Be Internet Awesome

Be Internet Awesome in Central and Eastern Europe

THIRD IMPACT REPORT
School year 2024–2025
November 2025

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BIA IN CEE IMPACT REPORT

November 2025

Third International Evaluation of the Be Internet Awesome (BIA) Program conducted in the 2024/2025 school year in Croatia, Czechia, Greece, Hungary, Latvia, Lithuania, Moldova, Poland, Romania, Slovakia, and Ukraine.

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Introduction

The Be Internet Awesome (BIA) program has been designed to build digital citizenship competences among young people, to support children in being more safe and confident online, and to use the Internet responsibly and creatively. The program is directly implemented by the teachers who are equipped with materials and thoroughly trained to deliver the curriculum.

It was developed by Google and is currently running in 25+ countries across the world.

In Poland it has been implemented since 2018 by the School with Class Foundation. It was subsequently scaled into other CEE countries.

Since 2021 the School with Class Foundation has taken a lead role in coordinating the CEE effort of implementing the program, working closely with national partners. Impact reports from the previous years of running BIA in CEE are available on the https://bia4all.eu/ website.

We are presenting the third report from 11 countries in CEE where the BIA program is being implemented: Croatia, Czechia, Greece, Hungary, Latvia, Lithuania, Moldova, Poland, Romania, Slovakia, and Ukraine, **summarizing the 2024–2025 school year.**

The BIA program model provides a unified frame, translated and localized by each country, consisting of:

1. a curriculum (to be used by teachers) with activities and lesson scenarios for students (three separate curricula for children aged 6–9, 9–12, and for secondary school students,
2. general teacher training guidelines,
3. an online game directed at students (Interland).

On the other hand, the program allows for flexibility, which helps to tailor it to fit into the structural and sociocultural needs of participating countries.

Depending on the needs of the educational systems, the existing programs, and competencies of teachers and educators, the in-service teacher training models in place, each partner decides on how best to support teachers and educators in implementing the BIA program. The models vary on the exact length of the teacher training, the focus on a specific topic, and its form (online or offline).

The main target group of all participating partner countries are primary school teachers and their students, aged 9–14. Almost all partners (apart from Hungary that trains children directly) train teachers and educators either online or on-site. Also, each county has a specific focus on children with different individual needs.

This flexible approach is both helpful (in aligning the program to the local needs) and challenging (when it comes to comparing the results).

Evaluation Methodology

How did we evaluate the BIA program?

The School with Class Foundation developed and coordinated the evaluation methodology for the BIA project in 2025. After a series of consultations with all BIA national teams, and having considered each country's regulations and requirements for collecting data from minors, the Foundation prepared evaluation tools, which were then translated into the languages of all participating countries and digitized separately. The national partners were tasked with gathering responses, while the final data analysis and interpretation were conducted by the School with Class Foundation team.

In 2024/2025, as in previous years, we issued invitations to both the young participants of the BIA workshops and the teachers facilitating these sessions across all participating countries. They were asked to provide feedback through two online questionnaires specifically designed to measure indicators aligned with the BIA objectives. On average, the questionnaires were completed about three months after the program's conclusion, based on each country's implementation schedule. This intentional delay allowed respondents to reflect on and integrate the potential benefits of the program into their daily lives. The data collection process was managed and conducted by the national BIA teams in each of the partner countries.

The tools and procedures employed in 2025 remained consistent with those used in 2022, 2023, and 2024, ensuring continuity in our evaluation approach and smoothly including the new countries involved in the project.

Due to specific constraints and limitations in certain countries, the proposed methodology could not have been fully implemented across all participating nations, particularly in terms of sampling procedures. As a result, only general indicators for the overall sample from all countries could be analyzed and interpreted. Comparisons between countries should be treated with caution and only discussed internally, considering the limitations of data collection and analysis.

Finally, in 2024/2025, we analyzed the data from 3,507 students and 2,468 teachers.

Below is a detailed presentation of the content and indicators used in the two questionnaires.

Student Questionnaire

Students assessed the impact of the BIA program using the following five criteria:

1. **Usefulness in Daily Internet Use:** This criterion explored how applicable the lessons from the Be Internet Awesome classes were to students' everyday Internet activities. The program aims to positively influence young people's online behavior, and students were asked to reflect on whether what they learned was useful in their daily Internet usage. *"What I have learned in Be Internet Awesome classes comes in handy in my daily use of the Internet."*

2. **Confidence:** Students evaluated their confidence levels after completing the Be Internet Awesome classes, specifically regarding their ability to navigate the Internet safely and effectively. Confidence, which includes both cognitive and emotional aspects, is crucial as it affects students' self-efficacy in using the Internet responsibly, thoughtfully, and creatively. *"After the Be Internet Awesome classes, I feel more confident using the Internet."*

3. **Knowledge:** To measure this criterion, students were asked if they felt their understanding of online safety had increased because of the program. This subjective evaluation focused on the perceived growth in knowledge about safe Internet practices. *"After the Be Internet Awesome classes, I know more about how to be safe online."*

4. **Implementation of Learned Skills:** This criterion assessed the extent to which students applied the lessons from the BIA classes in real-world scenarios. Students were asked if they were able to put into practice the skills and knowledge they had gained, thus evaluating the program's effectiveness in facilitating practical skill application. *"I was able to put into use the things I learned during the BIA classes."*

5. **Quality Communication with Others Online:** Given that social interaction is a core component of the BIA program, this criterion measured the impact on students' ability to communicate kindly and effectively online. Students reflected on whether the classes had helped them improve their online interactions with others. *"After the Be Internet Awesome classes, I know how to communicate with other people kindly."*

Teacher Questionnaire

Teachers participating in the program provided insights based on their experiences using the following four criteria:

1. **Usefulness of BIA for Students:** This criterion assessed how teachers perceived the program's impact on students' lives. Teachers reported on whether students found the Be Internet Awesome classes valuable. *"Students said/wrote that Be Internet Awesome classes would be useful for them later in life."*

2. **Follow-up Inquiry of BIA Topics by the Students:** Teachers evaluated whether students continued to engage with the topics discussed in the BIA classes even after the sessions concluded, indicating sustained interest and relevance. *"After the end of Be Internet Awesome classes, the students came back to the topics that were discussed during their conversations."*

3. **Reported Implementation of BIA Knowledge/Competences by Students:** This criterion focused on whether students applied the knowledge and skills from the BIA classes in daily life, as reported by the teachers. *"Students said that they used the knowledge from Be Internet Awesome classes in their lives or gave examples of such use."*

4. **Impact of BIA Activities on Other Educational Activities:** Teachers reflected on how the training and experiences from the BIA program influenced their approach to other educational activities. *"What I have learned thanks to the Be Internet Awesome training program and from conducting classes based on the BIA curriculum is also useful for conducting other classes."*

All responses were collected anonymously through country networks using online questionnaire links after each wave of workshops. Participation was entirely voluntary, and no private data that could identify individual respondents were stored.

Additionally, both teachers and students had the opportunity to provide detailed feedback through open-ended questions. This qualitative data, partially presented in the report, highlights participants' opinions in their own words, offering deeper contextual insights. The open-ended responses were also used to showcase students' and teachers' ideas for further developing the BIA program.

Who evaluated the program?

Student sample

All questionnaires collected were checked for missing sociodemographic or evaluation data. Since the research was anonymous and voluntary, it was not possible to identify those who did not respond to encourage them to participate.

In this report, **we analyzed and presented data from 3,507 valid questionnaires completed by young people participating in BIA lessons.** The students participating in the BIA classes represented eleven countries (see Table 1). Of the respondents, 54.2% were girls, 42.5% were boys, 0.7% identified as non-binary, and 2.6% did not respond to the gender question.

Age information was provided by 3,459 respondents (98.6%), while 48 individuals (1.4%) either did not report their age or provided values outside the accepted range. These cases were classified as **"missing data/out of range."**

The age data were grouped into four meaningful age categories reflecting typical developmental and educational stages:

- 5–9 years **– early childhood and early school age (including kindergarten and early primary):** 355 participants (10.3%),
- 10–12 years **– later primary school age:** 1,613 participants (46.6%),
- 13–15 years **– early adolescence (lower secondary stage):** 1,109 participants (32.1%),
- 16–19 years **– mid to late adolescence (upper secondary stage):** 382 participants (11.0%)

The largest proportion of the sample consisted of children aged 10–12, representing nearly half of all respondents. Over one-third were in the 13–15 age group, while the 16–19 age group was the smallest. A small proportion of participants were in the 5–9 category, which also included children in the final years of kindergarten or the beginning of primary education (depending on the country's educational system).

Table 1. Student sample by country

Country	n	%
Croatia	879	25.1
Czechia	98	2.8
Greece	139	4.0
Hungary	7	.2
Latvia	22	.6
Lithuania	88	2.5
Moldova	96	2.7
Poland	615	17.5
Romania	250	7.1
Slovakia	53	1.5
Ukraine	1260	36
Total	3507	100.0

The study was conducted as part of the BIA 2024/2025 survey and included a total of 3,507 students from eleven European countries. Participants came from various schools in Central, Eastern, and Southern Europe, representing a diverse range of national, cultural, and educational contexts.

The largest proportion of respondents came from Ukraine (n = 1,260; 35.9%), followed by Croatia (n = 879; 25.1%) and Poland (n = 615; 17.5%). Together, these three countries accounted for more than three-quarters of the total sample. Smaller subsamples were collected in Romania (n = 250; 7.1%), Greece (n = 139; 4.0%), Czechia (n = 98; 2.8%), and Moldova (n = 96; 2.7%). Additional respondents participated from Lithuania (n = 88; 2.5%), Slovakia (n = 53; 1.5%), Latvia (n = 22; 0.6%), and Hungary (n = 7; 0.2%).

This distribution reflects the collaborative structure of the project, with particularly extensive data collection in Ukraine, Croatia, and Poland. Although the sample sizes vary across countries, all national subsamples contribute to a comprehensive cross-national dataset.

Compared to the previous wave of the BIA study conducted in 2024, which included 2,569 students, the current 2025 survey represents a substantial expansion of the sample size to 3,507, enhancing the overall analytical potential of the dataset, **although some national subsamples are overrepresented or underrepresented in the current sample.**

Students in the BIA 2024/2025 survey attended schools situated in a wide range of geographical contexts, reflecting the diversity of educational environments (Table 2). The largest group of respondents came from small towns (n = 1,430; 40.8%), followed by almost equal proportions from villages (n = 932; 26.6%) and large cities (n = 933; 26.6%). A smaller share of participants attended schools located on the outskirts of major cities (n = 106; 3.0%), while an identical proportion indicated that they did not know or did not wish to provide information about their school's location (n = 106; 3.0%) (see Table 2).

Table 2. School localization in the whole student sample

	n	%
Village	932	26.6
Small town	1430	40.8
Big city	933	26.6
Outskirts/of a big city	106	3.0
I do not know/do not want to answer	106	3.0
Total	3507	100.0

Teacher sample

All teacher questionnaires in the database were checked for missing sociodemographic and evaluation data. A number of the questionnaires had to be excluded from the analysis because they were only partially completed and could not be included as reliable sources of information.

A total of 2,468 fully completed questionnaires were collected from teachers conducting BIA classes in the eleven participating countries. Among the respondents, 82.2% were female, 17.4% were male, and 0.4% did not indicate their gender. The average teaching experience among the participants was 20.62 years, with a standard deviation of 10.89 years. The range of teaching experience varied from as little as one year to as much as 56 years.

The 2025 sample size represented a significant increase compared to the 2024 wave, which involved 2,008 teachers overall, marking a 22.9% growth in the sample size. The largest proportion of respondents in 2025 came from Greece, accounting for 39.6% of the total sample (n = 977). Substantial numbers of teachers were also surveyed in Romania (n = 389; 15.8%) and Ukraine (n = 220; 8.9%). Poland contributed 8.2% (n = 203), followed by Lithuania (n = 168; 6.8%) and Slovakia (n = 144; 5.8%). Smaller but still notable samples were drawn from Croatia (n = 141; 5.7%) and Czechia (n = 108; 4.4%). The remaining countries had relatively minor representation: Latvia (n = 62; 2.5%), Moldova (n = 43; 1.7%), and Hungary (n = 13; 0.5%).

Overall, the 2025 sample reflects a diverse group of teachers from across Central, Eastern, and Southern Europe, including both EU and non-EU countries.

Table 3. Teacher sample by country

Country	n	%
Croatia	141	5.7
Czechia	108	4.4
Greece	977	39.6
Hungary	13	.5
Latvia	62	2.5
Lithuania	168	6.8
Moldova	43	1.7
Poland	203	8.2
Romania	389	15.8
Slovakia	144	5.8
Ukraine	220	9.0
Total	**2468**	**100.0**

The teachers worked in the following educational institutions (percentages do not sum to 100% because some respondents worked in several institutions simultaneously):

- Kindergarten/early education 35.5%,
- Elementary school (students aged 10–12) – 37.2%,
- Elementary school/gymnasium (depending on the country's school system; students aged 12–15) – 38.3%,
- Secondary school – 16.6%,
- Vocational school – 4.9%.

Additionally, 5% indicated that they teach students with special needs. Very rarely (1.4%), teachers reported they were teacher trainers providing professional training for other educators.

The educational institutions where the teachers worked were situated in villages (28.3%), small towns (35%), large cities (31.3%), and on the outskirts of large cities (4.9 %). Additionally, 0.5% did not provide location information.

In general, the structure of the 2025 teacher sample closely mirrors that of 2023/2024, with a notable increase in the proportion of male respondents.

Quantitative results

Students' evaluation

We begin our analysis with a quantitative examination of the student questionnaires.

The findings indicate a **very high level of perceived usefulness of the BIA lessons in students' everyday online practices.** Altogether, 88.7% of respondents reported that the knowledge and skills acquired during the classes were helpful in their daily Internet use. Among them, 64.0% strongly agreed and 24.7% somewhat agreed with the statement. Only 5.1% disagreed (3.4% somewhat disagree and 1.7% strongly disagree), while 6.2% were uncertain or chose not to answer.

Fig. 1. Students assessing the usefulness of the BIA program for daily use of the Internet

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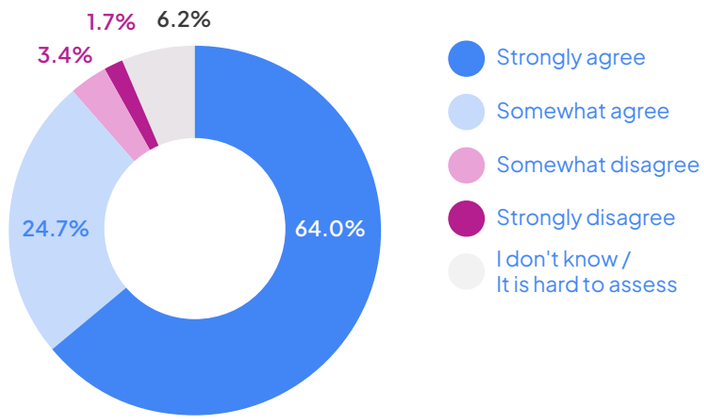
What I have learned in Be Internet Awesome classes comes in handy in my daily use of the Internet.



This strong positive response highlights **the practical relevance of the program's content and suggests that it effectively supports students in navigating their online environments.**

A majority of students reported being able to apply in practice what they had learned during the BIA lessons. In total, 86.0% agreed with this statement, including 57.1% who strongly agreed and 28.9% who somewhat agreed. Only 7.0% expressed disagreement (5.1% somewhat disagree and 1.9% strongly disagree), while another 7.0% were uncertain or preferred not to answer.

These results indicate that **the program's content was not only considered useful in theory but also translated into practical application for most students,** suggesting that the skills and knowledge acquired were relevant to their real-world online experiences. According to the BIA program aims, this is a very significant indicator of the program effectiveness.

Most students reported that participation in Be Internet Awesome lessons increased their confidence in using the Internet. A total of 61.2% strongly agreed with this statement and a further 25.3% somewhat agreed, indicating a significant positive impact on students' self-assessed online competence. Only a small proportion expressed disagreement (4.9% somewhat and 2.9% strongly), while 5.7% were unsure or preferred not to answer.

Fig. 2. Implementation of the BIA knowledge in everyday practice.

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I was able to put into use the things I learned during the BIA classes.

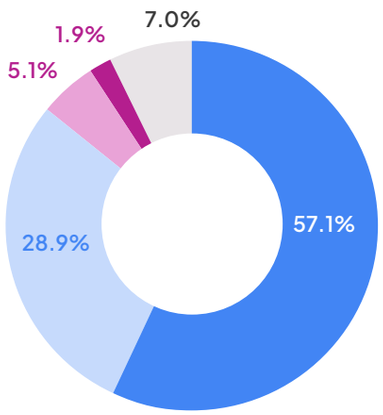

Fig. 3. Students being confident using the Internet after the BIA classes.

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After the Be Internet Awesome classes, I feel more confident using the Internet.

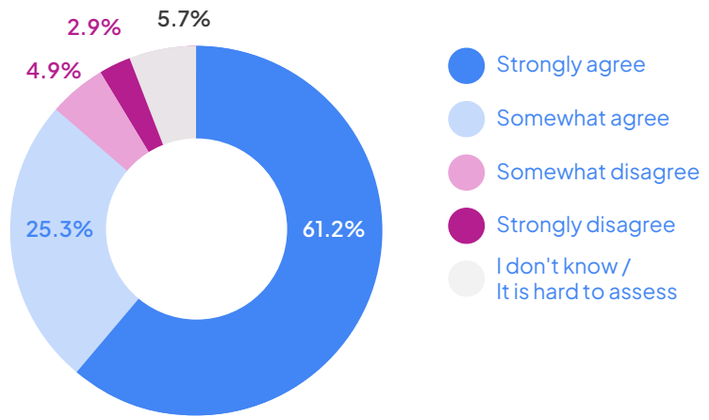


Fig. 4. Students increase in knowledge on how to be safe online after BIA classes

After the Be Internet Awesome classes, I know more about how to be safe online.

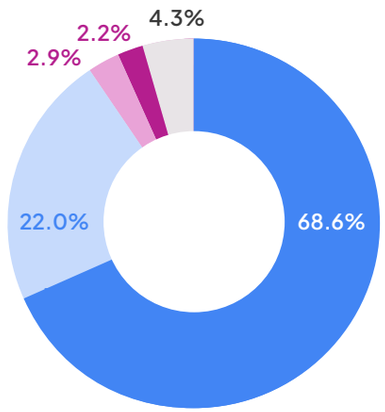
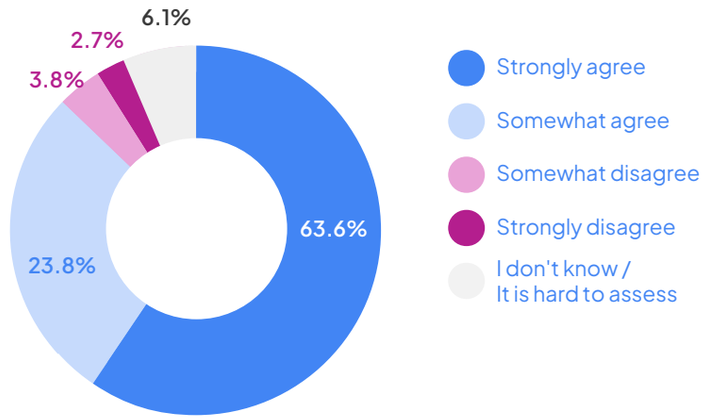


Fig. 5. Students knowledge on kind communication after the BIA classes

After the Be Internet Awesome classes, I know how to communicate with other people kindly.



These results suggest that **the program not only enhances students' knowledge and practical skills but also contributes to building their self-efficacy and confidence in navigating the online environment.**

A large majority of students reported that the Be Internet Awesome lessons increased their knowledge of how to stay safe online. In total, 68.7% strongly agreed with this statement and 22.0% somewhat agreed, indicating a very positive impact of the program on students' awareness of online safety. Only 2.9% somewhat disagreed and 2.2% strongly disagreed, while 4.3% were unsure or preferred not to answer.

These results suggest that **the program is highly effective in strengthening students' understanding of safety principles and in promoting responsible online behavior.**

The majority of students indicated that Be Internet Awesome lessons helped them understand how to communicate politely with others online. A total of 63.6% strongly agreed with this statement and 23.8% somewhat agreed, showing a clear positive outcome in this area. Only 3.8% somewhat disagreed and 2.7% strongly disagreed, while 6.1% were unsure or preferred not to answer.

These findings demonstrate that **the program effectively supports the development of respectful and considerate online communication skills among students,** reinforcing one of its core educational objectives, also those beyond digital skills as such.

Conclusions

The findings from the five survey items provide a comprehensive picture of students' evaluation of the Be Internet Awesome program. Across all measured dimensions – perceived usefulness, practical applicability, confidence, polite communication, and online safety – **the results reveal consistently high levels of positive responses, with the majority of participants indicating strong or moderate agreement with the presented statements.**

The most pronounced positive outcome was observed in the area of online safety awareness, where 68.7% of students strongly agreed and a further 22.0% somewhat agreed that the program had increased their knowledge of how to stay safe online. Similarly, **high levels of endorsement were reported regarding polite and respectful online communication** (63.6% strongly agree; 23.8% somewhat agree) **and confidence in Internet use** (61.2% strongly agree; 25.3% somewhat agree), indicating that the program not only enhanced knowledge but fostered self-efficacy and interpersonal awareness in the digital environment.

The results concerning the usefulness of the program in everyday Internet use (64.0% strongly agree; 24.7% somewhat agree) and practical application of acquired skills (57.1% strongly agree; 28.9% somewhat agree) also demonstrated highly positive evaluations, though slightly lower proportions of strong agreement may suggest that **some students require more explicit support in applying learned content in their daily online activities.**

A closer look at the "somewhat agree" category across all indicators – ranging from 22.0% to 28.9% – shows that a considerable number of students acknowledged the program's benefits but with less certainty. **This indicates a potentially valuable area for pedagogical refinement: deepening the learning process to help shift partial agreement toward full endorsement, perhaps through more interactive or contextually relevant activities.**

Importantly, the proportion of negative responses ("somewhat disagree" or "strongly disagree") remained consistently low across all items – between 4.9% and 7.3% depending on the question – suggesting minimal resistance or dissatisfaction among participants. This small group, however, highlights **the need for differentiated educational approaches, as some learners may benefit from alternative forms of instruction or more tailored content to fully engage with the program.** An important task, therefore, is to identify this group and gain a deeper understanding of its needs.

Finally, the share of students who were uncertain or preferred not to answer ranged from 4.3% to 7.0%. Although relatively small, this group indicates that for a minority of students, the program's relevance or impact may have been less clear. Future implementations might include **more explicit goal-setting, structured reflection activities, or follow-up assessments to ensure that all learners can recognize and articulate the benefits they gained.**

Overall, the data provide strong evidence that the Be Internet Awesome program successfully meets its educational objectives. The majority of students not only perceive the program as relevant and applicable to their online lives but also report improvements in their skills, confidence, and awareness in key areas of digital competence. The consistent pattern of high positive responses, combined with very low levels of disagreement, supports the conclusion that the program is an effective and valuable educational tool. Nevertheless, the substantial "somewhat agree" responses and small pockets of negative feedback point to opportunities for improvement – particularly in enhancing the impact of learning experiences, ensuring applicability across diverse student needs, and helping participants fully internalize the skills and knowledge acquired.

Additionally, young people from large cities and suburban areas tended to rate the BIA lessons more positively than those from small towns and villages. While these differences were relatively minor, they were statistically significant and could be considered in future program implementations.

Teachers' evaluation

Teacher evaluation generally aligns with students' views, showing a consistently high assessment of the program.

The results demonstrate strong and widespread teacher endorsement of the BIA program's relevance and usefulness for students' real lives. A clear majority – nearly six in ten respondents (58.3%) – strongly agreed that the lessons are beneficial, while an additional 36.4% agreed. This means that over 94% of all participating teachers view the program positively in terms of its practical value.

The proportion of skeptical views is minimal: less than 1.1% of teachers disagreed or strongly disagreed. Such a small group suggests that negative perceptions are rare and may reflect specific contextual experiences rather than a general rejection of the program. The 4.2% who were uncertain might not have observed the long-term effects of the lessons or may have lacked sufficient evidence to make a judgment.

Overall, this strong consensus indicates that **teachers see Be Internet Awesome as a valuable educational tool that equips students with knowledge and skills applicable beyond the classroom.** It likely reflects not only approval of the program's content and methodology, but also recognition of its potential to shape responsible online behavior, digital literacy, and critical thinking in students' everyday digital lives.

Fig. 6. Usefulness of the BIA program reported by students to teachers

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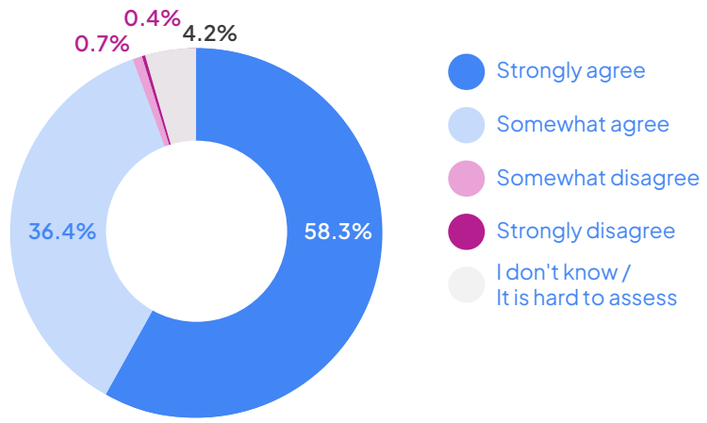
Students said/wrote that Be Internet Awesome classes would be useful for them later in life.



The results reveal that **students often continued to engage with the content of the BIA lessons after they concluded.** A combined 91.9% of respondents either strongly agreed (45.8%) or agreed (46.1%) that students revisited topics discussed during the program. This suggests that the lessons resonated beyond the classroom context and encouraged further reflection or discussion.

Only a very small proportion expressed disagreement (2.8% total), and 5.3% reported uncertainty. These results point to a strong educational impact: **the program appears to stimulate ongoing cognitive engagement and reinforce key digital citizenship messages over time.** Such sustained interest is particularly relevant from an educational perspective, as it indicates that **Be Internet Awesome does more than provide information – it helps integrate safe and responsible online behavior into students' ongoing thinking and everyday lives.**

Fig. 7. The follow-up inquiry on BIA topics by the students

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After the end of Be Internet Awesome classes, the students came back to the topics that were discussed during their conversations.

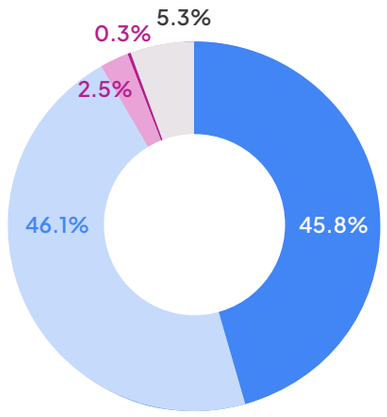

Fig. 8. Implementation of the BIA knowledge as reported by the students to the teachers

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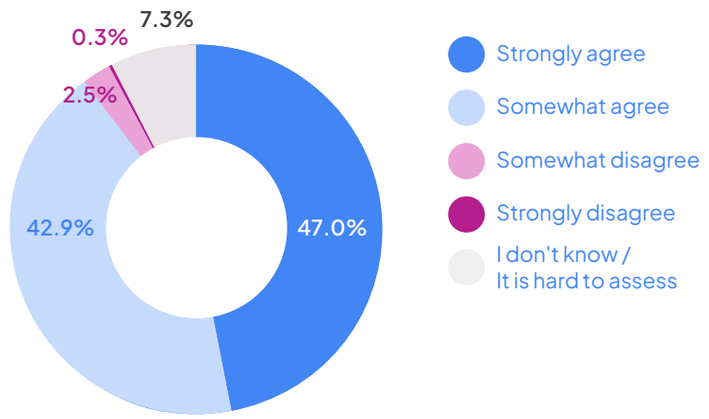
Students said that they used the knowledge from Be Internet Awesome classes in their lives or gave examples of such use.



The findings indicate that **a substantial majority of students actively use the knowledge gained from the Be Internet Awesome lessons in their everyday lives.** Almost 90% of respondents either strongly agreed (47.0%) or agreed (42.9%) that they apply what they learned, and could provide specific examples of such application.

Only a small minority expressed disagreement (2.8% total), suggesting that rejection of the program's relevance is rare. The 7.3% who were uncertain or chose not to answer may include students who have not yet had opportunities to apply the content or who may be less aware of how to use it.

This widespread application of program content shows that **BIA not only increases students' awareness but also translates into behavioral change within their digital practices.** The results underline **the program's effectiveness in bridging the gap between classroom learning and real-world online behavior,** a key outcome for media literacy and digital safety education.

The data reveal that **BIA training provides teachers with transferable skills and knowledge that extend beyond the program itself.** A great majority – 96.9% of respondents – either strongly agreed (64.5%) or agreed (32.4%) that what they learned while conducting BIA lessons proved useful in teaching other subjects or activities.

This extremely high level of endorsement suggests that **the program's pedagogical approaches and digital literacy content are not only useful when teaching online safety, but that they also enrich teachers' broader instructional skills.** The very low levels of disagreement (0.7%) and uncertainty (2.3%) further highlight the program's impact on professional development.

These results indicate that **BIA functions not only as a student-focused educational intervention but also as an effective capacity-building tool for educators, equipping them with skills and methods that enhance their overall teaching practice.**

Fig. 9. Usefulness of BIA content in other teachers' lessons

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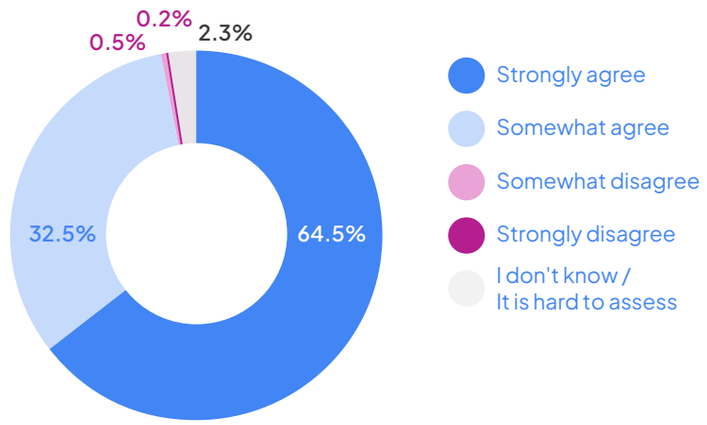
What I have learned thanks to the Be Internet Awesome training program and from conducting classes based on the BIA curriculum is also useful for conducting other classes.



Conclusions

The collective findings from the four survey items in the teacher questionnaire present a consistent picture of teachers' highly positive evaluation of the BIA program, while also highlighting more nuanced insights when considering responses beyond strong agreement. Across all questions, **the vast majority of teachers expressed that the program is valuable, impactful, and relevant to both their students and their own professional activities.**

Firstly, **teachers overwhelmingly agreed that BIA lessons are useful in students' everyday lives,** with almost 95% of respondents endorsing this statement and nearly 60% doing so strongly. Similarly, over 91% in total agreed that students revisited the program's topics after lessons, showing that **BIA's educational impact extends beyond the classroom.** Teachers also reported that students applied what they learned in their daily lives (89.9% agreement), demonstrating that **the program facilitates the transfer of knowledge into young people's digital practices.** Finally, the strongest endorsement was recorded for the professional utility of BIA training for teachers themselves – 96.9% stated that the skills and methods gained were also useful in other classes, with almost two-thirds strongly agreeing.

However, analyzing the distribution of "somewhat agree" responses reveals a deeper layer of insight. In most questions, a substantial proportion of respondents – between 32% and 46% – selected "agree" rather than "strongly agree". This indicates a strong but perhaps more cautious view, suggesting that while teachers value the program, not all perceive its outcomes as equally significant. These moderate responses could reflect contextual differences in how the program is implemented, the perceived depth of impact, or variations in school and classroom realities.

The proportion of negative responses ("disagree" and "strongly disagree") remained consistently very low – never exceeding 3% – underscoring the absence of significant criticism or resistance to the program. This suggests that negative experiences are rare. At the same time, a small but notable segment of teachers (2–7% across the questions) indicated uncertainty or chose not to respond. This may point to areas where teachers feel they lack sufficient evidence to judge impact, have limited follow-up with students, or where the program's benefits are less evident in daily practice.

Recommendations for future implementation of the Be Internet Awesome Program

The collective findings from both the student survey and the teacher data demonstrate that **the BIA program is widely recognized as relevant, valuable, and effective.** A large majority of teachers (over 94%) believe that BIA lessons are useful in students' everyday lives, and they observe that students revisit the topics after lessons and apply the acquired knowledge in real-life contexts. Students themselves confirm these observations, reporting improved confidence, practical digital skills, and a greater sense of preparedness for navigating online environments. Moreover, teachers indicate that the skills and methods learned through the program are not only applicable beyond BIA lessons, but that they have also enhanced their broader pedagogical skills. These findings show that the program enjoys a strong reputation and provides a solid foundation for future development.

Both groups emphasize that the program's impact extends beyond the classroom. Students report continuing to use digital safety strategies and reflecting on key topics long after the lessons are over, while teachers note that BIA encourages ongoing discussion and critical thinking. Future editions should build on this by integrating structured follow-up activities, such as reflection projects, peer-led initiatives, or classroom debates – to extend learning over time and ensure that skills are retained and applied by both students and teachers.

Despite the high levels of satisfaction, a certain proportion of responses – typically between 30% and 45% – fall into the "agree" rather than "strongly agree" category. This indicates a positive but not always fully defined impact, which may result from differences in implementation, teachers' experience, or students' prior knowledge and motivation. To address this, **future waves of the program should strengthen teacher training by focusing on pedagogical strategies that support engagement, offer individualized materials adapted to varied levels of digital competence and socio-economic status, and include more advanced modules on topics such as algorithmic awareness, AI literacy, and critical content evaluation.** These measures could increase the perceived depth and relevance of the program.

While negative responses were rare (generally below 3%), a small but noticeable share of teachers and students (around 4–7%) expressed uncertainty or did not provide an assessment. This may indicate that the program's impact is not always clearly visible or that respondents lacked sufficient evidence to evaluate its effectiveness. To reduce uncertainty, **future editions could include systematic evaluation tools, such as pre- and post-lesson self-assessments or observation templates, in-depth interviews, and group discussions** – helping participants (but also providers of the

program) better recognize outcomes. Providing real-life examples of how BIA knowledge can be applied – such as case studies and scenarios – would also make the program's relevance more transparent.

The evidence also shows that BIA supports not only technical skills but also broader competencies, including communication. The fact that teachers apply BIA knowledge beyond the program itself suggests that it has the potential to become a core element of digital citizenship education. To achieve this, **BIA should be positioned as a cross-curricular tool integrated across other subjects.**

Finally, student reports of applying knowledge and revisiting topics indicate that students have the potential to act as co-creators of the program to some extent. **Future development could introduce even more peer-led components, such as student ambassador programs, online safety campaigns, or collaborative projects, which would empower young people as digital citizens.** Supporting students in creating educational content – such as guides, campaigns, or short videos – could further strengthen the program's reach and societal impact (for instance, through peer education activities).

Overall, Be Internet Awesome demonstrates strong pedagogical effectiveness, meaningful behavioral impact, and high professional value. It is valued by both teachers and students, not only for enhancing online safety but also for fostering a broader set of digital competencies. However, the prevalence of moderate agreement, occasional uncertainty, and minimal negative responses points to the need for continuous and flexible development. The next phase of BIA should therefore focus on deepening engagement, making learning outcomes more visible, and expanding its educational scope.

Qualitative Analysis

Methodological approach

The data extraction and initial thematic categorization of the open-ended responses provided by students and teachers were conducted using ChatGPT-5, which enabled efficient identification of recurring patterns, key concepts, and preliminary categories within a large volume of qualitative material. The translation from 11 languages was also performed automatically.

Both students and teachers were asked to share their suggestions for improving the BIA program through open-ended questions that did not specify the area of improvement. Additionally, students were been asked to indicate what they had learned during the BIA classes.

Following this automated pre-processing stage, the data were subjected to a detailed manual categorization process, during which categories were refined, expanded, and systematically interpreted. This two-step approach ensured both scalability and depth of analysis, combining the advantages of advanced AI-assisted text processing with the rigor and contextual understanding provided by expert qualitative interpretation.

Additionally, a thematic categorization of students' answers expressing criticism toward the program was conducted.

Students' Feedback on the BIA Program

Students' reflections on what they learned through the BIA program illustrate the extent to which their understanding of the digital world has deepened. Across all 11 participating countries, respondents consistently emphasized that **they had gained new knowledge and competencies in areas such as online safety, critical thinking, digital well-being, respectful communication, and artificial intelligence.** Their statements demonstrate **not only the program's effectiveness but also its relevance to real challenges** that young people face daily in digital environments. Importantly, these responses reveal a **growing awareness of how online actions can shape safety, relationships, identity, and future opportunities.** They also show that digital education must be comprehensive and evolving, as young people themselves recognize the dynamic nature of digital threats and opportunities.

Cybersecurity and Online Safety

A large number of students highlighted **increased awareness of how to protect themselves online.** Their learning extended beyond the basic advice often shared in schools: they mentioned developing concrete skills such as recognizing fake websites, using strong passwords, understanding phishing attempts, and securing their devices. Many also demonstrated new awareness of financial security, including how to approach online banking and payment platforms. This indicates that **the program helped students see digital safety as a broader concept that includes not only personal skills but also an understanding of the wider economic and social context.**

”

I learned how to protect my personal data and stay safe on the Internet.
/ Poland, female, 13

How to recognize fake websites and avoid being scammed.
/ Romania, male, 15

I understood why it is important to create strong passwords and not share them.
/ Ukraine, female, 14

I learned about risks in online banking and how to keep my accounts secure.
/ Czechia, male, 16

How to secure my phone and delete apps properly so my data is not stored.
/ Slovakia, female, 15

I learned about the risks of sharing too much information online.”
/ Moldova, female, 12

Disinformation and Critical Thinking

Developing the ability to critically assess online content emerged as one of the strongest learning outcomes. Students reported being more capable of questioning the reliability of information, verifying sources, and detecting manipulated or false materials, including deepfakes. They also recognized how algorithms shape what they see and how these systems can reinforce misinformation. This indicates **a shift from passive information consumption to a more analytical and questioning approach,** at least among some students.

”

I learned how to check if information is true before sharing it.
/ Greece, male, 14

How to spot fake news and deepfakes.
/ Croatia, female, 13

I understood that not everything online is real.
/ Latvia, male, 12

I learned how algorithms can manipulate what we see.
/ Lithuania, female, 15

I can now identify disinformation and verify sources.
/ Poland, female, 14

How to recognize advanced disinformation and deepfakes.
/ Moldova, male, 16

Digital Well-Being and Healthy Screen Use

Students repeatedly pointed to **a deeper understanding of digital well-being, particularly the need to balance online and offline life.** They became more aware of the risks associated with excessive screen time or problematic Internet use, such as addiction, sleep disruption, and decreased concentration. They also learned strategies for managing digital habits, including digital detox practices and setting limits on device use. **The program appears to have helped them connect digital behavior with mental and physical health, which is crucial for developing sustainable online habits.**

”

I learned how to manage my time and not spend too much of it online.
/ Romania, female, 13

That the internet should not replace real-life contact.
/ Poland, male, 12

How to avoid addiction to social media.
/ Hungary, female, 14

I learned that spending too much time online can affect my health.
/ Greece, male, 15

Digital detox can help me focus better.
/ Lithuania, female, 15

I now try to limit screen time before sleep.
/ Ukraine, male, 13

Communication, Empathy, and Online Behavior

Many students reported **gaining a better understanding of the social and emotional dimensions of online interaction.** They learned about the importance of respectful communication and the consequences of negative behavior, such as hate speech or cyberbullying. They also reflected on empathy and emotional awareness, realizing that online words can cause harm and that support for peers who experience online harassment is essential. This demonstrates that **the program went beyond technical skills to foster social responsibility and emotional intelligence in digital interactions** – consistent with the newest findings on online aggression and hate speech (Bedrosova, et al., 2025).

”

I learned how to communicate politely online.
/ Croatia, female, 13

How to recognize and respond to hate speech.
/ Romania, male, 14

Those words online can hurt just as much as in real life.
/ Slovakia, female, 12

I understood how to support someone who is bullied online.
/ Ukraine, female, 13

How to manage my emotions when I receive negative messages.
/ Czechia, male, 15

I learned to think before I post something.
/ Poland, female, 14

Privacy, Data Protection, and Digital Rights

Students demonstrated **a new understanding of privacy, consent, and legal rights in digital environments.** They learned about the importance of protecting personal information, asking for permission before sharing others' content, and understanding the consequences of unlawful data sharing. These insights show **a growing awareness of digital citizenship and responsibility, reflecting the program's success in connecting legal, ethical, and practical aspects of online behavior.**

”

I learned to ask permission before sharing someone's photo.
/ Lithuania, female, 14

I now understand digital rights and responsibilities.
/ Romania, male, 15

I learned how to protect my personal information.
/ Latvia, female, 12

I know how to delete my data from apps I no longer use.
/ Ukraine, female, 13

I understand why it is important not to post someone's name without their consent.
/ Greece, male, 14

I now think about the consequences before I share anything.
/ Poland, male, 13

Artificial Intelligence Awareness

Students across all countries indicated **gaining a new understanding of artificial intelligence, including its functions, potential, and risks.** They learned that AI can be both helpful and deceptive, and they began questioning the authenticity of online content, recognizing that it might be AI-generated. This demonstrates **the program's responsiveness to emerging digital issues and its role in equipping students with the tools needed to navigate an AI-driven media landscape.**

”

I learned what AI is and how it works.
/ Croatia, male, 14

How AI can help but also mislead.
/ Lithuania, female, 15

I understood the risks of AI-generated images and texts.
/ Romania, male, 14

I learned how to use AI safely.
/ Czechia, female, 15

AI can be useful for learning but must be used responsibly.
/ Poland, female, 13

I now question whether something online might be AI-generated.
/ Moldova, male, 16

Coping with Online Harms and Seeking Help

Many students reported that they now feel more confident in dealing with harmful online situations. They learned how to respond to cyberbullying, scams, sexting, and other risks, and they know where to seek help if they encounter such problems. **This shift from passive awareness to proactive behavior demonstrates a deeper level of digital resilience, empowering students to protect themselves and support others.**

”

I learned how to report cyberbullying.
/ Slovakia, female, 13

Where to go for help if someone harasses me online.
/ Romania, male, 15

How to respond to online threats.
/ Ukraine, female, 14

What to do if I receive inappropriate content.
/ Poland, male, 13

How to protect myself from sexting and manipulation.
/ Greece, female, 15

I know which organizations I can contact for help.
/ Czechia, male, 16

Constructive and Creative Use of Digital Tools

Finally, students highlighted that **they had learned to use technology for constructive and creative purposes.** They described how they now see digital tools not only as sources of entertainment but also as platforms for learning, creating, and contributing positively to online spaces. **This shift shows a more mature and empowered approach to digital participation.**

”

I learned how to create positive online content.
/ Lithuania, female, 14

How to use technology for learning and projects.
/ Romania, male, 15

Now I know how to be a responsible digital citizen.
/ Greece, male, 15

How to use social media for good purposes.
/ Latvia, female, 13

I learned how to support others online.
/ Poland, female, 14

How to create educational videos and blogs.
/ Croatia, male, 15

Summary of Learning Outcomes

The reflections gathered from students clearly demonstrate the perceived effectiveness and relevance of the BIA program. Participants reported gains not only in technical skills, such as cybersecurity and data protection, but also in more complex areas like critical thinking, empathy, and emotional regulation. They also showed new awareness of AI and disinformation – challenges that are rapidly becoming central to digital life. These findings indicate that **the program goes beyond traditional digital literacy, equipping students with the social, cognitive, and ethical competencies needed to navigate the digital world in a confident and responsible way.** It is worth underlining that those results are in line with the quantitative data gathered in the students' survey (presented above in this report).

Let’s Listen to Those Who Express Criticism Toward the Program

Although the vast majority of students evaluated the program positively, a small minority provided more critical or mixed comments in their open-ended responses. While these opinions do not reflect the overall reception of the initiative, they nevertheless offer valuable insights into areas that could be strengthened or further developed. Analyzing this critical feedback is important for the future evolution of the BIA program, as it highlights specific aspects – such as relevance, depth, engagement, and applicability – that some participants felt could be improved. Even isolated negative perspectives can serve as useful indicators of how to refine content, format, and delivery to better meet diverse student needs and expectations. Therefore, the material below may serve as a basis for discussion with the BIA program implementers from all participating countries.

1. **Repetition and Lack of New Content:** Some students felt that the program repeated information they had already encountered at school. The main criticism was that it offered little novelty or depth, which reduced their motivation to engage. They called for more advanced, updated material that builds on prior knowledge rather than repeating basic messages.

2. **Content Too Childish and Not Age-Appropriate:** Some participants found the content too simplistic for their age, describing it as more suitable for younger children. This mismatch can undermine credibility and engagement, indicating a need for better age segmentation and more mature discussion topics for older students.

3. **Perceived Ineffectiveness and Limited Practical Value:** Several students felt that the sessions did not significantly change their knowledge or behavior. The criticism focused on a lack of clear, actionable skills, suggesting the need for more applied elements, step-by-step guidance, and real-life relevance.

4. **Insufficient Engagement and Interactivity:** A frequent concern was that the sessions were too passive. Students wanted more interactive elements such as games, videos, and simulations. They argued that active involvement would help them better understand and retain the content.

5. **Insufficient Frequency and Continuity:** Some feedback indicated that single or infrequent sessions were not enough to have a lasting impact. Students suggested delivering the program more often or spreading it across several modules to strengthen learning and retention.

6. **Concerns About Credibility and Trust:** A few students questioned the credibility of a program on Internet safety when delivered with the involvement of large technology companies. They suggested clearer communication about independence, transparency, and the sources of information.

7. **Lack of Real-World Examples:** Students felt that the content was too theoretical and not closely connected to their real online experiences. They recommended including practical exercises and decision-making scenarios to make the lessons more useful.

8. **Limited inclusion of parents and broader context:** Some respondents believed that the program would be more effective if parents were also involved. They saw online safety as a shared responsibility and suggested providing information or activities for families as part of the educational approach.

Students' Specific Suggestions on the BIA Program

This section is based on students' suggestions for improving the BIA scheme. Quotes were automatically classified into two domains and selected across all countries (seven per domain). Each domain is followed by a brief analytic synthesis, and program recommendations are presented at the end.

Content-related suggestions

”

Invest in various equipment, e.g., robots, VR glasses, [or either items] schools don't use; I think such classes [would help].
/ Poland, male, 13

I honestly found them interesting and they covered everything that is needed… I would like more lessons that can teach me new things.
/ Romania, female, 17

By adding more information about digital media and how to behave better on social networks (TikTok, Instagram, Snapchat, etc.).
/ Moldova, female, 11

It would be great if they showed today's things too, like TikTok… and what happens when someone shares too much about themselves.
/ Hungary, male, 13

So that we can practice how to write a report of cyberbullying or something like that, because some don't know to whom and how to report it.
/ Croatia, female, 16

Make a campaign for teenagers and how to behave on the Internet toward teenagers.
/ Czechia, male, 13

Students want current, concrete, and practice-oriented content. They point to emerging platforms (e.g., TikTok), safety behaviors (how to report cyberbullying), and exposure to technology (e.g., VR) as ways to make learning more effective. Several learners also ask for more hours or campaign-style messaging tailored to teenagers, while a minority offer positive validation of clarity and interest. Overall, **content requests converge on relevance (today's platforms and other widely used tools) and practical guidance (what to do and how to report).**

Didactics-Related Suggestions

”

It would be useful to get a guide or leaflet with instructions on how to act… I would like to have it with me as a reminder.
/ Croatia, female, 15

By adding more information about digital media and how to behave better on social networks (TikTok, Instagram, Snapchat, etc.).
/ Moldova, female, 11

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1. More interactive content and adaptive games.
2. Integration of a virtual tour (VR) through a ‘safe Internet’ or simulation of an online incident.
/ Romania, male, 16

I liked it, but I would like more video examples.
/ Latvia, female, 13

Gadgets, mascots, games, puzzles, colorful pictures, task cards… comics, stories, a lot of colors.
/ Poland, female, unspecified

So that the material is suited to the age group; the whole material would be more interesting and engaging for people in my age range.
/ Poland, male, 17

Learners prefer active, hands-on formats (games, simulations, VR tours, video examples) and take-home aids (guides or leaflets). They also ask for **age-appropriate design, signaling that delivery should match developmental level.** The emphasis on game-like experiences, color, and multimedia highlights the need to refresh materials and increase interactivity beyond lecture-style sessions. Since the program is generally designed this way, differences may result from how individual teachers implement it.

Recommendations for Strengthening the BIA Program

Content

The BIA curriculum should evolve continuously to reflect the rapidly changing digital landscape, ensuring that teaching materials address current platforms, behaviors, and risks. Regular updates should integrate emerging issues such as sharing norms on TikTok, evolving reporting mechanisms, and new forms of online threats. Within this framework, the program should include teen-specific micro-modules that guide learners step by step through concrete actions related to cyberbullying, online scams, and privacy incidents. Wherever possible, abstract concepts should be made tangible through exposure to relevant technologies — for example, by incorporating virtual reality (VR) examples, demonstrations, or simulations.

Didactics

The pedagogical approach of the BIA program should shift decisively from a transmission model to one centered on active participation. Lessons should be designed around short, focused inputs combined with interactive activities, such as scenario-based walk-throughs, VR-enhanced exercises, and collaborative mini-projects. Learners should be provided with concise take-home resources – for instance, checklists outlining reporting procedures or privacy-setting steps – to reinforce practical skills beyond the classroom. Age-appropriateness should remain a guiding principle, with activities differentiated by developmental stage (e.g., 10–12, 13–15, and 16–18) and increasing in complexity as students mature.

Materials and Engagement

Educational materials should be continuously redesigned to foster deeper engagement. This involves incorporating multimedia elements, illustrative video examples, and gamified components that sustain attention and support retention. Visual scaffolding – including the use of color, icons, and structured task cards – can further enhance comprehension and action planning. Co-creating outputs with students, such as peer-designed posters or short explainer videos on reporting processes, will strengthen authenticity and increase participants' sense of ownership over the learning experience. All the new materials should, of course, be piloted and assessed before wider program implementation.

Teachers' Feedback on the BIA Program

Across all collected responses, one message is clear: **the BIA program is generally well appreciated by teachers.** Many participants (around 25% of those who provided descriptive feedback) described it as "very broad" (Greek teacher), "covering most of what is possible" (Polish teacher), and "interesting and **well prepared" (Romanian teacher). Such comments show that, in its current form, the program already responds effectively to the core challenges of digital education and is seen as a valuable resource in everyday teaching practice.** At the same time, however, the data reveal a widespread awareness that the digital environment is not static. Rapid technological change, shifting youth digital practices, and new social and ethical dilemmas require educational programs to evolve continuously. Teachers' suggestions, therefore, do not undermine the current model but rather indicate how it can be deepened and extended.

Teachers' insights fall into two broad domains: proposals for specific thematic content and recommendations regarding how the program is delivered and presented within those domains.

Suggestions for Specific Content/Topics

Artificial Intelligence and Deepfakes

The rise of artificial intelligence – and its rapidly expanding presence in everyday digital life – is a recurring concern (Pyżalski, 2024a; Pyżalski & Łuczyńska, 2024; Pyżalski, 2025). Teachers see AI as both an opportunity and a challenge: a tool that can support learning but also a source of misinformation, manipulation, and ethical uncertainty. Their comments reflect **a desire to equip students not only with technical knowledge but also with critical and reflective capacity to navigate AI-rich environments.** They also **call for a new framework of AI literacy and skills** that would reformulate existing schemes.

”

AI and deepfake – recognizing false content.
/ Polish teacher

How to use AI safely.
/ Polish teacher

Artificial Intelligence and Digital Critical Thinking.
/ Greek teacher

Artificial intelligence is a very important topic; students should know how to behave when using AI.
/ Croatian teacher)

Artificial intelligence: pros and cons.
/ Ukrainian teacher

Artificial Intelligence (AI) and interaction with it.
/Moldovan teacher)

Use of artificial intelligence.
/ Croatian teacher

The emphasis here is **not only on understanding what AI is but also understanding its impact** – recognizing how AI-generated texts, images, and videos may distort perceptions of truth, and exploring ethical questions around its responsible use.

Cybersecurity, Data Protection, and Digital Safety

Teachers frequently highlighted **cybersecurity as a foundational competence that should be addressed more comprehensively.** Their suggestions extend beyond basic safety tips to include advanced and practical knowledge: preventing hacking, managing sensitive data, and recognizing various forms of online fraud. The focus also extends into financial literacy, suggesting that **digital safety education must reflect real-world practices, including digital payments, cryptocurrencies, or phishing.**

”

Cybersecurity – protection of data and privacy.
/ Polish teacher

Maybe related to secure information transmission, securing devices from hacker attacks.
/ Polish teacher

Bank fraud.
/ Ukrainian teacher

Internet banking … and the risks associated with it; bitcoins and other Internet currencies.
/ Czech teacher

How to protect phones from data theft and how to properly delete apps.
/ Ukrainian teacher

How to correctly use certain platforms and websites.
/ Moldovan teacher

Microtransactions and loot boxes – financial awareness
/ Hungarian teacher

This reflects an understanding that **online security today is inseparable from broader issues of economic and civic life** – a reminder that **digital competence is as much about informed decision-making as it is about technical skills.**

Media Literacy, Disinformation, and Critical Thinking

The key takeaway from teachers' feedback is **the urgent need for stronger critical literacy.** They see students struggling to navigate a flood of online content and call for explicit instruction in analyzing, questioning, and verifying information. Importantly, this goes beyond "fact-checking" to include **awareness of how algorithms shape information exposure and how AI-generated content can distort public discourse.**

> *Fake news – critical thinking and verification of information.*
> / Polish teacher

> *Detecting disinformation, developing critical thinking.*
> / Czech teacher

> *How can we check information before we share it?*
> / Romanian teacher

> *Disinformation and source verification.*
> / Ukrainian teacher

> *How to distinguish false news or materials from real ones.*
> / Romanian teacher

> *Detecting disinformation and developing critical thinking.*
> / Moldovan teacher

Such skills are foundational for civic participation and should be treated not as optional but as a core element of digital citizenship education.

Digital Well-being and Healthy Online Habits

The theme of digital balance appears throughout the data, reflecting teachers' **growing concern about the psychological, cognitive, and social consequences of excessive screen time and problematic internet use** among students. Their suggestions point to **the importance of combining knowledge (about risks) with self-regulatory skills and reflective practices.** Since digital well-being is connected to a wide range of factors (e.g., Pyżalski, 2024b), this contextual approach seems very appropriate and needs to be strengthened in the BIA program.

> *Digital hygiene – healthy online habits.*
> / Polish teacher

> *Dependence on gadgets and digital balance – how to find a healthy balance between online and offline life.*
> / Ukrainian teacher

> *Digital detox, short 'digital detox' challenges to show the benefits of disconnecting [from the Internet].*
> / Romanian teacher

> *Teaching self-control by monitoring the time spent with devices.*
> / Lithuanian teacher

> *Avoiding addiction.*
> / Greek teacher

These insights align with a broader shift in digital education – **from teaching only about reducing risks to actively supporting students in developing sustainable, self-aware digital habits.**

Online Harms: Cyberbullying, Sexting, and Harmful Content

While already covered in the BIA program, teachers believe that issues such as cyberbullying, sexting, online harassment, and exposure to harmful content require ongoing attention and deeper exploration. The widespread occurrence of these problems is confirmed in European projects such as EU Kids Online (Smahel, et al., 2020). **The emphasis here is not only on prevention but also on coping strategies, emotional resilience, and help-seeking behaviors.**

> *Cyberviolence – how to react and where to seek help.*
> / Polish teacher

> *Cyberbullying, sexting, scams etc.*
> / Greek teacher

> *Cyberbullying, fraud, sexual harassment.*
> / Ukrainian teacher

> *Pornography and other inappropriate content for the target group.*
> / Czech teacher

> *More ways of recognizing and dealing with cyberbullying by teenagers.*
> / Greek teacher

> *What does it mean to share content responsibly?*
> / Hungarian teacher

Their feedback suggests that **these topics must be integrated into a broader framework of social and emotional learning that influences online behavior in numerous ways.**

Social Media Literacy and Communication

Teachers repeatedly stress the social dimension of digital life that is also the core approach of BIA. They call for **greater emphasis on interpersonal communication, empathy, and the psychological dynamics of online interaction.** Understanding how digital platforms shape relationships — and how to engage respectfully within them — is perceived as essential by the teachers.

> *Interpersonal communication. Hate speech.*
> / Polish teacher

> *Online communication and digital etiquette – how to speak respectfully online?*
> / Hungarian teacher

> *Managing emotions in the digital world.*
> / Greek teacher

> *Group chatting is very interesting for 10- and 11-year-olds and teachers cannot always control this process.*
> / Latvian teacher

> *Cultivating empathy and understanding the consequences of online actions.*
> / Greek teacher

This reflects a deeper understanding of **digital literacy as more than technical competence** – it is also about **navigating relationships, resolving conflicts, and recognizing the human consequences of online behavior.**

Suggestions for Methodology/Didactics

Age-Appropriate Content and Didactics

Teachers strongly advocate for age-sensitive approaches, particularly for younger learners. They argue that early education in digital literacy – ideally before children gain full access to devices – can establish healthy habits and protective behaviors from the start.

”

A more extensive module for preschoolers.
/ Polish teacher

More for kindergarten.
/ Greek teacher

Digital games especially for kindergarten students on the topic of internet safety.
/ Greek teacher

Prevention is important before they start using phones fully — like brushing teeth before cavities appear.
/ Czech teacher

Interactive games and self-tests would be suitable for different age groups.
/ Slovak teacher

Maybe there could be simpler games, because for first graders it is a bit difficult.
/ Lithuanian teacher

This preventive focus reflects a broader pedagogical principle: **early, developmentally appropriate interventions are more effective than remedial ones later.** It also challenges BIA program developers to focus on developmental capabilities – particularly in the case of younger learners.

Parental Involvement and Family Education

The feedback makes clear that **schools cannot address digital challenges alone.** Teachers view **parents as crucial partners in shaping children's online lives** and call for dedicated resources, workshops, and strategies to engage them.

”

More parent education in this area.
/ Polish teacher

We should first work with parents who often are unaware and leave children in front of screens for hours.
/ Romanian teacher

Adaptation for preschoolers' parents (familiarization with safe use).
/ Greek teacher

Parents should not leave their children unsupervised with ICT.
/ Greek teacher

Education of parents about setting security measures and restrictions.
/ Czech teacher

This reflects **a holistic approach to digital education – one that extends beyond the classroom to include the home and family environment.**

Practical, Real-Life Scenarios and Engaging Educational Methods

Many teachers emphasized that **digital literacy is best developed through experience.** They proposed using real-life examples, interactive exercises, short tests, and game-based learning to make lessons more engaging and meaningful.

”

More practical tasks.
/ Lithuanian teacher

Short tests in digital form … maybe in the future digital and quick tests for repeating terms.
/ Latvian teacher

Examples from real life, short films.
/ Romanian teacher

Interactive games, tests, self-tests would be suitable for different age categories.
/ Slovak teacher

Use of real examples to raise awareness of online threats.
/ Ukrainian teacher

Arts academy: the code of safe internet in a digital drawing. This could be a competition.
/ Lithuanian teacher

Such approaches not only improve learning outcomes but also mirror the real-world contexts in which students apply these skills.

Pedagogical Integration and Cross-Curricular Use

Teachers also see potential in embedding digital literacy and AI education across the curriculum. This could include **linking digital topics to other subjects, promoting interdisciplinary projects, and fostering ethical discussions about academic integrity and technology use.**

”

Using artificial intelligence in the lesson.
/ Polish teacher

Integration of AI into teaching and limits of its use.
/ Czech teacher

Applications for different subjects, to help them understand knowledge from other subjects.
/ Romanian teacher

Use of AI tools, ethical dilemmas, and principles.
/ Croatian teacher

How AI can support revision and help parents with learning.
/ Czech teacher

Embedding digital education into a broader pedagogical framework reinforces its relevance and encourages deeper, more reflective engagement.

Recommendations

Teachers' feedback shows that **BIA is already a strong, well-regarded initiative.** Yet it also highlights an important issue: in a fast-changing digital landscape, educational programs must evolve from being merely relevant to being anticipatory. The suggestions here point toward a model of digital education that is not only reactive to current risks but also proactive in preparing students for the ethical, social, and cognitive challenges that lie ahead. By integrating new content areas, adopting more dynamic pedagogies, and fostering stronger collaboration with families, **the BIA program can remain a leading example of how schools equip young people to navigate a complex digital world with confidence, responsibility, and critical awareness.**

Feedback from teachers offers ideas for strengthening the BIA program while preserving its existing strengths. The following priorities emerge clearly: expand AI-related content to include safe and ethical use, critical evaluation of AI-generated content, and societal impacts; reinforce cybersecurity education with practical skills and financial literacy components; deepen media literacy by teaching critical evaluation of sources, algorithmic influence, and disinformation detection; integrate digital well-being and self-regulation strategies as core competences; address online harms with comprehensive prevention, coping, and resilience-building approaches; embed empathy and communication training to support healthy social online interaction; adapt content for younger learners through developmentally appropriate methods (also highlighted by students); engage parents as essential partners in digital education; emphasize experiential learning through practical activities, real-life scenarios, and interactive tools; and promote cross-curricular integration to ensure digital literacy is treated as a foundational competence across disciplines.

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The People Making it Awesome

Croatia

Lidija Kralj
Udruga “Suradnici u učenju”

Briefly describe your organization and your role in the Be Internet Awesome program.
Hi! My name is Lidia Kralj, and I work at the association “Suradnici u učenju” (“Partners in Learning”) as a project leader and expert, supporting the organization’s activities in developing digital skills and promoting online safety. Our mission is to promote the wise use of digital technologies in school education, as well as in lifelong learning and professional development. We give teachers a space to showcase their work so that they can share their good practices and demonstrate how to modernize education to better support today’s students.

How do you train school communities in Croatia? What activities from the last school year best describe your approach?
Our biggest strength is the extensive network of Be Internet Awesome ambassadors and schools. Currently, this network comprises more than 100 ambassadors and 70 schools. To become an ambassador, you must complete a 22-hour online course and conduct classes using the BIA curriculum. In addition, for schools that decide to join our network, we organize five-hour, in-person training sessions for all teaching staff and management. Our activities focus on children living on remote islands, students from earthquake-affected areas, and Roma children. Thanks to our annual full-day conference, we also reach people outside our country. We collaborate with SOS Children’s Villages and conduct classes for children during summer schools.

What do you consider to be your greatest success in the previous school year?
I think that the network of ambassadors I mentioned earlier is our greatest success. It is a group of truly committed and motivated people who regularly and systematically implement the content prepared as part of Be Internet Awesome in their schools, ensuring that their students are prepared to be conscious users and creators of technology. We are also actively involved in activities related to the purposeful use of AI in education, including at the European Commission level, ensuring that we emphasize the ethical aspect of creating AI and using it for the greatest benefit of education.

But what is challenging for you?
The most difficult thing for us is to maintain the interest of the large groups who join the program. The first step is simple – training, learning about the curriculum, conducting one, two, or three lessons. However, we know that in order for these people to want to stay with us for longer, we must listen to their needs and try to respond to them. We also have to come up with various interesting and stimulating ideas, both for teachers and students, so that they decide to remain in our network. That is why we are even more pleased to have such a large group of ambassadors, because it shows that we are doing quite well at keeping teachers motivated.

What good practices would you share with other organizations implementing such educational programs?

This is advice for organizations that have big ambitions and would like their programs and materials to be used on a permanent basis and on as large a scale as possible. It is important that you design and develop your program thoroughly and make clear connections to existing curricula, showing how your content can be easily integrated into everyday school life. The second important step is to reach as many teachers as possible with information about your materials to show them the benefits of using the content you prepared, and then to build a network of people who believe in this mission and support you. This will allow you to reach a large number of teachers who will use your materials in their schools and build digitally aware communities.

What do you like most about the Be Internet Awesome program?

I appreciate that through this collaboration, we have access to high-quality educational materials and can exchange experiences with organizations implementing the program in other countries – supporting and learning from each other.

Czechia

Ivo Mareš
Jules a Jim

Briefly describe your organization and your role in the Be Internet Awesome program.
Hello! I am Ivo Mareš, and I recently joined Jules a Jim as the director and main coordinator of the Be Internet Awesome program. We have been operating for over 20 years in the field of experiential learning and informal education. We believe that prevention is better than cure, which is why we carry out large-scale preventive activities to minimize the prevalence of addictions (including Internet addiction), bullying (including via digital tools), intolerance, racism, sexism, and risky nutrition-related behaviors. Our activities are guided by a mission to support children, their parents, and schools in creating a healthy, friendly, and safe environment in which educational processes can take place, fostering resilience and supporting personal development.

How do you train school communities in Czechia? What activities from the last school year best describe your approach?
Our training activities in the program are mainly aimed at teachers, with whom we work directly during a five-hour training session (divided into an introductory and a follow-up workshop, a reflection session). We mainly support teachers working with children with disabilities and those from more difficult socio-economic backgrounds. We have started building a network of Be Internet Awesome schools because we believe in the effectiveness of long-term cooperation, which involves integrating the curriculum into the school culture.

What do you consider to be your greatest success in the previous school year?
The workshops for teachers are very popular, and we cannot complain about attendance. The Be Internet Awesome program is important to us, which is why we have fully integrated its content into our organization-wide strategy, making digital safety one of the pillars of our preventive activities.

But what is challenging for you?
The biggest challenge for us is keeping teachers' interest in the program in the long term. They are eager to participate in the first workshop, but when it comes to implementing the classes and reflecting on them during the second training session, their interest definitely wanes. We believe that this is because free programs are sometimes less appreciated by participants and, regardless of their value, it is easier to give them up when other responsibilities arise. Nevertheless, we are trying to respond to this challenge by better targeting our communication and ensuring that participants remain motivated.

What good practices would you share with other organizations implementing such educational programs?
When we hold events promoting the program and encouraging registration, we try to integrate them into larger campaigns and events. This allows us to reach a wider audience, including people outside our communication bubble, with less effort.

What do you like most about the Be Internet Awesome program?
That content related to digital citizenship and online safety perfectly complements our initiatives and fits seamlessly into our prevention strategy.

Greece

Paraskevi Fragopoulou
FORTH

Briefly describe your organization and your role in the Be Internet Awesome program.
Hello! I'm Vivi, and I'm a professor in the Department of Electrical and Computer Engineering, Hellenic Mediterranean University in Crete. I'm also an associate researcher at the Institute of Computer Science, Foundation for Research and Technology – Hellas, and I'm actively involved in the activities we carry out as part of the Be Internet Awesome program in Greece. FORTH is the largest research and development center in Greece. The Institute of Computer Science runs the Greek Safer Internet Center, SaferInternet4Kids, which raises awareness about child safety online, operates a hotline for reporting inappropriate content and activities on the Internet, and a helpline that offers support (to children, young people, parents, and the general public) in dealing with harmful content. We work closely with the Ministry of Education, which allows us to reach a wide audience with our resources.

How do you train school communities in Greece? What activities from the last school year best describe your approach?
Our activities mainly support teachers who work with children from migrant and refugee backgrounds, as well as children who face additional challenges due to their socio-economic situation. We provide targeted training through interactive four-hour online training sessions for educators, and we also conduct specialized webinars for educational coordinators supporting migrant children. Our educational materials have been translated into four languages – Greek, English, Farsi, and Arabic – to support inclusivity and accessibility.

What do you consider to be your greatest success in the previous school year?
I believe that our well-established presence in Greece plays a key role in the success of our activities. Schools and other educational institutions recognize us as a reliable source of valuable, high-quality educational materials, and they often reach out to us directly for access. This strong reputation and trust make it easier for us to expand our outreach and engage an ever-growing number of schools across the country.

But what is challenging for you?
While we do not view the implementation of the Be Internet Awesome program itself as a challenge – we have experience in implementing such programs, and the results so far are very satisfactory – we do see that the development of AI is significantly changing the way digital content and tools are used. It is important to foster a critical approach to the content consumed by students, but also by adults, and to draw their attention to the ethical challenges associated with the use of AI.

What good practices would you share with other organizations implementing such educational programs?

It is essential that our educational activities address the real and evolving challenges of today's world. For this reason, we regularly carry out research and surveys, carefully monitoring emerging trends and societal changes. This allows us to stay ahead of new developments and to equip children, young people, and teachers with the knowledge and skills they need to navigate them confidently. We continuously update our materials and adapt our focus to topics that are most relevant in the areas of digital safety and digital citizenship. In recent years, our work has explored themes such as sexting, AI, disinformation, and critical thinking.

What do you like most about the Be Internet Awesome program?

We greatly value our collaboration with partner organizations – both online and in person. The next workshop of the network will take place here in Crete, and we're truly looking forward to welcoming our partners from all 11 countries implementing Be Internet Awesome across Central and Eastern Europe!

Hungary

Fanni Katona
International Children's Safety Services (ICSS)

Briefly describe your organization and your role in the Be Internet Awesome program.
Hi! My name is Fanni, and I coordinate the Be Internet Awesome program in Hungary. We have been operating since 1990, supporting children mainly through financial assistance and social and health projects. The BIA program is run by a unit within the ICSS – the Safer Internet Center, which works in the field of cybersecurity.

How do you train school communities in Hungary? What activities from the last school year best describe your approach?
We work directly with children, conducting lessons based on BIA materials. We mainly try to reach students with fewer opportunities and more difficult socio-economic backgrounds. We conduct two lessons with each group, covering topics that are key to shaping awareness of safe online behavior. We promote the program at various educational events. This school year, we plan to create a VR application to support the learning process.

What do you consider to be your greatest success in the previous school year?
We consider it a great success that we were able to strengthen our cooperation with schools and gain permission to carry out direct educational activities. This allowed us to reach children and young people with engaging sessions on digital safety and digital citizenship.

But what is challenging for you?
The two main challenges for us are reaching parents with information about digital safety and children's behavior on the Internet, and evaluating the program. According to the established process, participants receive a survey approximately three months after participating in the training. After this time, it is difficult to obtain responses from them. We are discussing internally how to better plan the process in order to increase the number of responses received in the survey.

What good practices would you share with other organizations implementing such educational programs?
Participation in large events makes it easier to reach entire families (parents with children) and provides a space to promote positive online behavior, including through attractive games and activities. We take advantage of this opportunity whenever it arises.

What do you like most about the Be Internet Awesome program?
Working in an international team and having the opportunity to see solutions implemented in other countries in Central and Eastern Europe.

Latvia

Maija Katkovska
International Children's Safety Services (ICSS)

Briefly describe your organization and your role in the Be Internet Awesome program.
Hi! My name is Maija and I have been the coordinator of the Latvian Safer Internet Center at the Latvian Internet Association for 19 years. As part of my duties, I support the implementation of the Be Internet Awesome program in Latvia. Our main task as the Latvian Safer Internet Center is to educate, inform, and raise public awareness about safe Internet use, as well as to enable the reporting of harmful and illegal content (via a hotline and a dedicated website).

How do you train school communities in Latvia? What activities from the last school year best describe your approach?
Our activities are primarily aimed at teachers and educators. During a 12-hour training, teachers, librarians, and youth center staff learn about the program's principles and methodology, preparing themselves to become ambassadors and to conduct classes with their students. For school teachers, we organize 90-minute introductory sessions that highlight the program content most relevant to our participants. We also work directly with children during various public events of a family and/or educational nature, as well as with foster parents.

What do you consider to be your greatest success in the previous school year?
We are delighted with our fruitful cooperation with the Ministry of Education. We feel that our program activities are valued and perceived as high quality. Our network of trainers now includes over 60 people selected from among active teachers trained under the program. In April 2025, we conducted a large-scale diagnostic test of digital competences (about 50% of Latvian schools – roughly 300 – took part), which allowed us to evaluate the abilities of school communities and provided an excellent excuse to organize a meeting during which we announced the results and recommended the Be Internet Awesome program as a solution to help develop digital competence.

But what is challenging for you?
Recently, a more restrictive approach to the use of phones in schools has been introduced. In theory, it is possible to use phones, but only as an educational tool. However, this is subject to certain conditions, which means that teachers are limiting the use of mobile devices. We are concerned about the potential consequences if such behavior becomes more widespread, as Latvia has access to many high-quality technological solutions and it would be a shame if they could not be used in educational activities in schools.

What good practices would you share with other organizations implementing such educational programs?

We encourage you to establish local partnerships with other organizations that have goals complementary to yours. This will allow you to reach new audiences, but also learn from each other, which translates into the ability to provide even more effective, comprehensive support.

What do you like most about the Be Internet Awesome program?

Access to high-quality educational materials that meet the needs of students and schools, and collaboration with other organizations implementing the program in Europe.

Lithuania

Monika Katkute
Vedliai

Briefly describe your organization and your role in the Be Internet Awesome program.
Good day! My name is Monika, and I am the CEO of Vedliai. I supervise the implementation of the Be Internet Awesome program by our team. We focus on developing the digital skills of teachers, children, and young people. Our mission is to create solutions that help discover the potential of new technologies.

How do you train school communities in Lithuania? What activities from the last school year best describe your approach?
We implement the Be Internet Awesome program mainly through online training for teachers, although we also operate in-person. After completing the training, teachers implement the content in their classrooms. BIA lessons are integrated into our digital platform as part of lesson plans aligned with the national curriculum, which contributes to their popularity. We also collaborate closely with the public sector, engaging in national initiatives and advocating for the inclusion of computer science as a mandatory subject in primary education.

What do you consider to be your greatest success in the previous school year?
We are proud to say that BIA reaches a large number of schools in Lithuania. This school year, we plan to cover as many as 60% of schools with our program. This promotes real change and the development of students' skills.

But what is challenging for you?
I think the main challenge is working with adults – teachers and parents. They are not as exposed to the media as children, so they often misunderstand the challenges of the digital world. They may not grasp certain content, so they are unable to assess its impact on children and young people. Through the content provided as part of the program, we try to raise their awareness in this area.

What good practices would you share with other organizations implementing such educational programs?
Plan your activities so that they are consistent and ongoing. Only systematic action will allow you to maintain the program's effects and ensure real and continuous development of digital – and other – skills.

What do you like most about the Be Internet Awesome program?
The opportunity to look at digital education from the perspective of different European countries.

Poland

Michał Szeląg
School with Class Foundation

Briefly describe your organization and your role in the Be Internet Awesome program.
Hi! My name is Michał Szeląg, and at the School with Class Foundation, I am the vice president of the board and head of one of the program departments – specifically the one responsible for implementing the Be Internet Awesome program in Poland and supporting other countries in Central and Eastern Europe as a leader. At the School with Class Foundation, we believe that the world of tomorrow depends on the education of today. Our mission is to provide every young person with positive and meaningful educational experiences that will help them become active, conscious, and responsible citizens of the world. To achieve this mission, we work with schools and educational institutions in Poland and abroad, helping them become innovative, friendly, and open environments engaged in solving social problems, enhancing diversity, and fostering relationships based on mutual trust and respect.

How do you train school communities in Poland? What activities from the last school year best describe your approach?
We primarily train teachers, both in person and remotely. A major achievement developed as part of the project is a 40-hour e-learning course divided into paths according to teaching levels, providing a wealth of information and guidance for teachers who want to implement the BIA program in their classrooms and schools. We host open webinars for teachers and parents to address current challenges and discuss the latest developments in the digital world, particularly in the context of digital education and digital safety. During our annual conference, we bring together hundreds of teachers, students, and parents for meetings and lessons that develop digital skills in an engaging and interactive way. Our trainers participate in annual recertification, ensuring that they have access to the latest tools and proven methods.

What do you consider to be your greatest success in the previous school year?
Our participant engagement funnel has proven very effective and allows us to maintain engagement throughout the school year. We start with initial online training, continue with a predetermined schedule of in-depth training for the entire school year (repetitive format, specific day and time each week), and operate within an online community animated by trainers. We consider the development of this model to be our strength and a solution that enables us to scale our activities.

But what is challenging for you?
Reaching parents is quite a challenge for us, which is why we want to devote this school year largely to this group. This will allow us to say that we are working effectively with all members of the school community.

What good practices would you share with other organizations implementing such educational programs?

We know that for many countries, the evaluation process – having children and teachers fill out a survey 3 months after completing the training – is one of the biggest challenges. It was also a challenge for us, but since we have made it one of the requirements of the educational path necessary to obtain a certificate of completion, we no longer have problems collecting feedback on the program.

What do you like most about the Be Internet Awesome program?

Be Internet Awesome is currently our largest program, and we are proud to be leading it and to have the opportunity to work with so many wonderful educational organizations in the region.

Romania & Moldova

Alin Chiriac
Asociatia Adfaber

Briefly describe your organization and your role in the Be Internet Awesome program.
My name is Alin, and I represent Adfaber, an organization that supports teachers and students in developing digital skills. We were established and operate mainly in Romania, but since 2023 we have also been responsible for implementing BIA activities in Moldova. As the founder of Adfaber, I ensure that the organization develops dynamically and operates at the highest level. Among other things, I am responsible for seeking new opportunities and building relationships with partners. I am also a trainer and conduct training courses for teachers and parents as part of Be Internet Awesome.

How do you train school communities in Romania and Moldova? What activities from the last school year best describe your approach?
We conduct training in a hybrid format – we operate online, but we also take advantage of opportunities for in-person meetings. We cooperate with various organizations, such as the Romanian Police's School Safety Department, and train their staff so they can consciously and competently take care of the digital aspect of security (cybersecurity). We support children with special educational needs and the Roma community, and we have continued these activities this school year as well. In Moldova, we try to reach rural communities – we travel around the country with our educational caravan and teach people how to be safe online. We are very proud of this initiative, especially since the residents of these areas are very open to opportunities they rarely get to experience.

What do you consider to be your greatest success in the previous school year?
I am very pleased with the development of our cooperation with businesses and the training we offer to employees who are parents. This is a very receptive training group, as they appreciate simple and concrete solutions that help them define rules for safe Internet use and build good habits for using digital devices.

But what is challenging for you?
Despite several proven solutions that we implement – including the one I mentioned earlier – it is still most difficult for us to reach parents. We know that this is an important and responsible role, and that balancing family life with professional responsibilities is a huge challenge, but we appeal to parents: take a moment to reflect on your habits and those of your child. Talk about what to watch out for on the Internet and set safe boundaries. This will protect your family from the unpleasant consequences of careless and excessive Internet use.

What good practices would you share with other organizations implementing such educational programs?
Build alliances and cooperate with local and national institutions and organizations. Such cooperation often does not require significant investment and can lead to remarkable outcomes, such as reaching a large number of individuals within your target group.

What do you like most about the Be Internet Awesome program?
First and foremost, I appreciate the opportunity to exchange experiences with partners implementing BIA in other countries of Central and Eastern Europe and for the opportunity to test various solutions and ways of reaching target groups.

Slovakia

Pavlína Meľuchová
Informatika 2.0.

Briefly describe your organization and your role in the Be Internet Awesome program.
Hey! I'm Pavlína, and I'm the project coordinator for Be Internet Awesome at Informatika 2.0. Our organization supports teachers by conducting training sessions and preparing ready-made lesson plans, helping them develop their skills and equipping them with effective tools for working with students.

How do you train school communities in Slovakia? What activities from the last school year best describe your approach?
We deliver our training activities mainly through e-learning courses on our training platform, where teachers can access all the teaching materials prepared as part of Be Internet Awesome, as well as additional resources useful for teaching digital safety lessons. We promote the program during open webinars and organize competitions to encourage the use of the materials in schools.

What do you consider to be your greatest success in the previous school year?
I believe that our greatest success is the effective takeover of the program in Slovakia from the organization that was previously responsible for it. Initially, we planned to continue with the model implemented by our predecessors, but we soon realized that it did not fully suit us. After changing the approach and preparing materials in line with our vision and proven methods, we are achieving much better results. This is something we are really proud of.

But what is challenging for you?
Building an active community. Self-paced online courses have huge advantages, but also some disadvantages. Creating a supportive community is one of the challenges. It's difficult, but we already have some ideas on how to address it.

What good practices would you share with other organizations implementing such educational programs?
Data is very important to us. We value the opportunity to verify whether our actions make sense. That is why we conducted a digital competence test among students to find out how participation in the program affects their development. So far, as many as 70,000 students have taken part in the test, but our ambition is to make it nationwide.

What do you like most about the Be Internet Awesome program?
I probably won't say anything different from the other partners… Community! The opportunity to learn from one another and share experiences – that's what I like most about Be Internet Awesome.

Ukraine

Natalia Rudzynska
EdCamp Ukraine

Briefly describe your organization and your role in the Be Internet Awesome program.

Hello! My name is Natalia, and I work at EdCamp Ukraine as international partnership director. Be Internet Awesome is an international project, which is why I am involved in its implementation – particularly in the community aspect and cooperation with the leader (School with Class Foundation) and other partner organizations. EdCamp Ukraine is a leader in the informal education sector and reaches every other school in Ukraine. We focus on improving teacher qualifications, supporting education reform in the country, and promoting and implementing the best international educational practices in Ukraine. In addition to digital skills, we promote and strengthen social and emotional learning, build awareness and engagement in civic activity (human rights, anti-discrimination, inclusion), and support the Ukrainian learning community in facing the challenges posed by the war.

How do you train school communities in Ukraine? What activities from the last school year best describe your approach?

We conduct intensive training (150 hours) for trainers and peer-to-peer learning sessions, which also involves experts. For teachers working in schools, we offer introductory training for program participants – "Dive into BIA," "BIA Deep Learning," a six-hour community-based training – and a series of online workshops, all of which allow them to learn about the methodology and resources. To present the program and encourage the use of materials in various classes, we promote it at conferences and other educational events at both the national and regional levels.

What do you consider to be your greatest success in the previous school year?

Given the war waged by Russia against Ukraine, our greatest success in the program is that we managed to implement all of our objectives and achieve the expected results.

What is your biggest challenge?

There is no denying that the biggest challenge is the ongoing war. Students and teachers are overwhelmed and emotionally drained, constantly fearing for their own safety and that of their loved ones. It is also difficult to conduct regular educational activities, especially in person, and remote activities are often hampered by power shortages. There are noticeable staff shortages and gaps in teachers' competences. All this makes systematic program activities difficult, but we are trying to cope with it as best we can.

What good practices would you share with other organizations implementing such educational programs?

At EdCamp Ukraine, we saw an opportunity – to bring together the power of BIA and SEE Learning (Social, Emotional, and Ethical Learning). Because learning online safety isn't just about rules – it's about helping children grow in awareness, empathy, and responsibility, so they can make the digital world a kinder, safer place for everyone. Since 2019, SEE Learning has been helping Ukrainian educators nurture resilience, compassion, and ethical decision-making – qualities that have become even more vital in a country living through war. That's how our new guidebook came to life – "Online. Safe. Ethical." It combines the key SEE Learning competencies – awareness, compassion, and engagement – with the five modules of the BIA program. It's a ready-to-use resource for educators that helps children not only stay safe online, but also grow into confident, caring individuals who can live with balance and kindness in a world where real and virtual life are deeply connected.

What do you like most about the Be Internet Awesome program?

Wonderful people who stand in solidarity with independent Ukraine!

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