

**Be
Internet
Awesome.**

Be Internet Awesome in Central and Eastern Europe

**SECOND IMPACT REPORT
School year 2023–2024
October 2024**

brought together by



**School with Class
Foundation**

supported by

Google.org

BIA IN CEE IMPACT REPORT

October 2024

Second International Evaluation
of the Be Internet Awesome (BIA) Program
conducted between 2023 and 2024 in
Croatia, Czechia, Greece, Hungary, Latvia, Lithuania,
Moldova, Poland, Romania, Slovakia and Ukraine

Author

prof. Jacek Pyżalski

Consultations

Agata Łuczyńska

Coordination

Klara Sielicka-Baryłka

Editing and proofreading

Jakub Bartoszewicz

brought together by



run nationally by

*Suradnici
u učenju*



supported by

Google.org



manageria



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. The impact report from the first two years of running BIA in CEE is available on the <https://bia4all.eu/> website.

Now we are presenting the **second report from an enlarged number of countries, from the school year 2023–2024**: Croatia, Czech Republic, Greece, Hungary, Lithuania, Poland. Ukraine and Latvia joined in 2024, as well as Moldova (coordinated by Romanian team).

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 (2 separate curricula for younger children, aged 6–9 yo, and 9–14 y.o),
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**. The partners working with different age groups are marked in the table below. Almost all partners (apart from Hungary who trains children directly) train teachers and educators either online or on-site.

Also, every county has a **specific focus on children with different individual needs** (also marked in the table below).

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

Be Internet Awesome Training Models

Country	Duration of the training and main target group	Delivery mode	Focus on specific groups	Additional activities complementing the training program
Croatia	22h online course for teachers; 5h in-person workshops for teachers, pedagogical advisors and principals in BIA schools	Online	<ul style="list-style-type: none"> • Children living on remote islands • Elementary school students from earthquake-affected areas • Roma students • Children from low social and cultural backgrounds 	<ul style="list-style-type: none"> • 9-hour annual online conference for the whole region (neighboring countries whose languages are mutually understandable with Croatian) • Podcast and panels with students • <i>Search for a better Internet</i> online challenge for students and teachers • Theatre plays in BIA schools • Workshops for parents and teachers • Digital version of a social game • monthly workshops and webinars for teachers
Czechia	5h training for teachers	Online	<ul style="list-style-type: none"> • Children with disabilities • Children from low social and cultural backgrounds 	<ul style="list-style-type: none"> • Open webinars • Online conference for students and teachers, featuring NGOs and experts • BIA podcast focusing on related topics • Implementation of BIA curriculum through long-term cooperation with schools, integrated into work with their general culture • Taking part in conferences of other partners on topics of digitalisation, well-being and online safety
Greece	4h training for teachers	Online	<ul style="list-style-type: none"> • Immigrants • Pre-school education • Children from low social and cultural backgrounds 	<ul style="list-style-type: none"> • Webinars for the educational coordinators of migrant children and educators teaching entrance classes • Webinars for the BIA Ambassadors community • New BIA Toolkit for migrant children available in Greek, English, Farsi and Arabic
Hungary	90-minute training for children (two 45-minute sessions)	In-person	<ul style="list-style-type: none"> • Children from low social and cultural backgrounds 	<ul style="list-style-type: none"> • BIA education for teachers, parents, and social workers • BIA presentations on <i>Safer Internet Day</i> • BIA presentations during the 2-day media conference
Latvia	12h in-person ToT training for Safer Internet Ambassadors (teachers, librarians, youth center workers)	In-person	<ul style="list-style-type: none"> • Preparation phase of the program – focus on ToT, not yet on specific vulnerable groups 	<ul style="list-style-type: none"> • 90-minute webinar for primary school pedagogues • 6 info sessions for children at city events, focusing on children in social risk groups • Two 90-minute in-person lectures for foster parents

Country	Duration of the training and main target group	Delivery mode	Focus on specific groups	Additional activities complementing the training program
Lithuania	13.5h training for teachers	Online and in person	<ul style="list-style-type: none"> Children with individual learning needs 	<ul style="list-style-type: none"> BIA early education content adoption & preparation for the new season BIA facilitators/mentors training Communication campaign about BIA classes and how the program has been adapted to the national curriculum guidelines Teachers' self-directed learning and practice in classes
Poland	7h training for teachers	Online and/or in person	<ul style="list-style-type: none"> Ukrainian refugees and migrants Pre-school education Roma community; children from from low social and cultural backgrounds 	<ul style="list-style-type: none"> 40h self-completion e-learning course In-depth training with experts (90 minutes each) for teachers who completed the initial training Open webinars Online full-day conference for students and teachers (with live lessons and ted-talks) Print & play game on countering disinformation
Romania & Moldova	4h training for teachers; 1,5h training for parents	Online	<ul style="list-style-type: none"> Children from low social and cultural backgrounds Roma community in Balta Arsă, Botosani County 	<ul style="list-style-type: none"> Competition for students to create awareness campaigns <i>One Hour of Online Safety</i> for kids in schools, organized by Adfaber volunteers <i>Romanian Police Open Day</i> workshops for kids National BIA Launch conference in Moldova and Romania Webinars on various topics Course accreditation for teachers on online safety
Slovakia	4-4.5 h training for teachers	Online, in-person	<ul style="list-style-type: none"> Pre-school education Children from low social and cultural background Roma community 	<ul style="list-style-type: none"> Open webinars for teachers, parents, and educators Student competition to promote BIA Workshop for seniors in collaboration with the Ministry of Investment, Regional Development and Informatization
Ukraine	Three 5-day trainings for trainers (ToT), 98 hours; 4h <i>Dive into BIA</i> training delivered by trainers to teachers in schools	In-person and online	<ul style="list-style-type: none"> Focus on the entire country, particularly frontline areas, occupied areas, and internally displaced people 	<ul style="list-style-type: none"> Program preparation phase focused on training future trainers 4h training sessions delivered by 20 trainers in their local communities (part of certification) + a minimum of 5 lessons (one from each module) in their school classes

Evaluation Methodology

How did we evaluate the BIA program?

The School with Class Foundation meticulously developed and coordinated the evaluation methodology for the BIA project. After a series of consultations with all BIA national teams, and considering 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. The national partners were tasked with gathering responses, while the final data analysis was expertly conducted by the School with Class Foundation team.

In 2023–2024, we extended 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 three to six 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 by the national BIA teams in each partner country.

This year's evaluation welcomed new countries to the project, including Ukraine. The recent addition of these countries influenced the number of respondents in some areas due to the shorter time frame of their participation. The tools and procedures employed in 2024 remained consistent with those used in 2022 and 2023, ensuring continuity in our evaluation approach.

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 the 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 considered with caution and can only be discussed internally, considering the limitations of such analysis.

Finally, **we analyzed the data from 2,569 students and 2,008 teachers**. The data presented in this report are based on responses from **approximately 20.2% of all trained teachers and 2.1% of students** who participated in the BIA classes in 2024.

Below, you will find 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 are to students' everyday Internet activities. The program aims to positively influence young people's day-to-day online behaviour, 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 Be Internet Awesome program. This subjective evaluation focused on the perceived growth in their 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 gained, thus evaluating the program's effectiveness in facilitating practical application. *"I was able to put into use the things I learned during the BIA classes."*
- 5. 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 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 the 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 in life."*
- 2. Reported 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 the Students:** This criterion focused on whether students applied the knowledge and skills from the BIA classes in their daily lives, as reported by the teachers. *"Students said that they used the knowledge from Be Internet Awesome classes in their life or gave examples of such use."*

4. Impact of BIA Activities on Other Educational Activities

Provided by the Teachers: 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."*

The questionnaire also included two additional open-ended questions, where students and teachers were invited to suggest improvements for the BIA program and share their ideas for extending its content. Students additionally were asked to provide examples of what they had learned during the program.

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 was stored.

Additionally, both teachers and students had the opportunity to provide detailed feedback through open-ended questions. This qualitative data is partially presented in the report to highlight participants' opinions in their own words, offering deeper contextual insights. The information from these open-ended responses was also used to showcase the ideas students and teachers have for further development of the BIA program.

Who evaluated the program?

All the questionnaires gathered were checked against the missing sociodemographic and evaluation data. Since the research was anonymous and voluntary, it was not possible to identify those who have not responded to encourage them to take part at a later stage.

Student sample

In this report, we have analyzed and presented **data from 2,569 high-quality student questionnaires, an increase from 1,845 in the previous evaluation.** The students participating in the BIA classes represented nine countries (see Table 1). Of the respondents, 52.4% were girls, 44.1% were boys, 0.7% were non-binary, and 2.8% did not provide a response to the gender question.

Among the respondents who provided their age data (41 did not or were excluded due to inaccuracies), 6.4% were 16 years old or older, 14.6% were 14–15 years old, 26.6% were 12–13 years old, 27.6% were 10–11 years old, 19.9% were 8–9 years old, and 4.9% were 7 years old or younger. The student data from Czechia is excluded from the analysis due to unavailability.

According to the students' responses, most of their schools were located in small towns (42.4%) and large cities (31.8%). Nearly 20% of students attended schools in villages (see Table 2).

Table 1 Students by countries

Country	n	% in the sample
Croatia	1514	58.9
Greece	153	6.0
Hungary	92	3.6
Latvia	24	0.9
Lithuania	199	7.7
Moldova	15	0.6
Poland	174	6.8
Romania	115	4.5
Slovakia	66	2.6
Ukraine	217	8.4
Total	2569	100.0

Table 2 School localization in the whole student sample

	n	%
Village	481	18.7
Small town	1088	42.4
Big city	818	31.8
Outskirts/of big city	112	4.4
I do not know/do not want to answer	70	2.7
Total	2569	100.0

Teacher sample

All the questionnaires in the database have been checked against the missing data in sociodemographic information and evaluation data. A number of the questionnaires had to be excluded from the analysis since they were filled in only partially and could not be included as a reliable source of information.

The **total of 2,008 fully completed questionnaires** was collected from teachers conducting BIA classes in ten participating countries. Among the respondents, 89.9% were female, 9.5% were male, and 0.6% did not indicate their gender. The average teaching experience among the participants was 22.7 years, with a standard deviation of 10.9 years. The range of teaching experience varied from as little as 1 year to as many as 49 years.

The teachers worked in the following institutions (not summing up to 100% since some respondents worked in a few different institutions in parallel):

- Kindergarten/Elementary school – 38%
- Elementary school (10-12 y.o. students) – 35.8%
- Elementary school/gymnasium (depending on the school system in a particular country) (12-15 y.o. students) – 33.8%
- Secondary school – 12.4%
- Vocational school – 3.1%

Additionally, 5.1% of respondents indicated that they teach students with special needs. Extremely rarely (1.5%) the teachers indicated they were teacher trainers and provided professional training for other teachers.

The teacher respondents represented all ten countries taking part but have not been equally distributed. Most of the teachers have been from Greece, Lithuania and Romania. Teachers from Czechia, Hungary, Moldova and Ukraine were represented the least.

Table 3 Teacher sample by countries

Country	n	%
Croatia	167	8.3
Czechia	10	0.5
Greece	929	46.3
Hungary	22	1.1
Latvia	89	4.4
Lithuania	317	15.8
Moldova	32	1.6
Poland	158	7.9
Romania	180	9.0
Slovakia	81	4.0
Ukraine	23	1.1
Total	2008	100.0

Quantitative results

Students' evaluation

Below a quantitative examination of the student questionnaires can be found.

Overall, nearly 90% of students found the BIA program beneficial for their daily Internet use, with about 60% strongly agreeing and almost 30% agreeing. Around 5% of students were unsure about the program's usefulness, while a small minority (approximately 7%) did not find it useful.

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

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

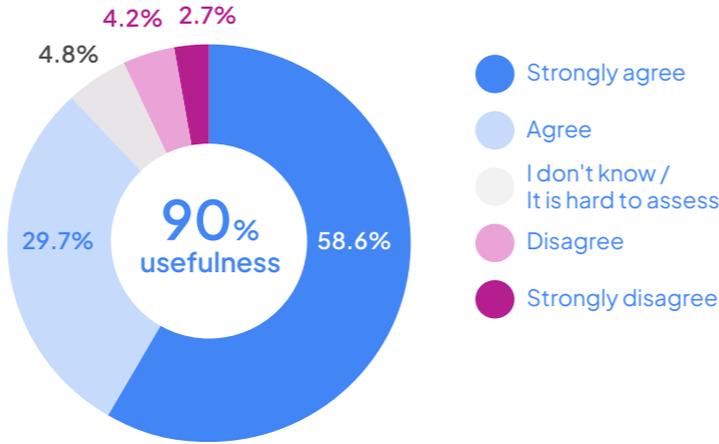
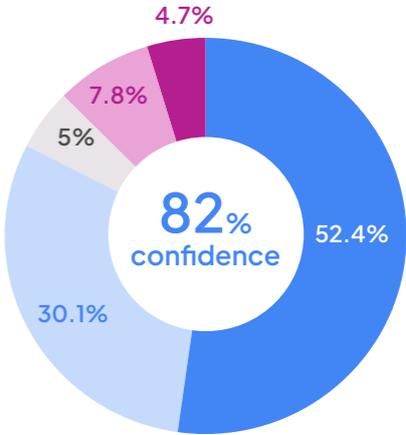


Fig. 2 Students being confident using the Internet after the BIA classes

After Be Internet Awesome Classes, I feel more confident using the Internet

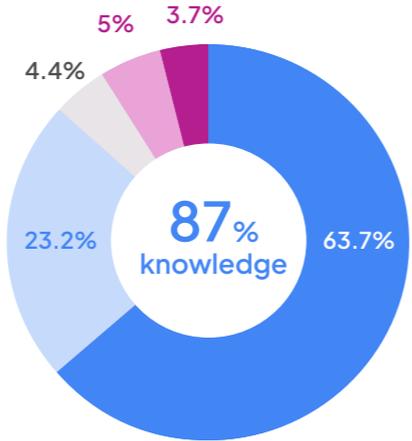


Over 50% of students strongly agree, and about 30% agree, that after participating in the BIA program, they feel confident using the Internet, resulting in a total of 82% positive responses. Around 5% of students were unable to assess their level of confidence, while nearly 8% disagreed, and 4% strongly disagreed with feeling confident in their Internet use. These results suggest that while the majority of participants gained confidence through the program, there remains a small segment of students who still feel uncertain or lack confidence in their online abilities, indicating potential areas for further development of the BIA Program.

Nearly 87% of students agree that their knowledge of on-line safety increased as a result of participating in the BIA workshops, with around 64% strongly agreeing and about 23% agreeing. On the other hand, about 5% of students disagreed, and almost 4% strongly disagreed with this statement. Additionally, slightly over 4% of students were unable to assess whether their knowledge had increased. These findings indicate that the workshops were highly effective for most students in enhancing their understanding of online safety, though a small portion did not perceive the same level of benefit, highlighting areas where the workshops might be refined or tailored to better meet all students' needs.

Fig. 3 Students increase in knowledge on how to be safe online after BIA classes

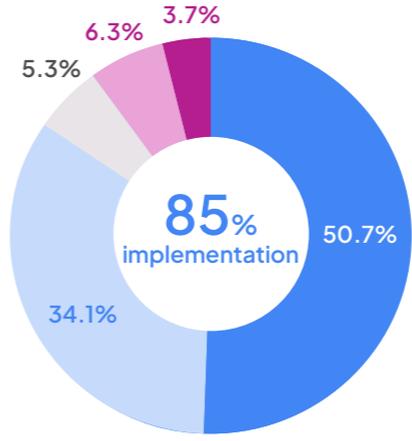
After Be Internet Awesome classes, I know more about how to be safe online



Approximately 85% of students strongly agree or agree that they have applied what they learned in the BIA classes to their everyday activities. In contrast, over 7% reported not implementing these lessons, with about 6% disagreeing and almost 4% strongly disagreeing. Around 5% of students were unable to assess whether they had incorporated the teachings into their daily practices. These results suggest that while the majority of students successfully integrate the program's lessons into their lives, a small group does not, indicating potential areas where additional guidance or support could help bridge the gap between learning and practical usefulness.

Fig. 4 Implementation of the BIA knowledge in everyday practice.

I was able to put into use things I have learned during Be Internet Awesome classes



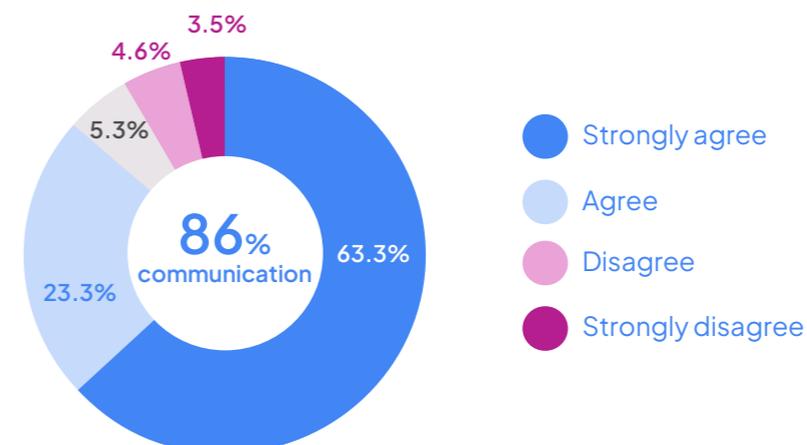
Over 63% of students strongly agree, and more than 23% agree, that participating in the BIA workshops has enhanced their knowledge of kind and respectful communication with others. This indicates that the program has been highly effective in promoting positive communication skills among the majority of participants. However, slightly less than 9% of students disagreed with this sentiment, with almost 5% disagreeing and 3.5% strongly disagreeing, suggesting that these students did not perceive a significant increase in their understanding of kind communication.

Additionally, less than 5% of students were unable to assess whether their knowledge had improved in this area. These findings highlight the program's success in fostering kinder communication among most students, while also pointing to a small group that may need additional support or alternative approaches to fully grasp and implement these skills in their interactions.

As outlined above, the vast majority of students indicated that the BIA program provided them with clear benefits across all evaluated criteria. This overwhelmingly positive feedback can be interpreted as a strong success of the program as perceived by its participants.

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

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



However, we observed small but statistically significant differences between the responses of boys and girls ($p < 0.01$), with differences typically ranging from 2 to 4 percentage points across various categories. Generally, boys were slightly more negative about the effects of the program compared to girls.

Additionally, the location of the school did not have a statistically significant impact on students' responses to the evaluation questions, suggesting that the perceived benefits of the program were consistent regardless of whether the school was in a village, small town, or big city. This consistency across different settings further underscores the program's broad applicability and effectiveness.

Teachers' evaluation

Generally, teacher evaluation is in line with student evaluation, showing that in majority they assess the program very high.

Over 92% of teachers confirm that students report finding the BIA program useful in their everyday lives, with more than 50% strongly agreeing with this statement. Only a small fraction, less than 2%, disagreed and did not confirm receiving such feedback from students. Additionally, about one in twenty teachers was unable to assess whether students reported the program's usefulness.

These results suggest a strong consensus among teachers regarding the positive feedback they received from students about the program's impact, reinforcing its perceived value in enhancing students' daily experiences with the Internet and related skills. The minimal disagreement and uncertainty among teachers indicate that the program's benefits are widely recognized within the school community.

Nearly 90% of teachers strongly agree or agree that after the BIA workshops, students returned to discuss various issues covered in the program content, indicating a high level of engagement and interest in the topics presented. In contrast, almost 4% of teachers disagreed or strongly disagreed, suggesting that a small number did not observe this behavior. Additionally, 6.5% of teachers were unable to assess whether students revisited the topics discussed in the workshops.

These findings highlight the program's success in sparking ongoing conversations among students about important issues, demonstrating its impact beyond the classroom. The small percentage of disagreement and uncertainty may point to variations in student engagement or differences in how discussions are facilitated across different countries and classrooms.

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

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

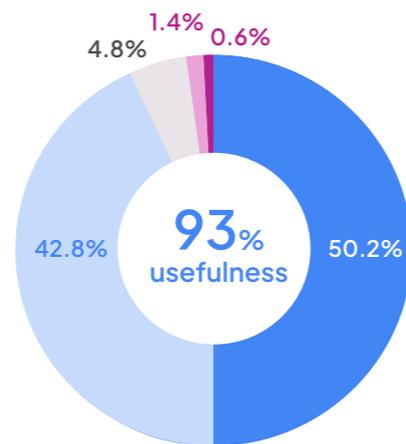
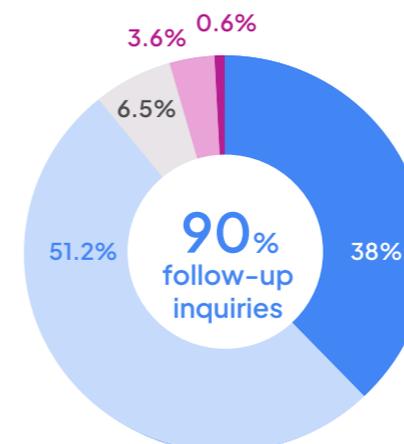


Fig. 7 The follow-up inquiry on BIA topics by the students

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



Nearly 87% of teachers strongly agree or agree that their students provide feedback on applying the knowledge gained from the BIA program in practical situations. This suggests that a large majority of students are not only engaging with the program’s content but are also actively integrating it into their daily lives. Conversely, only 4% of teachers reported the opposite experience, indicating that their students do not share such feedback. Additionally, nearly 10% of teachers were unable to assess whether students communicated their use of BIA knowledge in practice.

These results underline the effectiveness of the BIA program in equipping students with practical skills, as evidenced by their feedback to teachers. The small percentage of contrary or uncertain responses may reflect varying levels of communication between students and teachers or differences in how the program’s impact is perceived across different classroom environments.

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

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

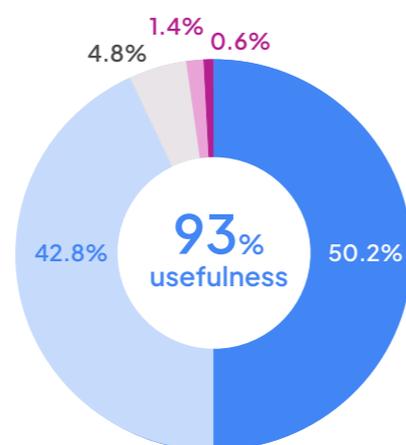
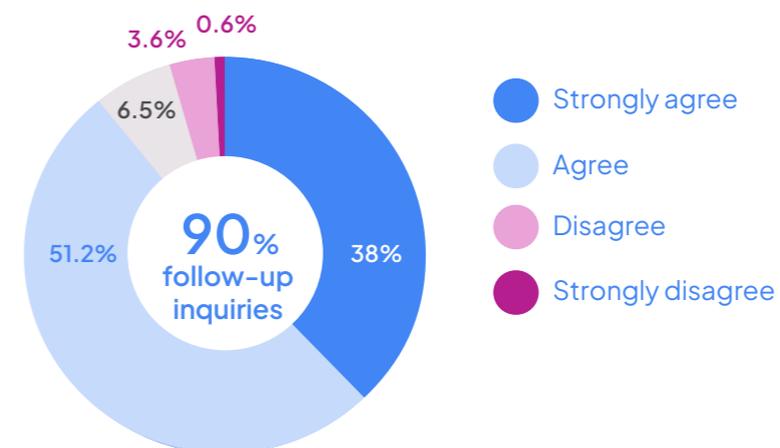


Fig. 9 Usefulness of BIA contents in the other teacher activities/lessons

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



The vast majority of teachers, approximately 95%, including 57% who strongly agree, acknowledge that the activities conducted during the BIA program are useful for other lessons they provide. This indicates that the skills and knowledge imparted in the BIA activities have a positive, transferable impact on broader teaching practices. Only a small portion of teachers, around 2%, did not find the BIA activities useful for their other lessons, while 2.5% were unable to assess this aspect.

These findings underscore the broader applicability and relevance of the BIA program’s content across different subjects and teaching contexts, highlighting its value as an integrated educational tool. The minimal disagreement and uncertainty suggest that most teachers see clear benefits in incorporating BIA strategies into their broader teaching repertoire.

Open Ended Questions Analysis

Students' responses

In open-ended questions, we asked young people what they thought were the most important things they learned as a result of participating in the program, and what changes and improvements they would suggest to the program organizers. These issues were intentionally not categorized in the questions containing cafeterias, so as not to suggest answers to the respondents and to recognize what their actual opinions and needs related to these two broad aspects of the implementation of the Be Internet Awesome program are.

We do not quantitatively analyze the statements of the participants - we create a kind of map based on them, showing both the extent of what young people perceive as important issues they have learned, as well as what important improvements to the program they suggest.

When quoting statements, we always specify the age and gender (boy/girl) of the respondent. In the case of young people who did not specify their gender or marked another person, we use the term "Child."

What do children and adolescents indicate as the most important issues they have learned as a result of participating in the Be Internet Awesome program?

Analyzing the statements of young people participating in the program more in-depth, it is worth distinguishing several categories of responses. These are presented below with examples and a brief commentary.

Specific micro-skills related to online security

When asked what they learned from the program, some respondents cited very specific skills that are related to online safety. Examples of such statements are given below:

”

Do not click on links that may contain viruses or other threats. Be careful!

/ Girl, Lithuania, 10 years old

Don't talk to strangers or someone you don't know personally. Always be cautious online.

/ Boy, Lithuania, 10 years old

[there is a rule] that the phone doesn't stay in the room overnight.

/ Girl, Poland, 10 years old

Let's be careful with whom we share information. Let's not publish anything about anyone without permission.

/ Girl, Hungary, 15 years old

During the course I learned how to use the Internet properly. Now I know that when I see something disturbing on the Internet I have to tell an adult.

/ Boy, Poland, 10 years old

I've learned to distinguish false websites and real websites.

/ Girl, Croatia, 15 years old

I don't give my personal information to anyone!

/ Boy, Greece, 6 years old

Do not open unknown websites

/ Child, Latvia, 6 years old

Do not click on links that may contain viruses or other threats. Use caution.

/ Girl, Lithuania, 9 years old

The skills outlined above can be located mainly in the realm of **information security**, **digital hygiene** (and problematic Internet use), and **various aspects of privacy in the area of on-line functioning**.

For many young people, **a significant skill they have acquired is the competence to create hard-to-crack passwords**, which they can apply using a variety of online tools.

”

Set encrypted passwords.

/ Boy, Slovakia, 13 years old

Have a secure, long password consisting of letters, numbers and symbols.

/ Girl, Romania, 15 years old

I know how to create a password.

/ Girl, Moldova, 12 years old

You need to have a strong password.

/ Boy, Slovakia, 11 years old

It is worth noting that these seemingly “minor” skills or principles that the program teaches may seem insignificant, especially in the context of the ambitious goals associated with developing important values. In reality, however, they are of great importance, as when introduced into the daily lives of young people they lead to real change. This applies both to protection from dangers and the promotion of constructive use of digital technologies and the Internet.

A general indication of the areas related to online security in which those who took part in the class improved their competence

In their statements, young people often indicated in which areas covered by the program they expanded their knowledge and competence.

The dominant issues were those related to **online relationships**, the **credibility of content available on the Internet** and its critical reception, and **online privacy**.

”

I learned how to use the Internet safely, that you can't be offensive to anyone, and that not everything written on the Internet is true.

/ Girl, Poland, 6 years old

[I learned] that you can't believe everything that's on the Internet.

/ Girl, Poland, 8 years old

I learned that we have to be careful on the Internet.

/ Girl, Croatia, 11 years old

The Internet is like a vast ocean full of threats.

/ Child, Greece, 11 years old

Now I know how to avoid dangers on the Internet.

/ Boy, Latvia, 9 years old

Not everything that is written on the Internet is true.

/ Girl, Latvia, 7 years old

I met the characters and we created a poster to remember to be careful when using tablets.

/ Child, Greece, 5 years old

It gave me more confidence in using the Internet.

/ Boy, Lithuania, 9 years old

”

How to protect myself and others when I use the Internet?

/ Boy, Greece, 13 years old

Behave more responsibly on the Internet.

/ Boy, Greece, 13 years old

During the lessons, I learned how to protect my personal information.

/ Girl, Romania

About data protection.

/ Girl, Romania, 17 years old

I have learned to talk respectfully on social media networks.

/ Girl, Romania, 8 years old

I have to be much more careful about the Internet than I thought. I pay attention even to small details.

/ Girl, Hungary, 15 years old

Education has given me a clearer picture of the Internet. I learned how to be safe myself and my data.

/ Girl, Hungary, 14 years old

It should be noted that there were young people who emphasize the value of the latest elements of the program, such as those related to the use of generative artificial intelligence.

”

Artificial intelligence writes essays, but does not know all the books.

/ Boy, Poland, 14 years old

I know that not everything is as it looks, because artificial intelligence is capable of everything.

/ Boy, Hungary, 14 years old

Based on the statements, formulated at such a level of generality, we don't know exactly which topics have been learned by young people in what way, and thus which topics can be effectively implemented in daily life.

General dispositions and values that the program develops

Some young respondents pointed to more generalized dispositions that the program developed in them, often without an online context.

”

How to be kind.

/ Girl, Poland, 8 years old

How to be nice.

/ Girl, Poland, 8 years old

I've learned that it's important to be nice and I can always ask adults for help.

/ Girl, Poland, 10 years old

I learned that we need to take care of ourselves online.

/ Girl, Romania, 11 years old

Being nice is cool.

/ Boy, Hungary, 10 years old

I learned to talk to people more politely.

/ Girl, Slovakia, 12 years old

From the program's perspective, this result is very important, because in its assumptions it is not aimed at teaching specific micro-skills, but fostering specific values and competencies, developmentally relevant not only in the online context.

The fact that some of the participants pay attention to such issues is an important evaluation indicator and positively demonstrates the achievement of the goals set by the program.

Use of the program content to solve the child's specific individual problems

Occasionally, though less frequently, young people mentioned **how the knowledge gained from the program had a positive impact on solving their problems related to online functioning.**

”

There is a lot of hate in my class in the group chats.

I know I don't have to be like the rest for them to like me.

Someone will take a screenshot and I can get in trouble.

/ Girl, Poland, 14 years old

Such a direct indication of applications related to current life experiences can also be taken as a positive indicator related to program evaluation.

What changes are needed regarding the implementation of the Be Internet Awesome program, as advocated by the young participants in the program?

It is worth starting with the fact that very many of the young people participating in the program who chose to answer the open-ended questions indicate that no modifications are needed. They often added that both the content and the form of the activities meet their expectations. Statements of this type were made by participants from all countries participating in the evaluation process.

”

More of these workshops where we learn specific things from. More such classes would be useful.

/ Boy, Croatia, 12 years old

Everything was good, I liked everything.

/ Boy, Lithuania, 9 years old

This workshop was great and I enjoyed it very much. I would like more classes like this.

/ Girl, Croatia, 15 years old

I learned a lot of useful things and enjoyed it very much.

/ Boy, Croatia, 11 years old

Don't change anything, it was perfect.

/ Boy, Croatia, 10 years old

Everything was great.

/ Girl, Poland, 10 years old

It was very cool.

/ Boy, Greece, 13 years old

Games and interactive activities

Young people from all the analyzed countries called for more games and interactive activities (e.g., using a multimedia whiteboard) in the program. Such modification needs were formulated by both younger children and adolescents.

”

You should add more games that we would like to play and allow us to interact more.

/ Boy, Ukraine, 11 years old

You can make the program more interesting by adding more interactive elements

/ Boy, Ukraine, 10 years old

I don't know, maybe a new game?

/ Boy, Latvia, 9 years old

A new game with animals that sing about online safety.

/ Girl, Romania, 17 years old

More games.

/ Girl, Moldova, 12 years old

To have more games.

/ Boy, Slovakia, 13 years old

The program already includes game-based modules, but they have not been implemented with equal intensity in all countries.

Videos and animations

Respondents also wrote that **they would like to see more animated videos that illustrate various problems** associated with online functioning.

”

[How can the program be improved] By inserting videos about why it's not good to spend too much time on the Internet.

/ Boy, Romania, 16 years old

[You can improve the program by] by animating things that happen on the Internet.

/ Girl, Romania, 16 years old

Some respondents presented these demands in a more generalized way, while others related them to specific content.

Interactions and discussions

Some of the youth indicated the need for the classes to be conducted in an even more active manner than before, with space for the active involvement of the audience.

”

Everything was great, maybe a little more time for discussion.

/ Boy, Latvia, 8 years old

Include adults as recipients in the Be Internet Awesome program

Extremely interesting is the thread of statements in which **young people indicate that they themselves have taken initiatives to involve adults from their immediate environment** (e.g., parents) **in the program's activities**, e.g., passing on to them what they learned in the classes. They also mention that it would be worthwhile to expand the program to include activities aimed at adults.

”

I tell my parents not to click links.

/ Boy, Poland, 10 years old

It would be worthwhile to combine these lessons with adult learning so that older people can also learn how to use the Internet safely.

/ Girl, Ukraine, 13 years old

Our parents should also participate.

/ Child, Greece, 11 years old

Such statements indicate that young people do not just want to be educated themselves, but recognize that the issues raised in the program also apply to adults. It is advisable that the program prepares young people to support loved ones, such as grandparents, which can be an opportunity to strengthen the sense of competence of young recipients.

Insights and recommendations based on students' responses

Analysis of the **open-ended statements of participants and attendees** allows us to formulate the following synthetic conclusions:

- Participants have varied perceptions of what they have learned. Some point to **expanded competencies** in specific areas (such as **online safety**), while a smaller group notes **the development of more general values, such as respect and kindness**. While specific skills are valuable, what can be done (both in the context of the curriculum, teacher training, and the actual teaching of young people) to ensure that more participants feel they are developing and putting into practice the core values on which the Be Internet Awesome program is based.
- It is relatively rare for young participants to refer to concrete applications of the program's content in their everyday functioning. It would therefore be worth **considering expanding the classes to include a section on practical solutions to the program**. It would also be important to return to these topics some time (e.g., several months) after the program has ended.
- It is a positive sign that many participants believe that the **program does not need changes** and should continue in its current form. At the same time, it is worth taking a critical look at the proposals of those who suggest certain modifications.
- It would also be a good idea to have a **more structured involvement of parents/guardians in the program**, e.g. through content related to digital parenting at home. Young people could also act as digital educators for adults, especially their loved ones.
- **Modification or addition of new games, videos and animations** can be considered, keeping in mind to tailor these tools to the needs of particular groups (e.g., younger children). However, it is important not to overdo it, as such educational materials are not a universal need (for example, there is quite a large percentage of young people who do not like games).
- It is worth **developing interactive and activating forms of classes**. One can think of specific attractive educational modules based on, for example, activating debates.

Teachers' responses

High evaluation of the program and no need for changes

Similarly, as with the young participants, there were a great many teachers in the survey who explicitly stated that **no improvements needed to be made to the program**, as it was structured perfectly and according to the needs of the audience. At the same time, the most frequently emphasized element of high quality was the program and the method of providing training to prepare for the program's activities.



There is no need for change.

/ Romania, F, 29 years old

The program is very interesting and worth continuing.

/ Poland, F, 31 years old

At the training courses I attended, everything was very well conducted, knowledge or various content professionally transmitted. Very nice and friendly atmosphere.

/ Poland, F

It is worth noting that both **the content and methodology of the program itself, as well as the organizational solutions used in it, are highly rated by teachers**. The vast majority of them reported no need for any changes in these areas. However, the following is a summary of the most common issues from the statements of respondents who chose to answer the open-ended questions. These are mostly suggestions for minor changes and modifications that can further adapt the Be Internet Awesome program to the needs of young people and teaching staff.

Proposed expansions by teachers on program content

Those responding indicated that it would be useful to expand the program to include the following specific topics or to expand specific content that is already in the program:

- The problem of recognizing misinformation in online content,
- Artificial intelligence in the context of its impact on education and social life,
- Assessing the reliability of online content sources,
- Problems related to threats in online games.

It is worth pointing out here that teachers generally cite the need to expand the content that the program already contains, rather than adding something that is not already there.

Teachers' proposed improvements to the program's learning activities methodology

As for methodological solutions, respondents suggested:

- Increasing the number of classes where specific skills are practiced,
- Increasing the number of activities that are interactive, where young people can participate in discussions and share their experiences,
- Introducing more games both online and traditional (especially for activities with younger groups),
- Introducing more worksheets and downloadable materials,
- Adaptation of materials to specific groups of children (e.g., with special needs).

Changes and improvements in the organizational sphere proposed by teachers

Teachers' comments related to the organization of the program concerned the following issues:

- Structural inclusion of parents/guardians in educational activities (including in the context of parental control),
- Ensuring the accuracy and relevance of translated materials,
- Introduction of provincial or regional program coordinators.

Insights and recommendations based on teachers' responses

Analysis of **the open-ended statements of participants and attendees** allows us to formulate the following synthetic conclusions:

- It would make sense to look at the program's methodology, not only at the level of general assumptions but also in the context of the ways in which the presenters implement it. At the forefront here is the issue of such **educational solutions that ensure the activity of the audience, such as debates or online games**. At the same time, it is recommended that modifications in this sphere are not automatic but always based on an analysis of the needs of particular groups of recipients, such as age or special educational needs.
- It is also worth considering **how to better include parents/guardians in the program**. It should be noted that the need in this regard was expressed not only by teachers but also by students.
- With those who only implement a portion of the program, it is worth considering which modules and why they would be most valuable to the young people in their groups.

Impact Report 2023–2024. Conclusions

The evaluation of the BIA program from both students and teachers across all participating countries is **overwhelmingly positive, highlighting its success and impact. Nearly 90% of students reported that the program was beneficial for their daily Internet use**, with a significant portion feeling more confident, knowledgeable about online safety, and better equipped to communicate kindly with others. Additionally, most students indicated that **they have implemented what they learned in the BIA classes into their everyday practices**, demonstrating the program’s practical relevance.

Teachers’ feedback further supports these findings, with **approximately 95% acknowledging the usefulness of BIA activities not only within the program but also in other lessons they provide**. About 87% of teachers reported that students gave feedback on applying BIA knowledge in practice, and nearly 90% observed that students revisited topics covered in the workshops, indicating high engagement and continued interest. Notably, **over 92% of teachers confirmed that students frequently reported the usefulness of the program**, reinforcing its perceived value from both instructional and practical standpoints.

However, small but statistically significant differences were observed between boys and girls, with **boys generally expressing slightly more negative views about the program’s**

effects. This suggests a need to explore factors that may influence these perceptions and to develop strategies that enhance engagement and relevance for all students, regardless of gender.

Additionally, while positive evaluations were consistent across most groups, there was a slight tendency for students and teachers to select “agree” rather than “strongly agree” on various items, indicating room for improvement. Furthermore, a small yet stable proportion of respondents did not provide positive evaluations on certain criteria. An in-depth analysis of the open-ended responses from this subgroup could offer valuable insights into specific areas for improvement in the program’s content and delivery.

Importantly, no significant differences were found in program evaluations based on school location, suggesting that **the BIA program is equitable and effective across diverse educational settings**.

These detailed results are currently being reviewed by an international research team, and the findings will be translated into specific recommendations for the further development of the BIA program. These recommendations will aim to enhance the program’s impact, inclusivity, and effectiveness in future implementations.

Acknowledgements

Here, the School with Class Foundation would like to express its gratitude for all managing teams in all participating countries for discussions, work, and support during the evaluation process, as well as for the teachers and students who took part in the research for sharing their views on the program quality.

Thank you to

- Udruga “Suradnici u učenju” (Croatia)
- Jules a Jim (Czechia)
- FORTH (Greece)
- the International Children’s Safety Service (Hungary)
- the Latvian Internet Association (Latvia)
- Vedliai (Lithuania)
- Asociatia Adfaber (Romania & Moldova)
- Manageria (Slovakia)
- EdCamp (Ukraine)
- and Informatika 2.0, which joined us in the summer of 2024 as the main coordinator for Slovakia.

**Central and Eastern Europe
Be Internet Awesome
country insights**

School year 2023–2024

How and why are you adapting the BIA program to your country’s educational model, training know-how, etc.?

The Be Internet Awesome program in Croatia builds on the computer science curriculum, enhancing students’ digital literacy, critical thinking, and ethical online behavior. The program aligns well with the spiral model used in Croatian schools, where digital skills are developed progressively across all subjects. By integrating BIA as a cross-curricular topic, digital literacy becomes an essential part of the overall educational experience. This approach empowers teachers across disciplines to engage with digital tools and promote a responsible online culture. The program also encourages students to apply critical thinking and responsible communication while fostering active citizenship in the digital world.

One significant feature of BIA in Croatia is the Ambassadors Program, designed for teachers from primary and secondary schools. Launched with impressive success, Croatia now

has 95 ambassadors who publish their best practices, inspiring others. Their documented examples of digital education are shared in Pogled kroz prozor, a monthly digital magazine with 20,000 readers. Ambassadors’ participation contributes to professional development, encouraging them to innovate and share their knowledge within a collaborative teacher community. To become an ambassador, teachers must complete an online course, run three workshops, and document their experiences.

This year also saw a sixfold increase in schools with BIA status. Workshops were organized across counties, preparing teachers and principals to implement BIA activities in their schools, supported by plaques designating their BIA status.

Another highlight is the collaborative workshops for parents and students, where families engage in exercises exploring topics like the digital footprint. These interactions foster mutual respect and responsible digital behavior within the family, creating touching moments of connection.

Share your own research findings.

Feedback from the Ambassadors Program has been overwhelmingly positive. Over 98% of participants expressed satisfaction with the program, and 95.5% would recommend it to colleagues. Teachers particularly appreciate the ready-to-use lesson plans and materials that make it easy to implement the curriculum immediately. The structured content helps teachers apply their knowledge in both classrooms and workshops, strengthening Croatia's approach to digital literacy.

Provide a special case that highlights the program's impact.

A standout achievement in the Croatian BIA program is the board game Be Internet Awesome – In Search of a Better Internet, developed during the first phase of the project (2021–2023). The game teaches safe and responsible Internet use in a fun and interactive way. Now also available digitally, players learn at their own pace by solving tasks and receiving immediate feedback on their answers. The game is intended for students aged 7 to 16 but can engage younger and older audiences as well. The Print & Play version allows students to play in various formats, accompanied by a video explaining the rules.

The annual In Search of a Better Internet conference, held in February for Safer Internet Day, gathers stakeholders, teachers, and students. The BIA sessions consistently attract large audiences, reflecting the program's engaging content. In 2024, the event included two panels: one for institutions and another for students, showcasing young people's critical role in Internet safety discussions.

The BIA community of teachers, supported by a closed Facebook group, encourages knowledge-sharing and best practice exchange. Monthly interactive webinars led by the association Suradnici u učenju foster professional networking and the development of digital skills among youth. Additionally, an interactive performance titled Be Internet Awesome by the Triko Circus Theater acting ensemble managed to captivate students with its playful, song-filled lessons on online safety, passwords, and scams.

How and why are you adapting the BIA program to your country's educational model, training know-how, etc.?

Jules a Jim, z.ú., has been part of the international consortium implementing the *Be Internet Awesome* (BIA) program since 2021. For our organization, the program's focus on digital safety and wellbeing aligns with our mission to create a safe, healthy, and nurturing learning environment in Czech elementary and high schools.

We see BIA as an opportunity to broaden our approach to primary prevention, which covers topics from emotional and social development to the prevention of substance abuse, bullying, intolerance, racism, sexism, and behavioral addictions in the digital environment. The BIA program enriches our efforts, particularly in nurturing digital safety and wellbeing.

Our activities focus on raising awareness among teachers about digital safety and helping them build open communication with their students on both the pros and cons of digital technologies. Rather than suppress or prohibit, we aim to build a culture of trust, where students' digital experiences can be openly discussed. The experiential learning approach of BIA fits well with our organization's focus on non-formal education.

In Czech public discourse, fear-based, techno-pessimistic narratives about children's use of digital technologies unfortunately prevail. Our approach is more techno-realistic, focusing on the context in which technologies can be either beneficial or harmful, depending on factors like emotional wellbeing and the satisfaction of needs. We have developed our own e-learning module on this approach, available at: www.siteraj.cz.

The activities Jules a Jim carries out as part of the BIA program include:

- Practical workshops for teachers on implementing BIA methods, followed by intervision (peer-led reflection) workshops to discuss and elaborate on their experiences.
- Online webinars and podcasts for the public on topics like cyberbullying, digital self-care, and technology abuse.
- Long-term cooperation with schools, integrating the BIA curriculum into their general culture.
- Participating in conferences on digitalization, wellbeing, and online safety, and preparing our own online conference on BIA in practice.

Share your own research findings.

Our evaluation of BIA's impact is primarily qualitative, based on follow-up evaluations of workshops and webinars by participants, as well as feedback from teachers who have adopted the methodology. Key insights include:

- Teachers are surprised by the importance of addressing digital topics as early as first grade (ages 6–10).
- Increased awareness of how online and offline environments are interconnected.
- Teachers see the impact of BIA beyond digital safety, extending into subjects like digital literacy, media literacy, civic education, and civic engagement.
- Adoption of non-formal educational methods alongside formal ones.
- A shift in viewing digital technologies as both opportunities and potential risks.

”

The training helped me reflect on aspects of media literacy and media education that I don't usually consider. It also introduced me to different approaches to achieving educational goals. I was very pleased with the methodological materials provided.

The training has been eye-opening in terms of discussing digital topics with children from an early age. We adults often don't realize how significant a part digital technologies play in young people's lives.

It seems to me that children sometimes don't fully differentiate between online and offline realities. We shouldn't judge this, but instead, learn to view the situation through their eyes.

The BIA methodology inspired improvements not only in computer science classes, as I expected, but also in other subjects like civic education and financial literacy.

/ Quotes from teachers taking part in the online webinars

How and why are you adapting the BIA program to your country's educational model, training know-how, etc.?

In Greece, the implementation of the *Be Internet Awesome* (BIA) program follows a multifaceted approach, built around the train-the-trainer model, but enhanced with additional elements. These include in-person training sessions in various classroom settings, outreach to vulnerable groups, and the creation of tailored educational tools.

During the 2023–24 school year, we adopted a more in-depth strategy. Our refined approach prioritized a comprehensive understanding of individual curricula, shifting from wide-scale

dissemination to more focused and practical learning experiences. We implemented two separate two-hour sessions, designed to provide educators with thorough, hands-on training. This was complemented by in-person sessions to assess the applicability of the activities and the transfer of knowledge from educators to students.

Additionally, we focused on the education of coordinators and teachers working with migrant and refugee children. In collaboration with the Ministry of Education, we offered online webinars aimed at these populations. The availability of the BIA curriculum in Farsi – spoken by most migrant children in Greece – facilitated this process.

Share your own research findings.

The BIA Toolkit is designed for educators, youth aged 13–15, and, specifically, for refugee and migrant children in Greece. The toolkit focuses on:

- Promoting digital literacy through interactive materials.
- Raising awareness about critical issues on the internet.
- Targeting vulnerable social groups, particularly migrants and refugees, who face higher risks online.
- Addressing current, relevant issues that engage young people from all backgrounds.

Refugee and migrant children often face unique challenges when navigating the digital world. These may include language barriers, lack of awareness of support systems, or fear of seeking help due to their immigration status. The BIA Toolkit addresses these challenges through scenarios and quizzes on topics such as online scams, hate speech, excessive Internet use, misinformation, and sexting. [The toolkit is available in Farsi, Arabic, English, and Greek.](#)



The Be Internet Awesome program teaches children everything they need to know about using the Internet safely in an experiential and playful way, moving away from traditional learning methods. [The game] Interland is an especially valuable tool that captures children's interest.

This dynamic, multifaceted program captivated the children and taught them about Internet safety, while also enhancing teamwork, empathy, and collaboration – skills they need today. It can be integrated into subjects like language, computer science, and art.

Greek schools have long needed a program like this, as it combines learning with play through modern materials that fascinate children.

A complete and modern tool that every teacher should implement in their classroom.

A pioneering program that maintains children's interest through games.

This program is suitable for all children, even those who do not speak Greek as their first language.

/ Quotes from teachers

How and why are you adapting the BIA program to your country's educational model, training know-how, etc.?

Adapting the *Be Internet Awesome* (BIA) program to Hungary's safer Internet educational framework involves several important steps to address local needs:

- **Curriculum alignment:** We align BIA content with Hungary's national educational curriculum, complementing subjects like computer science and ethics. This integration reinforces Internet safety within the broader educational context.
- **Interactive educational activities:** We emphasize interactive elements like group discussions, role-playing, and simulations. This hands-on approach fosters active participation, helping students better internalize the concepts.

- **Age-appropriate content:** The program is tailored to different age groups. Younger students receive foundational knowledge, while older students address complex topics such as the digital footprint, sexting, grooming, and online privacy.
- **Teacher training:** We aim to expand the reach of BIA by training more teachers and social workers. This ensures they can provide children with authentic knowledge and address Internet-related challenges, enhancing the program's sustainability.

Adapting BIA to Hungary's specific online landscape allows us to address particular risks like cyberbullying and privacy concerns. It also promotes collaboration with local stakeholders, including parents and community organizations, ensuring that Internet safety is reinforced beyond the classroom.

Share your own research findings

This year, we participated in *Digital Theme Week* (8-12 April), Hungary's largest digital pedagogical initiative, launched in 2016 by the Ministry of Human Resources. The event focuses on developing digital literacy and helping teachers design lessons based on safe digital tools. Schools were eager to participate in digital safety education.

However, trainers observed concerning online habits among children. Many do not feel at risk online, use public profiles, and chat with strangers. Some children spend up to five hours online daily without parental supervision, as parents are often unaware of their activities. BIA training also revealed that girls tend to be more open in the digital space than boys. During *Digital Theme Week*, our trainers reached 1,976 children in 19 schools.

”

Every part of the lecture was informative and thought-provoking. The interactivity deepened the discussion, and the children continued talking about Internet dangers long after the lecture.

The program was very interesting. The topic was beneficial to me both as a parent and a teacher. I learned a lot about this major challenge of our time and possible solutions.

We wanted to organize a fun, educational Internet safety training for children at our community center. These children, like many disadvantaged people, are more exposed to online dangers. They start using social media platforms, such as TikTok and Snapchat, at a young age without parental control. Many also have concentration, behavior, and learning difficulties. Despite this, they were very engaged during the BIA training. Since then, they've played Interland instead of spending unproductive time on social media.

/ Quotes from teachers

How and why are you adapting the BIA program to your country's educational model, training know-how, etc.?

In Latvia, we tailored the BIA program to fit our local educational environment by using a combination of school-based and public event-driven activities to engage both students and teachers. Below are key actions we took to adapt and promote the program:

- **Pre-launch activity:** Before the official launch, we organized a challenge for schools, where 507 teachers registered and received materials to host creative activities with more than 12,000 children participating.
- **Official program launch:** The program was launched with a national event that included a live contest for schools, broadcast on Facebook. This activity helped boost visibility and encourage broader participation.
- **Incentives for teachers:** To motivate teachers, chocolates were sent to those who successfully organized activities in their schools, offering a lighthearted way to show appreciation for their efforts.

- **Summer public events:** During summer city celebrations, we hosted interactive activities for families, using tools like a "wheel of fortune" to spark discussions about Internet safety. Over 2,000 families participated in these events, engaging children and parents in meaningful conversations.
- **Teacher training webinar:** A dedicated webinar was organized to introduce the BIA guidebook for teachers, focusing on children aged 6–9. This allowed educators to get a comprehensive understanding of how to use the program in their classrooms.

These efforts ensured that the BIA program was effectively adapted to suit both formal school environments and informal public gatherings, while also providing ongoing support and resources for teachers.

Share your own research findings.

Teachers shared valuable insights into their experiences with implementing BIA and the challenges and successes they faced:

- **Difficult concepts for children:** Teachers noted that certain themes were harder for students to grasp. For example, “BRAVE” was difficult for children to relate to the Internet context, as they understood bravery only in real-life situations. Similarly, the concept of being “STRONG” by distinguishing safe from unsafe online spaces and activities was a challenge for children who didn’t fully comprehend the dangers of the Internet.
- **Engagement highlights:** Teachers observed many meaningful and creative moments during the activities. Children were deeply engaged, creating their own characters and role-playing scenarios based on Internet safety lessons. Some children even compared Internet safety traits to animals, with “KIND” represented as a cat and “STRONG” as a dog, making the lessons more relatable.
- **Peer interactions:** A standout observation was how older students (10th grade) took the initiative to help younger students (4th grade) during activities. This cross-age engagement helped both groups better understand the material.

- **Parental involvement:** In some cases, parents assisted their children with the activities, and while parents found it challenging, this underscored the importance of shared learning experiences at home.
- **Learning outcomes:** Children learned not only about practical Internet safety measures but also broader values, such as being responsible for their online actions, asking for help when needed, and understanding that Internet safety mirrors real-world values like respect and responsibility.

Teachers generally agreed that students have a solid theoretical understanding of Internet safety, but they often forget or fail to apply these lessons in practice. Many children know not to share personal information like phone numbers or passwords but need more frequent reminders to keep these topics fresh. Some students are highly knowledgeable, while others do not fully appreciate the importance of Internet safety. However, teachers noted that students are unafraid to ask questions, which is key to deeper learning and understanding.



Children understood that knowledge about the Internet is not just about using popular social media or online shopping. The Internet is a much wider world with many challenges. They learned to be BRAVE by asking for help when needed, and to avoid careless actions that could lead to irreversible consequences, both for themselves and others.

/ Quote from teacher

Lithuania

How and why are you adapting the BIA program to your country's educational model, training know-how, etc.?

Starting in the 2023–24 school year, online safety became a mandatory topic in Lithuania's national curriculum under the computer science subject. To meet this new requirement, we adapted the BIA program to align with the local standards and provide structured resources that make it easier for teachers to introduce essential online safety skills in the classroom. The BIA program is now officially accredited by Lithuanian educational institutions, ensuring its legitimacy and wide applicability.

Key focus areas:

- **Curriculum alignment:** The BIA program was designed to meet the specific requirements of Lithuania's new curriculum for online safety education.
- **Preschool and elementary school focus:** Recognizing the vulnerability of younger students, we expanded the BIA program to provide specialized resources and training for preschool and elementary school teachers.
- **Special needs students:** As part of Lithuania's education reforms, the integration of special needs students into mainstream classrooms must be completed by 2025. We launched an initiative aimed at making the BIA program more accessible to special needs students by creating specific guidelines and adapting materials to meet their needs.

Share your own research findings.

This year, we used our teaching platform to grant schools access to the BIA program, and collected valuable insights about its implementation in Lithuanian classrooms.

Our teaching platform features:

- **Adapted materials:** Teachers have access to detailed lesson plans and activities, including recordings from online sessions. These step-by-step guides help teachers effectively incorporate online safety education into their lessons.
- **Virtual learning assistant:** A virtual assistant aids students in self-paced learning, allowing them to explore online safety topics creatively and independently. This tool was particularly useful for third-grade students during the 2023–24 school year, as it encouraged hands-on tech exploration.
- **Accessibility improvements:** We made the BIA platform more accessible by adding shorter descriptions, more visuals, various fonts, read-aloud options, and step-by-step instructions – ensuring that students with special needs could engage at their own pace.

Teacher training and support:

- We organized five online training sessions for teachers during the 2023–24 academic year. These sessions introduced the BIA curriculum and were recorded so that teachers could revisit the content later.

- We provided two specialized training sessions for teachers working with special needs students. These sessions featured experienced educators who shared practical tools and strategies for adapting BIA materials to special needs classrooms.
- A mentorship program was introduced to offer year-round support. Teachers could receive help from mentors during live sessions and access guidance on our teaching platform. This continuous support ensured the smooth integration of BIA into classrooms.

Offline launch event:

In collaboration with Google Lithuania, we hosted an offline launch event on November 29, 2023. This event brought together teachers, educators, and experts to discuss the importance of Internet safety and how the BIA program can empower students with special needs. Participants engaged in hands-on learning experiences focused on adapting the curriculum to diverse classroom settings.

Research insights:

- Our research showed that the BIA curriculum is flexible and suited to students from preschool to eighth grade. However, we still lack detailed feedback from preschool teachers.
- The virtual assistant on our teaching platform was widely used by third-grade students during the 2023–24 school year.

”

[We studied] 'When in Doubt, Talk It Out,' and today we finished 'Share with Care.' The children really like it. They feel so advanced and strong. One lesson per week is not enough for us, we need two! So many emotions! / Jolanta, elementary school teacher

Poland

School with Class Foundation

How and why are you adapting the BIA program to your country's educational model, training know-how, etc.?

In Poland, we have focused on training preschool and elementary school teachers, primarily those teaching computer science, Polish, and English (but also other subjects). In total training 1,400 teachers.

Due to Russia's invasion of Ukraine, we placed significant emphasis on supporting teachers working in multilingual environments. During the training sessions, we made sure to demonstrate how teachers can use Polish and Ukrainian BIA materials not only for digital media education but also for discussing universal values and addressing challenging situations between children from different cultural backgrounds.

While developing the training cycle for teachers, we considered the widespread issue of teacher burnout. Contributing factors included the chaos associated with educational reforms, the pandemic, and the war in Ukraine, which led Polish schools to accommodate over 183,000 Ukrainian children. We ensured that educators were provided with engaging training models and flexible, varied forms of participation, tailored to their capabilities and needs. Our proposed training programs, resources, and support groups served as an alternative to the traditional educational system, which many teachers find rigid. We ensured that workshops on teaching

digital citizenship were also an opportunity to introduce modern teaching methods, such as design thinking. The core training model consisted of a series of sessions lasting a total of 7 hours. In the 2023–24 school year, 26 of our trainers dedicated 290 hours to preparing teachers to conduct digital citizenship lessons.

To enable teachers to further their education at their own convenience, in addition to standard training, we also offered a 40-hour self-paced online course, a series of additional specialized training sessions and webinars, and a nationwide online conference. This full-day event included lessons for students and training for teachers, with over 900 teachers and their classes participating

Share your own research findings.

Apart from the general international evaluation of the program, every training was separately evaluated. Feedback was provided both on the competences of the trainers as well as on the increase in confidence among the training participants (91%) and the perceived improvement of their teaching skills (81%). Also, over 82% of teachers declared a continued interest to use BIA materials also in the upcoming school year, 2024–25. However, an interesting challenge has been identified in the process, namely, the reluctance of teachers to talk to their pupils' parents about digital education. This insight requires further research.

”

The most important thing was the exchange of experiences.

The training was a very interesting workshop, with active involvement from the participants.

During the training, there was a pleasant atmosphere, and methods that encourage out-of-the-box thinking (design thinking).

/ quotes from teachers

How and why are you adapting the BIA program to your country's educational model, training know-how, etc.?

In Romania, the *Be Internet Awesome* (BIA) program has been adapted to fit the national education framework. We partnered with the Ministry of Education to deliver a 40-hour accredited course for teachers, integrating BIA with digital skills and AI in teaching. This course ensures that educators learn how to understand and apply the program's core values through interactive sessions.

Additionally, we offer a fast and intensive 3-day, 5-hour online course for teachers in November, a format most educators prefer. For those interested in a more flexible option, a self-paced course is available on our e-learning platform. This includes a 3-hour presentation of the curriculum and materials, with short videos where each lesson is presented by a trainer. Teachers can use these materials to guide their own classes or play the videos directly for students and follow the provided instructions.

After completing the training, teachers apply their new knowledge in the classroom, encouraging students to practice online safety skills. Our partnerships with the Romanian Police and the Department of School Safety further extend our impact by integrating our resources into national campaigns.

Share your own research findings.

We gather feedback from teachers through surveys and our annual BIA outreach visits, where we visit schools to collect direct input from both students and teachers, particularly in remote areas where digital literacy resources are limited. These surveys reveal that teachers appreciate structured, ongoing support. As a result, we focus on creating sustainable materials like podcasts, articles, and other resources to keep both teachers and parents engaged long-term. Over 70% of participants report increased student awareness of online safety after completing the program.

Additionally, we receive videos and photos from teachers who have implemented at least one BIA lesson in their classrooms, demonstrating the positive effects of the program.

”

Before this program, my students learned from their mistakes online, with passwords stolen, inappropriate content, and stories shared in the classroom that they couldn't tell anyone. Now, they ask more questions and have even started their own online safety campaign at our school.

It's amazing to see them take the lead!

/ one notable success story comes from a teacher in a rural Romanian school

Moldova: Early-stage Implementation and the next steps

In Moldova, the Be Internet Awesome program is in the beginning phases. We have partnered with the Ministry of Education to train 65 teacher trainers, addressing the country's bilingual context with both Romanian- and Russian-speaking educators.

These trained teachers are now starting to provide in-person and online sessions to help schools integrate the BIA curriculum. As the program is still being introduced, schools are gradually incorporating online safety discussions into classrooms, and teachers will soon be submitting reports on their activities with students.

To ensure wide adoption, we are planning to trial online teacher training alongside the current in-person format. This will help us assess which method proves more effective. Over the coming months, we will visit schools to observe how teachers and students are engaging with the material and identify any challenges in discussing online safety in class.

Slovakia

Manageria

How and why are you adapting the BIA program to your country's educational model, training know-how, etc.?

We offer two types of workshops/lectures to teachers and anyone who works with kids, each lasting approximately 2.5 hours. Workshop 1 focuses on “soft” topics such as safe sharing practices and maintaining a safe online presence. Workshop 2 addresses more technical topics, like passwords, scams, and phishing.

The workshops are conducted online by two facilitators, with a maximum of 30 participants. This ensures active participation, as there are many questions, discussion prompts, and small exercises.

The importance of educating our educators and other youth workers in these areas is very high, as there are very few training opportunities offered by the state in this field, especially for children aged 5 to 11.

Share your own research findings.

More than 1,200 participants of our workshops completed a feedback questionnaire. The results were very positive, with participants expressing satisfaction with the organization and logistics, as well as noting they had gained useful new knowledge for their work.

- Do you agree that you have gained new knowledge about digital safety?
Average: 4.7/5 points
(5 = completely agree, 1 = completely disagree)
- Will you be able to use BIA teaching materials at your work?
Average: 4.7/5 points
(5 = completely agree, 1 = completely disagree)
- Have you been able to test out activities that are linked to the national curriculum?
Average: 4.6/5 points
(5 = completely agree, 1 = completely disagree)

”

Don't hesitate to sign up; it's a current topic you need to know as much as possible about so that the information can be passed on to children.

I definitely recommend it – there's a lot of material for lessons that can be used even without a computer.

Great training that was very interactive. I definitely recommend it.

/ quotes from teachers

”

I really liked the game, and I learned a lot. I also learned that if something doesn't seem right to me on the Internet, I should consult it with my parents or another adult. And you have to be very careful.
/ a quote from a student

brought together by



run nationally by

*Suradnici
u učenju*



supported by

Google.org



manageria



ISBN 978-83-67621-25-0

