eSafety Label+:
Become the next eSafety Champion

Lessons learned and how to move forward...
Thanks and acknowledgements
The eSafety Label+ manifesto is drafted in the frame of the eSafety Label+: “Become the next eSafety Champion” project funded under the Erasmus+ Key Action 2: Strategic Partnership Programme from September 2017-December 2019.

We would like to thank all project partners and ambassadors who added to the success of this manifesto by contributing valuable insights and sharing with us their school experiences.
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Introduction

This manifesto has been developed as part of the *eSafety Label+: Become the next eSafety Champion* project which has been funded by the Erasmus+ Key Action (KA) 2 Strategic Partnership programme. The project was designed to mobilise and foster the exchange of knowledge and best practices among a wide community of European teachers, heads of schools, IT advisors, IT counsellors and other school actors to better equip schools for a safe and responsible digital future. The eSafety Label+ project draws on the existing eSafety Label ecosystem (www.esafetylabel.eu) which is currently available for schools (see below) but also moves beyond this by encouraging a bottom-up approach.

The main aim of this manifesto is to provide a summary of the eSafety Label+ project and highlight lessons learned. It provides an overview of the current online safety landscape with reference to the challenges that young people are facing online. It makes recommendations for policy makers and practitioners with regards to how to move online safety education and provision forwards.

As a result of the bottom-up approach used throughout the project, a number of resources have been created by the eSafety Champions and further information about these can be found in this manifesto along with a summary of activities that took place both locally and nationally to disseminate the project and associated outputs.
List of project partners:

**Computer Technology Institute and Press Diophantus (CTI)**  
CTI is a research and technology organisation focusing on research and development in Information and Communication Technologies (ICT).

**National and Kapodistrian University of Athens (UoA)**  
UoA is the oldest university in Greece and was the partner responsible for the mapping of online safety needs and priorities which took place at the beginning of the project.

**Directorate-General for Education of the Portuguese Ministry of Education (DGE)**  
DGE works to ensure that national policies on education are implemented in schools. They design, develop and evaluate initiatives and projects related to the use of digital tools and resources in education.

**National Safer Internet Centre (NCBI)**  
NCBI is the national Safer Internet Centre in the Czech Republic. It incorporates an awareness centre for empowering children, parents and teachers to make the best use of the internet, as well as a helpline and a hotline.

**European Schoolnet (EUN)**  
EUN is a network governed by the 34 European Ministries of Education in Europe and beyond. EUN’s activities are divided among three areas of work: policy, research and innovation; school services and learning content exchange and interoperability.
From the eSafety Label initiative to the eSafety Label+ project

As mentioned, the eSafety Label+ initiative builds on and further develops an original online safety initiative called the eSafety Label. Aimed at schools across Europe, this was initially launched by European Schoolnet in 2012 and aims to provide European schools and the extended school ecosystem with:

1. A European wide accreditation and support service.
2. An online environment and community for teachers, heads and school principals, ICT coordinators and school staff – where they can share thoughts, ideas, concerns and best practice around online safety.

The accreditation scheme allows schools to audit their online safety provision using a set of criteria in three key areas:

1. **Infrastructure** – filtering and monitoring is important but so, of course, is education.
   a. Is the school network safe and secure?
   b. Is an accredited internet service provider used?
   c. Is the school using a filtering and monitoring product?

2. **Policy** – policies around online safety issues are important and most schools have them, but do they actually reflect practice and are they followed consistently?
   a. Does the school anti-bullying policy include references to cyberbullying?
   b. Has an eSafety coordinator been appointed?
   c. Are all staff and pupils aware of the acceptable use policy?
3. **Practice** – what actually happens in the school? Do all pupils and staff know how to report a problem and are they confident that it would be dealt with effectively?

   a. Are all pupils receiving online safety education? Who has the overview of this?

   b. Is the online safety education effective? How do you know?

   c. Are the school leaders and governors involved in and aware of the online safety education that is taking place within the school.

Schools are able to register on the eSafety Label portal (www.esafetylabel.eu) and can then carry out an assessment of their online safety provision. As shown in the graphic below, there is support available throughout the entire process.

![Capacity-building scheme](graphic)

They are then awarded an eSafety Label (depending on the outcome of the assessment). There are three labels which recognise different levels of online safety proficiency:

- **Bronze** – there is a minimal level of awareness of online safety within the school.

- **Silver** – there is a more advanced approach to online safety which is becoming embedded across the school.

- **Gold** – there is outstanding practice in all areas of online safety within the school.
Schools which have not yet reached the Bronze level are awarded an Iron status which demonstrates that they are close to reaching the Bronze label and that they are carrying out some basic online safety work within the school.

Once accredited, the label is valid for a period of 18 months and schools are able to re-apply for accreditation by re-assessing after 12 months.

The figure below provides an overview of how schools can achieve the eSafety Label and demonstrate the commitment that their school has to online safety.

The eSafety Label initiative has a number of key strengths:

- **Community engagement**: Transformation of the existing eSafety Label ecosystem into a vibrant community, motivating all school actors through an ongoing exchange of best practices and innovative methods, and triggering European and National discussions in this field.
• **Educational resources**: Development of various educational resources by teachers for teachers, covering various online safety topics such as cyberbullying and data protection.

• **Motivation**: Motivate educators to produce their own resources and further develop their online safety skills.

• **eSafety confidence**: Prioritising the eSafety concept in the school environment and building eSafety confidence in school staff.

• **Synergies**: Enabling cross-country eSafety synergies exploiting the Ambassador scheme with teachers from Greece, Portugal and the Czech Republic.

It is understandable that schools, teachers and parents all have concerns about online safety – it is a subject that is under constant discussion in the press and schools are aware that it needs to be addressed. The eSafety Label offers an organised scheme full of content, ideas and practical activities to guide schools and teachers in this important task. A vibrant network of experts and other teachers means that the programme is very dynamic and quick to react to current issues and challenges.

In order to take the eSafety Label initiative to the next level, and with the support of the Erasmus+ KA2 Strategic Partnership funding, the *eSafety Label+ Become the next eSafety Champion* project was born in 2017. It has worked with a small group of teachers who had already obtained the Silver or Gold labels for their school. This group of teachers were offered professional development opportunities to become ambassadors of the initiative within their own schools and communities.

**Ambassadors**

The ambassadors were already teachers or ICT coordinators who demonstrated expertise and excellence in online safety issues within their school or organisation. The scheme allowed them to become certified eSafety Champions which helped to empower them to become leaders in the promotion of safe, responsible and positive use of ICT among schools,
teachers and pupils. The ambassadors (listed below) are at the very core of the eSafety Label+ project and you can read some of their motivations for being involved in the project and why they think it is worthwhile.

**GREECE**
Papanastasiou Georgios
Katsaros Athanasios
Tryfonidoy Styliani
Chlapanis Georgios
Karagiorgou Eleftheria

**CZECH REPUBLIC**
Milan Hausner
Klara Bilova
Pavla Sykorova
Zuzana Jurajdová
Petra Vaňková

**PORTUGAL**
Vítor Oliveira
Jani Miguel
Maia Irene Gomes
Berta Sofia Matos
Silva Cardoso
Carla Soares
Alexandra Lopes
Cláudia Cunha
Sandra Cavaleiro
Sónia César
Rúben Alves

We decided to take part in the eSafety Label initiative because we believe that the creation and sustainability of all aspects of real or virtual life is important for pupils and staff, and crucial for daily life in school. In addition, a safe environment can support a modern school, open to innovation and society.

The most important strength of the programme is the opportunities it offers participants to interact, exchange best practices and ask for advice about difficult cases.

Katerina Paschou, eSafety Champion, Czech Republic
My motive was to interact with colleagues from all over Europe and gain insights on the ways they face the challenges they encounter in their school environment regrading internet safety. This interaction has helped me find better practices that could be applied and useful in our own school community. The eSafety Label programme gives the opportunity to schools from our country and all over Europe to join the community and actively collaborate in finding resources and experiences that will prepare both students and teachers to access useful skills on the use of the internet in terms of policy, practice and infrastructure.

George Papanastasiou, eSafety Champion, Greece

The ambassadors undertook a nine-month training programme which comprised a series of online learning events and a three-day face-to-face training course which took place at the Future Classroom Lab (FCL) at European Schoolnet in Brussels.

After all the hard work and my commitment to improving online safety in my school since 2014, becoming an eSafety Label+ Ambassador has so far been incredibly gratifying. What is more, I have access to a European team with whom I can share information, experiences and best practices.

Carla Soares, eSafety Champion, Portugal - Colégio do Sagrado Coração de Maria, Portugal
Advisory Board Members

The eSafety Label+ project has an advisory board which functions as a reflective soundboard for the eSafety Label initiative as a whole. Current members are:

- **Elizabeth Brodsky** - Liberty Global
- **Jan de Craemer** - Ministry of Education, Belgium-Flanders
- **Tóth Boglárka** - Ministry of Education, Hungary
- **Anastasia Economou** - Cyprus Pedagogical Institute
- **Charo Sadaba** - Universidad de Navarra, Spain
- **Athanasios Katsaros** - eSafety Champion, Greece
- **Petr Naske** - Digi Coalition, Czech Republic
- **Jiří Průša** - Czech Safer Internet Centre
- **George Samiotakis** - Children’s Psychiatric Clinic of Heraklion, University Hospital, Greece

As one of the advisory board members commented:

> Formulating a secure digital environment in the school community is a key priority for schools, considering the fact that students and young people in general, still engage in risky online behaviour. Additionally, various abuse, security and privacy incidents imposed by accelerating trends in ICT, are reported frequently in the school environment. Therefore, it is of high importance for all school actors to know how to find the best way to efficiently address cyber-threats and online challenges and this is tightly connected to the eSafety initiative, which provides excellent guidance and support.
Online safety – the current situation

It is important to consider what are the challenges that children and young people are facing when they go online. They are many, but we should recognise that with most, the issue is about behaviour rather than technology. Yes, the technology is a facilitator, it makes it easier for people to come across unpleasant content, it helps us to overcome our inhibitions but ultimately it is a behavioural issue.

The table below was produced by the EU Kids Online project⁴ and is widely accepted as showing the types of risks (and opportunities) that children and young people are likely to encounter online today.

<table>
<thead>
<tr>
<th>OPPORTUNITIES</th>
<th>Content: Child as recipient</th>
<th>Contact: Child as participant</th>
<th>Conduct: Child as actor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education learning and digital literacy</td>
<td>Educational resources</td>
<td>Contact with others who share one's interests</td>
<td>Self-initiated or collaborative learning</td>
</tr>
<tr>
<td>Participation and civic engagement</td>
<td>Global information</td>
<td>Exchange among interest groups</td>
<td>Concrete forms of civic engagement</td>
</tr>
<tr>
<td>Creativity and self-expression</td>
<td>Diversity of resources</td>
<td>Being invited/inspired to create or participate</td>
<td>User-generated content creation</td>
</tr>
<tr>
<td>Identity and social connection</td>
<td>Advice (personal/health/sexual etc.)</td>
<td>Social networking, shared experiences with others</td>
<td>Expression of identity</td>
</tr>
<tr>
<td>Commercial</td>
<td>Advertising, spam, sponsorship</td>
<td>Tracking/harvesting personal info</td>
<td>Gambling, illegal downloads, hacking</td>
</tr>
<tr>
<td>Aggressive</td>
<td>Violent/gruesome/hateful content</td>
<td>Being bullied, harassed or stalked</td>
<td>Bullying or harassing another</td>
</tr>
<tr>
<td>Sexual</td>
<td>Pornographic/harmful sexual content</td>
<td>Meeting strangers, being groomed</td>
<td>Creating/uploading pornographic material</td>
</tr>
<tr>
<td>Values</td>
<td>Racist, biased info/advice (e.g. drugs)</td>
<td>Self-harm, unwelcome persuasion</td>
<td>Providing advice e.g. suicide/pro-anorexia</td>
</tr>
</tbody>
</table>

Table 1: A classification of online opportunities and risks for children

http://www.lse.ac.uk/media@lse/research/EUKidsOnline/EU%20Kids%20I%20(2006-9)/EU%20Kids%20Online%20Reports/EUKidsOnlineFinalReport.pdf
With online threats becoming an ever-increasing part of our lives, the eSafety Label and the protection it offers in terms of guidance, protocols, etc. has never been more relevant for today’s school ecosystems.

Georgios Errikos Hlapanis, eSafety Champion, Greece

As a computer science teacher, I feel responsible to protect my students from internet traps, so I decided to engage myself in online safety in order to educate the students on eSafety issues and teach them to protect themselves.

Eleftheria Karagiorgou, eSafety Champion, Greece

Similarly, the graph below was part of the initial research carried out at the start of the project by the University of Athens. It shows the types of issues that teachers have had to deal with when supporting their pupils with online issues.

![Graph showing the types of issues teachers have experienced](image)

**Figure 3:** How often teachers experienced students with particular online problems

Many of the issues that young people are dealing with could be covered by the term *inappropriate content*. Some recent research by the UK Safer Internet Centre\(^2\) found that 70% of 8-17-year olds had seen images and videos that weren’t suitable for people of their age in the last 12 months. Many will

\(^2\) [https://www.saferinternet.org.uk/digital-friendships](https://www.saferinternet.org.uk/digital-friendships)
be surprised at how high that percentage is but surely it should actually be 100%? How many adults have seen content online that has disturbed or upset them? Anyone can post content online, yes, we can install filters, but they are never and can never be perfect – this is why dialogue and discussion are so important.

Looking at that statistic it is also important to recognise that these were 8-17 year olds who were determining what they thought was indeed suitable for someone of their age. This may be considerably different from what an adult might think!

Very often when a parent discovers that their child is looking at or has seen something “inappropriate” online they assume that this is because they went looking for it. Sometimes this is true but not always. How many of us have been innocently searching for something online but are met with some content that we weren’t expecting? This can be as a result of mistyping or misspelling or it can be as a result of an algorithm not working correctly. Industry are increasingly (and probably rightly) relying on technological solutions and machine learning to help monitor and filter content on their platforms, but it can go wrong.

All of this means that the dialogue and discussion mentioned earlier is of paramount importance.

If we take a very specific example of harmful content which affected some of our youngest users, we can see how important it is for parents/carers/trusted adults to react in the right way.

Back in March 2017, the BBC reported\(^3\) that there were a number of parody Peppa Pig videos on YouTube and other social media sites. Very well made, the videos looked genuine but contained unpleasant and disturbing content. One showed Peppa visiting the dentist where she was tortured by the dentist – there was blood everywhere, screaming etc. For a 4-year-old to see something like this would be traumatic but presumably not their fault. Yes, Google (who own YouTube) have taken on more moderators, they are constantly trying to improve their machine learning and spot this type of thing but in 2017 they admitted that, every minute, over 400 hours of video are uploaded to the site. It isn’t pre-moderated and so while many of the

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\(^3\) [https://www.bbc.co.uk/news/blogs-trending-39381889](https://www.bbc.co.uk/news/blogs-trending-39381889)
tech companies pride themselves on using AI to remove a lot of harmful and inappropriate content before it is even reported, there is a lot that can slip through. The challenge here for the tech companies is scale.

It would be unreasonable to suggest that a parent should always be sitting with their children when they are doing anything online – that just isn’t possible. But surely, we have to hope that when (not if) our children stumble on some difficult, challenging or inappropriate content then they could come and talk to someone so that then the right support could be offered to them and put in place? A parent who sees their child looking at some shocking content will often blame them, thinking that they’ve gone looking for it – sometimes they have and we can consider this later – however often they didn’t, it just appeared or, in the case of teens, a friend sent it to them knowing or hoping that it would shock, embarrass or upset them. What they need is for adults to react in the right way. Nobody likes to be chastised for something that they didn’t do or that wasn’t their fault – it is important to think about the impact that this can have on children and young people and the likelihood of them coming back to tell us the next time that something happens.

Another key area is cyberbullying. Data collected by the Insafe helplines\(^4\) has consistently shown that cyberbullying is by far the key issue which helplines are dealing with across Europe. This is illustrated in the graph below.

\(\text{Dangers like cyberbullying, grooming, trying to protect their personal data; it’s our responsibility to try to help them become aware of these and obtain the skills that will help them to avoid them.}\)

\text{Georgios Errikos Hlapanis, eSafety Champion, Greece}

\(\text{4}\) \(\text{https://www.betterinternetforkids.eu/web/portal/practice/helplines/detail?articleId=5038873}\)
Cyberbullying is bullying – something that we have dealt with as a society for a long time. Of course, the “cyber” part of this changes things – before the internet came along if a child was being bullied, they were able to get some respite when they went home from school and closed their front door – the bullies weren’t able to get to them any longer (at least until the next day). Unfortunately, nowadays many of our children are constantly connected – they keep devices with them in their bedrooms even when they sleep which means that a bully can get to them at any time. It is easy to think that the solution is to take away their device or tell them not to look at it – but the device where they receive the hurtful, unpleasant and offensive comments is also the place where they can receive messages of support from a friend or someone that they care about – it is valuable for them to know that someone (even if it’s only one person) is actually looking out for them and is on their side. Equally cyberbullying manifests itself in a variety of
different ways. Quite often messages can be sent and misconstrued or misinterpreted by the recipient.

One comment made online can have serious consequences whereas the same thing could be said in a face-to-face conversation with the benefit of facial expressions, body language, tone of voice and context and provoke a very different outcome. Being able to speak to someone and tell them what has happened is important (see picture 3).

There are a number of really useful resources available for parents/carers/teachers to use with young people to raise awareness of the issues such as this one from the eSafety Champions. The simple resource is available in Portuguese and English and contains some PowerPoint slides, a link to a video with some suggested activities for exploring the film in more detail and information about the policies and
practices that a school should have in place to address cyberbullying (including a checklist).

Similarly, another resource from Portuguese ambassadors Carla Soares and Maria Alexandra Lopes helps primary teachers to address cyberbullying through the use of cartoons (see picture 4).

Another area which is constantly in the public eye at the moment is sexting. Often defined as the consensual or non-consensual sending or receiving of sexual images and/or texts via mobile and other devices (including appearing in such images) among peers, this is an issue which causes huge concern for parents and teachers but is seen as mundane by many young people. It is a complex issue and in recent years there has been a great deal of research carried out looking into why young people engage in this type of activity and what we, as concerned adults, can and should do about it.

The first thing to say about sexting is that it is not the epidemic that some of the popular press would have us believe. Yes, it is something that is happening, and most young people will perhaps know someone who has done it – but in many cases this is without a problem; images are shared with consent and nothing goes wrong. A recent piece of research carried out with young people aged between 13 and 17 in Denmark, Hungary and the UK found that 6% said that their nude or nearly nude image was shared with other people without their permission. 8% said that they had shared a nude/nearly nude image of someone else without their permission. However, 41% said that they had seen other people sharing nude or nearly nude images of someone that they knew. As adults, we can probably agree that most of the 41% had perhaps seen the same image which happened to be circulating around a particular school or college at a given time, but for the individuals involved in this it can be devastating. If someone shares an image because they trust someone and never think anyone else will see it only to find that their trust is betrayed, or something goes wrong – this can be traumatic.

Researchers are clear that we (as adults) should understand that sexting is quite normal for teenagers today suggesting that for many young adults, intimate image sharing is increasingly experienced as a normative part of courtship and dating. The key problem with this is that sexting is against the
law if the image is of someone under the age of 18. In many countries this is in direct conflict with existing legislation.

The Belgian Safer Internet Centre has produced a guide for schools\(^5\) to help them to consider their approach to sexting. If young people are going to do it anyway (despite being told not to) then perhaps a sensible approach is to talk to them about how to do it (more) safely? This is perhaps a step too far for some but, for a long time, schools, parents and other organisations have been telling children and young people not to engage in sexting. Research would suggest that this hasn’t made any difference – they are still doing it. In fairness we talk to children and young people (from a fairly early age in some countries) about how to have safe sex, we would do this long before we would expect them to be having sex and so perhaps there are some mixed messages here? As with all aspects of online safety, dialogue and discussion is paramount.

Tips for students, parents and teachers have been prepared by the Greek ambassadors, along with the University of Athens, on a wide range of online issues. The example for sexting is shown here.

We know from scientific research that the pre-frontal cortex of the teenage brain has not developed to the point where it can think about,

\(^5\) https://www.betterinternetforkids.eu/web/portal/practice/awareness/detail?articleId=2657204
deal with, manage or understand risk or think about consequences until it is too late. They will act first and think about the impact later. In girls this part of the brain is fully developed by the early 20s whereas in boys it takes longer, the mid 20s...this means that it is understandable that they will take risks without a thought for what they will do it something goes wrong. Discussions with young people have found that constant reinforcement of the messages is useful – but not to be telling them not to do it, rather than to present them with the facts and information so that they are able to make more informed choices. As one of the eSafety Label+ ambassadors pointed out:

“I have the feeling that our students who are digital natives have difficulty in realising the difficulties that the internet hides and they learn about them only when incidents happen – either to themselves or to their peers.”

Eleftheria Karagiorgou, eSafety Champion, Greece

A good example of this is with online challenges. These are very popular and are often promoted and highlighted by YouTubers who of course have a huge following with teenagers. Pain challenges are common but can have serious and, in some cases, fatal consequences. When speaking to young people about the risks they do understand them but think that it will never go wrong for them, they will be careful, they are over exaggerated by adults or by the media – the bottom line is that it’s not something for them to be worrying about. It is quite challenging for parents and teachers to address this type of thing. In some cases raising awareness of a particular issue can cause more problems and can sometimes point young people towards something that they had previously been unaware of – it can give them ideas – yet awareness does need to be raised and for some this will be enough to put them off, whereas for others it can spark that curiosity which can cause problems. Awareness and education (as always) are key.

Research carried out as part of the eSafety Label+ project found that online safety training for staff in schools was an area which needed further development as can be seen from the illustration below. The fact that just over 1/3 of all respondents said that there was no training for staff on eSafety issues is a real concern. Safer Internet Centres acknowledge that this is a problem in many countries and finding good quality continuing professional
development (CPD) can be difficult although of course the Safer Internet Centres provide this. Further details of the centres can be found at https://www.betterinternetforkids.eu/web/portal/policy/insafe-inhope.

The online safety landscape is complex and ever-changing. The eSafety Label+ project seeks to help schools and teachers address the challenges and ensure that they have the best infrastructure, policies and practices in place to keep children and young people safe.

Figure 5: School staff trained on eSafety issues (ref. eSL+ Research Report)
Overview of the eSafety Label+ project outputs

The eSafety Label+ project has the tagline become the next eSafety Champion. The project has identified and empowered a group of eSafety Champions to map current needs and key priorities in the eSafety area of work, develop high-quality learning materials for teachers and mobilise an online community of teachers and other school personnel. A key component of the approach is peer-to-peer learning in the belief that resources developed by teachers for teachers will recognise the challenges faced by colleagues in school and provide simple and easy-to-use solutions.

Calendar of key actions 2018-2019

A number of key intellectual outputs were produced as part of the project as shown below.

1. Research report – Mapping online safety needs and priorities in education

This report was written by colleagues from the University of Athens and identified key strengths and weaknesses of online safety in schools across Europe. It drew upon quantitative research carried out among 1,150 members of the eSafety Label community and formed the evidence base for all of the eSafety Label+ activities that took place throughout the project.

Picture 9: Research Report
The main aim of the report was to map out schools’ needs and strengths in terms of online safety in order to:

- make the eSafety Label accreditation process easier for teachers and other school staff.
- make the information provided by the eSafety Label community better at fostering capacity building.
- improve guidelines for school staff.

2. **The eSafety Label platform** – [www.esafetylabel.eu](http://www.esafetylabel.eu)

Online capacity-building tools and services were newly developed and integrated into the eSafety Label platform which has been revamped. eSafety Label+ partners and ambassadors have updated content and animated discussion in order to forge a more vibrant community of practice.

Join the eSafety Community

Online capacity-building tools and services were newly developed and integrated into the eSafety Label platform which has been revamped. eSafety Label+ partners and ambassadors have updated content and animated discussion in order to forge a more vibrant community of practice.

Numbers of labels awarded as at October 2019, the labels are valid for 18 months
3. **eSafety Champion materials**

A broad range of fact sheets, guidelines and best practice scenarios on online safety have been developed by the eSafety Label+ ambassadors in order to inspire and engage teachers and pupils. These learning materials foster the creation of an online safe school ecosystem and focus on the three key areas of online safety - infrastructure, policy and practice. The materials are available in Greek, Czech, Portuguese and English and can be accessed at [https://www.esafetylabel.eu/outputs-esafety_champions/champion_materials](https://www.esafetylabel.eu/outputs-esafety_champions/champion_materials).

4. **Massive Open Online Course (MOOC): Become the next eSafety Champion**

![Picture 6: eSafety Label MOOC](image)

The eSafety Label+ MOOC supported educational professionals in creating an online safety strategy tailored to their school’s needs in order to ensure their pupils were learning and interacting in a safe digital environment. Participants were able to create their own personalised eSafety strategy by taking part in four modules:

1. How to build an eSafety strategy
2. Identifying eSafety challenges at your school
3. Start building your strategy
4. Implementing and monitoring your strategy
Participants reflected on a range of questions such as what are their school's priorities regarding online safety? Or what types of technological infrastructure, school policies and practices are needed to foster safer online practices at school? Moreover, the eSafety strategy developed throughout this MOOC provides a good basis for those schools who wish to apply for the eSafety Label.

More specifically, the MOOC draws upon the following learning objectives:

- Gaining an understanding of the importance of online safety at school.
- Identifying common online safety risks and challenges that schools and students may face.
- Identifying the school’s needs and priorities regarding online safety.
- Proposing effective mechanisms to mitigate online safety risks and challenges in a school context and beyond.
- Learning how to embrace a whole-school approach and encouraging all relevant parties (teachers, parents, school managements, ICT professionals, and so on) to contribute to the development of an eSafety strategy tailored to a specific school’s needs.
- Learning to develop and implement an online safety strategy tailored to the needs of the school community.
- Monitoring and assessing the eSafety strategy developed.

The MOOC was hosted by the European Schoolnet Academy and further information can be found at https://www.europeanschoolnetacademy.eu/courses/course-v1:eSL+eSafety+2019/about.
eSafety Champions in action

As mentioned earlier, the ambassadors were involved in a range of activities and events throughout the project as shown below.

**eSafety Champion roadmap**

- **Welcome and introduction**: Online meeting with all project partners and selected ambassadors to provide an overview of the ambassador scheme.
  - **MARCH 2018**
- **Research**: Ambassadors are able to carry out a small research with pupils at their own school.
  - **JUNE 2018**
- **Teachmeet**: Ambassadors will have the opportunity to showcase the resources they created to the other ambassadors.
  - **MAY 2018**
- **Webinar**: Ambassadors are able to present the findings of their research and highlight any new trends and/or challenges.
  - **JULY 2018**
- **Country meetings**: An opportunity to discuss views on the course so far and also to contribute to the agenda for the face-to-face training.
  - **SEPTEMBER 2018**
- **Summer reading**: Ambassadors will be provided with a range of materials for additional reading/research.
  - **AUGUST 2018**
- **Resource creation**: Ambassadors have to create a resource (lesson plan, infographic, video...) on eSafety.
  - **APRIL 2018**
- **National webinars**: Ambassadors will have a webinar with their national colleagues.
  - **MARCH 2018**
- **Face-to-face training**: 3-day face-to-face training event in Brussels.
  - **OCTOBER 2018**

**Figure 6: eSafety Champion training programme**

**Picture 7: eSafety Champions in the Future Classroom Lab (FCL)**
Towards the end of the first year of the project, the ambassadors met for the first time with a face-to-face meeting in Brussels. This two and a half day programme provided an opportunity for the sharing of resources as well as training in current online safety issues. The meeting took place in the Future Classroom Lab at European Schoolnet – an ideal location for discussions around technology and the impact it can have (both positive and negative). As one of the ambassadors commented:

"The Future Classroom Lab is an inspirational learning space which gave me some good ideas how to reorganise the PC Lab in my school in order to support new teaching methods. The most important [part of this training] was that we, Ambassadors, had the chance to meet in person, after months of online collaboration and webinars. We shared experiences and ideas.

After attending the face-to-face meeting in Brussels, I started to work intensively on a five-hour workshop for secondary school pupils on internet safety. During this activity I was helped by other colleagues and the Safer Internet Centre which shared lots of leaflets and other resources on eSafety.

At the same time, a local school faced a serious cyberbullying incident. I focused on this case and once again realised that today’s children using modern digital technologies and social networks can be very powerful. This is a difficult world for them to understand at times and they don’t always realise all of the interconnectedness. They cannot see the other aspects of this digital jungle such as stalking, information selling, manipulating, fake profiles and fake news, abusing etc. We, their parents, teachers and other adults really have to help them with that. We have to teach them how to protect themselves and how to understand and interpret the mass of information and applications that are available online. How can they be sure that they are behaving in the right way when they go online? What are the principles of decent behaviour and netiquette? My goal is to continue in the struggle to provide support and offer education to pupils as well as disseminate information among parents.

Klára Bílová, eSafety Champion, Czech Republic"
A key element of the eSafety Label+ activities were the multiplier events which took place in the project partner countries: the Czech Republic, Greece and Portugal. There were a number of objectives to these events which were primarily aimed at raising awareness of the project (and associated issues) with a wider audience.

- Present the eSafety Label ecosystem to the broader school community.
- Showcase the overall progress of the eSL+ project.
- Increase teacher involvement.
- Raise awareness about online safety challenges.
- Foster and mobilise the exchange of knowledge and best practices.
- Explore the use of online technology and digital devices in a safe and responsible manner.

National stakeholders and educators were encouraged to attend the events and learn more about the project and ambassador work. During the multiplier events, a short presentation of both the eSL+ project and the concept of the eSL was delivered to all participants, mainly computer science teachers, primary education…
teachers, head teachers, school advisors and other stakeholders.

As part of the project, eSafety Label ambassadors created a series of resources for others to use (see below). These were shared widely including at the multiplier events. There was a set of posters that could be used in schools with pupils and parents, as well as hard copies of the research report carried out at the beginning of the project.

Participants in Greece were also given a handy booklet which provided policy tips to specific online safety issues. The tip sheets are available in English and are really helpful for schools in identifying what needs to be done for different stakeholder groups. They cover 21 different areas of online safety as shown here:

- Cyberbullying
- Digital footprint
- Digital reputation
- Sexting
- Sextortion
- Internet addiction
- Identity theft
- Meeting with strangers
- Malicious software
- Fake news
- Data protection
- Hate speech
- Radicalisation
- Misleading advertisements and scams
- Bad behavior, comments and gossip
- Digital games – risks from online games
- Online gambling
- Managing access to dangerous content
- Safe use of digital devices
- Safe use of social media
- Screen time
Colleagues in Portugal created a Safer Internet Game as part of the project. The game can be prepared by pupils and can be organised in such a way that larger groups can play also. It provides an opportunity for discussion about a range of online safety questions which of course can be adapted to suit the needs and experiences of different audiences. Feedback suggests that pupils enjoy the game and engage with the activities.

Ambassadors Jani Miguel and Vitor also prepared briefing papers for other teachers to use. One analysed policies and measures to prevent and solve cyberbullying issues in schools while another aims to support colleagues in schools who are tasked with making important decisions around the renovation or upgrading of a school computer network.

Towards the end of the project, ambassadors will come together for the eSafety Label+ conference – Safer schools, confident teachers, happier pupils. The conference will take place in Brussels and will bring together around 100 participants to hear from experts about the current state of online safety, to take part in discussions about different aspects of the eSafety Label and to debate the importance of online safety in schools. Ambassadors will share their experiences and use this platform to further disseminate their work and resources to a wider audience.
LESSONS LEARNED AND HOW TO MOVE FORWARD...

Lessons learned and recommendations

The project has clearly highlighted the importance of good-quality online safety education for all children in all schools. Schools are best placed to provide much of this education as most children will attend school. However, it is also important to recognise that schools are only part (albeit a vital part) of a wider multi-pronged approach to online safety.

eSafety Label+ partners identified the following key lessons learned as a result of the project.

1. **Evolving** - online safety moves very quickly; it is constantly evolving, and stakeholders need regular updates. The eSafety Label initiative provides updated strategies and a wide range of online resources and best practice solutions in the longer term.

2. **Parenting** - there is a need to inform parents and carers about their responsibilities with regards to online safety as many tend not to be particularly well informed about or involved in this area of their child’s education. Schools cannot address online safety issues effectively if they are not engaging with parents.

3. **Empowering** - some schools will not be ready to meet the criteria in order to be awarded an eSafety Label, however it is important to keep these schools engaged and support them in achieving accreditation.

4. **Mentoring** - identifying teachers who could cascade their learning and expertise is vital. Not everyone is able to do this due to other commitments and pressures. Ensuring that these individuals are provided with high-quality professional development opportunities is vital in helping to keep their knowledge as up to date as possible.

5. **Co-creating** - a co-creation process which involves teachers in the development of resources and materials is highly effective.

6. **Engaging** - offering teachers an opportunity to engage in a meaningful dialogue with policy makers, regulators and other
stakeholders is important; the final conference provides an ideal opportunity for this.

Some final thoughts from ambassadors:

I would definitely recommend the project to others because they can gain knowledge on important topics in their daily digital lives. They can become wiser and finally learn ways to face eSafety challenges.

Karagiorgou Eleftheria, eSL+ Champion, Greece

I would definitely recommend the programme to my colleagues because through this programme they would have a unique opportunity for personal development as well as becoming more useful to their school community.

Chlapanis Georgios, eSafety Champion, Greece

Being part of the eSafety Label+ programme has been a very rewarding experience that we would definitely recommend to others. It was a privilege to work with the ambassadors from other countries and get to know the reality of their schools.

Sónia César and Rúben Alves, eSL+ Champions, Portugal
Lessons Learned and How to Move Forward...

Next steps and conclusions

Online safety is a crucial part of a child’s education. Children and young people today are growing up in a connected world; they spend a lot of time using mobile devices, gaming and consuming as well as creating content. It is vital that just as we teach children how to cross the road safely, we also give consideration to the best way to ensure that they have the skills that they need to navigate the digital world safely too. The eSafety Label allows schools to demonstrate that they recognise the importance of online safety education and that they are working together with all stakeholders to provide the best support that they can for their pupils and the wider school community. Being part of the eSafety Label initiative offers schools an opportunity to interact with and learn from others, to share best practice and resources and to discuss the most effective approaches to ensure that children and young people are safe and empowered when they are online.

Teachers are busy people. In a world where schools are expected to do more and more within the curriculum it could be easy for online safety to be forgotten or not seen as a priority. Good collaboration, useful resources, lessons and other information which is regularly updated will all help to support teachers in delivering effective online safety for their pupils, colleagues and parents. The eSafety Label initiative will continue to encourage schools to take action while providing them with the necessary guidelines and resources. Moreover, the eSafety Champions will continue to work within their own communities and beyond in order to promote best practices and empower other peers to address online safety challenges in their schools.