Better Internet for Kids

From European Policy to Practice – Tools for a Safer (and Better) Digital Environment

Hans Martens (PhD), European Schoolnet

Structure

1. The European Union’s political priorities
2. Children rights in a digital world
3. European strategy for a better internet for kids - BIK+
4. BIK platform – European network of Safer Internet Centres

Ice-breaker

1. The European Union’s political priorities



Honourable Members,

At its heart, democracy is about **giving people the power** to choose the society they want to live in.

Today, much of this **power has been taken out of the hands of parents**. Young Europeans now spend four to six hours per day on screens. Children are pulled ever deeper into feeds designed to keep them scrolling.

What we are witnessing is a great capture of our children. A capture of their attention, their focus, their minds. This is depriving children of their childhood.

I am aware that many perceive the **power of big tech** as overwhelming. And impossible to roll back.

I disagree. *C'est trop.* Enough is enough.



I convened a Special Panel of experts. **We spoke to young people.** We looked at Australia and others who have moved ahead. And now it is time for Europe to act.

Tomorrow, the Commission is proposing the **EU KIDS ACT**. We will take a gradual and differentiated approach. Each age has its own sensitivities. And therefore, each will have its own tailored protection level.

No social media under the **age of 13**. No personal account under the **age of 15**. That means, from 13 until a child turns 15, only mini accounts set up and supervised by parents or guardians, with limited features and time restriction of one hour a day. And **between 15 and 18**, safe design will be an obligation for the platforms.

https://commission.europa.eu/strategy-and-policy/state-union_en

https://commission.europa.eu/topics/digital-economy-and-society/special-panel_

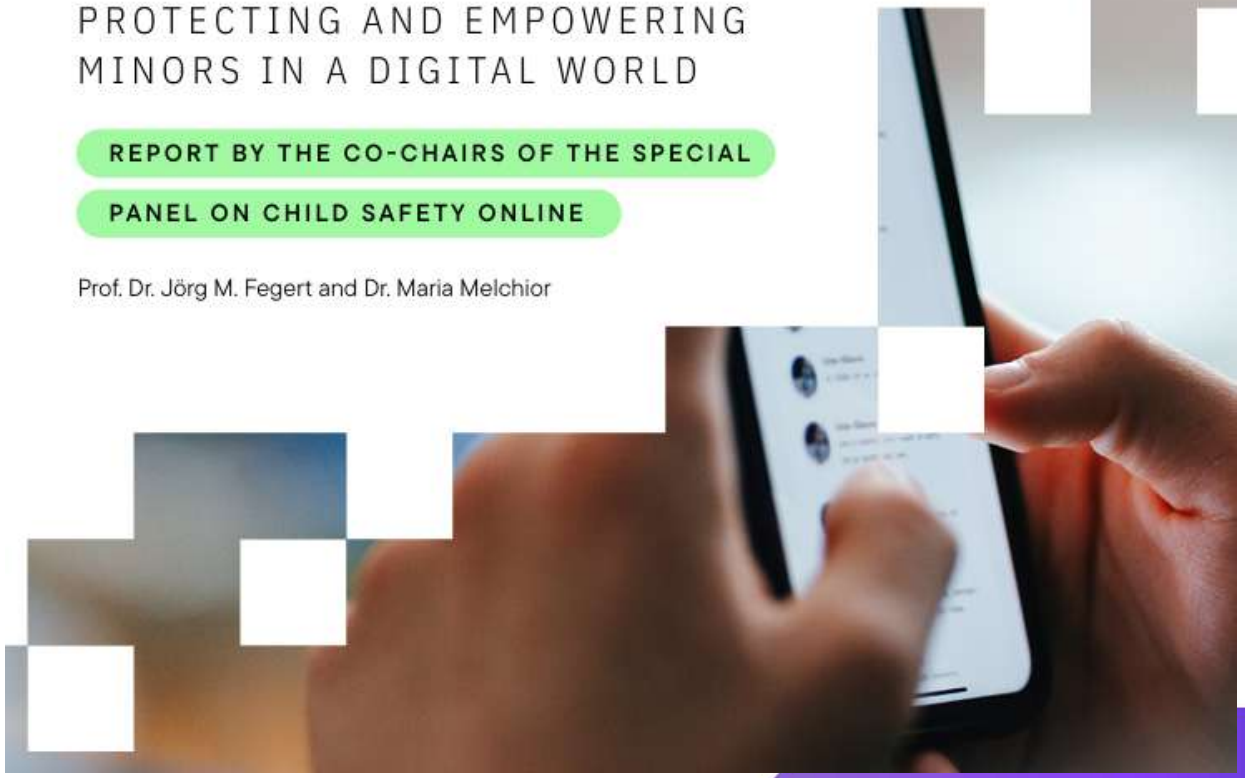
https://digital-strategy.ec.europa.eu/en/library/proposal-eu-kids-act-eu-keeping-internet-digital-spaces-accountable-and-trustworthy

Child safety online

PROTECTING AND EMPOWERING MINORS IN A DIGITAL WORLD

REPORT BY THE CO-CHAIRS OF THE SPECIAL PANEL ON CHILD SAFETY ONLINE

Prof. Dr. Jörg M. Fegert and Dr. Maria Melchior

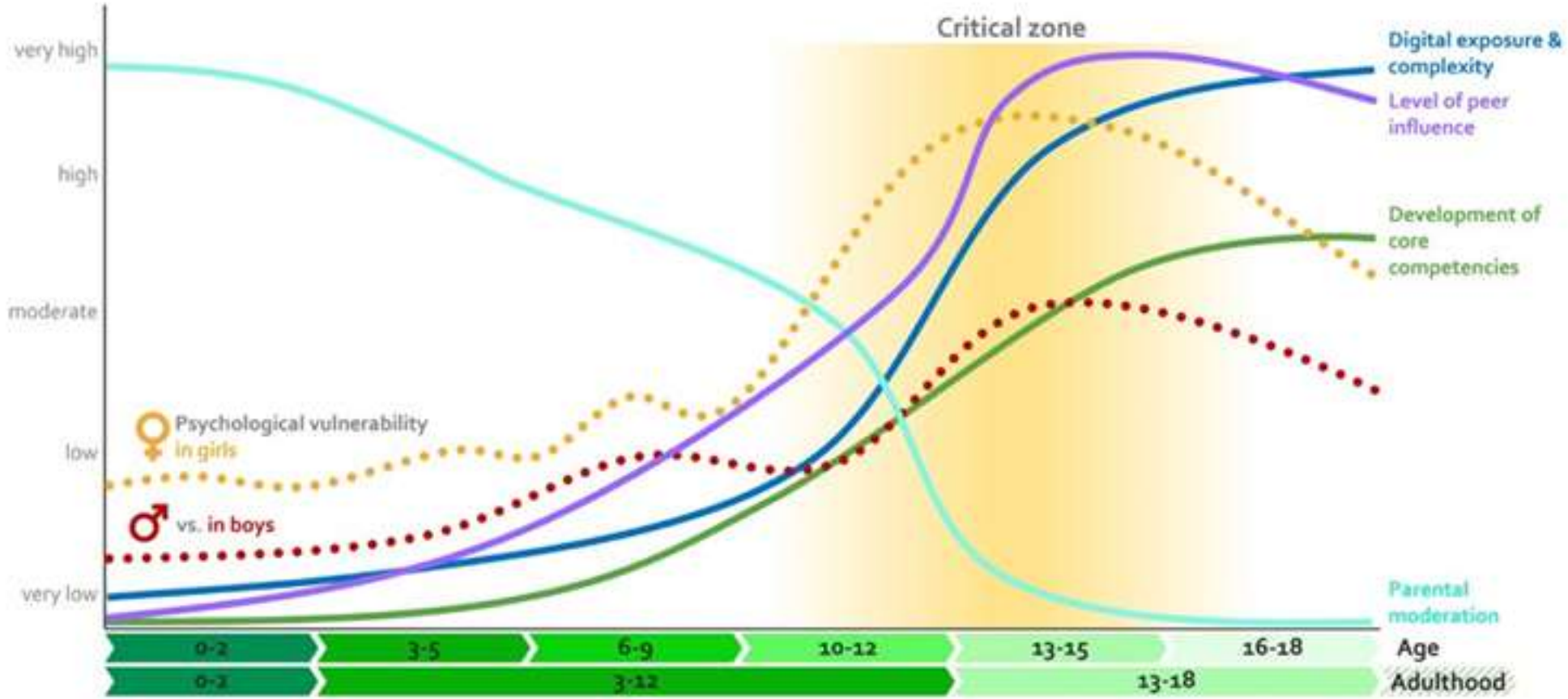


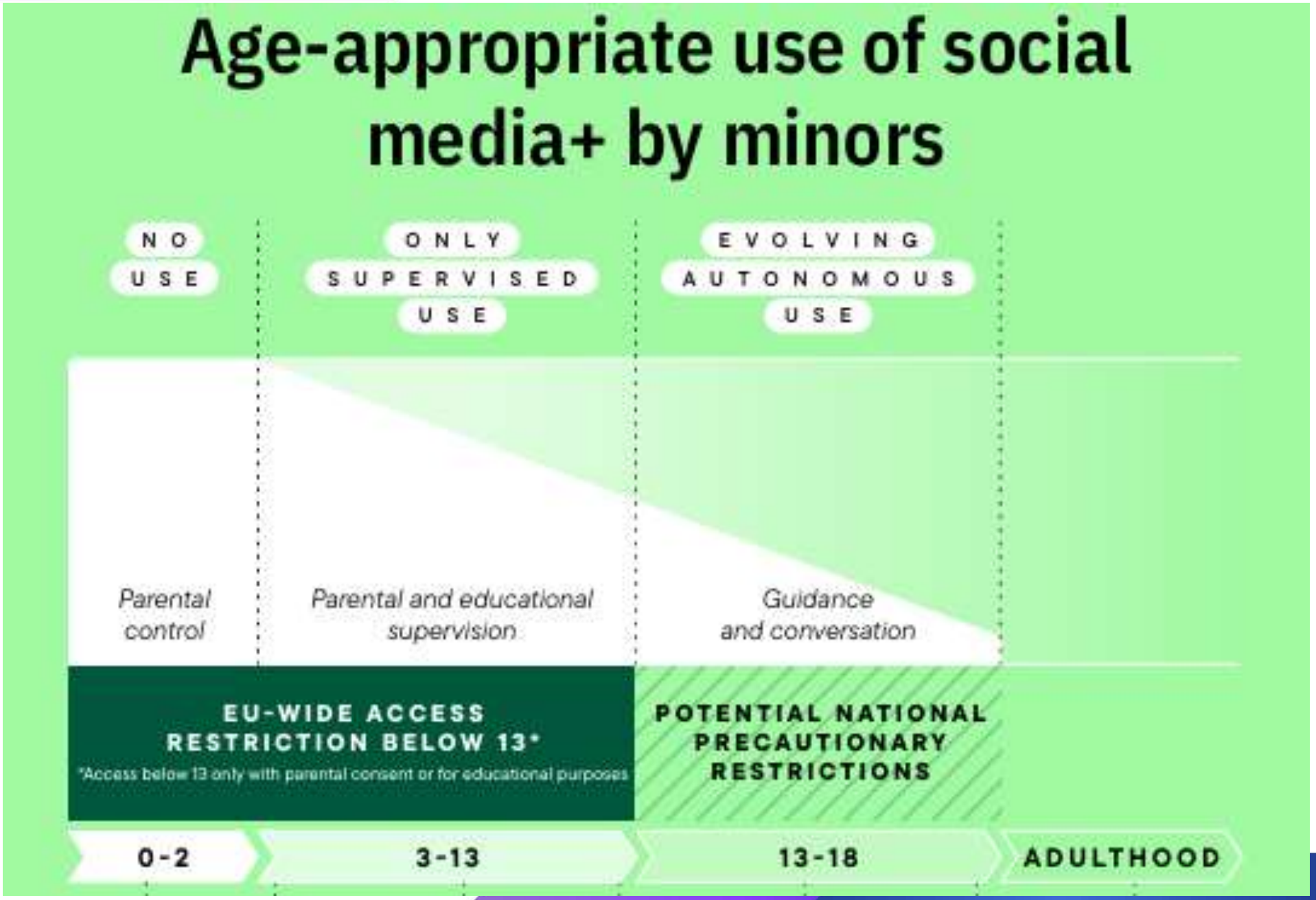
"And in all of this work we will be guided by the need to empower parents and build a safer Europe for our children. **Because when it comes to our kids' safety online, Europe believes in parents, not profits.**"

— EUROPEAN COMMISSION PRESIDENT URSULA VON DER LEYEN, *STATE OF THE UNION ADDRESS, 2025*

Figure 6 – A developmental mismatch between digital exposure, vulnerability and regulatory capacity

The combined trajectories illustrate that digital exposure increases rapidly, while parental mediation declines and regulatory competencies develop more slowly. This trend coincides with a peak in psychological vulnerability during adolescence.




Age-appropriate use of social media+ by minors
NO USE
ONLY SUPERVISED USE
EVOLVING AUTONOMOUS USE
Parental control
Parental and educational supervision
Guidance and conversation
EU-WIDE ACCESS RESTRICTION BELOW 13*
*Access below 13 only with parental consent or for educational purposes
POTENTIAL NATIONAL PRECAUTIONARY RESTRICTIONS
0-2
3-13
13-18
ADULTHOOD

SIX GUIDING PRINCIPLES

To protect and empower minors online

CHILD SAFETY ONLINE

DEVELOPMENTAL APPROACH

Ensure age-appropriate regulation and differentiated guidance

EQUALITY AND DIVERSITY

Recognise inequalities in risks, exposure, and digital harms across all groups

PROTECTION OF MINORS

Protect against harmful content, addictive design, digital neglect, crimes (e.g. sexual abuse, bullying)

ACCOUNTABILITY OF DIGITAL SERVICES AND CONSUMER RIGHTS

Enforce safety by design and content-based regulation

EMPOWERMENT AND MEDIA EDUCATION

Enable parents and caregivers to support minors' digital skills and media literacy for responsible use

CHILDREN'S RIGHTS AND PARTICIPATION

Safeguard the right to safe participation and co-creation online


Ecosystem to protect
and empower minors online
MINOR
PARENTS AND CAREGIVERS
TEACHERS AND EDUCATORS
SOCIAL MEDIA AND OTHER DIGITAL SERVICES PROVIDERS
REGULATORS – THE EU AND MEMBER STATES

Shaping a better digital world

A CALL TO ACTION BY MARTA GONÇALVES,

BETTER INTERNET FOR KIDS+ AMBASSADOR FROM PORTUGAL



Marta Gonçalves

Better Internet for Kids+ Ambassador, Portugal

Marta Gonçalves

I grew up in a world where the internet was never separate from everyday life. For my generation, being online is not an occasional activity. The digital space is where we learn, create, communicate, build friendships, discover opportunities and develop our identities. This is why empowering children and young people to use social media and other digital technologies safely is not simply about protecting them from harm. It is about enabling them to fully participate in the world they are growing up in.

Too often, discussions about children's digital lives happen without children themselves. Governments, companies, educators and adults make decisions on behalf of young people while rarely asking those most affected what they actually need. This is not only unfair, it is counterproductive. We cannot build better digital environments by guessing children's experiences.

Through my own work in peer counselling and youth representation, I have seen the incredible potential of young people when they are trusted and given responsibility. Children and teenagers can accomplish remarkable things through their creativity, empathy, determination and willingness to help one another. When young people come together, they do not simply consume technology. They use it to learn, create, solve problems and build communities. They become role models for their peers in ways that adults cannot.

Young people are experts in their own realities. They know the opportunities they value, the challenges they face and the solutions that would genuinely make a difference. Meaningful youth participation

2. Children rights in a digital world


1
DEFINITION OF A CHILD
2
NO DISCRIMINATION
3
BEST INTERESTS OF THE CHILD
4
MAKING RIGHTS REAL
5
FAMILY GUIDANCE AS CHILDREN DEVELOP
6
LIFE, SURVIVAL AND DEVELOPMENT
7
NAME AND NATIONALITY
8
IDENTITY
9
KEEPING FAMILIES TOGETHER
10
CONTACT WITH PARENTS ACROSS COUNTRIES
11
PROTECTION FROM KIDNAPPING
12
RESPECT FOR CHILDREN'S VIEWS
13
SHARING THOUGHTS FREELY
14
FREEDOM OF THOUGHT AND RELIGION
15
SETTING UP OR JOINING GROUPS
16
PROTECTION OF PRIVACY
17
ACCESS TO INFORMATION
18
RESPONSIBILITY OF PARENTS
19
PROTECTION FROM VIOLENCE
20
CHILDREN WITHOUT FAMILIES
21
CHILDREN WHO ARE ADOPTED
22
REFUGEE CHILDREN
23
CHILDREN WITH DISABILITIES
24
HEALTH, WATER, FOOD, ENVIRONMENT
25
REVIEW OF A CHILD'S PLACEMENT
26
SOCIAL AND ECONOMIC HELP
27
FOOD, CLOTHING, A SAFE HOME
28
ACCESS TO EDUCATION
29
AIMS OF EDUCATION
30
MINORITY CULTURE, LANGUAGE AND RELIGION
31
REST, PLAY, CULTURE, ARTS
32
PROTECTION FROM HARMFUL WORK
33
PROTECTION FROM HARMFUL DRUGS
34
PROTECTION FROM SEXUAL ABUSE
35
PREVENTION OF SALE AND TRAFFICKING
36
PROTECTION FROM EXPLOITATION
37
CHILDREN IN DETENTION
38
PROTECTION IN WAR
39
RECOVERY AND REINTEGRATION
40
CHILDREN WHO BREAK THE LAW
41
BEST LAW FOR CHILDREN APPLIES
42
EVERYONE MUST KNOW CHILDREN'S RIGHTS
43-54
HOW THE CONVENTION WORKS
CONVENTION ON THE RIGHTS OF THE CHILD

The three “Ps”

- **Rights to Protection**: these are the rights that ensure children are protected from acts of exploitation or abuse, in the main by adults or institutions that threaten their dignity, their survival and development (e.g. protection against discrimination, forms of sexual exploitation and sexual abuse)
- **Rights to Provision**: these are the rights to the resources, the skills, services; the "inputs" that are necessary to ensure children's survival and development to their full potential (e.g. education, media diversity)
- **Rights to Participation**: these are the rights that provide children with the means by which they can engage in those processes of change that will bring about the realisation of their rights, and prepare them for an active part in society and change (e.g. freedom of expression, freedom of thought, access to participation)

General comment No. 25 (2021)

Explains how States parties should implement the Convention in relation to the digital environment

… *in the light of the opportunities, risks and challenges in promoting, respecting, protecting and fulfilling all children's rights in the digital environment*.

General comment No. 25 (2021)

General principles:

- **Best interests of the child** - *When making any decision, adults – including governments and businesses – must do what is best for children rather than themselves.*

- **Evolving capacities:** At different ages children need different supports and freedoms. As they get older they have more understanding and experience so should be able to do and see a broader range of things. The digital world must take this into account.

- **Respect for the views of the child** - *Children have opinions that must be taken into account in all the things they care about.*

Child Rights in the Digital Environment | Example Adverse Impacts

unicef
for every child

Children may be impacted **directly** as users of technology; or **indirectly** as "non-users" because of the digital technologies in the world around them. Many different rights can be impacted simultaneously.

Some examples of rights that may be adversely impacted include:



Right to privacy (CRC 16)

Children's privacy rights can be impacted by personal data collection and leaks, parental controls, or inadvertent sharing of information online.



Access to appropriate information (CRC 17)

Children may be exposed to online disinformation and misinformation, or have limited ability to access information.



Protection from physical and mental violence (CRC 19)

Children can be harmed by exposure to discrimination, cyber-bullying and harassment of themselves or friends.



Right to health (CRC 24)

Children may be exposed to content that promotes unhealthy, harmful or dangerous behaviors, like viral pranks, self-harm or eating disorders.



Protection from Sexual Exploitation and Abuse (CRC 34)

Children may be involved in sexual extortion, groomed for sexual purposes, or depicted in Child Sexual Abuse Material (CSAM).

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Child Rights in the Digital Environment | Example Positive Impacts

unicef
for every child

In addition to being protected and provided safe digital environments, children have the right to benefit from the digital revolution happening around them.

Some examples of rights that may be supported include:



Right to express one's views freely (CRC 12)

Technology can enable children to share their views on a wide range of topics, and these views to be considered by others.



Right to freedom of expression (CRC 13)

Technology can help children express their opinions and benefit from the expressions of others.



Access to information (CRC 17)

Technology can broaden children's access to a diversity of information that promotes learning, well-being and health.



Right to education (CRC 28)

The digital environment can support children's right to education, for example through e-learning platforms.



Right to play (CRC 31)

Technology can enable children's right to leisure and play and to participate in cultural life and the arts.

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3. European strategy for a better internet for kids - BIK+

The BIK+ vision for a better internet for children and young people

Age-appropriate digital services,
with **no one left behind** and
with **every child** in Europe
protected,
empowered &
respected
online.

What does the strategy cover?

Our plan is based on three main aims. We call these **pillars**:

1



We want a safe internet
that protects you from seeing things that make you feel scared, sad or uncomfortable.

We want you to feel comfortable on the internet
because you know how to use the internet safely and in a fun way.

2



3



We want you to have a say
with activities for children where you can tell us what kind of safe internet you want.



1. **safe digital experiences to protect children** from harmful and illegal online content, conduct, contact and consumer risks and to **improve their well-being online** through a safe, age-appropriate digital environment, created in a way that respects children's best interests;

Online presence and digital habits

Ofcom | Making communications work for everyone

Pre-literate and early literacy (0-5)

Most children are **online from a very early age,** 87% of 3-5s go online.

Much of children's initial online and digital behaviour is **mediated by parents/**guardians.

Children **as young as 3-5** take their first **steps towards independent** use of online devices, 54% of 3-5s **have their own profiles** on at least one app or website they use.

Digital habits start to form.

Core primary school years (6-9)

Online presence **rises steeply to 97%.**

Digital **habits** become **ingrained,** and **mobile ownership increases** to 28% of 6-7s and 43% of 8-9s.

Online activities become more varied, including watching videos and playing games.

Children **start to use social media** with 42% of 6-7 s and 54% of 8-9s on social media apps or sites.

Transition years (10-12)

Device ownership rises, 84% of 10-12s have their own phone, and all children in this age range are now online.

Use of **social media** becomes increasingly popular with 76% of 10-12s on social media.

Large increase in use of apps/sites for **messaging & calls**, rises to 92% of 10-12s.

Early teens (13-15)

Online use is largely **well-established** and **independent.**

99% have their own phone.

All 13-15s are online, and 97% have their own profile on a social media site.

19% have an adult-aged online profile.[1]

98% **send messages and make calls.**

Approaching adulthood (16-17)

16-17s begin to use the internet for more online services, such as several different apps for videos and messaging.

27% of 16-17s have an adult aged online profile.[1]

The **opportunity to effectively influence** digital habits (e.g. use of parental controls/rules/ boundaries) is likely relatively **small**

Once habits are ingrained, **changing behaviour** (e.g. screen limits) **may require more effort / different approach** and may result in a stronger emotional response from children

Encountering harmful content

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Children are at risk of encountering harmful content at all ages, but the types of harmful content may vary as children get older and more actively engage online.

Pre-literate and early literacy (0-5)

Due to being online, children in this age group do begin to be at risk of encountering harmful content.

Many children **use family members' devices** and may be at risk of seeing content that is not age-appropriate.

Core primary school years (6-9)

Children increasingly encounter harmful content.

64% of young people have viewed pornography. Of those, 1 in 10 **encountered pornographic content by the age of 9.**[3]

21% of 8-9s reported that people had been hurtful or nasty to them online.

Transition years (10-12)

Children begin to have **more independent use** of devices, and alongside a **shift in parental supervision** there is an increased risk of online harmful encounters.

1 in 4 children who have encountered pornography have been exposed to the content by 11 years.[3]

Early teens (13-15)

In this age group, children make more **independent decisions** and have **higher risk-taking** tendencies.

Sexual **curiosity** leads to children in this age group being more likely to **seek out** pornographic content than younger age group.

Other harmful content seen includes self-harm, suicide, and eating disorders.

There is an increase to exposure to hate and bullying content, with **three quarters of 13-15s seeing online hate** on social media.[4]

Approaching adulthood (16-17)

16-17s are most likely to be **viewing/posting on livestreaming** services (81%).[1]

Adult profiles (18+) may increase likelihood of encountering adult content.[1]

	Content Child as recipient	Contact Child as participant	Conduct Child as actor	Contract Child as consumer
Aggressive	Violent, gory, graphic, racist, hateful and extremist content	Harassment, stalking, hateful behaviour, unwanted surveillance	Bullying, hateful or hostile peer activity e.g. trolling, exclusion, shaming	Identity theft, fraud, phishing, scams, gambling, blackmail, security risks
Sexual	Pornography (legal and illegal), sexualization of culture, body image norms	Sexual harassment, sexual grooming, generation and sharing of child sexual abuse material	Sexual harassment, non-consensual sexual messages, sexual pressures	Sextortion, trafficking for purposes of sexual exploitation, streaming child sexual abuse
Values	Age-inappropriate user-generated or marketing content, mis/disinformation	Ideological persuasion, radicalization and extremist recruitment	Potentially harmful user communities e.g. self-harm, anti-vaccine, peer pressures	Information filtering, profiling bias, polarisation, persuasive design
Cross-cutting	Privacy and data protection abuses, physical and mental health risks, forms of discrimination			

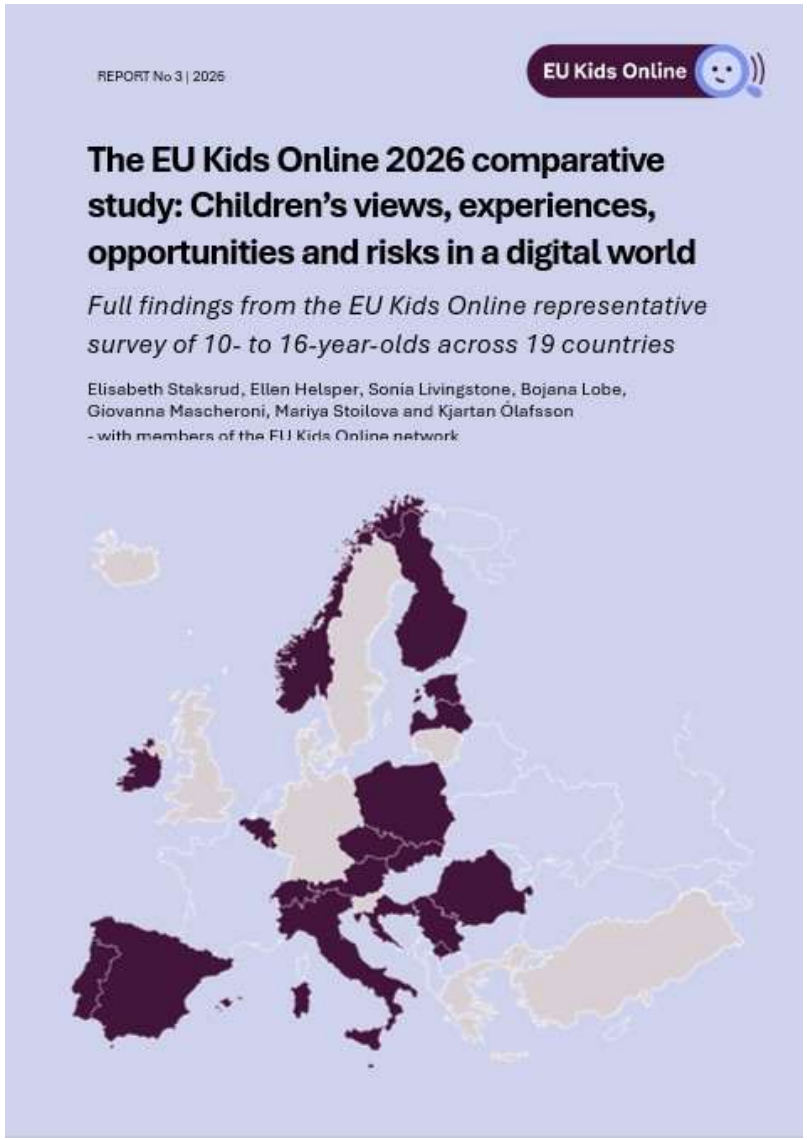
https://core-evidence.eu/posts/4-cs-of-online-risk

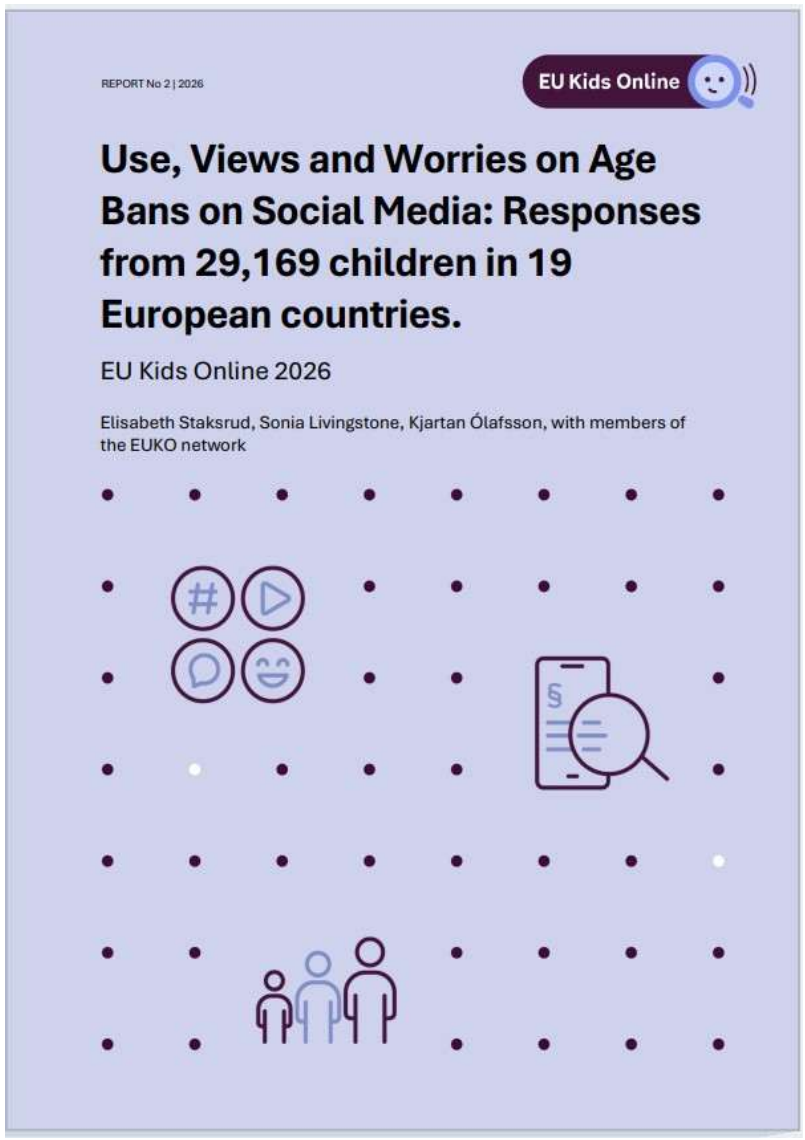
https://core-evidence.eu/posts/theorising-online-opportunities

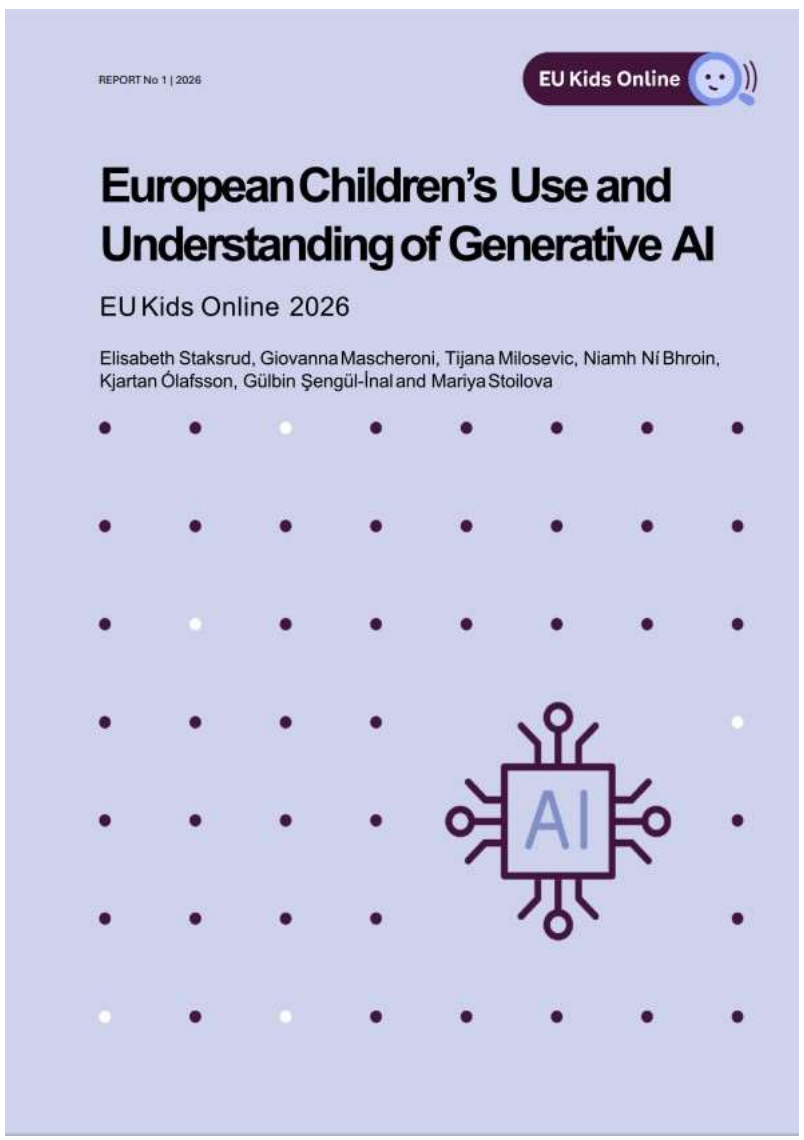
Table 1 Bulgarian children's online participation

Online activities practised at least weekly	Age group (N=1000)			
	9-11	12-14	15-17	ALL
Involved in campaign or protest	2	4	6	4
Discussed politics with others	3	4	12	6
Created blog, story or website	5	8	10	2
Looked for health information	5	9	21	11
Searched for resources about their neighbourhood	7	14	19	13
Created video or music	9	15	20	14
Talked to people who are different	9	21	35	21
Looked for news online	10	27	51	28
Used website for interests or hobbies	13	31	47	29
Looked for work or study opportunities	14	32	45	29
Used the internet for schoolwork	40	56	58	50
Talked to distant family or friends	41	58	60	52
Posted photos or comments online	33	64	73	55
Learned by searching online	50	74	86	68
Played online games	78	76	65	7
Used social networking sites	49	82	94	73
Listened to music	59	83	87	7
Watched video clips	83	91	96	89

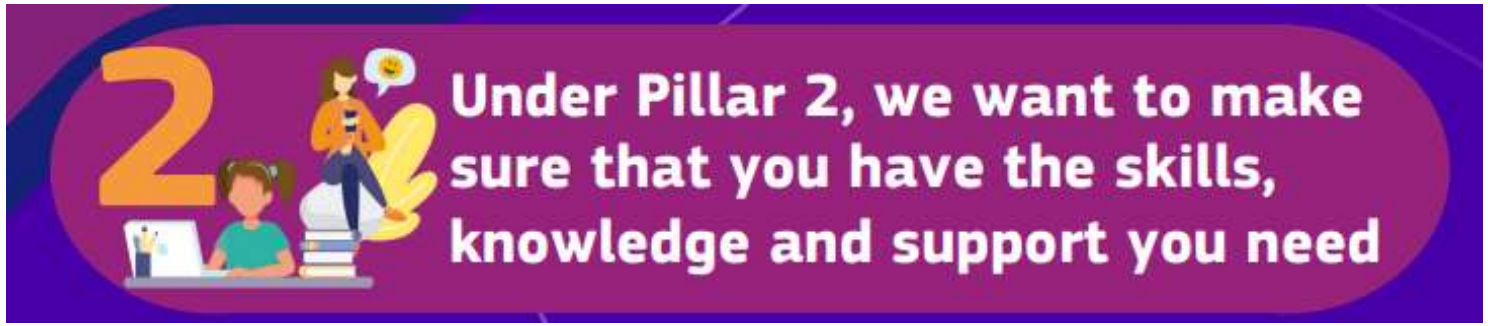




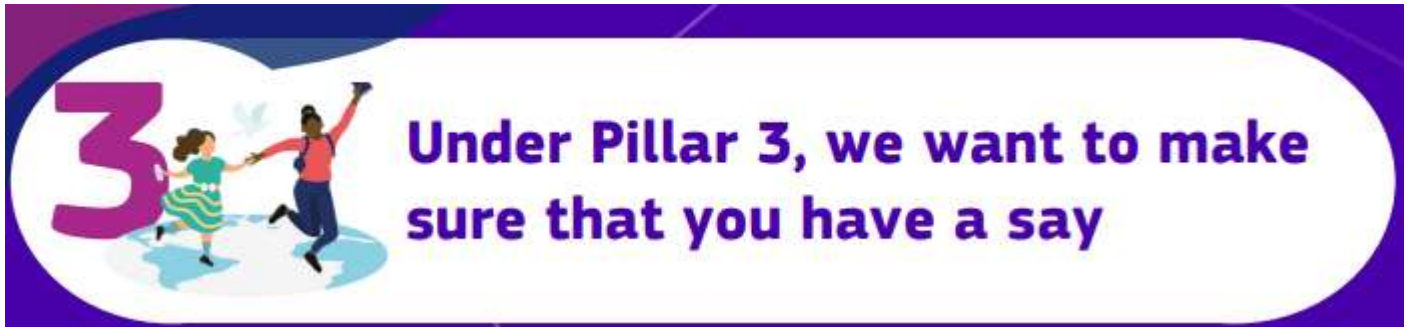




https://www.lse.ac.uk/media-and-communications/research/research-projects/eu-kids-online



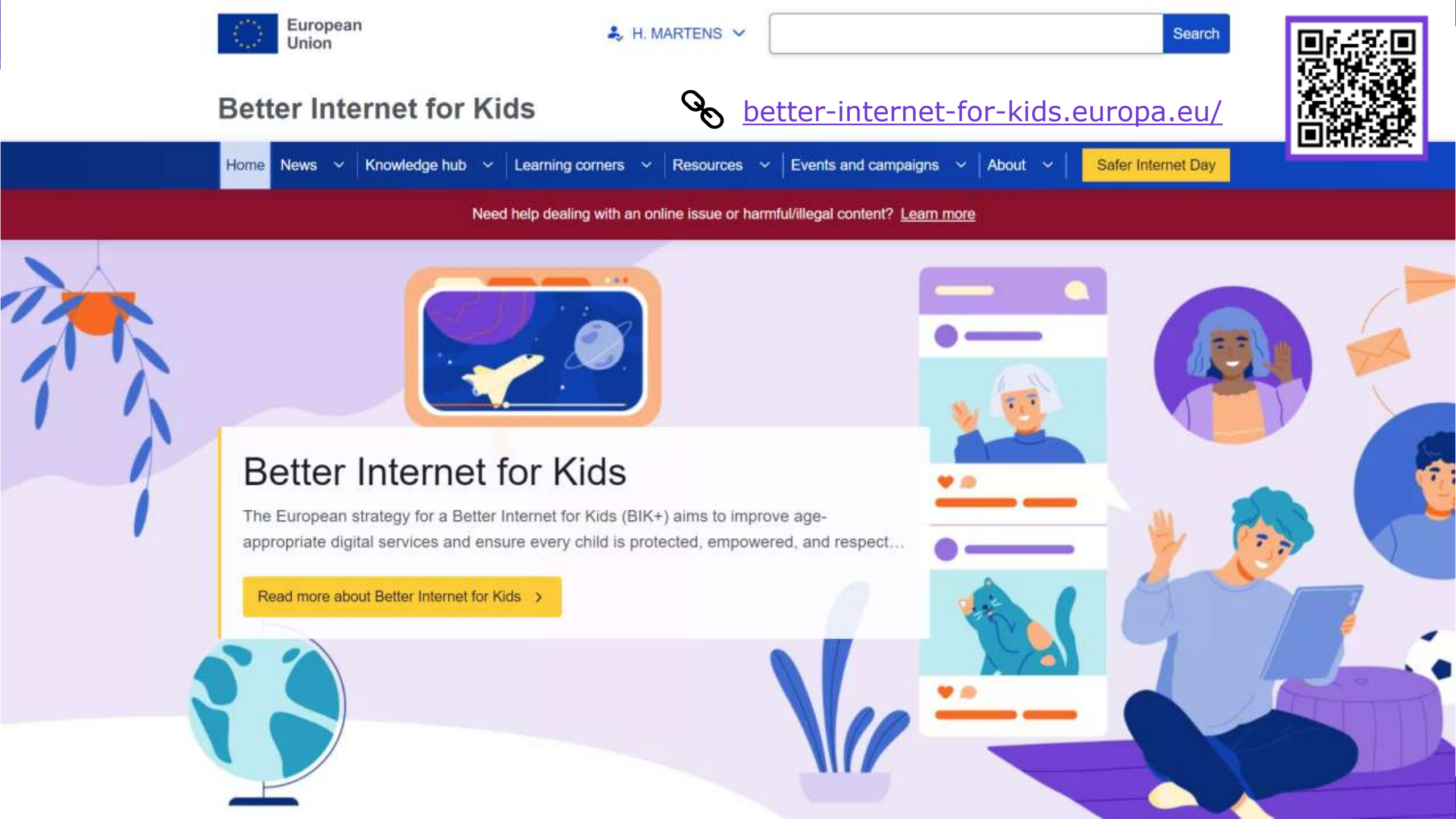
2. **digital empowerment** so children acquire the necessary **skills and competences** to make sound choices and express themselves in the online environment safely and responsibly;



3. **active participation**, **respecting children** by giving them a say in the digital environment, with more child-led activities to foster innovative and creative safe digital experiences.

And how about you?

4. BIK platform – European network of Safer Internet Centres


European Union
H. MARTENS
Search
Better Internet for Kids
better-internet-for-kids.europa.eu/
Home
News
Knowledge hub
Learning corners
Resources
Events and campaigns
About
Safer Internet Day
Need help dealing with an online issue or harmful/illegal content? Learn more
Better Internet for Kids
The European strategy for a Better Internet for Kids (BIK+) aims to improve age-appropriate digital services and ensure every child is protected, empowered, and respect…
Read more about Better Internet for Kids

In the spotlight



Knowledge hub insight

The Special Panel and the EU KIDS Act: what the evolving approach to child safety online means for BIK+

Beyond age restrictionsCan children be protected online simply by keeping them away from social media? In recent months, this question has moved to the centre of the European debate. In this context, European Commission President Ursula von der Leyen tasked two Special Advisers, Prof. Dr. Jörg M. Fegert and Dr.

12-18
OCT-NOV
2026

massive open online course (mooc)

MOOC: Cyberbullying in a rapidly changing digital world

Children and young people today grow up in a deeply connected digital environment, where learning, social interaction and identity formation increasingly take place online. While digital technologies offer significant opportunities for…

Online



BIK news

Take part in the second BIK+ strategy evaluation

The aim is to understand whether the European strategy for a Better Internet for Kids (BIK+ strategy) continues to respond to children's online needs, what progress has been made since the strategy was adopted, and where further efforts…



news

The EU Action plan against cyberbullying

The EU's action plan is stepping up actions to tackle cyberbullying and make the online world safer, better, and more positive for children and young people all across Europe. Currently, the available data suggests that addressing…



news

Special panel calls for stronger action to protect children online

Established by President Ursula von der Leyen following her 2025 State of the Union address, the expert panel brought together specialists in child health, psychology, neuroscience, computer science, child rights and digital literacy, alongside…

National trends, issues and initiatives

BIK Knowledge hub

Central access point for information, evidence, and policy insights on the impact of digital transformation on the lives of children and young people.

View more



Safer Internet Centres

Connect with your national Safer Internet Centre (SIC) to access resources and sources of support, providing awareness raising, helpline, hotline and youth participation services.

Select a country to see the SIC



The 20th edition of the Polish 'Keeping children and young…

Poland



From bystander to upstander: how Malta is tackling…

Malta



Greece steps up efforts to tackle cyberbullying

Greece

Background

2012: *European Strategy for a Better Internet for Children* (the BIK Strategy)

2014: First BIK Policy Map

2018: Second BIK Policy Map

2020: Third BIK Policy Map

2021: New European Strategy for a Better Internet for Kids (BIK+ strategy)

2023: Fourth BIK Policy Map

2024: BIK Policy monitor (now annual)

2025: [6th BIK Policy Monitor Report]



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Policy monitor questionnaire

Policies

Policy Frameworks
- Policy priority
- Integrated policy
- Influence of BIK+
- Children's rights

Policy Design
- Collection of statistics
- Other information supports
- Research funding
- Monitoring and evaluation

Policy Governance
- Lead in policy development
- Lead agency for implementation
- Action planning

Stakeholder Involvement
- Multistakeholder body
- Consultation
- International exchange

BIK+ Actions

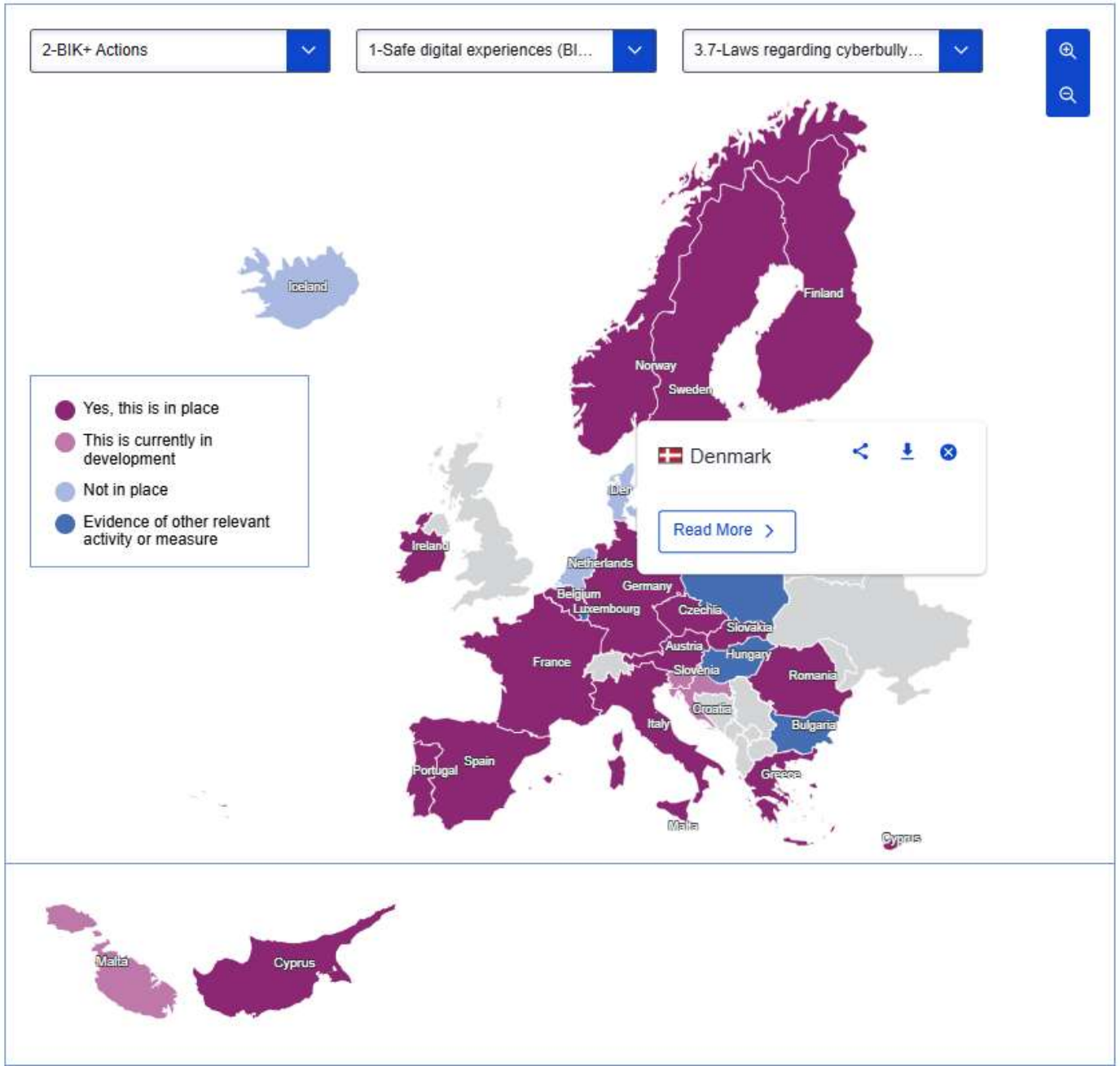
Pillar 1 – Safe Digital Experiences
- Responding to EU laws
- Harmful online content
- Age verification

Pillar 2 – Digital Empowerment
- Supports in formal education
- Informal education
- Digital skills

Pillar 3 – Active participation
- Active participation, respecting children's rights
- Inclusivity
- Digital creativity

Better Internet

Policy map | Policy index



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Denmark - Policy monitor country profile

The Better Internet for Kids (BIK) Policy monitor is a tool used to compare and exchange knowledge on policy making and implementation in EU Member States, Iceland and Norway on the pillars and recommendations of the European Strategy for a Better Internet for Children (BIK+ strategy). The 2025 edition of the BIK Policy Monitor report examines the implementation of the BIK+ strategy in 29 European countries, including all EU Member States, Iceland, and Norway.

Here, we take an in-depth look at the latest monitoring information for Denmark.

The BIK+ agenda is a priority for the current Danish government. It is not explicitly referred to in national policies, but the principles of the BIK+ strategy are integrated into the work of the Danish Media Council. The Media Council's work as an awareness centre and coordinator of the Safer Internet Centre Denmark is in cooperation with Save the Children Denmark and the Centre for Digital Youth Care. The awareness centre develops awareness materials, events, etc., on children and young people's digital lives with a focus on media and digital literacy.

BIK policies

Policy design asks whether evidence and research support BIK-related policies and whether systems are in place for monitoring and evaluating those 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.

In Denmark:

- 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 is an important influence on policy development** on children and the digital environment that informs and guides national policies, even if they do not directly refer to BIK+.
- National/regional policies and policy documents **explicitly recognise children's rights in the digital environment.**

Table 1: Topic summary - policy frameworks

Denmark - Policy monitor country profile - 2025
English (424.36 KB - PDF)
Download

Previous report editions

Denmark - Policy monitor country profile - 2024

National rules and guidelines

- Well-being Commission
- National Strategy for Digitalisation
- Media Council for Children and Young People's Ethic...
- Centre for Social Media, Tech and Democracy
- A prevention plan targeted at children and young...

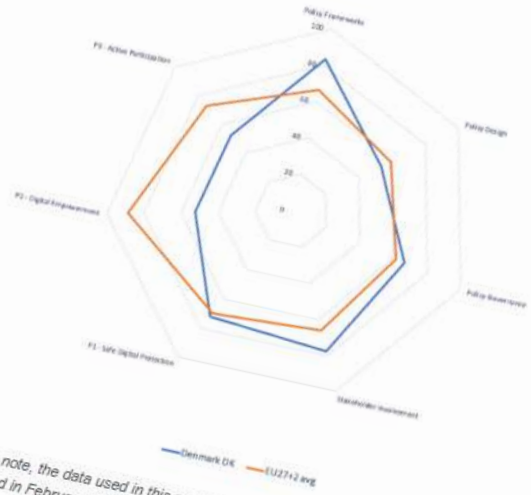
policy documents		
Addressing digital inequalities		x
Supports for marginalised groups	x	
Positive digital content	x	

Read the full Policy monitor country profile for some best practice examples from Denmark.

Read the full BIK Policy monitor report for 2025.

BIK+ index 2025: Denmark

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



Please note, the data used in this page and the corresponding country profile was collected in February 2025.

Denmark - Policy monitor country profile - 2025
English (424.36 KB - PDF)
Download

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Want to find out more about Safer Internet Centre (SIC) services and resources in your country?

Check out your SIC profile page to connect with national resources and sources of support, providing awareness raising, helpline, hotline and youth participation services.



Austria



Belgium



Bulgaria



Croatia



Cyprus



Czech Republic

Insafe and INHOPE: get to know the network



National awareness centres raise awareness and understanding of safer internet issues and emerging trends.

Helplines provide information and assistance on dealing with harmful content, contact (e.g. grooming), conduct (e.g. cyberbullying), and contract.





Hotlines provide tools to anonymously report illegal content online.

Youth participation activities allow young people to express their views, and exchange knowledge and experiences.



German Safer Internet Centre

This Safer Internet Centre receives EU co-funding under the Digital Europe Programme (DIGITAL) grant agreement for Member States.

Profile last updated: July 2025

About the organisation

The German Safer Internet Centre (SIC DE) exists to promote a safer and better use of the internet and mobile technologies among children and young people.

Awareness centre

klicksafe aims to promote people's online competence and to support them with a wide range of services to help them use the internet competently and critically. On the website, users can find a wealth of up-to-date information, practical tips, and teaching materials on digital services and related topics. The target groups are teachers, educators, parents, children, young people and multipliers.

The key platform, www.klicksafe.de, offers access to the entire portfolio of materials. klicksafe materials have been established to promote media literacy. To date, klicksafe has sent more than 13 million klicksafe print materials to organisations and individuals throughout Germany.

In 2005, a successful campaign was launched and raised awareness of the issue of internet safety with the commercial 'Where is Klaus'. The award-winning advert was translated into several languages and broadcast throughout Europe.

Contacts and opening hours:

- The awareness centre can be contacted from Monday to Friday from 08:00 to 17:00 by telephone (+496215202271), via the contact form on the klicksafe website, and by email. It is also possible to contact the awareness centre via its social media channels (direct messages) and WhatsApp.



Ludwigshafen, Germany
Email
Website
+496215202271

Social media

- Facebook
- Instagram
- LinkedIn
- YouTube

Helpline

Nummer gegen Kummer e.V. (NgK) is the umbrella organisation of the largest toll-free and anonymous counselling service for children, adolescents, parents and other carers in Germany and looks back on more than 40 years of experience as a general helpline.

The helpline is open to all topics, including online safety issues, and offers a safe place to talk, seek advice, find comfort, or simply have a sympathetic ear. NgK's trained volunteer counsellors support those seeking advice to find their own solutions (by helping them to help themselves). If needed, counsellors can provide information about specialised/professional help or recommend relevant (online) sources of information enabling young people or parents to educate themselves further.

Contacts:

- Young people can call the Child helpline at 116111 (peer-to-peer counselling on Saturdays) or contact the online counselling services (chat, email) via the website.
- The parents' helpline can be reached by calling 0800 111 0 550.
- The Helpline Ukraine for Ukrainian families in Germany can be reached by calling 0800 – 500 225 0.

NummergegenKummer

Hotline

The German Safer Internet Centre (SIC) has two national alert platforms for reporting of illegal content on the internet, particularly in respect of child pornography, racism and xenophobia: IBSDE, operated by the hotlines of eco and FSM as independent partners, and jugendschutz.net.

eco FSM JUGEND SCHUTZ.NET

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1
Under Pillar 1, we want to make sure that your digital world is safe


1
Under Pillar 1, we want to make sure that your digital world is safe
DSA

The Digital Services Act (DSA) explained:
measures to protect children and young people online

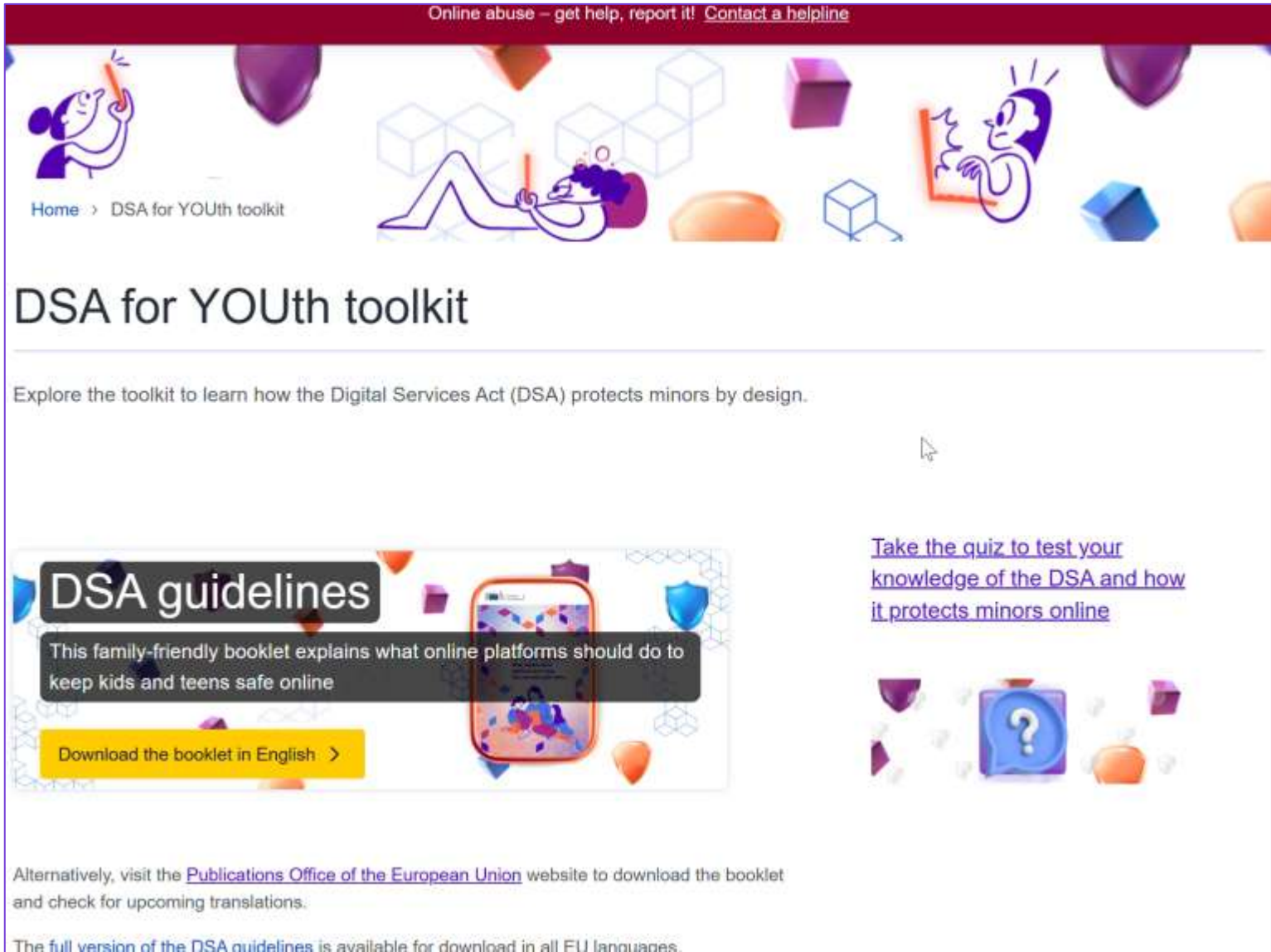


The booklet "The Digital Services Act explained" is now available in all EU languages.

Campaign resources

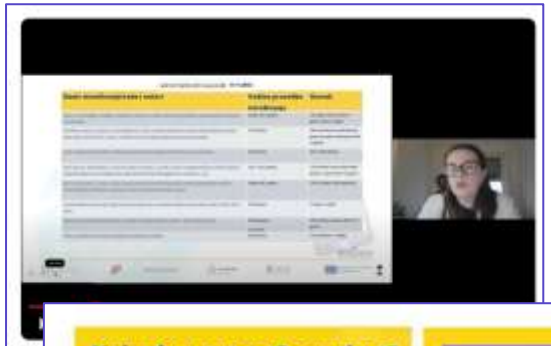
DSA for YOUth toolkit
- ✓ A simple easy-to-read series of explainers
- ✓ Quiz: Do you know what the DSA can do for you?
- ✓ DSA guidelines family-friendly booklet
- ✓ News and resources from the network



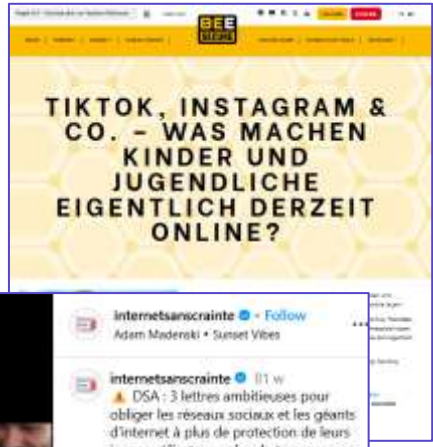


Safer Internet Centres support the implementation of the DSA







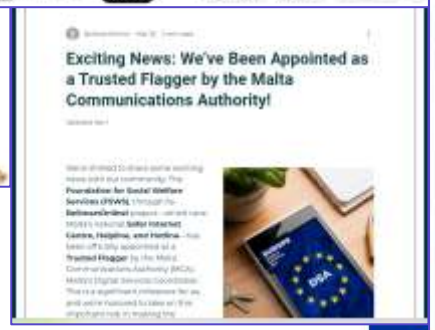














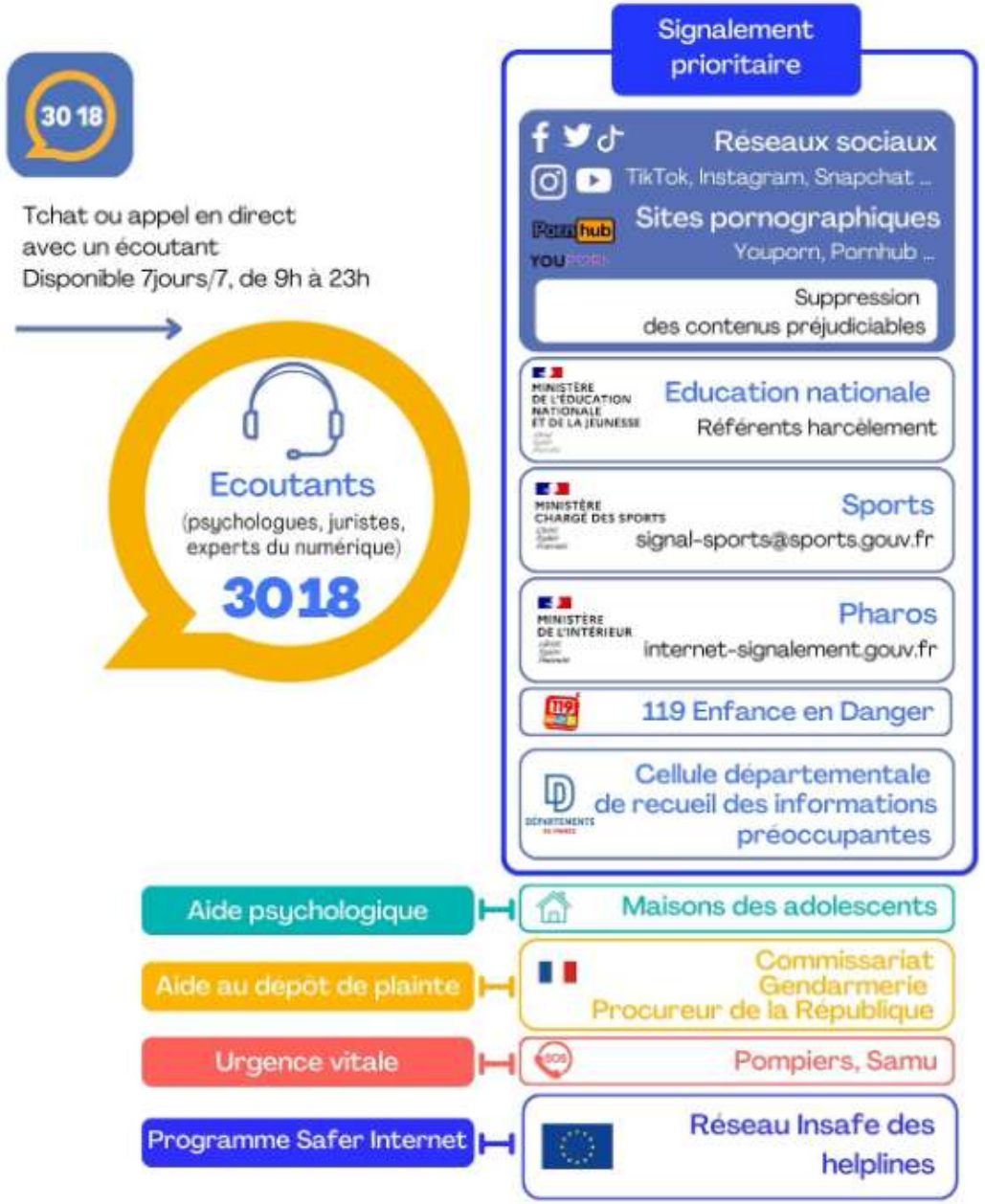




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3018: FRANCE'S NATIONAL HELPLINE FOR CYBER-BULLYING, ONLINE HARASSMENT, AND DIGITAL VIOLENCE





FRENCH HELPLINE, 3018 CASE STUDY

FROM CASE QUALIFICATION...

→ A 13-year-old boy contacted 3018 because a “friend” was bullying him on Snapchat : sending death threats, threatening his family etc.

→ As a result of this situation, the victim no longer felt safe leaving home and engaged in self harm as a direct consequence of this situation.

🔒

Evidence extracted from the secure digital vault within the 3018 app.

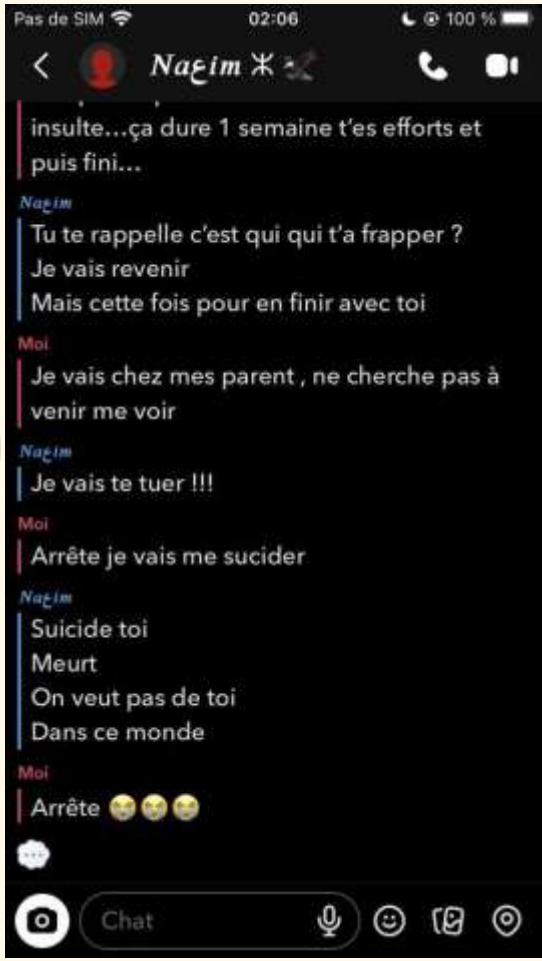
I’m gonna come back to end things with you

I’m gonna go to my parents, please don’t come looking for me

I’m gonna kill you !!!!

Please stop, I’m gonna kill myself

Please do. We don’t want you in this world



...TO PLATFORM ACTIONS.

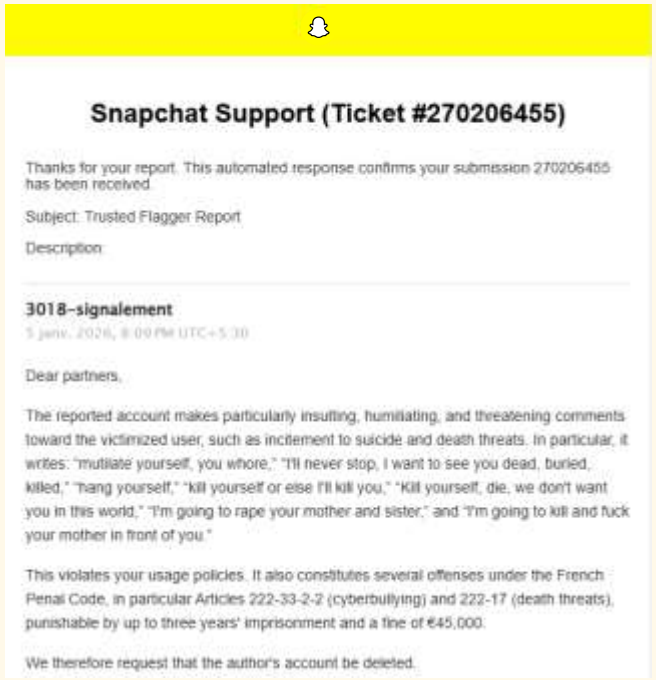
3018 contacted Snapchat's moderation team

through trusted flagger channel to trigger priority action.

Within 36 hours

Following the trusted flagger report, Snapchat investigated the case and removed the account involved

Contact to Snapchat from the 3018 team



Snapchat Support (Ticket #270206455)

Thanks for your report. This automated response confirms your submission 270206455 has been received.

Subject: Trusted Flagger Report

Description:

3018-signalement

5 janv. 2026, 8:09 PM UTC+5:30

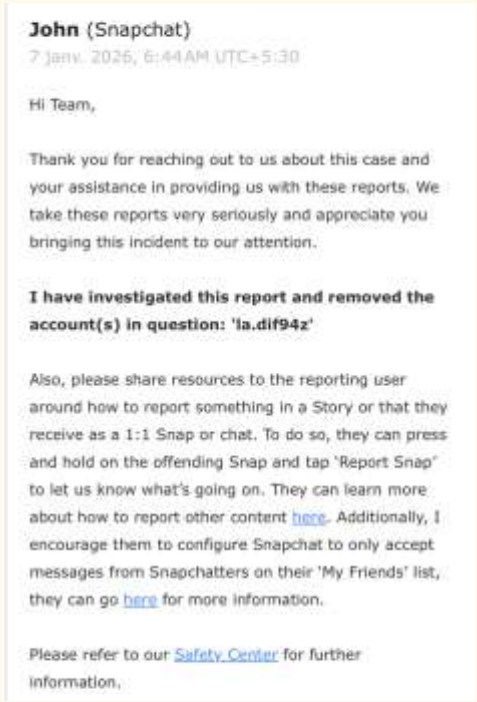
Dear partners,

The reported account makes particularly insulting, humiliating, and threatening comments toward the victimized user, such as incitement to suicide and death threats. In particular, it writes: "mutilate yourself, you whore," "I'll never stop, I want to see you dead, buried, killed," "hang yourself," "kill yourself or else I'll kill you," "Kill yourself, die, we don't want you in this world," "I'm going to rape your mother and sister," and "I'm going to kill and fuck your mother in front of you."

This violates your usage policies. It also constitutes several offenses under the French Penal Code, in particular Articles 222-33-2-2 (cyberbullying) and 222-17 (death threats), punishable by up to three years' imprisonment and a fine of €45,000.

We therefore request that the author's account be deleted.

Answer for Snapchat's moderation team



John (Snapchat)

7 janv. 2026, 6:44 AM UTC+5:30

Hi Team,

Thank you for reaching out to us about this case and your assistance in providing us with these reports. We take these reports very seriously and appreciate you bringing this incident to our attention.

I have investigated this report and removed the account(s) in question: 'la.dif94z'

Also, please share resources to the reporting user around how to report something in a Story or that they receive as a 1:1 Snap or chat. To do so, they can press and hold on the offending Snap and tap 'Report Snap' to let us know what's going on. They can learn more about how to report other content here. Additionally, I encourage them to configure Snapchat to only accept messages from Snapchatters on their 'My Friends' list, they can go here for more information.

Please refer to our Safety Center for further information.

A 360° COORDINATED RESPONSE

→ In this case, **platform moderation was only one step** in ensuring the victim's safety and care.

→ Given the severity of the situation and the risks identified, **3018 coordinated additional actions** to ensure the victim's safety and protection beyond the online environment.

French Ministries of Education and Sports

- **Anti-bullying focal points**
- Reports to **schools**
- Reports to partner **sports federations**
- Protective measures
- Direct follow-up with the **Ministries**, **regional education** and **sports authorities**

Law enforcement

- Report to **PHAROS** in severe public cyberbullying cases
- Coordination with the **Ministry of the Interior**



Protection, Health and Emergency Support

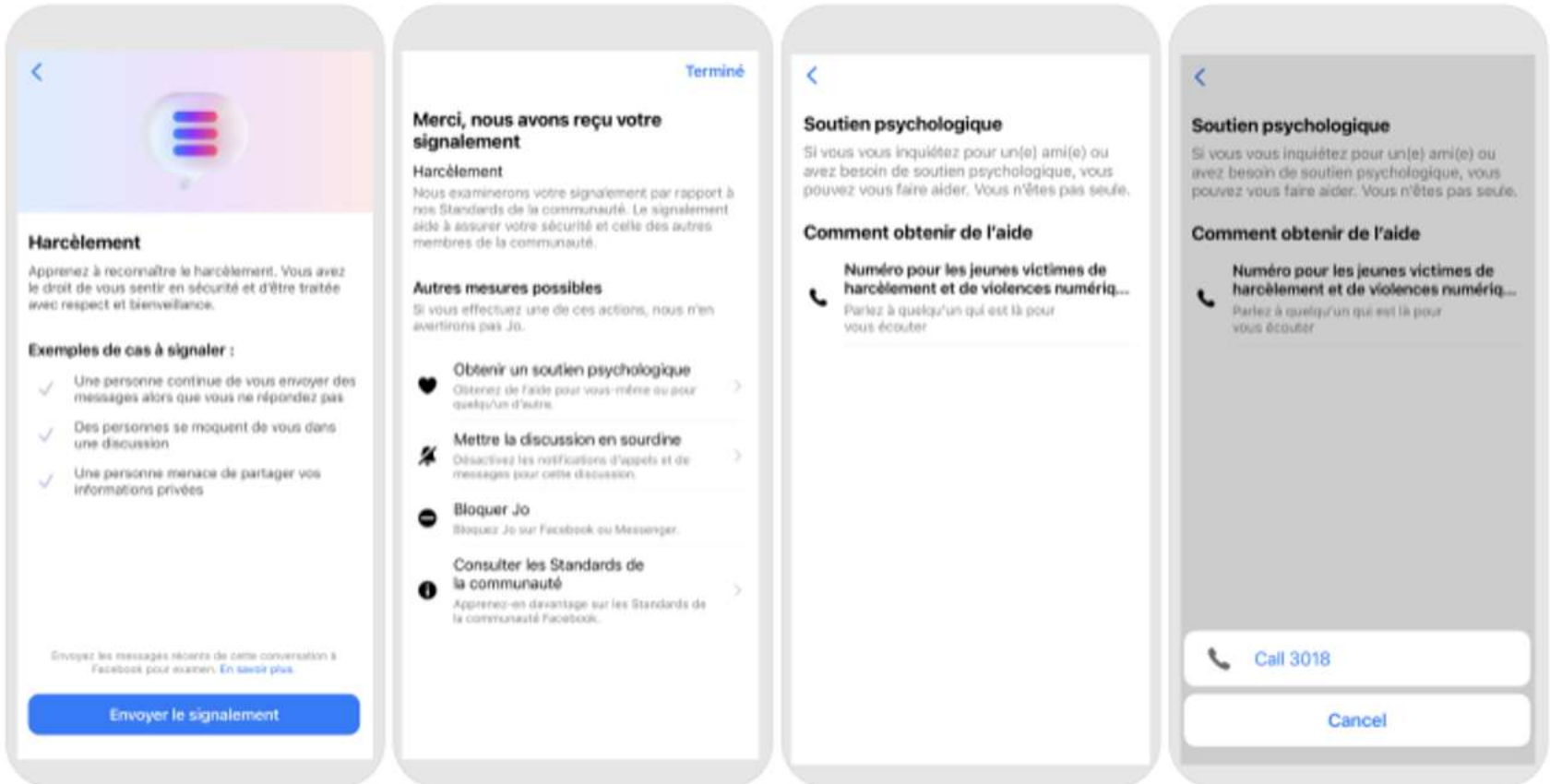
- Psychological support
- Priority contact with **emergency services** (fire brigade) in life-threatening situations
- Reports to **Child Protection Services** (ASE) when required
- Referral to **local psychological services** dedicated to teenagers
- Social follow-up if needed

Legal support

- Legal guidance
- Support in filing complaints
- Evidence presentation

Instagram button to contact our helpline

First, you have to report a content or an account for “harassment” and then a message appears, inviting users to get psychological support. When you click on psychological support you find informations about 3018 and then you will find the direct call button.



CHAPTER VI – MEASURES TO SUPPORT MINORS

Article 33 – National measures to prepare and support minors

1. Member States shall support the protection of minors by establishing national strategies to ensure that minors and their guardians have the following:

   (a) easy, free and confidential access at national level to channels through which minors can seek assistance in relation to the harms addressed by this Regulation, including unwanted contact and cyberbullying;

   (b) adequate information about the risks addressed by this Regulation and of the available means of protection, including by addressing digital literacy;

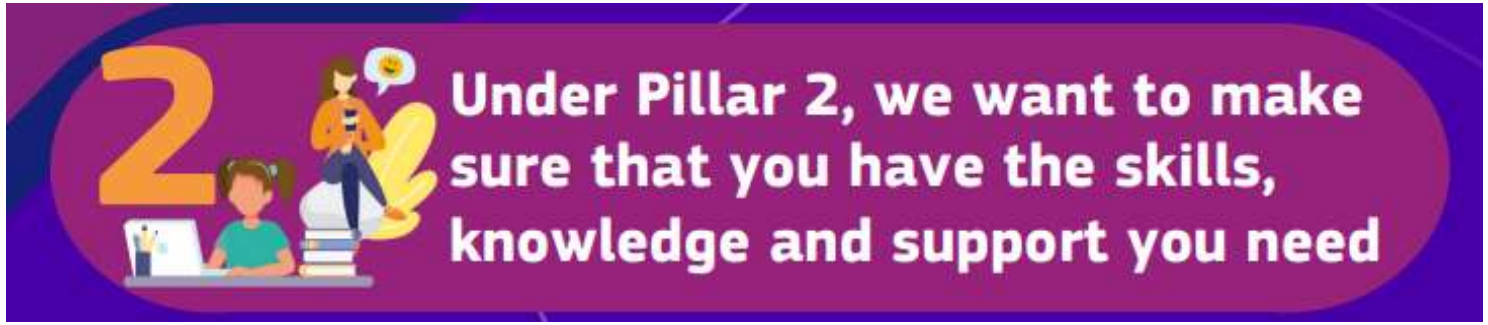
   (c) other information relevant to protect minors online.

2. Member States' activities to support the protection of minors shall build on the experience and expertise of the Safer Internet Centres with their awareness raising activities, their helplines supporting children, guardians and educators, and their hotlines to report suspected illegal content.

3. Member States shall communicate the strategies referred to in paragraph 1 to the Commission by [same day as the date of entry into force plus 12 months].

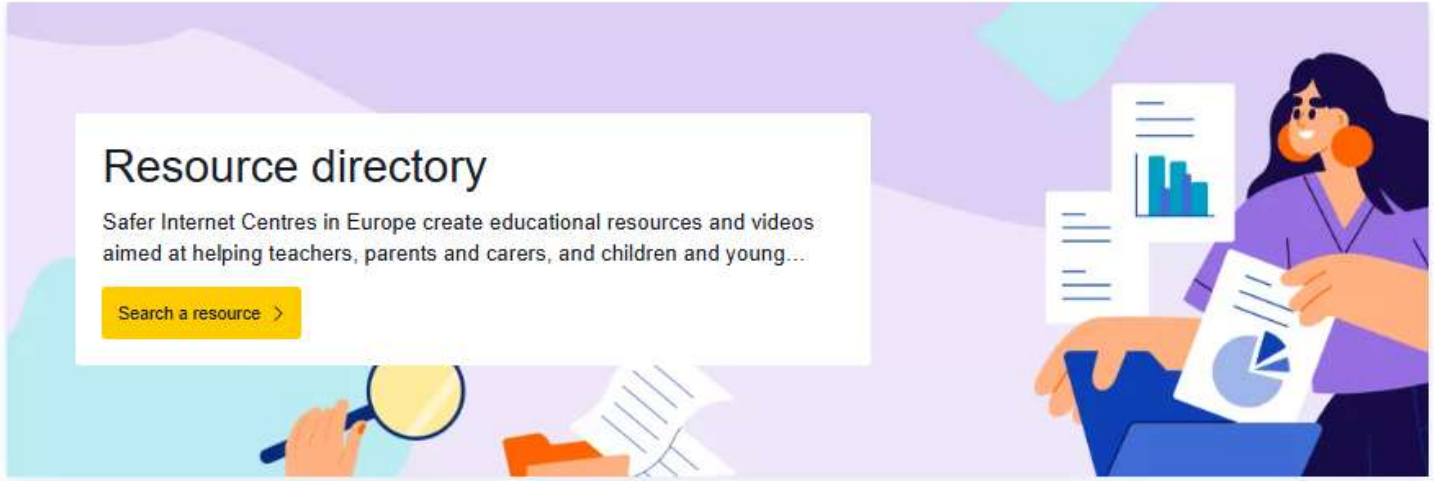
4. The activities referred to in paragraph 1 may be supported by Union funding made available under the relevant Union programmes and instruments established under the multiannual financial framework.

5. The Commission shall facilitate the exchange of best practices between Member States, including on the development of digital literacy skills, and on the establishment and operation of national support channels and applications.


2
Under Pillar 2, we want to make sure that you have the skills, knowledge and support you need

Resources

To empower children and young people to have safe online experiences, it's also important to empower those who care for and work with them with skills, knowledge, and sources of further information or help. A range of resources is available to support parents, caregivers, teachers, educators and other members of the child workforce in their roles.



Guides

BIK aims to raise awareness and share good practices on various tools and methods to enhance online experiences for young people. Our growing collection of guides cover a range of topical issues.







BIK Teacher corner

This section of the Better Internet for Kids (BIK) site is for teachers, educators and other adults who work with children and young people. It is your 'one stop shop' for learning and teaching about digital citizenship and online safety. Here you will find free information, advice and suggested resources to empower you to educate and support youth to safely and positively navigate their digital world.

Learn more about the BIK Teacher corner





Children's rights in a digital world

A child has rights offline, but they also apply online. Learn more about these rights and what they mean for children's digital lives.



Key online safety risks

Alongside many positive experiences, children may face risks and difficulties online. Learn about the different risks and how you can support your students.



Teaching online, safety, media literacy and digital citizenship in primary and secondary schools

You play a crucial role in helping the youth you work with to stay safe and enjoy their digital lives. Learn about ways you can approach educating and supporting your students.



Working towards a whole-school approach

An effective whole-school approach can make a huge difference to the safety and well-being of your students online. Learn strategies that you and your school can develop in protecting youth online.

Better Internet for Kids



Cyberbullying

Bullying online can have a huge impact on the young people involved. Learn more about how you and your students can understand, prevent and respond to cyberbullying.



Sexting

Creating and sharing intimate images can lead to consequences that young people may not consider. Learn more on how you can support your students to understand the issues around sexting.



Cybersecurity and cybercrime

Knowing how to protect your data, accounts and devices from attack by cyber criminals is a vital skill for all online users. Learn more about best practice approaches to cybersecurity.



Online gaming

A hugely popular online activity for children and adults, but what are the risks that youth can face when gaming? Explore this module to learn more.



Mis- and disinformation

Technology enables young people to access limitless information and content online. But what forms can misleading content take, and what risks can it pose?



Generative AI

There are many AI tools available to online users. This module explores the use of generative AI, including the opportunities and the risks.



Healthy digital habits

Technology use is a mixture of benefits and risk factors, especially when it comes to health and wellbeing. This module explores strategies for promoting healthy digital habits in young people.



Sextortion

Both children and adults can be at risk of being blackmailed or exploited online. This module explores the nature of sextortion and how online users can protect themselves and seek support.

They ruined my life (Daniella 16 years)

Someone has taken a holiday photo from my profile and made a deep fake, so it looks like I'm naked, and now it's been shared at my school. One of my friend's classmates has seen it. He told her, before he deleted it, but I have no idea who created it or how many people have seen it. I can't go to school because I feel like everyone has seen it, and even though it's not my body, it feels like everyone has seen me naked. I feel extremely ashamed, but I don't know why because I know I haven't done anything wrong. I don't know what to do. I want to change school and move to a new town where no one knows me. I don't know if I should tell my parents. I also don't know if I should try to find out who did it or report it. Two days ago, everything was fine, and now my life is completely shattered. I need some advice.



Work questions

- Daniella is clearly a victim, so why do you think she feels so ashamed?
- Should she try and find out who created the image? If you think so, why is that important?
- Should she involve her parents? What are the pros and cons of this?
- Should she report this to the police? What are the pros and cons of this?
- What could she do to relieve her emotional distress?

#NotOnOurFeed online toolkit

Explore the EU action plan against cyberbullying and resources, actions, trainings, campaigns and other initiatives currently available across Europe.



Catalogue of resources in your language



EU action plan against cyberbullying in your language

Young voices against cyberbullying



#NotOnOurFeed Live recordings for teachers and parents





European Union

Translate this page | Log in

Better Internet for Kids

Home | News | Knowledge hub | Learning corners | Resources | Events and campaigns | About | Safer Internet Day

Online abuse – get help, report it! Contact a helpline



Home > Resources > Resource directory

Resource directory

Over the years, Safer Internet Centres (SICs) in Europe have developed various educational resources and videos aimed at helping teachers, parents and carers, and children and young people, to discover the online world safely. Now you can access all of these resources in just one place via the Better Internet for Kids (BIK) resource directory. Browse the resources below, or use the options to refine your search.

Applied filters | Clear all

View more

Share results

Filter your results

Search... | Search

Resource type: Please select

Language: Please select

Minimum age: Choose

Showing 1 - 10 out of 240 results

Sort by: Most recent



social media

German Safer Internet Centre | 30 September 2026

#KidsAreNoContent: tips for parents

Original title: #KindersindkeinContent - Tipps für Eltern

These days, photos of children are quickly posted on WhatsApp, Instagram and TikTok. Parents and grandparents want to share sweet and funny moments with...

German

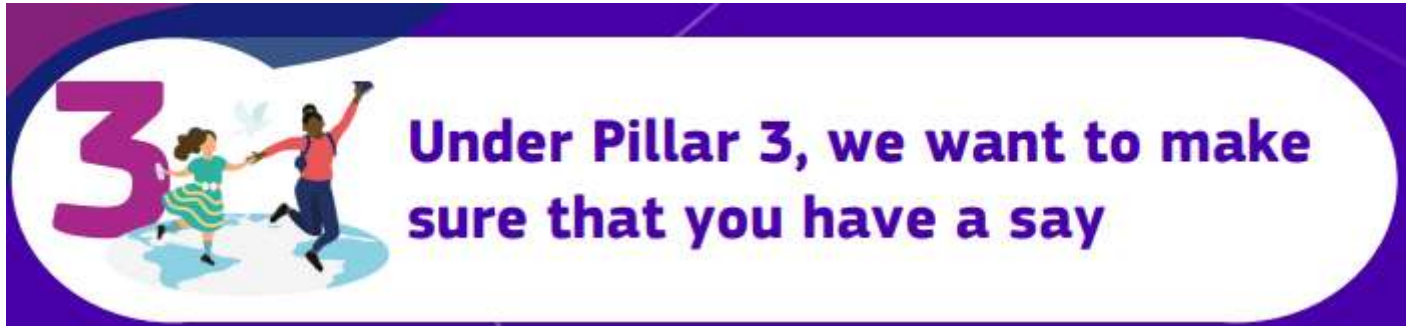


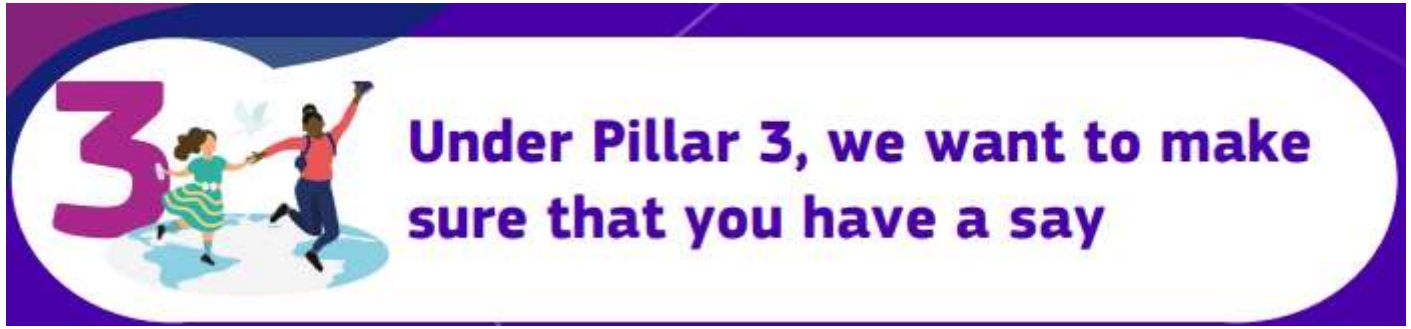
learning resource

German Safer Internet Centre, Landeszentrale für Medien und... | 22 September 2026

Recognise, respond to, and stop cyberbullying

Bullying and cyberbullying—bullying that occurs online or via digital devices—are issues of ongoing relevance, and the school setting plays a particularly important


3
Under Pillar 3, we want to make sure that you have a say


3
Under Pillar 3, we want to make sure that you have a say


SPACE
VOICE
THE RIGHT TO EXPRESS VIEWS
ARTICLE 12
THE RIGHT TO HAVE VIEWS GIVEN DUE WEIGHT
AUDIENCE
INFLUENCE

Better Internet for Kids

Children's rights in the digital environment: Moving from theory to practice

Best-practice guideline

May 2021

(updated December 2021)

European Schoolnet

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	Principle	Guidelines/requirements
BPG1	Transparent and Informative	Children should be provided with all relevant information and offered adequate support.
BPG2	Voluntary	Children should be informed about their right not to participate, sign a consent form, be able to withdraw consent at any time.
BPG3	Child-centred, Age-appropriate, Child-friendly	The working methods, the means of expression children can choose from, the format of the consultations should be adapted to the participating children's capacities.
BPG4	Respectful	Children's views should be treated with respect and they should be given opportunities to initiate their own ideas and activities.
BPG5	Relevant	Children should be asked to participate in relation to issues that are of real relevance to their lives. There should be room for them to highlight and address the issues that they themselves identify as relevant and important.

	Principle	Guidelines/requirements
BPG6	Non-discriminatory, Inclusive	Participation must be inclusive, and all children should be treated equally.
BPG7	Training & support	Train facilitators of the consultations (e.g. information package, online conferences where they can ask questions, provide tips on how to facilitate sessions).
BPG8	Safe & sensitive to risk	Facilitators should create a safe and relaxed environment in which children can choose to speak or not and which supports their well-being.
BPG9	Accountable	A commitment to follow-up and evaluation is essential. Children must be informed about how their views have been considered and used, and should be given the opportunity to participate in follow-up processes or activities.

Activity 1: My week online. Write down 10 activities you have done online this week!



This can be things you've done on a computer, laptop, tablet or mobile phone. This can be at home, in school or anywhere else, alone or with friends or family.

For example, you might have played games, watched videos or listened to music, connected with others or checked what they are doing, searched for information, or found inspiration online.

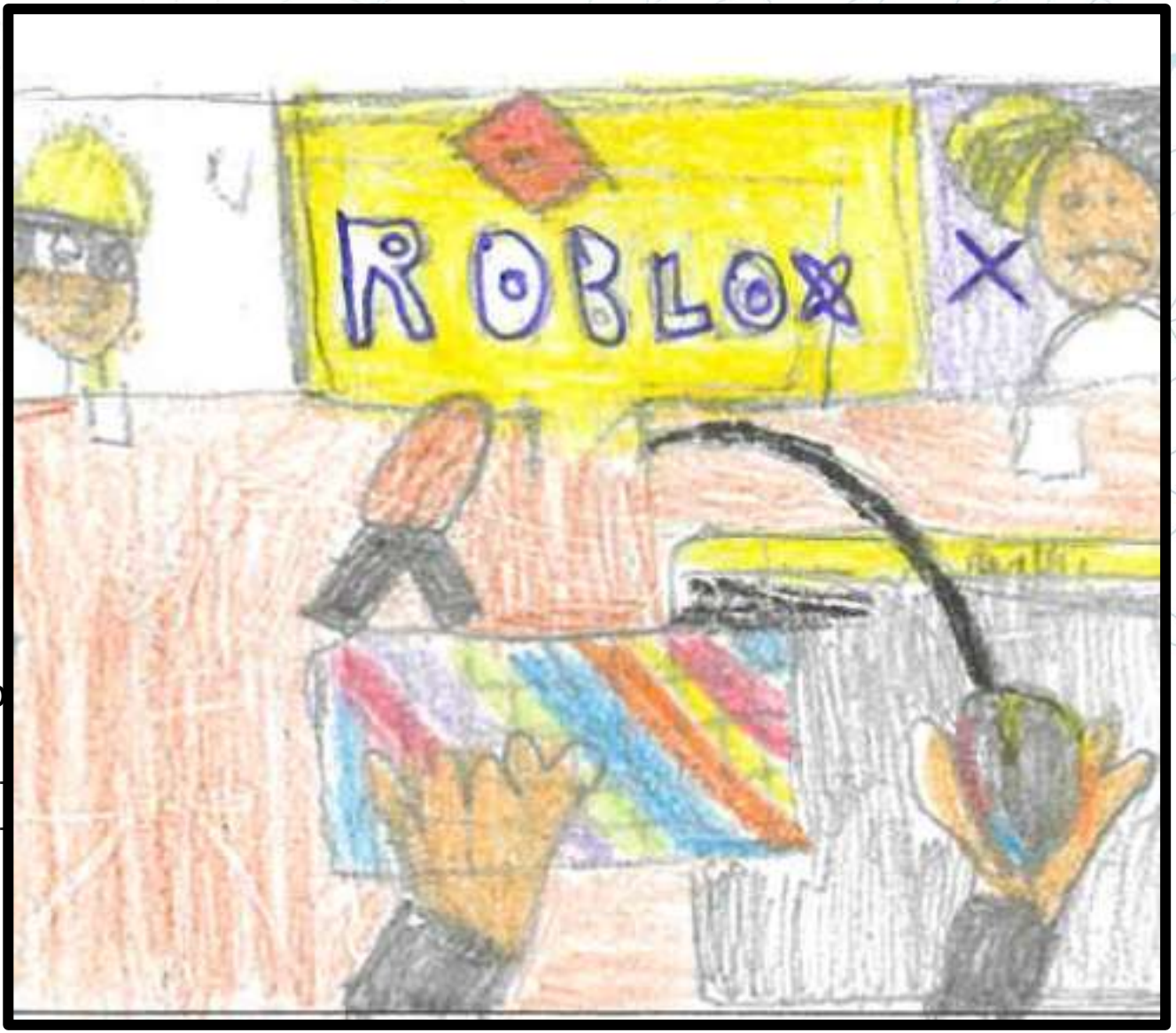
You might have done many other things too!

All of this is fine, and there are no wrong or right answers. Just think of the activities which stand out. **Tell us if you liked them (or not) by listing them under the columns in the next slide.**



Draw a picture of the online activity you liked most





Activity 3: We'd like to know what you care about most when it comes to being online

Search for information	Play games	Post photos or comments	Listen to music
Watch videos	Communicate and connect with family or friends	Create my own video or music and share it	Do schoolwork
Get inspiration for activities, outfits, places to go...	Talk to people from places or backgrounds different from my own	Look for resources or events about my local neighbourhood	Look for information about work or study opportunities
Discuss political or social problems with other people	Create a website, blog or social media account for a project, a hobby...	Update my social media account(s) or check what my friends are doing	Look for breaking news or catch up on current affairs
Connect with others who share the same interests as me	Use instant messaging services (e.g. WhatsApp)	Get involved in campaigns or raise awareness of issues that I feel strongly about	Support my learning
Anything else?			

Activity 4: We'd also like to know which challenges or risks worry you the most about being online

The content which is out there	The contacts you may have	How you and others behave	How people may exploit you
Violent or hateful content	Bullying	Too much time spent online	Unwanted ads
Sexual content	Harassment or stalking	Promotion of self-harm	Personal data being collected without you being aware
Everyone looks perfect on social media (beautiful, happy, glamorous...)	Pressure to behave in a certain way	Pressure to share something intimate	Identity theft, scams or blackmail
Fake news and disinformation	Exclusion or fear of missing out	Gambling	Viruses and malware
Anything else?			

Activity 5: We'd like to hear your ideas on how to make the digital world a better place

Think one more time about the things you do online, and the opportunities and risks this brings. If you could change one thing about the digital world to make it a better place, what would you change and why?

To give you an idea, this can be about things like:

- **Access** – making sure all children and young people can go online.
- **Digital skills, literacy and education** – making sure children and young people learn how to participate in the digital world, in school or at home, by talking with teachers, family or friends.
- **Raising awareness** – making sure children and young people are aware of online opportunities and risks, and how to respond to them.
- **Protection** – making sure children and young people don't need to worry about risk or harm, with online platforms, services and content being safe and appropriate for their age.





What is inside?

1. Who has to follow the guidelines on the protection of minors?	4
2. What are the key principles?	5
3. Recommendations	6
a. Risk assessment: every platform comes with different risks	6
b. Age assurance: how platforms check your age	6
c. Registration: information and empowerment from the start	10
d. Account settings: privacy and safety you can control	11
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4. Who makes sure the DSA rules are followed?	19
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Where can you get more information and help?	24

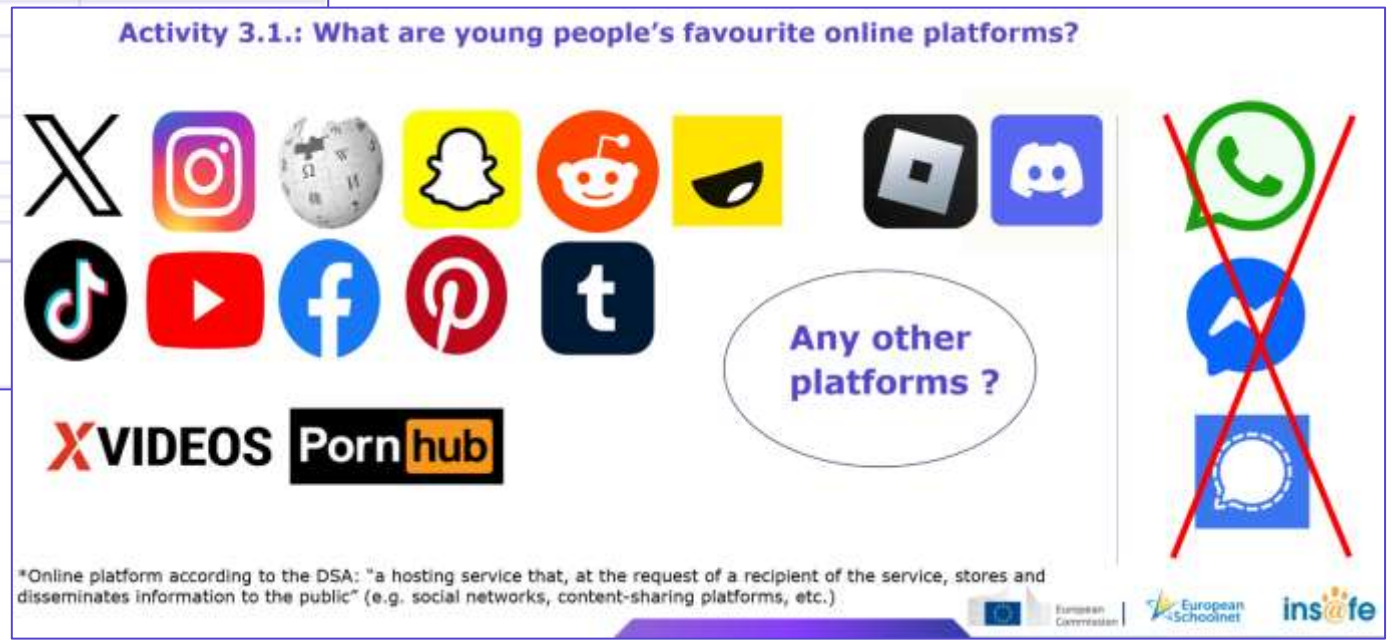
Better Internet for Kids — Area 1: Protecting minors from harmful content

Measure/recommendation	Will it make a difference or not (yes/no)? Why?	How to make it more effective?	Any negative consequences?
To prevent children from encountering unpleasant or harmful content, platforms should:			
Identify and assess content types that need moderation, focusing on those harmful to minors' privacy, safety, or security.			
Moderate content based on harm likelihood and severity, especially viral content like dangerous challenges.			
Filter out harmful content based on the platform's moderation policies.			
Prioritise user-provided signals, like feedback and surveys, over engagement-based signals, such as browsing behaviour when deciding what content to display and recommend to children.			
Recommend content from accounts children have chosen to follow.			
Encourage human review for content with high views to assess risks.			
Block search results for terms linked to harmful content.			
Implement child-friendly feedback mechanisms for minors to flag inappropriate content.			
Design reporting and complaints mechanisms that are easy for minors to understand.			
Provide clear reasons for moderation decisions and easy appeal processes.			
Respond promptly to reports and complaints from minors.			

Any measures/recommendations missing for this risk area? Please explain why...	

Consultation exercises included discussions on potential measures for addressing different risk areas.

Youth involved in the consultation exercises were asked about the popular online platforms for young people in their respective countries.



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BIK Youth

The BIK Youth Programme offers young people a lively platform to share their ideas on making the internet safer and better for everyone. It encourages youth participation in discussions and decisions about online safety, following the BIK+ strategy's goals to protect, respect, and empower children and young people online.



In the spotlight



news | youth voice

First meeting of the special panel on child safety online | Gabriele perspective

The special panel on child safety online, announced in the 2025 State of the Union address, will provide expert recommendations to better protect and empower children online and will explore the need for potential harmonised age restrictions to access social…



COFACE "Families in the age of artificial intelligence" conferenc…

news | youth voice



Youth leading the way at Safer Internet Forum 2025

BIK news



My voice in Brussels: how youth participation is forging a safer…

news | youth voice

WHY AGE MATTERS

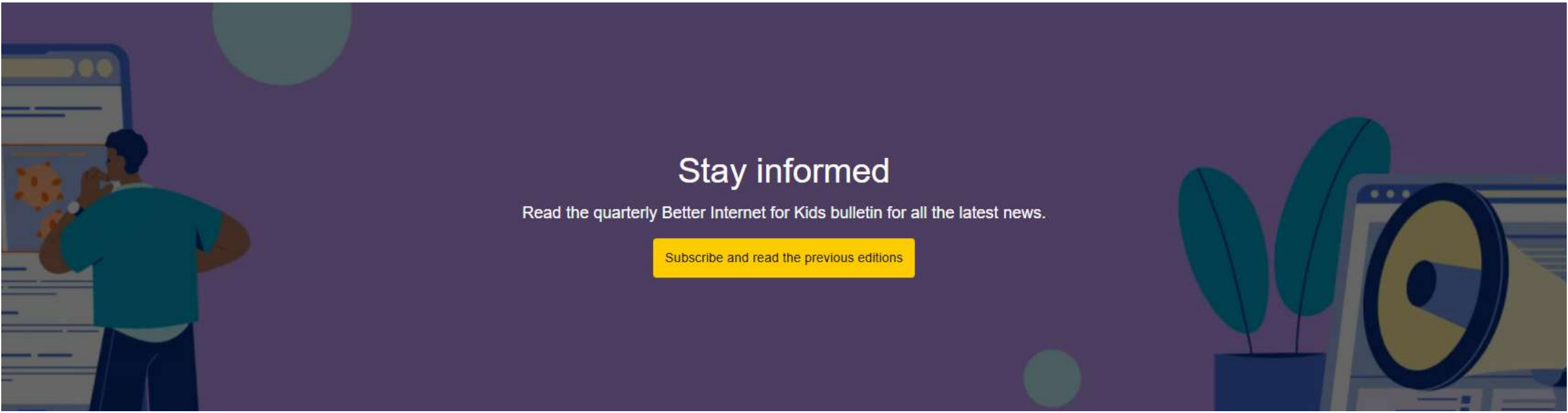
Protecting and empowering youth in the digital age

SAFER INTERNET FORUM 2025









https://better-internet-for-kids.europa.eu

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Thank you!