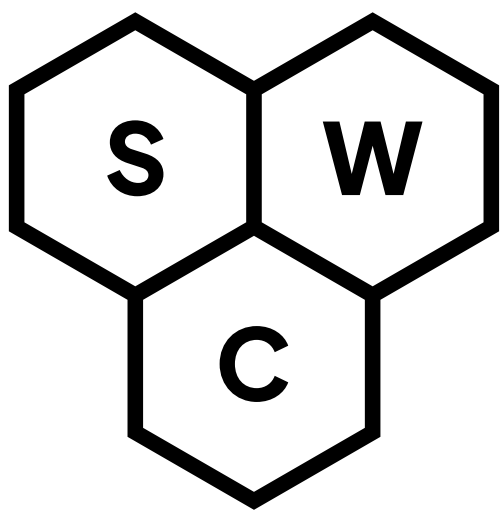


Supporting digital citizenship and media literacy in Central and Eastern Europe with

Be Internet Awesome.



School with Class Foundation

Countries involved:

Poland

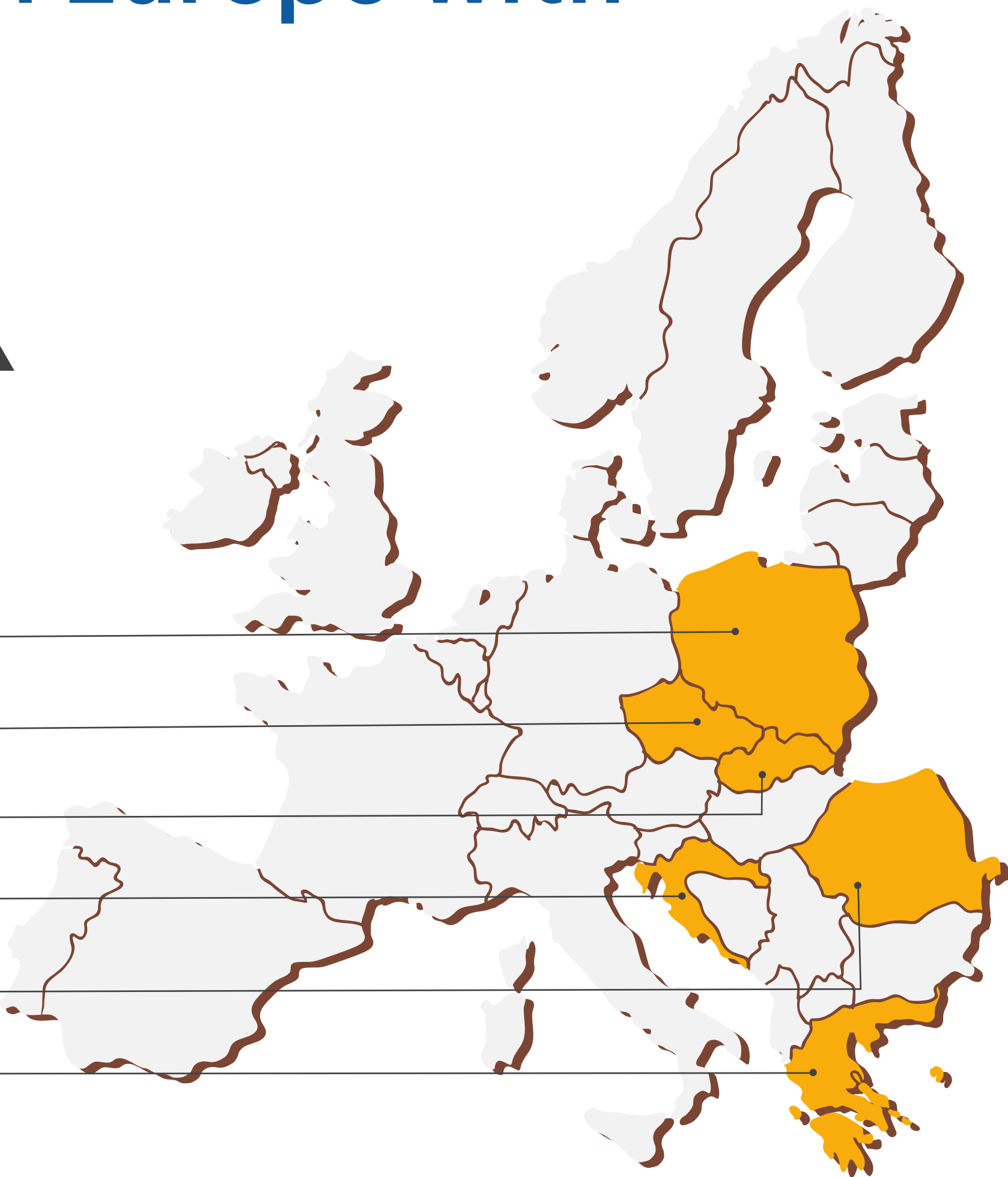
Czech Republic

Slovakia

Croatia

Romania

Greece



500.000

teachers and students trained in 12 months across CEE. Main target group: children (aged 6-14), their teachers and parents.

Our principles

- ✓ Flexibility in adapting to local needs
- ✓ Common core curriculum for all countries, different training models
- ✓ Working with the whole educational ecosystem (school-parents-local community)
- ✓ Building attitudes and values rather than transmitting knowledge
- ✓ Strong focus on underserved and vulnerable groups (different for each country)
- ✓ Building capacity to deal with misinformation instead of focusing on threats

Pre-school education (Poland, Greece, Croatia, Slovakia, Czech Republic)

Children from families of low social and cultural backgrounds (all countries)

Ukrainian refugees and migrants (Poland, Greece, Romania)

CHARACTERISTICS

Children who do not yet read or write but who use the internet frequently, with and without parental supervision (Over 70% of parents of 2-year olds use media as pacifiers). Those children lack basic emotional and cognitive competences that would allow them to understand and analyze the content they encounter.

SOLUTION

Even though it was not initially our main target, we work with the youngest children (3-6) using graphic materials, offline games and simple activities aimed at communication skills, better understanding of emotions and building empathy. We help them to understand different messages and interpret what they see and hear. We believe that the **habits acquired early in life create a foundation for the future life-long immunity to misinformation.**

Roma community (Romania, Slovakia, Poland)

CHARACTERISTICS

Europe's largest ethnic minority amounting to 10 mln in Europe, among which approx. 1.85 million in Romania (8.32% of the population of Romania). They are victims of prejudices and social exclusion which hinders integration and educational support. Due to limited language skills and low SES they tend to take things they see online at face value. Educational offer, especially in media literacy, is limited and often discouraged by Roma families. **Roma children more often than others are victims of racism, online bullying and fake news.**

SOLUTION

We go directly to schools, offering workshops and showing the opportunities of using technology without an additional intermediary. This group requires much more intensive support, starting with creating and practicing a questioning mindset. Students do basic exercises, learning what is real and what can be trusted. In the next step we offer activities that empower children, giving them an opportunity to **feel successful by creating something on their own** (for example they learn to edit a video and understand how framing works, and how content can be manipulated).

CHARACTERISTICS

Frequently they lack communication skills, elaborated language code, competences of critical analysis of media content (especially social media) and capacity to understand complex processes and problems. They also often lack self-esteem, partly due to their perceived low social status. They tend to have a black and white vision of the world and are looking for clear and definite answers.

SOLUTION

We focus on non-formal educational centers which create a safe environment for SES children and become places of self-identification and positive engagement. Our activities help those children to better understand their own emotions, show them how emotional state in a given moment might shape their vulnerability to misinformation. **We build self-esteem and sense of agency through social projects** — engaging them in being agents of change.

Middle Eastern refugees (Greece)

CHARACTERISTICS

According to UNHCR as of June 2022 147,420 refugees arrived in Greece, 44500 are children. Top countries of origin (apart from Ukraine) are Syria, Afghanistan, Bangladesh, Palestine, Somalia and Pakistan. Many families live in refugee camps, went through difficult experiences and faced a strong language barrier. This group differs from the Ukrainian, due to diverse countries of origin and cultural differences. **Much higher rate of digital inequality and exclusion than the social average** and reduced opportunities that result in growing frustration is also a challenge. All this makes them particularly vulnerable to misinformation.

SOLUTION

We have prepared, translated and adapted all resources to **different languages and different cultural contexts**, and trained trainers who deliver lessons in native languages of the children. The goal is to raise awareness among the immigrant community about online safety, positive content online and cybersecurity.

CHARACTERISTICS

Since February 2022 over 7,6 million Ukrainians have left their country out of which 1,4 million stayed in Poland (including 600.000 children). Many of them attend Polish and European schools, but over 50% still attend online classes with no contact with their peers. This fact together with the **traumatic experiences, the language barrier and their loneliness caused by being separated from their peers** creates a strong vulnerability towards online threats.

SOLUTION

We support them with materials and training run by psychologists, sensitive to traumatic experiences of some of the children, and conscious that negative emotions might make us more vulnerable to misinformation and online risks. We provide identical **self-reflection materials in Ukrainian and the language of the host country**, easily applicable in multicultural and multilingual settings. We also focus on building trust between incomers and the local community, so students can discover narratives in different information bubbles and reflect on them.

Children living in remote islands (Croatia)

CHARACTERISTICS

Children living in small islands in Croatia, in remote areas - sometimes with one school on the whole island and poor internet connection. The school bus does not allow them to stay at school after hours which limits their engagement in extracurricular activities and bonding with their peers. Apart from the everyday challenges they cannot use the internet freely when they choose.

SOLUTION

We work with the whole school community: parents, teachers and students. We deliver printed materials and run activities that don't require internet access but still shape the understanding of misinformation mechanisms. The activities are based on group discussions, and sharing personal experiences and can be done both at school and repeated at home (with parents).

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