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Newsletter - June 2026

Dear Reader, welcome to our newsletter!

We are happy to share with you the latest updates from our journey to transform informatics education. In this edition, you'll find:

- Key findings from our teacher training programme
- Our latest blog articles

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What we learned from our training



Between mid December 2025 and late January 2026, we ran a training programme for teachers across 10 European countries to help them prepare for the next phase of our project: testing our learning materials in real classrooms. More than 160 teachers took part, and 131 of them completed a final survey to tell us how it went.

The training was designed to introduce teachers to our approach to teaching informatics, as well as to the learning activities and materials we have developed. The sessions included hands on activities, group discussions, and practical exploration of the materials. In many countries, teachers also had the chance to reflect on how the activities could be adapted to their own subjects, students and classrooms.

The training gave teachers the space to start feeling ready to bring these new approaches into their teaching, while raising real concerns such as time pressure, fitting the materials into existing curricula and the needs of their students.

What did teachers think?

The feedback was clearly positive. Most teachers agreed or strongly agreed that the training was relevant, useful and helpful for the upcoming classroom testing. They particularly valued how the approach connected to real teaching practice and how adaptable the materials felt.

One of the most encouraging findings is that the training helped teachers think differently about the role of digital tools in education, particularly in supporting students' problem solving and critical thinking skills. Teachers did not see the materials simply as technical resources but as genuinely useful tools for their everyday teaching.

That said, the results also revealed an important nuance. Feeling positive about the training did not always translate into feeling fully confident about putting it into practice. Teachers were a little more cautious when it came to developing their own creative ways of using the materials, or applying some of them without extra support. In other words, the training built strong initial enthusiasm and understanding, but moving from preparation to actual classroom use still calls for further support.

What do teachers still need?

Beyond the survey results, teachers shared valuable insights into what would help them succeed once classroom testing begins.

The most common request was for more time: time to plan, to adapt materials to their local curriculum and to fit new activities into already busy school schedules. This was the single most frequently mentioned challenge.

Teachers also asked for more practical examples, such as detailed lesson guidance, real classroom scenarios and materials translated or adapted to their local context. This shows that teachers are genuinely interested and want extra support to bring it to life in their own classrooms.

A third theme was the need for ongoing support. Teachers told us that a single training session is not always enough, and that follow up conversations, opportunities to exchange experiences with peers, and access to a support network would make a real difference.

Finally, teachers pointed to practical conditions that also matter, such as having the right equipment, reliable internet access and suitable classroom spaces.

Why this matters for our project

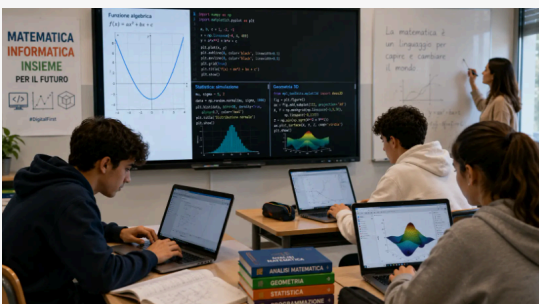


This training phase confirmed that our approach and materials are well received by teachers across very different school systems in Europe. It also gave us a clear and honest picture of what is needed to make the upcoming classroom testing successful.

Most importantly, it showed us that getting teachers ready is not a simple yes or no question. It is a gradual process that involves understanding new ideas, feeling pedagogically aligned with them, becoming comfortable with new materials and gaining the confidence and support needed to bring them into the classroom.

This training was a vital step in laying the groundwork for the next phase of our project: seeing these ideas come to life in classrooms across Europe.

Latest news



Rewriting the Equation: Better Mathematics Through High School Informatics

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Engaging the Logical Mind: Informatics in the Italian Middle School

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Meet our partners



Our project consortium consists of 15 organisations including universities, teacher training centers, primary and secondary schools, NGOs, and a public body from Belgium, Bulgaria, Croatia, Cyprus, Finland, Greece, Italy, Lithuania, Portugal, Slovenia, and Spain.

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All Digital AISBL
Rue des Deux Églises 14
1000 Brussels
contact@company.com

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