youth SKILLS

Digital skills among children and youth: A report from a 3-wave longitudinal study in 6 European countries

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Digital skills among children and youth: A report from a three-wave longitudinal study in six European countries

Work Package 5 – Deliverable 5.2

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European Commission

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Executive summary

This report provides base findings from longitudinal evidence in six European countries. The two key topical areas of interest focus on a) the development of digital skills in youth and b) the role of digital skills in youth's online experiences and wellbeing.

The evidence from a three-wave longitudinal survey showed a need for a more nuanced multidimensional approach to the construct of digital skills, as it has diverse trajectories of development, various factors affecting their change, and there is a diversified impact on engagement in online activities, experiences with online risks, and children's and youth's wellbeing.

The analyses, which focused on the trajectories of digital skills development, showed that the increase in digital skills has generally been rather small, and the most pronounced between Wave 1 and Wave 2. However, the trajectories were diversified across the skill dimensions. While technical and operational skills, programming skills, and digital knowledge items progressed within the time frame, the change in information and navigation skills, communication and interaction skills, and content creation and production skills were only small or even negligible.

These differences in the development of separate digital skills dimensions highlight the importance of identifying the factors that contribute to their change. In this report, we focused on the role of selected individual, digital, and social factors, which showed similar patterns and varied effects across the separate dimensions. Our findings showed that self-efficacy positively impacted almost all digital skills dimensions. A higher number of online daily activities had a positive impact on information navigation and processing skills and communication and interaction skills. Restrictive parental mediation negatively impacted technical and operational skills. On the other hand, programming skills and digital knowledge were not impacted by any of the selected factors.

The further analysis investigated how digital skills affect digital engagement, online risks, and youth's wellbeing. More frequent online communication was positively impacted by technical and operational skills, communication and interaction skills, and negatively by programming skills. Content creation skills positively impacted not only the increased tendency to create online content but also the tendency to search for health information online.

The analysis of risky experiences showed that most digital skills did not directly impact risky experiences, with one exception: content creation and production skills increased the chance of both intended and unintended exposure to health-oriented harmful content.

From the four studied dimensions of wellbeing (psychological, social, cognitive, physical), only higher communication and interaction skills increased the perceived academic performance indicating cognitive wellbeing.

In summary, the findings presented in this report provide new evidence supporting the need for a more nuanced approach to digital skills, acknowledgement of its multidimensional character, and recommendations for further investigations that could focus on the moderated and mediated effects of the diverse dimensions of digital skills.

A full description of the data and access to the latest version of the data is available at:

Machackova, H., Jaron Bedrosova, M., Muzik, M., Zlamal, R., Fikrlova, J., Literova, A., Dufkova, E., Smahel, D., Boomgaarden, H., Song, H., Tolochko, P., d'Haenens, L., Joris, W., Kalmus, V., Tikerperi, M.-L., Opermann, S., Napp, M., Soidla, I., Uibos, A., . . . Helsper, E. J. (2024). Digital skills among youth: A dataset from a three-wave longitudinal survey in six European countries. *Data in Brief*, *54*, 110396. https://doi.org/10.1016/j.dib.2024.110396

1   Introduction

1.1   The ySKILLS project

The ySKILLS (Youth Skills) project is funded by the European Union (EU's) Horizon 2020 programme. It involves 16 partners from 13 countries to enhance and maximise the long-term positive impact of the information and communication technology (ICT) environment on multiple aspects of wellbeing for children and young people by stimulating resilience through the enhancement of digital skills. Starting from the view that children are **active agents in their own development**, ySKILLS examines how digital skills mediate the risks and opportunities related to ICT use by 12- to 17-year olds in Europe (see https://yskills.eu).

The overarching aim of ySKILLS

To enhance and maximise the long-term positive impact of the ICT environment on multiple aspects of wellbeing for all children by stimulating resilience through the enhancement of digital skills.

ySKILLS will **identify the actors and factors** that undermine or can promote **children's wellbeing** in the digital age. The relations between ICT use and wellbeing will be critically and empirically examined over time.

ySKILLS' research objectives

To acquire extensive knowledge and better measurement of digital skills.

To develop and test an innovative, evidence-based explanatory and foresight model predicting the complex impacts of ICT use and digital skills on children's cognitive, physical, psychological and social wellbeing.

To explain how at-risk children (as regards their mental health, ethnic or cultural origin, socioeconomic status and gender) can benefit from online opportunities despite heir risk factors (material, social, psychological).

To generate insightful evidence-based recommendations and strategies for key stakeholder groups in order to promote European children's digital skills and wellbeing.

ySKILLS has proposed and will continue to develop its **conceptual model**:
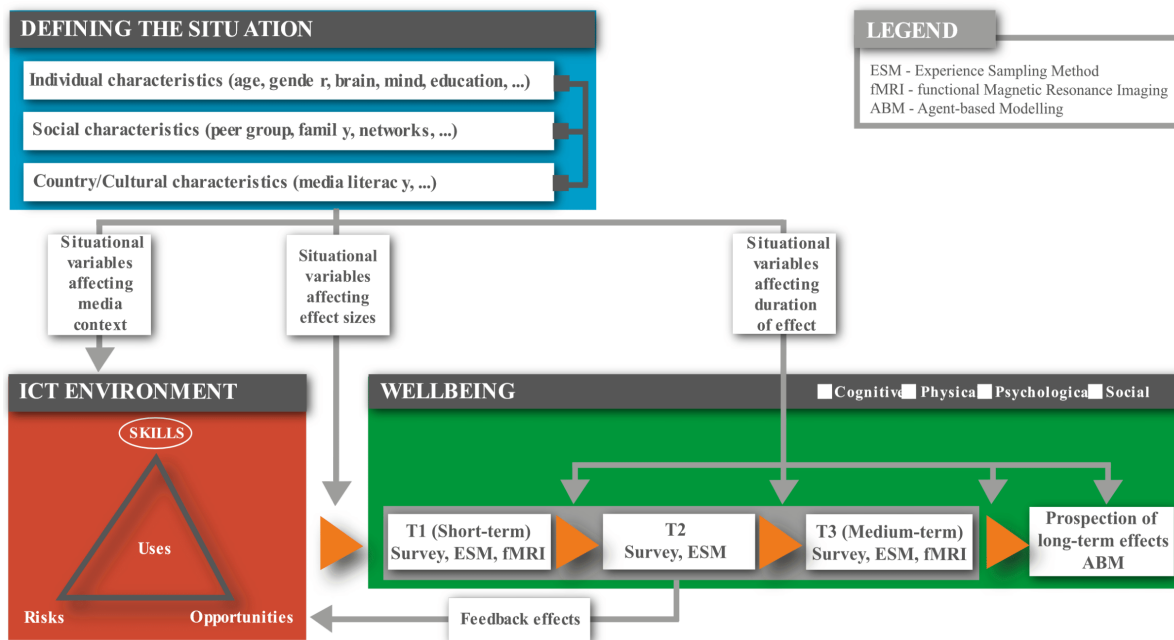
1.2 This report

The ySKILLS project intends to critically examine the role of digital skills in diverse areas of youth's lives. This report specifically focuses on the questions related to the development and change in digital skills and their role in engagement in online activities, risks, and wellbeing. It summarises base findings from the **three-wave survey** in six European countries (**Estonia, Finland, Germany, Italy, Poland, and Portugal**) comprising data from more than **2,500 children across all three waves**. As the data collection was conducted at schools, the 'children' in this report designates children attending 6th to 10th grade (i.e., approximately ages between 12-15 years) at the first wave, depending on the type of school and country system. The main aim of this report is to provide a complex understanding of both the antecedents and consequences of digital skills and, therefore, to portray their role in the development of current youth. Our examination follows the multidimensional approach to the digital skills measurement that allows for a nuanced understanding of different dimensions of digital skills and their diverse impact on youth's positive and negative experiences.

This report follows three key publications that provide detailed background for our conceptual and methodological approach. Helsper et al. (2021) depict in detail the development and validation of the multidimensional self-reported measurement of digital skills as applied in this project. Haddon et al. (2020) conducted a large-scale systematic review summarising existing knowledge about digital skills' role in several topical areas, commented on the methodological approaches, and identified gaps upon which the authors proposed further research directions. Mascheroni et al. (2020) examined the antecedents and consequences of digital skills on the cross-sectional survey data from the EU Kids Online project in 19 countries in 2017-2020. The knowledge provided by these publications was, to a great extent, used in constructing the survey questionnaire and also led the analyses in this report. We recommend accessing these publications directly for a more detailed insight into these topics.

This report is divided into two main chapters and several key sections. In the first chapter, the report provides detailed information about the methodology utilised in the three-wave survey, including the development of the measurement instrument, depiction of the data collection process, and information about the final dataset. This information is important for understanding this report's analyses and other publications utilising the three-wave data.

In the second chapter, we present the base findings from the survey. It is structured in several sections according to the two main topical areas of interest:

a) **The development of digital skills in youth** - i.e., the changes in digital skills over time and the factors contributing to the increase or decrease in the reported skills.

b) **The role of digital skills in youth' online experiences and wellbeing** – i.e., positive and negative online experiences, as reflected by the engagement in diverse online activities as well as experiences with specific online risks, plus a preliminary examination of the role of digital skills in psychological, social, physical, and cognitive wellbeing

The findings presented in this report are mainly based on the complex models that examine the selected antecedents and consequences of digital skills. These models allow us to assess the interplay between factors on the individual and social level and to specify the role of digital skills in children's online experiences and their wellbeing. Moreover, these models allow us to identify specific associations between examined factors and, with regard to within-subject effects, also propose interpretations of their causal effects. To provide insight into less complex associations and a broader overview of the links with factors captured within this task, the Appendix also provides detailed information about bivariate links between the dimensions of digital skills, children's online experiences and individual and social factors.

1.3   Digital skills conceptualisation

Digital skills are often proposed as an important factor in digital and social inclusion. Specifically, they are seen as a factor that increases the benefits of using digital technologies and, as proposed, mitigates the negative consequences of diverse experiences (Haddon et al., 2020). In our project, digital skills are defined as '*the ability to use ICTs in ways that help individuals to achieve beneficial, high-quality outcomes in everyday life for themselves and others, now and in an increasingly digital future. They comprise the extent to which one is able to increase the benefits of ICT use and reduce potential harm associated with more negative aspects of digital engagement*' (International Telecommunication Union, 2018, p. 23).

As shown in a systematic review (Haddon et al., 2020), there is a large diversity in the conceptualisation and operationalisation of digital skills across existing literature. As the authors emphasise, the key differences concern even the variations of definitions of both 'digital' and 'skills', and are further diversified in the specific type of the measurement (e.g., self-reported efficacy or knowledge claim or tests of children's performance). Moreover, several domains of digital skills were used and targeted in prior research, such as informational skills, communication skills, production skills, or programming skills.

One of the key goals of the ySKILLS project aimed to review these variations in skills measurements in prior research to inform a development of a new multidimensional instrument that was thoroughly tested (see Helsper et al., 2020). The new measurement of digital skills encompasses four key dimensions, plus digital knowledge items that measure knowledge about and critical understanding of ICTs and inform the broader concept of digital literacy. This approach targets specifically digital skills and not other related concepts, such as ICT-related attitudes and confidence.

The new multidimensional approach towards the construct of digital skills is comprised of the following dimensions:

- **Technical and operational skills**: The ability to manage and operate ICTs and the technical affordances of devices, platforms and apps, from 'button' knowledge to settings management to programming.

- **Information navigation and processing skills**: The ability to find, select and critically evaluate digital sources of information.

- **Communication and interaction skills**: The ability to use different digital media and technological features to interact with others and build networks as well as to critically evaluate the impact of interpersonal mediated communication and interactions on others.

- **Content creation and production skills**: The ability to create (quality) digital content and understand how it is produced and published and how it generates impact.

- **Programming skills item**: A one-item measure captures the ability to use a programming language as part of technical and operational skills dimension; however, due to its psychometric properties, it is used separately in the analyses.

The sixth dimension that is included in this report is labelled as **digital knowledge items** and captures the knowledge of the different aspects of internet-related proprieties (e.g., the functionality of hashtags). The combination of digital knowledge and digital skills indicates children's digital literacy.

In this report, we analyse all these dimensions, map their development in children's lives, factors that affect their development, and examine their relation to online experiences and overall quality of life as represented indicators of four dimensions of wellbeing.

2   Survey methodology: A three-wave panel study in six European countries

2. 1   Overall approach

We have developed a robust longitudinal survey to measure short- and medium-term impact of individual, social, country and digital media variables on digital skills acquisition and online resilience among children and young people. Furthermore, we investigate how these factors influence four dimensions of wellbeing: cognitive, physical, psychological, and social. By surveying the same group of children and young people over a span of **three years** (**2021, 2022, 2023**), we aim to predict trajectories in which the use of information and communication technologies can lead to either beneficial or harmful impacts on their wellbeing, and the role of digital skills in shaping this relationship.

This report presents the findings derived from the longitudinal survey data collected in six European countries: **Estonia**, **Finland**, **Germany**, **Italy**, **Poland**, **Portugal**. A total **of 2,660 children and young people linked across all three waves** participated in the study, with a targeted age range of **12 to 15 years** during Wave 1, corresponding to children attending grades 6 to 10. The data collection was conducted through the schooling system in all three waves. This report provides information on the development of the measurement tool, the sampling procedure, data collection methods, and the resulting dataset. A full description of the procedure, data, and access to the latest version of the data is available at Machackova and colleagues (2024).

2.2   Questionnaire development and cognitive testing

The ySKILLS questionnaire was developed by Task 4.2. Based on a systematic literature review (Haddon et al., 2020), existing gaps in the role of children's and adolescents' digital skills acquisition were identified (Task 2.1).

The questionnaire went through two rounds of cognitive testing during its development. **The first round of cognitive testing** was conducted in August/September 2020 in the six involved countries. Ten children in each country participated; in total, 60 children participated. Respondents were recruited through convenience sampling focusing on an equal gender, age, and socioeconomic status distribution.

The items were translated into the local languages, and trained interviewers from each national team conducted the testing. The interviewers asked the children about their understanding of the questionnaire (i.e., whether the meaning described by the children in their own words corresponded with the intended one; whether the children were familiar with the presented examples; whether they would be able to answer the questions with the provided answers; whether some response option(s) were not available). In addition, a set of specific questions was provided to the interviewers for the module about digital skills items as part of developing the digital skills measurement (Task 3.3). Items that have been validated in prior studies were not cognitively tested.

All the interviews were recorded, and the interviewers took notes about the children's reactions to the questionnaire. These data were used to document the children's responses, comments, and questions regarding the tested questionnaire items. Informed consent was obtained from each child or their legal representative. Since the examination of the whole questionnaire might have been cognitively demanding for the children, the questionnaire was divided into blocks and rotated across specified groups of participants; the aim was to examine each block of questions in each age group across all countries.

Based on the cognitive testing, changes were made mainly in the section about online risks, and 30 items were selected and revised for the digital skills measurements.[1]

The second round of cognitive testing was conducted in January/February 2021, and it focused on newly developed items after the first round of cognitive interviews. The procedure for the second round was the same as for the first round. In addition, it included testing of the questionnaire length with 12 participants belonging to the youngest age group (12-14). The second round of cognitive testing

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[1] For a detailed overview, see the report from cognitive testing (https://doi.org/10.5281/zenodo.8199553).

involved 37 adolescents aged 12-17 from the six involved countries. Participants were recruited through convenience sampling, focusing on an equal gender, age, and socioeconomic status distribution. The second round of testing resulted in the final master questionnaire.

2.3 Questionnaire

The questionnaire included the following sections:[2]

- **Sociodemographic information** (age, gender, socioeconomic status, ethnicity)

- **Individual characteristics** (perceived discrimination, sensation seeking)

- **Network data** (resources, influences)

- **Physical wellbeing** (physical health, physical fitness)

- **Psychological wellbeing** (self-efficacy, life satisfaction)

- **Social wellbeing** (friend support, family support, class environment)

- **Cognitive wellbeing** (school performance)

- **Online civic engagement**

- **Parental mediation** (restrictive mediation, enabling mediation, monitoring)

- **Internet use** (time online, access at home, devices, COVID-19-related access at home)

- **Digital skills** (technical and operational, information navigation and processing, communication and interaction, content creation and production, knowledge items)

- **Online communication** (social networking sites use, sharing)

- **Online risks** (cyberhate, harmful content, sexting, sexually explicit materials, misinformation and fake news, cyberaggression)

- **Online activities** (school and learning, social relationships, entertainment, content creation, internet use for health)

Expert members of the ySKILLS team in each country coordinated and supervised the translation of the questionnaire. Different questionnaire versions were used across countries and age groups (younger / older participants), as displayed in Table 1.

Table 1.	Questionnaire versions by country.			
Country	**Version**	**Age group**	**Network data section**	**Risk section**
Estonia	B	younger and older	no	yes
Finland	A	younger and older	yes	yes
Germany	A	older	yes	yes
	C	younger	yes	no
Italy	A	older	yes	yes
	B	younger	no	yes
Poland	B	younger and older	no	yes
Portugal	A; B	older	yes (A); no (B)	yes
	C; D	younger	yes (C); no (D)	no

Considering the length of the questionnaire and the sensitive nature of some items (i.e., network section and risk section), the questionnaire was distributed in **four versions**. The versions of the questionnaire are differentiated by the inclusion of network data and the online risks section: **version A** (whole questionnaire), **version B** (without network data), **version C** (without online risks), and **version D** (without network data and online risks).

2.4   Sampling

We aimed at a purposive, non-probability sample (at least $n = 1,000$ per wave and country) that would allow for a diverse and inclusive sample of respondents. Our basic population in **Wave 1 were adolescents attending grades 6-10 at secondary schools** (ISCED 2 and ISCED 3) (approximate age **12- to 15-years**). In each of the six participating countries, the researchers recruited the schools in specific regions, usually the city and the surrounding districts of the partner university in the project.

To ensure the **diversity of participants regarding their socioeconomic status**, schools were selected in different school districts characterised by varying degrees of urbanisation and wealth (as in Estonia, Finland, Italy, Poland, and Portugal). In countries with a segregated school system (Germany and Italy), we also selected different types of schools (professional/vocational education on the one side and grammar schools on the other side) because each type is usually attended by students with a similar SES background (Waechter et al., 2023).

In each school, **we sampled the classes by grade** (in Wave 1: classes with students aged 12 to 15 corresponding with grades 6 or 7 to 9 or 10). In all countries, classes were sampled in all four grades (grades 6-9 or 7-10), and the grades were equally distributed in each regional sample (e.g., two classes in each of the four grades). In smaller schools, all classes in a specific grade were surveyed. In all classes, we aimed at a full sample, and all students were surveyed per class at once. The (individual) non-response in the first wave was 39.2% (ranging from 20.1% in Germany to 61.9% in Finland), mainly due to eligible students without active parental consent as well as students having been absent from class during the pandemic (Waechter et al., 2023).

For obtaining longitudinal data, we implemented two strategies: Initially, we endeavoured to survey the same classes with the same students across all three waves whenever feasible. However, due to the nature of school systems, many students would leave their current school at a certain age, typically around 14 or 15 years old, moving from ISCED 2 to ISCED 3 levels. Consequently, we had to implement two approaches to address this challenge.

The first strategy involved replacing the departing students with new ones in Wave 2, who were then surveyed again in Wave 3. The second strategy was to track and survey the students who changed schools, though it was not always feasible to do so. As a result, we adopted a combination of both strategies to ensure comprehensive data collection. Certain countries, such as Germany, and specific schools witnessed a significant number of students continuing in the same educational institution when transitioning from lower (ISCED 2) to higher secondary education (ISCED 3). In these cases, classes often experienced a reshuffling of students, and as we surveyed entire classes, numerous new students became part of the sample. However, in the Wave 3, we deliberately avoided adding new students to replace those who had transitioned to other schools.

To guarantee a substantial proportion of longitudinal data, the data collection management team devised a meticulous sampling plan for each country, carefully considering the unique features of their national school systems and points of transition. This approach enabled us to ensure a robust and comprehensive longitudinal dataset for our study.

2.5   Data collection

Ethical approval for the study was obtained by the IBR committee of the project coordinator's university (KU Leuven) (Application Dossier Social and Societal Ethics Committee, 2020). The project partners responsible for the data collection in their countries applied for ethical approval according to

national regulations. Informed consent (active or passive) for participation in the whole project from students and their legal guardians was obtained during the data collection in Wave 1; for newly recruited participants in Wave 2 and Wave 3. In Germany, informed consent from legal guardians was not obtained from children in grades 9 or higher. In Finland, informed parental consent was asked in elementary and lower secondary schools (grades up to 9) but not in upper secondary schools (grades 10 and higher). However, all parents, including new participants' parents from upper secondary schools in Wave 2 and Wave 3, were informed about the study. In addition, there was a change from active to passive guardian consent in Wave 3 in Finland.

Trained administrators from the national ySKILLS teams conducted the **data collection**. The administrators assured participants of their anonymity, their right to cancel their participation at any time during the data collection, and their right to skip or not answer any question.

The method used for data collection was a **computer-assisted online questionnaire** completed by the students during school hours. Usually, fieldwork took place in standard school computer classrooms; however, during the pandemic, when schools were closed, data collection was also carried out with whole classes participating online from home (this was the case in Estonia, Germany, and Italy when a class was quarantined or schools were closed), or in a hybrid mode (with some students in class and some at home, as in Estonia and Italy). In Portugal, Poland and Finland, the survey was administered mainly face-to-face in class, except for certain classes in quarantine in Poland (Waechter et al., 2023).

The time limitation for the surveys was determined by the length of a standard school period (45 minutes). It is important to note that the time limit for the survey was extended at some schools (in agreement with students and teachers involved) and the data collection was longer (usually from 5 to 15 minutes) to allow the students to finish the survey. This happened mainly in the case of younger students and when there were technical or organisational delays at the beginning of the data collection. The data was collected using the LimeSurvey software in five countries. Only in Finland a local Ville-system was used.

Different **incentives** were used across countries, ranging from letters of thanks to teachers and principals, participation certificates, anonymised survey results presentations, and school workshops about digital media use (Waechter et al., 2023).

2.6   Dataset description

Table 2.	Sample size by wave and country (*N*)							
Participation in waves	**Only W1**	**Only W2**	**Only W3**	**W1 and W2**	**W1 and W3**	**W2 and W3**	**W1 and W2 and W3**	**Total**
Estonia	312	191	207	228	104	211	606	1,859
Finland	99	91	687	186	62	176	441	1,742
Germany	365	221	281	207	108	192	403	1,777
Italy	265	360	201	329	22	743	351	2,271
Poland	469	433	169	346	81	176	261	1,935
Portugal	242	44	11	180	28	134	598	1,237
Total	**1,752**	**1,340**	**1,556**	**1,476**	**405**	**1,632**	**2,660**	**10,821**

The dataset is available here: https://doi.org/10.17632/c66jczxfjc.4. The dataset contains data from **three waves** (variables labelled as W1_, W2_, W3_) collected across three years. In addition to self-reported measurements of digital skills in the questionnaire, in Wave 2, children's digital skills well measured also via performance testing. The dataset contains data from **two modules of performance**

testing[3] (variables labelled as M1_ and M2) that were collected in 2022 (N_{M1} = 755, out of which 674 participated in the survey; N_{M2} = 705, out of which 635 participated in the survey). Table 2 describes the sample size for each wave of the longitudinal survey. The age and gender distribution are reported in Table 3.

Table 3.	Age and gender distribution by wave and country																	
		Wave 1						Wave 2						Wave 3				
		Age			Gender			Age			Gender			Age			Gender	
		M	*SD*	% girls	% boys	% other	*M*	*SD*	% girls	% boys	% other	*M*	*SD*	% girls	% boys	% other		
Estonia		14.65	1.24	48.72	49.52	1.76	15.52	1.20	49.19	47.57	3.24	16.45	1.17	46.37	50.35	3.28		
Finland		14.44	0.97	46.16	51.28	2.56	15.41	1.14	46.15	50.34	3.51	16.07	1.01	45.79	50.34	3.88		
Germany		14.08	1.33	52.63	46.35	1.02	14.97	1.21	51.91	46.14	1.96	15.85	1.14	51.88	45.57	2.54		
Italy		14.39	1.18	57.50	41.16	1.34	15.67	1.07	50.25	47.39	2.36	16.82	0.94	45.86	51.40	2.73		
Poland		14.08	1.44	46.71	49.65	3.63	14.96	1.50	49.26	45.39	5.35	15.88	1.78	43.67	48.76	7.57		
Portugal		14.65	1.29	49.71	50.29	0.00	15.59	1.24	49.42	50.16	0.42	16.55	1.22	49.03	50.32	0.65		
Total		**14.38**	**1.29**	**50.22**	**48.06**	**1.72**	**15.38**	**1.26**	**49.51**	**47.64**	**2.85**	**16.30**	**1.23**	**47.04**	**49.64**	**3.32**		

2.7 Attrition

The attrition, i.e., the particpants' dropout, from the Wave 1 to Wave 2 was 34.3%, while from Wave 2 to Wave 3, it increased to 39.6%. The overall attrition from the Wave 1 to Wave 3 was 54.8%. Table 4 illustrates changes in demographics and core variables resulting from attrition. Despite observing statistically significant differences in the sample due to attrition, we can confidently assert that these differences were negligible. None of the effect sizes reached the threshold for small effects (d = .2 or V = .1), indicating that the impact of attrition on the findings was minimal.

Table 4.		Changes in demographics and core variables due to attrition									
		W1		W2		W3		Lost W1-W2		Lost W1-W3	
		N	%	*N*	%	*N*	%	*N*	%diff	*N*	%diff
Gender	Boys	3,150	51.2	2,028	50.1	1,284	48.3	1,122	-1.1	1,866	-2.9
	Girls	3,003	48.8	2,019	49.9	1,335	51.2	984	1.1	1,668	2.4
	Total	6,153		4,047		2,619		2,106		**3,534***	
		M		*M*		*M*		*M*diff		*M*diff	
Age		14.39		14.32		14.32		**-0.07***		**-0.07***	
SES		3.80		3.82		3.83		**0.02***		0.03	
Internet use		5.96		5.89		5.87		**-0.07***		**-0.09***	
Technical and operational skills		0.55		0.55		0.55		0.00		0.00	
Programming skills		0.07		0.06		0.05		**-0.01***		**-0.02***	
Information navigation and processing skills		0.35		0.35		0.35		0.00		0.00	
Communication and interaction skills		0.64		0.65		0.65		0.01		0.01	
Content creation and production skills		0.38		0.37		0.37		0.00		0.00	
Knowledge		0.49		0.49		0.49		0.00		0.00	

Note. * represents significant differences in the sample due to attrition at $p < .01$. For gender, effect sizes are below the threshold for at least small effects (V = .1) as Cramer's Vs range from .029 to .034. For all other variables, effect sizes are

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[3] Data from performance tests are analysed in this report. Report about performance tests will be published on the ySKILLS website.

below the threshold for small effects ($d = .2$) as Cohen's ds range between the values -.153 and .085. All variables are measured in Wave 1.

2.8   Data management and cleaning

Data management and cleaning involved the following steps. Firstly, the collected metadata was anonymised in each country. The data management team then followed the listed steps for each wave of collected data:

- Data files were compared to the master matrix regarding the item list and basic wordings of used items. Value ranges and wordings of values were checked.

- Non-unique IDs were checked and merged in case of repeated interviews caused by errors.

- Participants from all three waves were linked based on their unique ID codes (self-generated or prepared by the researchers).

- School and class codes were changed and anonymised based on country ISO and a random number generator. Anonymised personal IDs were created based on country ISO and a random number generator.

3 The key findings

The findings are divided into several sections. Each section is introduced by a short theoretical background and a short depiction of measures utilised in the respective section – for full details, please see the data dictionary in supplementary materials. For details about the method, please see the Survey methodology chapter. The main findings are presented mostly via plots representing the tested models (see below), the significant results are shortly described also in the text. Each section is concluded with a summary of the findings and proposals for future research.

3.1 Analytical approach

The report provides findings based on three types of analytical approaches:

3.1.1 Complex analyses: Hierarchical models

The key findings of the survey data are presented through the use of within-between models, which are also known as mixed-effects models or hierarchical linear models. These models are well-suited for analysing panel data, which involves repeated measurements of the same individuals over time. Within-between models allow us to examine both the changes that occur within each individual over time and the differences between individuals that remain constant over time. The advantage of using within-between models lies in their ability to provide a more nuanced understanding of the relationships between variables over time compared to traditional regression models. By accounting for both within- and between-individual variation, these models can offer more accurate estimates. Additionally, within-between models can account for the hierarchical structure of panel data, where individuals are nested within higher-level units such as classes, schools or countries. These are included in our analyses. By incorporating the hierarchical structure into the modelling framework, within-between models can produce more accurate estimates of the parameters and standard errors.

It is important to note that within-between models are still observational in nature, and causal claims cannot be made solely based on their results. However, they can establish temporal precedence by examining within- and between-individual changes over time, providing evidence of temporal relationships between variables. Additionally, these models can control for time-invariant confounding factors, reducing the impact of unobserved confounding and allowing for more robust causal inferences.

The study's results are visually presented through plots, depicting the effects of predictors on the selected outcomes. Negative effects are represented by blue lines on the left side of the vertical axis, while positive effects are shown by blue lines on the right side. Non-significant effects are indicated by red lines crossing the zero axis. For the analysis on the complete sample, a significance level of 99% ($p < 0.01$) was chosen, taking into account the sample size.

The models are based on the sample of children participating in all three waves in all countries (the N diverges depending on the missing data in each model). An exception is models for risks that are based only on data from children who provided data for this section – please see the detailed description in the Survey methodology section. Considering the sample size, the level of $p < .01$ was selected for the analysis of the complete sample.

The blue lines on the left from the vertical axis for zero present negative effects, those on the right present positive effects.

The red lines crossing the zero-axis present non-significant effects.

The X-axis represents effect size.

The within-subject effects suggest an impact of the individual change in the level of predictors over time, between-subject effects should be interpreted as robust regression coefficients (without inferences to causality) showing the average associations.

How to interpret the slopes correctly? For X as predictor and Y as outcome:

Both slopes are positive and significant:

In general, a positive coefficient for X in both the between-effects and within-effects parts of the model would suggest that X is positively associated with Y. The within-effects estimate allows for variation in the effect of X across panel waves, which can provide a more nuanced understanding of how X is related to Y.

Between slope is significant (e.g., positive):

This would suggest that X is in general positively associated with Y. But there is no specific pattern for those who are higher/lower from the average.

Within slope is significant (e.g., positive):

This indicates that as an individual's X increase over time, their Y also tends to increase, which suggests a positive relationship between the two variables within each individual.

One slope is positive, one negative:

If one effect is positive and the other is negative, it suggests that the relationship between the variables is different at the within-individual level compared to the between-individual level.

3.1.2   *Repeated measures ANOVA*

Using repeated measures ANOVA, we analysed the overall development of digital skills in the three-wave sample. This statistical approach allowed us to observe the changes between average levels of digital skills between Waves 1, 2 and 3. Furthermore, we sought to investigate potential differences among respondents by conducting separate analyses for various demographic groups. Specifically, we analysed the digital skills development separately for younger and older groups, boys and girls, higher and lower socioeconomic status groups, and well as individuals who reported perceived discrimination in the past year and those who did not.

3.1.3   *Bivariate comparisons*

In Appendix B, we also provide simple bivariate comparisons based on the predictor values at Wave 1 and the outcomes at Wave 2. While this analysis does not consider the changes in the examined variables between Wave 1 and Wave 2, it sheds light on the specific bivariate relationships between the predictors at Wave 1 and the outcomes at Wave 2. This allows for a comprehensive examination of the relationships within the entire dataset, not only selected factors included in complex analyses. Also, for these analyses, we provide the data for comparisons for the total sample and the separate countries. For these analyses,

the significance level is set at 99% for the whole sample and at 95% for the country-specific samples, ensuring a robust assessment of the statistical significance of the findings.

3.2   Development of digital skills

3.2.1   Background: Factors affecting digital skills development

This section provides information about the development of digital skills within the three years and the three respective waves. Based on the prior systematic review and study focusing on actors and factors linked to digital skills (Haddon et al., 2020; Mascheroni et al., 2020), we presumed that the development of digital skills could be affected by several individual, digital, and social variables. First, we analysed the trajectories of the development of digital skills dimensions and compared these trajectories across gender, age, socioeconomic status, and discrimination. Next, we examined which factors are related to higher digital skills and affect their development. Our first research question asks: *Which factors affect the development of diverse dimensions of digital skills?* (RQ1). In our analysis, we specifically focus on the following factors.

3.2.1.1 Gender, age, socioeconomic status, perceived discrimination

These attributes have been, to a large extent, examined in prior research focused on the digital divide as factors that can explain the unequal acquisition of digital skills and, consequently, hinder access to the benefits of the use of digital technologies. However, previous findings are mixed, and it seems that the effect of these factors is quite complex. Gender has been studied quite extensively, based on the presumption that boys have higher skills. However, as Haddon et al. (2020) conclude, there is quite high heterogeneity in the findings, with some showing no or even an opposite link. These mixed findings can depend on the type of measure used. For instance, it has been suggested that gender diversifies only some types of digital skills (van Deursen et al., 2016). The findings are also not consistent regarding the effect of socioeconomic status (Hargittai & Hinnant, 2008), though the majority of studies seem to indicate a positive effect (Haddon et al., 2020). On the other hand, consistent findings are linked to the effect of age (Haddon et al., 2020). Prior research shows that older children tend to have more developed skills as they have more internet access and experiences in the online environment (Livingstone & Helsper, 2007). Finally, in our examination of the trajectories of the development of digital skills, we also included experience with perceived discrimination. Prior studies commonly utilised ethnicity as an indicator of vulnerability that can translate into lower skills (Haddon et al., 2020). In our exploratory analysis of digital skills development, we compare the children with and without perceived discrimination in terms of their digital skills acquisition across the three waves.

3.2.1.2 Digital factors: Internet access, use, and online activities

These factors related to digital engagement are of great interest in the research on digital skills. Easy access and availability of the internet (mostly at home) have been shown as a positive predictor of digital skills across numerous studies (Haddon et al., 2020). This corresponds with the basic presumption that easy access is an important condition for higher digital engagement and, therefore, the development of digital skills. Similarly, as the review by Haddon and colleagues (2020) shows, the magnitude of internet use is also correlated with digital skills across the majority of the studies. Finally, the intensity of digital engagement, as reflected by the number of frequent diverse online activities, has also been linked with greater digital skills (Mascheroni et al., 2020). It needs to be stressed that all these factors are also interrelated, and we can expect that internet access impacts the time spent online as well as a number of frequent online activities. Therefore, in our model, we include all these factors in order to identify their unique effects while controlling for each other. However, our main question is whether more intense digital engagement, which is represented by a higher number of daily online activities, leads to an increase in children's digital skills.

3.2.1.3 Individual factors: Self-efficacy

Self-efficacy, capturing the confidence in a child's ability to control events affecting their lives (Bandura et al., 1999), was identified as an important factor affecting experiences with digital technologies (Livingstone et al., 2018) and digital competence (Hatlevik et al., 2015). Self-efficacy has been identified as a positive predictor of digital skills in the analysis of the data from European children within the project EU Kids Online (Mascheroni et al., 2020). Self-efficacy can thus be a highly influential personal characteristic: one that can help to acquire digital skills, but if its' levels are rather low and children do not have confidence in their abilities, it can limit their development. Therefore, to provide a deeper insight than in cross-sectional research, we examine whether self-efficacy is not only linked with higher digital skills but also helps to increase them over time.

3.2.1.4 Social context: the role of family, parental mediation, and peers

Parental practices to control and guide children's use of digital technologies may also affect digital skills development. However, as prior research showed, it is crucial to consider the type of parental mediation as it can greatly diversify the effect on children's internet use as well as digital skills development (Livingstone et al., 2017). Our study focuses on two types of mediation: enabling mediation, defined by an active approach to children's online experiences, and restrictive mediation, based on the set of rules related to online behaviour. As prior research showed, these types of mediation can have opposite effects. While enabling mediation was associated with higher opportunities for children to acquire digital skills, restrictive mediation limits the possibility of acquiring new experiences and therefore hinders the development of digital skills (Livingstone et al., 2017; Rodríguez-de-Dios et al., 2018; Sciacca et al., 2022). Based on the presumption that these effects are causal and that parental mediation impacts digital skills development, we examine these effects from the longitudinal perspective. Moreover, we considered that some research shows that mediation practices can be linked with overall parental practices (Young & Tully, 2022) and that overall, the social context can also play a role in digital skills development. Therefore, we also control for the children's social context, represented by family environment and supportfrom friends. For parsimony, we do not investigate the effects on both levels, however, we intend to focus on the unique effect of both types of parental mediation.

3.2.2   Results

For an overview of the measures, see Appendix A.

3.2.2.1 Trajectories of digital skills development: Repeated-measure ANOVA

The three-wave survey provided a valuable opportunity to capture the trajectories of the development of digital skills. We began by conducting repeated-measure ANOVA to examine whether digital skills changed between waves and how substantial this change was across Wave 1 and Wave 2, and Wave 2 and Wave 3. In our interpretation, we considered not only the significance level but also the effect size, with partial eta squared less than 0.01 considered a negligible effect. Overall, skills showed a small increase in time, especially between Wave 1 and Wave 2. However, the closer examination of the development of the specific dimensions of digital skills followed a more diversified trajectory for each dimension (Table 5). The most notable change has been observed in the increase of technical and operational skills and digital knowledge items, especially between Wave 1 and Wave 2. Programming skills also showed a slight tendency to increase; these were, however, more pronounced between Wave 2 and Wave 3. On the other hand, in our sample, the change in information and navigation skills, communication and interaction skills, and content creation and production skills were only very small or even negligible (effect sizes of partial eta squared less than 0.01).

Table 5.			Development of digital skills across the three waves		
Type of skills	Wave	*M*		Sig.	Partial η²
Technical and operational skills	1	0.55	Greenhouse-Geisser	< .001	.039
	2	0.61	Wave 1 → Wave 2	< .001	.034
	3	0.64	Wave 2 → Wave 3	< .001	.010
Programming skills	1	2.02	Greenhouse-Geisser	< .001	.017
	2	2.13	Wave 1 → Wave 2	< .001	.006
	3	2.28	Wave 2 → Wave 3	< .001	.013
Information navigation and processing skills	1	0.35	Greenhouse-Geisser	< .001	.006
	2	0.37	Wave 1 → Wave 2	< .001	.007
	3	0.38	Wave 2 → Wave 3	.169	.001
Communication and interaction skills	1	0.65	Greenhouse-Geisser	< .001	.004
	2	0.66	Wave 1 → Wave 2	.045	.002
	3	0.68	Wave 2 → Wave 3	.021	.002
Content creation and production skills	1	0.37	Greenhouse-Geisser	< .001	.004
	2	0.38	Wave 1 → Wave 2	.028	.002
	3	0.40	Wave 2 → Wave 3	.009	.003
Digital knowledge items	1	0.50	Greenhouse-Geisser	< .001	.046
	2	0.54	Wave 1 → Wave 2	< .001	.036
	3	0.57	Wave 2 → Wave 3	< .001	.014
Digital skills - general	1	0.37	Greenhouse-Geisser	< .001	.020
	2	0.40	Wave 1 → Wave 2	< .001	.014
	3	0.41	Wave 2 → Wave 3	< .001	.008

To further investigate the factors influencing the development of digital skills, we conducted additional analyses to explore the differences in the patterns between various demographic groups. Specifically, the two majority gender groups, younger and older age groups (12-14 versus 15-17 in Wave 1), higher and lower socioeconomic status groups, and children with and without perceived discrimination (as indicated in Wave 1). Overall, the results revealed that there were not many differences between these groups. The patterns observed in their digital skills development were similar pattern to the overall trend. However, in some cases, we did observe small differences in effect sizes. It is important to emphasise that these differences were only minor and should be interpreted with caution.

Gender differences: In the gender comparison (Table 6), we must first emphasise that boys reported higher scores on most dimensions of digital skills (except communication and interaction skills and digital knowledge items) and digital skills in general. The most notable difference between the genders concerned increased information navigation and processing skills between Wave 1 and Wave 2. Girls noted a significant increase in these skills during this period, while boys showed no such pattern. However, boys had already reported a quite high average mean scores in these skills in Wave 1 (0.42 boys vs. 0.28 girls). There was also an increase in technical and operational skills between Wave 2 and Wave 3 for girls but not for boys; yet again, it is important to consider the gender differences in average reported scores.

Table 6.			Development of digital skills across the three waves and gender				
Technical and operational skills							
Wave	M girls	M boys		**Partial η² girls**	**Sig. girls**	**Partial η² boys**	**Sig. boys**
1	0.49	0.61	**Greenhouse-Geisser**	.051	< .001	.030	< .001
2	0.54	0.67	**Wave 1 → Wave 2**	.040	< .001	.031	< .001
3	0.58	0.69	**Wave 2 → Wave 3**	.017	< .001	.005	.011
Programming skills							
Wave	M girls	M boys		**Partial η² girls**	**Sig. girls**	**Partial η² boys**	**Sig. boys**
1	1.79	2.26	**Greenhouse-Geisser**	.016	< .001	.021	< .001
2	1.90	2.36	**Wave 1 → Wave 2**	.008	.002	.005	.016
3	2.03	2.56	**Wave 2 → Wave 3**	.009	< .001	.020	< .001
Information navigation and processing skills							
Wave	M girls	M boys		**Partial η² girls**	**Sig. girls**	**Partial η² boys**	**Sig. boys**
1	0.28	0.42	**Greenhouse-Geisser**	.012	< .001	.003	.035
2	0.32	0.43	**Wave 1 → Wave 2**	.013	< .001	.003	.070
3	0.33	0.44	**Wave 2 → Wave 3**	.001	.228	.001	.431
Communication and interaction skills							
Wave	M girls	M boys		**Partial η² girls**	**Sig. girls**	**Partial η² boys**	**Sig. boys**
1	0.66	0.64	**Greenhouse-Geisser**	.006	< .001	.003	.047
2	0.68	0.64	**Wave 1 → Wave 2**	.004	.029	< .001	.566
3	0.69	0.66	**Wave 2 → Wave 3**	.002	.101	.003	.061
Content creation and production skills							
Wave	M girls	M boys		**Partial η² girls**	**Sig. girls**	**Partial η² boys**	**Sig. boys**
1	0.35	0.39	**Greenhouse-Geisser**	.005	.003	.005	.006
2	0.36	0.41	**Wave 1 → Wave 2**	.002	.160	.002	.091
3	0.38	0.43	**Wave 2 → Wave 3**	.004	.036	.002	.099
Digital knowledge items							
Wave	M girls	M boys		**Partial η² girls**	**Sig. girls**	**Partial η² boys**	**Sig. boys**
1	0.50	0.49	**Greenhouse-Geisser**	.051	< .001	.040	< .001
2	0.54	0.54	**Wave 1 → Wave 2**	.038	< .001	.034	< .001
3	0.58	0.57	**Wave 2 → Wave 3**	.018	< .001	.011	< .001
Digital skills – general							
Wave	M girls	M boys		**Partial η² girls**	**Sig. girls**	**Partial η² boys**	**Sig. boys**
1	0.35	0.40	**Greenhouse-Geisser**	.026	< .001	.016	< .001
2	0.37	0.42	**Wave 1 → Wave 2**	.020	< .001	.008	.002
3	0.39	0.44	**Wave 2 → Wave 3**	.008	< .001	.009	.002

Age differences: Regarding the age groups (Table 7), there were again differences in digital skills levels between two age groups that need to be considered. The older children scored higher on technical and operational skills and digital knowledge items. The differences were relatively less pronounced when it came to information navigation and processing skills and communication and interaction skills. The differences in digital skills development were primarily observed in the accelerated increase in technical and operational skills within the younger group. A similar trend of minor disparities was noted in the slightly higher increase in programming skills and digital knowledge items among the same younger group.

Table 7.			Development of digital skills across the three waves and age				
Technical and operational skills							
Wave	M 12-14 yo	M 15-17 yo		**Partial η² 12-14 yo**	**Sig. 12-14 yo**	**Partial η² 15-17 yo**	**Sig. 15-17 yo**
1	0.52	0.60	Greenhouse-Geisser	.049	< .001	.025	< .001
2	0.58	0.64	Wave 1 → Wave 2	.045	< .001	.020	< .001
3	0.62	0.67	Wave 2 → Wave 3	.012	< .001	.008	.004
Programming skills							
Wave	M 12-14 yo	M 15-17 yo		**Partial η² 12-14 yo**	**Sig. 12-14 yo**	**Partial η² 15-17 yo**	**Sig. 15-17 yo**
1	2.03	2.00	Greenhouse-Geisser	.021	< .001	.013	< .001
2	2.14	2.11	Wave 1 → Wave 2	.005	.005	.008	.007
3	2.32	2.21	Wave 2 → Wave 3	.018	< .001	.006	.015
Information navigation and processing skills							
Wave	M 12-14 yo	M 15-17 yo		**Partial η² 12-14 yo**	**Sig. 12-14 yo**	**Partial η² 15-17 yo**	**Sig. 15-17 yo**
1	0.33	0.37	Greenhouse-Geisser	.008	< .001	.005	.009
2	0.36	0.40	Wave 1 → Wave 2	.007	.002	.007	.008
3	0.37	0.40	Wave 2 → Wave 3	.002	.092	< .001	.901
Communication and interaction skills							
Wave	M 12-14 yo	M 15-17 yo		**Partial η² 12-14 yo**	**Sig. 12-14 yo**	**Partial η² 15-17 yo**	**Sig. 15-17 yo**
1	0.64	0.66	Greenhouse-Geisser	.003	.007	.005	.008
2	0.64	0.69	Wave 1 → Wave 2	< .001	.455	.005	.023
3	0.67	0.69	Wave 2 → Wave 3	.004	.018	.001	.473
Content creation and production skills							
Wave	M 12-14 yo	M 15-17 yo		**Partial η² 12-14 yo**	**Sig. 12-14 yo**	**Partial η² 15-17 yo**	**Sig. 15-17 yo**
1	0.36	0.38	Greenhouse-Geisser	.006	< .001	.003	.052
2	0.38	0.39	Wave 1 → Wave 2	.002	.086	.002	.173
3	0.40	0.41	Wave 2 → Wave 3	.004	.015	.001	.259
Digital knowledge items							
Wave	M 12-14 yo	M 15-17 yo		**Partial η² 12-14 yo**	**Sig. 12-14 yo**	**Partial η² 15-17 yo**	**Sig. 15-17 yo**
1	0.47	0.53	Greenhouse-Geisser	.045	< .001	.047	< .001
2	0.52	0.57	Wave 1 → Wave 2	.042	< .001	.027	< .001
3	0.55	0.61	Wave 2 → Wave 3	.010	< .001	.022	< .001
Digital skills - general							
Wave	M 12-14 yo	M 15-17 yo		**Partial η² 12-14 yo**	**Sig. 12-14 yo**	**Partial η² 15-17 yo**	**Sig. 15-17 yo**
1	0.36	0.39	Greenhouse-Geisser	.023	< .001	.016	< .001
2	0.38	0.41	Wave 1 → Wave 2	.014	< .001	.014	< .001
3	0.40	0.42	Wave 2 → Wave 3	.011	< .001	.004	.051

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Socioeconomic status differences: The socioeconomic status comparisons (Table 8) revealed some subtle differences. Specifically, in the slightly higher increase in technical and operational skills between Wave 2 and Wave 3 among children with lower socioeconomic status and a slightly higher increase in digital knowledge items between Wave 1 and Wave 2 among children with higher socioeconomic status.

Table 8.			Development of digital skills across the three waves and socioeconomic status				
Technical and operational skills							
Wave	$M_{\text{low SES}}$	$M_{\text{high SES}}$		**Partial η²** low SES	**Sig.** low SES	**Partial η²** high SES	**Sig.** high SES
1	0.55	0.56	**Greenhouse-Geisser**	.034	< .001	.039	< .001
2	0.60	0.61	**Wave 1 → Wave 2**	.022	< .001	.036	< .001
3	0.63	0.64	**Wave 2 → Wave 3**	.014	.004	.009	< .001
Programming skills							
Wave	$M_{\text{low SES}}$	$M_{\text{high SES}}$		**Partial η²** low SES	**Sig.** low SES	**Partial η²** high SES	**Sig.** high SES
1	1.97	2.04	**Greenhouse-Geisser**	.015	< .001	.020	< .001
2	2.02	2.18	**Wave 1 → Wave 2**	.001	.358	.009	< .001
3	2.20	2.32	**Wave 2 → Wave 3**	.019	< .001	.012	< .001
Information navigation and processing skills							
Wave	$M_{\text{low SES}}$	$M_{\text{high SES}}$		**Partial η²** low SES	**Sig.** low SES	**Partial η²** high SES	**Sig.** high SES
1	0.33	0.36	**Greenhouse-Geisser**	.002	.374	.008	< .001
2	0.34	0.39	**Wave 1 → Wave 2**	< .001	.706	.010	< .001
3	0.35	0.40	**Wave 2 → Wave 3**	.002	.310	.001	.290
Communication and interaction skills							
Wave	$M_{\text{low SES}}$	$M_{\text{high SES}}$		**Partial η²** low SES	**Sig.** low SES	**Partial η²** high SES	**Sig.** high SES
1	0.63	0.66	**Greenhouse-Geisser**	.005	.062	.003	.015
2	0.63	0.67	**Wave 1 → Wave 2**	< .001	.874	.001	.154
3	0.66	0.68	**Wave 2 → Wave 3**	.007	.038	.001	.124
Content creation and production skills							
Wave	$M_{\text{low SES}}$	$M_{\text{high SES}}$		**Partial η²** low SES	**Sig.** low SES	**Partial η²** high SES	**Sig.** high SES
1	0.35	0.38	**Greenhouse-Geisser**	.003	.158	.005	< .001
2	0.36	0.39	**Wave 1 → Wave 2**	.001	.425	.002	.064
3	0.38	0.41	**Wave 2 → Wave 3**	.002	.241	.003	.037
Digital knowledge items							
Wave	$M_{\text{low SES}}$	$M_{\text{high SES}}$		**Partial η²** low SES	**Sig.** low SES	**Partial η²** high SES	**Sig.** high SES
1	0.49	0.51	**Greenhouse-Geisser**	.051	< .001	.042	< .001
2	0.55	0.55	**Wave 1 → Wave 2**	.053	< .001	.025	< .001
3	0.57	0.58	**Wave 2 → Wave 3**	.009	.024	.020	< .001
Digital skills - general							
Wave	$M_{\text{low SES}}$	$M_{\text{high SES}}$		**Partial η²** low SES	**Sig.** low SES	**Partial η²** high SES	**Sig.** high SES
1	0.37	0.38	**Greenhouse-Geisser**	.013	< .001	.020	< .001
2	0.38	0.40	**Wave 1 → Wave 2**	.004	.122	.015	< .001
3	0.40	0.42	**Wave 2 → Wave 3**	.010	.014	.007	< .001

Perceived discrimination: The differences between children who did not report perceived discrimination and those who reported having experienced it at least once in the past year (Table 9) showed that the latter group reported slightly higher levels of programming skills and content creation, and production skills. In contrast, among the children who did not report perceived discrimination, there was a slight upward trend in programming skills across all waves, an increase in information navigation and processing skills between Wave 1 and Wave 2, and in digital knowledge items between Wave 2 and Wave 3.

Table 9.	Development of digital skills across the three waves and perceived discrimination						
Technical and operational skills							
Wave	M_{never}	$M_{at\ least\ once}$		**Partial η^2 never**	**Sig. never**	**Partial η^2 at least once**	**Sig. at least once**
1	0.55	0.56	**Greenhouse-Geisser**	.040	< .001	.033	< .001
2	0.61	0.61	**Wave 1 → Wave 2**	.035	< .001	.035	< .001
3	0.64	0.63	**Wave 2 → Wave 3**	.011	< .001	.004	.170
Programming skills							
Wave	M_{never}	$M_{at\ least\ once}$		**Partial η^2 never**	**Sig. never**	**Partial η^2 at least once**	**Sig. at least once**
1	1.96	2.21	**Greenhouse-Geisser**	.025	< .001	.002	.452
2	2.09	2.20	**Wave 1 → Wave 2**	.010	< .001	< .001	.924
3	2.26	2.28	**Wave 2 → Wave 3**	.018	< .001	.003	.252
Information navigation and processing skills							
Wave	M_{never}	$M_{at\ least\ once}$		**Partial η^2 never**	**Sig. never**	**Partial η^2 at least once**	**Sig. at least once**
1	0.35	0.36	**Greenhouse-Geisser**	.008	< .001	.004	.140
2	0.38	0.36	**Wave 1 → Wave 2**	.012	< .001	< .001	.772
3	0.39	0.38	**Wave 2 → Wave 3**	< .001	.709	.008	.053
Communication and interaction skills							
Wave	M_{never}	$M_{at\ least\ once}$		**Partial η^2 never**	**Sig. never**	**Partial η^2 at least once**	**Sig. at least once**
1	0.66	0.64	**Greenhouse-Geisser**	.004	< .001	.003	.250
2	0.68	0.63	**Wave 1 → Wave 2**	.003	.013	.001	.628
3	0.69	0.66	**Wave 2 → Wave 3**	.001	.223	.006	.091
Content creation and production skills							
Wave	M_{never}	$M_{at\ least\ once}$		**Partial η^2 never**	**Sig. never**	**Partial η^2 at least once**	**Sig. at least once**
1	0.37	0.40	**Greenhouse-Geisser**	.005	< .001	.002	.454
2	0.39	0.41	**Wave 1 → Wave 2**	.003	.016	.001	.584
3	0.40	0.42	**Wave 2 → Wave 3**	.002	.056	.001	.468
Digital knowledge items							
Wave	M_{never}	$M_{at\ least\ once}$		**Partial η^2 never**	**Sig. never**	**Partial η^2 at least once**	**Sig. at least once**
1	0.50	0.51	**Greenhouse-Geisser**	.055	< .001	.022	< .001
2	0.55	0.56	**Wave 1 → Wave 2**	.040	< .001	.028	< .001
3	0.58	0.56	**Wave 2 → Wave 3**	.020	< .001	.001	.580
Digital skills - general							
Wave	M_{never}	$M_{at\ least\ once}$		**Partial η^2 never**	**Sig. never**	**Partial η^2 at least once**	**Sig. at least once**
1	0.38	0.38	**Greenhouse-Geisser**	.021	< .001	.011	.011
2	0.40	0.39	**Wave 1 → Wave 2**	.019	< .001	.003	.259
3	0.42	0.41	**Wave 2 → Wave 3**	.005	.002	.010	.037

3.2.2.2 Factors affecting digital skills development: Hierarchical models

The complex analyses conducted in this study were focused on predicting each dimension of the digital skills by a) an index comprising the number of daily activities, b) self-efficacy, and c) parental restrictive and enabling mediation. Gender, age, socioeconomic status, internet use, internet access, and family environment and social support from friends were used as control variables, without analysis of within-subject effects.

Guide for the interpretation of the plots

The **blue lines** on the left from the vertical axis for zero present negative effects, those on the right present positive effects.

The **red lines** crossing the zero-axis present non-significant effects.

The **X-axis** represents effect size.

The **within-subject effects** suggest an impact of the individual change in the level of predictors over time, **between-subject effects** should be interpreted as robust regression coefficients (without inferences to causality) showing the average associations.

For more detailed guide for interpretation of the models, please see section 3.1.1.

A) Technical and operational skills (Figure 1)

Within-subject effects: We observed that an individual increase in restrictive mediation resulted in a decrease in technical and operational skills. Conversely, an increase in self-efficacy resulted in an increase in technical and operational skills.

Between-subject effects: We found that technical and operational skills were negatively predicted by parental restrictive mediation and, interestingly, parental enabling mediation. On the other hand, higher self-efficacy and the number of daily online activities predicted technical and operational skills positively. There was also a positive link with better relationships with friends, being a boy, higher internet use, and older age.

Figure 1. Technical and operational skills
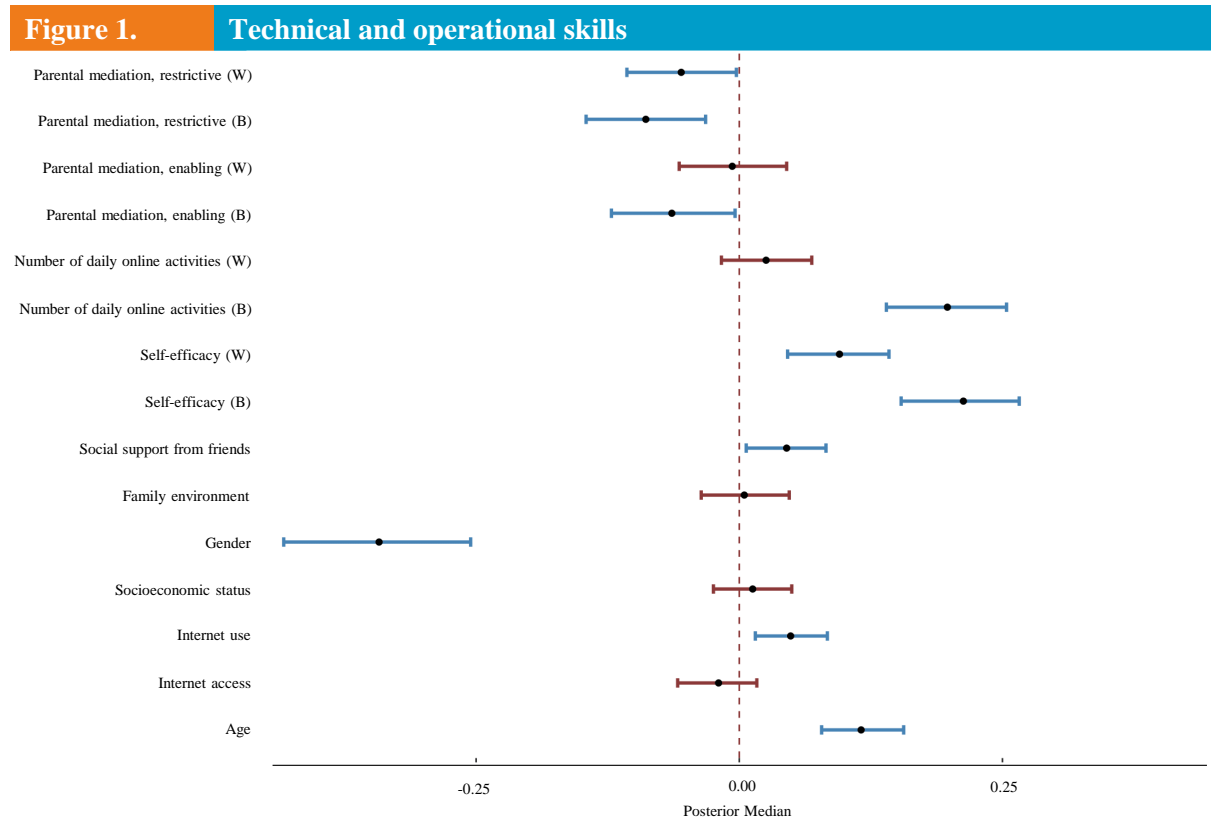
Note. W = within-subject. B = between-subject.

B) Programming skills (Figure 2)

Within-subject effects: No individual change in the analysed factors resulted in a direct increase or decrease in programming skills.

Between-subject effects: Higher programming skills were predicted by higher number of daily online activities, a stronger sense of self-efficacy, and when the individual identified as male.

Figure 2. Programming skills
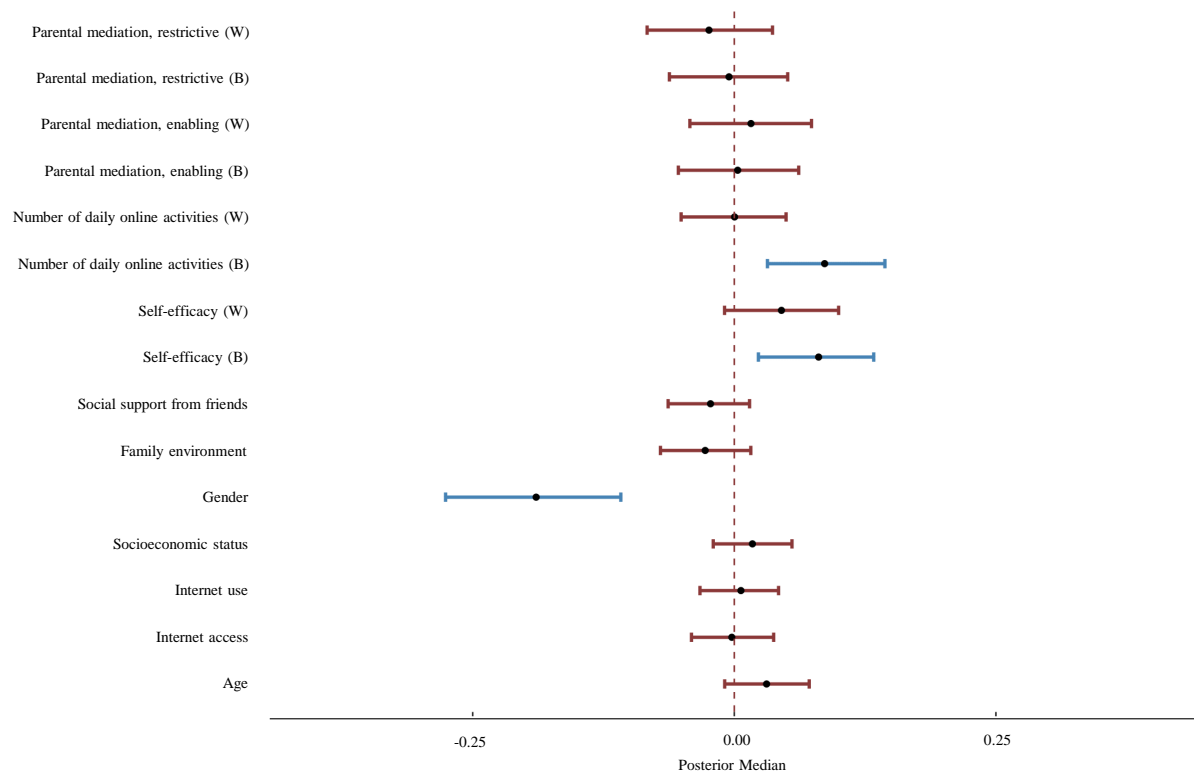
Note. W = within-subject. B = between-subject.

C) Information navigation and processing skills (Figure 3)

Within-subject effects: Our analysis revealed that an individual increase in self-efficacy and the number of daily online activities resulted in an increase in information navigation and processing skills.

Between-subject effects: We found that information navigation and processing skills were positively predicted by factors such as greater self-efficacy, a higher frequency of daily online activities, male gender, higher socioeconomic status and older age.

Figure 3. Information navigation and processing skills
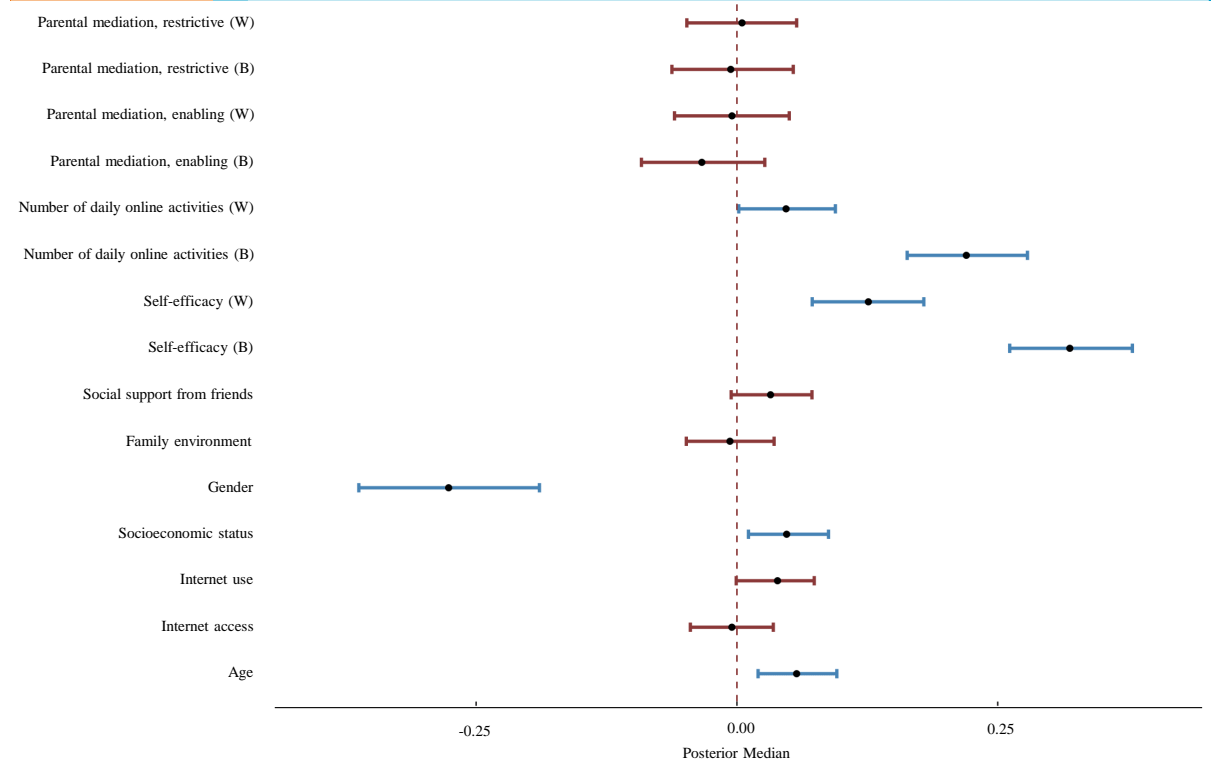
Note. W = within-subject. B = between-subject.

D) **Communication and interaction skills (Figure 4)**

Within-subject effects: Our analysis revealed that an individual increase in self-efficacy and in the number of online activities resulted in an increase in communication and interaction skills.

Between-subject effects: Higher communication and interaction skills were predicted by higher daily activities and self-efficacy, better relationships with friends and family, being female, higher internet use, and older age.

Figure 4. Communication and interaction skills
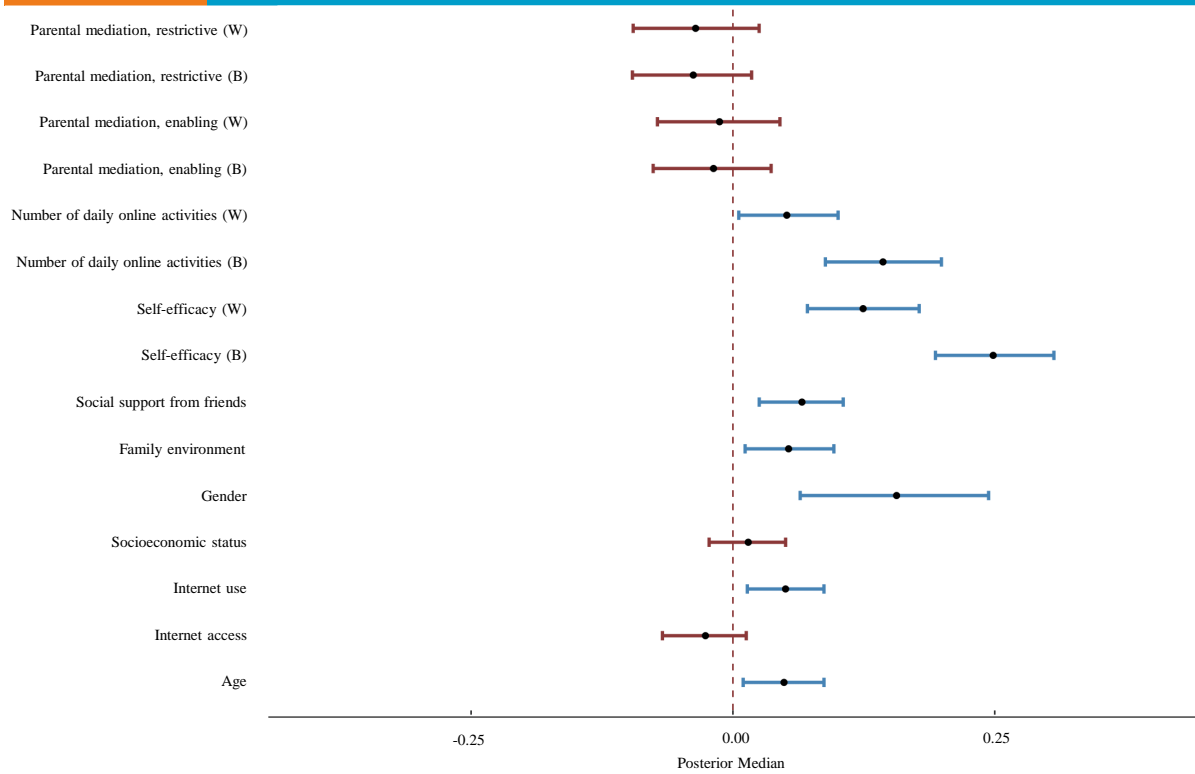
Note. W = within-subject. B = between-subject.

E)   Content creation and production skills (Figure 5)

Within-subject effects: Only individual increase in self-efficacy resulted in higher content creation and production skills.

Between-subject effects: Content creation and production skills have been positively predicted by self-efficacy, the number of daily online activities, and higher internet use.

| Figure 5. | Content creation and production skills |

Note. W = within-subject. B = between-subject.
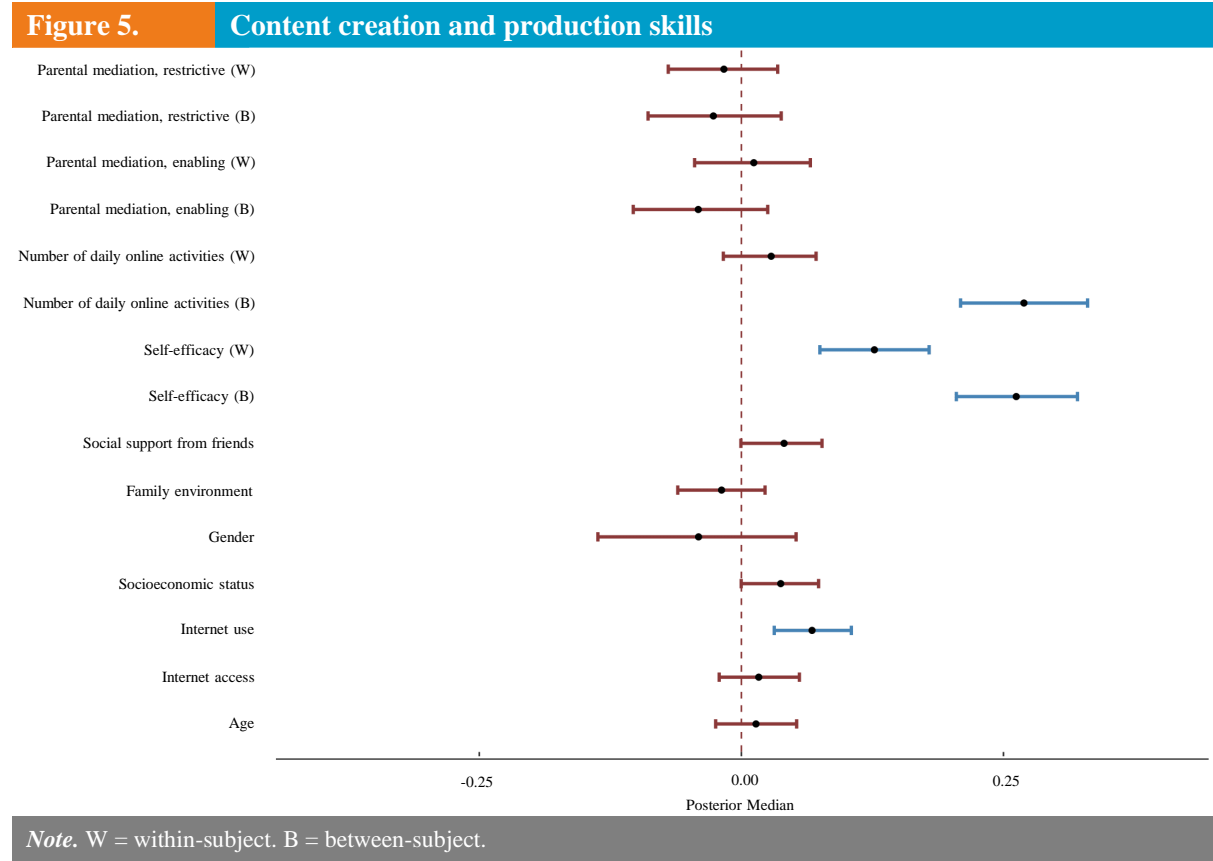
F) Digital knowledge items (Figure 6)

Within-subject effects: No individual change in the analysed factors resulted in a direct increase or decrease in digital knowledge items.

Between-subject effects: Digital knowledge items were positively predicted by the higher number of daily activities, higher self-efficacy, higher internet use and older age.

Figure 6. Digital knowledge items
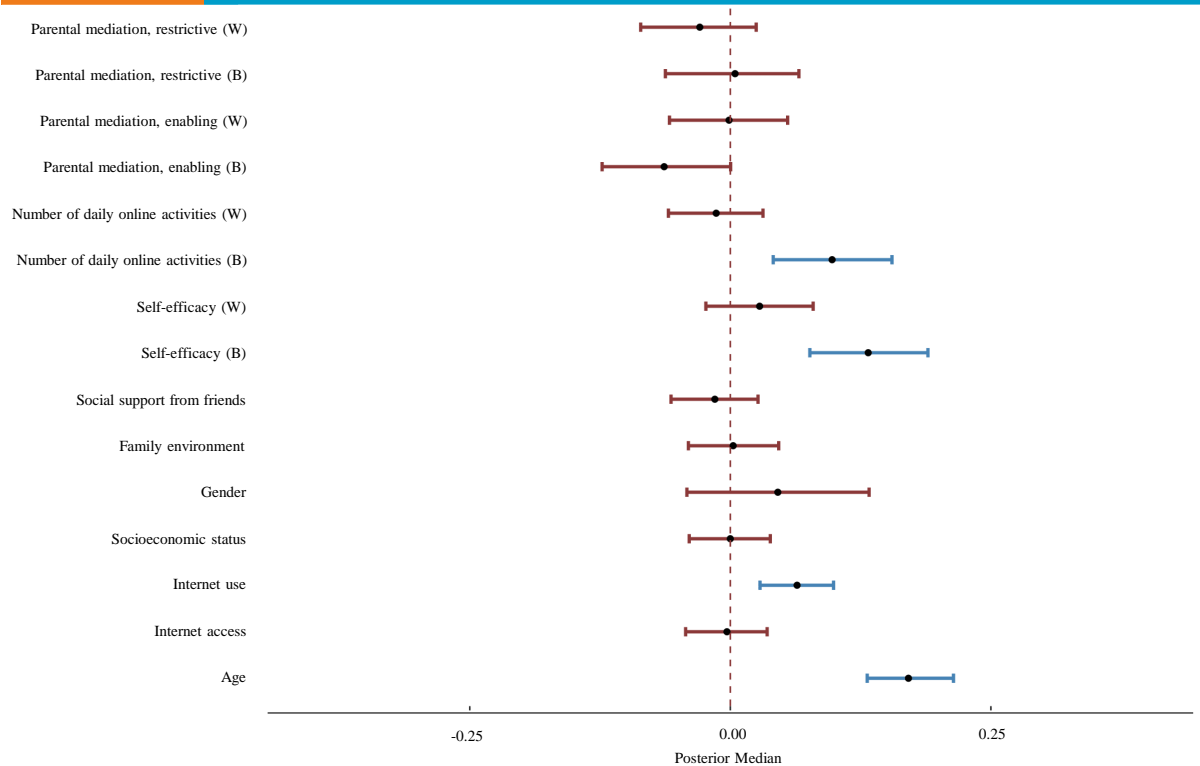
Note. W = within-subject. B = between-subject.

3.2.3 Summary and conclusion

Our findings provide valuable insights into the patterns and trajectories of the development of digital skills in children and identify individual and social factors that had an effect on their increase. A key contribution lies in our novel approach, which goes beyond measuring digital skills in a general sense, as commonly done in prior studies, and instead focuses on capturing the separate dimensions of digital skills as defined in the ySKILLS project (Helsper et al., 2021).

This more nuanced dimensional approach proved to be significant in **mapping the trajectories of digital skills development**. In general, the increase in digital skills has generally been rather small, with most pronounced advancements occurring between Wave 1 and Wave 2. This could be attributed to the fact that in these waves, we captured the digital skills of the youngest children, who (as evidenced in follow-up analyses) displayed a higher potential for more rapid development compared to the older children (see also below). An exception is the development of programming skills, which was more pronounced between Wave 2 and Wave 3, which may suggest that the development of this kind of digital skills is not as linear. However, when looking at separate dimensions, we saw that while there was a substantial increase in technical and operational skills, programming skills, and digital knowledge items, the change in information and navigation skills, communication and interaction skills, and content creation and production skills was only small or even negligible. While these differences would be obscured if we focused on digital skills as a whole, the multidimensional approach uncovers that while

children do advance more in more technical dimensions and in their digital knowledge, there is, on average, only a small development of the other types of skills. And even when focusing on these dimensions, we see a different pattern. Specifically, while reported communication and interaction skills were, on average, already on quite a high level, which would explain the limited advancement in the time period, this was not the case for information and navigation skills or content creation and production skills. Thus, our evidence shows that the average change in digital skills is rather small within the three-year time frame and is more pronounced only in the abovementioned dimensions. For further research, we would propose to focus also on other segments of the population, especially different age groups, which could help to contextualise this development. Based on our evidence, we propose that the substantial development of communication and interaction skills occurs mostly in younger children. On the other hand, it remains a question whether the development of information and navigation skills and content creation and production skills occurs later in the life stage or whether they remain stable even in young adulthood. The focus on other age groups would also help to uncover if the other dimensions that showed advancement in the captured time in our sample would also change their trajectories.

> The trajectories of the development of digital skills were different. There was a substantial increase in technical and operational skills, programming skills, and digital knowledge items. The change in information and navigation skills, communication and interaction skills, and content creation and production skills was very small or even negligible.

Even though digital skills were, on average, rather stable, we identified several factors that contributed to their development. First, we examined the trajectories across gender, age, socioeconomic status, and perceived discrimination. Overall, we found only very small differences, especially in relation to socioeconomic status and instances of perceived discrimination. Nevertheless, these findings suggest that perceived discrimination may have some influence on the development of specific digital skills among children. Further exploration of these disparities can contribute to a deeper understanding of how perceived discrimination may interact with digital skill acquisition in this population. More pronounced were the age differences: younger adolescents showed a more accelerated increase, which can be explained by their initially overall lower baseline levels of these skills. Finally, with regard to gender, there were only slight divergencies between boys and girls, especially in the case of informational and navigation skills, where girls showed a significant increase. However, the comparison of levels across genders shows that, on average, boys tended to score higher in most dimensions, except for the communication and interaction skills and digital knowledge items. These findings partially support previous evidence about the gender gap in self-reported digital skills (Haddon et al., 2020). This raises the question of whether this observed discrepancy truly reflects differences in actual skill levels or is influenced by variations in assessment and self-reporting capabilities across genders. To explore this further, the ySKILLS project will further examine the comparison between self-reported digital skills and digital knowledge on the one hand and performance test outcomes on the other.

The abovementioned differences in the development of separate digital skills dimensions highlight the importance of identifying the factors contributing to their change. In this report, we focused on the role of selected individual, digital, and social factors. Upon results, we can conclude that there are both similar patterns as well as diversified effects across the separate dimensions.

Regarding the direct impact on the change in skills, we specifically focused on the role of parental mediation, self-efficacy, and engagement in online activities. The evidence showed that the positive effect of **self-efficacy** was mostly constant across the dimensions, though self-efficacy did not affect the increase of programming skills and digital knowledge. Moreover, a **higher number of online activities** had a positive impact, but only on information navigation and processing skills and communication and interaction skills. Quite surprising was the effect of **parental mediation**. Specifically, when controlling

for all other factors, it had almost no impact on any of the skills except technical and operational skills, which were impacted negatively by restrictive mediation.

These findings are an important contribution to the existing research, which is currently utilising mostly cross-sectional data. First, we showed that higher self-efficacy does have a positive impact on most digital skills dimensions and provided evidence that this personal characteristic is not only linked with higher digital skills, it contributes to their further development over time. This corroborates the conclusions from several previous studies (Hatlevik et al., 2015; Mascheroni et al., 2020) and emphasises the need to take self-efficacy into account in consideration of digital skills development. On the other hand, even though the literature provides large support for the role of digital engagement and parental mediation in digital skills development (Haddon et al., 2020; Livingstone et al., 2017; Rodríguez-de-Dios et al., 2018; Sciacca et al., 2022), our findings support these only partially. In our data, higher digital engagement helps to increase 'only' information navigation and processing skills and communication and interaction skills, even though children with higher engagement have, on average, higher other skills too. So, while self-efficacy is a factor that has an impact on the increase of most skills, more digital engagement does not necessarily help children to advance beyond information and navigation skills and communication skills. Further, when controlling for other factors, parental mediation did not have any effect beyond the negative impact of restrictive mediation on the development of technical and operational skills. This effect is in line with the existing literature, yet we need to stress that it showed only in relation to one of the studied dimensions; and there was no effect of enabling mediation on any of the studied dimensions.

> Self-efficacy positively impacted almost all digital skills dimensions. A higher number of online activities had a positive impact on information navigation and processing skills and communication and interaction skills. Restrictive parental mediation negatively impacted technical and operational skills. No selected factors had any impact on programming skills and digital knowledge.

Even though our findings bring a unique insight in the development of specific dimensions of skills, we need to stress caution with their interpretation. First, most of the effects were small, and there were more effects that were rather borderline in the sense of their statistical significance (in both directions). Second, our model was complex, accounting for several influential variables. It is possible that especially the effect of the parental mediation did not show when accounting for self-efficacy and digital engagement. For further research, we would recommend focusing on moderation and mediation effects, as proposed in the theoretical model of the project yet beyond the scope of analysis for this report, that could help specify the interplay of all these factors.

Our results also showed some patterns related to the general associations between all analysed factors and the separate dimensions. For most dimensions (except programming skills), older age, higher internet use, greater number of online activities conducted daily, and higher self-efficacy were connected with higher skills. Socioeconomic status was associated only with information and navigation skills, which were higher in children with higher socioeconomic status. However, otherwise, it seems that lower socioeconomic status (as perceived and reported by children) did not significantly diversify children with higher and lower skills; neither did internet access at home. The analysis also showed specific gendered patterns. While boys tended to have higher technical and operational skills, programming skills, and information navigation and processing skills, girls tended to score higher on communication and interaction skills. Parental mediation was linked only negatively and only with technical and operational skills. These findings, except surprising negative effect of parental enabling mediation, are mostly in line with prior findings (Haddon et al., 2020). Nevertheless, the absence of the within-subject effect of most of them raises a question about the nature of these associations. We propose at least two interpretations. First, it is possible that the link was already established before our data

collection, and the causal mechanism thus cannot be detected anymore. Second, it is possible that there are other explanatory variables that were not included in our study.

3.3   Digital skills, digital engagement, and wellbeing

3.3.1   Background: The role of digital skills in online experiences and wellbeing

Another set of research questions addresses the role of digital skills in children's online experiences and overall quality of life. This presents a shift from questions about which factors affect the acquisition of digital skills to questions about the impact of digital skills on beneficial outcomes in everyday life (van Deursen & Helsper, 2015). This report specifically addresses and examines this impact on the three areas of children's experiences. The first is online activities, commonly conceptualised as online opportunities that present a beneficial aspect of digital engagement. In this report, digital engagement is represented by selected online activities or the index of activities conducted daily. Second are online risks, specifically the exposure to risky online content and the emotional impact of this exposure. The third is quality of life, represented by four domains of children's wellbeing.

3.3.1.1 Digital skills and online activities

In general, higher involvement in diverse online activities has been linked with higher digital skills in a plethora of prior studies (see Haddon et al., 2020; Livingstone et al., 2023). However, a question remains: Which specific dimensions advance children's involvement in these types of behaviour? A more detailed insight provides only a handful of studies. For instance, Helsper and Eynon (2013) showed a complex link between diverse types of skills (technical, critical, social and creative) and different online activities. The authors emphasised how the specificity of a given skill is associated with certain types of activities, such as social skills predicting more strongly social engagement in the online environment; similarly, creative digital skills were more associated with creative engagement. As the authors postulate, 'It seems logical that skills that correspond to the nature of specific digital activities are more likely to lead to an increase in engagement in that field than to subsequent engagement in another unrelated field' (p. 698). While their findings mostly corroborate this presumption, there is also more contrasting evidence. For instance, while the examination of the robust international data from the project EU Kids Online (Mascheroni et al., 2020) supported the presumed link between informational skills and online information-seeking activities, the link between social digital skills and online communication was only weak, which did not correspond to authors' expectations. As summarised in a systematic review by Haddon et al. (2020), while there is strong support for the links between digital skills in general and different types of digital engagement (such as online communication, creative engagement, or schoolwork), we still lack evidence about the specific digital skills and specific type of digital engagement.

Thus, to broaden our understanding of which digital skills increase different types of engagement, we focus more in detail on specific activities that indicate these general online behaviours: online learning, online communication, online entertainment, content creation, information seeking, and online civic engagement. Based on prior findings, we can presume a link between digital skills and online activities. Specifically, we ask RQ2: *What is the effect of digital skills dimensions on engagement in diverse online activities?*

3.3.1.2 Digital skills and online risks

Online risks, including exposure to potentially harmful online content, contact, conduct or contract risks, are at the centre of the attention of researchers as well as policy-makers and the public (Livingstone et al., 2018). The question about the effect of digital skills on online risks is complex. On the one hand, there prevails the presumption that higher digital skills serve as a protective factor against online risks as they equip children with the ability to recognise and avoid risky online content or contact and use

active preventive strategies such as protecting their own privacy (Dodel & Mesch, 2018; Livingstone et al., 2023). On the other hand, the debates about the consequences of higher digital engagement due to higher skills inevitably also emphasise its more negative aspect – the higher chances of experiencing or encountering online risks (e.g., Livingstone et al., 2017; 2023). Prior research showed quite consistently that there is a positive link with digital skills explained by this connection (Haddon et al., 2020). Thus, while greater skills can advance children's abilities to protect themselves, they also open more opportunities for encountering something risky online due to higher engagement.

In this report, we focus specifically on so-called content risks, that is the risk of exposure to unwelcome or inappropriate content of a diverse nature (Livingstone & Haddon, 2009), and we explore how diverse dimensions of skills relate to these types of risks. Furthermore, to specify the role of specific digital skills dimensions and to distinguish their effect on risky experiences, we contrast their effect on intended risky experiences (i.e., when children actively sought the type of risky content we inquired about) and unintended experiences when children encountered such content by chance.

Moreover, in recognition of the presumption that the risky experience does not equal harm, at least not equal harm for all children (Livingstone et al., 2023), we also focus on the emotional impact of the risky experiences. Here, we also refer to other types of risky experiences captured in the project.

Our research aims are thus framed by these questions:

RQ3: What is the effect of digital skills dimensions on experiences with online risks?

RQ4: What is the effect of digital skills dimensions on the emotional impact of these experiences?

3.3.1.3 Digital skills and wellbeing

The question about the impact of internet use on children's wellbeing has already been addressed in numerous prior studies (Dedkova et al., 2022), though the link between digital skills and wellbeing remains to a large extent untested, especially in a longitudinal design. The presumptions about the effect of digital skills are, however, complex: while the literature proposes that higher digital skills can result in better wellbeing, this link is mostly seen as indirect, via engagement in specific online activities or via increased resilience lessening harm from risky experiences (Livingstone et al., 2023). In the ySKILLS project, we do not presume a robust direct link between these factors but rather an indirect effect, as indicated in the model in Chapter 1.1. Based on these propositions, we can, for instance, hypothesise that higher digital skills, in this case the dimension of communication and interaction skills, lead to more online communication activities and foster children's social wellbeing. As the mediation and moderation analyses are beyond the scope of this report, our analysis and interpretation are currently limited to the exploration of the direct links between these constructs. However, as proposed in the conclusions, we believe that this more descriptive approach can feed further investigations. Therefore, in the last section of this report, we test the effect of digital skills on selected indicators of psychological, social, physical, and cognitive wellbeing. Specifically, we focus on the positive dimension of life satisfaction, perceived support from friends, physical activity and perceived academic performance.

We thus ask *RQ5: What is the direct effect of digital skills dimensions on psychological, social, cognitive, and physical wellbeing?*

3.3.1.4 Digital skills and online activities

This section of the report aims to answer *RQ2: What is the effect of digital skills dimensions on engagement in diverse online activities?* Here, we are changing our focus from digital skills as an outcome and analysing its role as a factor contributing to higher engagement in specific activities. First, we analysed diverse types of online activities and their link with all the dimensions. We examined the effect on the overall number of online activities and activities that indicate specific types of online behavioural patterns: searching for information, learning, entertainment, content creation, communication, and online civic engagement.

3.3.2 Results: Digital skills and digital engagement

3.3.2.1 Bivariate comparisons

The initial phase of our examination compared children with low, medium, and high skills in Wave 1 and their daily engagement in activities (during the past month) in Wave 2. These included various types of digital activities representing different online behaviour patterns, such as entertainment, learning, communication, or creative activities online. We also examined involvement in online civic engagement practices, measured as engaging in the activity at least once past year.

In accordance with the literature, most of the studied dimensions had a positive link with higher levels of engagement (see Appendix B). Children with higher specific skills engaged more in certain activities on a daily level, or at least once in the case of online civic engagement activities. However, programming skills and digital knowledge items showed more inconsistent patterns with the activities, as their links were rather small, insignificant, or even negative in the case of the link between programming and communication with parents and friends. Concerning specific activities, the links with communication activities were rather small. More pronounced associations were, for example, observed in links between discussion of political content and signing online petitions and most digitals skills dimensions; or of learning something new online with technical and operational skills, communication and interaction skills, content creation and communication skills, and information navigation and processing skills.

3.3.2.2 Hierarchical models

In the complex analyses, we focused on the link with the overall number of activities conducted daily in the previous month and separate selected activities representing different online behaviour patterns. For the purpose of this section, we will concentrate solely on the effect of different skill levels. However, for readers interested in more in-depth insights, they can also explore the connections with the control variables, such as gender, age, socioeconomic status, and internet use.

Guide for the interpretation of the plots

The **blue lines** on the left from the vertical axis for zero present negative effects, those on the right present positive effects.

The **red lines** crossing the zero-axis present non-significant effects.

The **X-axis** represents effect size.

The **within-subject effects** suggest an impact of the individual change in the level of predictors over time, **between-subject effects** should be interpreted as robust regression coefficients (without inferences to causality) showing the average associations.

For more detailed guide for interpretation of the models, please see section 3.1.1.

A)   Number of daily activities (daily activities, past month; Figure 7)

Within-subject effects: The analysis showed that an individual's growth in communication and interaction skills resulted in an increase in their engagement in online activities.

Between-subject effects: Higher digital engagement was predicted by higher information navigation and processing skills and content creation and production skills.

Figure 7.	Number of daily online activities (past month)
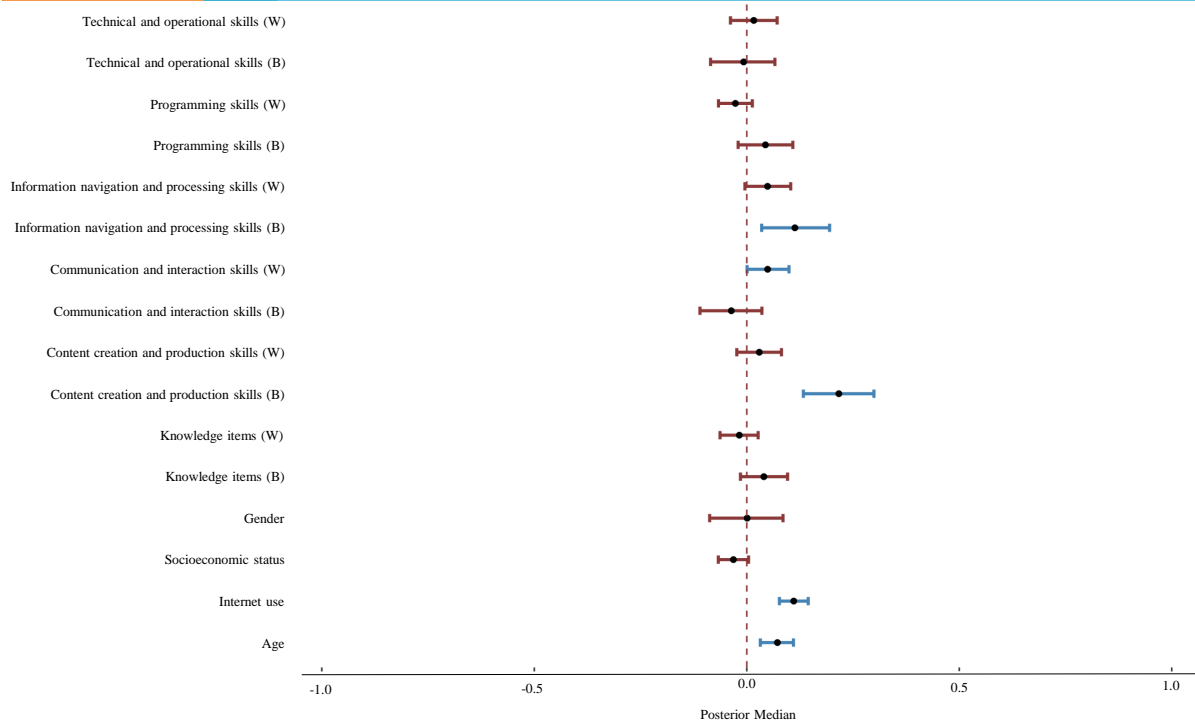
Note. W = within-subject. B = between-subject.

B)   Searching for online health information (past month; Figure 8)

Within-subject effects: The data revealed that an individual's increase in content creation and production skills resulted in an increase in searching physical health-related information.

Between-subject effects: Daily searching for health information was predicted by higher content creation and production skills.

Figure 8.	I searched for information about physical health, injury, or physical treatment (past month)
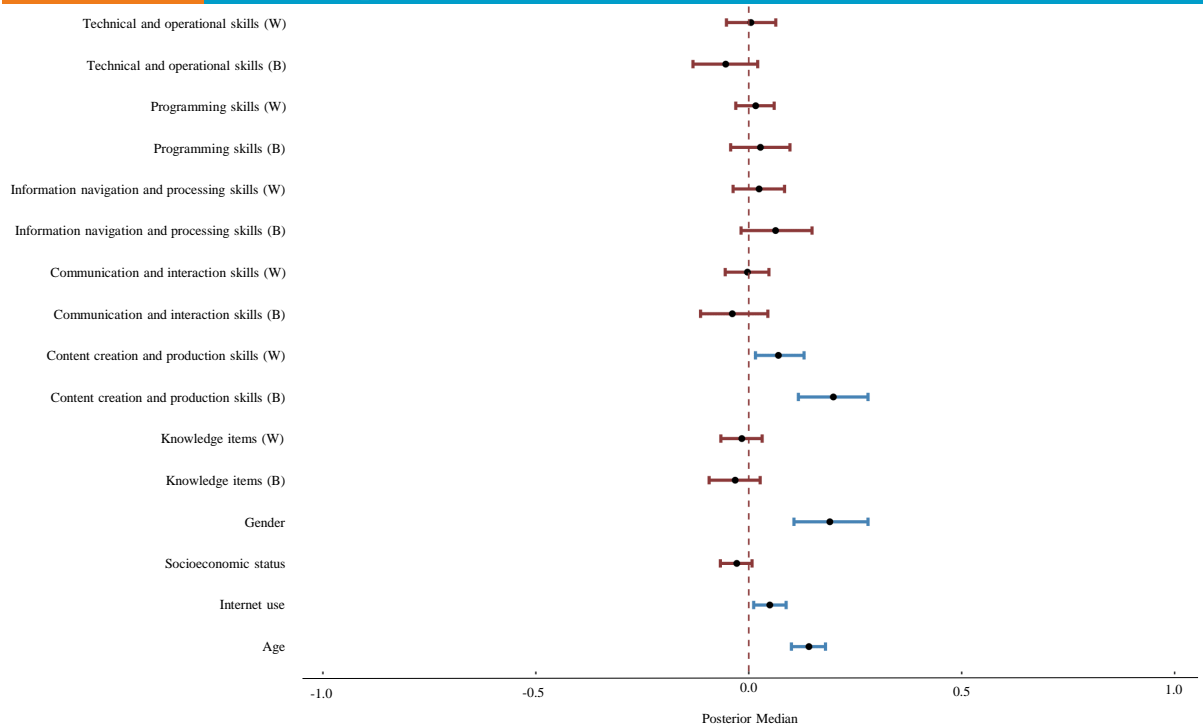
Note. W = within-subject. B = between-subject.

C) Creating online content (past month; Figure 9)

Within-subject effects: An individual's increase in content creation and production skills resulted in an increase in their engagement in online creative activities.

Between-subject effects: This activity was predicted by higher programming skills, higher content creation and production skills, and lower communication and interaction skills.

Figure 9.   I created and edited some digital content (past month)
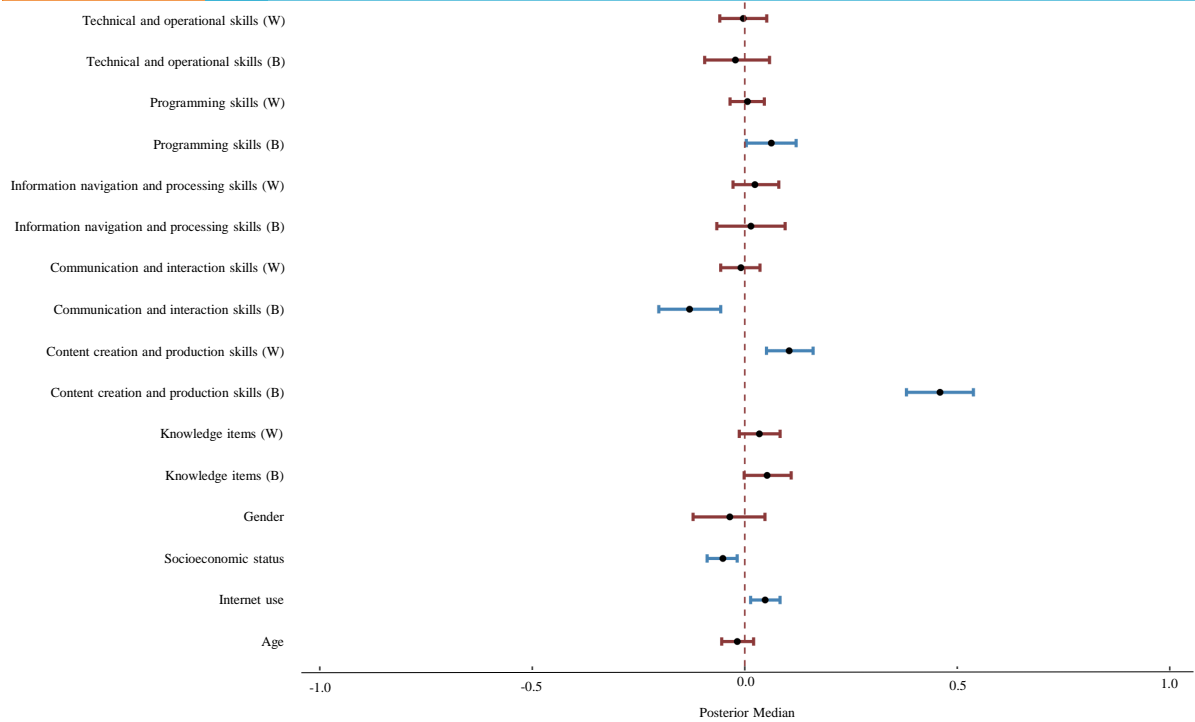
Note. W = within-subject. B = between-subject.

D)   Online audiovisual entertainment (past month; Figure 10)

Within-subject effects: There was no direct effect of individual changes in any dimension on the increase or decrease of this online activity over time.

Between-subject effects: This activity was predicted by higher technical and operational skills, content creation and production skills, knowledge items, and lower programming skills.

Figure 10.	I listened to music or watched videos or music clips online (past month)
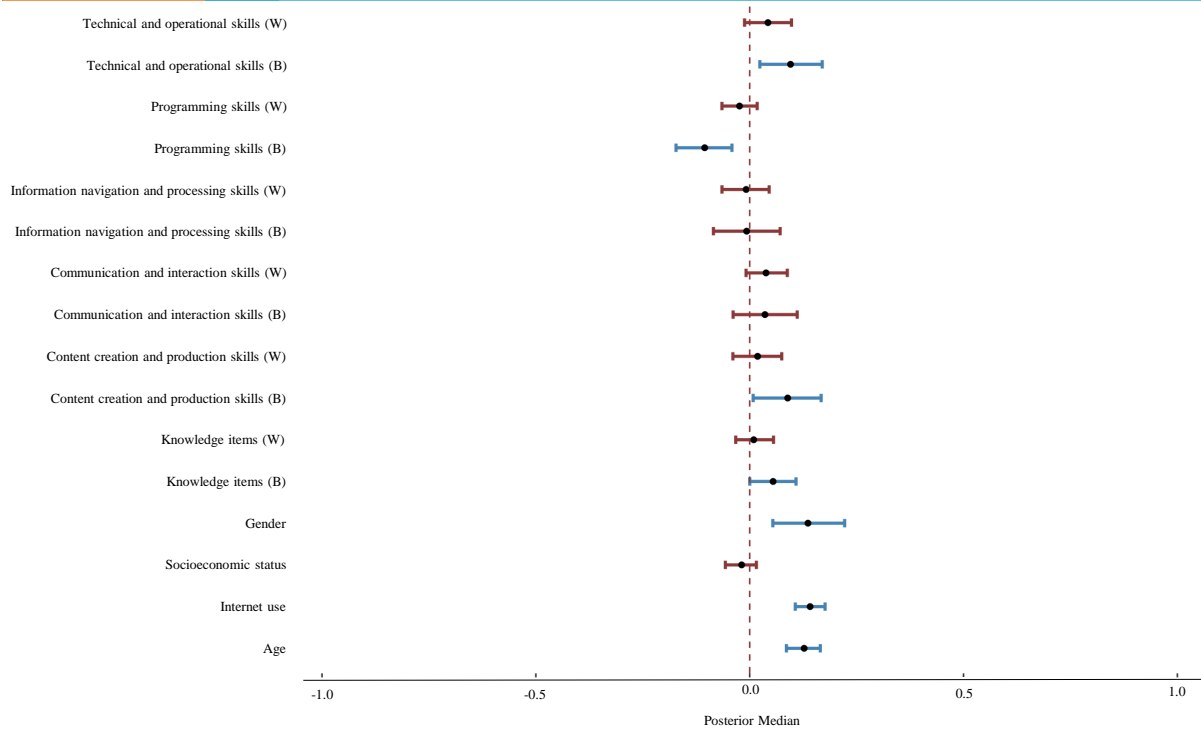
Note. W = within-subject. B = between-subject.

Within-subject effects: On the individual level, this online activity was increased over time by increased technical and operational skills and communication and interaction skills. On the other hand, it was decreased by higher programming skills.

Between-subject effects: This activity was predicted by higher technical and operational skills, higher communication and interaction skills, higher content creation and production skills, lower programming skills and lower information navigation and processing skills.

Figure 11. I communicated with my friends (past month)
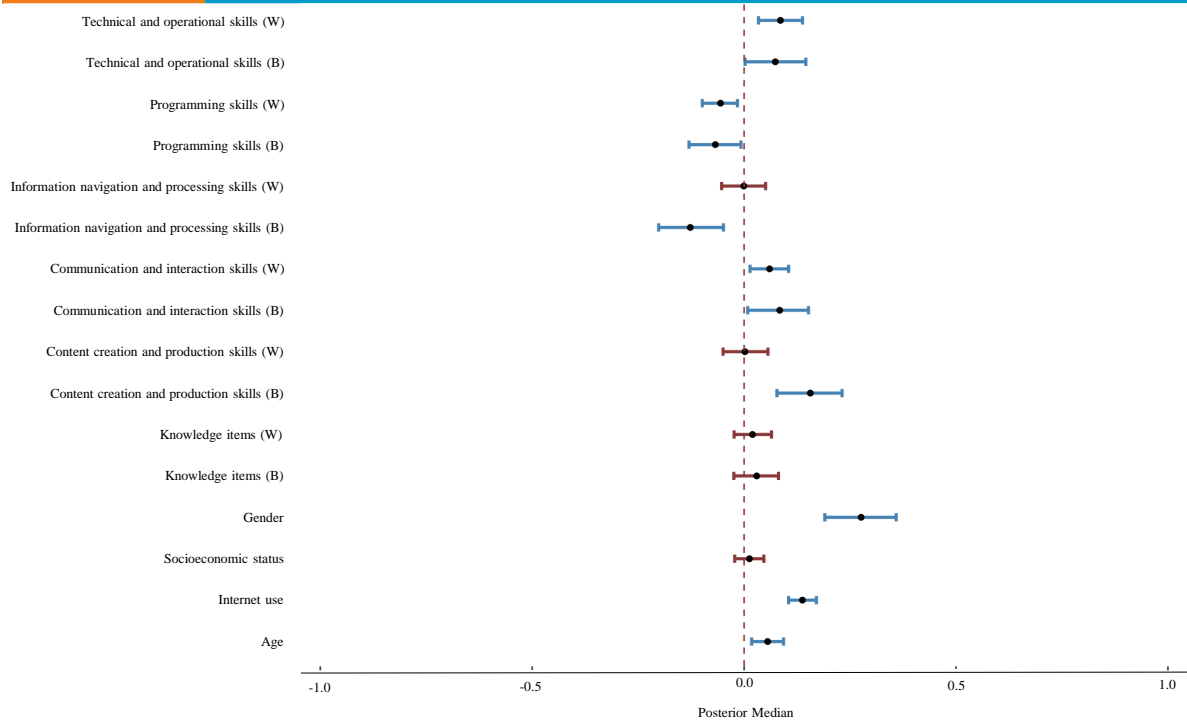
Note. W = within-subject. B = between-subject.

F)   Online learning (past month; Figure 12)

Within-subject effects: There was no direct effect of any dimension on the increase or decrease of this activity over time.

Between-level effects: This activity was positively predicted by higher programming skills, higher information navigation and processing skills, higher content creation and production skills, and higher digital knowledge items.

Figure 12.   I used the internet or phone to learn something new (past month)
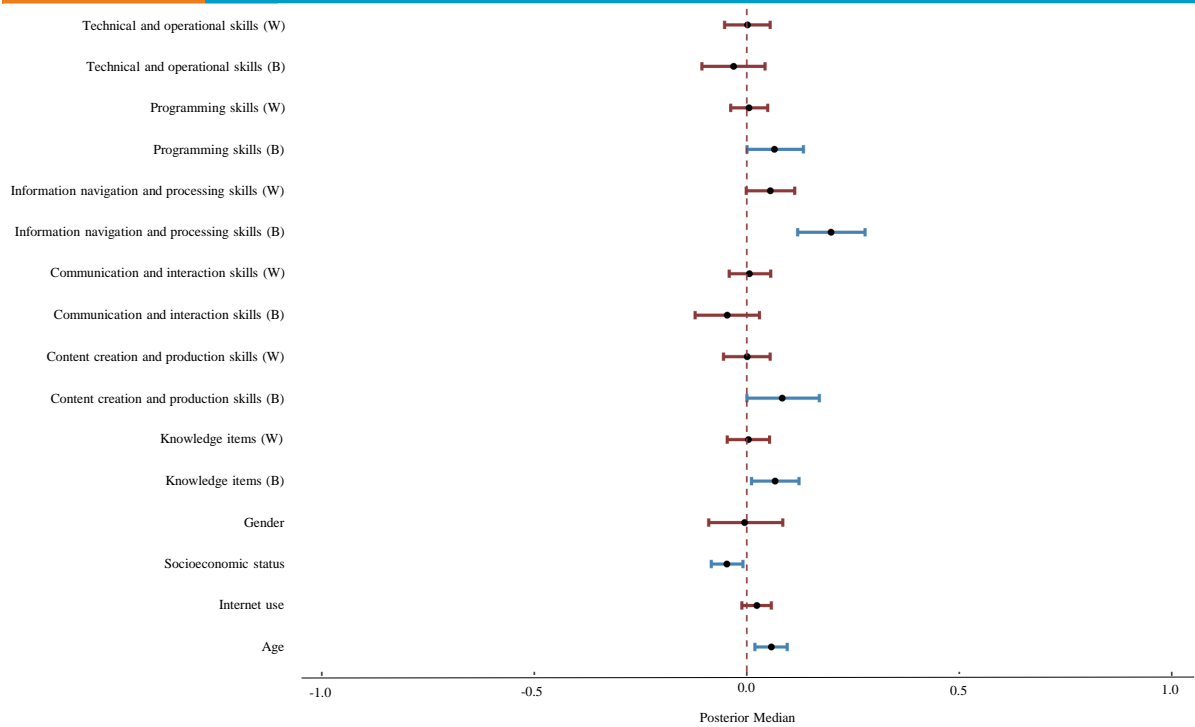
Note. W = within-subject. B = between-subject.

Within-subject effects: There was no direct impact of any of the digital skills dimension on the increase or decrease of this activity.

Between-subject effects: This activity was positively predicted by higher content creation and production skills and knowledge items.

Figure 13.   Online civic engagement

Note. W = within-subject. B = between-subject.
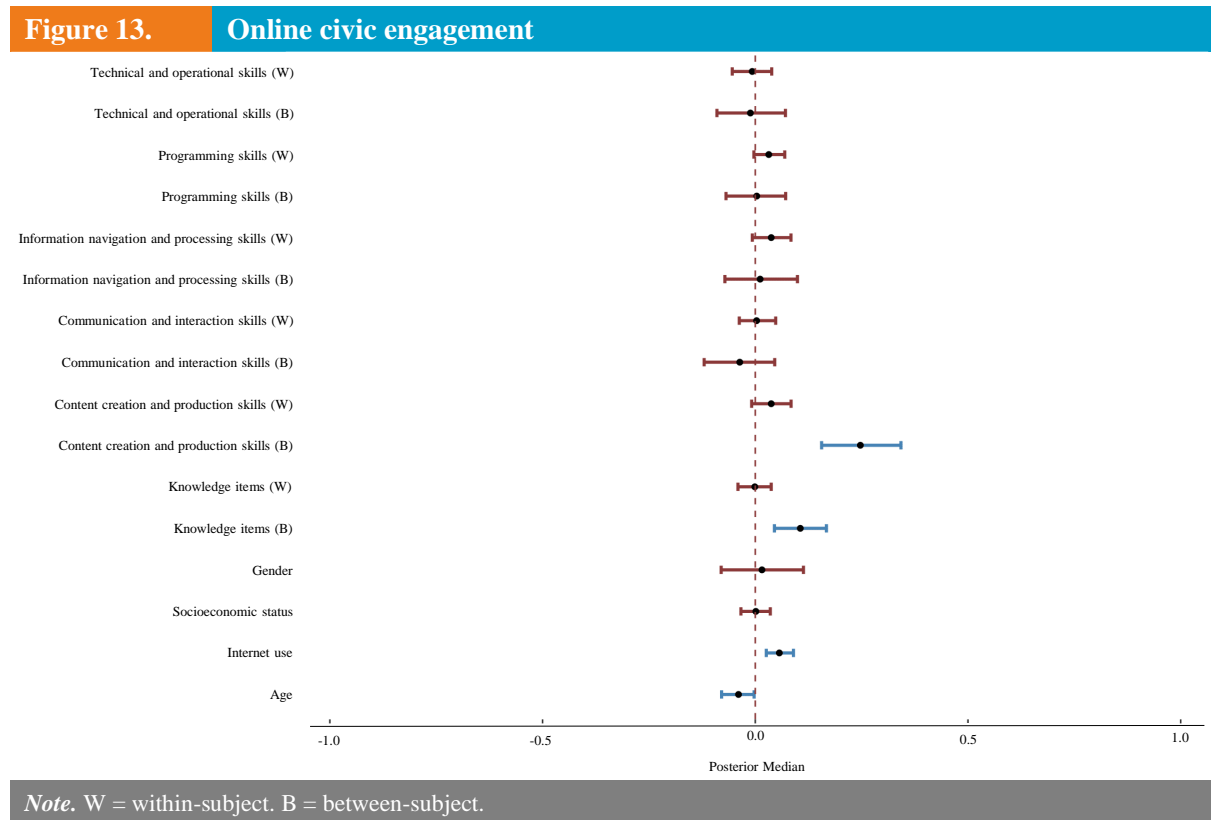
3.3.3   *Results: Digital skills and online risks*

This section focuses on the findings related to online risky experiences, framed by two main research questions:

RQ3: What is the effect of digital skills dimensions on experiences with online risks?

RQ4: What is the effect of digital skills dimensions on the emotional impact of these experiences?

This section describes the link between the dimensions of digital skills and the different types of risks. In the complex analyses, we focused on the three types of risks: un/intended exposure to cyberhate, health-oriented harmful online content, and exposure to explicit sexual materials online. With other risks, especially concerning emotional impact, we primarily relied on the bivariate comparisons, as the sample size did not allow us to conduct more in-depth complex analyses. We encourage interested readers to explore future outputs of the project that will focus on this topic.

3.3.3.1 Bivariate comparisons

The bivariate comparison showed links between higher digital skills and a higher chance of encountering online risks. For instance, the unintended exposure to cyberhate was positively linked with digital knowledge items and technical and operational skills, the intended exposure with technical and operational skills, programming skills, and content creation and production skills. With regard to

exposure to health-oriented harmful content, digital knowledge items were positively linked with both intended and unintended exposure, while technical and operational skills were linked positively only to intended exposure, and programming skills negatively with unintended exposure. Almost all dimensions except programming were linked with non/expected sexting. Intended exposure to sexual materials online was also linked with almost all dimensions except communication and programming. However, the trend with the emotional impact was mostly reversed. For instance, not being upset from unintended exposure to cyberhate content was linked to lower technical and operational skills, information navigation and processing skills, and programming skills. Not being upset from unintended exposure to health-oriented harmful content was linked to higher content creation and production skills and communication and interaction skills, and technical and operational skills. Higher technical and operational skills were linked with lower chances of being upset after sexting while also higher chances of being happy after such experiences. Being upset after intended exposure to sexual content was lower for those with higher communication and interaction skills, technical and operational skills, or content creation and production skills. Nevertheless, these links must be interpreted cautiously, as they only connect the skills level in Wave 1 and experience in Wave 2. Also, especially in case of emotional impact, these links are based on rather small samples, and the effects are rather small.

3.3.3.2 Hierarchical models

We also conducted a complex analysis of selected risk experiences. Considering the sample size and the low prevalence of the risky experiences that are limiting the analysis, we focused only on exposure to cyberhate, health-oriented harmful content online, and explicit online sexual materials. In the analysis, we also distinguish between the intended and unintended forms of exposure. In this section, we focus only on the effect of different levels of skills, though interested readers can also examine in more detail the link with the control variables (gender, age, socioeconomic status, internet use).

Guide for the interpretation of the plots

The **blue lines** on the left from the vertical axis for zero present negative effects, those on the right present positive effects.

The **red lines** crossing the zero-axis present non-significant effects.

The **X-axis** represents effect size.

The **within-subject effects** suggest an impact of the individual change in the level of predictors over time, **between-subject effects** should be interpreted as robust regression coefficients (without inferences to causality) showing the average associations.

For a more detailed guide for interpretation of the models, please see section 3.1.1.

In all models, only two **within-subject** effects were observed: an individual's increase in the content creation and production skills increased the likelihood of experiencing both intended and unintended exposure to health-oriented **harmful content** (Figures 16 and 17).

Other links were established at the **between-subject level**. The unintended exposure to **cyberhate** (Figure 14) was predicted by higher digital knowledge items and lower information navigation and processing skills. Conversely, intended exposure to cyberhate (Figure 15) was predicted by higher programming skills and content creation and production skills.

Figure 14. Unintended exposure to cyberhate
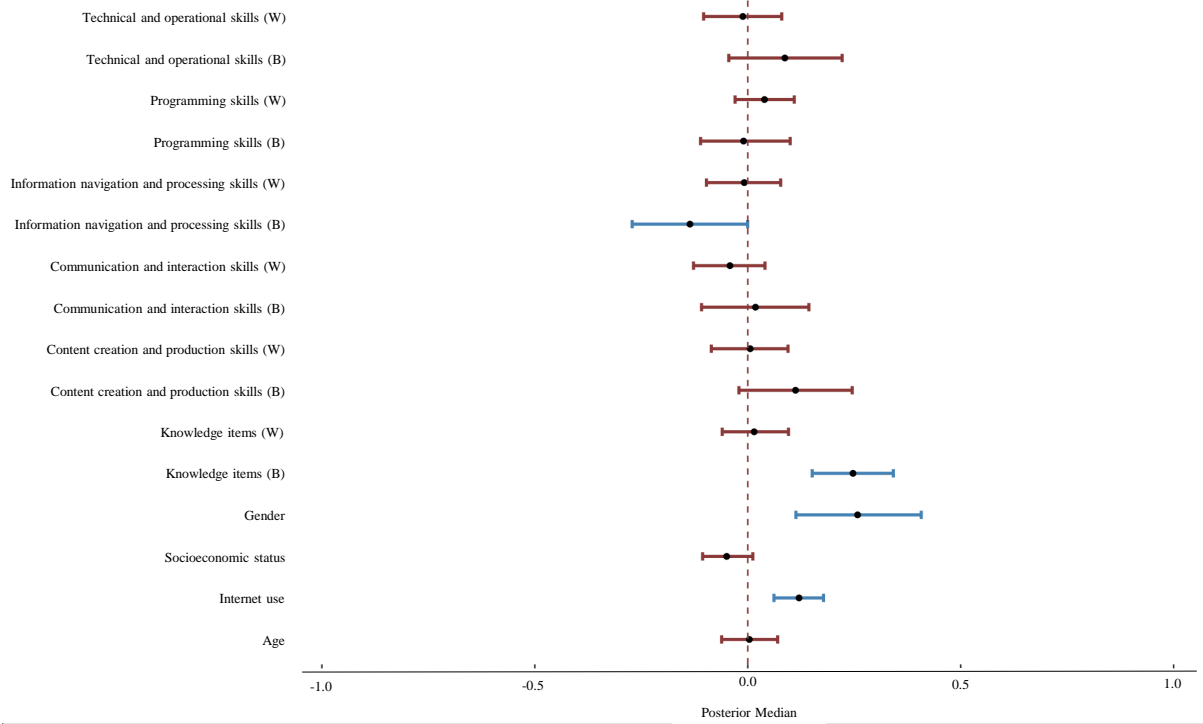
Figure 15. Intended exposure to cyberhate
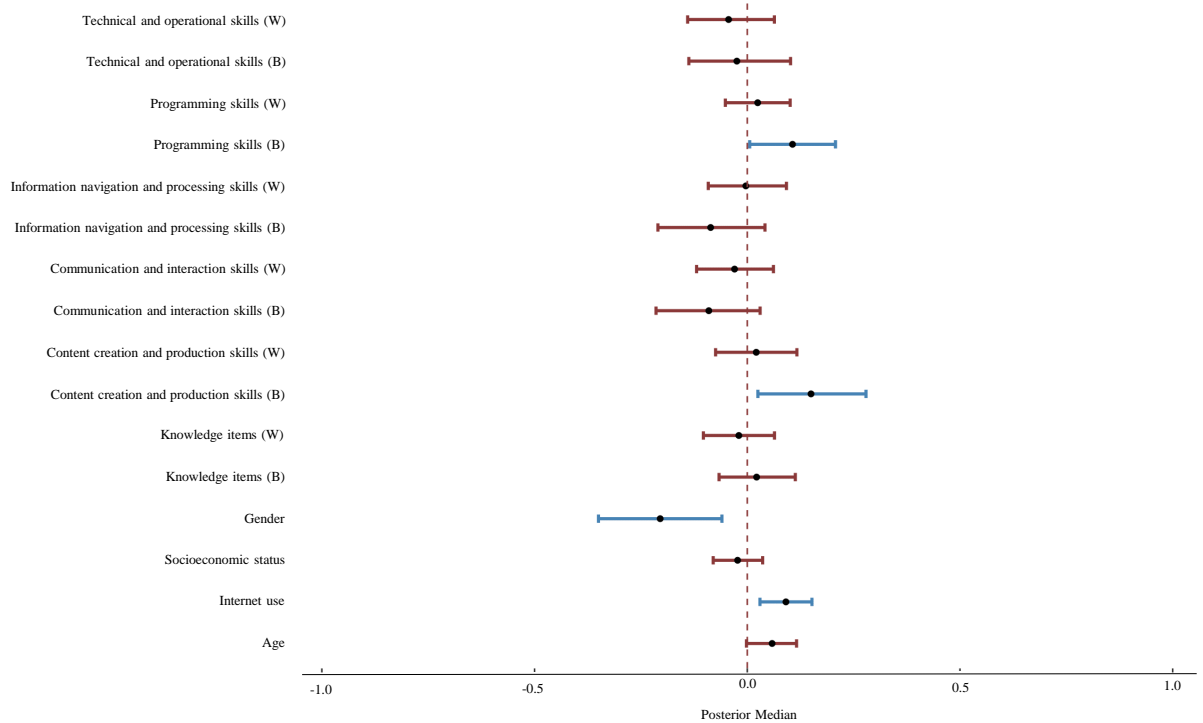
Note. W = within-subject. B = between-subject.

The unintended exposure to health-oriented **harmful** content (Figure 16) online was predicted by higher digital knowledge items and the intended exposure (Figure 17) by higher content creation and production skills and digital knowledge items.

Figure 16. Unintended exposure to health-oriented harmful content online
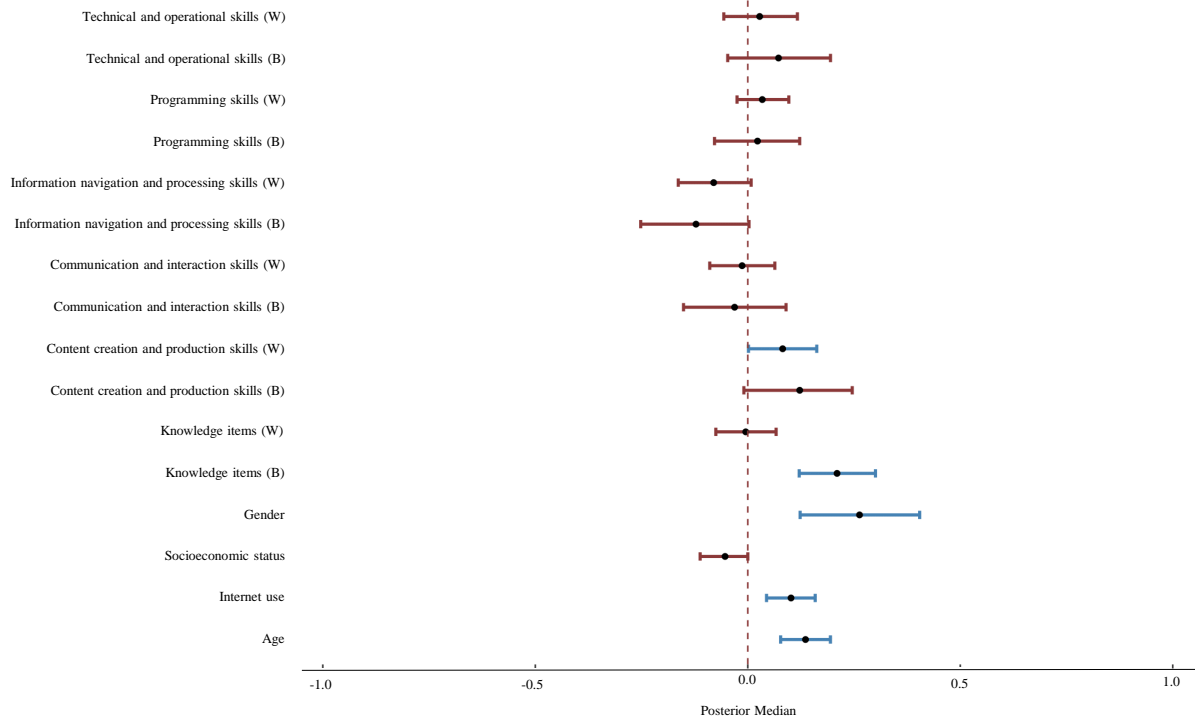
Note. W = within-subject. B = between-subject.

Figure 17. Intended exposure to health-oriented harmful content online
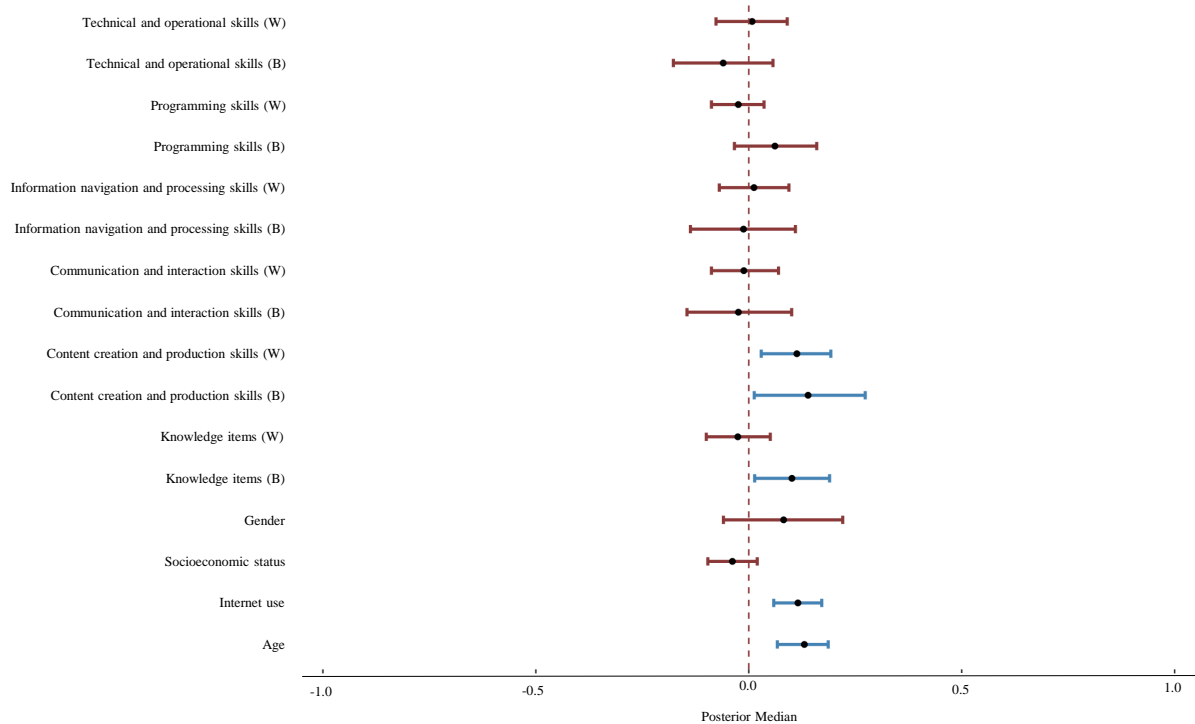
Note. W = within-subject. B = between-subject.

Both unintended and intended exposure to **sexual content online** (Figures 18 and 19) were predicted by digital knowledge; unintended exposure was also predicted by higher content creation and production skills.

Figure 18.   Unintended exposure to sexual content online
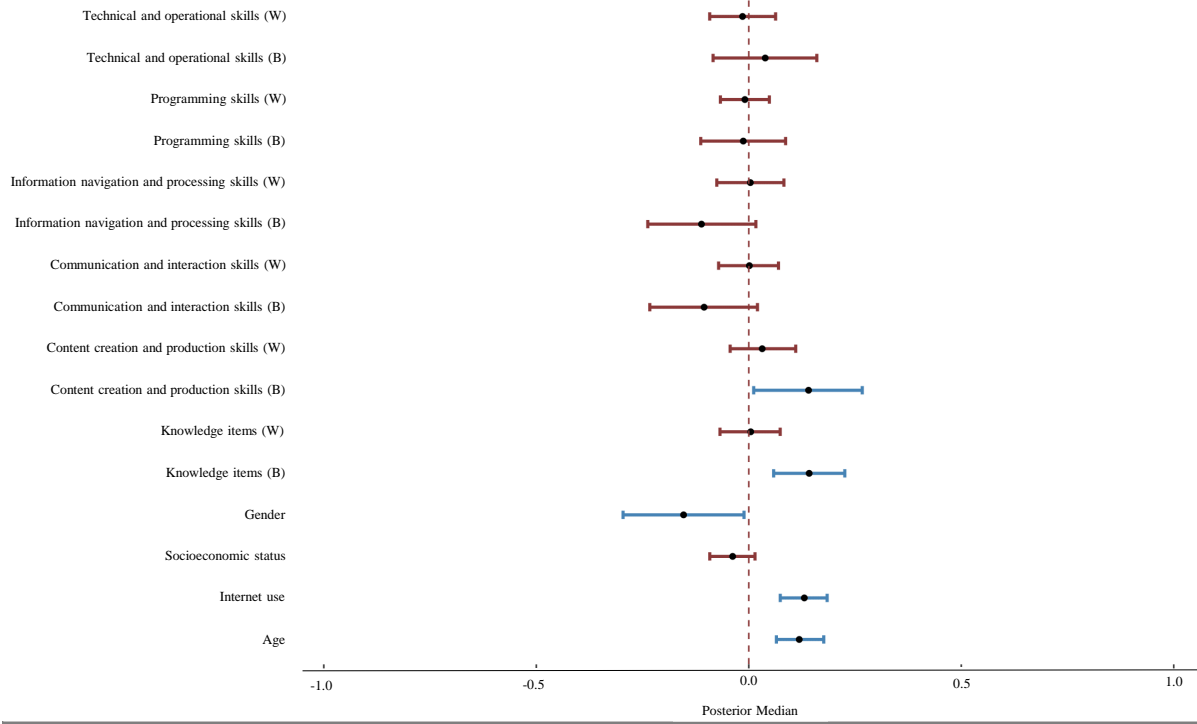
Note. W = within-subject. B = between-subject.

Figure 19.   Intended exposure to sexual content online
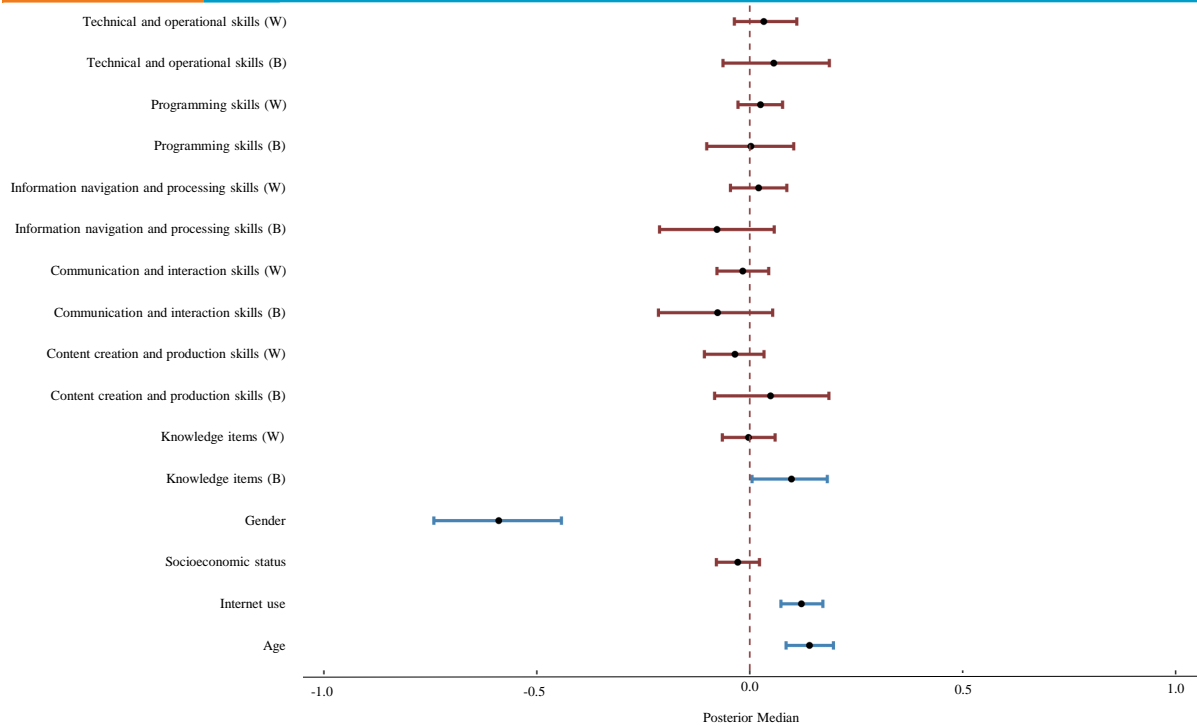
Note. W = within-subject. B = between-subject.

3.3.3 Results: Digital skills and wellbeing

The last section focuses on the link between the dimensions of digital skills and the diverse indicators of children's wellbeing. We aimed to address *RQ5: What is the direct effect of digital skills dimensions on psychological, social, cognitive, and physical wellbeing?*

In the project, we presumed that the effect is more complex and probably mediated via other factors, such as online activities and experiences with online risks. Such complex relationships are beyond the analytical approach of this report; however, we provide a base overview of the direct effects as captured within our models. These models focus on four selected indicators of the measured wellbeing dimensions. Specifically, social wellbeing was indicated by the support provided by friends. The measure of the positive dimension of life satisfaction indicated psychological wellbeing. The cognitive wellbeing was indicated by a subjective assessment of the child's school performance (compared to classmates). Physical wellbeing was indicated by the frequency of physical activities within the past month.

3.3.3.1 Hierarchical models

Guide for the interpretation of the plots

The **blue lines** on the left from the vertical axis for zero present negative effects, those on the right present positive effects.

The **red lines** crossing the zero-axis present non-significant effects.

The **X-axis** represents effect size.

The **within-subject effects** suggest an impact of the individual change in the level of predictors over time, **between-subject effects** should be interpreted as robust regression coefficients (without inferences to causality) showing the average associations.

For more detailed guide for interpretation of the models, please see section 3.1.1.

In all models, there was only **one small effect on a within-subject** level. An individual increase in higher communication and interaction skills led to an increase in perceived academic performance (Figure 22).

On a **between-subject** level, **life satisfaction** (Figure 20) was predicted by higher communication and interaction skills and lower programming skills. **Support from friends** (Figure 21) was predicted by higher communication and interaction skills. **Performance at school** (Figure 22) was predicted by higher information navigation and processing skills, higher knowledge items and lower content creation and production skills. There was no link between the frequency of **physical activities** (Figure 23) within the past month and digital skills.

Figure 20. Life satisfaction, positive dimension
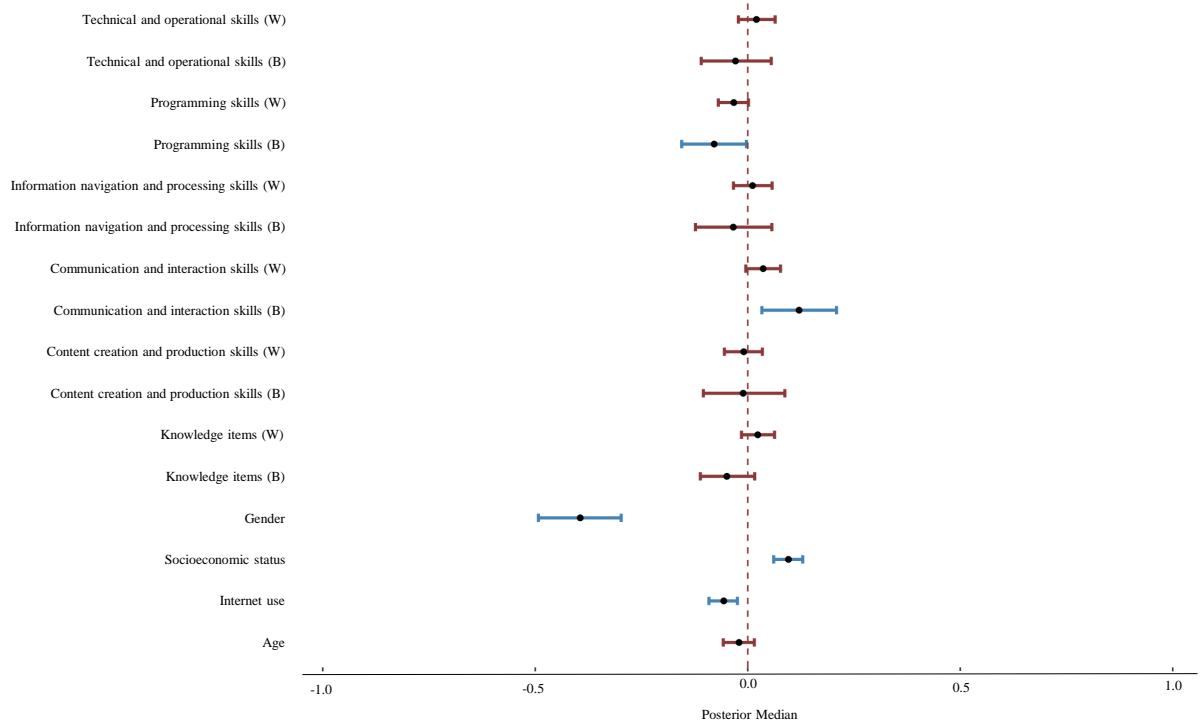
Note. W = within-subject. B = between-subject.

Figure 21. Support from friends
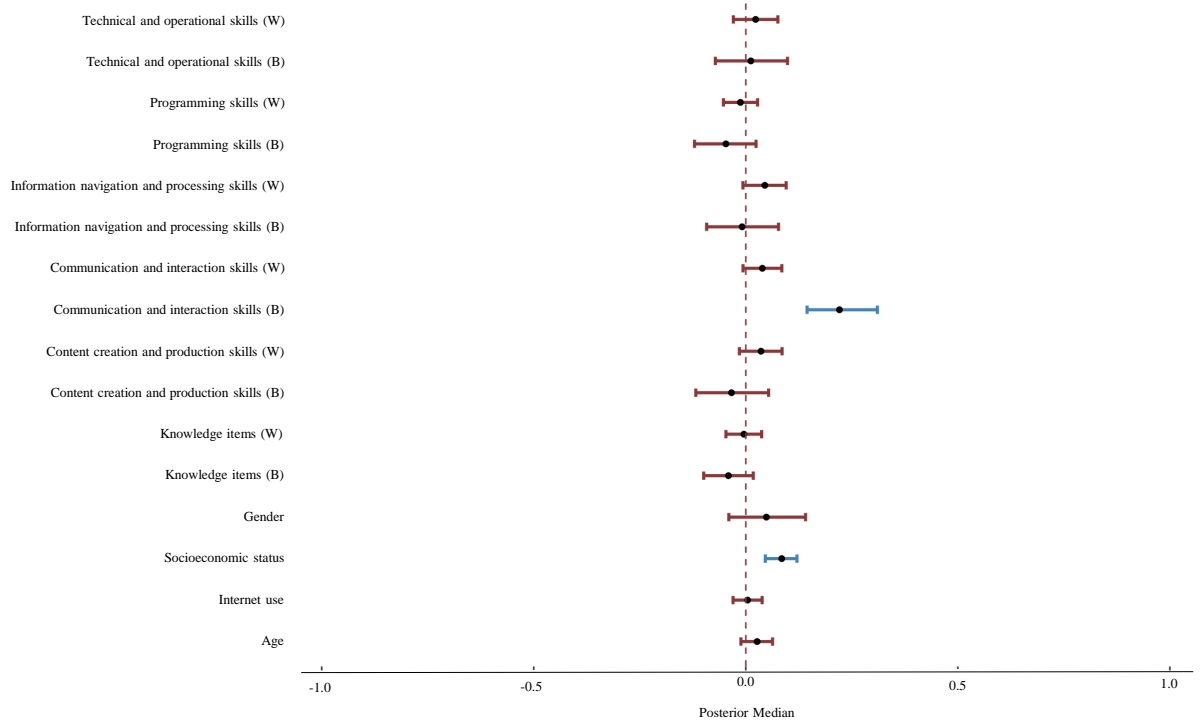
Note. W = within-subject. B = between-subject.

Figure 22. Performance at school as compared to classmates (past year)
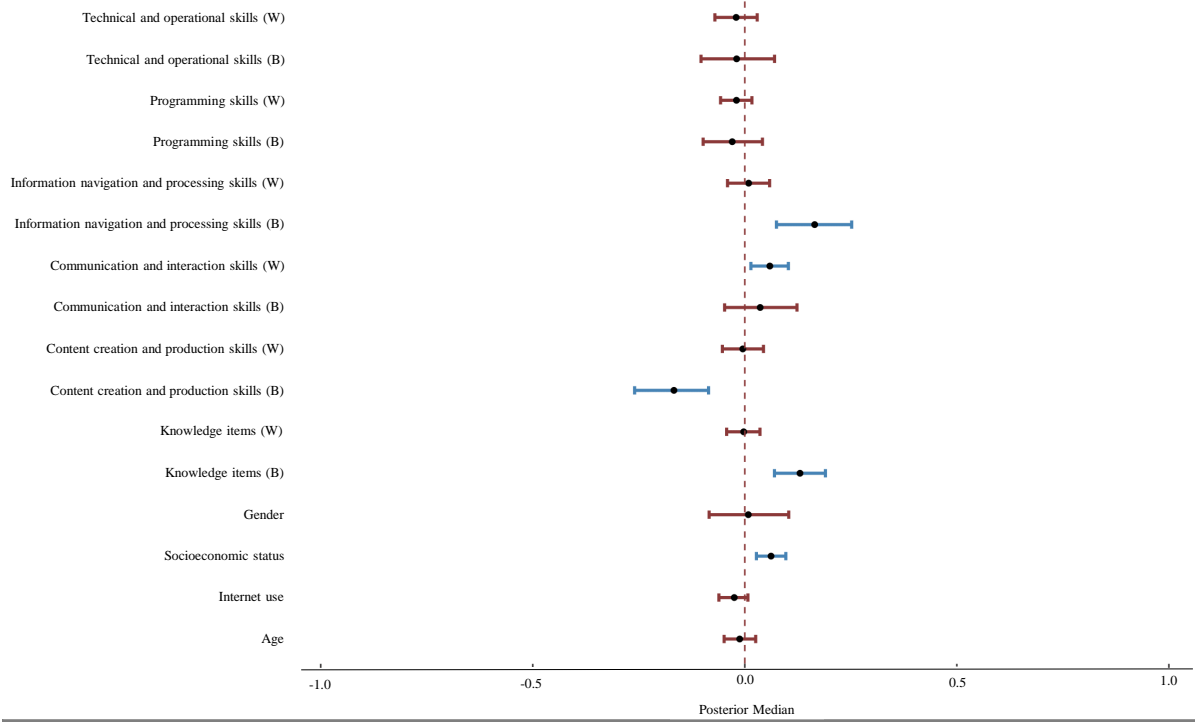
Note. W = within-subject. B = between-subject.

Figure 23. Frequency of physical activities (past month)
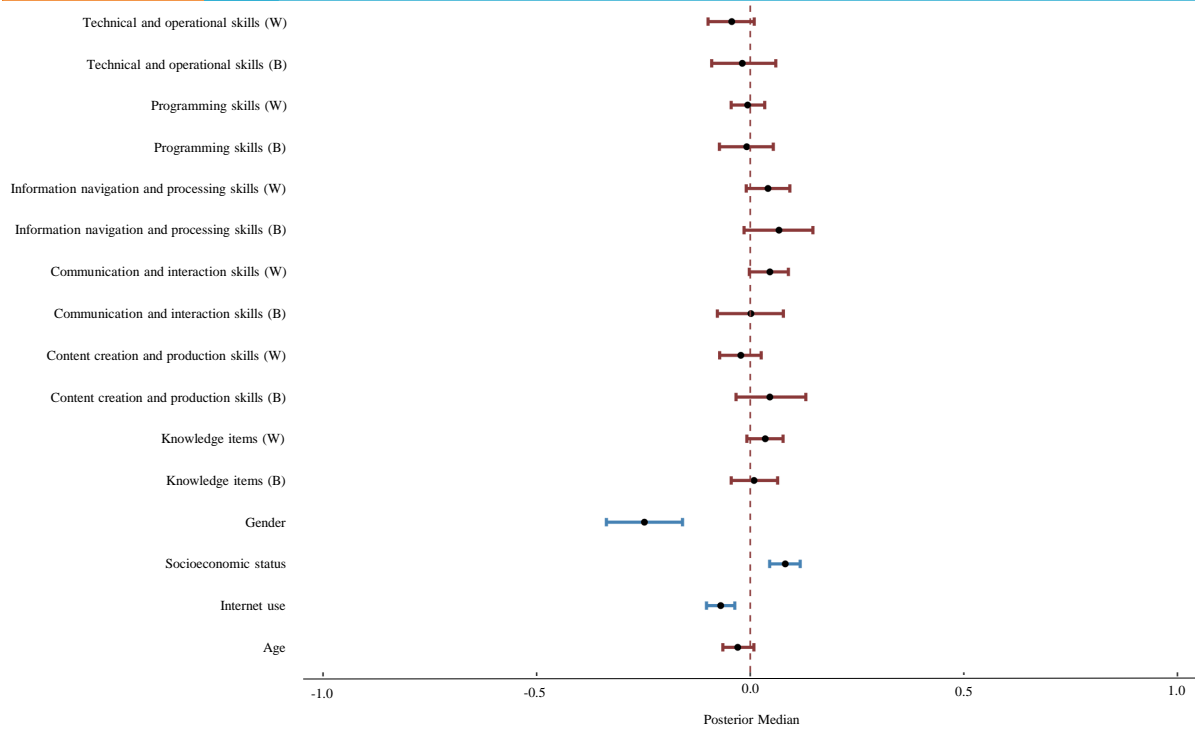
Note. W = within-subject. B = between-subject.

3.3.4   Summary and conclusion

3.3.4.1 The effect of digital skills on digital engagement

When examining the simple bivariate associations between the different dimensions of digital skills and various online activities that were used as a proxy for digital engagement, our data support previous findings indicating that digital skills and online activities are positively linked. Although the differences in magnitude were not particularly pronounced, they consistently showed positive associations, with one exception. Programming skills were negatively linked to communication activities. Moreover, programming skills and digital knowledge exhibited smaller or insignificant links compared to other dimensions.

The specificity of the effect of programming skills was further elucidated in the complex analysis, where, when controlling for other salient factors, this skill negatively affected online communication and was associated with lower engagement in online learning and communication activities. However, children with higher programming skills tended to engage more often in creating online content. Thus, while this skill might contribute to creative activities, it seems to reduce the inclination to communicate online.

In contrast, content creation and production skills consistently showed positive associations with all analysed activities. They positively influenced the tendency to search for health information and engage in content creation online. Moreover, children with these skills generally engage in more activities, displaying a higher tendency towards all analysed activities, including online civic engagement.

The effects of other dimensions were more diverse. Technical and operational skills facilitated online communication and were associated with positive outcomes in online learning and communication. Information navigation and processing skills showed positive association with online learning and negative link with online communication. Communication and interaction skills boosted online communication but were negatively connected with content creation. Digital knowledge had no direct impact but was more common in children who engaged more often in online learning and online civic activities. Content creation skills positively impacted not only the increased tendency to create online content but also the tendency to search for health information online.

> More frequent online communication was positively impacted by technical and operational skills, communication and interaction skills, and negatively by programming skills.

Overall, our examination brought an interesting contrast to the effects of the analysed dimensions that align with the proposals and prior evidence suggesting that diverse skills foster diverse activities (Helsper & Eynon, 2013). This applied to communication and interaction skills and online communication, or content creation and production skills and creating online content. However, our analysis also identified other patterns that went beyond the logical assumptions. For instance, online communication has been shown to be affected or linked to almost all dimensions, raising a question about the possible effect of technological and operational skills of such activity. On the other hand, the impact of the programming skills was negative, urging a question of why this dimension has such a hindering effect on online social activity. Interestingly, some of the activities were not directly affected by the digital skills dimensions. For instance, though online civic engagement was associated with higher content creation skills and digital knowledge, it was not directly impacted by any of these skills. Similarly, a tendency to learn something online was not directly impacted by having high skills – or lack thereof. Thus, while our examination showed more associations, in bivariate comparisons or complex models, it also raises a question for future research about the conditions in which the skills

need to be applied to really prove the benefits of engagement in diverse activities. Specifically, when and why the higher skills lead to greater digital engagement.

3.3.4.2 The effect of digital skills on risky experiences

The effects of different dimensions on specific types of risks exhibited considerable diversity. Overall, the significant findings supported previous suggestions about the role of digital skills: they are positively linked with a higher chance of encountering risk but are also associated with lower harm, and in some cases, even with positive feelings, such as in the case of sexting or exposure to sexual materials. However, it is important to interpret these findings cautiously, as they are based on simple comparisons, analysed on smaller samples, and often show rather low effect sizes.

The complex analysis also showed that most digital skills did not directly impact risky experiences, with one notable exception: content creation and production skills increased the likelihood of exposure to health-oriented harmful content, both intentionally and unintentionally. This dimension of digital skills is also linked with more online activities and directly affects higher creative activities and search for online information about health. Thus, this dimension seems to play an important role in how children orient themselves in different types of online environments, with both beneficial and risky outcomes. It is possible that children with these skills are more likely to apply them, which consequently exposes them more frequently to these risky experiences.

The analysis also identified some interesting links between risky experiences and children's skills. While most links were positive, informational and navigational skills were negatively associated with the likelihood of experiencing exposure to cyberhate. Moreover, digital knowledge showed positive links with almost all the studied risks, except for intentional exposure to cyberhate.

> Higher content creation skills increased the chances of encountering health-oriented harmful content online, both intentionally and unintentionally. Otherwise, digital skills did not directly increase the probability of risky experiences.

These results partially support and challenge previous interpretations of the effects of digital skills on risky experiences. In our investigation, only one effect suggested the causal impact: children with higher content creation and production skills had an increased risk of exposure to health-oriented harmful content. Yet, no other skills dimension had such a direct impact, though there were several associations between digital skills dimensions and risky experiences. Taking into consideration that content creation and production skills also increased tendencies to search for health content online, it is probable that our findings provide evidence for the suggested indirect link between digital skills and risky experiences via online activities (e.g., Livingstone et al., 2017; 2023). Future research could focus more on the specific types of online activities that may increase specific risky experiences to corroborate this finding.

3.3.4.3 The effect of digital skills on wellbeing

There was almost no direct impact of any of the digital skills dimensions on any of the examined wellbeing dimensions. The only exception was a small increase in perceived academic performance affected by higher communication and interaction skills. Nevertheless, there were several associations between digital skills dimensions and the selected wellbeing indicators. The psychological wellbeing, indicated by higher reported life satisfaction, was higher among children with higher communication and interaction skills and those who reported lower programming skills. Social wellbeing, indicated here by perceived support from friends, was higher among children with higher communication and

interaction skills. Cognitive wellbeing, indicated by perceived performance at school (as contrasted to classmates), was higher among children with higher information navigation and processing skills and those who reported lower content creation and production skills.

> Higher communication and interaction skills increase the perceived academic performance. There were no other direct effects of digital skills on the changes in wellbeing.

These findings need to be taken in the context of the whole proposed model of the effect of digital skills, as presented in Chapter 1.1. As depicted in the introduction to this section, we did not expect to find evidence of a robust direct impact of digital skills dimensions on wellbeing. The literature proposes a much more complex interplay of the factors. Also based on our findings we propose that, firstly, future research can explore further the moderated effects, where we can expect that digital skills might benefit only a certain segment of the youth population or, on the other hand, hinder the benefits for certain groups. Secondly, future research can explore further the indirect effect, which can be even more crucial to investigate. On our data, one such example would be the effect of the communication and interaction skills that impacted academic wellbeing. Even though the more complex analysis is beyond the scope of this report, we can propose an explanation for this link referring to our other findings. Our first analysis showed that this digital skills dimension is increased by higher self-efficacy and a higher number of daily activities (and this effect was bi-directional). Moreover, children higher on this dimension were usually those with better social wellbeing indicated by a good family environment and social support from friends. As the additional analysis showed, this skill also positively impacted online communication, which can also involve getting support for engagement with school-work. This all in turn can suggest that these skills play a significant role in children's academic performance.

4   Conclusion and recommendations for future research

This report provides the first brief insight into the role of digital skills on in children's (12-17) lives as captured via a three-wave longitudinal survey in six European countries within the ySKILLS project. Our findings are novel in their focus on digital skills as a multidimensional construct, capturing the diverse role of the five dimensions of digital skills and the digital knowledge that feeds into the broader construct of digital literacy. Moreover, they are innovative by examining the longitudinal effects, providing robust evidence to the ongoing debate that, so far, has to a large extent been based on cross-sectional data.

Our findings provide support for the benefits of the multidimensional approach to digital skills. Not only do diverse dimensions of digital skills show different trajectories of development, but they are also affected by different factors. In addition, their own effect varied in terms of how they impacted digital engagement, experiences with online risks, and children's and youth's wellbeing.

Our data showed that the general trajectory of the development of distinct dimensions of digital skills needs to be taken into consideration, especially in the research focusing on their change via specific interventions. It is important to recognize the considerable variability in both the average levels of and overall progression in digital skills among children. Notably, communication and interaction digital skills demonstrated minimal average increase due to their relatively widespread presence in the sample. Similarly, stability was observed in information navigation skills as well as content creation and production skills, where the saturation remained below the average level. Further analysis of the factors that contributed to their development showed that children's self-efficacy and increased digital engagement were positively affecting the increase in their digital skills, though there were differences in the effect on the separate dimensions. Concerning the role of parental mediation, our results show that restrictive parental mediation impacted technical and operational skills negatively. On the contrary, enabling parental mediation had no direct effect, which might appear to be at odds with ongoing academic discussion about this praxis.. However, we need to stress that our report provided complex analyses that did not specifically focus on moderation or mediation effects, which could potentially clarify the absent effect of this factor in our analyses. These need to be thoroughly examined, especially if we take into account the complexity of our models that control for substantial factors on the individual level.

The second section of our investigation focused on the impact of digital skills. The evidence partially supported but also partially challenged the propositions regarding the effect of digital skills on children's digital experiences and wellbeing. The impact of diverse dimensions of digital skills on digital engagement showed that sometimes the dimensions had a positive effect, but in distinct cases, they led to a decrease in certain activities. For instance, frequent online communication with friends was positively impacted by technical and operational skills, communication and interaction skills, but negatively impacted by programming skills. In general, the findings show a highly diversified effect of digital skills, some expected (i.e., communication skills predicting more frequent online communication), some warranting more inquiry, for instance, the absent direct effect of information navigation and processing on health information seeking.

Moreover, our examination did not reveal a direct link between higher levels of digital skills and an increase in exposure to risks, except for the effect of content creation skills. In this area of investigation, we propose more detailed research on the links between digital skills, activities, and online risks, to disentangle this effect.

With regard to wellbeing, only higher communication and interaction skills increased the perceived academic performance indicating cognitive wellbeing. However, we presume that digital skills have mostly indirect effect that needs to be investigated in more depth especially in relation to specific online activities and within the specified social environment.

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6   Appendix A: Measures

The detailed description (including description of items) is freely available in the data dictionary file (https://doi.org/10.5281/zenodo.8199630).

Sociodemographic information and individual characteristics

Age: *In what year were you born? In what month were you born?* (Age computed from year and month of birth).

Gender: *What is your gender? Please, select which applies…* (0) *Boy*; (1) *Girl*; (2) *Other* (Not included in the analyses).

Socioeconomic status (1 item): *Which of the following best describes your financial situation and that of the people with whom you live?* (1) *We struggle to get by – We sometimes do not have enough money to afford basic needs, such as food and clothes*; (2) *We live modestly – We have to manage our money carefully and limit our daily spending*; (3) *We get by ok – We have enough for everyday things, but we have to save for more serious purchases and expenses*; (4) *We live well – We have enough money to afford most things without having to save for them*; (5) *We live very well – We can purchase luxury items, like [LOCAL EXAMPLES], and still have money left over.*

Perceived discrimination (1 item): *In the PAST YEAR, have you sometimes felt that you were treated badly in your daily life because of your family or where it is from, your skin colour, or your religion?* (1) *Never*; (2) *Once*; (3) *A few times*; (4) *At least every month*; (5) *At least every week*; (6); *Daily or almost daily.*

Self-efficacy (4 items): *How true are these things of you?* (e.g., *I can solve most problems if I try hard, If I am in trouble I can usually think of something to do*). (1) *Not true*; (2) *A bit true*; (3) *Fairly true*; (4) *Very true.*

Wellbeing

Frequency of physical activities (1 item): *Thinking about the LAST MONTH... Have you been physically active* (e.g., *running or swimming or biking*)? (1) *Never*; (2) *A few times*; (3) *At least every week*; (4) *Daily or almost daily.*

Satisfaction positive dimension (3 items): *In general, how true were these things of you in the PAST YEAR?* (e.g., *I felt happy*). (1) *Never*; (2) *Rarely*; (3) *Sometimes*; (4) *Often.*

Support from friends (3 items): *Now we will ask you a few things about how you see people around you. How true are the following things for you?* (e.g., *My friends really try to help me*). (1) *Not true*; (2) *A bit true*; (3) *Fairly true*; (4) *Very true.*

Family environment (3 items): *How true are the following things about your family and home?* (e.g., *When I speak someone listens to what I say*). (1) *Not true*; (2) *A bit true*; (3) *Fairly true*; (4) *Very true.*

Performance at school as compared to classmates (1 item*)*: *In the PAST YEAR, how did you perform at school compared to your classmates?* (1) *Much worse than them*; (2) *A bit worse than them*; (3) *About the same as them*; (4) *A bit better than them*; (5) *Much better than them.*

Online civic engagement

Online civic engagement (5 items): *People can express their opinions regarding important local, social, environmental, and political issues by participating in different activities. Have you done any of the following in the PAST YEAR ONLINE (e.g., on Facebook or Twitter, YouTube, other websites)?* (e.g., *Signed an online petition*; *Participated in an internet-based protest or campaign*). (1) *Never*; (2) *Once*; (3) *Twice*; (4) *More than twice.*

Restrictive parental mediation (3 items): *Would you agree that your parent or carer does any of these things?* (e.g., *Sets rules about when you can use the internet*). (1) *Strongly disagree*; (2) *Disagree*; (3) *Neither disagree nor agree*; (4) *Agree*; (5) *Strongly agree*.

Enabling parental mediation (5 items): *How often does your parent or carer do any of these things?* (e.g., *Suggests ways to use the internet safely*). (1) *Strongly disagree*; (2) *Disagree*; (3) *Neither disagree nor agree*; (4) *Agree*; (5) *Strongly agree*.

Internet use and online activities

Internet use (1 item): *About how long do you spend on the internet during a regular weekday (i.e., school day)?* (1) *Little or no time*; (2) *About half an hour*; (3) *About 1 hour*; (4) *About 2 hours*; (5) *About 3 hours*; (6) *About 4 hours*; (7) *About 5 hours*; (8) *About 6 hours*; (9) *About 7 hours or more*.

Internet access (1 item): *Are you able to access the INTERNET at home?* (0) *No*; (1) *Yes*.

Online activities (11 items): *Now we will ask you about what you do ON THE INTERNET or on a PHONE. In the PAST MONTH, how often have you done the following things?* (e.g., *I used the internet to search or follow news about local, social, environmental, or political issues*; *I listened to music or watched videos or music clips online*). (1) *Never*; (2) *A few times*; (3) *At least every week*; (4) *Daily or almost daily*; (5) *Several times each day*; (6) *Almost all the time*.

Digital skills

Please indicate how true the following statements are of you when thinking about how you use the internet and technologies such as mobile phones or computers. Reply thinking about how true this would be of you if you had to do it now, on your own. If you do not understand what the question is asking, tick the box I don't understand what you mean by this. Sometimes there are various examples given; only select 'Very true of me' if all of the examples apply to what you do or know.

Technical and operational (6 items): E.g., *I know how to adjust privacy settings*; *I know how to turn off the location settings on mobile devices*). (0) *I don't understand what you mean by this*; (1) *Not at all true of me*; (2) *Not very true of me*; (3) *Neither true nor untrue of me*; (4) *Mostly true of me*; (5) *Very true of me*.

Programming (1 item): *I know how to use programming language (e.g., XML, Python)*. (0) *I don't understand what you mean by this*; (1) *Not at all true of me*; (2) *Not very true of me*; (3) *Neither true nor untrue of me*; (4) *Mostly true of me*; (5) *Very true of me*.

Information navigation and processing (6 items): E.g., I *know how to choose the best keywords for online searches*; *I know how to find a website I have visited before*). (0) *I don't understand what you mean by this*; (1) *Not at all true of me*; (2) *Not very true of me*; (3) *Neither true nor untrue of me*; (4) *Mostly true of me*; (5) *Very true of me*.

Communication and interaction (6 items): E.g., *I know when I should mute myself or disable video in online interactions*; *I know which images and information of me it is OK to share online*). (0) *I don't understand what you mean by this*; (1) *Not at all true of me*; (2) *Not very true of me*; (3) *Neither true nor untrue of me*; (4) *Mostly true of me*; (5) *Very true of me*.

Content creation and production (6 items): E.g., *I know how to edit existing digital images, music and videos*; *I know how to ensure that many people will see what I put online*). (0) *I don't understand what you mean by this*; (1) *Not at all true of me*; (2) *Not very true of me*; (3) *Neither true nor untrue of me*; (4) *Mostly true of me*; (5) *Very true of me*.

Knowledge items (6 items): *To what extent are the following statements about technologies such as the internet and mobile phones true or not true? If you are not sure whether the statement is definitely true or definitely not true, please let us know by ticking the I'm not sure box. If you do not understand what*

the question is asking, tick the box I do not understand what you mean by this (e.g., *The first search result is always the best information source*; *Using hashtags (#) increases the visibility of a post*). (0) *I do not understand what you mean by this*; (1) *Definitely not true*; (2) *Definitely true*; (3) *I am not sure*.

Online risks

Cyberhate: *ON THE INTERNET, you may encounter content that attacks certain groups or individuals (e.g., because of their skin colour, religion, nationality, gender, or sexuality). This could be, for example, Muslims, migrants, Jews, Roma, etc. [LOCAL EXAMPLES]. This could be in the form of hateful, degrading, or racist messages, comments, images, or videos.*

Intended exposure to cyberhate (1 item): *And how often have you seen something like this when you INTENDED to see it?* (1) *Never*; (2) *Once*; (3) *A few times*; (4) *At least every month*; (5) *At least every week*; (6) *Daily or almost daily*.

Being upset after intended exposure to cyberhate (1 item): *How often did you feel UPSET about it when you INTENDED to see it?* (1) *Never*; (2) *In some cases*; (3) *In about half of the cases*; (4) *In most cases*; (5) *Every time*.

Unintended exposure to cyberhate (1 item): *And how often have you seen something like this when you DID NOT INTEND to see it?* (1) *Never*; (2) *Once*; (3) *A few times*; (4) *At least every month*; (5) *At least every week*; (6) *Daily or almost daily*.

Being upset after unintended exposure to cyberhate (1 item): *How often did you feel UPSET about it when you DID NOT INTEND to see it?* (1) *Never*; (2) *In some cases*; (3) *In about half of the cases*; (4) *In most cases*; (5) *Every time*.

Harmful content: *ON THE INTERNET, you may also encounter content (texts, images, videos) that is not healthy or that can be harmful. This includes content about taking drugs, alcohol, harmful and unhealthy dieting or eating, or other behaviour which can be harmful for your health.*

Intended exposure to harmful content online (1 item): *How often have you seen something like this when you INTENDED to see it?* (1) *Never*; (2) *Once*; (3) *A few times*; (4) *At least every month*; (5) *At least every week*; (6) *Daily or almost daily*.

Being upset after intended exposure to harmful content online (1 item): *How often did you feel UPSET about it when you INTENDED to see it?* (1) *Never*; (2) *In some cases*; (3) *In about half of the cases*; (4) *In most cases*; (5) *Every time*.

Unintended exposure to harmful content online (1 item): *How often have you seen something like this when you DID NOT INTEND to see it?* (1) *Never*; (2) *Once*; (3) *A few times*; (4) *At least every month*; (5) *At least every week*; (6) *Daily or almost daily*.

Being upset after unintended exposure to harmful content online (1 item): *How often did you feel UPSET about it when you DID NOT INTEND to see it?* (1) *Never*; (2) *In some cases*; (3) *In about half of the cases*; (4) *In most cases*; (5) *Every time*.

Sexual content: *You may also see ON THE INTERNET a lot of images (e.g., pictures, photos, videos) that are obviously sexual (e.g., they may show naked people or people having sex) that were NOT SENT directly to you. In the PAST YEAR...*

Intended exposure to sexual content online (1 item): *And how often have you seen something like this when you INTENDED to see it?* (1) *Never*; (2) *Once*; (3) *A few times*; (4) *At least every month*; (5) *At least every week*; (6) *Daily or almost daily*.

Being upset after intended exposure to sexual content online (1 item): *How often did you feel UPSET about it when you INTENDED to see it?* (1) *Never*; (2) *In some cases*; (3) *In about half of the cases*; (4) *In most cases*; (5) *Every time*.

Unintended exposure to sexual content online (1 item): *How often have you seen something like this when you DID NOT INTEND to see it?* (1) *Never*; (2) *Once*; (3) *A few times*; (4) *At least every month*; (5) *At least every week*; (6) *Daily or almost daily*.

Being upset after unintended exposure to sexual content online (1 item): *How often did you feel UPSET about it when you DID NOT INTEND to see it?* (1) *Never*; (2) *In some cases*; (3) *In about half of the cases*; (4) *In most cases*; (5) *Every time*.

7　　　Appendix B: Bivariate comparisons

Appendix B presents the bivariate comparison of the levels of digital skills in Wave 1 and the outcomes in Wave 2. To provide a descriptive overview of these bivariate associations, we compared the levels of skills distinguished into low, medium, and high, with two categories of outcomes. The description of the process of creating the categories is described below. For parsimony, the tables show only the category of those engaged online, experiencing risk, or reporting emotional impact. The p level is set at $< .01$ for the whole sample and $< .05$ for country samples and risk questions. We urge caution with interpreting the differences based on small samples, especially those connected to risk activities. The analyses with low N are flagged in orange. The significant differences across high and low skills are flagged in blue. Moreover, we do not recommend making any comparisons between countries, as the samples are not representative, and the data collection procedure – especially regarding how old children were asked about risk experiences – varied across countries (see Survey methodology chapter).

The derived variables:

Digital skills dimensions were divided into low, medium, and high, according to the thresholds of one and two-thirds of the values in the sample.

Online activities: dichotomised to 0 = 'less than daily' and 1 = 'daily and more often (past month)'.

Online civic engagement items: dichotomised to 0 = 'never' and 1 = 'at least once (past year)'.

Online risks: dichotomised to 0 = 'never' and 1 = 'at least once'.

Country	Skills	Construct	Item	Low	Low%	Medium	Medium%	High	High%	Low-High Diff %	Chi (df = 2)	p
All	**Communication and interaction skills**	**Activities (Daily or more)**	**I communicated with my friends (e.g., via Messenger, email, WhatsApp, Facebook, Instagram)**	**679**	**85%**	**1188**	**91%**	**1455**	**91%**	**-7%**	**24.88**	**0.00**
Estonia	Communication and interaction skills	Activities (Daily or more)	I communicated with my friends (e.g., via Messenger, email, WhatsApp, Facebook, Instagram)	124	78%	218	85%	293	86%	-8%	5.01	0.08
Finland	Communication and interaction skills	Activities (Daily or more)	I communicated with my friends (e.g., via Messenger, email, WhatsApp, Facebook, Instagram)	63	89%	142	92%	200	92%	-3%	0.61	0.74
Germany	Communication and interaction skills	Activities (Daily or more)	I communicated with my friends (e.g., via Messenger, email, WhatsApp, Facebook, Instagram)	119	84%	170	89%	231	91%	-8%	4.90	0.09
Italy	Communication and interaction skills	Activities (Daily or more)	I communicated with my friends (e.g., via Messenger, email, WhatsApp, Facebook, Instagram)	115	97%	269	95%	247	97%	0%	0.86	0.65
Poland	Communication and interaction skills	Activities (Daily or more)	I communicated with my friends (e.g., via Messenger, email, WhatsApp, Facebook, Instagram)	117	82%	179	91%	153	90%	-8%	6.89	0.03
Portugal	Communication and interaction skills	Activities (Daily or more)	I communicated with my friends (e.g., via Messenger, email, WhatsApp, Facebook, Instagram)	141	85%	210	92%	331	94%	-9%	9.60	0.01
All	**Communication and interaction skills**	**Activities (Daily or more)**	**I communicated with my parents or caregivers (e.g., via Messenger, email, WhatsApp, Facebook, Instagram)**	**511**	**64%**	**896**	**69%**	**1132**	**71%**	**-7%**	**11.92**	**0.00**
Estonia	Communication and interaction skills	Activities (Daily or more)	I communicated with my parents or caregivers (e.g., via Messenger, email, WhatsApp, Facebook, Instagram)	79	50%	135	53%	200	58%	-9%	3.74	0.15
Finland	Communication and interaction skills	Activities (Daily or more)	I communicated with my parents or caregivers (e.g., via Messenger, email, WhatsApp, Facebook, Instagram)	47	66%	109	70%	163	74%	-8%	1.99	0.37
Germany	Communication and interaction skills	Activities (Daily or more)	I communicated with my parents or caregivers (e.g., via Messenger, email, WhatsApp, Facebook, Instagram)	83	59%	105	56%	158	63%	-4%	2.48	0.29
Italy	Communication and interaction skills	Activities (Daily or more)	I communicated with my parents or caregivers (e.g., via Messenger, email, WhatsApp, Facebook, Instagram)	98	84%	245	86%	218	86%	-1%	0.16	0.93
Poland	Communication and interaction skills	Activities (Daily or more)	I communicated with my parents or caregivers (e.g., via Messenger, email, WhatsApp, Facebook, Instagram)	82	57%	125	65%	108	64%	-7%	2.38	0.30
Portugal	Communication and interaction skills	Activities (Daily or more)	I communicated with my parents or caregivers (e.g., via Messenger, email, WhatsApp, Facebook, Instagram)	122	73%	177	77%	285	79%	-7%	2.95	0.23
All	**Communication and interaction skills**	**Activities (Daily or more)**	**I created and edited some digital content (e.g., music, videos, gifs, memes)**	**82**	**11%**	**139**	**11%**	**248**	**16%**	**-5%**	**19.89**	**0.00**
Estonia	Communication and interaction skills	Activities (Daily or more)	I created and edited some digital content (e.g., music, videos, gifs, memes)	14	10%	23	10%	47	14%	-5%	3.52	0.17
Finland	Communication and interaction skills	Activities (Daily or more)	I created and edited some digital content (e.g., music, videos, gifs, memes)	3	4%	10	7%	21	10%	-5%	2.46	0.29
Germany	Communication and interaction skills	Activities (Daily or more)	I created and edited some digital content (e.g., music, videos, gifs, memes)	11	8%	15	8%	32	13%	-5%	3.90	0.14
Italy	Communication and interaction skills	Activities (Daily or more)	I created and edited some digital content (e.g., music, videos, gifs, memes)	14	12%	42	15%	54	22%	-10%	6.99	0.03
Poland	Communication and interaction skills	Activities (Daily or more)	I created and edited some digital content (e.g., music, videos, gifs, memes)	10	7%	17	9%	19	12%	-4%	1.67	0.43
Portugal	Communication and interaction skills	Activities (Daily or more)	I created and edited some digital content (e.g., music, videos, gifs, memes)	30	18%	32	14%	75	22%	-3%	5.08	0.08
All	**Communication and interaction skills**	**Activities (Daily or more)**	**I listened to music or watched videos or music clips online**	**578**	**73%**	**1041**	**80%**	**1345**	**85%**	**-12%**	**50.28**	**0.00**
Estonia	Communication and interaction skills	Activities (Daily or more)	I listened to music or watched videos or music clips online	114	73%	199	80%	284	84%	-11%	8.15	0.02
Finland	Communication and interaction skills	Activities (Daily or more)	I listened to music or watched videos or music clips online	48	67%	122	80%	184	83%	-17%	8.50	0.01
Germany	Communication and interaction skills	Activities (Daily or more)	I listened to music or watched videos or music clips online	84	60%	126	65%	195	79%	-19%	17.67	0.00
Italy	Communication and interaction skills	Activities (Daily or more)	I listened to music or watched videos or music clips online	100	85%	239	85%	233	91%	-6%	5.72	0.06
Poland	Communication and interaction skills	Activities (Daily or more)	I listened to music or watched videos or music clips online	110	75%	167	86%	144	85%	-10%	7.02	0.03
Portugal	Communication and interaction skills	Activities (Daily or more)	I listened to music or watched videos or music clips online	122	74%	188	81%	305	87%	-12%	11.41	0.00
All	**Communication and interaction skills**	**Activities (Daily or more)**	**I played games on my computer or phone**	**436**	**55%**	**716**	**56%**	**926**	**58%**	**-4%**	**3.80**	**0.15**
Estonia	Communication and interaction skills	Activities (Daily or more)	I played games on my computer or phone	95	62%	141	57%	197	58%	4%	0.84	0.66
Finland	Communication and interaction skills	Activities (Daily or more)	I played games on my computer or phone	39	53%	88	57%	131	59%	-6%	0.71	0.70
Germany	Communication and interaction skills	Activities (Daily or more)	I played games on my computer or phone	63	45%	78	41%	113	45%	-1%	0.98	0.61
Italy	Communication and interaction skills	Activities (Daily or more)	I played games on my computer or phone	73	62%	181	64%	177	70%	-8%	2.77	0.25
Poland	Communication and interaction skills	Activities (Daily or more)	I played games on my computer or phone	69	47%	98	51%	101	60%	-13%	5.35	0.07
Portugal	Communication and interaction skills	Activities (Daily or more)	I played games on my computer or phone	97	58%	130	58%	207	59%	0%	0.02	0.99
All	**Communication and interaction skills**	**Activities (Daily or more)**	**I searched for information about mental health, mental difficulties, or psychological well-being**	**68**	**9%**	**113**	**9%**	**190**	**12%**	**-3%**	**10.39**	**0.01**
Estonia	Communication and interaction skills	Activities (Daily or more)	I searched for information about mental health, mental difficulties, or psychological well-being	14	9%	24	10%	38	11%	-2%	0.63	0.73
Finland	Communication and interaction skills	Activities (Daily or more)	I searched for information about mental health, mental difficulties, or psychological well-being	3	4%	7	5%	14	7%	-2%	0.79	0.67
Germany	Communication and interaction skills	Activities (Daily or more)	I searched for information about mental health, mental difficulties, or psychological well-being	6	4%	16	9%	19	8%	-4%	2.60	0.27
Italy	Communication and interaction skills	Activities (Daily or more)	I searched for information about mental health, mental difficulties, or psychological well-being	7	6%	19	7%	35	14%	-8%	9.57	0.01
Poland	Communication and interaction skills	Activities (Daily or more)	I searched for information about mental health, mental difficulties, or psychological well-being	17	13%	18	10%	22	13%	0%	1.56	0.46
Portugal	Communication and interaction skills	Activities (Daily or more)	I searched for information about mental health, mental difficulties, or psychological well-being	21	13%	29	13%	62	18%	-4%	3.05	0.22
All	**Communication and interaction skills**	**Activities (Daily or more)**	**I searched for information about physical health, injury, or physical treatment**	**77**	**10%**	**94**	**7%**	**190**	**12%**	**-2%**	**18.25**	**0.00**
Estonia	Communication and interaction skills	Activities (Daily or more)	I searched for information about physical health, injury, or physical treatment	12	8%	15	6%	40	12%	-4%	6.04	0.05
Finland	Communication and interaction skills	Activities (Daily or more)	I searched for information about physical health, injury, or physical treatment	5	7%	5	3%	18	8%	-1%	4.00	0.14
Germany	Communication and interaction skills	Activities (Daily or more)	I searched for information about physical health, injury, or physical treatment	6	4%	13	7%	24	10%	-5%	3.99	0.14
Italy	Communication and interaction skills	Activities (Daily or more)	I searched for information about physical health, injury, or physical treatment	11	9%	19	7%	31	12%	-3%	4.82	0.09
Poland	Communication and interaction skills	Activities (Daily or more)	I searched for information about physical health, injury, or physical treatment	15	11%	11	6%	13	8%	3%	3.06	0.22
Portugal	Communication and interaction skills	Activities (Daily or more)	I searched for information about physical health, injury, or physical treatment	28	17%	31	14%	64	18%	-1%	2.22	0.33
All	**Communication and interaction skills**	**Activities (Daily or more)**	**I used the internet or phone to learn something new (e.g., by watching tutorials, searching for information about my interests)**	**181**	**23%**	**285**	**22%**	**502**	**32%**	**-9%**	**41.07**	**0.00**
Estonia	Communication and interaction skills	Activities (Daily or more)	I used the internet or phone to learn something new (e.g., by watching tutorials, searching for information about my interests)	30	19%	41	16%	96	28%	-9%	12.98	0.00
Finland	Communication and interaction skills	Activities (Daily or more)	I used the internet or phone to learn something new (e.g., by watching tutorials, searching for information about my interests)	10	14%	25	17%	62	29%	-14%	10.51	0.01
Germany	Communication and interaction skills	Activities (Daily or more)	I used the internet or phone to learn something new (e.g., by watching tutorials, searching for information about my interests)	19	13%	28	15%	53	21%	-7%	4.72	0.09
Italy	Communication and interaction skills	Activities (Daily or more)	I used the internet or phone to learn something new (e.g., by watching tutorials, searching for information about my interests)	43	36%	85	30%	109	42%	-6%	9.71	0.01
Poland	Communication and interaction skills	Activities (Daily or more)	I used the internet or phone to learn something new (e.g., by watching tutorials, searching for information about my interests)	24	17%	35	18%	54	33%	-16%	13.57	0.00
Portugal	Communication and interaction skills	Activities (Daily or more)	I used the internet or phone to learn something new (e.g., by watching tutorials, searching for information about my interests)	55	33%	71	31%	128	36%	-3%	1.91	0.39

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All	**Communication and interaction skills**	**Activities (Daily or more)**	**I used the internet or phone to practise something I was learning (e.g., maths, a language, music, or other personal interests)**	143	18%	281	22%	444	28%	-10%	32.44	0.00
Estonia	Communication and interaction skills	Activities (Daily or more)	I used the internet or phone to practise something I was learning (e.g., maths, a language, music, or other personal interests)	19	12%	35	14%	82	24%	-12%	14.73	0.00
Finland	Communication and interaction skills	Activities (Daily or more)	I used the internet or phone to practise something I was learning (e.g., maths, a language, music, or other personal interests)	14	19%	38	25%	67	31%	-12%	4.21	0.12
Germany	Communication and interaction skills	Activities (Daily or more)	I used the internet or phone to practise something I was learning (e.g., maths, a language, music, or other personal interests)	14	10%	29	15%	56	22%	-12%	10.99	0.00
Italy	Communication and interaction skills	Activities (Daily or more)	I used the internet or phone to practise something I was learning (e.g., maths, a language, music, or other personal interests)	30	25%	75	26%	82	32%	-6%	2.72	0.26
Poland	Communication and interaction skills	Activities (Daily or more)	I used the internet or phone to practise something I was learning (e.g., maths, a language, music, or other personal interests)	22	16%	47	24%	52	31%	-15%	8.76	0.01
Portugal	Communication and interaction skills	Activities (Daily or more)	I used the internet or phone to practise something I was learning (e.g., maths, a language, music, or other personal interests)	44	27%	57	25%	105	30%	-3%	1.52	0.47
All	**Communication and interaction skills**	**Activities (Daily or more)**	**I used the internet to search or follow news about local, social, environmental, or political issues**	106	14%	198	15%	276	18%	-4%	6.95	0.03
Estonia	Communication and interaction skills	Activities (Daily or more)	I used the internet to search or follow news about local, social, environmental, or political issues	13	8%	27	11%	38	11%	-3%	1.10	0.58
Finland	Communication and interaction skills	Activities (Daily or more)	I used the internet to search or follow news about local, social, environmental, or political issues	8	12%	28	19%	50	24%	-12%	5.45	0.07
Germany	Communication and interaction skills	Activities (Daily or more)	I used the internet to search or follow news about local, social, environmental, or political issues	8	6%	19	10%	24	10%	-4%	2.32	0.31
Italy	Communication and interaction skills	Activities (Daily or more)	I used the internet to search or follow news about local, social, environmental, or political issues	22	19%	55	19%	59	23%	-4%	1.46	0.48
Poland	Communication and interaction skills	Activities (Daily or more)	I used the internet to search or follow news about local, social, environmental, or political issues	14	11%	24	13%	21	13%	-2%	0.46	0.79
Portugal	Communication and interaction skills	Activities (Daily or more)	I used the internet to search or follow news about local, social, environmental, or political issues	41	25%	45	20%	84	24%	1%	2.09	0.35
All	**Communication and interaction skills**	**Activities (Daily or more)**	**On the internet or phone, I looked for new friends or contacts**	68	9%	124	10%	212	14%	-5%	15.59	0.00
Estonia	Communication and interaction skills	Activities (Daily or more)	On the internet or phone, I looked for new friends or contacts	14	9%	20	8%	45	13%	-4%	4.73	0.09
Finland	Communication and interaction skills	Activities (Daily or more)	On the internet or phone, I looked for new friends or contacts	4	6%	14	9%	29	13%	-8%	3.96	0.14
Germany	Communication and interaction skills	Activities (Daily or more)	On the internet or phone, I looked for new friends or contacts	5	4%	11	6%	20	8%	-5%	3.30	0.19
Italy	Communication and interaction skills	Activities (Daily or more)	On the internet or phone, I looked for new friends or contacts	9	8%	33	12%	34	14%	-5%	2.27	0.32
Poland	Communication and interaction skills	Activities (Daily or more)	On the internet or phone, I looked for new friends or contacts	6	5%	15	8%	13	8%	-3%	1.83	0.40
Portugal	Communication and interaction skills	Activities (Daily or more)	On the internet or phone, I looked for new friends or contacts	30	18%	31	14%	71	20%	-2%	3.98	0.14
All	**Content creation and production skills**	**Activities (Daily or more)**	**I communicated with my friends (e.g., via Messenger, email, WhatsApp, Facebook, Instagram)**	1912	88%	800	93%	595	91%	-3%	21.42	0.00
Estonia	Content creation and production skills	Activities (Daily or more)	I communicated with my friends (e.g., via Messenger, email, WhatsApp, Facebook, Instagram)	414	82%	121	88%	98	87%	-5%	4.19	0.12
Finland	Content creation and production skills	Activities (Daily or more)	I communicated with my friends (e.g., via Messenger, email, WhatsApp, Facebook, Instagram)	212	91%	79	92%	111	90%	1%	0.16	0.92
Germany	Content creation and production skills	Activities (Daily or more)	I communicated with my friends (e.g., via Messenger, email, WhatsApp, Facebook, Instagram)	285	86%	130	93%	105	92%	-6%	6.72	0.03
Italy	Content creation and production skills	Activities (Daily or more)	I communicated with my friends (e.g., via Messenger, email, WhatsApp, Facebook, Instagram)	353	96%	189	96%	84	97%	0%	0.00	1.00
Poland	Content creation and production skills	Activities (Daily or more)	I communicated with my friends (e.g., via Messenger, email, WhatsApp, Facebook, Instagram)	286	87%	95	93%	67	88%	-1%	3.24	0.20
Portugal	Content creation and production skills	Activities (Daily or more)	I communicated with my friends (e.g., via Messenger, email, WhatsApp, Facebook, Instagram)	362	89%	186	94%	130	94%	-5%	6.78	0.03
All	**Content creation and production skills**	**Activities (Daily or more)**	**I communicated with my parents or caregivers (e.g., via Messenger, email, WhatsApp, Facebook, Instagram)**	1451	67%	613	71%	465	71%	-4%	8.53	0.01
Estonia	Content creation and production skills	Activities (Daily or more)	I communicated with my parents or caregivers (e.g., via Messenger, email, WhatsApp, Facebook, Instagram)	274	54%	75	55%	65	58%	-3%	0.43	0.81
Finland	Content creation and production skills	Activities (Daily or more)	I communicated with my parents or caregivers (e.g., via Messenger, email, WhatsApp, Facebook, Instagram)	171	73%	59	69%	88	70%	3%	0.65	0.72
Germany	Content creation and production skills	Activities (Daily or more)	I communicated with my parents or caregivers (e.g., via Messenger, email, WhatsApp, Facebook, Instagram)	189	57%	89	64%	68	61%	-3%	1.83	0.40
Italy	Content creation and production skills	Activities (Daily or more)	I communicated with my parents or caregivers (e.g., via Messenger, email, WhatsApp, Facebook, Instagram)	318	87%	165	83%	73	88%	-1%	1.50	0.47
Poland	Content creation and production skills	Activities (Daily or more)	I communicated with my parents or caregivers (e.g., via Messenger, email, WhatsApp, Facebook, Instagram)	197	61%	65	65%	53	70%	-9%	2.36	0.31
Portugal	Content creation and production skills	Activities (Daily or more)	I communicated with my parents or caregivers (e.g., via Messenger, email, WhatsApp, Facebook, Instagram)	302	73%	160	80%	118	83%	-9%	6.45	0.04
All	**Content creation and production skills**	**Activities (Daily or more)**	**I created and edited some digital content (e.g., music, videos, gifs, memes)**	182	9%	139	17%	144	23%	-14%	90.70	0.00
Estonia	Content creation and production skills	Activities (Daily or more)	I created and edited some digital content (e.g., music, videos, gifs, memes)	43	9%	19	15%	22	21%	-11%	11.16	0.00
Finland	Content creation and production skills	Activities (Daily or more)	I created and edited some digital content (e.g., music, videos, gifs, memes)	8	4%	9	11%	17	14%	-11%	13.45	0.00
Germany	Content creation and production skills	Activities (Daily or more)	I created and edited some digital content (e.g., music, videos, gifs, memes)	24	7%	10	7%	24	22%	-14%	17.19	0.00
Italy	Content creation and production skills	Activities (Daily or more)	I created and edited some digital content (e.g., music, videos, gifs, memes)	36	10%	45	23%	28	33%	-23%	32.13	0.00
Poland	Content creation and production skills	Activities (Daily or more)	I created and edited some digital content (e.g., music, videos, gifs, memes)	18	6%	13	13%	14	19%	-13%	12.97	0.00
Portugal	Content creation and production skills	Activities (Daily or more)	I created and edited some digital content (e.g., music, videos, gifs, memes)	53	13%	43	22%	39	28%	-15%	16.54	0.00
All	**Content creation and production skills**	**Activities (Daily or more)**	**I listened to music or watched videos or music clips online**	1673	77%	731	85%	547	84%	-7%	32.60	0.00
Estonia	Content creation and production skills	Activities (Daily or more)	I listened to music or watched videos or music clips online	389	78%	110	83%	96	85%	-7%	3.57	0.17
Finland	Content creation and production skills	Activities (Daily or more)	I listened to music or watched videos or music clips online	182	77%	69	83%	103	83%	-6%	2.47	0.29
Germany	Content creation and production skills	Activities (Daily or more)	I listened to music or watched videos or music clips online	210	63%	110	79%	85	77%	-14%	14.65	0.00
Italy	Content creation and production skills	Activities (Daily or more)	I listened to music or watched videos or music clips online	309	85%	179	90%	79	91%	-6%	5.08	0.08
Poland	Content creation and production skills	Activities (Daily or more)	I listened to music or watched videos or music clips online	264	80%	91	89%	64	86%	-7%	6.11	0.05
Portugal	Content creation and production skills	Activities (Daily or more)	I listened to music or watched videos or music clips online	319	80%	172	86%	120	85%	-6%	4.35	0.11
All	**Content creation and production skills**	**Activities (Daily or more)**	**I played games on my computer or phone**	1151	54%	507	59%	408	63%	-10%	21.75	0.00
Estonia	Content creation and production skills	Activities (Daily or more)	I played games on my computer or phone	282	57%	78	59%	71	63%	-6%	1.46	0.48
Finland	Content creation and production skills	Activities (Daily or more)	I played games on my computer or phone	127	54%	52	60%	78	62%	-9%	2.86	0.24
Germany	Content creation and production skills	Activities (Daily or more)	I played games on my computer or phone	129	39%	65	47%	60	54%	-15%	8.07	0.02
Italy	Content creation and production skills	Activities (Daily or more)	I played games on my computer or phone	228	63%	137	69%	62	75%	-12%	5.09	0.08
Poland	Content creation and production skills	Activities (Daily or more)	I played games on my computer or phone	158	48%	59	58%	49	65%	-17%	8.93	0.01
Portugal	Content creation and production skills	Activities (Daily or more)	I played games on my computer or phone	227	57%	116	59%	88	63%	-6%	1.53	0.47
All	**Content creation and production skills**	**Activities (Daily or more)**	**I searched for information about mental health, mental difficulties, or psychological well-being**	180	9%	110	13%	79	12%	-4%	16.96	0.00
Estonia	Content creation and production skills	Activities (Daily or more)	I searched for information about mental health, mental difficulties, or psychological well-being	41	8%	20	15%	15	14%	-5%	6.10	0.05

Country	Skill	Activity	Statement									
Finland	Content creation and production skills	Activities (Daily or more)	I searched for information about mental health, mental difficulties, or psychological well-being	10	4%	6	8%	8	7%	-2%	1.47	0.48
Germany	Content creation and production skills	Activities (Daily or more)	I searched for information about mental health, mental difficulties, or psychological well-being	20	6%	13	10%	8	7%	-1%	1.48	0.48
Italy	Content creation and production skills	Activities (Daily or more)	I searched for information about mental health, mental difficulties, or psychological well-being	24	7%	24	12%	13	15%	-9%	8.05	0.02
Poland	Content creation and production skills	Activities (Daily or more)	I searched for information about mental health, mental difficulties, or psychological well-being	31	10%	14	15%	11	14%	-4%	2.12	0.35
Portugal	Content creation and production skills	Activities (Daily or more)	I searched for information about mental health, mental difficulties, or psychological well-being	54	14%	33	17%	24	17%	-4%	1.76	0.41
All	**Content creation and production skills**	**Activities (Daily or more)**	**I searched for information about physical health, injury, or physical treatment**	**183**	**9%**	**88**	**10%**	**87**	**14%**	**-5%**	**12.39**	**0.00**
Estonia	Content creation and production skills	Activities (Daily or more)	I searched for information about physical health, injury, or physical treatment	38	8%	15	11%	14	13%	-5%	3.19	0.20
Finland	Content creation and production skills	Activities (Daily or more)	I searched for information about physical health, injury, or physical treatment	14	6%	5	6%	9	7%	-1%	0.20	0.91
Germany	Content creation and production skills	Activities (Daily or more)	I searched for information about physical health, injury, or physical treatment	16	5%	13	10%	14	13%	-8%	7.76	0.02
Italy	Content creation and production skills	Activities (Daily or more)	I searched for information about physical health, injury, or physical treatment	28	8%	19	10%	14	16%	-9%	5.19	0.07
Poland	Content creation and production skills	Activities (Daily or more)	I searched for information about physical health, injury, or physical treatment	25	8%	5	5%	8	11%	-2%	1.88	0.39
Portugal	Content creation and production skills	Activities (Daily or more)	I searched for information about physical health, injury, or physical treatment	62	16%	31	16%	28	20%	-5%	1.58	0.45
All	**Content creation and production skills**	**Activities (Daily or more)**	**I used the internet or phone to learn something new (e.g., by watching tutorials, searching for information about my interests)**	**463**	**21%**	**265**	**31%**	**234**	**36%**	**-15%**	**66.87**	**0.00**
Estonia	Content creation and production skills	Activities (Daily or more)	I used the internet or phone to learn something new (e.g., by watching tutorials, searching for information about my interests)	95	19%	36	27%	36	33%	-14%	10.89	0.00
Finland	Content creation and production skills	Activities (Daily or more)	I used the internet or phone to learn something new (e.g., by watching tutorials, searching for information about my interests)	41	18%	19	23%	36	30%	-12%	6.53	0.04
Germany	Content creation and production skills	Activities (Daily or more)	I used the internet or phone to learn something new (e.g., by watching tutorials, searching for information about my interests)	39	12%	35	25%	26	23%	-11%	15.48	0.00
Italy	Content creation and production skills	Activities (Daily or more)	I used the internet or phone to learn something new (e.g., by watching tutorials, searching for information about my interests)	119	32%	79	40%	37	43%	-10%	4.80	0.09
Poland	Content creation and production skills	Activities (Daily or more)	I used the internet or phone to learn something new (e.g., by watching tutorials, searching for information about my interests)	59	18%	21	21%	32	43%	-25%	19.41	0.00
Portugal	Content creation and production skills	Activities (Daily or more)	I used the internet or phone to learn something new (e.g., by watching tutorials, searching for information about my interests)	110	27%	75	37%	67	47%	-20%	20.26	0.00
All	**Content creation and production skills**	**Activities (Daily or more)**	**I used the internet or phone to practise something I was learning (e.g., maths, a language, music, or other personal interests)**	**419**	**19%**	**230**	**27%**	**214**	**33%**	**-14%**	**56.27**	**0.00**
Estonia	Content creation and production skills	Activities (Daily or more)	I used the internet or phone to practise something I was learning (e.g., maths, a language, music, or other personal interests)	71	14%	27	20%	38	34%	-20%	22.36	0.00
Finland	Content creation and production skills	Activities (Daily or more)	I used the internet or phone to practise something I was learning (e.g., maths, a language, music, or other personal interests)	59	25%	22	27%	37	31%	-5%	1.11	0.57
Germany	Content creation and production skills	Activities (Daily or more)	I used the internet or phone to practise something I was learning (e.g., maths, a language, music, or other personal interests)	38	11%	31	22%	31	27%	-16%	17.83	0.00
Italy	Content creation and production skills	Activities (Daily or more)	I used the internet or phone to practise something I was learning (e.g., maths, a language, music, or other personal interests)	96	26%	60	30%	30	35%	-9%	3.05	0.22
Poland	Content creation and production skills	Activities (Daily or more)	I used the internet or phone to practise something I was learning (e.g., maths, a language, music, or other personal interests)	66	21%	26	26%	28	37%	-17%	8.74	0.01
Portugal	Content creation and production skills	Activities (Daily or more)	I used the internet or phone to practise something I was learning (e.g., maths, a language, music, or other personal interests)	89	22%	64	32%	50	36%	-13%	12.37	0.00
All	**Content creation and production skills**	**Activities (Daily or more)**	**I used the internet to search or follow news about local, social, environmental, or political issues**	**289**	**14%**	**148**	**17%**	**139**	**22%**	**-8%**	**24.65**	**0.00**
Estonia	Content creation and production skills	Activities (Daily or more)	I used the internet to search or follow news about local, social, environmental, or political issues	46	9%	13	10%	19	17%	-8%	5.54	0.06
Finland	Content creation and production skills	Activities (Daily or more)	I used the internet to search or follow news about local, social, environmental, or political issues	37	16%	18	22%	31	26%	-10%	4.64	0.10
Germany	Content creation and production skills	Activities (Daily or more)	I used the internet to search or follow news about local, social, environmental, or political issues	26	8%	12	9%	13	12%	-3%	1.20	0.55
Italy	Content creation and production skills	Activities (Daily or more)	I used the internet to search or follow news about local, social, environmental, or political issues	72	20%	43	22%	21	24%	-5%	0.97	0.62
Poland	Content creation and production skills	Activities (Daily or more)	I used the internet to search or follow news about local, social, environmental, or political issues	29	9%	17	17%	11	15%	-5%	5.03	0.08
Portugal	Content creation and production skills	Activities (Daily or more)	I used the internet to search or follow news about local, social, environmental, or political issues	79	20%	45	23%	44	31%	-12%	7.91	0.02
All	**Content creation and production skills**	**Activities (Daily or more)**	**On the internet or phone, I looked for new friends or contacts**	**185**	**9%**	**110**	**13%**	**106**	**17%**	**-8%**	**32.44**	**0.00**
Estonia	Content creation and production skills	Activities (Daily or more)	On the internet or phone, I looked for new friends or contacts	42	9%	16	12%	21	19%	-10%	9.31	0.01
Finland	Content creation and production skills	Activities (Daily or more)	On the internet or phone, I looked for new friends or contacts	20	9%	10	12%	17	14%	-5%	2.15	0.34
Germany	Content creation and production skills	Activities (Daily or more)	On the internet or phone, I looked for new friends or contacts	14	4%	13	10%	9	8%	-4%	5.22	0.07
Italy	Content creation and production skills	Activities (Daily or more)	On the internet or phone, I looked for new friends or contacts	36	10%	24	12%	15	17%	-7%	3.08	0.21
Poland	Content creation and production skills	Activities (Daily or more)	On the internet or phone, I looked for new friends or contacts	21	7%	8	8%	4	5%	1%	0.52	0.77
Portugal	Content creation and production skills	Activities (Daily or more)	On the internet or phone, I looked for new friends or contacts	52	13%	39	20%	40	29%	-16%	18.21	0.00
All	**Information navigation and processing skills**	**Activities (Daily or more)**	**I communicated with my friends (e.g., via Messenger, email, WhatsApp, Facebook, Instagram)**	**2044**	**89%**	**775**	**91%**	**486**	**91%**	**-2%**	**5.55**	**0.06**
Estonia	Information navigation and processing skills	Activities (Daily or more)	I communicated with my friends (e.g., via Messenger, email, WhatsApp, Facebook, Instagram)	425	83%	116	85%	90	85%	-2%	0.47	0.79
Finland	Information navigation and processing skills	Activities (Daily or more)	I communicated with my friends (e.g., via Messenger, email, WhatsApp, Facebook, Instagram)	238	93%	92	89%	75	88%	4%	1.92	0.38
Germany	Information navigation and processing skills	Activities (Daily or more)	I communicated with my friends (e.g., via Messenger, email, WhatsApp, Facebook, Instagram)	299	86%	151	96%	71	89%	-3%	12.39	0.00
Italy	Information navigation and processing skills	Activities (Daily or more)	I communicated with my friends (e.g., via Messenger, email, WhatsApp, Facebook, Instagram)	387	97%	151	96%	74	95%	2%	0.58	0.75
Poland	Information navigation and processing skills	Activities (Daily or more)	I communicated with my friends (e.g., via Messenger, email, WhatsApp, Facebook, Instagram)	286	87%	102	89%	67	92%	-5%	1.67	0.43
Portugal	Information navigation and processing skills	Activities (Daily or more)	I communicated with my friends (e.g., via Messenger, email, WhatsApp, Facebook, Instagram)	409	90%	163	91%	109	96%	-7%	5.87	0.05
All	**Information navigation and processing skills**	**Activities (Daily or more)**	**I communicated with my parents or caregivers (e.g., via Messenger, email, WhatsApp, Facebook, Instagram)**	**1566**	**68%**	**586**	**69%**	**378**	**70%**	**-2%**	**0.90**	**0.64**
Estonia	Information navigation and processing skills	Activities (Daily or more)	I communicated with my parents or caregivers (e.g., via Messenger, email, WhatsApp, Facebook, Instagram)	277	54%	78	57%	57	54%	0%	0.47	0.79
Finland	Information navigation and processing skills	Activities (Daily or more)	I communicated with my parents or caregivers (e.g., via Messenger, email, WhatsApp, Facebook, Instagram)	188	73%	70	67%	62	74%	-1%	1.32	0.52

Country	Skill	Activity	Statement	N	%	N	%	N	%	Diff	Value	Value
Germany	Information navigation and processing skills	Activities (Daily or more)	I communicated with my parents or caregivers (e.g., via Messenger, email, WhatsApp, Facebook, Instagram)	199	58%	104	67%	45	56%	1%	4.29	0.12
Italy	Information navigation and processing skills	Activities (Daily or more)	I communicated with my parents or caregivers (e.g., via Messenger, email, WhatsApp, Facebook, Instagram)	344	86%	136	87%	67	85%	1%	0.14	0.93
Poland	Information navigation and processing skills	Activities (Daily or more)	I communicated with my parents or caregivers (e.g., via Messenger, email, WhatsApp, Facebook, Instagram)	200	62%	71	62%	48	66%	-4%	0.35	0.84
Portugal	Information navigation and processing skills	Activities (Daily or more)	I communicated with my parents or caregivers (e.g., via Messenger, email, WhatsApp, Facebook, Instagram)	358	78%	127	71%	99	85%	-7%	8.35	0.02
All	**Information navigation and processing skills**	**Activities (Daily or more)**	**I created and edited some digital content (e.g., music, videos, gifs, memes)**	**237**	**11%**	**106**	**13%**	**126**	**24%**	**-13%**	57.98	0.00
Estonia	Information navigation and processing skills	Activities (Daily or more)	I created and edited some digital content (e.g., music, videos, gifs, memes)	44	9%	16	12%	24	24%	-14%	14.24	0.00
Finland	Information navigation and processing skills	Activities (Daily or more)	I created and edited some digital content (e.g., music, videos, gifs, memes)	13	5%	6	6%	15	19%	-13%	12.94	0.00
Germany	Information navigation and processing skills	Activities (Daily or more)	I created and edited some digital content (e.g., music, videos, gifs, memes)	27	8%	16	11%	16	20%	-12%	8.96	0.01
Italy	Information navigation and processing skills	Activities (Daily or more)	I created and edited some digital content (e.g., music, videos, gifs, memes)	53	13%	27	17%	28	36%	-23%	20.45	0.00
Poland	Information navigation and processing skills	Activities (Daily or more)	I created and edited some digital content (e.g., music, videos, gifs, memes)	29	9%	6	5%	12	17%	-7%	6.37	0.04
Portugal	Information navigation and processing skills	Activities (Daily or more)	I created and edited some digital content (e.g., music, videos, gifs, memes)	71	16%	35	20%	31	27%	-11%	7.42	0.02
All	**Information navigation and processing skills**	**Activities (Daily or more)**	**I listened to music or watched videos or music clips online**	**1796**	**78%**	**699**	**83%**	**453**	**85%**	**-7%**	17.27	0.00
Estonia	Information navigation and processing skills	Activities (Daily or more)	I listened to music or watched videos or music clips online	395	79%	109	81%	89	84%	-5%	1.56	0.46
Finland	Information navigation and processing skills	Activities (Daily or more)	I listened to music or watched videos or music clips online	205	79%	83	81%	66	80%	-1%	0.29	0.86
Germany	Information navigation and processing skills	Activities (Daily or more)	I listened to music or watched videos or music clips online	226	65%	118	76%	62	78%	-12%	8.96	0.01
Italy	Information navigation and processing skills	Activities (Daily or more)	I listened to music or watched videos or music clips online	348	87%	134	85%	72	92%	-6%	2.66	0.26
Poland	Information navigation and processing skills	Activities (Daily or more)	I listened to music or watched videos or music clips online	267	81%	99	86%	61	86%	-5%	2.24	0.33
Portugal	Information navigation and processing skills	Activities (Daily or more)	I listened to music or watched videos or music clips online	355	78%	156	88%	103	89%	-10%	12.89	0.00
All	**Information navigation and processing skills**	**Activities (Daily or more)**	**I played games on my computer or phone**	**1207**	**53%**	**493**	**59%**	**364**	**69%**	**-16%**	46.33	0.00
Estonia	Information navigation and processing skills	Activities (Daily or more)	I played games on my computer or phone	273	55%	78	57%	78	76%	-22%	17.37	0.00
Finland	Information navigation and processing skills	Activities (Daily or more)	I played games on my computer or phone	145	56%	61	59%	52	61%	-6%	1.00	0.61
Germany	Information navigation and processing skills	Activities (Daily or more)	I played games on my computer or phone	136	39%	69	45%	48	61%	-22%	12.33	0.00
Italy	Information navigation and processing skills	Activities (Daily or more)	I played games on my computer or phone	240	60%	117	75%	62	78%	-18%	17.79	0.00
Poland	Information navigation and processing skills	Activities (Daily or more)	I played games on my computer or phone	161	49%	60	53%	51	72%	-23%	12.39	0.00
Portugal	Information navigation and processing skills	Activities (Daily or more)	I played games on my computer or phone	252	56%	108	62%	73	63%	-7%	3.09	0.21
All	**Information navigation and processing skills**	**Activities (Daily or more)**	**I searched for information about mental health, mental difficulties, or psychological well-being**	**201**	**9%**	**89**	**11%**	**79**	**15%**	**-6%**	15.12	0.00
Estonia	Information navigation and processing skills	Activities (Daily or more)	I searched for information about mental health, mental difficulties, or psychological well-being	41	8%	14	10%	21	20%	-12%	11.20	0.00
Finland	Information navigation and processing skills	Activities (Daily or more)	I searched for information about mental health, mental difficulties, or psychological well-being	11	4%	5	5%	8	10%	-6%	3.31	0.19
Germany	Information navigation and processing skills	Activities (Daily or more)	I searched for information about mental health, mental difficulties, or psychological well-being	22	7%	15	10%	4	5%	2%	2.21	0.33
Italy	Information navigation and processing skills	Activities (Daily or more)	I searched for information about mental health, mental difficulties, or psychological well-being	27	7%	18	12%	14	18%	-11%	9.75	0.01
Poland	Information navigation and processing skills	Activities (Daily or more)	I searched for information about mental health, mental difficulties, or psychological well-being	37	12%	10	9%	10	14%	-2%	1.15	0.56
Portugal	Information navigation and processing skills	Activities (Daily or more)	I searched for information about mental health, mental difficulties, or psychological well-being	63	15%	27	15%	22	19%	-5%	1.51	0.47
All	**Information navigation and processing skills**	**Activities (Daily or more)**	**I searched for information about physical health, injury, or physical treatment**	**197**	**9%**	**87**	**10%**	**74**	**14%**	**-5%**	12.17	0.00
Estonia	Information navigation and processing skills	Activities (Daily or more)	I searched for information about physical health, injury, or physical treatment	34	7%	16	12%	17	16%	-9%	9.35	0.01
Finland	Information navigation and processing skills	Activities (Daily or more)	I searched for information about physical health, injury, or physical treatment	16	6%	3	3%	9	11%	-5%	5.22	0.07
Germany	Information navigation and processing skills	Activities (Daily or more)	I searched for information about physical health, injury, or physical treatment	22	7%	13	8%	8	10%	-4%	1.41	0.49
Italy	Information navigation and processing skills	Activities (Daily or more)	I searched for information about physical health, injury, or physical treatment	30	8%	16	10%	12	15%	-8%	4.52	0.10
Poland	Information navigation and processing skills	Activities (Daily or more)	I searched for information about physical health, injury, or physical treatment	25	8%	8	7%	6	8%	0%	0.14	0.93
Portugal	Information navigation and processing skills	Activities (Daily or more)	I searched for information about physical health, injury, or physical treatment	70	16%	31	18%	22	19%	-4%	0.96	0.62
All	**Information navigation and processing skills**	**Activities (Daily or more)**	**I used the internet or phone to learn something new (e.g., by watching tutorials, searching for information about my interests)**	**508**	**22%**	**246**	**29%**	**211**	**40%**	**-17%**	67.98	0.00

Country	Category	Activities	Item	N	%	N	%	N	%	Diff	χ²	p
Estonia	Information navigation and processing skills	Activities (Daily or more)	I used the internet or phone to learn something new (e.g., by watching tutorials, searching for information about my interests)	86	17%	39	29%	41	40%	-23%	27.22	0.00
Finland	Information navigation and processing skills	Activities (Daily or more)	I used the internet or phone to learn something new (e.g., by watching tutorials, searching for information about my interests)	40	16%	27	26%	30	36%	-20%	15.50	0.00
Germany	Information navigation and processing skills	Activities (Daily or more)	I used the internet or phone to learn something new (e.g., by watching tutorials, searching for information about my interests)	56	16%	27	17%	18	23%	-6%	1.80	0.41
Italy	Information navigation and processing skills	Activities (Daily or more)	I used the internet or phone to learn something new (e.g., by watching tutorials, searching for information about my interests)	128	32%	58	36%	47	60%	-29%	22.19	0.00
Poland	Information navigation and processing skills	Activities (Daily or more)	I used the internet or phone to learn something new (e.g., by watching tutorials, searching for information about my interests)	65	20%	23	20%	26	37%	-16%	8.55	0.01
Portugal	Information navigation and processing skills	Activities (Daily or more)	I used the internet or phone to learn something new (e.g., by watching tutorials, searching for information about my interests)	133	29%	72	40%	49	42%	-13%	10.66	0.00
All	**Information navigation and processing skills**	**Activities (Daily or more)**	**I used the internet or phone to practise something I was learning (e.g., maths, a language, music, or other personal interests)**	**453**	**20%**	**237**	**28%**	**174**	**33%**	**-13%**	49.75	0.00
Estonia	Information navigation and processing skills	Activities (Daily or more)	I used the internet or phone to practise something I was learning (e.g., maths, a language, music, or other personal interests)	72	14%	27	20%	36	35%	-20%	21.77	0.00
Finland	Information navigation and processing skills	Activities (Daily or more)	I used the internet or phone to practise something I was learning (e.g., maths, a language, music, or other personal interests)	60	24%	32	31%	27	33%	-9%	3.96	0.14
Germany	Information navigation and processing skills	Activities (Daily or more)	I used the internet or phone to practise something I was learning (e.g., maths, a language, music, or other personal interests)	48	14%	31	20%	20	25%	-11%	6.60	0.04
Italy	Information navigation and processing skills	Activities (Daily or more)	I used the internet or phone to practise something I was learning (e.g., maths, a language, music, or other personal interests)	97	24%	56	35%	31	39%	-15%	11.71	0.00
Poland	Information navigation and processing skills	Activities (Daily or more)	I used the internet or phone to practise something I was learning (e.g., maths, a language, music, or other personal interests)	67	21%	32	29%	22	31%	-9%	4.30	0.12
Portugal	Information navigation and processing skills	Activities (Daily or more)	I used the internet or phone to practise something I was learning (e.g., maths, a language, music, or other personal interests)	109	24%	59	33%	38	33%	-9%	6.73	0.03
All	**Information navigation and processing skills**	**Activities (Daily or more)**	**I used the internet to search or follow news about local, social, environmental, or political issues**	**306**	**14%**	**156**	**19%**	**113**	**21%**	**-8%**	24.42	0.00
Estonia	Information navigation and processing skills	Activities (Daily or more)	I used the internet to search or follow news about local, social, environmental, or political issues	42	8%	12	9%	24	23%	-14%	16.17	0.00
Finland	Information navigation and processing skills	Activities (Daily or more)	I used the internet to search or follow news about local, social, environmental, or political issues	42	17%	22	22%	22	27%	-10%	4.11	0.13
Germany	Information navigation and processing skills	Activities (Daily or more)	I used the internet to search or follow news about local, social, environmental, or political issues	27	8%	15	9%	9	11%	-3%	0.92	0.63
Italy	Information navigation and processing skills	Activities (Daily or more)	I used the internet to search or follow news about local, social, environmental, or political issues	70	17%	37	23%	23	29%	-12%	6.38	0.04
Poland	Information navigation and processing skills	Activities (Daily or more)	I used the internet to search or follow news about local, social, environmental, or political issues	34	11%	18	16%	8	12%	-1%	1.61	0.45
Portugal	Information navigation and processing skills	Activities (Daily or more)	I used the internet to search or follow news about local, social, environmental, or political issues	91	20%	52	29%	27	24%	-3%	5.38	0.07
All	**Information navigation and processing skills**	**Activities (Daily or more)**	**On the internet or phone, I looked for new friends or contacts**	**211**	**9%**	**103**	**13%**	**88**	**17%**	**-7%**	23.06	0.00
Estonia	Information navigation and processing skills	Activities (Daily or more)	On the internet or phone, I looked for new friends or contacts	39	8%	21	16%	19	18%	-10%	12.59	0.00
Finland	Information navigation and processing skills	Activities (Daily or more)	On the internet or phone, I looked for new friends or contacts	21	8%	14	14%	12	14%	-6%	3.88	0.14
Germany	Information navigation and processing skills	Activities (Daily or more)	On the internet or phone, I looked for new friends or contacts	19	6%	12	8%	5	6%	-1%	0.93	0.63
Italy	Information navigation and processing skills	Activities (Daily or more)	On the internet or phone, I looked for new friends or contacts	41	10%	17	11%	16	21%	-11%	6.21	0.04
Poland	Information navigation and processing skills	Activities (Daily or more)	On the internet or phone, I looked for new friends or contacts	25	8%	4	4%	5	7%	1%	3.06	0.22
Portugal	Information navigation and processing skills	Activities (Daily or more)	On the internet or phone, I looked for new friends or contacts	66	15%	35	20%	31	27%	-13%	10.06	0.01
All	**Digital knowledge items**	**Activities (Daily or more)**	**I communicated with my friends (e.g., via Messenger, email, WhatsApp, Facebook, Instagram)**	**1211**	**88%**	**1578**	**90%**	**521**	**92%**	**-4%**	8.18	0.02
Estonia	Digital knowledge items	Activities (Daily or more)	I communicated with my friends (e.g., via Messenger, email, WhatsApp, Facebook, Instagram)	251	82%	290	85%	89	85%	-3%	1.37	0.50
Finland	Digital knowledge items	Activities (Daily or more)	I communicated with my friends (e.g., via Messenger, email, WhatsApp, Facebook, Instagram)	82	89%	201	91%	119	92%	-2%	0.45	0.80
Germany	Digital knowledge items	Activities (Daily or more)	I communicated with my friends (e.g., via Messenger, email, WhatsApp, Facebook, Instagram)	158	85%	285	90%	78	94%	-9%	5.57	0.06
Italy	Digital knowledge items	Activities (Daily or more)	I communicated with my friends (e.g., via Messenger, email, WhatsApp, Facebook, Instagram)	262	97%	294	95%	69	99%	-2%	3.38	0.18
Poland	Digital knowledge items	Activities (Daily or more)	I communicated with my friends (e.g., via Messenger, email, WhatsApp, Facebook, Instagram)	148	87%	216	89%	86	91%	-5%	1.50	0.47
Portugal	Digital knowledge items	Activities (Daily or more)	I communicated with my friends (e.g., via Messenger, email, WhatsApp, Facebook, Instagram)	310	89%	292	92%	80	96%	-7%	5.67	0.06
All	**Digital knowledge items**	**Activities (Daily or more)**	**I communicated with my parents or caregivers (e.g., via Messenger, email, WhatsApp, Facebook, Instagram)**	**961**	**70%**	**1195**	**68%**	**375**	**66%**	**4%**	2.66	0.27
Estonia	Digital knowledge items	Activities (Daily or more)	I communicated with my parents or caregivers (e.g., via Messenger, email, WhatsApp, Facebook, Instagram)	175	57%	190	56%	47	44%	13%	5.48	0.06
Finland	Digital knowledge items	Activities (Daily or more)	I communicated with my parents or caregivers (e.g., via Messenger, email, WhatsApp, Facebook, Instagram)	70	77%	163	73%	86	66%	11%	3.48	0.18
Germany	Digital knowledge items	Activities (Daily or more)	I communicated with my parents or caregivers (e.g., via Messenger, email, WhatsApp, Facebook, Instagram)	102	56%	189	60%	55	67%	-11%	3.09	0.21
Italy	Digital knowledge items	Activities (Daily or more)	I communicated with my parents or caregivers (e.g., via Messenger, email, WhatsApp, Facebook, Instagram)	232	86%	264	85%	59	86%	1%	0.22	0.90
Poland	Digital knowledge items	Activities (Daily or more)	I communicated with my parents or caregivers (e.g., via Messenger, email, WhatsApp, Facebook, Instagram)	110	65%	146	61%	59	63%	2%	1.04	0.59
Portugal	Digital knowledge items	Activities (Daily or more)	I communicated with my parents or caregivers (e.g., via Messenger, email, WhatsApp, Facebook, Instagram)	272	77%	243	76%	69	82%	-5%	1.54	0.46
All	**Digital knowledge items**	**Activities (Daily or more)**	**I created and edited some digital content (e.g., music, videos, gifs, memes)**	**161**	**12%**	**215**	**13%**	**87**	**16%**	**-3%**	4.19	0.12
Estonia	Digital knowledge items	Activities (Daily or more)	I created and edited some digital content (e.g., music, videos, gifs, memes)	31	11%	36	11%	15	15%	-4%	1.01	0.60
Finland	Digital knowledge items	Activities (Daily or more)	I created and edited some digital content (e.g., music, videos, gifs, memes)	8	9%	12	6%	13	10%	-1%	2.64	0.27

Country	Category	Activities	Item	N	%	N	%	N	%	Diff	stat	p
Germany	Digital knowledge items	Activities (Daily or more)	I created and edited some digital content (e.g., music, videos, gifs, memes)	12	7%	35	11%	11	14%	-7%	4.03	0.13
Italy	Digital knowledge items	Activities (Daily or more)	I created and edited some digital content (e.g., music, videos, gifs, memes)	42	16%	51	17%	16	24%	-8%	2.43	0.30
Poland	Digital knowledge items	Activities (Daily or more)	I created and edited some digital content (e.g., music, videos, gifs, memes)	19	12%	15	7%	11	11%	1%	4.05	0.13
Portugal	Digital knowledge items	Activities (Daily or more)	I created and edited some digital content (e.g., music, videos, gifs, memes)	49	14%	66	21%	21	25%	-11%	8.13	0.02
All	**Digital knowledge items**	**Activities (Daily or more)**	**I listened to music or watched videos or music clips online**	**1072**	**79%**	**1409**	**81%**	**474**	**83%**	**-5%**	**6.60**	**0.04**
Estonia	Digital knowledge items	Activities (Daily or more)	I listened to music or watched videos or music clips online	231	76%	276	83%	86	82%	-6%	4.31	0.12
Finland	Digital knowledge items	Activities (Daily or more)	I listened to music or watched videos or music clips online	80	85%	175	80%	99	76%	10%	3.18	0.20
Germany	Digital knowledge items	Activities (Daily or more)	I listened to music or watched videos or music clips online	127	69%	212	67%	67	82%	-12%	7.16	0.03
Italy	Digital knowledge items	Activities (Daily or more)	I listened to music or watched videos or music clips online	229	85%	274	88%	64	91%	-7%	2.96	0.23
Poland	Digital knowledge items	Activities (Daily or more)	I listened to music or watched videos or music clips online	135	80%	205	84%	81	84%	-3%	0.97	0.62
Portugal	Digital knowledge items	Activities (Daily or more)	I listened to music or watched videos or music clips online	270	78%	267	84%	77	92%	-14%	11.65	0.00
All	**Digital knowledge items**	**Activities (Daily or more)**	**I played games on my computer or phone**	**762**	**56%**	**963**	**56%**	**348**	**61%**	**-5%**	**6.42**	**0.04**
Estonia	Digital knowledge items	Activities (Daily or more)	I played games on my computer or phone	171	58%	192	57%	68	65%	-7%	2.01	0.37
Finland	Digital knowledge items	Activities (Daily or more)	I played games on my computer or phone	54	57%	124	56%	79	60%	-3%	0.67	0.72
Germany	Digital knowledge items	Activities (Daily or more)	I played games on my computer or phone	67	36%	147	47%	41	49%	-13%	6.71	0.03
Italy	Digital knowledge items	Activities (Daily or more)	I played games on my computer or phone	173	64%	202	66%	54	78%	-14%	5.52	0.06
Poland	Digital knowledge items	Activities (Daily or more)	I played games on my computer or phone	95	57%	118	49%	54	56%	0%	2.83	0.24
Portugal	Digital knowledge items	Activities (Daily or more)	I played games on my computer or phone	202	59%	180	57%	52	63%	-5%	1.00	0.61
All	**Digital knowledge items**	**Activities (Daily or more)**	**I searched for information about mental health, mental difficulties, or psychological well-being**	**139**	**11%**	**167**	**10%**	**64**	**11%**	**-1%**	**1.27**	**0.53**
Estonia	Digital knowledge items	Activities (Daily or more)	I searched for information about mental health, mental difficulties, or psychological well-being	31	10%	34	10%	10	10%	1%	0.07	0.96
Finland	Digital knowledge items	Activities (Daily or more)	I searched for information about mental health, mental difficulties, or psychological well-being	5	6%	8	4%	10	8%	-2%	2.36	0.31
Germany	Digital knowledge items	Activities (Daily or more)	I searched for information about mental health, mental difficulties, or psychological well-being	9	5%	20	6%	12	15%	-10%	7.27	0.03
Italy	Digital knowledge items	Activities (Daily or more)	I searched for information about mental health, mental difficulties, or psychological well-being	21	8%	31	10%	10	14%	-7%	2.70	0.26
Poland	Digital knowledge items	Activities (Daily or more)	I searched for information about mental health, mental difficulties, or psychological well-being	26	17%	22	9%	9	10%	7%	5.01	0.08
Portugal	Digital knowledge items	Activities (Daily or more)	I searched for information about mental health, mental difficulties, or psychological well-being	47	14%	52	17%	13	16%	-2%	1.01	0.60
All	**Digital knowledge items**	**Activities (Daily or more)**	**I searched for information about physical health, injury, or physical treatment**	**141**	**11%**	**163**	**10%**	**55**	**10%**	**1%**	**1.00**	**0.61**
Estonia	Digital knowledge items	Activities (Daily or more)	I searched for information about physical health, injury, or physical treatment	31	11%	27	8%	8	8%	3%	1.43	0.49
Finland	Digital knowledge items	Activities (Daily or more)	I searched for information about physical health, injury, or physical treatment	9	10%	11	5%	7	6%	4%	2.30	0.32
Germany	Digital knowledge items	Activities (Daily or more)	I searched for information about physical health, injury, or physical treatment	10	6%	27	9%	6	8%	-2%	1.73	0.42
Italy	Digital knowledge items	Activities (Daily or more)	I searched for information about physical health, injury, or physical treatment	28	10%	24	8%	10	14%	-4%	2.99	0.22
Poland	Digital knowledge items	Activities (Daily or more)	I searched for information about physical health, injury, or physical treatment	15	10%	15	6%	9	10%	0%	1.78	0.41
Portugal	Digital knowledge items	Activities (Daily or more)	I searched for information about physical health, injury, or physical treatment	48	14%	59	19%	15	18%	-4%	2.87	0.24
All	**Digital knowledge items**	**Activities (Daily or more)**	**I used the internet or phone to learn something new (e.g., by watching tutorials, searching for information about my interests)**	**323**	**24%**	**474**	**27%**	**164**	**29%**	**-5%**	**7.93**	**0.02**
Estonia	Digital knowledge items	Activities (Daily or more)	I used the internet or phone to learn something new (e.g., by watching tutorials, searching for information about my interests)	52	17%	82	24%	31	30%	-12%	7.92	0.02
Finland	Digital knowledge items	Activities (Daily or more)	I used the internet or phone to learn something new (e.g., by watching tutorials, searching for information about my interests)	22	24%	40	19%	34	26%	-2%	2.92	0.23
Germany	Digital knowledge items	Activities (Daily or more)	I used the internet or phone to learn something new (e.g., by watching tutorials, searching for information about my interests)	22	12%	62	20%	16	19%	-8%	6.07	0.05
Italy	Digital knowledge items	Activities (Daily or more)	I used the internet or phone to learn something new (e.g., by watching tutorials, searching for information about my interests)	89	33%	117	37%	28	40%	-7%	1.90	0.39
Poland	Digital knowledge items	Activities (Daily or more)	I used the internet or phone to learn something new (e.g., by watching tutorials, searching for information about my interests)	33	20%	54	22%	25	27%	-7%	1.71	0.42
Portugal	Digital knowledge items	Activities (Daily or more)	I used the internet or phone to learn something new (e.g., by watching tutorials, searching for information about my interests)	105	30%	119	37%	30	36%	-6%	4.27	0.12
All	**Digital knowledge items**	**Activities (Daily or more)**	**I used the internet or phone to practise something I was learning (e.g., maths, a language, music, or other personal interests)**	**282**	**21%**	**416**	**24%**	**164**	**29%**	**-8%**	**14.77**	**0.00**
Estonia	Digital knowledge items	Activities (Daily or more)	I used the internet or phone to practise something I was learning (e.g., maths, a language, music, or other personal interests)	49	16%	60	18%	25	24%	-8%	2.99	0.22
Finland	Digital knowledge items	Activities (Daily or more)	I used the internet or phone to practise something I was learning (e.g., maths, a language, music, or other personal interests)	26	29%	52	24%	40	31%	-2%	1.93	0.38
Germany	Digital knowledge items	Activities (Daily or more)	I used the internet or phone to practise something I was learning (e.g., maths, a language, music, or other personal interests)	25	13%	59	19%	16	19%	-6%	2.71	0.26
Italy	Digital knowledge items	Activities (Daily or more)	I used the internet or phone to practise something I was learning (e.g., maths, a language, music, or other personal interests)	70	26%	89	28%	26	37%	-11%	3.45	0.18
Poland	Digital knowledge items	Activities (Daily or more)	I used the internet or phone to practise something I was learning (e.g., maths, a language, music, or other personal interests)	34	21%	62	26%	24	26%	-5%	1.46	0.48
Portugal	Digital knowledge items	Activities (Daily or more)	I used the internet or phone to practise something I was learning (e.g., maths, a language, music, or other personal interests)	78	23%	94	30%	33	39%	-16%	9.97	0.01
All	**Digital knowledge items**	**Activities (Daily or more)**	**I used the internet to search or follow news about local, social, environmental, or political issues**	**185**	**14%**	**296**	**17%**	**99**	**18%**	**-4%**	**8.42**	**0.01**
Estonia	Digital knowledge items	Activities (Daily or more)	I used the internet to search or follow news about local, social, environmental, or political issues	33	11%	30	9%	15	14%	-3%	2.36	0.31
Finland	Digital knowledge items	Activities (Daily or more)	I used the internet to search or follow news about local, social, environmental, or political issues	18	20%	43	20%	24	19%	2%	0.14	0.93
Germany	Digital knowledge items	Activities (Daily or more)	I used the internet to search or follow news about local, social, environmental, or political issues	8	4%	34	11%	9	11%	-6%	7.36	0.03
Italy	Digital knowledge items	Activities (Daily or more)	I used the internet to search or follow news about local, social, environmental, or political issues	44	16%	75	24%	18	26%	-10%	6.63	0.04
Poland	Digital knowledge items	Activities (Daily or more)	I used the internet to search or follow news about local, social, environmental, or political issues	18	11%	28	12%	13	14%	-3%	0.45	0.80
Portugal	Digital knowledge items	Activities (Daily or more)	I used the internet to search or follow news about local, social, environmental, or political issues	64	19%	86	27%	20	24%	-5%	6.81	0.03
All	**Digital knowledge items**	**Activities (Daily or more)**	**On the internet or phone, I looked for new friends or contacts**	**149**	**11%**	**183**	**11%**	**70**	**13%**	**-1%**	**1.44**	**0.49**
Estonia	Digital knowledge items	Activities (Daily or more)	On the internet or phone, I looked for new friends or contacts	28	10%	36	11%	15	15%	-5%	1.87	0.39
Finland	Digital knowledge items	Activities (Daily or more)	On the internet or phone, I looked for new friends or contacts	14	16%	19	9%	14	11%	5%	2.76	0.25
Germany	Digital knowledge items	Activities (Daily or more)	On the internet or phone, I looked for new friends or contacts	8	4%	18	6%	10	13%	-8%	5.54	0.06
Italy	Digital knowledge items	Activities (Daily or more)	On the internet or phone, I looked for new friends or contacts	29	11%	33	11%	12	17%	-6%	2.16	0.34

Country	Category	Activity	Item									
Poland	Digital knowledge items	Activities (Daily or more)	On the internet or phone, I looked for new friends or contacts	15	9%	14	6%	5	5%	4%	2.16	0.34
Portugal	Digital knowledge items	Activities (Daily or more)	On the internet or phone, I looked for new friends or contacts	55	16%	63	20%	14	17%	-1%	2.05	0.36
All	**Programming skills**	**Activities (Daily or more)**	**I communicated with my friends (e.g., via Messenger, email, WhatsApp, Facebook, Instagram)**	**1422**	**90%**	**1311**	**90%**	**556**	**86%**	**4%**	**8.21**	**0.02**
Estonia	Programming skills	Activities (Daily or more)	I communicated with my friends (e.g., via Messenger, email, WhatsApp, Facebook, Instagram)	228	84%	289	85%	104	81%	2%	0.70	0.70
Finland	Programming skills	Activities (Daily or more)	I communicated with my friends (e.g., via Messenger, email, WhatsApp, Facebook, Instagram)	138	95%	180	89%	83	89%	5%	3.70	0.16
Germany	Programming skills	Activities (Daily or more)	I communicated with my friends (e.g., via Messenger, email, WhatsApp, Facebook, Instagram)	274	89%	176	91%	66	81%	7%	4.92	0.09
Italy	Programming skills	Activities (Daily or more)	I communicated with my friends (e.g., via Messenger, email, WhatsApp, Facebook, Instagram)	297	96%	245	96%	83	95%	1%	0.22	0.90
Poland	Programming skills	Activities (Daily or more)	I communicated with my friends (e.g., via Messenger, email, WhatsApp, Facebook, Instagram)	102	90%	201	92%	149	83%	7%	8.00	0.02
Portugal	Programming skills	Activities (Daily or more)	I communicated with my friends (e.g., via Messenger, email, WhatsApp, Facebook, Instagram)	383	90%	220	91%	71	96%	-6%	3.14	0.21
All	**Programming skills**	**Activities (Daily or more)**	**I communicated with my parents or caregivers (e.g., via Messenger, email, WhatsApp, Facebook, Instagram)**	**1109**	**70%**	**1001**	**69%**	**406**	**64%**	**6%**	**8.74**	**0.01**
Estonia	Programming skills	Activities (Daily or more)	I communicated with my parents or caregivers (e.g., via Messenger, email, WhatsApp, Facebook, Instagram)	148	54%	184	54%	73	57%	-2%	0.28	0.87
Finland	Programming skills	Activities (Daily or more)	I communicated with my parents or caregivers (e.g., via Messenger, email, WhatsApp, Facebook, Instagram)	112	76%	140	69%	65	70%	6%	2.22	0.33
Germany	Programming skills	Activities (Daily or more)	I communicated with my parents or caregivers (e.g., via Messenger, email, WhatsApp, Facebook, Instagram)	189	62%	116	61%	41	51%	11%	3.40	0.18
Italy	Programming skills	Activities (Daily or more)	I communicated with my parents or caregivers (e.g., via Messenger, email, WhatsApp, Facebook, Instagram)	265	86%	223	87%	68	81%	5%	1.87	0.39
Poland	Programming skills	Activities (Daily or more)	I communicated with my parents or caregivers (e.g., via Messenger, email, WhatsApp, Facebook, Instagram)	68	60%	149	68%	100	57%	3%	5.35	0.07
Portugal	Programming skills	Activities (Daily or more)	I communicated with my parents or caregivers (e.g., via Messenger, email, WhatsApp, Facebook, Instagram)	327	76%	189	78%	59	79%	-3%	0.49	0.78
All	**Programming skills**	**Activities (Daily or more)**	**I created and edited some digital content (e.g., music, videos, gifs, memes)**	**177**	**12%**	**172**	**12%**	**114**	**18%**	**-7%**	**18.18**	**0.00**
Estonia	Programming skills	Activities (Daily or more)	I created and edited some digital content (e.g., music, videos, gifs, memes)	21	8%	34	11%	26	21%	-13%	13.15	0.00
Finland	Programming skills	Activities (Daily or more)	I created and edited some digital content (e.g., music, videos, gifs, memes)	12	8%	15	8%	6	7%	1%	0.15	0.93
Germany	Programming skills	Activities (Daily or more)	I created and edited some digital content (e.g., music, videos, gifs, memes)	24	8%	18	10%	17	21%	-13%	10.35	0.01
Italy	Programming skills	Activities (Daily or more)	I created and edited some digital content (e.g., music, videos, gifs, memes)	36	12%	45	18%	26	30%	-18%	15.18	0.00
Poland	Programming skills	Activities (Daily or more)	I created and edited some digital content (e.g., music, videos, gifs, memes)	11	10%	19	9%	18	10%	0%	0.22	0.90
Portugal	Programming skills	Activities (Daily or more)	I created and edited some digital content (e.g., music, videos, gifs, memes)	73	18%	41	17%	21	29%	-11%	5.07	0.08
All	**Programming skills**	**Activities (Daily or more)**	**I listened to music or watched videos or music clips online**	**1246**	**79%**	**1175**	**81%**	**513**	**81%**	**-1%**	**1.96**	**0.37**
Estonia	Programming skills	Activities (Daily or more)	I listened to music or watched videos or music clips online	215	79%	271	81%	99	79%	0%	0.72	0.70
Finland	Programming skills	Activities (Daily or more)	I listened to music or watched videos or music clips online	118	81%	153	76%	79	86%	-5%	4.34	0.11
Germany	Programming skills	Activities (Daily or more)	I listened to music or watched videos or music clips online	210	69%	141	73%	52	65%	4%	2.28	0.32
Italy	Programming skills	Activities (Daily or more)	I listened to music or watched videos or music clips online	259	84%	225	88%	82	94%	-10%	7.08	0.03
Poland	Programming skills	Activities (Daily or more)	I listened to music or watched videos or music clips online	97	86%	190	86%	136	76%	9%	7.10	0.03
Portugal	Programming skills	Activities (Daily or more)	I listened to music or watched videos or music clips online	347	82%	195	81%	65	89%	-7%	2.86	0.24
All	**Programming skills**	**Activities (Daily or more)**	**I played games on my computer or phone**	**804**	**51%**	**854**	**60%**	**394**	**62%**	**-11%**	**31.34**	**0.00**
Estonia	Programming skills	Activities (Daily or more)	I played games on my computer or phone	137	51%	205	62%	81	66%	-16%	11.43	0.00
Finland	Programming skills	Activities (Daily or more)	I played games on my computer or phone	77	52%	124	61%	55	59%	-7%	3.41	0.18
Germany	Programming skills	Activities (Daily or more)	I played games on my computer or phone	124	41%	81	42%	47	59%	-18%	8.68	0.01
Italy	Programming skills	Activities (Daily or more)	I played games on my computer or phone	187	61%	176	70%	63	74%	-13%	8.05	0.02
Poland	Programming skills	Activities (Daily or more)	I played games on my computer or phone	50	45%	119	55%	99	55%	-10%	3.11	0.21
Portugal	Programming skills	Activities (Daily or more)	I played games on my computer or phone	229	54%	149	63%	49	67%	-13%	7.26	0.03
All	**Programming skills**	**Activities (Daily or more)**	**I searched for information about mental health, mental difficulties, or psychological well-being**	**156**	**10%**	**135**	**9%**	**75**	**12%**	**-2%**	**3.21**	**0.20**
Estonia	Programming skills	Activities (Daily or more)	I searched for information about mental health, mental difficulties, or psychological well-being	18	7%	35	10%	22	18%	-11%	10.30	0.01
Finland	Programming skills	Activities (Daily or more)	I searched for information about mental health, mental difficulties, or psychological well-being	6	4%	12	6%	5	6%	-1%	0.53	0.77
Germany	Programming skills	Activities (Daily or more)	I searched for information about mental health, mental difficulties, or psychological well-being	23	8%	11	6%	7	9%	-1%	0.87	0.65
Italy	Programming skills	Activities (Daily or more)	I searched for information about mental health, mental difficulties, or psychological well-being	26	8%	24	10%	9	10%	-2%	0.40	0.82
Poland	Programming skills	Activities (Daily or more)	I searched for information about mental health, mental difficulties, or psychological well-being	16	15%	19	9%	23	14%	2%	3.44	0.18
Portugal	Programming skills	Activities (Daily or more)	I searched for information about mental health, mental difficulties, or psychological well-being	67	16%	34	14%	9	13%	4%	1.08	0.58
All	**Programming skills**	**Activities (Daily or more)**	**I searched for information about physical health, injury, or physical treatment**	**160**	**10%**	**125**	**9%**	**71**	**11%**	**-1%**	**4.05**	**0.13**
Estonia	Programming skills	Activities (Daily or more)	I searched for information about physical health, injury, or physical treatment	14	5%	31	9%	21	17%	-12%	13.29	0.00
Finland	Programming skills	Activities (Daily or more)	I searched for information about physical health, injury, or physical treatment	9	6%	12	6%	6	7%	0%	0.04	0.98
Germany	Programming skills	Activities (Daily or more)	I searched for information about physical health, injury, or physical treatment	21	7%	14	7%	8	10%	-3%	0.83	0.66
Italy	Programming skills	Activities (Daily or more)	I searched for information about physical health, injury, or physical treatment	26	9%	25	10%	9	10%	-2%	0.47	0.79
Poland	Programming skills	Activities (Daily or more)	I searched for information about physical health, injury, or physical treatment	11	11%	13	6%	16	9%	1%	2.42	0.30
Portugal	Programming skills	Activities (Daily or more)	I searched for information about physical health, injury, or physical treatment	79	19%	30	13%	11	15%	4%	4.88	0.09
All	**Programming skills**	**Activities (Daily or more)**	**I used the internet or phone to learn something new (e.g., by watching tutorials, searching for information about my interests)**	**399**	**25%**	**367**	**25%**	**193**	**31%**	**-5%**	**7.08**	**0.03**
Estonia	Programming skills	Activities (Daily or more)	I used the internet or phone to learn something new (e.g., by watching tutorials, searching for information about my interests)	54	20%	69	21%	41	32%	-12%	7.85	0.02
Finland	Programming skills	Activities (Daily or more)	I used the internet or phone to learn something new (e.g., by watching tutorials, searching for information about my interests)	23	16%	49	24%	23	26%	-10%	4.74	0.09
Germany	Programming skills	Activities (Daily or more)	I used the internet or phone to learn something new (e.g., by watching tutorials, searching for information about my interests)	51	17%	29	15%	21	26%	-9%	4.67	0.10
Italy	Programming skills	Activities (Daily or more)	I used the internet or phone to learn something new (e.g., by watching tutorials, searching for information about my interests)	105	34%	94	37%	36	42%	-8%	2.11	0.35
Poland	Programming skills	Activities (Daily or more)	I used the internet or phone to learn something new (e.g., by watching tutorials, searching for information about my interests)	28	26%	45	21%	39	22%	3%	1.01	0.60
Portugal	Programming skills	Activities (Daily or more)	I used the internet or phone to learn something new (e.g., by watching tutorials, searching for information about my interests)	138	32%	81	34%	33	45%	-13%	4.26	0.12

All	**Programming skills**	**Activities (Daily or more)**	**I used the internet or phone to practise something I was learning (e.g., maths, a language, music, or other personal interests)**	344	22%	341	24%	177	28%	**-6%**	8.81	0.01
Estonia	Programming skills	Activities (Daily or more)	I used the internet or phone to practise something I was learning (e.g., maths, a language, music, or other personal interests)	40	15%	58	17%	35	27%	-12%	8.43	0.01
Finland	Programming skills	Activities (Daily or more)	I used the internet or phone to practise something I was learning (e.g., maths, a language, music, or other personal interests)	41	28%	57	28%	20	23%	6%	1.11	0.57
Germany	Programming skills	Activities (Daily or more)	I used the internet or phone to practise something I was learning (e.g., maths, a language, music, or other personal interests)	50	16%	32	16%	17	21%	-5%	0.99	0.61
Italy	Programming skills	Activities (Daily or more)	I used the internet or phone to practise something I was learning (e.g., maths, a language, music, or other personal interests)	77	25%	79	31%	30	35%	-10%	4.74	0.09
Poland	Programming skills	Activities (Daily or more)	I used the internet or phone to practise something I was learning (e.g., maths, a language, music, or other personal interests)	28	25%	46	22%	48	27%	-2%	1.59	0.45
Portugal	Programming skills	Activities (Daily or more)	I used the internet or phone to practise something I was learning (e.g., maths, a language, music, or other personal interests)	108	26%	69	29%	27	37%	-11%	3.93	0.14
All	**Programming skills**	**Activities (Daily or more)**	**I used the internet to search or follow news about local, social, environmental, or political issues**	250	16%	222	16%	106	17%	**-1%**	0.64	0.73
Estonia	Programming skills	Activities (Daily or more)	I used the internet to search or follow news about local, social, environmental, or political issues	25	9%	29	9%	23	18%	-9%	8.30	0.02
Finland	Programming skills	Activities (Daily or more)	I used the internet to search or follow news about local, social, environmental, or political issues	24	17%	38	19%	24	27%	-10%	3.28	0.19
Germany	Programming skills	Activities (Daily or more)	I used the internet to search or follow news about local, social, environmental, or political issues	30	10%	15	8%	6	7%	2%	0.78	0.68
Italy	Programming skills	Activities (Daily or more)	I used the internet to search or follow news about local, social, environmental, or political issues	59	19%	61	24%	15	18%	1%	2.55	0.28
Poland	Programming skills	Activities (Daily or more)	I used the internet to search or follow news about local, social, environmental, or political issues	19	17%	21	10%	20	12%	6%	3.52	0.17
Portugal	Programming skills	Activities (Daily or more)	I used the internet to search or follow news about local, social, environmental, or political issues	93	22%	58	24%	18	25%	-3%	0.68	0.71
All	**Programming skills**	**Activities (Daily or more)**	**On the internet or phone, I looked for new friends or contacts**	169	11%	151	11%	81	13%	**-2%**	2.12	0.35
Estonia	Programming skills	Activities (Daily or more)	On the internet or phone, I looked for new friends or contacts	24	9%	31	10%	24	19%	-10%	8.99	0.01
Finland	Programming skills	Activities (Daily or more)	On the internet or phone, I looked for new friends or contacts	12	8%	20	10%	15	16%	-8%	3.58	0.17
Germany	Programming skills	Activities (Daily or more)	On the internet or phone, I looked for new friends or contacts	19	6%	11	6%	6	8%	-1%	0.26	0.88
Italy	Programming skills	Activities (Daily or more)	On the internet or phone, I looked for new friends or contacts	31	11%	36	14%	8	9%	1%	2.54	0.28
Poland	Programming skills	Activities (Daily or more)	On the internet or phone, I looked for new friends or contacts	9	8%	17	8%	9	5%	3%	1.41	0.49
Portugal	Programming skills	Activities (Daily or more)	On the internet or phone, I looked for new friends or contacts	74	18%	36	15%	19	26%	-8%	3.87	0.14
All	**Technical and operational skills**	**Activities (Daily or more)**	**I communicated with my friends (e.g., via Messenger, email, WhatsApp, Facebook, Instagram)**	1129	87%	1191	91%	1005	92%	**-5%**	18.86	0.00
Estonia	Technical and operational skills	Activities (Daily or more)	I communicated with my friends (e.g., via Messenger, email, WhatsApp, Facebook, Instagram)	177	79%	221	83%	234	88%	-9%	7.42	0.02
Finland	Technical and operational skills	Activities (Daily or more)	I communicated with my friends (e.g., via Messenger, email, WhatsApp, Facebook, Instagram)	137	89%	151	95%	119	89%	0%	5.06	0.08
Germany	Technical and operational skills	Activities (Daily or more)	I communicated with my friends (e.g., via Messenger, email, WhatsApp, Facebook, Instagram)	206	87%	195	91%	120	88%	-1%	2.08	0.35
Italy	Technical and operational skills	Activities (Daily or more)	I communicated with my friends (e.g., via Messenger, email, WhatsApp, Facebook, Instagram)	205	96%	244	96%	180	97%	-1%	0.35	0.84
Poland	Technical and operational skills	Activities (Daily or more)	I communicated with my friends (e.g., via Messenger, email, WhatsApp, Facebook, Instagram)	171	84%	167	92%	116	89%	-4%	6.05	0.05
Portugal	Technical and operational skills	Activities (Daily or more)	I communicated with my friends (e.g., via Messenger, email, WhatsApp, Facebook, Instagram)	233	86%	213	91%	236	97%	-11%	19.89	0.00
All	**Technical and operational skills**	**Activities (Daily or more)**	**I communicated with my parents or caregivers (e.g., via Messenger, email, WhatsApp, Facebook, Instagram)**	868	67%	924	71%	753	69%	**-2%**	5.88	0.05
Estonia	Technical and operational skills	Activities (Daily or more)	I communicated with my parents or caregivers (e.g., via Messenger, email, WhatsApp, Facebook, Instagram)	108	48%	148	56%	155	58%	-10%	4.92	0.09
Finland	Technical and operational skills	Activities (Daily or more)	I communicated with my parents or caregivers (e.g., via Messenger, email, WhatsApp, Facebook, Instagram)	111	72%	119	74%	92	69%	3%	1.18	0.55
Germany	Technical and operational skills	Activities (Daily or more)	I communicated with my parents or caregivers (e.g., via Messenger, email, WhatsApp, Facebook, Instagram)	138	58%	132	63%	78	58%	0%	1.06	0.59
Italy	Technical and operational skills	Activities (Daily or more)	I communicated with my parents or caregivers (e.g., via Messenger, email, WhatsApp, Facebook, Instagram)	184	86%	220	86%	156	85%	1%	0.11	0.94
Poland	Technical and operational skills	Activities (Daily or more)	I communicated with my parents or caregivers (e.g., via Messenger, email, WhatsApp, Facebook, Instagram)	119	59%	112	64%	88	68%	-8%	2.51	0.29
Portugal	Technical and operational skills	Activities (Daily or more)	I communicated with my parents or caregivers (e.g., via Messenger, email, WhatsApp, Facebook, Instagram)	208	75%	193	82%	184	74%	1%	5.11	0.08
All	**Technical and operational skills**	**Activities (Daily or more)**	**I created and edited some digital content (e.g., music, videos, gifs, memes)**	126	10%	158	13%	186	17%	**-7%**	27.55	0.00
Estonia	Technical and operational skills	Activities (Daily or more)	I created and edited some digital content (e.g., music, videos, gifs, memes)	17	8%	28	11%	38	15%	-6%	4.64	0.10
Finland	Technical and operational skills	Activities (Daily or more)	I created and edited some digital content (e.g., music, videos, gifs, memes)	8	5%	9	6%	17	13%	-8%	6.69	0.04
Germany	Technical and operational skills	Activities (Daily or more)	I created and edited some digital content (e.g., music, videos, gifs, memes)	19	8%	12	6%	28	21%	-13%	20.12	0.00
Italy	Technical and operational skills	Activities (Daily or more)	I created and edited some digital content (e.g., music, videos, gifs, memes)	20	9%	51	20%	39	21%	-12%	13.97	0.00
Poland	Technical and operational skills	Activities (Daily or more)	I created and edited some digital content (e.g., music, videos, gifs, memes)	16	8%	19	11%	12	9%	-1%	0.75	0.69
Portugal	Technical and operational skills	Activities (Daily or more)	I created and edited some digital content (e.g., music, videos, gifs, memes)	46	17%	39	17%	52	22%	-5%	2.11	0.35
All	**Technical and operational skills**	**Activities (Daily or more)**	**I listened to music or watched videos or music clips online**	973	75%	1053	82%	942	86%	**-12%**	52.24	0.00
Estonia	Technical and operational skills	Activities (Daily or more)	I listened to music or watched videos or music clips online	155	70%	219	85%	220	83%	-14%	19.56	0.00
Finland	Technical and operational skills	Activities (Daily or more)	I listened to music or watched videos or music clips online	115	74%	132	84%	109	81%	-8%	4.96	0.08
Germany	Technical and operational skills	Activities (Daily or more)	I listened to music or watched videos or music clips online	144	61%	155	74%	108	79%	-18%	16.29	0.00
Italy	Technical and operational skills	Activities (Daily or more)	I listened to music or watched videos or music clips online	179	84%	219	86%	172	92%	-9%	7.80	0.02
Poland	Technical and operational skills	Activities (Daily or more)	I listened to music or watched videos or music clips online	161	79%	147	82%	118	90%	-12%	8.10	0.02
Portugal	Technical and operational skills	Activities (Daily or more)	I listened to music or watched videos or music clips online	219	81%	181	78%	215	88%	-8%	10.42	0.01
All	**Technical and operational skills**	**Activities (Daily or more)**	**I played games on my computer or phone**	642	50%	742	58%	695	64%	**-14%**	50.09	0.00
Estonia	Technical and operational skills	Activities (Daily or more)	I played games on my computer or phone	112	51%	152	59%	168	64%	-13%	7.76	0.02
Finland	Technical and operational skills	Activities (Daily or more)	I played games on my computer or phone	75	48%	97	60%	86	64%	-15%	7.70	0.02
Germany	Technical and operational skills	Activities (Daily or more)	I played games on my computer or phone	89	37%	97	47%	68	50%	-13%	7.13	0.03
Italy	Technical and operational skills	Activities (Daily or more)	I played games on my computer or phone	121	57%	172	68%	137	74%	-17%	12.73	0.00
Poland	Technical and operational skills	Activities (Daily or more)	I played games on my computer or phone	93	46%	99	55%	79	61%	-15%	7.86	0.02
Portugal	Technical and operational skills	Activities (Daily or more)	I played games on my computer or phone	152	56%	125	54%	157	65%	-9%	7.38	0.02
All	**Technical and operational skills**	**Activities (Daily or more)**	**I searched for information about mental health, mental difficulties, or psychological well-being**	87	7%	138	11%	145	13%	**-6%**	27.65	0.00
Estonia	Technical and operational skills	Activities (Daily or more)	I searched for information about mental health, mental difficulties, or psychological well-being	13	6%	30	12%	32	12%	-6%	5.86	0.05

Country	Skill	Activity	Statement									
Finland	Technical and operational skills	Activities (Daily or more)	I searched for information about mental health, mental difficulties, or psychological well-being	4	3%	7	4%	13	10%	-7%	7.37	0.03
Germany	Technical and operational skills	Activities (Daily or more)	I searched for information about mental health, mental difficulties, or psychological well-being	10	4%	14	7%	17	13%	-8%	8.26	0.02
Italy	Technical and operational skills	Activities (Daily or more)	I searched for information about mental health, mental difficulties, or psychological well-being	10	5%	28	11%	23	12%	-8%	9.34	0.01
Poland	Technical and operational skills	Activities (Daily or more)	I searched for information about mental health, mental difficulties, or psychological well-being	15	8%	25	14%	17	13%	-5%	4.00	0.14
Portugal	Technical and operational skills	Activities (Daily or more)	I searched for information about mental health, mental difficulties, or psychological well-being	35	14%	34	15%	43	18%	-4%	1.88	0.39
All	**Technical and operational skills**	**Activities (Daily or more)**	**I searched for information about physical health, injury, or physical treatment**	**98**	**8%**	**121**	**9%**	141	**13%**	**-5%**	17.49	0.00
Estonia	Technical and operational skills	Activities (Daily or more)	I searched for information about physical health, injury, or physical treatment	11	5%	21	8%	34	13%	-8%	8.71	0.01
Finland	Technical and operational skills	Activities (Daily or more)	I searched for information about physical health, injury, or physical treatment	6	4%	12	8%	10	8%	-4%	2.33	0.31
Germany	Technical and operational skills	Activities (Daily or more)	I searched for information about physical health, injury, or physical treatment	10	4%	13	6%	20	15%	-10%	12.35	0.00
Italy	Technical and operational skills	Activities (Daily or more)	I searched for information about physical health, injury, or physical treatment	17	8%	21	8%	23	12%	-4%	2.62	0.27
Poland	Technical and operational skills	Activities (Daily or more)	I searched for information about physical health, injury, or physical treatment	12	6%	17	10%	10	8%	-2%	1.37	0.50
Portugal	Technical and operational skills	Activities (Daily or more)	I searched for information about physical health, injury, or physical treatment	42	16%	37	16%	44	18%	-2%	0.59	0.74
All	**Technical and operational skills**	**Activities (Daily or more)**	**I used the internet or phone to learn something new (e.g., by watching tutorials, searching for information about my interests)**	**263**	**20%**	**329**	**25%**	375	**34%**	**-14%**	60.19	0.00
Estonia	Technical and operational skills	Activities (Daily or more)	I used the internet or phone to learn something new (e.g., by watching tutorials, searching for information about my interests)	31	14%	51	19%	82	31%	-17%	21.69	0.00
Finland	Technical and operational skills	Activities (Daily or more)	I used the internet or phone to learn something new (e.g., by watching tutorials, searching for information about my interests)	19	13%	33	21%	45	34%	-22%	19.20	0.00
Germany	Technical and operational skills	Activities (Daily or more)	I used the internet or phone to learn something new (e.g., by watching tutorials, searching for information about my interests)	36	15%	30	14%	35	26%	-11%	8.55	0.01
Italy	Technical and operational skills	Activities (Daily or more)	I used the internet or phone to learn something new (e.g., by watching tutorials, searching for information about my interests)	64	30%	95	37%	78	41%	-11%	5.85	0.05
Poland	Technical and operational skills	Activities (Daily or more)	I used the internet or phone to learn something new (e.g., by watching tutorials, searching for information about my interests)	35	18%	42	24%	36	28%	-10%	4.89	0.09
Portugal	Technical and operational skills	Activities (Daily or more)	I used the internet or phone to learn something new (e.g., by watching tutorials, searching for information about my interests)	78	28%	78	33%	99	40%	-12%	8.56	0.01
All	**Technical and operational skills**	**Activities (Daily or more)**	**I used the internet or phone to practise something I was learning (e.g., maths, a language, music, or other personal interests)**	**232**	**18%**	**305**	**23%**	330	**30%**	**-12%**	48.36	0.00
Estonia	Technical and operational skills	Activities (Daily or more)	I used the internet or phone to practise something I was learning (e.g., maths, a language, music, or other personal interests)	24	11%	41	16%	69	26%	-15%	20.22	0.00
Finland	Technical and operational skills	Activities (Daily or more)	I used the internet or phone to practise something I was learning (e.g., maths, a language, music, or other personal interests)	29	19%	48	30%	42	32%	-13%	8.00	0.02
Germany	Technical and operational skills	Activities (Daily or more)	I used the internet or phone to practise something I was learning (e.g., maths, a language, music, or other personal interests)	29	12%	37	17%	33	24%	-12%	8.79	0.01
Italy	Technical and operational skills	Activities (Daily or more)	I used the internet or phone to practise something I was learning (e.g., maths, a language, music, or other personal interests)	50	23%	74	29%	64	34%	-11%	5.93	0.05
Poland	Technical and operational skills	Activities (Daily or more)	I used the internet or phone to practise something I was learning (e.g., maths, a language, music, or other personal interests)	38	20%	41	23%	42	32%	-13%	6.62	0.04
Portugal	Technical and operational skills	Activities (Daily or more)	I used the internet or phone to practise something I was learning (e.g., maths, a language, music, or other personal interests)	62	23%	64	27%	80	33%	-9%	5.71	0.06
All	**Technical and operational skills**	**Activities (Daily or more)**	**I used the internet to search or follow news about local, social, environmental, or political issues**	**156**	**12%**	**206**	**16%**	219	**20%**	**-8%**	28.06	0.00
Estonia	Technical and operational skills	Activities (Daily or more)	I used the internet to search or follow news about local, social, environmental, or political issues	12	5%	20	8%	45	17%	-12%	20.83	0.00
Finland	Technical and operational skills	Activities (Daily or more)	I used the internet to search or follow news about local, social, environmental, or political issues	21	14%	29	19%	37	29%	-15%	9.00	0.01
Germany	Technical and operational skills	Activities (Daily or more)	I used the internet to search or follow news about local, social, environmental, or political issues	13	6%	21	10%	17	13%	-7%	5.63	0.06
Italy	Technical and operational skills	Activities (Daily or more)	I used the internet to search or follow news about local, social, environmental, or political issues	33	16%	58	23%	45	24%	-8%	5.34	0.07
Poland	Technical and operational skills	Activities (Daily or more)	I used the internet to search or follow news about local, social, environmental, or political issues	19	10%	25	15%	16	13%	-3%	1.96	0.37
Portugal	Technical and operational skills	Activities (Daily or more)	I used the internet to search or follow news about local, social, environmental, or political issues	58	21%	53	23%	59	24%	-3%	0.76	0.68
All	**Technical and operational skills**	**Activities (Daily or more)**	**On the internet or phone, I looked for new friends or contacts**	**103**	**8%**	**139**	**11%**	162	**15%**	**-7%**	27.38	0.00
Estonia	Technical and operational skills	Activities (Daily or more)	On the internet or phone, I looked for new friends or contacts	14	7%	22	9%	42	16%	-10%	12.86	0.00
Finland	Technical and operational skills	Activities (Daily or more)	On the internet or phone, I looked for new friends or contacts	10	7%	19	12%	19	14%	-8%	5.10	0.08
Germany	Technical and operational skills	Activities (Daily or more)	On the internet or phone, I looked for new friends or contacts	11	5%	12	6%	13	10%	-5%	3.57	0.17
Italy	Technical and operational skills	Activities (Daily or more)	On the internet or phone, I looked for new friends or contacts	19	9%	24	10%	33	18%	-9%	8.21	0.02
Poland	Technical and operational skills	Activities (Daily or more)	On the internet or phone, I looked for new friends or contacts	8	4%	20	11%	6	5%	0%	8.12	0.02
Portugal	Technical and operational skills	Activities (Daily or more)	On the internet or phone, I looked for new friends or contacts	41	15%	42	18%	49	21%	-5%	2.43	0.30
All	**Communication and interaction skills**	**Civic Engagement (At least once)**	**Discussed or commented on social or political issues on the internet**	**227**	**30%**	**401**	**31%**	588	**37%**	**-7%**	16.99	0.00
Estonia	Communication and interaction skills	Civic Engagement (At least once)	Discussed or commented on social or political issues on the internet	42	29%	65	27%	109	33%	-3%	2.35	0.31
Finland	Communication and interaction skills	Civic Engagement (At least once)	Discussed or commented on social or political issues on the internet	8	11%	31	19%	66	27%	-16%	10.39	0.01
Germany	Communication and interaction skills	Civic Engagement (At least once)	Discussed or commented on social or political issues on the internet	37	26%	61	33%	93	38%	-12%	6.06	0.05
Italy	Communication and interaction skills	Civic Engagement (At least once)	Discussed or commented on social or political issues on the internet	43	39%	95	34%	108	43%	-4%	4.24	0.12
Poland	Communication and interaction skills	Civic Engagement (At least once)	Discussed or commented on social or political issues on the internet	56	40%	81	44%	78	47%	-7%	1.41	0.49
Portugal	Communication and interaction skills	Civic Engagement (At least once)	Discussed or commented on social or political issues on the internet	41	27%	68	31%	134	40%	-13%	9.60	0.01
All	**Communication and interaction skills**	**Civic Engagement (At least once)**	**Joined or followed a political group on social networks**	**141**	**19%**	**274**	**21%**	331	**21%**	**-2%**	1.66	0.44
Estonia	Communication and interaction skills	Civic Engagement (At least once)	Joined or followed a political group on social networks	32	23%	55	22%	66	19%	4%	1.19	0.55
Finland	Communication and interaction skills	Civic Engagement (At least once)	Joined or followed a political group on social networks	7	9%	19	11%	40	16%	-7%	3.22	0.20
Germany	Communication and interaction skills	Civic Engagement (At least once)	Joined or followed a political group on social networks	20	14%	35	18%	37	15%	-1%	1.12	0.57
Italy	Communication and interaction skills	Civic Engagement (At least once)	Joined or followed a political group on social networks	21	19%	55	20%	49	19%	0%	0.08	0.96
Poland	Communication and interaction skills	Civic Engagement (At least once)	Joined or followed a political group on social networks	36	27%	61	32%	59	34%	-7%	1.93	0.38
Portugal	Communication and interaction skills	Civic Engagement (At least once)	Joined or followed a political group on social networks	25	17%	49	22%	80	24%	-7%	3.20	0.20
All	**Communication and interaction skills**	**Civic Engagement (At least once)**	**Participated in an internet-based protest or campaign**	**107**	**14%**	**188**	**15%**	284	**18%**	**-3%**	7.42	0.02
Estonia	Communication and interaction skills	Civic Engagement (At least once)	Participated in an internet-based protest or campaign	19	14%	32	13%	60	18%	-4%	2.42	0.30
Finland	Communication and interaction skills	Civic Engagement (At least once)	Participated in an internet-based protest or campaign	11	15%	17	10%	34	14%	1%	1.57	0.46
Germany	Communication and interaction skills	Civic Engagement (At least once)	Participated in an internet-based protest or campaign	12	8%	14	7%	28	11%	-3%	2.45	0.29

Country	Skill	Civic Engagement	Activity									
Italy	Communication and interaction skills	Civic Engagement (At least once)	Participated in an internet-based protest or campaign	9	8%	24	9%	40	16%	-7%	7.42	0.02
Poland	Communication and interaction skills	Civic Engagement (At least once)	Participated in an internet-based protest or campaign	31	24%	49	26%	39	23%	1%	0.39	0.82
Portugal	Communication and interaction skills	Civic Engagement (At least once)	Participated in an internet-based protest or campaign	25	17%	52	23%	83	25%	-8%	3.72	0.16
All	**Communication and interaction skills**	**Civic Engagement (At least once)**	**Shared news or music or videos with social or political content with people in your social networks**	**313**	**43%**	**536**	**43%**	**732**	**47%**	**-4%**	**5.59**	**0.06**
Estonia	Communication and interaction skills	Civic Engagement (At least once)	Shared news or music or videos with social or political content with people in your social networks	40	28%	69	29%	122	36%	-8%	4.32	0.12
Finland	Communication and interaction skills	Civic Engagement (At least once)	Shared news or music or videos with social or political content with people in your social networks	9	12%	19	12%	44	18%	-6%	3.54	0.17
Germany	Communication and interaction skills	Civic Engagement (At least once)	Shared news or music or videos with social or political content with people in your social networks	53	40%	78	43%	107	47%	-6%	1.35	0.51
Italy	Communication and interaction skills	Civic Engagement (At least once)	Shared news or music or videos with social or political content with people in your social networks	68	62%	159	58%	157	62%	0%	0.96	0.62
Poland	Communication and interaction skills	Civic Engagement (At least once)	Shared news or music or videos with social or political content with people in your social networks	71	54%	104	57%	100	59%	-5%	0.78	0.68
Portugal	Communication and interaction skills	Civic Engagement (At least once)	Shared news or music or videos with social or political content with people in your social networks	72	50%	107	50%	202	62%	-11%	9.35	0.01
All	**Communication and interaction skills**	**Civic Engagement (At least once)**	**Signed an online petition**	**181**	**25%**	**363**	**30%**	**541**	**35%**	**-10%**	**25.02**	**0.00**
Estonia	Communication and interaction skills	Civic Engagement (At least once)	Signed an online petition	21	16%	36	16%	88	27%	-11%	12.70	0.00
Finland	Communication and interaction skills	Civic Engagement (At least once)	Signed an online petition	3	4%	23	16%	40	18%	-14%	9.44	0.01
Germany	Communication and interaction skills	Civic Engagement (At least once)	Signed an online petition	29	21%	53	29%	80	33%	-12%	6.68	0.04
Italy	Communication and interaction skills	Civic Engagement (At least once)	Signed an online petition	35	32%	97	36%	115	45%	-13%	7.01	0.03
Poland	Communication and interaction skills	Civic Engagement (At least once)	Signed an online petition	46	35%	77	43%	80	49%	-13%	5.35	0.07
Portugal	Communication and interaction skills	Civic Engagement (At least once)	Signed an online petition	47	35%	77	39%	138	44%	-9%	3.43	0.18
All	**Content creation and production skills**	**Civic Engagement (At least once)**	**Discussed or commented on social or political issues on the internet**	**613**	**29%**	**321**	**39%**	**273**	**42%**	**-13%**	**47.57**	**0.00**
Estonia	Content creation and production skills	Civic Engagement (At least once)	Discussed or commented on social or political issues on the internet	130	27%	47	36%	38	35%	-7%	4.63	0.10
Finland	Content creation and production skills	Civic Engagement (At least once)	Discussed or commented on social or political issues on the internet	44	18%	24	27%	36	26%	-8%	5.22	0.07
Germany	Content creation and production skills	Civic Engagement (At least once)	Discussed or commented on social or political issues on the internet	89	27%	53	40%	49	45%	-17%	13.75	0.00
Italy	Content creation and production skills	Civic Engagement (At least once)	Discussed or commented on social or political issues on the internet	122	35%	79	40%	43	51%	-16%	7.82	0.02
Poland	Content creation and production skills	Civic Engagement (At least once)	Discussed or commented on social or political issues on the internet	116	37%	49	53%	47	61%	-24%	19.32	0.00
Portugal	Content creation and production skills	Civic Engagement (At least once)	Discussed or commented on social or political issues on the internet	112	29%	69	38%	60	45%	-16%	11.97	0.00
All	**Content creation and production skills**	**Civic Engagement (At least once)**	**Joined or followed a political group on social networks**	**402**	**19%**	**184**	**22%**	**156**	**23%**	**-4%**	**7.13**	**0.03**
Estonia	Content creation and production skills	Civic Engagement (At least once)	Joined or followed a political group on social networks	97	20%	29	22%	27	24%	-4%	0.76	0.68
Finland	Content creation and production skills	Civic Engagement (At least once)	Joined or followed a political group on social networks	31	12%	14	15%	21	15%	-3%	0.79	0.68
Germany	Content creation and production skills	Civic Engagement (At least once)	Joined or followed a political group on social networks	51	16%	24	17%	17	16%	0%	0.16	0.92
Italy	Content creation and production skills	Civic Engagement (At least once)	Joined or followed a political group on social networks	64	18%	39	20%	22	25%	-7%	2.17	0.34
Poland	Content creation and production skills	Civic Engagement (At least once)	Joined or followed a political group on social networks	87	28%	34	37%	32	40%	-12%	5.90	0.05
Portugal	Content creation and production skills	Civic Engagement (At least once)	Joined or followed a political group on social networks	72	19%	44	23%	37	27%	-9%	4.85	0.09
All	**Content creation and production skills**	**Civic Engagement (At least once)**	**Participated in an internet-based protest or campaign**	**293**	**14%**	**152**	**18%**	**130**	**20%**	**-6%**	**16.05**	**0.00**
Estonia	Content creation and production skills	Civic Engagement (At least once)	Participated in an internet-based protest or campaign	67	14%	26	20%	18	17%	-2%	2.21	0.33
Finland	Content creation and production skills	Civic Engagement (At least once)	Participated in an internet-based protest or campaign	34	13%	10	11%	18	13%	1%	0.44	0.80
Germany	Content creation and production skills	Civic Engagement (At least once)	Participated in an internet-based protest or campaign	25	8%	17	12%	12	11%	-3%	2.89	0.24
Italy	Content creation and production skills	Civic Engagement (At least once)	Participated in an internet-based protest or campaign	25	7%	30	15%	17	20%	-13%	15.04	0.00
Poland	Content creation and production skills	Civic Engagement (At least once)	Participated in an internet-based protest or campaign	67	21%	26	28%	24	30%	-9%	3.29	0.19
Portugal	Content creation and production skills	Civic Engagement (At least once)	Participated in an internet-based protest or campaign	74	19%	43	23%	42	31%	-12%	7.08	0.03
All	**Content creation and production skills**	**Civic Engagement (At least once)**	**Shared news or music or videos with social or political content with people in your social networks**	**839**	**41%**	**416**	**51%**	**317**	**49%**	**-8%**	**30.16**	**0.00**
Estonia	Content creation and production skills	Civic Engagement (At least once)	Shared news or music or videos with social or political content with people in your social networks	143	30%	48	37%	40	36%	-6%	2.68	0.26
Finland	Content creation and production skills	Civic Engagement (At least once)	Shared news or music or videos with social or political content with people in your social networks	31	13%	17	19%	23	17%	-4%	2.65	0.27
Germany	Content creation and production skills	Civic Engagement (At least once)	Shared news or music or videos with social or political content with people in your social networks	119	39%	64	50%	55	52%	-14%	8.42	0.01
Italy	Content creation and production skills	Civic Engagement (At least once)	Shared news or music or videos with social or political content with people in your social networks	203	58%	117	61%	61	70%	-13%	4.78	0.09
Poland	Content creation and production skills	Civic Engagement (At least once)	Shared news or music or videos with social or political content with people in your social networks	160	53%	66	68%	47	59%	-7%	7.52	0.02
Portugal	Content creation and production skills	Civic Engagement (At least once)	Shared news or music or videos with social or political content with people in your social networks	183	49%	104	59%	91	69%	-20%	17.23	0.00
All	**Content creation and production skills**	**Civic Engagement (At least once)**	**Signed an online petition**	**517**	**26%**	**312**	**39%**	**249**	**39%**	**-14%**	**65.30**	**0.00**
Estonia	Content creation and production skills	Civic Engagement (At least once)	Signed an online petition	82	18%	31	25%	32	29%	-11%	7.33	0.03
Finland	Content creation and production skills	Civic Engagement (At least once)	Signed an online petition	30	13%	13	16%	23	19%	-5%	1.78	0.41
Germany	Content creation and production skills	Civic Engagement (At least once)	Signed an online petition	81	25%	42	32%	39	35%	-10%	4.43	0.11
Italy	Content creation and production skills	Civic Engagement (At least once)	Signed an online petition	101	29%	98	49%	46	54%	-25%	30.03	0.00
Poland	Content creation and production skills	Civic Engagement (At least once)	Signed an online petition	112	37%	41	46%	47	60%	-23%	14.04	0.00
Portugal	Content creation and production skills	Civic Engagement (At least once)	Signed an online petition	111	32%	87	49%	62	51%	-18%	19.76	0.00
All	**Information navigation and processing skills**	**Civic Engagement (At least once)**	**Discussed or commented on social or political issues on the internet**	**673**	**30%**	**318**	**37%**	**222**	**42%**	**-12%**	**31.96**	**0.00**
Estonia	Information navigation and processing skills	Civic Engagement (At least once)	Discussed or commented on social or political issues on the internet	128	27%	46	34%	42	42%	-16%	10.67	0.00
Finland	Information navigation and processing skills	Civic Engagement (At least once)	Discussed or commented on social or political issues on the internet	49	18%	26	23%	30	29%	-10%	4.83	0.09
Germany	Information navigation and processing skills	Civic Engagement (At least once)	Discussed or commented on social or political issues on the internet	105	31%	59	38%	27	36%	-6%	2.56	0.28
Italy	Information navigation and processing skills	Civic Engagement (At least once)	Discussed or commented on social or political issues on the internet	139	36%	59	38%	42	55%	-20%	10.02	0.01
Poland	Information navigation and processing skills	Civic Engagement (At least once)	Discussed or commented on social or political issues on the internet	117	38%	60	51%	41	61%	-24%	15.68	0.00
Portugal	Information navigation and processing skills	Civic Engagement (At least once)	Discussed or commented on social or political issues on the internet	135	32%	68	40%	40	37%	-5%	3.62	0.16
All	**Information navigation and processing skills**	**Civic Engagement (At least once)**	**Joined or followed a political group on social networks**	**424**	**19%**	**186**	**22%**	**133**	**25%**	**-6%**	**11.18**	**0.00**
Estonia	Information navigation and processing skills	Civic Engagement (At least once)	Joined or followed a political group on social networks	92	19%	31	23%	30	30%	-11%	5.61	0.06

Country	Skill	Civic Engagement	Activity									
Finland	Information navigation and processing skills	Civic Engagement (At least once)	Joined or followed a political group on social networks	37	13%	11	9%	19	19%	-6%	4.72	0.09
Germany	Information navigation and processing skills	Civic Engagement (At least once)	Joined or followed a political group on social networks	56	16%	23	15%	13	18%	-1%	0.40	0.82
Italy	Information navigation and processing skills	Civic Engagement (At least once)	Joined or followed a political group on social networks	70	18%	32	21%	19	25%	-7%	2.27	0.32
Poland	Information navigation and processing skills	Civic Engagement (At least once)	Joined or followed a political group on social networks	86	27%	45	39%	25	37%	-9%	6.24	0.04
Portugal	Information navigation and processing skills	Civic Engagement (At least once)	Joined or followed a political group on social networks	83	19%	44	25%	27	25%	-6%	3.55	0.17
All	**Information navigation and processing skills**	**Civic Engagement (At least once)**	**Participated in an internet-based protest or campaign**	**330**	**15%**	**137**	**16%**	**114**	**21%**	**-6%**	**12.68**	**0.00**
Estonia	Information navigation and processing skills	Civic Engagement (At least once)	Participated in an internet-based protest or campaign	66	14%	26	19%	19	19%	-5%	3.00	0.22
Finland	Information navigation and processing skills	Civic Engagement (At least once)	Participated in an internet-based protest or campaign	38	14%	8	7%	16	16%	-2%	5.43	0.07
Germany	Information navigation and processing skills	Civic Engagement (At least once)	Participated in an internet-based protest or campaign	26	7%	19	12%	9	12%	-4%	3.14	0.21
Italy	Information navigation and processing skills	Civic Engagement (At least once)	Participated in an internet-based protest or campaign	37	9%	18	11%	18	23%	-14%	10.27	0.01
Poland	Information navigation and processing skills	Civic Engagement (At least once)	Participated in an internet-based protest or campaign	68	22%	29	25%	24	33%	-11%	3.93	0.14
Portugal	Information navigation and processing skills	Civic Engagement (At least once)	Participated in an internet-based protest or campaign	95	22%	37	22%	28	26%	-4%	0.73	0.70
All	**Information navigation and processing skills**	**Civic Engagement (At least once)**	**Shared news or music or videos with social or political content with people in your social networks**	**940**	**43%**	**381**	**46%**	**251**	**47%**	**-4%**	**3.55**	**0.17**
Estonia	Information navigation and processing skills	Civic Engagement (At least once)	Shared news or music or videos with social or political content with people in your social networks	152	32%	36	27%	43	42%	-10%	6.09	0.05
Finland	Information navigation and processing skills	Civic Engagement (At least once)	Shared news or music or videos with social or political content with people in your social networks	39	15%	15	13%	18	18%	-3%	1.11	0.58
Germany	Information navigation and processing skills	Civic Engagement (At least once)	Shared news or music or videos with social or political content with people in your social networks	131	41%	79	53%	29	39%	2%	6.56	0.04
Italy	Information navigation and processing skills	Civic Engagement (At least once)	Shared news or music or videos with social or political content with people in your social networks	232	60%	86	55%	54	70%	-10%	4.94	0.08
Poland	Information navigation and processing skills	Civic Engagement (At least once)	Shared news or music or videos with social or political content with people in your social networks	165	54%	71	63%	42	60%	-6%	3.33	0.19
Portugal	Information navigation and processing skills	Civic Engagement (At least once)	Shared news or music or videos with social or political content with people in your social networks	221	54%	94	57%	65	60%	-7%	1.85	0.40
All	**Information navigation and processing skills**	**Civic Engagement (At least once)**	**Signed an online petition**	**604**	**29%**	**274**	**34%**	**202**	**40%**	**-11%**	**25.39**	**0.00**
Estonia	Information navigation and processing skills	Civic Engagement (At least once)	Signed an online petition	86	18%	27	21%	32	32%	-13%	8.10	0.02
Finland	Information navigation and processing skills	Civic Engagement (At least once)	Signed an online petition	33	14%	16	15%	17	19%	-5%	1.46	0.48
Germany	Information navigation and processing skills	Civic Engagement (At least once)	Signed an online petition	88	27%	50	32%	24	31%	-4%	1.89	0.39
Italy	Information navigation and processing skills	Civic Engagement (At least once)	Signed an online petition	138	36%	63	40%	40	53%	-17%	7.45	0.02
Poland	Information navigation and processing skills	Civic Engagement (At least once)	Signed an online petition	119	39%	44	42%	42	61%	-21%	10.58	0.01
Portugal	Information navigation and processing skills	Civic Engagement (At least once)	Signed an online petition	140	36%	74	47%	47	48%	-12%	7.93	0.02
All	**Digital knowledge items**	**Civic Engagement (At least once)**	**Discussed or commented on social or political issues on the internet**	**366**	**28%**	**603**	**35%**	**244**	**43%**	**-15%**	**41.57**	**0.00**
Estonia	Digital knowledge items	Civic Engagement (At least once)	Discussed or commented on social or political issues on the internet	68	24%	108	33%	40	39%	-15%	9.40	0.01
Finland	Digital knowledge items	Civic Engagement (At least once)	Discussed or commented on social or political issues on the internet	22	21%	40	17%	41	29%	-8%	7.52	0.02
Germany	Digital knowledge items	Civic Engagement (At least once)	Discussed or commented on social or political issues on the internet	50	28%	105	34%	35	43%	-15%	5.93	0.05
Italy	Digital knowledge items	Civic Engagement (At least once)	Discussed or commented on social or political issues on the internet	73	28%	130	42%	41	60%	-32%	27.51	0.00
Poland	Digital knowledge items	Civic Engagement (At least once)	Discussed or commented on social or political issues on the internet	59	37%	108	46%	50	52%	-15%	5.69	0.06
Portugal	Digital knowledge items	Civic Engagement (At least once)	Discussed or commented on social or political issues on the internet	94	29%	112	36%	37	48%	-19%	10.41	0.01
All	**Digital knowledge items**	**Civic Engagement (At least once)**	**Joined or followed a political group on social networks**	**259**	**20%**	**356**	**20%**	**130**	**23%**	**-3%**	**2.08**	**0.35**
Estonia	Digital knowledge items	Civic Engagement (At least once)	Joined or followed a political group on social networks	69	24%	62	19%	23	22%	3%	3.25	0.20
Finland	Digital knowledge items	Civic Engagement (At least once)	Joined or followed a political group on social networks	15	14%	31	13%	20	14%	0%	0.12	0.94
Germany	Digital knowledge items	Civic Engagement (At least once)	Joined or followed a political group on social networks	22	12%	56	18%	14	18%	-5%	2.85	0.24
Italy	Digital knowledge items	Civic Engagement (At least once)	Joined or followed a political group on social networks	49	19%	59	19%	18	26%	-7%	1.91	0.38
Poland	Digital knowledge items	Civic Engagement (At least once)	Joined or followed a political group on social networks	39	26%	77	31%	38	40%	-14%	4.97	0.08
Portugal	Digital knowledge items	Civic Engagement (At least once)	Joined or followed a political group on social networks	65	19%	71	24%	17	21%	-2%	1.60	0.45
All	**Digital knowledge items**	**Civic Engagement (At least once)**	**Participated in an internet-based protest or campaign**	**187**	**14%**	**287**	**17%**	**103**	**18%**	**-4%**	**6.06**	**0.05**
Estonia	Digital knowledge items	Civic Engagement (At least once)	Participated in an internet-based protest or campaign	49	17%	47	14%	15	15%	2%	1.07	0.59
Finland	Digital knowledge items	Civic Engagement (At least once)	Participated in an internet-based protest or campaign	14	13%	28	12%	19	13%	0%	0.23	0.89
Germany	Digital knowledge items	Civic Engagement (At least once)	Participated in an internet-based protest or campaign	5	3%	39	12%	10	12%	-9%	16.77	0.00
Italy	Digital knowledge items	Civic Engagement (At least once)	Participated in an internet-based protest or campaign	24	9%	39	13%	9	13%	-4%	2.12	0.35
Poland	Digital knowledge items	Civic Engagement (At least once)	Participated in an internet-based protest or campaign	33	20%	57	25%	30	31%	-11%	3.69	0.16
Portugal	Digital knowledge items	Civic Engagement (At least once)	Participated in an internet-based protest or campaign	62	19%	77	26%	20	26%	-7%	4.90	0.09
All	**Digital knowledge items**	**Civic Engagement (At least once)**	**Shared news or music or videos with social or political content with people in your social networks**	**561**	**44%**	**741**	**44%**	**275**	**49%**	**-5%**	**4.41**	**0.11**
Estonia	Digital knowledge items	Civic Engagement (At least once)	Shared news or music or videos with social or political content with people in your social networks	87	31%	107	33%	37	36%	-5%	1.01	0.60
Finland	Digital knowledge items	Civic Engagement (At least once)	Shared news or music or videos with social or political content with people in your social networks	13	13%	28	12%	29	20%	-8%	4.81	0.09

Country	Skill	Civic Engagement	Activity	N	%	N	%	N	%	Diff	Stat	p
Germany	Digital knowledge items	Civic Engagement (At least once)	Shared news or music or videos with social or political content with people in your social networks	72	44%	122	41%	44	56%	-13%	6.30	0.04
Italy	Digital knowledge items	Civic Engagement (At least once)	Shared news or music or videos with social or political content with people in your social networks	143	54%	189	62%	51	75%	-21%	10.78	0.00
Poland	Digital knowledge items	Civic Engagement (At least once)	Shared news or music or videos with social or political content with people in your social networks	80	52%	134	57%	61	66%	-14%	4.68	0.10
Portugal	Digital knowledge items	Civic Engagement (At least once)	Shared news or music or videos with social or political content with people in your social networks	166	53%	161	56%	53	65%	-13%	4.30	0.12
All	**Digital knowledge items**	**Civic Engagement (At least once)**	**Signed an online petition**	**311**	**25%**	**548**	**33%**	**224**	**40%**	**-14%**	41.00	0.00
Estonia	Digital knowledge items	Civic Engagement (At least once)	Signed an online petition	47	17%	71	22%	28	28%	-11%	5.02	0.08
Finland	Digital knowledge items	Civic Engagement (At least once)	Signed an online petition	14	17%	31	15%	20	15%	2%	0.21	0.90
Germany	Digital knowledge items	Civic Engagement (At least once)	Signed an online petition	26	15%	97	32%	39	47%	-32%	32.42	0.00
Italy	Digital knowledge items	Civic Engagement (At least once)	Signed an online petition	87	34%	125	40%	34	50%	-16%	6.40	0.04
Poland	Digital knowledge items	Civic Engagement (At least once)	Signed an online petition	50	33%	98	44%	54	56%	-22%	12.19	0.00
Portugal	Digital knowledge items	Civic Engagement (At least once)	Signed an online petition	87	30%	126	45%	49	62%	-32%	30.76	0.00
All	**Programming skills**	**Civic Engagement (At least once)**	**Discussed or commented on social or political issues on the internet**	**464**	**30%**	**487**	**34%**	**256**	**41%**	**-11%**	22.77	0.00
Estonia	Programming skills	Civic Engagement (At least once)	Discussed or commented on social or political issues on the internet	68	27%	96	29%	51	43%	-16%	9.83	0.01
Finland	Programming skills	Civic Engagement (At least once)	Discussed or commented on social or political issues on the internet	32	20%	45	20%	27	27%	-7%	2.22	0.33
Germany	Programming skills	Civic Engagement (At least once)	Discussed or commented on social or political issues on the internet	93	31%	66	35%	32	41%	-10%	3.07	0.22
Italy	Programming skills	Civic Engagement (At least once)	Discussed or commented on social or political issues on the internet	98	33%	108	42%	39	46%	-13%	7.64	0.02
Poland	Programming skills	Civic Engagement (At least once)	Discussed or commented on social or political issues on the internet	46	42%	89	43%	79	46%	-4%	0.70	0.71
Portugal	Programming skills	Civic Engagement (At least once)	Discussed or commented on social or political issues on the internet	125	31%	82	37%	27	40%	-9%	3.49	0.17
All	**Programming skills**	**Civic Engagement (At least once)**	**Joined or followed a political group on social networks**	**301**	**19%**	**284**	**20%**	**158**	**25%**	**-6%**	9.06	0.01
Estonia	Programming skills	Civic Engagement (At least once)	Joined or followed a political group on social networks	54	21%	64	19%	35	29%	-8%	4.44	0.11
Finland	Programming skills	Civic Engagement (At least once)	Joined or followed a political group on social networks	18	11%	31	14%	17	17%	-6%	1.63	0.44
Germany	Programming skills	Civic Engagement (At least once)	Joined or followed a political group on social networks	51	17%	31	16%	10	13%	4%	0.76	0.68
Italy	Programming skills	Civic Engagement (At least once)	Joined or followed a political group on social networks	47	16%	60	24%	18	21%	-5%	5.75	0.06
Poland	Programming skills	Civic Engagement (At least once)	Joined or followed a political group on social networks	41	36%	56	27%	58	33%	3%	3.38	0.18
Portugal	Programming skills	Civic Engagement (At least once)	Joined or followed a political group on social networks	90	22%	42	19%	20	28%	-6%	2.82	0.24
All	**Programming skills**	**Civic Engagement (At least once)**	**Participated in an internet-based protest or campaign**	**217**	**14%**	**227**	**16%**	**130**	**21%**	**-7%**	14.19	0.00
Estonia	Programming skills	Civic Engagement (At least once)	Participated in an internet-based protest or campaign	33	13%	45	14%	32	26%	-13%	11.54	0.00
Finland	Programming skills	Civic Engagement (At least once)	Participated in an internet-based protest or campaign	22	14%	27	12%	13	13%	1%	0.32	0.85
Germany	Programming skills	Civic Engagement (At least once)	Participated in an internet-based protest or campaign	16	5%	13	7%	5	7%	-2%	3.15	0.21
Italy	Programming skills	Civic Engagement (At least once)	Participated in an internet-based protest or campaign	23	8%	41	16%	9	11%	-3%	9.54	0.01
Poland	Programming skills	Civic Engagement (At least once)	Participated in an internet-based protest or campaign	27	24%	49	24%	44	26%	-2%	0.19	0.91
Portugal	Programming skills	Civic Engagement (At least once)	Participated in an internet-based protest or campaign	89	22%	46	21%	21	30%	-8%	2.46	0.29
All	**Programming skills**	**Civic Engagement (At least once)**	**Shared news or music or videos with social or political content with people in your social networks**	**673**	**45%**	**620**	**44%**	**275**	**45%**	**0%**	0.10	0.95
Estonia	Programming skills	Civic Engagement (At least once)	Shared news or music or videos with social or political content with people in your social networks	75	30%	111	34%	44	36%	-6%	1.93	0.38
Finland	Programming skills	Civic Engagement (At least once)	Shared news or music or videos with social or political content with people in your social networks	23	15%	32	14%	17	18%	-3%	0.79	0.67
Germany	Programming skills	Civic Engagement (At least once)	Shared news or music or videos with social or political content with people in your social networks	124	44%	80	44%	33	43%	0%	0.04	0.98
Italy	Programming skills	Civic Engagement (At least once)	Shared news or music or videos with social or political content with people in your social networks	172	57%	159	64%	50	58%	-1%	2.91	0.23
Poland	Programming skills	Civic Engagement (At least once)	Shared news or music or videos with social or political content with people in your social networks	63	59%	119	58%	94	55%	4%	0.63	0.73
Portugal	Programming skills	Civic Engagement (At least once)	Shared news or music or videos with social or political content with people in your social networks	216	54%	119	55%	37	57%	-3%	0.16	0.92
All	**Programming skills**	**Civic Engagement (At least once)**	**Signed an online petition**	**456**	**31%**	**422**	**31%**	**204**	**34%**	**-3%**	2.56	0.28
Estonia	Programming skills	Civic Engagement (At least once)	Signed an online petition	45	18%	63	20%	37	31%	-13%	7.78	0.02
Finland	Programming skills	Civic Engagement (At least once)	Signed an online petition	17	12%	30	15%	19	22%	-10%	3.98	0.14
Germany	Programming skills	Civic Engagement (At least once)	Signed an online petition	87	29%	55	29%	19	24%	5%	0.86	0.65
Italy	Programming skills	Civic Engagement (At least once)	Signed an online petition	109	37%	99	39%	38	45%	-8%	1.90	0.39
Poland	Programming skills	Civic Engagement (At least once)	Signed an online petition	50	45%	88	43%	65	41%	4%	0.36	0.84
Portugal	Programming skills	Civic Engagement (At least once)	Signed an online petition	148	40%	87	42%	26	41%	0%	0.12	0.94
All	**Technical and operational skills**	**Civic Engagement (At least once)**	**Discussed or commented on social or political issues on the internet**	**346**	**28%**	**421**	**33%**	**449**	**41%**	**-13%**	47.10	0.00
Estonia	Technical and operational skills	Civic Engagement (At least once)	Discussed or commented on social or political issues on the internet	54	26%	68	27%	92	36%	-10%	6.99	0.03
Finland	Technical and operational skills	Civic Engagement (At least once)	Discussed or commented on social or political issues on the internet	22	14%	36	21%	47	30%	-16%	12.00	0.00
Germany	Technical and operational skills	Civic Engagement (At least once)	Discussed or commented on social or political issues on the internet	67	29%	74	36%	50	38%	-9%	3.67	0.16
Italy	Technical and operational skills	Civic Engagement (At least once)	Discussed or commented on social or political issues on the internet	60	29%	96	39%	90	48%	-19%	15.44	0.00
Poland	Technical and operational skills	Civic Engagement (At least once)	Discussed or commented on social or political issues on the internet	69	36%	74	43%	74	56%	-21%	13.40	0.00
Portugal	Technical and operational skills	Civic Engagement (At least once)	Discussed or commented on social or political issues on the internet	74	29%	73	34%	96	41%	-12%	8.37	0.02
All	**Technical and operational skills**	**Civic Engagement (At least once)**	**Joined or followed a political group on social networks**	**208**	**17%**	**267**	**21%**	**272**	**25%**	**-8%**	22.98	0.00
Estonia	Technical and operational skills	Civic Engagement (At least once)	Joined or followed a political group on social networks	36	17%	61	24%	55	21%	-4%	2.81	0.25
Finland	Technical and operational skills	Civic Engagement (At least once)	Joined or followed a political group on social networks	13	8%	26	14%	28	18%	-9%	6.53	0.04
Germany	Technical and operational skills	Civic Engagement (At least once)	Joined or followed a political group on social networks	37	16%	28	13%	27	21%	-5%	3.27	0.19
Italy	Technical and operational skills	Civic Engagement (At least once)	Joined or followed a political group on social networks	28	14%	52	21%	46	24%	-11%	7.90	0.02
Poland	Technical and operational skills	Civic Engagement (At least once)	Joined or followed a political group on social networks	42	22%	58	33%	56	42%	-20%	15.70	0.00
Portugal	Technical and operational skills	Civic Engagement (At least once)	Joined or followed a political group on social networks	52	20%	42	19%	60	26%	-6%	3.26	0.20
All	**Technical and operational skills**	**Civic Engagement (At least once)**	**Participated in an internet-based protest or campaign**	**173**	**14%**	**200**	**15%**	**208**	**19%**	**-5%**	11.82	0.00
Estonia	Technical and operational skills	Civic Engagement (At least once)	Participated in an internet-based protest or campaign	30	15%	40	16%	41	16%	-1%	0.16	0.93
Finland	Technical and operational skills	Civic Engagement (At least once)	Participated in an internet-based protest or campaign	19	12%	23	13%	20	13%	-1%	0.08	0.96
Germany	Technical and operational skills	Civic Engagement (At least once)	Participated in an internet-based protest or campaign	15	6%	18	9%	21	16%	-9%	8.44	0.01
Italy	Technical and operational skills	Civic Engagement (At least once)	Participated in an internet-based protest or campaign	12	6%	26	10%	35	19%	-13%	16.56	0.00
Poland	Technical and operational skills	Civic Engagement (At least once)	Participated in an internet-based protest or campaign	35	19%	46	26%	40	31%	-12%	6.76	0.03
Portugal	Technical and operational skills	Civic Engagement (At least once)	Participated in an internet-based protest or campaign	62	24%	47	21%	51	22%	2%	0.68	0.71

All	**Technical and operational skills**	**Civic Engagement (At least once)**	**Shared news or music or videos with social or political content with people in your social networks**	**526**	**43%**	**543**	**44%**	**515**	**47%**	**-5%**	5.25	0.07
Estonia	Technical and operational skills	Civic Engagement (At least once)	Shared news or music or videos with social or political content with people in your social networks	59	29%	78	31%	93	36%	-7%	2.88	0.24
Finland	Technical and operational skills	Civic Engagement (At least once)	Shared news or music or videos with social or political content with people in your social networks	20	13%	24	14%	29	19%	-6%	2.54	0.28
Germany	Technical and operational skills	Civic Engagement (At least once)	Shared news or music or videos with social or political content with people in your social networks	94	42%	80	41%	65	51%	-9%	3.25	0.20
Italy	Technical and operational skills	Civic Engagement (At least once)	Shared news or music or videos with social or political content with people in your social networks	117	57%	150	60%	116	63%	-6%	1.60	0.45
Poland	Technical and operational skills	Civic Engagement (At least once)	Shared news or music or videos with social or political content with people in your social networks	99	54%	95	57%	84	62%	-8%	2.30	0.32
Portugal	Technical and operational skills	Civic Engagement (At least once)	Shared news or music or videos with social or political content with people in your social networks	137	55%	116	56%	128	56%	-2%	0.16	0.92
All	**Technical and operational skills**	**Civic Engagement (At least once)**	**Signed an online petition**	**277**	**23%**	**379**	**31%**	**431**	**40%**	**-17%**	74.87	0.00
Estonia	Technical and operational skills	Civic Engagement (At least once)	Signed an online petition	22	11%	47	20%	76	30%	-19%	25.70	0.00
Finland	Technical and operational skills	Civic Engagement (At least once)	Signed an online petition	13	9%	26	17%	28	20%	-11%	7.32	0.03
Germany	Technical and operational skills	Civic Engagement (At least once)	Signed an online petition	49	22%	55	26%	58	43%	-21%	18.61	0.00
Italy	Technical and operational skills	Civic Engagement (At least once)	Signed an online petition	61	30%	91	37%	95	50%	-21%	17.74	0.00
Poland	Technical and operational skills	Civic Engagement (At least once)	Signed an online petition	63	34%	74	45%	67	52%	-18%	10.42	0.01
Portugal	Technical and operational skills	Civic Engagement (At least once)	Signed an online petition	69	31%	86	43%	107	48%	-18%	15.82	0.00

Note. The *p* level is set at < .01 for the whole sample and < .05 for country samples. The analyses with low *N* are flagged in orange. The significant differences across high and low skills are flagged in blue. See depiction on p. 60.

Table B2.	Online risks											
Country	**Skills**	**Construct**	**Item**	**Low**	**Low%**	**Medium**	**Medium%**	**High**	**High%**	**Low-High Diff %**	**Chi (df = 2)**	*p*
All	**Communication and interaction skills**	**Cyberhate (At least in some cases)**	**Being upset from intended exposure to cyberhate**	**90**	**71%**	**169**	**76%**	**216**	**71%**	**1%**	**1,73**	**0,42**
Estonia	Communication and interaction skills	Cyberhate (At least in some cases)	Being upset from intended exposure to cyberhate	25	71%	35	69%	49	63%	9%	0,96	0,62
Finland	Communication and interaction skills	Cyberhate (At least in some cases)	Being upset from intended exposure to cyberhate	0	0%	8	57%	17	50%	-50%	1,65	0,44
Germany	Communication and interaction skills	Cyberhate (At least in some cases)	Being upset from intended exposure to cyberhate	11	85%	16	89%	28	88%	-3%	0,12	0,94
Italy	Communication and interaction skills	Cyberhate (At least in some cases)	Being upset from intended exposure to cyberhate	22	73%	55	80%	46	74%	-1%	0,75	0,69
Poland	Communication and interaction skills	Cyberhate (At least in some cases)	Being upset from intended exposure to cyberhate	19	59%	41	77%	44	71%	-12%	3,06	0,22
Portugal	Communication and interaction skills	Cyberhate (At least in some cases)	Being upset from intended exposure to cyberhate	13	87%	14	78%	32	86%	0%	0,73	0,69
All	**Communication and interaction skills**	**Cyberhate (At least in some cases)**	**Being upset from nonintended exposure to cyberhate**	**219**	**85%**	**417**	**85%**	**549**	**84%**	**1%**	**0,16**	**0,92**
Estonia	Communication and interaction skills	Cyberhate (At least in some cases)	Being upset from nonintended exposure to cyberhate	40	78%	81	82%	138	84%	-6%	0,90	0,64
Finland	Communication and interaction skills	Cyberhate (At least in some cases)	Being upset from nonintended exposure to cyberhate	13	72%	32	71%	40	66%	7%	0,50	0,78
Germany	Communication and interaction skills	Cyberhate (At least in some cases)	Being upset from nonintended exposure to cyberhate	37	88%	54	89%	70	88%	1%	0,04	0,98
Italy	Communication and interaction skills	Cyberhate (At least in some cases)	Being upset from nonintended exposure to cyberhate	47	87%	122	87%	106	82%	5%	1,48	0,48
Poland	Communication and interaction skills	Cyberhate (At least in some cases)	Being upset from nonintended exposure to cyberhate	54	84%	76	81%	83	80%	5%	0,58	0,75
Portugal	Communication and interaction skills	Cyberhate (At least in some cases)	Being upset from nonintended exposure to cyberhate	28	97%	52	96%	112	97%	0%	0,01	1,00
All	**Communication and interaction skills**	**Cyberhate (Yes)**	**In the PAST YEAR, have you seen something like this online or on a phone?**	**347**	**71%**	**635**	**71%**	**855**	**75%**	**-4%**	**5,54**	**0,06**
Estonia	Communication and interaction skills	Cyberhate (Yes)	In the PAST YEAR, have you seen something like this online or on a phone?	79	68%	136	69%	228	77%	-10%	5,48	0,06
Finland	Communication and interaction skills	Cyberhate (Yes)	In the PAST YEAR, have you seen something like this online or on a phone?	24	51%	60	56%	92	58%	-7%	0,78	0,68
Germany	Communication and interaction skills	Cyberhate (Yes)	In the PAST YEAR, have you seen something like this online or on a phone?	49	74%	68	76%	96	78%	-4%	0,35	0,84
Italy	Communication and interaction skills	Cyberhate (Yes)	In the PAST YEAR, have you seen something like this online or on a phone?	72	71%	178	70%	163	68%	3%	0,38	0,83
Poland	Communication and interaction skills	Cyberhate (Yes)	In the PAST YEAR, have you seen something like this online or on a phone?	88	75%	133	80%	145	88%	-13%	9,03	0,01
Portugal	Communication and interaction skills	Cyberhate (Yes)	In the PAST YEAR, have you seen something like this online or on a phone?	35	83%	60	75%	131	83%	0%	2,27	0,32
All	**Communication and interaction skills**	**Cyberhate (At least once)**	**And how often have you seen something like this when you INTENDED to see it?**	**139**	**31%**	**243**	**30%**	**318**	**31%**	**0%**	**0,37**	**0,83**
Estonia	Communication and interaction skills	Cyberhate (At least once)	And how often have you seen something like this when you INTENDED to see it?	38	36%	56	31%	79	30%	6%	1,33	0,51
Finland	Communication and interaction skills	Cyberhate (At least once)	And how often have you seen something like this when you INTENDED to see it?	2	5%	17	17%	37	25%	-20%	10,46	0,01
Germany	Communication and interaction skills	Cyberhate (At least once)	And how often have you seen something like this when you INTENDED to see it?	14	22%	18	21%	35	30%	-8%	2,53	0,28
Italy	Communication and interaction skills	Cyberhate (At least once)	And how often have you seen something like this when you INTENDED to see it?	32	33%	74	31%	63	29%	5%	0,78	0,68
Poland	Communication and interaction skills	Cyberhate (At least once)	And how often have you seen something like this when you INTENDED to see it?	38	38%	58	41%	66	47%	-10%	2,61	0,27
Portugal	Communication and interaction skills	Cyberhate (At least once)	And how often have you seen something like this when you INTENDED to see it?	15	38%	20	28%	38	26%	12%	2,17	0,34
All	**Communication and interaction skills**	**Cyberhate (At least once)**	**How often have you seen something like this when you DID NOT INTEND to see it?**	**270**	**60%**	**529**	**63%**	**685**	**65%**	**-5%**	**3,40**	**0,18**
Estonia	Communication and interaction skills	Cyberhate (At least once)	How often have you seen something like this when you DID NOT INTEND to see it?	54	52%	107	60%	172	65%	-13%	5,52	0,06
Finland	Communication and interaction skills	Cyberhate (At least once)	How often have you seen something like this when you DID NOT INTEND to see it?	19	44%	48	47%	66	45%	0%	0,18	0,92
Germany	Communication and interaction skills	Cyberhate (At least once)	How often have you seen something like this when you DID NOT INTEND to see it?	42	66%	62	72%	84	71%	-5%	0,77	0,68
Italy	Communication and interaction skills	Cyberhate (At least once)	How often have you seen something like this when you DID NOT INTEND to see it?	58	60%	150	62%	137	60%	0%	0,27	0,87
Poland	Communication and interaction skills	Cyberhate (At least once)	How often have you seen something like this when you DID NOT INTEND to see it?	68	65%	107	70%	108	74%	-9%	2,15	0,34
Portugal	Communication and interaction skills	Cyberhate (At least once)	How often have you seen something like this when you DID NOT INTEND to see it?	29	73%	55	72%	118	78%	-5%	0,96	0,62
All	**Content creation and production skills**	**Cyberhate (At least in some cases)**	**Being upset from intended exposure to cyberhate**	**266**	**76%**	**116**	**72%**	**91**	**65%**	**11%**	**5,50**	**0,06**
Estonia	Content creation and production skills	Cyberhate (At least in some cases)	Being upset from intended exposure to cyberhate	70	72%	20	54%	19	63%	9%	4,03	0,13
Finland	Content creation and production skills	Cyberhate (At least in some cases)	Being upset from intended exposure to cyberhate	10	50%	5	56%	10	53%	-3%	0,08	0,96
Germany	Content creation and production skills	Cyberhate (At least in some cases)	Being upset from intended exposure to cyberhate	25	89%	18	95%	12	75%	14%	3,06	0,22
Italy	Content creation and production skills	Cyberhate (At least in some cases)	Being upset from intended exposure to cyberhate	66	83%	39	75%	18	62%	20%	4,78	0,09
Poland	Content creation and production skills	Cyberhate (At least in some cases)	Being upset from intended exposure to cyberhate	63	72%	20	77%	20	65%	7%	1,09	0,58
Portugal	Content creation and production skills	Cyberhate (At least in some cases)	Being upset from intended exposure to cyberhate	32	86%	14	78%	12	86%	1%	0,68	0,71
All	**Content creation and production skills**	**Cyberhate (At least in some cases)**	**Being upset from nonintended exposure to cyberhate**	**675**	**85%**	**295**	**85%**	**211**	**80%**	**6%**	**4,50**	**0,11**
Estonia	Content creation and production skills	Cyberhate (At least in some cases)	Being upset from nonintended exposure to cyberhate	160	82%	50	85%	49	82%	0%	0,27	0,87
Finland	Content creation and production skills	Cyberhate (At least in some cases)	Being upset from nonintended exposure to cyberhate	47	67%	19	68%	19	73%	-6%	0,32	0,85
Germany	Content creation and production skills	Cyberhate (At least in some cases)	Being upset from nonintended exposure to cyberhate	90	91%	37	86%	34	83%	8%	1,90	0,39
Italy	Content creation and production skills	Cyberhate (At least in some cases)	Being upset from nonintended exposure to cyberhate	147	86%	93	88%	33	73%	13%	5,02	0,08
Poland	Content creation and production skills	Cyberhate (At least in some cases)	Being upset from nonintended exposure to cyberhate	134	85%	43	78%	36	73%	11%	3,49	0,17
Portugal	Content creation and production skills	Cyberhate (At least in some cases)	Being upset from nonintended exposure to cyberhate	97	99%	53	95%	40	93%	6%	4,15	0,13
All	**Content creation and production skills**	**Cyberhate (Yes)**	**In the PAST YEAR, have you seen something like this online or on a phone?**	**1038**	**72%**	**445**	**73%**	**346**	**76%**	**-3%**	**2,07**	**0,36**
Estonia	Content creation and production skills	Cyberhate (Yes)	In the PAST YEAR, have you seen something like this online or on a phone?	283	72%	85	73%	75	76%	-4%	0,52	0,77
Finland	Content creation and production skills	Cyberhate (Yes)	In the PAST YEAR, have you seen something like this online or on a phone?	97	59%	34	55%	43	52%	6%	0,96	0,62
Germany	Content creation and production skills	Cyberhate (Yes)	In the PAST YEAR, have you seen something like this online or on a phone?	115	77%	51	72%	47	82%	-5%	2,04	0,36
Italy	Content creation and production skills	Cyberhate (Yes)	In the PAST YEAR, have you seen something like this online or on a phone?	215	67%	132	71%	64	77%	-10%	3,20	0,20
Poland	Content creation and production skills	Cyberhate (Yes)	In the PAST YEAR, have you seen something like this online or on a phone?	218	79%	75	84%	71	90%	-11%	5,77	0,06
Portugal	Content creation and production skills	Cyberhate (Yes)	In the PAST YEAR, have you seen something like this online or on a phone?	110	83%	68	77%	46	81%	2%	0,99	0,61
All	**Content creation and production skills**	**Cyberhate (At least once)**	**And how often have you seen something like this when you INTENDED to see it?**	**374**	**29%**	**173**	**31%**	**149**	**36%**	**-7%**	**6,89**	**0,03**
Estonia	Content creation and production skills	Cyberhate (At least once)	And how often have you seen something like this when you INTENDED to see it?	103	29%	40	37%	30	34%	-4%	2,23	0,33
Finland	Content creation and production skills	Cyberhate (At least once)	And how often have you seen something like this when you INTENDED to see it?	23	16%	10	18%	22	28%	-12%	4,82	0,09
Germany	Content creation and production skills	Cyberhate (At least once)	And how often have you seen something like this when you INTENDED to see it?	30	21%	20	29%	17	30%	-9%	2,46	0,29
Italy	Content creation and production skills	Cyberhate (At least once)	And how often have you seen something like this when you INTENDED to see it?	84	28%	54	31%	31	42%	-14%	5,18	0,07
Poland	Content creation and production skills	Cyberhate (At least once)	And how often have you seen something like this when you INTENDED to see it?	96	40%	31	44%	33	49%	-9%	1,72	0,42
Portugal	Content creation and production skills	Cyberhate (At least once)	And how often have you seen something like this when you INTENDED to see it?	38	32%	18	23%	16	30%	1%	2,13	0,34
All	**Content creation and production skills**	**Cyberhate (At least once)**	**How often have you seen something like this when you DID NOT INTEND to see it?**	**834**	**63%**	**369**	**65%**	**277**	**65%**	**-2%**	**1,16**	**0,56**
Estonia	Content creation and production skills	Cyberhate (At least once)	How often have you seen something like this when you DID NOT INTEND to see it?	208	60%	64	62%	61	66%	-7%	1,41	0,50

Country	Skill	Cyberhate	Question									
Finland	Content creation and production skills	Cyberhate (At least once)	How often have you seen something like this when you DID NOT INTEND to see it?	75	49%	28	47%	30	39%	10%	2,05	0,36
Germany	Content creation and production skills	Cyberhate (At least once)	How often have you seen something like this when you DID NOT INTEND to see it?	99	70%	45	64%	44	79%	-9%	3,15	0,21
Italy	Content creation and production skills	Cyberhate (At least once)	How often have you seen something like this when you DID NOT INTEND to see it?	184	60%	113	63%	46	61%	-2%	0,74	0,69
Poland	Content creation and production skills	Cyberhate (At least once)	How often have you seen something like this when you DID NOT INTEND to see it?	170	68%	61	78%	52	72%	-4%	3,19	0,20
Portugal	Content creation and production skills	Cyberhate (At least once)	How often have you seen something like this when you DID NOT INTEND to see it?	98	76%	58	71%	44	80%	-4%	1,60	0,45
All	**Information navigation and processing skills**	**Cyberhate (At least in some cases)**	**Being upset from intended exposure to cyberhate**	**280**	**76%**	**118**	**72%**	**77**	**65%**	**11%**	**5,33**	**0,07**
Estonia	Information navigation and processing skills	Cyberhate (At least in some cases)	Being upset from intended exposure to cyberhate	74	73%	16	55%	19	58%	15%	4,47	0,11
Finland	Information navigation and processing skills	Cyberhate (At least in some cases)	Being upset from intended exposure to cyberhate	10	50%	5	38%	10	63%	-13%	1,69	0,43
Germany	Information navigation and processing skills	Cyberhate (At least in some cases)	Being upset from intended exposure to cyberhate	27	87%	21	100%	8	67%	20%	9,11	0,01
Italy	Information navigation and processing skills	Cyberhate (At least in some cases)	Being upset from intended exposure to cyberhate	69	78%	36	80%	14	64%	15%	2,32	0,31
Poland	Information navigation and processing skills	Cyberhate (At least in some cases)	Being upset from intended exposure to cyberhate	60	71%	29	74%	18	67%	5%	0,46	0,80
Portugal	Information navigation and processing skills	Cyberhate (At least in some cases)	Being upset from intended exposure to cyberhate	40	89%	11	69%	8	89%	0%	3,34	0,19
All	**Information navigation and processing skills**	**Cyberhate (At least in some cases)**	**Being upset from nonintended exposure to cyberhate**	**720**	**86%**	**293**	**84%**	**169**	**79%**	**7%**	**6,18**	**0,05**
Estonia	Information navigation and processing skills	Cyberhate (At least in some cases)	Being upset from nonintended exposure to cyberhate	169	84%	50	81%	40	78%	6%	1,05	0,59
Finland	Information navigation and processing skills	Cyberhate (At least in some cases)	Being upset from nonintended exposure to cyberhate	47	67%	24	73%	14	67%	0%	0,37	0,83
Germany	Information navigation and processing skills	Cyberhate (At least in some cases)	Being upset from nonintended exposure to cyberhate	95	89%	44	88%	22	81%	7%	0,97	0,61
Italy	Information navigation and processing skills	Cyberhate (At least in some cases)	Being upset from nonintended exposure to cyberhate	170	87%	69	87%	30	77%	10%	2,49	0,29
Poland	Information navigation and processing skills	Cyberhate (At least in some cases)	Being upset from nonintended exposure to cyberhate	130	84%	52	78%	34	77%	7%	2,04	0,36
Portugal	Information navigation and processing skills	Cyberhate (At least in some cases)	Being upset from nonintended exposure to cyberhate	109	100%	54	93%	29	91%	9%	11,59	0,00
All	**Information navigation and processing skills**	**Cyberhate (Yes)**	**In the PAST YEAR, have you seen something like this online or on a phone?**	**1103**	**73%**	**445**	**73%**	**281**	**73%**	**0%**	**0,10**	**0,95**
Estonia	Information navigation and processing skills	Cyberhate (Yes)	In the PAST YEAR, have you seen something like this online or on a phone?	283	71%	90	77%	68	74%	-3%	1,55	0,46
Finland	Information navigation and processing skills	Cyberhate (Yes)	In the PAST YEAR, have you seen something like this online or on a phone?	100	57%	44	58%	32	51%	7%	0,95	0,62
Germany	Information navigation and processing skills	Cyberhate (Yes)	In the PAST YEAR, have you seen something like this online or on a phone?	125	79%	58	70%	31	82%	-3%	2,89	0,24
Italy	Information navigation and processing skills	Cyberhate (Yes)	In the PAST YEAR, have you seen something like this online or on a phone?	252	71%	97	66%	53	74%	-3%	1,38	0,50
Poland	Information navigation and processing skills	Cyberhate (Yes)	In the PAST YEAR, have you seen something like this online or on a phone?	218	80%	90	81%	62	87%	-7%	1,96	0,38
Portugal	Information navigation and processing skills	Cyberhate (Yes)	In the PAST YEAR, have you seen something like this online or on a phone?	125	79%	66	90%	35	71%	8%	7,90	0,02
All	**Information navigation and processing skills**	**Cyberhate (At least once)**	**And how often have you seen something like this when you INTENDED to see it?**	**403**	**29%**	**173**	**31%**	**123**	**35%**	**-6%**	**4,54**	**0,10**
Estonia	Information navigation and processing skills	Cyberhate (At least once)	And how often have you seen something like this when you INTENDED to see it?	111	31%	29	28%	33	40%	-9%	3,09	0,21
Finland	Information navigation and processing skills	Cyberhate (At least once)	And how often have you seen something like this when you INTENDED to see it?	24	15%	17	25%	16	26%	-11%	4,47	0,11
Germany	Information navigation and processing skills	Cyberhate (At least once)	And how often have you seen something like this when you INTENDED to see it?	33	22%	21	25%	14	37%	-15%	3,35	0,19
Italy	Information navigation and processing skills	Cyberhate (At least once)	And how often have you seen something like this when you INTENDED to see it?	94	28%	47	34%	22	33%	-5%	1,65	0,44
Poland	Information navigation and processing skills	Cyberhate (At least once)	And how often have you seen something like this when you INTENDED to see it?	95	40%	42	45%	28	47%	-7%	1,26	0,53
Portugal	Information navigation and processing skills	Cyberhate (At least once)	And how often have you seen something like this when you INTENDED to see it?	46	32%	17	27%	10	22%	9%	1,67	0,43
All	**Information navigation and processing skills**	**Cyberhate (At least once)**	**How often have you seen something like this when you DID NOT INTEND to see it?**	**888**	**63%**	**369**	**64%**	**221**	**62%**	**2%**	**0,54**	**0,76**
Estonia	Information navigation and processing skills	Cyberhate (At least once)	How often have you seen something like this when you DID NOT INTEND to see it?	216	61%	66	62%	51	61%	-1%	0,07	0,96
Finland	Information navigation and processing skills	Cyberhate (At least once)	How often have you seen something like this when you DID NOT INTEND to see it?	75	47%	35	48%	23	38%	9%	1,55	0,46
Germany	Information navigation and processing skills	Cyberhate (At least once)	How often have you seen something like this when you DID NOT INTEND to see it?	107	71%	53	65%	29	76%	-5%	1,89	0,39
Italy	Information navigation and processing skills	Cyberhate (At least once)	How often have you seen something like this when you DID NOT INTEND to see it?	213	63%	81	57%	41	60%	3%	1,42	0,49
Poland	Information navigation and processing skills	Cyberhate (At least once)	How often have you seen something like this when you DID NOT INTEND to see it?	167	69%	74	71%	45	73%	-4%	0,38	0,83

Country	Category	Cyberhate	Statement									
Portugal	Information navigation and processing skills	Cyberhate (At least once)	How often have you seen something like this when you DID NOT INTEND to see it?	110	72%	60	87%	32	68%	4%	7,70	0,02
All	**Digital knowledge items**	**Cyberhate (At least in some cases)**	**Being upset from intended exposure to cyberhate**	**141**	**72%**	**234**	**74%**	**100**	**71%**	**1%**	**0,37**	**0,83**
Estonia	Digital knowledge items	Cyberhate (At least in some cases)	Being upset from intended exposure to cyberhate	33	67%	56	70%	21	58%	9%	1,50	0,47
Finland	Digital knowledge items	Cyberhate (At least in some cases)	Being upset from intended exposure to cyberhate	4	44%	7	47%	14	58%	-14%	0,76	0,68
Germany	Digital knowledge items	Cyberhate (At least in some cases)	Being upset from intended exposure to cyberhate	9	75%	30	91%	16	89%	-14%	1,80	0,41
Italy	Digital knowledge items	Cyberhate (At least in some cases)	Being upset from intended exposure to cyberhate	40	75%	66	76%	16	80%	-5%	0,19	0,91
Poland	Digital knowledge items	Cyberhate (At least in some cases)	Being upset from intended exposure to cyberhate	30	70%	52	70%	23	74%	-4%	0,21	0,90
Portugal	Digital knowledge items	Cyberhate (At least in some cases)	Being upset from intended exposure to cyberhate	25	83%	23	82%	10	91%	-8%	0,53	0,77
All	**Digital knowledge items**	**Cyberhate (At least in some cases)**	**Being upset from nonintended exposure to cyberhate**	**325**	**84%**	**604**	**85%**	**252**	**83%**	**1%**	**0,44**	**0,80**
Estonia	Digital knowledge items	Cyberhate (At least in some cases)	Being upset from nonintended exposure to cyberhate	67	79%	140	85%	52	81%	-2%	1,48	0,48
Finland	Digital knowledge items	Cyberhate (At least in some cases)	Being upset from nonintended exposure to cyberhate	7	54%	39	71%	39	70%	-16%	1,40	0,50
Germany	Digital knowledge items	Cyberhate (At least in some cases)	Being upset from nonintended exposure to cyberhate	37	90%	86	87%	38	88%	2%	0,33	0,85
Italy	Digital knowledge items	Cyberhate (At least in some cases)	Being upset from nonintended exposure to cyberhate	95	83%	141	85%	36	88%	-4%	0,54	0,77
Poland	Digital knowledge items	Cyberhate (At least in some cases)	Being upset from nonintended exposure to cyberhate	54	83%	108	81%	51	82%	1%	0,20	0,90
Portugal	Digital knowledge items	Cyberhate (At least in some cases)	Being upset from nonintended exposure to cyberhate	65	97%	90	96%	36	97%	0%	0,28	0,87
All	**Digital knowledge items**	**Cyberhate (Yes)**	**In the PAST YEAR, have you seen something like this online or on a phone?**	**547**	**66%**	**913**	**75%**	**370**	**80%**	**-13%**	**31,26**	**0,00**
Estonia	Digital knowledge items	Cyberhate (Yes)	In the PAST YEAR, have you seen something like this online or on a phone?	140	60%	221	80%	81	83%	-23%	30,72	0,00
Finland	Digital knowledge items	Cyberhate (Yes)	In the PAST YEAR, have you seen something like this online or on a phone?	24	44%	80	53%	70	66%	-22%	8,25	0,02
Germany	Digital knowledge items	Cyberhate (Yes)	In the PAST YEAR, have you seen something like this online or on a phone?	56	81%	112	71%	45	87%	-5%	6,39	0,04
Italy	Digital knowledge items	Cyberhate (Yes)	In the PAST YEAR, have you seen something like this online or on a phone?	152	64%	207	72%	51	78%	-14%	6,21	0,04
Poland	Digital knowledge items	Cyberhate (Yes)	In the PAST YEAR, have you seen something like this online or on a phone?	98	73%	186	86%	82	85%	-12%	9,36	0,01
Portugal	Digital knowledge items	Cyberhate (Yes)	In the PAST YEAR, have you seen something like this online or on a phone?	77	78%	107	81%	41	85%	-8%	1,27	0,53
All	**Digital knowledge items**	**Cyberhate (At least once)**	**And how often have you seen something like this when you INTENDED to see it?**	**211**	**28%**	**342**	**31%**	**145**	**34%**	**-6%**	**4,44**	**0,11**
Estonia	Digital knowledge items	Cyberhate (At least once)	And how often have you seen something like this when you INTENDED to see it?	53	25%	85	35%	36	39%	-14%	7,53	0,02
Finland	Digital knowledge items	Cyberhate (At least once)	And how often have you seen something like this when you INTENDED to see it?	10	21%	21	15%	24	24%	-3%	3,00	0,22
Germany	Digital knowledge items	Cyberhate (At least once)	And how often have you seen something like this when you INTENDED to see it?	13	21%	36	23%	18	35%	-15%	3,60	0,17
Italy	Digital knowledge items	Cyberhate (At least once)	And how often have you seen something like this when you INTENDED to see it?	56	26%	92	34%	20	34%	-8%	3,71	0,16
Poland	Digital knowledge items	Cyberhate (At least once)	And how often have you seen something like this when you INTENDED to see it?	49	42%	78	42%	35	43%	-2%	0,06	0,97
Portugal	Digital knowledge items	Cyberhate (At least once)	And how often have you seen something like this when you INTENDED to see it?	30	33%	30	24%	12	29%	4%	2,06	0,36
All	**Digital knowledge items**	**Cyberhate (At least once)**	**How often have you seen something like this when you DID NOT INTEND to see it?**	**411**	**54%**	**755**	**66%**	**312**	**71%**	**-17%**	**44,53**	**0,00**
Estonia	Digital knowledge items	Cyberhate (At least once)	How often have you seen something like this when you DID NOT INTEND to see it?	90	44%	175	71%	67	74%	-30%	42,04	0,00
Finland	Digital knowledge items	Cyberhate (At least once)	How often have you seen something like this when you DID NOT INTEND to see it?	15	31%	61	43%	57	56%	-26%	9,75	0,01
Germany	Digital knowledge items	Cyberhate (At least once)	How often have you seen something like this when you DID NOT INTEND to see it?	42	66%	103	67%	43	83%	-17%	5,51	0,06
Italy	Digital knowledge items	Cyberhate (At least once)	How often have you seen something like this when you DID NOT INTEND to see it?	122	55%	176	63%	44	70%	-15%	6,11	0,05
Poland	Digital knowledge items	Cyberhate (At least once)	How often have you seen something like this when you DID NOT INTEND to see it?	73	59%	145	75%	64	74%	-14%	9,33	0,01
Portugal	Digital knowledge items	Cyberhate (At least once)	How often have you seen something like this when you DID NOT INTEND to see it?	69	70%	95	77%	37	82%	-12%	2,57	0,28
All	**Programming skills**	**Cyberhate (At least in some cases)**	**Being upset from intended exposure to cyberhate**	**179**	**76%**	**203**	**74%**	**92**	**66%**	**10%**	**4,84**	**0,09**
Estonia	Programming skills	Cyberhate (At least in some cases)	Being upset from intended exposure to cyberhate	41	72%	49	68%	18	53%	19%	3,52	0,17
Finland	Programming skills	Cyberhate (At least in some cases)	Being upset from intended exposure to cyberhate	7	50%	11	44%	7	70%	-20%	1,99	0,37
Germany	Programming skills	Cyberhate (At least in some cases)	Being upset from intended exposure to cyberhate	29	94%	21	84%	6	75%	19%	2,41	0,30
Italy	Programming skills	Cyberhate (At least in some cases)	Being upset from intended exposure to cyberhate	44	77%	60	81%	18	67%	11%	2,22	0,33
Poland	Programming skills	Cyberhate (At least in some cases)	Being upset from intended exposure to cyberhate	25	71%	43	77%	38	68%	4%	1,13	0,57
Portugal	Programming skills	Cyberhate (At least in some cases)	Being upset from intended exposure to cyberhate	33	79%	19	90%	5	100%	-21%	3,34	0,19
All	**Programming skills**	**Cyberhate (At least in some cases)**	**Being upset from nonintended exposure to cyberhate**	**495**	**87%**	**494**	**85%**	**191**	**78%**	**9%**	**10,81**	**0,00**
Estonia	Programming skills	Cyberhate (At least in some cases)	Being upset from nonintended exposure to cyberhate	101	84%	109	81%	46	81%	3%	0,48	0,79
Finland	Programming skills	Cyberhate (At least in some cases)	Being upset from nonintended exposure to cyberhate	26	63%	41	71%	18	75%	-12%	1,08	0,58
Germany	Programming skills	Cyberhate (At least in some cases)	Being upset from nonintended exposure to cyberhate	94	92%	56	88%	11	61%	31%	10,28	0,01
Italy	Programming skills	Cyberhate (At least in some cases)	Being upset from nonintended exposure to cyberhate	124	87%	117	87%	34	76%	12%	3,63	0,16
Poland	Programming skills	Cyberhate (At least in some cases)	Being upset from nonintended exposure to cyberhate	41	79%	106	86%	67	77%	2%	3,25	0,20
Portugal	Programming skills	Cyberhate (At least in some cases)	Being upset from nonintended exposure to cyberhate	109	97%	65	94%	15	100%	-3%	2,21	0,33
All	**Programming skills**	**Cyberhate (Yes)**	**In the PAST YEAR, have you seen something like this online or on a phone?**	**746**	**73%**	**753**	**74%**	**329**	**71%**	**2%**	**2,43**	**0,30**
Estonia	Programming skills	Cyberhate (Yes)	In the PAST YEAR, have you seen something like this online or on a phone?	166	74%	194	74%	79	71%	3%	0,35	0,84
Finland	Programming skills	Cyberhate (Yes)	In the PAST YEAR, have you seen something like this online or on a phone?	60	60%	81	57%	35	50%	10%	1,71	0,43
Germany	Programming skills	Cyberhate (Yes)	In the PAST YEAR, have you seen something like this online or on a phone?	120	74%	71	81%	23	77%	-3%	1,41	0,49
Italy	Programming skills	Cyberhate (Yes)	In the PAST YEAR, have you seen something like this online or on a phone?	190	67%	163	72%	57	71%	-4%	1,28	0,53
Poland	Programming skills	Cyberhate (Yes)	In the PAST YEAR, have you seen something like this online or on a phone?	84	83%	165	84%	117	77%	6%	3,12	0,21
Portugal	Programming skills	Cyberhate (Yes)	In the PAST YEAR, have you seen something like this online or on a phone?	126	80%	79	81%	18	78%	2%	0,13	0,94
All	**Programming skills**	**Cyberhate (At least once)**	**And how often have you seen something like this when you INTENDED to see it?**	**257**	**28%**	**288**	**31%**	**151**	**35%**	**-8%**	**8,35**	**0,02**
Estonia	Programming skills	Cyberhate (At least once)	And how often have you seen something like this when you INTENDED to see it?	60	30%	75	32%	37	36%	-5%	0,84	0,66
Finland	Programming skills	Cyberhate (At least once)	And how often have you seen something like this when you INTENDED to see it?	19	21%	28	21%	10	16%	5%	0,93	0,63
Germany	Programming skills	Cyberhate (At least once)	And how often have you seen something like this when you INTENDED to see it?	33	21%	26	31%	9	30%	-9%	3,01	0,22
Italy	Programming skills	Cyberhate (At least once)	And how often have you seen something like this when you INTENDED to see it?	61	23%	76	36%	29	38%	-15%	11,17	0,00
Poland	Programming skills	Cyberhate (At least once)	And how often have you seen something like this when you INTENDED to see it?	41	52%	62	35%	59	45%	7%	6,78	0,03
Portugal	Programming skills	Cyberhate (At least once)	And how often have you seen something like this when you INTENDED to see it?	43	29%	21	25%	7	32%	-2%	0,77	0,68
All	**Programming skills**	**Cyberhate (At least once)**	**How often have you seen something like this when you DID NOT INTEND to see it?**	**603**	**64%**	**618**	**65%**	**254**	**59%**	**5%**	**5,04**	**0,08**
Estonia	Programming skills	Cyberhate (At least once)	How often have you seen something like this when you DID NOT INTEND to see it?	127	64%	145	61%	57	56%	8%	1,83	0,40
Finland	Programming skills	Cyberhate (At least once)	How often have you seen something like this when you DID NOT INTEND to see it?	45	49%	63	46%	24	38%	12%	2,28	0,32
Germany	Programming skills	Cyberhate (At least once)	How often have you seen something like this when you DID NOT INTEND to see it?	104	66%	65	76%	20	69%	-3%	2,81	0,24

Country	Skill	Category	Question							
Italy	Programming skills	Cyberhate (At least once)	How often have you seen something like this when you DID NOT INTEND to see it?	157	59%	140	63%	46	61%	-3%	1,06	0,59
Poland	Programming skills	Cyberhate (At least once)	How often have you seen something like this when you DID NOT INTEND to see it?	57	68%	135	75%	91	65%	3%	4,72	0,09
Portugal	Programming skills	Cyberhate (At least once)	How often have you seen something like this when you DID NOT INTEND to see it?	113	75%	70	76%	16	73%	2%	0,12	0,94
All	**Technical and operational skills**	**Cyberhate (At least in some cases)**	**Being upset from intended exposure to cyberhate**	**128**	**78%**	**173**	**74%**	**176**	**68%**	**10%**	**5,19**	**0,07**
Estonia	Technical and operational skills	Cyberhate (At least in some cases)	Being upset from intended exposure to cyberhate	27	75%	41	72%	41	58%	17%	4,36	0,11
Finland	Technical and operational skills	Cyberhate (At least in some cases)	Being upset from intended exposure to cyberhate	6	55%	6	38%	13	59%	-5%	1,81	0,40
Germany	Technical and operational skills	Cyberhate (At least in some cases)	Being upset from intended exposure to cyberhate	11	85%	24	92%	21	84%	1%	0,98	0,61
Italy	Technical and operational skills	Cyberhate (At least in some cases)	Being upset from intended exposure to cyberhate	36	84%	43	77%	43	70%	13%	2,51	0,28
Poland	Technical and operational skills	Cyberhate (At least in some cases)	Being upset from intended exposure to cyberhate	29	71%	39	71%	38	72%	-1%	0,01	0,99
Portugal	Technical and operational skills	Cyberhate (At least in some cases)	Being upset from intended exposure to cyberhate	19	95%	20	83%	20	77%	18%	3,23	0,20
All	**Technical and operational skills**	**Cyberhate (At least in some cases)**	**Being upset from nonintended exposure to cyberhate**	**343**	**89%**	**434**	**85%**	**408**	**80%**	**10%**	**16,63**	**0,00**
Estonia	Technical and operational skills	Cyberhate (At least in some cases)	Being upset from nonintended exposure to cyberhate	53	83%	97	87%	107	79%	4%	2,71	0,26
Finland	Technical and operational skills	Cyberhate (At least in some cases)	Being upset from nonintended exposure to cyberhate	31	78%	26	63%	28	65%	12%	2,30	0,32
Germany	Technical and operational skills	Cyberhate (At least in some cases)	Being upset from nonintended exposure to cyberhate	56	92%	57	89%	48	81%	10%	3,11	0,21
Italy	Technical and operational skills	Cyberhate (At least in some cases)	Being upset from nonintended exposure to cyberhate	80	93%	112	86%	83	78%	15%	9,51	0,01
Poland	Technical and operational skills	Cyberhate (At least in some cases)	Being upset from nonintended exposure to cyberhate	71	88%	79	81%	65	76%	11%	3,64	0,16
Portugal	Technical and operational skills	Cyberhate (At least in some cases)	Being upset from nonintended exposure to cyberhate	52	100%	63	98%	77	93%	7%	7,23	0,03
All	**Technical and operational skills**	**Cyberhate (Yes)**	**In the PAST YEAR, have you seen something like this online or on a phone?**	**535**	**69%**	**656**	**72%**	**650**	**77%**	**-8%**	**13,99**	**0,00**
Estonia	Technical and operational skills	Cyberhate (Yes)	In the PAST YEAR, have you seen something like this online or on a phone?	106	65%	158	75%	178	77%	-12%	7,42	0,02
Finland	Technical and operational skills	Cyberhate (Yes)	In the PAST YEAR, have you seen something like this online or on a phone?	56	55%	61	55%	61	59%	-4%	0,35	0,84
Germany	Technical and operational skills	Cyberhate (Yes)	In the PAST YEAR, have you seen something like this online or on a phone?	71	76%	74	72%	69	81%	-5%	2,26	0,32
Italy	Technical and operational skills	Cyberhate (Yes)	In the PAST YEAR, have you seen something like this online or on a phone?	121	66%	155	66%	136	78%	-12%	8,24	0,02
Poland	Technical and operational skills	Cyberhate (Yes)	In the PAST YEAR, have you seen something like this online or on a phone?	122	76%	136	84%	111	86%	-10%	5,82	0,05
Portugal	Technical and operational skills	Cyberhate (Yes)	In the PAST YEAR, have you seen something like this online or on a phone?	59	84%	72	77%	95	81%	3%	1,24	0,54
All	**Technical and operational skills**	**Cyberhate (At least once)**	**And how often have you seen something like this when you INTENDED to see it?**	**187**	**27%**	**244**	**29%**	**272**	**36%**	**-9%**	**14,99**	**0,00**
Estonia	Technical and operational skills	Cyberhate (At least once)	And how often have you seen something like this when you INTENDED to see it?	43	29%	58	30%	72	35%	-6%	1,76	0,41
Finland	Technical and operational skills	Cyberhate (At least once)	And how often have you seen something like this when you INTENDED to see it?	13	15%	20	19%	24	26%	-11%	3,36	0,19
Germany	Technical and operational skills	Cyberhate (At least once)	And how often have you seen something like this when you INTENDED to see it?	15	17%	27	27%	26	31%	-14%	4,95	0,08
Italy	Technical and operational skills	Cyberhate (At least once)	And how often have you seen something like this when you INTENDED to see it?	46	27%	58	27%	64	40%	-13%	9,08	0,01
Poland	Technical and operational skills	Cyberhate (At least once)	And how often have you seen something like this when you INTENDED to see it?	49	36%	57	42%	58	51%	-16%	6,41	0,04
Portugal	Technical and operational skills	Cyberhate (At least once)	And how often have you seen something like this when you INTENDED to see it?	21	32%	24	29%	28	27%	5%	0,52	0,77
All	**Technical and operational skills**	**Cyberhate (At least once)**	**How often have you seen something like this when you DID NOT INTEND to see it?**	**415**	**58%**	**532**	**63%**	**537**	**68%**	**-10%**	**17,65**	**0,00**
Estonia	Technical and operational skills	Cyberhate (At least once)	How often have you seen something like this when you DID NOT INTEND to see it?	74	50%	115	64%	142	66%	-16%	10,17	0,01
Finland	Technical and operational skills	Cyberhate (At least once)	How often have you seen something like this when you DID NOT INTEND to see it?	43	45%	44	42%	46	48%	-3%	0,75	0,69
Germany	Technical and operational skills	Cyberhate (At least once)	How often have you seen something like this when you DID NOT INTEND to see it?	61	69%	66	66%	62	75%	-6%	1,70	0,43
Italy	Technical and operational skills	Cyberhate (At least once)	How often have you seen something like this when you DID NOT INTEND to see it?	96	55%	137	60%	111	67%	-12%	5,29	0,07
Poland	Technical and operational skills	Cyberhate (At least once)	How often have you seen something like this when you DID NOT INTEND to see it?	89	62%	105	73%	91	76%	-14%	7,25	0,03
Portugal	Technical and operational skills	Cyberhate (At least once)	How often have you seen something like this when you DID NOT INTEND to see it?	52	76%	65	71%	85	78%	-2%	1,19	0,55
All	**Communication and interaction skills**	**Harmful content (At least in some cases)**	**Being upset from intended exposure to harmful content**	**88**	**60%**	**178**	**59%**	**201**	**54%**	**6%**	**2,57**	**0,28**
Estonia	Communication and interaction skills	Harmful content (At least in some cases)	Being upset from intended exposure to harmful content	29	63%	37	56%	52	58%	5%	0,55	0,76
Finland	Communication and interaction skills	Harmful content (At least in some cases)	Being upset from intended exposure to harmful content	7	50%	15	47%	24	44%	6%	0,15	0,93
Germany	Communication and interaction skills	Harmful content (At least in some cases)	Being upset from intended exposure to harmful content	12	63%	25	69%	30	57%	7%	1,53	0,47
Italy	Communication and interaction skills	Harmful content (At least in some cases)	Being upset from intended exposure to harmful content	10	50%	35	51%	37	59%	-9%	0,87	0,65
Poland	Communication and interaction skills	Harmful content (At least in some cases)	Being upset from intended exposure to harmful content	22	63%	43	67%	21	38%	25%	11,73	0,00
Portugal	Communication and interaction skills	Harmful content (At least in some cases)	Being upset from intended exposure to harmful content	8	67%	23	64%	37	64%	3%	0,04	0,98
All	**Communication and interaction skills**	**Harmful content (At least in some cases)**	**Being upset from nonintended exposure to harmful content**	**166**	**76%**	**336**	**71%**	**402**	**68%**	**9%**	**6,45**	**0,04**
Estonia	Communication and interaction skills	Harmful content (At least in some cases)	Being upset from nonintended exposure to harmful content	32	67%	74	76%	100	68%	-1%	2,39	0,30
Finland	Communication and interaction skills	Harmful content (At least in some cases)	Being upset from nonintended exposure to harmful content	10	67%	26	50%	40	56%	10%	1,42	0,49
Germany	Communication and interaction skills	Harmful content (At least in some cases)	Being upset from nonintended exposure to harmful content	30	77%	43	70%	60	63%	14%	2,69	0,26
Italy	Communication and interaction skills	Harmful content (At least in some cases)	Being upset from nonintended exposure to harmful content	28	76%	81	70%	80	71%	4%	0,39	0,82
Poland	Communication and interaction skills	Harmful content (At least in some cases)	Being upset from nonintended exposure to harmful content	45	82%	67	73%	45	60%	22%	7,71	0,02
Portugal	Communication and interaction skills	Harmful content (At least in some cases)	Being upset from nonintended exposure to harmful content	21	91%	45	82%	77	81%	10%	1,61	0,45
All	**Communication and interaction skills**	**Harmful content (Yes)**	**In the PAST YEAR, have you seen something like this online or on a phone?**	**340**	**66%**	**651**	**68%**	**835**	**72%**	**-6%**	**6,21**	**0,04**
Estonia	Communication and interaction skills	Harmful content (Yes)	In the PAST YEAR, have you seen something like this online or on a phone?	81	65%	151	72%	219	73%	-8%	2,54	0,28
Finland	Communication and interaction skills	Harmful content (Yes)	In the PAST YEAR, have you seen something like this online or on a phone?	38	66%	79	56%	111	58%	8%	1,61	0,45
Germany	Communication and interaction skills	Harmful content (Yes)	In the PAST YEAR, have you seen something like this online or on a phone?	52	75%	75	82%	111	87%	-11%	3,91	0,14
Italy	Communication and interaction skills	Harmful content (Yes)	In the PAST YEAR, have you seen something like this online or on a phone?	55	54%	149	58%	154	65%	-11%	4,12	0,13
Poland	Communication and interaction skills	Harmful content (Yes)	In the PAST YEAR, have you seen something like this online or on a phone?	82	70%	131	78%	116	73%	-3%	2,35	0,31
Portugal	Communication and interaction skills	Harmful content (Yes)	In the PAST YEAR, have you seen something like this online or on a phone?	32	71%	66	77%	124	84%	-13%	4,42	0,11
All	**Communication and interaction skills**	**Harmful content (At least once)**	**How often have you seen something like this when you INTENDED to see it?**	**168**	**36%**	**333**	**38%**	**396**	**37%**	**-1%**	**0,51**	**0,78**
Estonia	Communication and interaction skills	Harmful content (At least once)	How often have you seen something like this when you INTENDED to see it?	50	45%	76	40%	97	35%	9%	3,25	0,20
Finland	Communication and interaction skills	Harmful content (At least once)	How often have you seen something like this when you INTENDED to see it?	17	34%	37	28%	57	31%	3%	0,62	0,73
Germany	Communication and interaction skills	Harmful content (At least once)	How often have you seen something like this when you INTENDED to see it?	21	31%	40	45%	54	45%	-13%	3,98	0,14
Italy	Communication and interaction skills	Harmful content (At least once)	How often have you seen something like this when you INTENDED to see it?	23	24%	73	29%	66	29%	-5%	1,21	0,55
Poland	Communication and interaction skills	Harmful content (At least once)	How often have you seen something like this when you INTENDED to see it?	43	42%	69	46%	59	42%	-1%	0,57	0,75
Portugal	Communication and interaction skills	Harmful content (At least once)	How often have you seen something like this when you INTENDED to see it?	14	35%	38	48%	63	47%	-12%	2,15	0,34
All	**Communication and interaction skills**	**Harmful content (At least once)**	**How often have you seen something like this when you DID NOT INTEND to see it?**	**237**	**51%**	**505**	**56%**	**629**	**57%**	**-7%**	**5,90**	**0,05**

Country	Skill	Content	Question	n	%	n	%	n	%	Diff	χ²	p
Estonia	Communication and interaction skills	Harmful content (At least once)	How often have you seen something like this when you DID NOT INTEND to see it?	50	47%	107	57%	155	57%	-9%	3,16	0,21
Finland	Communication and interaction skills	Harmful content (At least once)	How often have you seen something like this when you DID NOT INTEND to see it?	20	41%	57	43%	73	40%	1%	0,35	0,84
Germany	Communication and interaction skills	Harmful content (At least once)	How often have you seen something like this when you DID NOT INTEND to see it?	42	63%	62	71%	98	80%	-17%	6,46	0,04
Italy	Communication and interaction skills	Harmful content (At least once)	How often have you seen something like this when you DID NOT INTEND to see it?	42	43%	123	49%	121	53%	-10%	2,95	0,23
Poland	Communication and interaction skills	Harmful content (At least once)	How often have you seen something like this when you DID NOT INTEND to see it?	60	57%	100	65%	84	57%	0%	2,46	0,29
Portugal	Communication and interaction skills	Harmful content (At least once)	How often have you seen something like this when you DID NOT INTEND to see it?	23	58%	56	68%	98	71%	-13%	2,34	0,31
All	**Content creation and production skills**	**Harmful content (At least in some cases)**	**Being upset from intended exposure to harmful content**	**272**	**60%**	**104**	**55%**	**91**	**53%**	**7%**	**2,75**	**0,25**
Estonia	Content creation and production skills	Harmful content (At least in some cases)	Being upset from intended exposure to harmful content	76	61%	24	56%	18	55%	6%	0,61	0,74
Finland	Content creation and production skills	Harmful content (At least in some cases)	Being upset from intended exposure to harmful content	25	42%	10	53%	11	52%	-11%	1,13	0,57
Germany	Content creation and production skills	Harmful content (At least in some cases)	Being upset from intended exposure to harmful content	37	71%	14	56%	16	52%	20%	3,68	0,16
Italy	Content creation and production skills	Harmful content (At least in some cases)	Being upset from intended exposure to harmful content	42	55%	23	53%	17	53%	2%	0,06	0,97
Poland	Content creation and production skills	Harmful content (At least in some cases)	Being upset from intended exposure to harmful content	61	63%	16	57%	9	32%	31%	8,38	0,02
Portugal	Content creation and production skills	Harmful content (At least in some cases)	Being upset from intended exposure to harmful content	31	66%	17	53%	20	74%	-8%	2,92	0,23
All	**Content creation and production skills**	**Harmful content (At least in some cases)**	**Being upset from nonintended exposure to harmful content**	**524**	**73%**	**216**	**68%**	**160**	**65%**	**8%**	**7,72**	**0,02**
Estonia	Content creation and production skills	Harmful content (At least in some cases)	Being upset from nonintended exposure to harmful content	137	73%	38	67%	31	65%	9%	1,87	0,39
Finland	Content creation and production skills	Harmful content (At least in some cases)	Being upset from nonintended exposure to harmful content	43	57%	15	52%	18	56%	0%	0,21	0,90
Germany	Content creation and production skills	Harmful content (At least in some cases)	Being upset from nonintended exposure to harmful content	74	76%	26	53%	32	67%	10%	8,00	0,02
Italy	Content creation and production skills	Harmful content (At least in some cases)	Being upset from nonintended exposure to harmful content	95	74%	68	74%	24	60%	14%	2,99	0,22
Poland	Content creation and production skills	Harmful content (At least in some cases)	Being upset from nonintended exposure to harmful content	107	75%	33	72%	17	52%	23%	6,59	0,04
Portugal	Content creation and production skills	Harmful content (At least in some cases)	Being upset from nonintended exposure to harmful content	68	84%	36	78%	38	84%	0%	0,78	0,68
All	**Content creation and production skills**	**Harmful content (Yes)**	**In the PAST YEAR, have you seen something like this online or on a phone?**	**1032**	**68%**	**439**	**70%**	**346**	**73%**	**-4%**	**3,53**	**0,17**
Estonia	Content creation and production skills	Harmful content (Yes)	In the PAST YEAR, have you seen something like this online or on a phone?	289	70%	89	72%	72	75%	-5%	0,94	0,63
Finland	Content creation and production skills	Harmful content (Yes)	In the PAST YEAR, have you seen something like this online or on a phone?	133	64%	44	56%	50	49%	15%	6,54	0,04
Germany	Content creation and production skills	Harmful content (Yes)	In the PAST YEAR, have you seen something like this online or on a phone?	123	80%	58	82%	56	90%	-10%	3,78	0,15
Italy	Content creation and production skills	Harmful content (Yes)	In the PAST YEAR, have you seen something like this online or on a phone?	182	57%	112	61%	61	72%	-15%	6,84	0,03
Poland	Content creation and production skills	Harmful content (Yes)	In the PAST YEAR, have you seen something like this online or on a phone?	200	72%	71	82%	56	77%	-5%	3,81	0,15
Portugal	Content creation and production skills	Harmful content (Yes)	In the PAST YEAR, have you seen something like this online or on a phone?	105	78%	65	76%	51	89%	-12%	4,75	0,09
All	**Content creation and production skills**	**Harmful content (At least once)**	**How often have you seen something like this when you INTENDED to see it?**	**505**	**36%**	**209**	**36%**	**180**	**41%**	**-5%**	**4,31**	**0,12**
Estonia	Content creation and production skills	Harmful content (At least once)	How often have you seen something like this when you INTENDED to see it?	142	38%	48	41%	33	39%	-1%	0,41	0,82
Finland	Content creation and production skills	Harmful content (At least once)	How often have you seen something like this when you INTENDED to see it?	64	33%	23	32%	24	25%	8%	2,09	0,35
Germany	Content creation and production skills	Harmful content (At least once)	How often have you seen something like this when you INTENDED to see it?	56	38%	27	39%	32	55%	-17%	5,33	0,07
Italy	Content creation and production skills	Harmful content (At least once)	How often have you seen something like this when you INTENDED to see it?	83	27%	45	25%	34	41%	-15%	7,59	0,02
Poland	Content creation and production skills	Harmful content (At least once)	How often have you seen something like this when you INTENDED to see it?	106	43%	32	43%	30	45%	-3%	0,16	0,92
Portugal	Content creation and production skills	Harmful content (At least once)	How often have you seen something like this when you INTENDED to see it?	54	43%	34	44%	27	55%	-12%	2,22	0,33
All	**Content creation and production skills**	**Harmful content (At least once)**	**How often have you seen something like this when you DID NOT INTEND to see it?**	**773**	**55%**	**339**	**57%**	**252**	**56%**	**-1%**	**0,82**	**0,66**
Estonia	Content creation and production skills	Harmful content (At least once)	How often have you seen something like this when you DID NOT INTEND to see it?	199	54%	62	56%	51	57%	-2%	0,27	0,87
Finland	Content creation and production skills	Harmful content (At least once)	How often have you seen something like this when you DID NOT INTEND to see it?	86	45%	31	42%	32	33%	11%	3,57	0,17
Germany	Content creation and production skills	Harmful content (At least once)	How often have you seen something like this when you DID NOT INTEND to see it?	102	70%	50	72%	49	80%	-10%	2,49	0,29
Italy	Content creation and production skills	Harmful content (At least once)	How often have you seen something like this when you DID NOT INTEND to see it?	146	47%	96	54%	41	50%	-3%	2,04	0,36
Poland	Content creation and production skills	Harmful content (At least once)	How often have you seen something like this when you DID NOT INTEND to see it?	157	60%	52	66%	34	52%	9%	3,10	0,21
Portugal	Content creation and production skills	Harmful content (At least once)	How often have you seen something like this when you DID NOT INTEND to see it?	83	66%	48	59%	45	83%	-17%	9,42	0,01
All	**Information navigation and processing skills**	**Harmful content (At least in some cases)**	**Being upset from intended exposure to harmful content**	**284**	**59%**	**110**	**54%**	**72**	**55%**	**4%**	**1,79**	**0,41**
Estonia	Information navigation and processing skills	Harmful content (At least in some cases)	Being upset from intended exposure to harmful content	78	60%	21	55%	19	58%	2%	0,29	0,86
Finland	Information navigation and processing skills	Harmful content (At least in some cases)	Being upset from intended exposure to harmful content	26	44%	11	44%	9	56%	-12%	0,80	0,67
Germany	Information navigation and processing skills	Harmful content (At least in some cases)	Being upset from intended exposure to harmful content	41	72%	16	48%	10	53%	19%	5,64	0,06
Italy	Information navigation and processing skills	Harmful content (At least in some cases)	Being upset from intended exposure to harmful content	46	55%	23	58%	11	50%	5%	0,32	0,85
Poland	Information navigation and processing skills	Harmful content (At least in some cases)	Being upset from intended exposure to harmful content	57	63%	20	50%	10	40%	23%	5,15	0,08
Portugal	Information navigation and processing skills	Harmful content (At least in some cases)	Being upset from intended exposure to harmful content	36	58%	19	66%	13	87%	-29%	4,87	0,09
All	**Information navigation and processing skills**	**Harmful content (At least in some cases)**	**Being upset from nonintended exposure to harmful content**	**551**	**72%**	**232**	**70%**	**120**	**65%**	**7%**	**3,31**	**0,19**
Estonia	Information navigation and processing skills	Harmful content (At least in some cases)	Being upset from nonintended exposure to harmful content	140	73%	37	66%	29	67%	5%	1,09	0,58
Finland	Information navigation and processing skills	Harmful content (At least in some cases)	Being upset from nonintended exposure to harmful content	37	47%	25	63%	14	74%	-27%	5,86	0,05
Germany	Information navigation and processing skills	Harmful content (At least in some cases)	Being upset from nonintended exposure to harmful content	84	78%	34	62%	15	47%	31%	12,08	0,00
Italy	Information navigation and processing skills	Harmful content (At least in some cases)	Being upset from nonintended exposure to harmful content	114	71%	46	72%	24	71%	0%	0,03	0,99
Poland	Information navigation and processing skills	Harmful content (At least in some cases)	Being upset from nonintended exposure to harmful content	99	75%	46	71%	16	55%	20%	4,30	0,12
Portugal	Information navigation and processing skills	Harmful content (At least in some cases)	Being upset from nonintended exposure to harmful content	77	81%	44	88%	22	79%	2%	1,57	0,46

Country	Category	Subcategory	Question									
All	**Information navigation and processing skills**	**Harmful content (Yes)**	**In the PAST YEAR, have you seen something like this online or on a phone?**	**1105**	**69%**	**454**	**72%**	**255**	**66%**	**4%**	**4,06**	**0,13**
Estonia	Information navigation and processing skills	Harmful content (Yes)	In the PAST YEAR, have you seen something like this online or on a phone?	296	71%	90	75%	61	66%	5%	2,24	0,33
Finland	Information navigation and processing skills	Harmful content (Yes)	In the PAST YEAR, have you seen something like this online or on a phone?	140	64%	59	57%	29	41%	22%	10,69	0,00
Germany	Information navigation and processing skills	Harmful content (Yes)	In the PAST YEAR, have you seen something like this online or on a phone?	132	80%	71	84%	36	92%	-13%	4,20	0,12
Italy	Information navigation and processing skills	Harmful content (Yes)	In the PAST YEAR, have you seen something like this online or on a phone?	213	59%	88	61%	47	63%	-3%	0,28	0,87
Poland	Information navigation and processing skills	Harmful content (Yes)	In the PAST YEAR, have you seen something like this online or on a phone?	198	72%	84	78%	48	75%	-3%	1,29	0,53
Portugal	Information navigation and processing skills	Harmful content (Yes)	In the PAST YEAR, have you seen something like this online or on a phone?	126	79%	62	86%	34	72%	7%	3,47	0,18
All	**Information navigation and processing skills**	**Harmful content (At least once)**	**How often have you seen something like this when you INTENDED to see it?**	**538**	**37%**	**217**	**37%**	**136**	**37%**	**-1%**	**0,09**	**0,96**
Estonia	Information navigation and processing skills	Harmful content (At least once)	How often have you seen something like this when you INTENDED to see it?	145	38%	42	38%	35	42%	-3%	0,35	0,84
Finland	Information navigation and processing skills	Harmful content (At least once)	How often have you seen something like this when you INTENDED to see it?	67	34%	28	29%	16	23%	10%	2,79	0,25
Germany	Information navigation and processing skills	Harmful content (At least once)	How often have you seen something like this when you INTENDED to see it?	62	39%	35	44%	19	50%	-11%	1,85	0,40
Italy	Information navigation and processing skills	Harmful content (At least once)	How often have you seen something like this when you INTENDED to see it?	92	27%	40	28%	24	33%	-6%	1,04	0,59
Poland	Information navigation and processing skills	Harmful content (At least once)	How often have you seen something like this when you INTENDED to see it?	102	42%	42	42%	27	48%	-6%	0,67	0,72
Portugal	Information navigation and processing skills	Harmful content (At least once)	How often have you seen something like this when you INTENDED to see it?	70	48%	30	48%	15	35%	13%	2,37	0,30
All	**Information navigation and processing skills**	**Harmful content (At least once)**	**How often have you seen something like this when you DID NOT INTEND to see it?**	**832**	**57%**	**347**	**58%**	**190**	**51%**	**6%**	**4,71**	**0,09**
Estonia	Information navigation and processing skills	Harmful content (At least once)	How often have you seen something like this when you DID NOT INTEND to see it?	206	56%	61	56%	45	51%	5%	0,90	0,64
Finland	Information navigation and processing skills	Harmful content (At least once)	How often have you seen something like this when you DID NOT INTEND to see it?	87	44%	44	44%	19	28%	16%	6,21	0,04
Germany	Information navigation and processing skills	Harmful content (At least once)	How often have you seen something like this when you DID NOT INTEND to see it?	114	71%	56	70%	32	84%	-13%	3,29	0,19
Italy	Information navigation and processing skills	Harmful content (At least once)	How often have you seen something like this when you DID NOT INTEND to see it?	178	51%	67	48%	36	49%	3%	0,69	0,71
Poland	Information navigation and processing skills	Harmful content (At least once)	How often have you seen something like this when you DID NOT INTEND to see it?	149	60%	68	65%	30	51%	9%	3,02	0,22
Portugal	Information navigation and processing skills	Harmful content (At least once)	How often have you seen something like this when you DID NOT INTEND to see it?	98	67%	51	73%	28	62%	5%	1,50	0,47
All	**Digital knowledge items**	**Harmful content (At least in some cases)**	**Being upset from intended exposure to harmful content**	**125**	**55%**	**241**	**58%**	**100**	**57%**	**-2%**	**0,47**	**0,79**
Estonia	Digital knowledge items	Harmful content (At least in some cases)	Being upset from intended exposure to harmful content	37	57%	59	62%	22	54%	3%	0,97	0,62
Finland	Digital knowledge items	Harmful content (At least in some cases)	Being upset from intended exposure to harmful content	6	33%	23	48%	17	50%	-17%	1,48	0,48
Germany	Digital knowledge items	Harmful content (At least in some cases)	Being upset from intended exposure to harmful content	15	60%	37	63%	15	63%	-3%	0,06	0,97
Italy	Digital knowledge items	Harmful content (At least in some cases)	Being upset from intended exposure to harmful content	21	50%	44	49%	16	89%	-39%	11,48	0,00
Poland	Digital knowledge items	Harmful content (At least in some cases)	Being upset from intended exposure to harmful content	19	51%	46	60%	21	54%	-2%	0,83	0,66
Portugal	Digital knowledge items	Harmful content (At least in some cases)	Being upset from intended exposure to harmful content	27	68%	32	67%	9	50%	18%	1,83	0,40
All	**Digital knowledge items**	**Harmful content (At least in some cases)**	**Being upset from nonintended exposure to harmful content**	**242**	**69%**	**483**	**73%**	**178**	**67%**	**3%**	**3,39**	**0,18**
Estonia	Digital knowledge items	Harmful content (At least in some cases)	Being upset from nonintended exposure to harmful content	49	69%	123	73%	34	64%	5%	1,67	0,43
Finland	Digital knowledge items	Harmful content (At least in some cases)	Being upset from nonintended exposure to harmful content	7	37%	38	62%	31	54%	-18%	3,85	0,15
Germany	Digital knowledge items	Harmful content (At least in some cases)	Being upset from nonintended exposure to harmful content	34	74%	72	67%	27	66%	8%	0,94	0,63
Italy	Digital knowledge items	Harmful content (At least in some cases)	Being upset from nonintended exposure to harmful content	62	69%	98	73%	27	71%	-2%	0,48	0,79
Poland	Digital knowledge items	Harmful content (At least in some cases)	Being upset from nonintended exposure to harmful content	41	68%	86	72%	31	70%	-2%	0,30	0,86
Portugal	Digital knowledge items	Harmful content (At least in some cases)	Being upset from nonintended exposure to harmful content	49	78%	66	87%	28	82%	-5%	1,98	0,37
All	**Digital knowledge items**	**Harmful content (Yes)**	**In the PAST YEAR, have you seen something like this online or on a phone?**	**532**	**61%**	**928**	**72%**	**362**	**77%**	**-16%**	**43,74**	**0,00**
Estonia	Digital knowledge items	Harmful content (Yes)	In the PAST YEAR, have you seen something like this online or on a phone?	142	58%	241	81%	68	76%	-18%	35,92	0,00
Finland	Digital knowledge items	Harmful content (Yes)	In the PAST YEAR, have you seen something like this online or on a phone?	35	48%	108	55%	84	69%	-21%	9,62	0,01
Germany	Digital knowledge items	Harmful content (Yes)	In the PAST YEAR, have you seen something like this online or on a phone?	61	84%	127	79%	50	93%	-9%	6,11	0,05
Italy	Digital knowledge items	Harmful content (Yes)	In the PAST YEAR, have you seen something like this online or on a phone?	124	53%	182	63%	50	75%	-21%	11,51	0,00
Poland	Digital knowledge items	Harmful content (Yes)	In the PAST YEAR, have you seen something like this online or on a phone?	90	65%	171	80%	67	74%	-9%	10,43	0,01
Portugal	Digital knowledge items	Harmful content (Yes)	In the PAST YEAR, have you seen something like this online or on a phone?	80	77%	99	77%	43	93%	-17%	7,80	0,02
All	**Digital knowledge items**	**Harmful content (At least once)**	**How often have you seen something like this when you INTENDED to see it?**	**253**	**32%**	**456**	**38%**	**185**	**42%**	**-10%**	**15,46**	**0,00**
Estonia	Digital knowledge items	Harmful content (At least once)	How often have you seen something like this when you INTENDED to see it?	74	33%	106	40%	43	51%	-18%	8,68	0,01
Finland	Digital knowledge items	Harmful content (At least once)	How often have you seen something like this when you INTENDED to see it?	19	28%	55	30%	37	32%	-4%	0,30	0,86
Germany	Digital knowledge items	Harmful content (At least once)	How often have you seen something like this when you INTENDED to see it?	26	40%	64	41%	25	46%	-6%	0,60	0,74
Italy	Digital knowledge items	Harmful content (At least once)	How often have you seen something like this when you INTENDED to see it?	49	22%	94	33%	18	29%	-7%	8,53	0,01
Poland	Digital knowledge items	Harmful content (At least once)	How often have you seen something like this when you INTENDED to see it?	43	36%	85	45%	41	49%	-14%	4,55	0,10
Portugal	Digital knowledge items	Harmful content (At least once)	How often have you seen something like this when you INTENDED to see it?	42	44%	52	44%	21	53%	-8%	0,95	0,62

Region	Skill	Content	Question	N1	%1	N2	%2	N3	%3	Diff	Val1	Val2
All	**Digital knowledge items**	Harmful content (At least once)	**How often have you seen something like this when you DID NOT INTEND to see it?**	**376**	**47%**	**707**	**58%**	**284**	**65%**	**-17%**	**41,62**	**0,00**
Estonia	Digital knowledge items	Harmful content (At least once)	How often have you seen something like this when you DID NOT INTEND to see it?	79	37%	176	66%	56	67%	-31%	48,67	0,00
Finland	Digital knowledge items	Harmful content (At least once)	How often have you seen something like this when you DID NOT INTEND to see it?	20	30%	69	38%	60	53%	-23%	10,45	0,01
Germany	Digital knowledge items	Harmful content (At least once)	How often have you seen something like this when you DID NOT INTEND to see it?	47	73%	110	69%	45	83%	-10%	4,38	0,11
Italy	Digital knowledge items	Harmful content (At least once)	How often have you seen something like this when you DID NOT INTEND to see it?	98	43%	144	51%	42	65%	-21%	9,71	0,01
Poland	Digital knowledge items	Harmful content (At least once)	How often have you seen something like this when you DID NOT INTEND to see it?	67	53%	130	65%	47	57%	-5%	5,07	0,08
Portugal	Digital knowledge items	Harmful content (At least once)	How often have you seen something like this when you DID NOT INTEND to see it?	65	66%	78	64%	34	81%	-15%	4,36	0,11
All	**Programming skills**	Harmful content (At least in some cases)	**Being upset from intended exposure to harmful content**	**208**	**61%**	**177**	**56%**	**79**	**50%**	**11%**	**5,49**	**0,06**
Estonia	Programming skills	Harmful content (At least in some cases)	Being upset from intended exposure to harmful content	40	53%	49	60%	29	69%	-16%	3,09	0,21
Finland	Programming skills	Harmful content (At least in some cases)	Being upset from intended exposure to harmful content	24	65%	16	34%	6	38%	27%	8,56	0,01
Germany	Programming skills	Harmful content (At least in some cases)	Being upset from intended exposure to harmful content	41	64%	22	69%	4	31%	33%	5,93	0,05
Italy	Programming skills	Harmful content (At least in some cases)	Being upset from intended exposure to harmful content	39	62%	29	48%	14	56%	6%	2,30	0,32
Poland	Programming skills	Harmful content (At least in some cases)	Being upset from intended exposure to harmful content	29	62%	37	65%	20	39%	22%	8,27	0,02
Portugal	Programming skills	Harmful content (At least in some cases)	Being upset from intended exposure to harmful content	35	65%	24	63%	6	55%	10%	0,41	0,82
All	**Programming skills**	Harmful content (At least in some cases)	**Being upset from nonintended exposure to harmful content**	**380**	**71%**	**367**	**72%**	**156**	**68%**	**3%**	**1,08**	**0,58**
Estonia	Programming skills	Harmful content (At least in some cases)	Being upset from nonintended exposure to harmful content	75	69%	92	69%	38	76%	-7%	0,93	0,63
Finland	Programming skills	Harmful content (At least in some cases)	Being upset from nonintended exposure to harmful content	32	64%	33	50%	11	50%	14%	2,55	0,28
Germany	Programming skills	Harmful content (At least in some cases)	Being upset from nonintended exposure to harmful content	78	68%	42	75%	13	52%	16%	4,08	0,13
Italy	Programming skills	Harmful content (At least in some cases)	Being upset from nonintended exposure to harmful content	81	69%	74	74%	34	74%	-5%	0,72	0,70
Poland	Programming skills	Harmful content (At least in some cases)	Being upset from nonintended exposure to harmful content	35	69%	78	79%	47	64%	4%	4,67	0,10
Portugal	Programming skills	Harmful content (At least in some cases)	Being upset from nonintended exposure to harmful content	79	82%	48	81%	13	93%	-11%	1,32	0,52
All	**Programming skills**	Harmful content (Yes)	**In the PAST YEAR, have you seen something like this online or on a phone?**	**749**	**71%**	**737**	**68%**	**330**	**69%**	**2%**	**2,71**	**0,26**
Estonia	Programming skills	Harmful content (Yes)	In the PAST YEAR, have you seen something like this online or on a phone?	167	75%	201	70%	79	71%	4%	1,38	0,50
Finland	Programming skills	Harmful content (Yes)	In the PAST YEAR, have you seen something like this online or on a phone?	83	63%	107	59%	38	49%	15%	4,34	0,11
Germany	Programming skills	Harmful content (Yes)	In the PAST YEAR, have you seen something like this online or on a phone?	142	86%	69	75%	28	88%	-2%	4,97	0,08
Italy	Programming skills	Harmful content (Yes)	In the PAST YEAR, have you seen something like this online or on a phone?	159	57%	145	62%	52	65%	-8%	1,90	0,39
Poland	Programming skills	Harmful content (Yes)	In the PAST YEAR, have you seen something like this online or on a phone?	79	78%	136	73%	113	72%	6%	1,32	0,52
Portugal	Programming skills	Harmful content (Yes)	In the PAST YEAR, have you seen something like this online or on a phone?	119	78%	79	78%	20	95%	-17%	4,54	0,10
All	**Programming skills**	Harmful content (At least once)	**How often have you seen something like this when you INTENDED to see it?**	**365**	**37%**	**357**	**36%**	**169**	**38%**	**-1%**	**1,05**	**0,59**
Estonia	Programming skills	Harmful content (At least once)	How often have you seen something like this when you INTENDED to see it?	82	40%	95	37%	45	44%	-3%	1,59	0,45
Finland	Programming skills	Harmful content (At least once)	How often have you seen something like this when you INTENDED to see it?	42	34%	53	32%	16	22%	13%	3,92	0,14
Germany	Programming skills	Harmful content (At least once)	How often have you seen something like this when you INTENDED to see it?	68	44%	35	39%	13	42%	2%	0,52	0,77
Italy	Programming skills	Harmful content (At least once)	How often have you seen something like this when you INTENDED to see it?	66	25%	67	29%	26	33%	-8%	2,36	0,31
Poland	Programming skills	Harmful content (At least once)	How often have you seen something like this when you INTENDED to see it?	48	54%	65	39%	58	42%	12%	5,36	0,07
Portugal	Programming skills	Harmful content (At least once)	How often have you seen something like this when you INTENDED to see it?	59	42%	42	47%	11	61%	-19%	2,55	0,28
All	**Programming skills**	Harmful content (At least once)	**How often have you seen something like this when you DID NOT INTEND to see it?**	**569**	**59%**	**552**	**54%**	**244**	**54%**	**5%**	**6,08**	**0,05**
Estonia	Programming skills	Harmful content (At least once)	How often have you seen something like this when you DID NOT INTEND to see it?	112	59%	145	55%	54	52%	6%	1,15	0,56
Finland	Programming skills	Harmful content (At least once)	How often have you seen something like this when you DID NOT INTEND to see it?	56	46%	70	42%	24	33%	13%	3,42	0,18
Germany	Programming skills	Harmful content (At least once)	How often have you seen something like this when you DID NOT INTEND to see it?	118	75%	59	66%	25	83%	-9%	4,41	0,11
Italy	Programming skills	Harmful content (At least once)	How often have you seen something like this when you DID NOT INTEND to see it?	129	48%	109	48%	47	59%	-10%	3,10	0,21
Poland	Programming skills	Harmful content (At least once)	How often have you seen something like this when you DID NOT INTEND to see it?	56	64%	108	61%	80	54%	10%	2,92	0,23
Portugal	Programming skills	Harmful content (At least once)	How often have you seen something like this when you DID NOT INTEND to see it?	98	70%	61	63%	14	70%	0%	1,38	0,50
All	**Technical and operational skills**	Harmful content (At least in some cases)	**Being upset from intended exposure to harmful content**	**146**	**62%**	**159**	**59%**	**162**	**51%**	**11%**	**7,08**	**0,03**
Estonia	Technical and operational skills	Harmful content (At least in some cases)	Being upset from intended exposure to harmful content	30	57%	39	60%	48	59%	-2%	0,14	0,93
Finland	Technical and operational skills	Harmful content (At least in some cases)	Being upset from intended exposure to harmful content	18	56%	13	39%	15	43%	13%	2,07	0,35
Germany	Technical and operational skills	Harmful content (At least in some cases)	Being upset from intended exposure to harmful content	27	75%	22	59%	18	50%	25%	4,97	0,08
Italy	Technical and operational skills	Harmful content (At least in some cases)	Being upset from intended exposure to harmful content	25	63%	24	51%	33	52%	10%	1,38	0,50
Poland	Technical and operational skills	Harmful content (At least in some cases)	Being upset from intended exposure to harmful content	28	62%	41	72%	18	34%	28%	17,28	0,00
Portugal	Technical and operational skills	Harmful content (At least in some cases)	Being upset from intended exposure to harmful content	18	64%	20	63%	30	65%	-1%	0,06	0,97
All	**Technical and operational skills**	Harmful content (At least in some cases)	**Being upset from nonintended exposure to harmful content**	**277**	**77%**	**329**	**69%**	**302**	**67%**	**10%**	**10,45**	**0,01**
Estonia	Technical and operational skills	Harmful content (At least in some cases)	Being upset from nonintended exposure to harmful content	50	72%	74	70%	82	71%	2%	0,14	0,93
Finland	Technical and operational skills	Harmful content (At least in some cases)	Being upset from nonintended exposure to harmful content	29	62%	20	42%	27	61%	0%	5,01	0,08
Germany	Technical and operational skills	Harmful content (At least in some cases)	Being upset from nonintended exposure to harmful content	44	77%	54	70%	36	58%	19%	5,19	0,07
Italy	Technical and operational skills	Harmful content (At least in some cases)	Being upset from nonintended exposure to harmful content	56	78%	69	71%	64	67%	10%	2,24	0,33
Poland	Technical and operational skills	Harmful content (At least in some cases)	Being upset from nonintended exposure to harmful content	56	80%	72	75%	32	54%	26%	11,13	0,00
Portugal	Technical and operational skills	Harmful content (At least in some cases)	Being upset from nonintended exposure to harmful content	42	91%	40	80%	61	79%	12%	3,68	0,16
All	**Technical and operational skills**	Harmful content (Yes)	**In the PAST YEAR, have you seen something like this online or on a phone?**	**538**	**66%**	**659**	**69%**	**631**	**74%**	**-8%**	**12,92**	**0,00**
Estonia	Technical and operational skills	Harmful content (Yes)	In the PAST YEAR, have you seen something like this online or on a phone?	117	68%	166	74%	167	71%	-3%	2,00	0,37
Finland	Technical and operational skills	Harmful content (Yes)	In the PAST YEAR, have you seen something like this online or on a phone?	72	56%	87	58%	70	60%	-4%	0,42	0,81
Germany	Technical and operational skills	Harmful content (Yes)	In the PAST YEAR, have you seen something like this online or on a phone?	76	79%	87	80%	77	90%	-10%	4,58	0,10
Italy	Technical and operational skills	Harmful content (Yes)	In the PAST YEAR, have you seen something like this online or on a phone?	105	58%	126	53%	127	71%	-13%	14,80	0,00
Poland	Technical and operational skills	Harmful content (Yes)	In the PAST YEAR, have you seen something like this online or on a phone?	106	66%	126	79%	97	78%	-12%	8,51	0,01
Portugal	Technical and operational skills	Harmful content (Yes)	In the PAST YEAR, have you seen something like this online or on a phone?	62	78%	67	81%	93	80%	-2%	0,14	0,93
All	**Technical and operational skills**	Harmful content (At least once)	**How often have you seen something like this when you INTENDED to see it?**	**263**	**35%**	**302**	**34%**	**331**	**42%**	**-6%**	**12,01**	**0,00**
Estonia	Technical and operational skills	Harmful content (At least once)	How often have you seen something like this when you INTENDED to see it?	61	40%	72	35%	89	41%	-1%	1,56	0,46
Finland	Technical and operational skills	Harmful content (At least once)	How often have you seen something like this when you INTENDED to see it?	36	31%	40	29%	35	32%	-1%	0,23	0,89

Country	Skill category	Risk	Question									
Germany	Technical and operational skills	Harmful content (At least once)	How often have you seen something like this when you INTENDED to see it?	38	41%	40	38%	38	46%	-5%	1,18	0,55
Italy	Technical and operational skills	Harmful content (At least once)	How often have you seen something like this when you INTENDED to see it?	44	25%	51	22%	66	39%	-13%	13,57	0,00
Poland	Technical and operational skills	Harmful content (At least once)	How often have you seen something like this when you INTENDED to see it?	53	37%	62	44%	56	50%	-13%	4,15	0,13
Portugal	Technical and operational skills	Harmful content (At least once)	How often have you seen something like this when you INTENDED to see it?	31	44%	37	48%	47	45%	-1%	0,32	0,85
All	**Technical and operational skills**	**Harmful content (At least once)**	**How often have you seen something like this when you DID NOT INTEND to see it?**	**393**	**53%**	**508**	**56%**	**473**	**58%**	**-5%**	**4,18**	**0,12**
Estonia	Technical and operational skills	Harmful content (At least once)	How often have you seen something like this when you DID NOT INTEND to see it?	72	48%	114	59%	125	56%	-8%	3,94	0,14
Finland	Technical and operational skills	Harmful content (At least once)	How often have you seen something like this when you DID NOT INTEND to see it?	53	45%	53	39%	45	40%	5%	1,07	0,58
Germany	Technical and operational skills	Harmful content (At least once)	How often have you seen something like this when you DID NOT INTEND to see it?	62	67%	78	75%	63	76%	-9%	1,98	0,37
Italy	Technical and operational skills	Harmful content (At least once)	How often have you seen something like this when you DID NOT INTEND to see it?	82	48%	105	45%	99	57%	-10%	6,21	0,04
Poland	Technical and operational skills	Harmful content (At least once)	How often have you seen something like this when you DID NOT INTEND to see it?	78	54%	104	68%	64	55%	-1%	7,74	0,02
Portugal	Technical and operational skills	Harmful content (At least once)	How often have you seen something like this when you DID NOT INTEND to see it?	46	67%	54	68%	77	69%	-2%	0,09	0,96
All	**Communication and interaction skills**	**Other risks (At least once)**	**I made incorrect decisions about my health, fitness, or dieting as a consequence of information Id found on th**	**206**	**31%**	**341**	**30%**	**396**	**29%**	**3%**	**1,40**	**0,50**
Estonia	Communication and interaction skills	Other risks (At least once)	I made incorrect decisions about my health, fitness, or dieting as a consequence of information Id found on the interne	53	34%	62	25%	94	28%	6%	3,86	0,15
Finland	Communication and interaction skills	Other risks (At least once)	I made incorrect decisions about my health, fitness, or dieting as a consequence of information Id found on the interne	17	23%	36	22%	64	27%	-4%	1,82	0,40
Germany	Communication and interaction skills	Other risks (At least once)	I made incorrect decisions about my health, fitness, or dieting as a consequence of information Id found on the interne	45	33%	64	35%	76	32%	1%	0,46	0,80
Italy	Communication and interaction skills	Other risks (At least once)	I made incorrect decisions about my health, fitness, or dieting as a consequence of information Id found on the interne	29	26%	79	29%	67	26%	-1%	0,40	0,82
Poland	Communication and interaction skills	Other risks (At least once)	I made incorrect decisions about my health, fitness, or dieting as a consequence of information Id found on the interne	56	42%	83	44%	57	37%	6%	2,17	0,34
Portugal	Communication and interaction skills	Other risks (At least once)	I made incorrect decisions about my health, fitness, or dieting as a consequence of information Id found on the interne	6	12%	17	18%	38	23%	-11%	3,28	0,19
All	**Communication and interaction skills**	**Other risks (At least once)**	**I shared information from a social network without reading the whole article**	**180**	**28%**	**319**	**28%**	**346**	**25%**	**3%**	**2,86**	**0,24**
Estonia	Communication and interaction skills	Other risks (At least once)	I shared information from a social network without reading the whole article	38	25%	50	20%	84	25%	0%	1,91	0,39
Finland	Communication and interaction skills	Other risks (At least once)	I shared information from a social network without reading the whole article	22	29%	44	26%	50	22%	8%	2,14	0,34
Germany	Communication and interaction skills	Other risks (At least once)	I shared information from a social network without reading the whole article	44	32%	58	31%	57	25%	7%	2,84	0,24
Italy	Communication and interaction skills	Other risks (At least once)	I shared information from a social network without reading the whole article	33	29%	81	30%	71	28%	1%	0,27	0,87
Poland	Communication and interaction skills	Other risks (At least once)	I shared information from a social network without reading the whole article	26	21%	62	34%	43	26%	-5%	6,73	0,03
Portugal	Communication and interaction skills	Other risks (At least once)	I shared information from a social network without reading the whole article	17	34%	24	25%	41	25%	9%	1,52	0,47
All	**Communication and interaction skills**	**Other risks (At least once)**	**I shared information that I later found out to be a hoax**	**189**	**30%**	**326**	**29%**	**359**	**26%**	**4%**	**5,06**	**0,08**
Estonia	Communication and interaction skills	Other risks (At least once)	I shared information that I later found out to be a hoax	34	23%	39	16%	68	20%	3%	2,91	0,23
Finland	Communication and interaction skills	Other risks (At least once)	I shared information that I later found out to be a hoax	17	23%	23	14%	46	20%	3%	3,17	0,21
Germany	Communication and interaction skills	Other risks (At least once)	I shared information that I later found out to be a hoax	43	31%	55	30%	63	27%	5%	1,19	0,55
Italy	Communication and interaction skills	Other risks (At least once)	I shared information that I later found out to be a hoax	30	28%	82	32%	60	24%	4%	3,41	0,18
Poland	Communication and interaction skills	Other risks (At least once)	I shared information that I later found out to be a hoax	47	42%	97	56%	68	42%	0%	8,08	0,02
Portugal	Communication and interaction skills	Other risks (At least once)	I shared information that I later found out to be a hoax	18	39%	30	33%	54	34%	5%	0,52	0,77
All	**Communication and interaction skills**	**Other risks (At least once)**	**In the PAST YEAR, how often do you think SOMEONE ELSE got UPSET about something YOU posted or**	**145**	**27%**	**238**	**24%**	**337**	**28%**	**-1%**	**4,48**	**0,11**
Estonia	Communication and interaction skills	Other risks (At least once)	In the PAST YEAR, how often do you think SOMEONE ELSE got UPSET about something YOU posted or comme	33	25%	47	21%	70	23%	2%	0,80	0,67
Finland	Communication and interaction skills	Other risks (At least once)	In the PAST YEAR, how often do you think SOMEONE ELSE got UPSET about something YOU posted or comme	17	23%	31	20%	50	23%	1%	0,58	0,75
Germany	Communication and interaction skills	Other risks (At least once)	In the PAST YEAR, how often do you think SOMEONE ELSE got UPSET about something YOU posted or comme	20	29%	29	31%	48	39%	-10%	2,64	0,27
Italy	Communication and interaction skills	Other risks (At least once)	In the PAST YEAR, how often do you think SOMEONE ELSE got UPSET about something YOU posted or comme	23	22%	58	22%	71	29%	-8%	4,25	0,12
Poland	Communication and interaction skills	Other risks (At least once)	In the PAST YEAR, how often do you think SOMEONE ELSE got UPSET about something YOU posted or comme	43	37%	59	37%	57	38%	-1%	0,03	0,99
Portugal	Communication and interaction skills	Other risks (At least once)	In the PAST YEAR, how often do you think SOMEONE ELSE got UPSET about something YOU posted or comme	9	19%	14	16%	41	27%	-8%	4,23	0,12
All	**Communication and interaction skills**	**Other risks (At least once)**	**Sometimes people treat other people in a hurtful or nasty way ON THE INTERNET. This includes saying or**	**192**	**33%**	**335**	**33%**	**447**	**36%**	**-2%**	**2,26**	**0,32**
Estonia	Communication and interaction skills	Other risks (At least once)	Sometimes people treat other people in a hurtful or nasty way ON THE INTERNET. This includes saying or doing hu	60	41%	96	41%	147	44%	-4%	1,05	0,59
Finland	Communication and interaction skills	Other risks (At least once)	Sometimes people treat other people in a hurtful or nasty way ON THE INTERNET. This includes saying or doing hu	22	31%	35	22%	70	30%	1%	3,76	0,15
Germany	Communication and interaction skills	Other risks (At least once)	Sometimes people treat other people in a hurtful or nasty way ON THE INTERNET. This includes saying or doing hu	18	25%	29	31%	38	29%	-4%	0,70	0,71
Italy	Communication and interaction skills	Other risks (At least once)	Sometimes people treat other people in a hurtful or nasty way ON THE INTERNET. This includes saying or doing hu	35	32%	80	29%	84	34%	-2%	1,26	0,53
Poland	Communication and interaction skills	Other risks (At least once)	Sometimes people treat other people in a hurtful or nasty way ON THE INTERNET. This includes saying or doing hu	47	37%	73	41%	57	36%	1%	1,10	0,58
Portugal	Communication and interaction skills	Other risks (At least once)	Sometimes people treat other people in a hurtful or nasty way ON THE INTERNET. This includes saying or doing hu	10	21%	22	24%	51	31%	-10%	2,79	0,25
All	**Content creation and production skills**	**Other risks (At least once)**	**I made incorrect decisions about my health, fitness, or dieting as a consequence of information Id found on th**	**563**	**30%**	**220**	**30%**	**155**	**27%**	**3%**	**2,65**	**0,27**
Estonia	Content creation and production skills	Other risks (At least once)	I made incorrect decisions about my health, fitness, or dieting as a consequence of information Id found on the interne	144	29%	38	29%	27	24%	5%	1,38	0,50
Finland	Content creation and production skills	Other risks (At least once)	I made incorrect decisions about my health, fitness, or dieting as a consequence of information Id found on the interne	71	29%	24	26%	20	16%	13%	4,61	0,10
Germany	Content creation and production skills	Other risks (At least once)	I made incorrect decisions about my health, fitness, or dieting as a consequence of information Id found on the interne	105	34%	44	33%	36	33%	1%	0,05	0,98
Italy	Content creation and production skills	Other risks (At least once)	I made incorrect decisions about my health, fitness, or dieting as a consequence of information Id found on the interne	98	28%	51	26%	26	30%	-2%	0,48	0,78
Poland	Content creation and production skills	Other risks (At least once)	I made incorrect decisions about my health, fitness, or dieting as a consequence of information Id found on the interne	133	43%	36	41%	25	32%	11%	3,06	0,22
Portugal	Content creation and production skills	Other risks (At least once)	I made incorrect decisions about my health, fitness, or dieting as a consequence of information Id found on the interne	26	17%	20	23%	14	23%	-6%	1,84	0,40
All	**Content creation and production skills**	**Other risks (At least once)**	**I shared information from a social network without reading the whole article**	**497**	**27%**	**205**	**28%**	**139**	**25%**	**2%**	**2,09**	**0,35**
Estonia	Content creation and production skills	Other risks (At least once)	I shared information from a social network without reading the whole article	103	21%	38	29%	31	27%	-6%	4,61	0,10
Finland	Content creation and production skills	Other risks (At least once)	I shared information from a social network without reading the whole article	46	19%	21	23%	18	14%	4%	8,19	0,02
Germany	Content creation and production skills	Other risks (At least once)	I shared information from a social network without reading the whole article	88	28%	38	30%	33	31%	-3%	0,52	0,77
Italy	Content creation and production skills	Other risks (At least once)	I shared information from a social network without reading the whole article	104	29%	59	31%	20	24%	6%	1,57	0,46
Poland	Content creation and production skills	Other risks (At least once)	I shared information from a social network without reading the whole article	90	30%	22	24%	18	24%	6%	2,25	0,33
Portugal	Content creation and production skills	Other risks (At least once)	I shared information from a social network without reading the whole article	41	27%	24	26%	17	29%	-2%	0,12	0,94
All	**Content creation and production skills**	**Other risks (At least once)**	**I shared information that I later found out to be a hoax**	**506**	**28%**	**193**	**27%**	**172**	**30%**	**-2%**	**2,15**	**0,34**
Estonia	Content creation and production skills	Other risks (At least once)	I shared information that I later found out to be a hoax	86	18%	24	18%	31	28%	-10%	5,41	0,07
Finland	Content creation and production skills	Other risks (At least once)	I shared information that I later found out to be a hoax	60	25%	29	34%	37	28%	-3%	2,96	0,23
Germany	Content creation and production skills	Other risks (At least once)	I shared information that I later found out to be a hoax	92	29%	35	27%	34	31%	-2%	0,73	0,70
Italy	Content creation and production skills	Other risks (At least once)	I shared information that I later found out to be a hoax	95	29%	47	25%	29	35%	-6%	2,77	0,25
Poland	Content creation and production skills	Other risks (At least once)	I shared information that I later found out to be a hoax	137	50%	39	43%	36	47%	2%	1,16	0,56
Portugal	Content creation and production skills	Other risks (At least once)	I shared information that I later found out to be a hoax	50	35%	27	30%	24	41%	-7%	1,88	0,39
All	**Content creation and production skills**	**Other risks (At least once)**	**In the PAST YEAR, how often do you think SOMEONE ELSE got UPSET about something YOU posted or**	**367**	**23%**	**171**	**27%**	**174**	**35%**	**-12%**	**26,14**	**0,00**
Estonia	Content creation and production skills	Other risks (At least once)	In the PAST YEAR, how often do you think SOMEONE ELSE got UPSET about something YOU posted or comme	93	21%	29	24%	27	27%	-6%	2,08	0,35

Country	Skill	Risk	Question								
Finland	Content creation and production skills	Other risks (At least once)	In the PAST YEAR, how often do you think SOMEONE ELSE got UPSET about something YOU posted or comme	25	25%	61	26%	28	20%	4%	1,89	0,39
Germany	Content creation and production skills	Other risks (At least once)	In the PAST YEAR, how often do you think SOMEONE ELSE got UPSET about something YOU posted or comme	38	25%	25	34%	34	60%	-35%	21,62	0,00
Italy	Content creation and production skills	Other risks (At least once)	In the PAST YEAR, how often do you think SOMEONE ELSE got UPSET about something YOU posted or comme	67	20%	50	27%	34	40%	-20%	13,79	0,00
Poland	Content creation and production skills	Other risks (At least once)	In the PAST YEAR, how often do you think SOMEONE ELSE got UPSET about something YOU posted or comme	100	37%	28	35%	28	39%	-2%	0,31	0,86
Portugal	Content creation and production skills	Other risks (At least once)	In the PAST YEAR, how often do you think SOMEONE ELSE got UPSET about something YOU posted or comme	25	18%	17	20%	21	36%	-18%	7,88	0,02
All	**Content creation and production skills**	**Other risks (At least once)**	**Sometimes people treat other people in a hurtful or nasty way ON THE INTERNET. This includes saying or**	**529**	**32%**	**248**	**38%**	**190**	**37%**	**-5%**	**9,24**	**0,01**
Estonia	Content creation and production skills	Other risks (At least once)	Sometimes people treat other people in a hurtful or nasty way ON THE INTERNET. This includes saying or doing hu	183	39%	64	50%	54	49%	-10%	7,97	0,02
Finland	Content creation and production skills	Other risks (At least once)	Sometimes people treat other people in a hurtful or nasty way ON THE INTERNET. This includes saying or doing hu	44	19%	22	25%	30	24%	-5%	2,33	0,31
Germany	Content creation and production skills	Other risks (At least once)	Sometimes people treat other people in a hurtful or nasty way ON THE INTERNET. This includes saying or doing hu	43	27%	25	33%	17	29%	-2%	0,91	0,63
Italy	Content creation and production skills	Other risks (At least once)	Sometimes people treat other people in a hurtful or nasty way ON THE INTERNET. This includes saying or doing hu	95	27%	68	36%	33	39%	-12%	6,92	0,03
Poland	Content creation and production skills	Other risks (At least once)	Sometimes people treat other people in a hurtful or nasty way ON THE INTERNET. This includes saying or doing hu	110	37%	38	42%	28	38%	-1%	0,67	0,72
Portugal	Content creation and production skills	Other risks (At least once)	Sometimes people treat other people in a hurtful or nasty way ON THE INTERNET. This includes saying or doing hu	38	26%	24	27%	21	34%	-9%	1,73	0,42
All	**Information navigation and processing skills**	**Other risks (At least once)**	**I made incorrect decisions about my health, fitness, or dieting as a consequence of information Id found on th**	**611**	**31%**	**217**	**29%**	**112**	**23%**	**8%**	**11,79**	**0,00**
Estonia	Information navigation and processing skills	Other risks (At least once)	I made incorrect decisions about my health, fitness, or dieting as a consequence of information Id found on the interne	142	29%	38	28%	27	25%	4%	0,67	0,71
Finland	Information navigation and processing skills	Other risks (At least once)	I made incorrect decisions about my health, fitness, or dieting as a consequence of information Id found on the interne	71	27%	30	26%	18	19%	8%	2,44	0,29
Germany	Information navigation and processing skills	Other risks (At least once)	I made incorrect decisions about my health, fitness, or dieting as a consequence of information Id found on the interne	115	35%	55	36%	15	20%	15%	7,90	0,02
Italy	Information navigation and processing skills	Other risks (At least once)	I made incorrect decisions about my health, fitness, or dieting as a consequence of information Id found on the interne	110	29%	37	23%	22	28%	0%	1,94	0,38
Poland	Information navigation and processing skills	Other risks (At least once)	I made incorrect decisions about my health, fitness, or dieting as a consequence of information Id found on the interne	134	44%	45	42%	20	29%	15%	5,47	0,06
Portugal	Information navigation and processing skills	Other risks (At least once)	I made incorrect decisions about my health, fitness, or dieting as a consequence of information Id found on the interne	39	22%	12	16%	10	19%	3%	1,02	0,60
All	**Information navigation and processing skills**	**Other risks (At least once)**	**I shared information from a social network without reading the whole article**	**535**	**28%**	**193**	**26%**	**116**	**25%**	**3%**	**1,89**	**0,39**
Estonia	Information navigation and processing skills	Other risks (At least once)	I shared information from a social network without reading the whole article	109	22%	28	21%	34	31%	-9%	4,49	0,11
Finland	Information navigation and processing skills	Other risks (At least once)	I shared information from a social network without reading the whole article	76	28%	27	23%	14	15%	13%	6,84	0,03
Germany	Information navigation and processing skills	Other risks (At least once)	I shared information from a social network without reading the whole article	97	29%	43	29%	19	26%	3%	0,27	0,87
Italy	Information navigation and processing skills	Other risks (At least once)	I shared information from a social network without reading the whole article	122	32%	42	26%	18	24%	8%	3,07	0,22
Poland	Information navigation and processing skills	Other risks (At least once)	I shared information from a social network without reading the whole article	84	29%	32	28%	17	25%	4%	0,44	0,80
Portugal	Information navigation and processing skills	Other risks (At least once)	I shared information from a social network without reading the whole article	47	27%	21	27%	14	27%	0%	0,01	1,00
All	**Information navigation and processing skills**	**Other risks (At least once)**	**I shared information that I later found out to be a hoax**	**528**	**28%**	**211**	**28%**	**132**	**28%**	**0%**	**0,02**	**0,99**
Estonia	Information navigation and processing skills	Other risks (At least once)	I shared information that I later found out to be a hoax	91	19%	23	18%	27	25%	-7%	2,62	0,27
Finland	Information navigation and processing skills	Other risks (At least once)	I shared information that I later found out to be a hoax	51	19%	23	20%	13	14%	5%	1,26	0,53
Germany	Information navigation and processing skills	Other risks (At least once)	I shared information that I later found out to be a hoax	91	28%	52	34%	18	24%	4%	3,02	0,22
Italy	Information navigation and processing skills	Other risks (At least once)	I shared information that I later found out to be a hoax	110	30%	35	22%	21	28%	2%	3,32	0,19
Poland	Information navigation and processing skills	Other risks (At least once)	I shared information that I later found out to be a hoax	131	49%	53	47%	30	43%	5%	0,61	0,74
Portugal	Information navigation and processing skills	Other risks (At least once)	I shared information that I later found out to be a hoax	54	33%	25	33%	23	44%	-12%	2,42	0,30
All	**Information navigation and processing skills**	**Other risks (At least once)**	**In the PAST YEAR, how often do you think SOMEONE ELSE got UPSET about something YOU posted or**	**404**	**24%**	**176**	**28%**	**134**	**33%**	**-8%**	**12,53**	**0,00**
Estonia	Information navigation and processing skills	Other risks (At least once)	In the PAST YEAR, how often do you think SOMEONE ELSE got UPSET about something YOU posted or comme	94	21%	28	24%	27	28%	-7%	2,45	0,29
Finland	Information navigation and processing skills	Other risks (At least once)	In the PAST YEAR, how often do you think SOMEONE ELSE got UPSET about something YOU posted or comme	46	18%	31	28%	21	23%	-5%	4,36	0,11
Germany	Information navigation and processing skills	Other risks (At least once)	In the PAST YEAR, how often do you think SOMEONE ELSE got UPSET about something YOU posted or comme	50	30%	28	34%	20	56%	-26%	8,22	0,02
Italy	Information navigation and processing skills	Other risks (At least once)	In the PAST YEAR, how often do you think SOMEONE ELSE got UPSET about something YOU posted or comme	85	23%	30	20%	30	41%	-18%	12,11	0,00
Poland	Information navigation and processing skills	Other risks (At least once)	In the PAST YEAR, how often do you think SOMEONE ELSE got UPSET about something YOU posted or comme	96	36%	45	43%	20	30%	6%	3,07	0,22
Portugal	Information navigation and processing skills	Other risks (At least once)	In the PAST YEAR, how often do you think SOMEONE ELSE got UPSET about something YOU posted or comme	33	20%	14	19%	16	32%	-12%	3,34	0,19
All	**Information navigation and processing skills**	**Other risks (At least once)**	**Sometimes people treat other people in a hurtful or nasty way ON THE INTERNET. This includes saying or**	**566**	**32%**	**245**	**37%**	**160**	**38%**	**-5%**	**6,62**	**0,04**
Estonia	Information navigation and processing skills	Other risks (At least once)	Sometimes people treat other people in a hurtful or nasty way ON THE INTERNET. This includes saying or doing hu	189	40%	65	50%	48	48%	-8%	5,45	0,07

Country	Skill	Risk	Question	N1	%1	N2	%2	N3	%3	Diff	Stat	p
Finland	Information navigation and processing skills	Other risks (At least once)	Sometimes people treat other people in a hurtful or nasty way ON THE INTERNET. This includes saying or doing hu	67	26%	35	31%	25	27%	-1%	1,04	0,59
Germany	Information navigation and processing skills	Other risks (At least once)	Sometimes people treat other people in a hurtful or nasty way ON THE INTERNET. This includes saying or doing hu	42	25%	30	34%	14	38%	-13%	3,60	0,17
Italy	Information navigation and processing skills	Other risks (At least once)	Sometimes people treat other people in a hurtful or nasty way ON THE INTERNET. This includes saying or doing hu	114	30%	49	32%	30	39%	-10%	2,66	0,26
Poland	Information navigation and processing skills	Other risks (At least once)	Sometimes people treat other people in a hurtful or nasty way ON THE INTERNET. This includes saying or doing hu	113	39%	41	37%	26	39%	0%	0,12	0,94
Portugal	Information navigation and processing skills	Other risks (At least once)	Sometimes people treat other people in a hurtful or nasty way ON THE INTERNET. This includes saying or doing hu	41	24%	25	33%	17	33%	-9%	3,30	0,19
All	**Digital knowledge items**	**Other risks (At least once)**	**I made incorrect decisions about my health, fitness, or dieting as a consequence of information Id found on th**	**315**	**29%**	**480**	**31%**	**144**	**27%**	**2%**	**3,70**	**0,16**
Estonia	Digital knowledge items	Other risks (At least once)	I made incorrect decisions about my health, fitness, or dieting as a consequence of information Id found on the interne	87	29%	103	31%	18	17%	12%	7,99	0,02
Finland	Digital knowledge items	Other risks (At least once)	I made incorrect decisions about my health, fitness, or dieting as a consequence of information Id found on the interne	25	25%	61	26%	28	20%	4%	1,60	0,45
Germany	Digital knowledge items	Other risks (At least once)	I made incorrect decisions about my health, fitness, or dieting as a consequence of information Id found on the interne	49	28%	107	35%	29	37%	-8%	2,88	0,24
Italy	Digital knowledge items	Other risks (At least once)	I made incorrect decisions about my health, fitness, or dieting as a consequence of information Id found on the interne	65	25%	88	28%	22	32%	-7%	1,76	0,42
Poland	Digital knowledge items	Other risks (At least once)	I made incorrect decisions about my health, fitness, or dieting as a consequence of information Id found on the interne	72	46%	89	39%	35	37%	10%	2,81	0,25
Portugal	Digital knowledge items	Other risks (At least once)	I made incorrect decisions about my health, fitness, or dieting as a consequence of information Id found on the interne	17	15%	32	23%	12	24%	-9%	2,83	0,24
All	**Digital knowledge items**	**Other risks (At least once)**	**I shared information from a social network without reading the whole article**	**268**	**24%**	**415**	**27%**	**158**	**30%**	**-6%**	**6,31**	**0,04**
Estonia	Digital knowledge items	Other risks (At least once)	I shared information from a social network without reading the whole article	52	17%	90	28%	29	28%	-10%	10,73	0,00
Finland	Digital knowledge items	Other risks (At least once)	I shared information from a social network without reading the whole article	25	25%	53	22%	37	28%	-3%	1,29	0,52
Germany	Digital knowledge items	Other risks (At least once)	I shared information from a social network without reading the whole article	50	28%	85	28%	24	31%	-3%	0,20	0,90
Italy	Digital knowledge items	Other risks (At least once)	I shared information from a social network without reading the whole article	70	27%	88	29%	26	38%	-11%	2,87	0,24
Poland	Digital knowledge items	Other risks (At least once)	I shared information from a social network without reading the whole article	38	25%	64	29%	28	31%	-7%	1,33	0,51
Portugal	Digital knowledge items	Other risks (At least once)	I shared information from a social network without reading the whole article	33	29%	35	24%	14	28%	1%	0,83	0,66
All	**Digital knowledge items**	**Other risks (At least once)**	**I shared information that I later found out to be a hoax**	**290**	**27%**	**433**	**29%**	**148**	**29%**	**-2%**	**1,12**	**0,57**
Estonia	Digital knowledge items	Other risks (At least once)	I shared information that I later found out to be a hoax	51	17%	72	22%	18	17%	0%	2,91	0,23
Finland	Digital knowledge items	Other risks (At least once)	I shared information that I later found out to be a hoax	24	23%	36	15%	25	19%	4%	2,97	0,23
Germany	Digital knowledge items	Other risks (At least once)	I shared information that I later found out to be a hoax	49	28%	87	29%	24	31%	-3%	0,20	0,90
Italy	Digital knowledge items	Other risks (At least once)	I shared information that I later found out to be a hoax	72	29%	76	26%	22	33%	-4%	1,66	0,44
Poland	Digital knowledge items	Other risks (At least once)	I shared information that I later found out to be a hoax	55	39%	117	54%	41	47%	-8%	7,97	0,02
Portugal	Digital knowledge items	Other risks (At least once)	I shared information that I later found out to be a hoax	39	35%	45	34%	18	39%	-5%	0,47	0,79
All	**Digital knowledge items**	**Other risks (At least once)**	**In the PAST YEAR, how often do you think SOMEONE ELSE got UPSET about something YOU posted or**	**200**	**21%**	**371**	**28%**	**145**	**31%**	**-9%**	**18,89**	**0,00**
Estonia	Digital knowledge items	Other risks (At least once)	In the PAST YEAR, how often do you think SOMEONE ELSE got UPSET about something YOU posted or comme	53	19%	70	24%	27	28%	-9%	3,65	0,16
Finland	Digital knowledge items	Other risks (At least once)	In the PAST YEAR, how often do you think SOMEONE ELSE got UPSET about something YOU posted or comme	16	17%	42	19%	38	29%	-12%	6,55	0,04
Germany	Digital knowledge items	Other risks (At least once)	In the PAST YEAR, how often do you think SOMEONE ELSE got UPSET about something YOU posted or comme	20	27%	60	38%	17	33%	-6%	2,80	0,25
Italy	Digital knowledge items	Other risks (At least once)	In the PAST YEAR, how often do you think SOMEONE ELSE got UPSET about something YOU posted or comme	46	19%	81	27%	22	32%	-14%	7,72	0,02
Poland	Digital knowledge items	Other risks (At least once)	In the PAST YEAR, how often do you think SOMEONE ELSE got UPSET about something YOU posted or comme	47	34%	86	41%	27	35%	-1%	2,39	0,30
Portugal	Digital knowledge items	Other risks (At least once)	In the PAST YEAR, how often do you think SOMEONE ELSE got UPSET about something YOU posted or comme	18	17%	32	24%	14	30%	-13%	3,63	0,16
All	**Digital knowledge items**	**Other risks (At least once)**	**Sometimes people treat other people in a hurtful or nasty way ON THE INTERNET. This includes saying or**	**280**	**29%**	**502**	**36%**	**189**	**38%**	**-9%**	**19,14**	**0,00**
Estonia	Digital knowledge items	Other risks (At least once)	Sometimes people treat other people in a hurtful or nasty way ON THE INTERNET. This includes saying or doing hu	91	32%	163	50%	48	47%	-14%	20,88	0,00
Finland	Digital knowledge items	Other risks (At least once)	Sometimes people treat other people in a hurtful or nasty way ON THE INTERNET. This includes saying or doing hu	21	22%	56	25%	48	36%	-14%	6,93	0,03
Germany	Digital knowledge items	Other risks (At least once)	Sometimes people treat other people in a hurtful or nasty way ON THE INTERNET. This includes saying or doing hu	13	17%	53	33%	19	35%	-17%	7,23	0,03
Italy	Digital knowledge items	Other risks (At least once)	Sometimes people treat other people in a hurtful or nasty way ON THE INTERNET. This includes saying or doing hu	70	27%	93	31%	33	48%	-21%	10,31	0,01
Poland	Digital knowledge items	Other risks (At least once)	Sometimes people treat other people in a hurtful or nasty way ON THE INTERNET. This includes saying or doing hu	57	39%	95	42%	28	33%	6%	2,32	0,31
Portugal	Digital knowledge items	Other risks (At least once)	Sometimes people treat other people in a hurtful or nasty way ON THE INTERNET. This includes saying or doing hu	28	25%	42	30%	13	28%	-3%	0,66	0,72
All	**Programming skills**	**Other risks (At least once)**	**I made incorrect decisions about my health, fitness, or dieting as a consequence of information Id found on th**	**371**	**29%**	**390**	**30%**	**180**	**31%**	**-2%**	**1,03**	**0,60**
Estonia	Programming skills	Other risks (At least once)	I made incorrect decisions about my health, fitness, or dieting as a consequence of information Id found on the interne	69	25%	97	30%	39	31%	-5%	1,79	0,41
Finland	Programming skills	Other risks (At least once)	I made incorrect decisions about my health, fitness, or dieting as a consequence of information Id found on the interne	47	30%	47	22%	24	24%	6%	3,46	0,18
Germany	Programming skills	Other risks (At least once)	I made incorrect decisions about my health, fitness, or dieting as a consequence of information Id found on the interne	99	34%	60	32%	25	31%	3%	0,36	0,83
Italy	Programming skills	Other risks (At least once)	I made incorrect decisions about my health, fitness, or dieting as a consequence of information Id found on the interne	99	34%	60	32%	25	31%	3%	0,89	0,64
Poland	Programming skills	Other risks (At least once)	I made incorrect decisions about my health, fitness, or dieting as a consequence of information Id found on the interne	47	47%	87	42%	63	37%	10%	2,49	0,29
Portugal	Programming skills	Other risks (At least once)	I made incorrect decisions about my health, fitness, or dieting as a consequence of information Id found on the interne	31	18%	25	24%	5	22%	-4%	1,17	0,56
All	**Programming skills**	**Other risks (At least once)**	**I shared information from a social network without reading the whole article**	**360**	**28%**	**335**	**26%**	**143**	**25%**	**3%**	**1,57**	**0,46**
Estonia	Programming skills	Other risks (At least once)	I shared information from a social network without reading the whole article	61	23%	72	22%	37	29%	-7%	2,81	0,25
Finland	Programming skills	Other risks (At least once)	I shared information from a social network without reading the whole article	40	25%	61	28%	16	17%	8%	4,77	0,09
Germany	Programming skills	Other risks (At least once)	I shared information from a social network without reading the whole article	87	29%	53	29%	18	23%	6%	1,20	0,55
Italy	Programming skills	Other risks (At least once)	I shared information from a social network without reading the whole article	87	29%	53	29%	18	23%	6%	1,24	0,54
Poland	Programming skills	Other risks (At least once)	I shared information from a social network without reading the whole article	36	35%	53	27%	43	26%	9%	2,96	0,23
Portugal	Programming skills	Other risks (At least once)	I shared information from a social network without reading the whole article	45	26%	25	23%	9	39%	-13%	2,28	0,32
All	**Programming skills**	**Other risks (At least once)**	**I shared information that I later found out to be a hoax**	**347**	**28%**	**357**	**29%**	**167**	**30%**	**-2%**	**0,85**	**0,66**
Estonia	Programming skills	Other risks (At least once)	I shared information that I later found out to be a hoax	52	20%	65	20%	23	18%	1%	0,25	0,88
Finland	Programming skills	Other risks (At least once)	I shared information that I later found out to be a hoax	29	19%	44	20%	14	15%	4%	0,98	0,61
Germany	Programming skills	Other risks (At least once)	I shared information that I later found out to be a hoax	85	29%	51	28%	23	30%	-1%	0,13	0,94
Italy	Programming skills	Other risks (At least once)	I shared information that I later found out to be a hoax	85	29%	51	28%	23	30%	-1%	2,52	0,28
Poland	Programming skills	Other risks (At least once)	I shared information that I later found out to be a hoax	52	54%	89	48%	72	44%	10%	2,42	0,30
Portugal	Programming skills	Other risks (At least once)	I shared information that I later found out to be a hoax	58	35%	35	35%	8	35%	0%	0,00	1,00
All	**Programming skills**	**Other risks (At least once)**	**In the PAST YEAR, how often do you think SOMEONE ELSE got UPSET about something YOU posted or**	**254**	**24%**	**298**	**26%**	**165**	**33%**	**-10%**	**15,84**	**0,00**
Estonia	Programming skills	Other risks (At least once)	In the PAST YEAR, how often do you think SOMEONE ELSE got UPSET about something YOU posted or comme	44	18%	66	22%	39	34%	-15%	9,81	0,01
Finland	Programming skills	Other risks (At least once)	In the PAST YEAR, how often do you think SOMEONE ELSE got UPSET about something YOU posted or comme	34	23%	42	20%	21	24%	0%	0,99	0,61

Country	Skill	Risk	Question									
Germany	Programming skills	Other risks (At least once)	In the PAST YEAR, how often do you think SOMEONE ELSE got UPSET about something YOU posted or comme	48	29%	34	38%	16	50%	-21%	5,54	0,06
Italy	Programming skills	Other risks (At least once)	In the PAST YEAR, how often do you think SOMEONE ELSE got UPSET about something YOU posted or comme	48	29%	34	38%	16	50%	-21%	0,68	0,71
Poland	Programming skills	Other risks (At least once)	In the PAST YEAR, how often do you think SOMEONE ELSE got UPSET about something YOU posted or comme	38	42%	63	34%	57	37%	5%	1,81	0,40
Portugal	Programming skills	Other risks (At least once)	In the PAST YEAR, how often do you think SOMEONE ELSE got UPSET about something YOU posted or comme	24	15%	29	28%	10	48%	-32%	12,99	0,00
All	**Programming skills**	**Other risks (At least once)**	**Sometimes people treat other people in a hurtful or nasty way ON THE INTERNET. This includes saying or**	**324**	**29%**	**438**	**37%**	**205**	**40%**	**-11%**	**26,82**	**0,00**
Estonia	Programming skills	Other risks (At least once)	Sometimes people treat other people in a hurtful or nasty way ON THE INTERNET. This includes saying or doing hu	106	40%	137	44%	54	43%	-2%	0,66	0,72
Finland	Programming skills	Other risks (At least once)	Sometimes people treat other people in a hurtful or nasty way ON THE INTERNET. This includes saying or doing hu	38	26%	57	26%	32	35%	-9%	2,73	0,26
Germany	Programming skills	Other risks (At least once)	Sometimes people treat other people in a hurtful or nasty way ON THE INTERNET. This includes saying or doing hu	48	24%	33	35%	12	38%	-13%	4,48	0,11
Italy	Programming skills	Other risks (At least once)	Sometimes people treat other people in a hurtful or nasty way ON THE INTERNET. This includes saying or doing hu	41	24%	33	35%	12	38%	-13%	13,09	0,00
Poland	Programming skills	Other risks (At least once)	Sometimes people treat other people in a hurtful or nasty way ON THE INTERNET. This includes saying or doing hu	32	33%	79	39%	65	40%	-7%	1,22	0,54
Portugal	Programming skills	Other risks (At least once)	Sometimes people treat other people in a hurtful or nasty way ON THE INTERNET. This includes saying or doing hu	34	21%	40	36%	8	38%	-17%	9,12	0,01
All	**Technical and operational skills**	**Other risks (At least once)**	**I made incorrect decisions about my health, fitness, or dieting as a consequence of information Id found on th**	**347**	**33%**	**340**	**30%**	**260**	**26%**	**6%**	**9,69**	**0,01**
Estonia	Technical and operational skills	Other risks (At least once)	I made incorrect decisions about my health, fitness, or dieting as a consequence of information Id found on the interne	68	31%	75	30%	65	24%	7%	3,20	0,20
Finland	Technical and operational skills	Other risks (At least once)	I made incorrect decisions about my health, fitness, or dieting as a consequence of information Id found on the interne	43	28%	41	24%	35	23%	5%	1,05	0,59
Germany	Technical and operational skills	Other risks (At least once)	I made incorrect decisions about my health, fitness, or dieting as a consequence of information Id found on the interne	79	35%	65	32%	42	33%	3%	0,75	0,69
Italy	Technical and operational skills	Other risks (At least once)	I made incorrect decisions about my health, fitness, or dieting as a consequence of information Id found on the interne	58	29%	63	25%	55	29%	0%	1,16	0,56
Poland	Technical and operational skills	Other risks (At least once)	I made incorrect decisions about my health, fitness, or dieting as a consequence of information Id found on the interne	74	41%	76	45%	47	37%	4%	1,94	0,38
Portugal	Technical and operational skills	Other risks (At least once)	I made incorrect decisions about my health, fitness, or dieting as a consequence of information Id found on the interne	25	30%	20	20%	16	13%	17%	8,36	0,02
All	**Technical and operational skills**	**Other risks (At least once)**	**I shared information from a social network without reading the whole article**	**282**	**27%**	**317**	**28%**	**248**	**25%**	**1%**	**2,17**	**0,34**
Estonia	Technical and operational skills	Other risks (At least once)	I shared information from a social network without reading the whole article	52	24%	56	22%	64	24%	1%	0,34	0,84
Finland	Technical and operational skills	Other risks (At least once)	I shared information from a social network without reading the whole article	42	27%	42	25%	33	22%	5%	1,19	0,55
Germany	Technical and operational skills	Other risks (At least once)	I shared information from a social network without reading the whole article	65	28%	57	29%	37	29%	-1%	0,06	0,97
Italy	Technical and operational skills	Other risks (At least once)	I shared information from a social network without reading the whole article	52	25%	85	34%	48	26%	0%	5,38	0,07
Poland	Technical and operational skills	Other risks (At least once)	I shared information from a social network without reading the whole article	45	26%	52	30%	35	27%	-1%	0,64	0,72
Portugal	Technical and operational skills	Other risks (At least once)	I shared information from a social network without reading the whole article	26	31%	25	26%	31	25%	6%	1,03	0,60
All	**Technical and operational skills**	**Other risks (At least once)**	**I shared information that I later found out to be a hoax**	**290**	**28%**	**330**	**30%**	**257**	**27%**	**1%**	**2,08**	**0,35**
Estonia	Technical and operational skills	Other risks (At least once)	I shared information that I later found out to be a hoax	38	18%	55	22%	48	18%	0%	1,51	0,47
Finland	Technical and operational skills	Other risks (At least once)	I shared information that I later found out to be a hoax	32	21%	30	18%	25	17%	4%	0,85	0,66
Germany	Technical and operational skills	Other risks (At least once)	I shared information that I later found out to be a hoax	64	28%	58	28%	39	31%	-3%	0,33	0,85
Italy	Technical and operational skills	Other risks (At least once)	I shared information that I later found out to be a hoax	56	29%	69	29%	48	27%	2%	0,25	0,88
Poland	Technical and operational skills	Other risks (At least once)	I shared information that I later found out to be a hoax	70	42%	83	52%	60	48%	-6%	3,13	0,21
Portugal	Technical and operational skills	Other risks (At least once)	I shared information that I later found out to be a hoax	30	38%	35	37%	37	31%	8%	1,60	0,45
All	**Technical and operational skills**	**Other risks (At least once)**	**In the PAST YEAR, how often do you think SOMEONE ELSE got UPSET about something YOU posted or**	**201**	**23%**	**233**	**24%**	**287**	**33%**	**-10%**	**27,84**	**0,00**
Estonia	Technical and operational skills	Other risks (At least once)	In the PAST YEAR, how often do you think SOMEONE ELSE got UPSET about something YOU posted or comme	38	19%	48	21%	64	27%	-8%	4,00	0,14
Finland	Technical and operational skills	Other risks (At least once)	In the PAST YEAR, how often do you think SOMEONE ELSE got UPSET about something YOU posted or comme	31	21%	21	13%	46	32%	-11%	16,93	0,00
Germany	Technical and operational skills	Other risks (At least once)	In the PAST YEAR, how often do you think SOMEONE ELSE got UPSET about something YOU posted or comme	27	28%	30	29%	41	49%	-21%	10,93	0,00
Italy	Technical and operational skills	Other risks (At least once)	In the PAST YEAR, how often do you think SOMEONE ELSE got UPSET about something YOU posted or comme	38	19%	51	21%	63	36%	-17%	15,58	0,00
Poland	Technical and operational skills	Other risks (At least once)	In the PAST YEAR, how often do you think SOMEONE ELSE got UPSET about something YOU posted or comme	52	31%	68	45%	39	34%	-3%	6,90	0,03
Portugal	Technical and operational skills	Other risks (At least once)	In the PAST YEAR, how often do you think SOMEONE ELSE got UPSET about something YOU posted or comme	15	19%	15	15%	34	29%	-11%	5,89	0,05
All	**Technical and operational skills**	**Other risks (At least once)**	**Sometimes people treat other people in a hurtful or nasty way ON THE INTERNET. This includes saying or**	**266**	**29%**	**355**	**35%**	**357**	**39%**	**-10%**	**20,88**	**0,00**
Estonia	Technical and operational skills	Other risks (At least once)	Sometimes people treat other people in a hurtful or nasty way ON THE INTERNET. This includes saying or doing hu	71	34%	109	45%	123	48%	-14%	9,63	0,01
Finland	Technical and operational skills	Other risks (At least once)	Sometimes people treat other people in a hurtful or nasty way ON THE INTERNET. This includes saying or doing hu	41	28%	41	24%	45	31%	-4%	1,90	0,39
Germany	Technical and operational skills	Other risks (At least once)	Sometimes people treat other people in a hurtful or nasty way ON THE INTERNET. This includes saying or doing hu	17	17%	36	33%	33	38%	-22%	12,51	0,00
Italy	Technical and operational skills	Other risks (At least once)	Sometimes people treat other people in a hurtful or nasty way ON THE INTERNET. This includes saying or doing hu	52	26%	77	31%	71	39%	-13%	8,02	0,02
Poland	Technical and operational skills	Other risks (At least once)	Sometimes people treat other people in a hurtful or nasty way ON THE INTERNET. This includes saying or doing hu	63	35%	65	40%	51	41%	-5%	1,19	0,55
Portugal	Technical and operational skills	Other risks (At least once)	Sometimes people treat other people in a hurtful or nasty way ON THE INTERNET. This includes saying or doing hu	22	27%	27	27%	34	28%	-1%	0,02	0,99
All	**Communication and interaction skills**	**Sexting (Yes)**	**Have you received sexual messages online or on a phone?**	**228**	**42%**	**433**	**42%**	**616**	**50%**	**-8%**	**18,04**	**0,00**
Estonia	Communication and interaction skills	Sexting (Yes)	Have you received sexual messages online or on a phone?	59	45%	100	43%	168	53%	-8%	5,81	0,05
Finland	Communication and interaction skills	Sexting (Yes)	Have you received sexual messages online or on a phone?	28	37%	57	32%	107	45%	-8%	7,36	0,03
Germany	Communication and interaction skills	Sexting (Yes)	Have you received sexual messages online or on a phone?	30	43%	45	46%	73	56%	-13%	3,65	0,16
Italy	Communication and interaction skills	Sexting (Yes)	Have you received sexual messages online or on a phone?	47	44%	107	41%	121	51%	-7%	4,47	0,11
Poland	Communication and interaction skills	Sexting (Yes)	Have you received sexual messages online or on a phone?	48	41%	83	46%	68	43%	-2%	0,92	0,63
Portugal	Communication and interaction skills	Sexting (Yes)	Have you received sexual messages online or on a phone?	16	38%	41	44%	79	51%	-13%	2,81	0,25
All	**Communication and interaction skills**	**Sexting (At least in some cases)**	**Being happy after intended exposure to sexting**	**69**	**79%**	**113**	**72%**	**189**	**80%**	**-1%**	**3,97**	**0,14**
Estonia	Communication and interaction skills	Sexting (At least in some cases)	Being happy after intended exposure to sexting	13	68%	12	63%	36	77%	-8%	1,32	0,52
Finland	Communication and interaction skills	Sexting (At least in some cases)	Being happy after intended exposure to sexting	3	50%	11	52%	27	71%	-21%	2,50	0,29
Germany	Communication and interaction skills	Sexting (At least in some cases)	Being happy after intended exposure to sexting	9	82%	13	87%	24	92%	-10%	0,88	0,64
Italy	Communication and interaction skills	Sexting (At least in some cases)	Being happy after intended exposure to sexting	20	91%	33	73%	51	84%	7%	3,51	0,17
Poland	Communication and interaction skills	Sexting (At least in some cases)	Being happy after intended exposure to sexting	18	86%	30	71%	25	81%	5%	1,92	0,38
Portugal	Communication and interaction skills	Sexting (At least in some cases)	Being happy after intended exposure to sexting	6	75%	14	93%	26	81%	-6%	1,79	0,41
All	**Communication and interaction skills**	**Sexting (At least in some cases)**	**Being upset after intended exposure to sexting**	**40**	**45%**	**70**	**45%**	**109**	**44%**	**1%**	**0,01**	**0,99**
Estonia	Communication and interaction skills	Sexting (At least in some cases)	Being upset after intended exposure to sexting	12	60%	11	52%	24	49%	11%	0,70	0,71
Finland	Communication and interaction skills	Sexting (At least in some cases)	Being upset after intended exposure to sexting	3	50%	10	48%	17	44%	6%	0,14	0,93
Germany	Communication and interaction skills	Sexting (At least in some cases)	Being upset after intended exposure to sexting	5	42%	7	44%	13	50%	-8%	0,29	0,87
Italy	Communication and interaction skills	Sexting (At least in some cases)	Being upset after intended exposure to sexting	8	38%	20	43%	25	40%	-2%	0,20	0,90
Poland	Communication and interaction skills	Sexting (At least in some cases)	Being upset after intended exposure to sexting	8	36%	19	48%	14	45%	-9%	0,74	0,69
Portugal	Communication and interaction skills	Sexting (At least in some cases)	Being upset after intended exposure to sexting	4	50%	3	23%	16	41%	9%	1,94	0,38
All	**Communication and interaction skills**	**Sexting (At least in some cases)**	**Being happy after unintended exposure to sexting**	**47**	**29%**	**84**	**27%**	**116**	**26%**	**3%**	**0,67**	**0,71**
Estonia	Communication and interaction skills	Sexting (At least in some cases)	Being happy after unintended exposure to sexting	10	25%	8	11%	25	22%	3%	4,66	0,10

Country	Skill	Sexting	Question/Statement	N	%	N	%	N	%	Diff	Stat	p
Finland	Communication and interaction skills	Sexting (At least in some cases)	Being happy after unintended exposure to sexting	3	13%	6	14%	17	22%	-10%	2,07	0,35
Germany	Communication and interaction skills	Sexting (At least in some cases)	Being happy after unintended exposure to sexting	5	21%	8	25%	19	31%	-10%	1,06	0,59
Italy	Communication and interaction skills	Sexting (At least in some cases)	Being happy after unintended exposure to sexting	14	47%	36	44%	22	27%	20%	6,55	0,04
Poland	Communication and interaction skills	Sexting (At least in some cases)	Being happy after unintended exposure to sexting	13	41%	22	44%	20	43%	-3%	0,10	0,95
Portugal	Communication and interaction skills	Sexting (At least in some cases)	Being happy after unintended exposure to sexting	2	20%	4	13%	13	20%	0%	0,86	0,65
All	**Communication and interaction skills**	**Sexting (At least in some cases)**	**Being upset after unintended exposure to sexting**	**115**	**72%**	**229**	**74%**	**320**	**72%**	**0%**	**0,24**	**0,89**
Estonia	Communication and interaction skills	Sexting (At least in some cases)	Being upset after unintended exposure to sexting	32	82%	59	82%	87	75%	7%	1,64	0,44
Finland	Communication and interaction skills	Sexting (At least in some cases)	Being upset after unintended exposure to sexting	13	57%	25	58%	39	55%	2%	0,11	0,94
Germany	Communication and interaction skills	Sexting (At least in some cases)	Being upset after unintended exposure to sexting	19	83%	24	77%	53	87%	-4%	1,31	0,52
Italy	Communication and interaction skills	Sexting (At least in some cases)	Being upset after unintended exposure to sexting	25	78%	57	70%	63	74%	4%	0,77	0,68
Poland	Communication and interaction skills	Sexting (At least in some cases)	Being upset after unintended exposure to sexting	18	58%	34	68%	22	54%	4%	2,07	0,35
Portugal	Communication and interaction skills	Sexting (At least in some cases)	Being upset after unintended exposure to sexting	8	73%	30	74%	56	80%	-7%	1,75	0,42
All	**Communication and interaction skills**	**Sexting (At least once)**	**How often have you received something sexual when you EXPECTED (or intended) to receive it?**	**95**	**18%**	**175**	**18%**	**271**	**23%**	**-4%**	**10,19**	**0,01**
Estonia	Communication and interaction skills	Sexting (At least once)	How often have you received something sexual when you EXPECTED (or intended) to receive it?	21	17%	22	10%	58	19%	-2%	8,98	0,01
Finland	Communication and interaction skills	Sexting (At least once)	How often have you received something sexual when you EXPECTED (or intended) to receive it?	7	10%	23	13%	45	20%	-10%	5,64	0,06
Germany	Communication and interaction skills	Sexting (At least once)	How often have you received something sexual when you EXPECTED (or intended) to receive it?	12	17%	17	19%	26	20%	-3%	0,26	0,88
Italy	Communication and interaction skills	Sexting (At least once)	How often have you received something sexual when you EXPECTED (or intended) to receive it?	23	22%	49	19%	69	30%	-7%	7,51	0,02
Poland	Communication and interaction skills	Sexting (At least once)	How often have you received something sexual when you EXPECTED (or intended) to receive it?	24	22%	49	29%	32	22%	0%	2,90	0,24
Portugal	Communication and interaction skills	Sexting (At least once)	How often have you received something sexual when you EXPECTED (or intended) to receive it?	8	21%	15	17%	41	27%	-7%	3,29	0,19
All	**Communication and interaction skills**	**Sexting (At least once)**	**And how often have you received something like this when you DID NOT EXPECT (or intend) to receive it?**	**177**	**33%**	**340**	**34%**	**483**	**40%**	**-7%**	**12,31**	**0,00**
Estonia	Communication and interaction skills	Sexting (At least once)	And how often have you received something like this when you DID NOT EXPECT (or intend) to receive it?	44	35%	79	35%	129	43%	-8%	3,95	0,14
Finland	Communication and interaction skills	Sexting (At least once)	And how often have you received something like this when you DID NOT EXPECT (or intend) to receive it?	24	32%	44	26%	78	35%	-3%	3,43	0,18
Germany	Communication and interaction skills	Sexting (At least once)	And how often have you received something like this when you DID NOT EXPECT (or intend) to receive it?	26	37%	37	40%	62	48%	-11%	2,44	0,30
Italy	Communication and interaction skills	Sexting (At least once)	And how often have you received something like this when you DID NOT EXPECT (or intend) to receive it?	36	34%	87	34%	91	39%	-5%	1,23	0,54
Poland	Communication and interaction skills	Sexting (At least once)	And how often have you received something like this when you DID NOT EXPECT (or intend) to receive it?	36	32%	59	35%	50	32%	0%	0,29	0,86
Portugal	Communication and interaction skills	Sexting (At least once)	And how often have you received something like this when you DID NOT EXPECT (or intend) to receive it?	11	27%	34	37%	73	48%	-22%	7,35	0,03
All	**Content creation and production skills**	**Sexting (Yes)**	**Have you received sexual messages online or on a phone?**	**684**	**42%**	**312**	**48%**	**271**	**53%**	**-11%**	**22,16**	**0,00**
Estonia	Content creation and production skills	Sexting (Yes)	Have you received sexual messages online or on a phone?	208	46%	59	46%	60	60%	-14%	6,53	0,04
Finland	Content creation and production skills	Sexting (Yes)	Have you received sexual messages online or on a phone?	97	37%	38	41%	55	42%	-5%	0,96	0,62
Germany	Content creation and production skills	Sexting (Yes)	Have you received sexual messages online or on a phone?	69	42%	41	55%	38	63%	-21%	9,03	0,01
Italy	Content creation and production skills	Sexting (Yes)	Have you received sexual messages online or on a phone?	135	41%	90	49%	46	55%	-14%	7,03	0,03
Poland	Content creation and production skills	Sexting (Yes)	Have you received sexual messages online or on a phone?	61	23%	24	29%	20	27%	-5%	1,87	0,39
Portugal	Content creation and production skills	Sexting (Yes)	Have you received sexual messages online or on a phone?	55	40%	43	48%	35	59%	-19%	6,49	0,04
All	**Content creation and production skills**	**Sexting (At least in some cases)**	**Being happy after intended exposure to sexting**	**184**	**75%**	**94**	**80%**	**89**	**78%**	**-3%**	**1,16**	**0,56**
Estonia	Content creation and production skills	Sexting (At least in some cases)	Being happy after intended exposure to sexting	37	70%	11	73%	13	76%	-7%	0,31	0,86
Finland	Content creation and production skills	Sexting (At least in some cases)	Being happy after intended exposure to sexting	17	57%	7	70%	16	67%	-10%	0,86	0,65
Germany	Content creation and production skills	Sexting (At least in some cases)	Being happy after intended exposure to sexting	17	85%	13	81%	16	100%	-15%	4,84	0,09
Italy	Content creation and production skills	Sexting (At least in some cases)	Being happy after intended exposure to sexting	47	75%	39	95%	15	71%	3%	9,77	0,01
Poland	Content creation and production skills	Sexting (At least in some cases)	Being happy after intended exposure to sexting	26	46%	9	53%	6	32%	14%	3,31	0,19
Portugal	Content creation and production skills	Sexting (At least in some cases)	Being happy after intended exposure to sexting	20	95%	13	76%	13	76%	19%	3,88	0,14
All	**Content creation and production skills**	**Sexting (At least in some cases)**	**Being upset after intended exposure to sexting**	**119**	**48%**	**50**	**41%**	**49**	**42%**	**6%**	**2,25**	**0,33**
Estonia	Content creation and production skills	Sexting (At least in some cases)	Being upset after intended exposure to sexting	32	57%	6	38%	9	50%	7%	1,98	0,37
Finland	Content creation and production skills	Sexting (At least in some cases)	Being upset after intended exposure to sexting	14	47%	5	50%	10	40%	7%	0,38	0,82
Germany	Content creation and production skills	Sexting (At least in some cases)	Being upset after intended exposure to sexting	12	55%	5	31%	8	50%	5%	2,19	0,33
Italy	Content creation and production skills	Sexting (At least in some cases)	Being upset after intended exposure to sexting	27	44%	16	36%	10	48%	-3%	0,98	0,61
Poland	Content creation and production skills	Sexting (At least in some cases)	Being upset after intended exposure to sexting	86	32%	32	36%	27	37%	-5%	1,83	0,40
Portugal	Content creation and production skills	Sexting (At least in some cases)	Being upset after intended exposure to sexting	8	36%	9	47%	6	32%	5%	1,05	0,59
All	**Content creation and production skills**	**Sexting (At least in some cases)**	**Being happy after unintended exposure to sexting**	**133**	**27%**	**52**	**23%**	**62**	**33%**	**-6%**	**4,61**	**0,10**
Estonia	Content creation and production skills	Sexting (At least in some cases)	Being happy after unintended exposure to sexting	28	19%	4	10%	11	26%	-7%	3,97	0,14
Finland	Content creation and production skills	Sexting (At least in some cases)	Being happy after unintended exposure to sexting	14	18%	1	4%	11	31%	-14%	8,88	0,01
Germany	Content creation and production skills	Sexting (At least in some cases)	Being happy after unintended exposure to sexting	12	22%	10	31%	10	33%	-12%	1,64	0,44
Italy	Content creation and production skills	Sexting (At least in some cases)	Being happy after unintended exposure to sexting	41	41%	21	35%	10	33%	8%	0,89	0,64
Poland	Content creation and production skills	Sexting (At least in some cases)	Being happy after unintended exposure to sexting	49	67%	17	65%	9	39%	28%	1,34	0,51
Portugal	Content creation and production skills	Sexting (At least in some cases)	Being happy after unintended exposure to sexting	7	18%	4	11%	8	28%	-10%	2,92	0,23
All	**Content creation and production skills**	**Sexting (At least in some cases)**	**Being upset after unintended exposure to sexting**	**366**	**75%**	**167**	**73%**	**128**	**67%**	**8%**	**3,94**	**0,14**
Estonia	Content creation and production skills	Sexting (At least in some cases)	Being upset after unintended exposure to sexting	118	83%	31	76%	29	67%	15%	4,45	0,11
Finland	Content creation and production skills	Sexting (At least in some cases)	Being upset after unintended exposure to sexting	41	54%	16	62%	20	59%	-5%	0,55	0,76
Germany	Content creation and production skills	Sexting (At least in some cases)	Being upset after unintended exposure to sexting	47	85%	24	80%	25	83%	2%	0,41	0,81
Italy	Content creation and production skills	Sexting (At least in some cases)	Being upset after unintended exposure to sexting	75	75%	48	72%	21	72%	3%	0,25	0,88
Poland	Content creation and production skills	Sexting (At least in some cases)	Being upset after unintended exposure to sexting	61	40%	97	45%	40	45%	-5%	5,85	0,05
Portugal	Content creation and production skills	Sexting (At least in some cases)	Being upset after unintended exposure to sexting	36	88%	31	78%	24	77%	10%	1,92	0,38
All	**Content creation and production skills**	**Sexting (At least once)**	**How often have you received something sexual when you EXPECTED (or intended) to receive it?**	**267**	**17%**	**139**	**22%**	**130**	**27%**	**-10%**	**22,68**	**0,00**
Estonia	Content creation and production skills	Sexting (At least once)	How often have you received something sexual when you EXPECTED (or intended) to receive it?	60	14%	19	16%	22	23%	-9%	4,79	0,09
Finland	Content creation and production skills	Sexting (At least once)	How often have you received something sexual when you EXPECTED (or intended) to receive it?	33	13%	12	13%	29	23%	-10%	6,15	0,05
Germany	Content creation and production skills	Sexting (At least once)	How often have you received something sexual when you EXPECTED (or intended) to receive it?	23	14%	16	23%	16	28%	-13%	5,64	0,06
Italy	Content creation and production skills	Sexting (At least once)	How often have you received something sexual when you EXPECTED (or intended) to receive it?	67	21%	47	26%	24	30%	-9%	3,81	0,15
Poland	Content creation and production skills	Sexting (At least once)	How often have you received something sexual when you EXPECTED (or intended) to receive it?	46	81%	11	61%	16	84%	-4%	1,60	0,45
Portugal	Content creation and production skills	Sexting (At least once)	How often have you received something sexual when you EXPECTED (or intended) to receive it?	23	18%	21	24%	19	34%	-16%	5,68	0,06
All	**Content creation and production skills**	**Sexting (At least once)**	**And how often have you received something like this when you DID NOT EXPECT (or intend) to receive it?**	**537**	**34%**	**250**	**39%**	**206**	**42%**	**-8%**	**12,35**	**0,00**

Country	Skill	Sexting	Question								
Estonia	Content creation and production skills	Sexting (At least once)	And how often have you received something like this when you DID NOT EXPECT (or intend) to receive it?	158	37%	47	38%	47	50%	-13%	5,62	0,06
Finland	Content creation and production skills	Sexting (At least once)	And how often have you received something like this when you DID NOT EXPECT (or intend) to receive it?	80	32%	27	31%	37	30%	2%	0,16	0,92
Germany	Content creation and production skills	Sexting (At least once)	And how often have you received something like this when you DID NOT EXPECT (or intend) to receive it?	59	37%	35	49%	31	53%	-16%	5,57	0,06
Italy	Content creation and production skills	Sexting (At least once)	And how often have you received something like this when you DID NOT EXPECT (or intend) to receive it?	111	34%	69	38%	32	40%	-6%	1,45	0,48
Poland	Content creation and production skills	Sexting (At least once)	And how often have you received something like this when you DID NOT EXPECT (or intend) to receive it?	31	39%	12	46%	12	52%	-13%	1,20	0,55
Portugal	Content creation and production skills	Sexting (At least once)	And how often have you received something like this when you DID NOT EXPECT (or intend) to receive it?	43	32%	40	45%	32	56%	-24%	10,81	0,00
All	**Information navigation and processing skills**	**Sexting (Yes)**	**Have you received sexual messages online or on a phone?**	**746**	**43%**	**321**	**49%**	**203**	**48%**	**-5%**	**8,76**	**0,01**
Estonia	Information navigation and processing skills	Sexting (Yes)	Have you received sexual messages online or on a phone?	205	45%	68	53%	52	55%	-9%	4,24	0,12
Finland	Information navigation and processing skills	Sexting (Yes)	Have you received sexual messages online or on a phone?	105	38%	49	43%	39	41%	-3%	0,92	0,63
Germany	Information navigation and processing skills	Sexting (Yes)	Have you received sexual messages online or on a phone?	83	47%	45	52%	22	59%	-12%	1,90	0,39
Italy	Information navigation and processing skills	Sexting (Yes)	Have you received sexual messages online or on a phone?	158	43%	67	47%	39	52%	-9%	2,39	0,30
Poland	Information navigation and processing skills	Sexting (Yes)	Have you received sexual messages online or on a phone?	121	42%	52	48%	30	45%	-3%	1,16	0,56
Portugal	Information navigation and processing skills	Sexting (Yes)	Have you received sexual messages online or on a phone?	74	44%	40	56%	21	43%	1%	2,93	0,23
All	**Information navigation and processing skills**	**Sexting (At least in some cases)**	**Being happy after intended exposure to sexting**	**187**	**76%**	**105**	**78%**	**76**	**79%**	**-3%**	**0,34**	**0,84**
Estonia	Information navigation and processing skills	Sexting (At least in some cases)	Being happy after intended exposure to sexting	36	77%	12	63%	13	72%	4%	1,19	0,55
Finland	Information navigation and processing skills	Sexting (At least in some cases)	Being happy after intended exposure to sexting	16	53%	13	76%	12	67%	-13%	2,69	0,26
Germany	Information navigation and processing skills	Sexting (At least in some cases)	Being happy after intended exposure to sexting	15	75%	20	95%	11	100%	-25%	6,66	0,04
Italy	Information navigation and processing skills	Sexting (At least in some cases)	Being happy after intended exposure to sexting	49	78%	28	82%	21	84%	-6%	0,57	0,75
Poland	Information navigation and processing skills	Sexting (At least in some cases)	Being happy after intended exposure to sexting	44	80%	21	72%	11	79%	1%	0,62	0,73
Portugal	Information navigation and processing skills	Sexting (At least in some cases)	Being happy after intended exposure to sexting	27	90%	11	73%	8	80%	10%	2,11	0,35
All	**Information navigation and processing skills**	**Sexting (At least in some cases)**	**Being upset after intended exposure to sexting**	**124**	**50%**	**57**	**41%**	**38**	**38%**	**11%**	**4,94**	**0,08**
Estonia	Information navigation and processing skills	Sexting (At least in some cases)	Being upset after intended exposure to sexting	30	58%	11	55%	5	29%	28%	4,30	0,12
Finland	Information navigation and processing skills	Sexting (At least in some cases)	Being upset after intended exposure to sexting	15	56%	6	32%	9	45%	11%	2,63	0,27
Germany	Information navigation and processing skills	Sexting (At least in some cases)	Being upset after intended exposure to sexting	11	50%	8	38%	6	55%	-5%	1,00	0,61
Italy	Information navigation and processing skills	Sexting (At least in some cases)	Being upset after intended exposure to sexting	26	43%	16	42%	10	40%	3%	0,08	0,96
Poland	Information navigation and processing skills	Sexting (At least in some cases)	Being upset after intended exposure to sexting	29	52%	9	33%	5	36%	16%	3,04	0,22
Portugal	Information navigation and processing skills	Sexting (At least in some cases)	Being upset after intended exposure to sexting	13	39%	7	47%	3	25%	14%	1,41	0,50
All	**Information navigation and processing skills**	**Sexting (At least in some cases)**	**Being happy after unintended exposure to sexting**	**135**	**25%**	**66**	**28%**	**47**	**35%**	**-10%**	**5,21**	**0,07**
Estonia	Information navigation and processing skills	Sexting (At least in some cases)	Being happy after unintended exposure to sexting	25	17%	10	21%	8	24%	-7%	1,10	0,58
Finland	Information navigation and processing skills	Sexting (At least in some cases)	Being happy after unintended exposure to sexting	12	14%	5	15%	9	33%	-19%	4,65	0,10
Germany	Information navigation and processing skills	Sexting (At least in some cases)	Being happy after unintended exposure to sexting	14	21%	13	37%	6	35%	-14%	3,40	0,18
Italy	Information navigation and processing skills	Sexting (At least in some cases)	Being happy after unintended exposure to sexting	44	39%	16	34%	9	39%	-1%	0,33	0,85
Poland	Information navigation and processing skills	Sexting (At least in some cases)	Being happy after unintended exposure to sexting	33	42%	16	47%	9	47%	-6%	0,38	0,83
Portugal	Information navigation and processing skills	Sexting (At least in some cases)	Being happy after unintended exposure to sexting	7	13%	6	17%	6	35%	-22%	3,92	0,14
All	**Information navigation and processing skills**	**Sexting (At least in some cases)**	**Being upset after unintended exposure to sexting**	**418**	**78%**	**162**	**69%**	**83**	**61%**	**16%**	**16,24**	**0,00**
Estonia	Information navigation and processing skills	Sexting (At least in some cases)	Being upset after unintended exposure to sexting	126	87%	33	70%	18	53%	34%	19,44	0,00
Finland	Information navigation and processing skills	Sexting (At least in some cases)	Being upset after unintended exposure to sexting	45	57%	18	53%	14	58%	-1%	0,21	0,90
Germany	Information navigation and processing skills	Sexting (At least in some cases)	Being upset after unintended exposure to sexting	56	86%	28	85%	13	72%	14%	1,83	0,40
Italy	Information navigation and processing skills	Sexting (At least in some cases)	Being upset after unintended exposure to sexting	88	76%	36	71%	17	74%	2%	0,51	0,78
Poland	Information navigation and processing skills	Sexting (At least in some cases)	Being upset after unintended exposure to sexting	52	69%	17	52%	9	50%	19%	4,33	0,11

Country	Category	Sexting	Question									
Portugal	Information navigation and processing skills	Sexting (At least in some cases)	Being upset after unintended exposure to sexting	51	86%	30	81%	12	67%	20%	3,28	0,19
All	**Information navigation and processing skills**	**Sexting (At least once)**	**How often have you received something sexual when you EXPECTED (or intended) to receive it?**	**279**	**17%**	**151**	**24%**	**108**	**27%**	**-10%**	**28,18**	**0,00**
Estonia	Information navigation and processing skills	Sexting (At least once)	How often have you received something sexual when you EXPECTED (or intended) to receive it?	56	13%	23	19%	21	23%	-10%	6,97	0,03
Finland	Information navigation and processing skills	Sexting (At least once)	How often have you received something sexual when you EXPECTED (or intended) to receive it?	34	13%	19	17%	22	24%	-11%	6,52	0,04
Germany	Information navigation and processing skills	Sexting (At least once)	How often have you received something sexual when you EXPECTED (or intended) to receive it?	23	14%	21	25%	11	31%	-18%	8,37	0,02
Italy	Information navigation and processing skills	Sexting (At least once)	How often have you received something sexual when you EXPECTED (or intended) to receive it?	68	19%	40	29%	27	37%	-18%	12,92	0,00
Poland	Information navigation and processing skills	Sexting (At least once)	How often have you received something sexual when you EXPECTED (or intended) to receive it?	61	23%	33	32%	15	23%	-1%	3,27	0,19
Portugal	Information navigation and processing skills	Sexting (At least once)	How often have you received something sexual when you EXPECTED (or intended) to receive it?	37	23%	15	21%	12	26%	-3%	0,34	0,85
All	**Information navigation and processing skills**	**Sexting (At least once)**	**And how often have you received something like this when you DID NOT EXPECT (or intend) to receive it?**	**592**	**35%**	**252**	**39%**	**150**	**37%**	**-2%**	**3,21**	**0,20**
Estonia	Information navigation and processing skills	Sexting (At least once)	And how often have you received something like this when you DID NOT EXPECT (or intend) to receive it?	160	37%	53	43%	38	43%	-6%	2,05	0,36
Finland	Information navigation and processing skills	Sexting (At least once)	And how often have you received something like this when you DID NOT EXPECT (or intend) to receive it?	83	31%	35	31%	28	31%	-1%	0,01	0,99
Germany	Information navigation and processing skills	Sexting (At least once)	And how often have you received something like this when you DID NOT EXPECT (or intend) to receive it?	71	42%	36	42%	19	51%	-10%	1,16	0,56
Italy	Information navigation and processing skills	Sexting (At least once)	And how often have you received something like this when you DID NOT EXPECT (or intend) to receive it?	128	36%	52	37%	25	33%	2%	0,27	0,87
Poland	Information navigation and processing skills	Sexting (At least once)	And how often have you received something like this when you DID NOT EXPECT (or intend) to receive it?	89	33%	39	37%	21	32%	1%	0,77	0,68
Portugal	Information navigation and processing skills	Sexting (At least once)	And how often have you received something like this when you DID NOT EXPECT (or intend) to receive it?	61	37%	37	52%	19	40%	-2%	4,44	0,11
All	**Digital knowledge items**	**Sexting (Yes)**	**Have you received sexual messages online or on a phone?**	**385**	**41%**	**634**	**47%**	**253**	**51%**	**-10%**	**15,97**	**0,00**
Estonia	Digital knowledge items	Sexting (Yes)	Have you received sexual messages online or on a phone?	113	42%	164	54%	51	50%	-9%	8,39	0,02
Finland	Digital knowledge items	Sexting (Yes)	Have you received sexual messages online or on a phone?	32	33%	97	40%	61	42%	-9%	2,23	0,33
Germany	Digital knowledge items	Sexting (Yes)	Have you received sexual messages online or on a phone?	32	41%	87	52%	29	56%	-15%	3,42	0,18
Italy	Digital knowledge items	Sexting (Yes)	Have you received sexual messages online or on a phone?	99	40%	136	47%	38	58%	-18%	7,14	0,03
Poland	Digital knowledge items	Sexting (Yes)	Have you received sexual messages online or on a phone?	61	40%	97	45%	40	45%	-5%	1,02	0,60
Portugal	Digital knowledge items	Sexting (Yes)	Have you received sexual messages online or on a phone?	48	44%	53	40%	34	69%	-25%	12,57	0,00
All	**Digital knowledge items**	**Sexting (At least in some cases)**	**Being happy after intended exposure to sexting**	**95**	**70%**	**189**	**79%**	**87**	**84%**	**-15%**	**7,59**	**0,02**
Estonia	Digital knowledge items	Sexting (At least in some cases)	Being happy after intended exposure to sexting	18	60%	33	77%	11	85%	-25%	3,65	0,16
Finland	Digital knowledge items	Sexting (At least in some cases)	Being happy after intended exposure to sexting	7	50%	15	54%	18	82%	-32%	5,74	0,06
Germany	Digital knowledge items	Sexting (At least in some cases)	Being happy after intended exposure to sexting	6	100%	26	87%	14	88%	13%	1,58	0,45
Italy	Digital knowledge items	Sexting (At least in some cases)	Being happy after intended exposure to sexting	29	69%	57	89%	18	82%	-13%	6,52	0,04
Poland	Digital knowledge items	Sexting (At least in some cases)	Being happy after intended exposure to sexting	19	76%	42	78%	12	80%	-4%	0,09	0,96
Portugal	Digital knowledge items	Sexting (At least in some cases)	Being happy after intended exposure to sexting	16	84%	16	76%	14	93%	-9%	2,05	0,36
All	**Digital knowledge items**	**Sexting (At least in some cases)**	**Being upset after intended exposure to sexting**	**67**	**48%**	**106**	**44%**	**47**	**43%**	**5%**	**0,78**	**0,68**
Estonia	Digital knowledge items	Sexting (At least in some cases)	Being upset after intended exposure to sexting	23	68%	19	46%	6	38%	30%	5,28	0,07
Finland	Digital knowledge items	Sexting (At least in some cases)	Being upset after intended exposure to sexting	8	57%	12	41%	9	41%	16%	1,13	0,57
Germany	Digital knowledge items	Sexting (At least in some cases)	Being upset after intended exposure to sexting	2	33%	14	44%	9	56%	-23%	1,13	0,57
Italy	Digital knowledge items	Sexting (At least in some cases)	Being upset after intended exposure to sexting	16	41%	26	39%	11	48%	-7%	0,50	0,78
Poland	Digital knowledge items	Sexting (At least in some cases)	Being upset after intended exposure to sexting	11	42%	25	49%	6	38%	5%	0,78	0,68
Portugal	Digital knowledge items	Sexting (At least in some cases)	Being upset after intended exposure to sexting	7	33%	10	45%	6	35%	-2%	0,76	0,69
All	**Digital knowledge items**	**Sexting (At least in some cases)**	**Being happy after unintended exposure to sexting**	**78**	**30%**	**129**	**27%**	**40**	**23%**	**7%**	**2,74**	**0,25**
Estonia	Digital knowledge items	Sexting (At least in some cases)	Being happy after unintended exposure to sexting	16	22%	18	15%	9	25%	-3%	2,57	0,28
Finland	Digital knowledge items	Sexting (At least in some cases)	Being happy after unintended exposure to sexting	5	26%	10	13%	11	24%	2%	3,23	0,20
Germany	Digital knowledge items	Sexting (At least in some cases)	Being happy after unintended exposure to sexting	7	28%	21	30%	4	17%	11%	1,59	0,45
Italy	Digital knowledge items	Sexting (At least in some cases)	Being happy after unintended exposure to sexting	27	36%	39	41%	4	18%	18%	4,55	0,10
Poland	Digital knowledge items	Sexting (At least in some cases)	Being happy after unintended exposure to sexting	16	44%	32	46%	9	38%	7%	0,58	0,75
Portugal	Digital knowledge items	Sexting (At least in some cases)	Being happy after unintended exposure to sexting	7	19%	9	20%	3	12%	8%	0,99	0,61
All	**Digital knowledge items**	**Sexting (At least in some cases)**	**Being upset after unintended exposure to sexting**	**193**	**75%**	**350**	**74%**	**120**	**67%**	**7%**	**3,23**	**0,20**
Estonia	Digital knowledge items	Sexting (At least in some cases)	Being upset after unintended exposure to sexting	57	81%	99	81%	22	63%	19%	5,33	0,07
Finland	Digital knowledge items	Sexting (At least in some cases)	Being upset after unintended exposure to sexting	12	67%	45	61%	20	45%	21%	3,50	0,17
Germany	Digital knowledge items	Sexting (At least in some cases)	Being upset after unintended exposure to sexting	20	83%	56	82%	20	87%	-4%	0,28	0,87
Italy	Digital knowledge items	Sexting (At least in some cases)	Being upset after unintended exposure to sexting	53	71%	70	73%	20	80%	-9%	0,87	0,65
Poland	Digital knowledge items	Sexting (At least in some cases)	Being upset after unintended exposure to sexting	23	70%	40	59%	13	59%	11%	1,22	0,54
Portugal	Digital knowledge items	Sexting (At least in some cases)	Being upset after unintended exposure to sexting	28	74%	40	85%	25	86%	-13%	2,29	0,32
All	**Digital knowledge items**	**Sexting (At least once)**	**How often have you received something sexual when you EXPECTED (or intended) to receive it?**	**159**	**17%**	**265**	**20%**	**116**	**25%**	**-7%**	**9,94**	**0,01**
Estonia	Digital knowledge items	Sexting (At least once)	How often have you received something sexual when you EXPECTED (or intended) to receive it?	37	14%	49	17%	16	17%	-3%	0,77	0,68
Finland	Digital knowledge items	Sexting (At least once)	How often have you received something sexual when you EXPECTED (or intended) to receive it?	16	17%	33	14%	25	18%	-1%	1,39	0,50
Germany	Digital knowledge items	Sexting (At least once)	How often have you received something sexual when you EXPECTED (or intended) to receive it?	7	9%	32	20%	16	31%	-21%	9,58	0,01
Italy	Digital knowledge items	Sexting (At least once)	How often have you received something sexual when you EXPECTED (or intended) to receive it?	45	19%	72	26%	23	36%	-17%	8,75	0,01
Poland	Digital knowledge items	Sexting (At least once)	How often have you received something sexual when you EXPECTED (or intended) to receive it?	31	22%	57	28%	17	21%	1%	2,23	0,33

Country	Category	Sexting	Question	N	%	N	%	N	%	Diff	χ²	p
Portugal	Digital knowledge items	Sexting (At least once)	How often have you received something sexual when you EXPECTED (or intended) to receive it?	23	22%	22	17%	19	44%	-22%	12,04	0,00
All	**Digital knowledge items**	**Sexting (At least once)**	**And how often have you received something like this when you DID NOT EXPECT (or intend) to receive it?**	**288**	**31%**	**520**	**40%**	**188**	**39%**	**-8%**	**17,45**	**0,00**
Estonia	Digital knowledge items	Sexting (At least once)	And how often have you received something like this when you DID NOT EXPECT (or intend) to receive it?	79	30%	136	47%	37	39%	-8%	15,57	0,00
Finland	Digital knowledge items	Sexting (At least once)	And how often have you received something like this when you DID NOT EXPECT (or intend) to receive it?	19	21%	79	33%	46	33%	-12%	5,64	0,06
Germany	Digital knowledge items	Sexting (At least once)	And how often have you received something like this when you DID NOT EXPECT (or intend) to receive it?	28	36%	73	45%	24	46%	-10%	1,82	0,40
Italy	Digital knowledge items	Sexting (At least once)	And how often have you received something like this when you DID NOT EXPECT (or intend) to receive it?	80	33%	107	37%	25	40%	-7%	1,66	0,44
Poland	Digital knowledge items	Sexting (At least once)	And how often have you received something like this when you DID NOT EXPECT (or intend) to receive it?	41	29%	78	37%	27	32%	-3%	2,74	0,25
Portugal	Digital knowledge items	Sexting (At least once)	And how often have you received something like this when you DID NOT EXPECT (or intend) to receive it?	41	38%	47	37%	29	60%	-22%	8,46	0,01
All	**Programming skills**	**Sexting (Yes)**	**Have you received sexual messages online or on a phone?**	**529**	**47%**	**519**	**45%**	**228**	**44%**	**3%**	**1,77**	**0,41**
Estonia	Programming skills	Sexting (Yes)	Have you received sexual messages online or on a phone?	120	49%	149	49%	57	50%	-1%	0,04	0,98
Finland	Programming skills	Sexting (Yes)	Have you received sexual messages online or on a phone?	82	52%	75	33%	35	34%	18%	15,10	0,00
Germany	Programming skills	Sexting (Yes)	Have you received sexual messages online or on a phone?	86	50%	50	53%	14	44%	6%	0,76	0,68
Italy	Programming skills	Sexting (Yes)	Have you received sexual messages online or on a phone?	123	43%	115	50%	35	43%	0%	2,53	0,28
Poland	Programming skills	Sexting (Yes)	Have you received sexual messages online or on a phone?	49	49%	80	40%	71	44%	5%	2,16	0,34
Portugal	Programming skills	Sexting (Yes)	Have you received sexual messages online or on a phone?	69	43%	50	49%	16	70%	-26%	5,90	0,05
All	**Programming skills**	**Sexting (At least in some cases)**	**Being happy after intended exposure to sexting**	**149**	**79%**	**156**	**80%**	**68**	**71%**	**8%**	**3,20**	**0,20**
Estonia	Programming skills	Sexting (At least in some cases)	Being happy after intended exposure to sexting	21	68%	32	76%	9	69%	-1%	0,70	0,71
Finland	Programming skills	Sexting (At least in some cases)	Being happy after intended exposure to sexting	16	64%	17	71%	8	53%	11%	1,22	0,54
Germany	Programming skills	Sexting (At least in some cases)	Being happy after intended exposure to sexting	24	86%	15	88%	7	100%	-14%	1,91	0,38
Italy	Programming skills	Sexting (At least in some cases)	Being happy after intended exposure to sexting	45	82%	45	83%	13	72%	10%	1,04	0,60
Poland	Programming skills	Sexting (At least in some cases)	Being happy after intended exposure to sexting	21	81%	28	80%	26	74%	6%	0,47	0,79
Portugal	Programming skills	Sexting (At least in some cases)	Being happy after intended exposure to sexting	22	92%	19	83%	5	63%	29%	3,41	0,18
All	**Programming skills**	**Sexting (At least in some cases)**	**Being upset after intended exposure to sexting**	**88**	**45%**	**89**	**45%**	**45**	**45%**	**0%**	**0,04**	**0,98**
Estonia	Programming skills	Sexting (At least in some cases)	Being upset after intended exposure to sexting	18	55%	24	56%	6	40%	15%	1,19	0,55
Finland	Programming skills	Sexting (At least in some cases)	Being upset after intended exposure to sexting	12	46%	9	38%	9	60%	-14%	1,89	0,39
Germany	Programming skills	Sexting (At least in some cases)	Being upset after intended exposure to sexting	13	46%	10	53%	2	29%	18%	1,23	0,54
Italy	Programming skills	Sexting (At least in some cases)	Being upset after intended exposure to sexting	24	42%	24	44%	5	29%	13%	1,26	0,53
Poland	Programming skills	Sexting (At least in some cases)	Being upset after intended exposure to sexting	10	42%	14	39%	19	54%	-13%	1,87	0,39
Portugal	Programming skills	Sexting (At least in some cases)	Being upset after intended exposure to sexting	11	42%	8	33%	4	40%	2%	0,44	0,80
All	**Programming skills**	**Sexting (At least in some cases)**	**Being happy after unintended exposure to sexting**	**94**	**24%**	**100**	**27%**	**54**	**35%**	**-12%**	**7,44**	**0,02**
Estonia	Programming skills	Sexting (At least in some cases)	Being happy after unintended exposure to sexting	15	16%	17	18%	11	30%	-14%	3,09	0,21
Finland	Programming skills	Sexting (At least in some cases)	Being happy after unintended exposure to sexting	9	14%	11	19%	6	26%	-12%	1,70	0,43
Germany	Programming skills	Sexting (At least in some cases)	Being happy after unintended exposure to sexting	18	26%	9	24%	6	46%	-20%	2,26	0,32
Italy	Programming skills	Sexting (At least in some cases)	Being happy after unintended exposure to sexting	32	36%	29	35%	10	48%	-11%	1,15	0,56
Poland	Programming skills	Sexting (At least in some cases)	Being happy after unintended exposure to sexting	15	47%	24	45%	17	38%	9%	0,81	0,67
Portugal	Programming skills	Sexting (At least in some cases)	Being happy after unintended exposure to sexting	5	9%	10	24%	4	29%	-19%	5,05	0,08
All	**Programming skills**	**Sexting (At least in some cases)**	**Being upset after unintended exposure to sexting**	**291**	**74%**	**270**	**74%**	**106**	**68%**	**7%**	**2,77**	**0,25**
Estonia	Programming skills	Sexting (At least in some cases)	Being upset after unintended exposure to sexting	74	82%	76	80%	26	65%	17%	4,72	0,09
Finland	Programming skills	Sexting (At least in some cases)	Being upset after unintended exposure to sexting	33	54%	31	56%	13	62%	-8%	0,39	0,82
Germany	Programming skills	Sexting (At least in some cases)	Being upset after unintended exposure to sexting	55	83%	33	89%	9	69%	14%	2,58	0,28
Italy	Programming skills	Sexting (At least in some cases)	Being upset after unintended exposure to sexting	64	73%	64	75%	18	72%	1%	0,19	0,91
Poland	Programming skills	Sexting (At least in some cases)	Being upset after unintended exposure to sexting	16	57%	32	59%	29	69%	-12%	1,36	0,51
Portugal	Programming skills	Sexting (At least in some cases)	Being upset after unintended exposure to sexting	49	84%	34	83%	11	69%	16%	1,91	0,38
All	**Programming skills**	**Sexting (At least once)**	**How often have you received something sexual when you EXPECTED (or intended) to receive it?**	**212**	**20%**	**220**	**20%**	**110**	**22%**	**-2%**	**1,58**	**0,45**
Estonia	Programming skills	Sexting (At least once)	How often have you received something sexual when you EXPECTED (or intended) to receive it?	33	14%	51	17%	18	17%	-3%	1,07	0,59
Finland	Programming skills	Sexting (At least once)	How often have you received something sexual when you EXPECTED (or intended) to receive it?	29	19%	27	12%	18	18%	1%	3,85	0,15
Germany	Programming skills	Sexting (At least once)	How often have you received something sexual when you EXPECTED (or intended) to receive it?	29	18%	19	21%	7	22%	-4%	0,51	0,77
Italy	Programming skills	Sexting (At least once)	How often have you received something sexual when you EXPECTED (or intended) to receive it?	64	23%	58	25%	18	23%	0%	0,49	0,78
Poland	Programming skills	Sexting (At least once)	How often have you received something sexual when you EXPECTED (or intended) to receive it?	28	32%	40	21%	39	25%	7%	3,41	0,18
Portugal	Programming skills	Sexting (At least once)	How often have you received something sexual when you EXPECTED (or intended) to receive it?	29	19%	25	26%	10	48%	-29%	7,97	0,02
All	**Programming skills**	**Sexting (At least once)**	**And how often have you received something like this when you DID NOT EXPECT (or intend) to receive it?**	**429**	**39%**	**402**	**36%**	**170**	**34%**	**5%**	**5,12**	**0,08**
Estonia	Programming skills	Sexting (At least once)	And how often have you received something like this when you DID NOT EXPECT (or intend) to receive it?	98	42%	109	37%	43	39%	3%	0,91	0,63
Finland	Programming skills	Sexting (At least once)	And how often have you received something like this when you DID NOT EXPECT (or intend) to receive it?	65	43%	58	27%	23	23%	20%	14,14	0,00
Germany	Programming skills	Sexting (At least once)	And how often have you received something like this when you DID NOT EXPECT (or intend) to receive it?	71	42%	42	46%	13	41%	2%	0,37	0,83
Italy	Programming skills	Sexting (At least once)	And how often have you received something like this when you DID NOT EXPECT (or intend) to receive it?	98	35%	91	40%	25	31%	4%	3,05	0,22
Poland	Programming skills	Sexting (At least once)	And how often have you received something like this when you DID NOT EXPECT (or intend) to receive it?	37	39%	60	32%	50	32%	7%	1,88	0,39
Portugal	Programming skills	Sexting (At least once)	And how often have you received something like this when you DID NOT EXPECT (or intend) to receive it?	60	38%	42	42%	16	70%	-31%	8,05	0,02
All	**Technical and operational skills**	**Sexting (Yes)**	**Have you received sexual messages online or on a phone?**	**351**	**38%**	**449**	**45%**	**485**	**54%**	**-15%**	**44,09**	**0,00**
Estonia	Technical and operational skills	Sexting (Yes)	Have you received sexual messages online or on a phone?	82	41%	108	47%	138	57%	-16%	11,79	0,00
Finland	Technical and operational skills	Sexting (Yes)	Have you received sexual messages online or on a phone?	59	37%	76	43%	58	38%	-1%	1,50	0,47
Germany	Technical and operational skills	Sexting (Yes)	Have you received sexual messages online or on a phone?	42	39%	53	50%	55	64%	-25%	12,17	0,00
Italy	Technical and operational skills	Sexting (Yes)	Have you received sexual messages online or on a phone?	75	38%	90	39%	111	62%	-24%	27,67	0,00
Poland	Technical and operational skills	Sexting (Yes)	Have you received sexual messages online or on a phone?	64	37%	81	49%	57	47%	-11%	6,37	0,04
Portugal	Technical and operational skills	Sexting (Yes)	Have you received sexual messages online or on a phone?	29	39%	41	44%	66	55%	-16%	5,62	0,06
All	**Technical and operational skills**	**Sexting (At least in some cases)**	**Being happy after intended exposure to sexting**	**84**	**69%**	**122**	**78%**	**169**	**82%**	**-13%**	**6,78**	**0,03**
Estonia	Technical and operational skills	Sexting (At least in some cases)	Being happy after intended exposure to sexting	15	68%	17	74%	30	73%	-5%	0,23	0,89
Finland	Technical and operational skills	Sexting (At least in some cases)	Being happy after intended exposure to sexting	10	59%	14	56%	17	74%	-15%	1,88	0,39
Germany	Technical and operational skills	Sexting (At least in some cases)	Being happy after intended exposure to sexting	10	71%	12	92%	24	96%	-25%	4,99	0,08
Italy	Technical and operational skills	Sexting (At least in some cases)	Being happy after intended exposure to sexting	19	63%	35	88%	50	86%	-23%	7,43	0,02

Country	Skill	Content	Statement	N	%	N	%	N	%	Diff	Val	p
Poland	Technical and operational skills	Sexting (At least in some cases)	Being happy after intended exposure to sexting	18	72%	34	79%	24	80%	-8%	0,58	0,75
Portugal	Technical and operational skills	Sexting (At least in some cases)	Being happy after intended exposure to sexting	12	92%	10	77%	24	83%	10%	1,26	0,53
All	**Technical and operational skills**	**Sexting (At least in some cases)**	**Being upset after intended exposure to sexting**	**68**	**53%**	**74**	**47%**	**80**	**38%**	**15%**	**8,01**	**0,02**
Estonia	Technical and operational skills	Sexting (At least in some cases)	Being upset after intended exposure to sexting	15	63%	15	65%	18	41%	22%	4,87	0,09
Finland	Technical and operational skills	Sexting (At least in some cases)	Being upset after intended exposure to sexting	13	68%	8	33%	9	39%	29%	5,91	0,05
Germany	Technical and operational skills	Sexting (At least in some cases)	Being upset after intended exposure to sexting	9	60%	8	57%	8	32%	28%	3,91	0,14
Italy	Technical and operational skills	Sexting (At least in some cases)	Being upset after intended exposure to sexting	11	38%	21	51%	21	36%	2%	2,58	0,28
Poland	Technical and operational skills	Sexting (At least in some cases)	Being upset after intended exposure to sexting	13	50%	18	45%	12	39%	11%	0,74	0,69
Portugal	Technical and operational skills	Sexting (At least in some cases)	Being upset after intended exposure to sexting	7	44%	4	29%	12	40%	4%	0,82	0,66
All	**Technical and operational skills**	**Sexting (At least in some cases)**	**Being happy after unintended exposure to sexting**	**66**	**26%**	**72**	**22%**	**112**	**33%**	**-7%**	**11,76**	**0,00**
Estonia	Technical and operational skills	Sexting (At least in some cases)	Being happy after unintended exposure to sexting	12	24%	10	12%	21	22%	2%	4,80	0,09
Finland	Technical and operational skills	Sexting (At least in some cases)	Being happy after unintended exposure to sexting	5	10%	7	14%	14	34%	-25%	9,64	0,01
Germany	Technical and operational skills	Sexting (At least in some cases)	Being happy after unintended exposure to sexting	8	24%	9	21%	16	38%	-14%	3,37	0,19
Italy	Technical and operational skills	Sexting (At least in some cases)	Being happy after unintended exposure to sexting	26	46%	18	27%	28	40%	6%	5,43	0,07
Poland	Technical and operational skills	Sexting (At least in some cases)	Being happy after unintended exposure to sexting	12	30%	24	46%	21	54%	-24%	4,91	0,09
Portugal	Technical and operational skills	Sexting (At least in some cases)	Being happy after unintended exposure to sexting	3	13%	4	11%	12	24%	-11%	2,68	0,26
All	**Technical and operational skills**	**Sexting (At least in some cases)**	**Being upset after unintended exposure to sexting**	**193**	**78%**	**252**	**77%**	**224**	**65%**	**13%**	**16,15**	**0,00**
Estonia	Technical and operational skills	Sexting (At least in some cases)	Being upset after unintended exposure to sexting	41	85%	72	87%	65	68%	18%	11,22	0,00
Finland	Technical and operational skills	Sexting (At least in some cases)	Being upset after unintended exposure to sexting	31	65%	26	52%	20	51%	13%	2,13	0,34
Germany	Technical and operational skills	Sexting (At least in some cases)	Being upset after unintended exposure to sexting	31	91%	38	88%	28	72%	19%	5,84	0,05
Italy	Technical and operational skills	Sexting (At least in some cases)	Being upset after unintended exposure to sexting	44	79%	50	75%	52	68%	10%	1,79	0,41
Poland	Technical and operational skills	Sexting (At least in some cases)	Being upset after unintended exposure to sexting	25	66%	35	71%	17	45%	21%	6,79	0,03
Portugal	Technical and operational skills	Sexting (At least in some cases)	Being upset after unintended exposure to sexting	21	88%	31	89%	42	75%	13%	3,38	0,18
All	**Technical and operational skills**	**Sexting (At least once)**	**How often have you received something sexual when you EXPECTED (or intended) to receive it?**	**145**	**16%**	**173**	**18%**	**228**	**26%**	**-10%**	**30,02**	**0,00**
Estonia	Technical and operational skills	Sexting (At least once)	How often have you received something sexual when you EXPECTED (or intended) to receive it?	25	13%	26	12%	51	22%	-9%	9,45	0,01
Finland	Technical and operational skills	Sexting (At least once)	How often have you received something sexual when you EXPECTED (or intended) to receive it?	21	13%	29	17%	25	17%	-4%	1,02	0,60
Germany	Technical and operational skills	Sexting (At least once)	How often have you received something sexual when you EXPECTED (or intended) to receive it?	16	15%	14	14%	25	30%	-16%	9,17	0,01
Italy	Technical and operational skills	Sexting (At least once)	How often have you received something sexual when you EXPECTED (or intended) to receive it?	36	19%	41	18%	64	37%	-19%	22,99	0,00
Poland	Technical and operational skills	Sexting (At least once)	How often have you received something sexual when you EXPECTED (or intended) to receive it?	31	19%	46	30%	32	28%	-9%	6,14	0,05
Portugal	Technical and operational skills	Sexting (At least once)	How often have you received something sexual when you EXPECTED (or intended) to receive it?	16	23%	17	18%	31	27%	-5%	2,21	0,33
All	**Technical and operational skills**	**Sexting (At least once)**	**And how often have you received something like this when you DID NOT EXPECT (or intend) to receive it?**	**281**	**31%**	**350**	**36%**	**374**	**43%**	**-11%**	**24,50**	**0,00**
Estonia	Technical and operational skills	Sexting (At least once)	And how often have you received something like this when you DID NOT EXPECT (or intend) to receive it?	56	29%	89	40%	107	46%	-16%	12,11	0,00
Finland	Technical and operational skills	Sexting (At least once)	And how often have you received something like this when you DID NOT EXPECT (or intend) to receive it?	52	33%	53	32%	41	28%	5%	0,96	0,62
Germany	Technical and operational skills	Sexting (At least once)	And how often have you received something like this when you DID NOT EXPECT (or intend) to receive it?	37	35%	45	44%	44	52%	-18%	6,19	0,05
Italy	Technical and operational skills	Sexting (At least once)	And how often have you received something like this when you DID NOT EXPECT (or intend) to receive it?	65	33%	70	31%	80	46%	-13%	10,76	0,00
Poland	Technical and operational skills	Sexting (At least once)	And how often have you received something like this when you DID NOT EXPECT (or intend) to receive it?	47	28%	57	37%	44	37%	-9%	3,85	0,15
Portugal	Technical and operational skills	Sexting (At least once)	And how often have you received something like this when you DID NOT EXPECT (or intend) to receive it?	24	32%	36	39%	58	50%	-18%	6,27	0,04
All	**Communication and interaction skills**	**Sexual content (Yes)**	**Have you seen these types of sexual images online or on a phone?**	**288**	**54%**	**583**	**58%**	**742**	**61%**	**-7%**	**7,86**	**0,02**
Estonia	Communication and interaction skills	Sexual content (Yes)	Have you seen these types of sexual images online or on a phone?	81	60%	151	65%	220	69%	-10%	3,95	0,14
Finland	Communication and interaction skills	Sexual content (Yes)	Have you seen these types of sexual images online or on a phone?	28	38%	68	41%	98	42%	-4%	0,37	0,83
Germany	Communication and interaction skills	Sexual content (Yes)	Have you seen these types of sexual images online or on a phone?	30	43%	45	46%	73	56%	-13%	2,63	0,27
Italy	Communication and interaction skills	Sexual content (Yes)	Have you seen these types of sexual images online or on a phone?	47	44%	107	41%	121	51%	-7%	4,07	0,13
Poland	Communication and interaction skills	Sexual content (Yes)	Have you seen these types of sexual images online or on a phone?	48	41%	83	46%	68	43%	-2%	5,02	0,08
Portugal	Communication and interaction skills	Sexual content (Yes)	Have you seen these types of sexual images online or on a phone?	16	38%	41	44%	79	51%	-13%	7,40	0,02
All	**Communication and interaction skills**	**Sexual content (At least in some cases)**	**Being happy after intended exposure to sexual content**	**103**	**77%**	**211**	**80%**	**260**	**81%**	**-4%**	**0,90**	**0,64**
Estonia	Communication and interaction skills	Sexual content (At least in some cases)	Being happy after intended exposure to sexual content	14	47%	28	72%	38	59%	-13%	4,54	0,10
Finland	Communication and interaction skills	Sexual content (At least in some cases)	Being happy after intended exposure to sexual content	4	36%	16	76%	22	69%	-32%	5,14	0,08
Germany	Communication and interaction skills	Sexual content (At least in some cases)	Being happy after intended exposure to sexual content	9	82%	13	87%	24	92%	-10%	1,92	0,38
Italy	Communication and interaction skills	Sexual content (At least in some cases)	Being happy after intended exposure to sexual content	20	91%	33	73%	51	84%	7%	9,64	0,01
Poland	Communication and interaction skills	Sexual content (At least in some cases)	Being happy after intended exposure to sexual content	18	86%	30	71%	25	81%	5%	0,46	0,80
Portugal	Communication and interaction skills	Sexual content (At least in some cases)	Being happy after intended exposure to sexual content	6	75%	14	93%	26	81%	-6%	0,61	0,74
All	**Communication and interaction skills**	**Sexual content (At least in some cases)**	**Being upset after intended exposure to sexual content**	**83**	**64%**	**152**	**57%**	**159**	**49%**	**15%**	**9,12**	**0,01**
Estonia	Communication and interaction skills	Sexual content (At least in some cases)	Being upset after intended exposure to sexual content	22	71%	29	67%	45	70%	1%	0,14	0,93
Finland	Communication and interaction skills	Sexual content (At least in some cases)	Being upset after intended exposure to sexual content	7	70%	9	45%	16	53%	17%	1,71	0,42
Germany	Communication and interaction skills	Sexual content (At least in some cases)	Being upset after intended exposure to sexual content	5	42%	7	44%	13	50%	-8%	0,37	0,83
Italy	Communication and interaction skills	Sexual content (At least in some cases)	Being upset after intended exposure to sexual content	8	38%	20	43%	25	40%	-2%	16,10	0,00
Poland	Communication and interaction skills	Sexual content (At least in some cases)	Being upset after intended exposure to sexual content	8	36%	19	48%	14	45%	-9%	2,97	0,23
Portugal	Communication and interaction skills	Sexual content (At least in some cases)	Being upset after intended exposure to sexual content	4	50%	3	23%	16	41%	9%	1,08	0,58
All	**Communication and interaction skills**	**Sexual content (At least in some cases)**	**Being happy after unintended exposure to sexual content**	**62**	**33%**	**96**	**27%**	**125**	**26%**	**7%**	**2,97**	**0,23**
Estonia	Communication and interaction skills	Sexual content (At least in some cases)	Being happy after unintended exposure to sexual content	13	28%	14	16%	18	14%	14%	4,61	0,10
Finland	Communication and interaction skills	Sexual content (At least in some cases)	Being happy after unintended exposure to sexual content	1	5%	2	5%	9	17%	-12%	4,14	0,13
Germany	Communication and interaction skills	Sexual content (At least in some cases)	Being happy after unintended exposure to sexual content	5	21%	8	25%	19	31%	-10%	3,28	0,19
Italy	Communication and interaction skills	Sexual content (At least in some cases)	Being happy after unintended exposure to sexual content	14	47%	36	44%	22	27%	20%	2,70	0,26
Poland	Communication and interaction skills	Sexual content (At least in some cases)	Being happy after unintended exposure to sexual content	13	41%	22	44%	20	43%	-3%	1,60	0,45
Portugal	Communication and interaction skills	Sexual content (At least in some cases)	Being happy after unintended exposure to sexual content	2	20%	4	13%	13	20%	0%	1,05	0,59
All	**Communication and interaction skills**	**Sexual content (At least in some cases)**	**Being upset after unintended exposure to sexual content**	**142**	**76%**	**277**	**73%**	**354**	**74%**	**2%**	**0,56**	**0,76**
Estonia	Communication and interaction skills	Sexual content (At least in some cases)	Being upset after unintended exposure to sexual content	37	80%	80	86%	107	80%	0%	1,35	0,51
Estonia	Communication and interaction skills	Sexual content (At least in some cases)	Being upset after unintended exposure to sexual content	0	0%	0	0%	0	0%	0%	0,00	0,00
Finland	Communication and interaction skills	Sexual content (At least in some cases)	Being upset after unintended exposure to sexual content	11	52%	20	50%	29	54%	-1%	0,13	0,94

Country	Skill	Content	Statement	n1	%1	n2	%2	n3	%3	diff	val1	val2
Finland	Communication and interaction skills	Sexual content (At least in some cases)	Being upset after unintended exposure to sexual content	0	0%	0	0%	0	0%	0%	0,00	0,00
Germany	Communication and interaction skills	Sexual content (At least in some cases)	Being upset after unintended exposure to sexual content	19	83%	24	77%	53	87%	-4%	0,76	0,68
Italy	Communication and interaction skills	Sexual content (At least in some cases)	Being upset after unintended exposure to sexual content	25	78%	57	70%	63	74%	4%	1,79	0,41
Poland	Communication and interaction skills	Sexual content (At least in some cases)	Being upset after unintended exposure to sexual content	18	58%	34	68%	22	54%	4%	2,22	0,33
Portugal	Communication and interaction skills	Sexual content (At least in some cases)	Being upset after unintended exposure to sexual content	8	73%	30	88%	56	80%	-7%	3,05	0,22
All	**Communication and interaction skills**	**Sexual content (At least once)**	**And how often have you seen something like this when you INTENDED to see it?**	**150**	**31%**	**295**	**32%**	**357**	**33%**	**-1%**	0,34	0,85
Estonia	Communication and interaction skills	Sexual content (At least once)	And how often have you seen something like this when you INTENDED to see it?	34	28%	45	23%	76	27%	1%	1,44	0,49
Finland	Communication and interaction skills	Sexual content (At least once)	And how often have you seen something like this when you INTENDED to see it?	11	15%	24	15%	36	17%	-2%	0,28	0,87
Germany	Communication and interaction skills	Sexual content (At least once)	And how often have you seen something like this when you INTENDED to see it?	12	17%	17	19%	26	20%	-3%	2,41	0,30
Italy	Communication and interaction skills	Sexual content (At least once)	And how often have you seen something like this when you INTENDED to see it?	23	22%	49	19%	69	30%	-7%	0,97	0,61
Poland	Communication and interaction skills	Sexual content (At least once)	And how often have you seen something like this when you INTENDED to see it?	24	22%	49	29%	32	22%	0%	4,37	0,11
Portugal	Communication and interaction skills	Sexual content (At least once)	And how often have you seen something like this when you INTENDED to see it?	8	21%	15	17%	41	27%	-7%	1,73	0,42
All	**Communication and interaction skills**	**Sexual content (At least once)**	**How often have you seen something like this when you DID NOT INTEND to see it?**	**205**	**42%**	**411**	**44%**	**524**	**46%**	**-5%**	3,18	0,20
Estonia	Communication and interaction skills	Sexual content (At least once)	How often have you seen something like this when you DID NOT INTEND to see it?	49	41%	99	49%	142	50%	-8%	2,57	0,28
Finland	Communication and interaction skills	Sexual content (At least once)	How often have you seen something like this when you DID NOT INTEND to see it?	24	33%	51	32%	62	28%	5%	1,00	0,61
Germany	Communication and interaction skills	Sexual content (At least once)	How often have you seen something like this when you DID NOT INTEND to see it?	26	37%	37	40%	62	48%	-11%	1,81	0,40
Italy	Communication and interaction skills	Sexual content (At least once)	How often have you seen something like this when you DID NOT INTEND to see it?	36	34%	87	34%	91	39%	-5%	2,10	0,35
Poland	Communication and interaction skills	Sexual content (At least once)	How often have you seen something like this when you DID NOT INTEND to see it?	36	32%	59	35%	50	32%	0%	2,15	0,34
Portugal	Communication and interaction skills	Sexual content (At least once)	How often have you seen something like this when you DID NOT INTEND to see it?	11	27%	34	37%	73	48%	-22%	8,88	0,01
All	**Content creation and production skills**	**Sexual content (Yes)**	**Have you seen these types of sexual images online or on a phone?**	**898**	**56%**	**403**	**63%**	**301**	**62%**	**-5%**	10,73	0,00
Estonia	Content creation and production skills	Sexual content (Yes)	Have you seen these types of sexual images online or on a phone?	286	62%	88	70%	78	77%	-15%	9,71	0,01
Finland	Content creation and production skills	Sexual content (Yes)	Have you seen these types of sexual images online or on a phone?	92	37%	49	52%	51	40%	-2%	6,29	0,04
Germany	Content creation and production skills	Sexual content (Yes)	Have you seen these types of sexual images online or on a phone?	69	42%	41	55%	38	63%	-21%	6,77	0,03
Italy	Content creation and production skills	Sexual content (Yes)	Have you seen these types of sexual images online or on a phone?	135	41%	90	49%	46	55%	-14%	1,95	0,38
Poland	Content creation and production skills	Sexual content (Yes)	Have you seen these types of sexual images online or on a phone?	120	42%	41	46%	37	50%	-8%	1,99	0,37
Portugal	Content creation and production skills	Sexual content (Yes)	Have you seen these types of sexual images online or on a phone?	55	40%	43	48%	35	59%	-19%	1,40	0,50
All	**Content creation and production skills**	**Sexual content (At least in some cases)**	**Being happy after intended exposure to sexual content**	**310**	**78%**	**151**	**86%**	**106**	**76%**	**3%**	6,20	0,05
Estonia	Content creation and production skills	Sexual content (At least in some cases)	Being happy after intended exposure to sexual content	49	61%	15	63%	16	55%	6%	0,39	0,82
Finland	Content creation and production skills	Sexual content (At least in some cases)	Being happy after intended exposure to sexual content	16	53%	13	81%	11	69%	-15%	3,88	0,14
Germany	Content creation and production skills	Sexual content (At least in some cases)	Being happy after intended exposure to sexual content	17	85%	13	81%	16	100%	-15%	5,15	0,08
Italy	Content creation and production skills	Sexual content (At least in some cases)	Being happy after intended exposure to sexual content	47	75%	39	95%	15	71%	3%	2,21	0,33
Poland	Content creation and production skills	Sexual content (At least in some cases)	Being happy after intended exposure to sexual content	46	81%	11	61%	16	84%	-4%	2,54	0,28
Portugal	Content creation and production skills	Sexual content (At least in some cases)	Being happy after intended exposure to sexual content	20	95%	13	76%	13	76%	19%	1,55	0,46
All	**Content creation and production skills**	**Sexual content (At least in some cases)**	**Being upset after intended exposure to sexual content**	**231**	**58%**	**88**	**51%**	**74**	**51%**	**7%**	3,89	0,14
Estonia	Content creation and production skills	Sexual content (At least in some cases)	Being upset after intended exposure to sexual content	62	73%	15	68%	19	61%	12%	1,45	0,48
Finland	Content creation and production skills	Sexual content (At least in some cases)	Being upset after intended exposure to sexual content	14	48%	8	57%	10	67%	-18%	1,40	0,50
Germany	Content creation and production skills	Sexual content (At least in some cases)	Being upset after intended exposure to sexual content	12	55%	5	31%	8	50%	5%	2,82	0,24
Italy	Content creation and production skills	Sexual content (At least in some cases)	Being upset after intended exposure to sexual content	27	44%	16	36%	10	48%	-3%	6,42	0,04
Poland	Content creation and production skills	Sexual content (At least in some cases)	Being upset after intended exposure to sexual content	26	46%	9	53%	6	32%	14%	7,29	0,03
Portugal	Content creation and production skills	Sexual content (At least in some cases)	Being upset after intended exposure to sexual content	8	36%	9	47%	6	32%	5%	0,00	1,00
All	**Content creation and production skills**	**Sexual content (At least in some cases)**	**Being happy after unintended exposure to sexual content**	**159**	**27%**	**64**	**26%**	**57**	**30%**	**-3%**	0,88	0,64
Estonia	Content creation and production skills	Sexual content (At least in some cases)	Being happy after unintended exposure to sexual content	32	19%	5	11%	8	17%	2%	1,81	0,40
Finland	Content creation and production skills	Sexual content (At least in some cases)	Being happy after unintended exposure to sexual content	4	7%	3	12%	5	19%	-12%	2,55	0,28
Germany	Content creation and production skills	Sexual content (At least in some cases)	Being happy after unintended exposure to sexual content	12	22%	10	31%	10	33%	-12%	5,87	0,05
Italy	Content creation and production skills	Sexual content (At least in some cases)	Being happy after unintended exposure to sexual content	41	41%	21	35%	10	33%	8%	0,07	0,97
Poland	Content creation and production skills	Sexual content (At least in some cases)	Being happy after unintended exposure to sexual content	31	39%	12	46%	12	52%	-13%	2,10	0,35
Portugal	Content creation and production skills	Sexual content (At least in some cases)	Being happy after unintended exposure to sexual content	7	18%	4	11%	8	28%	-10%	0,56	0,76
All	**Content creation and production skills**	**Sexual content (At least in some cases)**	**Being upset after unintended exposure to sexual content**	**451**	**76%**	**187**	**75%**	**130**	**66%**	**10%**	7,02	0,03
Estonia	Content creation and production skills	Sexual content (At least in some cases)	Being upset after unintended exposure to sexual content	147	84%	40	87%	37	74%	10%	3,05	0,22
Estonia	Content creation and production skills	Sexual content (At least in some cases)	Being upset after unintended exposure to sexual content	0	0%	0	0%	0	0%	0%	0,00	0,00
Finland	Content creation and production skills	Sexual content (At least in some cases)	Being upset after unintended exposure to sexual content	28	46%	15	63%	17	59%	-13%	2,48	0,29
Finland	Content creation and production skills	Sexual content (At least in some cases)	Being upset after unintended exposure to sexual content	0	0%	0	0%	0	0%	0%	0,00	0,00
Germany	Content creation and production skills	Sexual content (At least in some cases)	Being upset after unintended exposure to sexual content	47	85%	24	80%	25	83%	2%	2,05	0,36
Italy	Content creation and production skills	Sexual content (At least in some cases)	Being upset after unintended exposure to sexual content	75	75%	48	72%	21	72%	3%	1,60	0,45
Poland	Content creation and production skills	Sexual content (At least in some cases)	Being upset after unintended exposure to sexual content	49	67%	17	65%	9	39%	28%	9,25	0,01
Portugal	Content creation and production skills	Sexual content (At least in some cases)	Being upset after unintended exposure to sexual content	36	88%	31	78%	24	77%	10%	2,02	0,36
All	**Content creation and production skills**	**Sexual content (At least once)**	**And how often have you seen something like this when you INTENDED to see it?**	**439**	**30%**	**201**	**35%**	**154**	**35%**	**-5%**	6,33	0,04
Estonia	Content creation and production skills	Sexual content (At least once)	And how often have you seen something like this when you INTENDED to see it?	96	24%	25	24%	34	37%	-13%	6,93	0,03
Finland	Content creation and production skills	Sexual content (At least once)	And how often have you seen something like this when you INTENDED to see it?	34	15%	19	22%	16	14%	1%	3,13	0,21
Germany	Content creation and production skills	Sexual content (At least once)	And how often have you seen something like this when you INTENDED to see it?	23	14%	16	23%	16	28%	-13%	3,72	0,16
Italy	Content creation and production skills	Sexual content (At least once)	And how often have you seen something like this when you INTENDED to see it?	67	21%	47	26%	24	30%	-9%	2,85	0,24
Poland	Content creation and production skills	Sexual content (At least once)	And how often have you seen something like this when you INTENDED to see it?	61	23%	24	29%	20	27%	-5%	0,63	0,73
Portugal	Content creation and production skills	Sexual content (At least once)	And how often have you seen something like this when you INTENDED to see it?	23	18%	21	24%	19	34%	-16%	0,80	0,67
All	**Content creation and production skills**	**Sexual content (At least once)**	**How often have you seen something like this when you DID NOT INTEND to see it?**	**646**	**43%**	**282**	**47%**	**204**	**46%**	**-2%**	2,91	0,23
Estonia	Content creation and production skills	Sexual content (At least once)	How often have you seen something like this when you DID NOT INTEND to see it?	188	46%	50	46%	52	58%	-12%	4,24	0,12
Finland	Content creation and production skills	Sexual content (At least once)	How often have you seen something like this when you DID NOT INTEND to see it?	72	30%	33	38%	31	26%	4%	3,24	0,20
Germany	Content creation and production skills	Sexual content (At least once)	How often have you seen something like this when you DID NOT INTEND to see it?	59	37%	35	49%	31	53%	-16%	2,46	0,29
Italy	Content creation and production skills	Sexual content (At least once)	How often have you seen something like this when you DID NOT INTEND to see it?	111	34%	69	38%	32	40%	-6%	0,49	0,78
Poland	Content creation and production skills	Sexual content (At least once)	How often have you seen something like this when you DID NOT INTEND to see it?	86	32%	32	36%	27	37%	-5%	1,72	0,42

Country	Skill	Content	Question	N	%	N	%	N	%	Diff	Val1	Val2
Portugal	Content creation and production skills	Sexual content (At least once)	How often have you seen something like this when you DID NOT INTEND to see it?	43	32%	40	45%	32	56%	-24%	1,62	0,45
All	**Information navigation and processing skills**	**Sexual content (Yes)**	**Have you seen these types of sexual images online or on a phone?**	**952**	**56%**	**401**	**63%**	**246**	**61%**	**-5%**	**11,21**	**0,00**
Estonia	Information navigation and processing skills	Sexual content (Yes)	Have you seen these types of sexual images online or on a phone?	290	63%	93	74%	67	71%	-8%	6,40	0,04
Finland	Information navigation and processing skills	Sexual content (Yes)	Have you seen these types of sexual images online or on a phone?	101	38%	57	49%	36	39%	-1%	4,25	0,12
Germany	Information navigation and processing skills	Sexual content (Yes)	Have you seen these types of sexual images online or on a phone?	73	46%	38	47%	18	55%	-9%	0,82	0,66
Italy	Information navigation and processing skills	Sexual content (Yes)	Have you seen these types of sexual images online or on a phone?	158	43%	67	47%	39	52%	-9%	6,55	0,04
Poland	Information navigation and processing skills	Sexual content (Yes)	Have you seen these types of sexual images online or on a phone?	121	42%	52	48%	30	45%	-3%	7,76	0,02
Portugal	Information navigation and processing skills	Sexual content (Yes)	Have you seen these types of sexual images online or on a phone?	74	44%	40	56%	21	43%	1%	0,77	0,68
All	**Information navigation and processing skills**	**Sexual content (At least in some cases)**	**Being happy after intended exposure to sexual content**	**308**	**77%**	**160**	**86%**	**97**	**80%**	**-3%**	**7,03**	**0,03**
Estonia	Information navigation and processing skills	Sexual content (At least in some cases)	Being happy after intended exposure to sexual content	52	61%	16	64%	12	52%	9%	0,79	0,67
Finland	Information navigation and processing skills	Sexual content (At least in some cases)	Being happy after intended exposure to sexual content	19	59%	15	71%	8	73%	-13%	1,12	0,57
Germany	Information navigation and processing skills	Sexual content (At least in some cases)	Being happy after intended exposure to sexual content	26	87%	14	93%	9	90%	-3%	0,50	0,78
Italy	Information navigation and processing skills	Sexual content (At least in some cases)	Being happy after intended exposure to sexual content	49	78%	28	82%	21	84%	-6%	7,89	0,02
Poland	Information navigation and processing skills	Sexual content (At least in some cases)	Being happy after intended exposure to sexual content	44	80%	21	72%	11	79%	1%	0,45	0,80
Portugal	Information navigation and processing skills	Sexual content (At least in some cases)	Being happy after intended exposure to sexual content	27	90%	11	73%	8	80%	10%	1,44	0,49
All	**Information navigation and processing skills**	**Sexual content (At least in some cases)**	**Being upset after intended exposure to sexual content**	**234**	**59%**	**91**	**49%**	**68**	**55%**	**4%**	**5,14**	**0,08**
Estonia	Information navigation and processing skills	Sexual content (At least in some cases)	Being upset after intended exposure to sexual content	62	70%	16	62%	18	75%	-5%	1,14	0,57
Finland	Information navigation and processing skills	Sexual content (At least in some cases)	Being upset after intended exposure to sexual content	15	52%	10	50%	7	64%	-12%	0,60	0,74
Germany	Information navigation and processing skills	Sexual content (At least in some cases)	Being upset after intended exposure to sexual content	15	50%	5	36%	9	75%	-25%	4,23	0,12
Italy	Information navigation and processing skills	Sexual content (At least in some cases)	Being upset after intended exposure to sexual content	26	43%	16	42%	10	40%	3%	7,93	0,02
Poland	Information navigation and processing skills	Sexual content (At least in some cases)	Being upset after intended exposure to sexual content	29	52%	9	33%	5	36%	16%	0,29	0,87
Portugal	Information navigation and processing skills	Sexual content (At least in some cases)	Being upset after intended exposure to sexual content	13	39%	7	47%	3	25%	14%	0,21	0,90
All	**Information navigation and processing skills**	**Sexual content (At least in some cases)**	**Being happy after unintended exposure to sexual content**	**156**	**25%**	**73**	**31%**	**52**	**34%**	**-9%**	**6,26**	**0,04**
Estonia	Information navigation and processing skills	Sexual content (At least in some cases)	Being happy after unintended exposure to sexual content	29	17%	8	16%	8	20%	-3%	0,28	0,87
Finland	Information navigation and processing skills	Sexual content (At least in some cases)	Being happy after unintended exposure to sexual content	4	6%	5	16%	3	18%	-11%	3,21	0,20
Germany	Information navigation and processing skills	Sexual content (At least in some cases)	Being happy after unintended exposure to sexual content	9	16%	9	35%	8	50%	-34%	8,56	0,01
Italy	Information navigation and processing skills	Sexual content (At least in some cases)	Being happy after unintended exposure to sexual content	44	39%	16	34%	9	39%	-1%	3,33	0,19
Poland	Information navigation and processing skills	Sexual content (At least in some cases)	Being happy after unintended exposure to sexual content	33	42%	16	47%	9	47%	-6%	2,36	0,31
Portugal	Information navigation and processing skills	Sexual content (At least in some cases)	Being happy after unintended exposure to sexual content	7	13%	6	17%	6	35%	-22%	0,23	0,89
All	**Information navigation and processing skills**	**Sexual content (At least in some cases)**	**Being upset after unintended exposure to sexual content**	**480**	**76%**	**181**	**72%**	**108**	**69%**	**7%**	**4,51**	**0,10**
Estonia	Information navigation and processing skills	Sexual content (At least in some cases)	Being upset after unintended exposure to sexual content	153	85%	42	81%	29	71%	15%	4,67	0,10
Estonia	Information navigation and processing skills	Sexual content (At least in some cases)	Being upset after unintended exposure to sexual content	0	0%	0	0%	0	0%	0%	0,00	0,00
Finland	Information navigation and processing skills	Sexual content (At least in some cases)	Being upset after unintended exposure to sexual content	34	54%	15	47%	11	55%	-1%	0,51	0,78
Finland	Information navigation and processing skills	Sexual content (At least in some cases)	Being upset after unintended exposure to sexual content	0	0%	0	0%	0	0%	0%	0,00	0,00
Germany	Information navigation and processing skills	Sexual content (At least in some cases)	Being upset after unintended exposure to sexual content	37	69%	19	73%	11	69%	0%	0,19	0,91
Italy	Information navigation and processing skills	Sexual content (At least in some cases)	Being upset after unintended exposure to sexual content	88	76%	36	71%	17	74%	2%	1,67	0,43
Poland	Information navigation and processing skills	Sexual content (At least in some cases)	Being upset after unintended exposure to sexual content	52	69%	17	52%	9	50%	19%	1,49	0,47

Country	Skill	Content	Question									
Portugal	Information navigation and processing skills	Sexual content (At least in some cases)	Being upset after unintended exposure to sexual content	51	86%	30	81%	12	67%	20%	0,69	0,71
All	**Information navigation and processing skills**	**Sexual content (At least once)**	**And how often have you seen something like this when you INTENDED to see it?**	**453**	**29%**	**207**	**36%**	**130**	**37%**	**-8%**	**13,26**	**0,00**
Estonia	Information navigation and processing skills	Sexual content (At least once)	And how often have you seen something like this when you INTENDED to see it?	100	25%	29	27%	26	31%	-7%	1,62	0,45
Finland	Information navigation and processing skills	Sexual content (At least once)	And how often have you seen something like this when you INTENDED to see it?	35	14%	25	24%	11	13%	0%	5,74	0,06
Germany	Information navigation and processing skills	Sexual content (At least once)	And how often have you seen something like this when you INTENDED to see it?	31	21%	15	19%	12	38%	-17%	4,41	0,11
Italy	Information navigation and processing skills	Sexual content (At least once)	And how often have you seen something like this when you INTENDED to see it?	68	19%	40	29%	27	37%	-18%	14,71	0,00
Poland	Information navigation and processing skills	Sexual content (At least once)	And how often have you seen something like this when you INTENDED to see it?	61	23%	33	32%	15	23%	-1%	2,54	0,28
Portugal	Information navigation and processing skills	Sexual content (At least once)	And how often have you seen something like this when you INTENDED to see it?	37	23%	15	21%	12	26%	-3%	1,40	0,50
All	**Information navigation and processing skills**	**Sexual content (At least once)**	**How often have you seen something like this when you DID NOT INTEND to see it?**	**692**	**44%**	**272**	**46%**	**168**	**46%**	**-2%**	**0,98**	**0,61**
Estonia	Information navigation and processing skills	Sexual content (At least once)	How often have you seen something like this when you DID NOT INTEND to see it?	192	47%	55	49%	43	52%	-5%	0,72	0,70
Finland	Information navigation and processing skills	Sexual content (At least once)	How often have you seen something like this when you DID NOT INTEND to see it?	78	30%	38	35%	21	25%	5%	2,07	0,35
Germany	Information navigation and processing skills	Sexual content (At least once)	How often have you seen something like this when you DID NOT INTEND to see it?	58	38%	26	33%	16	48%	-11%	2,23	0,33
Italy	Information navigation and processing skills	Sexual content (At least once)	How often have you seen something like this when you DID NOT INTEND to see it?	128	36%	52	37%	25	33%	2%	0,72	0,70
Poland	Information navigation and processing skills	Sexual content (At least once)	How often have you seen something like this when you DID NOT INTEND to see it?	89	33%	39	37%	21	32%	1%	7,05	0,03
Portugal	Information navigation and processing skills	Sexual content (At least once)	How often have you seen something like this when you DID NOT INTEND to see it?	61	37%	37	52%	19	40%	-2%	1,18	0,55
All	**Digital knowledge items**	**Sexual content (Yes)**	**Have you seen these types of sexual images online or on a phone?**	**493**	**53%**	**792**	**60%**	**319**	**65%**	**-13%**	**23,70**	**0,00**
Estonia	Digital knowledge items	Sexual content (Yes)	Have you seen these types of sexual images online or on a phone?	152	57%	221	70%	78	79%	-22%	20,97	0,00
Finland	Digital knowledge items	Sexual content (Yes)	Have you seen these types of sexual images online or on a phone?	27	26%	91	39%	73	53%	-27%	18,00	0,00
Germany	Digital knowledge items	Sexual content (Yes)	Have you seen these types of sexual images online or on a phone?	32	41%	87	52%	29	56%	-15%	4,24	0,12
Italy	Digital knowledge items	Sexual content (Yes)	Have you seen these types of sexual images online or on a phone?	99	40%	136	47%	38	58%	-18%	6,36	0,04
Poland	Digital knowledge items	Sexual content (Yes)	Have you seen these types of sexual images online or on a phone?	61	40%	97	45%	40	45%	-5%	4,28	0,12
Portugal	Digital knowledge items	Sexual content (Yes)	Have you seen these types of sexual images online or on a phone?	48	44%	53	40%	34	69%	-25%	3,54	0,17
All	**Digital knowledge items**	**Sexual content (At least in some cases)**	**Being happy after intended exposure to sexual content**	**166**	**77%**	**282**	**80%**	**123**	**83%**	**-6%**	**1,92**	**0,38**
Estonia	Digital knowledge items	Sexual content (At least in some cases)	Being happy after intended exposure to sexual content	24	56%	37	57%	19	76%	-20%	3,42	0,18
Finland	Digital knowledge items	Sexual content (At least in some cases)	Being happy after intended exposure to sexual content	8	73%	10	50%	22	71%	2%	2,68	0,26
Germany	Digital knowledge items	Sexual content (At least in some cases)	Being happy after intended exposure to sexual content	6	100%	26	87%	14	88%	13%	0,77	0,68
Italy	Digital knowledge items	Sexual content (At least in some cases)	Being happy after intended exposure to sexual content	29	69%	57	89%	18	82%	-13%	8,84	0,01
Poland	Digital knowledge items	Sexual content (At least in some cases)	Being happy after intended exposure to sexual content	19	76%	42	78%	12	80%	-4%	1,18	0,56
Portugal	Digital knowledge items	Sexual content (At least in some cases)	Being happy after intended exposure to sexual content	16	84%	16	76%	14	93%	-9%	3,34	0,19
All	**Digital knowledge items**	**Sexual content (At least in some cases)**	**Being upset after intended exposure to sexual content**	**124**	**56%**	**190**	**55%**	**80**	**54%**	**2%**	**0,19**	**0,91**
Estonia	Digital knowledge items	Sexual content (At least in some cases)	Being upset after intended exposure to sexual content	33	69%	48	75%	15	58%	11%	2,57	0,28
Finland	Digital knowledge items	Sexual content (At least in some cases)	Being upset after intended exposure to sexual content	6	55%	9	50%	17	59%	-4%	0,34	0,85
Germany	Digital knowledge items	Sexual content (At least in some cases)	Being upset after intended exposure to sexual content	2	33%	14	44%	9	56%	-23%	2,73	0,26
Italy	Digital knowledge items	Sexual content (At least in some cases)	Being upset after intended exposure to sexual content	16	41%	26	39%	11	48%	-7%	0,56	0,76
Poland	Digital knowledge items	Sexual content (At least in some cases)	Being upset after intended exposure to sexual content	11	42%	25	49%	6	38%	5%	1,04	0,59
Portugal	Digital knowledge items	Sexual content (At least in some cases)	Being upset after intended exposure to sexual content	7	33%	10	45%	6	35%	-2%	1,47	0,48
All	**Digital knowledge items**	**Sexual content (At least in some cases)**	**Being happy after unintended exposure to sexual content**	**81**	**28%**	**140**	**27%**	**63**	**30%**	**-2%**	**0,48**	**0,79**
Estonia	Digital knowledge items	Sexual content (At least in some cases)	Being happy after unintended exposure to sexual content	14	19%	19	14%	12	25%	-6%	3,25	0,20
Finland	Digital knowledge items	Sexual content (At least in some cases)	Being happy after unintended exposure to sexual content	2	13%	6	11%	4	10%	3%	0,12	0,94
Germany	Digital knowledge items	Sexual content (At least in some cases)	Being happy after unintended exposure to sexual content	7	28%	21	30%	4	17%	11%	0,48	0,79
Italy	Digital knowledge items	Sexual content (At least in some cases)	Being happy after unintended exposure to sexual content	27	36%	39	41%	4	18%	18%	0,52	0,77
Poland	Digital knowledge items	Sexual content (At least in some cases)	Being happy after unintended exposure to sexual content	16	44%	32	46%	9	38%	7%	1,92	0,38
Portugal	Digital knowledge items	Sexual content (At least in some cases)	Being happy after unintended exposure to sexual content	7	19%	9	20%	3	12%	8%	0,22	0,89
All	**Digital knowledge items**	**Sexual content (At least in some cases)**	**Being upset after unintended exposure to sexual content**	**226**	**75%**	**400**	**76%**	**146**	**68%**	**7%**	**5,84**	**0,05**
Estonia	Digital knowledge items	Sexual content (At least in some cases)	Being upset after unintended exposure to sexual content	62	78%	125	88%	37	74%	4%	6,84	0,03
Estonia	Digital knowledge items	Sexual content (At least in some cases)	Being upset after unintended exposure to sexual content	0	0%	0	0%	0	0%	0%	0,00	0,00
Finland	Digital knowledge items	Sexual content (At least in some cases)	Being upset after unintended exposure to sexual content	9	60%	35	63%	16	37%	23%	6,67	0,04
Finland	Digital knowledge items	Sexual content (At least in some cases)	Being upset after unintended exposure to sexual content	0	0%	0	0%	0	0%	0%	0,00	0,00
Germany	Digital knowledge items	Sexual content (At least in some cases)	Being upset after unintended exposure to sexual content	20	83%	56	82%	20	87%	-4%	4,31	0,12
Italy	Digital knowledge items	Sexual content (At least in some cases)	Being upset after unintended exposure to sexual content	53	71%	70	73%	20	80%	-9%	0,22	0,90
Poland	Digital knowledge items	Sexual content (At least in some cases)	Being upset after unintended exposure to sexual content	23	70%	40	59%	13	59%	11%	1,93	0,38
Portugal	Digital knowledge items	Sexual content (At least in some cases)	Being upset after unintended exposure to sexual content	28	74%	40	85%	25	86%	-13%	2,18	0,34
All	**Digital knowledge items**	**Sexual content (At least once)**	**And how often have you seen something like this when you INTENDED to see it?**	**243**	**29%**	**389**	**33%**	**165**	**38%**	**-9%**	**10,78**	**0,00**
Estonia	Digital knowledge items	Sexual content (At least once)	And how often have you seen something like this when you INTENDED to see it?	53	23%	74	27%	28	32%	-9%	2,84	0,24
Finland	Digital knowledge items	Sexual content (At least once)	And how often have you seen something like this when you INTENDED to see it?	12	12%	23	11%	34	28%	-16%	16,50	0,00
Germany	Digital knowledge items	Sexual content (At least once)	And how often have you seen something like this when you INTENDED to see it?	7	9%	32	20%	16	31%	-21%	2,95	0,23

Country	Skill	Content	Question	n	%	n	%	n	%	Diff	val1	val2
Italy	Digital knowledge items	Sexual content (At least once)	And how often have you seen something like this when you INTENDED to see it?	45	19%	72	26%	23	36%	-17%	11,13	0,00
Poland	Digital knowledge items	Sexual content (At least once)	And how often have you seen something like this when you INTENDED to see it?	31	22%	57	28%	17	21%	1%	4,19	0,12
Portugal	Digital knowledge items	Sexual content (At least once)	And how often have you seen something like this when you INTENDED to see it?	23	22%	22	17%	19	44%	-22%	2,05	0,36
All	**Digital knowledge items**	**Sexual content (At least once)**	**How often have you seen something like this when you DID NOT INTEND to see it?**	**327**	**38%**	**571**	**47%**	**236**	**52%**	**-14%**	**27,77**	**0,00**
Estonia	Digital knowledge items	Sexual content (At least once)	How often have you seen something like this when you DID NOT INTEND to see it?	85	36%	153	55%	51	56%	-20%	21,25	0,00
Finland	Digital knowledge items	Sexual content (At least once)	How often have you seen something like this when you DID NOT INTEND to see it?	18	18%	65	30%	53	42%	-24%	15,69	0,00
Germany	Digital knowledge items	Sexual content (At least once)	How often have you seen something like this when you DID NOT INTEND to see it?	28	36%	73	45%	24	46%	-10%	5,59	0,06
Italy	Digital knowledge items	Sexual content (At least once)	How often have you seen something like this when you DID NOT INTEND to see it?	80	33%	107	37%	25	40%	-7%	4,32	0,12
Poland	Digital knowledge items	Sexual content (At least once)	How often have you seen something like this when you DID NOT INTEND to see it?	41	29%	78	37%	27	32%	-3%	5,12	0,08
Portugal	Digital knowledge items	Sexual content (At least once)	How often have you seen something like this when you DID NOT INTEND to see it?	41	38%	47	37%	29	60%	-22%	4,32	0,12
All	**Programming skills**	**Sexual content (Yes)**	**Have you seen these types of sexual images online or on a phone?**	**663**	**60%**	**655**	**58%**	**290**	**57%**	**3%**	**1,68**	**0,43**
Estonia	Programming skills	Sexual content (Yes)	Have you seen these types of sexual images online or on a phone?	171	68%	202	66%	78	68%	0%	0,21	0,90
Finland	Programming skills	Sexual content (Yes)	Have you seen these types of sexual images online or on a phone?	72	47%	82	38%	40	39%	8%	2,94	0,23
Germany	Programming skills	Sexual content (Yes)	Have you seen these types of sexual images online or on a phone?	77	48%	41	47%	11	41%	8%	0,55	0,76
Italy	Programming skills	Sexual content (Yes)	Have you seen these types of sexual images online or on a phone?	123	43%	115	50%	35	43%	0%	0,56	0,76
Poland	Programming skills	Sexual content (Yes)	Have you seen these types of sexual images online or on a phone?	49	49%	80	40%	71	44%	5%	7,52	0,02
Portugal	Programming skills	Sexual content (Yes)	Have you seen these types of sexual images online or on a phone?	69	43%	50	49%	16	70%	-26%	1,57	0,45
All	**Programming skills**	**Sexual content (At least in some cases)**	**Being happy after intended exposure to sexual content**	**213**	**79%**	**249**	**80%**	**109**	**80%**	**-2%**	**0,29**	**0,86**
Estonia	Programming skills	Sexual content (At least in some cases)	Being happy after intended exposure to sexual content	26	55%	44	64%	10	59%	-4%	0,85	0,66
Finland	Programming skills	Sexual content (At least in some cases)	Being happy after intended exposure to sexual content	14	54%	20	74%	8	73%	-19%	2,68	0,26
Germany	Programming skills	Sexual content (At least in some cases)	Being happy after intended exposure to sexual content	23	85%	21	95%	5	83%	2%	1,71	0,42
Italy	Programming skills	Sexual content (At least in some cases)	Being happy after intended exposure to sexual content	45	82%	45	83%	13	72%	10%	4,31	0,12
Poland	Programming skills	Sexual content (At least in some cases)	Being happy after intended exposure to sexual content	21	81%	28	80%	26	74%	6%	0,38	0,82
Portugal	Programming skills	Sexual content (At least in some cases)	Being happy after intended exposure to sexual content	22	92%	19	83%	5	63%	29%	0,18	0,91
All	**Programming skills**	**Sexual content (At least in some cases)**	**Being upset after intended exposure to sexual content**	**151**	**55%**	**180**	**58%**	**64**	**49%**	**6%**	**2,91**	**0,23**
Estonia	Programming skills	Sexual content (At least in some cases)	Being upset after intended exposure to sexual content	32	65%	54	76%	9	53%	12%	3,94	0,14
Finland	Programming skills	Sexual content (At least in some cases)	Being upset after intended exposure to sexual content	13	54%	13	50%	6	60%	-6%	0,30	0,86
Germany	Programming skills	Sexual content (At least in some cases)	Being upset after intended exposure to sexual content	14	48%	12	57%	3	50%	-2%	0,39	0,82
Italy	Programming skills	Sexual content (At least in some cases)	Being upset after intended exposure to sexual content	24	42%	24	44%	5	29%	13%	0,68	0,71
Poland	Programming skills	Sexual content (At least in some cases)	Being upset after intended exposure to sexual content	10	42%	14	39%	19	54%	-13%	0,25	0,88
Portugal	Programming skills	Sexual content (At least in some cases)	Being upset after intended exposure to sexual content	11	42%	8	33%	4	40%	2%	1,47	0,48
All	**Programming skills**	**Sexual content (At least in some cases)**	**Being happy after unintended exposure to sexual content**	**104**	**25%**	**119**	**28%**	**62**	**34%**	**-9%**	**4,94**	**0,08**
Estonia	Programming skills	Sexual content (At least in some cases)	Being happy after unintended exposure to sexual content	20	19%	18	15%	7	18%	1%	0,86	0,65
Finland	Programming skills	Sexual content (At least in some cases)	Being happy after unintended exposure to sexual content	3	7%	4	8%	6	25%	-18%	4,77	0,09
Germany	Programming skills	Sexual content (At least in some cases)	Being happy after unintended exposure to sexual content	10	17%	11	37%	5	56%	-39%	8,14	0,02
Italy	Programming skills	Sexual content (At least in some cases)	Being happy after unintended exposure to sexual content	32	36%	29	35%	10	48%	-11%	1,82	0,40
Poland	Programming skills	Sexual content (At least in some cases)	Being happy after unintended exposure to sexual content	15	47%	24	45%	17	38%	9%	0,79	0,67
Portugal	Programming skills	Sexual content (At least in some cases)	Being happy after unintended exposure to sexual content	5	9%	10	24%	4	29%	-19%	0,64	0,73
All	**Programming skills**	**Sexual content (At least in some cases)**	**Being upset after unintended exposure to sexual content**	**313**	**72%**	**335**	**78%**	**123**	**67%**	**5%**	**8,20**	**0,02**
Estonia	Programming skills	Sexual content (At least in some cases)	Being upset after unintended exposure to sexual content	87	81%	104	85%	32	76%	5%	1,83	0,40
Estonia	Programming skills	Sexual content (At least in some cases)	Being upset after unintended exposure to sexual content	0	0%	0	0%	0	0%	0%	0,00	0,00
Finland	Programming skills	Sexual content (At least in some cases)	Being upset after unintended exposure to sexual content	27	59%	24	51%	9	39%	20%	2,38	0,30
Finland	Programming skills	Sexual content (At least in some cases)	Being upset after unintended exposure to sexual content	0	0%	0	0%	0	0%	0%	0,00	0,00
Germany	Programming skills	Sexual content (At least in some cases)	Being upset after unintended exposure to sexual content	40	69%	22	76%	5	56%	13%	1,36	0,51
Italy	Programming skills	Sexual content (At least in some cases)	Being upset after unintended exposure to sexual content	64	73%	64	75%	18	72%	1%	2,87	0,24
Poland	Programming skills	Sexual content (At least in some cases)	Being upset after unintended exposure to sexual content	16	57%	32	59%	29	69%	-12%	3,71	0,16
Portugal	Programming skills	Sexual content (At least in some cases)	Being upset after unintended exposure to sexual content	49	84%	34	83%	11	69%	16%	0,30	0,86
All	**Programming skills**	**Sexual content (At least once)**	**And how often have you seen something like this when you INTENDED to see it?**	**295**	**30%**	**345**	**34%**	**157**	**34%**	**-3%**	**2,88**	**0,24**
Estonia	Programming skills	Sexual content (At least once)	And how often have you seen something like this when you INTENDED to see it?	53	25%	79	29%	22	22%	3%	2,77	0,25
Finland	Programming skills	Sexual content (At least once)	And how often have you seen something like this when you INTENDED to see it?	27	19%	30	15%	14	15%	4%	1,00	0,61
Germany	Programming skills	Sexual content (At least once)	And how often have you seen something like this when you INTENDED to see it?	29	19%	23	27%	6	23%	-4%	1,78	0,41
Italy	Programming skills	Sexual content (At least once)	And how often have you seen something like this when you INTENDED to see it?	64	23%	58	25%	18	23%	0%	9,29	0,01
Poland	Programming skills	Sexual content (At least once)	And how often have you seen something like this when you INTENDED to see it?	28	32%	40	21%	39	25%	7%	2,27	0,32
Portugal	Programming skills	Sexual content (At least once)	And how often have you seen something like this when you INTENDED to see it?	29	19%	25	26%	10	48%	-29%	5,94	0,05
All	**Programming skills**	**Sexual content (At least once)**	**How often have you seen something like this when you DID NOT INTEND to see it?**	**467**	**46%**	**465**	**45%**	**205**	**43%**	**3%**	**1,53**	**0,46**
Estonia	Programming skills	Sexual content (At least once)	How often have you seen something like this when you DID NOT INTEND to see it?	112	51%	132	48%	45	44%	7%	1,21	0,55
Finland	Programming skills	Sexual content (At least once)	How often have you seen something like this when you DID NOT INTEND to see it?	51	35%	59	29%	28	29%	6%	1,54	0,46
Germany	Programming skills	Sexual content (At least once)	How often have you seen something like this when you DID NOT INTEND to see it?	60	39%	31	36%	9	33%	6%	0,48	0,79
Italy	Programming skills	Sexual content (At least once)	How often have you seen something like this when you DID NOT INTEND to see it?	98	35%	91	40%	25	31%	4%	2,19	0,34
Poland	Programming skills	Sexual content (At least once)	How often have you seen something like this when you DID NOT INTEND to see it?	37	39%	60	32%	50	32%	7%	3,19	0,20
Portugal	Programming skills	Sexual content (At least once)	How often have you seen something like this when you DID NOT INTEND to see it?	60	38%	42	42%	16	70%	-31%	2,37	0,31
All	**Technical and operational skills**	**Sexual content (Yes)**	**Have you seen these types of sexual images online or on a phone?**	**418**	**48%**	**608**	**61%**	**590**	**67%**	**-19%**	**67,23**	**0,00**
Estonia	Technical and operational skills	Sexual content (Yes)	Have you seen these types of sexual images online or on a phone?	111	55%	163	69%	177	72%	-17%	15,21	0,00
Finland	Technical and operational skills	Sexual content (Yes)	Have you seen these types of sexual images online or on a phone?	56	37%	67	39%	72	46%	-9%	3,09	0,21
Germany	Technical and operational skills	Sexual content (Yes)	Have you seen these types of sexual images online or on a phone?	30	31%	52	53%	47	60%	-30%	17,87	0,00
Italy	Technical and operational skills	Sexual content (Yes)	Have you seen these types of sexual images online or on a phone?	75	38%	90	39%	111	62%	-24%	18,56	0,00
Poland	Technical and operational skills	Sexual content (Yes)	Have you seen these types of sexual images online or on a phone?	64	37%	81	49%	57	47%	-11%	22,72	0,00
Portugal	Technical and operational skills	Sexual content (Yes)	Have you seen these types of sexual images online or on a phone?	29	39%	41	44%	66	55%	-16%	4,73	0,09
All	**Technical and operational skills**	**Sexual content (At least in some cases)**	**Being happy after intended exposure to sexual content**	**124**	**76%**	**213**	**80%**	**238**	**81%**	**-5%**	**1,78**	**0,41**

Country	Skills	Content	Question	N	%	N	%	N	%	Diff		
Estonia	Technical and operational skills	Sexual content (At least in some cases)	Being happy after intended exposure to sexual content	18	56%	27	60%	35	63%	-6%	0,33	0,85
Finland	Technical and operational skills	Sexual content (At least in some cases)	Being happy after intended exposure to sexual content	13	62%	8	53%	21	75%	-13%	2,24	0,33
Germany	Technical and operational skills	Sexual content (At least in some cases)	Being happy after intended exposure to sexual content	8	89%	18	86%	23	92%	-3%	0,46	0,79
Italy	Technical and operational skills	Sexual content (At least in some cases)	Being happy after intended exposure to sexual content	19	63%	35	88%	50	86%	-23%	2,46	0,29
Poland	Technical and operational skills	Sexual content (At least in some cases)	Being happy after intended exposure to sexual content	18	72%	34	79%	24	80%	-8%	0,11	0,95
Portugal	Technical and operational skills	Sexual content (At least in some cases)	Being happy after intended exposure to sexual content	12	92%	10	77%	24	83%	10%	1,86	0,39
All	**Technical and operational skills**	**Sexual content (At least in some cases)**	**Being upset after intended exposure to sexual content**	**99**	**61%**	**168**	**62%**	130	**45%**	**16%**	18,85	0,00
Estonia	Technical and operational skills	Sexual content (At least in some cases)	Being upset after intended exposure to sexual content	23	70%	41	84%	32	58%	12%	8,34	0,02
Finland	Technical and operational skills	Sexual content (At least in some cases)	Being upset after intended exposure to sexual content	11	52%	5	38%	16	62%	-9%	1,88	0,39
Germany	Technical and operational skills	Sexual content (At least in some cases)	Being upset after intended exposure to sexual content	4	44%	11	50%	14	56%	-12%	0,40	0,82
Italy	Technical and operational skills	Sexual content (At least in some cases)	Being upset after intended exposure to sexual content	11	38%	21	51%	21	36%	2%	16,50	0,00
Poland	Technical and operational skills	Sexual content (At least in some cases)	Being upset after intended exposure to sexual content	13	50%	18	45%	12	39%	11%	13,89	0,00
Portugal	Technical and operational skills	Sexual content (At least in some cases)	Being upset after intended exposure to sexual content	7	44%	4	29%	12	40%	4%	1,04	0,60
All	**Technical and operational skills**	**Sexual content (At least in some cases)**	**Being happy after unintended exposure to sexual content**	**55**	**21%**	**110**	**28%**	121	**33%**	**-12%**	10,25	0,01
Estonia	Technical and operational skills	Sexual content (At least in some cases)	Being happy after unintended exposure to sexual content	11	19%	15	15%	18	17%	2%	0,49	0,78
Finland	Technical and operational skills	Sexual content (At least in some cases)	Being happy after unintended exposure to sexual content	3	8%	2	5%	8	20%	-12%	4,49	0,11
Germany	Technical and operational skills	Sexual content (At least in some cases)	Being happy after unintended exposure to sexual content	2	9%	9	21%	15	44%	-35%	9,82	0,01
Italy	Technical and operational skills	Sexual content (At least in some cases)	Being happy after unintended exposure to sexual content	26	46%	18	27%	28	40%	6%	2,34	0,31
Poland	Technical and operational skills	Sexual content (At least in some cases)	Being happy after unintended exposure to sexual content	12	30%	24	46%	21	54%	-24%	5,43	0,07
Portugal	Technical and operational skills	Sexual content (At least in some cases)	Being happy after unintended exposure to sexual content	3	13%	4	11%	12	24%	-11%	2,98	0,23
All	**Technical and operational skills**	**Sexual content (At least in some cases)**	**Being upset after unintended exposure to sexual content**	**204**	**77%**	**313**	**77%**	258	**68%**	**9%**	9,28	0,01
Estonia	Technical and operational skills	Sexual content (At least in some cases)	Being upset after unintended exposure to sexual content	51	85%	88	85%	84	78%	7%	2,47	0,29
Estonia	Technical and operational skills	Sexual content (At least in some cases)	Being upset after unintended exposure to sexual content	0	0%	0	0%	0	0%	0%	0,00	0,00
Finland	Technical and operational skills	Sexual content (At least in some cases)	Being upset after unintended exposure to sexual content	23	58%	17	46%	20	51%	6%	1,03	0,60
Finland	Technical and operational skills	Sexual content (At least in some cases)	Being upset after unintended exposure to sexual content	0	0%	0	0%	0	0%	0%	0,00	0,00
Germany	Technical and operational skills	Sexual content (At least in some cases)	Being upset after unintended exposure to sexual content	16	73%	31	74%	20	63%	10%	1,20	0,55
Italy	Technical and operational skills	Sexual content (At least in some cases)	Being upset after unintended exposure to sexual content	44	79%	50	75%	52	68%	10%	0,99	0,61
Poland	Technical and operational skills	Sexual content (At least in some cases)	Being upset after unintended exposure to sexual content	25	66%	35	71%	17	45%	21%	13,43	0,00
Portugal	Technical and operational skills	Sexual content (At least in some cases)	Being upset after unintended exposure to sexual content	21	88%	31	89%	42	75%	13%	6,30	0,04
All	**Technical and operational skills**	**Sexual content (At least once)**	**And how often have you seen something like this when you INTENDED to see it?**	**188**	**24%**	**296**	**33%**	318	**40%**	**-17%**	51,39	0,00
Estonia	Technical and operational skills	Sexual content (At least once)	And how often have you seen something like this when you INTENDED to see it?	37	21%	54	26%	63	30%	-9%	3,83	0,15
Finland	Technical and operational skills	Sexual content (At least once)	And how often have you seen something like this when you INTENDED to see it?	24	17%	18	11%	29	21%	-5%	5,50	0,06
Germany	Technical and operational skills	Sexual content (At least once)	And how often have you seen something like this when you INTENDED to see it?	10	11%	23	25%	25	33%	-22%	13,27	0,00
Italy	Technical and operational skills	Sexual content (At least once)	And how often have you seen something like this when you INTENDED to see it?	36	19%	41	18%	64	37%	-19%	31,54	0,00
Poland	Technical and operational skills	Sexual content (At least once)	And how often have you seen something like this when you INTENDED to see it?	31	19%	46	30%	32	28%	-9%	24,69	0,00
Portugal	Technical and operational skills	Sexual content (At least once)	And how often have you seen something like this when you INTENDED to see it?	16	23%	17	18%	31	27%	-5%	3,58	0,17
All	**Technical and operational skills**	**Sexual content (At least once)**	**How often have you seen something like this when you DID NOT INTEND to see it?**	**298**	**36%**	**438**	**47%**	406	**50%**	**-13%**	34,67	0,00
Estonia	Technical and operational skills	Sexual content (At least once)	How often have you seen something like this when you DID NOT INTEND to see it?	65	37%	111	52%	113	52%	-16%	12,36	0,00
Finland	Technical and operational skills	Sexual content (At least once)	How often have you seen something like this when you DID NOT INTEND to see it?	48	32%	46	28%	44	31%	1%	0,74	0,69
Germany	Technical and operational skills	Sexual content (At least once)	How often have you seen something like this when you DID NOT INTEND to see it?	23	24%	43	46%	34	44%	-20%	12,01	0,00
Italy	Technical and operational skills	Sexual content (At least once)	How often have you seen something like this when you DID NOT INTEND to see it?	65	33%	70	31%	80	46%	-13%	5,98	0,05
Poland	Technical and operational skills	Sexual content (At least once)	How often have you seen something like this when you DID NOT INTEND to see it?	47	28%	57	37%	44	37%	-9%	14,37	0,00
Portugal	Technical and operational skills	Sexual content (At least once)	How often have you seen something like this when you DID NOT INTEND to see it?	24	32%	36	39%	58	50%	-18%	4,64	0,10

Note. The p level is set at < .01 for the whole sample and < .05 for country samples and risks questions. The analyses with low N are flagged in orange. The significant differences across high and low skills are flagged in blue. See depiction on p. 60.