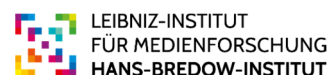


# Better Internet for Kids

## The Third Better Internet for Kids Policy Map

Implementing the European Strategy for a Better  
Internet for Children in European Member States

2020



## The Third Better Internet for Kids Policy Map: Implementing the European Strategy for a Better Internet for Children in European Member States

Under the Connecting Europe Facility (CEF), EUN Partnership aisbl (hereinafter called European Schoolnet) is developing and maintaining – on behalf of the European Commission – a Better Internet for Kids (BIK) core service platform to share resources, services and practices between national providers of the services – the European Safer Internet Centres (SICs) – and to provide services to their users, including industry. As part of this contract, Technological University Dublin and the Leibniz Institute for Media Research Hans-Bredow-Institut have been subcontracted by European Schoolnet to carry out the current study.

Please cite this report as:

O'Neill, B., Dreyer, S. and Dinh, T. (2020). The Third Better Internet for Kids Policy Map: Implementing the European Strategy for a Better Internet for Children in European Member States.

<https://www.betterinternetforkids.eu/bikmap>

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## Executive summary

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### Background

The *European Strategy for a Better Internet for Children* (in short, the "Better Internet for Kids" or "BIK" Strategy) provides the primary overarching framework for policies regarding children's online safety and empowerment when using digital technologies. Bringing together inputs from the European Commission, Member States and industry, the strategy aims to deliver concrete solutions to problems encountered by children in the course of their online use, thereby bringing about a safer and a better internet for children.

The BIK Map was created to compare and exchange knowledge on policy making and implementation in EU Member States on the principal recommendations of the BIK Strategy. This is the third policy mapping undertaken since the BIK Strategy was launched, with previous studies published in 2015 and 2018. The BIK Map examines the implementation of the BIK Strategy in 30 European countries, including all EU Member States, Iceland, Norway and the United Kingdom.

Findings are organised around three main topics drawn from the Collective Impact approach<sup>1</sup>:

**Policy frameworks** or the organising principles and long-term goals for policies, guidelines, decisions and other statements made at the national level in the course of putting into practice the BIK Strategy.

**Policy making** or the general process by which policies are developed within each country, including how coordination and oversight is managed; the extent to which the policy agenda is informed by an evidence base; and whether there are arrangements for young people to be involved in the policy process.

**Policy implementation** referring to the involvement of the relevant stakeholders in the delivery of initiatives and the spread of activities as envisaged under each of the four pillars of the BIK Strategy.

### Policy frameworks

In terms of **policy frameworks**, all 30 countries in the study have incorporated elements of the BIK Strategy in their public policies. The study finds a high level of awareness of the BIK Strategy with over three quarters, or 23 of the 30 countries, stating that the BIK Strategy has influenced policies in this field. Countries are evenly split between those that have developed and implemented this agenda through specific policies focused on children's online use and those that address this through their broader policies. Only two countries in the study reported the existence of a single overarching policy framework.

The spread of existent policies covers all four pillars of the BIK Strategy. High-quality online content for children (**Pillar 1**) is now represented in public policy by all but five countries. In 2018, nearly 40 per cent of European countries lacked any policy in this area.

All countries have policies in place to address digital and media literacy and general awareness raising (**Pillar 2**), primarily as part of their broader educational policy.

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<sup>1</sup> <https://www.collectiveimpactforum.org/what-collective-impact>

There is a significant increase in policy implementation in the area of tools and regulation for an online safe environment (**Pillar 3**), while the topic of combating child sexual abuse and exploitation (**Pillar 4**) is comprehensively addressed by all countries.

## Policy making

**Policy making** relating to children's online use now involves a complex pattern of cooperation between multiple government ministries, public agencies, NGOs (non-governmental organisations) and other stakeholders. Over three quarters of the countries (77 per cent) in the study state that **coordination of policy** is distributed across more than one ministry, agency or body. This is up from 42 per cent in 2018. In 19 of the 30 countries, 4 to 6 ministries are involved in policy making.

27 of the 30 countries say that there is some form of **structured cooperation mechanism** in place to facilitate inter-departmental or intra-agency communication. In most countries, government ministries are primarily in charge of the process. This is particularly so in the case of Pillars 1 and 4 of the BIK Strategy, reflecting the more formal role of law and regulation in these domains. In Pillars 2 and 3, there is evidence of greater involvement of other public agencies to lead this coordination process.

There has been a substantial increase in the number of countries reporting the **availability of regular data collection** that is specifically focused on children's use of the internet. In 23 of the 30 countries in the study, quantitative surveys specifically focused on children's use of the internet exist. 24 countries say that evidence collected in national surveys or other types of data collection has influenced the design of public policies. Half of all participating countries report that monitoring and evaluation of policies is in place. Nearly all countries (97 per cent) state that there have been new policy developments regarding children's online use in the last three years.

Regarding **youth participation in policy making**, over half, or 17 of the 30 countries, report that children are systematically and directly consulted and informed about policies related to children's use of the internet. This includes examples such as hearings, consultations and specific surveys designed to elicit their views. One third of countries say that children's participation is indirect, for example, through the analysis of existing surveys or evidence. However, just one country reports that young people and adults share decision making in this area. In the case of three countries, it is reported that young people are not involved in policy-making processes.

## Policy implementation

### *Pillar 1: High-quality content online for children and young people*

Nearly all countries report activities to stimulate the production and visibility of high-quality online content for children. Initiatives to encourage children's creativity and to promote positive use of the internet are now also in place in all countries. Findings show an increase in each area since 2018, in particular in relation to stimulating the production and visibility of quality online content for children.

Government ministries and Safer Internet Centres take the leading role in the delivery of activities in just under half of countries. A quarter also say that public agencies with BIK responsibility and public service broadcasters also have a leading role in delivery of high-quality online content for children.

### *Pillar 2: Stepping up awareness and empowerment*

28 of the 30 countries have strategies in place to support the teaching of online safety in schools. Informal education about online safety as well as digital and media literacy activities are available in all countries. Five countries report having introduced new initiatives in the last 12 months such as programmes to develop young people's technical skills, to promote media literacy and critical thinking, and initiatives to challenge radicalisation and hate speech online.

Support for national public awareness-raising campaigns is present in all countries. There has been some progress in the involvement of children in the policy process since 2018 which has increased from 31 per cent to 45 per cent. Mechanisms for reporting content and contacts that may be harmful for children are available in 29 of the 30 countries. Initiatives to support the effective functioning of reporting mechanisms are said to be available in 66 per cent of countries. However, 17 per cent say they are not available and there is no data available in a further 17 per cent.

Safer Internet Centres with government ministries, particularly in the area of education, have the leading role in carrying out activities in this pillar. There is also wide stakeholder involvement in delivering activities in this pillar with NGOs, public service broadcasters, industry and universities/research centres all noted as having a complementary role.

### *Pillar 3: Creating a safer environment for children online*

Three quarters of countries report activities at national level to ensure the implementation of EU legislation on age-appropriate privacy settings. This has increased from 66 per cent in 2018. Awareness-raising activities regarding children's privacy online are reported as present in 25 countries. All countries bar one state they have activities in place to promote the availability of parental controls.

A significant increase in activity to promote the adoption of age rating and content classification is reported by 23 countries in the study. This is primarily associated with the process of transposing the Audiovisual Media Services Directive (AVMSD) into national legislation. Activities to ensure that legislation regarding online profiling and behavioural advertising is observed to be present in 21 countries, or 69 per cent of the total. This represents a large increase on 2018 which found that 35 per cent had supports in place.

Activities to create a safer environment for children online are shared between government ministries with BIK responsibility and Safer Internet Centres. Public agencies with BIK responsibility have this leading role in just under half of countries.

### *Pillar 4: Fighting against child sexual abuse and child sexual exploitation*

Three quarters, or 23 of the 30 countries, report that there are increased resources for law enforcement in the fight against online child sexual abuse material (CSAM). In 8 countries, or 27 per cent, this was newly introduced within the last 12 months. Nearly all countries, 28 of the 30 included in the survey, have activities in place to support the functioning and visibility of hotlines at the national level. Similarly, 28 countries say that there are activities to support improvement of cooperation between hotlines and industry for taking down child sexual abuse material. Findings are broadly in line with 2018, particularly in respect of the functioning of hotlines and supporting improved cooperation with industry.

Government ministries with BIK responsibility are identified as having the leading role in the delivery of this pillar in all but one of the countries. Safer Internet Centres are also described as leading stakeholders in 20 countries, or 67 per cent.

The report concludes with a number of recommendations from the perspective of Collective Impact on further developing the effectiveness and impact of the BIK Strategy.



## Chapter 1. Introduction

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The Better Internet for Kids (BIK) Map was created to compare and exchange knowledge on policy making and implementation in EU Member States on the themes and recommendations of the *European Strategy for a Better Internet for Children* (or BIK Strategy) first set out by the European Commission in May 2012.<sup>2</sup> The first policy mapping under the BIK Strategy was published in 2014<sup>3</sup> with a second follow-up study undertaken in 2018 to review progress made.<sup>4</sup>

This is the third mapping of policies in Member States since the BIK Strategy was first implemented. This version of the BIK Map updates the methodology for policy analysis and comparison, and presents findings of a further mapping exercise to assess progress in policy development and implementation. The study incorporates the following elements:

- A review of policy analysis methodologies in related fields.
- A new, more streamlined set of indicators for better internet policy making and implementation, taking into account developments since the Strategy was first launched.
- Updated methods of data collection for BIK policy mapping.
- A policy mapping across EU Member States in 2020.
- New data visualisation tools for inclusion within the Better Internet for Kids portal.

The project was launched in September 2019 with data collection taking place between March and June 2020. Following presentations to an international Advisory Group in September 2019 (see [Annex 1](#) for a list of members) and to the Expert Group on Safer Internet for Children<sup>5</sup> in November 2019, a revised and updated methodology was developed. An online questionnaire for completion by Member States was developed on the QuestBack (Unipark) platform. National teams comprising members of the Expert Group on Safer Internet for Children, members of the Insafe network of Safer Internet Centres, and researchers from the EU Kids Online network contributed to the study. A first set of preliminary findings was presented to the project's Advisory Group and to the European Commission in June 2020 with the finalised report prepared for launch at the Safer Internet Forum 2020.

The research was carried out by Technological University Dublin and the Leibniz Institute for Media Research | Hans-Bredow-Institut in association with European Schoolnet (EUN) in the context of its work running – on behalf of the European Commission – the Better Internet for Kids core service platform.<sup>6</sup>

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<sup>2</sup> COMMUNICATION FROM THE COMMISSION TO THE EUROPEAN PARLIAMENT, THE COUNCIL, THE EUROPEAN ECONOMIC AND SOCIAL COMMITTEE AND THE COMMITTEE OF THE REGIONS European Strategy for a Better Internet for Children. COM/2012/0196 final / <https://eur-lex.europa.eu/legal-content/EN/TXT/HTML/?uri=CELEX:52012DC0196&from=EN>

<sup>3</sup> Mapping Safer Internet policies in the Member States: The Better Internet for Kids (BIK) Map (2014). Brussels, European Commission

<sup>4</sup> O'Neill, B., & Dinh, T. (2018). The Better Internet for Kids Policy Map: Implementing the European Strategy for a Better Internet for Children in European Member States. Brussels. Retrieved from <https://www.betterinternetforkids.eu>

<sup>5</sup> <https://ec.europa.eu/digital-single-market/en/expert-group-safer-internet-children>

<sup>6</sup> <https://www.betterinternetforkids.eu>

## 1.1 The BIK Strategy

### Background

The *European Strategy for a Better Internet for Children* (or the BIK Strategy), launched in 2012, was designed to fill a gap in the policy landscape for children's online safety and to provide a single coherent framework to support the creation of a better internet for children. Prior to this, policies had been either specifically focused on particular media (for example, the Audiovisual Media Services Directive (AVMSD)) or on technology platforms (for example, European Framework for the Safer Use of Mobile Phones by Younger Teenagers and Children). The objective of the BIK Strategy was to avoid such fragmentation and to create, through a more cohesive approach, a safer and better online environment for children across Europe.

The BIK Strategy has, since 2012, provided the overarching framework for children's online safety and empowerment when using digital technologies.<sup>7</sup> The BIK Strategy brings together inputs from the European Commission, Member States and industry (mobile phone operators, handset manufacturers and providers of social networking services) to deliver concrete solutions to problems encountered by children in the course of their online use, thereby bringing about a *safer* and a *better* internet for children. Actions under the BIK Strategy are implemented under a number of European Union instruments and initiatives, principally the Connecting Europe Facility (CEF) through support to Safer Internet Centres.

The BIK Strategy is organised around four main goals that seek to:

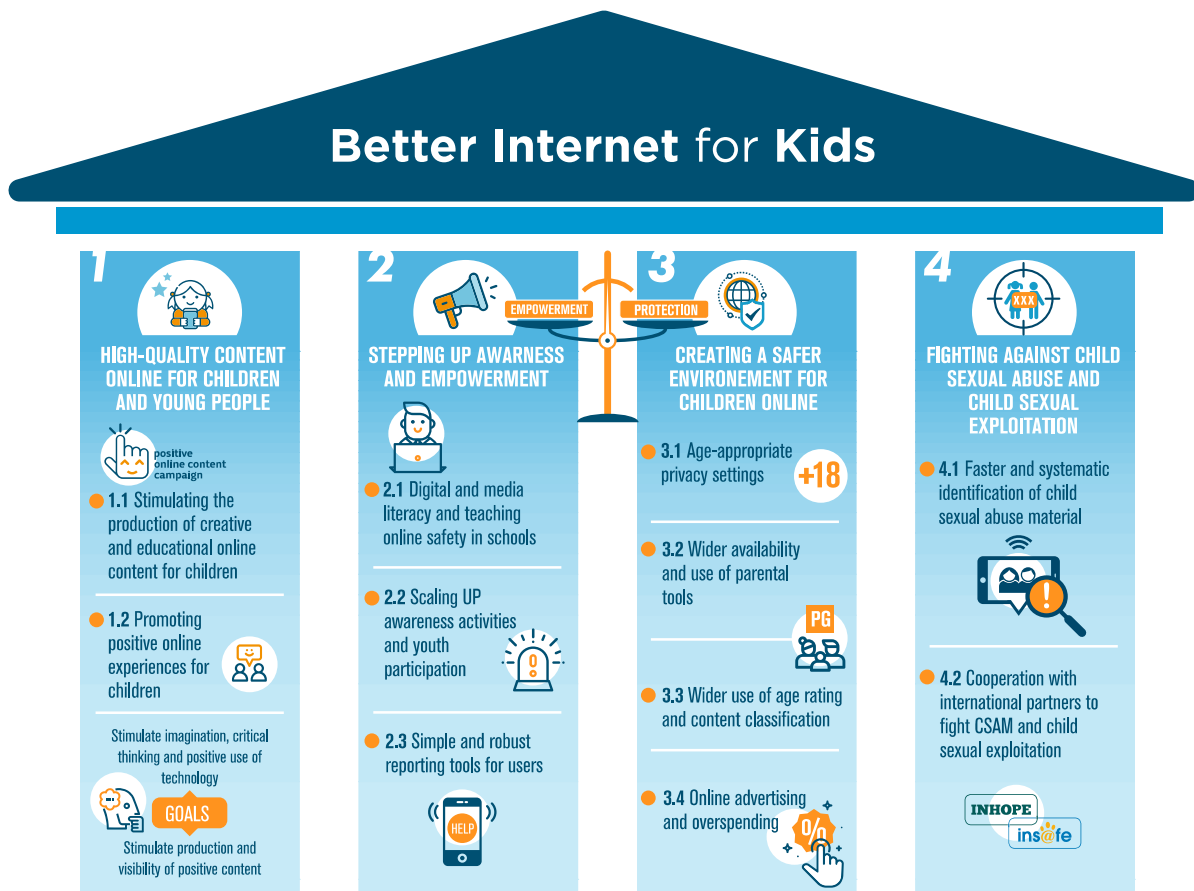
- **Stimulate the production of creative and educational online content for children** as well as promoting positive online experiences for young children.
- **Scale up awareness and empowerment** including teaching of digital literacy and online safety in all EU schools.
- **Create a safe environment for children** through age-appropriate privacy settings, wider use of parental controls, and age rating and content classification.
- **Combat child sexual abuse material online** and child sexual exploitation.

Figure 1 presents an overview of the strategy and associated actions as a series of pillars which provides its main organisational framework:

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<sup>7</sup> <https://ec.europa.eu/digital-single-market/en/european-strategy-deliver-better-Internet-our-children>

Figure 1: Infographic for Better Internet for Kids Strategy



This is the third mapping of policies in Member States since the BIK Strategy was first implemented. Previous studies published in 2014 and in 2018 have monitored findings on how challenges related to children’s online safety and empowerment were being addressed at the national level in EU Member States. Progress in the implementation of the BIK Strategy has been carried out since 2014 when the first *Mapping safer Internet policies in the Member States* was undertaken, giving rise to the development of a BIK Map toolkit and policy mapping exercise. The first BIK Map study presented findings on how BIK-related challenges were being addressed at the national level in participating EU Member States. The project also developed a benchmarking tool, the "BIK Map" tool, and recommended further implementation of the BIK mapping process every two years.

**Aims of the BIK Map**

The BIK Map is a data collection tool that allows for the analysis of public policies, concrete initiatives and actions related to the implementation of the *European Strategy for a Better Internet for Children*.<sup>8</sup> The overall aim of the BIK Map is to enhance the understanding of BIK-related policy governance, actions and initiatives in European Union Member States. The BIK Map allows for the identification of emerging patterns, models and approaches taken by EU Member States in their implementation of BIK-

<sup>8</sup> <https://ec.europa.eu/digital-single-market/en/news/communication-european-strategy-make-Internet-better-place-kids>

related policies and initiatives and, through the collection of quantitative data, shows developments over time, while also collecting qualitative information on the context and impact of BIK Strategy.

Specific goals of the research are to:

- Compare public policies, actions and initiatives related to the Better Internet for Kids strategy in EU Member States, Iceland, Norway and the United Kingdom.
- Identify trends and emerging issues.
- Share good practices in promoting online safety and empowerment.

The BIK Map uses a questionnaire to collect data on policies and initiatives related to children's online safety. Data collected in relation to policy design allows for the compilation of a Europe-wide mapping of the different configurations and approaches to coordination and stakeholder involvement in EU Member States.

### BIK Map conceptual framework

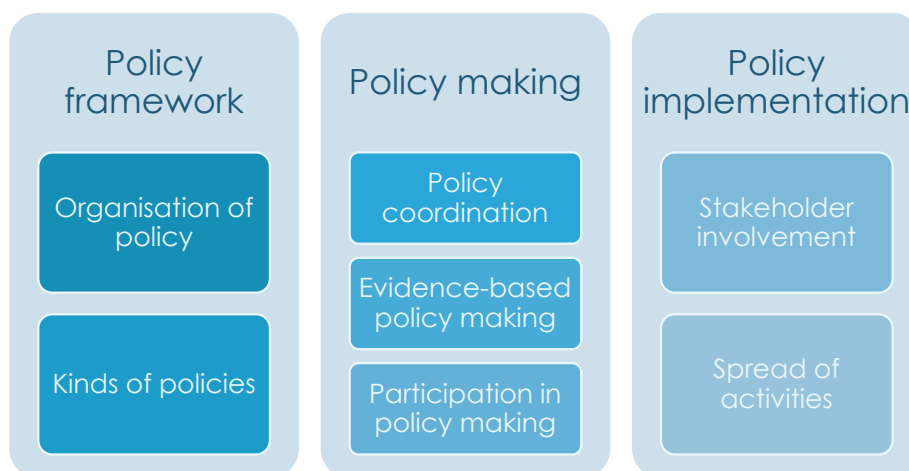
The BIK Map examines the implementation of the BIK Strategy in 30 European countries, including all EU Member States, Iceland, Norway and the United Kingdom. The project is conceptually organised around three main topics which frame the research enquiry:

**Policy frameworks:** This refers to the organising principles and long-term goals that provide the basis for the range of policies, guidelines and decisions and other statements that combine to make up the overall policy response of countries to the issues raised in the BIK Strategy. In the BIK Map questionnaire, we ask about the current state of policy in this field in each of the Member States and the kinds of policies that have been developed across each of the four pillars of the BIK Strategy.

**Policy making:** This refers to the overall process by which policies are developed within each country. Questions here address how responsibility for coordination and oversight is managed among different stakeholders; the extent to which the policy agenda is informed by an evidence base; and whether there is an opportunity for young people to be involved in the policy process.

**Policy implementation:** This refers to how policy is delivered according to priorities as set out in each country's policy framework(s). Questions addressed include the level of involvement of the relevant stakeholders and the spread of activities that are actually covered as envisaged by the BIK Strategy.

Figure 2: BIK Map conceptual framework



While the aim of the BIK Map is knowledge sharing rather than evaluation of any individual country's implementation of measures under the BIK Strategy, the combination of measures shows how different countries have approached policy implementation and the progress made in working towards better and more comprehensive outcomes.

The multi-stakeholder and collaborative nature of the policy processes encompassed within the Better Internet for Kids framework bear some similarities with the model of Collective Impact that is frequently applied to processes of seeking social change.<sup>9</sup> Collective Impact refers to the combined action of actors from different sectors working to a common agenda to solve a specific social problem, using a structured form of collaboration.<sup>10</sup> The concept is based on the idea that in order to create lasting solutions to social problems on a large scale, actions need to be coordinated and be based around a clearly defined goal.

The Collective Impact framework set out five conditions for an initiative to be considered representative of this approach:

- **Common agenda:** All participants have a shared vision for change including a common understanding of the problem and a joint approach to solving it through agreed upon actions.
- **A shared measurement system:** Agreement on the ways success is measured and reported with key indicators by all participating organisations.
- **Mutually reinforcing activities:** Engagement of a diverse set of stakeholders, typically in multiple sectors, coordinating a set of differentiated activities through a mutually reinforcing plan of action.
- **Continuous communication:** Consistent and open communication is needed across the many players to build trust, assure mutual objectives, and create common motivation.
- **Backbone organisation:** Creating and managing collective impact requires a separate organisation(s) with staff and a specific set of skills to serve as the backbone for the entire initiative and coordinate participating organisations and agencies.

Using the Collective Impact model as a reference, the BIK Map project hypothesises that strengthening of a common agenda for the different strands of policy ("policy frameworks") combined with good governance mechanisms, robust evidence and strong stakeholder involvement ("policy making" and "policy implementation") will lead ultimately to more effective delivery and impact. Examining findings from the BIK Map, the report uses the Collective Impact framework to make a number of recommendations to guide and enhance the policy process.

## 1.2 The BIK Map project

### The BIK Map questionnaire

Some modifications and updates were made to the questionnaire used in previous versions of the BIK Map tool. A new online questionnaire was used to make the collection of data as user-friendly as possible. Drawing on feedback from the previous survey, the following elements were incorporated:

- Closer alignment with the BIK Strategy.

<sup>9</sup> <https://www.collectiveimpactforum.org/what-collective-impact>

<sup>10</sup> Kania, J., & Kramer, M. (2011). Collective Impact. Stanford Social Innovation Review, (Winter), 36–41. Retrieved from [https://ssir.org/articles/entry/collective\\_impact](https://ssir.org/articles/entry/collective_impact)

- Optimised reference points and topics in each section.
- More options for qualitative assessments and sharing of good/best practices.
- Backwards compatibility with BIK Map I and II.

A set of variables derived from the original BIK Map study to allow for comparative data as well as new items from the BIK Strategy are also incorporated.

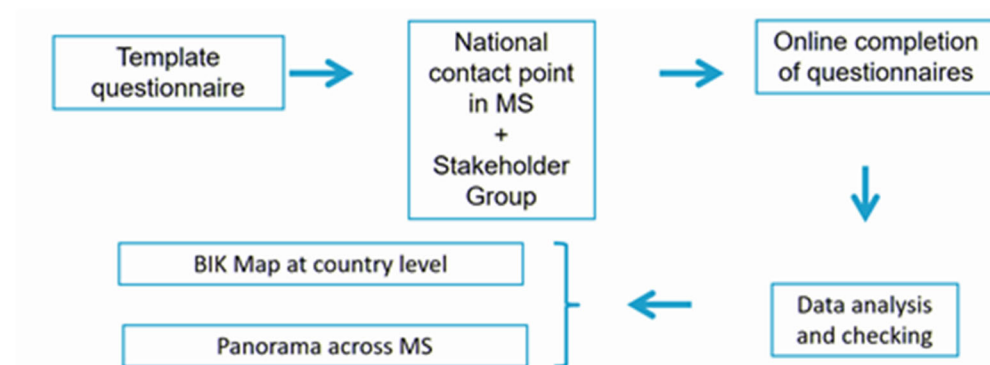
### Data collection

Data collection for the study was coordinated by the core team at TU Dublin and the Leibniz Institute for Media Research | Hans-Bredow-Institut who distributed the survey to all EU Member States, as well as Iceland, Norway and the United Kingdom. Data was compiled by national teams which consisted principally of members or nominees of the Expert Group on Safer Internet for Children<sup>11</sup> in conjunction with Safer Internet Centres.

A national contact person was nominated to act as contact point and to compile the submission at the national level. A stakeholder group in each of the Member States – drawn from networks such as Insafe Safer Internet Centres, EU Kids Online or other networks – collected the relevant information for inputting into the online questionnaire. Support was provided by the coordinators during the period of data collection to address issues of translation, interpretation and technical issues. One final consensus report was submitted by each participating country.

The data collection process is outlined in the following:

**Figure 3: Data collection process**



An Advisory Group for the project which comprised relevant stakeholders including international representatives, Safer Internet Centres, ministries and European Commission representatives supported the work of the team, providing independent guidance in the development of the project.<sup>12</sup> Two meetings with members of the Advisory Group and other relevant participants were held, one at the initiation of the project and one at which the draft findings were presented.

A total of 30 countries participated in the third iteration of the BIK Map study comprising all the EU-27 Member States, Iceland, Norway and the United Kingdom.

<sup>11</sup> <https://ec.europa.eu/transparency/regexpert/index.cfm?do=groupDetail.groupDetail&groupID=3624>

<sup>12</sup> See [Annex 1](#) for details of the BIK Map Advisory Group.

## Outline of the report

This report presents the first full findings of the study with the main focus on European level and comparative findings. The report is organised around the principal themes of the BIK Strategy using the following structure:

**Chapter 1 – Introduction** provides an account of the background to the project, its aims and objectives, and overall structure.

**Chapter 2 – Policy frameworks** presents findings from the BIK Map on the status quo regarding policy on children's use of the internet with reference to the frameworks that exist at the national or regional level and the kinds of policies that have been developed under the overall heading of the BIK Strategy.

**Chapter 3 – Policy making** presents findings regarding the nature of policy coordination in Member States. It examines issues of evidence-based policy making, how the agenda for new policy is set, and the involvement of stakeholders, in particular children and young people, in the policy process.

**Chapter 4 – Policy implementation** outlines progress made in Member States delivering initiatives at the national level. Using the BIK Strategy as a framework, this part of the BIK Map highlights which actors are involved and what actions have been supported at the national or regional level, noting trends since the last time this mapping was carried out and the relative involvement of different stakeholders in their delivery.

**Chapter 5 – Conclusions** sets out conclusions from the findings of the third BIK Map study and outlines recommendations for further development.

Further findings relating to implementation at the country level will be provided in individual country profiles which will be presented on the BIK portal and in the BIK policy database on the Children Online: Research and Evidence – CO:RE platform.<sup>13</sup> These will be published to coincide with the next edition of Safer Internet Day (Tuesday, 9 February 2021).

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<sup>13</sup> <https://core-evidence.eu/>

## Chapter 2. Policy frameworks

This chapter presents findings for the first set of research questions in the BIK Map project: what is the current situation or *status quo* of policy in the participating Member States regarding children's use of the internet? What frameworks and individual policies exist to address the issues contained in the BIK Strategy? Are there integrated frameworks in place for this policy topic or are policies dispersed across different broader areas? Has the BIK Strategy influenced the development of these policies? And finally, what kinds of policies can be identified under each of the four pillars of the BIK Strategy?

### 2.1 The public policy framework for BIK

In the first section of the BIK Map questionnaire, countries were asked about the range of policies that currently exist related to children's use of the internet and the extent to which these may have been influenced by the BIK Strategy. Public policies are defined as any relevant laws, regulatory measures, strategies for action and funding priorities agreed by the relevant regional or national authorities to support or address children's online use. Examples of policies were also sought in the questionnaire to illustrate the nature of the policy implementation. Respondents were asked to identify policies of any kind relevant to children and the internet whether they referred specifically to the BIK Strategy or not.

#### Does public policy address children's use of the internet?

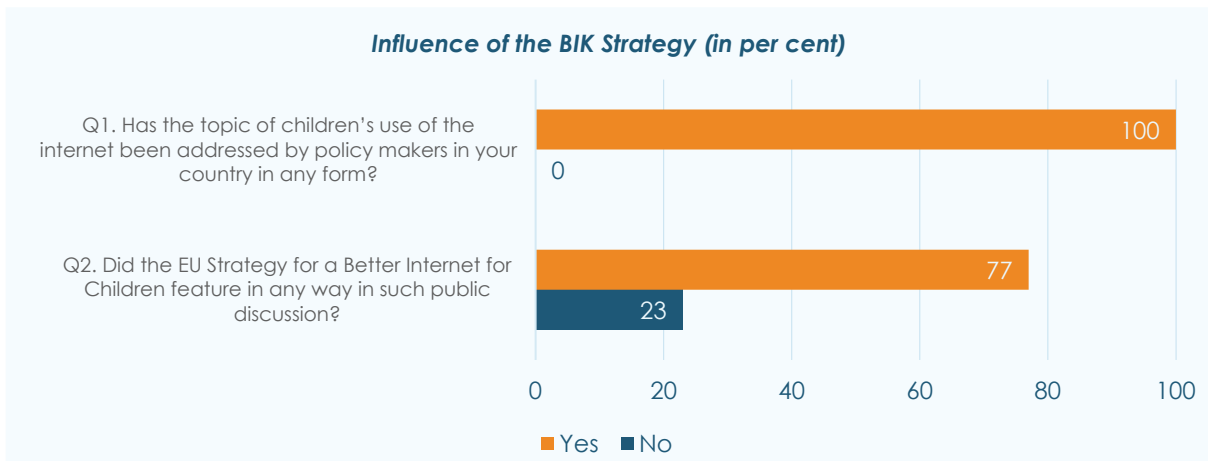
Countries were first asked if the topic of children's use of the internet had been addressed by policy makers in any form. All countries responded in the affirmative that there are policies in place to address this topic. Confirming findings from previous versions of the BIK Map, children's online safety appears to be well-established in all European countries.

Countries were then further asked if the BIK Strategy had an influence on such policies.

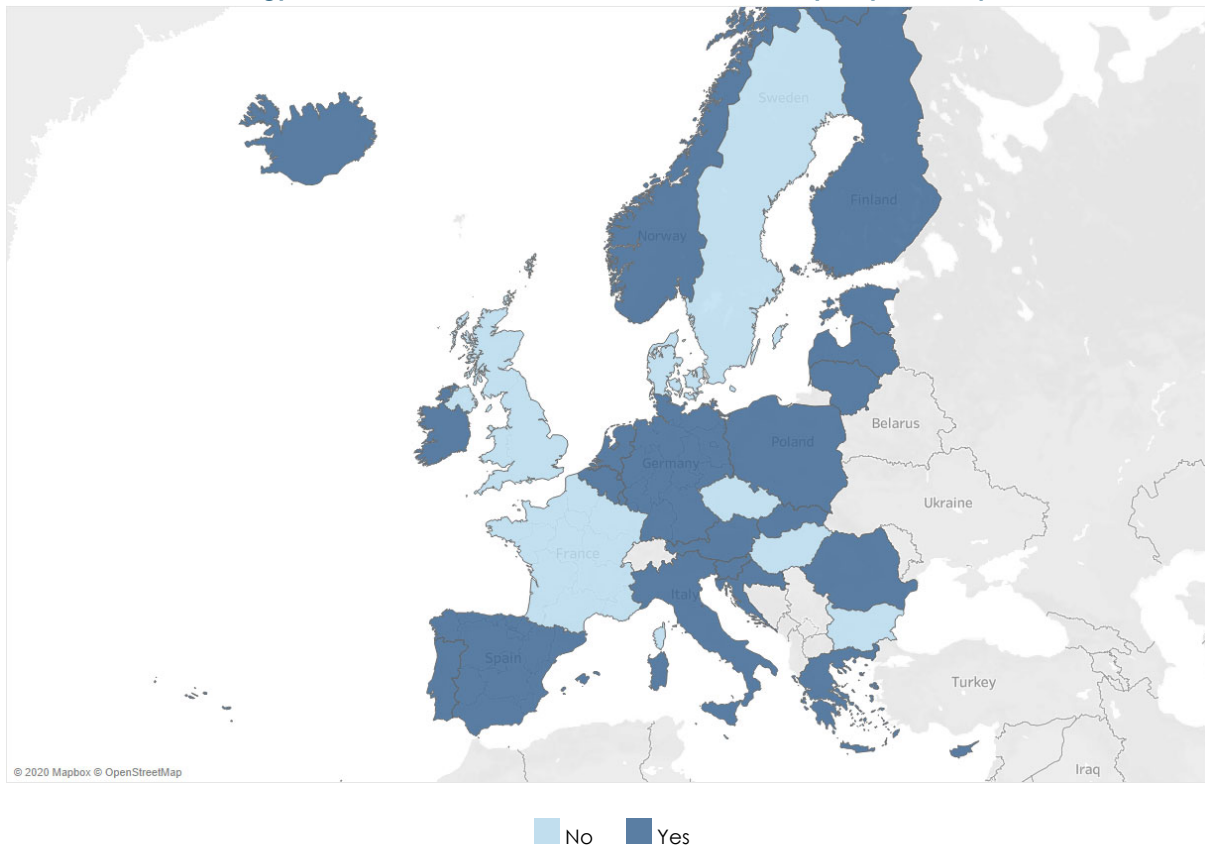
- Over three quarters (77 per cent), or 23 out of the 30 participating countries, say that the BIK Strategy had a role to play in such policies, demonstrating a high level of awareness of the BIK Strategy.
- Seven countries (Bulgaria, Czech Republic, Denmark, France, Hungary, Sweden and the United Kingdom) say the BIK Strategy has not played a role. This does not mean that countries do not address BIK-related topics, just that the BIK Strategy is not specifically referenced.
- Findings are similar to 2018. However, for this iteration of the BIK Map, more detailed information is available about the way in which the BIK Strategy has played a role.



Figure 4: Availability of BIK-related policies



Q2. Did the EU Strategy for a Better Internet for Children feature in any way in such public discussion?



**How has the BIK Strategy played a role?**

Countries were asked to explain further in what way the BIK Strategy had played a role in policy debate. In some instances, the influence of the BIK Strategy was reported to be a direct one:

- We (the Belgian Safer Internet Centre) use the BIK Strategy as a bible when creating new content/tools/campaigns. We also use this in our advocacy work with different stakeholders and policy makers. (Belgium)

- The BIK Strategy has been connected for example to Finnish Media Literacy policies (2013 and 2019) as a part of the European policy framework. (Finland)
- When drafting the National Children's Policy in November 2017, the EU Strategy for a Better Internet for Children was used as a framework on which to build the part of digital technologies and online safety for children. (Malta)
- The European Better Internet for Kids Strategy has been the subject of debates in various Italian institutional tables promoted by the Italian Authority for Children and Adolescents, the Italian Communications Regulatory Authority, the Italian Data Protection Authority. (Italy)
- The area of protection and children's quality of life requires constant improvement and the EU BIK Strategy contributes to the overall awareness and importance of this topic and is thereby an important document and strong professional reference in policy debates, in preparing further policy documents and additional legislative proposals. (Slovenia)

In other examples, while there is awareness of the BIK Strategy, it was acknowledged that its level of influence at the regional or national level was relatively weak:

- It plays a role in different policies, although the name of the EU strategy is not relevant. (Austria)
- (The BIK Strategy is contained in the) Statement of the Children's Commission of the Deutscher Bundestag. Although, according to the Commission's President herself, the Commission had not been aware of the BIK Strategy nor had they deliberated its approach. The Commission's recommendation holds strong references to Pillar 2 – 4 of the strategy. (Germany)
- (The BIK Strategy plays a role) Indirectly through the work developed by the Portuguese Safer Internet Centre consortium. (Portugal)
- (The) Slovak national concept for the protection of kids in digital says that it builds on the activities of the Better Internet for Children programme (without being more specific). (Slovakia)

### How has policy been implemented at the national/regional level?

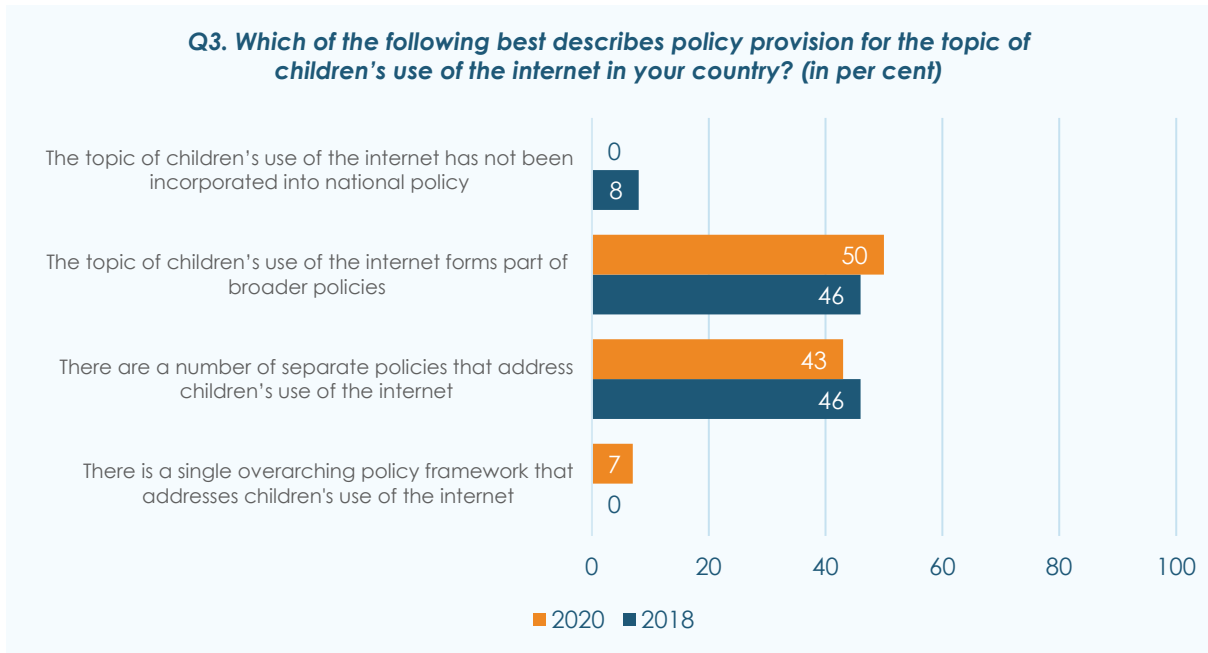
Countries were asked to describe the nature of the policy provision for children's use of the internet, distinguishing between a single overarching policy framework, separate policies that address this policy topic, or if the subject of children's internet use was incorporated within broader policies.

Overall responses are given in Figure 5.

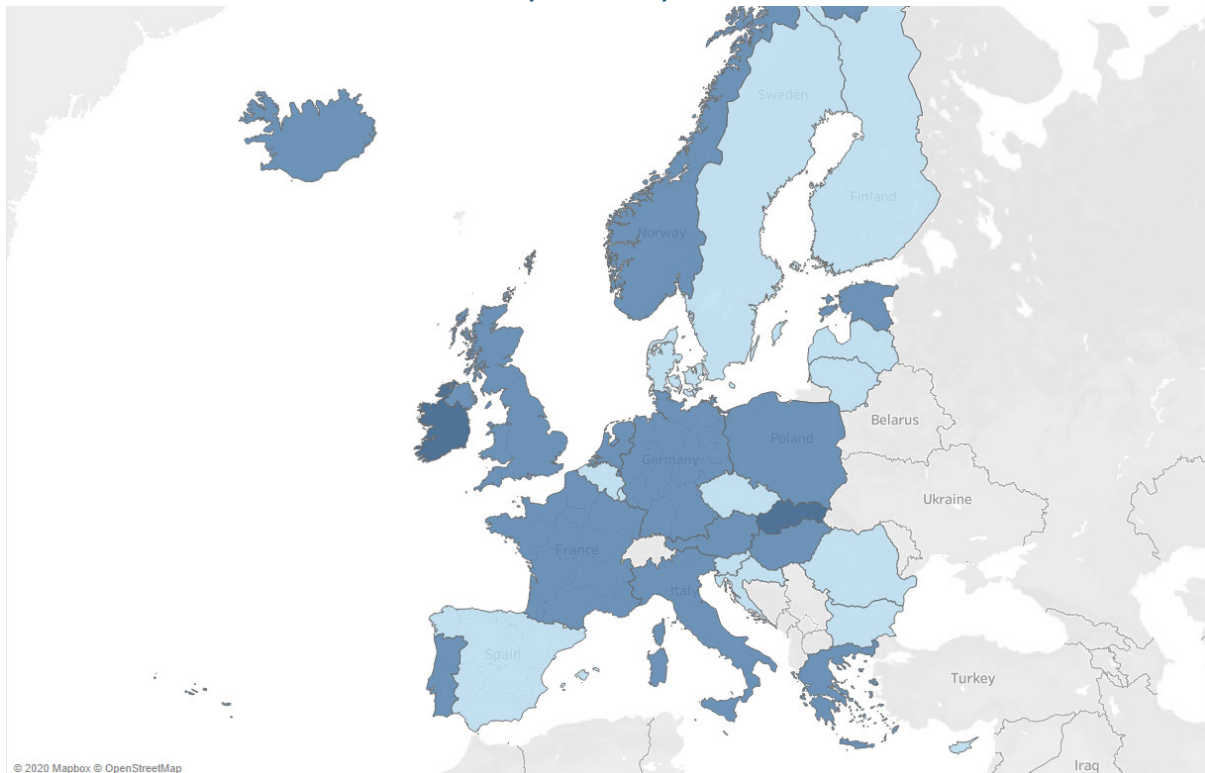
- Just two countries (Ireland and Slovakia) report the existence of a single overarching policy framework for policy provision in the area of children's use of the internet.
- In thirteen countries (43 per cent of the total), there are separate policies that address children's use of the internet.
- Fifteen, or half of all countries, say that this area is treated as part of broader policy.

The nature of policy provision remains broadly the same compared to 2018, with approximately half of all countries pointing to BIK-specific policies and the other half reporting that children's use of the internet is dealt with under more general policies. However, given increased policy attention to this area, the emergence of policy frameworks, such as the Action Plan for Online Safety 2018-2019 (Ireland) and the National concept of children's protection in the digital environment (Slovakia), are notable new developments.

Figure 5: Nature of policy provision at the regional/national level



Q3. Which of the following best describes policy provision for the topic of children's use of the internet in your country?



- The topic of children's use of the internet forms part of broader policies
- There are a number of separate policies that address children's use of the internet
- There is a single overarching policy framework that addresses children's use of the internet

## 2.2 Kinds of policies

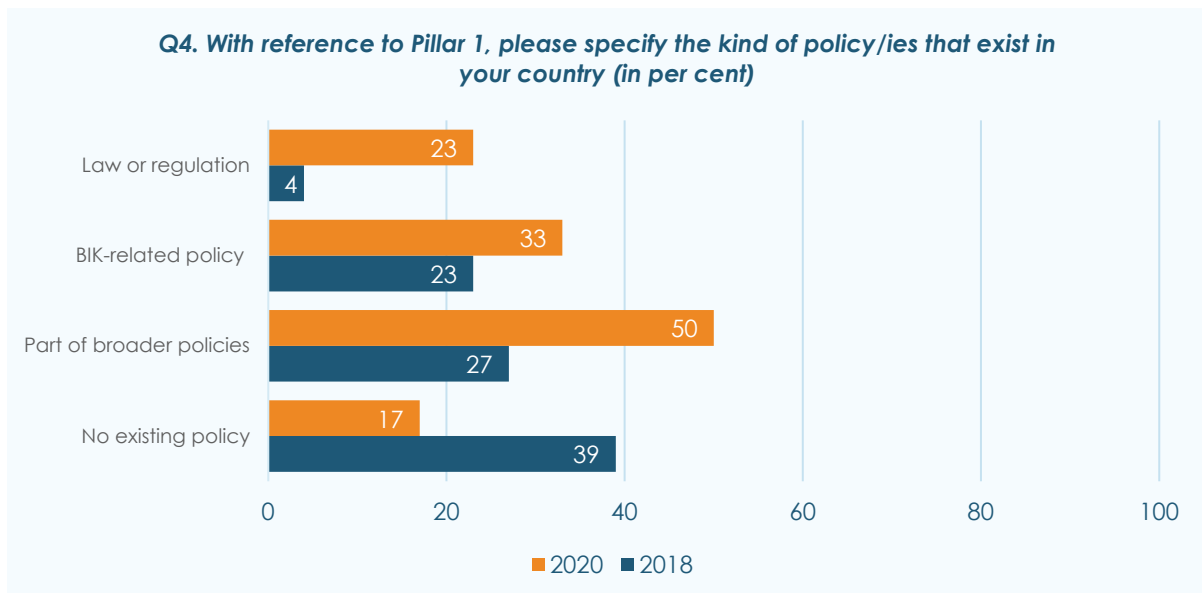
The BIK Strategy comprises four distinct pillars or areas of action. Accordingly, different policy responses may be required in each of these thematic areas. The BIK Map asked Member States to provide further detail regarding policy provision within each pillar, thus adding further detail about how individual countries have implemented the BIK Strategy within discrete policy domains.

### Pillar 1: High-quality content for children and young people

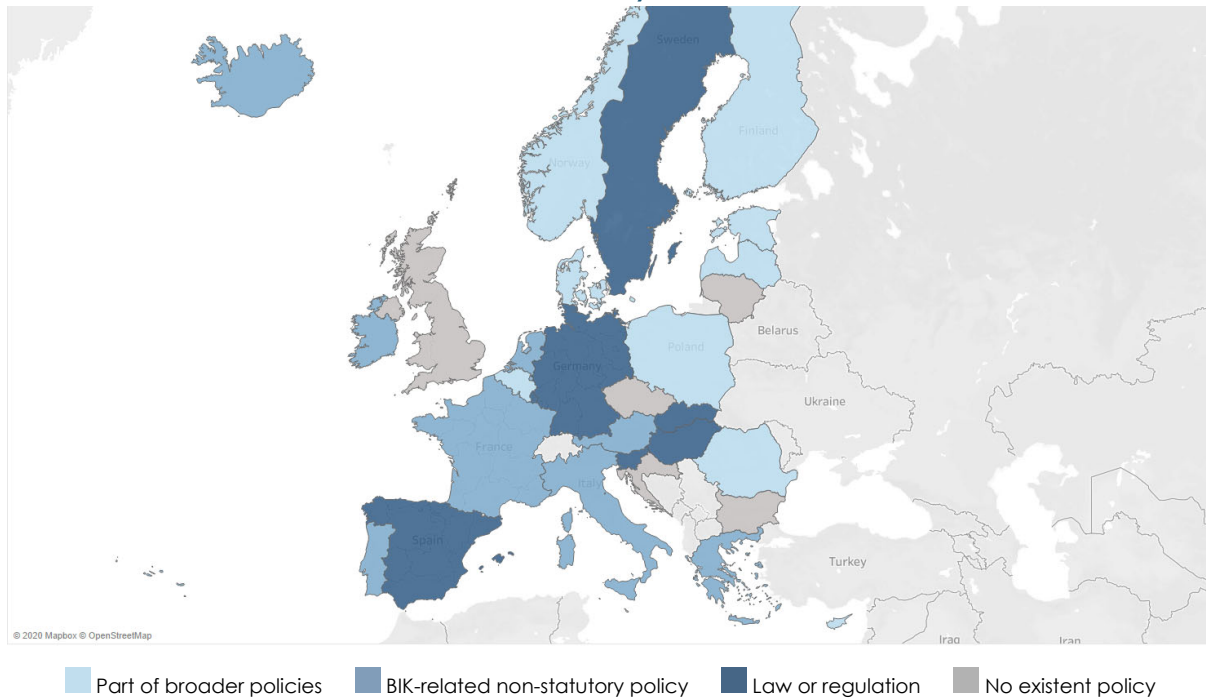
Pillar 1 of the BIK Strategy addresses the topic of high-quality online content for children. Countries were asked to specify the kinds of policy that exist to support this area (Figure 6).

- Countries are evenly divided between those that have specific policies in place (laws, regulations or BIK-related policy) and those where online content is addressed as part of broader policies.
- In some countries (Germany, Iceland, Italy and Slovenia), there is a mix of both forms.
- Five countries (Bulgaria, Croatia, Czech Republic, Lithuania and the United Kingdom) report that there is no existent policy for this pillar.
- Only one country (Greece) states that its policy for positive online content refers explicitly to the BIK Strategy.
- Comparing 2020 and 2018 findings, there has been an increase in policy attention to this area. In 2018, 10 countries (39 per cent) report not having any policy on quality online content for children compared to the 5 in this iteration of the BIK Map. There has also been an evident increase in the development of specific, targeted policies for this purpose.

Figure 6: Policy provision for Pillar 1 – High-quality content



**Q4. With reference to Pillar 1 of the BIK Strategy, please specify the kind of policy/ies that exist in your country:**



Member States cite a range of different policy initiatives in this area. Some instances refer to long-standing positive content initiatives such as “Ein Netz für Kinder” (Germany) which formally finished in June 2019. The role of public broadcasting was also highlighted, with examples such as YLE Radio in Finland which is mandated to provide a focus on programming for children (Finland); the Requirements and statutes for public broadcasters (Norway); or the requirements set out under the current Swedish broadcasting licence period 2020-25 which mandates the two major broadcasters, UR and SVT, to produce quality content for children and young people in Sweden.

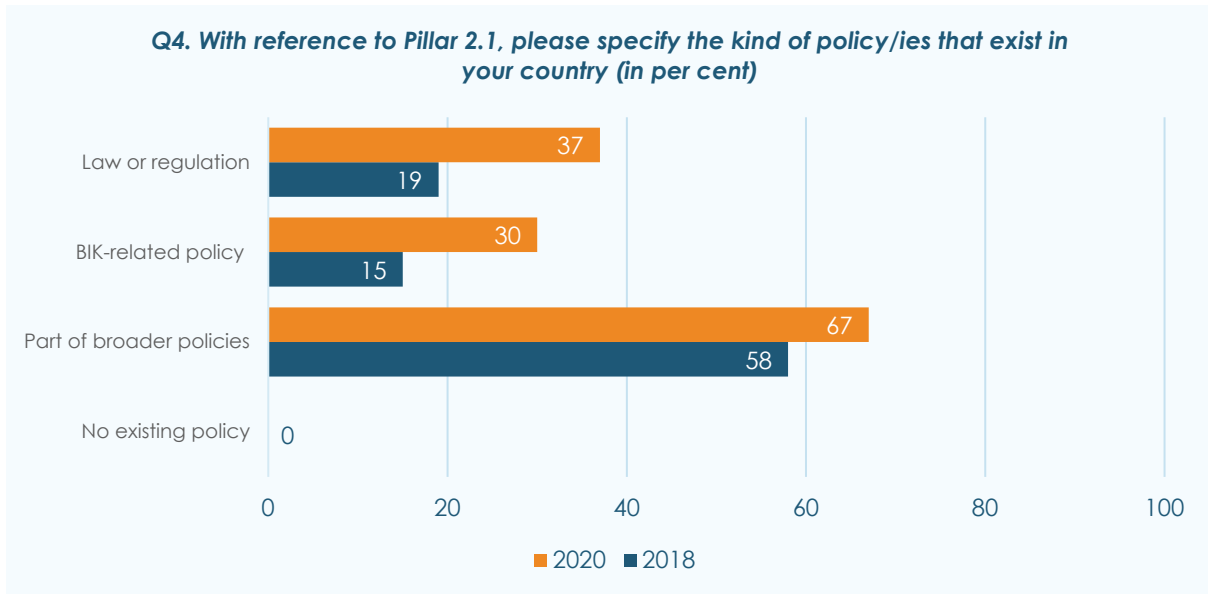
**Pillar 2.1: Education and media literacy**

Pillar 2 of the BIK Strategy covers topics both in the area of education and awareness raising. In line with previous versions of the BIK Map, it is divided here into two separate sections: the first dealing with digital and media literacy in education and the second with the policy themes of general awareness raising and empowerment.

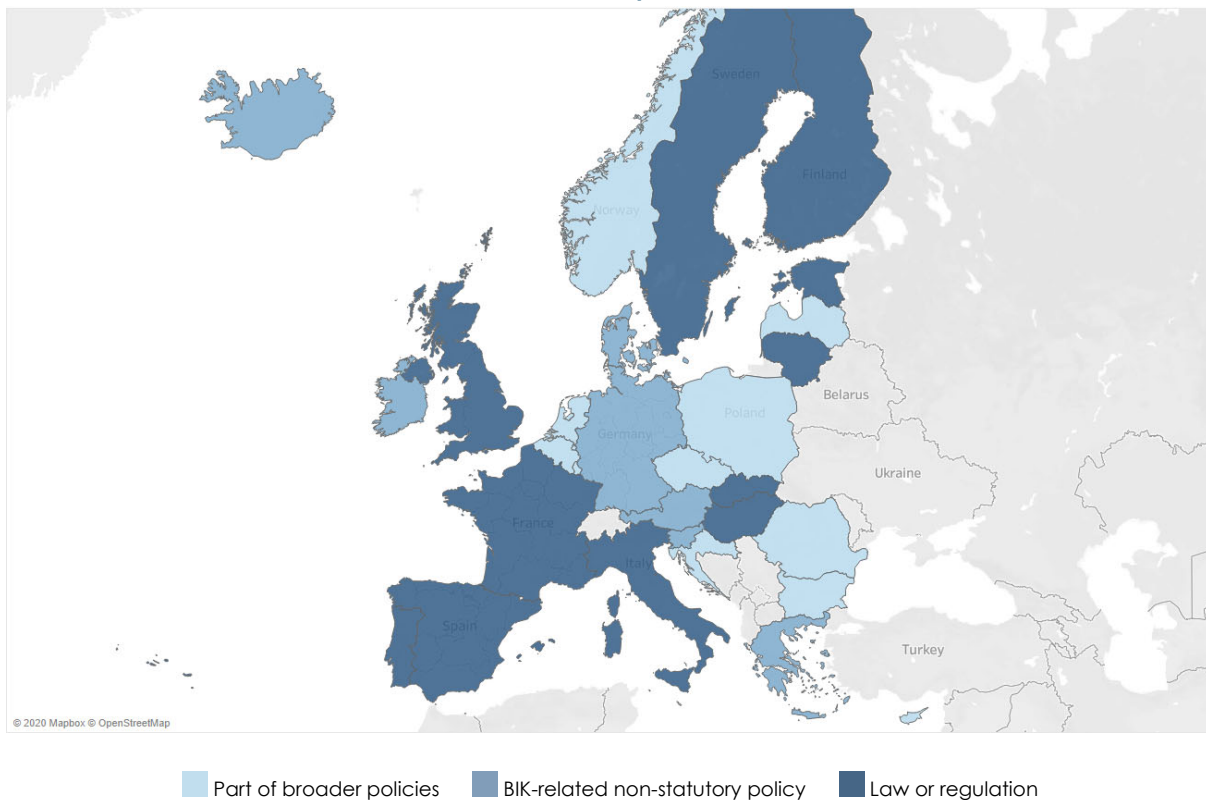
As shown in Figure 7, the topic of digital/media literacy in education is comprehensively covered in all countries. In no case is there a country lacking policy in this area. Countries report different forms of policies. 20 countries (67 per cent) identify digital and media literacy as a topic that is incorporated into broader policies. In 11 cases, this takes the form of a law or regulation and in 9 instances, it is encompassed within BIK-related policies.

Compared to 2018, we see an increase in policy provision in this area and notably so in terms of BIK-related and more formal approaches to policy.

Figure 7: Policy provision for Pillar 2.1 – Digital/media literacy in education



Q4. With reference to Pillar 2.1 of the BIK Strategy, please specify the kind of policy/ies that exist in your country:



A wide range of policies are referenced by Member States in this area.

Media literacy is represented, for example, as a basic principle for all schools in the Austrian Government Programme (2019) for Digital Basic Education. It is included within the digital competences

for education in Bulgaria, and it is identified as a long-term objective for education and educational system development 2019-2023 in the Czech Republic.

In Finland, media literacy is included as a required element in the National Core Curriculum for Basic Education and Pre-Primary Education as of 2014, as well as in Early Childhood Education, Basic Vocational Education Curricula and General Upper Secondary Education from 2018 on.

Some Member States refer to specific organisations with responsibility for promoting media literacy such as Mediawijs as the Flemish Knowledge Centre for Digital and Media Literacy (Belgium) or Media Literacy Ireland, a cross sector alliance supported by the media regulator (Ireland). National strategies for promoting media and digital literacy more generally across society include the National Cyber and Information Security Strategy 2018-2021 (NCIS) (Denmark), the Estonian Lifelong Learning Strategy 2020 (Estonia), and the Ministry of Culture's Media Literacy Plan (France).

Most countries also have in place very specific digitalisation strategies for education that encompass digital/media literacy in education: the Digital Education Strategy 2016 (Hungary); the Digital Strategy for Schools 2015-2020 (Ireland); the National Plan for Digital Education, 2015 (Italy); the Republic of Lithuania Law on Education updated in 2016 to include reference to internet literacy (Lithuania); the Swedish National Digitalisation Strategy for Schools; 2017-10-19 (Sweden); or Keeping Children Safe In Education which includes a specific obligation to teach about safeguarding, including online (United Kingdom).

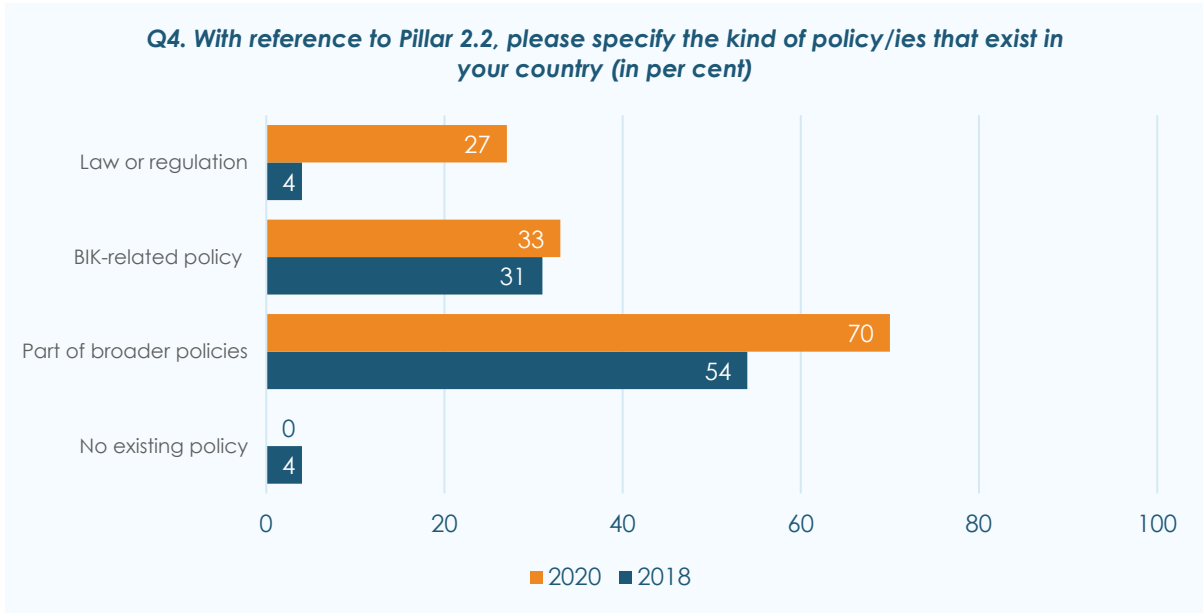
## Pillar 2.2: General awareness and empowerment

Pillar 2.2 encompasses awareness-raising activities and measures to empower users to manage their own online safety. Activities include awareness campaigns as well as reporting mechanisms or tools that can empower users when they encounter problems online.

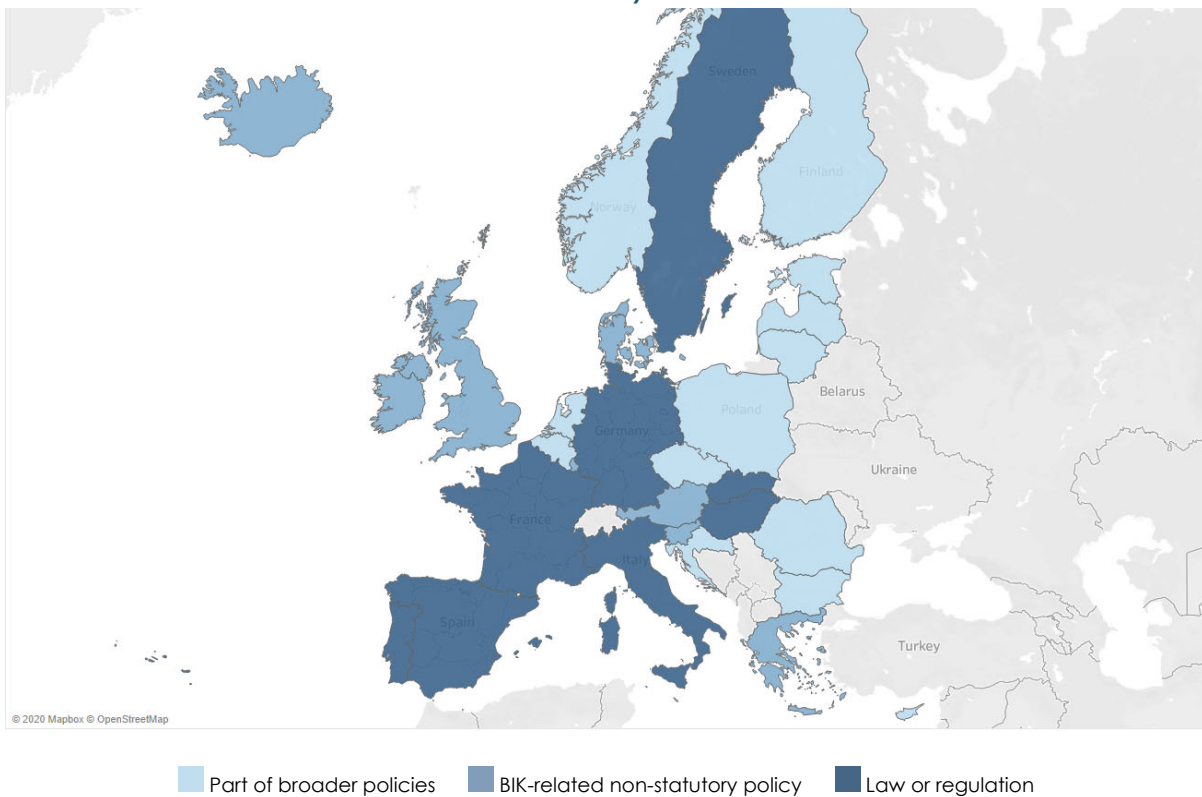
Figure 8 shows that all countries address this policy domain in some form.

- This is mostly addressed as part of broader policies. 21 of the 30 countries report that awareness raising is included in broader policy in this area. In one third of cases, awareness raising and empowerment is included in BIK-related policy while eight countries state that there are laws/regulations in place to support this activity.
- Overall, there is a noticeable increase on 2018 in the range of policies cited under this pillar, particularly so in relation to law or regulation and relevant broader policies. Some countries report a mix of measures with France, for example, reporting examples of all three forms of policy.
- Three countries – Germany, Greece and Luxembourg – state that their existing policies in this area explicitly refer to the BIK Strategy.

Figure 8: Policy provision for Pillar 2.2 – Stepping up awareness and empowerment



Q4. With reference to Pillar 2.2 of the BIK Strategy, please specify the kind of policy/ies that exist in your country:



Many examples of policies citing awareness raising and general empowerment are included in the individual submissions by Member States. These include, for example, the National Programme for Child



Protection elaborated by the State Agency for Child Protection (Bulgaria); the Strategic Framework for Digital Maturation of Schools and the School System in the Republic of Croatia (2030); the National Strategy for a Better Internet for Kids in Cyprus; or the National strategy for primary prevention of risky behaviour of children and youth 2019 – 2027 (Czech Republic).

In a number of cases, ministries and public agencies such as media regulatory authorities have undertaken specific initiatives to support this activity. Denmark's Media Council for Children & Young People established in 1997 and updated in 2020 has this explicit function. The Danish government also established in 2020 an inter-ministerial working group to look at children and young people's digital lives and competencies as well as how the government can limit their exposure to harmful content on the internet.

In Iceland, the Media Commission (2020) developed its media literacy initiative in conjunction with the three ministries involved in running the Better Internet for Kids programme. This includes developing and running high-quality awareness raising and empowering programmes for children and young people.

In France, the Ministry of Education established "La malette des parents" as part of its policy to inform parents about school teaching programmes and issues related to life at school, including digital issues such as protection of children's online privacy, cyberbullying and use of digital devices in the classroom.

### Pillar 3: Tools and regulation for an online safe environment

Pillar 3 deals with the general area of creating through protection and regulatory measures a safe environment for children online. Recognising that children may not be able to recognise risks that exist, or foresee the potential consequence of their actions, the BIK Strategy states that it is necessary "to implement measures that would prevent children from coming in contact with such content or behaviour".<sup>14</sup>

Areas of policy focus addressed within this pillar include the following topics:

- Age-appropriate privacy settings.
- Wider availability and use of parental controls.
- Wider use of age rating and content classification.
- Online advertising and overspending.

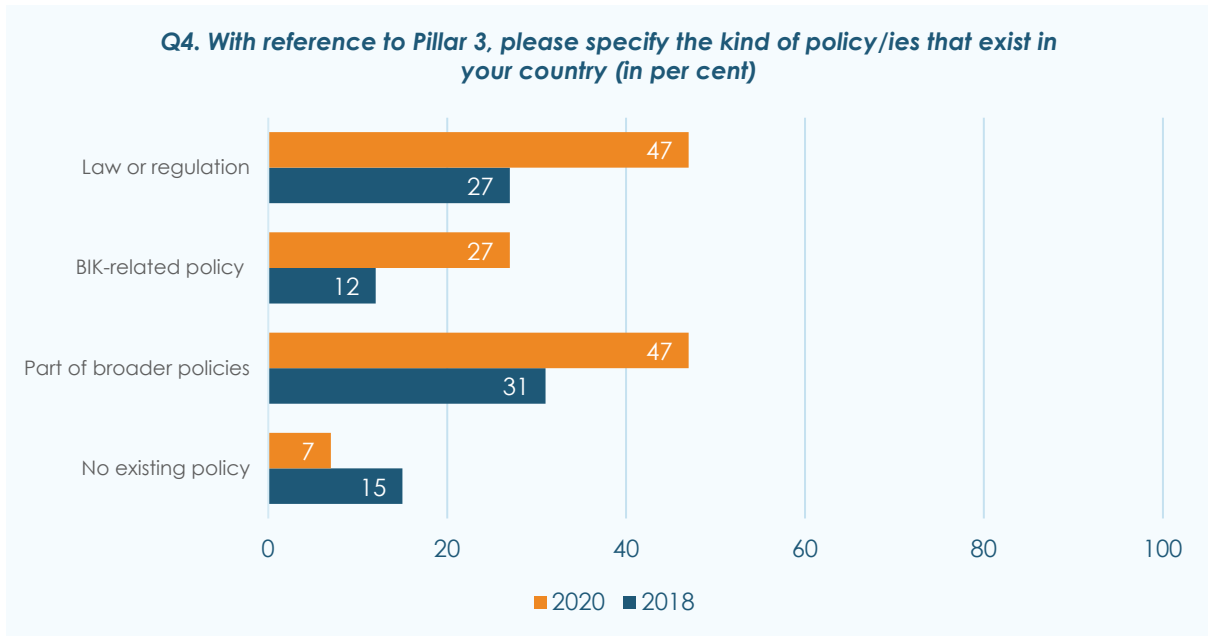
All but two countries in the BIK Map survey report that they have policies in place to address this area. Two countries, Bulgaria and Czech Republic, report that this is not currently addressed in policy terms. Policies are represented equally in the form of laws and regulation on the one hand, and a range of other policies on the other.

There has, overall, been a significant shift since 2018 towards more formal policy in this area, not least through preparations made by Member States in the transposition of the revised Audiovisual Media Services Directive (AVMSD) into national legislation. AVMSD provisions envisaged for the protection of minors address many of the same issues as the BIK Strategy, in particular the wider availability and use of parental controls specifically in relation to video-sharing platforms.

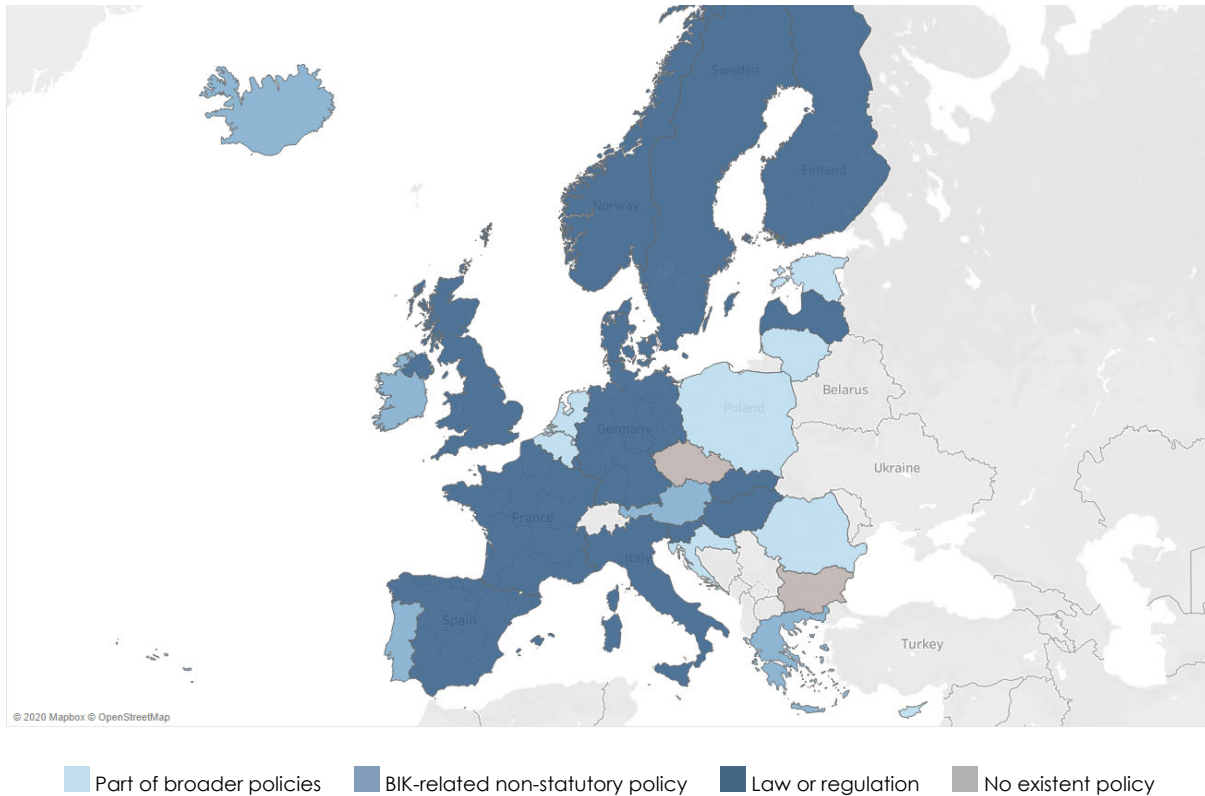
In the submissions to this survey, no country reported an explicit reference to the BIK Strategy in any of the policies cited under Pillar 3.

<sup>14</sup> European Strategy for a Better Internet for Children COM (2012), p.10.

Figure 9: Policy provision for Pillar 3 – Tools and regulation for an online safe environment



**Q4. With reference to Pillar 3 of the BIK Strategy, please specify the kind of policy/ies that exist in your country:**



Member States report a number of specific policy statements and initiatives focussed on a safer online environment for children.

In the United Kingdom, the Office of the Information Commissioner (ICO) published the Age Appropriate Design Code which is currently awaiting parliamentary approval before it comes into force. The UK Government's Online Harms White Paper has also proposed a Government Bill which is due to be introduced before Parliament later in 2020 to place an overarching duty of care on digital service providers to keep users safe.

Privacy and data protection measures are referenced by many countries as instances of legal enforcement of children's online protection. This includes Estonia's Instruction on children's data processing issues by the Estonian Data Protection Inspectorate; Croatia's Law on the Implementation of the General Regulation on Data Protection (Zakon o provedbi Opće uredbe o zaštiti podataka); and in France, the General Data Protection Regulation and the Law on Informatique et Libertés (as amended from June 2018 to take into account the entry into force of the GDPR).

Ireland's Online Safety & Media Regulation Bill (2019) outlines proposals to introduce a new system for the regulation of harmful online content. The proposed measures also update the existing regulatory systems for Television Broadcasting Services and On-demand Audiovisual Media Services. Parts of these new and updated systems will come from the implementation of the revised Audiovisual Media Services Directive and will encompass regulations to govern Video-Sharing Platform Services (VSPS) such as YouTube, Television Broadcasting Services (TV) and On-demand Audiovisual Media Services (ODAVMS).

The Republic of Lithuania lists as relevant measures its Law on the Protection of Minors Against Detrimental Effect of Public Information as well as the Law on Fundamentals of Protection of the Rights of the Child which, as of 2020, deals with children's rights online.

#### **Pillar 4: Legislation and law enforcement against child sexual abuse and exploitation**

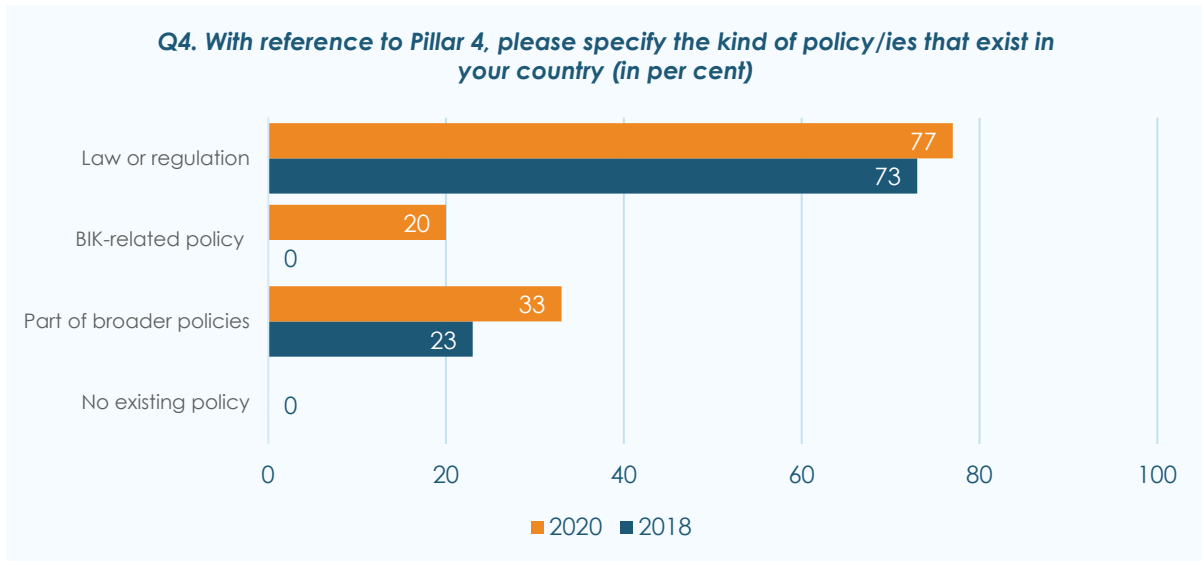
Pillar 4 encompasses actions undertaken at European level as well as by Member States and by industry to combat online child sexual abuse and exploitation. Measures recommended by the BIK Strategy include:

- Increased resources for law enforcement bodies that fight against child abuse material online.
- Effective safeguards in place to ensure democratic accountability in the use of investigative tools to combat child sexual abuse.
- Activities to support the functioning and visibility of hotlines at the national level.
- Activities to support the improvement of cooperation between hotlines and industry for taking down child abuse material.

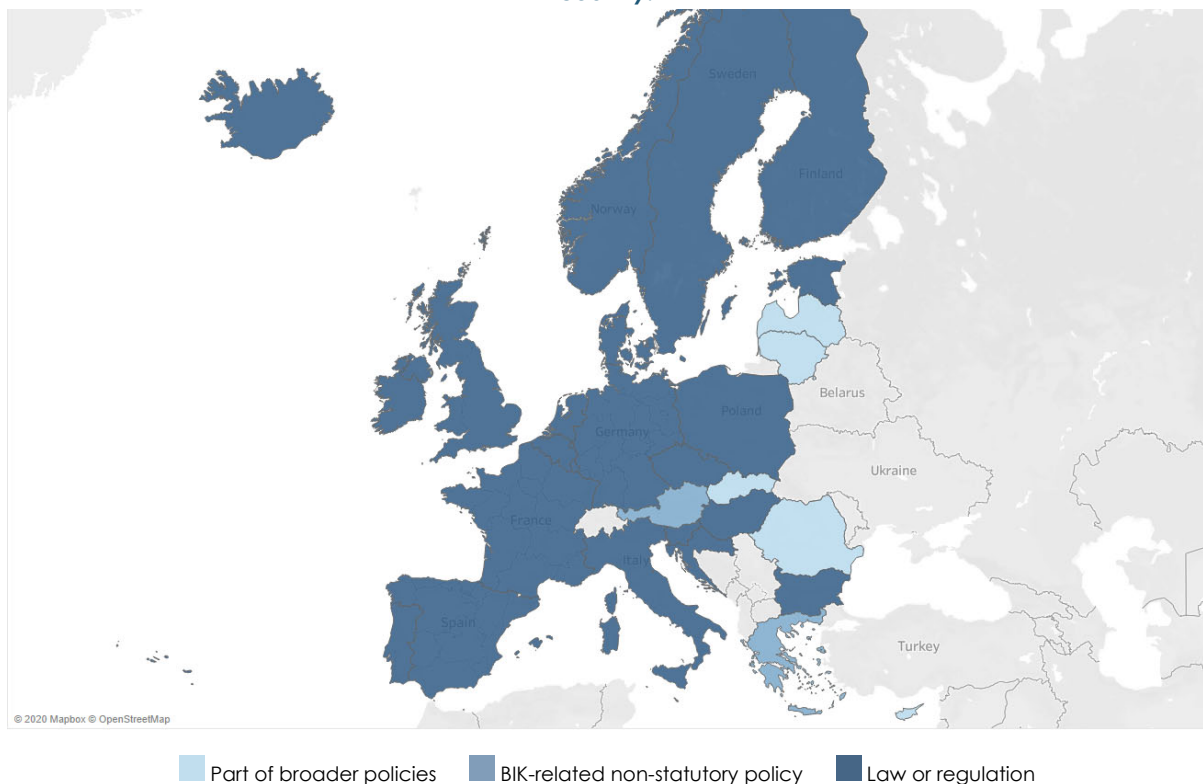
As shown in Figure 10, all participating countries report having policies in this area, reinforcing the longstanding priority given to this topic.

- In the majority of cases (77 per cent), there are specific laws or regulations in place to address this subject. Six countries (Austria, France, Greece, Luxembourg, Portugal and Slovenia) say that this is part of BIK-related policy in the country. Germany, Greece and Norway report that their relevant policies explicitly refer to the BIK Strategy.
- Findings are very similar to the previous 2018 survey and show a consistent level of attention to this topic with some additional policies being highlighted.

Figure 10: Policy provision for Pillar 4 – Legislation and law enforcement against child sexual abuse and exploitation



Q4. With reference to Pillar 4 of the BIK Strategy, please specify the kind of policy/ies that exist in your country:



Some of the targeted measures cited in the individual submissions by Member States include:

- The National Strategy and Action Plan to Combat Sexual Abuse and Exploitation of Children and Child Pornography of 2015 (Cyprus).

- The National strategy of primary prevention of the risk behaviour of the children and youth 2019-2027 (Czech Republic).
- Updates to the Criminal Code Law no 1007 in Denmark which include: §226 (recording of pictures and film), §232 (indecent exposure), §235 (child pornography), §264a (unwarranted photography), §264d (unwarranted sharing of private nature material), §267 (defamation), §263 (letter secret, hacking and identity theft), §266 threats and extortion, §271 (delete it), §223 (participation).
- The Criminal code of Finland which includes measures targeting solicitation of a child for sexual purposes, sexual abuse of a child and distribution of a sexually offensive pictures (including child sexual abuse material (CSAM)). Finland has also ratified The Council of Europe Convention on Protection of Children against Sexual Exploitation and Sexual Abuse (16.9.2011).

## Main findings

### *Policy frameworks*

- All 30 countries in the BIK Map have addressed children's use of the internet in some form.
- There is a high level of awareness of the BIK Strategy. 77 per cent of countries state that the BIK Strategy has played a role in the development of their policies in this field.
- There continues to be a split between those countries (43 per cent) that have developed BIK-specific policies and those (50 per cent) that address this through their broader policies.
- Only two countries report the existence of a single overarching policy framework.

### *Kinds of policies*

- More countries are addressing the topic of high-quality online content for children (Pillar 1). Only 5 of the countries or 17 per cent say that they do not have policy in this area compared to 10 countries or 39 per cent in 2018.
- All countries have policies in place to address digital/media literacy and general awareness raising (Pillar 2), primarily as part of their broader educational policy. Just three countries say that their policies explicitly refer to the BIK Strategy.
- There is a significant increase in terms of policy implementation in the area of tools and regulation for an online safe environment. Nearly half of Member States (47 per cent) report the availability of laws and regulation, up from just a quarter (27 per cent) in 2018. Relevant broader policies are also reported by just under half (47 per cent) up from 31 per cent.
- All countries report that there is policy in place to address legislation and law enforcement against child sexual abuse and exploitation (Pillar 4). Findings are similar to 2018, reflecting the relative maturity of this policy field. One fifth of countries now report additional BIK-related policy in this area and one third (up from 23 per cent in 2018) report related broader policies to address online child sexual abuse.

## Chapter 3. Policy making

Chapter 3 focuses on the policy-making process and presents findings on:

- How policies are managed and coordinated.
- Which actors are involved in policy governance.
- The extent to which policy development is supported by a knowledge base in policy making.
- If youth participation is included as an integral element of the policy cycle.

Together with the policy frameworks reviewed in Chapter 2, the policy-making processes discussed in this chapter combine to provide an insight into the nature of *policy governance* regarding strategies for a better internet and children's online use. As with all aspects of the BIK Map, the objective is to enhance understanding, identify trends and share knowledge of good practices in BIK policy development across Europe.

### 3.1 Policy coordination

The BIK Map survey contains a number of items about the management and coordination of policies in Member States. Key elements include the numbers of ministries involved in policy development and the question of whether any form of cooperation mechanism exists to manage relationships and policy development between the respective actors.

#### How is policy coordinated?

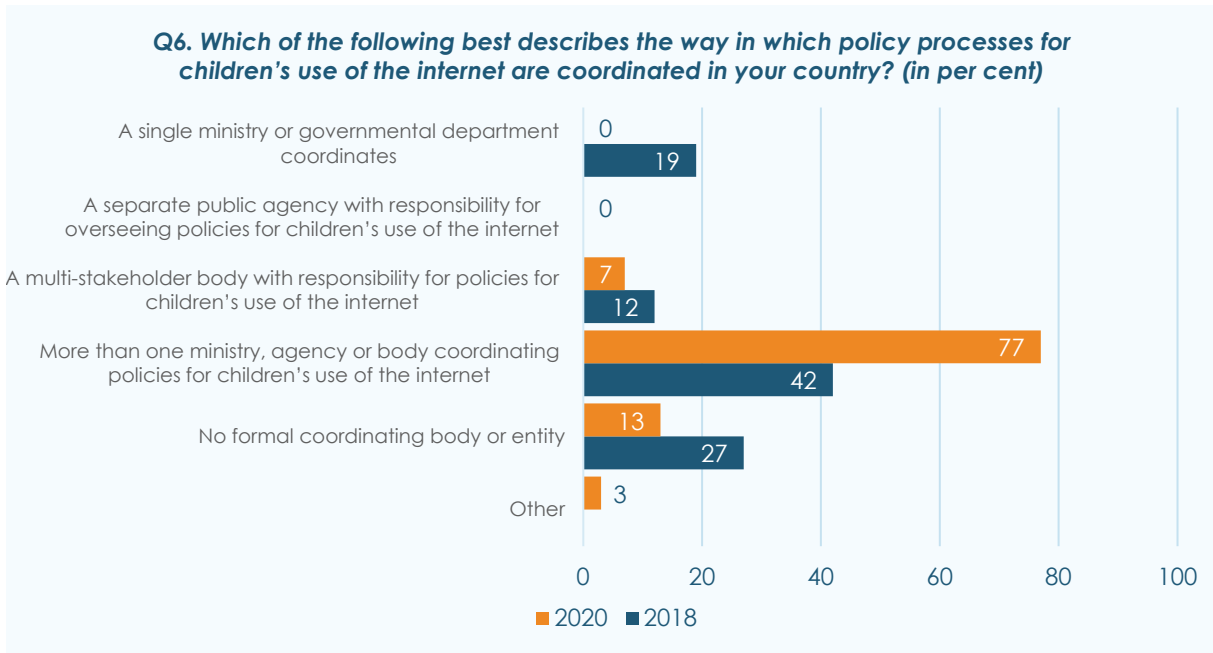
Participating countries were asked to identify the process that best describes how policies for children's use of the internet are coordinated.

Findings are summarised in Figure 11.

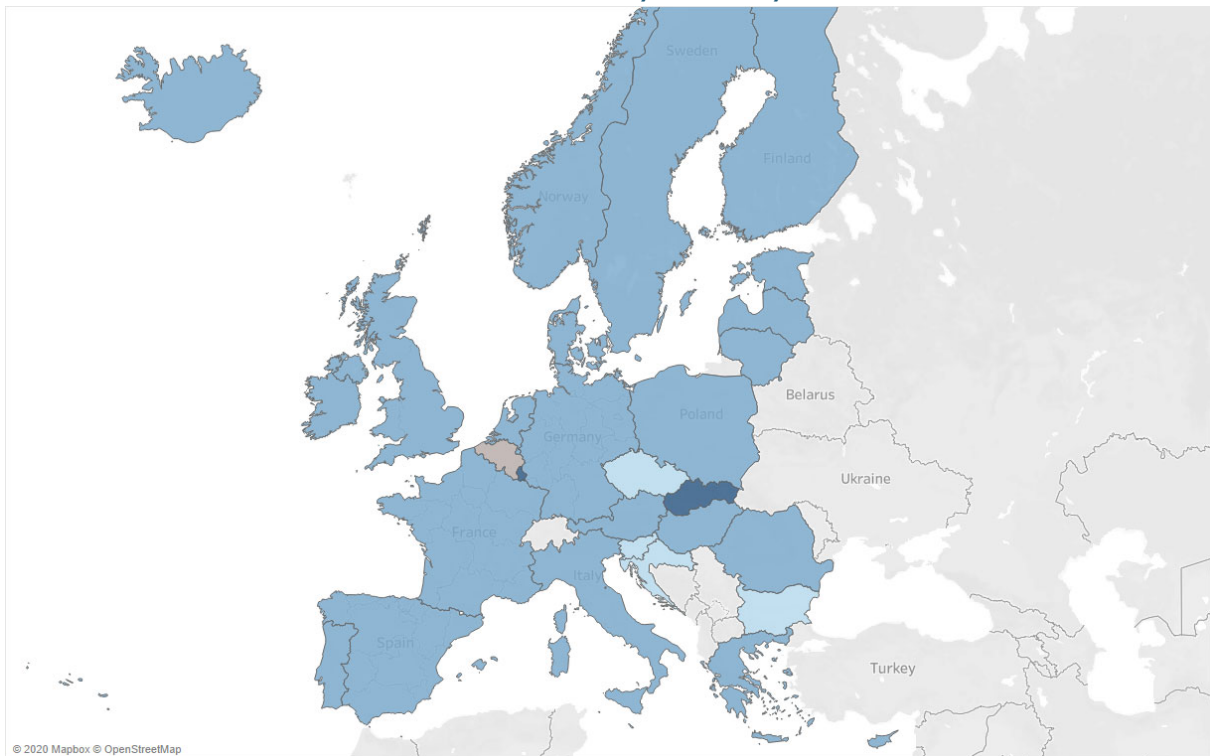
- Over three quarters of European countries report that there is more than one ministry, agency or body in place coordinating policies for children's use of the internet.
- No country reports a single point of coordination, whether in the form of a single ministry or separate public agency.
- In two countries (Luxembourg and Slovakia), a multi-stakeholder body has responsibility for policies on children's use of the internet. Four countries (Bulgaria, Croatia, Czech Republic and Slovenia) state that there is no formal co-ordinating body for policies in this area. Belgium reports a different arrangement ("Other") given the regional nature of its governance.

Compared to 2018, overall findings reflect an increased trend towards a distribution of coordination between multiple of ministries and other agencies contributing to this policy domain. There are fewer instances of countries reporting no coordination at all and no instances where there is reliance on one single ministry.

Figure 11: Forms of policy coordination



Which of the following best describes the way in which policy processes for children's use of the internet are coordinated in your country?



- No formal coordinating body for policies relating to children's use of the internet
- More than one ministry, agency or body coordinating policies for children's use of the internet
- A multi-stakeholder body with responsibility for policies for children's use of the internet
- Other

Diverse models of coordination for children's internet policies are presented in the submissions from Member States.

Safer Internet Centres, supported under the Connecting Europe Facility, and associated Advisory Boards are frequently listed as key mechanisms at the country level for discussing and sharing knowledge regarding safer internet policies. However, it is also recognised that such mechanisms do not have a statutory function and that in the context of multiple ministries sharing responsibility for policy making, there is often a gap in coordination.

- Formal coordination mechanisms of safer internet policies among ministries and public authorities is at the moment absent in the Czech Republic. However, after the Expert Group on Safer Internet for Children (SICEG) was established, a coordination point for the European dimension of Safer Internet policies was established at the Section for European Affairs of the Office of the Government. (Czech Republic)
- BIK-related policies are managed and coordinated by the Ministry of Education and Research (digital media literacy), the Ministry of Social Affairs (child protection issues, awareness raising), the Ministry of Justice (policies related to preventing offenses against minors) and the Ministry of Interior (awareness raising, cyber security issues). In practice, the Estonian Safer Internet Centre (involves four partners) acts as an additional implementing body, contributing to the awareness raising related to digital literacy as well as to fighting against the spread of child sexual abuse material online. (Estonia)
- The actual implementation (coordination) of the aforementioned activities is done in a model of public and private collaboration where a central coordinating role is played by the Safer Internet Centre. (Latvia)
- The Icelandic Safer Internet Centre (SIC-IS) is operated by Home and school - National Parental Organization (awareness), Red Cross (helpline) and Save the Children and National Police (hotline) according to a contract with three ministries (Education, Welfare and Interior). (Iceland)

The role of media regulatory authorities or media councils is also noteworthy in a number of countries:

- Although a topic within several ministries and policy areas, there is not one national body formally mandated to execute a cross-policy coordination in Sweden. There is, however, some coordination being carried out within different policy areas, for example in implementing the national digitalisation strategy in schools, and within the government's assignment to the Swedish Media Council to enhance media and information literacy by facilitating national cooperation between stakeholders. (Sweden)
- This policy area spans several ministries, including The Home Office, the Department for Education, and the Department for Digital Culture Media and Sport. Also involved are the Ministry of Justice and the Ministry of Health. The Information Commissioner's Office is the UK's data protection regulator. The government, according to the plans outlined in the Online Harms White Paper, appoints a regulator, and in February 2020 it announced the intention to make Ofcom fulfil this role. (United Kingdom)
- The Norwegian Safer Internet Centre (NSIC) (the Norwegian Media Authority), subordinated under the Ministry of Culture, is the national coordinator on BIK-related policies. The Ministry of Culture also coordinates other ministries with support on BIK-related policies, for example the Ministry of Education and Research; the Ministry of Children and Families; the Ministry of Local Government and Modernisation, and the Ministry of Justice and Public Security. (Norway)



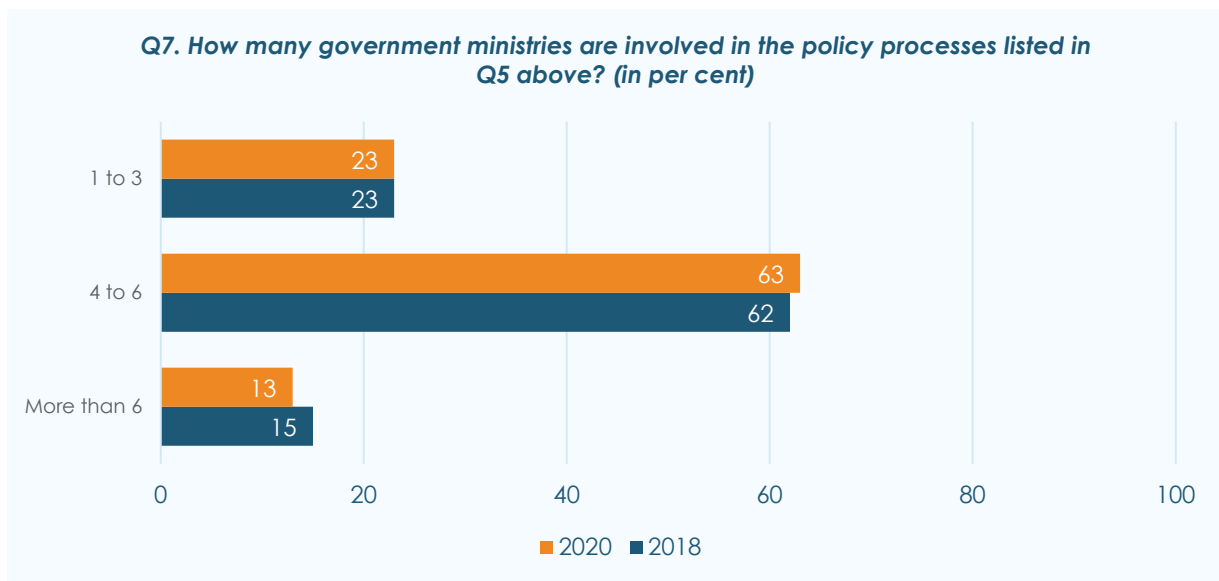
### Numbers of ministries involved in policy making

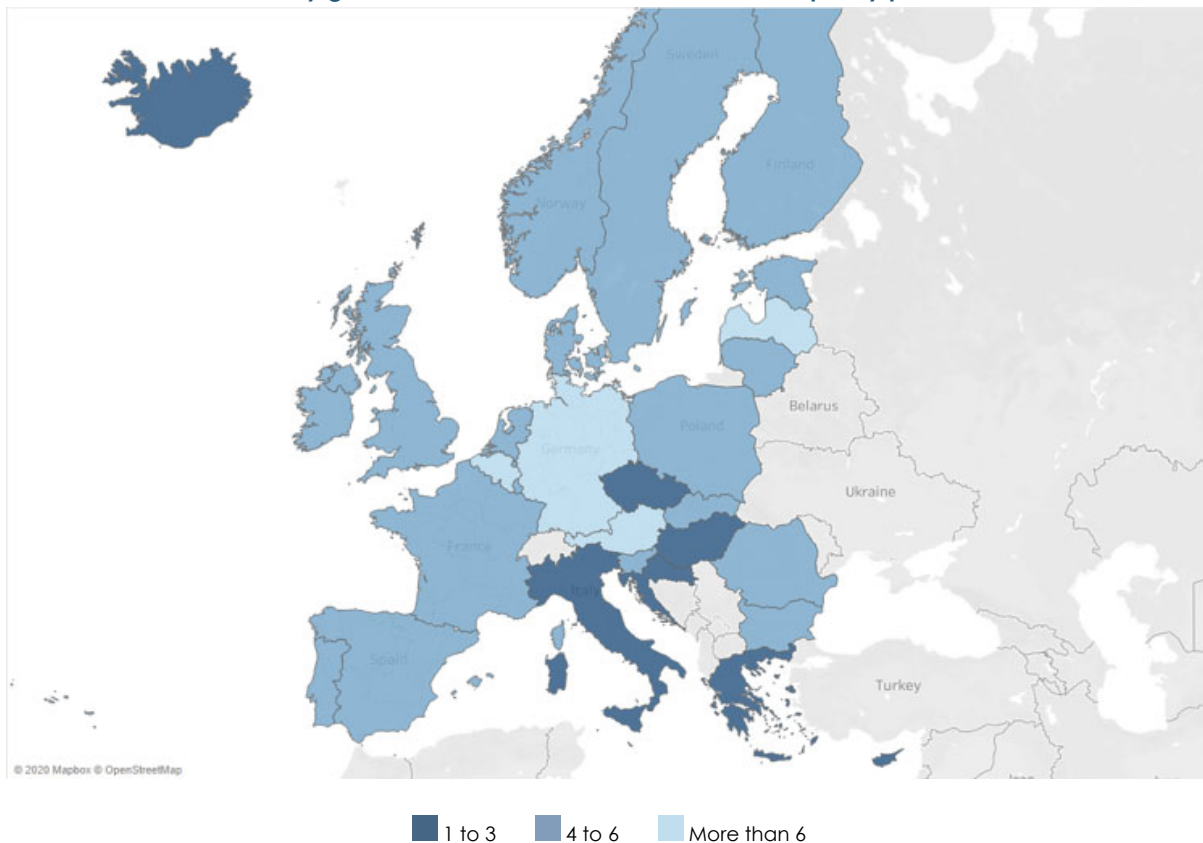
Countries were asked to identify the number of ministries involved in policy development across the different strands of the BIK Strategy.

As shown in Figure 12, the norm in most cases (63 per cent or 19 of the 30 countries) is 4 to 6 ministries sharing responsibilities for BIK-related strategy. In just under one quarter of cases, or seven countries, policy making is undertaken by up to three ministries. In four instances (Austria, Belgium, Germany and Latvia), there are more than six ministries involved.

There has been little or no change since the last survey in 2018 as Figure 12 shows.

**Figure 12: Number of ministries involved in BIK-related policy making**



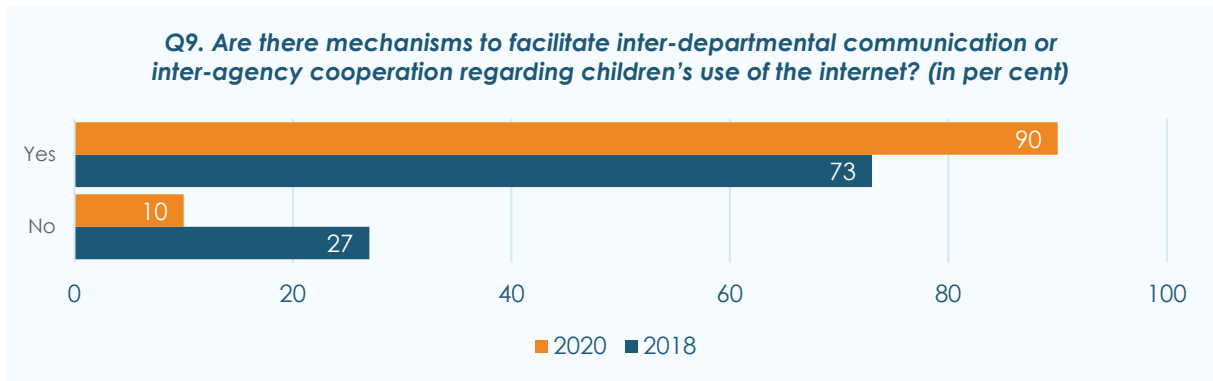
**How many government ministries are involved in the policy processes?****Cooperation mechanisms between ministries**

Given the multiple ministries and other bodies involved in policy making, countries were asked to identify if there were mechanisms in place to facilitate inter-departmental communication or inter-agency cooperation regarding children's use of the internet.

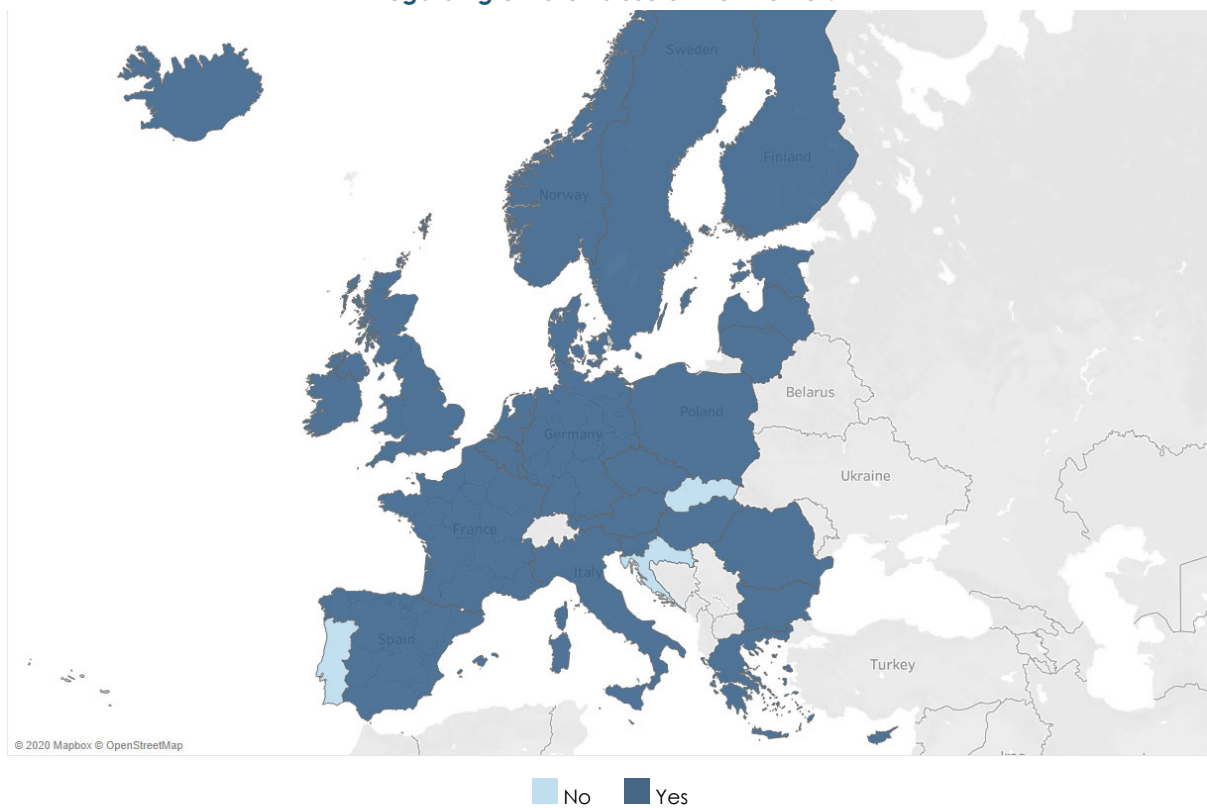
Nearly all countries, 27 of the 30 countries in the survey, state that there is such a mechanism in place. Three countries, Croatia, Portugal and Slovakia, report that there isn't currently a mechanism to facilitate inter-departmental communication.

The findings show an improvement in the availability of cooperation mechanisms since 2018 with an increase from 73 per cent to 90 per cent. This represents an increase in the availability of coordination measures since 2018 and as such illustrates some further consolidation of policy processes.

Figure 13: Mechanism to facilitate inter-departmental or inter-agency cooperation



**Q9. Are there mechanisms to facilitate inter-departmental communication or inter-agency cooperation regarding children's use of the internet?**



Some of the examples presented by countries highlight developments in inter-departmental communication and collaboration:

- An inter-ministry working group consisting of several ministries is formed to address the issue of children's safety online. The working group is supported by working groups in the relevant agencies. In defining, qualifying and implementing the actual initiatives/policy outcome, stakeholders are an essential part of the process. (Denmark)
- A Cabinet Committee, chaired by the Taoiseach [Prime Minister] with membership comprising relevant Ministers, maintains political oversight of the Action Plan and implementation of the actions therein. A Sponsors Group has been established with membership comprising each of the relevant Departments. Delineation of policy responsibility operating on the basis that if a

Department is responsible for a policy area offline then it is responsible for the policy area online as well. (Ireland)

- An inter-institutional table to promote debate, including on the topics of children's use of the internet, is coordinated by the Italian Ministry of Education. (Italy)
- A workgroup consisting of the following members: Ministry of Internal Affairs (Police and their office for computer criminality), Commissioner for Children, National Coordination Centre for the Violence on Children (Ministry of Labour, Social Affairs and Family), Ministry of Education, Science, Research and Sport, Ministry of Justice, eSlovensko (association), Slovak Academy of Science, Catholic University (partner of EU Kids Online), Ministry of Economy, Ministry of Culture, Research Institute of Children's Psychology and Patopsychology, Coalition for Children of Slovakia (NFP), Ministry of Healthcare, Office for Personal Data Protection. (Slovakia)

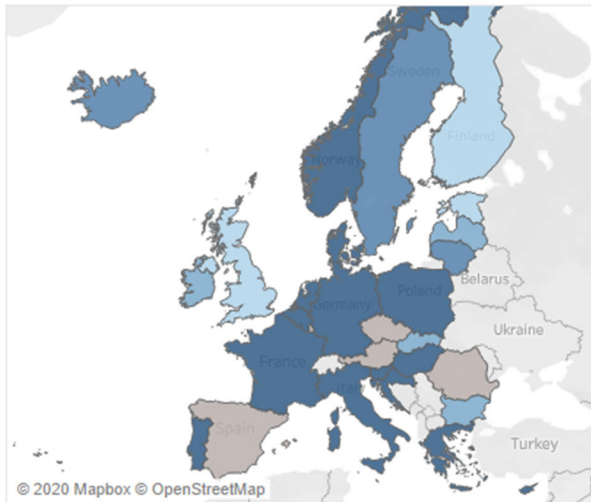
### Who leads policy making and how is cooperation managed?

Given that there are multiple ministries and other stakeholders involved in the policy-making process, countries were asked to indicate which body was primarily in charge of coordinating across the different policy strands and diverse policy actors. Given the multi-stranded nature of the activities involved, findings are broken down for each pillar of the BIK Strategy.

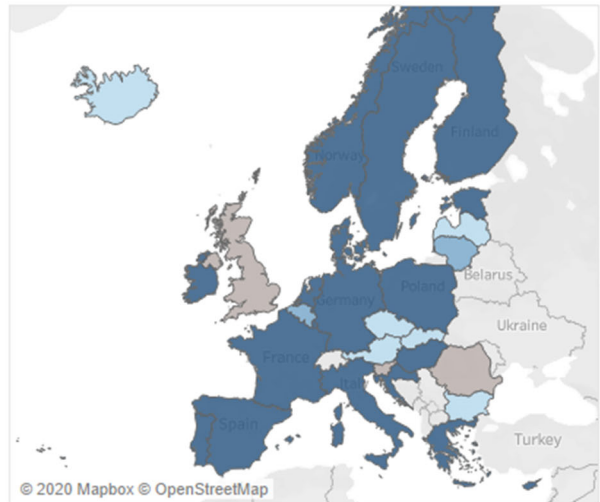
As Figure 14 shows, the leadership role in the majority of countries is taken by government ministries. This applies within each pillar of the BIK Strategy. This, combined with the role of public agencies with responsibility for specific aspects of BIK-related strategy, highlights the pre-eminent role of the State in policy development and leadership. Only in a small number of cases (three countries) are NGOs identified as having this role.

Figure 14: Policy leads within each BIK pillar

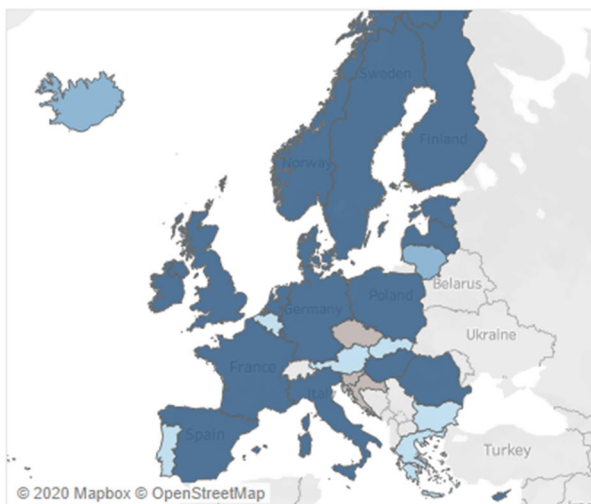
Leading roles: Pillar 1



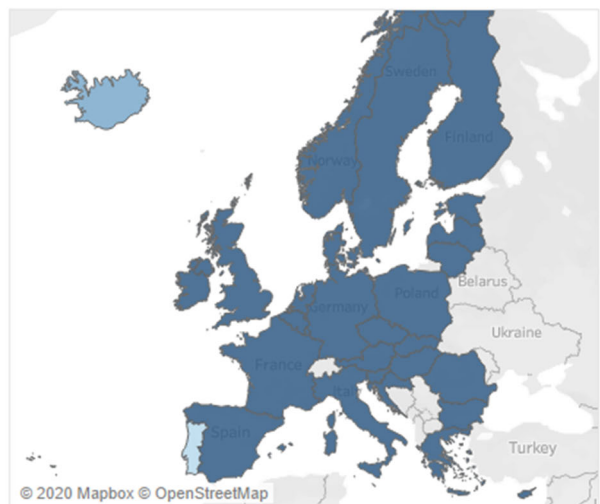
Leading roles: Pillar 2



Leading roles: Pillar 3



Leading role: Pillar 4

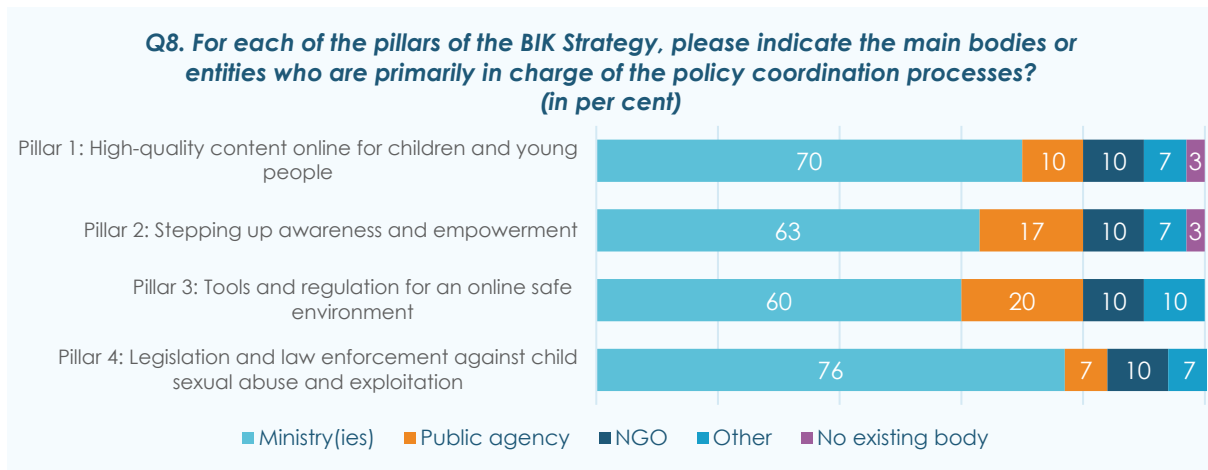


Pillar 1

- Leading: PSB
- Leading: SIC
- Leading: Public agency
- Leading: Government ministry or department
- No or split leading roles

Pillars 2, 3 and 4

- Leading: SIC
- Leading: Public agency
- Leading: Government ministry or department
- No or split leading roles



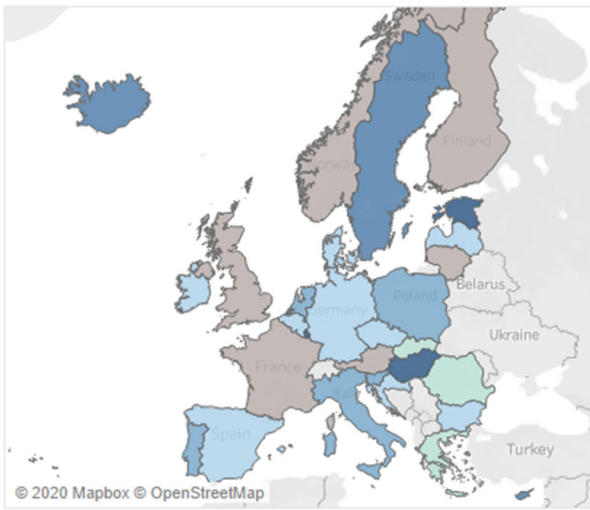
Taking into account the variety of policy issues and the relative complexity of governmental processes, countries were also asked to report on the nature of the cooperation mechanism for each of the pillars of the BIK Strategy.

Figure 15 shows that policy is handled differently within each pillar.

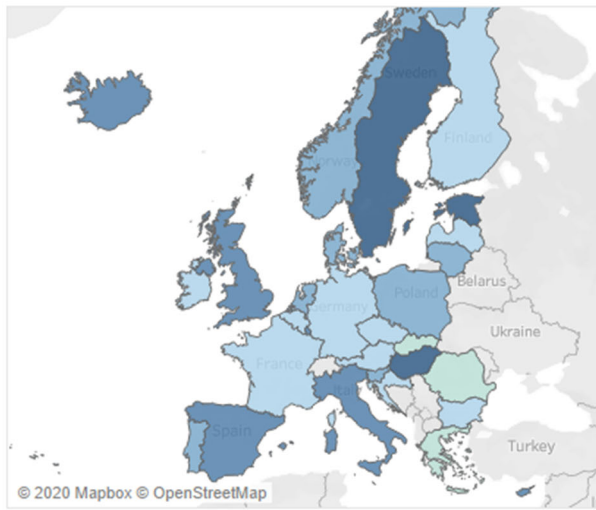
- In Pillars 1 and 2, there is more reliance on informal cooperation.
- In Pillars 3 and 4, there is evidence of more formal approaches, for example through formal law or regulation or through a Memorandum of Understanding.
- Pillar 4 represents the most formalised approach, reflecting the key roles of home ministries, law enforcement and industry with respective responsibilities set out in the form of agreements or Memoranda of Understanding.
- In the case of Pillar 1, four countries report that there is no cooperation mechanism in place.

Figure 15: Cooperation mechanisms within each pillar of BIK

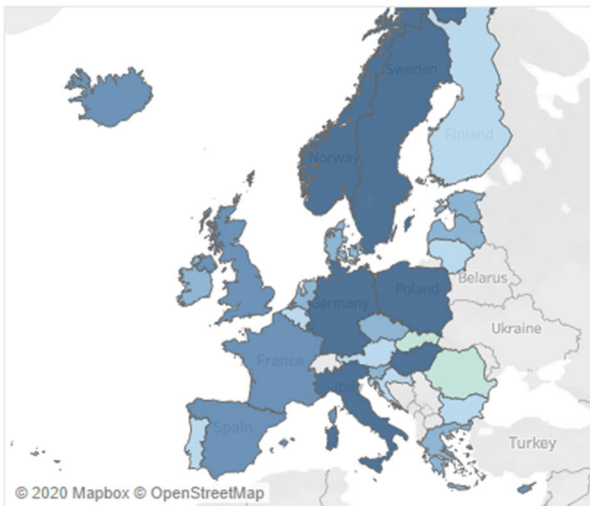
Pillar 1: Co-operation mechanisms



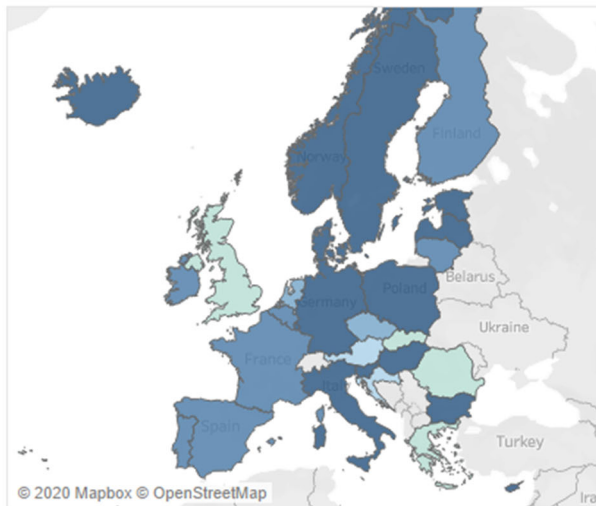
Pillar 2: Co-operation mechanisms



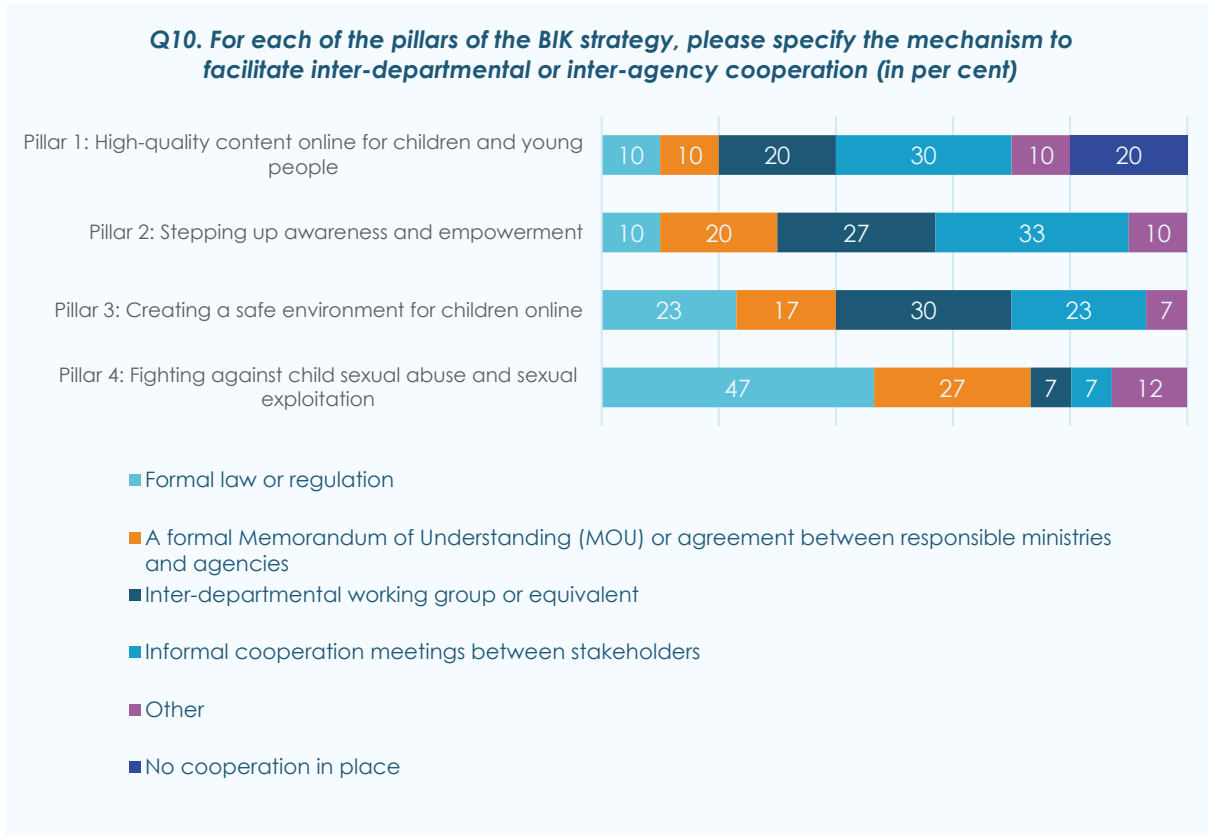
Pillar 3: Co-operation mechanisms



Pillar 4: Co-operation mechanisms



- Informal co-operation meetings between stakeholders
- Inter-departmental working group or equivalent
- A formal Memorandum of Understanding (MOU) or agreement
- Formal law or regulation
- Other
- No cooperation in place



### 3.2 Evidence-based policy making

Supporting policy development through high-quality evidence is a further indicator examined in the BIK Map. From a design point of view, evidence-based policy helps to make sound decisions about policies, programmes and projects, and is recognised to be a key part of the implementation process.

Previous iterations of the BIK Map have highlighted the uneven availability of research evidence to support policy in this field across European Member States. The first BIK Map study in 2014 found that insufficient attention had been paid to the collection of evidence, noting in particular the absence of high-quality longitudinal research. The second BIK Map study in 2018 confirmed the uneven nature of the evidence base.

In this iteration of the BIK Map, participants were asked what types of data collection take place in the country in question, whether evidence collected through such initiatives had impacted on policy making, and the extent to which there had been new policy developments in the three years since the last study.

#### Availability of evidence

Member States were asked to report on the kind of data collection that exists in each country, taking into account national and regional quantitative surveys as well as qualitative data collection. Countries were also asked if such data collection was specifically focused on children's use of the internet or whether it was collected as part of a broader survey.

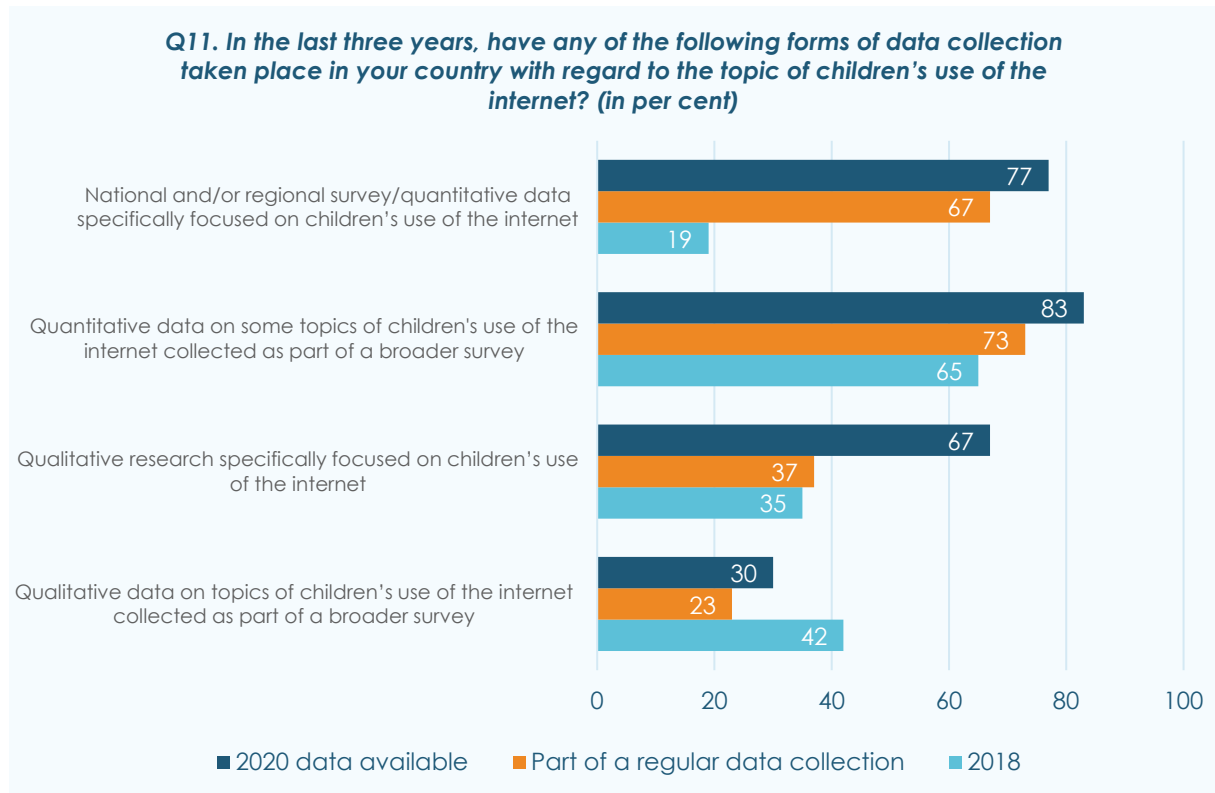
Figure 16 presents findings for the different types of data collection involved.



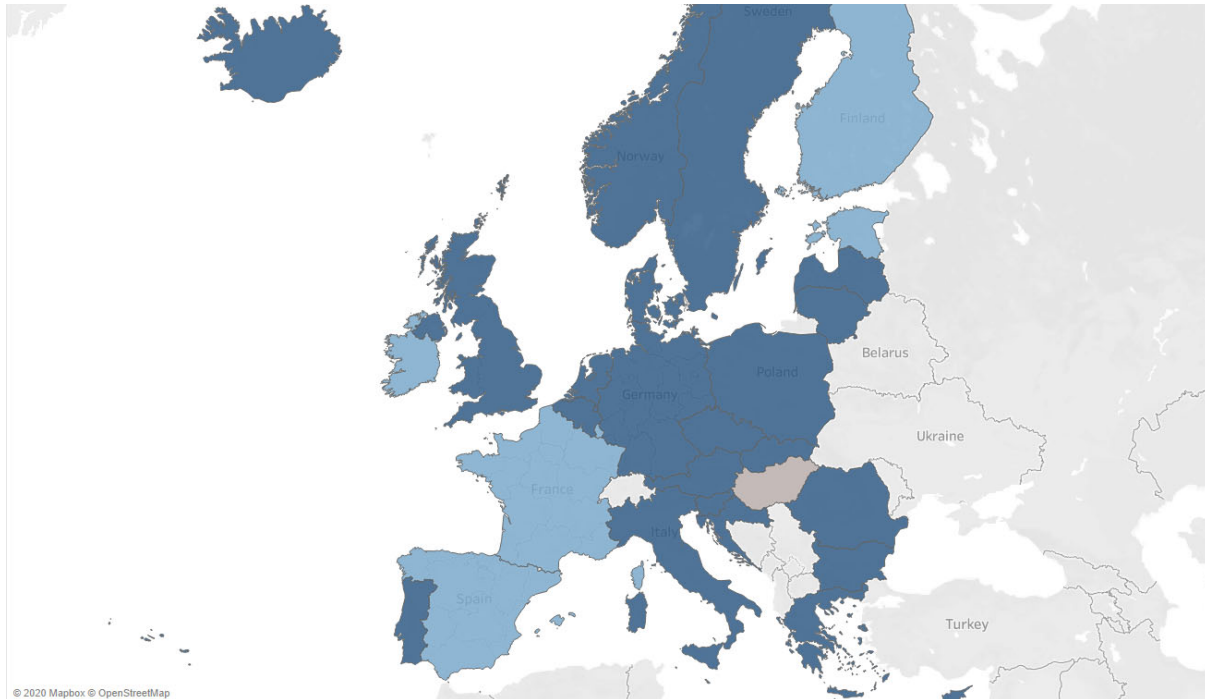
- Over three quarters of countries (77 per cent), or 23 of the 30 countries included in the study, now report the existence of quantitative data specifically focused on children's use of the internet. 67 per cent, or 20 out of the 30, say this forms part of a regular data collection series.
- 25 countries (83 per cent) say that they have collected quantitative data on some aspects of children's use of the internet as part of broader surveys.
- 20 countries (67 per cent) say that qualitative data focused on children's online use is available or has been collected in the last three years. In 37 per cent of cases, this is also part of a regular data collection series.

Findings in this iteration of the BIK Map show a large increase in the availability of data. In the three years since the last mapping, countries are reporting increased numbers of studies, in particular quantitative survey data. There is also a very substantial increase in the numbers of countries now reporting the availability of regular data collection that is specifically focused on children's use of the internet. This increase since 2018 may be due in part to increased awareness and reporting of sources. However, there is also strong evidence among the sources cited of new research initiatives, including a wave of data collection by the EU Kids Online network which, as such, represents a significant improvement in the availability of evidence.

Figure 16: Availability of evidence on children's internet use

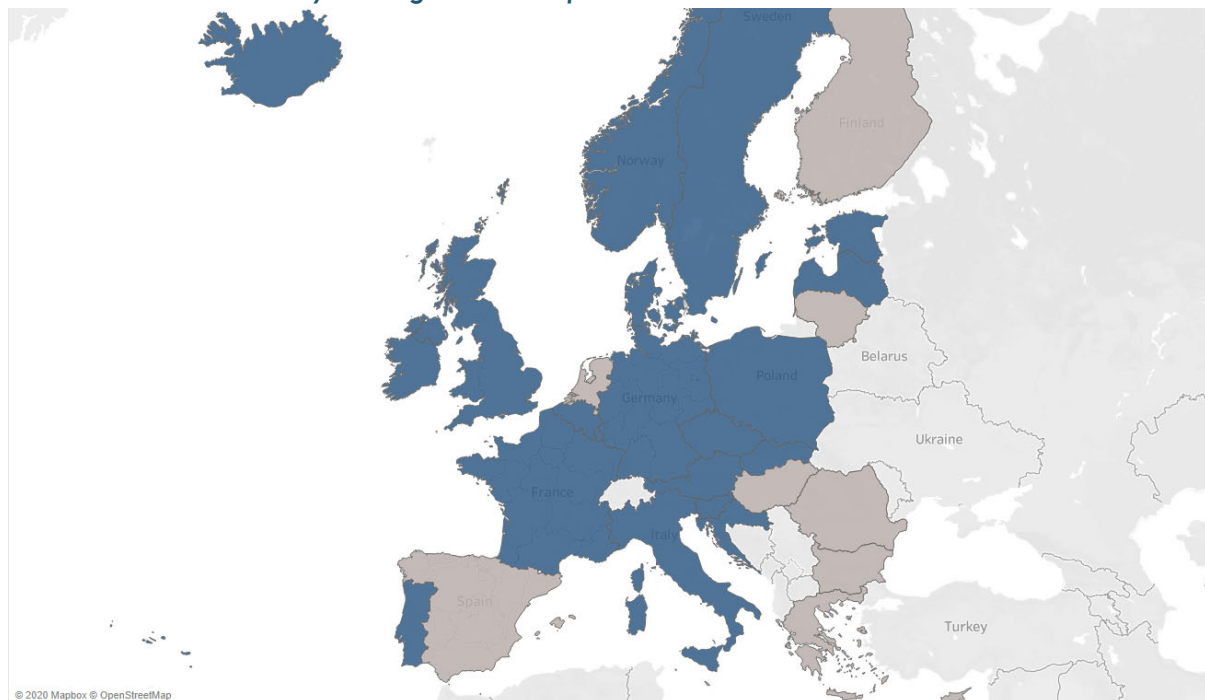


**Q11. In the last three years, have any of the following forms of data collection taken place in your country with regard to the topic of children's use of the internet?**



- Quantitative data on some topics of children's use of the internet collected as part of a broader survey
- National and/or regional survey/quantitative data specifically focused on children's use of the internet
- No data

**Q11. In the last three years, have any of the following forms of data collection taken place in your country with regard to the topic of children's use of the internet?**



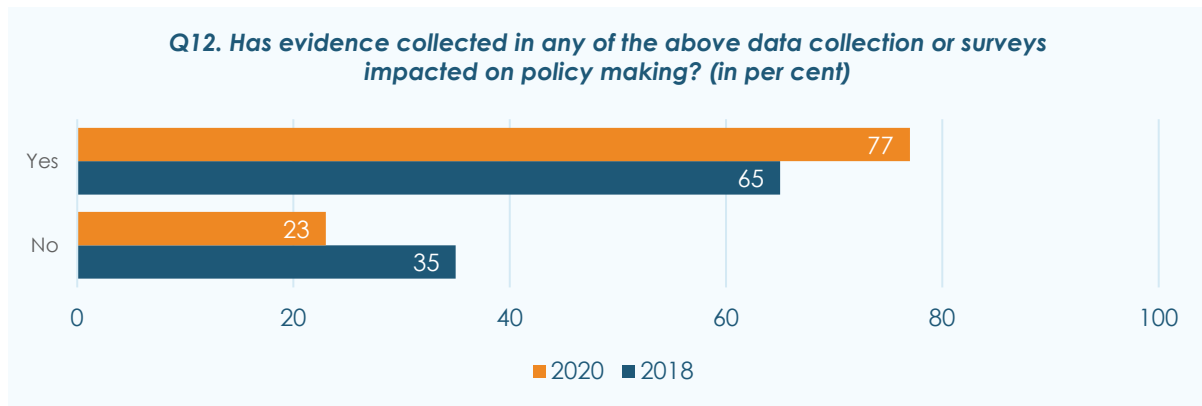
- Qualitative research specifically focused on children's use of the internet
- No data

**Evidence impacting on policy**

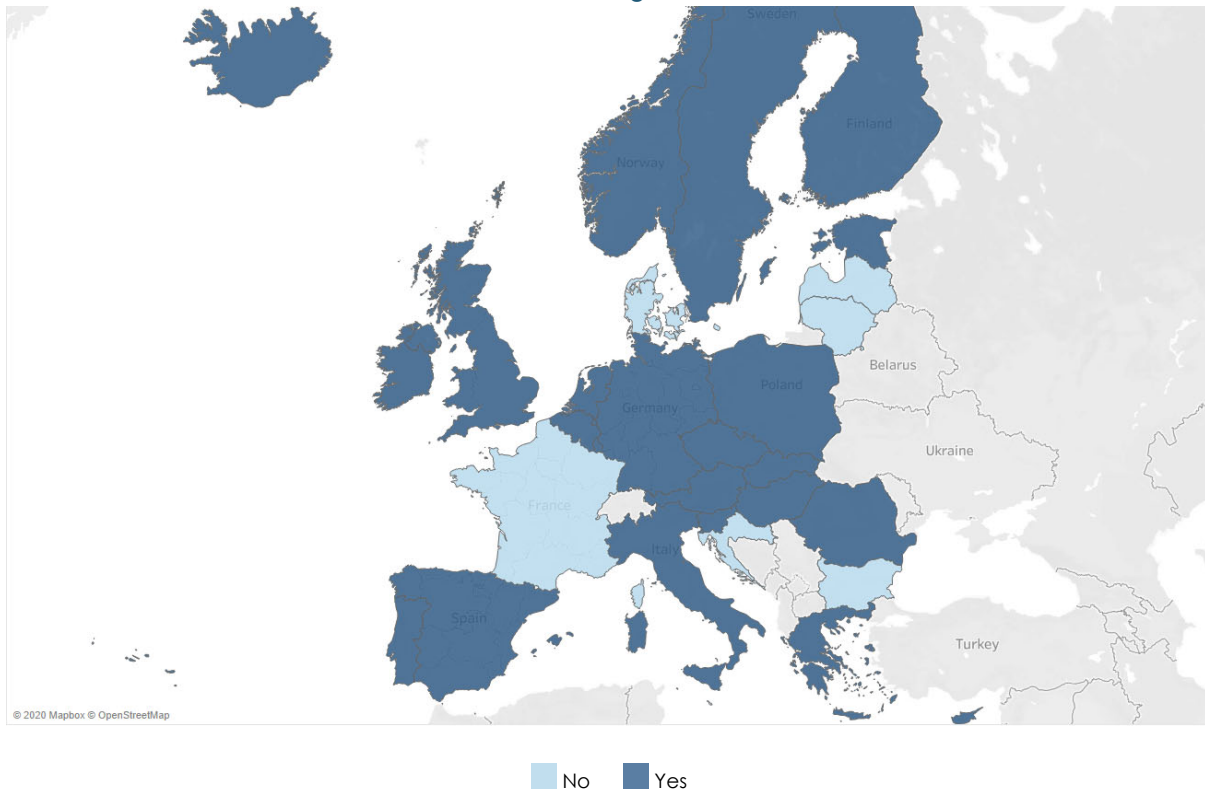
Countries were also asked to report if evidence collected through any of the methods of data collection had impacted on policy in their country.

- Over three quarters (77 per cent), or 24 of the 30 countries, now state that evidence collected in national surveys or other types of data collection has influenced the design of public policies. Less than a quarter or six countries say this is not the case.
- This represents an increase since 2018 in evidence-based policy making and is consistent with the rising trend in availability of evidence to support policy.

**Figure 17: Use of evidence in policy making**



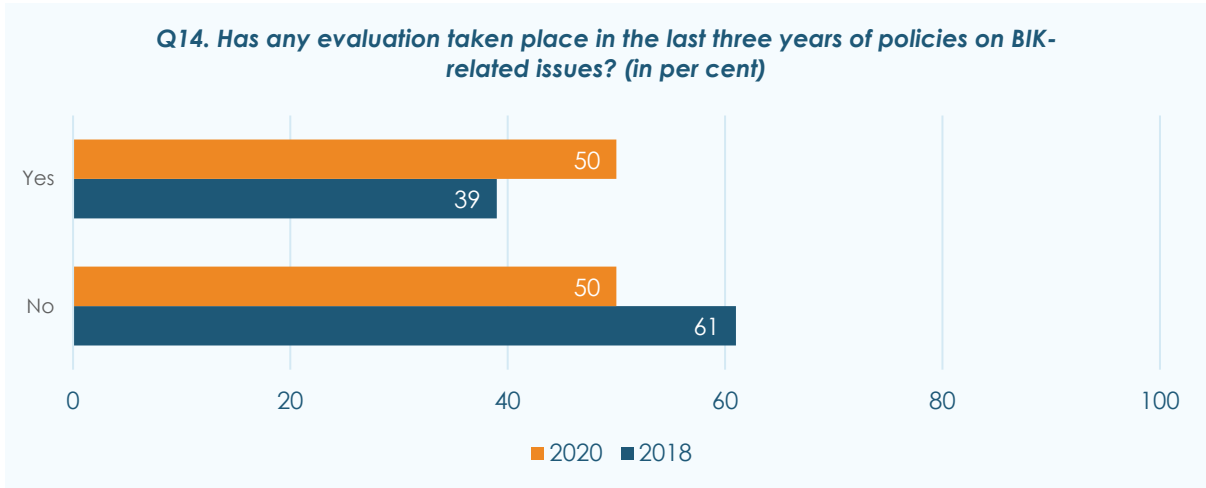
**Q12. Has evidence collected in any of the above data collection or surveys impacted on policy making?**



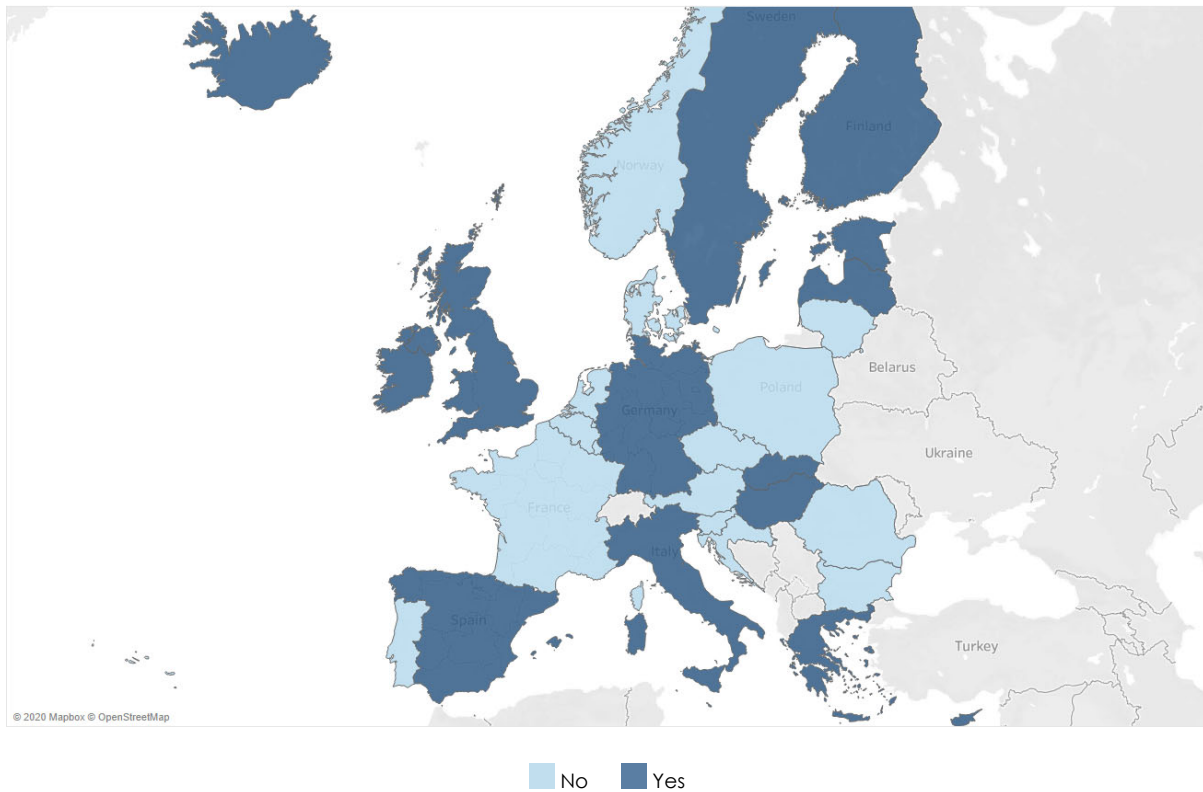
Countries were also asked to report if any evaluation of BIK-related policies had taken place in the last three years (Figure 18).

- Half of all participating countries now report that monitoring and evaluation of policies is in place.
- This represents an increase on the 39 per cent that reported in 2018 that such policies had been evaluated.

Figure 18: Evaluation of policies in the last three years



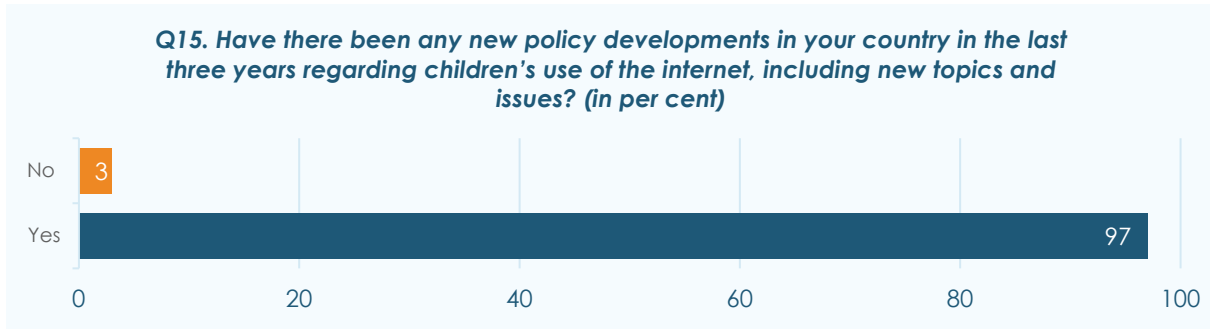
Q14. Has any evaluation of policies relating to children’s use of the internet taken place in the last three years?



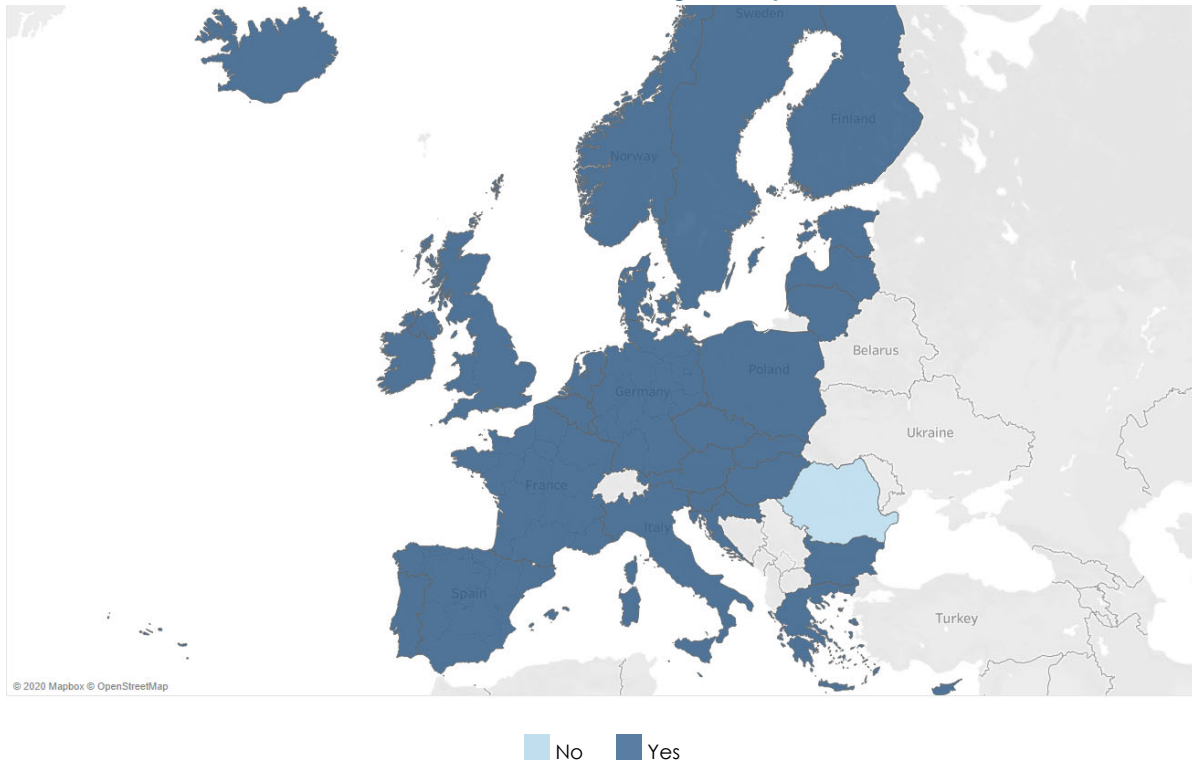
### New policy developments

One of the issues followed in the BIK Map is that of new policy developments. In response to the question on whether any new developments have taken place at the national level, all but one country report new developments in this field.

Figure 19: New policy developments



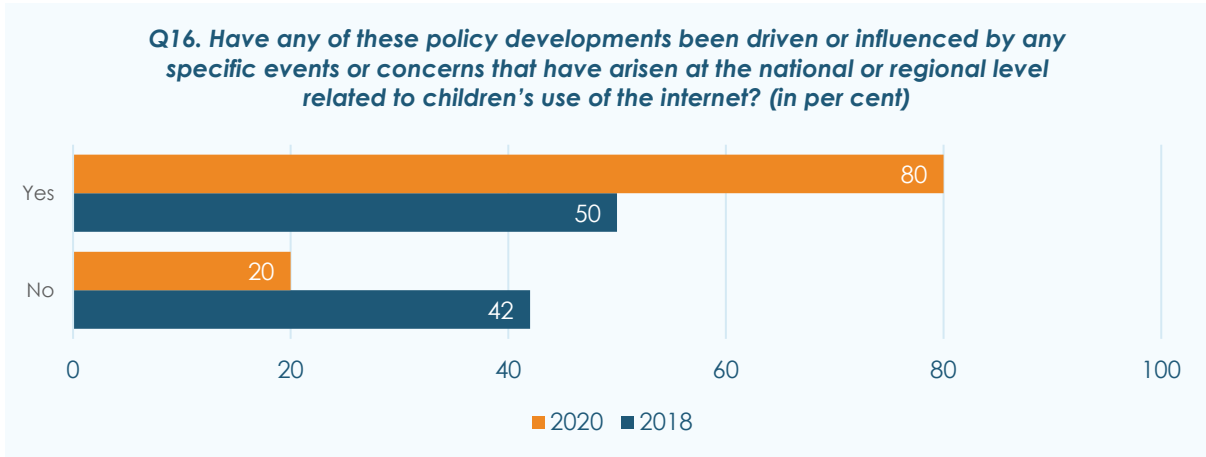
**Q15. Have there been any new policy developments in your country in the last three years regarding children's use of the internet, including new topics and issues?**



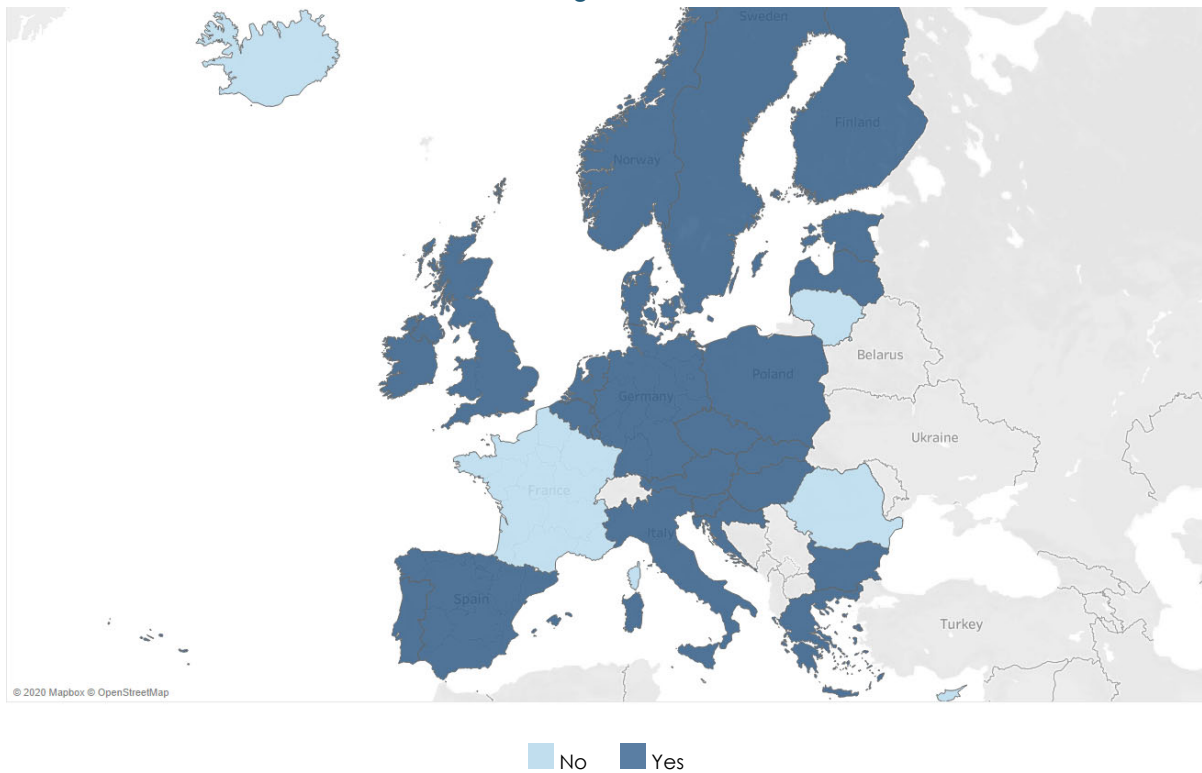
Asking further if such policy developments had been driven or influenced by any specific events or concerns that had arisen at the national level, again a large majority, 80 per cent or 24 of the 30 countries, stated that these developments had been in response to national or regional concerns or issues.

This is an increase on the 50 per cent of countries that had responded in this way when the same question was asked in 2018.

Figure 20: Reaction to events



**Q16. Have any of these policy developments been driven or influenced by any specific events or concerns that have arisen at the national or regional level related to children's use of the internet?**



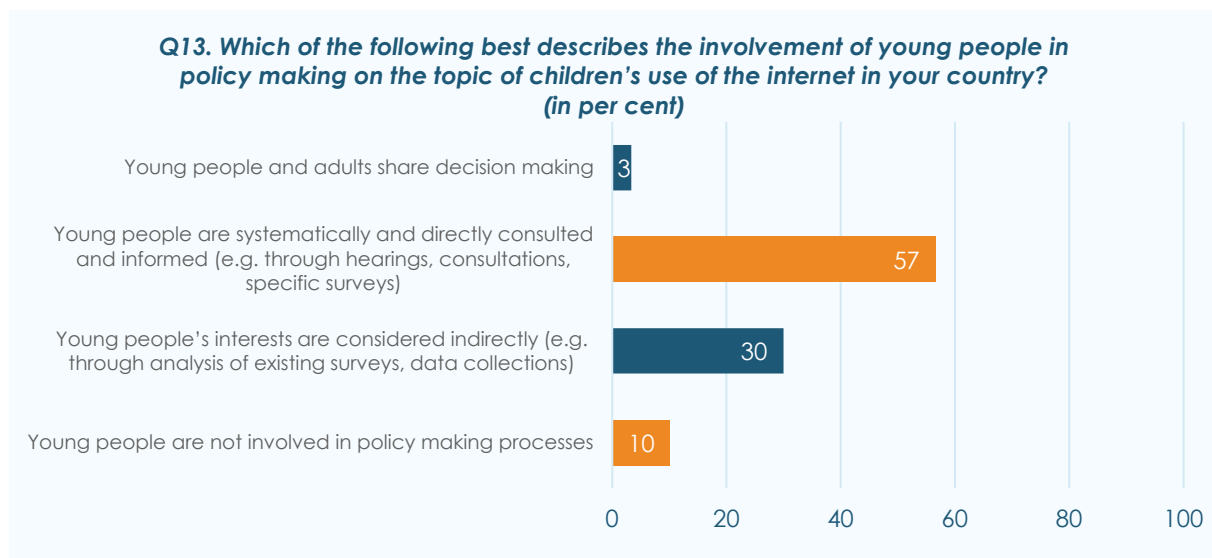
### 3.3 Children's participation in policy making

Children's participation in policy making, as recommended by the BIK Strategy, is a further element examined within the BIK Map questionnaire. The BIK Strategy recommends scaling up awareness activities and youth participation, for example through consultation and participation in youth councils or representative fora.

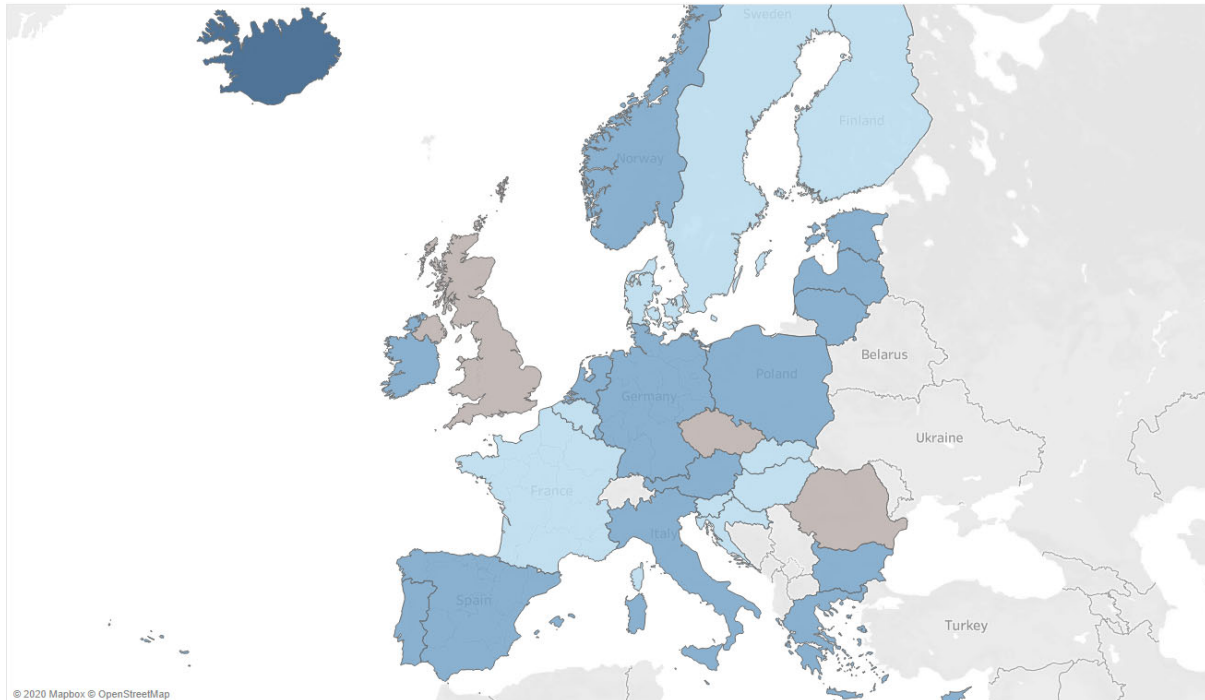
In this version of the BIK Map, countries were asked about the nature of children's involvement in policy making in their country. This item has expanded on the question asked in 2018, providing more detail about the relevant arrangements in place.

- Most countries state that children are consulted in the course of policy making in areas related to the BIK Strategy. 57 per cent, or 17 countries, state that children are systematically and directly consulted and informed, for example through hearings, consultations and specific surveys designed to elicit their views.
- In a further nine countries, or 30 per cent, the participation of young people is more indirect, for example through the analysis of existing surveys or evidence.
- One country, Iceland, states that young people and adults share decision making in this area.
- Three countries (Czech Republic, Romania and the United Kingdom) say that young people are not involved in policy-making processes.

**Figure 21: Arrangements for children's participation in policy making**



**Q13. Which of the following best described the involvement of young people in policy making on the topic of children's use of the internet in your country?**



- Young people's interests are considered indirectly (e.g. through analysis of existing surveys)
- Young people are systematically and directly consulted and informed (e.g. through hearings)
- Young people and adults share decision making
- Young people are not involved in policy-making processes

In 2018, 81 per cent of countries stated that there were arrangements in place for children to be consulted. However, just one third stated that children could actively participate in the design of public policies.

Findings in 2020, noting the different question format, demonstrate some progress in facilitating children's participation given that many countries now have systematic processes for direct consultation in place. However, in 40 per cent of cases, children's views are taken into account only indirectly or not at all, highlighting that there remains a considerable gap in terms of comprehensive youth participation in policy.



## Main findings

### *Policy coordination*

- There is a pronounced trend towards involvement of multiple ministries and agencies in the coordination of policies for children's use of the internet. The majority of countries (77 per cent) state that coordination of policy is distributed across more than one ministry, agency or body, up from 42 per cent in 2018.
- 63 per cent, or 19 of the 30 countries, say that 4 to 6 ministries are involved in policy making. In a quarter of cases (23 per cent), 1 to 3 ministries have this responsibility.
- Just two countries report having a multi-stakeholder body to coordinate BIK-related policies.
- Four countries, or 13 per cent, say they lack a coordinating body or entity. This is down from 27 per cent in 2018.
- Nearly all countries, 90 per cent or 27 out of the 30 countries in the BIK Map project, report the availability of cooperation mechanisms to facilitate inter-departmental communication. This is an increase on the 75 per cent who responded in this way in 2019. This would suggest a further consolidation of policy processes in this field.
- In most countries, it is government ministries that are primarily in charge of the policy coordination process. This is particularly so in the case of Pillars 1 and 4 of the BIK Strategy, and reflects its underpinning in law and regulation. In Pillars 2 and 3, there is evidence of greater involvement of other public agencies to lead this coordination process.
- Coordination mechanisms vary according to the different policy types represented in each pillar of the BIK Strategy.
- A formal cooperation mechanism (law or regulation, Memorandum of Understanding (MOU) or inter-departmental working group) is present in the majority of cases: 40 per cent for Pillar 1; 57 per cent for Pillar 2; 70 per cent for Pillar 3; and 81 per cent for Pillar 4.
- Informal cooperation meetings are reported by one third of countries for Pillar 1 and 2, and one quarter of countries for Pillar 3.
- One fifth of countries (20 per cent) say there is no available process of cooperation in the area of high-quality online content (Pillar 1).

### *Evidence-based policy making*

- There has been a large increase in the availability of research evidence across European Member States in this iteration of the BIK Map. Over three quarters of countries (77 per cent), or 23 of the 30 countries, now report the existence of quantitative data specifically focused on children's use of the internet. There is also a very substantial increase in the number of countries now reporting the availability of regular data collection that is specifically focused on children's use of the internet.
- Over three quarters (77 per cent), or 24 of the 30 countries, also report that evidence collected in national surveys or other types of data collection has influenced the design of public policies.
- Half of all participating countries report that monitoring and evaluation of policies is in place. This represents an increase on the 39 per cent that had reported in 2018 that such policies had been evaluated.
- Nearly all countries (97 per cent) confirm that there have been new policy developments regarding children's online use in the last three years. 80 per cent, or 24 of the 30 countries, say that these developments have been in response to national or regional concerns or issues.

*Participation in policy making*

- 17 countries, or 57 per cent of the total, report that children are systematically and directly consulted and informed about policies related to children's use of the internet. This includes examples such as through hearings, consultations and specific surveys designed to elicit their views.
- One third of countries say that children's participation is indirect, for example, through the analysis of existing surveys or evidence.
- Only one country reports that young people and adults share decision making in this area. In the case of three countries, it is reported that young people are not involved in policy-making processes.

## Chapter 4. Policy implementation

The *European Strategy for a Better Internet for Children* contains a large number of recommended actions addressed to both Member States and to industry. The BIK Map seeks to assess the extent to which these actions are supported at the country level and to gauge the breadth of activities in place to implement the underlying objectives of the BIK Strategy.

A total of 40 specific actions or activities, as listed in the BIK Strategy, were included in the questionnaire. Countries were asked to report what provision, if any, existed at the national level under each of the items. Respondents were asked to state whether the activity in question had been newly introduced (for example, within the last 12 months) or if it had been of longer standing. In addition, country teams were also asked if provision in this area had increased, stayed the same or decreased in the last three years.

A summary of findings is presented in the following, grouped according to the four pillars of BIK Strategy.

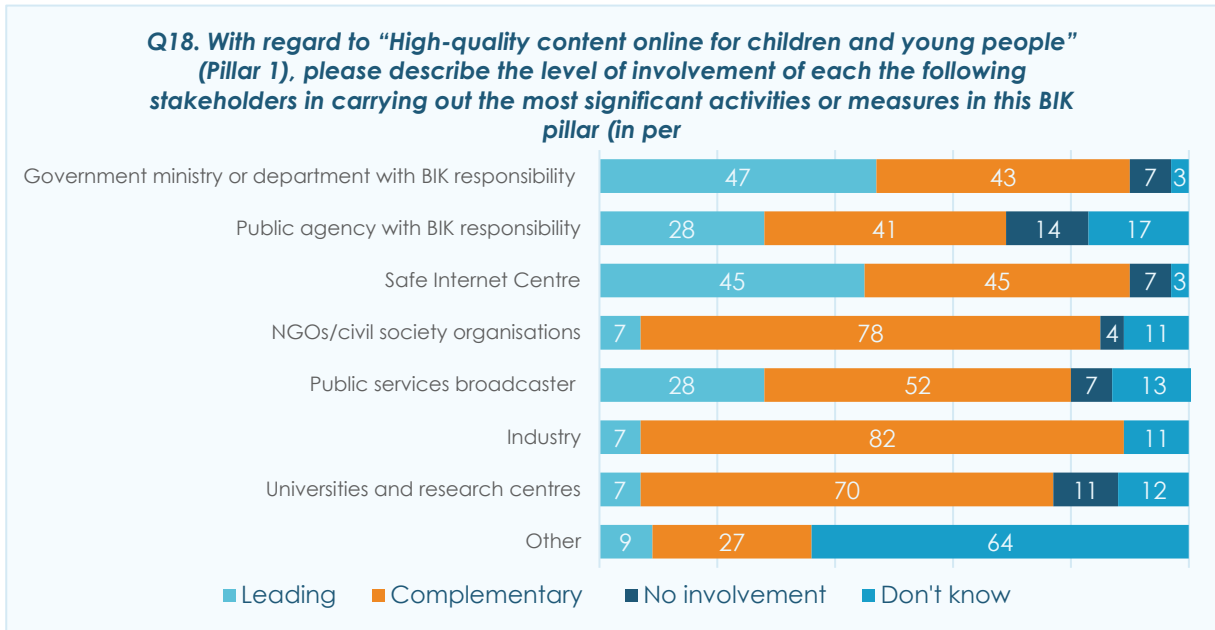
### Pillar 1: High-quality content online for children and young people

#### *Actors – who leads in delivering activities?*

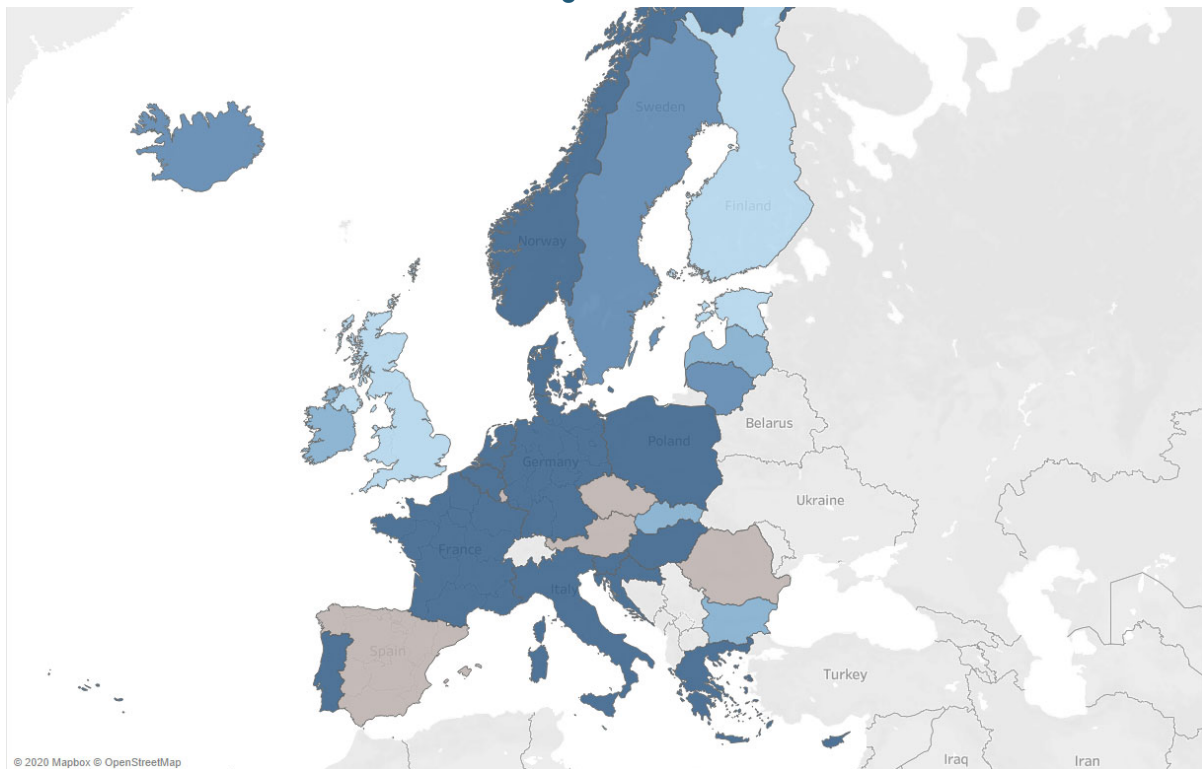
Countries were first asked to outline the level of involvement of a range of stakeholders in carrying out the most significant activities as outlined in the BIK Strategy.

- In the area of high-quality online content for children, government ministries and Safer Internet Centres share the leading role in the delivery of activities under this pillar (47 per cent and 45 per cent respectively).
- Eight countries, or 27 per cent of the total, also say that public agencies have a leading role. A similar number also identify public service broadcasters as leading in the provision of high-quality online content for children.
- Complementary roles for industry and for NGOs are also highlighted with 82 per cent and 78 per cent of countries reporting their respective involvement.
- Findings are broadly in line with 2018 where ministries and Safer Internet Centres were found to be the leading bodies responsible for delivery of Pillar 1 activities.

Figure 22: Stakeholder involvement in Pillar 1



Leading roles: Pillar 1



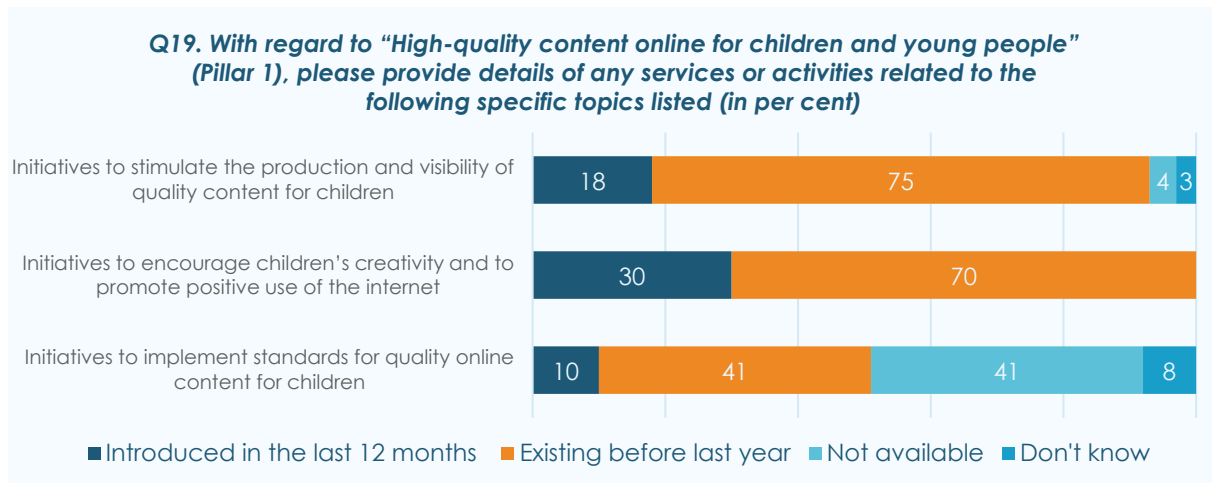
- Leading: PSB
- Leading: SIC
- Leading: Public agency
- Leading: Government ministry or department
- No or split leading roles

**Availability of specific actions**

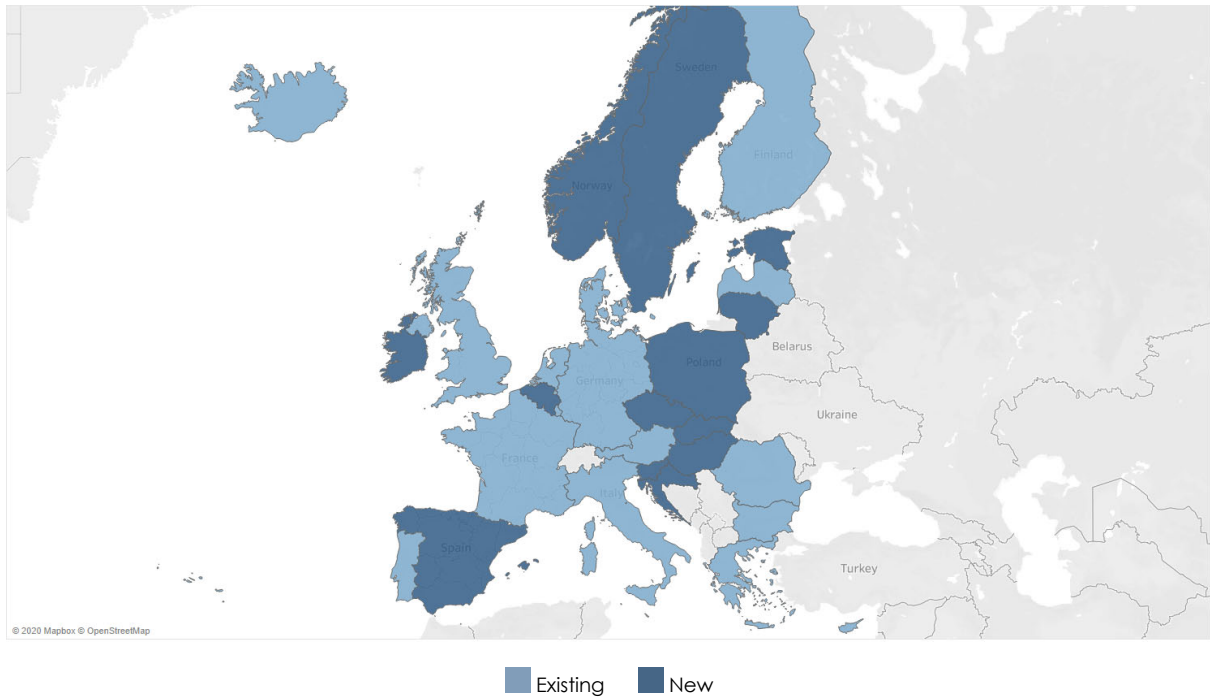
Countries were then asked to report details of any services or activities provided under each of the areas identified in the BIK Strategy. Countries were asked to specify if these activities had been newly introduced in the last 12 months, existent before last year or not available. Findings are summarised in Figure 23.

- There are now initiatives in all but one of the 30 countries to stimulate the production and visibility of high-quality online content for children.
- In three quarters of countries, activities to stimulate the production and visibility of high-quality online content have been existent before last year. In five cases or 18 per cent, these have been newly introduced since last year.
- New initiatives to encourage children's creativity and positive use of the internet are in place in eight countries (30 per cent) and are already existent in the remainder.
- Regarding the implementation of standards for quality online content for children, 51 per cent now report activities in place. In 41 per cent, there is no provision in this area.

**Figure 23: Availability of initiatives to support high-quality online content for children and young people**



**Pillar 1: New and existing activities**

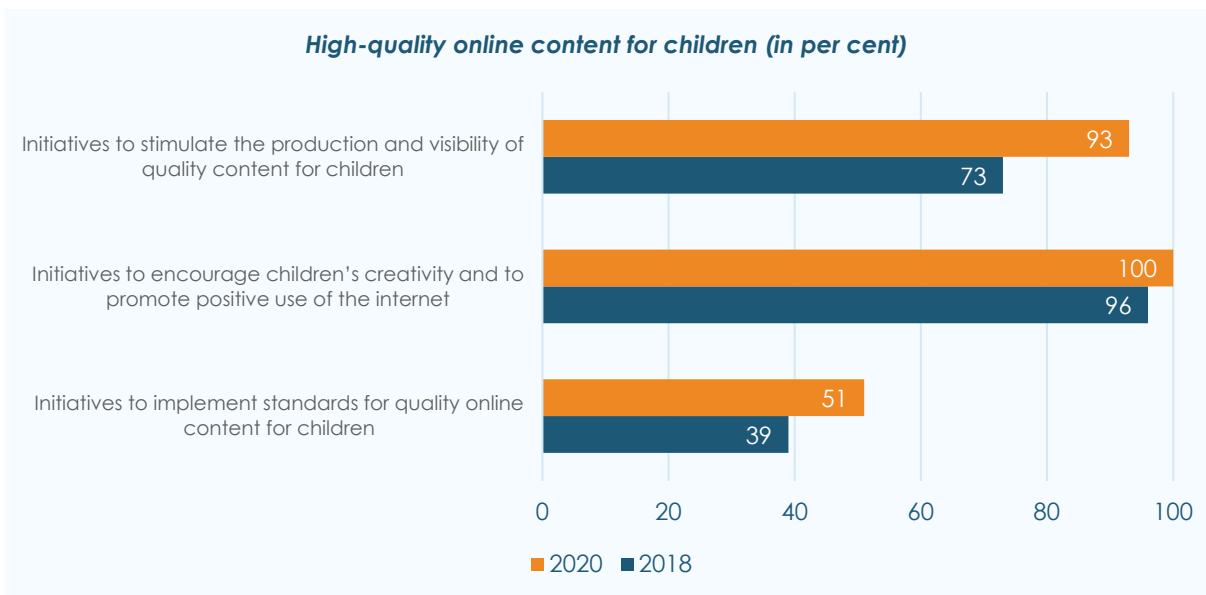


**Pillar 1 actions, 2020 and 2018 compared**

Actions available under Pillar 1, both existent and those newly introduced, are compared with equivalent findings for 2018 in Figure 24.

Findings show an increase in each area particularly in relation to stimulating the production and visibility of quality online content for children.

**Figure 24: High-quality online content for children, 2020 vs 2018**



## Pillar 2: Stepping up awareness and empowerment

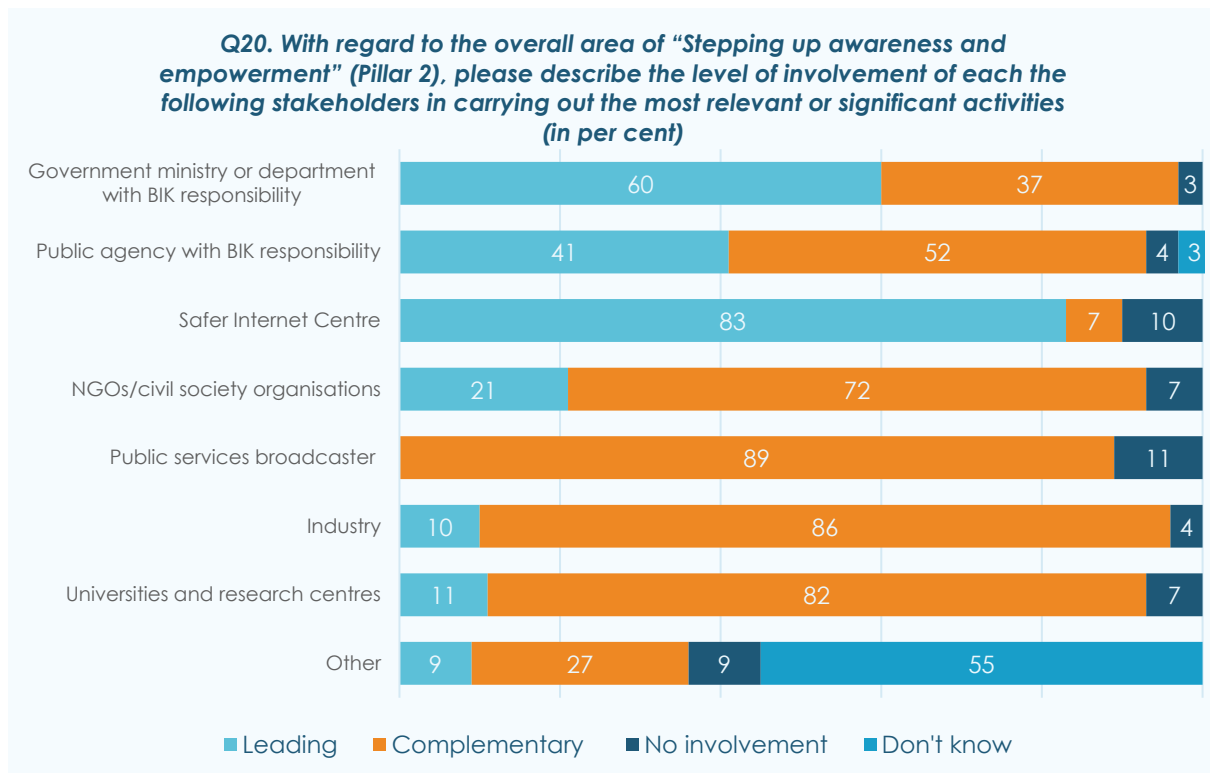
### Actors – who leads in delivering activities?

Pillar 2 encompasses a broad set of activities from digital and media literacy and teaching online safety in schools, to scaling up awareness activities, youth participation and empowerment of users through the provision of appropriate reporting tools.

Findings for the involvement of different stakeholders in carrying out the most relevant and significant activities are given in Figure 25.

- Safer Internet Centres are reported by the majority of countries (83 per cent) to have the leading role in carrying activities in this pillar.
- 60 per cent of countries also say that government ministries with responsibility for BIK Strategy also have a leading role. Public agencies with responsibility for BIK are identified as leading in delivery of activities in 41 per cent of cases.
- Given the wide range of activities, the involvement of different stakeholders is also reported to be widely dispersed. There is wide stakeholder involvement across the overall spread of activities in Pillar 2 with NGOs, public service broadcasters, industry and universities/research centres noted as having a significant complementary role by most countries.
- Findings are broadly consistent with the 2018 report which, noting the different format of the question, found either a ministry lead in this pillar or shared responsibility with Safer Internet Centres.

Figure 25: Stakeholder involvement in Pillar 2 implementation



Looking to the activities contained within Pillar 2, the following sections present findings on the availability of activities grouped according to the three sub-themes of this pillar:

- Digital and media literacy and teaching online safety in schools.
- Scaling up awareness activities and youth participation.
- Simple and robust reporting tools for users.

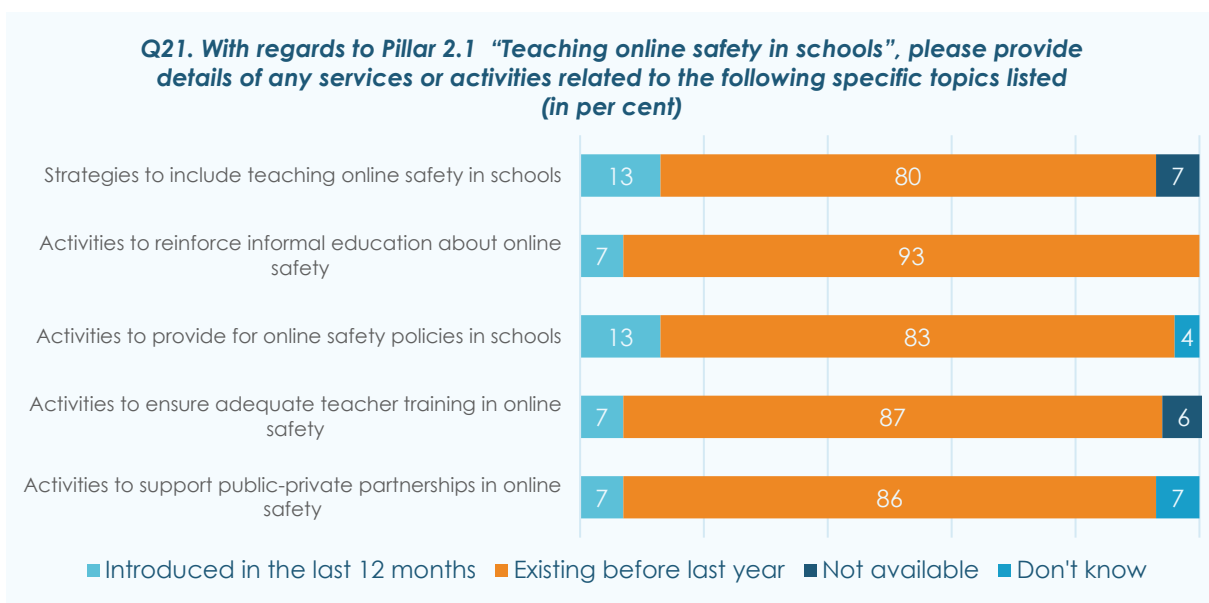
## 2.1 Digital and media literacy and teaching online safety in schools

### Teaching online safety in schools

Countries were asked to report on the availability of, as well as recent trends in, online safety training in schools (Figure 26).

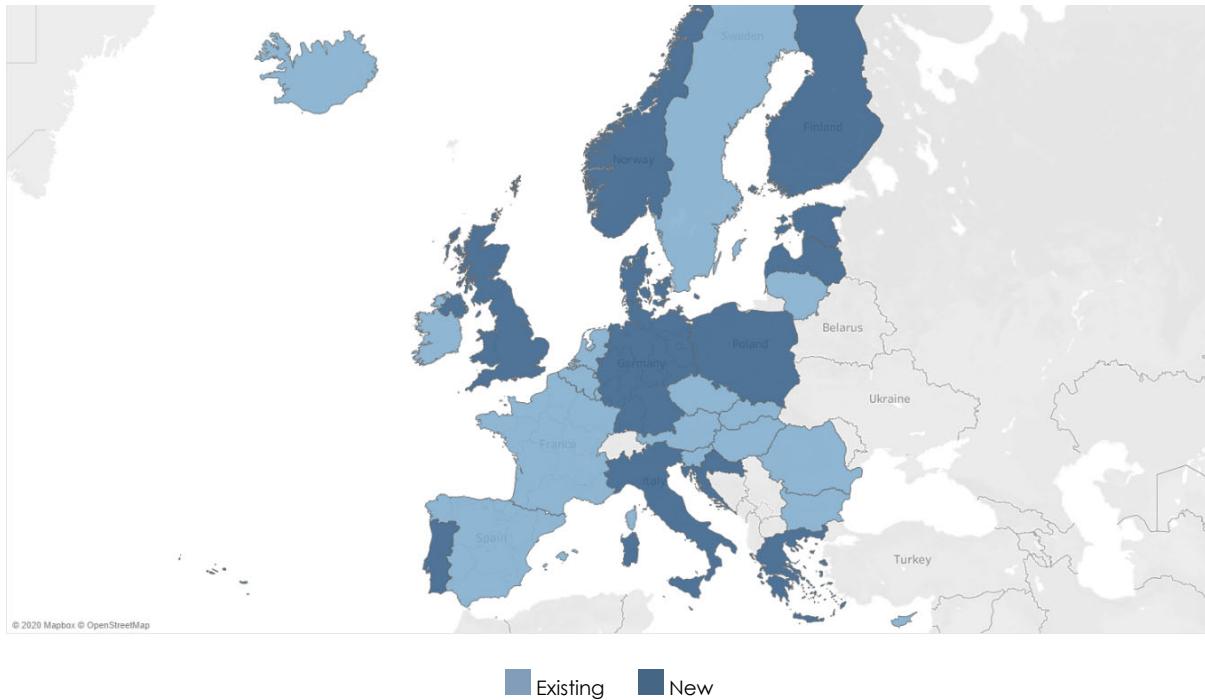
- Teaching online safety in schools is present in the vast majority of countries. In 80 per cent of cases, this was existent before last year. It has been newly introduced within the last 12 months in four countries. Two countries say that it is not available.
- Informal education about online safety is available in all countries.
- Additional activities to support the teaching of online safety, for example support for online safety policies, teacher training and public-private partnerships for online safety are well established in nearly all countries.

Figure 26: Availability of initiatives to support teaching online safety in schools





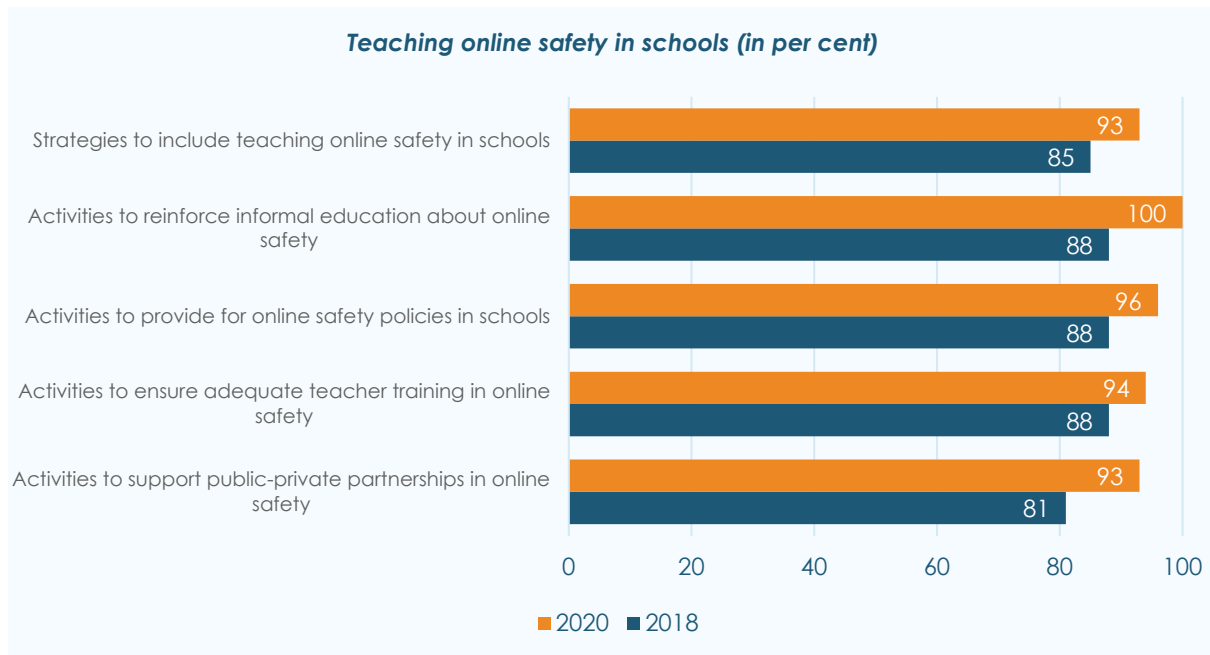
**Pillar 2.1: New and existing activities**



Comparing findings with 2018 shows an advance in all categories (Figure 27).

- In 2018, 15 per cent of countries did not have a strategy to include teaching online safety in schools. In 2020, all bar two countries now have this in place.
- Informal education and support for public-private partnerships have both increased by 12 per cent between 2018 and 2020.

**Figure 27: Pillar 2, Teaching online safety in schools, 2020 vs 2018**



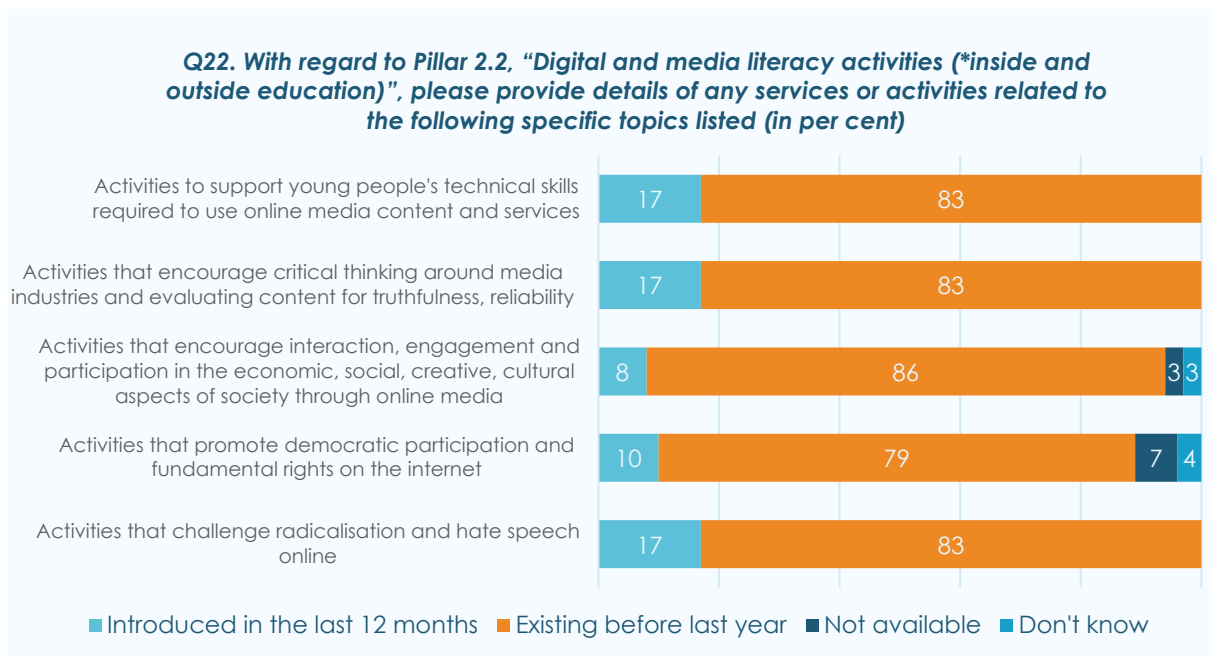
**Digital and media literacy activities**

As well as teaching online safety in schools, supporting young people's digital and media literacy are also key aims within Pillar 2 of the BIK Strategy. Activities to support attainment of digital skills, encouraging critical thinking, promoting civic engagement and combatting hate speech online are all encompassed under this theme.

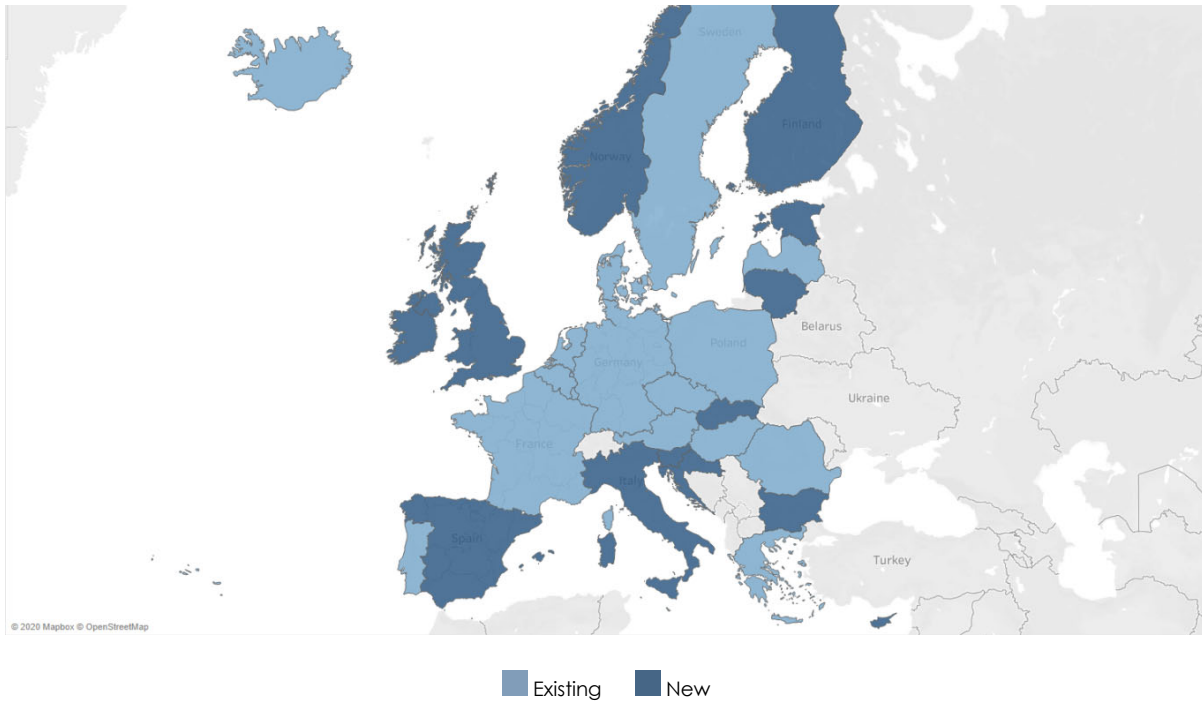
As shown in Figure 28, activities within this domain are well established across all Member States.

- In at least 80 per cent of all countries, activities to promote digital and media literacy have been in place since before last year.
- There have been newly introduced activities in five countries (17 per cent) in the last 12 months in areas such as development of young people's technical skills, in promoting media literacy and critical thinking, and in challenging radicalisation and hate speech online.
- Activities supporting democratic participation and fundamental rights on the internet are also supported in all but two countries.

**Figure 28: Availability of initiatives to support digital and media literacy activities**



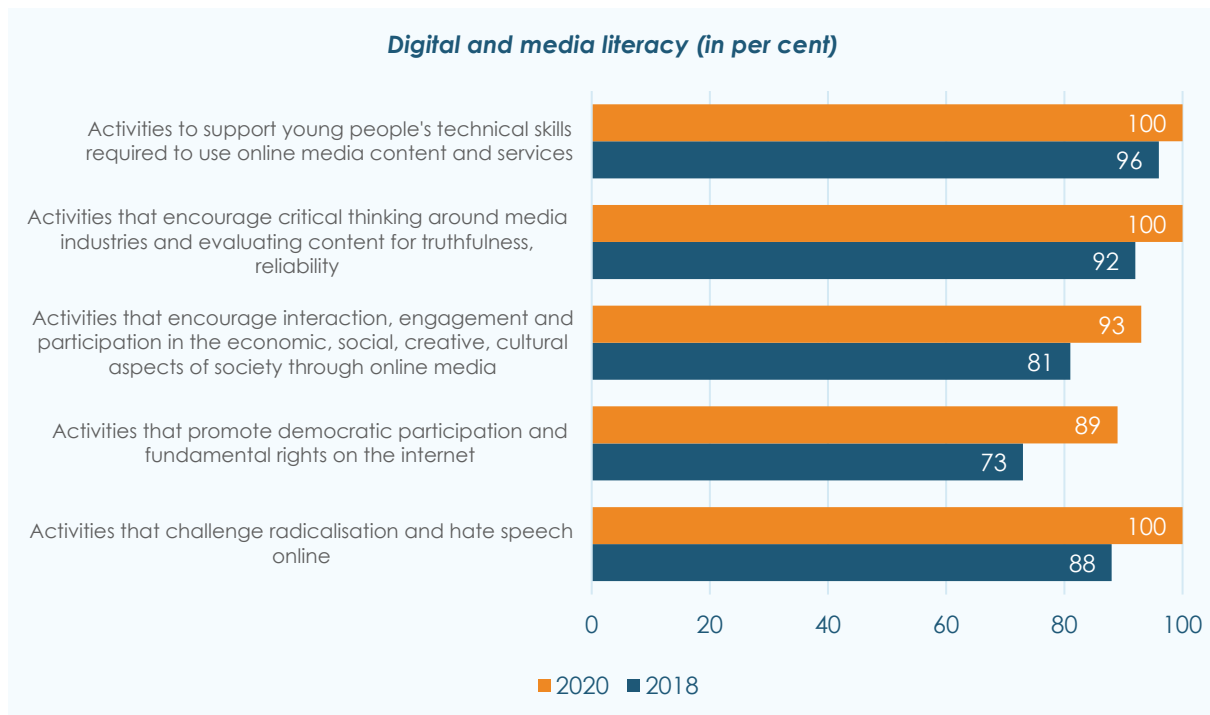
**Pillar 2.2: New and existing activities**



Comparing findings with 2018, progress is evident in all categories, especially in promoting civic engagement and democratic participation which is up from 71 per cent overall to 89 per cent.

Similarly, in 2018 where 12 per cent of countries reported not having any activity in challenging radicalisation or hate speech online, this is now present in all countries.

**Figure 29: Digital and media literacy, 2020 vs 2018**



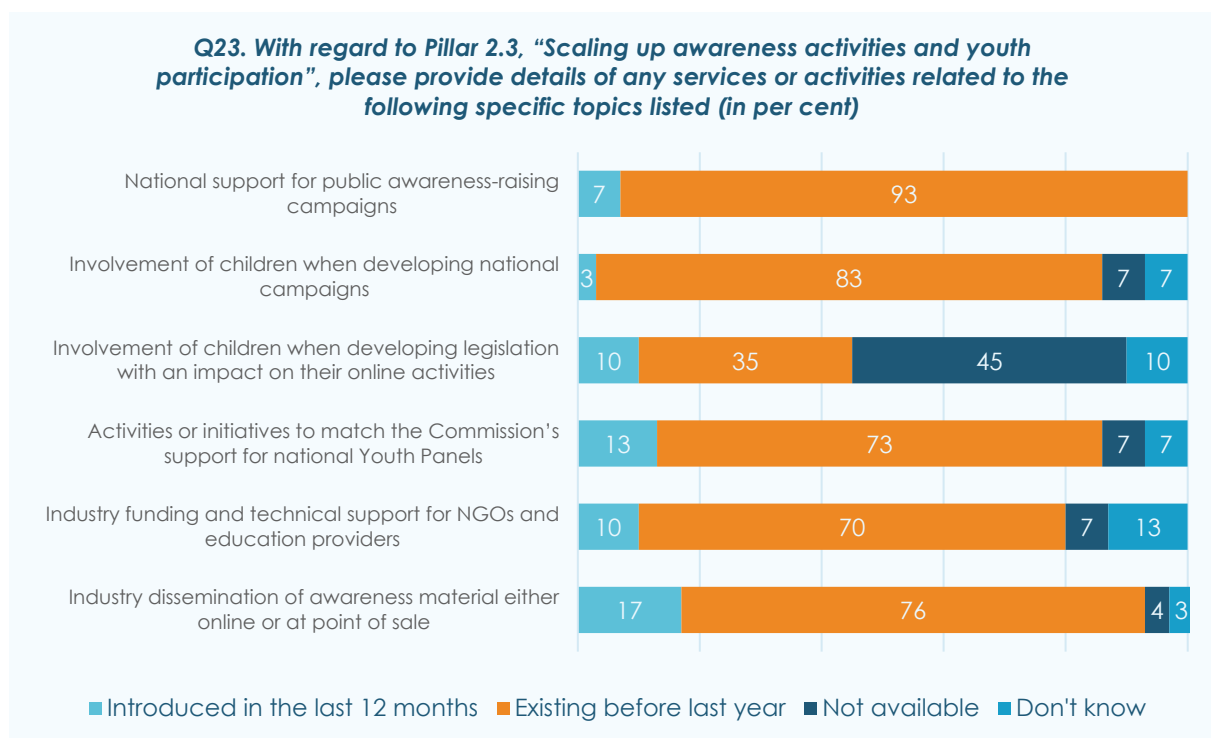
## 2.2 Scaling up awareness activities and youth participation

The second grouping of activities within Pillar 2 refers to the key roles of awareness raising and measures to empower users to take responsibility for their own online safety. According to the BIK Strategy, it is vital that young people, their carers, parents and teachers are “aware of the risks children can encounter online as well as of the tools and strategies to protect themselves or cope with such risks”.<sup>15</sup>

Figure 30 presents findings for the availability of activities within this theme.

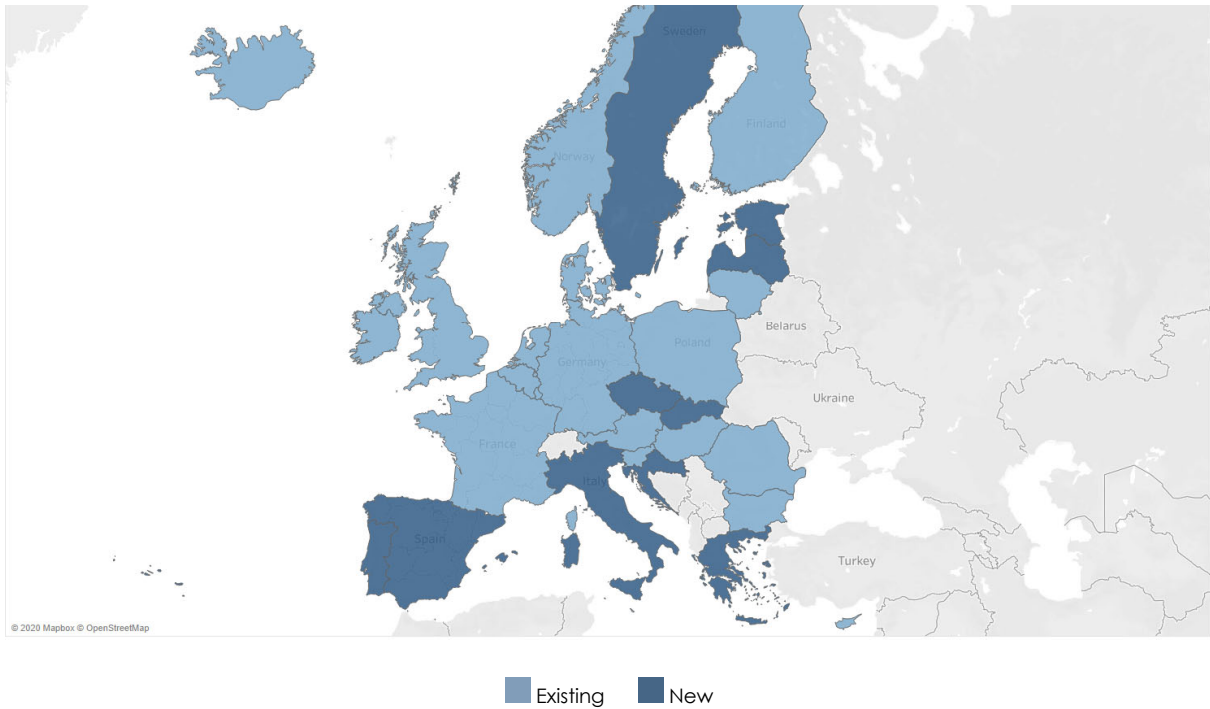
- Support for national public awareness-raising campaigns is present in all countries. For 93 per cent, this was existent before last year. In two countries, this was newly introduced in the last year.
- Children are involved in the development of such campaigns. Just two countries report that this is not the case.
- Industry funding as well as industry support for the dissemination of awareness material is also well established. Just two countries say that industry funding is not available although data is not available in a further four.
- Activities to support the work of Youth Panels is present in 86 per cent of countries. This was present in three quarters of countries before last year.
- Just 45 per cent say that children are involved when developing legislation with an impact on their online activities. A further 45 per cent say that this is not available. There is no data for a further two countries.

Figure 30: Availability of initiatives to support scaling up awareness activities and youth participation



<sup>15</sup> European Strategy for a Better Internet for Children COM (2012), p.8.

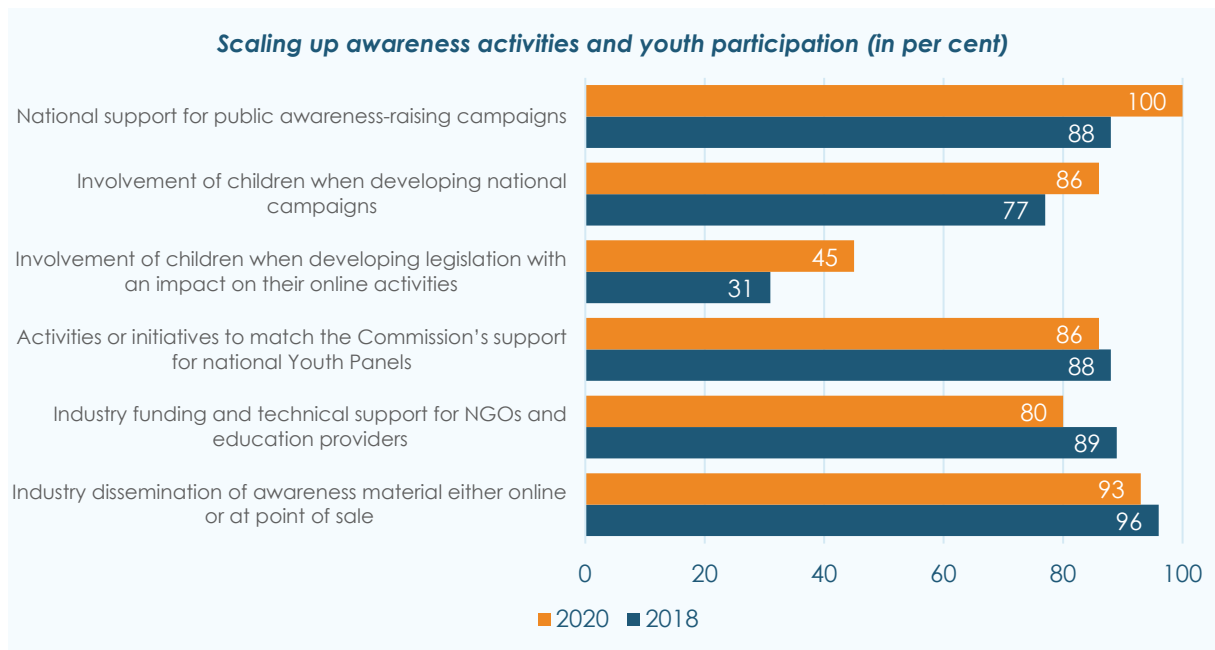
**Pillar 2.3: New and existing activities**



Comparing findings with 2018, progress is evident in most of the areas represented.

- There has been an advance in the involvement of children in the policy process since 2018. This has increased from 31 per cent to 45 per cent.
- Industry funding and technical support for NGOs and education providers is somewhat down, 80 per cent in 2020 compared to 89 per cent in 2018.

**Figure 31: Scaling up awareness activities and youth participation, 2020 vs 2018**

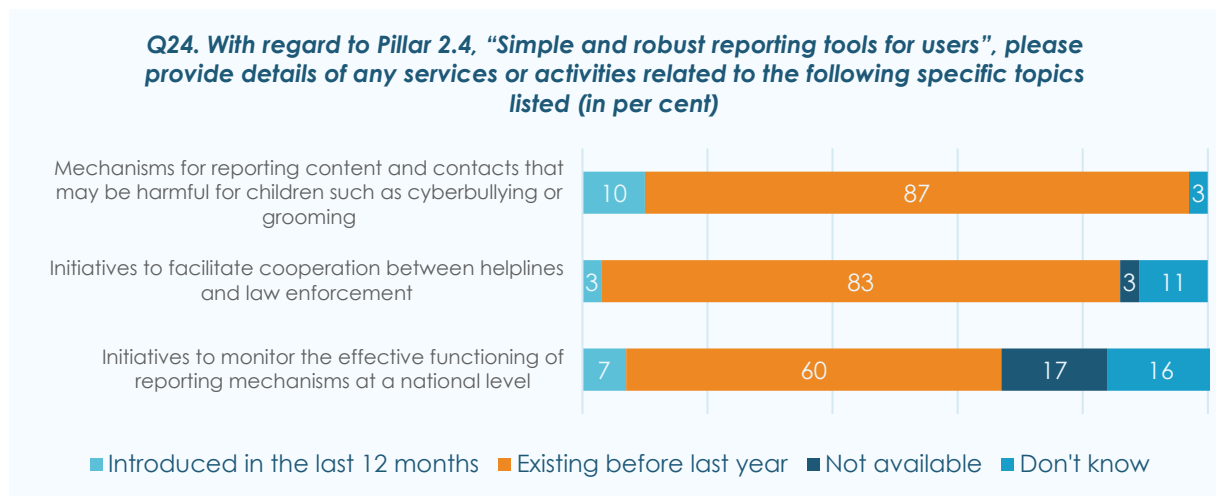


### 2.3 Simple and robust reporting tools for users

The third group of activities within Pillar 2 deals with the availability of simple and robust reporting tools to empower users to keep safe and to report problems they may encounter in the course of their internet use. According to the BIK Strategy, “robust mechanisms for reporting content and contacts that seem harmful to children should be available EU-wide across online services and devices”.<sup>16</sup> Industry is accordingly recommended to “establish and deploy EU-wide, in cooperation with relevant national actors, a mechanism allowing children using their services to report harmful content and conduct”.<sup>17</sup> Member States are asked to provide the necessary support for setting up and deploying the reporting mechanisms, especially where cooperation with partners such as helplines and law enforcement bodies is necessary.

- Mechanisms for reporting content and contacts that may be harmful for children such as cyberbullying or grooming are available in all countries with the exception of one where there was no data.
- Initiatives to facilitate cooperation between helplines and law enforcement are also described being available in most countries. 83 per cent say this was existent before last year and newly introduced in one country. It is not available in one country and there is no data in a further three countries.
- Initiatives to support the effective functioning of reporting mechanisms are said to be available in 67 per cent of countries. 17 per cent however say they are not available and there is no data available in a further 17 per cent.

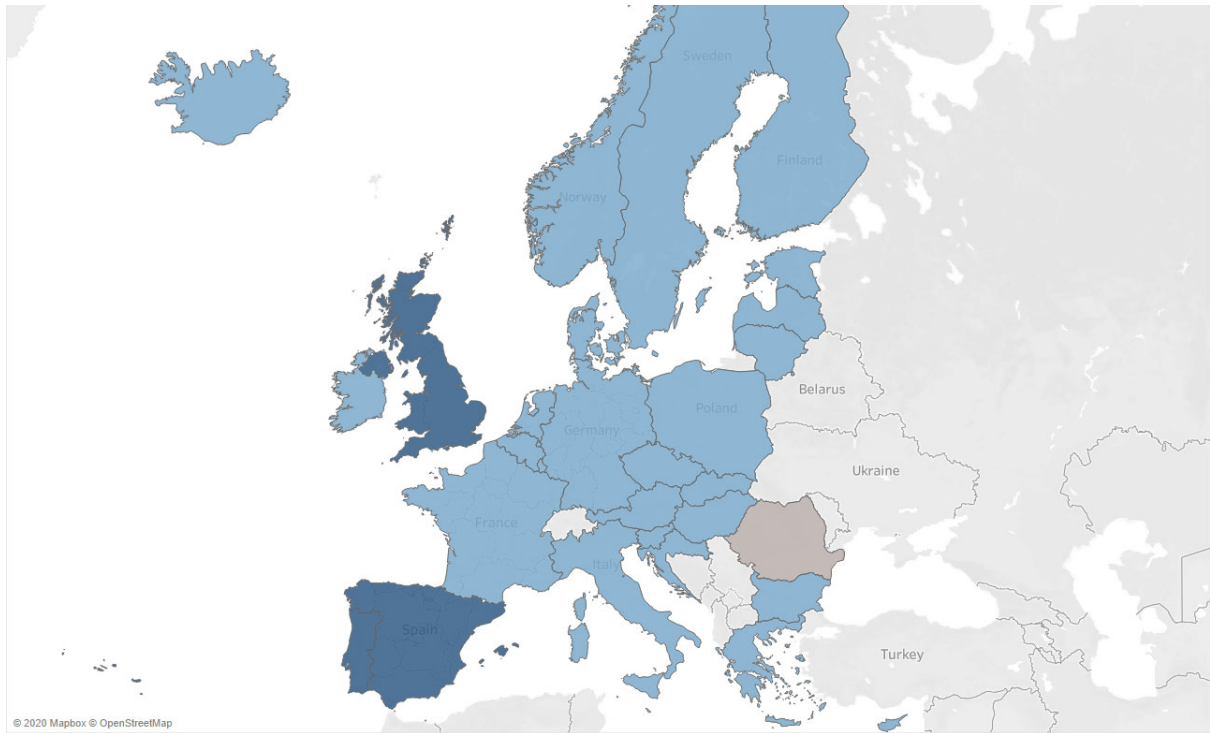
Figure 32: Availability of initiatives to support simple and robust reporting tools for users



<sup>16</sup> European Strategy for a Better Internet for Children COM (2012), p. 9

<sup>17</sup> European Strategy for a Better Internet for Children COM (2012), p. 10

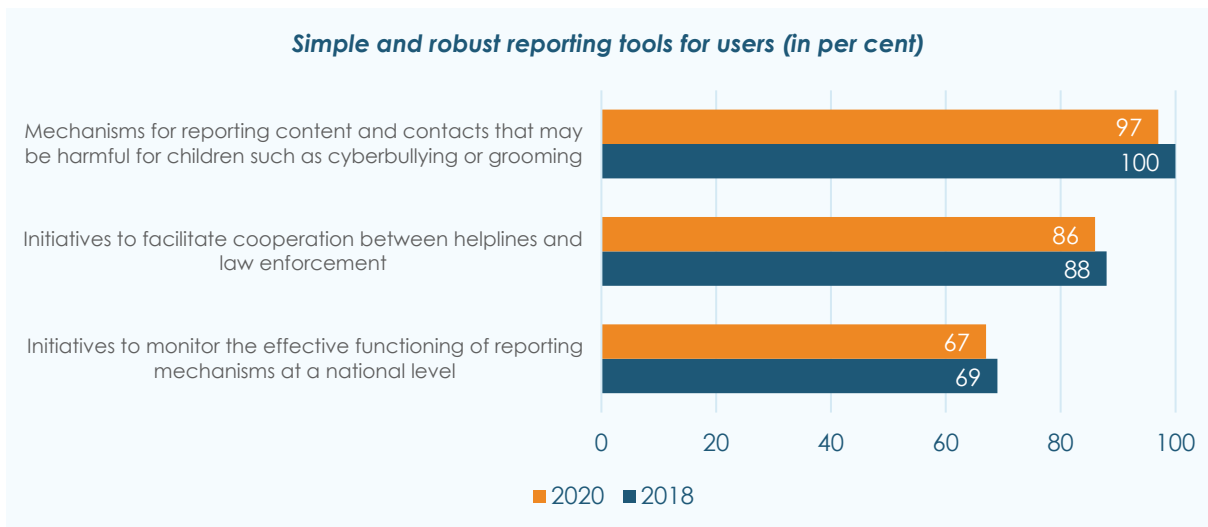
**Pillar 2.4: New and existing activities**



Existing New No action

Reported levels of activity compared to 2018 are broadly similar with no significant change in any of the individual action areas.

**Figure 33: Simple and robust reporting tools for users, 2020 vs 2018**



### Pillar 3: Creating a safer environment for children online

Pillar 3 focuses on the protection measures required to create a safe online environment for children. Balancing the empowerment measures, the objective of the BIK Strategy is to reinforce children's online protection through the following measures, each of which have had longstanding support at the European level:

- Age-appropriate privacy settings.
- Wider availability and use of parental controls.
- Wider use of age rating and content classification.
- Online advertising and overspending.

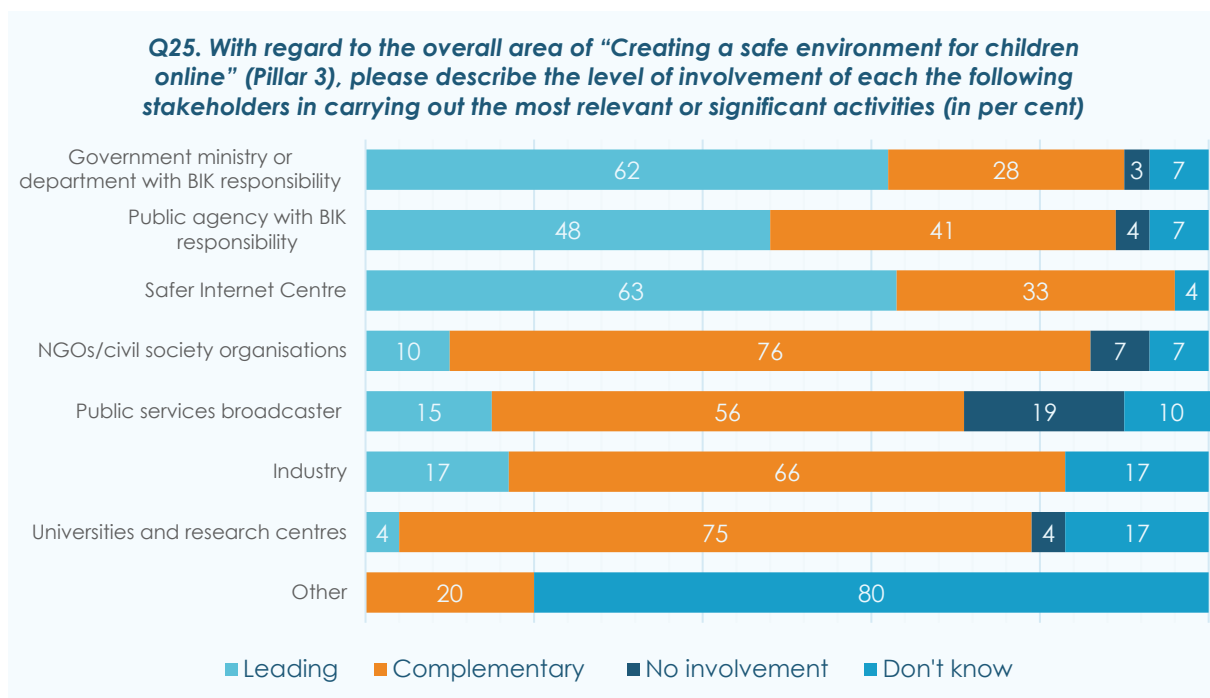
#### Actors – who leads in delivering activities?

In the BIK Map study, country teams were first asked to identify the involvement of various stakeholders in the delivery of activities in the overall area of creating a safe environment for children online (Figure 34).

- Leadership in Pillar 3 is shared between government ministries with BIK responsibility and Safer Internet Centres (in 62 per cent and 63 per cent of countries respectively).
- Public agencies with BIK responsibility have this leading role in just under half of countries.
- NGOs and universities/research centres play a complementary role in three quarters of cases.
- Industry and public service broadcasters also have a complementary role in over half of the countries concerned.

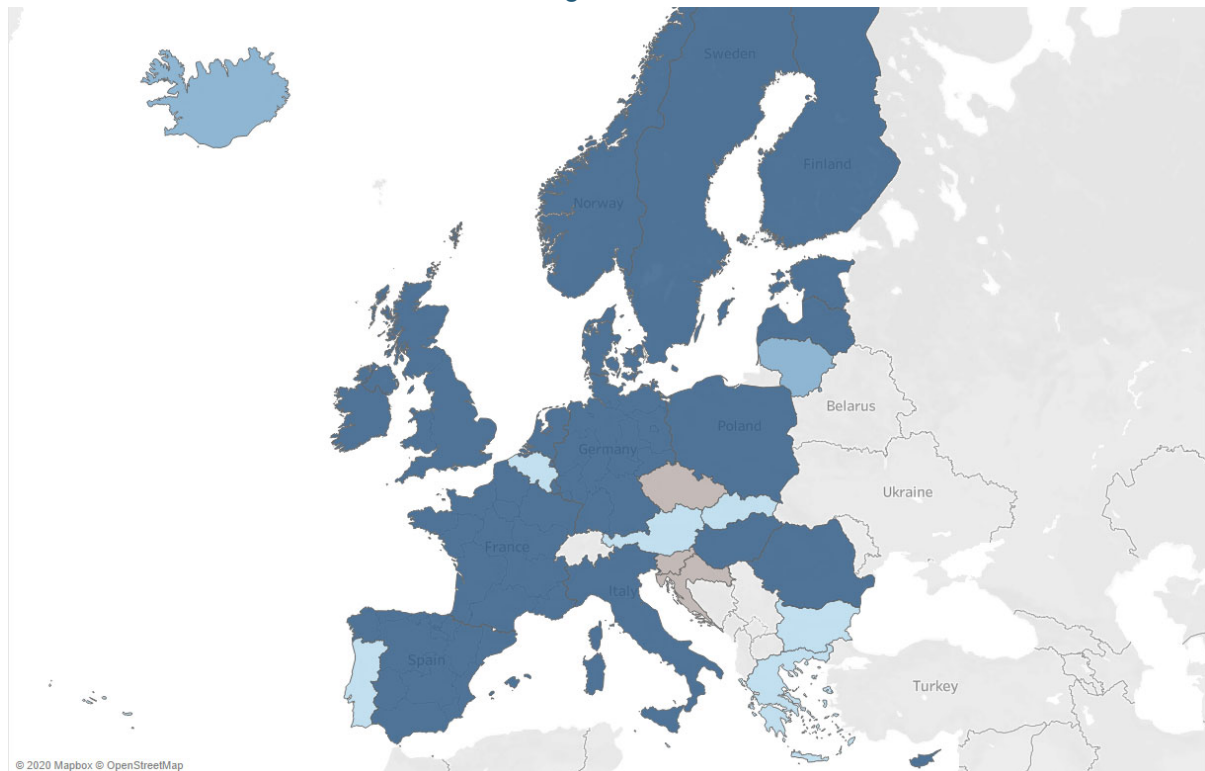
Findings regarding the shared nature of leadership between the public sector and Safer Internet Centres are again consistent with 2018 findings.

Figure 34: Stakeholder involvement in Pillar 3 implementation





Leading roles: Pillar 3



- Leading: SIC
- Leading: Public agency
- Leading: Government ministry or department
- No leading or split roles

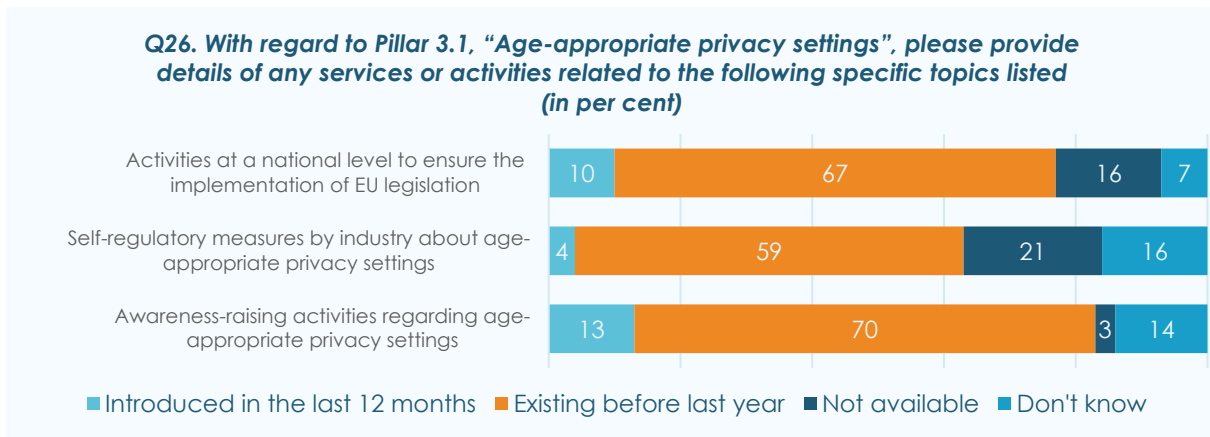
### 3.1 Age-appropriate privacy settings

The first grouping of activities in Pillar 3 refers to measures to support children's privacy online when using digital tools and services. The BIK Strategy requires industry to implement transparent age-appropriate privacy settings by default. Member States are asked to ensure implementation of relevant EU legislation, encourage further adoption of self-regulatory measures, and foster greater awareness about privacy risks.

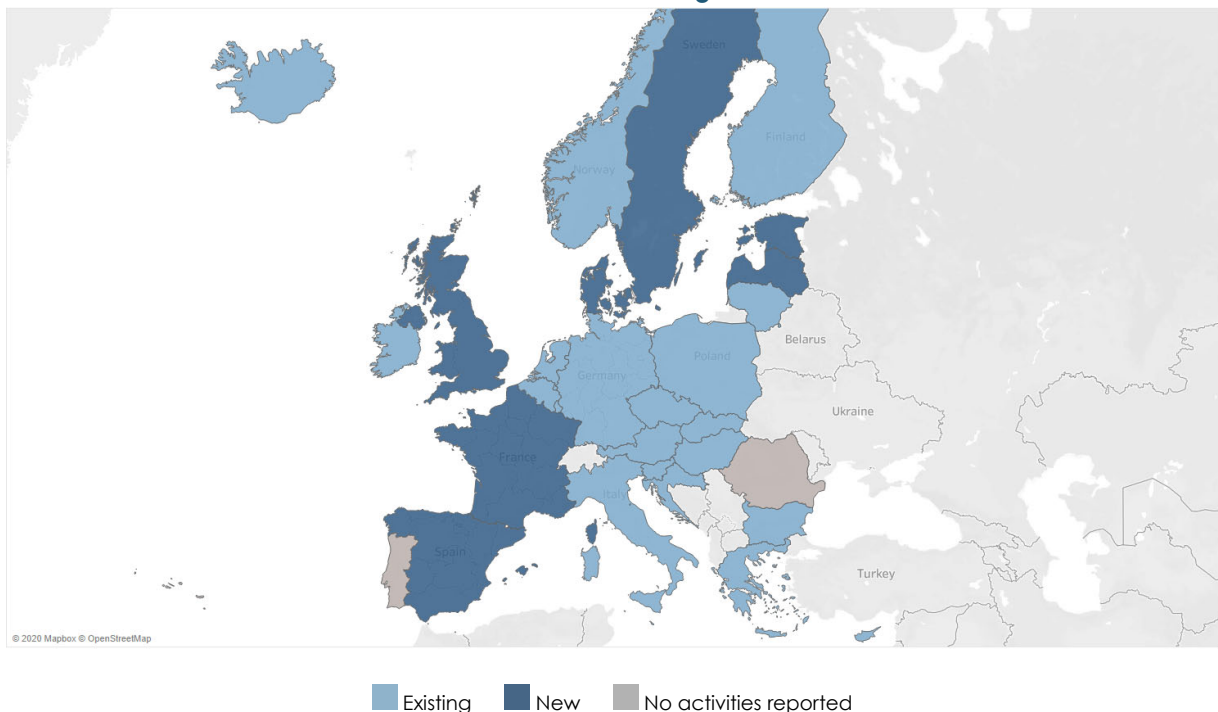
Findings are summarised in Figure 35.

- 23 countries (77 per cent) report activities at national level to ensure the implementation of EU legislation. This has been newly introduced in 10 per cent of countries.
- 19 countries (63 per cent) say that there are activities to support self-regulatory measures regarding age-appropriate privacy settings.
- Awareness-raising activities regarding children's privacy online are reported as present in 25 countries (83 per cent of cases).

Figure 35: Availability of initiatives to support age-appropriate privacy settings



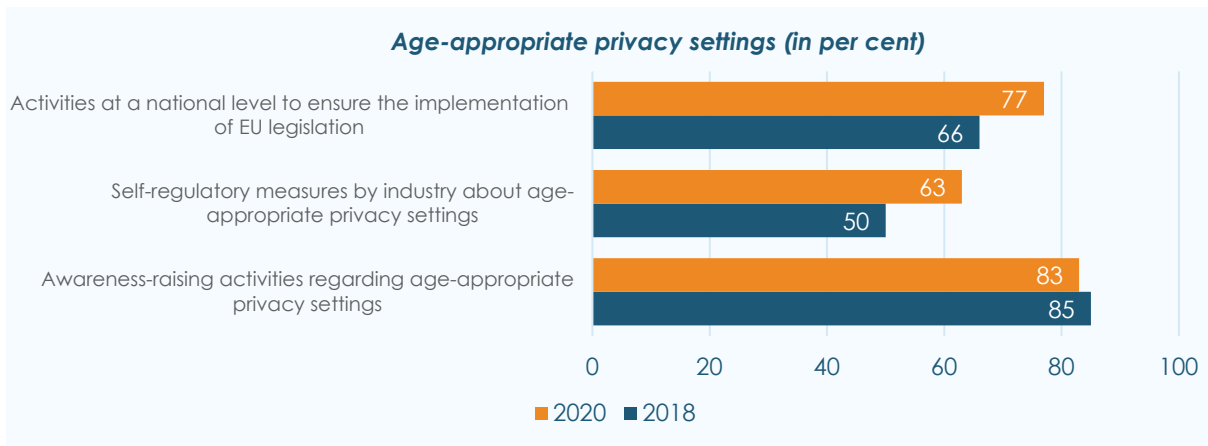
**Pillar 3.1: New and existing activities**



Findings since 2018 show a marked increase in activity in this area, most likely as a result of the coming into effect of the General Data Protection Regulation (GDPR).

- In 2018, 66 per cent of countries had stated there was activity at the national level to support implementation of EU legislation. This has now risen to 77 per cent.
- 50 per cent had stated in 2018 that support for self-regulatory measures was available. This has now increased to 63 per cent.
- Findings in relation to awareness-raising activities are broadly consistent, with 85 per cent of countries in 2018 reporting activity in this area.

Figure 36: Age-appropriate privacy settings, 2020 vs 2018



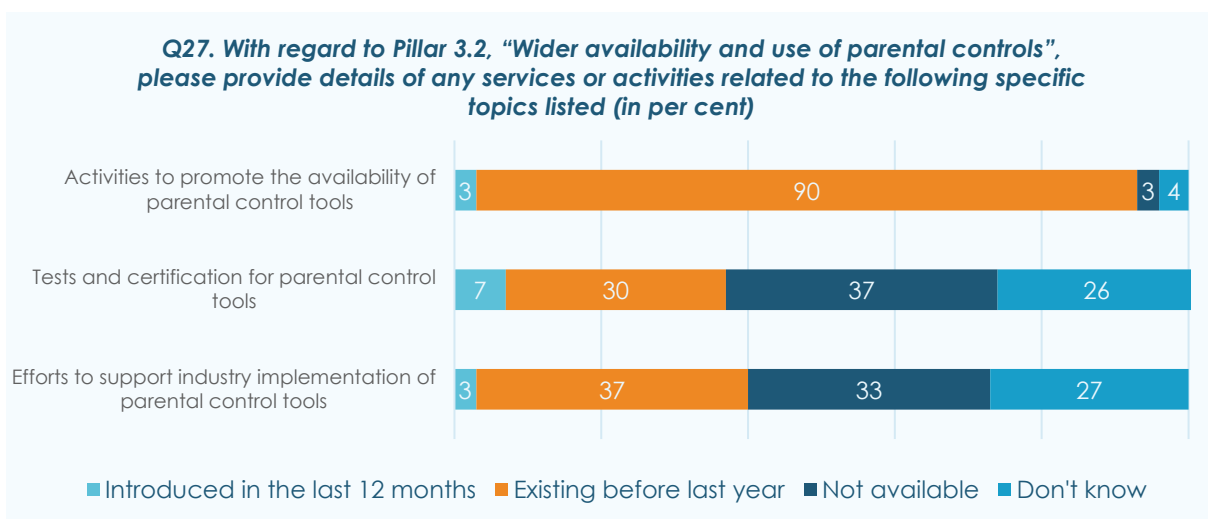
### 3.2 Wider availability and use of parental controls

The second group of activities in Pillar 3 relates to the wider availability and use of parental controls. Parental controls are described in the BIK Strategy as a complementary measure that can contribute to online safety through restricting children’s access to inappropriate content. The Strategy recommends wider availability of parental controls in several languages. While industry is required to ensure the availability of easily configurable, user-friendly tools on all internet-enabled devices, Member States are asked to support this effort and to promote their availability.

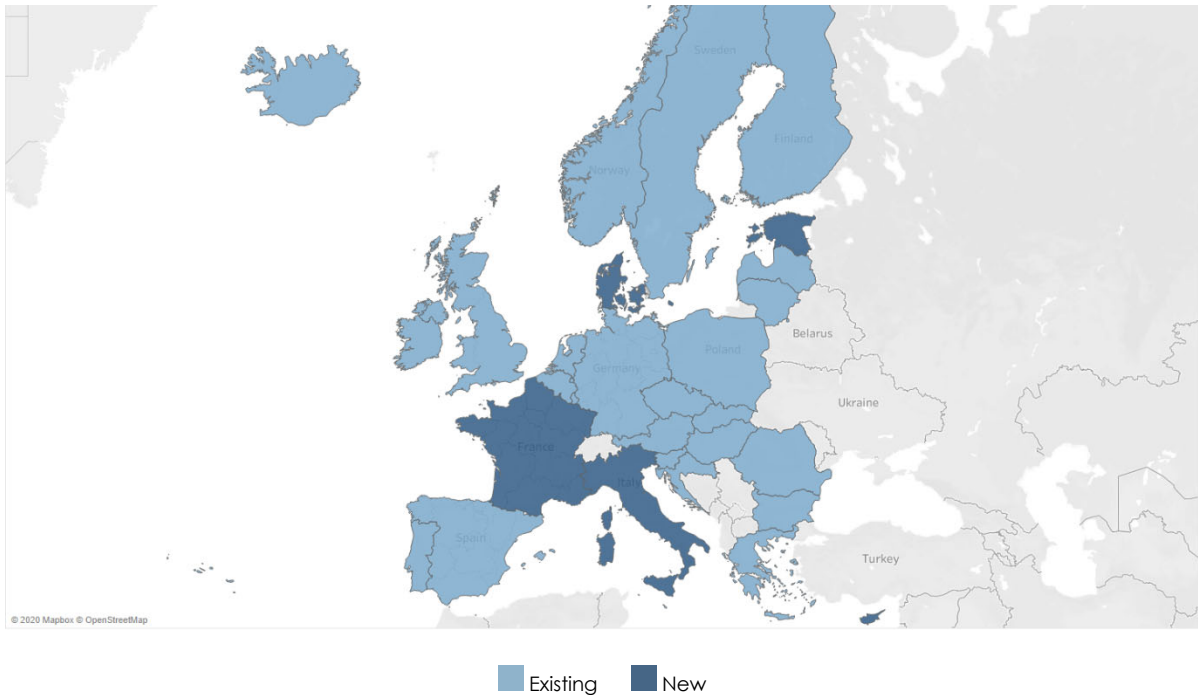
Findings are summarised in Figure 37.

- All countries bar one state they have activities in place to promote the availability of parental controls.
- There are far fewer reports of activities in relation to tests and certification for parental controls or efforts to support industry implementation. Over a quarter, or 8 out of the 30 countries, responded “Don’t know” in these two items suggesting ongoing uncertainty in relation to the role of Member States in this area.

Figure 37: Availability of initiatives to support wider availability and use of parental control tools



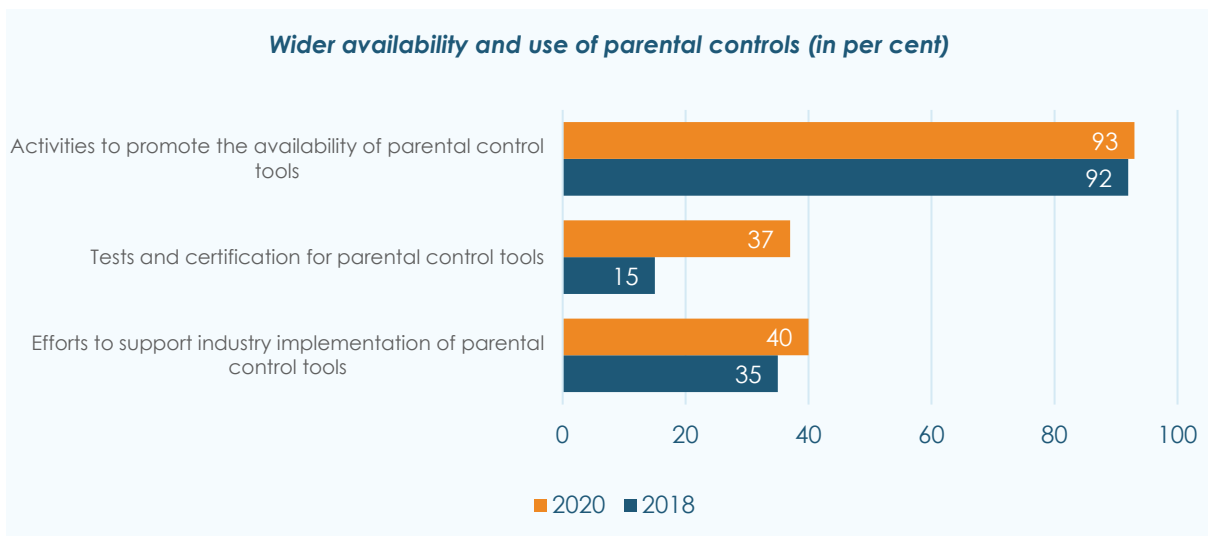
**Pillar 3.2: New and existing activities**



Findings are in line with the 2018 BIK Map.

- Wide support for promoting the availability of parental control tools is recorded in 2018 and 2020.
- Tests and certification for parental control tools are noted to have increased from 15 per cent to 37 per cent.
- Findings for the availability efforts to support industry implementation are also very similar with 35 per cent in 2018 rising to 40 per cent in 2020.

**Figure 38: Wider availability and use of parental controls, 2020 vs 2018**



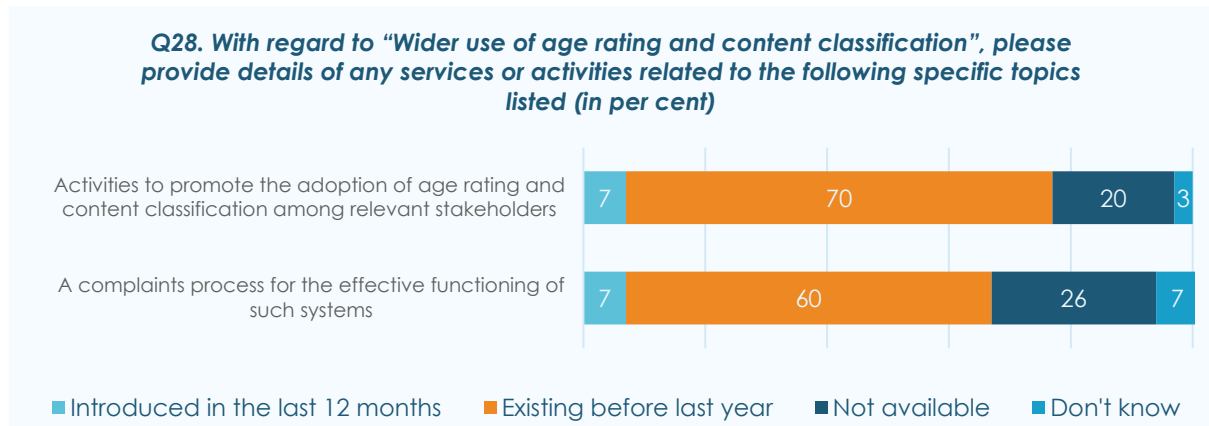
### 3.3 Wider use of age rating and content classification

Age rating and content classification are further measures advocated in the BIK Strategy as a means of protecting children from seeing inappropriate content. Looking to the success of initiatives such as PEGI (Pan European Game Information), the BIK Strategy asks industry to implement an equivalent system. Member States are asked to support adoption of these initiatives and to introduce a complaints handling system for the effective functioning of such systems. The BIK Strategy in this way anticipates the measures contained in the 2018 revision of the Audiovisual Media Services Directive (AVMSD) which introduces new rules on the protection of minors for video-sharing platforms.<sup>18</sup>

In the BIK Map questionnaire, countries were asked to indicate which of the recommended BIK-related activities relating to age rating and content classification have been implemented at the national level. Findings are summarised in Figure 39.

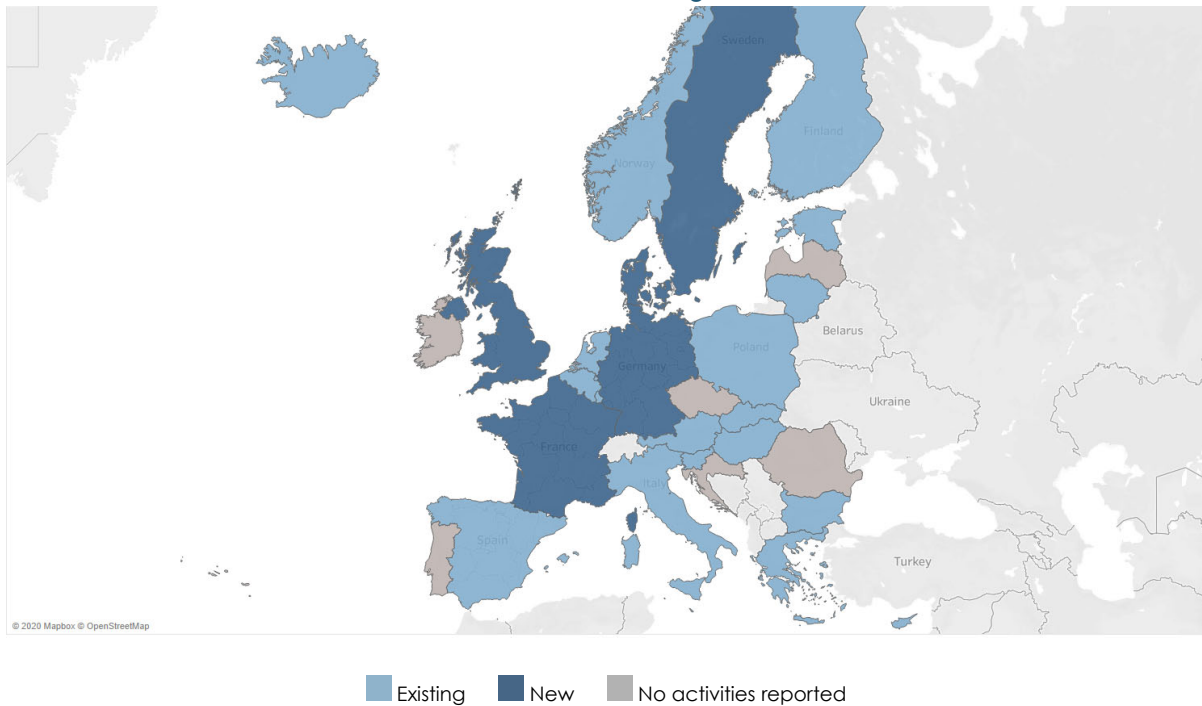
- Over three quarters of countries, or 77 per cent, report that there are activities in place to promote the adoption of age rating and content classification among relevant stakeholders. 21 countries report that this was existent before last year. In two cases, such measures have been newly introduced in the last 12 months.
- 20 countries overall, or 67 per cent, say that there is a complaints process in place for the effective functioning of such systems.

Figure 39: Availability of initiatives to support wider use of age rating and content classification



<sup>18</sup> <https://ec.europa.eu/digital-single-market/en/protection-minors-avmsd>

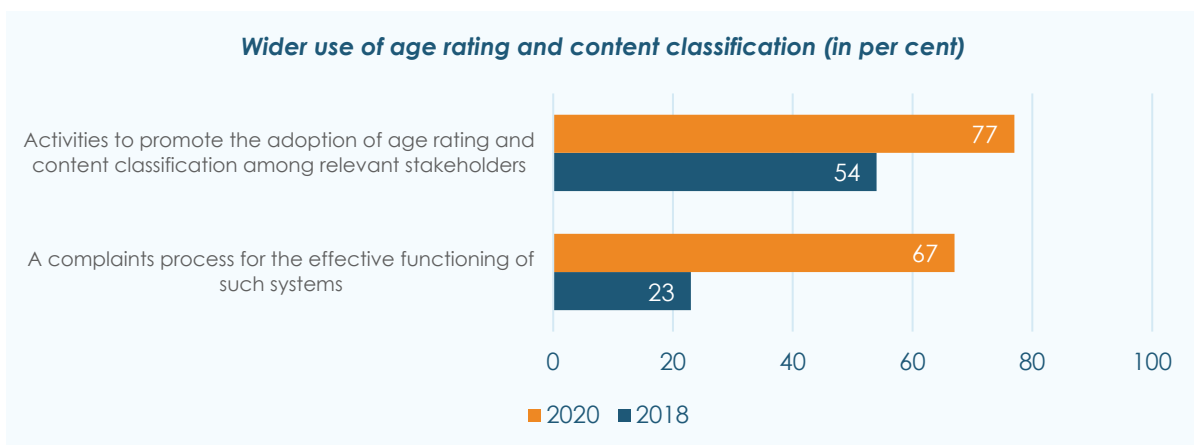
**Pillar 3.3: New and existing activities**



When comparing findings with the last BIK Map study in 2018, a significant increase in activity in this area is evident, primarily associated with the process of transposing AVMSD into national legislation.

- In 2018, just over half of countries (54 per cent) stated that there were activities to promote age rating and content classification. This has increased to 77 per cent.
- Just 23 per cent reported the existence of any mechanism for handling complaints in 2018. This has increased to 67 per cent.

**Figure 40: Age rating and content classification, 2020 vs 2018**



**3.4 Online advertising and overspending**

Online advertising and overspending is the fourth protection measure included within this pillar and addresses so-called “commercial risks” that may arise from children’s lack of ability to engage critically with advertising messages and commercial content. The BIK Strategy aims to ensure that standards for

online advertising for children allow a level of protection comparable to that of audiovisual services and that measures are implemented to prevent inadvertent overspending.

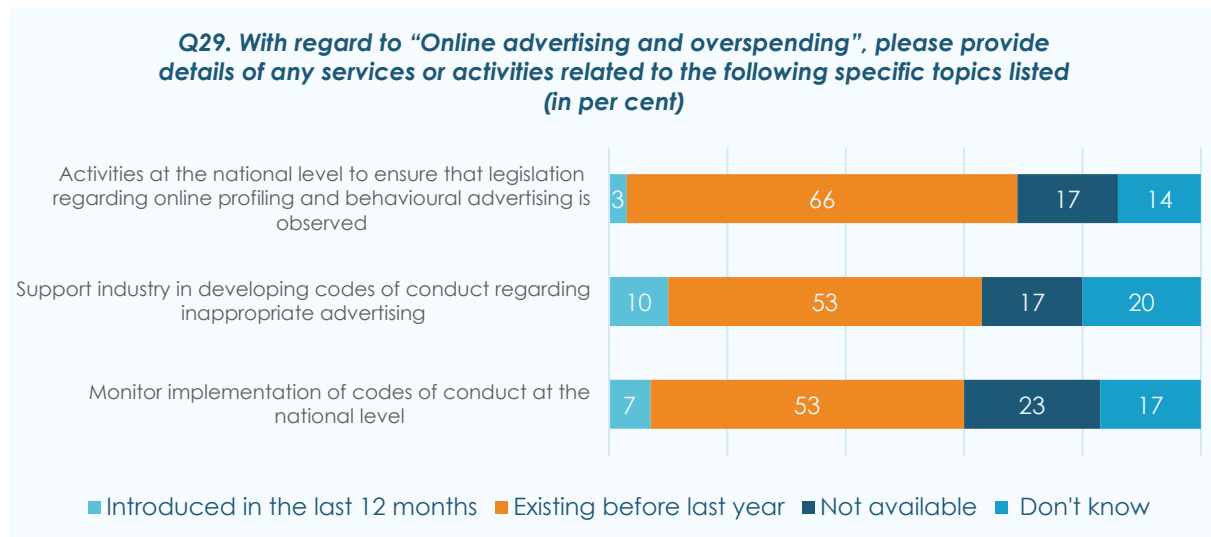
Recommendations to industry on this theme include provision of clear, transparent and age-appropriate information about the costs of services, avoiding targeted commercial messages to children to encourage them to buy virtual goods, as well as the need for compliance with self-regulatory standards and applicable laws.

Member States are invited to support efforts to ensure compliance with relevant legislation and to support the development at the national level of industry codes of conduct.

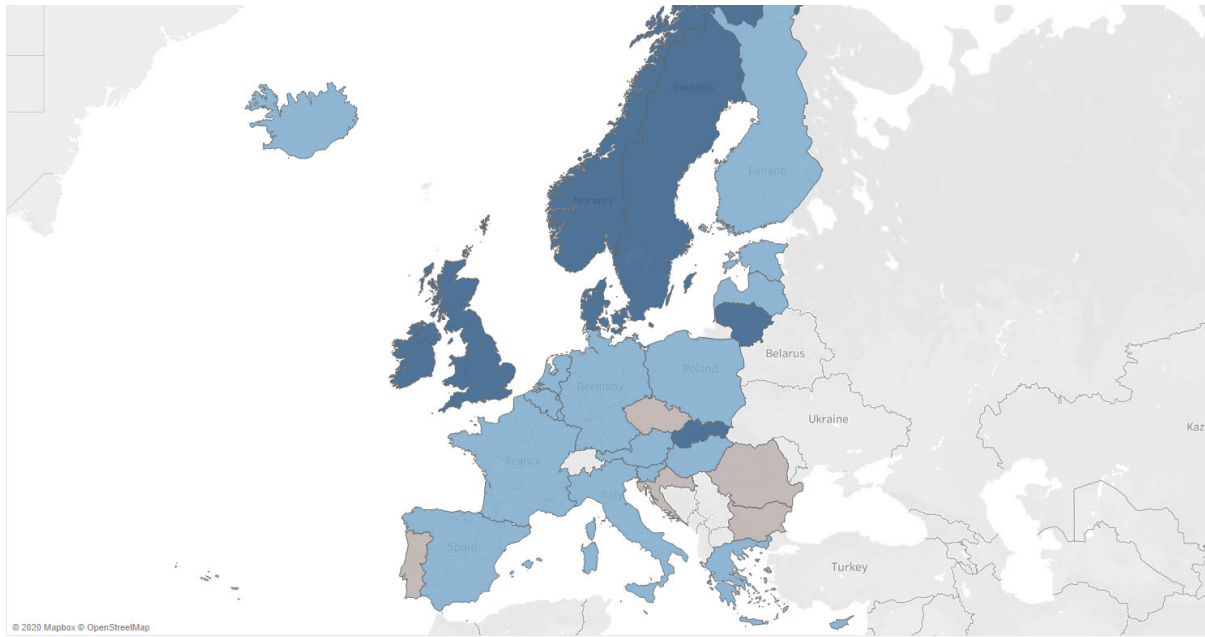
Findings are summarised in Figure 41.

- Activities to ensure that legislation regarding online profiling and behavioural advertising are observed to be present in 21 countries, 69 per cent of the total. Five countries report that this is not available and a further four responded as "Don't know".
- 19 countries, or 63 per cent, state they have supports in place for industry codes of conduct regarding inappropriate advertising. 18 countries, or 60 per cent, say they monitor their implementation.
- Five countries, or 17 per cent, state that there is no national support for the development of codes of conduct. Seven countries, or 23 per cent, do not have any process in place for monitoring their implementation.
- The large number of "Don't knows" across each of the three items suggests a lack of clarity regarding the role of Member States in relation to online advertising and overspending.

Figure 41: Availability of initiatives with regard to online advertising and overspending



**Pillar 3.4: New and existing activities**

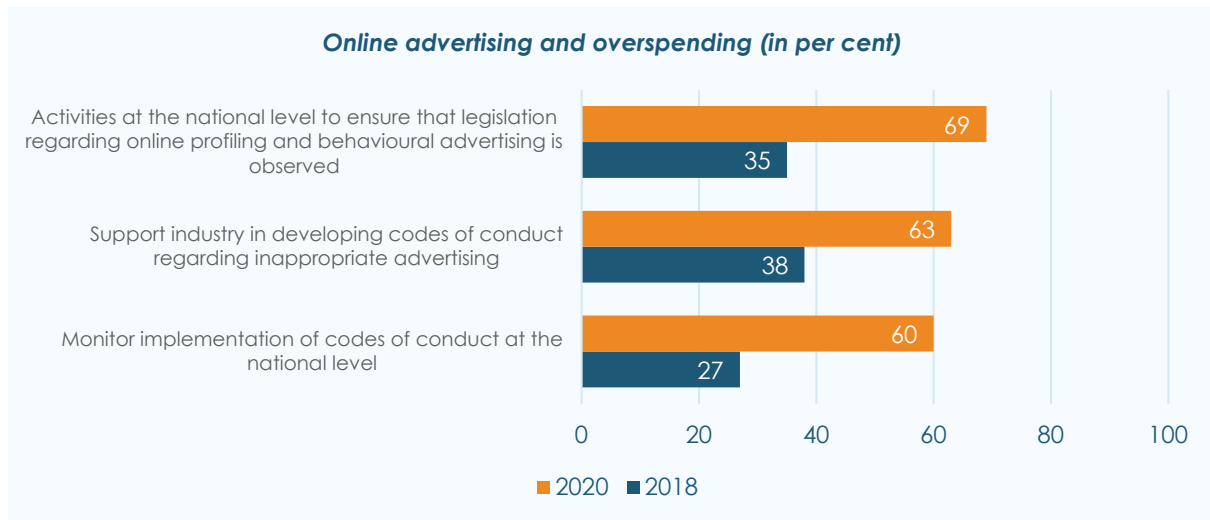


Existing New No activities reported

Compared to 2018, there are increased reports of provision and activities under each of the three items.

- In 2018, just 35 per cent of countries stated there were supports of relevant legislation. This has increased to 69 per cent.
- 38 per cent stated in 2018 that they had national supports in place for codes of conduct. This has increased to 63 per cent.
- In 2018, only 27 per cent stated there was any monitoring of implementation of such codes. This has increased to 60 per cent.

**Figure 42: Online advertising and overspending, 2020 vs 2018**





## Pillar 4: Fighting against child sexual abuse and child sexual exploitation

Pillar 4 encompasses actions at the European level as well as actions by industry and Member States to combat the use of the internet for child sexual abuse and exploitation. Continuing the longstanding priority given to cooperative measures between industry, law enforcement and hotlines in speeding up the detection and removal of child sex abuse images, initiatives at the European level include support for new technical solutions to aid investigation, training for law enforcement, and addressing barriers to effective notice and take down procedures.

In the BIK Strategy, Member States are asked to:

- Increase resources for law enforcement bodies that fight against child abuse material online.
- Have effective safeguards in place to ensure democratic accountability in the use of investigative tools to combat child sexual abuse.
- Support activities for the functioning and visibility of hotlines at the national level.
- Support activities for the improvement of cooperation between hotlines and industry for taking down child abuse material.

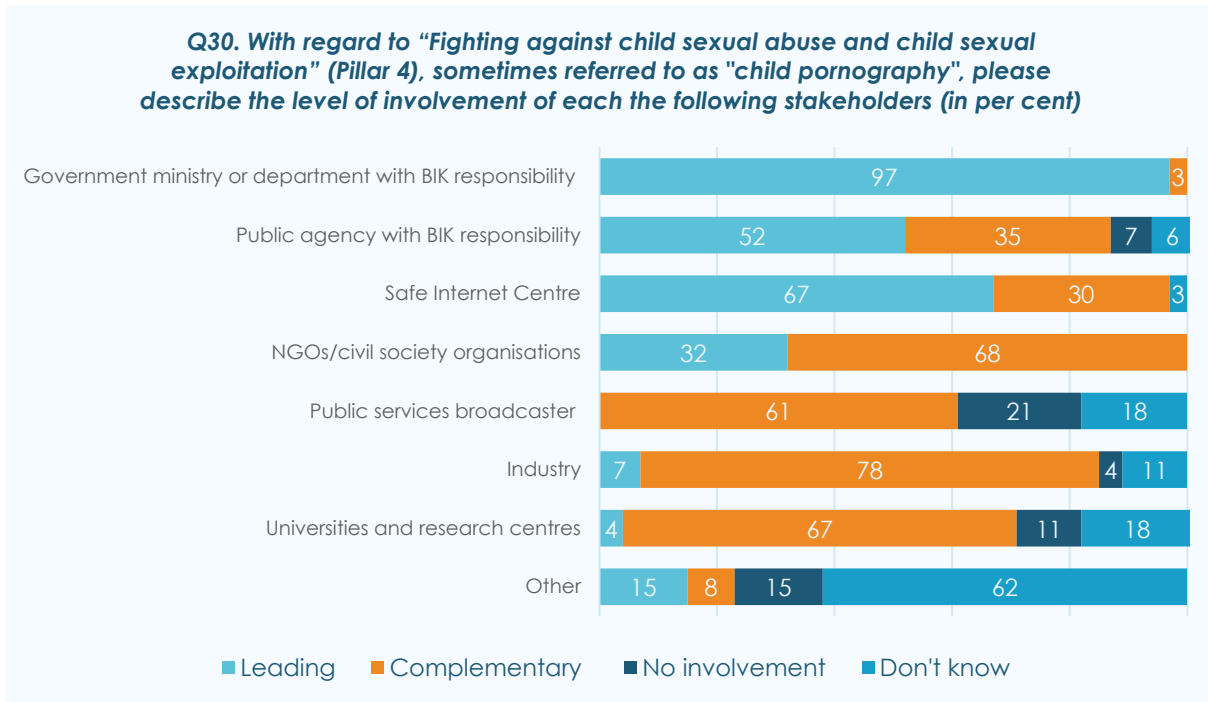
### *Actors – who leads in delivering activities?*

Countries were asked to identify the involvement of various stakeholders in the delivery of activities in Pillar 4, fighting against child sexual abuse and child sexual exploitation online (Figure 43).

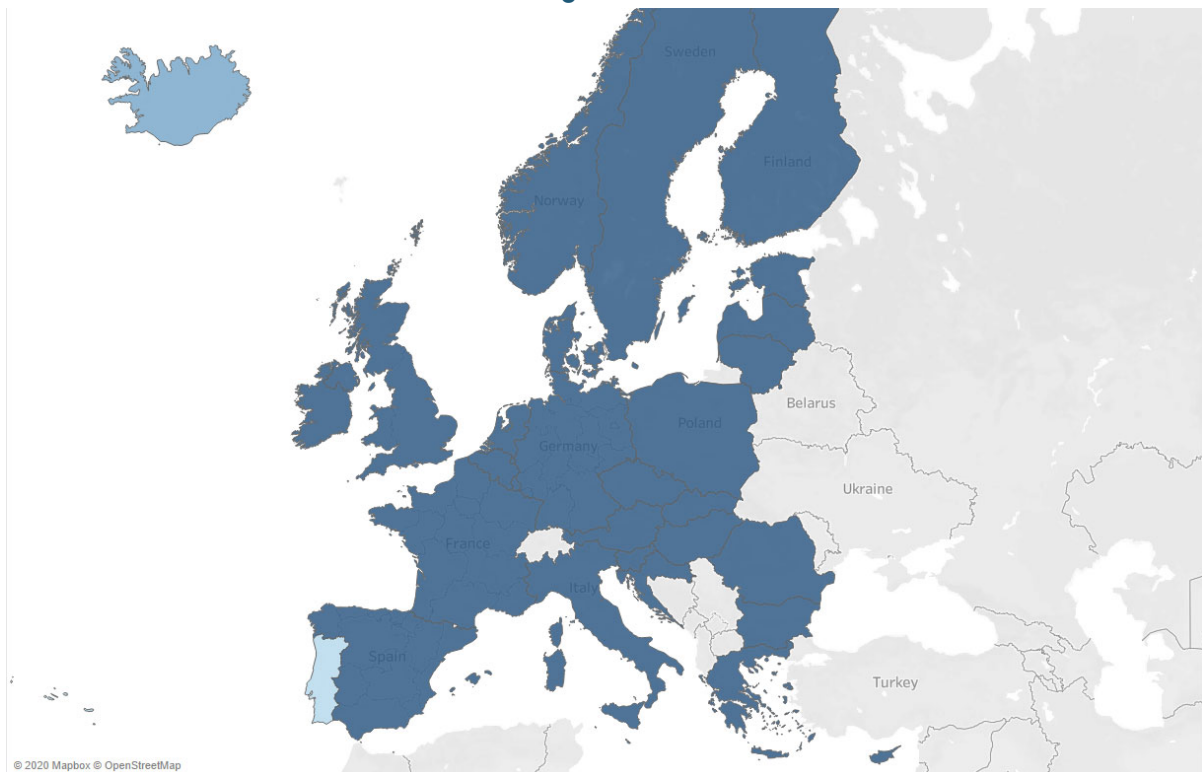
- Government ministries with BIK responsibility are identified as having the leading role in the delivery of this pillar in all but one of the countries.
- Safer Internet Centres are also described as leading stakeholders in 20 countries, or 67 per cent.
- Public agencies with BIK responsibility are further said to be leading stakeholders in just over half of countries.
- Industry is identified as a key complementary actor in 23 of the 30 countries, or 78 per cent.
- NGOs and universities/research centres are also widely noted to have a complementary role in 20 countries.

Findings regarding the leadership role in delivery of Pillar 4 activities is consistent with 2018. Here also, government ministries were predominantly identified as the leading actor in this field.

Figure 43: Stakeholder involvement in Pillar 4 implementation



**Leading roles: Pillar 4**



■ Leading: SIC   ■ Leading: Public agency   ■ Leading: Government ministry or department

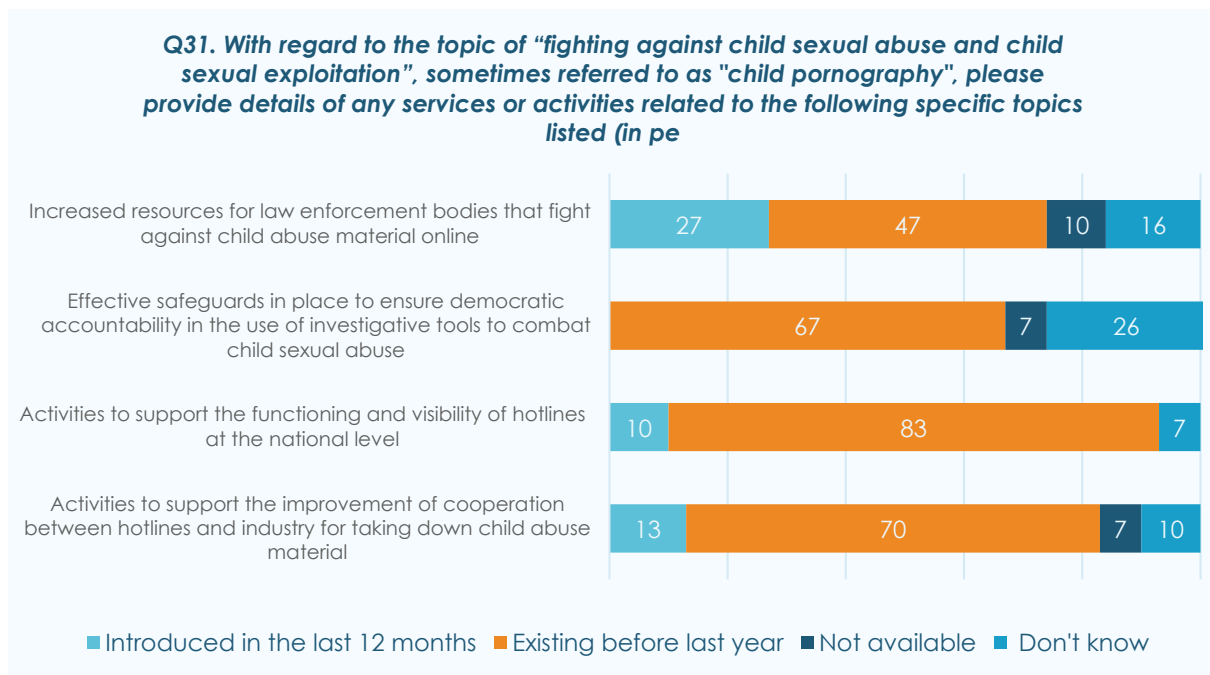
**Availability of specific actions**

Countries were asked to report details of the services or activities under Pillar 4, indicating if these activities had been newly introduced in the last 12 months, existent before last year or not available.

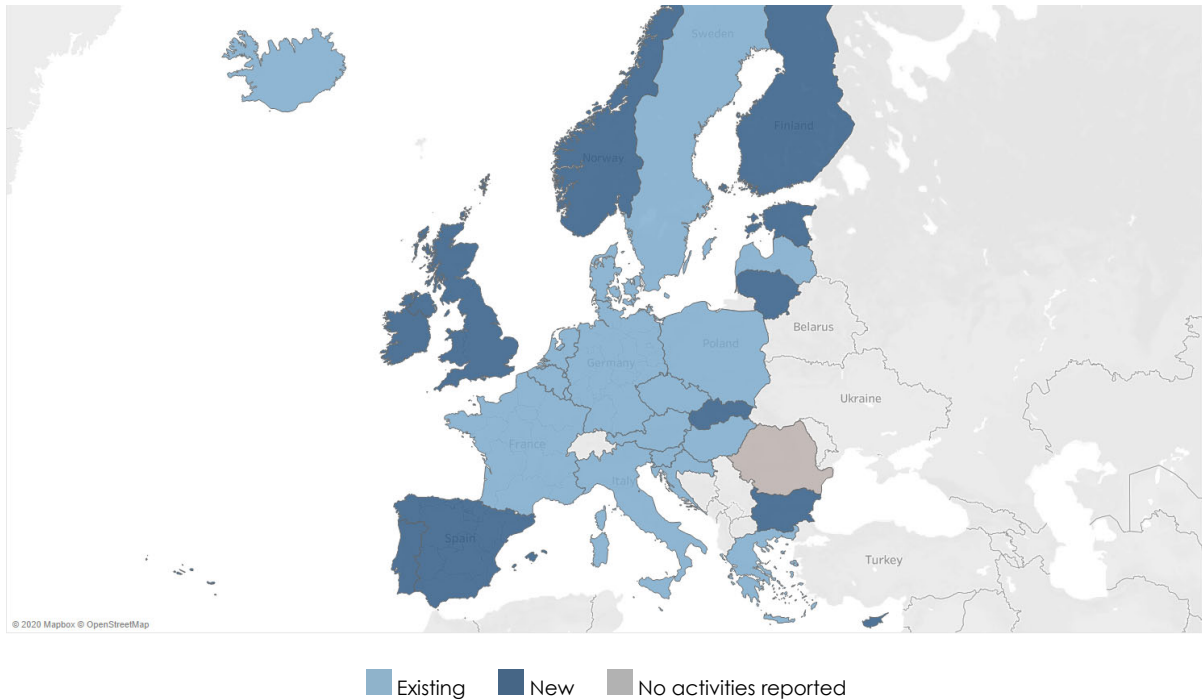
Findings are summarised in Figure 44.

- 22 countries, or 74 per cent, report that there are increased resources for law enforcement in the fight against online child sexual abuse material. In eight countries, or 27 per cent, this was newly introduced within the last 12 months. Three countries, or 10 per cent, say this is not the case with a further five reporting they do not have data on this item.
- 20 of the 30 countries say there are effective safeguards in place to ensure democratic accountability in the use of investigative tools to combat online child sexual abuse. Eight countries report not having data on this item.
- Nearly all countries, 28 of the 30 included in the survey, have activities in place to support the functioning and visibility of hotlines at the national level.
- Similarly, 28 countries say that there are activities to support improvement of cooperation between hotlines and industry for taking down child sexual abuse material.

**Figure 44: Availability of initiatives to support fighting against child sexual abuse and child sexual exploitation**

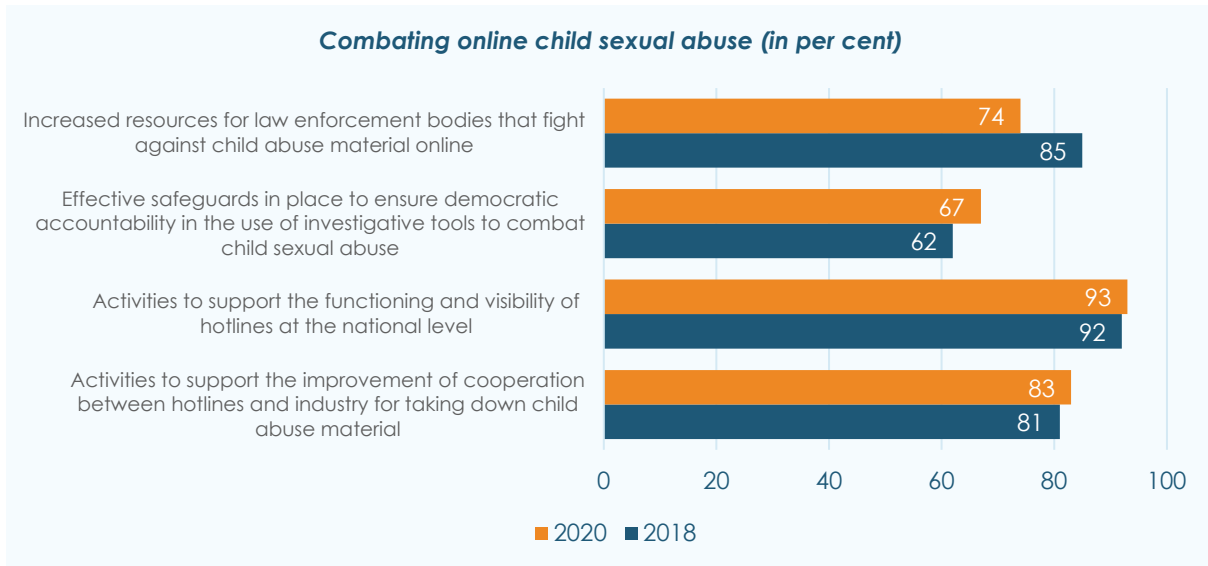


**Pillar 4: New and existing activities**



The BIK Map findings for Pillar 4 are broadly in line with 2018 with very similar findings particularly in respect of the functioning of hotlines and supporting improved cooperation with industry.

**Figure 45: Combating online child sexual abuse, 2020 vs 2018**



**Main findings**

**Pillar 1: High-quality content online for children and young people**

- In the area of high-quality online content for children, government ministries and Safer Internet Centres share the leading role in the delivery of activities under this pillar in just under half of countries.

- A quarter also say that public agencies with BIK responsibility and public service broadcasters also have a leading role in delivery of high-quality online content for children.
- Nearly all countries report activities to stimulate the production and visibility of high-quality online content for children.
- Initiatives to encourage children's creativity and to promote positive use of the internet are now also in place in all countries.
- Findings show an increase in each area since 2018, in particular in relation to stimulating the production and visibility of quality online content for children.

### *Pillar 2: Stepping up awareness and empowerment*

- Safer Internet Centres are reported by the majority of countries (83 per cent) to have the leading role in carrying activities in this pillar. 18 countries also say that government ministries with BIK responsibility also have a leading role.
- There is wide stakeholder involvement across the overall spread of activities in Pillar 2 with NGOs, public service broadcasters, industry and universities/research centres all noted as having a significant complementary role.
- Informal education about online safety is available in all countries. 28 of the 30 countries have strategies in place to support the teaching of online safety in schools.
- Digital and media literacy activities are supported by all countries. Five countries have in the last 12 months introduced new initiatives such as young people's technical skills, in promoting media literacy and critical thinking, and in challenging radicalisation and hate speech online.
- Support for national public awareness-raising campaigns is present in all countries.
- There has been an advance in the involvement of children in the policy process since 2018. This has increased from 31 per cent to 45 per cent.
- Mechanisms for reporting content and contacts that may be harmful for children are available in 29 of the 30 countries.
- Initiatives to support the effective functioning of reporting mechanisms are said to be available in 66 per cent of countries. 17 per cent however say they are not available and there is no data available in a further 17 per cent.

### *Pillar 3: Creating a safer environment for children online*

- Pillar 3 activities to create a safer environment for children online are shared between government ministries with BIK responsibility and Safer Internet Centres. Public agencies with BIK responsibility have this leading role in just under half of countries.
- Three quarters of countries report activities at national level to ensure the implementation of EU legislation on age-appropriate privacy settings, increased from 66 per cent in 2018. Awareness-raising activities regarding children's privacy online are reported as present in 25 countries.
- All countries bar one state that they have activities in place to promote the availability of parental controls. Over a quarter, or eight countries, responded "Don't know" in relation to tests and certification as well as support for industry measures. This suggests ongoing uncertainty in relation to the role of Member States in this area.
- Over three quarters of countries, or 23 countries, report that there are activities in place to promote the adoption of age rating and content classification among relevant stakeholders. A significant increase in activity in this area is evident when comparing findings with the last BIK Map study in 2018, primarily associated with the process of transposing the Audiovisual Media Services Directive (AVMSD) into national legislation.

- Activities to ensure that legislation regarding online profiling and behavioural advertising is observed to be present in 21 countries, 69 per cent of the total. This represents a large increase on 2018 which found that 35 per cent had supports in place.

***Pillar 4: Fighting against child sexual abuse and child sexual exploitation***

- Government ministries with BIK responsibility are identified as having the leading role in the delivery of this pillar in all but one of the countries. Safer Internet Centres are also described as leading stakeholders in 20 countries, or 67 per cent.
- Three quarters, or 23 of the 30 countries, report that there are increased resources for law enforcement in the fight against online child sexual abuse material. In eight countries, or 27 per cent, this was newly introduced within the last 12 months.
- Nearly all countries, 28 of the 30 included in the survey, have activities in place to support the functioning and visibility of hotlines at the national level.
- Similarly, 28 countries say that there are activities to support improvement of cooperation between hotlines and industry for taking down child sexual abuse material.
- Findings are broadly in line with 2018 particularly in respect of the functioning of hotlines and supporting improved cooperation with industry.

## Chapter 5. Conclusions

The *European Strategy for a Better Internet for Children* provides the main overarching framework for policies for child online safety and children and young people's empowerment when using digital tools and technologies.

Since 2014, the BIK Map has provided an opportunity for European Member States to exchange information on the implementation of the BIK Strategy and good policies relating to children's online use. This is the third policy mapping to be undertaken since the BIK Strategy was first published in 2012. Building on previous policy mapping, this version of the BIK Map affords the opportunity to examine progress, assess trends and trajectories in policy development, and provide insights to Member States on possible future directions.

The following sections briefly summarise the principal findings of the BIK Map study, highlighting some of the typical clusters in the policy responses of Member States. The chapter concludes with recommendations relating to good policy design that may assist in the further development of this policy agenda.

### Main findings of the third BIK Map

The BIK Map is an analytical tool to examine in detail how European Member States have responded to the *European Strategy for a Better Internet for Children* through their policies and programmes. Bringing together data that is collected by expert contacts at the national level, it offers an opportunity for individual Member States to profile the arrangements for online safety and better internet policies and to mark achievements on BIK-related issues, mapped against the objectives set out in the BIK Strategy.

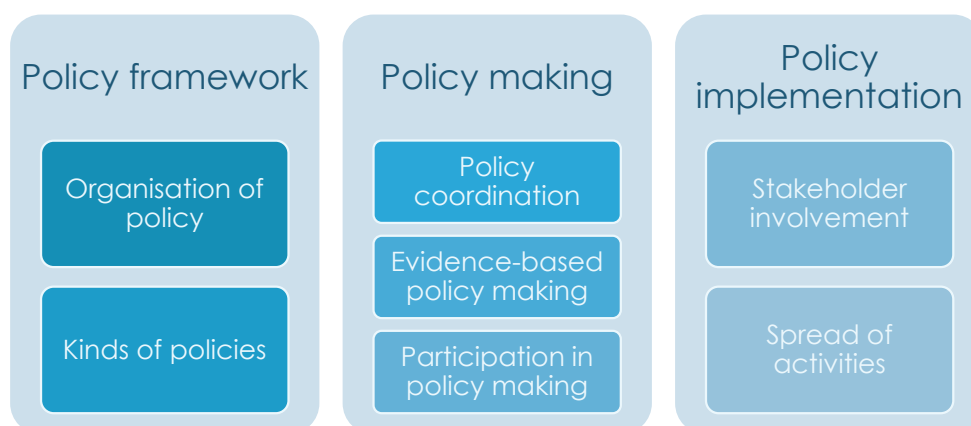
In this version of the BIK Map, the policy process is conceptualised using the Collective Impact model<sup>19</sup> whereby a diverse group of actors from different sectors are drawn to a common agenda for solving a specific social problem, using a structured form of collaboration. Drawing on this model, the BIK Map is organised around three core dimensions of *policy frameworks*, *policy making* and *policy implementation*.

**Policy framework** refers to the organising principles and long-term goals that provide the basis for the range of policies, guidelines and decisions and other statements that combine to make up the overall policy response of countries to the issues raised in the BIK Strategy.

**Policy making** refers to the overall process by which policies are developed within each country.

**Policy implementation** refers to the involvement of the relevant stakeholders in the delivery of initiatives and the spread of activities as envisaged under each of the four pillars of the BIK Strategy.

<sup>19</sup> Kania, J., & Kramer, M. (2011). Collective Impact. *Stanford Social Innovation Review*, (Winter), 36–41. Retrieved from [https://ssir.org/articles/entry/collective\\_impact](https://ssir.org/articles/entry/collective_impact)

**Figure 46: BIK Map organisational framework**

### Policy frameworks for a better internet

Policy frameworks provide the organising principles and underlying rationale for the various policies, guidelines, decisions and other statements made at the national level in the course of implementing the BIK Strategy.

This version of the BIK Map finds wide acceptance and adoption of the policy domain covered by the BIK Strategy in public policies across European Member States. There is, furthermore, a high level of awareness of the BIK Strategy itself. Over three quarters, or 23 of the 30 countries included in the study, report that the BIK Strategy has influenced policies in this field. This represents an important achievement of the BIK Strategy and highlights the extensive work that has been undertaken over many years in this field.

The spread of existent policies now covers in a comprehensive way all four pillars of the BIK Strategy. Areas such as high-quality online content for children (Pillar 1) which previously had been under-represented is now present in all but five countries. Teaching online safety in schools, support for digital and media literacy, as well as general awareness raising (Pillar 2), are thoroughly embedded in the policy responses of all Member States.

There is also a noticeable increase in policy implementation for creating an online safe environment through tools and regulation (Pillar 3) as countries put in place measures to give effect to European initiatives such as the General Data Protection Regulation (GDPR) and the Audiovisual Media Services Directive (AVMSD). And finally, the topic of combating child sexual abuse and exploitation (Pillar 4), which has been the subject of an EU Directive (Directive 2011/93/EU) for nearly a decade, is comprehensively addressed by all countries.

How countries implement this overall policy agenda varies. Countries are evenly split between those that have implemented this agenda through specific policies focused on children's online use and those that address this through their broader policies. Only two countries were found in the study to have reported the existence of a single overarching policy framework for BIK-related issues.

### Policy making is becoming more complex

As the implementation of the BIK Strategy in Member States becomes more mature, it has also become more complex. Policy making relating to children's online use now involves multiple government ministries, public agencies, NGOs, and other stakeholders. Over three quarters of the countries in the study report that coordination of policy is distributed across more than one ministry, agency or body.



Four to six ministries involved in policy making is the norm in most Member States in accordance with the areas of specific competence as envisaged across the four pillars of the BIK Strategy.

The multi-stranded nature of the policy issues involved requires a sophisticated process to ensure smooth communication and cooperation. In most countries, it is government ministries that are primarily in charge of the process. This is particularly so in the case of Pillars 1 and 4 of the BIK Strategy, reflecting the more formal role of law and regulation involved. In Pillars 2 and 3, there is evidence of greater involvement of other public agencies to lead this coordination process.

27 out of the 30 countries in the study report that there is a structured cooperation mechanism in place to help inter-departmental or intra-agency communication.

A further indicator of the growing maturity of the policy field is the substantial increase in the number of countries reporting the availability of regular data collection. 23 of the 30 countries in the study report the existence of quantitative surveys specifically focused on children's use of the internet. 24 countries say that evidence collected in national surveys or other types of data collection has influenced the design of public policies. Half of all participating countries report that monitoring and evaluation of policies is in place. All but one country states that there have been new policy developments about children's online use in the last three years.

There is still a gap in terms of the involvement of children and young people actively taking part in the policy-making process. While over half, or 17 of the 30 countries, report that children are systematically and directly consulted and informed about policies related to children's use of the internet, children's participation is indirect in one third of countries, for example through the analysis of existing surveys or evidence. Just one country reports that young people and adults share decision making in this area. Three countries report that young people are not involved in policy-making processes at all.

### Progress in policy implementation

The BIK Map also provides extensive data about the involvement of policy actors and stakeholders in the delivery of programmatic activities under each of the BIK pillars.

The third iteration of the BIK Map underlines the crucial role of the State and, relatedly, Safer Internet Centres in both policy coordination and delivery of activities. Varying according to the nature of the activities within each pillar, government ministries, Safer Internet Centres, public agencies and public service broadcasters play a decisive role in their implementation. However, the multifaceted nature of the field is clearly illustrated through the significant complementary roles of industry, NGOs and civil society, and other bodies such as universities and research centres.

Trends in the implementation of the BIK Strategy highlight progress in some key areas:

- Support for the production and visibility of high-quality online content for children has increased since 2018. Initiatives to encourage children's creativity and to promote positive use of the internet are now also in place in all countries.
- Nearly all countries have strategies in place to support the teaching of online safety in schools. Informal education about online safety as well as digital and media literacy activities are available in all countries. In the last 12 months, five countries have introduced new initiatives to develop young people's technical skills, to promote media literacy and critical thinking, and to challenge radicalisation and hate speech online. Support for national public awareness-raising campaigns is also present in all countries.
- There has been some progress in the involvement of children in the policy process. Since 2018, children's participation in policy making has increased from 31 per cent to 45 per cent.

- Mechanisms for reporting content and contacts that may be harmful for children are available in 29 of the 30 countries. Initiatives to support the effective functioning of reporting mechanisms are said to be available in 67 per cent of countries.
- There is increased support to ensure the implementation of EU legislation on age-appropriate privacy settings (77 per cent up from 66 per cent in 2018). Awareness-raising activities regarding children's privacy online are reported as present in 25 countries. All countries bar one state that they have activities in place to promote the availability of parental controls.
- There is a significant increase in activity to promote the adoption of age rating and content classification in 23 countries. This is primarily associated with the process of transposing the Audiovisual Media Services Directive (AVMSD) into national legislation. Activities to ensure that legislation on online profiling and behavioural advertising are observed as present in 21 countries, 69 per cent of the total. This is a significant increase on 2018 which found that 35 per cent had supports in place.
- Three quarters of countries report that there are increased resources for law enforcement in the fight against online child sexual abuse material (CSAM). In eight countries, or 27 per cent, this was newly introduced within the last 12 months. All but two countries in the survey have activities in place to support the functioning and visibility of hotlines at the national level.

## Grouping policy responses

The BIK Map includes a number of indicators related to policy making that, when combined, provide a profile of how policy related to children's use of the internet is developed and managed at the country level. While each country is different in the way policy making is organised, there are commonalities that can be useful to describe distinct types of policy development.

Figure 47 compares the existence of a policy framework aligned to the BIK Strategy with the various kinds of policy coordination as found in the BIK Map. This results in four main types of combinations of policy framework and overall policy coordination:

- **Group 1:** *There are separate policies that addresses children's use of the internet. There is more than one ministry, agency or body coordinating policies for children's use of the internet.*

This makes up the largest group of countries within the study. Countries in this group have a range of separate BIK-specific policies. However, coordination is fragmented. This group includes large countries such as France, Germany, Italy and the United Kingdom, as well as a number of smaller countries – Greece, the Netherlands, Norway, Portugal and so on.

- **Group 2:** *The topic of children's use of the internet forms part of broader policies. There is no formal co-ordinating body for policies relating to children's use of the internet.*

Countries in this grouping include Belgium, Bulgaria, Croatia, Czech Republic and Slovenia.

- **Group 3:** *The topic of children's use of the internet forms part of broader policies. There is more than one ministry, agency or body coordinating policies for children's use of the internet.*

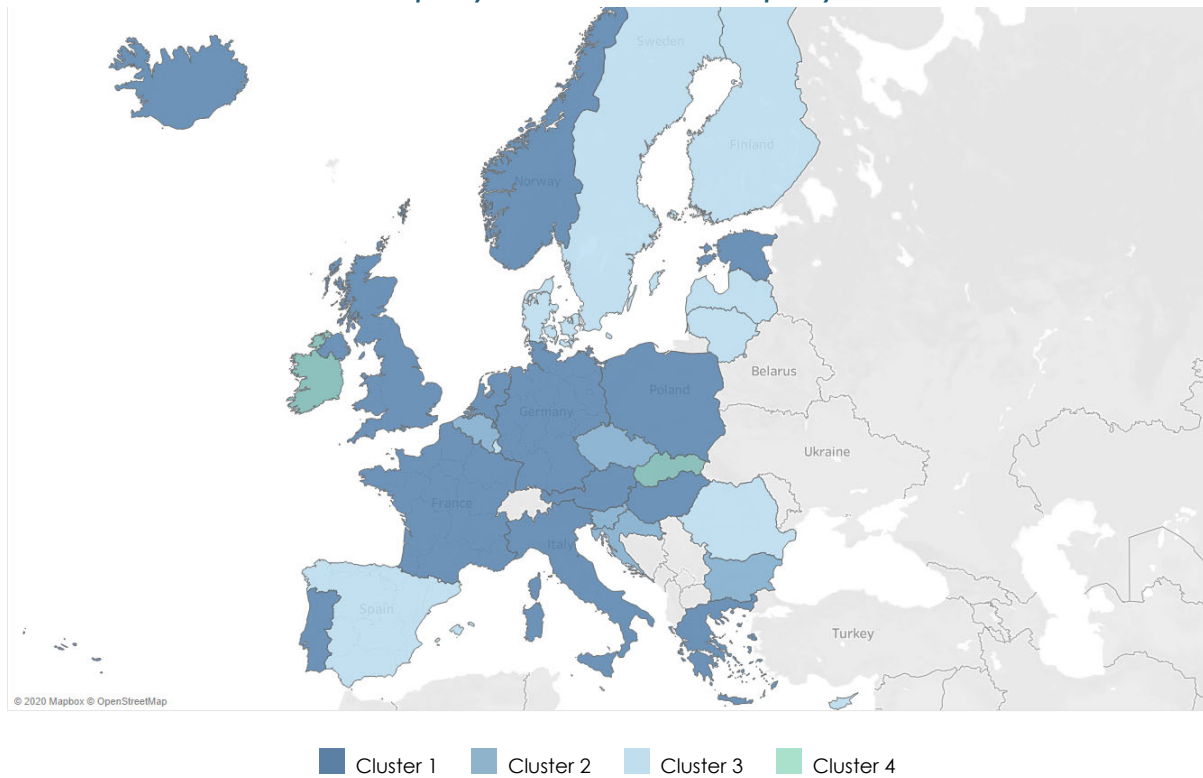
Countries in this grouping include Cyprus, Denmark, Finland, Latvia, Lithuania, Luxembourg, Malta, Romania, Spain and Sweden.

- **Group 4:** *There is a single overarching policy framework that addresses children's use of the internet. There is a multi-stakeholder body with responsibility for policies for children's use of the internet OR more than one ministry, agency or body coordinating policies for children's use of the internet.*

In this case, there are two countries included – Ireland and Slovakia.

Figure 47: General policy framework and overall policy coordination

Cluster: General policy framework and overall policy coordination



In each of the above, groupings stand for general types rather than detailed descriptions of the policy process in individual Member States. Given the specific contexts for policy making and the changing environment in which this occurs, such alignment is always subject to change. However, a benefit of the BIK Map is to highlight those features of consolidation and coordination as characteristic aspects of good practice in policy design.

The BIK Strategy is unique in the extent that it encompasses diverse areas of competence usually found across different ministries and areas of government responsibility. It also calls upon cooperation between actors at regional, national and European levels and stakeholders in different sectors. It is not surprising, therefore, that different solutions will be found to implementing its main goals.

Using the Collective Impact model as a conceptual framework allows for the development of hypotheses that strengthening any of the individual elements within the policy process – the development of an agreed policy framework, harmonising policy goals, strengthening coordination between actors – will contribute to more impactful policy outcomes. The clustering of policy responses into four groupings highlights both the diversity across European countries and Member States and the fact that, despite progress in addressing the BIK Strategy, more can be done particularly in consolidating policy development processes and coordination of activities across governments and ministries to achieve more coherent policy approaches as well as more impact.

## Recommendations from the perspective of Collective Impact

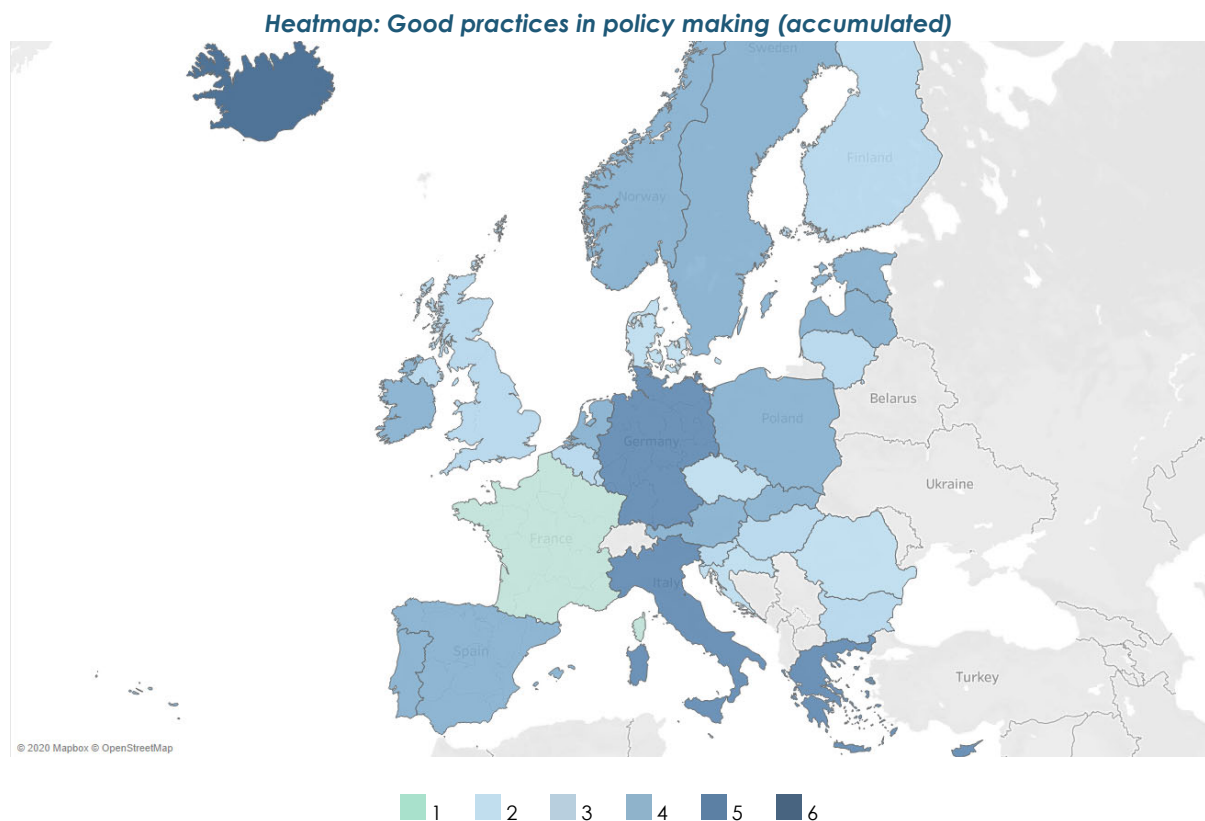
Drawing on the model of Collective Impact, this chapter concludes with an analysis of those features that contribute to good practices in policy design and thereby advance the goals of the BIK Strategy.

The Collective Impact model offers points of commonality with the BIK Strategy: the sharing of a common agenda through the BIK Strategy ("policy frameworks"); the emphasis on leadership and support in the form of "backbone organisations"; the importance of an evidence base; and the need for mutually reinforcing activities ("policy making" and "policy implementation"). Each of these provide some important points of comparison and opportunities for recommendations to enhance the policy process.

Figure 48 combines indicators from the BIK Map based on principles of good policy design derived from the Collective Impact model. In this case, the dimension of evidence-based policy is chosen using indicators which show the availability of a national survey; an evidence base; an evaluation having taken place during the last three years; and the degree of children's involvement in policy making. The resulting heatmap highlights aspects of good policy design in this one dimension of collective impact.

Here, the darker blue shows more indicators pointing at good practice while lighter blue represents fewer indicators pointing at good practice in this dimension. It is important to note that this is not a benchmark or a statement as to whether the existing policies are good or effective. The caveat should also be entered that the map does not show at which stage a country is in its policy process. Countries may be at different points on trajectories of implementing either the BIK Strategy or good practices in policy design in BIK-related fields, or both. The point is to show that combining attributes of good policy design, as suggested by the Collective Impact model, can lead to greater impact and social change.

Figure 48: Collective impact of the BIK Strategy 2020



This iteration of the BIK Map shows further positive progress in the implementation of the BIK Strategy. The range of policies, programmes and actors has expanded substantially. There are significant activities in all countries and the evidence shows that Member States continue to support the goals of the BIK Strategy in an active way.

However, this expansion has also been accompanied, to some extent, by fragmentation in the policy process and greater complexity in terms of implementation. The BIK Map highlights those aspects of policy making which require strengthening if the collective effort in programmes and activities are to have far-reaching impact. Therefore, drawing on the evidence presented in this study and building on the Collective Impact model, the following recommendations are made to strengthen BIK Strategy policy making in the future.

***Recommendation 1: Ensure that there is a common agenda for a better internet for children, both at European and at the country level***

The Collective Impact approach relies upon the existence of a common agenda which defines a shared vision and common understanding of the problems to be solved, as well as a joint approach to its solution. The BIK Strategy has been partially effective in that there is wide awareness of its existence though limited impact in influencing Member State policies. There is a case to be made that the goals of the BIK Strategy, first set out in 2012, need to be updated and revised to take account of developments since then. At the Member State level, it is all the more important that greater efforts are made to articulate a common framework and shared vision for change, drawing together the various strands of policy that have been reviewed in this report.

***Recommendation 2: Strengthen the evidence base and develop a shared measurement system for BIK programme activities***

A common agenda for effective social change also requires agreement as to how progress will be measured and reported. Collecting data and measuring results consistently ensures clearer definition of the problems and their prioritisation, alignment of efforts and monitoring of activities.

The BIK Strategy encompasses diverse actions in a number of different policy fields, the outcomes of which are not easily measurable. However, as noted in this iteration of the BIK Map, progress has been made in developing a stronger evidence base. There has also been increased attention to monitoring and evaluation in many countries. Further work is needed in harmonising such approaches and aligning both research on the extent of the issues targeted and evaluation of efforts designed to address them.

Developing agreed approaches of good policy design will produce comprehensible insights and a solid foundation with which to assess policy approaches. A possible model could involve a procedure whereby countries develop and publish a series of commitments in terms of implementation of the BIK Strategy. This could be used in national policy discourses as a way of highlighting how individual countries are choosing to implement the BIK Strategy. It could also serve as a measurement tool ("State X committed to formal cooperation mechanisms, and was successful in doing so"), thereby respecting the different policy stages and policy options of the Member States.

***Recommendation 3: Create opportunities for collaboration that build on the distinct and complementary strengths of different stakeholders***

A real strength of the BIK Strategy is its vision of combined action at the European and country level, and shared activities between industry, civil society and public sector actors. However, despite the volume of activities from a large variety of participants, greater coordination of their differentiated activities is needed to help achieve greater collective impact. It is the case that the policy environment within which the BIK Strategy operates has become more complex. As demonstrated by the BIK Map, each of its pillars are highly differentiated with different configurations of relevant stakeholders, forms of cooperation and representative activities. Accordingly, developing clusters of expertise, for example specialist BIK hubs in each country that exchange best/most impactful forms of cooperation and projects per pillar or even per activity within each pillar will help to build overarching strategies that can encompass very different forms of working together, thereby using the distinct strengths and possibilities of the different stakeholders in an optimal way. The overall BIK Strategy would thus be able to create a network of networks.

***Recommendation 4: Continue and deepen support for mechanisms to enhance communication and knowledge exchange on better internet policies***

Continuous communication is recognised as central to building trust and optimal forms of knowledge exchange among the diverse stakeholders involved in the BIK policy process and to achieving collective impact. A hallmark of the European approach has been longstanding support for initiatives such as the Safer Internet Forum (SIF), the Better Internet for Kids (BIK) core service platform, Safer Internet Centres, and the Expert Group on Safer Internet for Children. These have been crucial to the many successes reported through successive iterations of the BIK Map. It is particularly important that such continuous communication is deepened in the next phase of policy making in this area. Each of these initiatives should also further develop their outreach and public engagement activities. Safer Internet Centres are particularly important in this regard. Funding Safer Internet Centres is likely to have the greatest public impact given their external-facing role.

***Recommendation 5: Strengthen coordination of policy making and implementation both at the country and European level for better internet policies***

The Collective Impact approach highlights the importance of support organisations, hubs or policy-related platforms to act as the backbone and coordination node of the entire strategy. The risks of lack of coordination and fragmentation impeding impacts of policies have also been noted in successive BIK Map studies. While this version of the BIK Map points to progress in the development of coordination mechanisms at the country level, the importance of more formal, structured and explicit coordination mechanisms cannot be overstated. This in turn applies to the key role coordination plays in defining the common agenda, shared measures and plan of action that will go to make up a cohesive and impactful programme that is supported by all relevant stakeholders.

***Recommendation 6: Extend the scope of the BIK Map to incorporate impact assessment and evaluation of progress and success in implementation of the BIK Strategy***

Since it was launched, the BIK Map has focussed on the monitoring of policy processes associated with the main goals of the BIK Strategy. It has concentrated on what Member States have done to implement activities in support of BIK Strategy goals. Its analysis is, therefore, primarily descriptive and is based on country reports compiled by national teams involved in the policy process. Given that the BIK Strategy involves multiple activities, programmes and initiatives, an innovative approach towards evaluating collective impact is needed. A further development of the BIK Map could incorporate more indicators at the national level to include, for example, education, population, regulatory systems, involvement of civil society, and so on. It would also be valuable to connect BIK Map data with other sources of information such as national statistics on children's experiences of internet safety and levels of digital literacy to correlate policy frameworks and activities with children's everyday media use experiences. An extended approach to the BIK Map should also include reflexive forms of data collection and data analysis, such as stakeholder discussions on interim results, and even co-creating recommendations, thereby ensuring an adaptive learning model to strengthen its long-term effectiveness.

## Annex 1: BIK Map Advisory Group

Name	Organisation
Maria Donde	European Platform of Regulatory Authorities (EPRA)
Daniel Kardefelt-Winther	UNICEF Office of Research – Innocenti
Joachim Kind	Klicksafe.de/Safer Internet Centre Germany
Luboš Kukliš	Office of the Slovak Council for Broadcasting and Retransmission/European Regulators Group for Audiovisual Media Services (ERGA)
Maren Lambrecht	Council of Europe
Carla Licciardello	ITU
Eva Lievens	Ghent University
Sonia Livingstone	London School of Economics and Political Science
Emanuelle Machet	European Platform of Regulatory Authorities (EPRA)
João Pedro Martins	BIK Youth Ambassador
Giovanna Mascheroni	Università Cattolica of Milan
Andras Molnar	OECD
Sophie Valais	European Audiovisual Observatory

## Annex 2: BIK Map questionnaire

### Section A1: The Public Policy Framework

This section of the questionnaire looks at the existent policy framework in each of the Member States that addresses the issues covered by the [European Strategy for a Better Internet for Children](#) (the “BIK Strategy”). Responses provide information on **the current structure or status quo**.

**Q1. Has the topic of children’s use of the internet been addressed by policy makers in your country in any form?**

- Yes
- No

*Explanatory note: this question refers to whether the general topic of children's use of the internet including use of digital technologies, risks children encountered by children online, support for online safety etc., has been the subject of policy debate or proposals for policy development including if such proposals have led to new policies.*

**Q2. Did the EU Strategy for a Better Internet for Children feature in any way in such public discussion?**

- Yes
- No

*If yes, please explain in what way the EU Strategy for a Better Internet for Children played a role:*

*Explanatory note: in this question, we are interested to know if there has been any specific awareness of the EU Strategy for a Better Internet for Children at the national or regional level. If the answer is yes, it is important to specify how the BIK Strategy played a role and if specific reference to it has been made in public debate or in policies.*

**Q3. (a) Which of the following best describes policy provision for the topic of children’s use of the internet in your country:**

*Choose one answer only*

- a) There is a single overarching policy framework that addresses children's use of the internet.
- b) There are a number of separate policies that address children's use of the internet.
- c) The topic of children's use of the internet forms part of broader policies.



- d) The topic of children's use of the internet has not been incorporated into national policy.

*Explanatory note: this question asks about the way in which the general area of children's use of the internet has been implemented into policy at the national or regional level. Only one answer applies so choose the option that best describes the situation in your country and which reflects the priority given to it.*

**Q4. With reference to each of the pillars of the BIK Strategy, please specify the kind of policy/ies that exist in your country:**

Pillars	(a) Law or regulation <sup>20</sup>	(b) BIK-related non-statutory policy <sup>21</sup>	(c) Part of broader policies <sup>22</sup>	(d) No existent policy	Does the existing policy explicitly refer to the BIK Strategy?
Pillar 1: High-quality content online for children and young people	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pillar 2: Stepping up awareness and empowerment					
2.1/2.2: Education and media literacy	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
2.3/2.4: General awareness and empowerment					
3: Creating a safe environment for children online	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4: Fighting against child sexual abuse and child sexual exploitation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

*Explanatory note: please refer to the BIK Strategy Infographic for an overview of each of the BIK pillars of the BIK Strategy. Where there is more than one policy in place in any individual pillar, please refer to the most important.*

<sup>20</sup> All BIK-related statutory or regulatory law, codified by legislative or executive bodies, such as formal legislative acts, government decrees, bylaws, executive regulations, etc.

<sup>21</sup> All BIK-related formalised policy documents such as action plans, roadmaps, strategy papers, guidelines, white papers.

<sup>22</sup> All other policy measures or documents that touch the topic of a better internet for children besides other policy areas.

**Q5. Please provide further details of the most relevant policies for each pillar of the BIK Strategy referred to above:**

Pillars	Title of Policy Framework	Date introduced	URL/Reference
1: High-quality content online for children and young people			
2: Stepping up awareness and empowerment			
3: Creating a safe environment for children online			
4: Fighting against child sexual abuse and child sexual exploitation			

*Explanatory note:* responses to this question will be very valuable in helping to compile a European database of BIK-related policies.

## Section A2: Policy coordination and policy making

This section comprises questions focused on how the relevant policies are being developed when it comes to co-ordination, co-operation, participation and evidence base. Together with the Public Policy Framework, this will provide information about the forms of policy making.

**Q6. Which of the following best describes the way in which policy processes for children's use of the internet are coordinated in your country:**

*Choose one answer only*

- a) A single ministry or governmental department coordinates
- b) A separate public agency with responsibility for policies for children's use of the internet
- c) A multi-stakeholder body with responsibility for policies for children's use of the internet
- d) More than one ministry, agency or body coordinating policies for children's use of the internet
- e) No formal co-ordinating body for policies relating to children's use of the internet
- f) Other:

*Please provide a brief description of how policies for children's use of the internet are coordinated in your country:*

*Explanatory note: we are interested to know about the process of coordination in relation to policies dealing with children's use of the internet. Choose the item that best describes the national or regional situation – **one answer only**. If there is more than one form of coordination, choose (d). If no such form of coordination exists, choose (e). Please provide further details such as the names of relevant organisation(s) in the open text response.*

**Q7. How many government ministries are involved in the policy processes listed in Q5 above?**

*Choose one answer only*

- a) 1 to 3
- b) 4 to 6
- c) More than 6
- d) No ministry involvement

*If a)/b)/c): Please provide a brief description of how government ministries are involved in the policy-making processes of policies for a better internet for children:*

*Explanatory note: the purpose of this question is to find out about the relative complexity of governmental involvement in policy development given the various different dimensions reflected in BIK-related strategy. One answer only.*

**Q8. For each of the pillars of the BIK Strategy, please indicate the main bodies or entities who are *primarily* in charge of the policy coordination processes listed in Q5 above.**

Pillars	Name of entity	Ministry	Public agency	Other	No existent entity
1: High-quality content online for children and young people	a)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> _____	<input type="checkbox"/>
	b)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> _____	<input type="checkbox"/>
	c)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> _____	<input type="checkbox"/>
2: Stepping up awareness and empowerment	a)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> _____	<input type="checkbox"/>
	b)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> _____	<input type="checkbox"/>
	c)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> _____	<input type="checkbox"/>
3: Creating a safe environment for children online	a)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> _____	<input type="checkbox"/>
	b)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> _____	<input type="checkbox"/>
	c)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> _____	<input type="checkbox"/>
4: Fighting against child sexual abuse and child sexual exploitation	a)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> _____	<input type="checkbox"/>
	b)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> _____	<input type="checkbox"/>
	c)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> _____	<input type="checkbox"/>

**Q9. Are there mechanisms to facilitate inter-departmental communication or inter-agency cooperation regarding children’s use of the internet?**

- Yes
- No

*If yes, please provide details:*

**Q10. For each of the pillars of the BIK Strategy, please specify the mechanism to facilitate inter-departmental or inter-agency co-operation.**

Pillars	Formal law or regulation	A formal Memorandum of Understanding (MOU) or agreement	Inter-departmental working group or equivalent	Informal co-operation meetings between stakeholders	No co-operation in place	If other, please specify the nature of co-operation
1: High-quality content online for children and young people	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> _____
2: Stepping up awareness and empowerment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> _____
3: Creating a safe environment for children online	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> _____
4: Fighting against child sexual abuse and child sexual exploitation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> _____

*Explanatory note: please refer to the BIK Strategy Infographic for an overview of each of the BIK pillars of the BIK Strategy. Where there is more than one policy in place in any individual pillar, please refer to the most important.*

**Q11. In the last three years, have any of the following forms of data collection taken place in your country with regard to the topic of children's use of the internet? Please specify the form of data collection (multiple answers possible)**

	Available data	Is this part of a regular data collection series?	Please provide details (references, links, information about sample size, funding):
a) National and/or regional survey/quantitative data specifically focused on children's use of the internet	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	
b) Quantitative data on some topics of children's use of the internet collected as part of a broader survey	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	
c) Qualitative research specifically focused on children's use of the internet	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	
d) Qualitative data on topics of children's use of the internet collected as part of a broader survey	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	

**Q12. Has evidence collected in any of the above data collection or surveys impacted on policy making (e.g. do policy documents explicitly refer to data collections or are their numbers being used for reasoning/explanation/framing)?**

- Yes
- No

If yes, please explain how data collection has been used to support policy development:

**Q13. Which of the following best describes the involvement of young people in policy making on the topic of children's use of the internet in your country?**

*Choose one answer only*

- a) Young people and adults share decision making
- b) Young people are systematically and directly consulted and informed (e.g. through hearings, consultations, specific surveys)
- c) Young people's interests are considered indirectly (e.g. through analysis of existing surveys, data collections)
- d) Young people are not involved in policy-making processes

*Please provide additional details or examples regarding the participation opportunities available to young people in your country*

**Q14. Has any evaluation of policies relating to children's use of the internet, as listed in Q5 above, taken place in the last three years?**

- Yes
- No

*Please provide details*

**Q15. Have there been any new policy developments in your country in the last three years regarding children's use of the internet, including new topics and issues?**

- Yes
- No

*If yes, please provide details*



**Q16.** Have any of these policy developments been driven or influenced by any specific events or concerns that have arisen at the national or regional level related to children's use of the internet?

- Yes
- No

*If yes, please provide details*

**Q17.** Please describe below participation in any knowledge exchange activities at the international level or activities related to children's use of the internet

## Section B1: Actors and activities

This section moves from policies related to children's use of the internet to delivery of outputs, programmes and initiatives to support policy goals. The section asks about how the BIK Strategy has been implemented in particular programmes and activities at the national or regional level. Two main issues are examined: Who is involved in delivering actions? And what is the scope of those activities?

The section is organised around the topics covered within each pillar of the BIK Strategy as follows:

Pillars	Actions
1: High-quality content online for children and young people	1.1 Stimulating the production of creative and educational online content for children  1.2 Promoting positive online experiences for young children
2: Stepping up awareness and empowerment	2.1 Teaching online safety in schools 2.2 Digital and media literacy activities 2.3 Scaling up awareness activities and youth participation 2.4 Simple and robust reporting tools for users
3: Creating a safe environment for children online	3.1 Age-appropriate privacy settings 3.2 Wider availability and use of parental controls 3.3 Wider use of age rating and content classification 3.4 Online advertising and overspending
4: Fighting against child sexual abuse and child sexual exploitation	4.1 Faster and systematic identification of child sexual abuse material disseminated through various online channels, notification and takedown of this material  4.2 Cooperating with international partners to fight against child sexual abuse and child sexual exploitation

**Pillar 1: High-quality content online for children and young people**

**Q18. With regard to “High-quality content online for children and young people” (Pillar 1), please describe the level of involvement of each the following stakeholders in carrying out the most significant activities or measures in this BIK pillar?<sup>23</sup>**

	Leading role <sup>24</sup>	Complementary role <sup>25</sup>	No involvement	Don't know	Please explain
Government ministry or department	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Public agency	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Safer Internet Centre	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
NGOs/civil society organisations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Public service broadcaster	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Industry	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Universities and research centres	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Other, please specify:	<input type="checkbox"/> _____	<input type="checkbox"/> _____	<input type="checkbox"/> _____	<input type="checkbox"/> _____	_____

<sup>23</sup> See BIK Strategy

Member States should:

- match the Commission's support for and actively promote initiatives aimed at creating high-quality content online for children
- coordinate between themselves in this field, with the support of the Commission, and implement standards for quality content online for children. (2012: 7)

<sup>24</sup> Including if formally tasked or responsible on a statutory basis.

<sup>25</sup> Active interest, engagement and involvement

**Q19.** With regard to “High-quality content online for children and young people” (Pillar 1), please provide details of any services or activities related to the following specific topics listed.

Are the services or activities listed below currently available in your country?				
	Introduced in the last 12 months	Existent before last year	Not available	Are you aware of any changes in provision (e.g. programmes that have ceased, increased, had significant changes in funding etc.)?
Initiatives to stimulate the production and visibility of quality content for children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Open text field
Initiatives to encourage children's creativity and to promote positive use of the internet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Open text field
Initiatives to implement standards for quality online content for children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Open text field
Other relevant activity (please specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Open text field

**Pillar 2: Stepping up awareness and empowerment**

**Q20.** With regard to the overall area of “Stepping up awareness and empowerment” (Pillar 2), please describe the level of involvement of each the following stakeholders in carrying out the most relevant or significant activities or measures in this BIK pillar?<sup>26</sup>

	Leading role	Complementary role	No involvement	Don't know	Please explain
Government ministry or department	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Public agency	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Safer Internet Centre	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
NGOs/civil society organisations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Public service broadcaster	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Industry	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Universities and research centres	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Other, please specify: _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____

<sup>26</sup> “Children, their parents, carers and teachers need to be aware of the risks children can encounter online as well as of the tools and strategies to protect themselves or cope with such risks. Children need to develop their critical thinking and digital and media literacy skills to be able to actively contribute in a participatory society. They need access to and advice on how to use tools suited to their age that would help them act safely and responsibly online. The focus of awareness and empowerment actions should be to develop self-protection and self-responsibility in the online environment among children”. (BIK Strategy, 2012: 8)

**Pillar 2.1: Teaching online safety in schools**

**Q21. With regard to Pillar 2.1, "Teaching online safety in schools", please provide details of any services or activities related to the following specific topics listed.<sup>27</sup>**

Are the services or activities listed below currently available in your country?				
	Introduced in the last 12 months	Existent before last year	Not available	Are you aware of any changes in provision (e.g. programmes that have ceased, increased, had significant changes in funding etc.)?
Strategies to include teaching online safety in schools	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Open text field
Activities to reinforce informal education about online safety	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Open text field
Activities to provide for online safety policies in schools	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Open text field
Activities to ensure adequate teacher training in online safety	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Open text field
Activities to support public-private partnerships in online safety	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Open text field
Other relevant activity (please specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Open text field

<sup>27</sup> Member States should:

- step up the implementation of strategies to include teaching online safety in school curricula by 2013.
- reinforce informal education about online safety and provide for 'online safety' policies in schools and adequate teacher training.
- support public-private partnerships to reach the above goals. (BIK Strategy 2012: 8)

**Pillar 2.2: Digital and media literacy activities**

**Q22.** With regard to Pillar 2.2, “Digital and media literacy activities (\*inside and outside education)”, please provide details of any services or activities related to the following specific topics listed.

Are the services or activities listed below currently available in your country?				
	Introduced in the last 12 months	Existent before last year	Not available	Are you aware of any changes in provision (e.g. programmes that have ceased, increased, had significant changes in funding etc.)?
Activities to support young people's technical skills required to use online media content and services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Open text field
Activities to encourage critical thinking around media industries and evaluating content for truthfulness, reliability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Open text field
Activities that encourage interaction, engagement and participation in the economic, social, creative, cultural aspects of society through online media	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Open text field
Activities that promote democratic participation and fundamental rights on the internet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Open text field
Activities that challenge radicalisation and hate speech online	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Open text field
Other relevant activity (please specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Open text field

Are you aware of any changes in provision (e.g. programmes that have ceased, increased, had significant changes in funding etc.)?

Short remarks or bullet points should suffice.

**Pillar 2.3: Scaling up awareness activities and youth participation**

**Q23. With regard to Pillar 2.3, "Scaling up awareness activities and youth participation", please provide details of any services or activities related to the following specific topics listed.<sup>28</sup>**

Are the services or activities listed below currently available in your country?				
	Introduced in the last 12 months	Existent before last year	Not available	Are you aware of any changes in provision (e.g. programmes that have ceased, increased, had significant changes in funding etc.)?
National support for public awareness-raising campaigns	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Open text field
Involvement of children when developing national campaigns	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Open text field
Involvement of children when developing legislation with an impact on their online activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Open text field
Activities or initiatives to match the Commission's support for the national Youth Panels	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Open text field
Industry funding and technical support for NGOs and education providers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Open text field
Industry dissemination of awareness material either online or at the point of sale	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Open text field
Other relevant activity (please specify)				

<sup>28</sup> Member States should:

- match the Commission's support for public awareness-raising campaigns at national level.
- involve children when developing national campaigns and/or legislation with an impact on their online activities.
- match the Commission's support for the national Youth Panels. (BIK Strategy 2012: 9)



**Pillar 2.4: Simple and robust reporting tools for users**

**Q24. With regard to Pillar 2.4, “Simple and robust reporting tools for users”, please provide details of any services or activities related to the following specific topics listed.<sup>29</sup>**

Are the services or activities listed below currently available in your country?				
	Introduced in the last 12 months	Existent before last year	Not available	Are you aware of any changes in provision (e.g. programmes that have ceased, increased, had significant changes in funding etc.)?
Mechanisms for reporting content and contacts that may be harmful for children such as cyber-bullying or grooming	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Open text field
Initiatives to facilitate cooperation between helplines and law enforcement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Open text field
Initiatives to monitor the effective functioning of reporting mechanisms at a national level	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Open text field
Other relevant activity (please specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Open text field

<sup>29</sup> See BIK Strategy (p.9) “To empower children to deal with risks such as cyber-bullying or grooming, robust mechanisms for reporting content and contacts that seem harmful to children should be available EU-wide across online services and devices.”

Member States should:

- provide the necessary support for setting up and deploying the reporting mechanisms, especially where cooperation with partners such as helplines and law enforcement bodies is necessary.
- monitor their effective functioning at national level.
- render the 116000 hotlines operational. (BIK Strategy, p.10)

**Pillar 3: Creating a safe environment for children online**

**Q25.** With regard to the overall area of “Creating a safe environment for children online” (Pillar 3), please describe the level of involvement of each of the following stakeholders in carrying out the most relevant or significant activities or measures in this BIK pillar?<sup>30</sup>

	Leading role	Complementary role	No involvement	Don't know	Please explain
Government ministry or department	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Public agency	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Safer Internet Centre	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
NGOs/civil society organisations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Public service broadcaster	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Industry	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Universities and research centres	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Other, please specify: _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____

<sup>30</sup> See BIK Strategy (p10): “While empowerment and education need to be stepped up, they also need to be complemented by protection. That is because children do not always see the potential risks they face online and/or are not always aware of the potential consequences of their actions. However, their exposure to harmful behaviour or content can result in distressing experiences online or risks in the offline world. Therefore, it is necessary to implement measures that would prevent children from coming in contact with such content or behaviour.”

**Pillar 3.1: Age-appropriate privacy settings**

**Q26. With regard to Pillar 3.1, “Age appropriate privacy settings”, please provide details of any services or activities related to the following specific topics listed.<sup>31</sup>**

Are the services or activities listed below currently available in your country?				
	Introduced in the last 12 months	Existent before last year	Not available	Are you aware of any changes in provision (e.g. programmes that have ceased, increased, had significant changes in funding etc.)?
Activities to ensure the implementation of EU legislation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Open text field
Self-regulatory measures by industry about age-appropriate privacy settings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Open text field
Awareness-raising activities regarding age-appropriate privacy settings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Open text field
Other relevant activity (please specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Open text field

<sup>31</sup> We are aware that some or all activities may be based on or overlap with the application of the GDPR.

See BIK Strategy (p.11):

Member States should:

- ensure the implementation of EU legislation in this field at national level.
- encourage the adoption of self-regulatory measures by industry and follow their implementation at national level.
- support awareness-raising activities at national level.

**Pillar 3.2: Wider availability and use of parental controls**

**Q27.** With regard to Pillar 3.2, “Wider availability and use of parental controls”, please provide details of any services or activities related to the following specific topics listed.<sup>32</sup>

Are the services or activities listed below currently available in your country?				
	Introduced in the last 12 months	Existent before last year	Not available	Are you aware of any changes in provision (e.g. programmes that have ceased, increased, had significant changes in funding etc.)?
Activities to promote the availability of parental control tools	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Open text field
Tests and certification for parental control tools	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Open text field
Efforts to support industry implementation of parental control tools	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Open text field
Other relevant activity (please specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Open text field

<sup>32</sup> We are aware that some or all measures may be based on or overlap with the ongoing implementation of the amended AVMSD in your country.

See BIK Strategy (p.12)

Member States are invited to

- support industry's efforts in this field and to follow up their implementation on devices sold on their territory.
- perform tests and certification cycles for parental control tools.
- promote their availability.

**Pillar 3.3: Wider use of age rating and content classification**

**Q28.** With regard to **Pillar 3.3, “Wider use of age rating and content classification”**, please provide details of any services or activities related to the following specific topics listed.<sup>33</sup>

Are the services or activities listed below currently available in your country?				
	Introduced in the last 12 months	Existent before last year	Not available	Are you aware of any changes in provision (e.g. programmes that have ceased, increased, had significant changes in funding etc.)?
Activities to promote the adoption of age rating and content classification among relevant stakeholders	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Open text field
A complaints process for the effective functioning of such systems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Open text field
Other relevant activity (please specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Open text field

<sup>33</sup> We are aware that some or all measures may be based on or overlap with the ongoing implementation of the amended AVMSD in your country. See BIK Strategy (p.12)

Member States are invited to

- cooperate in line with their own regulations in the field and encourage relevant stakeholders at national level to contribute to the definition and implementation of EU age-rating and content classification systems.
- support the complaints process necessary for the proper functioning of such systems.

**Pillar 3.4: Online advertising and overspending**

**Q29. With regard to Pillar 3.4, “Online advertising and overspending”, please provide details of any services or activities related to the following specific topics listed.<sup>34</sup>**

Are the services or activities listed below currently available in your country?				
	Introduced in the last 12 months	Existent before last year	Not available	Are you aware of any changes in provision (e.g. programmes that have ceased, increased, had significant changes in funding etc.)?
Activities at the national level to ensure that legislation regarding online profiling and behavioural advertising is observed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<i>Open text field</i>
Support industry in developing codes of conduct regarding inappropriate advertising	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<i>Open text field</i>
Monitor implementation of codes of conduct at the national level	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<i>Open text field</i>
Other relevant activity (please specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<i>Open text field</i>

<sup>34</sup> We are aware that some or all measures may be based on or overlap with the ongoing implementation of the amended AVMSD in your country.

See BIK Strategy (p.13)

Member States are invited to

- ensure that legislation in this field is observed by companies active at national level.
- support industry in developing codes of conduct regarding inappropriate advertising online and to monitor their implementation at national level.

**Pillar 4: Fighting against child sexual abuse and child sexual exploitation**

**Q30.** With regard to “Fighting against child sexual abuse and child sexual exploitation” (Pillar 4), please describe the level of involvement of each the following stakeholders in carrying out activities or measures in this BIK pillar?

	Leading role	Complementary role	No involvement	Don't know	Please explain
Government ministry or department	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Public agency	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Safer Internet Centre	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
NGOs/civil society organisations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Industry	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Public service broadcaster	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Universities and research centres	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Other, please specify: _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____

**Q31. With regard to the topic of “fighting against child sexual abuse and child sexual exploitation”, please provide details of any services or activities related to the following specific topics listed.<sup>35</sup>**

Are the services or activities listed below currently available in your country?				
	Introduced in the last 12 months	Existent before last year	Not available	Are you aware of any changes in provision (e.g. programmes that have ceased, increased, had significant changes in funding etc.)?
Increased resources for law enforcement bodies that fight against child abuse material online	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Open text field
Effective safeguards in place to ensure democratic accountability in the use of investigative tools to combat child sexual abuse	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Open text field
Activities to support the functioning and visibility of hotlines at the national level	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Open text field
Activities to support the improvement of cooperation between hotlines and industry for taking down child abuse material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Open text field
Other relevant activity (please specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Open text field

<sup>35</sup> See BIK Strategy (p.14)

Member States should:

- increase the resources of law enforcement bodies that fight against child abuse material online.
- ensure, in line with the Directive on combating child sexual abuse, that effective investigative tools are available to enhance the investigator's capacities to identify child victims, guaranteeing that effective safeguards are in place to ensure democratic accountability in the use of such tools.
- match the support for the functioning and visibility of hotlines at national level where the public can report illegal content found online.
- support the improvement of cooperation between hotlines and industry for taking down child abuse material.



## Section B2: Best practices, recommendations and other comments

**Q32.** Are you aware of any significant changes in public funding of specific actors or support programmes in your country during the last three years?

- Yes  
 No

*If yes, please provide details:*

**Q33.** Please nominate up to three examples of activities or programmes that you would recommend as practices worth sharing. Please provide a brief description of each below (e.g., summary, homepage, project type, scale, duration, funding).

*Example 1:*

*Example 2:*

*Example 3:*

**Q34.** Do you have any other comments regarding the BIK Map tool, questionnaire, improving policy making etc.?

*Please provide details:*

Thank you for your submission.