European Commission

Better Internet for Kids

O2.5 Awareness Centres Observatory Report

Analysis of AP awareness data submissions

(1 January – 31 December 2025)

European Schoolnet

insafe

Contents

Executive summary

Awareness Centres Observatory Report[1] provides a comprehensive analysis of the awareness-raising activities and impact of Safer Internet Centres (SICs) within the Insafe network between 1 January and 31 December 2025. The findings are based on data submissions from 29 national SICs, assessing reach through awareness-raising resources, events, youth participation activities, and communication channels. The analysis combines quantitative reach figures with qualitative success stories and identifies challenges faced by the centres. The report also conveys a series of significant findings:

- Awareness-raising resources (including audio-visual materials and online tools) reached 46,499,855 people, up from 35,452,242 in 2024.
- Awareness-raising events, school visits, and training sessions engaged 929,418 individuals, an increase from 807,656 the previous year.
- Involvement in youth panels and general participation activities rose sharply to 151,969 children and adolescents, compared to 41,362 in 2024.
- The rapid integration of AI has introduced complex risks, such as synthetic sexual content, deepfakes, and AI-driven grooming, creating an urgent need for AI-specific media literacy.
- The implementation of the Digital Services Act (DSA) and proposed national bans on social media or smartphones in schools have created a demand for clear, evidence-based guidance for parents and educators.
- The pace of AI evolution and shifting social media trends often outpaces the development of formal educational curricula, making it difficult to maintain technically accurate guidance.
- Reaching the most vulnerable children and disengaged parents remains a persistent challenge for many centres.

The 2025 reporting period demonstrates the vital role of SICs in addressing emerging digital threats while highlights a critical need for sustainable funding to

[1] Under previous BIK contracts, reports summarising the data submitted by the awareness centres via the assessment platform were entitled "Reach and impact of awareness raising activities and resources: Analysis of Assessment Platform submissions".

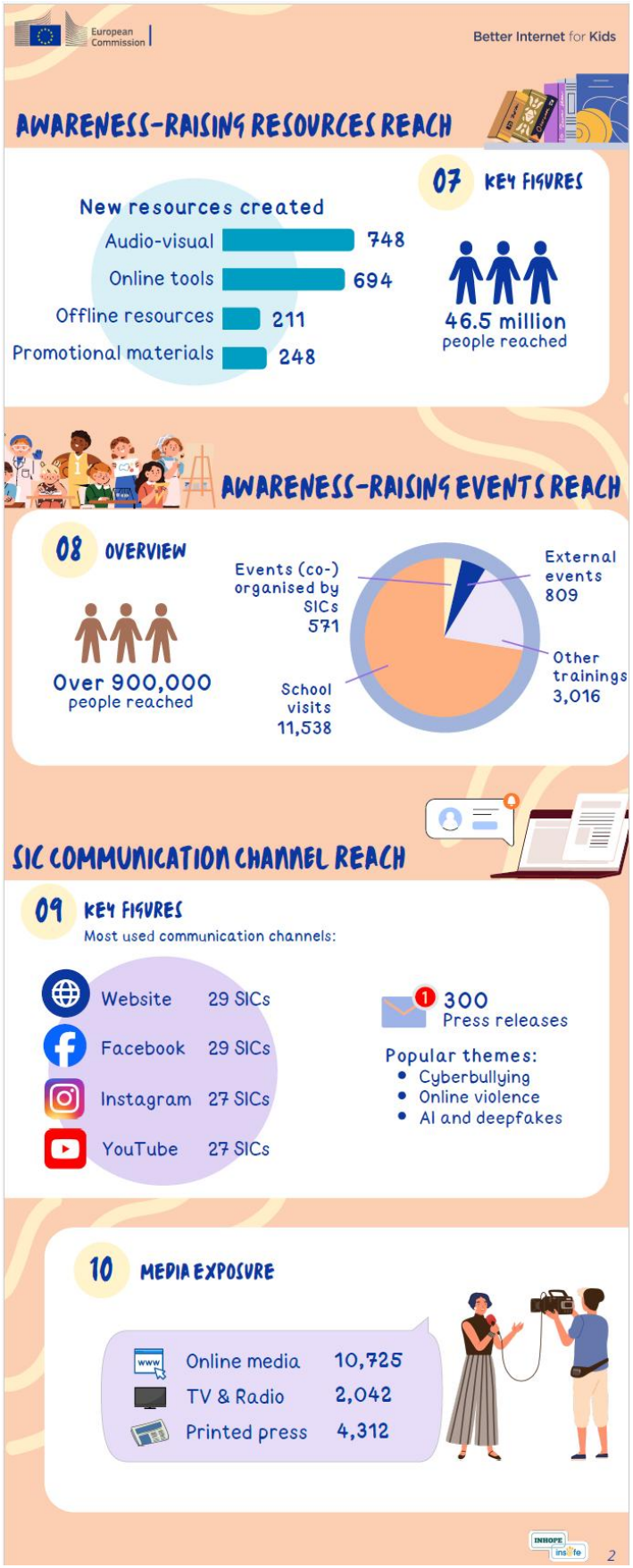
match their growing duties. To maintain impact, future efforts should focus on scaling peer-led youth programmes and integrating AI-driven risks into standard educational frameworks to better protect and empower young users.

1. Introduction

A total of 29 Safer Internet Centres (SICs) submitted data for the reporting period 1 January – 31 December 2025.

1. Albania
2. Austria
3. Belgium
4. Bulgaria
5. Croatia
6. Cyprus
7. Czech Republic
8. Denmark
9. Estonia
10. Finland
11. France
12. Germany
13. Greece
14. Hungary
15. Ireland
16. Italy
17. Latvia
18. Lithuania
19. Luxembourg
20. Malta
21. The Netherlands
22. Norway
23. Poland
24. Portugal
25. Romania
26. Slovakia
27. Slovenia
28. Spain
29. Sweden

2. Visual summary


European Commission
Better Internet for Kids
AWARENESS-RAISING RESOURCES REACH
07 KEY FIGURES
New resources created
Audio-visual 748
Online tools 694
Offline resources 211
Promotional materials 248
46.5 million
people reached
AWARENESS-RAISING EVENTS REACH
08 OVERVIEW
Over 900,000
people reached
Events (co-) organised by SICs 571
External events 809
Other trainings 3,016
School visits 11,538
SIC COMMUNICATION CHANNEL REACH
09 KEY FIGURES
Most used communication channels:
Website 29 SICs
Facebook 29 SICs
Instagram 27 SICs
YouTube 27 SICs
300
Press releases
Popular themes:
Cyberbullying
Online violence
AI and deepfakes
10 MEDIA EXPOSURE
Online media 10,725
TV & Radio 2,042
Printed press 4,312
2

3. Analysis of awareness data

Within the Insafe-INHOPE network of European Safer Internet Centres (SICs), awareness centres focus on raising awareness and understanding of safer internet issues and emerging trends. They run campaigns to empower children, young people, parents, caregivers, teachers and other professionals with the skills, knowledge and strategies to stay safe online and take advantage of the opportunities that the internet and mobile technologies provide. In this context, they have highlighted various trends and issues, success stories and challenges they have faced during this reporting period.

3.1 Key trends and issues

The following **trends and issues** were highlighted by awareness centre representatives during the reporting period:

- The rapid integration of AI into the daily lives of children has introduced complex risks – including synthetic sexual content, AI-driven grooming, and sophisticated deepfakes – heightening the **need for advanced fact-checking skills and AI-specific media literacy**.
- Significant regulatory shifts and public debate, largely driven by the implementation of the Digital Services Act (DSA) and proposed national bans on social media or smartphones in schools, have created a **demand for clear**, **evidence-based guidance for parents and educators**.
- Persistent threats such as cyberbullying, scams, and online radicalisation remain primary concerns, prompting SICs to focus more on whole-school approaches and peer-led ambassador programmes to **better reach vulnerable groups and address the growing impact on youth mental health**.

3.2 Success stories

The SICs shared various success stories relating to different areas of activity. These included:

- SICs organised many large-scale events and campaigns, reaching large audiences across Europe, and effectively raising awareness on many prominent online safety issues.
- The development of creative and gamified resources, including board games, interactive chatbots, and specialised magazines, provided educators with highly engaging, reusable tools that reached diverse groups of children and young people from kindergartens to vocational schools.
- Collaborations with major telecommunications companies and popular social media influencers allowed SICs to amplify their messaging, reaching audiences on the platforms they use most and promoting a culture of "responsible influencing".
- The expansion of Youth Panels and peer-to-peer mentoring programmes proved highly effective in building trust, enabling young people to lead discussions on emerging risks like AI and cyberbullying within their own communities.

3.3 Challenges

Some challenges were also noted by the SICs, adversely affecting their awareness-raising activities:

- A significant disparity exists between the expanding mandate of SICs (ever-increasing public demand for their services, new responsibilities as trusted flaggers and support actions to implement DSA in the national contexts) and the reality of stagnant funding and staff shortages, leaving many centres unable to meet the overwhelming public demand for resources, school workshops and trainings they typically offer.

- The speed of AI evolution and shifting social media platform trends has outpaced the development of educational curricula, making it a constant struggle to keep guidance technically accurate and relevant while navigating complex national bureaucratic processes.
- Reaching the most vulnerable children and young people, as well as the disengaged parents, remains a challenge for many SICs.

3.4 Reach through youth participation

Recognising the fact that while some centres prefer to work with a small number of young people as a fixed youth panel, others take a broader approach through online events, initiatives, and campaigns, SICs were asked to differentiate between their work with fixed youth panels and general youth participation activities.

In this context, SICs collectively organised a total of **706** youth participation activities with their youth panels in 2025, while another **1,796** activities followed a more general youth participation approach, including other youngsters not necessarily affiliated with the SICs' youth panels.

Through the inclusion of the general youth participation activities in the awareness data questionnaire, a more complete overview of the extent of youth involvement was captured. In total, across the network, the number of children and adolescents involved in youth panels and general youth participation activities is **151,969** in this reporting period. It should be noted that this figure has seen a sharp increase compared to the 41,362 reported for the 2024 period. This was mainly due to a series of general youth participation activities with extensive reach figures reported by four SICs, namely Belgium, Bulgaria, Portugal and Slovakia.

- **Belgium:** Belgian SIC organised 1,028 workshops in fifth- and sixth-grade classes as part of their MAX24/7 and Internet Safe & Fun programmes, reaching nearly 22,000 students.
- **Bulgaria:** In Bulgaria, the SIC project was carried out by a single organisation (Association Roditeli) until the first half of 2024, but two new

organisations (the Bulgarian Family Planning Association (BFPA) and the National Network for Children (NNC)) were added to the project consortium starting in the second half of 2024. Given the additional workforce in the project, and youth participation efforts by all three partnering organisations, over 5,200 children were reached through general youth participation activities during the 2025 reporting period.

- **Portugal:** In 2025, the SeguraNet Challenges initiative demonstrated a high level of participation, involving more than 62,000 students across 455 schools around the country.
- **Slovakia:** The Slovakian SIC also reached a significantly high number of young people (approximately 14,000) across a series of events of their own (i.e., digiPEERS and digiSAPIENS) as well as through participation in major external events and festivals in the country (i.e., Pohoda Festival, Beyond 7 Mountains Festival, and the Europe Day celebration in Bratislava).

Figure 2 provides further information about the participation of children and adolescents in the fixed youth panels by gender and age group.

The received data clearly indicates that a good gender balance is reached within the youth panels across the network. However, it should also be noted that the collection of gender data may be subjective; based on the data collected by the SICs, 289 young people were reported as 'not specified'. We are also aware that some SICs do not collect gender data at all, or rather collect information on preferred pronouns.

In terms of age distribution, youth panels generally involve older children (11-13 years old) or adolescents (14-18 years old), while younger children (aged 10 and under) are less common. To put this in perspective, it should also be noted that all 29 centres reported working with adolescents, while 13 centres (CY, CZ, FR, EL, ES, HR, HU, IE, IT, LT, MT, PT, SI) indicated that they work with 11-13 year-olds and only 4 centres (EL, HR, HU, PT) work with 5-10 year-olds.

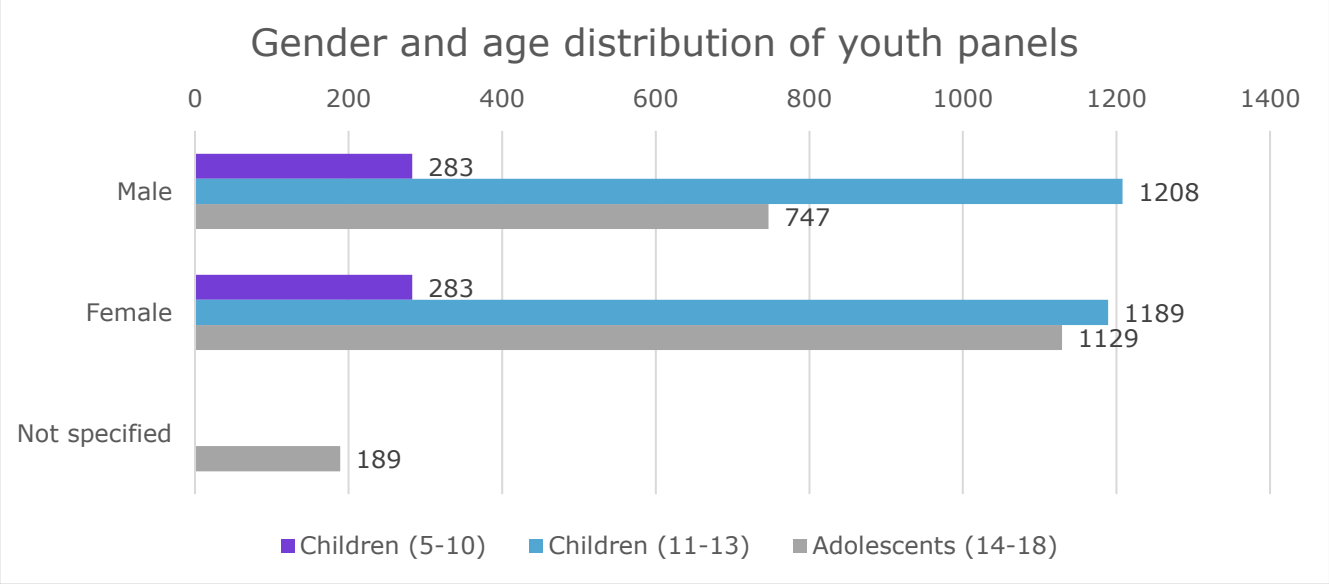


Figure 2: Number of children and adolescents active in youth panels by gender and age groups

Across the network of SICs, the turnover rate ranged from 0.4 per cent to 100 per cent during this reporting period, with an average turnover rate of 47 per cent. This wide spectrum of turnover rate should be analysed carefully with the caveat that various SICs in the Insafe network have significantly different approaches to youth participation activities as well as youth recruitment procedures (e.g. fixed panel models, targeted youth panel for specific activities). .

Finally, it was also evident from the collected data that there is an increased effort across the network to engage vulnerable youth. A total of **8,578** youth participation and awareness-raising activities targeting children in vulnerable situations were organised by SICs. Through these activities, **48,143** young people in vulnerable situations were reached across Europe.

Figure 3 shows the age and gender distribution of the vulnerable children and young people engaged by the SICs during this reporting period.

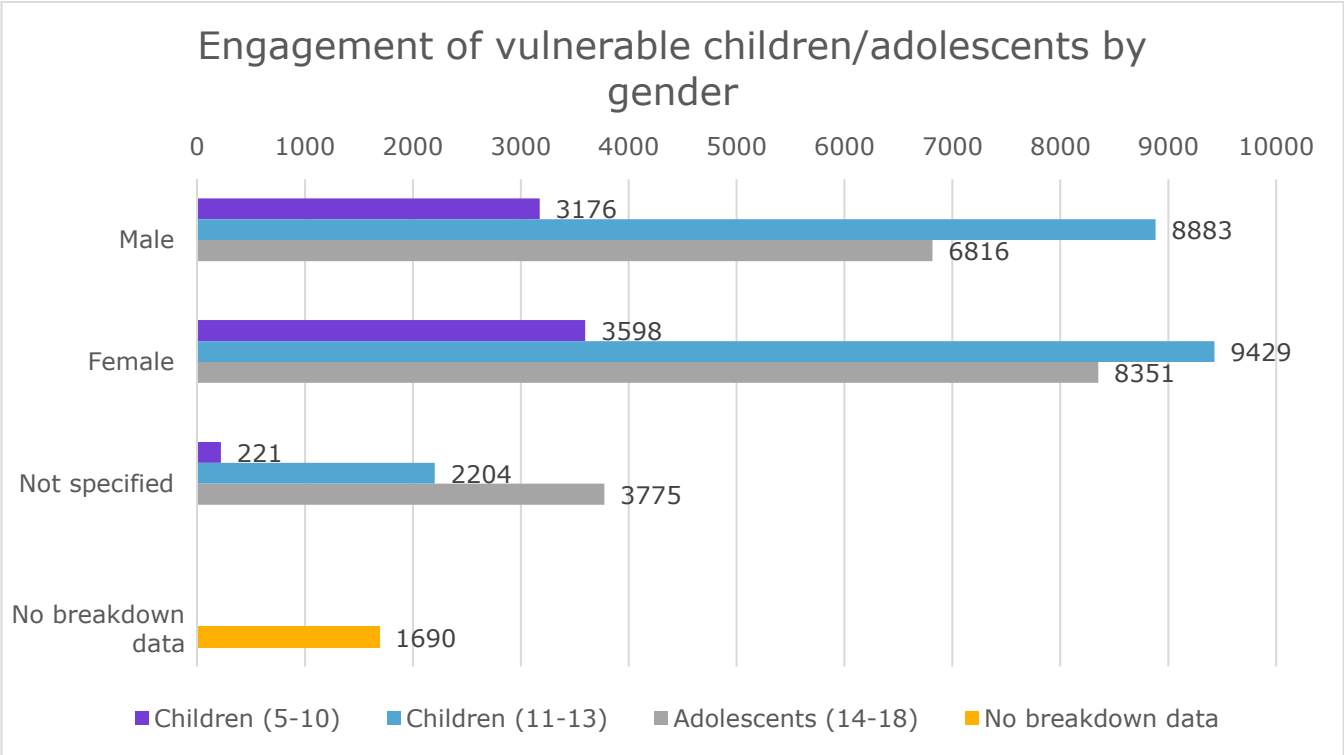


Figure 3: Number of engaged vulnerable children and adolescents by gender and age groups

3.4.1 Methods of reach/impact assessment of youth panel and youth participation activities

SICs across Europe employ diverse methods to evaluate their youth panel activities, ranging from quantitative measures like attendance and reach on social media, to qualitative assessments such as surveys, focus groups, and feedback sessions. They track participant engagement, the integration of youth input into campaigns and policies, and the demonstrable impact on peers, with a focus on fostering confidence, critical thinking, and proactive online safety behaviours. Many SICs are also adapting their approaches based on ongoing feedback and evolving youth engagement patterns.

3.4.2 Success stories

Youth involvement in the development and creation of outreach materials, as well as the active participation of young people during events and activities, was reported by many SICs. Some highlights are as follows:

- **Albania:** In April 2025, the adolescents and young people involved in the youth panel were given the opportunity to participate in a highly significant national-level event in Albania, attended by Prime Minister Edi Rama as well as other members of the Albanian government, and representatives of local authorities from all 12 regions of the country. During this event, children and young people were provided with an unprecedented platform to engage in direct dialogue with the Prime Minister, openly discussing and addressing the key challenges and difficulties affecting children and youth in Albania. The discussions focused on a wide range of critical issues, with particular emphasis placed on online safety and the risks faced by children and young people in the digital environment.
- **Cyprus:** Success stories from the Cypriot SIC include a series of effective youth participation examples. Young people contributed to the event planning of SID 2025 activities and presented key thematic areas. Another milestone was the design and delivery, in English, of a lesson on safe internet use and social media for 6th-grade students, delivered four times in one day. Youth also supported the planning of a two-day training event held in June 2025, aimed at welcoming new members and providing training on safer internet use through creative and recreational activities. Participants developed educational outputs, including podcasts, a newspaper article, sketches, and a short fairy tale, focusing on safer internet use and gender-based disinformation. Members of the youth panel participated in the annual Up To You(th) Festival organised by the Cyprus Youth Organisation in October, where they showcased the educational products created during the June training.
- **Czechia:** In 2025, cooperation with a technical secondary school further developed youth-led educational formats. Students co-created a peer-to-peer learning module on online safety and piloted it with a primary school class. They also delivered two seminars to support pupils' understanding of the compulsory Digital Services Act (DSA) questionnaire. The initiative demonstrated that young people can translate complex digital topics for

younger peers in an accessible, engaging and pedagogically valuable way, with teachers expressing interest in continuing similar cooperation.

- **France:** The French SIC mobilised 40 young people to prepare awareness campaigns on online responsibility for SID 2025, which they presented to an assembly of 200 policymakers, child protection associations, regulatory bodies, and online platforms at the Ministry of Economy.
- **Hungary:** One notable success story from the latest reporting period was the active involvement of young people in high-level public dialogue, particularly through the youth panel "Gyerekasztal" roundtable discussion at the Media and Internet Conference in September 2025. The session engaged multiple youth participants as primary speakers and reached a wide audience both onsite and online. Its success lies in the meaningful empowerment of young voices, placing children and adolescents at the centre of discussions traditionally led by adults and professionals.
- **Italy:** One particularly successful initiative during the reporting period was an awareness-raising activity on the Digital Services Act (DSA) developed together with the youth panel. The initiative started with a dedicated training pathway designed to help young people understand the core principles of the DSA, its relevance for minors' rights online, and its implications for online platforms, content moderation and user protection. Following the training, youth panel members co-created a series of short explanatory videos for social media dissemination, in which young people explained the DSA to their peers using accessible language, real-life examples and peer-to-peer storytelling. This approach proved especially effective in translating complex regulatory concepts into messages that were understandable and engaging for adolescents. The videos reached a large youth audience, generating high levels of views, shares and comments, and were also reused during school-based awareness activities and public events. The initiative demonstrated the value of youth participation not only as beneficiaries, but as active communicators and multipliers of EU digital policy.

- **Slovakia:** One notable success story is the youth panel's ability to bring youth expertise into national public discourse. Panel members provided consultations on the use of emojis as a youth communication code, which was reflected in national media outputs, including a radio programme and a widely read national press article. This demonstrates tangible reach beyond the panel itself and shows the value of youth input for improving adult understanding of youth online culture. Another success was youth representation at the EU level, as two panel members participated in a Youth Policy Dialogue on cyberbullying in Brussels with EU Commissioner Glenn Micallef, sharing first-hand perspectives and youth recommendations for policy and programmes.

3.4.3 Challenges

The challenges cited by SICs primarily revolved around sustaining long-term engagement amid heavy academic workloads and student turnover. Additionally, centres highlighted the ongoing difficulty of ensuring inclusive representation, specifically regarding geographical distance, the recruitment of younger children, and the consistent involvement of youth from vulnerable or disadvantaged backgrounds.

3.5 Reach through awareness-raising resources

For SICs, developing awareness-raising resources is a core activity. This section broadly examines four categories of awareness-raising resources, namely:

- Video games, video spots and other audio-visual messages.
- Websites, online tools, and apps (including online publications and online learning resources, but not the main Safer Internet Centre website).
- Offline awareness-raising resources (ranging from books and other (digital) publications available offline (in print or on CD/DVD) to various other materials which aim to raise awareness).

- Other promotional materials such as gadgets, brochures, leaflets, flyers and pins.

For each of these four categories, SICs were asked to report on the number of new awareness-raising resources developed during the reporting period. Furthermore, SICs were also asked to provide an estimation of the number of old and new resources distributed during the period 1 January – 31 December 2025, as well as the number of people reached. A summary of the total numbers is shown in Table 1 below.

Category	Total number of new resources produced in 2025	Total number of old and new resources distributed in 2025	Total number of people reached in 2025
Video games, video spots and other audio-visual messages	748	3,770	21,934,894
Websites, online tools and apps	694	3,160	12,579,191
Offline awareness-raising resources	211	4,941	2,454,898
Other promotional resources	248	100,730	9,530,872
Overall totals	**1,901**	**112,601**	**46,499,855**

Table 1: Reach through awareness-raising resources in 2025

Furthermore, Figure 4 shows the total number of new resources developed across the network for each target group per category.

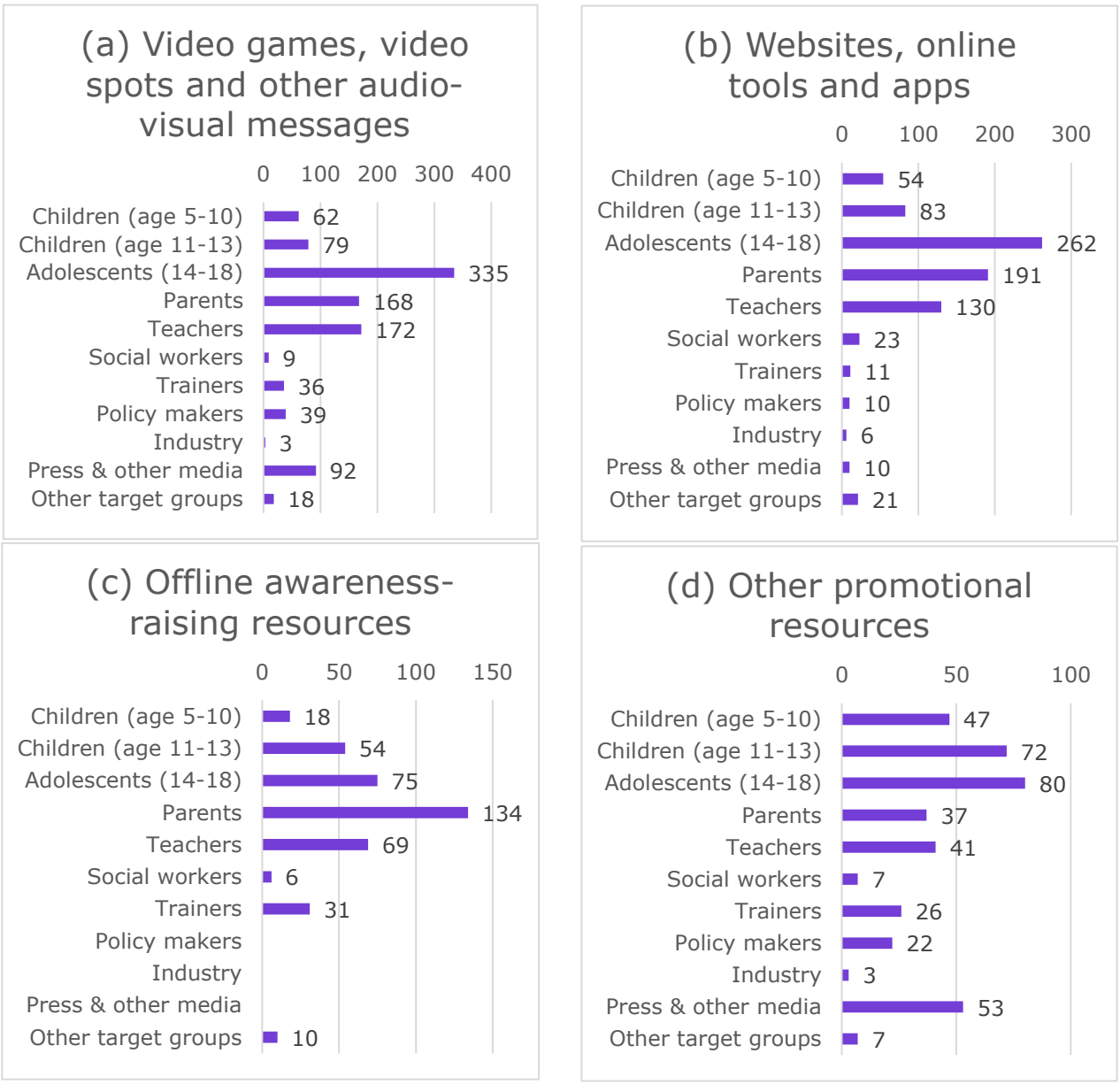


Figure 4: Total number of new resources developed for each target group per category

In addition, Figure 5 shows the total number of old and new resources distributed per category to each target group.

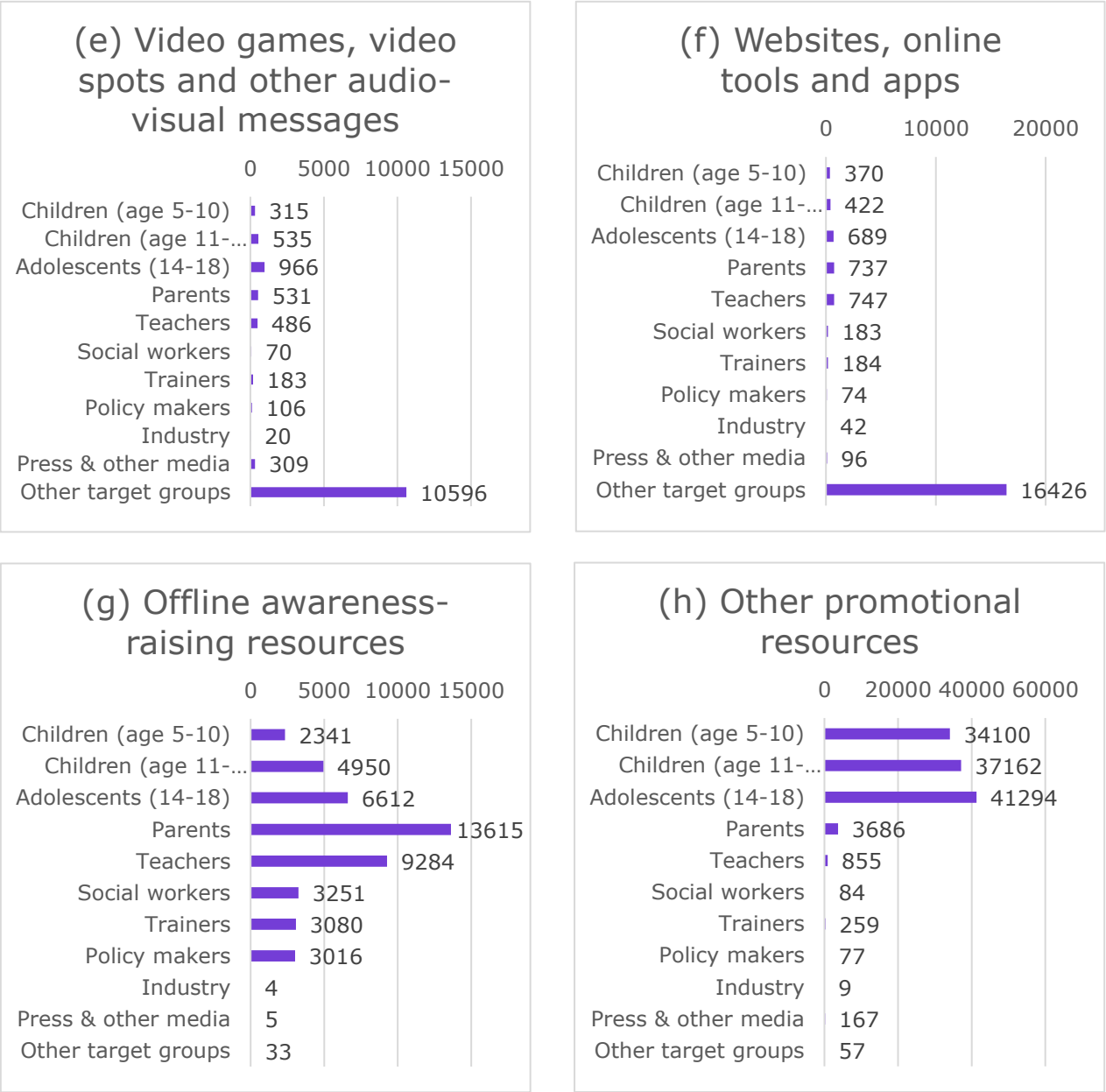


Figure 5: Total number of old and new resources distributed per category to each target group

3.5.1 Methods of reach/impact assessment

SICs report on a variety of methods to measure and evaluate reach and impact, these include:

- For audio-visual materials, online resources and websites, almost all centres mention the use of online statistics tools available on common platforms (e.g.

Google Analytics, YouTube Analytics, social media likes, shares, retweets, and so on).

- For offline resources and other materials, SICs mainly depend on data collected from assessment surveys and polls, as well as the number of offline materials produced and/or distributed.

3.5.2 Success stories

Several success stories related to the reach through awareness-raising resources were highlighted by SICs during this reporting period:

- **Croatia:** Through cooperation with A1 Croatia, the Croatian SIC contributed to the development of "Conversation Starter" cards for parents, designed to support and encourage conversations with children. The cards were distributed free of charge and achieved high visibility and engagement, supported by a strong reach and positive response across social media channels.
- **Estonia:** During this reporting period, the assessment criteria of the learner digital competence model was updated to reflect the rapid development and increasing educational impact of artificial intelligence. The update ensured that the assessment framework remains relevant, future-oriented and aligned with current digital learning environments. Special attention was given to AI-related competences, including responsible use, critical evaluation of AI-generated content, ethical considerations and data protection. The update supports schools and teachers in assessing learners' digital competence in a consistent and future-proof manner. Additionally, an e-course for schools entitled "Development of digital competence of students" was developed and piloted. The course targets grades 4–6 and focuses on the systematic development of learners' digital competence, with digital safety as a transversal theme. The course is available for all teachers to increase their capability to develop students' digital competence.
- **Greece:** The Greek SIC mentioned the high impact of their awareness videos shared by well-known public figures, who helped them reach a much wider

audience. A video shared by actress Vaso Laskaraki reached around 150,000 views, while another video shared by social media personality Vasia Golfinopoulou reached approximately 17,000 views. These results are very positive for online safety content, as they show strong interest and engagement from young people, parents and the general public.

- **Ireland:** The "Prepare Protect Thrive" video by the Irish SIC, Webwise, was shared as part of media campaigns in 2025, including via paid media promotion on YouTube, video on demand (VOD), and social media. The video gained more than one million views and had a significant impact in raising awareness of both the key message about algorithms and online influences, and Webwise resources more generally.
- **Latvia:** The Latvian SIC developed the "Guidelines for the use of AI in elementary and secondary education". which was downloaded more than 7,000 times and reached over 33,000 views on social media. It became one of the most successful resources of the Latvian SIC, highly appreciated by many educators and public bodies. The launch event for the resource gathered prominent speakers from responsible ministries and other organisations.
- **Lithuania:** The Lithuanian SIC produced coloured pencil sets using an ink stamp to decorate the boxes with the SIC branding, which reduced the environmental impact and made the items feel more handmade. It was also a fun activity for the youth panel members to stamp these gifts for the participants of the Safer Internet International Summer Camp initiative of the SIC.

3.5.3 Challenges

During this reporting period, some challenges were noted by the SICs in regard to awareness-raising resources:

- One SIC noted that creating high-quality video content (scripting, editing, and producing) is resource-intensive, making it difficult to produce quickly and in large quantities.
- Two SICs have also noted the impact of financial constraints and funding issues on the resource production and dissemination.
- One SIC noted challenges related to the rapid evolution of online platforms and trends leading to difficulties in keeping various resources up to date.
- There was also a mention by one SIC that certain trendy formats, specifically YouTube Shorts, may not provide long-term success or value. Related to that, another SIC noted that maintaining audience attention is difficult on social media where competition for views is constant.
- One SIC reported that reaching parents remains a struggle because they rarely seek out digital safety information proactively.
- In one particular case, it was noted that national regulations regarding targeting minors make it difficult to reach young people through promoted/paid content.
- One of the SICs highlighted that while analytics such as views and reach may be easier to track for some resources, it is difficult to systematically measure whether the resources actually change real-world habits at home or among peers.

3.6 Reach through awareness-raising events

Throughout the reporting period, SICs organised and/or participated in a range of awareness-raising events. The following figures refer to all offline activities (excluding Safer Internet Day) in which a large group of people was invited or mobilised to make them aware of safer internet issues (for example, conferences, receptions and fairs).

More specifically, differentiation is made between events (co-) organised by SICs and external events (not Insafe/INHOPE events) in which centres were invited to talk about awareness-raising activities. Additionally, SICs organised various school visits and other training activities, online and offline, for various target groups to educate them about a range of safer internet-related issues.

Category	Total number of events	Number of people reached
Events (co-) organised by awareness centres	571	480,921
External events	809	N/A
School visits	11,538	448,497
Other trainings	3,016	
Overall totals	**15,934**	**929,418**

Table 1: Reach through awareness-raising events

Figure 6 shows the reach through various awareness-raising events (excluding Safer Internet Day activities). Figures are given in total numbers reported per target group for each type of event.

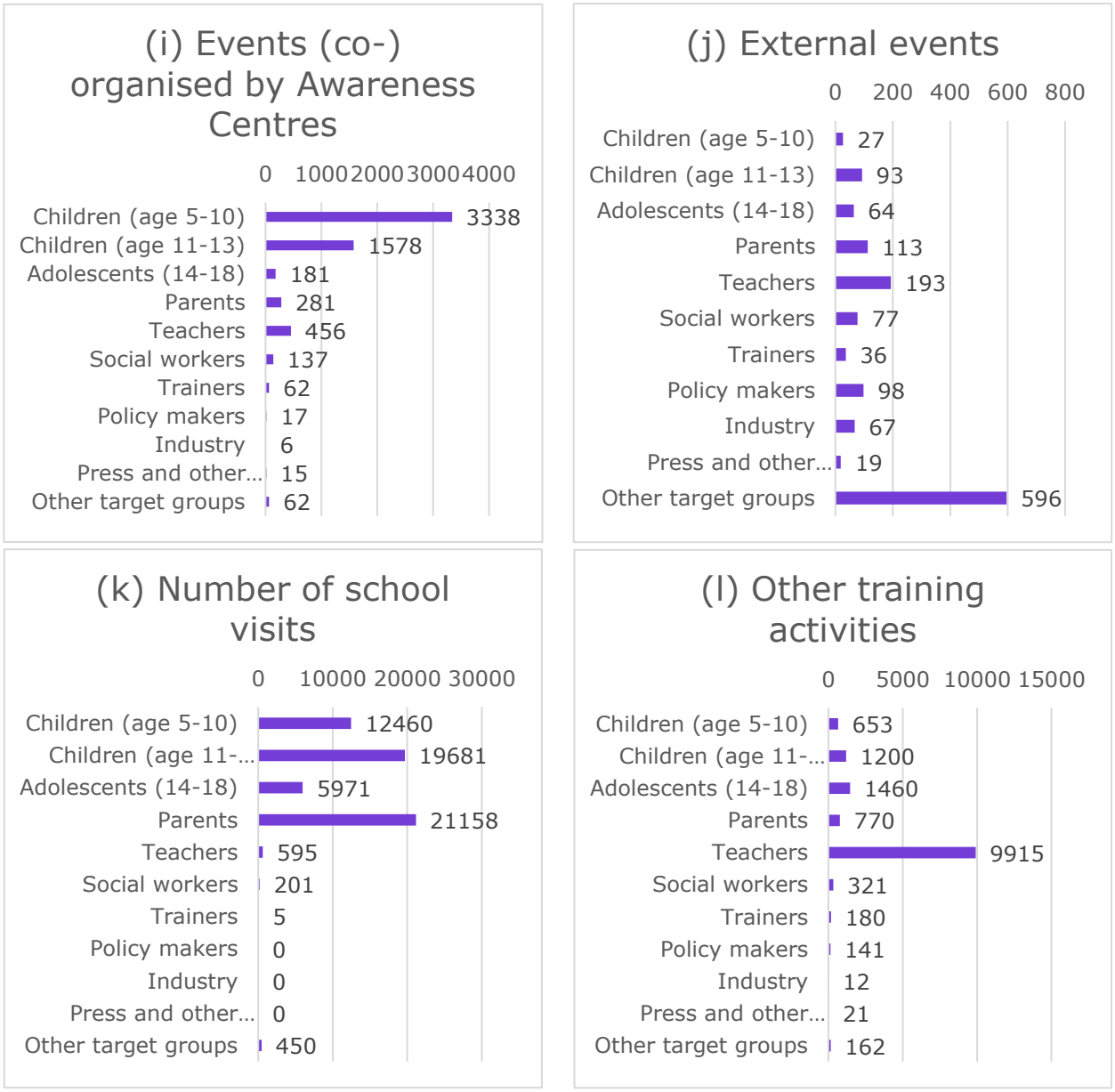


Figure 6: Reach by target group per event

3.6.1 Success stories

A significant number of participants were drawn to a variety of events, meetings, and conferences organised by SICs. In addition, numerous national and non-governmental organisations, along with industry partners, extended invitations to SICs to participate in their conferences, events, and training sessions as speakers or trainers. Furthermore, SICs reported that various groups – such as police force members, librarians and social workers – showed an increasing interest in the Safer Internet Centre's activities.

Some highlights of the success stories of such events are as follows:

- **Cyprus:** The Cypriot SIC noted their participation in the second edition of the CYberSecurity for All Festival as a success, as it received a strong response from the public, attracting around 250 students and hundreds of visitors. This provided the SIC with the opportunity to inform a large number of individuals about internet safety and to promote its helpline services.
- **Finland:** SuperDigiSchool, an online education programme where schools register for a live broadcast focusing on various themes of online safety, reportedly achieved exceptionally high participation numbers and received very positive feedback from participating teachers and young people.
- **France:** The French SIC had the opportunity to present its programme at UNESCO, where it specifically showcased its initiatives targeting parental involvement in digital education. This event brought together various international stakeholders and key players in the field of digital parenting. It was a unique chance to share the SIC's experiences and raise awareness about the importance of empowering parents to guide their children's online activities. By participating in this global discussion, the SIC reinforced its credibility and strengthened its position as a leader in promoting online safety and digital literacy in France.
- **Luxembourg:** In April 2025, the Luxembourgish SIC, BEE SECURE. participated in a Council of Europe conference in Strasbourg dedicated to the

mid-term evaluation of the 2022–2027 Strategy for the Rights of the Child. Its contribution addressed key digital challenges in protecting young people online, including data protection, AI, safe technology use, and issues such as sexting, sextortion, and cybergrooming. The conference brought together international partners as well as the Minister of Education, Children and Youth. Additionally, at the TED AI conference in Vienna in September 2025, BEE SECURE led a workshop on AI companions, underlining its commitment to addressing emerging risks linked to artificial intelligence and user protection. This workshop will also be adapted and offered in a Luxembourgish context in 2026.

- **Portugal:** As part of the Centro Internet Segura (CIS) Roadshow in central Portugal, the Portuguese SIC implemented nine activities across six kindergartens, involving a total of 231 children. The sessions stood out for their pedagogical and interactive adaptation of two key resources: "ZigZaga na Net. Navegar a Cores", a colouring book on cyber-hygiene practices for children, and "Mum, Can I Use Your Phone?", a guide for parents on positive digital parenting. A total of 240 copies of the book were distributed to school libraries, and 600 copies of the guide were distributed to local health centres, promoting an integrated approach involving families, education, and health. The same strategy was followed during the implementation of the CIS Roadshow in the north and Lisbon area, with the delivery of 3,800 copies to local health centres.
- **Spain:** The #ExperienciaINCIBE mobile initiative has brought cybersecurity training to various locations in Spain, especially rural areas with less access to educational resources. With a practical and engaging approach, including activities such as escape rooms and interactive workshops, it has achieved a high level of participation. High scores in satisfaction surveys and recognition from local authorities underscore the success of this community-based awareness model.

3.6.2 Challenges

Very few challenges were mentioned by SICs in terms of outreach through events. Those that were highlighted included budgetary constraints, managing high demands, and finding experts, trainers or other relevant speakers.

3.7 Reach through own communication channels

SICs use different online and offline channels to communicate with their various target groups, including:

- The SICs' main websites, for main communication and outreach activities.
- Communication via social media channels, which continues to be increasingly important:
  - All 29 SICs reported that they use Facebook, while 27 SICs[2] actively use Instagram.
  - LinkedIn and X (formerly Twitter) are commonly used as well, with 19[3] and 10 SICs[4] respectively using these platforms.
  - A smaller group of SICs also reported using other platforms such as Snapchat (3 SICs[5]) and TikTok (7 SICs[6]).
- YouTube is also very popular in the network, with 27 SICs[7] using the platform and 23[8] of them running a channel. A total of 9,110 videos have been made by SICs and are available on YouTube, of which around 685 videos were added during this reporting period. All videos have been viewed, in total, approximately 26.9 million times, while new video content created during this reporting period accounted for approximately 5.6 million of that total.

[2] SICs using Instagram: AL, AT, BE, BG, HR, CY, CZ, EE, FI, FR, DE, EL, HU, IE, IT, LV, LT, LU, MT, NL, NO, PT, RO, SK, SI, ES, SE.
[3] SICs using LinkedIn: AL, BE, BG, HR, CZ, DK, FI, FR, DE, EL, IE, IT, LU, NL, NO, PT, SK, ES, SE.
[4] SICs using X: AL, CZ, FR, EL, IE, LV, LU, PT, SI, ES.
[5] SICs using Snapchat: AT, LU, NO.
[6] SICs using TikTok: AL, AT, BG, FI, IE, LU, PT.
[7] SICs using YouTube: AL, AT, BE, BG, HR, CY, CZ, DK, EE, FI, FR, DE, EL, HU, IE, IT, LT, LU, MT, NL, PL, PT, RO, SK, SI, ES, SE
[8] SICs running a YouTube channel: AL, AT, BE, HR, CY, CZ, EE, FI, FR, DE, HU, IE, LT, LU, MT, NL, PL, PT, RO, SK, SI, ES, SE

- A total of 300 press releases were published during the reporting period. In terms of content, the main themes covered topics such as cyberbullying and online violence, media literacy and digital education, AI and deepfakes, as well as awareness-raising campaigns and events.

3.7.1 Media exposure

SICs are responsible for ensuring that their resources and activities are picked up by various media organisations. Hence, Figure 7 gives an overview of the total number of press and media items about SICs during the reporting period, in each of the indicated media types.

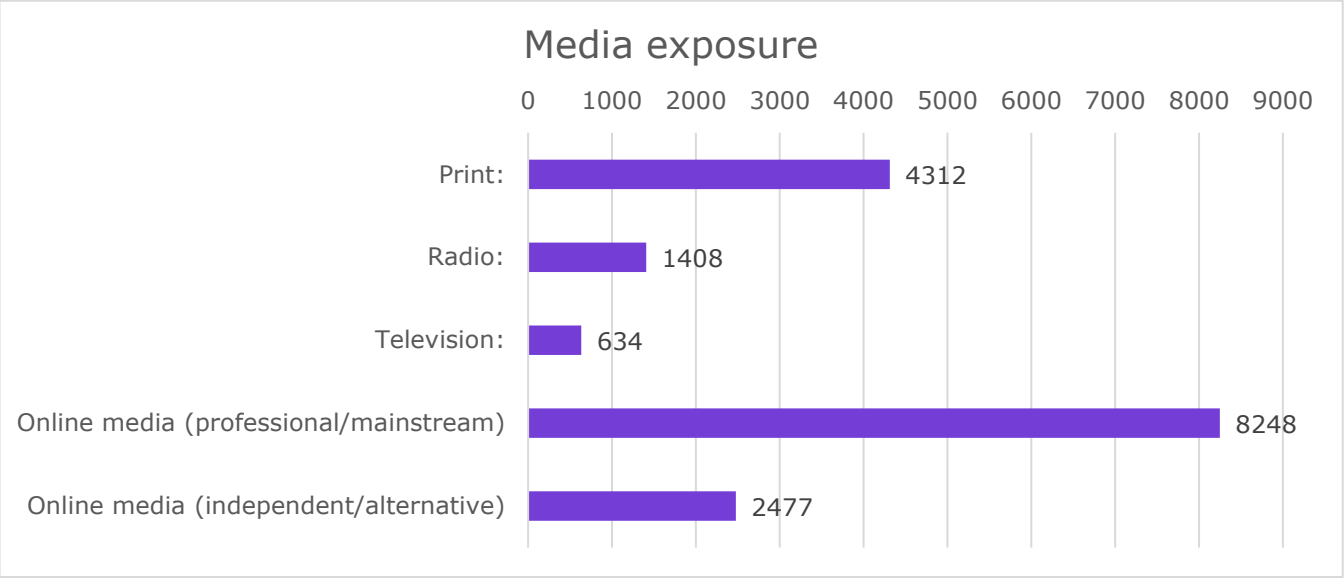


Figure 7: total number of media exposure by different media types

Top themes covered in media exposure were:

- Cyberbullying and online harassment.
- Social media use.
- Child sexual abuse material (CSAM), sexting, and grooming.
- National awareness campaigns.
- AI literacy and emerging risks.
- Digital well-being, screen time, and mental health.

4. Concluding highlights

During this reporting period, Assessment Platform (AP) submissions from SICs indicate positive progress. Many centres have shared a range of success stories across various activity areas.

Some key trends can be summarised as follows:

- As was the case in the previous year, cyberbullying and online harassment were a prominent theme across the SICs' agendas. The majority of the centres noted various activities, resources or events that focused on this topic. Other topics such as digital literacy and media literacy, especially in the context of recent developments in the AI technology, as well as persistent threats such as sexting, sextortion and grooming, were also recurring topics reflected in the work of the SICs.
- The number of people reached through awareness-raising events (807,656 in 2024 to 929,418 in 2025) and awareness-raising resources (35,452,242 in 2024 to 46,499,855 in 2025) has also increased during this period.
- Several SICs highlighted activities and success stories focusing on raising public awareness of the Digital Services Act (DSA).

In summary, the annual Assessment Platform reporting mechanism for awareness and youth participation activities remains a useful exercise to map the current engagement and reach of SICs. Moreover, it gives a clear overview of current activities at the national level and allows the Insafe Coordinator to pinpoint trends and issues reported by the SICs, which will provide a framework for capacity-building activities and resources put in place for the network.

Further information on awareness activities can be found at https://better-internet-for-kids.europa.eu/.

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