Developing the eSafety Label

The journey so far

European Schoolnet

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Foreword

In every country, we see the increasing adoption of exciting and engaging technologies to support the learning of young people. Educational institutions are investing in the hardware, software and in their teaching professionals' skills to increase the technologies' effectiveness. In addition, technology is becoming ever more deeply embedded in the management and administration of those educational institutions.

It has also become increasingly clear that the adoption of these technologies brings with it a whole new range of challenges in ensuring its safe deployment. However, just as education establishments, from kindergartens to colleges, are striving to meet the challenge of effectively managing the technology and the young people's access to it, the world is changing. Many young people are now carrying with them, in school and outside, access devices with more power than most schools owned in totality only a few years ago. With it, they are linked to social network sites, building their own online communities and creating and sharing their own content.

As a result, schools and parents can no longer impose all-encompassing restrictions on the use of technology, locking it down to protect young people. The research presented in this report raises important questions. What can the schools do to address these issues? What help do they require? How can they help each other, learning from colleagues' effective practice elsewhere? How can they most effectively support parents? And how can schools judge whether their practice is really effective and measure its development over time?

It is to provide answer to these questions and set in place a self-sustaining framework of accreditation and support that we have developed the eSafety Label – a European-wide school support service. This is a major step forward in the drive towards developing and maintaining high standards of eSafety. We hope that this report will provide a good understanding of the background to this ambitious project and its development roadmap.

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Chair of European Schoolnet

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Executive Director, European Schoolnet

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1 Please note - Any references to 'Belgium' in this report should be taken to mean specifically 'Belgium-Flanders'

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Executive Summary

Introduction

ESafety is a continuously evolving concept encompassing the skills, attitudes and behaviour of users online and also the content they access and the online context in which they work. Recognising the growing needs of schools for assistance to manage their use of technology, a number of leading technology companies and Ministries of Education have joined forces with European Schoolnet to address the gap in a true multi-stakeholder fashion and this joint commitment has given birth to the eSafety Label initiative.

The ultimate aim of the project is to bring schools into a 'virtuous circle' which will be built on a multi-stakeholder partnership. This will, in turn, enable them to take up the vast and complex challenge of eSafety and become proactive in addressing it. Concretely, the objective is to pioneer the development of ready-for-use tools that can be easily taken up by schools across Europe and beyond. These tools will enable them to monitor and improve their eSafety skills and policies with added opportunity to achieve a widely-recognised eSafety Label accreditation.

Progress to date

PHASE 1 - DESKTOP RESEARCH

This initial research phase was carried out early in 2011 in seven countries, Austria, Belgium (Flanders), Estonia, Italy, Spain, Portugal and the UK. It involved researchers working with the purpose of mapping the gaps and the initiatives already in place in terms of eSafety. These researchers constituted the Working Group. At the same time, a Steering Committee was set up comprising the representatives from industry and Ministries of Education. Together with this Steering Committee, EUN identified three target levels around which the eSafety state of play was to be researched. They were:

- Policies and practices
- Education and training
- Infrastructure and technology

This Phase was completed by the end of April 2011.

PHASE 2 - STRUCTURED INTERVIEWS OF STAKEHOLDERS

A number of key stakeholders were identified in the Phase 1 desktop research. Building on these contacts, Phase 2 comprised 40 stakeholder interviews in six pilot countries, Austria, Belgium (Flanders), Estonia, Spain, Portugal and the UK. A question matrix was provided by European Schoolnet and interviews were conducted within schools with heads of school, Information and Communication Technologies (ICT) coordinators, teaching support staff, students and parents and also school inspectors and psychologists.

The objective was to test ideas in these areas:

- Schools' needs in terms of eSafety
- The services the eSafety Label should entail
- How it should operate on the ground

It was also important that the following variables should be taken into account:

- Gender and age of respondents
- Public vs. private schools
- Urban vs. rural schools
- Vocational vs. general education establishments

This stakeholder research phase was completed by May 2011.

PHASE 3 – BUILDING THE PROTOTYPE

This phase was originally intended to comprise quantitative online survey of 10,000 respondents to validate further the results of the previous two phases of research and to develop the preliminary specifications for the online assessment tool and for the modules. However, in a meeting with project stakeholders following the completion of Phase 2, European Schoolnet proposed to replace the survey in Phase 3 by a small-scale pilot in a limited number of schools that would involve the development and the testing of the web-based self-assessment and of a number of support modules. The rationale for this approach was based on the richness of the data collected from the stakeholder interviews which made the originally planned survey less relevant at this stage of the project. The stakeholders agreed with this change of approach and, as a result, speedy progress was made towards developing and reviewing prototypes of the assessment and eSafety community support system.

PHASE 3 – THE PILOT PROGRAMME

The plan is for four to six schools to take part in seven countries, with the programme running from February to July 2012. The profile of participating schools is aimed to be as wide and representative as possible, starting with schools with little to no knowledge of implementing eSafety, and ranging right up those that rank highest in this field. Other variances include the age range of pupils, from kindergarten to senior school, location i.e. rural and urban, school type and size, and level of ICT resources.

The initial pilot will run for six months and then the programme will be rolled out to a wider range of schools in those countries at the start of the next school year. At the same time, a pilot programme

will be started in schools in a further set of countries. At each stage, the programme and its provision will be reviewed and developed to reflect lessons learnt.

CONCLUSIONS AND RECOMMENDATIONS

A number of issues and challenges have been identified so far by the project. Recommendations for addressing them cluster around providing support which takes into account variations of countries, schools and culture, is flexible to meet current and future challenges and which has widespread impact beyond the school. Issues and recommendations include:

- **National variances**

  The research phases of the project have identified the many national variances in areas such as infrastructure, regulatory systems and cultural attitudes, amongst others. We recommend that the architecture of the portal is developed with a sufficient level of flexibility to ensure that future changes, based on experiences of actual use, can be made cost-effectively.

- **Evolving technologies and their use**

  The trend towards use of access devices by young people will continue and this is increasingly taking place outside school. Ongoing commissioning of relevant resources will be required and it will be important to develop methodologies for measuring their impact. We also recommend support for the development of eSafety curricular modules which address the opportunities and risks of mobile technology in forms relevant to different age groups. There is also a need for more materials that schools can share with parents.

- **Visibility of the eSafety Label Programme**

  There are many calls on the attention of school management and parents. We recommend an assessment of the impact of other accreditation programmes to minimise any potential overlap and also the development of a three-year marketing programme to continue to raise the profile of the eSafety Label.

1 Introduction

Setting the scene

ESafety is a continuously evolving concept encompassing the skills, attitudes and behaviour of users online and also the content they access and the online context in which they work. ESafety is a major challenge for schools and families; it is strongly influenced by infrastructure, regulatory parameters and incident-handling as well as by the knowledge, skills, training and support given by and to teachers, other staff (psychologists, social workers, etc.) and parents.

The relatively recent emergence of social media and the proliferation of user-generated content has increased the challenge and raised growing concern across Europe, especially in areas outside of the traditional remit of schools. It calls for highly specialised knowledge such as informational security and data protection, privacy and rights on images.

The Initiative

Recognising the growing needs of schools for assistance to manage their use of technology, a number of leading technology companies and MoEs have joined forces with European Schoolnet to address the gap in a true multi-stakeholder fashion and this joint commitment has given birth to the eSafety Label initiative. This has involved:

- active participation in the steering committee and the researcher working group throughout all phases of the project to ensure that needs of school remain the top priority in the initiative
- collaboration with MoEs in choosing the pilot schools
- ongoing interaction with MoEs so that they can map progress of the pilot along with other steering committee members

The ultimate aim of the project is to bring schools into a 'virtuous circle which will be built on a multi-stakeholder partnership. This will, in turn, enable them to take up the vast and complex challenge of eSafety and become proactive in addressing it. Concretely, the objective is to pioneer the development of ready-for-use tools that can be easily taken up by schools across Europe and beyond. These tools will enable them to monitor and improve their eSafety skills and policies.

The Approach

The project will provide a rigorous, evidence-based framework that will support schools in shaping a holistic approach that links successful existing initiatives and develops a culture of responsible use amongst pupils, teachers and other school staff. The school-based pilot phase will help to develop better the nature and type of eSafety services to be provided to schools. This phase relies on a sound methodology grounded in preliminary desktop research, stakeholder interviews and a controlled period of testing of the portal, the assessment system and accompanying services. In a sound constructivist process, each stage of the project builds on the findings of the previous one.

2 Phase 1
Desktop Research

Austria

Belgium-Flanders

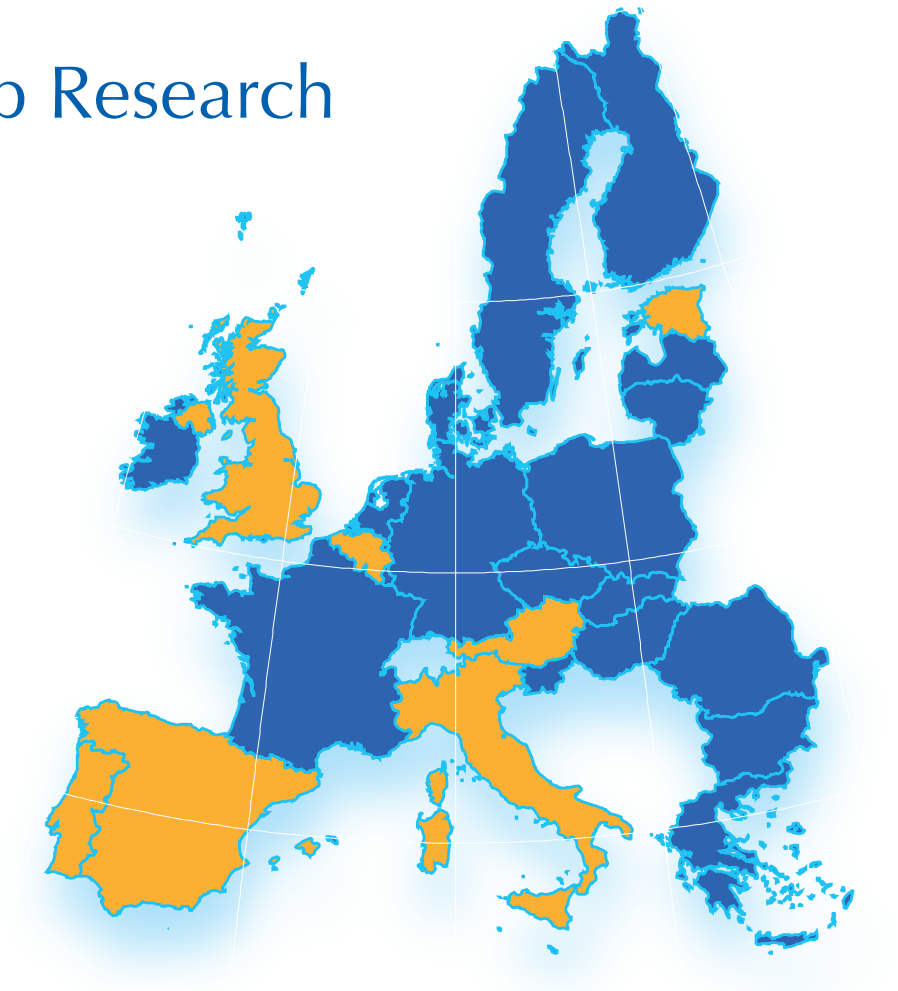
Estonia

Italy

Portugal

Spain

UK



Prevalence of esafety risks

ESafety risks are often closely related to the amount that children use information and communication technologies (ICT) and this varies depending on the country. For example, 82% of 9-16 year olds in Estonia go online "every day or almost every day" compared to 70% in the UK, 60% in Italy, 58% in Spain and 55% in Portugal[2]. Nevertheless, ICT usage is rising in all countries, increasing the potential exposure of children to online risks. These risks can be classified in terms of content-related risks (in which the child is positioned as recipient), contact risks (in which the child participates, if unwillingly) and conduct risks (where the child is seen as an actor).[3]

CONTENT RISKS

Content-related risks can take many forms including exposure to violent images, self-harm material, racism or hate speech. However, the content risk most identified by researchers from the seven EU pilot countries covered in this first research phase was exposure to sexual images and sexual messages online.

2 *Livingstone, S., Haddon, L., Görzig, A., and Ólafsson, K. (2011), Risks and safety on the internet: The perspective of European children. Full Findings. LSE, London: EU Kids Online, page 25*

3 *Hasebrink, U., Livingstone, S., Haddon, L., & Ólafsson, K. (2009), Comparing children's online opportunities and risks across Europe: Cross-national comparisons for EU Kids Online. LSE, London: EU Kids Online. 2nd ed. Retrieved, from http://eprints.lse.ac.uk/24368/*

Levels of exposure were largely related to levels of usage in different countries. 29% of Estonian children report having seen sexual images online in the last 12 months compared to 7% in Italy, just half the EU average of 14%. When it comes to sexual messages, 19% of Estonian children say they have received such messages compared to 4% in Italy.

In most of the seven countries, a significant proportion of children are bothered or upset by such content. For example, 26% of Italian children that receive sexual messages online are bothered by them, which tallies closely with the EU average of 25%.

Although Austrian children appear to be less bothered or upset by inappropriate content, researchers in Austria underline that "the ability to critically assess the nature and source of online content is an important issue that needs to be addressed".

Furthermore, researchers in Portugal note that parents tend to underestimate the level of exposure of their children to sexual content. Just 4% believe their children have seen sexual images online although 13% per cent of children report having done so.[4]

CONTACT RISKS

The most frequently mentioned contact risk by researchers from the seven countries is face-to-face meetings with strangers who children first met on the Internet.

9% of EU children admit to having had such meetings but there are considerable national differences. 25% of Estonian children and 16% of Austrian children have met up with a stranger that they first encountered on the Internet, whereas the figure is just 5% in Portugal and 4% in Italy[5] and the UK.

Researchers also note that in Belgium, as many as one in five children report having come into online contact with a grown-up pretending to be a youngster.

In addition, researchers in Estonia report an alarming level of ignorance among parents of their child's online contacts. 25% of Estonian children say they have met online contacts offline but only 11% of parents believe this has happened. Indeed, this underestimation on the part of parents is true of all the countries studied, except for Italy[6].

CONDUCT RISKS

The most common conduct risks mentioned by researchers in the countries covered by this report are privacy issues, data protection, copyright infringement and cyberbullying.

Most of the researchers point to the growing popularity of online social networks as one of the main reasons for these increased risks.

Estonia has the highest occurrence of privacy and data protection issues with 18% of children experiencing personal data misuse in the last 12 months[7]. This may be due to higher levels of

4 *Livingstone, S., Haddon, L., Görzig, A., and Ólafsson, K. (2011), Risks and safety on the internet: The perspective of European children. Full Findings. LSE, London: EU Kids Online, page 53*
5 *Op. cit., page 86*
6 *Op. cit., page 90*
7 *Op. cit., page 101*

Internet usage but researchers in Estonia also note that 27% of children have published their home address or phone number on their profile. The problem of irresponsible conduct is not unique to Estonia. In Spain 22% of social network users believe they can publish any picture or video.

Almost all countries have seen an increase in copyright infringement. In Belgium as many as 80% of youngsters admit to having downloaded illegal content such as music, and appear unaware of the consequences of these acts.[8]

Cyberbullying, although a problem, is not as prevalent as face-to-face bullying.[9] For example, in the UK, 8% of children say they have been bullied online, compared to 21% who report bullying in all forms.

The level of parental ignorance of cyberbullying is concerning. For example, researchers in Estonia note that 68% of parents whose child has been bullied online were unaware of it.[10]

Policies and practices

ESAFETY GOVERNANCE MODELS IN PLACE AT NATIONAL LEVEL

All of the seven countries covered by this first research phase have policies or initiatives to encourage the use of ICT in education. However, few of them have a clearly defined national policy on eSafety in education.

The three possible exceptions are Austria, Estonia and the UK. The Austrian national government has issued a handbook covering such issues as data protection, copyright issues and netiquette. It also ensures that media literacy and online safety are taught as cross-curricular subjects. In Estonia, there is an optional ICT curriculum for eSecurity that requires schools to provide students with a secure online environment and promote safe behaviour online. In the UK, the focus on eSafety has predominantly been part of the wider safeguarding agenda. In 2007, the Government commissioned an independent review[11] into the risks children face online, and this has resulted in the creation of a UK council and strategy for child online safety[12].

Countries like Italy, Portugal and Spain tend to rely on private/public consortiums or civil society organisations to lead in raising awareness and promoting eSafety in schools. However, the variety of initiatives and organisations involved in implementing these means that monitoring and evaluation at the national level is often difficult.

In Belgium and Spain, control of education has largely been handed over to regional governments, meaning that national eSafety policies or regulations are constitutionally problematic.

8 *Walrave M., Lenaerts S. & De Moor S. (2009), Cyberrisks: confrontatie en omgang met risico's. In J. Bauwens, e.a. (edit.) Cyberteens, cyberrisks & cybertools: tieners & ICT: risico's & opportuniteiten. Gent, Academia Press, pages 77-190*

9 *Livingstone, S., Haddon, L., Görzig, A., and Ólafsson, K. (2011), Risks and safety on the internet: The perspective of European children. Full Findings. LSE, London: EU Kids Online, page 63*

10 *Op. cit., page 68*

11 *Dr Tanya Byron (2008), Safer Children in a Digital World. The Report of the Byron Review [http://www.education.gov.uk/ukccis/about/a0076277/the-byron-reviews]*

12 *UK Council for Child Internet Safety (2009), Click Clever Click Safe: The first UK Child Internet Safety Strategy [https://www.education.gov.uk/publications/standard/publicationdetail/page1/DCSF-01100-2009]*

ESAFETY MODELS IN PLACE AT REGIONAL LEVEL

In general, the governance model for education at regional level is largely determined by the constitutional structure of the state concerned. For example, in Austria, Belgium and Spain, regional governments have considerable power in education whereas in Italy and Portugal, the national government takes precedence.

In countries where regional governments are influential in terms of education, a fair number of initiatives have already been launched at regional level to educate children in the safer use of ICT. A notable example is the government of Flanders in Belgium, which has set up programmes to teach primary and secondary students the safe, responsible and effective use of ICT. It also publishes eSafety literature and has set up a website with a section on eSafety. However, researchers in Flanders note that an evaluation of the impact of such material has still to be carried out.

In the UK, the majority of local authorities are members of their Regional Broadband Consortia (RBC). RBCs were originally responsible for rolling out broadband connectivity to all schools in their area, but many have evolved to offer a variety of services such as eSafety teaching and learning materials, filtering and monitoring, security and forensic applications, learning platforms and software licensing.

ESAFETY GOVERNANCE MODELS IN PLACE AT LOCAL LEVEL

In all of the countries covered by this phase of the research, school authorities have at least some autonomy in adapting and implementing their curriculum and ICT policy. However, with the possible exception of Austria, it is not clear whether eSafety issues are taught on a general basis in all schools.

Many schools also have an ICT coordinator but his or her role is often limited to technical security issues rather than an educational role. Guidance to schools in the UK has advocated the role of an eSafety Coordinator and a multi-stakeholder eSafety Committee in schools (consisting of staff, parents and pupils), although it is unknown how many have adopted this approach.

With the possible exception of Portugal and Estonia, most countries have mechanisms for involving parents and carers in school decisions. However, it is less clear whether these decisions relate to eSafety. In very few cases are schools held to account for their eSafety policies.

WHAT IS THE LEGAL FRAMEWORK FOR ESAFETY?

Most of the seven countries have a legal framework governing basic eSafety issues such as data protection, privacy and copyright. However, in other areas of eSafety the situation varies from country to country or is unclear.

In Portugal, researchers report that the country also has specific legislation covering issues like cyberbullying and grooming, while in the UK, crimes such as harassment, bullying, cyberstalking and grooming are covered by a variety of legislation. Flanders in Belgium has no legislation on grooming. Spain has recently introduced the new offence of “Cybercrime” but it is not clear what this encompasses. Austria and Italy have laws governing child pornography on the Internet. Interestingly, researchers note that Estonia does not believe in filtering because access to the Internet is considered a human right.

Education and training

FOSTERING DIGITAL LITERACY SKILLS WITHIN SCHOOLS

In all countries covered by this study, there have been attempts to foster digital literacy skills in schools. With the exception of Italy, which seems to rely on generalised literacy campaigns, most countries include ICT skills as part of their curricula.

However, the level of integration varies. In the case of Austria, Flanders in Belgium and Portugal, digital literacy is taught in all subjects whereas in Estonia it is only included in some subjects. In the UK, flexibility in the delivery of the national curriculum means that eSafety may be taught as discrete lessons or embedded within other subject areas. The decentralised nature of education in Spain means that it is difficult to generalise about ICT integration in school curricula.

Effective monitoring and impact assessment of the teaching of digital literacy skills is absent in most countries. In Portugal, researchers report that digital skill targets exist, which students are required to achieve. In Flanders, school audits evaluate the effort of schools in this area but not their impact; a poll is however planned for 2012 to assess the achievement by students of the ICT-related learning objectives. In Estonia, there are plans to introduce monitoring and assessment of the digital skills of students. In the UK, there is no formal assessment of eSafety awareness or digital literacy skills, although the researcher notes that this will typically be monitored by classroom-based activities and assessments. In Austria there is no monitoring and in Italy and Spain the situation is not clear.

AVAILABILITY OF ESAFETY TEACHING MATERIAL AND RESOURCES

With the exception of Italy, where researchers observe a lack of resources, a good variety of eSafety teaching material seems to be available in most countries.

Resources range from simple brochures and pamphlets to videos and online digital games. In the case of the Spanish autonomy of Asturias and of Flanders, specific modules are also available for different age groups, while in the UK, a particular suite of resources[13] covers primary schools, secondary schools, parents and carers, and trainee teachers.

Researchers in Spain, Flanders in Belgium, Estonia and the UK also confirm that all three types of eSafety risk are covered. However, in most countries the focus is mainly on Internet-related risks with little concern shown about use of mobile devices.

In Estonia there is some attempt to evaluate the material but in general this does not seem to be the case. This is perhaps because the materials are often produced by many different organizations and with different objectives.

STAFF GUIDANCE ON PROFESSIONAL CONDUCT RELATED TO DIGITAL TECHNOLOGIES

Austria, Portugal, Spain and especially Flanders in Belgium appear to offer their teachers continuous professional development training in the use of ICT. However, it is unclear how much of this training is on eSafety issues and the training is not compulsory. Spanish school teachers are offered salary

13 Childnet International, Know It All (KIA) [http://www.childnet-int.org/kia/]

incentives to participate and schools in Flanders receive an earmarked budget for the training. As with many other aspects of eSafety in the UK, much of the drive in this area comes from the wider safeguarding agenda. There is a requirement for staff to receive refresher safeguarding training every two years, which will typically touch upon eSafety issues also.

In Estonia, schools have to have their own support system. However, researchers note that only half the schools have a trained ICT teacher and instead rely on a voluntary network of teachers and ICT specialists who give occasional lectures to parents and teachers.

In Italy and Austria, occasional technical and pedagogical training is available but no formal guidance is given on how to handle eSafety issues at school.

Apart from Estonia's voluntary network, Asturias in Spain has a community of school staff where ICT issues can be discussed and best practice shared. The Asturias community is an online platform. In the UK, the Safetynet[14] mailing list exists as an online forum to discuss and share information to support the development of good eSafety practice within education, and a helpline for professionals[15] has recently been launched which can be accessed by email and telephone.

The ability of teachers to handle eSafety issues has not been evaluated in the countries studied and researchers generally assess teachers' ability as low.

ARE PARENTS AND CARERS INFORMED OF THEIR RESPONSIBILITIES?

In most countries covered by this research, parents are not highly involved in or informed about eSafety in schools.

Information for parents exists in Flanders in Belgium, Italy and Spain but the involvement of Spanish parents is judged as insufficient. In Estonia, there is some parent involvement but researchers note that parents lack sufficient information on eSafety and in Portugal parents only receive information if they ask for it. In Austria, parents are engaged via the school community committees on which some representatives of parents sit.

In the UK, there have been many initiatives and resources developed for parents and carers, but anecdotal evidence (particularly from schools) suggests that it can be difficult to engage parents on this issue. Conversely however, research[16] indicates that most UK parents talk to their children about what they do on the Internet (74%), making this the most popular way to actively mediate children's Internet use, with the highest prevalence for younger children.

In Spain, some schools provide eSafety information on their websites and in Estonia only a minority do. In other countries the situation is not clear.

Austrian parents are required to sign an Acceptable Use Policy (AUP) covering their children's use of ICT. In Austria and Spain, agreements about the use of children's photos are common but not mandatory and in Flanders parents sign a general document on school policy but not specifically on ICT use. In the UK, the situation varies from school to school.

14 Safetynet mailing list [http://lists.education.gov.uk/mailman/listinfo/safetynet]

15 Professionals Online Safety Helpline [http://www.saferinternet.org.uk/helpline]

16 Livingstone, S., Haddon, L., Görzig, A., and Olafsson, K. (2011), Risks and safety on the internet: the UK report. LSE, London: EU Kids Online. [http://www2.lse.ac.uk/media@lse/research/EUKidsOnline/EUKidsII%20(2009-11)/Participating CountriesUK Report.pdf]

Infrastructure and technology

THE STATE OF SCHOOL HARDWARE AT NATIONAL / REGIONAL LEVEL

Schools in all the countries covered by this report have desktop or laptop computers available; printers and digital cameras are also common. More advanced ICT such as whiteboards are available in Estonia, Flanders, Italy, Portugal, Spain and the UK.

There is also an increasing tendency in countries like Austria, Spain and Portugal for students to use notebooks, netbooks or mini laptops. However, in Italy the equipment appears to be older.

There is considerable variance between countries in terms of the ratio of computers to students. For example, there is an average of one computer for every two Portuguese students, one for every five Spanish students, one for every 10 in Estonia and Flanders and in Italy there is only one computer for every 15 students. In the UK, there is one computer for every seven pupils at primary level and one computer for every three pupils at secondary level.

Within most countries there are also differences in the availability and age of ICT equipment depending on the size of the school and whether the school is primary or secondary level, although there are no discernable patterns. For example, in Flanders more computers are available at secondary level while in Spain and Portugal, individual laptop provision has been targeted at primary students.

HOW ARE SCHOOL NETWORKS AND INTERNET CONNECTION MANAGED?

In most countries studied, every school has an Internet connection of some sort. However, in Italy 20% of schools are still not connected and in Flanders in Belgium 3% of secondary and 5% of primary schools are not connected.

The quality of connection varies between countries. For example, in Portugal every school has broadband and Wi-Fi access and in Flanders 9 out of 10 schools have broadband and a third have wireless access. However, in Estonia rural schools have slow connection speeds and only 30% of schools have Wi-Fi, although new initiatives are expected to improve the situation. In other countries the situation varies or is unclear.

The general tendency is for individual schools or groups of schools to contract their own service provider. However, schools in Portugal, in Italy and Asturias in Spain have a centralised Internet connection, at least for school administration purposes. In the UK, most schools receive their Internet connection from the Regional Broadband Consortium (RBC) via their local authority, as reported above.

Whatever the type of Internet connection, most schools have an ICT coordinator or reference person in charge of managing the network. In the UK, the level of support varies considerably between primary and secondary schools however, with secondary schools typically having a much higher level of technical support.

In terms of firewalls and filtering systems, practices vary considerably across the countries covered by this research.

SOFTWARE USE IN SCHOOLS

There is an increasing tendency among the countries studied for schools to use free software including Open Office, Linux operating systems and open source products from Sun Microsystems. Nevertheless, licensed products like Microsoft Windows and Office or Lotus are still the most common in most schools. Specialised educational software is also used in Flanders in Belgium and to a less extent in Italy and Spain.

In Portugal, all licensing agreements are provided centrally by the Ministry of Education. However, in most countries, monitoring licensing agreements is the responsibility of the school director or the ICT coordinator, although guidance and support, including procurement frameworks, has been developed centrally for this purpose in the UK.

There are few general restrictions on the types of software or web services that schools may use, although in Portugal the virtual world website Second Life is prohibited.

At school level, there are a variety of methods employed to restrict the downloading and installing of software. In Estonia and Portugal, this is done by limiting such privileges to specific system administrators, although in Estonia students can still download from their memory sticks. In Spain, “freezer” tools are becoming increasingly popular. In Austria, Flanders, Italy and the UK, practices vary according to the school. However, interestingly in Austria, students are themselves sometimes given roles as junior network administrators.

DATA SECURITY IN SCHOOLS

Italy and Asturias in Spain have very centralized information backup and security systems for school data. However, in most other countries schools decide their own policy. In Estonia, Flanders in Belgium and Portugal, there is no general approach to data security or data backup. In Austrian, Flemish and UK schools, some advice on data security in schools has been published but in most cases schools are not obliged to apply the advice.

In most schools, an ICT coordinator or IT supervisor manages data security, with the head teacher or school director ultimately responsible. However, in Italy there is no specific person in charge of managing data security.

There is insufficient information to draw generalizations about the use of filtering systems or virus protection in the countries studied.

Observations from participating researchers

CONCLUDING REMARKS

The concluding remarks made by researchers in each individual country report on eSafety in schools reflect differing levels of satisfaction with the current state of play.

Researchers in Austria, Flanders in Belgium and Portugal were broadly satisfied. Nevertheless, those in Flanders said there was still not enough evaluation of the effectiveness of eSafety measures and Austrian researchers noted that regulation of the extent and content of eSafety training was lacking.

Likewise, the researcher in the UK felt that much had already been achieved in this field, but that there is still more to be done. The UK reporter also noted that current initiatives such as the development of a new national curriculum and new inspection framework may present key opportunities to further progress the eSafety agenda in the UK.

Researchers in Italy and Estonia were less satisfied. It was observed that Italy still lagged behind in the provision of new technology in schools while in Estonia the knowledge of eSafety issues needed to be improved at every level.

In addition, researchers in Estonia noted that cultural and religious factors influence conceptions of eSafety. For example, there is strong resistance to filtering because access to the Internet is seen as a human right and a broad acceptance of nudity in the society should be taken into account when defining sexual content on the Internet.

RECOMMENDATIONS

There were a variety of recommendations from the authors of the seven Phase 1 country reports.

Further training for teachers was called for by researchers in Austria, Estonia and Portugal.

Greater involvement and education of parents and/or the community in eSafety issues was recommended in Italy, Portugal and Spain.

More eSafety resources and equipment were called for in Estonia and Portugal, and in Estonia this, as well as training, were seen as more effective than further restrictions and regulations.

Researchers in Flanders made a particular plea for more rigorous evaluation of the effectiveness of existing eSafety measures and for more evidence-based approaches to the development of future measures.

The UK researcher outlines the challenge of moving towards a ‘managed risk’ approach to going online, recognising that children and young people need to develop their own resilience in the online world, balanced against the natural caution of schools and parents in this respect.

3 Phase 2
Structured Interviews with Stakeholders

Austria

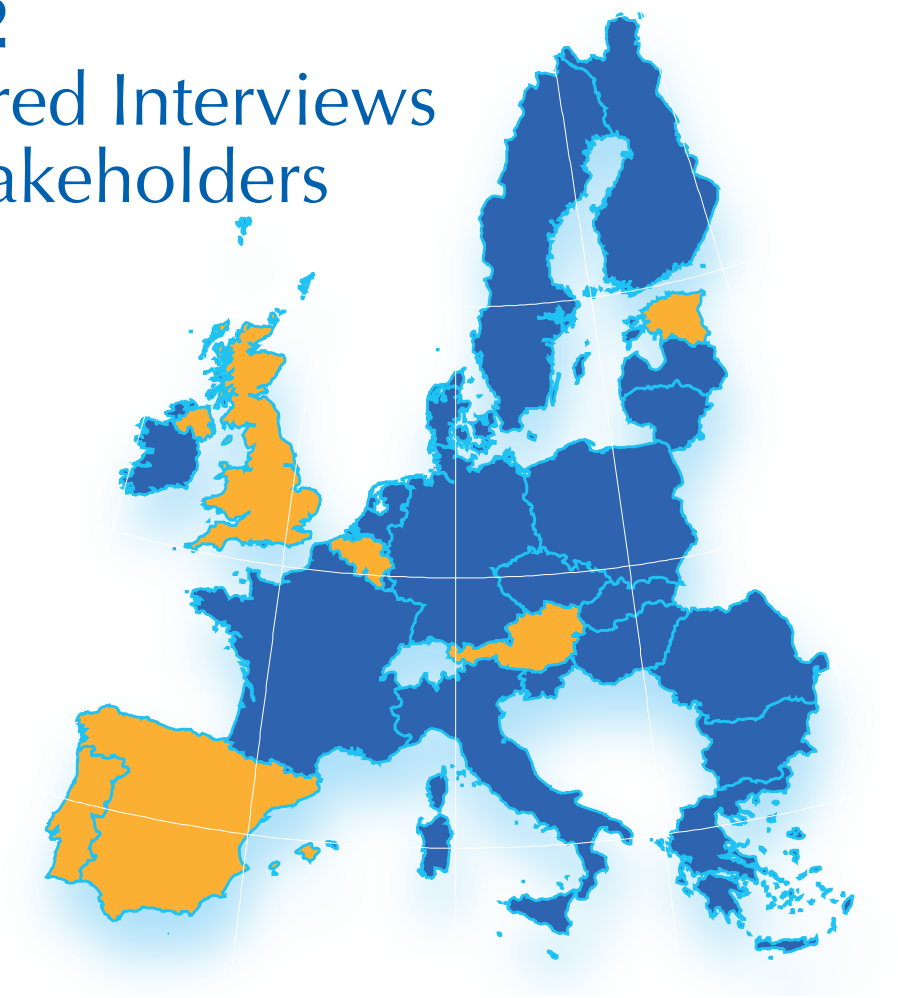
Belgium-Flanders

Estonia

Portugal

Spain

UK



School needs in terms of esafety

POLICIES AND PRACTICES

None of the six countries where the structured interviews took place had national or even regional eSafety policies, regulations or agreed practices for schools. Although respondents in most countries stressed the need to adapt eSafety practices to individual schools, the vast majority recognised the absence of general eSafety policy and practices as a disadvantage.

In all countries, respondents reported that individual schools tended to develop their own policies and regulations, but with mixed success.

School policies related to ICT were inclined to focus on technical issues such as the use of filters, firewalls, access passwords and antivirus programs.

Guidelines or regulations concerning other eSafety issues such as cyberbullying, sexting or personal information disclosure do not seem to exist or are tailored to dealing with incidents rather than

preventing them from happening in the first place. Even advice about dealing with eSafety incidents is scarce when it comes to incidents between students that occur outside school.

Seemingly, school policies tend to focus on prohibitions and restrictions rather than educating students to think for themselves and use critical judgement.

Awareness of the full range of eSafety risks appears low and respondents in Estonia and Flanders both stressed the need to involve parents in the development of any new regulations or policies.

EDUCATION AND TRAINING

Most respondents from the countries studied reported that eSafety education and training in schools was either non-existent or ad hoc and not consistently followed up.

The eSafety education available also tended to be technical and framed around restrictions. Teachers in many countries complained about a lack of resources and teacher training to engage students pro actively in the development of critical thinking when using ICT. Teachers in Austria stressed the need for practical exercises to impress on students that their eSafety skills are not as good as they think.

There was also a widespread feeling that better resources and material were needed to ensure that eSafety issues were integrated into existing subjects, rather than dealt with in isolation.

In Estonia and Portugal, the eSafety knowledge of teachers was judged to be very low, and elsewhere there was general recognition that older teachers found it difficult to integrate eSafety issues into their classes. With the exception of some schools in Estonia, nowhere was eSafety training compulsory, and respondents everywhere recognised that more teacher training was needed.

Awareness-raising of eSafety risks among parents was viewed as particularly difficult by many respondents, particularly those in Flanders, Spain and the UK.

INFRASTRUCTURE AND TECHNOLOGY

Respondents from the vast majority of countries in this study expressed broad satisfaction with their school's technological infrastructure. The only exception was Estonia, where those interviewed were concerned that the technology available for monitoring ICT use was inadequate.

However, on closer examination, some of the satisfaction of respondents was due to their relatively narrow conception of eSafety.

There was recognition in Austria that eSafety tended to be defined in purely technological terms such as virus protection, firewalls and making safe online purchases. In Spain, the UK and, to a lesser extent, Flanders, respondents were concerned that schools often adopted an overly restrictive approach to the blocking of social network sites, 'YouTube' and other more interactive technology. There was some concern that schools were not taking full advantage of new media to develop students' own critical and creative abilities.

In countries with more developed ICT use such as the UK, respondents also expressed a desire for greater guidance in managing and monitoring the use of mobile 3G devices.

What services should be offered as part of the esafety support system for schools?

AN ESAFETY SELF-ASSESSMENT TEST

Respondents in most countries were interested in the idea of an eSafety self-assessment test, although there were a number of concerns about the way it would work.

There was general agreement that the test would only have value if it helped improve eSafety in schools by giving feedback, guidance and practical tips.

There was concern in Flanders and Estonia that the test should not be used to rank or judge schools. In Austria, most stakeholders were even opposed to the results being made public.

Nevertheless, respondents were also concerned that a self-assessment test by itself would be too subjective. There was a general consensus that some form of human verification would also be necessary to give a true picture of eSafety levels in schools.

Many respondents suggested that the test be simple to use and take account of different eSafety levels appropriate to different levels of education and types of school.

Finally, it should be noted that the UK already has a similar tool known as '360°Safe'.

FEDERATION OF EXISTING ESAFETY INITIATIVES

The idea of federating existing eSafety initiatives in a single database was welcomed by most respondents because it would save time and facilitate the exchange of best practice.

However, Austrian respondents believed that a central database would only make sense if it was backed up by a common eSafety strategy rather than just a collection of disparate material on a website.

Respondents in Flanders and the UK stressed that content should be adapted to different stakeholders, school levels and subjects.

Those interviewed in the UK stressed that competition in the provision of educational services was increasingly the norm and so any new database would need considerable promotion. Interviewees in Spain and Flanders suggested that a new platform might not be necessary because some of the country's autonomous communities already had central databases.

PROVISION OF EDUCATIONAL MODULES

Among respondents, the most popular eSafety educational modules suggested were a good practice and case studies handbook and a template for an "ICT contract" between school, pupils and parents.

Respondents in Austria, Estonia, Flanders, Portugal, Spain and the UK were all keen on being given access to good practice and case study material. However, UK respondents stressed that any material must be kept up-to-date and Austrian respondents questioned whether a published handbook was the best way to do this.

The idea of an ICT contract template was popular in Austria, Portugal and Spain but Austrian respondents stressed that any contract should be discussed first with parents and students to get buy in. Interviewees in the UK said they already had such contracts, though some also admitted that a standardised version would help reassure parents. Only Estonian respondents were sceptical about its value.

There was also interest in Safer Internet Day (SID) involvement kits, a regular eSafety bulletin and guidelines for Internet and mobile phone use, though there were some reservations.

In the case of SID involvement kits, respondents in Austria and the UK noted that the timing of SID was not ideal in some parts of the country because of school holidays in mid-February. There was less interest in a kit for Data Protection Day (DPD), celebrated across Europe on 28th February.

The eSafety bulletin was a popular idea in Portugal and in the UK, where respondents suggested publication every term with multiple versions available for different stakeholders. Austrian respondents were also interested, although they stressed that local testimonies should be included and it should be available in German. Estonian respondents favoured the idea if it included information from specialists rather than just ordinary teachers and students.

Respondents in Austria, Estonia and, to a certain extent, the UK were keen on the idea of guidelines for Internet and mobile phone use. In the UK, there appeared to be more interest in guidelines on mobile devices only. It is perhaps interesting to note that respondents who were not interested in the guidelines favoured a dummies' guide to "making your school safe". This was the case for Spain. The opposite was also true. Austrian respondents were keen on the guidelines but not on the dummies' guide because they already viewed themselves as knowledgeable about eSafety. This might suggest different perceptions of the word "dummies", with some thinking it promised guidance that would be simpler to understand and others being offended by its association with eSafety ignorance.

Finally, there was a mixed response to the idea of annual eSafety competitions, communities of practice and guidelines to set up an eSafety committee.

Respondents in Portugal noted that competitions were always popular with students. However, interviewees in Austria and the UK noted that there were already many annual competitions and they took a lot of time to prepare for.

Austria already has various communities of practice while Flanders has its popular Smartschool platform. UK respondents were divided in their opinions, while those in Estonia did not think it would be useful for them. Only Spanish and Portuguese respondents were enthusiastic.

Spanish respondents were also keen on guidelines to set up an eSafety committee. However, interviewees in Austria, Estonia and the UK said they already had committees in place that could manage the governance of eSafety.

Easily the least popular proposed module was guidelines on relationship-building with the local police office, with respondents everywhere saying they already had a good working relationship with the local police.

OTHER SERVICES TO CONSIDER

Few respondents suggested specific additional services although some general criteria emerged for selecting future eSafety resources.

Respondents in Flanders and Spain stressed that any new material or resources should be practical, ready to use in class and must complement existing subjects and courses. They argued that this would cut down on extra work and ensure that eSafety is properly integrated rather than treated in isolation. Respondents in the UK underlined the importance of keeping all resources up-to-date.

How should an esafety school support system operate?

HUMAN-DRIVEN VERSUS AUTOMATED SYSTEM

Although most respondents accepted the idea of an online self-assessment test as part of a certification process, almost everyone believed that this would need to be supplemented by expert or specialist evaluation to ensure objectivity. Flemish respondents also thought this would involve less work for the school.

Nevertheless, there were notable concerns about how severely schools would be judged. This was particularly the case for teachers in Estonia, while respondents in Spain said the certification process should be framed as advice and support. Similarly, Austrian respondents suggested they be called consultations rather than audits. UK respondents believed that schools should be assessed on their eSafety awareness and capacity to respond rather than on things the school could not easily control such as the number of eSafety incidents or parental attendance at information sessions. They suggested that a broad range of evidence of eSafety should be accepted.

Most interviewees also thought such evaluations should involve some sort of visit to the school, with most respondents particularly keen on some human contact.

However, the idea of spot checks was more controversial. Although Flemish and Austrian respondents were keen on random checks, the idea worried Estonian teachers and UK respondents argued that they would add to the workload of the school.

"FULL-SERVICE" VERSUS "CERTIFICATION-ONLY" APPROACH

There was overwhelming support for a "full-service" rather than a "certification-only" approach. Respondents from all countries in this study stressed that support resources, tools and feedback would be essential to ensure real eSafety improvements and avoid the eSafety Label becoming simply "a piece of paper".

The idea of a label or certification being awarded to the whole school rather than to individual staff or teachers was also broadly accepted.

SCHOOL WILLINGNESS TO PARTICIPATE

The vast majority of interviewees said that that their school had the capacity and willingness to participate in the eSafety Label project provided certain conditions were met.

The first and most important condition was that the process should be simple and not too time-consuming or resource-intensive. Mainly for this reason, respondents favoured evaluations every two to three years rather than annually. Only Portuguese respondents favoured annual certification and even they admitted that it would create a massive workload.

UK respondents also stressed that any assessment criteria should remain as stable as possible to allow schools to build policies and practices, and to avoid them having to start from scratch with each evaluation.

Spanish interviewees suggested that the process should start at a very basic level and that teachers and other staff should receive specific training.

Respondents in Flanders and the UK also said that schools with high standards would be willing to act as eSafety ambassadors. Indeed, UK interviewees stressed that this type of school-to-school assistance model is becoming more popular because of budget cuts.

OTHER OPERATIONAL ASPECTS TO BE TAKEN INTO CONSIDERATION

On balance, respondents preferred a multi-level award system over a single-level award. UK interviewees suggested a tiered system of gold, silver and bronze awards while Austrian respondents pointed out that a “one-size-fits-all” award would not recognize the differences between schools and their specific needs.

In contrast, interviewees in Spain argued that an eSafety Label should establish minimum mandatory standards, with schools being able to request tougher evaluations on a voluntary basis.

Finally, respondents in Austria, Flanders and the UK stressed that marketing and promotion of the proposed Label would be fundamental to boost its visibility and uptake by schools, especially over the long term.

What the interviewees think of an esafety label

CONCLUDING REMARKS

In general, respondents from all countries covered in this study were interested in the eSafety Label project. Even in Estonia, where opinions were more mixed, four out of the six schools visited expressed an active interest in the project.

However, interviewees underlined a number of challenges that would need to be addressed.

In Austria, Flanders and the UK, there is already something of an overload of initiatives directed at schools so the eSafety Label would need to fight for attention. Flemish respondents noted that other similar initiatives had faded from view after initial success.

Respondents frequently noted that difficult-to-convince key stakeholders need particular targeting, notably parents and non ICT-minded teachers.

Interviewees, particularly in Austria and Flanders, stressed the need for the project to adapt to the eSafety needs of different levels of schools.

Finally, Spanish respondents made a plea for the eSafety Label and its services to exploit the full educational potential of social media instead of adopting excessively protective measures. Along similar lines, some Austrian respondents stressed the need for a "playful" approach to engage students.

There was a general acceptance that preventative measures rather than just incident-handling would need to be boosted and that developing the critical thinking of students was key.

RECOMMENDATIONS

Given competition from other initiatives, interviewees in Austria and more particularly Flanders recommended that a vigorous marketing and publicity campaign should accompany the introduction of an eSafety Label.

To maintain interest, respondents stressed the need to keep all eSafety materials up-to-date and focused on the exchange of best practice.

Given the workload of teachers, a key recommendation from respondents in all countries was that an eSafety Label should be simple to operate, well-planned, ready-to-use and involve a low administrative burden.

Interviewees in Flanders, Spain and Portugal also stressed that all stakeholders should be involved in the project, especially parents.

Finally, many respondents warned that the eSafety Label would need to find ways to cooperate with existing channels of eSafety education to avoid duplication. For example, the Smartschool platform and Journal Klass are already popular in Flanders as are the '360°Safe' tool in the UK and some online platforms like Educastur in Spain's autonomous communities. Even in Estonia, where there are no similar programs, respondents recommended working with other foundations and the Education Ministry.

4 PHASE 3.1
Developing the prototype

Introduction

A key component of this project is the development of a dedicated eSafety portal. The portal is to provide information and resources for educational professionals, an online community centred on eSafety issues and, most importantly, a school self-assessment system. This prototype development phase, which is currently underway, includes the design of the portal and testing by schools in the Pilot Programme. This started in May 2011 after the stakeholder meeting at that time and it will run through 2012 until the first pilot ends. The version of the prototype planned for the pilot is currently being developed and it will be further refined according to feedback from the pilot before the portal can be definitively launched.

This section of the report describes the development journey so far, showing the stages it has undergone and the steering received from the project stakeholders.

Through meetings with the school staff prior to the pilot launch, significant feedback has already been received concerning the design of the portal. The fundamental ideas for the design prototype were based strongly on the concepts derived from research phases 1 and 2. The design was presented to both the Working Group and the Steering Committee of industry representatives in meetings in October 2011 and the participants' feedback then led to significant changes. This feedback centred mainly on simplifying the design, basing the assessment system for schools on a specific checklist and ensuring that it engaged with the different roles in the school that needed to be assessed and on the features that are most important to the people in those roles.

Stage 1: June - October 2011

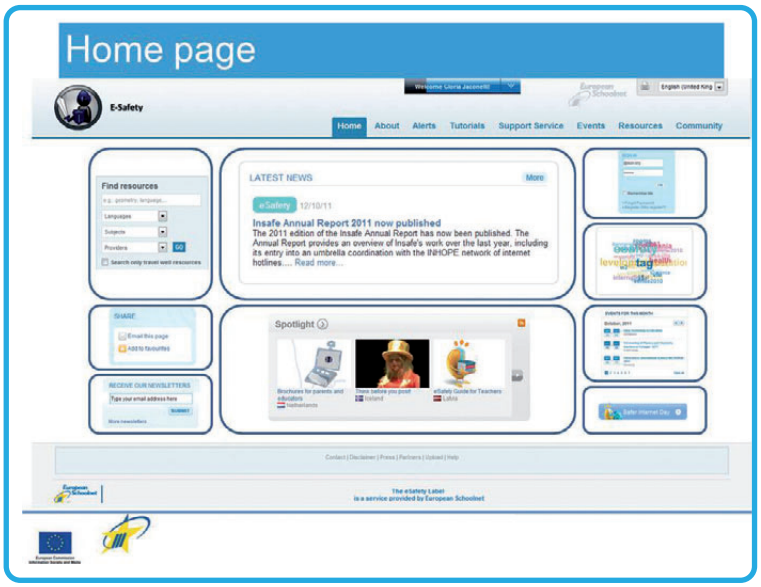
By the end of this stage, the portal design was split into two main sections: high level content that is open to the public and a private interactive community only available for schools that subscribe to the eSafety Label. These two sections were divided across the following pages:

- Home – overview of the site with links to most important pages
- About – containing information about the website and eSafety Label showing where schools would go to join
- Alerts – the news section of the portal including information on latest trends, a newsletter and a database of statistical reports
- Tutorials – a set of training resources
- Support Service – resources tailored to respond to schools' concerns including a contact point for incident handling, case studies, SID kit, policy papers and guides
- Events / Calendar – database of eSafety events across Europe

- Community – Interactive platform including forum, ambassadors, learning labs and a home page tailored to the individual user's needs and offering resources that match his/her profile
- Resource catalogue – a publicly-accessible database of eSafety resources
- FAQ and Support
- Upload – to upload resources to the pages listed above, a user must be a subscribed member

The initial sample design draft was presented in this form for review:

The feedback received at this stage was particularly focused on the need to simplify the design wherever possible.

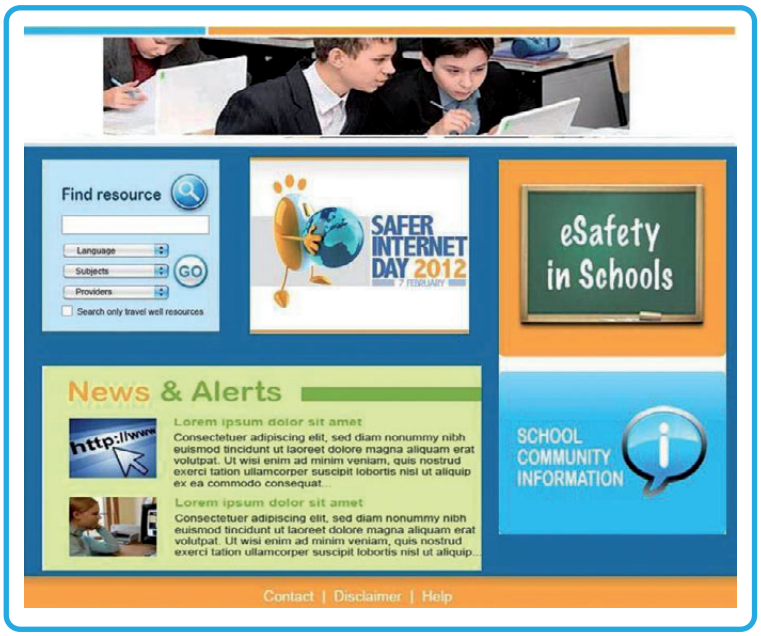


Stage 2: October - December 2011

A much simpler design was created to incorporate these key changes:

- Two dimensions to the website: one public section containing higher level content and a private one for community interaction.
- To achieve a simpler structure the portal was streamlined and content targeted directly to the end user.
- The different resource types were all unified into one section.

A re-worked sample design draft was presented in this form for review:



PUBLIC AREA

All the content can be accessed from one 'home' page and the elements that feature on this page are as follows:

- A resource filter that will be tied into the European Schoolnet LRE (Learning Resource Exchange), and include all types of resources ranging from training courses and classroom activities to publications, videos and good practice examples.
- A button to highlight events and campaigns linking to more information on the subject. This will be a dynamic section and change throughout the course of the year. It could also feature content from the partners.
- 'eSafety in schools', the 'about 'section which will feature more information on the project and how schools can sign up.
- A login area for schools to be redirected to the private area.
- News and alerts which will feature the latest news on eSafety in a short RSS style. Further information will be available by clicking on each item.

PRIVATE AREA

This area contains three main pages: the home page, the school's profile page and the self-assessment page. The elements featured within this section are as follows:

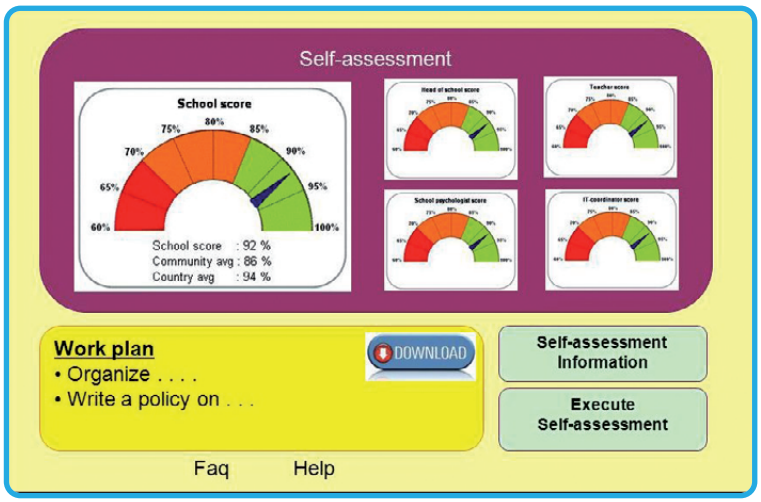
HOME PAGE

- Resource filter
- An incidents and support section where members can upload incident reports and receive advice on problems. The latter is obtained by viewing trends and statistical reports with suggestions on how these issues can be tackled, and by linking to country support information (hotlines and helplines) for the more serious cases.
- Self-assessment: see self-assessment page below.
- Profiles and registration: see school profile page below named My Account.
- An area to highlight key resources and features of the community.

SELF-ASSESSMENT PAGE

- Overview of assessment scoring through a dashboard containing a barometer. The assessment is broken down into sections for the different roles in the school (ICT coordinator, teacher, psychologist, school principal).
- Work plan (also available for download).
- Information on and help for the self-assessment.
- Button directing users to the self-assessment form.

This graphic shows a sample draft format of the self-assessment page that was used at this stage for stakeholder discussion:

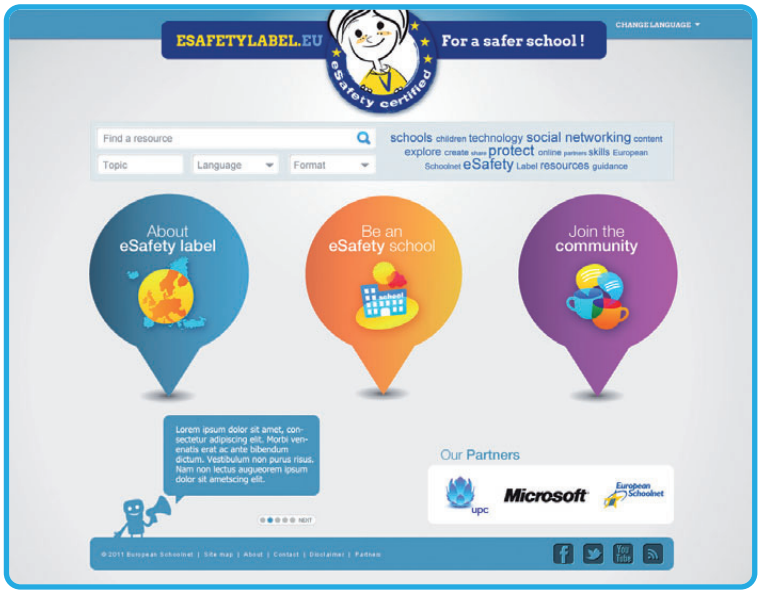


SCHOOL PROFILE PAGE

- Displays school and user profile information.
- Will include a list of other schools that are also members or have received the eSafety Label.
- Will include a link to user registration / management for school administrator to control.
- Sign-up links for trainings, newsletter.

Stage 3: January 2012

At this point in time, just prior to publication of this report, the design was moving towards a less regimented style, although final decisions had not yet been made.



5 Phase 3.2
The Pilot Programme

Introduction

We will be working closely with the Ministries of Education to select the four to six schools in each pilot country taking part with the programme commencing in February 2012. Ideally each participating country should encompass the following types of schools in the pilot testing:

- primary
- secondary
- school with eSafety policy in place
- school requiring eSafety assistance

In addition, over all across all participating countries, the aim is to include as many of the following types of schools as possible:

- rural school
- urban school
- vocational school
- school managed by local authority (LA), where LA also participates in pilot
- public school
- private school
- international/European school
- very small school (approx. 200 students or less)
- small school (200 - 500 students)
- medium school (500 -1000 students)
- large school (over 1000 students)
- school without ICT coordinator
- school participating in a netbook programme (i.e. all students have laptops in classroom)
- school where students bring their own laptops to school
- kindergarten school
- schools with different technological resources available, e.g. schools using tablets (tablet pcs or iPads), smartphones, interactive whiteboards and other Internet available tools in the classroom.

The programme

Most importantly, the pilot will consist of a school-wide approach. Therefore school principals, IT coordinators, school psychologists, teachers, students and possibly even parents will be involved. Each school will nominate one person responsible for ICT implementation in their school as a contact point; ideally a principal or ICT coordinator with several years' experience in their position. The remaining participating staff would primarily test the assessment model and provide feedback on this and the portal. Ideally, a minimum of two to three classes per school will take part in the pilot, actively testing the resources provided.

Feedback will be provided through worksheets and questionnaires for all participants, and also through the school coordinator. This will be used by EUN over the summer of 2012 to hone the prototype for launch next September. A helpdesk will be launched to provide constant support throughout the pilot.

Future pilots

If successful, the project will then launch in the pilot countries in September 2012 in time for the 2012 / 2013 school year. Simultaneously, a second pilot will be launched in a further tranche of countries and this part of the programme is expected to run until the end of January 2013.

6 Looking to the future
conclusions and recommendations

In this section, we look at some of the issues and challenges identified so far by the project and make recommendations for addressing them. In summary, they cluster around providing support which takes into account variations of countries, schools and culture, is flexible to meet current and future challenges and has widespread impact beyond the school.

Issue 1 – National variances

The research phases of the project have identified the enormous challenge of making a provision to a wide range of countries whose many variances include:

- Infrastructure
- Regulatory systems
- Sources of support guidance and training
- National curricula
- Inspection frameworks
- Cultural attitudes to eSafety issues

To ensure that this project has long-term relevance and uptake, we recommend:

- A special focus of the pilot programme is to measure rigorously, and review, the differing levels of acceptance experienced between different countries and the reasons for this. The purpose is to enable accurate costing for the future of the project of the levels of investment and support required to tailor the portal and its resources to meet national needs.
- The portal must be built with a high level of flexibility to ensure changes can be made cost-effectively at national level.
- National champions should be identified who can take long-term ownership of the project in their country, manage issues identified and implement changes made in response. They could also work to ensure the minimum of duplication of eSafety resources and programmes already in effective existence in some countries.

Issue 2 – Evolving technologies and their use

As stated previously, there is a trend towards young people accessing web-delivered content and SNSs via a variety of devices and especially smartphones. This means that young people are using the new technologies more frequently outside school than inside. We expect this trend to continue and increase. If this project only addresses in-school activity then it could find itself at risk of being relevant to a decreasing percentage of technology usage over time.

To meet this challenge going forward, we recommend:

- Ongoing commissioning of eSafety resources to match the evolving technologies
- Promotion of these new resources via the portal and championing of their use country by country via the portal community
- Support for the development of eSafety curricular modules which address the opportunities and risks of mobile technology in forms relevant to different age groups
- An increasing provision of materials that schools can share with parents to enable them to understand the issues their children might be dealing with.
- The development of methodologies for measuring the impact of the resources provided.

Issue 3 – Visibility of the esafety label programme

There are a number of competing schemes of school accreditation in some countries. There are also many other calls on the attention of school management and, of course, parents.

To achieve the visibility required that will ensure significant and measurable improvement in school knowledge and practice, we recommend:

- An assessment of the impact of other accreditation programmes to minimise any potential overlap
- The development of a costed three-year marketing programme to continue to raise the profile of the eSafety Label.

7 Project stakeholders and contributors

We are very grateful for the support and help of all our partners, including:

KASPERSKY LAB

"Parents and teachers are able to give good advice in the offline world but the same cannot be said in the online world. We need to empower them to develop an online common sense and this is where the eSafety Label project comes in by providing an online portal for best policies, practices and resources as well as a certification mark for schools that have a well-developed eSafety program."

***Ram Herkanaidu**, Education Manager, Global Educational Programs Development*

***Svetlana Efimova** Head of Strategic Partnership*

LIBERTY GLOBAL

"As one of Europe's leading providers of Internet and digital TV services, Liberty Global understands that we have a responsibility to protect children online in the communities in which we serve. We believe that the best way to protect users of our services is to educate and empower them to stay safe on line. That's why we are proud to be key founders of the eSafety Label, as it provides schools across Europe with tools and resources to integrate appropriate e-safety infrastructure, curriculum and policies. We believe that the eSafety Label's robust accreditation system will encourage schools across Europe to strive for a high level of e-safety. Our aspiration is that this new label will become a European standard, reaching and protecting millions of school children across Europe."

***Roy Sharon**, Director Corporate Responsibility*

MICROSOFT

"With the rapid pace that technology evolves and the emergence of new trends, there's no question but that technology education today needs to go hand-in-hand with the knowledge and tools to ensure a safe and secure experience for young users. Microsoft fully supports the EU eSafety Label initiative that aims to help teachers achieve this in schools around Europe."

***Una O'Sullivan**, Community Affairs, Western Europe, Microsoft*

TELEFONICA

"The eSafety Label project reinforces Telefonica's strategy to foster better use of ICT. We sincerely believe that empowering schools on the use of the Internet is a necessary step towards promoting its responsible use and, therefore, avoiding any misuse of new technologies among children and teenagers. Through Educared (www.educared.org) Telefónica is working on fostering at schools Internet 2.0, which is adapted to the current technological world. So it is fantastic to be part of this initiative led by the European Schoolnet whose objectives are aligned with ours."

***María José Cantarino**, Corporate Responsibility Manager*

FLEMISH MINISTRY FOR EDUCATION AND TRAINING

"ESafety has been high on the policy agenda for many years in the Flemish Community. With the eSafety Label we hope to complement and streamline the different activities and initiatives in the field of eSafety. We particularly like the whole school approach. I am convinced that by participating in this project, schools will be able to reduce the risks and to boost the opportunities of their digital educational activities."

Jan De Craemer

PORTUGAL - MINISTRY OF EDUCATION

"The eSafety Label project supplements the activities that SeguraNet has been deploying in Portuguese Schools over the past years. We truly believe that this is the step that, in our case, had to take for schools to become conscious of the importance of that is covered today, the critical use, safe and clear of the Internet and network equipment, especially what it implies in terms change in practices, and more importantly, the results of teaching and learning, teachers and students."

***Fernando Campos**, Director General for Innovation and Curriculum Development*

EUROPEAN SCHOOL, BRUSSELS II

"We are confident that this eSafety label will become the benchmark for eSafety in all schools in Europe. The existence of an eSafety label with all the resources provided is a necessary tool for schools and teachers considering the fact that changes involves all. Our commitment should be professional and ethical to foster the learning of pupils and teachers."

***Richard Galvin**, Director, European School Brussels II*

***Jose Virgílio Fragoso**, Teacher and ICT coordinator*

SINT-JOZEF-KLEIN-SEMINARIE, BELGIUM

"Our school (a large secondary school for general education (aso) in Sint-Niklaas) is pleased to be able to participate in this project because we are convinced that all schools will profit from the work prepared by EUN: we notice a huge difference in knowledge between the different partners (pupils, teachers and parents) and the risk of either getting into problems or creating a dual society is very big."

***Marc Buytaert**, Deputy Director*

N.E.P.E.S.

"As the Network of European Psychologists in the Educational System N.E.P.E.S. (http://www.nepes.eu) supports the Coalition of the European Commission to make the Internet a better place for children, we think that The eSafety Label Project is an efficient contribution to this strategy. We are confident that the label will

- raise more awareness among schools, how important it is to have a school policy on media safety
- stimulate schools to do something concrete about it.

We are especially supportive for this project as schools are an important multiplier to reach parents in order to improve the availability and use of parental controls in regard to Internet and other media."

***Marianne Kant-Schaps** (N.E.P.E.S. Chair)*

EDUBIT

"The eSafety Label is an important issue. At school, we teach children and students to be aware for the risks of the Internet. School systems are hacked and it-coordinators lose a lot of time. Beside pedagogical initiatives to enhance the awareness, we provide security scans. For us the eSafety Label is a project that we can embed in our Guide for Good e-governance at schools. EduBIT is pleased to join the eSafety project, because security and safety is one of the first checklists we will provide in our Guide for Good ICT-governance in education. EduBIT will look how the awareness of ICT and security on schools, as well as the practical integration of ICT-security, can match the label we launch. A school, the ICT-coordinator and staff in particular, need guidance to develop and implement good strategies in a rapidly evolving IT-world."

***Luk Vanlanduyt**, CEO*

***Luk Van den Bossche**, Project Manager*

INSAFE PROJECT

"ESafety concerns us all, young people adults, pupils, teachers and parents - more and more information about us is found online and schools are well-placed to provide guidance, advice and support for pupils and parents about some of the issues. The eSafety Label offers a simple solution for schools to evaluate how they are addressing eSafety and what they might need to do in order to improve their provision - thereby making pupils, staff and the wider school community safer when they are online."

***Karl Hopwood**, In-house Consultant, Insafe Project*

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