BEE SECURE

HOW TO BE A GOOD ROLE MODEL IN DIGITAL MATTERS

A guide for child care workers and teachers, in using social media networks

AIM OF THE GUIDE

People who work with children and young people as professionals or volunteers also have a responsibility in their "private" lives because of their perceived societal role in the local community.

It is therefore advisable to cultivate a conscious use of social media networks, so that one's own reputation on the Internet is guarded and represents the trust and respect required of these professionals.

This guide provides tips and information on how to be a good role model in digital matters for all professionals who work with children and young people including teachers, childcare workers and youth leaders.
It deals with three important aspects of a digital role model: careful use of social networks in terms of one's own online reputation (protection of privacy, self-presentation), the lawful handling of photos/video recordings of children (right to one's own image) and the legally compliant use and distribution of works (photos, pictures, videos, music, programs) of third parties.

This guide summarises the key points on all topics in a nutshell so as to provide a concise and quick overview. All topics are moreover underpinned by practical and informative links, where professionals can find valuable information and answers to frequently asked questions specifically tailored to their needs.

Online resource
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INTRODUCTION

Child care workers and teachers, and their lives on social media networks: caught between being a "private person" and a "public person"

Maintaining one's reputation online is an important part of the life of child-care workers and the teachers. A professional representation of the organization, or the school, is essential as well as is trust in the socialwork and teaching professions. Any discreditation of the organisation, the school or the profession can lead to disciplinary measures and, in the worst case, to dismissal.

Consequently, especially for child care workers and teachers, there is a tension between the "private" use of social networks and their role as employees of an association with a public service mission or civil servants in the public service and as supervisors or teachers with the function of role models. In their private lives, child care workers and teachers have to deal with this tension not only offline, but also to a high degree online, through their behaviour. Integrity in line with the social work profession or the teaching profession must also be ensured in case of private use of social networks.

By definition, posting content, comments or likes on social networks is not a private act, but an act of publication. Such publication initially takes place within a pre-definable scope (audience). But beware; although that scope can be restricted in most networks at first

to certain circles through the audience settings (e.g. posting to a friend list, public posting, etc.), once the message is published, it is no longer possible for the original author of the content to control where, and to what extent, his or her content is shared and becomes available to an even wider public. The scope (audience) which is intended and that which is actually achieved are therefore quite often completely different matters. It is important to always bear in mind that "completely public" or "completely private" hardly exist on the Internet. "Completely private" would in itself make a social media network impossible.

One's own online reputation as a child care worker, or a teacher, who acts as a private person on social media is therefore to be cultivated with particular care, also in one's own interest. A proactive approach to protecting one's reputation is all the increasingly more important given the often unpredictable scope and scale of reactions on social media networks.

What about your current online reputation? Are you a good role model also in digital matters? This guide is intended to provide you with an overview of what to look out for and give you some helpful tips that you can easily implement.

BEING A DIGITAL ROLE MODEL

Using social networks

In the beginning, it can be useful to do a kind of "digital stocktaking" in order to get an overview of your own digital footprints on the web i.e. so that you can get an idea of the impression that others are getting of you online. From this initial step you will be able to see where there is a need to "tidy up" your profile and better protect it by using privacy settings.

Stocktaking: Check out your online reputation yourself!

To do this, type your name in a search engine and chances are good that the search results will come up with some hits. What photos do you find? What impact might the pictures and information about you have on others? Take a look at which platforms and social networks you are registered with. What does your mere membership of a page/platform tell others about you? Ask friends and colleagues what they think is your online reputation - this can be very valuable feedback.

Your "digital footprint"

All the information you find when entering your own name into a search engine, along with the comments, photos, or videos that can be found on a social network, are part of your "digital footprint". The digital footprint is the sum of what we have left behind from our online activity on the Internet. This includes messages on mobile phones, in emails and online chats, and even our browsing the Internet itself.

Websites, blogs, photos or status reports about achievements (school, private, sport) can improve your public image. And in the case of somebody else posting something negative about you, it is good to find positive information about you on the Internet. Even in the context of job applications, you can benefit from positive traces on the web.

Privacy settings

Basically, you should protect your profile on all social networks by the purposeful use of privacy settings. As a rule, every social network has useful information on account and privacy protection in its own help sections. Often, setting options or automatic settings in a network can change, so the instructions in the **help section of the networks** themselves are always a good starting point for questions and help because they are up-to-date:

https://www.facebook.com/help
https://www.whatsapp.com/faq
https://www.youtube.com/help
https://support.twitter.com

Easily understandable privacy tips with instructions for Facebook, What's App, YouTube etc. can be found here:

https://www.webwise.ie/teachers/protecting-your-privacy-on-9-popular-social-networks

It can also be very useful to simply ask a colleague if you have questions or doubts, to search for video tutorials for example e.g. on YouTube, or to contact the BEE SECURE helpline (tel. 8002-1234) where you can get direct help and advice anonymously and free of charge.

Profile hack and identity theft (fake profile)

All precautions (profile protection settings, safe passwords, etc.) serve to protect you against a profile hack and hence an identity theft online. Everyone should be careful to protect their profiles against unwanted third parties. However, because of the particular public interest, special attention should be paid to this danger in the case of child care workers and teachers. If one's own profile is hacked, one's online reputation can easily be at stake, for example in the event of children or young people seeking to play a joke or pursuing worse motives. In such cases, action should be taken as quickly as possible.

If you think that your Facebook account has been hacked, go to www.facebook.com/hacked to report the account. Make sure that your virus software is always up-to-date, and that the operating system of your computer (or smartphone) and all installed programs are updated regularly. Also, you should point this out to "friends" who have fallen for scams and have corresponding posts on their profile. This allows dissemination to be contained. More information can be found at www.facebook.com/security.

All other social networks offer similar help sections for these and other cases, which you can find using keywords such as "account hack", "profile hack", "forgotten password", "account assistance".
The site mimikama.at offers self-help assistance and guidance for many social networks in relation to a wide range of problems that may arise.

In this context, the danger of so-called **"profile clones"** or **"fake profiles"** should be mentioned. The easier it is to find personal information about yourself online, the easier it is for someone to create a fake profile with it. Your information can simply be copied into a fake profile, making the account look real. So regularly check whether your name or identity is being used without permission in other online profiles. You should immediately report such fake profiles to the network operator and tell friends/colleagues about the fake profile so that they do not pass on personal or other confidential information to the hacker under the false assumption that they are communicating with you.

> **Tip:** Use **secure passwords** to protect your online profiles and change them regularly. Test your passwords for their quality with the BEE SECURE password test: **https://pwdtest.bee-secure.lu/**. There you can find out how good your passwords are and how quickly they can be cracked.
> More information about passwords can be found here:
> **https://www.saferinternet.org.uk/blog/free-password-management-security-guide-released**

DO'S AND DON'TS: COMMUNICATING WITH WHOM, AND ABOUT WHAT ON SOCIAL NETWORKS?

The question with whom and what you communicate on social networks is an important fundamental issue (Should you, for example, accept friend requests from children? Interact with colleagues about children through chat? How to deal with journalists and other professional friends/followers? etc.)

> **Tip:** Make an **inventory** and clean up your online profiles.
> Create a list to that effect: What profiles do you regularly use on social networks and what for? Then:
> 1) "spring clean" the past (for example, delete old posts, sort friend lists)
> 2) update profile settings and
> 3) clearly define the intended future use (what will I use this account for in the future, what added value is there in it for me, with whom do I communicate, in what manner and about what?)

Enquire at the institution/school where you work what specific guidelines apply for dealing with children and colleagues (child care workers/teachers) on social networks.

A rule of thumb is: avoid everything you would not do offline. On social networks, you can quickly be tempted to "feel private", even though you are actually engaged in public (matters).

Consider other guidelines that are relevant to your job status, such as how to deal with the press. Be aware that journalists and other professional followers are also active on social networks. They have the freedom to quote your public digital statements (such as tweets, posts, etc.). Therefore, it is of fundamental importance to communicate your own private opinion clearly as such - so that it is not misinterpreted as an official statement of your school/institution. As in the case of official "offline" requests, it is always necessary to consult the institution/school internally beforehand in the case of requests for interviews from press representatives via social networks.

Here are some recommendations for communication in the private, educational or teaching context, as well as for official communication with adults and parents on social networks at a glance:

Private use

Better not	Instead
No statement about matters that have become known in the course of employment (duty of confidentiality).	Express personal opinion and communicate it clearly as your own opinion Statements on behalf of the institution/school should be agreed on beforehand.
No pupils as "followers" or "friends" or "either all or none" (no preference).	Accept former pupils in your circle of virtual friends when they turn 18.
No behaviour that does not correspond to your position as a teacher: **1.** Profile picture: with alcohol, drugs, obscene gestures **2.** Do not complain about work or criticise children/parents/colleagues	Behaviour as a person of public interest and according to educational/pedagogical role model function. **1.** Profile picture: no recognisable face (e.g. part of face, photo of cat) or appropriate photo. **2.** Clarify conflicts and problems directly with the affected persons or discuss them in protected, non-public circles outside social networks.
Do not voice your private opinion on behalf of the profession/responsible institution/school.	Clearly communicate your private opinion as a private opinion.
Do not publish private data (address, phone number, etc.).	Omit information or keep it as general as possible. Protect your profile using privacy settings. To this end, use the help section of the social network, the know-how of friends/colleagues or call the BEE SECURE helpline: **8002-1234.**
Do not share private photos.	Only upload photos that everyone is allowed to see (including children, parents, colleagues, strangers). Despite careful audience settings, you can never control how photos are shared by others.
Do not share photos of others (e.g. of children) without express permission	Only upload photos that you are really entitled to upload (comply with copyright; right to one's own picture). This also applies to closed groups, for example on Facebook.
To disseminate posts and messages from others without checking/critical reflection.	Beware of disinformation : check the authenticity/accuracy of posts from other parties before redistributing them. The page mimikama.at is useful to this end. There you will find information about the accuracy and/or authenticity of current posts on Facebook and other useful tips and information about social networks.
Careless communication with press representatives.	Awareness in dealing with representatives of the press on social networks (e.g. journalists on friend lists, as followers): consult internally with the school/institution.

Use in a pedagogical context

Better not

Instead

Better not	Instead
No active use of social networks as a work/teaching tool (e.g. to communicate about homework with pupils) in the case of children under 18 years of age - No child should be forced to use Facebook or WhatsApp in order to be able to successfully attend classes. - Minimum age for the use of social networks is 13 years or older (parental consent is needed for 13-16 years old children).	Use of learning platforms (e.g. Moodle); flipped classroom, other alternative movements; Use of groups/forums for exchange on teaching materials/ pedagogical tools and methods; Also important: where necessary; inform parents and obtain consent to the registration of a pupil for a service/on a platform: Raising awareness for a responsible use of social networks (for example, use of BEE SECURE training and materials). Observe school regulations, in case of doubt just ask. Observe legal regulations. Do not exclude any pupils, best to develop netiquette (behavioural rules) together with pupils and clearly define the purpose and function of the platform/ service. Maintain a professional distance also online.

Professional communication with adults/parents

Better not	Instead
No exchange of official data on social networks (data protection).	Exchange in an in-house, password-protected area (e.g. learning platform, school portal).
No official use of websites (e.g. blogs) by teachers/child care workers.	Possibility of the general online presence of a school (homepage).
No appearance in, or link to social networks («like button») by the school.	
	Take into account preferences and technical equipment to choose a proper communication tool, "lose" nobody (for example, e-mail is used as the standard means of communication by most).

DEALING WITH PHOTOS AND VIDEOS OF CHILDREN AND YOUNG PEOPLE

Especially on social networks such as Facebook, groups are often formed quickly, e.g. on the occasion of an event at which photos of children are shared. Regardless whether this is a public or a closed group: in EVERY case involving the online distribution of photos, care should be taken to ensure that the (image) rights of the children are respected. It is advisable for child care workers/teachers when dealing with photos in general, but especially with those of children and colleagues, to set an example and to uphold the right to one's own image.

Right to one's own image

As a general rule, the image rights are based on various laws for the protection of privacy. All in all, these are concerned to ensure that everyone has the right to object when pictures are taken of them or are made public. A person must basically agree to the taking of a picture. Everyone has, in principle, the right to their own image.

In the case of a dispute, however, verbal consent is difficult to prove, and the person who publishes a photograph must be able to prove consent. At best, there should therefore be written consent as proof. However, since under Article 1124 of the Luxembourg Civil Code, minors who have not been declared to be of age, lack legal capacity and are not entitled to conclude a contract, there must be a written permission from their legal guardian (such as their parents).
The right to one's own image may conflict with the generally recognised right of the public to information, for example in the case of photos taken in public places. Here it depends on the individual case whether approval for the publication of a photograph or film must be obtained or not.
Infringement of the privacy rules may result in criminal and civil liability (imprisonment, fines and/or a claim for damages).

More detailed information on issues about sharing on School Websites can be found here:

> **https://www.webwise.ie/teachers/posting-pictures-to-your-schools-website-2**

A must: written permission to take pictures of a minor and publish them

Even though nowadays in practice photos and video clips are taken often and quickly without the parents' permission, the photographing and filming of minors as well as the publication of the material produced are clearly regulated by law: the written permission of the parents is required, both for actually taking the pictures and, in addition, also for their publication (e.g. on the school website).

In order to be legally safe, as a child care worker/teacher you should always seek the written consent of the parents for taking pictures of minors and for publishing them.

To this end, you can use our template in the annex. (Soon to be available as a form for download on bee-secure.lu). The document is intended as a template and can be used accordingly and adapted by you to suit your needs.

> **Important :** It is impossible to draw up a "generally binding" template. However, the version printed in the annex takes into account templates from abroad, the legal framework in Luxembourg and concrete applications from local practice. The template is therefore provided **without any guarantee**, also because its use/implementation depends on the specific context in which you intend to use it. In principle, written agreements can always be contested retroactively, and the interpretation of the legal framework may develop further as a result of new judicial decisions.

TEMPLATE (to be adapted by the educator/teacher)

"Consent to the taking of photos/making video recordings of minors."

I,_____ (NAME, PARENT/GUARDIAN),

agree that within the framework of school activities in general/for the project

_____(PROJECT NAME) images may be taken of

my son/daughter _____(NAME OF CHILD) in the

form of (please tick applicable):

Photos
☐ Group photos
☐ Individual photos (portrait)

Videos
☐ Group videos
☐ Individual videos (portrait)

In addition, as a parent or guardian, I agree with the following types of context-related publication:
(tick/delete/add points from the teacher)

☐ ALL the types listed below
☐ School buildings/premises/facilities (e.g. photo wall)
☐ Print media (for public relations work of the institution, e.g. in newspapers)

On the Internet
☐ Learning platforms (NAME)
    (password-protected, can be accessed at any time by a restricted group of users)
☐ Website of the school/institution (NAME)
☐ Website of the municipality (NAME)
☐ Social media (e.g. Facebook page of school/institution)
☐ Live streaming (real-time transmission over the Internet at the time of recording)

I hereby declare that I agree with the above information on the taking and use of photos and videos of my child. Any use of the photos or videos for purposes other than those described is prohibited.

Name of the parent(s)/guardian(s): _____

Name of the child: _____

Date of birth of the child: _____

Date : _____

Signature : _____

This declaration of consent may be revoked by the school/institution in writing at any time with effect for the future. In the event of revocation, the photos/videos will be deleted from the respective school/institution/community administered website.

For the purposes of the media education of the younger generation, we recommend, in the case of minors, that not only the parents, but also the children or young people sign alongside the parents, so that they are informed about the purpose of the pictures and sound recordings. Even in the case of already signed declarations of consent, our advice is that images that have already been published online, for example, should subsequently be removed if objections are received from the person depicted or the parent or guardian.

If you are using a document which you have prepared completely yourself, make sure that the consent is "specific" (i.e. it must be given for a specific purpose, e.g. for an event, in connection with a particular project, etc.) and that the pictures may not be subsequently used for other purposes that were not originally intended.

Please note that when using an outside photographer, the photographer is the author of the photo and therefore first of all owns the copyright in a photo with children. If you take pictures of children yourself, you have the copyright. Read more about this topic in the section on copyright.

Useful links to the right to one's own image

Here you will find more information and templates in particular from Germany, where the legal situation is comparable:

> **https://www.bee-secure.lu/de/bildrechte (also available in FR)**
>
> **http://www.klicksafe.de/themen/datenschutz/privatsphaere/datenschutz-broschuere-fuer-eltern-und-paedagogen/das-recht-am-eigenen-bild/ (DE)**
>
> **https://www.datenschutzbeauftragter-info.de/fotos-von-kindern-klassenfoto-in-der-schule-nur-mit-zustimmung-der-eltern-2/ (DE)**
>
> **https://www.childnet.com/parents-and-carers/hot-topics/sexting/taking-positive-action (EN)**

DEALING WITH OTHER PEOPLE'S WORKS: COPYRIGHT
(URHEBERRECHT, DROITS D'AUTEUR)

When it comes to teaching material, painting or craft templates, you usually need many of these practical documents in multiple copies. Recourse to the photocopier is a common reflex. Likewise when you need a music file for your work or want to use external video and sound material for a public presentation.
In such cases, it is therefore important to respect the legal framework conditions not only vis-à-vis the children and young people, but also vis-à-vis the institution.
In general: in order to be a good "digital role model", it is recommended to use films, music, games, images (pictures and photos) etc. legally (and that usually, but not always, means buying them).

Copyright (Urheberrecht; droits d'auteur)

Copyright ("Urheberrecht" in German; "droits d'auteur" in French) protects the authorship of an artistic work. In this context, the term "artistic work" is broad, and quality and aesthetics do not enter into it – what is protected is works of literature, sound, plastic arts and film which have a minimum of originality (i.e., distinctness from others). What is protected is the intellectual creation underlying this work ("intellectual property") - e.g. the composition of a piece of music, but not the physical CD.

Already as a result of its creation, a work is protected by copyright. Special registration, a copyright notice or similar information is not necessary.
Copyright affords legal conditions for use and distribution for all works. Sometimes works are written for the public domain, sometimes works are available under so-called "Creative Commons" license or licenses. Copyright therefore includes many different possibilities for authors to determine the use of their piece of work.

Important note:
The Luxembourg law on copyright ("droits d'auteur") contains exceptions in Article 10. For child care workers/teachers, one exception is especially relevant. This states that it is expressly allowed for educational and/or scientific use to copy excerpts from copyrighted works, without having to obtain permission - but the author/the source (as far as known) must always be mentioned.

Further information on the legal framework and links to the "copyright representatives" of Luxembourg artists and authors:

http://www.gouvernement.lu/4350156/droits-auteur-voisin

http://ipil.lu/fr/propriete-litteraire-et-artistique

http://legilux.public.lu/eli/etat/leg/loi/2001/04/18/n2/jo

Creative Commons Licenses

Meanwhile many authors decide to make their works available under so-called "Creative Commons" (CC) licenses. Under this type of licensing, there is now a plethora of free music, pictures, photos, etc., which may be expressly used for private and/or school use. Such content is therefore particularly suitable for the educational sector, as it is available free of charge for use in teaching or for one's own media projects.
Please note the respective types of the license. Some

authors want to be mentioned by name in case of publication. Some CC licenses allow for free use without any change being allowed to the work, while others allow you to customise/change the work.

A useful website for finding Creative Commons works is:

http://search.creativecommons.org/

10 important facts and tips[1]

Here are 10 important facts and tips[1] for dealing with third-party content and works on the Internet in an exemplary and legal way:

1. **Comply with copyright.**
   Just because photos, videos, music, etc. are freely downloadable on the Internet, that certainly does not mean that you can use them just as you wish. "Easy" use on the Internet may not be misinterpreted as "free" use.

2. **Upload prohibited.**
   Any making available (making downloadable) of copyrighted works on the Internet which takes place without the consent of the author or right holder constitutes a copyright infringement. This includes, for example, uploading to websites, offering on file-sharing sites, use in a sales advertisement, uploading to Facebook, etc. You run the risk of incurring several thousand euros in penalties.

3. **Download also not permitted.**
   The mere download of illegally provided music or films on file-sharing sites or other Internet sources (i.e. without offering the work itself again) is also not permitted. However, downloading copyrighted works is permissible if the source is lawful - but this is almost never the case with file-sharing networks.

4. **"File sharing" with trap**.
   So-called "file sharing" programs are usually customised in such a way that folders in which the downloaded files are stored are also at the same time released for upload. It is precisely the illegal distribution of copyrighted material that can lead to severe penalties. Stay away from such possibilities and use legal channels. And consider the misleading use of the term "sharing" in this context: digital content is not exchangeable like things - but digital copies are distributed de facto (you keep one, whilst one to an infinite number of copies are distributed).

5. **Ignorance does not protect against punishment.**
   Since copyrights are infringed even where there is no intent, there is an infringement of rights even if you did not know that, for instance, a photo could not be used or who owns the rights to it.

6. **Do not ignore warnings,**
   as otherwise you may risk a very expensive lawsuit. Contact a lawyer or consumer protection organisation.

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[1] The "10 Important Facts and Tips" on copyright have been taken over by kind permission of saferinternet.at

7. Consider Creative Commons content.
If you would like to use photos or music for a publication, you can access CC-licensed content. Private or non-commercial use is usually free if the author is named visibly. Always read the license conditions carefully! A useful site for finding creative commons content is, for example: http://search.creativecommons.org/

8. Make your own material available under a CC license?
Perhaps you have created great teaching material that could benefit other teachers and hence pupils nationally/internationally? More and more teachers are using the possibilities of Creative Commons licensing to share self-created material and use other teachers' material in a legal and clear-cut way.

9. Give source references.
If you use pieces of text ("small quotations") by other authors, always make it clear that this is not your own work and indicate the corresponding source.

10. Comply with the "right to one's own image".
The distribution of photos or videos that show other people to a disadvantage is not allowed. Therefore, always ask the persons portrayed beforehand whether they agree to publication! More information can be found in the preceding section of this guide.

Useful links to copyright

In general, how can you legally use "artworks", i.e. content created by others, such as music, photos, etc., or other people's software? What may be distributed on the Internet under what conditions? With such questions, the detail is often in the small print. You should therefore take your time to inform yourself well for each the individual case.

Very detailed answers to these questions, as well as information and tips about copyright in Luxembourg can be found on the following websites:

> **http://www.gouvernement.lu/4350156/droits-auteur-voisin**
>
> **http://ipil.lu/**
>
> **http://legilux.public.lu/eli/etat/leg/loi/2001/04/18/n2/jo**
>
> **http://search.creativecommons.org**
>
> **http://outofcopyright.eu**

SOURCES AND LINKS

Sources

Parts of this guide are based on guidelines from Germany for dealing with social media/networks (document "IT-Beauftragter der Bayerischen Staatsregierung, Leitfaden für Beamte zum Umgang mit Sozialen Medien, 2012") and have been adapted for Luxembourg. The original document can be found at:

http://www.uniwuerzburg.de/fileadmin/32040000/_temp_/Weitergabe_Leitfaden_SozialeMedien_-_Rechtlicher_ Rahmen_zum_Leitfaden.pdf

The "10 Important Facts and Tips" on copyright were taken over with kind permission from saferinternet.at and adapted for Luxembourg:

https://www.saferinternet.at/urheberrechte/tipps/

Other sources generally used for this guide:

https://www.bee-secure.lu
http://www.klicksafe.de
https://www.saferinternet.at

Useful links

Detailed information and materials on all topics and beyond:

https://www.bee-secure.lu
https://www.saferinternet.org.uk
https://www.childnet.com
https://www.webwise.ie

Help with social networks:

https://www.facebook.com/help
https://www.whatsapp.com/faq
https://www.youtube.com/help
https://support.twitter.com
https://www.tiktok.com/en/safety
https://www.webwise.ie/teachers/using-social-media-in-your-personal-life
https://www.saferinternet.org.uk/advice-centre/parents-and-carers/safety-tools-social-networks-and-other-online-services

Passwords:

https://pwdtest.bee-secure.lu
https://www.saferinternet.org.uk/blog/free-password-management-security-guide-released

Photo rights and copyright:

http://www.gouvernement.lu/4350156/droits-auteur-voisin
http://ipil.lu
http://legilux.public.lu/eli/etat/leg/loi/2001/04/18/n2/jo
http://search.creativecommons.org
http://outofcopyright.eu
https://www.bee-secure.lu/de/bildrechte
https://www.webwise.ie/lockers
https://www.betterinternetforkids.eu/web/portal/resources/gallery?resourceId=21056
https://www.webwise.ie/news/gdpr-considerations-for-schools

ON BEING A DIGITAL MODEL: CONCLUSION AND SUMMARY

Why is it important as an educator/a teacher to reflect on your own use of social networks?

The following points are crucial for social networks:

- ensure the **functioning of the public service**
- **protect** educators/teachers from **problems under labour law**
- **serve as a role model** (including digital) for children and young people

The behaviour of educators and teachers in their private lives must also reflect the trust and respect that their profession requires. Within their local community, they are considered as persons of public interest, even in their "private" time. This applies particularly to those who have the status of public servant, but also applies to educators in the broader sense. It is therefore advisable, as educators and teachers, to set an example in terms of one's digital footprint and behaviour and to maintain a good online reputation.

This includes three important aspects:

General:

1) appropriate behaviour on social networks; and in particular:

2) respect of image rights when taking pictures of minors,

3) and legally compliant use and distribution of third-party content and software (photos, images, videos, music, programs).

On point 1)

It is recommended to regularly review and update the privacy and protection settings of your online profiles, as these settings may change regularly depending on the platform. Most social networks offer easy-to-understand information and instructions on how to protect your online profile in their help sections. These are always up to date.

It is also important to keep official communication with colleagues, parents and children on a professional level and to maintain a professional approach when using social networks. In this regard, you should check with the institution/school whether there are rules for dealing with private friend requests from children or parents on social networks such as Facebook. For detailed recommendations, see "DOs and DON'Ts". Press enquiries should be discussed with the hierarchies.

On point 2)

When taking and publishing photos and videos, image rights must be preserved and, with regard to your own legal security, a written declaration of consent from the legal guardian must be obtained in case of minors. A sample document for this, which may be adapted, may be found on page 10. It is important to apply image rights to everyone, although the current practice in social networks such as Facebook is often different (photos of others are often shared and published freely without permission). As teachers and educators, it is advisable to lead by example.

On point 3)

Last but not least, the copyright should be respected. For educational or scientific use, Article 10 of the copyright law provides an exception, which enables teachers and educators to reproduce extracts from works protected by copyright, by indicating the author/source. It can be also helpful in an educational or teaching context to fall back on content that can be used under Creative Commons licenses. This especially applies when you publish films, music, games, photos, pictures and other content as well as software. Creative Commons are legal licenses for the use of images, photos, etc. This means that the authors of the respective works allow you to use or publish their works free of charge under certain conditions.

On social networks, contrary to common practice, content such as photos and images, may not be shared and distributed without the (preferably written) permission of the originator, as this makes you liable to prosecution and violates the copyright law.