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From: General Secretariat of the Council
To: Delegations
Subject: Draft Council conclusions on supporting well-being in digital education
- *Revised Presidency text*

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In preparation for the meeting of the Education Committee on 5 September 2022, delegations will find attached the above-mentioned draft conclusions as prepared by the Presidency. **Bold** and [...] are used to indicate changes to the previous version of the document (10072/22); ***bold italic and underline*** is used to indicate additions to text already marked with **bold underline**.

Delegations are kindly invited to send their written comments to the Presidency (**DELETED**) and **DELETED**) and the Council Secretariat (eycs@consilium.europa.eu) by **6 September 2022** cob.

Draft Council conclusions on supporting well-being in digital education

THE COUNCIL OF THE EUROPEAN UNION

IN THE CONTEXT OF:

1. The political discussions at the Gothenburg Social Summit in 2017, which stressed that 44% of Europeans do not have basic digital skills, that 90% of jobs in the future will require digital skills and competences, and that 40% of European companies struggle to recruit ICT specialists. Launching a reflection on the Future of Learning, to respond to future trends and the digital revolution, including artificial intelligence, was one of the topics discussed by European leaders on that occasion.
2. **The first principle of the European Pillar of Social Rights states that everyone has the right to quality and inclusive education, training and life-long learning in order to maintain and acquire skills that enable them to participate fully in society and manage successfully transitions in the labour market.**
3. The communication from the Commission on achieving the European Education Area by 2025, which underlines the need to create supportive learning environments for groups at risk of underachievement and support well-being at school.
4. The Council Resolution on a strategic framework for European cooperation in education and training towards the European Education Area and beyond (2021-2030), which stresses that education and training have a vital role to play when it comes to shaping the future of Europe and for citizens to find personal fulfilment and well-being, to be prepared to adapt and perform on a changing labour market and to engage in active and responsible citizenship.

5. The Digital Education Action Plan (2021-2027), which outlines the concept of a **high-performing** digital education ecosystem and stresses the importance of digital skills and [...] **competences** development [...] for everyday life.
6. The Structured Dialogue on digital education and skills with Member States, facilitated by the Commission, and its whole-government approach towards digital education.
7. **The Council Recommendation establishing a European Child Guarantee aims at preventing and combatting social exclusion and ensuring equal opportunities by guaranteeing free access to education for children from disadvantaged backgrounds. In this regard, the Recommendation underlines the importance of providing digital educational tools, high speed connectivity, digital services and adequate equipment, as well as of improving digital skills and tackle all forms of digital divide.**
8. **The Strategy for the Rights of Persons with Disabilities 2021-2030 indicates that effective use of digital technologies requires the removal of accessibility barriers for persons with disabilities and investing in their digital skills.**
- [9. **The proposal for a Council Recommendation on Pathways to School Success, which aims at promoting better educational outcomes for all young Europeans, irrespective of their personal characteristics, family, cultural and socio-economic background and pays special attention to well-being at school, physical and mental health as a key component of school success.]**

10. **The upcoming expert group on strategies for creating supportive learning environments for groups at risk of underachievement and for supporting well-being at school.**
11. The Council Recommendation on blended learning approaches for high-quality and inclusive primary and secondary education, which underlines the importance of prioritising well-being (both physical and mental) and suggests including learner well-being and anti-bullying policies in school objectives, **as well as increasing focus on the well-being and quality of professional life of teachers and trainers, school leaders and other educational staff in order to mitigate stress and prevent burnout.**
12. The Council conclusions on digital education in Europe's knowledge societies, which emphasise that digital education should consider the well-being of all actors involved in the learning process.
13. The Education and Training Monitor 2021, which focuses on the topic of well-being in education.
14. The communication from the Commission 'A Digital Decade for children and youth: the new European strategy for a better internet for kids (BIK+)', which focuses on the improvement of children's well-being in online environments.
15. [...] The **updated** 'Digital Competence framework for citizens' (DigComp 2.2) produced by the Commission, **which places an important emphasis on safety, e.g. in support of well-being and health as well as understanding and combatting cyberbullying.**

RECOGNISES THAT:

16. For the purposes of these Council conclusions, well-being in digital education is understood as a feeling of physical, cognitive, social and emotional contentment which enables **all** individuals to [...] **positively engage** in all digital learning environments or through digital education **and training** tools and methods, **maximise their potential and self-realisation** **and** helps them to act safely online and supports their empowerment in online environments.¹ These Council conclusions focus on digital well-being in and through education **and training** at primary, lower and upper secondary levels, **including vocational education and training (VET)**.
17. Digital technologies have radically changed the way in which people learn, work, [...] **use** information and communicate. Digital transformation brings new challenges and opportunities for pupils and students and has an impact on their cognitive, physical, social and emotional life.
18. High-quality and inclusive education **and training** should enhance the opportunities opened up by the digital transformation to support pupils', [...] students' **and teachers'** well-being in digital learning environments. This should be systematically supported [...] **in** all aspects of the digital education ecosystem.²

¹ Cognitive well-being can be defined as 'successful participation in society in a variety of roles - as lifelong learners, as productive workers, as active citizens - thanks in part to their possessing the knowledge and competences required to fulfill those roles effectively'. Physical well-being can be understood as individuals' health level and their capacity to lead a healthy lifestyle. Social well-being covers pupils', students' and learners' interactions with others, as well as their perception of the digital learning environment. Psychological well-being refers to pupils', students' and learners' opinions and feelings about their own lives and the personal objectives they have set themselves (Panesi, S., Bocconi, S. and Ferlino, L., *Promoting Students' Well-Being and Inclusion in Schools Through Digital Technologies: Perceptions of Students, Teachers, and School Leaders in Italy Expressed Through SELFIE Piloting Activities*, Frontiers in Psychology, 2020).

² The digital education ecosystem includes digital education infrastructure, connectivity and equipment (including accessible and assistive technologies), high-quality digital education content, **pupils and students**, institutional leaders and teaching staff with the know-how to integrate digital technologies in the pedagogical process, the development of digital knowledge, skills and competences and conditions for interpersonal relations in digital learning environments.

19. The reinforcement of pupils' and students' well-being **in the context of digital education** is a two-way process. Digital education ecosystems can produce stressors impacting well-being but at the same time can promote the development of pupils' and students' well-being and improve their **educational**, living and work prospects.
20. The digital [...] **divide** poses a serious threat to well-being in digital education **and training for pupils, students and teachers**, often reinforcing existing inequalities or creating new ones. School systems **at national, regional and local level** should be able to respond to any problems of [...] **insufficient** access, equipment [...] **and** learning conditions [...] **faced by** pupils and students, especially [...] disadvantaged [...] **pupils and students including those with disabilities and special educational needs, as well as challenges connected with the digital gender divide**.
21. New learning models, including those involving the use of accessible and findable digital tools, extend outreach to disadvantaged pupils **and students** and pupils **and students** living in remote areas, support stronger motivation and commitment to benefit from online experiences and together with the use of learner-centred approaches, lead to a reduction of the digital [...] **divide**.
22. [...] **With** the arrival of pupils and students with a [...] [...]migrant background and/or a language other than the language of instruction in the EU, digital tools and high-quality content can facilitate the continuity of their education and training [...] and can help them to cope with possible traumatic experience **and new challenges**. [...]

23. Focus on critical thinking, media literacy and resilience to disinformation **and misinformation** should be strengthened at all levels of education and in all training systems with a view to empowering pupils and students **with the necessary skills to respond to potential threats and challenges** and providing for a **more** positive and safer experience online.
24. Teachers, **school leaders and other** educators and mentors, together with administrative and management staff, have an important and irreplaceable role in the development of education environments and in supporting the emotional well-being of pupils and students. They should develop **and strengthen** their digital competences and [...] **enhance their knowledge on** the benefits and challenges of the use of digital tools in education **and training**.
25. The purpose of integrating digital technologies into educational processes is to support and facilitate the work of teachers **as well as other educators and to enhance pupils' and students' learning experience**; [...] **these technologies** are not intended to replace physical presence and interactions **between teachers, other educators, pupils and students**.

ACKNOWLEDGES THAT:

Pupils' [...], students' **and educators'** well-being **in the context of digital education** can be supported by:

A. Acquisition of knowledge, skills and competences required for the fostering of well-being in digital education

26. Individuals [...] **are surrounded by** a digital environment throughout their personal, professional and civic lives. Development of digital knowledge, skills and competences can support their emotional prosperity and contentment and foster their ability to adequately respond to the challenges and risks present **both** in the digital **and real** world.

27. **Policies and measures concerning the development of digital skills** [...] and [...] **competences** should be designed with due regard for pupils' and students' well-being as well as their individual needs, with a special focus on disadvantaged groups. They should also be aimed at increasing their resilience **and empowerment**. Digital competence³ involves confident, critical [...], responsible **and safer** use of digital technologies. Digital skills such as computational thinking, ICT problem-solving and data literacy are needed both during the initial stages of education and on a life-long basis so as to enable individuals to become better integrated into society and to have better access to job opportunities.
28. Digital technologies influence the way in which pupils and students learn, seek and share information **as well as the way they interact with each other** and [...] socialise. Pupils and students are exposed to a broad variety of information, including disinformation and misinformation. Therefore, media literacy, critical thinking and problem-solving skills are essential [...].
29. **Pupils and students should acquire and develop the necessary knowledge**, [...] skills [...] **and competences that will contribute to the safe and ethical** use of digital tools, including cybersecurity [...]. **This could** have a significant impact on pupils' and students' well-being and resilience.
30. Social and emotional skills⁴ will allow pupils and students to use digital social networks without risk of emotional or social harm and to be aware of the risks of excessive internet use.

³ See e.g. European Commission, Joint Research Centre, Vuorikari, R., Kluzer, S., Punie, Y., *DigComp 2.2, The Digital Competence framework for citizens: with new examples of knowledge, skills and attitudes*, 2022.

⁴ Communication, collaboration, interpersonal skills etc.

31. Pupils and students should have the opportunity to acquire the knowledge, skills and competences necessary to enable them to create, share and use digital content, and should be aware of the rules related to intellectual property.
32. Advanced and specialised skills are needed for the development of ICT products and services and advanced digital technologies, including those which may have a positive impact on the individuals' well-being, e.g. **people with disabilities**.
33. **Teachers and other educators should be supported in acquiring and developing their digital knowledge, skills and competences and be well-informed about the benefits and challenges of using digital tools in education.**⁵

B. The design of learning *and teaching* forms, methods and digital environments that enhance pupils' and students' well-being

34. Learning **and teaching** forms and methods should improve the relevance and effectiveness of the education process as well as pupils' contentment and self-confidence in all learning environments. In this context, the accessibility, safety and quality of the digital infrastructure and digital technologies are crucial. The development and use of advanced digital technologies in education can be beneficial, especially for disadvantaged pupils and students [...] **including** pupils and students with disabilities **and special educational needs**.

⁵ **Various factors can have an impact on teachers' well-being, e.g. excessive workload, perceived lack of recognition and respect for the teaching profession, excessive class sizes, lack of support for schools with unmanageable student misbehaviour issues, and, in some countries, inadequate or unequal funding.**

35. When digital education policies are being designed, the following aspects should be considered:
- *the environments* where learning takes place, **taking into account** [...] the socio-economic, cultural and family background of learners as well as other relevant circumstances [...].
 - *the tools and devices employed*, while their use is tailored to the individual needs of pupils and students (influenced by e.g. health condition, **special educational needs** and socio-economic background):
 - The digital education ecosystem should support work with innovative education tools, including gamification, **educational solutions based on e.g. extended reality technologies such as** augmented reality/virtual reality, **artificial intelligence, learner analytics** and social networks, which respect an ethical and transparent approach, data privacy and non-discrimination by design, while taking into consideration their benefits and potential risks.⁶
 - **The digital solutions should be designed to allow and encourage adaptability to digital education purposes and respect diverse backgrounds and needs of all individuals, especially pupils and students from disadvantaged groups.**
 - The use of digital technologies may take up time for other activities that are beneficial for health, such as physical exercise or sleep. Consideration should therefore be given to balance between on-screen and off-screen time and to time management.
 - *the learning tasks* that are used in the education process leading towards intended learning outcomes.
 - The use of high-quality digital education content designed with sound pedagogical purpose and delivered in a modern, accessible and easy-to-use fashion⁷.

⁶ E.g. internet addiction, excessive on-screen time, gaming disorders and health-related issues such as sedentary behaviour leading to obesity.

⁷ **Regarding educational content, the upcoming Digital Education Content Framework of the Commission may provide useful guidance.**

- **well-trained teachers that are capable of providing guidance to pupils and students when using digital technologies, and able to take into account the specificities of various digital learning environments, to work with innovative digital tools, learning and teaching forms and methods and implement them in a pedagogical context while bearing in mind the importance of wise time management in digital education.**

C. Interpersonal relations in the digital education ecosystem

36. The digital education ecosystem is based not only on a digital infrastructure and digital tools and content, but also on **the interactions among individuals and their physical and social environments**: learners, educators and other actors, who use technological means for communication, creation of content and networks. It is essential to take the social [...] **interactions** into account when designing digital education ecosystems.
37. Technological progress has changed the forms of communication and opened up new opportunities for empowerment [...], self-expression and digital citizenship⁸, **including active participation in society via online tools.**
38. Digital interactions can help in the development of social skills and strengthen social connections. However, pupils [...], students, **teachers and other educators** can also be exposed to digital risks (such as cyberbullying, hate speech, fake news, privacy breaches, online frauds etc.)⁹ that are harmful to their well-being.¹⁰ It is important that pupils [...], students, **teachers, other educators as well as parents** be aware of the scope and variety of these risks and know where to find support **and build resilience. It is also important to use interactions, learning and teaching forms and methods in digital learning environments to address digital risks.**

⁸ According to the Council of Europe, ‘a digital citizen is someone who, through the development of a broad range of competences, is able to actively, positively and responsibly engage in both on- and offline communities, whether local, national or global’ (Richardson, J., Milovidov, E., *Digital citizenship education handbook: being online, well-being online, rights online*, Council of Europe, 2019).

⁹ A 2019 OECD study defines a typology of risks: contact risks, content risks, privacy risks and consumer risks (Burns, T., Gottschalk, F. (eds.), *Educating 21st Century Children: Emotional Well-being in the Digital Age, Educational Research and Innovation*, OECD Publishing, Paris, 2019).

¹⁰ For example, cyberbullying can be even more harmful than ordinary forms of bullying because the reach of humiliation is expanded to a large audience online, and words and images can remain in the online environment indefinitely.

39. **Education systems and schools should explore ways of strengthening well-being in digital education, promote digital risk awareness and prevention as well as flexible policies supporting safe digital education environments and addressing challenges connected with digital risks.**
40. Social comparisons fostered in the online world can have a negative impact on mental health and self-esteem, particularly in adolescence. Pupils' and students' body image concerns and sense of social alienation can be triggered or intensified if they are exposed to 'ideal' images on social media. The use of online social media is also connected with the phenomenon known as the 'fear of missing out'. **Teachers and other educators within digital learning environments should be aware of these risks and address the negative impact of these phenomena.**
41. Teachers and other [...] **educators** should support pupils' and students' motivation to learn and develop them to their full potential, to help them to grow into coherent, mature individuals, who are aware of their strengths, weaknesses, life goals and aspirations and who have built a positive self-image while respecting others and their individual needs. **This type of behaviour is a key factor of well-being in digital education.**
42. Wise digital parenting and family background should be part of a digital education ecosystem. **Schools should be aware of the importance of communication and cooperation with parents on opportunities and challenges of digital education, digital risks and time management during usage of digital tools for educational purposes.**

INVITES THE MEMBER STATES, IN ACCORDANCE WITH THEIR NATIONAL CIRCUMSTANCES AND THE PRINCIPLE OF SUBSIDIARITY, TO

43. Place an emphasis on strengthening pupils', students' [...], teachers' **and other educators'** well-being when designing national policies and strategies in digital education;
44. Promote the designing of learning processes with regard for their impact on pupils' and students' well-being and where relevant encourage cooperation between digital education ecosystems and mental health professionals and services;
45. [...] **Encourage** learning processes **based on a learner-centred approach**, e.g. by the integration of advanced digital technologies, [...] **the ethical use of** artificial intelligence, with a special emphasis on support for the well-being of disadvantaged and vulnerable pupils and students **including those with disabilities, special educational needs, as well as gifted pupils and students**, and prevention of gender bias;
46. [...] **Strengthen the awareness of** pupils[...], students[...], teachers[...] **and other educators of the need to well** balance [...] on-screen and off-screen time, and, **where possible**, support schools in developing proper time management as regards digital and face-to-face learning activities;
47. **Explore ways of supporting** the design **and implementation** of learning processes and the use of digital technologies in education **and training** in order to [...] **facilitate the integration of** pupils and students [...] **with a** [...] [...]migrant background and/or [...] a language other than the language of instruction in the EU [...] into the education systems of Member States **while being able to maintain connection with their mother tongues and respective cultures**;

48. Support¹¹ [...] pupils' and students' **awareness of potential threats in the digital world and the development of their** resilience [...] in order to reduce the risks and offer safe online opportunities for young people **as well as support for data protection and online privacy**;
49. Explore ways to support teachers **and other educators** in promoting pupils' and students' critical thinking, media literacy and working with data and information, including an informed approach to misinformation and disinformation [...];
50. **Encourage schools, where appropriate, to apply whole-school approaches, which would systematically promote well-being at primary and secondary level in digital education, including flexible policies, which would support prevention, resilience and address challenges, such as digital risks.**

INVITES THE COMMISSION, IN LINE WITH THE TREATIES AND WITH FULL RESPECT FOR SUBSIDIARITY, TO

51. Support research on the impact of the use of digital technologies on pupils' [...], students', **teachers' and other educators'** well-being, and draw up a study on the perception of well-being needs in digital education environments [...]. **Design as a possible example and for Member States to use on a voluntary basis** a model of efficient procedures aimed at improving well-being in digital learning ecosystems and ultimately criteria for a 'digital well-being school model' in schools. **While designing this model, take stock of the results of the upcoming Commission expert group on strategies for creating supportive learning environments for groups at risk of underachievement and for supporting well-being at school**;

¹¹ **For example through the existing EU co-funded network of Safer Internet Centres in Member States and the platform betterinternetforkids.eu, the pan-European hub on child online safety, containing material for teachers, parents and children in all official EU languages.**

52. Encourage the development and sharing of high-quality content for teachers and professionals aimed at further [...] **improving** their knowledge, skills and competences [...], learner-centred pedagogical approaches and work with diverse groups of pupils and students;
53. **Consider promoting well-being in digital education as an annual theme of a Digital Education Hackathon;**
54. Support the use of EU programmes, such as Erasmus+, **the European Social Fund Plus**, the European Solidarity Corps, Horizon Europe and the Digital Europe Programme in the promotion of pupils' [...], students' **and teachers'** well-being in digital learning environments [...], the use of advanced digital technologies, **e.g.** for [...] **pupils and students** with **disabilities and special educational needs** [...], **as well as the development, deployment and testing the use** of gamification [...], **educational solutions based on AI, and extended reality** technologies **such as augmented reality/virtual reality** for pedagogical purposes;
55. Reflect in its upcoming proposals for a Council recommendation on the enabling factors for digital education and a Council recommendation on improving the provision of digital skills in education and training **as well as in the structured dialogue on digital education and skills and future Commission documents¹² and activities** the need for a holistic and integrated digital education ecosystem that promotes quality and inclusion and fosters well-being **in digital education.**
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¹² **E.g. the upcoming Ethical guidelines on artificial intelligence (AI) and data usage in teaching and learning for educators and the upcoming guidelines for teachers and educators on tackling disinformation and promoting digital literacy through education and training.**

POLITICAL BACKGROUND

European Council

- European Council conclusions of 14 December 2017 (EUCO 19/1/17 REV 1).

Council of the European Union

- **Council conclusions on the EU Strategy on the Rights of the Child (10024/22).**
- Council Recommendation on blended learning approaches for high-quality and inclusive primary and secondary education (OJ C 504, 14.12.2021, p. 21).
- **Council Recommendation (EU) 2021/1004 of 14 June 2021 establishing a European Child Guarantee (OJ L 223, 22.6.2021, p. 14).**
- Council Resolution on [...] a strategic framework for European cooperation in education and training towards the European Education Area and beyond (2021-2030) ([...] OJ C 66, 26.2.2021, p. 1).
- **Council Recommendation of 24 November 2020 on vocational education and training (VET) for sustainable competitiveness, social fairness and resilience (OJ C 417, 2.12.2020, p. 1).**
- Council conclusions on digital education in Europe's knowledge societies (OJ C 415, 1.12.2020, p. 22).

- Council conclusions on countering the COVID-19 crisis in education and training (OJ C 212 I, 26.6.2020, p. 9).
- Council conclusions on European teachers and trainers for the future (OJ C 193, 9.6.2020, p. 11).
- Council conclusions on the Economy of Wellbeing (OJ C 400, 26.11.2019, p. 9).
- Council Resolution on further developing the European Education Area to support future-oriented education and training systems (OJ C 389, 18.11.2019, p. 1).
- Council conclusions on moving towards a vision of a European Education Area (OJ C 195, 7.6.2018, p. 7).
- Council Recommendation on key competences for lifelong learning (OJ C 189, 4.6.2018, p. 1).

Declarations

- Osnabrück Declaration on vocational education and training as an enabler of recovery and just transitions to digital and green economies (30 November 2020).

European Commission

- Communication from the Commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the Regions: A Digital Decade for children and youth: the new European strategy for a better internet for kids (BIK+) (COM(2022) 212 final).
- **Communication from the Commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the Regions: The European Pillar of Social Rights Action Plan (COM(2021) 102 final).**
- **Communication from the Commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the Regions: Union of Equality: Strategy for the Rights of Persons with Disabilities 2021-2030 (COM(2021) 101 final).**
- Communication from the Commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the Regions on achieving the European Education Area by 2025 (COM(2020) 625 final).
- Communication from the Commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the Regions: Digital Education Action Plan 2021-2027 – Resetting education and training for the digital age (COM(2020) 624 final).
- Communication from the Commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the Regions: European Skills Agenda for sustainable competitiveness, social fairness and resilience (COM(2020) 274 final).

- Communication from the Commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the Regions: A Union of Equality: Gender Equality Strategy 2020-2025 (COM(2020) 152 final).
- Communication from the Commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the Regions: Strengthening European Identity through Education and Culture: The European Commission's contribution to the Leaders' meeting in Gothenburg, 17 November 2017 (COM(2017) 673 final).

Interinstitutional acts

- **Interinstitutional Proclamation on the European Pillar of Social Rights (OJ C 428, 13.12.2017, p. 10).**

Studies

- European Commission, Joint Research Centre, Vuorikari, R., Kluzer, S., Punie, Y., *DigComp 2.2, The Digital Competence framework for citizens: with new examples of knowledge, skills and attitudes*, 2022.
- **Weber, H., Elsner, A., Wolf, D., Rohs, M., and Turner-Cmuchal, M. (eds.), *Inclusive Digital Education*, European Agency for Special Needs and Inclusive Education, Odense, 2022.**

- European Commission, Directorate-General for Education, Youth, Sport and Culture, *Education and training monitor 2021: education and well-being*, 2021.
 - Panesi, S., Bocconi, S. and Ferlino, L., *Promoting Students' Well-Being and Inclusion in Schools Through Digital Technologies: Perceptions of Students, Teachers, and School Leaders in Italy Expressed Through SELFIE Piloting Activities*, *Frontiers in Psychology*, 2020.
 - European Commission, Directorate-General for Communications Networks, Content and Technology, *Ethics guidelines for trustworthy AI*, Publications Office, 2019.
 - Richardson, J., Milovidov, E., *Digital citizenship education handbook: being online, well-being online, rights online*, Council of Europe, 2019.
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 - OECD, *The Protection of Children Online: Risks Faced by Children Online and Policies to Protect Them*, OECD Digital Economy Papers, No. 179, OECD Publishing, Paris, 2011.
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