

## ESTONIA [2] - 2012

### SMARTLY ON THE WEB

#### A. BASIC INFORMATION

<b>Country:</b>	Estonia
<b>Title of initiative:</b>	[EE] <i>Targalt Internetis</i> [EN] Smartly on the Web
<b>Coordinator/ Organization:</b>	Tiigrihüppe Sihtasutus (Tiger Leap Foundation - TLF); Estonian Union for Child Welfare; InSafe, European Schoolnet - EUN)
<b>Key competences addressed:</b>	[EE] <i>digitaalsed kompetentsid</i> [EN] Digital competence; [EE] <i>õppima õppimine</i> [EN] Learning to learn; [EE] <i>sotsiaalsed ja ühiskondlikud kompetentsid</i> [EN] Social and civic competences; [EE] <i>kriitiline mõtlemine</i> [EN] Critical thinking; [EE] <i>probleemi lahendusoskus</i> [EN] Problem solving; [EE] <i>riskianalüüs</i> [EN] Risk assessment; [EE] <i>otsuste langetamine</i> [EN] Decision taking; [EE] <i>Konstruktiivne tunnete juhtimine</i> [EN] Constructive management of feelings;
<b>Type of initiative and channels used for implementation</b> (e.g. curriculum reform introduced through legislation etc.)	Started as an initiative of the European Commission; integrated into the curriculum. Training for children, teachers and parents; media campaigns; events (seminars etc.)
<b>Partners:</b>	Estonian Union for Child Welfare; MTÜ Lasteabi (Helpline); Police Board and Border Guard Administration; Advisory board (23 different ICT companies); Youth Panel
<b>Scope:</b> (student/teacher/school level; local/regional/national)	Student, teacher, school level and parents Local, regional and national
<b>Learning context:</b> (formal or non-formal)	Formal and non-formal
<b>School education level/s:</b> (primary, lower secondary, upper secondary)	Primary and lower secondary
<b>Target groups:</b>	Children aged 6-16, teachers, parents
<b>Time frame:</b> (start and end date)	Started September 2009 1 <sup>st</sup> project period ended May 2012 2 <sup>nd</sup> project period: August 2012-September 2014
<b>Relevant links:</b>	<a href="http://www.targaltinternetis.ee">www.targaltinternetis.ee</a> - <a href="http://www.insafe.org">www.insafe.org</a>

## B. SUMMARY

The Targalt Internetis (Smartly on the Web) project began in 2009 as a European Commission initiative and is now run by Tiigrihüppe Sihtasutus (Tiger Leap Foundation - TLF) in partnership with the Estonian Union for Child Welfare and InSafe (EUN). The main aim of the project is to enable children and young people to use the internet safely through developing awareness raising materials, organising campaigns and information sessions for children and young people, parents, carers, social workers and teachers.

The main competences which are being developed through this project are digital competence (closely related to critical thinking; risk assessment; decision taking; problem solving), learning to learn and the constructive management of feelings.

In order to achieve these aims the project focuses on providing various training activities to children, teachers, parent and social workers training for trainers; organising awareness campaigns in the local media (in Estonian and Russian); developing competitions and study materials; establishing the “Setting up Smartly on the Web” network for youngsters; developing an e-Safety label concept and encouraging schools to apply; creating and disseminating Bunny-Johnny cartoons for children aged 5 to 9.

The project has just entered its second project period; new participants are currently receiving training and new training programmes are being developed. The basic problems lie in teachers’ scepticism towards ICT, parents’ lack of knowledge about internet safety and children’s need to have a parent nearby when using the internet. These issues are being dealt with through the organisation of more training events, which are mainly conducted on the basis of “learning by doing”.

From results so far we can see that awareness in society has grown regarding the need to use the internet safely, with clear results from the growth in the number of reports made to the web-based hotline regarding the distribution of materials that violate the rights, dignity and physical inviolability of children on the internet. We have also organised many “extra” training programmes carried out by volunteers who see the importance of raising awareness of safe internet use.

## C. IN DEPTH INFORMATION

### Rationale/contextual background/motivation for introducing the initiative/reform:

The initiative was established by the European Commission, but the need to teach children about using the internet safely is also part of the curriculum.

Estonian children are ranked third in Europe in terms of frequency of internet use, and the way the internet is used is also more diverse than average, meaning that children in Estonia are also more likely to encounter various online threats. It is therefore important to ensure that children and young people are aware of how to use the internet safely and that they know where they can get help and advice if they need it.

The main aim of the project is to develop awareness-raising materials, organise campaigns and information sessions for children and young people, parents, carers, social workers and teachers in order to enable children and young people to use on-line technologies responsibly.

### Objectives:

- To promote wiser use of the internet by children, teachers and parents;
- To promote awareness among parents and children of positive online content and experience.

### Dimensions targeted by the initiative/reform (e.g. student curriculum, assessment, initial/in-service teacher education, school autonomy etc.):

Student curriculum – the smart and safe use of internet is already in the curriculum, but our aim is to promote and raise awareness of this. We are currently working to make Internet Safety a compulsory part of teacher training.

### Overall approach (e.g. holistic – existence of an overarching strategy, or targeted approach focusing on a specific dimension etc.):

This programme follows a holistic approach focusing on education and development for teachers and parents through which children will receive better support and advice regarding safe internet use.

## Detailed explanation of the key competence/s concerned:

**Digital competence** (closely related to critical thinking; risk assessment; decision taking; problem solving) – Children, teachers and parents will become more aware of safe internet usage and risks. They will learn how to detect problematic websites (and report them to the Internet Safety hotline), be informed that help is available and where to find it, and also learn how to protect their computer and personal information while using the internet. The main aim is to get all participants to think first when using the internet. Children must understand that the internet is an open space and that it is practically impossible to erase something once they have posted it. Children, teachers and parents also learn how they can create their “internet identity” and use/protect it in social media (particularly Facebook). The aim is to provide parents with sufficient knowledge to be able to help and advise their children regarding internet use.

**Learning to learn** – Children who have already participated in training and workshops have a chance to learn in a practical way how they can protect their computer and do “smart searching”. These children will also be asked to explain responsible internet use to their peers.

**Constructive management of feelings** – Teachers and children will become more aware about cyber-bullying. Teachers will also receive information on how to recognise if a child is being sexually abused via the internet, while children will be taught that they should always inform a teacher or parent about unusual contacts etc.

## Specific subjects concerned or cross-curricular approach:

Cyber-bullying, sexual abuse on the internet.

**How the initiative/reform is being implemented** (e.g. process followed, political commitment, consultation with stakeholders and their respective roles, incentives for stakeholders, dedicated funding, teaching material, definition of goals and standards, assessment and evaluation mechanisms, impact on teacher training/professional development and school practices/leadership, scaling-up approach, based on research/evidence? etc.):

**Training activities for children, teachers, parent and social workers: training for trainers;** interactive workshops for children and youngsters; special training programmes for teachers and kindergarten teachers; tailored lecture programme for parents; e-learning course for teachers.

**Public events:** awareness campaigns (in Estonian and Russian) in the local media, national Safer Internet seminar, “Setting up Smartly on the Web” network for youngsters; creating and disseminating Bunny-Johnny cartoons for children aged 5 to 9.

**Competitions and study materials:** national study materials competition for students; Targalt Internetis (Smartly on the Web) e-book; e-learning and printed study materials for students and teachers; compiling, publishing and distributing informational materials for parents.

## Present stage/phase of implementation:

We are organising new training events for trainers; we are carrying out further training programmes and planning training events for the next 2 years.

## Pedagogical issues (issues related to how key competences are being taught to students and how are teachers being prepared to teach them):

No information provided.

## What works well (to identify enablers):

Trainings and workshops in schools. The awareness campaigns in the media (especially TV) have worked particularly well in raising parents' awareness and cartoons worked very well in raising awareness among both children and adults.

## Challenges and how these are being addressed (to identify obstacles and solutions):

In general, teachers are sceptical about the use of ICT. This is mainly due to a lack of knowledge about ICT and how it can be used. The best way to overcome this problem is to explain how ICT can be used and also to enable "learning by doing", i.e. teachers need to try different things (e.g. using social media) for themselves.

Subjects such as smart searching, internet pornography and infringement of copyright are already in the curriculum but not enough importance is given to them.

Parents in Estonia often treat the internet like a "babysitter" and are not sufficiently aware of the risks in the online environment. We are working to raise parents' awareness, to enable them to support their children when using the internet and to encourage them to use the internet together with their children. It is however hard to involve parents in awareness programmes on internet use. To deal with this issue we have been holding lectures on this topic as part of parent meeting at schools.

Parents who speak Russian as their first language demand all the materials in Russian. We have made efforts to provide the training programmes and study materials in both Estonian and Russian as far as possible.

## Monitoring & evaluation so far/planned, and which methods are being used (e.g. internal/external quality assurance, inspection, national assessments, international tests, self-evaluation, formative or summative evaluations):

Feedback questionnaires are given to teachers and parents. We are also working on preparing feedback questionnaires for children aged 6 to 16. All trainers will analyse the feedback on the training programme. A yearly report will be prepared on all the activities carried out within the Smartly on the Web project.

## Impact (e.g. any planned impact assessment?):

In early 2013 we will carry out an in-depth survey of all the partners involved.

We are currently seeing clear results from the growth in the number of reports made to the web-based hotline regarding the distribution of materials that violate the rights, dignity and physical inviolability of children on the internet.

## Communication of the initiative/dissemination of outputs and activities:

- Mailing lists to school administrations and to ICT departments of schools;
- Tiger Leap Foundation website;
- Koolielu (School Life) website;
- Targalt Internetis website;
- Media publicity: radio, TV, main national newspapers, teachers' newspapers;
- Twice yearly "outdoor" campaign: posters at bus stops, etc.

## Next steps/follow-up:

To organise training events all around Estonia (on a regional basis).

In February 2013 we will hold an international Safer Internet seminar for social workers and child welfare workers.

## Additional information:

- We had planned for a total of 7000 participants to complete the training programme during the first project period (2009-May 2012), but this figure was in fact around 9900 (7000 students; around 1000 teachers and 900 parents);
- The planned number of training programmes for that period was 43, but 152 were actually held. Most of these were organised on a voluntary basis as the demand for training was so high.
- Originally the project was aimed at children aged 10-16, but on our own initiative we made special programmes for children as young as 6-9 years old. The project therefore now includes children aged 6-16.
- We found that cartoons worked very well in raising awareness among children and adults and we have produced several cartoons in Estonian, Russian and English. The cartoons that were made as a result of the project are also being shown on Estonian Public Broadcasting TV channels on a daily basis.

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