

Better Internet for Kids (BIK) Policy monitor country profile 2025: ESTONIA

The [BIK Policy monitor country profiles](#) summarise findings about the implementation of the BIK+ strategy's three pillars (protection, empowerment, participation) across each of the EU's Member States as well as Iceland and Norway. Download the full [BIK Policy monitor report 2025](#) from the [BIK Policy monitor](#) on the new [BIK Knowledge hub](#) and access the [Estonian country profile online](#) on the BIK Knowledge hub.

Introduction

In Estonia, the BIK+ strategy and related coordination mechanisms at the EU level such as the work of the European Commission's Safer Internet expert group) have been followed and have influenced the development of the national child protection system, including [services for victims of abuse](#). The BIK/BIK + strategy goals are reflected and included also in the educational and youth policy strategy documents and in corresponding development plans.

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 **an important and emerging policy priority** with children's online protection, digital empowerment and digital participation partially covered in 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+ strategy informs national policies but** is not the main influence.
- **Children's rights in the digital environment are implied rather than explicitly recognised** in policies regarding children and the digital environment.

	High	Medium	Low	Not present
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:

- The Estonian Ministry of the Interior in its **Internal Security Development Plan 2025-2028** has identified the prevention of child sexual abuse online as a separate action: To prevent cyberbullying and online child sexual abuse, activities have been developed and implemented to raise awareness and digital literacy among children and parents, and to develop the skills of professionals in this field. These activities are carried out through an ISF-funded project and in cooperation with the Estonian Police and Border Guard Board.
- The joint focus of the **Education Development Plan 2021-2035** and the **Youth Sector Development Plan 2021-2035** is to support versatile learning paths and approaches that empower young people. The Youth Development Plan emphasises the need to value youth culture and ensure that young people have the opportunity to participate in cultural creation.

- The **Child Protection Act** (2014) provides for ensuring the rights and well-being of children, the organisation of child protection, the prohibitions and restrictions established for persons working with children, the principles of treatment of children, the principles of treatment of children in need of assistance, children in danger and children separated from family, the state supervision over compliance with this Act and the liability for violation of the Act.

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.

- Quantitative data on some aspects of children's digital activity **is collected regularly as part of broader surveys**.
- **Some but not all aspects of children's experiences of** risks, harms and digital well-being are included in regular surveys.
- **There is no system in place at the government level to** gather information on children and the digital environment.
- **Existing national research funding is available for research** on children and the digital environment but this is not explicitly specified.
- Monitoring and evaluation of national policies on this topic **is ad hoc, infrequent and not systematic**.

	High	Medium	Low	Not present
Regular data collection		X		
Data on risks, harms and digital well-being		X		
Information systems				X
National research fund		X		
Monitoring and evaluation			X	

Table 2: Topic summary - policy design

Recent national research studies include:

- Estonia undertakes every 4 years the international [Health Behaviour in School-aged Children \(HBSC\)](#) survey, which also addresses children's use and activities of Internet, its relation to children's well-being, their experiences of online bullying and their parents knowledge of children's experiences online. The [latest report](#) is found is from 2022 (in Estonian).
- The University of Tartu participated in the international youth digital literacy survey [ySKILLS](#). Results related to Estonian students were presented in the Estonian SIC [Safer Internet Day conference 2024](#) . In 2025, Estonia participates in the third wave of the EU Kids Online survey (2024–2025). The survey will be conducted by the Tartu University [research group](#).
- There are several regular and irregular surveys that gather information on children's digital use and this data is used to inform policies. Also, central funding for research and development activities can be used (including for ministries and state agencies) to commission research on any topic, including children and the digital environment.

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.

- **Policy development sits across different ministries with** leadership distributed according to the area of specialisation.
- **Coordination happens more informally across the different departments and entities** that contribute to government policies, guidelines, and programmes regarding children and the digital environment.
- **Government policy has yet to be developed** into an implementable action plan at this point, but this is under development.

	High	Medium	Low	Not present
Lead ministry for policy development		X		
National coordination body		X		
National action plan or strategy			X	

Table 3: Topic summary - policy governance

- The **Government Commission for Cross-Sectoral Crime Prevention** (Ennetusnõukogu): The agreement on cross-sectoral prevention principles supports the development, living environment, coping and well-being of the entire population, especially children and young people.
- **Estonia's Digital Agenda 2030** is currently under review and will include policy on children and the digital environment. The update began in 2024 and is planned to be completed in 2027.

Stakeholder involvement

Stakeholder involvement enquires how different stakeholders can participate in policy development. 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 consulted only when new policies are being developed.**
- **Children's interests are considered indirectly** (e.g., through analysis of existing surveys and data collections).

	High	Medium	Low	Not present
Stakeholder forum		X		
Consulting the public on BIK topics		X		
Involvement of young people			X	

Table 4: Topic summary - Stakeholder involvement

- The need for youth involvement is recognised. However, there are no specially designed processes or structures in place yet. Representatives of the Union of Estonian Student Governments have been involved in the discussions of topics concerning children and young people, especially in the case of topics concerning the school environment and learning. The opinions of children and young people also reach policymakers through various non-governmental organizations that conduct consultations with young people.

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.

Implementing EU laws

- The European Commission, in cooperation with the European Board for Digital Services, is currently developing guidelines for online platforms to ensure a high level of minors' privacy, safety, and security. The Estonian Digital Services Coordinator contributes to this work through the European Board for Digital Services. It would be unnecessary to duplicate such guidelines on the EU and national levels. Thus, Estonia has decided to wait for the

Commission's guidelines, which will be issued under article 28(4) of the Digital Services Act (DSA).

Harmful online content

- While there is no general and all-inclusive term for harmful online content, paragraph 25 of the [Child Protection Act](#) contains a ban on manufacturing, showing and disseminating to children printed matter, films, audio and video recordings and objects that promote violence or cruelty.
- Estonia's [Media Services Act](#) Art. 19 states: The media service provider must not transmit programmes which might seriously impair the physical, mental or moral development of minors, in particular programmes that involve pornography or promote violence or cruelty
- The [Consumer Protection and Technical Regulatory Authority](#) has the right to request restriction of information society services if the information disseminated to the public through information society services incites hatred, violence or discrimination based on nationality, ethnic origin, language, religion or other circumstances.

Harmful online conduct

- National/regional laws, regulations or policies are in place to protect children and young people from intimate image abuse, or the non-consensual sharing of intimate images.
- According to Penal Code paragraph 178, it is illegal to create, obtain, store, handle, display, or share any pornographic material depicting a person under eighteen or in an erotic situation under fourteen. Additionally, the Penal Code prohibits the unauthorised transmission of personal data that can identify another person (Art. 157'2).
- Regarding cyberbullying, the [Violence Prevention Agreement 2021 - 2025](#) covers the prevention and combating of various forms of interpersonal violence. The agreement is based on the country's long-term strategies, 'Estonia 2035' and 'Basic principles of criminal policy until 2030.' One of the

main focuses is the prevention and intervention of violence against children, including violence in digital environments.

Age verification

- Estonia's [Media Services Act](#) Art. 191 states: The video-sharing platform operator prescribes in the terms of use of the service that at the beginning of such programme, user-generated video and commercial communication that may impair the physical, mental or moral development of minors, a warning must be presented in a manner understandable to the viewer stating that the subsequent program is unsuitable for minors, and a relevant symbol about the unsuitability of this programme to minors or some age groups of minors must be seen on the screen during the whole programme, video or commercial communication.
- According to the [Identity Documents Act](#), an Estonian citizen under the age of 15 does not have to have an identity card. An ID-card can be used to log in to e-services, such as an online bank, [e-Kool](#) (e-school). While there has been discussion on the EU Digital Identity Wallet (EUDI), no decision has been taken on its implementation.

Commercial content

- Estonia has transposed pertinent EU consumer protection directives, e.g., the Unfair Commercial Practices Directive. However, the national legislation does not particularly focus on better protecting children online.
- The [Consumer Protection and Technical Regulatory Authority](#) has developed [guidelines](#) for social media advertising. This guidance is non-statutory.
- The Estonian SIC project '[Targalt internetis - Smartly on the Web](#)' has developed together with Tartu University and Telia Eesti project '[Digimentorid](#)' educational resource for schools which also includes information about social engineering, commercial algorithms and how they influence users' behaviour.

Mental health and well-being

- Help and advice is provided by the child welfare service [Lasteabi](#) via phone 116 111 or via its website. The service is funded by the Social Insurance Board. If necessary, the person in need of help is referred to the services of a psychologist or psychiatrist. For help, it is also possible to contact the child welfare department of the municipality of residence, which can, refer the child in need of help to the necessary service.

	In place	In development	Other activity	Not in place
Codes of practice				X
DSC implemented				X
Definition of harmful content			X	
Bodies can order content removal	X			
Children's complaints mechanism	X			
Intimate image abuse laws	X			
Cyberbullying laws	X			
Age verification requirements	X			
Digital identity systems (EUDI)				X
Consumer codes of practice	X			
Mental health measures	X			
Addressing unfair commercial practices			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 for online safety education

- In the [national curriculum of Estonian Elementary and High School](#), one of the general competences is digital competence, which is defined as the ability to: find and store information using digital tools, evaluate its relevance and reliability; participate in digital content creation, including the creation and use of text, images, multimedia; use suitable digital problem-solving tools and methods; communicate and cooperate in different digital environments; be aware of the dangers of the digital environment and know how to protect one's privacy, personal data and digital identity; follow the same moral and value principles in the digital environment as in everyday life.
- According to the [Act on Elementary and Secondary Schools](#), the school ensures the student's mental and physical safety and health protection during his stay at the school. According to the aforementioned law, the school has rules of procedure, which the principal establishes. The school's rules of procedure and amendments are submitted to the school's board of trustees and the student council for an opinion before being established.
- The field is managed by the [Ministry of Education and Research](#) and its implementing agency, the [Education and Youth Board](#). Youth work and youth associations operating as umbrella organisations in the field are important partners for the Ministry in managing youth work.

Digital literacy skills to empower young people

- In the National Curriculum for [basic school](#) and for [upper secondary school](#), digital competence is a cross-cutting subject. Digital competence includes the ability to use developing digital technology for coping in a rapidly changing society for learning, acting as a citizen as well as communicating in communities; to use digital means for finding and preserving information and

to evaluate the relevance and trustworthiness of the information; to participate in creating digital content; including creation and use of texts, images, multimedia; to use suitable digital tools and methods for solving problems, to communicate and cooperate in different digital environments; to be aware of the dangers of the digital environment and know how to protect one's privacy, personal information and digital identity; to follow the same morals and values in the digital environment as in everyday life.

- 'Information environment and media use' is an overarching subject of the basic school national curriculum. The goal is to develop students into conscious, analytical individuals who understand their information environment, critically analyse media content and sources, recognise authorship, create high-quality media, and act responsibly and safely in their interactions.
- **Media Literacy Week** is held every year under the coordination of the Ministry of Education and Research, within the framework of various institutions that organise educational and informational events to promote digital literacy.
- In the framework of the Estonian SIC project Targalt internetis a **CyberEscape Room Creativity Competition** was carried out in 2024 .

	In place	In development	Other activity	Not in place
Teaching online safety	X			
Online safety policies in schools	X			
Informal education about online safety	X			
Adequate teacher training	X			
Basic digital skills training	X			
Critical media literacy	X			
Creative digital skills	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

- The youth information portal [Teeviit](#) is a nationwide youth information service for youth aged 7-26, organised by the Youth and Internationalisation Department of the Education and Youth Board. [Teeviit](#) collects and disseminates information on education, learning, work, career, relationships, mental and physical health, the environment and society through its website and social media channels. Information can be found in articles, news, video, podcast and webinar formats.
- The [Digital Mentors Initiative](#) is a programme developed in collaboration with the University of Tartu and Telia, which aims to develop the digital skills of young people and adults. The programme invites children/students to become a digital mentor for younger children/students as well as elderly people.

Supporting children’s rights

- Estonian Police and Border Guard Board is conducting Internal Security Fund project ‘[Prevention of online sexual abuse of children \(2023-2027\)](#)’ which includes support for children’s rights.
- The [child-friendly version](#) of the European Strategy on Better Internet for Kids (BIK+) in Estonian is available on the website of the [Estonian Safer Internet Centre](#) (SIC).

Digital inclusion

- According to the law, [quality general education must follow inclusive education principles](#) and be equally accessible to all children, regardless of their social and economic background, nationality, gender, place of residence or special needs. More than 60 speakers of different languages from many countries study in Estonian schools. All children who move to Estonia must be

offered a high-quality education and guaranteed equal treatment, the right to learn the local language and to preserve their home language.

- In organizing youth work, municipalities and the state act as partners. The state provides a legal framework and supports municipalities in developing priorities and services, with local government being the main organizational level. Youth work focuses on allowing young people to choose activities, connect with peers, and gain experiences in belonging and cooperation. It is centred around the interests and needs of the youth, creating a safe environment for them to explore their abilities.
- Since 2017, the state has been supporting local governments with additional funds under Section 15'1 of the Youth Work Act so that a larger number of young people despite their background [have access to hobby activities and hobby education](#). The aim of the additional state support is to improve the availability of Informal education, that means hobby education and activities, and to offer young people more diverse participation opportunities. Digital technology is one of the topics of hobby education and activities.

	In place	In development	Other activity	Not in place
Promoting active participation and civic engagement	X			
Involvement in policymaking				X
Awareness raising on children's rights	X			
Child-friendly versions of policy documents				X
Addressing digital inequalities	X			
Supports for marginalised groups	X			
Positive digital content				X

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

Best practices

Example 1

Educational materials on internet safety for children and parents

In 2024, the Estonian Information System Authority published educational materials on internet safety for children and parents. The copyright for these materials belongs to the Brazilian CERT. Estonia obtained permission to translate and distribute the materials in Estonian. The [children's workbook](#), designed for ages 7-12, addresses the key online dangers and includes a variety of exercises. The [study materials for parents](#) focus on essential information regarding internet safety and the concerns parents should be aware of when their children use the internet. In 2024, the Estonian Information System Authority printed and distributed approximately 37,000 copies of the materials. Due to the positive reception by schools, the Authority plans to reprint the materials in 2025. All costs are covered by the Estonian Information System Authority, and the materials are provided free of charge to recipients.

Example 2

The ProgeTiger programme

The [ProgeTiger programme](#) develops ICT education in general education, helping students move from consumers of technology to its developers and creators. The program supports the development of technological literacy and digital competence of teachers and students and addresses informatics education holistically – from the development of the informatics curriculum and teaching materials to teacher training and student competitions. One important tool is the [progetiiger.ee](#) collection, where teachers can find materials for teaching informatics, programming and robotics. By 2025, almost all Estonian schools and kindergartens will have participated in the program's activities. More than 50,000 young people have taken part in student events, and more than 7,000 teachers have been trained.

Example 3

KüberPähkel

KüberPähkel is a survey organized by TalTech for the eighth time, providing valuable information about the digital behavior and skills of young people. This time, the focus was on how students use generative artificial intelligence applications. The KüberPähkel survey provides valuable input so that the Estonian education system can adapt to the rapidly developing world of technology and support young people's cyber-safe and smart choices. During the last years the survey has been organised in the framework of the Estonian SIC project [Targalt internetis](#) (Smartly on the Web). In 2024, the focus was on the perceptions and experiences of students in grades 4–9 regarding cybersecurity and the use of generative artificial intelligence. The survey took place from 01 October to 08 November, covering students from 170 schools. In total, the questionnaire was completed by 6,796 students in Estonian and by 1,247 students in Russian.

BIK+ index 2025: Estonia

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 Estonia compared to the EU27+2 average. Values are shown in per cent.

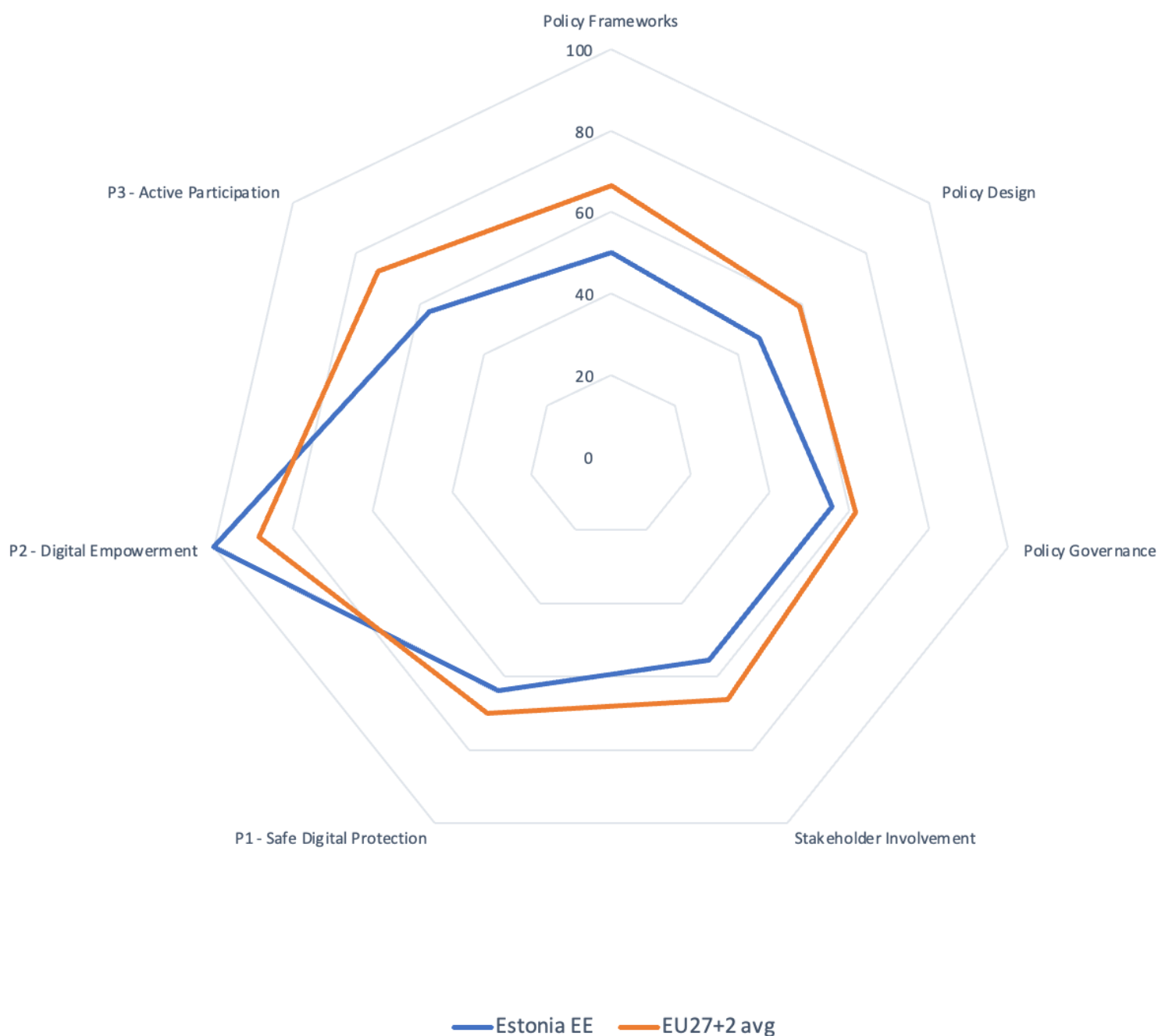


Figure 1: BIK+ index 2025: Estonia - EU27+2 average comparison



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