



# Children's Media Habits and Parental Attitudes - STUDY REPORT -

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**Bosnia and Herzegovina**  
Communications Regulatory Agency



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# Contents

<b>ABBREVIATIONS</b> .....	<b>3</b>
<b>1. SUMMARY</b> .....	<b>4</b>
<b>2. INTRODUCTION</b> .....	<b>8</b>
<b>3. PURPOSE AND OBJECTIVES OF THE STUDY</b> .....	<b>9</b>
<b>4. RESEARCH DESIGN AND METHODOLOGY</b> .....	<b>10</b>
<b>5. RESEARCH RESULTS</b> .....	<b>14</b>
<b>5.1. ACCESS TO MEDIA</b> .....	<b>14</b>
Children’s media environment .....	14
Use of devices .....	17
Internet access .....	18
Going online.....	20
<b>5.2. CONTENT VIEWED BY CHILDREN</b> .....	<b>22</b>
Type of content .....	22
Favourite content .....	25
TV platforms .....	28
Watching television content .....	29
Using YouTube .....	30
Social networks and / or websites and / or applications for exchanging messages .....	32
Sources of information on events in the country and around the world .....	36
Creating content .....	37
Playing games .....	39
<b>5.3. TIME SPENT USING MEDIA</b> .....	<b>40</b>
How much time do children spend using information-communication devices and media? .....	40
Times of the day children use information-communication devices and media .....	44
Attitudes towards time spent in front of a screen .....	47
<b>5.4. RULES ON MEDIA USE AND PARENTAL SUPERVISION</b> .....	<b>50</b>
Parental approach .....	50
Rules on watching television and DVDs and classification codes .....	51
Television classification codes and exposure to unsuitable content .....	52
Rules on internet use .....	54
Rules on mobile phone use .....	55
Parental supervision of using devices.....	56
Attitudes towards watching television programs – what concerns parents most? .....	56
Attitudes towards internet use .....	58
<b>5.5. LEARNING AND KNOWLEDGE ABOUT MEDIA</b> .....	<b>61</b>
Knowledge about media .....	61
Information about safe media use .....	62
Impact of inappropriate content .....	63
Safe internet use.....	65
<b>6. CONCLUSIONS</b> .....	<b>67</b>

# Abbreviations

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<b>BAM</b>	Bosnian Convertible Mark
<b>BD</b>	Brčko District
<b>BiH</b>	Bosnia and Herzegovina
<b>CAPI</b>	Computer Assisted Personal Interviews
<b>CC</b>	Custom Concept
<b>CRA</b>	Communications Regulatory Agency
<b>DK/NA</b>	Don't Know / No Answer
<b>e.g.</b>	exempli gratia / for example
<b>etc.</b>	et cetera / and so on
<b>F2F</b>	Face-to-Face (personal) interviews
<b>FBiH</b>	Federation of Bosnia and Herzegovina
<b>i.e.</b>	id est / that is
<b>M</b>	Arithmetic mean
<b>max</b>	Maximum
<b>min</b>	Minimum
<b>N</b>	Number
<b>RS</b>	Republika Srpska
<b>SD</b>	Standard Deviation
<b>SPSS</b>	Statistical Package for the Social Sciences
<b>TV</b>	Television
<b>UN</b>	United Nations
<b>UNICEF</b>	United Nations Children's Fund
<b>≤</b>	Less or equal
<b>%</b>	Percentage

# 1. Summary

In today's complex media environment, data on children's media habits and parental attitudes is the basis for developing relevant media and educational policies and activities aimed at providing a safer media environment and enhancing media and information literacy among children, parents, caregivers and education professionals. Prior to this study, there had been no comprehensive report on media and information-communication technologies (ICT) use and habits of children in Bosnia and Herzegovina. Research from neighbouring countries can provide certain indicative results, but the findings may be different due to the particular context in BiH. Media use among children is constantly changing; however, a better understanding of habits, primary sources of information and the role of parents offers an opportunity to determine priority interventions and develop evidence-based communication strategies aimed at children, parents, caregivers and education professionals.

Therefore, and in order to improve the knowledge about the interaction between children and media (including online platforms), the United Nations Children's Fund (UNICEF) in BiH and the Regulatory Communication Agency (RCA) engaged Custom Concept (CC), a professional agency for public opinion and market research and consulting, to conduct a comprehensive study in BiH, based on previous international experience and adapted to the current situation and context in BiH, on a nationally representative sample of children and parents. The aim of this study was to obtain data on how children access media, the content they view / follow / listen to / create, how much time they spend using different media, parental supervision and rules on media use, and how they assess their knowledge about media and the sources of information they rely on to learn more about this issue.

This study was conducted in June and July 2020 across BiH using a methodology that involved gathering the necessary data through face-to-face (F2F) interviews based on computer-assisted personal interviews (CAPI) with six (6) target groups: 1) children aged 0-3; 2) children aged 4-6; 3) children aged 7-10; 4) children aged 11-14; 5) children aged 15 to 18 and 6) parents/caregivers. For the study a nationally representative, random probability sample of both rural and urban households was used. The sampling error associated with each age category of children is  $\pm 4.9\%$ , and with parents  $\pm 2.3\%$ . The results provide a detailed overview of children's, adolescents' and parents' media use in BiH, summarized as follows:

## **Access to media**

Children aged 0-18 in BiH live in a complex information and communication environment and are surrounded by numerous devices in their households. Data obtained from parents indicate that almost all children live in households with a smartphone (93%), and that the majority of them have a computer (desktop or laptop) (76%) and a Smart TV (73%). Nearly all of these "household" devices are available to children, especially the television (Smart TV and / or standard TV set are used by 95% of children). With regard to ownership of devices, children are most likely to own their own smartphone, more frequently if they are older (71% of adolescents own one). Data obtained from interviews with children aged 7-18 indicate that they use smartphones more than any other device for viewing / listening to content such as videos, TV programmes or feature films (88%), and, along with "ordinary" mobile phones, for accessing the internet (93%).

## **Content viewed / followed / listened to / produced by children**

Children of different age groups view / follow / listen to / create various content on the devices available to them. In most cases, these are YouTubers, who are 'followed' by six in ten children (60%), and cartoons, which are watched by over half of all children interviewed (55%). As children grow up, they are less likely to watch cartoons and more likely to follow YouTube. Thus, cartoons are mostly watched by children aged 0-6, as well as by children aged 7-10, who also play games. Games are the favourite activity of children aged 11-14. Adolescents aged 15 to 18 equally enjoy YouTube and series, as well as music. Girls are more likely to list YouTube and YouTubers, cartoons, shows, music and feature films as their favourite content than boys, who prefer sports programs and games. Meanwhile, data from interviews with parents indicate that parents with a high and higher level of education are more likely to state that their children watch cartoons and children's programs than those parents with a lower level of education, who respond that their children watch feature films and shows for adults, music content and sports programs.

Employed parents are more likely to state that their children watch educational programs, sports programs and play games than unemployed parents. Children aged 7-18 also create their own content on computers, tablets or mobile phones / smartphones. Most often, they post or edit photos (61%) and record videos (53%). Boys are more likely than girls to record videos, develop applications or games, change or edit someone else's music and create characters / avatars. When it comes to other content, three in ten children (aged over 11) state that they are not interested in news / information on events in the country and the world. Those who view this content usually do so on social networks (53%), on television (25%), and online

portals (23%). In this age group, four in ten children watch feature films or other video content on platforms such as Netflix, HBO Go, etc. (41%) – adolescents aged 15-18 significantly more often than children aged 11-14 (47% compared to 36%). While results obtained from the interviews with parents indicate that half the children aged 0-6 watch only or mostly domestic programs on television in their native language, the rest generally watch domestic and foreign television programs to the same extent, both in their native language and in a foreign language, and this practice increases with age.

Slightly over half the parents (54%) believe that there are not sufficient or not at all any children's programs on television stations in BiH. Nearly all parents of children aged 11-18 (96%) state that their child has a user profile on a social network / website / application (Facebook, Viber, Instagram, Facebook Messenger and/or YouTube). According to parents, adolescents are more likely to have a user profile than children aged 11-14. Parents interviewed stated that 100% of adolescents have a user profile, usually on Facebook (81%), Instagram (77%) and Viber (72%). Parents of children aged 11-14 state that 93% of their children have a user profile, most often on Viber (60%), Instagram (56%) and Facebook (55%).

Data from the interviews with children indicates that 95% of children aged 7-18 usually use the YouTube website or application for viewing music videos, funny videos / jokes / difficulties / challenges and vloggers or YouTubers. Only slightly fewer (85%) use at least one social network / website / application for exchanging messages, usually Viber (65%). When it comes to their favorite social network / website / application, for children aged 11-18 this is Instagram (37%) and for children aged 7-10 Viber and YouTube (25% respectively). Boys are more likely than girls to use YouTube as their main network / website / application than girls, who mostly use Instagram. In general, children tend to recognize the benefits of the social networks, pages and applications they use. Adolescents are more likely to state that social networks help them establish and maintain friendships, but they also frequently notice the downsides of using these platforms, such as the pressure to be popular and the presence of hate speech and online bullying.

### **Time spent using media**

During the course of a typical week (when they go to school in the morning and when classes are not held online), eight in ten children aged 7-18 use mobile phones / smartphones on a daily basis and this use increases with age. The situation is similar with regard to spending time online. Seven in ten children aged 0-18 watch TV on a daily basis. This habit is more prevalent among younger children. Children who watch television tend to do so mostly between 12 noon and 10 pm. Younger children (aged 7-10) usually watch television in the morning (6-8 am), and are "joined" by children aged 11-14 between 8 am and 12 pm. Adolescents usually begin watching television around 12 noon. However, younger children are significantly more likely to watch television between 12 noon and 8 pm than adolescents who "take over" between 8 and 10 pm. Some of them continue to watch television until midnight. Playing games is another activity that a significant percentage of children do, about four in ten – nearly half the children aged 7-11 (46%) and a third of adolescents 15-18 (35%), with boys more likely to play games than girls.

Less than 10% of children read books / picture books / comic books every day, and almost none read newspapers or magazines on a daily basis (1%). Likewise, only very few children watch DVDs every day (0.5%), and listening to the radio is only slightly more popular (3%). All in all, parents estimate that their children, aged 0-18, spend an average of three hours a day in front of a screen on a school day, and three and a half hours during weekends, even more when they grow up. Generally, the older children are, the more time they spend using information and communication technologies - the time spent using mobile phones / smartphones and being online increases with age. In line with this, parents state that the older their child is, the more difficult it is for them to control the amount of time they spend in front of a screen (from 8% of parents with children aged 0-3 to 40% of parents of adolescents). Furthermore, the younger their child, the more parents feel that the child has found a good balance between screen time and other activities (from 60% of parents with children aged 0-3 to 42% of parents of adolescents). Data obtained from children indicates that for younger children (aged 7-10) screen time is most often replaced with play, while for older children (11-18) by spending time with their friends. Parents most often fear the negative influence of too much screen time on the physical well-being of their child (problems with sleeping and speaking, obesity, lack of physical activity, difficulty concentrating etc.).

### **Rules on media use and parental supervision**

Nine in ten children aged 11-18 are satisfied with the level of trust their parents have in them and the amount of conversations they have about media content and its effects. A slightly lower number of children, eight in ten, are satisfied with the rules their parents set for media use. Data from the interviews with parents indicate that rules on watching TV and DVDs apply most to children aged 0-10 as over 90% of parents set rules for them. These rules apply to children aged 11-14 slightly less often (85%), while only half of adolescents (51%) have rules set by their parents. These rules are most often related to the content children are allowed to view. In contrast, rules on internet use are most often set by parents of children aged 7-14 (90% of

parents with children aged 7-10 and 82% of parents with children aged 11-14). This practice is less common among parents of children aged 4-6 (72%), parents of adolescents (56%), and is least common among parents of children aged 0-3 (41%).

Parents are most likely to set three types of rules on Internet use: rules on the type of websites or applications their children can visit or use; rules on whom their children can contact on the Internet; and rules on how much time they can spend online. However, there are almost no parents who do not supervise internet use by children aged 0-10 (4%), which is not the case for older children. In general, the older the children, the more they are allowed to use devices without adult supervision. In many instances, children of all ages are allowed to watch television (68%) and use mobile / smartphones (57%) without supervision. In fact, one in ten parents of children aged 7-10 (10%) and four in ten parents of children aged 15-18 (43%) allow their children to use mobile phones whenever, however and for as long as they want. The rest usually set rules on how long the child is allowed to use their mobile phone and whom they are allowed to contact. With regard to watching television, although they are generally aware of the television content rating system (classification codes 12+, 16+ and 18+), children comply with these less often than parents believe.

In addition, in most cases PIN codes on televisions are put in place by service providers, while only 22% of parents have done this themselves. This was more likely to be done by parents from highest income households (high or higher level of education, employed and with an average monthly income of BAM 2,000 and above). The result is that three in ten children aged 4-18 have watched something on television that scared, confused, worried or made them feel uncomfortable. Despite that, and despite the fact that parents believe that a lot of content on television is problematic for their children to watch (violence, sexually explicit content, inappropriate language, etc.), generally the content on television, along with the number of commercials, seen by children rarely worries parents. They are somewhat more likely to be concerned about the potentially harmful aspects of their child spending time on the internet (on a scale of 1 to 5 (on which 1 is "not concerned at all" and 5 is "very concerned"), with an average rating of 2.8 for content on websites or applications used by their children, and 3.1 for viewing content that encourages children to self-harm, but are not sure whether, for their child, the benefits of using the internet outweigh the risks.

### **Knowledge and learning about media**

Seven in ten children state that they are satisfied with how much they know about media. Parents are the most significant source of this information, more so the younger children are. Education professionals are the second most important source of this information, especially as children grow older. Although the school is the source from which the majority of parents (48%) would like to obtain information and advice on how to help their child use media safely, only 14% have received information from their child's school so far. Information on this topic is most often obtained from family members or friends (33%), with one third of parents considering friends and family as their most desirable source (32%). This is followed by 20% of parents who consult websites or applications, and slightly more (27%) would like to obtain information from those websites on how to help their child stay safe when using media. The next set of desirable sources of information consists of state institutions (for 22% of parents), and so far 3% of parents have obtained information from public institutions, manufacturers (20%) or sellers of devices and internet providers (20%), while 6% of parents have obtained information from these sources respectively.

The percentage of parents who would like to obtain information on how to keep their children safe from their children themselves increases with the age of the child: from 15% of parents with children aged 0-3 to 28% of parents of adolescents aged 15-18. Slightly fewer have relied on their children as a source of this information so far (7% of parents of children aged 0-3 to 20% of parents of adolescents). At the same time, the majority of parents of children aged 0-14 (77%) believe that they have enough information to make decisions on their children's media use. Only parents of older children (15-18) are more doubtful, with only half of them believing that they know enough in order to make the right decisions. Likewise, around half of the parents of children aged 0-14 believe that they are familiar with all rules on providing media content. Again, parents of older children (15-18) who are more likely to feel that they do not have enough knowledge about this issue.

Although nine in ten parents of children aged 7-18 claim to have talked to their child at some point about the potential dangers of being on the internet (such as unsuitable content on websites, revealing / giving away personal information, contact with strangers, etc.), only seven in ten children state that they have received information on how to safely use the internet. This information was usually obtained from parents and from education professionals. At the same time, on average, parents are somewhat likely to agree with the statement that they have sufficient knowledge to help their child stay safe on the internet. Parents of younger children tend to agree with this statement more than parents of adolescents, who are not sure whether they have sufficient knowledge on this topic (average rate of agreement on a scale of 1 to 5 on which 1 is "strongly disagree" and 5 is "strongly agree" is 3.7 among parents of younger children and 3.4 among parents of adolescents. Furthermore, parents from lower income households are more likely to believe that they do not have enough knowledge to make decisions about

their children's media use. At the same time, parents of adolescents are more likely to trust that their children will be able to "handle" the risks of the internet. Nevertheless, data from the interviews with children indicate that only 58% of children know how to report inappropriate content on YouTube, which is significantly disproportionate to the percentage of children using this website / application.



## 2. Introduction

Today, when the use of information technology is widespread, when it is available to the majority of people and contains all kinds of content (often without filter), it is necessary to pay special attention to the vulnerable category of children and their use of media and information-communication technologies (ICT). Media and information literacy of children and parents is becoming increasingly important given the amount of content available, as well as the fact that children are increasingly the ones choosing the content they view / listen to / follow / play and communicate. Determining children's habits, attitudes and knowledge when it comes to using media and information-communication technology, as well as parental attitudes, is the first step towards creating a safer and more stimulating media environment. This type of media environment is characterized by a safer interaction between children and media and information-communication technologies. Data on children's habits and parents' attitudes are the basis for relevant media and educational policies, but also activities aimed at improving media and information literacy of children, parents, caregivers and education professionals. This is the rationale for conducting this study was conducted on how children access media, the content they view / follow / listen to / create, how much time they spend using different media, parental supervision and rules on media use, and how they assess their knowledge about media and the sources of information they rely on to learn more about this issue.

So far there had been no comprehensive studies on the media use and habits of children in BiH. Studies from neighboring countries can provide indicative results, but the findings may be different for the particular context of BiH (due to different preschool attendance rates, different regulatory frameworks, linguistic differences, availability of locally produced media content for children, employment rates, educational system, rate of child poverty). Partial data was obtained in recent years from the 2016 study *'Behavior and Habits of Children on the Internet: Attitudes of Parents, Children and Computer Science Teachers'* conducted in Bosnia and Herzegovina on a sample of 623 children aged 9-17. It indicated that more than half the children in BiH have a computer at home, almost every other child owns a laptop, and over one third use tablets. The finding that five in six children included in the study own a mobile phone (84%) is also important to mention. In addition, nine in ten children (91%) have a user profile on a popular social network (Twitter, Facebook, YouTube, Google or Instagram). It showed that 67% of children use the internet to communicate with friends. It appears that the internet is most often used for fun: 44% of children use it to search for interesting content, 36% to download feature films and music, and a quarter to play online games. Only a quarter of respondents use the internet for educational purposes, and that the internet is far more suited to engaging in socially unacceptable behavior than "real" life, is indicated by the fact that almost half of the interviewed children have received messages from strangers. The fact that 43% of them accepted friend requests of these strangers, 27% exchanged messages with them and 11% even agreed to meet up is alarming. Besides this, 37% of them had been removed from their peers' friends list, 27% had been "kicked out" from a group on social media, 26% had had a photo of them posted without their consent, 17% had received threats 13% had been teased, 12% had been filmed against their consent and this was posted on a social network.<sup>1</sup>

When it comes to global studies that have been conducted on the interaction between children and media, the results of a longitudinal study by Ofcom Great Britain<sup>2</sup> are worth mentioning. The study *'Children and Parents: Report on Media Use and Attitudes'* is conducted every year, since 2013, on a sample of children and youth aged 5-15 and their parents / caregivers, and also provides an overview of media use by children aged 3-4. The fifth wave of this study (from 2019) revealed the following: half of ten-year-olds now own their own smartphone; more children watch video-on-demand than watch live broadcast TV - one in four children do not watch live broadcast TV at all; YouTube remains a firm favourite among children; WhatsApp has gained popularity over the past year, joining Facebook, Snapchat and Instagram as one of the top social media platforms used by children; newer platforms such as TikTok and Twitch are gaining popularity; and while high-profile YouTube stars remain popular, children are now increasingly drawn to influencers who are often local to their area, or who have a particular shared interest – known as 'micro' or 'nano' influencers. When it comes to safety on the internet, children are seeing more hateful online content than they used to. Parents are also increasingly concerned about their child seeing self-harm related content online and some elements of online gaming. Fewer parents feel that the benefits of their child being online outweigh the risks compared to five years ago.<sup>3</sup>

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<sup>1</sup> Save the Children, *Behavior and Habits of Children on the Internet: Attitudes of Children, Parents and Computer Science Teachers*, December 2016, pg. 16.

<sup>2</sup> Ofcom is the regulator for the communications services in Great Britain ([www.ofcom.org.uk](http://www.ofcom.org.uk)).

<sup>3</sup> Ofcom, *Children and Parents: Media Use and Attitudes Report*, 2019, pg. 1.

The results of another study conducted by Ofcom in 2019 (*Life on the Small Screen: What Children Are Watching and Why*) indicate that many children used social media and other messaging platforms (e.g. chat functions in games) to continually keep in touch with their friends while at home, and often children described going out to meet friends face-to-face as “too much effort” and preferred to spend their free time on their own at home.<sup>4</sup>

With regard to research from the Western Balkans region, the 2018 study *Children, Parents and Media in Montenegro*, conducted on a representative sample of 1,050 parents and 655 children, revealed that 84% of children aged 4-8, 91% of children aged 9-11 and 94% of children aged 12-17 have access to a television set in their household. When it comes to smartphones in the household, 65% of children aged 4-8, 78% of children aged 9-11 and 92% of children aged 12-17 have access to them. Meanwhile, 43% of children aged 4-8, 66% of children aged 9-11 and 71% of children aged 12-17 have access to a computer or laptop in their household. Of this, three quarters of children watch television every day, 22% read print books, a fifth listen to the radio every day, while 14% of children read news on web portals. In addition, children aged 12-17 spend about 8 hours a day in front of a screen. When it comes to parents, half of them do not pay attention to television content rating systems or do so rarely; a fifth of parents do not pay attention to classification codes for television content, while a third of parents allow their children to watch television content rated as inappropriate for their child.<sup>5</sup>

The 2010 study *Experiences and Attitudes of Children, Parents and Teachers Regarding Electronic Media*, which was conducted in Croatia, shows an obvious trend of an increase in the number of students who use the internet on a daily basis. More than a third of children aged 10-11 use the internet every day, while the majority of those aged 14-15 do so. The difference in daily internet use between girls and boys is statistically significant only in the youngest age group. Namely, statistically a significantly higher percentage of boys (39%) aged 10-11 use the internet daily compared to girls of the same age (30%). In this age group, girls are more likely to use the internet once a week than boys. There is also a difference between genders when it comes to the reasons for using the internet. It was discovered that girls use the internet to communicate with friends, visit specialized pages for socializing and searching for supplementary school materials more often than boys, and this difference is statistically significant.<sup>6</sup>

Although media use among children is constantly changing, a better understanding of habits, primary sources of information and the role of parents offers an opportunity to determine priority interventions and develop evidence-based communication strategies aimed at children and parents. Therefore, and in order to improve the knowledge about the interaction between children and the media (including online platforms) in BiH, the United Nations Children's Fund (UNICEF) in BiH and the Regulatory Communication Agency (RCA) engaged Custom Concept (CC), a professional agency for public opinion and market research and consulting, to conduct a comprehensive study in BiH based on previous international experience adapted to the current situation and context in BiH and on a nationally representative sample of children and parents.

### 3. Purpose and Objectives of the Study

This is the first-ever study on media consumption by children, young people and parents in BiH.

The findings will inform further development of the media regulatory framework and especially activities of CRA and UNICEF aimed at better targeting of communication activities and enhancing the media literacy of children and parents in BiH. In addition, provide various stakeholders such as the media industry, NGOs, institutions responsible for education, teachers, etc. with data on children's media use and parental attitudes will enable them to decide on programming priorities and core issues to be addressed in their activities. The study also informs potential legislation and regulatory changes as well as advocacy for better protection and promotion of the best interests of the child in the media.

Secondary analysis will allow better targeting of Communication for Social Change interventions involving children and families in BiH and will inform fine-tuning of UNICEF BiH's Communication and Public Advocacy Strategy for the 2021-2025 Country Programme.

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<sup>4</sup> Ofcom, *Life on the Small Screen: What Children Are Watching and Why*, 2019, pg. 5.

<sup>5</sup> UNICEF and IPSOS, *Children, Parents and Media in Montenegro*, November 2018.

<sup>6</sup> *Experiences and Attitudes of Children, Parents and Teachers towards Electronic Media – Report on the results of research conducted among children, teachers and parents as part of the electronic violence prevention program Break the Chain! 2010*, pg. 16.

## 4. Research Design and Methodology

This study was conducted in June and July 2020 across BiH, using a methodology that involved gathering the necessary data through face-to-face (F2F) interviews based on computer-assisted personal interviews (CAPI) with the following target groups:

- Children aged 0-3
- Children aged 4-6
- Children aged 7-10
- Children aged 11-14
- Adolescents aged 15-18
- Parents / caregivers

IDis

For the study a nationally representative, random probability sample of both rural and urban households was used<sup>7</sup>. The sample sizes for children/adolescents was 2,000 respondents, which is the sample size that implies a sample error<sup>8</sup> of  $\pm 4.9\%$  for each age category, and 1,997 interviews were eventually completed<sup>9</sup>. For the survey with parents, in every household where a child was interviewed, one of their parents (when and if they were available) was interviewed. The total number of completed interviews with parents is 1,783 which implies a sample error of  $\pm 2.3\%$ .<sup>10</sup> (See Table 1).

**TABLE 1. STRUCTURE OF THE SAMPLE**

Population category	Age	Number of children in the population <sup>11</sup>	Number of interviews	Sample error
<b>Children / Young people</b>	0-3	137,543	396	$\pm 4.9\%$
	4-6	107,606	400	$\pm 4.9\%$
	7-10	142,348	401	$\pm 4.9\%$
	11-14	156,222	400	$\pm 4.9\%$
	15-18	199,293	400	$\pm 4.9\%$
	<b>TOTAL</b>	<b>743,012</b>	<b>1,997</b>	<b><math>\pm 2.2\%</math></b>
<b>Parents / Caregivers</b>		Estimated number of parents of children 0-18	Number of interviews	Sample error
	<b>TOTAL</b>	<b>710,529</b>	<b>1,783</b>	<b><math>\pm 2.3\%</math></b>

In each of the areas covered by the randomly chosen cluster/starting points (a total of 200), households in which interviews will be conducted were selected using the random walk technique. And in each selected household, one child/adolescent was interviewed.<sup>12</sup> For interviews with parents, the parent that was present / available was interviewed. In cases when both parents were present, the interviewer chose the parent that is most familiar with the child's habits.

Interviews were conducted in children's homes by 48 specially trained CC interviewers and organized by a CC coordinator and eight field coordinators. When conducting interviews, interviewers completed the questionnaire on a tablet (CAPI method);

<sup>7</sup> A table showing the interviews according to entities, cantons in the Federation of BiH and geographical regions in Republika Srpska can be found in Annex 1.

<sup>8</sup> Sample error size is directly related to the justification of generalization of results obtained in the research on the entire population. Specifically, the actual result (the presence of measured phenomena in the population) can be in the interval that is calculated when from the result obtained in the survey the sample error is added or deducted (with a 95% level of confidence).

<sup>9</sup> 400 interviews based on age groups were planned in the sample, but, after cleaning the database, there were four interviews less in the age group 0-3.

<sup>10</sup> CC calculated the approximate number of parents of children aged 0 to 18 living on the territory of BiH. The final results of the Census of population, households and dwellings in BiH in 2013 stated that the total number of families with children was 739,210 at the time, and CC calculated the projected number of families with children aged 0 to 18, and then, based on the number of single parent families and two parent families, calculated the number of parents of children aged 0 to 18 (N=710,529).

<sup>11</sup> Final results of the Census of population, households and dwellings in BiH 2013, Agency for Statistics BiH, June, 2016, Sarajevo.

<sup>12</sup> In case that there was more than one child in the household (aged 0-18), the selection of respondents was performed applying the Last birthday technique, which ensured a random selection of respondents within a household. Therefore, the child in the household aged 0 to 18 years who has most recently had a birthday was interviewed, that is, the child whose birth date is the closest to the date of contact.

children and adolescents thus responded to the questionnaire without any direct assistance (unless necessary) and without the participation of their parents. It should be noted that children aged 0-3 did not respond to the questionnaire; instead their parents' interviews were used in order to analyze their habits when it comes to media and information-communication technology use.

Specifically designed questionnaires were used in the survey, with drafts developed by CC on the basis of guidelines from the RCA and UNICEF – one for children (adapted to each age category) and one for parents. Draft questionnaires were piloted among nine children and parents, and the results, along with comments from UNICEF and the RCA, were taken into account when developing the final versions. As already mentioned, for children aged 0-3, parents' questionnaires were analyzed, while parents assisted children aged 4-6 in formulating their answers (but still the children's views / opinions were heard), and questions that were not asked to this age group were included in the parents' questionnaires.

### Socio-demographic characteristics of the sample

The sample of children included in the survey was gender-balanced: of the total sample, 51% were boys and 49% girls. The same applies when it comes to age groups. (See Table 2).

**TABLE 2. SAMPLE STRUCTURE BY GENDER**

Population category	Age	Male		Female	
		N	%	N	%
Children / Adolescents	0-3	201	50.7%	195	49.3%
	4-6	184	46.0%	216	54.0%
	7-10	221	55.1%	180	44.9%
	11-14	210	52.5%	190	47.5%
	15-18	211	52.8%	189	47.3%
	<b>TOTAL</b>		<b>1,027</b>	<b>51.4%</b>	<b>970</b>

Regarding the sample of parents, it should be noted that the lowest percentage of parents (16%) who agreed to take part in this survey were parents with children aged 15-18. The remaining categories are present to an equal degree. Mothers responded to the questionnaire more often than fathers – three quarters of them. Almost half the parents (45%) were aged 31-40, while only 6% were older than 50. The households included in the survey had four members on average<sup>13</sup>, of which two are children<sup>14</sup> (members younger than 18). Two thirds of parents (66%) had secondary level education, while a quarter (26%) had a higher education level. Nearly three fifths (59%) are employed, and in slightly over half (53%) of the households the average monthly income is between BAM 501 and BAM 2,000. (See Table 3).

**TABLE 3. STRUCTURE OF PARENT SAMPLE**

		N	%
Age group of child for who the parent responded	0-3	396	22.2%
	4-6	388	21.8%
	7-10	367	20.6%
	11-14	352	19.7%
	15-18	280	15.7%
	<b>TOTAL</b>		<b>1,783</b>
Gender of parent	Male	422	23.7%
	Female	1.361	76.3%
	<b>TOTAL</b>	<b>1,783</b>	<b>100.0%</b>
Age of parent	18-30	389	21.8%
	31-40	801	44.9%
	41-50	486	27.3%
	51 and over	102	5.7%
	NA	5	0.3%
	<b>TOTAL</b>	<b>1,783</b>	<b>100.0%</b>
	Below primary school level	12	0.7%

<sup>13</sup> M=3.95, SD=1.05, min=2, max=11, N=1,783

<sup>14</sup> M=1.57, SD=0.72, min=1, max=6, N=1,783

<b>Level of education of parent</b>	Primary school	120	6.7%
	Four-year secondary school/Three-year secondary school/Trade school	1.181	66.2%
	Graduate and postgraduate education	468	26.2%
	DK/NA	2	0.1%
	<b>TOTAL</b>	<b>1,783</b>	<b>100.0%</b>
<b>Employment status of parent</b>	Employed/self-employed	1.031	57.8%
	Unemployed	508	28.5%
	Housewife	201	11.3%
	Pensioner	20	1.1%
	Student	5	0.3%
	Something else	14	0.8%
	DK/NA	4	0.2%
<b>TOTAL</b>	<b>1,783</b>	<b>100.0%</b>	
<b>Average income of household</b>	Up to 500 BAM	66	3.7%
	501 to 1,000 BAM	432	24.2%
	1,001 to 2,000 BAM	519	29.1%
	2,001 to 3,000 BAM	187	10.5%
	Over 3,000 BAM	50	2.8%
	No income	15	0.8%
	DK	29	1.6%
	NA	485	27.2%
	<b>TOTAL</b>	<b>1,783</b>	<b>100.0%</b>

#### Ethical guidelines

UNICEF's ethical guidelines were followed in all components of this study. In addition, all ethical issues and professional standards with emphasis on the UN Convention on the Rights of the Child, in particular, Article 3.1 and Code of Ethical Conduct for Research Involving Children in Bosnia and Herzegovina were taken into account.

For the purpose of respecting ethical principles, the nature, purpose and outcomes of the research and that the research is primarily focused on the promotion of the common good of the child, family and the community in general, was explained to respondents / parents / caregivers. Participation in the survey was voluntary, and only those children who had written consent from their parents / caregivers allowing them to take part in the study participated in the survey. Prior to commencing the interview, CC interviewers explained all the above mentioned details regarding the study and informed respondents / parents / caregivers that an informed consent of all participants in the study is necessary to take part in the survey. First, informed consent was sought from parents / caregivers (for the child and themselves), and if signed, then verbal consent was sought from children younger than 14 years of age and a written one from children 15-18 years old. Only after all informed consents were received, the interview was conducted. In addition, all questionnaires were coded, and children and their parents were informed about the confidentiality of individual data i.e. that this data would be available only to members of the CC team, and that they would be analyzed and published only on the basis of groups.

#### Bias and limitations

The planning for this study started in February 2020, and field work was expected to be carried out in March 2020. However, a state of emergency was declared in BiH due to the COVID-19 pandemic, which meant that the survey could not be conducted at this time and therefore the deadlines for submitting the report had to be pushed forward. Field work was conducted in June and July 2020, after the state of emergency was lifted, but with special measures and precautions taken in order to prevent the spread of COVID-19. CC interviewers applied the following rules:

- CC interviewers constantly wore protective visors / masks and gloves when meeting the respondents. They were advised to avoid touching their eyes, nose and mouth. They had disinfectant with them at all times.
- When communicating with respondents and during interviewing, they kept a distance of at least 2 meters.
- Interviewers handed the consents for interview participation to respondents with their gloves on. Respondents signed the consents for interviewing with their own pens. After the signing, the consents were stored by the

interviewer in an individual protective foil for A4 paper, from which she / he was not allowed to take it out. The handling of all consents is done at least 7 days after they were delivered to CC office.

- All interviewers conducted and submitted to supervisors a daily self-screening checklist to ensure they have had no COVID-19 symptoms and no contact with persons known to be infected.

For the duration of the field work, there was no case of anyone coming into contact with a person potentially infected by COVID-19, nor were any of the abovementioned rules disrespected.

## Reporting

CC developed this report on the basis of analysis of the data collected in this study. It consists of a Summary, Introduction, Methodology, Results, Conclusion and Annex. Research results consist of five chapters:

1. Access to media
2. Content viewed by children
3. Time spent using media
4. Rules on media use and parental supervision
5. Knowledge and learning about media

Readers of this report should keep the following in mind:

- Only statistically significant differences were reported in the text. Therefore, only those for which it can be determined with certainty that they were not obtained by chance, but are the result of a systemic factor, in this case an independent variable according to which the analysis was performed. If a difference that is not statistically significant is mentioned, this is stated in the text of the report.
- In some graphs and tables the sum of the percentages is more than 100%. This is because there are questions that contain multiple answers – questions to which the respondents could provide more than one response.
- The abbreviations DK and NA stand for “Don’t Know” and “No Answer”.
- In this report the term “child” is used for persons aged 0-14, while the term “adolescent” is used for persons aged 15-18. For results that include the total sample of persons under 18, the term “children” is used.
- The term “parent” includes both parents and caregivers.
- When presenting measures of central tendency, only the mean of the results is given without measures of dispersion, which can be seen in the tables in the Annex.
- Vlogger: A Vlogger is someone who video blogs, uploading diary style video logs online.
- YouTuber: A YouTuber is a person that uses, produces and uploads video content to the video sharing platform, YouTube.
- The term “computer” includes both desktop and laptop computers.

## Dissemination plan

The final results of this research in the form of a report, including data tables, PowerPoint presentations and infographics will be presented to experts, stakeholders and the general public through:

- Presentation of the Final version for discussion with media and key stakeholders
- Publishing on UNICEF and CRA websites
- Dissemination via social media channels and presentations during various conferences, workshops and meetings related to media and children.

## 5. Research Results

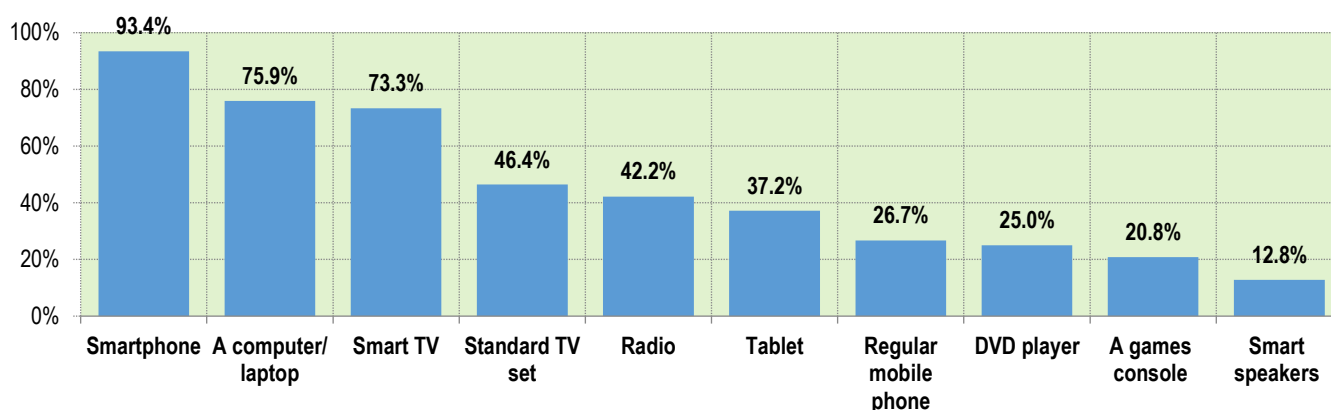
### 5.1. Access to Media

#### Children's media environment

Information and communication devices owned by households

Children aged 0-18 in BiH live in a complex information and communication environment and are surrounded by numerous devices in their households. Data obtained from parents indicates that almost all children live in households with a smartphone (93%), and that the majority of them have a computer (desktop or laptop) (76%) and a Smart TV (73%). Less than half the children have a standard television set (46%) and radio (42%) in their house, a third have a tablet (37%), a quarter a mobile phone (27%) and DVD player (25%). A fifth own a game console (21%), and just over a tenth own smart speakers (13%). (See Graph 1).

**GRAPH 1. DEVICES IN HOUSEHOLDS IN WHICH CHILDREN AGED 0-18 LIVE (TOTAL, N=1,783, SURVEY WITH PARENTS)**



Households with younger children are more likely to own a Smart TV than those with older children. In line with that, older children tend to live in households that own a standard television set. (See Table 4).

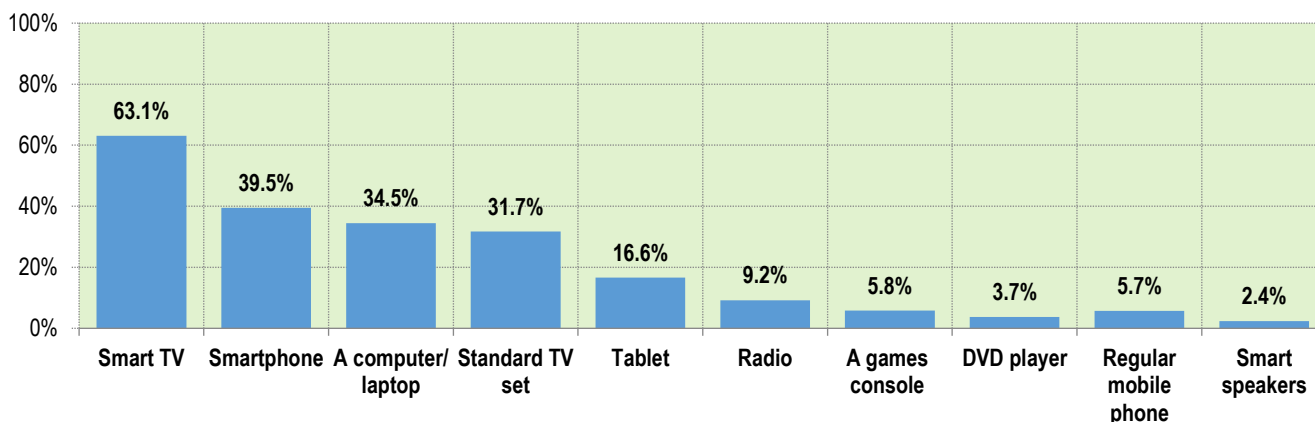
**TABLE 4. DEVICES IN HOUSEHOLDS IN WHICH CHILDREN AGED 0-18 LIVE (BY AGE GROUPS, N<sub>0-3</sub>=396, N<sub>4-6</sub>=388, N<sub>7-10</sub>=367, N<sub>11-14</sub>=352, N<sub>15-18</sub>=280, SURVEY WITH PARENTS)**

	The age of the child				
	0-3	4-6	7-10	11-14	15-18
Smartphone	92.2%	92.8%	94.0%	93.5%	95.4%
A computer / laptop	76.3%	70.9%	73.3%	78.4%	82.5%
Smart TV (a television that connects directly to the internet)	76.5%	77.6%	75.2%	66.5%	68.9%
Standard TV set	42.4%	43.6%	42.2%	53.1%	52.9%
Radio	42.4%	39.2%	36.5%	44.6%	50.7%
Tablet	37.6%	48.5%	39.5%	31.3%	25.4%
Regular mobile phone	27.8%	26.3%	20.4%	31.0%	28.6%
DVD player	27.0%	29.9%	21.5%	20.7%	25.0%
A games console (PlayStation, Game Boy, Xbox, Nintendo etc.)	19.7%	16.5%	22.1%	21.0%	26.1%
Smart speakers that can respond to voice commands (Google Assistant, Alexa etc.)	14.4%	13.4%	10.6%	11.4%	14.6%

## Information and communication devices available to children

Nearly all of these devices are available to children, especially the television. Smart TVs are used by 63% of children, and standard televisions by 32% - nearly all children therefore, including nine in ten (88%) children aged 0-3. (See Graph 2).

**GRAPH 2. DEVICES AVAILABLE TO CHILDREN AGED 0-18 IN HOUSEHOLDS (TOTAL, N=1,783, SURVEY WITH PARENTS)**



Smartphones (not belonging to the children but other members of the household) are most often used by children aged 4-6 (six in ten children – 62%), followed by children aged 0-3 (four in ten children – 41%) and children aged 7-10 (four in ten – 43%). However, the difference between these two age groups is that the youngest children generally use smartphones in this way (“only” 6% have their own), while children aged 7-10 use the “household” smartphone to this degree because most of the rest have their own (44%). The second reason is also why a relatively low number of older children use the “household” smartphone. A quarter of children aged 11-14 use it, but 65% have their own; meanwhile, 21% of adolescents use the “household” smartphone as 71% have their own smartphone.

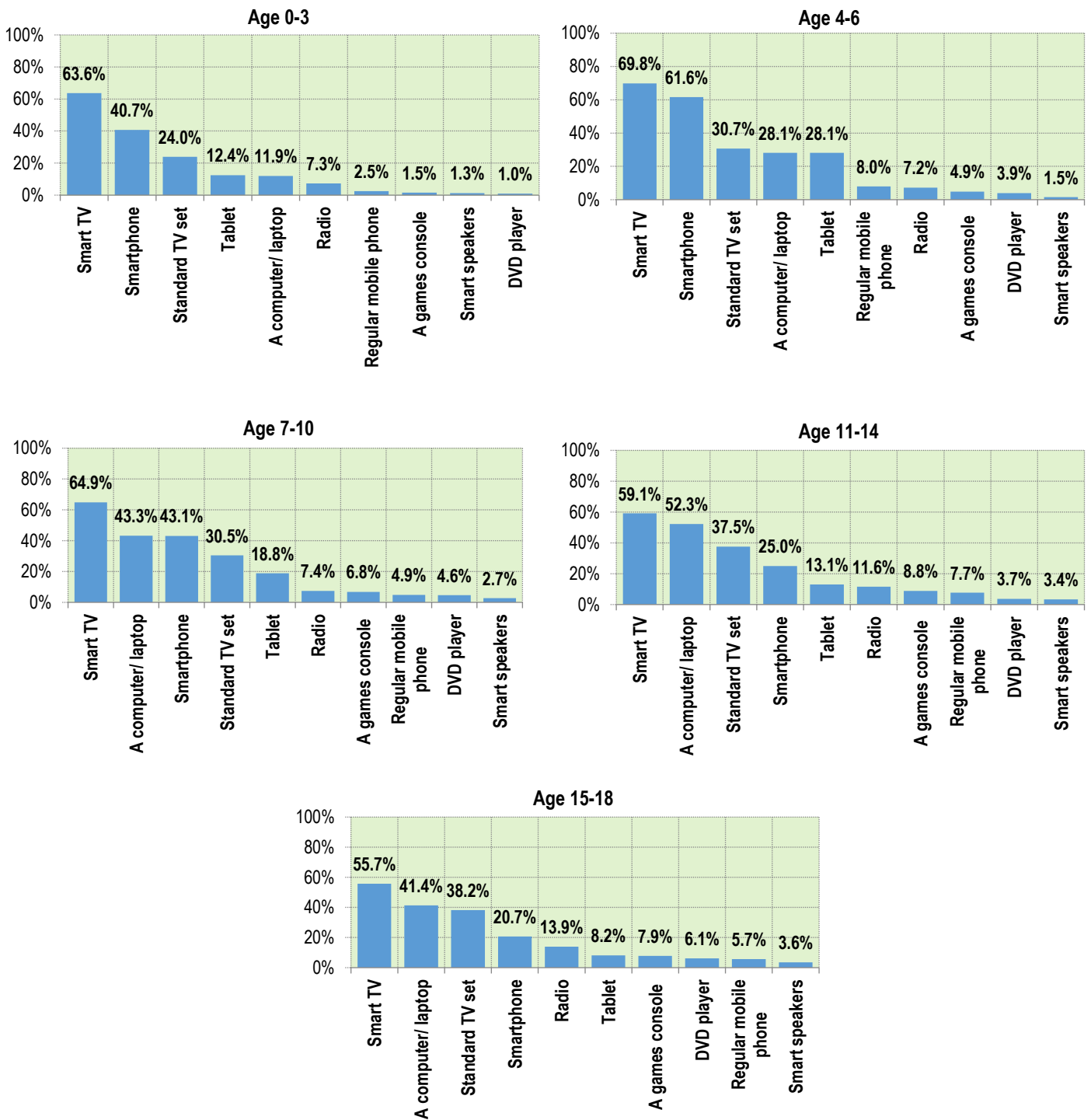
As the results of the survey with children indicate, older children use the computer more often, regardless of whether it belongs to the “household” or themselves. The “household” computer is used by one in ten children aged 0-3 (12%, where 2% have their own), three in ten children aged 4-6 (28%, where 14% have their own), four in ten children aged 7-10 (43%, where 10% have their own), five in ten children aged 11-14 (52%, where 14% have their own), and four in ten adolescents (where 33% have their own).

Children aged 4-6 are most likely to use the “household” tablet (three in ten children – 28%, while 6% have their own), and this decreases as children grow older. It is used by one in ten children aged 0-3 (12%, while 3% own a tablet).

Mobile phones and game consoles are equally rarely owned by households and children, while radios and DVD players used by children are generally “household” devices. (See Graphs 3-7).



**GRAPHS 3-7. DEVICES AVAILABLE TO CHILDREN AGED 0-18 IN HOUSEHOLDS (BY AGE GROUPS, N<sub>0-3</sub>=396, N<sub>4-6</sub>=388, N<sub>7-10</sub>=367, N<sub>11-14</sub>=352, N<sub>15-18</sub>=280, SURVEY WITH PARENTS)**



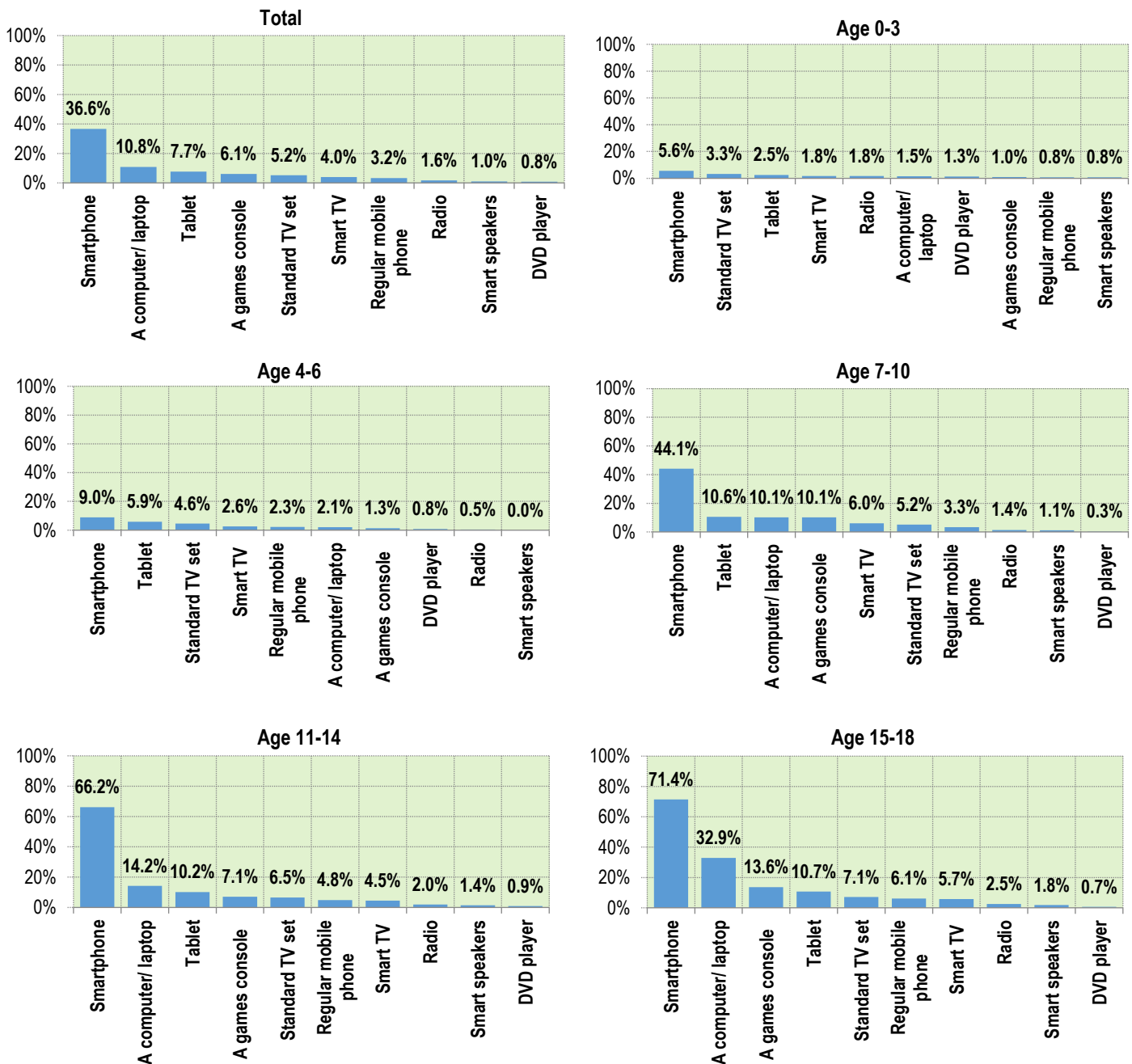
Information and communication devices owned by children

Therefore, children most often own a smartphone (37%), with older children being more likely to own one. 10% of children under 7 years own a smartphone (6% of children aged 0-3 and 9% of children aged 4-6). Ownership noticeably increases to four in ten children (44%) aged 7-10 and continues to increase with the age of the child (66% of children aged 11-14 and 71% aged 15-18).

Owning a computer is rare (11%), but this also increases with the age of the child. This increase is gradual and is highest among the oldest age group. Thus, 2% of children aged 0-3 owns a computer, 10% of those aged 7-10, 14% of those aged 11-14 and 33% of adolescents.

All the other devices are owned by fewer than 10% of children. Older children are more likely to own a game console, Smart TV, mobile phone and tablet than younger children, while children of all age groups rarely own a standard television set, radio, smart speakers and DVD player. (See Graphs 8-13).

**GRAPHS 8-13. DEVICES OWNED BY CHILDREN AGED 0-18 (TOTAL AND BY AGE GROUPS), N=1,783, N<sub>0-3</sub>=396, N<sub>4-6</sub>=388, N<sub>7-10</sub>=367, N<sub>11-14</sub>=352, N<sub>15-18</sub>=280, SURVEY WITH PARENTS)**



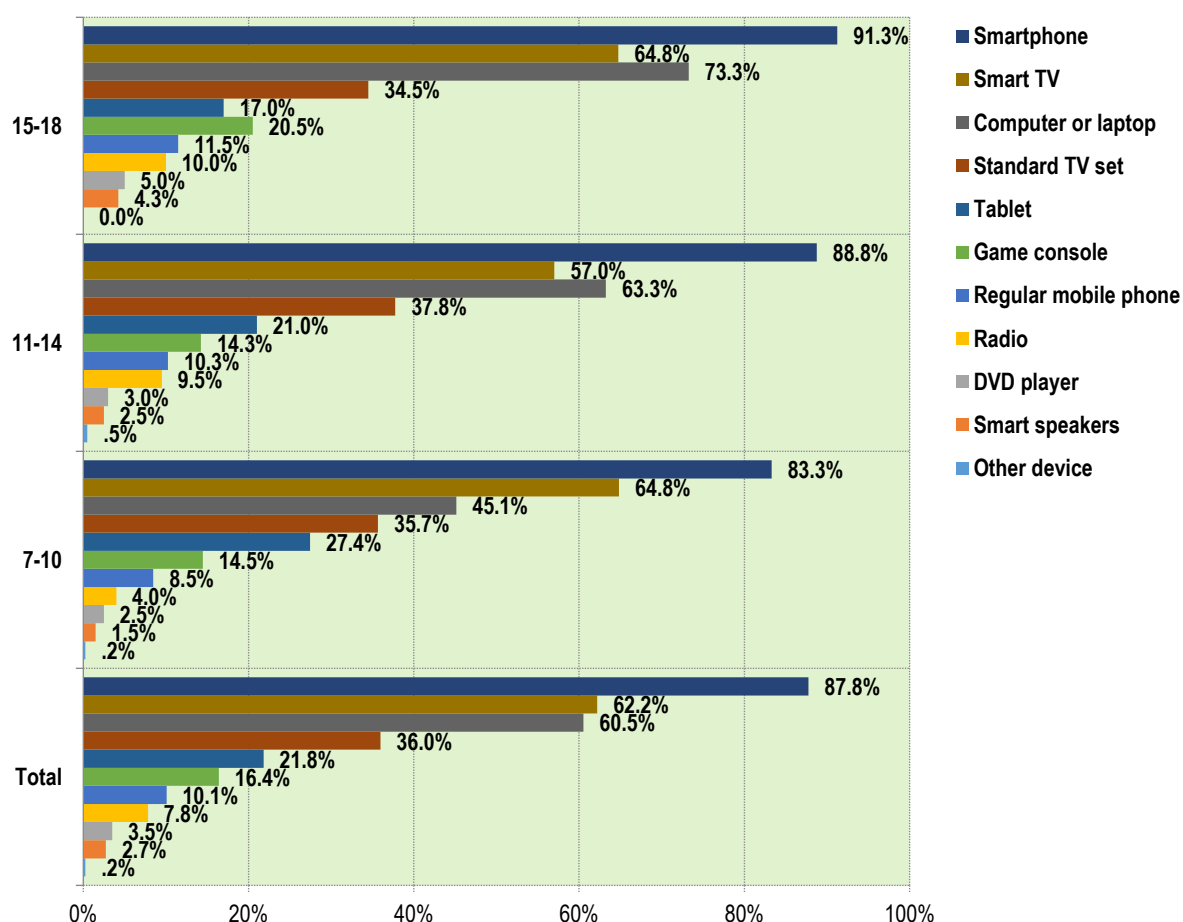
Children from lower income households (in which parents have a lower level of education, are unemployed or with below average monthly income) rarely own their own devices, but use “household” devices if the household has them.

### Use of devices

Data obtained from surveys with children aged 7-18 indicates that children of all ages are most likely to use smartphones to view / listen to content such as video clips, television series or feature films etc. at home or elsewhere. Furthermore, the use of smartphones for this purpose increases with age, although already eight in ten children aged 7-10 use it (83%), and nine in ten older children (89% of children aged 11-14 and 91% of children aged 15-18). Along with smartphones, children frequently use Smart TVs to view / listen to content. These are used by six in ten children, while fewer children use a standard television

test for this purpose (little more than a third). Both types of televisions are used by children of all ages to the same extent i.e. without any statistically significant differences based on age (Smart TV: 65% of children aged 7-10, 57% of children aged 11-14 and 65% of children aged 15-18; standard television set: 36% of children aged 7-10, 38% of children aged 11-14 and 35% of children aged 15-18). **Computers / laptops** are frequently used to view / listen to content (also six in ten children), and their use grows with the age of the child (45% of children aged 7-10, 63% of children aged 11-14 and 73% of children aged 15-18). On the other hand, use of tablets to view / listen to content (used by a fifth of the children) decreases with age (27% of children aged 7-10, 21% of children aged 11-14 and 17% of children aged 15-18). The **radio**, which, along with **DVD players** and **smart speakers**, is used by about a tenth of the children, is used more often by older children (11-18) (4% of children aged 7-10, 9.5% of children aged 11-14 and 10% of children aged 15-18). **Game consoles** are used by about a sixth of the children for viewing / listening to content, while “ordinary” **mobile phones** are used by about a tenth of children of all ages. (See Graph 14).

**GRAPH 14. DO YOU USE ANY OF THESE DEVICES TO WATCH / LISTEN TO CONTENT SUCH AS VIDEO CLIPS, TELEVISION PROGRAMS OR FEATURE FILMS ETC. AT HOME OR SOMEWHERE ELSE? (TOTAL AND BY AGE GROUPS, N<sub>7-18</sub>=1,201, N<sub>7-10</sub>=401, N<sub>11-14</sub>=400, N<sub>15-18</sub>=400, SURVEY WITH CHILDREN)**

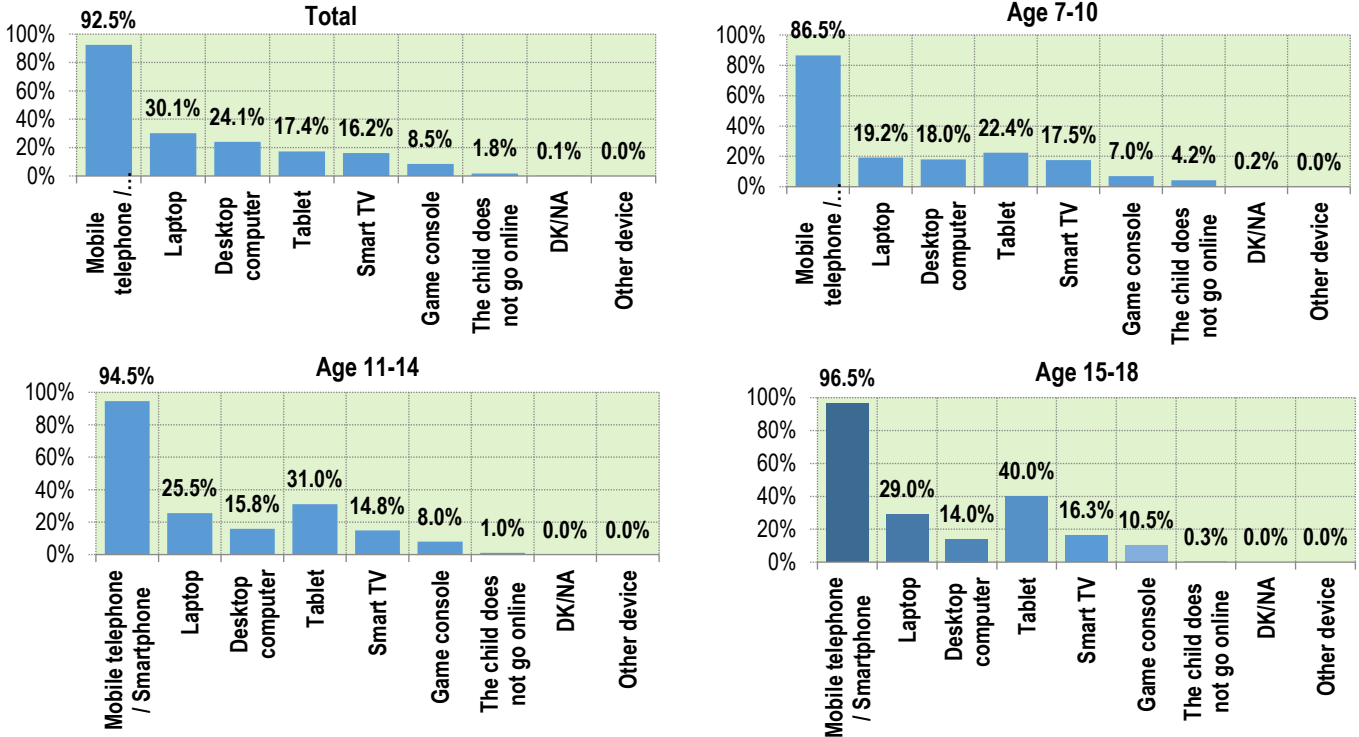


When it comes to differences based on gender, boys use game consoles more often than girls.

### Internet access

Children aged 7-18 use various devices to access the internet. The great majority of them use **mobile phones / smartphones** for this purpose. Nine in ten children aged 7-10 (87%) use them to go online, and almost all older children use them for this purpose (95% of children aged 11-14 and 97% of children aged 15-18). Significantly fewer children state that they use a **laptop or desktop computer** to access the internet. Their use increases with age (laptop: 19% of children aged 7-10, 31% of children aged 11-14 and 40% of children aged 15-18; desktop: 18% of children aged 7-10, 26% of children aged 11-14 and 29% of children aged 15-18). Children aged 7-10 are more likely to use the **tablet** to access the internet than older children (22% of children aged 7-10, 16% of children aged 11-14 and 14% of children aged 15-18). This is followed by **Smart TVs** and, more rarely, **game consoles**, and there are no age differences when it comes to their use to access the internet (16% and 8% respectively). (See Graphs 15-18).

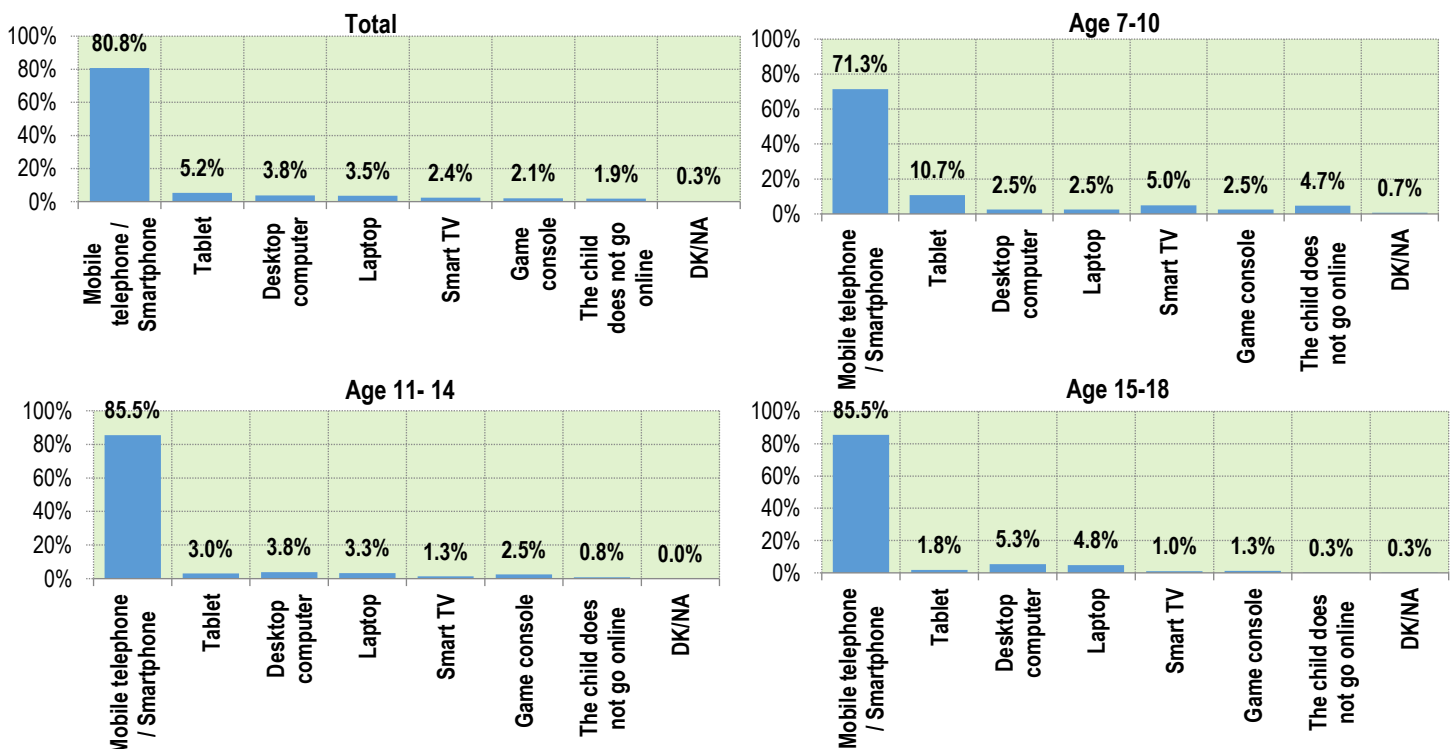
**GRAPHS 15-18. DEVICES USED BY CHILDREN TO ACCESS THE INTERNET BY AGE GROUPS (TOTAL AND BY AGE GROUPS, N=1,201, N<sub>7-10</sub>=401, N<sub>11-14</sub>=400, N<sub>15-18</sub>=400, SURVEY WITH CHILDREN)**



When it comes to gender differences, boys are more likely to use desktop computers and game consoles to access the internet than girls.

When it comes to the device most commonly used to access the internet, children of all ages stated that they usually use mobile phones / smartphones for this purpose. Namely, seven in ten (71%) children aged 7-10, and nine in ten older children and adolescents (86%) (aged 11-18) access the internet via mobile phones / smartphones. And while the remainder of younger children (aged 7-10) use tablets (11%) or Smart TVs (5%) to access the internet, or do not use the internet at all(5%), older children and adolescents (11-18), if not using mobile phones / smartphones, are most likely to access the internet through desktop computers and laptops (but these differences are not statistically significant). (See Graphs 19-22).

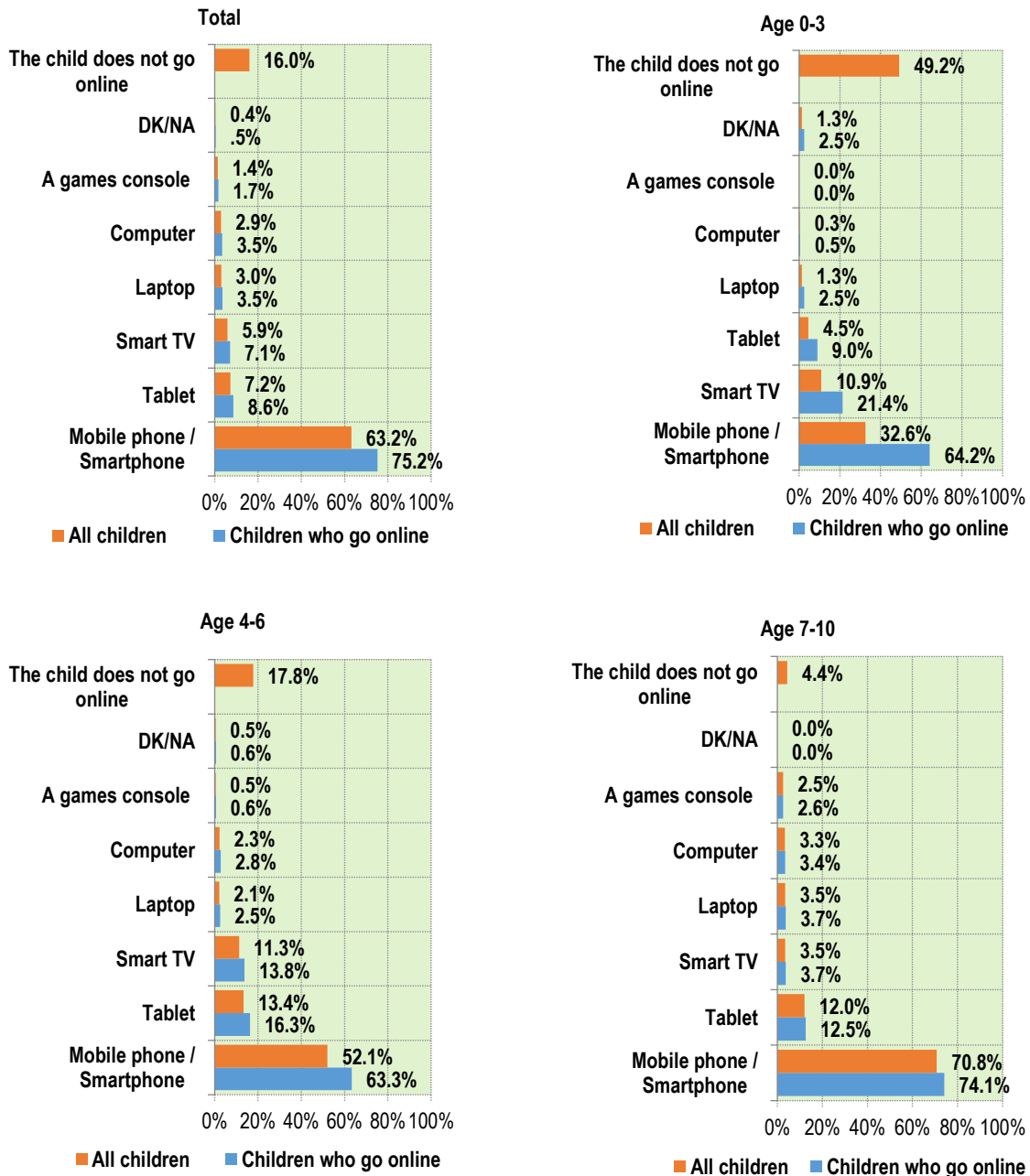
**GRAPHS 19-22. DEVICE CHILDREN MOST FREQUENTLY USE TO ACCESS THE INTERNET BY AGE GROUPS (TOTAL AND BY AGE GROUPS, N=1,201, N<sub>7-10</sub>=401, N<sub>11-14</sub>=400, N<sub>15-18</sub>=400, SURVEY WITH CHILDREN)**

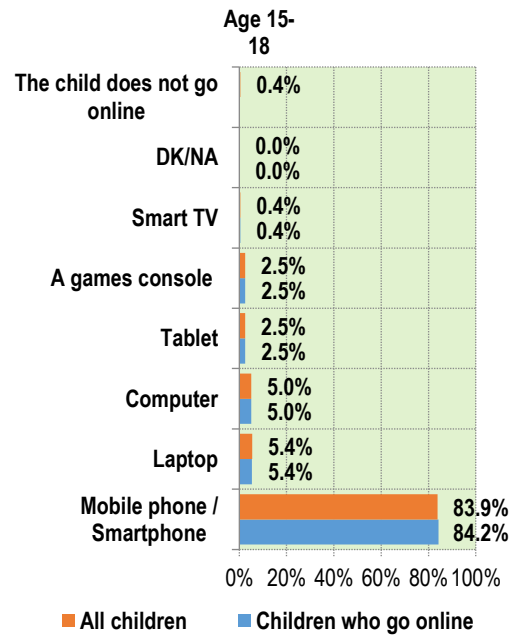
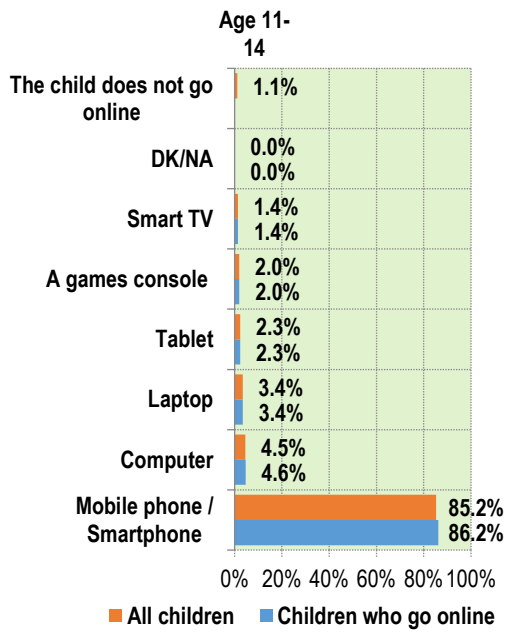


## Going online

According to parents, children access the internet mostly using smartphones and this increases with age. Children aged 0-6 use Smart TVs for this purpose more than the rest, while those aged 4-11 use tablets. The results are the same when taking all children into account or “only” those who access the internet, except, of course, that the percentage of using individual devices increases. This is especially visible among the youngest category of children for which parents claim that nearly half (49%) do not use the internet, and then the differences decline because the percentage of children who do not use the internet decrease with age. (See Graphs 23-28).

**GRAPHS 23-28. THE DEVICES CHILDREN MOST FREQUENTLY USE TO GO ONLINE AT HOME OR SOMEWHERE ELSE BY AGE GROUPS (ALL CHILDREN: N=1,783, N<sub>0-3</sub>=396, N<sub>4-6</sub>=388, N<sub>7-10</sub>=367, N<sub>11-14</sub>=352, N<sub>15-18</sub>=280, CHILDREN WHO GO ONLINE: N=1,498, N<sub>0-3</sub>=201, N<sub>4-6</sub>=319, N<sub>7-10</sub>=351, N<sub>11-14</sub>=348, N<sub>15-18</sub>=279, SURVEY WITH PARENTS)**





## 5.2. Content viewed by children

### Type of content

Children of different age groups view / follow / listen to / produce various content. Most often, these are **Internet / YouTube personalities** (YouTubers) who are followed by six in ten children (60%) and **cartoons**, which are watched by only slightly fewer children (55%). As children grow older, they tend to follow YouTube more and watch cartoons less.

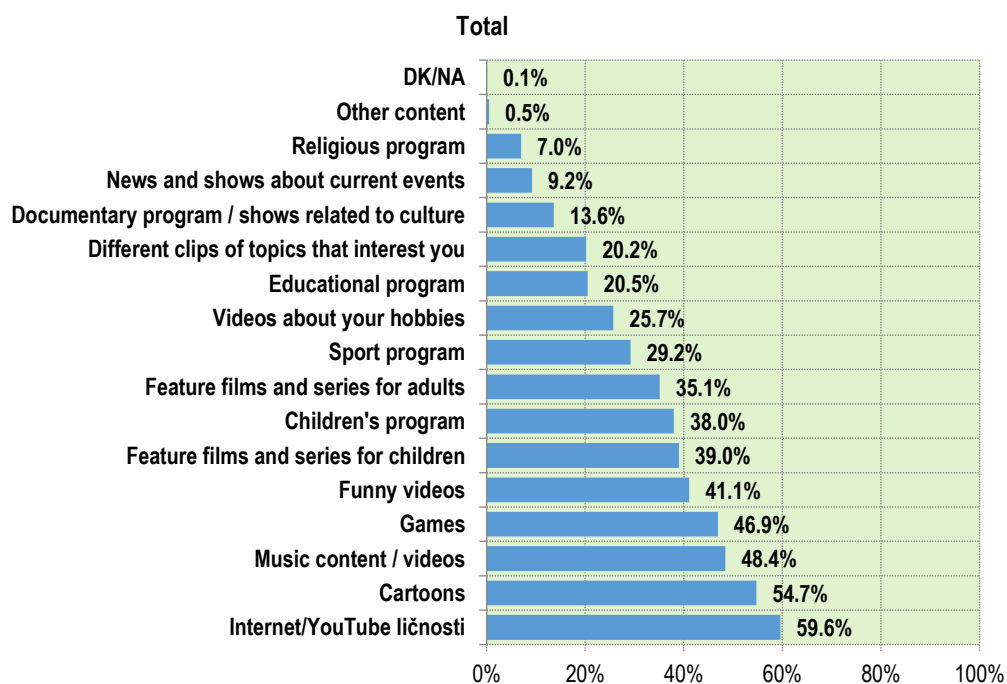
This is followed by **music content / videos** (48%) (this increases with age) and **games** (47%) which are most popular among children aged 7-14.

The following group (35% to 41%) consists of **funny videos** (which are viewed to a similar extent by children aged 7-18, and less so by children aged 4-6), **films and children's shows** (viewed by children aged 4-14 to a similar extent, and less so by adolescents), **children's programs** (viewed by children aged 4-10 to a similar extent, and less so as children grow older) and **feature films and series for adults** (viewing of this content increases with age – 5% of children aged 4-6, 20% of children aged 7-10, 44% of children aged 11-14 and 71% of children aged 15-18).

All other content, considered in total, is viewed / followed / listened to by fewer than a third of the children. Watching **sports programs** increases with age (4% of children aged 4-6, 28% of children aged 7-10, 34% of children aged 11-14 and 50% of children aged 15-18). The same goes for **videos about hobbies** (7% of children aged 4-6, 22% of children aged 7-10, 33% of children aged 11-14 and 41% of children aged 15-18), **videos of topics that interest children / adolescents** (4% of children aged 4-6, 15% of children aged 7-10, 28% of children aged 11-14 and 35% of children aged 15-18), **documentaries / shows related to culture** (4% of children aged 4-6, 9% of children aged 7-10, 15% of children aged 11-14 and 26% of children aged 15-18) and **news / current events** (1% of children aged 4-6, 6% of children aged 7-10, 11% of children aged 11-14 and 19% of children aged 15-18).

Children watch **educational programs** significantly more than **religious programs**, but both of these are watched to a similar extent by children aged 7-18, while children aged 4-6 are much less likely to watch these programs (educational program: 7% of children aged 4-6, 22% of children aged 7-10, 26% of children aged 11-14 and 27% of children aged 15-18; religious program: 2% of children aged 4-6, 7% of children aged 7-10, 8% of children aged 11-14 and 12% of children aged 15-18). (See Graph 29).

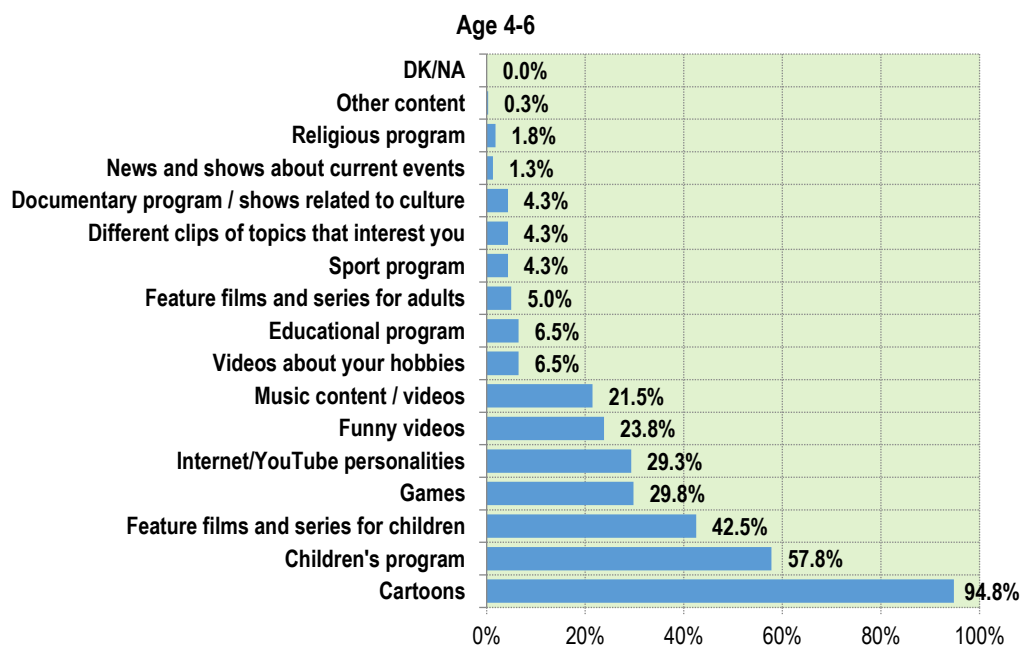
**GRAPH 29. CONTENT VIEWED / FOLLOWED / LISTENED TO BY CHILDREN AGED 4-18 (N<sub>4-18</sub>=1,601, SURVEY WITH CHILDREN)**



**Children aged 4-6** (95%) are significantly more likely to watch **cartoons**. This progressively decreases with age and fewer than 10% of adolescents watch them (78% of children aged 7-10, 36% of children aged 11-14 and 9% of children aged 15-18). Along with cartoons, more than half the children (58%) aged 4-6 watch **children's programs**. Children aged 7-11 watch children's programs to a similar extent, and then the number decreases with age (33% of children aged 11-14 and 7% of

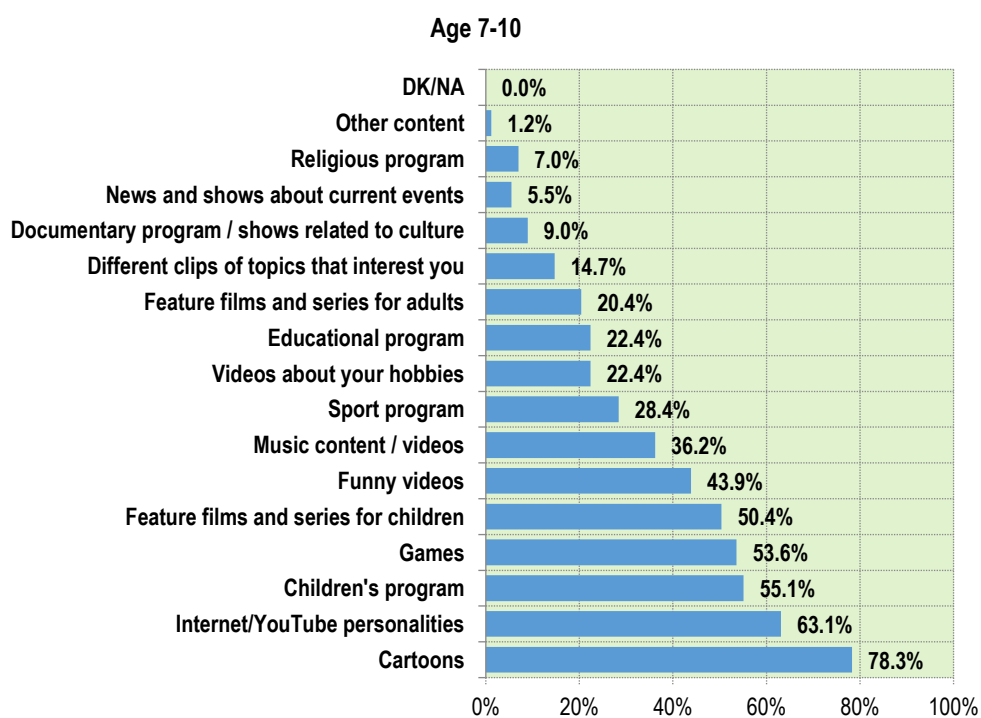
children aged 15-18). The third most popular content among this age group is films and series for children (43%), which are watched to a similar extent by children aged 7-14, while adolescents (15-18) watch this content significantly less (17%). (See Graph 30).

**GRAPH 30. CONTENT VIEWED / FOLLOWED / LISTENED TO BY CHILDREN AGED 4-6 (N<sub>4-6</sub>=400, SURVEY WITH CHILDREN)**



Although to a lesser degree, **children aged 7-10** are still more likely to watch cartoons than anything else, with children's programs in third place. However, unlike the previous age group, internet / YouTube personalities are in second place for children aged 7-10. Namely, these personalities are followed by around two thirds (63%) of children aged 7-10 (compared to 29% of children aged 4-6), and this increases with age (71% of children aged 11-14 and 76% of children aged 15-18). Playing games is also popular among this age group (54%) (compared to 30% of children aged 4-6), remains the same among children aged 11-14 (58%), and then decreases somewhat among adolescents (46%). (See Graph 31).

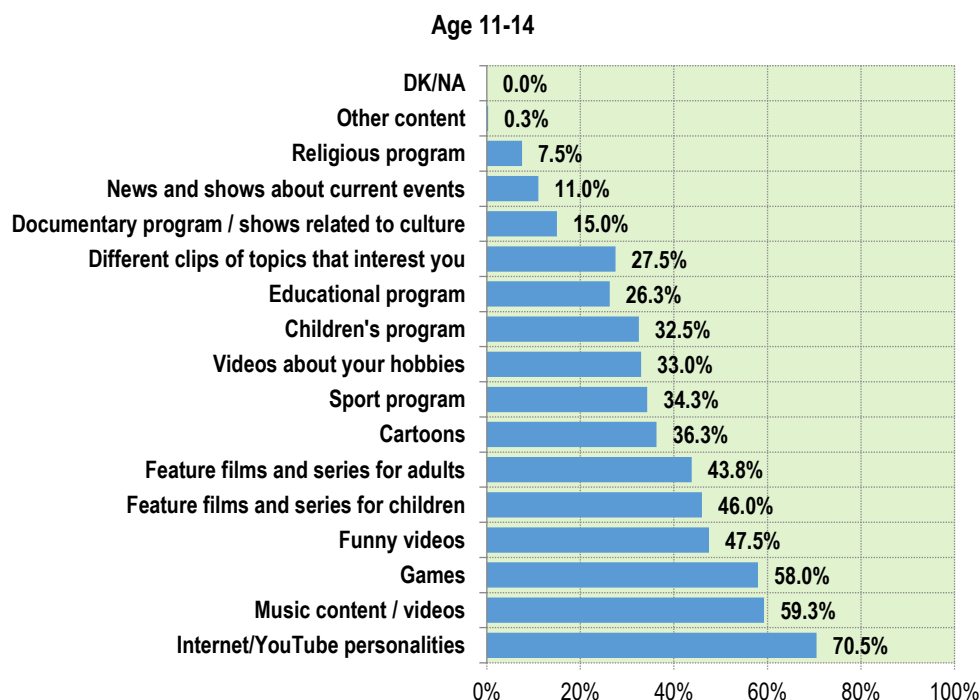
**GRAPH 31. CONTENT VIEWED / FOLLOWED / LISTENED TO BY CHILDREN AGED 7-10 (N<sub>7-10</sub>=401, SURVEY WITH CHILDREN)**





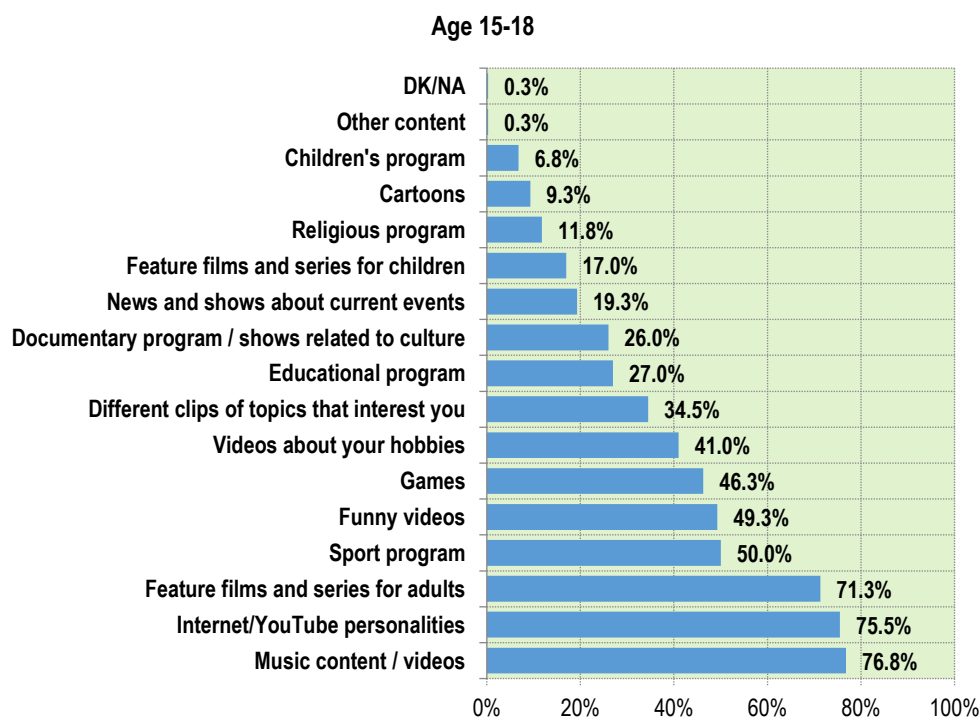
Following Youtubers is most popular among children **aged 11-14**, (71%), followed by music content / videos, whose popularity grows with the age of the child (22% of children aged 4-6, 36% of children aged 7-19, 59% of children aged 11-14 and 77% of children aged 15-18), and then games. (See Graph 32).

**GRAPH 32. CONTENT VIEWED / FOLLOWED / LISTENED TO BY CHILDREN AGED 11-14 (N<sub>11-14</sub>=400, SURVEY WITH CHILDREN)**



**Adolescents (15-18)** are most likely to watch music content / videos (77%), Youtubers (76%) and films and series for adults (71%). Half of them watch sports programs (50%) and funny videos (49%). Videos about hobbies are viewed more often by adolescents than younger children (41%). The same goes for video clips on topics that interest them (35%), documentaries / cultural programs (26%) and news / current events (19%). (See Graph 33).

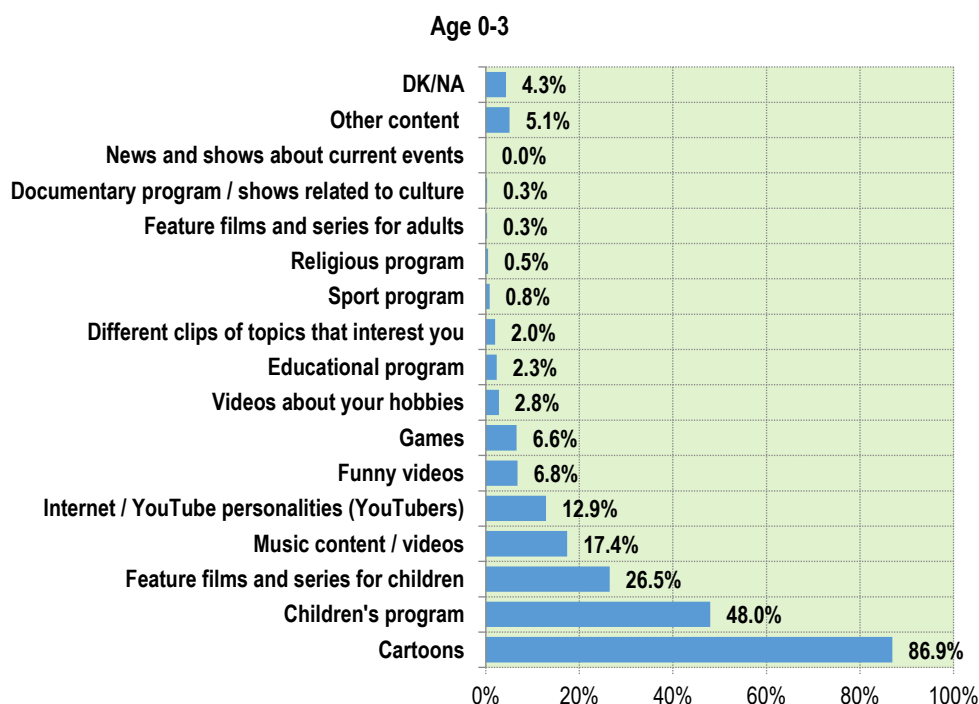
**GRAPH 33. CONTENT VIEWED / FOLLOWED / LISTENED TO BY ADOLESCENTS (N<sub>15-18</sub>=400, SURVEY WITH CHILDREN)**



When it comes to gender differences, girls are more likely to watch cartoons and children’s programs than boys, while boys are more likely to watch films and series for adults, sports programs, funny videos, videos about their hobbies and play games than girls.

We also asked parents to list the content viewed by their children. Comparing data obtained through surveys with children and parents indicates that parents are generally well acquainted with the content their child views on the devices they use. Thus, there are no significant differences.<sup>15</sup> At the same time, data obtained from parents indicates that **children aged 0-3** primarily watch cartoons (87%). Fewer than half (48%) also watch children’s programs, and around a quarter watch films and shows for children (27%). This is followed by music content / videos (17%) and internet / YouTube personalities (12.9%). The remaining content is viewed by fewer than a tenth of children in this age group. (See Graph 34).

**GRAPH 34. CONTENT VIEWED / FOLLOWED / LISTENED TO BY CHILDREN AGED 0-3 (N<sub>0-3</sub>=396, SURVEY WITH PARENTS)**



Parents with a higher level of education are more likely to state that their children watch cartoons and children’s programs, while those with lower levels of education are more likely to state that their children watch films and shows for adults, music content and sports programs. Employed parents are more likely to state that their children watch educational programs, sports programs and play games than unemployed parents.

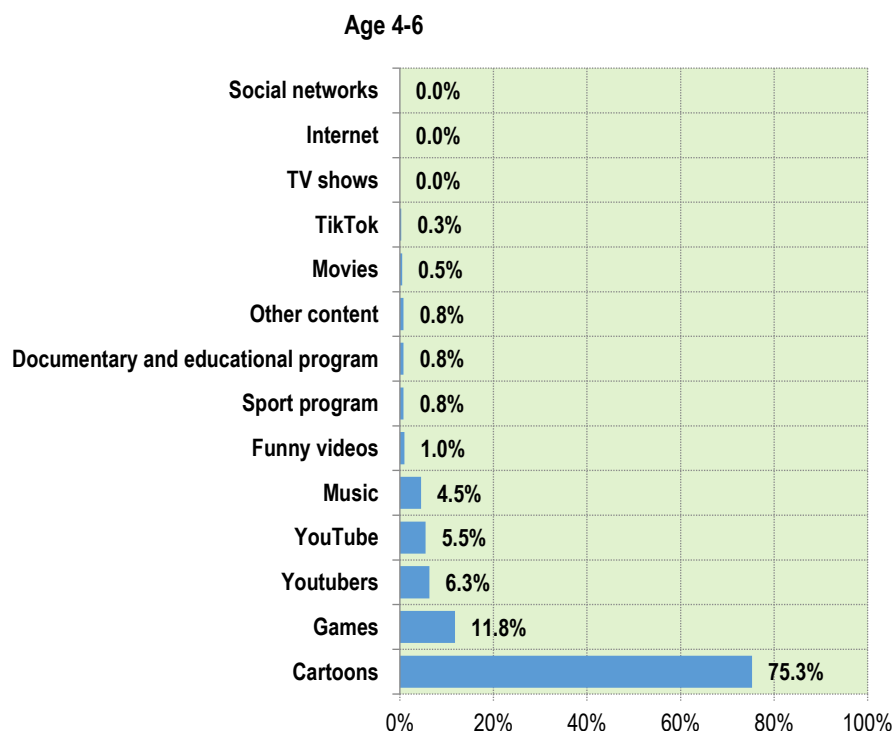
### Favourite content

As children of various age groups view / follow / listen to / create different content, so their favourite content also differs.

**Children aged 4-6** prefer watching cartoons (75%). Far fewer children, slightly more than a tenth of them (12%), list games as their favourite content, while only a small number of children list the remaining content as their favourite (following YouTubers 6%, YouTube 6%, music 5%, other content ≤1%). (See Graph 35).

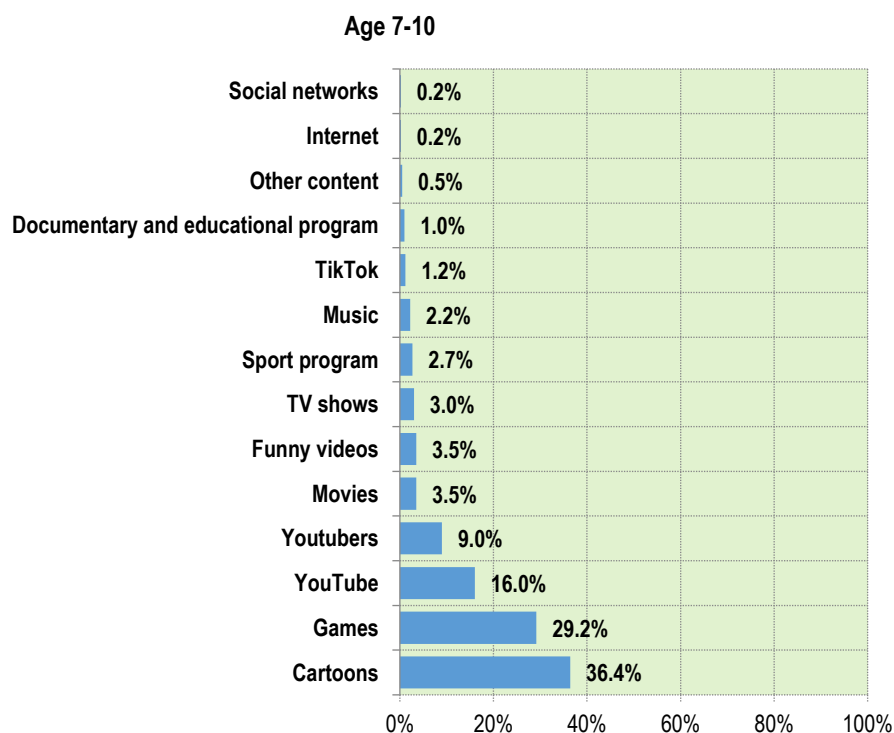
<sup>15</sup> As there are no statistically significant differences compared to data obtained from children (which is presented in the previous paragraphs), data from parents on the types of content viewed by children aged 4-18 is not listed in the text of this report. These are shown in tables in Annex 2. The text of the report contains data obtained from parents for children aged 0-3, seeing as parents were the only source of information on the habits of this age group.

**GRAPH 35. FAVOURITE CONTENT OF CHILDREN AGED 4-6 (N<sub>4-6</sub>=388, SURVEY WITH CHILDREN)**



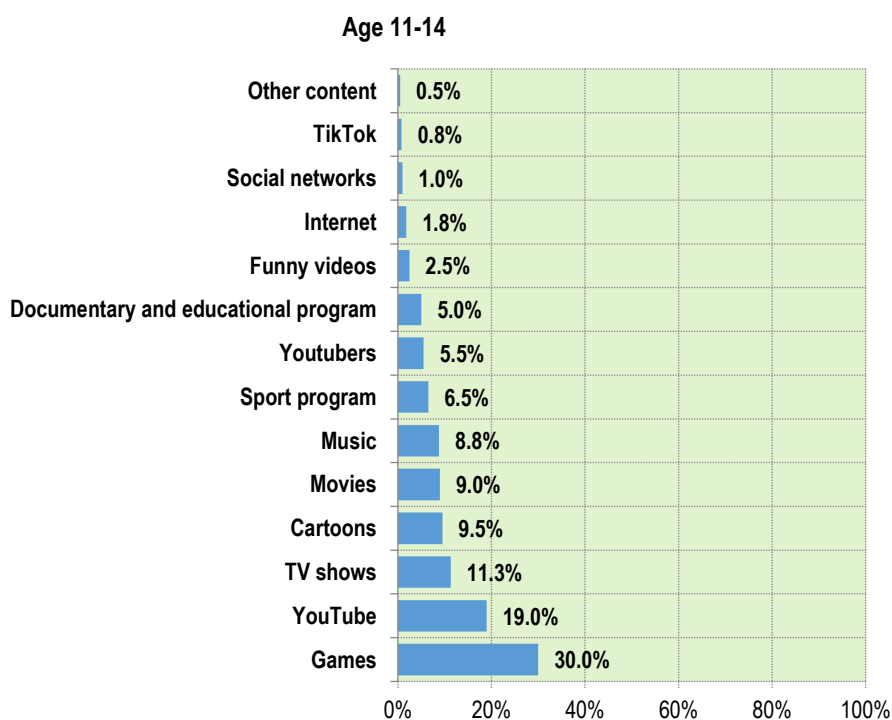
**Children aged 7-10** list cartoons (36%) and games (29%) as their favourite content almost to the same extent. A smaller number of them prefer YouTube (16%) and YouTubers (9%), while only a few mention the remaining content as their favourite (funny videos and films 4% respectively, shows and sports programs 3% respectively, music 2%, other content ≤1%). (See Graph 36).

**GRAPH 36. FAVOURITE CONTENT OF CHILDREN AGED 7-10 (N<sub>7-10</sub>=367, SURVEY WITH CHILDREN)**



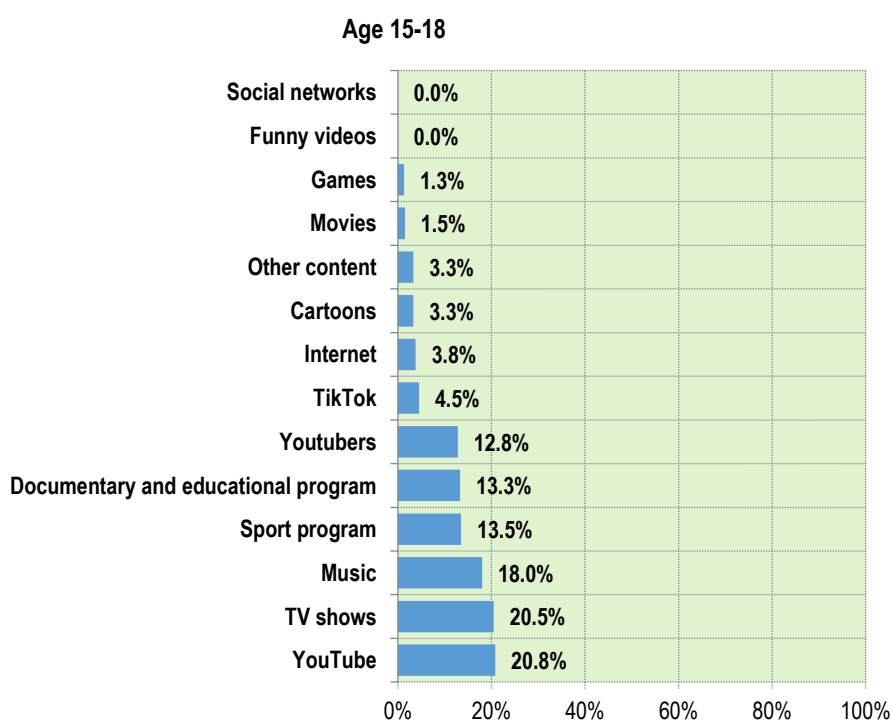
Playing games is the number one content for children aged 11-14 (30%), followed by YouTube (19%) and watching series (11%). 10% of them still like watching cartoons, while 9% prefer films and music, and 7% sports programs. For the first time, documentaries and educational content is mentioned by more than 1% (5%). (See Graph 37).

**GRAPH 37. FAVOURITE CONTENT OF CHILDREN AGED 11-14 (N<sub>11-14</sub>=352, SURVEY WITH CHILDREN)**



**Adolescents** list YouTube and series as their favourite content (21% respectively), and then music (18%). This is followed by sports programs (14%), documentaries and educational content and YouTubers (13% respectively). TikTok is the favourite content of 5% of adolescents, and the remaining content of less than 4% of them. (See Graph 38).

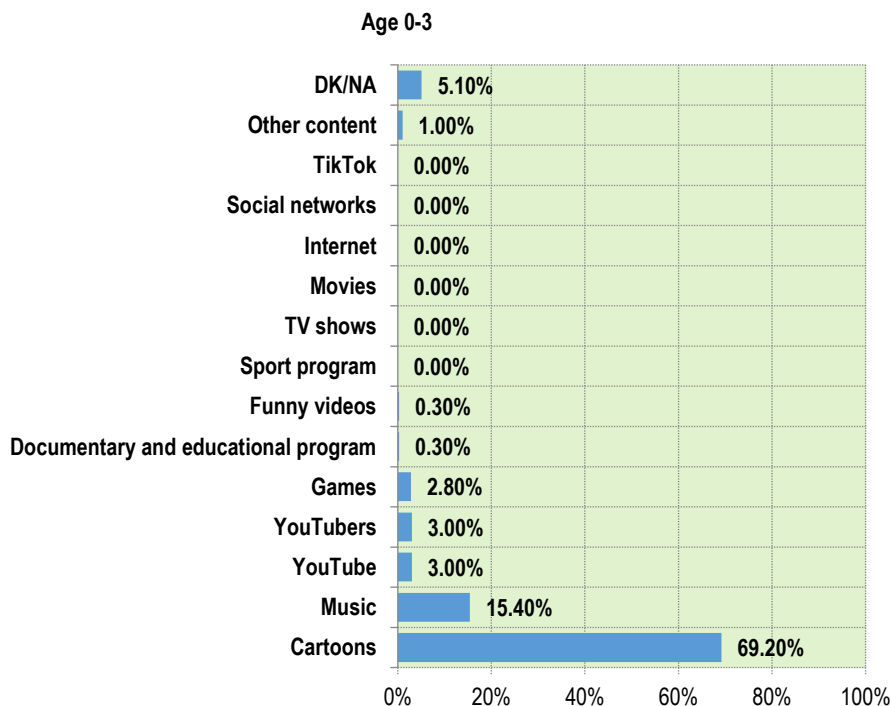
**GRAPH 38. FAVOURITE CONTENT OF CHILDREN AGED 15-18 (N<sub>15-18</sub>=280, SURVEY WITH CHILDREN)**



When it comes to gender differences, girls are more likely to list YouTube, YouTubers, cartoons, shows, music and films as their favourite content, while boys are more likely to prefer sports programs and games than girls.

Data obtained through the parent survey indicates that parents are well acquainted with their child's favourite content. An exception is that a small number of parents of children aged 7-14 are not aware that their favourite content is games, and that parents of adolescents tend to underestimate the popularity of YouTube and YouTubers. In regard to children aged 0-3, parents are most likely to state that their favourite content is cartoons (69%). Less often it is music (15%), and very rarely for this age group YouTube, YouTubers and games (3% respectively). (See Graph 39)

**GRAPH 39. FAVOURITE CONTENT OF CHILDREN AGED 0-3 (N<sub>0-3</sub>=396, SURVEY WITH PARENTS)**

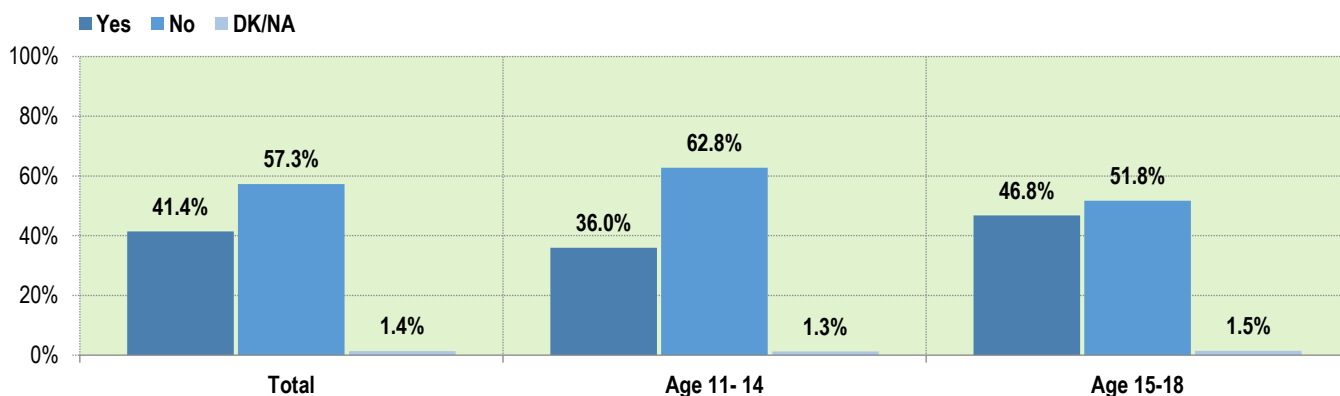


Parents with higher levels of education are more likely to state that cartoons are the favourite content of their child, while those who have lower levels of education are more likely to list YouTube and films as their child's favourite content.

#### TV platforms

Four in ten children (aged 11 and above) watches films or other video content on platforms such as Netflix, HBO Go, Moja TV Videoteka, Home TV Videoteka, Hayat Play etc. (41%). Adolescents are far more likely to do so than children aged 11-14, but still, along with half of adolescents (47%), these platforms are used by a third of children aged 11-14 (36%). (See Graph 40).

**GRAPH 40. WATCHING FEATURE FILMS OR OTHER CONTENT ON PLATFORMS SUCH AS NETFLIX, HBO GO, MOJA TV VIDEOTEKA, HOME TV VIDEOTEKA, HAYAT PLAY ETC. (TOTAL AND BY AGE GROUPS, N=800, N<sub>11-14</sub>=400, N<sub>15-18</sub>=400, SURVEY WITH CHILDREN)**

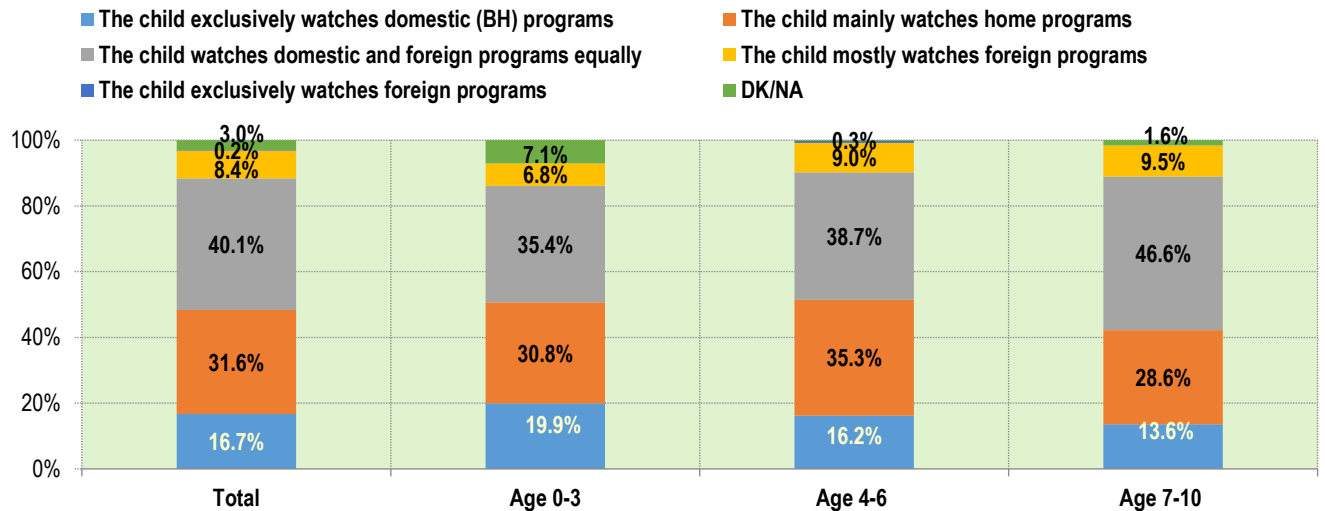


When it comes to gender differences, boys are more likely to watch feature films and other video content on these platforms than girls.

## Watching television content

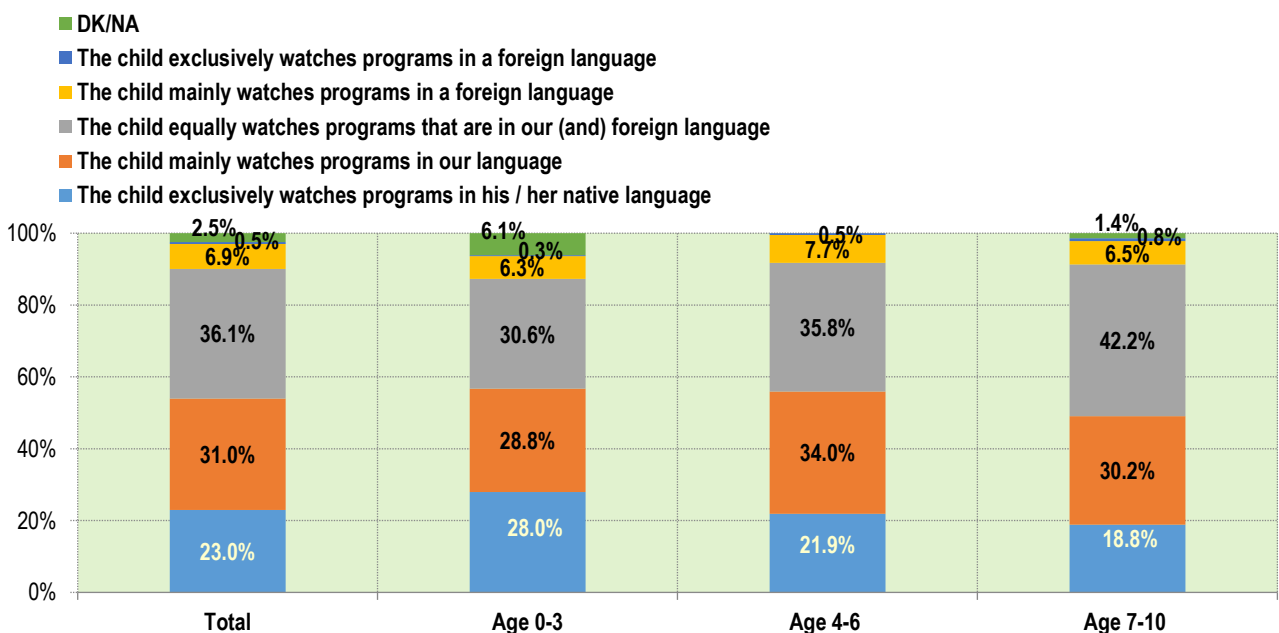
The results of the survey with parents indicate that half the children aged 0-6 watch only or mostly domestic (BiH) programs (51%). The rest generally watch domestic and foreign programs to the same extent, which is a practice that increases with age so that it is present among a third of children aged 0-3 and half of children aged 7-10. Fewer than a tenth of children mainly watch foreign programs (8%), and there are almost none who watch foreign programs exclusively (0.2%). (See Graph 41).

**GRAPH 41. WATCHING TELEVISION CONTENT (TOTAL AND BY AGE GROUPS, N=1,151, N<sub>0-3</sub>=396, N<sub>4-6</sub>=388, N<sub>7-10</sub>=367, SURVEY WITH PARENTS)**



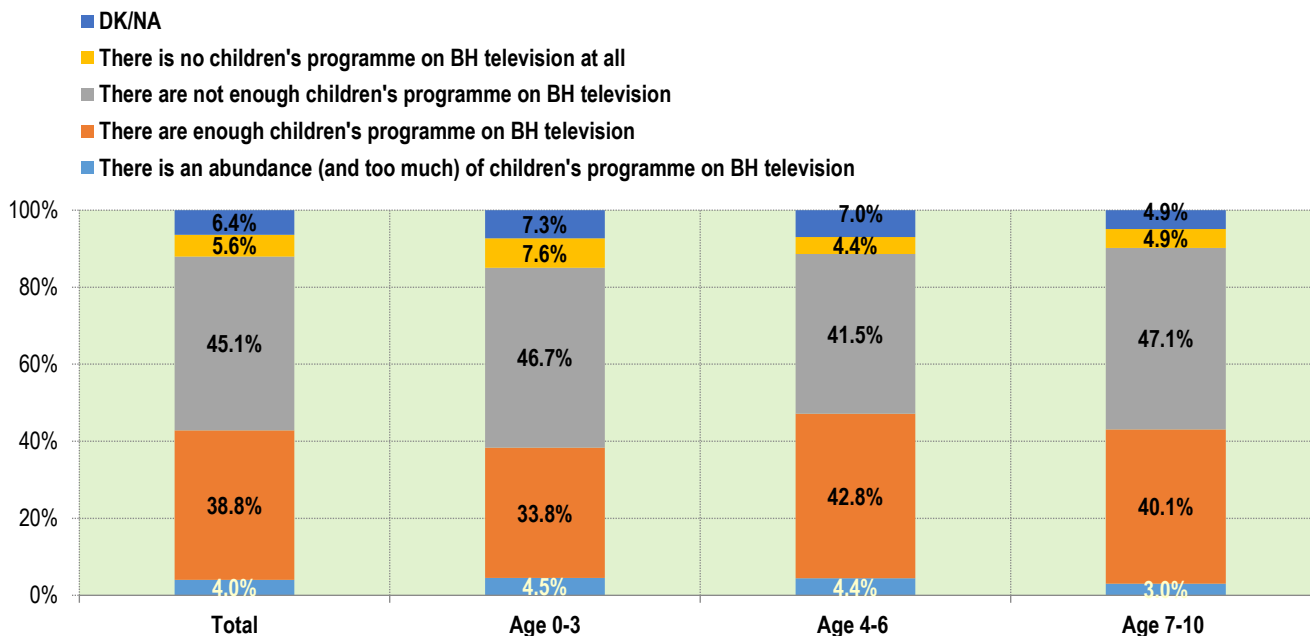
When it comes to the language of the content watched by children on television, the structure of the results is fully in line with the watching of domestic and foreign programs. Thus, half the children aged 0-7 mainly or only watch programs in their native language, although younger children tend to watch only content on their native language more so than the rest (28% of children aged 0-3, 22% of children aged 4-6, 20% of children aged 7-10). The rest generally watch programs in B / C / S and foreign languages to the same extent, and this practice increases with age (31% of children aged 0-3, 36% of children aged 4-6 and 42% of children aged 7-10). Fewer than a tenth of children mostly watch programs in a foreign language (7%), and almost none only watch such programs (0.5%). (See Graph 42). Parents with the lowest level of education (primary school) are more likely to state that their children watch programs in their native language.

**GRAPH 42. LANGUAGE IN WHICH CHILDREN WATCH TELEVISION CONTENT (TOTAL AND BY AGE GROUPS, N=1,151, N<sub>0-3</sub>=396, N<sub>4-6</sub>=388, N<sub>7-10</sub>=367, SURVEY WITH PARENTS)**



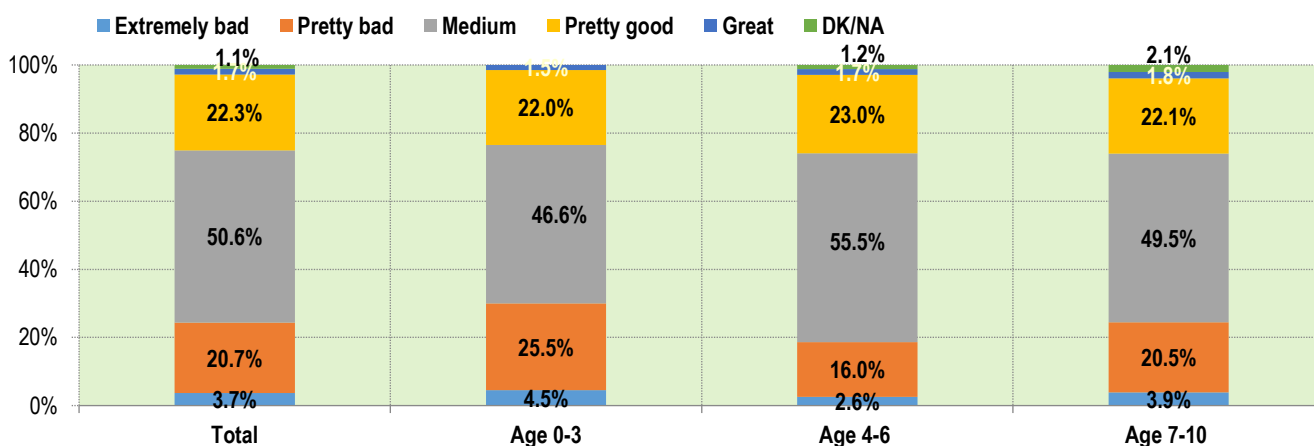
Slightly more than half the parents are not satisfied with the number of children's programs on BiH television stations i.e. they believe that there aren't enough of these programs or that there aren't any at all (54%), but opinions on this question differ – parents of children of all ages who are satisfied with the number of programs aimed at children on BiH television stations is almost identical to the number of parents who are dissatisfied with the amount of this content. (See Graph 43).

**GRAPH 43. SATISFACTION WITH THE NUMBER OF CHILDREN'S PROGRAMS ON BiH TELEVISION STATIONS (TOTAL AND BY AGE GROUPS, N=1,151, N<sub>0-3</sub>=396, N<sub>4-6</sub>=388, N<sub>7-10</sub>=367, SURVEY WITH PARENTS)**



Opinions on the quality of programs are also divided – in principle, parents rate the quality of children's programs on BiH television stations as average (around half the parents of children of all age groups), while the rest generally believe it is pretty bad or pretty good. Only a small number of parents rate these programs as great or extremely bad. (See Graph 44).

**GRAPH 44. RATING OF THE QUALITY OF CHILDREN'S PROGRAMS ON BiH TELEVISION STATIONS (TOTAL AND BY AGE GROUPS, N=1,012, N<sub>0-3</sub>=337, N<sub>4-6</sub>=344, N<sub>7-10</sub>=331, SURVEY WITH PARENTS)**

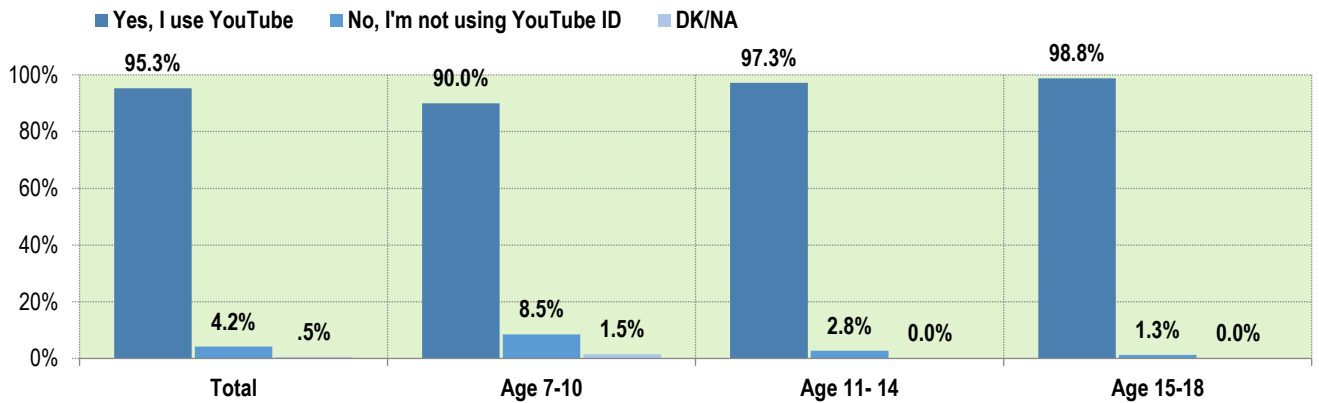


Parents from lower income households are more likely to claim that their children watch domestic TV programs and to be satisfied with their number and quality than parents from higher income households.

### Using YouTube

Data obtained from the children's survey indicates that, after they turn 11, almost all children use the YouTube website or application (97% of children aged 11-14 and 99% of children aged 15-18). Meanwhile, the majority of younger children also use YouTube – 9 in 10 children (90%) aged 7-10. (See Graph 45).

**GRAPH 45. USING THE YOUTUBE WEBSITE OR APPLICATION (TOTAL AND BY AGE GROUPS, N=1.201, N<sub>7-10</sub>=401, N<sub>11-14</sub>=400, N<sub>15-18</sub>=400, SURVEY WITH CHILDREN)**



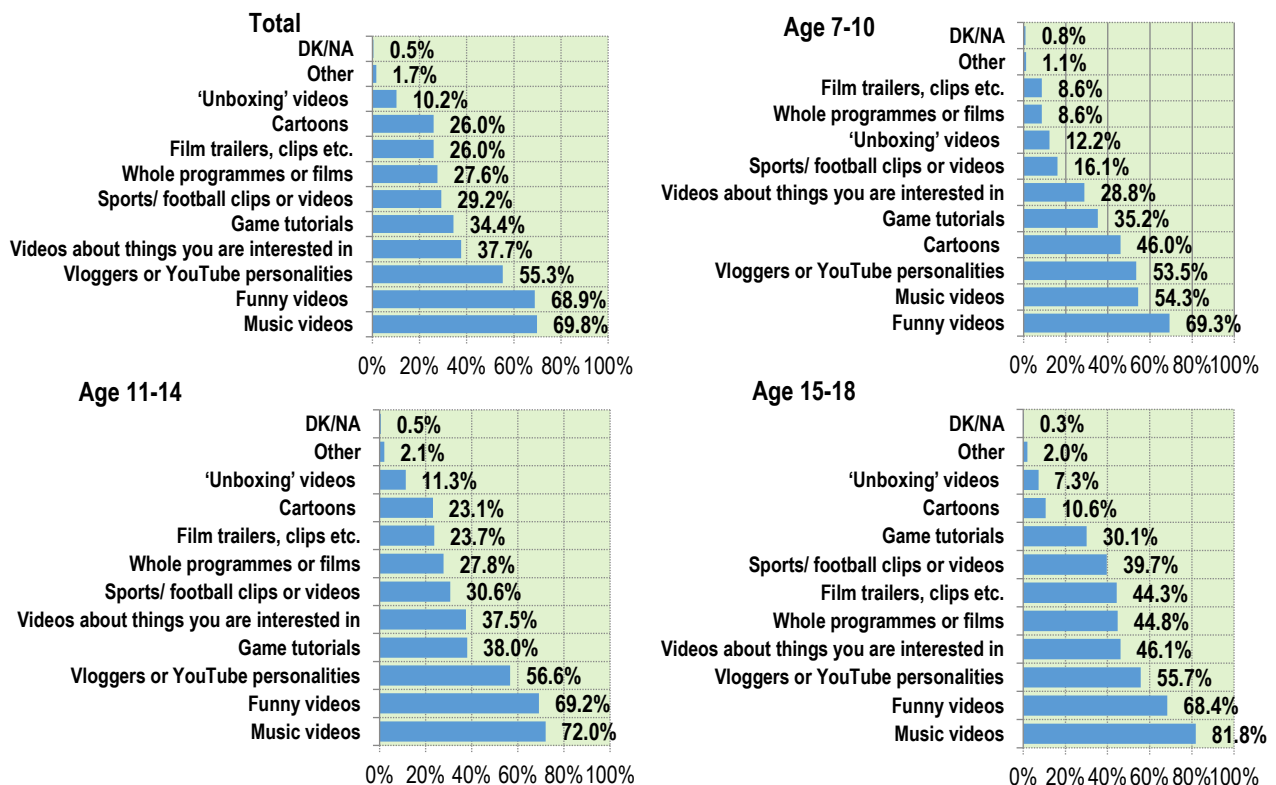
Considering the total sample, children are most likely to watch music videos, funny videos / jokes / challenges and Vloggers and YouTube personalities on YouTube. The difference when it comes to age is that children aged 7-10 tend to watch funny videos more often than music videos, while older children prefer watching music videos and funny content.

All children watch certain YouTube content to the same extent. Thus, funny videos / jokes / challenges are watched by seven in ten children, Vloggers or YouTube personalities by slightly over half, gaming tutorials or videos of others playing games by around a third, and “unboxing” videos by around a tenth.

Watching cartoons / animated films / mini-films or songs on YouTube decreases with the age of the child (46% of children aged 7-10, 23% of children aged 11-14 and 11% of children aged 15-18), while viewing music videos / tutorials or instructions about hobbies / topics the child is interested in, sports clips or videos, films or other full-length programs and film trailers, clips, best parts of the film / programs increases with age. (See Graphs 46-49).

In terms of gender differences, girls are more likely than boys to watch music videos and cartoons on YouTube, while boys are more likely to watch gaming tutorials and sports clips.

**GRAPHS 46-49. CONTENT MOST OFTEN VIEWED ON YOUTUBE (TOTAL AND BY AGE GROUPS, N=1.145, N<sub>7-10</sub>=361, N<sub>11-14</sub>=389, N<sub>15-18</sub>=395, SURVEY WITH CHILDREN)**

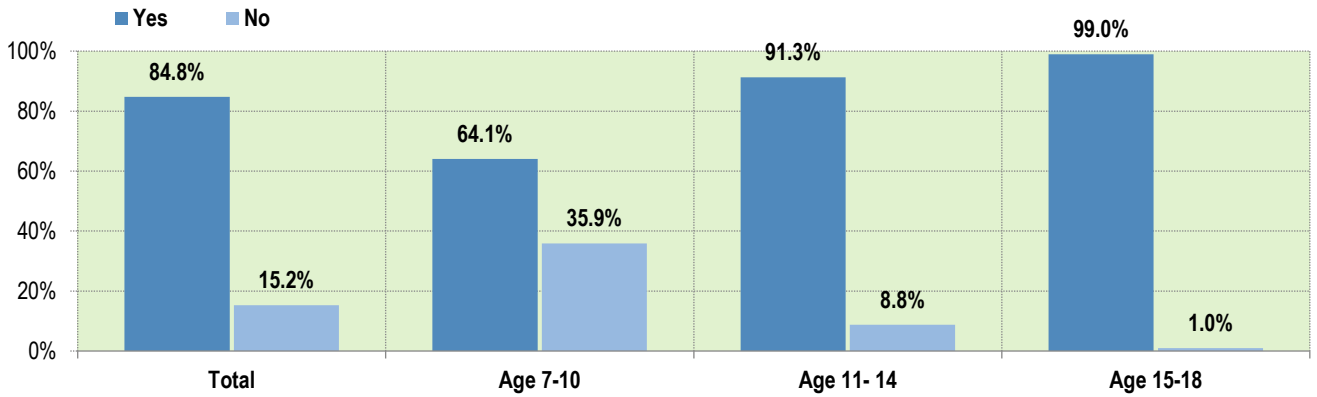




**Social networks and / or websites and / or applications for exchanging messages**

Nine in ten children aged 7-18 (85%) use at least one social network and / or website and / or application for exchanging messages. Their use increases with age; they are used by six in ten children aged 7-10 (64%), nine in ten children aged 11-14 (91%) and by all adolescents (99%). (See Graph 50).

**GRAPH 50. USING SOCIAL NETWORKS / WEBSITES / APPLICATIONS FOR EXCHANGING MESSAGES (TOTAL AND BY AGE GROUPS, N=1,201, N<sub>7-10</sub>=401, N<sub>11-14</sub>=400, N<sub>15-18</sub>=400, N=1.201, SURVEY WITH CHILDREN)**



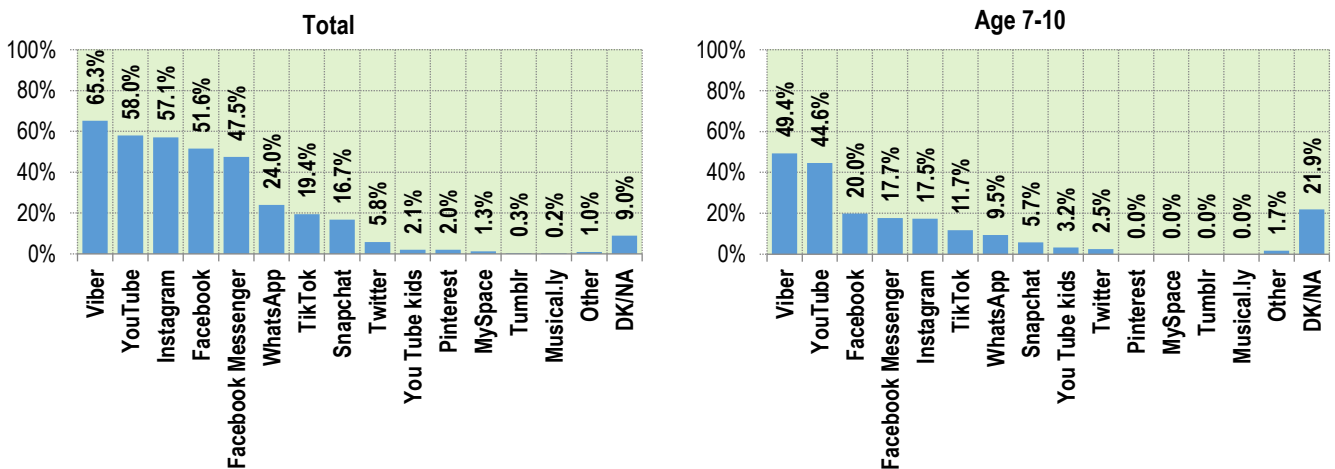
The majority of children of all age groups use Viber (65%); half the children aged 7-10 (49%), seven in ten children aged 11-14 (67%), and eight in ten children aged 15-18 (80%). Slightly fewer (58%) (also) use YouTube, and this increases with age – less than half the children aged 7-10 (45%), six in ten children aged 11-14 (57%) and seven in ten children aged 15-18 (72%).

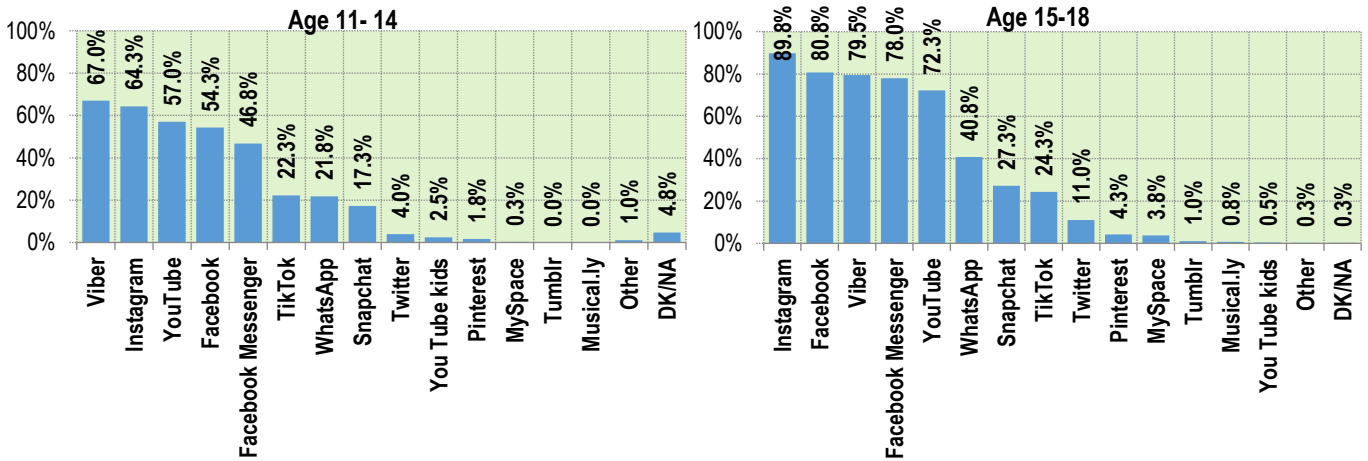
This is followed by the use of Facebook and Facebook Messenger; here, the age differences are more noticeable. These platforms are used by fewer than a fifth of children aged 7-10, half to three quarters of children aged 11-14 and by the majority (78% to 90%) of adolescents.

WhatsApp is rarely used, although adolescents use it more often than Snapchat and TikTok. All these applications are used to the same extent by children aged 7-14.

Twitter is used by 11% of adolescents, while less than 5% of younger children use this platform, which is also the case with the remaining networks, pages and applications. (See Graphs 51-54).

**GRAPHS 51-54. APPLICATIONS USED BY CHILDREN TO EXCHANGE MESSAGES (TOTAL AND BY AGE GROUPS, N=1,201, N<sub>7-10</sub>=401, N<sub>11-14</sub>=400, N<sub>15-18</sub>=400, SURVEY WITH CHILDREN)**

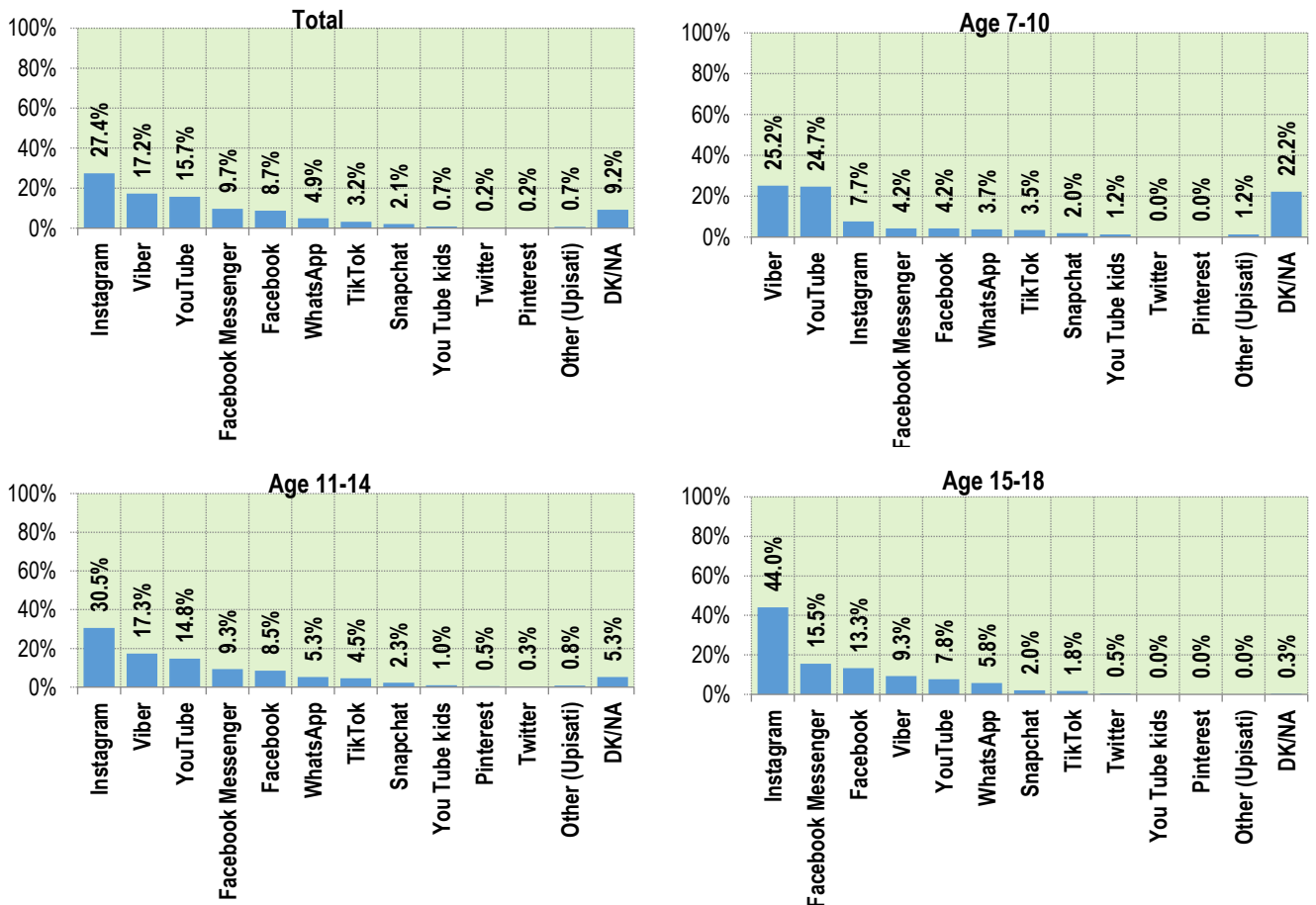




The main social network / website / application among children aged 11-18 is Instagram (31% of children aged 11-14 and 44% of adolescents say that they use it more than any other platform), while younger children rarely use it (8% of children aged 7-10). Younger children (aged 7-10) most frequently use Viber and YouTube (25% respectively), while older children rarely use them (Viber: 17% of children aged 11-14 and 9% of adolescents; YouTube: 15% of children aged 11-14 and 8% of adolescents).

Facebook Messenger and Facebook are the main platforms for a significantly lower number of children – mostly older children (FB Messenger: 4% of children aged 7-10, 9% of children aged 11-14 and 16% of adolescents; FB: 4% of children aged 7-10, 9% of children aged 11-14 and 13% of adolescents). All other networks / websites / applications are used by only a small number of children of all ages. In addition, the younger children are, the less likely they are to have a main network / page / application or can say which one they use the most (22% of children aged 7-10, 5% of children aged 11-14 and 0.3% of adolescents). (See Graphs 55-58).

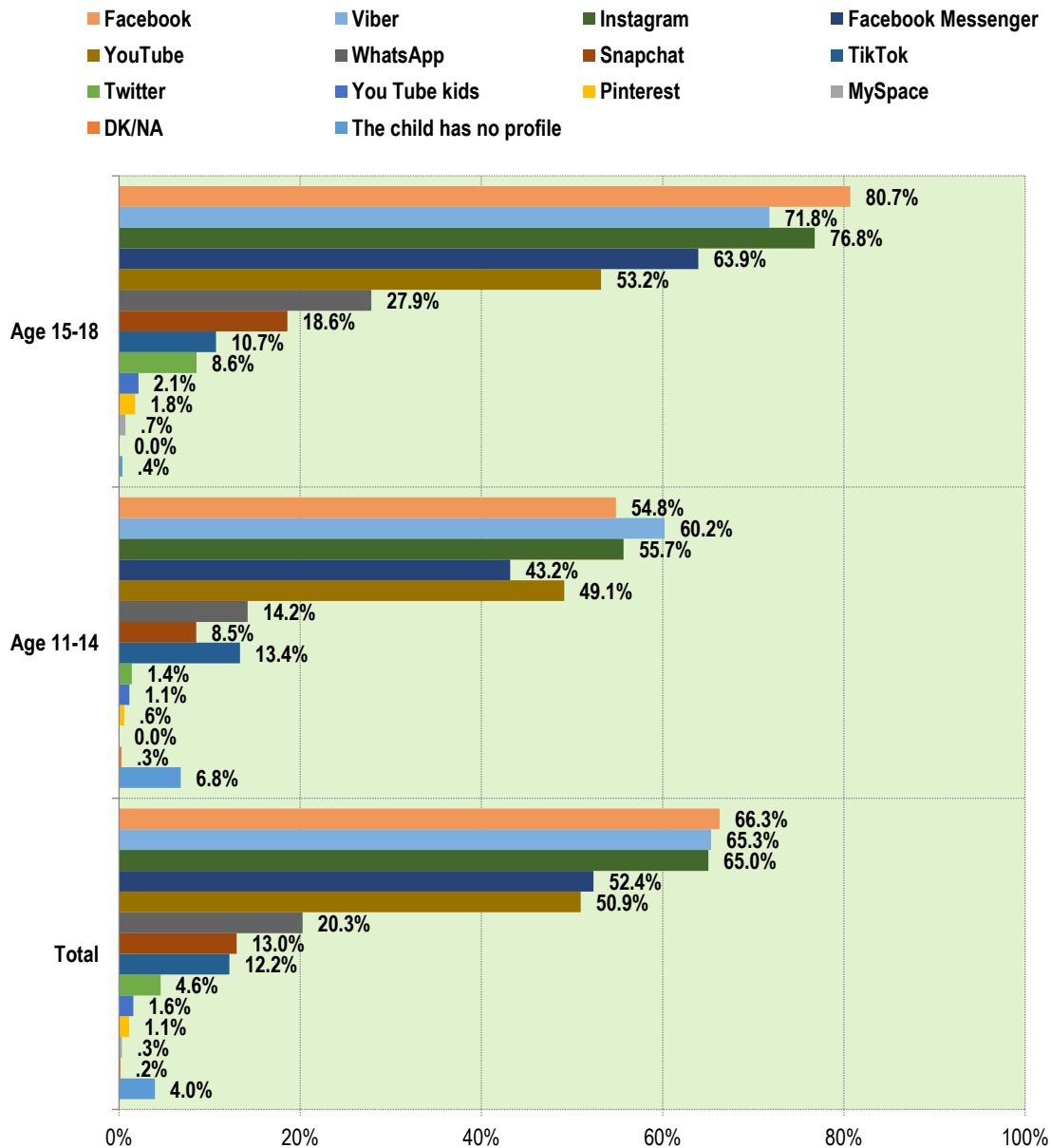
**GRAPHS 55-58. MAIN SOCIAL NETWORK / WEBSITE / APPLICATION (TOTAL AND BY AGE GROUPS, N=1,201, N<sub>7-10</sub>=401, N<sub>11-14</sub>=400, N<sub>15-18</sub>=400, SURVEY WITH CHILDREN)**



When it comes to gender differences, boys are more likely than girls to choose YouTube as their main network / page / application, while girls are more likely to choose Instagram.

Nearly all parents of children aged 11-18 (96%) state that their child has a user profile on a social network / website / application (Facebook, Viber, Instagram, Facebook Messenger and / or YouTube). They are more likely to state this for adolescents (15-18) than for children aged 11-14. Namely, according to parents, 100% of adolescents have a user profile, most often on Facebook (81%), Instagram (77%) and Viber (72%). Parents of children aged 11-14 state that 93% of their children have a profile, most often on Viber (60%), Instagram (56%) and Facebook (55%). (See Graph 59).

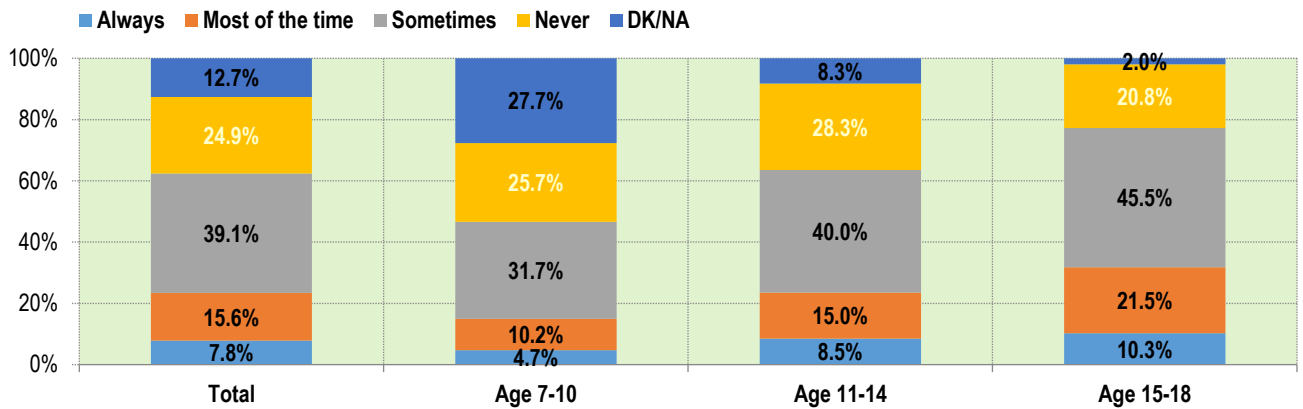
**GRAPH 59. HAVING A USER PROFILE ON A SOCIAL NETWORK (TOTAL AND BY AGE GROUPS, N=632, N<sub>11-14</sub>=352, N<sub>15-18</sub>=280, SURVEY WITH PARENTS)**



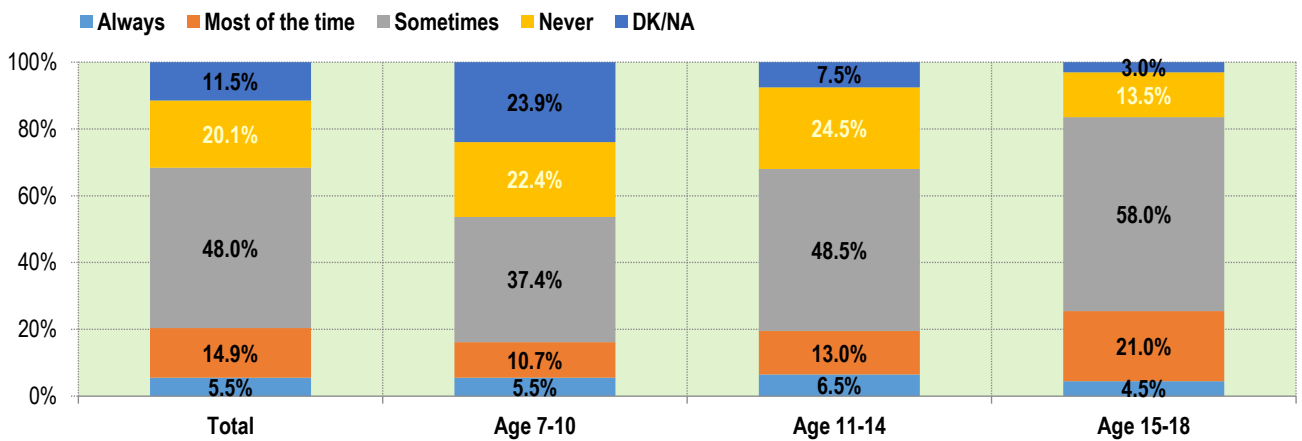
Children generally tend to see the benefits of the social networks, websites and applications they use. They claim that these platforms help them to feel closer to their friends (59%), make them happy (56%), and help them make new friends (47%). A significantly lower number of children notice the negative aspects of these platforms. A quarter claim that there is (always and most of the time) pressure to appear popular (23%), while a fifth state that people on these platforms are (always and most of the time) mean to one another (20%). There were almost no children (4%) who said that using social networks makes them unhappy.

Adolescents are more likely than children aged 7-14 to say that social networks help them establish and maintain friendships, but also to notice their negative aspects – the pressure to be popular and the presence of hate speech and online bullying. (See Graphs 60-65).

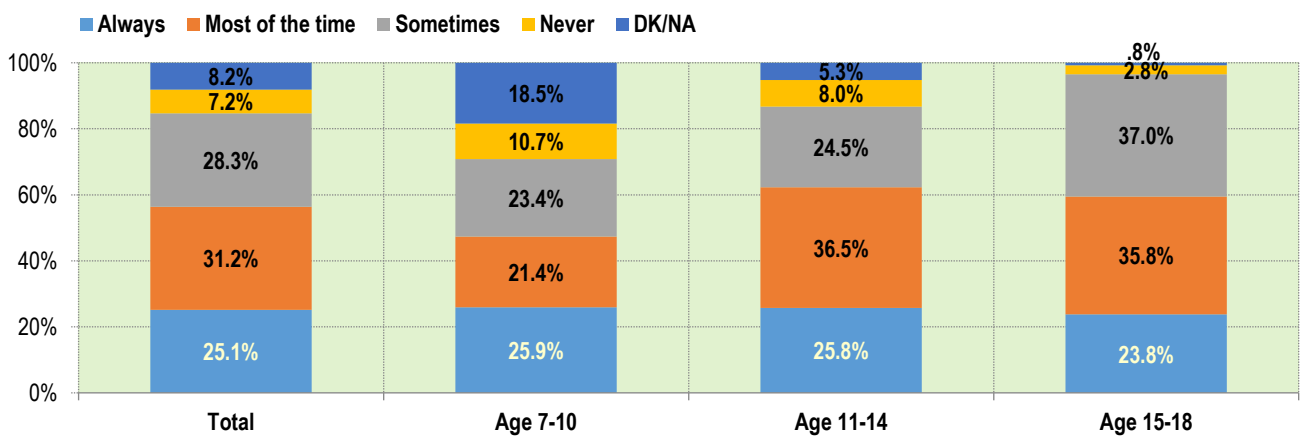
**GRAPH 60. ATTITUDES ON DIFFERENT ASPECTS OF SOCIAL NETWORKS – THERE IS PRESSURE TO APPEAR POPULAR ON SOCIAL NETWORKS (TOTAL AND BY AGE GROUPS, N=1,201, N<sub>7-10</sub>=401, N<sub>11-14</sub>=400, N<sub>15-18</sub>=400, SURVEY WITH CHILDREN)**



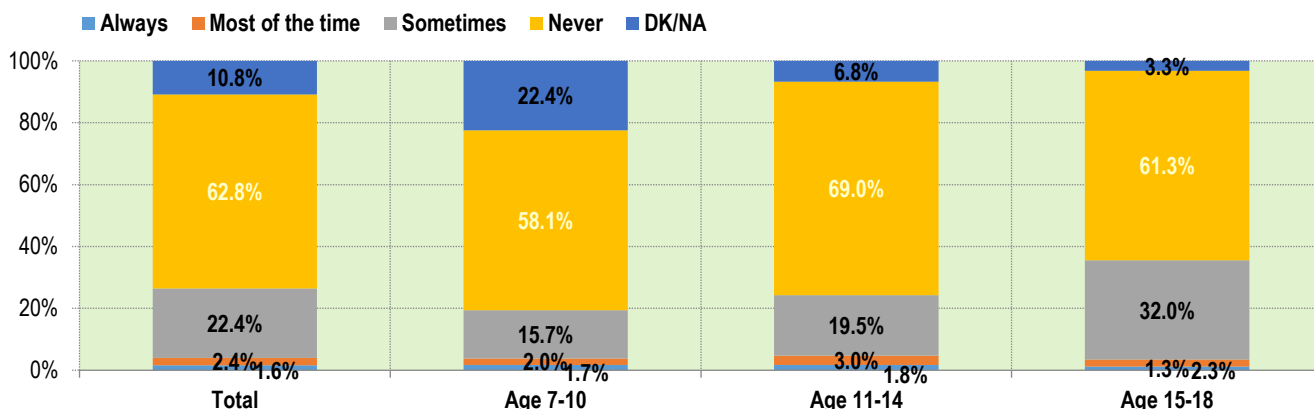
**GRAPH 61. ATTITUDES ON DIFFERENT ASPECTS OF SOCIAL NETWORKS – PEOPLE ARE MEAN TO ONE ANOTHER ON SOCIAL NETWORKS (TOTAL AND BY AGE GROUPS, N=1201, N<sub>7-10</sub>=401, N<sub>11-14</sub>=400, N<sub>15-18</sub>=400, SURVEY WITH CHILDREN)**



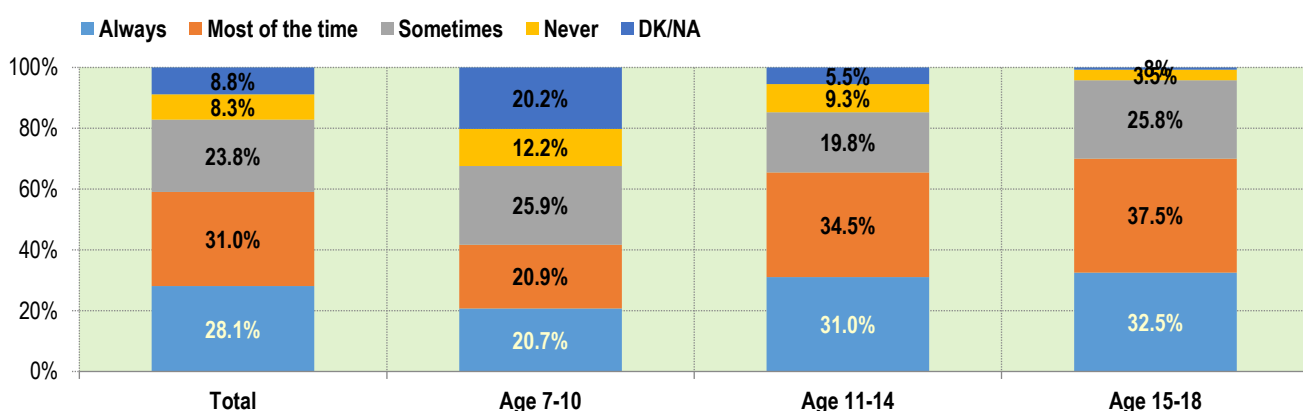
**GRAPH 62. ATTITUDES ON DIFFERENT ASPECTS OF SOCIAL NETWORKS – USING SOCIAL NETWORKS MAKES ME HAPPY (TOTAL AND BY AGE GROUPS, N=1,201, N<sub>7-10</sub>=401, N<sub>11-14</sub>=400, N<sub>15-18</sub>=400, SURVEY WITH CHILDREN)**



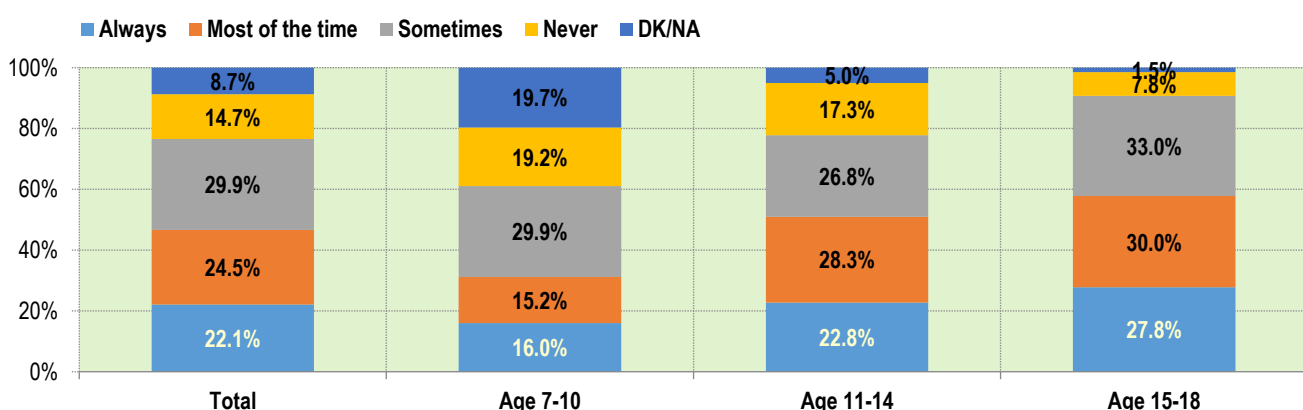
**GRAPH 63. ATTITUDES ON DIFFERENT ASPECTS OF SOCIAL NETWORKS – USING SOCIAL NETWORKS MAKES ME UNHAPPY (TOTAL AND BY AGE GROUPS, N=1,201, N<sub>7-10</sub>=401, N<sub>11-14</sub>=400, N<sub>15-18</sub>=400, SURVEY WITH CHILDREN)**



**GRAPH 64. ATTITUDES ON DIFFERENT ASPECTS OF SOCIAL NETWORKS – USING SOCIAL NETWORKS HELPS ME FEEL CloSER TO MY FRIENDS (TOTAL AND BY AGE CATEGORIES, N=1,201, N<sub>7-10</sub>=401, N<sub>11-14</sub>=400, N<sub>15-18</sub>=400, SURVEY WITH CHILDREN)**



**GRAPH 65. ATTITUDES ON ASPECTS OF SOCIAL NETWORKS BY AGE GROUPS – USING SOCIAL NETWORKS HELPS ME MAKE NEW FRIENDS (TOTAL AND BY AGE GROUPS, N=1,201, N<sub>7-10</sub>=401, N<sub>11-14</sub>=400, N<sub>15-18</sub>=400, SURVEY WITH CHILDREN)**

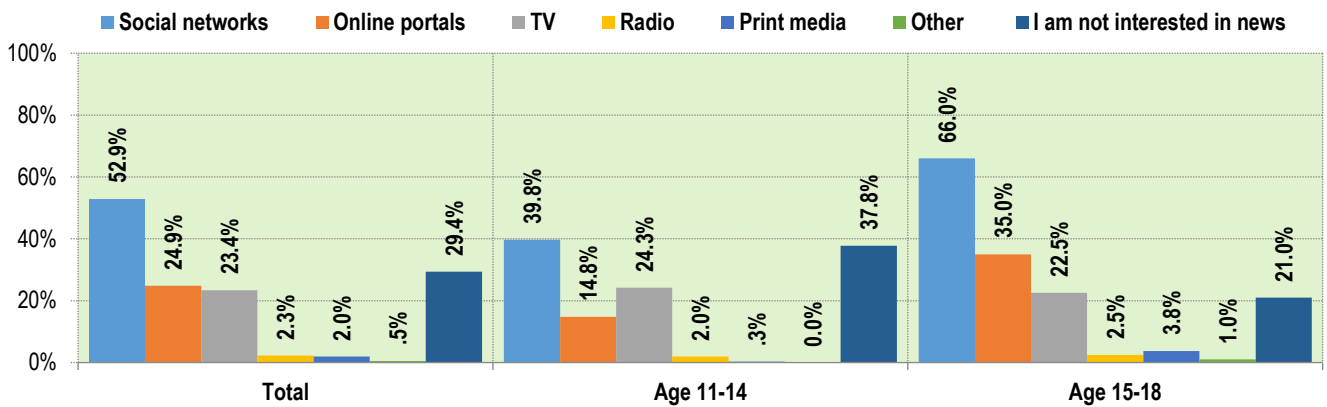


When it comes to gender differences, girls are more likely than boys to claim that there are hateful comments and behavior on social networks.

**Sources of information on events in the country and around the world**

Three in ten children state that they are not interested in news / information on events in the country and the world. These are more likely to be children aged 11-14 than adolescents (four in ten children aged 11-14 – 38%, and significantly fewer adolescents, two in ten – 21%). Those who are interested in this information usually find it on social networks (40% of children aged 11-14 and 66% of adolescents), or on television (24% of children aged 11-14 and 23% of adolescents) and online portals (15% of children aged 11-14 and 35% of adolescents). They rarely use the radio or print media for this purpose. (See Graph 66).

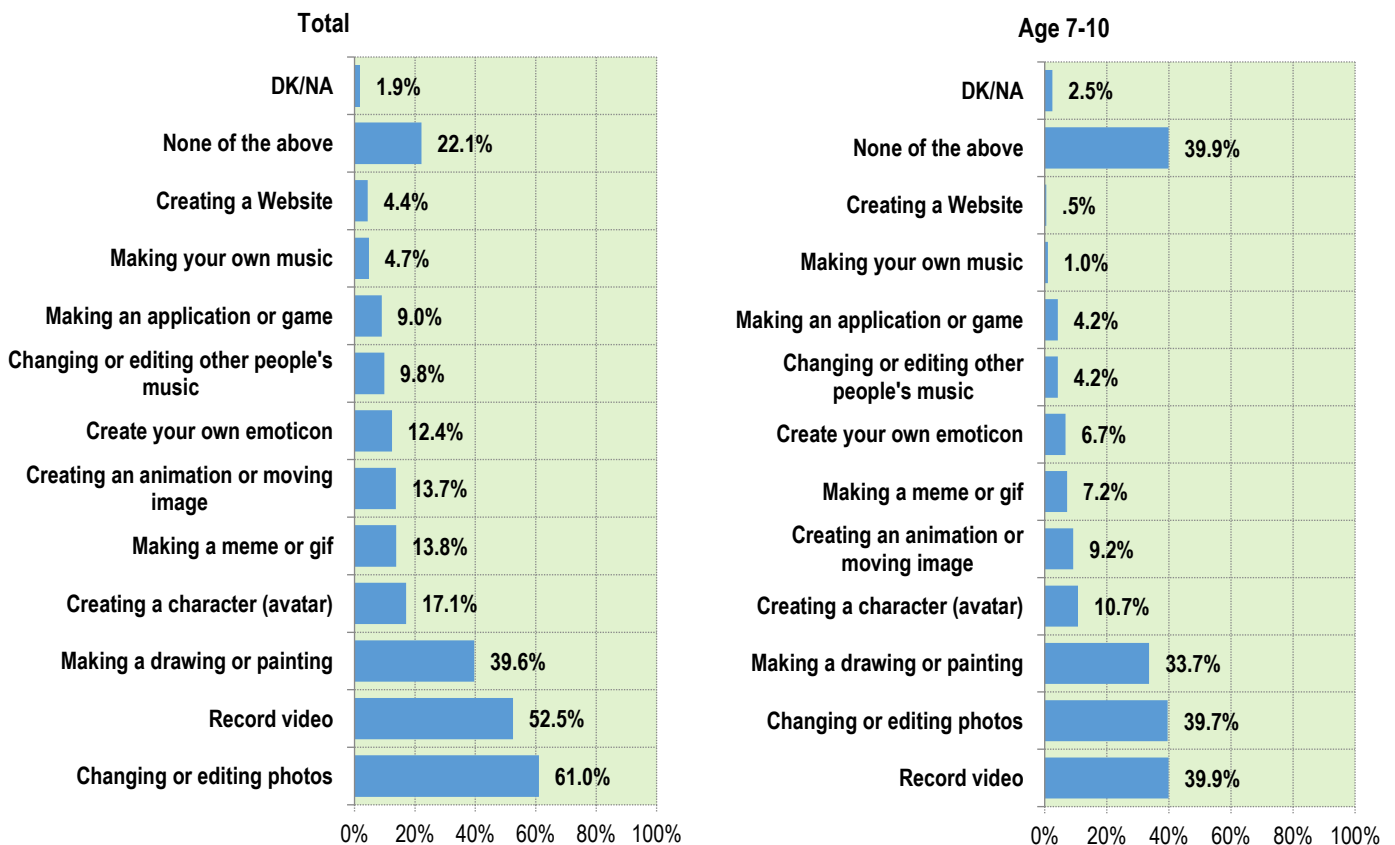
**GRAPH 66. SOURCES OF INFORMATION ON EVENTS IN THE COUNTRY AND AROUND THE WORLD (TOTAL AND BY AGE GROUP, N=800, N<sub>11-14</sub>=400, N<sub>15-18</sub>=400, SURVEY WITH CHILDREN)**

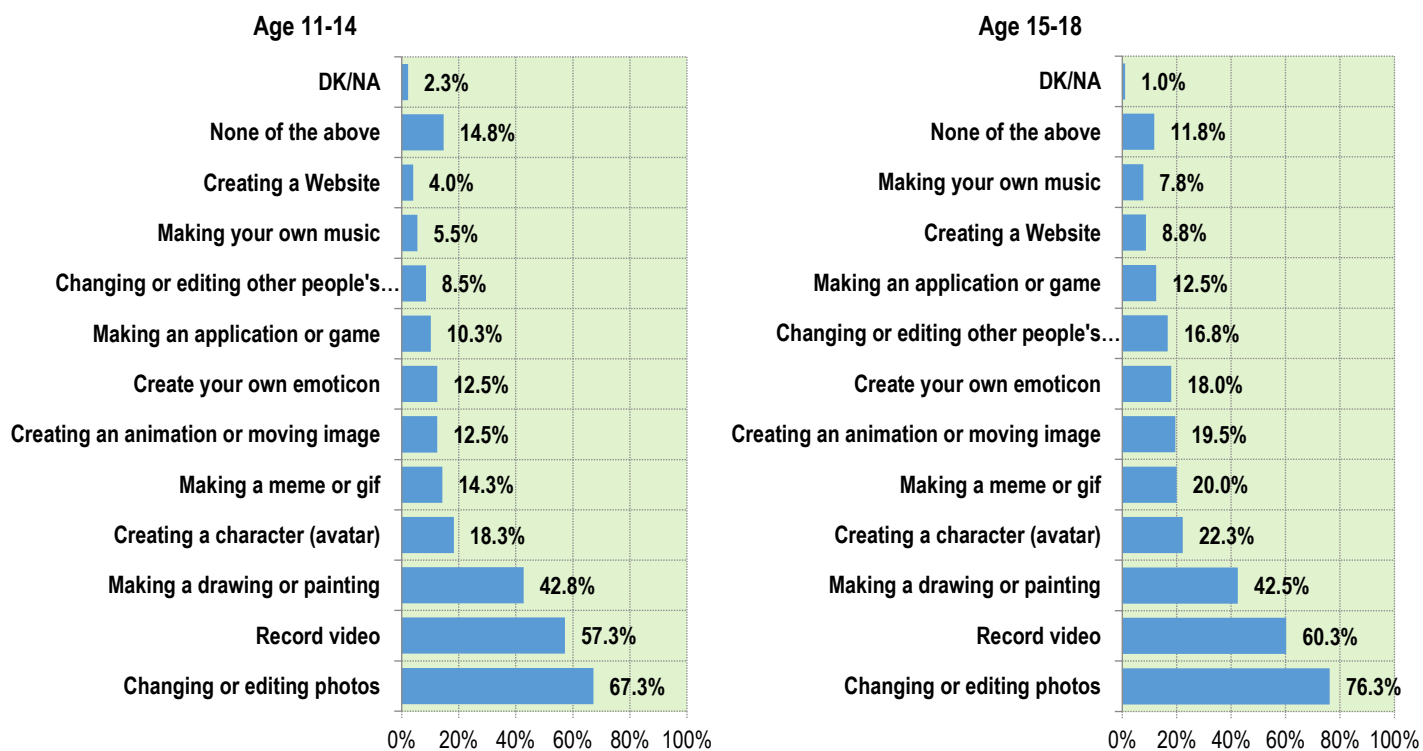


**Creating content**

The majority of children (76%) produce content on computers, tablets or mobile phones, and they tend to do this more often as they get older. Thus, four in ten children aged 7-10 (40%), and significantly fewer older children (15% of children aged 11-14 and 12% of children aged 15-18) have never “created” anything on these devices. The rest usually change or edit photographs (and are more likely to do so the older they get: 40% of children aged 7-10, 67% of children aged 11-14 and 76% of children aged 15-18) and record videos (usually children older than 10: 40% of children aged 7-10, 57% of children aged 11-14 and 60% of children aged 15-18). This is followed by creating drawings or pictures, and the trend remains the same – these activities were done more frequently by older children, but the differences are not as noticeable. Namely, this was done by a third of children aged 7-10 (34%) and 43% of children aged 11-18. (See Graphs 67-70).

**GRAPHS 67-70. CONTENT CREATED BY CHILDREN ON COMPUTERS, TABLETS OR MOBILE PHONES (TOTAL AND BY AGE GROUP, N=1,201, N<sub>7-10</sub>=401, N<sub>11-14</sub>=400, N<sub>15-18</sub>=400, SURVEY WITH CHILDREN)**





When it comes to gender differences, boys are more likely than girls to record videos, create applications or games, change or edit someone else’s music and create characters / avatars.

Parents confirm that their children most frequently use their computers, tablets or mobile phones to change or edit photographs, record videos and create drawings or pictures. The activities of different age groups reported in both surveys are the same – the older their children, the more likely parents are to state that they use these devices to edit photographs, and if they are older than ten, that they often record videos. And while, according to parents, there are no differences between age groups when it comes to activities such as creating drawings or pictures (which is the only more popular activity than the others) and creating avatars, they claim that all other activities are more frequently done by older children i.e. adolescents (creating animations or moving pictures, creating memes or gifs, creating their own emoticons, creating applications or games, changing or editing someone else’s music, creating own music, and creating web pages). (See Table 5).

**TABLE 5. CONTENT PRODUCED BY CHILDREN ON COMPUTERS, TABLETS OR MOBILE PHONES BY AGE GROUP (N<sub>7-10</sub>=367, N<sub>11-14</sub>=352, N<sub>15-18</sub>=280, N=999, SURVEY WITH PARENTS)**

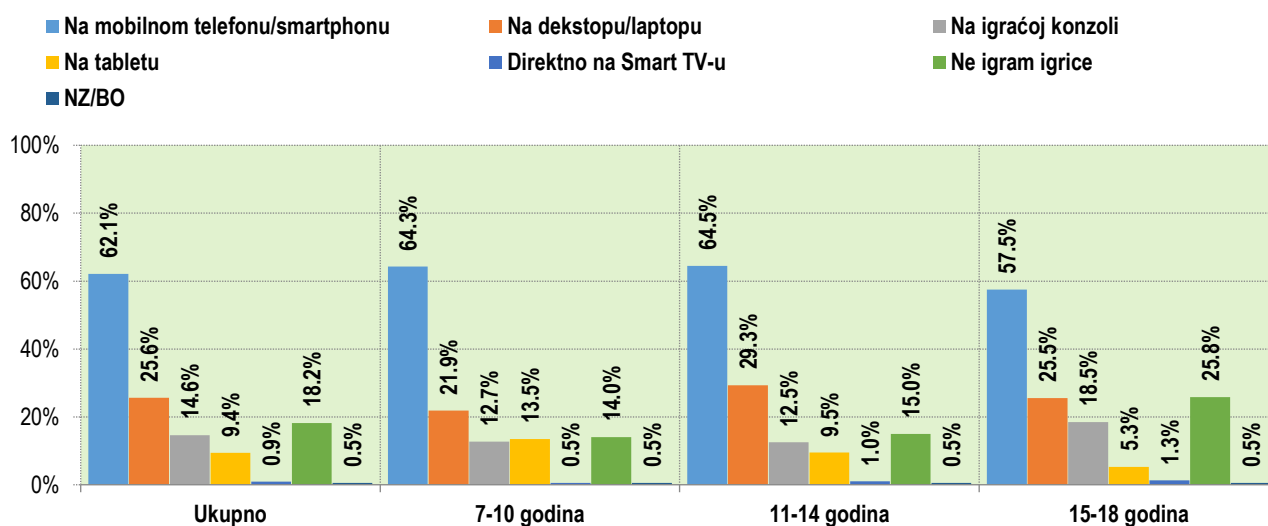
	The age of the child			Total
	7-10	11-14	15-18	
Changing or editing photos	34.6%	53.4%	60.7%	48.5%
Record video	37.1%	46.0%	50.0%	43.8%
Making a drawing or painting	31.6%	34.1%	34.3%	33.2%
Creating a character (avatar) who lives in games or websites like Minecraft, Skyrim, etc.	6.8%	9.1%	11.1%	8.8%
Creating an animation or moving image	7.6%	6.3%	12.9%	8.6%
Making a meme or gif (an image, video, or piece of funny text spread over the Internet)	6.0%	8.2%	11.8%	8.4%
Create your own emoticon (using sites / apps like Snapchat or Bitmoji)	5.4%	5.1%	12.1%	7.2%
Making an application or game	3.5%	7.4%	10.4%	6.8%
Changing or editing other people's music (cutting, editing and mixing tracks)	2.7%	2.8%	8.2%	4.3%
Making your own music	1.6%	1.7%	6.8%	3.1%
Creating a Website	.5%	1.4%	4.6%	2.0%
Other	0.0%	.3%	0.0%	.1%
None of the above	36.2%	22.4%	12.1%	24.6%
DK/NA	11.2%	10.8%	16.8%	12.6%

Parents with higher levels of education are more likely to state that their children use these devices to record videos, change or edit someone else's music, create avatars, applications or games and their own emoticons. Employed parents are more likely than unemployed parents to state that their children created avatars, applications or games and animations or moving pictures.

### Playing games

A quarter of adolescents (26%) and significantly fewer younger children (14% of children aged 7-10 and 15% of children aged 11-14) responded that they never played games at home or anywhere else. The rest generally play them on their mobile phones / smartphones – slightly under two thirds of children (64% of children aged 7-14 and 58% of adolescents). This is followed by computers / laptops, which are used by around a quarter of children for this purpose (22% of children aged 7-10, 29% of children aged 11-14 and 26% of adolescents), then game consoles, which are used by around a seventh of children (13% of children aged 7-14 and 19% of adolescents). Very few children (around 1%) play games directly on Smart TVs (without using a game console connected to the television). (See Graph 71).

**GRAPH 71. DEVICES ON WHICH CHILDREN PLAY GAMES (TOTAL AND BY AGE GROUPS, N=1,201, N<sub>7-10</sub>=401, N<sub>11-14</sub>=400, N<sub>15-18</sub>=400, SURVEY WITH CHILDREN)**



Girls are more likely than boys to claim that they never play games, while boys play them more frequently on almost all mentioned devices (except the tablet and Smart TV).



## 5.3. Time Spent Using Media

### How much time do children spend using information-communication devices and media?

In a typical week during the school year, the majority of children (eight in ten) use mobile phones or smartphones (for any activity) every day, and this use increases with age – they are used by seven in ten children aged 7-10 (73%), eight in ten children aged 11-14 (83%) and nine in ten adolescents (94%).

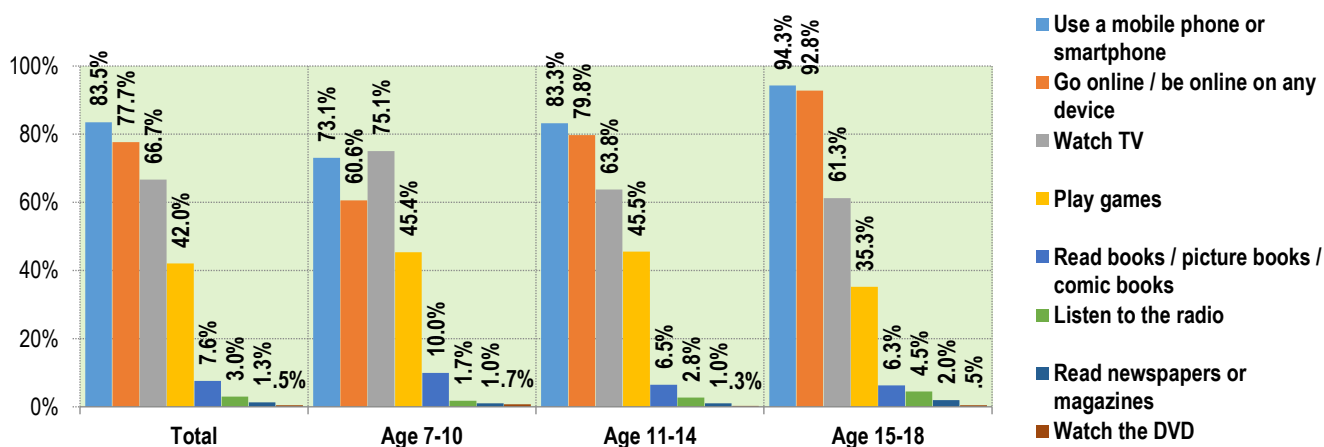
The situation is similar when it comes to spending time online (using any device) except that children aged 11-14 and adolescents who use mobile phones / smartphones every day are also online every day, which is not the case for some younger children (7-10) (online every day: 61% of children aged 7-10, 80% of children aged 11-14 and 93% of adolescents).

Seven in ten children watch TV every day. Younger children are more likely to do so – the majority of them (75%) watch TV every day during a typical school week (not DVDs). Children aged 11-14 and adolescents watch TV somewhat less (61% of children aged 11-14 and 67% of adolescents).

Playing games is another activity that a significant number of children engage in, four out of ten – nearly half the children aged 7-11 (46%) and significantly fewer adolescents, but still a third (35%).

Under a tenth of children (not a single “entire” child) read books / picture books / comic books every day (10% of children aged 7-10, 7% of children aged 11-14 and 6% of adolescents), while almost none read newspapers or magazines on a daily basis (1%). Likewise, watching DVDs is almost non-existent (0.5%), while listening to the radio is slightly more popular (3%). (See Graph 72).

**GRAPH 72. EVERYDAY USE OF VARIOUS DEVICES, MEDIA AND SPENDING TIME ONLINE IN A TYPICAL WEEK DURING THE SCHOOL YEAR (TOTAL AND BY AGE GROUPS, N=1,201, N<sub>7-10</sub>=401, N<sub>11-14</sub>=400, N<sub>15-18</sub>=400, SURVEY WITH CHILDREN)**

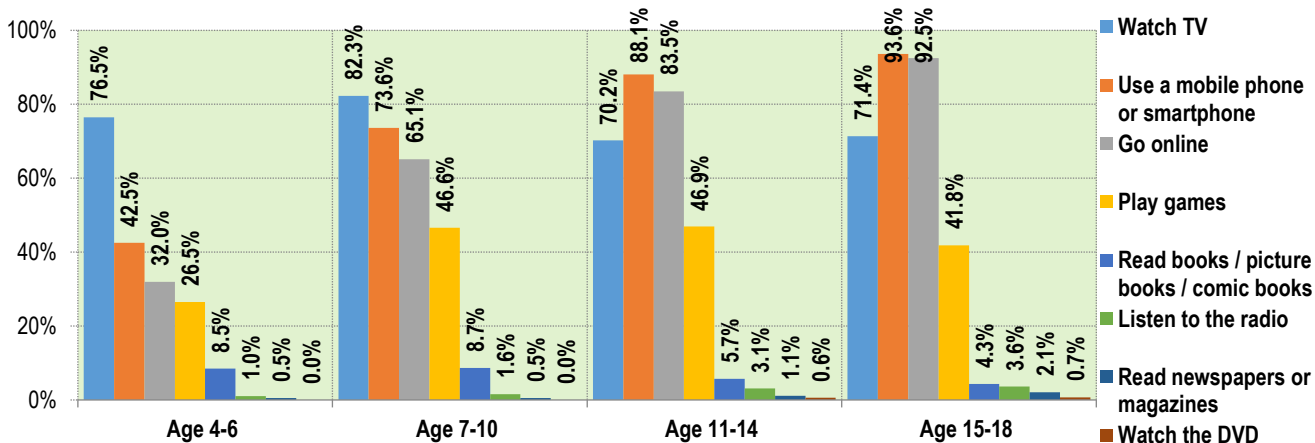


When it comes to gender differences, boys are more likely than girls to play games every day and go online.

Data obtained from the parents' survey indicates that they are acquainted with the extent to which their children use various devices and go online during a typical school week. Namely, parental opinions on their children's daily use of mobile or smartphones, the internet and games, as well as less popular activities (reading books, picture books or comics, as well as newspapers and magazines, listening to the radio and watching DVDs), are very similar to the information provided by children. In contrast, they tend to overestimate the amount of time children spend watching television.

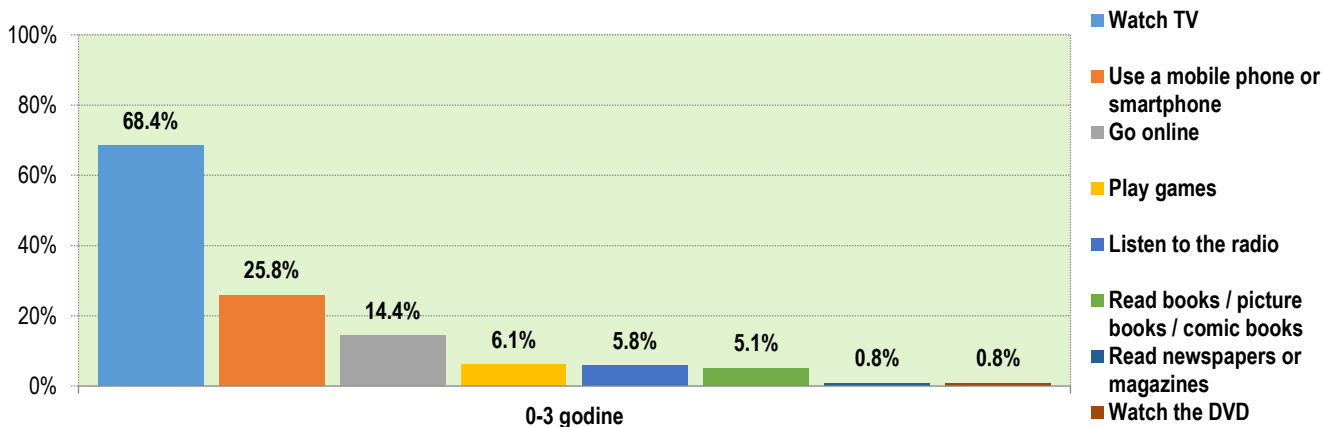
Likewise, these are similar in terms of age groups. The older their children, the more likely parents are to state that they use mobile or smartphones every day and that they spend more time on the internet. They also state that children older than 7 play games more frequently, while those aged 4-10 watch television. There are no age differences when it comes to the remaining activities. (See Graph 73).

**GRAPH 73. EVERYDAY USE OF VARIOUS DEVICES, MEDIA AND SPENDING TIME ONLINE IN A TYPICAL WEEK DURING THE SCHOOL YEAR (BY AGE GROUPS, N<sub>4-6</sub>=388, N<sub>7-10</sub>=367, N<sub>11-14</sub>=352, N<sub>15-18</sub>=280, SURVEY WITH PARENTS)**



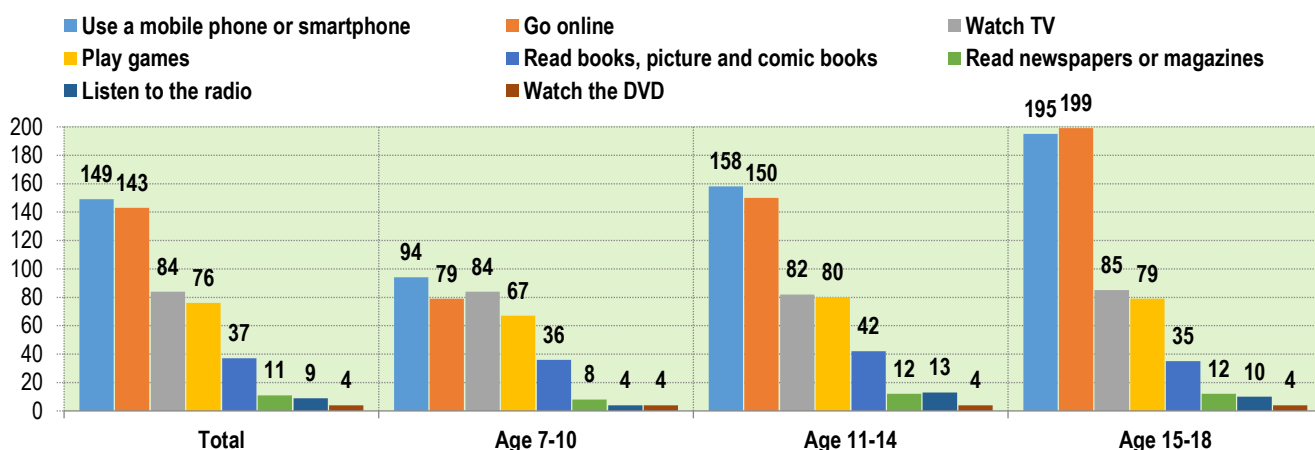
At the same time, parents of children aged 0-3 state that two thirds of them watch television every day (seven in ten children – 68%), a quarter use mobile or smartphones (three in ten children – 26%), and over a tenth (14%) use the internet. According to data from parents, this age category listens to the radio more frequently than the others – but it is a small percentage of children (6%). (See Graph 74).

**GRAPH 74. EVERYDAY USE OF VARIOUS DEVICES, MEDIA AND SPENDING TIME ONLINE AMONG CHILDREN AGED 0-3 IN A TYPICAL WEEK DURING THE SCHOOL YEAR (N<sub>0-3</sub>=396, SURVEY WITH PARENTS)**



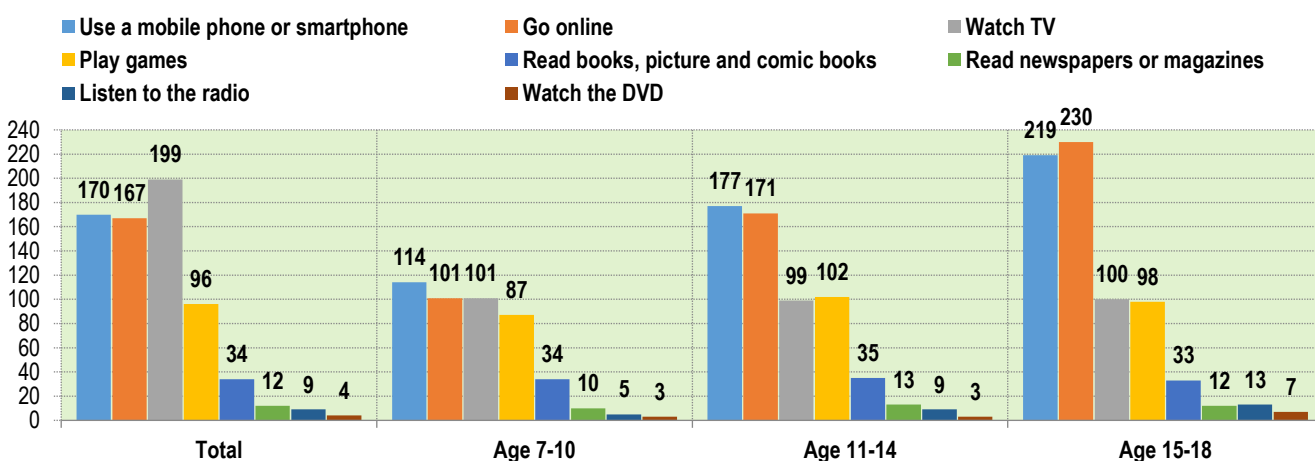
Data obtained from children indicates that, on a typical weekday (when they go to school in the morning and when classes are not held online), they spend an average of two and a half hours on their mobile or smartphones, watch TV for an hour and 24 minutes on average and play games an hour and 16 minutes on average. They spend much less time reading: 37 minutes on average reading books / picture books and 11 minutes on average reading newspapers / magazines. They spend even less time listening to the radio (9 minutes) and watching DVDs (4 minutes). They spend two and a half hours on average online. The older they are, the more time they spend using information-communication devices as the use of these devices and time spent online increases with age. When it comes to the other activities, there are no significant differences between age groups. (See Graph 75).

**GRAPH 75. AVERAGE TIME (IN MINUTES) SPENT USING VARIOUS DEVICES, MEDIA AND GOING ONLINE DURING A TYPICAL SCHOOL DAY (TOTAL AND BY AGE GROUP, N=1.201, N<sub>7-10</sub>=401, N<sub>11-14</sub>=400, N<sub>15-18</sub>=400, SURVEY WITH CHILDREN)<sup>16</sup>**



Children spend more time in front of a screen during the weekend; thus, the total average time children spend on these activities is longer. Similarly, the older children are the more time they spend in front of a screen. (See Graph 76).

**GRAPH 76. AVERAGE TIME SPENT ON PLATFORMS DURING THE WEEKEND (TOTAL AND BY AGE GROUPS, N=1.201, N<sub>7-10</sub>=401, N<sub>11-14</sub>=400, N<sub>15-18</sub>=400, SURVEY WITH CHILDREN)**

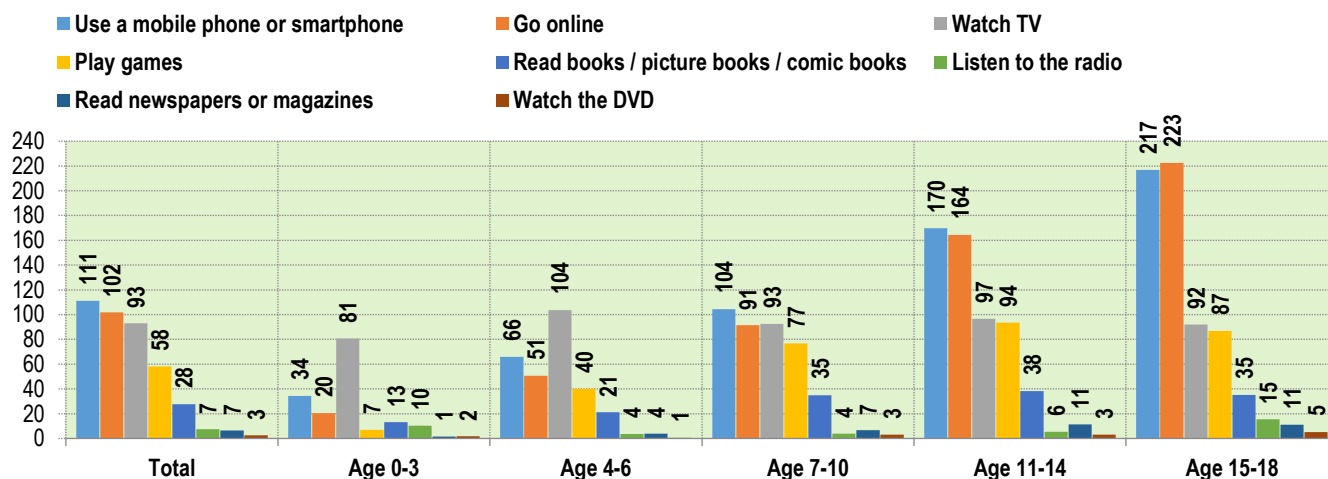


Data obtained from parents on the average time their children (7-18) spend on various activities during a typical week day (when they go to school in the morning and when classes are not held online) is not significantly different from data provided by children when it comes to less popular activities: reading (books / picture books and newspapers / magazines, listening to the radio and watching DVDs). However, parents believe that children spend more time, on average, using mobile or smartphones, watching television, playing games and using the internet. Moreover, the differences when it comes to time spent on mobile or smartphones and the internet are greater the older children are. Thus, parents estimate that children aged 7-10 spend 11 minutes more on average on mobile or smartphones, children aged 11-14 12 minutes more, and adolescents 22 minutes more than the children / adolescents themselves report. The same goes for spending time on the internet: according to parents, children aged 7-10 spend 12 minutes more on average, children aged 11-14 15 minutes more and adolescents 24 minutes more than the children themselves report. When it comes to watching television and playing games, the differences are most noticeable with the 11-14 age group and least with adolescents. Namely, parents believe that children aged 7-10 spend 9 minutes more, children aged 11-14 15 minutes more and adolescents 7 minutes more watching television than the children themselves claim, and that children aged 7-10 spend 10 more minutes, children aged 11-14 13 more minutes and adolescents 8 more minutes playing games than the children / adolescents report.

<sup>16</sup> Responses of *Don't know* and *No answer* are excluded from this analysis. Data on dispersion measures can be seen in the tables in Annex 2. The same goes for data presented in Graphs 75-78.

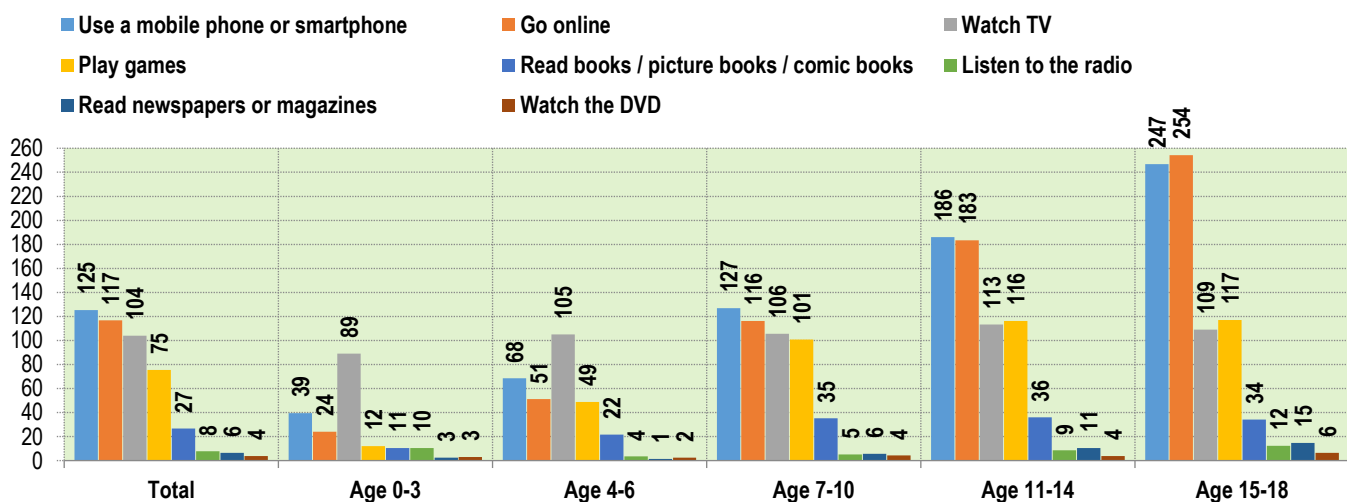
At the same time, data obtained from parents of children aged 0-3 and 4-6 (who did not respond to these questions) indicates that they spend most of their time watching television (on a typical school day, children aged 0-3 spend an hour and 21 minutes on average watching television, while children aged 4-6 spend an hour and 44 minutes on average). This is followed by the use of mobile phones / smartphones and spending time online. Children aged 4-6 spend more time on these activities than younger children (mobile / smartphones: an hour and 6 minutes for children aged 4-6, 34 minutes for children aged 0-3; spending time online: 51 minutes for children aged 4-6, 20 minutes for children aged 0-3). Children aged 4-6 also spend more time playing games than children aged 0-3 (on average 40 and 7 minutes respectively), while there are no significant differences when it comes to the other activities (reading books / picture books and newspapers / magazines, listening to the radio and watching DVDs). (See Graph 77).

**GRAPH 77. AVERAGE TIME (IN MINUTES) SPENT USING VARIOUS DEVICES, MEDIA AND GOING ONLINE DURING A TYPICAL SCHOOL DAY (TOTAL AND BY AGE GROUPS, SURVEY WITH PARENTS)**



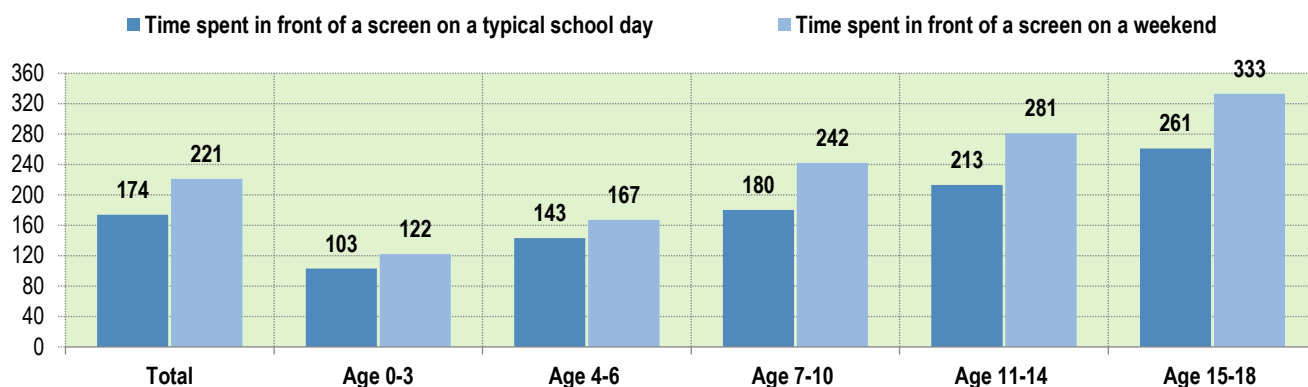
Data obtained from parents also confirms that children (7-18) spend more time on all activities involving a screen during the weekend, so that the average time they spend using a mobile phone / smartphone, watching television, playing games and going online increases. Here also, parents tend to overestimate the time provided by children / adolescents themselves. As can be expected, this is not the case for children aged 0-3 and 4-6, among whom there are no significant differences between the time spent on various devices, media and the internet on a typical school day and the weekend. (See Graph 78).

**GRAPH 78. AVERAGE TIME (IN MINUTES) SPENT USING VARIOUS DEVICES, MEDIA AND GOING ONLINE DURING THE WEEKEND (TOTAL AND BY AGE GROUPS, SURVEY WITH PARENTS)**



Parents estimate that their children spend, on average, nearly three hours (174 minutes) in front of a screen on a typical school day when there are no online classes, and this increases with age (slightly more than an hour and a half for children aged 0-3 and more than four hours for adolescents). During the weekend, this is even longer so that on average children spend three and a half hours (221 minutes) in front of a screen, and this also increases with age (from two hours for children aged 0-3 to almost five hours for adolescents). (See Graph 79).

**GRAPH 79. AVERAGE TIME (IN MINUTES) SPENT IN FRONT OF A SCREEN ON A TYPICAL SCHOOL DAY AND WEEKEND (TOTAL AND BY AGE GROUPS, N=1,783, N<sub>0-3</sub>=396, N<sub>4-6</sub>=388, N<sub>7-10</sub>=367, N<sub>11-14</sub>=352, N<sub>15-18</sub>=280, SURVEY WITH PARENTS)**

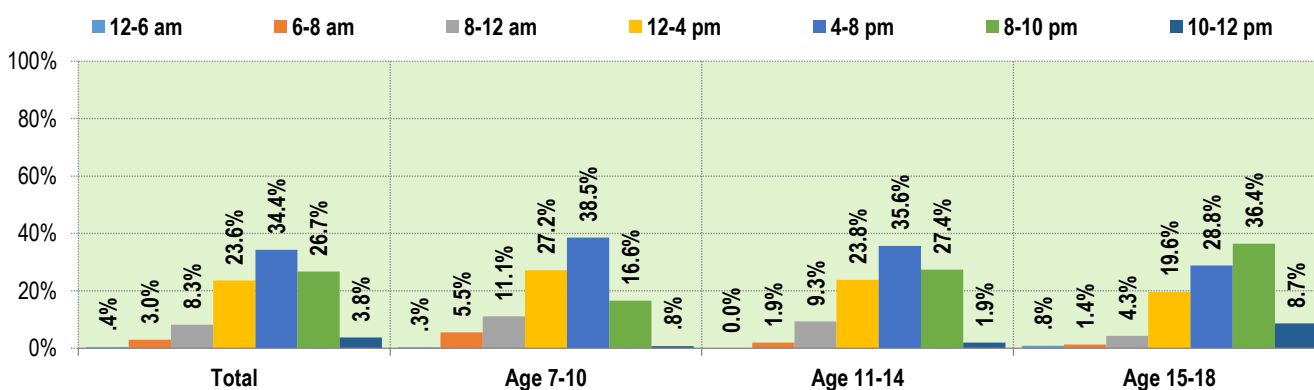


The lower their level of education, the more parents are likely to state that their children spend more time in front of a screen both on a typical school day and on the weekend.

**Times of the day children use information-communication devices and media**

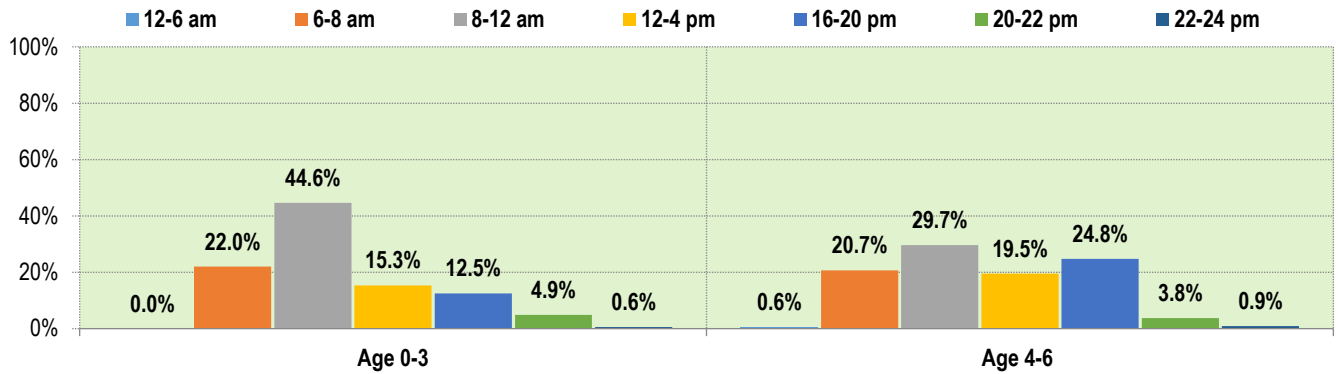
Children who watch television tend to do so in the period between noon and 10 pm. Younger children (aged 7-10) usually watch television in the morning (6-8 am), and are “joined” by children aged 11-14 between 8 am and 12 pm. Adolescents usually begin watching television around noon. However, younger children are significantly more likely to watch television between 12 pm and 8 pm than adolescents who “take over” in the period between 8 pm and 10 pm. Some of them continue to watch television until midnight. (See Graph 80).

**GRAPH 80. WATCHING TELEVISION PROGRAMMES AT DIFFERENT TIMES OF THE DAY (TOTAL AND BY AGE GROUPS, N<sub>7-10</sub>=379, N<sub>11-14</sub>=365, N<sub>15-18</sub>=368, SURVEY WITH CHILDREN)**



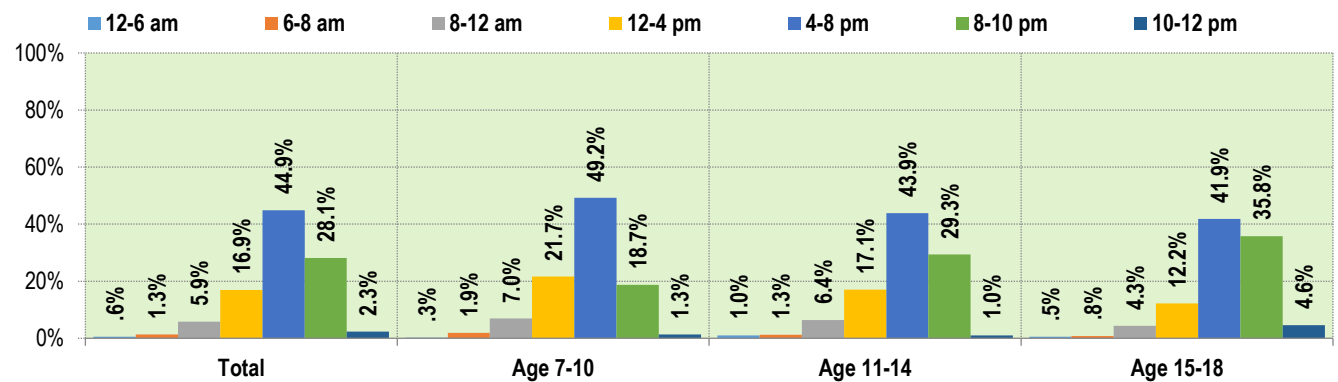
Data obtained from parents on the times of day their children watch television is generally similar to the data provided by children except that parents are more likely to point out that adolescents also watch television between 10 pm and midnight. At the same time, data indicates that children aged 0-3 usually watch television between 8 am and 12 am, and early in the morning (6 am to 8 am). A smaller number of them watch television during the rest of the day (noon to 8 pm), after which only a small number of children remain watching television. Compared to them, children aged 4-7 usually watch television between 4 pm and 8 pm, so that the period during which they watch television is between 6 am and 8 pm. (See Graph 81).

**GRAPH 81. WATCHING TELEVISION PROGRAMS DURING DIFFERENT TIMES OF THE DAY (BY AGE GROUPS, N<sub>0-3</sub>=327, N<sub>4-6</sub>=343, SURVEY WITH PARENTS)**



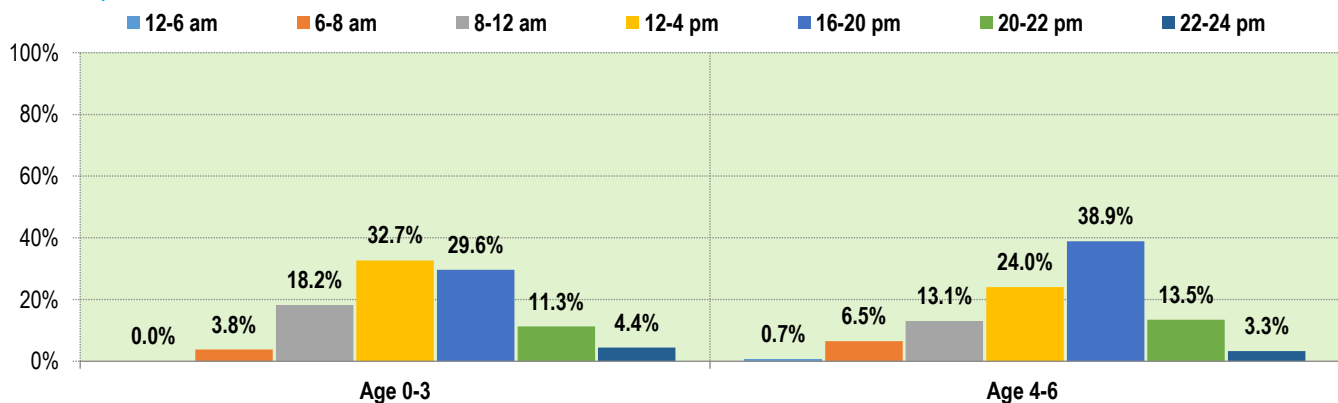
Data obtained from the survey with children indicates that mobile phones / smartphones are also used most frequently between noon and 10 pm, with the period between 4 pm and 8 pm being most popular. This is when four in ten children of all age groups use these devices. The situation is similar when it comes to different age groups – younger children tend to use them before 4 pm, all children use them to the same extent between 4 pm and 8 pm, while older children and adolescents are more likely to use them between 8 pm and 10 pm, with some adolescents using them until midnight. (See Graph 82).

**GRAPH 82. USING MOBILE PHONES OR SMARTPHONES AT DIFFERENT TIMES OF THE DAY (TOTAL AND BY AGE GROUPS, N<sub>7-18</sub>=1,160, N<sub>7-10</sub>=374, N<sub>11-14</sub>=392, N<sub>15-18</sub>=394, SURVEY WITH CHILDREN)**



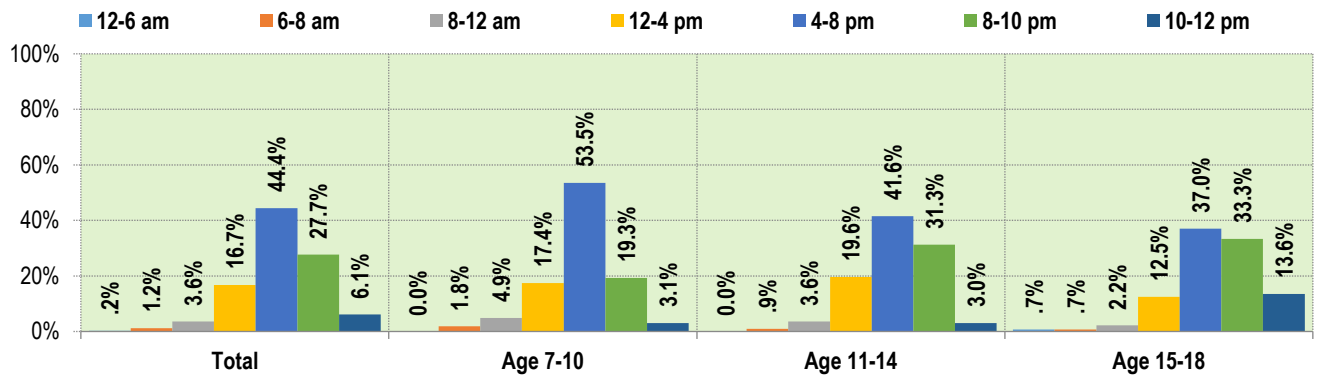
Parents confirm the data obtained from children (7-18) about when they use mobile phones / smartphones. When it comes to children aged 0-3 and 4-6, they point out that mobile phones / smartphones are generally used “during the day”, between 8 am and 10 pm, with an increase in the middle of the day i.e. from noon to 4 pm and a gradual decrease towards the beginning and end of the day) for children aged 0-3, while children aged 4-6 usually use these devices between 4 pm and 8 pm. (See Graph 83).

**GRAPH 83. USING MOBILE PHONES OR SMARTPHONES DURING THE DAY (BY AGE GROUPS, N<sub>0-3</sub>=159, N<sub>4-6</sub>=275, SURVEY WITH PARENTS)**



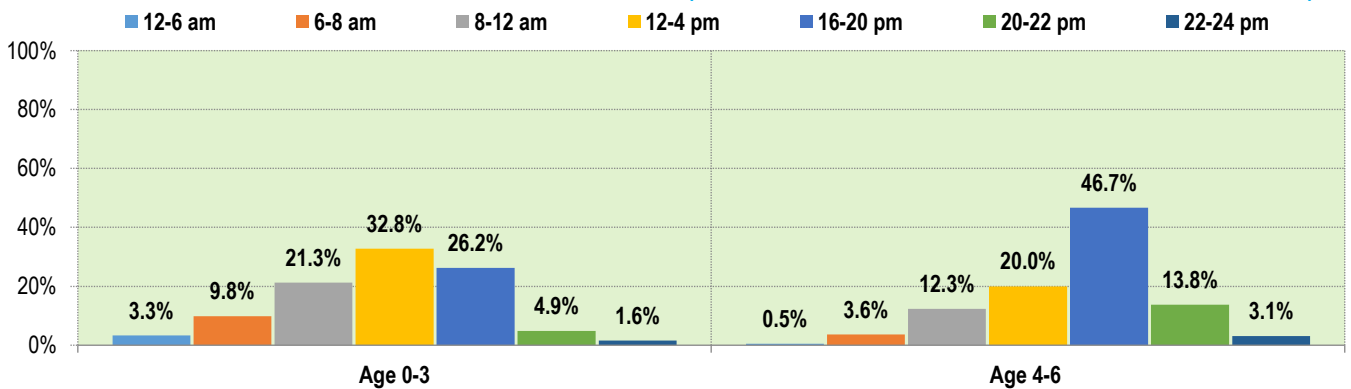
Data obtained from the children's survey indicates that games are usually played between 4 pm and 10 pm, with the majority of children aged 7-14 playing them between 4 pm and 8 pm, while those aged 11-14 also play them between 8 pm and 10 pm, and every tenth adolescent plays games between 10 pm and midnight as well. (See Graph 84).

**GRAPH 84. PLAYING GAMES AT DIFFERENT TIMES OF THE DAY (TOTAL AND BY AGE GROUPS, N<sub>7-18</sub>=932, N<sub>7-10</sub>=327, N<sub>11-14</sub>=332, N<sub>15-18</sub>=273, SURVEY WITH CHILDREN)**



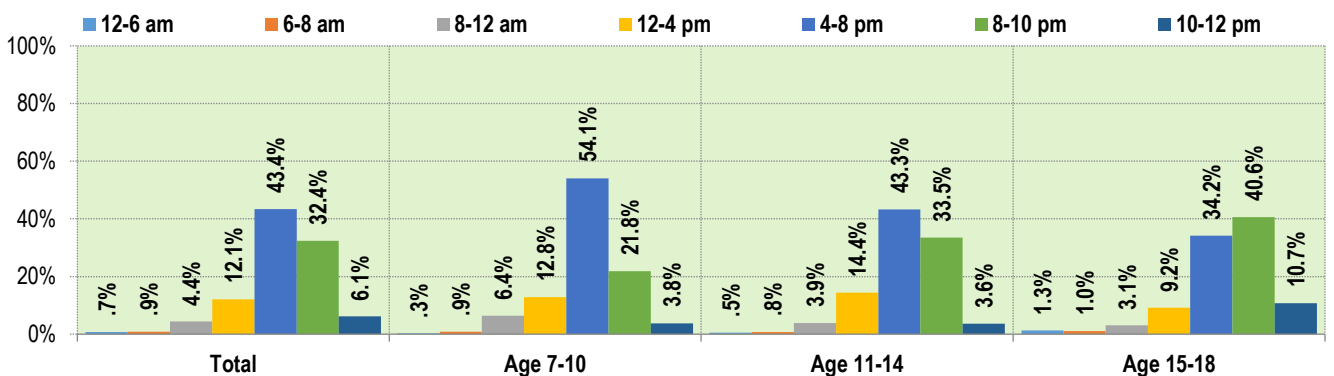
Data obtained in the parents' survey indicates that children aged 4-6 also play games between 4 pm and 8 pm, and that children aged 0-3 rarely play and usually at different times of the day (8 am to 8 pm). (See Graph 85).

**GRAPH 85. PLAYING GAMES DURING DIFFERENT TIMES OF THE DAY (BY AGE GROUPS, N<sub>0-3</sub>=61, N<sub>4-6</sub>=195, SURVEY WITH PARENTS)**



Data obtained from the children's survey indicates that children usually use the internet between 4 pm and 10 pm – seven in ten children (71%). Younger children (7-10) tend to be online between 4 pm and 8 pm while older children use the internet later in the evening (8 pm to 10 pm) – four in ten adolescents use the internet at this time. Every tenth adolescent uses the internet between 10 pm and midnight (11%). (See Graph 86).

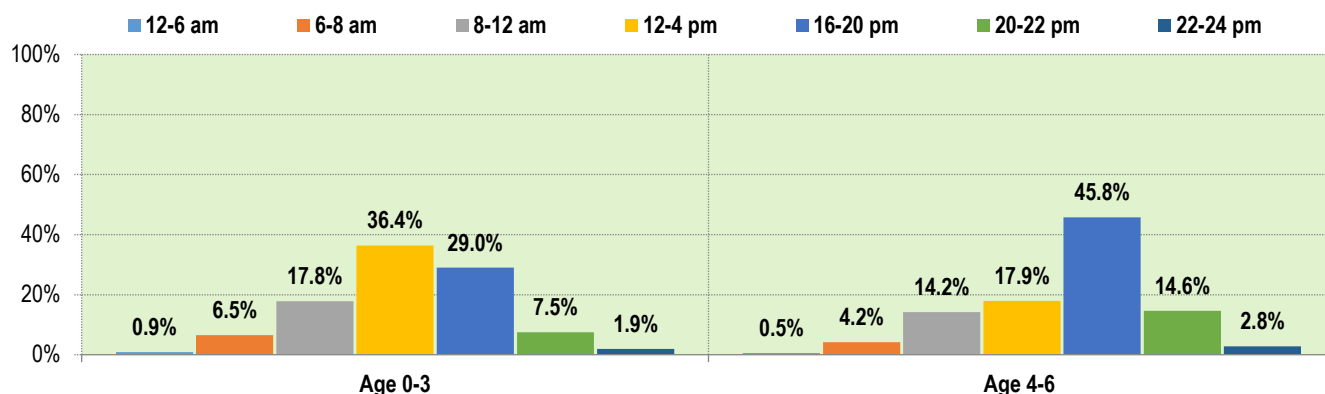
**GRAPH 86. USING THE INTERNET AT DIFFERENT TIMES OF THE DAY (TOTAL AND BY AGE GROUPS, N<sub>7-18</sub>=1,124, N<sub>7-10</sub>=344, N<sub>11-14</sub>=388, N<sub>15-18</sub>=392, SURVEY WITH CHILDREN)**



Data obtained from the parent survey indicates that children aged 4-6 usually use the internet between 4 pm and 8 pm, but that some are online between 8 am and 4 pm, and 8 pm and 10 pm. The youngest children (0-3) also use the internet from 8

am, but do not use it after 8 pm. Children of these age groups are very rarely online before and after this period. (See Graph 87).

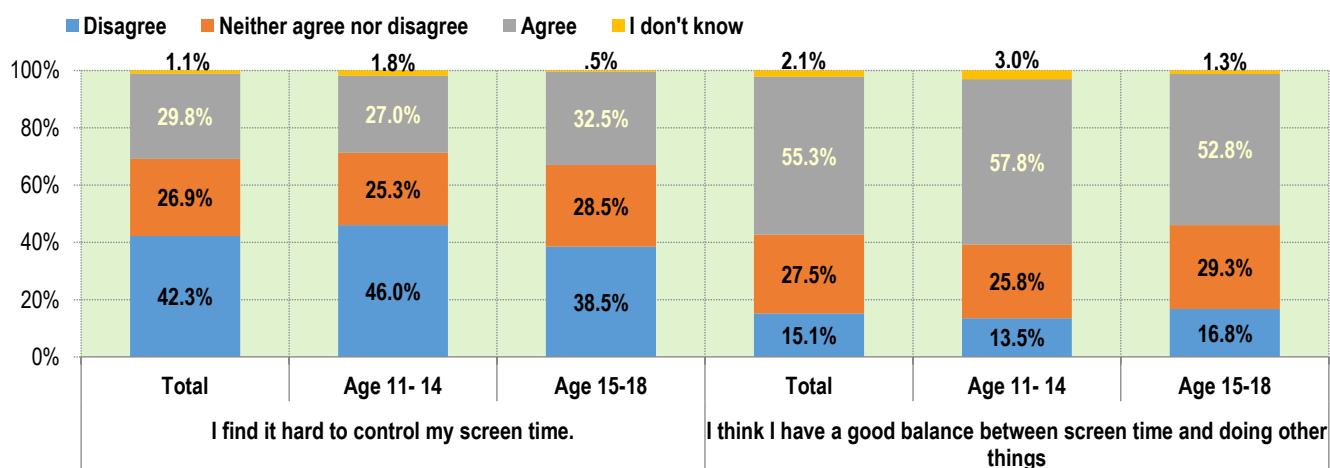
**GRAPH 87. USING THE INTERNET AT DIFFERENT TIMES OF THE DAY (BY AGE GROUPS, N<sub>0-3</sub>=107, N<sub>4-6</sub>=212, SURVEY WITH PARENTS)**



**Attitudes towards time spent in front of a screen**

Although the majority of time that children spend using information-communication devices and media is, in fact, time spent in front of a screen, only three in ten children (a quarter of children aged 11-14 – 27%, and a third of adolescents - 33%) believe that they have difficulties controlling the time they spend in front of a screen. An additional quarter of children aren't sure whether this is true or not (25% of children aged 11-14 and 29% of adolescents). Thus, more than half the children (55%) believe that they are able to find a good balance between screen time and other activities (58% of children aged 11-14 and 53% of children aged 15-18), again with an additional quarter of children who are unsure whether this is true or not (26% of children aged 11-14 and 29% of adolescents). (See Graph 88).

**GRAPH 88. ATTITUDES TOWARDS TIME SPENT IN FRONT OF A SCREEN (TOTAL AND BY AGE GROUPS AND TOTAL, N=800, N<sub>11-14</sub>=400, N<sub>15-18</sub>=400, SURVEY WITH CHILDREN)**

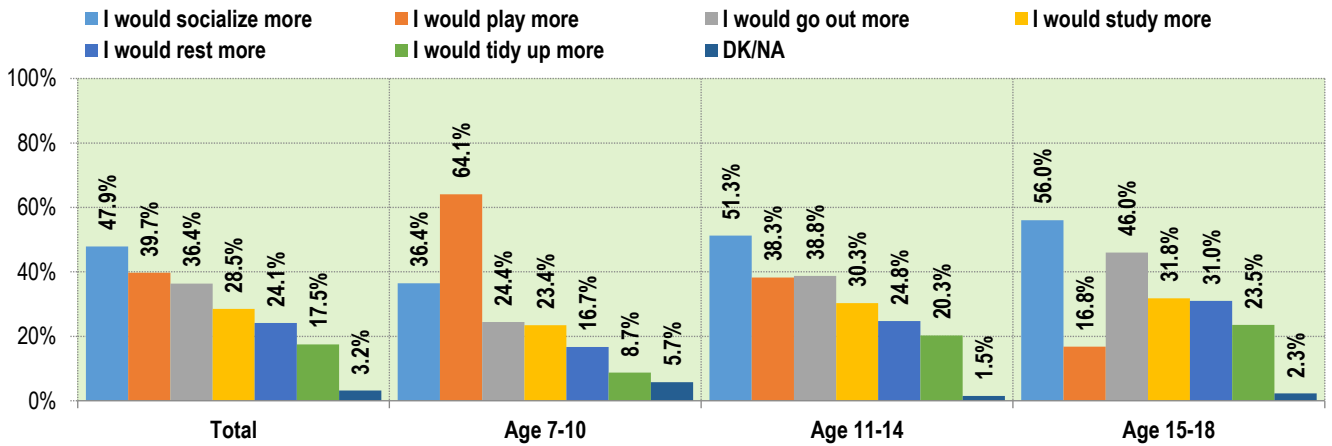


When it comes to gender differences, girls are more likely than boys to believe that they are able to find a good balance between screen time and other activities.

Younger children (7-10) tend to replace screen time with play more often than older children (11-18) who spend more time with their friends. Namely, while younger children state that they would spend more time playing if they did not spend so much time in front of a screen (64%), children aged 11-14 claim that they would spend that time with their friends (51%) and then playing or going outside (39% respectively). Adolescents would spend more time with their friends (56%) and going out (46%). They also, more than younger children, claim that they would spend the time studying (23% of children aged 7-10, 30% of children aged 11-14 and 32% of adolescents), resting (17% of children aged 7-10, 25% of children aged 11-14 and 31% of adolescents), and even doing chores / helping around the house (9% of children aged 7-10, 20% of children aged 11-14 and 24% of adolescents). (See Graph 89).



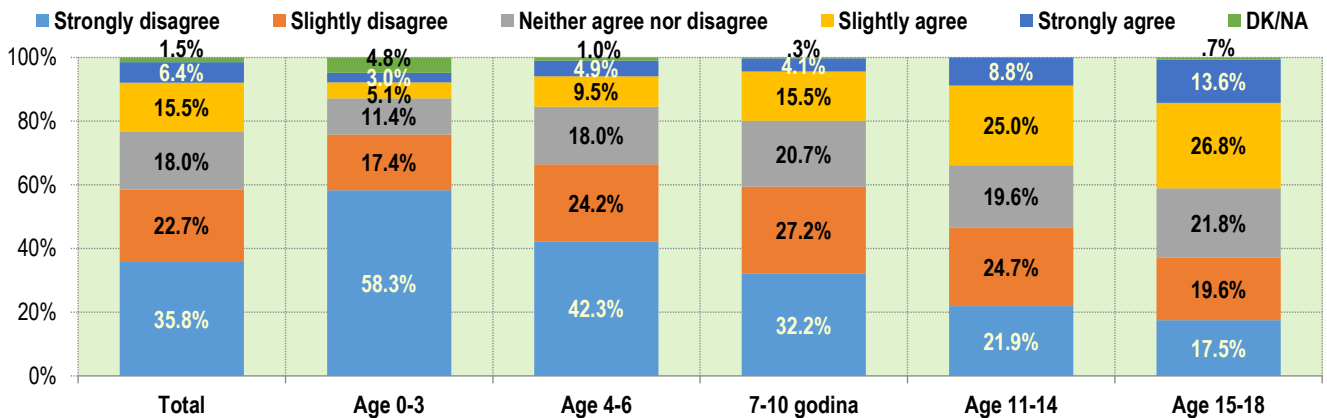
**GRAPH 89. ACTIVITIES CHILDREN WOULD DO INSTEAD OF SPENDING TIME IN FRONT OF A SCREEN (TOTAL AND BY AGE GROUPS, N=1,201, N<sub>7-10</sub>=401, N<sub>11-14</sub>=400, N<sub>15-18</sub>=400, SURVEY WITH CHILDREN)**



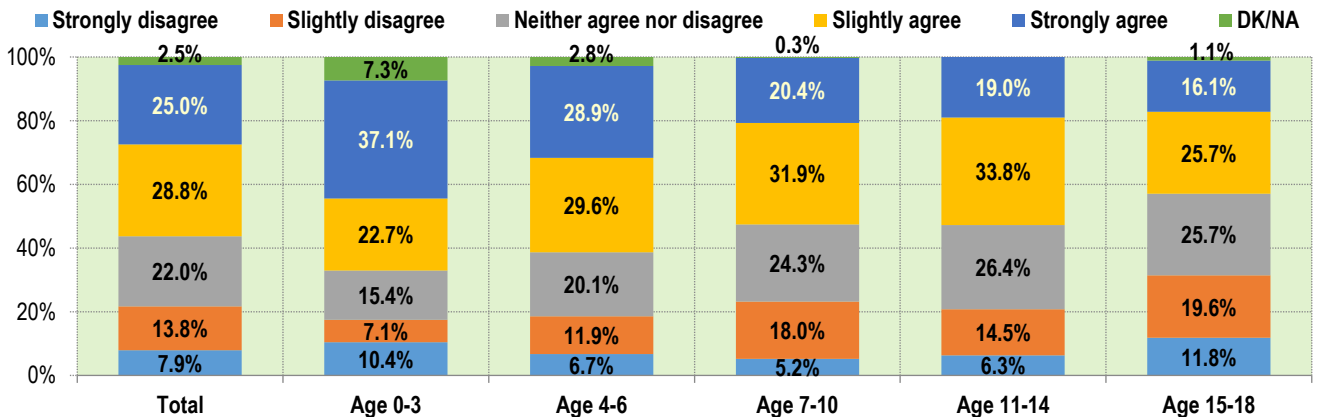
When it comes to gender differences, girls are more likely than boys to state that they would spend more time studying and helping around the house if they did not spend the time in front of a screen.

The older their child, the more likely parents are to state that they find it difficult to control screen time (from 8% of parents of children aged 0-3 to 40% of parents of adolescents). Parents are more likely to believe that their child is able to find a balance between screen time and other activities, especially when their child is younger (from 60% of parents of children aged 0-3 to 42% of parents of adolescents). (See Graphs 90-91).

**GRAPH 90. I FIND IT HARD TO CONTROL MY CHILD'S SCREEN TIME (TOTAL AND BY AGE GROUPS, N=1,783, N<sub>0-3</sub>=396, N<sub>4-6</sub>=388, N<sub>7-10</sub>=367, N<sub>11-14</sub>=352, N<sub>15-18</sub>=280, SURVEY WITH PARENTS)**

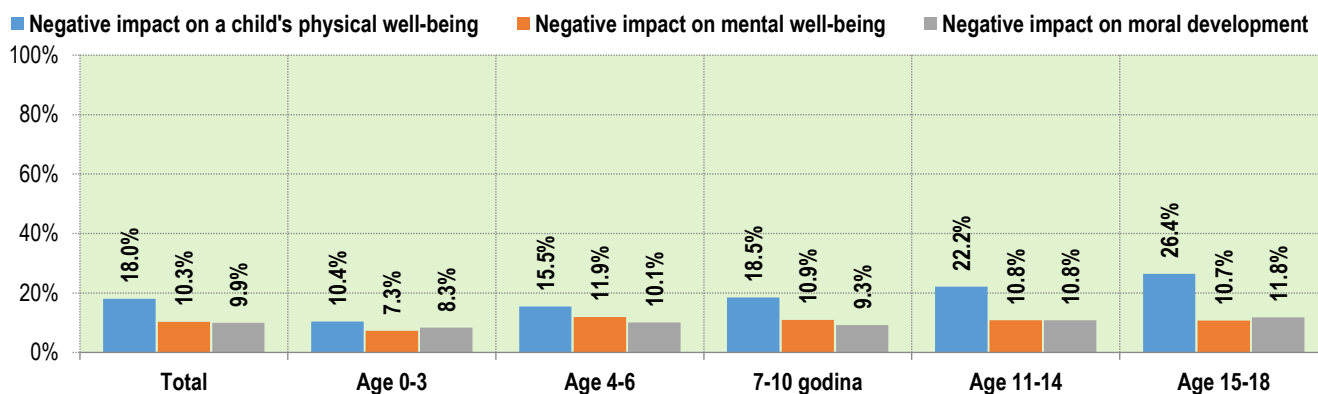


**GRAPH 91. I THINK MY CHILD HAS A GOOD BALANCE BETWEEN SCREEN TIME AND DOING OTHER THINGS (TOTAL AND BY AGE GROUPS, N=1,783, N<sub>0-3</sub>=396, N<sub>4-6</sub>=388, N<sub>7-10</sub>=367, N<sub>11-14</sub>=352, N<sub>15-18</sub>=280, SURVEY WITH PARENTS)**



A smaller number of parents have observed that using media and other screens has a negative effect on their child. They tend to fear the negative impact of this on the physical well-being of their child (problems with sleeping, with speaking, obesity, lack of physical activity, problems concentrating etc.). These fears tend to be more present the older the child (10% with children aged 0-3, 16% aged 4-6, 19% aged 7-10, 22% aged 11-14 and 26% aged 15-18). Parents are twice less as likely, regardless of the age of their child, to fear the negative impact this has on the mental health of their child (distorted self-image, lack of self-confidence etc.) (7% aged 0-3, 12% aged 4-6, 11% aged 7-10, 11% aged 11-14 and 11% aged 15-18), and the negative impact on the moral development of the child (disrupted value system, adopting radical attitudes and inappropriate forms of behavior etc.) (8% aged 0-3, 10% aged 4-6, 9% aged 7-10, 11% aged 11-14, 12% aged 15-18). (See Graph 92).

**GRAPH 92. IMPACT OF USING MEDIA AND OTHER SCREENS ON CHILDREN (TOTAL AND BY AGE GROUPS, N=1,783, N<sub>0-3</sub>=396, N<sub>4-6</sub>=388, N<sub>7-10</sub>=367, N<sub>11-14</sub>=352, N<sub>15-18</sub>=280, SURVEY WITH PARENTS)**

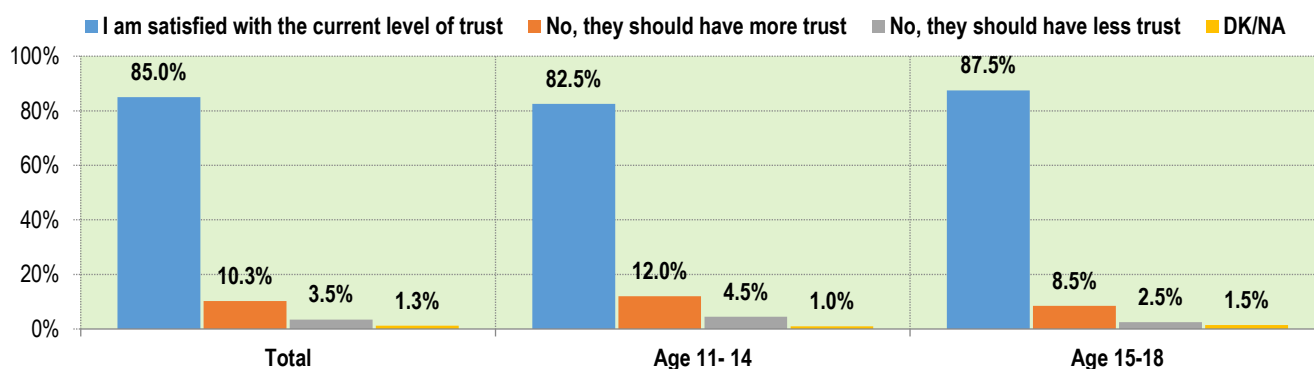


## 5.4. Rules on Media Use and Parental Supervision

### Parental approach

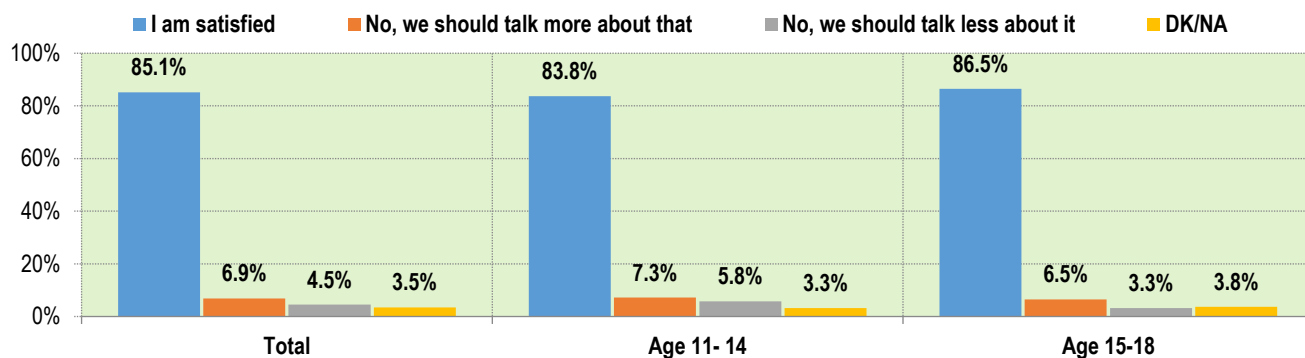
The majority of children, nine in ten (aged 11-18) are satisfied with the level of trust their parents have in them when it comes to using media – adolescents more so than children aged 11-14 (83% of children aged 11-14 and 88% of adolescents). (See Graph 93).

**GRAPH 93. SATISFACTION WITH THE LEVEL OF TRUST THEIR PARENTS HAVE IN THEM WHEN IT COMES TO USING MEDIA (TOTAL AND BY AGE GROUPS, N=800, N<sub>11-14</sub>=400, N<sub>15-18</sub>=400, SURVEY WITH CHILDREN)**



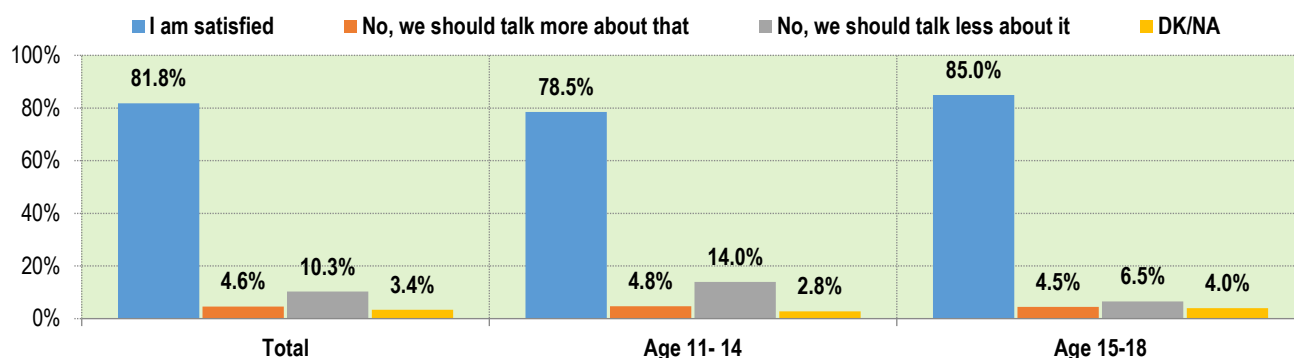
The same number, nine in ten, except this time without differences among age groups, are satisfied with how much conversation they have with their parents about media content and its effects on children (84% of children aged 11-14 and 87% of adolescents). (See Graph 94).

**GRAPH 94. SATISFACTION WITH THE AMOUNT OF CONVERSATION BETWEEN CHILDREN AND THEIR PARENTS ABOUT MEDIA CONTENT AND ITS EFFECTS (TOTAL AND BY AGE GROUPS, N=800, N<sub>11-14</sub>=400, N<sub>15-18</sub>=400, SURVEY WITH CHILDREN)**



Only a slightly smaller number of children, eight in ten, are satisfied with the current rules their parents have set regarding their media use (what they are allowed to watch / listen to / do, for how long, at what time, with whom...) (79% of children aged 11-14 and 85% of adolescents). It is interesting to note that children (11-14) are more likely than adolescents to believe that there should be fewer rules (14% of children aged 11-14 and 7% of adolescents). Maybe that is because parents really do set more rules for them, or maybe it is because they are less aware of potential threats and dangers. (See Graph 95).

**GRAPH 95. CHILDREN'S SATISFACTION WITH THE SET QUANTITY OF PARENTAL RULES ON THE USE OF MEDIA (TOTAL AND BY AGE GROUP, N=800, N<sub>11-14</sub>=400, N<sub>15-18</sub>=400, SURVEY WITH CHILDREN)**



In regard to gender differences, girls are more likely than boys to be satisfied with the level of trust their parents have in them when it comes to media use, while boys are more likely than girls to believe that parents should trust them more.

#### Rules on watching television and DVDs and classification codes

When it comes to watching television and DVDs, the majority of parents of children aged 0-14 set certain rules. The majority of parents set rules for children aged 0-10 (90%), slightly fewer for children aged 11-14 (85%), and for only half of adolescents (51%).

These rules are most often on the type of content children are allowed to watch (71%). Half the parents set rules on how much time children can spend watching television and when they can watch it (52% respectively). Two fifths (40%) set rules related to television content rating systems (classification codes 12+, 16+, 18+), while a quarter set rules on who certain content can be viewed with i.e. that certain content can only be viewed under supervision (24%). Rules on the content that children are allowed to view are most frequently set for children aged 4-6, and those on the type of content and television content rating systems (classification codes) for children aged 7-14, while the number of all rules dramatically declines for adolescents. Thus, every fourth young person is not allowed to watch certain content (37%), while other rules are set even more rarely. (See Table 6).

**TABLE 6. RULES ON WATCHING TELEVISION OR DVDs (TOTAL AND BY AGE GROUPS, N=1,783, N<sub>0-3</sub>=396, N<sub>4-6</sub>=388, N<sub>7-10</sub>=367, N<sub>11-14</sub>=352, N<sub>15-18</sub>=280, SURVEY WITH PARENTS)**

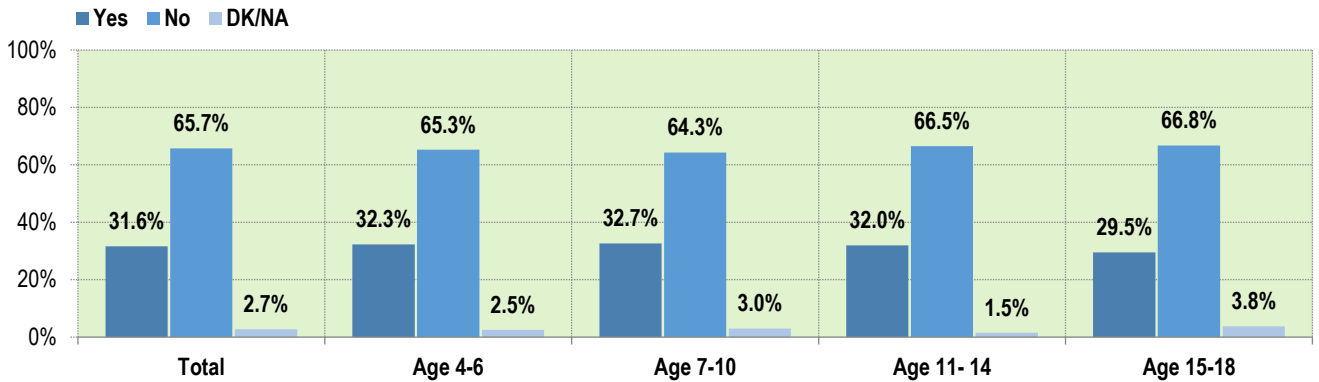
	The age of the child					Total
	0-3	4-6	7-10	11-14	15-18	
Rules about what they watch	76.8%	84.8%	80.9%	65.1%	37.1%	70.8%
Rules about how much time they spend watching	58.1%	67.8%	56.1%	50.6%	20.7%	52.4%
Rules about when they watch	56.3%	68.0%	56.9%	45.7%	22.1%	51.5%
Rule on compliance with classification codes 12+, 16+, 18+	34.1%	43.6%	46.9%	46.9%	24.6%	39.8%
Rules about who they are watching with/ can only watch when supervised	31.8%	32.7%	22.6%	19.0%	7.1%	23.7%
Other rules	0.0%	0.3%	0.3%	1.1%	0.0%	0.3%
No, do not have any rules	8.6%	4.9%	6.0%	14.8%	48.6%	14.8%
DK / NA	5.8%	0.0%	0.0%	0.0%	0.0%	1.3%

Parents from households with the lowest level of education (those who have / haven't completed primary school) and unemployed parents are more likely than the rest to not set any rules on watching television or DVDs. Parents with the highest level of education are more likely to set all types of rules. Parents from low income households (average monthly income of 500 BAM or less) are less likely than the rest to set rules on the amount of time children can spend watching television or DVDs.

**Television classification codes and exposure to unsuitable content**

There are no significant differences between children of different age groups when it comes to exposure to content that had a negative effect on them. Namely, three in ten children aged 4-18 have at some point watched something on television that scared, confused or made them feel uncomfortable (32% of children aged 4-6, 33% of children aged 7-10, 32% of children aged 11-14 and 30% of adolescents). (See Graph 96).

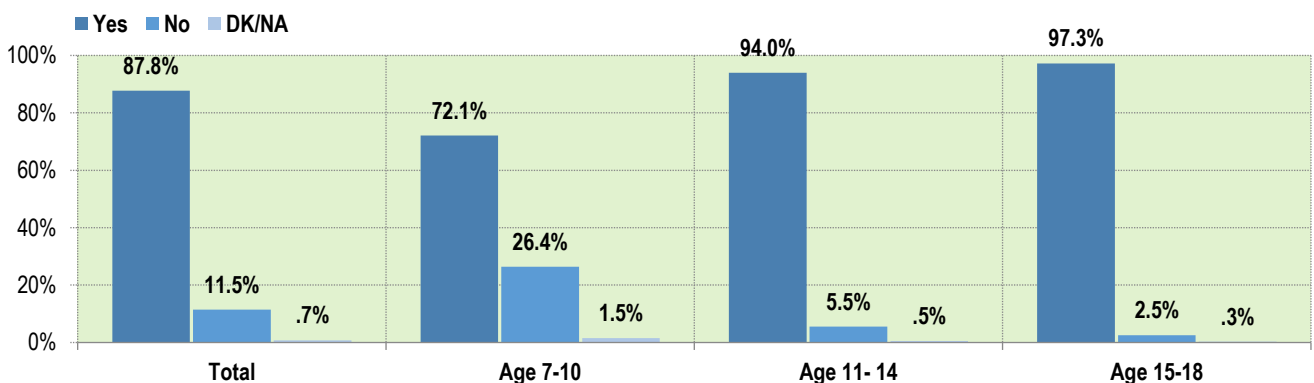
**GRAPH 96. EXPOSURE TO TELEVISION CONTENT THAT HAD A NEGATIVE IMPACT ON CHILDREN (TOTAL AND BY AGE GROUPS, N=1,601, N<sub>4-6</sub>=400, N<sub>7-10</sub>=401, N<sub>11-14</sub>=400, N<sub>15-18</sub>=400, SURVEY WITH CHILDREN)**



When it comes to gender differences, girls are more likely than boys to state that they have been exposed to television content that had a negative impact on them.

Children aged 7-10 are significantly less likely to be familiar with television content rating systems (classification codes 12+ 16+ and 18+) than children aged 11-18, but are relatively familiar with them nonetheless. Seven in ten children aged 7-10 know them (72%), while only a few children aged 11-18 do not know what these mean (94% of children aged 11-14 are familiar with them, as are 97% of children aged 15-18). (See Graph 97)

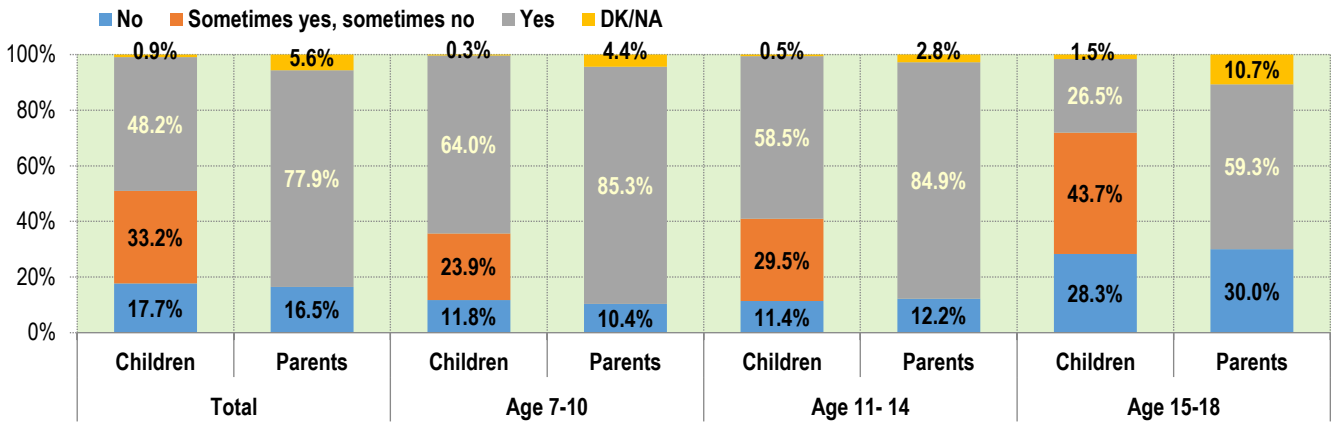
**GRAPH 97. KNOWLEDGE OF TELEVISION CLASSIFICATION CODES 12+, 16+ | 18+ (TOTAL AND BY AGE GROUPS, N=1,201, N<sub>7-10</sub>=401, N<sub>11-14</sub>=400, N<sub>15-18</sub>=400, SURVEY WITH CHILDREN)**



However, being familiar with the television content rating system does not mean that children will take it into account, and this increases the older children get. Thus, if television content has been marked inappropriate for their age group, six in ten children aged 7-14 will not view that content (64% of children aged 7-10 and 59% of children aged 11-14), and only three in ten adolescents will do the same (27%). There is, however, a number of children / adolescents who will sometimes comply with the rating and sometimes will not. But this study did not include questions on the content / conditions that affect this decision. When it comes to gender differences, girls are more likely than boys to take comply with these ratings.

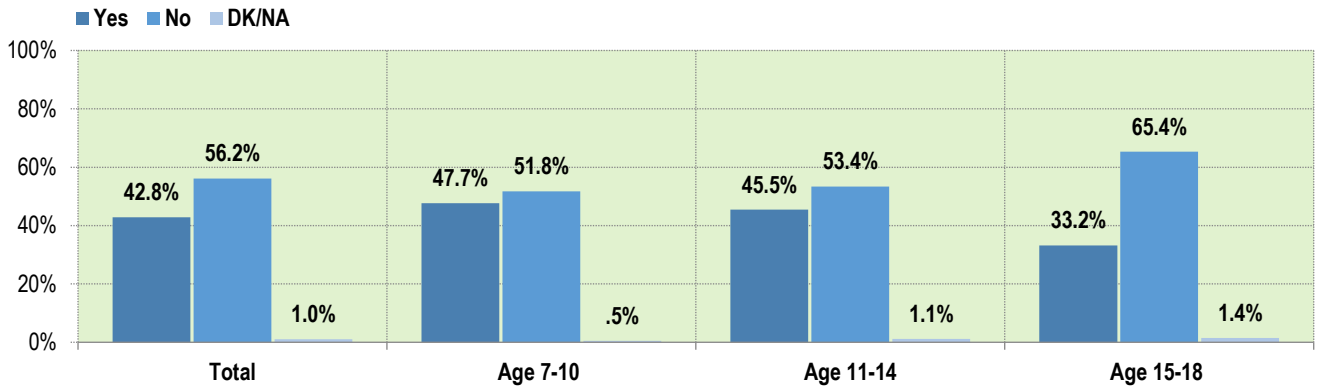
The parents' survey indicated that parents tend to believe that children (always) comply with television content ratings. Thus, 85% of parents of children aged 7-14 and significantly fewer, 59%, parents of adolescents believe that "in their house" children always behave in accordance with these recommendations on viewing certain content. (See Graph 98)

**GRAPH 98. COMPLYING WITH TELEVISION CLASSIFICATION CODES 12+, 16+ AND 18+ (TOTAL AND BY AGE GROUPS, CHILDREN: N=1,054, N<sub>7-10</sub>=289, N<sub>11-14</sub>=376, N<sub>15-18</sub>=389; PARENTS: N=999, N=N<sub>7-10</sub>=367, N<sub>11-14</sub>=352, N<sub>15-18</sub>=280)**



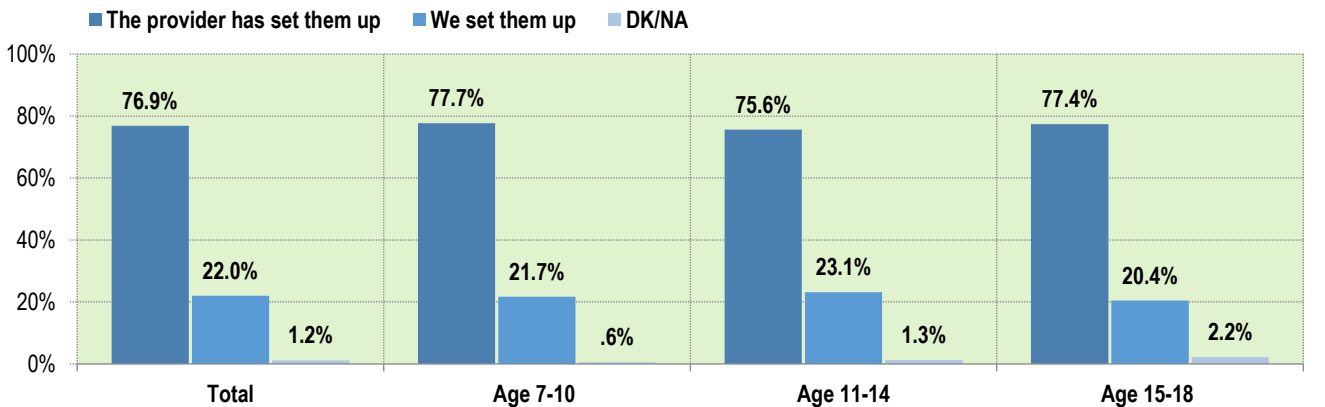
Slightly under half the parents of children aged 7-14 (48% and 46%) and significantly fewer parents of adolescents (33%) have set up a PIN code on their television in order to prevent their children from viewing or recording unsuitable content. (See Graph 99).

**GRAPH 99. USE OF PIN CODES OR PASSWORDS ON TELEVISION SETS IN ORDER TO PREVENT CHILDREN FROM WATCHING OR RECORDING UNSUITABLE CONTENT (TOTAL AND BY AGE GROUPS, N=999, N<sub>7-10</sub>=367, N<sub>11-14</sub>=352, N<sub>15-18</sub>=280, SURVEY WITH PARENTS)**



However, in most cases these are codes that have been set up by service providers (e.g. cable or IPTV operators) (77%). Parents set up codes / passwords in under a quarter of cases (22%). (See Graph 100).

**GRAPH 100. MANNER OF SETTING UP PIN CODES OR PASSWORDS ON TELEVISION SETS (TOTAL AND BY AGE GROUPS, N=428, N<sub>7-10</sub>=175, N<sub>11-14</sub>=160, N<sub>15-18</sub>=93, SURVEY WITH PARENTS)**



Parents from highest income households (high or higher level of education, employed and with an average monthly income of 2,000 BAM and above) are more likely to set up PIN codes or passwords themselves in order to prevent their children from viewing / recording inappropriate content.

### Rules on internet use

When it comes to children's internet use, parents of children aged 7-14 were the most likely to set rules (90% of parents of children aged 7-10 and 82% of parents with children aged 11-14). Parents of children aged 4-6 were somewhat less likely to set rules (72%), while only half the parents of adolescents did so (56%). Because of how often they use the internet, the lowest percentage of parents who set rules for internet use are parents of children aged 0-3 (41%).

Parents are most likely to set three types of rules on internet use: rules on the types of websites and applications that their children can visit / use, rules on who their children can contact online and rules on how much time they can spend on the internet.

The oldest and youngest age groups have the fewest rules. Namely, if children aged 0-3 use the internet, their parents set rules on the type of websites or applications they can visit / use, at what time of day they can go online and for how long. If they have any rules at all, adolescents must pay attention to who they can contact on the internet and what information they can share online. (See Table 7).

**TABLE 7. RULES ON INTERNET USE (TOTAL AND BY AGE GROUPS, N=1,783, N<sub>0-3</sub>=396, N<sub>4-6</sub>=388, N<sub>7-10</sub>=367, N<sub>11-14</sub>=352, N<sub>15-18</sub>=280, SURVEY WITH PARENTS)**

	The age of the child					Total
	0-3	4-6	7-10	11-14	15-18	
Rules about the types of websites or apps they can use	27.5%	42.8%	49.3%	43.5%	23.2%	37.8%
Rules about who they can contact online	9.1%	23.2%	62.4%	57.7%	36.4%	37.0%
Rules about how much time they spend online	23.7%	45.1%	49.3%	41.2%	16.4%	36.0%
Rules about when they can go online	23.2%	40.2%	43.3%	33.8%	10.4%	31.1%
Rules about the information they can share online	6.3%	15.7%	42.2%	38.1%	29.3%	25.6%
Rules about spending money online (online shopping)	4.3%	7.2%	17.2%	19.6%	17.5%	12.7%
Other rules	1.8%	1.8%	0.5%	0.9%	0.4%	1.1%
No, do not have any rules	30.6%	13.9%	7.1%	17.6%	43.6%	21.6%
DK / NA	28.0%	14.4%	3.0%	.9%	0.0%	10.2%

Parents from lower income households are more likely not to set rules on internet use.

As age increases, so does the percentage of parents who do not supervise their children while they use the internet. Thus, almost all parents tend to supervise internet use for children aged 0-10 (96%), nine in ten parents do so for children aged 11-14 (89%), and six in ten parents do so for adolescents (63%).

The manner of supervision depends on the age of the child. Children aged 0-14 are usually supervised in two ways: being close to them and regularly checking what the child is doing. Adolescents are rarely supervised in this way. In addition, younger children (0-6) are supervised by parents, who sit beside them and look or help them use the internet, while older children (7-18) are usually asked what they are doing on the internet. Every third parent of children aged 0-7 checks the device's browsing history after their child has used it. Regardless of the age of their children, parents rarely use installed software or other forms of supervision. (See Table 8).

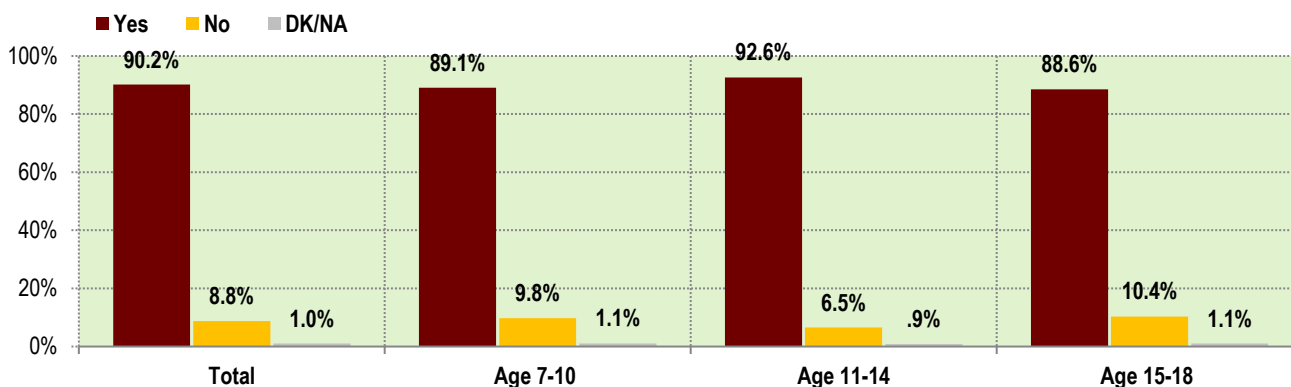
**TABLE 8. TYPES OF SUPERVISION ON CHILDREN'S INTERNET USE (TOTAL AND BY AGE GROUPS, N=1,783, N<sub>0-3</sub>=396, N<sub>4-6</sub>=388, N<sub>7-10</sub>=367, N<sub>11-14</sub>=352, N<sub>15-18</sub>=280, SURVEY WITH PARENTS)**

	The age of the child					Total
	0-3	4-6	7-10	11-14	15-18	
Being nearby and regularly checking what they do	36.4%	65.5%	60.2%	41.5%	14.6%	45.2%
Asking about what they are doing or have been doing online	13.6%	36.1%	62.7%	63.6%	52.9%	44.6%
Sitting beside them and watching or helping them while they are online	36.1%	42.5%	20.7%	8.0%	6.1%	24.1%
Check the browser/ device history after they have been online	7.3%	14.4%	32.2%	21.6%	12.9%	17.7%
I have a child protection software / filter installed that prevents access to certain pages	6.1%	7.7%	4.9%	4.5%	1.1%	5.1%
I have software installed to monitor activity on the internet	2.0%	2.1%	3.0%	2.6%	.7%	2.1%
Other types of supervision	1.8%	1.3%	1.1%	1.1%	0.0%	1.1%
No, don't supervise their online access and use	5.1%	3.1%	4.1%	11.1%	36.8%	10.6%
DK / NA	40.9%	13.9%	3.8%	1.1%	.4%	10.2%

Parents from lowest income households are more likely not to supervise their children on the internet, while parents from the highest income households are more likely to have installed control software to protect their children from accessing certain content and monitor their online activity.

Nearly all parents (90%) claim that they have spoken to their children at some point on how to be safe on the internet. Namely, nine in ten parents of children aged 7-18 state that they have talked to their children about potential threats such as inappropriate content on web sites, exchanging too much information on the internet, contact with strangers etc. (See Graph 101).

**GRAPH 101. CONVERSATIONS BETWEEN PARENTS AND CHILDREN ABOUT SAFETY ON THE INTERNET (TOTAL AND BY AGE GROUPS, N=999, N<sub>7-10</sub>=367, N<sub>11-14</sub>=352, N<sub>15-18</sub>=280, SURVEY WITH PARENTS)**



Parents from the lowest income households are more likely not to have talked to their children about how to be safe on the internet.

#### Rules on mobile phone use

As the child grows older so does the percentage of parents who do not set any rules on mobile phone use. Thus, one in ten parents of children aged 7-10 (10%), two in ten of children aged 11-14 (11%) and four in ten of adolescents (43%) allow their children to use their mobile phones whenever, however and for as long as they want. The rest usually set rules on how long the child is allowed to use the phone and who they are allowed to contact. Parents set time limits on mobile phone use more often for younger children (60% of children aged 7-10, 49% of children aged 11-14 and 23% of adolescents). Rules on who children are allowed to contact are set less often (45% of children aged 7-10, 49% of children aged 11-14 and 35% of



adolescents). Around a third of parents of children aged 7-14 have set rules on when the child can use their mobile phone, and a quarter on what applications they can download on their phone. Both these rules are rarely set for adolescents (8% and 10% respectively). (See Table 9).

**TABLE 9. RULES ON MOBILE PHONE USE (TOTAL AND BY AGE GROUPS, N=999, N<sub>7-10</sub>=367, N<sub>11-14</sub>=352, N<sub>15-18</sub>=280, SURVEY WITH PARENTS)**

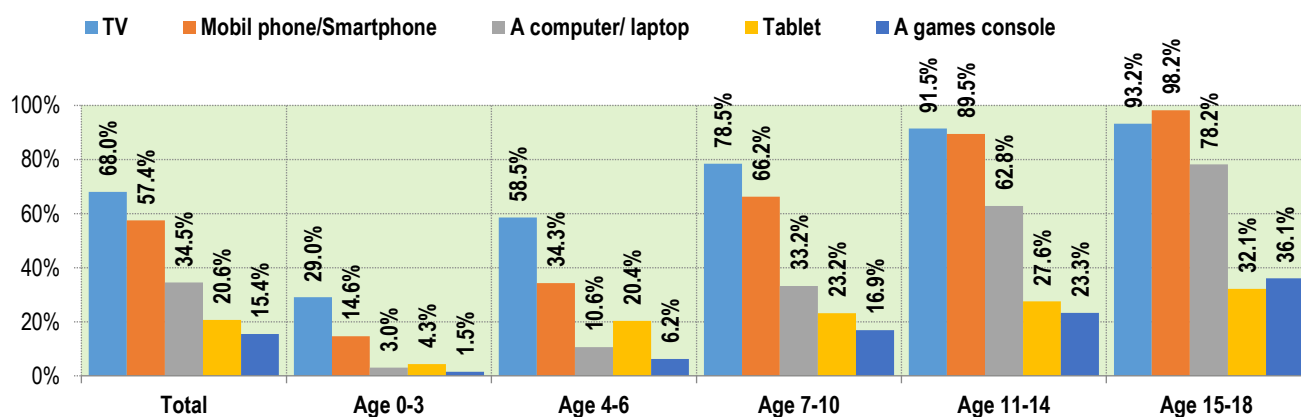
	The age of the child			Total
	7-10	11-14	15-18	
Rules about how much time they spend using their phone	59.7%	49.1%	22.9%	45.6%
Rules about who they are in contact with on their phone	45.2%	49.1%	35.4%	43.8%
Rules about how much money they can spend on their phone	28.9%	30.4%	23.9%	28.0%
Rules about when they can use their phone	37.3%	31.0%	10.0%	27.4%
Rules about downloading apps onto their phone	27.8%	23.3%	8.2%	20.7%
Other rules	2.5%	0.3%	.7%	1.2%
No, do not have any rules	10.4%	19.9%	42.5%	22.7%
DK / NA	4.4%	1.1%	1.1%	2.3%

Parents with lower levels of education are less likely to not set any rules on mobile phone use. Likewise, unemployed parents are less likely to set these rules.

#### Parental supervision of using devices

As children grow older, the more they are allowed to use various devices without adult supervision. These are the devices that children of all ages are most likely to be allowed to use unsupervised: TV (29% of children aged 0-3, 59% of children aged 4-6, 79% of children aged 7-10, 92% of children aged 11-14 and 93% of adolescents) and mobile phones/smartphones (15% of children aged 0-3, 34% of children aged 4-6, 66% of children aged 7-10, 90% of children aged 11-14, 98% of adolescents). These are followed by computers (3% of children aged 0-3, 11% of children aged 4-6, 33% of children aged 7-10, 63% of children aged 11-14, 78% of adolescents). (See Graph 102).

**GRAPH 102. DEVICES CHILDREN USE WITHOUT ADULT SUPERVISION (ONLY RESPONSES OF “YES”, TOTAL AND BY AGE GROUPS, N=1,783, N<sub>0-3</sub>=396, N<sub>4-6</sub>=388, N<sub>7-10</sub>=367, N<sub>11-14</sub>=352, N<sub>15-18</sub>=280, SURVEY WITH PARENTS)**

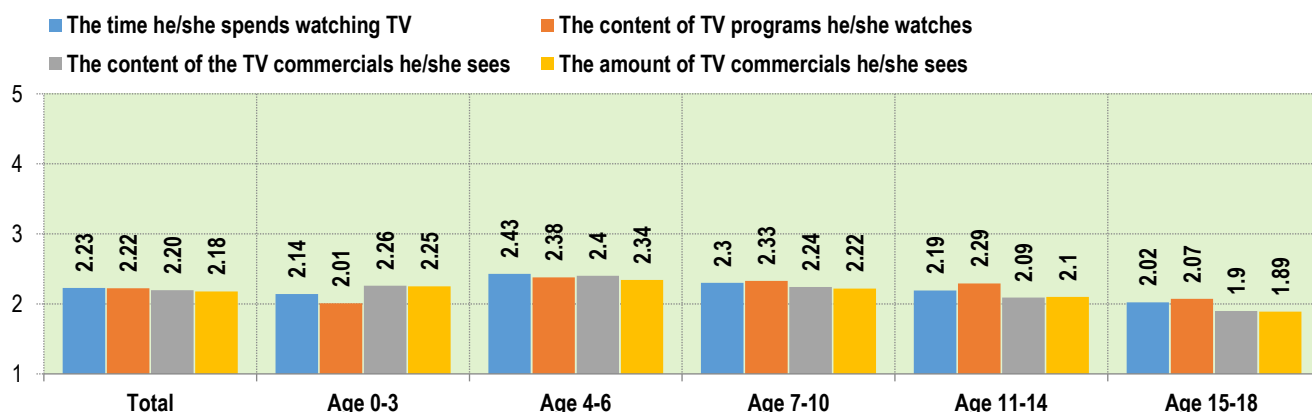


#### Attitudes towards watching television programs – what concerns parents most?

Parents generally tend not to be very concerned about the various aspects of their children's television watching (content of television programs, amount of time spent watching television, number of television advertisements seen by the child as well as their content). Parents of children aged 4-6 appear to be concerned the most, especially when it comes to the amount of time their children spend watching television – but here, too, parents are “a little bit concerned” on average (2.42 – on a scale of 1-5, on which 1 is “not concerned at all, and 5 “very concerned”). Age differences are present in that, as expected, parents of adolescents tend to be less concerned than the others about all aspects of their child's watching television. Parents of the

youngest children (0-3) are more likely than the rest to believe that they have control over the content and time their children spend watching television, and so are somewhat less concerned about these aspects. (See Graph 103).

**GRAPH 103. PARENTAL CONCERN ABOUT THE ASPECTS OF THEIR CHILD'S TELEVISION WATCHING (TOTAL AND BY AGE GROUPS, N=1,783, N<sub>0-3</sub>=396, N<sub>4-6</sub>=388, N<sub>7-10</sub>=367, N<sub>11-14</sub>=352, N<sub>15-18</sub>=280, ARITHMETIC MEAN OF THE RESULTS)**



At the same time, parents tend to believe that much of the content on television is very problematic for their children to watch. First of all, violence, and then sexual and explicit content, inappropriate language and sexually provocative performances. In addition to these, parents list other problematic content as well (see Table 10). Scenes of paranormal activities, glorification of certain lifestyles and natural catastrophes etc. are seen as potentially less problematic for their child to watch (average rating of 3 on a scale of 1 to 5, on which 1 means “is not problematic at all” and 5 is “very problematic”).

**TABLE 10. PARENTAL ASSESSMENT OF HOW PROBLEMATIC CERTAIN TV CONTENT IS FOR THEIR CHILD TO WATCH (TOTAL AND BY AGE GROUPS, N=1,783, N<sub>0-3</sub>=396, N<sub>4-6</sub>=388, N<sub>7-10</sub>=367, N<sub>11-14</sub>=352, N<sub>15-18</sub>=280, SURVEY WITH PARENTS, ARITHMETIC MEAN OF THE RESULTS)<sup>17</sup>**

	The age of the child					Total
	0-3	4-6	7-10	11-14	15-18	
Violence	3.72	3.98	3.90	3.72	3.54	3.79
Sexually explicit content	3.55	3.85	3.75	3.64	3.39	3.65
Swearing / Insults	3.60	3.81	3.75	3.58	3.32	3.63
Sexually provocative performances (e.g. through acting or dancing in music videos, etc.)	3.53	3.82	3.74	3.62	3.32	3.62
Examples of poor social / antisocial behavior	3.53	3.76	3.69	3.51	3.45	3.60
Discriminatory portrayal of people (based on age / disability / sexuality / race / religion, etc.)	3.48	3.71	3.69	3.58	3.40	3.58
Nude / Bare body parts	3.47	3.78	3.72	3.54	3.27	3.57
Drinking alcoholic beverages	3.35	3.74	3.70	3.53	3.39	3.55
Smoking	3.34	3.74	3.71	3.49	3.31	3.53
Lack of respect for others	3.42	3.68	3.59	3.48	3.31	3.51
Display betting, gambling, etc.	3.35	3.71	3.68	3.50	3.20	3.50
Disrespecting the privacy of certain persons	3.38	3.63	3.58	3.44	3.24	3.46
Gender stereotypes	3.41	3.60	3.57	3.38	3.23	3.45
Depicting paranormal phenomena and parapsychology	3.41	3.62	3.46	3.38	3.06	3.41
Magnifying certain lifestyles	3.34	3.53	3.50	3.35	3.19	3.39
Display of natural disasters, disasters, etc.	3.28	3.51	3.28	3.20	2.93	3.26

<sup>17</sup> The responses “Don’t know / No answer” have been excluded from this analysis. Data on dispersion measures of results can be seen in tables in Annex 2).

When it comes to gender differences, fathers tend to be somewhat more concerned about the impact of television programs and the time their child spends watching television than mothers. They are also more likely to be concerned about sexually explicit content, sexually provocative performances and nudity on television.

#### Attitudes toward internet use

When it comes to parental concern about their children’s internet activities, parents are generally somewhat concerned – on a scale of 1 to 5 (on which 1 is “not concerned at all” and 5 is “very concerned”), the average rating is from 2.78 for content on websites or applications used by their children, to 3.11 for viewing content that encourages children to self-harm. Parents of children aged 0-3 are least concerned, probably because they believe that their children’s activities rarely include any of these aspects. Parents of children aged 4-18 are equally concerned about the remaining aspects, with parents of children aged 7-18 being more concerned that their children will give their personal information to strangers. In addition, the older children are, the more the parents are concerned about the time they spend on the internet. (See Table 11).

**TABLE 11. PARENTAL ASSESSMENT OF THEIR CONCERN ABOUT CERTAIN ASPECTS OF THEIR CHILDREN’S INTERNET ACTIVITIES (TOTAL AND BY AGE GROUPS, N=1,783, N<sub>0-3</sub>=396, N<sub>4-6</sub>=388, N<sub>7-10</sub>=367, N<sub>11-14</sub>=352, N<sub>15-18</sub>=280, ARITHMETIC MEAN OF RESULTS)**

	The age of the child					Total
	0-3	4-6	7-10	11-14	15-18	
Seeing content which encourages them to hurt or harm themselves	2.73	3.23	3.35	3.11	3.05	3.11
Them being bullied online / cyberbullying	2.64	3.06	3.27	3.19	3.22	3.09
Them giving out their personal details to inappropriate people	2.51	2.96	3.35	3.19	3.36	3.08
Comparison with others, the pressure of perfectionism and the creation of a negative self-image	2.59	3.01	3.23	3.10	3.14	3.02
Damaging their reputation either now or in the future	2.51	3.04	3.17	3.05	3.14	2.99
Companies collecting information about what they are doing online (e.g. what they have been looking at online/ sites they have visited etc.)	2.69	2.99	3.11	3.04	3.04	2.98
How much time they spend online	2.52	2.75	3.03	3.01	3.16	2.89
The pressure on them to spend money online	2.49	2.95	3.06	2.95	2.92	2.88
The possibility of my child being radicalized, e.g. influenced by extreme views online whether political or religious	2.42	2.89	2.94	2.85	2.77	2.79
The content on the websites or apps that they visit	2.45	2.70	2.96	2.90	2.85	2.78

When it comes to gender differences, fathers are also more likely to be concerned about the impact of certain aspects of their child’s online activities: giving out their personal information to strangers, cyberbullying, negative impact on their child’s reputation and viewing content that encourages self-harm. In addition, parents from highest income households are somewhat more concerned about the time their child spends on the internet and giving out personal information to strangers.

Nevertheless, when it comes to the benefits of internet use (which are rated as somewhat present), parents believe that they are relaxing and having fun, and then developing creativity and acquiring new skills and knowledge. Establishing contacts and being informed about events in the country and the world are somewhat less frequently mentioned. A small number of parents of adolescents believe that use of the internet and other media increases their child’s chances of finding a job i.e. enables them to acquire additional skills in order to be more competitive on the labor market. In general, the older the child, the more the parents are likely to see the benefits of using the internet and media.<sup>18</sup> (See Table 12)

<sup>18</sup> Ibid.

**TABLE 12. PARENTAL ASSESSMENT OF THE POSITIVE ASPECTS OF THEIR CHILDREN'S ACTIVITIES ON THE INTERNET (TOTAL AND BY AGE GROUPS, N=1,783, N<sub>0-3</sub>=396, N<sub>4-6</sub>=388, N<sub>7-10</sub>=367, N<sub>11-14</sub>=352, N<sub>15-18</sub>=280, ARITHMETIC MEAN OF RESULTS)<sup>19</sup>**

	The age of the child					Total
	0-3	4-6	7-10	11-14	15-18	
While using the Internet and other media, the child relaxes and has fun	3.38	3.42	3.45	3.69	3.59	3.50
While using the Internet and other media, the child develops creativity	3.17	3.26	3.31	3.59	3.51	3.36
While using the Internet and other media, the child acquires new knowledge and skills	3.18	3.22	3.27	3.57	3.44	3.33
While using the Internet and other media the child makes contacts	-	-	2.88	3.26	3.53	3.20
While using the Internet and other media, the child is informed about developments in the country and the world	-	-	2.76	3.26	3.47	3.14
While using the Internet and other media, a child increases their chances of employment / competitiveness in the labor market through the acquisition of additional competencies	-	-	-	-	2.60	2.60

Parents from highest income households are more likely to list the benefits of internet and media use, except that it increases employment opportunities i.e. that the child can acquire additional skills and thus be more competitive on the labor market. In contrast, parents of lowest income households are most likely to believe in this benefit.

In accordance with the assessment of benefits, parents are uncertain whether, when it comes to their child, the benefits of internet use outweigh the risks (the average rate of agreement with this claim on a scale of 1 to 5 where 1 means “strongly disagree” and 5 means “strongly agree” is 3.08). Parents of children aged 0-3 are most likely to express doubts about the kind of impact internet use has on their children, while parents of adolescents are least likely to do so (3.30).

At the same time, on average, parents somewhat agree with the statement that they know enough to help their child stay safe on the internet (average rating of 3.65 on a scale of 1 to 5 on which 1 is “strongly disagree” and 5 is “strongly agree”). Parents of younger children are more likely to agree with this statement, while parents of adolescents are more likely to “not know what to say” i.e. are uncertain whether they do or do not have the necessary knowledge to help their child stay safe on the internet (3.44). However, they are more likely to trust that their children can “handle” the risks of the internet themselves. Namely, the level of agreement with this statement grows with the age of the child, from 3.05 for parents with children aged 0-3 to 3.71 for parents of adolescents.<sup>20</sup> (See Table 13)

**TABLE 13. PARENTAL AGREEMENT WITH STATEMENTS ON INTERNET USE BY THEIR CHILD ON ANY DEVICE (TOTAL AND BY AGE GROUPS, N=1,783, N<sub>0-3</sub>=396, N<sub>4-6</sub>=388, N<sub>7-10</sub>=367, N<sub>11-14</sub>=352, N<sub>15-18</sub>=280, ARITHMETIC MEAN OF RESULTS)**

	The age of the child					Total
	0-3	4-6	7-10	11-14	15-18	
The benefits of the internet for my child outweigh any risks	2.85	3.10	2.98	3.21	3.30	3.08
I feel I know enough to help my child to stay safe online	3.72	3.77	3.65	3.61	3.44	3.65
I trust my child to handle the risks of the internet	3.05	3.24	3.41	3.50	3.71	3.38

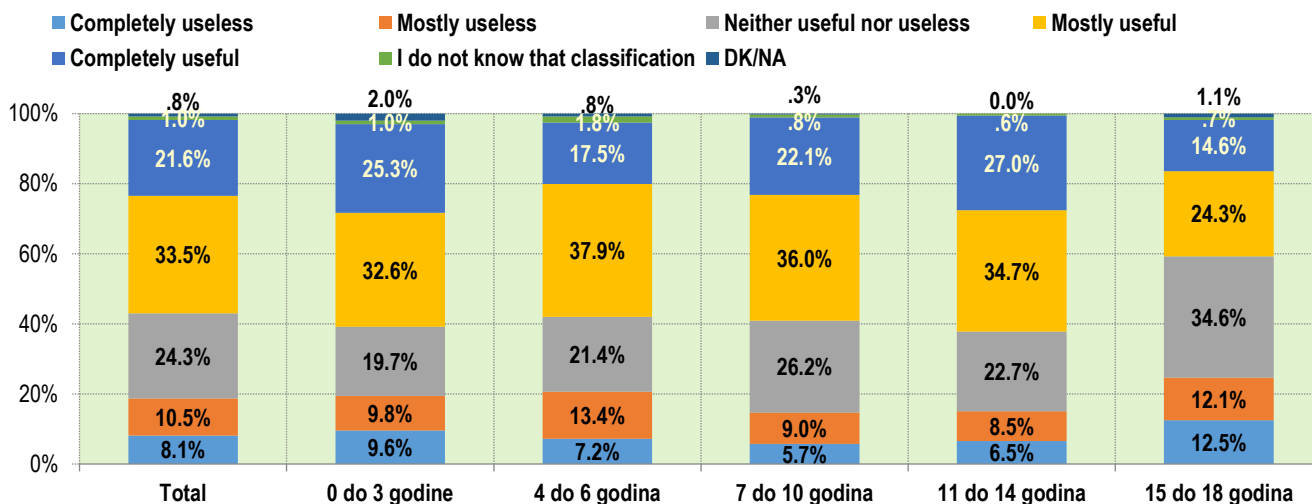
When it comes to gender differences, fathers are more likely to believe that they have enough knowledge to help their child stay safe on the internet and are more likely to trust their child to stay safe online. At the same time, parents from lowest income households are less likely to believe that they know enough, but are more likely to believe that their children can protect themselves while using the internet.

<sup>19</sup> Ibid.

<sup>20</sup> Ibid.

There are almost no parents who do not understand television content rating systems (12+, 16+, 18+) or did not know/wish to answer this question (1% respectively). The rest, more than half (52.1%) believe these are useful (“mostly useful” 34%, “entirely useful” 22%), while a quarter (24%) are not sure whether these are useful or not. In general, parents of adolescents are less likely than the rest to believe in the usefulness of television content rating systems. (See Graph 104).

**GRAPH 104. OPINIONS ON THE USEFULNESS OF TELEVISION CLASSIFICATION CODES IN TERMS OF THE SUITABILITY OF CONTENT FOR CERTAIN AGE GROUPS (12+, 16+, 18+) (TOTAL AND BY AGE GROUPS, N=1,783, N<sub>0-3</sub>=396, N<sub>4-6</sub>=388, N<sub>7-10</sub>=367, N<sub>11-14</sub>=352, N<sub>15-18</sub>=280, SURVEY WITH PARENTS)**



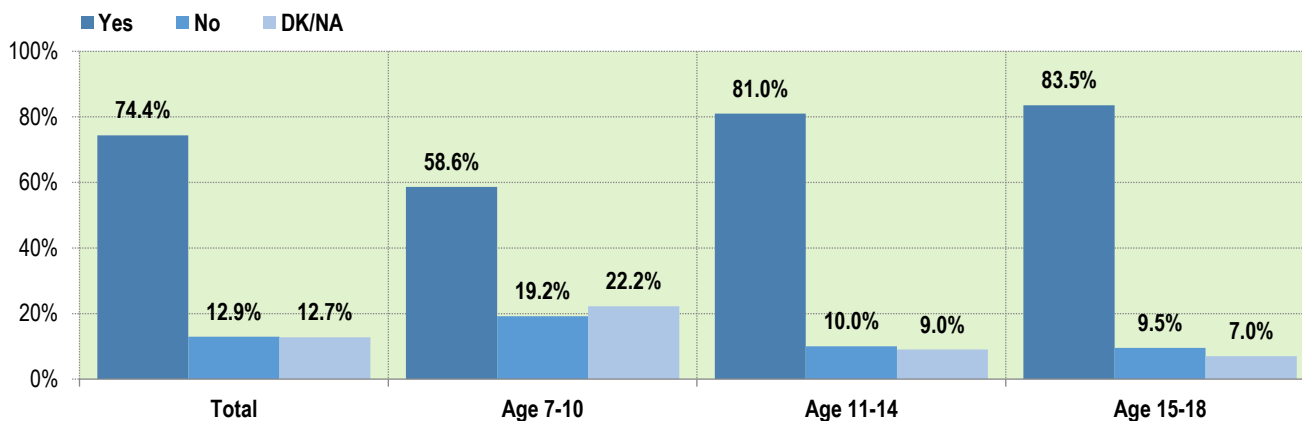
When it comes to gender differences, fathers are more likely to believe in the usefulness of television content rating systems (classification codes 12+, 16+, 18+) than mothers.

## 5.5. Learning and Knowledge about Media

### Knowledge about media

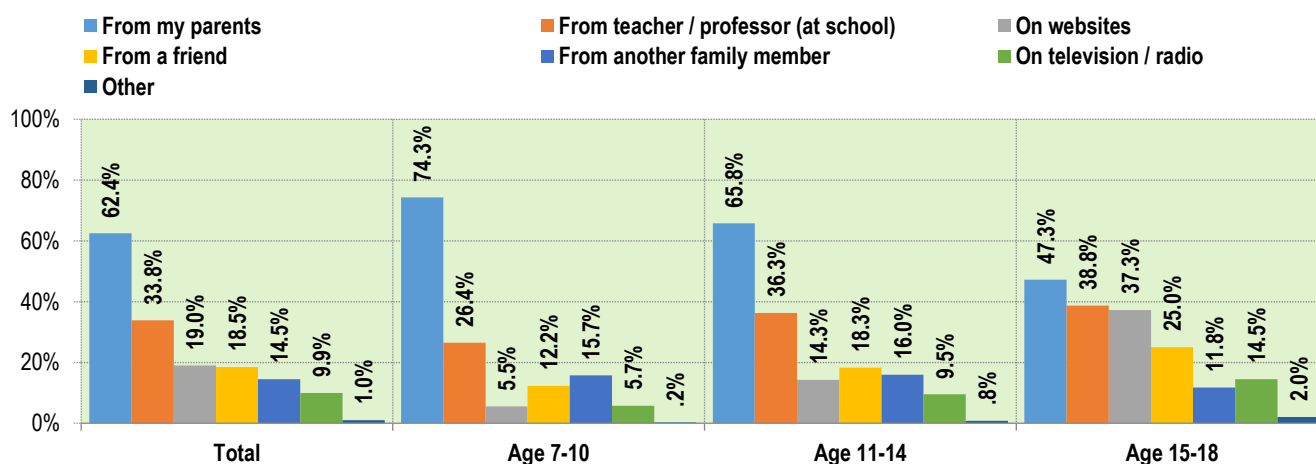
Older children (11-14) and adolescents are more satisfied with their knowledge about media. The majority of them, eight in ten (81% of children aged 11-14 and 84% of adolescents), compared to six in ten (59%) children aged 7-10, believe that they know enough about media. (See Graph 105).

**GRAPH 105. SATISFACTION WITH KNOWLEDGE ABOUT MEDIA (TOTAL AND BY AGE GROUPS, N=1,201, N<sub>7-10</sub>=401, N<sub>11-14</sub>=400, N<sub>15-18</sub>=400, SURVEY WITH CHILDREN)**



Parents are the most important source of information about media, especially for younger children (74% of children aged 7-10, 66% of children aged 11-14 and 47% of adolescents), while other family members are rarely seen as the source of this information in all age groups (16% of children aged 7-14 and 12% of adolescents). Education professionals are the second most important source of this information, but professors and teachers in higher grades discuss this topic more often with their students than teachers in lower grades (26% of children aged 7-10, 36% of children aged 11-14 and 39% of adolescents). Websites are equally important for adolescents (37%), but children aged 7-14 rarely use them for this purpose (5% of children aged 7-10, 14% of children aged 11-14 and 47% of adolescents). Adolescents are more likely than younger children to learn about media from their friends (12% of children ages 7-10, 18% of children aged 11-14 and 25% of adolescents), and from television/radio although this is rarely used as a source of information (6% of children aged 7-10, 10% of children aged 11-14 and 15% of adolescents). (See Graph 106).

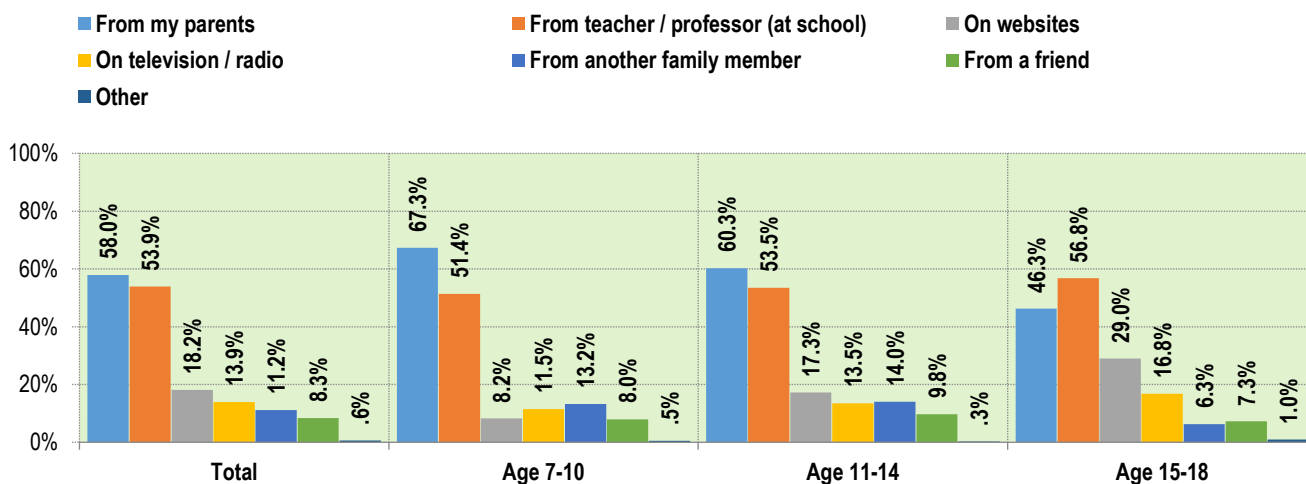
**GRAPH 106. CURRENTLY THE MOST IMPORTANT SOURCES OF INFORMATION ABOUT MEDIA (N=1,201, N<sub>7-10</sub>=401, N<sub>11-14</sub>=400, N<sub>15-18</sub>=400, SURVEY WITH CHILDREN)**



Children tend to believe that they should learn about media from their parents (58%) and from education professionals (54%). Children aged 7-14 are more likely to believe that they should learn about this from parents (67% of children aged 7-10, 60% of children aged 11-14 and 46% of adolescents), while there are no age differences when it comes to education professionals

(52% of children aged 7-10, 54% of children aged 11-14 and 57% of adolescents). However, adolescents are more likely than younger children to want to learn about media from websites (8% of children aged 7-10, 17% of children aged 11-14 and 29% of adolescents), while there are no age differences when it comes to other, less common, sources (including television and radio). (See Graph 107).

**GRAPH 107. DESIRED MOST IMPORTANT SOURCES OF INFORMATION ABOUT MEDIA (N=1,201, N<sub>7-10</sub>=401, N<sub>11-14</sub>=400, N<sub>15-18</sub>=400, SURVEY WITH CHILDREN)**



#### Information about safe media use

A third of parents (three in ten, 33%) of children of all ages usually obtain/seek information and advice on how to help their children use media safely from family members or friends. A fifth (two in ten) consult websites or applications for information on how to remain safe on the internet (20%), while slightly fewer (16%) obtain this information from television, the radio, newspapers or magazines, or, if their child goes to school, from their child's school (14%).

The older the child, the more likely parents are to seek this information from their children (who they're trying to help), so that around a third of parents of children aged 11-18 talk to their children in order to come up with the best way to ensure their safety when using media. All other sources of information or advice on how to help their child be safe when using media are rarely used. (See Table 14).

**TABLE 14. SOURCES OF INFORMATION AND ADVICE ON HOW TO HELP THEIR CHILD STAY SAFE WHEN USING MEDIA (TOTAL AND BY AGE GROUPS, N=1,783, N<sub>0-3</sub>=396, N<sub>4-6</sub>=388, N<sub>7-10</sub>=367, N<sub>11-14</sub>=352, N<sub>15-18</sub>=280, SURVEY WITH PARENTS)**

	The age of the child					Total
	0-3	4-6	7-10	11-14	15-18	
Family or friends	28.8%	36.1%	32.2%	36.1%	31.8%	33.0%
From your child yourself	6.6%	12.4%	19.1%	30.7%	36.1%	19.8%
Websites or apps with information on how to stay safe online	18.7%	20.4%	20.2%	19.6%	18.6%	19.5%
TV, radio, newspapers or magazines	13.9%	15.5%	15.3%	17.6%	17.5%	15.8%
Your child's school	4.0%	7.7%	18.3%	23.6%	19.3%	14.0%
Manufacturers or retailers selling the product	4.0%	5.2%	6.3%	5.4%	9.6%	5.9%
Internet service providers	3.5%	4.9%	6.8%	6.8%	6.8%	5.7%
Government institutions	1.5%	3.6%	4.1%	3.7%	4.3%	3.4%
Other sources	0.8%	0.5%	0.5%	1.4%	1.8%	1.0%

School is the source that almost half of the parents (48%) would like to obtain this information from. This is followed by other common sources: family and friends ("chosen" by a third of parents – 32%), and websites or applications and television, radio and magazines (a quarter of parents respectively – 27%). This is followed by state institutions (22% or two in ten parents), manufacturers or sellers of these devices (20%) and internet providers (20%). The older the child, the more parents would like to receive information from them on how to help them stay safe while using media – from 15% of children aged 0-3 to 28% of adolescents. (See Table 15).

**TABLE 15. DESIRABLE SOURCES OF INFORMATION AND ADVICE ON HOW TO HELP THEIR CHILD STAY SAFE WHEN USING MEDIA (TOTAL AND BY AGE GROUPS, N=1,783, N<sub>0-3</sub>=396, N<sub>4-6</sub>=388, N<sub>7-10</sub>=367, N<sub>11-14</sub>=352, N<sub>15-18</sub>=280, SURVEY WITH PARENTS)**

	The age of the child					Total
	0-3	4-6	7-10	11-14	15-18	
Your child's school	35.1%	42.3%	59.4%	55.1%	51.8%	48.2%
Family or friends	29.3%	39.9%	30.2%	28.4%	28.2%	31.5%
Websites or apps with information on how to stay safe online	31.3%	31.2%	25.1%	25.0%	22.1%	27.3%
TV, radio, newspapers or magazines	24.0%	30.4%	28.9%	24.4%	25.0%	26.6%
From your child yourself	15.4%	21.4%	23.4%	25.9%	27.5%	22.3%
Government institutions	19.2%	26.5%	24.0%	17.3%	18.9%	21.4%
Manufacturers or retailers selling the product	17.2%	27.1%	22.3%	16.8%	18.2%	20.5%
Internet service providers	14.9%	26.8%	24.3%	18.5%	16.1%	20.3%
Other sources	0.0%	.5%	.3%	0.0%	.7%	.3%
I am not interested in such information	16.4%	8.8%	8.2%	11.4%	11.4%	11.3%
DK/NA	10.9%	5.4%	5.7%	5.7%	6.1%	6.8%

Parents from lower income households are less likely to be interested in information and advice on how to help their child stay safe while using media.

#### Impact of inappropriate content

Children aged 11-14 are more likely than adolescents to believe that inappropriate content, if seen or heard in media, can have a negative impact on them. However, when it comes to violence, more than half the children aged 11-14 (54%) believe this. From 36% to 48% of children and 30% to 41% of adolescents believe that all the other content can have a negative impact on them. (See Table 16).

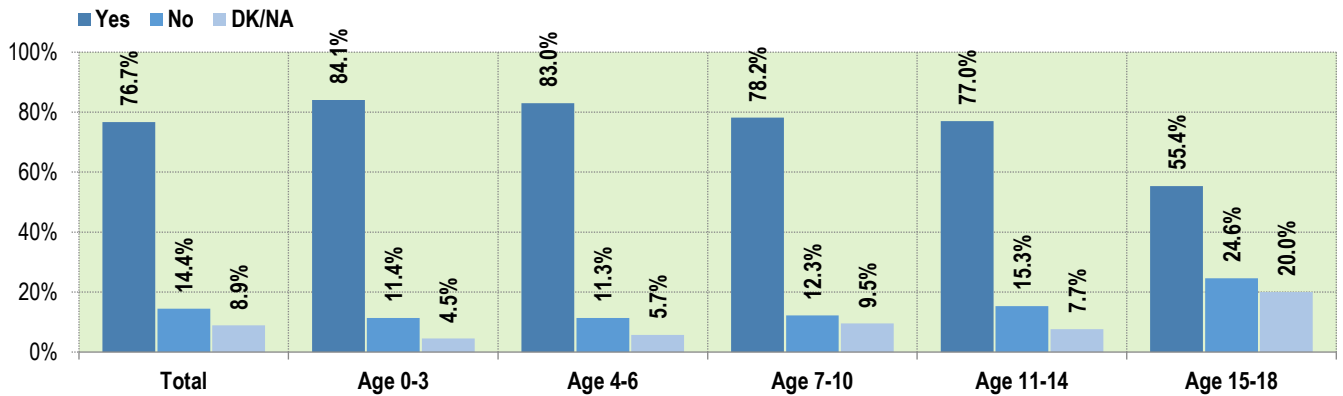
**TABLE 16. POSSIBILITY THAT THE CONTENT NEGATIVELY IMPACTS CHILDREN (TOTAL AND BY AGE GROUPS, N=800, N<sub>11-14</sub>=400, N<sub>15-18</sub>=400, SURVEY WITH CHILDREN)**

	The age of the child		Total
	11-14	15-18	
Violence	54.3%	47.3%	50.8%
Sexually explicit content	48.3%	41.3%	44.8%
Examples of poor social / antisocial behavior	47.8%	40.3%	44.0%
Swearing / Insults	48.0%	39.8%	43.9%
Discriminatory portrayal of people (based on age / disability / sexuality / race / religion, etc.)	44.5%	39.0%	41.8%
Sexually provocative performances (e.g. through acting or dancing in music videos, etc.)	44.0%	37.0%	40.5%
Nude / Bare body parts	44.3%	36.8%	40.5%
Drinking alcoholic beverages	44.8%	36.3%	40.5%
Display betting, gambling, etc.	44.0%	35.5%	39.8%
Lack of respect for others	42.0%	36.8%	39.4%
Depicting paranormal phenomena and parapsychology	43.5%	35.3%	39.4%
Disrespecting the privacy of certain persons	41.3%	36.0%	38.6%
Smoking	42.3%	31.3%	36.8%
Display of natural disasters, disasters, etc.	37.8%	30.3%	34.0%
Gender stereotypes	38.0%	29.0%	33.5%
Magnifying certain lifestyles	36.3%	30.5%	33.4%
Other	3.3%	1.5%	2.4%

The majority of parents of children aged 0-14 tend to believe that they have enough knowledge to make decisions on their children's media use. It is only parents of older children (15-18) who are more likely to have doubts about this – only half of them believe they know enough to make appropriate decisions (84% of children aged 0-3, 83% of children aged 4-6, 78% of children aged 7-10, 77% of children aged 11-14 and 55% of adolescents). (See Graph 108).



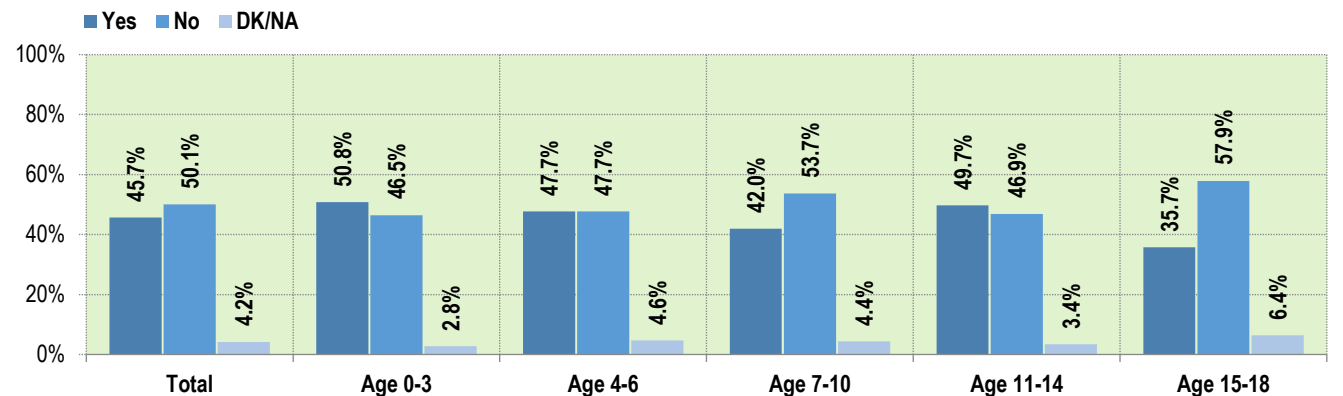
**GRAPH 108. PARENTAL ASSESSMENT ON WHETHER THEY HAVE ENOUGH KNOWLEDGE TO MAKE DECISIONS ABOUT THEIR CHILDREN'S MEDIA USE (TOTAL AND BY AGE GROUP, N=1,783, N<sub>0-3</sub>=396, N<sub>4-6</sub>=388, N<sub>7-10</sub>=367, N<sub>11-14</sub>=352, N<sub>15-18</sub>=280, SURVEY WITH PARENTS)**



Parents from lowest income households are more likely to believe that they do not have enough knowledge to make decisions on their children's media use.

Likewise, around half the parents of children aged 0-14 believe that they know about regulations and rules on providing media content. Again, it is parents of adolescents who are more likely than the others to believe that their knowledge on this issue is insufficient (47% parents of children aged 0-3, 48% aged 4-6, 54% aged 7-10, 47% aged 11-14 and 58% aged 15-18). (See Graph 109).

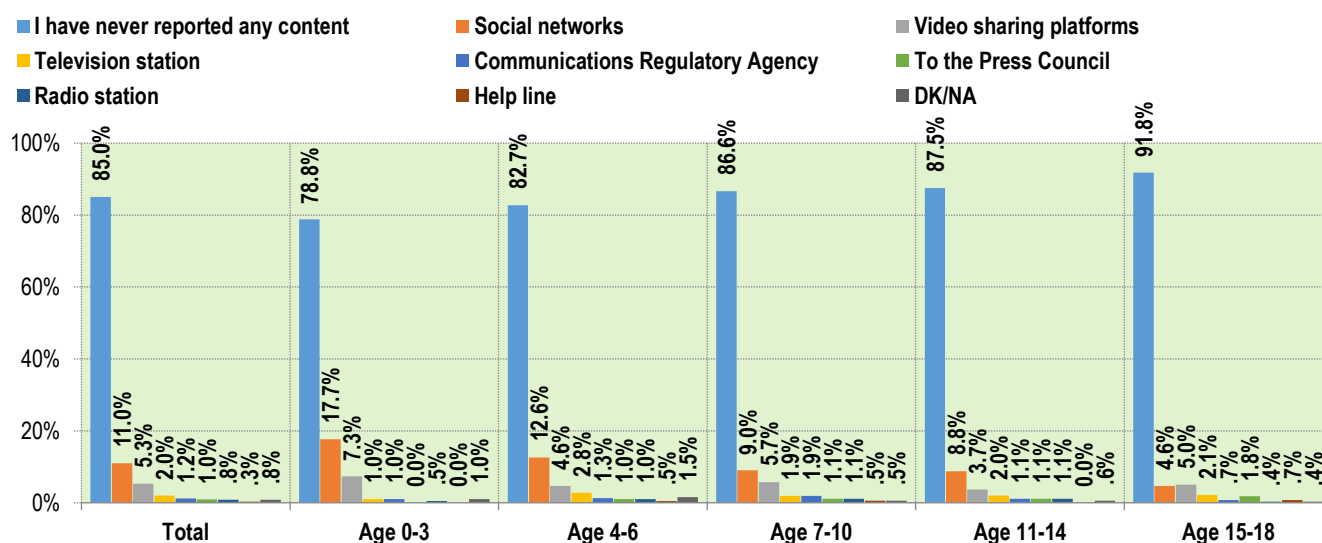
**GRAPH 109. PARENTAL KNOWLEDGE ABOUT REGULATIONS AND RULES ON PROVIDING MEDIA CONTENT (TOTAL AND BY AGE GROUPS, N=1,783, N<sub>0-3</sub>=396, N<sub>4-6</sub>=388, N<sub>7-10</sub>=367, N<sub>11-14</sub>=352, N<sub>15-18</sub>=280, SURVEY WITH PARENTS)**



Parents from lower income households are less likely to know about regulations on providing media content.

A small part of parents has reported inappropriate content, and this is more likely if parents have younger children (21% with children aged 0-3, 17% aged 4-6, 13% aged 7-10, 13% aged 11-14 and 8% aged 15-18). In most cases, they directly contacted the social network containing the inappropriate content (18% aged 0-3, 13% aged 4-6, 9% aged 7-10, 9% aged 11-14 and 5% aged 15-18). Very few contacted the RCA (1%-2%). (See Graph 110).

**GRAPH 110. REPORTING INAPPROPRIATE CONTENT (TOTAL AND BY AGE GROUPS, N=1,783, N<sub>0-3</sub>=396, N<sub>4-6</sub>=388, N<sub>7-10</sub>=367, N<sub>11-14</sub>=352, N<sub>15-18</sub>=280, SURVEY WITH PARENTS)**

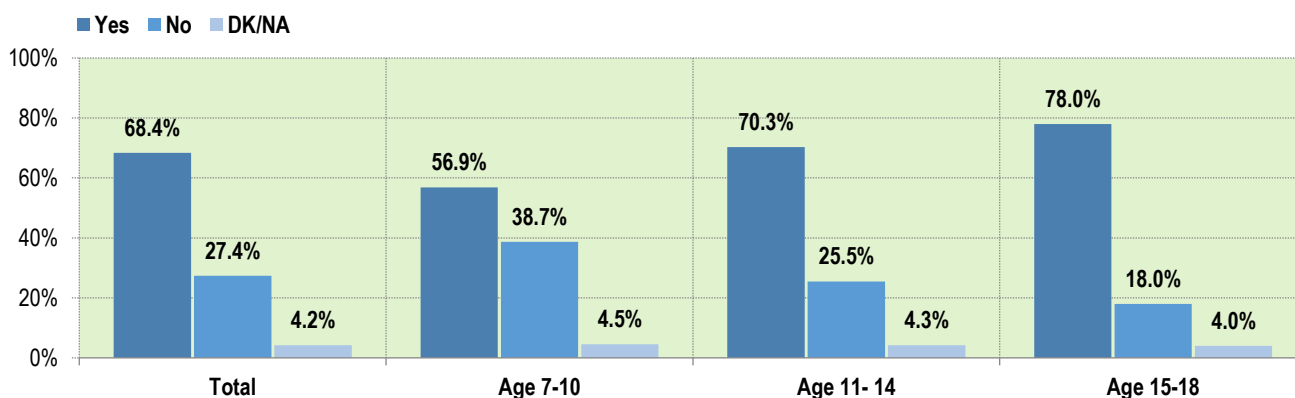


Parents from highest income households were more likely to report inappropriate content than the others.

### Safe internet use

Seven in ten children have heard information about how to safely use the internet at some point. Thus, this information was heard by 57% of children aged 7-10, 70% aged 11-14 and 78% of adolescents. (see Graph 111).

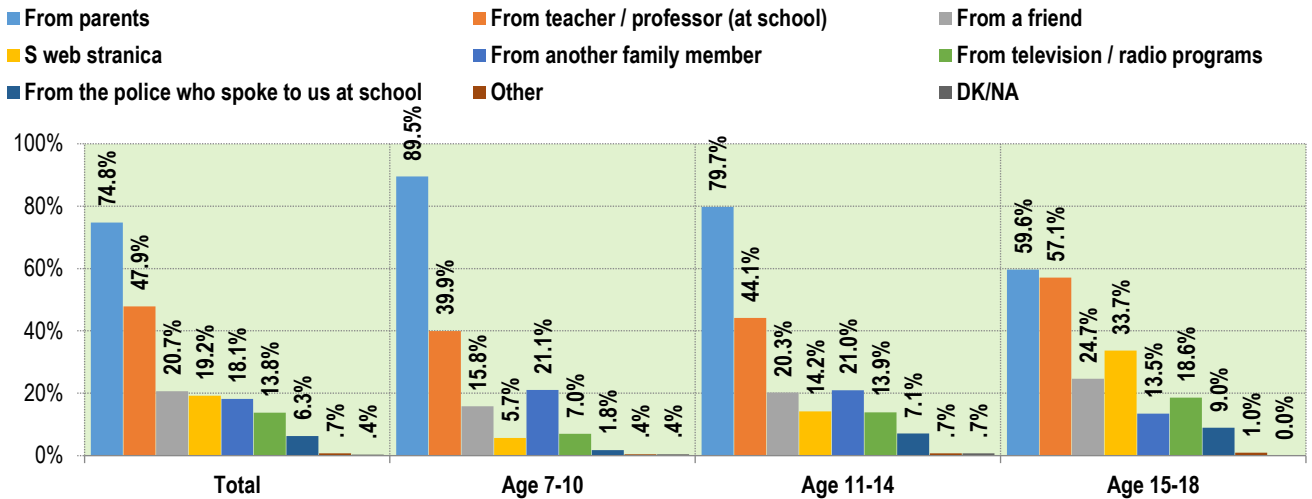
**GRAPH 111. CHILDREN'S KNOWLEDGE ABOUT HOW TO SAFELY USE THE INTERNET (TOTAL AND BY AGE GROUPS, N=1,201, N<sub>7-10</sub>=401, N<sub>11-14</sub>=400, N<sub>15-18</sub>=400, N=1,201, SURVEY WITH CHILDREN)**



Parents are the most common source of information on safe internet use, especially for younger children (90% of children aged 7-10, 80% of children aged 11-14 and 60% of adolescents). Education professionals are the second most common source of information, especially teachers and professors of older grades (namely, 40% of children aged 7-10, 44% of children aged 11-14 and 57% of adolescents obtained information on safe internet use from them). For children aged 7-14, the third most important source of information is other family members (21% of children aged 7-10, 21% of children aged 11-14 and 14% of adolescents), while for adolescents, the third most important source is websites (6% for children aged 7-10, 14% of children aged 11-14, 34% of adolescents).

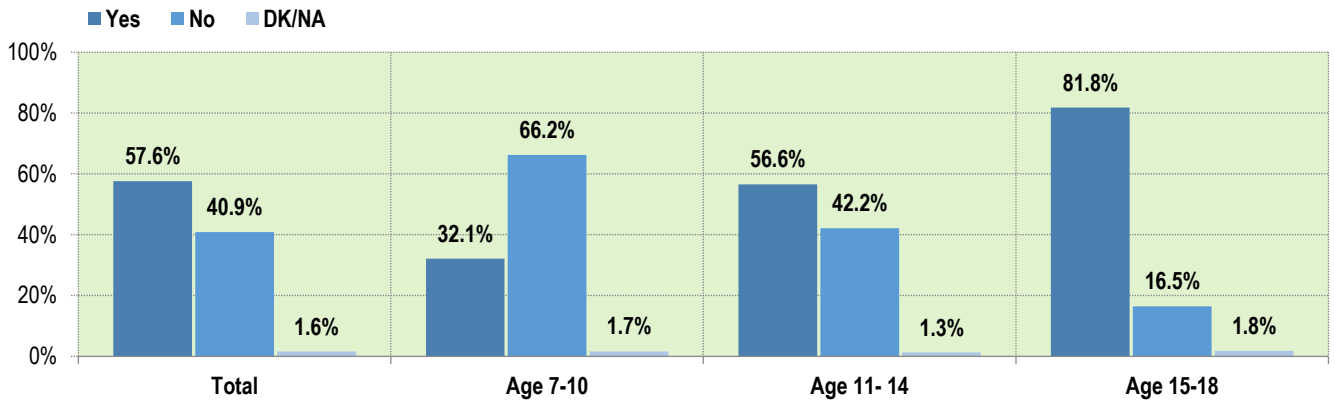
The older children are the more likely they are to obtain this information from their friends (16% of children aged 7-10, 20% of children aged 11-14 and 25% of adolescents), television / radio programs (7% of children aged 7-10, 14% of children aged 11-14 and 19% of adolescents) and from lectures delivered by the police in schools (2% of children aged 7-10, 7% of children aged 11-14 and 9% of adolescents). (See Graph 112).

**GRAPH 112. SOURCE OF INFORMATION FROM WHICH CHILDREN LEARNED ABOUT SAFE INTERNET USE (TOTAL AND BY AGE GROUPS, N=821, N<sub>7-10</sub>=228, N<sub>11-14</sub>=281, N<sub>15-18</sub>=312, SURVEY WITH CHILDREN)**



The older children are, the more likely they are to know how to report inappropriate content on YouTube. However, still only eight in ten adolescents (82%) and six in ten (57%) children aged 11-14, and a concerning three in ten children aged 7-10 (32%) have done so, which is significantly disproportionate to the number of children using this website or application. (See Graph 113).

**GRAPH 113. KNOWLEDGE ABOUT HOW TO REPORT INAPPROPRIATE CONTENT ON YOUTUBE (TOTAL AND BY AGE GROUPS, N=1,145, N<sub>7-10</sub>=361, N<sub>11-14</sub>=389, N<sub>15-18</sub>=395, SURVEY WITH CHILDREN)**



## 6. Conclusions

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Despite the very challenging period during which this study was conducted (in particular the COVID-19 pandemic), children and parents from across BiH readily participated in this research, and emphasized that they consider this issue to be very interesting and important. This additionally indicates that there is a growing awareness of the need to ensure safe interaction between children and media and to minimize and mitigate the negative effects of children's media consumption, while it may not be possible to entirely eliminate such effects. At the same time, the benefits of responsible use of media and information-communication technologies should be encouraged.

The data obtained through this study provides a solid foundation on which to base specific actions because it offers a clear insight into children's media habits, but also into the behaviour of parents when it comes to supervising children's media consumption, and the attitudes of parents and children towards media use, as well its (possible) consequences.

The findings indicate that a wide range of information-communication devices are available to children in BiH and that the frequency and duration of their use depends on the age of the child. However, children of all ages spend a lot of time in front of a screen (older children tend to spend most of their time on social networks, websites or applications for exchanging messages and playing games, while younger children mostly watch television). Meanwhile, children very rarely read books, picture books, comics, newspapers and magazines. Only a small percentage of children and parents are aware of the fact that children's use of media and information-communication devices is not under their control and that it can have several negative effects on children. An even smaller percentage of parents interviewed were aware of the potential harmful effects this can have on the mental well-being and moral development of children.

The study findings showed that only one part of the parents set rules for how and when their child or children use information-communication devices, which only partially monitor whether children respect these rules. At the same time, children and parents lack adequate support for increasing their knowledge about safe use of media and information-communication technologies, particularly institutional support (which means more information from educational institutions, CRA, etc.). The consequence of this is that children and parents tend to believe that they know enough about this issue, while the data obtained indicates the opposite (e.g. data on exposure of children to television content that has negatively impacted them or on unsuitable content on the internet).

Thus, the authors believe that the findings from this study can be used to develop much-needed practical and interventions strategies that can contribute to an improvement in the way children use media in BiH and maximize the positive effects of this use, thereby contributing to enhance the overall safety and well-being of children in the digital age.