Causes-Solution Tree: Parents are the Main Actors Expected to Mediate Children Online Activities

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Abstract: Lots of researches were made within last 30 years highlighting the social changes and the usage habits associated with internet and technologies, focusing mainly on revealing the risks that lie ahead “Z generation”.

The newest data about Romanian’s internet usage (“EU Kids Online”, 2018) show that children are using technologies a lot, for the same purposes as their European peers, being exposed to the same online risks. The differences appear regarding the way parents and teachers react: 50% parents are considering their children know better and help them using technology, only 29% of them use active mediation and 30% teachers ever tell them how to be safe online.

Due to the lack of national educational policies to develop children digital competences and mediate their online experiences, this qualitative exploratory research seeks to identify the perception of Romanian children and teachers regarding the causes and the potential solutions needed for diminishing online risks. The “causes and solution tree” method was adapted and used with groups of teachers and pupils in order to reveal their thoughts about who’s responsible and what should be done. The results show that parents are the “key”: for children only the parents are considered responsible for protecting them online, and for the teachers, the answers are “family together with school”. We are facing a paradox, parents are “pushed” to mediate children online activities, but also are considered less digital competent, proving that further in depth studied on the issue of “safeguarding children online” are needed for finding real solutions.

Keywords: *children online activities; digital competences; parental & school online mediation; causes-solution tree; Z Generation.*

How to cite: Rodideal, A. A. (2019). Causes-Solution Tree: Parents are the Main Actors Expected to Mediate Children Online Activities. *Logos Universality Mentality Education Novelty: Social Sciences*, 8(1), 1-17. doi.org/10.18662/lumenss/13

Introduction

As all of us can feel and see, nowadays social reality has been changed dramatically due to the technological developments, especially within communication patterns, which affected the way people live together, spent time or work, the entire way of living being changed. The theoreticians and researchers of social change found that there is an inseparable dynamic between new digitalized communication and social change and development, all “becoming more open to seeing communication as a fundamentally social, relational and dynamic process” (Tufte, 2017, p. 2). As a reference name between the theoreticians of social change and development, Thomas Tufte argue in his last book “Communication for Social Change”, (2017) that the massive global diffusion of mobile telephony and Internet, giving access to “an infinite world of cultural imaginings” (Tufte, 2017, p. 29) lead to an excessive mediatization of society, intrinsically related with the process of globalization, determining the features of contemporary development.

In the middle of all these changes and debates one of the major focus are the children, who are part of this mediatized world, being exposed to different media devices and sources from very young ages and proven to have born abilities to use and adopt it. Furthermore, researches show that children and youngsters are the highest adopters of the newest digital-media technologies, without considering that these aren't toys meant to be used by them, but created for adults, to help them work and communicate. Today, after 30 years of internet immersed within the society, the researchers agree that digital life brings important advantages mixed with dangerous disadvantages: the benefits of endless connectedness, capacity to invent, reinvent or innovate lives and careers, life-saving advice and assistance, or access to education, purchasing, social connections and finding of the best options for everything are contra balanced by “connectedness overload” which bring stress, anxiety and loss of patience, by issues of trust, security, surveillance and privacy, by issues of personal identity and self-confidence and failure of focus and reflection time, as scholars synthetize (Anderson & Rainie, 2018). Regarding children and youngsters using internet most of the researches were focused on the negative effects of excessive media exposure on children, continuing the tradition of researching the effects of tv and video-games, but it could be argued that are missing the researches focused on the solutions that could be implemented for preventing harming the children. Named “Z generations”, or “Digital Native Generations” (Dimock, 2019, p. 4), all those born after 1996 who grow up in an “always

on” technological environment have developed unique characteristics and advanced technological competences, but no one can predict how they will evolve as adults.

One of the most important advantages and changes brought into society by the digital media technologies development is the “empowerment of the citizens” to act and react, to make heard their voices (Tufte, 2017), and children also benefit by these. Subscribing to the sociological paradigm of the individual agency, this article starts from the actual contradictory status of children, who have rights and competences similar with adults, but are more exposed to internet risks, especially because they are unexperienced innocents. The strange fact is that also the adults, especially parents and teachers are facing the same issues, struggling themselves to adapt to and safely integrate the new digital technologies in their lives. The search of solutions for safeguarding children online is open, there are few initiatives and lots of rhetoric questions on the level of governmental institutions, especially in UK and on the level of European Union, but until now there are no universal answers founded to be given and applied by parents and teachers, the main actors capable to influence children online behavior.

After reviewing the newest research data available regarding children, parents and teacher’s internet consuming habits from Romania and other European and Est European countries – showing that the trends are similar in the region – this article will reveal the main issues, demonstrating the gap between children online needs and the solutions offered until now. After the secondary analyze of the available data it was applied the method of decisional trees with groups of children and teachers, as a prospective way for finding how and who is expected to apply what kind of measures, in order to make the online world safe for children.

Internet consumption habits - literature review

As the recent statistics show, younger population, aged between 11 and 18 years old, is the most active in using the new technologies: 95% of American teens (13-17 years old) had a smartphone in 2018, and 45% of them were constantly online (Anderson & Jiang, 2018); 88% of Germans 12-13 years old already had a mobile phone in 2017 (Order & Durner, 2019); 89% of Czech children 11 – 17 years old access internet through mobile phone daily (Bedrošová, Hlavová, Macháčková, Dědková, & Šmahel, 2018); 89% Romanian 11 – 17 years old teens are using internet daily through a mobile phone (Velicu, Balea, & Barbovski, 2019). As Sonia Livingstone pointed, because “many children became confident and competent internet

users before their parents and teachers” (Livingstone & Byrne, 2018, p. 22) we are facing a dangerous generational gap. The parents and significant adults in children lives are not enough prepared and informed to mediate children online behaviors, letting them to navigate alone, or together with their peers in the complex, provocative and dangerous virtual world, empowering them with a power they do not know how to use it safe. Recent surveys show that now parents are aware and afraid about the online risks that their children may encounter and they adopt mainly two types of parenting strategies for managing these risks: restrictive mediation – they restrict children online time and access – and enabling mediation – they use active and pro-active strategies like talking with children, encouraging them to ask questions and advices (Livingstone & Byrne, 2018, pp. 22-23). It is considered that this type of enabling mediation, or “active mediation” (Velicu, Balea, & Barbovschi, 2019) is the best in safeguarding children online, letting them discover the online positive resources, gain digital literacy and build resilience, in contrast to the restrictive mediation, that keep children safe by avoidance of negative online sides, but also limit their digital competences and lead to the “forbidden fruit effect” with even worth results. (Livingstone & Byrne, 2018; Naab, 2018; Velicu, Balea, & Barbovschi, 2019). Other researchers of the parental mediation online strategies reveal that nor the restrictive or active mediation are useful, but desirable is “participatory learning” (Rodriguez-de-Dios, Oosten, & Igartua, 2018) or “co-use mediation (Naab T., 2018), a type of active mediation that involves parents and children interacting together with digital media, learning from one-another and finally, parents accepting that children may guide them in this process of adapting and adopting technology. (Rodriguez-de-Dios, Oosten, & Igartua, 2018).

Within Europe, the EU Kidsonline „multinational research network that seeks to enhance knowledge of European children's online opportunities, risks and safety” (<http://globalkidsonline.net/eu-kids-online/>) report in 2018 that children 9 – 17 years old are using internet in European countries in similar ways: cca. 80% of time for entertainment, communication with friends and families, 60% for playing online games and 50% for visiting a social network as WhatsApp, Facebook, Instagram or Snapchat), (Velicu, Balea, & Barbovschi, 2019, p. 1). Highest time spent online by children means increased risks to exposure of the negative side of online world, but also the chance to gain digital literacy skills, show the researches (Livingstone, Davidson, & Bryce, 2017). The main risks encountered by children online are: cyberbullying, sexting and sexual harassment, exposure to pornography, violence or hate messages, correlating

with academic and psychologic negative effects: decreased attention, motivation, empathy, self-esteem and increasing the number of violence and internet addiction cases. (Livingstone, Davidson, & Bryce, 2017; Velicu, Balea, & Barbovschi, 2019).

In Romania, where the current research was implemented, the connectivity is high, 2nd place in Europe, and children and teenagers are constant users of internet technology and smartphones, being also exposed to the inherent online risks. The main negatives consequences of high connectivity for Romanian children, as exposed in EUKIDS 2018 research report are: 34% of them, boys and girls alike, said they have experienced negative situations online, a percentage that grow with age, but they did not know how to react, because only 40% of them talked with a friend, or with their parents and 18% didn't talk with everyone. Bullying and cyberbullying are very common, 32% of them being victims, with the highest percentage for those of 13-14 years old – 37%, and 40% of them declaring that were affected and very affected by this situation. A total of 21% admitted that have been the aggressor, the bully, many more boys as girls – 26% versus 16%, and 34% of them were witnesses, with high percentage for those of 15-17 years old, 45% of them witnessing a bullying or cyberbullying situation. Others major risks confronting Romanian children and teens are: exposure to violent and negative content – around 40%, cyberhate – 32%, but 52% for those of 15-17 years old, sexting 24%, but exposure to images with sexual content 39%, with 67% for those of 15-17 years old. Also, it should be remarked high prevalence for meetings with strangers known on internet, 60%, but for 81% of them this was a positive experience, being happy about it (Velicu, Balea, & Barbovschi, 2019). The Romanian children are confronted with risks and unwanted situations online, as the children worldwide, more interesting and notable being the adult's responses to these, parents and teachers being not always prepared to mediate online risks. Regarding the adult's involvement, the EUKIDS 2018 report reveal, only 26% children asked from their parents help for problematic online situations, but 47% said that they helped their parents with different internet issues – inverse mediation process. Regarding the general parental mediation, is a process that decreases with children's age, the main forms used being the parental apps – 24%, geolocation apps – 22%, or other filters and apps to block children access to inappropriate content-21% (Velicu, Balea, & Barbovschi, 2019). From school part, only 30% children say they've been advised or helped by a teacher when they didn't know how to solve an online situation, generally schools being involved in a restrictive mediation of mobile technology usage, just trying to impose rules for not use them and

disturb the classes. It can be summarized that is a low implication of representatives' adults in Romanian's children digital life, fact that contributes to increased online risks encountered and to an uneven distribution of digital competences among them.

Romania is one of the EU states that adhere to the Digital Education Action Plan, "which includes 11 actions to support technology-use and digital competence development in education", (European Commission, 2018) focusing on the school and institutions responsibilities' in developing children digital competences, to be implemented until 2020, but the above-mentioned data show that is a slow process, uneven distributed within country. The latest report regarding digital competences development within the country, places Romanians on the last place in Europe, with the lowest percentage of population using internet and having at least basic digital skills (DESI 2018), but the children and teens situation is not as bad. The EUKIDS 2018 report show that children 9-17 years old rank 8.5 out of 10, regarding instrumental literacy (knowing to save photos, change privacy settings, etc.); 7.7 points for information management competences (verifying source and validity of information, searching over key words); 9,1 points for social competences (knowing what to share or not, how to block someone); 8.3 points for mobile smartphones usage (searching and installing applications and controlling costs or buying apps); the less developed competence is creativity, 7.6 being the score, for creating and sharing images or movies and knowing how to modify some images or movies created by others (Velicu, Balea, & Barbovschi, 2019). As a conclusion, EUKIDS 2018 report show general high developed literacy digital competences for Romanian children and teenagers 9 – 17 years old, a total score of 8.1 out of 10, especially due to their high access and increased usage of internet and smartphones and not due to the institutional or parental online mediation strategies.

Digital Competences developmental plan

The UN Convention on the Rights of the Child place the parents in the front line, having the primary responsibility on raising children healthy and safe, but also put obligations on state institutions and communities to support children and parents in this process. On the same idea, European Commission reiterate in 2018 the "Digital Education Action Plan", outlining „how the EU can help individuals, educational institutions and education systems to better adapt for life and work in an age of rapid digital change by: making better use of digital technology for teaching and learning; developing

relevant digital competences and skills for the digital transformation; improving education through better data analysis and foresight”. (Digital Single Market, 2019).

This Action Plan outlines European initiatives that the Commission, in partnership with Member States, stakeholders and society, will implement by the end of 2020:

Investing in one's digital skills throughout life is of the utmost importance, because Europe's digital transformation will accelerate with the rapid advance of new technologies like artificial intelligence, robotics, cloud computing and blockchain... affecting how people live, interact, study and work. While there are many opportunities arising from digital transformation, the biggest risk today is of a society ill-prepared for the future. If education is to be the backbone of growth and inclusion in the EU, a key task is preparing citizens to make the most of the opportunities and meet the challenges of a fast-moving, globalized and interconnected world.

More than 80 % of young people in Europe use the internet for social activities. Mobile access to the internet significantly increased over the last years. But use of technology for educational purposes lags behind. Not all primary and secondary schools in the EU have broadband connections and not all educators have the competences and confidence to use digital tools to support their teaching. A recent study showed that in 2015 an estimated 18 % of primary and secondary schools in the EU were not connected to broadband.

Innovation in education systems, understood as the adoption of new services, technologies, competences by education organizations, can help to improve learning outcomes, enhance equity and improve efficiency. It is most effective and sustainable when embraced by well-trained teachers and embedded in clear teaching goals. More needs to be done on how to best use digital means to reach education objectives.

The education and training stakeholders are the key players in making innovations mainstream. Recent public consultations stressed the need for more dedicated EU action to support the adoption of innovative approaches and digital technologies in education, and the development of digital competences, including digital media literacy and digital safety and well-being. 68 % of respondents to the public consultation on Erasmus+ recognized that innovation is 'extremely relevant' for meeting the education sector's needs. There is also a clear need to: (i) boost entrepreneurial competences and an entrepreneurial mind-set; and (ii) support digital entrepreneurship, which embraces new ventures and the transformation of existing businesses through new and emerging digital technologies.

The Action Plan takes further the call of the Reflection Paper on Harnessing Globalization for society to become 'increasingly mobile and digital as well as [...] providing the right blend of 'soft skills' as well as robust digital skills. It called for education to help strengthen resilience in times of rapid technological change and globalization. The Action Plan is aligned with the G-20 Digital Economy Ministerial Declaration in 2017 which shows a global recognition that 'all forms of education and lifelong learning may need to be adjusted to take advantage of new digital technologies.

A key part of digital education is ensuring equity and quality of access and infrastructure. The digital divide has many dimensions, but improving access to technology and connectivity for all children in education must be a starting point for reducing inequality and exclusion. We also need to address the varying quality of access and infrastructure, as high quality offers a more innovative and fulfilling learning experience.

Innovation in education and training depends greatly on empowering and connecting educators. Digital readiness in education requires knowhow and involves adaptation and change. Schools and training institutions in Europe are diverse, with equipment, teacher skills and approaches to technology use varying considerably. There are pockets of innovation in digital education throughout Europe. Yet innovative policies and practices need support to be scaled up.

To bring innovation and technology to the classroom, educators need the right environment, infrastructure, devices and leadership support. Making digital technology benefit students and staff requires an approach that combines teacher training, curricula and educational materials that are fit for digitally-supported teaching models.

(European Commission - Communication from the commission to the european parliament, the council, the european economic and social committee and the committee of the regions, on the Digital Education Action Plan).

All these measures and action directions promote the idea that a successful digitalization of society and especially of young generations should be sustained by institutional efforts in order to cover the gaps and to eliminate the divides based on gender, education and financial power between individuals. All children and youngers should have the chance to acquire digital competences in schools in order to have equal chances to adapt, live and work in the future technologized societies.

In Romania this Action Plan implementation is reflected in changed school curriculum and ITC classes introduced from 5 grade, but there are

also huge differences between school logistics and teacher's knowledge and adaptation of technology in classroom, meaning that children are still left alone in this process, they just benefit of the technology as they consider, being empowered to use it, but less prepared to use it in a positive manner. Even there are some NGO-s involved in offering digital education in schools, on national level in Romania there are significant inconsistencies in levels of online safety management, undertaken actions and responds to online threats or incidents (Cuturela, Gheorghe, Miloiu, Simion, & Toma, 2018). This show a huge gap between the social reality needs and the educational offer of Romanian schools, taking into consideration the evolving nature of digital technologies and online threats.

Research methodology

This article focuses on the gap between theory and practice, between the institutional plans and school reality on one side, and the parent's responsibilities, on the other side. It should be expected that in Romania at least children and teachers are aware of this gap, waiting for intervention from institutional part, so the starting hypothesis of the research is that children and teachers, being aware of the potential harm that online environment brings to children are expecting institutional interventions in regulating and educating digital competences and literacy. The method used for testing this hypothesis was a qualitative one, an adaptation of the problem and solution tree method, because of its potential to identify the determinants factors of a problem as they are perceived by those affected by it, pointing critical areas that affect and could resolve it. Known in the specialized literature as PAST (Anyaeibunam et al., 2004 in Snowdon, Schultz, & Swinburn, 2008, p. 346), the problem and solution tree is a participatory methodological approach that have been extensively used in developing countries for addressing medical, nutrition or diet problems due to its complex results: determine the root causes, identify the effects and also possible solutions (Snowdon et al., 2008).

Renamed "causes – solution tree", the method used in this research, is an adaptation of the PAST method, taking into consideration that the problems that internet and digital technologies brings to children and youngers are already known. The recommendation is to use PAST with groups of "experts" (Snowdon et al., 2008, p. 346), so for this case, the teachers and children were considered those "experts", being the most affected by digitalization and the forefront actors of institutional action plan to develop digital literacy. We applied this method with 7 groups, 4 groups

of children from 7th and 8th grade from a gymnasium school in Bucharest, and 3 groups of teachers: 2 groups of teachers from the same school, and another group of counselor teachers, from Bucharest. The research was conducted in March – April 2019 with the groups formed of 9-12 members, and the entire process and debate took around 1 – 1,5 hours per group session. The sessions were like workshops, starting from the problem statement – the enumeration of negative evidences that internet and technology bring to children and youngsters lives – and continuing with a brainstorming of “why”, in order to identify how the causes are perceived by the “experts” participants. Then, the focus is moved on solutions, first to identify as many as possible, then to point the responsible persons or institutions that should address it.

Figure 1: “causes – solution tree” form used with the groups:

Using this modified and adapted layout of PAST method transformed into a “causes – solution” tree enabled the turning of the problem statement, with negative connotation into solutions statements – positive, obtaining solutions in accordance with the problem-causes identified. Also, the introduction of “case examples” field was meant to verify and identify if the group members are conscious of the gravity of the problem signalized and if they are aware about the symptoms and interested to find the causes.

Even there are serious limitations of the study, due to the restricted number and representatives of groups member used, taking into consideration the great homogeneity of students and teachers’ digital habits and believes, the results should be considered as a starting point for adapting the action plans regarding digital competences acquiring in school.

Findings and results

The causes-solution tree method was first applied with the group of school counselor teacher, those who are the most aware of the issues that technology brings. In Romania, especially in Bucharest, almost 90% of schools, high-schools and kindergarten benefit from the services of a school counselor teacher, a specialized professional who mediate children-parents and teachers’ educational issues that occurs through individual counseling sessions or group counseling sessions in school. Having as main objective the integration and adaptation of children to school environment and requests, the school counselor teacher is the first called to intervene when educational or behavioral problems occur, so their input regarding the causes and solutions for safeguarding children online is important, because they are dealing constant with such cases. Analyzing their responses, it is obvious they are confronted with lots of difficult cases, for them, the cause and also the responsible to implement solutions are the parents, because they provide and allow children access to technology but rarely, or never intervene in limiting or mediating their access, until is it too late. As solutions, they recommend parental education regarding adopting an appropriate parental style that empower children with resilience for facing these types of issues. Also, the development of a close relationship between parents and teachers, based on trust, empathy and desire to collaborate for the superior interest of the child it is considered as a good solution.

The other two groups of teachers participating in the research, from primary and gymnasium level, prove a similar attitude, blaming parents for the technological issues faced by the children, and also for the lack of

support given to their children in online environment. Providing highly technologic devices for their children, parents rarely control and limits them but expect from school to regulate their usage in classroom, even transferring the responsibility of devices security issues to school and teachers. Both groups of teachers consider parents as responsible to mediate children online access and to help them be safe online. Others causes and solutions identified are the logistics one, many schools being confronted with lack of technological logistics, that could offer them the possibility to use the technology into the classroom. Even more, teachers are powerless in front of the children, being sometimes victims of cyberbullying, fact that raise their dissatisfaction regarding the emergence of mobile phones within classrooms.

The same method, applied with the groups of children, 13 – 15 years old, from 7th and 8th grades, reveal that they are not always aware of the internet negatives sides, but have lots of self-confidence, believing that they have enough digital competences, for sure more than their teachers and parents. Taking into consideration that being part of the research groups was a matter of voluntary choice for them, those who participated in the research were children who are familiarized with internet, have access to modern devices and are high digital literate, between their peers. In their opinion, the causes of the problems are mainly the industry providers and stakeholders, who do not consider that children can find anything harmful online, but also their parents, who do not have enough knowledge to safeguard them online. It was than obvious to them that the solution lies in their parents' hands, considering them responsible for mediate and influence their online behavior, even is not concordant with their previous opinion, that parents are not yet prepared for that. One of the groups go further, they were pessimistic in finding any solutions and responsible persons or institutions for that, saying that there is no solution because the entire technology development industry doesn't seem to care about the issues that children are facing online.

Thus it is obvious that the method of causes-solution tree is useful in finding the expectations and determinants of technological development effects within schools, offering a deep understanding of what the most important actors involved, children and teachers, believe about finding and implementing solution for safeguarding children online and to raise their digital competences, needed for successful adapting to future technologized society.

Conclusions

Taking into consideration the above-mentioned results of this qualitative participatory study through the modified problem-solutions tree method, it is obvious there is a gap between the viewings of governments, institutions and the actors involved, children and teachers regarding the solutions for safeguarding children online. This study hypothesis does not confirm, children and teachers participating in this research does not consider that responsible for implementing solutions are the governments, policy makers or stakeholders and not even schools, but only the parents have the duty to mediate children interaction with technology, in the virtual world, the same as in the real world.

The EUKIDS researches conclusion regarding “Parenting in Digital Age” demonstrate the importance of positive parenting for children development online and offline equally. The same responsibilities that parents had before and have now in the offline world are prolonged in online world (Livingstone & Byrne, 2018, p. 20), so maybe this could be the reason of this causes-solution tree research results, because children and teachers are the most aware of this general truth. Teachers, through their experiences, know best how important are factors like parental level of education, beliefs, culture and financial situation in adopting or not, a positive parenting style, and also children, are now conscient that their parents are those responsible for all they have and do, so may be, that’s why they are considering parents as the only responsible for their safeguarding online as offline. In addition, particular representative for Romania is the general erosion of trust within the institutions capacity of implementing adequate measures and social policies, no matter the domain, may be another reason for the results obtained in this study. Especially the Romanian education system has initiated numerous legislative changes in the last years, without measuring before the potential results, so all those involved, teachers, children and parents, no longer believe in any experimental actions.

Even this study is limited and lack representativeness, due to the homogeneity of opinions and behaviors in children and teachers populations, it could be considered an interesting starting point for new researches, focused on finding the best way to educate digital literacy on children, but also to entire population, especially to those significative adults for children, parents, families and teachers. There are voices and studies showing that in high-developed countries many parents gained already enough digital skills and they use it to enable their children online, but there

are still lots of medium and less developed countries, and parents who are less digitalized, meaning that disadvantages in offline will be propagated in online (Livingstone & Byrne, 2018, p. 23). It is important to find, also in future studies, what are the parents' opinions regarding this responsibility they should assume, and also to clarify the extent to which the institutional, European and local action plans and safeguarding strategies are promoted and implemented in schools and the targeted actors are positive influenced by these.

Final discussions

The result of this participatory experimental study through “causes-solution tree” method was unexpected in terms of who should be responsible of safeguarding children on-line, because teachers and children considered only the parents, as the key-solution, responsible to mediate the relation between children and technology. The urban societies today are infused with technology, the families became digitally connected and the scale and scope of parenting obligations increased, but parents are not always prepared to face these new roles. It is used the concept of “transcendent parenting” (Lim, 2018) in order to express the new digital roles that parents should assume in three keys ways, as Sun Sun Lim argue: being “enveloped by media”, the families should take care to create a secure media environment at home, where children use independently the devices; “keeping watch online and offline” on their children and their interactions with peers, offering guidance and support through a relationship build on trust and understanding; accepting the “always-on parenting” style, being continuously in contact with the child, through different means and being on a permanent standby for responding to routine interactions. (Lim, 2018, p. 36-37). But each family and parent understand and fulfill in different manner these transcendental new roles and the online socialization process became diverse and heterogenic, with negative results on safeguarding children online, as research results show. Consequently, there are needed new measures and policies, and schools should be the leading actor to provide it, due to its direct relation with families, children and parents alike. Unfortunately, in Romania are lacking this types of centralized interventions, but, even in countries where this type of actions were implemented, the results aren't as expected: the “Online Safety Policies and Practices in UK” report in 2018 show that even teachers and children received regular training in order to safety approach the online issues, they lack confidence in their online safety and ability to manage threats and respond to incidents,

they still face incertitude and incoherence in applying strategies to deal with online issues and in using the government guidance tools offered (NSPCC report, 2018).

Under these conditions, even unexpected, the results of this participatory study should be considered as a starting point for further research, also with parents, to verify if they are aware of the new parental responsibilities they have, but also with teachers and children, in order to understand their real needs regarding online safety measurements, so, all to be correlated and integrated for constructing governmental strategies and policies efficient in safeguarding families online. The discussions are not simple, due to the cultural, financial, educational specificities of each family, school, area and country, the measures should be adapted in order to be efficient, so the future research should also have a particular approach, segmented and oriented to local, individual characteristics. Methodological adaptation and theoretical innovations are expected to emerge, as the technologies evolve constantly and online content and offline contexts interact. Very important is also the efficient sharing of research results so that policymakers, stakeholders and media producers, teachers, parents and children really benefit of them for creating better adapting mechanisms to the actual digitalized society.

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