WSIS Forum 2018 OUTCOME DOCUMENT

Template for Submission of Executive Summaries for

Thematic/Country Workshop/ Action Line Facilitation Meetings/ Interactive Sessions/ High Level Dialogues/Publication Releases/Briefings

Deadline: Thursday 22 March, 2018
Exception: For sessions on Friday 23 March, please send at the latest 2 hours after the session
Please note that the WSIS Forum 2018 Outcome Document will be released on the 23rd of March
(the last day of the Forum)

1) **Title of your session**
   Performance of Progress of Schools in UK and UAE with regards to online safety
2) **Name of Organization/s organizing the session**
   UK Safer Internet Centre / SWGfL
3) **Relevance with the WSIS Action Lines – please specify the Action lines C1 to C11**
   C1, C5 and C11
4) **Key achievements, announcements, launches, agreements, and commitments (these will be reflected in the press release and Outcomes Document of the WSIS Forum 2018)**
   Identification of the vital role of schools with protecting children online and their capability in this regard.
5) **Main outcomes highlighting the following:**
   I. **Debated Issues**

How well children are equipped to survive and thrive in this technological revolution? How do they acquire the necessary skills? The EU Kids Online report concluded that:

"Schools are best placed to teach children the digital and critical literacy skills required to maximise opportunities and minimise risks. Schools are also best placed to reach all children, irrespective of socioeconomic status and other forms of inequality. For both these reasons, schools have a key role to play in encouraging and supporting creative, critical and safe uses of the internet, crucially throughout the curriculum but also at home or elsewhere

In certain countries, however, there are gaps in provision or insufficient/outdated provision of ICT in schools. More widely, there are difficulties in ensuring that digital literacy in general, and internet safety in particular, is addressed as it arises across the curriculum (not simply in ICT classes) by teachers who have been recently and appropriately trained, and with adequate resources at their disposal. Further, in many countries, schools have tended to regard children's

use of the internet at home or elsewhere (outside school) to be beyond their remit. Nonetheless, the resources of the school outstrip those of many parents, making schools the most efficient and effective way of advising children on use of the internet in any location"

The workshop asked the question – what do you expect of your schools and how do you know what their capabilities are?

The workshop debated how well schools are equipped to systematically protect their children online and shared the multi award winning *360 degree safe* system in the UK and the 2017 WSIS award winning Aqdar eSafe School programme in the UAE. The workshop reviewed the educational standards and expectations of all schools but more importantly, with national data and research identified through these programmes, illustrated school performance in protecting and equipping their children.

Amongst some of the areas discussed, UK schools have good capability with regards filtering and policy whereas staff training is consistently a weak area. In the UAE schools have good reporting mechanisms but require improvements with managing personal data.

In both case systematic improvement can be evidenced

Many questions were raised from the audience, particularly related to educational online safety resources and also how to support and engage parents

II.   **Quotes**
  - "we have seen systematic improvement across the 12,000 UK schools using 360 degree safe in them providing the right education and support to protect their children over the last decade. It is great to see this approach being adopted and adapted in countries across the world for the benefit and protection of their children too; schools are critical to achieve national change" David Wright Director UK Safer Internet Centre

III.   **Overall outcomes of the session highlighting**
  - The role of schools in protecting their children online – what the expectations are with regards policy, infrastructure, education and standards
  - Examples of how systematic change is achieved in this area via 360 degree safe

IV.   **Main linkages with the Sustainable Development Goals**

V.   **Emerging Trends related to WSIS Action Lines identified during the meeting**

VI.   **Suggestions for Thematic Aspects that might be included in the WSIS Forum 2019**

How schools may further be engaged in supporting children with regards all aspects of Information Society.