DATA INSIGHT NO 19

THE ROLE OF CAREGIVERS IN PREVENTING AND RESPONDING TO ONLINE RISKS AND HARMS FOR CHILDREN



DISRUPTING HARM

Funded by Safe Online

Implemented by ECPAT INTERPOL unicef for every child

Children face a range of challenges as they navigate an ever-changing technological landscape. While the internet provides children with numerous opportunities for learning and development, it also gives rise to risks that may lead to harm, including technology-facilitated sexual exploitation and abuse. While online platforms and governmental institutions play a fundamental role in safeguarding children and preventing tech-facilitated child sexual exploitation and abuse, caregivers constitute a primary line of support.

By fostering secure, open and trust-based relationships with children, caregivers can support them to feel safe to articulate concerns and pose questions as they navigate changes in their identity, relationships and sexuality, both online and in person.

While caregivers can play a key role in prevention, their contribution is only part of the solution. The prevention of tech-facilitated child sexual exploitation and abuse cannot rest on families alone; it requires a paradigm shift towards a model in which children are proactively protected, and their rights – both online and in person – are fully respected and supported through multisectoral and collective action.

DEFINING TECHNOLOGY-FACILITATED CHILD SEXUAL EXPLOITATION AND ABUSE

The Disrupting Harm project uses the term "technology-facilitated child sexual exploitation and abuse" to refer to situations involving digital, internet and communication technologies at some point during the sexual exploitation or abuse of a child. This type of violence is sometimes referred to as "online" child sexual exploitation and abuse. However, the term "technology-facilitated" is now preferred to convey that this violence against children does not only occur in online spaces; it can occur fully online, or through a mix of online and in-person interactions between perpetrators and children.

While the interviews allowed participants to speak about any form of sexual violence perpetrated using digital technologies, the Disrupting Harm survey in the first round of studies measured seven different indicators related to tech-facilitated child sexual exploitation and abuse. Two additional measures were added in the second round of studies (see table 1). Although this is by no means an exhaustive list of all the ways that digital technologies can facilitate sexual violence against children, it offers data on a range of abusive behaviours, from exposure to sexual content to sexual extortion and image-based abuse.

Table 1. Survey questions used to measure tech-facilitated child sexual exploitation and abuse

DISRUPTING HARM 2020-2021	DISRUPTING HARM 2024-2025
Someone sent me sexual images I did not want	Someone sent me sexual images or videos I did not want
I have been asked to talk about sex or sexual acts with someone when I did not want to	I have been asked to talk about sex or sexual acts with someone when I did not want to
I have been asked for a photo or video showing my private parts when I did not want to	I have been asked to share a photo or video showing my private parts when I did not want to
Someone shared sexual images of me without my consent	Someone shared sexual images of me without my permission
Someone offered me money or gifts in return for sexual images or videos of myself	Someone offered me money or gifts in return for sexual images or videos of myself
Someone offered me money or gifts to meet them in person to do something sexual	Someone offered me money or gifts to meet them in person to do something sexual
Someone threatened or blackmailed me to engage in sexual activities	Someone threatened or blackmailed me to engage in sexual activities
	Someone used artificial intelligence (AI) to create fake sexual images or videos of me
	Someone threatened to share sexual images or videos of me

METHODS AND ANALYSIS

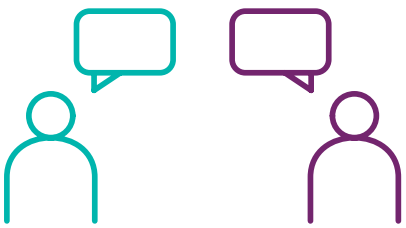
The aim of this brief is to update findings around caregivers from the first round of Disrupting Harm studies. It draws on data from nationally representative household surveys with around 22,000 12–17-year-old internet-using children and 22,000 of their caregivers across 22 countries.[1] The first round of surveys was conducted between 2020 and 2021 in 13 countries and the second round from 2024 to 2025 in another 12 countries. Relevant findings from trauma-informed interviews with young people who had been subjected to tech-facilitated sexual exploitation and abuse during their childhood are also included in this brief. More details on the full set of Disrupting Harm research methods can be found here.

The first round of Disrupting Harm surveys used a seven-item construct to measure tech-facilitated child sexual exploitation and abuse. In the second-round surveys, this construct was expanded to include nine items, reflecting the evolving understanding of tech-facilitated child sexual exploitation and abuse and the need to capture additional forms of abuse not measured previously (as listed in the box above). While the estimates from the first and second round of survey findings are not directly comparable for this reason, the purpose of this brief is not to compare country-level estimates, but to analyse patterns in tech-facilitated child sexual exploitation and abuse across 22 countries, and the role that caregivers can play in prevention and response.

CAREGIVERS' ROLE IN RECOGNIZING AND RESPONDING TO ONLINE HARM

Caregivers play a key role in providing guidance and security for their children as they grow up, both online and in person. They are often the first to notice signs that something is not right – including changes in children's behaviour, such as withdrawal, mood changes, isolation or signs of distress. However, caregivers are also raising children in contexts that are increasingly different from how they themselves grew up; children are now growing up in different social and technological environments that can have implications for how caregivers guide their children and keep them safe.

In preventing and responding to sexual violence against children, recognizing changes in their child's behaviour early on can help caregivers provide timely support and intervention, including by detecting and interrupting exploitation and abuse, and connecting children to support services as needed. Keeping up with children's digital lives can also help caregivers to better understand the evolving risks that children growing up in increasingly digitized environments may face. When children do experience something that upsets or harms them, being able to speak openly and without fear of judgment to their caregivers can be a critical factor in protecting them from further harm.



"By fostering secure, open and trust-based relationships with children, caregivers can support them to feel safe to articulate concerns and pose questions"

1 Data from South Africa are not included in this analysis due to differences in the final survey questionnaire, while Tunisia and Morocco are not included as data were not available for public release at the time this brief was written.

HOW CAREGIVERS SUPPORT CHILDREN ONLINE AND RESPOND TO HARMS FACILITATED BY DIGITAL TECHNOLOGY

For the most part, caregivers who participated in the survey felt they could help their child deal with difficult situations online. When caregivers in 22 countries were asked if they felt that they could help their child to "cope with things online that bother or upset them", 80 per cent on average said they could help their child at least "a fair amount".[2] Caregivers' confidence that they could support their child at least a fair amount ranged quite drastically depending on the country, from 91 per cent of caregivers in Thailand to 47 per cent in Mozambique.[3] When asked how often their caregivers helped them when something bothered them online, only between 4 and 47 per cent of children said that their caregivers helped them "often" or "very often", depending on the country. [4]

The caregivers surveyed also said they would respond in a range of ways if their children experienced something online that upset them. In most countries, the majority said they would take some kind of action, while on average, only 3 per cent of caregivers said that they would do nothing about it (ranging from 9 per cent in Ethiopia to none in several countries, including the Philippines, Armenia, Colombia, the Dominican Republic, Mexico and Montenegro).[5] However, the most common approach by caregivers was to talk to their child (60 per cent of caregivers on average, ranging from 33 per cent in the United Republic of Tanzania to 80 per cent in Serbia). This was followed by seeking advice from someone they trusted (32 per cent on average, ranging from 18 per cent in Thailand to 48 per cent in Malaysia).[6]

The caregivers surveyed were also asked how they would respond specifically if their child were sexually harassed, exploited or abused. In this case, 3 per cent of caregivers on average said they would keep it to themselves. Reporting incidents to the police was the most intended response in many countries (52 per cent of caregivers said they would do this), although levels varied widely by country, from 16 per cent in Pakistan to 79 per cent in Brazil. Caregivers also said they would report incidents to social welfare officers, helplines or teachers, but to a lesser degree.[7] Among caregivers who said they would keep it to themselves, common barriers included not wanting to create trouble, fear of not being treated properly and fear of reprisal. In Viet Nam, some caregivers also reported remaining silent because such incidents are perceived as common.[8]

It is unclear how much support caregivers in each of these countries have around parenting in a digital age, and key considerations and approaches. However, the available Disrupting Harm data show that there is room for improvement. For example, a substantial proportion of caregivers – 19 per cent – said they received no information on how to keep their children safe online, ranging from 2 per cent of caregivers in the Philippines to 45 per cent in Serbia. The lowest levels were observed in Namibia, the Philippines, Indonesia, Malaysia, Thailand and Viet Nam. Caregivers relied on a range of sources to learn about children's online safety. Family and friends, social media, television and children's schools were all prominent sources where parents get information on how to keep their children safe online. In Kenya, religious leaders were also an important source of information, with 31 per cent of parents saying that they got online safety information from them.[9]

2 Caregivers surveyed were asked how well they feel they can help their child cope with things online that bother or upset him/her. The response options were: 'not at all', 'not very much', 'a fair amount' and 'definitely'. For this analysis, a binary response was created of 'at least a fair amount' which included caregivers who responded 'a fair amount' or 'definitely' to this question.

3 See annex (Table 1) for country-level data.

4 See annex (Table 2) for country-level data.

5 See annex (Table 3) for country-level data.

6 See annex (Table 2) for country-level data.

7 See annex (Table 4) for country-level data.

8 See annex (Table 5) for country-level data.

9 See annex (Table 6) for country-level data.

CHILDREN'S FEAR OF NEGATIVE REACTIONS AND ITS IMPACT ON HELP-SEEKING

Although a minority of caregivers (7 per cent on average) said they would punish their child if they were bothered by something online, the fear of negative reactions from caregivers emerged as a serious deterrent for children to seek help. In the context of tech-facilitated child sexual exploitation and abuse, interview data with 16–24-year-olds who were exploited and abused during childhood showed that many children fear judgment, blame or punishment from caregivers, which discourages open conversations about the harms and challenges they face online. The qualitative analysis also suggests that these fears are confirmed when caregivers respond with victim-blaming attitudes, punishment, restrictions on online access or removal of devices after an incident. One young person in Namibia who was subjected to tech-facilitated sexual exploitation and abuse as a child explained:

> ***I think caregivers should have more open-mindedness and sometimes even if it's not something one wants to hear, try and talk to the children more often to know what they are doing. In that way they can advise their children that this is safe, or this is not safe but in such a way that they don't feel attacked or criticized or so, I think yeah, that's it.***
>
> **(Young person, Namibia)**

In another example, one young person interviewed in Colombia said she felt unable to tell her mother that she was being sexually abused because it happened on an online platform that she was not supposed to be using:

> ***We didn't feel safe telling our caregivers, our mothers, because first Facebook was without permission, they didn't know, my mom when she found out that I had opened Facebook she beat me, there is no other word for it, she beat me until she got tired because without her permission we can't do such a thing.***
>
> **(Young person, Colombia)**

This suggests that rules or restrictions limiting children's access to social media can make it harder for children to disclose online harm if they fear caregivers' reactions to their disclosure. As one young person from Namibia explained:

> ***I am scared that they will probably judge me, scold me and maybe they will give me some punishment like no watching TV or take my phone away, so that's why I am scared to be open with them.***
>
> **(Young person, Namibia)**

Young people interviewed for the second round of Disrupting Harm studies and who identified as part of the LGBTQI+ community emphasized this issue even more. They explained that being unable to openly discuss their gender identity with caregivers was a major barrier to disclosing abuse and/or exploitation.

While restrictive approaches such as banning children from using all devices or going online may feel instinctive for caregivers and may even reduce children's exposure to online risks in the short term, they can also reduce children's digital skills and familiarity with online environments over time. Restricting access as punishment after online harm may discourage children from disclosing problems or seeking support from their caregivers. It may also limit children's opportunities to build digital skills and resilience.

Most importantly, these approaches can also be exploited by perpetrators. In some cases, perpetrators know that children may fear punishment or blame from their wider community – including caregivers – if the abuse is discovered, and they use this fear to coerce children into continued abuse or exploitation. A young person from Brazil described how a perpetrator exploited her fear of parental reprisal:

> ***He said 'Here's the deal, if you don't send me a photo, I'll go after your caregivers, I'll go into your profile, I'll look for your mother and I'll send her screenshots of everything you say to me. Do you want that?' And then I said 'No, don't do that, for God's sake. Don't do that because if my caregivers see this, my mother will be much angrier with me, and I'll be much worse off.'***
>
> **(Young person, Brazil)**

These data indicate that developing a supportive and safe environment, where children are allowed to ask questions and speak about their experiences – good and bad – is a crucial part of prevention and response to (online) harms. If children are unsure whether they will be met with punishment and blame or support and understanding, it could pave the way for perpetrators to escalate violence and evade accountability.

CONCLUSIONS AND RECOMMENDATIONS

Disrupting Harm research suggests that caregivers could benefit from greater capacity-building and confidence to be able to support their children. Guidance and training on how to navigate relationships (both online and in person), age-appropriate ways to talk to children about sex and sexuality, and how to positively engage with children's internet use could be incorporated into the health and parenting programmes that exist in many countries.

Talking to children about their online experiences and providing an open and supportive home environment can help children develop critical skills to navigate risks, both online and in person.

It can also help build the trust needed to ensure children feel comfortable disclosing negative experiences without fear of judgment or reprisals. This is something caregivers can do even if they do not know much about the internet, as long as they build an open and trusting relationship with their child.

National stakeholders at government, non-governmental and civil society organization level should build or continue to develop existing parenting programmes to cover the following core concepts for caregivers:



1 **Open communication and mutual trust**

Develop and scale rights-based, culturally grounded parenting programmes that foster trust, open communication, gender equality and non-violent discipline. These efforts should challenge harmful norms that blame or silence children, while clearly framing all forms of child sexual exploitation and abuse as violations of children's rights.



2 **Emotional and practical skills to manage disclosures**

Equip caregivers with practical skills to respond supportively to disclosures, emphasizing calm, non-judgmental and validating reactions and the steps that can be taken to protect their child. Strengthen their role as trusted adults by training them to recognize signs of abuse, handle disclosures sensitively and create safe environments where children feel able to discuss relationships, sexuality and online experiences without fear of blame or punishment. Provide and embed services that respond directly to caregivers' mental health and well-being needs.



3 Digital safety and literacy

Expand digital safety, media literacy and digital citizenship education for caregivers, alongside strengthening their understanding of online environments and risks. Emphasize supportive guidance over restrictive control and build capacity to identify abusive behaviours online and in person, critically assess online and in-person interactions, and access support services. Invest in research on caregivers' and families' experiences to better understand barriers to prevention, disclosure and reporting, considering social and cultural differences across countries, and to inform more effective policies and programmes.

ABOUT THE *DATA INSIGHTS* SERIES FROM DISRUPTING HARM

Disrupting Harm is a research project conceived and funded by Safe Online since 2019. The project and its research methodology is designed and implemented by ECPAT International, INTERPOL and UNICEF Office of Strategy and Evidence – Innocenti (UNICEF Innocenti). This research generates national evidence on tech-facilitated child sexual exploitation and abuse.

This publication is part of a series of thematic briefs that explores pressing issues emerging from the research and recommends ways for key entities and individuals to improve prevention and response. Evidence about tech-facilitated child sexual exploitation and abuse was collected in 13 countries between 2020 and 2021: seven in Eastern and Southern Africa (Ethiopia, Kenya, Mozambique, Namibia, South Africa, Uganda and the United Republic of Tanzania), and six in Southeast Asia (Cambodia, Indonesia, Malaysia, Thailand, the Philippines and Viet Nam).

In 2024 and 2025, data was collected in an additional 12 countries: Armenia, Brazil, Colombia, the Dominican Republic, Jordan, Mexico, Montenegro, Morocco, North Macedonia, Pakistan, Serbia and Tunisia.

Since 2019, the Disrupting Harm project, together with national partners and researchers, have conducted surveys and interviews with more than 25,000 children and young people, including those who have been subjected to tech-facilitated sexual exploitation and abuse. In addition, over 25,000 caregivers were surveyed, and 540 professionals with child protection mandates interviewed. More detailed information about the Disrupting Harm research methods can be found here.

Data collected by ECPAT, INTERPOL and UNICEF Innocenti since 2019 are used as the basis for the Disrupting Harm Data Insights series. Authorship is attributed to the organization(s) that produced each brief. While the Disrupting Harm project is a close collaboration between ECPAT, INTERPOL and UNICEF, the findings, interpretations and conclusions expressed in this publication are those of the authors and do not necessarily reflect the views of the three organizations ECPAT, INTERPOL and UNICEF, individually or as a collaborative group.

Suggested citation:

UNICEF 'The role of caregivers in preventing and responding to online risks and harms for children', Disrupting Harm Data Insight no. 19. Safe Online, New York, 2026.

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Funding from Safe Online does not constitute endorsement.

Acknowledgements:

This data insight was written by Angela Davis and Marium Saeed, UNICEF Office of Strategy and Evidence – Innocenti. The data analysis that informed this data insight was prepared by Anisha Bhargava and Hélène Guillou. We acknowledge the contributions of UNICEF colleagues working on the Disrupting Harm project, our implementing partners at ECPAT International, INTERPOL and Safe Online, and all national partners who made this initiative possible. Full acknowledgements for the Disrupting Harm project can be found here.

ANNEX: DATA TABLES

TABLE 1: HOW WELL DO YOU FEEL YOU CAN HELP YOUR CHILD TO COPE WITH THINGS ONLINE THAT BOTHER OR UPSET HIM/HER? (PERCENTAGE OF CAREGIVERS)



22-country average



Not at all



Not very much



A fair amount



Definitely

2020-2021

	Not at all	Not very much	A fair amount	Definitely
Ethiopia	8%	7%	16%	70%
Kenya	6%	10%	33%	51%
Mozambique	24%	28%	29%	19%
Namibia	5%	8%	30%	57%
Tanzania	6%	4%	10%	80%
Uganda	14%	20%	31%	36%
Cambodia	13%	9%	67%	12%
Indonesia	4%	12%	51%	32%
Malaysia	5%	17%	36%	42%
Philippines	7%	7%	48%	39%
Thailand	5%	4%	42%	49%
Viet Nam	6%	11%	55%	28%

2024-2025

	Not at all	Not very much	A fair amount	Definitely
Armenia	3%	10%	43%	44%
Brazil	6%	8%	40%	46%
Colombia	4%	23%	32%	42%
Dominican Republic	5%	14%	25%	55%
Jordan	2%	10%	25%	63%
Mexico	2%	31%	36%	31%
Montenegro	1%	12%	42%	45%
North Macedonia	4%	12%	45%	39%
Pakistan	13%	13%	30%	44%
Serbia	1%	15%	50%	33%

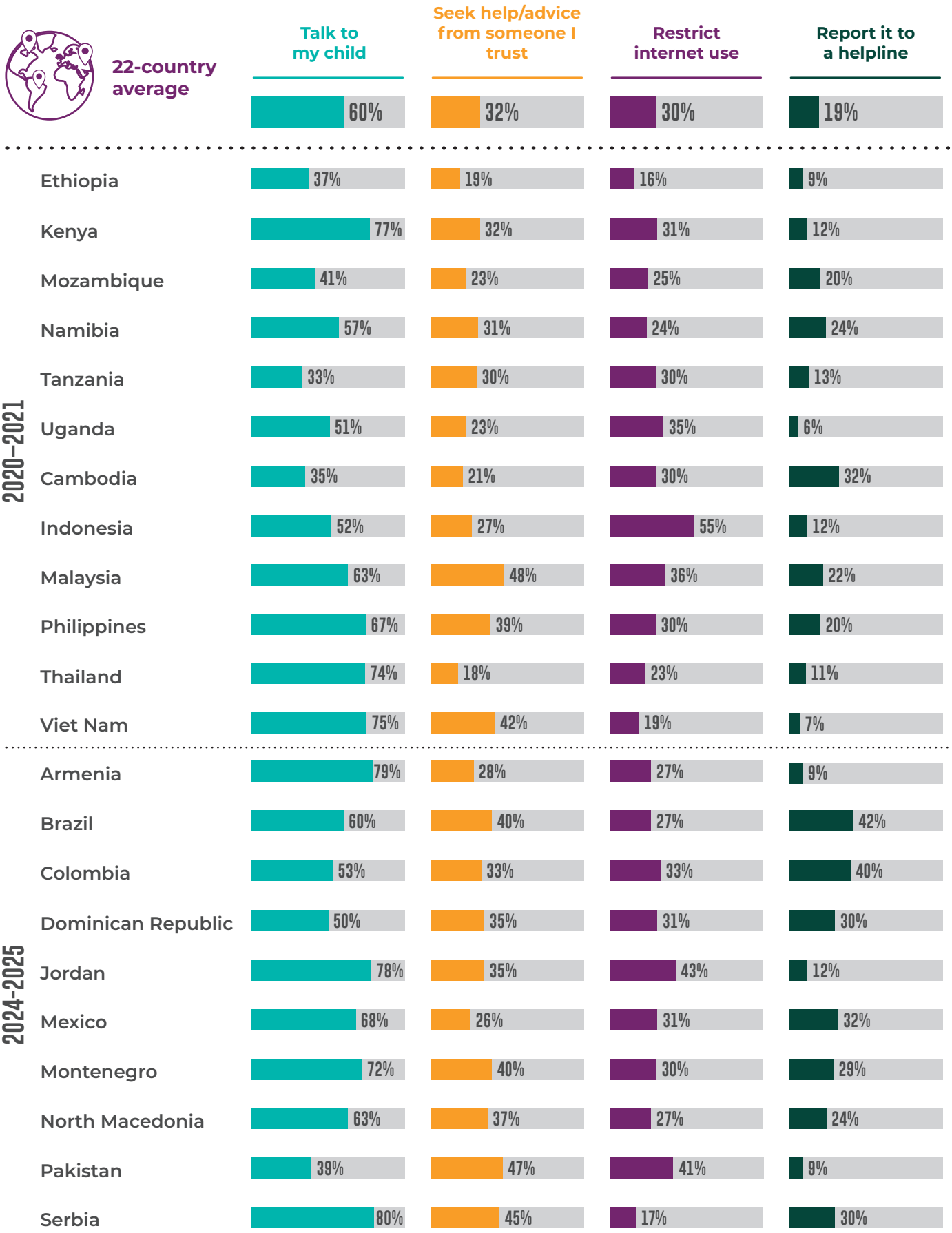
TABLE 2: WHEN YOU USE THE INTERNET, HOW OFTEN DOES YOUR PARENT/CARER/GUARDIAN HELP YOU WHEN SOMETHING BOTHERS YOU ON THE INTERNET (PERCENTAGE OF CHILDREN)



	Never	Rarely	Sometimes	Often	Very often	Prefer not to say	Don't know
10-country average	22%	16%	25%	24%	10%	1%	2%
Armenia	25%	18%	16%	26%	12%	1%	3%
Brazil	25%	21%	24%	19%	8%	1%	1%
Colombia	18%	15%	33%	21%	10%	1%	2%
Dominican Republic	30%	11%	31%	18%	9%	1%	2%
Jordan	20%	11%	22%	34%	11%	1%	2%
Mexico	15%	21%	34%	23%	4%	1%	1%
Montenegro	18%	17%	29%	22%	12%	1%	2%
North Macedonia	10%	15%	25%	27%	18%	1%	4%
Pakistan	27%	18%	17%	24%	9%	1%	4%
Serbia	31%	18%	23%	18%	8%	0%	3%

No data for 12 countries in 2020-2021: Ethiopia, Kenya, Mozambique, Namibia, Tanzania, Uganda, Cambodia, Indonesia, Malaysia, Philippines, Thailand, Viet Nam.

TABLE 3: IF YOUR CHILD EXPERIENCED SOMETHING ONLINE THAT BOTHERED OR UPSET HIM/HER, HOW WOULD YOU RESPOND? (PERCENTAGE OF CAREGIVERS) (MULTIPLE-CHOICE QUESTION)



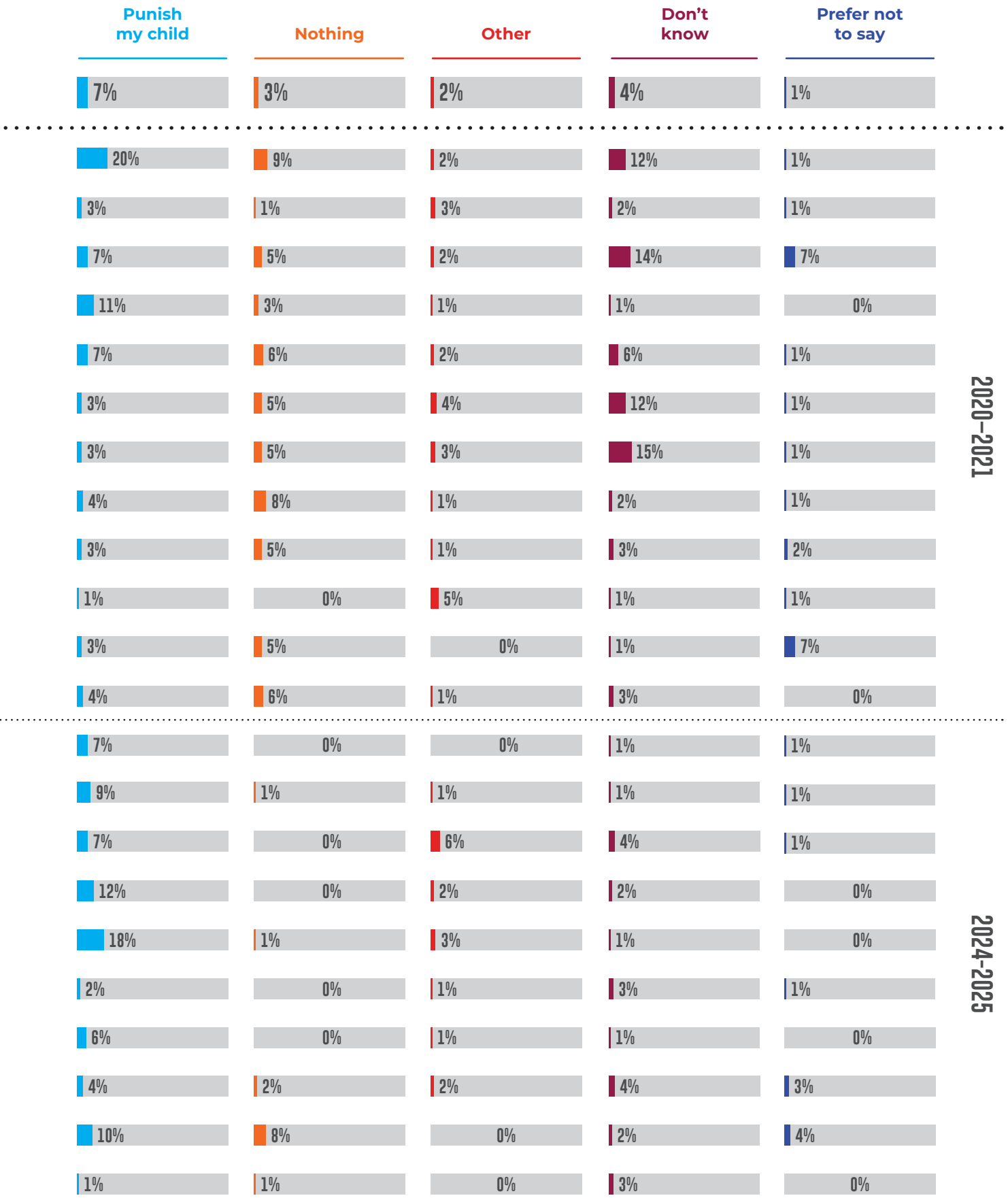
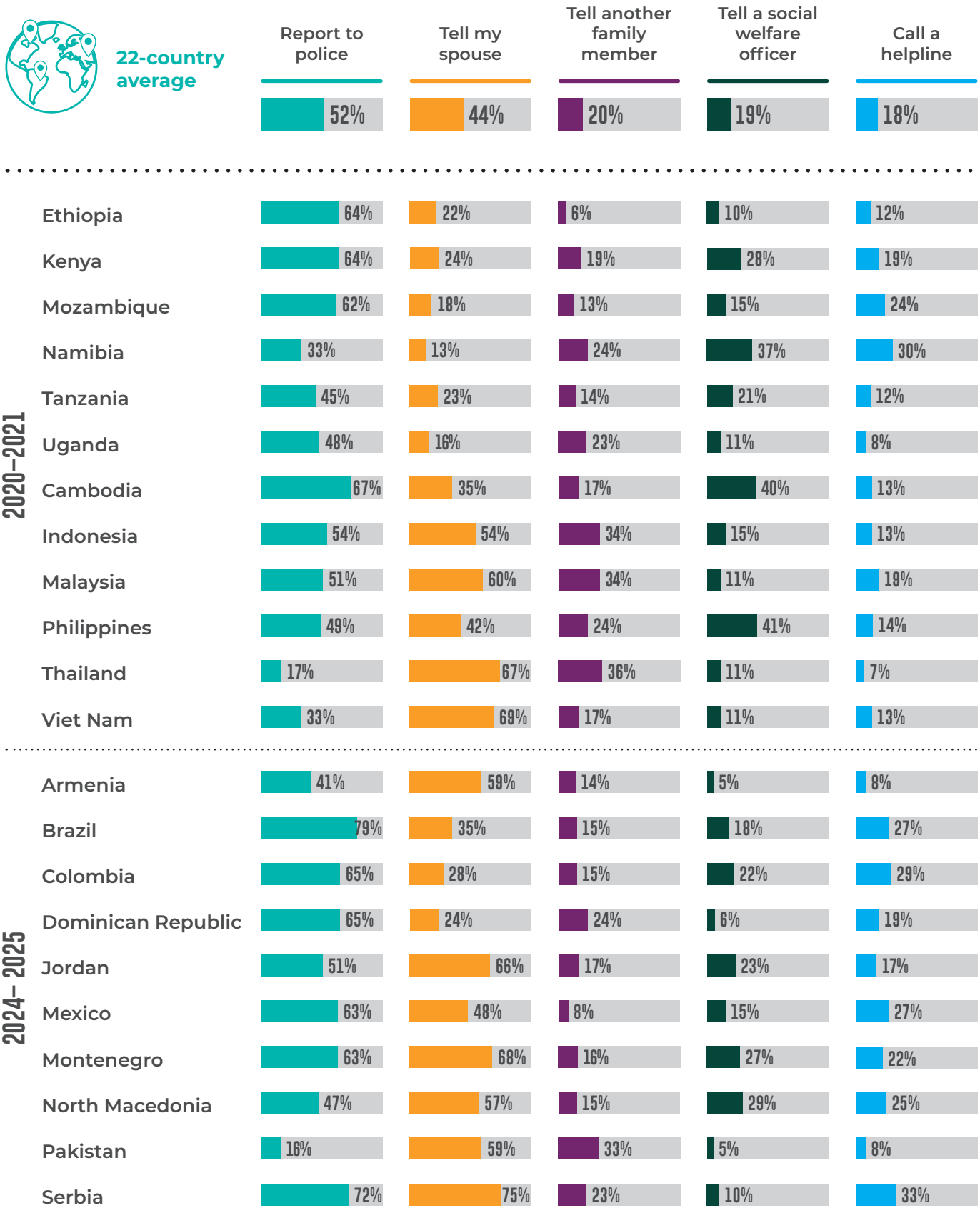

Punish my child
Nothing
Other
Don't know
Prefer not to say
7% 3% 2% 4% 1%
20% 9% 2% 12% 1%
3% 1% 3% 2% 1%
7% 5% 2% 14% 7%
11% 3% 1% 1% 0%
7% 6% 2% 6% 1%
3% 5% 4% 12% 1%
3% 5% 3% 15% 1%
4% 8% 1% 2% 1%
3% 5% 1% 3% 2%
1% 0% 5% 1% 1%
3% 5% 0% 1% 7%
4% 6% 1% 3% 0%
2020–2021
7% 0% 0% 1% 1%
9% 1% 1% 1% 1%
7% 0% 6% 4% 1%
12% 0% 2% 2% 0%
18% 1% 3% 1% 0%
2% 0% 1% 3% 1%
6% 0% 1% 1% 0%
4% 2% 2% 4% 3%
10% 8% 0% 2% 4%
1% 1% 0% 3% 0%
2024-2025

TABLE 4. WHAT ACTIONS DO YOU THINK YOU WOULD TAKE IF YOUR CHILD EXPERIENCED SEXUAL HARASSMENT, ABUSE OR EXPLOITATION (PERCENTAGE OF CAREGIVERS) (MULTIPLE-CHOICE QUESTION)




Tell a teacher at child's school
Tell a friend
Keep it to myself
Other
Prefer not to say
Don't know
15% 8% 2% 3% 2% 3%
7% 6% 4% 3% 1% 6%
14% 10% 2% 9% 2% 1%
4% 7% 3% 3% 4% 9%
28% 6% 2% 1% 0% 2%
16% 8% 4% 4% 2% 4%
12% 15% 4% 15% 1% 6%
12% 5% 2% 3% 1% 5%
18% 3% 1% 1% 1% 1%
25% 11% 1% 2% 2% 2%
14% 4% 0% 8% 1% 1%
17% 9% 4% 0% 6% 1%
28% 14% 6% 2% 1% 4%
3% 1% 2% 2% 6% 3%
11% 7% 1% 1% 1% 1%
13% 6% 1% 7% 0% 4%
3% 3% 1% 2% 2% 2%
13% 2% 4% 4% 1% 0%
14% 6% 1% 1% 0% 4%
20% 12% 2% 2% 0% 0%
14% 6% 3% 1% 2% 6%
12% 11% 6% 0% 2% 2%
25% 16% 0% 0% 1% 4%
2020–2021
2024–2025

TABLE 5: FOR CAREGIVERS WHO RESPONDED "I WOULD KEEP IT TO MYSELF" TO THE QUESTION: "WHY WOULD YOU NOT REPORT IT?" (NUMBER OF CAREGIVERS)* (MULTIPLE-CHOICE QUESTION)

		Fear of reprisal	Afraid of not being treated properly	Concerned about negative consequences	Don't think anything would happen	It happens all the time
2020–2021	Ethiopia	15	8	4	4	3
	Kenya	1	4	5	4	0
	Mozambique	3	2	5	6	0
	Namibia	1	5	3	6	4
	Tanzania	21	2	6	8	3
	Uganda	4	9	9	15	3
	Cambodia	4	2	7	2	1
	Indonesia	2	5	1	1	0
	Malaysia	6	1	1	1	0
	Philippines	0	0	1	0	0
	Thailand	3	5	7	7	2
	Viet Nam	21	27	15	17	17
2024– 2025	Armenia	1	7	5	0	0
	Brazil	2	0	0	2	0
	Colombia	4	5	0	0	0
	Dominican Republic	5	1	0	0	0
	Jordan	7	12	27	2	1
	Mexico	1	1	1	2	2
	Montenegro	0	1	3	2	2
	North Macedonia	13	9	3	5	2
	Pakistan	20	19	16	11	10
	Serbia	0	2	2	2	0

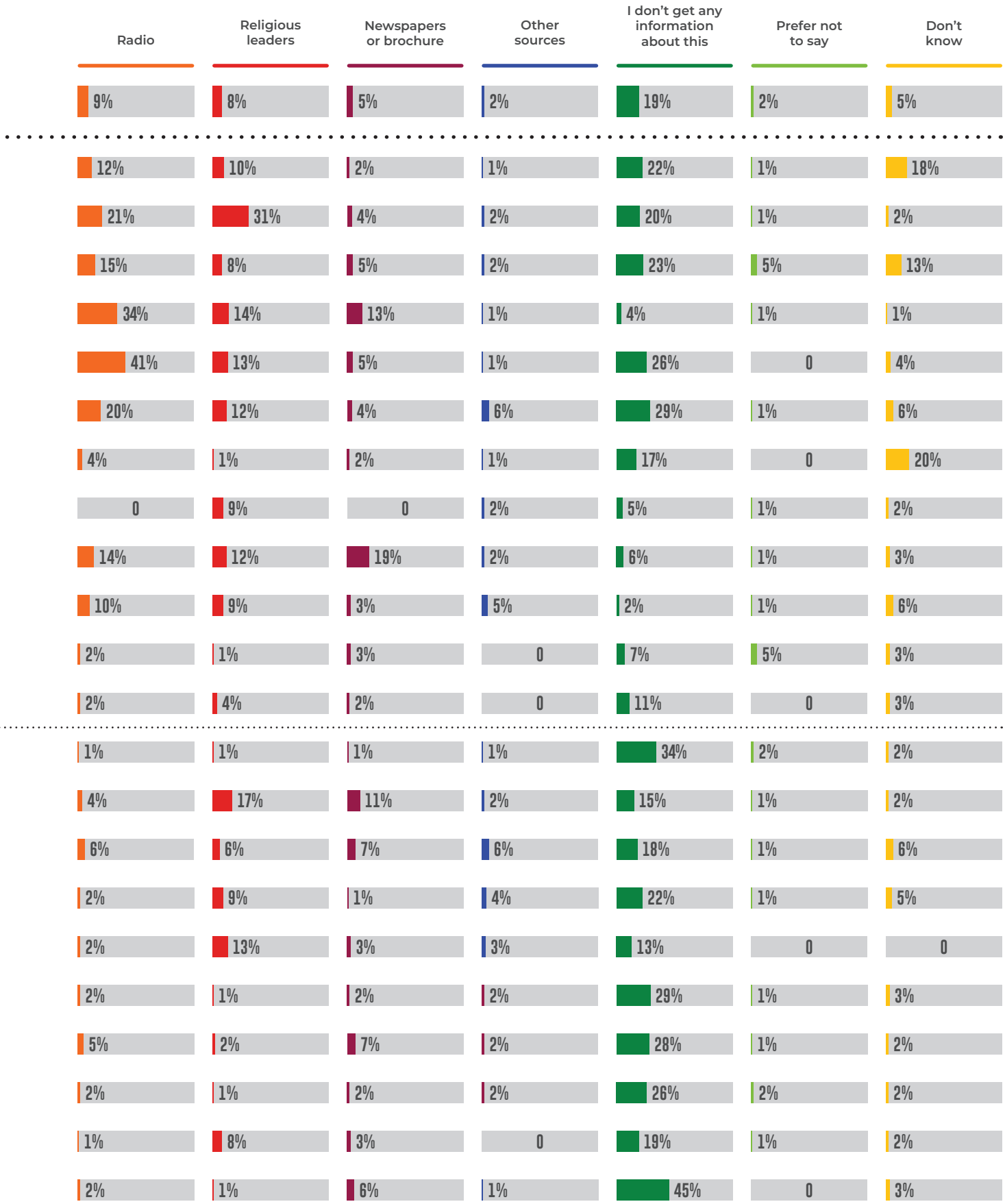
* The number of caregivers is presented in the table above instead of percentages due to the small number of caregivers included in this analysis. For the same reason, these figures should be interpreted with caution.

It would take time/money	Ashamed/ feel bad	Wouldn't want to create trouble	Other	Prefer not to say	Don't know	No. of caregivers included in analysis
2	0	3	2	1	6	**44**
1	3	2	1	0	0	**17**
2	1	4	1	2	5	**27**
1	2	1	0	1	1	**23**
3	2	6	0	3	3	**41**
1	5	2	4	2	3	**43**
2	3	2	0	0	4	**21**
1	0	0	0	0	0	**9**
1	0	2	0	0	1	**11**
0	0	0	0	0	0	**1**
0	4	2	0	18	0	**34**
10	6	17	0	0	0	**59**
0	1	5	1	2	3	**19**
0	0	0	0	0	0	**5**
0	0	1	0	1	2	**9**
0	0	0	0	3	0	**10**
2	14	25	5	5	3	**69**
4	0	3	0	0	1	**10**
0	2	9	0	4	0	**20**
1	0	7	0	0	3	**28**
5	6	4	0	1	1	**62**
1	1	0	0	0	0	**4**

TABLE 6: IN GENERAL, WHERE DO YOU GET INFORMATION AND ADVICE ON HOW TO HELP AND SUPPORT YOUR CHILD'S INTERNET USE AND HOW TO KEEP HIM OR HER SAFE? (PERCENTAGE OF CAREGIVERS) (MULTIPLE-CHOICE QUESTION)



	Family or friends	Child's school	Social media	Television	Online safety course
22-country average	40%	29%	25%	22%	9%
2020–2021					
Ethiopia	17%	25%	21%	22%	10%
Kenya	32%	26%	21%	28%	8%
Mozambique	23%	16%	21%	28%	7%
Namibia	35%	30%	17%	33%	23%
Tanzania	16%	16%	16%	30%	5%
Uganda	26%	12%	27%	13%	9%
Cambodia	32%	28%	32%	22%	7%
Indonesia	65%	39%	21%	32%	1%
Malaysia	63%	35%	47%	36%	15%
Philippines	54%	35%	29%	34%	9%
Thailand	42%	43%	46%	34%	14%
Viet Nam	61%	58%	24%	35%	7%
2024– 2025					
Armenia	31%	14%	21%	11%	5%
Brazil	47%	38%	19%	17%	4%
Colombia	36%	39%	23%	17%	8%
Dominican Republic	27%	25%	21%	8%	4%
Jordan	55%	27%	46%	13%	11%
Mexico	33%	21%	24%	7%	15%
Montenegro	47%	37%	18%	24%	10%
North Macedonia	41%	24%	30%	17%	8%
Pakistan	63%	19%	22%	5%	5%
Serbia	36%	24%	16%	20%	5%


Radio
Religious leaders
Newspapers or brochure
Other sources
I don't get any information about this
Prefer not to say
Don't know
9% 8% 5% 2% 19% 2% 5%
12% 10% 2% 1% 22% 1% 18%
21% 31% 4% 2% 20% 1% 2%
15% 8% 5% 2% 23% 5% 13%
34% 14% 13% 1% 4% 1% 1%
41% 13% 5% 1% 26% 0 4%
20% 12% 4% 6% 29% 1% 6%
4% 1% 2% 1% 17% 0 20%
0 9% 0 2% 5% 1% 2%
14% 12% 19% 2% 6% 1% 3%
10% 9% 3% 5% 2% 1% 6%
2% 1% 3% 0 7% 5% 3%
2% 4% 2% 0 11% 0 3%
1% 1% 1% 1% 34% 2% 2%
4% 17% 11% 2% 15% 1% 2%
6% 6% 7% 6% 18% 1% 6%
2% 9% 1% 4% 22% 1% 5%
2% 13% 3% 3% 13% 0 0
2% 1% 2% 2% 29% 1% 3%
5% 2% 7% 2% 28% 1% 2%
2% 1% 2% 2% 26% 2% 2%
1% 8% 3% 0 19% 1% 2%
2% 1% 6% 1% 45% 0 3%