

M08 - A.DaVinciS._CJ – project summary

NGO Name	Asociatia The Da Vinci System / (The Da Vinci System Association)
Project Title	WebTectivii / (WebDetectives)
Budget	€15,000
Target Group	91 events organised with 1914 participants (all validated and unique). Validated participants: - 1044 children and 584 parents – beneficiaries of information sessions; - 256 teachers – beneficiaries of training sessions; - 30 experts – beneficiaries of good practice exchange and networking sessions; - 4 school units from rural and urban areas in Cluj County;
Project objectives	Project duration: 11 months (01.03.2025 – 31.01.2026) – 2 months prolongation General Objective: Raise awareness among children about the abuses they can fall victim to, especially in the online environment, by developing a game that supports understanding and awareness of such issues, and by building a community of parents, students, teachers, and civil society members who will constantly act as protectors of children and mentors of good. Specific Objectives: 1. Develop a healthy school environment focused on the best interests of the child by creating a School Council with representatives from 4 schools, 2 public institutions, and 3 NGOs, who, through training, will become resource for schools in child protection. 2. Train teachers to become mentors for internet safety for the children in their care. 3. Inform and raise awareness among parents, led by teachers from the School Council for Child Protection, and have students participate in 'WebDetectives' game workshops to help them avoid online abuse and become aware of available protection tools.
Project activities & results	- Training session with 37 decision-makers (teachers and experts) to create the Arieș Child Protection Council, an inter-institutional body composed of teachers from 4 partner schools, NGOs working with children, and representatives of public institutions active in the field; - Local Forum on Internet Safety, an event with 60 decision-makers (teachers and experts) on internet safety and on validating and optimizing the “WebDetectives” game and other tools developed; - Development of 2 non-formal education tools for children's internet safety: 1 casefile-type game called “WebDetectives” and 1 online game on the web platform; - Campaign of 5 training sessions with 131 teachers on the two tools and on the toxic myths and stereotypes that lead to victim-blaming and favouring the aggressor; - Campaign of 49 “WebDetectives” game sessions organized by trained teachers with 1044 children; - Campaign of 34 meetings with 582 parents about cyber abuse, how to prevent it, recognize its signs, and manage situations their children face in a psychologically correct way; - Conference for “WebDetectives” game launching with 60 participants; - Online campaign reaching over 28500 cumulative views on social media and website (March 2026) to raise awareness about cyber abuse by developing and distributing 10 professional video materials; - Dedicated Webpage: regular project progress posts with other 2800 views on the project posts. - 10 partnership agreements with 2 public institutions, 4 NGOs and 4 schools;
Publications promotion	- 1 detective-style casefile game 'WebDetectives' (Detective's File). “The first non-formal education auxiliary made is the physical game itself, an atypical and MEGA appreciated publication, structured as a practical investigation on the spot. The file contains “evidence” simulated according to the digital reality, such as screenshots of suspicious discussions, fake social media profiles, maps and tax receipts. This material has replaced the theoretical lectures, with a huge success, causing children to deduce for themselves and understand the manipulation tactics of online predators in an engaging format.” - 1 online game on the web platform: “The second auxiliary made is the digital extension of the game, hosted directly on the project's web platform. This interactive publication was specifically designed to test and reinforce the knowledge that students have assimilated, with slice-of-life scenarios in which they decided how the character should interact to be digitally safe.” - WebDetectives – Facilitators’ guide: “We developed this detailed methodological support that explains to teachers how to effectively facilitate an activity with the “WebDetectives” (Detective's File) and offers them alternative game scenarios, guaranteeing them total autonomy to reuse the folders.” - 10 Professional Videos (PSA): “We successfully produced and distributed 10 Public Service Announcement (PSA) video spots, designed as social ads with a strong emotional impact, addressing toxic myths and stereotypes related to internet safety. (over 28500 cumulative views in March 2026).” - Teacher guide in the Digital World: “Brochure with the school's responsibilities in the field of child protection. It clarifies the responsibilities and role of the school in protecting children on the Internet. It dismantles the myths according to which online safety is only a matter of the family or of computer classes and offers teachers practical teaching methods to naturally integrate this subject into the classroom. - Child and Internet Safety Leaflet and Child online safety map “mark the alarm signals of stress related to potential abuse and offers parents a practical tool to teach their children to think critically.” - After movie video: “The clip captures the atmosphere, involvement, and real enthusiasm of the children during the workshops – emotions that a written text cannot convey as well – becoming our main tool for promoting the effectiveness of non-formal education to the general public!” (made with savings”). - Project Impact Report: “It is an extensive digital publication aimed at documenting the success and innovation of the entire project, digitally disseminated to collaborators.” (made with savings).”

	- Promotional materials: folders, workbook, diplomas, stickers for various events - Dedicated project webpage; 4 posts on local mass-media; 19 posts on project Facebook profile
Best of ... (grantee quote in narrative report)	"1. The "WebDetectives" game and its digital support (we are extremely proud of it!). Without a doubt, the central innovation of the project is also our greatest achievement. We managed to replace the classic moralizing, which often does not reach children, with a practical and captivating experience of the investigation file type. The children received evidence simulated to reality and were put in the role of detectives. This approach was MEGA appreciated precisely because it generated huge enthusiasm in the classroom: the students did not just passively listen, but deduced, investigated and organically internalized how to avoid digital traps. We organised practical group activities, on-site investigations. The students received a confidential physical file directly on their desks, containing realistically simulated evidence, capturing key points of danger on the Internet (suspicious discussions, fake social media profiles and dangerous links). The actual application in the classroom generated extraordinary enthusiasm, from the youngest to the oldest. Organized into teams to unravel the mystery, the children were so captivated by the scenario that their level of involvement exceeded any expectations: many got completely into the role and brought their own magnifying glasses from home to analyse the evidence! WebDetectives transformed safety education from an obligation into an adventure! 2. Paradigm shift among teachers. Another extraordinary element was the real impact on the over 130 trained teachers. We consider this activity extremely successful because it produced a profound change in mentality: the teachers understood the mechanisms of abuse and gave up the reflexive tendency to blame the victim, becoming an empathetic support for their students. Moreover, we managed to completely change the way they look at non-formal education. They realized that it is not just a simple "game", but a real, tested and extremely effective solution for the serious problems they face, transforming themselves into true mentors. 3. Coagulating the community ecosystem. An absolute WOW success was the project's ability to bring together sectors that, unfortunately, often work too dispersedly. We successfully brought together 4 partner schools, 4 NGOs with diverse expertise, and 2 public institutions. By operationalizing the "Aries Child Protection Council" and organizing the Forum, we demonstrated that the safety of minors is not just an isolated issue of the school or parents, but a community mission. We broke down institutional barriers, creating a perfectly aligned support network to act in the future."
Sustain-ability (grantee quote in narrative report)	"1. The developed game that will remain in schools. Without a doubt, the most sustainable result is the physical game kit. Each partner school received its own copies of the "WebDetectives" folders, which thus became permanent teaching resources in their inventory. Absolute proof of multiplication appeared right during the implementation: one of the partner schools (which has both a middle school and a high school structure) was so impressed by the impact of the methodology that it extended the application of the game to high school classes, on its own initiative! In the future, teachers will continue to use these kits year after year, naturally integrating them into guidance and counselling classes. 2. The ecosystem of educational resources. We have grouped here all the other developed auxiliaries, which work together as a guarantee of sustainability. The Teacher's Guide is the "piece de resistance". It provides teaching staff with the scenarios and autonomy necessary to replicate the activity with new generations, without depending on training. The game digital extension and the 10 PSAs remain permanently online. They will be able to be used in the long term as support materials whenever the topic of online child safety is addressed. 3. "Aries Child Protection Council". Beyond physical or digital materials, the most profound sustainable result is the change in mentality at the macro level. We managed to coalesce the entire community around online child protection. Basically, we created a solid culture of involvement, breaking down institutional barriers, so that all these actors, regardless of the sector they come from, came to the clear and assumed conclusion: "Yes, the safety of minors on the internet is our job too!". By formalizing this network, we guaranteed that this proactive attitude would last, transforming prevention into a mission supported by a common front in the long term." "The project was, for our team, an experience that exceeded all our initial expectations, being a truly WOW journey from the first activity to the end. We managed to deliver the resources at a much higher quality than we planned, investing a lot of passion in every detail of the kit and support materials. The most surprising and exciting aspect, however, was the community's reaction: immediately after the launch conference, we started receiving calls from other schools in the area that were not part of the project, excitedly asking us how they could also get the game for their students. This unexpected feedback gave us an extraordinary confirmation of our work and positioned our association as a generator of high-value educational resources in the area."
Children/ participants' involvement feedback (grantee quote in narrative report)	"Students, organized into teams, participated in investigation game sessions using confidential physical files with simulated "evidence" (screenshots, conversations, fake profiles). By analysing evidence to elucidate a fictional disappearance case, they practiced their critical thinking and deduction, organically learning to identify and avoid the tactics of online predators. Students responded well to the "mystery to solve" format. By analysing simulated evidence, they organically learned to identify dangers, practicing their critical thinking in a safe environment, without feeling "predicated." "Parents were very receptive to discussions about victim blaming, understanding the importance of not punishing a child who has misbehaved online, but rather managing the situation calmly. They gained a better understanding of what online dangers are and are not, and how to manage them."

	“We trained teachers, observing a major shift in mindset: they went from seeing online safety as something complicated and outside the curriculum, to taking it as their own responsibility. They embraced non-formal education as both a fun and enjoyable activity for students and as a real solution to problems.” “Participants to the Forum really pulled the session in the direction they needed. They didn't just sit and listen, but they opened the discussions about the platforms that the children often use (TikTok, YouTube, Roblox, Discord, Instagram) and explained concretely what they see there every day. They brought up the real problems: aggressive anonymous messages, exclusions from groups, image pressure, time lost in "infinite scrolling", the difficulty of convincing parents to intervene in time. They formulated the challenges they want to overcome themselves - how to properly document an incident, how to explain to a child why they should report online irregularities, how to turn passive witnesses into active help - and clearly said where they feel they lack confidence in action. We shortened some theoretical explanations and went more into practical examples and concrete testing of intervention settings and steps. The main interventions of the participants outlined the value of the forum beyond what we had prepared: a. Active involvement in solving the case: Participants organized themselves into mixed teams and collaborated to follow the “digital traces” and reconstruct the scenario of the risky challenge, formulating hypotheses and extracting alarm signals together. b. Teachers “in the role of students”: Teachers changed their usual posture and took the place of students, asking many questions to understand how they can identify and prevent online dangers – a sign of actively assuming the role of multipliers. c. Confirmation of the need for non-moralizing forms: Interventions that compare the mystery game format with “presentations that children get bored with” validate the change in educational paradigm.
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