IDentifEYE

D2.5 European Overview
Version 1.2 – 31/01/2015

Project	IDentifEYE	
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Reviewer(s)			

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Referenced Documents

ID	Reference	Title
1	2013-1-GR1-LEO05-13907	Project Proposal
2	2013-1-GR1-LEO05-13907	Evaluation Comments

Applicable Documents

ID	Reference	Title
1	FAVINOM QMS	Quality Management Procedures

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Executive Summary

The present document contains information regarding:

- Similarities and differences across partners countries regarding issues related to online identities according to teachers' views
- Valuable conclusions regarding the development of the project methodology.

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1. Introduction

1.1. Purpose of the D2.5 European Overview

The purposes of D2.5 European Overview are the following:

- To illustrate the similarities and differences across partners countries regarding issues related to online identities according to teachers' views

- To extract valuable conclusions regarding the development of the project methodology.

1.2. Scope of the project

Children today are in danger on the Internet because of not understanding the relevance of data. They either too freely provide their own data and thus run the risk of identity theft or of an unwanted third party being able to target them, or they too easily believe the actuality of data provided by others and thus could become targeted by a third party who is disguised by a false identity. Internet is a great tool that offers youngsters many additional opportunities to their education, entertainment or even social life. Internet is nowadays thoroughly embedded in children's lives.
In order to identify the proper way to reach children it is important to look at the persons that children turn to for advice when something online troubles them. So, the best strategy to protect children is to train teachers that children already trust, to guide them through online activities. Considering that schools have the resources to reach all children, they should take the initiative training them. With the proper training of teachers, ideally, every child would have at least one skilled person to turn to (teacher of even peer).
To address these issues, in the current project we will utilise an augmented reality game and validated pedagogical approaches to empower teachers reach out to children and educate them about the dangers of the Internet and online identities.

1.3. Project Objectives

The primary objectives of this project are to:

- Create a new curriculum module in which teachers will empower a conscious, creative and critical stance by students as evolving responsible civilians [8-14 years] towards online media by means of training essential skills and providing essential knowledge.
- Benchmark effective new methodologies and pedagogical strategies as an essential component of the new curriculum module.
- Publish the new curriculum module both in a traditional form (print) and online together with didactic material and multimedia instructions so that European teachers can implement the new module by themselves.
- Create an international network to evaluate and help promote the new curriculum and function as a help centre for European teachers willing to implement the new module.

The main products comprise:
- A curriculum (based on social psychology) for teachers to educate children on the dangers of being online: "Reflecting on identity by means of multiple viewpoints"
- A delivery methodology for teachers to reach out to children more effectively and educate them about matters that concern them
- The impact is expected to be considerable in terms of in-service training for teachers who today lack important skills.

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2. European Overview

The European Overview is a conclusion of the four countries reports. All data gathered at national/regional reports are collected in order to produce this report. Results that have been presented in the Country reports are compared and discussed. The main purpose of the European Overview is to have an overarching portrait of the situation in all the countries involved and identify the specific needs/obstacles that certain countries may have developed and address them accordingly. All possible national deviations from mean European characteristics will be analyzed thoroughly. Conclusions from the European Overview will be taken into consideration in the development of the methodological approach of the project.

All in all, the European Overview utilises direct input from the country reports that depicts the current situation regarding issues related with online identities in the partners' countries.

The report is presented in a comparative manner (matrix) so as to be easier to pinpoint similarities and differences on the countries of interest (Poland, Greece, Lithuania and Spain).

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3. Results analysis

Table 1: European Overview Matrix

Aspect/Country specific	Poland	Greece	Spain	Lithuania	The Netherlands
1. Importance of online identities for various groups	**Most important for:** Youth (55%) Students on internships (44%) Students looking for a job (44%) **Less important for:** Children (59%) Parents (33%) Adults in general (30%)	**Most important for:** Youngsters (95%) Children (90%) Students on entrepreneurship (68%) **Less important for:** Parents (58%) Teachers (58%) Adults in general (52%)	**Most important for:** Teachers: 94% Students in undertaking their own business: 91% Youngsters: 90% Parents: 90% Students in job search process: 88% **Less important for:** Adults: 52%	Online identity is of less importance to children (58 %), however the importance grows together with age – teenagers (67 %), parents and teachers (79%) are believed to rate the importance of online identity on a higher level. Teenagers seeking job or entrepreneurship tend to rate online identity higher too (88%).	Most important for: Students entrepreneurs (93%) Children (93%) Youngsters (93%) Students seeking a job (80%) **Less important for:** Parents (67%) Teachers (67%) Adults in general (67%)
2. Institutions preparedness to deal with misuse of online identities	Medium: 48%	Medium: 53%	Medium: 48% say YES 52% say NO	Average (54%)	Medium (53%)
3. Teachers knowledge on online identities	High: 48%	Medium: 42%	Low: 91% teachers think not to have a good knowledge	Average (67%)	Medium (47%)
4. Teachers level of professional skills on	Medium: 52%	Medium: 50%	Low:	Average (63%)	Medium (53%)

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Aspect/Country specific	Poland	Greece	Spain	Lithuania	The Netherlands
dealing with misuse of online identities			84% of them believe not to have the proper skills.		
5. Students knowledge on online identities	Medium (33%) Low: (33%)	Medium: 39% Low: 39%	Low: 64% of teachers think that students' knowledge is low or very low	Average (63%)	Medium (53%) High (27%)
6. Students awareness on risks deriving from misuse of online identities	Medium: (37%)	Medium: 44%	Low: 66% of teachers think that students' knowledge is low or very low	Average (46%)	Medium (60%) High (27%)
7. Awareness of online identities monitoring tools	No (66%)	No: 61%	Ignorance: 78%	Low (67%)	No (67%)
8. Tools for monitoring online identities	–Internet search engines –Kaspersky Pure –Social networks	–Google alerts –Social media management platforms –Blocking trackers apps, such as the "Ghostery"	–Google alerts –Social mention –Currently –Browse Social media	–Facebook, –project "Safe internet" –parental control.	–Google Alerts –Google –Twitter/ Hootsuite
9. Students ability to teach online identities' subjects	Medium (44%)	Medium: 39% Low: 39%	Low: 57% of teachers think that students' knowledge is low or very low	Average (46%)	Medium (80%)

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Aspect/Country specific	Poland	Greece	Spain	Lithuania	The Netherlands
10. Teachers' views on online identities impact on entrepreneurship and job opportunities	Impact on entrepreneurship Agree (38%) Impact on job opportunities Agree (52%)	Impact on entrepreneurship Medium Impact on job opportunities Medium	Low: 78% of teachers think that students' knowledge is low or very low in case of searching job and undertaking business	Online identities can cause the loss of job offers (57%) as well as have negative impact on their future entrepreneurship possibilities (46%).	Reason for lower chances on employability and being an entrepreneur: 67%. Reason for higher chances on employability and being an entrepreneur: 53%
11. Frequency of experiencing online identities misuse	–1-2 times per year (43%) –2 times per semester (24%) –Once per month (24%)	–1-2 times per year (44%) –Twice in a school term (22.2%)	Once or twice per course: 39%	Once or twice a year (43,5%)	–Twice in a school term (40%) –Never (40%)
12. Ways of dealing with online identities misuse	–I discussed it directly with a student/students (91%) –I discuss it with other teachers (57%) –I discuss it with parents (52%) –I inform the school counsellor (52%)	–I discussed it directly with a student/students (84.6%) –I informed the school principal (76.9%) –I informed the consultancy unit of the school (69.2%)	–Reporting to the director: 24% –Speaking with colleagues: 23% –Speaking with parents: 15%	–Discussion with students (88,9%) –with parents (61,1%) –and with colleagues (55,6%)	–I informed the school principle (89%) –I discussed it with other teachers (89%) –I discussed it with parents (67%)
13. Institution's policy on dealing with misuse of online identities	No (62%)	No (61%)	No: 52%	Most institutions do not yet have a policy (73,9%)	No (67%)
14. Description of the	– contact with services and	–Organization of information	–Teachers' meeting	–Some of the policies	–Protocol

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Aspect/Country specific	Poland	Greece	Spain	Lithuania	The Netherlands
institution's policy on dealing with misuse of online identities	institutions working on this particular topic – cooperation with online organizations on issues related to cyber-bullying and intervention groups (coalitions of people who can help you) – developed procedures for dealing with such situations, building awareness of students, parents and teachers, discussing the topic during classes	days –Organization of awareness days in school administered by ICT teachers –Monitoring students' access to Internet using banning software for desktop computers and mobile/tablets	–Speaking with students and parents –Showing real cases –Training teachers –Speaking with the school psychologist	that are present include informing parents –consultations with psychologists	–Discussing it with all involved
15. Best practices on online identities misuse	– Discussions with students and parents; –training courses; –contact with organizations involved in this topic – Notifying site admins, in the case of serious offenses - call the police. – Direct interventions.	–Regular information on the issue, through raising awareness campaigns and also through information campaigns addressing both parents and students. –Incorporation and consolidation of Internet use in school projects –Discussion with students about the risks originating from the Internet use	–Speaking with students: give them plenty of information on the subject. –Speaking with parents: raise awareness by informing them on the subject. –Explaining and showing real cases of misused online identities: web research, web pages, short films, etc.	–Education of students and their parents	–Discussing it with all involved –Protocol

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			–Training teachers and students about Internet risks: prevention training. –Speaking about the problem in teachers' meetings –Speaking with the school psychologist –Use a web page filter at school –Have a school's protocol: with very clear rules and actions –Expel the student (Vocational training studies)		
16. Top risks associated with misuse of online identities	1. Blurring the boundary between online identity and reality. 2. Abuse of identity, identity thefts - blackmailing and problems resulting from misuse. 3. Paedophilia, problems finding a job.	1. Cyberbullying 2. Psychological and sexual violence experienced by students 3. Children pornography and harassment	1. Bullying 2. Damaging people's reputation 3. Damaging businesses' reputation	1. Bullying, 2. stolen personal information, 3. damages to future life of students	1. Emotional and psychological damage 2. Legal damage 3. Identity fraud

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Aspect/Country specific	Poland	Greece	Spain	Lithuania	The Netherlands
17. Institution's willingness to organise a workshop	High (56%)	Very high (39%) High (39%)	High plus very high: 64%	Average to high (81%)	Medium (60%)
18. Teachers willingness to participate in workshops	High (53%)	Very high and high: (95%)	High (70%)	Very high and high: (95%)	Medium (73%)
19. Show-stoppers for workshop organisation regarding institution and set of regulations	–No time for training –None-no exits show-stoppers –Blocking of some internet sites	– Permission needed by the Primary and Secondary Education Departments (for public schools) when third parties are organizing events addressing students in schools' premises. –Time constraints as with teachers' availability after the daily school program –Room availability and infrastructure (i.e. lack of ICT laboratory)	–No time for training –Time inconsistency –Other most important training	–Mostly none, but lack of finances, lack of time and the size of the school can be an obstacle.	– Too many tasks for teachers already –Similar topics already in place –MT unwillingness
20. Best subjects to be associated with lesson plans	–IT science –Ethics –Foreign languages	–ICT: which is mostly related to the subject of online identities. –Language learning –Citizenship education lessons	–Risk information and how to protect students –Legal consequences –Privacy and how to manage problems	–IT classes – economics –language classes	All
21. Institution's openness to employ educational	High (61%)	Very high and high: 55% + 28% = 83%	75% believe team management eases	High (86%)	Medium (60%)

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Aspect/Country specific	Poland	Greece	Spain	Lithuania	The Netherlands
technologies in the classroom			the use of ICT		
22. Showstoppers for employing educational technologies	– No equipment or old equipment –Overloaded lesson plan or there are no such subjects – None-no exits show-stoppers	Management team –Lack of technological equipment in most public schools –Deficiencies in teachers' knowledge of ICT use –Time constraints originating from the school curriculum and syllabus. **Greek legislation** poses no obstacles for realisation of workshops, however a special permission is required for a program/curriculum to be implemented in schools and for teachers' participation in this during the school period as to their pedagogical appropriateness. This permission should be provided by the Primary and Secondary Education Departments.	–Economic problems for providing the proper ICT and hardware tools –Confusing means with ends using computers: lack of training. –Omitting other useful methodologies like writing their own notes, reading books, etc. –Connectivity problems –No legal problems	–Lack of teacher competence in the topic, –Lack of information about the topic and the innovative methods, –Lack of time for new topics during the classes. There are no legislative obstacles	–Must be useful –Teacher lack of skills

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3.1. European Overview Conclusions

3.1.1. Comparisons and facts

This section presents the most outstanding differences among countries as well as surprising facts that derived from the survey.

- The importance for youngsters of online identities is high for the teachers located in Poland Greece and Netherlands but low in Lithuania.

- Teachers' knowledge on online identities is high in Poland and medium to low in the rest of the other countries

- The awareness of online identities from teachers monitoring tools is extremely low in all countries

- As for the link among online identities and entrepreneurship, teachers in Netherlands and Poland agree that they are connected but in the other countries teachers support that they are loosely linked.

- In case of online identities misuse, teachers in Greece, Lithuania and Poland, discuss the issue directly with the student/s whereas in Spain and Netherlands they report it to the principal.

- In all countries there are no definite school policies for the confrontation of online identities misuse

- The teachers believe that in order to combat these problems, they need to improve their communication with concerned parties, and to also inform them

- As a top risk identified with the misuse of online identities, the most prominent in Greece, Spain, Lithuania was bullying, whereas in Poland was the dangerous merge of identity and reality and in the Netherlands the emotional and psychological damage that occurs to students

- Regarding the showstoppers with regards to workshop execution in all countries is mainly the lack of time

- The best subjects to be taught were considered those that are ICT related

- Institutions openness to implement ICT in classroom was rated medium to high

- Showstoppers with regards to the implementation of technological tools in classroom are the lack of skills and lack of equipment.

3.1.2. Identified top risks associated with online identities

The survey in the countries revealed the most important risks associated with online identities –in order of importance- are the following:

1. Bullying – Cyber bullying

2. Identity violations – misrepresentation, theft, fraud

3. Implications on the future business career of the students

4. Contact with inappropriate content (pornography, violence, etc.)

5. Damage to an individual's public image

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6. Damage to a business' public image

7. Data theft

8. Contact with strangers with malicious intent

9. Students' psychological and emotional problems due to lack of proper understanding of identity issues

10. Possible legal implications that derive from identity misuse.

3.1.3. Obstacles to workshop organisation and employing educational technologies in the classroom

Regarding the obstacles related with the workshops conduct, the following were identified:

1. Time constraints originating from the school curriculum and syllabus

2. Deficiencies in teachers' knowledge of ICT use

3. No equipment or old technical equipment

4. Other technological restrains such as slow or no connection to internet

5. Financial constrains for the acquisition of new tech equipment

6. Lack of information about the topic and the innovative methods

7. Sanction of a special permission from public educational authorities for the conduct of workshops.

3.1.4. Other useful conclusions

Some more useful conclusions that derive from the comparative analysis include the following:

- The teachers were eager to participate in the workshops but they felt that the professional and ICT skills were somehow inadequate for the proper instruction of the workshop themes.

- The teachers suggested that the most suitable subject that can be utilized as lessons plans are ICT and languages learning.

- The educators recognised that students' knowledge of online identities and associated risks and ability to teach, low and medium

- Best practices that educators estimate that are helpful towards combating identities misuse (in cases where the schools doesn't have a protocol to deal with that particular situation) are: a. proper information about the subject through training material, seminars, etc. that will be addressed to all relevant stakeholders b. when incidents of identities misuse occur, discussing the problem with all relevant stakeholders (students, parents, authorities, co-workers, etc.).

3.1.5. Conclusions that pose implications on project methodology

The results from the questionnaires in the five project countries – Greece, Spain, Poland, Lithuania and the Netherlands, show:

- Teachers say they are very willing to participate in a workshop on online identities and online safety.[i] They also indicate that the subject in itself is very important for them and

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for their students for various reasons.[ii] They claim a willingness to invest time in a workshop on online identities and online safety.[iii] Nevertheless, when asked what the most significant showstoppers are, they answer spontaneously as the number one reason the fact that they are overburdened.[iv] This factor to them is even more important than practical factors like the availability of computers or a low level of ICT skills among teachers.[v] Informal follow-ups in Poland and Greece have confirmed this: school teachers feel that they already have too much to do to take on yet another responsibility, even if it is a responsibility that they claim is important. Another showstopper according to them is the lack of space for these kinds of activities in the already overburdened student curricular.[vi] So that raises considerations in the way that the teachers should be approached so as to be interested in the project. Emphasis must be put on the 'what is in it for the teachers' factor.

- Interestingly enough in the same follow-up in Poland and Greece kit appeared that school management and local governments do not agree with the teacher assessment. According to these stakeholders teachers have a relevant contractual space in their contract to engage in activities that support the update of their knowledge.

- Our interpretation of the questionnaire results is that teachers are only willing to engage in yet another obligation if it is relevant in one way or another for their advancement as a teacher. Answers from Polish teachers seem to indicate this. In the Country Report Poland it is stated: "often everyday life problems take over, additionally [there is] the fear of losing one's full time job (caused the closing of their school by local governments)". Teachers direct their focus "onto earnings, not onto educational mission and the development of their abilities". The Report estimates that this is the case for 70% of the teachers.

- The teacher assessment thus is crucial for the potential success or failure of the workshop. If teachers do not see a practical value in the workshop, they will more often than not, not participate in the workshop or only under pressure by their management. Students, parents and other stakeholder seem to have little influence on the teacher motivation.

- Teachers sometimes feel that they have the knowledge and skills already to deal with the subject of online safety and online identities – and sometimes they feel that they haven't.[vii] Sometimes they feel that their students have an average level of knowledge and skills on the subject – and sometimes they feel that this level is low.[viii] Whatever the case, teachers indicate that when the need arises they respond by communicating with their students, their peers, the school management and parents – and in some cases with official institutions. This means that they always assess the situation by means of an interactive approach.

- The fact that teachers approach the subject of challenges concerning online safety an online identity in an interactive fashion. Teachers implement this assessment themselves when the need arises in a far more customized and localized fashion than we could possibly wish for.

- Teachers indicate in the questionnaire that they rarely encounter challenges regarding online identity and online safety. That is surprising to say the least because research among students in large researches like EU Kids Online II indicates that the majority of children and young adults encounter these kinds of challenges. The only logical conclusion is that teachers either do not care – which would be in line with their practical focus on teaching – or lack the abilities to signalize these kinds of challenges – which is indicated

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by the lack of knowledge on the technical aspects of the subject[ix] or lack the trust by students to be involved by them whenever a challenge occurs – or all of the three possible reasons together. In all cases, irrespective of the opinion of other stakeholders, teachers are crucial to change this situation and offer a listening ear and a helping hand, and thereby increase student online safety [EU Kids Online names contact by a younger person with an adult on online experience the most effective instrument to increase the students' online safety].

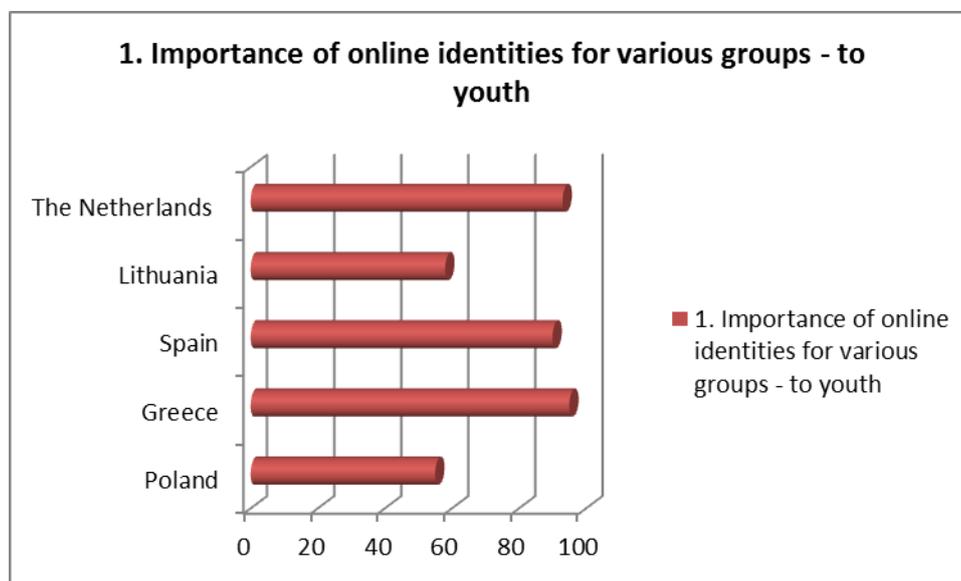| EF, CCS, FC	Deliverable: Result 11
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4. Graphs and percentages – Comparisons

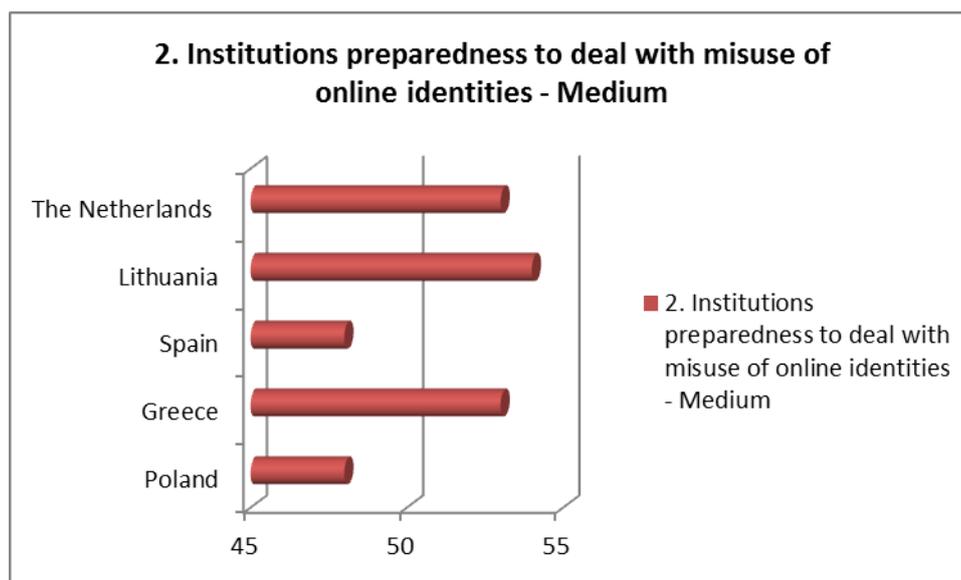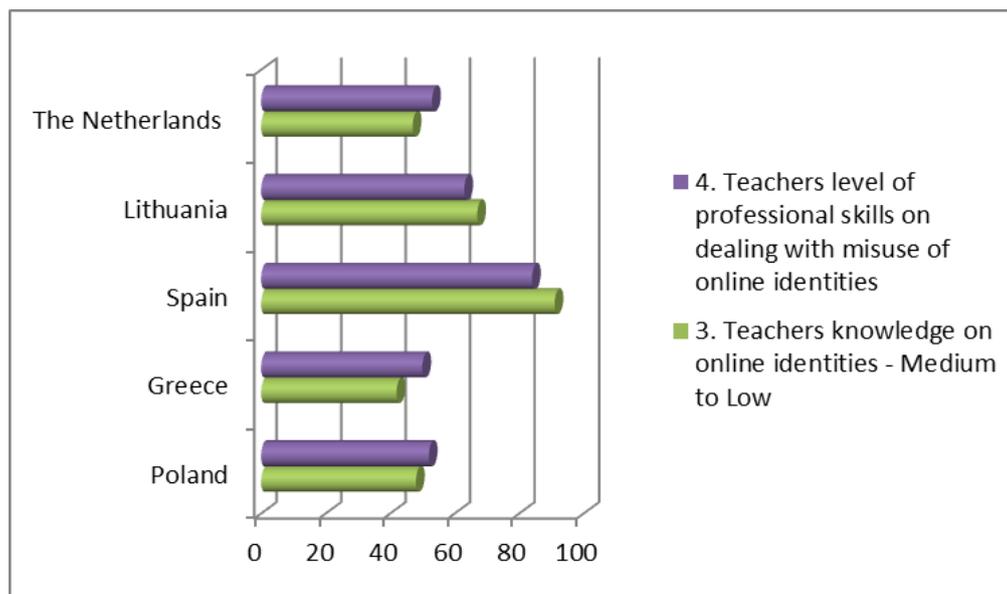
Figure 1: Importance of online identities

Figure 2: Institutions preparedness to deal with online identities misuse

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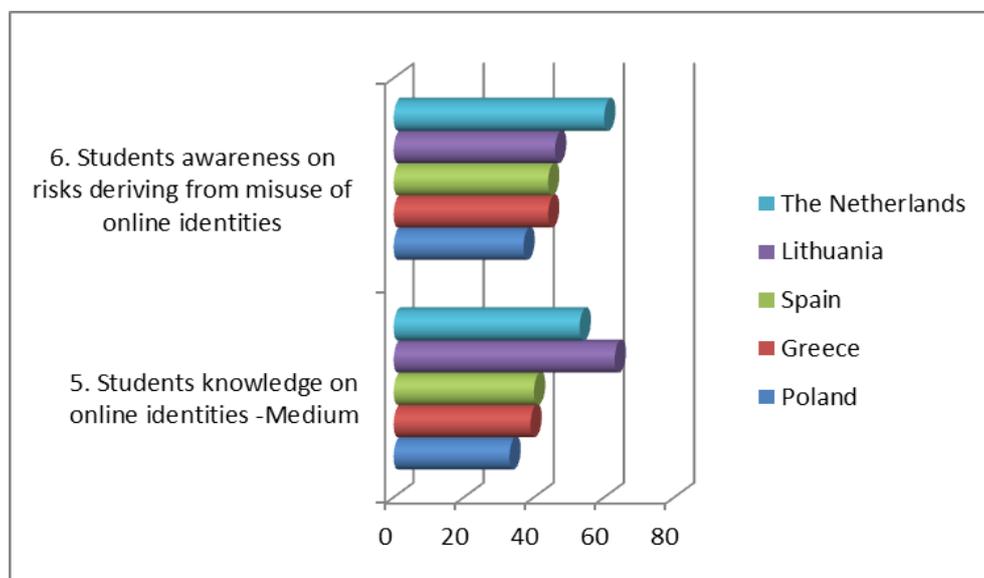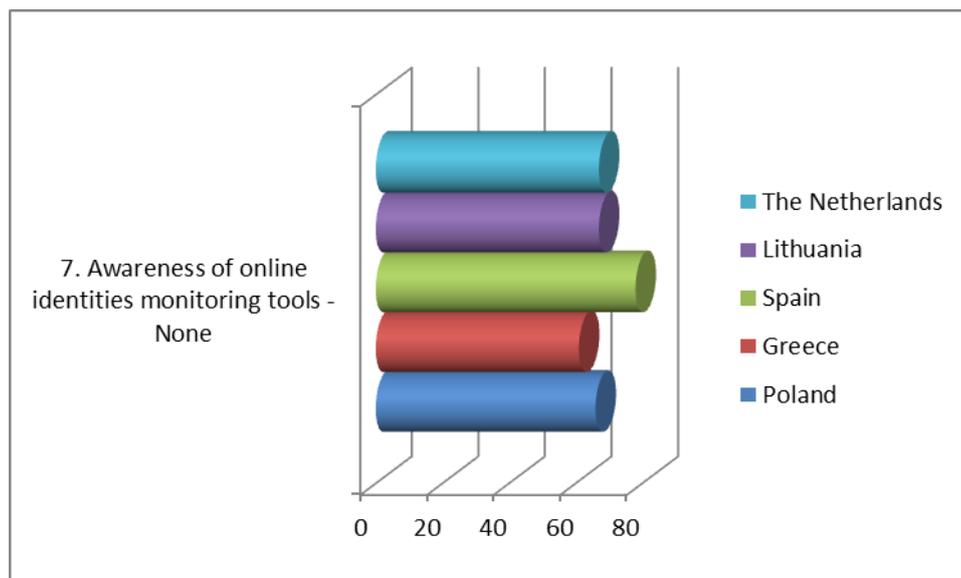**Figure 3: Teachers level of skills and knowledge**

Figure 4:Students awareness and knowledge

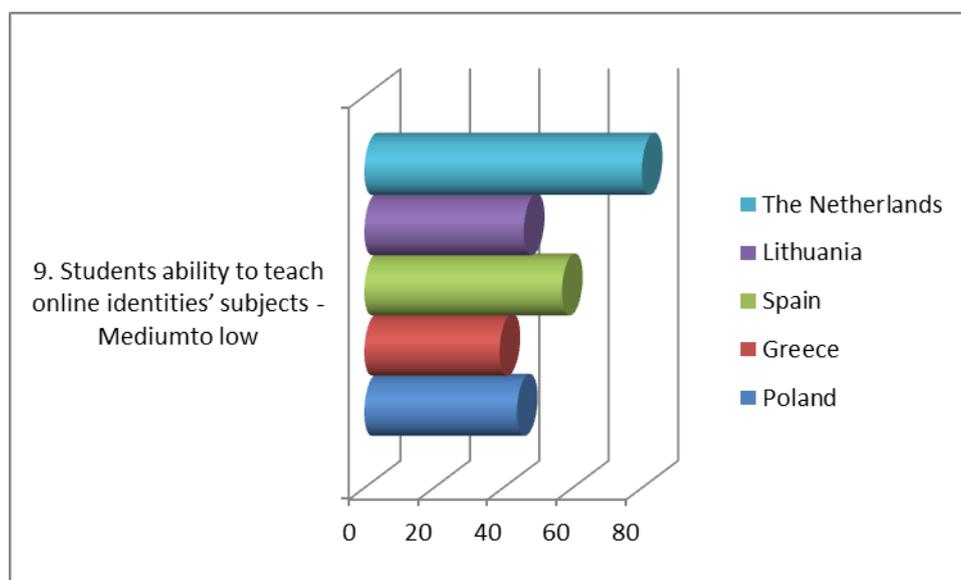| EF, CCS, FC	Deliverable: Result 11
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Figure 5: Awareness of online identities

Figure 6: Students ability to teach

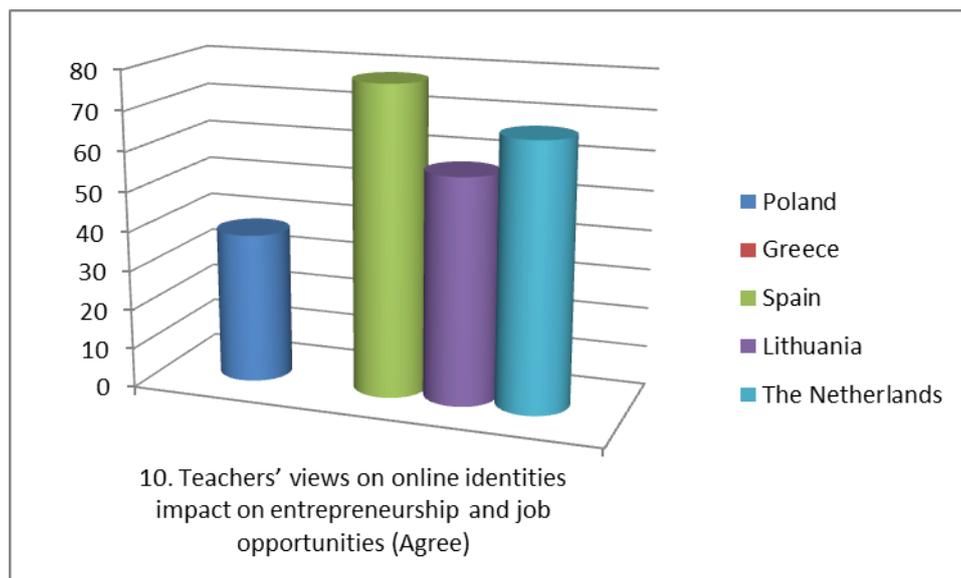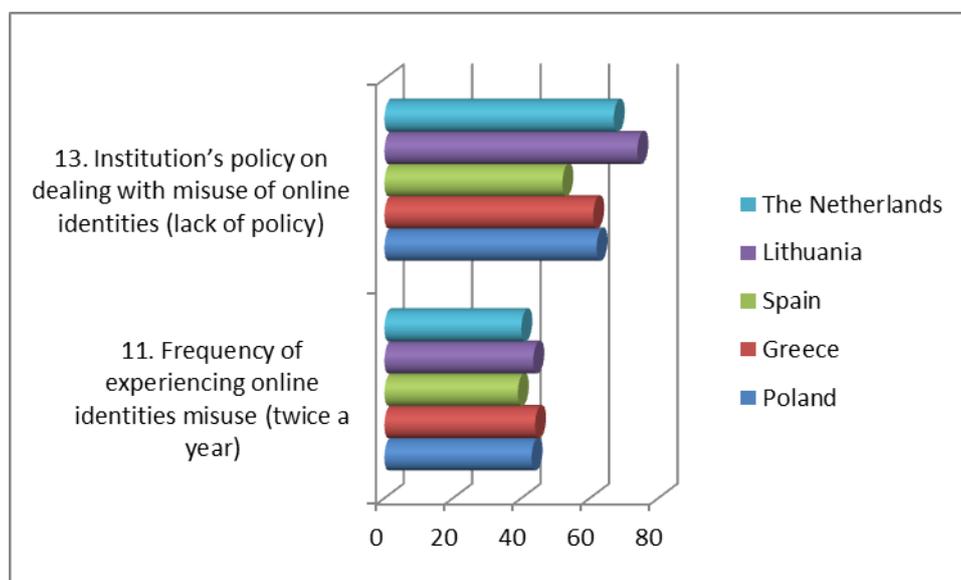| EF, CCS, FC	Deliverable: Result 11
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Figure 7: Identities' potential impact on working life

Figure 8: Misuse of online identity incidents and policies

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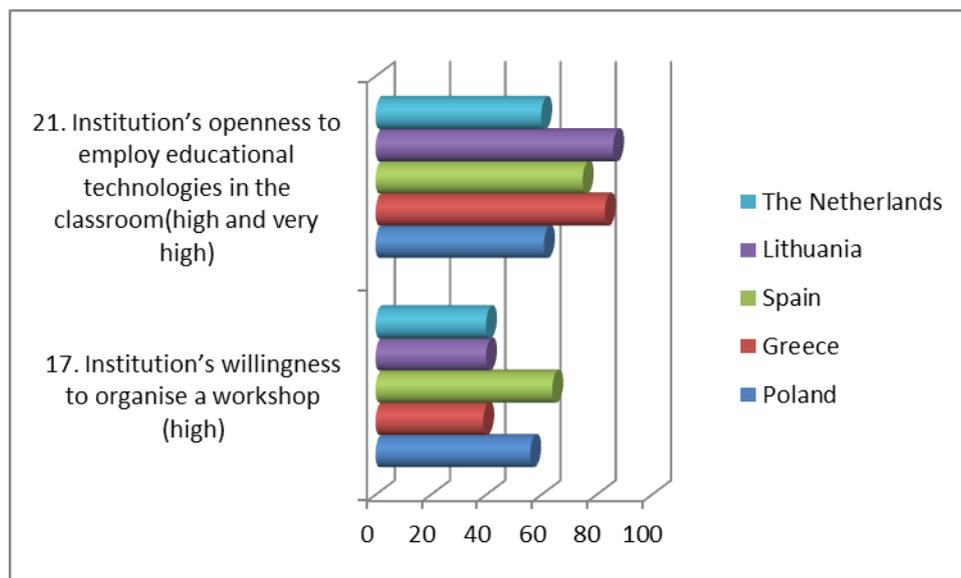
[i] According to the questionnaire and the focus group interviews, 70% of surveyed teachers in Spain want to participate in workshops and specific training. In Greece 95% of the teachers stated that they are extremely keen (56%) or simply keen (39%) to follow the provided training on online identities. Most of the teachers who took part in the research in Lithuania are quite motivated and keen on raising their qualification in the field of online identities and especially its negative aspects. When it comes to teachers' level of enthusiasm to take part in such workshops, respondents state that it is mostly average (14%), high (33%) or very high (11%).

[ii] In Spain 90% of the teachers surveyed think that the importance of online identities for youngsters is high or very high. 48% of them considered the importance of online identity to be very high in this age group. 61% of surveyed teachers considered the importance of online identities for teachers to be very high. If we add a 33% who answered high, the result is 94%. Regarding the importance of online identities for parents, the percentage of teachers who answered high or very high is 90%. Firstly, the online identities' importance for students in the process of job search was considered in an 88% if we account for the responses high and very high. 91% of the surveyed teachers considered the online identities' importance for the group Students undertaking their own business high or very high. In Greece the teacher percentages for the importance of online identities are 90 for very high and 5 for high concerning children, 95 very high for youngsters, 58 for very high and 42 for high concerning teachers and 58 for very high and 37 for high concerning parents. The questionnaire results show that Poles believe that online identities are important. This statement is represented by all adults, including teachers and parents. Respondents stated that online identity is even more important to the youth (55%) and students on internships (44%) or currently looking for a job (44%).

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In the Netherlands respondents rated the importance of online identities as high or very high by (nearly) 100%.

iii In Spain regarding the teacher time availability to organize a workshop of this kind, 64% of surveyed teachers say it is high or very high. Only 12% have low or very low time availability. In Poland when it comes to teachers' time availability to take part in such workshops, respondents state that it is mostly average (14%), high (33%) or very high (11%).

iv This was mentioned in all countries: Spain, Greece, Poland, Lithuania and the Netherlands.

v As mentioned in Greece and Poland.

vi Result from Spain and Greece.

vii In Spain only 9% of the surveyed teachers believe to have a very high knowledge about online identities. 91% of them think not to have a good knowledge about the topic. Only the 14% of polled teachers think to have the proper skills in order to deal with online identity problems. 84% of them believe not to have the proper skills in order to deal with online identity problems. In Poland respondents rated their level of knowledge on dealing with online identities mostly as average (44%) or high (48%). When it comes to the level of their professional skills respondents rated it mostly as average (52%) or high (29%).The knowledge of Lithuanian teachers in the field of online identities and especially with monitoring programmes for online identities is quite problematic – the average age of a Lithuanian teacher is higher than fifty years and they tend to have not enough experience as well as knowledge in the use of online applications in their personal life. In the Netherlands respondents rate their own knowledge level and skills level as average or high.

viii In Spain teachers think students' online identities knowledge is poor. Only 6% of teachers believe students' knowledge is high. 64% of them answered low or very low. In the same way, 66% of teachers believe students' knowledge of the risks related to the misuse of online identities is low or very low. Moreover, teachers are not confident about their students' capability or skills to teach them about online identities: 57% of them answered low or very low. In Greece The surveyed teachers claim that their students' knowledge of the subject is ranging from very low (11%) to high (11%), while the majority claim that it is low (39%) and medium (39%) level . Students' awareness of the risks originated by the misuse of their online identities is considered very low (17%), low (28%), medium (44%), while only a striking minority believes that it is high (11%). They rate their students' ability to "teach" them how to better manage online identities as very low (17%), low (39%) and medium (39%), while only a striking minority believes that it is high (5%). In the Netherlands teachers rate student skills as lower as their own skills. Student skills to teach teachers are mainly rated as average.

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[ix] In Spain 78% cannot name tools relevant for online identities, in Poland and the Netherlands 67% and in Lithuania almost nobody can name any tools. The tools that were mentioned were often irrelevant.