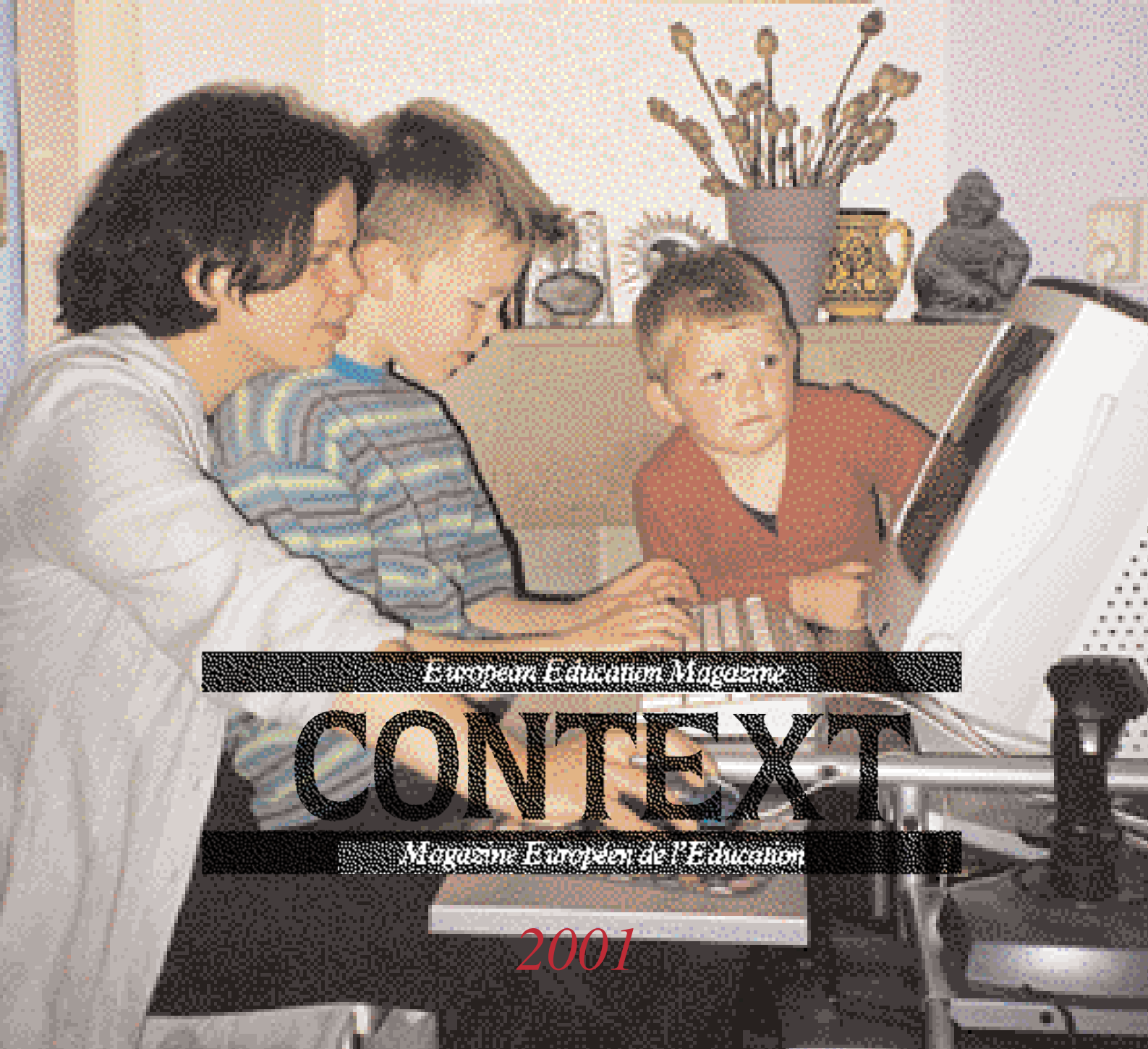


number 27 numéro

'Safer Use of
the Internet'



European Education Magazine

CONTEXT

Magazine Européen de l'Éducation

2001

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Editorial

Nous sommes heureux de vous présenter ce numéro 27 de CONTEXT, dans lequel nous prêtons une attention spéciale à l'Utilisation de l'Internet en Sécurité.

We are delighted to present you with CONTEXT 27 which is focused on Safer Use of the Internet.



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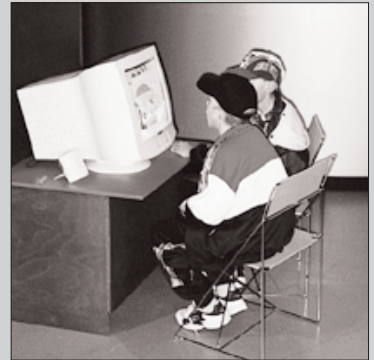


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INTERVIEW WITH ERKKI LIIKANEN, COMMISSIONER FOR ENTERPRISE AND INFORMATION SOCIETY

By Johanna Aberg, Hans Calmfors and Ole Christian Bondesen, Swedish and Norwegian students from the Scandinavian School in Brussels

- It seems to be important that more ICT skills are being generated in Europe. Can schools play a role here?

Liikanen: Schools have the key role, because all young people go to school. So schools are the only way to give skills to all. A precondition is that all the schools are connected and teachers have a good basic training, not only to teach IT skills, but use ICT as part of education. There is a lot of research that shows that if schools are connected early, the families could be connected. Even families with low income buy computers and connect their homes and use it for their children. If you want to have everybody on-line, we have to start with the youth and the schools are most important.

- What is your opinion of the work of the European Schoolnet?

Liikanen: That is fascinating. Some people send me every week web sites from a school in the Eastern part of Finland, so that I could follow what they were doing. I think it is very fascinating, because it shows that Internet means "lack of distance", that you are connected everywhere, any time. Distance is not important. This way of connecting European schools is very easy; it does not diminish the desire to travel, it increases that. You learn to know about others in a very interesting way. When I was young, we had all pen friends, so we had to write letters. It took about a week from Finland by post and one week to write it and find an



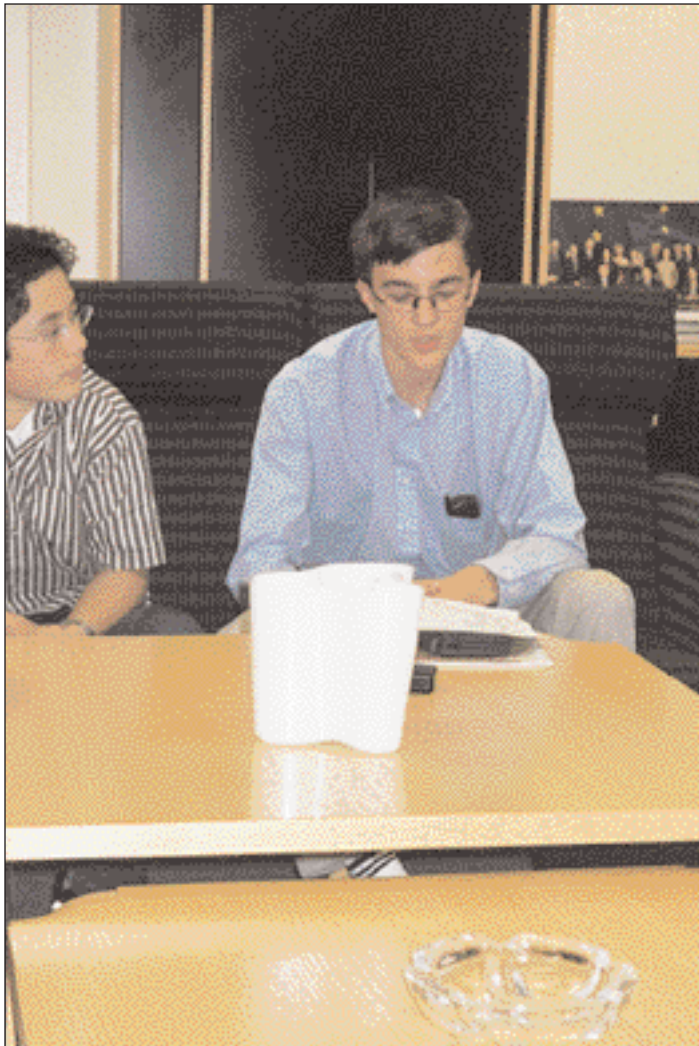
"Commissioner Erkki Liikanen"



"Asking questions about a safer Internet"

envelope, post it and send it to Grenoble. Then my pen friend wrote back, it took a month in total. Nowadays you are on-line all the time, so that is a totally different situation. European Schoolnet is really fascinating and I hope that it will create lots of friendships and connections in Europe.

- The Internet is said to be a reflection of our society: everything that can be found in society, whether good or bad, can also be found on the Internet. Therefore everybody surfing the cyberspace may come across child pornography, violence, racism, information which encourages people to carry out illegal or dangerous activities. Do you believe it is really necessary to protect young users of the Internet for those types of activities?



“Hans Calmfors”

Liikanen: That is always a difficult question, how you can protect young people. I think that we all agree now that child pornography is something that should not be allowed on web sites. The more complicated question is then: How can you do that? One solution can be, what is now proposed, that the companies that run the Internet, the providers, commit themselves not to allow this kind of information to be transmitted from their servers. The other one is, as now planned in Europe, that the European countries could make a convention about illegal content. A combination of both, on the one hand, the commitment of the providers and on the other hand a legal basis, could be helpful. It is very clear that if you want to be broad in your way of limiting this kind of information, it is very complicated. Anyway, everybody

agrees that this kind of abuse of young people, young children, should not be allowed.

- One of the things that many people like about the Internet is the degree of anonymity and being able to present yourself as who you want to be. If that is true, what risks do people run when using the Internet?

Liikanen: This is a question that experts are discussing a lot. Actually I send a communication about this last Wednesday, about a series of policy recommendations to make the Internet safer for citizens and business. The need for network security grows (see for this communication, page 8). There are lots of books also in this area. Users need to appreciate fully the risks involved in using the network, so that they can make choices about the level of

security they want with the aim of protecting their privacy and confidentiality.

But what can you trace, what contracts? In many cases, if cookies are left in a computer, you can know what is used. If people know what has happened, they have more chances to protect themselves.

- Do you make a distinction between different kinds or degrees of harmful content on the Internet?

Liikanen: That is also a very difficult question. I think that the best way is that we find an international consensus. But if the principles are not the same everywhere, it is very difficult to allow it. Today this child pornography is the only issue that we all have agreed to be unacceptable. And then, when something else is clearly criminal,

of course, there are also measures to be taken. But I would not like to raise the expectations to high. It is very hard to find the balance between openness and freedom and harmful content and to control the Internet.

But there is of course also a role for parents and there are software and filters to help them. Several kinds of filters can be used. But children are sometimes very clever and a 100% guarantee cannot be given.

- Don't you believe that protecting young people is more a matter for parents than for schools and national and European authorities?

Liikanen: I do not want to take any rights from parents to take decisions. Every family has various judgements. In Europe we have people with different religious backgrounds, they come



“Johanna Aberg”



“Ole Christian Bondesen”

from different cultures and their positions are different of what is acceptable and not. They have the right to use the software they want.

In America the situation is different: there is the problem that freedom of expression is a very important constitutional right and there the people do not want to limit this freedom of expression.

In Europe it is different; we have various legislations that Nazi propaganda is not allowed. So we need lots of conciliation and negotiation here because we need to have the same cause.

- What is your opinion about filtering on the Internet?

Liikainen: Technically this can be done, but is it not easy. I have seen a filter that eliminated all pictures of naked people, which was targeted of course at pornography, but actually they also closed all books of medicine. This is not easy and filtering is a complex issue. But for me it is

important that parents can have technology and protection programmes. If this is combined, we can do more.

- Is there a role for the media and public authorities to contribute to a positive development? What is the European Commission doing?

Liikainen: What we do is: first get the prices down. If Internet is very expensive, you cannot have a society where everybody can have access. Second, a legislation that will guarantee basic human rights against crimes. That is what we do on a European level. Third, we can develop multicultural content. We are financing several platforms and programmes. Member States are responsible for connecting schools. What we do is to try to agree on common objectives and then learn from each other. We have now a programme called eEurope where we try to fix these objectives.



“.....that is a difficult question.....”

- Can you give some examples how the Internet is directly promoting a new Internet economy? Which new professions and new companies appear in relation to this intervention?

Liikanen: Of course, the dot.com boom is now over. There was a hype where people thought that you could make a computer programme and become a millionaire quickly. But in the other areas, I would say that you cannot create enormously new needs to people, when they do not exist. But you can create situations where the services that people want, are easily to be received through the Internet. Let's say that you want to study or you want to do books on-line. That creates jobs, not only how books are done, but also how they are done in on-line versions. And there are professions there. Of course there are the web sites, when companies, universities of schools want to present themselves on-line, it is a profession to know how to do this in the right way, regarding content and design. And in the long term, I think that the change of technologies will create other new jobs.

- It is said that indirectly, the Internet is radically transforming the different economic sector services, creating new markets, reducing costs and improving customer services. Do you believe that this is important too? How is the European Commission promoting these developments?

Liikanen: It is very clear that the Internet is creating enormous possibilities. First of all: the new economies will emerge, so that all companies have to use the Internet for their services. Let's take the example of a company producing cars. The applications for car production create direct content on the Internet, to the suppliers, who produce spare parts, and to the companies that sell their products. They have such an on-line connection that when they sell one car today, it is on-line known by all suppliers



“After the interview with teacher Sigridur Thorarinsdottir”

that one car is sold, that we need more demand for this kind of services. This kind of on-line value chain, makes it of course possible to have better logistics, cuts the need for capital and makes it possible to have more efficient systems. In this way the old economy will use the Internet. Also the clients will use its possibilities: a client had to go to a company to get their brochures. He wants to know what kind of supplements or extras he can have. Nowadays the client can go to the web site of the company and he can put the pieces together yourself. You can see how it looks like. I change the colour, ha! This is nice! He can himself compose the car he would like to have. I ask then: what is the price? I can ask the price from the local shop, but also from one in another city. You can compare prices and negotiate. This is the power of the citizen. Of course, in all issues when you work, if you are engineer or architect or designer, you can work in groups, but in different places and in the same time. This type of, let's say, collective planning and designing of projects is giving also for scientists enormous possibilities. These are huge possibilities, but it

does not have a life of its own. The Internet is only a tool. This tool allows us to do things better, if it is rightly used.

- Do you think that the new Internet economy will create good and interesting employment opportunities for us after finishing education and do you think that it will make it easier for us to start our own businesses?

Liikanen: I would say that the Internet knowledge and the skills are necessary for every job in the future. If you are a nurse - I am sure that in the future the patients before they come to hospital, will fill in their forms on-line – she will check it and fix the time that they are coming, the doctor will give his report with his diagnosis and put it in an on-line version as well.

So, my message is: where ever you go, in every job you will need these skills. Of course there will be some people who only need those skills, but again: it is only a tool and does not have a life of its own. But it is something that fascinates. But if you want to be successful on the global market, you need to have a good product,

because everybody will have access to the global market.

Thank you very much!

Johanna Aberg, Hans Calmfors and Ole Christian Bondesen, are Swedish and Norwegian students from the Scandinavian School of Brussels, Square D'Argentueil in Waterloo. Their teacher is Sigridur Thorarinsdottir. Photographs by Magnus Saemundsson.

A European strategy to tackle existing and emerging security threats

In response to the request by the Stockholm European Council on 23-24 March 2001, the European Commission launched on the 6th of June 2001 a series of policy recommendations to make the Internet safer for citizens and business. As the use of network and information systems spreads, the need for network security grows. Erkki Liikanen, European Commissioner responsible for Enterprise and Information Society said: "Internet has become a truly global network. Its openness has been the source of its success. But this openness also entails certain risks and that is why we need a strategy at European level to tackle existing and emerging security threats."

The Communication defines network and information security, describes the main security threats viruses, hacking, denial of service, interception, but also natural disasters - and concludes that there is a need for a more collaborative approach to solving the problems.

The Commission proposes the following measures:

- A key issue is awareness raising only when users fully appreciate the risks involved in using the network can they make informed choices about the level of security they want. Indeed they might want quite different levels of security for different contexts - an e-mail to a friend with details of the night's plans is not usually sensitive, while an e-mail to an e-commerce company containing credit card details is. What people need is adequate security.
- Viruses can wipe out a whole hard disk and proliferate through the e-mail system. Anti-virus software stops known viruses, but against new viruses, only early warning is



Geen bijschrift??????

an effective defence. The Commission proposes to ensure a more effective networking of European warning and information systems.

- Some security problems have technical solutions, and more needs to be done to support collaborative work in this area. The Commission has included security in its proposals for the 6th R&D framework programme.
- In addition, solutions are only useful if they are interoperable. Encryption software is useless if not compatible at both ends. Common standards and interoperable solutions need to be developed.
- Governments have a responsibility in relation to their own systems. Interactions with government - medical, financial and personal data - are amongst the most sensitive. If

governments can show the way, using interoperable security solutions in e-government, this will help both individuals and business to take security of networks seriously. To this end The Commission will propose to strengthen the co-operation of national computer emergency response teams ("CERTs").

- The relevant legal framework has to accommodate for new technological challenges. For this purpose the Commission will set up an inventory of national measures. It will also propose a legislative measure under Title VI of the Treaty on the European Union relating to attacks against computer systems, including hacking and denial of service attacks
- Finally, any solution needs to take into account of the global context. A dialogue with the EU's international partners will

be an element of the Commission's strategy. Interested parties should submit their comments and proposals to the Commission at the following e-mail address: europa@cec.eu.int

HYPERLINK
http://europa.eu.int/information_society/europe/news_library/new_documents/index_en.htm

Internet and minors: Toward a safer use of the net

By Núria Quintana

INTRODUCTION

The Internet is a very useful tool and most people who connect to the Internet have good experiences. However, as with any situation (travelling, cooking, or going to school), there are some risks. As parents and teachers you have an important role to play in the safety of minors on the Net. To a great extent it depends on you whether they learn basic surfing rules which will help them to minimize the potential dangers of the Internet. Just as you teach them to move safely around the streets, the home, in the car... you can also teach them to use the Internet in a positive, rewarding manner. The Internet is extremely useful and important for their future: it is worth our while helping them to get the best out of it.

BENEFITS OF THE INTERNET

What is the Internet for?

The Internet has been called the most influential invention since the printing press was invented. This invention can basically be used for three things:

- To share information
 - To exchange ideas and opinions
 - To communicate with others
- Why do we want information?
Why do we need to share it?
- To know what's happening in the world
 - To learn about specific subjects, out of personal interest, for work or education
 - To present our work, our ideas or our knowledge on specific subjects.

What are the main BENEFITS of the Internet?

- 1) Availability of information
- The Internet helps to create, publish and distribute contents.
 - An enormous quantity of information can be accessed and sent.
 - The Internet is like a big magazine with information on any subject. This abundance is



good, because it allows us to access a wide range of material without having to move around to find it.

- 1) The Internet covers the whole world
 - 2) It has a low cost
- How does it benefit the main aspects of our life?*
The benefits of the Internet affect different aspects of our life, such as for example the following:

Education

The power of the Internet is that it creates great educational opportunities, not just as a teaching and learning tool, but also as a vehicle for helping communication and cooperation throughout the world of education. For example, it allows us to take a distance-learning course, on-line, at a virtual university or school.

Leisure

- The Internet offers us a wide

range of leisure opportunities, such as humour, carrying out our hobbies, playing an infinite number of computer games with other users or alone, etc.

- It also offers us information on carrying out our favourite leisure activities (cinema, books, music, travelling...).

Economic activity

- The Internet is directly promoting a new Internet economy, as new professions and new companies appear in relation to this invention (infrastructure and computer programs for the Internet, Internet Service Providers, diffusion of business and consumer goods-related contents, on-line services such as financial services, etc.).
- Indirectly, the Internet is radically transforming the different economic sectors (for example, travel and tourism services, insurance, direct sale, electronic publishing), creating new markets, reducing costs and improving customer service. The Internet is in particular creating new opportunities for small and medium-sized companies (SMEs), as the "world wide web" (www) offers SMEs a great opportunity to be able to access international markets.

Social life

- The Internet allows people and associations to present their activities to everyone at a really low cost.
- The Net develops new ways to socialize and to communicate with others. As a communications tool, an important aspect is the possibility of sending messages by e-mail to family and friends around the world. Also, chats allow us to make new friends who share the same concerns as us.

Culture

- The Internet creates new ways to develop culture. The Internet goes a long way to helping to create and publicize digital



Athens

multimedia content, while promoting linguistic diversity and the diffusion of different cultures around the world.

- The Internet can also be used to visit a museum or to see a video and to listen to radio programmes produced by major producers, by companies, organizations and even individuals.
- Thanks to the Internet, libraries, schools and universities can join forces to encourage a new “electronic literacy”.

DANGERS OF THE INTERNET

On the Internet certain activities are appropriate for adults, but not for children, and some areas are suitable for children, but not

also be found on the Internet. Therefore, even if we do not like it, when minors surf the cyberspace they may come across child pornography, violence, racism, information which encourages them to carry out illegal or dangerous activities... We can classify the dangers of the Internet according to whether they refer to content, contact, electronic commerce or legal offences. All aspects of the Internet are open to danger: surfing the World Wide Web, e-mail, distribution lists, forums, chats or real time conversations, search engines, etc. Moreover, as the Internet is multimedia, the dangers can come in the form of text, images, sound or animation, which means that immoral or amoral content can appear to be

ed or controlled.

3. Children surf with a great sense of curiosity, of trust and with a great desire to explore. This is very good and should be stimulated; the problem is that when children surf alone and find harmful contents on the Internet, they start to think that they are good, without being able to distinguish the good from the bad.

Your child or pupil is not to blame for this, but their development as a person should not be affected by it. The Internet offers a wide range of information, but minors must be able to enjoy it in the most profitable manner possible.

CONTENT DANGERS

Illicit content

Illicit contents are those so considered by law: child pornography, racist, xenophobic, violent or slanderous information or that which is detrimental to citizens' rights, contents which violate privacy or the reputation of a person, statements in support of terrorism, violations of intellectual property, traffic in people, contents which affect the security of the State, fraud, etc. Two examples are a) child pornography and pornographic perversions, and b) racism, anti-Semitism and violent behaviour.

Harmful content

Harmful contents are those that, although legal, can offend the values and feelings of other people: political opinions, religious beliefs, racial and moral opinions, etc. The concept of “harmful” varies in accordance with the cultural differences of states and the individual differences of users.

Harmful contents normally refer to websites on sexual, violent or xenophobic subjects, or which promote the use of arms or of harmful substances such as illegal drugs, information and instructions on how to commit crimes, racist speeches, pornography, chats on sex, certain games, promotion of drug consumption, etc.

False content

Knowing how to search for

information on the Internet is one thing, but being able to understand what you find is something completely different. It is easy to become overwhelmed by the information that we find. Children need to learn the keys to looking for concise information and need to acquire the skills necessary to be critical toward the information (and to learn to distinguish between facts, opinions, rumours and lies). They will thus be able to analyze and use the Internet contents effectively.

CONTACT DANGERS

The potential danger of the Internet is not just what minors can read or see on the Net, but above all what they can write or send and the contacts that they can establish.

One of things that many people like about the Internet is the degree of anonymity and being able to present yourself as who you want to be. Conversations can be much more personal than what they would be face to face because this factor of anonymity encourages many people to speak more openly and honestly. When a minor surfs, the following contact dangers exist:

- **That they will give personal information** (especially their address and telephone number) on the Internet to people who may misuse it. Apart from placing themselves in danger, they may also place other people (maybe other members of the family) in some kind of danger.
- **That they will establish inadequate relations** with people who, using social engineering techniques, gain their affection and induce them to act in a certain manner. In this case, one of the main dangers is that minors may come face to face with people who they only know from the Internet.
- **That they will receive messages by e-mail which may offend or provoke them.** This can also occur when a child participates in a chat or in a forum. It is also possible that someone may try to harass them, repeatedly sending them e-mail messages.



Nijmegen

for adults. In actual fact a rather small percentage of Internet content is potentially dangerous for minors, bearing in mind their age and that they are very impressionable. Although the benefits of the Internet far outweigh the negative aspects, we cannot ignore these dangers, as it is a matter of important questions of public, political, commercial and legal interest. Unlike other traditional networks, such as radio and television broadcasts, the Internet is run by its users, as it is the latter, and not the established editors, who create a large part of the content. The Internet is thus a reflection of our society: everything that can be found in society, whether good or bad, can

much more explicit or shocking on the Internet than on other media.

A further three aspects should be taken into account:

1. The potential dangers of the Net can be found with great ease: you do not need to look for them specifically, it sometimes just being necessary to click on a link of a page with beneficial contents.
2. There are no time limits on the Internet and there is very little control according to age, unlike other media. For example, on the television children's content tends to be concentrated between specific times; in cinemas, relevant establishments and shops, the age of the consumer is indicat-

- **That they will get into arguments.** Expressing your feelings on the Internet without being able to have a direct contact with the other people can sometimes lead to misunderstandings. This is why smileys are used, which help to qualify and clarify messages. Minors must know how to express their opinion on the Internet, but treating others with respect and avoiding the use of words which can cause offence.

DANGERS OF ELECTRONIC COMMERCE

The nature of the Net means that companies can use more sophisticated marketing systems than with traditional commerce. It is a much more attractive and engaging means that, according to the experts, leaves minors in a delicate situation, being particularly vulnerable to the commercial pressures of the Internet. The Center for Media Education (CME) in the USA carried out a study in which it investigated the on-line marketing and advertising techniques aimed at children. They discovered that marketing professionals take advantage of any opportunity to make money by means of electronic commerce, where there are not yet any laws to limit these techniques.

Abusive advertising

Children are certainly not sufficiently aware of the great power that (interactive, subliminal...) advertising has over them. According to a survey carried out by the Greek consumers' association EKATO in the year 2000, 80% of children want to buy the products advertised on the Internet. Given the interactive nature of the Internet, advertisements, purchases and contents are often mixed. This means that it is more difficult for children to distinguish between these elements. It also makes it much easier to sell: just by clicking on the advertisement, the purchase form appears on the screen. This is very tempting for minors, who are very impulsive.



Napels

Buying without their parents' permission

Minors can buy products without their parents knowing, and even without knowing it themselves – it is abusive that the instructions for buying something are often not very clear, breaching the commitments that exist in commercial relations between clients and suppliers. For example, it is possible for a simple on-line consultation to become a commercial transaction, unless the user is very fast and can prevent it on time, clicking in the appropriate place. Moreover, once a specific transaction has been carried out, the corresponding confirmation is not always received. Another matter is that there is often not enough control over access to purchase areas, or this control is limited to requesting the age or the credit card number. As there is no systematic

verification of the buyer's age, when minors want to buy something, they can just use their parents' credit card. It is therefore very easy to buy things without the consent of the latter.

Loss of privacy

Commercial websites have developed many strategies to establish a personalized relationship with minors on an individual level, and to obtain more information from them in order to adjust the products to their tastes. For example, some companies:

- Ask children for personal information to let them play a game or register for a club or in exchange for very cheap offers.
- Sell that information to companies who wish to use it for commercial reasons.
- Follow the trail of all the

movements that children make while they use on-line commercial services and surf the Net.

- Do not give clear information on the privacy policy that they follow.

LEGAL DANGERS

The Internet does not exist in a legal void, as all the interested parties are subject to the legislation of their respective States. Minors are not just potential victims of the dangers of the Internet; they can also be liable for acts committed on the Net, which can harm other people. This can go from being impolite and unpleasant to committing offences on line.

Minors should therefore know and be aware of what is illegal in order to avoid creating problems for themselves. The following activities, among others, are considered illegal in some European states:

- infringement of the protection of personal details
- violations of intellectual property
- racist and xenophobic contents
- false documents
- threats
- slander and the circulation of offensive or libellous messages
- the circulation of programs aimed at suppressing without authorization, or neutralizing, technical computer program protection devices (cracks)

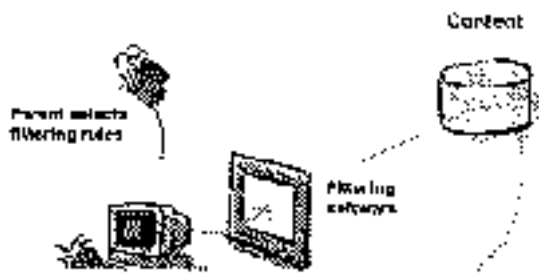
Various cases have been reported of minors creating problems for themselves by threatening or harassing by means of websites, chats or forums. They should therefore be aware that whatever they say about anyone can be seen by people all around the world and may have a negative effect on the person concerned.

CONTROL TOOLS

Filters

A filter is a control tool which restricts the access to certain Internet contents. It is a computer program conceived to provide a *physical* separation between the potentially harmful contents of the Internet and minors. This program is normally used by parents or teachers who wish to

prevent minors from accessing these contents (words, images, films, sounds). If the program considers that a website is "unsuitable", then it does not allow its contents to appear on the computer screen. Filtering contents, although a very controversial subject which could generate debate and confusion, is seen as the best way to guarantee the rights of minors, because at the same time it respects free speech on the Internet. The use of filters is very useful



Adaptation from Paul Resnick, University of Michigan (www.w3.org, World Wide Web Consortium).

for parents and teachers. However, if we wish to protect minors, we cannot limit ourselves to using computer programs, because they are not 100% effective, that is to say they cannot completely prevent children from accessing harmful materials. It is therefore recommended that, even when using programs, adults should continue to directly supervise children surfing, to surf with them as far as possible and to maintain good communication at all times. It is also advisable to speak with minors about why we use these tools and to educate them to surf safely and to follow the rules of prevention.

We can establish two major classifications in relation to types of filters:

Main types of filters according to the filtering procedure:

- a) Blocking of key words.
- b) Negative lists and positive lists.
- c) Content labelling and rating.
- d) A combination of the above systems.

Types of filters according to the location of the filter:

- a) Filters enabled from the user's computer.
- b) Filters enabled from the Internet access server.

Below we can see the types of filters according to the filtering procedure:

Blocking of keywords

With this system, the filter blocks access to pages that contain certain words. It does, however, present certain drawbacks:

- Some words classically

included in these lists are "breast", "tobacco", "wine", "drug", "sex", etc. Unless the program is very intelligent (which does not tend to be the case), the result of blocking words such as "breast", "tobacco" and "wine" is that pages are blocked which contain, for example, educational, health or artistic information. This is because the program blocks isolated words and not words in a specific context.

- Most of these filters only work in English. A word written in this language is therefore blocked, but not the same word written in other languages.
- Errors occur as curious as for example the fact that filtering the English word "sex" can block any page in which place-names such as "Essex" or "Sussex" appear.
- As words are filtered, if a website contains potentially harmful images or photographs and is not in the list of words, the filter is not effective. A website with sexu-

al images is only blocked if the text appearing on this page contains one or more words from the list of blocked words.

- Certain websites specifically for adults have learned to avoid these blocks, by writing these words incorrectly (for example, by adding a *k* at the end of the word). The filter does not detect the key word and proceeds to select the page as accessible.

Negative lists and positive lists

As can be seen, the system of blocking words presents serious limitations. A better system has therefore been created: filtering from lists of websites. This system normally starts with a default list of *negative* websites (the program does not allow access to any of the websites included on the list) or with a list which contains *positive* websites (access is only permitted to any of the websites included on this list). With this system the pages are blocked taking into account the text, the context, the images, etc., and it is possible to work with as many languages as you want at the same time.

The *negative* lists include all the websites considered to be harmful, but every day hundreds of websites are created, and it is almost impossible for the producer of the program to review them all and include them on its lists instantly. There are too many documents, the margin of error is too big and the lists become obsolete as soon as they appear. Some manufacturers have thus

chosen to offer lists of *positive* websites, with clearly appropriate contents. When children access the Internet, they can only access the pages included on the list. The companies also update these lists periodically, which may represent an additional cost for the client.

According to the experts, the use of *positive* lists is currently the safest option. A control tool that only uses positive lists is often called a "walled garden", because it offers a set of websites where minors can surf free from worry, that is to say an area within the Internet where in principle they can move about in safety.

Content labelling and rating

The Internet does not belong to anyone. No government or institution can censure its contents. The Net should, however, be a safe environment for everyone, even for children. At the same time, free speech has to be guaranteed. To achieve this objective, it has been thought that a feasible solution is to rate the content, in the same way that cinema films are rated. This allows the different points of view that co-exist on the Internet to be reflected, while at the same time designing very flexible selection criteria.

Content rating consists of assigning a set of labels to each document or Internet site that define the type of information shown. The system is very easy to apply to filters and also to browsers and search engines. To

London



be effective the filter checks the labels of the document to determine whether or not access is permitted. It can allow access to some users but not to others, or allow it on some occasions and not on others.

We can have as many labelling systems as we want or as the different communities, groups, etc., want to apply, but they are of little use if no-one rates the information placed on the Internet.

There are two ways to label contents:

1. Self-labelling: the creators or owners of the websites rate their own information.
2. Organizations which rate the contents of third parties: when the publishers/creators do not want to participate, to label their own documents, or do not do so honestly, independent organizations (such as UNICEF) can provide labelling for third parties.

3. Filtering by means of content rating presents several advantages, notably:

- Free speech and the rights of children are both protected.
- On rating a particular website, it is not eliminated or censored, but rather just labelled according to its contents, and the user is given the option of knowing what it is about.
- It allows users to freely select the contents that they wish to filter, according to their own values and beliefs. Thus, it is not a company or institution that determines the contents to be filtered, but rather the users themselves (for example, a father or a mother). It is therefore more transparent and democratic.
- The user does not have to install any program in the computer, because the filter is incorporated in the browsers and you just have to enable it. There is not therefore the danger that minors with good computer knowledge will learn how to avoid the program.

There are several content rating systems. The most well-known is that of the organization ICRA (Internet Content Rating Association).

Berlin

The ICRA system
The ICRA (www.icra.org) is developing a new global system which offers:

- a) A rating system for information providers or website authors.
ICRA's rating system is intended for web authors. To rate a website, the web author or information provider completes a questionnaire on the ICRA website - www.icra.org. ICRA's content rating engine then creates a duly presented rating label which fulfils the PICS rules and which describes the website rated. The process is totally free and very simple to use.
The ICRA includes and uses the so-called RSACi (Recreational Software Advisory Council on the Internet) rating and filtering system, incorporated into the Netscape and Microsoft Explorer browsers. It also uses PICS (Platform for Internet Content Selection), developed by the World Wide Web Consortium, which allows rating labels (meta-tags) to be associated with the Internet content.
- b) Filtering systems for use by parents and teachers.
The users – mainly parents and teachers of small children – apply their own opinion on deciding which websites should or should not be available in their homes and schools. The system is based on the collaboration of different organizations (religious, civic and educational groups) which label websites according to their own values and criteria. Parents and teachers can filter the contents by choosing from the lists of the organizations in which they most trust or with which they identify themselves the most. The ICRA system thus becomes the world's most transparent and democratic filtering system. Moreover, it is free for everyone.
The system is protected by a password so that adults can disable the filter and surf the web without any restriction at any time. They can also personalize their configuration according to their particular preferences. For more information, visit www.icra.org.

A combination of the above systems

Aware of the limits of each system existing (blocking of words, blocking of positive and/or negative lists, content labelling and rating), and in order to perfect them, some producers have decided to combine the different systems. It is therefore very easy to find filters which, for example, are based on content rating and on the use of negative and positive lists.

Other control and monitoring tools

As we saw in the previous section, the most common tools are the filters, which allow parents and teachers to limit the access of minors to certain Internet contents. However, if we do not want to restrict their access to contents, we can use other tools which allow other types of control to be exerted over minors while surfing, depending on our main concerns.

It should be remembered that no tool is perfect and that, therefore, even if we use one, the best protection continues to be keeping an eye on the minors and educating them so that they know the safety rules and know how to protect themselves from possible risks while surfing.

We can highlight the following tools:

- a) Programs which allow time to be monitored, making it possible to know, among other things:
 - At what times of the day our children prefer to surf the Net.
 - How many hours a day they surf.
 - For how long the computer was switched on (this allows us, among other things, to control the time devoted to computer games).
 - Which websites they have visited.

This type of program is very useful when the father and mother are not at home when our children get home from school, and we wish to check that they are not using the computer all the time that we are not there.

- a) Tools which allow the web-

sites visited by the minor to be monitored. That is to say they control the minor's activity on the Internet, saving in the computer's memory the names of the websites visited, so that parents or teachers can control them later.

- b) Other programs which allow information "entering" the computer, for example by e-mail, to be blocked (messages received from certain addresses, messages received which contain offensive language, or unsolicited messages), as many harmful contents arrive as notes, because of their contents or because they include a link to a particular banned page.
- c) As for e-mail, it is also possible for parents to read the messages that their children write in their mail account before they send them.
- d) Programs which block the information which "leaves" on the Internet, such as the telephone number, address, VISA card numbers, or personal details, preventing our children from filling in forms, registration sheets, from buying with the VISA... and, if they try to do so, XXX will appear on the screen instead of their real details. With this type of program it is possible to introduce the details that are to be blocked in different formats (it would block a telephone number written either as 3.535.56.3636.12 or 353556363612).
- e) Other software programs allow a word-for-word record to be kept of the conversations that our children have in chats or in forums (discussion groups), both what they receive and what they send.
- f) There are also tools which make it possible to control the services that each user, etc., can use (whether or not participation in chats, sending mail, receiving messages from strangers, receiving spam, ... is allowed).
- g) Programs which, although they do not filter the contents, give a warning whenever accessing a website which has been included on the list of



St. Julian, Wales

- h) As for chats, programs can be used which prevent participation in any chat, or in chats which are not controlled.
 - i) Programs which block the adverts which appear in the upper part of websites.
 - j) Specific browsers and search engines for minors, which only give access to recommended websites.
 - k) Other programs allow the management of the history with local and remote access, prevent the use of other browsing programs, etc.
- With most of these monitoring products there is an option of not informing our children or pupils that they are being controlled, although this may not be very educational; it is always recommended to explain to the minors that control tools are being used and to talk to them about the reasons. This can help them to become aware of the dangers of the Net and the need to take responsible measures. As occurs with most filters, some tools allow different configurations to be established for the different users who can access the Internet from the same home computer, which prevents 14-year-old adolescents from having the same level of blocking as 6-year-old children. Most of these programs are conceived to be used by the users on their own computer, but some can also be enabled from the server.

List of the main control tools on the market

Before choosing a specific content filter program, we should ask ourselves a series of questions:

- Does this product have the protection options that we are seeking?
- If it is an access filter:
- What are the criteria used to block the contents? Do they match our own values?
- What procedure is used: words or lists? Does it have predefined lists?
- If it has lists, how are they updated, every how often, and do you have to pay for this?
- Can we personalize these lists?
- Is the product easy to use and to configure?
- Can we use it on the type of computer that we have?
- Does it prevent the use of other browsing programs on the computer?
- Is it safe enough for minors with advanced computing knowledge?
- Does the program work from the access service provider, from our computer, or does it allow both options?

Specific computing knowledge is not normally necessary to use these tools, because they are very easy to use. Moreover, they tend to be bought on the Internet and they are installed directly into the computer. They often allow us to test the program free for a certain period of time. Many of the programs marketed

incorporate different tools at the same time. For example, a program may incorporate a filter and at the same time a system that limits the connection times. Many of the filters marketed incorporate the ICRA filtering system as part of their system. It should be remembered that this system is completely free and we can use it ourselves activating it from the main browsers. To use it just visit the website www.icra.org and follow the instructions.

Some of the products available on the market are:

- ChatNet** (www.elsinc.com).
- Cyber Patrol** (www.cyberpatrol.com).
- CyberSitter** (www.cybersitter.com).
- CyberSnoop** (<http://www.pearlsw.com/csnoop4/snoop.htm>).
- E-optionet** (www.e-optionet.com).
- FamilyNet** (www.rmci.net).
- Integrity Online** (www.integrityonline.com).
- Internet Filter** (www.internet-filter.com).
- Internet Security 2000** (www.symantec.com).
- NetNanny** (www.netnanny.com).
- N2H2** (www.n2h2.com).
- SafeNetClub Browser** (www.safenetclub.com).
- SentryCam** (www.sentrycam.com).
- Spector** (www.spectorsoft.com).
- WebSpy** (<http://www.abox.com/products.asp?pid=148>).
- X-Stop** (www.ldc.com).

For more information on control tools, do not hesitate to visit the website www.getnetwise.org, which includes a tool search engine, with a broad database. You can use this search engine to find the kind of tool that you prefer, according to the functions and the criteria required.

Hotlines

In view of the presence of illegal material on the Internet, mechanisms are needed for the public to be able to react and to report them to the appropriate authorities. In this way an attempt can be made to take them out of circulation and thus to deal with the root cause of the problem.

What is a hotline?

A hotline is an initiative in response to the presence of illegal material on the Internet (especially child pornography).

With what objective?

To eliminate child pornography and other illegal material from the public spaces of the Internet, and to collaborate with the police authorities in their task to stop those who publish this kind of material (above all the people who abuse children).

How does it work?

When Internet users find a page that they believe has an illegal content, they report it to the hotline (over the Internet). The report can be completely confidential and even anonymous. The hotline then follows a formal pre-established process, which can consist, among other things, of:

- verifying the information
- notifying the local police authorities and those of the country where the page is located
- notifying the Internet service provider that has hosted the website so that it can take it out of circulation

There is no single model for the operation of hotlines. Moreover, the processes depend on the legislation of each country and on its social context.

There are different kinds of organizations which create hotlines, from public authorities to private companies, and including child protection associations and Internet user associations.

What hotlines exist?

The following can be highlighted:

Austria: hotline.ispa.at

Germany: www.fsm.de

Netherlands: www.meldpunt.org

Great Britain: www.iwf.org.uk

France: www.afa-france.com

Ireland: <https://www.hotline.ie/>

USA: www.missingkids.com

Norway:

childhouse.uio.no/redd_barna/

Spain: www.protegeles.com

Most of the European hotlines are integrated in the Inhope association (www.inhope.org).

How can illegal materials be removed?

Above all:

- through the Internet service providers that host this material
- the authors themselves can remove it, when asked to do so
- by means of police action

Characteristics that have to be fulfilled

It is very important that hotlines:

- cooperate with each other
- are easily accessible and easy to use
- are transparent: the users must be able to know which organization is in charge of the hotline and what it does with the "accusations"/complaints
- are reliable: the users must feel confident that their complaints will be dealt with by means of a suitable process

Results

As Nigel Williams points out, thanks to the existence of hotlines, thousands of Internet users have been able to report illegal images on child pornography to

specific, easy-to-contact entities. Thousands of images of child pornography have been identified and have been removed from the Internet or from the individual servers where they were located.

The legal authorities have received a lot of evidence and material which demonstrates the presence of child pornography on the Net, often with certain information previously investigated by the hotlines.

TIPS

Tips for adults

1. Familiarize yourself with the Internet

To be able to help our children to surf the Net safely, it is better if we know this new invention. We do not have to understand it or to be experts, it is just necessary to try to surf a little. In the same way that to drive a car we do not need to know how a combustion

engine works, to see how our children use a computer we do not need to know all the components. After all, if they know more than us we can ask them to show us.

2. Speak openly with your children and adolescents about Internet use.

Taking an interest in what our children and adolescents do with the computer, both at home and at school, in the public library, in friends' homes... will help us to be on the lookout for possible dangers and to build up an atmosphere of trust. It is therefore useful to communicate well with our children and to try to get them to tell us whenever they see something that they do not like or which makes them feel uncomfortable. It is also important that they get used to introducing us to the friends that they make on the Net.

3. Surf together

Another good method of prevention against the possible risks of the Internet is to get into the habit of surfing together with our children and transforming the Internet into a family leisure activity. Computers can offer one of the best and most entertaining journeys that can be shared by adults and children. We will certainly realize that children can be better at surfing than adults, but that doesn't matter. We can take advantage of this and ask them to teach us. At the same time, we can give them the resources necessary to know how to use the Internet responsibly.

4. Find out about control tools

Control tools are computer programs which allow adults to control minors' use of the Internet. The most common tools are filters, which limit access to harmful contents. There are also tools which allow the connection time to be limited, to know which websites are visited, to prevent personal details from being sent, etc. These services can be enabled from the personal computer, or by means of the Internet service provider.

It is important that as educators

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Lisbon

we are aware of the existence of these tools so that we can freely consider the possibility of installing one in the home or school computer. It is therefore advisable to find out about them and to study which product best matches our values. There is a list of the main tools available at www.internetsegura.net.

5. Establish basic safety rules at home and at school

It is recommended to decide, with your children and adolescents, on safety rules for Internet use. These rules will simply be used to ensure that the youngsters can enjoy themselves and feel safe while they surf. We can agree with minors on the websites to visit, the most appropriate connection times, etc. We can hang them in a visible place.

6. Place the computer where

everyone can see it

To be near our children while they surf, it is useful to place the home computer in a shared room, where everyone can see it, and to avoid placing it in the child's bedroom (at least at first). This will help us to supervise them more easily while they surf and to be near them.

7. Teach your children and adolescents to use the Internet responsibly

For minors, the Internet is a fantastic place where you can talk to people from around the world and make new friends, learn things about any subject, and have a very enjoyable time. However, for their own safety, it would be worthwhile if they could:

- Be aware that the computer is an educational tool used to communicate positively.

- Know how to distinguish between Internet contents that are recommendable and those that are not.
- Be aware that on the Internet, like everywhere else, there are all kinds of people.
- Know how to surf responsibly, so that their actions never harm anyone.
- Know how to solve possible situations of risk themselves.

8. Give your children and adolescents safety tips

- Never to give their personal details (full name, address, telephone number) or their password to anyone on the Internet, even if they sound official. It would be like giving someone the keys to your house.
- Leaving kids alone while they use the Internet (above all when using chats) is like leaving them in the middle of a park and saying: "O.K. go and make some new friends". It is therefore advisable for them to get used to introducing us to their cyberfriends, in the same way that they introduce us to their other friends. Also, it may be dangerous for them to agree to meet someone they have got to know on the Internet. If they do want to meet them, it is best if they are accompanied by an adult and they meet in a public place.
- When there is something they find unpleasant, they should get into the habit of telling a friend or adult and not let it harm them. For example, an image or photo on the websites or a message that someone writes in a chat. As for e-mail, it is best if they get used to asking their parents before

they open files or read messages sent by someone they do not know.

- To buy or do something on the Internet which may cost the family money, it is best if they always do so with their parents' help.

9. Search for safe websites

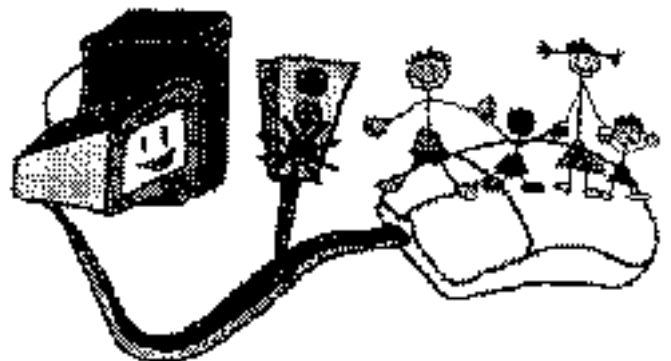
It is recommended to search for safe websites, aimed at children or adolescents, in the same way that we look for books, TV programmes or films that are appropriate for them. On the Internet there are many entertaining and educational websites, which can encourage them to share their interests with other children and to surf safely.

10. When faced with a possible problem, react on time

If we ever think that our child is in danger, we can talk to them and call the police or some other appropriate organization. In the event of finding presumably illegal material, we can call the Autonomous Police (Mossos d'Esquadra) on 93 300 22 96. If we find child pornography, we should report it anonymously to the hotline www.protegeles.com; they will try to get it taken out of circulation.

Tips for kids

1. Never give your personal details (name, address, telephone number) to anyone without your parents' permission. It would be like giving out the keys to your house.
2. Your password is your own identity, so keep it secret and do not give it to anyone (not even your best friend). Someone could use it and



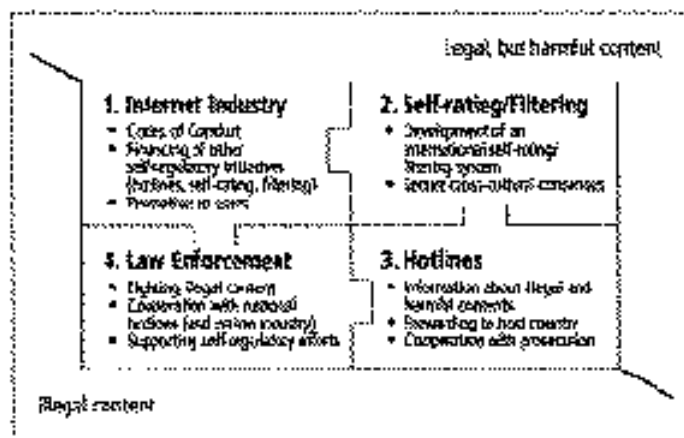
- pass themselves off as you.
3. It is good fun to make new friends surfing the Net, but tell your parents who you have met and introduce them to your new friends.
 4. If you want to meet someone you have met in cyberspace, go to the first meeting with a friend or one of your parents. You will be safer if you agree to meet in a public place.
 5. There are very many good things on the Net. Try to identify what is good and what isn't. If you find something unpleasant on a website leave the page, because it could harm you. Tell one of your parents or teachers.
 6. Chats can be great fun, but don't stay in a chat room if someone makes you feel uncomfortable or worried. Remember that in a chat your safety basically depends on you.
 7. E-mail is a great invention. But for your own safety, do not open or read messages or files sent to you by someone you do not know: they could send you computer viruses or information which could upset you.
 8. If you want to buy or do something on the Internet which could cost your family money, consult your parents first.
 9. You and your parents form a team. You can teach them to use the Internet and show them the websites that you visit and what you do when you surf. They can help you to follow certain guidelines so that you enjoy yourself and feel safe while you surf. Teams win when they work together. Remember that you can trust in your parents and teachers.
 10. When you surf the Net and someone proposes doing something, do not do it if you think that it is not right. You are a strong and responsible person, and sometimes it is better to say "no".

CONCLUSIONS

How can the Internet become a safe environment for our chil-



Bristol



From *Protecting Our Children on the Internet* (Jens Waltermann and Marcel Machill, eds., Bertelsmann Foundation)

dren and pupils and for future generations? The answer depends on the responsibility of everyone together, the public in general (mothers and fathers, educational staff, librarians and other people in charge of minors), companies from the

Internet sector, the Public Authorities, the media and the legal provisions. Each of these parties has a role to play in favour of the safety of minors on the Internet. It depends on everyone together.

As can be seen in the following figure, from the book *Protecting Our Children on the Internet* (Jens Waltermann and Marcel Machill, eds., from the Bertelsmann Foundation), there are 4 determining factors to achieve safety on the Internet: 1) the business sector, 2) the self-rating of contents and filtering, 3) legislation, and 4) hotlines. The Bertelsmann Foundation moreover adds a fifth factor: 5) the support of the media.

The business sector, through self-regulatory organizations, can establish codes of conduct and ensure they are complied with. They can also promote the protection of users and encourage self-regulatory initiatives, such as self-labelling of contents, hotlines, user age control mechanisms, and filtering. In relation to the latter, they can offer filters, "safe spaces" and other control tools to help families and schools to protect minors. In particular, Internet access providers can offer a special filtered access service for minors.

As regards self-rating of contents, there needs to be a consensus on a valid rating system, permitting free, transparent, multicultural and multilingual filtering.

In relation to legislation, it is not a question of states legislating on what should or should not be published on the Internet, but rather of guaranteeing that on the Internet there are no contents which are already illegal outside the Net. International cooperation is also needed for hotlines to be effective, as well as support for self-regulating efforts. Finally, hotlines are key self-regulatory mechanisms to take illegal contents out of circulation, but there needs to be cooperation between the users, the business sector, the police authorities, the public authorities and NGOs.

In short, only with a joint effort and a culture of responsibility will we be able to guarantee that the Internet will become a safe environment for our children and pupils, tomorrow's citizens.

SOME ONLINE SAFETY RESOURCES

Awareness web sites in English

- <http://www.getnetwise.org>
Probably the best web site giving awareness information, including a clear analysis of different filtering programmes.
- <http://www.safekids.com>
Runned by a journalist, Mr. Lawrence J. Magid, gives tips, advice and suggestions to make families' online experience 'fun and productive'.
- <http://www.safeteens.com>
A special version of 'www.safekids.com' targeted to teenagers.
- <http://www.larrysworld.com>
Also operated by Mr. Lawrence J. Magid, it contains his writings about computers and technology.
- <http://www.kidsprivacy.org>
A parent's guide to children's privacy online, operated by the Center For Media Education.
- <http://www.netmom.com>
By Jean Armour Polly, known as Net-mom. You can find here 100 hot sites for families.
- <http://www.americalinksup.com>
Runned by America Links Up, a public awareness and education campaign. Therefore, it contains information about events and awareness material (a number of valuable resources for parents and kids).
- <http://www.cyberangels.org>
Includes lessons for teachers, safety and privacy tips, and is operated by several voluntary working groups (law issues, white lists, chatroom monitors...).
- <http://www.msn.staysafeonline.com/>
An easy, kid-friendly guide to the Internet. It's a 15 minute program helping children make smart choices. It includes an interactive game on safety tips.
- <http://www.chatdanger.org>
Explores the dangers of anonymous chat. Sponsored by Childnet.
- <http://www.webwisekids.com/>
A great site with resources for teachers and parents.
- <http://www.netparenting.com>
Safety, Education and Entertainment Ideas for Children on the Internet.
- <http://www.safesurf.com>
Offers online safety information and an Internet rating system.
- <http://www.smartparent.com>
An internet resource site for parents.
- <http://familyinternet.miningco.com/parenting/familyinternet/cs/internetsafety1/index.htm>
Family Internet includes an Internet Safety area including tutorials, answers-to-questions, and information on filtering software.
- <http://www.safetied.org/>
An internet safety organization that offers online classes.
- <http://www.netparents.org/>
A non-profit organization designed to educate parents about internet technology and safety for children online - a great resource!
- <http://www.protectkids.com/>
The site of "Kids Online", a book written by Donna Rice-Hughes, internet safety advocate.

- <http://www.the-dma.org/>
The Direct Marketing Association has a pamphlet, "Get Cyber Savvy".
- <http://www.childrenspartnership.org/>
The Children's Partnership, an organization committed to getting parents engaged in children's online lives and joined in protecting the interests of children - Their brochure, "Parent's Guide to the Information Superhighway", is available at their website.
- <http://www.familyeducation.com/>
The Family Education Network, offers invaluable information on their web site.
- <http://www.seniornet.org/>
A non-profit organization dedicated to bringing grandparents and seniors online activity, and to helping children stay safe by educating & involving our elders.

ORGANISATIONS

- <http://www.saferinternet.org/>
European Commission's site on the Internet Action Plan.
- <http://www.iwf.org.uk>
The Internet Watch Foundation.
- <http://www.icra.org>
The Internet Content Rating Association.
- <http://www.childnet-int.org/>
A non-profit organization that researches & promotes safety initiatives to protect children.
- http://www.stiftung.bertelsmann.de/internetcontent/english/frame-set_home.htm
The Bertelsmann Foundation.
- <http://www.cme.org>
The Center for Media Education.
- <http://pcmlp.socleg.ox.ac.uk/>
The Programme in Comparative Media Law & Policy (Oxford University and other institutions).
- <http://www.en.eun.org>
The European Schoolnet.
- <http://www.incore.org>
Sponsored by the European Commission, a project which aims to create a generic rating and filtering system suitable for European users
- <http://www.inhope.org>
Internet Hotline Providers in Europe Association.
- <http://www.net-consumers.org>
European Research into Consumers Affairs.
- <http://www.muenster.org/>
European Non-Profit Working to Help Children on the Internet

Núria Quintana is representing the Fundació Catalana per a la Recerca

The Teacher's Folder introducing pupils in Helsinki to the safe use of the Internet

By Päivi El Mahboul

The Finnish partner in the Safer Use of Internet project was the media centre of the Helsinki Department of Education. Pupils in ten primary and secondary schools in Helsinki were introduced to the safe, sensible use of the Internet. Pilot teachers were appointed to inform their schools and their pupils' parents of the project, with the aim of also arousing the parents' interest in the responsible use of the Internet and in discussing the ways in which they could guide their children in how to use the Internet.

The schools were supported throughout the pilot process by providing the parents and teachers with education on the subject in the media centre. The training occasions were also open to all headmasters and teachers in Helsinki, the lectures featuring quite a broad approach to the safe, responsible use of the Internet. The training calendar contained a total of ten lectures and discussions, together with other types of guidance in Internet use. The lectures given touched upon the opportunities and threats of the Internet, the Virtual School – the Internet approach, the Internet and filter programmes, Copyrights in the Internet, the Internet and values, the risks and dangers of the Internet, and a series of lectures on Media sense and the Internet. A separate website was also established for the project in the address <http://www.sui.edu.hel.fi> that contains information on the project, teachers' materials and a discussion venue.

The pilot teachers and media centre staff together prepared a *Teacher's Folder* for use as study material in the schools, with 14 topics on the responsible, sensible use of the Internet. The fol-

der contained topics on which the teachers attending the planning stage wished to have more information or which the schools considered particularly challenging, including website assessment, copyrights in the Net, data security and data privacy in the Internet, and the questions to be taken up in parent-teacher meetings. In addition to teacher's sections, the material contains pupils' exercises. The folder was distributed to all primary and secondary schools in Helsinki.

The purpose of drawing up the folder was to give the teachers information, material and tips that they could use when discussing the use of the Internet with the pupils and their parents. Another aim was to arouse broader discussion of the extent to which the benefits and dangers of the Internet are recognised in schools.

The teachers can make free use of the folder material, such as pupils' exercises, so they can

pick out exercises that they consider most interesting and suitable to their pupils, or prepare additional exercises on the basis of the folder material. The folder conveys a positive approach to using the Internet, considering it both a useful and entertaining tool. It takes up those topics in particular that the teachers and parents consider puzzling and worrying.

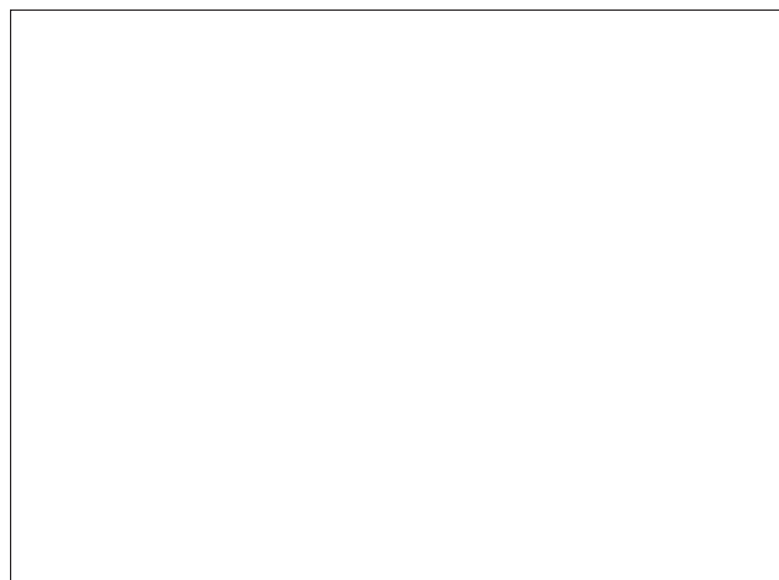
The best way to face Internet-related problems is open discussion, which is why schools and parents should guide pupils in recognising the good and the bad things in the Internet and in navigating in the Net in a responsible, safe manner.

The project ended in spring with a seminar that summoned the teachers' experiences on the project. The aim was to collect information on the types of support and guidance that the schools in Helsinki expect of the Education Department in future so as to promote the sensible use of the Internet. Wishes to this

effect were also welcomed from all other schools in Helsinki, not just the pilot schools.

Topics in the Teacher's Folder:

1. Introduction to Web-based learning (to the teacher)
2. Discussion topics on Internet use
3. Information search in the Internet
4. Website assessment
5. Copyrights and the Internet
6. Data security and data privacy
7. Be smart in the Net – to be a Netsmart
8. Responsible communications
9. Net addiction
10. Rules for using information technology in schools
11. Lesson to commitment signers
12. Netiquette – sensible use of the Internet
13. Material for teacher-parent meetings
14. Internet filter programs (to the teacher)
15. (Slide layouts to the teacher)



Teacher's folder

Experiences gained by the pilot group in the Alppila secondary school

Teacher Raija Halonen from Alppila secondary school was interested in ways of making sensible use of the Internet at school so she decided to join in the project. Another reason was that she had earlier seen the problems that the Internet could cause in schools and now felt that she needed tools for grasping these problems. She also wanted to discuss the issues with other teachers.

Ms. Halonen feels that it is difficult to place the topics in the folder in an order of importance. She has rather taken them up in teaching flexibly according to the type of study the pupils are engaged in. When teaching the making of homepages, for example, she considered it quite natural to talk about copyrights in the Internet, while the writing of papers was a good time for studying how to find information effectively from the Net. There was also a basic course in information technology that provided a general introduction to the Internet and taught the pupils the basic rules that govern the sensible use of the Internet.

Ms. Halonen says that the pupils considered in particular the economic dangers of the Internet a personal threat. They were also keen to talk about aspects that were connected with handing over personal details and other personal information, whereas they did not quite grasp the idea that the Net could also affect their opinions.

Before the project, the pupils' parents had already frequently expressed their concern about problems related to young people's use of the Internet. The usually had a positive attitude towards using the Internet despite the problems involved, considering it a good information search tool. They also regarded open discussion and giving hands-on information to young people as important.

The 7th and 8th grade pupils in Ms. Halonen's group already had quite a lot of experience in using the Internet. Most of them reported that they had not encountered negative or oppressing things when surfing in the Net and, if they had, they had simply left the page. Some of the pupils were aware of the dangers lurking in the Internet, such as suspicious net contacts, though there were also new things to learn. As a rule, they considered studying the safe, sensible use of the Internet a good, useful thing. It is evident that this should be learned through theoretical information given at school where things can be discussed in class, not through personal, perhaps even sad experiences.

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Alppila secondary school's pilot students



Teacher Ms. Halonen from Alppila secondary school



Alppila secondary school's pilot students

Protection of Minors on the Internet

By Michael Bailey

The Internet's explosive impact has not been without issues. The largest concern, as discussed at a conference in Vienna on 20th April, is how best to protect minors from illegal and harmful content and the pedagogical methods of achieving this goal. The net's explosive growth and its global nature, in terms of geographical visibility, rather than availability to everyone (90% of the world's population has no internet access) brings an added dimension in trying to regulate its use and content, in particular shielding children from illegal (e.g. Child Pornography) and harmful content (e.g. gratuitous violence). The conference was organised by the Ministry for Social Security and Generations together with the Institute for renunciation of violence with support of the European Commission.

The startling speed of growth of

Friedrich Lennkh, Director of the Institute for renunciation of violence, opening the conference



the Internet makes it very difficult to be regulated by criminal law, and with instantaneous data propagation, the onus must be on some form of self-regulation. Indeed, following a study carried out by the Bertelsmann Foundation (www.bertelsmannstiftung.de), on the attitudes of people in the US, Australia and Germany, of those interviewed,

only people in Germany really thought that politicians and the justice system could regulate content effectively, whilst the others sided towards self-regulation.

Under self-regulation, access and content providers take greater responsibility for web content and some are taking a

very active stance, with for example Austria's ISPA having set up a website, www.stopline.at, aimed at allowing people to anonymously report sites they feel are illegal, with a particular focus on child pornography and neo-nazism. The Secretary of State in the Ministry for Social Security and Generations, Reinhard Waneck, stated that a third of all reported cases resulted in legal action against the offending sites in the year 2000. However, such sites cannot contend with the borderless nature of the Internet, being powerless against sites based in other countries, the case with most child pornography sites originating in Russia and Asia, or sites depicting gratuitous violence, of which a substantial proportion are based in the United States. Green Party MP Dieter Brosz held the opinion that the global nature of the Internet causes further issues, as different

From the left: Friedrich Lennkh, Director of the Institute for renunciation of violence; Kurt Einzinger, Secretary of ISPA (Austrian Internet Service Providers); Marcel Machill, Bertelsmann Foundation; MP Karl Amon; MP Dieter Brosz; Jörg Ruminak, ORF (Austrian public TV-broadcaster); Patrick Weinheimer, European Commission





Reinhard Waneck, Secretary of State in the Ministry for Social Security and Generations (left) and Jakob Steuerer who moderated the survey

countries (and sometimes even their constituent units) have different laws, dependent on their own cultures, making self-regulation a must. However, such schemes are noteworthy, especially when they help to improve cooperation between access providers (i.e. ISPs providing Internet access) and content providers (portals, search engines and websites).

One technology-based solution employed to date is a filter system, but early filter systems proved highly ineffective, being unable to distinguish between the context of isolated words. Current filter systems, whilst greatly improved, are still fallible, and are currently only able to detect text-based references, to date being unable to filter out harmful images, sound files or video clips, thus limiting their use to a great extent. Their necessity is debateable, given that up to 90% of surfers visit a few thousand sites at most. There is a further degree of self-regulation in that the user is the

person who sets the filters usually. From the Bertelsmann Foundation's study, it was generally felt that filters could be used to combat racism and violence to a certain degree, but would struggle to combat child pornography.

Another solution is that of rating systems. Rating systems can be used in two ways, either to form No-Lists – i.e. sites that are to be filtered out, or to form Yes-Lists – i.e. sites acceptable for general consumption. Such ratings-based filters, show willingness on the part of the industry to self-regulate, as sites that submit themselves for rating show a certain level of commitment towards self-regulation. Yes-Lists effectively amount to areas known as “Walled Gardens”, whose content is guaranteed to be child-friendly, allowing children to experience the Internet freely, whilst keeping them safe from potential harm. SPÖ MP, Gabriele Heinisch-Hosek, expressed the concern that generally children's IT skills have been underestimated, their profi-

ciency making some technological measures seemingly easy to bypass, with average children finding ways to view barred sites. Furthermore, filtering/rating by a third-party, even when fully objective, does still not fully defuse the threat, and only action at the source definitely removes harmful or illegal content, and despite ICRA's efforts (www.icra.org), there is still no real comprehensive and successful content rating system.

Austrian Education Minister, Elisabeth Gehrler, favours a pedagogical approach to create a child-safe Internet, by educating children on safe use. Her proposals involve integrating lessons on “Medienerziehung” – Media Education - into the curriculum. To support her plan to introduce Media Education into the curriculum, the Ministry for Education (BMBWK) has produced a website (www.mediamanual.at) and such a course full fills some of government's obligations to the terms of the UN's “Convention of the Rights of Children” (1989).

Such a course would concentrate upon three Ps – Participation,

Provision and Protection, which tie in firmly with the UN's convention, a subject covered by Professor Jo Groebel from the European Institute for the Media. Under Article 13 (Paragraph 1) “Children should have the right to freedom of expression and to seek, receive and impart information through any media of their choice”, which clearly extends to cover the Internet, whilst Governments should respect the rights of children to “participate fully in cultural and artistic life” (Article 31 Paragraph 2). Parents still retain primary responsibility for the upbringing of children (Article 18), so they should also take some form of interest in ensuring their children's Internet experience is a safe one. Article 34 of the Act mentions the state's obligation of shielding children from sexual exploitation and sexual abuse, and such courses would be a State Initiative, showing the government's commitment towards protecting the young.

Such a course could justifiably be integrated into subjects based on general citizenship, which are

Prof. Jo Groebel, European Media Centre





Prof. Jo Groebl (left) talking to Marcel Machill from the Bertelsmann Foundation

now becoming part of the curriculum, where an element of the course could be based on better use of the Internet, such as a gradual introduction to the Internet for children, e.g. starting with access to so-called "Walled Gardens". Any such course intended to educate will not just be necessary for children, especially as their knowledge of the Internet is often far greater than their parents', but educating their parents alongside them would, according to Secretary of State to the Chancellor, Franz Morak, effectively "help to break down the generation gap", and more importantly would allow teachers not yet doing so to integrate the Internet into the curriculum.

Such a course would also not merely be intended to concentrate on the mechanics of surfing the Internet, but also to educate

about its physiological, emotional and social effects on the individual, to enable exposure to risks to be diminished. Such a course would also have to be split into several sections about various technical facets of the internet, concentrating upon the basic technology (e.g. software, connections), as well as exploding some of the myths attached to the Internet, before covering the potential applications for the Internet on an educational basis, in the workplace and its potential market, and most importantly a section on encouraging understanding about the Internet and how to live with it, especially now that the Internet has become so firmly entrenched in daily life.

Part of promoting a safer Internet would be teaching pupils how to use Search Engines and other online resources effective-

ly, since a great degree of exposure to harmful content is more accidental than intentional. Dr Marcel Machill of the Bertelsmann Foundation cited the example of a child doing a project on US politics, perhaps heading to www.whitehouse.com, since they could reasonably expect to find content about the President and the functions of the White House there. Instead they would be greeted by the teaser screen of a hardcore pornographic website, just because they mistyped the web address the official presidential website, www.whitehouse.gov. A lot of children are exposed to such content by accident, rather than deliberately accessing it, and better surfing techniques could help to avoid a lot of contact with illegal and harmful content.

This is very important, since very little consideration is currently being given to the effects

of an Internet lifestyle, in terms of physical and emotional development. This is currently a shortcoming of the Internet and its support systems, as it is currently very difficult to gauge the psychological effects, that attacks over the net actually have on the young, and whether there is a greater psychological harm on children than has been considered to date, according to kidsweb.at spokeswoman Lydia Tittler.

Whilst of course the presence of harmful and illegal content on should not be condoned, and children should not be exposed to it, the Internet is ultimately a very useful educational resource, which according to Freedom Party MP Rüdiger Schender, "offers children opportunities that weren't available a decade ago" and should be harnessed rather than taking a prescriptive approach by restricting its use.

Franz Morak, Secretary of State to the Federal Chancellor of Austria



Two seminars “Internet and minors: toward a safe use of the network” in Barcelona

By Núria Quintana



As part of the Safer Use of Internet project, the Fundació Catalana per a la Recerca (Catalan Foundation for Research) is implementing a pilot awareness-raising campaign under the name of “Safe Internet”. The first awareness-raising activities of the campaign were two seminars entitled “Internet and minors: toward a safe use of the network”, held on 10 November and 13 December 2000, respectively.

Objectives

This was the first time that a public training event had been organized in Catalonia on safe use of the Internet by minors and it was not known what interest it would trigger among the target publics of the campaign. The objectives were therefore: Offer training and raise the target public’s awareness of the basic contents of the campaign. Actively involve the main multiplier organisations (the public authorities and other representative organizations) in the “safe Internet” campaign.

Programme

The same programme was offered in both seminars:

Speakers

The following were the speakers

for the 1st Seminar:

Mr. Ramon Barlam, secondary-school teacher and member of the board of I*EARN-Pangea (international educational telematic network).

Mr. Alfons Cano, head of the Information Technology Crimes Group of the “Mossos d’Esquadra” police force of the Generalitat of Catalonia.

Mrs. Teresa Hernández, graduate in Education Sciences and mem-

ber of MARINVA (private consultancy on educational matters). Mr. Ola-Kristian Hoff, Director Europe of ICRA (Internet Content Rating Association) and coordinator of the ICRA safe project, part of the INTERNET ACTION PLAN.

Mr. Francisco Martín, chairman of Edunet and coordinator of the Infonet project, part of the INTERNET ACTION PLAN.

Jordi Mas, managing director of

the Fundació Catalana per a la Recerca.

Mr. Ferran Ruiz, director of the Educational ICT Programme of the Department of Education of the Generalitat of Catalonia.

And for the 2nd seminar:

Mr. Jordi Castells, head of the Educational and Academic ICT Service of the Department of Education of the Generalitat of Catalonia.

Mrs. Teresa Hernández, graduate in Education Sciences and member of MARINVA (private consultancy on educational matters). Mrs. Magdalena Lorente, representative of the ICT Applications Unit of the Libraries Service of the Diputació of Barcelona.

Jordi Mas, managing director of the Fundació Catalana per a la Recerca.

Mr. Martín Pérez, chairman of the Internet Commission of ASIMELEC (Multisectorial Association of Spanish Electronics Companies)

Mrs. Esther Pinilla, member of the Bureau and treasurer of COFACE (Confederation of Family Organizations and Consumers’ Associations of Europe) Mrs. Ana Luiza Rotta, project manager of Edunet and coordinator of the Infonet project, part of the INTERNET ACTION PLAN.

Speakers of the first conference



Time	Activity
09’30	Introduction to the seminar
09’45	Presentation: “What benefits and dangers does the Internet have for minors?”
10’15	Presentation: “What can we do to protect minors from the dangers of the Internet? Practical advice”
10’45	Coffee break
11’15	Presentation: “Control and monitoring tools: the filter systems”
11’45	Round table

Target public

These initial basic training activities were aimed at various audiences, such as:

- Teachers
- Parents
- Library and play-centre staff
- Children’s and youth leisure associations
- Children’s website professionals
- Public managers

All the places available were filled, with a total of 137 people attending. The following table shows the percentage of attendance by each group:

Profile of attendees	Percentage
Teachers and teacher trainers	26%
Library and play-centre staff	21%
Public managers	21%
Teachers' associations	10%
Parents' associations	8%
Children's and youth leisure associations	7%
Children's website professionals	7%

Advertising the event

The event was advertised among the public through meetings and contacts with the following multiplier organisations:

- Educational IT Programme, Department of Education of the Generalitat of Catalonia
- Rosa Sensat Teachers' Association
- Association of Philosophy and Arts Graduates
- Association of Librarians-Archivists of Catalonia
- Libraries Service of the Diputació of Barcelona
- Association of IT Teachers of Catalonia
- Association of Technology Teachers of Catalonia
- Municipal Education Institute of the Town Hall of Barcelona
- Federation of Parents' Associations of Catalonia
- Federation of Secondary School Parents' Associations
- Atzar (association of play centres of Catalonia)

These organizations collaborated in advertising the seminar among their members, through mailshots, internal journals, announcements on the respective organization's website, etc.

Contents

Presentation: "What benefits and dangers does the Internet have for minors?"

Mrs. Teresa Hernández was in charge of giving this presentation and of explaining in detail the different benefits and dangers of the network. Among other things, she said that the Internet is a very beneficial environment but that, as with any other situation in life (traveling, cooking or walking down the street) there are some risks. It is important to know them in order to be able to derive the maximum benefit from the Internet in a positive, rewarding manner.

Presentation: "What can we do to protect minors from the dangers of the Internet? Practical advice"

This presentation was given by Mr. Francisco Martín in the first seminar, and by Mrs. Esther Pinilla in the second one. Both of them offered a very practical approach and explained the basic safety tips to be followed both by adults (teachers and parents) and by minors. The practical

advice stressed the need for parents and children to surf the Net together and to maintain good communication. Mr. Francisco Martín illustrated his explanation with a demonstration of an interactive Internet game which helps children to acquire safe habits. For her part, Mrs. Esther Pinilla emphasized the need for adults to learn to use the Internet in order to be able to protect their children and students more effectively.

Presentation: "Control and monitoring tools: the filter systems"

This presentation was given by Mr. Ola-Kristian Hoff in the first seminar, and by Mrs. Ana Luiza Rotta in the second one. They both explained the classification of content, what filters are, what types exist and how to use them. They both offered a practical demonstration of filter systems. Mr. Ola-Kristian Hoff moreover reported on the development of the new system being elaborated by his organization, ICRA, and Mrs. Ana Luiza Rotta announced the inauguration of the first Spanish hotline, both projects carried out with the support of the INTERNET ACTION PLAN of the European Commission.

Round table

Representatives from different sectors participated on the round table. Each group explained its point of view and the measures that its organization was adopting in favour of on-line safety.

- Public education

In representation of the Department of Education of the Generalitat of Catalonia, Messrs. Ferran Ruiz and Jordi Castells, in the first and second seminars, respectively, reported on the safety measures that can be introduced at school. Among

other things, they said that everyone at school should be aware of the problems of safety. They also suggested that a policy should be agreed for the centre on this subject, with the involvement of key people (management, teachers, ICT coordinators, students' representatives and parents' associations).

- Teachers

As the teachers' representative, Mr. Ramon Barlam, who has participated for years in school cooperation projects on educational telematics and is a supporter of the use of new technologies in education, affirmed that teachers should devote sufficient time to educating their pupils in safety. He also emphasized the fact that control and monitoring programmes cannot under any circumstances replace the supervision of teachers. According to Barlam, the best way to guarantee safe surfing is allowing pupils to surf the Net with supervision, carrying out educational activities planned in advance by the teacher.

- The public library

In representation of the main public library service of Catalonia, Mrs. Magdalena Lorente stated that the public library is an instrument of democratization of Internet access. Training courses are organized there for everyone and there are specific areas for use by children. A filter system is used in the network of libraries in Catalonia, and recommendations are given which help to assess websites.

- The police

In representation of the police force of Catalonia (the Mossos d'Esquadra), Mr. Alfons Cano stated that minors are not just potential victims of the dangers of the Internet, but they can also be responsible for crimes committed on the network. The users often commit offences without knowing it. Mr. Cano called for the need for cooperation between the different parties.

- The ISPs (Internet Service Providers)

In representation of the industry,

Barcelona



Mr. Martín Pérez explained that ASIMELEC, the most representative Spanish ISP association, has published a code of ethics which supports self-regulation and establishes general rules of behaviour. It is also developing a quality certification, with the aim of promoting a culture of responsibility in the sector.

Presence in the Media

The first seminar was publicized in the media, the main appearances achieved being:

Report on the evening news of TV3, the main public television channel of Catalonia and the news programme with the most viewers, on 10 November 2000. Messrs. Ola-Kristian Hoff and Francisco Martín were interviewed.

Report on the talkshow La Columna, on TV3, on 10 November 2000.

Round table on the "La Malla" programme, on COMRADIO, one of the main radio stations of Catalonia, on Wednesday 15 November 2000.

Evaluation

Public satisfaction

We analyzed public satisfaction using qualitative surveys. The most noteworthy results were as follows:

What they liked most:

- The idea of holding a seminar on the subject.
- The variety of points of view and the involvement of so many different parties.
- The conciseness and specific nature of the presentations.

What they liked least:

- Some people attending would have preferred to deal with fewer subjects in more depth.
- The repetition of some contents.
- More presence of teachers and parents in the debate was needed.

Also, to discover the interests of the public, we asked them for more opinions and what subjects they would like to see discussed at future events.

Comments by the public:

- They want to receive more information on written contents.
- They think that it is necessary

HELPLINES, FILTERING, HOTLINES, CONTENT RATING IN SPAIN

HELPLINE:

- **AUI** (Asociación de Usuarios de Internet;) is one of the main Internet Users Associations in Spain. They have a specific awareness programme to promote safe and responsible use of Internet. They have a helpline by mail and also by phone. It is a general helpline which includes the possibility for users to ask information regarding content rating, filtering and other topics concerned with inappropriate sites for minors.

FILTERING:

- **EduNet** () is a private company which is affiliated with AUI (Asociación de Usuarios de Internet -one of the main Internet Users Associations in Spain), and which is also a member of ICRA (Internet Content Rating Association).

Among other services, EduNet has developed a filter which is addressed either to families, schools or business companies. This filter is called e-optionet, and there is information (in spanish) available at . Effectivity of e-optionet: 97%.

HOTLINE:

- **AUI:** At AUI's site there is a section for users to inform about sites which are to be considered inappropriate for minors. AUI will then take the necessary action.
- **The Spanish National Police:** there is an email address () where users can inform the Police about inappropriate sites, so that action can be taken.
- **EduNet:** at EduNet's site users can inform about inappropriate sites, so that EduNet can take them into account in order to improve its filter.

CONTENT RATING:

- **Unicef España** has been involved in content rating.
- In the near future, different organisations from Spain will take part in the project led by ICRA and the Bertelsmann Foundation aiming at building an international filter (better than PICS). These Spanish organisations will be therefore involved in content rating.

to organize more events of this kind, but outside work hours.

- They think that it is important to publicize the events in the media.
- They would like to obtain more information on the network of parties involved in the campaign and the role performed by each of them.
- They would like to receive information on future activities.

They would like to see the following discussed at future events:

- The subjects of the seminar, discussed in greater depth.
- Relations between parents and children in Internet use.
- The opinion of children and adolescents on the Internet.

• How to educate schoolchildren in a safer use of the Internet.

- Internet educational resources for teachers.
- The dangers of the Internet from the point of view of psychologists.
- Practical operation and evaluation of the different control and monitoring systems.
- Information and analysis on Internet resources aimed at children.
- Intellectual property and problems of illegal use of data.
- The negative consequences for minors of poor use of the Internet.

Evaluation of the results:

As we said at the beginning, this was the first time that a public

training event had been organized in Catalonia on safe Internet use by minors and it was not known what interest it would trigger among the target publics of the campaign.

The objectives were achieved, as demonstrated by the fact that:

- The attendance was very successful.
- A very positive response was received from the participants, from the main parties involved and from the media.

After holding these two seminars, the pilot "Safe Internet" campaign continued with greater impetus:

- It was shown that the subject is highly topical and of interest to everyone.
- The feedback of the participants allowed some of their needs and interests to be detected.
- The result encouraged the Fundació Catalana per a la Recerca to establish a mailing list which includes the people who attended and other people interested, in order to keep them informed on the campaign.
- A working network has been set up between the different parties involved and new collaborations have been initiated within the framework of the campaign. These include:
- More publicity of the "Safe Internet" campaign through the multiplier organizations.
- Carrying out of joint activities with different parties. In the short term with the Libraries Service and the Federations of Parents' Associations.
- Carrying out of a study on filtering systems, aimed at parents and teachers, in collaboration with the Association of ICT Teachers of Catalonia.
- Implementation of future projects with COFACE and with the police.
- National coordination of the Infonet and SUI projects.
- Publication of the presentations of the first seminar on the website of the Department of Education of the Generalitat of Catalonia.

Núria Quintana is representing the Fundació Catalana per a la Recerca

Media sense and the Internet

By Päivi El Mahboul

A lecture and discussion was arranged in the media centre of the Helsinki Education Department on 29th November, 2000, on the topic *Media sense and the Internet*. Featuring a speech given by Rami Saarniaho, special designer at the media centre, the occasion was one of the educational sessions organised in a project entitled Safer Use of Internet. A number of lectures were given on the topic in spring, including themes such as media education, media sense, media reading skills and the use of the Internet in teaching.

The essential concepts taken up in the lecture were media culture, media education and media reading skills. The lecture set out from the question of what these concepts and skills today mean. Faced with the oversupply of information on the information highway, are we able to interpret, analyse and attach value to the messages that the media constantly sends out to us? In the narrowest sense, media reading skills denote a technical ability to produce and consume messages. This type of definition is considered insufficient, however, for the media also have an important impact on young people and adults alike. Some researchers feel that the influence of the popular culture is hopelessly prominent, so much so that it has been claimed that traditional upbringing and the educational institution can no longer affect young people so schooling should be given up altogether and let Hollywood and the Internet take care of these.

Who is trying to affect us through the media and why? Is it the influence a manipulating one desired by an outside instance? Is there a Big Brother who is generating desires and needs to make us do what he wants? Or do the members of our society simply want to become affected



Media sense and the Internet lecture in the media centre of Helsinki Education Department

and entertained? It is the latter theory that is supported today, suggesting that we want to live at the mercy of commercial pleasures and artificially generated experiences. If this theory were true, what then would be a well-functioning model for media reading skills? It would be easier to construct the model in a world where someone is insidiously trying to manipulate citizens.

According to Mr. Saarniaho, some people feel that in fact young people today have an extremely critical attitude towards the media. Are we then too worried about how our offspring should be raised? It should be noted, however, that even if young people were able to view media-based messages with a critical eye, they lack an understanding of the historical continuum and the contexts of social issues, and do not know how to relate these to the society either. With these issues in mind, teachers should help them develop a critical attitude towards the media and teach them sufficient media reading skills. At the same time, teachers should also give thought to the level of their own media reading skills. Mr. Saarniaho pointed out that media reading skills are a continuously changing process, not just a few core sentences through which one could gain mastery of such

skills. Instead, they are a means of specifying, interpreting and analysing messages. A relation in the ever-changing media culture, they include counter-cultures, high cultures, subcultures and side cultures, making up a diverse continuum that can be learned and in which personal skills can be developed. Media reading skills carry a cognitive, emotional, aesthetic and moral dimension (J. Potter, 1998).

How can media reading skills be taught to young people? One way could be the use of means of demystification, i.e. not shooting down the messages conveyed by the media but questioning them and building up something directly opposite, not to restrict, criticise or move the messages out of sight but to support forms of a counter-culture.

According to the Media Education Centre, University of Helsinki, media reading skills comprise:

- mastery of information, an ability to navigate in the jungle of information and to find, pick out and apply the essential information
- an ability to use technical facilities and software
- an ability to receive and process media presentations: to receive, analyse and interpret

- an ability to make media presentations (text, images, sound)
- a knowledge of rules for acting in the media environment (copyrights, netiquette)
- language skills and a knowledge of different cultures

A topical question was raised by the audience: is media education after all not the question of teaching children and young people the basic skills required for gaining a mastery over life, such as interaction and social skills? Media reading skills should be considered part of a broad mastery of life, not a separate section of their own.

(Translated from Finnish to English: Translation company Käännös-Aazet
Photographies: Päivi El Mahboul and Petri Vaino)

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Content filtering in the Tyrolean School Network

By Erwin Weitlaner

The Tyrolean school network
In 1999, the Tyrolean government selected Daten Verarbeitung Tirol Ltd (DVT) to implement the integration of schools and authorities into a country-wide network. Regarding schools, within two years about 300 schools were connected by permanent wide-band lines, creating the Tyrolean school network (TSN). Even schools run by the federal government switched from the Austrian to the local Tyrolean network. This will lead to a single education network based on TSN. It is anticipated that until mid-2001, 350 schools or about 50% of all Tyrolean schools will participate in TSN. Primary schools, poly technical schools, which is the 9th grade before joining vocational training, and some specialised schools shall join the TSN until 2002.

Common services

TSN is connecting schools by permanent lines to a single hub

located in Innsbruck, bandwidth is sufficient or more than that. The services offered include e-mail services for all pupils and teachers, web services for schools, specific educational projects, connecting pedagogic institutions and several organisations related to education. The hub serves as gateway to the Austrian Academic backbone (Aconet), thus providing Internet Access. Access is supplied via Proxy servers and firewalls to prevent unauthorised access and to block harmful and illegal content.

Content filtering

Harmful and illegal content is filtered via the standard proxy server. Up from the start of the services, a second proxy is offered to schools without any filtering. The decision how to connect is up to schools, selecting on of the two ports on a local proxy set up within each school. The filtering software is Smart Filter, a contract is set up for this

brand for two years at the moment.

Performance could be a problem regarding the number of open connections. DVT is encountering this by powerful server hardware (IBM RS6000 running AIX).

The idea behind this set up was a central technical solution to reduce cost of hard- and software and the required amount of permanent service for a single school. Maintenance of the configuration is done once a week without any request necessary by an individual school. The standard filter may be amended manually. Administrators have quite some rang of configuring the software according to actual (and varying) requirements. Possible drawbacks – as with any filtering software – are a time delay until recently occurring unwanted content is blocked, and anyone is aware that software filtering will never provide a 100%-solution.

For DVT, a technical problem remains enforcing a daily restart during night time which is run automatically.

The reception by schools

It is up to the schools to decide if the common filter is used, if an individual filter set up is implemented or if the „open access“-proxy is selected. All possibilities are in use actually, and schools may switch. Probably this is the reason why no criticism occurred so far and no individual handling problems are reported. Obviously, each school is defining its need based on specific situation, local know-how and a broad understanding of the limitations mentioned above. It should be stated that only standard Internet content is filtered, leaving e-mail unaffected.

(Translation: Peter Marhold)



Internet safety: Protect or Educate: Getting the balance right

By Roger Blamire, European SchoolNet

In Europe there is general agreement about what Internet content and activities should be illegal. The debate is about what is harmful and about the response of the education system to it.

What attracts the headlines as harmful varies between countries but, according to Childnet International, falls into three categories. It could be content: sexual, violent, intolerant content, drug-related, gambling. Or it might be contact: in chatrooms, hundreds and thousands of them, mostly unmoderated, leading to unwanted contact (reported by 25% of US teenagers), or false friends, people pretending to be the same age as the child but actually much older. Then again it could be commerce: advertising directly to children via their mobile phones for example or on their favourite web sites, or abusing the right to privacy of children.

What is going on in Europe? Drawing on the overview obtained by the European Schoolnet Dot.safe project (<http://dotsafe.eun.org>), here are some examples of initiatives and priorities.

In France, a web-based email identity for life is a major initiative. The rationale is to prepare young people for citizenship in the Information Society. The Post Office (la poste) is hosting the service and names are in the format *Firstname.name@laposte.net*. Privacy and the rights of the individual are paramount, so that the child and their parent only have password and teachers are not allowed to inspect mailbox contents: the child's right to a private life is considered vital. The service for children has no advertising, and data is protect-

ed. Teacher training stresses the «Consideration of legal, ethical and professional conduct raised by use of ICT in teaching». UK teacher training in ICT also has this element.

In Norway there are user guidelines within school / community ethos. Education is provided in responsible use, certification and sanctions, but there is little filtering of email or web sites. In Spain there is rising concern about chat and the need for an « Internet segura ». Italians are beginning to voice concerns about the manipulation of photos and are worried about sites about sects and religious intolerance. In Sweden education tends to be more emphasised than protection, and there is concern about exposing young children to advertising. Schools in the UK almost always protect, by restricting access, partly because teachers are in loco parentis. Sometimes even 18 year olds are allowed only to visit approved sites and personal email is not allowed, something other countries would find strange. The Dot.safe project and other studies (e.g. a report commis-

arcelona



sioned by the Bertelsmann Foundation) show that in all countries schools are agreed that a combination of protection and education are needed and that the very young especially need a protected Internet experience. Where they differ is over the major areas of concern and the balance between protection and education

Areas of concern have usefully been divided by Childnet International into three Cs: Content, Contact and Commerce

- Content. Web sites containing illegal or harmful material. This may be religious intolerance and sects, violence, spreading race hate, and of course pornography. Many parents are worried about paedophiles taking innocent photographs of children and digitally manipulating them. Content relating to drug use, suicide and other harmful activities are also a matter of concern.
- Contact. Children may be enticed into relationships with older men purporting to be friends of their own age through their contact details being published, or by the child taking part in discussion groups, mailing lists and live chat rooms. The warning signs that help them be suspicious do not exist on the Internet.
- Commerce. Children may be tempted into offers that are too good to be true, because advertising controls are less strict on the Internet. They may enter gambling sites and find their parent's credit card is accepted. They may be asked for information about themselves that invades their privacy.

Outside the education system various actions are being taken

to tackle these issues. Hotlines have been set up for people to report illegal content on the Internet. Co-ordinated across Europe they provide a useful channel from user to the Internet Service providers. The police are increasingly able to intervene and even arrest using ever more sophisticated surveillance techniques – Big Cyberbrother threatening the rights of the innocent according to some. However hotlines and police action do not safeguard against content that is judged to be harmful but not illegal. Here, codes of practice are being drawn up for Internet providers and rating and filtering tools are available for both the providers and the users.

Even so, technology and legislation are unlikely ever to safeguard all children in all circumstances. Language for example makes filtering by keywords difficult: to remove chat in English removes cat in French. Schools can make Internet use highly protected, but what happens when children go to cybercafés or homes without protected Internet access?

That is why there are education and awareness programmes in schools across Europe. The European Commission has developed the Internet Action Plan 1999-2002 to support actions and to help develop coherent cross-border approaches. Internet Action Plan Projects already running include six hotline projects, five rating and filtering projects and nine awareness projects, of which some aim to raise awareness in schools. Dot.safe is one of these.

Dot.safe is co-ordinated by the European SchoolNet, a consortium of 23 ministries and sup-

ported by industry and the European Commission. Through its interlinked networks it brings resources and communities together, making it an ideal means of gathering information and discussing about Internet safety and of disseminating best practice.

Dot.Safe's focus is on removing inhibitors to teachers' use of Internet related to safety concerns. Eleven partners in nine countries are taking part:

- Sweden:
- Ministry of Education (European SchoolNet)
- City of Stockholm
- Norway: Norwegian Board of Education
- UK: Technology Colleges Trust
- Finland: National Board of Education
- Italy
- Istituto nazionale di documen-

tazione per l'innovazione e la ricerca educativa

- Consorzio Hermes
- France: Académie de Grenoble
- Ireland: National Centre for Technology in Education
- Spain: Fundacio Catalana per a la Recerca
- Slovenia: ARNES

The aim of Dot.safe is to raise awareness of Internet safety among teachers and stakeholders in Europe's schools. There are four areas of work

1. An audit of teacher concerns and solutions. You can add materials and solutions by completing a questionnaire on the dot safe web site.
2. Prepare solutions. These may range from tips, worksheets, teacher awareness materials, advice about tools and services, and risk assessment scenarios for school managers. Existing materials will be

translated and adapted for European users.

3. Test solutions in a range of schools across Europe.
 4. Disseminate through the EUN website, conferences and networks
- The eSchola initiative, 7-11 May 2001, is giving an impetus to Internet safety awareness among teachers through discussions and presentations by experts.

There is much to be done. Technological innovation is raising new concerns about child safety. For example small computers and mobile phones – owned by three out of four UK 14 to 18 year olds – give unscrupulous people and companies the possibility of direct contact with children without the moderation of parents, carers and teachers.

Dot.safe is about getting teachers' attention, not easy in a

world where we are bombarded with messages and where time is precious. What is at stake though is helping young people to thrive in a brave new digital world.

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 Childnet International:



THE INFONET PROJECT

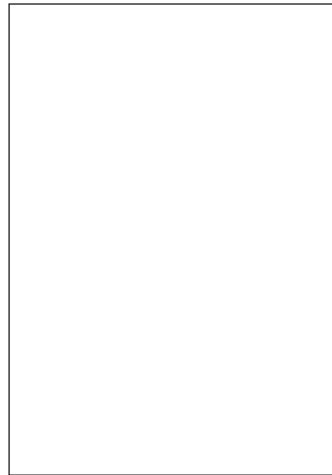
By Ana Luisa Rotta Soares

It is clear that children represent the most vulnerable group amongst Internet users. They are potential victims of various illegal activities in the web such as trafficking of children, child prostitution and pornography. In addition, because of the free and decentralized nature of Internet, they are also easily exposed to materials with pornographic, violent, and racist contents that can very negatively affect their physical, mental and social development. Consequently, parents, teachers, NGOs, governments and the Internet industry should all be working together for the promotion of a safer use of the Internet amongst children.

Currently, there are four awareness projects approved by the European Commission with Spanish partners. One of them, INFONET has as its main objective the promotion of a safer use of the Internet amongst children, through the elaboration of awareness campaigns in Spain and Italy. The campaign will concentrate on explaining to educators in general the issue of harmful contents in the Internet, and providing parents and teachers with advice on how to prevent children from accessing such content. Children will also be informed on tips dealing with how to surf safely through the web and will participate actively in the campaign. In addition, information will be collected on filtering and rating needs of Spanish and Italian parents and teachers.

The partners to INFONET in Spain are UNICEF-Spain and EDUNET, a Spanish company that develops filtering solutions for the protection of minors against harmful contents in the web, and the *Associazione Centro Elis* in Italy.

The project involves direct con-



tact with various sectors of society in order to raise awareness about the issue of the protection of children in the Internet. So far, several meetings have been held with representatives of multiplier organizations. In Spain meetings included representatives of the *Asociación de Usuarios de Internet*, *Asociación de Internautas*, parents, teachers and school associations such as the CECE, the FERE, the CON-CAPA and the CEAPA.

Furthermore, a second meeting was held with representatives of the industry. In addition, meetings were held with the *Defensor del Menor de la Comunidad de Madrid*, and the Ministry Science and Technology, who are both providing the partners to INFONET with great support for the campaign.

The partners in INFONET, after the various meetings held, have concluded that for an awareness campaign to be truly effective it should:

- Inform about the risks of Internet. The idea is not to focus on the negative side of the Internet, but to explain that there are harmful contents for children in the Internet.
- At the same time it is necessary to make children participate on the Internet experience, promoting their rights of

freedom of expression and information, as well as their right to be protected from harmful information.

- Provide parents with a minimum of information on the use of Internet and promote the use of Internet amongst parents. Sometimes parents feel very uncomfortable talking about this subject since they are aware that their kids know a lot more about the Internet than they do.
- Inform parents about the tools available to protect their children from the harmful and illegal contents in the Internet. Parents should know that there are ways to prevent these harmful contents from entering their homes.
- Traditional means of communication (radio, TV, posters, courses, seminars, etc...) should be used in the diffusion of the campaign in order to reach parents. It is not a good idea to start a campaign aimed at building awareness amongst parents about the risks of Internet in the Internet itself, since most parents in Spain and Italy do not have the habit of surfing on the web yet.
- Sensitize those companies offering Internet access to inform parents about the various tools available to protect their children.

The most difficult part of the whole project is making such a campaign attractive for children. That is why the partners in INFONET are working continuously on the elaboration of a website that will include fun games and activities for children. They will be able to play and, at the same time, receive important information on how to surf safely on the web. The website, www.capitannet.com offers important tips for children advising them, for example, not give personal information on the web or not to arrange personal meet-

ings with people they meet in chat rooms.

These safety tips have been revised by the Spanish members to awareness projects who are working closely together with the INFONET project in an effort to unify the messages given to parents, teachers and children in the awareness campaigns that will be launched throughout Spain.

Efficient protection of children, considering their rights, implies sufficient knowledge about Internet and its unlimited possibilities, including the skills to detect potentially harmful contents and the technical, legal and self-regulation tools available. However, it is clear that the best way to prevent the access of children to harmful contents on the Internet is through Education.

Ana Luisa Rotta Soares, project manager EDUNET, Madrid



Madrid

Safer Use of Services on the Internet (SUSI)

By Nick Morgan

The origins of the SUSI project lie in Scotland in 1998, where I became involved in a Scottish government project to produce public guidance on Internet safety. The resulting "Clickthinking" pack about personal safety on the Internet (Scottish Office, 1999) was very influential in helping schools and education managers to develop policies for safer Internet use in schools. Working within Learning and Teaching Scotland, a government agency concerned with Education and Information and Communications Technology, for me it started ongoing collaboration with teachers and education authorities to deal with concerns about Internet usage by young people.

Across Europe there is a rapid expansion of Internet access in schools, homes, community and commercial venues such as libraries and cybercafes. This is opening up millions of new inexperienced users to both the benefits and the hazards of being online. Coupled with the rapid change of the Internet, with new applications and technologies extending the range and sophistication of online opportunities, this creates a continuing need to keep under consideration the issue of how to maximise the online safety of our people.

It quickly became clear that many organisations at government, industry and the voluntary sector had recognised the need for raising awareness about Internet safety among adults and children. International experience in other countries, particularly the USA and Australia, also continues to inform the development of practice in providing safe use advice.

In Jan 2000 the European Union held an Information Day in Brussels about Safer Use of the Internet, and launched a Call for Proposals for Awareness activity.



Children using the Internet at Barshare primary school, East Ayrshire, Scotland

Learning and Teaching Scotland decided to form a project to take forward this work, and found a local partner in the Scottish Parent Teacher Council. SPTC introduced parent association partners from Netherlands (VOO) and Iceland (HOS), and the Commission's partner-matching mechanisms brought in a telecommunications company from the Basque country of Spain (Euskaltel) to complete the roster of partners. Each partner brings their own expertise, particular interests and specific knowledge of cultural concerns in their own area. The SUSI project runs from April 2001 - September 2002.

One of the beliefs shared by everyone involved in the SUSI project is that the Internet can be hugely beneficial for education, opening up exciting new opportunities at school, at home and for life. We were also convinced of the need for advice targeted directly at the responsible adults who live and work with children. These adults can be very influential in helping children engage with positive aspects of the Internet and avoid hazards, but only if they understand Internet usage better. The SUSI partners

agreed that a mix of online and offline methods for delivering safety messages to parents and teachers was most likely to be effective in reaching them.

Use of the net brings new aspects to old problems, such as bullying by email, and it brings some entirely new hazards such as the potential for paedophiles to make contact with children through Internet chat and email. SUSI's main objective is to provide simple information and guidance about the positive aspects of the Internet as well as the negative, covering applications such as Email, Chat and Newsgroups, and problems such as Computer viruses. Advice is written in plain language with no jargon, and is disseminated to responsible adults through several means: student delivery to home, postal mailshot, teacher mailboxes at school, etc. Electronic presentations about Internet safety will be available for third-party use at meetings. Our Basque partner is preparing Training material about use of filtering software. All advice material will also be published on the SUSI website.

Another objective for SUSI was

to encourage discussion by responsible adults about their experience of using the Internet, how they support use by young people, the problems they find and the solutions they work out. Public face-to-face meetings will be held as an opportunity for talking about concerns. An Email list will facilitate the sharing of experience, and the SUSI website will host online themed discussions.

The outcomes of this work will be a public source of Internet safety advice in four languages, in text and other forms, frequently updated. The online activity through the web discussions and email list will further enable adults to share experience. Empowered adults will change their behaviour online as a result of being better informed, and they will encourage young people to adopt appropriate safe behaviour online. The final stages of the project are to evaluate the success of the SUSI project in spreading safety awareness, and to consider how to continue the necessary activity.

All the SUSI partners are committed to this work and welcome contact.

Nick Morgan

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An overview of Save the Children Denmark's hotline project:

A children's rights approach to improving safety on the Internet

By Marianne Pihl and Kuno Sørensen - Save the Children Denmark

Hotlines are a method used by European countries to deal with the problems concerning illegal material on internet. The INHOPE Association unites the different hotlines in a dynamic forum where experience can be exchanged and ideas developed. Some hotlines are attached to the internet-industry, whilst others are part of governmental structures or based within non-governmental organisations. The Danish hotline, like the initiatives of Save the Children organisations in Sweden, Island and Norway, is characterised by its child rights based approach and its commitment to child protection.

Red Barnet is a member of the International Save the Children Alliance, which is the world's largest independent global movement for children. Red Barnet's work on behalf of children is underpinned by the United Nations Convention on the Rights of the Child. The hotline and its status as a medium in the battle against child pornography on Internet, is an integral part of Red Barnet's commitment to the protection of children from all forms of sexual abuse and exploitation. We believe that Articles 19, 34 and 35 of the UN Convention on the rights of the child give us the appropriate mandate to work on this issue.

History and Action Plan

In 1998 Red Barnet established a hotline aimed at informing and empowering the general public to take action against child pornography on the Internet. Since then, the organisation has been dealing with reports about child pornography on the Internet in close co-operation with the Danish Law Enforcement agencies. The financial support from the European Commission

and the Danish government in 2001 and 2002 will enable the Hotline to expand and intensify its role in protecting children.

The Red Barnet Hotline is now able to intensify the fight against child pornography by:

- **Dealing with complaints from the general public**

One of the first actions of the Red Barnet hotline will be the



creation and the updating of a new website that enables people to make online reports and to find information concerned with the fight against child pornography. The screening of reports and the handing over to relevant organisations are at the core of the daily work of the hotline. The technical issues are important and this will create many challenges. As well as dealing with complaints, Red Barnet will remain informed of policy development and research in the field.

- **Co-operating with relevant departments within the police and internet-industry with the ultimate aim of removing child pornography from the Internet.**

At the national level, the hotline's work will consist of efforts to bring together relevant national bodies in the field (e.g. government departments, police, ISPs, and others) in order to improve co-operation in the fight against child pornography. The staff responsible for developing the hotline will work together with the association of Internet Service Providers in Denmark on what common measures can be

mental aspect of this very important international co-operation - this is a development, which Red Barnet would like to support.

- **Promoting awareness about safety on the Internet to the public.**

Because of Red Barnet's position in Danish society as a well-known advocate of children's rights we are able to use the media to make a substantial contribution to the discussion regarding child pornography and sexual exploitation on the Internet. A further aspect of our work in relation to protection from sexual abuse is the awareness raising campaign about the dangers surrounding chatrooms. One of our objectives is to raise awareness amongst children and protective adults. We believe that the use of posters, brochures and web sites will allow the issue of Safe Internet to be known in every school.

Conclusion

Essentially Red Barnet's hotline provides similar services to our partners within INHOPE, that is dealing with complaints from the general public about illegal material on Internet. As a child rights organisation our focus is upon the exclusion of child pornography from the Internet. Protecting children from sexual exploitation is the responsibility of every human and civilised society. This hideous infringement of human rights cannot be allowed to continue unchallenged.

For the web site visit:
<http://www.redbarnet.dk>

Safer Surfing

By Ann Davison

The Internet offers the opportunity to communicate with individuals and businesses all over the world. This is exciting, educative and perilous for children. Both they, and their parents, need to be educated that, besides seeing the advantages of the Internet, they do need to take action for example to avoid paedophile stalking.

Parents are often less net-aware than their children. They need to be made aware of technical help in form of software etc. to screen access to chat rooms, pornography, violence and other material they deem unsuitable from their children. Consumer and family organisations are the ideal multipliers to pass such information to families.

People are cautious about what governments and businesses say to them. But they trust con-

sumer organisations. The CISA project, Consumers for Internet Safety Awareness, led by European Research into Consumer Affairs (ERICA), brings the Internet safety message to consumers through the organisations they listen to. It is part of the the EU's Internet Action Plan, co-financed by DG InfoSoc. CISA will involve ERICA's already established network of 90 interested consumer and family organisations.

In a National Opinion Polls (NOP) family survey in July 1999 1 in 5 children said they came across upsetting information and told nobody because they did not want to lose access to the net.¹ Another recent British survey found that on average half the time British children spend online is without parental supervision. But 38% of parents believed the Internet to

be a more dangerous influence on their children's well being than television or film, with 70% horrified at the prospect of children viewing "undesirable content".²

We need to help parents get effective filtering and rating systems to protect children from violence, pornography and other harmful material. Led by Test Aankoop (Test Achats), the well known consumer magazines in Belgium, Italy, Portugal and Spain will conduct independent tests on the most easily available systems. Research is already under way to assess the work done in other countries.

Important decisions on rating, labelling and filtering schemes and on domain names are being made at international and EU level. Countries are trying to agree for example on whose

legal jurisdiction applies to websites with harmful content, whether Internet Service Providers and search engines can be made to withdraw offensive material and what balance should be struck between privacy and ease of police access to criminal activity on-line.

CISA is getting involved in this debate to inform and represent the EU consumer movement and family organisations and give consumers a strong voice in EU (and in US) decision-making.

Getting the child safety message across is vital. But we must not under-estimate the great benefits for kids in Internet use. We want to encourage children to visit good quality and educational sites. The Institut de la Consommation, publisher of 60 Millions de Consommateurs, and the Landesakademie in Austria will consult with teachers and survey children's sites to select the best 20 French and the best 20 German sites.

Too often projects to protect children take place without consulting them.

Developing the Hellenic Consumer Association (E.KAT.O's) methodology, a joint survey in Greece, Austria and the UK will find out how informed children are about the benefits and hidden dangers on the net.

In the Greek survey 100% of the children admitted to lying about their age and visiting a pornographic or gambling site at least once.

75% of the children have communicated with strangers via chat lines. The majority of these children were girls.

Almost 80% of the children interviewed admitted to being affected by Internet advertising

Research shows that teachers and parents are keen for more information on safe use of the





LANDES
AKADEMIE



Internet. LAK and E.KAT.O are developing educational materials and courses and run workshops in Austria and right across Greece.

This will provide valuable information on the best ways of disseminating the message to adults to be copied in Britain, in work with the Broadcasting Standards Commission and Parent Teacher Associations.

CISA is developing a model set of EU guidelines for children when they use the Internet. These are gradually being translated into all the main EU languages, and we are inviting comments on how to vary them for age and nature of use. The guidelines will be developed by:

- Consulting with consumer and family ngos in each member state
- Testing draft guidelines on school children in Greece and

UK, and on a Swedish website.

The guidelines will be disseminated through consumer and family organisations, the media and Internet Service Providers (ISPs).

Some people may regard children as miniature adults, who deserve unfettered access to the adult world. But most recognise that children need time and space to develop safely and to have their inexperience and vulnerability respected on-line as well as off.

¹July 1999, National Opinion Polls

²NOP, July 2000

For more information, visit www.net-consumers.org, or to join ERICA's network, write to C.Pott@btinternet.com

European Research into Consumer Affairs

www.net-consumers.org



With Thanks to NCH Action for Children

Guidelines for Safer Surfing and Internet use

- It's easy to meet people on the Internet, maybe through Chat Rooms or emails. Never arrange to meet anyone you came across first on the Internet unless your parents are happy to come with you and make sure the first meeting is in a public place.
- Unless you are using encryption, which you probably won't be to start with, don't send anyone an email with your home address, your telephone number or your school name - or your picture - and never give them out in Chat Rooms. Emails can get lost or be read by people who might get hold of them - an email is a bit like a postcard. Chat Rooms too are like public places, so you won't always know for sure who's looking in or listening.
- Remember that people you contact online are not always who they seem, even people who become pen friends or 'keypals'. People don't always tell the truth online - no one can see them.
- If someone says or writes something in a Chat Room or in an email which makes you feel uncomfortable or worried, it's not your fault so tell your Internet Service Provider and your parents.
- Be especially careful in Chat Rooms. (Even if a Chat Room says it is only for children, there's no way at the moment to tell if everyone there really is a child. It might be a grown-up or an older child trying to trick you.)
- See if your Internet Service Provider has any 'moderated' Chat Rooms specially for kids your age: then only use those Chat Rooms if you do want to chat. (That means a responsible adult is there online all the time keeping away anything nasty. But don't worry! The adult won't interfere and you probably won't even know they're there unless someone starts behaving badly.)
- Never respond to nasty or suggestive messages. Always tell your parent or carer if you get such messages or if you see rude pictures while online and report them to your Internet Service Provider. There are organisations, such as the Internet Watch Foundation (www.iwf.org.uk) which can get this kind of thing stopped. Get one of your parents to tell the IWF if anything like that happens.
- It's not a good idea to send anyone your credit card or bank details, without first checking with your parent or carer. Someone could use these to steal from you.
- Better not give anyone your password to your Internet account or they could pretend to be you or read your emails. Remember if someone makes you an offer which seems too good to be true, it's probably a trick!
- Steer clear of "over 18" sites. The warnings are there to protect you. Adult sites can sometimes cost a lot more on your phone bill too.
- Don't click on web links in emails or open email attachments from people you don't already know and trust. And the same with downloading files from Internet sites. Don't open them except from people you know and trust. You might be picking up a virus or some other file that could damage or destroy your computer.

EDUCAUNET

Un programme d'éducation critique aux risques liés à l'usage d'Internet

Par Patrick Verniers

La mise en place d'outils de protection risque de provoquer ce que d'aucuns appellent « l'effet air bag ». Dans ce cas, l'illusion de protection endort la vigilance de l'utilisateur et de son environnement parental et scolaire. L'éducation au média Internet, au contraire, vise à apporter aux utilisateurs les compétences indispensables à l'exercice permanent de cette vigilance critique.

Une approche originale de la prévention

L'approche originale du projet « Educaunet » réside dans le choix d'une méthodologie centrée sur l'autonomie et la responsabilisation de l'enfant et du jeune face aux usages d'Internet. Le postulat de la démarche est que l'éducation joue un rôle primordial dans la sécurité des usages d'Internet. Cette approche est complémentaire aux dispositifs de filtrage, de sécurisation et de classement dont l'existence n'offre jamais une garantie totale de protection. Ces outils exigent de leurs utilisateurs des compétences et des attitudes de vigilance que seule une approche éducative peut activer. C'est en ce sens que la commission européenne a sélectionné ce projet dans le cadre de l'Internet Action Plan.

Une méthode opérationnelle de production validée

« EDUCAUNET » a démarré les premières phases au mois d'avril dernier. Il permettra de développer des outils et méthodes originaux. Il entend agir par une approche centrée sur les parents et les enseignants, comme relais d'une éducation au média Internet des enfants et des jeunes, identifiés en 3 groupes particuliers (8-11 ans, 12-15 ans, 16-18 ans).

Le projet alterne de manière systématique des phases de conception d'outils et de formations, de mise en œuvre auprès des publics, puis d'évaluation et de validation con-

duisant à les optimiser.

Les objectifs concrets du programme « EDUCAUNET » devraient permettre de concrétiser cette approche originale en matière de prévention des risques.

Objectifs du programme « EDUCAUNET »

- de promouvoir un usage plus sûr d'Internet.
- d'expérimenter et valider des pratiques éducatives innovantes visant à la formation critique du citoyen face à Internet.
- de permettre aux parents et aux éducateurs de mieux maîtriser les atouts et les facteurs de risques d'Internet.
- de produire un ensemble intégré d'outils et supports diffusibles permettant aux adultes et enseignants de pratiquer cette éducation critique.
- d'expérimenter et valoriser la complémentarité entre les dispositifs de filtrage et de sécurisation et les stratégies éducatives visant à l'autonomie et à la responsabilisation des utilisateurs.
- de concevoir des stratégies de communication associant des institutions adjuvantes visant à promouvoir le dispositif et les outils pour une éducation critique dans l'usage d'Internet.

La cohérence du projet

Une des grandes erreurs en matière de relation des jeunes avec Internet est de considérer que l'usage est identique à travers le monde.

Toutes les études tendent cependant à montrer que l'usage d'Internet chez les jeunes est fortement lié à l'ancrage culturel dans lequel ils évoluent.

C'est pourquoi, le projet « EDUCAUNET » a volontairement restreint son champ d'action à la Belgique et la France. Tant l'unité linguistique (langue française) que la proximité des systèmes éducatifs (unité dans

l'approche éducative) a été privilégiée dans l'objectif d'une approche d'Internet culturellement homogène.

La localisation des outils et méthodes dans d'autres environnements culturels pourra être envisagée dans une phase de généralisation ultérieure. Il faut aussi souligner que la cohérence du projet est également basée sur une complémentarité des partenaires (formation-production-recherche-évaluation) à travers un consortium offrant des garanties de démultiplication par leur rayonnement sur le plan national et international.

Le déroulement du projet

Le projet est basé sur trois niveaux de travail complémentaires.

Un premier niveau consistera à mettre en place et coordonner une large plateforme de partenaires, composée d'experts de l'éducation, les associations familiales, les structures pédagogiques, les médias...

Ce premier niveau de travail est destiné à définir une stratégie de dissémination et d'assurer une adéquation optimale entre les outils et méthodes expérimentées et les besoins des utilisateurs éducatifs.

Le deuxième axe de travail vise à produire un ensemble d'outils validés et de matériels de formation à destination des parents, enseignants, animateurs culturels et éducateurs. Ces outils seront élaborés directement en lien avec des groupes-test et validés après deux phases d'expérimentations. Enfin, le dernier axe de travail vise à concevoir une méthode de formation efficace et démultipliable afin de préparer les intermédiaires éducatifs à mettre en œuvre une éducation critique aux risques liés à l'usage d'Internet. On le voit, il est impossible de définir aujourd'hui, après seulement 1 mois de démarrage du

projet, le contenu des outils et méthodes proposés. L'éventail des matériaux envisagés est large : outils en ligne, valises pédagogiques,...

Sans dévoiler trop tôt le contenu des résultats, les équipes qui planchent actuellement sur le projet s'orientent très clairement vers un ensemble d'outils balisés par de parcours adaptés à des contextes éducatifs multiples. L'orientation prise est résolument basée sur la nécessité de penser le risque et responsabiliser l'usager d'Internet. Rendez-vous est donc pris dans 16 mois pour découvrir ce que les petites souris EDUCAUNET livreront.

Patrick Verniers

Directeur de Média Animation ASBL

Coordonateur scientifique de « EDUCAUNET »

• Contact :

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Tel: + 32 2242 57 93 Fax: + 32 2 245 82 80

Mailto: p.verniers@media-animation.be

Website:

<http://www.educaunet.org>

Partenaires

EDUCAUNET est piloté par trois partenaires principaux :

- le Clemi (France), centre de liaison de l'enseignement et des moyens d'information du ministère de l'Éducation de France
- Média Animation asbl (Belgique), centre de ressources en éducation aux médias et au multimédia
- l'Université Catholique de Louvain-la-neuve (Belgique), groupe de recherche en médiation des savoirs.

THE EUROPE DAY HOTLINE

Does Europe work for young people?

Beginning on Europe day, 9 May 2001, young people from all over Europe will be telephoning and e-mailing the **Europe Day Hotline** working for European rights on free movement for students, trainees, volunteers and job seekers.

European Citizen Action Service (ECAS) is delighted that the **European Youth Forum** is participating. Mr. Henrik Söderman, President of the European Youth Forum, said *'We welcome the ECAS initiative to establish a Hotline, because it will highlight the many problems and obstacles that young people face regarding their mobility'*.

(How to reach the hotline?)

Telephone: +32-2-548 04 94

E-mail: ecas@ecas.org

(What help can be provided during the Hotline?)

ECAS experienced team of lawyers can answer questions in **English, French, Dutch, German, Italian, Spanish, Greek and Swedish** on all questions related to **free movement**. The free movement solidarity fund is also available to help with more difficult cases (see website for details of the fund).

(How has the Hotline been promoted?)

The announcement of the Hotline has been sent to all MEPs and been widely circulated by the European Commission to its services. Networks involved with EU programmes relevant to young people have been put on the alert (National Agencies of European programmes for young people, Eurodesk). By participating you can add your voice as an individual or an NGO to a collective cross-border effort.

(What will be the outcome of the Hotline?)

ECAS will bring together in a report to the EU institutions the evidence and recommendations collected across Europe.

(What are likely issues for the Hotline?)

- *How can young people defend their European rights?*

It is not all plain sailing. For example, young job seekers can get caught in a vicious circle where employers only want to offer training or temporary contracts, and so the authorities refuse to provide a residence permit which is a condition to acquire social rights, and even threaten expulsion.

- *How well do EU programmes for young people work?*

The EU has launched the Youth programme, Erasmus, a service for job seekers called EURES, and a Europass for trainees and a European Voluntary Service scheme. How easy is it to find information about the programmes, to benefit from them and how well do they operate? Is there a need for further European grants and scholarships?

- *Is there too much red tape?*

Young people often experience a contradiction between EU messages in favour of European free movement and flexible labour markets and the rigidity of the legal framework which is designed primarily for workers and self-employed people. Legislative proposals expected shortly from the European Commission ought to put all EU citizens on an equal basis, and encourage mobility by abolishing residence cards.

- *What about young people resident in the EU, but whose families are third country nationals?*

Should they have the same free movement rights as young EU citizens? ECAS thinks so and that there should be recognition of qualifications acquired outside the EU. Again, proposals are being made by the Commission, especially to give long-term third country national residents the right not just to travel, but to study, seek work and live in other EU countries.

- *Do young people have sufficient European social rights?*

The ECAS information note shows that there is discrimination against young people, who do not have access to the co-ordination of social security arrangements for workers and self-employed people. Is it right that the EU, which wants to remove remaining barriers to free movement of people by 2005 should leave young people in a legal vacuum?

(What information on the Hotline is available on ECAS website?)

a guide intitled "50 questions and answers about your European rights",
a questionnaire and an information note on free movement for young people,
background documents, addresses of information services and websites related to free movement, transparency and funding for NGOs.

European Citizen Action Service (ECAS) is an independent non-profit organisation which for 10 years has been helping individuals and associations make their voice heard within the European Institutions.

Contact: Tony Venables, Director, ECAS, 53 rue de la Concorde, B-1050 Bruxelles, T: +32-2-548 04 90, F: +32-2-548 04 99, E-mail: t.venables@ecas.org, Internet: <http://www.ecas.org>



European Year of Languages

By Tim Connell

The European Year of Languages has been marked this week with activities taking place all over Europe. People have taken up the Languages Challenge, for instance, whereby they get sponsorship for charity, and learn something about a language in return.

Examples range from students at the Language Centre in Oxford, who have a month in which to prepare for a 10-minute conversation with a native speaker and to recite a poem in public, through to workers in the Square Mile, who have been taking part in our *Vino and Vocab* exercise. This combines advice on which course to take with a brief language lesson with a practical element how to order a glass of wine in the target language. The exercise drew lots of enquiries that highlighted why people should want to learn another language in the first place: some planned to travel, while others had come back from abroad wishing that they had learnt more. Others had foreign relatives by marriage, and wanted to visit their newly extended family, and one or two had not been brought up bi-lingually when they had the chance, and wanted to catch up on a lost opportunity. Everyone commented on the value of languages at work.

Language-learning has become a high-profile activity, as individuals and organisations become aware that English is no longer enough, and that travel, trade and the growth of a multi-cultural society provide challenges, as well as opportunities. There is still scope for complacency; people observe the widespread use of English on the internet, overlooking the growth of web-sites in other languages and ignoring the point that information that appears in English has often been translated, and quite possibly edited, in the process. But learning the language is not just the basis for communication



it is also the doorway into a new culture, contrasting outlooks and different attitudes, not to mention the way to widen horizons for both personal travel and business. It is one thing knowing what people are saying; it is quite another to know why they are saying it knowing not just where they are from, but where, in fact, they are coming from. The driving force behind the Year (which is supported by the 45 members of the Council of Europe, as well as the European Commission) is to reinforce linguistic diversity as a key element for the future. Everyone in Europe should have the chance to learn a language at some stage in their lives and be equipped to do so.

It rather spoils the positive attitude of a year dedicated to languages to remember that language can still be a controversial issue. In a surprising number of countries, language becomes intertwined with regional and personal identity, and concepts of homeland grow to the point where they lead to conflict. There are nations within a state, nations without a state, and states whose borders contain a variety of mutually hostile cultures. Many European countries have a language policy, which can, in turn, become controversial. It is ironic that language can

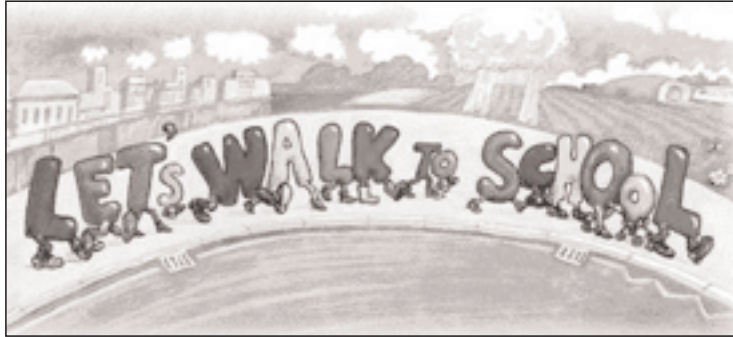
be a barrier, rather than a means of communication; the European Year of Languages could be a valuable exercise in tolerance and in recognising the richness to be found in the linguistic diversity of Europe.

Along with the study of languages, more is being said about

cultural awareness, cultural attitudes and culture shock, looking at the context in which languages are used, and the ways in which communication may fail to transcend purely linguistic barriers. "Let Nation Speak Peace unto Nation" was the original motto of the BBC, but a bit of listening would also come in handy. That might mean listening to things we don't like to hear, perhaps even in the other person's language it can be difficult to transpose concepts from one language to another and retain the same cultural weight. There is ample scope for a European Year of Listening or perhaps that could be the next language challenge for us all.

From a talk given by Tim Connell, City University's professor of languages at Exchange Place, London, as part of European Year of Languages, 11 May 2001





International Walk to School Day Tuesday 2nd October 2001

An invitation to schools, students and parents in Europe to join IWTSD in 2001

Some very successful "Walk To School" promotional events have been held in a number of countries in recent years. Organisers in each country are joining forces again this year to promote International Walk To School Day on Tuesday 2nd October 2001. We want to encourage parents to walk with their children, to and from school, leaving the car behind for one day.

The main shared aim is to promote walking to school as a beneficial, viable, healthy alternative to the car.

WHY AN INTERNATIONAL DAY?

An International day creates a higher level of awareness of the issues surrounding the journey to school, and at the same time is an opportunity to share expertise and promote best practice.

For many parents, the car has become the main means of transporting their children to and from school. Convenience, work commitments, safety concerns and general changes in lifestyle in a growing economy are just some of the factors influencing their choice of travel mode. The proportion of journeys to school made by car has increased considerably in the last 10 years, with the knock-on effect being a gradual decline in the numbers of children walking to and from school on a regular basis.

The consequences of this change include:

- increased traffic congestion and pollution at peak hours
- children having less opportunity to develop the vital road crossing skills they need as pedestrians
- children receiving reduced levels of daily physical exercise, which impacts on general health and well-being
- children building up car dependency habits at an early stage in their development, which will be difficult to change as they become independent young adults.
- increased vulnerability of those children who do still walk to school, where so many others are driven.

Therefore, the general themes that will be promoted during the event include: increasing daily physical activity, improving safety, enhancing the environment, reducing levels of crime, developing community cohesion, promoting social interaction and reducing traffic congestion, pollution and speed near schools.

How can I found out more?

There is now a dedicated International Walk To School web site.

<http://www.iwalktoschool.org>

For further details please contact:

Robert Smith, Team Leader, Dorset Road Safety, International Walk To School Working Group Member

Road Safety Section

Dorset County Council

County Hall - Dorchester

UK-DT1 1XJ Dorset

e-mail: r.smith@dorset-cc.gov.uk

<http://www.walktoschool.org.uk>



Astrid-Lindgren-Grundschule Berlin and the Safer Use of the Internet

By Thomas Kahlki

School description

The „Astrid-Lindgren-Grundschule“ opened in 1966. 520 children at the age of 5-12 attend the school from the „Vorklasse“ (which might be called “class 0”) to class 6. The staff consists of about 40 teachers. Several classes are so-called „Integrationsklassen“ what means that they are also attended by pupils with different disabilities.

The School takes part in two projects which are focussing on the development of concepts for the use of ICT in the classroom and on in-house and regional



staff-training.

In September 2000 the school has started to work in collaboration with the local teacher-training institution and supported by Apple as a Teacher Development Center (TDC).

Any of the 36 Macintosh computers in the west wing of the School is integrated in the (wired and wireless) network and has access to the Internet. The computers are placed in a computer-lab and 6 network-integrated classrooms (up to 3 computers). They are completed with 12 portable iBooks with wireless AirPort network. This provides a variable adaptation to the actual needs of lessons - small activities can be done with the classroom computers, bigger projects or groups can work in the computer-lab or can

additionally use the workstations in the other classrooms and the iBooks. The school is also equipped with a number of printers, scanners and digital cameras.

In the Astrid-Lindgren-School Computers and Internet are not considered as the center of lessons but as a creative multi-purpose tool in the learning process. The children use these tools -as well as books, pencils or paper- for their smaller or bigger learning activities. The range goes from carefully layouted texts (e.g., „Guinea-Pig-Stories“) up to Multimedia-QuickTime presentations (e.g., „Animals ABC“).

Our school and the Safer Use of the Internet

Although we don't use special technical limitations (like filtering systems or proxy servers), we never had to mention serious situations. In our work we follow these ideas about the use of Internet:

1. We don't want the children to be alone with Internet and e-mail.

We want the children to make their own experiences, to explore the Internet on their own, but we never want them to do this alone - there is always a teacher near by who can answer questions, solve technical problems or give hints and tips. We also encourage the children to talk about what they are doing and what they have found on the Internet.

2. We want to make „positive“ suggestions:

Because we don't want the children to „surf around“ we are trying to make interesting proposals for Internet-Sites. Our school homepage works as a portal-site where the children start their session and find suitable links, for example the

Astrid-Lindgren-Grundschule

children's search engine „Blinde Kuh“ (www.blinde-kuh.de).

3. We want the children to have a goal.

We don't want the children to browse the WWW without an idea about what they want to find there.

Often, the children search the Internet because they have to solve a question or to find out information during the lessons. In all other situations we want them to tell us what they are looking for (typical examples: the homepage of the Berlin soccer club „Hertha BSC“ or „Diddl“-cartoons).

4. We don't allow access to newsgroups or chatrooms.

Because everyone can access Newsgroups and chatrooms with a false identity we consider them as a security risk. Besides, these Internet services don't seem very useful for our classroom activities. Therefore we (usually) don't enable or allow the access to newsgroups or chatrooms.

5. E-mail security.

Many children have an individual e-mail account at our mail server. E-mail is used for contacts to pupils or schools in other countries but also to send messages to their parents or friends.

If children get a mail account they are instructed about the usual rules of „netiquette“ and to send no personal information (surnames, addresses, telephone numbers, portraits etc.) to unknown people. We also inform them and their parents about the limited privacy of their school mailboxes - these can be accessed by their teachers if this is necessary to prevent misuse or security problems.

We encourage them to tell us about their e-mail-activities and to call a teacher if they feel concerned about received mails. The children get anonymous e-mail-addresses (no surnames, only parts of the first names) to prevent identification by strangers.

6. Technical stuff.

Our school network system provides possibilities to block certain IP-numbers or mail-addresses, but we never had to use them until today. On our own mail-server, it needs only some mouse-clicks to change children's mail-addresses or to close their mailboxes if necessary.

We use Apple's education network-software „Macintosh Manager“ which provides individual environments and individual permissions for the use of applications and network.



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ICT-coordinator: Thomas Kahlki
(thomas.kahlki@lindgrengs.be.schule.de)

Our school and the safer use of the Internet

By Lieven Van Parys



My personal opinion...

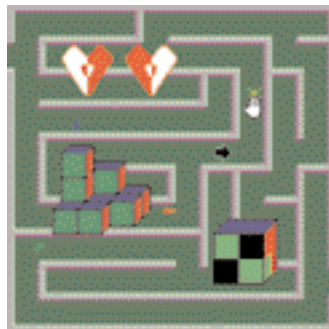
Internet is not a safe place for children. The problem is not only pornography, racism and violence but also the huge amount of incorrect information on the net which can influence the learning process of our youngsters...

So we let them find **the required information in a filtered collection of websites.** Each webpage we visit with pupils is studied by the webmaster or the teachers of our school. Only then we place the link in our own schoolwebsite. (Other schools make also use of this wealth of links...) We select only the links that are written in our own mother tongue...

Teachers have to study the webpages before children visit them. We even download good examples for later off-line use. So they can develop exercises on paper or create different activities in the classroom even without the computer. Surfing on the net is not the aim, but finding useful information they can handle in new and varied situations.

We learn the kids to work with the interface of the browser in a protected environment = our own website with a lot of possibilities... The own school projects are presented as webpages. They can see their own work and the results of their friends...

We even created a real on-line game where they can practise geometry. All exercises are given as simulations; there are more than 200 tasks hidden in 'a rotating cube with six mazes'. Completing this 'game' is not done within a few minutes... (Again other teachers can take benefit of this application)



We communicate directly with other schools all over the world. **No E-mails to/from an unknown destiny/origin.** We work together in different projects. We learn from each other in a co-operative way. We use drawings and symbols as an universal language.

For example: we developed together with children from other schools (even Japanese children) a card game about the Rights of the Child ... Everybody can find the cards on the web and print them.



How we did it?: We let the pupils colour (with the computer) the SAME picture of a child. They did it their way so that they could recognise themselves. The pupils could also answer one of these questions by drawing a symbol that represented their idea: "How do you change the world? What rights do we have?"

We selected the most interesting ideas (drawings and symbols) and placed them together in the card game. (4 x 8 cards: 4 cards of each of these subjects: education, peace, health, love, toys, food, freedom and nature... =the summery of Children's Rights made by children) So they can play 'quartet' or 'memory' and LEARN...

Another simple example....

We created comic strip characters and we invited other schools to create their own strips with them.

An original way to communicate with each other. So we learned about their thoughts and feelings...

One colleague (here on the picture) once said when we discussed this problem:

" Help children to choose 'good' things. That are things that make children grow in their 'heart'. When they learn to make a right choice, they and the world will be better. Help them to see what's 'right'. **Learn them to know the difference between fake and real...**"

*Lieven Van Parys, teacher primary school Sint-Amandus, Meulebeke, Belgium
Website: <http://www.sip.be/stamand/school.htm>*



The European Parliament: an Actor in e-Learning

One of several public bodies in Europe with a voice in shaping education and training policies and practices across the continent, often times through constructive criticism, is the European Parliament. To give those unfamiliar with the Parliament's actions regarding the use of ICT in education and training, "What's new in eLearning" reports on three actions taken in May to support ways towards creating a genuine digital culture by the end of 2003. First, on May 3, the Parliament passed a resolution giving the European Commission specific instructions on the integration and focus to be given to the next generation Internet in the European Union's Sixth Framework program. According to its press release, the resolution reinforces the point that the EU needs to have a global role in the next stage of development, with the MEPs highlighting that "development is needed for both a future research strategy and to achieve the goal set at Lisbon of achieving a competitive, dynamic and knowledge-based economy." Some of the specific features that call for development include "availability of low cost and expanded high bandwidth infrastructure, better quality Internet delivery, more remote device connections and a higher number of wireless communications". In addition, the

MEPs opined that further attention needs to be given to the areas of Internet security, health considerations and use of mobile phones as both forms of identification and sources of "electronic money".



Second, on May 15, the Parliament voted to endorse the Commission's proposals in its communication "designing tomorrow's education", which outline ideas on how to promote innovation with new technologies. While acknowledging the ambitious goals set out in the Commission White Paper "Teaching & Learning - Towards the Learning Society", the Parliament went on to deplore the absence of genuinely additional funding to help realise these goals. And third, also on the same day (May 15), the Parliament voted to endorse the eLearning Initiative, which it regards as a top priority in the field of education. In seconding the Initiative, the resolution highlights the importance of exchanges of best practice at all levels, including the need for

training given to teachers and the access to training and education available to all individuals, throughout their lives. Though Parliament does not have budgetary or executive competencies over the issues it debates, it is important to keep in mind that because of its political nature, the Parliament will be where many of the debates over such issues as education, training and e-learning may take on a more partisan character than those carried out in the Commission, in

particular as the demands for more "localized" democratic representation rise in response to EU expansion and the EC's deepening complexities.

For more information on these issues as dealt with in the European Parliament, please contact
André De Munter (Strasbourg)
tel.(33) 3 881 73605 (Brussels)
tel.(32-2) 28 42531; or
e-mail: cult-
press@europarl.eu.int.

EUROSCOLA

The Euroscola event in Strasbourg on 8 May gave 626 teenagers the opportunity to become members of the European Parliament for a day and to debate the European Year of Languages 2001.

Participants came from all 15 European Union countries and from Poland. After a full day of debates, they adopted a resolution on the importance of language learning for cultural tolerance and for avoiding conflict in Europe. The resolution also underlined the advantages of knowing several languages, especially in the job market, and called for more language teaching for younger children.

The final part of the resolution supported in principle the use of a single language in the EU institutions, but there was no agreement on which language this should be, despite speeches in support of English and Esperanto. In an earlier vote a majority of participants said they could not accept the use of any single language which was not their own mother tongue.

The participants were treated exactly like real MEPs. They used the Parliament's electronic voting system and had access to interpretation in the eleven official EU languages and Polish. Their teachers and other adults present did not intervene in the discussions.

The day started with breakfast in

the members' restaurant, followed by an opening ceremony in the plenary chamber and the election of a president. An eloquent speech from the Austrian candidate got her the job.

After lunch, participants split into six multinational groups for the committee sessions, where they discussed, among other things, the need to learn the languages of neighbouring countries and to protect regional and minority languages. The secretaries ("rapporteurs") of each committee then met to negotiate the final resolution.

The event coincided with the European Parliament's annual open days which enabled the young people to tour the Parliament building along with the other 35.000 visitors. The European Commission and Council of Europe stands promoting the European Year of Languages attracted large crowds. The European Year also featured on several stands provided by national governments. The European Parliament regularly organises Euroscola events, usually for pupils aged 16-18, and may contribute to travel costs. Schools interested in taking part should contact:

Mr Jean-Jacques FRITZ
Antenne du Parlement européen
BP 1024F, F- 67070
STRASBOURG CEDEX
Tel: 00 33 388 17 5284
Fax: 00 33 388 17 5184



CHILDNET

Childnet International exists to make sure that the Internet becomes a great place for children and that their interests are promoted and protected. As a non-profit organisation set up in 1995, Childnet has been working behind the scenes around the world with very many partners in different sectors.

SOME SAFETY TIPS FOR FAMILIES

A real world out there !

One of the best analogies for the Internet is that it is like bringing a city into your living room. Just as there are lots of places in a city where you would want to take your children to, there are also a great number of places which are dangerous and not appropriate for children. As a parent or carer it is therefore vital that you know where your children are going online and make sure they stay safe.

But my kids know more than I do!

Many adults can feel intimidated by using the Internet and are baffled by some of the terms and technology. While it is true that many children take to the Internet quicker than adults, children still need parental advice and protection in using this new tool. It is important that you learn about the issues and the simple steps outlined below so you can keep children safe. Don't put it off! You don't need to know everything about the Internet and all the technical details - after all you can teach your children the importance of wearing a seat belt in a car without understanding how the car engine works!

PARENTS AND CARERS NEED TO:

1. Keep the computer in a family room not locked away in a bedroom. Take the time to learn how the Internet works and spend time surfing together with your children



2. Make sure you tell your children to be wary of strangers they meet online. Just in the same way as you are wary of a stranger knocking on your door make sure your children never reveal any personal details about themselves, school or family, (address, telephone numbers, photographs etc). Make sure they don't use your credit card number without permission. Go through the Smart tips (below) with them.
3. Be especially careful about your children using Chat rooms unsupervised - especially those which are not moderated. Visit Childnet's CHAT DANGER website. Don't allow your children to ever meet anyone they have contacted via the Internet without you going with them.
4. Encourage your children to stick to the positive sites that you want them to see, and not to the ones that you don't.

- Just as you look out for good TV programmes for children, take the time to find the best and most useful websites for you and your family. See Childnet's [Launchsite](#) directory of 50 excellent online projects which are safe for children and [Childnet's Awards](#) programme to see inspirational ways in which children are using the Internet for good.
5. Consider using filtering software which restricts access to certain parts of the Internet. Remember such software is no substitute for good parental involvement.
 6. Discuss Internet Safety with your children. Discussing the potential dangers with your children needs care and sensitivity and involves helping them to see the dangers for themselves. Most children will respond more positively if you encourage them to be SMART or "Cool" on the Internet rather than giving them a list of "Thou Shalt Nots"!
 7. Know who to report to if you come across harmful or illegal material on the Internet -

SOME SAFETY TIPS FOR CHILDREN

Remember to stay cyber SMART !

There's some great stuff on the Net, but some bad stuff too. It's important to be careful when using the Internet and remember these SMART rules.

S

Keep your personal details **Secret**. Never use your parents' credit card without their permission, and never give away your name, address, or passwords - it's like handing out the keys to your home!

M

Never **Meet** someone you have contacted in Cyberspace without your parent's/carer's permission, and then only when they can be present.

A

Don't **Accept** e-mails, open attachments or download files from people or organisations you don't really know or trust - they may contain viruses or nasty messages.

R

Remember that someone online may not be who they say they are. If you feel uncomfortable or worried in a chat room simply get out of there!

T

Tell your parents or carer if someone or something makes you feel uncomfortable or worried.

<http://www.childnet-int.org>

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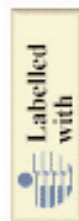
- Deutsch
- Français
- Espanol

Helping to make the Internet a great place for children

Childnet is a non-profit organisation working around the world to help make the Internet a great place for children. This site gives details of the various projects we are running in 4 key areas of Access, Awareness, Protection and Policy.

KIDS LOOK HERE

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LES CHANGEMENTS SOCIAUX DANS LE SECTEUR DU TRAVAIL

By Dr. Georges Dim. Mardas



Les changements sociaux, qui ont amené la nouvelle classe d'emploi, ont été invités différentes théories et ont été recherchés par les sociologues, mais aussi par les économistes, dans des optiques variées. Toutefois, cette explication allait derrière les faits, lesquels ont été découverts par les sociologues et la économistes, soutenue, par exemple, sur l'existence d'un système de classe des travailleurs salariés.¹

Dans l'étude de la nouvelle classe d'emploi se rapporte Serge Malet, cédant à l'opposition entre le riche privé et la pourriture publique s'est basé aussi J.K. Galbraith, lui qui a créé différentes idées pour ce qui est utile pour une jouissance complète dans la société de ce temps (Galbraith J.K. 1964, 39-54).

La théorie de Marx marche, nécessairement, aux premiers stades, à la formation de la classe commerciale et propose des suppositions larges, basée sur les recherches intensives. De même, Marx a donné quelques encouragements au plan du mouvement de travail et il a démontré, que les idées administratives dans chaque société sont idées de la classe dirigeant.²

Néanmoins, Marx ni aussi ses successeurs ont examiné la force et la faiblesse de la grande classe sociale de la société capitaliste (Lefebvre H., 1975, p.p. 65-70).

La réalité est, que la classe des travailleurs salariés a continué d'avoir une influence profonde de les idées prédominantes de la société de capitaliste. Toutefois, l'idéal de la classe des travailleurs salariés, mondialement, jamais réalisé dans plus d'une forme globale. Un nombre des sociologues a remarqué une chute de

l'enthousiasme de la classe des travailleurs salariés pour les objectifs collectifs.³

La classe des employés salariés essaie de créer beaucoup de classes moyennes. En relation avec l'entourage opératif, la classe en question peut être plus forte pour qu'elle s'exprime et cela nous pouvons le voir avec le déroulement de la corporation de l'industrie.

Marx montre un grand zèle dans les idées administratives d'une société, parce que ces sont des idées de la classe administrative ; toutefois la classe pourrait repousser cette pensée (Guitton H., Vitry D., 1981, p.p. 68-73 et Gawthrop L.C., 1971, p.p. 18-40). La nouvelle classe d'emploi a une influence aux idées de la société dominante,

comme est le nationalisme, l'impérialisme, la religion, la conception possessive de la nature humaine. Aujourd'hui, cet commandement se souligne des faits guerriers de Yougoslavie (1999).

Comme il écrit aussi, R. Aron, l'idéal de la classe d'emploi, au niveau universel, est qu'il s'est opposé pour rivaliser nationalement aussi que ne s'est réalisé la guerre entre les nations malgré seulement au champ des différences de langues, de culture et de plusieurs problèmes qu'existent dans chaque association internationale (Rocher G., 1968, p.p. 33-127). Toutefois, la faute principale, dans plusieurs études des classes sociales, est qu'elles se privent de l'appréciation historique, et

économique et légal (Kremalis K., 1991, p.p. 243-250). Ils croient que, tout est un passé, un histoire, sans vouloir ni pouvoir unir la classe sociale avec une relation potentielle des ses caractéristiques et du milieu, que finalement sont influencés considérablement par la forme et les composantes du système de production chaque fois, dans le cadre de l'économie internationale⁴ (Touraine A., 1974, p.p. 59, Teulon F., 1996, p.p. 64-66 et Borkakoti J., 1998, p.p. 527-528).

1. D'après Rocher G. (1968), les agents du changement social sont les suivants: a) les élites, b) les mouvements sociaux et groupes de pression et c) la motivation et besoin de réussite.

2. D'après Lefebvre H. (1975), le syndicalisme est une théorie de transformation des relations sociales.

3. En insistant sur le caractère impersonnel de la lutte des classes, Marx cherchait à faire sentir à l'ouvrier non seulement qu'il luttait dans le sens des générations futures mais aussi qu'il devait suivre des comportements différents quand il agissait à titre privé ou au contraire en tant que représentant des intérêts et de l'organisation d'une classe sociale (Coser L., *The Function of Social Conflict*, Free Press, Glencoe 1964).

4. Comme toute autre activité, l'activité sociale peut être déterminée de façon rationnelle en finalité, par des expectations du comportement des objets du monde extérieur ou de celui d'autres hommes, en exploitant ces expectations comme «conditions» ou comme «moyens» pour parvenir rationnellement aux fins propres, mûrement réfléchies, qu'on veut atteindre (Weber M., *Economie et société*, Editions Plon, Paris 1971).



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Parents in action

By Michal Jozef Kawecki

Parents from Poland, Russia, Slovakia and Ukraine took part in international Conference *Co-operation between home and school; parent and pupil partnership in school education*, which has been held in Szczecin on 28 of April 2001. The Conference activity was focused on three main objectives:

1. training and integration of the parents from Eastern and Central Europe.
2. preparing parents for partnership co-operation with teachers, headmasters and local councils
3. developing the social communication, negotiating and of solving school problems skills.

One of the results of the Conference was an **international agreement of**



parents from Central and Eastern Europe.

The historical Declaration of Parents Co-operation was signed by 71 parents from Poland, Russia, Slovakia and Ukraine.

The signatories to the *Szczecin Declaration* send this document to their Ministries of Education

as well as to the Presidents of our countries, The ambassadors of the involved four countries will also be informed,

“We are the parents from Central and Eastern Europe, however we belong to the one family of parents in a common Europe, Solidarity of parents in Europe is a reality!

We want to cooperate with European Parents Association (EPA) which is an outstanding NGO for parents in Europe.

I want to express my great gratitude to EPA President Dominique Bariller as well as to all members of the Administrative Council of the EPA. Thanks to all of them, I was able to play an inspiring role in preparing a historical DECLARATION initiated in Szczecin.

The next International Conference is planned in Bratislava (Slovakia).

*Michael Jozef Kawecki, Civic Educational Association
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Poland*

International agreement of parents from Central and Eastern Europe

Declaration of parents Co-operation Initiated in Szczecin

We, the parents from Poland, Russia, Ukraine and Slovakia, participating in the International Conference of Parents of Szczecin, declare our will of co-operation, and acknowledge the following points as essential:

1. Raising the status of education and the position of teachers in our countries and societies
2. Creating civic societies in our countries
3. The democratization of the schools and the mutual support of educational initiatives of parents and students in this part of Europe
4. Preventing and acting against aggression and violence in schools
5. Organising international meetings, conferences and workshops for parents as well as students, teachers and headmasters of schools, with the purpose of exchanging experiences and developing communication skills, and equal cooperation between all partners of school life.

The specific wording in Polish, Russian, Ukrainian and Slovakian languages is identical in form, structure and context.

Szczecin. 28 April 2001

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Welcome
The Action Plan on promoting safer use of the Internet is the European Union's response to tackling the controversial issue of illegal and harmful content on the Internet.

Breaking News:

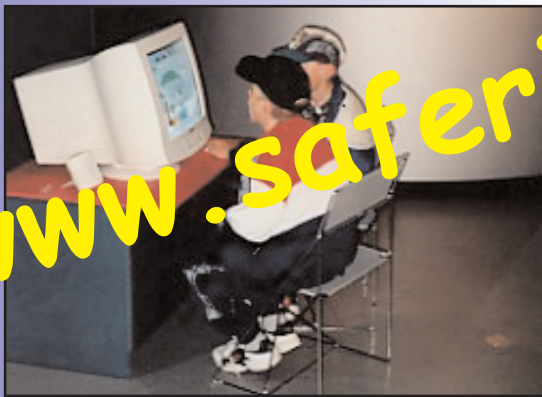
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Project Map
A map, showing projects by country, is available [here](#).

European Commission
Information Society DG

Last updated on: 10 May, 2001



www.saferinternet.org

P.S. Omdat Jan Ottens met vakantie ging mocht/moest ik het blad even afmaken. Ik heb uiteraard m'n best gedaan maar er zal zeker hier en daar iets aan mankeren.... We zullen dit natuurlijk in de volgende fase rechtekken; dan is Jan er trouwens ook weer, die weet iets meer van dit blad dan ik.

Wat me opviel: de aangeleverde beelden/illustraties zijn lang niet allemaal van juiste grootte, resolutie en kwaliteit. Ik heb het een en ander aangepast maar als een foto niet goed (300 dpi) is ingescand, kan ik er natuurlijk ook geen 'topper' van maken.

Er waren enkele X-press bestanden aangeleverd, o.a. pag 31 (onderste helft v.d. pag.), 44, 45 en 48. Op zich kan dit wel maar het betreffende beeldmateriaal moeten we dan natuurlijk ook krijgen; ik kon het nergens vinden.

Met vriendelijke groeten,
Jan Koobs
GTB - DTP