



DIGITAL CHILDHOOD ETHICS CHARTER

We, the signatories of this Charter, share the values set forth therein and agree to follow within our competencies the basics and principles of digital childhood ethics as well as strengthen the cooperation among all interested parties in order to create a safe and beneficial digital environment for children, unlocking opportunities for their creative and professional development, socialization, and communication.

SECTION I

THE PRINCIPLES OF DIGITAL CHILDHOOD ETHICS

1. Respect for the child as a personality

Respect the rights and interests of the child as a growing autonomous personality, maintain regular communication and dialogue with children regarding the opportunities and risks of the virtual world, as well as age-related, legal and other specific matters inherent therein.

2. Shared responsibility

Everyone involved in the process of upbringing and personality development of children should ensure their safety in the digital environment.

3. Confidentiality

Ensure comprehensive protection of children's personal data, including special data categories, prevent data leaks, and maintain personal and family privacy.

4. Inclusive approach

Take measures to provide children with various and special needs with necessary conditions and equal opportunities for harmonious development and self-improvement in the digital environment.

5. Integrity of values offline and online

Foster responsible and morally upright behavior of children in the online environment, as well as respect for other people, universal human values, culture, history and traditions of different countries and peoples around the world.

SECTION II

THE BASICS OF DIGITAL CHILDHOOD ETHICS

In implementing the Charter, the signatories:

1. Take shared responsibility for the safety of children in the digital environment.
2. Recognize the critical role of the family as an institution responsible for child-rearing, physical and psychological well-being, the development of the child's personality, as well as values and moral principles that the child follows online and offline.
3. Promote dialogue and create an atmosphere of trust and mutual support across all the stages of the child's interaction with the digital environment. Take into account that families and educational institutions are best placed to identify the problems that children face online at an early stage, and confirm the readiness to cooperate and engage parents, teachers and relevant specialists in the search for solutions and provision of assistance to these children.
4. Create a safe digital environment for children.
5. Make their contribution to ensure equal, non-discriminatory access of all children to the benefits and opportunities provided by digital technologies.
6. Teach children to use technology constructively and responsibly for education, entertainment, creative skills development, *etc.*
7. Prevent or minimize the destructive impact of technology on the cognitive abilities and emotional development of children.
8. Foster the socialisation of children in the digital environment, as well as polite and respectful online communication both among children and between children and adults.
9. Foster children's ability to follow the same rules of behavior, moral principles and values both online and offline, and promote the unacceptability of violence, bullying, and hate.

Children, their rights, interests, and safety in the digital environment are a priority for the family, the society, and the state

Technologies should be used for the benefit of the children's development and help them discover their talents and abilities

It is necessary to nurture children's critical thinking, foster their socialization and safe communication online

3 Relationships with children are built on dialogue, trust, and mutual respect for each other's opinions

10. Foster children's critical thinking skills as well as teach them to handle responsibly the information they get online.

11. Nurture children's conscious attitude towards their online behavior and digital footprint, as well as their potential consequences for personal and professional life.

12. Teach children how to handle personal information (about themselves, family, and friends) carefully and raise their awareness of the dangers and limitations involved in disseminating it, as well as technical tools available for preventing accidental data leaks and malicious activity (privacy settings, antivirus programs, *etc.*).

13. Inform children about the opportunities and dangers on the Internet and the ways to protect themselves and get help in case they face cyberbullying, trolling and other forms of destructive online behavior, or otherwise find themselves in a dangerous situation online.

14. Strive to keep children away from excessive immersion in the online environment that may affect their full-fledged personality development, *i.a.* by maintaining a healthy balance between online and offline communication, nurturing self-control skills and teaching children to set priorities and independently manage their time for online- and offline-activities, studies, and recreation.

15. Stay in dialogue with children, perceive and take into account their feedback when discussing innovations or making decisions concerning children's interaction with the digital environment.

16. Promote digital literacy and other digital skills among children by encouraging their achievements and providing support to those who need it.

17. Foster mutual understanding and trust in the virtual environment, bridging the digital gap between children and parents.

SECTION III
INTERACTION OF SOCIETY, BUSINESS AND THE STATE
FOR THE BENEFIT OF CHILDREN

As they implement the rules and principles of conduct stated in the Charter, the signatories:

The task is to join efforts in order to protect children at all levels

It is critical to enhance and improve the accessibility of technical solutions aimed at ensuring children's information security

We need to lead by example in the constructive use of digital technologies

1. Promote the development of public and private institutions that provide qualified assistance to children who got into a difficult situation online or offline.
2. Participate in interdisciplinary projects designed to create and develop a safe digital environment for children.
3. Promote the development of self-regulation mechanisms and the realization of socially important projects aimed at protecting children in the digital environment.
4. Participate in the development and improvement of principles and norms that ensure the protection of the rights of the child in the new digital environment.
5. Take measures to prevent children's access to the services and content that legally must not be available to them and/or may harm their health and well-being. To achieve this purpose, develop and utilize appropriate policies, community rules, and technical solutions.
6. Apply and/or make technological and other tools aimed at protecting children in the online environment more accessible for all categories of users, and teach how to use them.
7. Create necessary conditions and/or digital solutions aimed at the realization of children's creative potential and learning needs online and offline.
8. Create and distribute enlightening and educational positive content.
9. Spread the knowledge about the opportunities and risks inherent in the online space among children, teachers and parents, and increase their digital literacy.
10. Offer users convenient and understandable feedback and reporting mechanisms.

SECTION IV THE SIGNATORIES AND IMPLEMENTATION MECHANISMS OF THE CHARTER

The signatories

1. The signatories of the Charter are public, commercial and non-profit organizations, educational institutions, civil society and professional associations, institutions and specialists who have voluntarily joined the Charter and whose activities are:

- related to the development, production, implementation or distribution of digital solutions, products and services for children and/or the protection of children in the online or offline environment and/or providing access to the Internet and the technical solutions listed above;
- directly related to working with children and/or ensuring their safety in the digital environment.

2. The signatories implement the provisions of the Charter thoroughly and comprehensively in accordance with their core competencies and the particular nature of their activities.

The Implementation Mechanism of the Charter

1. Joining the Charter is voluntary. By joining the Charter, the signatories voluntarily agree to follow the principles of digital childhood ethics and rules of conduct that are listed in it.

In order to join the Charter, potential signatories shall send a statement of intent to the Alliance for the Protection of Children in the Digital Environment (hereinafter referred to as the Alliance) orally or in writing via the website of the Alliance, sign the Charter, and submit the information about a contact person for further interaction and coordination.

2. The Alliance shall administer a Register of the signatories of the Charter who have joined it and are fulfilling its provisions. The Register shall be public and shall be maintained on the website of the Alliance.

3. The Alliance shall regularly organize events dedicated to the implementation of the Charter and invite the signatories to exchange best practices and solutions related to the implementation of the Charter.