COUNTRY: CROATIA

COUNTRY OVERVIEW

The Republic of Croatia, with a land area of 56 594 km², is situated in the southeastern part of Europe, surrounded by Alps in the west, Sava and Drava rivers in the north and east and the Adriatic Sea in the south. According to the 2013 mid-year population estimate, this area was populated by 4.3 million inhabitants. According to the 2011th, in the national structure of the Republic of Croatia there are 90.42% of Croats, 4.36% of Serbs, 0.73% of Bosnians, 0.42% of Italians, 0.41% Albanians and 0.40% of Roma. According to the religious affiliation, there are 86.28% of the Catholics, 4.44% of the Orthodox and 1.47% of the Muslims. The Croatian language and Latin scripture are official. The national currency is kuna. The capital city is Zagreb.

Croatia has 21 counties, 128 towns and 428 municipalities. In 2011th number of households was 1.5 million with 2.8 as an average number of persons per household. In 2013 there were 34,000 live births and about 50,000 deaths. In 2013 there were about 19,000 marriages and 6,000 divorces.

The unemployment rate in 2013th for 15-24 year olds was 50%, up from the previous year when unemployment rate was 43.1% and year before was 36.1%. Regarding graduations, in 2013th 45 749 pupils graduated basic school (ISCED 2), 44 324 pupils graduated secondary school (ISCED 3), 11 329 students graduated professional studies (ISCED 5B) and 23 923 students graduated university studies (ISCED 5A).

Source [http://www.dzs.hr/Hrv_Eng/CroInFig/croinfig_2014.pdf](http://www.dzs.hr/Hrv_Eng/CroInFig/croinfig_2014.pdf)

ADOLESCENT POPULATION

According to the Office of National Statistics from 2011th there are 235 402 children in ages 10-14 (5.5% of the population) out of which are 120 633 men and 114 769 women.

Source [http://www.dzs.hr](http://www.dzs.hr)

EDUCATIONAL SYSTEM AND RELATED COURSES

In Croatia primary education is compulsory and free for all children aged six to fifteen and duration is eight years. Secondary education is not compulsory but it enables everyone under the same conditions and according to his ability, after the completion of primary education, to acquire knowledge and skills to work and continue their education.

The National Curriculum identifies four educational cycles for the acquisition of basic competencies:

- First cycle, which consists of 1st, 2nd and 3rd and 4th grade.
- Second cycle consisting of 5th and 6th grade.
- Third cycle consisting of 7th and 8th grade.
- Fourth cycle refers to the first and second year of secondary vocational and art schools, while in secondary schools encompasses all four grades. The fourth cycle also apply to the acquisition of the lowest levels of vocational qualifications, which means that the student can acquire the first qualification at the age of 16 years.
Croatia is in a huge process of changing educational system meaning in the process of comprehensive Curriculum reform. Curricular reform is one of the first measures which starts realization of the Strategy of Education, Science and Technology. The goal of the curriculum reform is to establish a coherent and efficient system of education through a comprehensive content and structural changes. This will be long-term changes and it includes the extension of compulsory education to nine-year primary school. Changes will be introduced gradually, and in the first phase include:

- developing curriculum at all levels and types of education based on educational outcomes,
- proposal of new system of evaluation, assessment and reporting of student achievement,
- systematic training of teachers for the implementation of new curricula and changes in the process of teaching and learning,
- proposal of principles and guidelines for the preparation of manuals, textbooks and other teaching materials, digitalization of that materials and also implementing and using ICT in education.

Source: [http://public.mzos.hr/fgs.axd?id=14387](http://public.mzos.hr/fgs.axd?id=14387)

### BULLYING PREVALENCE

**BULLYING**

Child protection center of Zagreb conducted research on bullying in schools. The research included 25 elementary schools in 13 cities of Croatia, and examinees were pupils from the fourth to the eighth grade of elementary school, in 2003.

Obtained results indicate that:

1. 27% of children experience some form of bullying in schools (verbal and physical) on a daily or on almost a daily basis.
2. 16% of children bully other children on almost a daily basis, while 8% of children simultaneously bully and are exposed to bullying.
3. Boys more frequently both bully other children and are exposed to bullying.
4. The frequency of bullying, especially verbal, increases with age (from the tenth to the fourteenth year of age).
5. School results of children who bully or are bullied are, on the average, worse.
6. Only about 22% of bullied children ask adults for help.
7. Children most frequently ask parents, while only 11% ask teachers for help.

Source: [http://www.poliklinika-djeca.hr/english/research/bullying/](http://www.poliklinika-djeca.hr/english/research/bullying/)

### ATTITUDES AND KNOWLEDGE OF MEDICAL DOCTORS ABOUT THE ABUSE AND NEGLECT OF CHILDREN

The Child protection center of Zagreb conducted research among medical doctors working with children in the primary health care. in the period between November 2007 and May 2008. The aim was to research the medical doctors’ perception of their knowledge about the abuse and neglect of children.

Research ‘Attitudes and knowledge of medical doctors about the abuse and neglect of children’ was conducted by anonymous filling in of questionnaires which the doctors received at their workplace
together with the stamped envelope for their answer to be returned by mail to the Center for child protection in Zagreb.

Research included pediatricians, general practitioners, family doctors and school doctors, all from Croatian health insurance lists and working under contract with Croatian health insurance. Total number of the sample was 253 pediatricians, 175 school doctors and 2367 general practitioners and family doctors.

In the above mentioned period, we received answers from 78 pediatricians (30.83 %) and 512 school doctors, general practitioners and family doctors (20.29 %). Obtained data were statistically analyzed with pediatricians separated from other doctors (school doctors, general practitioners and family doctors).

At their work place, 57 % of pediatricians and 54 % of doctors of other specialties state that they very rarely have cases that raise suspicion for abuse and neglect, while 39 % of pediatricians and 21 % of other doctors have them sometimes. One pediatrician and 22 % of other doctors have never suspected abuse or neglect in their work.

The majority of doctors (56 % of pediatricians and 43 % of other doctors), according to the self-evaluation of their knowledge, think they have just got to know the problem, while about one fourth of all doctors (23 % of pediatricians and 25 % of other doctors) state they know much about it. Few doctors (2 and 4 %) state that they know very much.


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**PREVALENCE OF ABUSE AND NEGLECT OF CHILDREN IN CROATIA**

Child protection center of Zagreb and Brave phone conducted research Prevalence of abuse and neglect of children in Croatia. Correlation between abuse in childhood and other traumatic experience and some personality features. Research on the prevalence of child abuse and neglect was conducted in the spring of 2006 in a number of secondary schools in Croatia.

Considering the content of the research, the examinees were only off-age students. Total number of participants was 4191, the sample being representative of the population of secondary school graduates in Croatia.

Familiar instruments were modified and used in this research (Questionnaire about childhood abuse) and a number of scales measuring personality features and psychosocial functioning were used.

Results of this research indicate the prevalence of certain forms of abuse in childhood. According to the strict criterion, 15.9% were exposed to physical, 16.5% were exposed to emotional and 13.7% were exposed to sexual abuse. Note that if we include inappropriate exposures to children, then 18.1% of the youth experienced sexual abuse in their childhood.


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**STOP VIOLENCE AMONG CHILDREN**

In 2003, UNICEF launched the program entitled ‘For a Safe and Stimulating Environment in Schools’ with a campaign to inform and sensitize the public about the problem of peer violence. The program
was implemented in 216 schools that signed up over two years. It was financed from funds raised following the start of the campaign. The 'Stop Violence among Children' program was completely conceived by Croatian experts. Following the results in Croatia, UNICEF in Serbia, Montenegro and Slovenia also launched its implementation.

Results

The Institute for Social Research/Center for Development and Research in Education conducted an independent evaluation of the program's track record after the first year of its implementation. It showed that the program is efficient if conducted according to the plan and that it reduces the level of violence and increases teachers' competences.

Results in figures

To this date, more than 140,000 children from 95 cities and villages in Croatia participated in the program, while more than 10,000 teachers were trained. It was joined by 280 schools, 153 of which successfully implemented all its elements and were awarded the 'Violence-Free School' certificate. Over 4,000 helping peers participated in the program, while over 135,000 copies of the parents' manual How to stop bullying were printed and distributed, as well as 140,000 notebooks/manuals for children on the subject 'Stop Violence among Children'.

Over the course of five years, violence in schools actively participating in the UNICEF program reduced by 50%, 23 new schools joined during the academic year 2008/2009, and 800 new teachers were trained. In the same period, 98 schools were evaluated, and 24 schools renewed their 'Violence-Free School' status after the successful five-year implementation of the program.

UNICEF so far organized three Annual Meetings of the Network of Violence-Free Schools gathering hundreds of participants – parents, teachers, headmasters and representatives of local government. The participants received written materials and a 'Declaration on the Prevention of Bullying' which they carried to their schools.

Schools managed to reduce peer violence in their premises by half due to the program's implementation.

Source: [http://www.unicef.hr/show.jsp?page=159361](http://www.unicef.hr/show.jsp?page=159361)

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**CYBER BULLYING PREVALENCE**

**RESEARCH ON EXPERIENCE AND BEHAVIOURS OF CHILDREN ON THE INTERNET AND ON FACEBOOK**

The Brave Phone and The Child Protection Center of Zagreb conducted research at the national level on the experience and behaviors of children on the Internet and on Facebook social network in general and on the relation of that experience to children’s personal and psychological characteristics, habits of safe use of the Internet and other characteristics.

Research was conducted on the representative sample of 1489 children aged 11 to 18, from the fifth grade of primary school till the second grade of secondary school and from both urban and rural environment of Croatia.

Here are some of the results:
FACEBOOK SOCIAL NETWORKING HABITS

Obtained data:

- 93% of the children have a Facebook profile, while 7% do not
- 68% of the children opened their Facebook profile before they were 13 years old
- 18% have more than one profile
- more than a half of the children (53%) have more than 300 contacts (“friends”) on Facebook
- almost a half of the children (47%) visit Facebook during classes
- 84% of the children have internet access on their mobile phone
- 64% of the children have internet access at school
- majority of the children (67%) attend extracurricular activity, mostly one or two
- children who spend three or more hours a day on Facebook have lower academic achievement than children who spend less than half an hour a day, they have poorer self-image and show more emotional and behavior difficulties
- children who are more intensely involved in cyber-bullying via Facebook have lower academic achievement than their peers

Frequency of internet use:

- 69% of the children visit Facebook several times a day, 15% once a day
- 47% of the children spend 1-2 hours a day on Facebook, 34% less than half an hour, while 19% spend 3 or more hours on Facebook

Information children commonly post on Facebook:

- private photos – 43%
- links to interesting articles, video-clips and similar – 52%
- significant events or changes in their life – 14%
- intimate and confidential information about themselves – 1%

Risk behaviors on Facebook:

- 34% of the children accept friend requests from unknown persons
- 27% state that they might try to find a boyfriend or a girlfriend via Facebook, and every 10th child has done that
- 18% of the children think that they would meet in person somebody they do not know but have met on Facebook, while 3% would surely do it. Significantly, 8% have already done that, going to the meeting alone.

Profile safety:

Although the majority of the children take care of their Facebook profile safety, 10% of the children do not know how to achieve that, and every 6th child (15%) state that they do not care about that.

Rules on Facebook use:

- 78% of the children state that there are no rules about Facebook use in their family, 17% say that there are such rules and that they follow them, while 5% say that there are such rules, but they do not always follow them
- the number of rules decreases with the increase of children’s age, while the children aged 15 to 16 are at highest risk for peer bullying
Peer-bullying on Facebook

The use of electronic communication for peer bullying, also called cyberbullying, involves various behaviors of individuals or groups who repeatedly communicate in a hostile or aggressive ways via the Internet or mobile phones, with the intention of harming or embarrassing another person.

This form of abuse on Facebook takes various forms which are not equally spread:

- every fifth child (21%) says that s/he has received hurtful messages or comments via Facebook several times or often, 46% of children experienced that at least once, while 9% of them admit that they committed it several times
- out of the total number of children who were repeatedly exposed to cyberbullying, 53% experienced at least once that messages continued even after they had met and asked the sender to stop with it
- 16% of children received at least one unwanted message with sexual content (message, picture, video...) via Facebook, while 4% of children admit that they committed it
- every fifth child says that others posted things via Facebook which harmed their image, while 9% admit that they committed it
- every fourth child (26%) admit that others spread lies about him/her via Facebook, while 7% admit that they committed it
- every sixth child (16%) experienced that others posted information via Facebook, so s/he was ridiculed, while 10% admit that they committed it
- every sixth child (16%) says that someone logged in their Facebook profile and posted unpleasant information about them in their name, while 8% admit that they committed it
- every tenth child (11%) experienced that someone deliberately blocked them or kicked them out of some Facebook group aiming at isolating them, while 13% of children committed it
- 3% of children admit that they opened a Facebook group aiming at ridiculing or hurting other children, while 4% were the victims of such behavior
- every sixth child (15%) received threats via Facebook, while 7% of children admit they committed it


**RESEARCH ON CHILDREN AND YOUTH EXPERIENCE USING NEW TECHNOLOGIES**

Brave Phone – help line for abused and neglected children and the Child Protection Center of Zagreb conducted research into children and youth habits and experiences with using the Internet, mobile phones and other modern technologies. The research was intended to investigate into the way children use the Internet and into the purpose of the use, identify the exposure of children to inappropriate sexual content and intimate questions of sexual nature as well as the experience of e-abuse via the Internet and mobile phones. One of the aims of this research was to investigate into direct emotional and behavioral reactions of children after inappropriate exposures to sexual content and questions of intimate nature.

The research included 2700 students of primary and high school age from several Croatian cities (Zagreb, Split, Dubrovnik, Osijek, Opatija). Their age span covers 11 to 18, averaging at 14 years of age. The sample consisted of 44% of male and 56% of female subjects.

**Children and youth experience with using the Internet**
Almost all included children (95%) state that they have a computer (a desk-top or a lap-top) at home, and 85% have an Internet access at home.

Results show that 91% of children and youth in our sample claim they have been Internet users, equally boys and girls, which indicates a significantly wide use of the Internet among children and youth. The results also show that there are no statistically significant differences in the Internet use between the age groups.

Asked about the frequency of the Internet use, 49% of the Internet users state that they use it every day, 34% several times a week, while 17% of them use it several times a month.

49% of children state that they are unsupervised and without the presence of adults when using the Internet, while 46% say that parents are sometimes present. Only 2.5% say that one parent is always present while they are on the Internet. Asked about parents’ reactions, more than half of the participants (60%) say that their parents teach them about the dangers related to the Internet and about protection, while one third (36%) think that their parents are not interested in what they are doing on the Internet.

**Children and youth exposure to sexual content on the Internet**

- 54% of children and youth state that they unwittingly came across a web page with naked people’s photographs or people in a sexual intercourse.
- 24% of them state that they received an unwanted e-mail message containing pornographic web pages advertisements or links to these pages.
- 28% of children and youth opened the unwanted message or the link containing pictures of naked people or people in sexual activity.

Analysis of participants’ answers by gender shows that boys statistically significantly more often report the (unwanted) exposure to sexual content.

- 18% of children and youth state that they had known that the offered page contained pornographic content before they opened it. This is interesting because it suggests that one part of youth research activity on the Internet is directed towards sexual contents, too, which is developmentally expected at puberty and adolescence. However, this group of children and youth is at the same time the risk group because it may be exposed to a content which is incomprehensible at their age or which is more than they wanted to know.

The majority of unwanted exposure took place while the children were using a computer at home (23%), while 3% of them found messages while using a computer at school or at a friend (3%).

Asked about emotional and behavioral reactions after the unwanted exposure to sexual content, 34% of children and youth say that it did not disturb them and 46% say that they did not notice significant changes in their behavior.

Still, some children showed reactions of being disturbed after the exposure – 14% felt uneasiness, 7% shame, 6% felt nervous, while 7% of them say they felt very embarrassed. On the behavior plan, 4% of them say that they were not able to stop thinking about the content they had seen, while 3% say that some time after the exposure, they did not use the Internet, which indicates a higher degree of stress because of the experienced exposure. 22% of the participants say that they did not tell anybody about the experience, while 21% of them talked about that with their friends, and 4% referred to their parents.
Communication via the Internet

Asked about the frequency of Internet use for socialising and communication, 41% of children and youth say they do it every day, while 37% do it several times a week. 43% of children and youth say that they spend up to one hour per one visit on the Internet communicating with others, while one third spends more than two hours per visit.

The most frequent topics for chatting via the Internet are said to be having fun, telling jokes and funny stories (65%), friendship and love (64%), hobbies and specific interests (44%), school and homework (28%), while in 20% they say that they chat about personal problems.

Exposure to inappropriate questions and commentaries of sexual nature during communication via the Internet (chat, msn, icq, blog, forum...) Out of the total of 2003 participants, 814 (41%) children and youth say they were asked intimate questions about themselves, their body or questions of sexual nature during socializing and communicating via the Internet. Girls (43%) were more often asked about intimate details than boys (38%), the obtained difference being statistically significant. Regarding the age, results indicate that older children were more often exposed to intimate questions than younger ones, the obtained difference being statistically significant.

Results suggest that the majority of children did not experience these questions as disturbing – 42% say they did not feel uneasy, while 31% of children and youth say that they considered the questions they had been asked as funny and a part of the fun. This indicates that children and youth do possess certain knowledge and skills that help them recognize a danger, that they know how to protect themselves in such situations and terminate communication which is becoming uncomfortable. Regretfully, a part of them, having been questioned about intimate details and sexuality, experienced disturbing reactions. Their answers about the immediate emotional reactions after the questions about intimate details, indicate that:

- 14% of children and youth felt uneasy
- 6% report a feeling of shame
- 9% say they felt nervous or irritated
- 10% say they felt very embarrassed.

Also, asked whether somebody they had met on the Internet requested that they should be taken photos or be video-recorded in a sexualized way, 39% of 840 participants, answered ‘yes’, but they did not do it, while 6% of children and youth say they took their photo and sent it. 31% of children say that the person they met via the Internet, sent them a naked photo.

290 (14%) out of 2003 children and youth who communicate via the Internet, say that they went to meet and introduce with the on-line friend who they had not known in person before that. In 14% of cases they were accompanied by their parents, in 49% by their friends, while 37% of them say they were not accompanied by anyone. This indicates that it is necessary to teach children about possible dangers of meeting on-line friends who they had not met in person before, as well as the steps they have to undertake if they want to have Internet friends.

Regarding the abusive behavior towards others on the Internet, the obtained results show that:

- 7% of children and youth say that they misused somebody’s name and published his/her private affairs on the Internet
• 5% of the participants say that they uploaded other’s photo or video recording with the purpose of ridiculing the person
• 7% of them say that they took someone’s identity and said ugly things in the name of that person.

Experience of e-abuse via the mobile phone (N=2650 children)

• 97% of the children and youth in the sample say that they have their own mobile phone.
• 16% of the participants received a disturbing or threatening message via the mobile phone
• 10% received an unwanted message of pornographic or sexual content
• 8% say that they were sending someone messages of pornographic or sexual content
• 3% say that they were sending someone messages of pornographic or sexual content, although they knew that the receiver did not want them
• 23% of children and youth say that they used their mobile phone to take photos or video-record a fight or some other violent behavior of their peers.

Results show that 22% of children and youth in the sample think that being disturbed, threatened and receiving sexual messages via the mobile phone and the Internet should not be reported, while 78% of them think that such experiences should be reported.

24% of them do not know who they should report the disturbing experiences via the Internet and the mobile phone, while 9% think that they should be reported to the administrator and 37% they should be reported to the police. 45% of children and youth think that they should talk to their parents about these experiences.


EXPOSURE OF CHILDREN TO ABUSE VIA THE INTERNET

On the sample of 4,000 children, Child protection center of Zagreb and Brave Phone – help line for abused and neglected children conducted research into their experience with the Internet use. The main objective of this research was to identify the exposure of children to inappropriate sexual content on the Internet, investigate into how they come to be exposed to the content and investigate into children’s’ reactions.

The data obtained by the research indicate that the children who use the Internet more intensively, and whose activities are oriented to searching on the Internet are more at risk for exposure to inappropriate sexual content. Furthermore, disturbing percentage of children use the Internet without their parents’ or other adults’ supervision. Research results show that the experience of children in Croatia in receiving inappropriate and pornographic content via e-mail messages and their emotional reactions are similar to results obtained by American research.

Research results highlight the necessity of further education of children and parents about the possibilities offered by the Internet as well as dangers for and self-protection of children who use the computer and the Internet, which is within the scope of this research project objectives.

Further research will be focused on detailed investigation into the risks and forms of abuse to which a child can be exposed while using the Internet and to identifying the risk groups of children.

DISCUSSION ABOUT CHILDREN, INTERNET AND CYBERBULLYING

The UNICEF survey on the "Experiences and Attitudes of Children, Parents and Teachers toward the Electronic Media", carried out as part of the Break the Chain! Campaign, was presented at Croatian Telecom within the scope of a discussion among professionals on the prevention of electronic violence among children in Croatia.

As has already been reported, the results of the survey show that schoolchildren take the lead in daily use of the internet. They are followed by teachers, while parents use the internet much less frequently. Schoolchildren use the internet mostly to look for entertainment, to correspond with each other and socialize, while teachers and parents mostly look for school- or work-related literature, surf and look for items of interest.

Parents and teachers are well-informed about the purposes for which children use the internet, but teachers consider that children spend more time on pages intended for adults, on forums and looking for school-related topics than is reported by children themselves.

As regards attitudes concerning the advantages and dangers of electronic media (computers, the internet and mobile phones), the survey showed that children notice the advantages more than their parents or teachers do, while parents are the most aware of the dangers. Teachers fall somewhere in between schoolchildren and parents as regards both advantages and dangers. In addition to these two groups of attitudes, there is another group among parents pointing out the negative social aspect of internet use.

Schoolchildren, teachers and parents who spend more time on the internet draw attention to its advantages more than to its dangers.

Children committing cyberbullying experience modern technologies as being more positive and less dangerous than average, while children who are victims of cyberbullying experience modern technologies as being less positive and more dangerous than average.

Teachers and parents have roughly the same attitudes about children using the internet and these are more pronounced when it comes to the dangers. Teachers perceive the dangers of the internet for children more than parents do, while parents perceive its advantages somewhat more than teachers do. The apparently greater concern on the part of teachers probably stems from the fact that teachers know more about all the things that happen to children on the internet because they are in constant communication with a large number of children. The more educated parents express stronger views on the advantages of the internet.

In our specific sample, electronic abuse was experienced by 5% of the schoolchildren, sporadic e-violence by 29% of the schoolchildren, while 66% have never experienced cyberbullying. There is a high correlation between these data and the non-electronic violence experienced by the children, which goes to support the thesis that cyberbullying is only another aspect of peer violence in general and that it should be prevented together with all other kinds of violence as its causes are the same.

With respect to the form or the medium through which e-violence is committed, Facebook and other social networking websites were the most frequent medium, followed by SMS messages.

Children suffering from cyberbullying and abuse have multiple stress reactions. Difficulties with sleeping or eating, headaches and stomach aches, and avoidance of the internet are more frequent reactions among children who are abused than among children experiencing sporadic violence, regardless of whether these reactions are mild or strong. Anxiety, uneasiness, anger and impaired
concentration in a mild form are reactions more frequently found among children experiencing sporadic violence, while these reactions in a strong form are found more frequently among children who are abused. A mild feeling of reluctance to go to school is experienced by roughly the same number of children suffering violence and abuse, but abused children experience a stronger feeling that they do not want to go to school.

The most frequent strategies of coping with a situation of violence are sharing with someone else (most frequently a parent) or avoidance. It is indicative that confiding in teachers is only in seventh place on the list of possible reactions, behind reporting to an administrator or the police. This result is at odds with the result for non-electronic violence and goes to show that children do not see teachers as being interested in their life on the internet or as effective protectors in this area of their lives. It is therefore important to empower teachers to play an educational role in this area of children's lives.

Parents' assessments of their involvement in their children's use of the internet are very high (3.45 – 4.41), but their children assess their involvement as much lower (2.87 – 3.88), which might indicate that parents gave desirable responses, but also that children wish to experience their wanderings on the internet as freer than they actually are. According to children, the involvement of parents drops with the age of the child. Less educated parents are less involved in their children's use of the internet. Most parents support their children's school in the decision to include prevention of electronic violence in the school's ongoing effort to prevent violence, while only somewhat fewer than 2% of parents consider this should not be among the school's concerns.

The survey was conducted in 23 primary schools in 2010 and over 8000 children, parents and teachers took part.

Conclusions and Recommendations Stemming from a Professional Discussion on the Safety of Children in the Electronic Media

It is necessary to do the following:

- Develop a national strategy to increase the safety of children on the internet which would provide a common platform and contribute to better synergy and coordination among various initiatives, activities of government administration bodies and activities of the third sector;
- Continuously promote a culture of personal and joint responsibility for the safety of children in the electronic media;
- Encourage the signing of a voluntary code by telecommunications service providers and related industries for the better protection of children in the electronic media;
- Include the topic of children's safety in the electronic media in the regular school curriculum and in teacher training courses and lifelong learning for teachers;
- Develop educational programs for children and parents at the national level in order to include the entire population of children and parents;
- Since repressive action does not produce permanent results, to invest specific and continuous efforts into prevention and strengthening protective factors in children.