

Safer Internet for Children and Youth

**Polling of Students, Parents and
Teachers**

April – May 2008

Marketing and Public Opinion Research Centre



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Technical Information on Polling of Children 13 and Under

RESEARCH PERFORMED BY	Research Centre SKDS
TARGET GROUP	School children aged 13 and under
PLANNED REPRESENTATIVE SAMPLE	250 school children aged 13 and under
REACHED REPRESENTATIVE SAMPLE	251 school children age aged 13 and under
METHOD OF SAMPLING	Schools were selected using the comprehensive list of schools for the 2007/2008 academic year available on the MES webpage (www.izm.gov.lv) and by taking into account the distribution of schools by regions and the learning language.
METHOD OF CONDUCTING THE POLLING	Polling in schools (prior to polling - contacting the school principal, receiving approval to conduct polling in the school and agreeing on the time for polling the children).
POLLING CONDUCTED	24.04.2008 to 20.05.2008

CHARACTERISTICS OF THE REACHED REPRESENTATIVE SAMPLE

	Number of Respondents	Percentage
TOTAL	251	100.0

LOCATION OF EDUCATIONAL INSTITUTION (region)

Riga	54	21.5
Pieriga	42	16.7
Vidzeme	36	14.3
Kurzeme	36	14.3
Zemgale	43	17.1
Latgale	40	15.9

TYPE OF POPULATED AREA

Riga	54	21.5
Other towns	151	60.2
Rural area	46	18.3

GRADE

Grade 1	8	3.2
Grade 2	17	6.8
Grade 3	22	8.8
Grade 4	38	15.1
Grade 5	50	19.9
Grade 6	59	23.5
Grade 7	57	22.7

AGE

7 years	8	3.2
8 years	11	4.4
9 years	23	9.2
10 years	32	12.7
11 years	46	18.3
12 years	50	19.9
13 years	81	32.3

SEX OF STUDENT

Girl	138	55.0
Boy	111	44.2
NA	2	0.8

NATIONALITY OF STUDENT

Latvian	188	74.9
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Russian	40	15.9
Other	16	6.4
NA	7	2.8

Technical Information on Polling of Youths Aged 14 to 18

RESEARCH PERFORMED BY	Research Centre SKDS
TARGET GROUP	School children aged 14 to 18
PLANNED REPRESENTATIVE SAMPLE	250 school children aged 14 to 18
REACHED REPRESENTATIVE SAMPLE	265 school children aged 14 to 18
METHOD OF SAMPLING	Schools were selected using the comprehensive list of schools for the 2007/2008 academic year available on the MES webpage (www.izm.gov.lv) and by taking into account the distribution of schools by regions and the learning language.
METHOD OF CONDUCTING THE POLLING	Polling in schools (prior to polling - contacting the school principal, receiving approval to conduct polling in the school and agreeing on the time for polling the children).
POLLING CONDUCTED	24.04.2008 to 20.05.2008

CHARACTERISTICS OF THE REACHED REPRESENTATIVE SAMPLE

	Number of Respondents	Percentage
TOTAL	265	100.0

LOCATION OF EDUCATIONAL INSTITUTION (region)

Riga	52	19.6
Pieriga	45	17.0
Vidzeme	50	18.9
Kurzeme	41	15.5
Zemgale	36	13.6
Latgale	41	15.5

TYPE OF POPULATED AREA

Riga	52	19.6
Other towns	163	61.5
Rural area	50	18.9

GRADE

Grade 7	28	10.6
Grade 8	44	16.6
Grade 9	70	26.4
Grade 10	46	17.4
Grade 11	43	16.2
Grade 12	34	12.8

AGE

14 years	47	17.7
15 years	59	22.3
16 years	55	20.8
17 years	53	20.0
18 years	51	19.2

SEX OF STUDENT

Male	172	64.9
Female	93	35.1

NATIONALITY OF STUDENT

Latvian	214	80.8
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Russian	29	10.9
Other	22	8.3

Technical Information on Polling of Parents

RESEARCH PERFORMED BY	Research Centre SKDS
TARGET GROUP	Parents of school children
PLANNED REPRESENTATIVE SAMPLE	500 parents of school children
REACHED REPRESENTATIVE SAMPLE	513 parents of school children
METHOD OF SAMPLING	Schools were selected using the comprehensive list of schools for the 2007/2008 academic year available on the MES webpage (www.izm.gov.lv) and by taking into account the distribution of schools by regions and the learning language.
METHOD OF CONDUCTING THE POLLING	Polling in schools (prior to polling - contacting the school principal, receiving approval to conduct polling in the school; afterwards all selected students received questionnaires for their parents, agreeing on a time to meet with the interviewer).
POLLING CONDUCTED	24.04.2008 to 19.05.2008

CHARACTERISTICS OF THE REACHED REPRESENTATIVE SAMPLE

	Number of Respondents	Percentage
TOTAL	513	100.0

LOCATION OF EDUCATIONAL INSTITUTION (region)

Riga	96	18.7
Pieriga	95	18.5
Vidzeme	97	18.9
Kurzeme	68	13.3
Zemgale	90	17.5
Latgale	67	13.1

TYPE OF POPULATED AREA

Riga	96	18.7
Other towns	314	61.2
Rural area	103	20.1

SEX OF RESPONDENT

Female	435	84.8
Male	76	14.8
NA	2	0.4

EDUCATION LEVEL OF RESPONDENT

Primary education	23	4.5
Secondary education	100	19.5
Secondary special education	170	33.1
Higher education	215	41.9
NA	5	1.0

NATIONALITY OF RESPONDENT

Latvian	386	75.2
Russian	86	16.8
Other	38	7.4
NA	3	0.6

Technical Information on Polling of Teachers

RESEARCH PERFORMED BY	Research Centre SKDS
TARGET GROUP	Teachers of informatics
PLANNED REPRESENTATIVE SAMPLE	50 informatics teachers
REACHED REPRESENTATIVE SAMPLE	53 informatics teachers
METHOD OF SAMPLING	Schools were selected using the comprehensive list of schools for the 2007/2008 academic year available on the MES webpage (www.izm.gov.lv) and by taking into account the distribution of schools by regions and the learning language.
METHOD OF CONDUCTING THE POLLING	Polling in schools (prior to polling - contacting the school principal, receiving approval to conduct polling in the school).
POLLING CONDUCTED	24.04.2008 to 19.05.2008

CHARACTERISTICS OF THE REACHED REPRESENTATIVE SAMPLE

	Number of Respondents	Percentage
TOTAL	53	100.0

LOCATION OF EDUCATIONAL INSTITUTION (region)

Riga	8	15.1
Pieriga	9	17.0
Vidzeme	9	17.0
Kurzeme	8	15.1
Zemgale	10	18.9
Latgale	9	17.0

TYPE OF POPULATED AREA

Riga	8	15.1
Other towns	37	69.8
Rural area	8	15.1

SEX OF TEACHER

Male	13	24.5
Female	40	75.5

EDUCATION LEVEL OF TEACHER

Unfinished higher education (studying, but bachelor's degree has not yet been acquired).	2	3.8
Bachelor's degree	29	54.7
Master's degree or higher scientific degree	19	35.8
NA	3	5.7

NATIONALITY OF TEACHER

Latvian	42	79.2
Russian	8	15.1
Other	3	5.7

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Description of the Situation¹

Accessibility and Use of Information Technologies in Latvia

The following material reviews the accessible statistical data on the spread of information technologies in Latvia. The RL Central Statistical Bureau, which aggregates the official statistical data in Latvia, was used as the main source. However, it should be noted that only incomplete data or data from recent years are available for some of the sectors relating to technologies. For example, data on computer and Internet accessibility in Latvian households has been available since 2004, while the data on computer and Internet accessibility in companies has been available since 2001. For comparisons with other European Union member countries, the *Eurostat* data for 2007 were used.

Computer and Internet Accessibility

After summarizing the data on computer and Internet accessibility in Latvian households since 2004, there is a noticeable trend in the percentage increases of households with access to the ICT: in 2004, according to the data of the RL CSB, there was a computer in 26% and Internet in 15% of households; in 2005, the data were 32% and 31%, respectively; in 2006, 41% and 42%, while in 2007, approximately half of the households in Latvia had a computer (49%) and an Internet connection (51%). It should be additionally noted that, according to the *Eurostat* data, indexes representing ICT accessibility in Latvia do not substantially differ from the EU average: the average percentage of households with an Internet connection in 27 EU member states is 54% (51% in Latvia). If the indexes of the member states are compared, it can be seen that the highest percentages of households with home Internet access are in Iceland (84%), the Netherlands (83%), Scandinavian countries (Sweden - 79%, Denmark - 78%, Norway - 78%, Finland - 69%), Luxemburg (75%) and Germany (71%). However, the lowest percentages of households with home Internet access are in Bulgaria (19%), Romania (22%) and Greece (25%)².

If data on computer and Internet accessibility in Latvia are compared between various types of households, there is a pattern showing that families with children (1 adult with children, 2 adults with children, or 3 and more adults with children) have a computer and Internet access more often than do families without children.

Table 1

Computer/Internet accessibility in various types of households at the beginning of 2007 (% of the total count of households in the respective group)

		<i>Computer</i>	<i>Internet</i>
Total in All Households		49	51
<i>Households with children</i>	1 adult with children	52	49
	2 adults with children	71	70
	3 and more adults with children	76	81
<i>Households without children</i>	1 adult	18	18
	2 adults	32	33
	3 or more adults	71	75

¹ Working material of the master thesis "Perception of Threat by Internet Users" defended by Inese Ilmere in 2008.

² Eurostat *Level of Internet Access – Households*. Viewed on the Internet (30/03/2008)

http://epp.eurostat.ec.europa.eu/portal/page?_pageid=1996,39140985&_dad=portal&_schema=PORTAL&screen=detailref&language=en&product=Yearlies_new_science_technology&root=Yearlies_new_science_technology/I/15/ir031

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Source: Data from the RL CSB

The RL CSB data on the percentage of the population using a computer and the Internet are summarized in Table 2 according to various socially demographic groups. As shown, more than half of the population specified that they used a computer (55%) and the Internet (52%) on a regular basis. In turn, approximately 2/3 of the Latvian population specified that it had, at some point, used a computer and the Internet (computer - 64%, Internet – 61%). If the data are compared according to various demographic groups, it can be seen that the majority of regular computer and Internet users (their percentage exceeds 4/5 of the total population in the respective group) is amongst the younger population (the group aged 16 to 24 years), as well as amongst students and the people with the highest level of education. More than half of the regular computer and Internet users are aged 25 to 44 years and are amongst the economically active population.

When comparing the data on computer and Internet accessibility in various regions of Latvia, it can be established that, in 2007, a computer was accessible to more than half of the households in Riga and Pieriga (63% and 57%, respectively), while in the Latgale region, the opposite was true – a computer was least accessible and, according to the data of the RL CSB, a computer could be found in a little less than 1/3 of households (32%). A similar pattern is visible in the data on Internet accessibility (Riga: 60% of households, Pieriga: 60%, Latgale: 32%). Furthermore, such a trend can also be identified in previous years: from 2004 to 2006, the percentage of households in Latgale with a computer grew from 15% to 26%, which was still the lowest index compared to other regions in Latvia.

Table 2

Use of computers and the Internet amongst the Latvian population (% of the population in the respective group) in 2007

	Computer		Internet	
	<i>Had Used at All</i>	<i>Used on a Regular Basis (At least Once a Week)</i>	<i>Had Used at All</i>	<i>Used on a Regular Basis (At least Once a Week)</i>
Total	64	55	61	52
<i>Gender</i>				
Male	65	56	63	54
Female	63	53	59	51
<i>Age</i>				
16-24 years	98	92	97	92
25-34 years	86	76	86	74
35-44 years	75	61	70	58
45-54 years	57	44	52	40
55-64 years	34	25	31	23
65-74 years	11	6	9	5
<i>Education</i>				
With elementary education	45	39	43	38
With secondary education	62	50	58	47
With higher education	91	85	90	82
<i>Employment</i>				
Employed	75	64	72	61
Student	99	96	99	95
Unemployed	42	28	40	25
Other non-active	26	19	23	18

Source: RL CSB data

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Similarly to the indexes on Internet accessibility in households of EU member states, when comparing the data on the percentage of regular Internet users, it can be concluded that the data on Latvia does not substantially differ from the EU average. The Internet is used in 27 EU member states on a regular basis by an average 51% of the population (52% in Latvia). The highest percentage of regular Internet users is in Iceland, Scandinavian countries, Luxemburg and the Netherlands (72% - 86%), but the lowest – in Romania, Greece and Bulgaria (22% - 28%)³. A similar pattern can be observed when comparing the data on Internet accessibility in the households.

Interpreting the data on the places the Latvian population uses the Internet, it can be concluded that the Internet is most frequently used at home (77%). Internet was used at work by 2/5 or 40% of the Internet users, while it was used in educational institutions by 19%. In addition, significant changes since 2004 can be seen in the data on places of Internet use: if the Internet was used by 33% in 2004 and by 50% in 2005 then, by 2006, it was 62% and more than 3/4 (77%) were Internet users in 2007. In turn, the frequency of Internet use at the work place and educational institutions has decreased slightly: in 2006, the Internet was used at the work place by more than half of Internet users (52%), but by 44% of Internet users in 2007. The Internet was used in educational institutions by 21% in 2004 and by 19% in 2007⁴.

Purposes for Using the Internet

While analyzing the data from the RL CSB on the purposes of the Latvian population for Internet use in 2007, it can be seen that e-mail was used most often (84% of Internet users). “*The search for information on goods and services*” (71%) was indicated as the second most frequent purpose and the Internet was used for “chatting” by a little over half of Internet users (51%). Internet banks (50%), games, image, movie and music downloads from the Internet (48%) were used slightly less frequently. Approximately 1/3 of Internet users sometimes streamed radio/watched television (36%), made Internet phone calls (33%), read or downloaded newspapers and magazines (33%), used services related to travel and accommodations (32%) and obtained information from the web pages of public institutions (31%)⁵.

The data from *Eurostat* proves that Internet in Latvia is used rather rarely to order and purchase goods/services. Such services were used on average by 23% of the population in 27 EU member states during the last 3 months, while in Latvia they were used by 6%. These indicators do not significantly differ in Estonia and Lithuania (6% and 4%, respectively). However, it should be noted that ordering and purchasing goods and services through the Internet was done by less than half of the population in all EU member states (the highest indicators were in Norway, the United Kingdom, Denmark, the Netherlands and Germany – 41% to 48% of the population)⁶.

³ Eurostat. *Share of individuals regularly using the Internet*. Viewed on the Internet (30/03/2008) http://epp.eurostat.ec.europa.eu/portal/page?_pageid=1996,39140985&_dad=portal&_schema=PORTAL&screen=detailref&language=en&product=Yearlies_new_science_technology&root=Yearlies_new_science_technology/I/15/ecb12560

⁴ RL CSB. *The places used by the population for the Internet at the beginning of the year (%)*. Viewed on the Internet (30/03/2008) <http://data.csb.gov.lv/DATABASE/zin/lkgadējie%20statistikas%20dati/Datorizācija/Datorizācija.asp>

⁵ RL CSB. *The purposes of the population for using the Internet at the beginning of the year (%)*. Viewed on the Internet (30/03/2008) <http://data.csb.gov.lv/DATABASE/zin/lkgadējie%20statistikas%20dati/Datorizācija/Datorizācija.asp>

⁶ Eurostat. *Share of individuals having ordered/bought goods or services for private use over the Internet in the last three months*. Viewed on the Internet (30/03/2008)

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When contacting state institutions through the Internet, the Latvian population is also relatively inert compared to other EU member states. In the EU in general, the web pages of state institutions were visited by slightly more than ¼ of the population (27%) for information acquisition. It was most frequently done in Denmark (58%), Norway (55%) and Iceland (54%). The Internet was used for such purposes by 17% of the Latvian population. The Lithuanian population was similarly active (18%); however, the respective indicator in Estonia was the same as the EU average (27%). The Internet was used by 7% of the Latvian population to download official forms, which is lower than the EU average (18%). The indicators for Latvia in this area are the lowest amongst the Baltic States – official forms were downloaded by 12% of the Lithuanian population and by 21% of the Estonian population. The population sent completed Internet forms even less, both in general in the EU and in Latvia as well: the EU average is slightly above 1/10 of the population (13%), 6% in Latvia, 11% in Lithuania and 20% in Estonia, which is the sixth highest indicator amongst the 27 EU member states⁷.

When analyzing the accessibility of e-services in Latvia, it must be concluded that it is not very high – the data summary on the percentage of the 20 most important e-services accessible in each EU member state indicates that Latvia has one of the lowest indicators in the EU. In general, the average index in the EU is 59% and is the highest in Austria (all or 100% of the 20 main e-services are available), Malta (95%), Portugal (90%), Slovenia (90%) and the United Kingdom (89%). However, in Bulgaria, Switzerland and Poland, it is the lowest (15%, 21% and 25%, respectively), as well as in Latvia (30%), Slovakia, Romania and Lithuania (35% in these countries). However, it should be noted that, even though Latvia has a generally low e-services accessibility index, it has increased considerably since 2004: if this indicator was at 5% in 2004, in 2006 it reached 10% and, as already mentioned, 30% in 2007. Comparing the growth of the e-services accessibility index for 2006 in various countries, it can be noted that one of the most rapid increases was in Latvia. A higher increase existed only in Portugal, Germany, Slovenia and the Czech Republic (index increased from 25% to 30%). As in Latvia, the accessibility of e-services has increased by 20% in Malta (however, unlike in Latvia, these countries have an e-services accessibility indicator increase ranging from 55% to 95%)⁸.

While analyzing the data on the use of e-services amongst the portion of the population that has contacted state institutions via the Internet within the last three months (i.e., has searched for information on the web pages of state institutions, has downloaded official forms or has sent completed forms), the outlook for Latvia is a positive one. The general indicator in the EU on the use of e-services in 2007 was 30% and 18% in Latvia. The highest indicators were in Norway, Iceland, Denmark, the Netherlands, Sweden, Luxemburg

http://epp.eurostat.ec.europa.eu/portal/page?_pageid=1996,39140985&_dad=portal&_schema=PORTAL&screen=detailref&language=en&product=Yearlies_new_science_technology&root=Yearlies_new_science_technology/I/15/ecb15632

⁷ Eurostat. *Share of individuals using the Internet for interacting with public authorities*. Viewed on the Internet (30/03/2008)

http://epp.eurostat.ec.europa.eu/portal/page?_pageid=1996,39140985&_dad=portal&_schema=PORTAL&screen=detailref&language=en&product=Yearlies_new_science_technology&root=Yearlies_new_science_technology/I/15/ecb14096

⁸ Eurostat. *E-government on-line availability*. Viewed on the Internet (30/03/2008).

http://epp.eurostat.ec.europa.eu/portal/page?_pageid=1996,39140985&_dad=portal&_schema=PORTAL&screen=detailref&language=en&product=Yearlies_new_science_technology&root=Yearlies_new_science_technology/I/15/ir100

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and Finland, where at least half of Internet users, who had contacted state institutions through the Internet, had used e-services (50% - 60%)⁹.

Encountered Security Problems

Eurostat also contains summarized data on the percentage of Internet users, who have encountered various types of threats on the Internet. The indicator is divided into three types of threats:

- fraudulent payments using the credit card of the person,
- malicious exploitation of personal information sent over the Internet,
- encountering computer viruses that have caused the loss of information or time.

Data on Latvia and the EU are summarized in the following table.

Table 3

Security problems encountered amongst Internet users (% of the population, who have used the Internet during the last year)

	2004		2005	
	Average in 27 EU Member States	Latvia	Average in 27 EU Member States	Latvia
<i>Encountering computer viruses</i>	32.3	28.7	34.4	17.1
<i>Malicious exploitation of personal information</i>	4.6	1.2	3.8	0.3
<i>Fraudulent payments using the credit card of the person</i>	0.9	0.4	1.3	0.2

Source: *Eurostat*

As can be seen, Internet users in general most frequently encountered computer viruses both in Latvia and in the EU – on average, 1/3 of the Internet users in the EU and slightly less than that in Latvia (29% and 17%). The other two types of threats were noticeably less common¹⁰.

It should be noted that, according to the *Informative report on possible solutions in combating cyber crimes* by the Secretariat of Special Assignments Minister for Electronic Government Affairs (SSAMEGA), when characterizing the accessible data on the spread of cyber crime in Latvia, the responsible authority for combating and investigating cyber crimes is the Cybercrime Combating Unit of the State Police Central Criminal Police Department Economic Police Department (SP CCPD EPD). In 2006, this unit had initiated 21 criminal procedures, 15 of which were successfully investigated. However, in the first half of 2007, 12 criminal procedures were started, 9 of which were successfully investigated. Usually, the started procedures were on crimes against property (wangling of personal data, theft of access data, etc.). Two processes were initiated and successfully investigated on distribution

⁹ Eurostat. *E-government usage by individuals*. Viewed on the Internet (30/03/2008).

http://epp.eurostat.ec.europa.eu/portal/page?_pageid=1996,39140985&_dad=portal&_schema=PORTAL&screen=detailref&language=en&product=Yearlies_new_science_technology&root=Yearlies_new_science_technology/I/15/ir111

¹⁰ Eurostat. *Share of individuals with Internet access having encountered security problems*. Viewed on the Internet (31/03/2008)

http://epp.eurostat.ec.europa.eu/portal/page?_pageid=1996,39140985&_dad=portal&_schema=PORTAL&screen=detailref&language=en&product=Yearlies_new_science_technology&root=Yearlies_new_science_technology/I/15/ecb16656

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of harmful programmes (computer viruses)¹¹. Furthermore, as noted in the Public Report by State Police for 2006, EPD activities also included eliminating Internet web pages that offer downloads of pornographic movies or illegal purchases of reproduced movie records (however, a guilty verdict was enforced in only one case). The operation of seven P2P file-exchange network (torrents) provider web pages¹² was interrupted or temporally stopped. However, the positive aspect is that combating file exchange program providers is becoming a topical issue both in the world and in Latvia.¹³

Cyber crimes are quite often viewed in relation to intellectual property. Thus, a special EPD unit was commenced in 2005 for work in the field of intellectual property protection, the duties of which include:

- combating illegal computer software and violations of copyrights and neighbouring rights on the Internet;
- combating the distribution of illegal audio and visual works and performing and demonstration them in public¹⁴.

Taking into account the diversity of cyber crimes, the work of the EPD in combating these crimes also includes cooperation with the commercial entities working with electronic communications, administration of public Internet access points and providers of Internet resources, as well as informing the population and cooperation with the LIA and SSAMEGA. International cooperation also has a crucial role in combating cyber crimes.

There are several institutions in Latvia that are directly or indirectly responsible for network and information systems security: the Ministry of Transportation, SSAMEGA, SJSC State Information Network Agency, the Computer Security Incident Response Team (DDIRV), Data State Inspectorate and the aforementioned Cybercrime Combating Unit of the SP EPD.

The most significant institution at the European Union level is the European Network and Information Security Agency (ENISA), which was founded in 2004 and aims to ensure the security of information networks on the EU level. According to the data from the research performed by the ENISA in 2006, the issues regarding the combating of cyber crimes in Latvia are not addressed enough. Furthermore, it is done at a lesser scope than in Lithuania and Estonia. The summary of the measures implemented by each of the Baltic States to increase the security of cyberspace is shown in Table 4.

Table 4

Measures to increase the security of cyberspace in the Baltic States as of 2006

	Latvia	Lithuania	Estonia
A strategy to promote national IT security understanding	Not created	Exists	Exists
<i>IT legislation promoting security</i>	Exists	Exists	Exists
<i>State administration as an IT user</i>	Not created	Exists	Exists
<i>Municipalities as an IT user</i>	Not created	No information	Not created
<i>State administration as a partner for business and industry</i>	Not created	Exists	Exists
<i>State administration as the promoter of civil society</i>	Exists	No information	Exists
Progress	2	4	5

¹¹ RL SSAMEGA. *Informative report on possible solutions in combating the cyber crimes*. Riga, 2007. p.4. Viewed on the Internet (09/05/2008) http://www.eps.gov.lv/files/IS%20drosiba/IUMEPLS_110907_IZ_Saeima.doc

¹² File Exchange Networks, in which users have the possibility to exchange different files.

¹³ RL Ministry of the Interior. *The Public Report of the State Police for 2006*. Riga, 2006. p.28.

¹⁴ See: p.27.

It was noted in the report by the SP that, in the field of computer piracy in general, both positive and negative effects could be seen. Firstly, increasingly more companies both in the state and the private sector were legalizing the IT field and the understanding about copyrights and the negative influence of piracy over the national economy was growing. Secondly, the improvements and changes were implemented in the laws and regulations. However, a negative feature could also be seen – the illegal use of copyrighted objects using increasingly sophisticated technical solutions. The global computer piracy level in the world in the last years has been around 35% and is mostly dependant on the market growth potential. The information technology market in developed countries is increasing by approximately 5%, while in countries with a high level of computer piracy it is increasing by about 15%. The level of computer piracy in Latvia has decreased by about 20% since 1999 (from 80% to 60%). Just like in the rest of the world, the level of piracy in Latvia is influenced by the growth of the information technology industry, thus also increasing computer piracy and the damages caused by it, which totals about 10-15 million lats annually.¹⁵

The data of the research on global computer software piracy performed in 2007 by the organization Business Software Alliance (*Fifth Annual BSA and IDC Global Software Piracy Study*) shows that the level of computer piracy in Latvia in 2007 was 56%, which is same as in 2006 and caused 29 million US dollars in losses. Comparing the period of time between 2003 and 2005, the level of computer piracy has slightly decreased (from 57% and 58% down to 56%); however, the losses caused have increased (in 2003 - 16 million, in 2007 - 29 million US dollars). It should be noted that one of the factors, which increased the losses caused both in the world in general and in Latvia, was the loss in value of the US dollar.¹⁶

Comparing the data on computer piracy in Latvia and other countries, it can be seen that the level in the world in general is at 38%, but the level of computer piracy in half of the countries reviewed by the research was at least 61% and 80% or more in more than one fourth. Even though in comparison to 2006, the level of piracy has decreased in more than half of the countries reviewed by the research the total index in the world has increased by three percentage points since the previous year. The explanation is the fact that the computer technology market of the world has grown more in the countries with a higher level of computer piracy (such as China, India and Russia).¹⁷

The aforementioned research allows for the proposal of an assertion that the same trends can be observed in Latvia as in the majority of other countries (especially when compared to other European countries). Even though the level of piracy remains constant or is slightly decreasing, the losses caused by it are continuously increasing.

In 2007, the web page www.NetSafe.lv (www.drossinternets.lv), in which IT security issues are discussed, was created to improve the situation in Latvia. In addition, a Latvian CERT working group was created (a computer security incident response team created in the EU member states to help Internet users solve security problems).

¹⁵ RL Ministry of the Interior. The Public Report of the State Police for 2006. Riga, 2006. p.27-28.

¹⁶ Business Software Alliance. *Fifth Annual BSA and IDC Global Software Piracy Study*. 2007. pp.10. Viewed on the Internet (15/05/2008) <http://global.bsa.org/idcglobalstudy2007/>

¹⁷ See, p 1.

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However, it should be noted that the increase in e-environment security also includes implementation of various other measures. In 2007, several conferences and forums on IT security took place, informational seminars were held in schools for students, teachers and parents about safe Internet use (these seminars continue in 2008). In addition, in February, 2008, an advertisement campaign was carried out to inform society on Internet security issues – several video clips were created, one of which was shown in the *Coca-Cola Plaza* movie theatre and the web page www.drossinternets.lv was also popularized by placing advertisement banners on other web pages, for example, the news portal Apollo (www.apollo.lv) and the web pages of several state institutions.

A comparatively large portion of informational and educational activities are targeted at IT professionals or students, teachers and parents – the informational campaign, performed in 2008 for the general public, was the first activity of its kind to furnish wider public awareness on safety in the e-environment.

It is interesting to note that other concerned parties also perform particular campaigns related to security on the Internet. In October 2006, the newspaper *Diena* published several articles on an experiment performed by journalists, in which a fictitious profile a 14 year-old girl named Marija was created in the portal draugiem.lv. The experiment proved that minors are not protected from sexual harassment by adults on the Internet, which, in particular, becomes a real threat to the psychological and physical health of involved children and youths. As a result of the experiment, several educational campaigns were carried out both by SSAMEGA and the Ministry for Children and Family Affairs. The drafted amendments in the Criminal Law were a considerable success at a state policy level; however, as Ints Kuzis, Chief of the Riga Criminal Police pointed out to *Diena* a year after the aforementioned experiment, the most important achievement was the fact that people have started talking about this topic and that they perceived a threat.¹⁸

In 2006, several editors of the most popular Internet portals, as well as the representatives of non-governmental organizations and state institutions, signed a declaration for respect, tolerance and cooperation on the Internet, *The Internet Without Hate*, in which it was stated that “*the same principles of the rule of law and the rules of public order apply to the Internet as a communication space of society, just like it does to any other fields of a person’s activities and expressions*”. The declaration called for a decrease in hate and intolerant expressions over the Internet, without limiting freedom of expression.¹⁹ The Internet portal www.dialogi.lv, which cooperates with the Latvian Centre for Human Rights, is also actively participating in the project for free expression on the Internet and is calling for Internet users to report on hostile expressions found on the Internet.

It should be noted that the discussion on publishing hatred-inciting comments on the Internet is still on-going – Ina Gudele, the Special Assignments Minister for Electronic Government Affairs, pointed out before her resignation in 2008 that it is impossible to create a special police institution that would control the content of comments on the Internet, but that content control of comments could best be performed by Internet users themselves and society in general. She also reminded people of the responsibility of Internet service

¹⁸ Dzerve, Laura “Everything stirred because of Marija”. *Diena*. 27 October 2007

¹⁹ Declaration for respect, tolerance and cooperation in the Internet. *Internet without hate* 2006. Viewed on the Internet (08/05/2008) <http://www.dialogi.lv/article.php?id=2487&t=0&rub=14>

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providers for the content found on their web pages²⁰ (although Internet service providers are not responsible for comments and notices written by Internet users and the discussion is still open on whether or not to define their responsibility).

It can be observed that the overall situation with cyberspace security in Latvia is gradually evolving in accordance with EU legislative regulations. It should be noted that, in Latvia, cyber crimes develop not only, but their being combating is evolving similarly to that in the European Union in general. Furthermore, an increasingly bigger role will be taken by the international mutual cooperation.

There were several measures specified in the aforementioned Business Software Alliance research on the spread of computer piracy in the world that must be performed to decrease this spread. The authors suggest to not only increase the level of understanding of the population and entrepreneurs about the risks by carrying out informational campaigns and improving the legislation, but also to ensure efficient implementation of laws and regulations into practice – it is necessary to create special institutions both on state and municipal levels, to develop cross-border cooperation, as well as to train and provide the necessary resources for institutions, whose tasks include combating cyber crimes.²¹ The Latvian situation confirms it – even though the problems with legislature have been successfully solved, the topical issue is the implementation of these laws into real life. During the last few years, several responsible authorities have been created and legal regulations have been improved for a more successful combating of cyber crime. However, it should be noted that a comparatively high number of responsible authorities can become an obstacle in improvements in cyberspace security – a clearer separation of functions is needed for more efficient work (for example, between the Ministry of Transportation and the SSAMEGA), as is a more active information exchange. The question on the best implementation of legal regulations still stands and there are differential opinions on how to achieve it.²² On one hand, the jurisdiction of law enforcement institutions is to react to various types of illegalities on the Internet. On the other hand, there is an opinion that the Internet environment is self-regulating and has no need for additional surveillance. The loss of anonymity is mentioned as an important aspect – the more registered users there will be, the less anonymity there will be and the faster problems like, for example, insults and rude comments on the Internet, will be eliminated.

²⁰ Apollo. Gudele: the comment contents are to be controlled by users and the society in general. Viewed on the Internet (0805/2008) <http://www.apollo.lv/portal/news/articles/123107>

²¹ Business Software Alliance. *Fifth Annual BSA and IDC Global Software Piracy Study*. Viewed on the Internet (15/05/2008) <http://global.bsa.org/idcglobalstudy2007/>

²² For an example, see the article published on the newspaper *Diena* web page on 28 February 2008 – Dreijere, Vita, Vevers Janis "Aggression on the Internet. Public spitting".

1. Communication Tools Amongst Children and Youths

Within the framework of research performed by SKDS in April – May 2008, children aged 13 and under and youths 14 and older were asked to specify if they had a mobile phone, if they had a computer and an Internet connection accessible at home and to describe for what purposes these devices were used. The same questions were also included in the polling of the students' parents. All respondents were asked to describe their skills for working with a computer and the Internet.

1.1. Use of a Mobile Phone

Respondents were asked to specify if they (their children) had a personal mobile phone and to specify for what purposes it was used.

Almost all children and youths of school age had their own mobile phone, according to polling data – such an answer was given by 88% of children aged 13 and under and by 99% of youths aged 14 to 18. In addition, the majority of parents (91%) specified their child had his/her own mobile phone.

Comparing the data from research performed in April – May 2008 and in September – December 2006, it can be concluded that slightly fewer (88%) children specified that they had their own mobile phone than in 2006 (92%). However, amongst the youths, the percentage of mobile phones had not considerably changed (2006: 97%, 2008: 99%), while the parents more often specified (2006: 88%, 2008: 91%) their child had his/her own mobile phone.

Those respondents, who indicated that they (or their child) had their own mobile phone, were asked to specify for what purposes it was used.

Initially, it should be noted that all respondents specified calling parents and friends, as well as sending SMSs as the three most frequent purposes for mobile phone use (children: 94%, 87%, 74%, youths: 95%, 97%, 94%, parents: 97%, 90%, 82%, respectively). More than 1/3 of children (41%) and parents (36%) specified that the phone was used for playing games, while youths more often (40%) specified that they accessed the Internet through the phone. Additionally, it should be noted that polled children, youths and their parents indicated different phone use purposes, which were not specified in the list – listening to music, sending images, taking photos, as a calculator, as an alarm clock, etc.

When describing the changes, it should be noted that, in 2008 more often than in 2006, children aged 13 and under specified almost all listed phone use purposes; however, the main differences (exceeded 14 percent points) were observed in the use of a cell phone to play games (2006: 25%, 2008: 41%), calling friends (2006: 72%, 2008: 87%) and sending SMSs (2006: 60%, 2008: 74%).

When analyzing data by the purposes, for which youths used a mobile phone, it can be concluded that this year, more often than in 2006, it was been used to call friends (97% and 92%), parents (95% and 87%) or send SMSs (94% and 86%), respectively. In turn, purposes like accessing the Internet (40% and 45%) and chatting (13% and 18%), were indicated less.

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Similar to youths, this year's polled parents also specified more often than before that their child used the mobile phone to call parents (97% and 87%), friends (90% and 77%) and send SMSs (82% and 72%), but less for games (36% and 39%) and chatting (10% and 13%).

1.2. Use of a Computer

Within the framework of the research, it was established whether or not the respondents had a computer at home and where a computer was most often used.

90% of polled children, 92% of youths and 89% of parents specified that they had a computer at home. Comparing the data, it can be noted that, in 2008, children and parents specified the existence of a computer at home more often (89%-90%) than in 2006 (81%-83%), while the responses from youths did not significantly change (91%-92%).

When asked to specify all the places, where a computer was used, the majority indicated the home (children: 87%, youths: 90%, parents: 86%) and school (children: 70%, youths: 81%, parents: 80%). More than half of the respondents (51%-63%) specified that a computer was used "*at a friend's*". 16% - 22% of respondents specified using a computer "*at the workplace of a parent*"; 18% - 19% indicated "*public Internet access points*" and 4% - 8% - "*Internet cafés*".

The results of the polling showed that a computer was most often used at home (children: 75%, youths: 77%, parents: 70%). Slightly more than 1/10 of respondents (10% - 14%) specified that they (their child) used a computer at school.

1.3. Use of the Internet

Respondents, who specified that they had a computer at home, were asked to specify if they had an Internet connection at home. The participants of the polling also described their Internet use habits – where they (their child) used the Internet, at what age did they start to use it, how often they used it and how much time spent on the Internet and for what purposes it was used. Children and youths were also asked to specify if they sometimes chatted with strangers and if they had met these strangers in real life.

According to the results of the research, the majority (85% - 89%) of respondents, who had a computer at home, specified that they also had an Internet connection. It must be added that the presence of an Internet connection was specified more often in 2008 than in 2006 (77% - 81%).

The data of the polling showed that the Internet is also usually used at home (76% - 83%) and at school (64% - 77%). Youths specified significantly more often (65%) than children (47%) and parents (50%) that they used the Internet "*at a friend's*". Other places (public Internet access points, at the workplace of a parents, Internet cafés) were indicated by 3% - 20% of respondents.

While describing the data, it should be noted that, this year more frequently than in 2006, respondents specified all the places, where the Internet was usually used. However, conclusions must be made cautiously because in previous research the wording of the questions differed slightly and it was not indicated how many answers could be specified.

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When asked to specify where the Internet was most frequently used, more than 2/3 of respondents (66% - 74%) specified that it was done “*at home*”. Only 9% - 14% of the research participants specified school as the place where the Internet was mostly used.

When responding to the question “*At what age did you start using the Internet?*”, the majority of children (51%) specified “*at the age of 8 – 10 years*”. 24% specified that they familiarized themselves with the Internet at the age of 5 – 7 years, while 20% of respondents began using the Internet at the age of 11 – 13 years.

Most (55%) youths aged 14 and older specified that they started using the Internet at the age of 11 – 13 years. 22% specified using the Internet at the age of 8 – 10 years, while 18% started using it at the age of 14 – 16 years.

More than 1/3 of polled parents (37%) thought their child started using the Internet at the age of 8 – 10 years, 40% expressed the opinion that it took place at the age of 11 – 13 years, while 10% indicated the age group of “*at the age of 14 – 16 years*”

A comparison of research data indicates that respondents specified more frequently in 2008 than in 2006 that they started using the Internet earlier: in 2008, 79% of children (aged 13 and under) specified that they started using the Internet before the age of 10 (including), while in 2006, such an answer was given by 58%. This year, 82% of youths aged 14 and older specified that they started using the Internet before reaching 14 (2006: 64%); this answer was also specified by 87% of parents (2006: 77%).

While analyzing data on Internet use intensity, it can be established that the majority used the Internet “*every day or almost every day*”; in addition, youths used it more often (83%) than children (63%). It should be noted that 63% of polled parents think that their child used the Internet “*every day or almost every day*”.

Comparing the results of the research in 2008 to that of 2006, it can be seen that, in 2008, children and parents (63% and 66% in both groups, respectively) less frequently specified that the Internet was used “*every day or almost every day*”. However, youths specified this answer more often (2006: 79%, 2008: 83%).

According to the polling data, research participants spent more time on the Internet during the holidays than on working days: 23% - 25% specified that, during the holidays, the Internet was used for more than 3 hours, while 10% - 12% of the respondents specified this time for working days. It must be added that youths used the Internet for longer periods of time than children both on working days and during holidays.

Children and youths, who used the Internet, as well as the parents, who specified that they did know for what purposes their child used the Internet (83%), were asked to specify, for what needs the Internet was used.

In all three of the analyzed groups, it was most often specified that the Internet was used for searching for information (75% - 88%), for studies (70% - 80%) and visiting various social portals (draugiem.lv, face.lv, one.lv, etc.) (68% - 77%).

It is interesting to note that youths indicated almost all Internet use purposes more often than children and parents; however, the biggest differences (exceeding 10 percentage points)

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can be observed in the use of the Internet for such purposes as “*chatting, communication (for example, chats, Skype, etc.)*” (youths: 74%, children and parents: 50% - 56%), “*sending e-mails*” (55% and 35% - 38%), “*software, music, movie downloads*” (71% and 50% - 57%) and “*sending SMSs to a phone*” (32% and 19% - 21%).

In turn, children (66%) and parents (65%) specified more frequently that the Internet was used for games (youths: 43%).

Children and youths, who used the Internet, were asked to answer if they sometimes chatted with strangers. It was indicated by 21% of children and 39% of youths that they did chat on the Internet with strangers and 64% and 50%, respectively, gave a negative answer. A total of 15% of children and 11% of youths indicated that they “*do not chat on the Internet*”.

Respondents, who indicated that they sometimes chatted with strangers on the Internet, were asked to specify if they had ever met with any of these strangers. Overall, 42% of children indicated that they had met with these people – 35% specified “*with one person*” and another 8% “*with several persons*”. It was indicated by youths, respectively, in 26% and 30% of cases.

36% of polled children, who had met with any of the strangers with whom they had chatted on the Internet, specified that they encountered a situation where this person did not fit the description s/he had given of him/herself. The same was indicated by 21% of youths. It should be noted that 22 children and 58 youths responded to this question.

1.4. Self Assessment of Skills for Working with a Computer and the Internet

Within the framework of the polling, it was established how the children, youths and their parents assessed their skills for working with a computer and the Internet – as good, average, or bad.

Describing the assessment of skills for working with a computer, it can be concluded that youths assessed their skills to be “*good (I install programs myself, etc.)*”, more often (49%) than children (42%) and parents (17%). 49% of children and youths, as well as 61% of parents, indicated that their skills for working with a computer were “*average (know the basics)*”. However, a considerably large percentage of polled parents (15%) assessed their computer skills as “*bad*” and, furthermore, 8% indicated that they “*don’t know how to work with a computer*”.

The research data also show that youths more frequently (76%) assessed their skills for working with the Internet as “*good (I operate freely, can easily find what I need, etc.)*” (children: 62%, parents: 29%). The answer “*average (know the basics)*” was given by 33% of children, 23% of youths and 47% of parents. Similarly to the question on computer skills, 14% of the parents indicated that their skills for working with the Internet were “*bad*”.

While analyzing the data on the self-assessment of skills for working with a computer and the Internet of children and youths, it can be established that boys assessed their skills to be “*good*” more often, while girls more frequently specified the answer “*average*”. In addition, a relationship can be identified: the longer the time the child/youth spent at the computer, the better s/he assessed his/her skills for using a computer and the Internet.

When describing the data on parent responses with greater detail, it can be concluded that, more often than average, the skills for working with a computer and the Internet were

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considered to be “good” by research participants aged 30 and under and respondents with the highest level of education, while the respondents, who are older than 40 and the group with a lower level of education (primary, secondary, secondary special) on average more frequently specified that their skills for using a computer and the Internet were “bad” or non-existent.

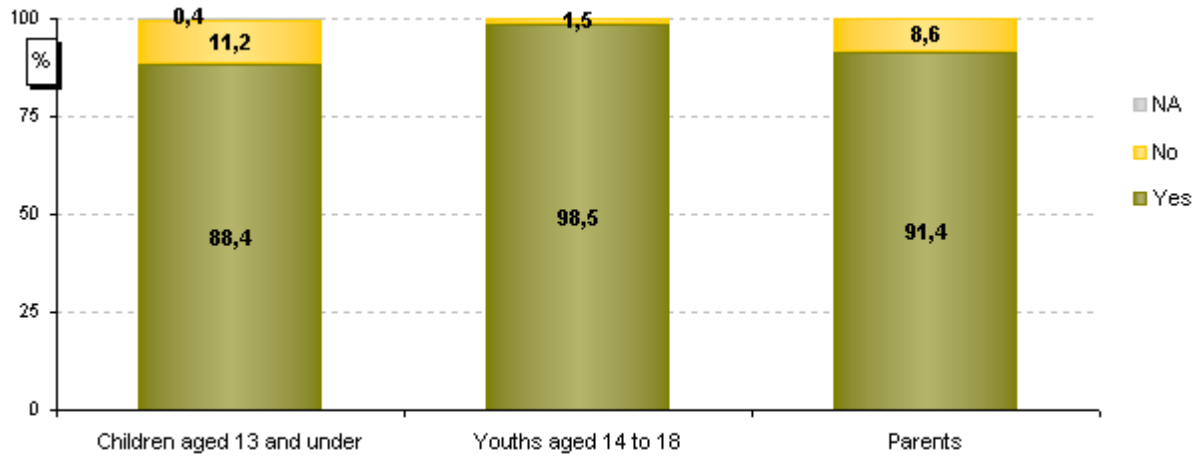
Conclusions:

- The majority of children (88%) and youths (99%) have their own mobile phone, which is primarily used to call parents, friends and to send SMSs.
- The majority of respondents (89%-92%) have a computer at home. 70% - 90% of respondents have specified that the computer is usually used at home or at school, while 70% - 77% of research participants have specified that it is mainly and most often used at home.
- The polling data show that 4/5 of those, who have a computer at home, also have it connected to the Internet (85% - 89%). The Internet is also usually used at home or at school (64% - 83%), but is most often used just at home (66% - 74%).
- The majority of children (51%) have started using the Internet at the age of 8-10 years. In turn, both youths (55%) and parents (40%) have most frequently specified the age group “11 - 13 years”. Additionally, in comparison with 2006, this year's research participants have more frequently specified that they started using the Internet at an earlier age.
- The majority of children (63%) and youths (83%) use the Internet “every day or almost every day”. Also, 63% of parents think their child uses the Internet that often.
- According to the research results, respondents spend more time on the Internet during the holidays than on working days.
- The Internet is mainly used to search for information (75% - 88%), for studies (70% - 80%) and to visit various social portals (draugiem.lv, face.lv, one.lv, etc.) (68% - 77%).
- 21% of children and 39% of youths specified that they sometimes chat with strangers and 42% of children and 56% of youths of those who have chatted with strangers have met with at least one of these strangers.
- Youths rated their skills for working with a computer and the Internet higher (the answer “good” was specified by 49% and 76%, respectively) than did the children (42% and 62%) and parents (17% and 29%).

1. Communication Tools Amongst Children and Youths

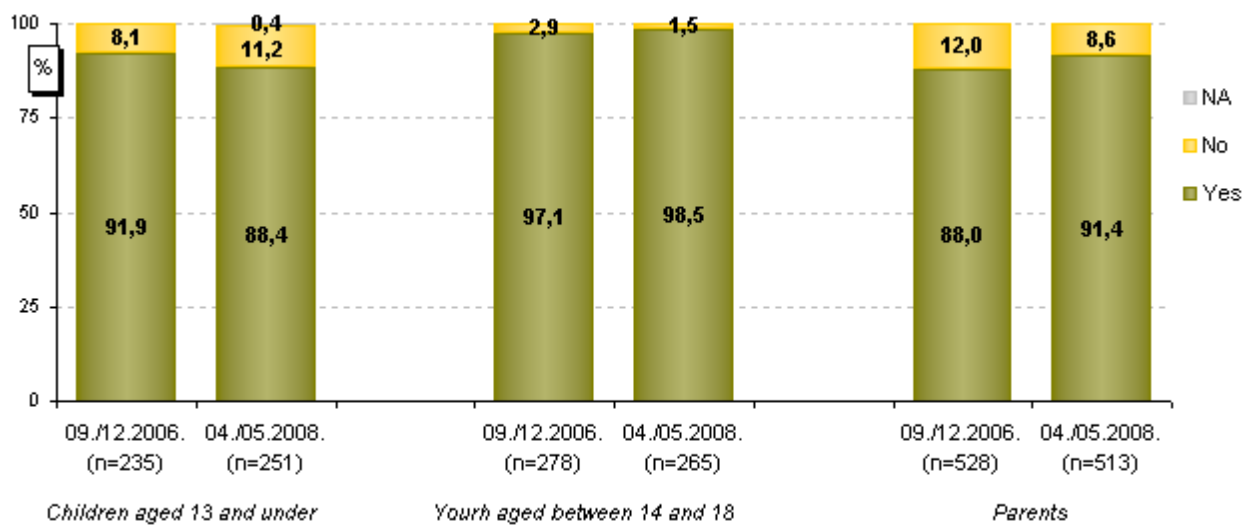
1.1. Use of a Mobile Phone

"Do you have your own mobile phone?"/"Does your child have his/her own mobile phone?"



Base: see the technical information of the polling on pages 3 to 6

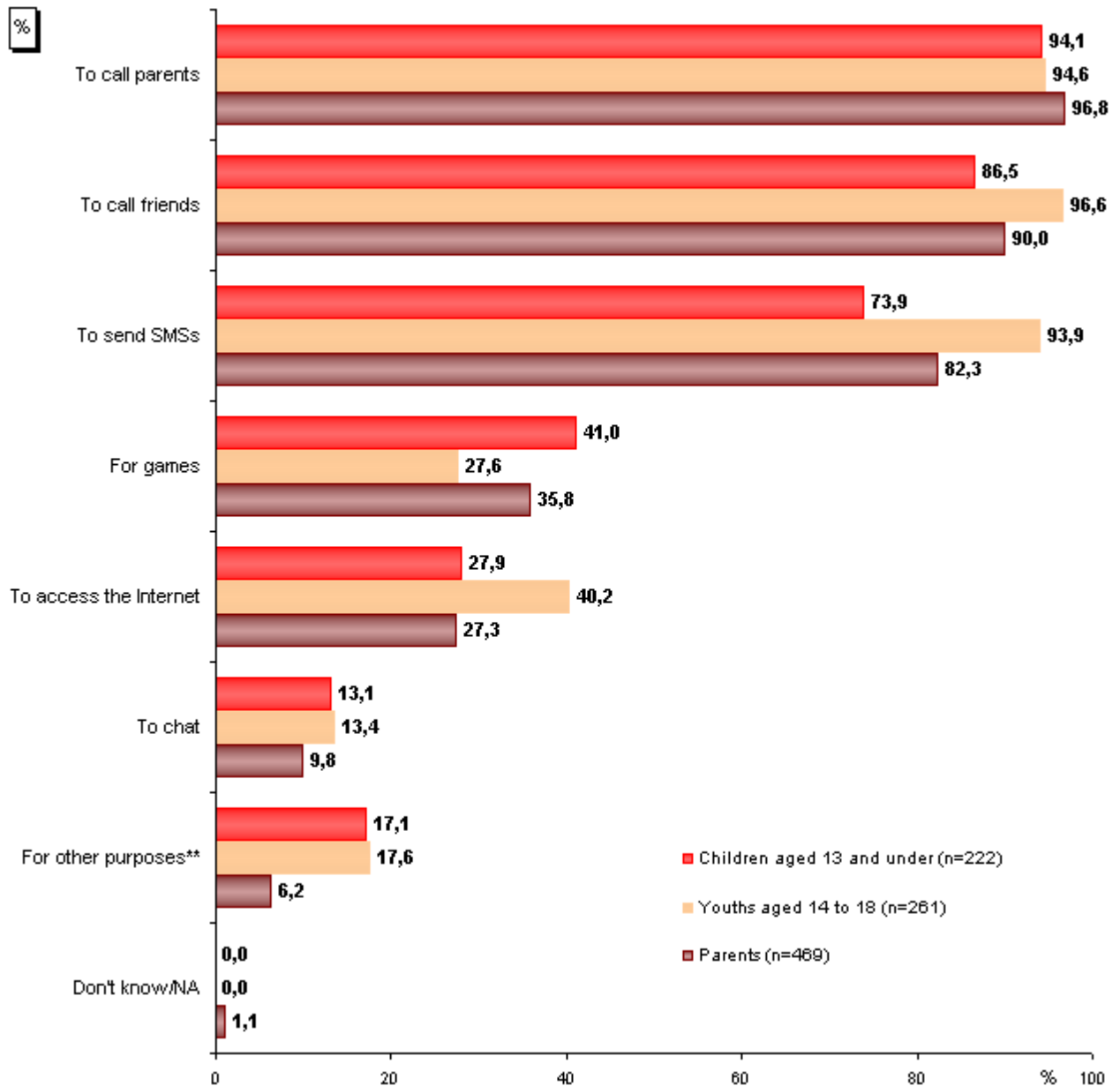
Comparison of data from pollings in 2006 and 2008



Base: all respondents

Research: Safer Internet for Children and Youths

"For what purposes do you use it?"/"For what purposes does s/he use it?"



Base: respondents, who/whose children have their own mobile phones

*Since each respondent could mark more than one answer, the total sum of answers exceeds 100%.

**Children aged 13 and under mentioned "to listen to music" (31 times); "to take photos" (4 times); "use the calculator" (2 times); "viewing images" (1 time); "movies" (1 time); "use Bluetooth" (1 time); "use alarm clock" (1 time); "calling teachers" (1 time); youths aged between 14 and 18 mentioned "listening to radio, music" (24 times); "to take photos" (15 times); "use the calculator" (3 times); "to film" (2 times); "use the alarm clock" (2 times); "data transferring" (1 time); "to record information" (1 time); "use as a communications tool" (1 time); "for clock" (1 time); "for everything possible" (1 time); "calling necessary persons" (1 time); parents mentioned "listening to radio, music" (18 times); "to take photos" (7 times); "use the calculator" (3 times); "to send images, photos" (2 times);

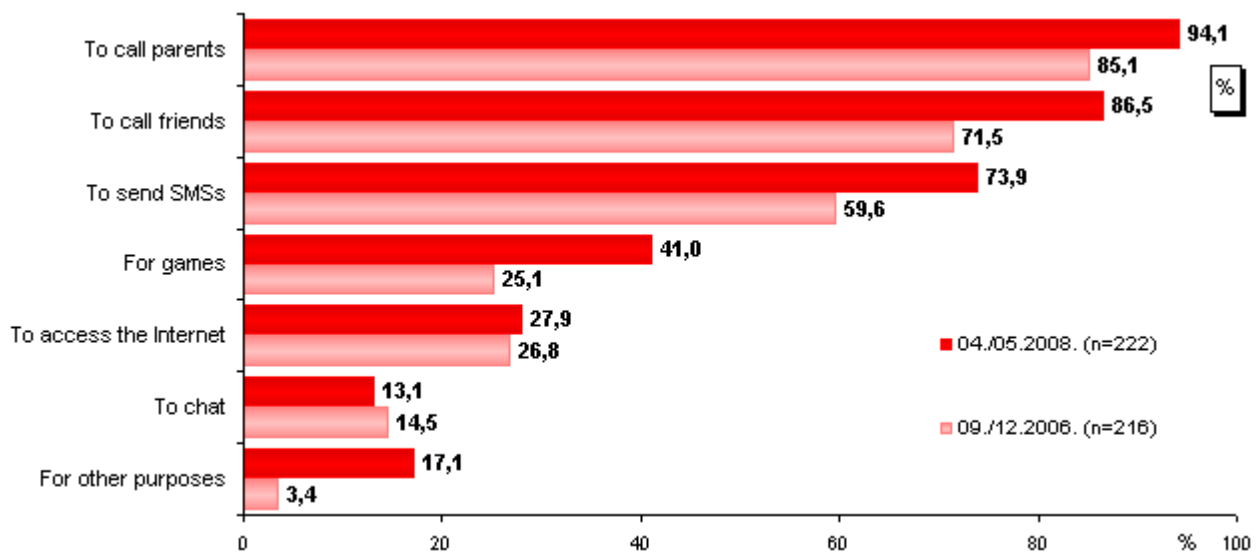
"to call anyone necessary (trainer, teacher, inquiry services)" (2 times); "to film" (1 time); "to use Bluetooth" (1 time); "to use the alarm clock" (1 time) under the "For other purposes" category.

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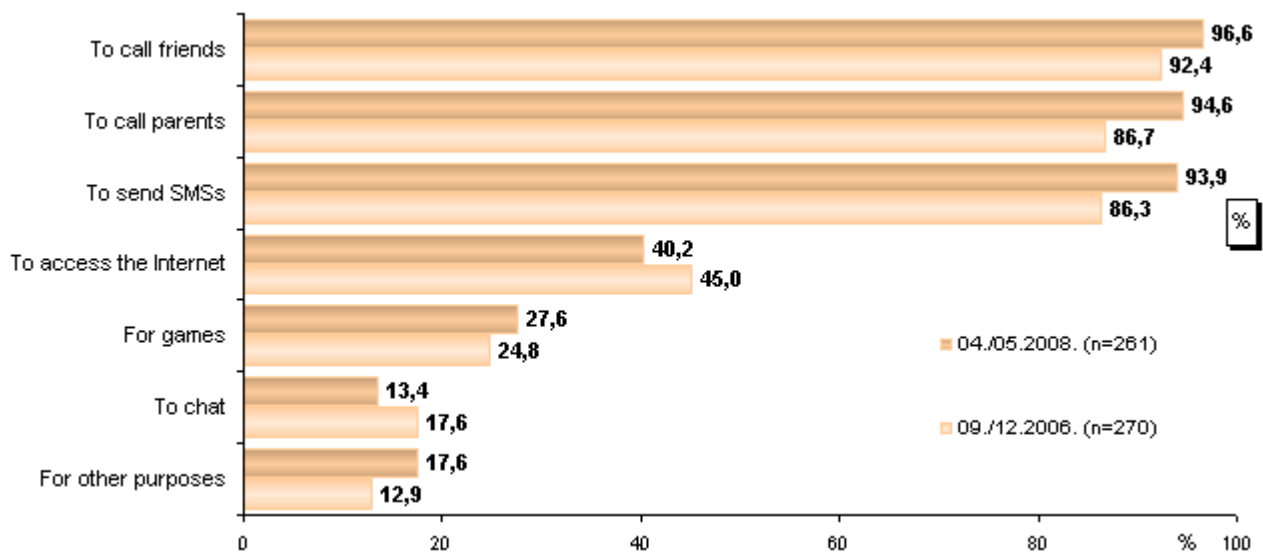
"For what purposes do you use it?"/"For what purposes does your child use it?"

Comparison of data from pollings in 2006 and 2008

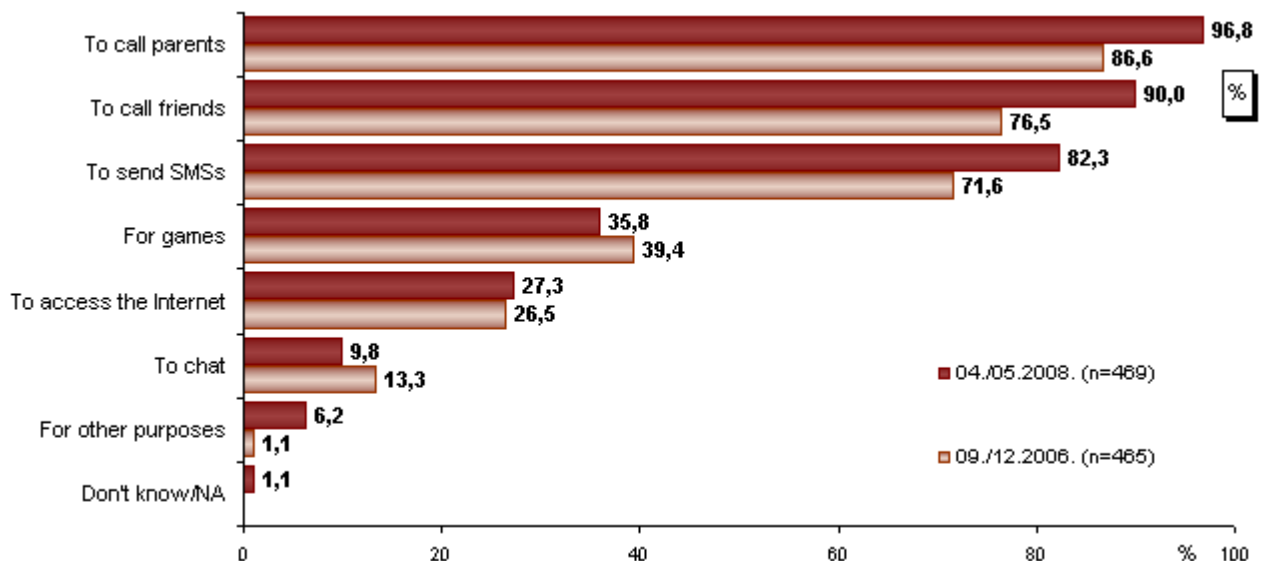
Comparison of responses of children aged 13 and under



Comparison of responses of youths aged 14 to 18



Comparison of responses of parents

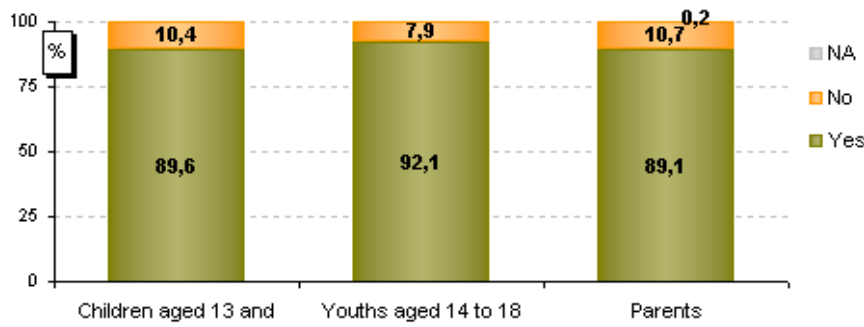


Base: respondents, who/whose children have their own mobile phones *Since each respondent could mark more than one answer, the total sum of answers exceeds 100%

Research: Safer Internet for Children and Youths

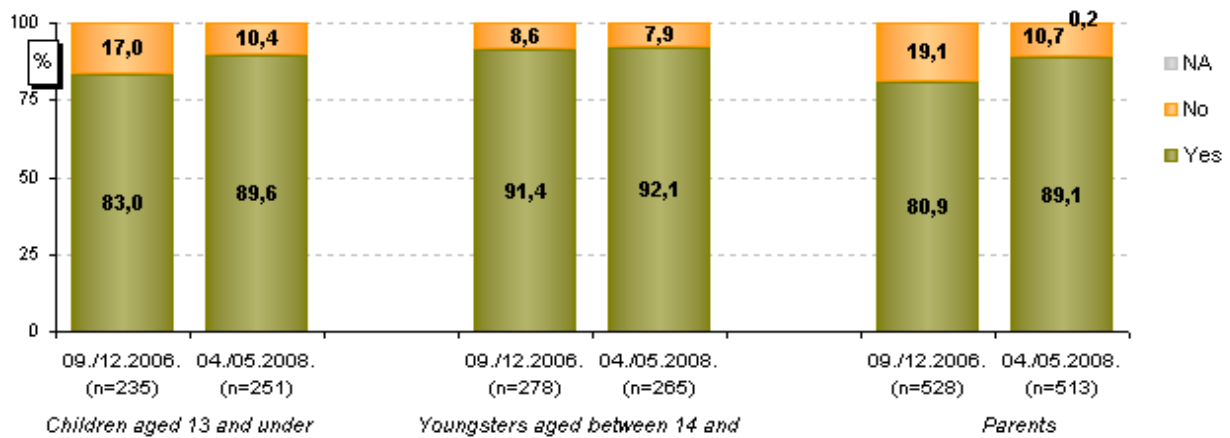
1.2. Use of a Computer

"Do you have a computer at home?"



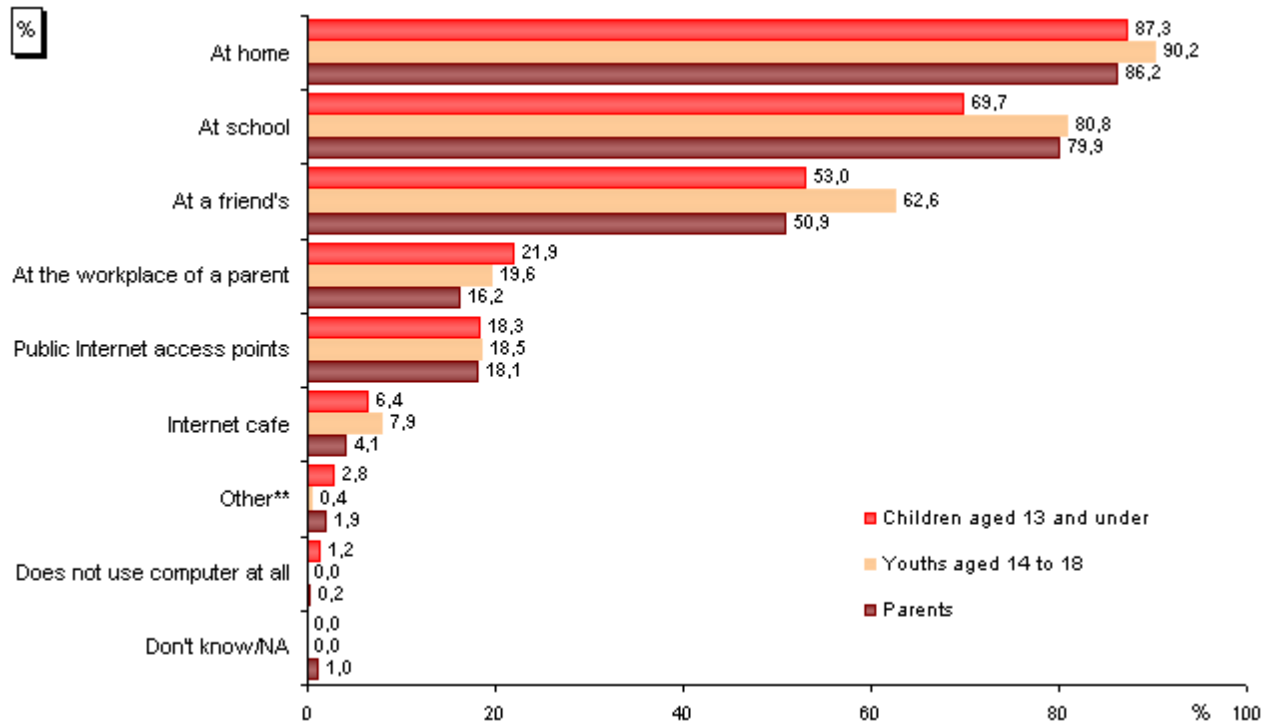
Base: see the technical information of the surveys on pages 3 to 6

Comparison of data from pollings in 2006 and 2008



Base: all respondents

"Mark all the places where you/your child usually use the computer."



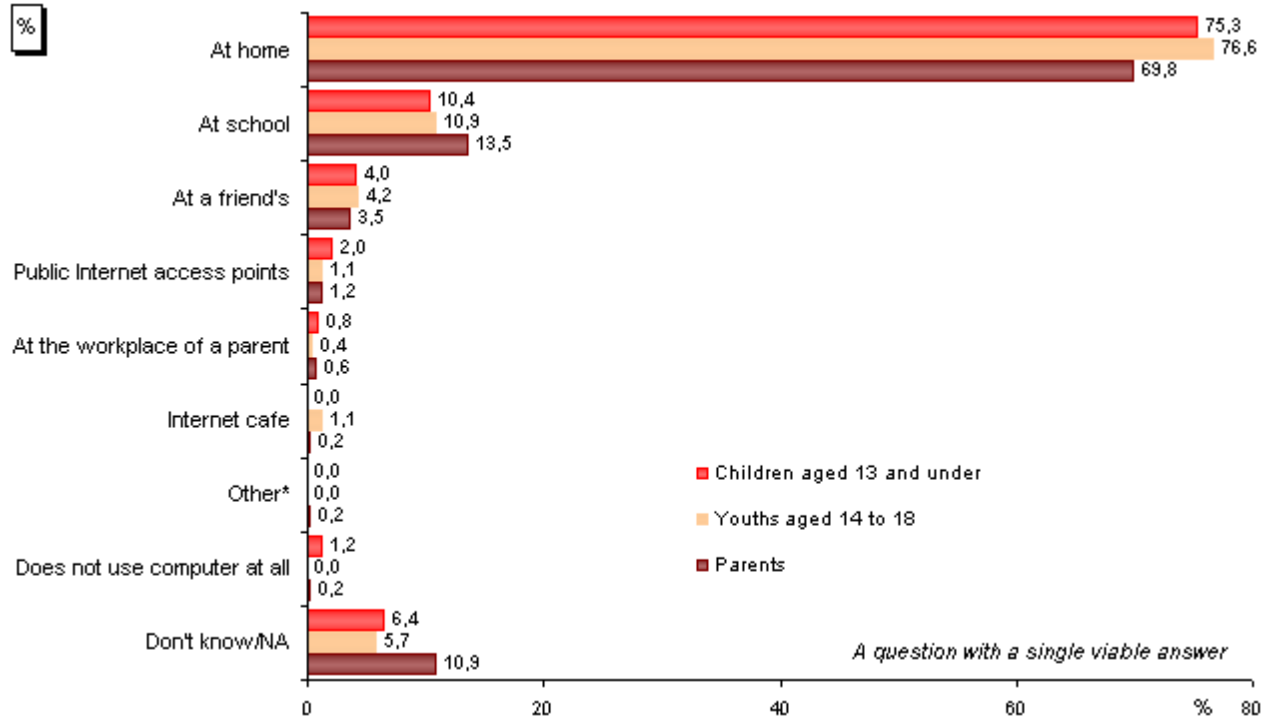
Base: see the technical information of the pollings on pages 3 to 6

*Since each respondent could mark more than one answer, the total sum of answers exceeds 100%.

**Children aged 13 and under mentioned "at a relative's (grandparents, brother, etc.)" (7 times); youths aged between 14 and 18 mentioned "at granny's" (1 time); parents mentioned "at a relative's (for example, at grandparents)" (10 times) under the "Other" category.

Research: Safer Internet for Children and Youths

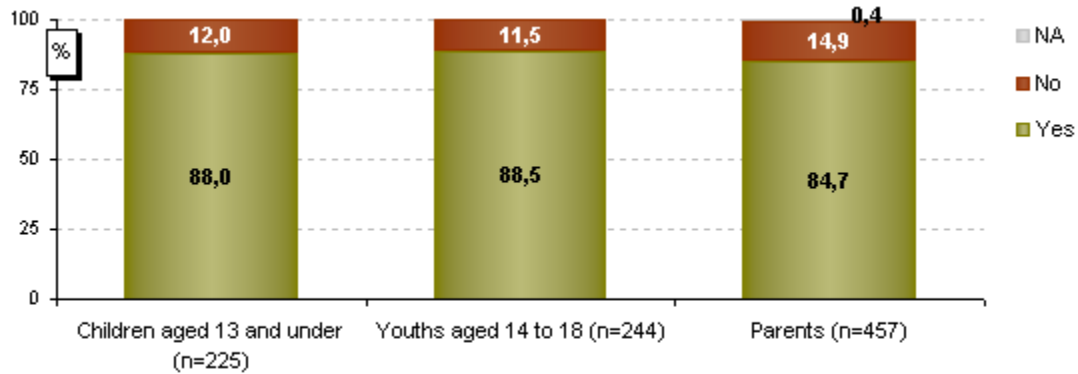
"Where do you/your child use the Internet most often?"



Base: see the technical information of the pollings on pages 3 to 6
 *Parents mentioned "at a relative's" (1 time) under the "Other" category.

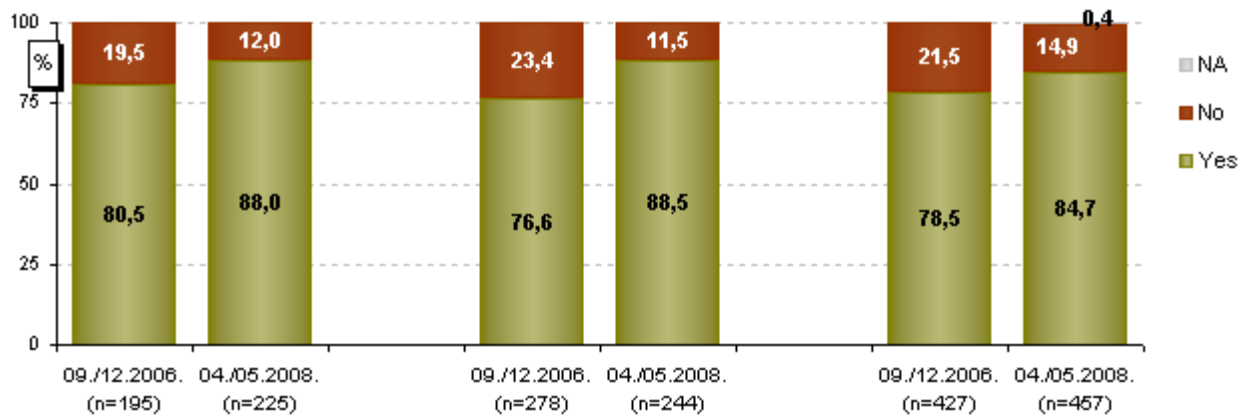
1.3. Use of the Internet

"Do you have Internet access at home?"



Base: respondents, who have a computer at home

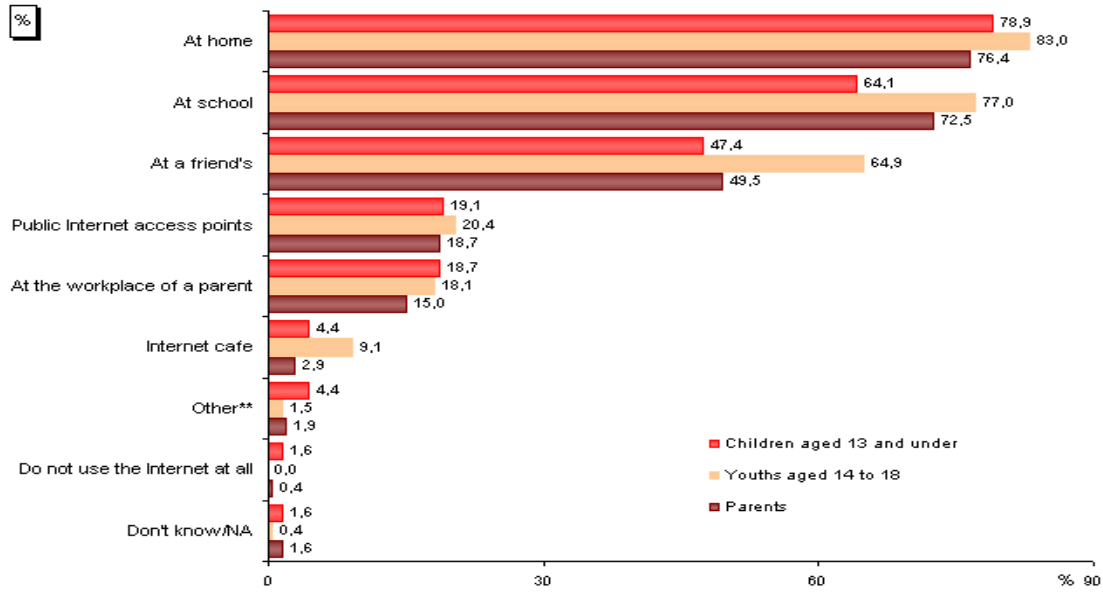
Comparison of data from pollings in 2006 and 2008



Base: respondents, who have a computer at home

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"Mark all the places where you/your child usually use the Internet."



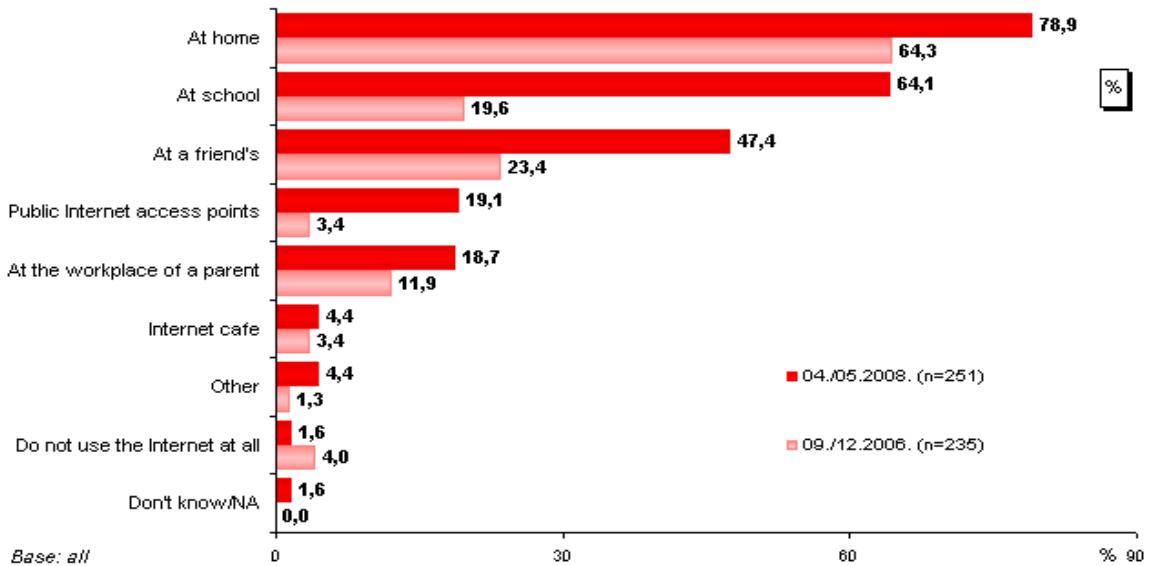
Base: see the technical information of the pollings on pages 3 to 6

*Since each respondent could mark more than one answer, the total sum of answers exceeds 100%.

**Children aged 13 and under mentioned "at a relative's (grandparents, brother etc.)" (10 times); "using the phone" (once); youths aged between 14 and 18 mentioned "using the phone" (2 times); "at a relative's (grandparents, cousin)" (2 times); parents mentioned "at a relative's (for example, at grandparents)" (7 times); "using the phone" (2 times) under the "Other" category.

Comparison of data from pollings in 2006** and 2008

Comparison of responses of children aged 13 and under



*Since each respondent could mark more than one answer, the total sum of answers exceeds 100%.

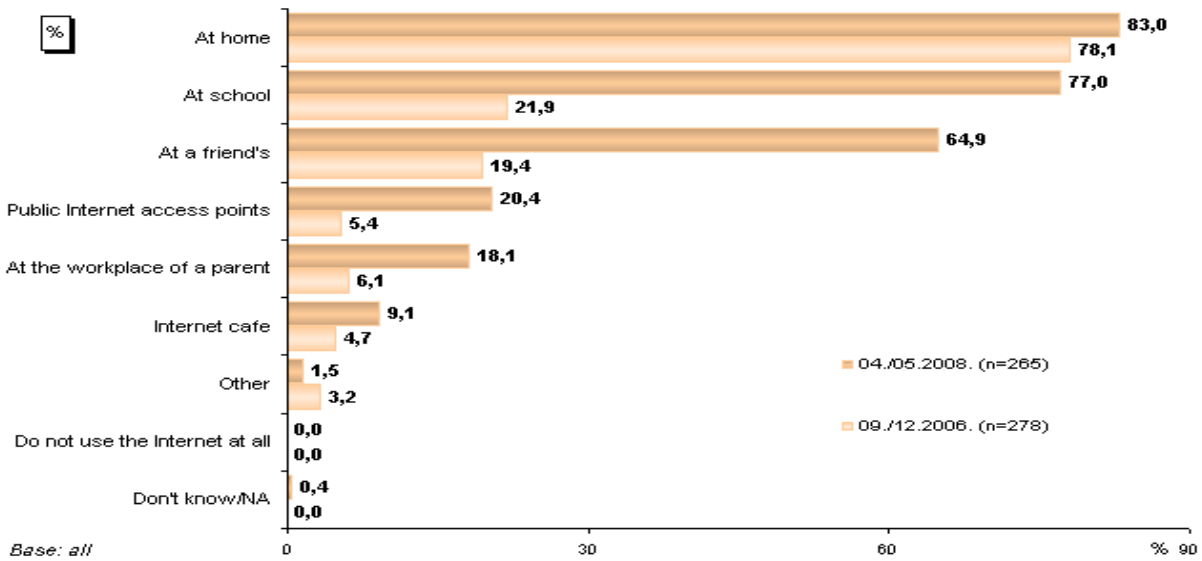
**In 2006, the respondents were asked the question "At what place do you use the Internet most often?" with no pre-defined answers specified.

Research: Safer Internet for Children and Youths

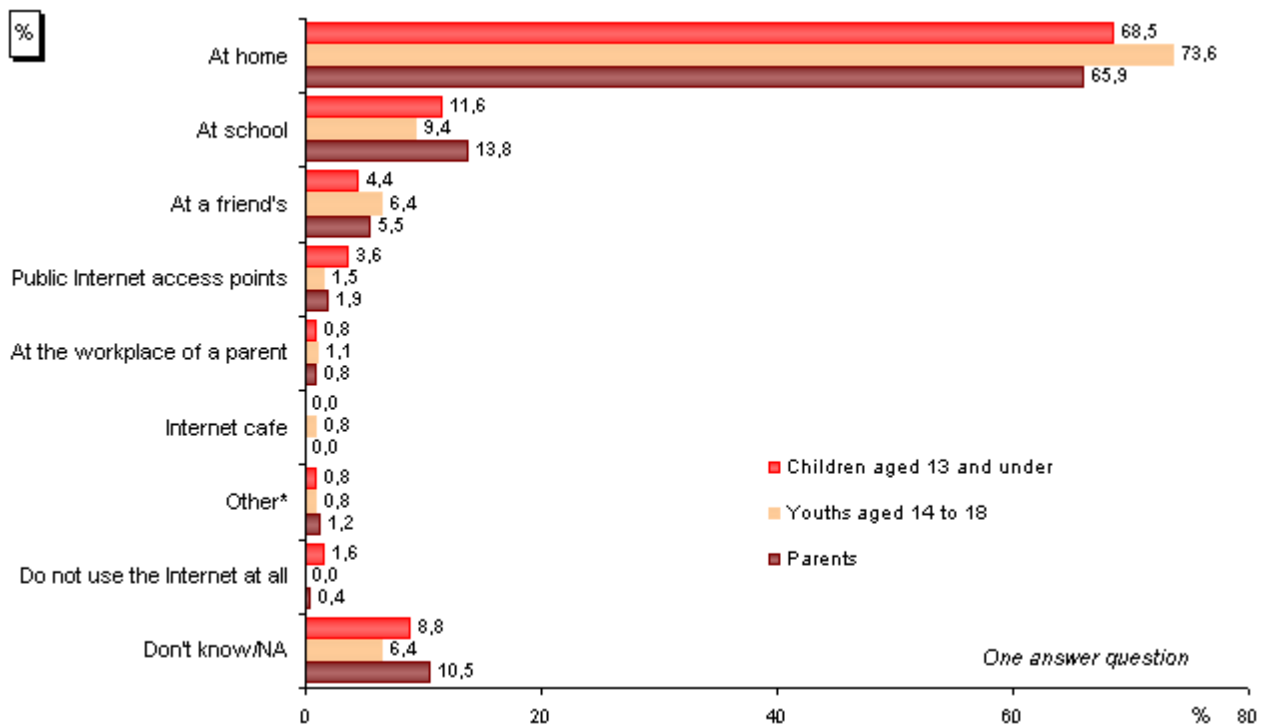
"Mark all the places where you usually use the Internet."

Comparison of data from pollings in 2006** and 2008

Comparison of responses of youths aged 14 to 18



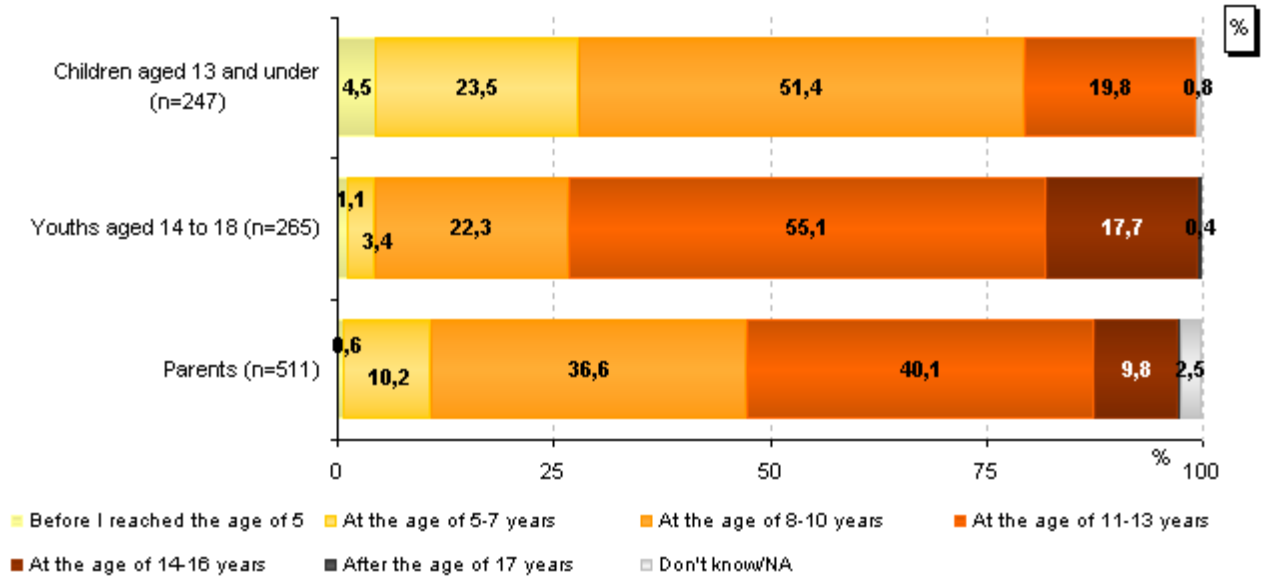
"Where do you/your child use the Internet most often?"



Base: see the technical information of the pollings on pages 3 to 6

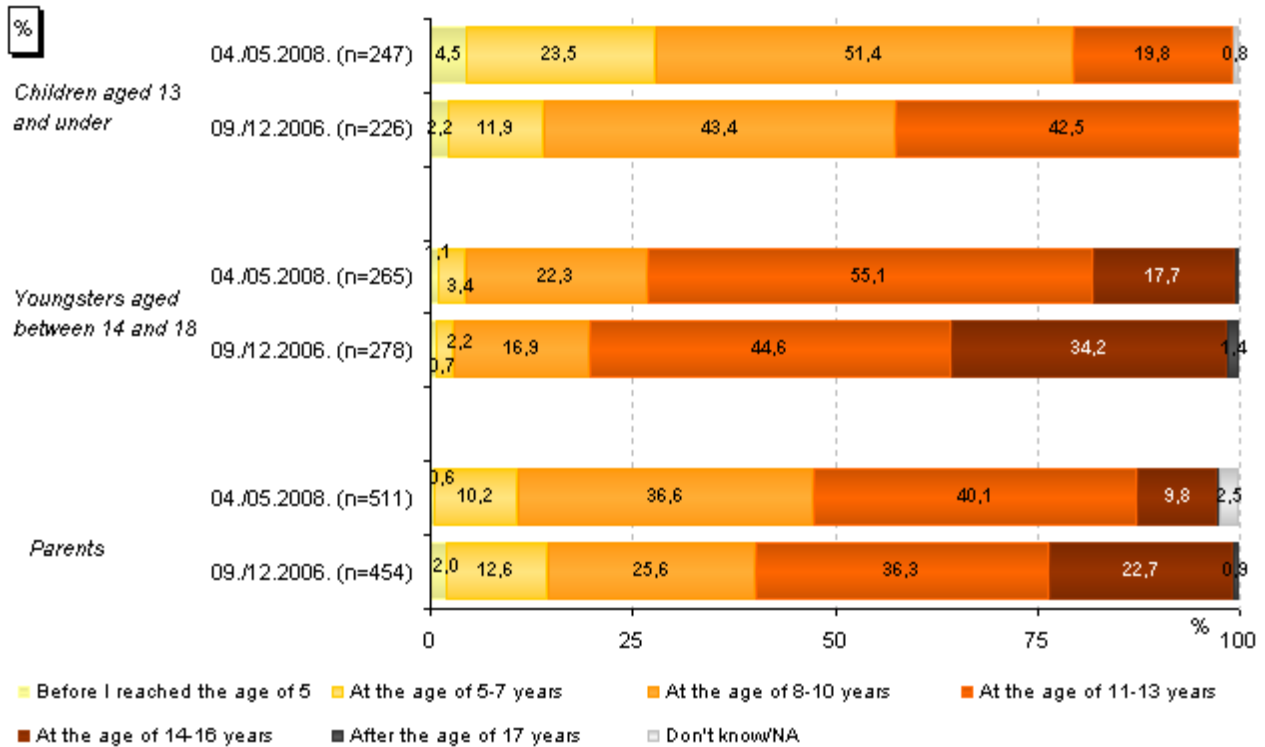
*Children aged 13 and under mentioned "using the phone" (1 time); "at mother's sister's" (1 time); youths aged between 14 and 18 mentioned "using the phone" (1 time); "at a cousin's" (1 time); parents mentioned "at a relative's (for example, grandparents)" (3 times); "using the phone" (2 times) under the "Other" category.

"At what age did you start using the Internet?"/"At what age do you think your child started using the Internet?"



Base: respondents, who/whose children use the Internet

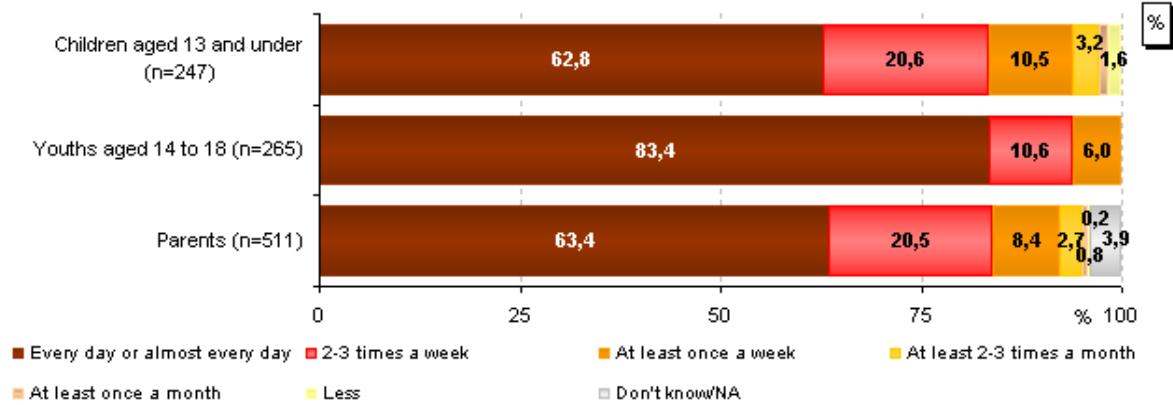
Comparison of data from pollings in 2006 and 2008



Base: respondents, who/whose children use the Internet

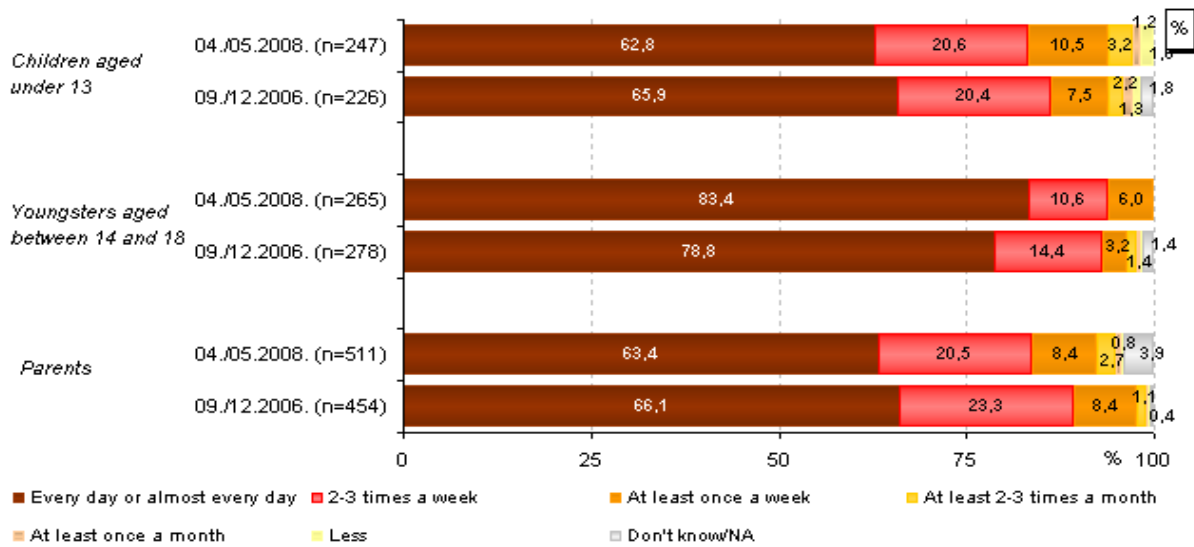
Research: Safer Internet for Children and Youths

"How often do you use the Internet?"/"How often do you think your child uses the Internet?"



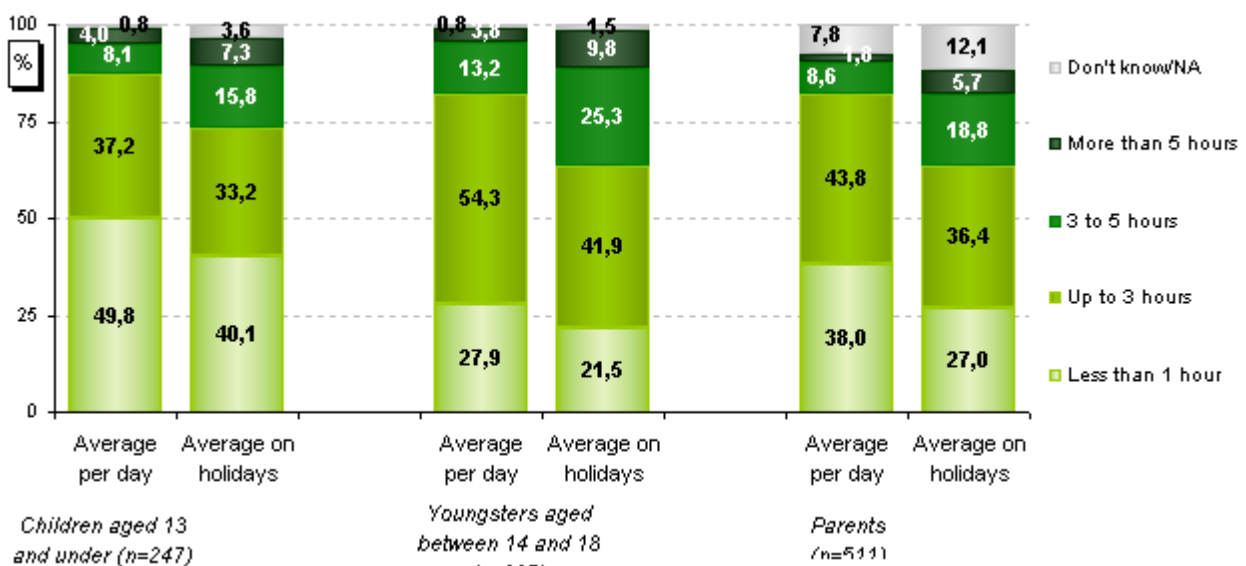
Base: respondents, who/whose children use the Internet

Comparison of data from pollings in 2006 and 2008



Base: respondents, who/whose children use the Internet

"How many hours on average per day you/your child (in the polling of parents) usually spend on the Internet?"
"How many hours on average on holidays you/your child (in the polling of parents) usually spend on the Internet?"

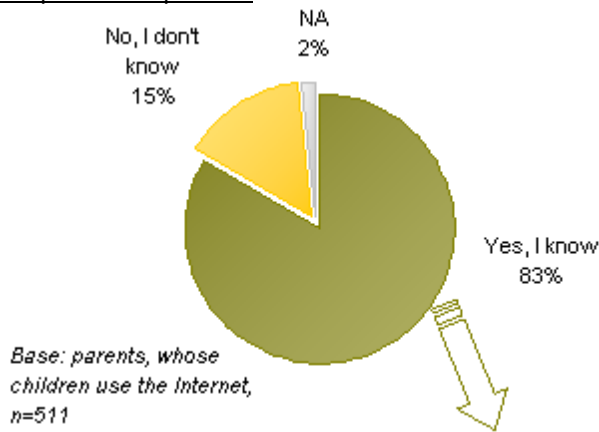


Base: respondents, who/whose children use the Internet

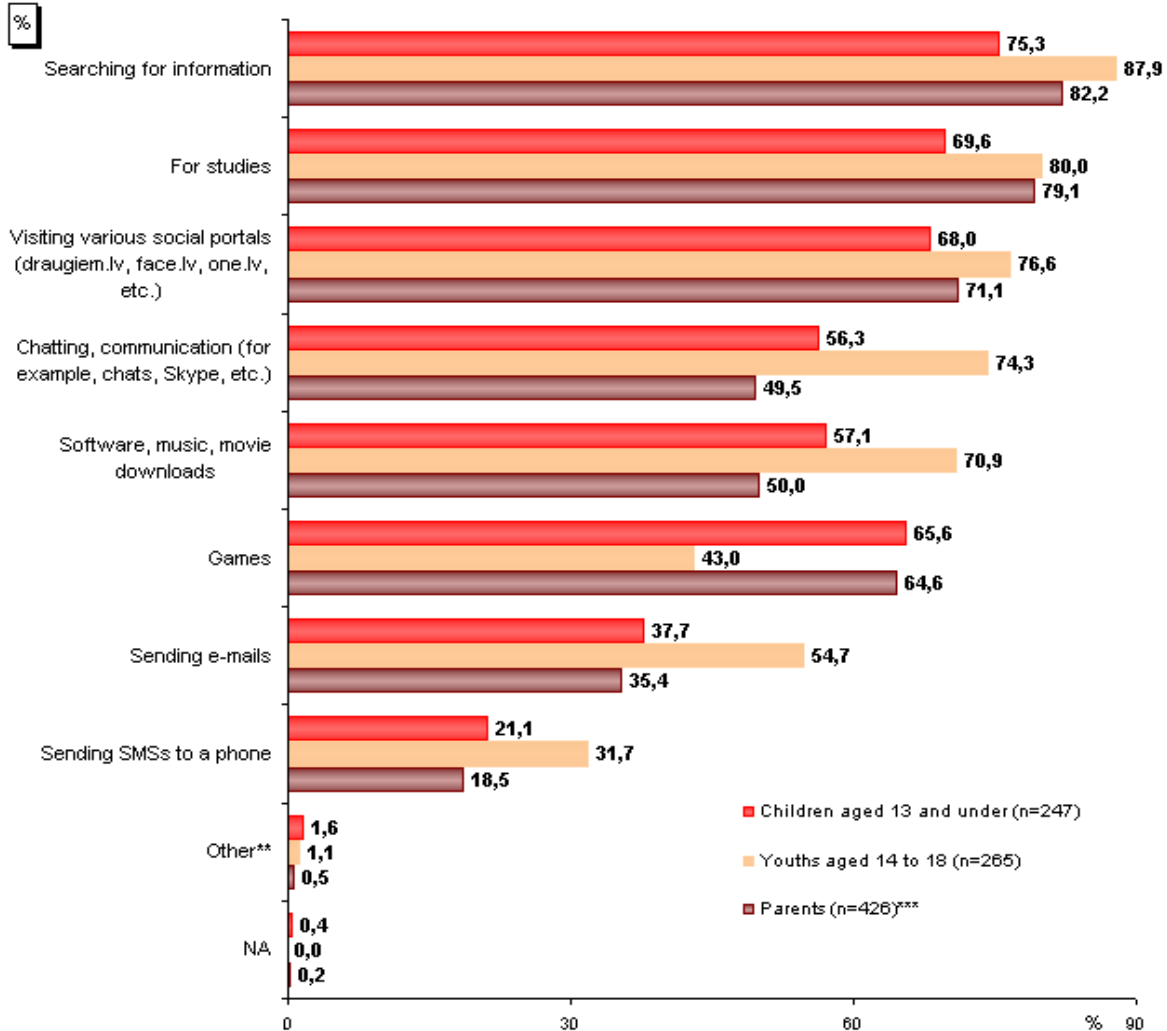
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"Do you know for what purposes your child uses the Internet?"

Responses of parents



"For what needs do you/your child mostly use the Internet?"



Base: respondents, who/whose children use the Internet

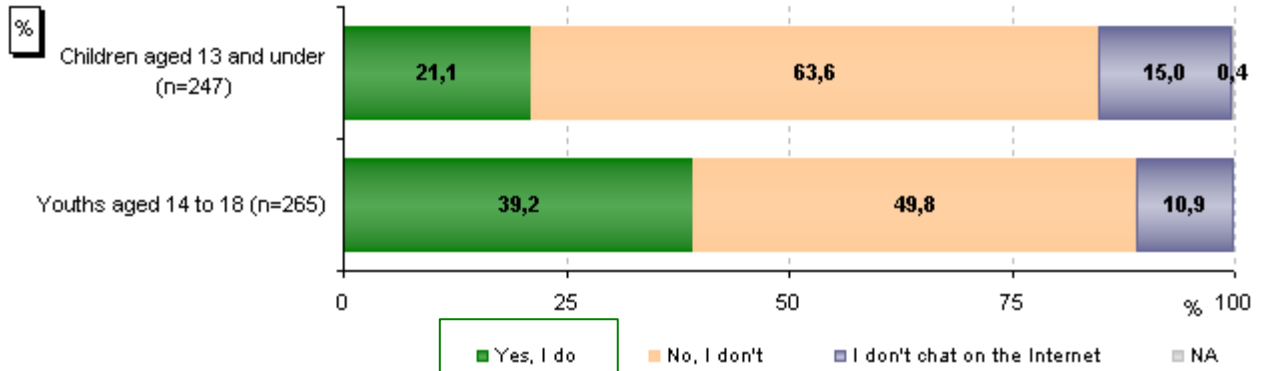
*Since each respondent could mark more than one answer, the total sum of answers exceeds 100%.

**Children aged 13 and under mentioned "to look at images" (2 times); "to watch video clips" (2 times); "to read" (1 time); youths aged between 14 and 18 mentioned "for work" (1 time); "for drawing" (1 time) under the "Other" category.

***Base: parents, who know for what purposes their child is using the Internet

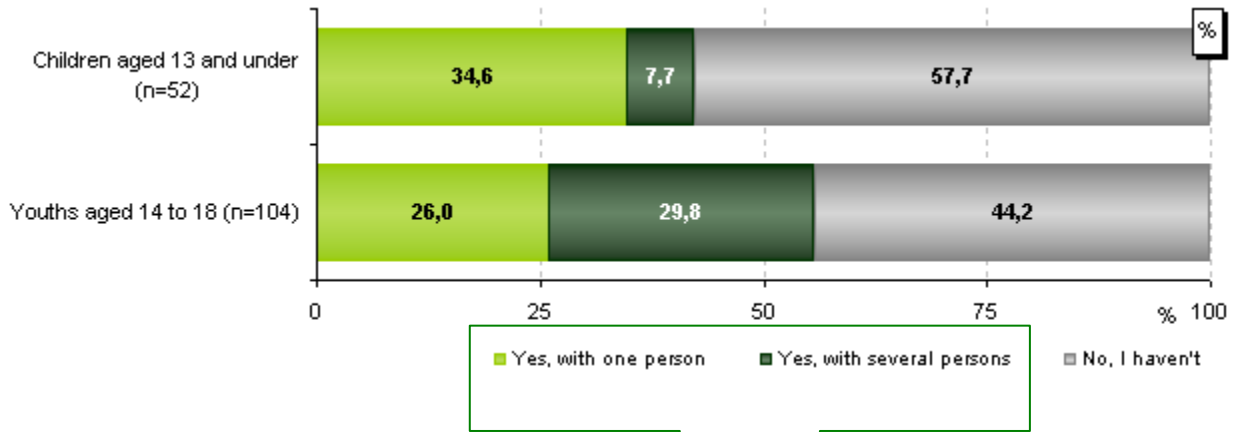
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"Do you sometimes chat with strangers?"



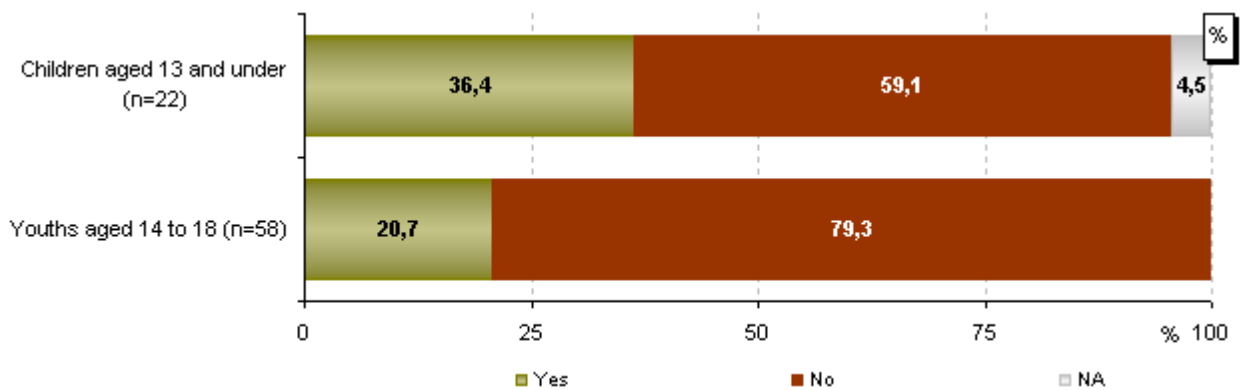
Base: respondents, who use the Internet

"Have you ever met with the strangers with whom you have been chatting on the Internet?"



Base: respondents, who sometimes chat with strangers

"Has it ever happened that the person with whom you met did not match his/her Internet profile, for example, did not look like the person you were talking to?"

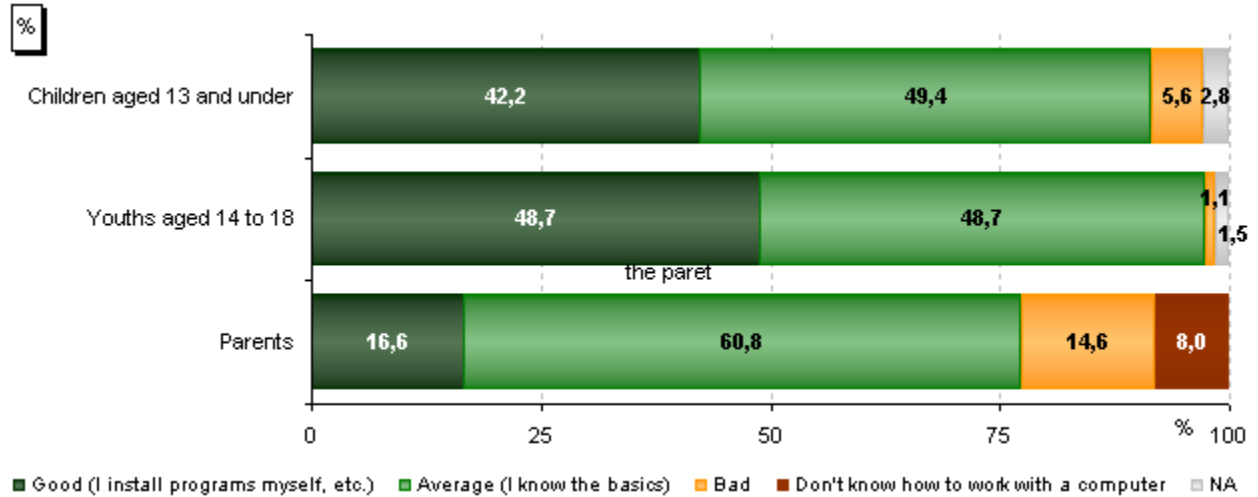


Base: respondents, who have at some point met with strangers with whom they used to chat on the Internet

1.4. Self Assessment of Skills for Working with a Computer and the Internet

Skills for working with a computer

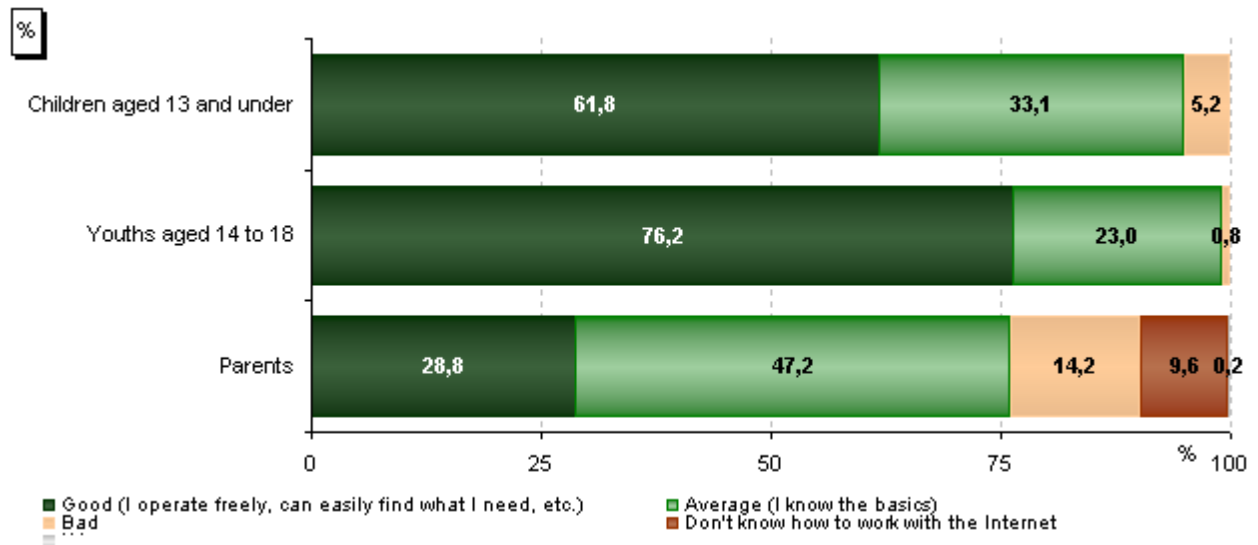
"What do you consider to be your level of knowledge in working with the computer?"



Base: see the technical information of the pollings on pages 3 to 6

Skills for working with the Internet

"What do you consider to be your level of knowledge in working with the Internet?"



Base: see the technical information of the pollings on pages 3 to 6

2. Awareness of and Encountering Materials of Illegal Content on the Internet

The participants of the research were asked to describe their awareness of the threats caused by the Internet, illegal content on the Internet and encountering these threats. Children and youths also specified whom they would address if they encountered illegal material on the Internet.

According to the polling data, 38% of children and 20% of youths thought that the Internet posed some kind of threat to them. Children provided such an answer nearly as often in 2006 (36%), while youths indicated the threat to be less (2006: 34%, 2008: 20%).

14% of polled parents specified that the Internet “*already poses*” a threat to their child and 55% of parents expressed the opinion that “*it does not yet, but in the future it might*” pose a threat. However, more than ¼ of parents (29%) indicated that the Internet “*cannot pose*” a threat to their child. Such an answer was more often than usual given by fathers, respondents, who answered regarding secondary school-age children, respondents with primary education, those living in rural areas and those, who specified that they “*don’t know how to work with the Internet*”.

The majority of polled informatics teachers (70%) indicated that it was “*a very high possibility*” that children, while using the Internet, could encounter various types of threats and harmful materials. 28% specified that “*such a possibility exists, but not too often*”, while 2% of teachers considered it as “*insignificant*”.

When asked to specify what they had encountered while using the Internet, 51% of children indicated “*images or games, in which somebody hits or attacks another person*”, 41% specified that “*eyes, arms or back hurt after sitting at the computer for an extended period of time*”, while 35% marked that they had encountered “*unpleasant images of naked people*”. More than 1/10 of respondents admitted that they had “*received unpleasant texts from strangers (incl. threats)*” (14%), “*sometimes don’t complete homework due to extended Internet use*” (13%) and “*prefer to sit at the computer (on the Internet) all the time and do nothing else*” (10%). However, children specified less often that they had given strangers information about themselves and their family members (4%), or had sometimes skipped school (2%). 19% of respondents specified that they had not encountered “*anything of the above mentioned*”.

When describing the data on youth responses, it can be observed that the majority had felt “*negative influence on health*” (53%) while using the Internet. The research participants had just as often encountered “*materials of pornographic nature*” (42%) or felt that Internet use left a “*negative influence on the study process*” (36%). 25% of youths admitted that they were becoming “*addicted to the computer/Internet*”. Data of the polling show that respondents had slightly less frequently encountered “*violence (emotional, mental)*” (17%), felt “*negative influence on school attendance*” (13%), encountered “*intrusive moral and emotional humiliation*” (11%), or disclosed personal information (9%) while using the Internet. Overall, 18% of youths

Research: Safer Internet for Children and Youths

specified that they had not encountered “*anything of the above mentioned*” while using the Internet.

The polled parents, who thought that the Internet was posing or could pose a threat to their child, were asked to answer the question “*What kind of threats do you think your child could encounter while using the Internet?*” Most often (83%), respondents emphasized the “*negative influence on health*”. More than half of the parents specified that an “*addiction to the computer/Internet*” was forming (65%); it was possible to encounter “*materials of pornographic nature*” (57%) and “*violence (emotional and mental)*” (53%). It was emphasized quite often that Internet use could negatively influence the study process (39%), promote the “*disclosure of personal information*” (35%) and that “*high emotional and moral stress exists*” (34%). It was admitted by 22% that Internet use could have a “*negative influence on school attendance*”, while 9% expressed the opinion that it “*promotes use of drugs*”.

Similar to youths and parents, the majority of informatics teachers (93%) also specified “*negative influence on health*” when answering the question regarding the threats that children most often encounter when using the Internet. 79% of respondents emphasized that children were becoming “*addicted to the computer/Internet*”. It was only slightly less often specified that “*materials of pornographic nature*” (74%) were available on the Internet and that Internet use left a “*negative influence on the study process*” (68%). The majority of teachers (57%) also thought that children encountered “*violence (emotional and mental)*” on the Internet, while 49% specified that “*high emotional and moral stress exists*”, along with the fact that children sometimes disclosed personal information. 36% of respondents specified that Internet use caused “*negative influence on school attendance*”. It should be added that none of the teachers thought “*the use of drugs is promoted*” amongst the children by using the Internet.

The polled children, youths and parents were asked to specify if they knew it was possible to encounter illegal Internet content (bad and/or harmful materials) on the Internet.

The research data show that children (86%) and youths (85%) were better informed than their parents (70%) on the possibility of encountering illegal content (bad/harmful materials) on the Internet. Comparing the polling results of 2008 and 2006, it can be established that the awareness of children and youths on illegal Internet content had increased (2006: 76%, 2008: 85% - 86%), while that of parents had decreased (2006: 90%, 2008: 70%).

Children aged 13 and under were asked to answer the question “*What do you think constitutes bad and/or a harmful Internet material?*” The majority of respondents specified that such material was “*unpleasant images of naked people*” (76%) and “*computer viruses*” (71%). Racist materials (“*images and games, in which a person is hurt just because he is different from the offender according to looks or skin colour*”) were specified by 50%, violence (“*images or games, in which somebody hits or attacks another person*”) by 49%, while 48% indicated “*rude and foul language*”. Children also gave other answers just as frequently – “*receiving unpleasant, fearful texts (incl. threats) from strangers*” (42%), “*advertisements that express things that make you feel bad, cause fear*” (42%) and “*illegal software*” (38%).

When describing the opinion of youths, parents and teachers on what constitutes illegal Internet content, it should be noted that “*materials, videos of pornographic nature (without warning text)*” (70% - 73%), “*materials, videos containing violence*” (62% - 76%) and “*materials,*

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videos connected with pedophilia" (62% - 68%) were among the most indicated illegal Internet materials in all groups.

It is also interesting to note that teachers specified more often than youths and their parents that illegal Internet content was "*materials, videos containing violence*" (76%, 62% and 66%, respectively), "*materials, videos connected with pedophilia*" (68%, 62% and 62%), "*materials, videos promoting racism*" (66%, 55% and 49%), "*rude and foul language*" (47%, 33% and 42%).

In turn, youths considered illegal Internet content to be "*computer viruses*" (64%, 50% and 47%) more frequently than parents and teachers, while parents more frequently indicated "*improper advertisements*" (parents: 46%, youths: 38%, teachers: 36%).

However, parents,(12%) indicated more frequently than youths (3%) that they "*don't know*" what illegal Internet material is. No teachers amongst respondents selected this answer.

Additionally, 42% of youths, 44% of parents and 36% of teachers thought that illegal Internet content was "*materials, involvement invitations from sects*".

It was specified by 51% of children and 61% of youths that they had at least once encountered material of illegal content on the Internet, while 49% and 39% specified that they had no experience with such a situation.

Respondents, who had encountered illegal Internet content, were asked to elaborate.

The majority of children, who had encountered illegal Internet materials (n=125), indicated "*unpleasant images of naked people*" (66%), "*images or games, in which somebody hits or attacks another person*" (63%), "*computer viruses*" (61%) and "*rude and foul language*" (50%).

While analyzing the data on illegal Internet content, which had been encountered by youths (n=161), it can be seen that respondents specified "*computer viruses*" (64%), "*materials, videos of a pornographic nature (without warning text)*" (64%), "*rude and foul language*" (56%) and "*illegal software*" (53%) comparatively more often.

Additionally, children (53%) specified more often than youths (36%), that they knew whom to address in the event they encountered illegal material on the Internet. However, in 2008, both groups (53% and 36%) specified more often than in 2006 (34% and 20%) that they were informed on whom to address in the event they encountered illegal Internet materials.

All children and youths were asked to specify whom they would address, if they were to encounter illegal Internet content. According to the polling results, children would (61%) address "*parents, grandparents, other family members, custodians*" considerably more often than youths (29%) would. In addition, children more frequently indicated answers like "*teacher/tutor*" (31% and 14%, respectively) and "*address the police*" (24% and 15%).

Youths specified more often than children (22%) that, when encountering illegal materials on the Internet, they "*would address the administrator of the respective web page*" more often (25%).

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However, about 2/5 of polled youths(40%) and 17% of children specified that they “*wouldn’t address anyone*, if they were to encounter illegal Internet content.

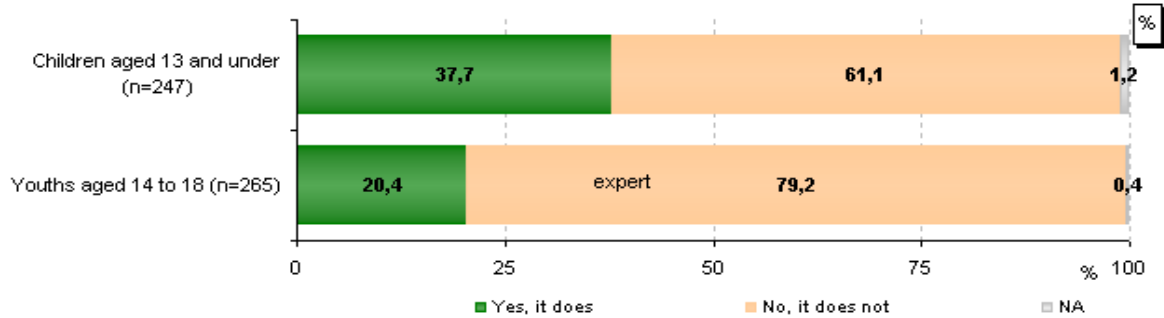
It should be noted that, in 2006, children more frequently (64%) specified that, in the event they were to encounter illegal Internet materials they would address their parents, while youths would address the Internet provider and computer specialist (40%) or their parents (25%).

Conclusions:

- Children and youths are not sufficiently informed on the threats the Internet can pose to them – only 38% of children and 20% of youths think that the Internet poses a threat to them. Additionally, youths specified this fact less often than in 2006.
- More than 1/10 of parents (14%) think that the Internet “*already poses*” a threat to their child and 55% think “*it does not yet, but might in the future*”.
- According to the polling data, 70% of informatics teachers specified that there is a “*very high*” possibility that children could encounter various types of threats and harmful materials while using the Internet. More than ¼ (28%) specified “*such a possibility exists, but not too often*”.
- Youths, parents and teachers all specified that they have most frequently encountered/students could encounter “*negative influences on health*” (53% – 93%) from Internet use. For children, it was the second most frequently indicated answer (41%).
- 85% – 86% of children and youths, as well as 70% of their parents, specified that they were informed about the possibility of encountering illegal Internet content (bad and/or harmful materials) on the Internet. Children and youths specified this answer more frequently than they did two years ago, while parents specified the answer less frequently.
- Children most frequently specified “*unpleasant images of naked people*” (76%) and computer viruses (71%) as bad and/or harmful Internet material.
- In turn, youths, parents and teachers have “*materials, videos of a pornographic nature (without warning text)*” (70% - 73%), “*materials, videos containing violence*” (62% - 76%) and “*materials, videos connected with pedophilia*” (62% - 68%) among the most frequently indicated illegal Internet materials.
- 51% of children and 61% of youths have encountered illegal Internet content at least once. The majority indicated “*computer viruses*” (61% - 64%), “*materials of pornographic nature*” (64% - 66%) and “*rude, foul language*” (50% - 56%)
- Children specified more frequently (53%) than youths (36%) that they know whom to address if they encounter illegal materials on the Internet. In 2008, both children and youths provided this answer more frequently than in 2006.
- In the event they encounter illegal Internet content, the majority of children (61%) would address relatives (parents, grandparents, etc.), while 2/5 of youths (40%) specified that they “*wouldn’t address anyone*” in such a situation.

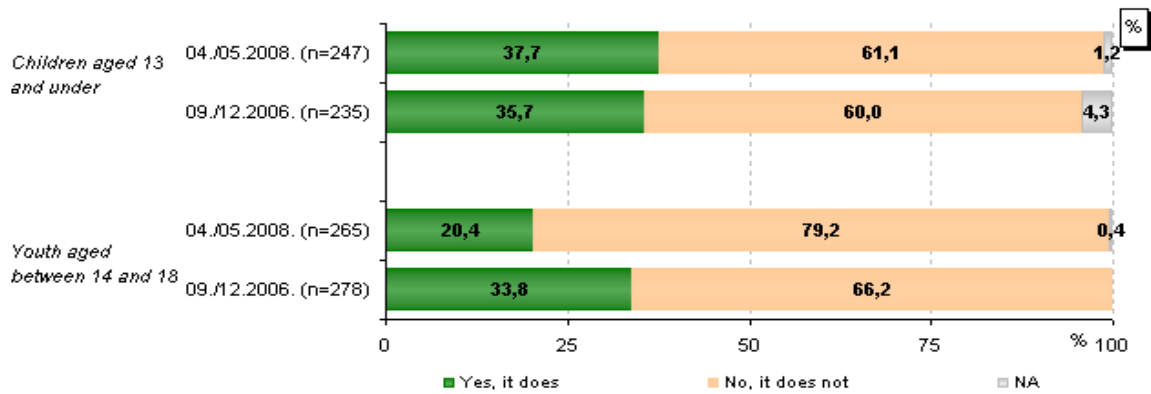
2. Awareness of and Encountering Materials with Illegal Content on the Internet

"Do you think the Internet poses a potential threat to you?"



Base: respondents, who use the Internet

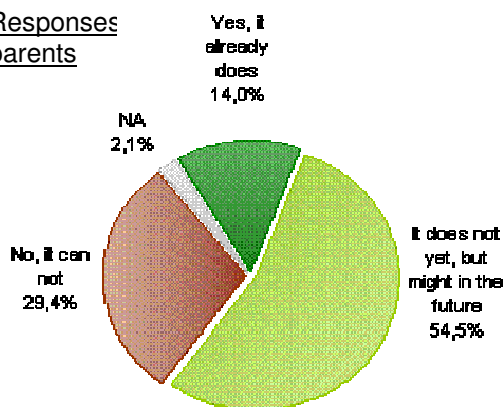
Comparison of data from pollings in 2006 and 2008



Base: all respondents

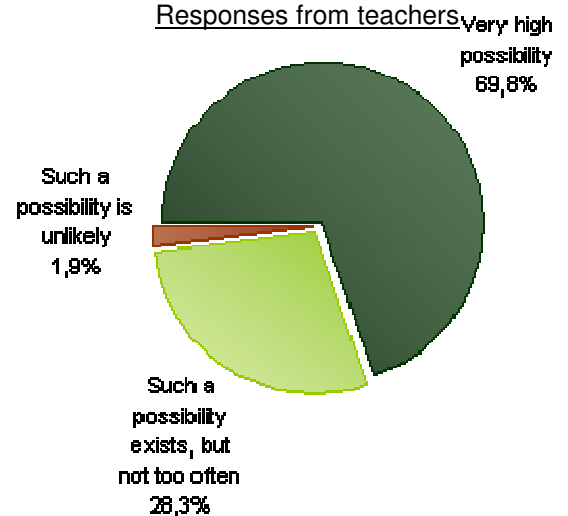
"Do you think the Internet poses a threat to your child?"

Responses parents



"In your opinion, how high is the possibility that children could encounter various types of threats or harmful materials while using the Internet?"

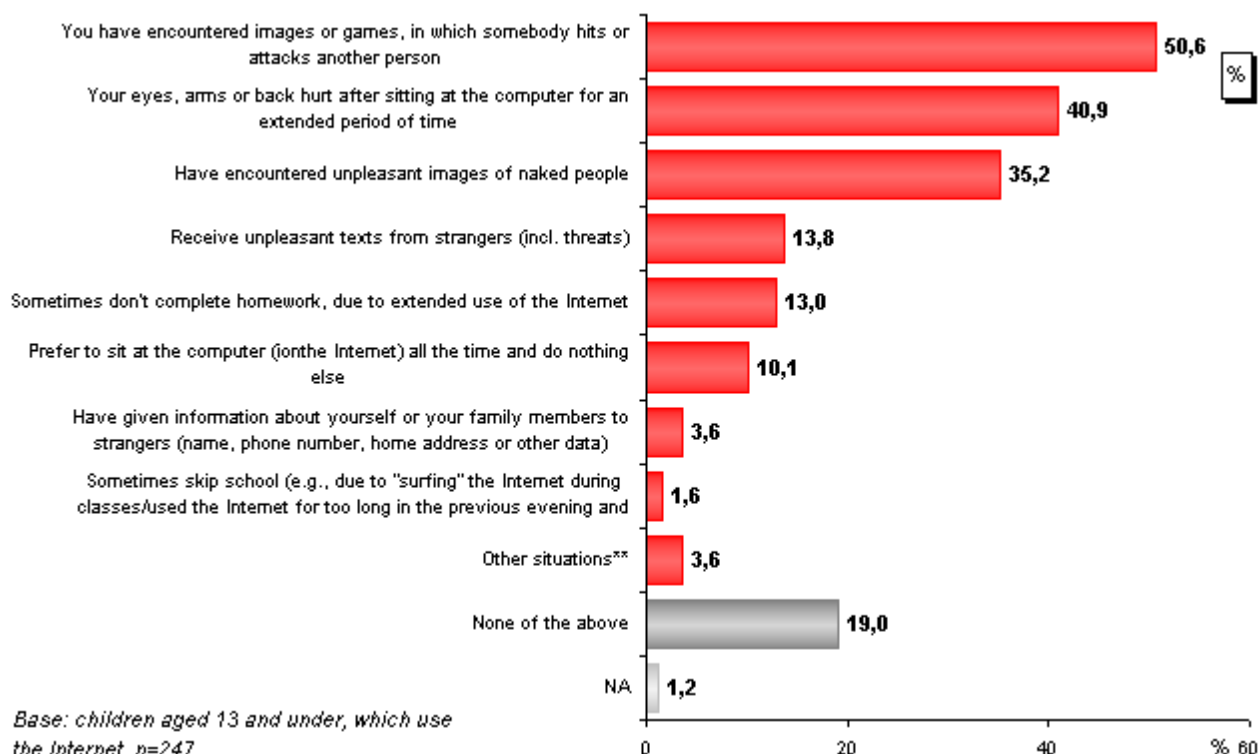
Responses from teachers



Base: see the technical information of the pollings on pages 3 to 6

"Which of the following have you encountered while using the Internet?"

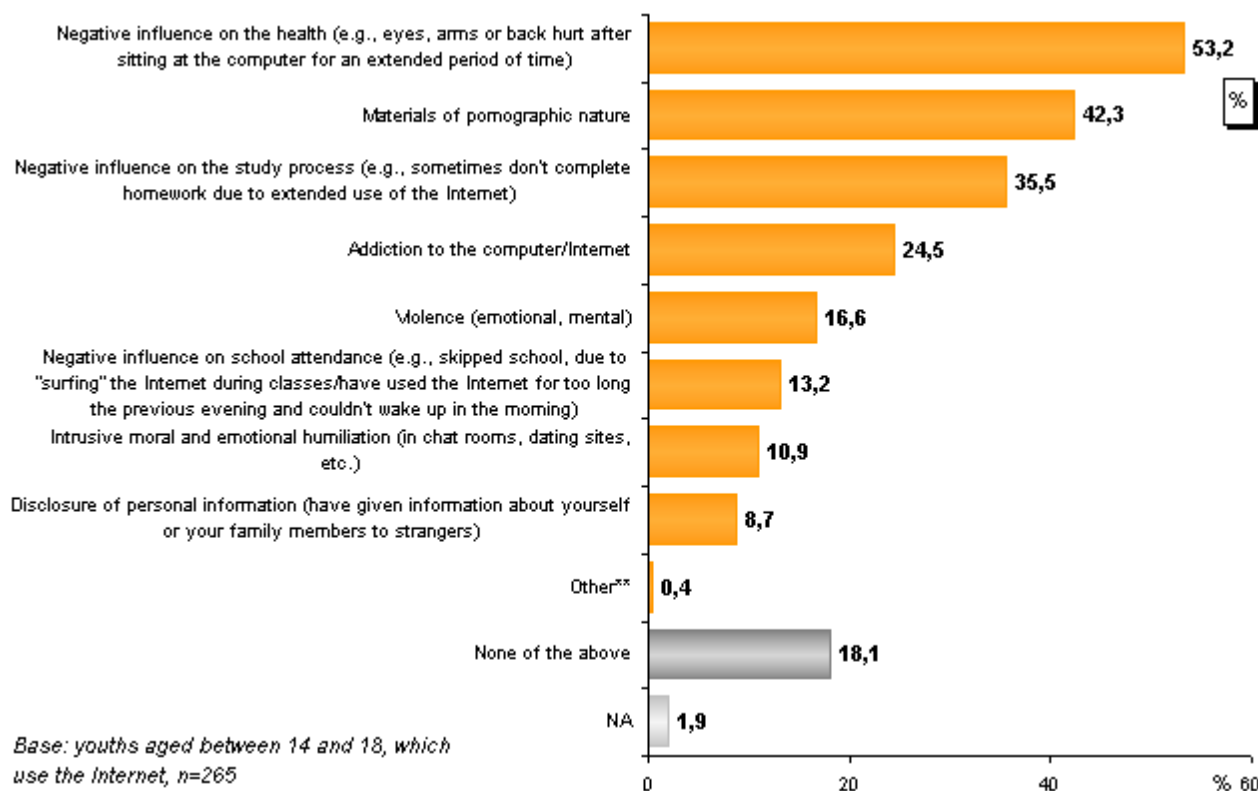
Responses of children aged 13 and under



*Since each respondent could mark more than one answer, the total sum of answers exceeds 100%.

**Children aged 13 and under mentioned "viruses" (6 times); "receive insults, rudeness (incl. from the class mates)" (3 times) under the "Other situation" category.

Responses of youths aged 14 to 18



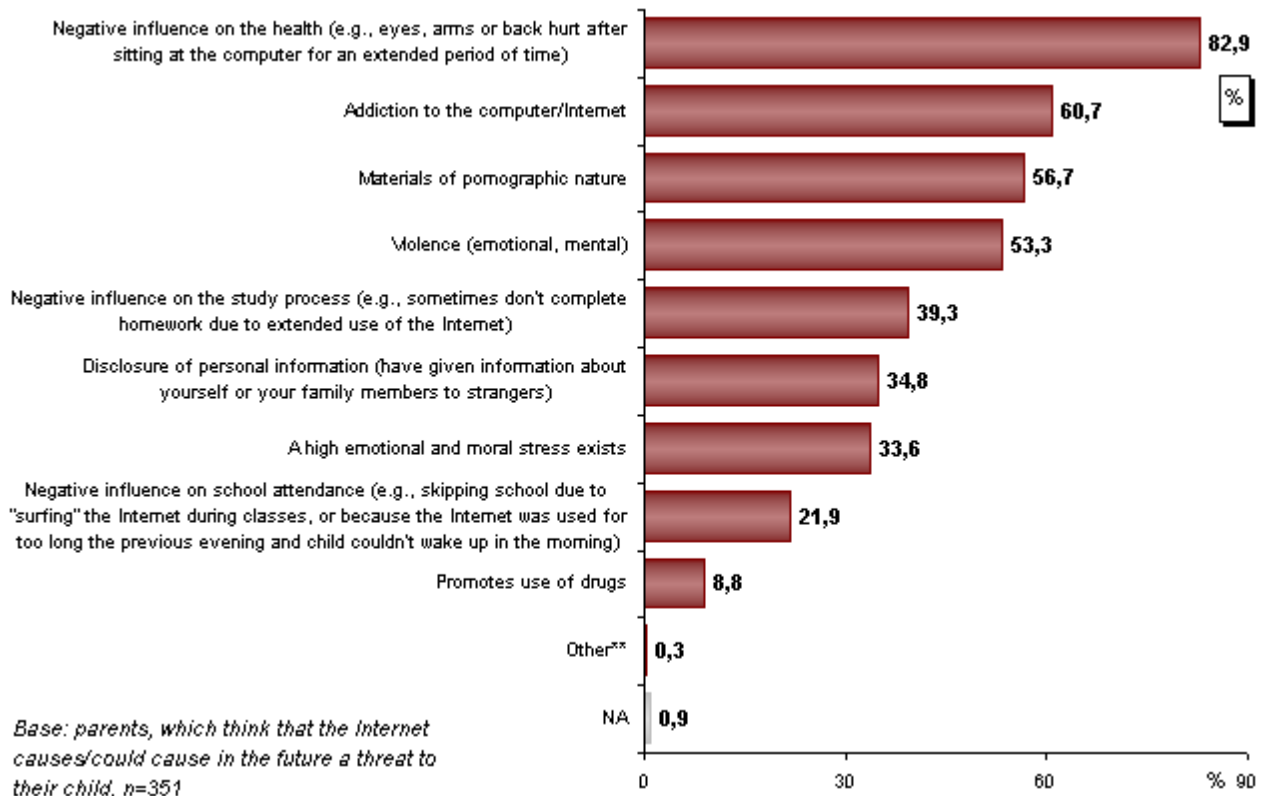
*Since each respondent could mark more than one answer, the total sum of answers exceeds 100%.

**Youths aged between 14 and 18 mentioned "computer virus" (1 time) under the "Other" category.

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"What kind of threats do you think your child could encounter while using the Internet?"

Responses of parents

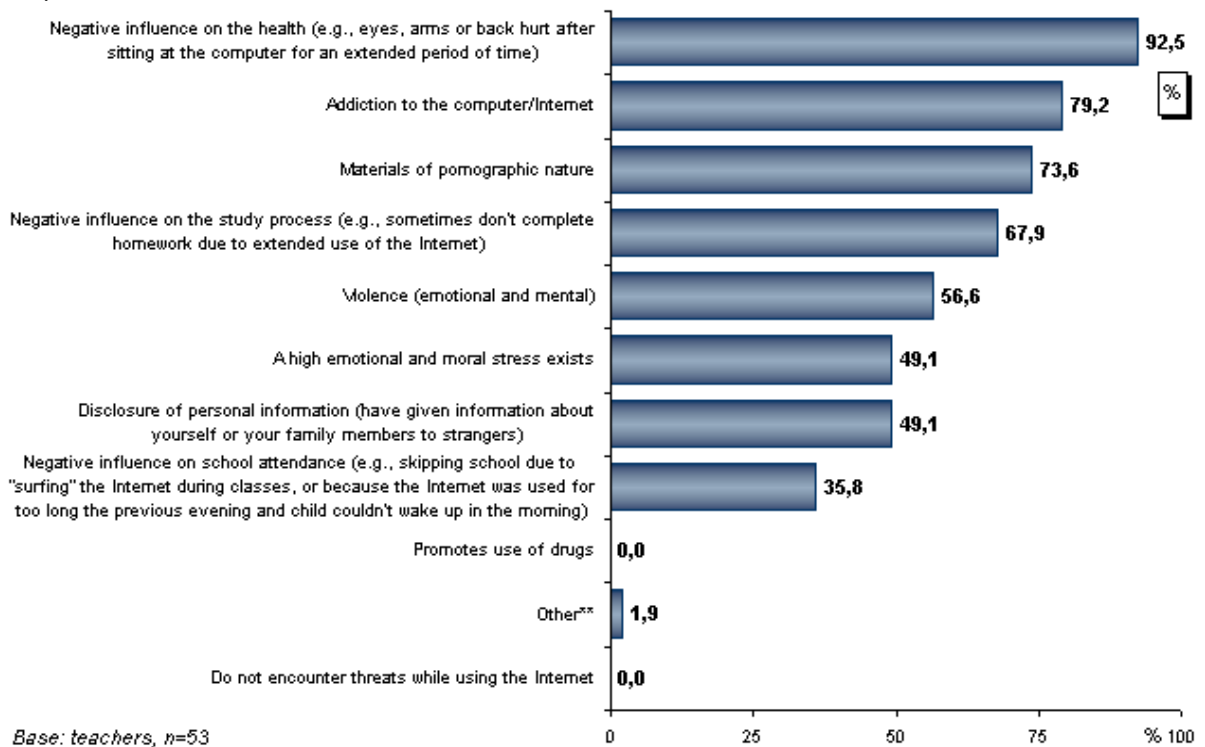


*Since each respondent could mark more than one answer, the total sum of answers exceeds 100%.

**Parents mentioned "invitations from photographers to become a photo model" (1 time) under the "Other" category.

"What kind of threats do you think children encounter the most while using the Internet?"

Responses of teachers



*Since each respondent could mark more than one answer, the total sum of answers exceeds 100%.

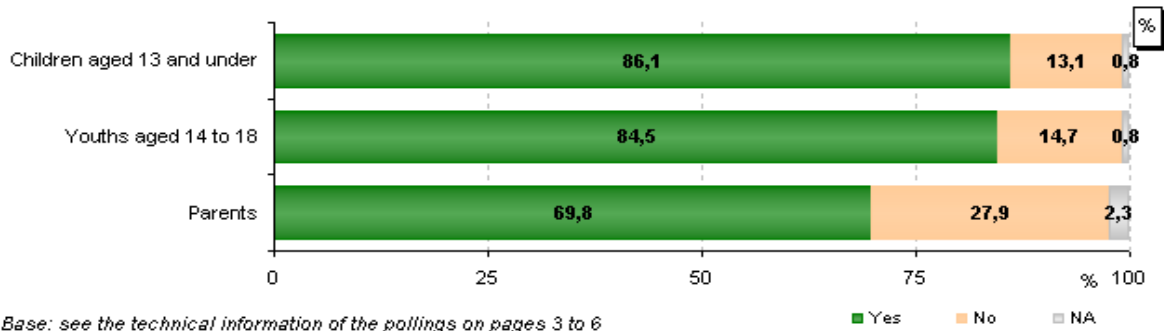
**Teachers mentioned "creates a skewed sense of reality" (1 time) under the "Other" category.

Research: Safer Internet for Children and Youths

"Do you know that you can encounter bad and/or harmful materials on the Internet?" (in the polling of children aged 13 and under)

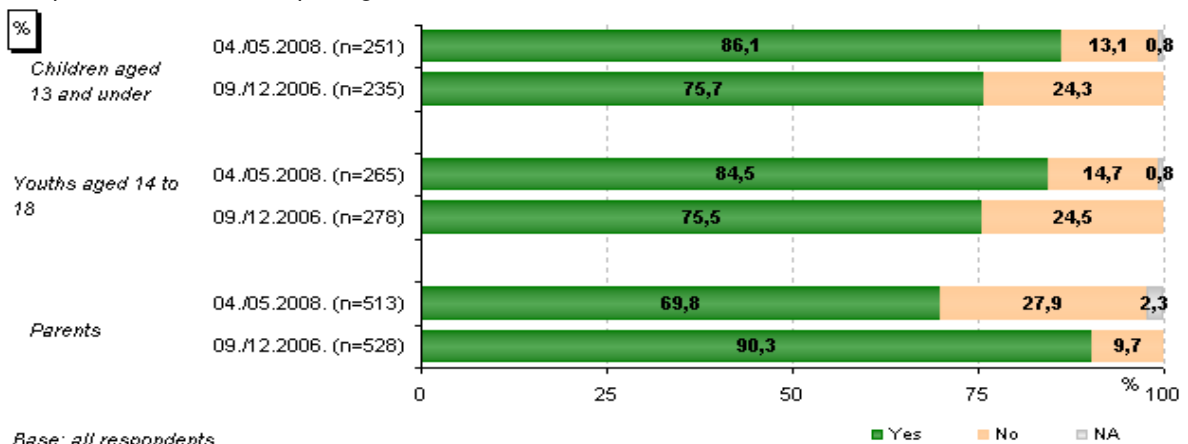
"Do you know that you can encounter illegal Internet content on the Internet?" (in the polling of youths aged 14 to 18)

"Have you ever heard anything about illegal Internet content?" (in the polling of the parents)



Base: see the technical information of the pollings on pages 3 to 6

Comparison of data from pollings in 2006 and 2008**

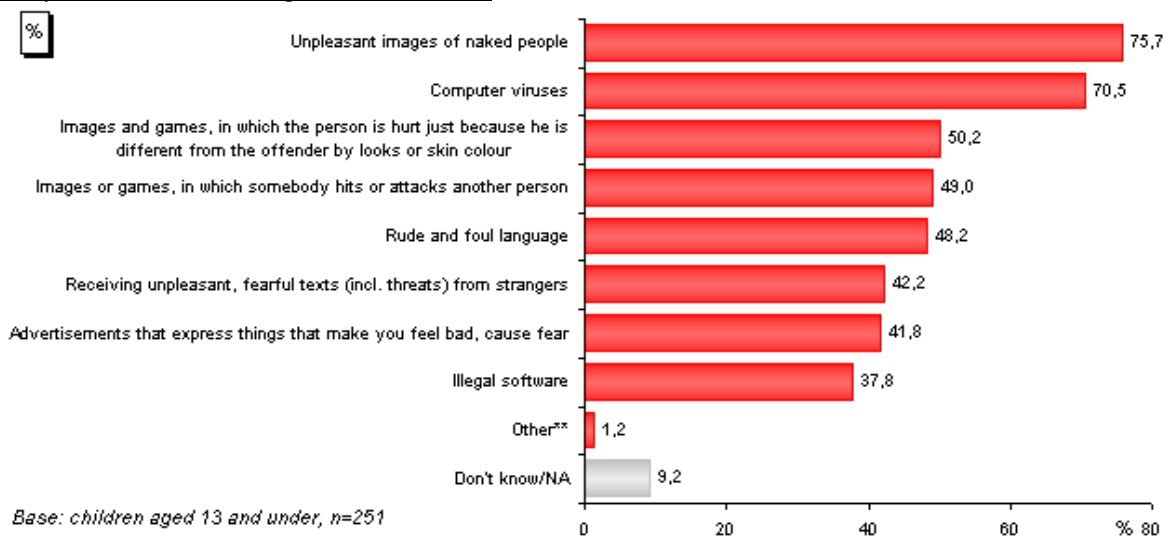


Base: all respondents

**In 2006, children aged 13 and under were asked the question "Have you ever heard anything about bad and/or harmful materials on the Internet?", while youths aged 14 to 18 and parents were asked to answer the question "Have you ever heard anything about illegal and/or harmful Internet content?"

"What do you believe constitutes bad and/or harmful Internet material?"

Responses of children aged 13 and under

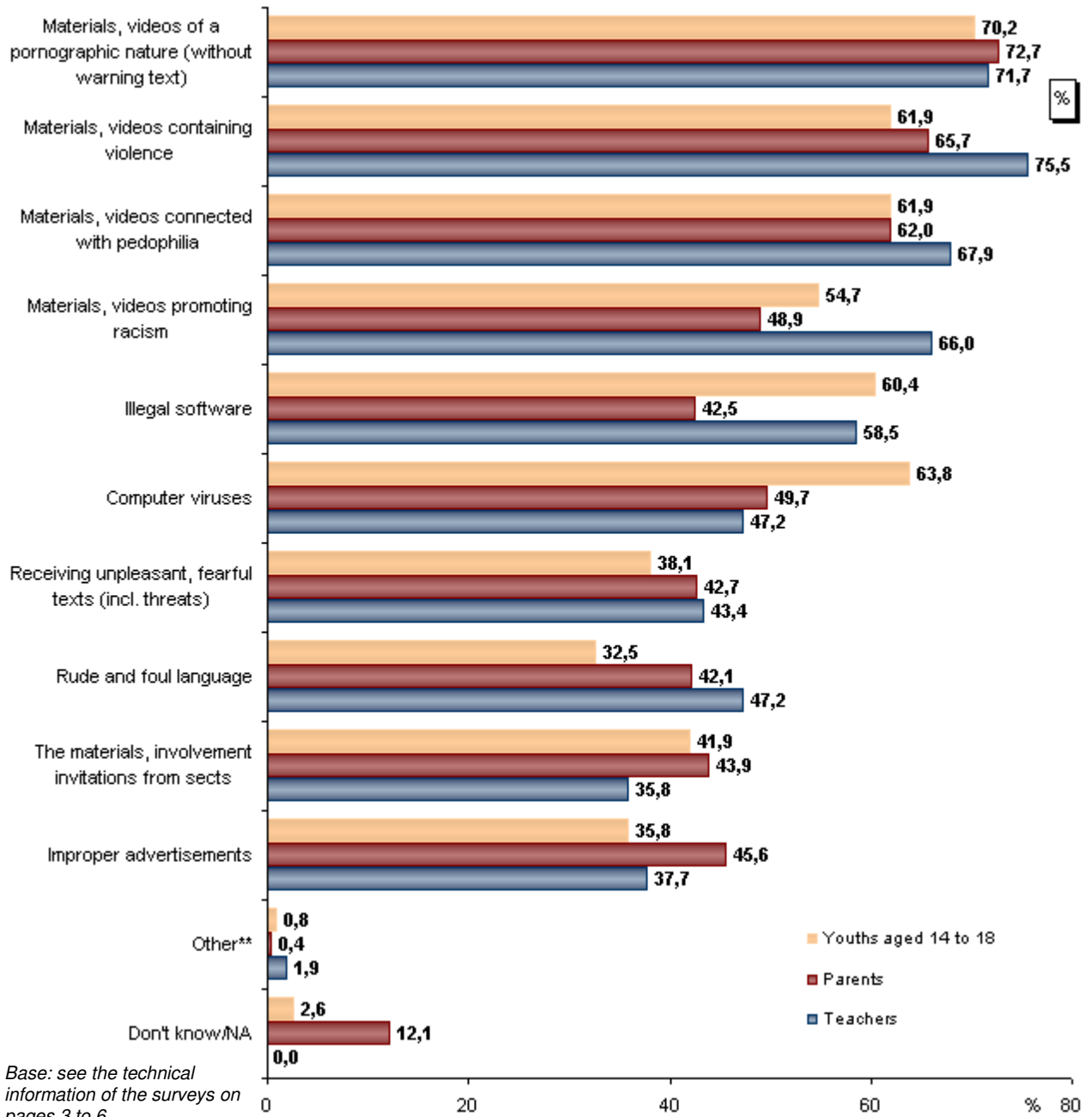


Base: children aged 13 and under, n=251

*Since each respondent could mark more than one answer, the total sum of answers exceeds 100%.

**Children aged 13 and under mentioned "unpleasant videos" (1 time); "advertisements" (1 time); "games" (1 time) under the "Other" category.

"What do you think is illegal Internet content?"



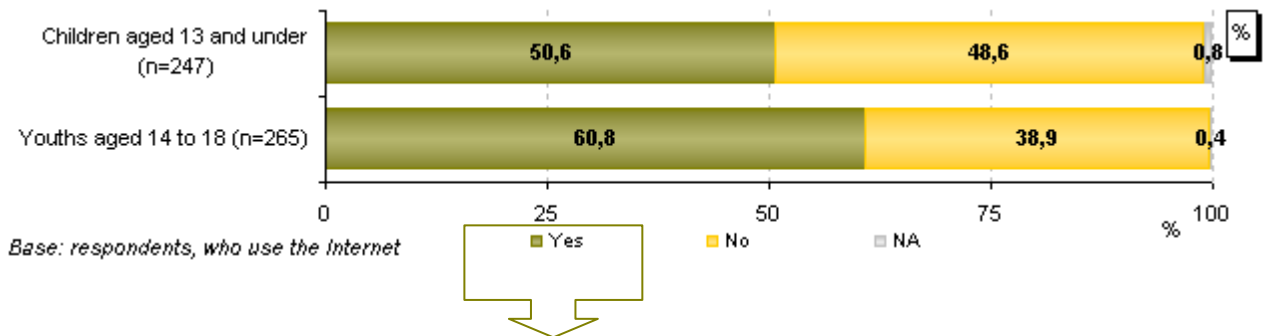
Base: see the technical information of the pollings on pages 4 to 13

*Since each respondent could mark more than one answer, the total sum of answers exceeds 100%.

**Youths aged 14 to 18 mentioned "everything that is placed and distributed illegally" (1 time); "information on individuals" (1 time); parents mentioned "false profiles" (1 time); "all illegal material" (1 time); teachers mentioned "maintenance of illegal servers, thus the information is not controlled because it is not said what is legal" (1 time) under the "Other" category.

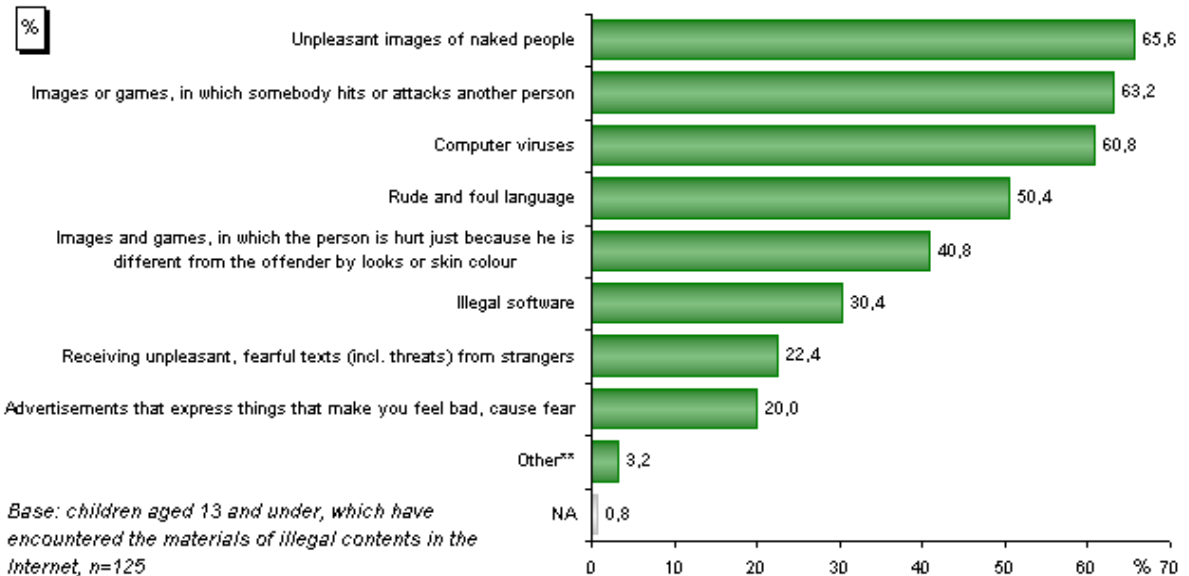
Research: Safer Internet for Children and Youths

"Have you previously encountered material of illegal content on the Internet?"



"Which of the following have your encountered while using the Internet?"

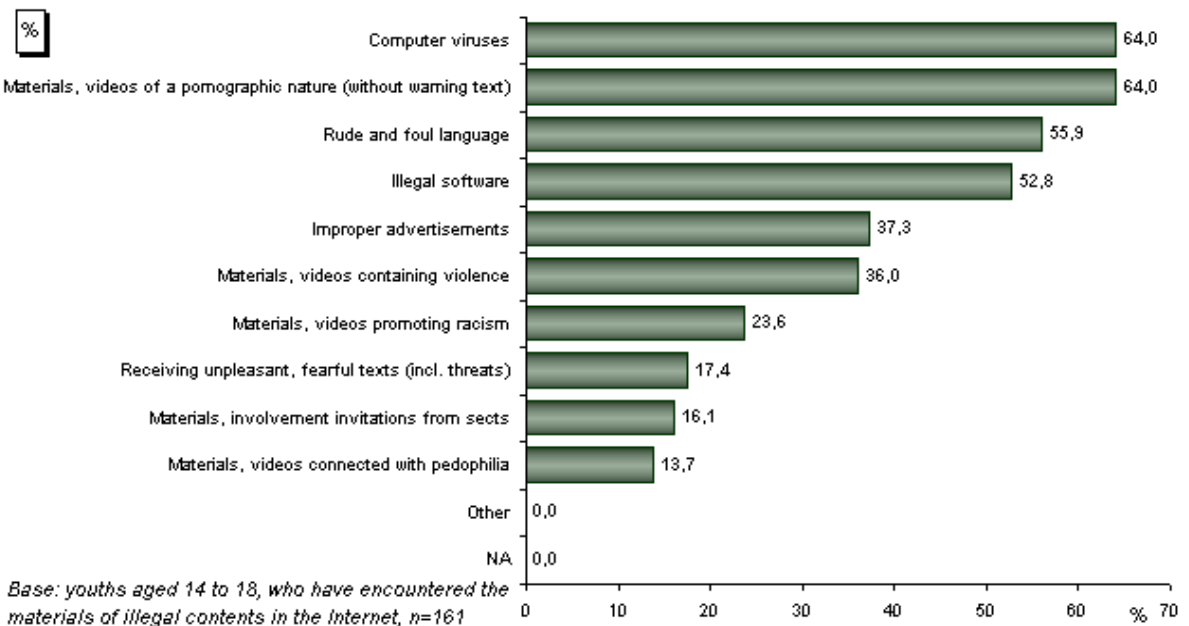
Responses of children aged 13 and under



*Since each respondent could mark more than one answer, the total sum of answers exceeds 100%.

**Children aged 13 and under mentioned "dead animals" (1 time); "unpleasant photos" (1 time); "advertisements" (1 time) "games" (1 time) under the "Other" category.

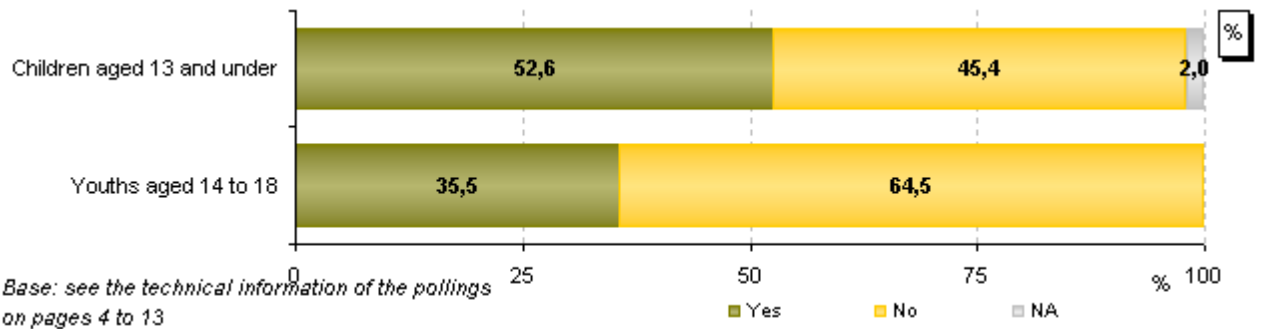
Responses of youths aged 14 to 18



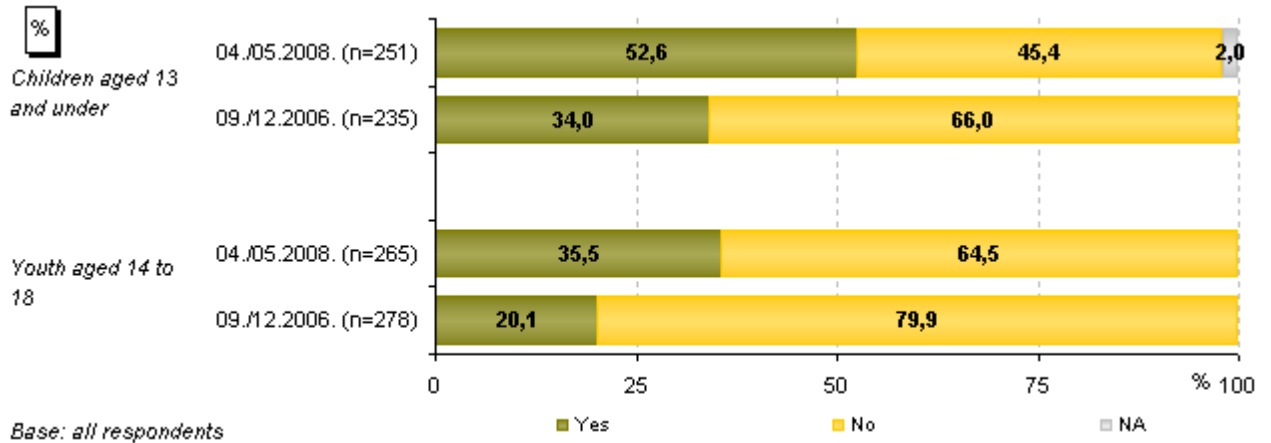
*Since each respondent could mark more than one answer, the total sum of answers exceeds 100%.

Research: Safer Internet for Children and Youths

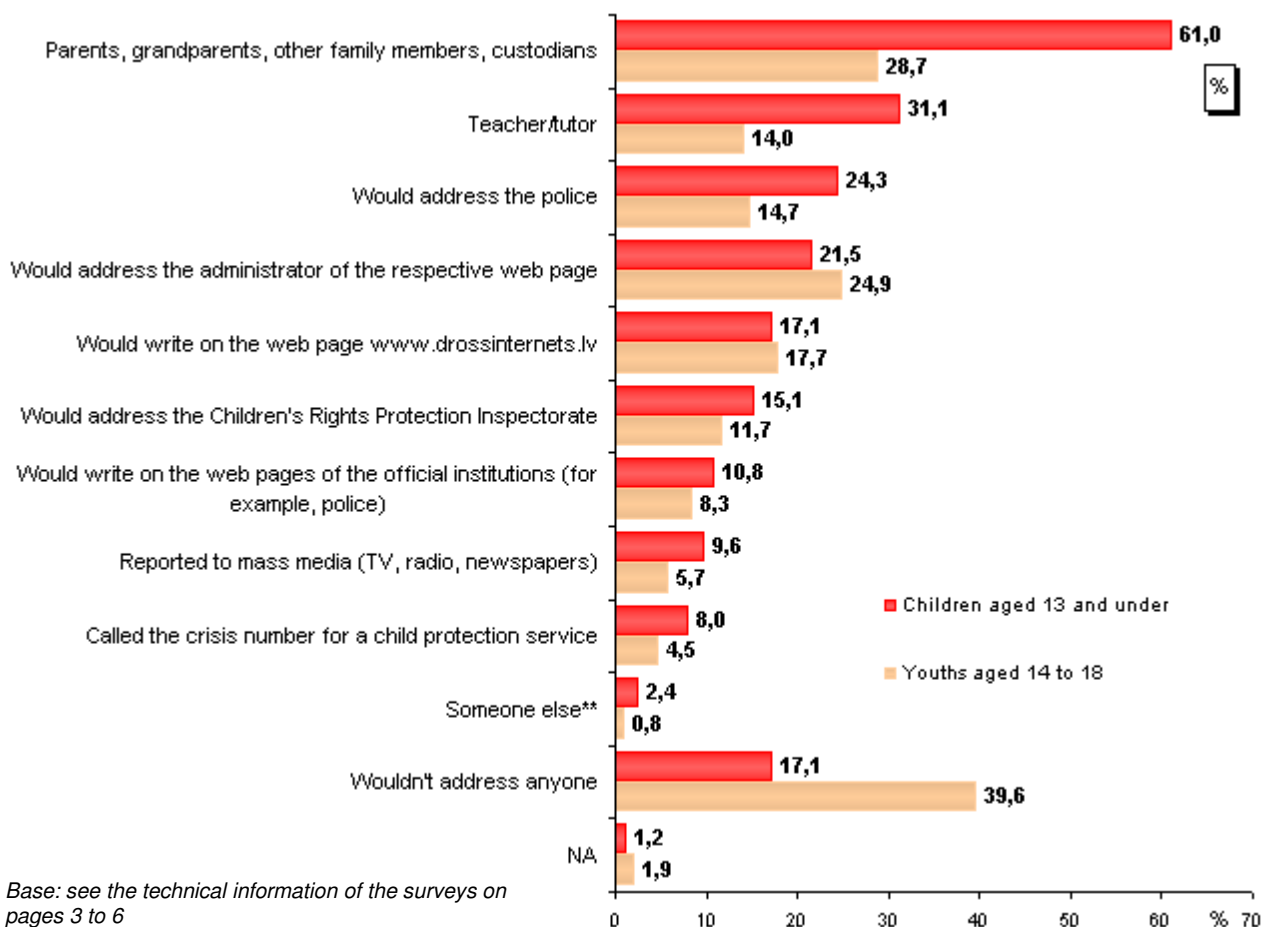
"Do you know whom to address if you encounter illegal material on the Internet?"



Comparison of data from pollings in 2006 and 2008



"Whom would you address (call, write to), if you encountered illegal material on the Internet?"



*Since each respondent could mark more than one answer, the total sum of answers exceeds 100%.

3. Awareness of Safe Internet Use

Within the framework of the research, children and youths were asked to specify if they were interested in the issues concerning safe Internet use, would they like to be informed on safe Internet use by someone and had anyone done so previously. Parents and teachers were asked to specify if they thought children should be taught about safe Internet use, who should teach them and what issues should be taught. Respondents also answered whom they would address in the event a child informed them s/he had encountered illegal material on the Internet.

According to polling results, the majority of children (73%) and youths (63%) would be interested in learning something more about the issues concerning safe Internet use. However, a positive answer to the question “*Would you like to be informed about safe Internet use?*” was given by 69% and 56% of respondents, respectively.

Research participants, who specified that they would like to be informed about safe use of the Internet, were asked to specify from whom they would like to receive such information. Both children and youths most frequently specified that they would like to be informed about safe Internet use by “*teachers, class tutor at school*” (66% and 49%, respectively) and “*in special training at school (for example, with the participation of representatives from the police, etc.)*” (58% and 48%).

It should be noted that the frequency of specifying the answer “*parents, grandparents, other relatives, custodians*” differed considerably – it was specified by 43% of children and 12% of youths. Children also specified “*friends, acquaintances*” more frequently as the preferred information source (28% and 22%).

In turn, youths would, more often than children, like to receive information about safe Internet use from “*the Internet (for example, the web page www.drossinternets.lv)*” (37% and 28%, respectively), “*mass media (TV, radio, newspapers)*” (32% and 22%) and from “*representatives of the Ministry of E-affairs*” (16% and 12%).

59% of children and 60% of youths specified that they had already been informed by someone about safe Internet use. Approximately 2/3 of respondents (66% - 68%) specified that it had been done by “*teachers, tutor at school*”. Children specified more often than youths that they had been informed about safe Internet use by “*parents, grandparents, other relatives, custodians*” (68% and 35%) and it was done at “*special training at school (for example, with the participation of representatives from the police, etc.)*” (31% and 22%). Youths, however, more frequently specified that the information had been acquired from “*friends, acquaintances*” (36% and 28%), “*mass media (TV, radio, newspapers)*” (29% and 20%) and that they had searched for “*information on the Internet (for example, on the web page www.drossinternets.lv)*” (23% and 14%).

Parents were asked to specify if they thought their child was using the Internet safely, i.e., could s/he select information that was safe; to protect him/herself on the Internet. The majority of respondents (63%) gave a positive answer, while 6% responded in the negative.

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However, a comparatively large percentage of parents answered that they “*didn't know*” if their child knew how to use the Internet safely. Comparing this with the data from the previous research, it can be concluded that, this year, parents more frequently expressed confidence that their child was using the Internet safely (2006: 55%, 2008: 63%).

More than 4/5 of parents (89%) considered it was necessary to teach children about safe Internet use. 9% of respondents said that such training was not necessary for a child. It is interesting to note that 88% of parents, who thought their child was using the Internet safely, specified a need for such training and 93% of those, who thought that their child did not know how to use the Internet safely, specified a need for training.

Describing the differences during the last 2 years, it is notable that the parents polled in 2008 indicated less frequently (89%) than in 2006 (96%) that children should be taught how to use the Internet safely.

Both parents and teachers were asked the question “Who do you think is responsible for educating a child, so it could safely use the Internet?” 89% of polled informatics teachers and 86% of parents specified that the “*school (teachers, tutors)*” were responsible for teaching safe Internet use, while 81% of parents and 96% of teachers indicated the responsibility belonged to the parents. Also, teachers more often than parents emphasized the responsibility of “*mass media (TV, radio and newspapers)*” (59% and 45%, respectively) and “*Internet service providers*” (51% and 45%) in educating children. In turn, parents, more frequently specified “*software developers*” (28% and 8%) and “*computer equipment retailers*” (5% and 0%) as the responsible entities.

While analyzing the data on changes, it can be observed that, this year, parents specified more often than in previous research that the “*school (teachers, tutor)*” (2006: 77%, 2008: 86%), “*mass media (TV, radio and newspapers)*” (28% and 45%), “*Internet service providers*” (36% and 45%) and “*software developers*” (12% and 28%) were responsible for educating children on safe Internet use. Additionally, even though 81% of 2008 respondents indicated the responsibility belongs to the parents, this answer was specified less in 2008 than in 2006 (86%).

Comparing the responses of teachers, it can be established that, both in 2006 and in 2008, respondents most often (96%) emphasized the responsibility of parents. This year, teachers also specified “*mass media*” (2006: 49%, 2008: 59%) more frequently, as well as “*police*” (8% and 11%). However, the answer that the “*school (teachers, tutors)*” was responsible for educating a child on this topic was specified slightly less often (92% and 89%).

In 2008, when asked to specify who was mainly responsible for educating a child in the issues regarding safe Internet use, 60% of teachers specified “*parents*”, the same answer was specified by 47% of parents. The “*school (teachers, tutors)*”, as the main responsible body, was specified by 31% of parents and 21% of informatics teachers.

According to research data, 30% of informatics teachers specified that school representatives (themselves, other teachers, class tutors) occasionally spoke with the parents of children from grades 1 through 4 on the issues concerning safe Internet use amongst children.

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The majority of respondents (79%) specified that such issues were discussed with the parents of primary school children (grades 5 through 9), while 34% indicated that it is done with the parents of secondary school children (grades 10 through 12).

The majority of informatics teachers (93%) specified that they had informed children themselves about safe Internet use. 19% of respondents specified that some other teacher had spoken with the children and another 17% specified that this had been done by “*somebody else*” (not a teacher).

83% of informatics teachers indicated that children should be more informed on “*how to protect themselves on the Internet*”, regarding safe Internet use; more than $\frac{3}{4}$ thought that greater attention should be paid to information “*on possible threats on the Internet in general*” (79%) and “*on web ethics*” (76%). Also, the majority of teachers specified that children should be better informed about “*whom to inform when encountering unpleasant situations/violations on the Internet*” (68%), “*about possible private identity theft*” (60%), “*about money fraud using the Internet*” (57%) and “*about secure profile creation*” (51%). The opinion that children should be more informed “*about Internet content filters*” was expressed by respondents comparatively less often (36%).

When answering the question “*Do you know how to teach a child about safe Internet use?*”, 47% of parents specified that they did know, as did 87% of informatics teachers. It should be added that, in the research report of 2006, the information showed that half of the polled parents had not known how to teach children about safe Internet use, while 88% of teachers had specified that they did know how to teach a child about these issues.

In the polling of 2008, teachers, who indicated that they did know how to teach a child on safe Internet use, were asked to specify where they had learned it. The most frequent responses from respondents were that it was “*self-taught (incl. using materials from the Internet)*” (70%), or they had visited “*special courses, seminars*” (61%). 24% of respondents specified that they had acquired information on educating a child on safe Internet use “*from other colleagues*” or had learned it “*in high school*”.

Parents were also asked to specify where they had acquired information on safe Internet use. Respondents indicated “*mass media*” (46%) and “*family members, acquaintances, friends*” (38%) amongst the two main information sources. Overall, 22% of parents specified that the information on safe Internet use was acquired “*in school (for example, from the teacher, from parental meetings)*” and another 10% indicated “*special seminars*”. Additionally, 3% specified that such information had been received “*from the Secretariat of the Special Assignments Minister for Electronic Government Affairs (by phone, visiting the web page www.eps.gov.lv)*”. The possible answer “*have not acquired any information about safe Internet use*” was specified by 22% of parents.

The polling results show that the majority of parents (57%) didn't know, whom to address if their child informed them that s/he had encountered illegal material on the Internet. 42% of respondents specified that they “*do know*” whom to address in such a situation.

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All parents (both those, who specified that they “*know*” whom to address and those who “*don’t know*”) were asked to specify whom would they address if the child informed them about encountering illegal material on the Internet. It was most often (41%) indicated by research participants that they would address the “*police*”. It was specified by more than 1/5 that, in such a case, they would address a “*teacher/tutor*” (26%), “*Children’s Rights Protection Inspectorate*” (25%), or “*the administrator of the respective web page*” (22%). 19% would write on the web page www.drossinternets.lv, 13% “*Would call the crisis numbers for child protection*”, 12% “*would report to mass media (TV, radio, newspapers)*”, while 9% “*would write on the web pages of official institutions (for example, police)*”.

It should be mentioned that 12% of polled parents “*wouldn’t address anyone*” in the event their child informed them s/he had encountered illegal Internet content.

Conclusions:

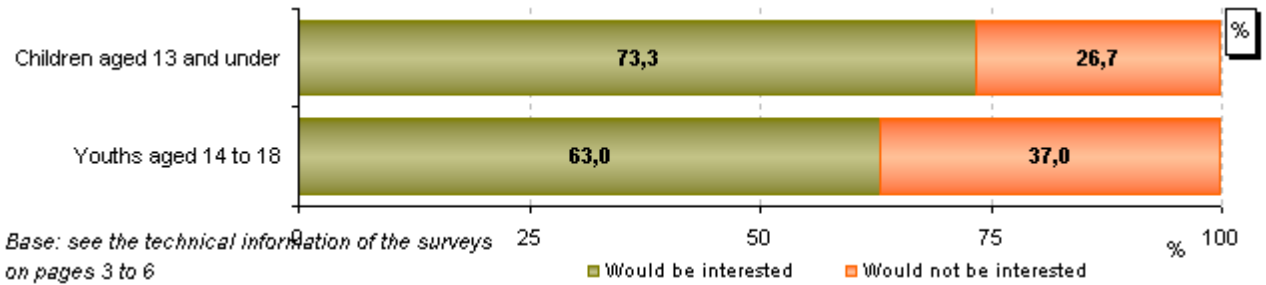
- The majority of children (73%) and youths (63%) would be interested in acquiring more information about the issues concerning safe Internet use and 56% - 69% would want someone to inform them on the subject. Respondents would most often like to be informed about these issues by “*teachers, class tutor at school*” (49% - 66%) and “*in special training at school (for example, with the participation of representatives from the police, etc.)*” (48% - 58%).
- The research data show that 59% of children and 60% of youths have already been informed by someone about safe Internet use. Approximately 2/3 of respondents (66% - 68%) specified that it was done by “*teachers, class tutor at the school*”.
- The majority of parents (63%) think that their child knows how to use the Internet safely; this year this opinion is expressed more often than in 2006 (55%).
- Both parents and teachers most frequently consider “*school (teachers, tutors)*” (86% - 89%) and parents (81% - 96%) to be responsible for educating a child on issues concerning safe Internet use (in 2006, these were also the most frequently indicated groups). However, parents were most often (47% - 60%) considered as the main responsible bodies.
- The majority of teachers (79%) specified that the parents of primary school children in their school were occasionally spoken to about the issues regarding safe Internet use. 30% - 34% specified that such issues were discussed with the parents of either primary school or secondary school children.
- According to the research data, the majority (93%) of informatics teachers have told children themselves during class about safe Internet use.
- More than ¾ of teachers think that students should be more informed about “*how to protect themselves on the Internet*” (83%), “*about possible threats on the Internet in general*” (79%) and “*about web ethics*” (76%).
- Overall, 47% of parents and 87% of teachers specified that they do know how to teach a child about safe Internet use. Teachers have mostly learned to do so through self-education (70%) or in special courses and seminars (61%).

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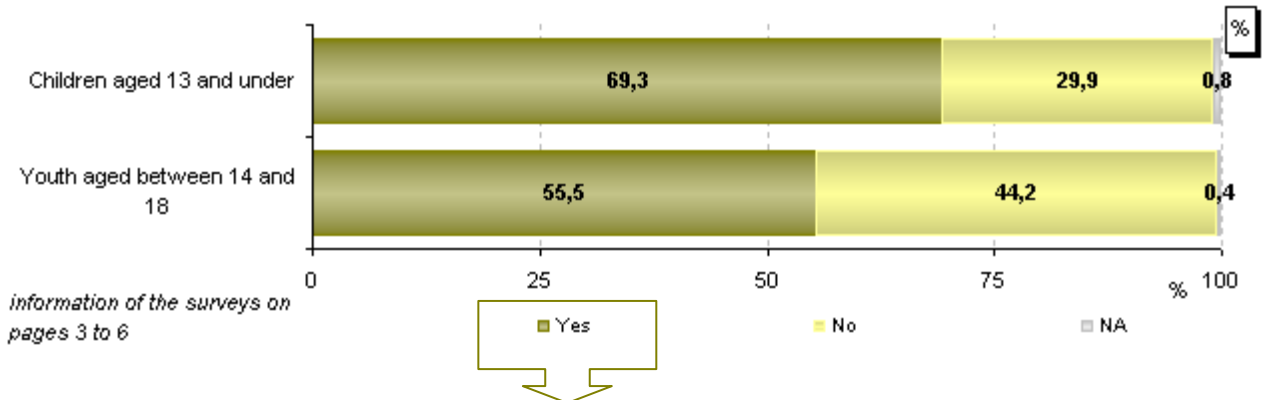
- Parents have mostly acquired the information about safe Internet use through mass media (46%) and family members, acquaintances, friends (38%).
- The polling results show that the majority of parents (57%) don't know whom to address if their child tells them that s/he has encountered illegal material on the Internet.
- In case a child tells them s/he has encountered illegal material on the Internet, 41% of polled parents would address the police. 12% of respondents admitted that they would not "*address anyone*" in such a situation.

3. Awareness of Safe Internet Use

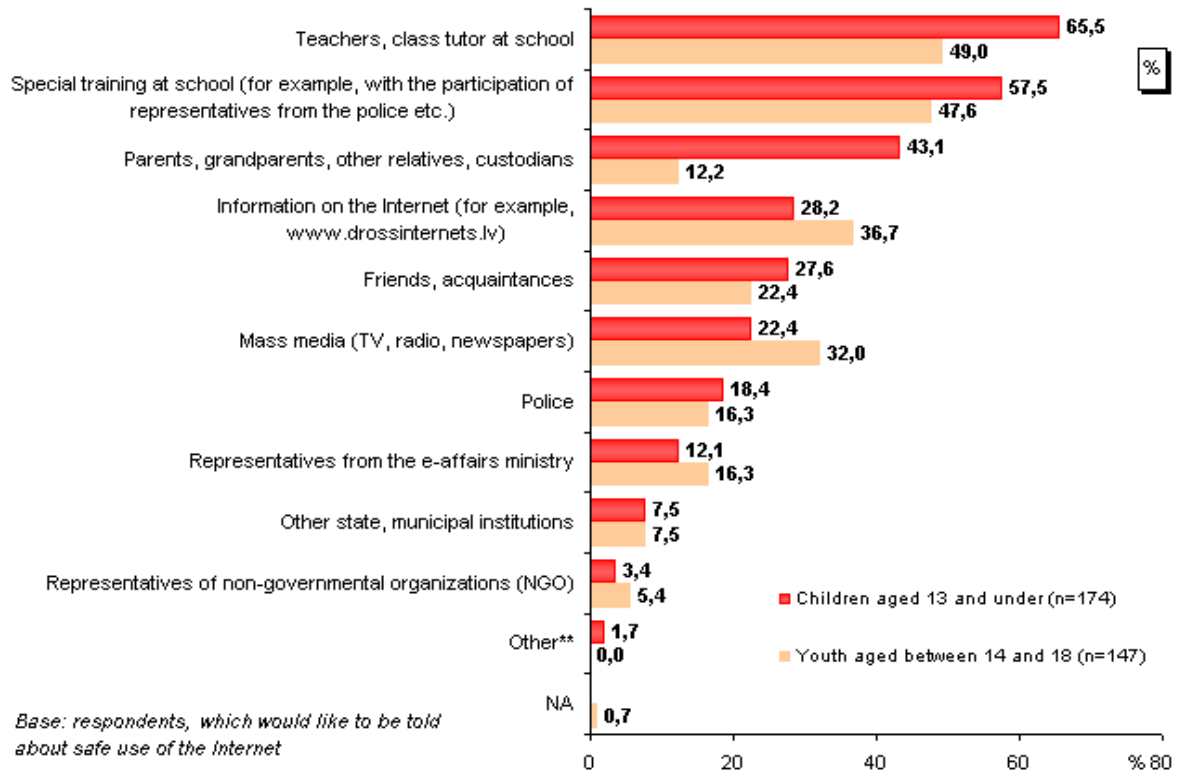
"Would you be interested to learn something more about the issues concerning safe Internet use?"



"Would you want to be informed about safe Internet use?"



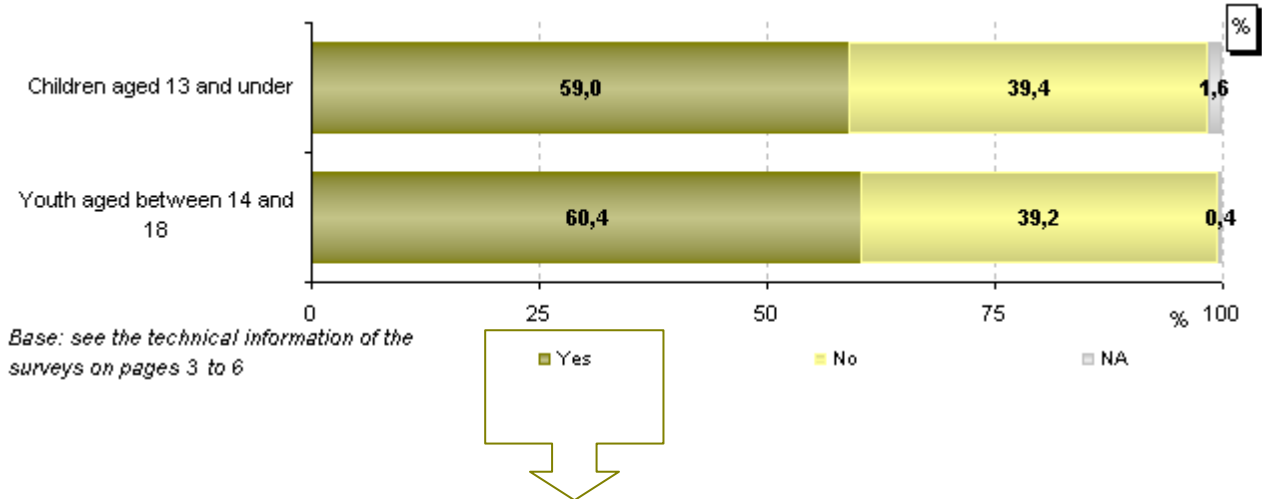
"You would like to be informed about safe Internet use by..."



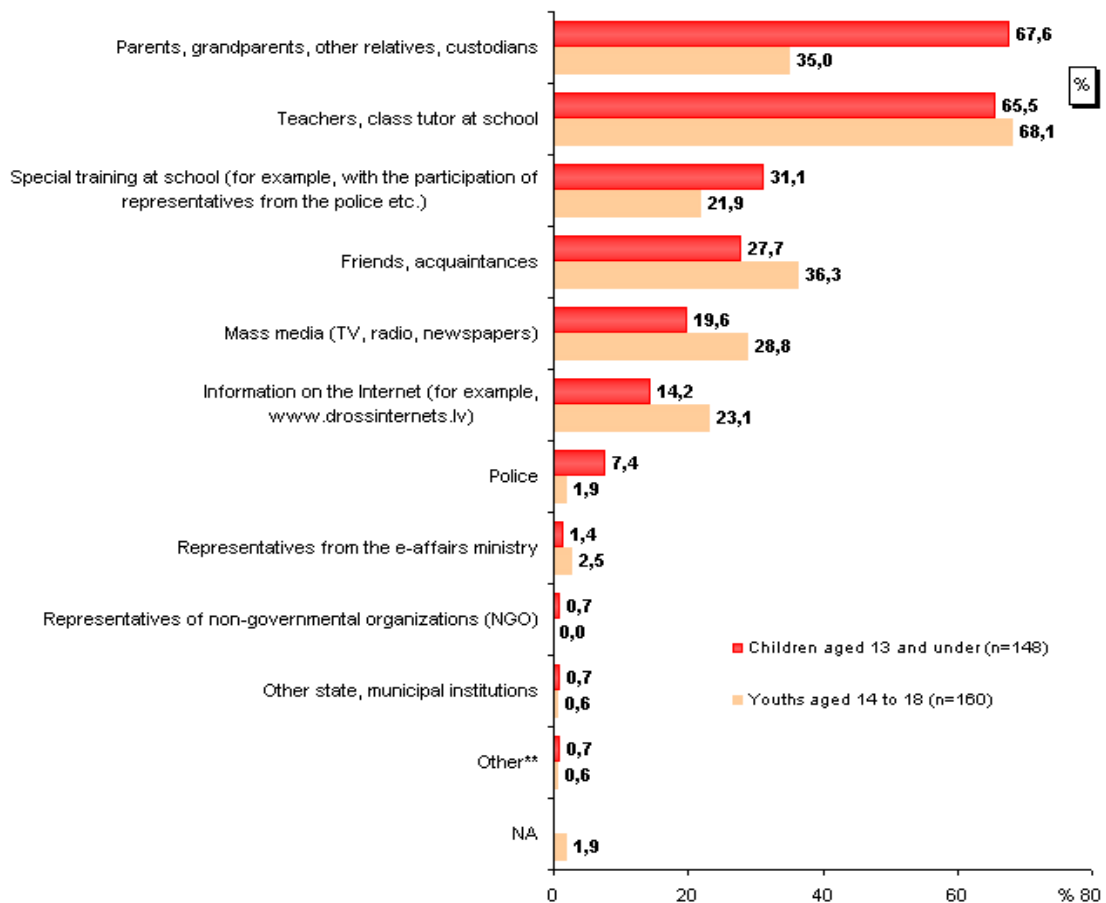
*Since each respondent could mark more than one answer, the total sum of answers exceeds 100%.

**Children aged 13 and under mentioned "computer expert" (2 times); "on the hotline" (1 time) under the "Other" category.

"Has anyone previously spoken to or informed you about safe Internet use?"



"Who informed you about safe Internet use (for example, what you can and cannot do on the Internet)?"



Base: respondents, which have already been told about safe use of the Internet

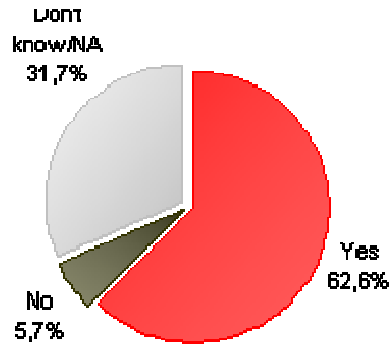
*Since each respondent could mark more than one answer, the total sum of answers exceeds 100%.

**Children aged 13 and under mentioned "computer expert" (1 time); youths aged 14 to 18 mentioned "representatives of www.drossinternets.lv" (1 time) under the "Other" category.

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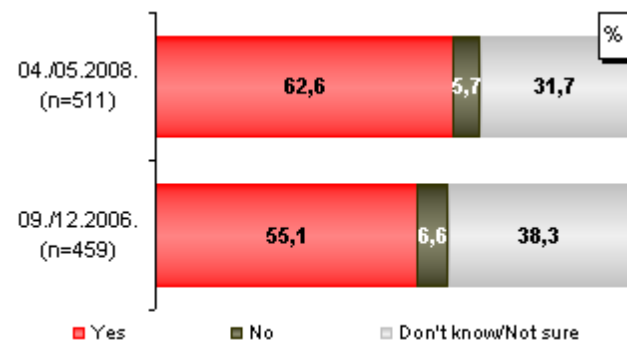
"Do you think your child is using the Internet safely, i.e., can s/he distinguish which information is safe, protect her/himself on the Internet, etc.?"

Responses of teachers



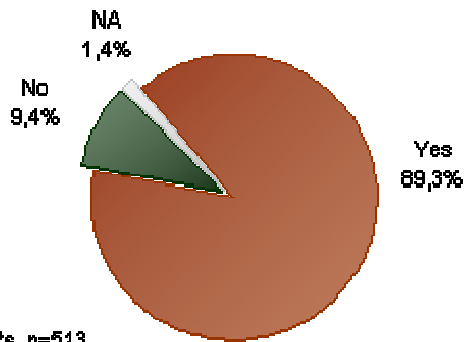
Base: parents, whose children use the internet, n=511

Comparison of data from pollings in 2006 and 2008



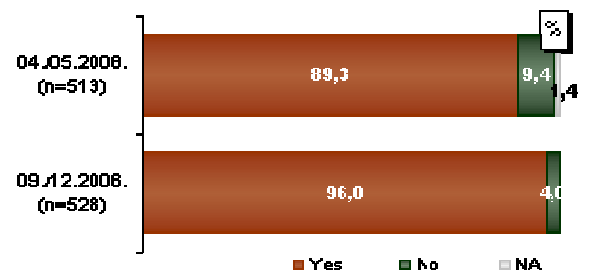
"Do you think it is necessary to teach children about safe Internet use?"

Responses of teachers



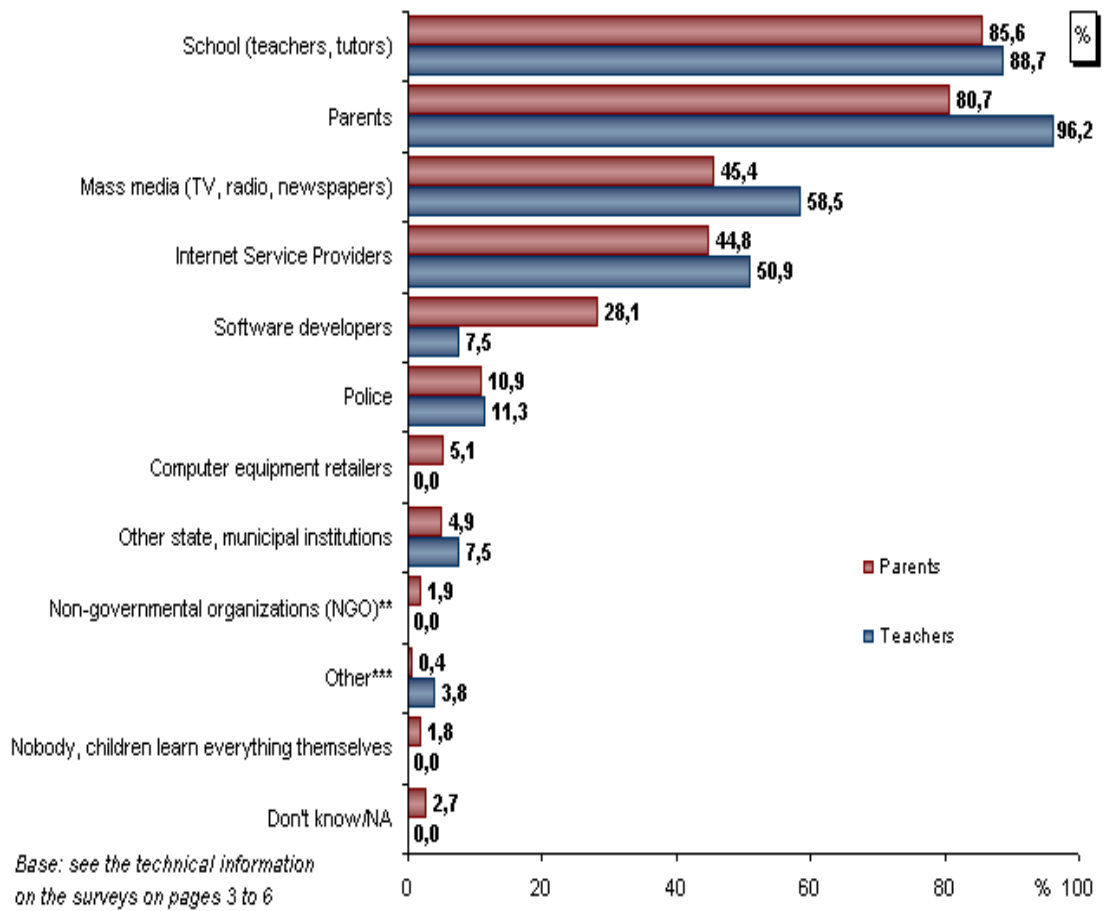
Base: parents, n=513

Comparison of data from pollings in 2006** and 2008



*In the poll of 2006 the parents were asked to answer the question "Is it necessary to educate children about safe use of the Internet?"

"Who do you think is responsible for educating a child so it could use the Internet safely?"



*Since each respondent could mark more than one answer, the total sum of answers exceeds 100%.

**Parents mentioned "children protection organizations" (1 time) under the "Nongovernmental organizations (NGO)" category.

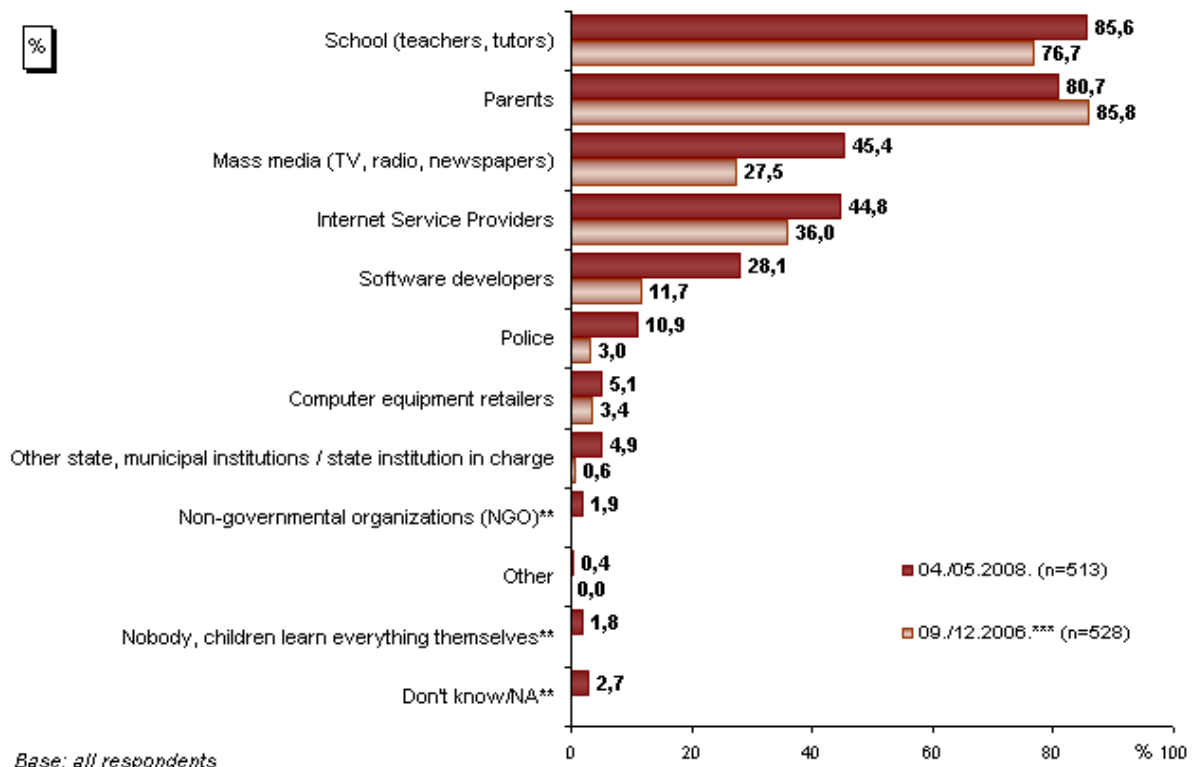
***Parents mentioned "the responsible person for use of the Internet" (1 time); "also the kids themselves" (1 time); teachers mentioned "ministry of electronic affairs" (1 time); "each user" (1 time) under the "Other" category.

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"Who do you think is responsible for educating a child so it could use the Internet safely?"

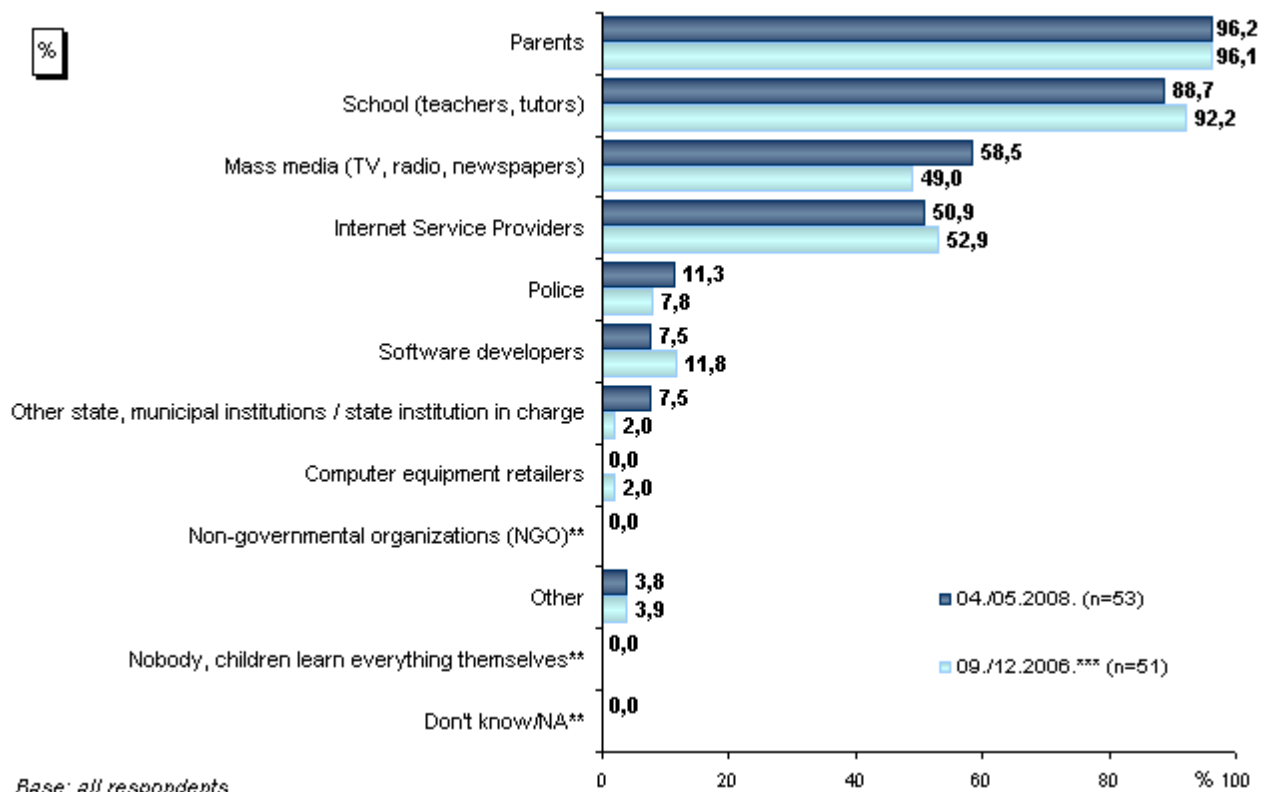
Comparison of data from pollings in 2006 and 2008

Comparison of responses of the parents



Base: all respondents

Comparison of responses of the teachers



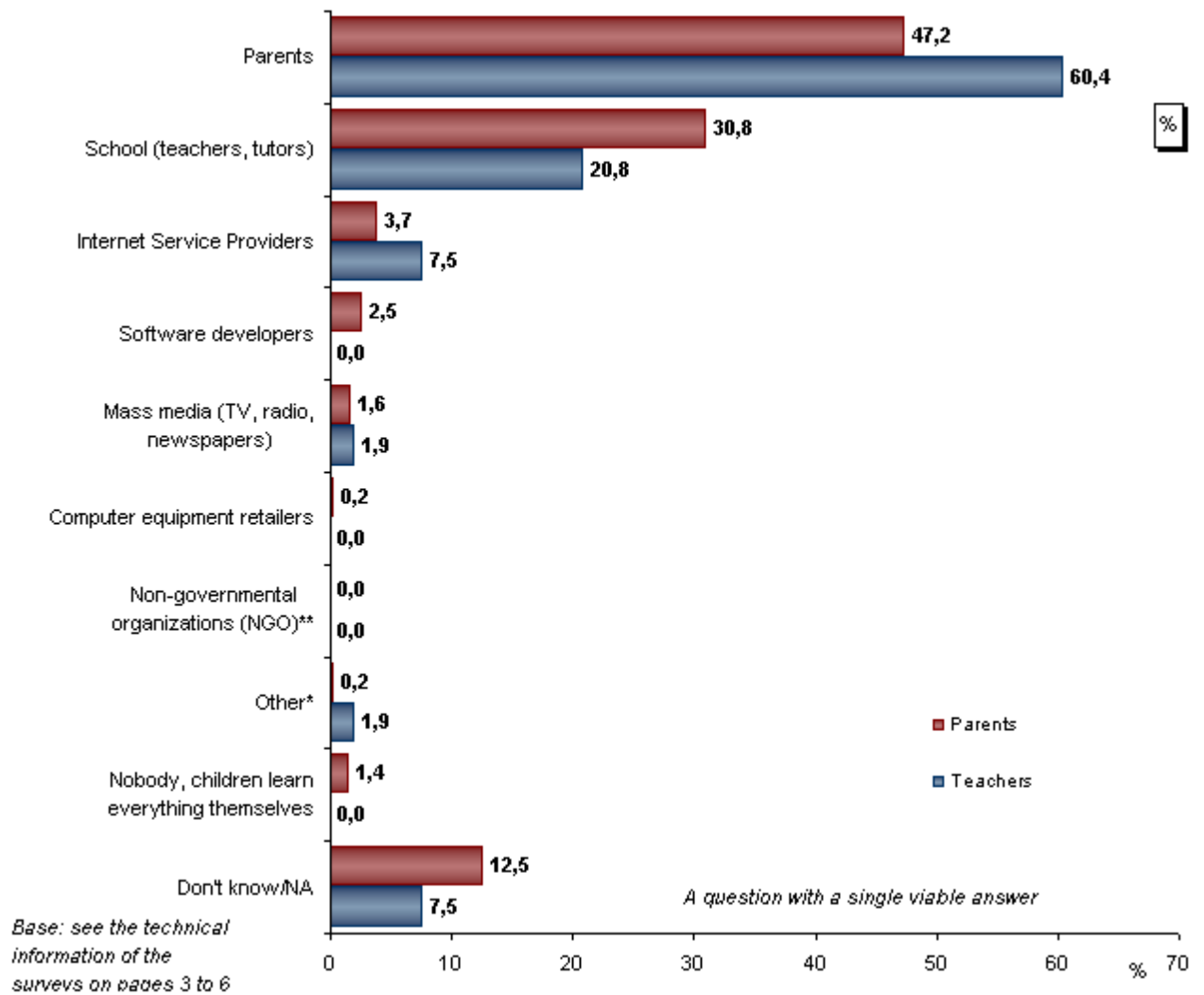
Base: all respondents

*Since each respondent could mark more than one answer, the total sum of answers exceeds 100%.

**No respective response variants were offered to the respondents in the polling of 2006.

***In 2006, the respondents were asked the question "In your opinion, who is responsible for a child's education, so s/he would use the Internet safely?" with no pre-defined answers specified.

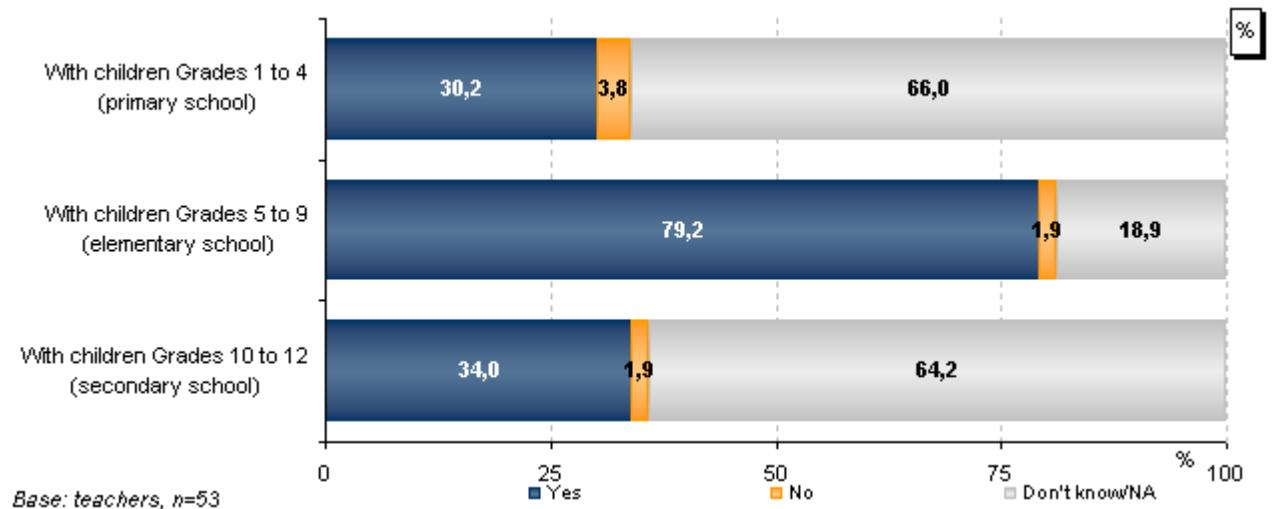
"And who do you think is mainly responsible for educating a child so it could use the Internet safely?"



*Parents mentioned "the responsible person for use of the Internet" (1 time); teachers mentioned "ministry of electronic affairs" (1 time) under the "Other" category.

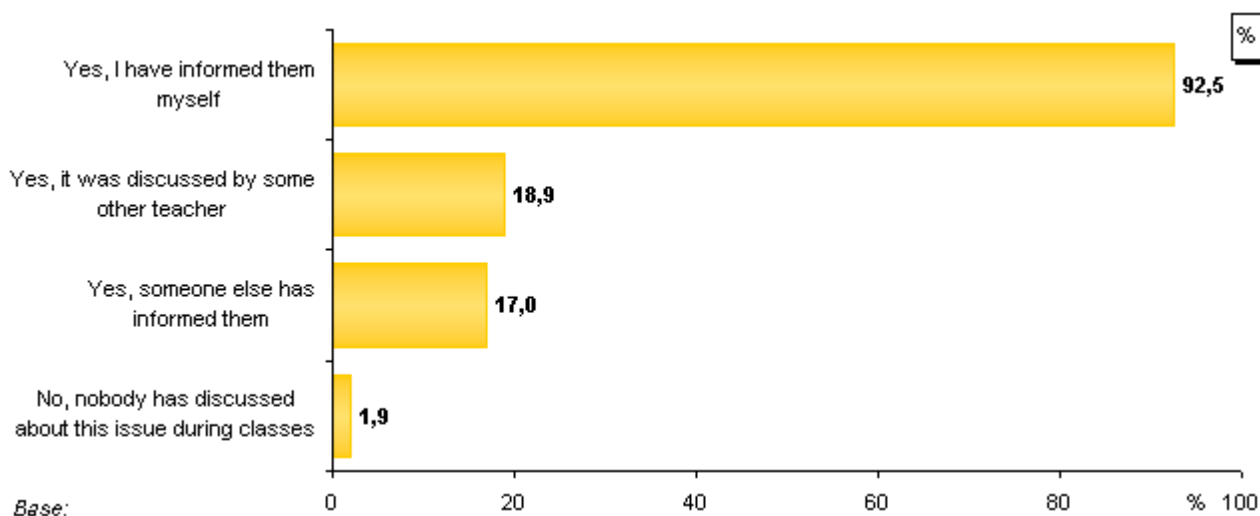
"Do the school representatives (you, other teachers, class tutors) talk with parents about the issues regarding safe Internet use amongst children? "

Responses of teachers



"Has anyone in your school told children during classes about safe Internet use?"

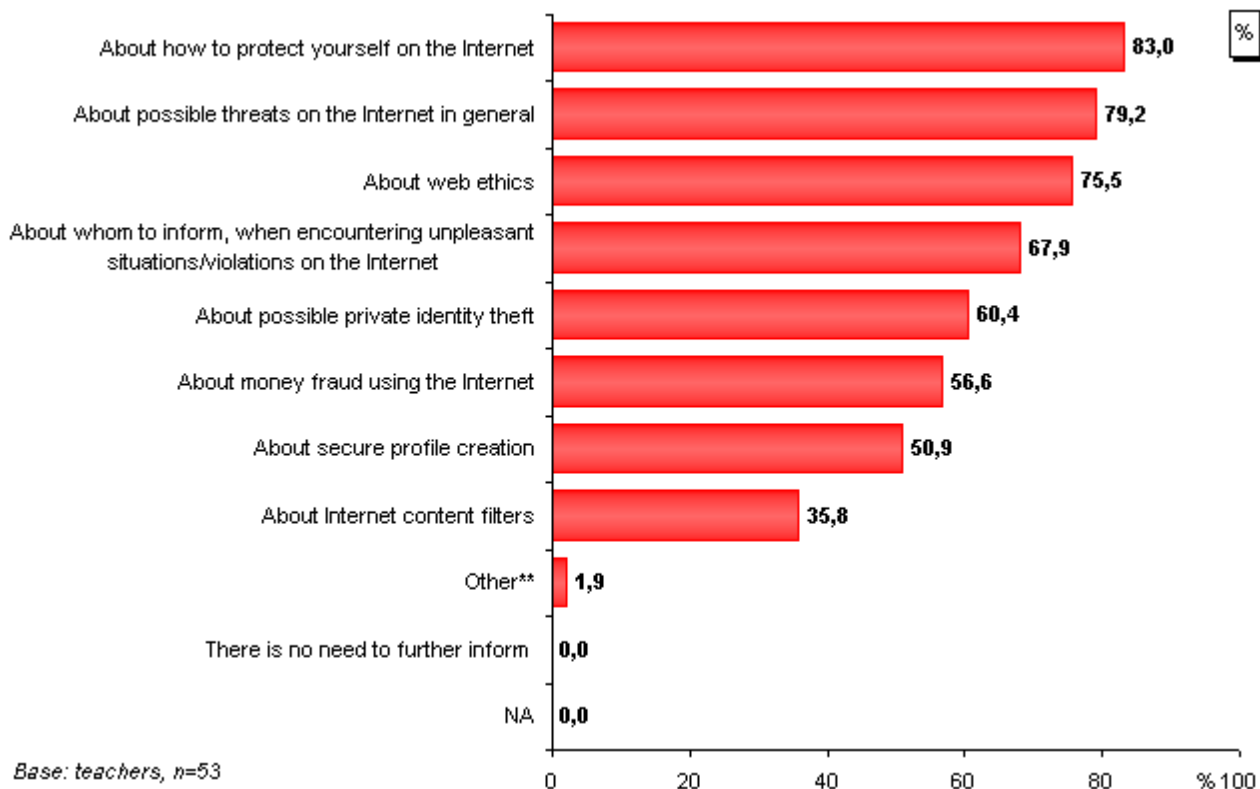
Responses of teachers



*Since each respondent could mark more than one answer, the total sum of answers exceeds 100%.

"Please specify, in your opinion, the issues regarding safe Internet use about which children should be more informed!"

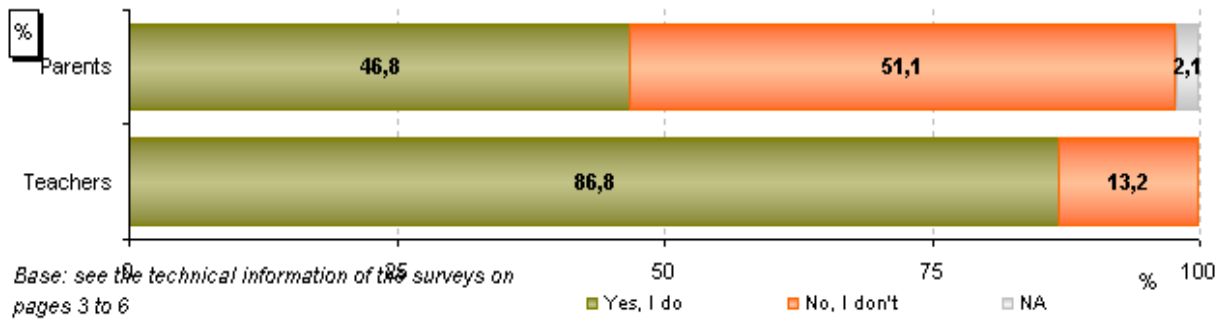
Responses of teachers



*Since each respondent could mark more than one answer, the total sum of answers exceeds 100%.

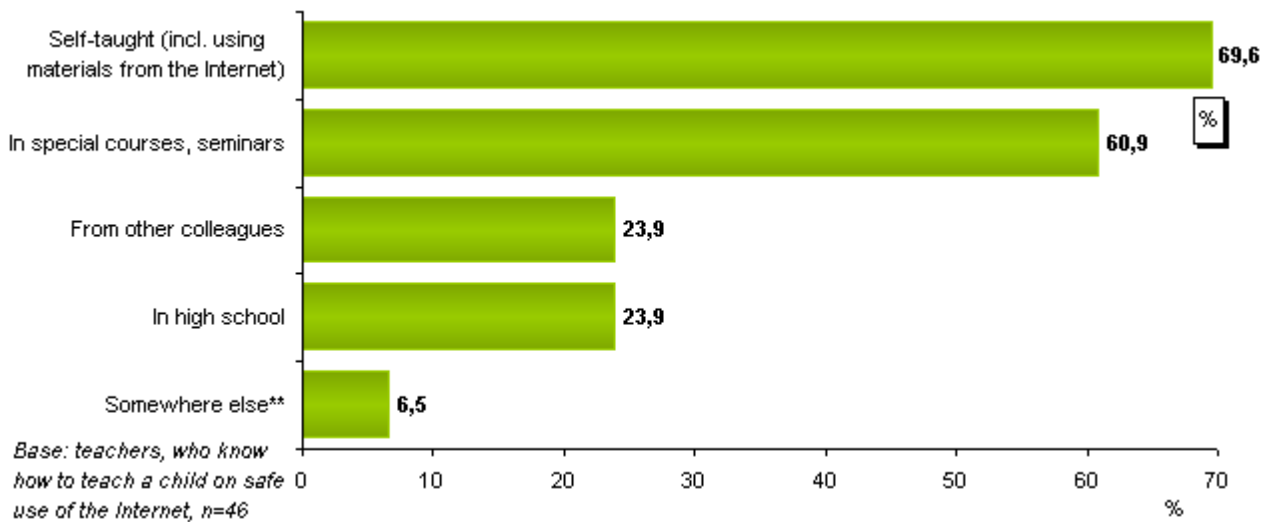
**Teachers mentioned "on violence, addiction, involvement in some forbidden organization, sect, etc." (1 time) under the "Other" category.

"Do you know how to teach a child about safe Internet use?"



"Where did you learn how to teach a child about safe Internet use?"

Responses of teachers

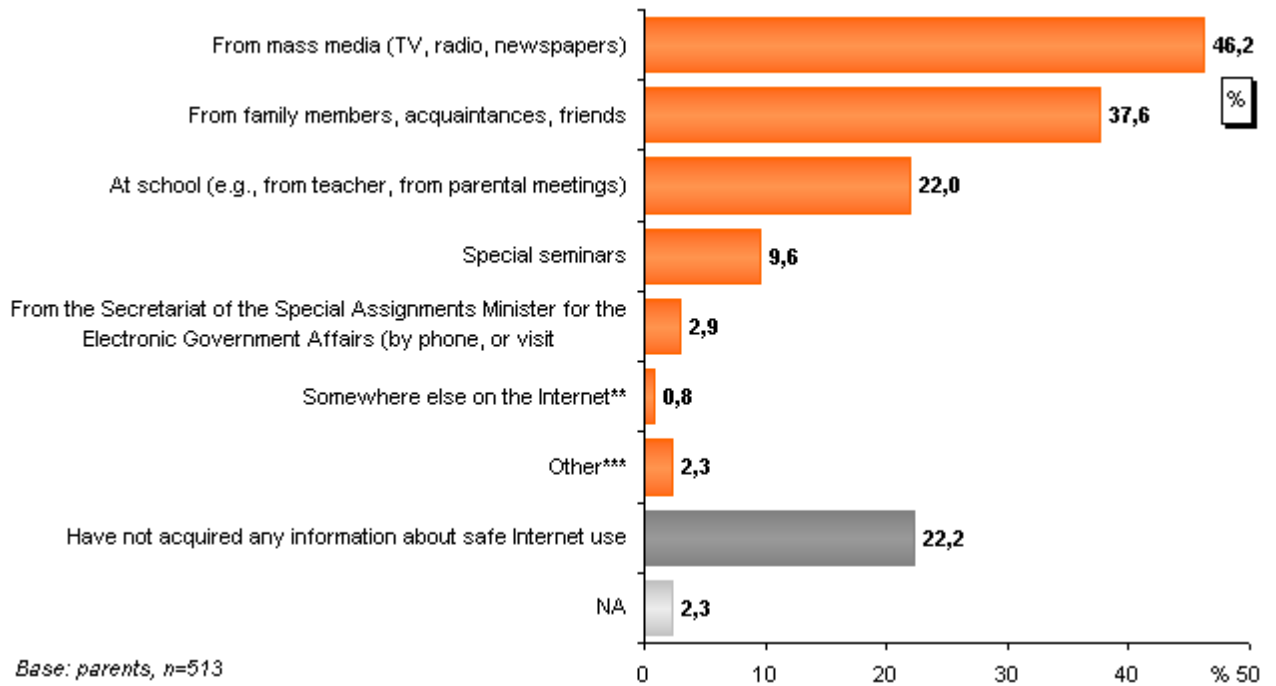


*Since each respondent could mark more than one answer, the total sum of answers exceeds 100%.

**Teachers mentioned "from my son" (1 time); "press, mass media" (1 time); "www.drossinternets.lv" (1 time) under the "Other" category.

"Where did you acquire information about safe Internet use?"

Responses of parents



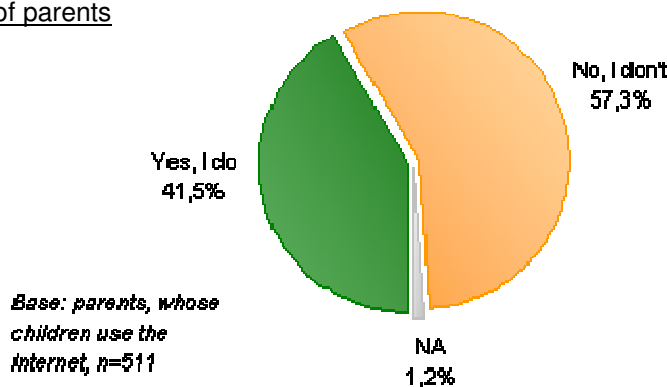
*Since each respondent could mark more than one answer, the total sum of answers exceeds 100%.

**Parents mentioned "www.drossinternets.lv" (3 times); "at the computer technology forum" (1 time) under the "Somewhere else in the Internet" category.

***Parents mentioned "at the workplace" (5 times); "know from personal experience" (3 times); "in high school" (2 times); "at courses" (2 times) under the "Other" category.

"Do you know whom to address, if your child tells you it has encountered illegal material on the Internet?"

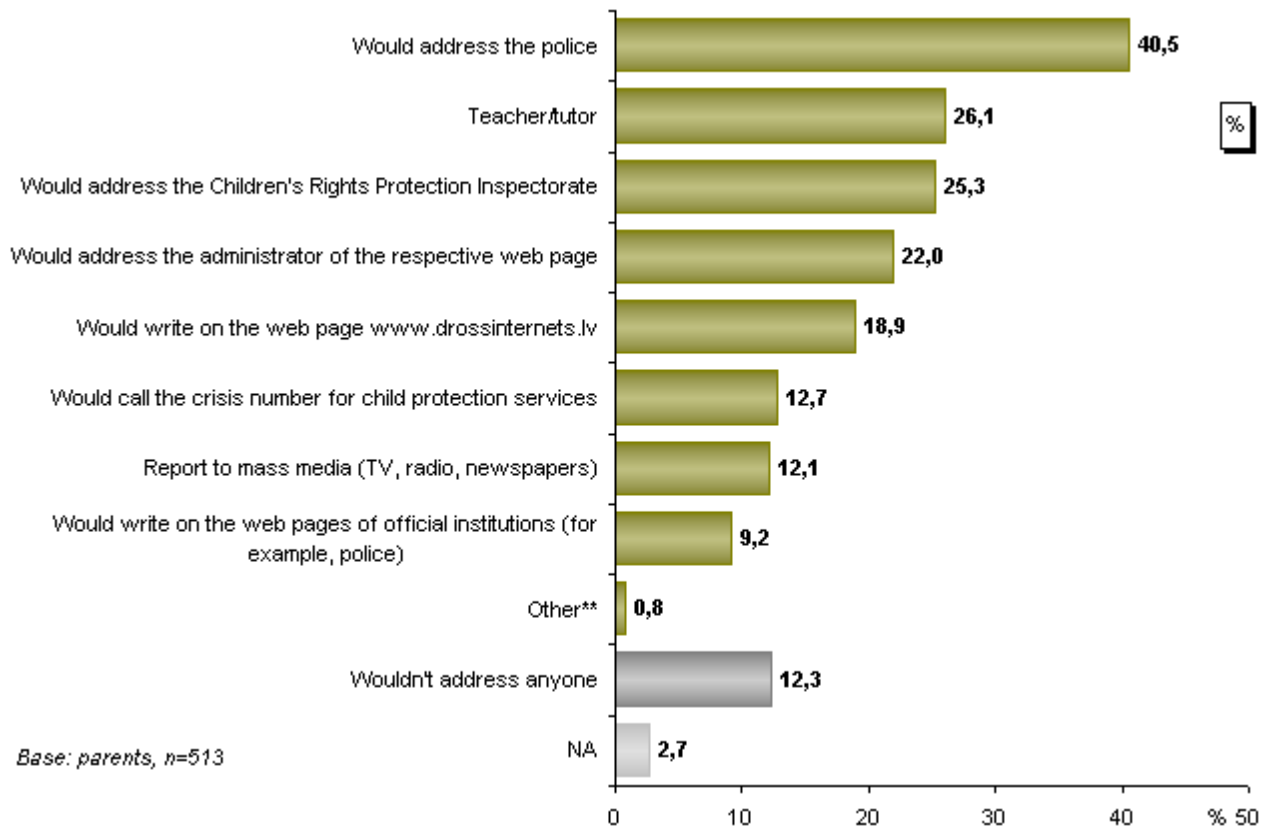
Responses of parents



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"Whom would you address, if your child were to tell you it has encountered illegal material on the Internet?"

Responses of parents



*Since each respondent could mark more than one answer, the total sum of answers exceeds 100%.

**Parents mentioned "talked it over with friends, acquaintances" (3 times); "depends on the material" (1 time) under the "Other" category.

4. Restrictions for Internet Use

Within the framework of research, the polled children and youths specified if they had any restrictions set upon them for Internet use, described these restrictions and indicated by whom they had been set. In turn, parents described how they monitored what their child was doing on the Internet and what was done to ensure safe Internet use. The polled informatics teachers were also asked to specify what kind of restrictions on Internet use were used in their schools and what was done if these restrictions were not obeyed. Respondents also expressed their attitude towards the usefulness of various restrictions.

4.1. Restriction Applied for Internet Use

Within the framework of research, children and youths were asked to answer if they had encountered a situation where somebody had prohibited them from doing something on the Internet. The respondents, who gave a positive answer, specified who prevented them from doing something on the Internet and what restrictions were set upon them. The polled parents were asked to specify if they were monitoring what their child was doing on the Internet and what was done to ensure that the child was using the Internet safely.

According to the polling data, 43% of children and 28% of youths had encountered a situation where somebody had prohibited them from doing something on the Internet. This was indicated less in 2008 (30% - 43%) than in 2006 (50% - 60%).

Children specified more often (88%) than youths (60%), that they had restrictions on Internet use placed upon them by "*parents, grandparents, other family members, custodians*", while youths more frequently specified that a "*teacher/tutor*" did not allow them to do something on the Internet (51%, children: 33%). The fact that the restrictions were set by "*parents of a friend, acquaintance*" was indicated by 10% - 12%, but the answer "*an administrator of an Internet café, a librarian*" was specified by 9% - 10% of respondents.

In comparing the polling results of 2008 and 2006, it can be established that, as in 2006, the children of 2008 felt that parents or teachers/tutors had mostly set Internet access/use restrictions.

When describing the restrictions placed on them, it should be noted that, initially, children indicated all restrictions more often (10% - 54%) than youths (4% - 51%) did.

Both children and youths, who were prohibited from doing something on the Internet, most frequently specified that they had some kind of Internet use restrictions, such as "*disclosure of personal information is forbidden (name, phone number, home address or other data)*" (children: 54%, youths: 40%), "*using rude and foul language in e-mails or chat rooms is forbidden*" (54% and 51%) and "*visiting certain Internet pages is prohibited (Internet content filters installed)*" (46% and 36%).

The polling results show that 52% of parents controlled, what their child was doing on the Internet, while 45% didn't. More often than not, it was specified that there was no control over

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what the child did on the Internet by respondents older than 40 years of age, respondents, who had a child of secondary school age, respondents with primary education, those living in rural regions, as well as research participants, who specified that their skills at computer and Internet use were “*bad*” or non-existent.

All parents were asked to specify what they did and what restrictions they used, to ensure that their child was using the Internet safely. Parents mostly indicated that “*the child is informed about the possible threats on the Internet, taught about safe Internet use*” (58%), “*record is kept on what the child is doing on the Internet (e.g., what Internet sites s/he has visited)*” (46%) and “*disclosure of personal information is forbidden (about oneself or family members)*” (41%).

Respondents indicated comparatively less often that the child had restrictions like “*music and movie downloads are prohibited*” (4%), “*chat room visits are prohibited*” (7%), “*software downloads are prohibited*” (7%) and “*copying of documents and images is forbidden*” (10%) set. Overall, 21% of parents specified that their “*child has no Internet use restrictions set*”.

It should be mentioned that respondents, who had a child of primary school age, more often than not specified all restrictions, while parents of children of secondary school age specified more frequently indicated that the “*child has no Internet use restrictions set*”.

4.2. Attitude of Teachers Towards Restrictions for Internet Use

The polled informatics teachers were asked to specify what kind of measures/restrictions were used in their schools to ensure that children were using the Internet safely at school and to describe their actions, if students did not obey the restrictions in force. Respondents also evaluated the usefulness of various restrictions, as well as answered whether the children had conducted illegal activities on the Internet during informatics classes.

Teachers most often specified that, in their schools, “*prior to beginning work with the computer, the children are introduced to the school's rules of procedure on computer use*” (91%), “*record is kept on what children are doing on the Internet (e.g., what Internet sites they have visited)*” (83%) and “*the children are informed about the possible threats on the Internet; taught about safe Internet use*” (81%). The majority of respondents specified that it was prohibited to download “*software*” (66%) and “*music and movies*” (55%) at their schools.

Among the least often indicated measures for ensuring safe Internet use were “*A safe Internet hobby group*” that operates in the school (4%), “*prohibition of meeting persons children have met in chat rooms*” (9%), “*prohibition of talking in chat rooms with strangers*” (11%) and restrictions on “*copying documents and images*” (11%)

In the event a child/children did not obey the restrictions set by the school, in most cases (60%), “*access to the Internet in the school is restricted*”. 42% of teachers indicated that “*parents are informed*” in such situations.

When analyzing the data about the attitude of informatics teachers towards different Internet use restrictions, which are applied to ensure that a child was using the Internet safely, it must be concluded that the majority of listed restrictions were most frequently (34% - 96%) considered to be more effective (answers “*very effective*” and “*somewhat effective*”) than ineffective (“*completely ineffective*” and “*somewhat ineffective*”) (2% - 53%).

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The majority of polled teachers considered Internet use restriction measures like “*restriction on using rude/foul language in the Internet environment*” (70%), “*prohibition of disclosing information about oneself (name, place of residence, phone number, etc.)*” (70%) and “*restriction on using specific Internet sites (Internet content filters)*” (57%) to be “*very effective*”.

The research results show that teachers had most often recognized “*prohibition of playing computer games*” (53%), “*prohibition of downloading movies and/or music*” (53%), as well as “*prohibition of visiting chat rooms*” (47%) to be overall ineffective in ensuring safe Internet use.

The polling participants were asked to answer if, during informatics classes, the children had conducted illegal activities on the Internet. 28% of respondents indicated that children had done so. The majority of respondents specified that children were “*playing computer games*” (87%) or “*are in chat rooms*” (67%).

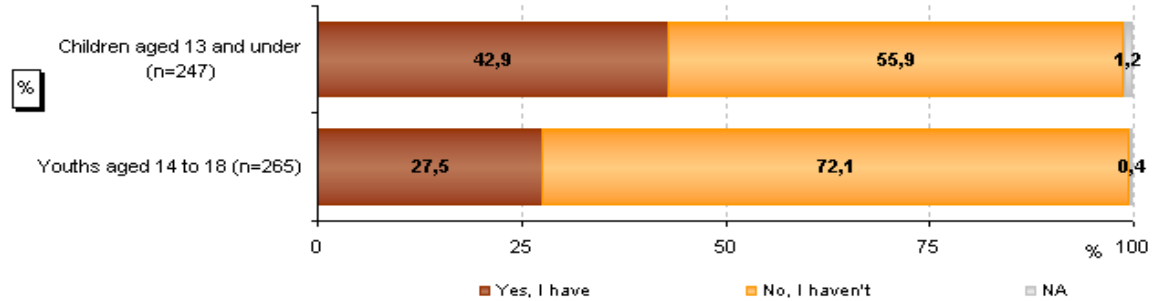
Conclusions:

- Overall, 43% of children and 28% of youths have encountered a situation where someone has prohibited them from doing something on the Internet. Most often, the restrictions were placed by “*parents, grandparents, other family members, custodians*” (60% - 88%) or teachers (33% - 51%). Parents and teachers were also specified as the main enforcer of restrictions in 2006.
- Students are most often prohibited from disclosing personal information (40% - 54%), using rude and foul language (51% - 54%) and have restrictions on accessing specific Internet pages (36% - 46%).
- The polling results show that 52% of parents control what their child is doing on the Internet.
- More than 2/5 of parents indicated that their child is informed of the threats on the Internet (58%), record is kept on what the child is doing on the Internet (46%) and the child is prohibited from disclosing personal information (41%).
- Teachers specified that, prior to beginning work with the computer, children are introduced to rules of procedure on computer use in their school (91%), record is kept on what children are doing on the Internet (83%) and children are informed about threats on the Internet (81%).
- In the event a child/children would not obey the restrictions set by the school, in most cases (60%), the consequence would be “*restricted access to the Internet at school*”.
- The majority of informatics teachers consider restrictions on using rude and foul language on the Internet (70%), prohibition of disclosing personal information (70%) and Internet content filters (57%) to be “*very effective*”. Prohibitions of playing computer games (53%), of downloading movies and/or music (53%) and visiting chat rooms (47%), in turn, are generally considered to be mostly ineffective.
- More than 1/4 of teachers (28%) specified that there has been a situation where children were conducting prohibited activities during informatics classes. Most often those were playing computer games (87%) or chatting (67%).

4. Restrictions for Internet Use

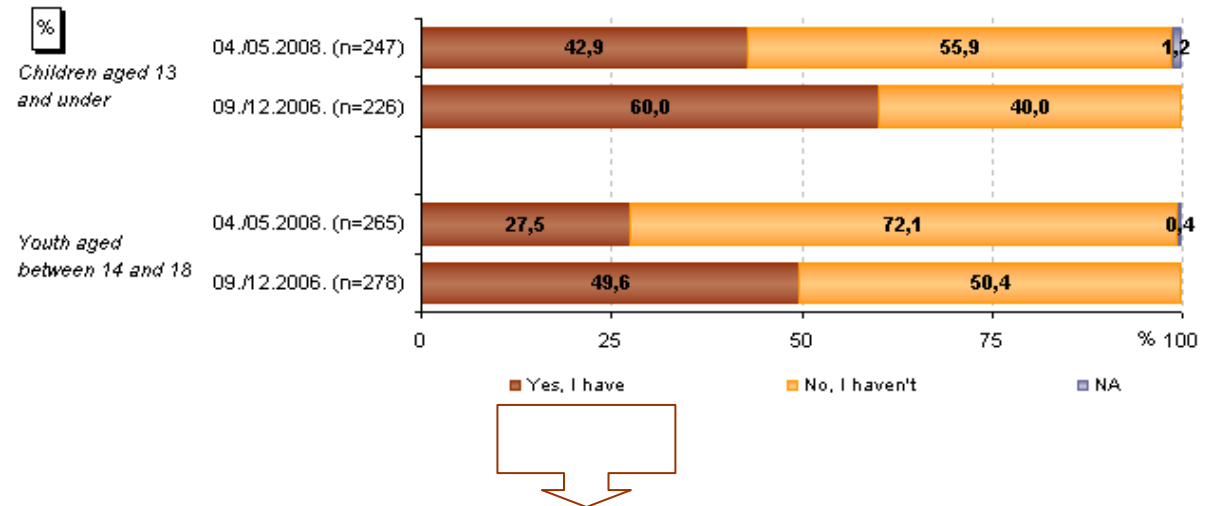
4.1. Restrictions Applied for Internet Use

"Have you encountered a situation where somebody did not let you do something on the Internet?"

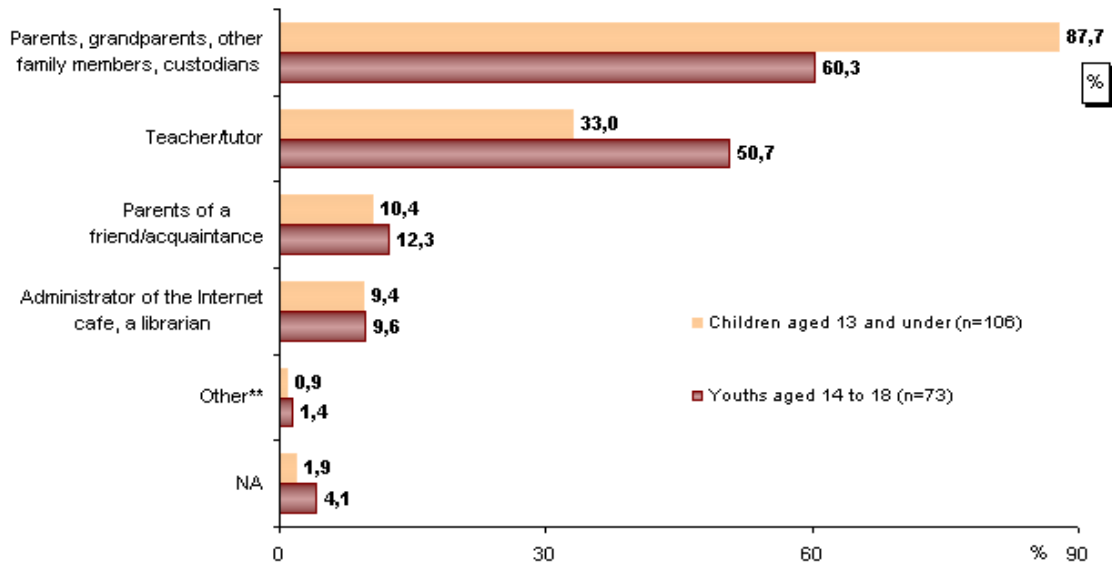


Base: respondents who use the Internet

Comparison of data from pollings in 2006 and 2008



"Who did not let you do something on the Internet?"

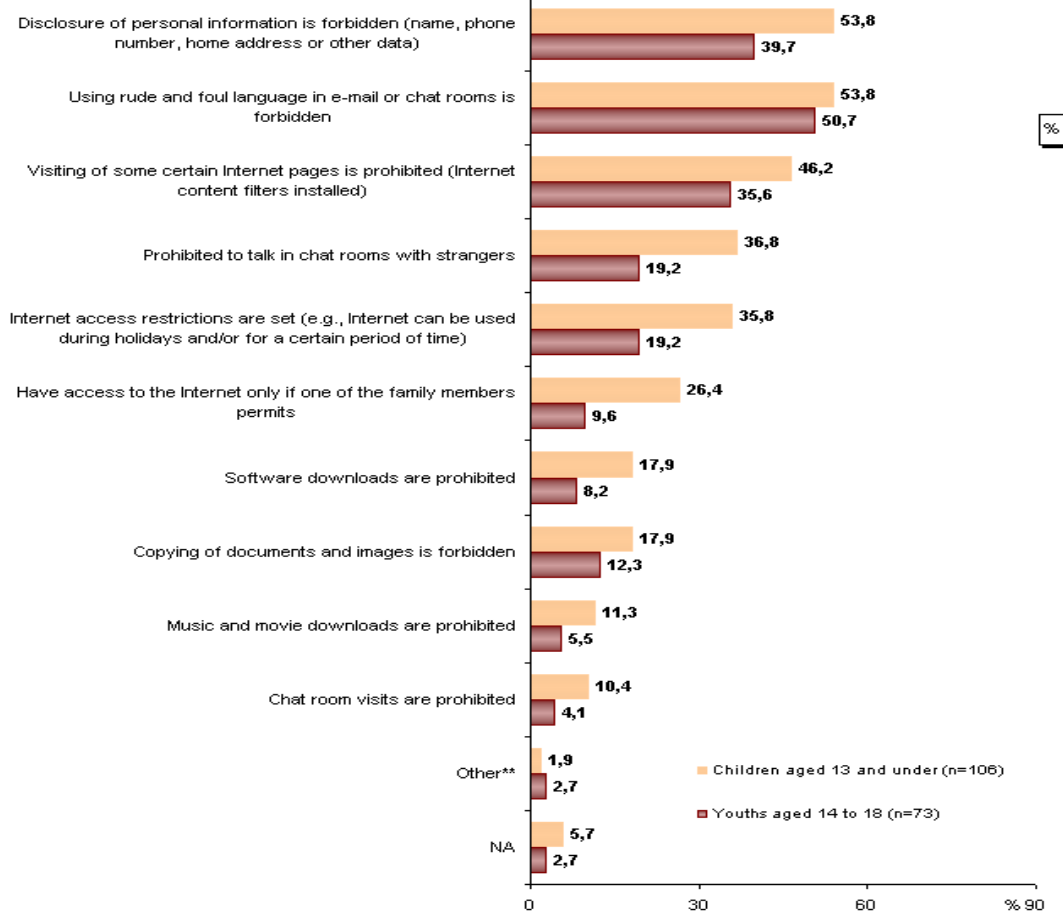


Base: respondents, who were restricted from doing something on the Internet

*Since each respondent could mark more than one answer, the total sum of answers exceeds 100%.

**Children aged 13 and under mentioned "computer expert" (1 time); youths aged 14 to 18 mentioned "the respective restriction from the web page" (1 time) under the "Other" category.

"What are the restrictions placed upon you in the use of the Internet?"

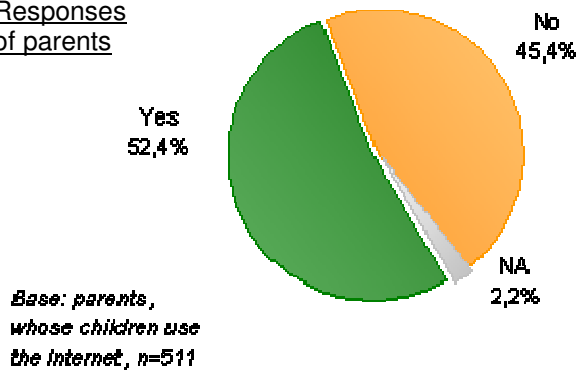


*Since each respondent could mark more than one answer, the total sum of answers exceeds 100%.

**Children aged 13 and under mentioned "playing violent games is prohibited" (1 time); youths aged 14 to 18 mentioned "were warned about certain things that would lessen computer capacity" (1 time); "can use the Internet only for purpose of doing homework" (1 time) under the "Other" category.

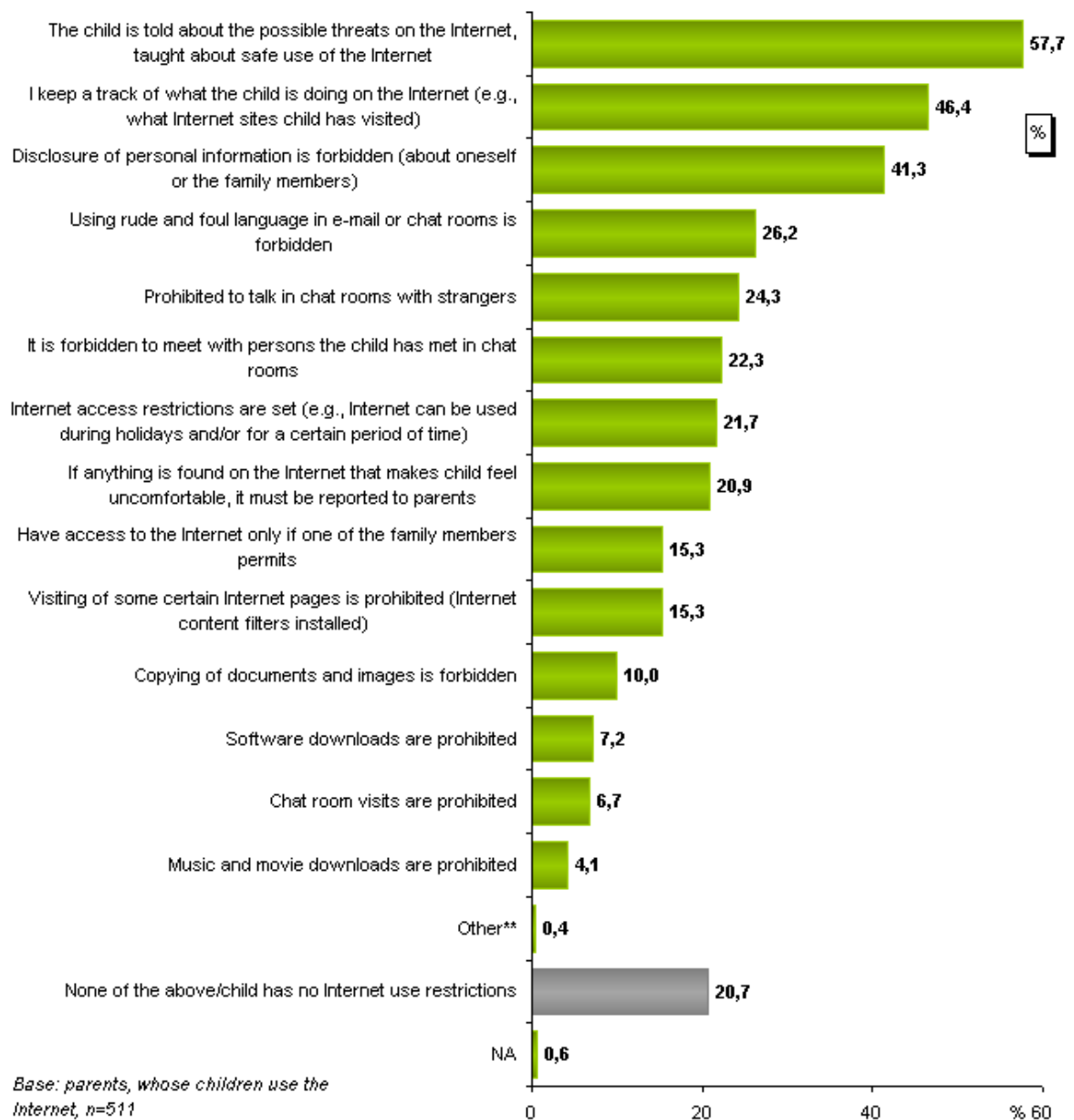
"Are you controlling your child's activities on the Internet?"

Responses of parents



"What do you do and what kind of restrictions do you use to ensure your child is using the Internet safely?"

Responses of parents



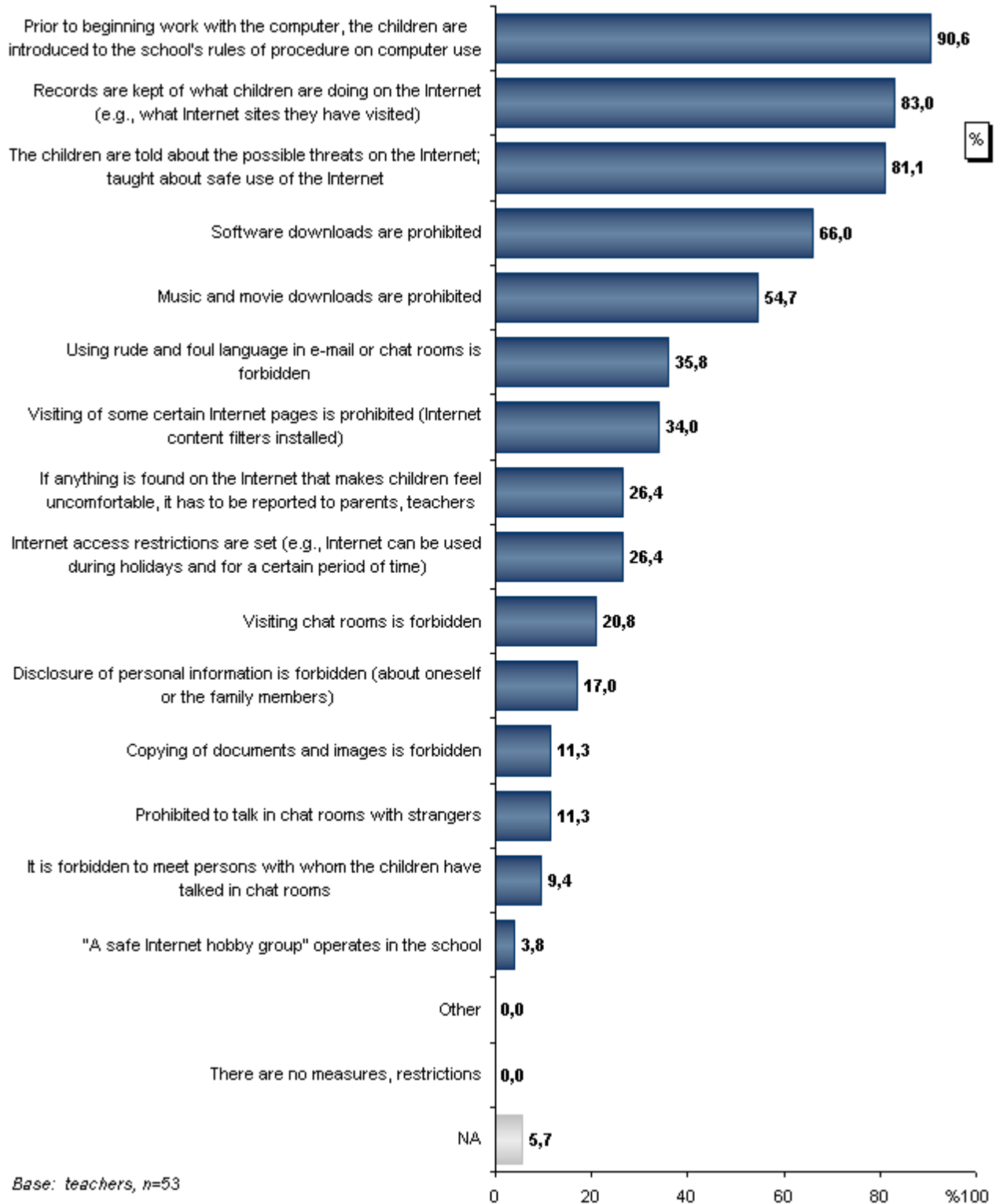
*Since each respondent could mark more than one answer, the total sum of answers exceeds 100%.

**Parents mentioned "nothing can be done without permission from the parents" (1 time); "mutual trust and respect towards each other" (1 time) under the "Other" category.

4.2. Attitude of teachers towards restrictions for Internet use

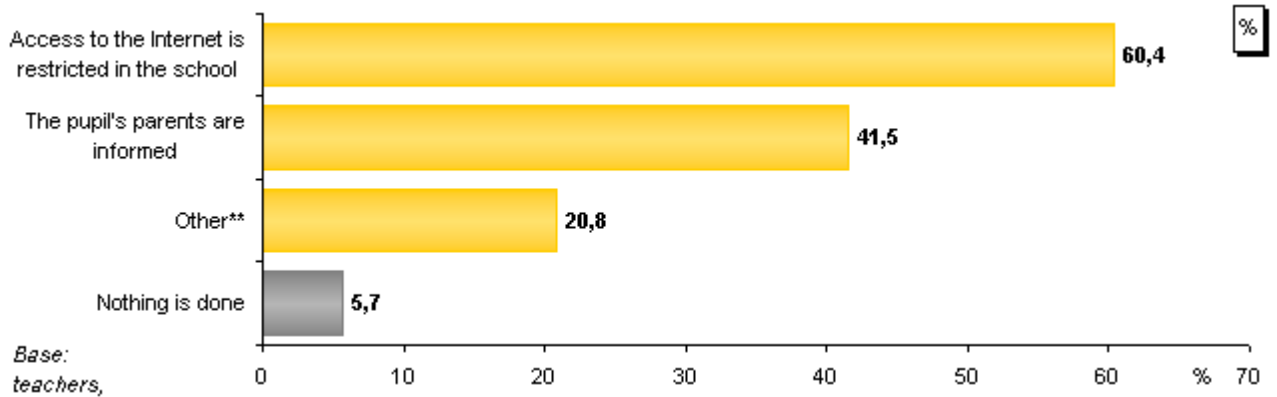
"What measures and restrictions are used in your school to ensure that children use the Internet safely?"

Responses of teachers



*Since each respondent could mark more than one answer, the total sum of answers exceeds 100%.

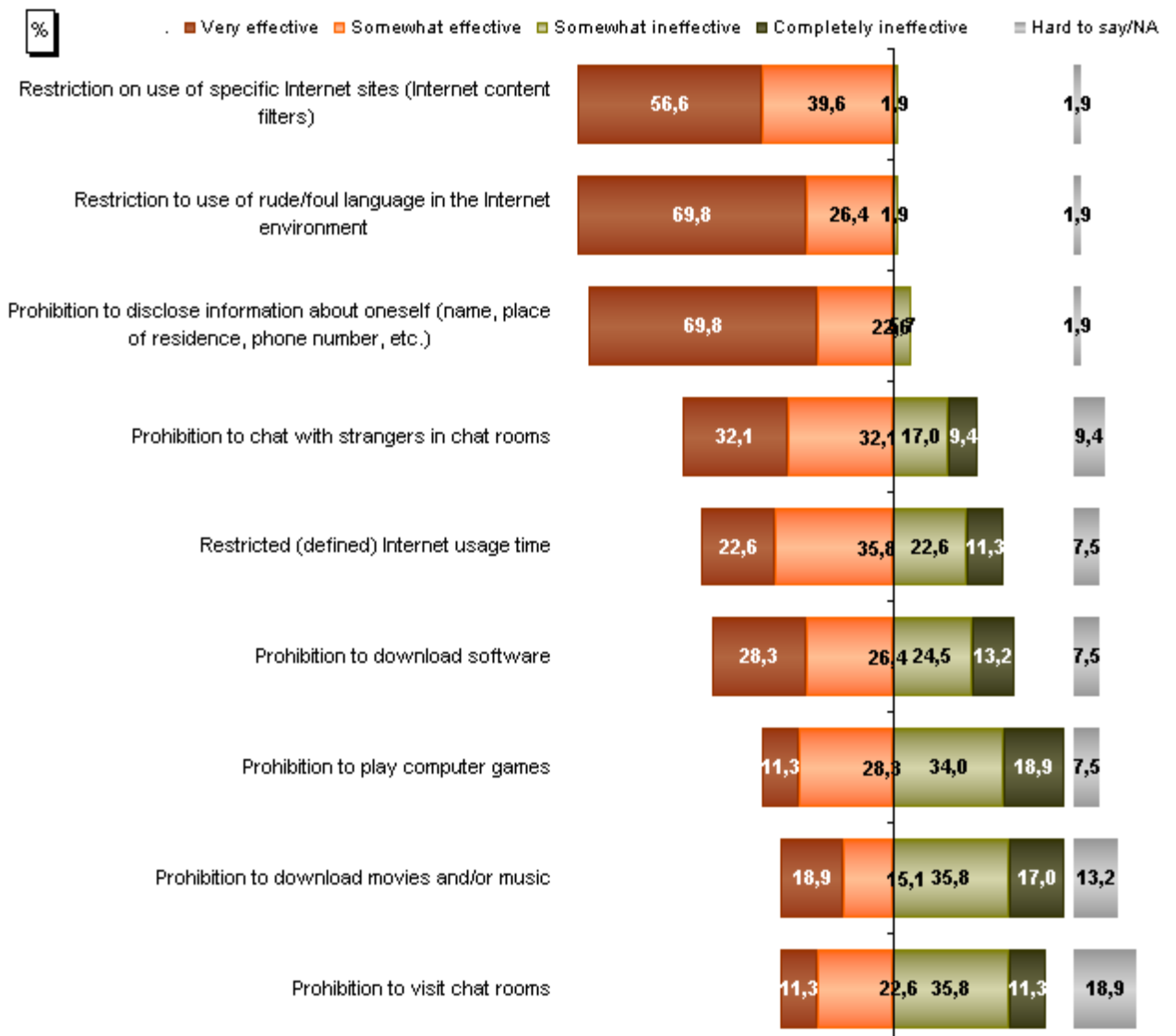
"What are your actions in the event a child/children has not obeyed the restrictions set by the school?"
 Responses of teachers



*Since each respondent could mark more than one answer, the total sum of answers exceeds 100%.

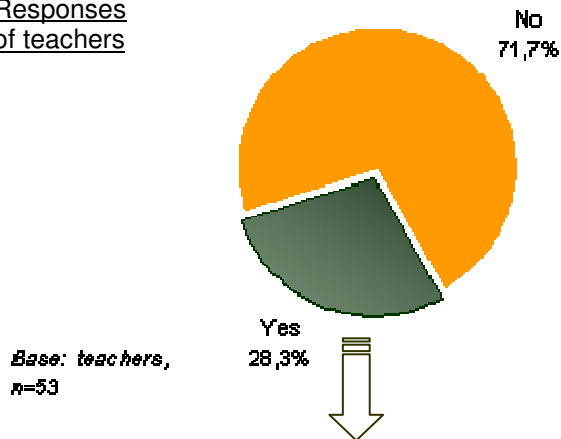
**Teachers mentioned "explanatory work" (3 times); "a warning is given" (3 times); "children obey the requests" (3 times); "inform the school management" (2 times); "requested to repeat the rules of procedure" (1 time); "it is prescribed in the rules of procedure for using school computer equipment" (1 time); "a written explanation is requested" (1 time) under the "Other" category.

"Please evaluate, in your opinion, the efficiency of the various restrictions for Internet use to ensure the safe use of the Internet! Are they very effective, somewhat effective, somewhat ineffective or completely ineffective?"
 Responses of teachers



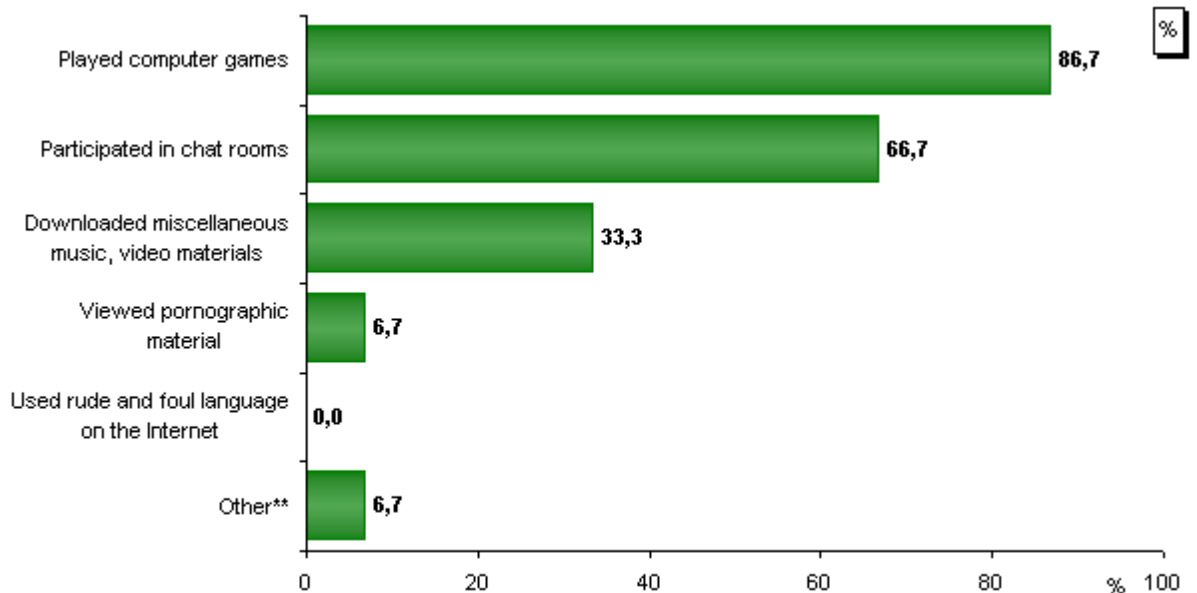
"Have the children conducted any forbidden activities on the Internet during informatics class?"

Responses of teachers



"What kind of forbidden activities did the children conduct during informatics class?"

Responses of teachers



Base: teachers, which have specified that children have performed forbidden actions during the

*Since each respondent could mark more than one answer, the total sum of answers exceeds 100%.

**Teachers mentioned "Using Skype" (1 time) under the "Other" category.

5. Encountering Unpleasant Situations on the Internet

The polled children and youths were asked to specify if they had encountered unpleasant situations while using the Internet. Respondents, who gave positive answers, were asked to specify what kind of situations they had encountered and if they had informed anyone. In the polling of parents and teachers, the questions on whether the children had informed them about unpleasant situations concerning Internet use were also included, as were questions on how they reacted.

Almost ¼ of children and youths (23% - 24%) specified that they had encountered an unpleasant situation while using the Internet (for example, information, images that made them feel uncomfortable). In 2006, this was indicated by 22% - 30% of polled students.

Respondents, who answered that they had encountered unpleasant situations while using the Internet, were asked to specify what kind of situations they had encountered. It should be noted that this question was “open” and had no pre-listed answers.

Children and youths (37% - 39%) most frequently indicated that they had encountered “*images of naked people, pornographic sites open*” while using the Internet.

Children specified more often than youths that they had seen “*unpleasant images*” (25% and 13%) and “*violent games, in which somebody is hit*” (10% and 0%). In turn, youths specified more often than children that there was “*unpleasant information placed about myself or my family*” on the Internet (15% and 5%) and indicated various “*advertisements*” (8% and 0%).

The polling participants, who had encountered unpleasant situations on the Internet, were asked to specify if they had informed anyone. The majority of children (53%) and youths (58%) specified that they had informed someone of these cases. Most often (62% - 75%) those informed were relatives (parents, grandparents, other family members, custodians) .

Within the framework of the research, both parents and teachers also specified if children had told them about unpleasant situations, which they had encountered while using the Internet.

Overall, 12% of parents and 43% of teachers specified that children had informed them about unpleasant situations (in 2006 it was indicated by 13% and 39%, respectively). The majority of teachers specified that children had “*encountered materials/videos of pornographic nature (without warning text)*” (70%) and “*use of rude and foul language*” (61%). It should be noted that parents also most frequently indicated that children had told them about encountering such materials (46% and 51%, respectively).

When asked to specify what their actions in said situation were, both parents and teachers specified that, in most cases, they had “*talked to the child, comforted him/her*” (80% and 87%, respectively) and “*asked the child to continue reporting on similar cases*” (77% and 83%).

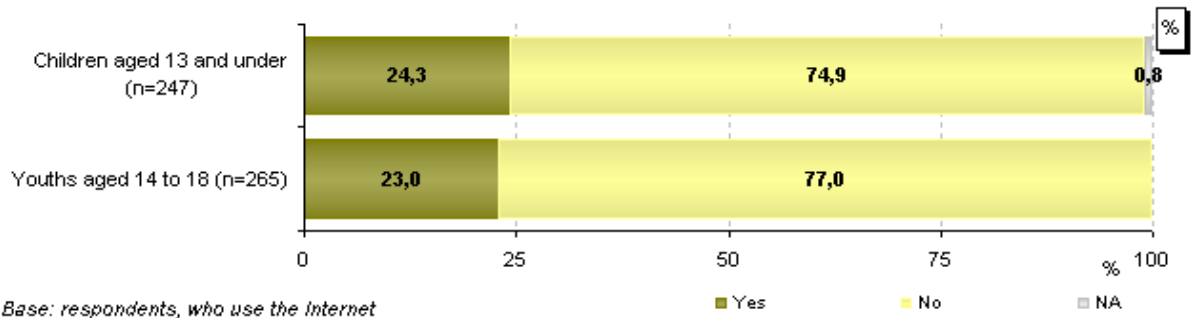
Conclusions:

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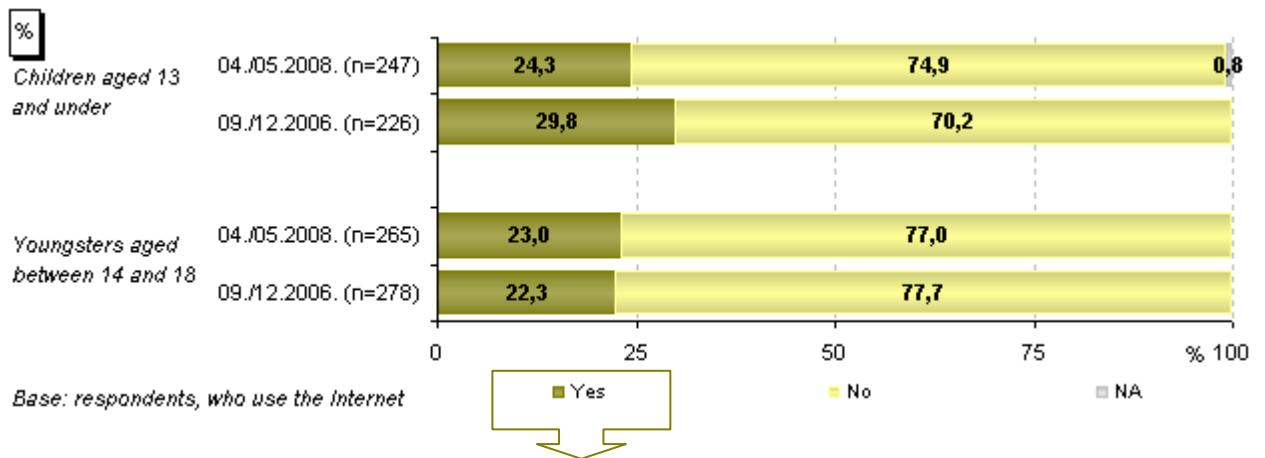
- According to the polling data, 23% - 24% of children and youths have encountered unpleasant situations while using the Internet (in 2006, it was specified about as frequently). Most often (37% - 39%), respondents had encountered images of naked people or pornographic sites. 53% of children and 58% of youths have informed someone about such situations; relatives were most often informed (62% - 75%).
- 12% of parents and 43% of teachers indicated that children have informed them about encountering unpleasant situations while using the Internet. Most often, the children had encountered materials of pornographic nature (46% - 70%) and use of rude language (51% - 61%). Both parents and teachers have indicated that, in such a situation, they have comforted the child (80% - 87%) and asked him/her to continue reporting on similar cases (77% - 83%).

5. Encountering Unpleasant Situations on the Internet

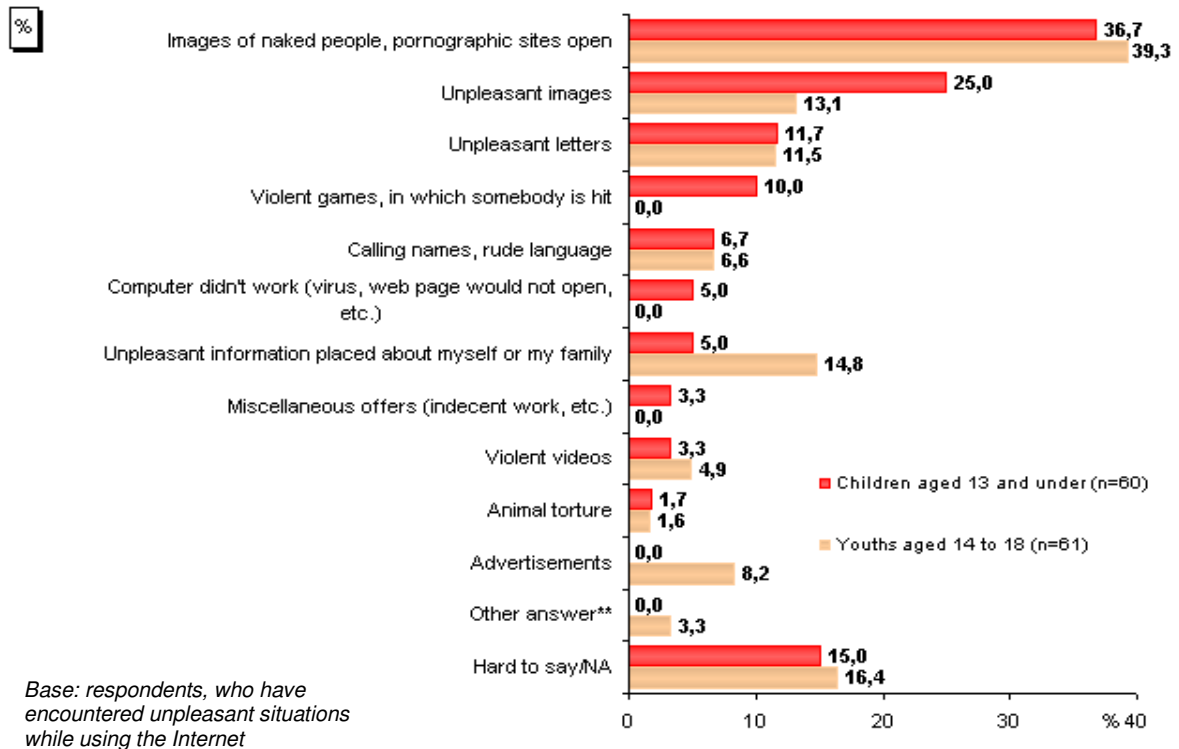
"Have you encountered unpleasant situations while using the Internet (e.g., information, images that made you feel uncomfortable)?"



Comparison of data from pollings in 2006 and 2008



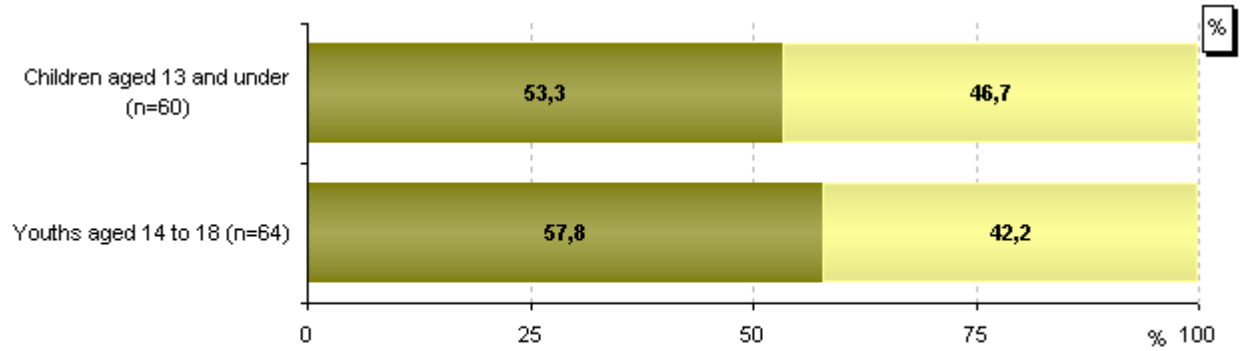
"What kind of unpleasant situations were they? Please specify."



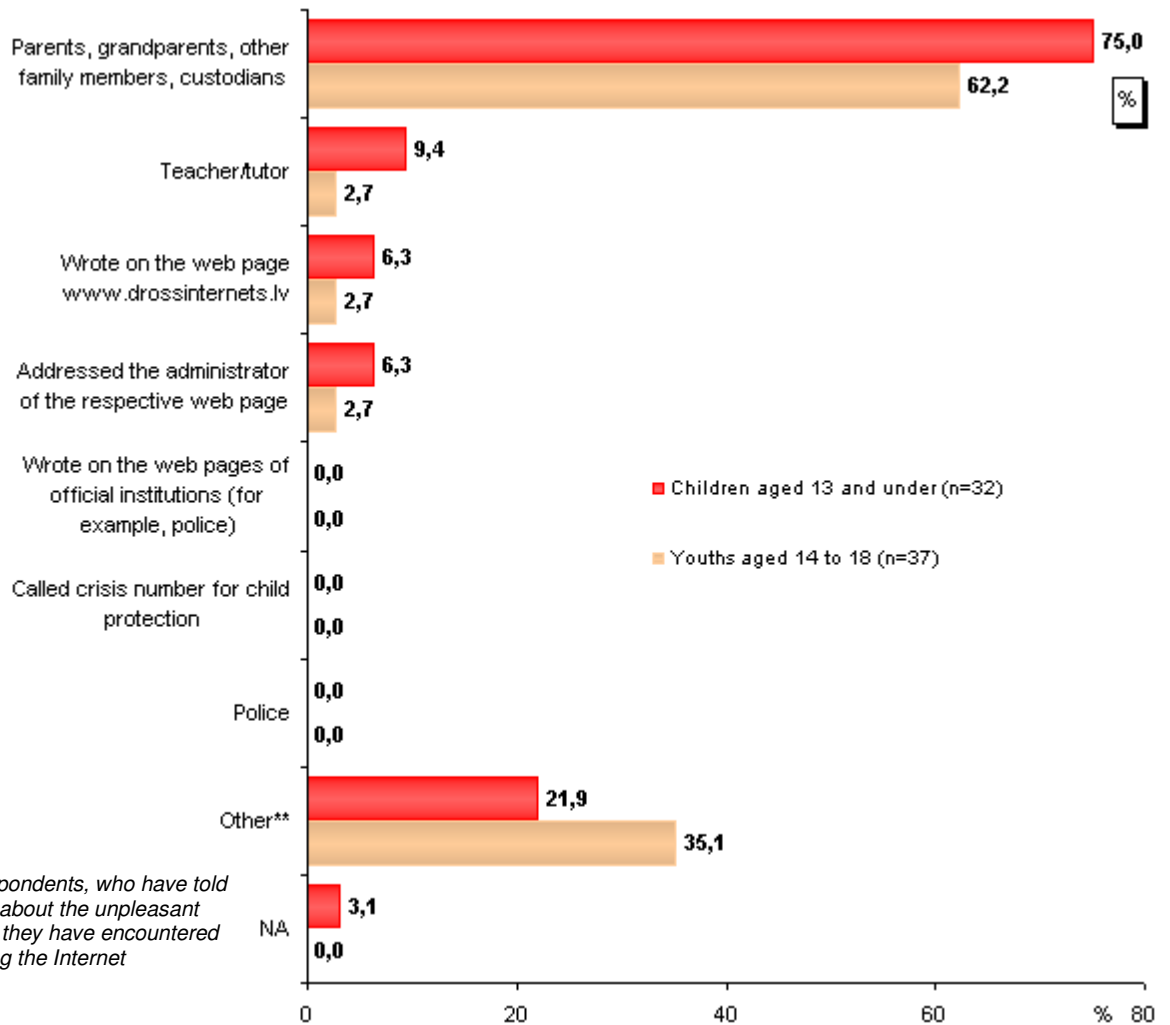
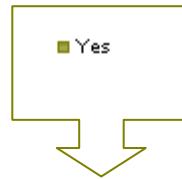
*Since each respondent could mark more than one answer, the total sum of answers exceeds 100%.

**Youths aged 14 to 18 mentioned "Internet chats" (1 time); "got into an argument with friends" (1 time) under the "Other answer" category.

"Did you tell anyone about this?"



Base: respondents, who have encountered unpleasant situations while using the Internet

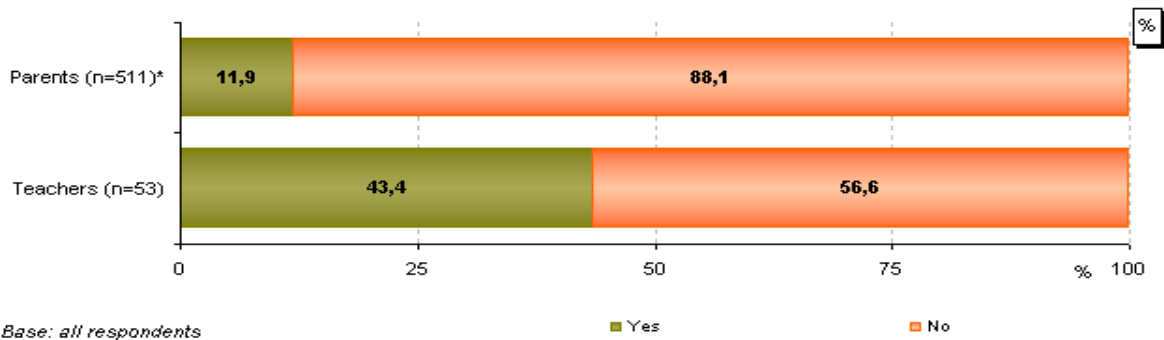


Base: respondents, who have told someone about the unpleasant situations they have encountered while using the Internet

*Since each respondent could mark more than one answer, the total sum of answers exceeds 100%.

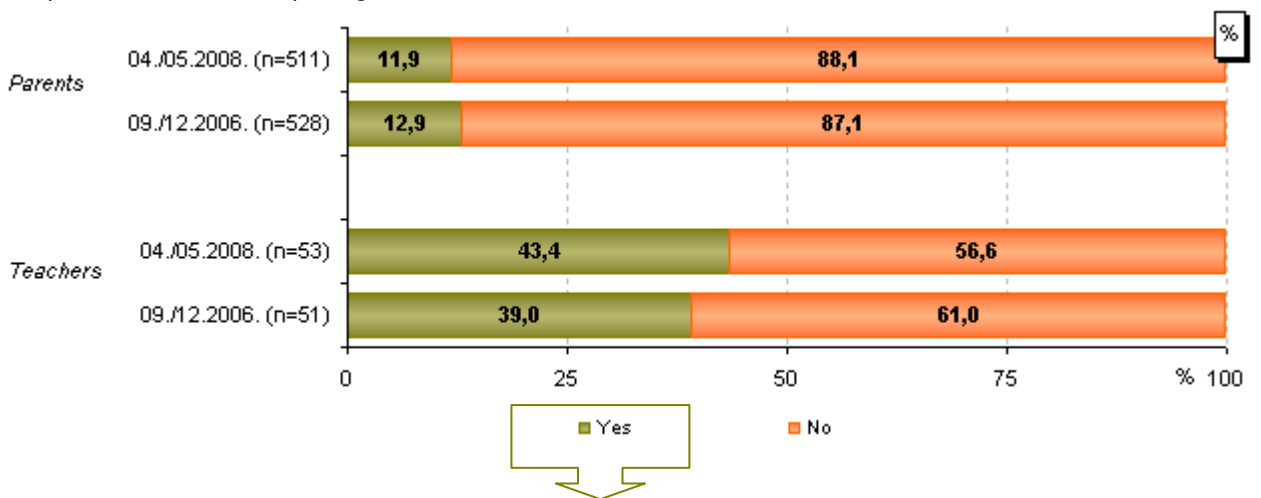
**Children aged 13 and under mentioned "friends" (7 times); youths aged 14 to 18 mentioned "friends" (13 times) under the "Other" category.

"Has a child/children told you about unpleasant situations (e.g., information, images, which made him/her feel uncomfortable), which s/he encountered while using the Internet?"

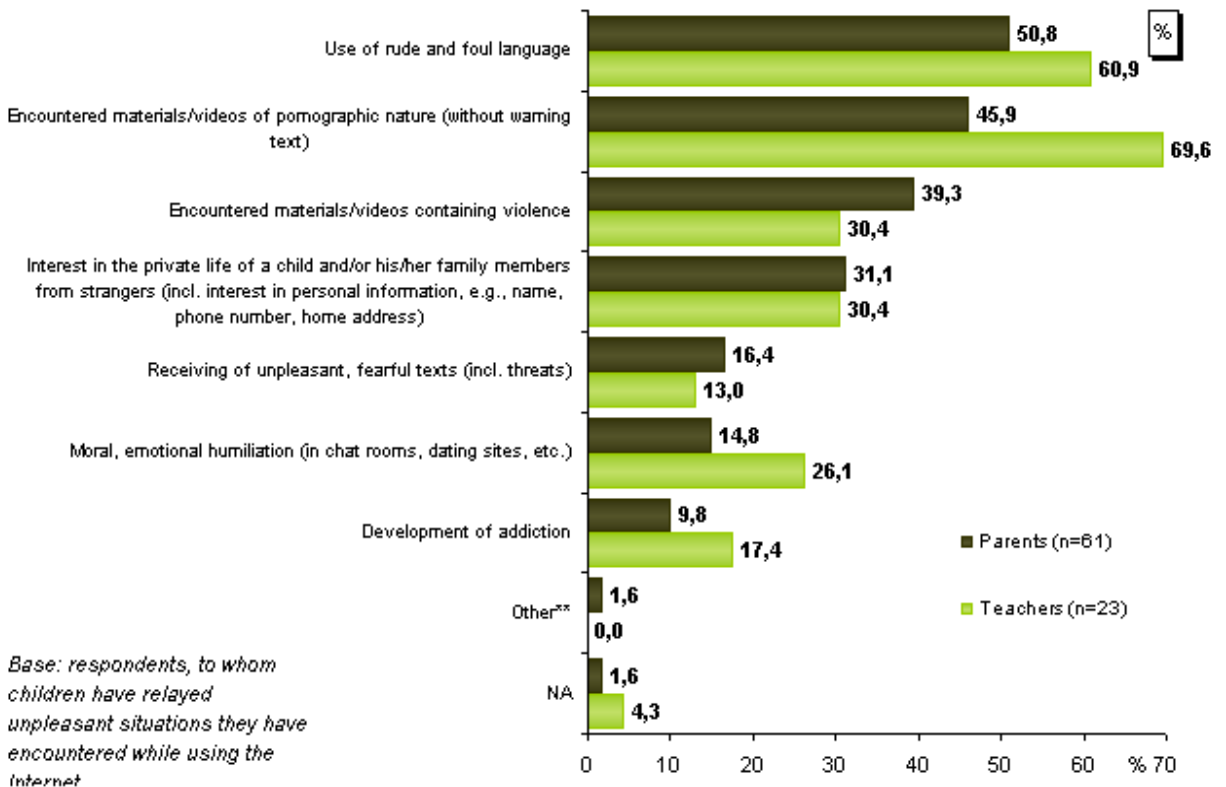


*base: parents, whose children use the Internet

Comparison of data from pollings in 2006 and 2008



"What kind of situations were they?"



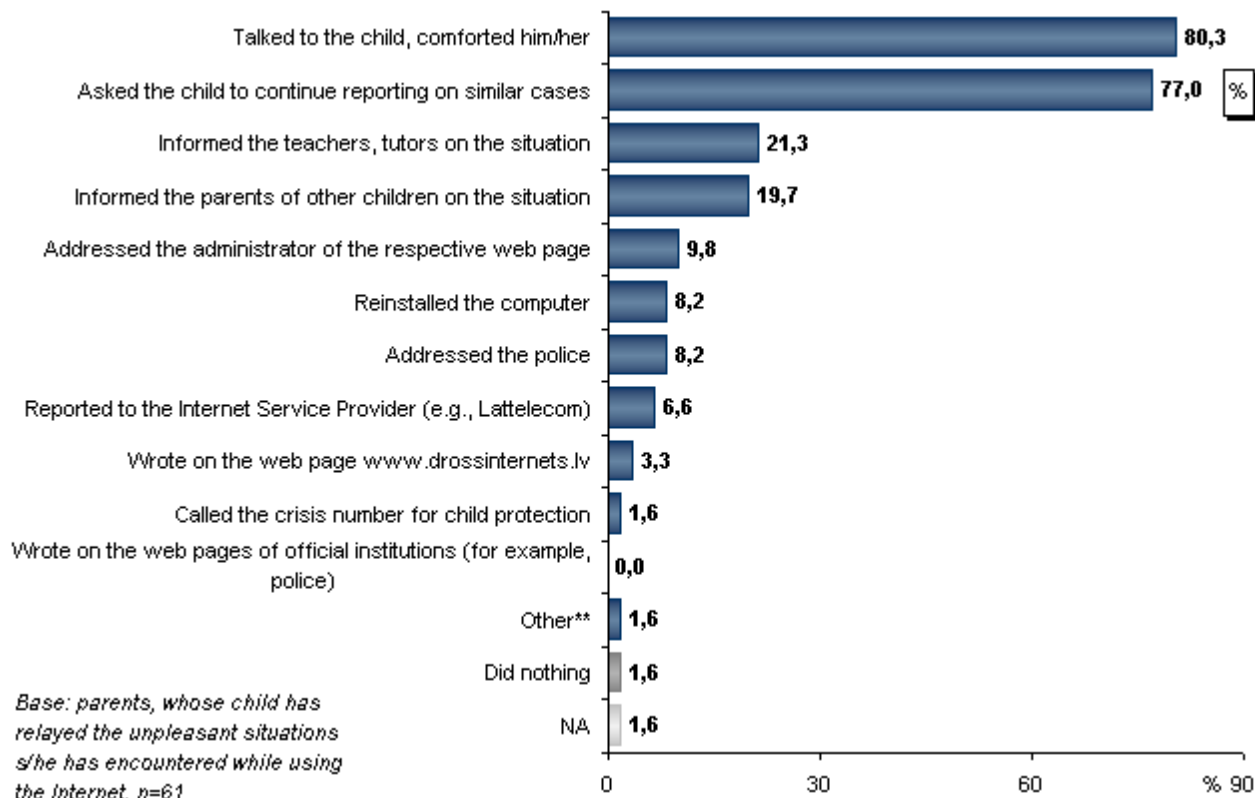
*Since each respondent could mark more than one answer, the total sum of answers exceeds 100%.

**Parents mentioned "incorrect information was inserted in the portal draugiem.lv" (1 time) under the "Other" category.

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"What were your actions in this situation?"

Responses of parents

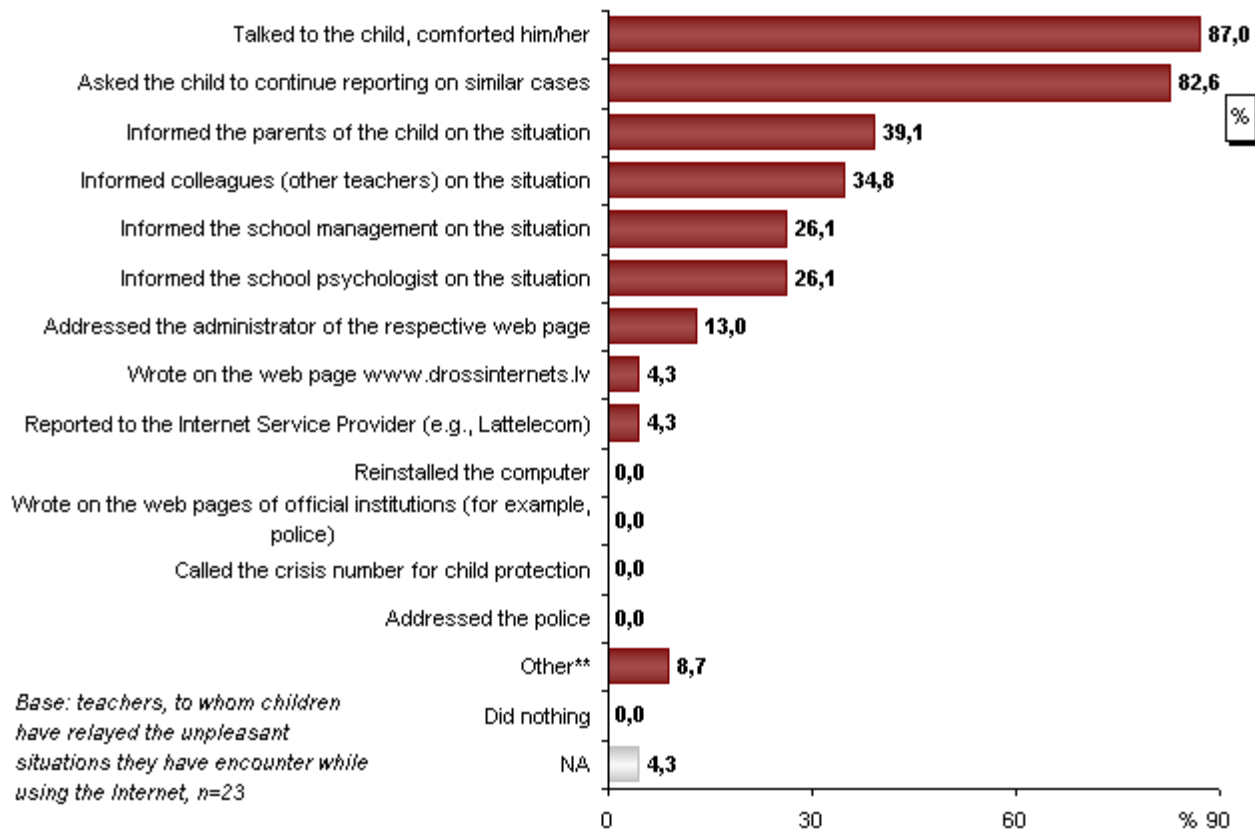


*Since each respondent could mark more than one answer, the total sum of answers exceeds 100%.

**Parents mentioned "warned the responsible person who will address the officials" (1 time) under the "Other" category.

"What were your actions in this situation?"

Responses of teachers



*Since each respondent could mark more than one answer, the total sum of answers exceeds 100%.

**Parents mentioned "information received from a private person" (1 time); "told what to do in such cases" under the "Other" category.

6. Conducting Illegal Activities on the Internet

Within the framework of research, children and youths responded whether they themselves had conducted any illegal activities on the Internet. The polling participants, who indicated that they had conducted such activities, were asked to more precisely specify what kind of illegal activities they had conducted.

14% of children and 24% of youths specified that they had conducted illegal activity on the Internet at least once, while 86% and 76% indicated that they had never conducted such activities. When comparing the research results of 2008 and 2006, it can be seen that the percentage of children, who specified that they had conducted something illegal on the Internet, had not significantly changed (16% - 14%), but this year, youths specified it less often (2006: 44%, 2008: 24%).

Respondents, who specified that they had conducted illegal activities on the Internet (children, n=35; youths, n=64), were asked to indicate exactly what they had done. It should be added that this was an “open-type” question, where polling participants were not supplied the possible answers; they freely formulated their answers, which were aggregated in bigger groups during the processing of the data.

Both children (31%) and youths (53%) most frequently specified that they had “*downloaded software, music, videos*”.

Children also specified that they had “*used paid, pornographic web pages*” (14%), “*used rude language, called names*” (11%) and “*placed viruses in web pages*” (9%).

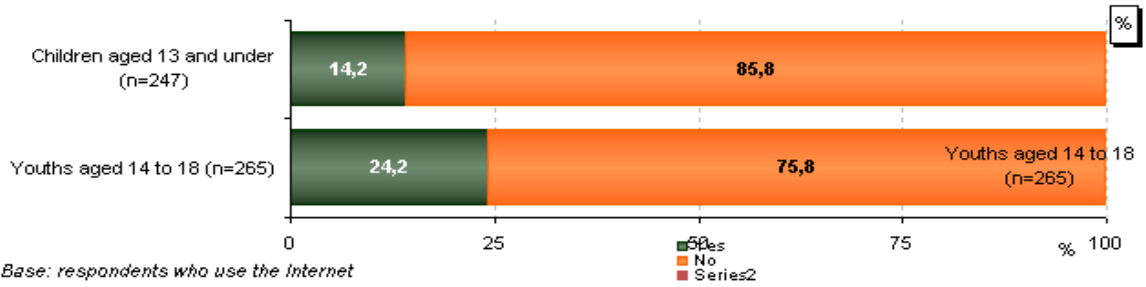
16% of youths indicated use of rude, foul language and another 9% specified that they “*have played games (incl. violent ones)*”.

Conclusions:

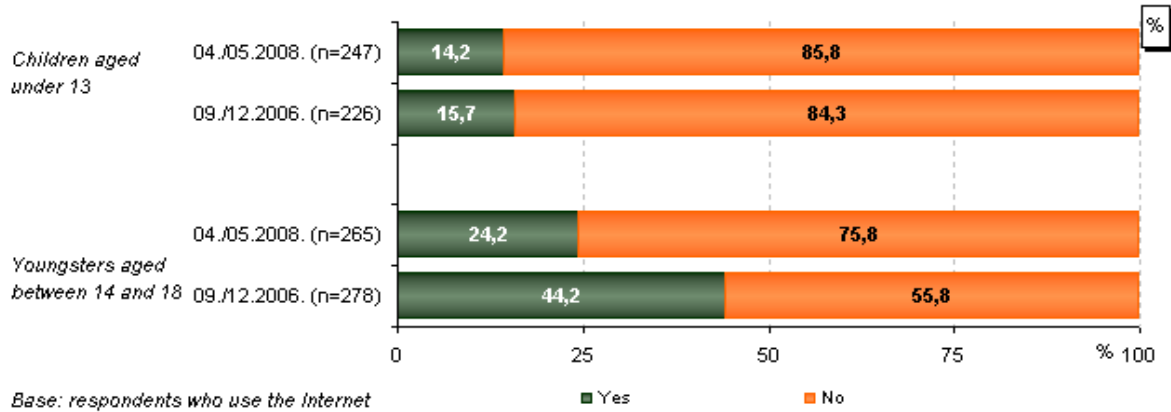
- 14% of children and 24% of youths conducted illegal activities on the Internet. In 2006, 16% and 44% of respondents, respectively, specified that they had conducted something illegal on the Internet.
- Software, music and videos were downloaded most often (31% - 53%); rude and foul language was also used (11% - 16%).

6. Conducting Illegal Activities on the Internet

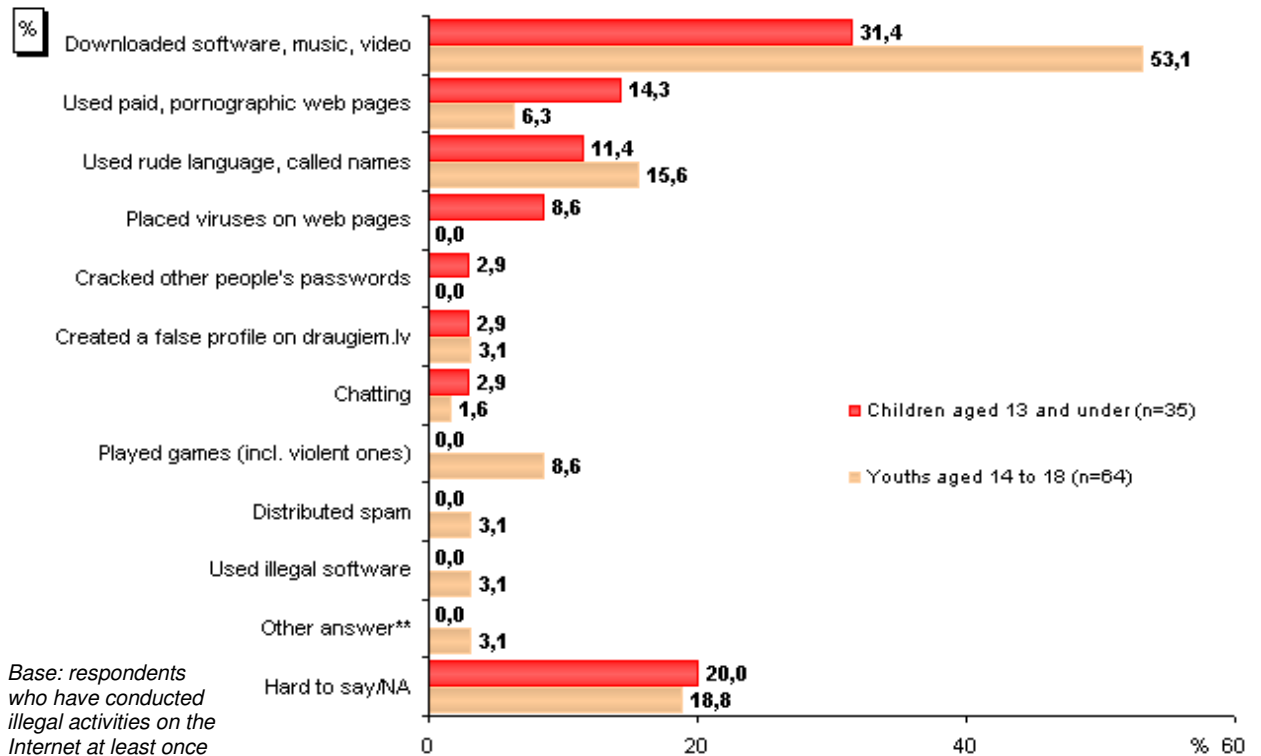
Have you yourself conducted any illegal activities on the Internet?



Comparison of data from pollings in 2006 and 2008



"What illegal activities have you conducted on the Internet?"



*Since each respondent could mark more than one answer, the total sum of answers exceeds 100%.

**Youths aged 14 to 18 mentioned "gave out private information" (1 time); "looked at pictures" (1 time) under the "Other answer" category.

7. Teacher Awareness of and Interest in Safe Internet Use

The polled informatics teachers were asked to specify the sources, from which they themselves usually acquired information about issues concerning safe Internet use, as well as to describe to what degree they were interested in these issues. The respondents also specified what they would need in order to more efficiently inform children about safe Internet use and also specified what kind of events organized by the Secretariat of Special Assignments Minister for Electronic Government Affairs they could identify.

7.1. Information Sources about Safe Internet Use

When answering the question “*Where do you personally usually acquire the information on questions concerning safe Internet use?*”, teachers most often specified “*the web page www.drossinternets.lv*” (70%) and “*seminars, courses*” (68%). More than half of respondents (59%) acquired such information from the “*press*”, 49% “*from informative booklets, brochures*”, 38% “*from TV*” and another 30% “*from colleagues (other teachers)*”.

Respondents specified the “*magazine Skolotājs (Teacher)*” (19%) and “*the Secretariat of Special Assignments Minister for Electronic Government Affairs*” (by phone or visiting the web page) (17%), comparatively less often as an information source. It should be added that 21% of informatics teachers acquired information on safe Internet use from “*family members, friends, acquaintances*”, while 15% specified the “*radio*”.

7.2. Interest in Safe Internet Use

The research results showed that more than 90% of informatics teachers in general were interested in issues concerning safe Internet use – 38% specified that they were “*very interested in*” this topic and 57% specified that they were “*rather interested in*” it.

6% of respondents indicated that they were “*somewhat uninterested in*” issues concerning safe Internet use, while the answer “*not interested at all*” was not specified by any teacher.

It is interesting to note that the respondents, who taught primary school classes, specified more often than secondary school teachers that they were “*very interested in*” issues concerning safe Internet use.

7.3. Opinions on Materials Necessary for Better Informing Children

When describing what would be necessary for them to better inform children on safe Internet use, the majority of polled teachers (72%) specified “*handouts (e.g., booklets)*”.

More than the half of polling participants stressed the necessity for “*teaching instructions*” (57%), “*presentation materials*” (57%) and “*courses, seminars*” (55%).

“*Textbooks*” (25%) or “*consultations with specialists in this field (in person, on the phone, using an e-mail, etc.)*” (15%) were specified comparatively less often by teachers as materials that would be needed for better informing children. Respondents specified that they would like consultations with computer specialists or system administrators, with people who could provide real help and suggestions. A recommendation was made that the representatives from the

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internet portal “*draugiem.lv*” could hold a lecture for students showing the positive and negative aspects and threats to the users of this portal. Teachers would like to be consulted on topics like “*restricting certain servers, web pages*” (two respondents) and the “*protection of personal data*” (two respondents). Some research participants would like to be consulted on identity theft, fairness of information placed on the Internet, Internet access time restrictions, whom to address when encountering illegal materials, etc.

7.4. Identification of Events Organized by the Ministry of E-affairs

When asked to specify, in/of which of the events related to safe Internet use and organized by the Secretariat of Special Assignments Minister for Electronic Government Affairs (Ministry of E-affairs) they had participated or could identify, the “*seminars for teachers*” were indicated most often (47%).

21% of respondents specified that they had identified “*contests for children*”, 19% specified “*seminars for children*” and 17% specified “*social and informational campaigns*”.

It should be added that “*seminars for parents*” were not identified by any of the polled informatics teachers, while 23% admitted that “*they had not noticed any of the above mentioned*” events.

Conclusions:

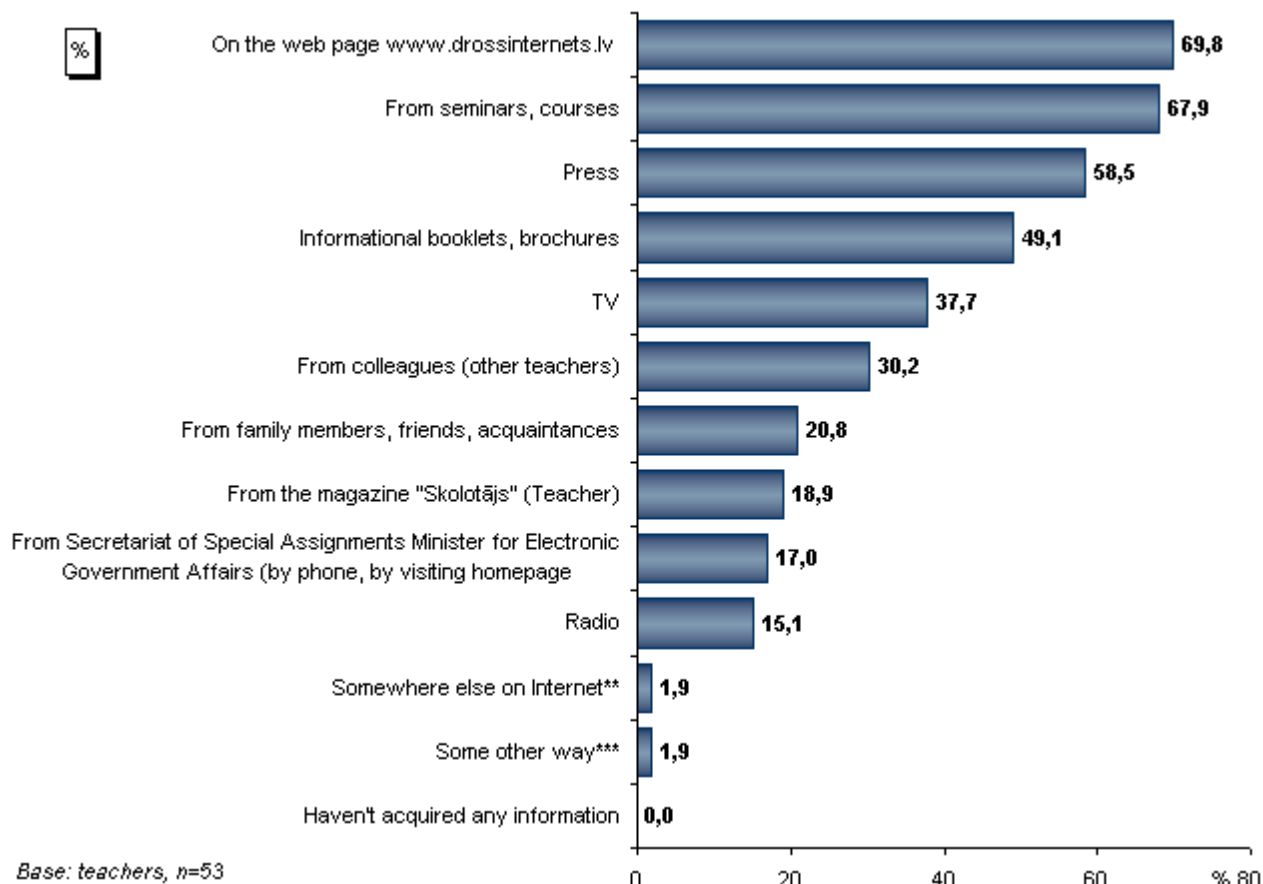
- Informatics teachers most frequently acquire information on safe Internet use from “*web page www.drossinternets.lv*” (70%) and “*seminars, courses*” (68%).
- According to the polling data, 38% of respondents are “*very interested in*” issues concerning safe Internet use.
- To better inform children on safe Internet use, the majority of teachers (72%) would need “*handouts (for example, booklets)*”. 15% of respondents would like consultations with specialists of this field.
- “*Seminars for teachers*” are the events organized by the Secretariat of Special Assignments Minister for Electronic Government Affairs, which respondents were the most often able to identify (47%).

7. Teacher Awareness of and Interest in Safe Internet Use

7.1. Information Sources on Safe Internet Use

"Where do you personally usually acquire the information on questions concerning safe Internet use?"

Responses of teachers



*Since each respondent could mark more than one answer, the total sum of answers exceeds 100%.

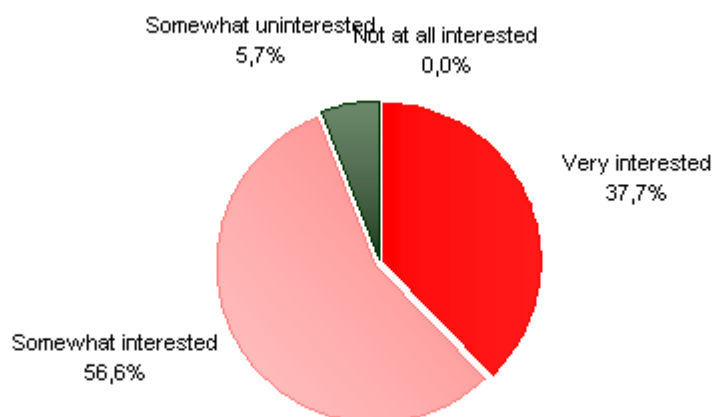
**Teachers mentioned "www.narcomania.lv" (1 time) under the "Somewhere else on the Internet" category.

***Teachers mentioned "books" (1 time) under the "Some other way" category.

7.2. Interest in Safe Internet Use

"To what degree are you interested in the issues concerning safe Internet use?"

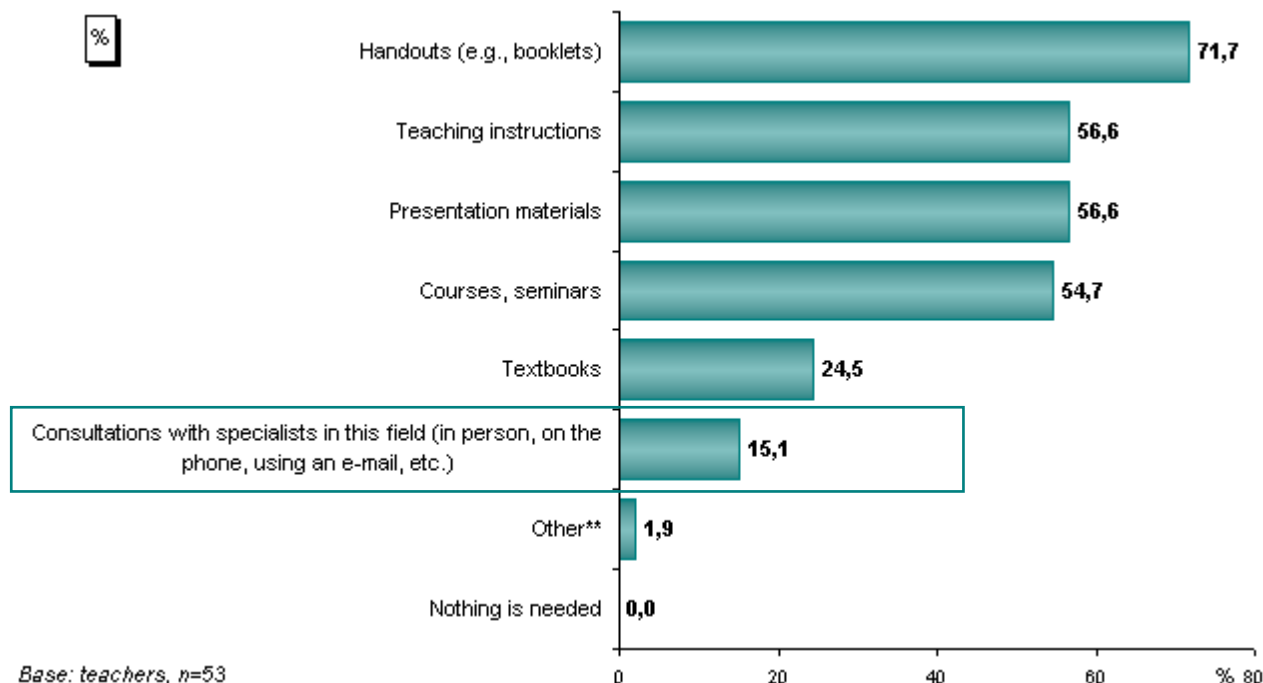
Responses of teachers



7.3. Opinions on Materials Necessary for Better Informing Children

"Which of the below listed would you need to better inform children about safe Internet use?"

Responses of teachers



*Since each respondent could mark more than one answer, the total sum of answers exceeds 100%.

**Teachers mentioned "Current events for every academic year" (1 time) under the "Other" category.

"With which specialists would you want to consult regarding the issues concerning safe Internet use? Please specify."

	Mentioning frequency (count)
Computer specialists responsible for Internet information safety and legitimacy	1
We use Ministry of E-affairs materials and drossinternets.lv	1
A lecture for pupils held by employees from the internet portal www.draugiem.lv would be useful to explain the positive and negative aspects for portal users, threats to pupils	1
System administrators	1
Knowledgeable people, who are studying this issue and are competent to provide real help and suggestions	1
NA	3

Base: teachers, who have specified that they need consultations with the specialists in this field to better inform children on safe Internet use, n=8

"Please specify the topics and issues on which you would like to consult with these specialists."

	Mentioning frequency (count)
Accessibility restrictions for individual servers, web pages	2
Protection of personal data (if personal information is disclosed)	2
Responsibility for use of uncensored rude words	1
Identity theft	1
Fairness and value of the information placed on the Internet	1
Restricting Internet use time	1

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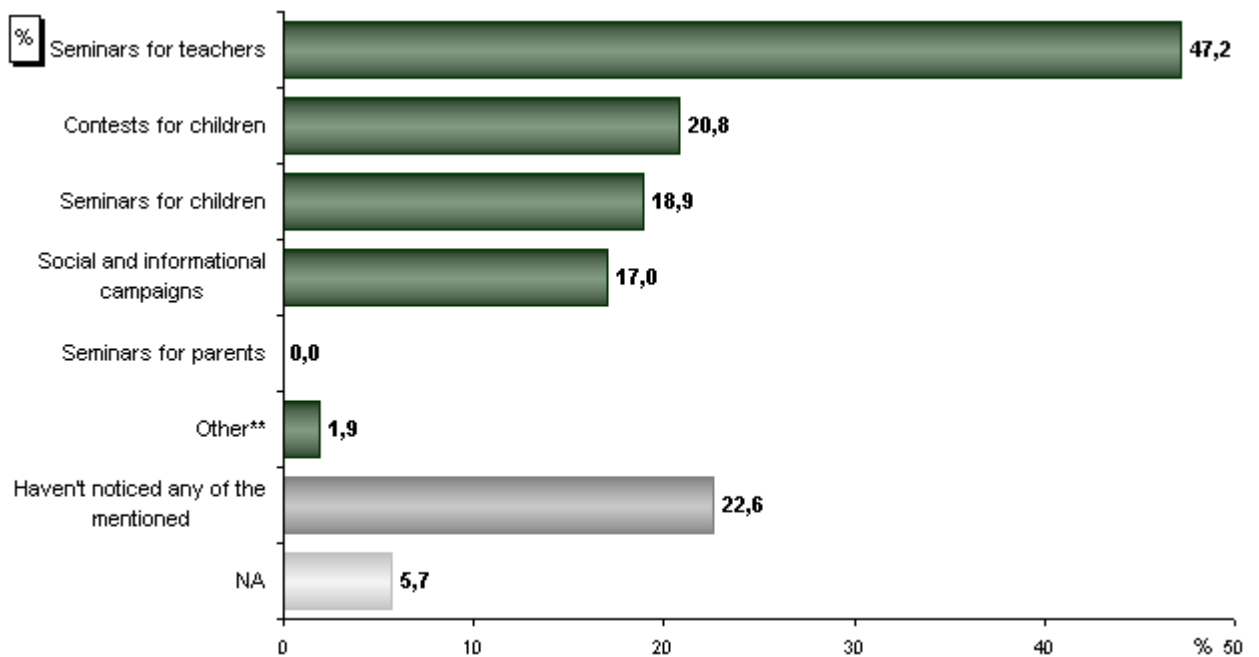
Whom to address if something bad, inappropriate, etc. has been noticed on the Internet	1
Learning materials for children about safe Internet use	1
How control measures are to be conducted to keep track of a child's activities on the Internet	1
Placement of violent materials (video, photo) on the Internet	1
NA	3

Base: teachers, who have specified that they need consultations with the specialists in this field to better inform children on safe Internet use, n=8

7.4. Identification of Events Organized by the Ministry of E-affairs

"Are you aware of (or participated in) any events organized by the Secretariat of the Special Assignments Minister for Electronic Government Affairs (Ministry of E-affairs), which are related to safe Internet use?"

Responses of teachers



Base: teachers, n=53

*Since each respondent could mark more than one answer, the total sum of answers exceeds 100%.

**Teachers mentioned "Informatics courses" (1 time) under the "Other" category.

Suggestions

According to the research data, all three groups – children, parents and teachers – need more informational materials. Answers from respondents show that not only does a portion of them have no idea how to react in the event of a risk, but they are also unaware of the risks.

Thus, it would be advisable to develop materials that would contain the following information:

- what kind of threats can be encountered on the Internet and how to identify them;
 - comments from specialists, for example, psychologists, on the risks and their influence;
 - where to search for information on safe Internet use;
 - whom to address, when encountering unpleasant or illegal materials on the Internet;
 - advice on how to explain the risks to various age groups (research shows that activities of youths on the Internet are less controlled by parents);
 - practical advice on how to control a child's activities on the Internet, place restrictions (for example, limit the access to some web pages, etc.) because a portion of parents admits that they do not have good knowledge of the Internet.
- Teachers would need handouts and presentation materials, as well as teaching instructions, to more efficiently educate children and youths on safe Internet use. As already mentioned in the research, the majority would also like special courses and seminars.
 - Since a portion of the target audience not only does not know how to react in the event of a threat, but they are unable to identify the threat itself; social advertisements and information in mass media is necessary to draw more attention to this problem.
 - Improvements to the web page www.drossinternets.lv should continue as one of the information sources; it must be promoted more in various target audiences.
 - Even though the Internet is one of the most convenient sources of information and also provides feedback, it is necessary to use other means to distribute materials on this topic (for example, leaflets, booklets, information in mass media) because a portion of the parents does not use the Internet.

Questionnaires Used in Polling

Questionnaire Used in Polling Children Aged 13 and Under

SKDS, April 2008

This polling is performed by the Research Centre SKDS in cooperation with the Secretariat of Special Assignments Minister for Electronic Government Affairs. The aim of the research is to understand the comprehension level of teachers, students and their parents on safe Internet use (knowledge about the risks, possibilities and threats when using the Internet).

This questionnaire is anonymous (you do not have to give your name, surname). We guarantee complete anonymity of your responses – collected answers will be presented only in summary form. Please answer the questionnaire questions openly. We remind you that there are no correct or incorrect answers; we are particularly interested in your thoughts and experience!

Instructions for filling out the questionnaire.

Please respond to all questions (unless is specified that you do not have to answer a question) by circling a respective number. Please heed the side notes by the questions on how many possible responses there can be, etc. For the questions with no specific answers provided, please fill out your own opinion in the place specified.

1. Please indicate your age (full years) _____

2. You are a:

Girl	1
Boy	2

2A. What is your nationality?

Latvian	1
Russian	2
Other	3

3. In which grade are you studying? _____

4. Do you have your own mobile phone?

Yes, I do	1	<i>Skip to question 5</i>
No, I don't	2	<i>Skip to question 6</i>

5. For what purposes do you use it? (Mark all applicable answers)

To call parents	1
To call friends	2
To send SMSs	3
To chat	4
To access the Internet	5
For games	6
For other purposes (please specify) _____	7

6. What do you consider to be your level of knowledge for working with a computer?

Good (I install programs myself, etc.)	1
Average (know the basics)	2
Bad	3

7. What do you consider to be your level of knowledge for working with the Internet?

Good (I operate freely; can easily find what I need, etc.)	1
Average (know the basics)	2
Bad	3

8. Do you have a computer at home?

Yes	1	<i>Skip to question 9</i>
No	2	<i>Skip to question 10</i>

9. Do you have Internet access at home?

Yes	1
No	2

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10. Mark all the places where you usually use a computer. (Mark all applicable answers in column 10)

11. Where do you use the computer most often? (Only one answer in column 11)

	10.	11.
At school	1	1
At home	2	2
At a friend's	3	3
Public Internet access points (where Internet access is for free or for a small fee, for example, in a library)	4	4
Internet café	5	5
At the workplace of a parent	6	6
Other (please specify) _____	7	7
Do not use a computer at all	8	8

12. Mark all the places where you usually use the Internet. (Mark all applicable answers in column 12)

13. Where do you use the Internet most often? (Only one answer in column 13)

	12.	13.
At school	1	1
At home	2	2
At a friend's	3	3
Public Internet access points (where Internet access is for free or for a small fee, for example, in a library)	4	4
Internet café	5	5
At the workplace of a parent	6	6
Other (please specify) _____	7	7
Do not use the Internet at all	8	8

14. At what age did you start using the Internet?

Before I reached the age of 5	1
At the age of 5-7 years	2
At the age of 8-10 years	3
At the age of 11-13 years	4

15. How often do you use the Internet?

Every day or almost every day	1
2-3 times a week	2
At least once a week	3
At least 2-3 times a month	4
At least once a month	5
Less	6

16. How many hours on average per day do you usually spend on the Internet? (Mark one answer in column 16)

17. How many hours on average on holidays do you usually spend on the Internet? (Mark one answer in column 17)

	16.	17.
Less than 1 hour	1	1
Up to 3 hours	2	2
3 to 5 hours	3	3
More than 5 hours	4	4

18. For what needs do you mostly use the Internet? (Mark all applicable answers)

For studies	1
Searching for information	2
Games	3
Software, music, movie downloads	4
Chatting, communication (for example, chats, Skype, etc.)	5
Visiting various social portals (draugiem.lv, face.lv, one.lv, etc.)	7
Sending e-mails	8
Sending SMSs to a phone	9
Other (please specify) _____	10

19. Do you sometimes chat with strangers?

Yes, I do	1	Skip to question 20
-----------	---	---------------------

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No, I don't	2	<i>Skip to question 22</i>
I don't chat on the Internet	3	

20. Have you ever met with the strangers with whom you have been chatting on the Internet?

Yes, with one person	1	<i>Skip to question 21</i>
Yes, with several persons	2	
No, I haven't	3	<i>Skip to question 22</i>

21. Has it ever happened that the person with whom you met did not meet his/her Internet profile (for example, different sex, different age)?

Yes	1
No	2

22. Do you think that the Internet poses a potential threat to you?

Yes, it does	1
No, it doesn't	2

23. Which of the following have you encountered while using the Internet? (Mark all applicable answers)

Unpleasant images of naked people	1
Images or games, in which somebody hits or attacks another person	2
Eyes, arms or back hurt after sitting at the computer for an extended period of time	3
Given information about yourself or your family members to strangers (name, phone number, home address or other data)	4
Prefer to sit at the computer (on the Internet) all the time and do nothing else	5
Sometimes skip school (e.g., due to "surfing" the Internet during classes/used the Internet for too long the previous evening and couldn't wake up the following morning)	6
Sometimes don't complete homework due to extended Internet use	7
Receive unpleasant texts from strangers (incl. threats)	8
Other situation (<i>please specify</i>) _____	9
None of the above	10

24. Do you know that you can encounter bad and/or harmful materials on the Internet?

Yes, I know	1
No, I don't know	2

25. What do you think constitutes bad and/or a harmful Internet material? (Mark all applicable answers)

Unpleasant images of naked people	1
Images or games, in which somebody hits or attacks another person	2
Images and games, in which a person is hurt just because he is different from the offender according to looks or skin colour	3
Illegal software	4
Computer viruses	5
Advertisements that express things that make you feel bad, cause fear	6
Rude and foul language	7
Receiving unpleasant, fearful texts (incl. threats) from strangers	8
Other (<i>please specify</i>) _____	9
Don't know	10

26. Have you ever encountered material of bad and/or harmful content on the Internet?

Yes	1	<i>Skip to question 27</i>
No	2	<i>Skip to question 28</i>

27. Which of the following you have encountered while using the Internet? (Mark all applicable answers)

Unpleasant images with naked people	1
Images or games, in which somebody hits or attacks another person	2
Images and games, in which the person is hurt just because he is different from the offender by the looks or colour of the skin	3
Illegal software	4

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Computer viruses	5
Advertisements that express things that make you feel bad, cause fear	6
Rude and foul language	7
Receiving unpleasant, fearful texts (incl. threats) from strangers	8
Other (<i>please specify</i>)	9

28. Do you know whom to address if you encounter illegal material on the Internet?

Yes	1
No	2

29. Whom would you address (call, write to) if you encountered illegal material on the Internet? (Mark all applicable answers)

Parents, grandparents, other family members, custodians	1
Teacher/tutor	2
Would address the police	3
Would address the Children's Rights Protection Inspectorate	4
Called the crisis number for child protection	5
Reported to mass media (TV, radio, newspapers)	6
Would address the administrator of the respective web page	7
Would write on the web pages of official institutions (for example, police)	8
Would write on the web page www.drossinternets.lv	9
Someplace else (<i>please specify</i>)	10
Wouldn't address anyone	11

30. Would you want to be informed about safe Internet use?

Yes	1	<i>Skip to question 31</i>
No	2	<i>Skip to question 32</i>

31. You would like to be informed about safe Internet use by..... (Mark all applicable answers)

Teachers, class tutor at school	1
Special training at school (for example, with the participation of representatives from the police, etc.)	2
Parents, grandparents, other relatives, custodians	3
Friends, acquaintances	4
Mass media (TV, radio, newspapers)	5
Information on the Internet (for example, web page www.drossinternets.lv)	6
Police	7
Other state, municipal institutions	8
Representatives from the Ministry of E-affairs	9
Representatives of non-governmental organizations (NGOs)	10
Other (<i>please specify</i>)	11

32. Has anyone previously spoken to or told you about safe Internet use?

Yes	1	<i>Skip to question 33</i>
No	2	<i>Skip to question 34</i>

33. Who informed you about safe Internet use (for example, what you can and cannot do on the Internet)? (Mark all applicable answers)

Teachers, class tutor at school	1
Special training at school (for example, with the participation of representatives from the police, etc.)	2
Parents, grandparents, other relatives, custodians	3
Friends, acquaintances	4
Mass media (TV, radio, newspapers)	5
Information on the Internet (for example, web page www.drossinternets.lv)	6
Police	7
Other state, municipal institutions	8
Representatives from the Ministry of E-affairs	9
Representatives of non-governmental organizations (NGOs)	10
Other (<i>please specify</i>)	11

34. Have you encountered a situation where somebody did not let you do something on the Internet?

Yes, I have	1	<i>Skip to question 35</i>
No, I haven't	2	<i>Skip to question 37</i>

35. Who did not let you do something on the Internet? (Mark all applicable answers)

Parents, grandparents, other family members, custodians	1
Teacher/tutor	2
Administrator of an Internet café, librarian	3
Parents of a friend/acquaintance	4
Other (please specify)	5

36. What are the restrictions placed upon you for Internet use? (Mark all applicable answers)

Using rude and foul language in e-mails or chat rooms is forbidden	1
Internet access restrictions are set (e.g., Internet can be used during holidays and/or for a certain period of time)	2
Visiting of certain Internet pages is prohibited	3
Have access to the Internet only if one of the family members permits	4
Chat room visits are prohibited	5
Prohibited from talking in chat rooms with strangers	6
Copying documents and images is forbidden	7
Software downloads are prohibited	8
Music and movie downloads are prohibited	9
Disclosure of personal information is forbidden (name, phone number, home address or other data)	10
Other (please specify)	11

37. Have you encountered unpleasant situations while using the Internet (e.g., information, images that made you feel uncomfortable)?

Yes	1	<i>Skip to question 38</i>
No	2	<i>Skip to question 41</i>

38. What kind of unpleasant situations were they? Please specify.

39. Did you inform anyone about this?

Yes	1	<i>Skip to question 40</i>
No	2	<i>Skip to question 41</i>

40. Who did you tell? (Mark all applicable answers)

Parents, grandparents, other family members, custodians	1
Teacher/tutor	2
Police	3
Called the crisis number for child protection	4
Addressed the administrator of the respective web page	5
Wrote on the web pages of official institutions (for example, police)	6
Wrote on the web page www.drossinternets.lv	7
Other (please specify)	8

41. Have you yourself conducted any illegal activities on the Internet?

Yes	1	<i>Skip to question 42</i>
No	2	<i>Skip to question 43</i>

42. What illegal activities have you conducted on the Internet?

43. Would you be interested in learning something more about the issues concerning safe Internet use?

Would be interested	1
Would not be interested	2

Thank you for participation in the polling!

This table is filled out by the SKDS interviewer	
Interviewer code	____ - ____
Date	____. 04. 2008.

Questionnaire Used in Polling Youths Aged 14 to 18 years

SKDS, April 2008

This polling is performed by the Research Centre SKDS in cooperation with the Secretariat of Special Assignments Minister for Electronic Government Affairs. The aim of the research is to understand the comprehension level of teachers, students and their parents on safe Internet use (knowledge about the risks, possibilities and threats when using the Internet).

This questionnaire is anonymous (you do not have to give your name, surname). We guarantee complete anonymity of your responses – collected answers will be presented only in summary form. Please answer the questionnaire questions openly. We remind you that there are no correct or incorrect answers; we are particularly interested in your thoughts and experience!

In the event any questions arise regarding the research, please contact the SKDS Research Manager or Project Manager.

Instructions for filling out the questionnaire.

Please respond to all questions (unless specified that you do not have to answer a question) by circling the respective number. Please heed the side notes by the questions on how many possible responses there can be, etc. For questions where no specific answers are provided, please fill out your own opinion in the place specified.

1. Please indicate your age (full years) _____

2. Your sex

Female	1
Male	2

2A. What is your nationality?

Latvian	1
Russian	2
Other	3

3. In which grade are you studying? _____

4. Do you have your own mobile phone?

Yes, I do	1	<i>Skip to question 5</i>
No, I don't	2	<i>Skip to question 6</i>

5. For what purposes do you use it? (Mark all applicable answers)

To call parents	1
To call friends	2
To send SMSs	3
To chat	4
To access the Internet	5
For games	6
For other purposes (<i>please specify</i>).....	7

6. What do you consider to be your level of knowledge for working with a computer?

Good (I install programs myself, etc.)	1
Average (know the basics)	2
Bad	3

7. What do you consider to be your level of your knowledge for working with the Internet?

Good (I operate freely; can easily find what I need, etc.)	1
Average (know the basics)	2
Bad	3

8. Do you have a computer at home?

Yes	1	<i>Skip to question 9</i>
No	2	<i>Skip to question 10</i>

9. Do you have Internet access at home?

Yes	1
No	2

10. Mark all the places where you usually use a computer. (Mark all applicable answers in column 10)

11. Where do you use the computer most often? (Only one answer in column 11)

	10.	11.
At school	1	1
At home	2	2
At a friend's	3	3
Public Internet access points (where Internet access is for free or for a small fee, for example, in a library)	4	4
Internet café	5	5
At the workplace of a parent	6	6
Other (please specify) _____	7	7
Do not use a computer at all	8	8

12. Mark all the places where you usually use the Internet. (Mark all applicable answers in column 12)

13. Where do you use the Internet most often? (Only one answer in column 13)

	12.	13.
At school	1	1
At home	2	2
At a friend's	3	3
Public Internet access points (where Internet access is for free or for a small fee, for example, in a library)	4	4
Internet café	5	5
At the workplace of a parent	6	6
Other (please specify) _____	7	7
Do not use the Internet at all	8	8

14. At what age did you start using the Internet?

Before I reached the age of 5	1
At the age of 5-7 years	2
At the age of 8-10 years	3
At the age of 11-13 years	4
At the age of 14-16 years	5
After the age of 17 years	6

15. How often do you use the Internet??

Every day or almost every day	1
2-3 times a week	2
At least once a week	3
At least 2-3 times a month	4
At least once a month	5
Less	6

16. How many hours on average per day do you usually spend on the Internet? (Mark one answer in column 16)

17. How many hours on average on holidays do you usually spend on the Internet? (Mark one answer in column 17)

	16.	17.
Less than 1 hour	1	1
Up to 3 hours	2	2
3 to 5 hours	3	3
More than 5 hours	4	4

18. For what needs do you mostly use the Internet? (Mark all applicable answers)

For studies	1
Searching for information	2
Games	3
Software, music, movie downloads	4
Chatting, communication (for example, chats, Skype, etc.)	5

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Visiting various social portals (draugiem.lv, face.lv, one.lv, etc.)	7
Sending e-mails	8
Sending SMSs to a phone	9
Other (<i>please specify</i>)	10

19. Do you sometimes chat with strangers?

Yes, I do	1	<i>Skip to question 20</i>
No, I don't	2	
I don't chat on the Internet	3	<i>Skip to question 22</i>

20. Have you ever met with the strangers with whom you have been chatting on the Internet?

Yes, with one person	1	<i>Skip to question 21</i>
Yes, with several persons	2	
No, I haven't	3	<i>Skip to question 22</i>

21. Has it ever happened that the person with whom you met with did not fit his/her Internet profile (for example, different sex, different age)?

Yes	1
-----	---

No	2
----	---

22. Do you think that the Internet poses a potential threat to you?

Yes, it does	1
No, it doesn't	2

23. Which of the following have you encountered while using the Internet? (Mark all applicable answers)

Materials of pornographic nature	1
Violence (emotional, mental)	2
Negative influence on health (e.g., eyes, arms or back hurt after sitting at the computer for an extended period of time)	3
Disclosure of personal information (have given information about yourself or your family members to the strangers)	4
Addiction to the computer/the Internet	5
Negative influence on school attendance (e.g., skipped school, due to "surfing" the Internet during classes/have used the Internet for too long the previous evening and couldn't wake up the following morning)	6
Negative influence on the study process (e.g., sometimes don't complete homework due to extended Internet use)	7
Intrusive moral and emotional humiliation (in chat rooms, dating sites, etc.)	8
Other (<i>please specify</i>)	9
None of the above	10

24. Do you know that you can encounter illegal Internet content on the Internet?

Yes, I know	1
No, I don't know	2

25. What do you think constitutes illegal Internet content? (Mark all applicable answers)

Materials, videos of a pornographic nature (without warning text)	1
Materials, videos containing violence	2
Materials, videos promoting racism	3
Materials, videos connected with pedophilia	4
Illegal software	5
Computer viruses	6
Improper advertisements	7
Materials, involvement invitations from sects	8
Rude and foul language	9
Receiving unpleasant, fearful texts (incl. threats)	10
Other (<i>please specify</i>)	11

26. Have you ever encountered material with illegal content on the Internet?

Yes	1	<i>Skip to question 27</i>
No	2	<i>Skip to question 28</i>

27. Which of the following have you encountered while using the Internet? (Mark all applicable answers)

Materials, videos of a pornographic nature (without warning text)	1
Materials, videos containing violence	2
Materials, videos promoting racism	3
Materials, videos connected with pedophilia	4
Illegal software	5
Computer viruses	6
Improper advertisements	7
Materials, involvement invitations from sects	8
Rude and foul language	9
Receiving of unpleasant, fearful texts (incl. threats)	10
Other (please specify)	11

28. Do you know whom to address if you encounter illegal material on the Internet?

Yes	1
No	2

29. Whom would you address (call, write to) if you encountered illegal material on the Internet? (Mark all applicable answers)

Parents, grandparents, other family members, custodians	1
Teacher/tutor	2
Would address the police	3
Would address the Children Rights Protection Inspectorate	4
Called the crisis number for child protection	5
Reported to mass media (TV, radio, newspapers)	6
Would address the administrator of the respective web page	7
Would write on the web pages of the official institutions (for example, police)	8
Would write on the web page www.drossinternets.lv	9
Someplace else (please specify)	10
Wouldn't address anyone	11

30. Would you want to be informed about safe Internet use?

Yes	1	Skip to question 31
No	2	Skip to question 32

31. You would like to be informed about safe Internet use by.... (Mark all applicable answers)

Teachers, class tutor at school	1
Special training at school (for example, with the participation of representatives from the police, etc.)	2
Parents, grandparents, other relatives, custodians	3
Friends, acquaintances	4
Mass media (TV, radio, newspapers)	5
Information on the Internet (for example, web page www.drossinternets.lv)	6
Police	7
Other state, municipal institutions	8
Representatives from the Ministry of E-affairs	9
Representatives of non-governmental organizations (NGOs)	10
Other (please specify)	11

32. Has anyone previously spoken to or told you about safe Internet use?

Yes	1	Skip to question 33
No	2	Skip to question 34

33. Who informed you about safe Internet use (for example, what you can and cannot do on the Internet)? (Mark all applicable answers)

Teachers, class tutor at school	1
Special training at school (for example, with the participation of representatives from the police, etc.)	2
Parents, grandparents, other relatives, custodians	3
Friends, acquaintances	4

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Mass media (TV, radio, newspapers)	5
Information on the Internet (for example, web page www.drossinternets.lv)	6
Police	7
Other state, municipal institutions	8
Representatives from the Ministry of E-affairs	9
Representatives of non-governmental organizations (NGOs)	10
Other (please specify) _____	11

34. Have you encountered a situation where somebody did not let you do something on the Internet?

Yes, I have	1	<i>Skip to question 35</i>
No, I haven't	2	<i>Skip to question 37</i>

35. Who did not let you do something on the Internet? (Mark all applicable answers)

Parents, grandparents, other family members, custodians	1
Teacher/tutor	2
Administrator of an Internet café, librarian	3
Parents of a friend/acquaintance	4
Other (please specify) _____	5

36. What are the restrictions placed upon you for Internet use? (Mark all applicable answers)

Using rude and foul language in e-mails or chat rooms is forbidden	1
Internet access restrictions are set (e.g., Internet can be used during holidays and/or for a certain period of time)	2
Visiting of certain Internet pages is prohibited (Internet content filters installed)	3
Have access to the Internet only if one of the family members permits	4
Chat room visits are prohibited	5
Prohibited from talking in chat rooms with strangers	6
Copying documents and images is forbidden	7
Software downloads are prohibited	8
Music and movie downloads are prohibited	9
Disclosure of personal information is forbidden (name, phone number, home address or other data)	10
Other (please specify) _____	11

37. Have you encountered unpleasant situations while using the Internet (e.g., information, images that made you feel uncomfortable)?

Yes	1	<i>Skip to question 38</i>
No	2	<i>Skip to question 41</i>

38. What kind of unpleasant situations were they? Please specify.

39. Did you tell anyone about this?

Yes	1	<i>Skip to question 40</i>
No	2	<i>Skip to question 41</i>

40. Who did you tell? (Mark all applicable answers)

Parents, grandparents, other family members, custodians	1
Teacher/tutor	2
Police	3
Called crisis number for child protection	4
Addressed the administrator of the respective web page	5
Wrote on the web pages of official institutions (for example, police)	6
Wrote on the web page www.drossinternets.lv	7
Other (please specify) _____	8

41. Have you yourself conducted any illegal activities on the Internet?

Yes	1	<i>Skip to question 42</i>
No	2	<i>Skip to question 43</i>

42. What illegal activities have you conducted on the Internet?

43. Would you be interested in learning something more about the issues concerning safe Internet use?

Would be interested	1
Would not be interested	2

Thank you for participation in the polling!

This table is filled out by the SKDS interviewer	
Interviewer code	-
Date	2008.

Questionnaire Used in Polling Parents

SKDS, April 2008

This polling is performed by the Research Centre SKDS in cooperation with the Secretariat of Special Assignments Minister for Electronic Government Affairs. The aim of the research is to understand the comprehension level of teachers, students and their parents on safe Internet use (knowledge about the risks, possibilities and threats when using the Internet).

On research participant selection. Your child's school was selected randomly to participate in this research, by using a comprehensive list of schools in Latvia. We guarantee complete anonymity of your responses – collected answers will be presented only in summary form. Please answer the questionnaire questions openly, there are no correct or incorrect answers; we are particularly interested in your thoughts and experience!

We would like this questionnaire to be completed by the person in the family, who has the most contact with the school and makes decisions regarding the education of the child.

In the event any questions arise regarding the research, please contact the SKDS Research Manager or the project manager.

Instructions for filling out the questionnaire.

Please respond to all questions (unless specified that you do not have to answer a question) by circling the respective number. Please heed the side notes by the questions on how many possible responses there can be, etc. For questions where no specific answers are provided, please fill out your own opinion in the place specified.

1. How many children are in your family?

1 child	1
2 children	2
3 children	3
4 or more children	4

Preschool age	1
Primary school age	2
Elementary school age	3
Secondary school age	4

2. What ages are your children? (Mark all applicable answers)

If there are several children in your household, please answer the next questions, keeping in mind the child, who brought this questionnaire.

3. What age is the child, who brought this questionnaire? (Only one answer)

Preschool age	1
Primary school age	2
Elementary school age	3
Secondary school age	4

4. What is your relationship to the child?

Mother/Stepmother	1
Father/Stepfather	2
Grandparent	3
Other (please specify) _____	4

5. Does your child have his/her own mobile phone?

Yes	1	<i>Skip to question 6</i>
No	2	<i>Skip to question 7</i>

6. For what purposes does s/he use it? (Mark all applicable answers)

To call parents	1
To call friends	2
To send SMSs	3
To chat	4
To access the Internet	5
For games	6
For other purposes (please specify) _____	7
Don't know	8

7. Do you have a computer at home?

Yes	1	<i>Skip to question 8</i>
No	2	<i>Skip to question 9</i>

8. Do you have Internet access at home?

Yes	1
No	2

9. Mark all the places where your child uses a computer. (Mark all applicable answers in column 9)

10. Where does your child use a computer most often? (Only one answer in column 10)

	9.	10.
At school	1	1
At home	2	2
At a friend's	3	3
Public Internet access points (where Internet access is for free or for a small fee, for example, in a library)	4	4
Internet café	5	5
At the workplace of a parent	6	6
Other (please specify) _____	7	7
Does not use a computer at all	8	8
Don't know	9	9

11. Mark all the places where your child uses the Internet. (Mark all applicable answers in column 11)

12. Where does your child use the Internet most often? (Only one answer in column 12)

	11.	12.
At school	1	1
At home	2	2
At a friend's	3	3
Public Internet access points (where Internet access is for free or for a small fee, for example, in a library)	4	4
Internet café	5	5
At the workplace of a parent	6	6
Other (please specify) _____	7	7
Does not use a computer at all	8	8
Don't know	9	9

13. At what age do you think did your child started using the Internet?

Before s/he reached the age of 5	1
At the age of 5-7 years	2
At the age of 8-10 years	3
At the age of 11-13 years	4
At the age of 14-16 years	5
After the age of 17 years	6
Don't know	7

14. How often do you think your child uses the Internet?

Every day or almost every day	1
2-3 times a week	2
At least once a week	3
At least 2-3 times a month	4
At least once a month	5
Less	6
Don't know	7

15. How many hours on average per day does your child usually spend on the Internet? (Mark one answer in column 15)

16. How many hours on average on holidays does your child usually spend on the Internet? (Mark one answer in column 16)

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	15.	16.
Less than 1 hour	1	1
Up to 3 hours	2	2
3 to 5 hours	3	3
More than 5 hours	4	4
Don't know	5	5

17. Do you know for what purposes your child use the Internet?

Yes, I know	1	<i>Skip to question 18</i>
No, I don't know	2	<i>Skip to question 19</i>

18. For what needs do you think your child mostly use the Internet? (Mark all applicable answers)

For studies	1
Searching for information	2
Games	3
Software, music, movie downloads	4
Chatting, communication (for example, chats, Skype, etc.)	5
Visiting various social portals (draugiem.lv, face.lv, one.lv, etc.)	7
Sending e-mails	8
Sending SMSs to a phone	9
Other (<i>please specify</i>)	10

19. Do you think the Internet poses a threat to your child?

Yes, it already does	1	<i>Skip to question 20</i>
It does not yet, but might in the future	2	
No, it can not	3	<i>Skip to question 21</i>

20. What kind of threats do you think your child could encounter while using the Internet? (Mark all applicable answers)

Materials of pornographic nature	1
Violence (emotional, mental)	2
Negative influence on health (e.g., eyes, arms or back hurt after sitting at the computer for an extended period of time)	3
Disclosure of personal information (given information about yourself, your family members to strangers)	4
Addiction to the computer/the Internet	5
Negative influence on school attendance (e.g., skipping school due to "surfing" the Internet during classes, or because the Internet was used for too long the previous evening and child couldn't wake up the following morning)	6
Negative influence on the study process (e.g., sometimes don't complete homework due to extended use of the Internet)	7
Promotes use of drugs	8
A high emotional and moral stress exists	9
Other (<i>please specify</i>)	10

21. Have you ever heard anything about illegal Internet content?

Yes, I have	1
No, I haven't	2

22. What do you think constitutes bad and/or harmful Internet material? (Mark all applicable answers)

Materials, videos of a pornographic nature (without warning text)	1
Materials, videos containing violence	2
Materials, videos promoting racism	3
Materials, videos connected with pedophilia	4
Illegal software	5
Computer viruses	6
Improper advertisements	7

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Materials, involvement invitations from sects	8
Rude and foul language	9
Receiving unpleasant, fearful texts (incl. threats)	10
Other <i>(please specify)</i> _____	11
Don't know	12

23. Are you controlling your child's activities on the Internet?

Yes	1
No	2

24. Do you think that your child uses the Internet safely, i.e., can s/he distinguish which information is safe, protect him/herself on the Internet, etc.?

Yes	1
No	2
Don't know	3

25. Do you think it is necessary to teach children about safe Internet use?

Yes	1
No	2

26. Who do you think is responsible for educating a child so s/he could safely use the Internet? (Mark all applicable answers)

School (teachers, tutors)	1
Parents	2
Mass media (TV, radio, newspapers)	3
Internet Service Providers	4
Software developers	5
Police	6
Other state, municipal institutions	7
Non-governmental organizations (NGOs) <i>(please specify)</i> _____	8
Computer equipment retailers	9
Other <i>(please specify)</i> _____	10
Nobody, children learn everything themselves	11
Don't know	12

26A. Who do you think is mainly responsible for educating a child so s/he could safely use the Internet? (Only one answer)

School (teachers, tutors)	1
Parents	2
Mass media (TV, radio, newspapers)	3
Internet Service Providers	4
Software developers	5
Police	6
Other state, municipal institutions	7
Non-governmental organizations (NGOs) <i>(please specify)</i> _____	8
Computer equipment retailers	9
Other <i>(please specify)</i> _____	10
Nobody, children learn everything themselves	11
Don't know	12

27. Where do you personally acquire information about safe Internet use? (Mark all applicable answers)

At school (e.g., from a teacher, from parental meetings)	1
From mass media (TV, radio, newspapers)	2
From the Secretariat of the Special Assignments Minister for Electronic Government Affairs (by phone, visiting the web page www.eps.gov.lv)	3
Somewhere else on the Internet <i>(specify where)</i> _____	4
Special seminars	5

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From family members, acquaintances, friends	6
Other <i>(please specify)</i> _____	7
Have not acquired any information about safe Internet use	8

28. Do you know how to teach a child about safe Internet use?

Yes, I do	1
No, I don't	2

29. What do you do and what kind of restrictions do you use to ensure that your child uses the Internet safely? (Mark all applicable answers)

The child is told about the possible threats on the Internet, taught about safe Internet use	1
I keep track of what the child is doing on the Internet (e.g., what Internet sites s/he has visited)	2
Using rude and foul language in e-mails or chat rooms is forbidden	3
Internet access restrictions are set (e.g., Internet can be used during holidays and/or for a certain period of time)	4
Disclosure of personal information is forbidden (about him/herself or the family members)	5
Visiting certain Internet pages is prohibited (Internet content filters installed)	6
Have access to the Internet only if one of the family members permits	7
If anything is found on the Internet that makes the child feel uncomfortable, it has to be reported to parents	8
Chat room visits are prohibited	9
Prohibited from talking in chat rooms with strangers	10
It is forbidden to meet persons whom the child has met in chat rooms	11
Copying documents and images is forbidden	12
Software downloads are prohibited	13
Music and movie downloads are prohibited	14
Other <i>(please specify)</i> _____	15
None of the above/child has no Internet use restrictions	16

30. Do you know whom to address if your child were to tell you s/he has encountered illegal material on the Internet?

Yes, I know	1
No, I don't know	2

31. Whom would you address if your child were to tell you s/he has encountered illegal material on the Internet? (Mark all applicable answers)

Teacher/tutor	1
Would address the police	2
Would address the Children's Rights Protection Inspectorate	3
Would call the crisis number for child protection	4
Reported to mass media (TV, radio, newspapers)	5
Would address the administrator of the respective web page	6
Would write on the web pages of the official institutions (for example, police)	7
Would write on the web page www.drossinternets.lv	8
Other <i>(please specify)</i> _____	9
Wouldn't address anyone	10

32. Have the children informed you of unpleasant situations (e.g., information, images that have made them feel uncomfortable), which they encountered while using the Internet?

Yes	1	<i>Skip to question 33</i>
No	2	<i>Skip to question 35</i>

33. What kind of situations were they? (Mark all applicable answers)

Encountered materials/videos of pornographic nature (without warning text)	1
Encountered materials/videos containing violence	2
Interest in the private life of a child and/or his/her family members from strangers (incl. interest in personal information, e.g., name, phone number, home address)	3
Development of addiction	4
Moral, emotional humiliation (in chat rooms, dating sites, etc.)	5
Use of impolite and rude language	6
Receiving unpleasant, fearful texts (incl. threats)	7
Other (please specify) _____	8

34. What were your actions in this situation? (Mark all applicable answers)

Talked to the child, comforted him/her	1
Asked the child to continue reporting on similar cases	2
Informed the teachers, tutors on the situation	3
Informed the parents of other children on the situation	4
Addressed the police	5
Called the crisis number for child protection	6
Reported to the Internet Service Provider (e.g., Lattelecom)	7
Addressed the administrator of the respective web page	8
Wrote on the web pages of official institutions (for example, police)	9
Wrote on the web page www.drossinternets.lv	10
Reinstalled the computer	11
Other (please specify) _____	12
Did nothing	13

A few personal questions to end the questionnaire

35. What do you consider to be your level of knowledge for working with a computer?

Good (I install programs myself, etc.)	1
Average (know the basics)	2
Bad	3
I don't know how to work with a computer	4

36. What do you consider to be your level of knowledge for working with the Internet?

Good (I operate freely; can easily find what I need, etc.)	1
Average (know the basics)	2
Bad	3
I don't know how to work with the Internet	4

37. Please specify your full age

38. Your sex

Female	1
Male	2

39. What is your nationality?

Latvian	1
Russian	2
Other	3

40. Your education

Elementary education	1
Secondary education	2
Secondary special education	3
Highest education	4

41. What is your occupation? You are currently: *(multiple answers possible)*

Self-employed	1
An entrepreneur, an employer	2
Helping in a family business	3
Having a regular job, paid job	4
Working odd-jobs	5
On leave for child care	6
Landlady/landlord	7
Unemployed	8
Studying	9
Retired (senior or disablement)	10

Thank you for participation in the polling!

If you have any questions regarding delivery of the questionnaire, please contact the SKDS interviewer

....., phone number:

This table is filled out by the SKDS interviewer	
Interviewer code	_____ - _____
Date	_____ 2008.

Questionnaire Used in Polling Teachers

SKDS, April 2008

This polling is performed by the Research Centre SKDS in cooperation with the Secretariat of Special Assignments Minister for Electronic Government Affairs. The aim of the research is to understand the comprehension level of teachers, students and their parents on safe Internet use (knowledge about the risks, possibilities and threats when using the Internet).

On research participant selection. Your school was randomly selected to participate in this research, by using the comprehensive list of schools in Latvia. We guarantee complete anonymity of your responses – collected answers will be presented only in summary form. Please answer the questionnaire questions openly, there are no correct or incorrect answers; we are particularly interested in your thoughts and experience!

In the event any questions arise regarding the research, please contact the SKDS Research Manager or Project Manager.

Instructions for filling out the questionnaire.

Please respond to all questions (unless specified that you do not have to answer a question) by circling the respective number. Please heed the side notes by the questions on how many possible responses there can be, etc. For questions where no specific answers are provided, please fill out your own opinion in the place specified.

If you work in more than one school, please answer the questions in this questionnaire in regarding to the school that gave you this questionnaire.

1. What age group do you teach? (Mark all applicable answers)

Elementary school age	1
Secondary school age	2

2. In your opinion, how high is the possibility that children could encounter various types of threats and harmful materials while using the Internet?

Very high possibility	1
Such a possibility exists, but not too often	2
Such a possibility is small	3

3. What kinds of threats do you think children encounter the most while using the Internet? (Mark all applicable answers)

Materials of pornographic nature	1
Violence (emotional and mental)	2
Negative influence on health (e.g., eyes, arms or back hurt after sitting at the computer for an extended period of time)	3
Disclosure of personal information (given information about yourself, your family members to strangers)	4
Addiction to the computer/the Internet	5
Negative influence on school attendance (e.g., skipping school due to "surfing" the Internet during classes, or because the Internet was used for too long the previous evening and child couldn't wake up the following morning)	6
Negative influence on the study process (e.g., sometimes don't complete homework due to extended use of the Internet)	7
Promotes use of drugs	8
A high emotional and moral stress exists	9
Other (please specify) _____	10
Do not encounter threats while using the Internet	11

4. What do you think constitutes illegal Internet content? (Mark all applicable answers)

Materials, videos of a pornographic nature (without warning text)	1
Materials, videos containing violence	2
Materials, videos promoting racism	3
Materials, videos connected with pedophilia	4
Illegal software	5
Computer viruses	6

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Improper advertisements	7
Materials, involvement invitations from sects	8
Rude and foul language	9
Receiving unpleasant, fearful texts (incl. threats)	10
Other <i>(please specify)</i> _____	11
Don't know	12

5. Has anyone in your school informed children during the class about safe Internet use? *(Mark all applicable answers)*

Yes, I have informed them myself	1
Yes, it was done by some other teacher	2
Yes, someone else has informed them <i>(please write who)</i> _____	3
No, nobody has informed them about this issue during class	4

6. Who, in your opinion, is responsible for educating a child so it could safely use the Internet? *(Mark all applicable answers)*

School (teachers, tutors)	1
Parents	2
Mass media (TV, radio, newspapers)	3
Internet Service Providers	4
Software developers	5
Police	6
Other state, municipal institutions	7
Non-governmental organizations (NGOs) <i>(please specify)</i> _____	8
Computer equipment retailers	9
Other <i>(please specify)</i> _____	10
Nobody, children learn everything themselves	11

7. Who, in your opinion, is mainly responsible for educating a child so s/he could safely use the Internet? *(Only one answer)*

School (teachers, tutors)	1
Parents	2
Mass media (TV, radio, newspapers)	3
Internet Service Providers	4
Software developers	5
Police	6
Other state, municipal institutions	7
Non-governmental organizations (NGOs) <i>(please specify)</i> _____	8
Computer equipment retailers	9
Other <i>(please specify)</i> _____	10
Nobody, children learn everything themselves	11

8. Do you know how to teach children about safe Internet use?

Yes	1	<i>Skip to question 9</i>
No	2	<i>Skip to question 10</i>

9. Where did you learn how to teach children about safe Internet use? *(Mark all applicable answers)*

In special courses, seminars	1
In high school	2
Self-taught (incl. using materials from the Internet)	3
From other colleagues	4
Somewhere else <i>(please specify)</i> _____	5

10. What measures and restrictions are used in your school to ensure that children use the Internet safely? *(Mark all applicable answers)*

Prior to beginning work with the computer, children are introduced to the school's rules of procedure on computer use	1
Children are informed of the possible threats on the Internet; taught about safe Internet use	2
Record is kept on what children are doing on the Internet (e.g., what Internet sites they have visited)	3
Using rude and foul language in e-mails or chat rooms is forbidden	4
Internet access restrictions are set (e.g., Internet can be used during holidays and for a certain period of time)	5

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Disclosure of personal information is forbidden (about oneself or family members)	6
Visiting certain Internet pages is prohibited (Internet content filters installed)	7
If anything is found on the Internet that makes children feel uncomfortable, it must be reported to parents, teachers	8
Visiting chat rooms is forbidden	9
Prohibited from talking in chat rooms with strangers	10
It is forbidden to meet persons whom the children have met in chat rooms	11
Copying documents and images is forbidden	12
Software downloads are prohibited	13
Music and movie downloads are prohibited	14
"A safe Internet hobby group" operates in the school	15
Other (<i>please specify</i>) _____	16
There are no measures, restrictions	17

11. What are your actions in the event a child/children has not obeyed the restrictions set by the school? (Mark all applicable answers)

Access to the Internet in the school is restricted	1
The student's parents are informed	2
Other (<i>please specify</i>) _____	3
Nothing is done	4

12. Have the children informed you of unpleasant situations (e.g., information, images that have made them feel uncomfortable), which they encountered while using the Internet?

Yes	1	<i>Skip to question 13</i>
No	2	<i>Skip to question 15</i>

13. What kind of situations were they? (Mark all applicable answers)

Encountered materials/video of pornographic nature (without warning text)	1
Encountered materials/video containing violence	2
Interest in the private life of a child and/or his/her family members from strangers (incl. interest in personal information, e.g., name, phone number, home address)	3
Development of addiction	4
Moral, emotional humiliation (in chat rooms, dating sites, etc.)	5
Use of rude and foul language	6
Receiving unpleasant, fearful texts (incl. threats)	7
Other (<i>please specify</i>) _____	8

14. What were your actions in these situations? (Mark all applicable answers)

Talked to the child, comforted him/her	1
Asked the child to continue reporting on similar cases	2
Informed the parents of the child on the situation	3
Information colleagues (other teachers) on the situation	4
Informed the school psychologist on the situation	5
Informed the school management on the situation	6
Addressed the police	7
Called the crisis number for child protection	8
Reported to the Internet Service Provider (e.g., Lattelecom)	9
Addressed the administrator of the respective web page	10
Wrote on the web pages of official institutions (for example, police)	11
Wrote on the web page www.drossinternets.lv	12
Reinstalled the computer	13
Other (<i>please specify</i>) _____	14
Did nothing	15

15. Have the children performed any forbidden actions on the Internet during informatics class?

Yes	1	<i>Skip to question 16</i>
No	2	<i>Skip to question 17</i>

16. What kind of forbidden actions did the children perform during informatics class? (Mark all applicable answers)

Participated in chat rooms	1
Played computer games	2

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Downloaded miscellaneous music, video materials	3
Used rude and foul language on the Internet	4
Watched pornographic materials	5
Other <i>(please specify)</i>	6

17. Please specify, in your opinion, the issues regarding safe Internet use about which children should be more informed. (Mark all applicable answers)

Possible threats on the Internet in general	1
How to protect yourself on the Internet	2
Internet content filters	3
Secure profile creation	4
Possible private identity theft	5
Money fraud using the Internet	6
Web ethics	7
Whom to inform when encountering unpleasant situations/violations on the Internet	8
Other <i>(please specify)</i>	9
There is no need to further inform	10

18. Do school representatives (you, other teachers, class tutors) speak with parents about the issues regarding safe Internet use amongst children? (Specify one answer for each line)

		Yes	No	Don't know
18.1.	With children grades 1 to 4 (primary school)	1	2	3
18.2.	With children grades 5 to 9 (elementary school)	1	2	3
18.3.	With children grades 10 to 12 (secondary school)	1	2	3

19. In your opinion, please evaluate the efficiency of the various restrictions for Internet use to ensure safe Internet use. Are they very effective, somewhat effective, somewhat ineffective or completely ineffective? (Specify one answer for each line)

		Very effective	Somewhat effective	Somewhat ineffective	Completely ineffective	Hard to say
1	Restriction on use of rude/foul language in the Internet environment	1	2	3	4	8
2	Prohibition of disclosing information about oneself (name, place of residence, phone number, etc.)	1	2	3	4	8
3	Restriction on use of specific Internet sites (Internet content filters)	1	2	3	4	8
4	Restricted (defined) Internet usage time	1	2	3	4	8
5	Prohibition of downloading software	1	2	3	4	8
6	Prohibition of downloading movies and/or music	1	2	3	4	8
7	Prohibition of playing computer games	1	2	3	4	8
8	Prohibition of visiting chat rooms	1	2	3	4	8
9	Prohibition of chatting with strangers in chat rooms	1	2	3	4	8

20. Where do you personally usually acquire information on questions concerning safe Internet use? (Mark all applicable answers)

Press	1
From the magazine "Skolotājs" (Teacher)	2
TV	3
Radio	4
Informational booklets, brochures	5
On the web page www.drossinternets.lv	6
From Secretariat of Special Assignments Minister for Electronic Government Affairs (by phone, by visiting homepage www.eps.gov.lv)	7
Somewhere else on the Internet <i>(specify where)</i>	8
From seminars, courses	9
From colleagues (other teachers)	10

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From family members, friends, acquaintances	11
Some other way <i>(please specify)</i> _____	12
Haven't acquired any information	13

21. To what degree are you interested in issues concerning safe Internet use?

Very interested	1
Somewhat interested	2
Somewhat uninterested	3
Not at all interested	4

22. Which of the below listed would you need to better inform children about safe Internet use? (Mark all applicable answers)

Consultations with specialists in this field (in person, on the phone, using e-mail, etc.)	1	<i>Skip to question 23</i>
Handouts (e.g., booklets)	2	
Presentation materials	3	
Textbooks	4	
Teaching instructions	5	
Courses, seminars	6	
Other <i>(please specify)</i> _____	7	
Nothing is needed	8	

23. With which specialists would you want to consult regarding the issues concerning safe Internet use? Please specify.

24. Please specify the topics and issues on which you would like to consult with these specialists.

25. Have you been aware of (or participated in) any events organized by the Secretariat of Special Assignments Minister for Electronic Government Affairs (Ministry of E-affairs), which concern safe Internet use? (Mark all applicable answers)

Seminars for teachers	1
Seminars for children	2
Seminars for parents	3
Social and informational campaigns	4
Contests for children	5
Other <i>(please specify)</i> _____	6
Haven't been aware of/participated in any of the above	7

A few personal questions to end the questionnaire

26. Please specify your full age

27. What is your level of education?

Secondary education	1
Unfinished higher education (studying, but bachelor's degree has not yet been acquired)	2
Bachelor's degree	3
Master's degree or higher scientific degree	4

28. Your sex

Male	1
Female	2

29. What is your nationality?

Latvian	1
Russian	2
Other	3

Thank you for participation in the polling!

If you have any questions regarding delivery of the questionnaire, please contact the SKDS interviewer

....., phone number:

This table is filled out by the SKDS interviewer	
Interviewer code	____ - ____
Date	____ 2008.

SKDS

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