

Better Internet for Kids (BIK) Policy Monitor Country Profile 2024: HUNGARY

The Better Internet for Kids (BIK) Policy Monitor is a tool used to compare and exchange knowledge on policy making and implementation in EU Member States, Iceland and Norway on the pillars and recommendations of the [European Strategy for a Better Internet for Children \(BIK+ strategy\)](#). The 2024 edition of the BIK Policy Monitor report examines the implementation of the BIK+ strategy in 29 European countries, including all EU Member States, Iceland, and Norway.

The country profile outlines findings about the implementation of the BIK+ strategy based on BIK policies and BIK+ actions across the strategy's three pillars as surveyed in the BIK Policy Monitor (as per February 2024). Download the full [BIK Policy Monitor report 2024](#) from the Better Internet for Kids website.

BIK policies

Policy frameworks

Policy frameworks describe the overarching approach for a better internet, and establish the underlying goals, principles and guidelines that shape individual policies within this area.

- This topic is **comprehensively addressed** with children's online protection, digital empowerment and digital participation incorporated into national/regional laws, regulations and policies.
- There are **separate, dedicated policies which address the topic of children and the digital environment** (protection, empowerment, and participation).
- The BIK / BIK+ strategy **has not influenced national policies** on children and the environment

- **National/regional policies and policy documents explicitly recognise children's rights** in the digital environment.

	High	Medium	Low	Other
Coverage of BIK+ issues in national policies	X			
Integration of policy provision		X		
Influence of the BIK+ strategy			X	
Recognition of children's rights	X			

Table 1: Topic summary - policy frameworks

Key national policy frameworks are:

- Hungary’s Digital Child Protection Strategy, adopted in 2016, aims to ensure quality online content for children, raise awareness, and create a secure online environment. The strategy focuses on raising awareness and media literacy, establishing protection and security with state involvement, and sanctioning and providing assistance in case of an offense.
- Hungary’s Digital Education Strategy, adopted in 2016, covers all levels of the education system and aims to create equal opportunities and a secure digital environment.
- The National Digitalisation Strategy 2022 - 2030 focuses on four main aims related to Hungarian citizens, including developments for youth:
 - Digital infrastructure development, including schools and higher education institutions;
 - support for the development of digital competencies in education;
 - digital economy;
 - digital state.
- The Public Education Strategy 2021 - 2030 includes a focus on 'supporting the digital culture of the pupils and teachers and the safe use of the Internet and ensuring appropriate methodological and technical support'. As the

strategy states, 'the digital competencies go beyond using the digital devices: the safe and responsible use of new media and using the possibilities of it are important for stepping into the labour market and for everyday life.'

- The **National Core Curriculum (NCC)** contains relevant elements by subject regarding media literacy and online security. The topic of media literacy is covered in the subject 'Motion Picture Culture and Media Literacy'. The course aims to develop basic media literacy, cinematic comprehension, and understanding of the media's social role. The Digital Culture course also covers online safety to develop knowledge and skills for success in the information society.

Policy design

Policy design asks whether evidence and research support BIK-related policies and whether systems are in place for monitoring and evaluating those policies.

- **There is a regular (e.g., annual or bi-annual) nationally representative survey** specifically focused on children's digital activity, which informs national policies on this topic.
- **Systems are in place at the government level to gather information** on children and the digital environment (e.g., dedicated research units, think tanks or commissions).
- **Existing national research funding is available for research on children** and the digital environment but this is not explicitly specified.
- **Policies undergo systematic and regular monitoring and evaluation** to assess the effectiveness of actions in different contexts and to take account of new technologies or emergent risks.

	High	Medium	Low	Other
Regular data collection	X			
Other information supports	X			
National research fund		X		
Monitoring and evaluation	X			

Table 2: Topic summary - policy design

Recent national research studies include:

- The Digital Parenting research (first data collection in 2017, second data collection in 2020) examines the media use of Hungarian children aged seven to 16 and their parents' digital parenting strategies. The research is conducted on a representative sample of 2,000 children and 2,000 parents through personal interviews based on a structured questionnaire.
- In Hungary, pupils' reading comprehension skills and mathematical literacy have been assessed since 2001 through the National Assessment of Basic Competences (NABC). From the 2023/2024 school year, two new areas have been added to the NABC: digital culture and history.
- Schools provide data on the number of classrooms used for digital pedagogy in the official annual statistics on public education. The number of classrooms in which pupils' digital competence is primarily developed should be given, e.g., using touchscreen accessory devices, robotics, 3D devices, a "smart classroom," learning development, data collection, management software, etc.
- Research carried out in 2022 within the framework of the Digital Child Protection Strategy was to prepare a tool that can be used to identify the online risk exposure of certain children and communities (classes), and to create a personal intervention plan. In the course of the research, a questionnaire was developed, which classifies the respondents into 20 possible profiles by assessing psychological, digital well-being, and behavioural risks (overuse, gaming addiction, body image disorder, online

harassment). In the upcoming years, the goal is to ensure that this tool and the related support reach Hungarian schools as soon as possible.

Policy governance

Policy governance examines how policies are coordinated at the governmental level, whether other implementation bodies are involved in their delivery, and whether structured mechanisms are available to guide their implementation.

- **The lead ministry, public agency or regulatory authority is an informal arrangement** depending on the requirements at a particular point in time.
- **A clearly defined coordination function is in place**, involving all relevant stakeholders and encompasses the cross-cutting policy issues relating to children and the digital environment.
- **There is a defined national action plan on children and the digital environment** with accountabilities such as defined timelines, assigned responsibilities or key performance indicators (KPIs).

	High	Medium	Low	Other
Lead ministry for policy development		X		
National coordination body	X			
National action plan or strategy	X			

Table 3: Topic summary - policy governance

A dedicated agency, the [Digital Pedagogical Methodology Centre \(DPMK\)](#) was founded in 2016 to support the implementation of the digital education strategy.

The [Information Technology Development Agency \(KIFU- Kormányzati Informatikai Fejlesztési Ügynökség\)](#) is the main agency which is mandated to lead on policy development. This public institution operates under the leadership of the Cabinet Office of the Prime Minister and aims to support the country's digitalisation process, providing a wide range of ICT services to thousands of Hungarian institutions and playing a leading role in the implementation of key communication developments.

The **Digital Child Protection Strategy of Hungary** ensures that rules and measures for the protection of children are enforced more prominently than before and supports conscious and value-creating internet use. To protect children while they use the internet, it is considered important to identify and eliminate potential risks.

Stakeholder involvement

Stakeholder involvement enquires about how different stakeholders can participate in the policy development process. Children’s involvement in policy-making is one such key issue. Additionally, international knowledge exchange about children's digital participation is also relevant to this topic.

- **Various ad hoc multistakeholder groups exist across different branches of government**, in which stakeholders may contribute to policy deliberation and development.
- **Members of the public are regularly and routinely consulted** as part of the policy development process.
- **Policy makers actively participate in various EU-level** and other international inter-governmental groups related to digital policies for children.

	High	Medium	Low	Other
Stakeholder forum		X		
Public consultation	X			
Involvement of young people				X
International knowledge exchange	X			

Table 4: Topic summary - Stakeholder involvement

The **National Media and Infocommunications Authority** established the **Internet Roundtable for Child Protection** in 2014, on the basis of the 2013 amendment to Act CVIII of 2001 on certain issues of electronic commerce services and information society services. It is a 21 member advisory board, which aims to promote the

protection of minors online and support the work of the President of the National Media and Infocommunications Authority.

BIK+ actions

Pillar 1 – safe digital experiences

Safe digital experiences refer to actions taken to protect children from harmful and illegal online content, conduct, contact, and risks as young consumers and to improve their well-being online through a safe, age-appropriate digital environment created in a way that respects children's best interests.

Responses to EU laws:

- In Hungary, pursuant to Article 110 (i) of Act CLXXXV of 2010 on Media Services and Mass Communications, the [National Media and Infocommunications Authority](#) (NMHH) is the designated competent authority, i.e. the powers of the digital service coordinators as set out in the [Digital Services Act \(DSA\)](#) are exercised independently by the NMHH. In addition, Act CIV of 2023 on certain rules for Internet intermediary services was published on 22.12.2023.

Addressing harmful online content:

- The [Internet Hotline \(IH\)](#) is a legal advisory service operated by the NMHH since 2011 as a public interest service, working to make the internet a safer place. Online content can be reported to the IH if the reporter suspects that it is illegal or harmful to the development of minors.
- The Hungarian Competition Authority has produced [guidelines on influencer marketing](#).

Addressing harmful online conduct:

- IH's experience shows that the abuse of intimate images is a serious problem reported by many people: adults, children, both males and females. It causes serious psychological harm to reporters, regardless of age. In case a minor is involved in an intimate image abuse case, it is possible that the content may

constitute child pornography. In such cases, IH cooperates with its most important cooperating partner, the Hungarian law enforcement agency. Reports of child pornography are prioritised and are dealt with within one working day.

- According to Section 204 of the Criminal Code, content that depicts a person - including the realistic representation of a person or persons who do not exist - under the age of 18 in a position or pose that may arouse sexual desire in others and that is intended to depict sexuality for its own sake is considered child pornography.
- Regarding cyberbullying, [the Digital Child Protection Strategy of Hungary](#) supports the creation of an aware and value-based online environment so that rules and policies to protect children are enforced more accurately than ever before.
- The booklet 'Restorative Handling of Offences in School Education Institutions' ('[Resztoratív sérelemkezelés a köznevelési intézményekben](#)'), which was sent to all schools, contains a detailed description of the recovery techniques that can be used in offenses.

Age verification and digital identity systems:

- There are no age verification and digital identity systems in place on the national level.

	In place	In development	Not in place	Other
DSA legislation enacted	X			
Codes of practice of digital services		X		
Consumer code of practice	X			
Definition of harmful content				X
Children's complaints mechanism	X			
Bodies can order content removal	X			
Intimate image abuse laws				X
Cyberbullying laws	X			
Age verification for adult content			X	
Digital identity systems			X	

Table 5: Topic summary - pillar 1: safe digital experiences

Pillar 2 – digital empowerment

Digital empowerment incorporates actions so that all children, including those in vulnerable situations, acquire the necessary skills and competences to make sound choices and express themselves in the online environment safely and responsibly.

Supports in formal education:

- In 2020, a new subject called Digital Culture was introduced in the National Core Curriculum instead of Informatics. It is a compulsory subject from 3rd to 11th grade. One dedicated aim of Digital Culture is to give such skills and strengthen pupils’ awareness of being a conscious computer and internet user as an individual and as a member of the society.
- The assessment of digital culture is currently in development as a part of the National Assessment of Basic Competences (which has been administered in digital format since the 2021/2022 school year). The new measurement area is focusing on the digital skills of pupils.

- With the help of the "DigiMini" research series launched as part of the SmartKindergarten (OkosÓvoda) programme, the monitoring of the smart device usage habits and behaviour of the preschool and kindergarten age groups takes place, as well as of the needs and attitudes of institutions and teachers regarding digital technology, its application, and the attitudes of the youngest children and the professionals who work with them.
- **Digital codes of ethics/guidelines in vocational institutions:** Teachers and school staff are responsible for providing appropriate supervision and direction during activities in the digital space. Other examples could be digital codes of ethics or guidelines developed by educational institutions to help students use online tools and platforms responsibly and safely. Such policies may aim to prevent digital bullying and encourage positive online behaviour.
- The **Innovative Training Support Centre (IKK)** operates a system of continuing education for trainers, in which available training programmes contribute to the continuous renewal of trainers; professional knowledge and competences, thus increasing the quality of professional education.
- The Hungarian police run several school programmes covered by internal instructions. The curricula cover various subjects including safety on the internet.

Informal education:

- Gyerekaneten.hu (**ChildOnTheNet**) is a webpage launched by the National Media and Infocommunications Authority (NMHH) in 2020. It primarily supports adults (parents, teachers, etc.) in getting acquainted with their children's digital world. The page contains articles about the various concepts of the digital world, explanations of slang and emojis used online, articles by experts on various current topics related to the safer use of the internet, freely downloadable publications, guidebooks and handbooks for parents (e.g., on video gaming or parental control) and much more.
- The **Magic Valley Media Literacy Education Centres** (Búvösvölgy Médiaértés-oktató Központok) were established by the National Media and

Infocommunications Authority (NMHH) to help children and young people develop digital skills and literacy. The centres are vital places for digital empowerment and digital education of children and young people in Hungary.

- The “NETMENTOR” Peer Mentoring Programme is aimed at developing children’s digital consciousness by using the peer effect, i.e., to call attention to the advantages and safe use of internet through a peer person (from student to student). In the program, high schoolers are trained, who - after finishing the course - will go to their school or primary schools to give lessons about digital media use, data privacy, cyberbullying, etc., and mentor younger kids.
- For vocational education and training, the overarching goal is to provide students with the highest level of education in terms of digital skills. This should apply in theoretical aspects and practical training, wherever and whenever feasible, utilising digitalisation when relevant. VET Strategy 4.0 plays an important role in increasing economic competitiveness and modernising the labour market. Digitisation, automation and the use of technology in education enable students to acquire relevant skills and knowledge to effectively adapt to workplace challenges.

	In place	In development	Not in place	Other
Teaching online safety	X			
Online safety policies in schools	X			
Adequate teacher training	X			
Informal education about online safety	X			
Peer-to-peer training in online safety	X			
Support for digital literacy skills	X			
Children's media literacy	X			
Challenge hate speech/digital civil courage				X

Table 6: Topic summary - pillar 2: digital empowerment

Pillar 3 – active participation, respecting children’s rights

Active participation, respecting children’s rights, refers to actions which give children and young people a say in the digital environment, with more child-led activities to foster innovative and creative safe digital experiences.

Active participation:

- Young people are represented by their elected representative on the Education Strategy Round Table with one person. The Board is a consultative and advisory body on strategic issues affecting public education. There is also an independent National Student Council, composed only of student representatives elected by pupils in ascending order.
- Pupils elect their representatives through a grassroots system of student parliaments, and put forward their proposals to policy makers through their representatives. Each year, school student council forums and county student parliaments are organised.
- The [Hintalovon Child Rights Foundation \(ECPAT Hungary\)](#), established in 2015, aims to ensure that adults take into account the views and the interest of children in all areas of life. The programmes of the foundation include the following: Child Rights Pro Bono Clearinghouse, providing free legal aid services; Child Participation programme, which aims to develop and implement meaningful ways of child participation; and the NEMECSEK Programme for the safety of children at schools, in sport and in other environments.

Inclusivity:

- In 2014, the [National Media and Infocommunications Authority](#) in cooperation with the Hungarian foundation of [SOS Children’s Villages International](#), launched a programme of visits to the Children’s Villages and youth centres, offering playful activities and games facilitating the discovery of the possibilities and the potential risks of the Internet to children aged 6 to 18 and young adults aged 18 and above, who live in the Villages without their

biological families, have lower-than-average self-confidence and are thus more vulnerable in the digital world.

Digital creativity:

- Digital Community Creative Workshops: Hungarian Vocational Education and Training Centres (VET Centres) set up 60 Digital Community Creative Workshops nationwide, out of which 45 are already open/operational. In these workshops, any pupil may get acquainted with IT planning, programming, robotics, 3D modelling, 3D printing and many other, more ‘traditional’ metal, wood and light industrial materials.

	In place	In development	Not in place	Other
Activities to promote active participation				X
Laws that mandate youth participation	X			
Awareness raising on children's rights	X			
Inclusiveness regarding active participation	X			
Child-friendly versions of policy documents				X
Positive digital content				X
Activities encouraging digital creativity	X			

Table 7: Topic summary - pillar 3: active participation, respecting children's rights

Best Practices

Example 1

The **Magic Valley Media Literacy Education Centres** (Búvösvölgy Médiaértés-oktató Központok) were established by the National Media and Infocommunications Authority (NMHH) to help children understand how media works and how content is created, foster their media literacy skills and competence, and instil in children a critical attitude in media consumption. Magic Valley's primary objective is to enhance children's media awareness through engaging and interactive activities. They opened their first centre in Budapest in 2014, with two more centers in Debrecen and Sopron. The program is free for pupils aged nine to 16, and teachers can register their classes online three times a year. Skilled instructors lead workshops on topics like internet safety, using interactive stories and decision-making activities. The sessions include video material and end with group discussions to reinforce the lessons learned.

Example 2

Gyerekaneten.hu ([ChildOnTheNet](#)) is a webpage launched by the National Media and Infocommunications Authority (NMHH) in 2020. It provides support for adults (parents, teachers, etc.) in getting acquainted with the phenomena and the language of their children's digital world. The page contains articles about the most important concepts of the digital world, explanations of slang and emojis used online, articles by experts on various current topics related to the safer use of the internet, freely downloadable publications, guidebooks and handbooks for parents (e.g., on video gaming or parental control) as well as quizzes to test their knowledge developed by NMHH.

Example 3

The **National Media and Infocommunications Authority** (NMHH) runs campaigns, publishes guidebooks, and offers hands-on activities to raise awareness and inform about various topics related to online safety and media literacy.

BIK+ index 2024: Hungary

The BIK+ index has been developed to provide an aggregated at-a-glance overview of the levels of implementation across the two dimensions, BIK policies and BIK+ actions, in Hungary compared to the EU27+2 average. Values are shown in per cent.

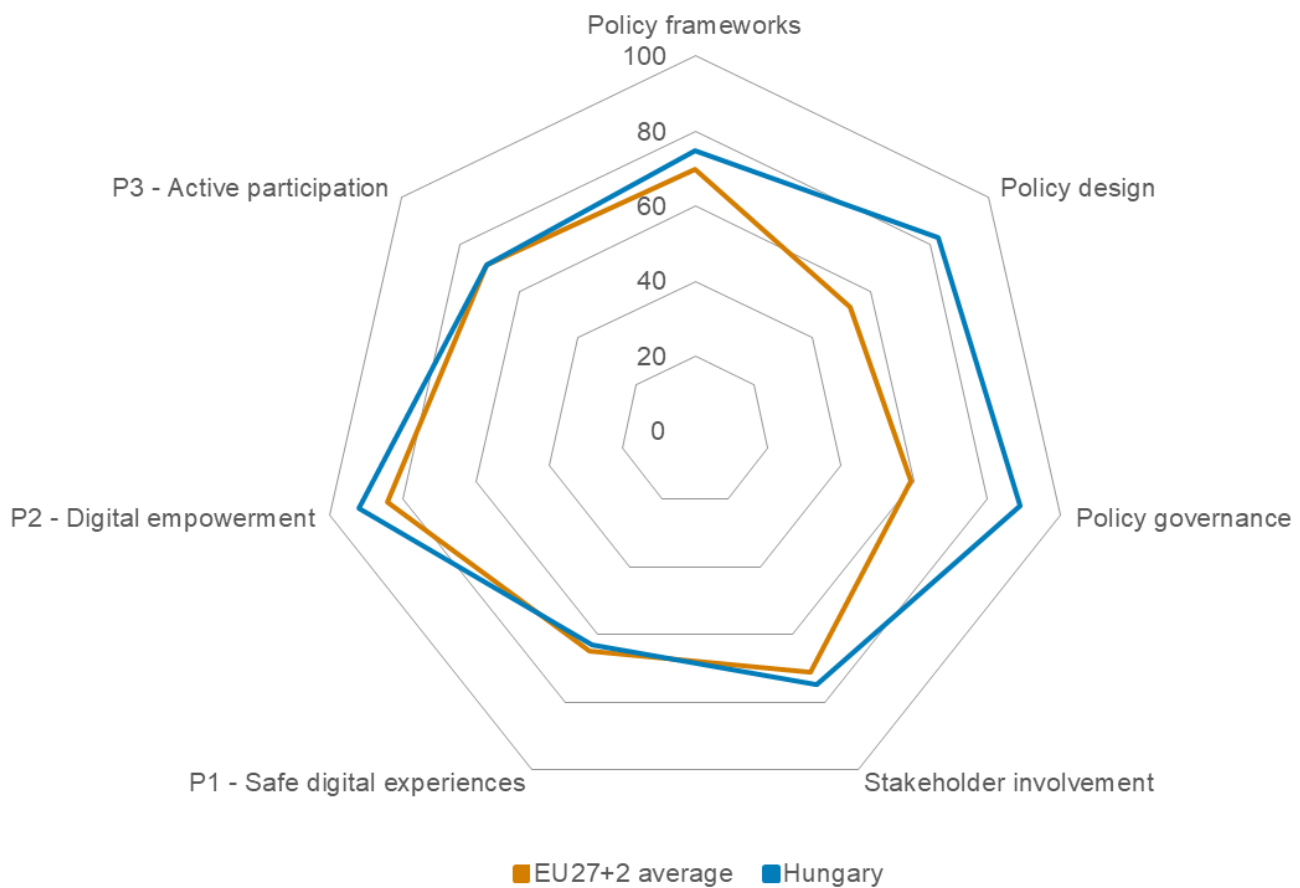


Figure 1: BIK+ index 2024: Hungary - EU27+2 average comparison

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