

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

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

## Introduction

On 17 December 2024, Hungary's Parliament adopted the [Act LXXVIII of 2024 on the Suppression of Internet Aggression](#), which aims to curb online aggression. The Act entered into force on the 1st of January 2025 and amended existing legislation in a number of areas, introducing new obligations and procedural rules. The provision was added to Act C of 2012 on the Criminal Code to criminalise aggression on the Internet. Under the new legislation, it is a criminal offence to publicly publish content on an electronic communications network that incites violent acts. The new rules aim to make the online space safer and reduce incitement to hatred and violence. While the regulation imposes new burdens on publishers and operators of online media products, these steps are essential to ensure responsible online communication.

## 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+ strategy informs national policies but is not the main influence.**
- **National/regional policies and policy documents explicitly recognise children's rights** in the digital environment.

	High	Medium	Low	Not present
Coverage of BIK+ issues in national policies	<b>X</b>			
Integration of policy provision		<b>X</b>		
Influence of the BIK+ strategy			<b>X</b>	
Recognition of children's rights	<b>X</b>			

*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 offence.

- 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 2021 - 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. 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.
- **Surveys include measures of children's experiences of risks, harms and digital well-being.**
- **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.**
- **There is no monitoring or evaluation of national policies** on children and the digital environment at this point.

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

*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.

- 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 encompassing 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	Not present
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 for BIK topics.
- **Children are actively involved in the design of policies related to their participation in the digital environment.** There are specially designed structures in place for this purpose.

	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 [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.
- Regarding youth involvement in policymaking, students elect their representatives through a grassroots system of student parliaments and put forward their proposals to policymakers through their representatives. Each year, school student council forums and county student parliaments are organised. The elected representatives take the proposals made here to the National Student Parliament event, where they are presented as recommendations to the decision-makers' representatives. Representatives of the National Student Council monitor the implementation of the recommendations.

## 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 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.

### Harmful online content

- The [Act LXXVIII of 2024 on the Suppression of Internet Aggression](#), which aims to curb online aggression, entered into force on the 1st of January 2025 and amended existing legislation in several areas, introducing new obligations and procedural rules. The provision was added to Act C of 2012 on the Criminal Code to criminalise aggression on the Internet.
- Under the new legislation, publicly publishing content on an electronic communications network that incites violent acts is a criminal offence. The offender is liable to imprisonment of up to one year, unless the offence is committed for the purpose of disseminating knowledge, art, education, or information. The new rules aim to make the online space safer and reduce incitement to hatred and violence.
- 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.

### 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 offences.

### Age verification

- Regarding on-demand media services, Article 11 (2) of Act CLXXXV of 2010 on Media Services and Mass Communications applies, which states that in the case of programs classified under category VI, effective technical solutions must be applied to ensure that the program is not accessible to minors.
- With respect to video-sharing platform services, the question is regulated by Article 15/F (2) of Act CVIII of 2001, which states that the service provider is obliged to implement effective age verification and a parental control system under the supervision of the user.

### Commercial content

- The Hungarian Competition Authority has produced [guidelines on influencer marketing](#).

### Mental health and well-being

- The National Media and Infocommunications Authority's child protection activities are relevant to children's mental health and well-being (e.g., educational booklets on cyberbullying, video gaming, social media, and parental control; ChildOnTheNet webpage (gyerekaneten.hu); Magic Valley Media Literacy Education Centres; educational resources of the Media Toolhouse; New media pedagogy adult education programme; NMHH Podcast; Internet Roundtable for Child Protection; Internet Hotline online information and help service; cooperations with NGOs, such as the SOS Children's Villages, the Single Parents' Centre, and the National Association of Large Families).

	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 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.
- The **KiberPajzs** (CyberShield) programme is based on cooperation among several organisations. As part of this initiative, institutions and market participants are conducting comprehensive, coordinated communication campaigns about cybersecurity risks and ways to mitigate them. The CyberShield goes beyond mere communication; it involves intensive collaboration to analyse and enhance cybersecurity regulations and market processes.
- The **Partner School Programme** of the **National Media and Infocommunications Authority** (NMHH) provides an opportunity for the authority and public educational institutions to jointly develop children's media literacy and digital awareness, building on each other's experiences and bringing the perspectives of children and teachers to the table. Through the partnership, the NMHH provides professional and financial support for media literacy sessions in schools and explores children's media use habits and attitudes towards the risks and opportunities of media use via research.

- The NMHH created the [Magic Valley Media Literacy Education Centres](#) to help children understand how media works and how content is created, foster their media literacy skills and competencies, and instil a critical attitude toward media consumption in children. The first Magic Valley of Hungary opened in Budapest in 2014, followed by a second centre in Debrecen in February 2017 and a third one in Sopron in the fall of 2020. The centres offer a programme for students aged 9 to 16 free of charge.
- [ChildOnTheNet](#) is a website launched by the NMHH in 2020, during the COVID-19 pandemic, when many of activities shifted online. As a result, the digital world became the primary platform not only for children's leisure activities but also for the entire time frame of their daily lives. The dictionary-structured website primarily supports adults (parents, grandparents, teachers, and educators) in understanding the digital environment of children.
- The NMHH also publishes educational booklets to inform, educate and support children, young people, parents, and teachers about various aspects of media literacy, such as cyberbullying, parental control, online threats, or video gaming. The booklets provide practical advice for parents and teachers on the safe and aware online presence of children and the youth and draw attention to both the risks and potential of digital media use.

### ***Digital literacy skills to empower young people***

- 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 is important 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 adapt to workplace challenges effectively.
- The NMHH's child protection activities also address the question of disinformation and foster children's critical literacy, such as the Magic Valley Media Literacy Education Centres; its New media pedagogy adult education

programme; the NMHH Podcast; educational resources of the Media Toolhouse [on recognising fake news for 14-16-year-olds](#).

	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

- 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 public education issues. 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 policymakers 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 interests 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.

### **Supporting children's rights**

- 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 inclusion**

- The NMHH has long taken a keen interest in decreasing digital inequalities as part of its social responsibility. In cooperation with the Hungarian foundation of SOS Children's Villages International, it launched [its corporate social responsibility programme](#), during which it organised 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.
- In 2024, this cooperation was extended to further NGOs: the Single Parents' Centre and the National Association of Large Families. In the framework of this cooperation, the NMHH organises awareness-raising interactive workshops for children and parents represented by NGOs on various topics, like online safety, using parental control, and understanding media messages.

	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

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 centres 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 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

'[Mobil a családom?](#)' ('Is my family mobile?') is a nationwide campaign to help parents and children find a balance between online life and family life. In cooperation with the Momentán Theatre Company, the offline events accompanying the online campaign present the joys and challenges of using digital devices in the entertaining form of theatre games at each location. The campaign started in 2023 and has had successful and sold-out performances in several Hungarian cities. The theatre company's performance is an improvisational stage play accompanied by expert explanations, during which the actors present the everyday struggles of a family of four and their online lifestyle with mobile devices. The invited students, parents, teachers, and NMHH experts think together of the possible solutions to various problems related to online life, such as excessive mobile use, video game addiction or online abuse of children. The program addresses parents and children with practical and playful ideas: among others, how to have regular mobile-free family time, how to create standard rules for the use of mobile devices together, and not to leave out our experiences in the online space from our conversations.

## BIK+ index 2025: 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.

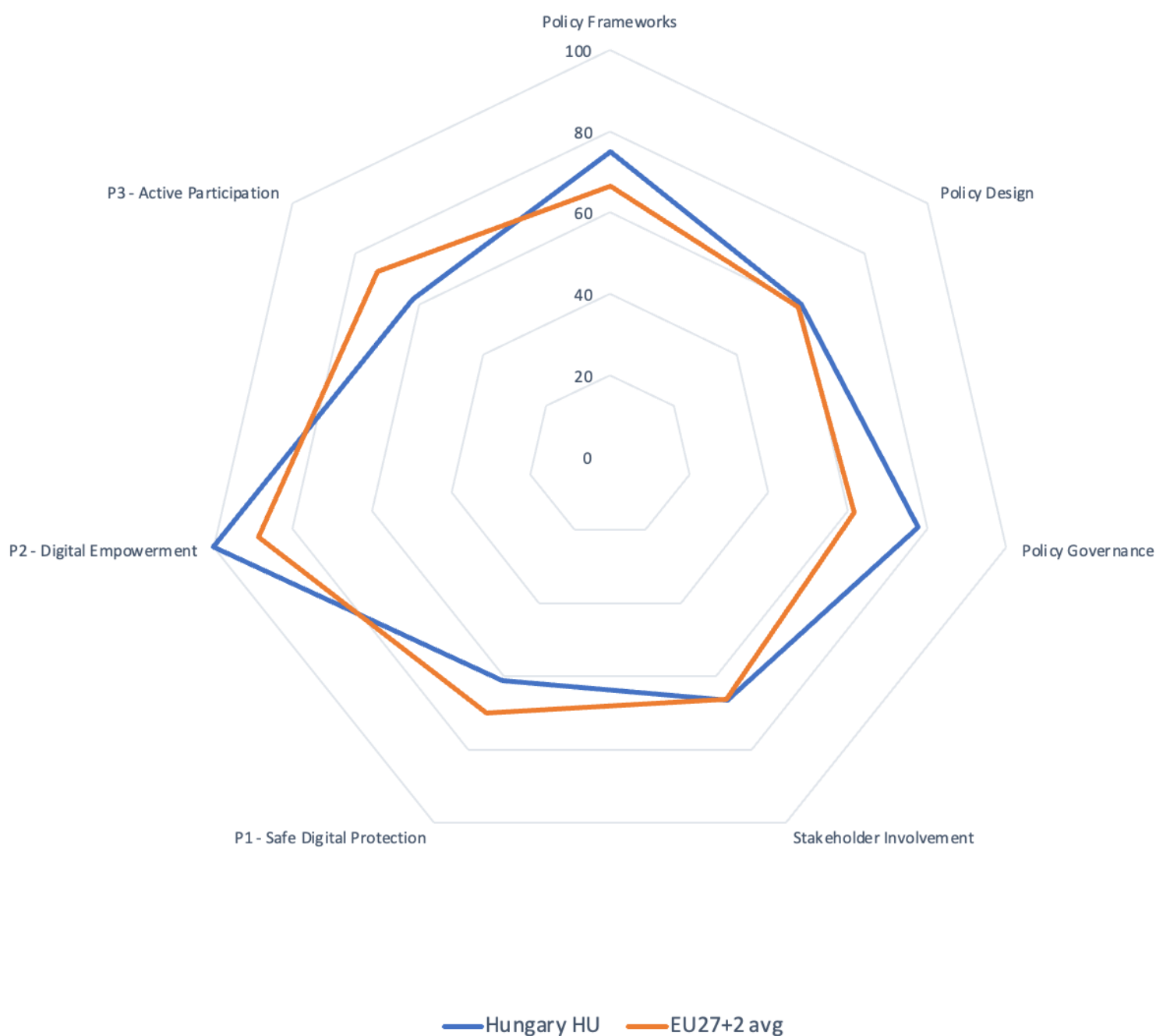


Figure 1: BIK+ index 2025: Hungary - EU27+2 average comparison



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