

Estonia

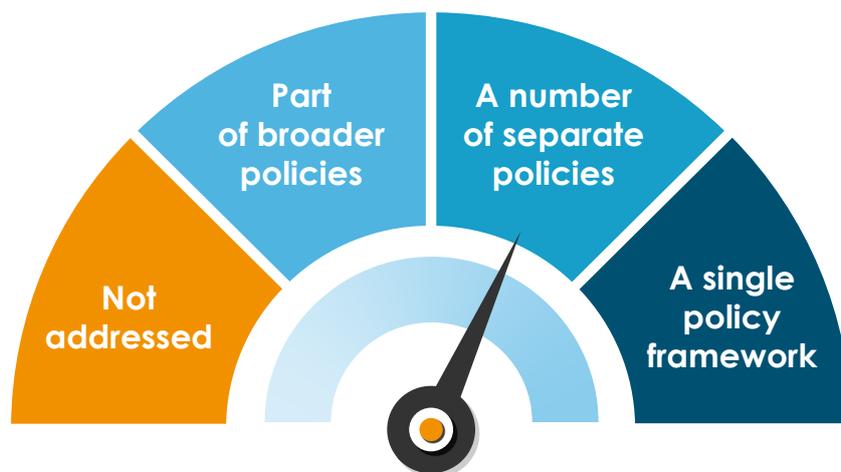
The Better Internet for Kids (BIK) Policy Map is a tool used to compare and exchange knowledge on policy making and implementation in EU Member States on the themes and recommendations of the European Strategy for a Better Internet for Children (or BIK Strategy) first set out by the European Commission in May 2012. The third BIK Policy Map report (2020) examines the implementation of the BIK Strategy in 30 European countries, including all EU Member States, Iceland, Norway and the United Kingdom.

For each country in the BIK Policy Map study, we outline findings for Policy frameworks, Policy making and Policy implementation, and conclude by providing a selection of good practices.

Download the full [BIK Policy Map report](#) from the Better Internet for Kids website.

1. Policy frameworks

Policy frameworks refer to the organising principles and long-term goals for policies, guidelines, decisions and other statements made at the national level in the course of putting into practice the BIK Strategy.



In Estonia, the European Strategy for a Better Internet for Children has featured in national policy debates on the subject of children's use of the internet. This topic is covered in a number of separate policies, principally through laws and regulations which address the four different pillars of the BIK Strategy. Some examples are given below.

Pillar 1: High-quality content online for children and young people

- The [Estonian Lifelong Learning Strategy](#) 2014-2020 has the overall goal to create learning opportunities for all Estonian people in accordance with their needs and abilities throughout their life cycle, to ensure opportunities for self-realisation in society, work and family life as individuals. The preparation of the strategy was advised by a

council formed of representatives of the [Estonian Cooperation Council](#), [the Estonian Education Forum](#), employers and the [Ministry of Education and Research](#).

Pillar 2: Stepping up awareness and empowerment

- The Estonian Lifelong Learning Strategy 2020 Digital focus (Digipöörde programme).
- Education and Youth Programme (2021-2024) for the implementation of the Estonian Lifelong Learning Strategy.
- National curricula for upper secondary schools.
- Digipeegel/Digimirrow/Reflection – Self-assessment tool on digital competencies for vocational education schools, introduced in 2019.
- Information Society Development Plan introduced in 2014 by the Ministry of Economic Affairs and Communications.
- Cyber Security Strategy 2019-2022 introduced in 2019 by the Ministry of Economic Affairs and Communications.

Pillar 3: Creating a safer environment for children online

- Instruction on children's data processing, [Estonian Data Protection Inspectorate](#), first introduced in 2007, amended in 2013. It includes a number of relevant Decrees and Sections as follows:
 - [Guidelines for the publication of the lists of students and graduates](#).
 - [Guidelines on using safe browsing for parents](#).
- [Advertising Act](#) includes a section on advertising directed at children and a section on [Use of children in advertising](#).

Pillar 4: Legislation and law enforcement against child sexual abuse and exploitation

- [Child Protection Act](#).
- [Changes and amendments into the Penal Code](#) related to offences against children including offences committed online, introduced during the period 2012-2017.

2. Policy making

Policy making refers to the general process by which policies are developed within each country, including how coordination and oversight is managed, the extent to which the policy agenda is informed by an evidence base, and whether there are arrangements for young people to be involved in the policy process.

2.1 How are policies coordinated?

In Estonia more than one ministry, agency or body is responsible for coordinating policies addressing the BIK Strategy with four to six ministries involved in the process.

2.2 Who is primarily in charge of policy coordination?

Responsibility for coordination of BIK-related policies varies by each respective pillar of the BIK Strategy.

- Pillar 1 is primarily overseen by the Ministry of Education and Research.
- The Ministry of Education and Research has the main responsibility for Pillar 2.
- Under Pillar 3, the Ministry of Social Affairs is the ministry with responsibility for policy coordination.
- The Ministry of Justice has the primary responsibility for policy coordination under Pillar 4.

Inter-departmental communication mechanisms include the inter-ministries working groups on specific issues regarding children's use of the internet in collaboration with the [Estonian Safer Internet Centre's](#) Advisory Body.

2.3 Data collection in the last three years

Data collection to support policy making related to the BIK Strategy includes national and regional surveys with quantitative data specifically focused on children's use of the internet, quantitative data on some topics of children's use of the internet collected as part of a broader survey, and qualitative research specifically focused on children's use of the internet. Examples include:

- The [Estonian Statistics Agency](#) collects and regularly presents data which involves children aged 16 and 17.
- The [EU Kids Online Estonian Study 2018](#) studied 1,020 children and young people aged 9 to 17 and 510 parents (one parent of the interviewed child). The research investigated children's use of the internet, patterns of use, identified risks and harms, as well as opportunities related to use of the internet. The survey was co-funded by the Ministry of Education and Research, the Ministry of Social Affairs, the Ministry of Justice, the Estonian Research Council, the Estonian Internet Foundation and the EU Social Fund.
- [Research on digital literacy: teaching ICT, attitudes and possibilities in schools and kindergartens](#). The research was conducted in 2017 with the total sample of 1,549 teachers and 11,224 students across Estonia. It was implemented by Estonian think-tank [Praxis](#) and funded by the European Social Fund and the [Estonian Information Foundation for Education](#). The research provided an overview of subjects related to teaching digital skills and how these are integrated with other subjects, and identified students' attitudes and skills which help to strengthen their abilities.

- [KüberPähkel \(CyberCraker\) 2018](#) provided an understanding of behavioural patterns of students in the use of technology, problem-solving skills and digital attitudes, future technology and problems encountered on social media, for example. The research involved 9,603 school students aged 11-15 across Estonia.
- [KüberPähkel \(CyberCraker\) 2019](#) was conducted by using the online platform www.kueberpähkel.ee. The aim of the research was to understand students' knowledge on safety issues as well as their digital skills to manage online safely. The research involved 8,688 students from the basic school grades 4-9 (students aged 10-16) across Estonia.
- [A study of attitudes and experiences of sexual abuse of children and young people](#). A recent survey commissioned by the Ministry of Justice found that 67 per cent of young people say they do not talk enough about sexual abuse. A quarter of young people thought they were talking enough about it. The survey revealed that 45% of Estonian young people aged 16-26 have been victims of sexual harassment or sexual violence online or offline during their lifetime.

In terms of evaluation of policies:

- In 2017, the National Audit Office conducted an audit [State's activity upon ensuring the digital skills of children](#) to check the state's activities and financing for improving children's digital skills according to the Estonian Lifelong Learning Strategy 2020 and its implementation programmes. Several recommendations were made, including (i) more precise integration of the teaching of digital skills in the subject syllabus, (ii) ensuring adequate measurement of digital skills of children, (iii) selecting and regularly using an evaluation instrument for evaluating the digital skills of teachers and (iv) paying greater attention to high quality digital teaching material that complies with the national curriculum and is accessible to schools.
- In 2019, the Estonian Ministry of Education and Research commissioned an [interim evaluation of the Lifelong Learning Strategy 2020](#). The main conclusions of the evaluation regarding the Digital Turn were that: (i) a large number of teachers need to enhance their digital skills to be able to teach digital skills to children, (ii) problems related to the overuse of digital appliances and the internet make teachers and parents cautious of using digital tools in learning.
- In 2019, the Estonian Ministry of Justice commissioned a survey to assess the impact of policy for the prevention of child sexual abuse and to learn about the experience of Estonian adolescents and young adults (aged 16-26) with sexual abuse. The results showed that the prevention policies to date have taken the right direction, but there is still a need for more efficient measures to prevent child sexual abuse both in real life and online.

2.4 Involvement of young people in policy making

The involvement of young people in policy making is described as one whereby young people are systematically and directly consulted and informed (for example, through

hearings, consultations and specific surveys). Relevant organisations involved in supporting youth participation in policy making include:

- The [Ministry of Education and Research](#) and the [Ministry of Social Affairs](#) have involved children/young people directly in the process of developing national action plans. Student organisations have been involved in developing amendments to the legislative acts or initiating new legislative acts concerning young people.
- In addition, the committees of the [Estonian Parliament](#) involve young people's organisations in the hearings or consultations related to the development of legislative acts.

3. Policy implementation

Policy implementation refers to the involvement of the relevant stakeholders in the delivery of initiatives and the spread of activities as envisaged under each of the four pillars of the BIK Strategy.

Pillar 1: High-quality content online for children and young people

Activities under Pillar 1 are led by public broadcasters. Government ministries have a complementary role.

- The [Estonian National Public Broadcasting Law Act](#) stipulates that the institution is responsible for providing high-quality content for all social groups. The mission of the [Ministry of Education and Research](#) is to balance the education policy developments and create conditions and prerequisites to ensure the lifelong learning possibilities for every Estonian citizen in an innovative and development-orientated society. There are several NGOs and private companies who are active in the field of developing child-friendly online content.

Summary of Pillar 1 actions:

	Introduced in the last 12 months	Existent before last year	Not available
Initiatives to stimulate the production and visibility of quality content for children	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Initiatives to encourage children's creativity and to promote positive use of the internet	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Initiatives to implement standards for quality online content for children	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Other relevant activity (please specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Pillar 2: Stepping up awareness and empowerment

Activities under Pillar 2 are led by government ministries. Public agencies have a complementary role. Examples include:

- The [Ministry of Education and Research](#) is primarily responsible for developing national action plans as well as national curricula which include promoting and developing digital literacy. There is a shared responsibility to promote, to develop and to provide awareness-raising resources and activities, in cooperation with other agencies. The [Estonian Safer Internet Centre](#) plays an active role in the field. The [Social Insurance Board](#), a public agency, is responsible for providing assistance and counselling related to children's use of the internet and to provide easy access tools for reporting/making contact.
- A new initiative has been introduced which is a cooperation programme between the Information Technology Foundation for Education, Startup Estonia (private company) and University of Tartu for developing new learning digital platforms for providing qualitative digital solutions to students.
- The [Child Helpline](#) (provided by the public agency Estonian Social Insurance Board) provides online solutions for children, parents and for the public for reporting and for assistance and counselling since 2011. A cooperation between the helpline and Estonian Police and Border Guard Board operates according to a mutual agreement. The Child Helpline is funded entirely by the state and the funding has been stable. Child Helpline is also a member of the Estonian Safer Internet Centre. In addition, the Estonian Police and Border Guard Board has web-constables who are active online and provide assistance for young people. Young people have easy access to the web-constables and the number of contacts is considerably high. The Estonian Police and Border Guard Board website also provides easy access to a reporting tool.

Summary of Pillar 2 actions:

	Introduced in the last 12 months	Existent before last year	Not available
“Teaching online safety in schools”			
Strategies to include teaching online safety in schools	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Activities to reinforce informal education about online safety	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Activities to provide for online safety policies in schools	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Activities to ensure adequate teacher training in online safety	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Activities to support public-private partnerships in online safety	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
“Digital and media literacy activities”			
Activities to support young people’s technical skills required to use online media content and services	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Activities to encourage critical thinking around media industries and evaluating content for truthfulness, reliability	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Activities that encourage interaction, engagement and participation in the economic, social, creative, cultural aspects of society through online media	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Activities that promote democratic participation and fundamental rights on the internet	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Activities that challenge radicalisation and hate speech online	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
“Scaling up awareness activities and youth participation”			
National support for public awareness-raising campaigns	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Involvement of children when developing national campaigns	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Involvement of children when developing legislation with an impact on their online activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Activities or initiatives to match the Commission’s support for the national Youth Panels	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Industry funding and technical support for NGOs and education providers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Industry dissemination of awareness material either online or at the point of sale	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
“Simple and robust reporting tools for users”			
Mechanisms for reporting content and contacts that may be harmful for children such as cyberbullying or grooming	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Initiatives to facilitate cooperation between helplines and law enforcement	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Initiatives to monitor the effective functioning of reporting mechanisms at a national level	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Pillar 3: Creating a safe environment for children online

Activities under Pillar 3 are led by government ministries. NGOs and civil society have a complementary role.

The ministries are responsible for developing relevant strategies and action plans, as well as for providing funding for implementation. Public agencies together with private law organisations (NGOs) provide services (training, resources, assistance), and are responsible for the quality of their services. Industry is interested in increasing awareness for safe and secure use of internet and therefore they are taking part in developing relevant resources and providing technical solutions. Universities takes part in developing resources as well as carrying out research.

There has been increase in promoting awareness about age-appropriate privacy settings. Also, awareness raising about data protection measures has increased during the recent two years. Relevant awareness-raising resources have been developed by public agencies and private organisations. The Estonian Safer Internet Centre has been an active partner in raising awareness about data protection, dissemination of private data, and so on.

Service providers have been more active to share information about parental control tools and how to use these. New initiatives to develop and provide parental control tools have also taken place (for example, a cooperation between service provider Elisa Estonia and start-up Hoopy).

Summary of Pillar 3 actions:

	Introduced in the last 12 months	Existent before last year	Not available
“Age-appropriate privacy settings”			
Activities to ensure the implementation of EU legislation	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Self-regulatory measures by industry about age-appropriate privacy settings	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Awareness-raising activities regarding age-appropriate privacy settings	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Wider availability and use of parental controls			
Activities to promote the availability of parental control tools	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tests and certification for parental control tools	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Efforts to support industry implementation of parental control tools	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
“Wider use of age rating and content classification”			

Activities to promote the adoption of age rating and content classification among relevant stakeholders	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
A complaints process for the effective functioning of such systems	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
"Online advertising and overspending"			
Activities at the national level to ensure that legislation regarding online profiling and behavioural advertising is observed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Support industry in developing codes of conduct regarding inappropriate advertising	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Monitor implementation of codes of conduct at the national level	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Pillar 4: Fighting against child sexual abuse and child sexual exploitation

Activities under Pillar 4 are led by government ministries. The Safer Internet Centre, and specifically its helpline and hotline, has a complementary role. Examples include:

- The [Ministry of Justice](#) and the [Ministry of Interior](#) are responsible for developing relevant legislative acts, for developing national action plans and for providing sufficient funding for the implementation.
- The [Estonian hotline](#) is responsible for providing an online platform for taking reports from the public on child sexual abuse material (CSAM) online, for handling reports, for cooperating with the Estonian Police and Border Guard Board, as well as liaising with members of the INHOPE Association for taking appropriate action for taking down CSAM online. The Estonian hotline together with the Estonian Police and Border Guard Board raise awareness of the importance of tackling against child sexual abuse online. The Estonian hotline is operated by the Estonian Union for Child Welfare which is a non-profit non-governmental organisation. All above mentioned stakeholders cooperate in order to get an overview about the scope of the phenomena, to take action, as well as to raise awareness and develop relevant resources.

During recent years, fighting against sexual offences against children has been in focus. Attention has been paid to the relevant training for increasing the ability to fight against child sexual abuse including CSAM online. Also, initiatives have taken place for raising awareness of specialists working with children in order to notice and provide relevant assistance. The Ministry of Justice has been active in supporting networking between institutions (public and private) for preventing offences against children, including online. An online campaign for raising awareness about the Estonian hotline and its remit took place in November 2019 and again in February 2020.

Summary of Pillar 4 actions:

	Introduced in the last 12 months	Existent before last year	Not available
Increased resources for law enforcement bodies that fight against child abuse material online	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Effective safeguards in place to ensure democratic accountability in the use of investigative tools to combat child sexual abuse	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Activities to support the functioning and visibility of hotlines at the national level	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Activities to support the improvement of cooperation between hotlines and industry for taking down child abuse material	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

4. Good practices

The following are three selected examples of good practices in supporting children's use of the internet in Estonia:

Kübernööpnõel – CyberPin

[Kübernööpnõel](#) is an in-school online competition for students from 1-6 grade (age 7-12 years). The aim of the competition is to raise awareness of and interest in ICT and safety. The online format includes a wide range of creative exercises at different levels of difficulty. All schools are free to add their own exercises. The competition format allows students to assess their knowledge and skills, as well as to obtain new knowledge and skills. The first competition took place in February 2020 with 215 participating schools counting 10,000 students. Each participant (student) got a CyberPin badge, and those who managed to solve all exercises were awarded the CyberPin badge. The results will be gathered and evaluated by experts and will be taken account then developing study objects. The competition will be regularly repeated in the coming years. The competition has been initiated in cooperation with Tallinn University of Technology, the Estonian Ministry of Defence and the Estonian Safer Internet Centre action "Smartly on the Web".

Live-koolitund – online class

[Live Interactive classes](#) are offered on different informal topics which are not traditionally part of the curricula, for example "how to be creative", "psychological well-being", and "is it possible to learn without feelings of shame and fear and not to give up?". The target group for the live classes varies depending on the subject but include basic school students from grades 1-6 and 7-9, and upper secondary school students. [Teachers and parents are also welcome to participate.](#)

Safer Internet Day 2020

In the framework of the [Safer Internet Day \(SID\) 2020 campaign](#), the Estonian Safer Internet Centre invited schools and youth centres to celebrate the day and to organise eSafety events for children and young people. Altogether more than 270 institutions all over Estonia organised digital safety events for children and students. All the institutions that participated in the events were marked on the interactive map of Estonia.