

## **Estonia**

The most important policy recommendations, reinforced by stakeholders in Estonia, concern educational policies. There is an urgent need for teacher training in the area of media education; to implement this, a restructuring of the curriculum of teacher education may be necessary. Media literacy education should be positioned in teachers' pre-service training in the manner that facilitates making use of the opportunities provided by the new media in two ways – from the perspective of the communication environment of an individual child and as an excellent channel and environment of education. Moreover, online safety issues should become of paramount importance in computer education.

Given that Estonian children demonstrate high levels of cyberbullying as well as offline bullying, these problems should be treated as a complex issue. Less differentiation between the online world and the offline world is called for in further policy implications. Also, as children seem to be more capable of using self-regulation on the internet than in offline relationships, counselling and teaching should emphasise transferring online coping strategies to offline situations.

Considering that Estonian children start using the internet at a very early age, a high proportion of children attending kindergartens, and relatively low levels of parental mediation and parental awareness of children's online safety issues, kindergartens are to be seen as important institutions for reaching parents for awareness raising activities that should be employed more intensively in the near future.

As creating positive internet content may be a problem for smaller language communities such as Estonia, where the market size sets limits to the diversity and quality of commercial production, public service, NGO and government initiatives are essential for content production and the related fund-raising.