# 21st Century Parents

**How the societal and technological demands of the 21st Century are changing the way parents perceive teaching and education.**

**A survey of the Vodafone Foundation in ten European countries**

**Global report**

Ipsos
April 2023

Vodafone Foundation

Ipsos

# Main Takeaways

- **Digital skills:** Parents think learning digital skills is very important for their child's future and are general optimistic about the role digital technology can play in education.
- **Schools** have a responsibility to teach digital skills, according to parents. Many schools already do so, but access varies greatly between countries. Parents think that teachers' competency with technology and the quality of digital tools in schools could be improved.
- **Governments** can help by providing training for teachers and more funding for digital tools. A majority of parents would support European standards for the teaching of digital skills.
- **Risks of digital technology:** While recognising the potential of digital technologies, many parents worry about the safety and wellbeing of their child online and exposure to disinformation.

# Summary (1/5)

**Parents' digital competence and attitudes towards digital technology** (Chapter 1)

> Overall, European parents report a good level of experience with using digital technology. However, there are still about a third across Europe with only some or little experience in the use of digital technology. Most often parents in Germany, the Netherlands and Turkey see themselves as Beginners with rather low digital skills.

> There is consensus between parents in all countries that digital literacy should be treated as a key learning objective in school.

> The majority of parents (63%) speak with their children about their experiences of using digital technology and being online. Across the countries this figure ranges from 73% in Romania to 49% in the Netherlands.

**21st Century skills and education** (Chapter 2)

> Communication skills, creative problem solving and digital competencies are the most important skills from the parents' perspective. However, parents believe creative problem solving and digital competencies in particular are not being sufficiently promoted by the schools.

# Summary (2/5)

**Risks and potential of digital technology** (Chapter 3)

- 35% of parents think there is more potential than risk for their child in the use of digital technology in the classroom; 40% are neutral; and 20% think there is more risk. Portuguese parents are the most positive, with 44% seeing more potential than risk. Italian parents are the most negative, with 25% seeing more risk than potential.
- Parents perceive the following benefits as the strongest **potential of using technology** in schools:
  - Help pupils acquire the necessary skills and competencies in the age of digitalisation (87%)
  - Enable pupils to access better and more diverse sources of information (85%)
  - Enable learning that is more interactive (81%)
- But there are also perceived **risks** of using digital technology in schools:
  - Weakening traditional competencies such as handwriting and reading of books (76%)
  - Leading to a reliance on digital devices which can affect wellbeing (74%)
  - Increased exposure to unreliable and misleading information (74%)
  - Increased exposure to online bullying and harassment (73%)

# Summary (3/5)

**Access to technology – at school** (Chapter 4)

> Most parents (78%) say their child has access to digital tools for learning at school. But there is a large range between European countries - 88% in the UK and the Netherlands to 70% in Greece and Italy and 68% in Hungary.

> Just over half of schools provide online teaching, according to parents' experience. Of those that do, 59% provide pupils with a device to access online teaching from home. Across the countries there are strong differences (online teaching at 64% of schools in Greece and 41/42% in Italy and Portugal).

> 70% of parents think their child's teachers are competent at using digital technology in the classroom, and 62% think their child's school is well equipped to provide a high-quality digital education.

**Access to technology – at home** (Chapter 5)

> A large majority of parents (93%) say their child has access to a digital device at home, most often a smartphone (75%) or tablet (69%). Access to a device ranges from 97% in Romania, Portugal and Greece to 86% in Italy.

> 86% say their child accesses digital learning content at home (ranging from 90% in Turkey to 83% in Hungary and Spain). 44% say they access digital learning content at home every day, 44% weekly, and 11% less than once a week.

# Summary (4/5)

**Online safety** (Chapter 6)

> 52% of parents are worried or very worried about the safety and wellbeing of their child online (ranging from 85% in Spain to 36% in the Netherlands). 53% say their child's school educates about online safety.

> 56% of parents say that parents themselves should be primarily responsible for educating young people on online safety. 22% say schools should be primarily responsible, 10% say the government and 7% say owners of online platforms.

> 53% of the parents report their child's school educates students about online safety. However, there is a huge spread across the countries (85% in Spain to 36% in the Netherlands)

**Disinformation** (Chapter 7)

> 62% of parents are worried about their child being exposed to disinformation online (ranging from 86% in Spain to 45% in the Netherlands). 66% say their child is aware of the risks of disinformation online. 41% say their child's school educates about disinformation online.

> 41% of the schools educate students about disinformation (ranging from 51% in UK and Turkey to 25% in Hungary)

# Summary (5/5)

**Mental health and wellbeing** (Chapter 8)

> More parents see a positive (38%) rather than a negative (22%) impact of smartphones and computers on their children's mental health.

> The level of optimism varies strongly between countries - ranging from 57% in Turkey to 27% in Hungary.

> 43% indicate their child's school educates about social media's impact on mental health

**Education policy** (Chapter 9)

> 47% believe governments should provide more training for teachers on the use of digital tools in the classroom and 45% say governments should provide more funding for digital technology in schools.

> 71% of parents indicate they would support European standards for the use of technology in schools and 73% say they would support European standards for the teaching of digital skills.

# Overarching Questions

**Purpose of the study:**

Parents were asked about their perception of schooling in the 21st century. Therefore, all results represent the opinion/perception of the parents and are not based on objective measurements of the schools' situation. Nevertheless, parents can of course have a valid view of their children's schools.

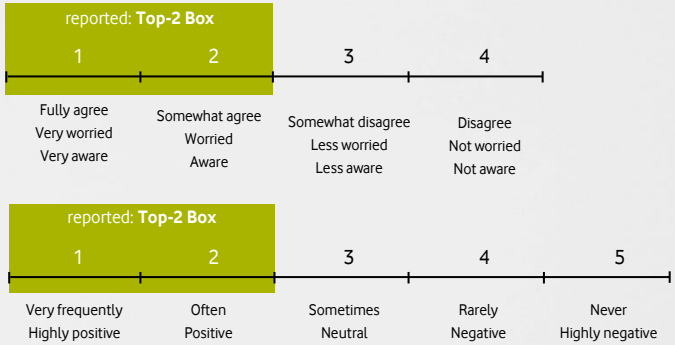
**Questions:**

- How are the societal and technological demands of the 21st Century changing the way we educate our children?
- What do parents of students think about how digital technology should be used in the classroom? How well do they foster 21st Century skills?
- How does the use of technology in the classroom change the process of learning? Has the use of digital technology more potential or risks?
- How well equipped are students with digital devices?
- What do parents think about the safety of their children online? How does new technology affect their mental health and wellbeing?
- Who is most responsible for educating children about the risks and potentials of digital technologies? What more could schools do in this regard?

# Methodological Remarks

- The survey was conducted in **10 countries**: Germany, Greece, Hungary, Italy, the Netherlands, Portugal, Romania, Spain, Turkey and United Kingdom.
- To give the reader some orientation, we provide **benchmarks**. The benchmark "Global" shows the aggregated results of all 10 countries.
- This survey was conducted as a complement to the "**21st Century-Teachers survey**" of the Vodafone Foundation in 2022.
- **Response options** „don't know" and "prefer not to answer" are not considered by the presentation of the results.
- In the questionnaire we deployed different **rating scales**. There are 4-point scales and 5-point scales. Reported will be "Top-2 Boxes" in % of all respondents (see box 1).
- The parents who took part in the survey were asked to answer the questions regarding **their child which celebrated their birthday most recently**. By using this "last-birthday-method", we make sure that parents with multiple children only focus on one specific child. We also received a natural distribution of the school types.
- Some questions are analyzed by comparing different **skill levels of parents when using digital media in their everyday life**. These levels refer to the 4 statements of P1 from which the most applicable should be chosen. Statement P1_1 & P1_2 = beginner; P1_3 = advanced user; P1_4 = expert

## Scales




Box 1

# Project Design

## TARGET GROUP

Parents:

- Primary school
- Lower secondary
- Upper secondary

## FIELD WORK

February 23rd – March 16th

## AGENCY

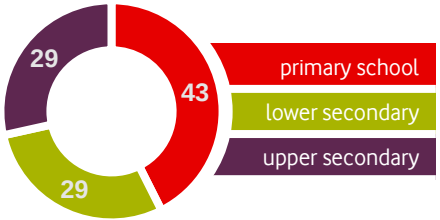
Ipsos Germany

| Country | Field work method | No. of interviews |
|---|---|---|
| Germany | online | 1000 |
| Greece | online | 1000 |
| Hungary | online | 1000 |
| Italy | online | 1000 |
| Netherlands | online | 1000 |
| Portugal | online | 1000 |
| Romania | online | 1000 |
| Spain | online | 1000 |
| Turkey | online | 1000 |
| UK | online | 1000 |
| **total** | | **10.000** |

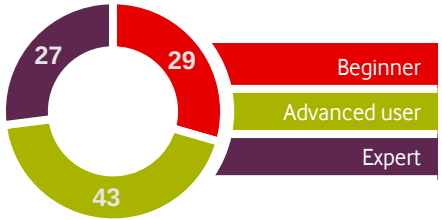
# Sample description & Skill Level

in percent

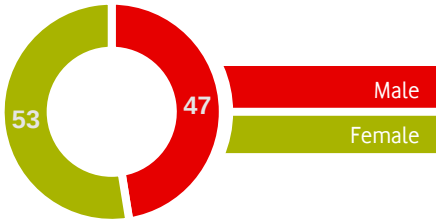
Participants answered the survey in respect to the following school form




Digital skill level of parents




Gender




- Parents from all three education levels are well represented.
- The digital skills of parents surveyed is on a solid level. Most of them are Advanced users, while only 29% are Beginners.
- There are slightly more females in the sample than males.

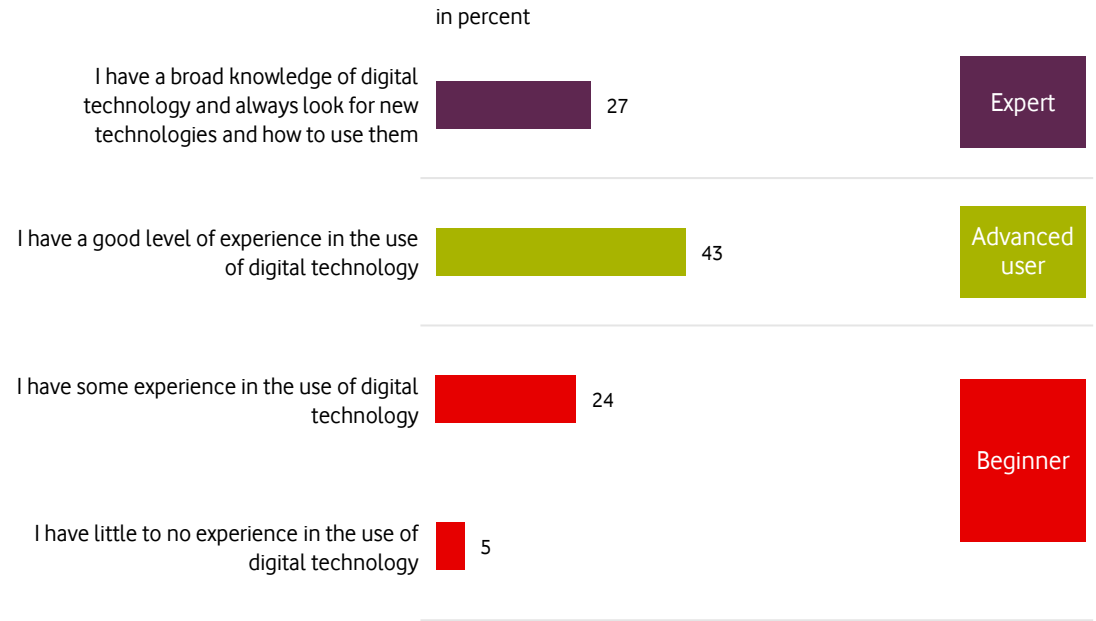
All participants; n=10.000

# Parents' digital competence and attitudes towards digital technology

01

# STATEMENTS ABOUT DIGITAL TECHNOLOGY IN EVERYDAY LIFE

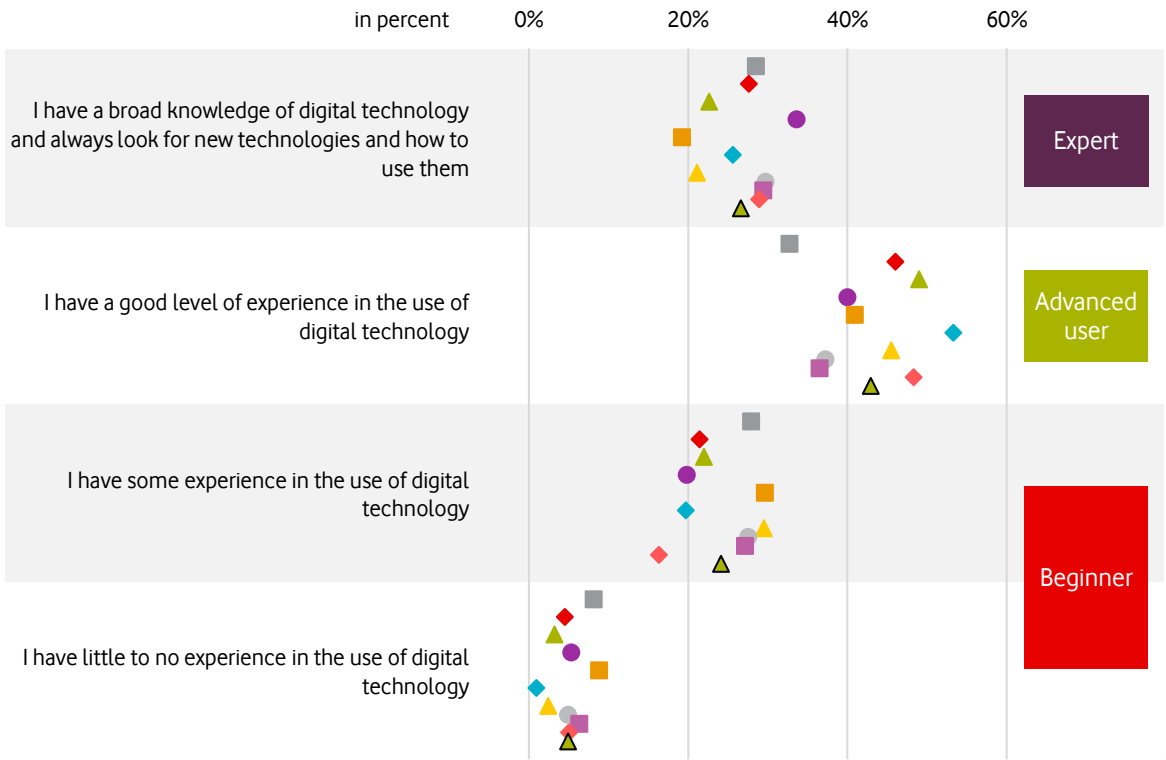
Which of the following statements mostly applies to you?




- Overall, European parents report a good level of experience with using digital technology.
- The most prevalent digital skill type is the **Advanced user**, with a good level of experience in the use of digital technology. 43% of the parents consider themselves to be at this skill level. Another 27% describe themselves as **Experts** with a broad knowledge of digital technology and who look always for new technologies and how to use them.
- Nevertheless, there are still about a third of **Beginners** across Europe with only some or little experience in the use of digital technology.

Base: All participants; n=10.000; shown without don't know / prefer not to answer
Question P1: "When using digital technology in everyday life – which of the following statements applies most to you?"

# STATEMENTS ABOUT DIGITAL TECHNOLOGY IN EVERYDAY LIFE




- There are some differences between European countries when it comes to parents' digital teaching skills.
- Experts in digital technology are most prevalent in Italy than in other European countries. In the Netherlands and Romania significantly fewer parents report a similar level.
- Parents from the Netherlands and Germany do more often locate themselves at both digital skill levels affiliated with Beginners.

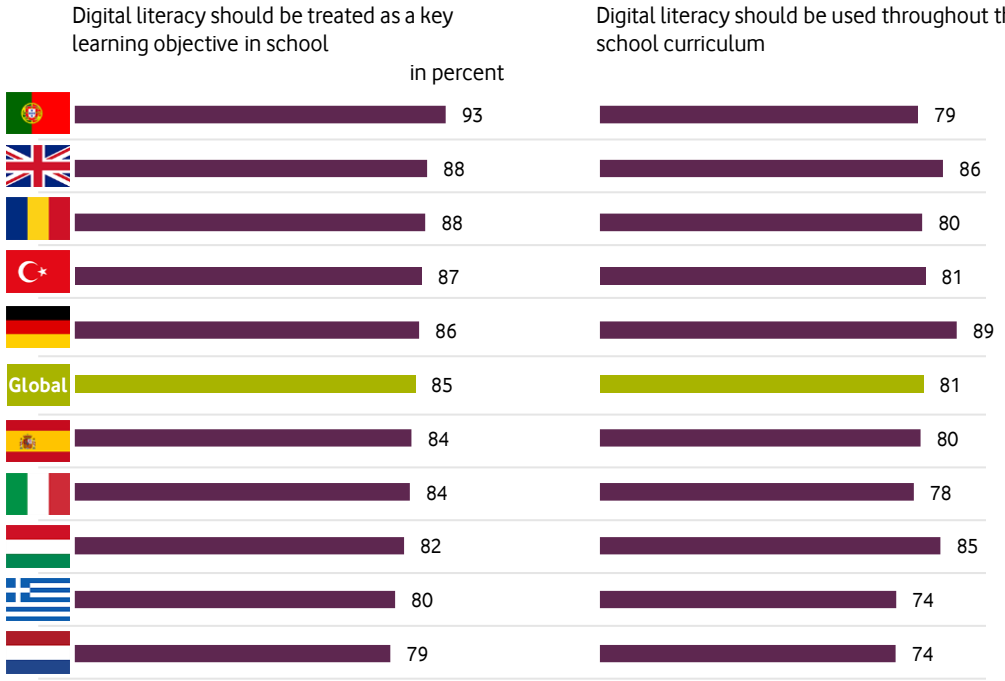
Germany · Greece · Hungary
Italy · Netherlands · Portugal
Romania · Spain · Turkey
UK · **Global**





Base: All participants; n=10.000; shown without don't know / prefer not to answer
Question P1: "When using digital technology in everyday life – which of the following statements applies most to you?"

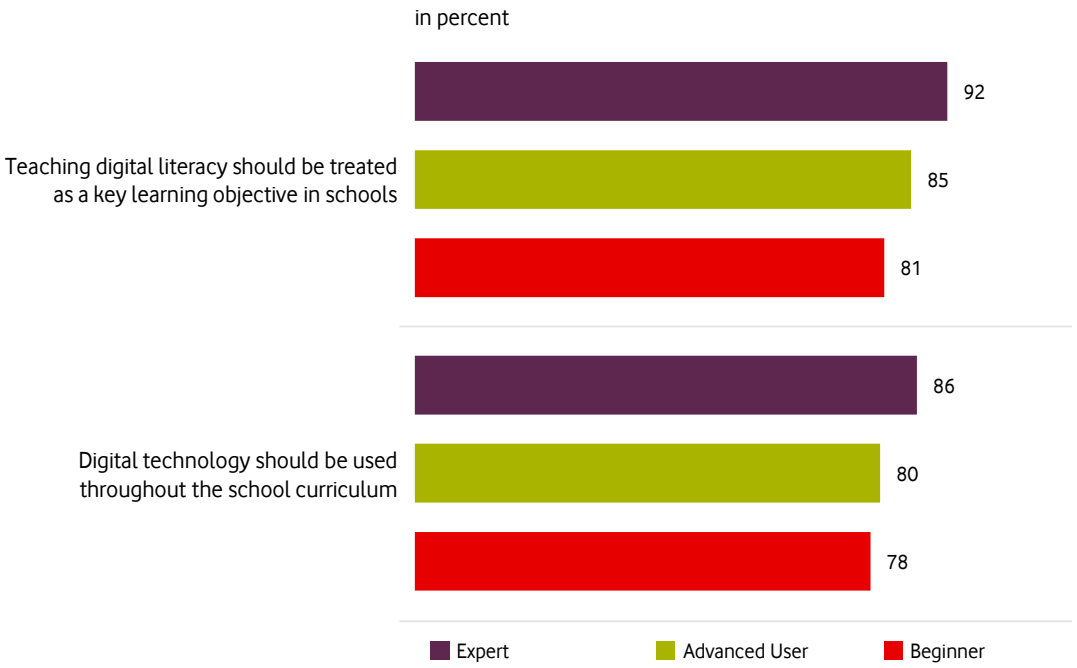
# DIGITAL LITERACY IN SCHOOLS & DIGITAL TECHNOLOGY THROUGHOUT THE SCHOOL CURRICULUM




- A large majority of parents in all countries agree that digital literacy should be treated as a key learning objective in school.
- However, there are differences regarding the degree of agreement to this statement.
- While in Portugal almost all parents agree, in the Netherlands and Greece significantly fewer parents do so.
- Strongest support that digital literacy should be applied throughout the school curriculum comes from Germany, while the support is noticeably lower in the Netherlands and Greece.

Base: All participants; n=10.000; shown without don't know / prefer not to answer
Question P2: "Do you think teaching digital literacy should be treated as a key learning objective in schools?"
Question P3: "Do you think digital technology should be used throughout the school curriculum?"

# DIGITAL LITERACY IN SCHOOLS & DIGITAL TECHNOLOGY THROUGHOUT THE SCHOOL CURRICULUM

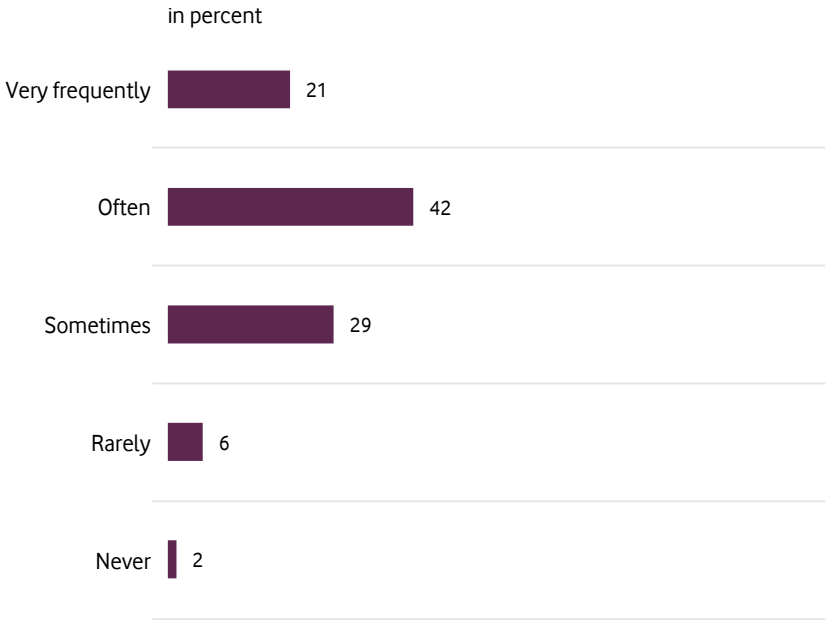



- The higher the digital competence level of parents, the more likely they support the idea of digital literacy as key learning objective in schools.
- Parents with low digital skills show a lower level of agreement but are still largely supportive.
- A similar connection can be identified between digital skill level of parents and the likelihood to support the idea that digital technology should be used throughout the school curriculum.

Base: All participants; n=10.000; shown without don't know / prefer not to answer
Question P2: "Do you think teaching digital literacy should be treated as a key learning objective in schools?"; Shown is answer option "Yes"
Question P3: "Do you think digital technology should be used throughout the school curriculum?"; Shown is answer option "Yes"

# TALKING ABOUT EXPERIENCE USING DIGITAL TECHNOLOGY

Frequency of talking with my child about their experiences using digital technology




- The majority of parents (63%) speak with their children about their experiences of using digital technology and being online.
- 8% report they do this only rarely or never.
- Consequently, this means that almost every tenth child receives no support at home in this respect.

Base: All participants; n=10.000; shown without don't know / prefer not to answer
Question P4: "How often do you talk with your child about their experiences of using digital technology and being online?"; scale: 1 = very frequently to 5 = never

# TALKING ABOUT EXPERIENCE USING DIGITAL TECHNOLOGY

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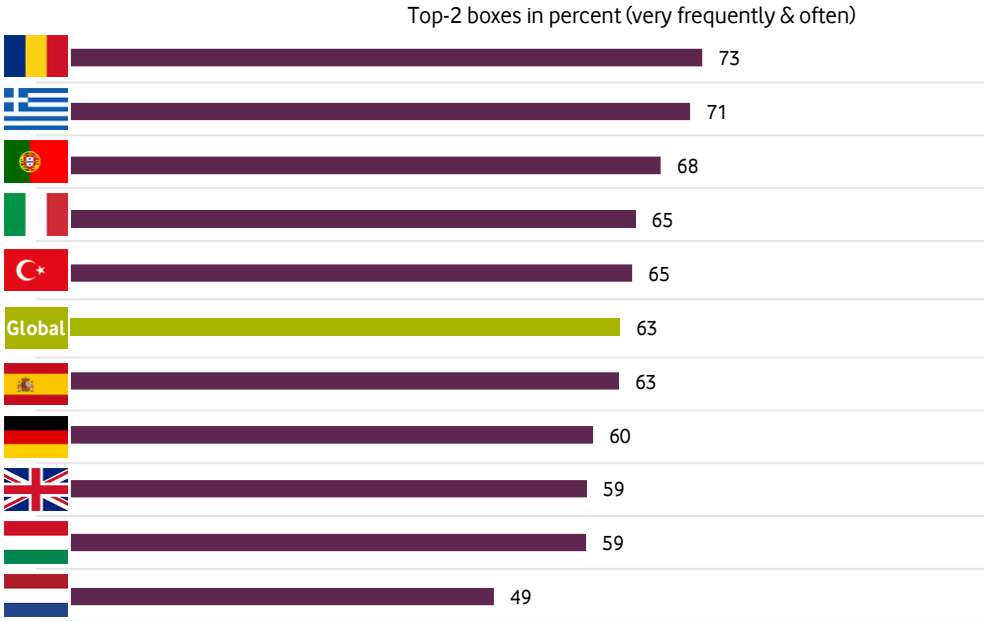


- In Europe, 63% of parents talk to their children about their experiences with digital technology and online usage.
- Most countries are quite similar in this respect.
- However, in Romania and Greece the percentage of parents who talk to their children is clearly higher than in other countries, while parents in the Netherlands are more often reluctant.

Base: All participants; n=10.000; shown without don't know / prefer not to answer

Question P4: "How often do you talk with your child about their experiences of using digital technology and being online?"; scale: 1 = very frequently to 5 = never

# TALKING ABOUT EXPERIENCE USING DIGITAL TECHNOLOGY

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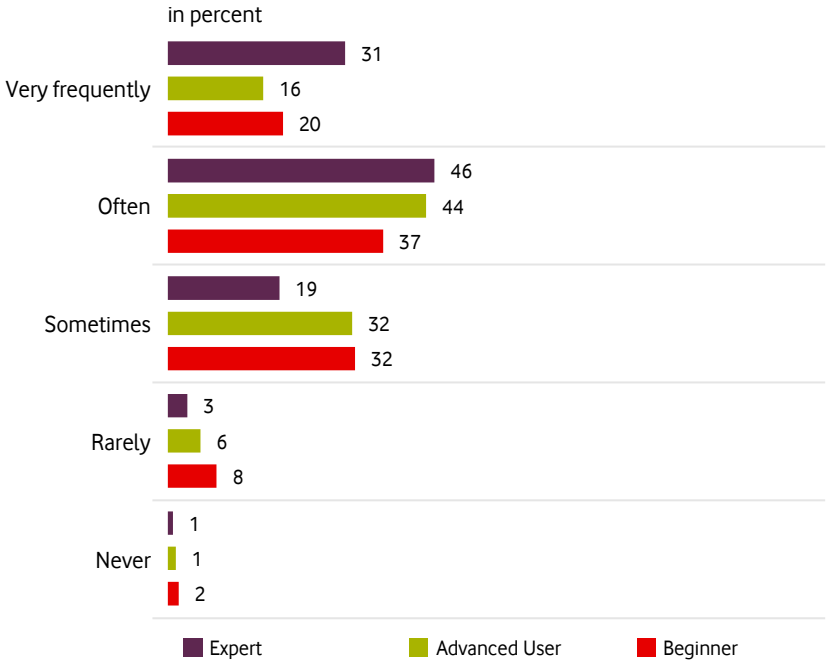


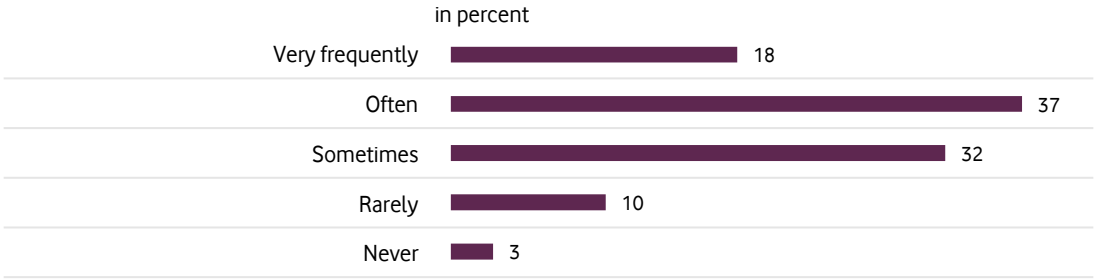

- Parents with strong digital skillsets tend to support their children more often than less skilled parents.
- However, 57% of parents with lower digital skills (beginners) do report to talk with their children about the use of digital technology frequently.
- So, interest in their children's usage of digital technology seems to be high even among parents with lower digital skills.

Base: All participants; n=10.000; shown without don't know / prefer not to answer s

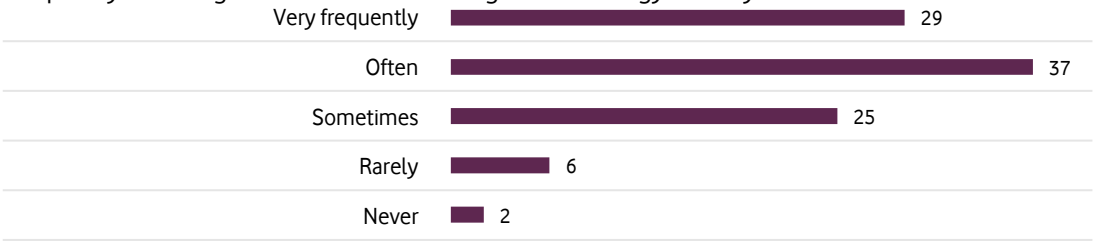
Question P4: "How often do you talk with your child about their experiences of using digital technology and being online?"; scale: 1 = very frequently to 5 = never

# TALKING ABOUT OPPORTUNITIES AND RISKS LINKED TO DIGITAL TECHNOLOGY

Frequency of talking about **opportunities** linked to digital technology with my child



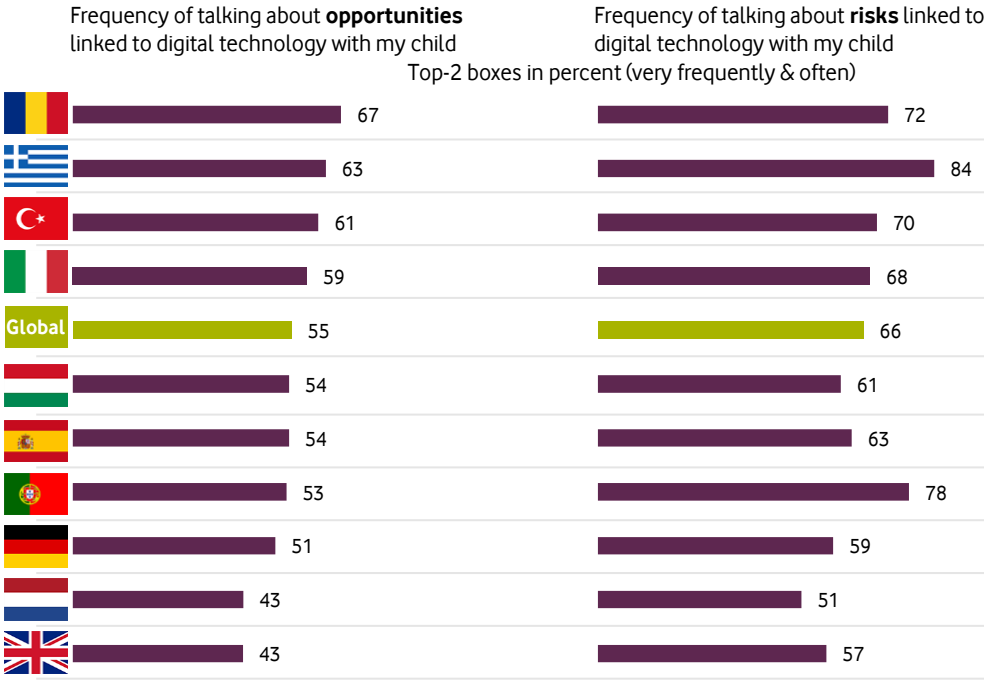

Frequency of talking about **risks** linked to digital technology with my child




> Parents talk with their children more often about risks linked to digital technology than opportunities linked to digital technology.

Base: All participants; n=10.000; shown without don't know / prefer not to answer
Question P5: "How often do you talk with your child about opportunities linked to digital technology?"; scale: 1 = very frequently to 5 = never
Question P6: "How often do you talk with your child about risks linked to digital technology?"; scale: 1 = very frequently to 5 = never

# TALKING ABOUT OPPORTUNITIES AND RISKS LINKED TO DIGITAL TECHNOLOGY




- In Romania and Greece, parents are very active in talking with their children about opportunities and risks of digital technology, while parents in the UK, the Netherlands, and Germany lag behind in this respect.
- When talking with their children about digital technology Portuguese and Greek parents do focus much more on risks than opportunities. In other countries the frequency of conversations about opportunities and risks is more balanced.

Base: All participants; n=10.000; shown without don't know / prefer not to answer
Question P5: "How often do you talk with your child about opportunities linked to digital technology?"; scale: 1 = very frequently to 5 = never
Question P6: "How often do you talk with your child about risks linked to digital technology?"; scale: 1 = very frequently to 5 = never

# TALKING ABOUT OPPORTUNITIES AND RISKS LINKED TO DIGITAL TECHNOLOGY

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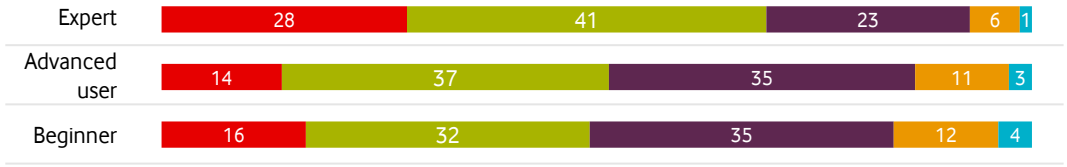
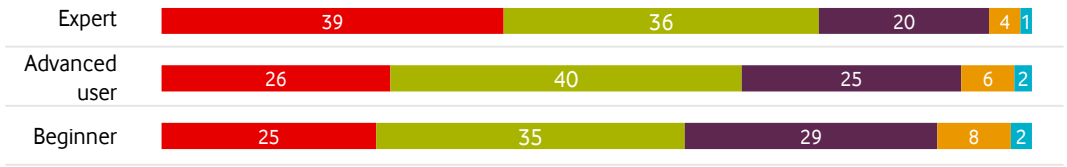



Frequency of talking about **risks** linked to digital technology with my child



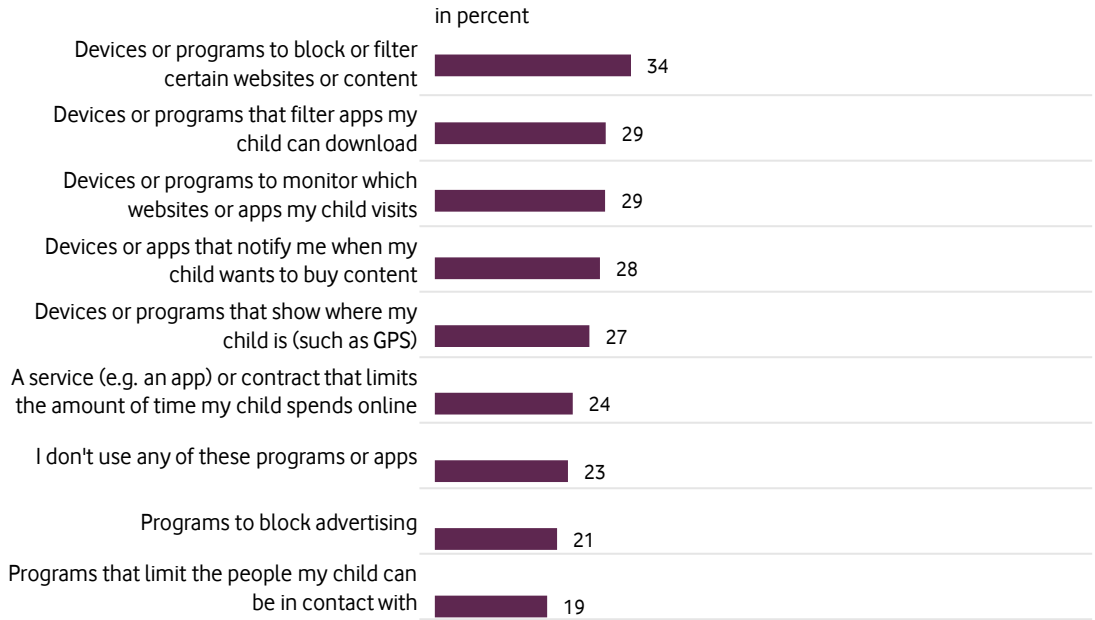


Base: All participants; n=10.000; shown without don't know / prefer not to answer
Question P5: "How often do you talk with your child about opportunities linked to digital technology?" scale: 1 = very frequently to 5 = never
Question P6: "How often do you talk with your child about risks linked to digital technology?" scale: 1 = very frequently to 5 = never

- Parents with high digital skills (Experts) more often talk with their children about opportunities and risks of digital technology than other parents do.
- This connection is primarily due to a high proportion of parents who very frequently discuss opportunities and risks with their children. Therefore, children with highly digitally skilled parents do have a significantly better chance for a strong support in this field, and thus better starting conditions.

# PROGRAMS OR APPS TO CONTROL DIGITAL USAGE

Programs or apps used to control children

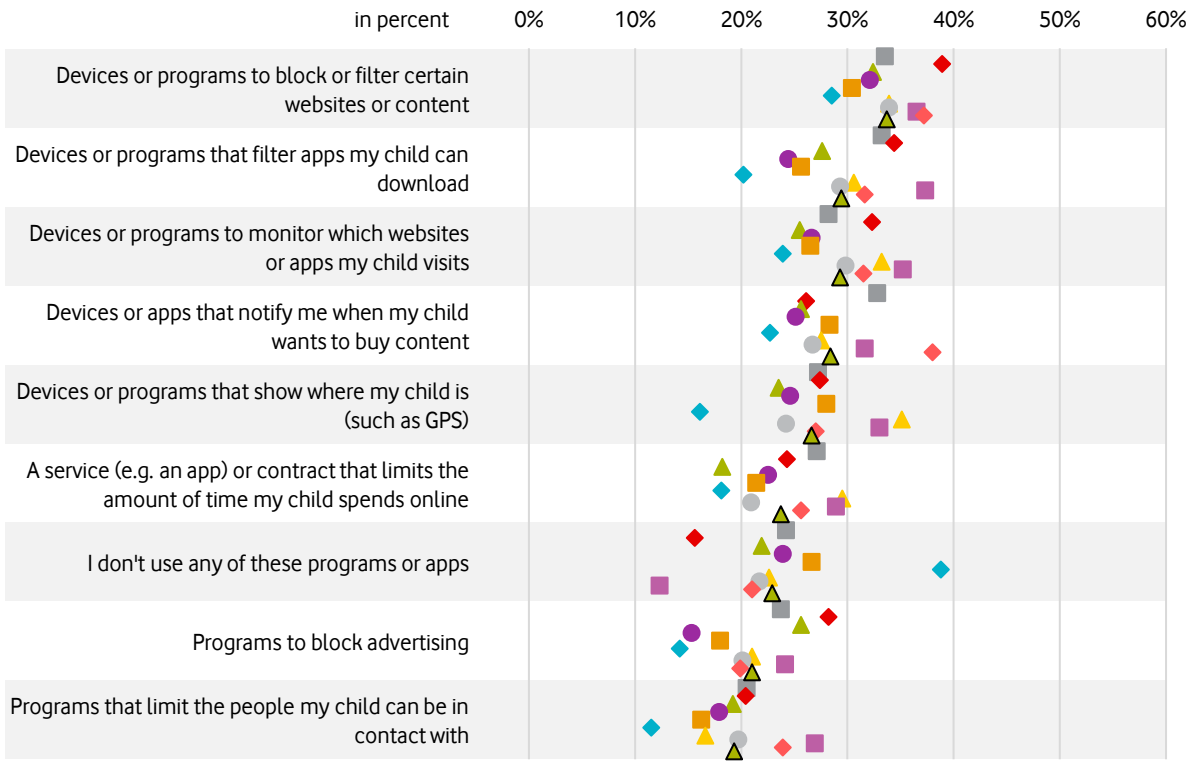



- 23% of the parents do not use any app or program to limit their child's digital use.
- Devices or apps that block or filter certain websites are being used by slightly more than a third of the parents.
- Devices or programs that filter apps children can download and monitor which websites or apps are visited by children are used by 29% of parents.

Base: All participants; n=10.000; shown without don't know / prefer not to answer

Question P7: "Which of the following programs or apps do you use to control the use of digital technology by your child?"; multiple answers possible

# PROGRAMS OR APPS TO CONTROL DIGITAL USAGE




> Almost 40% of Portuguese parents do not use any app or program to control their children. This number is significantly higher than in any other country. On the other hand this applies only to 12% of Turkish and 16% of Greek parents.

> Devices and apps to block or filter certain websites or content are the most often used in almost all countries.

Germany
Greece
Hungary
Italy
Netherlands
Portugal
Romania
Spain
Turkey
UK
**Global**

Base: All participants; n=10.000; shown without don't know / prefer not to answer

Question P7: "Which of the following programs or apps do you use to control the use of digital technology by your child?"; multiple answers possible

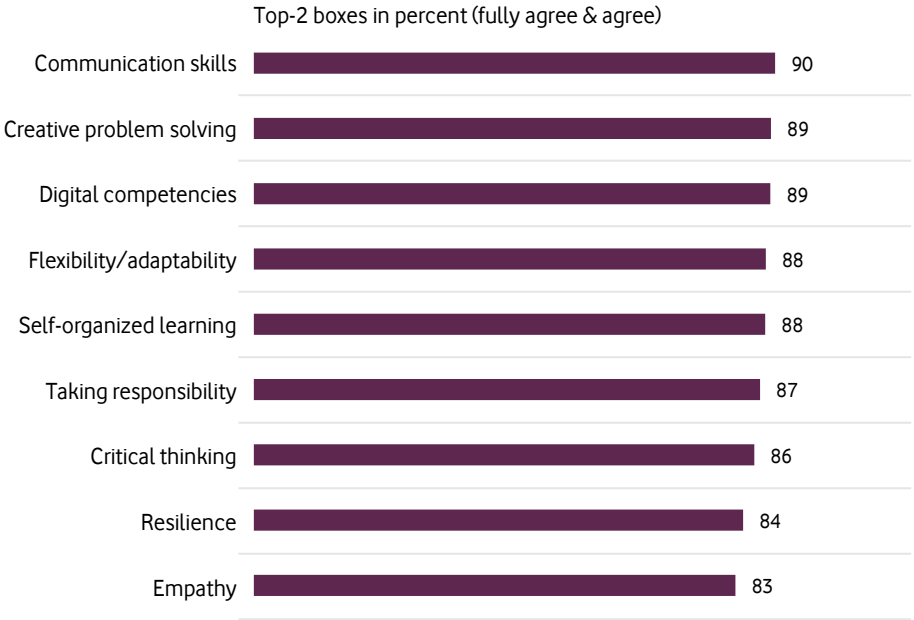
# 21st Century skills and education

02

## Overall

# RESPONSIBILITY OF SCHOOLS

Agreement to what extent schools should promote the following competencies



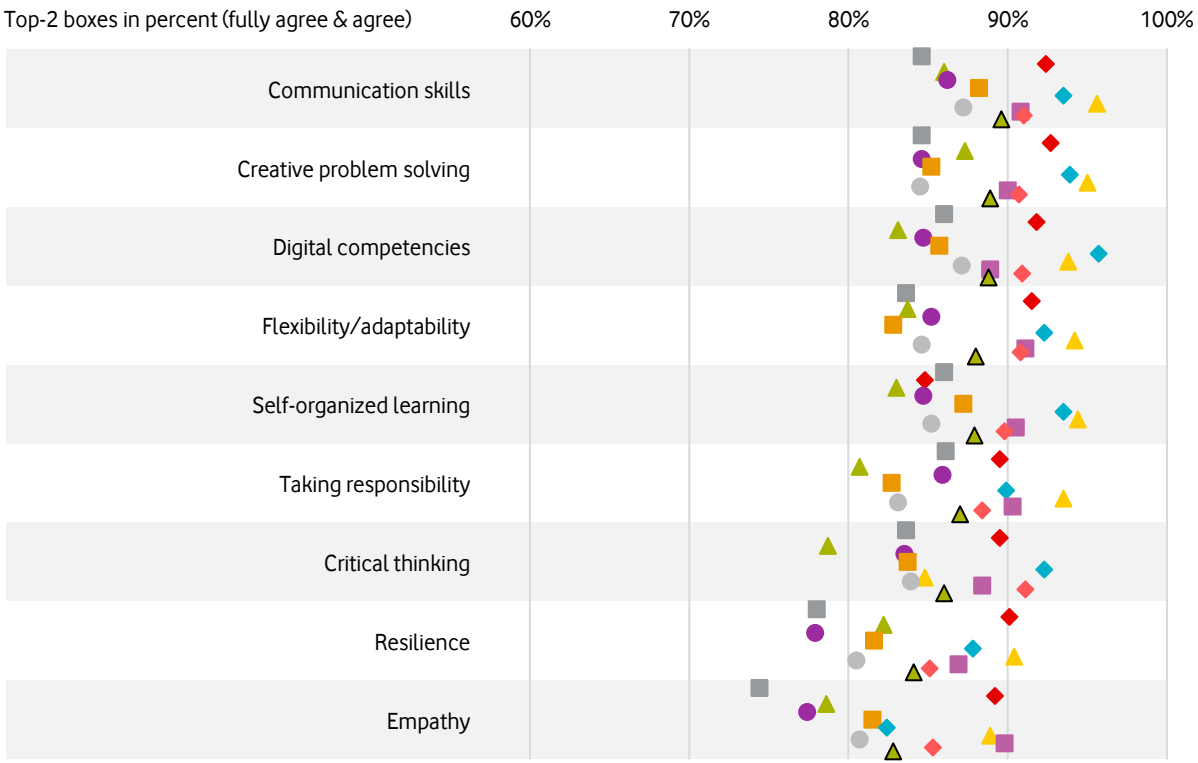

- Most parents see schools as having a responsibility to teach 21st century skills.
- Digital competencies clearly belong to the competencies which are very important to be promoted by schools.

Base: All participants; n=10.000; shown without don't know / prefer not to answer

Question S1: "To what extent do you see it as the responsibility of schools to promote the following competencies to students?"; scale: 1 = fully agree to 4 = disagree

## Countries

# RESPONSIBILITY OF SCHOOLS




> Portugal and Romania show the strongest support for almost all competencies as the responsibility of schools.

> Support is weakest in Hungary. Particularly when it comes to critical thinking, taking responsibility, self-organized learning, and even digital competencies significantly fewer Hungarian parents see schools as responsible for promoting them.

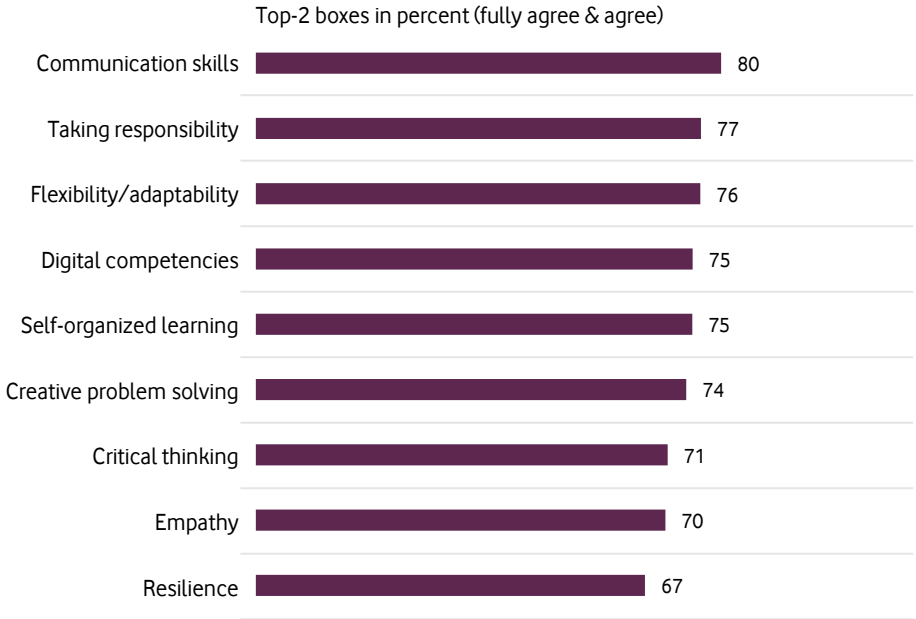
Germany
Greece
Hungary
Italy
Netherlands
Portugal
Romania
Spain
Turkey
UK
**Global**

Base: All participants; n=10.000; shown without don't know / prefer not to answer

Question S1: "To what extent do you see it as the responsibility of schools to promote the following competencies to students?"; scale: 1 = fully agree to 4 = disagree

# PROMOTION OF COMPETENCY DEVELOPEMENT: SCHOOLS

Agreement to what extent my child's school promotes the following competencies

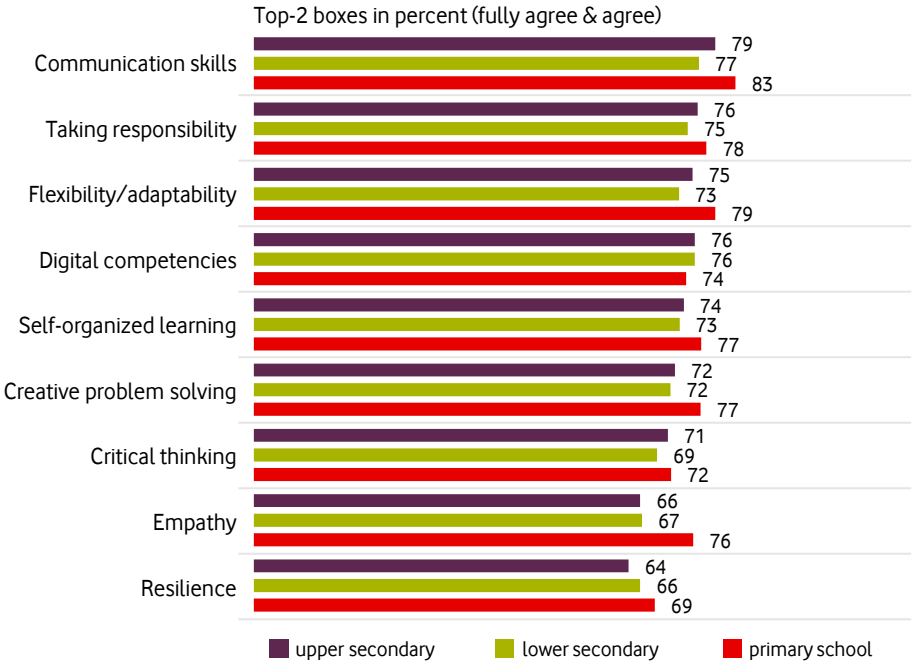



- Parents believe schools are best in promoting communication skills.
- Schools are least well prepared to help children develop resilience, empathy and critical thinking.

Base: All participants; n=10.000; shown without don't know / prefer not to answer
Question S2: "To what extent do you feel your child's school promotes the development of these competencies?"; scale: 1 = fully agree to 4 = disagree

# PROMOTION OF COMPETENCY DEVELOPEMENT: SCHOOLS

Agreement to what extent my child's school promotes the following competencies



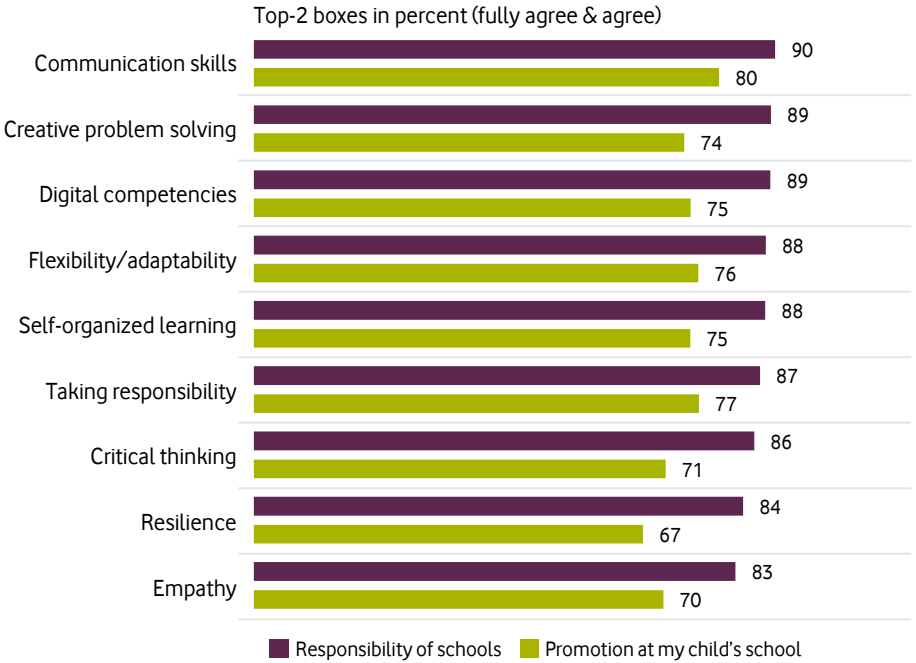

- Parents give primary schools almost consistently better ratings than other school forms. This is particularly the case when it comes to empathy, creative problem solving, and flexibility /adaptability.
- Regarding digital competencies the three school forms receive very similar ratings by the parents.
- When it comes to resilience upper secondary schools fall short.

Base: All participants; n=10.000; shown without don't know / prefer not to answer

Question S2: "To what extent do you feel your child's school promotes the development of these competencies?"; scale: 1 = fully agree to 4 = disagree

# COMPARISON BETWEEN RESPONSIBILITY OF SCHOOLS AND PROMOTION OF COMPETENCIES IN PRACTICE

Responsibility of schools vs. actual promotion of the following competencies to students

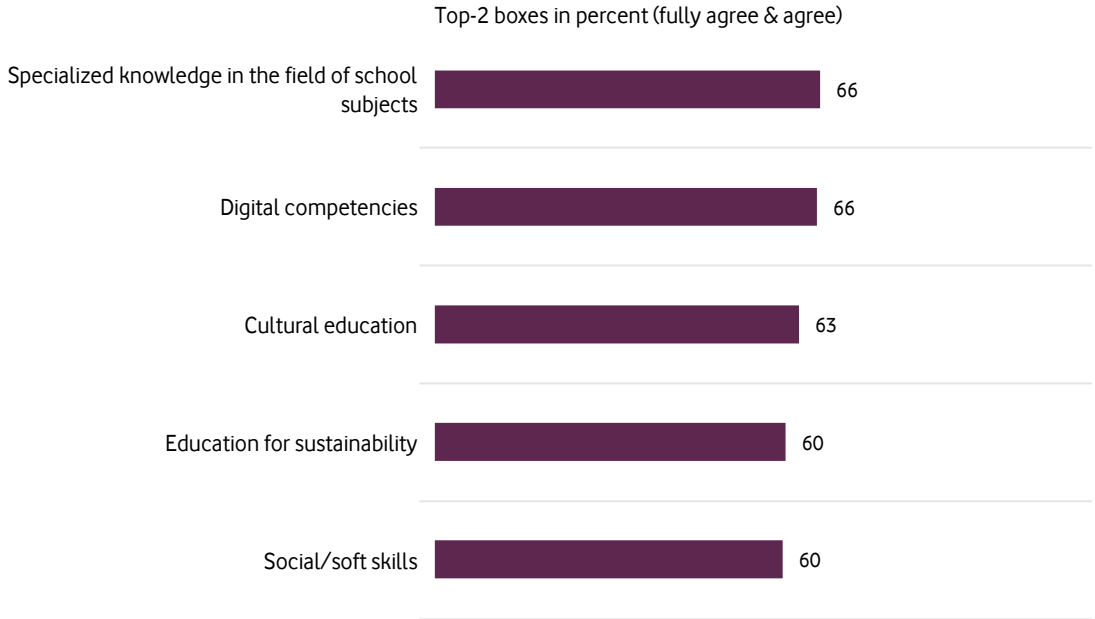



- From the parents' perspective there is a gap between schools' responsibility and actual performance.
- This gap is greatest when it comes to resilience, critical thinking and creative problem solving. From the parents' perspective, schools need to improve in these fields significantly.

Base: All participants; n=10.000; shown without don't know / prefer not to answer
Question S1: "To what extent do you see it as the responsibility of schools to promote the following competencies to students?" ; scale: 1 = fully agree to 4 = disagree;
Question S2: "To what extent do you feel your child's school promotes the development of these competencies?"; scale: 1 = fully agree to 4 = disagree

# PROMOTION OF COMPETENCY DEVELOPMENT: GOVERNMENT

Agreement to what extent government education policy promotes these statements

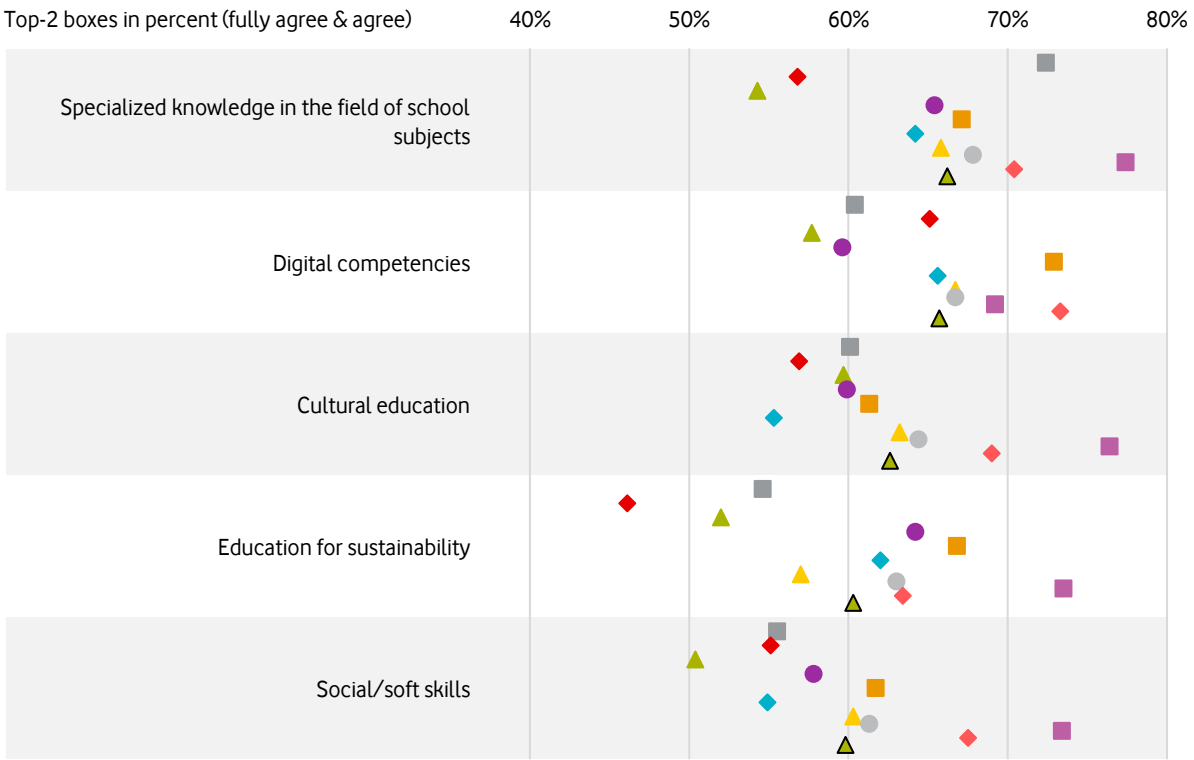



- Most parents believe their government effectively promotes the development of key competencies in schools.
- Most effectively promoted are specialized knowledge in the field of school subjects and digital competencies.
- Whereas education for sustainability and social/soft skills are less effectively promoted by governments.

Base: All participants; n=10.000; shown without don't know / prefer not to answer

Question S3: "To what extent do you feel government education policy in your country promotes the development of these competencies?"; scale: 1 = fully agree to 4 = disagree

# PROMOTION OF COMPETENCY DEVELOPEMENT: GOVERNMENT




- Turkish parents are most positive about their government's role in promoting key competencies, with the exception of digital competencies.
- Hungarian parents tend to be more critical regarding the government's role. Hungarian parents are less positive about the role of government in promoting digital competencies than in any other country.
- German parents appreciate the government's impact when it comes to specialized knowledge, but are more critical in all other areas.

Germany · Greece · Hungary
Italy · Netherlands · Portugal
Romania · Spain · Turkey
UK · **Global**

Base: All participants; n=10.000; shown without don't know / prefer not to answer
Question S3: "To what extent do you feel government education policy in your country promotes the development of these competencies?"; scale: 1 = fully agree to 4 = disagree

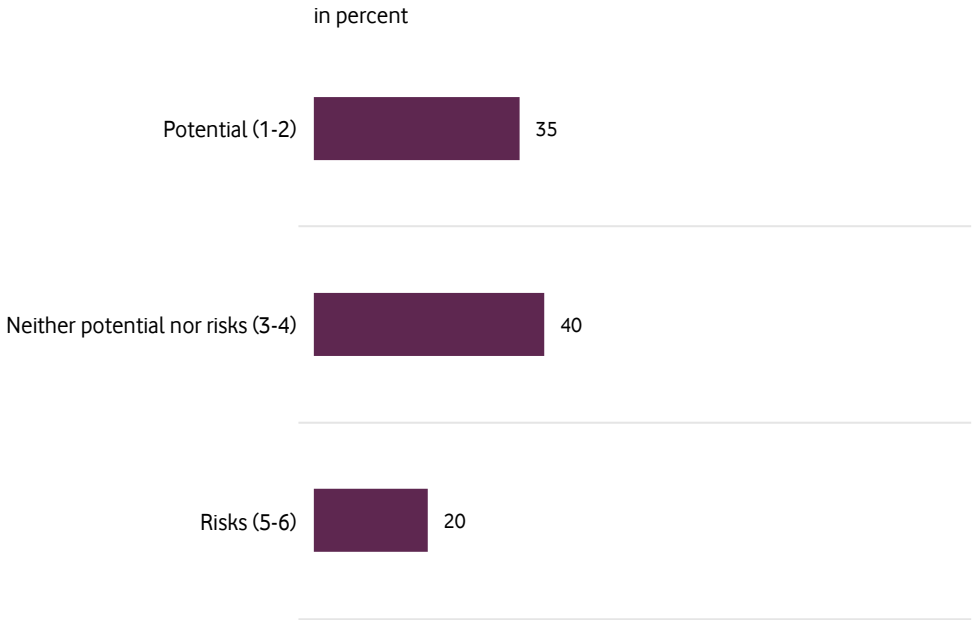
# Risks and potential of digital technologies

03

## Overall

# CONSIDERATION POTENTIAL/RISKS

More potential or risks for my child in the use of digital technology in the classroom



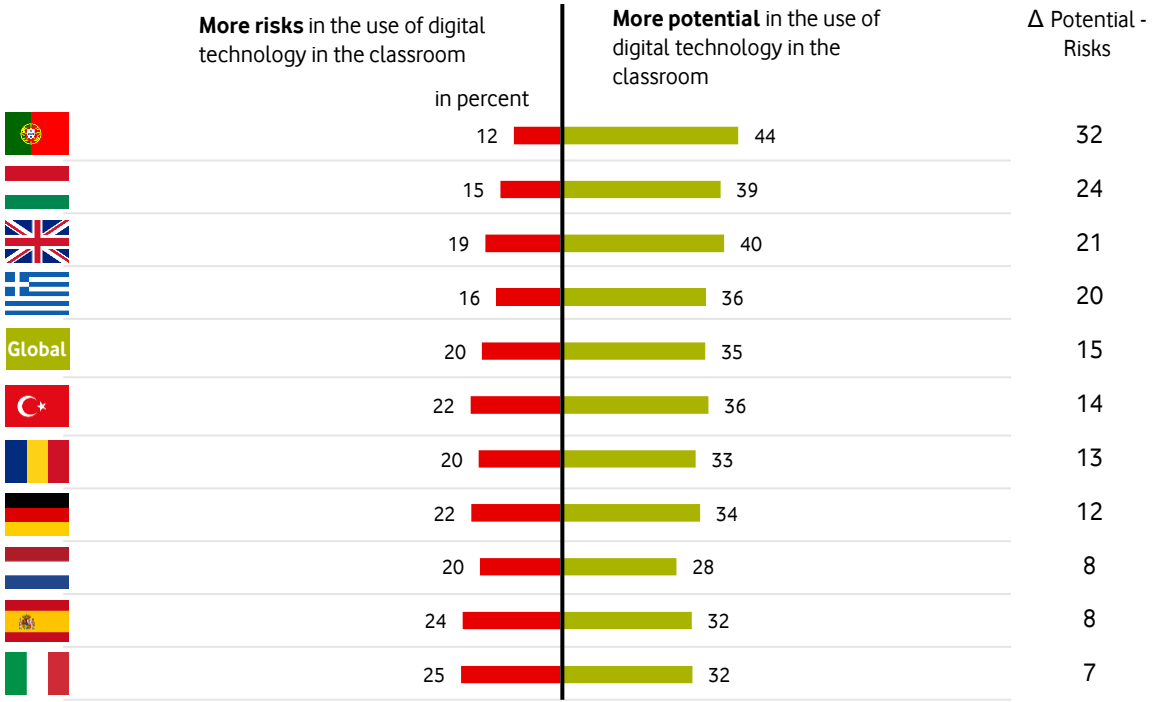

- More parents consider, on balance, that the use of digital technology in the classroom presents more potential than risk.
- However, four out of ten parents do not have a clear opinion on the issue.

Base: All participants; n=10.000; shown without don't know / prefer not to answer

Question AS8: "Do you see more potential or risks for your child in the use of digital technology in the classroom?"; scale: 1 = Potential to 6 = Risks

## Countries

# CONSIDERATION POTENTIAL/RISKS

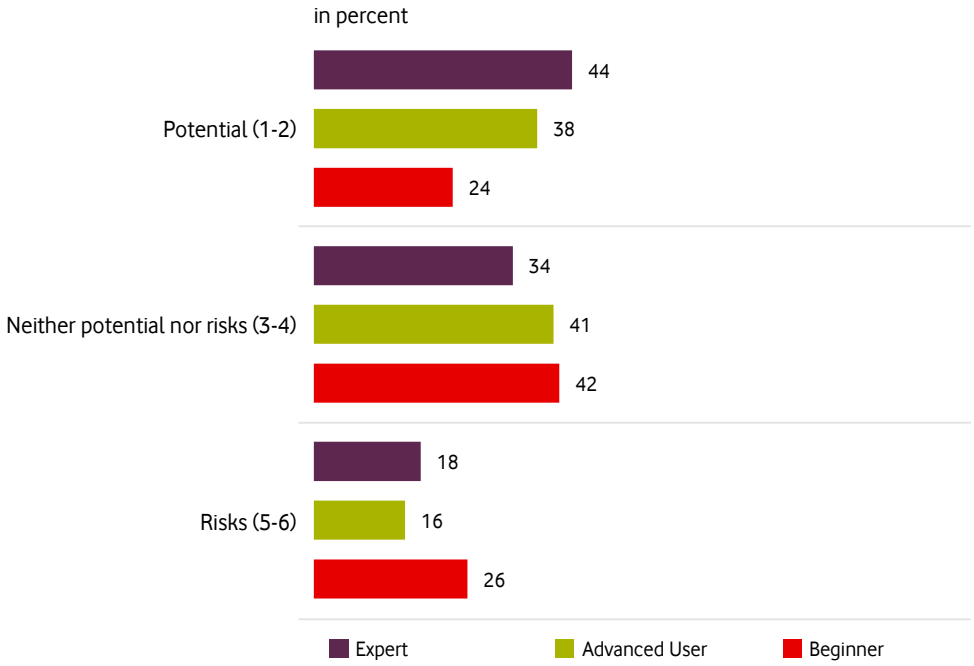



- All countries have a positive potential-risk rating – meaning that they have more optimists than pessimists in their ranks.
- However, parents from different countries show very different potential-risk ratings.
- Portugal leads the field with most optimists and least pessimists among their parents, followed by Hungary.
- At the other end of the spectrum rank the Netherlands, Spain and Germany. All of them show only single digit deltas between potential and risk – but there are still more parents who see the potential as outweighing the risk than the other way round.

Base: All participants; n=10.000; shown without don't know / prefer not to answer
Question AS8: "Do you see more potential or risks for your child in the use of digital technology in the classroom?"; scale: 1 = Potential to 6 = Risks

# CONSIDERATION POTENTIAL/RISKS

More potential or risks for my child in the use of digital technology in the classroom

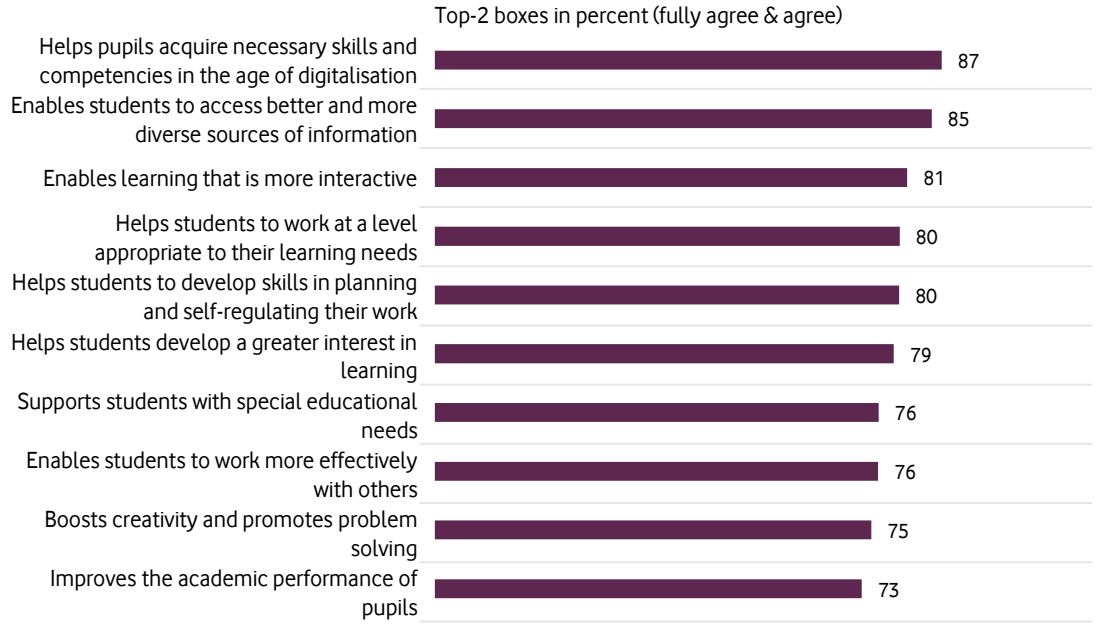



- Parents with strong and medium digital skillsets tend to emphasise the potential of digital technology.
- Lower skilled parents are more likely to highlight the risks.

Base: All participants; n=10.000; shown without don't know / prefer not to answer
Question AS8: "Do you see more potential or risks for your child in the use of digital technology in the classroom?"; scale: 1 = Potential to 6 = Risks

# POTENTIALS OF DIGITAL TECHNOLOGY IN TEACHING

Agreement with the following statements

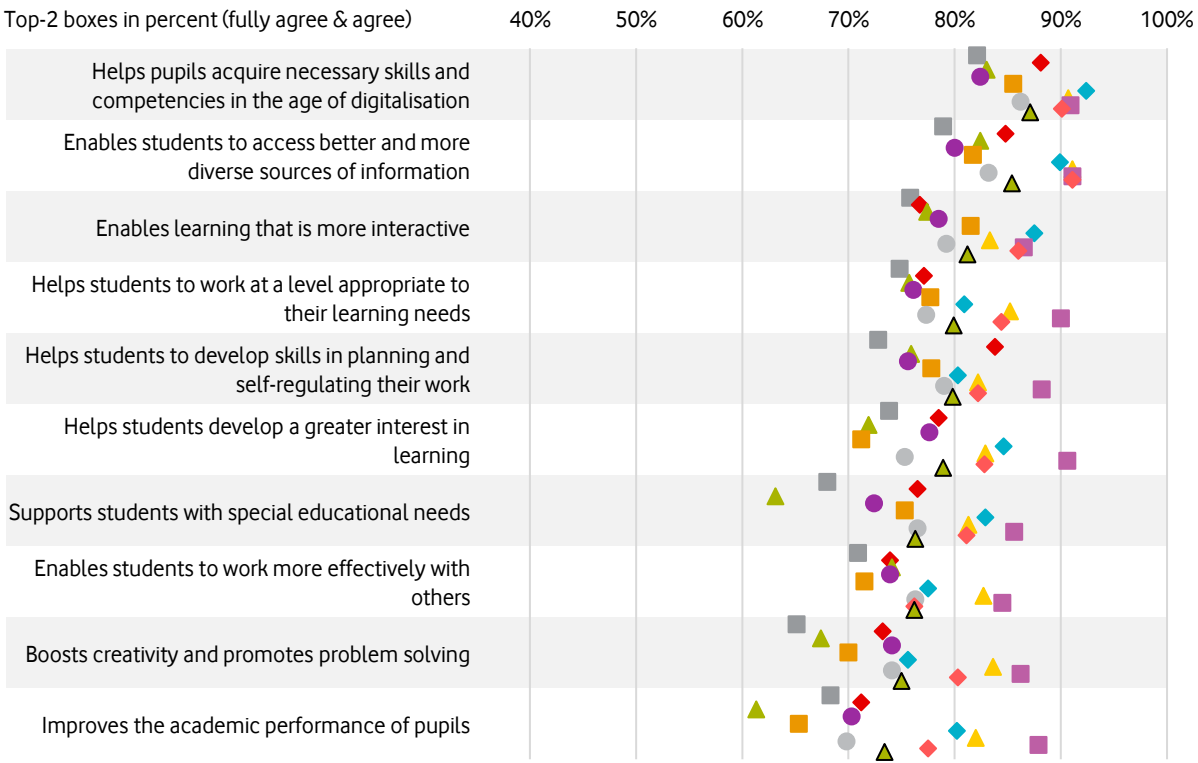



- The greatest potential of digital technology in teaching and learning is seen by parents in the acquisition of skills and competencies in the age of digitalisation and access to better and more diverse sources of information.
- Parents are less positive about the potential of digital technology to improve the academic performance of pupils and to boost their creativity and problem solving. However, still more than 70% agree that these are a potential benefit of digital technology.

Base: All participants; n=10.000; shown without don't know / prefer not to answer

Question R1: "To what extent do you agree with the following statements about the potentials of digital technology in teaching and learning?"; scale: 1 = fully agree to 4 = disagree

# POTENTIALS OF DIGITAL TECHNOLOGY IN TEACHING




> Parents in Turkey generally see the strongest potential of digital technology in teaching, followed by Romania and Portugal.

> Parents in Germany, Italy and Hungary are significantly less optimistic about the potential of digital technology.

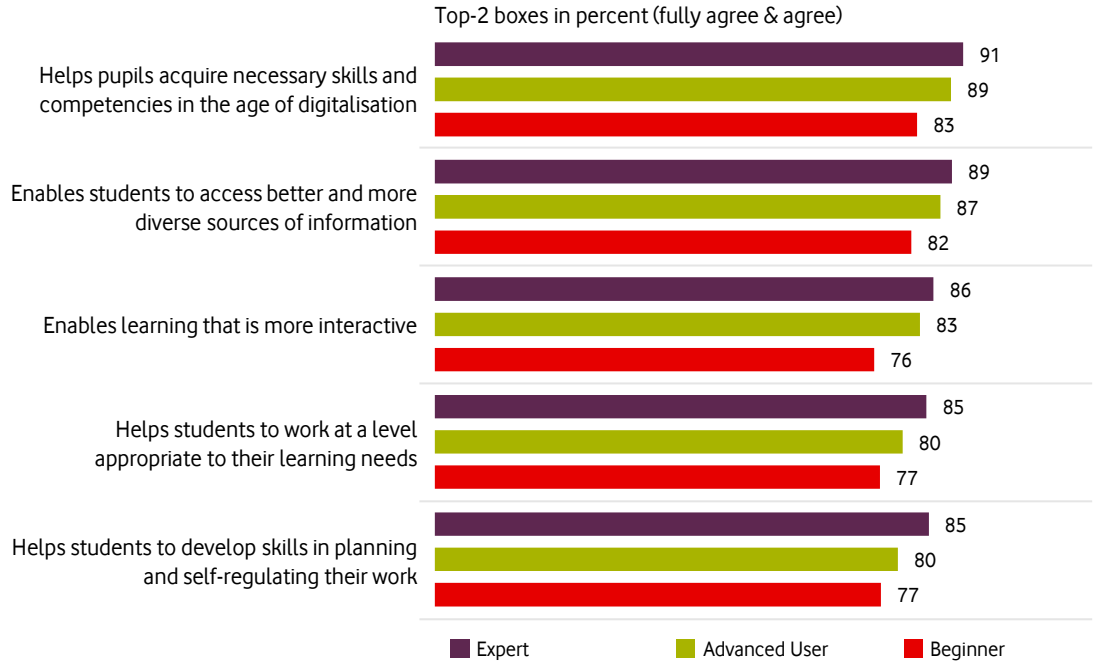
Germany, Greece, Hungary, Italy, Netherlands, Portugal, Romania, Spain, Turkey, UK, **Global**

Base: All participants; n=10.000; shown without don't know / prefer not to answer

Question R1: "To what extent do you agree with the following statements about the potentials of digital technology in teaching and learning?"; scale: 1 = fully agree to 4 = disagree; shown: the five statements with the most agreement

# POTENTIALS OF DIGITAL TECHNOLOGY IN TEACHING

Agreement with the following statements



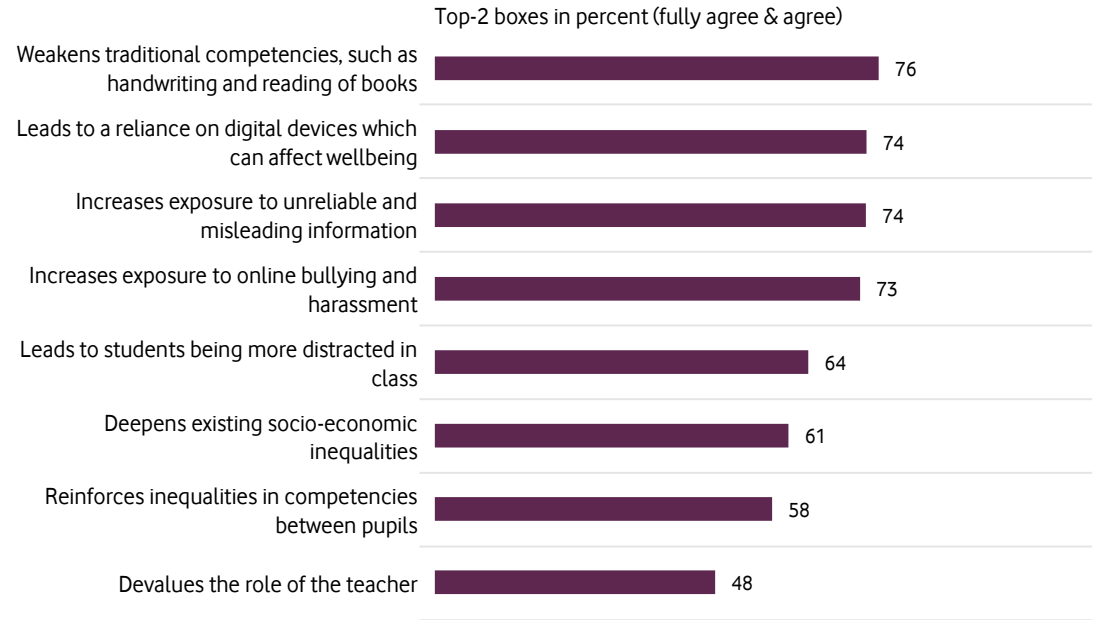

- Parents with higher digital competences tend to be more positive about the potential of digital technology for teaching and learning than less skilled parents.
- While Experts and Advanced users are relatively close in their assessments, Beginners are less optimistic about the proposition that digital technology enables a more interactive learning and that it helps pupils to acquire necessary skills and competencies.

Base: All participants; n=10.000; shown without don't know / prefer not to answer

Question R1: "To what extent do you agree with the following statements about the potentials of digital technology in teaching and learning?"; scale: 1 = fully agree to 4 = disagree; shown: the five statements with the most agreement

# RISKS OF DIGITAL TECHNOLOGY IN TEACHING

Agreement with the following statements

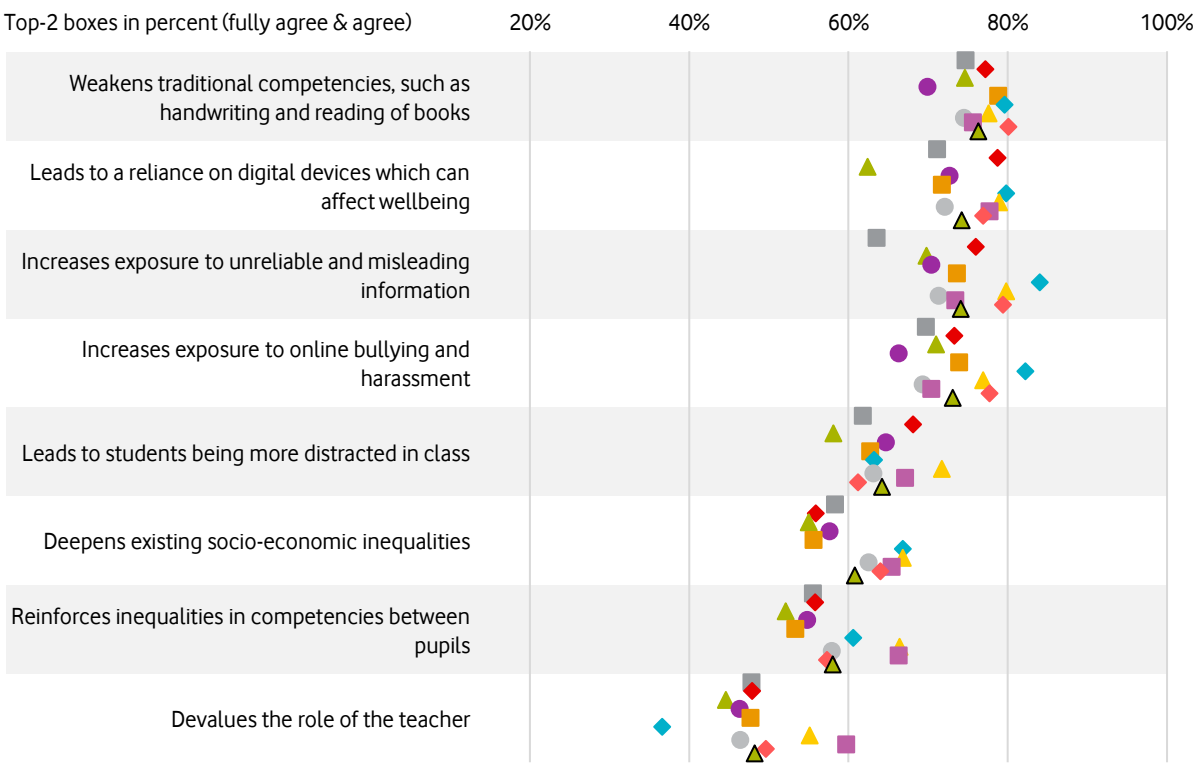



- The weakening of traditional competencies is the main risk of digital technology identified by three out of four parents.
- Also, the reliance on digital devices, increased exposure unreliable and misleading information and to online bullying and harassment are also considered risks to most parents.
- The lowest perceived risk in the list is the devaluation of the teachers' role.

Base: All participants; n=10.000; shown without don't know / prefer not to answer

Question R2: "To what extent do you agree with the following statements about the risks of digital technology and media in teaching and learning?"; scale: 1 = fully agree to 4 = disagree

# RISKS OF DIGITAL TECHNOLOGY IN TEACHING




- The majority of parents in most European countries see the biggest risks of digital media in a weakening of other more traditional skills.
- Portuguese parents are clearly more concerned than other European parents that digital technology increases the exposure to unreliable and misleading information and to online bullying.
- In Turkey, parents are more often afraid that digital technology reinforces inequality and devalues the role of teachers.

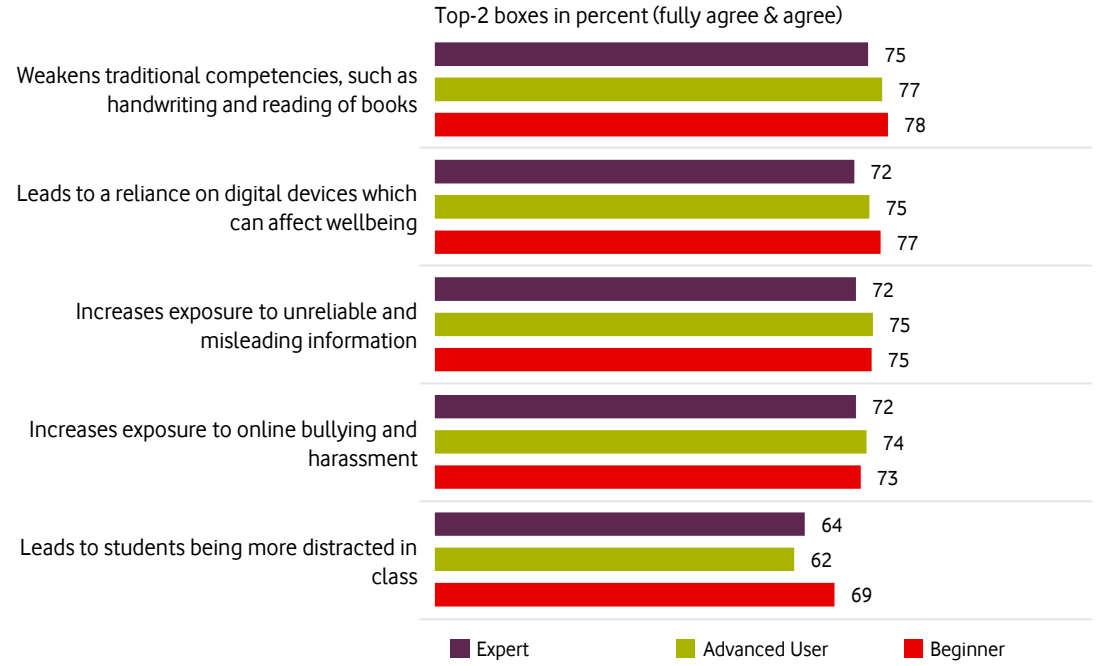
Germany · Greece · Hungary
Italy · Netherlands · Portugal
Romania · Spain · Turkey
UK · Global

Base: All participants; n=10.000; shown without don't know / prefer not to answer

Question R2: "To what extent do you agree with the following statements about the risks of digital technology and media in teaching and learning?"; scale: 1 = fully agree to 4 = disagree; shown: the five statements with the most agreement

# RISKS OF DIGITAL TECHNOLOGY IN TEACHING

Agreement with the following statements




- There is consensus between parents of different competence levels that the biggest risks of digital media in teaching are the weakening of more traditional competencies and that it may lead to a reliance on digital devices.
- However, parents with low digital competence tend to be more concerned about the risks of digital teaching than other parents.
- In particular, parents with low digital competence fear significantly more often that digital media in teaching may lead to distracted students at school.

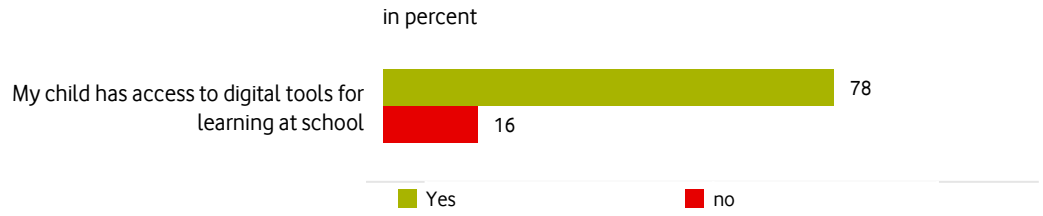
Base: All participants; n=10.000; shown without don't know / prefer not to answer

Question R2: "To what extent do you agree with the following statements about the risks of digital technology and media in teaching and learning?"; scale: 1 = fully agree to 4 = disagree; shown: the five statements with the most agreement

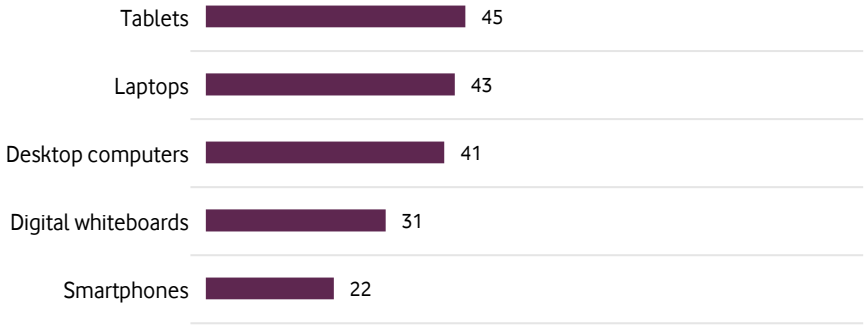
# Access to technology – at school

04

# ACCESS TO DIGITAL TOOLS IN SCHOOL & TYPES OF DIGITAL TOOLS IN SCHOOL




Digital devices which your child has access to at school



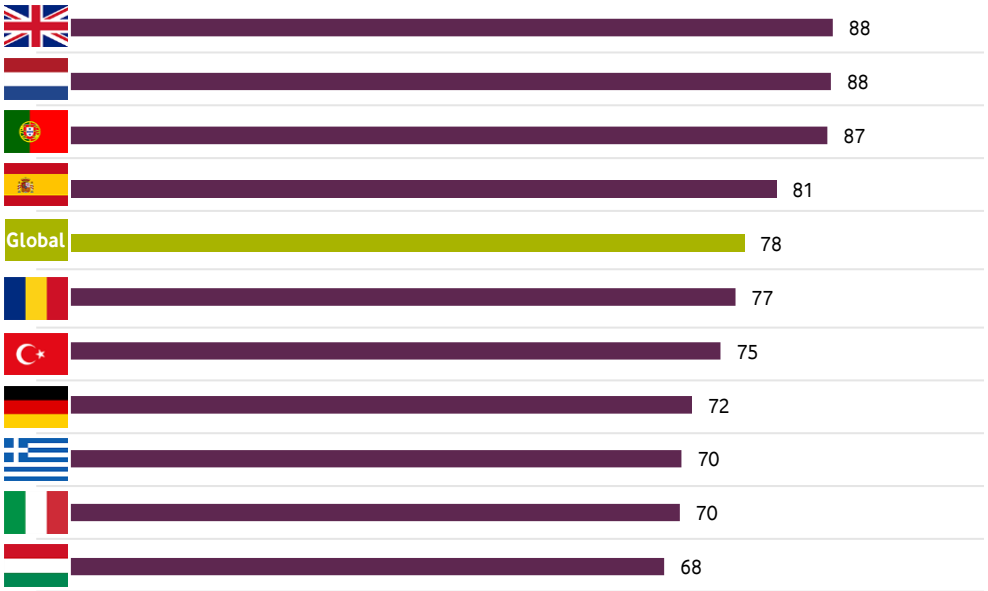

- The vast majority of parents report that their children have access to digital tools for learning in their school.
- In European schools the most popular digital devices are tablets followed by laptops and desktop computers. However, the popularity of digital devices vary a lot between the countries (for details please see country reports).
- Smartphones are only used by 22% of the schools.

Base: AS1: All participants; n=10.000; AS2: All participants with their child having access to digital tools for learning in schools; n=7750; shown without don't know / prefer not to answer / Question AS1: "Does your child have access to digital tools for learning in their school?" / Question AS2: "Which digital tools does your child's school provide for on-site use?"; multiple answers possible

# ACCESS TO DIGITAL TOOLS IN SCHOOL

My child has access to digital tools for learning at school

in percent

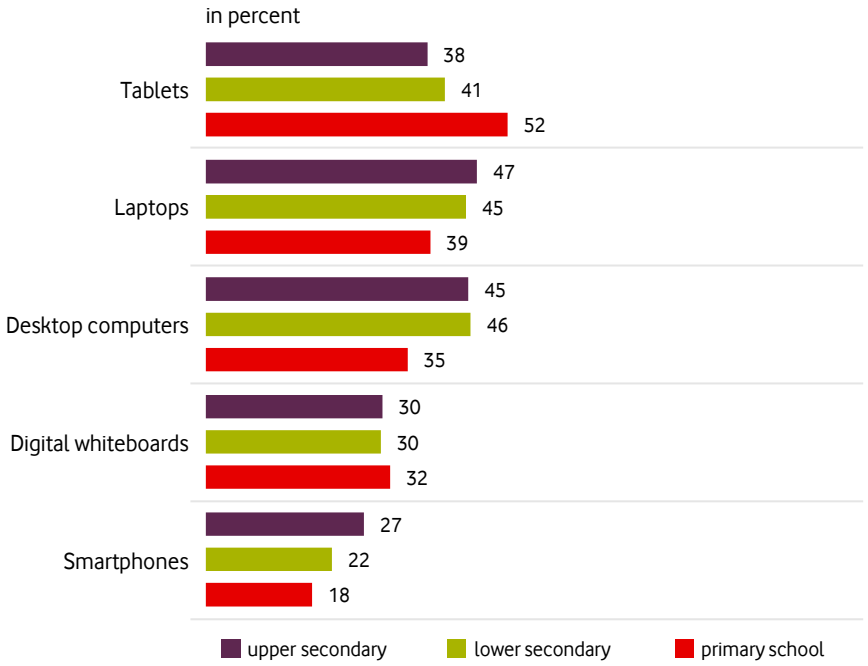



- Access to digital tools for learning at school varies between the countries.
- While between 87 and 88% of British, Dutch and Portuguese students have access to digital tools at school, this is only the case for around 70% of Hungarian, Italian and Greek students.
- All other countries range between 72% (Germany) and 81% (Spain).

Base: All participants; n=10.000; shown without don't know / prefer not to answer;
Question AS1: "Does your child have access to digital tools for learning in their school?"; Shown is answer option "Yes"

# TYPES OF DIGITAL TOOLS IN SCHOOL

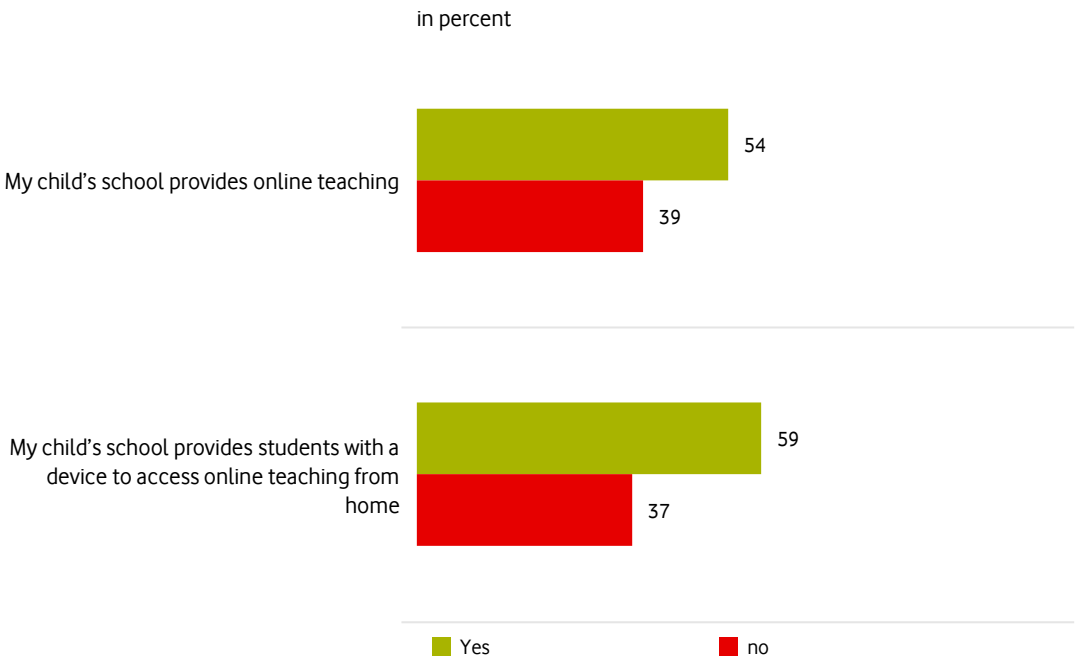
Digital devices which your child has access to at school




- Primary schools differ strongly from lower and upper secondary schools regarding the digital devices they use. While tablets are very popular in primary schools, laptops and desktop computers are the most popular devices in upper and lower secondary schools.
- Smartphone usage is generally low but also varies across school forms. At upper secondary schools, they are used more often then in lower secondary and primary schools.

Base: All participants with their child having access to digital tools for learning in schools; n=7750; shown without don't know / prefer not to answer
Question AS2: "Which digital tools does your child's school provide for on-site use?"; multiple answers possible

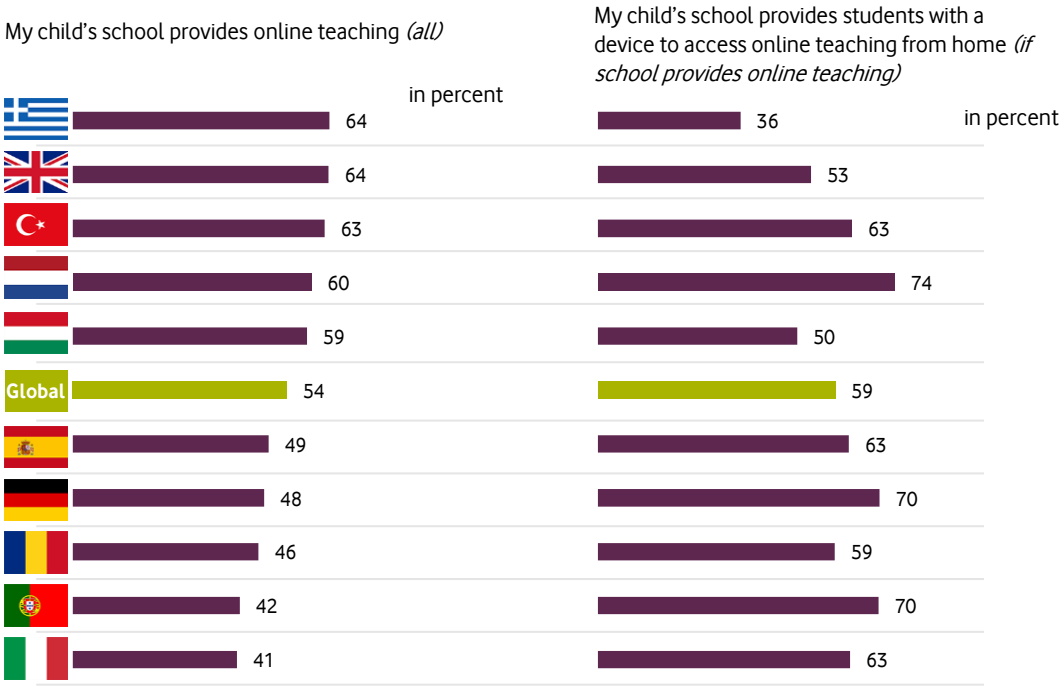
# ONLINE TEACHING & DEVICE TO ACCESS ONLINE TEACHING




- Just over half of the schools provide online teaching.
- And 59% of those provide their pupils with a device to access online teaching from home.

Base AS3: All participants; n=10.000; AS4: All participants with their child's school providing online teaching; n=5348; shown without don't know / prefer not to answer;
Question AS3: "Does your child's school provide online teaching?"/Question AS4 : "Does your child's school provide the students with a device to access online teaching from home?"

# ONLINE TEACHING & DEVICE TO ACCESS ONLINE TEACHING



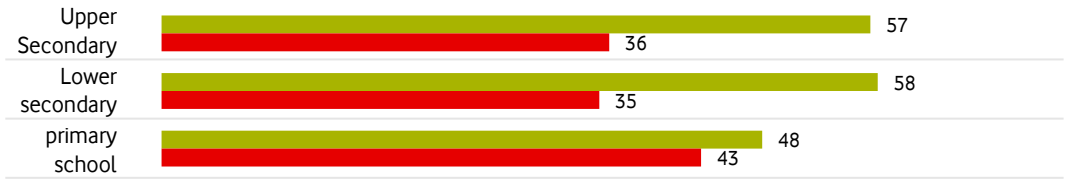

- Online teaching is more often provided in Greece, UK and Turkey. In these countries more than 60% of the students have access to online teaching.
- Online teaching is offered least often in Italy and Portugal. Only just above 40% of the students in these countries have access to online teaching provided by their schools.
- Of those schools who are providing online teaching, in the Netherlands, Germany and Portugal more students are provided with digital devices (approx. 70%).

Base AS3: All participants; n=10.000; AS4: All participants with their child's school providing online teaching; n=5.348; shown without don't know / prefer not to answer;
Question AS3: "Does your child's school provide online teaching?"; Shown is answer option "Yes" /Question AS4 : "Does your child's school provide the students with a device to access online teaching from home?"; Shown is answer option "Yes"

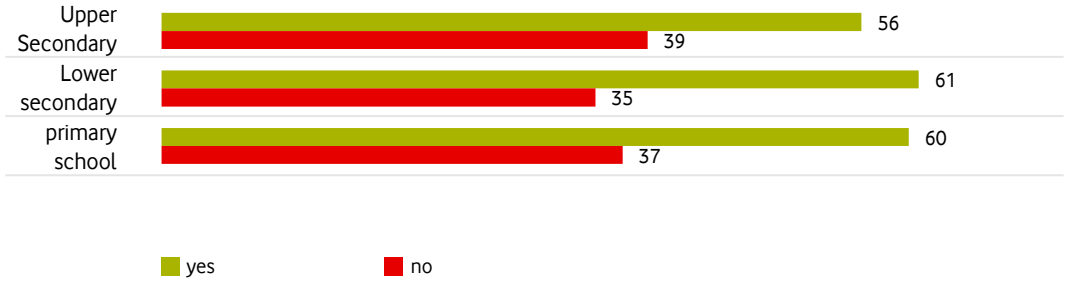
## School type

# ONLINE TEACHING & DEVICE TO ACCESS ONLINE TEACHING

My child's school provides online teaching — in percent




My child's school provides students with a device to access online teaching from home
*(if school provides online teaching)*

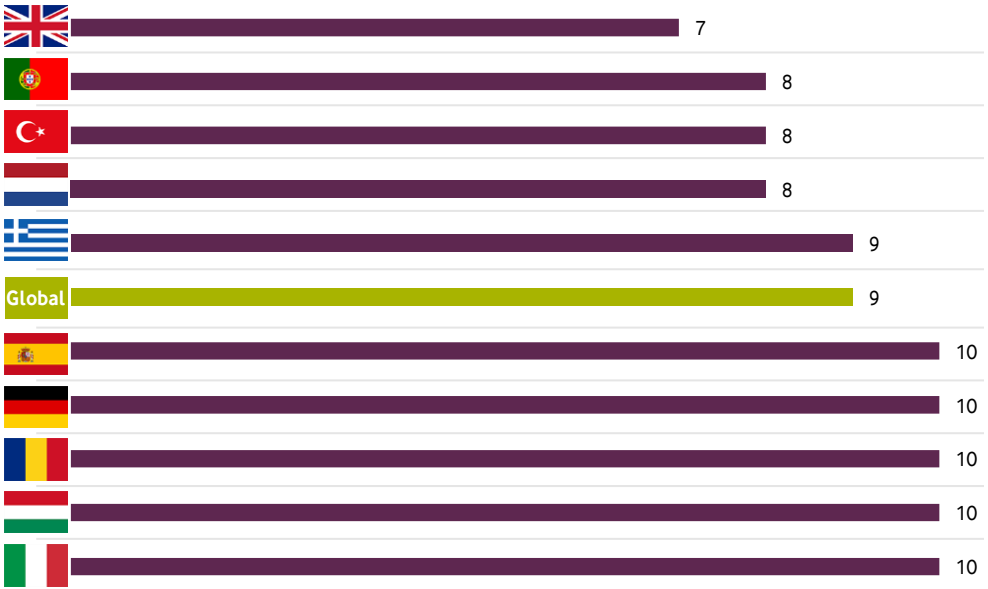



- Online teaching is more often provided by lower and upper secondary schools than by primary schools.
- However, primary schools and lower secondary schools more often provide digital devices to access online teaching than upper secondary schools do, if online teaching is available.

Base AS3: All participants; n=10.000; AS4: All participants with their child's school providing online teaching; n=5348; shown without don't know / prefer not to answer;
Question AS3: "Does your child's school provide online teaching?"/Question AS4 : "Does your child's school provide the students with a device to access online teaching from home?"

# AGE TO WORK WITH DEVICES FOR THE FIRST TIME

**Median** age at which children should work with digital devices for the first time



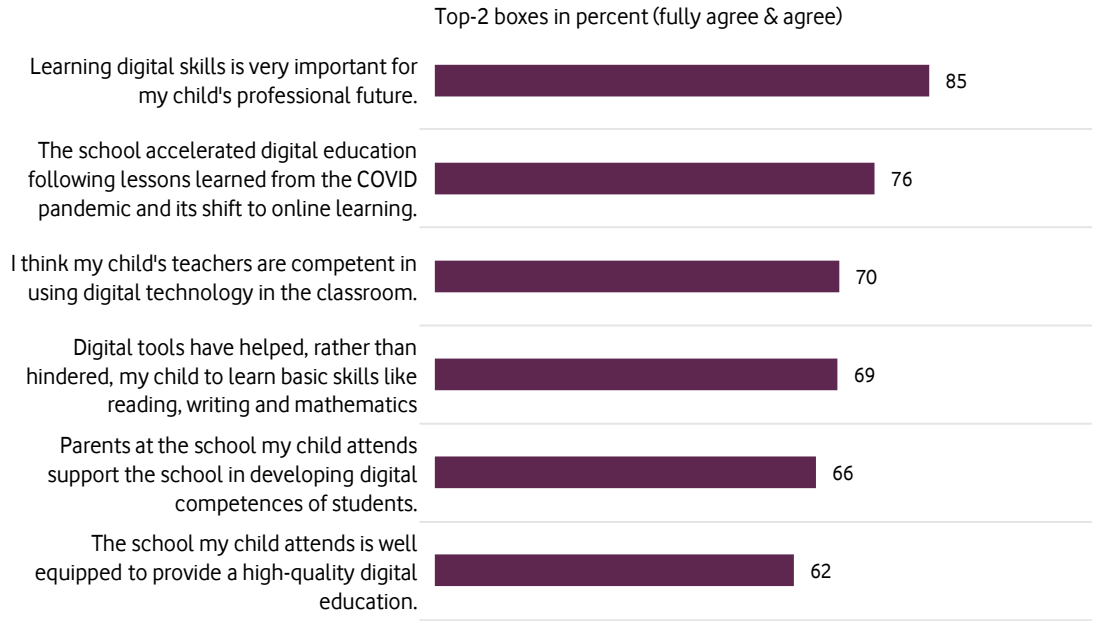

- The median (the middle value), a solid value in terms of statistical outliners, shows that the age most parents think children should be working with digital devices in school, differs between the countries.
- In UK, a higher number of parents believe in an early start to using digital devices in the classroom.
- Parents from five countries (Spain, Germany, Romania, Hungary and Italy) tend think the use of digital devices in classroom should start at a later age.

Base: All participants with a mention at AS5; n=8103; calculated without don't know / prefer not to answer

Question AS5: "In your opinion, how old should a child be when working with digital devices in school for the first time?"; Shown: **median,** value in the middle of all answers

# TEACHING AND DIGITAL TECHNOLOGIES

Agreement with the following statements




- For a vast majority of parents (85%) it is clear that learning digital skills is very important for their child's professional future.
- 70% of European parents think their child's teachers are competent in using digital technology and 69% believe that digital tools have helped, rather than hindered, their children to learn basic skills like reading.
- The largest reported gap is in the quality of digital infrastructure in schools.

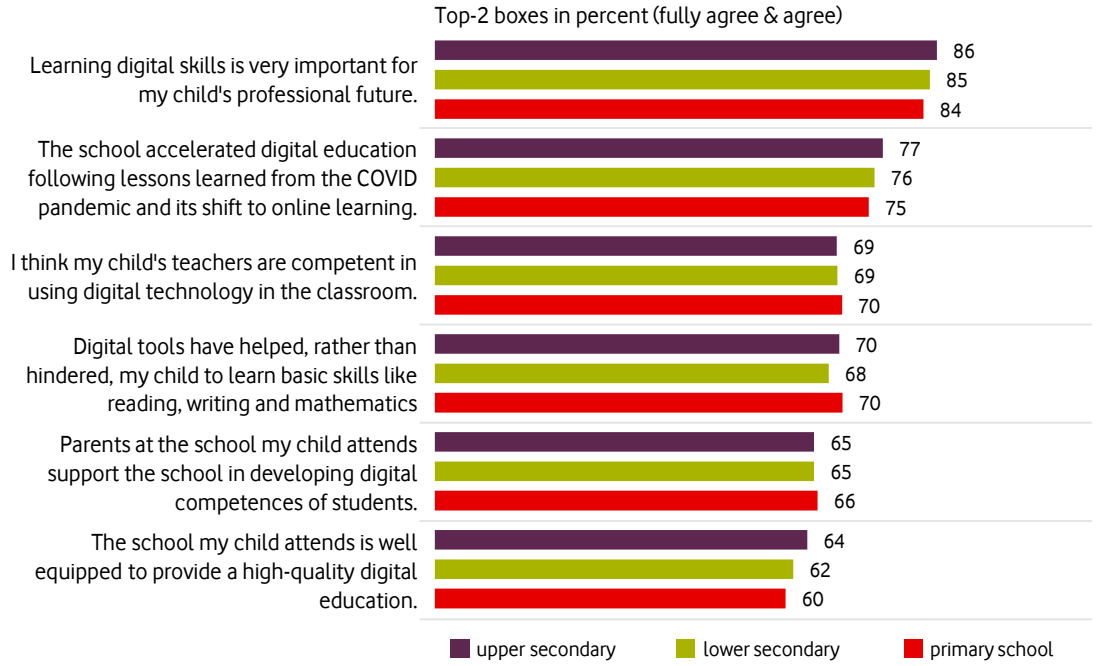
Base: All participants; n=10.000; shown without don't know / prefer not to answer

Question AS6: "To what extent do you agree with the following statements about teaching and digital technologies as relates to the school that your child attends?"; scale: 1 = fully agree to 4 = disagree

## School type

# TEACHING AND DIGITAL TECHNOLOGIES

Agreement with the following statements



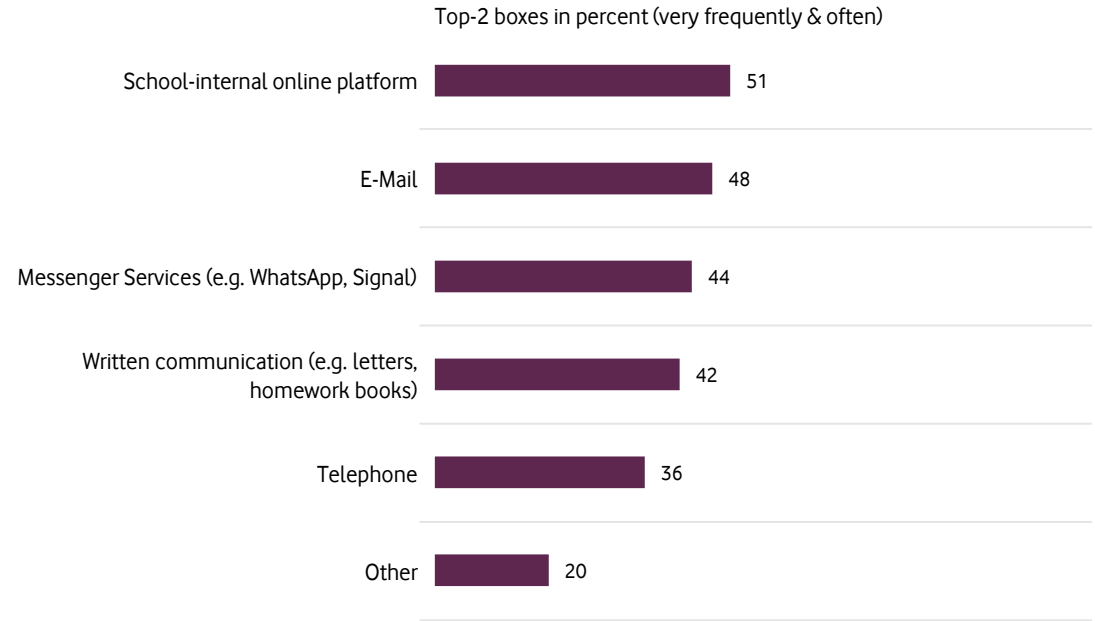

- Parents of children in different school forms share a similar perspective on the importance of learning digital skills for the children's professional future.
- There is little variation between school forms in the responses across all questions relating to teaching and digital technologies.

Base: All participants; n=10.000; shown without don't know / prefer not to answer

Question AS6: "To what extent do you agree with the following statements about teaching and digital technologies as relates to the school that your child attends?"; scale: 1 = fully agree to 4 = disagree

# COMMUNICATION WITH TEACHERS

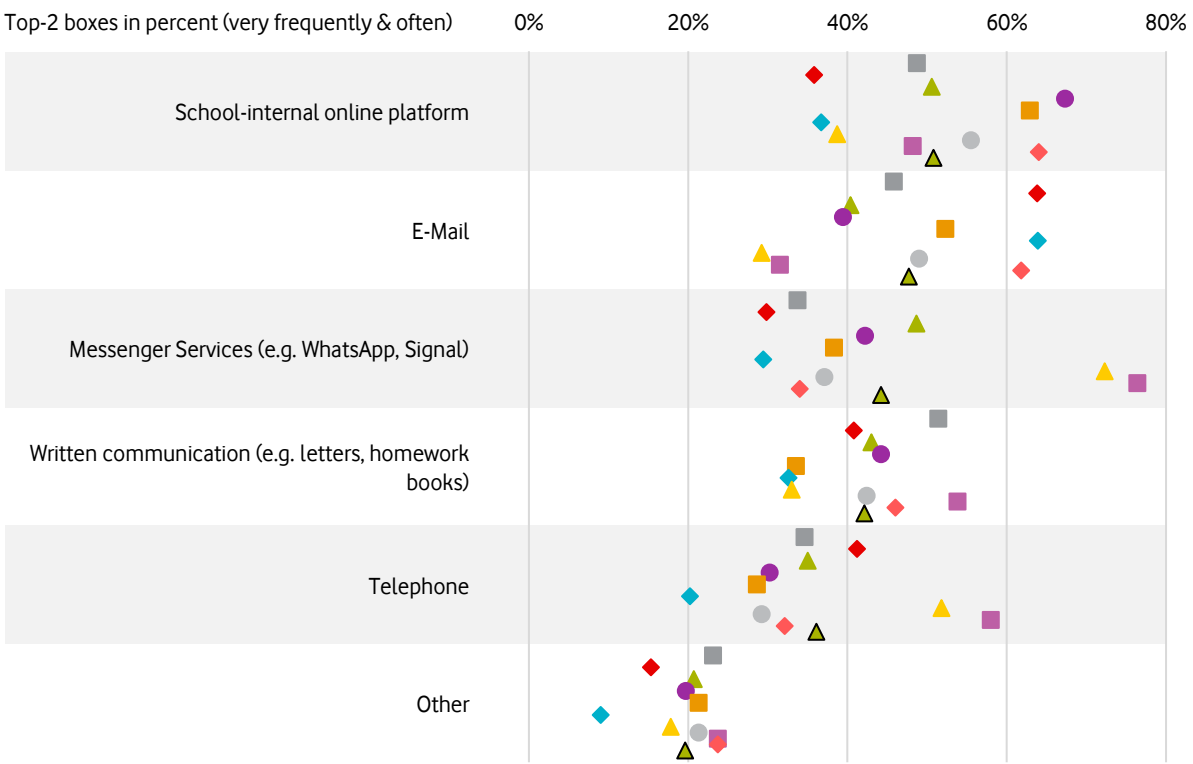
Frequency of teachers using the following communication channels




- The most frequently used digital channels to connect parents and teachers are school-internal online platforms and E-Mail followed by messenger services and written communication.
- Use of the telephone is the lowest of those listed.

Base: All participants; n=10.000; shown without don't know / prefer not to answer
Question AS7: "How often do the teachers communicate with you via the following channels?"; scale: 1 = Very frequently to 5 = Never

# COMMUNICATION WITH TEACHERS




- Teachers of different countries have very different preferences for communication channels with the parents.
- The usage of online-platforms vary from 36% (often used) in Greece to 67% in Italy. The usage of E-Mail show similar differences between the countries.
- Messenger services are in most countries only of secondary importance. In Romania and Turkey, however, they are extremely popular.

Germany
Greece
Hungary
Italy
Netherlands
Portugal
Romania
Spain
Turkey
UK
**Global**



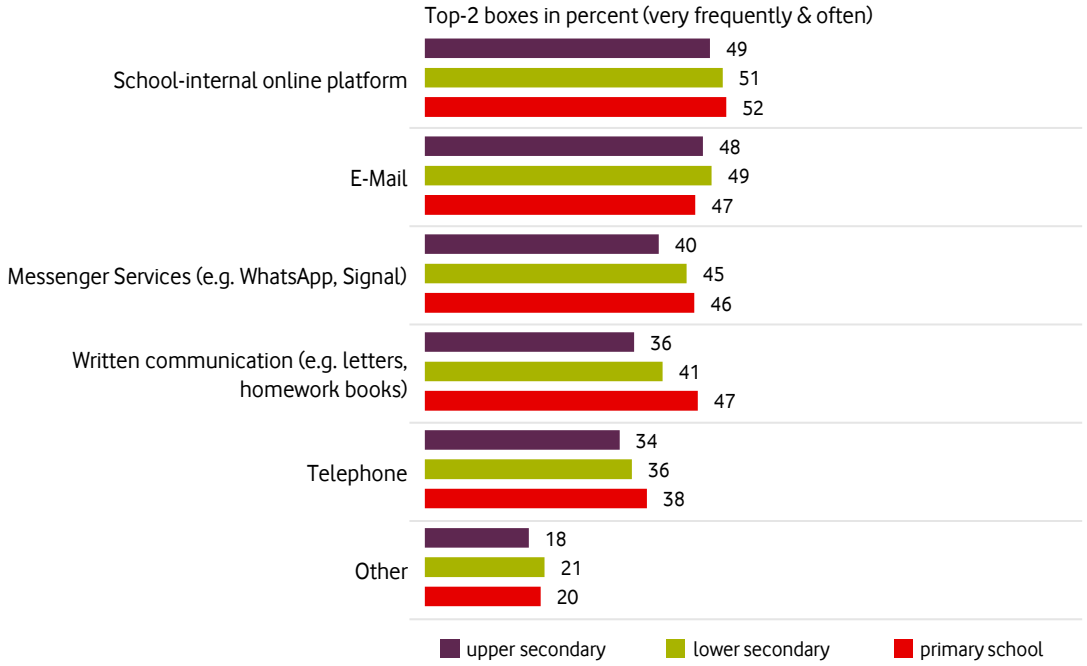


Base: All participants; n=10.000; shown without don't know / prefer not to answer
Question AS7: "How often do the teachers communicate with you via the following channels?"; scale: 1 = Very frequently to 5 = Never

## School type

# COMMUNICATION WITH TEACHERS

Frequency of teachers using the following communication channels




- School-internal online platforms and E-Mail are the most important channels regardless of the school form.
- In primary schools, however, written communication remains a very important channel to communicate with teachers.
- Also messenger services are important channels for lower secondary teachers and teachers of primary schools.

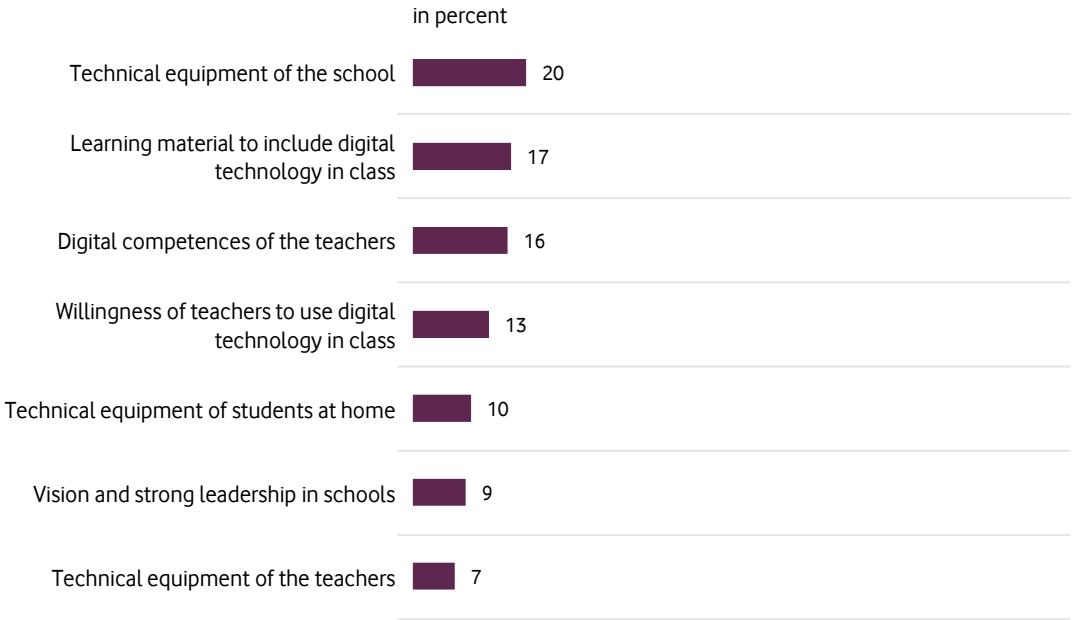
Base: All participants; n=10.000; shown without don't know / prefer not to answer

Question AS7: "How often do the teachers communicate with you via the following channels?"; scale: 1 = Very frequently to 5 = Never

## Overall

# GREATEST NEED FOR IMPROVEMENT

Greatest need for improvements regarding the use of digital tools in teaching



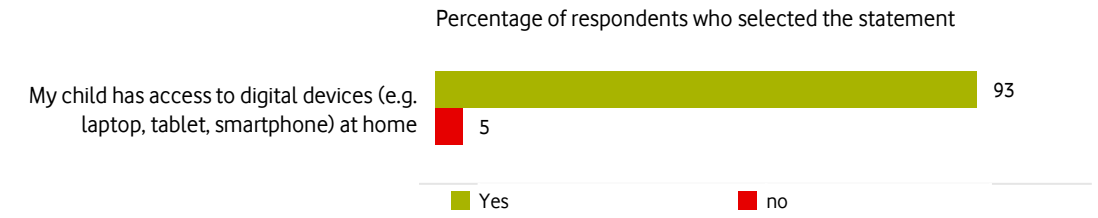

- Most parents see the greatest area for improvement as the technical equipment of the schools followed by learning material to include digital technology in class and the digital competencies of the teachers.
- Parents, however, see less need for action when it comes to the technical equipment of the teachers and the vision and leadership in schools.

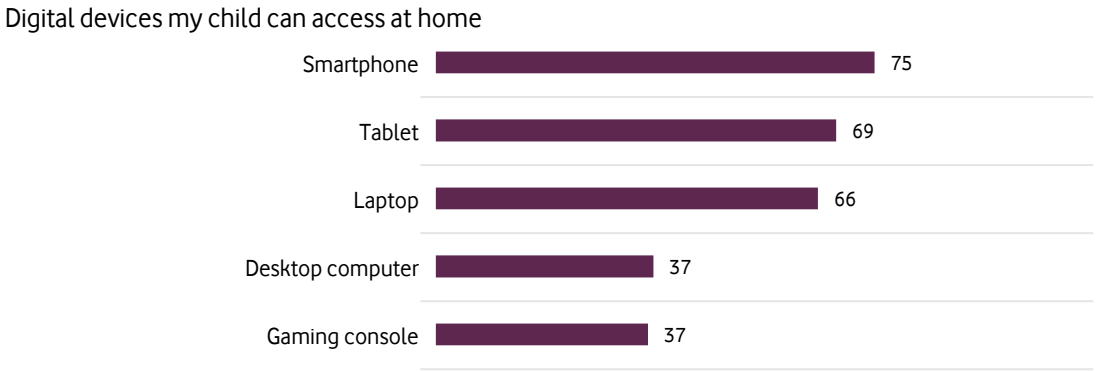
Base: All participants; n=10.000; shown without don't know / prefer not to answer
Question AS9: "Where do you think is the greatest need for improvement regarding the use of digital tools in teaching?"

# Access to technology – at home

05

# ACCESS TO DIGITAL DEVICES AT HOME & TYPES OF DIGITAL DEVICES AT HOME




- Almost all pupils have access to digital devices at home.
- Smartphones are the most used devices by children at home closely followed by tablets and laptops.
- Desktop computers and gaming consoles are less often available.

Base ATH1: All participants; n=10.000; Base ATH2: All participants with their child having access to digital devices at home; n=9297; shown without don't know / prefer not to answer;
Question ATH1: "Does your child have access to digital devices (e.g. laptop, tablet, smartphone) at home?" / Question ATH2: "Which digital devices can your child access at home?"; multiple answers possible

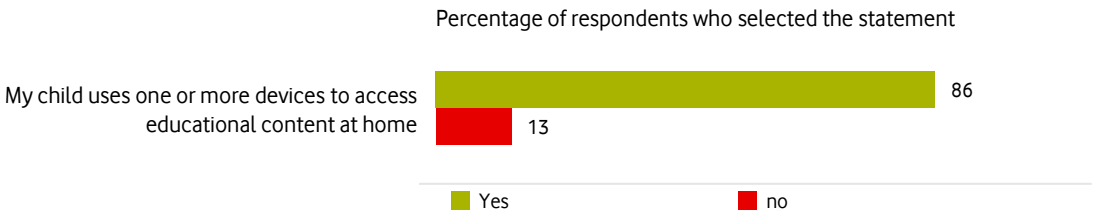
# ACCESS TO DIGITAL DEVICES AT HOME

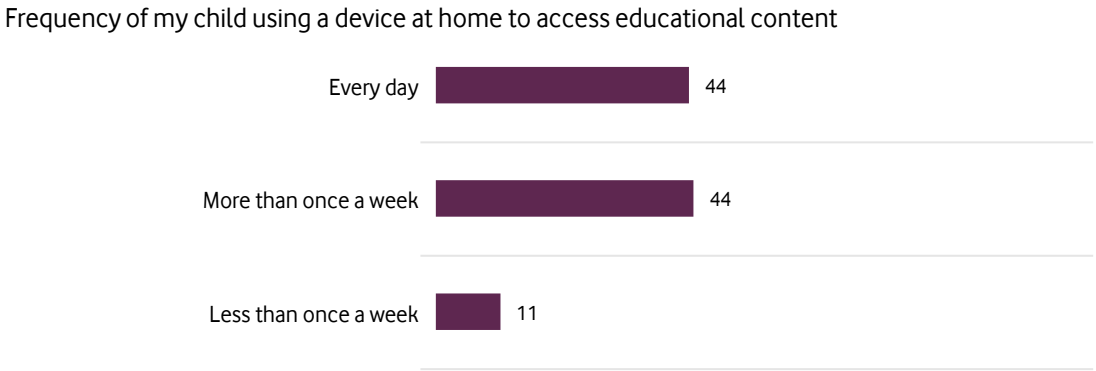
My child has access to digital devices at home


- The availability of digital devices at home is high in every country.
- Differences between the countries are rather small. However, it is noticeable that the availability in Spain and Italy is marginally lower than in other countries.

Base: All participants; n=10.000; shown without don't know / prefer not to answer;
Question ATH1: "Does your child have access to digital devices (e.g. laptop, tablet, smartphone) at home?"; Shown is answer option "Yes"

# DEVICE USAGE TO ACCESS EDUCATIONAL CONTENT & FREQUENCY USAGE AT HOME




- 86% of children in Europe use at least one digital device to access educational content at home.
- About 44% of the children who use digital devices to access educational content use them on a daily basis. The same proportion of children use them to access education content more than once a week.
- Only one out of ten children use digital devices to access education content less than once a week.

Base ATH3: All participants with their child having access to digital devices at home; n=9297; Base ATH4: All participants with their child using devices to access educational content at home n=7976; shown without don't know / prefer not to answer / Question ATH3: "Does your child use one or more devices to access educational content at home?" / Question ATH4: "How often does your child use a device at home to access educational content?"

## Countries

# DEVICE USAGE TO ACCESS EDUCATIONAL CONTENT

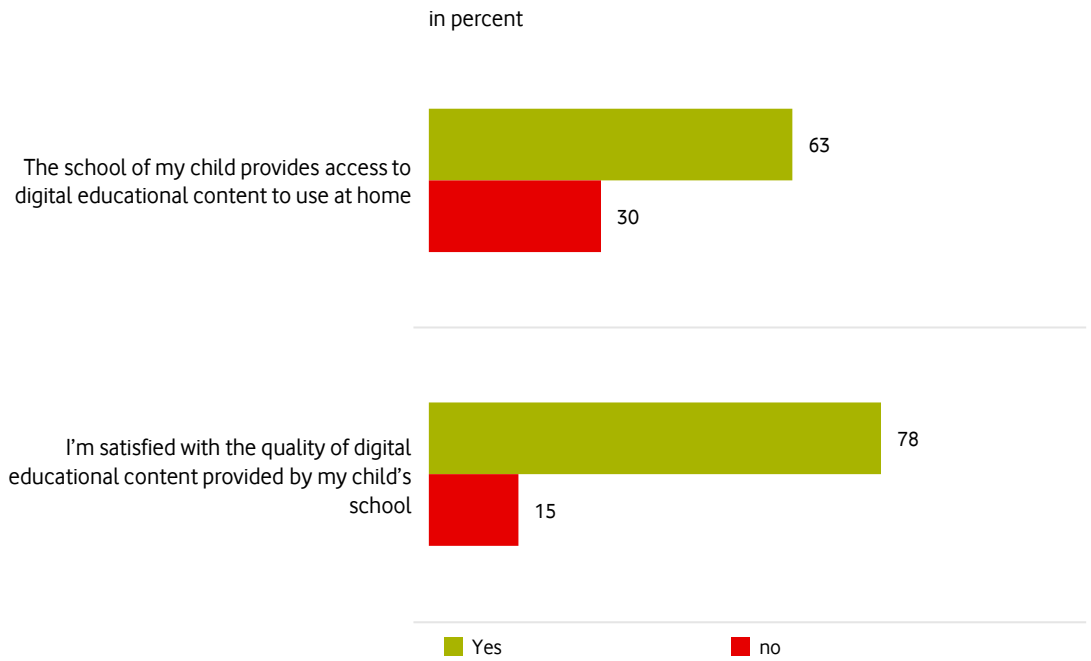
My child uses one or more devices to access educational content at home

in percent


- Availability of digital devices to access educational content is high in all countries.
- However, Turkey leads in this respect by a small margin. Most other countries are very close.

Base: All participants with their child using devices to access educational content at home; n=9297;
Question ATH3: "Does your child use one or more devices to access educational content at home?"; Shown is answer option "Yes"

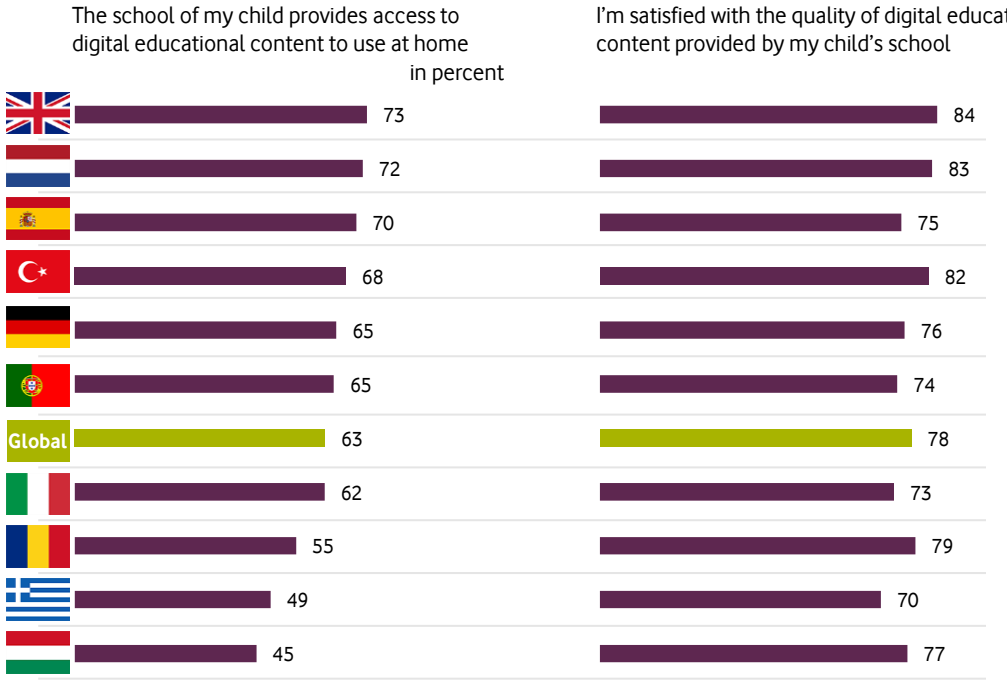
# DIGITAL EDUCATION CONTENT FROM HOME & SATISFACTION WITH THE QUALITY




- Most schools provide access to digital educational content to use at home.
- Of those whose children's schools provide access to educational content, 78% are satisfied with the quality of the content.

Base ATH5: All participants; n=10.000; Base ATH6: All respondents with their child's school providing access to digital educational content to use from home; n=6249; shown without don't know / prefer not to answer / Question ATH5: "Does the school of your child provide access to digital educational content to use at home?" / Question ATH6: "Are you satisfied with the quality of the digital educational content provided by your child's?"

# DIGITAL EDUCATION CONTENT FROM HOME & SATISFACTION WITH THE QUALITY



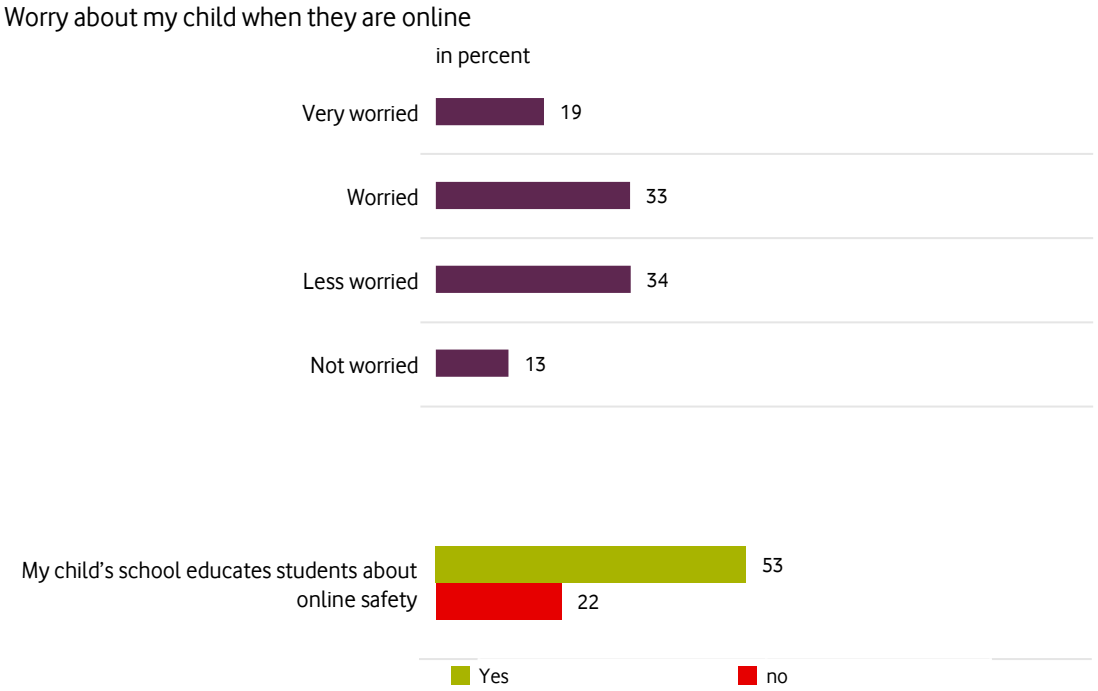

- In the UK and the Netherlands more than 70% of the students get provided with access to digital educational content to use at home by their schools. In this respect both countries are ahead in Europe.
- On the other hand, fewer than half of Hungarian and Greek students are provided with access to digital educational content by their schools.
- Satisfaction with the quality of digital educational content provided by the schools is highest in the UK, the Netherlands and Turkey.

Base ATH5: All participants; n=10.000; Base ATH6: All respondents with their child's school providing access to digital educational content to use from home; n=6.249; shown without don't know / prefer not to answer / Question ATH5: "Does the school of your child provide access to digital educational content to use at home?"; Shown is answer option "Yes" / Question ATH6: "Are you satisfied with the quality of the digital educational content provided by your child's?"; Shown is answer option "Yes"

# Online safety

06

# WORRY ABOUT WELLBEING & EDUCATION ABOUT ONLINE SAFETY AT SCHOOL



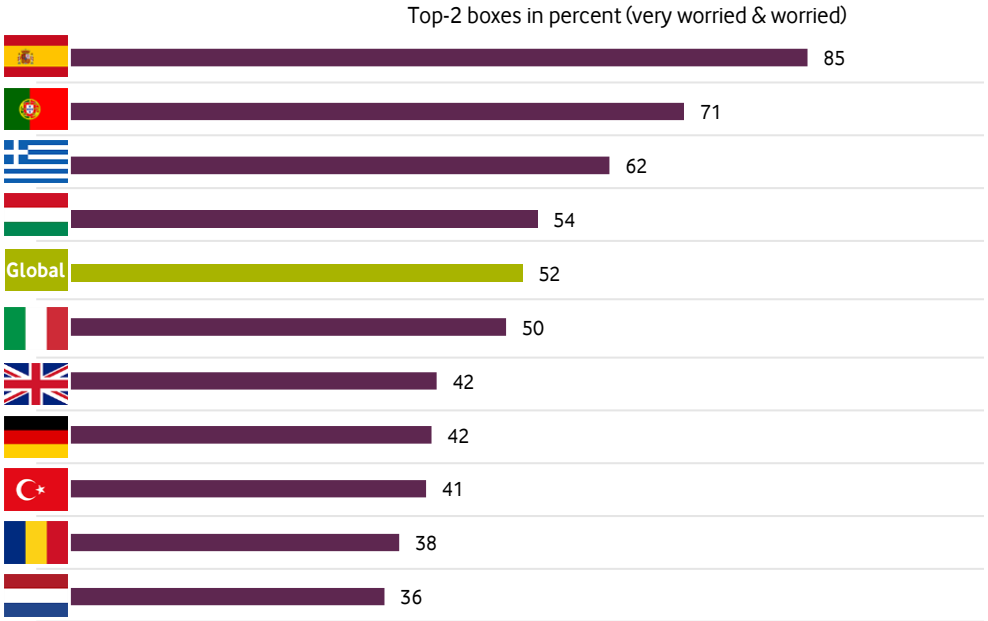

- In Europe, 52% of parents are worried about the safety and wellbeing of their child when they are online.
- Most schools respond by educating students about online safety.

Base: All participants; n=10.000; shown without don't know / prefer not to answer
Question 01: "How worried are you about the safety and wellbeing of your child when they are online?"; scale: 1 = Very worried to 4 = Not worried
Question 04: "Does your child's school educate students about online safety?"

## Countries

# WORRY ABOUT WELLBEING

Worry about my child when they are online




- More Spanish parents are worried about their children when they are online than parents of any other country surveyed.
- Concern is also high in Portugal and Greece.
- The rate of concern is lower in UK, Germany, Turkey, Romania and the Netherlands.

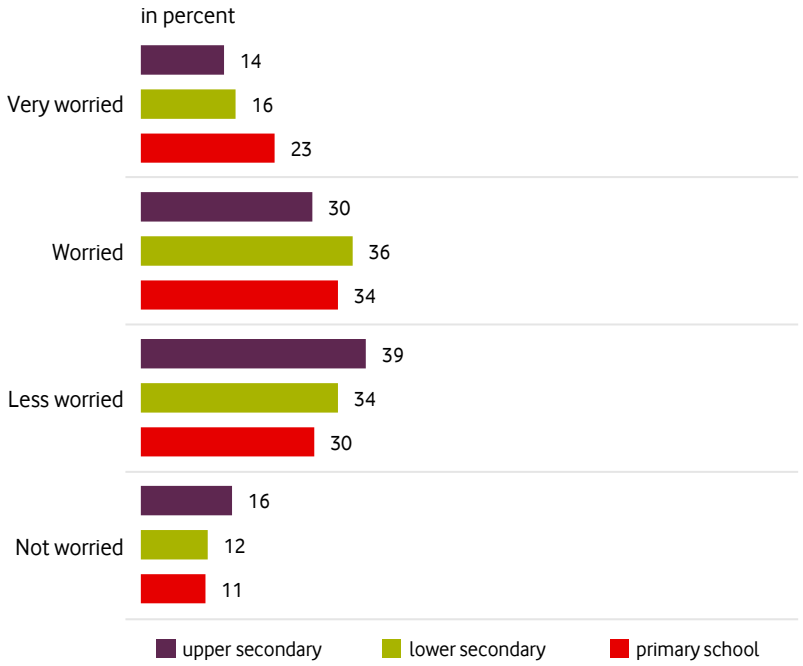
Base: All participants; n=10.000; shown without don't know / prefer not to answer

Question O1: "How worried are you about the safety and wellbeing of your child when they are online?"; scale: 1 = Very worried to 4 = Not worried

## School type

# WORRY ABOUT WELLBEING

Worry about my child when it is online



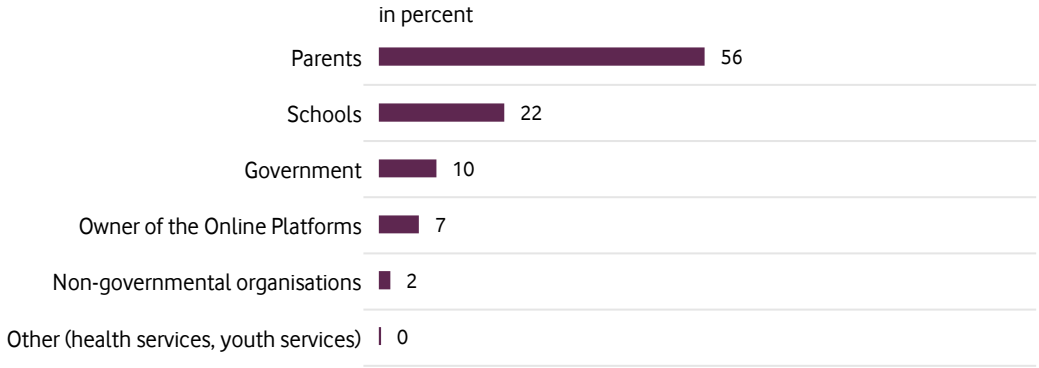

> Parents of primary school children are more worried than parents of other school forms about their child's safety and wellbeing when they are online.

Base: All participants; n=10.000; shown without don't know / prefer not to answer

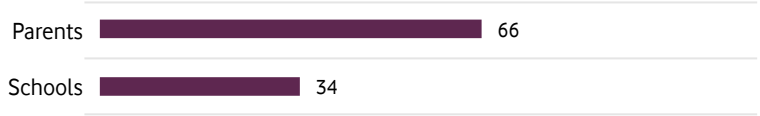
Question O1: "How worried are you about the safety and wellbeing of your child when they are online?"; scale: 1 = Very worried to 4 = Not worried

# (PRIMARLY) RESPONSIBLE FOR EDUCATION ABOUT ONLINE SAFETY

Institution that is primarily responsible for educating young people about online safety




*Question was asked to all people, who did not select either "Parents" or "Schools" in the first place:*
Institution that has more responsibility for education about online safety



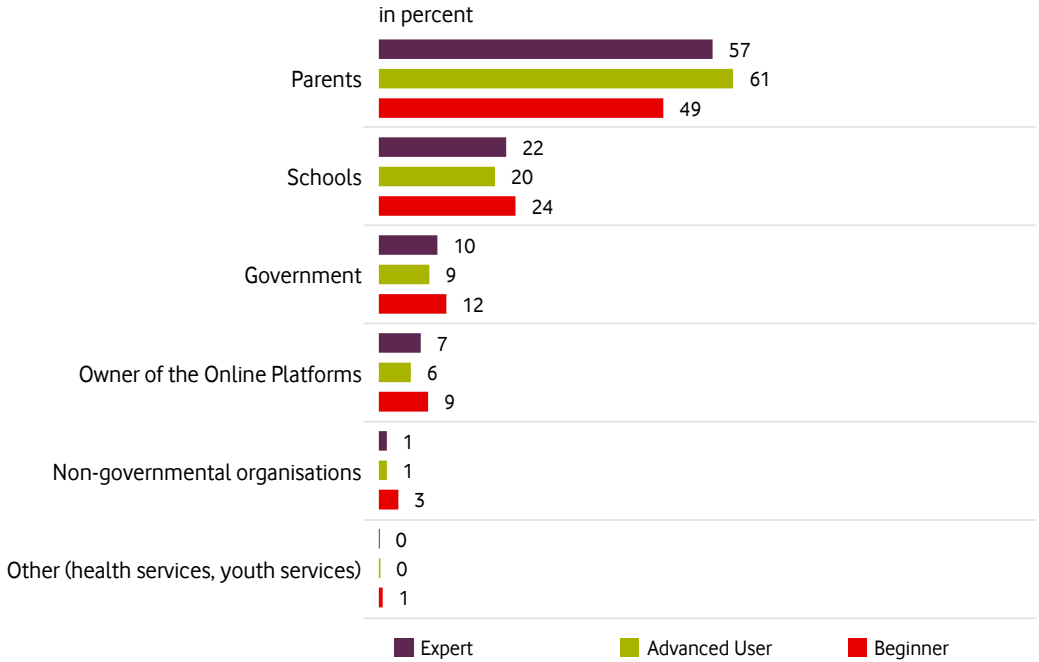

> A majority of parents consider themselves to be primarily responsible for educating young people about online-safety.

> Only 22% of parents see schools as primarily responsible.

Base O2: All participants; n=10.000; Base O3: All participants who don't think parents or schols are primarily responsible for educating people about online safety; n=2240; shown without don't know / prefer not to answer / Question O2: "Who should be primarily responsible for educating young people about online safety?" / O3: "And who should be more responsible for educating young people about online safety?"

# PRIMARILY RESPONSIBLE FOR EDUCATION ABOUT ONLINE SAFETY

Institution that is primarily responsible for educating young people about online safety




> Regardless of different levels of digital competence, parents agree on the main role parents have to educate their children about online safety.

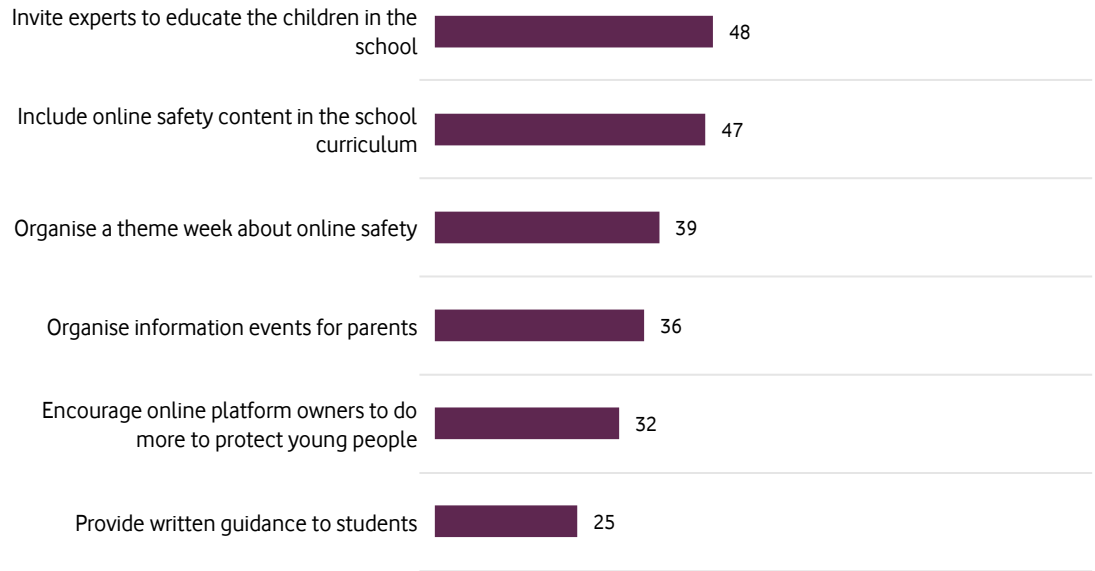
Base: All participants; n=10.000; shown without don't know / prefer not to answer
Question O2: "Who should be primarily responsible for educating young people about online safety?"

## Overall

# IMPROVEMENT FOR ONLINE SAFETY

Improvements schools could make to promote online safety

in percent



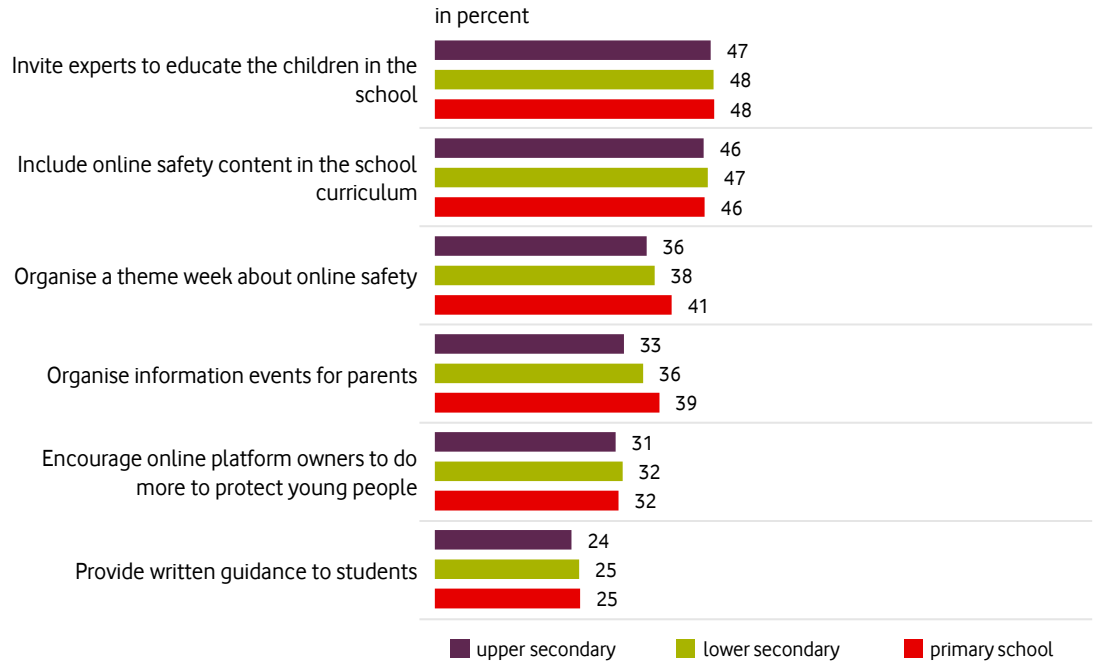

- Online safety at school should mainly be promoted by schools inviting experts to educate the children in school (48%) followed by online safety content in the school curriculum (47%).
- Least promising from the parents' perspective are written guidance to students (25%) and encouraging online platforms to put more effort in protecting young people (32%).

Base: All participants; n=10.000; shown without don't know / prefer not to answer
Question O5: "What more could schools do to promote online safety?"; multiple answers possible

## School type

# IMPROVEMENT FOR ONLINE SAFETY

Improvements schools could do to promote online safety




- Parents of different school forms share very similar opinions on how schools could better promote online safety.
- There are only minor differences in the evaluation of two measures: Organizing theme weeks about online safety and information events for parents find more support among lower school forms. However, the difference is only moderate.

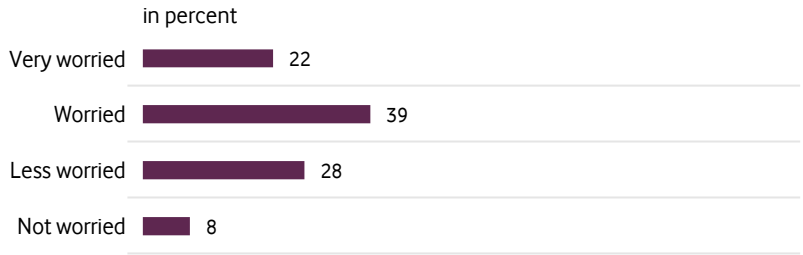
Base: All participants; n=10.000; shown without don't know / prefer not to answer
Question O5: "What more could schools do to promote online safety?"; multiple answers possible

# Disinformation

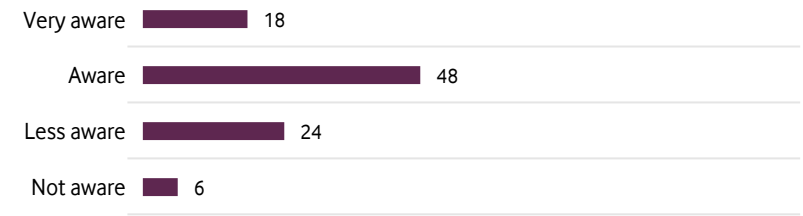
07

# WORRY AND AWARENESS ABOUT DISINFORMATION

Worry that my child is exposed to disinformation when they are online




Awareness of my child regarding the risks around disinformation online



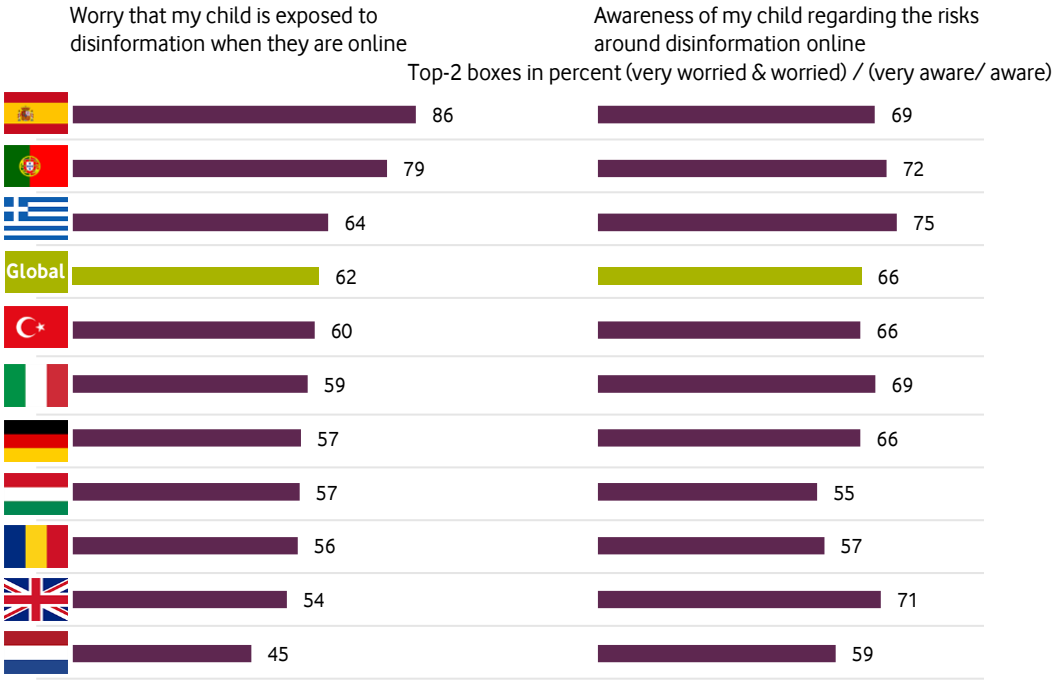

> A majority of parents (61%) is worried about their child being exposed to disinformation.

> 66% of the parents believe that their children are already aware of the risks of disinformation.

Base: All participants; n=10.000; shown without don't know / prefer not to answer

Question D1: "How worried are you about your child being exposed to disinformation when they are online?"; scale: 1 = Very worried to 4 = Not worried / Question D2: "How aware is your child of the risks around disinformation online?"; scale: 1 = Very aware to 4 = Not aware

# WORRY AND AWARENESS ABOUT DISINFORMATION




- The level of concern about disinformation is very high in Spain and Portugal, while concern is much lower in the Netherlands.
- Student awareness is highest in Greece, Portugal, and the UK, while it is lowest in Hungary and Romania.
- The level of concern and students' awareness do not appear from the data to be strongly connected.

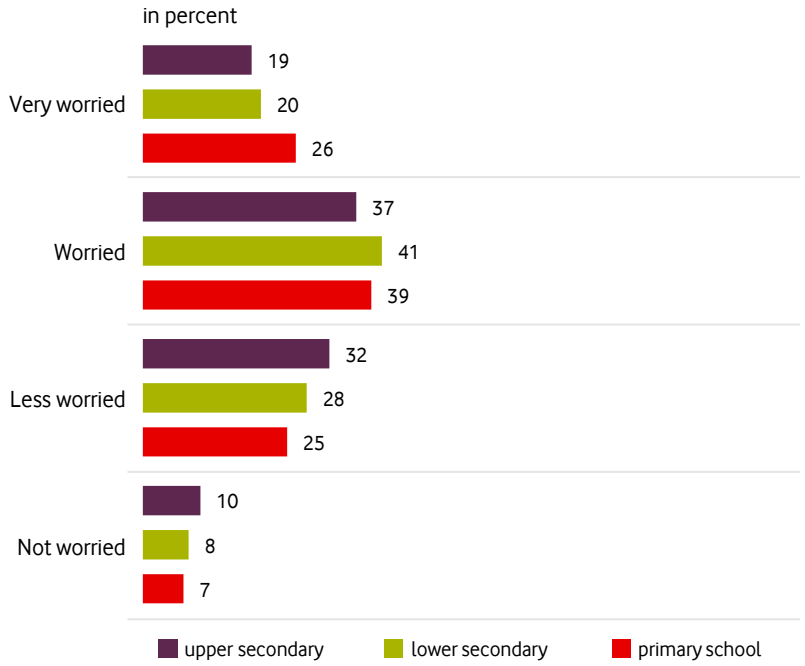
Base: All participants; n=10.000; shown without don't know / prefer not to answer

Question D1: "How worried are you about your child being exposed to disinformation when they are online?"; scale: 1 = Very worried to 4 = Not worried / Question D2: "How aware is your child of the risks around disinformation online?"; scale: 1 = Very aware to 4 = Not aware

## School type

# WORRY ABOUT DISINFORMATION

Worry that my child is exposed to disinformation when they are online




> Parents of primary school children are more worried about their children being exposed to disinformation.

> This connection, however, is not a strong one.

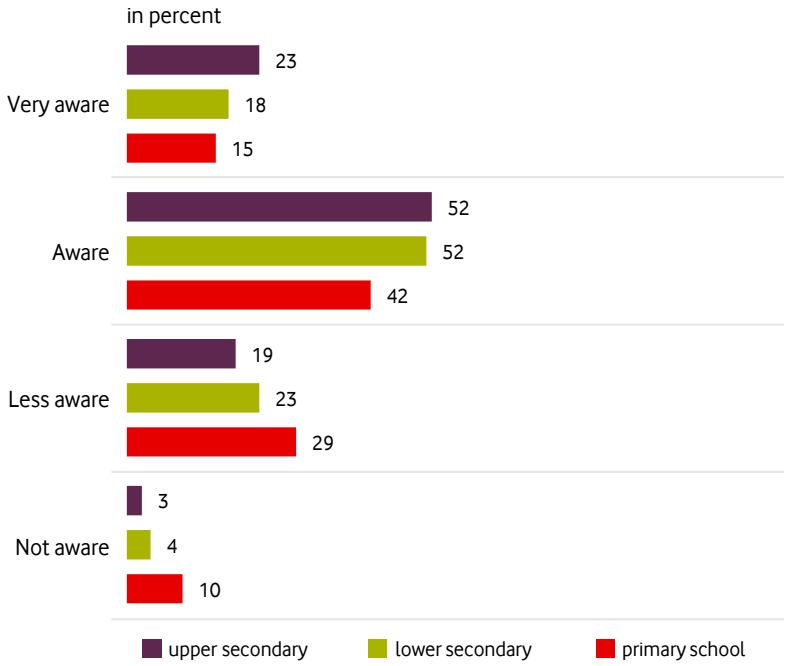
Base: All participants; n=10.000; shown without don't know / prefer not to answer

Question D1: "How worried are you about your child being exposed to disinformation when they are online?"; scale: 1 = Very worried to 4 = Not worried

## School type

# AWARENESS ABOUT DISINFORMATION

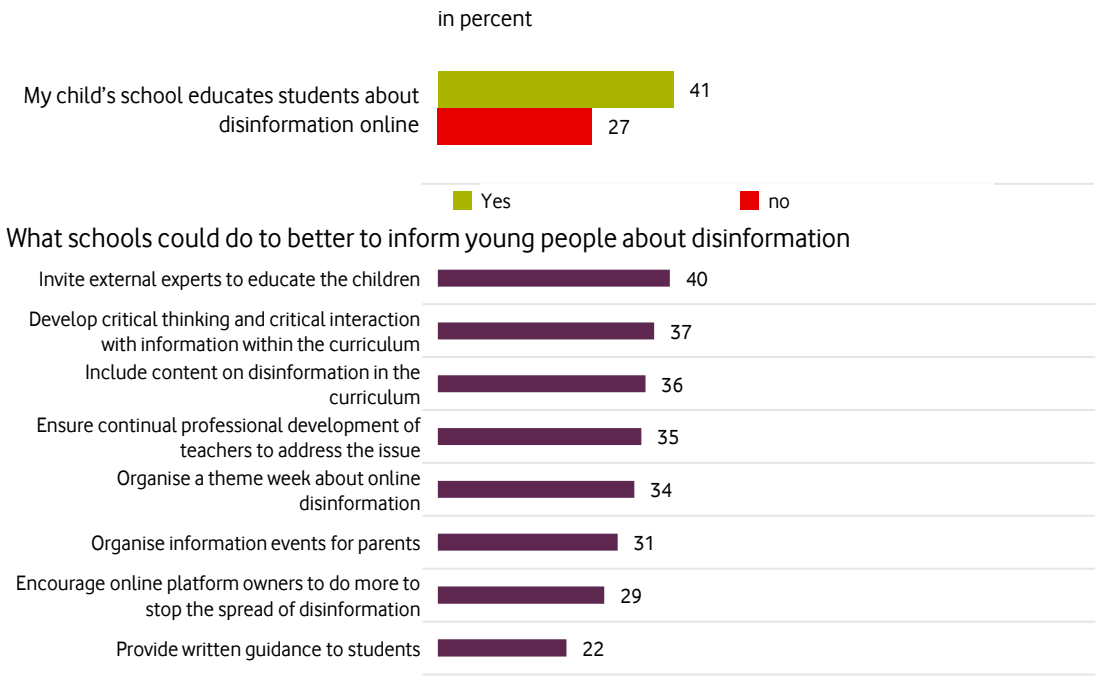
Awareness of my child regarding the risks around disinformation online




- Primary school children are considered to be the least aware about risks around disinformation in the internet, according to parents.
- However, more than half of parents consider even their primary school child to be aware or very aware.

Base: All participants; n=10.000; shown without don't know / prefer not to answer
Question D2: "How aware is your child of the risks around disinformation online?"; scale: 1 = Very aware to 4 = Not aware

# EDUCATION ABOUT DISINFORMATION IN SCHOOL & IMPROVEMENTS AGAINST DISINFORMATION



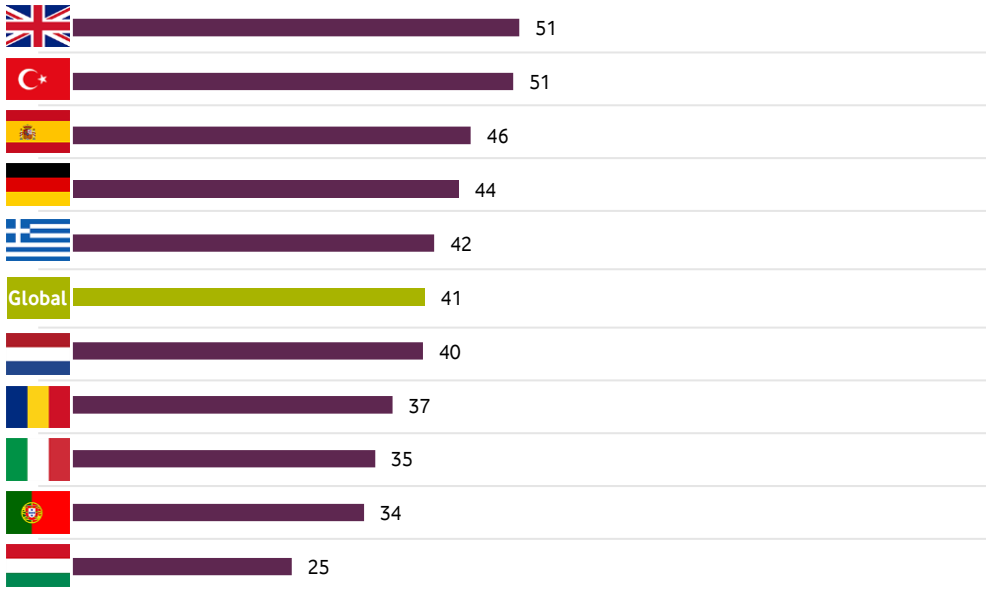

- 41% of schools educate their students about disinformation online.
- From the parents' perspective, inviting external experts to educate the children followed by developing a critical thinking with information and include content on disinformation within the curriculum would be key to better prepare young people about disinformation.
- Written guidance is expected to be least effective. Only 22% of the parents chose this measurement to inform young people about disinformation.

Base: All participants; n=10.000; shown without don't know / prefer not to answer;
Question D3: "Does your child's school educate students about disinformation online?" / Question D4: "What more could schools do to better inform young people about disinformation?"; multiple answers possible

# EDUCATION ABOUT DISINFORMATION IN SCHOOL

My child's school educates students about disinformation online

in percent



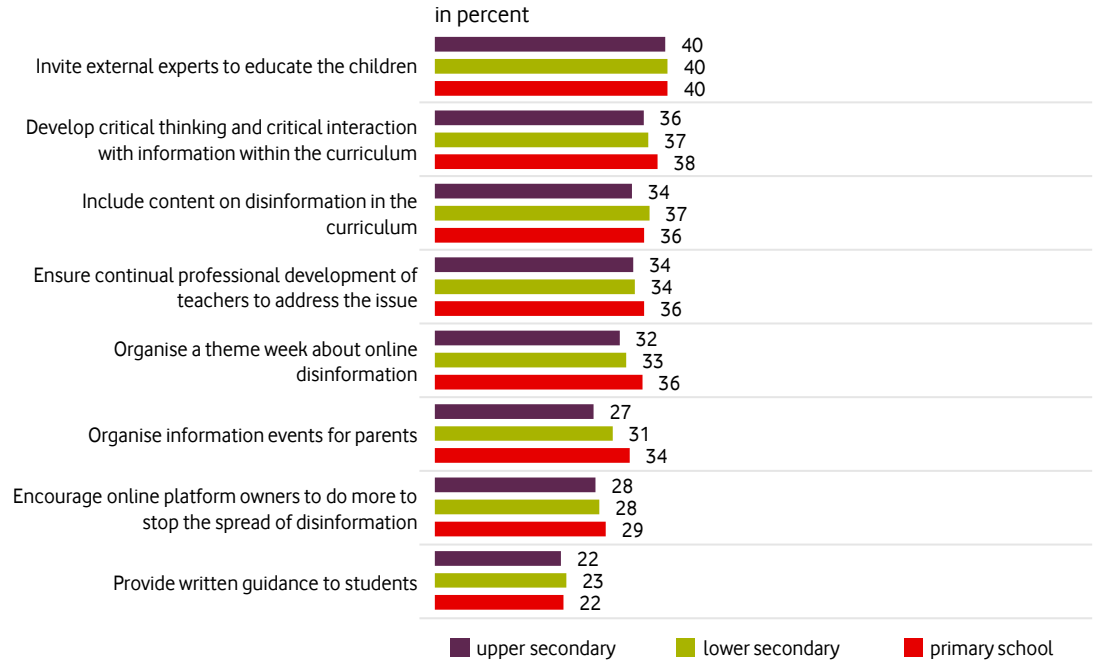

- The availability of training on disinformation varies greatly between countries.
- In the UK and Turkey, half of schools (51%) educate their students about disinformation online.
- Whereas in Hungary (25%), Portugal (34%) and Italy (35%) education on the topic is rare.
- It is concerning that across all countries, only a minority of schools educate students about disinformation online.

Base: All participants; n=10.000; shown without don't know / prefer not to answer;
Question D3: "Does your child's school educate students about disinformation online?"; Shown is answer option "Yes"

## School type

# IMPROVEMENTS AGAINST DISINFORMATION

What more could schools do to better inform young people about disinformation?




- Most measurements to better inform young people about disinformation find more support among parents of children who visit primary schools than among other parents.
- However, the differences are only moderately pronounced.

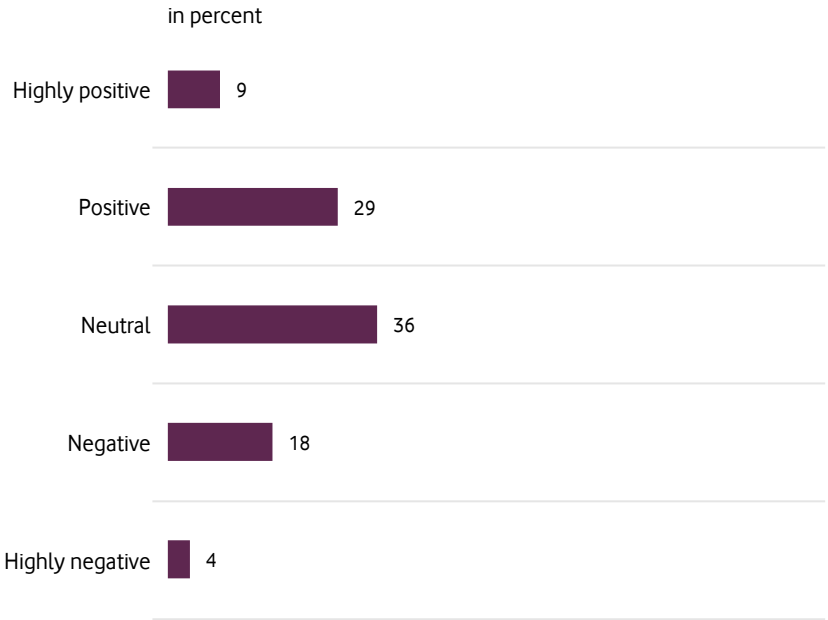
Base: All participants; n=10.000; shown without don't know / prefer not to answer
Question D4: "What more could schools do to better inform young people about disinformation?"; multiple answers possible

# Mental health and wellbeing

08

# IMPACT OF SMARTPHONE AND COMPUTER ON MENTAL HEALTH

Impact of smartphone and computer use on my child's mental health



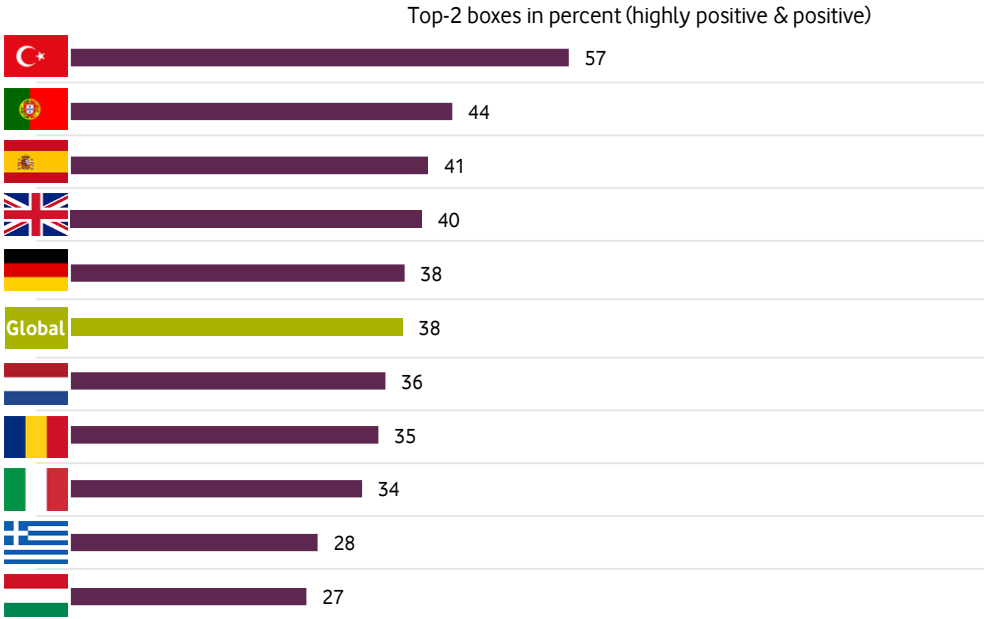

- More parents see positive impacts of smartphone and computer use on mental health than negative.
- However, there are some concerns. Every fifth parent thinks that the impact is negative or highly negative.

Base: All participants; n=10.000; shown without don't know / prefer not to answer

Question M1: "How would you describe the impact smartphone and computer use has on your child's mental health?"; scale: 1 = Highly positive to 5 = Highly negative

# IMPACT OF SMARTPHONE AND COMPUTER ON MENTAL HEALTH

Impact of smartphone and computer use on my child's mental health




- The level of optimism regarding the impact of smartphones and computers on the mental health of children varies strongly between countries.
- Turkey is the only country where the majority of parents are explicitly optimistic.
- In most other countries, the percentage of positive parents is between 44 and 34 percent.
- In Italy and Greece, however, significantly fewer parents show a positive opinion.

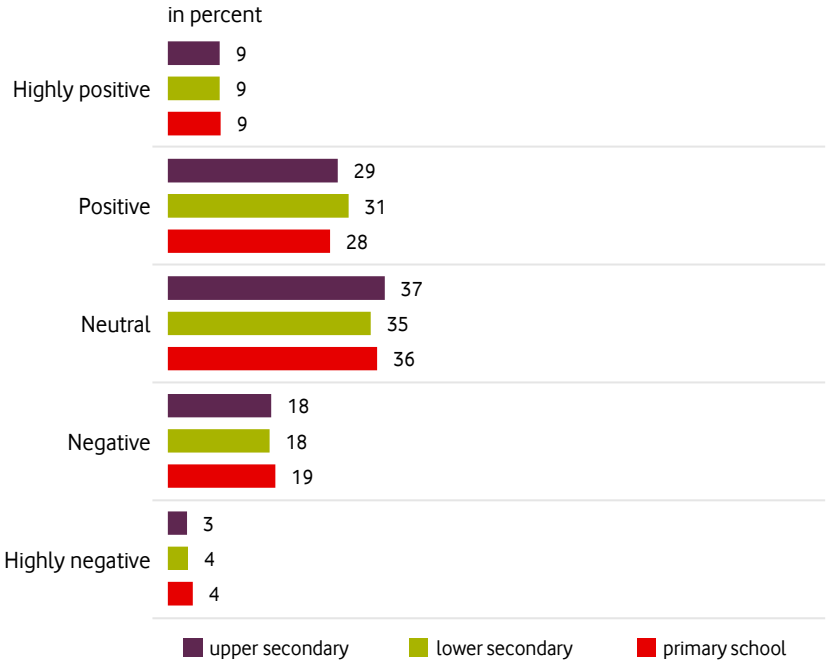
Base: All participants; n=10.000; shown without don't know / prefer not to answer

Question M1: "How would you describe the impact smartphone and computer use has on your child's mental health?"; scale: 1 = Highly positive to 5 = Highly negative

## School type

# IMPACT OF SMARTPHONE AND COMPUTER ON MENTAL HEALTH

Impact of smartphone and computer use on my child's mental health



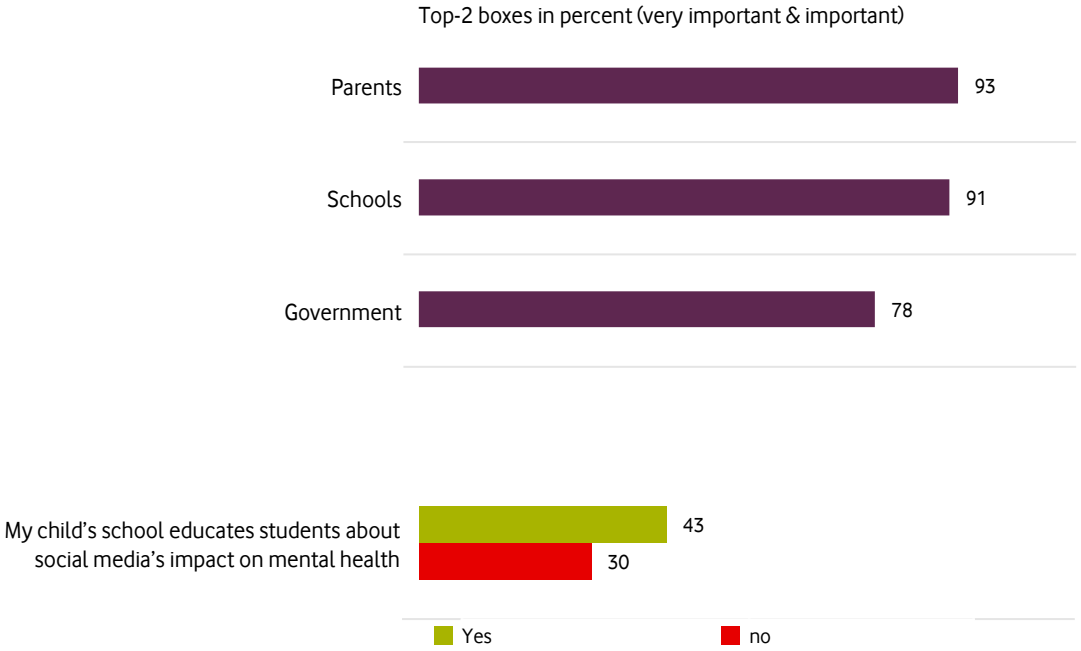

> There are no large differences between parents of children attending different school forms.

Base: All participants; n=10.000; shown without don't know / prefer not to answer

Question M1: "How would you describe the impact smartphone and computer use has on your child's mental health?"; scale: 1 = Highly positive to 5 = Highly negative

# IMPORTANCE OF INSTITUTIONS & EDUCATION ABOUT SOCIAL MEDIA'S IMPACT ON MENTAL HEALTH

Importance of institutions supporting young people with a balanced use of digital devices




- Most parents agree that parents and schools are the most important institutions for supporting young people with a well-balanced use of digital devices. The government also has an important role.
- 43% of the schools educate their pupils about social media's impact on mental health.

Base: All participants; n=10.000; shown without don't know / prefer not to answer

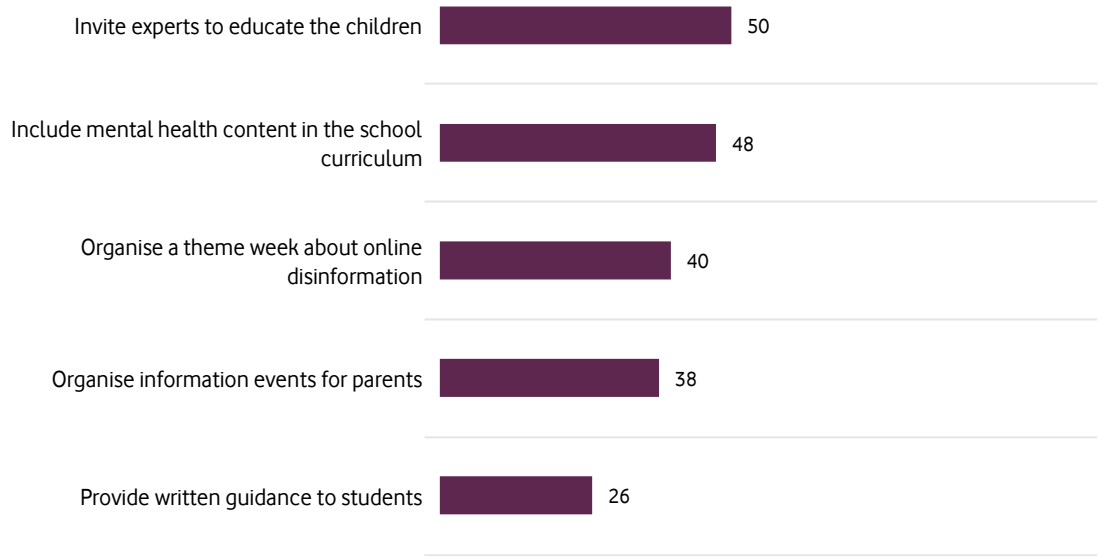
Question M2: "How important are the following institutions for supporting young people with a well-balanced use of digital devices?"; scale: 1 = very important to 4 = unimportant / Question M3: "Does your child's school educate students about social media's impact on mental health?"

## Overall

# IMPROVEMENTS TO PROMOTE MENTAL HEALTH

Things schools could do to promote students' mental health

in percent




- From the parents' perspective inviting experts to educate children and including mental health content in the school curriculum would be key to promote students' mental health.
- The provision of written guidance, however, is seen by only 26% of the parents as an effective measurement to promote the mental health of the students.

Base: All participants; n=10.000; shown without don't know / prefer not to answer
Question M4: "What more could schools do to promote student's mental health?"; multiple answers possible

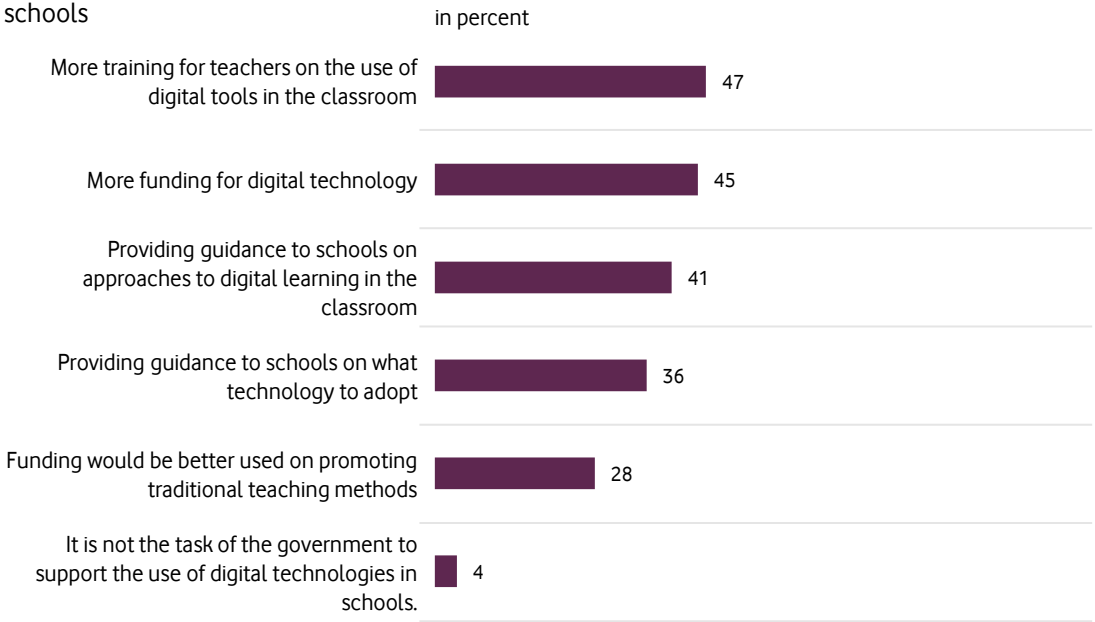
# Education policy

09

## Overall

# IMPROVEMENTS FOR SCHOOLS

The government should do the following to better support the use of digital technology in schools



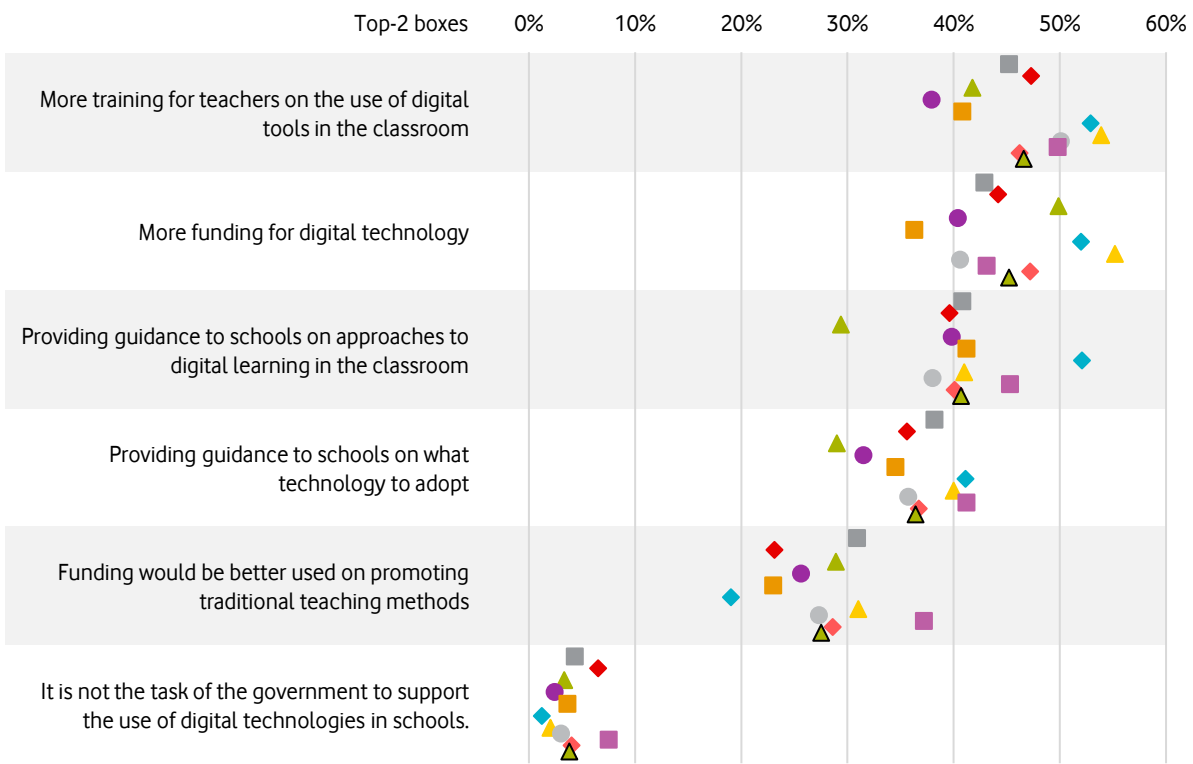

- 47% of the parents think that governments should provide more training for teachers on the use of digital tools in the classroom, while 45% think government should provide more funding for digital technology.
- Almost all parents expect the government to support the use of digital technologies in schools.

Base: All participants; n=10.000; shown without don't know / prefer not to answer

Question E1: "Which of the following do you think government should do to better support the use of digital technology in schools?"; multiple answers possible

## Countries

# IMPROVEMENTS FOR SCHOOLS



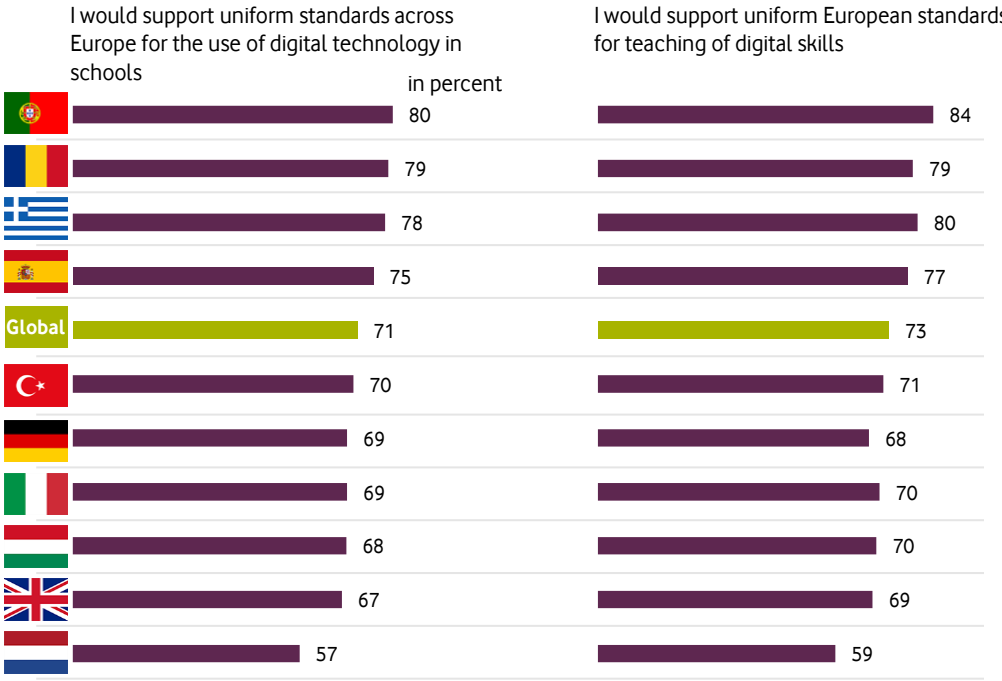

- Parents across most countries prioritize improvement measures similarly.
- Almost all parents in all countries agree that government has a strong role to play in supporting schools to use digital technology in teaching.
- With the exception of Romania, Hungary and Italy, parents agree that the priority for improvement is more trainings for teachers on the use of digital technology in schools.

Germany
Greece
Hungary
Italy
Netherlands
Portugal
Romania
Spain
Turkey
UK
**Global**

Base: All participants; n=10.000; shown without don't know / prefer not to answer

Question E1: "Which of the following do you think government should do to better support the use of digital technology in schools?"; multiple answers possible

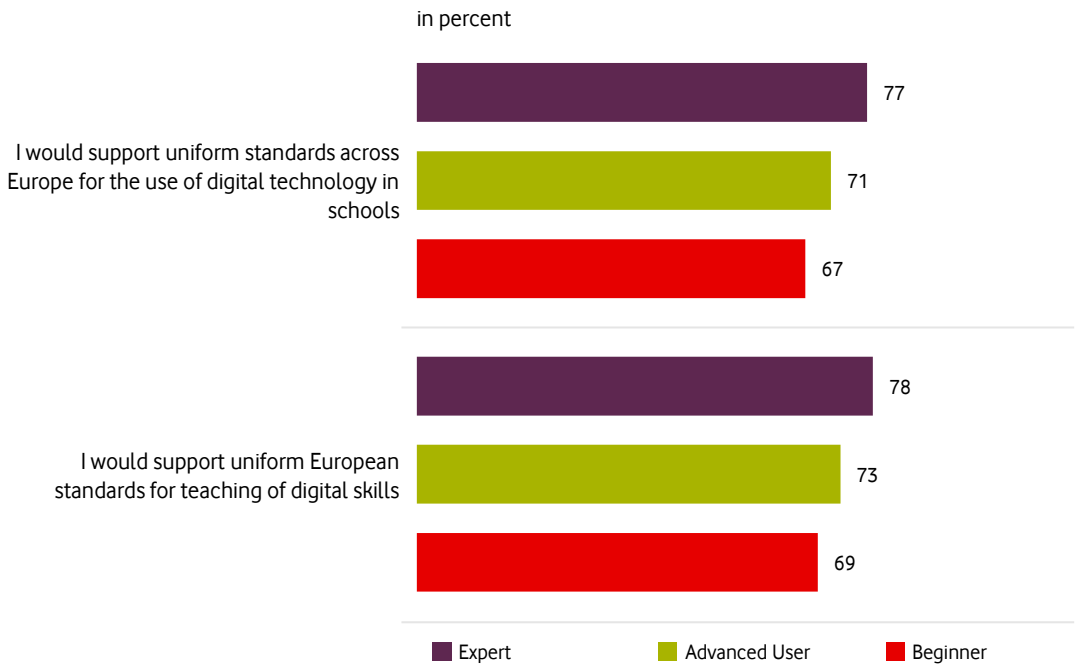
# UNIFORM STANDARDS FOR DIGITAL TECHNOLOGY & DIGITAL SKILLS




- In all countries the majority of parents support uniform standards across Europe for the use of digital technology in schools.
- The support is particularly strong in Portugal, Romania and Greece, while it is substantially lower in the Netherlands.
- There is a strong connection between the support of uniform standards for the use of digital technology in schools and uniform standards for teaching of digital skills.

Base: All participants; n=10.000; shown without don't know / prefer not to answer
Question E2: "Would you support uniform standards across Europe for the use of digital technology in schools?"; Shown is answer option "Yes" / E3: Would you support uniform European standards for teaching of digital skills?; Shown is answer option "Yes"

# UNIFORM STANDARDS FOR DIGITAL TECHNOLOGY & DIGITAL SKILLS




> The higher the level of digital competence, the more likely parents are to support uniform standards across Europe.

Base: All participants; n=10.000; shown without don't know / prefer not to answer
Question E2: "Would you support uniform standards across Europe for the use of digital technology in schools?"; Shown is answer option "Yes" / E3: Would you support uniform European standards for teaching of digital skills?; Shown is answer option "Yes"

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