

# **DIGITAL CITIZENSHIP EDUCATION SURVEY 2020**

Provisional report

[www.coe.int/dce](http://www.coe.int/dce)

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The information in the provisional report is currently being enriched through interviews with parents. The final report will be published in early 2021.

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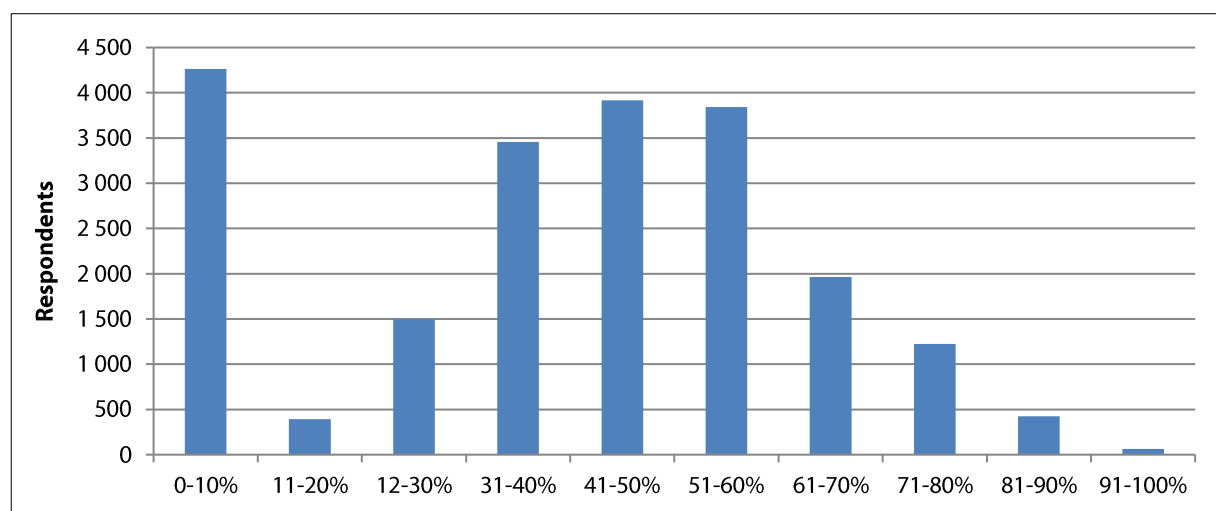
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## EXECUTIVE SUMMARY

The Council of Europe's digital citizenship survey sets out to discover more about how parents support the competence-building process to help their children become responsible digital citizens, the topics of most concern to them, where they turn for information, and their wish list in terms of tools and guidance. The questionnaire was developed in 2019, and tested in 5 focus groups, in Belgium, Croatia, Germany, Greece and France, that were attended by approximately 20 parents each. It was launched on 15 May 2020 and ran for 6 weeks. Initially in 5 languages, 16 national organisations translated the survey in their native language and helped disseminate it in their country.

A total of 21 042 responses were received, from all 47 member States of the Council of Europe, including 8 943 respondents from Croatia, 3 778 from Malta, and more than 1 300 from both Armenia and Poland. Responses from all countries are included in the analysis; countries with less than 500 responses are grouped under Other countries. The 22 survey questions are multiple choice or polls, and an open space is provided from proposals from participants wherever appropriate. Points were attributed to certain questions, and parents given a fun profile at the end with metaphoric images of how they are navigating their children's digital practices. Built on 'ideal' responses, obviously not adapted to all parental approaches, it's interesting to see that point attribution follows a *standard normal distribution pattern* showing that scoring is balanced.

**Figure 1 – Distribution pattern of attributed points**



Given the timing, two questions were added just before the launch, asking parents about their experience with remote schooling during the COVID-19 crisis. Two thirds of respondents report that, although remote schooling has been a new experience as previously few schools had integrated digital tools or remote learning into the classroom agenda, they are coping well. Around 1 in 2 parents find juggling their work with their children's schooling challenging, and are having difficulty balancing their children's screen time with physical activity. Two in 5 parents are worried about the long-term impact on their children through the lack of face-to-face peer and social interaction; 2 in 5 also state that the distance learning offer from schools needs to be improved. Almost a quarter of Greek parents report not having suitable IT equipment to satisfy their family's requirements, and that connectivity is a barrier.

In general, parents are most concerned about privacy, ensuring that their children understand their rights and responsibilities online, and that they behave ethically and responsibly. Less than 13% of parents talk with children about dealing with cookies, and less than 1 in 3 check their children's digital footprints with them. On the other hand, between 70% and 80% of parents check out the websites, apps and games their children, even their teenage children, use or wish to use. Bullying is high in the minds of parents, and a topic that 3 in 4 parents discuss with their children as a preventive measure, though less than 1 in 2 parents know all their children's on- and offline friends. Although certain questions have been included in the survey to cross-check responses and see the strategies parents use to address with their children about their issues of concern, for example, cookie management to help protect privacy, there seems to be no clear link between concerns and strategies. This appears to underline the need for awareness campaigns that focus on the 'how' as well as the 'what' if they are to really empower parents and children.

Most survey respondents apply between 2 and 4 rules about digital technology in their home, with Icelandic parents setting the most rules and Armenian the least. The top rule parents apply is that their children come to them whenever they see something weird or scary online that upsets or bothers them (66%). Other top rules are never to shop online without a parent being present (64%) and a parent must be asked before sharing personal information online (60%). Only 1 in 3 parents say they apply rules about limiting children's screen time, apparently not placing this as high a priority as in countries such as the UK and USA, though this may have been influenced by the timing – it is difficult to limit screen time when remote schooling is the order of the day. Issues around content appear to be a weak point for European parents. Critical thinking, crosschecking facts, creating content and respecting the creative content of others seem to rate low their agenda. This is an important area that needs to be addressed at home and at school. These are fundamental skills for digital citizens, and the filters used to think critically are largely based on the values and attitudes they learn at home in early childhood.

The final section aimed to cross-check findings on earlier questions and fine-tune our understanding of the information and tools parents say they need to help their children become digital citizens. Almost two-thirds of respondents want more information on protecting privacy. Avoiding fake news and hate speech ranks second (54%), closely followed by how to tackle bullying (slightly less than 54%). Almost 1 in 2 parents ask for activities for children that can be easily implemented at home (48%), 2 in 5 ask for videos by experts in a dedicated video channel, a website for parents, and a rating or recommendation system to rapidly find suitable tools and content. Parents' knowledge of current technological terms is often somewhat superficial, and more than 3 in 5 don't understand big data or machine learning. Contrary to expectations, the 18 to 30 age group scores lower on 5 of the 7 technical terms cited. Are they more aware that they don't really understand the complexity of such terms and their far-reaching impact on society?

The survey findings confirm the need to follow up with interviews with parents across a sample of the 47 countries to obtain more qualitative data that will render the findings more granular. They nevertheless outline the direction the future work Council of Europe's digital citizenship group could take to support parents (and schools) in the development of children's competences to help them become active, responsible digital citizens. Several recommendations emerge from the findings:

- Learning about digital technology is a two-way street, children can learn from parents and vice versa. Families need easily accessible, brief 'how to' information with activities they can do alone or together to develop the strategies to deal with issues rather than just raising concern about them.
- Good practice exists across Europe, the challenge is to facilitate exchanges between countries and experts, perhaps with short, regular publications of 'Best of' to facilitate replication and scaling up of successful experiences. The DCE survey findings shine the spotlight on such practices, for example, the high take-up of coding in Malta and the rules applied in Iceland that appear to facilitate family discussions. The big disparity in certain countries' responses indicates that they are tackling risks quite differently, and this calls for further investigation.
- School-adapted, child-friendly resources are necessary to ensure that schools continue fulfilling their essential social purpose, even when schooling moves online. Not all families can support their children's online activities due to lack of time, experience or other, and the school and the community must bridge the gap. The role of the school is not just to build knowledge or develop skills, but also to enable children to master digital competences to fully participate in society, and social competences to interact meaningfully with others. More resources and tools, and perhaps also teacher education, are therefore required if schools are to fulfil their role in supporting families to prepare children as digital citizens.

The following chapters provide a detailed analysis of the DCE survey findings, with a brief summary and relevant recommendations provided at the beginning of each chapter.



# 1 INTRODUCTION

## 1.1 BACKGROUND

The Council of Europe's intergovernmental project entitled "[Digital Citizenship Education \(DCE\)](#)"<sup>1</sup> was launched in 2016. Implemented by the Education Department (within the Directorate General of Democracy), it aims to empower children through education to acquire the competences required to become 'digital citizens' i.e. citizens able to use digital technology ethically and responsibly to participate, cooperate and become lifelong learners and active members of today's digital society.

Children participate in a broad range of digital activities and, to be as comprehensive as possible, the Council of Europe has subdivided these activities into ten different areas, or domains, which are broadly grouped into three clusters: Being online, Well-being online, and Rights Online.

**Figure 2 – The 10 digital citizenship domains** (see Appendix I)



Digital citizenship competences are built on four essential pillars: *values, attitudes, skills, and knowledge and critical understanding*. Parents play an important role in supporting the development of their children in all four areas, and therefore constitute a key target group for the Council of Europe's DCE programme.

To learn more about parents' view of Digital Citizenship, the issues they face with their children's online activities, and the types of support that truly match their needs, the Council implemented an online survey in its 47 member states from 15 May to 30 June 2020.

## 1.2 THE SURVEY

The survey was developed over a period of more than a year, beginning early 2019 and finally being launched on May 15, 2020. It was drafted by experts in the Council of Europe's digital citizenship working group, and comprises 22 questions, mainly multiple choice and poll questions i.e. questions where respondents are asked to give their opinion by selecting options from a given list. At the same time an informative leaflet was developed describing digital citizenship, the competences involved and providing tips to parents on how to support their children to become responsible digital citizens<sup>2</sup>.

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1. [www.coe.int/dce](http://www.coe.int/dce)

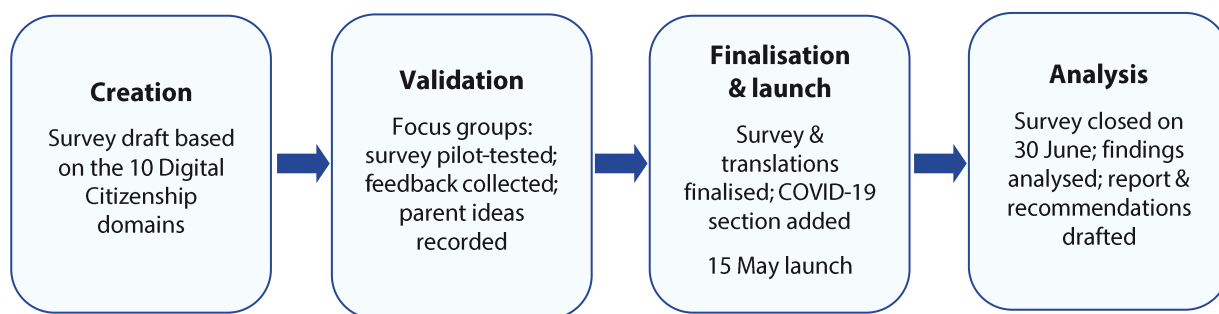
2. The final version of the informative leaflet integrating modifications suggested by parents is available at <https://go.coe.int/NXiZw>.

Both documents were translated into 4 languages (Croatian, French, German and Greek), in order to be pilot-tested in 5 focus group meetings that took place in Zagreb, France, Brussels, Germany and Athens in the 2<sup>nd</sup> and 3<sup>rd</sup> quarters of 2019. Approximately 20 parents of various ages, backgrounds and digital knowledge attended each meeting. The meetings were led by Council of Europe experts who began the sessions by disseminating the leaflet, describing the DCE project and goals, and asking participating parents to fill out the 1<sup>st</sup> draft of the survey. They then facilitated group discussions based on the survey questions, and finally collected all feedback and proposals for enhancing the survey.

The focus groups proved invaluable, firstly because they provided a deeper understanding of the target group, their interrogations and their concerns. They highlighted the areas most useful to include in the survey to fully meet the objectives of the Council of Europe, resulting in a more effective formulation of questions and response options. They clarified terms that parents prefer to use, and revealed some cultural sensitivities around expressions in the leaflet or first draft of the survey, for example, negative connotations attached to the term ‘digital citizenship’ in Germany. The parents consulted also underlined the need to make the survey questions and the leaflet as concrete as possible providing examples for applying the provided info, to get families reflecting on highly practical issues, because many consider the term ‘digital citizen’ to be rather hazy and difficult to understand when applied to the education of children.

Once all input had been gathered and presented for discussion to the experts in the DCE working group, a revised formulation of the leaflet and survey questionnaire was made, and a second round of pilot-testing began. Though a somewhat lengthy process (summarised in Figure 2 below), both the questionnaire and the leaflet underwent extensive modifications until they were considered fully fit for purpose. The various rounds of consultation also led to an element of fun being introduced to the survey, participants scoring points on certain questions to arrive at their playful profile at the end. The profiles relate to navigating on the seas of digital technology (see Appendix II).

**Figure 3 – DCE survey, a four-stage process**



### 1.3 SURVEY LAUNCH – ANOTHER IMPACT OF COVID-19

At the scheduled time of launch, the COVID-19 pandemic broke out and distance education became a focal point for parents, educators and governments alike. A section on *Your experience with the COVID-19 crisis* was therefore developed and pilot-tested, delaying the scheduled launch of the survey (see Appendix III) to 15 May (see figure 2).

The online survey reached 21 042 parents, grandparents and carers (hereinafter referred to as ‘parents’) of children under the age of 18 years. It was made available at [www.coe.int/education](http://www.coe.int/education) in 21 language versions (English, French, Albanian, Armenian, Azerbaijani, Bulgarian, Croatian, Finnish, German, Greek, Icelandic, Italian, Latvian, Macedonian, Polish, Portuguese, Romanian, Russian, Slovenian, Spanish, and Turkish). The translations from the original English, French and German versions were made mainly by national parent or educational organisations, checked for validity by experts, and in many cases also disseminated directly to the public via the website of these organisations. In all, 47 countries responded to the survey, and several countries stand out for having managed to get a very high number of responses: 8 943 were received from Croatia, for example, 3 778 from Malta, and well over a thousand from Armenia and Poland (1 397 and 1 553 respectively).

The following chapters present an analysis of the main findings from the survey, which was rolled out on the SurveyMonkey platform. Almost all 21 042 respondents completed the first two sections of the survey relating to Profile and COVID-19 experience. Several technical checks were run to avoid disruptions by bots, etc. and our analysis seems to indicate that incomplete responses may be explained by connection breakdowns as they

are more prevalent in countries known for poor internet coverage. Results are, for a large part, presented in bar graphs. Only the 8 countries with at least 500 responses are indicated separately: Armenia, Croatia, Greece, Ireland, Malta, Monaco, Poland and Spain. Iceland is also included, given the number of responses received from Icelandic parents compared to the total national population and the fact that this is the only Nordic country represented.

Responses from the other 38 countries are regrouped under “Other countries”. The other participating countries are: Albania, Andorra, Austria, Azerbaijan, Belgium, Bosnia and Herzegovina, Bulgaria, Cyprus, Czech Republic, Denmark, Estonia, Finland, France, Georgia, Germany, Hungary, Italy, Latvia, Liechtenstein, Lithuania, Luxembourg, Republic of Moldova, Montenegro, Netherlands, North Macedonia, Norway, Portugal, Romania, Russian Federation, San Marino, Serbia, Slovak Republic, Slovenia, Sweden, Switzerland, Turkey, Ukraine and the United Kingdom.

**Figure 4 – Number of responses per country**

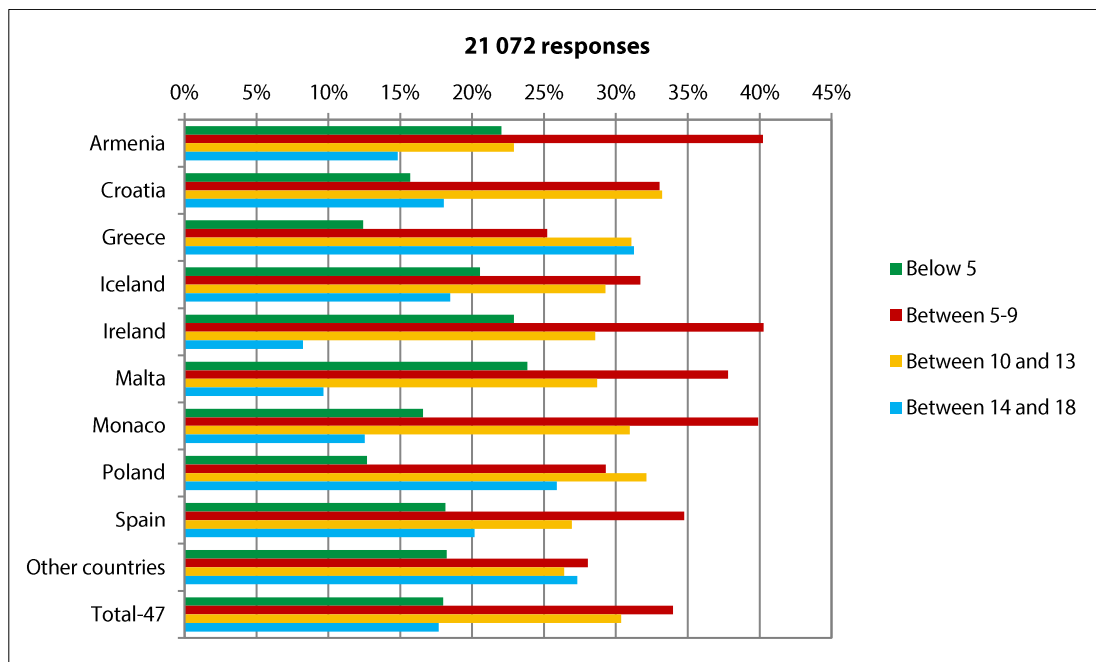
<b>Albania</b>	15	<b>Estonia</b>	8	<b>Lithuania</b>	16	<b>Russian Federation</b>	235
<b>Andorra</b>	6	<b>Finland</b>	21	<b>Luxembourg</b>	13	<b>San Marino</b>	6
<b>Armenia</b>	1 397	<b>France</b>	167	<b>Malta</b>	3 778	<b>Serbia</b>	19
<b>Austria</b>	20	<b>Georgia</b>	6	<b>Republic of Moldova</b>	3	<b>Slovak Republic</b>	10
<b>Azerbaijan</b>	4	<b>Germany</b>	119	<b>Monaco</b>	965	<b>Slovenia</b>	88
<b>Belgium</b>	29	<b>Greece</b>	563	<b>Montenegro</b>	10	<b>Spain</b>	590
<b>Bosnia and Herzegovina</b>	10	<b>Hungary</b>	5	<b>Netherlands</b>	17	<b>Sweden</b>	4
<b>Bulgaria</b>	21	<b>Iceland</b>	287	<b>North Macedonia</b>	215	<b>Switzerland</b>	5
<b>Croatia</b>	8 943	<b>Ireland</b>	777	<b>Norway</b>	5	<b>Turkey</b>	106
<b>Cyprus</b>	176	<b>Italy</b>	16	<b>Poland</b>	1 553	<b>Ukraine</b>	6
<b>Czech Republic</b>	9	<b>Latvia</b>	61	<b>Portugal</b>	331	<b>United Kingdom</b>	36
<b>Denmark</b>	6	<b>Liechtenstein</b>	48	<b>Romania</b>	317		

## 1.4 THE PROFILE OF RESPONDENTS

Two thirds of the 21 042 respondents (69%<sup>3</sup>) are aged between 31 and 45 years, and mainly mothers of children aged 5 to 13 years. The 46 to 60 age bracket accounts for 26% of responses, with 4% respondents aged 18 to 30 and 1% over 60 years. An overwhelming majority (85%) of women responded, and just 14% of males; 1% preferred not to respond on the question of gender. The age of respondents' youngest child ranges from less than 5 years (18%), 5 to 9 years (34%), 10 to 13 years (30%) to the highest age bracket, 14 to 18-year-olds (18%). At this point, it is important to note that the age of the respondents' youngest child varies considerably from country to country, which has an obvious impact on the responses to some of the questions. In particular, the parents responded from Malta have most children under the age of 5 (24%), with Greece having the least (12%); most respondents from Armenia, Iceland, Ireland, Malta, Monaco, Spain and Other countries declared their youngest child to be between 5 and 9 years of age (with percentages varying from 28% to 40%). In Croatia and Poland, most respondents indicate that their youngest child is aged between 10 and 13 years (33% and 32% respectively); only in Greece most respondents' youngest child is between 14 and 18 years of age (31%).

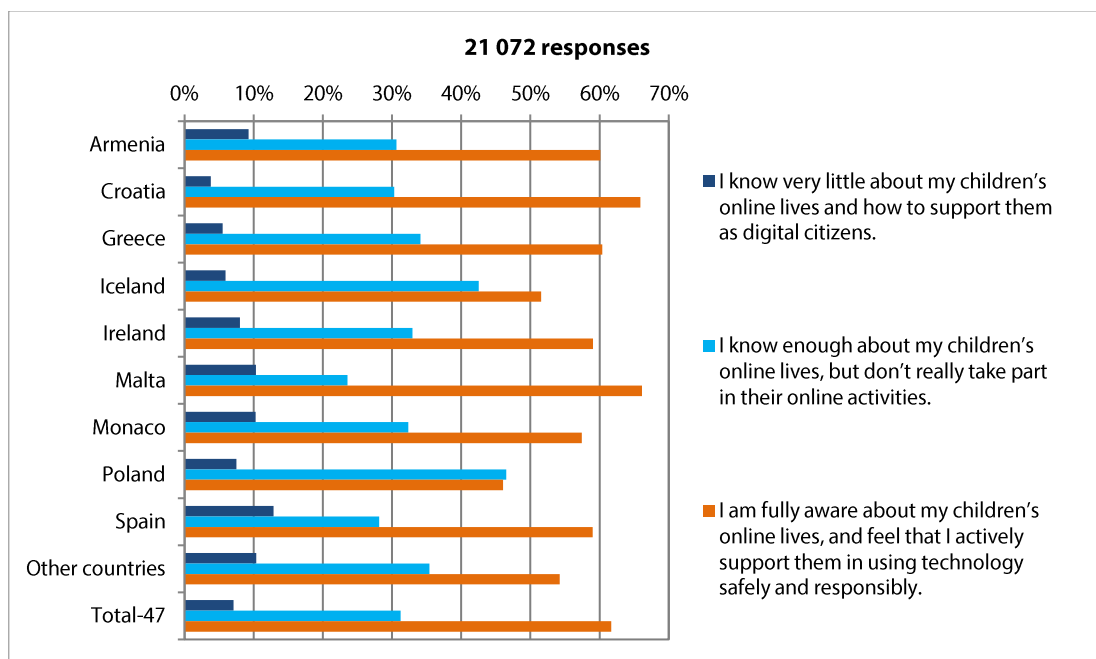
3. Percentages throughout the document refer to the relative frequency statistics; the percentage figures are rounded up or down to the nearest integer.

**Figure 5 – Q4: What is the age of your youngest child? (country comparison)**



A total 62% of respondents state they are fully aware of their children's online life, and actively supporting them to use of technology safely and responsibly. One in three claims to know enough about their children's online lives, but don't really take part in their online activities. 7% admit to knowing very little about their children's online lives, and how to support them as digital citizens. The number of parents involved in their children's online activities reflect findings from other recent research in the UK<sup>4</sup> and USA<sup>5</sup>, showing that parents are increasingly concerned and talking with their children about what they are doing online. Specific areas of concern cited in such research are the content children may be exposed to, screen time and bullying, which interestingly correlates to a certain degree with findings from this DCE survey.

**Figure 6 – Q5: How would you define your profile? (country comparison)**



4. Ofcom (2020), Children and parents: Media use and attitudes report 2019, available at <https://bit.ly/3cRcjCS>.

5. Pew Research Center (2020), Parenting Children in the Age of Screens, available at <https://pewrsr.ch/3iAGvul>.

## 2 THE COVID-19 CRISIS – MANAGING CHILDREN’S EDUCATION

### 2.1 RECOMMENDATIONS – WHAT THE FINDINGS TELL US

According to UNESCO<sup>6</sup>, the education of 60% of all students globally, and almost 90% of students from low- and middle-income brackets at all levels of schooling have been impacted by the closure of schools during the COVID-19 crisis. Parents were often struggling, too, to continue their own professional activities remotely, but also had to take on the role of managing their children’s education. Whilst many challenges for schools are evident, amongst others the lack of preparedness of teachers to conduct distance learning when digital technology hasn’t yet made it into everyday class routine, and the lack of school-adapted technological platforms resulting in teachers filling the gap with inadequately secure commercial platforms, the findings from the two COVID-19-related questions in the DCE survey also highlight challenges within the home. Moreover, it underlines the great disparity between countries.

Education is an unalienable right for all children, and is at the root of a range of other human rights. Digital technology is an increasingly essential element in today’s society, and children will only be able to fully exercise their rights and responsibilities as digital citizens if they master learning, gathering information and communicating fluently with contemporary tools. The analysis of findings of these two questions give rise to several recommendations, also taking into account that respondents are perhaps not a representative population since they are sufficiently adept and informed to respond to an online survey. To overcome the major issues that have become apparent in the findings, we therefore urge governments, industry and civil society to work together to:

- Support schools to update their tools, platforms and pedagogical approaches, and adapt their organisation to the requirements of distance learning. Some elements of distance learning could be incorporated as an integral part of the school programme. The current pandemic is still with us, and has highlighted environmental and other advantages in citizens being able to learn and work from home at least part of the time.
- Facilitate exchange of good practice between countries. The large gap between countries indicates that some education systems have been coping much better than others with the sudden need for distance learning.
- Support families to close the gap in IT technology and internet access, by lowering costs, providing better connectivity for all households, and creating awareness and information campaigns to motivate the whole population to engage in the digital world and acquire the digital skills that have proven so necessary in this crisis.
- Research the short- and longer-term impact of the lack of peer interaction and balance between physical activity and online times that this sanitary crisis has brought about, to find measures to counteract the ill-effects that are noted by parents in this survey.

### 2.2 LEARNING ONLINE IN THE TIME OF COVID

19 075 parents responded to this section of the survey relating to the COVID-19 crisis, which contained just two poll questions, each with a half dozen options. The first of these asks parents about managing their children’s education during the crisis. The responses are illustrated in Figure 6 below.

When schools closed in March 2020, the biggest challenge for more than half of participating parents (51%) was juggling their work organisation with their children’s. Percentages vary little across countries, with a difference of just 4% between Ireland and Spain, the highest scoring countries, and Croatia, the lowest.

Balancing my children’s screen time with physical activity ranked overall the 2<sup>nd</sup> most challenging issue for almost half (47%) of participating parents, but with marked differences across countries. Greek parents appear to have experienced the most difficulties in this area (65%). Ireland, Malta, Monaco, Poland and Spain also rank this challenge higher than the overall average, with ratings ranging from 52% to 56%. On the other hand, just one in four Armenian parents (25%) indicate that balancing screen time with physical activity is an issue.

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6. United Nations (2020), Policy brief: Education during COVID-19 and beyond, available at <https://bit.ly/30rNxuV>.



On average, almost 2 in 5 parents (38%) found their children's lack of face-to-face contact with other children to be a problem, a figure that increases to 6 out of 10 parents in Ireland but drops to 3 out of 10 (31%) in Croatia. Polish and Greek families place much more emphasis on this challenge, with 53% and 47% respectively selecting this option.

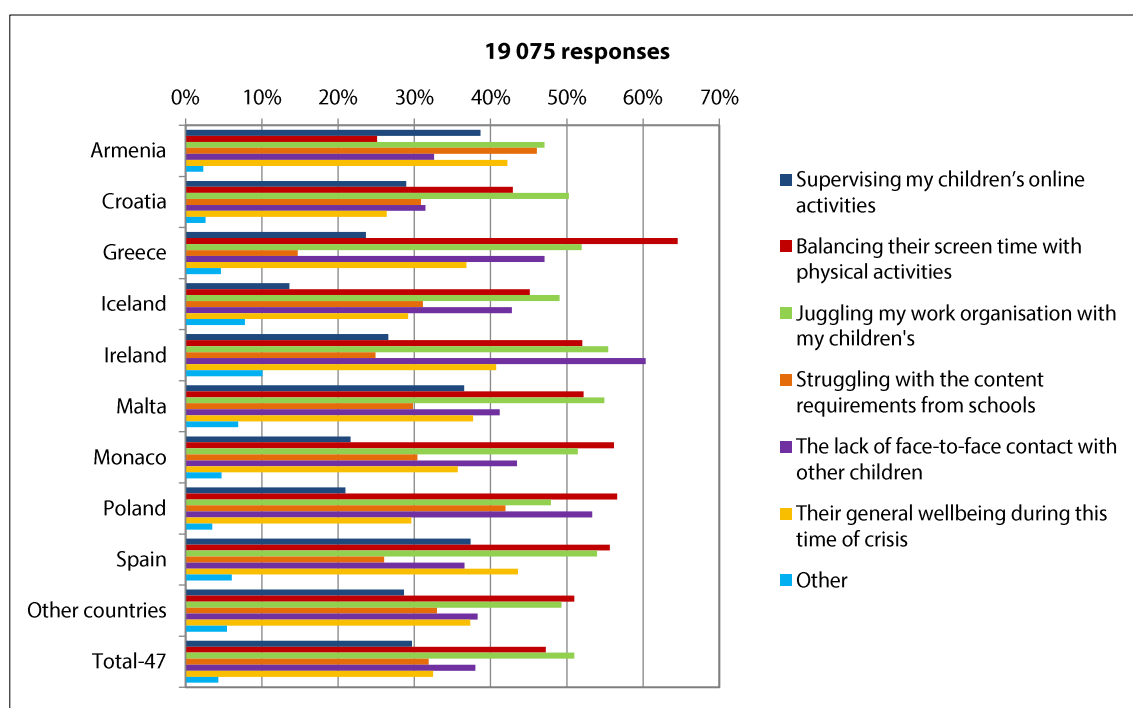
Children's general well-being rates fourth on the list of challenges across all Council of Europe member states (32%). However, once again there is a large variation between countries, ranging from Croatia (26%) to Spain (44%). Armenian and Irish parents scored their children's well-being higher than 40% too. These latter two issues possibly reflect socio-cultural differences between countries, a point that will be further investigated in the qualitative interviews that will take place to enrich the findings of the survey.

Struggling with the content requirements from schools (32%), and the supervision of children's online activities (30%) ranked lowest overall on the list of parental priorities. Greek parents appear to have had the least problems with content requirements, with less than half (15%) of the overall average (32%). This may be linked to the fact that, in the next question, more parents from Greece than any other country state that their children's school already introduced some distance learning before the COVID-19 crisis. Armenian (46%) and Polish parents (42%), on the other hand, apparently found this to have been a bigger struggle.

Once again, we see large variations across countries when we look at the percentage of parents who consider supervising their children's online activities as a challenge. In Iceland, only 14% parents cite this as a challenge, whereas in Armenia, Malta and Spain approximately 4 out of 10 parents do. Is this a low priority because, as we saw in Figure 6, 62% parents already supervise their children's online activities and another 31% feel they know enough about their activities though they don't really take part in them?

Responses from 'Other countries' account for 10% of all responses on Q6, and vary little from the overall average, except in the area related to children's general well-being. Here the Other countries score around 5% higher than the overall average, and considerably higher than Croatia, Iceland, and Poland.

**Figure 7 – Q6: If you have been managing your children's education during this time, which aspects have been most challenging for you? (country comparison)**



## 2.3 DISTANCE LEARNING BY SCHOOLS

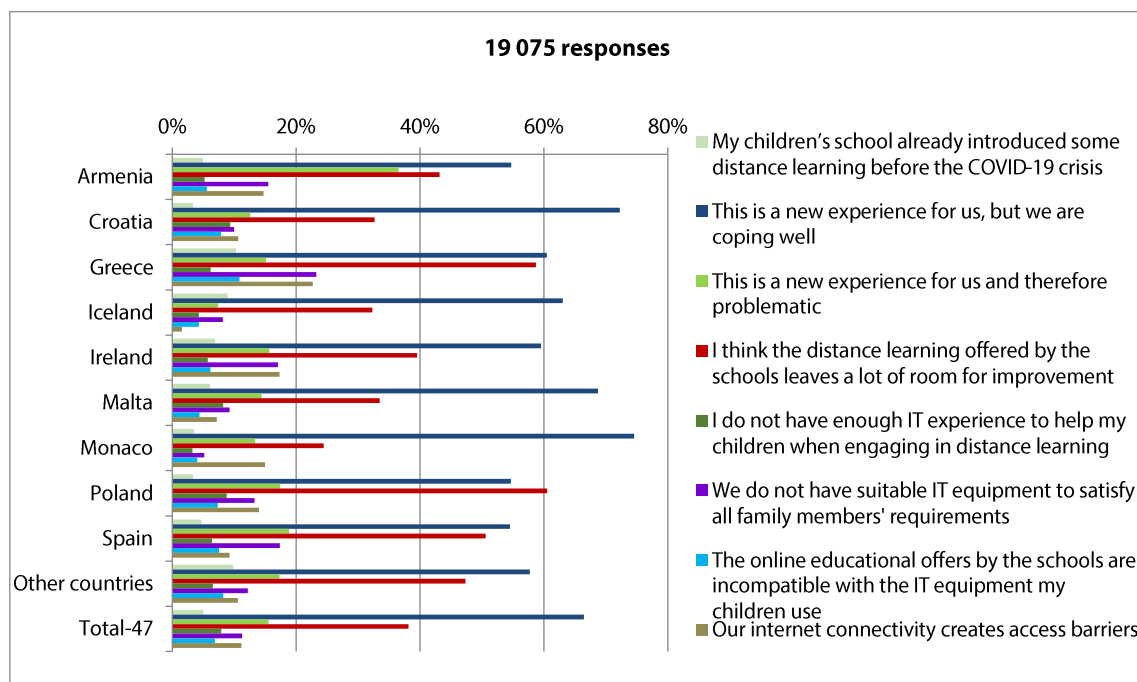
It is evident from parents' responses that few children have previously experienced distance learning though, as mentioned earlier, 1 in 10 parents (10%) in Greece inform us that my children's school had already introduced some distance learning before the COVID-19 crisis. Across all countries, children of just one in 20 parents (5%)

have previously experienced some form of distance learning. In Croatia, Poland and Monaco, only 3% of parents state that their children's school had previously introduced it.

Regardless of distance learning from their children's school being new for the large majority of respondents, two thirds (66%) rate the experience positively, choosing the option 'This is a new experience for us, but we're coping well'. National percentages vary considerably, from Spain (55%) to Monaco (75%). This finding correlates with the very low (3%) response from Monaco on the option, 'I do not have enough IT experience to help my children when engaging with distance learning'. On average, 8% parents feel they do have enough IT experience, with Croatia showing the highest percentage (9%) of parents saying they have insufficient IT experience.

Nevertheless, a considerable number of parents find the new experience of their children's distance learning problematic, as attested to by an average of 16% of respondents. The figure rises to 37% for Armenia. Even in Iceland, 7% consider the experience problematic. Was the issue due to the quality and way the learning process was conducted, or to the inexperience of children and parents? On average, almost 4 out of 10 parents (38%) express dissatisfaction with the distance learning offered by schools by scoring the option 'the distance learning offered by the schools leaves a lot of room for improvement'. There is a large (36%) variation between the countries showing the highest and lowest percentages. In Poland and Greece, around 6 in 10 parents are dissatisfied (61% and 59% respectively). In Spain, the percentage of dissatisfied parents is 51%, compared to just 1 in 4 parents in Monaco (24%). In the 'Other countries' group, 47% of parents choose this option.

**Figure 8 – Q7: Distance learning offered by schools (country comparison)**



Despite Greece being ahead of the field in regards previous experience of distance learning, the remote schooling experience seems to have been hindered more than other participating countries by lack of suitable IT equipment and internet connectivity. A recent study<sup>7</sup> corroborates this finding, showing that 29% of the Greek population is still not using the Internet. Telecom fees, too, are still rather high in the country. The percentage of Greek parents (23%) stating 'We do not have suitable IT equipment to satisfy all family members' requirements' is more than double the overall average (11%). Even in Monaco, where the percentage is lowest on this option, 5% of parents are unable to meet their family's IT requirements.

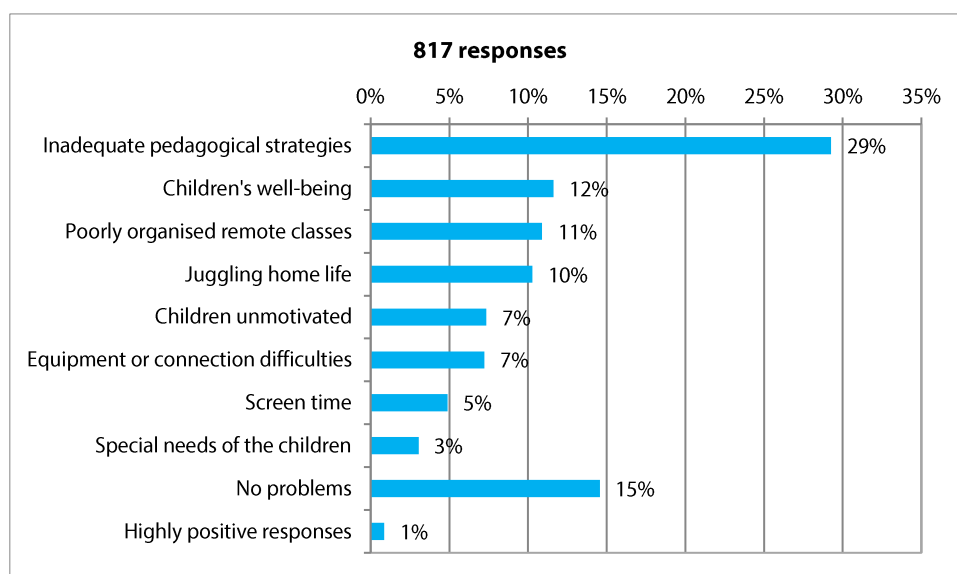
Access barriers created by internet connectivity are apparently twice as prevalent for Greek parents (23%) compared to those in all other countries (on average, 11%). It is furthermore the only country with a 2-digit percentage (11%) on the option 'The online educational offers by the school are incompatible with the IT equipment my children use'. The overall average percentage is 7%.

7. World Internet Project Greece (2020), The Internet in Greece, available at <https://bit.ly/2EWJSOo>.

## 2.4 DISTANCE LEARNING – WHAT PARENTS TELL US

In Q6, the Council of Europe also invites participants to express their opinion freely in an option entitled 'Other, please specify', and 822 parents took this opportunity to comment on their families' experience. Twenty-five parents (3%) deplore the fact that schools and teachers simply didn't take into account the specific needs of children and families who are usually assisted by Learning Support Educators, whether for children with autism, ADHD, or because the family doesn't yet speak the national language. One in 4 parents are concerned for their children's well-being. Of these, 5% worry about the extra time children are spending in front of the screen, 7% about their child's apparent loss of motivation for school, and 12% about their children's general well-being impacted by the lack of social interaction and physical exercise, or the stress due to isolation from peers, friends and relatives. Only 10% of parents commented on difficulties in juggling their own jobs or home life whilst having to supervise their children's learning. Comments from this group mainly related to having 2 or more children of different ages to supervise at the same time, and the impact on the parent-child relationship when the parent becomes the teacher.

**Figure 9 – Q6: If you have been managing your children's education during this time, which aspects have been most challenging for you? (comments under 'Other')**



The biggest issue that 2 in 5 respondents raise relates to the way schools and teachers have handled the situation. More than 1 in 10 (11%) complain about organizational aspects, with different platforms being used by teachers of a same class forcing children to register to several platforms, usually business-oriented platforms with inadequate security measures in place. Homework, activities and deadlines to submit work had to be searched for on a variety of platforms too. Some children never heard from their teachers throughout the duration of the confinement. Very young children were struggling with a keyboard that they'd never previously used in school, as they were still mastering reading and writing. Another 29% of parents complained about the pedagogical strategies of teachers that they consider being totally unsuited to the remote schooling environment. Lessons need to be more motivating and interesting than ever to encourage students to actively participate yet, according to parents, it seems that most teachers went back to the old 'chalk and talk' methodology, talking at their students rather than interacting with them.

Only 15% of parents commented that they find remote schooling no issue at all, with statements like 'Our school is doing their best for our children'. A further 1% finds that remote schooling offers new opportunities for children, who become excited about learning when outside of the constraints of the classroom. One parent says: 'I see a big difference in my son, he is happy working from home. I'm told he doesn't want to know about school, which I never understood. But online lessons were great. So, I want to thank everybody, they worked hard from home for our children. 5 stars for all the school staff'.

Student-centred remote pedagogy requires a very different approach to the traditional classroom methods, focused on project work and learning by doing rather than simply learning by listening. Further education and training would help teachers adapt their approach, and at long last enable them to take on the role of coach and mentor that has been advocated by educational leaders for the past quarter century at least.



## 3 BUILDING DIGITAL CITIZENSHIP COMPETENCES THROUGH ONLINE ACTIVITIES

### 3.1 RECOMMENDATIONS – WHAT THE FINDINGS TELL US

Section 3 in this survey report looks at activities that parents and children do together online, what parents say their children do online, and means by which parents are supporting their children in developing some of the competences necessary for digital citizens. Key findings:

- Parents cite as the top 3 activities they do together with their children, 1) exploring educational sites or resources for homework, 2) communicating, and 3) watching videos or listening to music. They report that their children's top 3 online activities are 1) watching videos and listening to music, 2) playing games, and 3) communicating. Less than 1% of parents say that they don't know what their children do online.
- Almost 50% of Armenian parents play games with their children to trigger their creativity, imagination, participation and critical thinking skills, as often as they can or 1-2 hours weekly. This is way above the average 28% across all countries.
- Around 42% of parents in Europe either intend to or have already enrolled their children in coding or similar activities, to acquire or improve their technological skills. Malta (60%) leads the field.

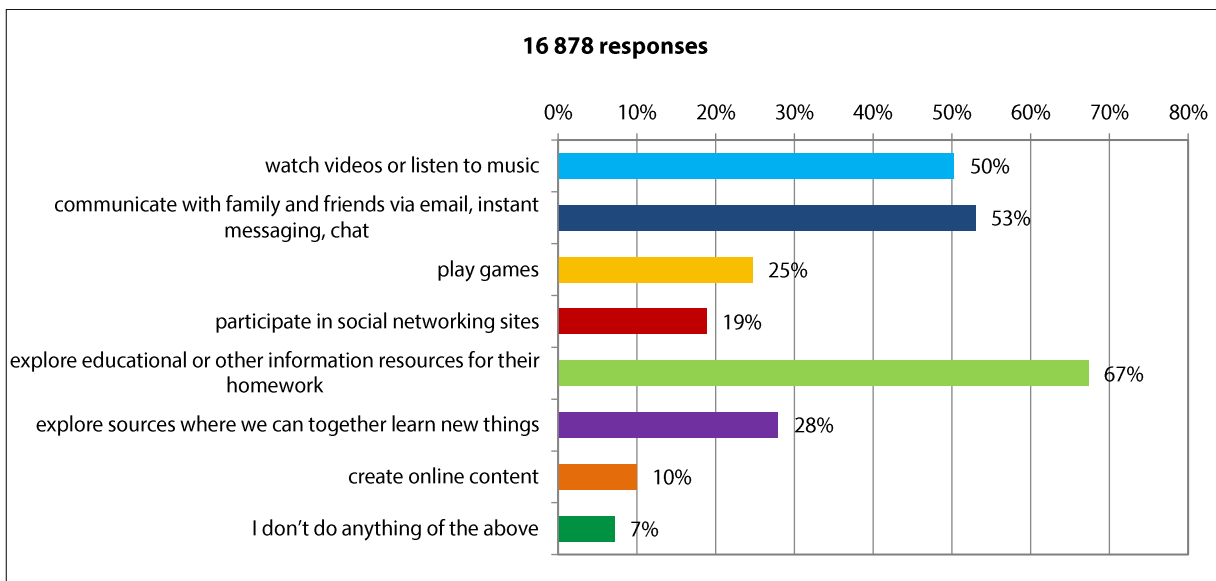
The findings indicate that parents are aware of what their children are doing online, though perhaps they underestimate the time spent on certain activities. They dedicate time to exploring sources for their children's homework, as it is something their children need to do, but seem to find it less important to explore the internet with their children to learn new things. It also appears that parents and children don't understand that posting online is content creation. Moreover, parents seem to have a blurred understanding of the wide range of tools that fall into the category 'social networking'. Developing their children's creativity by exploring new things, creating content together, playing games as a family and learning to master digital technology don't seem to be on the agenda of many parents. Yet these are important steps on the path to becoming a digital citizen, to build competences such as critical thinking, problem solving and interpersonal skills, all contributing to resilience. We recommend that the Council of Europe, together with industry and the civil sector:

- Creates a short, easy-to-read online tool (e.g. a simplified version of the *Internet Literacy Handbook*) where families can rapidly find information on the apps and platforms their children use, to help them understand, evaluate and discuss informatively with their children the capabilities, advantages and risks of such tools.
- Provides information for parents on how to choose online games, to help safeguard the well-being and safety of their children. Raise parental awareness of accredited systems such as PEGI that can help them. Parents need a better understanding of the potential challenges children may face in online games (grooming, bullying, harmful content, etc.).
- Builds better public understanding of how children, and the broader public, can acquire the technological skills and the necessary competences to use digital technology more meaningfully as digital citizens. Mastering the use of tools intuitively is just a small part of digital literacy. The way these tools are used depends on families and schools supporting children in developing the values, attitudes, skills and knowledge and critical understanding to use them astutely in their daily life.

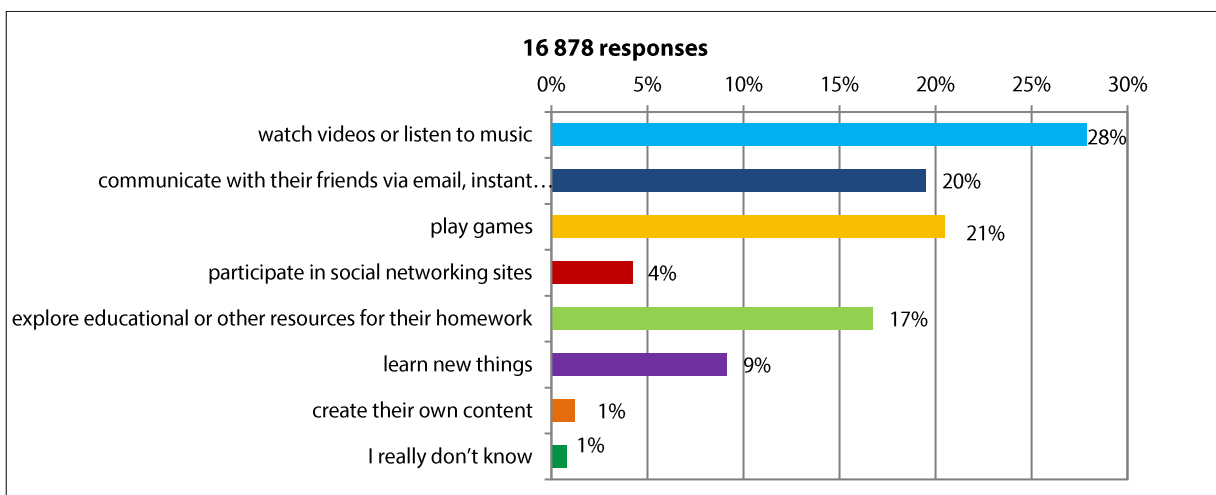
### 3.2 CHILDREN'S ONLINE ACTIVITIES AND PARENTAL CONCERNS

Before looking more closely at family rules and practices related to children's online activities, it is interesting to compare the activities parents say they share with their children (**Question 8 - I spend time with my children online to...**) with the activities they tell us that their children mainly do (**Question 10 - My children mainly use the internet to...**) – see Figures 10-12.

**Figure 10 – Q8: I spend time with my children online to ...**



**Figure 11 - Q10: My children mainly use the internet to...**



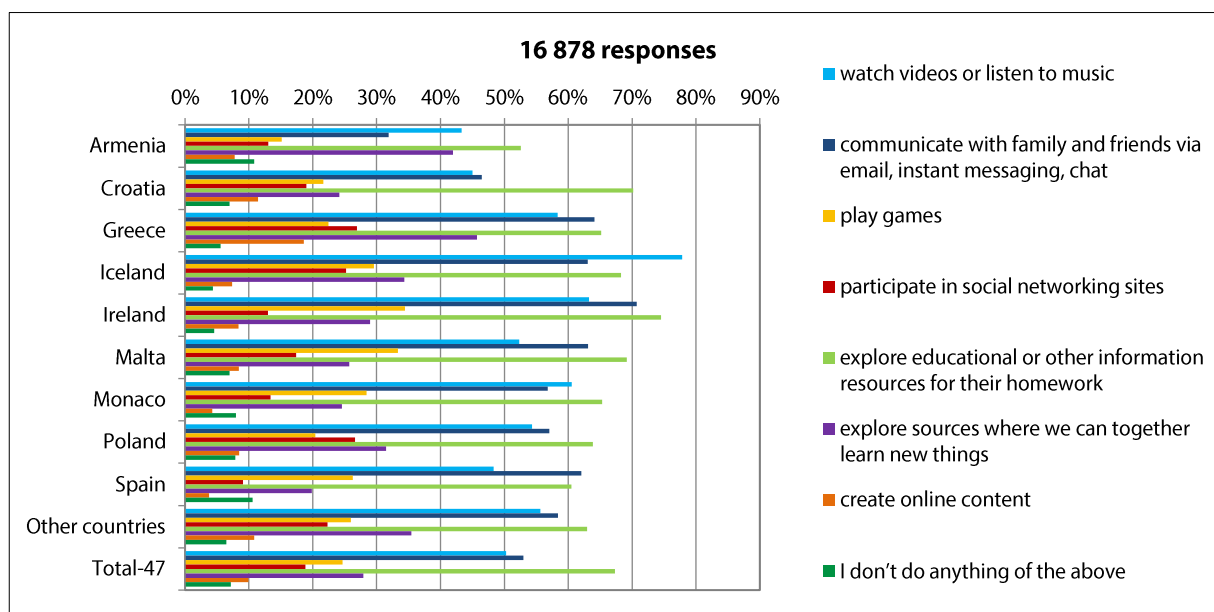
Almost 7 in 10 parents (67%) nominate exploring educational or other information resources for their homework as the top activity they spend time on with their children. National responses generally vary little, though 3 out of 4 Irish parents (75%) spend time with their children on this activity whereas only 1 in 2 Armenian parents (53%) do. Yet just 17% of parents include this amongst the activities their children mainly use the internet to do (Figure 11), with little variation across countries.

Again, about 3 in 10 parents (28%) state that they 'explore sources where we can together learn new things'. The percentage is much higher in Greece (46%), and in Spain drops to (20%). Yet less than 1 in 10 parents (9%) say their children mainly use the internet for learning new things online, and once again national percentages generally vary little. Around 22% of Armenian parents count this amongst their children's main online activities, whereas in Iceland we see a very low 3%.

It comes as no surprise to see that 1 in 2 parent (53%) list communicating with family and friends (via email, instant messaging, chat) to be an activity they share with their children. Ireland takes the lead with 7 out of 10 parents (71%) whereas, at the other end of the scale, only 3 out of 10 Armenian parents cite this activity (32%). Looking at all family activities online, the biggest disparity between countries (39%) is on this option. Surprisingly, only 20% of parents state that their children spend time online communicating with friends via email, instant messaging etc. Do parents in Greece, where the percentage rises to 23%, have a more realistic view of what their children mainly do online? In a recent study on the online activities of more than 5000

children aged in 11-15 years<sup>8</sup>, digital technology emerged overwhelmingly as a communication and entertainment tool above all other usages.

**Figure 12 – Q8: I spend time with my children online to... (country comparison)**



Watching videos or listening to music is the third most popular activity that parents in all countries spend time with their children on, at an overall 50% average. The figure rises to 78% in Iceland, and 63% in Ireland. Considerably less parents (28%) report that their children mainly use the internet for the watching videos or listening to music. Although this is the top-rated of children's online activities in all countries, the figure doesn't show the depth of the phenomenon that we see in statistics in the 2019 [Ofcom report](#), for example, which indicates that, in Great Britain, 51% of 3-4 year olds, rising to 89% of 12-15 year olds, watch between 8 hours and 11 hours of YouTube respectively per week.

On average, 19% of parents say they spend time with their children to participate in social networking sites, with Greece standing out with 27% and Armenia with just 13%. Similarly, just 4% of parents say that their children mainly use the internet to participate in social networking sites, a figure that is even lower in Armenia and Malta (around 2%). This could also be due to a discrepancy in terminology, discussed at length during the focus group sessions, as parents are often not sure which apps that their children use (e.g. SnapChat, TikTok, Instagram) are included in this term. It could also relate to a lack of understanding as to which apps are actually social networks (such as YouTube).

The time parents spend together with their children to participate in social networking sites could be explained by the big concern of parents to talk with their children on how to protect their privacy and the privacy of others (see Q15, figure 19). This seems to be the chief concern for a majority of parents, with almost 7 in 10 parents (67%) stating that they talk to their children about it. Only 7% of respondents chose the final option 'I don't do anything of the above', though it appears that this could be the case mainly for parents with older or very young children. Just 4% of Icelanders chose this option, with Armenia and Spain showing the highest ranking at 11%. When asked about the activity their children mainly use the internet for, responses on the option 'I really don't know' are encouragingly low, ranging from 0% in Iceland to 1% in Armenia.

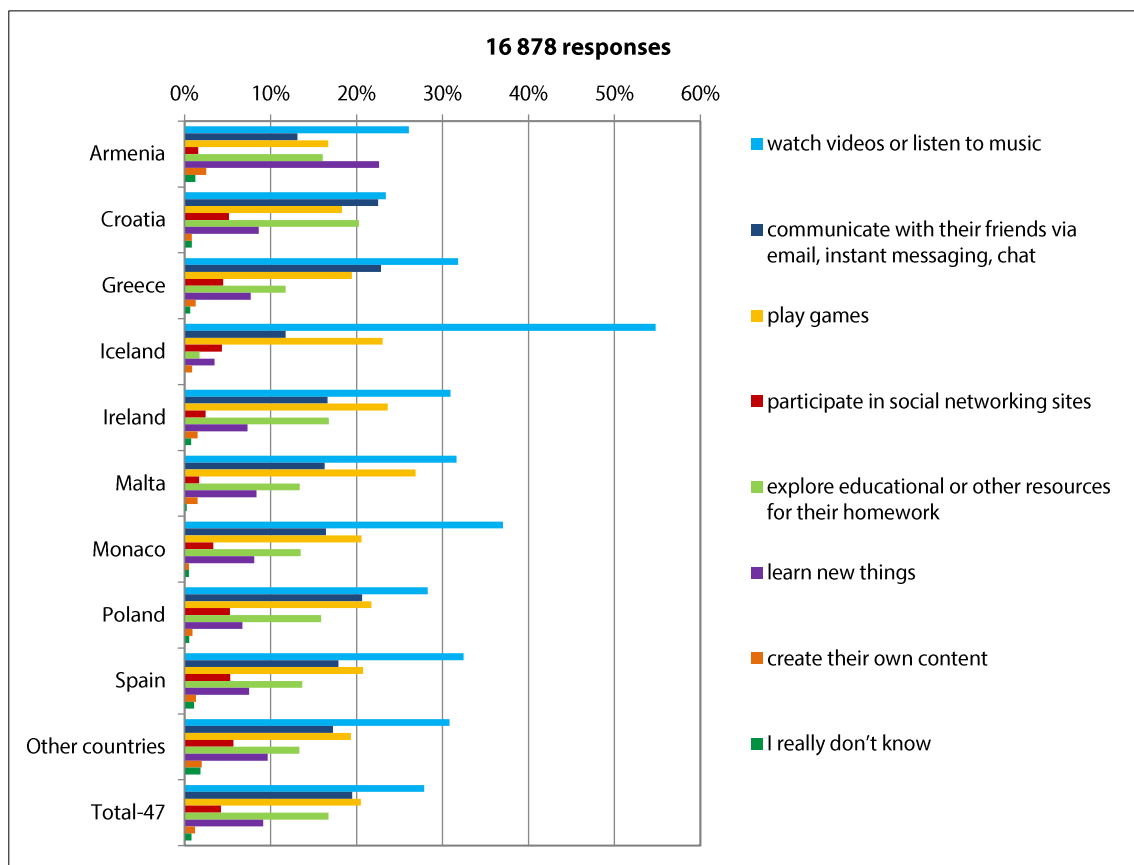
### 3.3 CREATIVITY AND PLAY – WHAT ARE THE TRENDS

Learning and Creativity is one of the three domains that make up the 'Being online' cluster in the Council of Europe's digital citizenship education model. Two creative activities were therefore included in Questions 8 and 10: creating online content and playing games. On average, 1 in 10 parents (10%) say they create online content with their children. Greece stands out with 19% of parents saying they do this. Spain is at the other end of the scale with 4%. Croatia and the countries regrouped under the term Other countries both show percentages

8. Richardson J. (2020), SmartBus – Empowering young people online, available at <https://bit.ly/34bDvRd>.

slightly above average, at 11% respectively. Just 1% of respondents say their children use the internet mainly to create their own content, a figure that varies only slightly across countries. This concurs with findings from other recent publications, and relates to one of the recommendations in this section of the report. There is a growing concern, especially amongst educators, that digital technology is accentuating a trend towards consumption rather than creation, yet creativity is an essential element in competences such as critical thinking and problem solving. These are the skills rated by the World Economic Forum<sup>9</sup> to be the top 3 required by citizens to thrive in today's world.

**Figure 13 – Q10: My children mainly use the internet to... (country comparison)**



Play games is the fifth option amongst the activities proposed to parents in ways they spend time online with their children. Not only does game-playing contribute to creativity when family members play together, it helps children learn to negotiate social rules, and develop interpersonal skills. One in 5 parents (21%) cite game-playing as an activity their children mainly spend time on. The results vary widely from country to country, with just 17% of Armenian parents stating that their children spend time on the internet playing games, compared to 27% of Maltese parents and 24% of parents in Ireland.

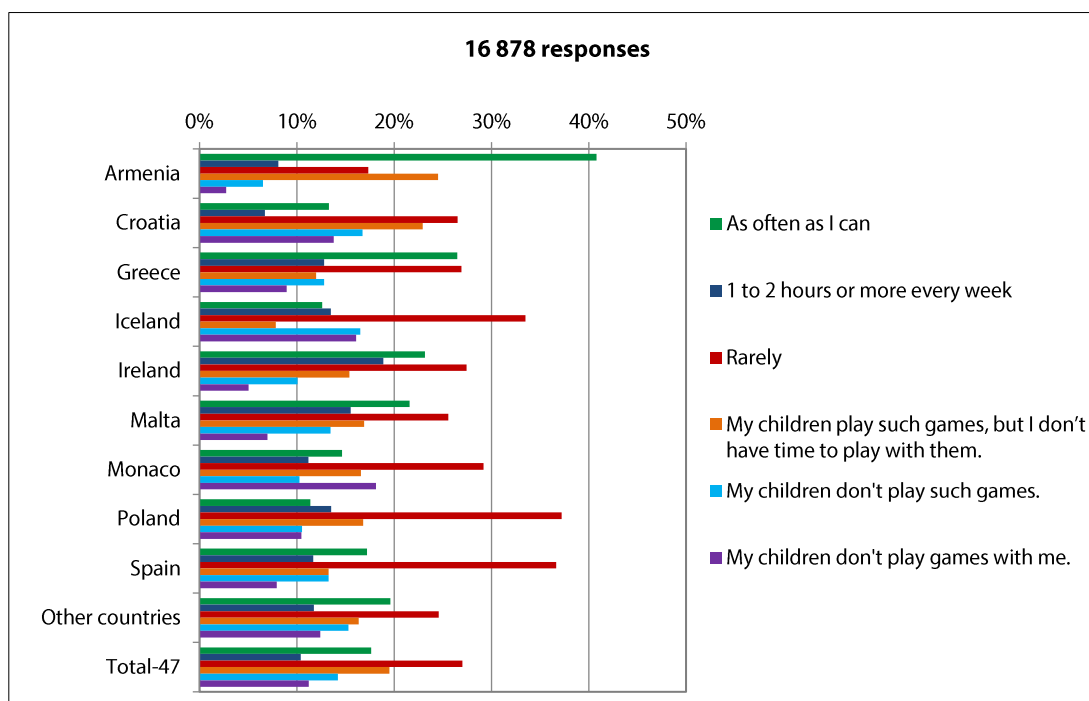
The annual [Ofcom report](#) (2019), which draws heavily on fieldwork with children and parents, gives quite different figures for online game-playing across Great Britain. Children begin early, with parents stating that 17% of 3-4-year-olds, 35% of 5-7-year-olds, 66% of 8-11-year-olds and 72% of 12-15-year-olds play online games regularly.

Given the importance of playing games in children's development of skills and attitudes closely related to digital citizenship competences, a further question on this topic was included in the survey to understand the frequency of such activities in families. Question 9 states: 'I play board and/or online games together with my children to trigger their creativity, imagination, participation and critical thinking skills'. Almost 1 in 3 parents state that they do this as often as they can (18%), or at least 1 or 2 hours a week (10%), though this varies considerably from country to country. Armenian respondents top the scale with 49%, followed by Ireland (42%). Croatia is at the lower end (20%). However, 72% report that they rarely play games with their children, don't

9. World Economic Forum (2016, The 10 skills you need to thrive in the Fourth Industrial Revolution, available at <https://bit.ly/3o4pUTu>.

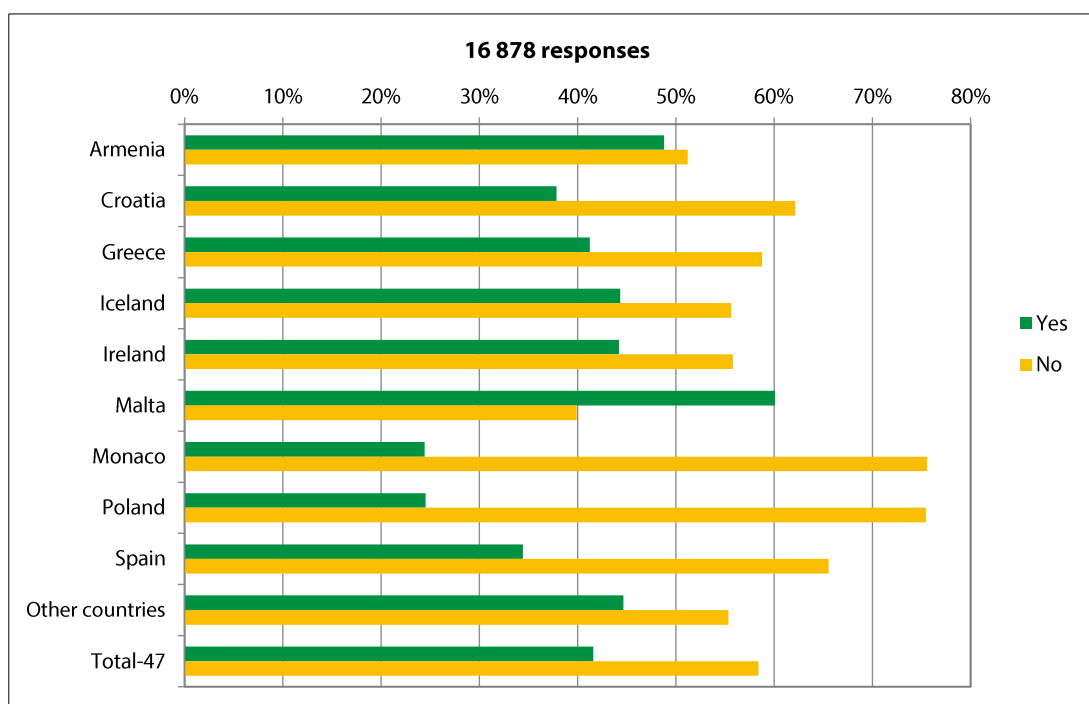
have the time, their children don't play such games, or don't play games with them. As already stated above, Playing games rates fifth in the activities that parents do with their children online.

**Figure 14 – Q9: I play board and/or online games together with my children (country comparison)**



Coding contributes to developing creativity, enables children to create different types of online content, and considerably enhances their understanding of digital technology. Four in 10 parents report that they enrol/intend to enrol their children in coding or other similar activities to acquire or improve their technological skills. Malta (60%) stands out with 6 in 10 parents declaring to do so, whereas in Monaco and Poland only 24% and 25% respectively do.

**Figure 15 – Q11: I enrol my children / intend to enrol my children in coding or other similar activities to acquire or improve their technological skills (country comparison)**



## 4 PARENTAL GUIDANCE FOR YOUNG DIGITAL CITIZENS

### 4.1 RECOMMENDATIONS – WHAT THE FINDINGS TELL US

Sharing digital experiences, discussing online activities and applying family rules to guide the things children do and the people they interact with in the digital world are the most effective ways to help children embark successfully on the path to digital citizenship. The key findings give a glimpse of how families tackle these essential pillars:

Most survey respondents apply between 2 and 4 rules about digital technology in their home, with Icelandic parents setting the most rules and Armenian the least. The four top rules set by parents are 1) to ask parents whenever they see scary or weird things online; 2) never shop online without a parent present; 3) ask a parent before sharing personal information; and 4) always act responsibly and ethically online.

One of the main topics that parents speak with their children about is privacy, though the strategies they use to protect this is not evident from the findings. For example, taking care with cookies is not a priority. Similarly, they are concerned about children understanding their rights and responsibilities, and ethical and responsible online behaviour. Hopefully the follow-up interviews to gather qualitative information will shed light on how they help their children understand what these concepts imply. Critical thinking, crosschecking facts, creating content and respecting the creative content of others seem to rate low on the list of priorities for parents. This is an important area that needs to be addressed at home and at school

- The vast majority of parents say that their children talk to them about what they are doing online, either often or sometimes (91%). Nevertheless, 10% of the parents report that they don't know how to speak to their children about online issues, as they don't know much about them themselves, with another 4% saying that they don't have the time to do that.

The above key findings, along with the analysis of findings later in this section, accentuate the need for parents to be informed and able to continually update their knowledge to keep up with the evolutions of digital technology and the new tools and platforms that emerge (e.g. virtual reality). They need to know how to help their children, to avoid their seeking help and advice from unknown or doubtful sources rather than coming to their parents for help. To ensure that parents are able to respond competently to their queries and calls for help, we recommend:

- A series of short, practical 'how to' webinars on the strategies that will help them discuss more effectively with their children topics such as dealing with cookies, shopping online, choosing suitable online games, checking facts, dealing with weird or scary content, respecting responsibilities, getting permission to use the creative works of others. Self-explanatory titles and easy access routes would facilitate the just-in-time approach parents usually need to apply in the heat of the moment.
- Easy-to-read information sheets for parents with clear signposts to alert children and adults when rights (privacy, copyright) may be infringed or jeopardised. These sheets would aim to help parents to build a deeper understanding of issues such as fact-checking, cyberattacks, cookies and profiling. They could be based on the information contained in the Council of Europe's *Internet Literacy Handbook*.
- Awareness campaigns – there appears to be a marked difference in priorities between countries where successful awareness campaigns have taken place over the past years, and those that haven't benefited from such opportunities. Successful campaigns are generally built on the exchange of good practice and experience, as we see in Iceland, Greece, Croatia, Malta and several other countries. The Council of Europe could facilitate exchanges between experts to develop campaigns around issues related to content. For example, effective awareness campaigns to encourage more focus on critical thinking, fact checking, content creation, algorithms and profiling, and the importance of a healthy balance between children's on-and offline activities could make a difference in the way young digital citizens approach content.
- Lastly, a recommendation for websites and online platforms owners. Since the implementation of the GDPR, often just two options are generally available: 'Accept all cookies' or 'Cookies settings', while clicking on the latter can bring pages of text, somewhat incomprehensible to the layman. Although perhaps not a commercially viable option, users should have a broader, easier choice, for example, with a third option: 'Accept cookies strictly necessary for easier navigation'.



## 4.2 RULES FAMILIES APPLY ABOUT CHILDREN'S ONLINE ACTIVITIES

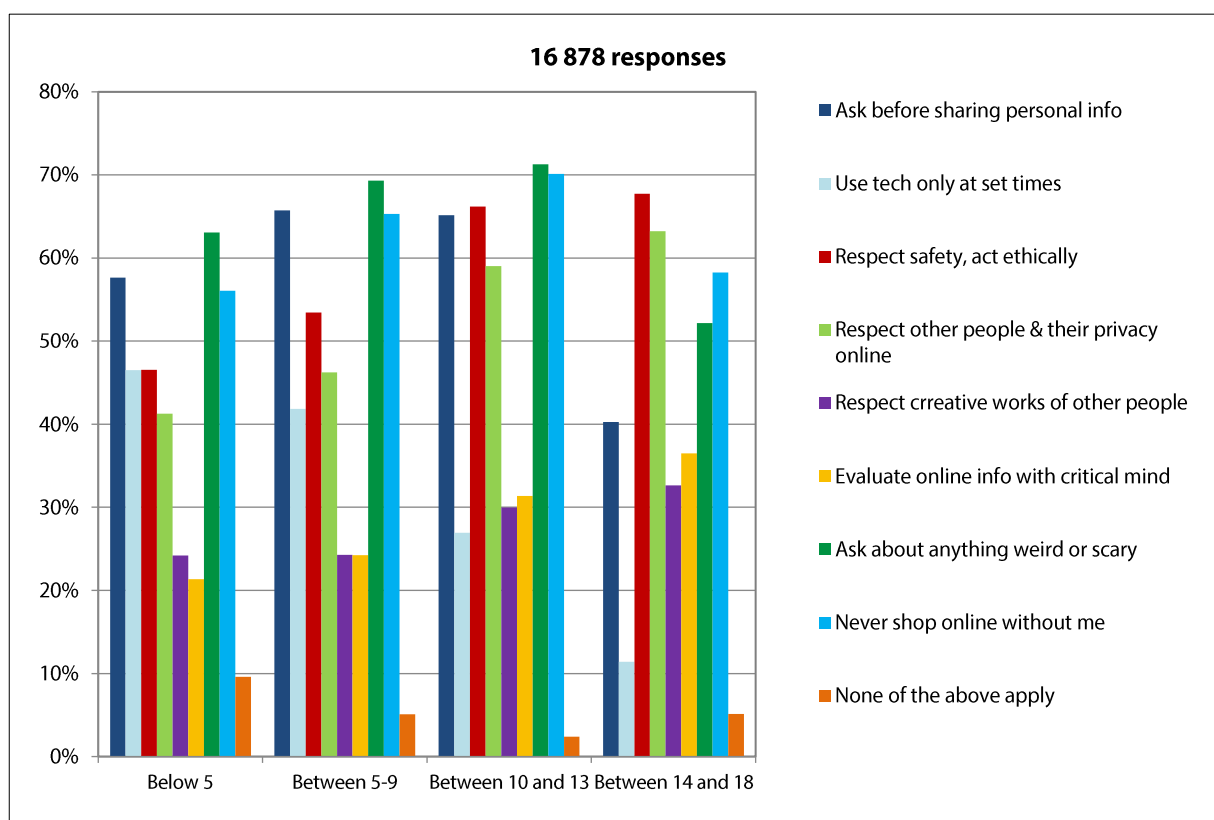
Most families appear to feel the need to monitor their children's online activities. A comparison by the age of the youngest child of respondents (see Appendix V) shows that more parents set rules for the 5-9 and 10-13 age groups than they do for the under 5 and 14-18 age groups. A comparison by age group of respondents shows that the above 60 age group, probably grandparents rather than parents, set slightly less rules than the 18 to 30 age group.

When asked to choose which rules they apply, four rules stand out as being widely used by a majority of parents:

1. always ask a parent if they encounter something weird or scary online (66%);
2. never shop online without a parent being present (64%);
3. ask before sharing any personal information online/via their mobile phone (60%);
4. respect safety rules and act ethically and responsibly online (59%).

Respecting other people and their privacy online seems to be slightly less important to parents, at 53%. Icelandic parents apply more rules about their children's online activities, followed by Greece, Ireland and Poland. Across countries, less than 1 in 20 respondents report that none of the rules apply for their family. Respondents in Armenia apparently apply less rules than any other country, with 20% stating that none of these rules apply, compared to the overall average 5% on this option.

**Figure 16 – Q14: Choose the rules that apply for your children (comparison across children's age groups)**



**Figure 17 – Q14: Choose the rules that apply for your children**

Rules	Armenia	Croatia	Greece	Iceland	Ireland	Malta	Monaco	Poland	Spain	Other countries
Ask before sharing personal info	38%	65%	43%	58%	60%	63%	59%	61%	46%	49%
Use only at set times	21%	29%	44%	24%	53%	36%	47%	23%	56%	33%
Respect safety, act ethically	28%	61%	67%	78%	62%	57%	55%	66%	54%	60%
Respect others' privacy online	20%	57%	54%	70%	55%	47%	50%	64%	48%	51%
Respect others' creative works	17%	31%	31%	31%	21%	23%	16%	36%	11%	30%
Evaluate online info critically	8%	17%	54%	63%	39%	36%	31%	52%	24%	42%
Ask about anything weird/scary	36%	68%	74%	82%	77%	70%	75%	62%	54%	60%
Never shop online without me	39%	71%	65%	85%	59%	62%	76%	62%	22%	57%
None of these rules apply	20%	3%	4%	3%	7%	5%	6%	3%	7%	6%

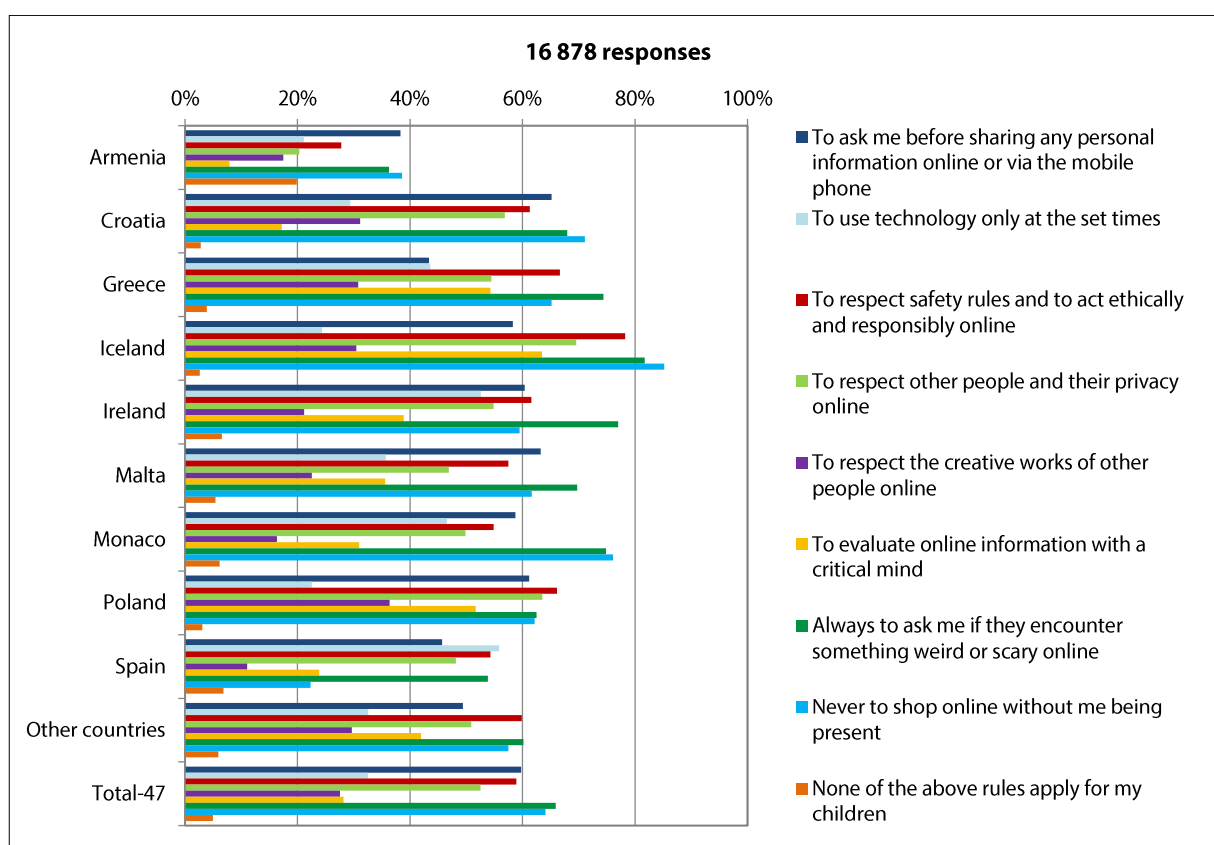
Although screen time features as a top concern for 43% of British parents ([Ofcom report](#), 2019<sup>4</sup>), and 71% of American parents (Pew Research Center, 2020) are very or somewhat concerned about it, only 1 in 3 European parents applies rules about using technology at set times (32%). Spain (56%) and Ireland (53%) are the main exceptions here. Armenia, Poland and Iceland seem less concerned than other countries about screen time, scoring 21%, 23% and 24% respectively.

In Iceland, 85% of parents apply the rule 'never shop online without me being present', 82% always ask if you see something weird, and 78% 'respect safety rules and act ethically and responsibly'. It is one of the few countries that scores higher on 'respect other people and their privacy online' (70%) than 'ask me before sharing any personal information' (58%), alongside Greece, Poland and Other countries. These figures may indicate an example of good awareness raising practices that could be helpful to experts in other countries.

Less than 1 in 3 parents set rules about respecting the creative works of others online (28%). Polish parents (36%) set most rules about this, followed by Croatia, Greece, Iceland and the Other countries group who score between 30% and 31%. In Spain, only 11% of respondents apply a rule about this, and in Armenia 17%. Copyright is a challenging topic, for the education sector too. Parents and children need a brief, easy-to-read information sheet with signposts to alert them when they may be infringing copyright rules.



**Figure 18 – Q14: Choose the rules that apply for your children (country comparison)**



### 4.3 PRIVACY, A KEY PARENTAL CONCERN

When asked to indicate the topics they speak about with their children (Q15), responses from parents correlate closely to the main rules they say they apply in their family. Most Findings are similar across all parent-age categories, and show that most parents take the time to speak to their children about important issues concerning their online activities. The same pattern as previously mentioned is evident when we look at the age of children, with the main focus on the middle and older age brackets (10 to 18 years) and far less on the under 5s. The main topics discussed:

- how to protect their privacy and the privacy of others online (67%)
- rights and responsibilities online (48%)
- how to avoid spam, viruses, malware or phishing (46%)
- how to behave appropriately and responsibly, and respect others (39%)

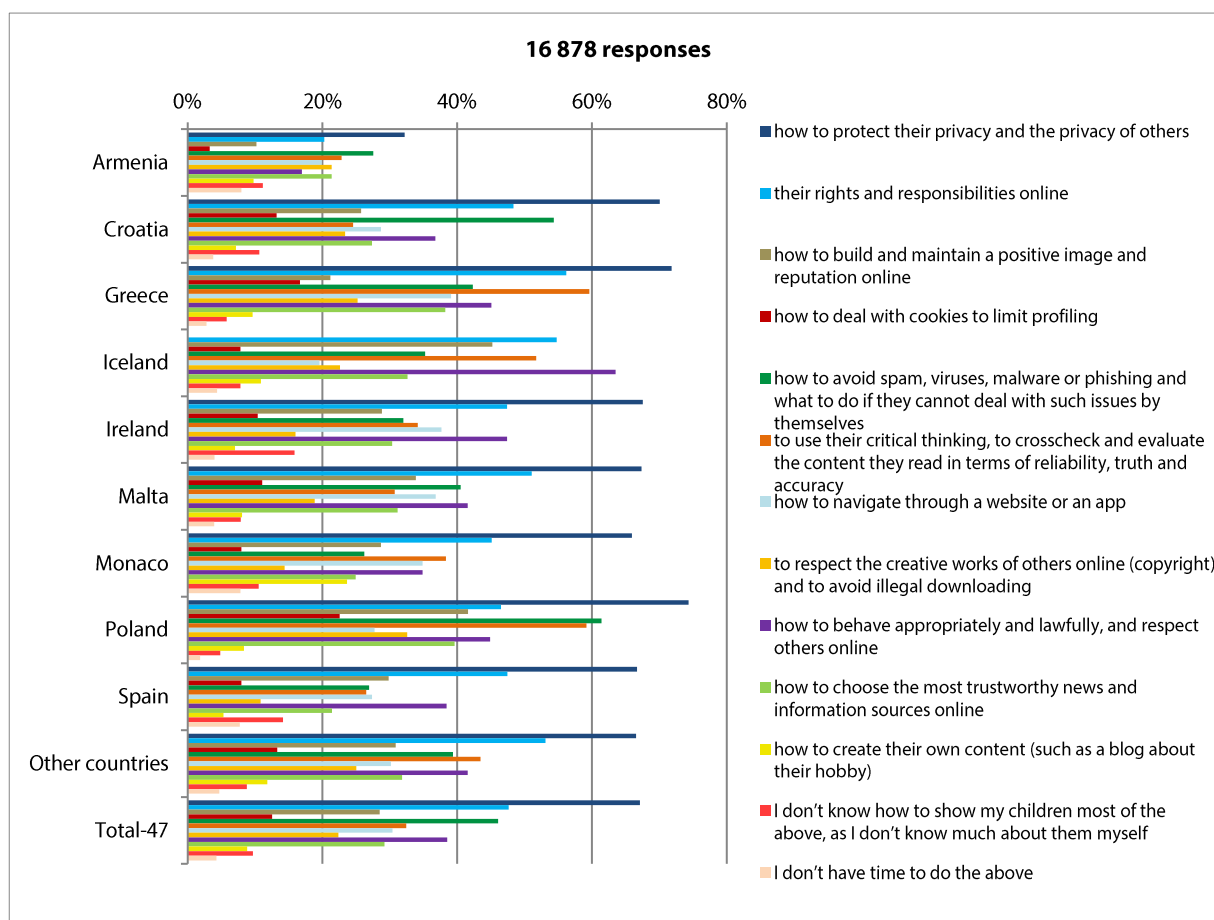
In most countries, almost 7 in 10 parents consider privacy an important point of discussion with their children (67%), with less than a 7% variation between Poland, the top scorer at 74%, and all other countries except Armenia (32%). Whilst percentages from Armenia in this area are generally lower than other countries, Armenian respondents prioritise privacy over all other topics on the list. Are the low percentages due to limited access to a full range of online opportunities for young people in Armenia, since the World Banks reports<sup>10</sup> that households with lower incomes are still using slower mobile-based internet services?

A little less than 1 in 2 respondents speak to their children about Rights and responsibilities (48%), with a slightly higher percentage in Greece (56%), Ireland (55%) and the countries grouped under Other (53%). This underlines the great amount of work still to be done to make digital citizenship a reality across Europe, since most citizenship competences are built around rights. Other options in this question, and in the following section of

10. Raja S., Malumyan G. (2020), Internet use in Armenia: How might connectivity shape access to opportunity?, World Bank Blogs, available at <https://bit.ly/3jqgqPR>.

this report, examine more closely what parents include under the umbrella of rights and responsibilities, and how they tackle these issues. Behaving appropriately and lawfully, and respecting others online is one such topic that depends on children having a solid knowledge of rights and responsibilities. Almost 4 in 10 parents (39%) speak about this with their children. Iceland leads other countries by far with 63% percentage points, while only 17% of Armenian respondents say this is a topic they speak with their children about.

**Figure 19 – Q15: I speak to my children about... (country comparison)**



Almost half of the survey respondents talk to their children about how to avoid spam, viruses, malware or phishing (46%), with Poland taking the lead with 61% of parents, and Spain showing the lowest percentage (27%). Parents often explain this out of concern for family equipment. However, they need to be aware that, because children are generally more trusting than adults and may have a low technical understanding, they can be quite vulnerable to malware and cybercrime attacks. They often frequent chat rooms, social media, online games and video streaming, too, and these are places where cybercriminals are most active. According to the latest Europol report<sup>11</sup>, Covid-19 sparked an upward trend in cybercrime, with criminals exploiting the pandemic for online scams, among other criminal activities.

Although 3 in 10 parents (30%) show their children how to navigate through a website or an app, less than 13% speak to their children about how to deal with cookies to limit profiling. Polish parents score slightly better with almost 23%, approximately 20 percentage points ahead of Armenia (3%). This seems to indicate that, whilst parents wish to protect their children's personal information, they don't fully understand what information they are giving away when they don't pay attention to cookies.

#### 4.4 CONTENT, AN ACHILLES' HEEL IN AWARENESS RAISING?

Content is an increasingly important area of focus for children growing up in a digital world. Besides the risk of their coming across harmful or unsuitable content their parents would prefer them not to see, misinformation

11. Europol (2020), Internet Organised Crime Threat Assessment (IOCTA), available at <https://bit.ly/348XZKi>.

and fake news are currently unavoidable online plagues, able to jeopardise democracies and lead to sanitary, social and economic disruption. Yet just 1 in 3 parents (32%) report discussing critical thinking, crosschecking and evaluating the content they read in terms of reliability, truth and accuracy with their children. Greece, Poland, and Iceland score above most other countries with 60%, 59%, and 52% respectively, while only 2 in 10 parents in Armenia include this topic in discussions with their children. Poland (40%), along with Greece (38%) also stands out when it comes to showing children how to choose the most trustworthy news and information sources online. In Armenia and Spain, the percentage drops to 21%.

Three other topics linked to content creation rate low in parents' discussions with their children:

- how to build and maintain a positive image and reputation online (28%);
- respecting the creative works of others online (copyright) and avoiding illegal downloading (22%);
- content creation (9%).

Nevertheless, in Iceland almost 1 in 2 parents place focus on helping their children maintain a positive online reputation (45%), compared to just 1 in 10 parents in Armenia. Except in Poland (33%), 8 in 10 parents are not overly concerned with respecting the creative works of others online (copyright) and avoiding illegal downloading. Content creation fares even worse in all countries except Monaco (24%), which triples the overall average of 9%. Percentages on these two options correlate findings on the rule-setting question above.

It is interesting to note that, when analysed by age category of respondents, the 46 to 60 years age group, and the above 60 group generally discuss topics with children more than younger respondents. However, they apparently consider that they lack knowledge double the percentage shown by the two younger age groups (30% compared to 15%) stating: I don't know how to show my children most of the above because I don't know much about them myself. Only 5% of respondents from Poland report a lack of knowledge to show children such things, but the percentage jumps to 16% in Ireland. Overall, 4% of respondents claim that they don't have time to do the above, with Poland showing a minimum score (less than 2%) and Armenia almost doubling the average with 8%.

**Figure 20 – Q15: I speak to my children about...(comparison across respondent's age groups)**

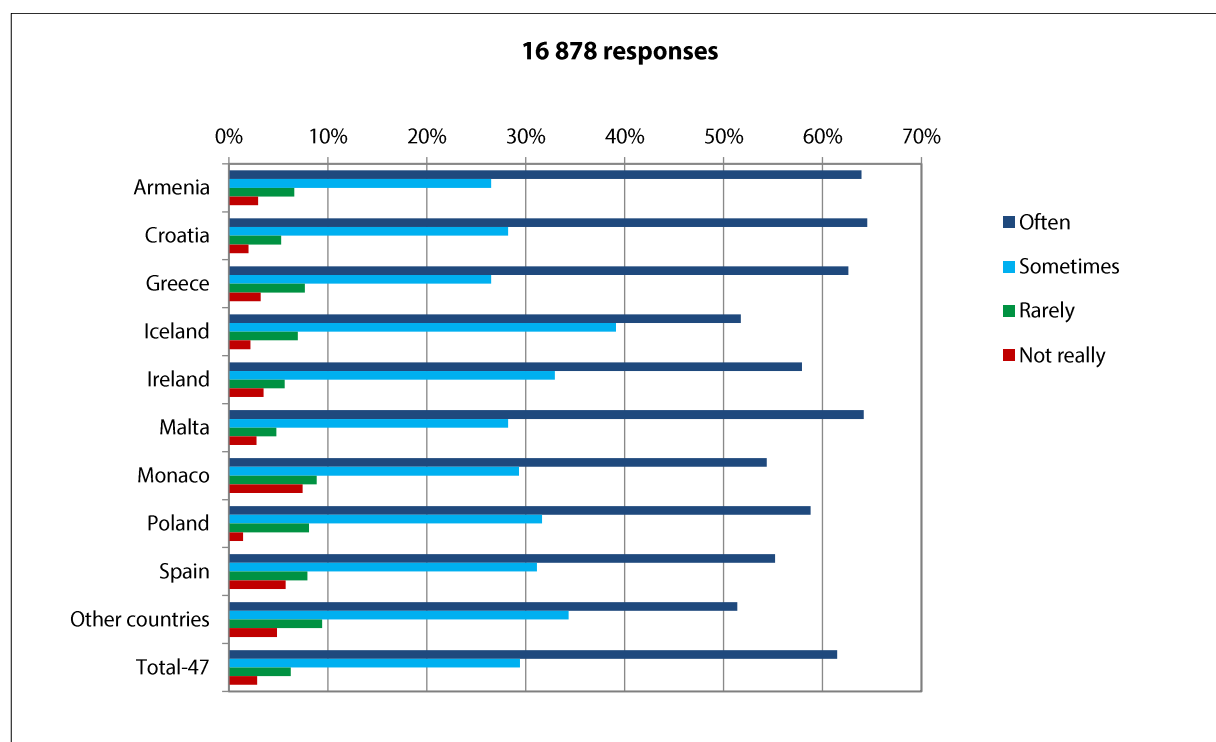
	Age of parent			
	18-30	31-45	46-60	Above 60
protecting their privacy/ privacy of others	60%	67%	<u>69%</u>	52%
their rights and responsibilities online	39%	47%	<u>52%</u>	48%
how to build and maintain a positive image and reputation online	22%	27%	<u>32%</u>	30%
how to deal with cookies to limit profiling	14%	12%	14%	<u>17%</u>
how to avoid spam, viruses, malware or phishing, or what to do about them	44%	<u>47%</u>	45%	41%
critical thinking, crosschecking & evaluating content for reliability, truth and accuracy	17%	29%	<u>43%</u>	41%
how to navigate through a website/ an app	<u>37%</u>	32%	24%	18%
respecting creative works of others online (copyright) and to avoid illegal downloading	19%	21%	25%	<u>28%</u>
how to behave appropriately and lawfully, and respect others online	29%	37%	<u>44%</u>	35%
how to choose the most trustworthy news and information sources online	22%	28%	<u>33%</u>	24%
how to create their own content	7%	9%	10%	<u>16%</u>
I don't know how to show /don't know much about these things myself	6%	9%	12%	<u>18%</u>
I don't have time to do the above	5%	4%	4%	<u>9%</u>

## 4.5 HOW OFTEN DO CHILDREN TALK WITH PARENTS ABOUT THEIR ACTIVITIES ONLINE?

After having looked at what parents say they speak about with their children, it is encouraging to see that respondents from all countries report that their children often talk to them about what they are doing online (61%). Malta, Croatia and Armenia lead the field, all at around 64%, but at least 1 in 2 parents from all countries cite often.

Iceland stands out with less parents stating often, and more than any other country reporting sometimes, comparable only to the countries grouped under *Others* in this graph. Iceland appeared earlier as the country applying the most rules regarding children's online activities, and Armenia the least. Is rule-setting linked to the amount children talking with their parents about what they are doing online?

**Figure 21 – Q13: My children talk to me about what they are doing online (country comparison)**



On average, 6% of parents say that their children talk about their online activities rarely or not really (3%), and all countries score less than 9%. This nevertheless means that the children of around 1,500 survey respondents aren't sharing this important facet of their lives with their parents. If the respondents are representatives of the general population, millions of children are being deprived of this opportunity.

## 5 ACTIONS TO IMPROVE CHILDREN DIGITAL COMPETENCES

### 5.1 RECOMMENDATIONS – WHAT THE FINDINGS TELL US

This section looks at the strategies parents implement to support their children to maintain a positive online reputation, communicate safely, use age-appropriate platforms and tools that suit family values, and avoid their being overly upset by certain content they come across online. The key findings:

On average, 7 in 10 parents check out the websites, apps and online games their children use or wish to use. One in 2 parents still check out the online platforms their 14 to 18-year-old children use. However, it seems parents are still struggling with strategies to help their children protect their privacy and online reputation. Only 39% conduct an online search with their children on their name, and 12% of parents don't see much use in doing this.

More than half the respondents report that their children talk to them when they encounter something weird online, or if something bothers or scares them online. It is nevertheless concerning that, in total, 8% of parents admit not knowing whether their children have seen such content, or are bothered or scared by content they've seen, or that their children are not talking to them. On the other hand, 3 in 4 respondents on average (75%) say that they talk to their children as a preventive measure about what to do if they are bullied or treated badly, or if they believe that somebody else is being bullied or treated badly, online or offline.

Almost 1 in 2 parents report that they know all their children's real and online friends, and 3 in 4 parents speak to their children about how to react to bullying and to children being mean to each other as a preventive measure. However, almost 1 in 10 parents (9%) in Spain say they don't have enough knowledge to speak with their children about this.

The following ideas and recommendations may help parents overcome some of the issues that have become apparent in this section of the report:

- A broader range of age-appropriate communication tools, games and platforms would improve the well-being and safety of younger children, and help avoid their usage of media tools designed for older children and adults. The COVID-19 crisis has accentuated this need, as one of the areas where children have been most impacted is the lack of peer interaction and social contacts.
- A comprehensive rating system for parents to find suitable websites, games etc. for their children. It would be helpful to provide them a user-generated rating system, inviting parents to fill out a small number of labelled criteria. If parents' input were to be automatically averaged and encoded, parents could rapidly find suitable tools for their children.
- Parents are generally aware of the need for their children to learn about rights and responsibilities, protecting privacy, and dealing with bullying and mean comments, but beyond talking about these issues and applying certain rules, they don't seem to have fine-tuned strategies. Watching videos is one of the top activities parents and children do together, and could therefore benefit from short videos from children and teens who talk about the practical strategies they use to overcome the issues they encounter online. Such videos could be developed with a European-wide competition for minors to find the best strategies for specific issues.
- Schools should take on a broader responsibility in teaching children about their online rights and responsibilities, so that every child can learn the basic skills and knowledge to become an active digital citizen. Every child has the right to know how to block and report scary, harmful or hate content, and how to use social media tools responsibly. As some parents simply don't have the knowledge, time or will to teach their children about these things, it is up to schools to fill the gap.

### 5.2 GUIDING YOUNG DIGITAL CITIZENS – PARENTAL STRATEGIES

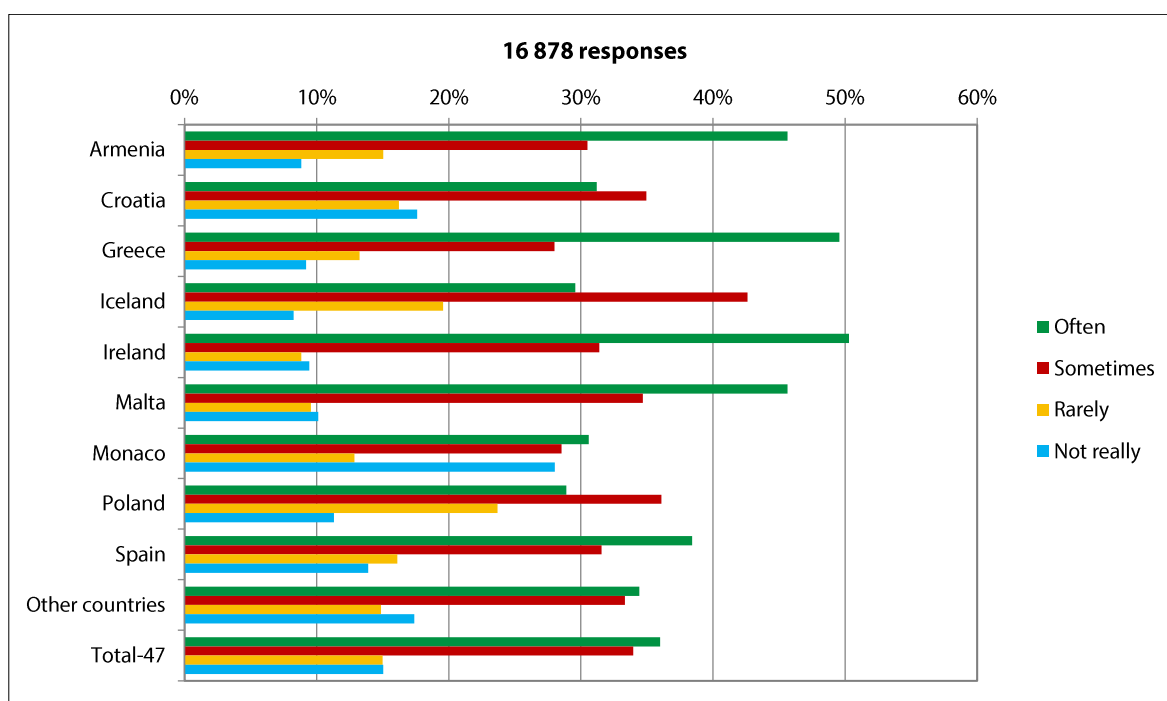
Beyond setting rules, there are many actions parents can take to help safeguard the well-being of their children whilst building their digital citizenship competences. This section focuses on a few of these.

The online tools that children use and the content they see in the websites they visit will contribute to a large extent in shaping and influence their lives, both on and offline. A recent Global Kids Online survey<sup>12</sup> reports that around 20% of children surveyed say they have seen, in the past year, self-harm content. One in 3 children in Italy say have seen hate speech. One of the strategies parents can adopt to limit the risk is to **check out websites, apps, online games etc. that are considering for their children or that their children are using, to evaluate if they are appropriate for them** (Q12).

On average, 7 in 10 parents report in this DCE survey that they often (36%) or sometimes (34%) check out the tools and platforms their children use. In Ireland and Malta, the figure rises to 8 in 10 parents (82% and 80% respectively), and Armenia follows closely with 76% (46% often, and 30% sometimes). Only respondents from Monaco (57%) and Poland (65%) appear to do this less than respondents in most other countries.

15% of respondents report that they do this for their children rarely, and another 15% 'not really'. In Poland, 24% say they do this rarely and 11% chose 'not really'. In Monaco 28% of respondents say that they don't really check them out for their children at all.

**Figure 22 – Q12: I search for and check websites, apps, online games, etc. that I am considering for my children or that my children are using, to evaluate if they are appropriate for them (country comparison)**

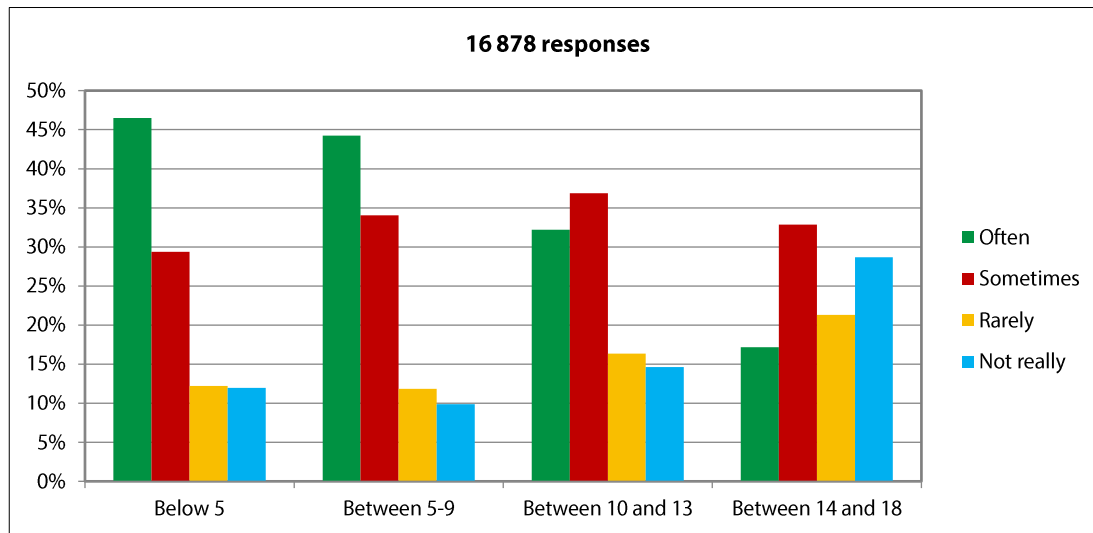


Younger parents tend to check out websites and apps for their children more than the older respondents do, perhaps because they have younger children. When we look at responses per age group of children, not surprisingly parents check out more online platforms and tools for children up to the age of 9. It is nevertheless concerning to see that almost 1 in 4 parents (24%) and 2 in 10 parents (22%) of children in this age category rarely check or don't check the content their children will see. Finding interesting sites and videos, and bookmarking them so that young children can easily find them alone, is an effective way to trigger a child's interest in learning to read, and encourages gradual independence whilst protecting the child from harm. Besides, it takes pressure of parents if each child has his/her own list of favourites.

Figures show that parents check out tools and platforms progressively less as their children get older and their digital competences more finely honed. Nevertheless, 17% of parents of children aged 14-18 report that they still often do this for platforms their children use or perhaps wish to use (see Figure 23). It would therefore be helpful for parents to have clear up-to-date information as new apps and digital tools emerge, to enable them to have reliable evaluation criteria and help them get a step ahead of their children.

12. UNICEF (2019), Global Kids Online Comparative Report, available at <https://bit.ly/3dJmQaz>.

**Figure 23 – Q12: I search for and check websites, apps, online games, etc. that I am considering for my children or that my children are using, to evaluate if they are appropriate for them (comparison across children's age groups)**



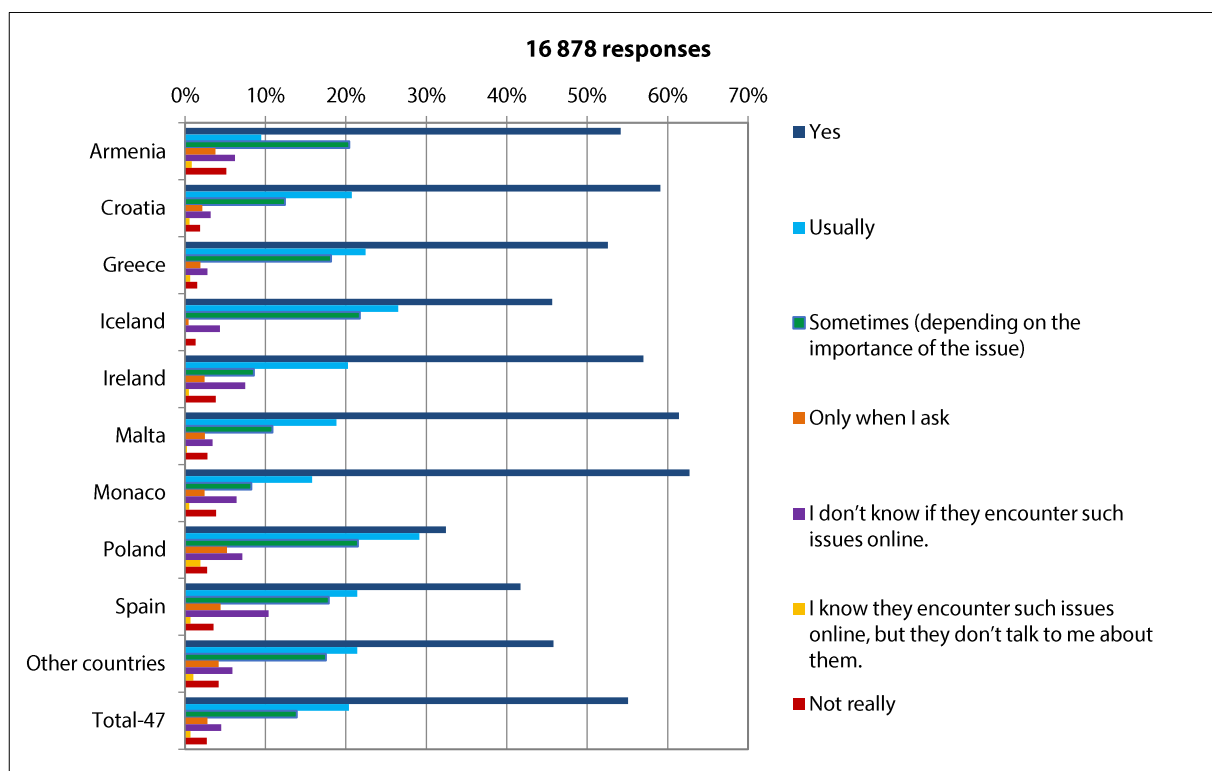
Regardless of the precautions that parents may take, many children will, as mentioned above, encounter things they find weird or that bother them online. Most parents declare that their children talk to them when they encounter something weird online, or if something bothers or scares them online. More than 1 in 2 parents (55%) report that their children always do that. In Monaco, the figure rises to 63% of parents, 30 points ahead of respondents from Poland where the average is 32%. The countries grouped under Other (46%), Iceland (46%) and Spain 42% also fall the furthest under the average.

When we add the number of respondents who report that their children usually or sometimes talk to them about content they have seen that bothers or scares them, the overall percentage is encouraging<sup>13</sup>. There is less than 10 percentage points between countries, and around 9 in 10 parents say their children do this in Croatia, Greece, Iceland and Malta. In Spain, Poland, Armenia, Other countries, Ireland, and Monaco, the count is slightly lower, ranging upwards from 81% in Spain to 87% in Monaco.

13. This percentage includes the 3 positive responses: yes, usually and sometimes.



**Figure 24 – Q19: My children talk to me when they encounter something weird online, or if something bothers or scares them online (country comparison)**



It is concerning to see that some respondents in every country reported that they don't know if their children encounter such issues online. This is the case for almost 5% of respondents, rising to 10% of respondents from Spain and above 7% in Ireland and Poland. Far fewer parents (0.63%) report that I know my children encounter such issues online, but they don't talk to me about it. Another 3% chose the not really option. This brings the total number of parents not being aware of the disturbing content their children may see online to an alarming 8%. Are their children able to discuss things that bother or scare them with another trusted adult, or with peers? Figures from national child helplines and social media services would indicate that few children are reporting to them when they are upset by the content they see. Schools can play an important role in empowering children by ensuring that they know how and when to block content, based on the values and attitudes children will have learnt at home and consolidated at school. Knowing your rights and responsibilities is an integral part of being a digital citizen, and helping to keep the digital environment child-friendly by having disturbing or hateful content removed is one of these responsibilities.

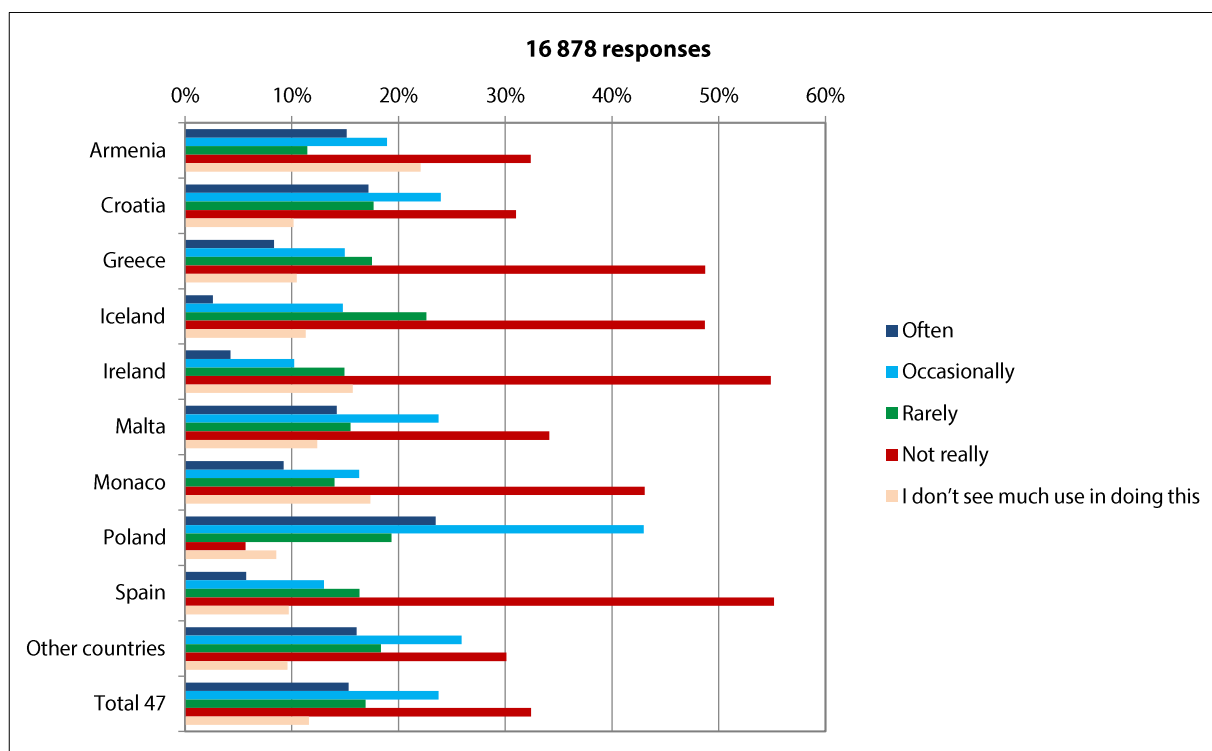
### 5.3 PRIVACY, PERSONAL INFORMATION AND ONLINE REPUTATION

A top safety rule applied by almost 60% respondents is that their children must ask them before sharing any personal information online or via the mobile phone (Q14 –Rules that apply for your children). Reputable sources estimate that 50% of children use at least one form of social media by age 12, and that one of the biggest problems is over-exposure of their private life<sup>14</sup>. One effective way for parents to guide their children, and to protect their child's online reputation in the process, is to conduct a search with their children on their name, and discuss the results with them (Q16). Yet despite their concern with privacy, it appears that few parents do this, perhaps because of a lack of awareness or because they want to respect their child's privacy, even within the home.

14. The Common Sense Census: Plugged-in Parents of Tweens and Teens, 2016, available at <https://bit.ly/3kZREGC>.



**Figure 25 – Q16: I conduct a search with their children on their name, and discuss the results with them. (country comparison)**



A minority of the parents seem to conduct search activities with their children on their name and discuss the results: only 15% of parents say they do this often and 24% say they do it occasionally. In Poland, where effective awareness campaigns on privacy have been running for more than a decade, 2 in 3 parents go online often or occasionally (23% and 43% respectively) with their children to take stock of what comes up on their name and discuss it with them. Respondents from Ireland and Iceland are at the other end of the scale, with just 14% and 17% respectively saying that they do this often or occasionally. Across all countries, 32% of respondents choose the option: not really. 12% of respondents say they don't see much point in doing this.

Although on the one hand it is evident that once private information, or content that may be damaging to a person's online reputation, is online it is very difficult to have it removed, finding and discussing such content with a sympathetic parent helps children and teens develop the digital competences that will be important to their future. Sometimes the content is there because it was posted or a photo was tagged by others without the person's permission. This too can lead to children learning an important lesson about posting images and content of others without permission. Learning about these things within the supportive environment of the home will build trust between parents and children, and reinforce the values and attitudes they require to become responsible digital citizens.

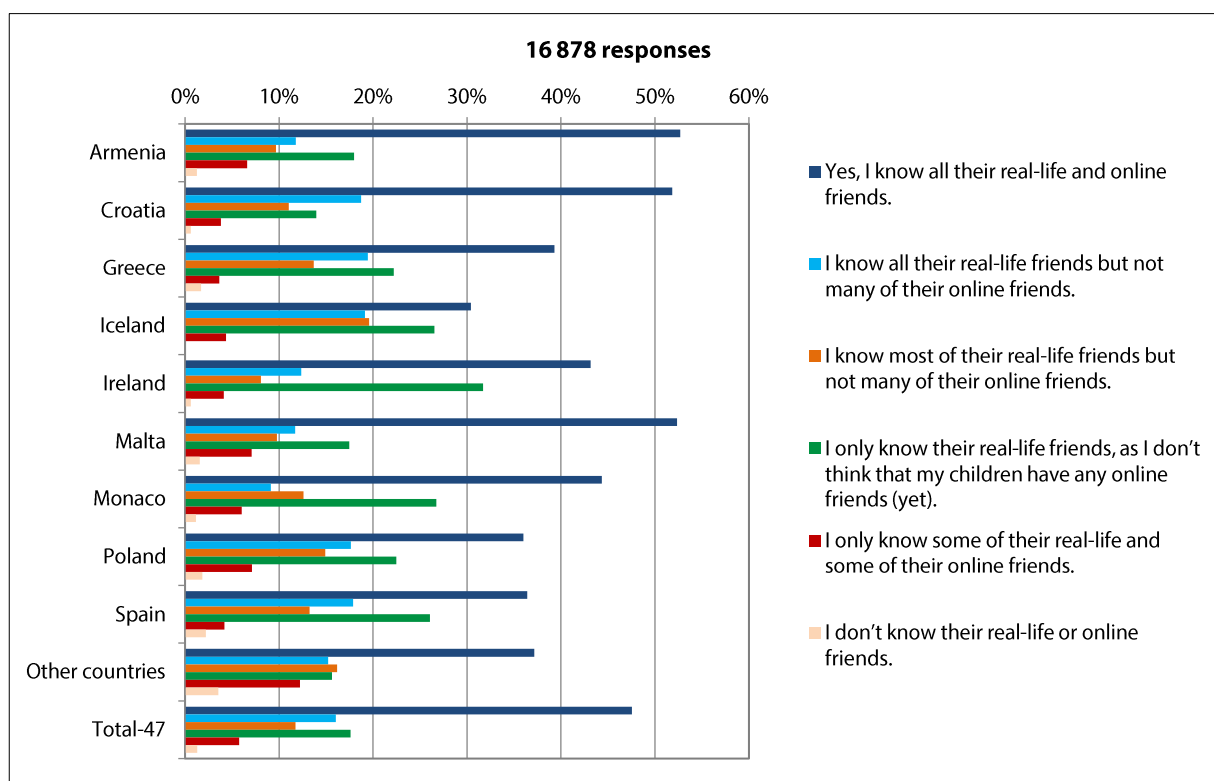
## 5.4 BEHAVIOUR AND SOCIAL INTERACTIONS ON- AND OFFLINE

The border between 'real' and 'virtual' worlds has become blurred, with children often interacting with their friends both on- and offline at the same time. One advantage is that distance becomes meaningless, but a disadvantage is that misunderstandings can rapidly arise in communication due to the lack of visual cues such as facial expression and body language. Moreover, words can more easily be taken out of context. Children therefore often need a little more support from parents and siblings when this happens. They can also meet all sorts of people online, especially through gaming and social media, and can be more easily convinced to provide information or adhere to ideas (e.g. grooming), because the virtual world makes it easier to hide what a person really is.

Almost half of respondents (48%) report that their children speak to them about their real-life and online friends and indeed that they know all their real-life and online friends. Armenia, Croatia and Malta show an above average percentage (at around 52%), whereas only 30% of respondents from Iceland consider the statement is

true for them. The figures for Armenia don't fully correspond with information provided in Q5, where 60% report being fully aware of their children's online lives, and able to support them in using technology safely and responsibly.

**Figure 26 – Q18: My children talk to me about their real-life and online friends (country comparison)**

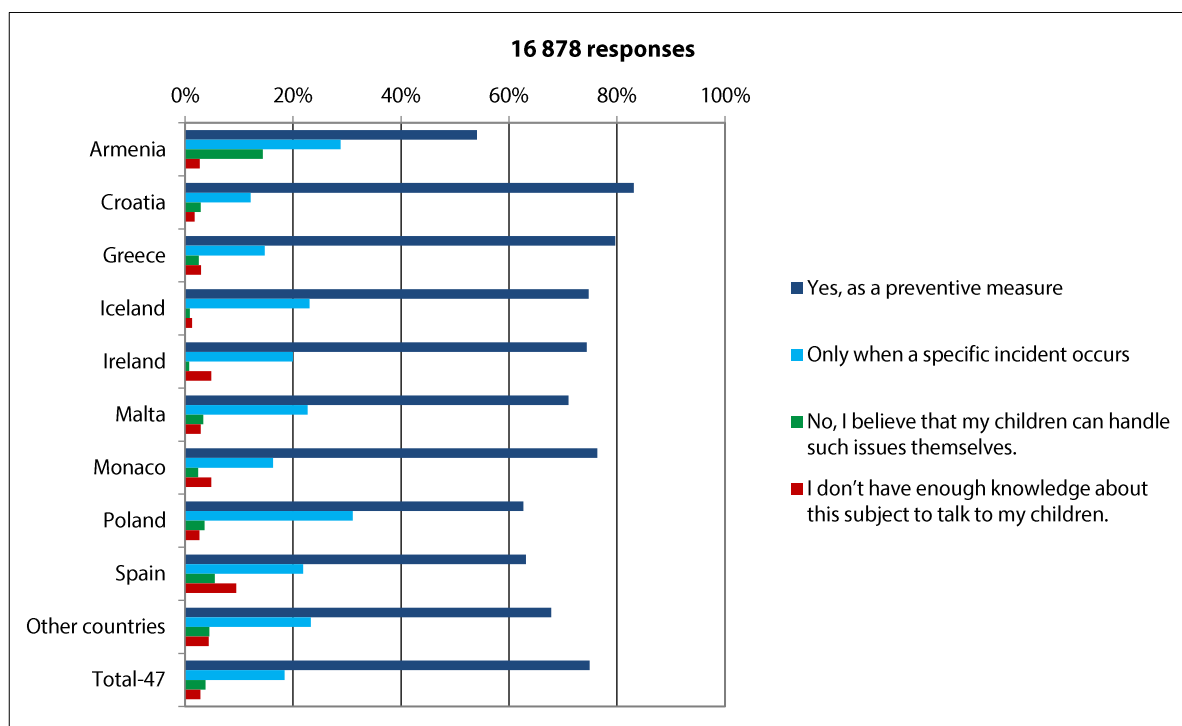


Another 16% of respondents say that they know all their children's real-life friends but not many of their online friends. In Greece, 19% of parents don't know many of their children's online friends, whereas Monaco (9%) is almost 7 percentage points below the overall average of 16%. A large percentage of respondents from Ireland (32%) report that they only know their children's real-life friends, as they don't think that their kids have any online friends (yet). The overall average is 18%. A comparison of responses compared to ages of children shows that the children of 48% of respondents who chose this option have children up to the age of 9 (see Appendix V). About 1 in 17 parents (6%) inform us that I only know some of their real-life and some of their online friends, though this is the case for 12% of respondents from Other countries.

It is encouraging to see that only 1% of respondents report that they don't know their real-life or online friends, though Spain doubles this figure at 2%. The recent COVID-19 experience has shown that social interaction with friends and peers was one of the things that children and teens missed most during the period of confinement, and something that virtual communication and friendship did not satisfy. Social interaction with friends builds self-esteem and resilience, both important competences for digital citizens. Most respondents seem to be aware of their children's friendships, but perhaps require a little more awareness of the influence that online 'friends' may have on them, along with the fact that online 'friends' are not always who they say they are.

Bullying and being treated or treating others badly unfortunately seem to be an inherent part of friendship. When asked if they talk to their children about what to do if they are bullied or treated badly, or if they believe that somebody else is being bullied or treated badly, online or offline (Q17), 3 in 4 respondents (75%) say they do, as a preventive measure.

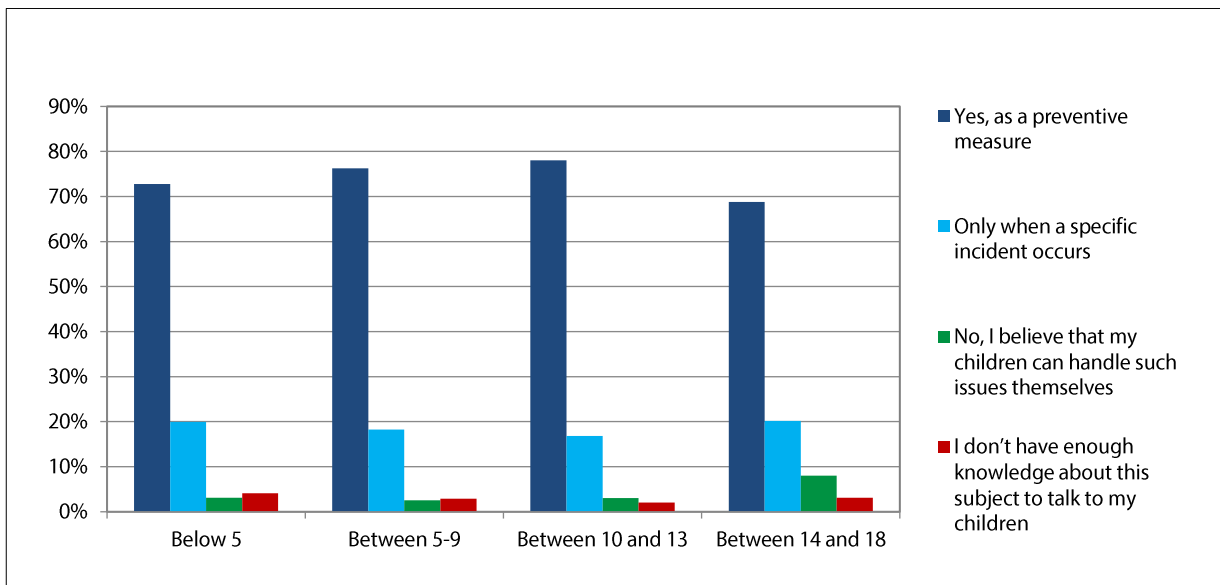
**Figure 27 – Q17: I talk to my children about what to do if they are bullied or treated badly, or if they believe that somebody else is, online or offline (country comparison)**



Four in 5 parents in Croatia (83%) and Greece (80%) talk about these topics with their children. The percentage varies only slightly with the age of the children. From 73% average for children aged under 5, the percentage rises to 78% for children aged 10 to 13, then drops down slightly to 69% for children aged 14 to 18. Bullying has been in the news for many years now, which may explain the high number of parents who speak with their children about it as a preventive measure.

In some countries such as Armenia (29%) and Poland (31%), more respondents seem to prefer to discuss these issues only when a specific incident occurs. On average, only 18% of parents say they take this route. Almost 8% of parents of children aged 14 to 18 respond that they believe their children can handle such issues themselves, whereas the overall average on this option is less than 4%. In Spain, almost 1 in 10 respondents (9%) say they don't have enough knowledge about the subject to talk to their children about it. In Monaco and Ireland, 5% of parents report that they don't have enough knowledge either, and 4% in other countries.

**Figure 28 – Q17: I talk to my children about what to do if they are bullied or treated badly. (comparison across children’s age groups)**



Bullying and treating others badly are symptoms and manifestations of problems in social interaction and can best be dealt with by dealing with the underlying issues such as lack of confidence and self-esteem. Research<sup>15</sup> shows that bullying can have long term social, economic and physical well-being impacts, and is largely influenced by the environment at home and at school. The most effective approaches to limit children treating each other badly is discussion with all concerned, and ensuring a positive, friendly context for children to develop their competences.

15. Richardson J., Milovidov E., Blamire R. (2017), *Bullying: perspectives, practice and insights*, Council of Europe Publishing, Strasbourg, available at <https://go.coe.int/tdr7W>.

## 6 EMPOWERING PARENTS, A KEY TO CHILDREN'S WELL-BEING

### 6.1 RECOMMENDATIONS – WHAT THE FINDINGS TELL US

The 3 questions in the final section of the survey focus on parents: which technological terms they understand, which topics they need help on, and what they need to help their children become responsible digital citizens. Key findings show that:

many respondents may have a superficial knowledge of the 7 terms presented, not fully understanding the breadth of the terms and their impact on the lives of digital citizens. Whereas 3 in 4 respondents say they understand Artificial Intelligence, far fewer understand things like big data (35%) and machine learning (38%). The 18 to 30 age group scores lower on 5 of the 7 terms, perhaps because they are aware of the complexity of the terms and realise they don't fully understand them.

Almost 1 in 2 parents consider that the tool most needed to help their children become responsible digital citizens are activities for children that can be easily implemented at home (48%). Around 40% of parents choose short videos by experts in a dedicated video channel, and a website for parents. However, there are considerable differences between the age of respondents, and the age of their children, clearly indicating that no single set of tools can suit all.

The final question in the survey (Q22) is intended to cross check information gathered earlier, and correlate data to help map a clear path for the future. When asked about the topics they would need (further) information and advice on, the responses are therefore somewhat predictable and echo topics that family rules and parent-child discussions are based on. Protecting privacy of self and other ranks first (64%), avoiding fake news and hate speech ranks second (54%), closely followed by how to tackle bullying (almost 54%).

In order for parents to effectively guide and support their children on their path in becoming responsible digital citizens:

- It is of crucial importance for them, indeed for citizens in general, to look beyond the media hype and to take stock of the far-reaching impact of emerging technology that surrounds us in our every-day lives and infringing certain human rights. Short segments by specialists on the radio or TV during peak listening hours is one way this could be done, or an information campaign to raise awareness of journalists and media on the impact of technology on citizens' rights.
- Parents express a need for activities for children, short videos from experts, a website for parents, and these should be implemented and broadly disseminated through public media campaigns. A rating system appears to be another urgent need, and existing rating systems (such as PEGI) could provide valuable support in finding simple informative ways to implement rating tools for children's websites and platforms similar to the system that already exists for games.
- Parents need to receive brief, easy-to-understand information that they can share with their children on the topics of most concern to parents and extremely important for their children's welfare. Strategies to protect privacy, balancing on- and offline activities, understanding copyright and illegal downloading, for example, are all topics where more information needs to be shared in families.
- It would be unrealistic to imagine that one size fits all when tackling the challenge of helping children to become responsible digital citizens. Needs are shaped by the age of children, and the age and experience of parents, and therefore a range of tools and topics are necessary, distributed through a reliable channel and presented under the same credible label so that parents can immediately recognise quality.
- Fostering exchanges between countries and experts is important, to be able to build on the experience of others to provide young digital citizens age-appropriate tools, platforms, competence-building activities and information.

### 6.2 FORGING MEANING FROM DIGITAL JARGON

When presented with 7 terms that are very much part of the current media hype on digital technology (Q20), 76% of respondents indicate that they understand Artificial Intelligence (see word cloud in figure 29). Curiously, two terms closely related to AI, Machine learning (38%) and Big data (35%) appear to be the terms the least well understood. In Poland, 92% of parents say they understand AI; the percentages drop to 24% and 23% on

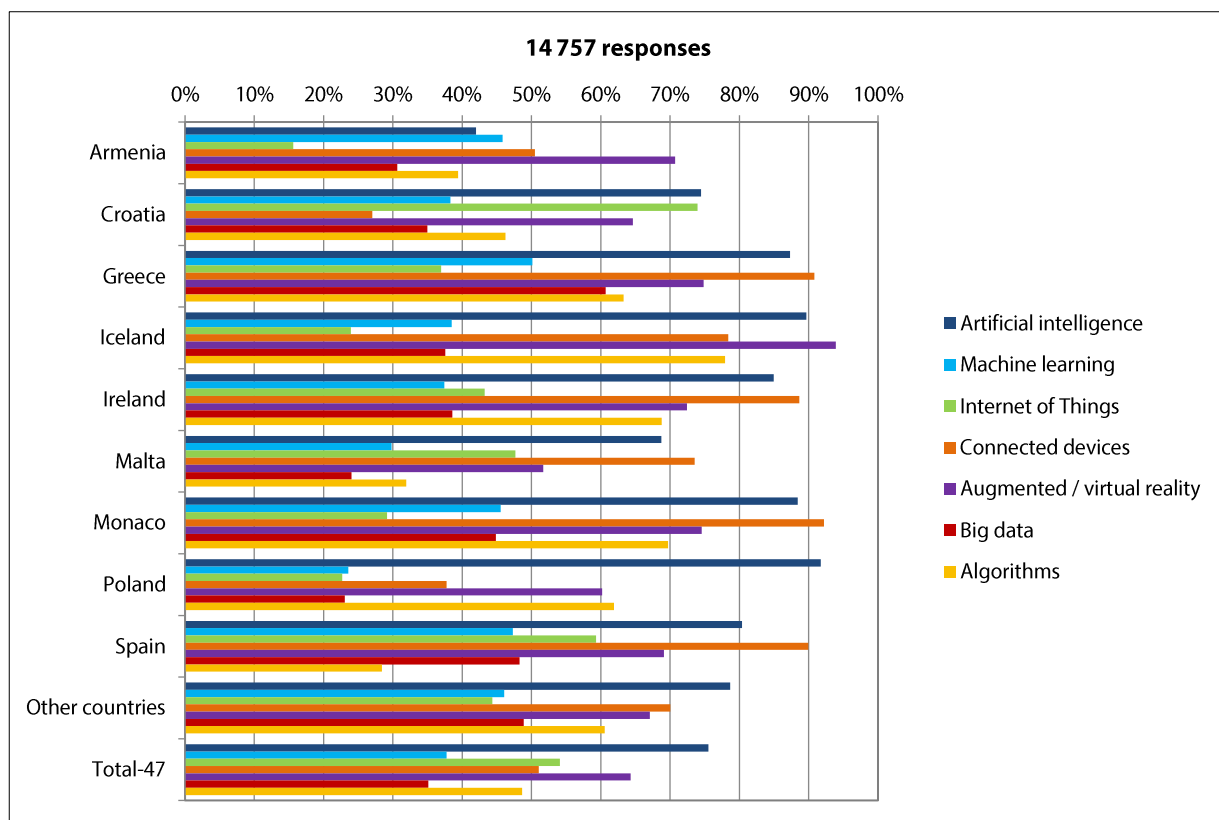
Machine learning and Big data respectively. Percentages in Armenia show a similar trend with an 11% difference between understanding AI and Big data. Respondents from Greece lead the field on Machine learning (50%) and Big data (61%), compared to an overall average of 38% and 35% on these two terms.

**Figure 29 – Technical terms understood by parents**



It seems either that parents don't fully understand how artificial intelligence functions and is applied,

**Figure 30 – Q20: Which terms do you understand? (country comparison)**

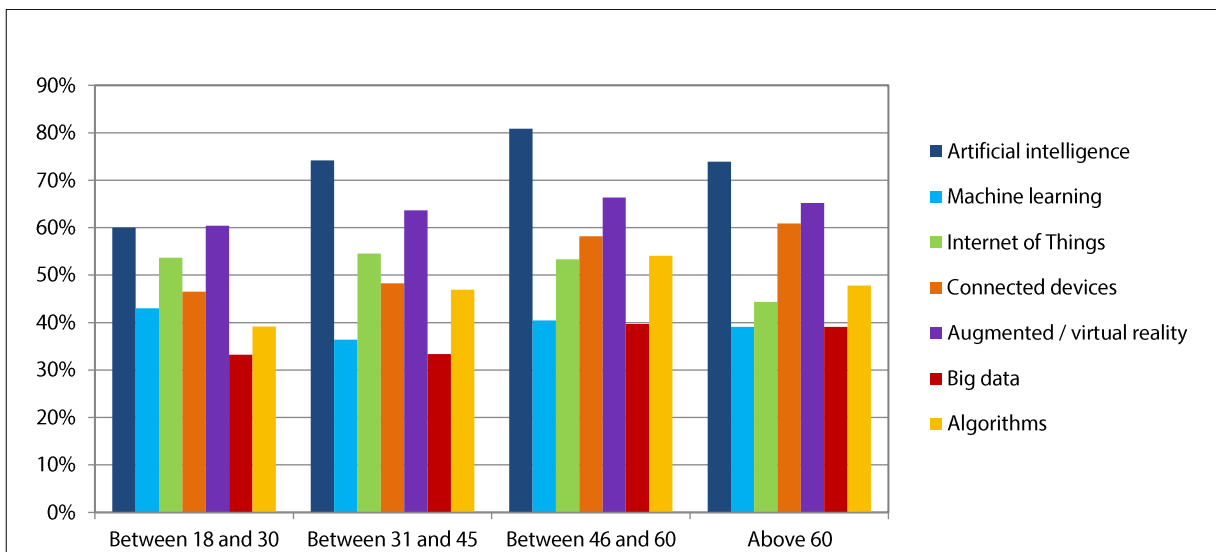


There appears to be little difference across respondents' age brackets in understanding the 7 terms, though somewhat surprisingly the 18 to 30 age group shows lower scores than the other 3 groups on 6 of the 7 terms. Many of this group will probably have been online since their early childhood, and could be expected to know more about these things than the three higher age brackets. Do these results show their awareness of still having a lot to learn about these complex topics? There are no significant differences between findings per age of respondents' youngest child.

or they think they know what AI is, as nowadays the term is used quite loosely.

**Connected devices** is the term that shows the largest variation between countries; in Monaco 92% of parents say they understand what it means, compared to 27% in Croatia. Overall, 1 in 2 parents (51%) say they understand what the term means. A similar percentage of parents (54%) report that they understand what Internet of Things means, up to 74% in Croatia. Far fewer parents in Monaco (29%), Iceland (24%), Poland (23%) and Armenia (16%) say they understand this term. Between 52% (Malta) and 94% (Iceland) indicate that they understand the terms Augmented and virtual reality. On average, almost 1 in 2 parents (49%) say they understand what Algorithms are, though only 28% of parents in Spain do.

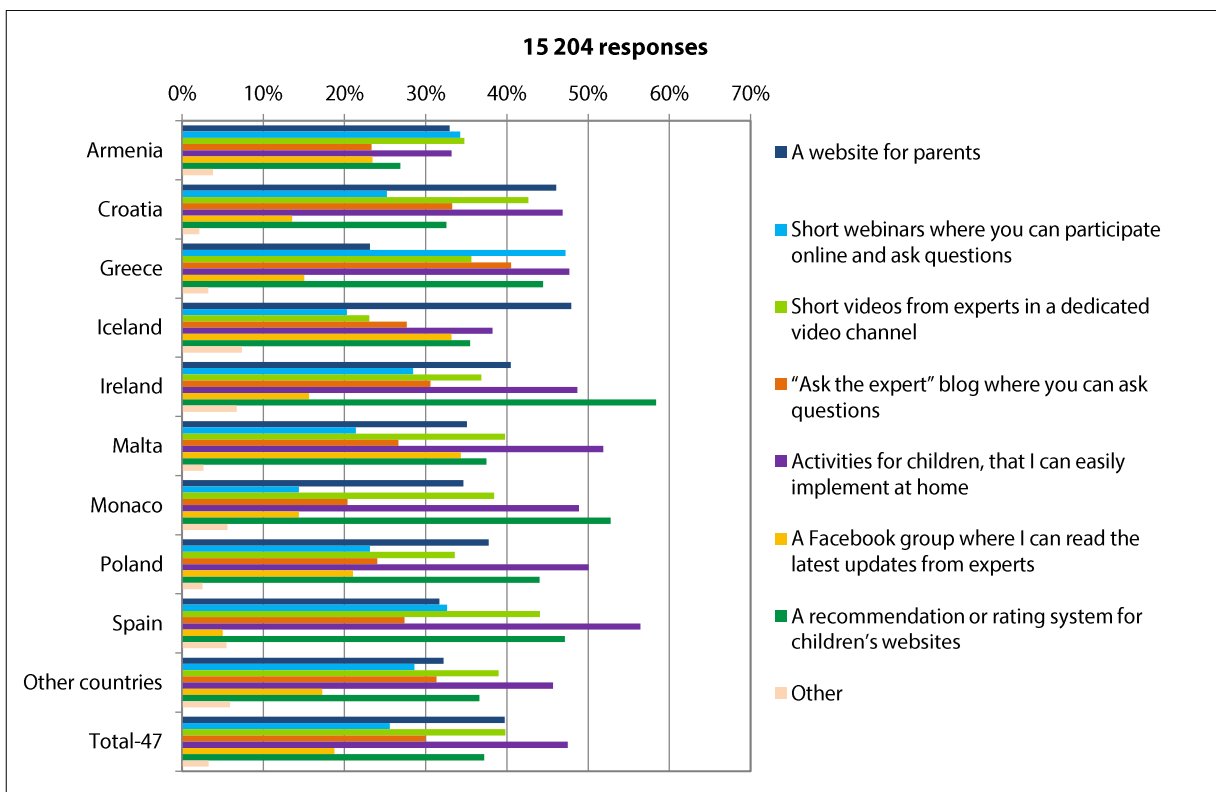
**Figure 31 – Q22: Which terms do you understand? (comparison across respondents' age groups)**



### 6.3 WHAT PARENTS WISH TO HAVE TO SUPPORT THEIR CHILDREN ONLINE

Parents were asked to select from a list of 7 tools the 3 most important for them to help their children become responsible digital citizens. almost 1 in 2 (48%) chose 'activities for children that I can easily implement at home'. Percentages on this option range broadly, from 56% in Spain to 33% in Armenia. The figure is slightly higher, at 57% and 54%, for parents of children under 5 and up to 9, and progressively drops to 31% for the 14 to 18-year-olds.

**Figure 32 – Q20: What do you need to help your children become responsible digital citizens? (country comparison)**

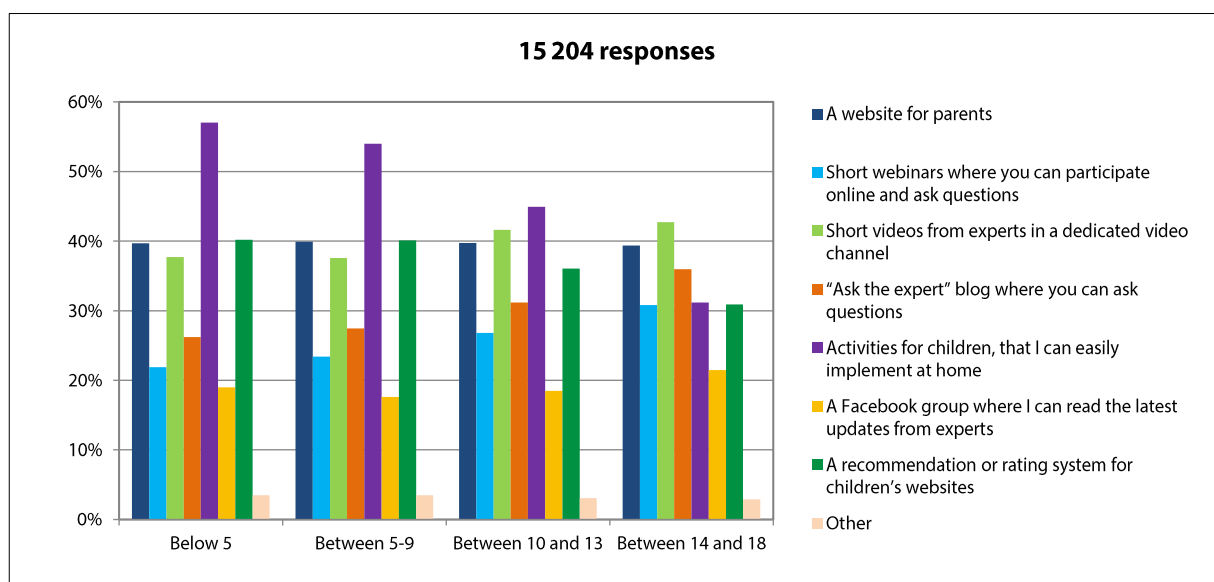




Two tools, short videos from experts in a dedicated video channel and a website for parents were ranked similarly on average, with approximately 2 in 5 parents selecting them from the list. Large variations exist between countries, with 44% choosing the first option in Spain compared to 23% in Iceland. In Iceland, 48% select the second option, compared to 23% in Greece. A website (45%) and a recommendation or rating system (42%) were the two tools selected more often by the over 60 respondent group. A website for parents was the second (41%) choice for the 18 to 30 age group, topped only by activities for children (52%), perhaps because they are like to have younger children. Almost 3 in 10 parents (30%) would like to have an “Ask the expert” blog where they can ask questions, with 4 out of 10 parents expressing this need in Greece (41%). A large variation is evident according to the age of respondent’s youngest child. Whilst just 26% of parents of the under 5 group would find this useful, this progressively rises to 36% for the 14 to 18 age group, indicating a clear need for customised support as children’s online activities become more varied and their footprint gets bigger online.

One in 4 parents (26%) prefers short webinars where they can participate online and ask questions. The figure reaches 47% in Greece, compared to 14% in Monaco, showing a greater difference between countries than any other tool. A Facebook group where they can read the latest updates from experts, seems only to be a popular choice in Iceland (33%) and Malta (34%). On average, less than 1 in 5 parents chose this option, with a similar average when analysed by age of respondent and age of respondent’s youngest child.

**Figure 33 – Q20: What do you need to help your children become responsible digital citizens? (comparison across children’s age groups)**



## 6.4 TOPICS OF MOST CONCERN, FROM A PARENT’S PERSPECTIVE

The final question in the survey (Q22) asks parents to indicate the topics they would like to receive information on, to support their children with their online activities, and 64% of parents choose the topic: ways to protect privacy online. This correlates earlier findings which indicated that 60% apply the rule that their children should ask them before sharing any personal information online (Q14), and 67% of parents talk to their children about how to protect their privacy and the privacy of others online (Q15). Variations across certain countries are considerable. For example, in Spain, 78% select this topic, whereas in Armenia the percentage is 43%. This also correlates with findings from Armenia responses on Q14 and Q15, where only 38% apply rules about privacy and 32% talk to their children about this.



**Figure 34 – Topics parents would like to receive information on**



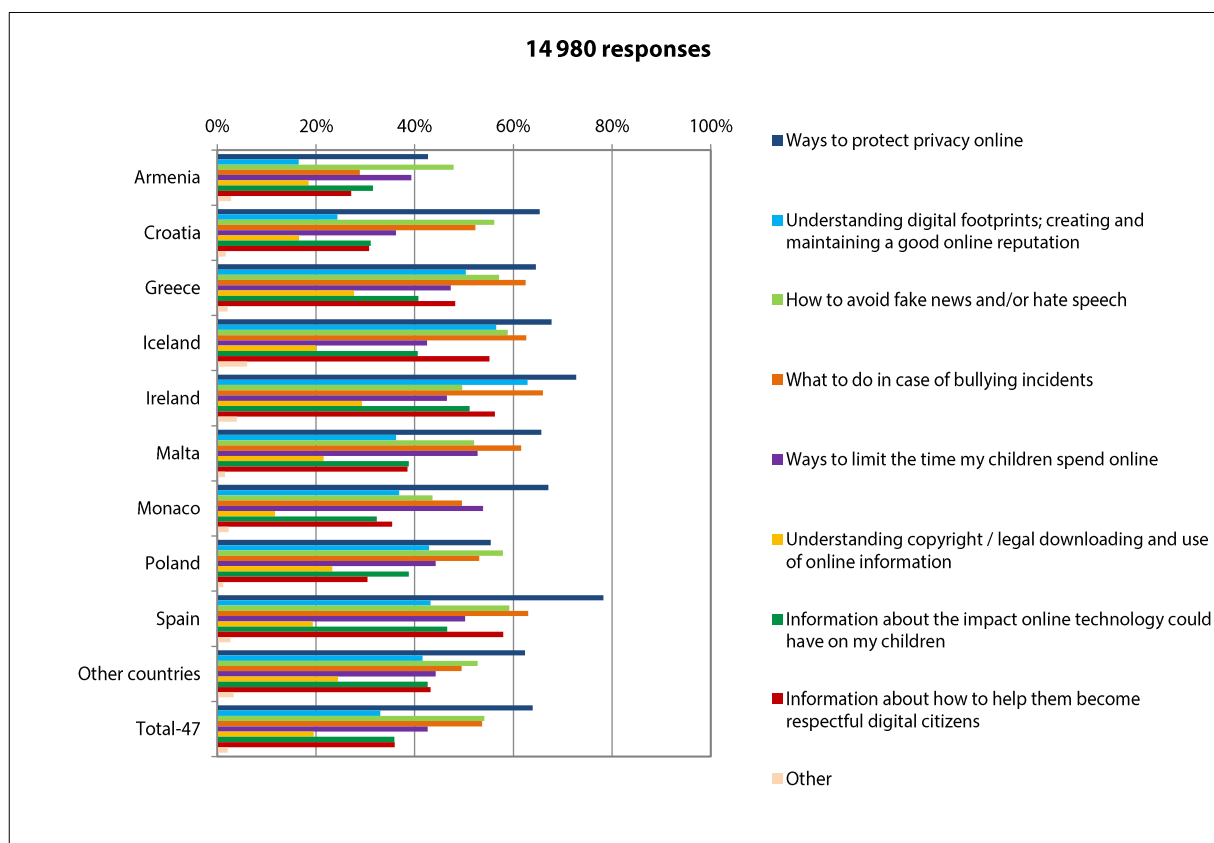
Understanding and checking children’s digital footprints is an effective way of helping them maintain a good online reputation, however many parents don’t seem to realise the importance of this strategy in teaching children about protecting their privacy. Less than 1 in 3 parents (33%) selected this as a topic they would like to receive information on. Ireland scores highest on this topic at 63%, and Greece, Iceland, Poland, Spain and Other countries all show percentages well above the overall average. Armenia is at the other end of the scale, with 17% of parents choosing this option.

Fake news and hate speech have often been in the news over the past year or so, and this topic ranks second with an average of 54%, with figures similar across all countries. There is a discrepancy with responses to Q15, where only 32% of parents report speaking to their children about how to crosscheck and evaluate the content they read in terms of reliability, truth and accuracy. This underlines the need to help parents define strategies for their children, rather than just talk about online risks and offer no strategies to overcome them.

What to do in case of bullying incidents ranks a close third with a bit less than 54%, and once again corresponds to the 75% of parents who say they talk to their children about bullying in Q17. More than 3 in 5 parents would like to have more information on handling bullying in six countries: Greece, Iceland, Ireland, Malta, and Spain. Only in Armenia less than 3 in 10 parents want more information on this topic, once again correlating earlier figures.

Two in 5 parents (43%) would like to have more information on ways to limit the time their children spend online; 32% indicated earlier in the survey that they apply a rule about their children using technology only at set times. Understanding copyright, legal downloading and use of online information are three topics that parents seem to ignore to a large extent, as seen earlier in this study, perhaps because it is a wide-scale practice. It comes last in the list of respondents’ preferences, at an average of 20%. More parents in Ireland than any other country show concern to know more about this topic (29%); in Monaco, the figure drops to about 1 in 10 parents (12%).

**Figure 35 – Q22: Please indicate the topics you would like to receive information on, to support your children with their online activities. (country comparison)**



Neither information about how to help them become respectful digital citizens nor about the impact online technology could have on their children rank high on the agenda of parents, with only 36% choosing to learn more about these topics. It seems that awareness is growing on the importance of digital citizenship in Spain (58%), Ireland (56%), Iceland (55%) and, to a lesser extent, Greece (48%), all well above the overall average. Awareness about digital citizenship seems low in Croatia (31%) and Armenia (27%), though it should be pointed out that the number of survey respondents from Croatia is more than double the number of respondents from Malta, the next highest country, and many times more than other countries shown in the graphs.

Responses vary considerably between the four respondent age groups, on 4 of the 7 topics. Rankings drop progressively on information about the impact online technology could have on my children, from 43% for the above 60 age group, to 32% in the 18 to 30 group. Similarly, information about how to help them become respectful digital citizens drops from 49% to 26%. When we look at the selected topics according to the age of the youngest child of the respondent, there are minor differences between the under 5s and the 14 to 18 group except on 2 topics: ways to limit the time children spend online, and receiving help in case of bullying incidents. Even 1 in 2 parents of children under 5 show concern on topics like fake news and hate speech.

A little over 2% of the parents proposed further topics they would like to receive information on. Responses include 'how to' guides to stimulate self-taught coding, information on preventing sexting and coercion, limiting cookies and managing social media profiles and, from Poland, building broad digital competences in the cognitive, decision-making and integration areas, and emphasizing the inclusive function of technology as tools that improve the quality of life.

## 7 DIGITAL CITIZENSHIP EDUCATION – THE ROAD AHEAD

### 7.1 RECOMMENDATIONS – WHAT THE FINDINGS TELL US

The two final questions of the DCE survey discussed in the previous chapter, Q21 and Q22, provided an open space for parents to share their ideas related more specifically to the road ahead. Their comments on what they would like to have to help children become digital citizens, where they would like to find this support, and more general comments on digital citizenship are enlightening. However, they also clearly underline a lack of understanding on what digital citizenship is, and the competences required to thrive in our 21st century society. Comments like ‘my child is too young for this’, ‘my child is independent’ and ‘I don’t want my child to turn into a robot’ show that the concept of digital citizenship is misunderstood. Parents place the responsibility almost equally on the shoulders of schools, social media and digital technology providers to guide their children in developing their competences, yet the key competences that children need are built on the values and attitudes that children develop from their earliest years in the home and from family.

Open responses to Q22 in particular provide invaluable information on the topics that are most troubling for parents, and the level of importance they accord to their children becoming digital citizens. Many comments relate to what could be called ‘internet safety issues’ – bullying, privacy, managing screen time and fake news. Although these are important, this is not the essence of the competences that digital citizens i.e. citizens in the digital world, require.

- The first recommendation here is for the Council of Europe to make greater awareness raising efforts to enable the public to grasp what it really means to be an active citizen in today’s connected world.
- Secondly, because digital citizenship has disturbing connotations in some cultures, place more focus on the competences rather than the concept. Similar to the earlier suggestion to parents to talk about strategies that will help children to understand, act and react, it seems the same approach should be taken by the Council of Europe with regard to digital citizenship education.
- The DCE survey has highlighted gaps in parental understanding and approaches, and suggests that similar surveys for teachers and young people could provide valuable insights.
- Since parents are placing the onus on the shoulders of educators and industry, it is important to build an ongoing dialogue with both, again with focus on strategies rather than topics.

### 7.2 WHAT ARE DIGITAL CITIZENSHIP COMPETENCES, AND WHY DO WE NEED THEM?

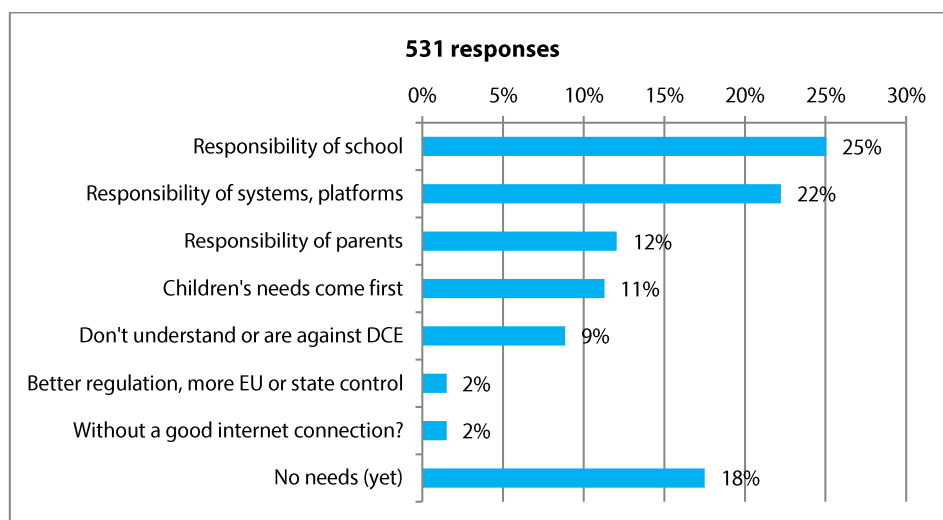
In November 2019, a [Recommendation CM/Rec\(2019\)10](#) to develop and promote digital citizenship at all levels of education was adopted by the 47 member states of the Council of Europe<sup>16</sup>. The DCE survey investigates how parents are supporting the over-arching goal of this Recommendation by supporting the development of their children’s digital citizenship competences in the home, and to provide customised resources that can assist them in this task. Though online safety is still at the top of parents’ minds, the findings show that their awareness of the very broad impact of digital technology on daily life and the well-being of their children has increased over the past few years.

Open responses in Q21 and Q22 provide a more granular overview of the parents’ perspective; the interviews to be carried out with parents from a dozen or so countries in the coming months will enrich the data even further. In all, 495 parents shared their thoughts on what they need to help their children become digital citizens. Their ideas are categorized in the following graph.

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16. Recommendation CM/Rec(2019)10 of the Committee of Ministers to member States on developing and promoting digital citizenship education.

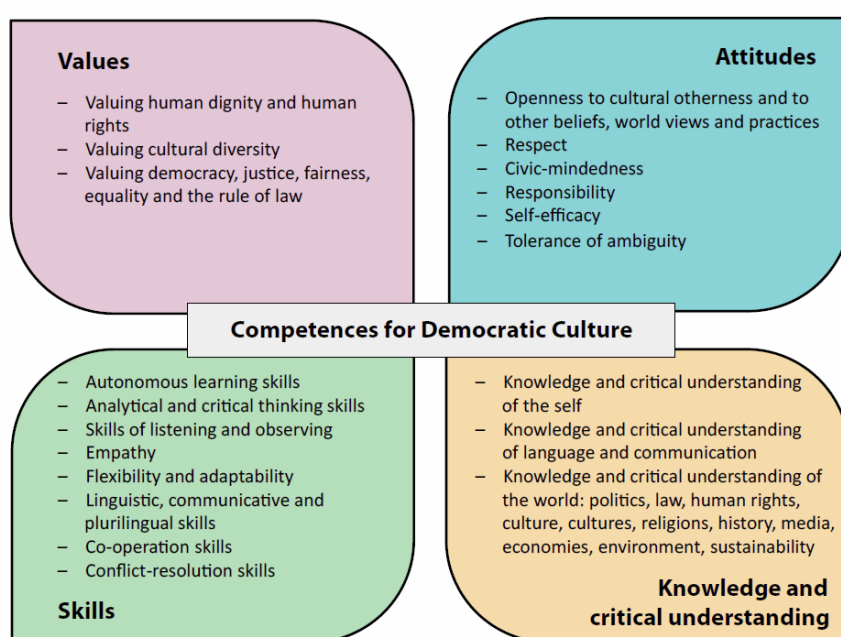
**Figure 36 – Q21: What do you need to help your children become responsible digital citizens? (comments under 'Other')**



Surprisingly 9% of parents who shared their feedback are against the idea of digital citizenship, or say they don't understand what it means. With comments like 'I like real children, not digital ones' and 'I don't want my child to turn into a robot', it is evident that awareness raising is necessary to help parents understand that DCE is about helping their children become active, responsible citizens in the online and offline worlds, and not about encouraging them to spend more time online. Digital citizenship education is designed to empower people to master technology, to remember that it is no more than a tool to be used wisely and meaningfully rather than a cure-for-all to reach into every corner of our lives. Through digital citizenship, children learn to protect their rights online and to respect their responsibilities, to play their part as an aware consumer of products and the environment, and to strive for an inclusive society.

Eighteen percent of parental feedback was about not needing any help. Comments like 'my child is too young' and 'my child is independent' further underline the need for greater awareness of the competences required by digital citizens. These are built on values and attitudes that children pick up from the home environment from the moment they are born. No child is too young to understand respect and responsibility, and to value human dignity (see the full range Figure 37 here-under).

**Figure 37 –Competences for democratic culture**



*Reference Framework of Competences for Democratic Culture*



As mentioned earlier, digital citizenship competences correspond closely to what the World Economic Forum considers the “10 skills you need to thrive in the fourth industrial revolution”<sup>17</sup>, namely:

- |                             |                                  |
|-----------------------------|----------------------------------|
| 1. Complex problem solving  | 6. Emotional intelligence        |
| 2. Critical thinking        | 7. Judgement and decision making |
| 3. Creativity               | 8. Service orientation           |
| 4. People management        | 9. Negotiation                   |
| 5. Coordinating with others | 10. Cognitive flexibility        |

Perhaps through greater awareness of the competences involved in digital citizenship, parents will realise its importance in the life and well-being of their children now and in the future.

### 7.3 WHERE DOES THE RESPONSIBILITY LIE?

Twenty-five percent of comments from parents place the responsibility on the shoulders of the school; 22% consider that it is the responsibility of the social media and the digital platforms that their children are using. Another 1% would like to see better European and state government control and regulation, and 8 parents, less than 1%, comment that they need to get a good internet connection before thinking about digital citizenship.

Twelve percent of parents indicate that children's needs should come first, and their statements provide considerable insight into their thoughts and concerns. One parent writes ‘Children should be encouraged to learn and explore on their own. What I, as a parent, know today is mostly not passed on to me by my parents either’. Another parent urges for ‘Acceptance of fellow human beings’ and continues with ‘This particularly applies to teachers who give questionable content for distance learning’. Several comments relate to special needs, with two Icelandic parents noting that their young children need content in a language they understand. One parent underlines the importance of inclusion, stating ‘Including participants with disabilities and their experiences of online usage’.

From these and other comments, it is evident that although many parents don't feel empowered in this domain, they do have useful practical advice to give. Some of their suggestions for schools and digital media platforms could make a difference in fostering more responsible use of technologies, for example:

- We'd like to receive updates with info on the latest (apps and sites our children are using).
- The problem is that the children want to (actually have to) use apps, websites, etc. that are actually not made for their age (e.g. WhatsApp and Spotify) It would be helpful to have separate children's accounts for these large, widespread services, which allow the use of the essential functions, but are otherwise restricted or linked to the parents' accounts so that they can moderate.
- A parental lock on certain apps and easier access to report inappropriate things.
- Short videos that enlighten parents and children on the internet and how it works.
- Social media changes fast. It is a challenge getting a good overview on what is popular at any given time and knowledge on how it works. Having real-time access to information on that in one place, would help.

Parents also mention that they would like to see the school digitized, and technology use supervised by cyberteams set up within the school. They suggest that the school could provide materials on the topics that children learn about in class, for discussion in more detail at home. Some would like to see better training on the use of online media for teachers, and on dealing with social media in class. Finally, several suggest a safe platform for the children in the school where they can learn and practice under supervision.

### 7.4 PARENTS' CHOICE OF TOPICS AND FORMATS FOR MORE INFORMATION

Although Q22 invited parents to indicate the topics they would like to receive information on, most of the 311 open responses received related mainly to their final thoughts on digital citizenship education rather than specifically on topics.

Almost 1 in 10 parents state that they are ‘against digital’, with statements like ‘My fear is that we will make children robots tied all day in front of a computer’. Two in 5 parents shared comments to say that they have no

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17. <https://www.weforum.org/agenda/2016/01/the-10-skills-you-need-to-thrive-in-the-fourth-industrial-revolution/>.

needs, stating things like 'I have considerable skills in everything mentioned'. One parent says 'Only parents can help their children'. Two percent of commenting parents call for better teachers, and 1.5% better equipment and networks.

The breakdown of responses on topics and formats is especially interesting in light of working with parents to prepare the road ahead. In Figure 38, parents' choice of topics – next to the ones indicated in Figure 35 – is ranked according to the number of parents citing this topic. Figure 38 shows formats preferred by parents, ranked in a similar way.

**Figure 38 – Parents' top 12 topics to help their children become digital citizens**

1.	Limiting/balancing internet access with healthy lifestyle
2.	How to use the internet safely (e.g. avoid viruses)
3.	Protecting children from negative information -keeping track of child's activities even on apps like Snapchat; filtering YouTube content
4.	Using parental controls
5.	Online privacy & managing online friends
6.	Recognising false info
7.	Online bullying
8.	How to get the best out of internet & keep up with evolving technology
9.	Managing cooking to limit profiling
10.	A service to ensure that we're not alone when a problem arises
11.	How to get content in our own language
12.	Getting my children to discuss their internet activities more openly

**Figure 39 – Preferred formats for parents to receive information about digital citizenship**

1.	Regular snippets of 'latest' information.
2.	Information that can be read together with our children.
3.	A website explaining the age rating of websites and games.
4.	More dissemination of the Human Rights Guide to internet users.
5.	A list of the best websites for educational videos.
6.	Links to educational yet fun games.
7.	Information that is easy to understand.
8.	Catalogue of associations, bodies and organizations offering activities and materials for digital citizenship.

The information in these two tables should, of course, be matched with the responses of parents shown in Figures 33 and 36 for a broader view of how parents think they can help their children become digital citizens.

Digital technology is playing an increasingly bigger role in society, and in the life of its citizens. Given the rate of the evolutions, it is beyond human capability to fully keep pace. However, digital technology is no more than a tool; the way it is used is in the hands of citizens, and shaped by the values and attitudes that guide them in the way they see and interact with the world. The DCE survey has provided invaluable insight into how parents perceive digital citizenship, and its place in the life of their children. Now it is up to the Council of Europe, and educators everywhere, to use the lessons learned to shift the focus, so that the coming generation is empowered to master the technology that surrounds them, and not be mastered by it.

## APPENDICIES



## APPENDIX I – BRIEF DESCRIPTION OF THE DIGITAL CITIZENSHIP DOMAINS

### Being online

**Access and Inclusion** includes a range of competences necessary for overcoming different forms of the digital divide and opening digital spaces to minorities and different opinions.

**Learning and Creativity** concerns the willingness to learn and the attitude towards learning through digital environments throughout life, and the capacity to develop and express different forms of creativity with different tools in different contexts.

**Media and Information Literacy** concerns one's own abilities of interpreting, critically understanding and expressing one's own creativity through digital media.

### Well-being online

**Ethics and Empathy** concerns online ethical behaviour and interaction with others based on skills such as the ability to recognise and understand the feelings and perspectives of others. Empathy constitutes an essential requirement for positive online interaction and for realising the possibilities that the digital world affords.

**Health and Well-being** concerns one's awareness of the issues and the opportunities that can affect his/her wellness in a digitally rich world. Digital citizens inhabit both virtual and real spaces. For this reason, the basic skills of digital competence are not sufficient. Individuals also require a set of attitudes, skills, values and knowledge that render them more aware of issues of health and well-being.

**ePresence and Communications** refers to the development of digital citizens' personal and interpersonal qualities that help them in building and keeping online images of themselves and online interactions that are positive, coherent and consistent.

### Rights online

**Active Participation** relates to the competences that citizens need to be fully aware of how they interact within the digital environments they inhabit in order to make responsible decisions, whilst participating actively and positively in the democratic cultures in which they live.

**Rights and Responsibilities** concerns digital citizen's awareness and understanding of their rights and responsibilities in the online world. As citizens enjoy rights and responsibilities in the physical world, digital citizens in the online world also have certain rights and responsibilities.

**Privacy and Security** covers two different concepts: privacy concerns mainly the personal protection of one's own and others' online information, while Security is more related to one's own awareness of online actions and behaviour.

**Consumer Awareness:** The World Wide Web, with all its dimensions like social media or other virtual social spaces are environments where often the fact of being digital citizens means also being users, being consumers.

Analytical information for each domain is provided at the DCE website ([www.coe.int/dce](http://www.coe.int/dce)).

## APPENDIX II – FULL SURVEY QUESTIONNAIRE AND END PROFILES

### A. Digital Citizenship Education Survey

#### The purpose of this survey

If you are a parent, we invite you to fill in the following anonymous survey. It will take approximately 10-15 minutes of your time and will allow the Council of Europe to learn more about your view of Digital Citizenship. It is important that you respond as precisely as possible, so that the tools the Council of Europe will develop for you and for your children to support Digital Citizenship Education will truly match your needs.

To simplify the questions, the term 'children' used throughout the survey should be understood to mean one child or several. Similarly, 'children' refers to your children, grandchildren or other children close to you (nephews, nieces, pupils, foster children...).

The data collected in this survey is strictly anonymous and shall be used solely for educational purposes.

#### I. Please specify your profile by answering the following questions

##### 1. Country (country where you send your children to school)

(Drop-down list)

##### 2. Your age

- Between 18 and 30
- Between 31 and 45
- Between 46 and 60
- Above 60

##### 3. Your gender

- Male
- Female
- Prefer not to say

##### 4. What is the age of your youngest child?

- Below 5
- Between 5-9
- Between 10 and 13
- Between 14 and 18

##### 5. How would you define your profile?

- I know very little about my children's online lives and how to support them as digital citizens.
- I know enough about my children's online lives, but don't really take part in their online activities.
- I am fully aware about my children's online lives, and feel that I actively support them in using technology safely and responsibly.

#### II. Your experience with the COVID-19 crisis

##### 6. If you have been managing your children's education during this time, which aspects have been most challenging for you? (you may indicate as many responses as you wish)

- Supervising my children's online activities
- Balancing their screen time with physical activities
- Juggling my work organisation with my children's
- Struggling with the content requirements from schools
- The lack of face-to-face contact with other children

- Their general wellbeing during this time of crisis
- Other (please specify): \_\_\_\_\_

**7. Many schools reacted to the crisis by using distance learning. What have your and your children's experiences with this been so far? (you may indicate as many responses as you wish)**

- My children's school already introduced some distance learning before the COVID-19 crisis.
- This is a new experience for us, but we are coping well.
- This is a new experience for us and therefore problematic.
- I think the distance learning offered by the schools leaves a lot of room for improvement.
- I do not have enough IT experience to help my children when engaging in distance learning.
- We do not have suitable IT equipment to satisfy all family members' requirements.
- The online educational offers by the Schools are incompatible with the IT equipment my children use (e.g. smartphones).
- Our internet connectivity creates access barriers.
- Other (please specify): \_\_\_\_\_

### **III. Your view about Digital Citizenship**

**8. I spend time with my children online to... (you may indicate as many responses as you wish)**

- Watch videos or listen to music (1)<sup>18</sup>
- Communicate with family and friends via email, instant messaging, chat (1)
- Play games (1)
- Participate in social networking sites (1)
- Explore educational or other information sources for their homework (2)
- Explore sources where we can together learn new things (such as an online museum) (2)
- Create online content (2)
- I don't do anything of the above (0)

**9. I play board and/or online games (such as Trivial Pursuit, Crosswords, Monopoly, Minecraft, Lego) together with my children to trigger their creativity, imagination, participation and critical thinking skills**

- As often as I can (2)
- 1 to 2 hours or more every week (3)
- Rarely (1)
- My children play such games, but I don't have time to play with them (0)
- My children don't play such games (0)
- My children don't play games with me (0)

---

18. The number in brackets next to each response option provides the scoring points for this option. The summary of the scoring points for all provided responses leads to 1 of the 3 scoring profiles, as described in section B of this Appendix.

**10. My children mainly use the Internet to...**

- Watch videos or listen to music (1)
- Communicate with their friends via email, instant messaging, chat (1)
- Play games (1)
- Participate in social networking sites (1)
- Explore educational or other sources for their homework (1)
- Learn new things (1)
- Create their own content (1)
- I really don't know (0)

**11. I enrol my children / intend to enrol my children in coding or other similar activities to acquire or improve their technological skills**

- Yes (2)
- No (0)

**12. I search for and check websites, apps, online games etc. that I am considering for my children or that my children are using, to evaluate if they are appropriate for them**

- Often (3)
- Sometimes (2)
- Rarely (1)
- Not really (0)

**13. My children talk to me about what they are doing online**

- Often (3)
- Sometimes (2)
- Rarely (1)
- Not really (0)

**14. Choose the rules that apply for your children (you may indicate as many responses as you wish; if none of the below rules apply, please select the option 'None of the above rules apply for my children')**

- To ask me before sharing any personal information online or via the mobile phone (1)
- To use technology only at the set times (1)
- To respect safety rules and to act ethically and responsibly online (1)
- To respect other people and their privacy online (1)
- To respect the creative works of other people online (1)
- To evaluate online information with a critical mind (1)
- Always to ask me if they encounter something weird or scary online (1)
- Never to shop online without me being present (1)
- None of the above rules apply for my children (0)

**15. I speak to my children about... (you may indicate as many responses as you wish)**

- How to protect their privacy and the privacy of others (2)
- Their rights and responsibilities online (1)
- How to build and maintain a positive image and reputation online (1)
- How to deal with cookies to limit profiling (2)
- How to avoid spam, viruses, malware or phishing and what to do if they cannot deal with such issues by themselves (1)
- To use their critical thinking, to crosscheck and evaluate the content they read in terms of reliability, truth, and accuracy (2)
- How to navigate through a website or an app (1)
- To respect the creative works of others online (copyright) and to avoid illegal downloading (1)
- How to behave appropriately and lawfully, and respect others online (1)
- How to choose the most trustworthy news and information sources online (2)
- How to create their own content (such as a blog about their hobby) (1)
- I don't know how to show my children most of the above, as I don't know much about them myself (0)
- I don't have time to do the above (0)

**16. I conduct a search with my children on their name, and discuss the results with them**

- Often (3)
- Occasionally (2)
- Rarely (1)
- Not really (0)
- I don't see much use in doing this (0)

**17. I talk to my children about what to do if they are bullied or treated badly, or if they believe that somebody else is being bullied or treated badly, online or offline**

- Yes, as a preventive measure (3)
- Only when a specific incident occurs (2)
- No, I believe that my children can handle such issues themselves (0)
- I don't have enough knowledge about this subject to talk to my children (0)

**18. My children talk to me about their real-life and online friends**

- Yes, I know all their real-life and online friends (4)
- I know all their real-life friends but not many of their online friends (3)
- I know most of their real-life friends but not many of their online friends (2)
- I only know their real-life friends, as I don't think that my children have any online friends (yet) (1)
- I only know some of their real-life and some of their online friends (1)
- I don't know their real-life or online friends (0)

**19. My children talk to me when they encounter something weird online, or if something bothers or scares them online**

- Yes (4)
- Usually (3)
- Sometimes (depending on the importance of the issue) (2)
- Only when I ask (1)
- I don't know if they encounter such issues online (0)
- I know they encounter such issues online, but they don't talk to me about them (0)
- Not really (0)

**IV. How can we help you?**

This section will allow the Council of Europe to understand your needs in helping your children become responsible digital citizens.

**20. Which terms do you understand?**

- Artificial intelligence (1)
- Machine learning (1)
- Internet of Things (1)
- Connected devices (1)
- Augmented / virtual reality (1)
- Big data (1)
- Algorithms (1)

**21. What do you need to help your children become responsible digital citizens (select the 3 most important for you from the list below):**

- A website for parents
- Short webinars where you can participate online and ask questions
- Short videos from experts in a dedicated video channel
- "Ask the expert" blog where you can ask questions
- Activities for children, which you can easily implement at home
- A Facebook group where you can read the latest updates from experts
- A recommendation or rating system for children's websites
- Other (please specify): \_\_\_\_\_

**22. Please indicate the topics you would like to receive information on, to support your children with their online activities**

- Ways to protect privacy online
- Understanding digital footprints; creating and maintaining a good online reputation
- How to avoid fake news and/or hate speech
- What to do in case of bullying incidents
- Ways to limit the time my children spend online
- Understanding copyright / legal downloading and use of online information
- Information about the impact online technology could have on my children
- Information about how to help them become respectful digital citizens
- Other (please specify): \_\_\_\_\_

## B. Scoring profiles



### **44-66 points: DIGITAL NAVIGATOR**

Description: You are fully aware of how important the digital world is in your children's lives, and you do whatever you can to empower them to become digital citizens. You really support your children to use digital technology ethically, safely and responsibly, and help them develop the knowledge and skills that will allow them to do so.

### **22-43 points: DIGITAL EXPLORER**

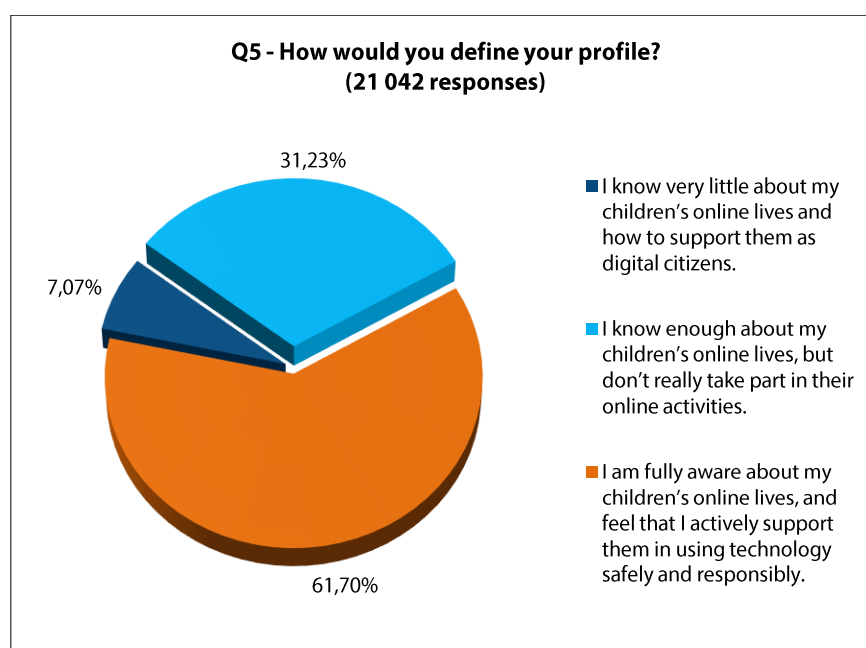
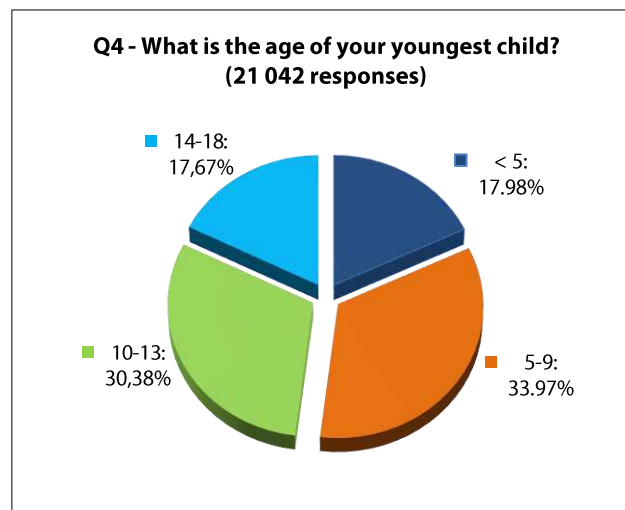
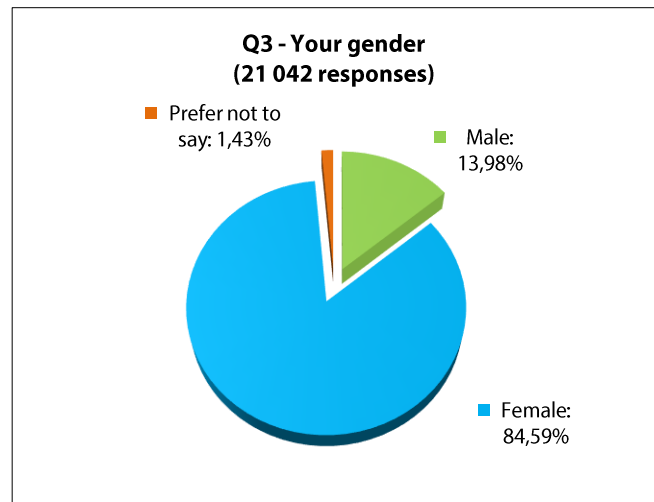
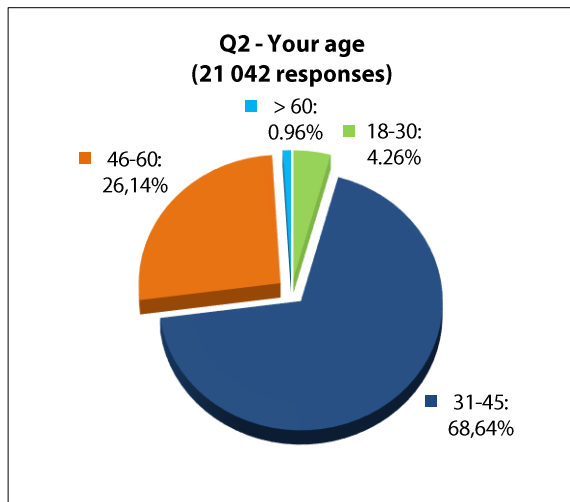
Description: You understand that the digital world is a big part of your children's lives. Perhaps it's time to explore how you can share some of their online activities. Better informed parents who take an interest in their children's online activities can play a more active role in helping them become responsible digital citizens.

### **0-21 points: CASTAWAY** in the digital world.

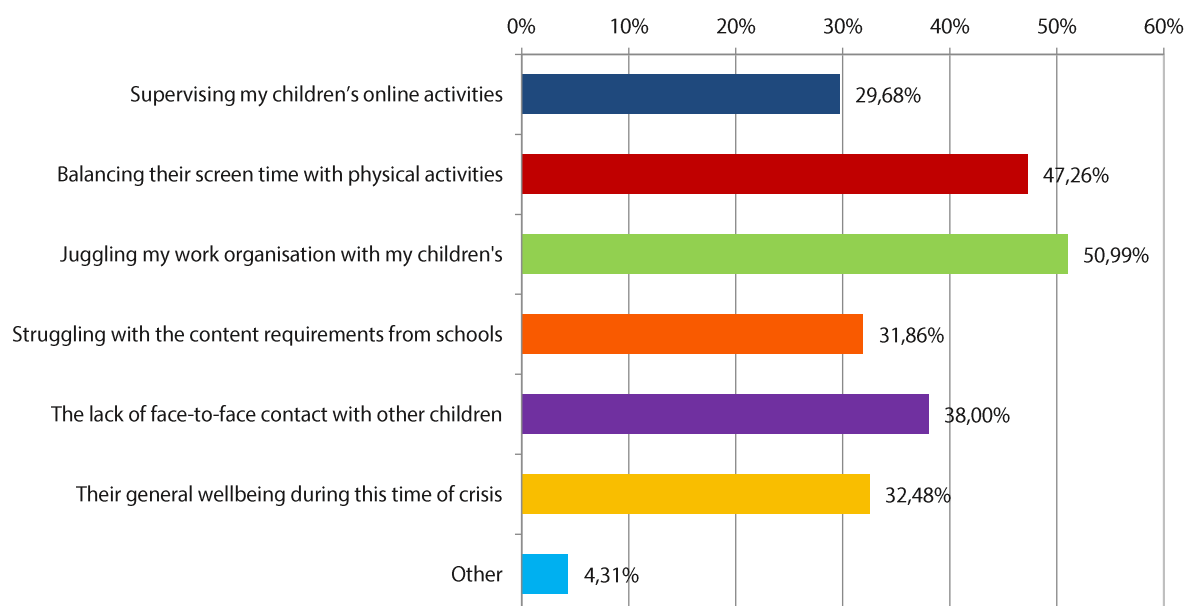
Description: You seem a little lost in the digital seas. Perhaps it's time to learn more about your children's online lives, and about digital technology in general. This will help you to support and empower your children on their way to becoming digital citizens.



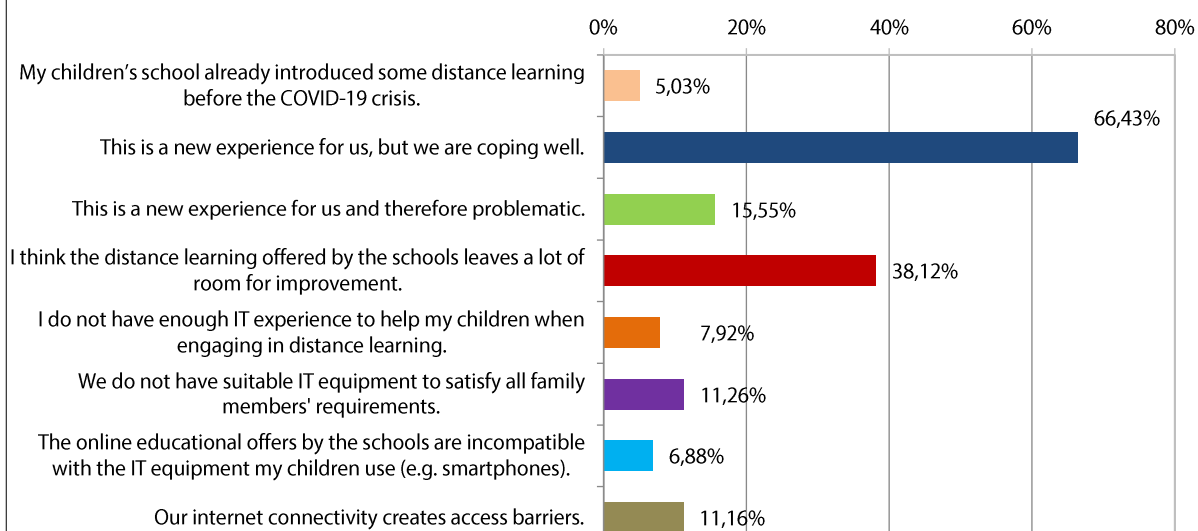
## APPENDIX III – SUMMARY RESPONSES FOR ALL 47 COUNTRIES

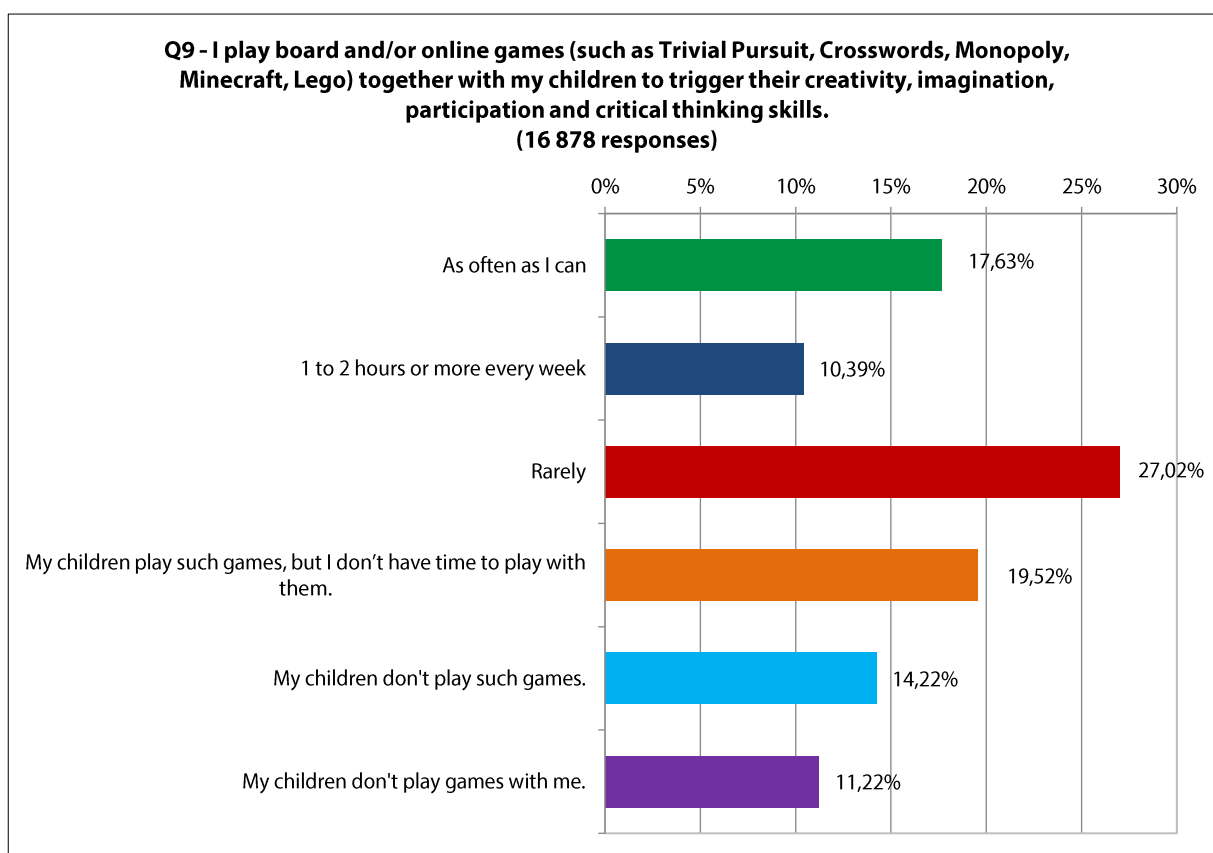
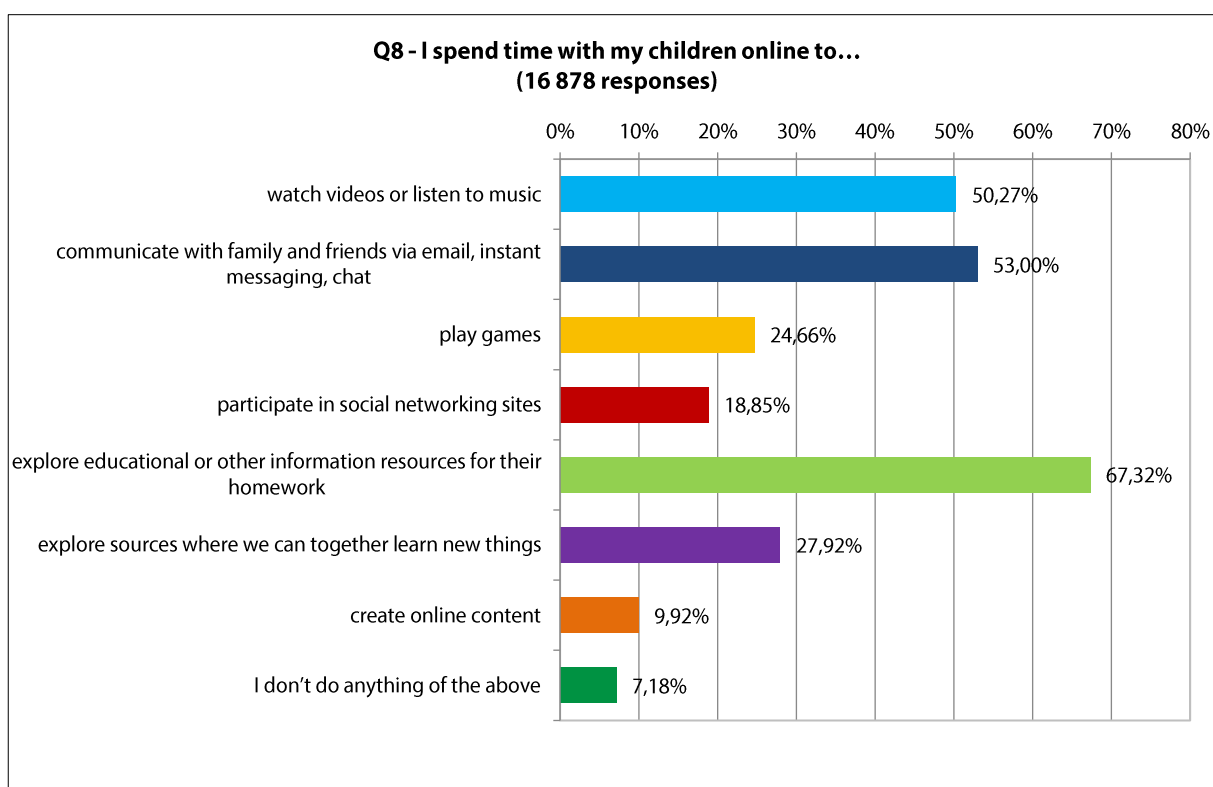


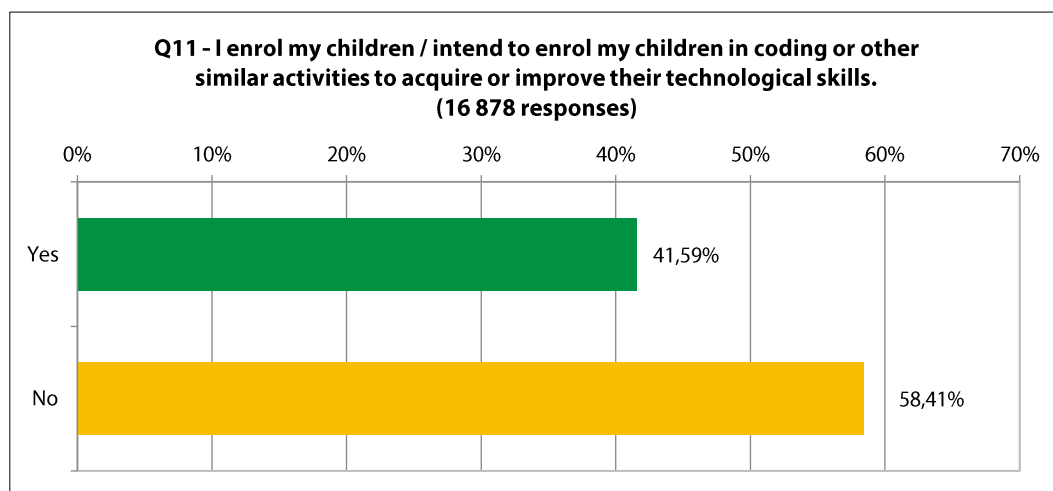
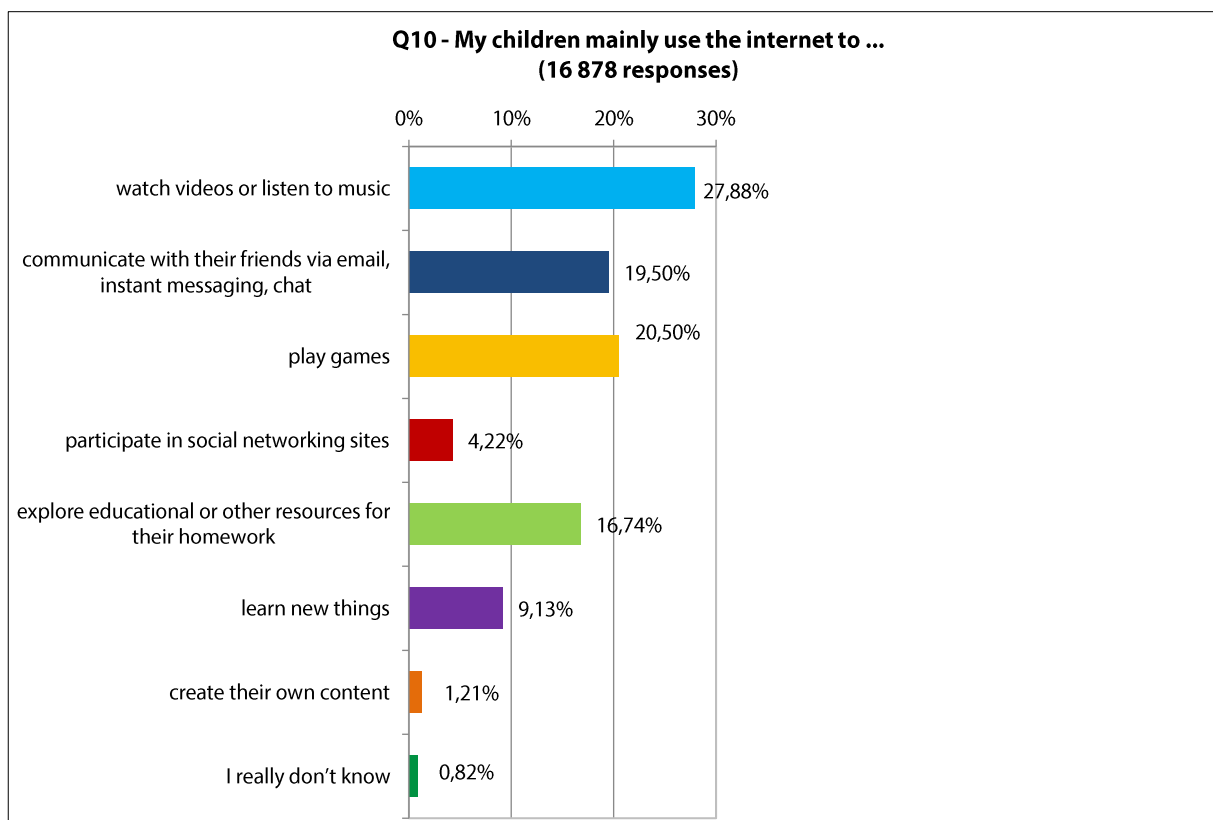
**Q6 - If you have been managing your children's education during this time, which aspects have been most challenging for you?**  
(19 075 responses)

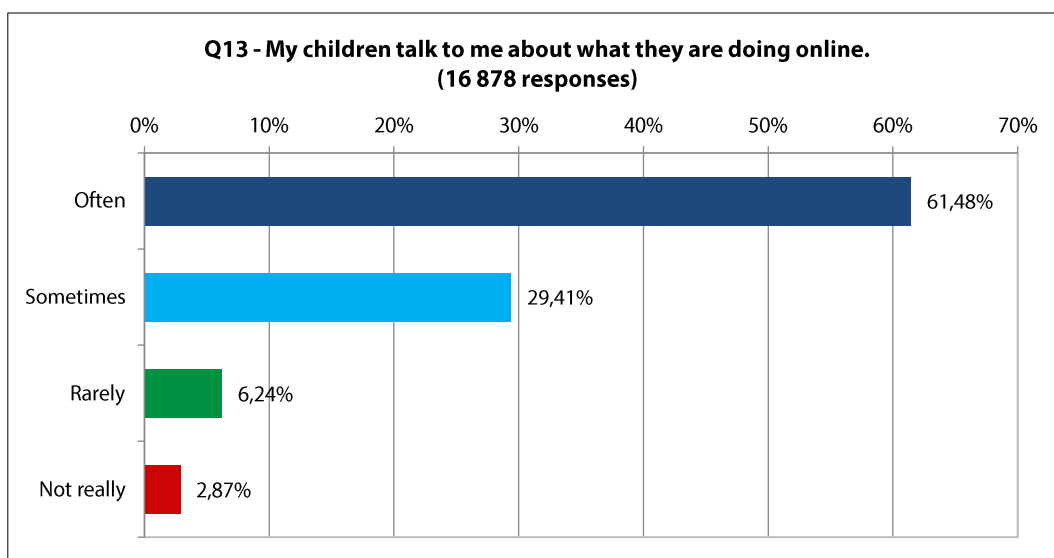
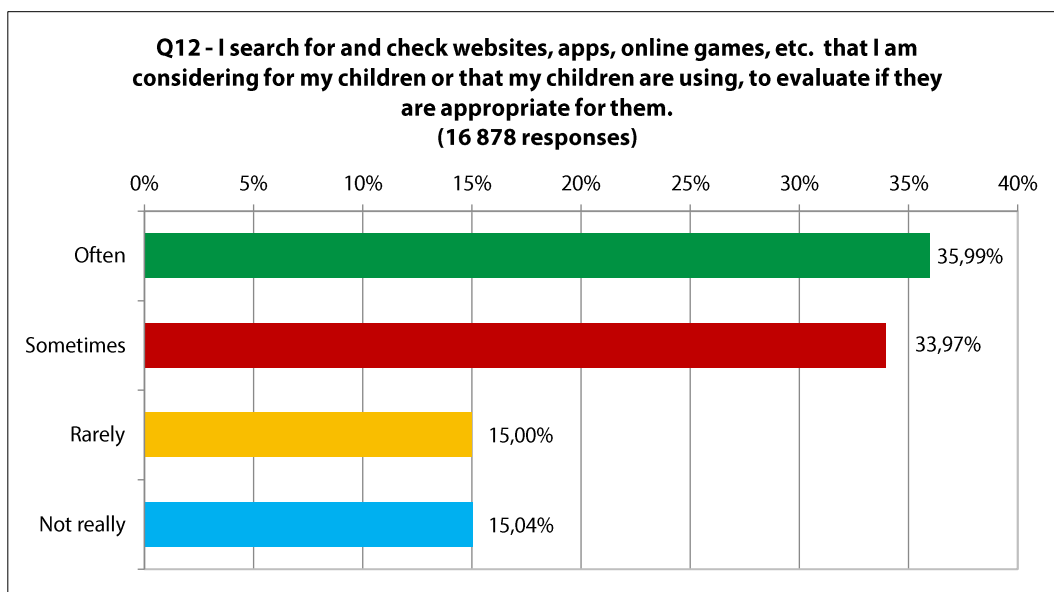


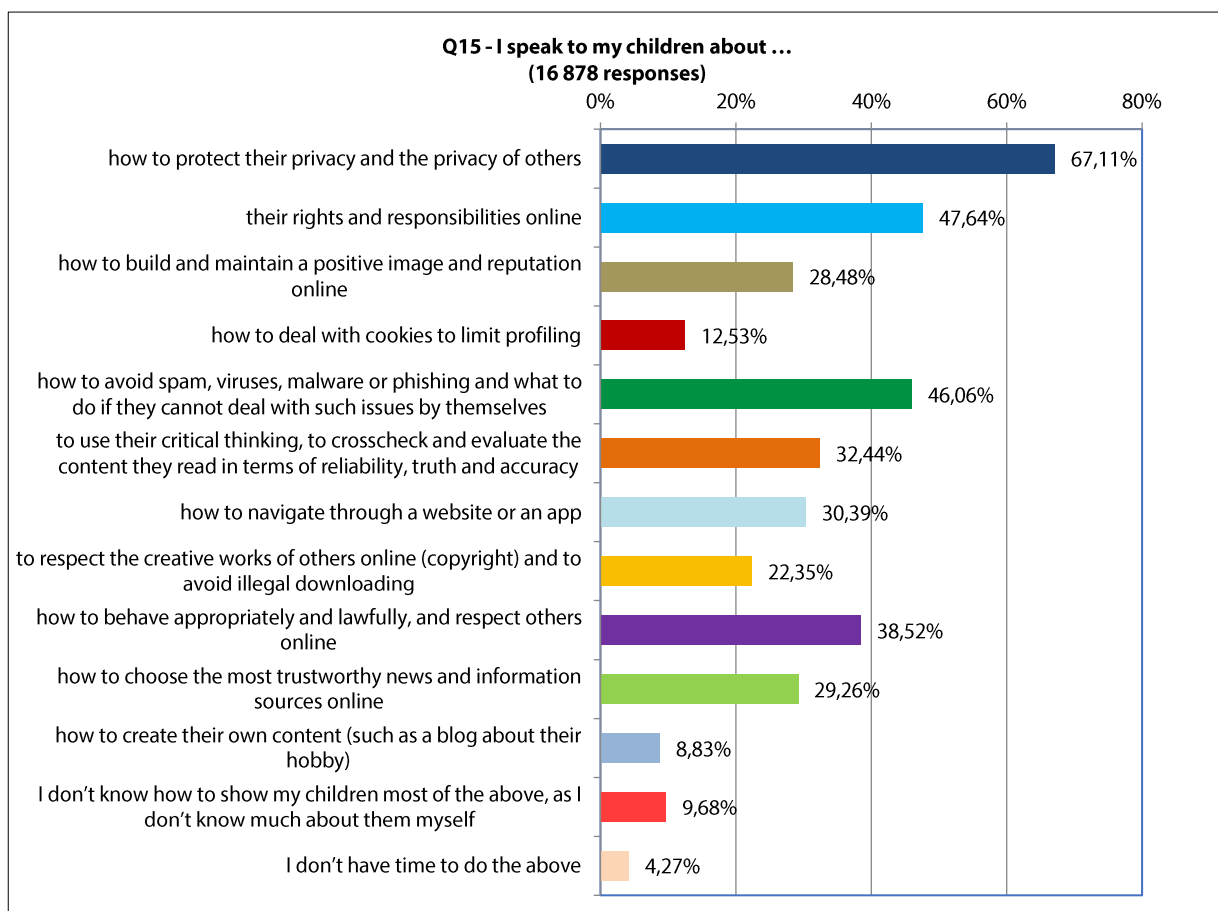
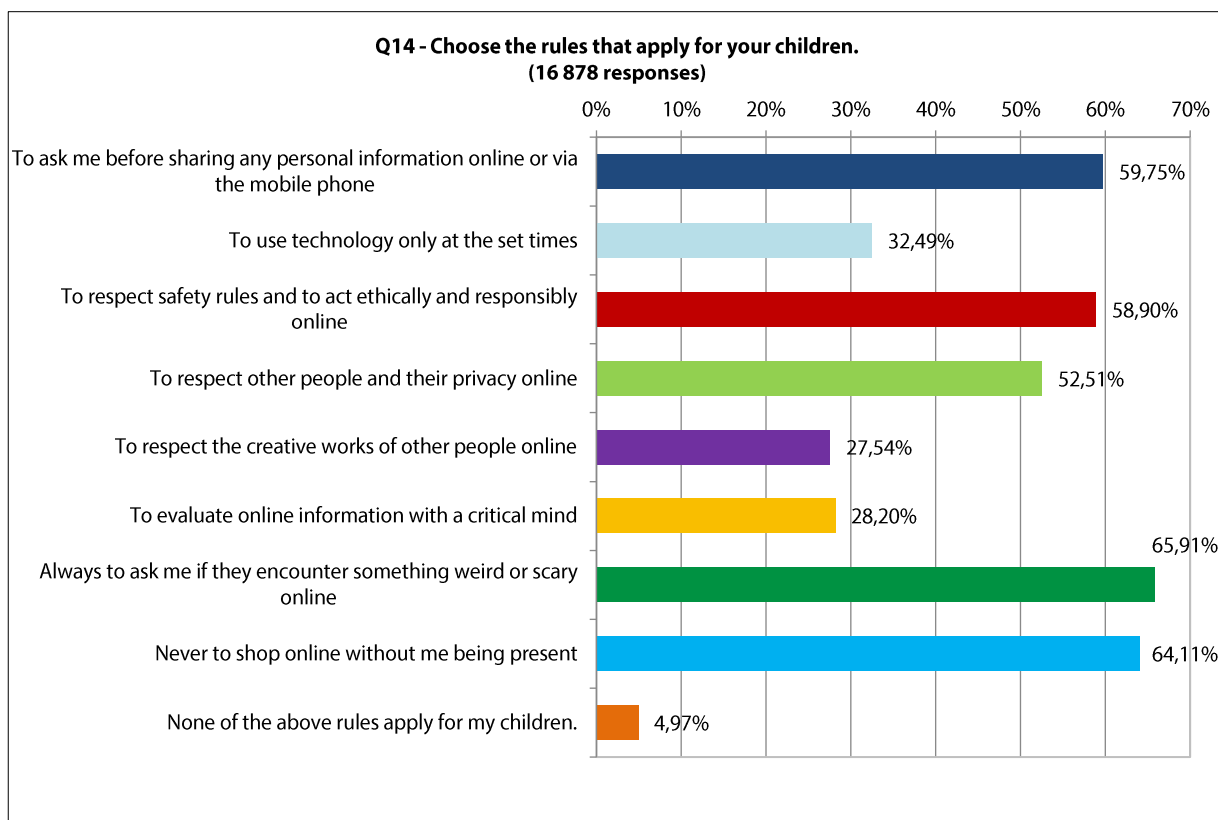
**Q7 - Many schools reacted to the crisis by using distance learning. What have your and your children's experiences with this been so far?**  
(19 075 responses)

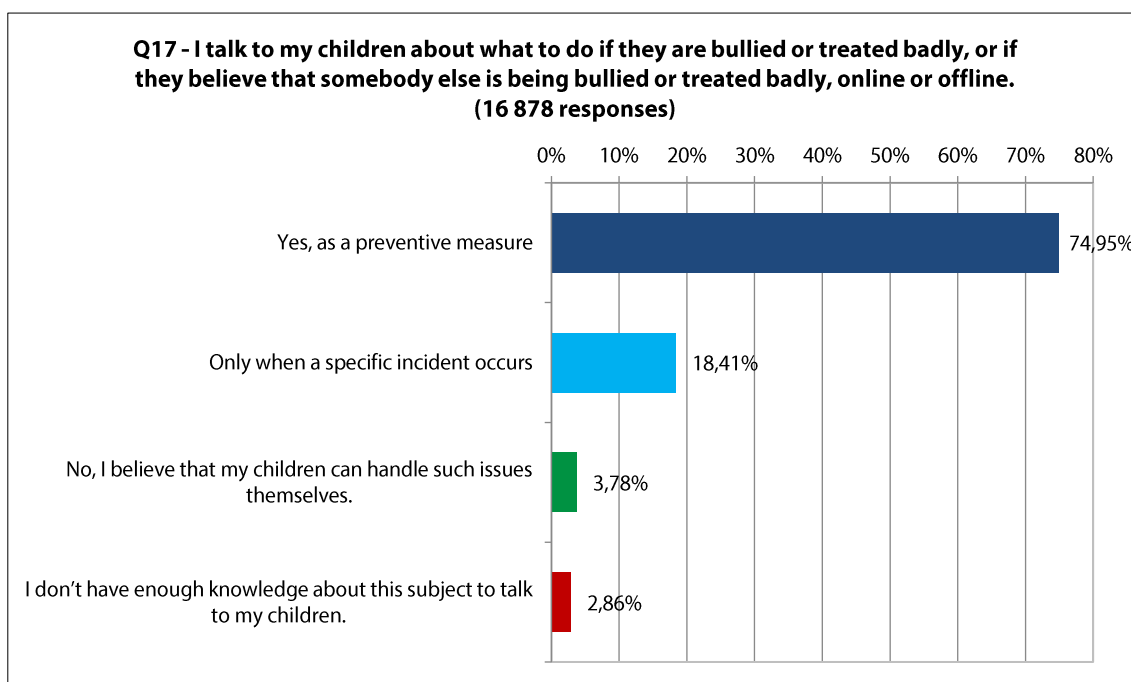
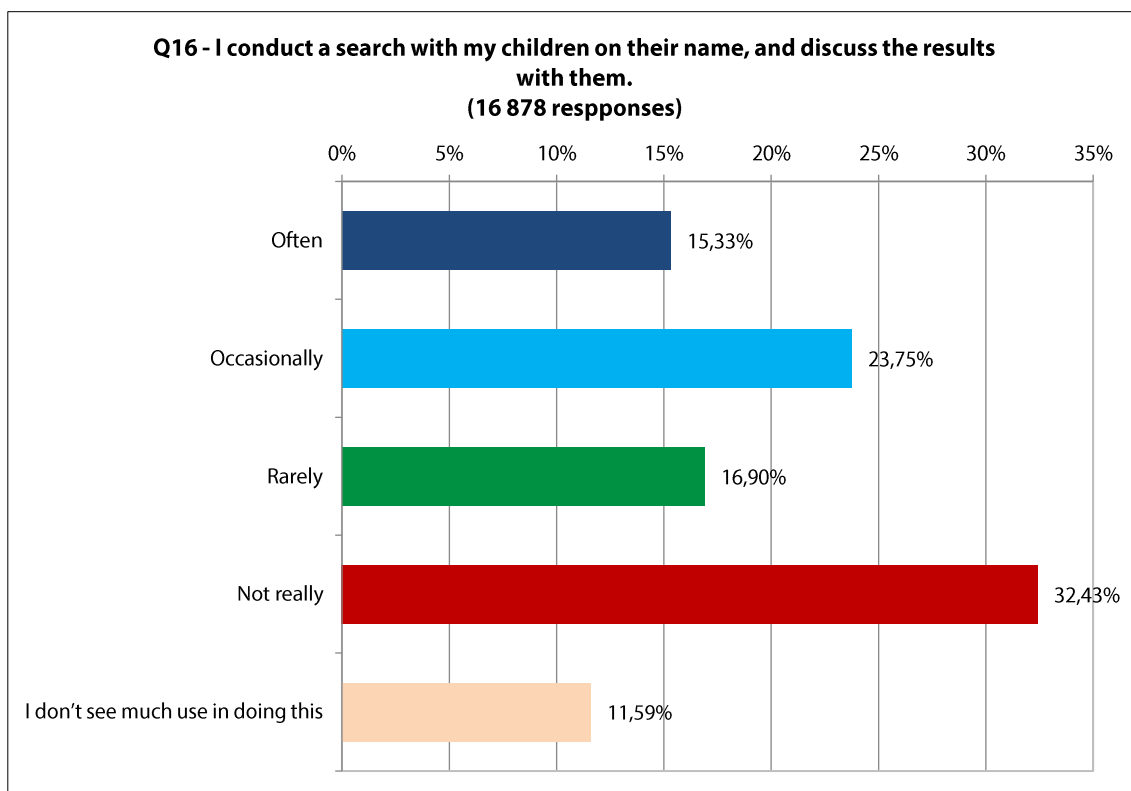






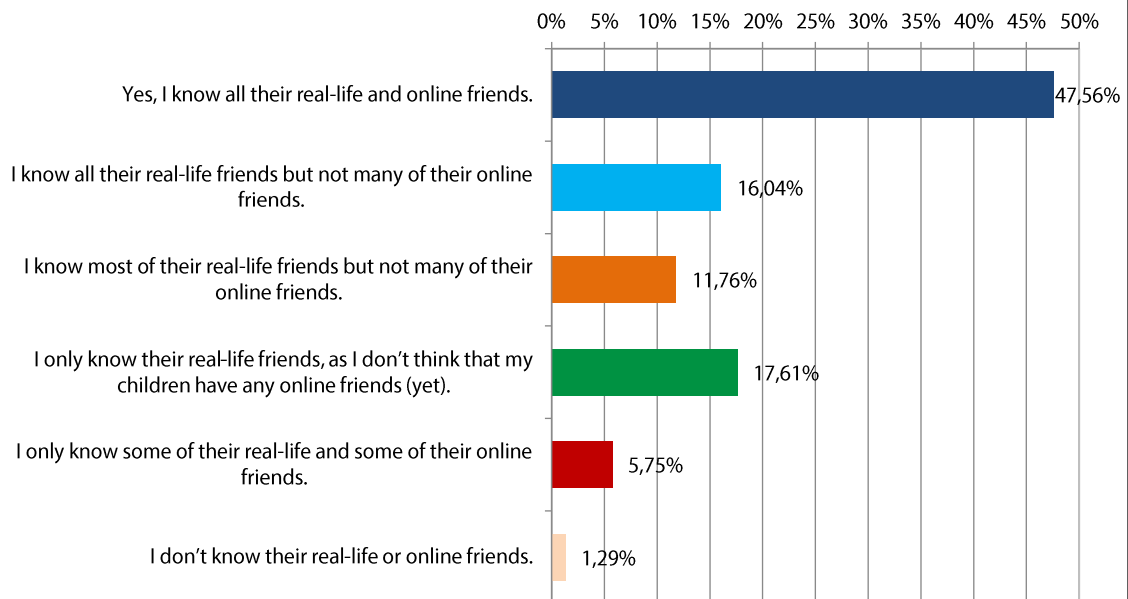




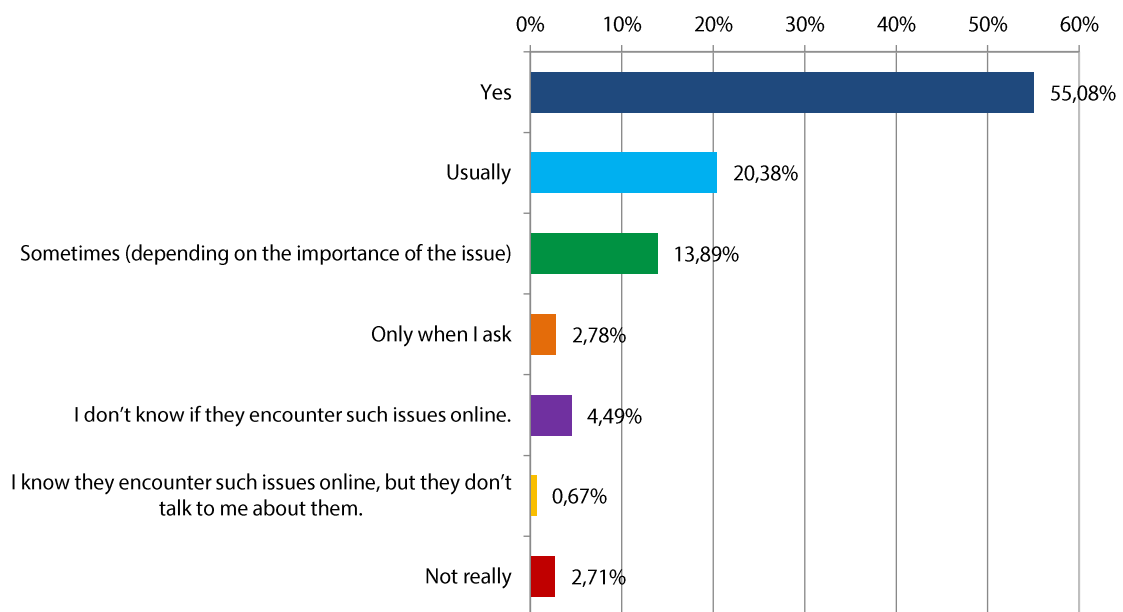


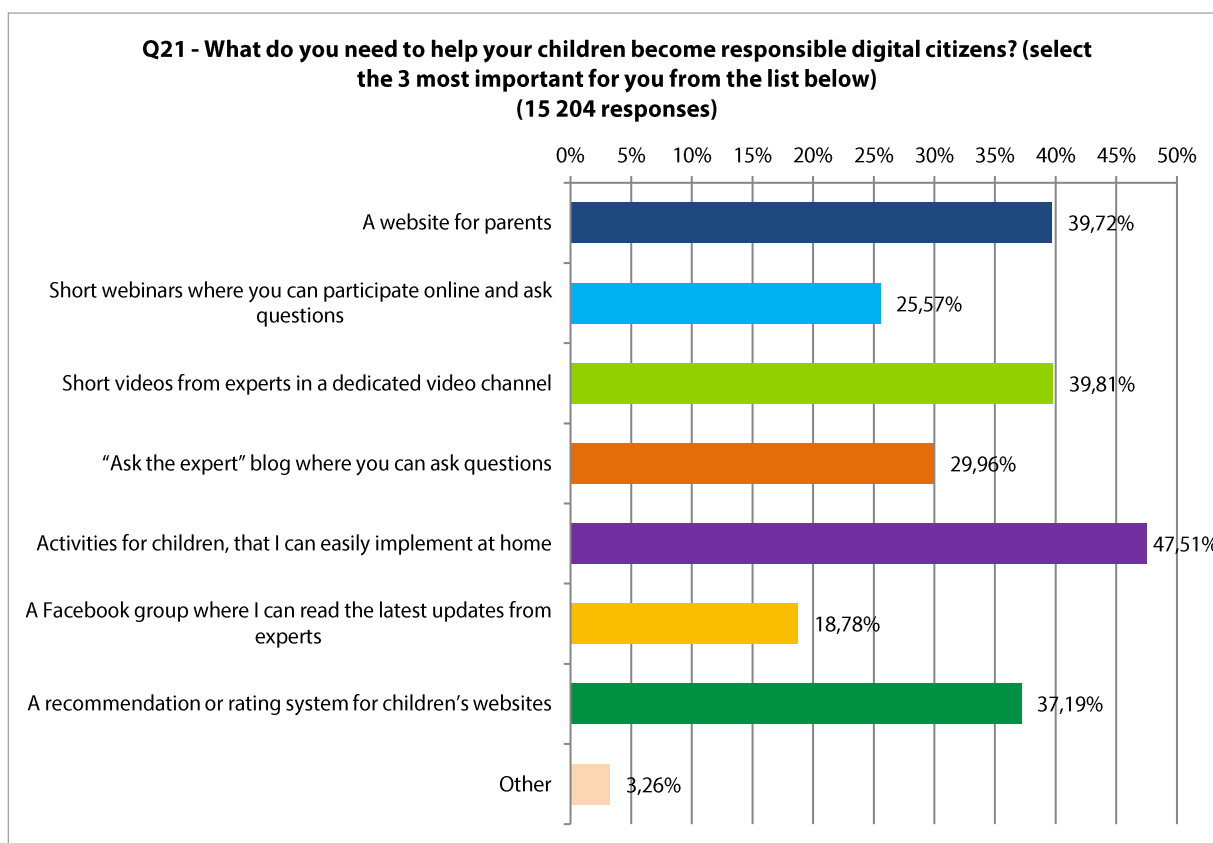
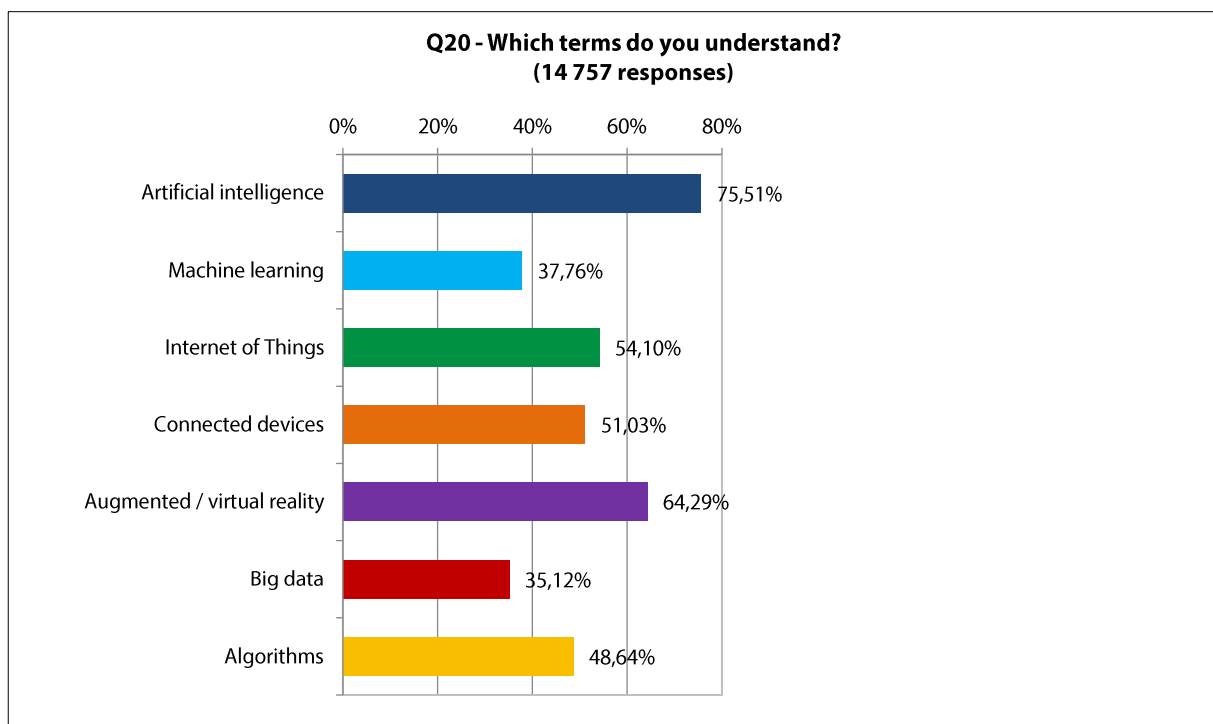


**Q18 - My children talk to me about their real-life and online friends.  
(16 878 responses)**

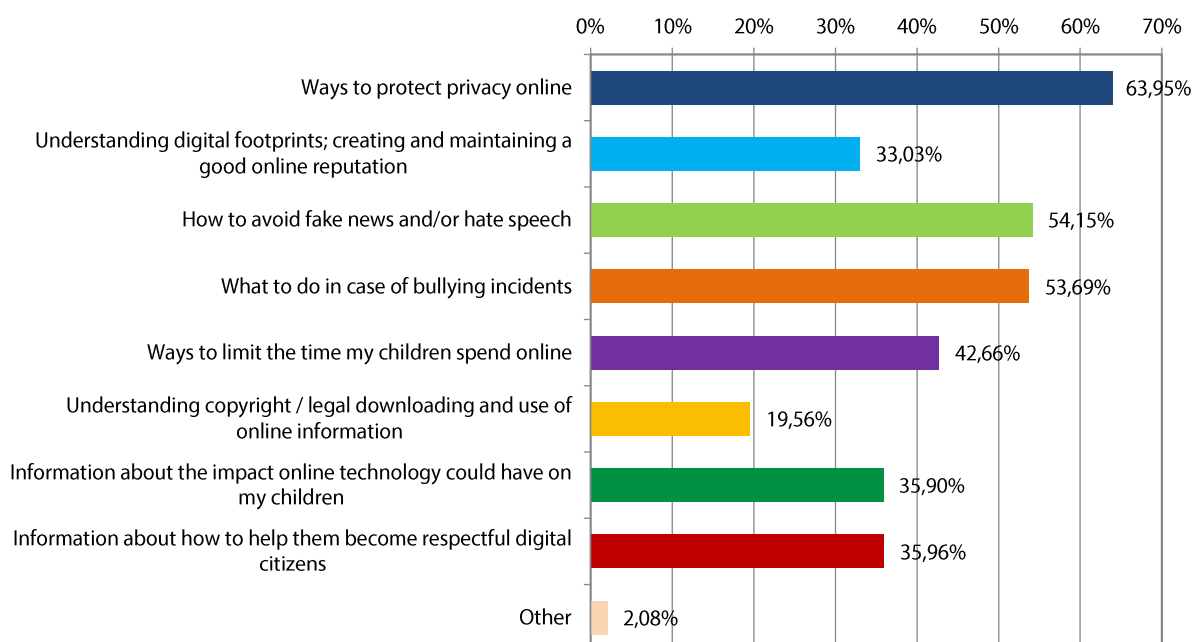


**Q19 - My children talk to me when they encounter something weird online, or if something bothers or scares them online.  
(16 878 responses)**

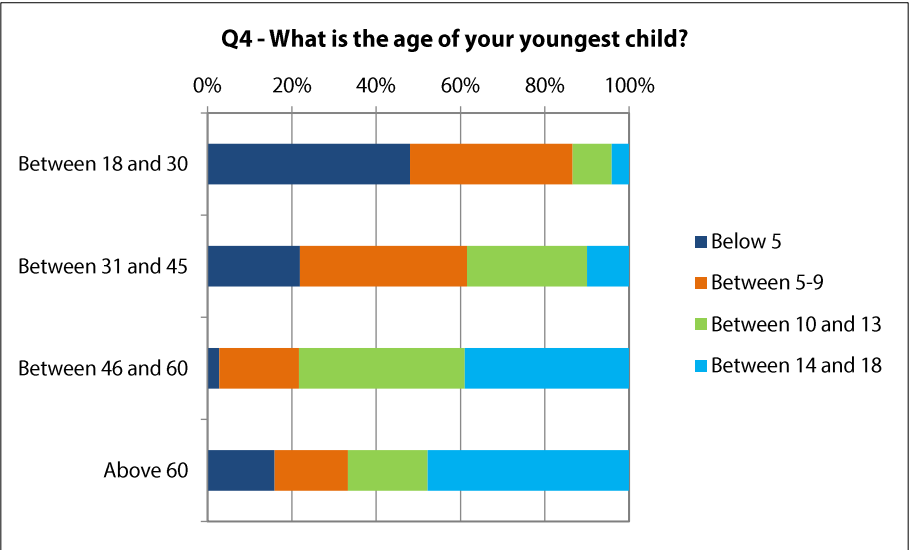
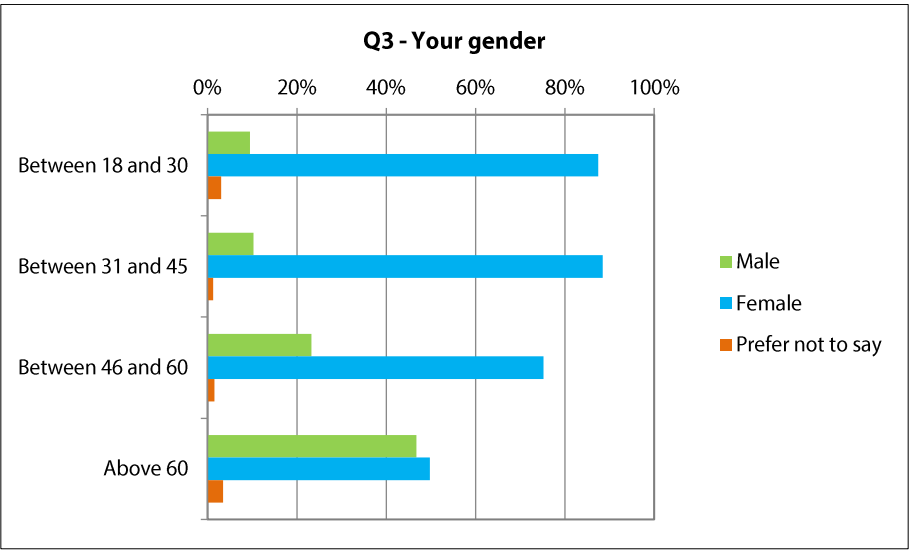


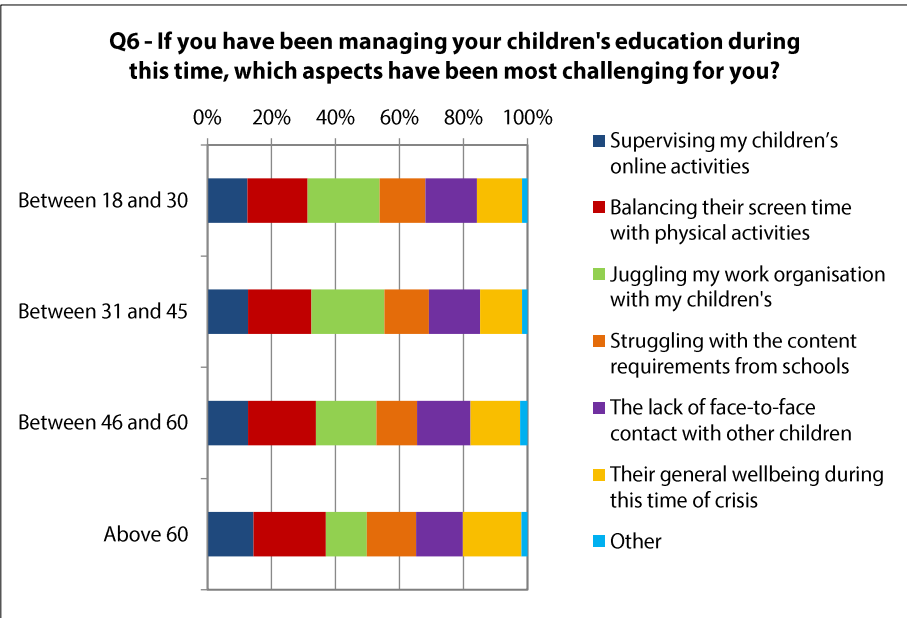
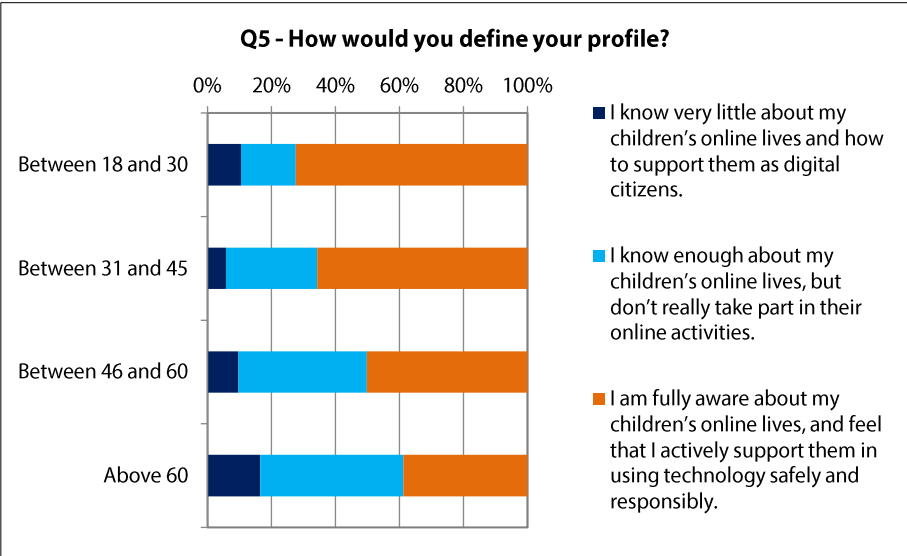


**Q22 - Please indicate the topics you would like to receive information on, to support your children with their online activities.**  
(14 980 responses)

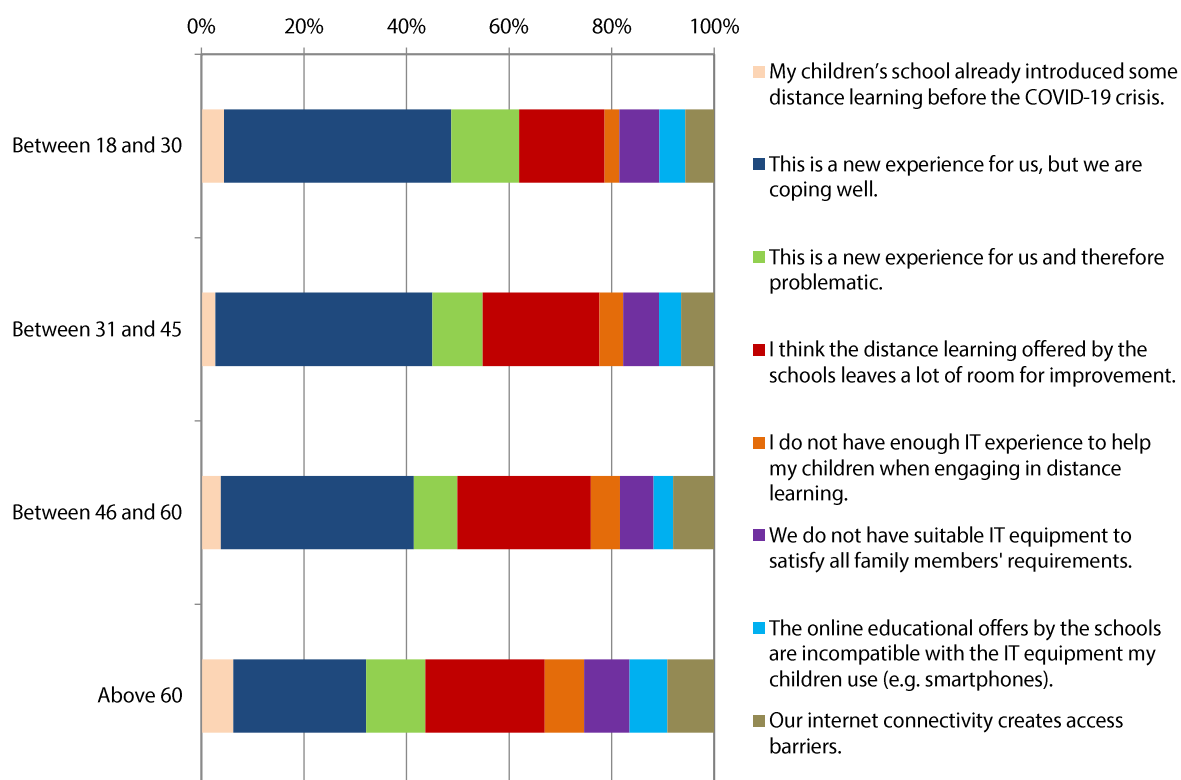


**APPENDIX IV – COMPARISON ACROSS RESPONDENTS’ AGE GROUPS**

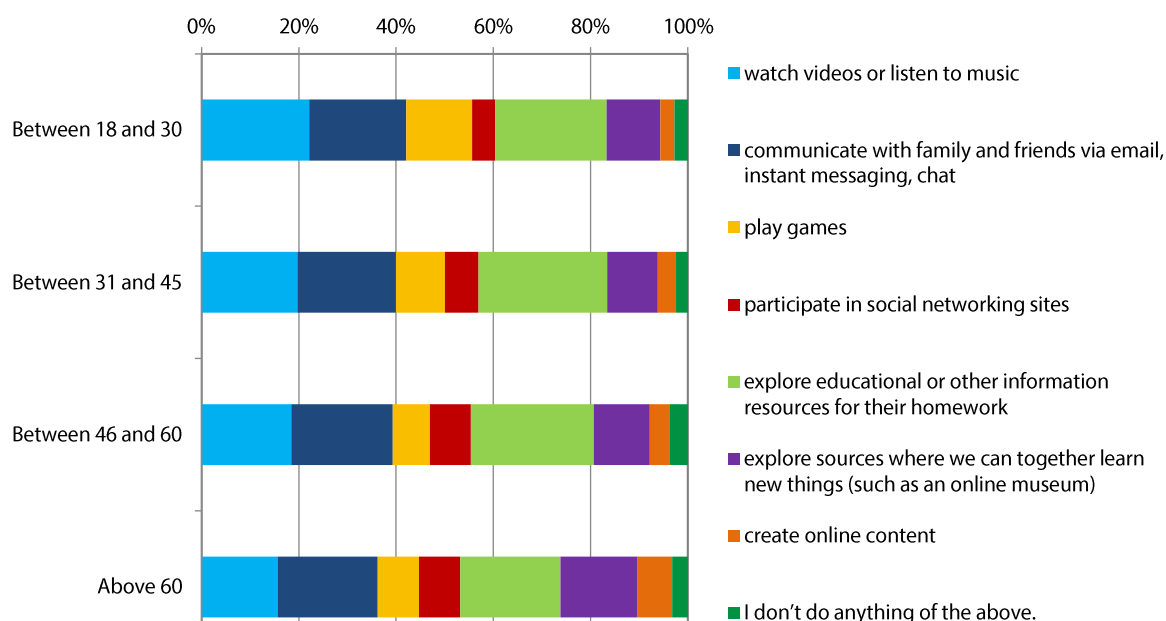




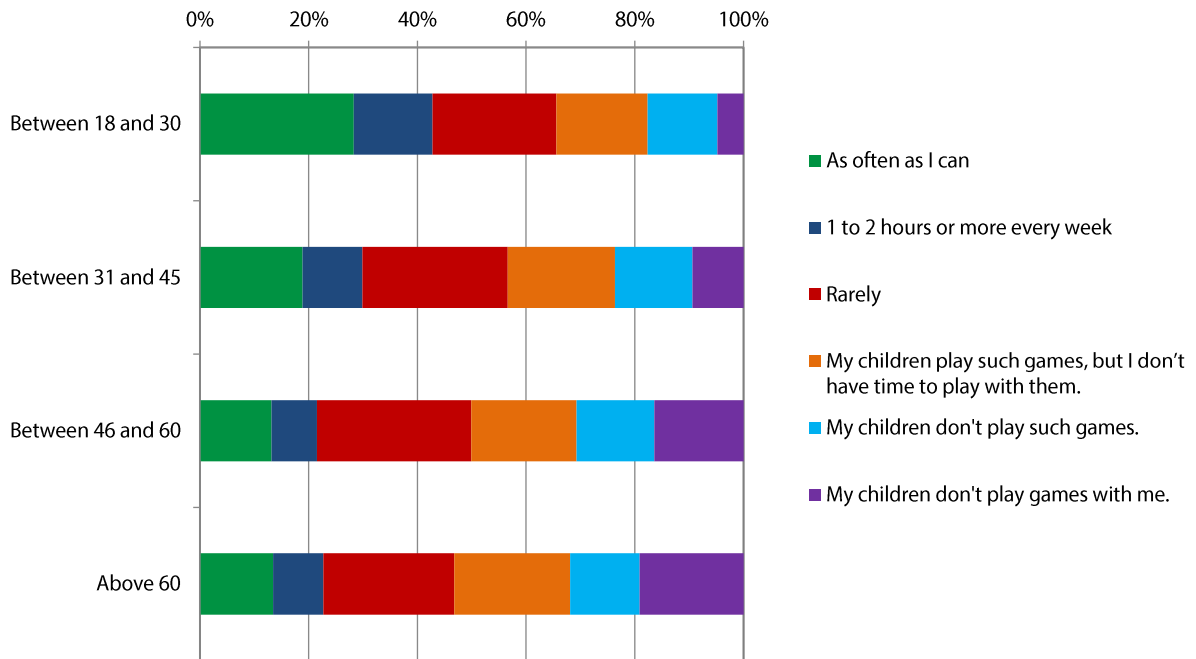
**Q7 - Many schools reacted to the crisis by using distance learning. What have your and your children's experiences with this been so far?**



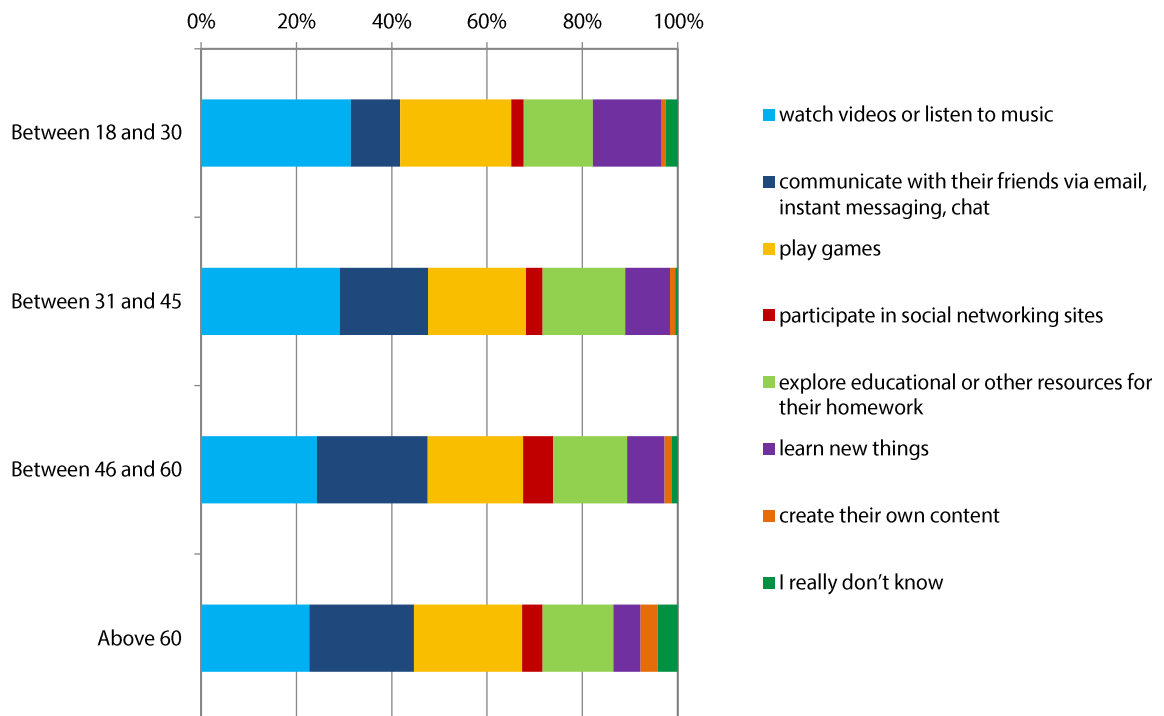
**Q8 - I spend time with my children online to...**



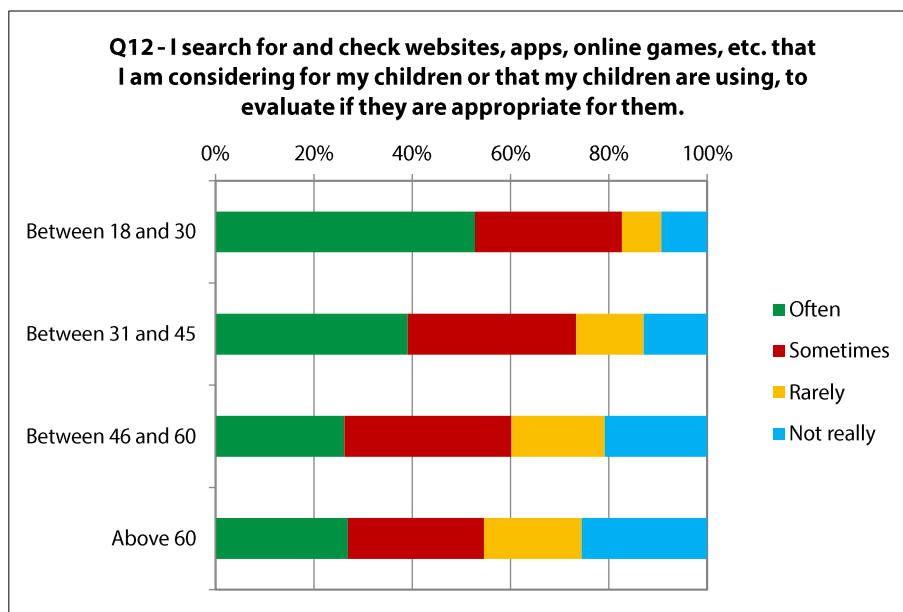
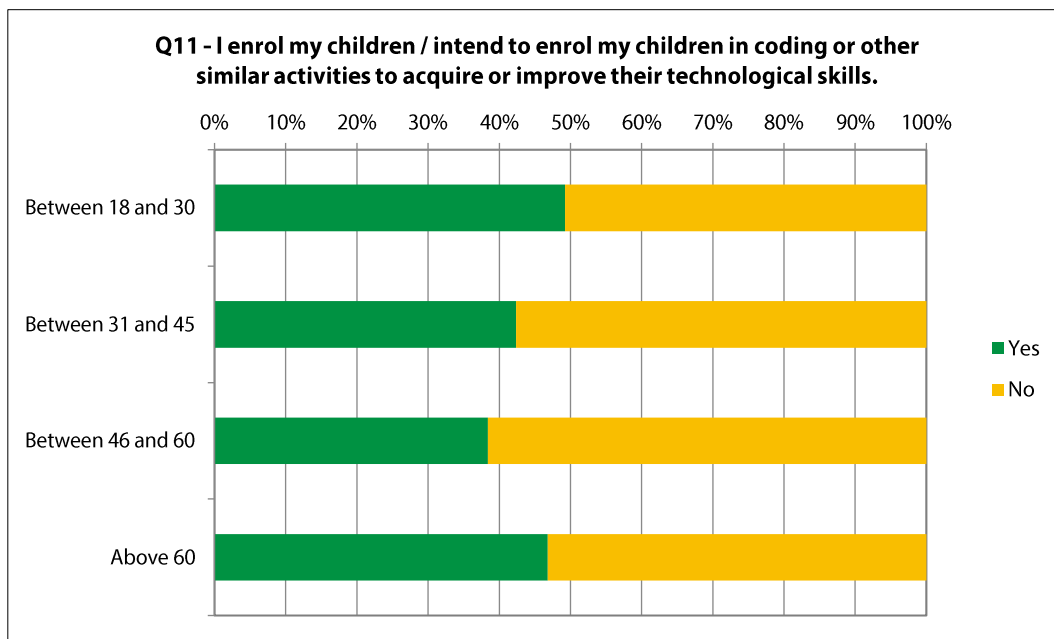
**Q9 - I play board and/or online games (such as Trivial Pursuit, Crosswords, Monopoly, Minecraft, Lego) together with my children to trigger their creativity, imagination, participation and critical thinking skills.**



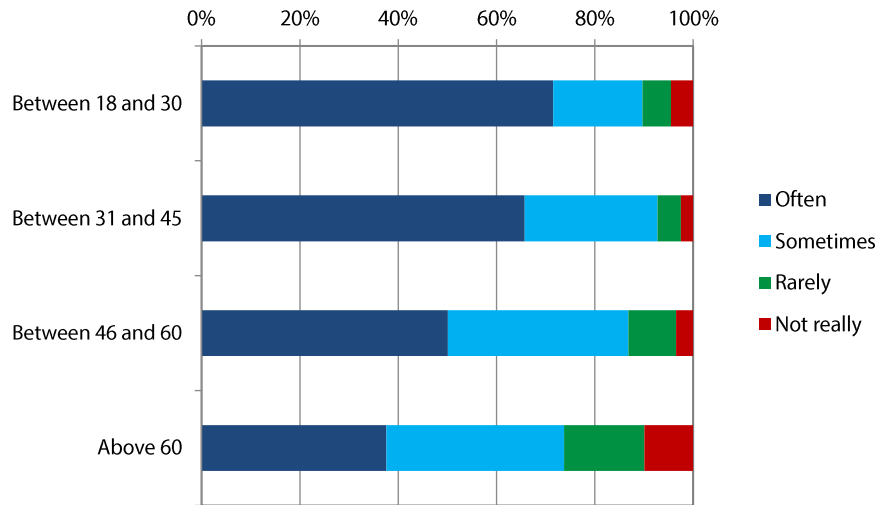
**Q10 - My children mainly use the Internet to...**



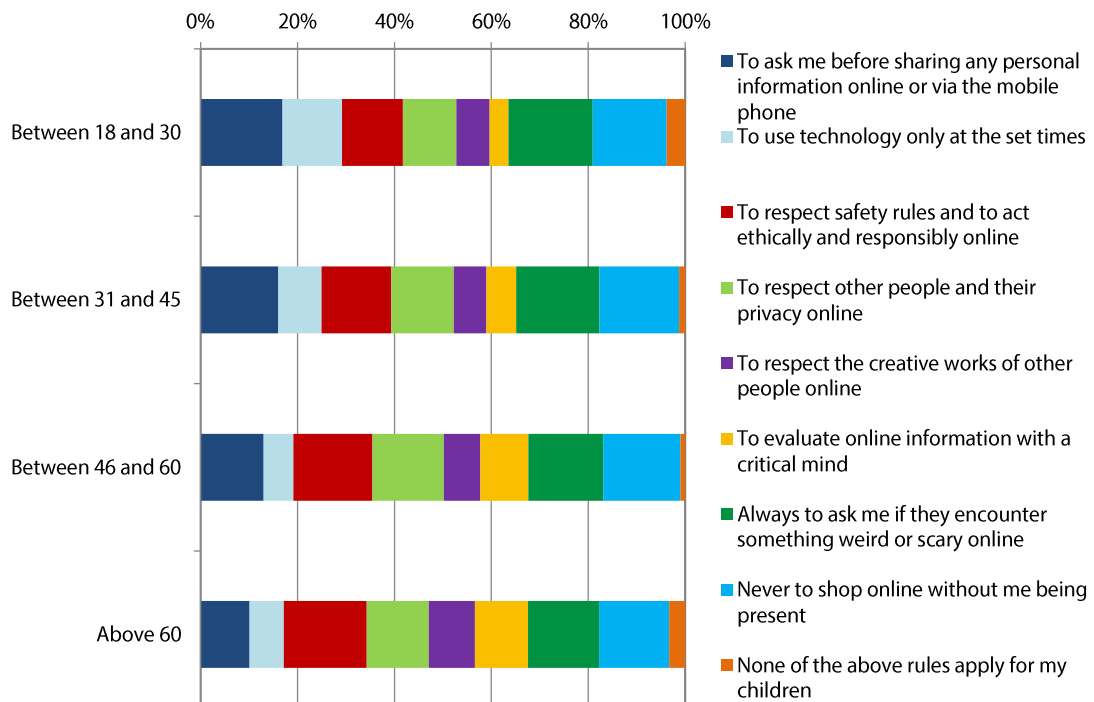


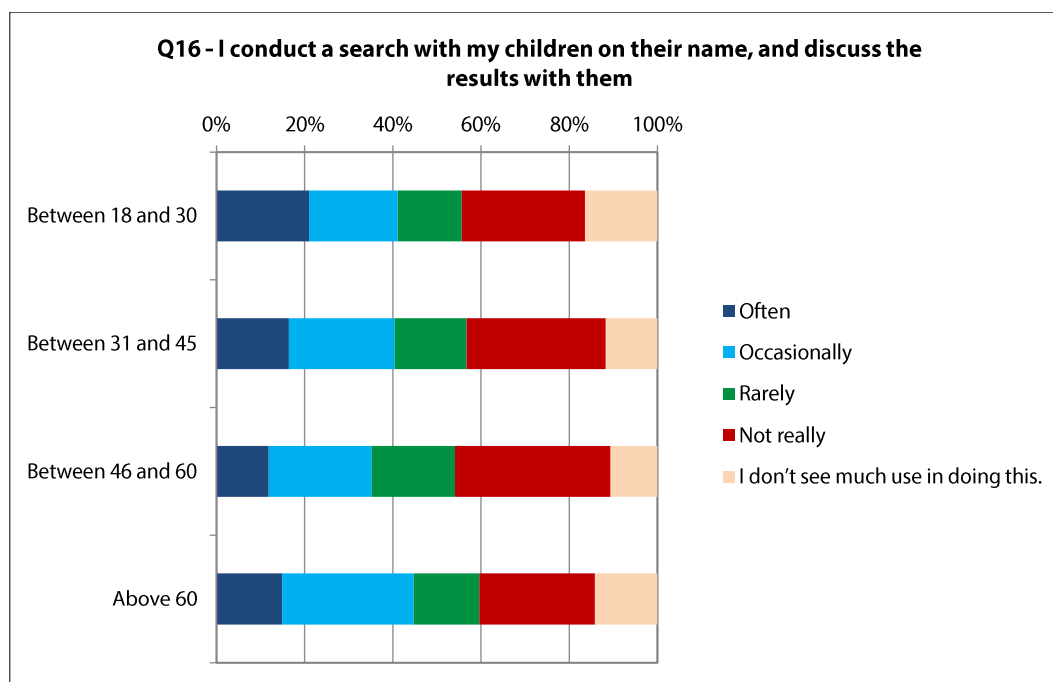
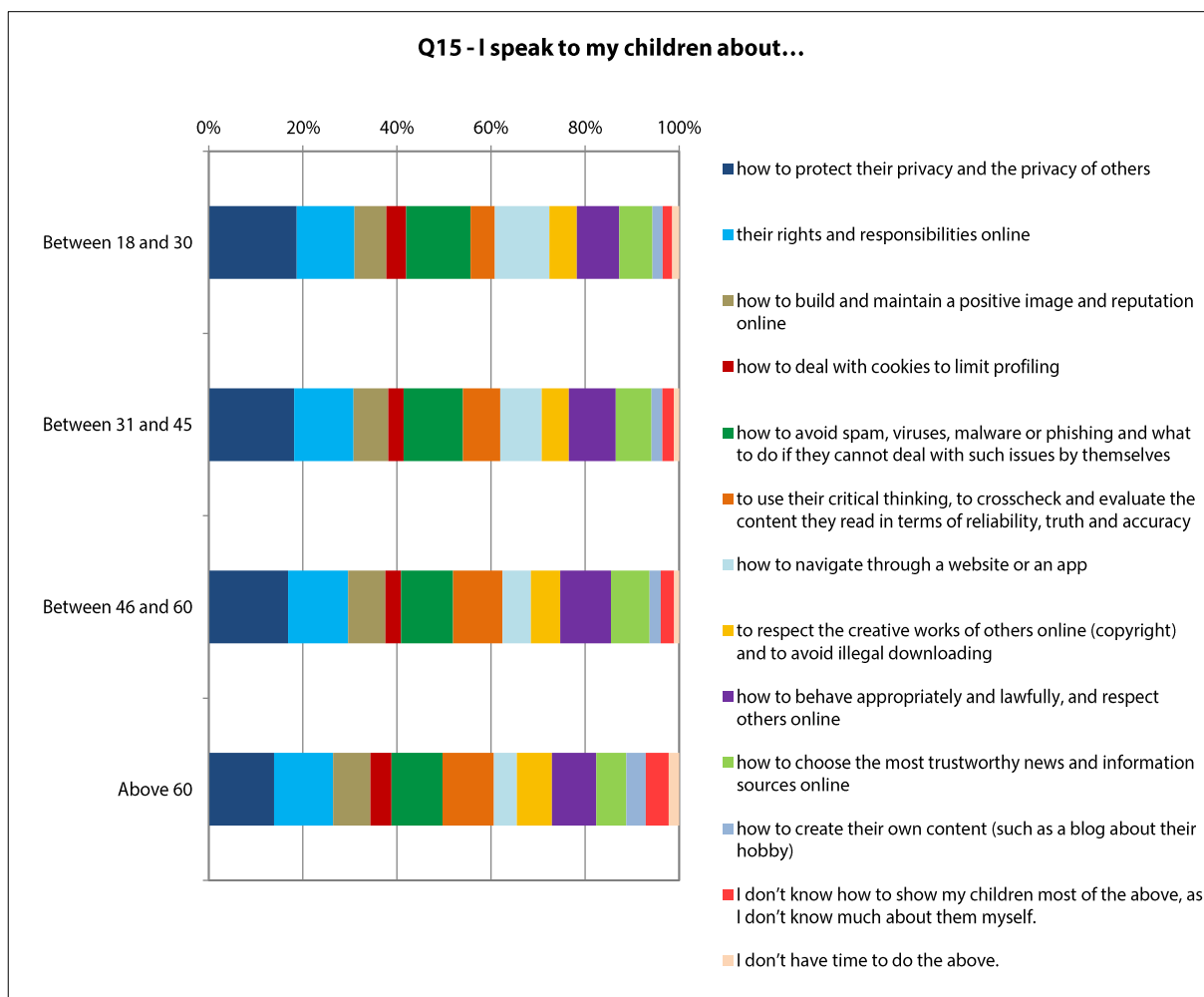


**Q13 - My children talk to me about what they are doing online.**

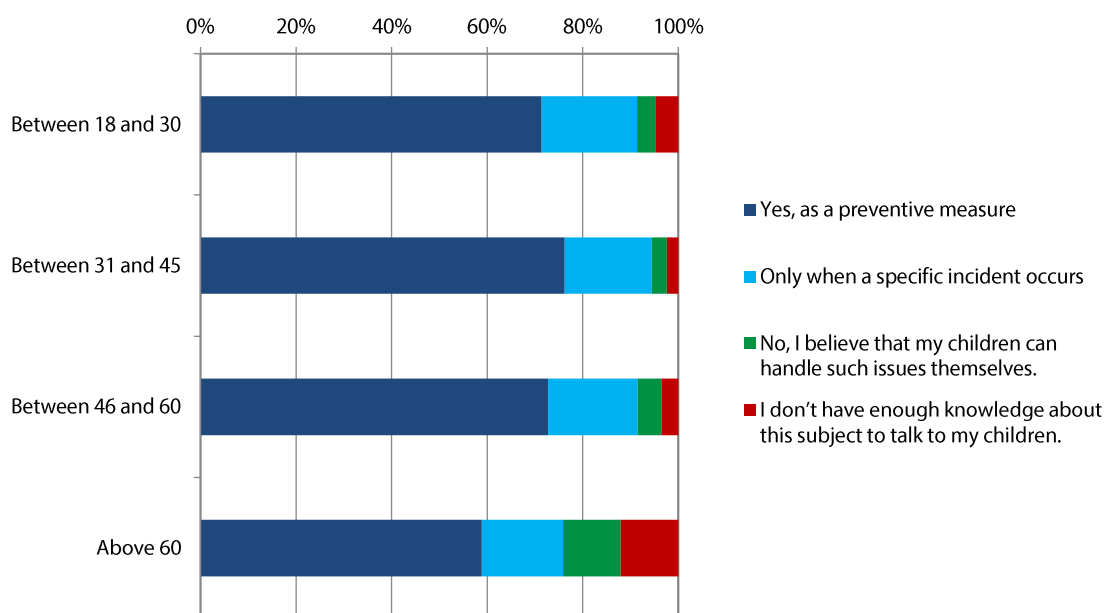


**Q14 - Choose the rules that apply for your children.**

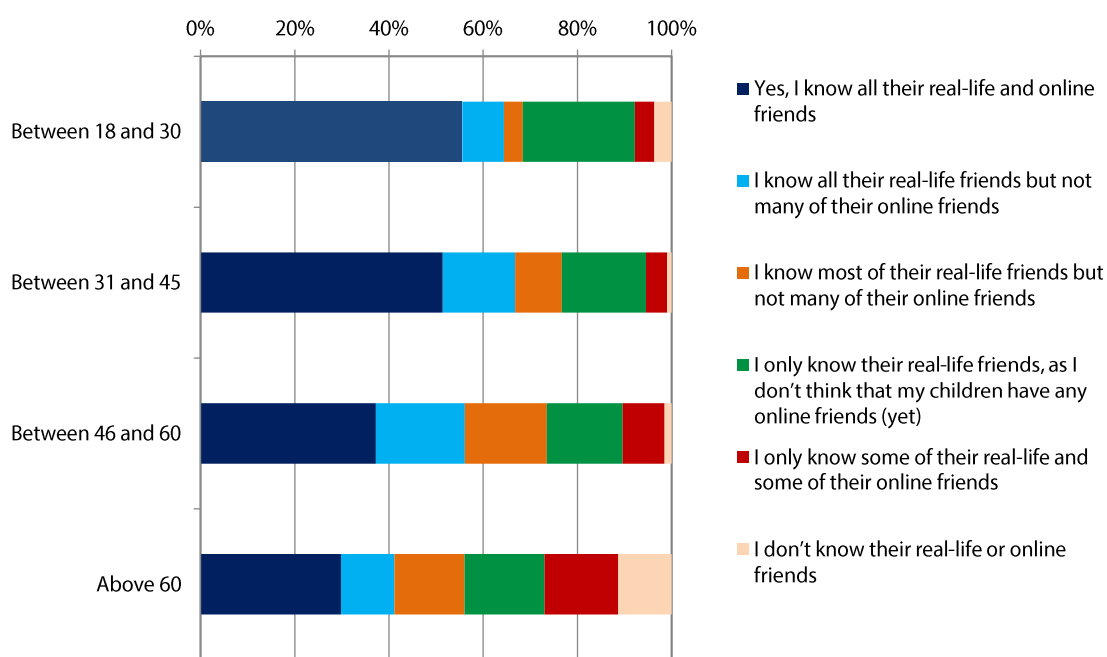


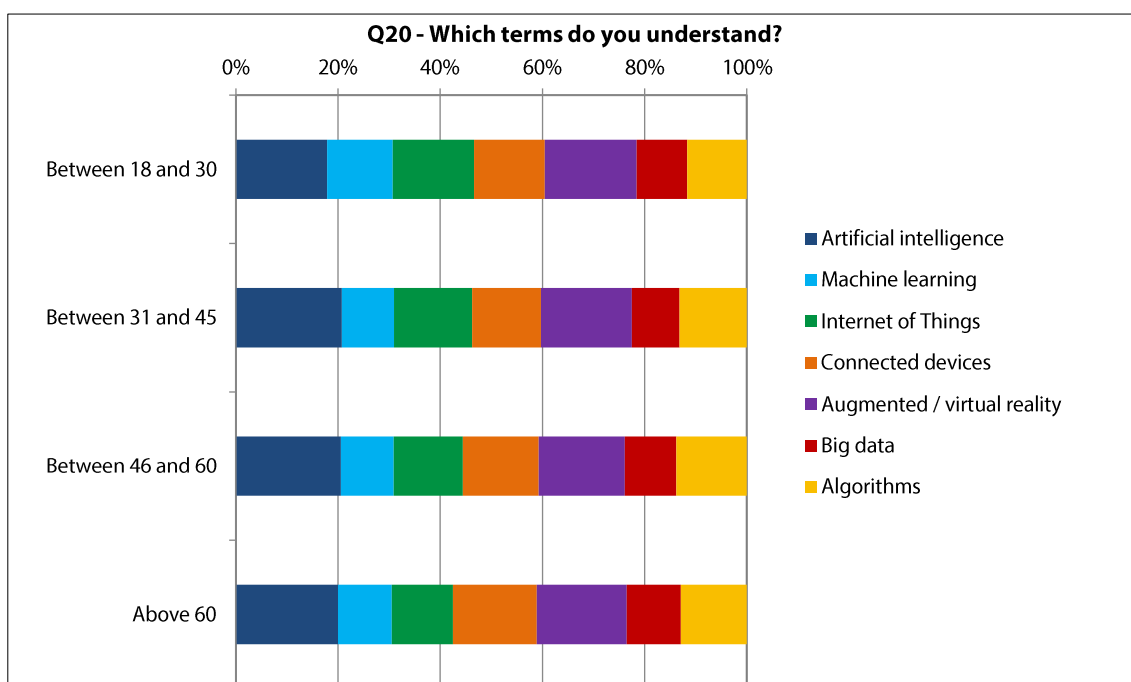
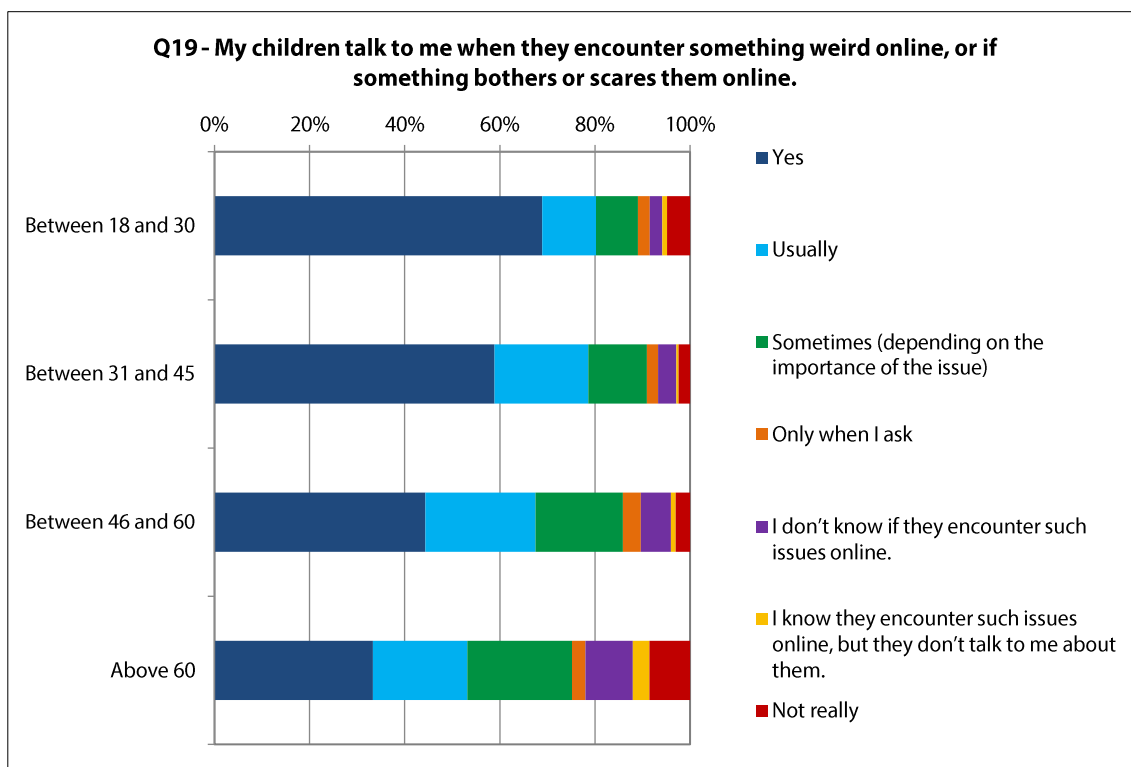


**Q17 - I talk to my children about what to do if they are bullied or treated badly, or if they believe that somebody else is being bullied or treated badly, online or offline.**

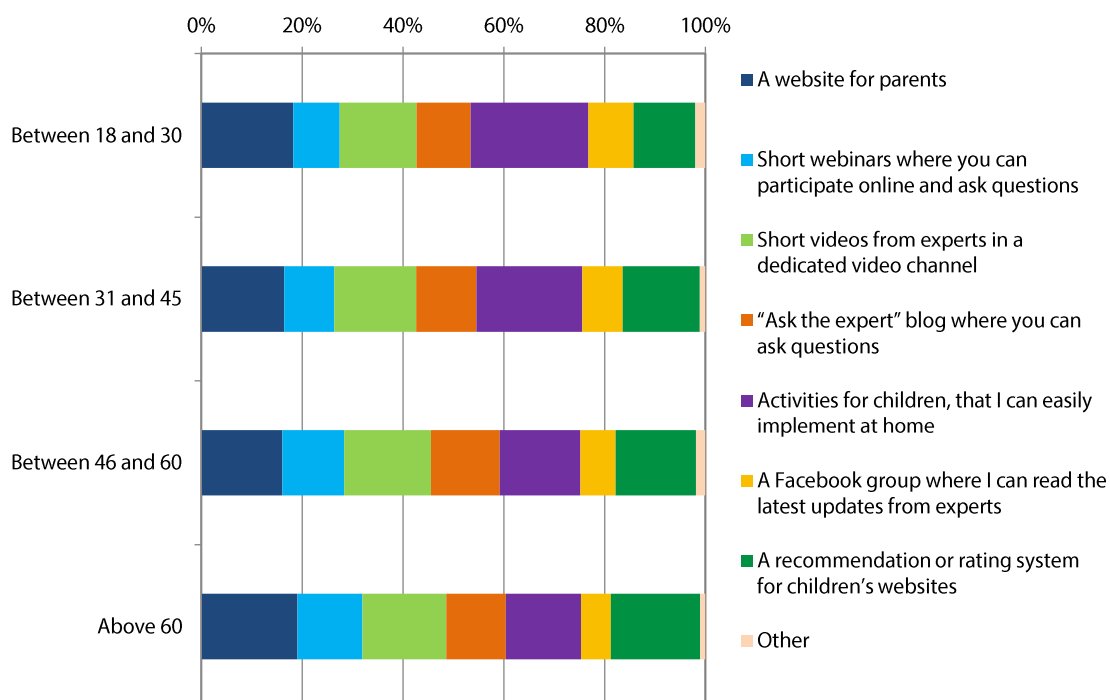


**Q18 - My children talk to me about their real-life and online friends**

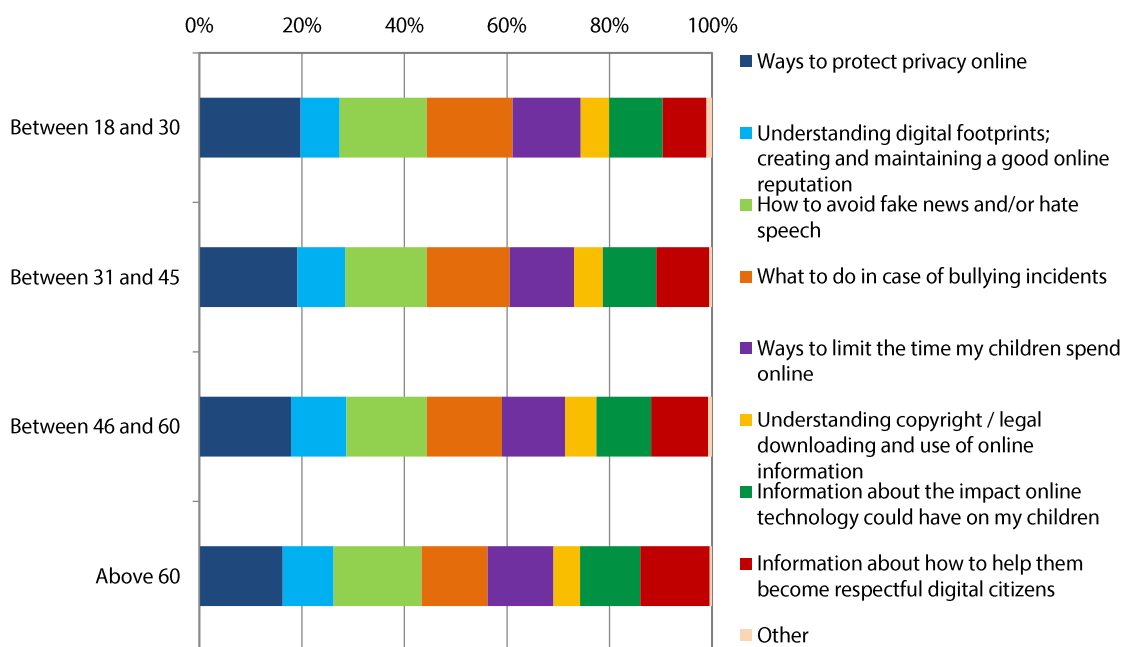




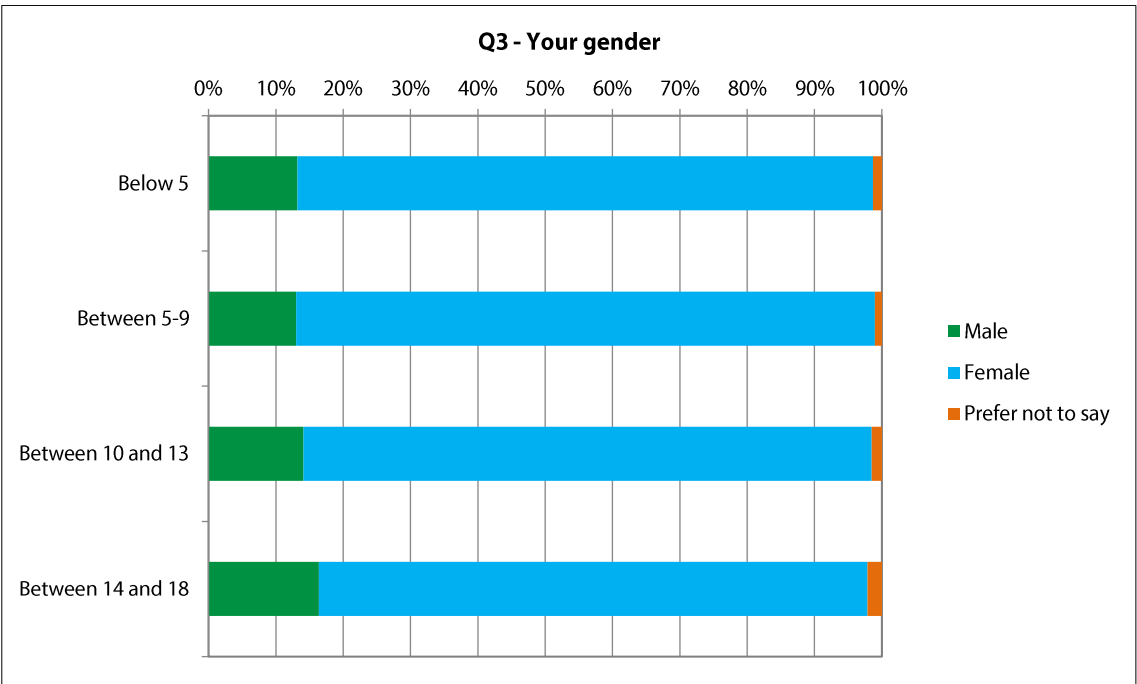
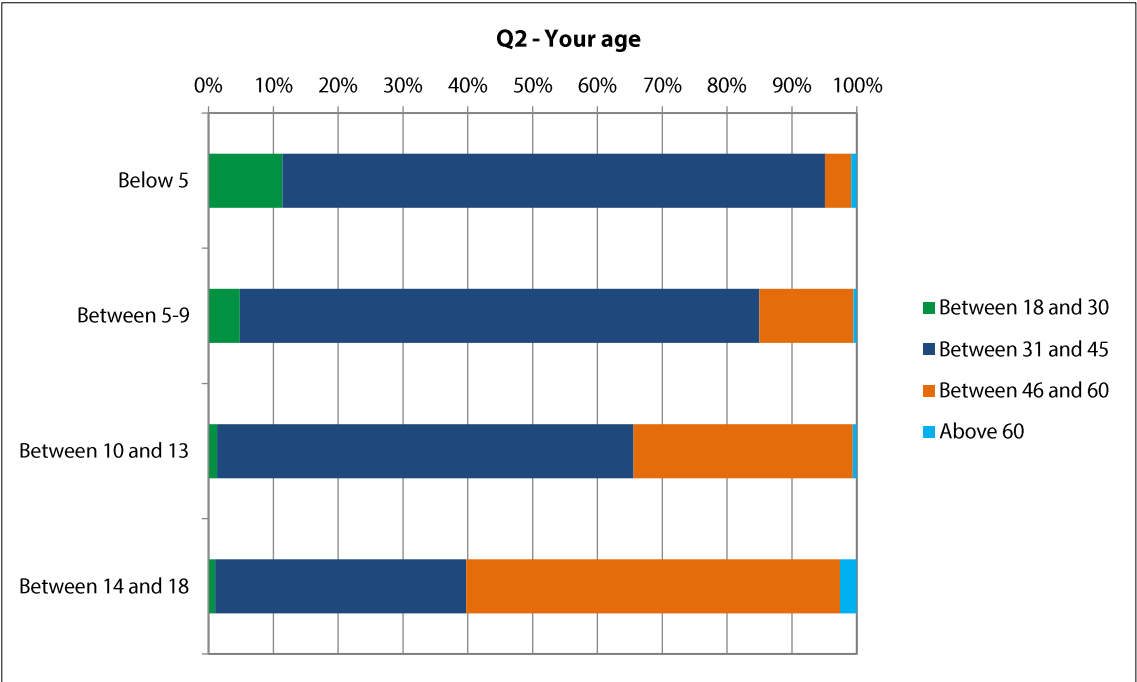
**Q21 - What do you need to help your children become responsible digital citizens?  
(select the 3 most important for you from the list below)**

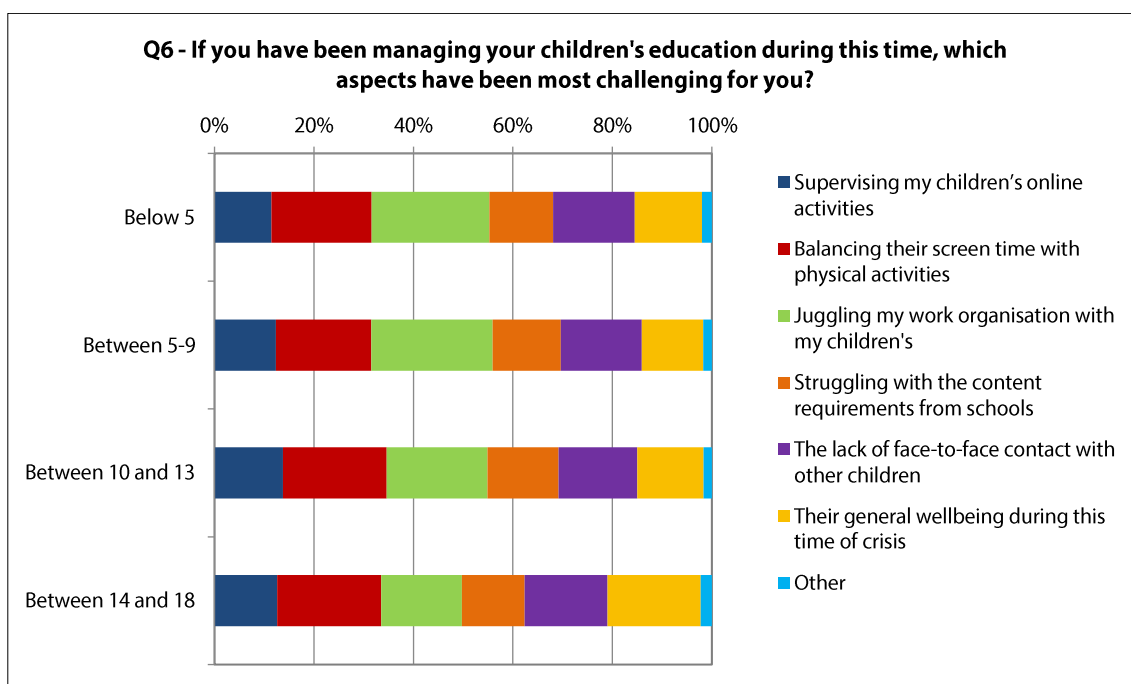
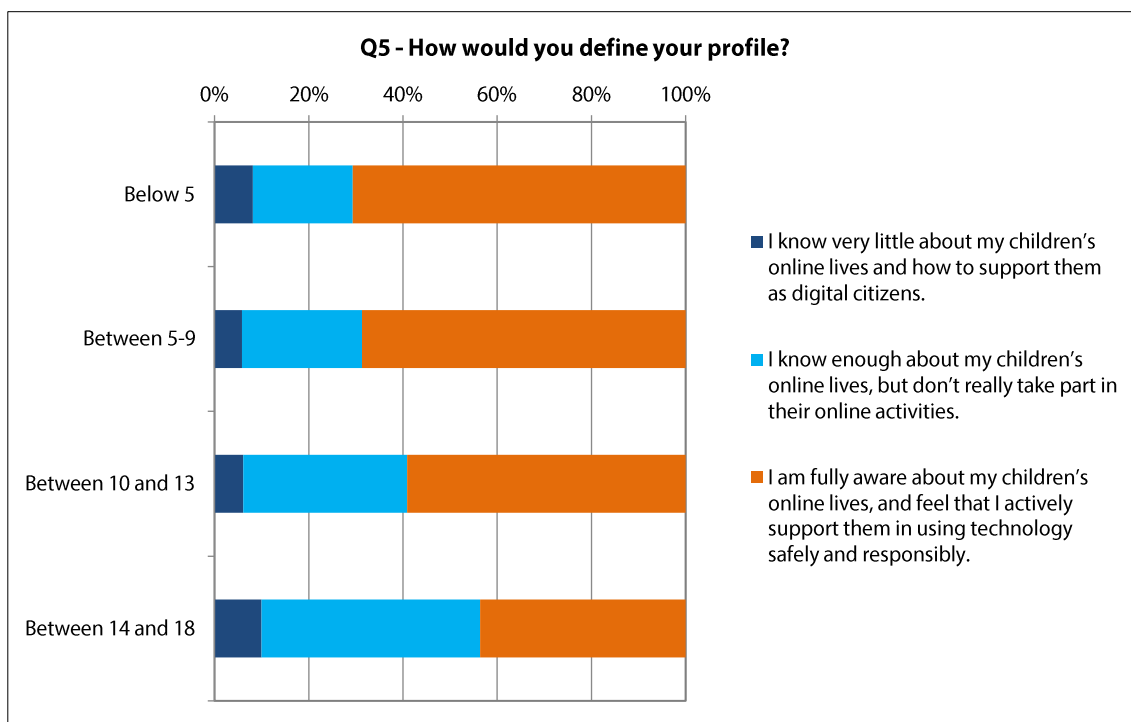


**Q22 - Please indicate the topics you would like to receive information on, to support your children with their online activities.**



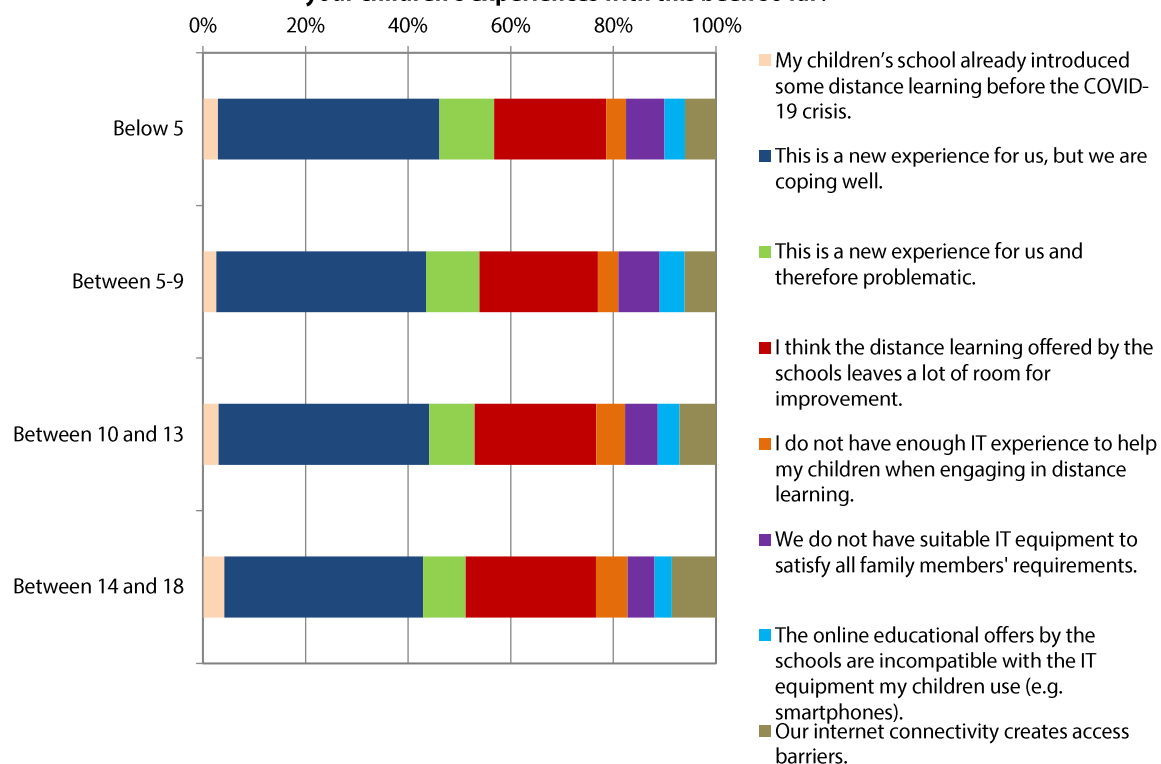
**APPENDIX V – COMPARISON ACROSS CHILDREN’S AGE GROUPS**



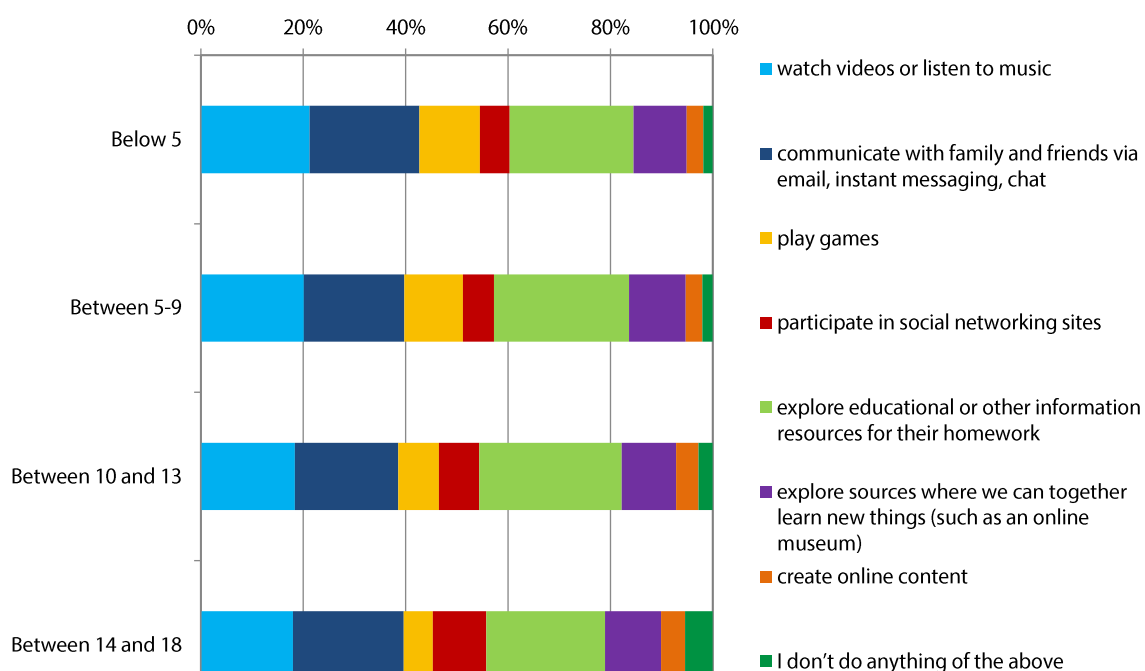




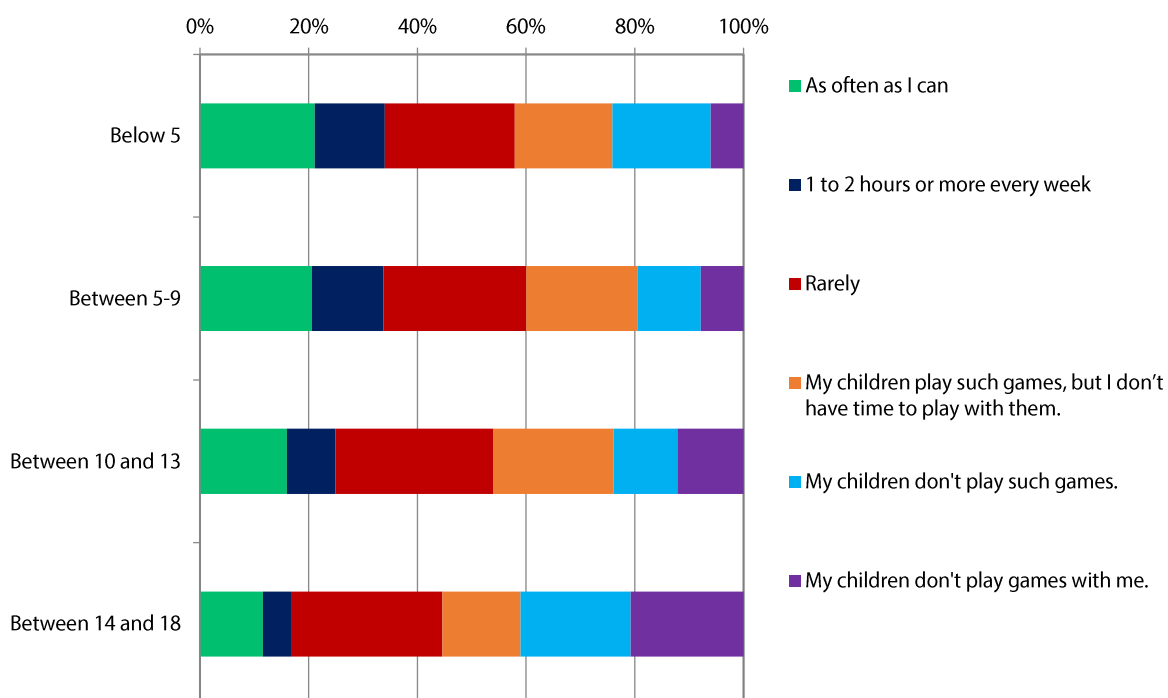
**Q7 - Many schools reacted to the crisis by using distance learning. What have your and your children's experiences with this been so far?**



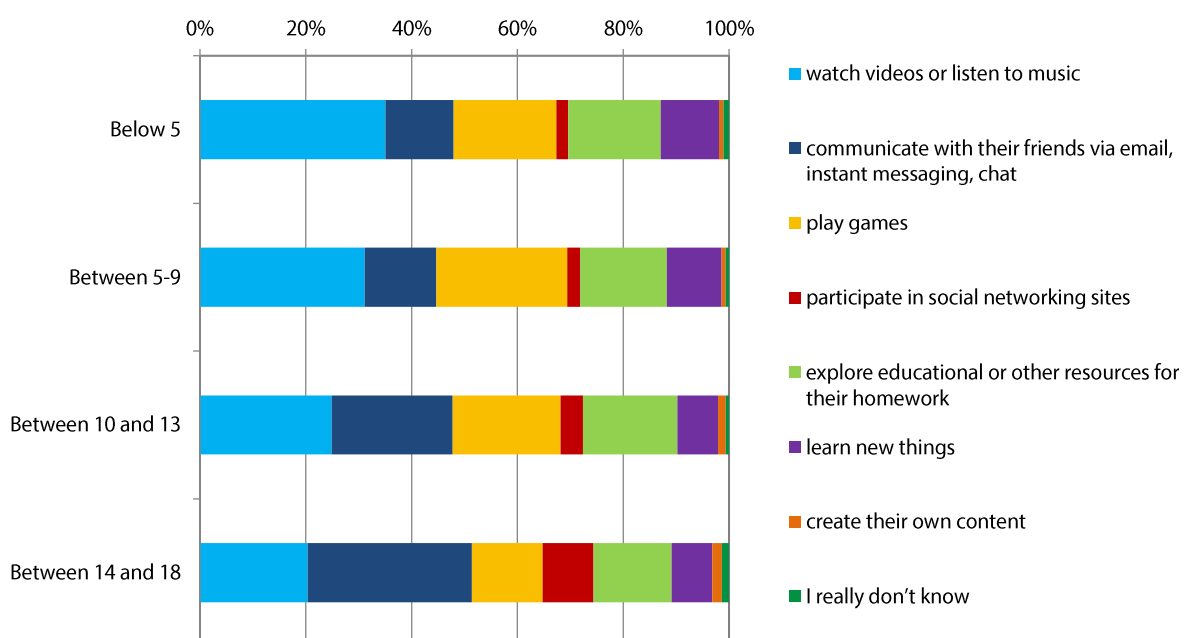
**Q8 - I spend time with my children online to ...**

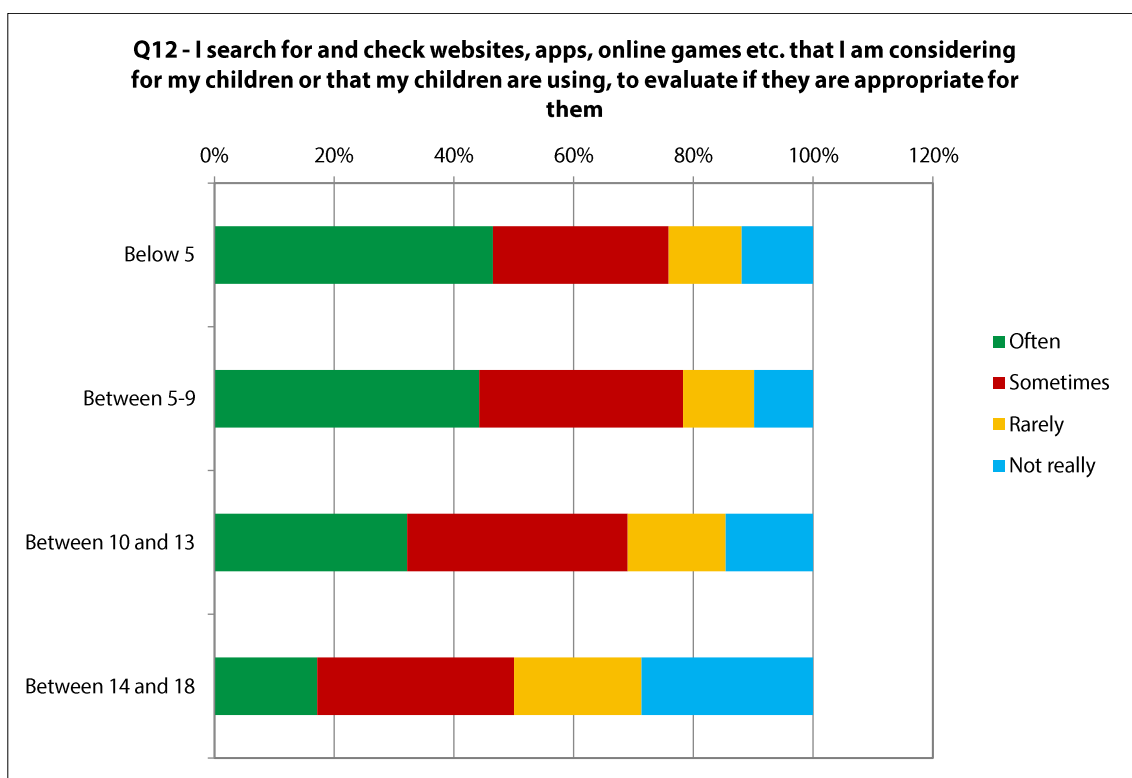
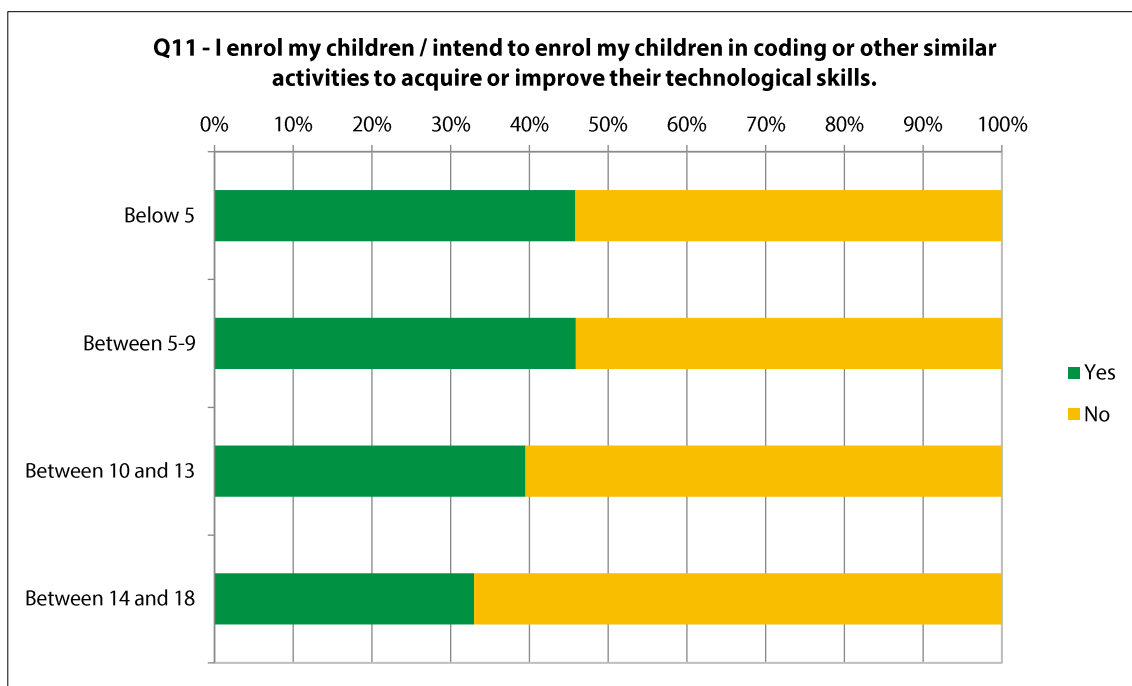


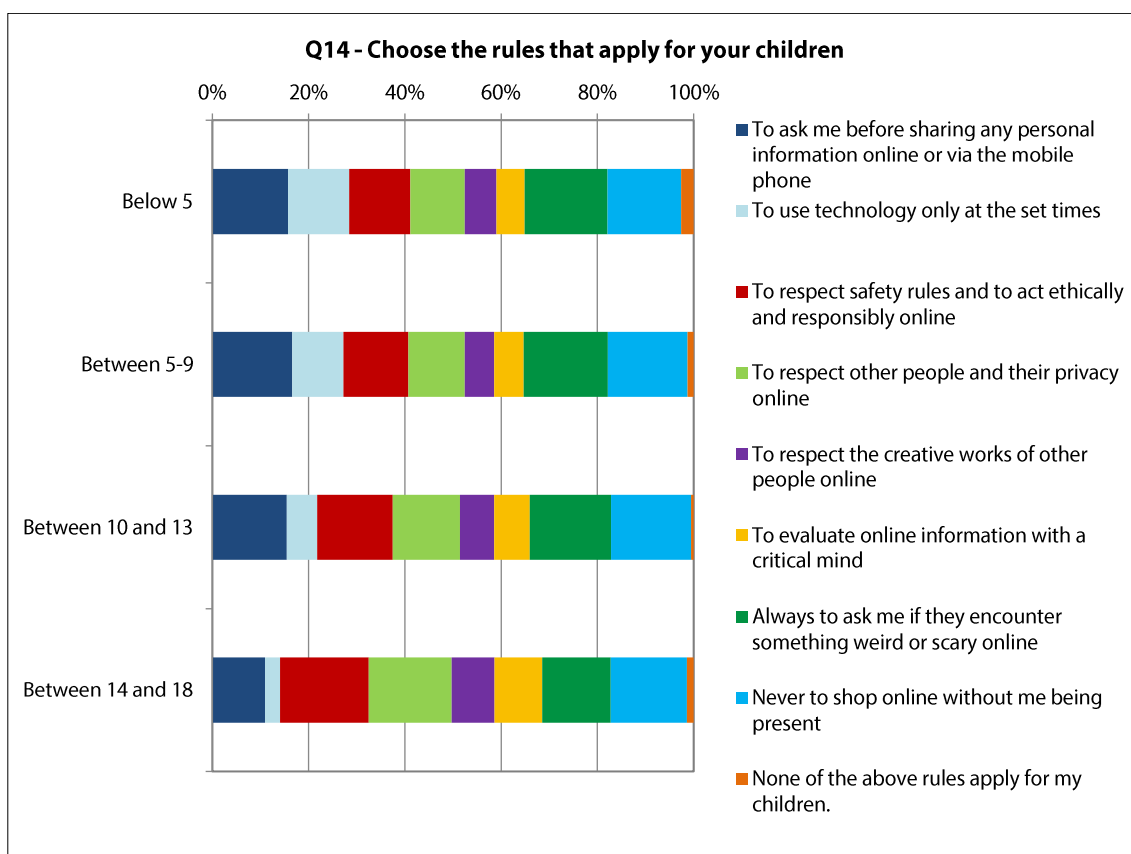
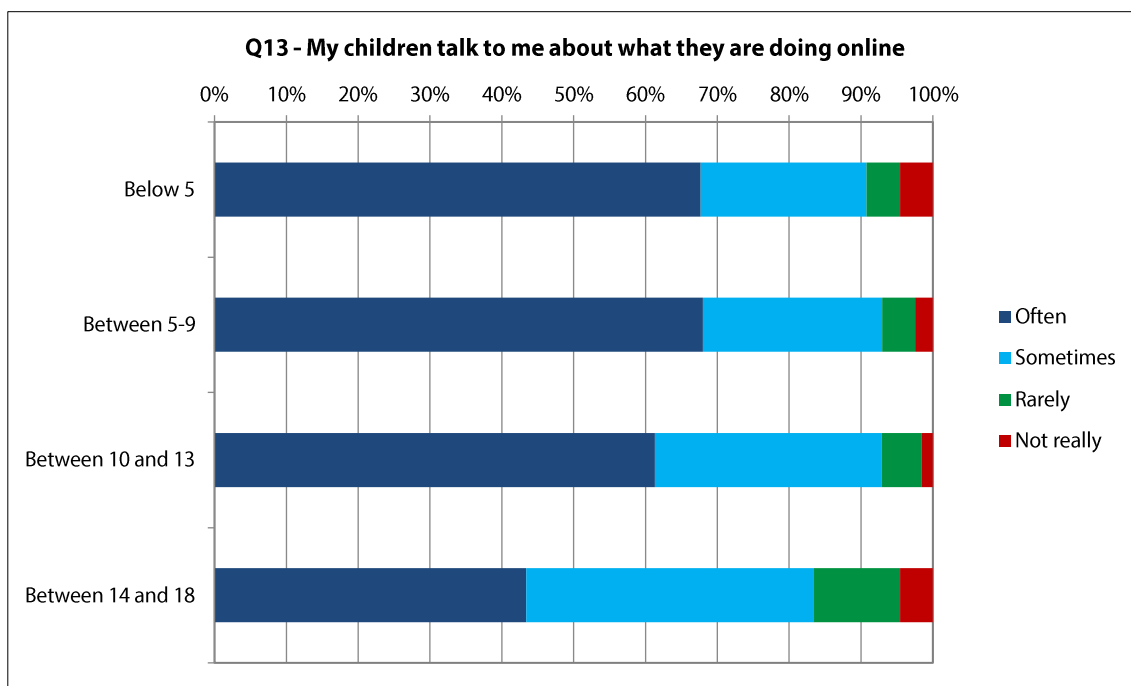
**Q9 - I play board and/or online games (such as Trivial Pursuit, Crosswords, Monopoly, Minecraft, Lego) together with my children to trigger their creativity, imagination, participation and critical thinking skills.**

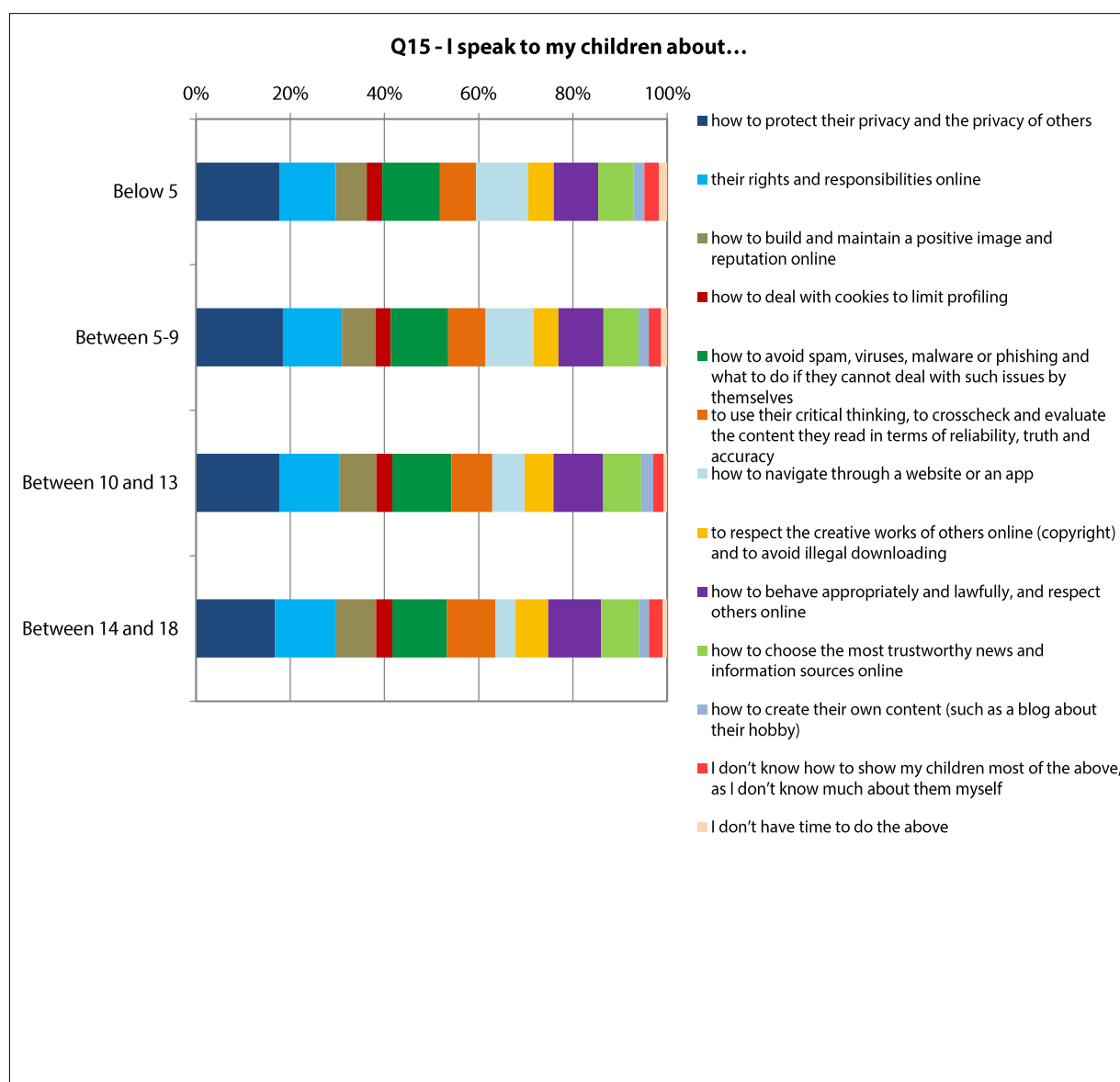


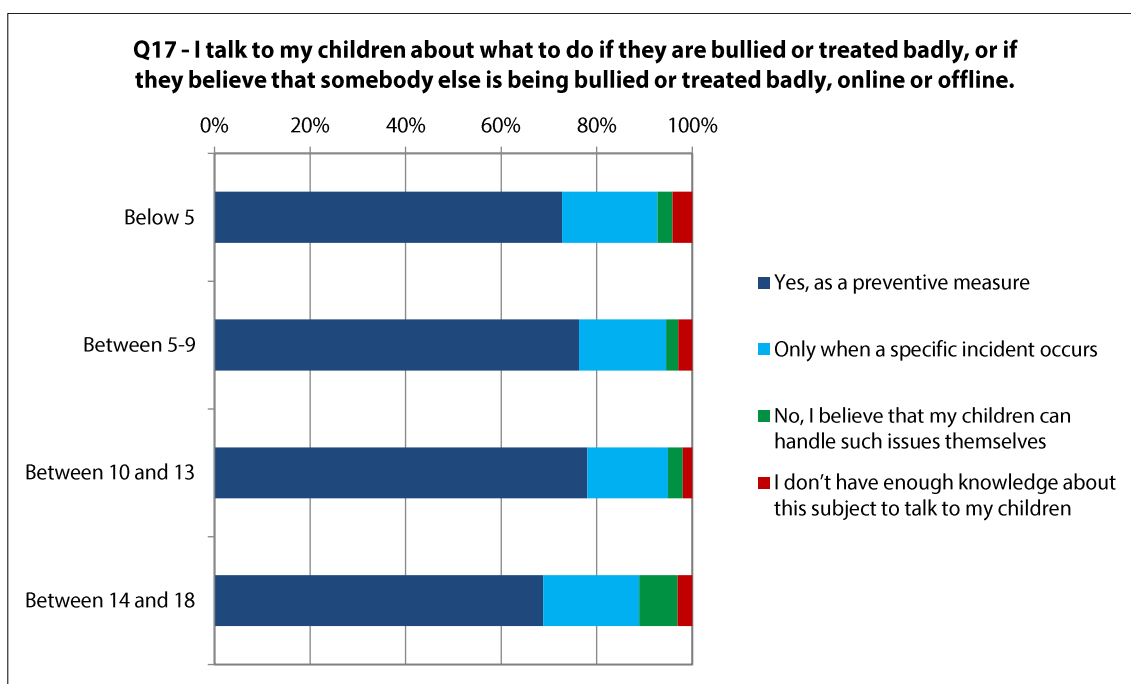
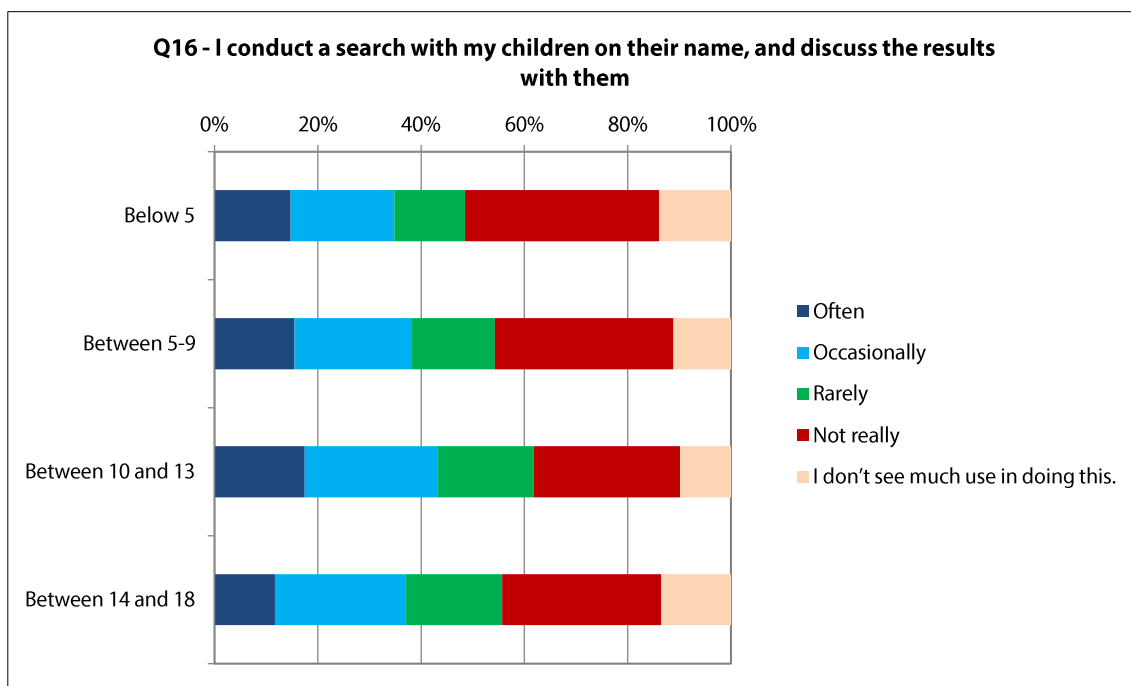
**Q10 - My children mainly use the Internet to ...**

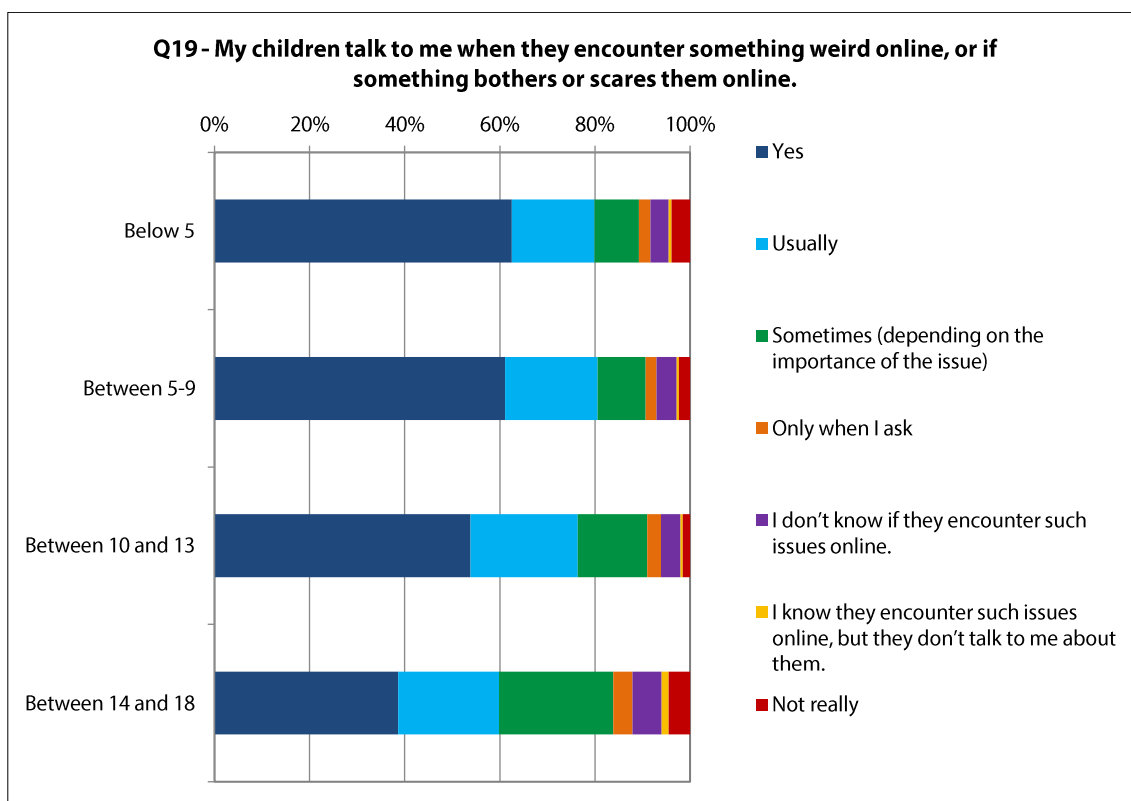
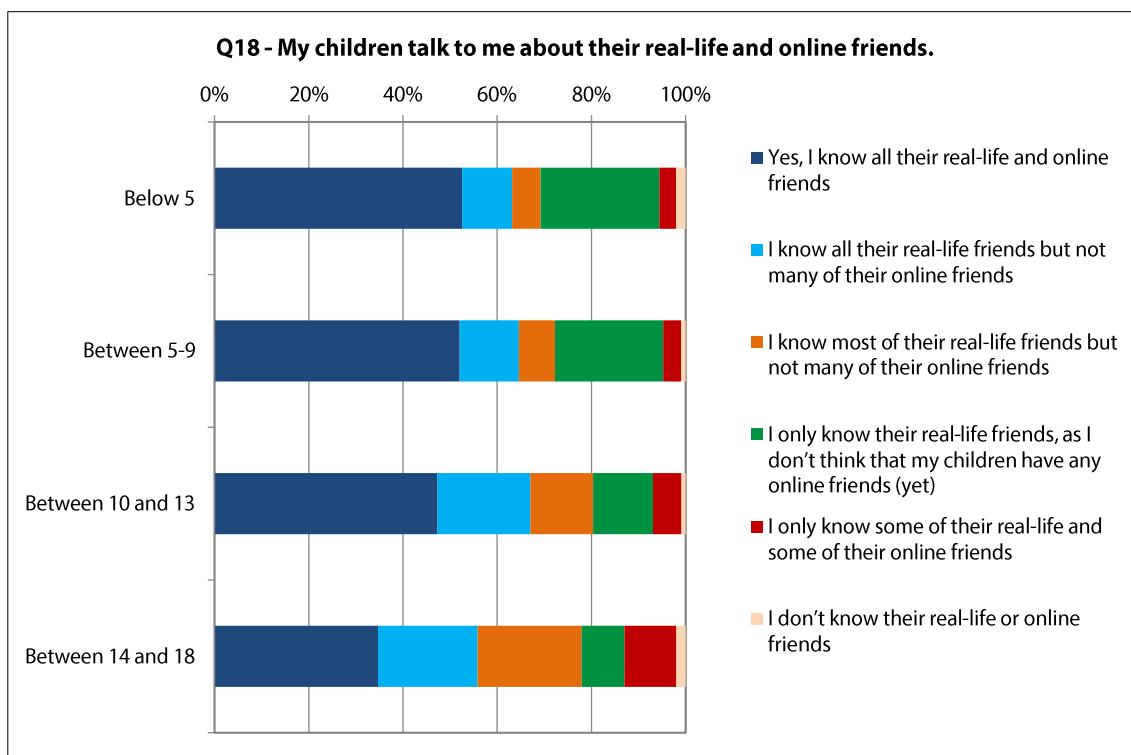


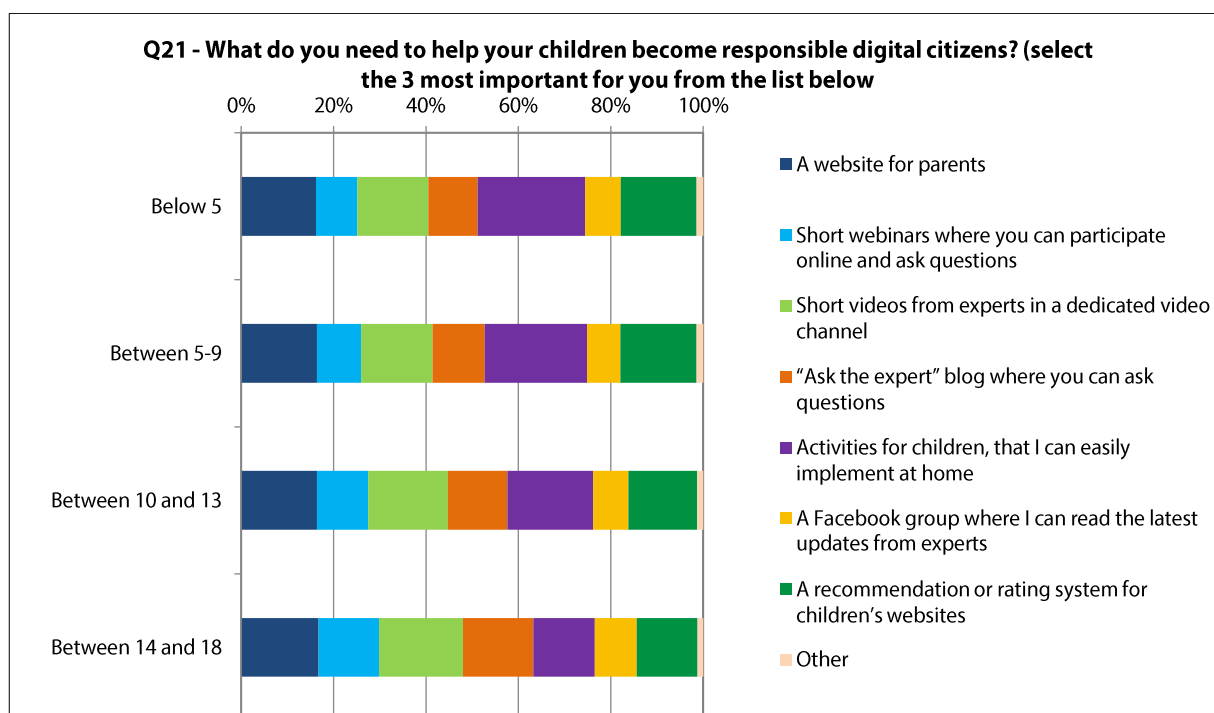
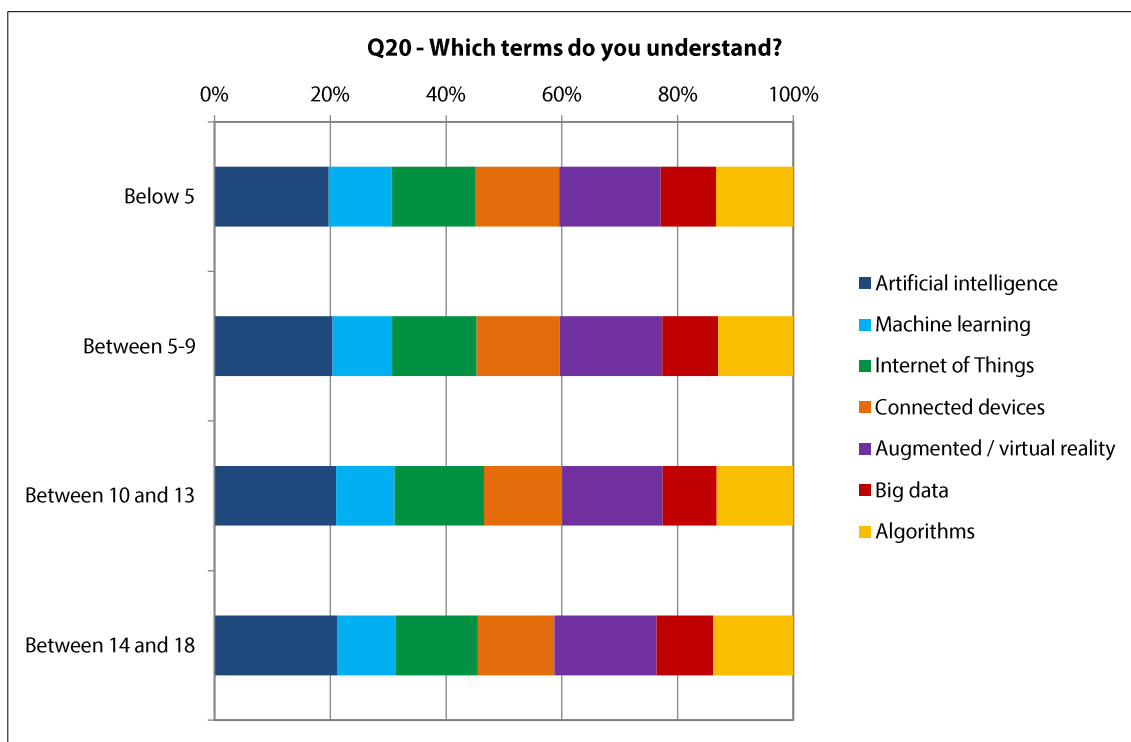














**Q22 - Please indicate the topics you would like to receive information on, to support your children with their online activities.**

