

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

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 [Slovenian country profile online](#) on the BIK Knowledge hub.

Introduction

Child safety in the digital environment is one of the priority areas of the Slovenian Programme for children 2020–2025. The document is based on the recommendations contained in the Council of Europe strategy for the rights of the child 2016–2021 and considers the needs and quality of the lives of children in Slovenia. It also addresses media and digital literacy, which enables the development of children's ability to understand and follow authentic information. Slovenia translated Recommendation CM/Rec(2018)7 of the Committee of Ministers to member States on Guidelines to respect, protect and fulfil the rights of the child in the digital environment. Child safety in the digital environment will again be one of the priority areas of the new National Programme for children 2026–2031. Special attention will be directed towards the prevention of non-chemical addictions and other inappropriate behaviours in the digital environment.

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.
- **The topic of children and the digital environment is covered by broader policies** (e.g., national digital strategy) rather than in separate dedicated policies and/or covers only one or two of the dimensions of protection, empowerment and participation.
- **The BIK+ strategy informs national policies but is not the main influence.**
- **Children's rights in relation to the digital environment are an important and emerging policy priority** with specific policies in development on this topic.

	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:

- **DIGITAL SLOVENIA 2030 Strategy** is the overarching strategy for the digital transformation of the country by 2030. It is the response of the Government of the Republic of Slovenia to the development challenges of digitalisation.
- **The Digital Education Action Plan 2021-2027 (ANDI)** defines digital education in Slovenia as an established education and training system that prepares an individual for a high-quality life in a digital and green society comparable to the most successful countries.
- The Action Plan for the Implementation of the Children's Program 2020-2025, for the Period 2023-2025, aims to improve children's well-being and create equal opportunities and more inclusive early childhood education and care (ECEC) and school education.
- Additionally, the Action Plan for the Implementation of the Resolution on Family Policy 2018–2028 'A Society Friendly to All Families,' for 2024–2026 and the National Program for Children 2026-2031 (in preparation) are relevant to this topic.

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.

- **Surveys of children's digital activities are undertaken but only irregularly** (e.g., the EU Kids Online survey data from 2020 is the only available source on a national level).
- **Surveys of children's experiences** of risks, harms and digital well-being **are undertaken on an ad-hoc and irregular basis.**
- **Information is regularly gathered to inform policies on children and the digital environment.** However, this relies primarily on third-party sources, and there are limited opportunities to commission new data on children's digital activity.

- **Regarding research funding, there are occasional special initiatives to** gather evidence about children and the digital environment.
- **Policies are monitored and evaluated but not systematically.** It depends on the needs at a particular time or when policies are being considered.

	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:

- **Project MIMiC Studies 2023-2024** investigated whether young people mimic the lifestyles encountered on social media and in entertainment fiction, as well as their coping strategies for managing the omnipresence of smartphones in their lives, particularly in relation to digital well-being.
- **Safe.si SID 2024 survey: Online peer violence among teenagers**
- **Safe.si SID 2023 survey: The impact of online pornography on teenagers**
- **Safe.si SID 2022 survey: The impact of the Internet on the well-being and mental well-being of teenagers**
- **Young people, privacy and trust in Slovenia (2022)**, conducted by Zavod Vsak, the Digital Education Initiative.
- **Digital life of children during the corona crisis (KiDiCoTi)**, Safe.si (2020)
- The **Education Research Institute** carried out the **ICILS 2023** research among the seventh-grade children of the primary school; the results of the ICILS

2023 research will guide policy development and further research. This international study measures international differences in students' computer and information literacy (CIL).

- The Ministry of Digital Transformation (co)finances various campaign and research projects addressing a broad spectrum of challenges and opportunities in digital environment, also with a focus on shaping safe digital environment in SI. Besides the EU funding at the Ministry of Digital Transformation there is also a smaller national budget to fund the e-skills researching projects. These projects cover various topics and represent a significant step toward a better understanding of digitization, also on children life in Slovenia.

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 which contribute to government policies, guidelines and programmes relating to children and the digital environment.
- **There is a defined national action plan for children and the digital environment** with accountabilities such as defined timelines, assigned responsibilities or key performance indicators (KPIs).

	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 has included a project called the Safer Internet Centre Slovenia (SIC Slovenia) in the Development Programme Plan 2024-2027, which aims to strengthen young people's ability to cope with negative online phenomena and to raise awareness and present practical examples of the opportunities and benefits of the internet. The project is co-funded by the Ministry for Digital Transformation, with half of the funding coming from the European Commission.
- The [Safe.si awareness centre](#) raises awareness among children, young people, their parents and carers, teachers and educators and other professionals working with children and young people about the risks and opportunities they face when using the internet or engaging in online activities, and how to deal with them. Particular attention is paid to advanced digital technologies such as artificial intelligence, virtual reality, the Internet of Things and other technological changes raising new social and ethical challenges that impact children and youngsters, challenges that influence mental and physical health issues, such as self-generated sexualised content, live streaming of violent and age-inappropriate content, self-harm, cyberbullying, including gender-based cyberbullying, addiction, etc
- The TOM telefon helpline (telephone, email, online chat): where young people and parents can get advice on what to do in case of problems or challenges related to the use of the internet and digital technologies or online activities carried out by children and young people.
- The Spletno oko hotline for reporting illegal online content with respect to the child sexual abuse material (CSAM) where close cooperation with law enforcement authorities is established to effectively combat child sexual abuse.
- Coordinating youth participation in order to enable discussions with children and young people about their online experiences, which gives the Safe.si awareness centre an opportunity to hear their perspective and adjust awareness activities (e.g. awareness raising resources, web content, workshops and other) to their needs. Youth participation is also an

opportunity for children and young people to express their views on the opportunities and challenges they face online and exchange experiences with their peers.

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 regularly and routinely consulted** as part of the policy development process.
- **Children are actively involved in designing policies related to their participation in the digital environment**, and specially designed structures are in place for this purpose.
- **Policymakers actively participate in various EU-level and other international intergovernmental groups** related to digital policies for children.

	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 new [Strategic Council for Preventing Hate Speech](#), established in 2023 at the Prime Minister's office, is also designed to work as a forum for multi-stakeholder involvement and for contribution to policy development.
- In 2017, the Council of the Republic of Slovenia for Children and the Family was established. It is a permanent consultative body of the Government of the Republic of Slovenia, whose members are representatives of non-governmental Organisations and professional institutions in the field of children and families and representatives of the Government of the Republic of Slovenia. In 2021, the Council paid special attention to children in the digital environment.

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

- In line with [Audiovisual Media Services Directive \(AVMSD\)](#) provisions, the Slovenian AVMS Act (Art. 38b) regulates the protection of minors from programs, user-generated videos and audiovisual commercial communications which may impair their physical, mental or moral development on video-processing-subsystems (VSPs).
- Codes of practice/codes of conduct for digital service providers at the country level regarding children's online safety, e.g., related to Art. 28b AVMSD, are in development.
- In 2024, [Agency for Communication Networks and Services of the Republic of Slovenia \(AKOS\)](#) was designated as digital services coordinator. Within the scope of its competences in this area, AKOS participates in the activities of the European Commission in the field of protecting minors online. In line with

AVMSD provisions, Slovenian AVMS Act (Art. 38b) regulates protection of minors from programs, user-generated videos and audiovisual commercial communications, which may impair their physical, mental or moral development, on VSPs, but there were no significant changes on this topic since last BIK policy monitor submission, because no VSP providers are registered in Slovenia.

- One of the possibilities stemming from DSA is a complaint to authorities if users believe that information that constitutes illegal content has been published on an online platform. Anyone who believes that a provider has violated any of the obligations for digital service providers can lodge a complaint with AKOS. AKOS will examine the complaint, deal with it appropriately and, if necessary, forward it to the competent authorities in Slovenia or to the competent Digital Services Coordinator in another EU Member State.

Harmful online content

- Harmful online content is covered by different national laws implementing relevant EU legislation (General Data Protection Regulation (GDPR), Media and Audiovisual legislation, Criminal Directives and Regulations, etc.) For example, the National Criminal Code does not provide an exact definition of harmful online content, but it covers different criminal offences, including sexual abuse of children (also for online offences; Art. 143 (personal data), Art. 173. (sexual assault on a person younger than fifteen years of age), Art. 173a (solicitation of persons under fifteen years of age for sexual purposes).
- Slovenian Media and AVMS legislation do not currently define harmful online content. The general act on the protection of children in AVMS is used only for AVMS and defines content which may impair the development of different age groups of children.
- The [General Act on the Protection of Children in Audiovisual Media Services](#) defines programming content that could cause grievous harm to the physical, mental, or moral development of children or minors.

- The [Promotion of Digital Inclusion Act](#) (2022) implements the key measures of the Strategic Council for Digitisation. According to the Government, the bill will be the first comprehensive law that regulates the field of acquiring digital skills and knowledge, fulfilling the goal set by the Digital Compass for 80% of adults to have at least basic digital skills by 2030.
- The Slovenian Police carried out a number of prevention activities on online safety and online sexual abuse at local level (workshops and lectures for children and adolescents, teachers, parents and other educational staff). Slovenian Police works closely with educational institutions, with whom we plan our activities. In 2024, we carried out a project for sixth-graders in all primary schools on online safety, and we produced a notebook with important messages on online safety for the project.

Harmful online conduct

- The Slovenian Police actively cooperates with the [Spletno oko](#) hotline. Cooperation. The hotline notifies the police of detected incidents reported by individuals to the Spletno oko reporting facility. Incidents can relate to an individual (victim) or to websites that show sexual abuse or sexual exploitation of children.
- Non-consensual sharing of intimate images is covered under the framework of sexual offences and criminal legislation.
- The inclusion of cyber security topics, including cyberbullying, online hate speech, etc., in primary and secondary school curricula is one of the goals of the Cyber Security Strategy (introduced in 2016) and even more for the new Cyber Security Strategy, planned to be adopted in 2024.
- The Safe.si awareness centre together with the hotline Spletno oko in collaboration with the Inspectorate of the Republic of Slovenia for Education, the Community of Centres for Social Work and the Criminal Police Directorate of the General Police Directorate prepared a [handbook on online violence](#) in 2024. This handbook assists school staff in addressing incidents of online violence.

Age verification

- Activities regarding age verification mechanisms to restrict minors from accessing adult online content services are currently in development.
- Promotion activities regarding age verification mechanisms are implemented through the AKOS activities; According to the national legislation, AKOS has the full power to monitor and sanction compliance with legal provisions on protection of minors accessible via on-demand AVMS Programs that could seriously impair the physical, mental or moral development of children and minors may only be accessible via on-demand AVMS and have to be limited by technical protection in a manner that ensures that children and minors will typically not be able to hear or see them.
- Digital identity systems available to minors are in place. The special 'digital identity' for participants in education is already enabled, and its further implementation is under development. The digital identity is assigned by [Arnes](#) (username and email address) and is also for pupils who, for example, enter online classrooms or use other digital services at school.

Commercial content

- Art. 38.č of AVMS Act stipulates that VSP providers shall clearly notify users when programs and user-generated videos contain audiovisual commercial messages. Platform providers must provide a functionality for users who upload user-generated videos to declare whether such videos contain audiovisual commercial communications as far as they know or can be reasonably expected to know.
- AKOS strives to inform the public about various online advertising practices and related phenomena and pitfalls through its media literacy portal MiPi.

Mental health and well-being

- The Interdisciplinary Working Group on Non-Chemical Addictions, under the National Institute of Public Health was established in 2020. It is one of the 15 working groups established as part of implementing the National Mental Health Programme for 2018-2028. The group works in the wider area of non-

chemical addictions, which include compulsive sexuality, eating disorders, gambling, in addition to addiction to the internet, mobile devices, social networking, internet pornography, online gaming, etc. The group's experts worked primarily on developing measures to combat behavioural addictions in the population. These measures were included in the 2021-23 action plan of the National Mental Health Programme (NMH Programme). Meanwhile, the Action Plan 2024 – 2028 for the implementation of the Resolution on the National Mental Health Program 2018-2028 is still awaiting adoption. The most recent action plan, covering 2021–2023, outlined priorities such as establishing administrative structures, promoting mental health, and expanding mental health centres.

- The Safe.si awareness centre continued to actively promote the importance of children's mental health and well-being online. For the 2024/2025 school year, the Safe.si awareness centre prepared a new workshop for primary and secondary school students that covers the topic of health and well-being online. Additionally, the national awareness centre developed the following leaflets for young people in recent years: 'Health and Well-being on the Internet,' 'Mental Health and the Internet,' and 'Does the Internet Disrupt Your Sleep?' These leaflets were distributed at workshops, fairs, and other events.

	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

- The teaching of online safety has been incorporated into the national/regional school curriculum. Within the framework of the National Recovery and Resilience Plan of the Republic of Slovenia (NRRP), further curriculum reform is underway by the National Education Institute and the Centre for Vocational Education and Training.
- Key curriculum documents - the kindergarten curriculum, the primary and secondary school curricula, and the catalogues of skills for general education subjects in vocational and technical secondary education are currently under review. The aim of the reform of the education curricula is to equip learners and teaching and pedagogical staff with the competences relevant for facing current and future challenges (digital competences, competences for sustainable development, mechanisms for taking care of (mental and physical) health, and entrepreneurial competences, including financial literacy), in order to strengthen the resilience of the education system.
- The Ministry of Education at all levels ensures, encourages and promotes the safe use of the Internet by children through public tenders for teacher

training, development projects in the field of digital education and direct funding through public institutes, universities and others. It also encourages teachers and other professionals to participate in international projects (e.g., Etwinning, Erasmus +), as well as experts at universities, research institutes, etc. It also promotes safe use of the internet in collaboration with ARNES, [Safer Internet Centre Slovenia](#) and others, as well as also encourages schools to raise awareness among parents, etc.

- A Massive Open Online Course (MOOC) dedicated to [online safety](#) has been offered by ARNES since 2015; more than 15,000 teachers and other professionals have already participated. The courses (MOOCs) "My Digital Identity" and "Safe Use of the Internet and Devices" are also implemented in the ongoing project "Digitally Competent Teacher."
- [Guidelines for the coherent use of IT solutions in education](#) have been published.
- Activities to reinforce informal education (i.e., lifelong learning opportunities outside the formal education system) about online safety are in place. The [Action Plan of the Digital Public Services Strategy 2030](#) contributes to digitisation and will have the greatest impact, along with the broader ecosystem of related stakeholders.

Digital literacy skills to empower young people

- In 2023, the Ministry of Education launched 12 (as part of NRRP; 2023-2026) for comprehensive enhancement and assessment of digital competences and fundamental computer science and informatics topics. Learning communities for mutual learning, evaluation, reflection, and competence assessment of learners have also been established among participating educational institutions and other key stakeholders (primarily faculties).
- The Digitally Competent Teacher project (2023-2026; already launched) is planned within a learning community at the national level in Slovenia, as well as learning communities at most educational institutions in Slovenia by 2026 for mutual (peer-to-peer) training and reflective activities.

- In 2024, the Ministry of Education launch a public tender entitled “Digital citizenship in educational institutions – strengthening competences for a digital society in education”. A consortium of organisations already recognised as relevant in the field of digital citizenship in Slovenia was selected for the tender. The objective is to raise awareness and develop digital citizenship competences in education, targeting management and staff of educational institutions, children, students, parents, guardians, researchers, and policymakers. The project aims to develop competences, test and evaluate approaches, and propose a reference framework for digital citizenship in education.
- As part of the PrivacyPro project, Information Commissioners plans to organize tailored workshops specifically designed for teacher training on data protection issues. These workshops will focus on raising awareness among educators and equipping them with the tools and knowledge to effectively incorporate data protection topics into their teaching, ensuring that both teachers, children and parents develop a strong understanding of these critical issues.
- The website for the promotion of media and information literacy – [MiPi](#) created in 2023 by [AKOS](#) - plays a key role in enhancing media and information literacy and positioning itself as one of the pioneering European National Regulatory Authorities (NRAs) in this domain.

	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 Ministry for Digital Transformation promotes the active participation and engagement of young people in the digital environment through measures such as the [Call for Proposals to co-finance training](#) for children and young people to strengthen digital competences and to encourage and promote science and technology professions. The call for proposals is based on Dig Comp 2.2, which means that it also addresses digital competences, which address interaction through digital technologies and participation in citizenship through digital technologies.
- Youth participation is promoted through URSM, and young are involved in the public consideration of the different governmental legislative proposals etc.. Young people are systematically consulted and informed through [URSM web page](#), introduced for the central youth information and communication in Slovenia.

- Two children from the Network for Children's Rights are also proposed as members of the Council of the Republic of Slovenia for Children and Family.

Supporting children's rights

- The Information Commissioner actively promotes better awareness of children's rights in the digital environment. PrivacyPro (2025–2026) will focus on educating primary school children about personal data protection, their digital rights, and fostering safe online participation through workshops, games, and collaboration with schools, parents, and NGOs. These initiatives reflect our commitment to empowering children in the digital space. Simplified, child-friendly materials on data protection rights and related topics, such as online safety, AI etc. will be created as part of the PrivacyPro project. These resources will be accessible on a dedicated subpage of the Information Commissioner's website.
- The [Back-to-school 2024 campaign](#) carried out by the Safe.si awareness centre focused on the importance of children's rights online. Special campaigns were thus created with the leaflet for young people as well as the online training for teachers and other professionals working with children took place in October 2024. Digital inclusion
- The Ministry for Digital Transformation promotes the inclusion of vulnerable and marginalised children and young people in the digital society through measures such as the [Call for Proposals to co-finance training](#) for children and young people to strengthen digital competences and to encourage and promote science and technology professions. The call for proposals awards additional points to providers that provide training for the development of basic as well as advanced digital competences in the areas of indigenous national communities, Roma communities and (border) problem areas.
- The project [Casoris](#) is an award-winning free online newspaper for children. It offers news children can trust – timely, relevant articles on current affairs. Information is put in context and presented in child-friendly language.

	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: An online portal for media and information literacy (MIL) - MiPi.

MiPi was established in June 2019 and covers various MIL aspects stemming from AKOS' competencies. It is aimed at raising public awareness of the importance of critical use of media and ICT, responsible creation and message sharing, and the benefits and risks of ICT. Through this website, AKOS also offers advice on information safety, internet safety, cyber security, privacy, data protection, disinformation, media consumption for children, and so on. MiPi is also present on social networks Facebook and Instagram.

In 2024, AKOS expanded its partnership network to enhance the visibility of the MiPi portal and its partners, growing to 22 partnerships by year-end. The MiPi portal effectively communicates content from its jurisdiction, increasing awareness and promoting critical evaluation of media and digital content, which is essential for strengthening democratic standards.

This year, 98 contributions were published on the MiPi portal, complemented by a weekly e-newsletter and 108 social media posts on Facebook and Instagram. The

focus was on raising awareness about media literacy as a foundation for mental health, advocating for quality content, and addressing new EU regulatory guidelines for digital service providers.

Additionally, MiPi played an active role in national and European campaigns, producing content on topics such as disinformation, hate speech, and online peer violence. As part of the European Regulators Group for AVMS (ERGA), AKOS and MiPi also participated in a campaign to highlight disinformation risks ahead of the European elections.

Example 2: Safer Internet Centre Slovenia

The Safer Internet Centre for Slovenia is the national project promoting and ensuring a better internet for kids. This is an EU-initiated (within the Digital Europe Programme) and co-financed project by the European Health and Digital Executive Agency (HaDEA); in Slovenia, financial support also comes from the Ministry of Digital Transformation. The project is run by a consortium of partners coordinated by the Faculty of Social Sciences at the University of Ljubljana, the Academic and Research Network of Slovenia (ARNES), the Slovenian Association of Friends of Youth (ZPMS) and the Youth Information and Counselling Centre of Slovenia (Zavod MISSS). The project is the continuation of a series of previous successful projects undertaken within the Safer Internet programme and CEF programme in Slovenia since 2005. The Safer Internet Centre Slovenia has three components: an Awareness Centre Safe.si (www.safe.si), which raises awareness of children, adolescents, parents, teachers, youth and social workers about safe and responsible use of the internet and new technologies. The toll-free helpline, TOM telefon , for young people and their parents who find themselves in internet-related trouble (116 111 and chat and e-mail service at www.etom.si). The hotline, Spletno oko, for anonymous reporting child abuse material online (CSAM) at www.spletno-oko.si.

BIK+ index 2025: Slovenia

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

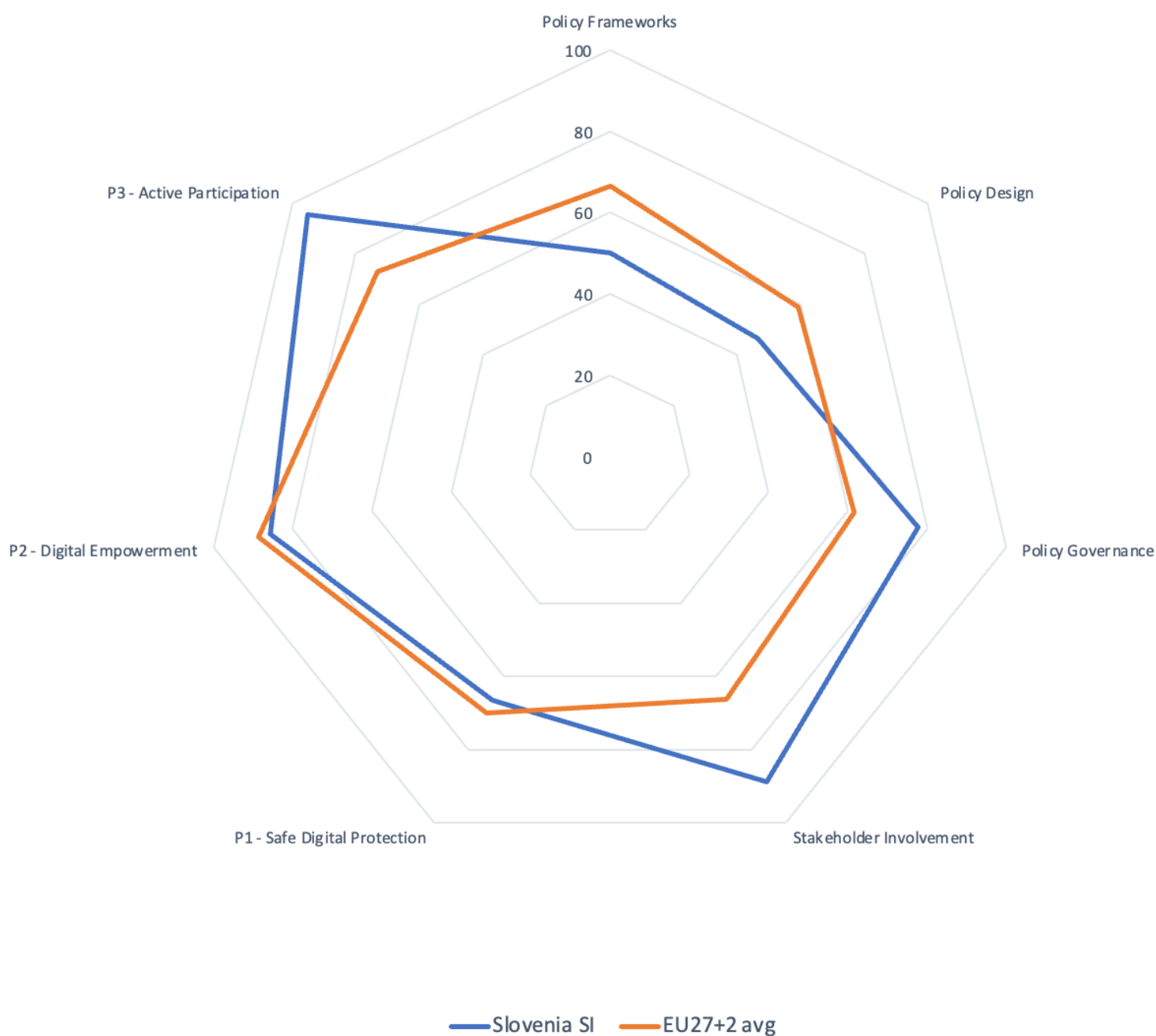


Figure 1: BIK+ index 2025: Slovenia - EU27+2 average comparison



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