European Schoolnet

Dot.Safe Project

NATIONAL CENTRE
FOR TECHNOLOGY IN
EDUCATION
(NCTE)

Preliminary Survey Analysis for the Dot.Safe Project

JUNE 2001

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1. INTRODUCTION

The National Centre for Technology in Education (NCTE) commissioned Farrell Grant Sparks Consulting Ltd. to conduct a survey analysis of the information available to date, as regards the Dot. Safe Programme, in which the NCTE are currently taking a lead role as part of the EU Commission Action Plan on promoting safe use of the Internet.

1.1 The Dot SAFE Programme

The changing nature of the Internet in recent years has led to concerns about its impact, particularly as regards younger people. In response to this concern the Dot.SAFE project was established as a pilot action across the 22 member countries of the European SchoolNet (www.eun.org) to promote Internet safety amongst young people. Project partners are involved at different stages, notably information gathering and dissemination and, among the partners, there is a strong commitment to the project, as it is perceived as addressing real needs. A core set of ten contrasting countries, schools, projects and agencies is involved formally in the project.

The aim of the Dot.Safe project is to undertake and evaluate, across a set of contrasting contexts, cultures and languages a set of preparatory actions to provide European school teachers with effective means, messages and audiences for safe Internet use by young people both inside and outside school, and to lay down the foundation for a large scale of actions focused on schools.

The project comprises four principal areas of work, some of which are simultaneous and/or cyclical. They are as follows:

- Auditing what is available: concerns, and effective practices to raise awareness of Internet safety in schools: audiences, messages and means. The project works with other intelligence-gathering bodies to identify and critically review provision and regularly update it during the life of the project.
- Developing new and adapted pilot materials and technical solutions. Identified materials, technical solutions and successful awareness-raining techniques will be adapted and prepared for more generalised use.
- Testing and evaluating materials. The mix of partners in the project provides an unequalled opportunity to try out approaches and obtain systematic feedback on what works.
- Developing detailed scalable plans. Building on the pilot study testing, already on a fairly large scale, plans will be developed to impact on teachers and other audiences with the aim of creating a teaching corps both aware of the potential dangers of the Internet and of practical solutions to make for safe Internet use by Europe's young learners. Some preliminary

dissemination will take place through EUN networks, events and web sites in order to accelerate adoption of the Internet in schools.

In addition, the EUN Office will co-ordinate dissemination and provide overall project management and administration services for the Dot.Safe Project, *e.g.* workshops, meetings and a project web site.

1.1.1 Benefits

In response to its objectives outlined for it, the Project expects to provide the following:

- A comprehensive overview of current and best practice.
- At least 50 resources, gathered from educational, voluntary and industry bodies in at least six countries.
- A usable and valid categorisation of end users and multipliers, together with a strategy to reach them.
- A set of resources ready for testing in a range of countries and cultures on a range of audiences.
- A set of proven and adaptable resources ready for larger scale use.
- A higher level of Internet safety awareness and good practice guidelines among a selection of European teachers.
- Access to awareness raising materials by European education ministries for their schools.
- A blueprint for future action.

Moreover, a number of actions have already been conducted to date. For example in France, a web-based email identity for life is a major initiative. The Post Office (La Poste) is hosting the service and names are in the format Firstname.Lastname@laposte.net. Privacy is 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 has no advertising, and data is protected.

In Norway there are user guidelines within a school or community ethos, while in Spain there is growing 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.

Schools in the UK almost always protect, by restricting access, partly because teachers are *in loco parentis*. Sometimes even eighteen year olds are allowed only to visit approved sites and personal email is not allowed, something other countries would find strange.

1.2 Survey Work

An important aspect of the Dot.Safe Project is the survey work, which is being conducted to obtain a picture of existing solutions, audiences, messages and means in the area of Internet safety for schools. Questionnaires were compiled in association with all project partners and are available on the Internet either to be completed online or printed off and completed on hard copy. There are six distinct questionnaires:

- Technical and Non Technical Strategies in Primary Schools
- Technical and Non Technical Strategies in Post-Primary Schools
- Concerns and Experiences of Teachers in Primary Schools
- Concerns and Experiences of Teachers in Post Primary Schools
- A Multiplier Questionnaire for Project Partners Giving Country Information
- Resource Questionnaire for the Project Partners Giving information of Resources

In light of the importance of the survey work, the objective of this survey analysis, complied by Farrell Grant Sparks Consulting Ltd., is to report on the main findings of the data available to the NCTE to date.

2. METHODOLOGY

2.1 Survey Analysis

The NCTE carried out analysis of the questionnaires during the week June 11 - June 15 with assistance from Farrell Grant Sparks consultants. **Only the data available at close of business on June 11 was included.** Data was collected by the NCTE in a Microsoft Access database. This was later transferred to an SPSS database (Statistical Package for the Social Sciences) for the purposes of analysis. A full set of survey results has been produced as an appendix; however, some of the more relevant results and outcomes have been selected and included in the main body of the report.

The report is designed to extract measurements of general awareness, understanding and perceptions of Internet safety issues. Some of the areas examined are: the awareness of teachers of explicit material available to students, the difference in strategies amongst European schools in relation to Internet safety, concerns amongst the partners in education on the issue, the correlation between the age of the student and Internet access, areas of Internet activity which cause most concern, which group is the highest risk, incidents where students have encountered explicit material and the source of people's experiences.

2.2 Limitations

There are a number of limitations applying to the analysis contained in this report, which are beyond the control of the consultants. First, and most importantly, the time period in which it was necessary to conduct the analysis, imposed constraints on the detail in which each of the questionnaire surveys could be analysed. Second, ideally the surveys would have had a greater response rate in order to provide more statistically representative results from the data. This is particularly relevant with regard to differences that may have been evident among the participating countries. Finally, because of the short time period in which the analysis and report were conducted, the report only describes the data that were available at **5pm on the 11 June 2001**.

There is additional data now available, which were not taken into consideration in this report and will not be reflected in the analysis.

2.3 Structure of the report

The remainder of the report contains the following sections:

Section	Content
Section 3	Results of the Primary Form A survey
Section 4	Results of the Post-Primary Form A survey
Section 5	Results of the Primary Form B survey
Section 6	Results of the Post-Primary Form B survey
Section 7	Area for Analysis
Section 8	Resource Questionnaire Analysis
Section 9	Multiplier Questionnaire Analysis

3. PRIMARY SCHOOLS – RESPONDING TO FORM A

The results outlined in this chapter are based on the response of **72 primary schools**, both national and international. A general profile of both the schools that responded and the principals/ ICT Co-ordinators, that completed the questionnaires, is outlined in Section 3.1 – Section 3.2.

3.1 Profile of Primary Schools that responded to Form A

In general, as Figure 3.1 indicates, the majority of primary schools that responded to Form A were Spanish (36%) and Irish (30%). Other schools that responded included Norway and Finland, as well as a small percentage of primary schools from Sweden and the United Kingdom.

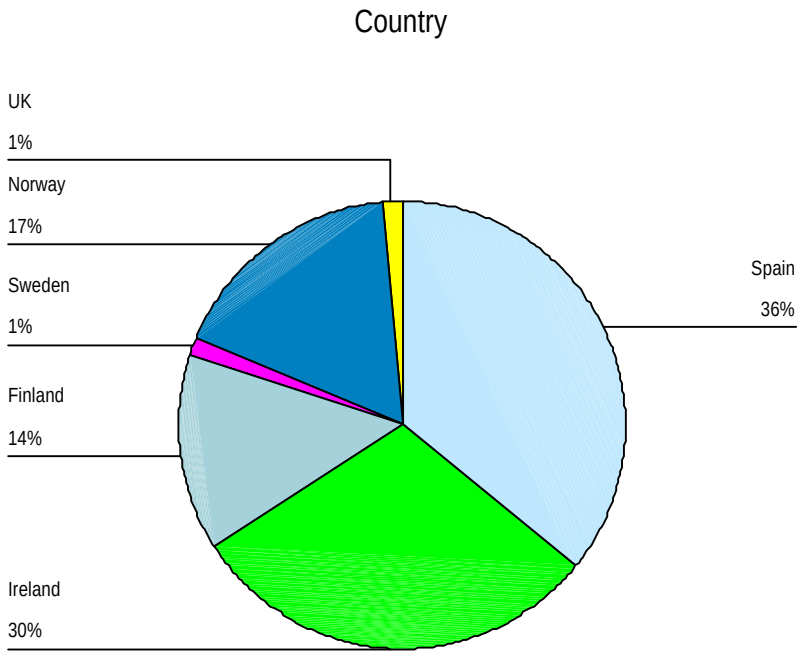


Figure 3.1

The schools varied according to location *i.e*. 43 *per cent* of schools are situated in urban areas, 35 *per cent* in rural areas and a smaller percentage are located in either small towns (14 *per cent*) or suburban areas (8 *per cent*) (Figure A.1 in Appendix A).

Moreover, almost three quarters of the schools that responded have less than 400 students. Of these over a quarter (26 *per cent*) have less than 100 students (Figure A.2, Appendix A)

3.2 Profiles of Principals / ICT Co-ordinators

The survey indicates that the majority (39%) of principals / co-ordinators responding to the survey Form A are in the 40 – 50 year age category. Of these two thirds were male.

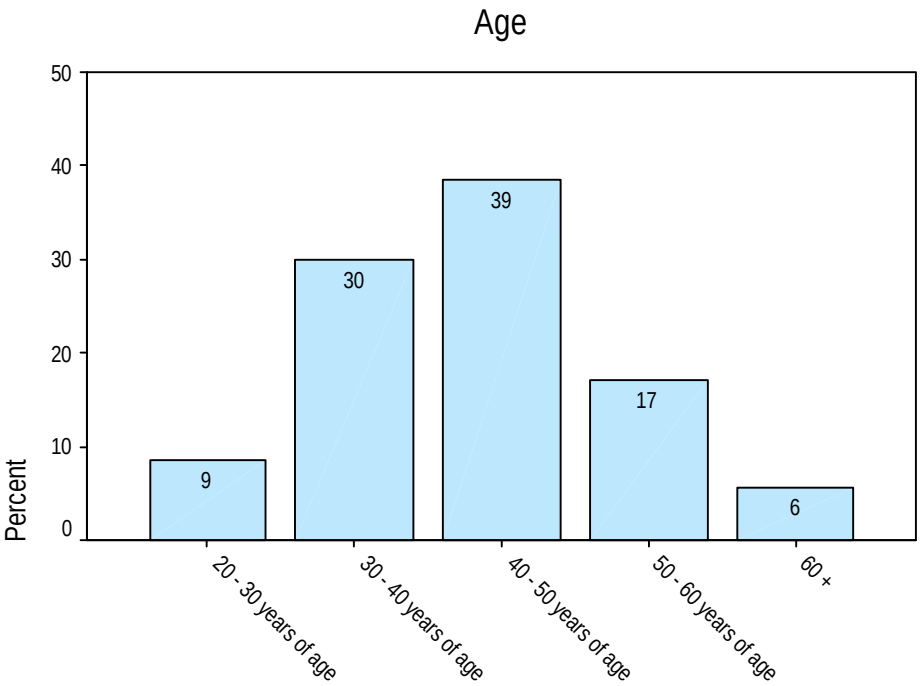


Figure 3.3

3.3 Section B – Access to Internet

Almost three quarters of the primary schools that responded are connected to the Internet either via a telephone line or an ISDN line (Figure A.3, Appendix A).

The facilities where access to the school Internet is provided were generally consistent among the majority of primary schools, in that almost three quarters of the schools provide Internet access in computer rooms within the school and almost half provide access to the Internet in individual classrooms. Internet access is also provided in the library in 19 *per cent* of schools. All of the schools that responded have access to the Internet.

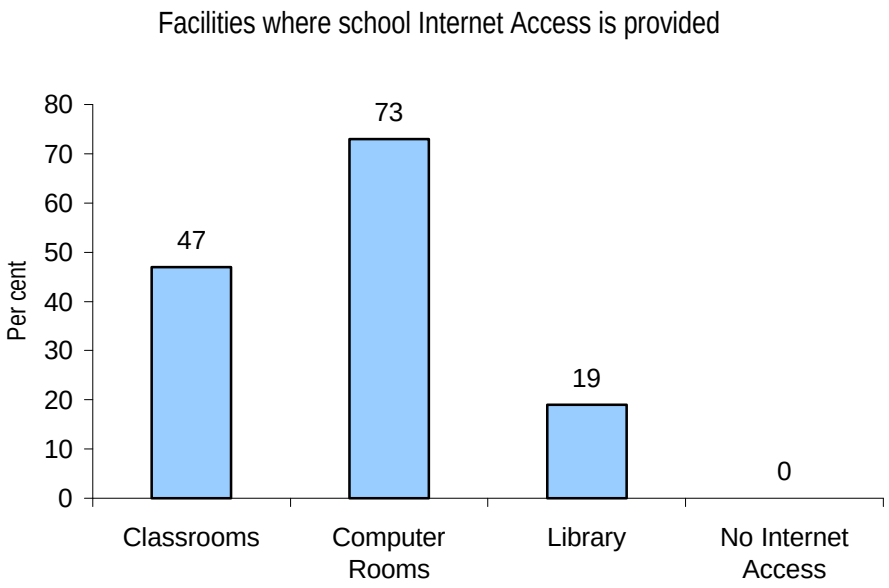


Figure 3.4

3.4 Management of School e-mail accounts

Table 3.1

	% of schools for age group 3-7 years	% of schools for age group 8-12 years
Students have their own school e-mail accounts	1	27
Students have their own school e-mail accounts, restricted to the Intranet	0	1
Students allowed their own web-based email system	1	29
Each class has separate school email address	4	6
All classes use one school email address	17	24
Emails pre-screened by a teacher	23	43
Students have no email access	23	19

Table 3.1 indicates clearly that **primary schools adopt certain policies as regards the different age categories**, for example only 1 per cent of schools provide e-mail accounts for those aged 3-7 years, as opposed to 27 per cent of schools providing 8-12 year olds with their own e-mail accounts. It also highlights that in 43 per cent of schools, **teachers pre-screen emails for those aged between 8-12 years**.

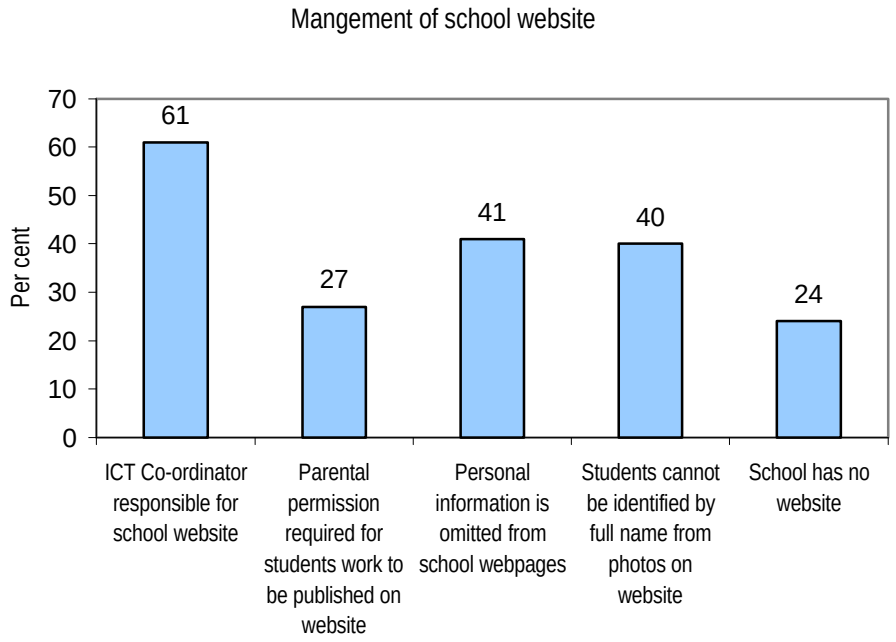
3.5 Management of Teachers email accounts

Survey results indicate that the majority of teachers (79%) have their own school email account. In only 1 per cent of schools that responded did teachers not have email access. (Table B.1, Appendix B).

3.6 Management of school website

Schools were asked to respond to a number of statements as regards the management of their school website. Full details are outlined in tabular form in Appendix B. The main results indicate that:

- In over 60 *per cent* of schools it is the ICT Co-ordinator who has responsibility for the school website.
- As regards the safety of students over a quarter of schools require parental permission before a student's work can be published on the web
- 40 *per cent* of primary schools ensure that personal information is omitted from the school web-pages and that students cannot be identified by full name from photos on the web-page.
- Almost one quarter of the schools that responded did not have a website.



- Figure 3.5

Interestingly when these results were analysed in terms of Country, results indicate that

- Only 1 *per cent* of schools had no devised safety guidelines, these schools were Irish.
- Over half of the schools from Ireland and Finland request parental permission before publishing a student's work on the web page, a practice that is not conducted by any school in Sweden or UK.
- Over half of the schools from Ireland and Finland, and all of the schools from Sweden, stated that personal information on students was not available on the website. This was not the case for the majority of schools from Spain and Norway, where not only could information on students be retrieved from the Internet but students can also be identified by full name from the school website.

3.7 Staff responsibilities when using the Internet with students:

In addition to the management of the school website, schools were also questioned as regards where staff responsibilities lie when using the Internet with students. Table 3.2 highlights where the responsibility for each task lies, as regards staff level within the schools.

Table 3.2

Task	Head Teacher / Principal	ICT Co-ordinator	Teacher
Develop and monitor implementation of school policy	**54**	**54**	37
Demonstrates research techniques to students	13	46	**56**
Educate, encourage responsible online behaviour	23	61	**63**
Checks browser history log regularly	17	**63**	9
Checks temporary Internet cache files / log files	13	**53**	7
Checks address bar, bookmarks, favourites	13	**50**	19
Downloads material for offline use by students	17	**43**	34
Pre-screens selection of websites before class use	10	40	**49**
No particular responsibilities or duties	13	3	6

Shading highlights the individual most responsible for each task.

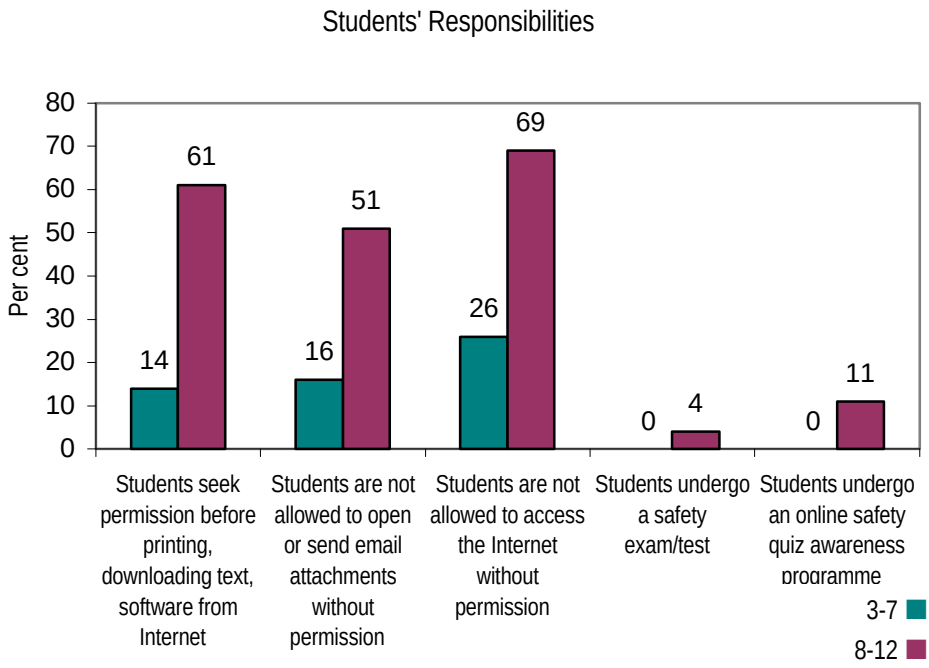
Results indicate that either the ICT Co-ordinator or the Teacher is responsible for the majority of tasks in most circumstances. Furthermore, **there does not seem to be an even distribution of responsibility among staff levels within the schools**.

3.8 Age Groups using the Internet:

As expected the majority (96 *per cent*) of students aged between 8 – 12 years in primary schools are using the Internet. Only a third of students in the 3 – 7 year age group used the Internet (Figure A.3, Appendix A).

3.9 Student responsibilities when using the Internet at school

Students' responsibilities vary according to the age category in the majority of schools surveyed. Although Figure 3.4 indicates that responsibilities are much greater for the older age category, this is reflective of the fact that the majority of younger students (3-7 years) are not using the Internet. Figure 3.4 also highlights the fact that **students' use of the Internet is more controlled through permission / supervision than educational measures**, such as safety awareness, quizzes *etc*. Full details are provided in Table B.3, Appendix B.



When these data were further analysed in terms of Country, the following were noted:

- Only a small percentage of schools in each of the countries require students to undergo either a safety exam or an online safety quiz prior to using the Internet, the smallest percentage of schools in both cases being Sweden.
- As regards students seeking permission to either download material, open email attachments and access the Internet, half the schools from most countries have such requirements. The exceptions to this were generally Norway and Sweden where the majority of schools would not require students to seek permission.

3.10 General Non-Technical Strategies used for access to Internet:

As regards the use of general non-technical strategies relating to Internet access, analysis indicates that teachers are involved in the majority of primary schools in drawing up guidelines. Furthermore, the default browser homepage is set to an educational site is most schools. Surprisingly parents are only involved in drawing up guidelines in 20 *per cent* of schools.

	% of Schools
Acceptable Use Policy or set of guidelines	57
School Board / Management are involved in drawing up guidelines	27
Teachers are involved in drawing up guidelines	59
Parents are involved in drawing up guidelines	20
Education programmes for parents are conducted	24
Default Browser Homepage is set to an educational site	69
Safety tips / escape procedures are displayed near the computer	24

3.11 Other Non-Technical Strategies used for access to Internet – Age Specific

As regards non-technical strategies results indicate that **the majority of schools depend on the discretion of teachers when providing Internet access to students, as well as restricting the use of the Internet to when an adult is present**.

	3-7 years	8-12 years
Parents sign a contract for students to use Internet at school.	9	27
Students sign a contract to abide by a code of discipline.	6	30
Students' access is timetabled.	11	41
Access to Internet is provided at discretion of teacher.	27	74
Students are not allowed Internet access without presence of an adult.	24	66
Child-orientated search engines and directories are used.	10	29
Internet Access is not restricted.	1	9

When analysed in terms of Country, these results were generally consistent among the different participating countries, in that strategies such as contracts were only provided in a small minority of schools. Throughout the analysis, there was a slight difference as regards English and Norwegian schools, which appeared to have more strategies in place. However it should be noted that the

lower response rate of schools from these countries would skew the results and may not be representative of that particular Country.

3.12 Technical Solutions used for access to the Internet

Technical solutions were much less relied on by the majority of primary schools, where the only measures being used are the use of passwords by two thirds of schools, followed by the use of filters at server level in almost a quarter of schools.

	% of Schools
Use of passwords	66
Use of smart cards	3
Use of Biometric Identification	0
Use of filtering software on individual computers	10
Use of filtering software on school network server	11
ISP provides Filtering at Server level	23
Caching of Files, for offline use by students	19
Use of Browser control features	19
Use of Browser specifically designed for children	3

When further analysed in terms of Country, results indicated that schools from both Norway and Sweden have less technical solutions for Internet access in place, than other countries. English schools however were found to be using most of the above technical strategies.

3.13 Knowledge of how filtering software in school operates

As less than one quarter of schools indicated the use of filtering software it is not surprising that **most respondents were unaware of how filtering software operates** and what it does in terms of Internet access (Table B.4, Appendix B).

4. POST – PRIMARY SCHOOLS – RESPONDING TO FORM A

The results outlined in this chapter are based on the response of **60 post-primary schools**, both national and international. A general profile, of both the schools that responded and the number of staff that completed the questionnaire, is outlined in Section 4.1 – Section 4.2.

4.1 Profile of Post-Primary Schools

Figure 4.1 indicates, that the majority of post-primary schools who responded to Form A were Irish (31%), followed by Spanish (24%). Other schools that responded included Norway and Finland, as well as a small percentage of post-primary schools from the UK, France and Sweden (Figure 4.1).

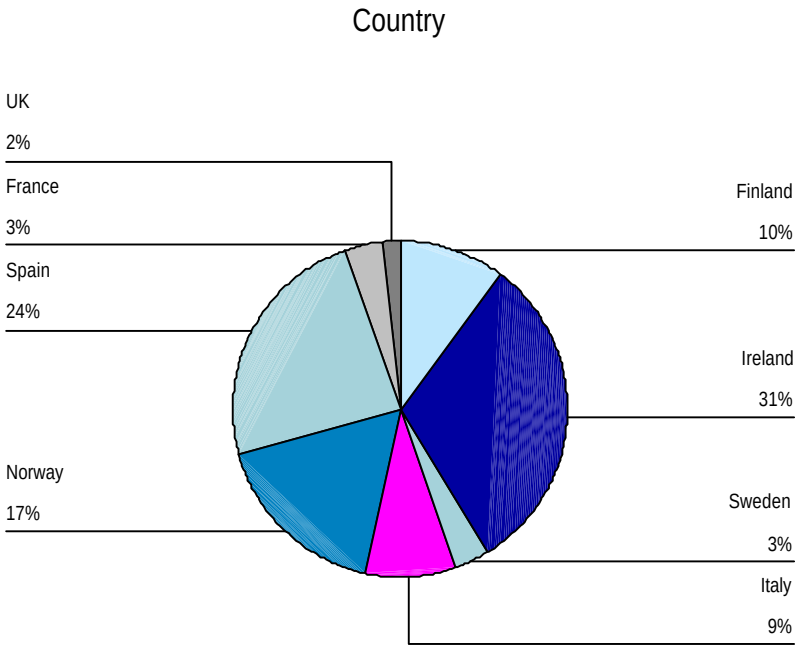


Figure 4.1

The schools varied according to location, in that half of the schools are situated in urban areas, almost one quarter from small towns and a small percentage in rural or suburban areas (Figure A.4 in Appendix A).

The distribution of school size is much broader among the post primary schools in that half of the schools ranged in size from 500 – 800 students (Figure 4.2).

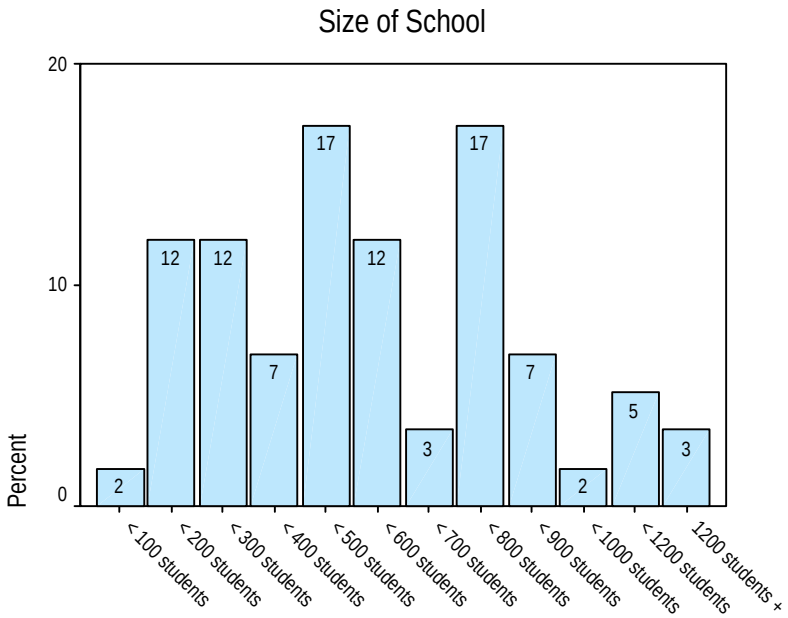


Figure 4.2

4.2 Profiles of Principals / ICT Co-ordinators

The survey indicates that the majority (41%) of principals / ICT co-ordinators responding to the survey are in the 40 – 50 year age category. Of these three quarters were male (Figure A.5, Appendix A).

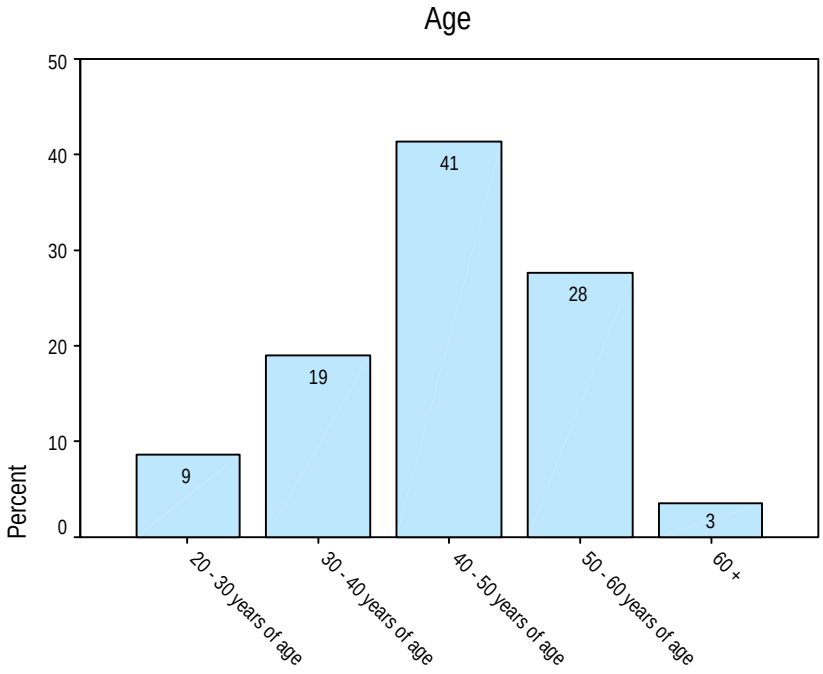


Figure 4.3

4.3 Section B – Access to Internet

Over half of the post-primary schools that responded are connected to the Internet via an ISDN line (Figure A.6, Appendix A).

The facilities where access to the school Internet are provided is generally consistent among the majority of post-primary schools, in that 93 *per cent* of the schools provide Internet access in computer rooms within the school and 38 *per cent* provide access to the Internet in individual classrooms. Internet access is also provided in the library in 31 *per cent* of schools. All of the schools that responded have access to the Internet.

School Internet Access Facilities

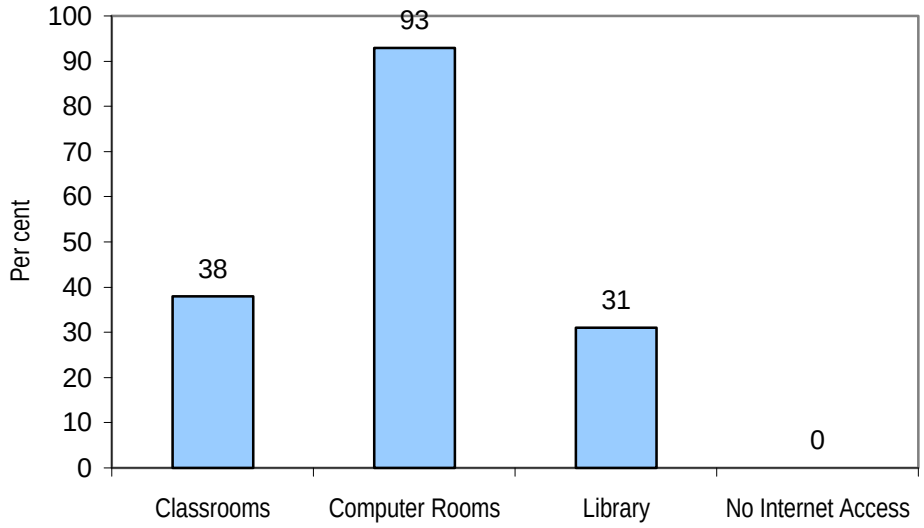


Figure 4.4

4.4 Management of School e-mail accounts

Table 4.1

	% of schools for age group 11-13 years	% of schools for age group 14-16 years	% of schools for age group 17+ years
Own school e-mail accounts	15	31	26
Own school e-mail accounts, restricted to the Intranet	5	5	5
Students allowed their own web-based email system	22	47	41
Each class has separate school email address	0	0	0
All classes use one school email address	10	5	5
Emails pre-screened by a teacher	7	2	5
Students have no email access	9	9	10

Table 4.1 indicates clearly that **post-primary schools adopt certain policies as regards the different age categories and as expected the older students appear to have greater access to the Internet and email within school**.

4.5 Management of Teachers email accounts

Survey results indicate that the majority of teachers (74%) have their own school email account. In only 5 per cent of post-primary schools that responded did teachers not have email access. (Table B.6, Appendix B).

4.6 Management of school website

As with primary schools, post-primary schools were asked to respond to a number of statements as regards the management of their school website. Full details are outlined in tabular form in Appendix B. The main results indicate that:

- In over 60 *per cent* of schools it is the ICT Co-ordinator who has responsibility for the school website.
- Unlike primary schools only 12 per cent of post-primary schools require parental permission before a students work can be published on the web.
- A third of post-primary schools ensure that personal information is omitted from the school web-pages and that students cannot be identified by full name from photos on the web-page.
- Almost one third of the schools that responded have actions that abide by governmental guidelines and recommendations.

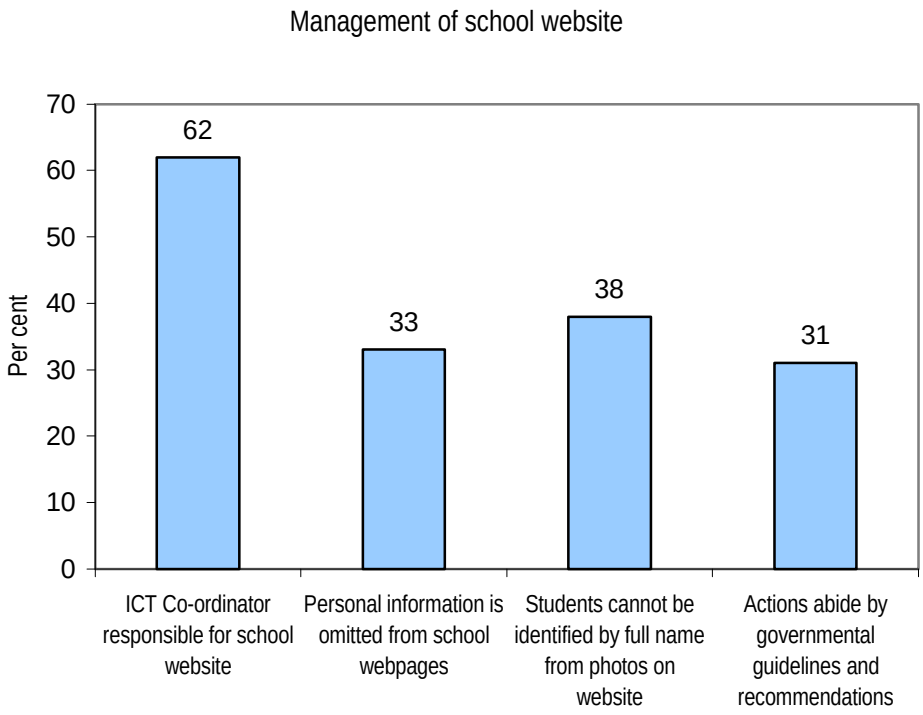


Figure 4.5

Interestingly when these results were analysed in terms of Country, results indicate that

- A small percentage of schools from Ireland, Norway and France request parental permission before publishing a students work on the web page, a practice that is not reported by any school in Sweden, Finland or the UK.
- Over half of the schools from Ireland, the UK, France and Norway stated that personal information on students was not available on the website. This was not so for the majority of schools from Spain, Sweden and Finland, where not only could information on students be

retrieved from the Internet but students can also be identified by full name from the school website.

4.7 Staff responsibilities when using the Internet with students

In addition to the management of the school website, post-primary schools were also questioned about staff responsibilities when using the Internet with students. Table 4.2 highlights where the responsibility for each task lies, as regards staff level within the schools.

Table 4.2

	Head / Principal	ICT Co-ordinator	Teacher
Develop and monitor implementation of school policy	29	34	64
Demonstrates research techniques to students	2	57	67
Educate, encourage responsible online behaviour	9	64	69
Checks browser history log regularly	2	57	9
Checks temporary Internet cache files / log files	2	62	3
Checks address bar, bookmarks, favourites	3	48	14
Downloads material for offline use by students	7	41	40
Pre-screens selection of websites before class use	3	22	45
No particular responsibilities or duties	10	2	12

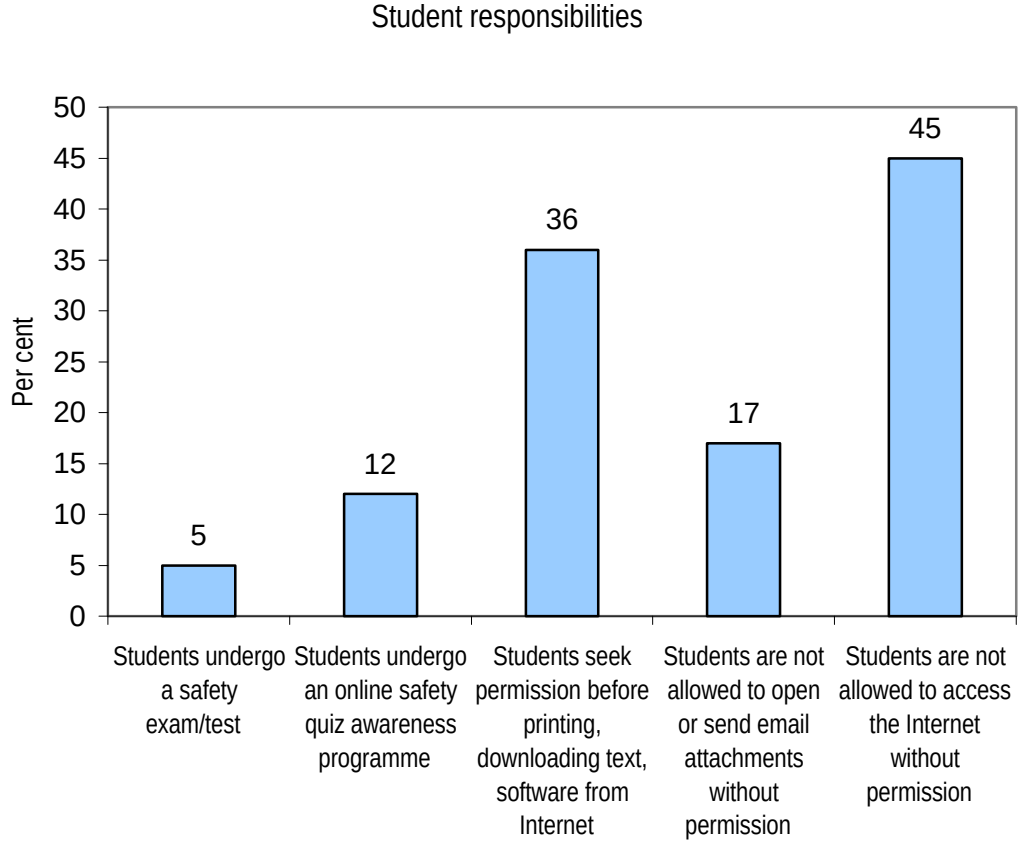
Results indicate that, as with primary schools, either the ICT Co-ordinator or the Teacher is responsible for the majority of tasks in most circumstances. Furthermore, there does not seem to be an even distribution of responsibility among staff levels within the schools.

4.8 Age Groups using the Internet:

As expected over half of the schools that responded provide Internet access for students in the 11-13 year age category and over three quarters of post-primary schools provide access to the Internet for students in the 14-16 year age category (Figure A.7, Appendix A).

4.9 Student responsibilities when using the Internet at school:

Within post-primary schools, students' responsibilities appear generally consistent among the different age categories. Figure 4.6 highlights the main results. As with primary schools, few schools require students to undergo online safety exams, the majority of schools (approx. 40 per cent) relying on teacher permission before providing students' access to the Internet without permission. **The greater reliance on supervision as opposed to technology was evident throughout the survey.** Full details are provided in Table B., Appendix B.



When data were analysed in terms of Country, results were similar to that of primary schools in that Sweden and Finland appeared to be the most relaxed in terms of students responsibilities when using the Internet. Ireland and Norway, and in some cases the UK were the most stringent in

providing Internet access to students and the majority of schools from these countries require permission for access.

4.10 General Non Technical Strategies used for access to Internet:

As regards the use of general non-technical strategies relating to Internet access, analysis indicates again that teachers are involved, in the majority of post-primary schools, in drawing up guidelines. Furthermore, the default browser homepage is set to an educational site in most schools. Surprisingly parents are only involved in drawing up guidelines in 10 *per cent* of schools.

Table 4.X

	% of Schools
Acceptable Use Policy or set of guidelines	65
School Board / Management are involved in drawing up guidelines	28
Teachers are involved in drawing up guidelines	57
Parents are involved in drawing up guidelines	10
Education programmes for parents are conducted	12
Default Browser Homepage is set to an educational site	62
Safety tips / escape procedures are displayed near the computer	26

4.11 Other Non-Technical Strategies used for access to Internet – Age Specific

As regards non-technical strategies, results indicate that the majority of schools depend on the discretion of teachers when providing Internet access to students, or as restricting the use of the Internet to when an adult is present. There is little variation among the different age categories.

Table 4.X

	11-13 years	14-16 years	17+ years
Parents sign a contract for students to use Internet at school	14	19	10
Students sign a contract to abide by a code of discipline	17	26	22
Students access is timetabled	38	23	38
Access to Internet is provided at discretion of teacher	43	53	36
Students are not allowed Internet access without presence of an adult	45	47	36
Child-orientated search engines and directories are used	10	7	3
Internet Access is not restricted	4	14	17

When analysed in term of Country, results yet again indicate that schools from Ireland and Norway, and in some cases the UK and France, appear to have more non-technical strategies in place to monitor students use of the Internet than countries such as Sweden and Finland, which have considerably less strategies in place (Table B, Appendix B).

4.12 Technical Solutions used for access to the Internet

As with primary schools, technical solutions were much less relied on by the majority of post-primary schools, where the only measures being used are the use of passwords by 70 *per cent* of schools, followed by the use of Filters at server level in over a quarter of schools.

Table 4.X

	% of Schools
Use of passwords	71
Use of smart cards	5
Use of Biometric Identification	0
Use of filtering software on individual computers	10
Use of filtering software on school network server	29
ISP provides Filtering at Server level	14
Caching of Files, for offline use by students	17
Use of Browser control features	21
Use of Browser specifically designed for children	0

When further analysed in terms of Country, results indicated that schools from both Finland and Sweden have less technical solutions for Internet access in place, than other countries. Schools in the UK however, responded to using most of the above technical strategies.

4.13 Knowledge of how filtering software in school operates

Only 29 per cent of post-primary schools reported using filtering software. Results indicate that the majority of filtering software is being used by schools to block key words or phrases, or to provide exclusive site listings (Table B.8, Appendix B). 19 respondents listed particular software (Appendix B).

5. PRIMARY SCHOOL – FORM B

The results outlined in this chapter are based on the response of **30 primary schools**, both national and international. A general profile of the staff members, that completed the questionnaires, is outlined in Section 5.1.

5.1 Profile of Teachers / ICT Co-ordinators

The majority (62 *per cent*) of respondents indicated that their primary role was as classroom teacher, as outlined in Figure 5.1. Furthermore, 24 *per cent* of respondents indicated that their second responsibility was as ICT Co-ordinator.

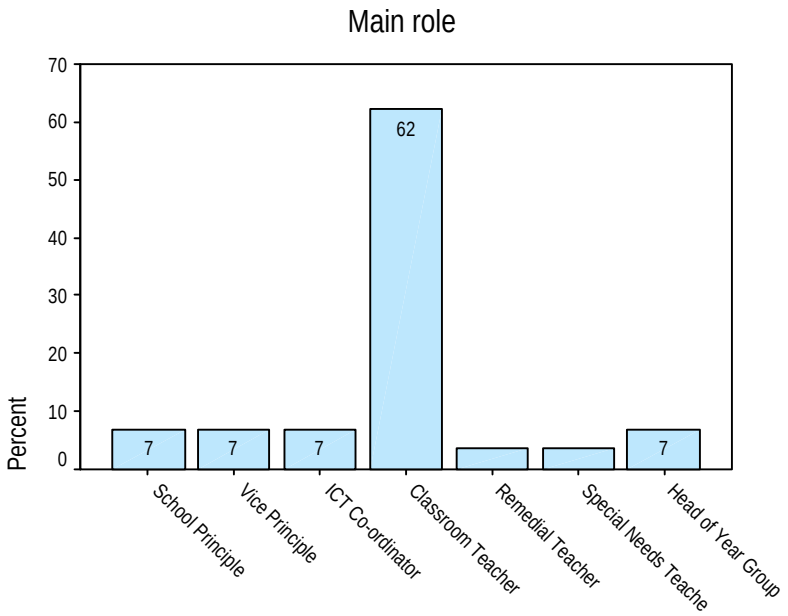


Figure 5.1

The majority of teachers that responded were again in the 40 – 49 year age bracket, with an even distribution between male and female teachers.

The distribution of schools that responded in terms of location concentrated most on schools from Ireland, Spain, Norway and Finland. Other respondent schools included a small percentage from the UK and Sweden (Figure 5.2).

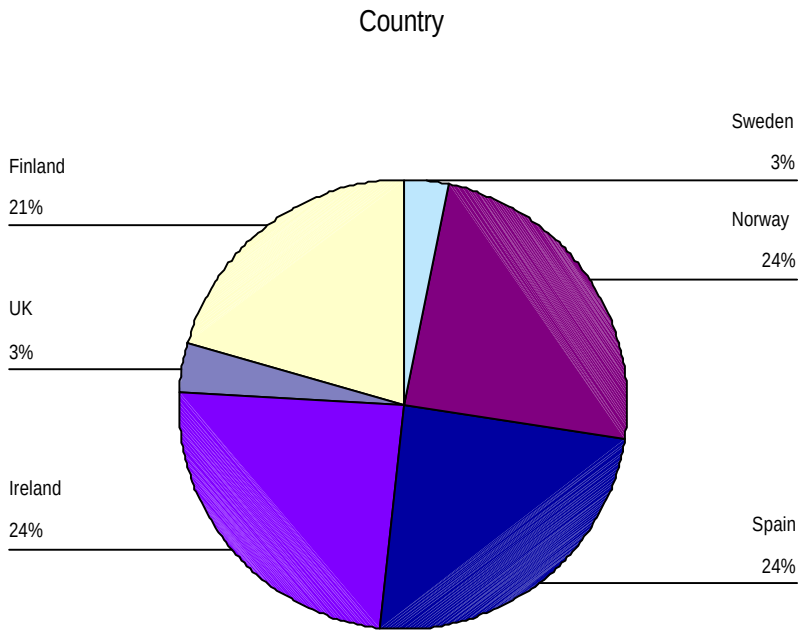


Figure 5.2

5.1.1 Teachers' Internet Access

Over two thirds of the teachers that responded to the survey reported having daily access to the Internet (Figure 5.3). **Of these teachers / ICT Co-ordinators, 87 *per cent* have Internet access at home.**

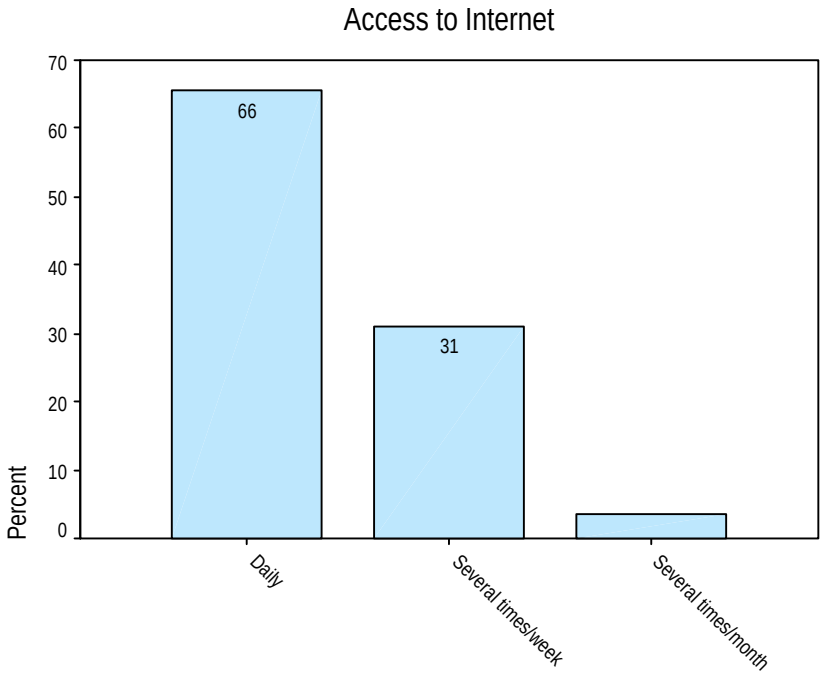


Figure 5.3

Not surprisingly, therefore, two thirds of the teachers would consider themselves as advanced users of the Internet. Furthermore, 97 per cent of the teachers teach students aged 8-12 years, with only 17 per cent teaching students aged 3-7 years.

5.2 Internet activities used with students

Figure 5.4 outlines the different forms of Internet activities that teachers use with their students. As outlined, the majority of teachers use mainly e-mail communication and web browsing as the main Internet activity.

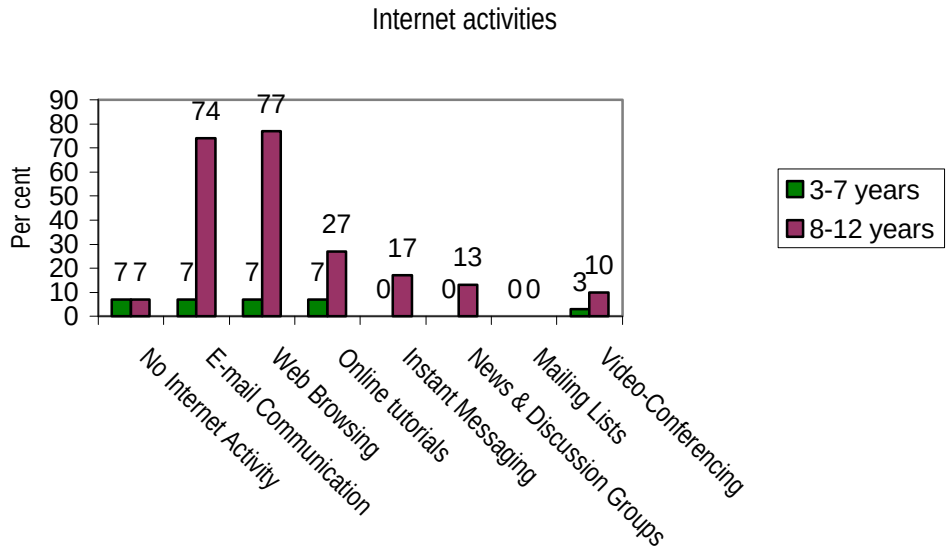


Figure 5.4

5.3 Teachers concern with aspects of the Internet

Of each of the statements that were provided for teachers to comment on, the majority reported that they were either concerned or very concerned. Full detail is provided in Tab B.11,Appendix B.

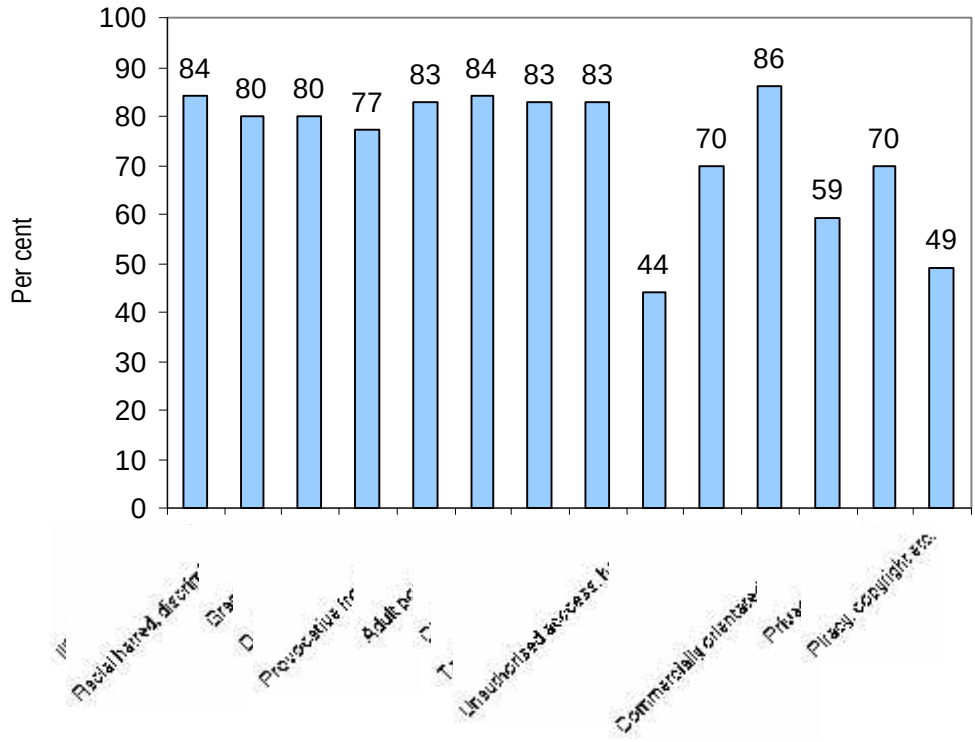


Figure 5.5

Furthermore, the **basis for this concern was actual experience in the case of 53 per cent of teachers and either past occurrences or having heard from others for 60 per cent of teachers**. Half of the teachers were concerned as a result of either media reports or from personal opinion.

Moreover, teachers appeared to be most concerned with students aged over 10 years, as they felt they were the students that were old enough to want to experiment, as well as being young enough to be very impressionable.

5.4 Students access to the Internet

Almost one quarter of the schools that responded reported that between 50 – 75 per cent of their students would have access to the Internet at home. Based on this 63 per cent of teachers believe that having access to the Internet at home makes no difference to a students behaviour while at school. Over a quarter of teachers believed that having access to the Internet at home, improved a student's behaviour (Table B.12, Appendix B).

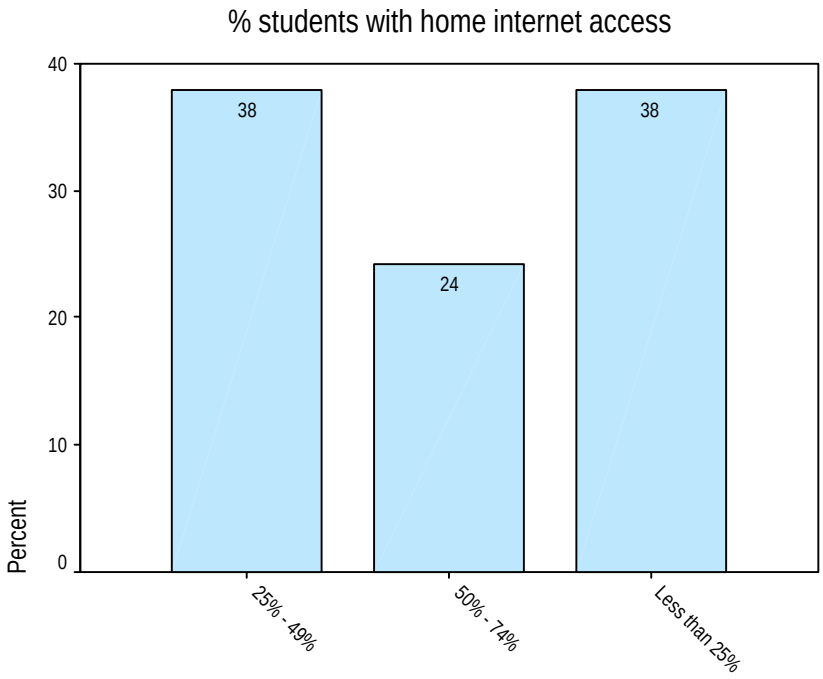

% students with home internet access
Percent
40
30
20
10
0
38
24
38
25% - 49%
50% - 74%
Less than 25%

Figure 5.6

5.5 Teachers / Students encounters with Internet material

Of the primary teachers that responded, 47 *per cent* had either themselves or one of their students' encountered material that made them feel uncomfortable. Figure 5.7 outlines the way in which teachers responded to having encountered material, which them or their students feel uncomfortable.

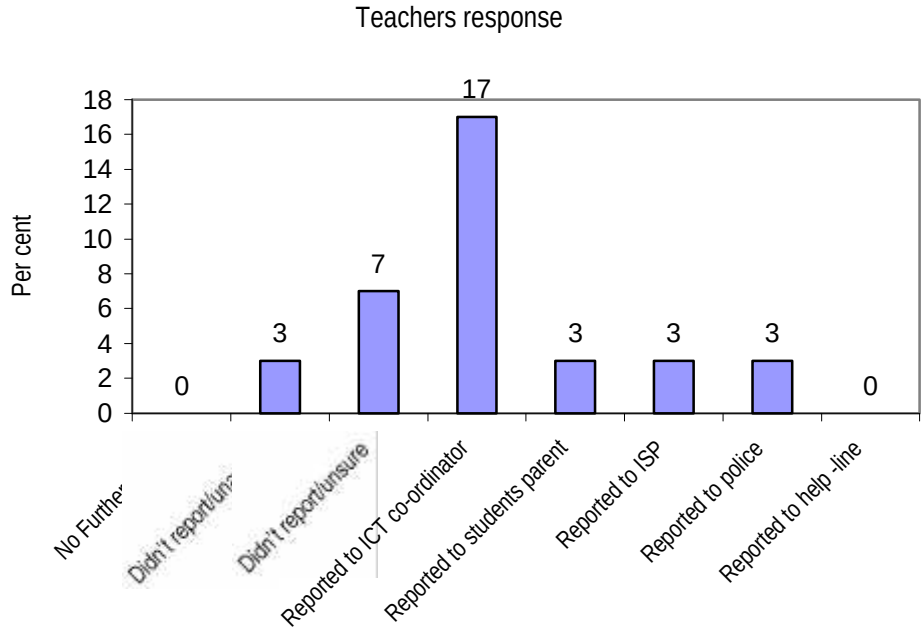


Figure 5.7

5.5.1 Manner in which material was encountered

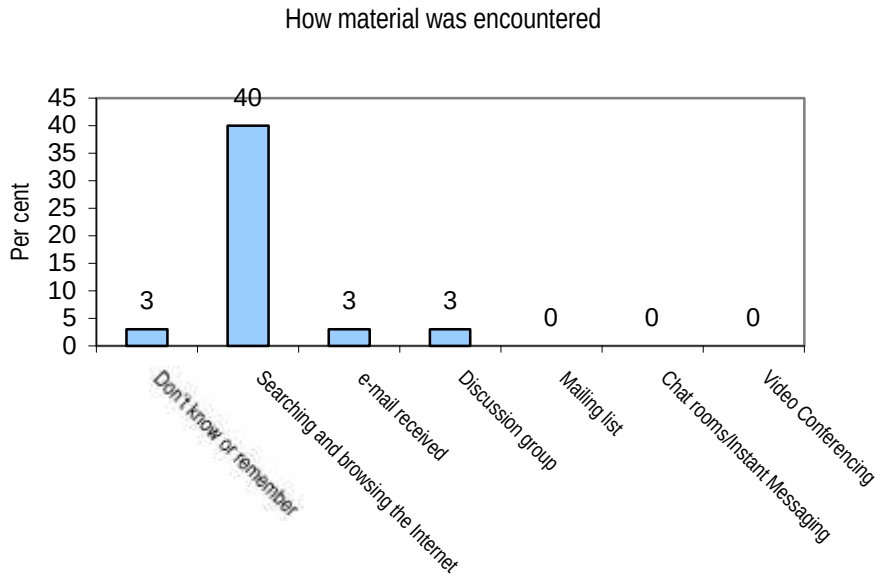


Figure 5.8

The manner in which such material was encountered is outlined in Figure 5.8, which indicates that almost 40 per cent of teachers encountered material, which they found uncomfortable to them and / or their students when searching and browsing the Internet.

5.6 Control of Internet Content

Teachers were asked if they thought the content of the Internet should be controlled. The clear majority (83 per cent) considered it should. However, when asked who should be responsible for controlling this, they indicated a combined approach to responsibility (Figure 5.9).

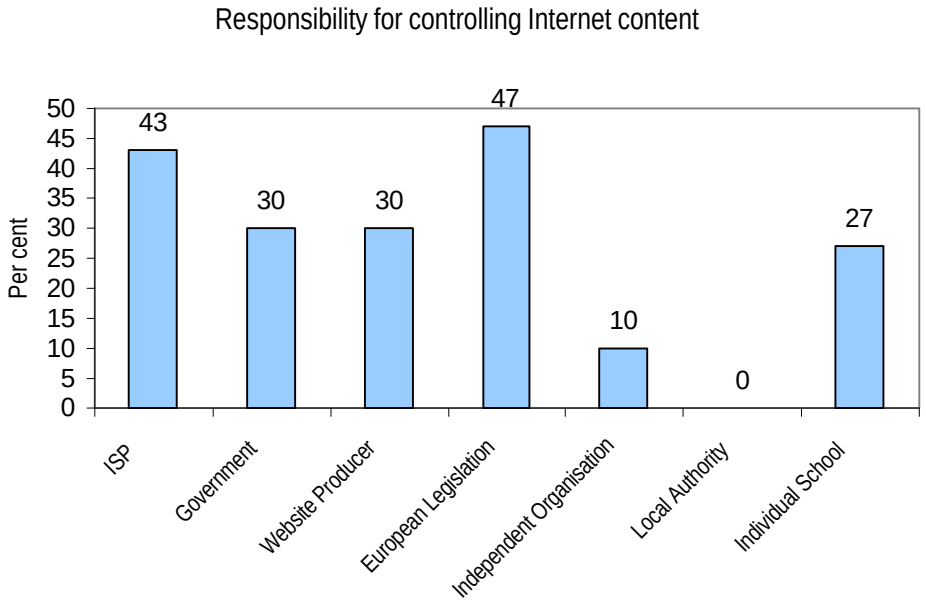


Figure 5.9

Furthermore, when teachers were questioned as to who should be responsible for teaching families about the use of the Internet, the following answers were reported:

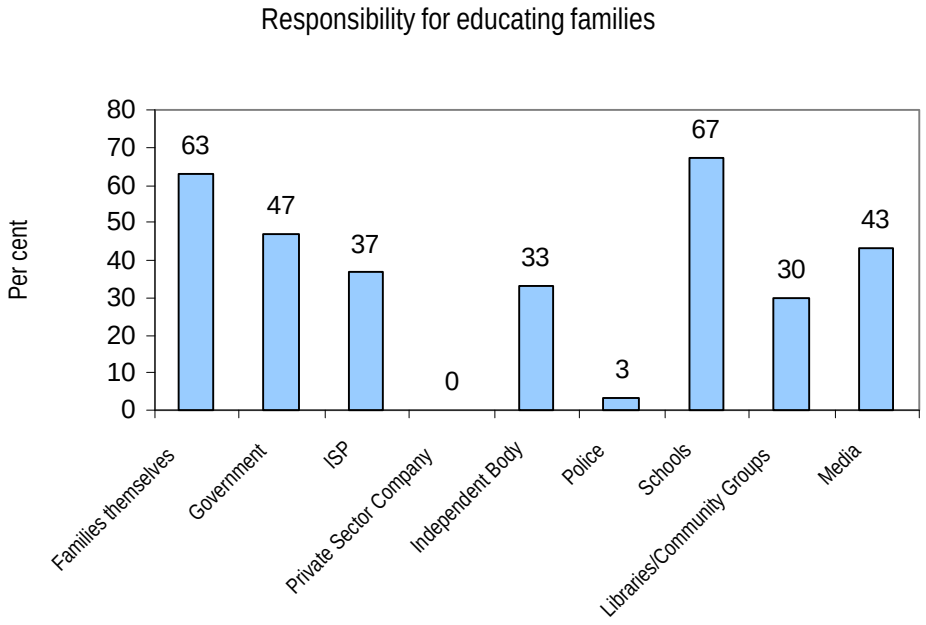


Figure 5.10

5.7 What is required to help in the area of Internet Safety?

Not surprisingly, the majority of teachers consider teacher training as an important need in providing help in the area of Internet Safety.

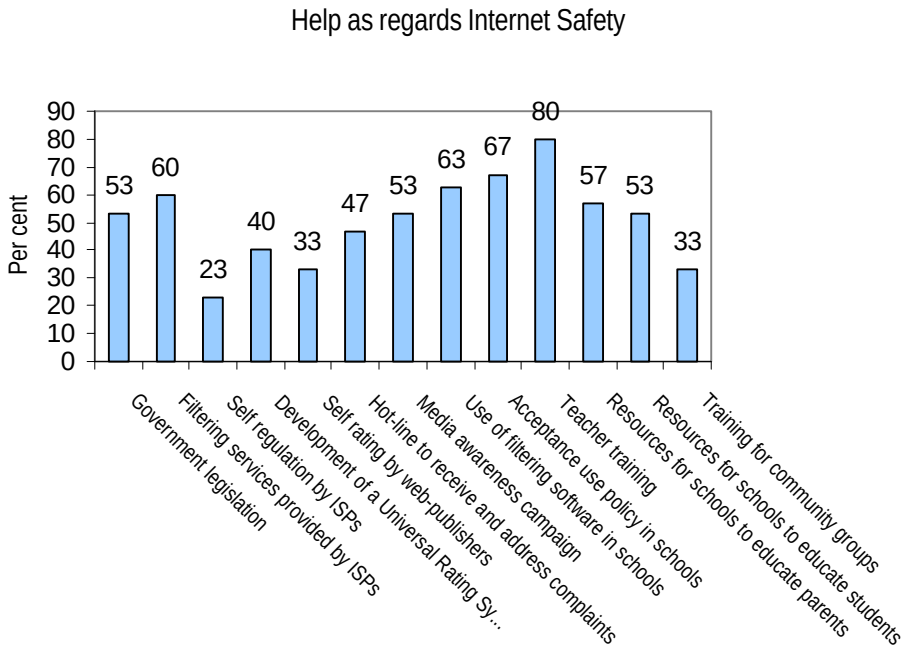


Figure 5.11

6. POST PRIMARY SCHOOLS – RESPONDING TO FORM B

The results outlined in this chapter are based on the response of **70 post-primary schools**, both national and international. A general profile of the staff members, that completed the questionnaires, is outlined in Section 6.1.

6.1 Profile of Teachers / ICT Co-ordinators

The majority of post-primary respondents are classroom teachers (44%) and there was a sizeable amount of ICT co-ordinators. These made up the bulk of respondents. Most were in their forties and fifties (72 %) while only 7 per cent were in their twenties, this may influence understanding of quite modern technologies which many students see as commonplace. The respondents were evenly divided among males and females (Table B.13, 14, Appendix B).

Table 6.1

Role 1	Percent
Remedial Teacher	3
Special Needs Teacher	3
Subject Head / Co-ordinator	3
Vice Principal	3
ICT Co-ordinator	22
Head of Year Group	3
Classroom Teacher	52
Other	11
Total	100

The distribution of schools that responded in terms of location concentrated most on schools from Ireland, Italy, Norway and Spain. Other respondent schools included a small percentage from France, Finland and Sweden (Figure 6.2).

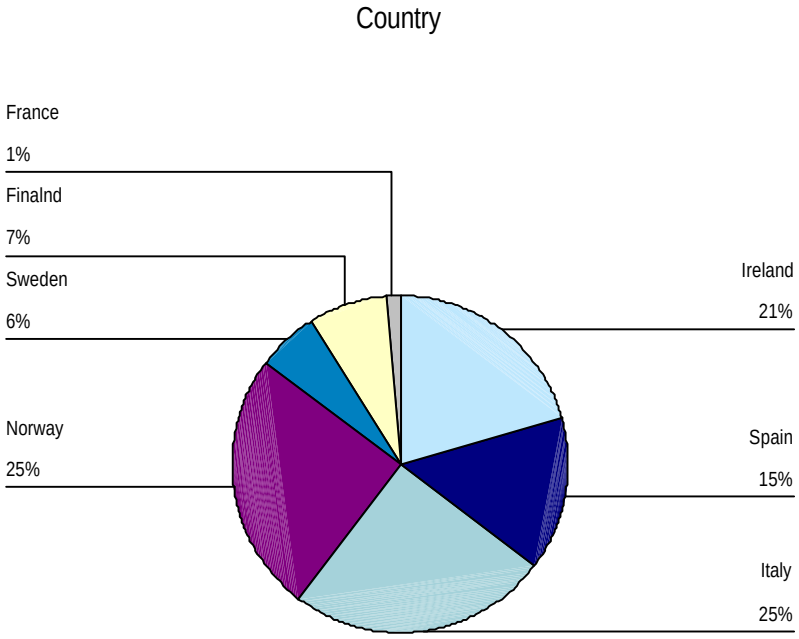


Figure 6.2

6.2 Teachers' Internet Access

Internet access is very common with 89 per cent of the respondents using it daily or several times a week, nearly all had Internet access at home, which would generally indicate a high level of interest in Internet matters and a growing familiarisation with these topics. These factors were further reflected in a majority (51%) defining themselves as advanced users and 37 per cent claiming to be intermediate users.

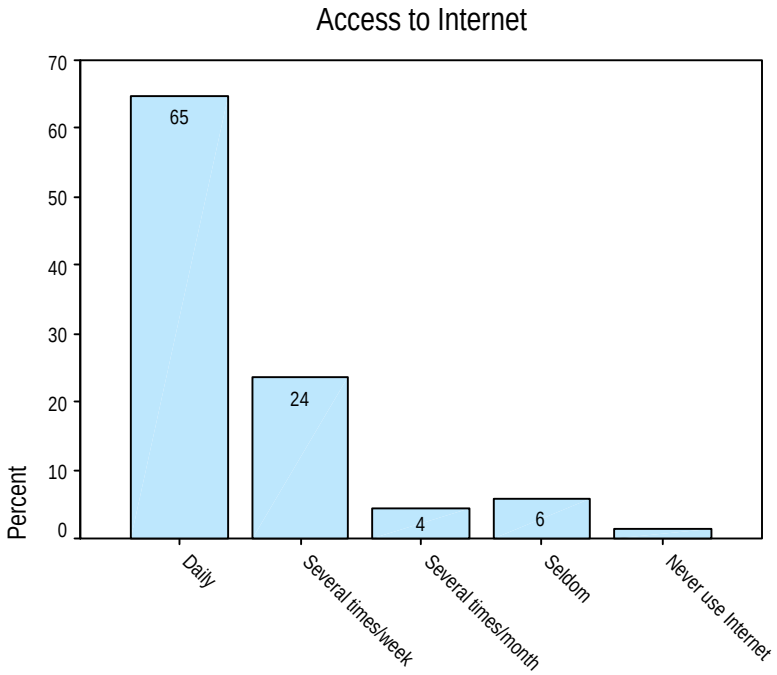


Figure 6.3

The majority of teachers that completed this survey teach 14 – 16 year old students (Table 6.1).

Table 6.1

Age category	11-13	14-16	17+
% Teachers that teach each age category	37%	71%	53%

6.3 Internet activities used with students

E-mail and web browsing are the most common activities amongst each age groups. The 14-16 year age group are reported to account for most activity in practically all areas where there is significant activity reported. The 11-13 age group are generally reported to have lower levels of activity.

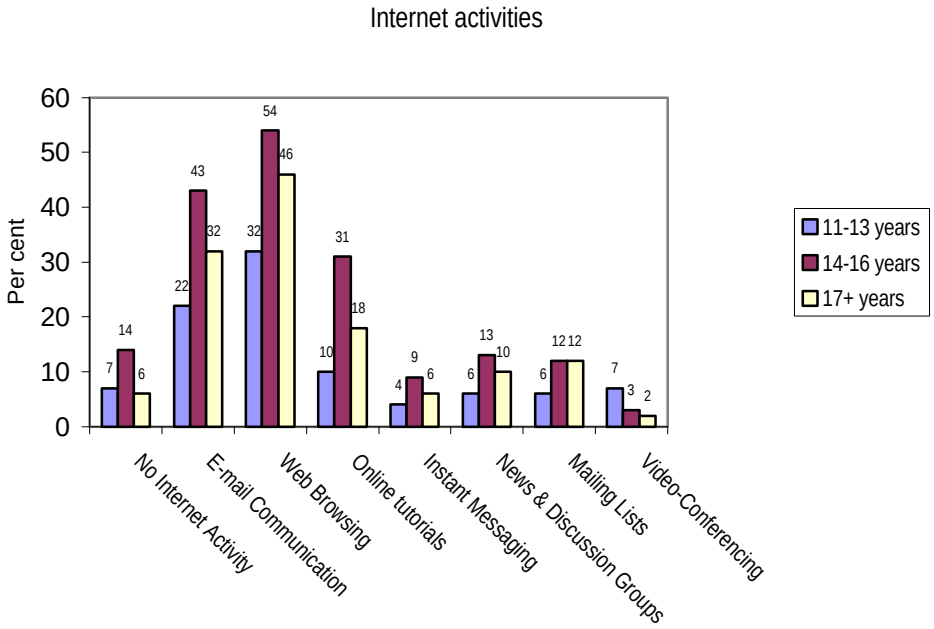


Figure 6.4

6.4 Teachers concern with aspects of the Internet

Of each of the statements that were provided for teachers to comment on, the majority reported that they were either concerned or very concerned. As highlighted, there are considerable concerns amongst post-primary teacher respondents. Well over 80 per cent are concerned or very concerned about exposure to graphic images such as crime, adult and child pornography, vulnerability to paedophiles and receipt of computer viruses. Full detail is provided in Table B.15, Appendix B.

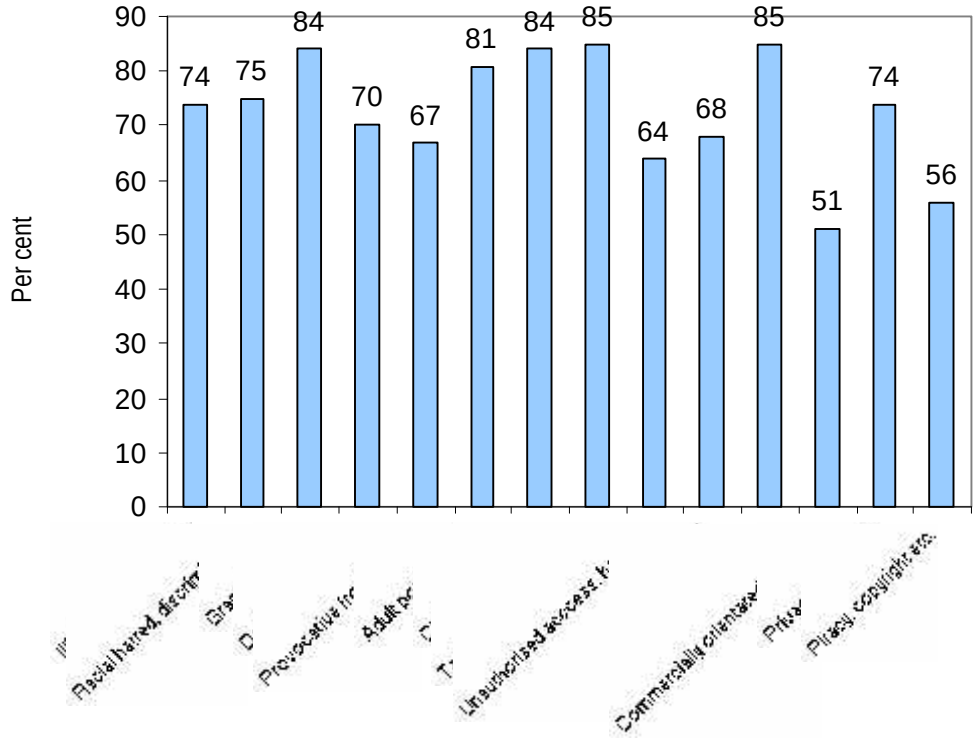


Figure 6.5

The majority (53%) of the respondents based these concerns on actual experience with only one third basing them on past occurrences heard from others.

6.5 Students' access to the Internet

Home Internet access is thought to be common amongst students. Some 22 per cent of teachers felt there was over 75 *per cent* access amongst students. A large number of respondents (49%) felt that home access made little difference to a student's level of responsibility.

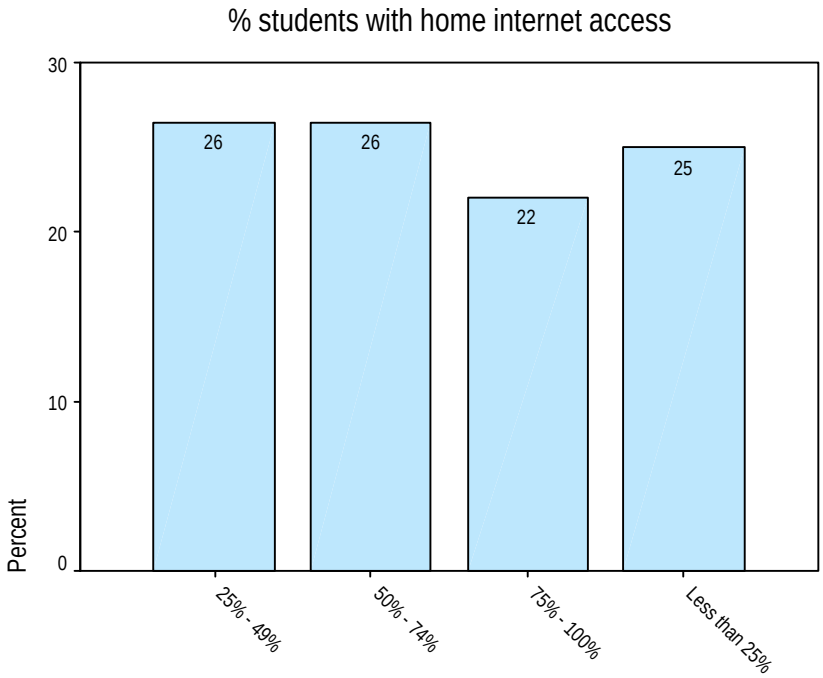


Figure 6.6

6.6 Teachers / Students encounters with Internet material

Fifty per cent of respondents reported that, they or a student had encountered material, which made them uncomfortable. Just under a quarter (24%) reported this to the ICT co-ordinator or person in authority, while 14 per cent informed a parent or guardian, these were the main types of actions reported. Figure 6.7 outlines the way in which teachers responded to having encountered material, which made them or their students feel uncomfortable.

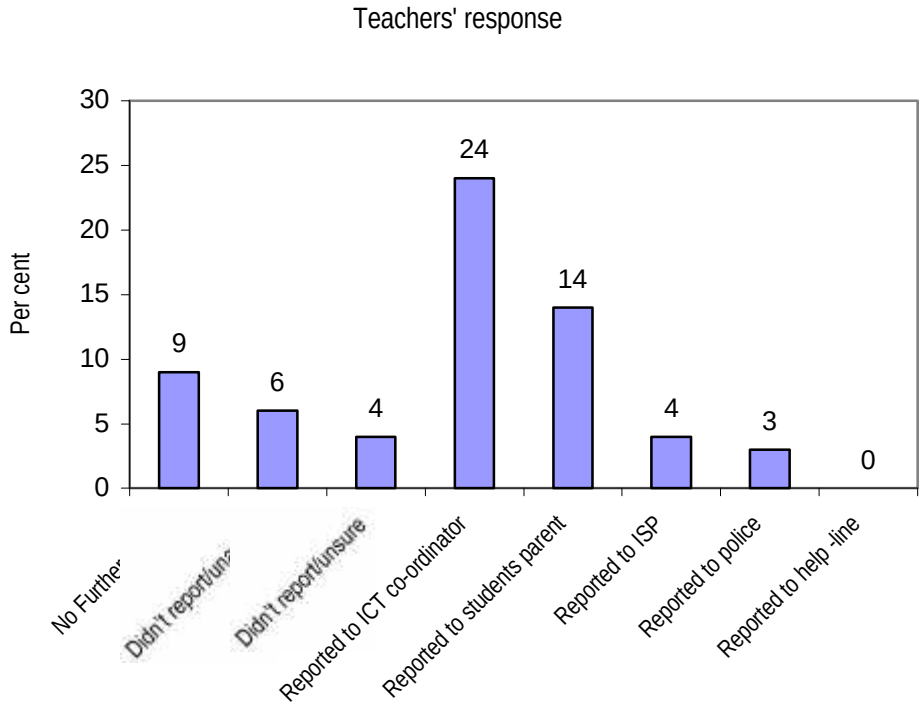


Figure 6.7

6.6.1 Manner in which material was encountered

Searching or browsing the Internet was the most common means by which material was encountered with 43 *per cent* of respondents citing this source. A clear majority (74%) favour controlling access to the Internet with the Internet Service Provider (37%) and European legislation (40%) seen as the main areas of responsibility for such control.

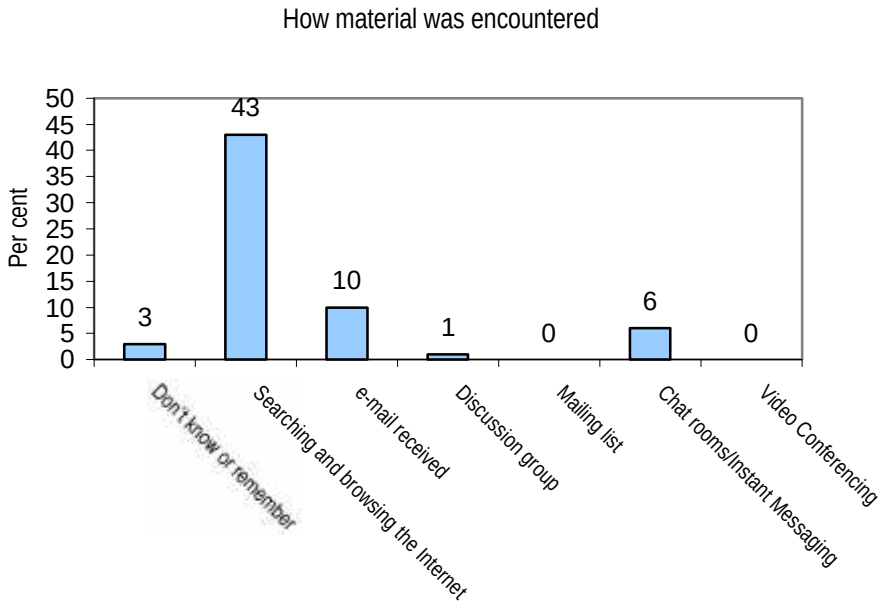


Figure 6.8

6.7 Control of Internet Content

Over three quarters of the respondents believe that Internet content should be controlled. However, when asked who should be responsible for controlling this, they were not as clear and the answered varied accordingly (Figure 6.9).

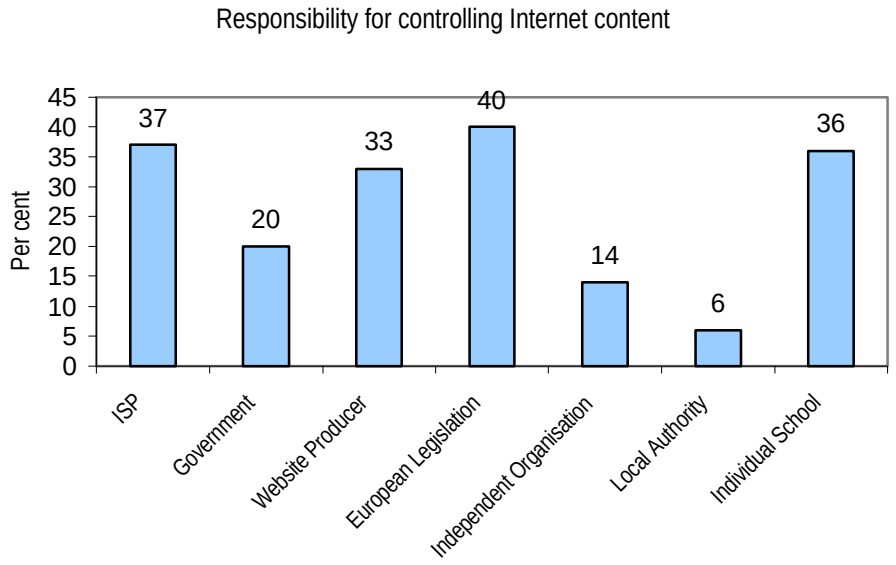


Figure 6.9

Furthermore, when teachers were questioned as to who should be responsible for teaching families about the use of the Internet, the following answers were reported

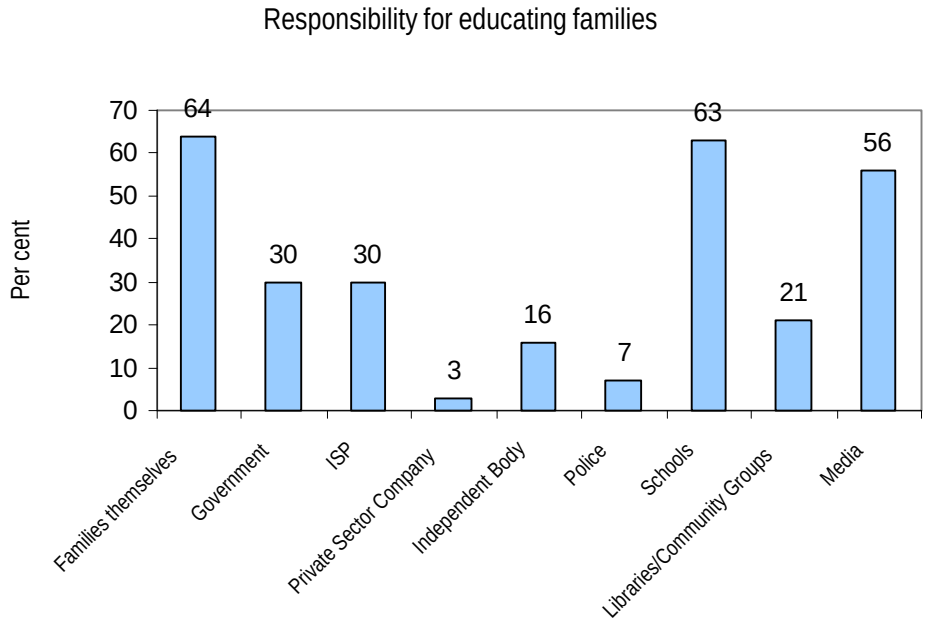


Figure 6.10

Schools and families were seen to have the prime responsibility for educating families about using the Internet wisely with 63 per cent and 64 per cent respectively citing these sources. Only 3 per cent saw a role for a private sector company and 7 per cent for the police.

6.8 What is required to help in the area of Internet Safety?

Few respondents had faith in self regulation or self rating by the industry with only 26 *per cent* seeing self regulation by Internet Service Providers as helping and only 29 *per cent* saw hotlines as helping. On the other hand 70 *per cent* saw the need for resources for schools to educate students, while 60 *per cent* saw the need for teacher training in the area.

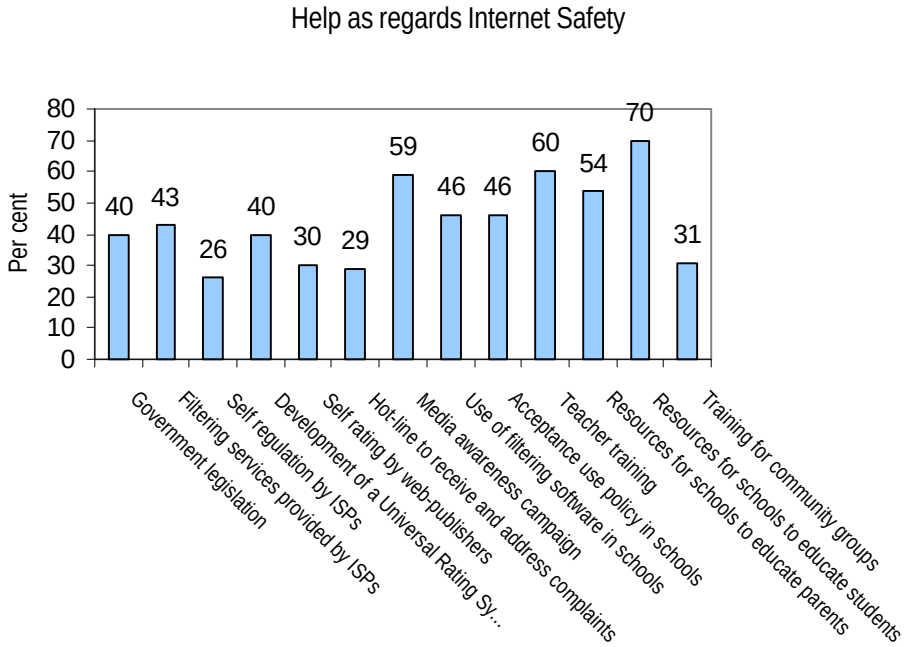


Figure 6.11

7. AREA FOR ANALYSIS

7.1 Are teachers across Europe aware of the potential exposure to explicit material by their students on the Internet?

Teachers and administrators knowledge of filtering software and some of the main solutions to regulate Internet access appear to be quite poor. Just over a quarter of those surveyed in post-primary schools knew about basic principals in filtering packages, such as preventing certain words in searches and preventing access to certain sites. This was lower in primary schools.

Password use was the only major safety strategy deployed by schools and it is unclear precisely how this would strengthen safety without linkage of passwords to sites visited and activities. Traditional preventative measures seem to be the most popular methods of overseeing use such as the presence of a teacher in the classroom while students are accessing the Internet. In the 8-12 year old category in primary schools nearly three quarters of schools provided access at a teacher's discretion while two thirds made the presence of an adult a condition for Internet access. It is likely that the much lower ratings for 3-7 year olds (27% and 24% respectively) is due to the low level of Internet use in this age group, however, this should be investigated further.

Responsibilities amongst students vary with one of the main restrictions for 8-12 year olds being the need for permission to print or download material, however this falls sharply for older students with only one third of respondents citing this restriction for the over seventeen's. The trends are broadly similar for post-primary teachers.

Parents do not feature to any great extent in the development of safety strategies for example in obtaining permission or in setting guidelines yet teachers see a role for them in educating students and assisting in the promotion of safe Internet usage. This area may offer potential for growth in increasing efforts towards developing Internet safety awareness.

7.2 Are there differences in strategy amongst European schools, in relation to Internet safety to date?

Based on the low response rate to each of the survey questionnaires, it was not possible to definitively present findings on a per country basis. As some countries may only have responded with a small percentage of schools, it is not possible at this stage of the analysis to present representative results from each country. Having said this, preliminary results would seem to indicate that countries such as Sweden and Norway were in some cases more relaxed in terms of having technical and non-technical strategies in place to promote Internet safety. Although overall the majority of schools from most countries rely more on non-technical strategies, countries such as UK and Ireland did show the use of technical measures within their schools.

Without more data, however, these patterns cannot yet be properly investigated.

7.3 Is there any correlation between the age of students and their level of Internet activity?

As is expected, older age groups of young people tend both to use the Internet more and within schools have more access to the Internet than younger groups. This is evident in primary schools where students aged 8-12 years use the Internet more, and in post-primary schools where age groups 14-16 years and 17+ are more frequent users of the Internet.

7.4 Which areas of Internet activity are recognised as causing the most concern in relation to Internet safety?

Surprisingly the area which leads to the highest level of concern amongst primary teachers is the possibility of receipt of computer viruses with 86 *per cent* being concerned or very concerned about this. While the gap is only one or two *per cent* this actually rated higher than concern about issues such as access to adult or even child pornography.

Generally in or around 84 *per cent* of primary teachers are concerned about issues related to pornography and sexually explicit material. One might be concerned about 50 *per cent* of respondents saying they are not concerned about unauthorised access including hacking, although many may feel ability would restrict primary students in this area.

7.5 From the research, which age group is perceived as being the "highest risk" group to potential exposure to explicit material on the Web?

As expected responses to this question depended on whether the teacher was teaching in primary or post-primary school. However the overall consensus would suggest that teachers are most concerned for students in the general 11 – 16 year age category. Some of the reasons as to these concerns are quoted below:

"The younger you start.... You are more easy to influence at a younger age, if you get a proper introduction from the beginning you will be able to handle any kind of access or exposure"

"*11-12 year olds as they are more likely to experiment and seek out unnecessary adventures"*

"10 to 13 - old enough to want to experiment, young enough to be affected"

"I would worry most about the 11-13 age group because of the fact that they are younger and more naive than the others"

"14-16 year olds. This age group tends to be less experienced browsing the web and therefore can find themselves on websites and exposed to material which is totally unsuitable"

"I am most concerned with students of 14-16 years of age, as they do not profoundly understand the meanings and references although they would like to pretend they do"

"14 - 16 old enough to know how to use computer & curious but not old enough to stand up and say no - peer pressure v. strong - will try sites for the 'craic' (fun of it)"

"Most concerned for 14-16 group because they can be vulnerable and inexperienced. Sometimes don't see the harm in what they might be viewing"

7.6 To date, have there been many incidents with students encountering explicit material on the Web?

Approximately 50 *per cent* of both primary and post primary teachers surveyed reported encountering explicit material when on their own or while being in the presence of students, however the responses of teachers to encountering such material varies considerably. Most involve reporting it to the ICT co-ordinator - 17 *per cent* of primary teachers and 24 *per cent* of post-primary teachers.

7.7 Are the main concerns expressed as a result of personal opinion or actual experience?

The concern expressed as regards young people and Internet safety was based on the fact that approximately 50 *per cent* of teachers had actual experience of encountering explicit material while on their own or with a pupil. Sixty *per cent* of respondents had heard about experiences from others. 50 *per cent* had heard of it in media reports, while 40 *per cent* had formed opinions themselves.

8. RESOURCE QUESTIONNAIRE ANALYSIS

Analysis of the Resource questionnaire is based on **68 responses** to this aspect of the survey.

8.1 Main Target Group

Analysis indicates that resources materials are mainly targeted at the general public and teachers. As outlined in the graph (Figure 8.1), very few resource materials appear to be targeted at either students or ICT co-ordinators.

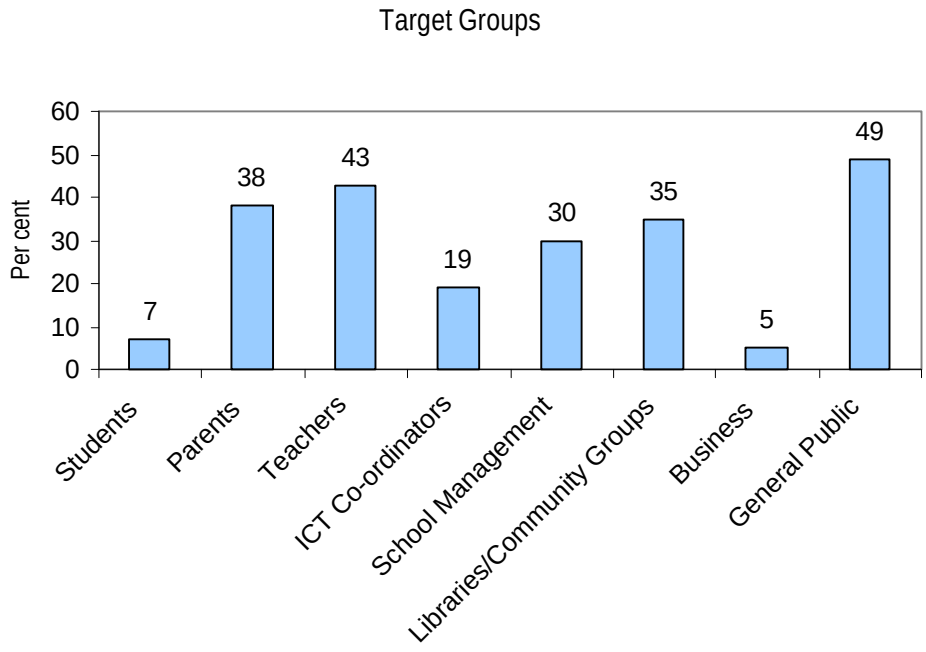


Figure 8.1

8.1.1 Target Community Area.

Of the resource materials analysed in this report, over a third were targeted at a national level, with less than 10 *per cent* being targeted at either a local or regional level (Figure 8.2).

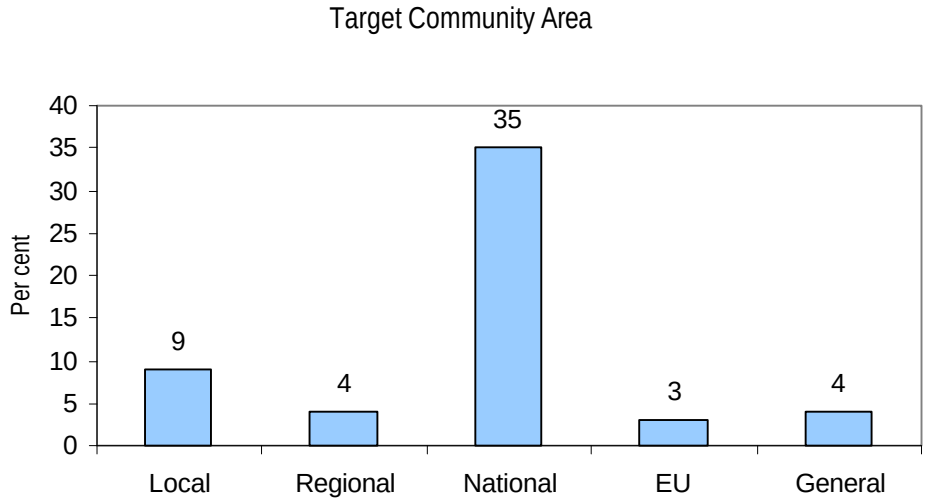


Figure 8.2

8.2 Format of Resource

By far the most popular or commonplace resource was a website or a dedicated page or section of a site. Seventy seven *per cent* of respondents were engaged in this type of material. Help lines, media articles and books featured but to a much lesser extent.

Format of Resource	**%**
Website	**65**
Web Page or subsection	12
Book	9
Poster	1
Leaflet	1
Brochure	3
Video	0
Online Document	8
Offline Document	5
Media Article	9
Discussion Group	0
Mailing List	0
Help/hot-line	9
Diskette/CD Rom/DVD	3
Search Engine/Directory	1
Filtering/rating or monitoring system	5
Promotional products/freebies	5

8.3 Resource Topic

Advice and guidance is the most common resource topic, although a majority of respondents also reported security, including anti-virus software and privacy, as the main topic of their resource material. Activities, training materials and copyright were the least common topics.

Resource Topic	%
Activities	15
Training Materials	18
Copyright	18
Photographs and images	19
Classroom materials	20
One to one messaging	22
Research	28
Newsgroups	30
Privacy, Ethics, Psychology	30
Legislation	30
Planning/Policy e.g. AUP	34
e-mail	42
Websites	42
Chat rooms	43
Filtering	50
Security (Software etc.)	65
Advice and guidance	**72**

8.4 General Age level if related to classroom use

Three quarters of the resources analysed have a general application, as regards age level, when related to classroom use. Over half of the resources apply materials or activities to the 13-17 year age group. There are slightly less resources targeted to the younger age groups, as outlined in Figure 8.3.

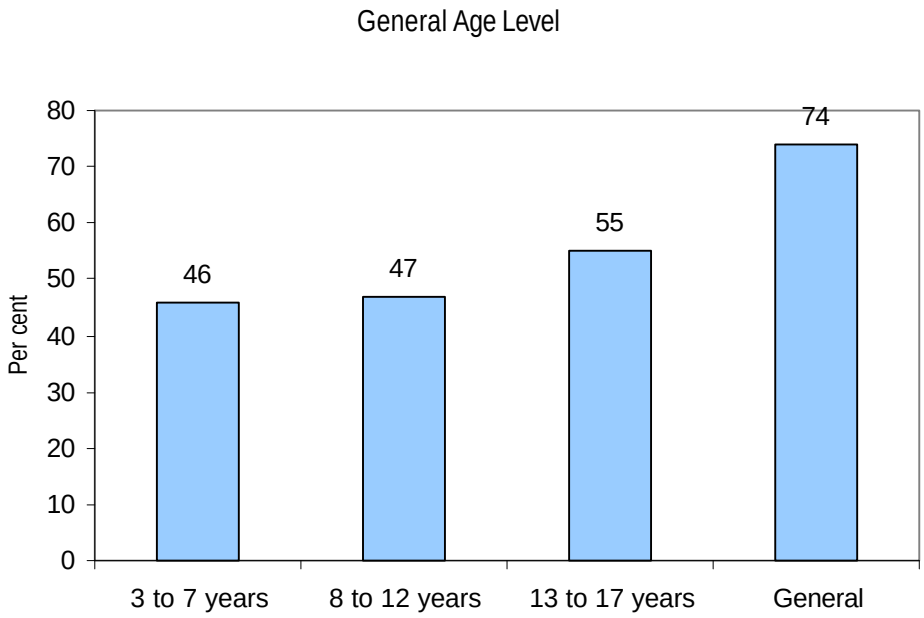


Figure 8.3

8.5 Source and Availability of Resource Material

The vast majority (96 *per cent*) of the resources are reported as being original material, with only 4 *per cent* being translation (Figure 8.4).

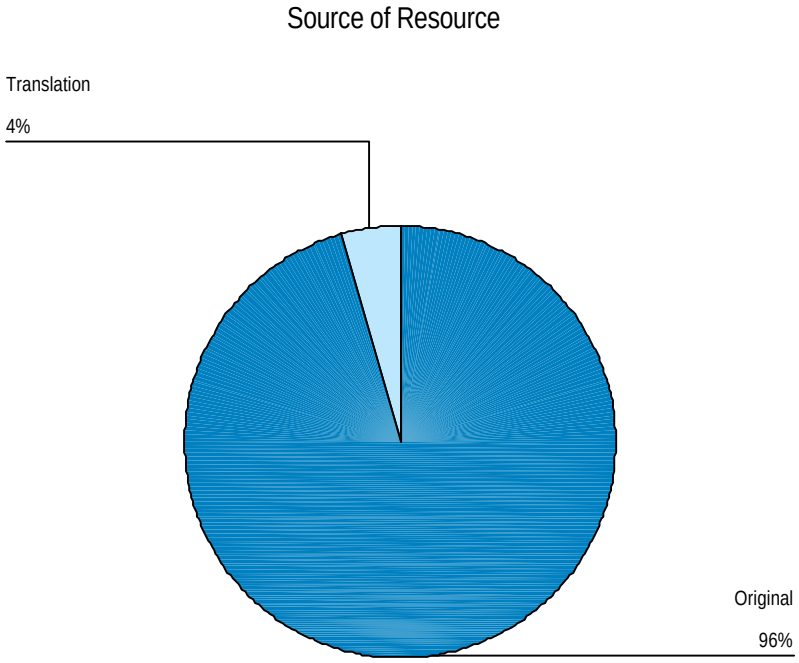


Figure 8.4

Furthermore, as regards availability, over 90 *per cent* of the resource material is available free of charge and only 7 *per cent* needs to be purchased (Figure 8.5).

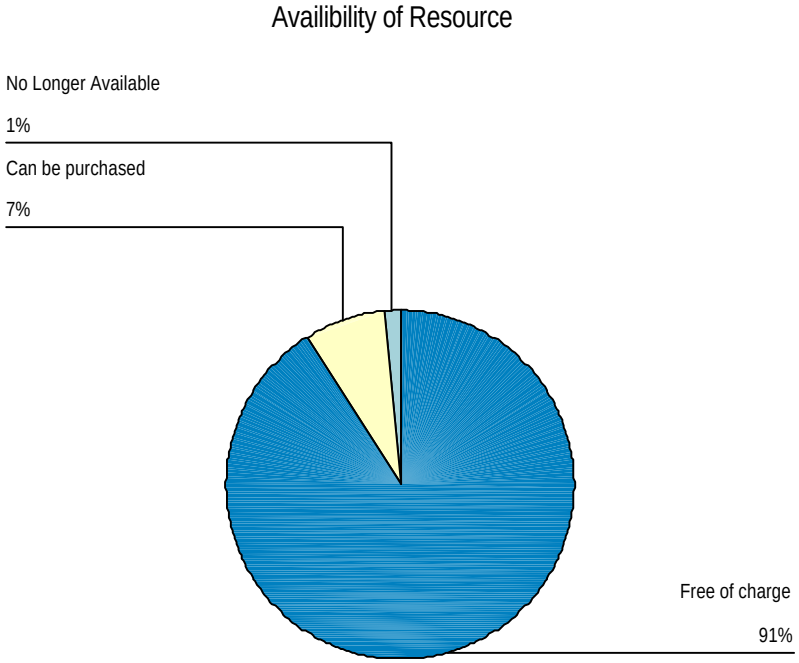


Figure 8.5

8.6 Quality of the Resource Material

Respondents were asked to grade the quality of the resource material for which they submitted information. Just under a third of the resource material was graded as " 16 *per cent* as "*Average*" and 15 *per cent* was considered "*Excellent*". It should be noted that this grading is expressed as an opinion of the person that submitted the information only.

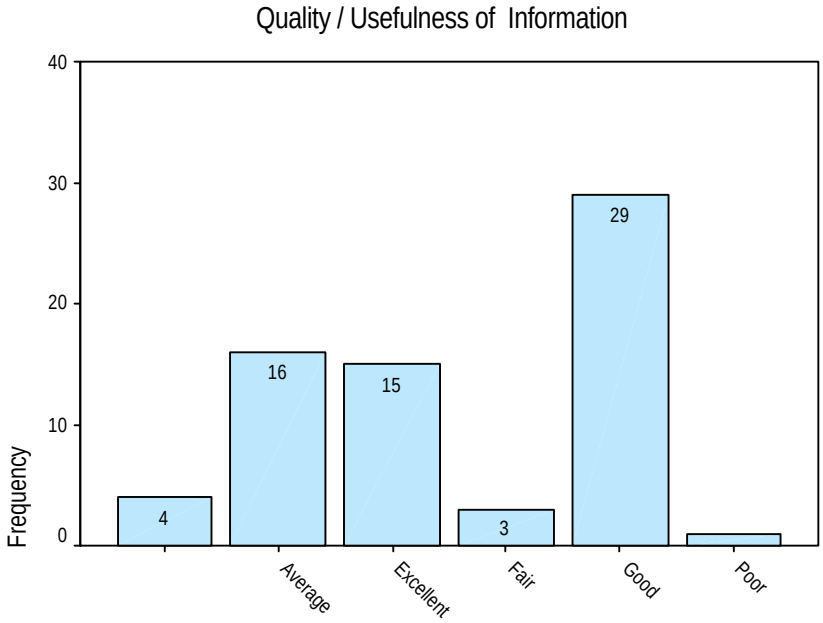
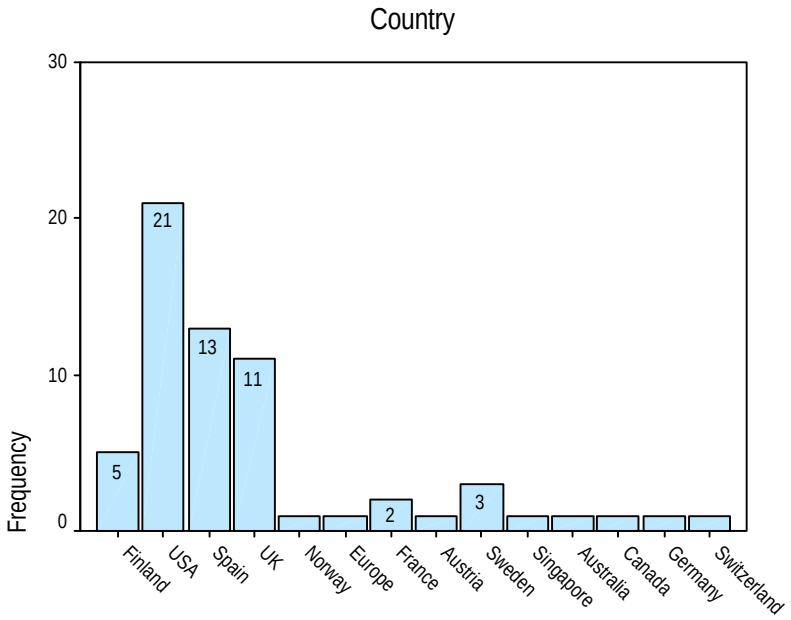


Figure 8.6

8.7 Origin of Resource Material

As can be seen from Figure 8.7, over one fifth of the resource material analysed, originated in the United States, followed by 13 *per cent* from Spain and 11 *per cent* from the UK.



9. MULTIPLIER QUESTIONNAIRE

Analysis of the Multiplier questionnaire is based on **24 responding organisations**, of which a brief profile is outlined in Section 9.1.

9.1 Profile of the Responding Organisations

Three quarters of the organisations responding to the Multiplier questionnaire were Irish organisations, followed by a small percentage from Norway, Finland, UK and Italy (Figure 9.1).

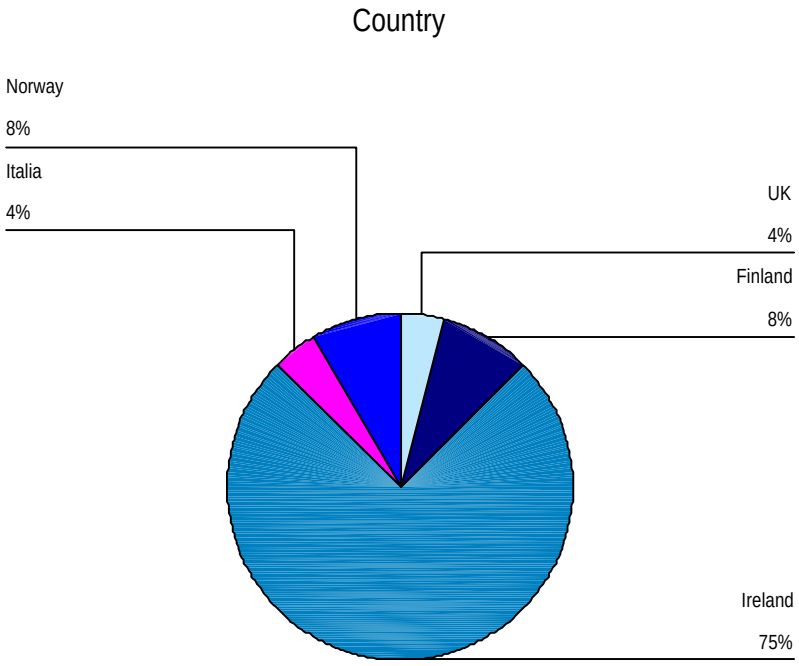


Figure 9.1

Three quarters of the organisations analysed are National organisations (Figure 9.2), and of these almost 30 *per cent* are Government Bodies. One quarter of the respondents are Charity / NPO organisations and over 20 *per cent* are Unions. All of the Local organisations are Unions, and the majority (80 *per cent*) of regional organisations are Government bodies.

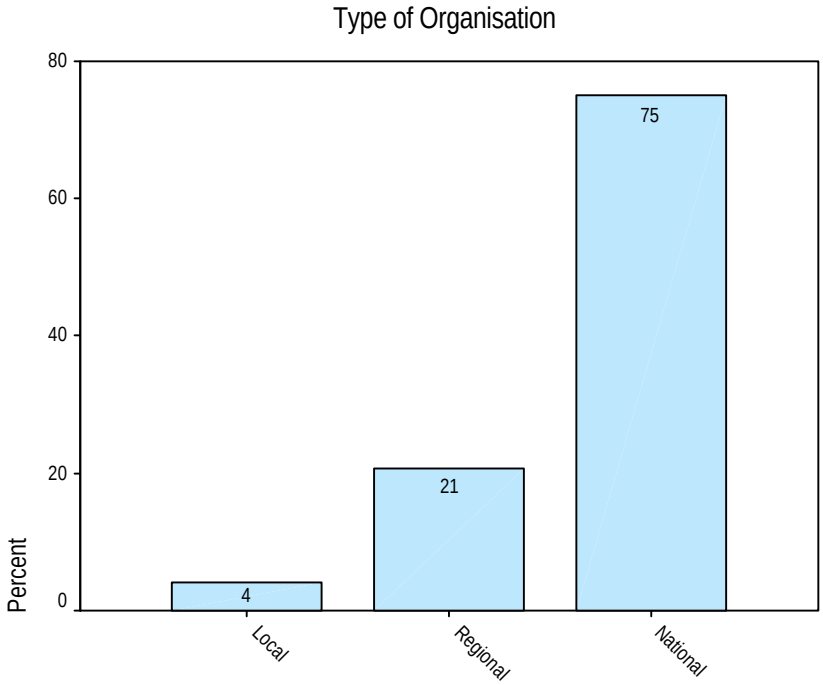


Figure 9.2

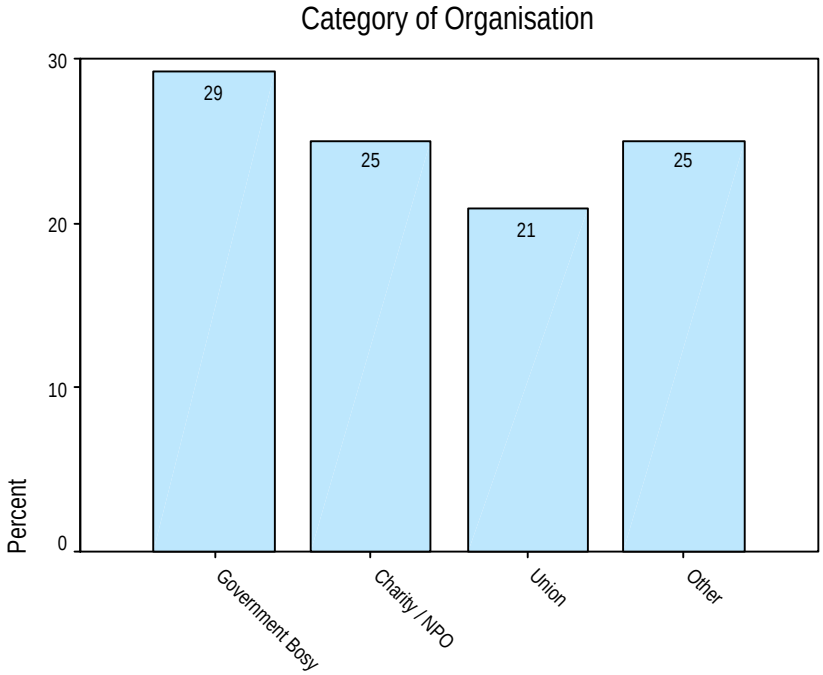


Figure 9.3

9.2 Who do the organisations address?

Figure 9.4 outlines the various bodies, which the different organisations address. As can be seen, the majority of organisations address staff within schools, in particular teachers in primary and secondary schools, as well as principals, ICT Co-ordinators and school management boards.

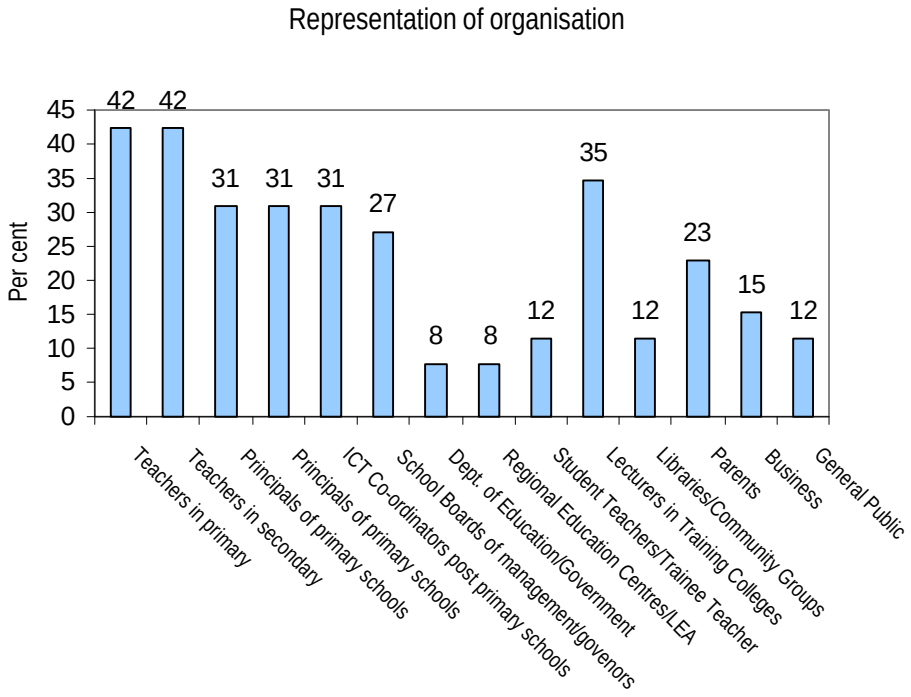


Figure 9.4

9.3 Involvement in Internet Safety Work

Over 70 *per cent* of the organisations are either currently involved or have been involved in work relating to Internet Safety Awareness. A further 17 *per cent* were unsure whether their organisation had conducted work of this nature. Organisations that had or were presently involved in this work, the majority of organisations are involved in survey research and offering advice and guidance. Figure 9.5 outlines the nature of Internet Safety Awareness work that organisations are involved in.

Figure 9.5

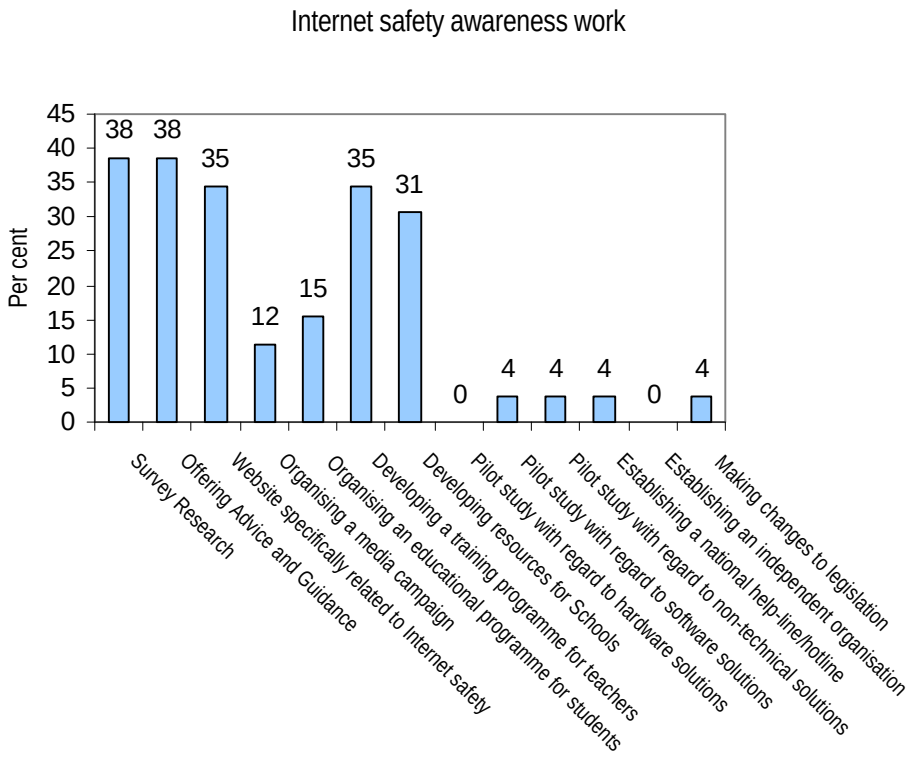


Figure 9.5

APPENDIX A - GRAPHS

Primary A:

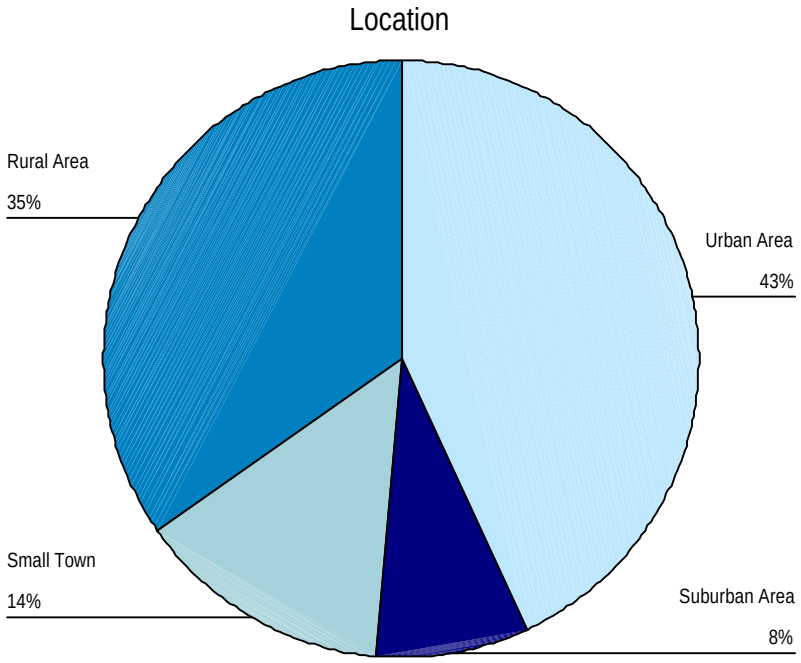


Figure A.1

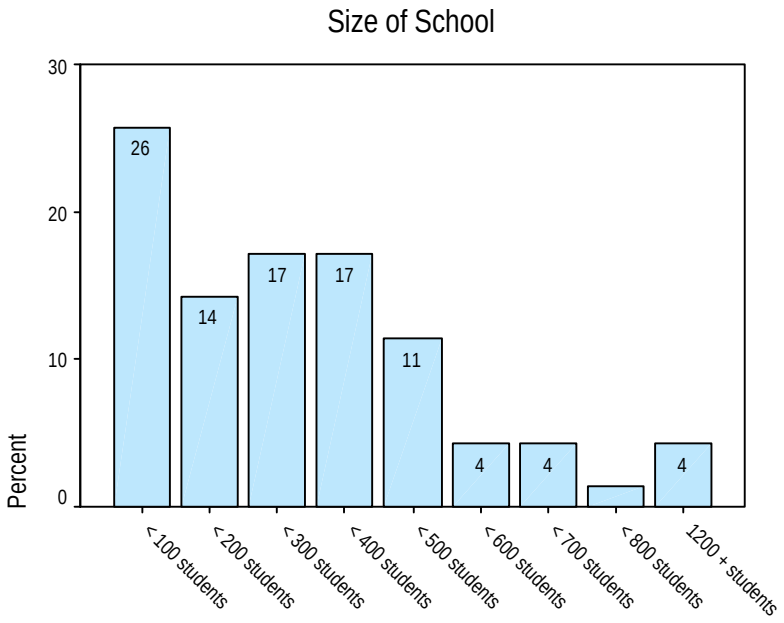


Figure A.2

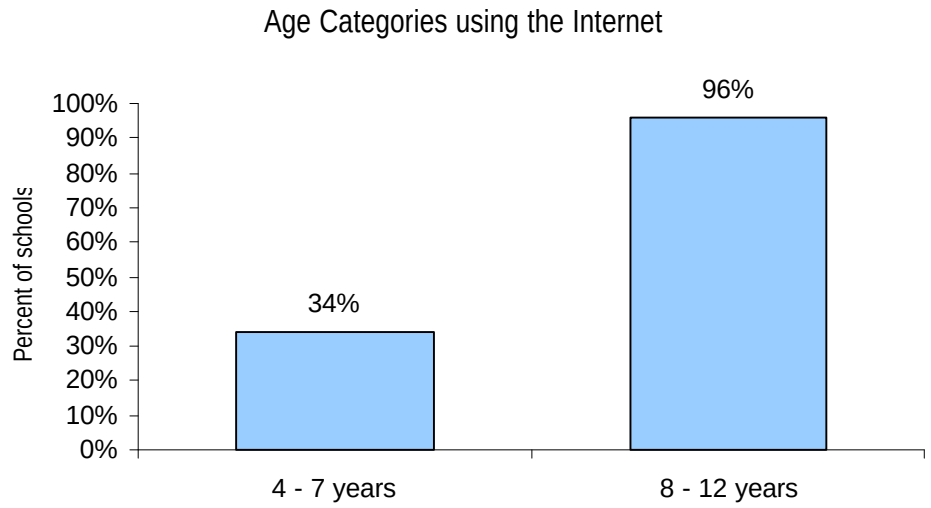


Figure A.3

Post-Primary

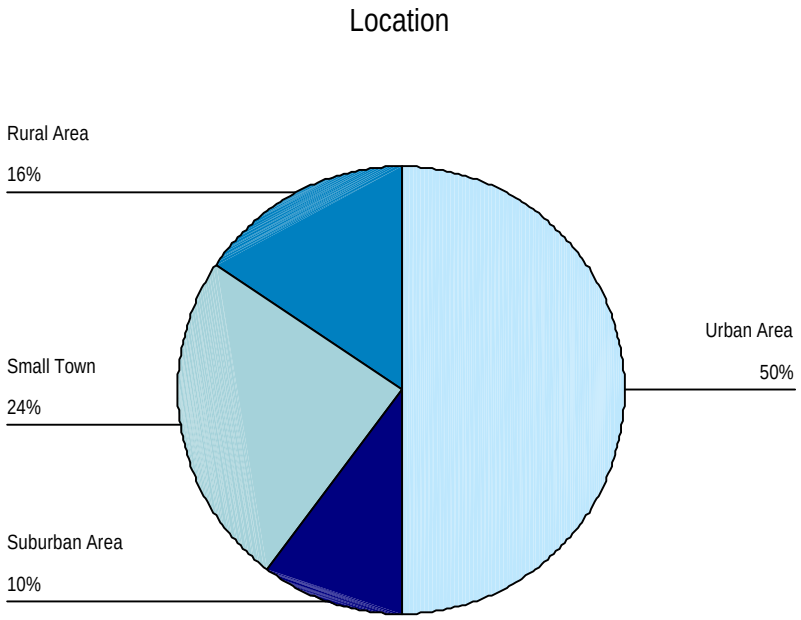


Figure A.4

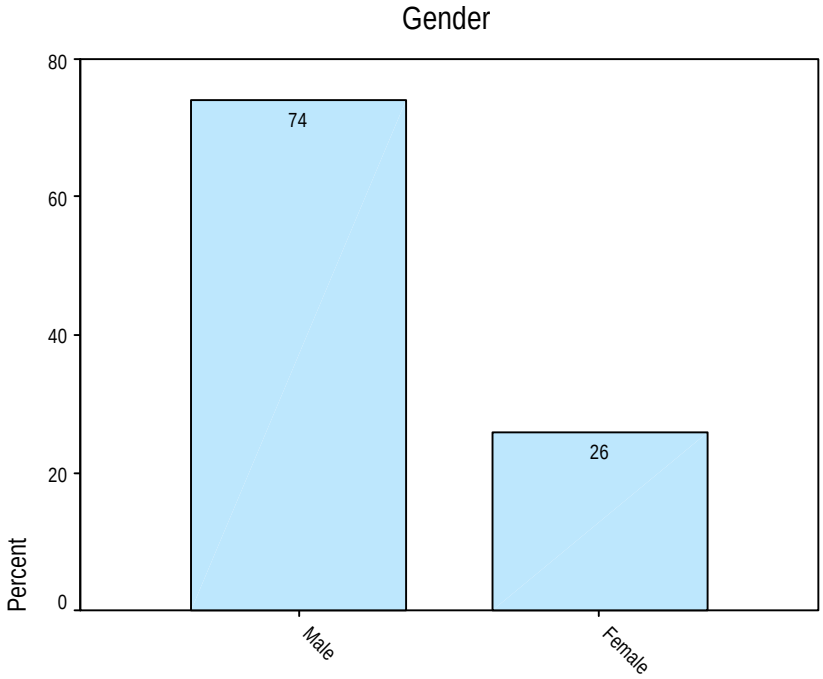


Figure A.5

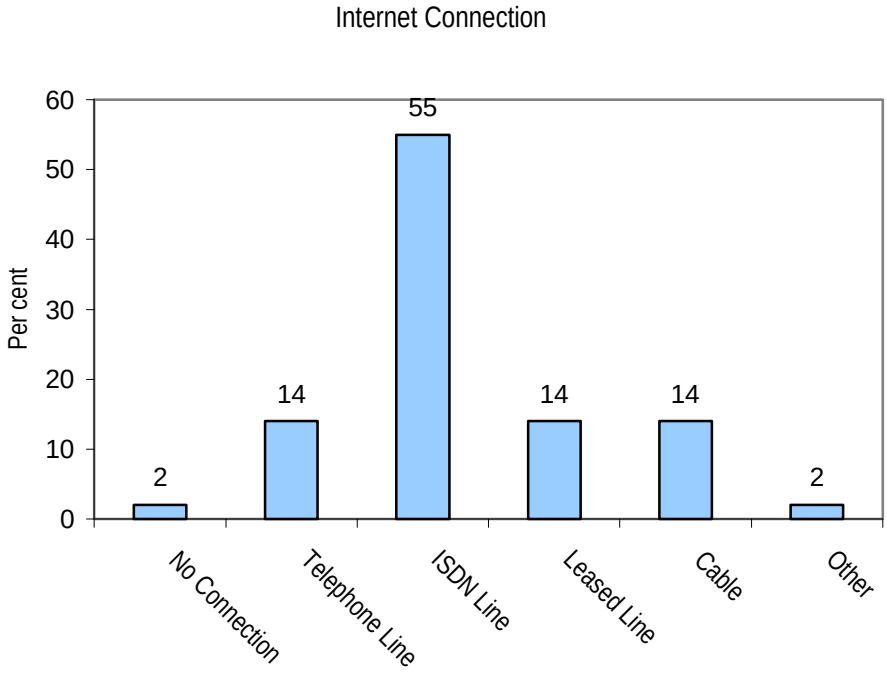


Figure A.6

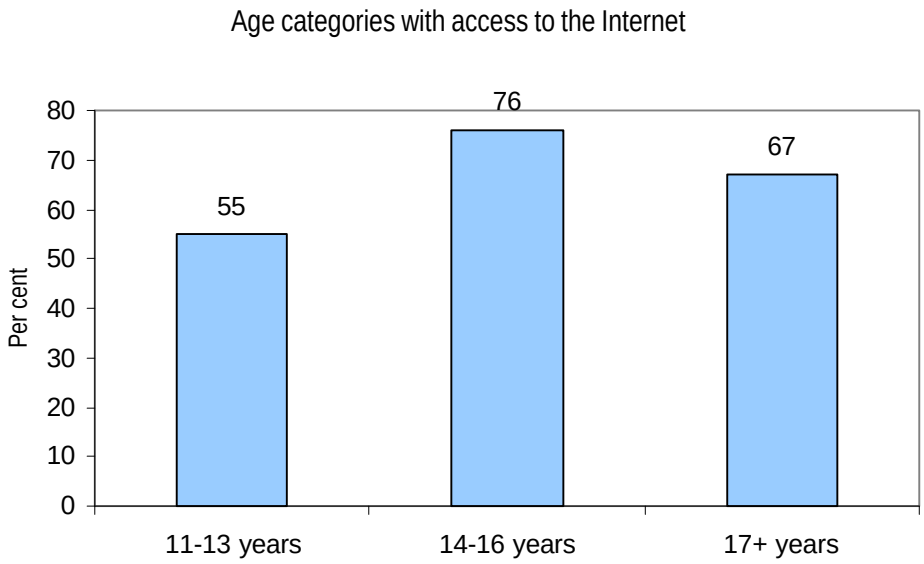


Figure A.7

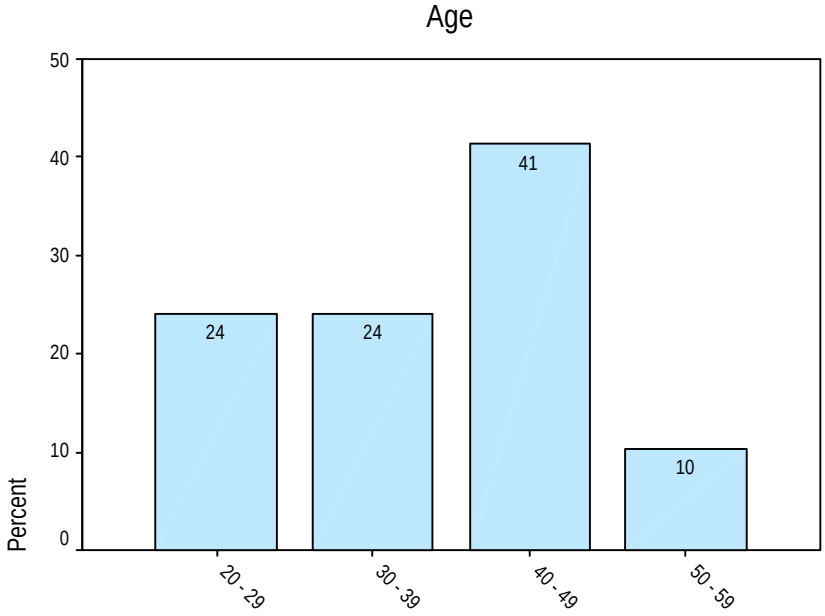


Figure A.8

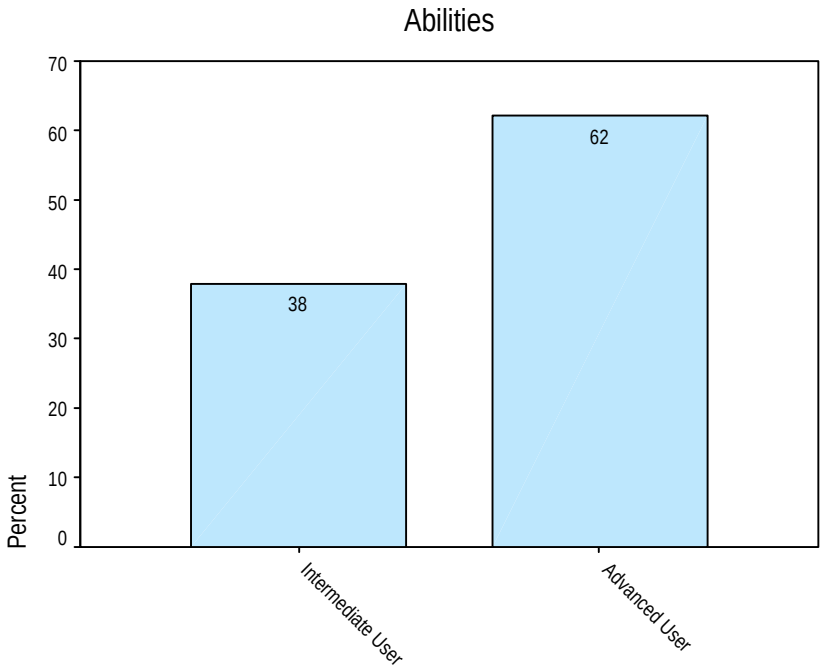


Figure A.9

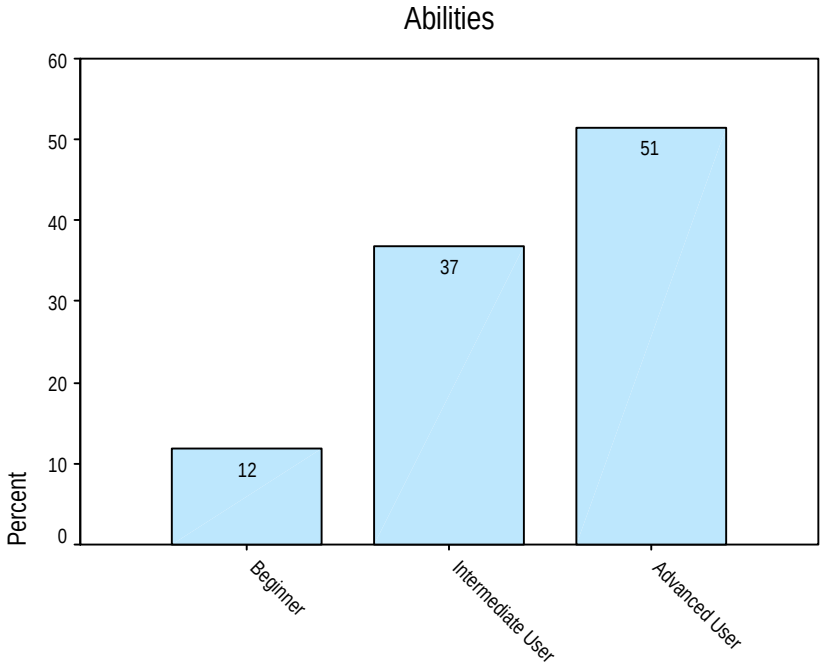


Figure A.10

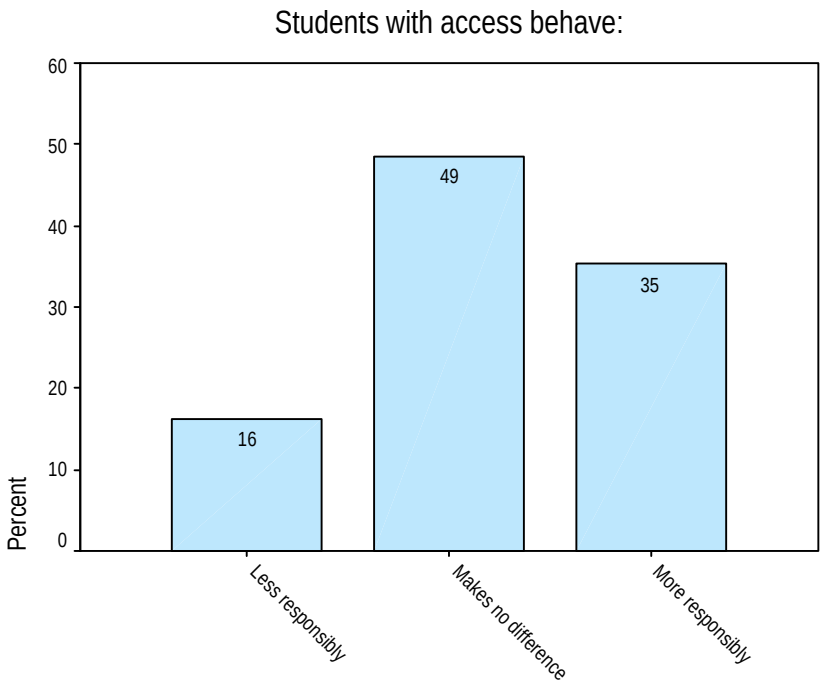

Students with access behave:
Percent
60
50
40
30
20
10
0
16
49
35
Less responsibly
Makes no difference
More responsibly

Figure A.11

APPENDIX B – TABLES

Table B.1

	% of Schools
Each teacher has his/her own school email account	79
Teachers are allowed to use their own web-based email system	56
Teachers have no email access	1

Table B.2

	% of Schools
School has no website	24
No safety guidelines	1
No one responsible for school website	3
Principal responsible for school website	26
ICT Co-ordinator responsible for school website	61
Member of staff is given official responsible for school website	4
Interested member of staff responsible for school website	11
Group of staff members take responsible for school website	11
Group of students responsible for school website	6
Individual teachers manage their own web-page / section of school website	17
Parental permission required for students work to be published on website	27
Personal information is omitted from school web pages	41
Students cannot be identified by full name from photos on website	40
Actions abide by governmental guidelines and recommendations	34

Table B.3

	3-7 years	8-12 years
Students undergo a safety exam/test	0	4
Students undergo an online safety quiz awareness programme	0	11
Students keep a log of all sites visited	0	6
Students seek permission before printing, downloading text, software from Internet	14	61
Students are not allowed sign a visitors book at a website or subscribe	16	57
Students record the source of data downloaded	4	9
Students are not allowed to open or send email attachments without permission	16	51
Students are not allowed to access the Internet without permission	26	69

Table B.4

	% of schools
Don't know / Not sure of full details	17
Uses Basic / Default Settings	9
Blocks key words of phrases	11
Exclusive site listing, preventing access to a list of sites	1
Inclusive site listing, allowing access to an acceptable subnet of the Internet	0
Controls time and length of access	1
Automatically monitors and logs Internet activity	11
Restricts the disclosure of personal information	0

Table B.5

	% of Schools
Each teacher has his/her own school email account	74
Teachers are allowed to use their own web-based email system	67
Teachers have no email access	5

Table B.6

	% of Schools
School has no website	12
No safety guidelines	15
No one responsible for school website	
Principal responsible for school website	28
ICT Co-ordinator responsible for school website	62
Member of staff is given official responsible for school website	24
Interested member of staff responsible for school website	9
Group of staff members take responsible for school website	10
Group of students responsible for school website	14
Individual teachers manage their own web-page / section of school website	19
Parental permission required for students work to be published on website	12
Personal information is omitted from school web pages	33
Students cannot be identified by full name from photos on website	38
Actions abide by governmental guidelines and recommendations	31

Table B.7

	11-13 years	14-16	17+ years
Students undergo a safety exam/test	5	3	5
Students undergo an online safety quiz awareness programme	12	12	15
Students keep a log of all sites visited	100	100	100
Students seek permission before printing, downloading text, software from Internet	36	41	33
Students are not allowed sign a visitors book at a website or subscribe	31	28	31
Students record the source of data downloaded	7	14	14
Students are not allowed to open or send email attachments without permission	17	17	19
Students are not allowed to access the Internet without permission	45	43	41

Table B.8

	% of schools
Don't know / Not sure of full details	10
Uses Basic / Default Settings	17
Blocks key words of phrases	28
Exclusive site listing, preventing access to a list of sites	28
Inclusive site listing, allowing access to an acceptable subnet of the Internet	10
Controls time and length of access	12
Automatically monitors and logs Internet activity	19
Restricts the disclosure of personal information	2

Primary – Form B

Table B.9

Role 1	Percent
Remedial Teacher	3
Special Needs Teacher	3
Subject Head / Co-ordinator	3
School Principal	7
Vice Principal	7
ICT Co-ordinator	7
Head of Year Group	7
Classroom Teacher	62
Total	100

Table B.10

Gender	Percent
Male	47
Female	53
Total	100.0

Table B.11

Item	Not Aware, D/K	Not concerned	Concerned	Very Concerned
Exposure to illicit or crude language	3	13	64	20
Exposure to incitement to racial hatred, discrimination, intolerance	10	20	43	27
Exposure to graphic images or descriptions of violence or crime	3	17	46	34
Access to potentially dangerous material (bomb-making, cults, drugs, gambling)	3	20	44	33
Access to partial or provocative frontal nudity	0	17	62	21
Access to adult pornography (sexually explicit material)	0	16	37	47
Access to child pornography. Child trafficking (sexually explicit material involving children)	0	17	31	52
Students vulnerable to targeting by paedophiles, disclosing personal identity.	0	17	30	53
Unauthorised access, including hacking and unlawful activities	6	50	37	7
Receipt of unwanted mail	3	27	50	20
Receipt of computer viruses	4	10	41	45
Exposure to commercially orientated websites (advertising, special offers)	7	34	49	10
Privacy protection	0	30	37	33
Piracy, copyright etc.	4	47	33	16
Other	0	0	0	0

Table B.12

How students with home access behave:	Valid Percent
Less responsibly	10.0
Makes no difference / Don't know	63.3
More responsibly	26.7
Total	100.0

Table B.13

Age	Percent
20 - 29	7
30 - 39	19
40 - 49	46
50 - 59	26
60+	3
Total	100.0

Table B.14

Gender	Percent
Male	51
Female	49
Total	100.0

Table B.15

Item	Not Aware, Don't Know	Not concerned	Concerned	Very Concerned
Exposure to illicit or crude language	0	26	**58**	16
Exposure to incitement to racial hatred, discrimination, intolerance	3	22	**46**	29
Exposure to graphic images or descriptions of violence or crime	2	14	**41**	43
Access to potentially dangerous material (bomb-making, cults, drugs, gambling)	3	27	**38**	32
Access to partial or provocative frontal nudity	2	31	**39**	28
Access to adult pornography (sexually explicit material)	4	16	34	**46**
Access to child pornography. Child trafficking (sexually explicit material involving children)	3	12	23	**62**
Students vulnerable to targeting by paedophiles, disclosing personal identity.	3	12	**34**	51
Unauthorised access, including hacking and unlawful activities	5	31	**40**	24
Receipt of unwanted mail	0	32	**56**	12
Receipt of computer viruses	3	12	**50**	35
Exposure to commercially orientated websites (advertising, special offers)	5	**44**	28	23
Privacy protection	5	21	**48**	26
Piracy, copyright etc.	8	36	**37**	19