

ESTONIA'S MEDIA LITERACY REPORT



REPUBLIC OF ESTONIA
MINISTRY OF EDUCATION
AND RESEARCH



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Introduction

This report outlines the measures taken by Estonia to promote and develop media literacy skills at the national level, in compliance with the reporting requirements set forth by the European Commission. As mandated by the Audiovisual Media Services Directive (AVMSD), this document covers the period from November 2022 to October 2025.

Estonia's approach to media literacy is fundamentally rooted in its broader national security and democratic resilience strategy. In the context of the ongoing war of aggression against Ukraine and evolving hybrid threats, the nation views media literacy as a critical tool for safeguarding democratic values and protecting its information space. This strategic focus is fully aligned with broader European efforts, as outlined in [the EU's Defence of Democracy Package and the European Democracy Action Plan](#). Moreover, this approach is integral to the state's psychological defence, as reflected in the [National Defence Development Plan](#), where Strategic Communication is defined as one of the five pillars of national defence. Its main task is to bolster society's and our allies' support for Estonia's constitutional order and security policies, prevent societal conflicts that could benefit the adversary, increase society's resilience to disinformation and hostile information attacks, and ensure that government communications work during a crisis.

Estonia has adopted a comprehensive, "whole-of-society" approach to media literacy, as stated in [the National Security Concept](#) and illustrated in Figure 1.

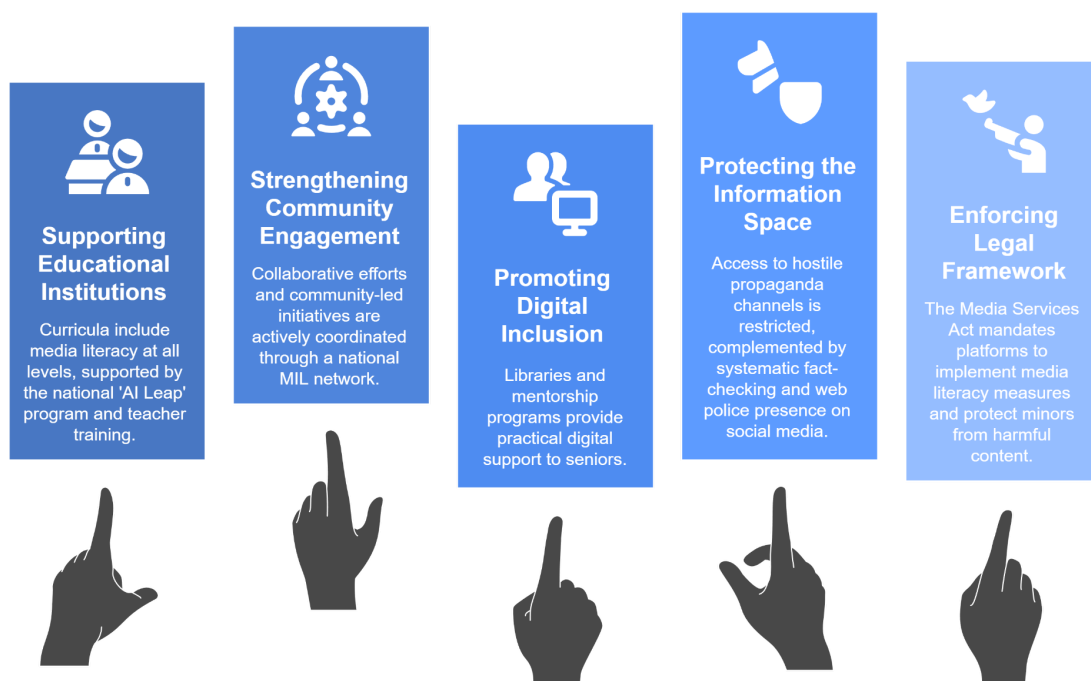


Figure 1. Estonia's comprehensive approach to enhancing media literacy.

This framework is a collaborative effort involving state institutions, non-governmental organizations, academia, and the private sector. The activities of the national media literacy

action plan are coordinated by the Government Office of Estonia, in cooperation with the Ministry of Education and Research, which is responsible for promoting media literacy within the framework of state education policy planning.

The following report details these measures, providing an overview of legislative actions, educational initiatives, and the roles of various stakeholders in building a more resilient and media-literate society.

Societal Context and Information Environment Dynamics

The media literacy initiatives in Estonia are underpinned by continuous analysis of the local information environment, which has been severely targeted by foreign influence activities. [As of 2025](#), the population of 1,123,385 includes significant Russian (285,819) and Ukrainian (73,597) communities. Societal surveys organized by the Estonian Government Office ([period 17–21 September 2025](#)) confirm that **trusted information sources significantly impact the understanding of world events and positions on society-relevant matters.**

The data clearly demonstrates that the information environment plays a significant role in defining the worldview. While support for NATO membership remains extremely high among Estonians (94%), the proportion among other nationalities stands at 50%, representing a substantial increase from the beginning of 2022. Furthermore, the overwhelming majority of Estonians (94%) condemn the Russian Federation's military action in Ukraine, compared to 53% of other nationalities.

When obtaining news and knowledge, the most important sources for Estonians remain Estonian-language television channels (68%) and Estonian news portals (58%). For residents of other nationalities, the key sources are social media (50%) and Estonian news portals (46%). Notably, the reliance on Russian television channels or news portals operating there has diminished (cited by 14% of other nationalities). Among social media users, Estonians primarily follow news via official news accounts, whereas other nationalities more frequently follow content mediated by bloggers, influencers, or independent journalists.

Legal and Policy Framework for Media Literacy

Estonia's government has enshrined media and digital literacy as core components of its national strategy. The country's commitment is articulated in key strategic documents, which aim to develop digital literacy across all age groups and ensure a cyber-protected nation. The government's view of disinformation as a security threat means that media literacy is considered an essential component of psychological defence and societal cohesion.

Media services in Estonia are regulated by a comprehensive legal framework:

- [The Media Services Act](#), which entered into force on 16 January 2011. Significant amendments regarding video-sharing platforms and media literacy (transposing the revised AVMSD) entered into force on 9 March 2022.
- [The Information Society Services Act](#), which entered into force on 1 May 2004. It empowers [the Consumer Protection and Technical Regulatory Authority](#) to issue

precepts restricting access to content that incites hatred, violence, discrimination, war, or justifies war crimes.

- [The General Part of the Economic Activities Code Act](#), which entered into force on 1 July 2014.
- [The EU Audiovisual Media Services Directive \(EU\) 2018/1808](#), which entered into force on 18 December 2018.

The Estonian Media Services Act, which transposes the European Union's revised Audiovisual Media Services Directive (AVMSD), sets out several key legal obligations. It requires providers to protect minors by implementing appropriate measures against content that could "impair their physical, mental, or moral development," including age verification and other technical safeguards. The law also mandates protection of the general public from harmful content, such as material inciting violence, hatred, or public provocation to commit a terrorist offence. Additionally, video-sharing platforms are required to implement effective media literacy measures and tools, ensuring users are aware of them.

Enforcement of Data Protection and Privacy [The Estonian Data Protection Inspectorate](#) serves as the primary body for handling complaints related to personal data processing and breaches. Its duties include investigating cases where an institution fails to protect client data (e.g., data leaks), publishes excessive amounts of citizens' personal data, or is involved in the non-consensual dissemination of personal data (e.g., in a social media channel). Data Protection Inspectorate is empowered to impose fines and penalties for violations of data protection regulations, ensuring accountability for both public and private sector entities.

Institutional Responsibilities

According to [§ 53³ of The Media Services Act](#), media literacy refers to the skills, knowledge, and understanding that enable the effective and safe use of media. According to § 53³, the [Ministry of Education and Research](#) is responsible for promoting media literacy within the framework of state education policy planning and the organisation of related areas. Besides legal frameworks, the coordination of media and information literacy, as well as the combat against disinformation in Estonia, is actually divided among different national authorities.

For example, the [Government Office of Estonia's Strategic Communications](#) department coordinates work on the topic across different authorities and coordinates the psychological defence of Estonia. As for informing the society of narratives and manipulation tactics, Estonia relies on a [Broad Security Concept](#), according to which our security forces - along with the [Government Office](#) - need to make sure the population is informed on the latest trends; to that end, both the [Estonian Foreign Intelligence Service](#) as well as the [Internal Security Service](#) give out yearbooks detailing the foreign and local influence, which have developed into the most comprehensive overviews of disinformation actors, platforms, narratives, goals and activities within Estonia.

Additionally, the Strategic Communication team at the Government Office is maintaining situational awareness of the information environment across government institutions during regular meetings and organizes the annual Psychological Defence Conference, bringing together officials and experts from all three sectors and neighbouring countries.

The goal of building resilience within the Estonian society against disinformation also reflects in the [National Defence Development Plan 2031](#) (by the Ministry of Defence), the [Digital Agenda 2030](#) (by the Ministry of Economic Affairs and Communications), the [The Internal Security Strategy 2020-2030](#) (by the Ministry of Internal Affairs), and the [Cohesive Estonia Strategy 2021–2030](#) (by the Ministry of Culture).

Assessment of Platform Compliance and Local Implementation

As of October 2025, the Government Office assesses that the media literacy measures implemented by video-sharing platforms under Estonian jurisdiction remain largely insufficient in both appropriateness and effectiveness. Current initiatives are mostly generic and not adequately adapted to the local context. Linguistic accessibility is limited—few materials are available in Estonian or Russian, reducing their reach and relevance for local users.

Evaluation of impact is hindered by the absence of transparent metrics and methodologies. Platforms rarely provide data to assess the reach or effectiveness of their measures, making it difficult to determine their real influence on users' media literacy or resilience to disinformation.

Cooperation with national authorities and educational institutions exists but remains mainly ad hoc and project-based. Under the [Digital Services Act](#), the [Consumer Protection and Technical Regulatory Authority \(TTJA\)](#) interacts with platforms in a regulatory capacity, while broader educational cooperation is limited. Meta and TikTok collaborate with the IFCN-certified fact-checker [Delfi](#), and Google has supported local and pan-Baltic projects; however, these efforts are isolated rather than part of a sustained national framework.

Most localized educational content is instead produced by Estonian organizations, not by the platforms themselves. Overall, platform-led actions are only partially appropriate for the Estonian context and remain of limited effectiveness. More systematic cooperation, linguistic adaptation, and transparent evaluation would significantly enhance their impact.

Cooperation with the European Digital Media Observatory (EDMO)

[The Baltic Engagement Centre for Combating Information Disorders \(BECID\)](#) is an active project that spans all three Baltic states and operates as one of the fourteen hubs in the EDMO network. It is promoted by the European Commission and is recognized as the largest regional and cross-border consortium in the region.

The project is coordinated by the [University of Tartu](#). The first phase of BECID (2022-2025) involved partners from Estonia, including the University of Tartu, the University of Tallinn, and Delfi Estonia. The pan-Baltic consortium comprised four universities, four fact-checking organizations, and the non-profit Baltic Centre for Media Excellence.

The second phase of BECID (2025–2028) continues with the University of Tartu, which remains the project's lead, and Delfi Estonia as partners. The consortium now includes partners from Latvia (Baltic Centre for Media Excellence, Re:Baltica) and Lithuania (Delfi Lithuania). One of the BECID's roles in the second phase of work is to [monitor](#) the Transparency Reports alongside national DSA coordinators and other EDMO hubs, conduct comparative analysis, and help verify the accuracy of the platforms' reports on their commitments under the DSA as well as the CoP.

Public Funding and Other Media Literacy Financing Arrangements

Public financing for media literacy in Estonia is characterized by fragmentation across sectors and a predominance of short-term, project-based support. Financial resources are typically authorised for a single fiscal year, limiting the continuity and sustainability of long-term initiatives. Only a small number of strategic programmes benefit from multi-year commitments, and these are generally tied to broader national or EU-level frameworks rather than dedicated media literacy budgets.

Allocations are dispersed among several government portfolios, including education, culture, youth, digital development, and national security. Media literacy measures are therefore often embedded within wider policy domains—such as curriculum development, information security, civic competence, hybrid threat prevention, or crisis communication—rather than implemented as standalone initiatives. This approach ensures cross-sectoral relevance but can also dilute focus and reduce the visibility of media literacy as a distinct policy area.

Funding sources combine annual state budget allocations with support from multi-annual EU instruments, such as [Erasmus+](#), [Horizon Europe](#), and [Creative Europe](#). While this mixed funding model enables flexibility and access to international expertise, it also results in variable project cycles and uneven territorial coverage. The structural dynamics of these financing arrangements are illustrated in Figure 2 below.

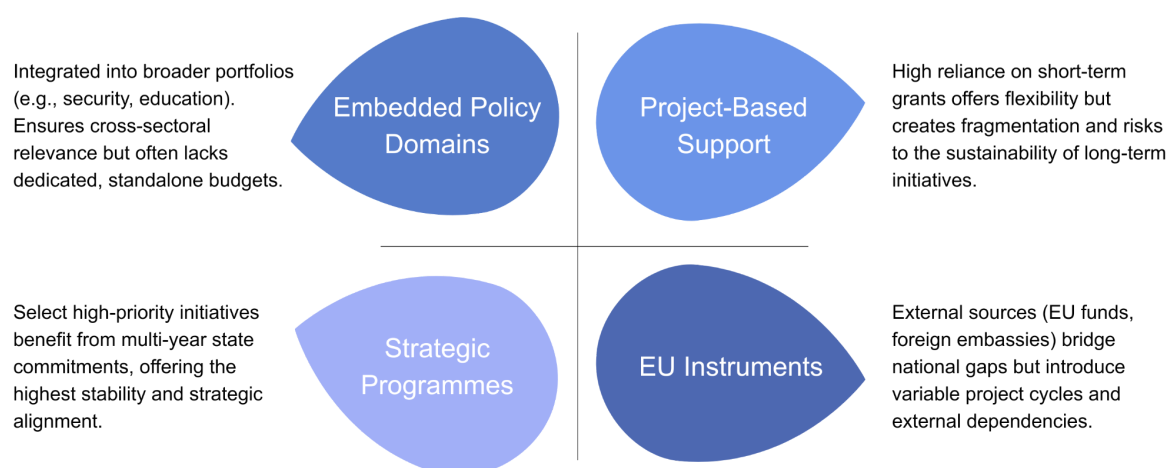


Figure 2. The Structure of Media Literacy Funding Strategies in Estonia.

In addition to EU instruments, Estonia's media literacy ecosystem benefits from a range of foreign-funded initiatives and international partnerships. For example, [the Embassy of the Federal Republic of Germany](#) has supported the [Media Club Project](#) (University of Tartu), which has delivered workshops to over 14,200 children and teens from rural areas to strengthen young people's information resilience. The German Embassy also supported the Estonian Debating Society (training and material creation) and the National Library of Estonia (video production on topics like populism and picture manipulation).

[The Swiss–Estonian Cooperation Programme](#) co-funds the [Meediaradar](#) initiative, coordinated by the National Library of Estonia and the Ministry of Culture, which promotes media and digital inclusion for adults and minority-language communities. The International [Research & Exchanges Board \(IREX\)](#) has supported the Estonian Debating Society's training activities. [Deutsche Welle Akademie](#) has contributed to the professional development of media literacy and the training of ethical journalism, also supporting the [Estonian Debating Society](#) for their training, materials, and an international media literacy seminar (in cooperation with Lithuanian partners). Moreover, [the Nordic Council of Ministers \(Nordplus Programme\)](#) supports cross-Baltic collaboration on AI and media literacy in education, facilitating knowledge exchange among educators. Further international cooperation includes:

- [The European Youth Information and Counselling Agency \(ERYICA\)'s MedYla \("Training in Media and Information Literacy"\)](#) training program, which was adapted and delivered in Estonia, included the translation of a key media literacy glossary.
- The Erasmus+ project [SuperCyberKids](#) (2023–2025), involving CGI Estonia, which developed a framework and a gamified platform for teaching cyber safety.
- [The Estonian Internet Foundation \(EIS\)](#) participates in international networks, including the UN Internet Governance Forum (IGF), CENR, and ICANN, sharing Estonian experiences.

Mechanisms to attract private sector contributions also exist, including co-funding schemes, public–private content partnerships, capacity-building programmes, and joint awareness-raising events. However, their use remains inconsistent. Engagement from private actors—such as media companies, technology platforms, and civil society partners—depends largely on individual projects and the initiative of implementing organisations rather than on a coordinated, system-wide strategy.

Strategic Collaboration and Implementation Framework

Estonia has developed a collaborative approach to media literacy, guided by the [National Media Literacy Action Plan for 2024-2026](#). The plan encompasses a broad range of activities targeting specific groups, categorised into two distinct areas. The primary target groups include preschoolers, students at all levels (primary, secondary, and vocational), NEET youth (young people not in employment, education, or training), the non-Estonian-speaking population, and seniors (aged 65 and above). The secondary target groups are defined as those who influence the primary groups, such as teachers, youth

workers, and other education professionals, as well as community leaders, librarians, parents, journalists, and policymakers (civil servants, politicians, and local government officials).

The action plan is centered on five key areas that ensure a comprehensive and systematic approach. It focuses on Curriculum Integration, which systematically embeds media literacy into education at all levels, from preschool to adult learning. The plan also prioritizes Resource Development by creating a national portal to centralize high-quality learning materials. To measure its impact, the plan emphasizes Research and Evaluation, including monitoring media literacy levels and developing a competency model to guide and assess progress. Additionally, Awareness Campaigns are conducted through a coordinated public communication plan to raise awareness about media literacy as a vital life skill. Finally, the plan focuses on Network Cooperation, strengthening collaboration among all stakeholders, including government bodies, NGOs, and international partners.

This plan is implemented through a coordinated network of partners and coordinated by the Government Office and the Ministry of Education and Research, which also organises regular meetings to ensure a cohesive approach. The network comprises 25 member organisations, each contributing to media literacy development in line with their organisation's specific goals and strengths. A list of all organizations involved in media literacy development and their main activities from November 2022 to October 2025 is provided in the next chapter.

Engagement and Awareness-Raising Activities

Engagement and awareness-raising activities in Estonia a collaborative efforts supported by a national network of 25 organizations that meet regularly to coordinate activities and set common goals. This collaboration between the state and civil society underscores that media literacy is viewed as a community-led effort supported by the state, an effective model for building societal trust and resilience.

1. [The University of Tartu \(UT\)](#), the coordinator for the BECID hub, serves as the central driver of research-based media literacy innovation in the region. UT has significantly advanced professional MIL education by launching the international one-year MA program [Disinformation and Societal Resilience](#) and a specialized micro-degree program [Information Resilience](#) in Estonian, targeting professionals in the field. Bridging the gap between theory and practice, the university has implemented numerous high-impact [interventions](#). The [Media Club project](#) has delivered workshops to over 14,200 students, while the [Digimentors](#) initiative fosters intergenerational learning by connecting youth with seniors. Furthermore, UT engages the general public through creative installations, such as "TikTok's Home," which successfully translated complex concepts of algorithmic influence into an engaging public experience.
2. [Tallinn University of Technology \(TalTech\)](#) serves as a partner in the ["Smartly in the Internet" project](#), focusing on public awareness and measuring students' cybersecurity and AI literacy. TalTech annually organizes three nationwide competitions—[KüberNööpnöel](#) (Grades 1–6), [KüberPähkel](#) (Grades 4–9), and

- [KüberPuuring](#) (Grades 7–12/vocational)—which test practical skills (e.g., phishing, secure passwords) and attitudes towards AI. Cumulatively, these competitions have engaged over 55,000 students across the reporting period (2022–2025). The results from these large-scale surveys and challenges are utilized in published [research](#) to identify student strengths and development needs, supporting the creation of new educational materials and training for teachers and students.
3. [Tallinn University \(TLÜ\)](#) focuses on systematically integrating media literacy across its teacher education programs, from pre-primary to upper secondary levels. TLÜ ensures that pre-service teachers receive training through integrated topics within pre-primary pedagogy and classroom teacher curricula, as well as dedicated electives, such as *Media Teaching Fundamentals*. TLÜ has also contributed to the [BECID project](#) by developing and piloting a 28-hour training program for working teachers and creating specialised *Media Fundamentals* courses for new state gymnasiums.
 4. [The Ministry of Education and Research](#) (HTM) has focused on systemic, long-term policy and curriculum development. Key legislative changes in 2023 updated the cross-curricular theme to "Information environment and media use" in [the National Curriculum for Basic Schools](#). The Ministry coordinates the national [Media Literacy Action Plan 2024-2026](#) and made the upper secondary course "Media and Influence" compulsory for Russian-speaking students, ensuring broader access to critical skills. HTM consistently manages the national Media Literacy Network for educators, distributing a monthly newsletter, and co-organizes the annual [Media Literacy Week](#) and the "Best Media Literacy Teacher" competition with its primary partners.
 5. [Estonian Union for Child Welfare](#), coordinating the ["Smartly on the Internet"](#) (Safer Internet Centre) project, focuses on promoting child rights and fostering safer internet use among children, parents, and teachers. A key annual effort is the [Safer Internet Day \(SID\) campaign](#), which significantly boosts media and digital literacy. The 2023 SID campaign, themed "My Data is My Asset," involved 100 events across 89 institutions, reaching 9,500 children and youth. A related webinar was viewed 16,400 times. The 2024 SID featured the "Digital Well-being and Mental Health" conference, with 147 participants (mostly teachers/specialists) and 23,000 online views of the live stream. In total, 70 events were organized in collaboration with various institutions, engaging 7,600 children and youth. For the 2025 SID, the Union partnered with the University of Tartu to create a resource toolkit for teachers on internet risks and popular social media platforms.
 6. [The Education and Youth Board \(HARNO\)](#) is a project partner in the Estonian Safer Internet Centre, focusing on information and training activities for students, parents, and educators, in line with the [Estonian Education Strategy 2021–2035](#). During the reporting period, HARNO conducted 18 digital safety and learning skills [training sessions](#) for 459 teachers and educational technologists, covering topics such as AI use, GDPR, and digital safety in schools and kindergartens. They created structured, modular resources: the "Smartly on the Internet ABC" for both kindergartens (20 modules) and schools (17 modules). HARNO also ran 13 webinars and 3 in-depth seminars on digital well-being, AI, and data protection. They maintain continuous engagement by sharing regular advice through the ["Digiterad" Facebook group](#) (over 5,700 members).

7. [The Ministry of Culture](#) contributes by addressing adult media literacy and promoting cultural inclusion through a major international programme. Its central initiative is the [Meediaradar](#) programme (2024–2028), funded by the [Swiss-Estonian Cooperation Programme](#) and implemented with the [National Library](#). Meediaradar focuses on improving the digital and media literacy of adults, with a strategic emphasis on individuals from different linguistic and cultural backgrounds. Key outputs include creating a nationwide network of libraries and community centres for training delivery, and publishing the dual-language textbook ["How to Orient Yourself in Information Abundance."](#)
8. [The Police and Border Guard](#) (PPA) contributes to digital and media literacy by maintaining a presence in the online information space, with a primary focus on cybersecurity and safe online conduct. PPA employs 17 [Web Police Officers](#) who actively assist citizens on social media with issues like bullying, hate speech, threats, and scams. These officers serve as direct contacts, gather information, and act as public speakers, promoting cyber resilience. PPA integrates its expertise into the national media literacy ecosystem by participating in key events, such as the annual Media Literacy Week.
9. [The Social Insurance Board](#) is a partner in the "Smartly on the Internet" project, primarily through its Child Helpline ([lasteabi.ee](#)), which serves as a resource for children, youth, and adults seeking advice, help, or reporting a child at risk, including concerns related to online communication. The Board's Child Welfare Department proactively supports digital safety by conducting workshops and guest lessons. In 2025, they participated in 5 summer camps and delivered 27 guest lessons across basic schools nationwide (Sept-Oct), reaching a total of 1,071 children. These sessions focused on key digital risks, including cyberbullying, secure internet principles, online sexual abuse, and the digital footprint.
10. [MTÜ Tuleviku Meedia \(Future Media NGO\)](#) plays a vital role in reaching and empowering non-Estonian-speaking communities. The organization executed over 20 projects between 2022 and 2025, primarily targeting Russian-speaking youth (14-18) and educators in key regions like Tallinn, Harju, and Ida-Viru counties. These efforts successfully trained over 400 non-Estonian-speaking teachers and youth workers in media, digital, and narrative literacy. This training significantly enhanced the professionals' methodological preparation, enabling many to integrate media literacy into their teaching, and facilitated valuable direct contacts with newsrooms and journalists for participants.
11. [The Estonian Debating Society](#) contributes by fostering critical thinking and combating disinformation through public and educational programs. In partnership with the news portal Delfi, the Society publishes regular [fact-checks](#) and leads the popular [Smart Voter campaigns](#) during election periods, which include school visits and debate tournaments to develop public deliberation skills. Supported by international partners ([Deutsche Welle](#), [IREX](#), [German Embassy](#)), the Society has consistently provided both Estonian and Russian-language media literacy training for teachers, creating dedicated [educational materials](#) and hosting international [seminars](#) to facilitate cross-border knowledge exchange.
12. [MTÜ Meediaõpetajate Liit \(Media Teachers' Association NGO\)](#), established in March 2025, quickly defined and advanced the media teaching profession. The organization's key early activities, including the Inaugural and Development Seminars (co-organized with the Government Office), were crucial for recruiting members and

setting the strategic agenda. The seminars established four primary focus areas for the future: curriculum material development, teacher training, cooperation with media institutions, and increasing the visibility of both the association and the field, resulting in a project proposal for a sustainable action plan.

13. [The Estonian History and Social Studies Teachers' Association \(EAÜS\)](#) systematically integrates media literacy into social subjects through competitions and professional development. The Association, which unites nearly 400 teachers, has a cooperation agreement with the Government Office to provide members with access to top speakers and strategic communication training. Since 2022, EAÜS has co-organized the national online history competition [Mammut](#) (reaching nearly 6,000 students), which features media literacy tasks, and integrates similar skill development into the biennial [Social Studies Olympiad](#). The Association also actively plans an Information Day on Media Literacy for its members.
14. [The Estonian Internet Foundation \(EIS\)](#) supports media literacy through both funding and international representation. The Foundation has been issuing project grants annually (since 2022) to initiatives that promote digital skills, with a specific focus on supporting the most vulnerable groups—youth and seniors—for the creation of workshops, training, and educational platforms. Furthermore, EIS organizes significant public events like Internet Day and discussions at the Opinion Festival, where media and digital literacy themes are frequently debated. Internationally, EIS represents Estonia's internet community in key global networks, including the UN IGF, CENR, and ICANN.
15. [The Estonian Film Institute](#) (EFI) focuses on the long-term development of audiovisual literacy, a crucial but often underserved aspect of media competence. Its core project is the development and integration of the [edu.arkaader.ee](#) platform into the school system. This environment, a joint effort with the National Archives, enables the streaming of all Estonian films for educational purposes. EFI continuously commissions new, curriculum-aligned teaching materials for the platform and supports a course at Tallinn University on integrating audiovisual disciplines into teacher education, with the primary target group being current and future teachers.
16. [The Estonian Cooperation Assembly](#) focuses on the intersection of media literacy with democratic processes and civic digital skills. It curates the citizen initiative platform [rahvaalgatus.ee](#), with recent development efforts centred on helping users navigate information chaos. In cooperation with Transparency International Estonia, the Assembly runs school participatory budgeting programmes (involving 27 schools) that [teach students essential digital skills](#) like using eID and understanding the difference between political e-voting and social media 'likes' through hands-on practice, acting as an early introduction to active citizenship.
17. [The National Library of Estonia](#) is a key provider of direct, high-volume educational programming and resource creation. The Library delivered 132 educational programmes to approximately 2,700 students (e.g., "Stumbling on Fake News," "Defeat Artificial Intelligence") and hosts the annual [Media Education Conference](#). It is a crucial partner in the Meediaradar programme, focusing on non-Estonian speaking adults, and supports librarians through 15 media literacy seminars. The Library also actively [creates and distributes original resources](#), including eight online quizzes and materials, as well as informative videos on critical media topics.

18. [MTÜ Wikimedia Eesti](#) concentrates on developing foundational information literacy through engagement with Wikipedia's editing and content standards. The organization conducts [training sessions](#) and article writing competitions (e.g., 24h and 30h contests) for students, adults, and seniors. Participants learn critical skills, including finding and evaluating reliable sources, writing with neutrality, and understanding authorship principles in a public digital environment. Recent training has incorporated a focus on the critical consumption and creation of content involving artificial intelligence and visual media, promoting conscious media consumption.
19. [CGI Eesti OÜ](#) contributes through its expertise in cyber safety and gamified learning tools, which it considers integral to media literacy. The company's main tool is the children's cyber safety game Spoofy (www.spoofy.ee), which consistently reaches an average of 25,000 players annually. CGI complements this with direct cyber safety training for children (averaging 500 per year) and teachers in schools across Estonia, including the launch of content tailored for older children. CGI is also an active partner in the Erasmus+ funded project [SuperCyberKids](#) (2023–2025), which focuses on developing a pan-European framework and platform for gamified cyber safety education.
20. [Telia Estonia](#) supports digital inclusion and media literacy through its [Digimentors](#) programme, training youth to mentor older adults and individuals with lower digital skills. Telia develops educational materials and practical activities in collaboration with [the University of Tartu's School of Social Sciences](#), reaching thousands and promoting intergenerational learning. In partnership with the university, Telia ensures structured and sustainable mentorship, strengthening public–private collaboration in advancing digital and media competence.
21. [Women's Voluntary Defence Organisation](#) focuses on enhancing information resilience through [targeted training](#). Internally, activities are aimed at members to prevent them from becoming victims of scams and disinformation, encouraging active analysis and reporting of threats. Their curriculum has recently integrated the practical use and critical understanding of Artificial Intelligence (AI). For the public, Naiskodukaitse promotes general crisis awareness and preparedness by addressing the prevention of misinformation and cybersecurity among key target groups, including communities, schools, local governments, and seniors.
22. [Estonian Rescue Services Agency](#) contributes to societal resilience by organizing crisis communication training specifically tailored for local governments. This initiative ensures that municipal authorities possess the necessary skills to effectively manage and disseminate information during crises, thereby supporting public preparedness and reducing susceptibility to disinformation narratives.
23. [The Estonian Defence Forces](#) (EDF) contributes to national psychological defence by creating a specialized online educational environment on [Influence Techniques](#) (Mõjutustehnikad) for the general public. Developed in collaboration with researchers from the University of Tartu, this study material focuses on enhancing information resilience by systematically teaching the recognition and handling of hostile disinformation techniques, tactics, and procedures.
24. [The Estonian Human Rights Centre](#) (EICH) contributes to the media literacy ecosystem by focusing on the intersection of digital rights, human rights, and the online environment. EICH's work [supports the development of digital competence from a rights-based perspective](#), ensuring that citizens are aware of their legal protections against hate speech, discrimination, and privacy violations in the media

space. The Centre actively participates in awareness campaigns and provides expertise on navigating complex legal and ethical challenges posed by the evolving information landscape.

25. [European Commission Representation in Estonia](#) strengthens the media literacy landscape by connecting local activities with a broader European context. The Representation frequently organizes media literacy events and conferences. A key focus is on combating disinformation narratives, supporting efforts to debunk misinformation on social media and ensuring the dissemination of reliable information about the European Union and its policies. This involvement provides institutional weight and an international perspective to the development of information resilience in Estonia.

The contribution of Media Organizations

- [The Estonian Public Broadcasting \(ERR\)](#) contributes to media literacy by providing educational resources and offering direct engagement opportunities with media production. ERR maintains the Estonian-language ["Meediataip"](#) (Media Savvy) and Russian-language ["Mediagramotnost"](#) resource pages on its Novaator platform, which are regularly updated to help the public navigate the media landscape. Additionally, ERR engages directly with youth by conducting school visits to share media wisdom, welcoming school groups to the ERR museum to observe the process of television production, and encouraging its journalists, particularly Russian-speaking staff, to participate in training programs (such as those organized with [MTÜ Tuleviku Meedia](#)).
- [Delfi](#) is the only Estonian signatory of the International Fact-Checking Network (IFCN) and a Meta Third-Party Fact-Checker. Delfi has been actively involved in fact-checking since 2018 and has been a part of the IFCN since 2021. Beyond their work within networks like the [European Digital Media Observatory \(EDMO\)](#) and the Baltic Engagement Centre for Combating Information Disorders ([BECID](#)), Delfi also organizes public workshops and guest lectures to spread knowledge on disinformation. Delfi maintains a dedicated [Investigative and Fact-Checking Desk](#) that publishes high-level investigative content. Delfi also has a section called ["Media Critique."](#) where a topic that is attracting attention in journalism or the media more broadly is analyzed each week.
- [Propastop](#) was initiated in 2014 by the [Estonian Defence League](#). This non-profit blog is run by volunteers to contribute to Estonia's information security, primarily by countering Russian propaganda. They rely on the real-time Russian news media monitor, [Propamon](#), to analyze the information landscape.

All the main media outlets in Estonia also cover in great detail [the public report by the Estonian Foreign Intelligence Service](#) and [the annual report](#) by [the Estonian Defence Forces](#).

Restricting Access to pro-Kremlin Content

According to the Consumer Protection and Technical Regulatory Authority (TTJA), since February 2022, Estonia has restricted access to 50 Russian and Belarusian TV channels

and 307 websites that were promoting war. While the Estonian law allows implementing such restrictions, EU sanctions (including personal and financial) were used as a legal basis. This action was taken in cooperation with the Internal Security Service, Consumer Protection and Technical Regulatory Authority (CPTRA), and internet service providers.

It should be noted that this restriction did not affect the freedom of speech of the people working for the Russian state-controlled and financed media. Russian media continues to create content; the only difference is that the channels can't reach the Estonian audience. Then again, issues with the implementation of restrictions do exist: IPTV connects the TV to the internet, and while CPTRA is aware of the issue, these devices currently function as intended. An analogue TV antenna is also an option, as the Russian TV signal extends beyond its borders. Lastly, for computers, a VPN does the trick.

Supporting Media and Editorial Freedom

To ensure access to fact-based information and offer a space for democratic debates and discussions on Estonian policies, the government supported independent Estonian media in creating and enhancing content in the Russian language. To safeguard media freedom, media houses were included in the drafting process of this support measure. [In 2022, the Estonian Public Broadcasting received 1.4 million euros](#), and four private media companies received a total of 1.3 million euros. In 2023, one million euros was handed out to projects proposed by private media companies.

While the Estonian media market is relatively small, the turnover of Russian-language media is even smaller. The importance of this support mechanism is underscored by the fact that many journalists who left Russia were subsequently hired by Estonian media houses, and Estonian-made Russian-language content has found its audience.

Hiring journalists from Russia has been possible since 2022, when [Estonia began issuing up to 35 residence permits annually for persecuted journalists](#) from around the world. In this process, the Ministry of Foreign Affairs is responsible for accrediting the journalists, and so far, ca 50 journalists have received a humanitarian visa. This helped the Associated Press move its editorial office from Moscow to Tallinn and allowed many Russian journalists to work in Estonian media houses, creating Russian-language content.

As of 2025, Estonia's position in [the Reporters Without Borders Press Freedom Index](#) confirms the country's commitment to media freedom, currently **ranking second globally** (compared to Germany's 11th and Russia's 171st). In addition to providing a safe working environment, public institutions offer background briefings to journalists. A steady flow of skilled workforce is ensured by the fact that journalism studies at Estonian universities are free of charge at both the Bachelor's and Master's levels.

The Contribution of Memory Institutions

The contribution of memory institutions (comprising archives, galleries, museums, and libraries) to media literacy development is crucial, positioning them as essential frontline digital advisors and promoters of critical thinking within their communities. Libraries, in particular, have become key intermediaries between the digital state and the populace, necessitated by the shift of critical services—such as banking, health portals, tax declarations, and ID-card management—online. This role is vital for older adults and individuals with limited digital competence, who frequently turn to library staff for practical,

individualized assistance with everyday digital transactions, document management, and navigating e-services. This reliance places a significant and growing responsibility on staff, particularly as other physical service points, such as bank offices, close in smaller communities.

Institutions are also highly engaged in protecting the public from contemporary online threats. Staff members frequently advise patrons on how to recognize and avoid complex phishing schemes, internet scams, and fraudulent calls. Furthermore, staff aid in evaluating the truthfulness of widely circulated information and differentiating between authentic and AI-generated visuals or content.

Memory institutions offer a variety of programs tailored to different demographics:

1. Focused trainings for **seniors and adults** often take the form of personalized consultations or small-group workshops covering basic computer use, safe online behavior, and the critical evaluation of information.
2. Institutions offer dedicated educational programs, lessons, or guided activities for **youth** designed to foster information literacy and critical thinking skills. These include instruction on navigating scientific databases, recognizing historical propaganda, and understanding media transformation over time.
3. Creative approaches for **cross-generational target groups** include projects that pair older individuals with younger volunteers to address technical queries related to mobile devices and laptops.

Challenges

Memory institutions face systemic obstacles that hinder their ability to provide media literacy training. Limited financial and human resources restrict investment in modern technology, hiring of specialists, and allocation of staff time. Outdated equipment and weak network infrastructure further reduce the quality and scale of training activities. Reaching key groups is another challenge: working-age adults often lack time or awareness of their needs, young people tend to consider such training irrelevant, and non-majority language communities remain difficult to engage. Rapid digital change, particularly in AI, also causes uncertainty among staff, lowering confidence and motivation, while some long-serving employees resist acquiring new digital skills.

Estonia's Comprehensive Approach to Media Literacy Education

Developing media literacy in Estonia is not limited to a single subject but functions as a holistic ecosystem. This framework connects formal state curricula with non-formal, practical engagement, ensuring that media education evolves in tandem with technological shifts. The national model rests on four strategic pillars: mandatory curriculum integration across all levels, active student participation in media creation, forward-looking digital innovation, and research-based teacher training. Figure 3 provides an overview of this integrated model.

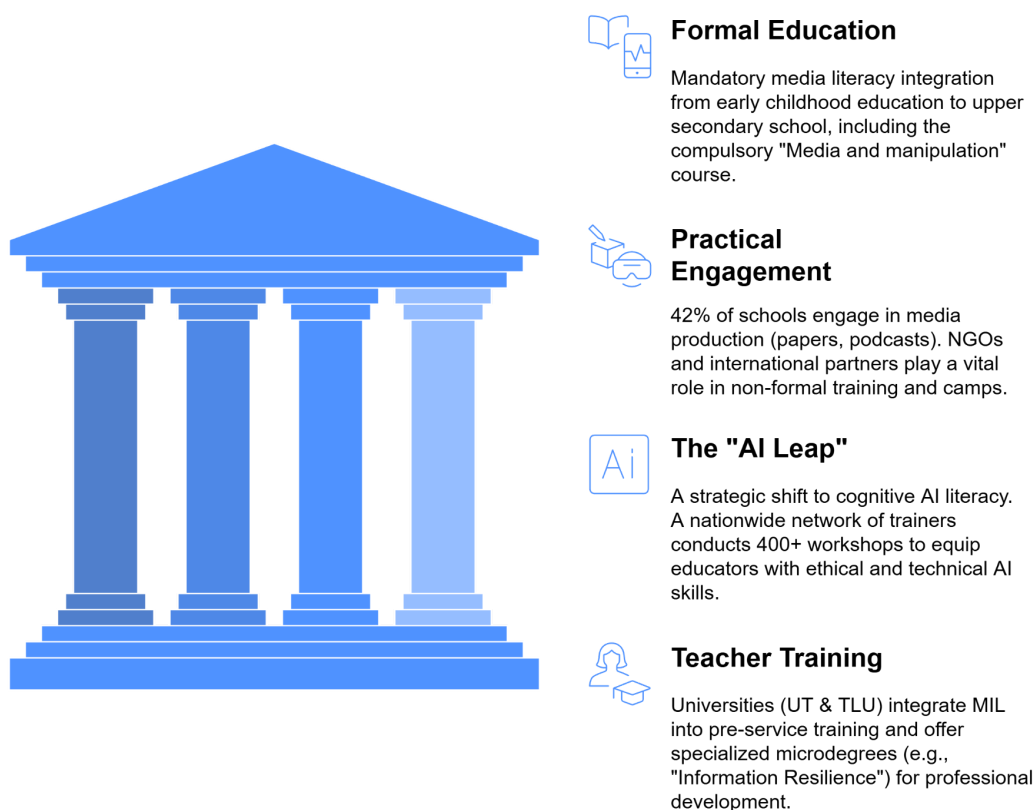


Figure 3. The four pillars of the Estonian media education ecosystem.

In 2011, a 35-hour course "Media and manipulation" became compulsory in upper secondary school. The course covers techniques, tactics, and procedures of information manipulation. The same course became compulsory in Russian language schools in September 2023.

Additionally, as of 2023, Estonia has a requirement to develop media literacy, as confirmed in the national curricula for both [primary schools](#), [secondary schools](#) and [vocational education institutions](#), where digital competence is highlighted as one of the key general competencies. This includes the ability to find, preserve, and evaluate the trustworthiness of information, participate in the creation of digital content, and understand the dangers of the digital environment, protecting one's privacy and identity.

In the field of early childhood education, the development of media literacy was added to the [national curricula](#) starting in September 2025. It describes the learning and growth environment as a combination of physical, social, and digital environments. Educational activities are designed to guide children in noticing and understanding different environments, including the digital one, and to teach them the principles of safe and purposeful use of digital tools.

Additional Media and Information Literacy Activities in Schools

In addition to curriculum changes and national requirements, Estonian schools also engage in developing media and information literacy through various practical activities and formats.

An estimated 224 general education schools in Estonia (42% of all schools) are involved in these activities ([Nõmm, 2023](#)). The most common formats for developing media literacy are school publications. The most prevalent is the school newspaper, which is produced by 116 schools. Other popular formats include school radio, podcasts, and school TV. Additionally, students can develop media skills through various extracurricular clubs and elective courses that focus on media, photography, and multimedia. In secondary schools, a wider range of elective courses is offered, specifically geared towards media or the broader audiovisual field.

Media and information literacy development is most active at the high school level (grades 10–12), where it is implemented in 89 schools; 16 of these schools also offer a dedicated study track. This is followed by the 3rd school stage (grades 7–9, 57 schools), the 2nd stage (grades 4–6, 49 schools), and the 1st stage (grades 1–3, 15 schools).

To complement these school-based initiatives and fill gaps in state funding, the third sector plays a vital role. Estonian NGOs, utilizing funding from various foreign embassies, organize specialized media and information literacy (MIL) courses and training camps for both teachers and students in Russian and Estonian. This external support is currently critical, as government funding for NGOs has been constrained due to the economic downturn. Consequently, foreign representations and international partners have become key enablers for sustaining MIL-related training. For instance, starting from 2024, Google has also supported MIL activities in the Baltics, following a similar partnership model.

The “AI Leap”

Estonia's digital policy has undergone an evolution, moving from the 1990s' "Tiger Leap" program, which focused on basic access and digital fluency to bridge the digital divide, to a new initiative—the ["AI Leap"](#) that marks the next phase in the country's digital education strategy. AI Leap focuses on equipping students and teachers with the skills to use artificial intelligence effectively and responsibly. The program provides access to AI-powered tools, trains teachers to integrate AI into pedagogy, and aims to develop students' critical thinking, problem-solving, and digital resilience in the context of rapidly evolving technologies.

Beyond technical skills, AI Leap emphasizes cognitive and ethical literacy: understanding how AI systems work, identifying potential biases, recognizing AI-generated content, and making informed decisions in an AI-saturated environment. Its goal is to ensure that all students not only use AI tools but use them wisely, preparing them for both academic and societal challenges posed by artificial intelligence.

To support this, the Ministry of Education and Research has established a nationwide network of AI trainers. In 2025, this network visits schools across Estonia—both primary and secondary schools—conducting over 400 workshops. These workshops are designed for the entire school staff in 400 schools, teaching educators how to effectively integrate AI tools into teaching and learning, ensuring that the AI Leap program reaches every classroom and fosters a consistent, high-quality approach to AI literacy.

To further extend the reach of these initiatives, comprehensive training videos explaining the fundamentals of the AI Leap are made publicly available on [YouTube](#), ensuring that these educational resources are accessible to the wider public for independent study.

Professional Development for Teachers and Trainers

Estonian universities have substantially integrated media literacy into their pre-service curricula, ensuring that future educators possess the necessary theoretical knowledge and pedagogical skills.

[The University of Tartu \(UT\)](#) launched the [“Disinformation and Societal Resilience”](#) program in February 2024. It provides international professionals with knowledge in law, sociology, psychology, communication, data sciences and regional studies. The creation of the program was financially supported by the Embassy of the United States of America and the Estonian Ministry of Education and Research, and both also offer stipends. UT also opened a microdegree, [“Information Resilience.”](#) in Estonian. The program covers topics like tackling disinformation, social media analysis, and cyber hygiene. In 2023, the Government Office supported the microdegree with two stipends.

UT have created numerous specialized courses within the Journalism and Communication curriculum (e.g., [“Media in the Era of Disinformation.”](#) [“Information Resilience”](#), [“Social Digital Competences”](#)). Crucially for primary education, UT introduced the [“Playful Development of Media Literacies”](#) course, targeting future teachers and youth workers to establish a foundation for working with young children. Furthermore,

To further strengthen teacher training, the Class Teacher curriculum now includes a compulsory [“Digital Literacy”](#) course and electives such as [“Possibilities of Multimedia Usage in Different Subjects.”](#) Similarly, the Preschool Teacher curriculum incorporates media and digital themes through courses such as [“Development of a Child in Social Environment”](#) and [“Digital Literacy for Preschool Teachers.”](#) with ongoing curriculum reforms aimed at further integrating media literacy topics into the core modules of both programs.

[Tallinn University](#) systematically incorporates MIL across its teacher training programmes. For example, [pre-service Class Teachers](#) study media use within Mother Tongue Didactics I and II. Early Childhood Pedagogy students (BA/MA) receive training in creating and applying multimedia content through courses like [“Educational Technology in the Learning Process”](#), ensuring they can utilize and assess various media types in kindergarten settings. TLÜ also offers dedicated electives to teacher trainees, such as [“Introductory Course to Media Teaching: Journalism in the Age of Disinformation.”](#)

Evaluation Measures and Methods

Estonia has introduced a structured approach to monitoring and evaluating media literacy activities under [the National Media Literacy Action Plan 2024–2026](#). This plan is coordinated by the Ministry of Education and Research and aims to ensure continuous improvement and evidence-based policy development. Estonia is not planning to introduce a separate new evaluation system, but instead focuses on enhancing existing mechanisms and linking them

with international studies. The complete monitoring and evaluation framework is visualized below (see Figure 4).

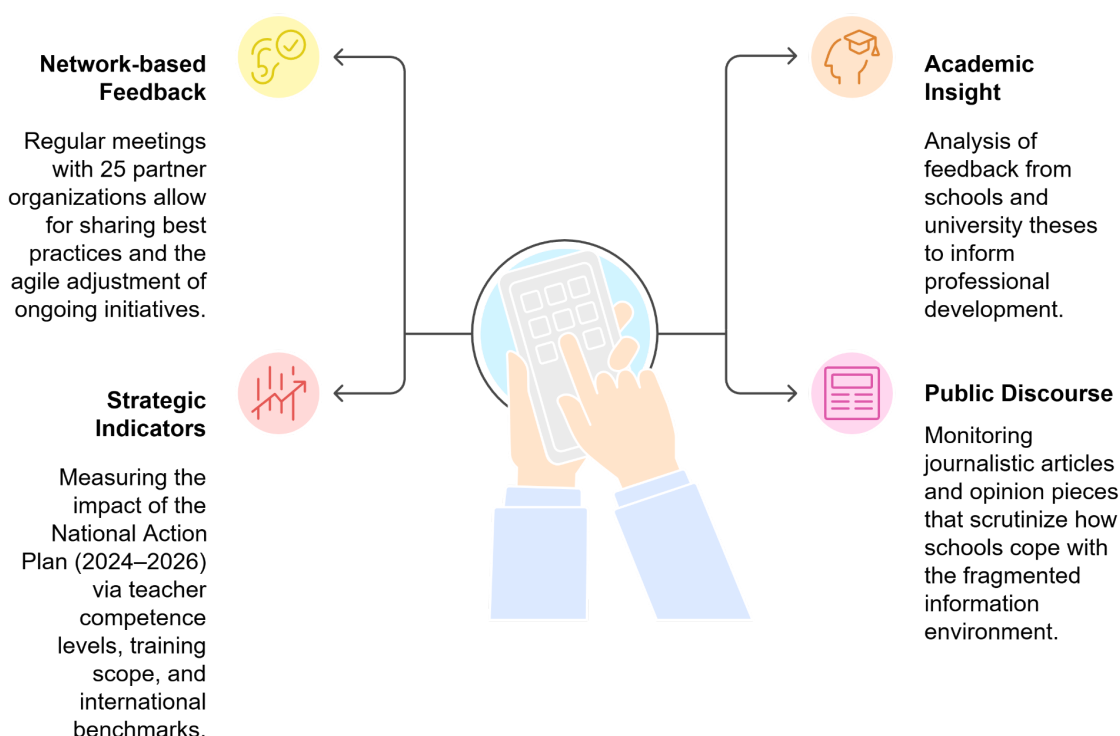


Figure 4. The holistic model of media literacy evaluation.

The evaluation framework encompasses both formal and informal channels of evaluation. Informal evaluation is primarily conducted through regular network meetings involving the 25 partner organisations. These meetings serve as essential platforms for feedback and evaluation, enabling practitioners to gather practical insights, share best practices, and facilitate the agile adjustment of ongoing initiatives.

Formal assessment and performance measurement indicators are used to assess the impact of policies and programmes. Key measures track partner engagement, the scope of teacher training, curriculum integration, and the competence levels of teachers and students. These findings are used to refine curricula, teacher training, and funding priorities, ensuring that Estonia's approach remains dynamic and evidence-based.

Assessment also relies on qualitative methods, such as feedback from schools and teachers, insights from partner organizations, academic research, and student theses. Students' theses provide concrete insights into teachers' media literacy and the current state of media education in schools. For example, Blaubrük (2023) conducted a study titled [“Estonian Teachers’ Media Literacy: Self-Assessment and Measurement Tools”](#), in which she explored how teachers evaluate their own media literacy skills and their readiness to teach media literacy. Similarly, Nõmm (2023) examined the overall state of media and information literacy in Estonian general education schools in her thesis [“Mapping the Current State of Media and Information Literacy in Estonian Schools and Development Opportunities.”](#) Her research identified key areas where schools are successfully integrating media literacy into

curricula, as well as opportunities for further development and support. Both theses provide valuable evidence that can inform professional development, policy-making, and targeted interventions in media education.

Importantly, the topic of media and information literacy is also being regularly monitored and discussed in the media, with articles and opinion pieces appearing that scrutinise how schools and educators are coping with the changing media environment. For instance, a recent article published in October 2025 by Marju Himma in the "Õpetajate Leht" section [“Digi- and media literacy instruction should not rest only on the \(Estonian language\) teacher’s shoulders”](#) argued that media literacy is not just about knowing journalism, but about operating in an information environment that is fragmented, fast-moving and often hidden.

Supporting Evidence from International Studies

These national-level evaluation efforts are reinforced by international data. For example, the results from [OECD TALIS 2024](#) provide crucial, empirical insights that support the ongoing evaluation of media literacy policy. While not explicitly covering "media literacy," the data highlights key gaps in foundational skills and reveals ongoing needs in teachers' digital and media-related skills—data that is directly used to refine curricula, teacher training, and funding priorities within the National Media Literacy Action Plan.

Specifically, the TALIS results highlight key skill deficits among educators: 78% of non-users of Artificial Intelligence (AI) cite a lack of knowledge and skills, indicating a significant need for professional development in areas critical to understanding the modern media landscape. Likewise, only 52% of recent teaching graduates felt well-prepared to use digital resources and tools for teaching. This objective data helps validate the focus of academic research and provides essential benchmarks for the Action Plan, ensuring that policy adjustments address proven skill deficits among educators, thereby strengthening the quality of media literacy education.

Publicly Accessible Media Literacy Resources

Organization	Main Domain	Content and Primary Focus
Ministry of Education and Research	hm.ee	National initiatives, policies, and general information on media literacy.
Education and Youth Board	oppekava.ee/meediapadevus	Consolidates information on elective courses and partner materials.
University of Tartu and Telia	meedia.ut.ee	Exercises and materials for developing digital, media, and information literacy for teachers and educators.

Estonian Debating Society	oppematerjalid.argument.ee/meediapadevus	Lesson plans based on debate methodology (source criticism, influence, media ownership forms).
Estonian National Library	rara.ee/opi/meediapadevus	Information and media literacy learning materials, including study cards and information on disinformation.
Child Welfare Union	targaltinternetis.ee	Materials focusing on digital safety and media literacy for children and youth.
Teeviit	teeviit.ee	Youth-oriented information and advice on media literacy.
The Estonian Public Broadcasting	err.ee/meediataip	Estonian Public Broadcasting's initiatives and content aimed at fostering media criticism.
Propastop	propastop.ee	Focuses on media literacy and the analysis of disinformation.
VeryVerified	veryverified.eu	Online course clarifying core media literacy concepts (available in Estonian, English, Russian).

Additionally, **Estonia's Government Office** provides practical tools for assessing the impact of information influence:

- [Assessing the Impact of an Information Attack](#) explains how to assess the impact of an information attack by dividing its spread into six categories, ranging from basic social media sharing to inciting real-world political changes or violence.
- [A Guide to Responding to Information Attacks: An Institutional Perspective](#) outlines a four-step framework for government institutions to assess and respond to information attacks. The process ranges from initial situational awareness and internal communication to proactive public engagement and, in certain cases, direct counter-action.
- [Russian Propaganda's Favorite Methods for Deceiving People](#) categorizes common Russian propaganda and disinformation tactics into five main groups: disinformation, rhetoric, social and cognitive influence, deception, and technical manipulation. It explains how these methods, ranging from fabricating documents and using manipulative rhetoric to employing bots and deepfakes, are designed to mislead audiences and sow discord.