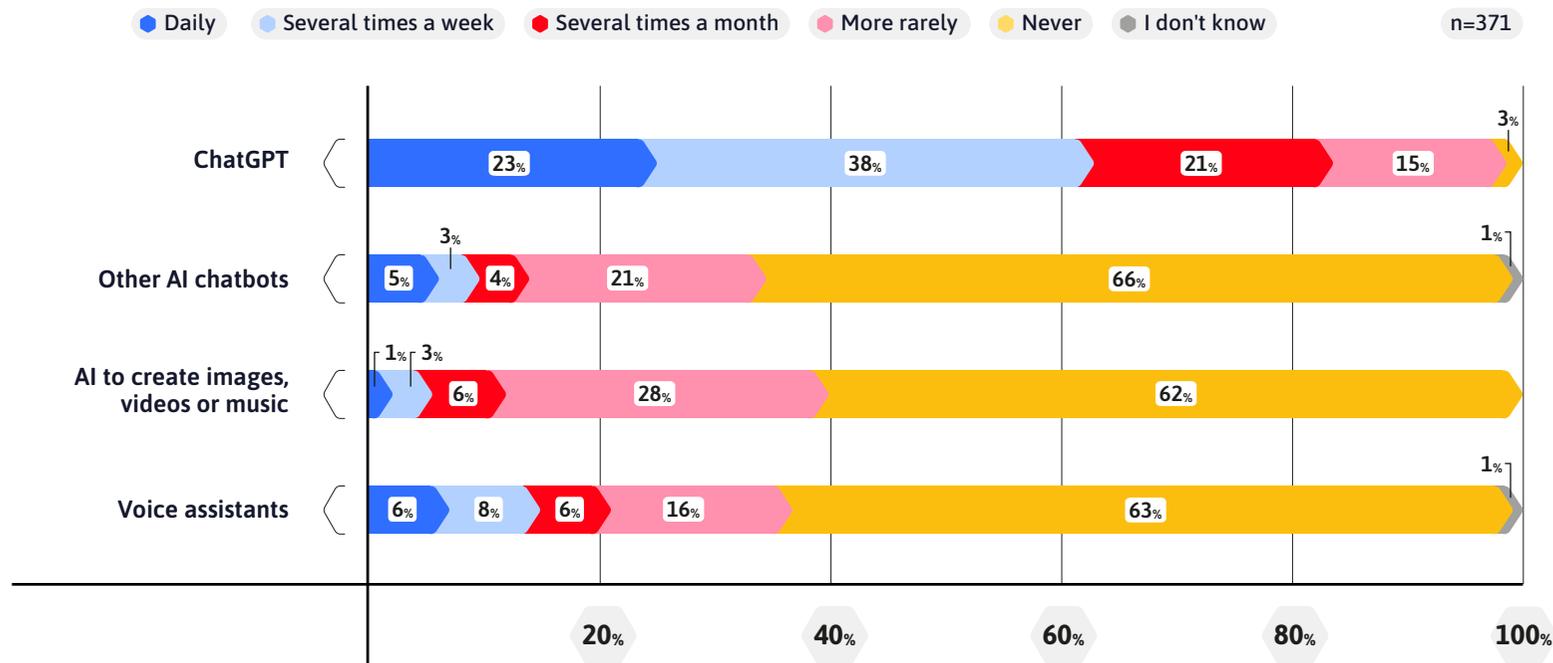
These results confirm a trend already observed: as in the previous year, all groups of respondents – young people, parents and teachers – tend to assess the effects of AI on their own lives more positively than those perceived at the societal level.

The gap between individual and societal perceptions has widened slightly compared to the previous year, reflecting **growing personal confidence**, but also **persistent concern about the collective implications** of AI.

## 6.2 Use of AI

As detailed in section 3.2 of this report, the use of chatbots such as *ChatGPT* is now widespread. Almost all young people surveyed say they have used AI applications of this type: 96% of 12- to 16-year-olds

and 97% of 17- to 30-year-olds. Around a quarter of young people in each age group say they use them on a daily basis.



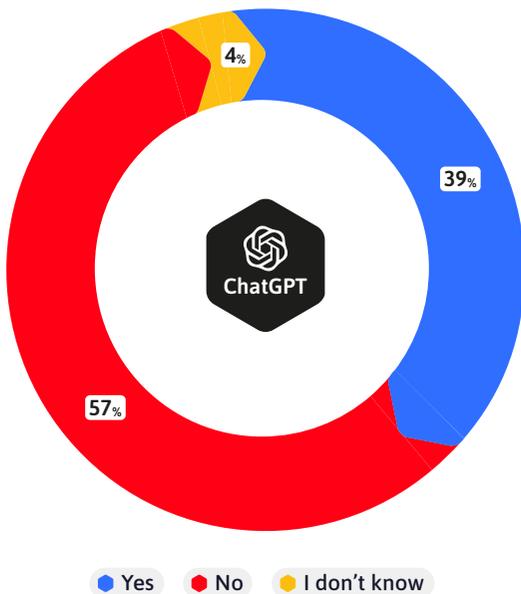
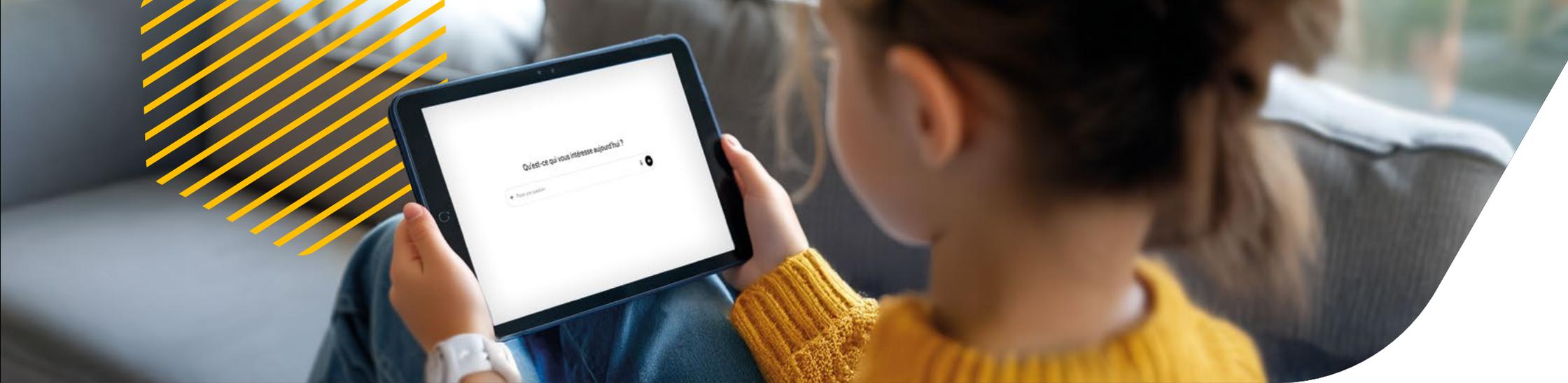
**Figure 25.** YOUTH (17-30 years) - How often do you use the following AI applications?

*ChatGPT* is clearly the most widely used artificial intelligence chatbot, both among young people and their parents. Among young people aged 17 to 30, **23% say they use *ChatGPT* daily**, while only

3% say they never use it. In comparison, other AI-based chatbots are significantly less widely used, with 66% of young people saying they never use them.

*ChatGPT is by far the most important AI application for young people aged 12 to 19: 84% have already used it, an increase of 27% compared to 2024. Today, half of young people use ChatGPT at least several times a week. Far behind are the AI tools Google Gemini and Meta AI.*

(Feierabend et al., 2025a)



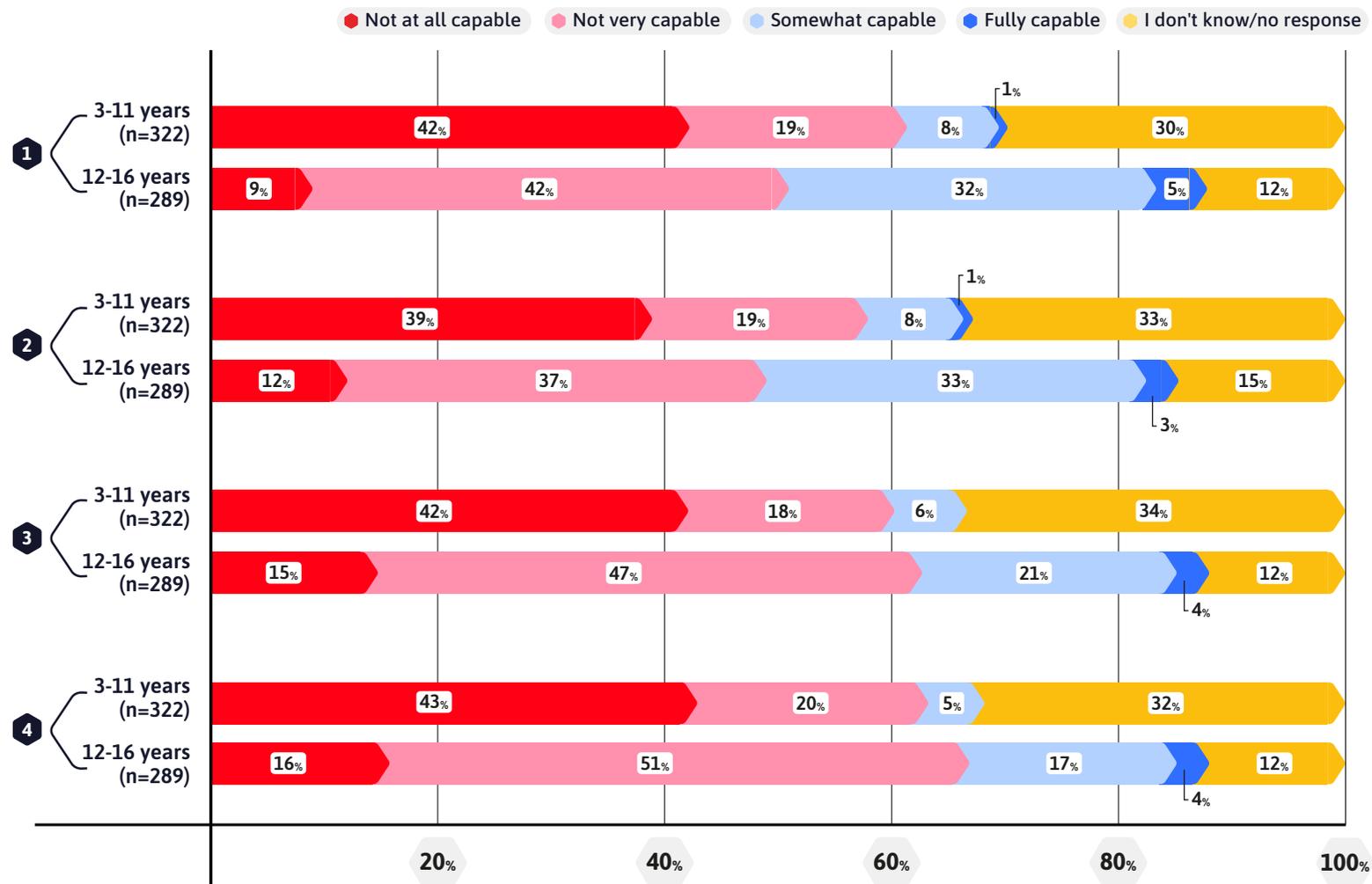
**Figure 26.** CHILDREN - Have you ever used ChatGPT yourself? (n=149)



Among the **children** surveyed (n=149), just over a third said they have used ChatGPT (39%), while more than half (57%) said they have never used it.

### 6.3 AI-related skills

An additional question concerned the ability of children and young people to identify whether content – whether an image, video, text or online exchange – has been generated by artificial intelligence. Figure 27 illustrates parents' perceptions of their children's ability in this area.



- 1 Recognising whether an image/video has been generated by an AI
- 2 Recognising whether you are chatting with a "real" person or an AI (e.g. a chatbot)
- 3 Assessing whether information generated by an AI (e.g. by ChatGPT) is correct
- 4 Recognising whether a text has been generated by AI

**Figure 27.** PARENTS - To what extent do you think your child is capable of performing the following tasks?

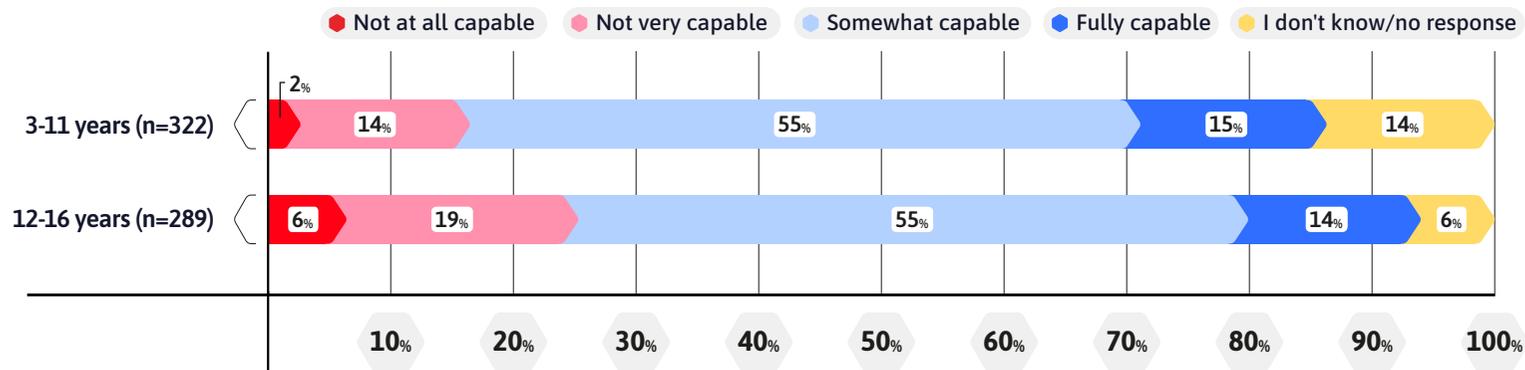


The responses from **parents of young people aged 12 to 16** reveal several notable trends:

- 67% of parents believe that their child is unable to identify AI-generated text as such. When it comes to images or videos, 51% believe that their child would also be unable to recognise their artificial origin. These results suggest that, from the parents' point of view, AI-generated text is more difficult to identify than visual content.
- Nearly half of parents (49%) believe that their child cannot distinguish between interacting with a human and interacting with AI, while 36% believe that their child is able to make this distinction.
- Finally, 62% of parents believe that their child is unable to assess the reliability of AI-generated information, compared to 25% who believe they are able to.

In comparison, the **self-assessments of the 39 young people aged 12 to 16** paint a much more positive picture:

- Only 18% of young people say they are unable to recognise AI-generated text, and 12% feel unable to identify images or videos created using AI. As in the parents' perception, text appears to be more difficult to recognise than visual content.
- Only 9% of young people feel they cannot tell the difference between a discussion with AI and a conversation with a human, while 84% say they can distinguish between the two.
- Finally, 27% of young people say they are unable to assess the veracity of AI-generated content, while 60% say they are able to judge its reliability.



**Figure 28.** PARENTS - To what extent are you capable of helping your child learn how to use AI safely and responsibly?

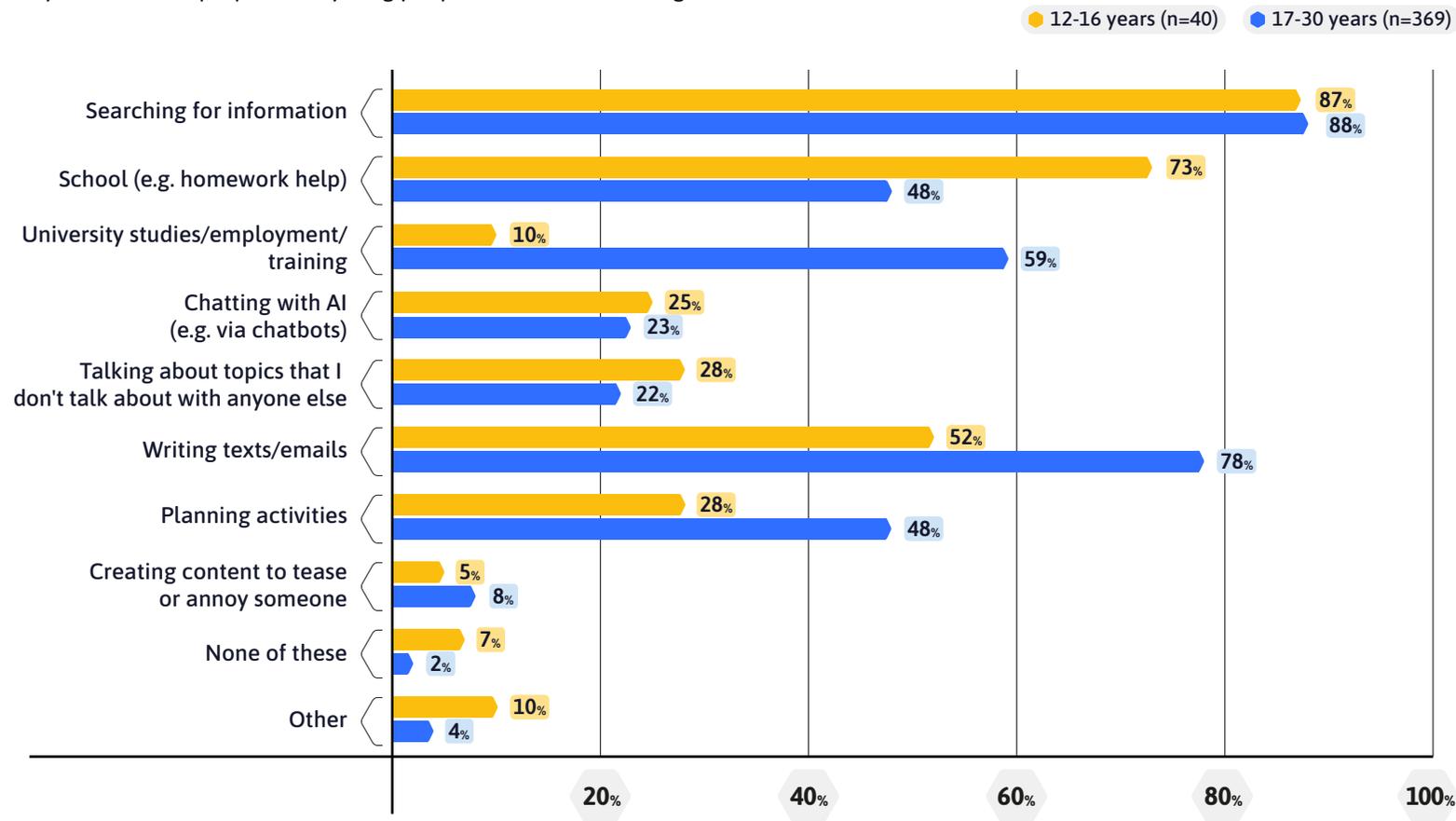


**Parents' ability to support their children:** 70% of parents (in both age groups) consider themselves capable of helping their children learn how to use AI safely and responsibly (see Figure 28).

However, 25% of parents of children aged 12 to 16 and 16% of parents of children aged 3 to 11 do not feel capable of doing so. The other parents did not know or did not respond.

## 6.4 Motivations for using AI

Why and for what purposes do young people use artificial intelligence?



**Figure 29.** YOUTH - For which purposes have you used AI applications?

The areas of AI used most frequently mentioned by young people aged 17 to 30 relate to information research, writing or editing texts, and use in a school, university or professional context. These results

show that AI is primarily perceived as a cognitive and academic support tool, used to facilitate learning, improve written production and optimise certain intellectual tasks.

### Reasons for not using AI

(representative German study (Algorithmen und Künstliche Intelligenz im Alltag von Jugendlichen) among 610 young people aged 14 to 17):

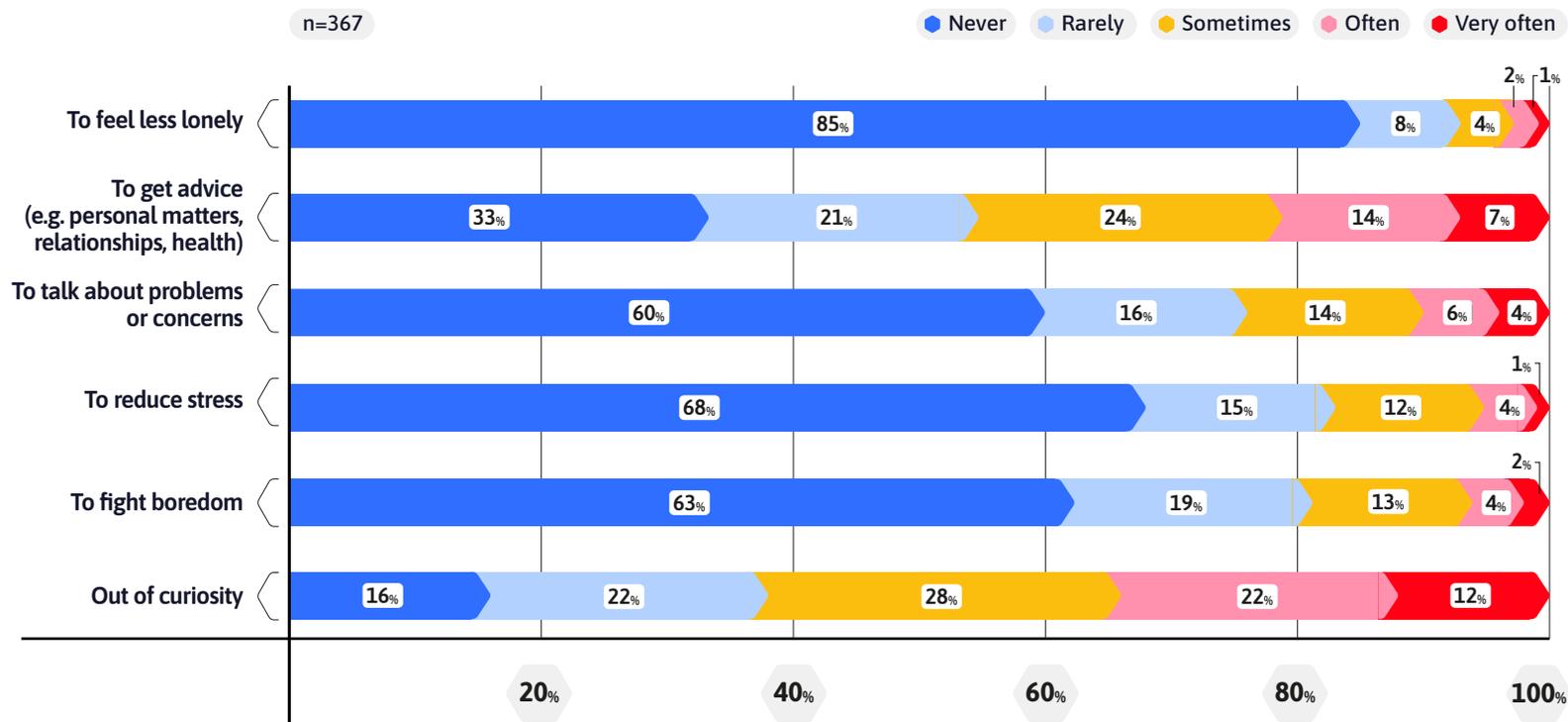
- I do not have the necessary devices (54%)
- I don't trust these applications (29%)
- I have privacy concerns (22%)
- I don't know how these applications work (20%)
- My parents don't allow me to use them (16%)
- I don't know which keywords to use (4%)

(Wendt et al., 2024)

### Top 5 reasons for using AI applications in 2025 ('JIM' study, young people aged 12 to 19):

- I use AI for school/homework (74%)
- I use AI to get information (70%)
- I use AI to understand how to do something (54%)
- I use AI at school/in class (52%)
- I use AI for fun (47%)

(Feierabend et al., 2025a)



**Figure 30.** YOUTH (17-30) years - How often do you use AI for the following reasons?

In another question, participants were asked to indicate how often they used AI for various predefined reasons. Among young people aged 17 to 30, the responses to the question yielded the following ranking, from most frequent to least frequent:

- 1 Out of curiosity;
- 2 To seek advice on personal matters, such as relationships or health;
- 3 To discuss personal concerns or problems;
- 4 To fight boredom;

- 5 To reduce stress;
- 6 To feel less lonely.

The responses from young people aged 12 to 16 show a very similar hierarchy, revealing comparable reasons for use between the two age groups.

Furthermore, 60% of young people aged 17 to 30 say they have never discussed their concerns or problems with a chatbot. However, this means that 40% have done so at least once, including 6% 'often' and 4% 'very often'.



## 6.5 Relationship with AI – AI as a ‘friend’?

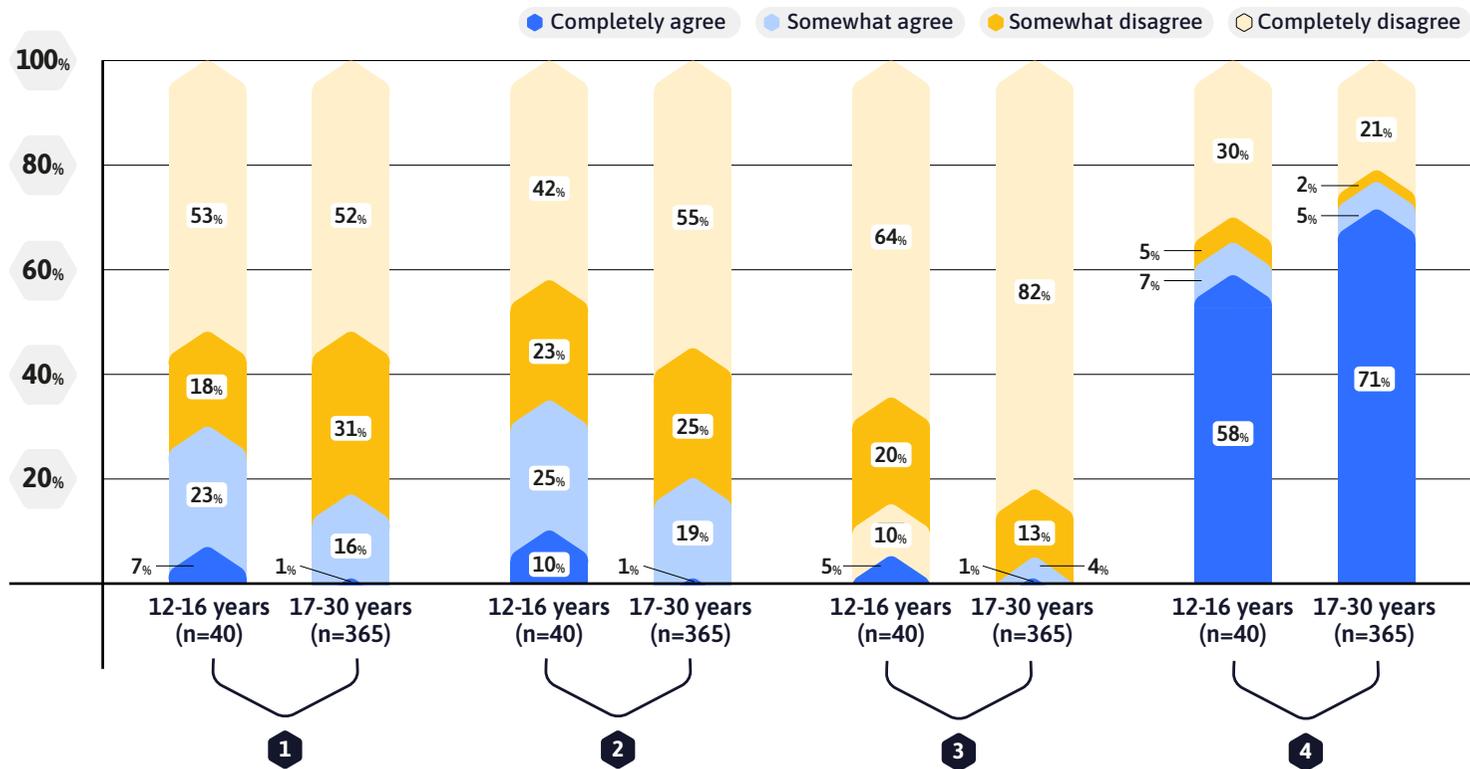
Virtual companions (AI companions) are AI-based chatbot applications designed to stimulate personal relationships through human-like conversational exchanges. These exchanges can be written or spoken, with chatbots able to adapt their responses based on the exchanges and gradually learn to respond in a personalised and realistic manner.<sup>12</sup>

How important is AI to young people? How can we understand the relationship between young people and AI? Can AI be perceived as a friend? Or can using it replace time spent with other people?

The information presented below shows the extent to which respondents agree or disagree with various statements about AI. Three of these statements, used in the BEE SECURE Radar survey, are based on a US study conducted in 2024 (Bickham et al., 2024), which identified three main findings among the young people surveyed:

- Nearly half believe that generative AI can act as a friend.
- 43.3% say that AI can help them feel less lonely.
- About one-third (37.7%) believe that using AI can be an alternative to spending time with other people.

<sup>12</sup> For more information on the risks associated with AI-based companions, as well as strategies for protecting children and young people, please visit the eSafetyCommissioner (2025) website: <https://www.esafety.gov.au/newsroom/blogs/ai-chatbots-and-companions-risks-to-children-and-young-people>.



- 1 AI can be a friend
- 2 AI can help me feel less alone
- 3 AI can replace spending time with other people
- 4 I'd rather spend time with my friends than with the AI

**Figure 31.** YOUTH- To what extent do you agree with the following statements about AI?

The data from the BEE SECURE Radar 2026 survey are not directly comparable to those from the American study. However, a cautious comparison shows that the level of agreement with these three statements is slightly lower in Luxembourg.

Looking at the responses of young **people aged 17 to 30**, the following trends emerge:

- 17% of respondents believe that AI can act as a friend;
- 20% think that it can help them feel less lonely;
- 5% consider that using AI can replace time spent with other people.



In addition, the BEE SECURE Radar 2026 survey included an additional statement: around three-quarters of participants (76%) said they would rather **spend time with their friends than with AI**. This result is consistent with the fact that 85% of young people aged 17 to 30 say they never use AI to feel less lonely. The use of AI for this purpose therefore remains marginal: only 8% say they rarely use it to feel less isolated, while around 7% say they do so at least occasionally.

According to the results, AI is not yet perceived as a global substitute for human relationships, nor as a replacement for social interactions with friends.

However, 40% of young people surveyed say they have used a chatbot **to talk about their concerns or to get advice**.

Furthermore, more than one in five young people (22%) aged 17 to 30 said they have discussed personal issues or problems with a chatbot that they had not discussed with anyone else.

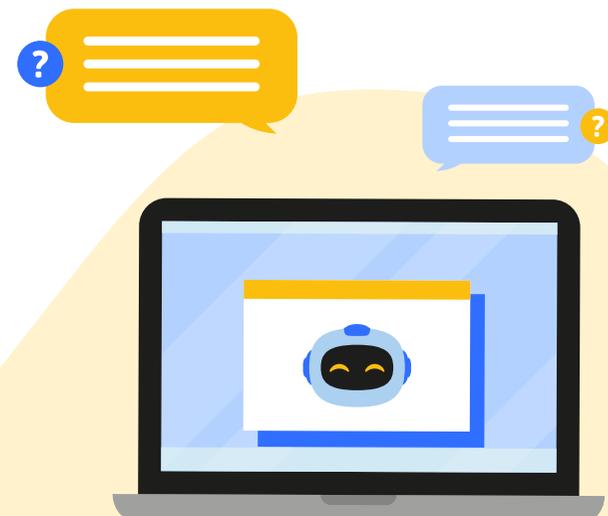
This brief but valuable snapshot from the BEE SECURE Radar 2026 aims to reflect perceptions in Luxembourg regarding this complex relationship between technology and human experience.

## 6.6 Subjective effects of chatbots

**Young people's well-being** has become a priority issue in recent years, both in Luxembourg and at the European level (The Commission for the Well-Being of Children and Young People, 2025). In this context, it seems essential to examine the different perceptions regarding the influence of chatbots on the mental and psychological well-being of young people.

In Chapter 3.3, the issue of subjective perceptions of the influence of chatbot use (as well as other digital activities) is addressed. The results indicate that nearly half of young people aged 17 to 30 (49%) perceive the use of AI-based chatbots (such as ChatGPT) as having a positive effect on their well-being.

At the same time, the analysis also looks at how the potential effects of these tools on academic performance, critical thinking and personal skills development are perceived.





### Academic performance (school, university, training, employment)

When it comes to the effects of using chatbots on academic or professional performance, at least half of the young people surveyed believe that these tools help improve their results in these areas.

Parents were also asked about the perceived effects of their children's use of chatbots, and their responses differ somewhat from those of young people.

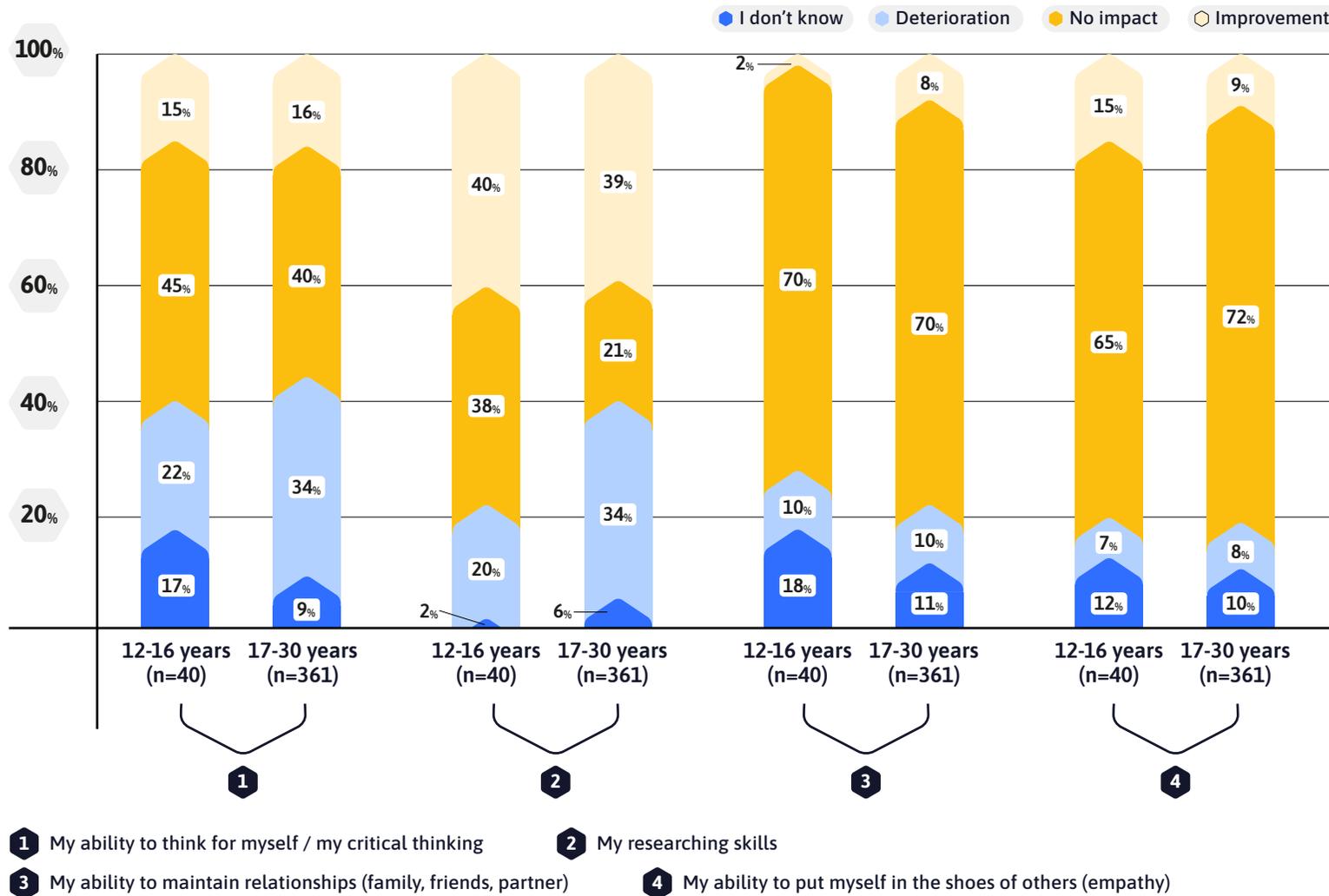


One-third of parents (34%) believe that the use of chatbots has improved their child's academic performance. Another third see no change, while 20% report a decline in performance..

### Critical thinking and other skills

Are there any subjectively perceived influences on specific skills?

Among young people aged 17 to 30, one third perceive AI's influence on their critical and independent thinking as negative. Conversely, 16% consider it positive, while 40% believe it has no particular impact.



**Figure 32.** YOUTH - How has the use of AI chatbots such as ChatGPT impacted the following skills in your case?

Respondents consider their critical thinking and information-seeking skills more affected by the use of chatbots than their interpersonal skills or empathy. The impact on critical thinking is perceived as

mostly negative, while the impact on research skills is assessed as slightly positive, albeit to a moderate extent.

According to a survey conducted in 2025, both pupils and teachers in Luxembourg are generally optimistic about the changes that AI could bring to the school environment. However, they also express certain reservations: with the growing development of AI, they fear a reduction in autonomy, sense of responsibility and personal initiative, as well as a weakening of creativity and critical thinking. (SCRIPT, 2025)

# 7. Experiences online

## 7.1 Desired changes in the digital world

The young people surveyed were asked, via open-ended questions, to indicate changes they would like to see in the online world.

Set an age limit for accessing the Internet/smartphones	37
Better control/restrictions of online content	37
Ban hate speech	36
Improve or strengthen protection (data, children, etc.)	30
Ban disinformation	30
Other	24
Awareness raising/"Internet licence"	21
Promote respect/solidarity	17
Ban cyberbullying	16
Ban pornography	14
Direct sanctions	14

**Figure 33.** YOUTH (12-30 years old) – If you could change one thing in the digital world to make it better, what would you change? (TOP 10)



Among the most frequently cited proposals, three themes stand out clearly: **setting an age limit for Internet access or smartphone use** in order to better protect young people; **better control of online content**, particularly to reduce exposure to inappropriate or harmful content; and **banning hate speech**, which is perceived as one of the major problems in social media exchanges.

It is interesting to note that the demand for better regulation of Internet content was already among the top three priorities last year, demonstrating **young people's ongoing concern about the quality and safety of their digital environment.**

## 7.2 Negative experiences online

Young people were also asked to describe their most negative experience on the Internet.

Hate speech	58
Cyberbullying	45
Illegal, violent or age-inappropriate content	25
Scams	15
Disinformation	12
Other	11
Nude / intimate videos or photos	11
Phishing	9
Hacking	8
<ul style="list-style-type: none"> <li>● Negative or violent comments</li> <li>● Racism</li> <li>● Too much screen time</li> </ul>	7

**Figure 34.** YOUTH (aged 12–30) – What is the most negative experience you have had on the Internet? (TOP10)

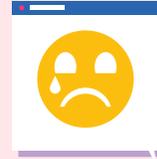
The responses collected reveal three types of situations that occur most frequently: hate speech, often perceived as hurtful and omnipresent on social media; cyberbullying, which remains a major source of distress online; and exposure to illegal or inappropriate content, such as shocking images.

Compared to the previous year, **hate speech** was mentioned even more frequently, becoming the **most cited phenomenon among negative experiences online**. Cyberbullying, which ranked first last year, remains in second place this year, confirming that it remains a major concern for young Internet users.

These results highlight the persistence of problematic behaviour and content in digital spaces frequented by young people, underlining **the importance of enhanced prevention and education on responsible and respectful use of the Internet**.

**HATE  
SPEECH**

**RACISM**



**OTHER**

**NUDE / INTIMATE  
VIDEOS OR PHOTOS**



**SCAMS**



**TOO MUCH SCREEN TIME**

**HACKING**



**ILLEGAL, VIOLENT**

**NEGATIVE OR VIOLENT  
COMMENTS**

**OR AGE-INAPPROPRIATE**



**CONTENT**

**DISINFORMATION**

**PHISHING**

**CYBERBULLYING**

Note on reading word clouds: The size of the words reflects their frequency of appearance: the larger a term appears, the more often it has been cited. However, the position of the words has no particular significance. Mentions are not weighted according to the sampling plan.



## 7.3 Positive experiences online

When it comes to their positive experiences online, young people primarily highlight the relational and supportive aspects of their online lives.

New friends / new encounters	48
Staying in touch or reconnecting with friends/loved ones	40
Solidarity / support / assistance	36
Research / information	31
Learning / acquiring knowledge	27
Communication	12
Compliments / 'Likes'	11
Other	10
Sharing interests or passions	10
<ul style="list-style-type: none"> <li>● Positive content</li> <li>● Entertainment</li> <li>● Finding a partner</li> </ul>	9

**Figure 35.** YOUTH (12-30 years old) - What is the most positive experience you have had on the Internet? (TOP 10)

The three most frequently cited elements are the opportunity to meet new people and make friends; staying in touch with friends and loved ones; and the gestures of solidarity, support and mutual assistance observed on digital platforms.

The first two points were already among the most common responses last year, confirming that young people continue to perceive digital technology as a space for social connection and positive exchanges.

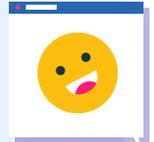
**STAYING IN TOUCH OR  
RECONNECTING WITH  
FRIENDS/LOVED ONES**

**LEARNING /  
ACQUIRING KNOWLEDGE**

**POSITIVE CONTENT**



**COMPLIMENTS /  
'LIKES'**



**ENTERTAINMENT**

**OTHER**

**COMMUNICATION**

**SHARING INTERESTS OR PASSIONS**

**SOLIDARITY /**

**RESEARCH / INFORMATION**

**SUPPORT / ASSISTANCE**

**FINDING A PARTNER**

**NEW FRIENDS**

**NEW ENCOUNTERS**

Note on reading word clouds: The size of the words reflects their frequency of appearance: the larger a term appears, the more often it has been cited. However, the position of the words has no particular significance. Mentions are not weighted according to the sampling plan.



## II. BEE SECURE HELPLINE

The BEE SECURE Helpline is a free and confidential counselling service operated by KJT (Kanner-Jugendtelefon).

The service provides information, advice and individualised support on online safety and responsible use of digital media. Its topics include cybersecurity, cyberbullying, social media, personal data protection and technical security.

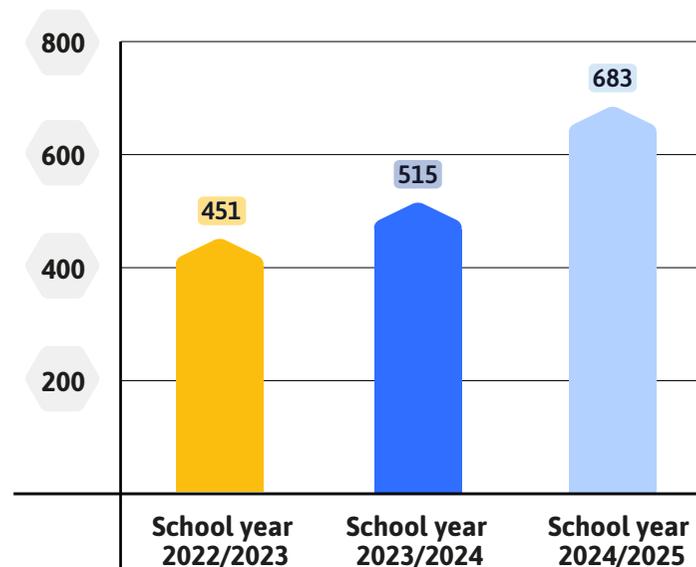
The BEE SECURE Helpline can be reached by telephone or via an online contact form.

In July 2025, awareness of the BEE SECURE Helpline in Luxembourg stood at 33%, compared with 36% in 2024.<sup>13</sup>

<sup>13</sup> Source : ILRES, representative survey commissioned by BEE SECURE in July 2025.

<sup>14</sup> The figures presented below refer exclusively to calls received by the BEE SECURE Helpline; requests made via the online form have not been taken into account

**Total calls to the BEE SECURE Helpline<sup>14</sup>**



**Figure 36.** BEESECURE Helpline - total calls.

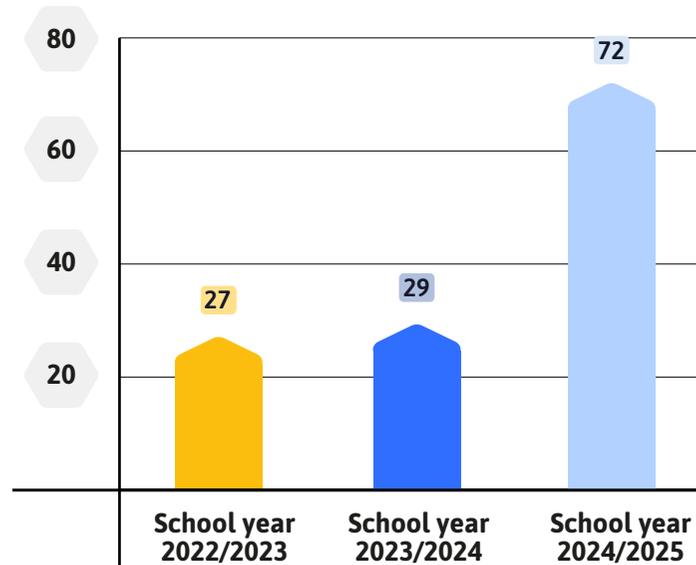
During the school year from 1 September 2024 to 31 August 2025, the BEE SECURE Helpline received a total of 683 calls. Compared to the 2023/2024 school year, this represents an increase of 168 calls, or approximately 32.4%.

**The majority of calls (546) came from adults**, whether they contacted the BEE SECURE Helpline for themselves or on behalf of children or young people.

### Calls for or by children and adolescents

The data published by the BEE SECURE Helpline as part of the BEE SECURE Radar focuses mainly on the following groups:

- **Young callers**, i.e. people under the age of 25 who contact the BEE SECURE Helpline with personal concerns;
- **Third parties who call about children or young people under the age of 25**. These may be parents, grandparents or other trusted adults in the young people's lives, as well as professionals in the social sector, in the broadest sense of the term.

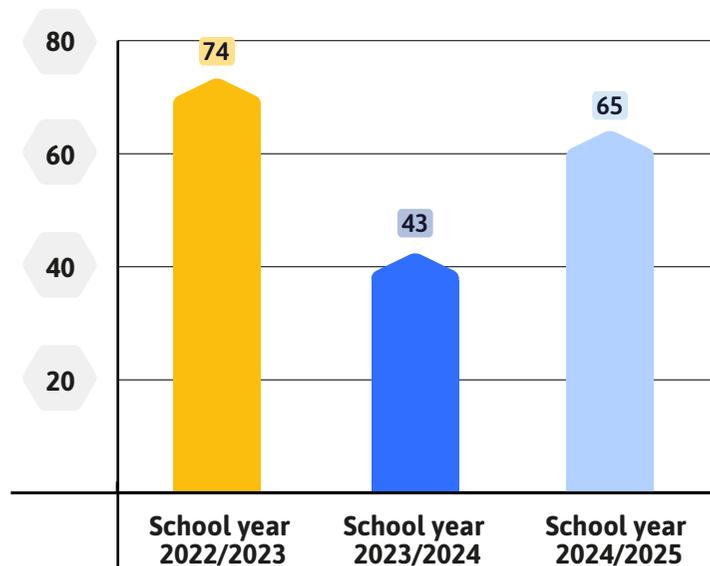


**Figure 37.** Adult callers on behalf of children/youth.

The number of calls from third parties concerning children and young people under the age of 25 rose from 29 to 72 between the 2023/2024 and 2024/2025 school years, representing an increase of approximately 148%. It can be assumed that the intensification of communication activities aimed at raising awareness of BEE SECURE may have contributed to this increase. However, there is no definitive explanation for the cause of this increase.

During the 2024/2025 school year, the majority of calls from third parties came from family members (approximately 57%), followed by professionals (nearly 35%). The proportion of calls from peers or other individuals remained low, at around 8%. Compared to the 2023/2024 period, there was a slight increase in calls from family members, while the proportion of professionals involved remained stable.

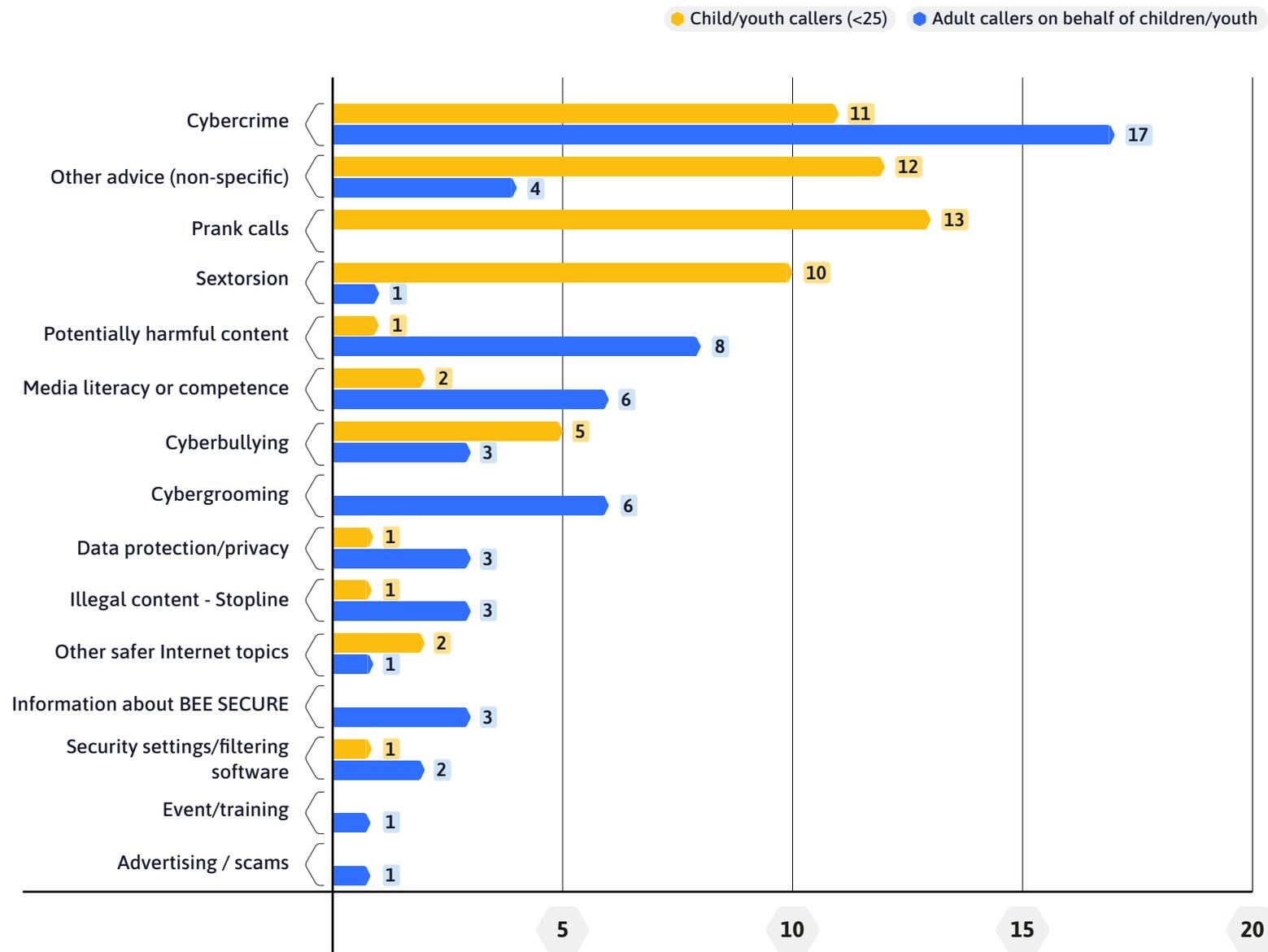




**Figure 38.** Child/youth callers (<25 years).

In addition, 65 callers under the age of 25 contacted the BEE SECURE Helpline with personal concerns related to online issues, representing an increase of approximately 51% compared to the previous year.





**Figure 39.** Main topics of calls related to children and youth (TOP 15).

Among the 137 calls recorded related to children and young people (compared to 72 the previous year), the most frequently mentioned topics were **cybercrime, requests for general advice, prank calls** and **sexortion**.

Young people (65 calls) mainly contacted the BEE SECURE Helpline because of sexortion, cybercrime and malicious or prank calls. Adults (72 calls), who contacted the BEE SECURE Helpline on behalf of a child or young person, mainly raised issues relating to cybercrime, cyber grooming and potentially harmful content.

The particularly high proportion of cases of **sexortion among young people** confirms a trend observed at the European level, which has also been noted in other countries. It also appears that children and young people tend to adopt a reactive approach: they mainly contact the BEE SECURE Helpline when they are directly affected, in order to obtain help, advice, guidance or protection (in contexts such as non-specific advice, sexortion, cybercrime or cyberbullying). In addition, some young people show curiosity by testing the BEE SECURE Helpline number (e.g. through test or prank calls). These calls are taken seriously, and basic information on Safer Internet topics is systematically provided to them.

**Adults, on the other hand, are increasingly turning to the BEE SECURE Helpline for preventive purposes.** They seek information on the risks associated with Internet use, data protection and media literacy, or wish to actively protect children and young people, particularly against grooming or potentially harmful content. This approach can be interpreted as a concrete manifestation of personal, parental and societal responsibility. The BEE SECURE Helpline has also noticed that more and more adults are seeking its help with their own concerns. This trend has also been observed by other similar helplines<sup>15</sup> similaires in Europe.

<sup>15</sup> For more information on helplines and Safer Internet Centres: <https://digital-strategy.ec.europa.eu/en/policies/safer-internet-centres>

<sup>16</sup> For more information on the Digital Services Act: <https://digital-strategy.ec.europa.eu/en/policies/trusted-flaggers-under-dsa>

In certain areas (e.g. sexortion, cyberbullying), the BEE SECURE Helpline has sometimes provided support in conjunction with the *Trusted Safety Programme*, a collaboration between BEE SECURE and several large online platforms (VLOP – Very Large Online Platforms). This programme made it possible, after consultation and submission of evidence, to have certain harmful and/or potentially illegal content removed by social media platforms, in collaboration with the police where necessary. From September 2025, the *Trusted Safety Programme* was replaced by the *National Trusted Flagger*, as part of the implementation of the *Digital Services Act*.<sup>16</sup>

The classification of topics is based on the European standard applied by *Insafe*, the European network of awareness centres and helplines. The *Insafe* network regularly publishes updated statistics, highlighting trends in requests for advice addressed to the Helpline, both in Luxembourg and in more than 40 other European countries.

Among requests for advice submitted via the online contact form, the same thematic trends were observed as in telephone consultations.

Additional data relating to requests for advice received by the BEE SECURE Helpline are published regularly in the BEE SECURE annual report and in the KJT annual report.

### III. BEE SECURE STOPLINE

The BEE SECURE Stoptline is a platform operated by KJT (Kanner-Jugendtelefon) that allows citizens to anonymously report three categories of content:

- Content related to child sexual abuse (CSAM);
- Content of a racist, revisionist, or discriminatory nature, as well as hate speech;
- Content related to acts or incitement to terrorism.

In accordance with the applicable international standards and criteria used by reporting platforms, the BEE SECURE Stoptline carries out an objective, methodical, and impartial analysis of the reports that have been submitted to it and intervenes exclusively within the scope of its stated areas of competence. The procedures for processing and forwarding cases to the competent national authorities have been defined in collaboration with the Grand-Ducal Police and are applied in accordance with the current framework conditions.

Consequently, the final evaluation and interpretation of the content fall outside BEE SECURE's operational competence and are the responsibility of the relevant authorities. Exchanges with the authorities are organised at regular intervals to discuss developments in the fields, operational details and possible procedural improvements in cooperation between the different services.

The BEE SECURE Stoptline analyses each reported URL to assess its potential illegality, relevance to the Stoptline's scope of competence, and accessibility. A possible discrepancy between the number of URLs received and those forwarded to the competent authorities is explained by several factors:

- The content does not fall within any of the BEE SECURE Stoptline's three areas of competence.
- Duplicates are counted but not forwarded.
- The content may no longer be online.
- Service providers and platforms may have proactively identified and removed illegal material.

URLs that meet the established criteria are then forwarded to the relevant national or international authorities.

During the 2024/2025 school year, awareness of the BEE SECURE Stoptline in Luxembourg stood at 11% (compared to 13% in 2023/2024).<sup>17</sup>

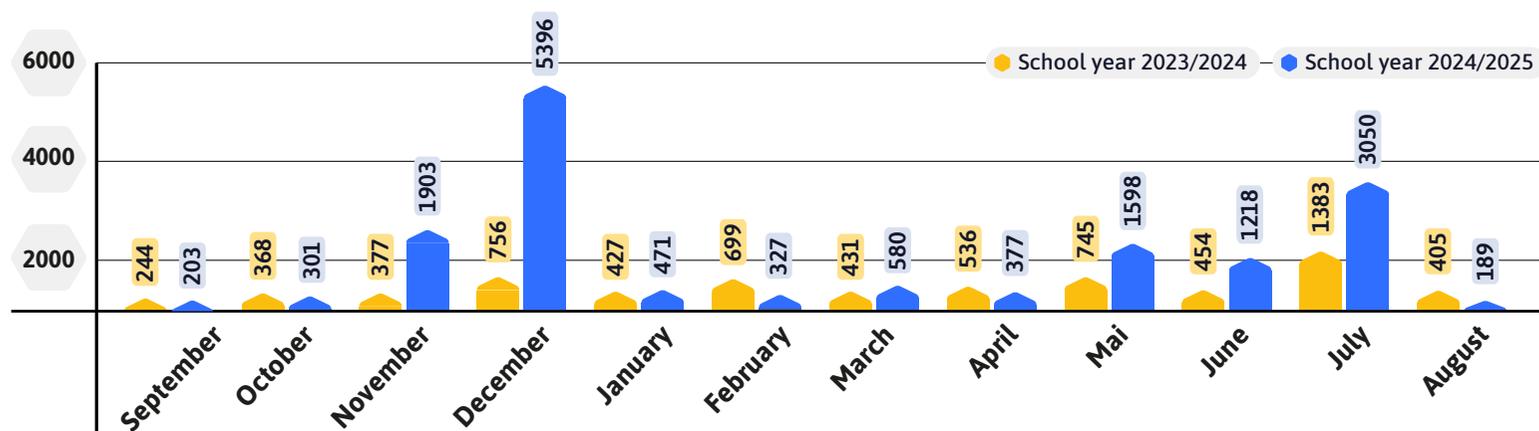


<sup>17</sup> Source : ILRES, enquête représentative mandatée par BEE SECURE en juillet 2025.

**CSAM**

The abbreviation **'CSAM' (Child Sexual Abuse Material) refers to sexual representations of minors**. During the school year from 1 September 2024 to 31 August 2025, 15,613 URLs of potentially illegal

content were received by the BEE SECURE Stoptline. This figure is more than double the volume recorded in the previous year (6,825 reports during the 2023/2024 school year).



**Figure 40.** CSAM - Reports.

The highest number of reports was recorded in December 2024 (5,396 cases) and July 2025 (3,050 cases). However, it should be noted that the exceptional increase observed in winter had an impact on the whole year, due to an influx of more than 9,000 reports that had to be processed gradually.

This situation can be explained by an exceptionally high number of reports from partner hotlines abroad, compounded by the particularly high complexity of the cases handled.

Of the 15,613 reports received, 13,539 (87%) came from international partner hotlines in the INHOPE network, while 2,074 (13%) were submitted directly via the national BEE SECURE Stoptline. Processing these reports posed a major challenge for analysts, leading to requests for support from other international hotlines. However, as these hotlines were themselves faced with an unusually high influx of cases, their capacity to support the processing of reports remained limited. Thus, it appears that the sharp increase in the number of reports observed internationally was also reflected in Luxembourg.

Of the reports received during the 2024/2025 period, 1,163 cases were forwarded to the competent national and international authorities.

Of this total, 917 reports were forwarded to the Grand Ducal Police. At the same time, 815 cases were entered into INHOPE's centralised database, while 835 reports were transferred to the relevant partner countries in accordance with the cooperation procedures in force.

Overall, the 2024/2025 school year was characterised by a consistently high level of reports, accompanied by an intensification of international cooperation processes. This period was marked by the simultaneous and sustained management of old and new cases, as well as increased reporting activity on the part of international partners.

## Racism

Between 1 September 2024 and 31 August 2025, the BEE SECURE Stopline recorded 462 reports of racist or discriminatory content, a slight decrease compared to the previous year (491 cases). Of

these reports, 283 cases (approximately 61%) were forwarded to the competent authority.

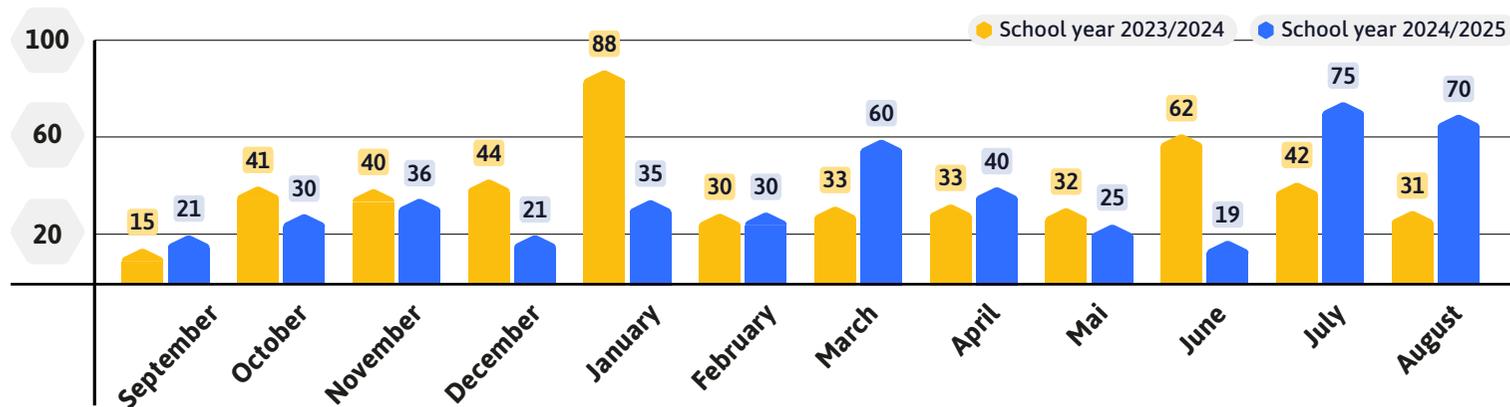


Figure 41. Racism - Reports.

Peaks in reports were observed in July (75 cases) and August (70 cases), while winter months saw more moderate activity. This trend suggests seasonal dynamics and a correlation with certain events, such as international conflicts or sensitive national situations.

In terms of subject matter, the nature of the reports remained broadly stable. They mainly concerned racism, discrimination, hate speech targeting political parties or institutions, religious intolerance, xenophobia, and forms of gender-based hatred (LGBTQIA+, and more rarely misogyny or misandry).

## Terrorism

Between 1 September 2024 and 31 August 2025, the BEE SECURE Stopline received 87 reports in the area of terrorism-related content. This number is down 36% compared to the adjusted period of the previous year (136 reports).

Of these 87 reports, 54 cases (approximately 62%) were forwarded mainly to the Grand Ducal Police and international partners. The high rate of referrals highlights the persistent online presence of extremist content inciting violence.

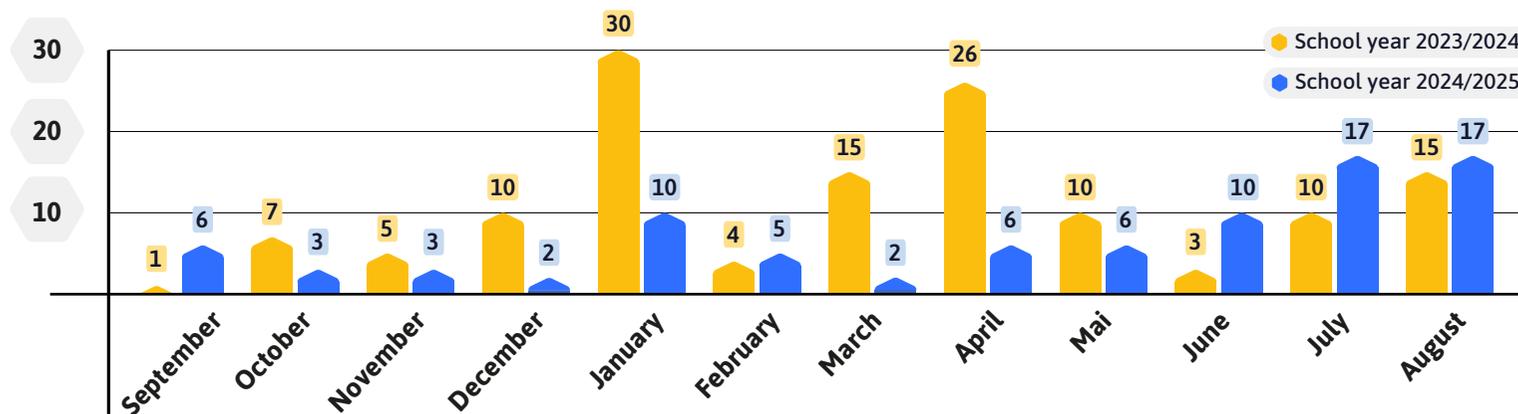


Figure 42. Terrorism - Reports.

The peak in activity was observed in July and August 2025, with 17 reports per month. Unlike the 2023/2024 school year, the distribution of reports in 2024/2025 was more consistent, with no exceptional variations.

In terms of subject matter, the reports mainly concerned explicit calls for violence, the glorification of extremist ideologies, threats against certain individuals or institutions, and the dissemination of propaganda and symbols of extremist movements.





## IV. SUMMARY

As mentioned in the introduction, it should be noted that the data presented in this document should be interpreted with caution, taking into account the different contexts in which they were collected. These data should be considered as a snapshot, based on feedback gathered during the various BEE SECURE activities carried out for the purposes of this report. The survey results are not representative of Luxembourg as a whole, but they do highlight certain trends concerning children and young people. The surveys reflect the views of children and young people, parents and education professionals.

With these caveats in mind, the main trends observed in the data presented can be summarised as follows:

### **ACCESS TO DIGITAL DEVICES: SMARTPHONES, TABLETS AND OTHERS** (CHAPTER 1)

- As in the previous year, more than a third of children (38%) discover the digital world before the age of 4.
- According to parents, around half of children aged 3 to 11 do not have a personal device. Among those who do have one, tablets remain the most common device (31%).
- According to the survey of 149 children aged 7 to 13 (average age: 10), around 85% have access to a smartphone or tablet at home, whether they own it or not.
- According to parents, almost all young people aged 12 to 16 have their own smartphone (97%), and more than half have a tablet (67%) and a games console (57%).



### APPLICATIONS AND DIGITAL ACTIVITIES (CHAPTER 2 AND 3)

- **Use of applications:** Just under half of primary school pupils (cycles 3 and 4) use *WhatsApp*, around a third use *Snapchat* and almost a quarter use *TikTok*.
- Among secondary school pupils, four out of five (80%) use *WhatsApp*, just under three out of four (72%) use *Snapchat* and more than half use *TikTok* (56%).
- **Screen time:** Almost all young people aged 17 to 30 (99%) use social media, with 88% spending at least one hour a day on it. More than half of them (61%) spend at least four hours a day on their smartphones, with an average usage time of 5 hours and 42 minutes according to the data recorded.

- **Chatbots:** A large majority (84%) of 17- to 30-year-olds use chatbots such as *ChatGPT* at least occasionally, and nearly one in five (19%) use them daily for an hour or more.
- **Perceived impact on mental wellbeing:** A majority (59%) of 17- to 30-year-olds believe that social media has a negative effect on their mental wellbeing, while only 9% perceive an improvement. Conversely, communicating via messaging apps is associated with improved wellbeing for 57% of respondents, and nearly half (49%) report a positive effect from using artificial intelligence chatbots.

### MOST CONCERNING ONLINE RISKS (CHAPTER 4.1.)

- In the long term, screen time remains the main source of concern for parents and teachers, regularly ranking first in the various editions of the BEE SECURE Radar. Disinformation is gaining importance and is now a concern for all the groups surveyed.
- Among young people (and young adults) aged 12 to 30, disinformation remains the most frequently cited concern. For parents and teachers, screen time or excessive use of devices remains the top concern, while disinformation ranks second among parents and third among teachers.
- Adult supervisors (parents and teachers) are particularly concerned about screen time, disinformation, online role models, data protection, age-inappropriate content, and cyberbullying. Young people aged 17 to 30, on the other hand, are more concerned about disinformation, illegal child sexual abuse material (CSAM), cybercrime, cyberbullying and data protection. Hate speech and cyberbullying are also among the most frequently mentioned negative experiences in the open-ended responses (chapter 7.2.)

### PERCEIVED PREVALENCE OF CERTAIN ONLINE RISKS (CHAPTER 4.2.)

- **Cyberbullying:** As in the previous year, around 7% to 11% of young people aged 12 to 16 report having experienced cyberbullying in the last 12 months.

- **Pornography:** Among 12- to 17-year-olds, 60% believe that their peers view pornographic content on online platforms at least sometimes – a stable result compared to the previous year.
- **Sexting :** According to young people aged 12 to 17, the sending of sexual images between peers is perceived as more frequent than before: 64% believe that their peers engage in sexting at least occasionally, compared to 50% in 2025.
- **Hate content:** For the first time, the frequency of exposure to hateful content targeting certain groups of people was measured. Among young people aged 17 to 30, about four in five report being exposed at least occasionally to hate speech targeting women, LGBTQIA+ people, and forms of hatred related to origin or religion. Around half of respondents also report encountering hateful content targeting people with disabilities at least sometimes. The results show that this is a relatively common experience among young people, particularly on *Instagram*, *TikTok*, *Facebook* and *YouTube*.
- **Child sexual abuse material (CSAM) :** The exceptionally high number of CSAM reports received by the BEE SECURE Stopline reflects an international trend (see [chapter III](#)).

#### **DIGITAL RISK MANAGEMENT SKILLS** (CHAPTER 4.3.)

- The results show that a majority of young people aged 17 to 30 (62%) believe they are able to identify the risks associated with a new application or platform. However, more than a quarter (28%) admit that they do not really have this skill. In the same age group, around half say they are able to protect their personal data, which represents a significant drop of 30% compared to the previous year (80%).
- 70% of parents (in both age groups) believe they are able to support their children in learning how to use AI safely and responsibly. On the other hand, 25% of parents of children aged 12 to 16 and 16% of parents of children aged 3 to 11 do not feel able to do so.

#### **PARENTING AND DIGITAL SUPPORT** (CHAPTER 5)

- The majority of parents of children aged 3 to 11 (62%), as well as almost all parents of young people aged 12 to 16 (97%), say they have discussed the risks associated with using the Internet with their children. The topics most frequently discussed are disinformation and excessive screen use. This observation is in line with the main concerns expressed by parents. In general, the older the child, the wider the range of topics discussed. However, only a minority of parents discuss their personal online experiences with their children, whether negative (11% of parents of children aged 3 to 11, 26% of parents of children aged 12 to 16) or positive (7% and 16% respectively). Around half of primary and secondary school pupils say they would talk to their family if they had a bad experience online. Around one in ten pupils say they would not talk to anyone about it.
- Among the most common educational measures taken by parents, limiting screen time for young people aged 12 to 16 has increased slightly over the past four years, from 51% to 57%. Similarly, tracking the geolocation of smartphones is an increasingly common practice (48% in 2023, compared to 62% today).

#### **ARTIFICIAL INTELLIGENCE (AI) AND CHATBOTS** (CHAPTER 6)

- **Relationship with AI and subjective effects**
  - Nearly half (45%) of young people use AI at least sometimes to get personal advice, and a quarter mention at least sometimes topics they would not share with anyone else.
  - For some 17- to 30-year-olds, AI can represent a form of presence: 17% perceive it as a friend, 20% feel it helps them feel less lonely, and 5% think it can replace time spent with other people, even though 76% still prefer real company to that of AI.

- Nearly half of parents of children aged 12 to 16 (49%) believe that their child does not always distinguish between human interaction and interaction with AI, while 37% believe that their child is capable of doing so. On the young people's side, around 70% of 17- to 30-year-olds say that using chatbots has no effect on their empathy or interpersonal skills but acknowledge a negative influence on their critical thinking and a positive influence on their research skills.
- Finally, nearly half (49%) believe that the use of AI chatbots contributes to an improvement in their mental well-being.

#### • Other aspects

- As in the previous year, all of the groups surveyed – young people, parents and teachers – tend to perceive the effects of AI more positively on their personal lives than on society in general. The gap between these two levels of assessment has widened slightly, reflecting both growing confidence in individual benefits and persistent concern about societal impacts.
- *ChatGPT* is the most widely used AI chatbot, both by young people and parents: more than half of young people use it several times a week, and around a quarter use it every day. The

most frequent uses are for searching for information, writing or proofreading texts, and school, university or professional work. Young people say they mainly use chatbots out of curiosity. AI-generated text content is considered more difficult to identify than visual content. More than a third (39%) of the 149 children aged 7 to 13 surveyed say they have already used *ChatGPT*.





## V. PERSPECTIVES

Artificial intelligence applications and forms continue to evolve at a rapid pace. This is influencing and expanding the landscape of online risks for children and young people (as well as for the general population).

After AI-based recommendation systems and chatbots such as *ChatGPT* became increasingly important in young people's everyday lives, new technological developments are gaining ground, such as AI agents capable of autonomously performing tasks for the user (without prompts, i.e. without instructions such as those given to chatbots). The record-breaking spread of *ChatGPT* clearly shows how **new technologies can, in a very short time, become widely present in everyday life** – with all the opportunities and risks that this entails, both at the individual and societal levels.

Companion AI, i.e. chatbots that present themselves as friends by imitating human behaviour and interacting with children in an appropriate manner, further blur the line between social interaction and technological use. What effects could this have on children, their development and, in the long term, on society? Is AI creating a new communication infrastructure – after the social media generation, will it usher in the AI generation?<sup>18</sup>

**At national and European level, ongoing efforts are being made** to monitor current technological developments and anticipate or assess their (potential) effects on children and young people.

BEE SECURE regularly exchanges views on this subject with national and European stakeholders. As the BEE SECURE Radar report shows, **the issues and risks are numerous and highly diverse**: disinformation,

<sup>18</sup> See also: <https://www.hs-kempten-business-school.de/ki-das-neue-social-media/>

excessive use/screen time, cybercrime, harmful content in general, CSAM, online hate speech, interactions with AI and chatbots, etc. Ensuring the well-being of children, the protection of their privacy and healthy conditions for their development in a digitally saturated society is a collective responsibility.

In this context, BEE SECURE has commissioned the Institute of Ethics at the University of Luxembourg (ULIDE) to examine the ethical issues related to AI and its influence on children, and to formulate recommendations for the future practice of BEE SECURE. **The aim is to integrate current scientific knowledge into concrete solutions**, with BEE SECURE set to focus even more on the topic of AI in the coming years.

The Ministry of Education, Children and Youth (MENJE) is also assuming its responsibility in the area of AI: **the KI-Kompass offers a clear strategy for the pedagogically supervised use of AI in schools**. The aim is to promote educational quality, equal opportunities and support for teachers. This approach is part of the multi-year action plan '**sécher.digital**' which also addresses topics such as healthy development (in particular the balance between screen time and other activities – screen-life-balance) and the strengthening of digital skills.

In addition, the BEE SECURE initiative is strengthening its commitment to youth participation and consultation through the **new Digital Ambassador youth committee**<sup>19</sup>. It is also pursuing its goal of providing children, young people and their families with reliable information and guidance in a world marked by rapid technical and societal change.

As the survey results show, many young people – like many parents – do not feel able to assess the risks associated with a new platform themselves. **The role of initiatives such as BEE SECURE thus remains all the more essential**: they provide information about risks and act as a point of contact for children, parents and professionals, supporting them in the competent and safe use of digital technologies.

In addition to empowering and supporting users, it is also **essential to adapt the digital world to the needs of children**, as emphasised in the European strategy *Better Internet for Kids* (BIK+<sup>20</sup>) and required by the *Digital Services Act* (DSA<sup>21</sup>). Guidelines<sup>22</sup> for online platforms specify how these obligations should be implemented. Risks such as cyberbullying, harmful content and excessive use must be identified and reduced. Children's rights – including protection, non-discrimination, inclusion, privacy, access to information and education, as well as freedom of expression and participation – must be integrated at both the conceptual and technical levels.

In the area of awareness-raising, BEE SECURE is working with the national DSA coordinator, and the *Autorité de la Concurrence*, to improve online safety for children and young people.

Online platforms must also apply age verification requirements for users when certain content is only accessible to those aged 18 and over. Mechanisms for reporting harmful or illegal content must be designed in a child-friendly manner.

<sup>19</sup> For more information on the Digital Ambassador: <https://www.bee-secure.lu/fr/digital-ambassadors/>

<sup>20</sup> *Better Internet for Kids* (BIK+) (Commission européenne, 2022): <https://better-internet-for-kids.europa.eu/en>

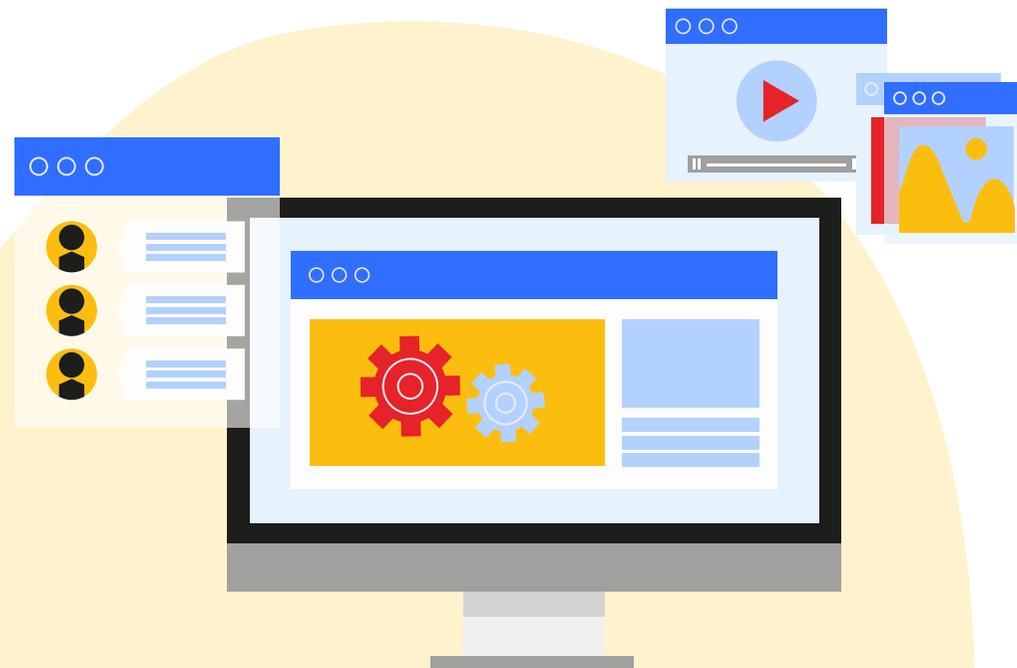
<sup>21</sup> *Digital Services Act* (Union européenne, 2023): <https://op.europa.eu/en/publication-detail/-/publication/f3556a65-88ea-11ee-99ba-01aa75ed71a1>

<sup>22</sup> For further information (Commission européenne, 2025): <https://digital-strategy.ec.europa.eu/en/library/digital-service-act-dsa-explained-what-online-platforms-should-do-keep-kids-and-teens-safe-online>

As part of the national implementation of the *Digital Services Act (DSA) 2025*, BEE SECURE has been granted *National Trusted Flagger*<sup>23</sup> and thus contributes to the removal of illegal content from major platforms.

From all of the above, it is clear that technological progress will continue at a rapid pace. **A broad social responsibility** is at stake in **enabling, supporting and (co-)organising the proper development of young people** in a digitalised society. To this end, it is more important than ever that all stakeholders work together.

<sup>23</sup> For further information: <https://bee-secure.lu/ntf>



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