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eSafety Label+: Become the next eSafety Champion

Mapping online safety needs and priorities in education
September 2018

ΙΔΡΥΜΑ ΚΡΑΤΙΚΩΝ ΥΠΟΤΡΟΦΙΩΝ IKY
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Partners:

- EUN - European Schoolnet, Belgium
- UoA - University of Athens, Greece
- CTI - Computer Technology Institute & Press Diophantus, Greece
- DGE - Ministerio Da Educacao E Ciencia, Portugal
- NCBI - Národní centrum bezpečnějšího internetu, z.s., Czech Republic

List of Abbreviations

- AF - Assessment Form
- AP – Action Plan
- AUP – Acceptable Use Policy
- eSL/eSL+ - eSafetyLabel (+)
- GDPR – General Data Protection Regulation
- IO – Intellectual Output
- MoE – Ministry of Education
- MOOC – Massive Open Online Course
- s.d. – Standard deviation

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1. INTRODUCTION

The eSafety Label (eSL) initiative supports schools in providing a secure environment and safe access to online technology as part of the teaching and learning experience. The eSafety website[1] , which is redesigned, offers all school staff access to information that will help them anticipate and deal with eSafety related incidents in and outside of school. The eSafety Label can be displayed on the website of schools that have successfully fulfilled a set of criteria agreed upon by national Ministries of Education; the label therefore illustrates to parents and others that eSafety is taken seriously by the school administration. Moreover, the eSafety Label provides professional development opportunities for all school staff and promotes discussion and exchange of resources and experience between staff faced with similar issues.

The ecosystem of the eSafety Label community is growing. Therefore, in the early phase of the **"eSafety Label+: Become the next eSafety Champion"** (eSL+) project, the purpose of this report is to map online safety needs and priorities in education settings, all in close dialogue with the project partners: University of Athens (UoA), Computer Technology Institute & Press Diophantus (CTI), European Schoolnet (EUN), Ministerio Da Educacao E Ciencia (DGE) and Národní centrum bezpečnějšího internetu, z.s (NCBI). UoA developed a questionnaire based on the existing eSafety Label content which identified key areas of strength and weaknesses across European schools as well as highlighting areas to improve. The questionnaire helped to assess what is at stake while forming an evidence base for all further eSafety Label+ project activities.

The eSafety Label aims to offer European-wide eSafety accreditation and better support service to more schools and therefore teachers, so that, with the digital tools that eSafety Label provides freely, they can keep up with ICT integration in the classroom. Moreover, it aims to equip schools with up to date resources to build eSafety confidence ensuring compliance with current needs, in terms of eSafety infrastructure, policy and practice. Finally, the report aims to reach a larger community that includes parents and carers, Ministries of Education and educational organisations along with industry partners that already support this initiative in the drive to develop and maintain high standards of eSafety.

[1] *http://www.esafetylabel.eu*

2. OBJECTIVES

The main objective of the eSL+ project is to mobilise and foster the exchange of knowledge and best practices among a wide community of European educators, heads of schools, ICT advisors and other school actors with a view to better equipping schools for a safe and responsible digital future.

The vision of the project can be summed up in the project's tagline: 'Become the next eSafety Champion'- which is a call to action to all school staff to acquire ownership when it comes to online safety in school. The project aims to encourage educators to develop online safety skills, to produce their own supporting resources, to contribute to peer-to-peer learning and ultimately ensure they are digital role models for their students.

Based on the existing grid of eSL questions (Assessment Form), data covering eSafety infrastructure, policy and practice, and in dialogue with the schools who have been involved in the eSL project, the report set out to identify a number of key strengths and weaknesses across European schools, as well as key areas of improvement. This will help to assess what is at stake, while forming an evidence base for all further eSL+ project activities.

The main objective of the present report is to evaluate the existing processes for assessing school structures on technical issues, school safety policies and information-practice programs of all stakeholders in the school community in order to update and extend the current assessment form, ensuring compliance with current needs, in terms of eSafety infrastructure, policies and practices.

Through the use of an online survey which was constructed specifically for the present report in an effort to identify more effective ways to address the following issues:

a) To make the accreditation process easier for educators,

b) to make the information provided by the eSL community better at fostering capacity building, and

c) the instructions to provide closer guidance.

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3. AUDIENCE

The key target audience of the eSL+ project can be divided as follows:

Primary target audience	• **Teachers** • **Educators,** • **Heads of schools** • **Counsellors** • **ICT advisors, ICT coordinators** and other school-staff involved in online safety issues
Active beneficiaries	• **Pupils and young people**
Additional beneficiaries	• **Ministries of Education (MoE), or other educational authorities at regional level** from partner countries interested in joining, supporting and promoting online safety in their country. • **Leading companies (IT, telecommunication, etc.)** interested in joining and supporting the eSafety Label • **Extended school ecosystem (e.g. families, carers etc.)**

4. SURVEY

4.1 OVERVIEW

The questionnaire was sent to educators who have interacted with the eSL portal in the past (also some who just visited the website but did not obtain a label yet).

Through closed and open questions related to each service of the eSL+ project, it aimed to identify both advantages and disadvantages of the existing structure as well as to record the difficulties faced by educators during the accreditation process and how to address them.

The questionnaire also assessed the degree of action by schools on practices related to a safer internet, the policies they follow at the regulation level, but also the information, which is available for both pupils and parents. The questionnaire tried to identify both the priorities of each school and objective weaknesses in order for the eSL+ project to develop relevant policies and synergies to improve the current situation. Some questions focused on determining the priorities for the project moving forward.

The questionnaire used for the collection of the data can be found in Appendix A of this report.

4.2 PROCEDURE

UoA took the lead in this phase of the project, in close collaboration with EUN, who is currently managing and administrating all eSL assessment data.

The questionnaire was administered online, thus the SurveyMonkey platform was used for the creation of the electronic form and the data collection.

The educators who participated in the survey filled in the questionnaire during the period between January 19th and February 8th, 2018.

IBM SPSS v.25 software was used for the statistical analysis of the data.

5. METHOD

5.1 PARTICIPANTS' PROFILE

1,166 educators from ten countries participated in the survey. Figure 1 presents relative frequencies (percentages) of educators per country. The vast majority of the participants (52.3 per cent) were Greek educators, followed by their Portuguese colleagues (30.4 per cent).

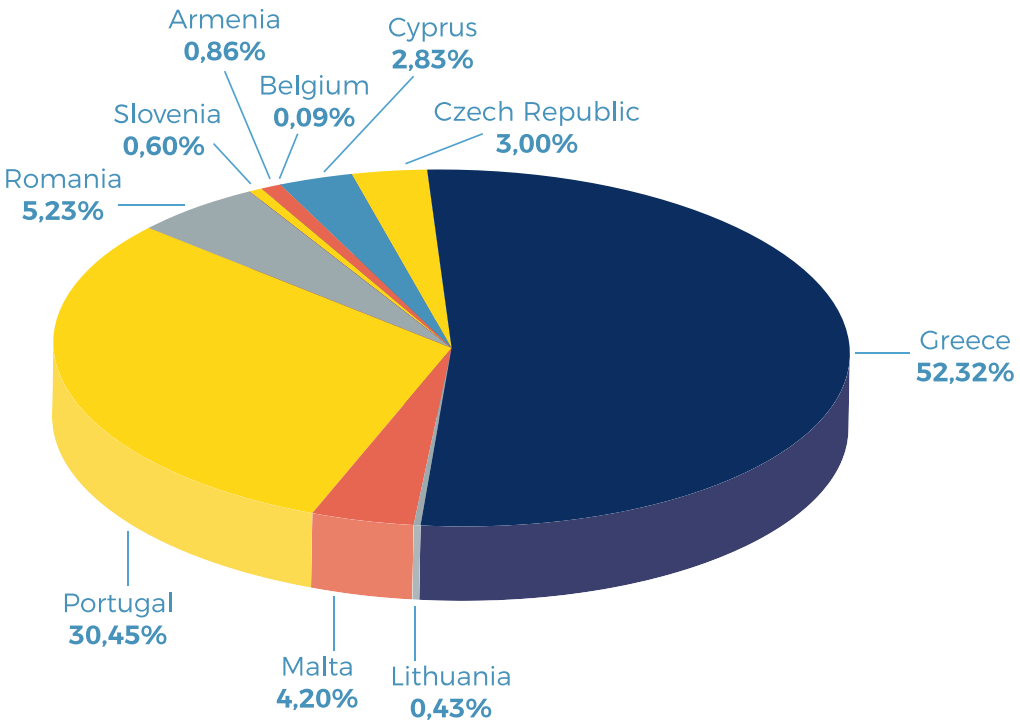

Figure 1 showcases percentages of educators per country

Figure 2 presents the number of participants per level of education, whereas Figure 3 presents relative frequencies (percentages) of participants per country.

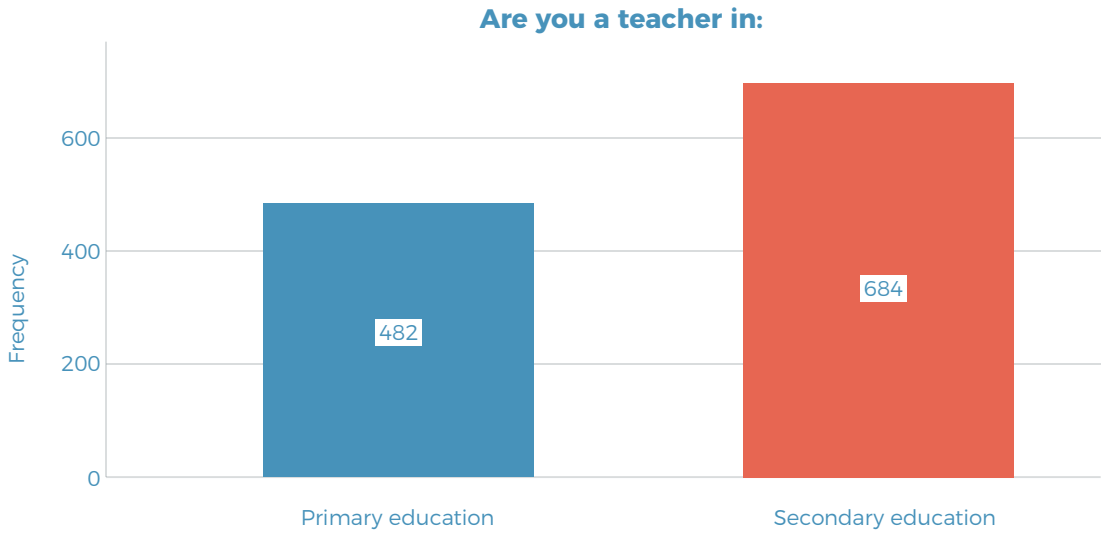

Figure 2 shows number of participants per level of education

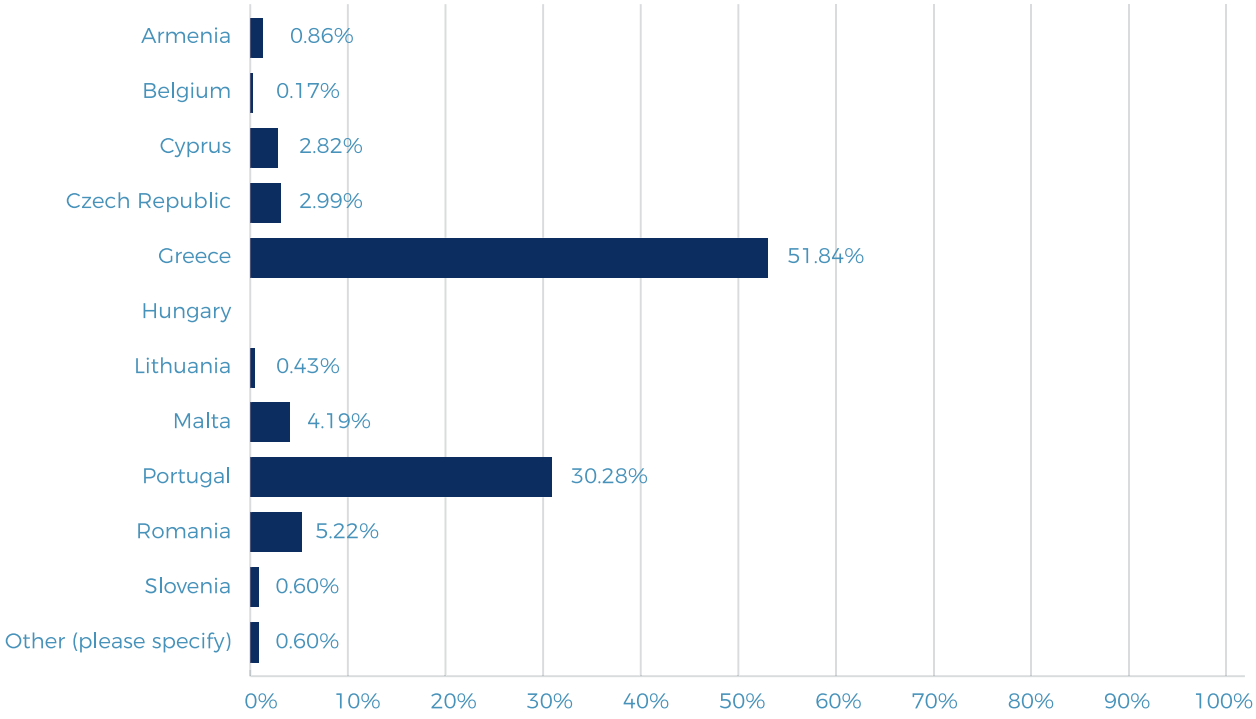

Figure 3 Relative frequencies (percentages) of participants per country

The mean age of participants was 45.6 years (s.d. 7.6 years). Fortunately, 276 (23.7 per cent) of the participants continued to the rest sections of the questionnaire and completed the survey; therefore, the results presented in the following pages of the report are based on the responses collected from those educators.

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6. RESULTS

6.1 OVERVIEW

The eSafety Label offers an Assessment Form (AF) covering a broad range of actors who can potentially affect, within and beyond the school walls, the level of school's eSafety. Based on a school's results an Action Plan (AP) is drawn up, to highlight areas for further development and improve eSafety within the school. This can also lead the way towards eSafety Label accreditation, when the necessary changes have been made.

In the following pages, the results of the responses given by the 276 participants are thoroughly presented. Question 5 (Q5) addressed educators' satisfaction with a number of eSafety Label aspects, namely the Assessment Form, the Action Plan proposed by the website after the assessment, the forum of the community, and the incident handling report form. Responses ranged from **0 (not satisfied)** to **2 (very satisfied)**; a total mean score was calculated from the responses in the four parts of the Q5 indicating total satisfaction with the eSafety Label.

6.2 ASSESSMENT FORM

Q5. How satisfied are you with the following aspects of the eSafety label?

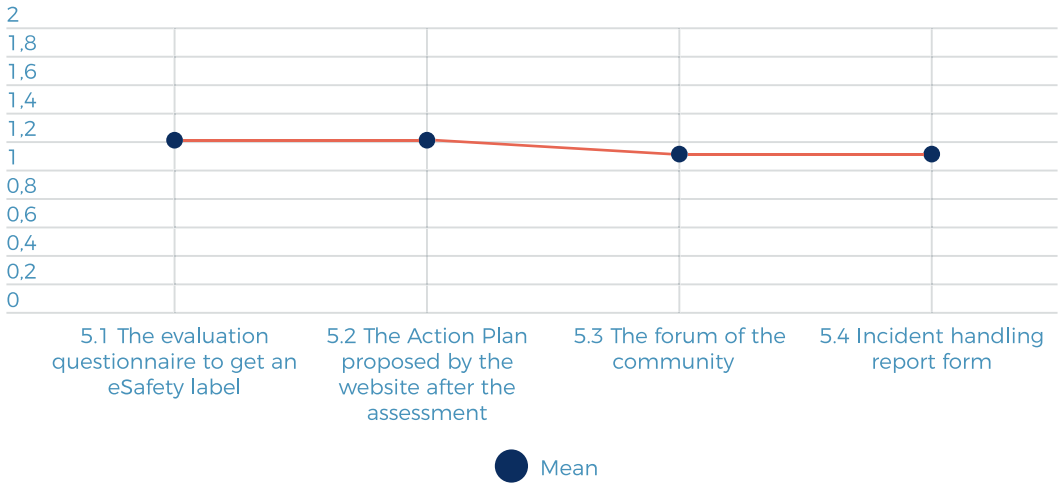

Figure 4 Descriptive statistics for Question 5

Results (see also Table 3 - Appendix B) indicate a moderate level of satisfaction with all aspects of the eSafety Label. As educators don't have much time to spend on outside curriculum activities, hence accreditation process should be simple, more user friendly, etc. in order to satisfy their needs.

Question 6 **(Q6. Would you propose any change in the previous aspects?)**, addressed the same characteristics as Q5 and requested educators' ideas and proposals for improvements.

The majority of participants consider that no change is necessary. This suggests the success of the Assessment Form in order to obtain an eSafety Label, as well as its clarity and undeniable practical value. It is very important that the Assessment Form is easy to understand and to use, as research has shown that it is one of the strongest tools of the eSL ecosystem.

6.2.1 Action Plan

The next characteristic was the usability of the Action Plan provided by the eSafety Label website after the school submits its Assessment Form.

Here, as with the Action Plan, the majority of respondents do not ask for changes, but 16 per cent would like the Assessment Form to be simpler and clearer. It is important that the Action Plan is useful for educators and helps to translate theory into practice when working on the eSafety ecosystem in their schools.

6.2.2 Forum

As far as the forum of the eSafety Label community is concerned, 73.5 per cent respondents felt that no changes are needed to be made, while 19 per cent suggested making some changes to the forum. The community forum should group together some questions with answers to make it more user friendly to educators. Perhaps animation is needed more for this action to be used by more educators or even better by the ambassadors from the participating partners.

6.2.3 Incident Handling

Concerning the incident handling report form, the majority of participants considered the incident handling report form to be good enough, but a number of issues were also raised.

In order for an educator/respondent to use the incident handling form, he/she should be able to answer the following questions

1. What is its usability?
2. Who would use the form and what would they use it for?
3. How does it link with the school processes and procedures?
4. Why should a teacher complete the form?

Question 7 requested for educators' experience in reporting an incident in the "Incident handling" section of the eSafety Label site. Only 12 per cent of the participants responded positively.

More specifically in the open question that followed **(Q8: if you answered "no", why have you not used it so far?)** main responses were:

- 34.6 per cent responded that there was no reason to use the incident handling form.
- 29.6 per cent claimed an incident never took place or was not worth reporting.
- Almost 10 per cent did not know that the form existed or never had the time to report it.

Overall, responses show that most educators have not fully understood the usefulness of this section in relation to the operation of their school, and around 35 per cent claimed that it was unnecessary to use the form. There was also a little ignorance of the form's existence. 30 per cent did not use it, because there were no incidents or no appreciable incidents that they should have posted.

The incident handling report form should be embedded within the day-to-day operation of the schools with competent authorities and have a consultative role. It should be linked to incident management bodies (management structures) or to the MoE's crisis management services. There should be a distinct reason for using it and schools need to be clear about its purpose.

6.3 ESAFETY FACT SHEETS

The eSafety fact sheets cover a wide range of topics related to infrastructure, policy and practice, which are all essential when working towards a high level of eSafety in school and an official eSafety Label accreditation. A fact sheet consists of a definition and a set of guidelines, covering the core aspects of each topic such as:

Infrastructure:

- ☆ Using mobile phones in schools
- ☆ Use of removable devices
- ☆ Protecting sensitive data in schools
- ☆ Protecting your devices against malware

Policy:

- ☆ Acceptable Use Policy (AUP)
- ☆ Safe passwords
- ☆ School Policy
- ☆ Taking and publishing photos and videos at school
- ☆ Schools on social networks

Practice:

- ☆ Embedding eSafety in the curriculum
- ☆ Suggestions for eSafety training courses
- ☆ Information for parents
- ☆ Pupil's use of online technology outside school
- ☆ Incident handling
- ☆ Cyberbullying
- ☆ Sexting
- ☆ Online extremism, radicalization and hate speech

Question 9 (Q9) focused on participants' satisfaction with the issues addressed and the approaches followed in the "eSafety fact sheets" section of the site (see also Table 4 – Appendix B). The results depicted in Figure 5, and indicate that participants are satisfied with usability and information given by the fact sheets.

Q9. Are you satisfied with the issues addressed and the approaches followed in the "eSafety fact sheets" section of the site?

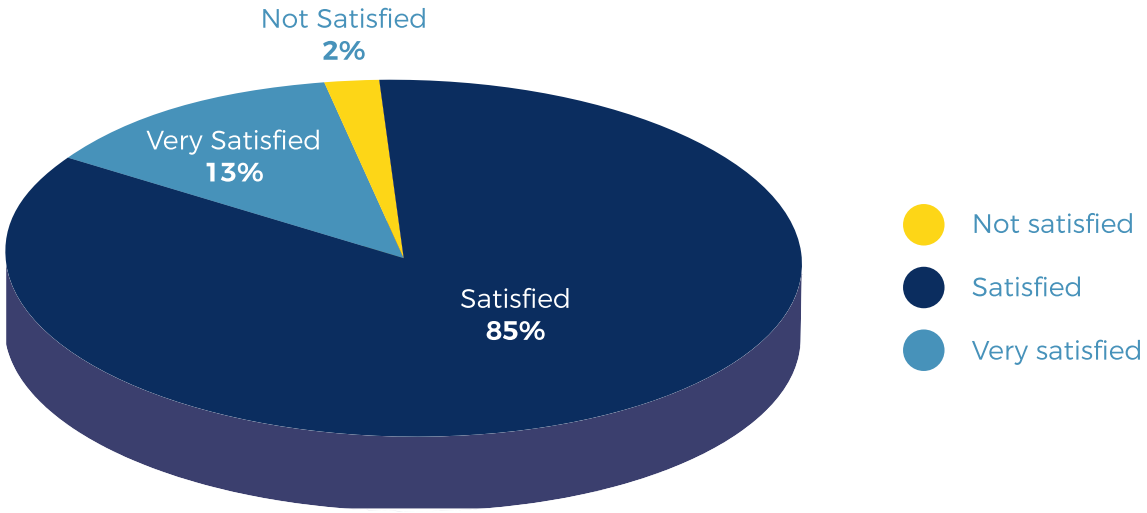

Figure 5 Percentage of responses in Q9

Furthermore, the next question (**Q10: If you answered "not satisfied", what could be done to improve this part of the site?**) was open and asked educators' opinions regarding what could be done to improve this part of the site, in case they had answered "not satisfied" to Q9. Only one participant responded claiming that it needs to contain more examples.

The next question (**Q11: Which of the following aspects do you think should be developed further?**) requested participants' view on the aspects of eSafety Label that should be developed further. Their responses indicate that most of them (60 per cent) agree that practice needs to be developed further at school.

Q11. Which of the following aspects do you think should be developed further?

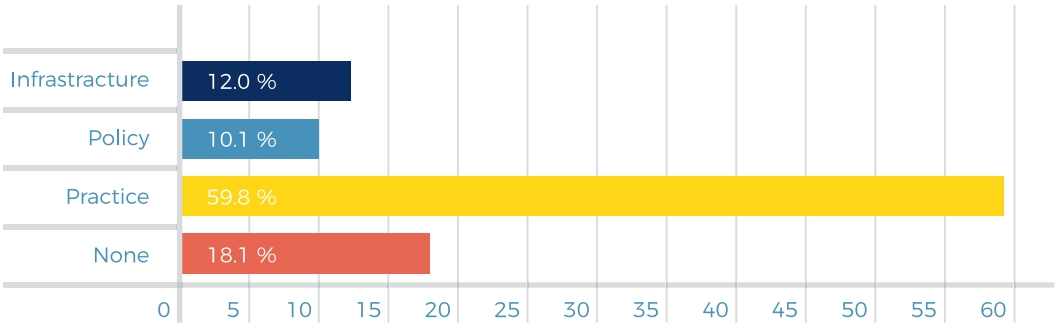

Figure 6 Percentages of responses in Question 11

This fairly high percentage of 59.8 per cent highlights the need for educators to receive further support with regard to eSafety practice. This may be an indication that the eSafety Label should come into agreements with more organisations or authorities that can act in schools and apply a netiquette through educational transnational programs. When asked to provide details, most of them stated that learning should include examples and good practice scenarios, and that these should be shared.

6.4 ACCEPTABLE USE POLICY

It is good practice for all schools to have an **Acceptable Use Policy (AUP)**, which is a clear and concise document providing guidance, for a range of users, so that they can safely access the internet and interact with mobile technologies.

AUPs have developed over time and both young people and staff in schools are now able to access the internet in a variety of ways, not only via the school network. In recognising this, it is important that an AUP focuses on behaviour rather than technology. This means that the AUP will have a longer life cycle and be easily interpreted by all users.

The next two questions (Q12 and Q13) focused on the AUP document; educators were first asked whether they have created such a document for their school and then who was involved in its development. While 42 per cent of the educators responded positively (and the percentage may be of importance), the remaining 58 per cent responded that they do not have an AUP yet, which is fairly significant. Hence, the project could propose that its AUP, or even more its School Policy template[2], can be implemented in more European schools.

Q13. While developing the AUP document, which of the following (people) have been involved?

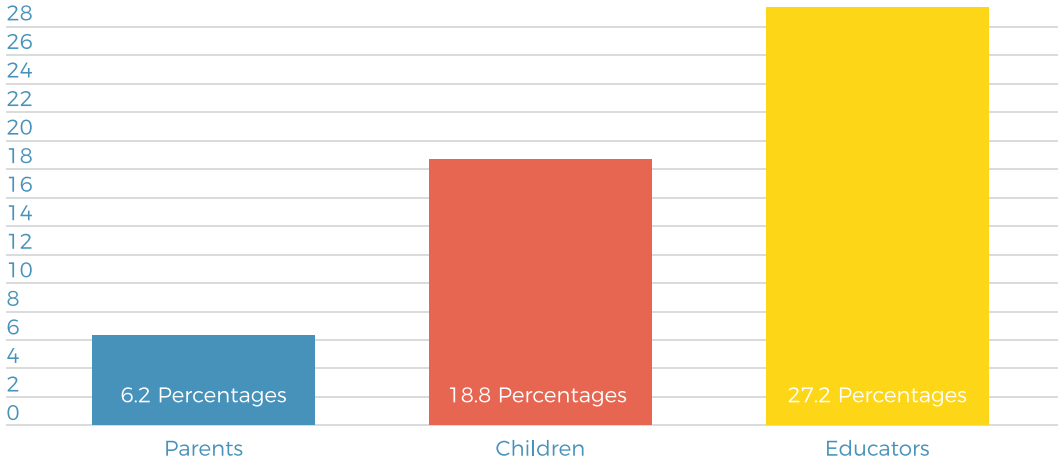

Figure 7 *Percentages of responses in Question 13*

It appears that in most cases a number of educators and students were involved in the creation of an AUP, 27.2 per cent and 18.8 per cent respectively. The very small involvement of parents (6.2 per cent) in the configuration of the AUP document is an issue that should be carefully considered in the eSL+ project. Parents' active participation can succeed in developing a direct collaboration with them which could be very useful in a potential crisis, but also in understanding and respecting the rules of the school as long as they are committed to their implementation. Informing parents at the beginning of every school year could help to involve them in the school policies and procedures which would be viewed positively.

The next question (Q14) measured educators' satisfaction with the School Policy template available to the eSafety Label community. Responses indicate that the vast majority of the educators (98 per cent) were satisfied as shown in Figure 8.

[2] *The school policy template (2016) available in the eSL community is kindly provided by Kent County Council.*

Q14. Are you satisfied with the online policy document template available on the site?

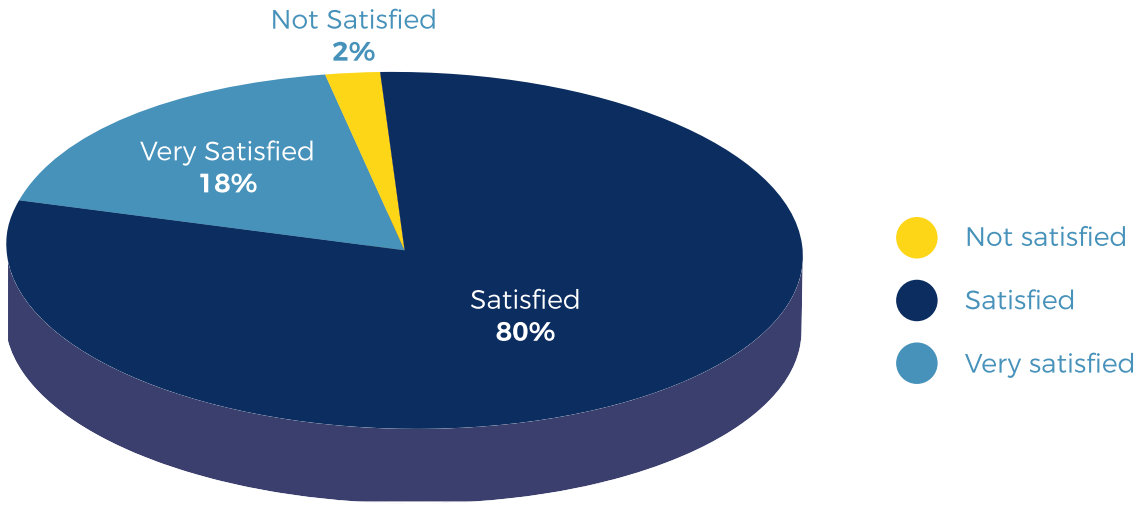

Figure 8 Percentage of responses in Question 14

Some of the respondents, who were not satisfied with the online policy document template available on the site, provided more information and claimed that it is very difficult to implement in everyday school life and that it should be simpler.

6.5 EFFECTIVENESS OF ESAFETY LABEL COMMUNITY

Regarding **Question 15** (**"Which of the following statements apply to your school as a result of being involved in the eSafety label community?"**), participants were asked to rate three statements related to the impact of their involvement in the eSafety Label community on their school. A four-point rating scale with values from 0 to 3 was utilised, with 0 meaning "not at all", 1 meaning "a little bit", 2 meaning "quite" and 3 meaning "a lot".

Q15. Which of the following statements apply to your school as a result of being involved in the eSafety Label community?

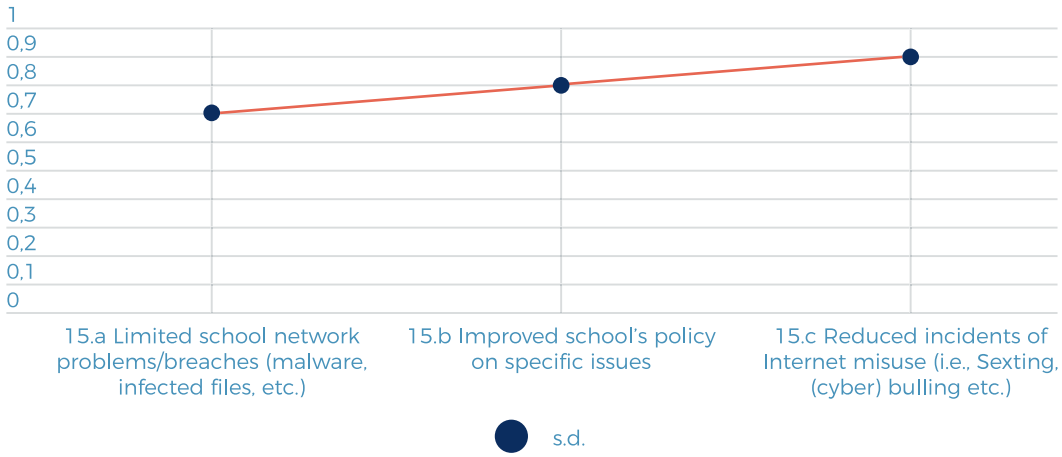

Figure 9 Descriptive statistics for Q15 "Which of the following statements apply to your school as a result of being involved in the eSafety Label community?"

Mean scores in all three statements (see Figure 10) indicated a rather low impact on the school as a result of their involvement in the eSafety Label community. The lack of school preparation for the label and the failure to monitor the progress of the school community during the school year, are two reasons that lead to a low score.

This is a potential problem although the Action Plan does provide a specific framework for action. It seems that the lack of cooperation with organisations or authorities developing actions around these issues lead to less positive outcomes. Embedding these actions as part of the day to day life of the school would significantly improve outcomes and promote the eSafety Label.

As schools are not immediately able to apply for a higher level of accreditation (e.g. silver or gold), there is sometimes a lack of motivation from educators to increase their efforts and make improvements.

With regard to **Question 16 ("Please rate the following on a scale of 1 to 5, with 1 being poor and 5 being excellent")** participants were asked to rate procedures related to eSafety Label using a scale of 1 to 5, with 1 being poor and 5 being excellent. Descriptive statistics (see Figure 10) indicated that mean scores for all aspects were good.

Figure 10 *Descriptive statistics for Q16 "Please rate the following on a scale of 1 to 5"*

The same aspects and procedures appeared in **Question 17 (Q17: Does any of the following need improvement? If so, please, mention them in priority of order, being the first one as the most important)** and participants were asked to rank them in order of priority to show where improvement was needed. Lower values were used to indicate those aspects that were the most important (see Figure 11).

Figure 11 *Descriptive statistics for Q17 "Does any of the following need improvement? If so, please, mention them in priority of order, being the first one as the most important"*

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Usability of the eSafety Label website, reliability of the process to get the eSafety Label and available information on the website were the most important, followed by the support before the submission of the Assessment Form process. The results show that the process for receiving the label is effective. Along with the role of National Coordinators in both the clarity and speed of responses, it is seen as a positive part of the process.

The current role of national eSafety Label coordinators includes the following responsibilities:

- Managing and administrating national registrations.
- Managing and administrating school submissions of assessment forms, resources and other types of evidence.
- Translating, localising and quality controlling all content made available, ensuring all online eSafety Label materials, making sure it is fit-for-purpose and in line with national context and standards.
- Reaching out – through various events, campaigns and dissemination channels – to national teachers and schools, ensuring visibility to the eSafety Label initiative, while informing teachers and schools about its key objectives, processes and materials.

From the answers provided, the coordination is the reason that the project is successful. While the project in general, is seen to be satisfactory, the responses to specific questions give a better overall picture. The project should take advantage of these areas which are viewed positively and make corrective actions on specific issues: Specifically, usability of the eSafety Label website, reliability of the process to get the eSafety Label and available information on the website.

When asked (Q18) what would make the eSafety Label community more attractive to other educators/schools and encourage wider participation, most participants expressed the view that the eSafety Label should be further promoted and that the services provided by the project should be made clearer and more specific.

Practical training and increased interaction by schools were highlighted by some respondents. Several participants asked for further support from the project and some suggested that incentives for them could help. 44 per cent of the answers indicate an ambiguity of the information provided by the eSafety Label, as well as a deficit in the project's dissemination. It was suggested that information and feedback shared with educators should be clearer and more targeted with information on next steps for schools. Most respondents agreed on the usefulness of the eSafety Label project but felt it was difficult to promote.

10 per cent of responses want to reinforce the educational role of the project in a more practical and experiential way. Information encoding, dissemination of the project, training, motivation, native language and additional support and preparation issues will be challenges that the project will face and need to address according to some participants.

23 per cent asked the project to provide more information to all educators, head of schools, children, as well as the parents. They need clearer, simpler and easy to access information which would also address technical and non-technical eSafety issues, accessible information, user friendly and valuable information for technical and non-technical eSafety issues.

18 per cent considered promotion and dissemination important for the project. The latter has already been achieved and can be continued in schools with printed leaflets and/or through social networks (e.g. the newly launched Facebook page[3]) but also via peer support between educators.

10 per cent of respondents stated that their school deals with the training of staff and students, along with the production of educational material that will engage them more specifically around eSafety related themes (e.g. cyberbullying, prevention from child harmful content). Sometimes this is done within the context of an application or gamification process. One respondent suggested to create an eSafety Label Day, dedicating a day to get students but also the whole school staff more actively involved in building an online safety eco-system.

Summing up the responses of this question, most respondents consider that the ecosystem needs to be promoted and disseminated more amongst school staff and that the information provided about it, should be more precise and accurate. Practical training and interaction between schools was highlighted by some respondents as well as the training of the whole school staff. Furthermore, several respondents asked for support from the project while some others seek for more motivation out of it.

Against this background, the eSL+ project in its current and future role will help to support the different points raised, since it will foster a bottom-up process creating an eSL+ ambassador scheme, and building towards an eSafety Champion MOOC (Massive Open Online Course[4]).

Moreover, along with this report, the eSL+ project will enable more policy makers to build a deeper understanding of the issues faced by schools and discern more easily any areas in need of particular attention. In this way, the eSL+ will contribute with its new ecosystem to a better shaping for both a national and European-wide standard of achievement.

[3] *https://www.facebook.com/eSafetyLabel/*

[4] *More information about the MOOC are provided later on in this report.*

6.6 ESAFETY PRACTICES

Question 19 asked participants to provide information about the ways they integrate eSafety issues within their schools; multiple responses were allowed.

Q19. How do you integrate eSafety issues within your school?

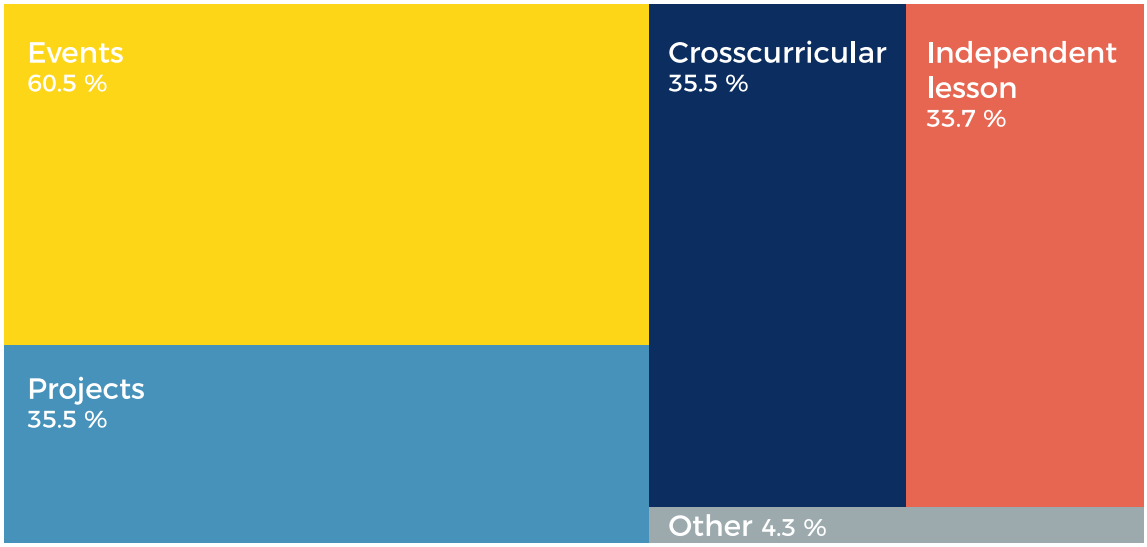

Figure 12 Percentages (multiple responses were allowed) of responses in Question 19 "How do you integrate eSafety issues within your school?"

Most of the educators (60.5 per cent) responded that they organise events in their schools in order to train school staff and the wider school community about eSafety issues. Those who answered "other", mentioned the following:

- By integrating eSafety as part of civic education, science lessons or work that supports the school's computer activity.
- By showing relevant videos, and websites approved by the Ministry of Education or other educational entities.
- By organising meetings, workshops, webinars, or parents' evenings, and inviting people with appropriate knowledge to teach students about internet safety.

The next five questions **(Q20-Q24)** focused on the training of educators, students and parents on eSafety issues. Most of the participants (41 per cent) felt that the school staff were trained on eSafety issues (see Figure 13), whereas only half of the educators (51 per cent) were satisfied with the training that their students were given on eSafety issues (see Figure 14).

Q20. Is the school staff trained on eSafety issues?

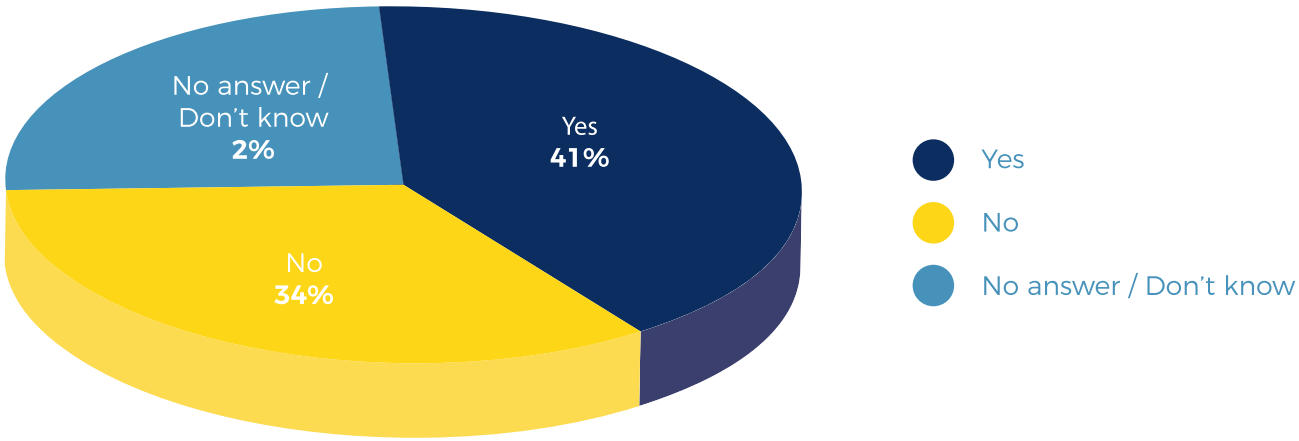

Figure 13 Percentages of responses in Q20 "Is the school staff trained on eSafety issues?"

Q21. Are you satisfied with the training/education of student on eSafety issues?

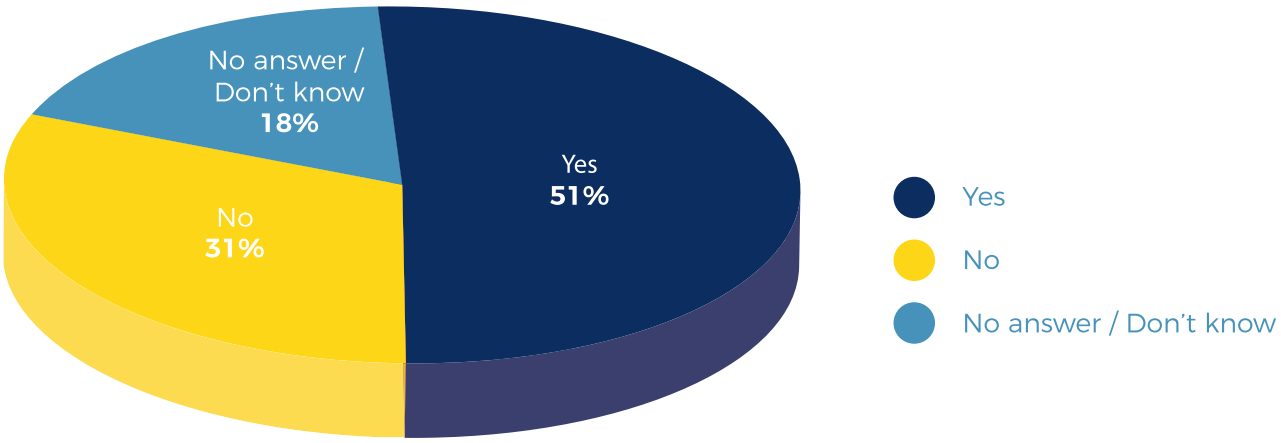

Figure 14 Percentages of responses in Q21 "Are you satisfied with the training/education of students on eSafety issues?"

It appears that the majority of the educators (>50 per cent) teach their students about eSafety issues at least twice a year (see Figure 15), with a considerable percentage reporting that they do so every month or every week (28 per cent and 8 per cent respectively).

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The combination of responses to the two questions above leads us to the conclusion that the majority of educators organise one or two events per year and are active enough in educating their students about the issues that concern them. This frequency should be a matter of concern to project partners who will need to consider whether it is enough to deliver these important messages. It should also be a matter of concern to project partners as to whether this frequency of delivery meets the specifications of the label. Encouraging more events through integrated label accreditation, project partnerships and more frequent encouragement for participating educators by National Coordinators, who through their schools are or will be part of the eSafety Label, will be issues worth discussing.

Q22. How often do you train your students on eSafety issues, such as cyberbullying, privacy, online reputation, sexting etc. ?

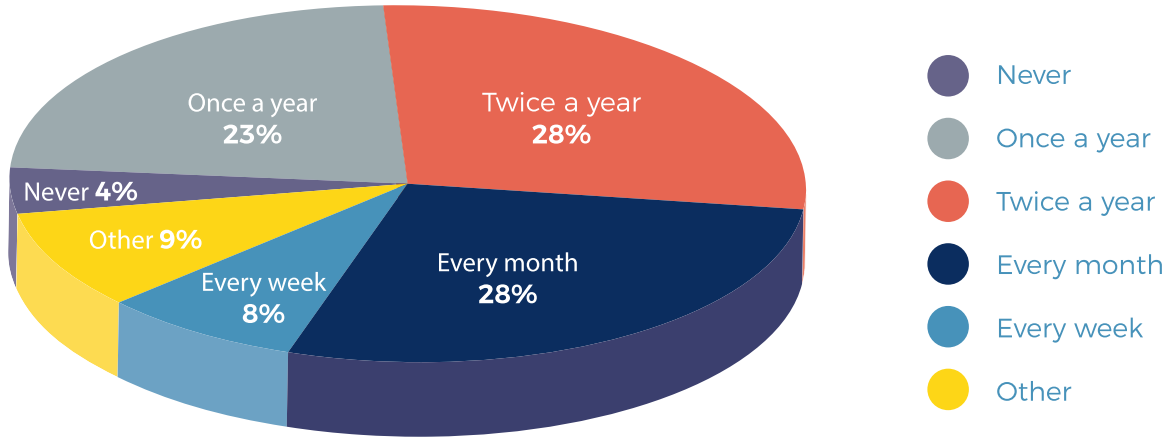

Figure 15 Percentages of responses in Q22 "How often do you train your students on eSafety issues, such as cyberbullying, privacy, online reputation, sexting etc?"

Looking at Figure 16, the results of the next question which focused on the frequency of training on security issues are similar.

Q23. How often do you train your students on security issues, such as malware, viruses, how to protect themselves from hacking etc. ?

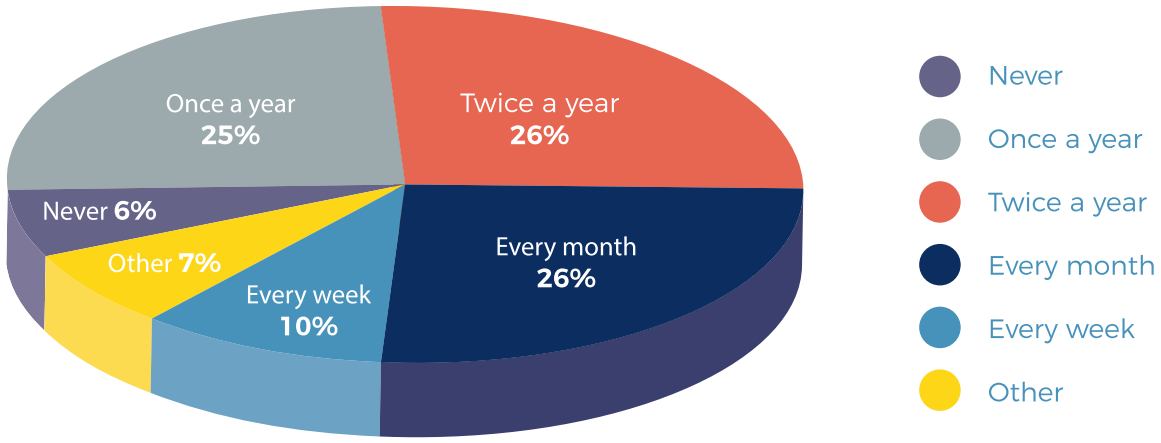

Figure 16 Percentages of responses in Q23 "How often do you train your students on security issues, such as malware, viruses, how to protect themselves from hacking etc.?"

Parents were informed about ICT use and eSafety issues quite frequently as can be seen in Figure 17. Earlier in Question 13, the very small involvement of parents (6.2 per cent) was stated in the configuration of the AUP document which is an issue that should be carefully considered in the eSL+ project. Parents may be informed about eSafety issues, but emphasis should be given to more active involvement.

Q24. How often are parents informed about ICT use and eSafety issues?

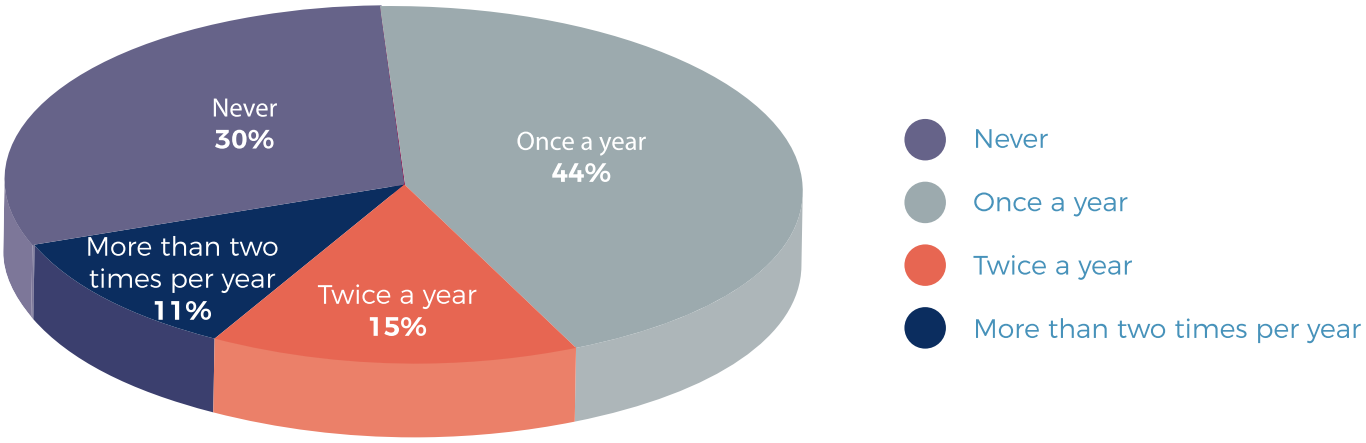

Figure 17 Percentages of responses in Q24 "How often are parents informed about ICT use and eSafety issues?"

Summing-up this section, Figure 17 shows clearly that schools cannot address online safety issues effectively within their school community if they are not engaging parents.

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6.7 GENERAL DATA PROTECTION REGULATION (GDPR)

Previous sections show clearly that there is a lack of parental involvement in school process around eSafety. Media literacy cannot be confined to within the walls of the school, but concerns the entire community and especially parents. May 25th 2018 marked an important milestone with the implementation of the new General Data Protection Regulation[6] (GDPR. Article 8 -- Age limit) that includes a requirement for parental consent, in order for children and young people of a certain age to enter social networks.

The protection of privacy and personal data of all pupils and staff in school is regulated by national data protection laws. Recently the regulation (EU) 2016/679 — protection of natural persons with regard to the processing of personal data and the free movement of such data[5], allows European Union (EU) citizens to better control their personal data.

Although some eSL fact sheets have made attempts to raise awareness of personal data (e.g. how to deal with sensitive data), the outputs developed as part of the eSL+ project will help even more to understand general aspects of the new GDPR as part of the EU data protection reform package[7].

Q25 asked whether educators have been informed about the new GDPR. 39.5 per cent of the educators confirmed that they have been informed, and from those, 30.8 per cent responded positively to the question asking whether they know that their school website(s) should adapt to the new data protection rule.

6.8 ONLINE SAFETY TRENDS AND ISSUES

In terms of other currently topical online safety trends and issues, 59.2 per cent responded that they are aware of what their country's law provides for hate speech rhetoric on the internet. Moreover, 57.6 per cent are aware of their country's law(s) around fake news or the spreading of fake news. Less than half of the educators (43.6 per cent) said that their school has an internal regulation on dealing with and handling incidents arising from the use of the internet. Those who answered positively were also asked when school policies were last updated. The results are shown in Figure 18 and indicate that almost half of the educators (49.7 per cent - a significant number) updated their school's internal regulations during the last school year.

[5] *http://eur-lex.europa.eu/legal-content/EN/LSU/?uri=CELEX:32016R0679*
[6] *https://gdpr-info.eu/art-8-gdpr/*
[7] *https://ec.europa.eu/info/law/law-topic/data-protection_en*

Along with this survey, the eSL+ project will provide guidance for schools and educators on how to address a variety of emerging trends, issues and challenges in a digital society, such as cyberbullying, sexting, fake news, online hate speech and online radicalisation, identity theft and online games.

Q30. When was the latest update of your school's internet regulation on dealing with and handling incidents arising from the use of internet?

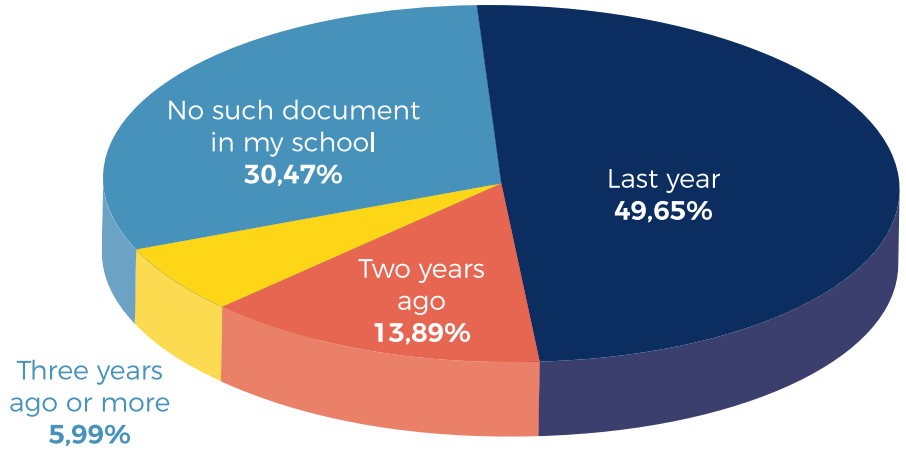

Figure 18 *Percentages of responses in Q30 "When was the latest update of your school's internal regulation on dealing with and handling incidents arising from the use of internet (e.g. cyberbullying, sexting, etc.)?"*

The results of the survey undoubtedly reflect a good indicator of informing educators about personal data, hate speech and fake news. Particular attention should be paid by the partners to the fact that the schools of most respondents (67.4 per cent) have not fully adapted their secure internet issues to their applied policy. The project could undertake a communication initiative through the Insafe-INHOPE network of Safer Internet Centers[8] in cooperation with the relevant bodies (e.g. Ministries, Data Protection Authorities etc.) to fully integrate the whole process of eSafety Label. Both the mandatory harmonisation of the personal data regulation and the adoption of laws on hate speech, cyberbullying and fake news, provide the opportunity to make a comprehensive overhaul of school regulations based on the evidence provided by the eSafety Label.

[8] *https://www.betterinternetforkids.eu/web/portal/policy/insafe-inhope*

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The eSL+ project will help to the current eSafety Label ecosystem grow into a vibrant online community of practice. It will be able to support the continuous professional development of school staff, in particular ICT coordinators and teachers, who are dealing with digital competences and innovative pedagogies. eSL+ project partners foster a bottom-up process by creating an eSL+ ambassador scheme. In this regard, a group of 20 teachers from project partner countries (Greece, Portugal and Czech Republic) have been selected. These ambassadors will be coached online and offline during the first year of the project, and will develop a range of new (online) learning materials, all of which will be made available in the eSafety Label ecosystem. In addition, eSL+ project partners will harvest ongoing efforts, building towards an eSafety Champion MOOC (Massive Open Online Course). This will be disseminated through the EUN Academy[9], which will in turn help to drive traffic towards the eSafety Label ecosystem, in order to mainstream a comprehensive set of whole-schools' strategies and best practice solutions. In other words, eSL+ project outcomes will support school leaders and teachers to deal with increasingly complex school and classroom realities in a digital age, by adopting innovative methods and tools, while promoting and strengthening leadership in regards to safe and responsible use of technology.

This can be achieved via other methods than email notifications or newsletters to all educators, but for example with frequent quizzes or even competitions. It would be particularly useful to encourage educators to inform parents about new laws and new developments on the internet so that parents do not ignore the implementation of the GPDR. With regard to the GDPR, schools need to recognise that there are legal requirements to comply with and that teachers need to be kept informed about any changes to school policy and regulations.

Regarding Question 31 **(Q31: How often have you dealt with the consequences of the following situations in your school environment during the current school period?)**, it focused on participants' experiences with the consequences of situations involving students online, such as cyberbullying, sexting, spreading of fake news, online extremism, identity theft, participation in online challenges etc. (see Figure 19 and also Table 18 – Appendix B).

[9] *www.europeanschoolnetacademy.eu*

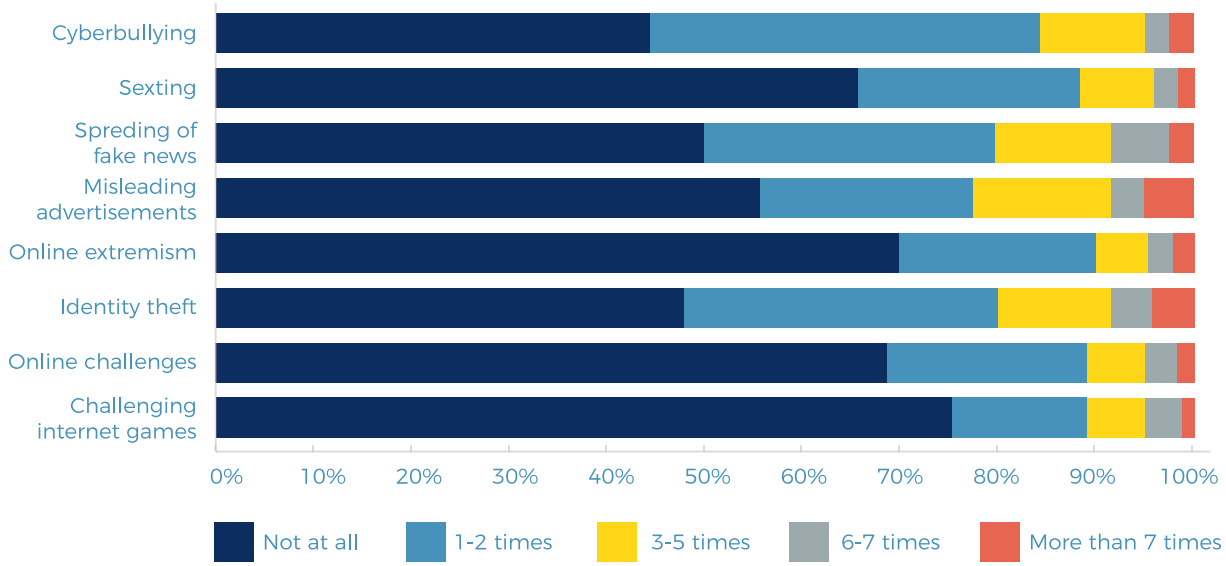

Figure 19 *focuses on participants' experiences with the consequences of situations involving students online, such as cyberbullying, sexting, spreading of fake news, online extremism, identity theft, participation in online challenges etc.*

Responses indicate that the vast majority (78 per cent or more) of the educators have never or only once or twice experienced such situations. However, there is a considerable percentage (ranging from 4 per cent to 8.4 per cent who have experienced such incidents five to seven times or more than seven times in their career).

Over half of the schools face cyberbullying problems and this is certainly a matter to be addressed in a more coherent way by the project. It is worth mentioning that there is already a section in the fact sheet area on this issue. The percentage of problems related to sexting is not particularly high compared to what was expected, and this is a very promising result. The protection of personal data remains a priority for this project. Fake news has been featured highly in the research, and along with hate speech will be a key target for the school communities and certain related actors. Finally, dangerous online challenges (e.g. the Blue Whale Challenge[10]) are present for all schools and in some cases, can pose a serious risk to pupils.

The eSL+ project will provide guidance for schools and teachers on how to address this variety of emerging trends and issues in a digital society, such as cyberbullying, sexting and internet addiction, amongst others. In other words, eSL+ project will aim to more comprehensively cover and advocate eSafety policies and practices which break down barriers for digital participation in European society, recognising children's and young people's online rights

[10] *Blue Whale Challange – an emerging concern : https://www.betterinternetforkids.eu/web/portal/practice/awareness/detail?articleId=1746692 (BIK portal, 2017).*

to protection, provision and participation, keeping in mind the full diversity of individual and social backgrounds.

The last question of the survey asked participants to list (in order of priority) eSafety related problems that they felt their school community should focus on[11].

As shown in Figure 20, one third of participants believe that the school community should focus on cyberbullying issues. Approximately 12 per cent argued that they should focus on issues related to internet addiction and a similar percentage (13.7 per cent) mentioned safe use of internet, social networks, smart devices and ICT along with personal data and sexting (10.6 per cent).

Q32. List in order of priority the problems of eSafety that the school community should focus on

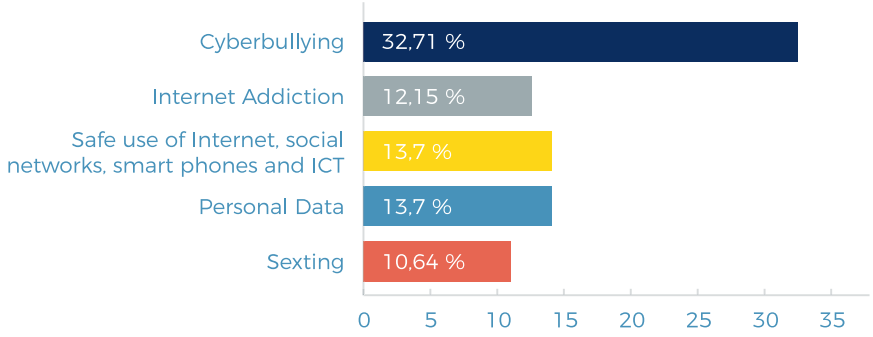

Figure 20 *Showcases the Top5 eSafety problems as the survey reported.*

While the European dimension of the eSL ecosystem most certainly provides added value, it may also generate tensions in terms of online safety strategies and solutions deemed most efficient, effective or desirable. What is a key problem or best practice solution in one country, may be of limited relevance or off limit elsewhere. Regardless of the challenge this may bring, any such national differences will be subject to more in-depth scrutiny, as part of the eSL+ objective which aim to better understand online safety needs and priorities across Europe.

The success of eSL+ will partly depend on its ability to facilitate a group of teachers to lead by setting an example and inspire their peers through innovative ideas and best practices. Hence, project partners will need to ensure that proper supporting mechanisms are put in place, in order to avoid possible additonal burden for individual teachers, as this may well be detrimental for the type of teacher ownerships and leadership envisioned in the first place.

[11] *More details can be found in Table 19 and 20 of appendix B.*

7. CONCLUSIONS

Challenges and benefits of joining the eSafety Label

The main challenge is to understand what trends and issues are currently of concern for schools across Europe.

Secondly, it is important to understand the strengths and weaknesses of schools when it comes to technological infrastructure, policy and practice, by benchmarking schools in every region against other European countries.

Thirdly, getting more people involved, by joining a community, where learning and teaching resources are disseminated easily and freely, can certainly be challenging in some countries.

Last but not least, by empowering schools across Europe with respect to incident prevention and help them improve their eSafety standards by using a tested accreditation mechanism and a validated approach. Thus, the image of schools is enhanced to the outside community, across regions and countries.

Theoretically speaking, schools have to follow three simple steps:

In summary, the aim of this report is to enable more policy makers to build a deeper understanding of the issues faced by schools and discern more easily any areas in need of particular attention.

There is a process of preparing schools for an eSafety Label, followed by the process after the label has been obtained. If a school wants to improve its label, its re-evaluation after one year (12 months) discourages the effort being made.

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Regarding the Assessment Form, the majority of participants consider that no change is necessary. This suggests the success of the Assessment Form in order to obtain an eSafety Label, as well as its clarity and undeniable practical value. It is very important that the Assessment Form is easy to understand and to use, as research has shown that is one of the strongest tools of the eSL ecosystem.

Overall, educators consider the eSafety Label Assessment Form questionnaire to be clear and complete, without any ambiguities or difficulties. The vast majority of educators also do not feel that any changes are needed on the Action Plan; however, a small percentage (16 per cent) suggested that it should be simplified and made clearer.

The fairly high percentage (almost 60 per cent) in (Q11: Which of the following aspects, Infrastructure, Policy, Practice, do you think should be developed further?), highlights the need for educators to receive further support with regard to eSafety practice. This may be an indication that the eSafety Label should come into agreements with more organisations or authorities that can act in schools and apply a netiquette through transnational education programs.

The majority of schools inform students to a greater extent about eSafety issues mostly through events, but equally 31 per cent are not satisfied with the quality of the received training, and thus make it doubtful. The absence of parents from the process is a serious issue which needs to be considered.

The significant amount of almost 60 per cent, responded that they do not have an Acceptable Use Policy yet. Hence, the project could propose that its AUP, or even more its School Policy template, can be implemented in more European schools. As either the AUP or School Policy template provided by the eSL, is a comprehensive action that has already been adopted by many schools.

Following the implementation of the new General Data Protection Regulation (GDPR), including parental consent in order for children and young people of a certain age to enter social networks became a requirement. While the GDPR brings a lot of bureaucratic aspects along it also provides an opportunity for schools when adopting their regulation by for example involving parents more actively in the process. Concerning the usability of the eSafety Label website, reliability of the process to get a label and available information on

the website were mentioned as the most important, followed by the support provided before the submission of the Assessment Forms. The results of the conducted questionnaire show clearly that the accreditation is effective. Along with the role of National Coordinators in both the clarity and speed of responses, it is seen as a positive part of the process. Hence, the National Coordinators enjoy the utmost confidence of the educators and this is extremely important. In this regard, it is worth noting that the questions concerning the evaluation of the National Coordinators had the highest rates of positive responses.

That said, the project should take advantage of these areas which are viewed positively and make corrective actions on specific issues: Specifically, usability of the eSafety Label website, reliability of the process to get the eSafety Label and available information in the community. The information provided by the site to educators needs to be more specific and easier to understand. Therefore, the dissemination of the project needs further consideration.

It seems also that respondents have some difficulty in understanding the importance of reporting (online) incidents. The reason for the existence of this particular form and how it is linked to the school process, needs to be more precise.

The eSL+ should build a more concrete role to keep the interest high for educators whose school does not meet the criteria for a bronze, silver or gold label at first attempt. Hence, it is also important to establish a network of partnerships to address weaknesses around AUPs in schools (e.g. through the Insafe-INHOPE network of Safer Internet Centers, etc.). Incentives for both educators and schools to join the label process would improve the work.

In order to support schools in the process of the eSL+ project, it will help to disseminate knowledge, experience and best practices, on how schools can ensure a safe and responsible online environment, focusing on various elements of digital school infrastructure, policy, and practice. It will do so in an open and innovative manner, enabling online safety synergies, through the eSafety Label community, both within and between schools, ensuring a bottom-up creation and exchange of online learning content, while promoting a safe, responsible and positive use of ICT among all stakeholders. Both in terms of process and outcome, the eSL+ will heavily lean on digital technology in order to substantially improve how eSafety infrastructure, policy and practice are currently shaped and implemented in European schools.

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In conclusion, the entire accreditation process of the project is at a very high level as well as the quality of communication between the human resources. The eSL+ project will help to better respond to the needs of teachers and schools in two different ways:

- In terms of content, eSL+ will provide up-to-date action plans and checklists covering the three key eSL areas of work: infrastructure, policy and practice.

- From a pedagogical point of view, teachers need confidence and ownerships in order to be able to take initiative and show digital leadership. The eSL+ project will take current activities to the next level, by coaching a dynamic group of eSafety Champions, empowering them to lead in a peer-to-peer manner. Moreover, eSL+ project partners will harvest ongoing efforts of the eSafety Champions, building towards an eSafety Champion MOOC – to be disseminated through the EUN Academy. This will in turn help to further mainstream a comprehensive set of best practice solutions, while driving further traffic towards the eSL+ ecosystem, providing a wide range of online resources, tools and services. In this way, the eSL+ project will contribute with its updated ecosystem to a better shaping of both a national and European-wide standard of achievement.

APPENDIX A – Questionnaire

eSafety Label + Survey

Dear participant,

The 'eSafety Label+: Become the next eSafety Champion' project will identify and empower a select group of eSafety Champions in order to a) map current needs and key priorities in this area of work, b) build towards a comprehensive variety of online learning materials designed by teachers for teachers, and c) mobilise a wide community of teachers, heads of schools, ICT coordinators and other school actors, through an ongoing exchange of expertise and best practice experience.

Based on the existing grid of eSafety Label questions and data, covering eSafety infrastructure, policy and practice, through a few questions we will try to identify, with your valuable input, a number of key strengths and weaknesses across European schools, as well as key areas of improvement. This questionnaire will help to assess what is at stake while forming an evidence base for all further eSafety Label+ project activities.

The eSafety Label+ project will take current eSafety Label activities to the next level, therefore your feedback is more than valuable. We realize how precious your time is, that's why we made sure it will only take you up to 15-20 minutes to complete the questionnaire. The survey will be open until Friday, 26th of January 2018 (23:59 CEST) please make sure to complete it as soon as possible!

We'd really appreciate your participation and looking forward to your feedback. If you should have any further questions, please don't hesitate to contact [roussosp@psych.uoa.gr]

For further information about the eSafety Label project, please visit:
https://www.esafetylabel.eu/about

We thank you very much for your time and contribution.

Kind regards,
The eSL+ Project Team

1. Are you a teacher in:

- O Primary education
- O Secondary education

Other (please specify)

2. Do you teach in a … school

- O Independent (private)
- O State (public)

3. In wich country do you teach?

4. What is your age?

5. How satisfied are you with the following aspects of the eSafety label?

	Not satisfied	Satisfied	Very satisfied
The evaluation questionnaire to get an eSafety label	○	○	○
The Action Plan proposed by the eSafety Label website after the assessment	○	○	○
The forum of the community	○	○	○
Incident handling report form	○	○	○

6. Would you propose any change in the previous aspects? If so, please describe.

The evaluation questionnaire which needs to be completed in order to get an eSafetyLabel

The Action Plan provided by the eSafety Label website after the assessment

The forum of the eSafety Label community

The incident handling report form

7. Have you ever reported an incident in the "Incident handling" section of the eSafety Label site?

- O Yes
- O No

8. If you answered "no" to the previous question, why have you not used it so far? (please describe)

4. Are you satisfied with the issues addressed and the approaches followed in the "eSafety fact sheets" section of the site?

- O Not satisfied
- O Satisfied
- O Very satisfied

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10. If you answered "not satisfied", what could be done to improve this part of the site?

11. Which of the following aspects do you think should be developed further?

- O Infrastructure
- O Policy
- O Practice
- O None

Please provide details:

12. Have you created an Acceptable Use Policy (AUP) document for your school?

- O Yes
- O No

13. If so, while developing the AUP document, which of the following have been involved?

- O Parents
- O Children
- O Educators

Others (please specify)

14. Are you satisfied with the online policy document template available on the site?

- O Very satisfied
- O Satisfied
- O Not satisfied

If not satisfied, would you like to provide more information (i.e. is it too long, does it cover the correct areas)?

15. Which of the following statements apply to your school as a result of being involved in the eSafety label community?

	Not at all	A little bit	Quite	A lot
Limited school network problems/ breaches (malware, infected files, etc.)	O	O	O	O
Improved school's policy on specific issues	O	O	O	O
Reduced incidents of Internet misuse (i.e., Sexting, (cyber)bullying etc.)	O	O	O	O

16. Please rate the following on a scale of 1 to 5, with 1 being poor and 5 being excellent.

	1	2	3	4	5
Usability of the website	O	O	O	O	O
Reliability of the process to get the eSafety label	O	O	O	O	O
Available information on the website	O	O	O	O	O
Support before the submission of the Assessment Form process	O	O	O	O	O
Support in the reevaluation process (for those who have done so)	O	O	O	O	O
Rapid response of (National) Coordinators to requests (for those who have done so)	O	O	O	O	O
Clarity of responses of National Coordinators	O	O	O	O	O

17. Does any of the following need improvement? If so, please, mention them in priority of order, being the first one as the most important.

- ☐ Usability of the websitel
- ☐ Reliability of the process to get the eSafety label
- ☐ Available information on the website
- ☐ Support before the submission of the Assessment Form process
- ☐ Support in the re-evaluation process (for those who have done so)
- ☐ Rapid response of (National) Coordinators to requests (for those who have done so)
- ☐ Clarity of responses of National Coordinators

18. What would make the community more attractive to other teachers/ schools, so that they could also participate? (Please describe in 100 words max)

19. How do you integrate eSafety issues within your school?

- O Cross-curricular
- O Independent lesson
- O Events (i.e. Safer Internet Day)
- O Projects (i.e. eTwinning)
- O Other (please specify)

20. Are the school staff trained on eSafety issues?

- O Yes
- O No
- O No answer / Don't know

21. Are you satisfied with the training/education of students on eSafety issues?

- O Yes
- O No
- O No answer / Don't know

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22. How often do you train your students on eSafety issues, such as cyberbullying, privacy, online reputation, sexting etc?

- O Never
- O Once a year
- O Twice a year
- O Other (please specify)
- O Every month
- O Every week

23. How often do you train your students on security issues, such as malware, viruses, how to protect themselves from hacking etc.?

- O Never
- O Once a year
- O Twice a year
- O Other (please specify)
- O Every month
- O Every week

24. How often are parents informed about ICT use and eSafety issues?

- O Never
- O Once a year
- O Twice a year
- O More than two times per year

25. Have you been informed about the new European regulation 679/2016 (known as GDPR) on personal data that comes into effect on May 25, 2018? You can visit http://eur-lex.europa.eu/legal-content/EN/LSU/?uri=CELEX:32016R0679 for a summary of the legislation.

- O Yes
- O No

26. If you answered "yes" to the previous question, do you know whether your school website(s) should adapt to the new data protection rule?

- O Yes
- O No

27. Are you aware of what your country's law provides for hate speech rhetoric on the internet?

- O Yes
- O No

28. Are you aware of your country's law(s) around fake news (or the spreading of fake news)?

- O Yes
- O No

29. Does your school have an internal regulation on dealing with and handling incidents arising from the use of the internet?

- O Yes
- O No

30. If you answered "yes" to the previous question, when was the latest update of your school's internal regulation on dealing with and handling incidents arising from the use of Internet (Cyberbullying, Sexting, etc.)?

- O Last year
- O Two years ago
- O Three years ago or more
- O No such document in my school

31. How often have you dealt with the consequences of the following situations in your school environment during current school period?

	Not at all	1-2 times	3-5 times	6-7 times	More than 7 times
Cyberbullying	O	O	O	O	O
Sexting	O	O	O	O	O
Spreading of fake news	O	O	O	O	O
Misleading advertisements and Internet scams	O	O	O	O	O
Online extremism, radicalization and hate speech	O	O	O	O	O
Identity theft and circulation of personal data (photos, personal discussions)	O	O	O	O	O
Have your students taken part in online challenges which could potentially pose a risk to health, wellbeing or even life Participate in challenging games on the Internet with the risk of life	O	O	O	O	O
Participate in challenging games on the Internet with the risk of life	O	O	O	O	O

32. During the current school period, how many of your students are estimated to have been

- ☐ victims of cyberbullying
- ☐ facing problems with over-use of the Internet
- ☐ sexting
- ☐ meeting with strangers that they have only been speaking to online
- ☐ I'm not aware of any case

33. List in order of priority the problems of eSafety that the school community should focus on.

1 ☐

2 ☐

3 ☐

4 ☐

5 ☐

APPENDIX B - Tables

Table 1 below presents absolute frequencies of educators per country, level of education and type of school.

Table 1 Number of participants per country, level of education, and type of school

Country	Level of education	School Type		TOTAL
		Independent (private)	State (public)	
Armenia	Primary education		2	2
	Secondary education		8	8
	Total		10	10
Belgium	Primary education		1	1
	Secondary education			
	Total		1	1
Cyprus	Primary education	2	13	15
	Secondary education	3	15	18
	Total	5	28	33
Czech Republic	Primary education	1	18	19
	Secondary education	1	15	16
	Total	2	33	35
Greece	Primary education	10	294	304
	Secondary education	10	296	306
	Total	20	590	610
Lithuania	Primary education	1	2	3
	Secondary education		2	2
	Total	**1**	**4**	**5**

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Country	Level of education	School Type		TOTAL
		Independent (private)	State (public)	
Malta	Primary education	1	29	30
	Secondary education		19	19
	Total	1	48	49
Portugal	Primary education	15	80	95
	Secondary education	30	230	260
	Total	45	310	355
Romania	Primary education		7	7
	Secondary education		54	54
	Total		61	61
Slovenia	Primary education		6	6
	Secondary education		1	1
	Total		7	7
Total	Primary education	30	452	482
	Secondary education	44	640	684
	Total	**74**	**1,092**	**1,166**

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Table 2

Number of participants who gave valid answers per country, level of education, and type of school.

Country	Level of education	School Type		TOTAL
		Independent (private)	State (public)	
Armenia	Primary education		2	2
	Secondary education		6	6
	Total		8	8
Belgium	Primary education		1	1
	Secondary education			
	Total		1	1
Cyprus	Primary education	0	7	7
	Secondary education	1	12	13
	Total	1	19	20
Czech Republic	Primary education		1	1
	Secondary education		1	1
	Total		2	2
Greece	Primary education	3	39	42
	Secondary education	2	45	47
	Total	5	84	89
Lithuania	Primary education	1	0	1
	Secondary education	0	1	1
	Total	**1**	**1**	**2**

Country	Level of education	School Type		TOTAL
		Independent (private)	State (public)	
Malta	Primary education		5	5
	Secondary education		2	2
	Total		7	7
Portugal	Primary education	5	21	26
	Secondary education	12	91	103
	Total	17	112	129
Romania	Primary education		1	1
	Secondary education		15	15
	Total		16	16
Slovenia	Primary education		2	2
	Secondary education			
	Total		2	2
Total	Primary education	9	79	88
	Secondary education	15	173	188
	Total	**24**	**252**	**276**

Table 2 presents absolute frequencies of the educators who gave valid responses per country, level of education and type of school. This table shows that out of the 1,166 who participated in the study, only 276 responded to the main body of the questionnaire. Table 2 presents the demographics of those 276 participants.

Again, the vast majority of the participants were educators from Greece and Portugal (79% of the educators came from those two countries). This is the reason that the country variable is not further used for the analysis of the data collected in the present study.

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Table 3

Descriptive statistics for Question 5

How satisfied are you with the following aspects of the eSafety Label?	N	Min.	Max.	Mean	s.d.
5.1 The evaluation questionnaire to get an eSafety label	276	0	2	1.2	0.5
5.2 The Action Plan proposed by the eSafety Label website after the assessment	276	0	2	1.2	0.5
5.3 The forum of the community	276	0	2	1.1	0.5
5.4 Incident handling report form	276	0	2	1.1	0.5
Total score of Question 5	**276**	**0**	**8**	**4.6**	**1.6**

Table 4

Frequencies (absolute and relative) of responses in Q9 "Are you satisfied with the issues addressed and the approaches followed in the "eSafety fact sheets" section of the site?"

	Frequency	Percent
Not satisfied	6	2.2
Satisfied	235	85.1
Very satisfied	35	12.7
Total	**276**	**100.0**

Table 5

Frequencies (absolute and relative) of responses in Q11 "Which of the following aspects do you think should be developed further?"

	Frequency	Percent
Infrastructure	33	12.0
Policy	28	10.1
Practice	165	59.8
None	50	18.1
Total	**276**	**100.0**

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Table 6

Frequencies (absolute and relative) of responses in Q13 "While developing the AUP document, which of the following have been involved?"

	Frequency	%
Parents	17	6.2
Children	52	18.8
Educators	75	27.2
No responses	132	47.8
Total	**276**	**100.0**

Table 7

Frequencies (absolute and relative) of responses in Q14 "Are you satisfied with the online policy document template available on the site?"

	Frequency	Percent
Not satisfied	5	1.8
Satisfied	220	79.7
Very satisfied	51	18.5
Total	**276**	**100.0**

Table 8

Descriptive statistics for Q15 "Which of the following statements apply to your school as a result of being involved in the eSafety Label community?"

	N	Min.	Max.	Mean	s.d.
15.a Limited school network problems/ breaches (malware, infected files, etc.)	276	0	3	1.0	0.7
15.b Improved school's policy on specific issues	276	0	3	1.2	0.8
15.c Reduced incidents of Internet misuse (i.e., Sexting, (cyber)bullying etc.)	276	0	3	1.2	0.9

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Table 9

Descriptive statistics for Q16 "Please rate the following on a scale of 1 to 5"

	N	Min.	Max.	Mean	s.d.
16.a Usability of the website	276	1	5	3.7	0.9
16.b Reliability of the process to get the eSafety label	276	1	5	3.7	1.0
16.c Available information on the website	276	1	5	3.9	0.9
16.d Support before the submission of the Assessment Form process	276	1	5	3.5	0.9
16.e Support in the re-evaluation process (for those who have done so)	276	1	5	3.4	1.0
16.f Rapid response of (National) Coordinators to requests (for those who have done so)	276	1	5	3.5	1.0
16.g Clarity of responses of National Coordinators	276	1	5	3.5	1.0
Total score of Q16	**276**	**7**	**35**	**25.3**	**5.6**

Table 10

Descriptive statistics for Q17 "Does any of the following need improvement? If so, please, mention them in priority of order, being the first one as the most important"

	N	Min.	Max.	Mean	s.d.
17.a Usability of the website	276	1	7	3.5	2.2
17.b Reliability of the process to get the eSafety label	276	1	7	3.5	1.9
17.c Available information on the website	276	1	7	3.5	1.8
17.d Support before the submission of the Assessment Form process	276	1	7	3.6	1.8
17.e Support in the re-evaluation process (for those who have done so)	276	1	7	4.2	1.8
17.f Rapid response of (National) Coordinators to requests (for those who have done so)	276	1	7	4.7	1.9
17.g Clarity of responses of National Coordinators	276	1	7	4.9	2.1

Table 11

Frequencies (absolute and relative) of responses in Q19 "How do you integrate eSafety issues within your school?"

	Frequency	Percent
Cross-curricular	98	35.5
Independent lesson	93	33.7
Events	167	60.5
Projects	98	35.5
Other	12	4.3

Table 12

Frequencies (absolute and relative) of responses in Q20 "Are the school staff trained on eSafety issues?"

	Frequency	Percent
Yes	103	41.2
No	85	34.0
No answer / Don't know	62	24.8
Total	**250**	**100.0**

Table 13

Frequencies (absolute and relative) of responses in Q21 "Are you satisfied with the training/ education of students on eSafety issues?"

	Frequency	Percent
Yes	127	50.8
No	77	30.8
No answer / Don't know	46	18.4
Total	**250**	**100.0**

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Table 14

Frequencies (absolute and relative) of responses in Q22 "How often do you train your students on eSafety issues, such as cyberbullying, privacy, online reputation, sexting etc?"

	Frequency	Percent
Never	10	4.0
Once a year	56	22.4
Twice a year	71	28.4
Every month	70	28.0
Every week	20	8.0
Other (please specify)	23	9.2
Total	**250**	**100.0**

Table 15

Frequencies (absolute and relative) of responses in Q23 "How often do you train your students on security issues, such as malware, viruses, how to protect themselves from hacking etc.?"

	Frequency	Percent
Never	16	6.4
Once a year	62	24.8
Twice a year	65	26.0
Every month	65	26.0
Every week	25	10.0
Other (please specify)	17	6.8
Total	**250**	**100.0**

Table 16

Frequencies (absolute and relative) of responses in Q24 "How often are parents informed about ICT use and eSafety issues?"

	Frequency	Percent
Never	74	29.6
Once a year	110	44.0
Twice a year	38	15.2
More than two times per year	28	11.2
Total	**250**	**100.0**

Table 17

Frequencies (absolute and relative) of responses in Q30 "If you answered "yes" to the previous question, when was the latest update of your school's internal regulation on dealing with and handling incidents arising from the use of Internet (Cyberbullying, Sexting, etc.)?"

	Frequency	Percent
Last year	75	49.7
Two years ago	21	13.9
Three years ago or more	9	6.0
No such document in my school	46	30.5
Total	**151**	**100.0**

Table 18

Not at all		1-2 times		3-5 times		5-7 times		More than 7 times	
N	%	N	%	N	%	N	%	N	%
a. Cyberbullying									
111	44.4	101	40.4	26	10.4	6	2.4	6	2.4
b. Sexting									
168	67.2	54	21.6	18	7.2	6	2.4	4	1.6
c. Spreading of fake news									
125	50.0	75	30.0	29	11.6	15	6.0	6	2.4
d. Misleading advertisements and Internet scams									
140	56.0	55	22.0	35	14.0	8	3.2	12	4.8
e. Online extremism, radicalization and hate speech									
175	70.0	51	20.4	13	5.2	6	2.4	5	2.0
f. Identity theft and circulation of personal data (photos, personal discussions)									
122	48.8	79	31.6	28	11.2	11	4.4	10	4.0
g. Have your students taken part in online challenges which could potentially pose a risk to health, well-being or even life									
174	69.6	50	20.0	14	5.6	8	3.2	4	1.6
h. Participate in challenging games on the Internet with the risk of life									
189	75.6	35	14.0	13	5.2	10	4.0	3	1.2

Table 19

List in order of priority the problems of eSafety that the school community should focus on

Problems of eSafety	Order of priority					Total
	1st	2nd	3rd	4th	5th	
Cyberbullying	35	11	7	5		58
Addiction	13	5	6	4	2	30
Safe use of Internet, social networks, smart phones and ICT	10	12	10	3		34
Unspecified	10	2	6	7	3	28
Personal Data	7	12	10		5	34
Social networks	7	14	2			24
Awareness campaign for parents and kids	7	2	5	8		22
Meeting with strangers	2	8	6			16
Sexting	2	10	6	9	2	29
Hate speech		4	2	4	2	12
Fake news		2	3	4	6	15
Identity theft				3		3
Misleading advertisements and scams on the Internet					5	5
Bad behavior - comments - gossip		3				3
Improve policies in school and for pupils		2				2
Digital reputation		1				1
Digital games- risks from online games		2	5		1	7
Cyberpursuit					1	1
Students not cooperating		1				1
Visualization of video in YouTube		1				1
Online game challenges with risk of life				1		1
Improving the eSafety Action Plan				1		1
Online gambling				1		1

Engage in life-threatening online games				1		1
Esafety label					1	1
Technology tools					1	1
Isolation, low grades in school, depression					1	1
Occasional treatment					1	1
Chatting with strangers				1		1
WEB WE WANT				1		1
Workshop	1					1
To become well known			1			1
Suitable locations for work			1			1
Check pupils' interests			1			1
Managing access to dangerous content	1					1
Digital footprint	1					1
Malicious software			1		1	2
Update of internal regulatory documents			1			1
Content	1				1	2
Excessive cost	1					1
External ads	1					1
Indiscipline	1					1
Advertisements	1		1			2
Autonomy	1					1
Educators do not work together	1					1
Upload video with educators	1					1
Privacy	1	1				2
Mobile use during school hours	1					1
Virus	1	1			1	3
TOTAL RESPONSES	**107**	**94**	**73**	**52**	**34**	**360**

Table 20

Summary of the answers provided in Table 19

Problems of eSafety	Order of priority										Total
	1st			2nd			3rd			4th	5th	
		Top10	Total		Top10	Total		Top10	Total			
Cyberbullying	35	42,17%	32,71%	11	13,75%	11,70%	7	12,28%	9.59%	5		58
Internet Addiction	13	15,66%	12,15%	5	6,25%	5,32	6	10,53%	8.22%	4	2	30
Safe use of Internet, social networks, smart phones and ICT	10	12,05%	9,35%	12	15%	12,77%	10	17.54%	13.70%	3		34
Personal Data	7	8,43%	6,54%	12	15%	12,77%	10	17.54%	13.70%		5	34
Social networks	7	8,43%	6,54%	14	17,50%	14,89%	2	3.51%	2.74%			24
Awareness campaign for parents and kids	7	8,43%	6,54%	2	2,50%	2,13%	5	8.77%	6.85%	8		22
Meeting with strangers	2	2,41%	1,87%	8	10%	8,51%	6	10.53%	8.22%			16
Sexting	2	2,41%	1,87%	10	12,5	10,64%	6	10.53%	8.22%	9	2	29
Hate speech		0%	0%	4	5,00%	4,26%	2	3.51%	2.74%	4	2	12
Fake news		0%	0%	2	2,50%	2,13%	3	5.26%	4.11%	4	6	15

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1st Order of priority

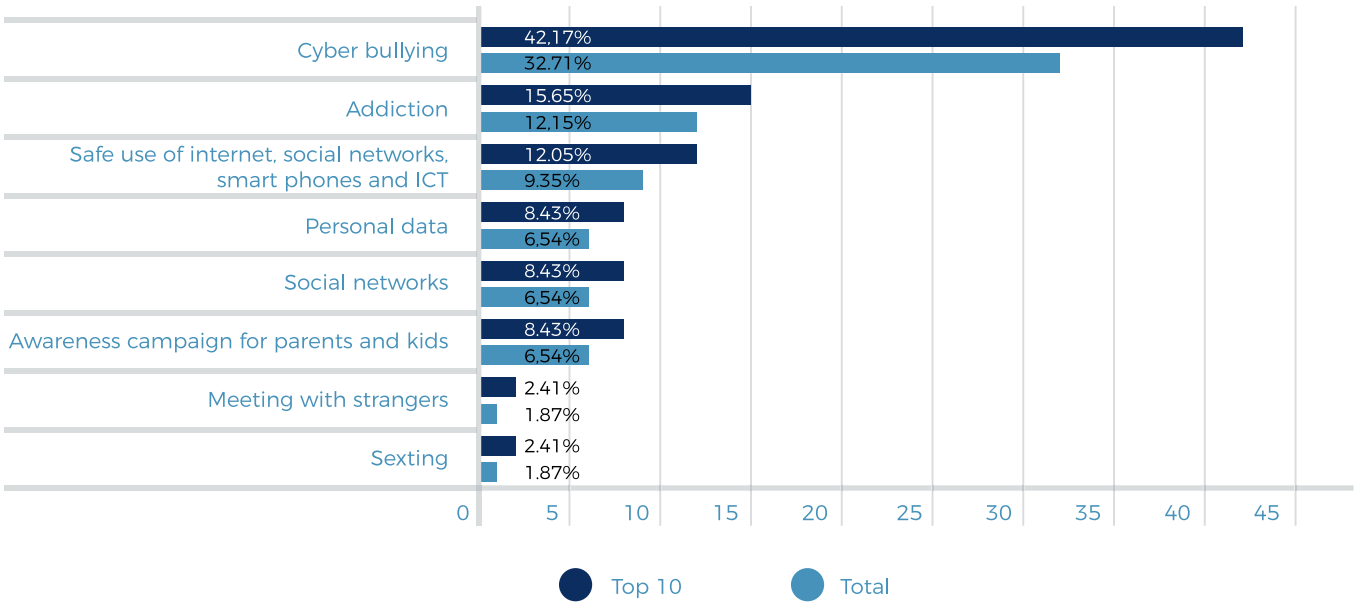

Figure 21

2nd Order of priority

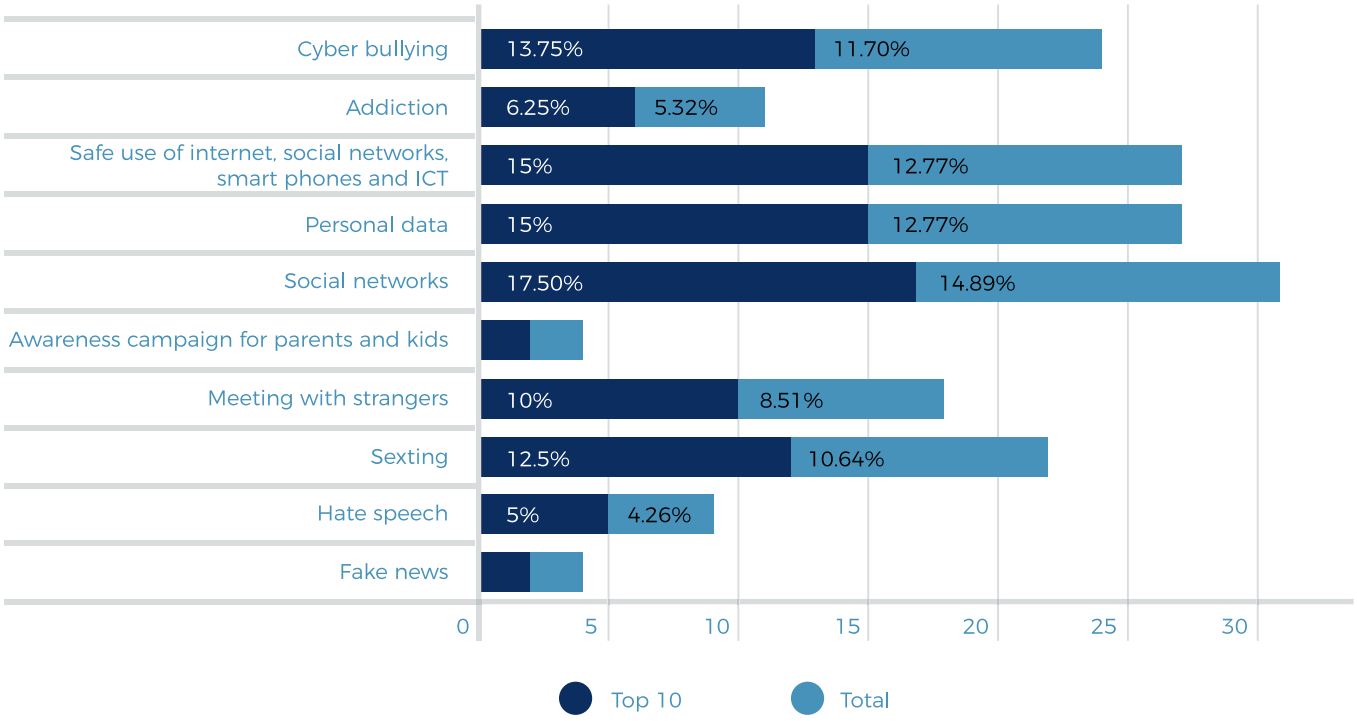

Figure 22

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3rd Order of priority

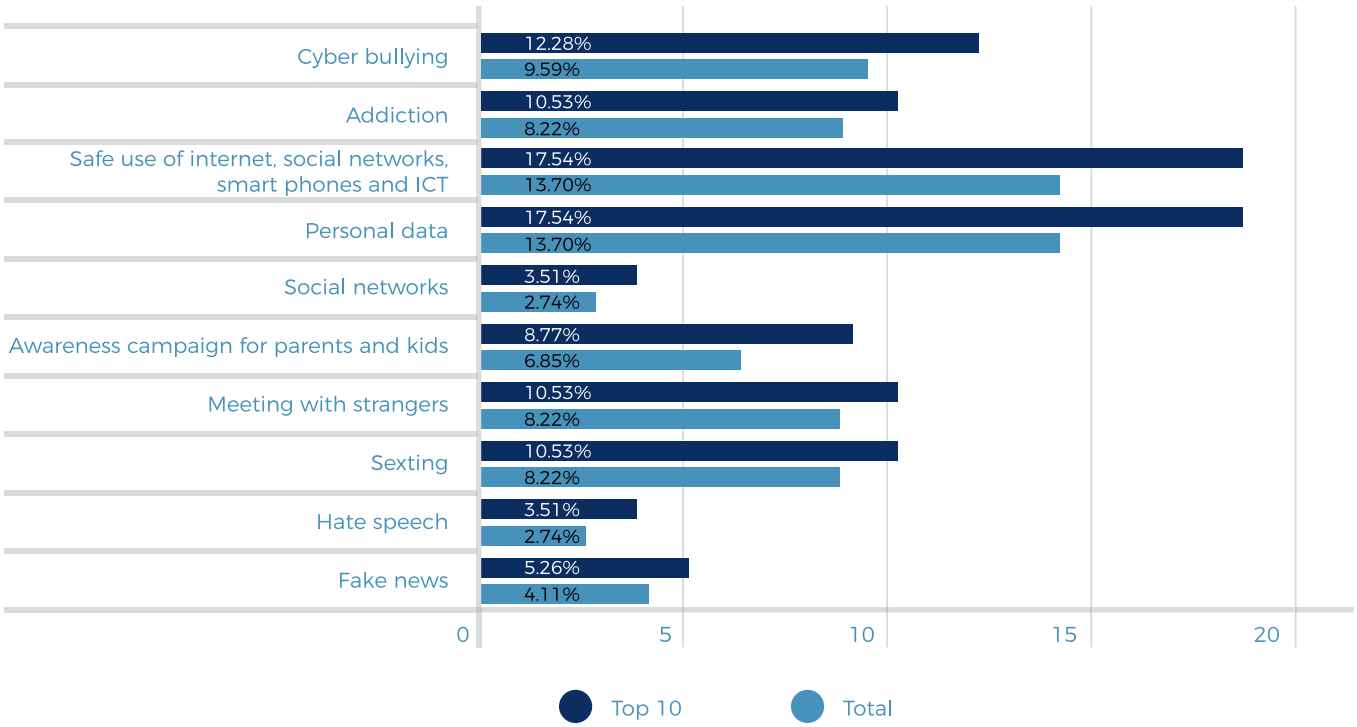

Figure 23

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