

# Country profile 2026: Portugal

## Introduction

According to the [Digital Decade 2025: Country reports](#), Portugal has exceptional connectivity and a strong public sector framework, though it faces ongoing challenges in scaling business innovation and narrowing human capital gaps. The nation is a European leader in digital infrastructure, with Very High-Capacity Network (VHCN) coverage reaching 95% and Fibre-to-the-Premises (FTTP) at 93%, both significantly outperforming EU averages. 74.3% of SMEs have achieved a basic level of digital intensity. However, the adoption of advanced technologies, such as artificial intelligence, remains below EU levels, and a relatively low R&D intensity of 1.7% of GDP hinders the broader innovation potential. On the human capital side, 55.6% of the population possesses basic digital skills – matching the EU average – but significant disparities exist by age and education: while 94% of youth are digitally proficient, only 22% of older adults meet the same criteria. According to the [State of the Digital Decade Eurobarometer 2025](#), public sentiment is very positive, with 81% of citizens reporting that digitalisation simplifies daily life. Nevertheless, there is a near-universal demand (96%) for public authorities to prioritise child safety, combat cyberbullying, and mitigate online disinformation.

## BIK policies

### Policy frameworks

Policy frameworks describe the overarching goals that shape policies for a better internet for kids.

	High	Medium	Low	Not present
Policy priority	X			
Integrated policy			X	

Influence of the BIK+ strategy	X
Recognition of children's rights	X

*Table 1: Policy frameworks - Portugal*

- ***This topic is being comprehensively addressed*** with children's protection, empowerment and participation in the digital environment incorporated into national/regional laws, regulations and policies.
- ***The topic of children and the digital environment is covered by broader policies*** rather than in separate dedicated policies.
- ***The BIK+ strategy is an important influence on policy development*** on children and the digital environment.
- ***National/regional policies and policy documents*** explicitly recognise children's rights in the digital environment.

### ***Key developments and policy frameworks***

- In 2025, the Council of Ministers approved the Single Strategy for the Rights of Children and Young People for 2025-2035 (Resolution No. 34/2025 of 28 February). Council of Ministers Resolution No. 158/2025 of 13 October also approved the corresponding Single Strategy Action Plan.
- National Cybersecurity Centre (CNCS) was defined as Portugal's National Cybersecurity Authority, as stated in the Cybersecurity Legal Regime established by [Decree-Law No. 125/2025 of 10 January](#), which transposes Directive (EU) 2022/2555 (NIS2). This legislative framework strengthens the national cybersecurity governance model, consolidating the CNCS's mandate across strategic coordination, regulatory oversight, and incident management. The integration of this enhanced cybersecurity regime with the BIK+ policy agenda reinforces the national commitment to ensuring a safer, more resilient and rights-respecting digital environment for children and young people.
- The Portuguese Institute of Sport and Youth (IPDJ, IP), as the public body responsible for implementing national youth policies through

programmes, initiatives and actions, has been addressing the digital empowerment of vulnerable children and young people through [Programa Escolhas](#), in which BIK-related issues are present in the regular activities developed by the projects.

- The [Agenda for Youth](#) is also in advanced preparation and will be the main instrument of Youth Policy for the next few years, since the latest National Youth Plan ended in 2024. The new agenda has Digitalisation and Technology, and Health and Well-Being as key areas.
- A pilot project on technological education for children (6 – 10 years old) has been implemented. This consists of holiday camps dedicated to the themes of Robotics, Artificial intelligence and Digital Communication (in this last area, security and safety may be addressed). More than 100 projects across the country were concluded, involving about 2000 children (6-10 years old).
- The [School Library Network \(RBE\)](#) is a joint initiative of the Ministries of Education and Culture, created in 1996. Its mission is to install and develop libraries in public schools across all levels of education, transforming them into multimedia centres that support reading, literacy, and digital citizenship. As a national programme, it ensures the implementation of educational policies on access to information, the safe and critical use of media, and the promotion of active student participation in the digital environment.
- As part of its mission, the RBE contributes to the implementation of national guidelines that incorporate protection, empowerment and digital participation, dimensions present in the students' profile upon leaving compulsory education, the [National Strategy for Citizenship Education](#) and the [RBE Strategic Framework 2021–2027](#).
- An updated [National Strategy for Citizenship Education](#) was adopted by the Council of Ministers through Resolution 127/2025 on August 29<sup>th</sup>. This encompasses a set of domains addressing themes of Digital Citizenship, including Human Rights, Media, Health, Democracy and Political Institutions, Sustainable Development, Financial Literacy and

Entrepreneurship, Road Risk and Safety, and Pluralism and Cultural Diversity.

- In September 2025, the Ministry of Education, Science and Innovation (MECI) established the “[Digital and AI in Education](#)” Working Group to study and present proposals to foster reflection and dialogue on the role of digital technologies and AI in education in Portugal.
- There is convergence with national strategies specifically addressing children and young people in the digital environment, mainly through participation in the Consortium for Safe Internet and the alignment of actions and activities with broader policies and national youth strategies. Programmes like [Navegas em Segurança](#), updated to include youth organisations as promoters of projects, and those that address vulnerable children and young people will inform the new [Agenda for Youth](#).
- In Portugal, issues relating to children's digital environment are also integrated into broader educational policies, such as the Profile of Students Leaving Compulsory Education, the National Strategy for Education for Citizenship, and the Strategic Framework for the RBE. Although there is no single framework dedicated exclusively to this topic, these guidelines ensure that the dimensions of protection, empowerment, and digital participation are systematically incorporated into the education system. RBE ensures its implementation in schools through initiatives such as ProLiteracias, LIDERA, Miúdos a Votos (kids up to election). It promotes actions in collaboration with the Portuguese Safer Internet Centre Consortium, such as Safer Internet Day (SID) and 7 Days with the Media in school libraries. It develops partnerships such as the competition [media@ção](#) (media action) and the national school newspaper competition PÚBLICO na Escola. It also offers school libraries a wide range of activities for all levels of education: [Saber Usar os Media](#) (Knowing How to Use the Media) and Instruction Manual for Digital Literacy (MILD). In 2025, the journalism project Polígrafo, in partnership with the Calouste Gulbenkian Foundation, launched the ‘Pinocchio at School’ media literacy competition. The project is supported by the European Commission Representation in Portugal, the European

Parliament Office in Portugal and the National Agency for Erasmus+ Youth/Sport and the European Solidarity Corps, and aims to raise awareness and engage secondary school and upper primary school students in the fight against disinformation. Polígrafo is also set to join the Teen Fact-Checking Network (TFCN) Europe, an initiative that puts young people at the heart of the fight against disinformation across Europe.

## 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.

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

Table 2: Policy design - Portugal

- **Surveys of children’s digital activities are undertaken**, but only irregularly (for instance, the EU Kids Online survey data from 2020 and the European children’s use and understanding of Generative AI from 2026 are 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.

- ***There are occasional special initiatives*** to gather evidence about children and the digital environment.
- ***Policies are regularly monitored and evaluated***, but not always systematically.

### ***Key national research studies***

- A recent report by the [Cybersecurity Observatory](#) (integrated into CNCS) on [children and the digital environment](#) was released in 2024 and maps cybersecurity initiatives, programmes, and curriculum content in primary and secondary education in Portugal, comparing these practices with those of other European Union countries. It includes an analysis of strategic documents and school textbooks, and a survey of school clusters and non-clustered schools at the national level to identify the initiatives developed and the frequency with which cybersecurity is addressed in the subjects. In addition, interviews were conducted with teachers and other relevant actors.
- A broader report that analyses [attitudes, behaviours, education, and awareness in the field of cybersecurity](#), based on data from 2023 and 2024, presents conclusions and identifies strategic recommendations for organisations and individuals, and is also available. This study, now in its 6th edition, systematises data from Eurostat and DGEEC and collects other data from open sources or surveys conducted by the Observatory on the community.
- The National Commission for the Promotion of the Rights and Protection of Children and Young People has been designated as the coordinating entity for the [Single Strategy on the Rights of the Child and Young People 2025-2035](#) (SSRCYP 2025-2035) and its respective action plans. The strategy aligns with the main international instruments and recommendations of the United Nations, the European Union, and the Council of Europe, and is organised around eight strategic areas, including Security in the Digital Age.
- Public bodies such as the Commission for Citizenship and Gender Equality (CIG) occasionally collect relevant data within the framework of

project-based initiatives, often EU-funded, but these efforts are neither systematic nor sustained through a national reporting framework.

- Portugal does not have a regular or systematic national instrument dedicated to monitoring BIK-related topics. Existing data collection efforts tend to arise from specific and time-limited projects, including some academic initiatives (e.g., by NOVA University), rather than from a continuous national monitoring mechanism. Recent projects at NOVA funded by the Foundation for Science and Technology included national surveys: the project on digital participation, [bYou \(2021-2025\)](#), conducted by Sara Pereira (U.Minho).

## Policy governance

Policy governance examines how policies are coordinated at the governmental level, whether other implementation bodies are involved in their delivery and coordination.

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

Table 3: Policy governance - Portugal

- **One central body (e.g., the central ministry office, public agency, or regulatory authority)** is officially mandated to lead and develop policies, guidelines, and programmes relating to children and the digital environment, consulting with other departments as needed.
- **A clearly defined, formal coordination mechanism exists** (e.g., task force, steering committee) with a clear mandate. It systematically engages all relevant stakeholders and ensures coherent, cross-cutting policy development and implementation related 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).

## Stakeholder involvement

Stakeholder involvement examines how different stakeholders can participate in policy development.

	High	Medium	Low	Not present
Stakeholder forum	X			
Public consultation on BIK topics			X	
Youth involvement in policy		X		

Table 4: Stakeholder involvement - Portugal

- **A formal, designated multi-stakeholder forum is in place** that consistently engages all relevant stakeholder groups (e.g., government, civil society, private sector, academia, children, and caregivers) and plays a meaningful role in policy discussion and development.
- **Public consultation occurs**, but it is irregular, infrequent, or limited in scope.
- **Children are listened to directly in the policy development** process but are not formally involved in decision-making.

## Stakeholder mechanisms

- The National Council for Children and Young People (CNCJ) is an initiative of the National Commission for the Promotion of the Rights and Protection of Children and Adolescents (CNPDPJC), aiming to realise the right to participation, enshrined in Article 12 of the Convention on the Rights of the Child.
- The CNCJ intends to give voice to the experiences, concerns, needs, and expectations of children and young people. The CNCJ's methodology has a strong pedagogical character, empowering children and young people

to actively participate in public decision-making and aiming to ensure their actions have an impact on their social transformation.

- The CNCJ submitted **several contributions** to the Council of Europe's Strategy for the Rights of the Child 2022-2027, and two of its members were invited to the high-level conference that launched the Strategy, held in Rome in April 2022. The CNCJ participated in the European Commission's public consultation "How to adapt Europe's digital decade for children and young people?".

## BIK+ actions

### Pillar 1 – Safe digital experiences

Actions to promote a safe, age-appropriate digital environment that respects children’s best interests.

	In place	In development	Other activity	Not present
Content rating systems for online/video games	X			
DSC measures protection of minors		X		
DSC-SIC working relationship		X		
Definition of harmful online content				X
Complaints handling mechanism	X			
Intimate image abuse laws	X			
Cyberbullying laws	X			
Age verification requirements	X			
Digital wallet for minors				X
EU harmonised age verification		X		
Laws on online marketing				X
Protecting mental health and well-being	X			

Table 5: Safe digital experiences - Portugal

### Implementing EU laws

- Technological developments, combined with the simplification of procedures, have led to a more agile model that facilitates the authorisation and authentication of the works marketed by economic

operators, with a consequent reduction in the unit cost per videogram distributed. In this context, [Ordinance No. 15/2021 of 14 January](#) approves the templates for authorising the distribution and public availability of videograms, including video games, and the respective rules for their use.

- In Portugal, [ANACOM](#) was designated as the Digital Services Coordinator, while the Regulatory Authority for the Media (ERC) was initially designated as the competent authority under the DSA for media and other media content, and the Inspectorate-General for Cultural Activities (IGAC) was designated as the competent authority for copyright and related rights.
- Also at the national level, [a working group](#) was set up, coordinated by ANACOM, composed of representatives from 32 relevant public entities, tasked with submitting legislative proposals to the Government for the effective and efficient implementation of the DSA in Portugal, as well as identifying other competent authorities for the purposes of the DSA. On 30 April 2024, the working group submitted the final report provided for in paragraph 8 of Order No. 1747 of 15 February, including the proposed implementing legislation for the Digital Services Regulation to be adopted by the Portuguese State.
- The Portuguese Digital Services Coordinator (DSC) mandate has now been formally established following the Assembly of the Republic's approval of the implementing legislation on 27 February 2026. ANACOM remains designated as the Digital Services Coordinator, while the ERC (Regulatory Authority for the Media) is responsible for supervising advertising and protecting minors. The CNPD (National Data Protection Commission) will oversee profile-based advertising involving sensitive personal data. In addition, a Consultative Council has been created pursuant to Article 9, composed of representatives from academia, civil society, and the business sector.
- Two trusted flaggers have been appointed. ISCTE-IUL has been granted trusted flagger status for expertise in illegal speech, negative impacts on civic discourse or elections, risks to public safety, scams and/or fraud,

violence, and other forms of illegal content. APAV's trusted flagger status recognises its expertise in breaches of data protection and privacy, illegal speech, non-consensual content sharing, offences against minors, scams and/or fraud, and other types of illegal content.

- **ANACOM**, the national DSC in Portugal, is a member of the Advisory Council of the Portuguese Safer Internet Centre (SIC). This ensures a consistent working relationship characterised by regular, formal interaction and constructive cooperation. Both ANACOM and the **Media Regulatory Authority** (ERC) have previously engaged directly with the **Portuguese Helpline and Hotline** (Linha Internet Segura) regarding specific cases reported through the service.

### **Addressing online harms**

- The Portuguese Helpline and Hotline, **Linha Internet Segura**, managed by APAV, has been granted trusted flagger status under the Digital Services Act. The service provides specialised support to victims of cybercrime and digital violence, promotes safer and healthier use of digital technologies, and receives and analyses reports of illegal online content.
- A formal protocol exists between APAV and Polícia Judiciária (Portuguese Criminal Investigation Police), enabling direct referral of online child sexual abuse cases to the Cybercrime and Technology-Facilitated Crime Unit (UNC3T), ensuring swift reporting and appropriate victim support through APAV's services. Psychological support and therapy for children and young people, particularly those in situations of greater social and economic vulnerability, are provided both remotely and in person. This support is also extended to the victims' families and is complemented by legal and social assistance
- Furthermore, whenever the National Commission for the Promotion of the Rights and Protection of Children and Young People (CNPDPJ) receives a complaint of this nature, it forwards it to the **competent authorities**.
- Article 193 – Violation of Privacy via Media or Internet criminalises the non-consensual dissemination of images, photographs, or recordings that violate private or intimate life, including sexual intimacy. Punishable

by up to 5 years' imprisonment. This offence is semi-public and requires a criminal complaint to be filed within 6 months.

- Article 152(2)(b) of the Domestic Violence law, following Law 44/2018, the dissemination of sensitive personal data (including sexual images/videos) through the internet or other mass-dissemination channels without consent is criminalised and aggravates the sentence when it occurs within a domestic violence context.
- However, while the sharing of sexual content against a person's will is criminalised, not all such content is automatically considered 'manifestly illegal' for the purposes of notice-and-takedown procedures. Under Decree-Law 7/2004, service providers are obliged to act only when content is manifestly illegal, a notion not clearly defined by law. Current practice interprets this in light of Articles 19-A and 19-B, which apply specifically to child sexual abuse material and content inciting discrimination, hate or violence. These are, therefore, the only categories that trigger an obligation to remove or block immediately within 48 hours.

### ***Supporting digital well-being***

- On 29 January 2025, the Institute for Education, Quality and Evaluation, I.P. (EduQA, I.P.), former Directorate-General for Education (DGE), published the "[Recommendations for the Promotion of Digital Well-being in Schools](#)", a guidance document aimed at supporting schools in creating balanced, safe and healthy digital environments for the entire educational community. These recommendations were presented at the 'Aprender Mais Agora' (Learn More Now) seminar, held in Coimbra, as part of the 'Aprender Mais Agora' Plan, established by Council of Ministers Resolution No. 140/2024.

**Pillar 2 – Digital empowerment**

	In place	In development	Other activity	Not present
Teaching online safety	X			
Digital skills training	X			
Policies on digital use in schools	X			
Adequate teacher training	X			
Non-formal online safety education	X			
Critical media literacy	X			
Creative digital skills	X			
Supports for parents	X			

*Table 6: Digital empowerment - Portugal*

**Digital empowerment in formal education**

- RBE supports the implementation of digital safety in the curriculum through resources such as [Saber Usar os Media](#) (Knowing How to Use the Media), sessions facilitated by school libraries, LIDERA workshops, and activities linked to SID. These practices reinforce the cross-curricular teaching of digital citizenship.
- School libraries promote digital skills, critical analysis of information, generative AI, and information literacy through programmes such as LIDERA, ProLiteracias, proposals for activities within the scope of the resources, Knowing how to use the media and Instruction Manual for digital literacy, activities specific to school libraries, and curricular collaboration with teachers from different subjects.
- RBE also supports schools in defining responsible use standards, internal digital citizenship regulations, and cyberbullying prevention plans. School libraries complement these policies through training and educational mediation.

- RBE ensures continuous teacher training through accredited activities (ACD, workshops, and webinars), especially in media literacy, online safety, critical reading, and generative AI. LIDERA includes specific training for mediators and teachers. Every year, RBE participates in multiple local training meetings all over the country.

### ***Digital empowerment in non-formal education***

- IPDJ has been training volunteers and youth workers on digital issues affecting children and young people, and also delivers the **Programa Escolhas** (Choices Programme), which provides support to children and young people in vulnerable situations, with non-formal education as a key methodology. On the other hand, the programme “**Navegas em Segurança**” uses peer-to-peer education and youth voluntary service to promote online safety, and connected issues are examples of good practices. Both programmes have a widespread territorial impact, are available to young people, and make interventions at both the local and school levels.

### ***Digital empowerment and lifelong learning***

- The Portuguese National Cybersecurity Centre (CNCS) offers a set of e-learning courses, known as MOOCs (Massive Open Online Courses), which allow any citizen to acquire cyber hygiene skills free of charge. These courses, available on the NAU platform, cover topics such as the main threats in cyberspace, precautions to take when using technology, the problem of misinformation, and how to consume online content safely, among others.
- Also developed by the CNCS, C-Academy is an advanced training programme in cybersecurity for the public administration and the private sector that aims to qualify and upskill human resources in accordance with the Cybersecurity Skills Framework, providing content and training aligned with the National Cybersecurity Framework (QNRCS) and covering the whole national territory.
- School libraries are also active spaces for non-formal education, including journalism clubs, media workshops, family sessions, digital

literacy challenges and activities linked to 7 Days with the Media, with a focus on vulnerable contexts where necessary.

- Since 2019, the Cybersecurity Observatory of the CNCS has developed and published reports on cybersecurity topics to inform stakeholders and support public policies.
- RBE offers libraries the LIDERA programme, which focuses on combating misinformation and critical reading of news. It also suggests activities with [Saber Usar os Media](#) (Knowing How to Use the Media) and Manual de Instruções para a Literacia Digital (Instruction Manual for Digital Literacy) and promotes resources and sessions integrated into SID and 7 Dias com os Media (7 Days with the Media).
- Taking the form of an interactive digital narrative, the game [Eu e os Outros](#) (Me and the Others) was developed in partnership between ICAD (Institute for Addictive Behaviours and Dependencies, I.P.) and CNCS as part of the Safer Internet Centre's activities, and it addresses non-substance addictions and problematic Internet use.
- In 2025, IPDJ launched Programa Férias 5.0 (Vacations Programme 5.0), which consisted of holiday camps where technological subjects (AI, digital Communication, Robotics) were the main topics, delivered in non-formal education settings, and was another tool for digital empowerment of children aged 6 to 11.
- Every year, the [Cybersecurity Challenge PT](#) promotes various initiatives and activities aimed at identifying national talent in the areas of cybersecurity and information security through the promotion of Capture The Flag (CTF) competitions, which test skills in various areas of IT security, enabling the development of collaboration and networking processes and leading participants to individual growth through the resolution of complex challenges.
- Beyond the activities of the national SIC, APAV has developed relevant initiatives under the [Ciber Famílias: Sensibilizar e Educar para a Cibersegurança](#) (Cyber Families: Raising Awareness and Educating on Cybersecurity) project, including: [Guia para Famílias – Sensibilizar e](#)

Educar para a Cibersegurança (Guide for Families – Raising Awareness and Educating about Cybersecurity) and various [webinars](#) for families.

## Pillar 3 – Active participation, respecting children’s rights

	In place	In development	Other activity	Not present
Promoting civic engagement	X			
Promoting children’s rights	X			
Child-friendly policy documents	X			
Addressing digital inequalities	X			
Positive digital content	X			

*Table 7: Active participation, respecting rights - Portugal*

### Active participation

- IPDJ fosters young people’s civic and democratic engagement and active participation through the support of youth organisations, voluntary service, programmes such as Youth Parliament (a national schools initiative implemented annually with the Assembly of the Republic), and also through the architecture for national participation of young people that includes the national youth council, the council of the minister of youth, of IPDJ, and regional youth councils.
- Vodafone Foundation initiatives, such as “DigitalL” and programmes aimed at strengthening children’s digital competencies and online risk awareness.
- Project [RAYUELA](#), implemented in Portugal since 2024 through the Cybersecure Mission of *Polícia Judiciária*. This educational video game promotes online safety and digital citizenship for students aged 10–16, with dedicated pedagogical materials supporting its integration into school environments. Following the success of the RAYUELA project, *Polícia Judiciária* has released a series of educational resources aimed at young people to help prevent cybercrime, such as Rage Quit, launched in

2025, which guides teenagers away from offences such as DDoS attacks, attacks on critical infrastructure, and unauthorised system access.

- The programme "[Comunicar em Segurança](#)" (Communicate Safely), a partnership between the MEO Foundation (Fundação MEO) and the Public Security Police (Polícia de Segurança Pública, PSP), aims to promote digital literacy and the responsible use of technologies among children and young people in Portuguese schools. The MEO Foundation provides resources, training content and logistical support, while the PSP, through its Escola Segura (Safe Schools) agents, delivers the awareness-raising actions directly in schools. Awareness sessions cover current and crucial topics, such as: Cyberbullying, Hate Speech, Artificial Intelligence (AI), Fake News, Online Grooming, Erotic Content and Stalking (Sexting), Privacy and Digital Security, Gaming and Online Addiction, and Cybercrime.
- The theatre production *Vidas em Scroll* (Life on Scroll), launched by the MEO Foundation, is touring several theatres across the country in 2025 and 2026. The play is part of the MEO Foundation's digital literacy programme and aims to raise awareness of excessive use of technology and its impact on digital well-being and mental health.

### ***Addressing digital inequalities***

- RBE is present in all public schools, including vulnerable socio-economic contexts, ensuring equitable access to information, media and digital empowerment practices. The work of inter-community coordinators reinforces support for the most disadvantaged territories. There is a government system in place to publish child-friendly versions of policy documents or policy initiatives relevant to BIK+ topics. The Portuguese [Safer Internet Centre](#) has developed various actions in this regard. Also, the [National Commission for the Promotion of the Rights and Protection of Children and Young People \(CNPDPJC\)](#) translates information and documentation on these topics into child-friendly language. Furthermore, whenever the National Commission for the Promotion of the Rights and Protection of Children and Young People (CNPDPJC) [receives a complaint of this nature](#), it forwards it to the competent authorities.

- The IPDJ supports a range of digital content and services for children. Several initiatives promoted by IPDJ aim to promote the development of digital skills and competences. For example, the Programa Escolhas (Choices Programme) aims to develop digital skills among children and young people in vulnerable contexts.

## Best practices

### Example 1

#### ***CIS Digital Camp 2025: Empowering Young People for a Safer and More Informed Digital Future***

In a world increasingly shaped by algorithms, screens, and artificial intelligence, preparing young people to navigate the digital environment critically, consciously, and safely has never been more urgent. The [CIS Digital Camp](#), an initiative of the Portuguese Safer Internet Centre, coordinated by the CNCS, is a timely and ambitious response to this challenge.

The three-day residential camps bring together secondary and vocational school students aged 15 to 18 from across Portugal and take place in different regions of the country. The CIS Digital Camp adopts a dynamic and participatory methodology: workshops, debates, simulations, and creative challenges are combined to promote digital citizenship grounded in ethics, empathy, and critical thinking. Each edition focuses on a specific theme aligned with the Council of Europe's European Year of Digital Citizenship Education 2025 and its three pillars: being online, well-being online, and rights and responsibilities online.

During the bootcamps, participants explored the differences between traditional and digital bullying and learned about available support services such as the Linha Internet Segura. Topics such as freedom of expression, digital empathy, and the influence of opinion leaders were discussed in interactive sessions. These included provocative questions such as "Does humour have limits?" and "Should public figures be held accountable for what they say online?" Workshops on media literacy and real-life digital dilemmas encouraged students to reflect on their own online behaviour and propose responsible alternatives.

The CIS Digital Camp represents a national commitment to digital empowerment. It equips young people not only with knowledge, but also with self-confidence, ethical awareness, and a strong sense of community. By fostering critical thinking and responsible behaviour, the initiative contributes to building a safer, more inclusive, and more resilient digital future for all.

## Example 2

### **MOOC - by the Safer Internet Centre**

The Safer Internet Centre, through CNCS, and in partnership with various entities, offers several e-learning courses in MOOC (Massively Open Online Course) format. Any citizen can acquire cyber hygiene skills for free. These courses, available on the NAU platform, cover topics such as the main threats in cyberspace; precautions to take when using technology; the problem of misinformation and how to consume online safely; social networks, security, and privacy, among others. Check them out and register for those that interest you most. After the training, your online browsing will be much safer.

## Example 3

### **Programa Escolhas (PE)**

Programa Escolhas (PE) (Choices Programme) is a national government programme created in 2001 and launched its 9th generation (E9G) in October 2023 for a 3-year period, approved on June 29, 2023, at a meeting of the Council of Ministers. Council of Ministers Resolution no. 74/2023, of July 14, approves the 9th generation of the Programa Escolhas in the *Diário da República* (Official Gazette), for the period from October 2023 to September 2026.

In the current E9G, the Programa Escolhas' mission is to promote social inclusion and integration, equal opportunities in education and employment, the development of skills, critical and creative thinking, valuing the educational power of the arts and sport, combating social discrimination, civic participation and strengthening social cohesion and is aimed at all children and young people, particularly those from contexts of greater socio-economic vulnerability.

### **IPDJ - "Navega(s) em Segurança" volunteering action.**

Navega(s) em Segurança is a volunteering action aimed at young people aged 16 to 30 with knowledge of the use of new information technologies connected to the internet. The project's aim is to contribute to the development of responsible and safe Internet use by organising information sessions and

awareness-raising activities for children, young people, parents, and the general public. The volunteers have the following rights:

Awareness-raising on volunteering; Specific training – provided through self-training using technology resources available online and also in person or through Microsoft Teams; Reimbursement of food and transport costs of 13 euros per shift; Personal accident and civil liability insurance; Certificate of participation and Youth Pass (for volunteers between 16-18).

## BIK+ index 2026: Portugal

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

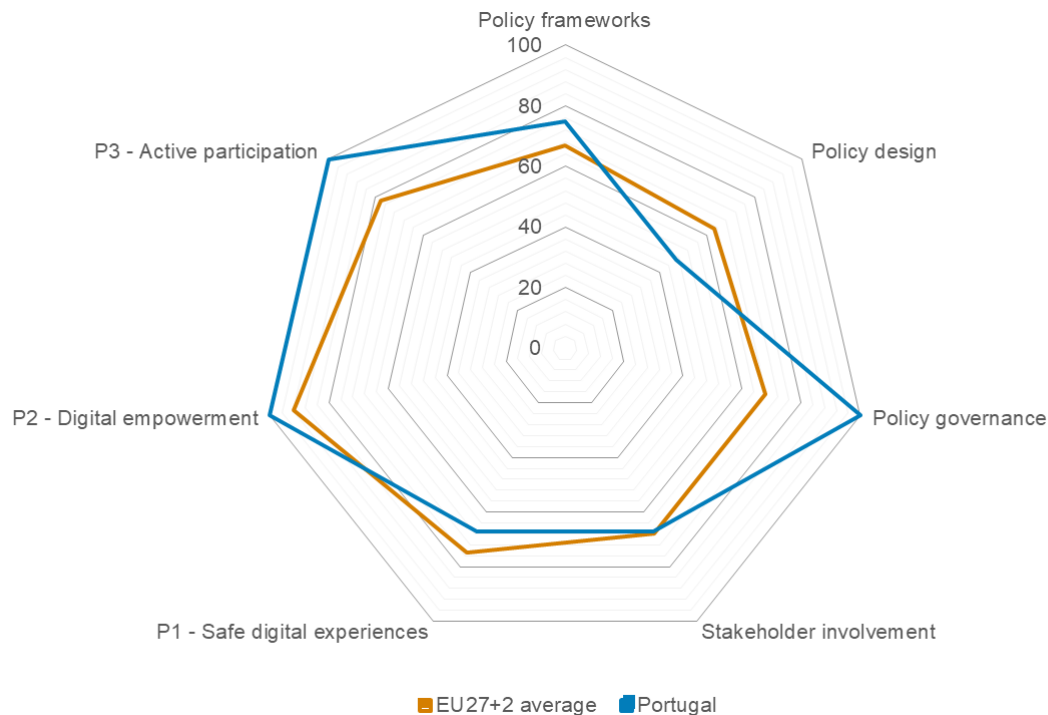


Figure 1: BIK+ index 2026: Portugal - EU27+2 average comparison