

Survey for SICs

This survey is part of the second evaluation of the strategy for a better internet for kids (BIK+). It aims to collect evidence from Safer Internet Centres on the implementation of BIK+, including emerging risks and needs for children, perceived progress under the three BIK+ pillars, uptake and accessibility of resources, inclusion of children in vulnerable situations, and the added value of EU-level coordination.

Please answer from the perspective of your Safer Internet Centre. Where possible, the response should reflect input from the relevant SIC functions, including awareness, helpline, hotline and youth participation activities.

The survey will take around 10 minutes to complete. Most questions are closed questions. Not all questions are mandatory and all open-text questions are optional.

About you

1. Which country does your SIC represent? *[Single option]*
 - a. Dropdown list with EU 27 + Norway and Iceland
 - b. Other *[Screen out]*

Relevance: risks, needs and future developments

2. In your experience, how significant are the following risks for children today?
[Likert scale: Very significant / Somewhat significant / Slightly significant / Not significant / Don't know]
 - a. Cyberbullying and online harassment
 - b. Exposure to harmful or age-inappropriate content, including sexual content, pornography, violent content, self-harm, suicide, eating disorder or other potentially harmful content
 - c. Sexual risks and harmful contact, including grooming, sexual solicitation, sexual exploitation, unwanted contact from adults or strangers, sexual harassment, sextortion, and pressure or coercion to share intimate images
 - d. Online scams, fraud and financial or commercial pressure (including fake offers, hidden costs, influencer marketing, targeted advertising and pressure to spend)
 - e. Misinformation, disinformation or harmful advice
 - f. Risks linked to AI-generated content, chatbots or automated systems (including deepfakes, recommender systems, automated moderation or profiling risks)

- g. Addictive or manipulative platform design features (including excessive screen time, infinite scroll, autoplay, rewards or notifications)
 - h. Privacy, data protection, account security, online reputation or digital footprint concerns (including data misuse, hacking, oversharing, privacy settings, profiling and long-term digital footprint concerns)
 - i. Hate speech, discrimination, extremist content, radicalisation and harmful online communities (including discriminatory behaviour, radicalising or terrorist content, and communities that promote harm or exclusion)
 - j. Risks linked to gaming environments, including contact with strangers, harassment, in-game spending, pressure to keep playing and exposure to harmful content
3. Which groups of children are, in your view, less well reached or more exposed to online risks? *[Multiple choice – select up to 5]*
- a. Very young children (12 and below)
 - b. Children with physical and/or mental disabilities
 - c. Children from socio-economically disadvantaged backgrounds
 - d. Children with migrant, refugee, minority ethnic or linguistic backgrounds
 - e. Children in institutional care or in unstable family circumstances
 - f. LGBTQI+ children and young people
 - g. Children living in rural or remote areas
 - h. Children with limited support from parents, caregivers or other trusted adults
 - i. Other (please specify)
 - j. None of the above **[Exclusive]**
 - k. Don't know **[Exclusive]**
4. **[Optional]** **[If Q3 = 'i']** In your opinion, are there other groups of children which are less reached or more exposed to online risks? *[Open text]*
5. The BIK+ strategy aims to help ensure that children are protected, empowered and respected online. It focuses on safer and age-appropriate digital experiences, digital and media literacy, children's participation, support for adults, and better coordination of online safety resources and services. Considering these aims, to what extent does BIK+ address the needs and risks of children from vulnerable backgrounds? This may include very young children, children with disabilities or additional support needs, children from socio-economically disadvantaged backgrounds, children with migrant, refugee, minority ethnic or linguistic backgrounds, children in care or unstable family

circumstances, LGBTQI+ children and young people, children living in rural or remote areas, and children with limited support from trusted adults. *[Single option]*

- a. To a very large extent
- b. To a large extent
- c. To some extent
- d. To a limited extent
- e. Not at all
- f. Don't know

6. *[Optional]* Where do you see the main gaps, if any, in how BIK+ addresses the needs and risks of vulnerable children? *[Open text]*

7. Looking ahead, to what extent do you think the following developments will affect children's online experiences in the next few years? *[Likert scale: To a large extent / To some extent / To a little extent / Not at all / Don't know]*

- a. Generative AI, such as tools to create text, images, videos or audio
- b. AI chatbots or AI companions, that children may talk to or rely on
- c. Deepfakes or manipulated images, videos or audio
- d. Immersive technologies, such as immersive gaming worlds, virtual reality, augmented reality or mixed reality tools and headsets
- e. Children using digital services at younger ages, including apps, games, social media
- f. Online services designed to keep children engaged for long periods, for example through endless scrolling, autoplay, rewards or notifications.
- g. More sophisticated scams, fraud or financial manipulation

8. *[Optional]* Are there any other developments that you think are likely to affect children's online experiences in the next few years? Please briefly describe them and their likely effects. *[Open text]*

9. In light of these developments, to what extent does BIK+ remain well placed to support safer digital experiences, empowerment, and children's participation in the next few years? *[Single option]*

- a. To a large extent
- b. To some extent
- c. To a little extent
- d. Not at all

e. Don't know

10. [Optional] What, if anything, should be refocused or strengthened? [Open text]

11. What are the main needs of teachers, educators, parents and caregivers in supporting children in their online activities? [Multiple choice – select up to 5]

- a. Clear, practical guidance on current online risks
- b. Resources that are easy to use and adapted to different children's needs
- c. Support to talk with children about online safety and wellbeing
- d. Guidance on where to get help or report a problem
- e. Digital literacy and media literacy resources
- f. Support for managing screen time, problematic use and persuasive design features
- g. Training and capacity building for adults
- h. More time and institutional support in schools
- i. Better cooperation between schools, families and specialist services
- j. Other (please specify)
- k. None of the above [Exclusive]
- l. Don't know [Exclusive]

12. [Optional] [If Q11 = 'j'] If you think that teachers, educators, parents and caregivers have other needs than the ones listed before, please specify which ones. [Open text]

13. Since the adoption of BIK+ in 2022, have you observed a change in the needs of teachers, educators, parents and caregivers? [Single option]

- a. Changed significantly
- b. Changed somewhat
- c. Stayed broadly the same
- d. Don't know

14. [Optional] [If Q13 = 'a' OR 'b'] What has changed the most? [Open text]

Effectiveness: progress under the BIK+ pillars

15. In your opinion, in the last 24 months, to what extent has there been progress in your national context in the following areas? *[Likert scale: Significant improvement / Some improvement / No clear change / Some deterioration / Significant deterioration / Don't know]*

- a. Safer and more-age appropriate online experiences for children
- b. Children's awareness of online risks
- c. Children's digital literacy and ability to manage online risks
- d. Children's ability to find help or report problems
- e. Accessibility of support pathways for children from vulnerable backgrounds
- f. Awareness of helplines, hotlines and reporting mechanisms
- g. Whether helplines, hotlines and reporting tools help children get the support they need
- h. Teachers' and educators' capacity to support children online
- i. Parents' and caregivers' capacity to support children online
- j. Practical changes in children's online behaviour linked to improved skills or awareness
- k. Opportunities for children (including children from vulnerable backgrounds) to participate in BIK+ related activities, and to influence activities and priorities to shape digital policies

16. Thinking about online safety and digital wellbeing policies or initiatives in your country, to what extent do you agree with the following statements? *[Likert scale: Strongly agree / Agree / Neither agree nor disagree / Disagree / Strongly disagree / Don't know]*

- a. "Children and young people are given meaningful opportunities to share their views"
- b. "Children and young people receive enough information and support to take part in an informed way"
- c. "It is clear how children's and young people's views influence decisions, activities or policy changes"

17. Where do you see the most persistent gaps in protection or support? *[Multiple choice – select up to 5]*

- a. Children do not know where or how to seek help when they encounter a problem online
- b. Reporting mechanisms are difficult to use or are not trusted by children
- c. Helplines, hotlines or other help services do not have enough capacity to respond to children's needs

- d. Helplines, hotlines or other help services are not accessible enough for children from vulnerable backgrounds
- e. Helplines, hotlines or other help services are not adapted to very young children
- f. Schools lack time, capacity or resources to support children with online safety/digital literacy issues
- g. Parents and caregivers lack confidence or knowledge to support children when they face online risks
- h. Platforms do not do enough to protect children from harmful content or unsafe contact
- i. New and emerging online risks are developing faster than the guidance, services and tools available to support children
- j. Coordination between national actors involved in children's online safety is insufficient
- k. SICs do not have enough funding or staff to deliver all planned activities
- l. Other (please specify)
- m. None of the above **[Exclusive]**
- n. Don't know **[Exclusive]**

18. **[Optional]** **[If Q17 = 'l']** Where do you see the most persistent gaps in protection or support? *[Open text]*

19. To what extent have the following BIK+ related actions contributed to observed changes in your national context? *[Likert scale: Contributed a lot / Contributed somewhat / Contributed only slightly / Did not contribute / Not relevant in our context / Don't know]*

- a. Actions supporting safer digital experiences (for example, helplines, hotlines, reporting pathways, awareness-raising on online risks, support for affected children)
- b. Actions supporting digital empowerment (for example, educational resources, lesson materials, digital literacy and media literacy activities, teacher training, and capacity building for educators)
- c. Actions supporting children's active participation (for example, youth panels, peer-to-peer activities, co-creation with children and young people, and child/youth consultations)
- d. Actions supporting parents, caregivers and schools (for example, guidance for parents and caregivers, cooperation with schools, training for school communities, and practical support for adults helping children online)

- e. Stakeholder cooperation and exchange of good practices (for example, cooperation within the Insafe-INHOPE network, stakeholder dialogue, cooperation with platforms or industry, and exchange of tools or practices across countries)
- f. BIK platform resources (for example, the BIK portal, Knowledge Hub, shared materials, guidance tools or other European-level resources like the DSA guidelines booklet)
- g. Safer Internet Day and wider awareness-raising moments (for example, national campaigns, public communication activities and events linked to Safer Internet Day)

20. Which types of external factors have most helped progress in your national context? *[Multiple choice – select up to 3]*

- a. EU and/or national regulatory developments
- b. Platform changes in safety features
- c. Technological developments, including AI
- d. Changes in children's online behaviour or platform use
- e. School capacity to address online safety and digital literacy (time, staff, programmes, curricula)
- f. Media/public attention to online safety issues
- g. Availability of public funding
- h. Cooperation with public authorities, civil society or industry
- i. Other (please specify)
- j. None of the above **[Exclusive]**
- k. Don't know **[Exclusive]**

21. **[Optional]** **[If Q20 = 'i']** If you think that other types of external factors have helped progress, which are these? *[Open text]*

22. **[Optional]** Please explain how these factors have helped progress *[Open text]*

23. Which types of external factors have limited progress the most in your national context?

- a. EU and/or national regulatory developments
- b. Platform changes or platform safety features
- c. Technological developments, including AI
- d. Changes in children's online behaviour or platform use

- e. School capacity to address online safety and digital literacy (time, staff, programmes, curricula)
- f. Media attention to online safety issues
- g. Availability of public funding
- h. Cooperation with public authorities, civil society or industry
- i. Other (please specify)
- j. None of the above **[Exclusive]**
- k. Don't know **[Exclusive]**

24. **[Optional]** **[If Q23 = 'i']** If you think that other types of external factors have limited progress, which are these? **[Open text]**

25. **[Optional]** Please explain how these factors have limited progress **[Open text]**

Reach, uptake and use of BIK+ outputs

26. In your view, how aware are the following groups of BIK+ related outputs, resources or activities? This includes both European-level BIK+ resources and activities, and resources or activities produced or delivered by your SIC as part of the EC co-funded project **[Likert scale: Very aware / Somewhat aware / Slightly aware / Not aware / Don't know]**

- a. Children and young people in general
- b. Very young children (12 and below)
- c. Children in vulnerable situations or from vulnerable backgrounds
- d. Parents and caregivers
- e. Teachers and educators (including school professionals and educators in formal and non-formal settings)

27. How accessible and usable are BIK+ outputs, resources or activities for the following groups? This includes both European-level BIK+ resources and activities, and resources or activities produced or delivered by your SIC under BIK+ **[Likert scale: Very accessible and usable / Somewhat accessible and usable / Limited accessibility and usability / Not accessible or usable / Don't know]**

- a. Children and young people in general
- b. Very young children (12 and below)

- c. Children with physical and/or mental disabilities
- d. Children from socio-economically disadvantaged backgrounds
- e. Children with migrant, refugee, minority ethnic or linguistic backgrounds
- f. Children in institutional care or in unstable family circumstances
- g. LGBTQI+ children and young people
- h. Children living in rural or remote areas
- i. Children with limited support from parents, caregivers or other trusted adults
- j. Parents and caregivers
- k. Teachers and educators (including school professionals and educators in formal and non-formal settings)

28. On a scale from 0 to 10, where 0 = 'Not used at all' and 10 = 'Very widely used', to what extent are BIK+ outputs, resources or activities used in practice by the intended target groups? This includes both European-level BIK+ resources and activities, and resources or activities produced or delivered by your SIC as part of the EC co-funded project *[Scale 0-10]*

- a. Children and young people
- b. Parents and caregivers
- c. Teachers and educators

29. *[Optional]* Please briefly explain your answer. For example, you may wish to mention which groups use BIK+ outputs most or least, which types of outputs are most used, or any differences by age group or background. *[Open text]*

30. What are the main factors enabling or hindering uptake and use of BIK+ outputs, resources or activities? This includes both European-level BIK+ resources and activities, and resources or activities produced or delivered by your SIC under BIK+ *[Major enabler / Minor enabler / No clear effect / Minor barrier / Major barrier / Don't know]*

- a. Awareness and dissemination (for example, whether target groups know the resources exist and whether there are suitable channels to reach them)
- b. Relevance and practical usefulness (for example, whether the resources respond to the target group needs and children's current online experiences)
- c. Accessibility and inclusiveness (for example, language availability, age-appropriateness, accessibility for children with disabilities, and accessibility for children from vulnerable backgrounds)
- d. Capacity of schools, educators and families (for example, whether they have enough time, confidence and support to use the resources)

31. [Optional] Are there other factors enabling or hindering uptake and use of BIK+ outputs, resources or activities? *[Open text]*

EU added value

32. Before the introduction of BIK+, were there comparable national measures in your country? *[Single choice]*
- a. Yes, comprehensive national measures were already in place
 - b. Yes, some national measures were in place
 - c. No comparable national measures were in place
 - d. Don't know
33. *[If Q32='a' OR 'b']* How effective were those national measures in reaching their objective(s)?
- a. Very effective
 - b. Somewhat effective
 - c. Limited effectiveness
 - d. Not effective
 - e. Don't know
34. To what extent has BIK+ contributed to changes in the following areas in your national context? *[Likert scale: To a large extent / To some extent / To a limited extent / Not at all / Don't know]*
- a. A clearer national agenda on children's online safety and wellbeing
 - b. Better coordination between relevant national stakeholders
 - c. Increased visibility of children's online safety and wellbeing
 - d. Stronger support for awareness-raising activities
 - e. Stronger support for helpline or hotline services
 - f. More attention to children from vulnerable backgrounds
 - g. More attention to children's digital empowerment
 - h. More attention to children's participation
 - i. Better access to tools, resources or good practices
 - j. Better cooperation with other European SICs
 - k. Greater consistency with EU-level priorities
 - l. Stronger evidence base for national work

35. Overall, to what extent has BIK+ contributed to improving children's online safety, digital empowerment and participation in your national context? *[Single choice]*

- a. To a large extent
- b. To a moderate extent
- c. To some extent
- d. To a limited extent
- e. Not at all
- f. Don't know

36. *[Optional]* Please briefly explain your answer. *[Open text]*

Final remarks

37. *[Optional]* Is there anything else you would like to add about how BIK+ is working in your national context, including what is working well, what is not working well, or what could be improved? *[Open text]*