



## **IDentifEYE**

**D2.4 Country Reports**  
Version 0.1 – 09/04/2014

<b>Project</b>	IDentifEYE		
<b>Author(s)</b>		CCS, EF, FCP, GCPU, JKC, HAEd, FPJXXIII	
<b>Reviewer(s)</b>			

This project has been funded with support from the European Commission.

This document reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.



Lifelong  
Learning  
Programme

CCS, EF, FCP, GCPU, JKC, HAEd, FPJXXIII	Deliverable: D2.4
IDentifEYE - 2013-1-GR1-LEO05-13907	Version: 0.1
D2.4 Country Reports	Issue Date: 09/04/2014

## Circulation List

Person Name	Abbr.	Organization Name
Mattheos Kakaris	MKA	CCS Digital Education (CCS)
Chara Papanikolaou	CPA	CCS Digital Education (CCS)
Onno Hansen	OHA	EZZEV FOUNDATION
Beata Staszyńska	BST	FUNDACJA CITIZEN PROJECT (FCP)
Radoslaw Nowak	RNO	Gdansk Centre for Addiction Prevention (GCPU)
Anna Baranowska	ABA	Gdansk Centre for Addiction Prevention (GCPU)
Laura Peikene	LPE	JAUNIMO KARJEROS CENTRAS (JKC)
Indre Augutiene	AAU	JAUNIMO KARJEROS CENTRAS (JKC)
Elena Mantzari	EMA	Hellenic Association for Education (HAEd)
Spiros Borotis	SBO	Hellenic Association for Education (HAEd)
Elpiniki Fragkouli	EFR	Hellenic Association for Education (HAEd)
Marianna Martinez	MMA	Fundación Privada Joan XXIII (FPJXXIII)
Miguel Delgado Caballero	MCA	Fundación Privada Joan XXIII (FPJXXIII)
Dimitris Diamantis	DDI	FAVINOM Consultancies

## Revision History

Version	Date	Author	Description	Action	Pages
0.1	09/04/2014	CCS, EF, FCP, GCPU, JKC, HAEd, FPJXXIII	Creation	C	33

(\*) Action: C = Creation, I = Insert, U = Update, R = Replace, D = Delete

CCS, EF, FCP, GCPU, JKC, HAEd, FPJXXIII	Deliverable: D2.4
IDentifEYE - 2013-1-GR1-LEO05-13907	Version: 0.1
D2.4 Country Reports	Issue Date: 09/04/2014

## 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

CCS, EF, FCP, GCPU, JKC, HAEd, FPJXXIII	Deliverable: D2.4
IDentifEYE - 2013-1-GR1-LEO05-13907	Version: 0.1
D2.4 Country Reports	Issue Date: 09/04/2014

## Executive Summary

The present document contains information regarding:

- To illustrate the situation of online identities and risks in participating countries
- To pinpoint the steps that need to be taken in order to overcome any possible learning obstacles for learners regarding the instruction of themes related to online identities.

CCS, EF, FCP, GCP, JKC, HAEd, FPJXXIII	Deliverable: D2.4
IDentifEYE - 2013-1-GR1-LEO05-13907	Version: 0.1
D2.4 Country Reports	Issue Date: 09/04/2014

## TABLE OF CONTENTS

1.1. PURPOSE OF THE D2.4 COUNTRY REPORTS.....	7
1.2. SCOPE OF THE PROJECT.....	7
1.3. PROJECT OBJECTIVES.....	7
2.1. PRIMARY TARGET GROUP SPECIFICS (FOR GR, PL, LT, ES).....	9
2.1.1. Importance of online identities for various groups.....	9
2.1.2. Knowledge and professional skills on dealing with online identities.....	9
2.1.3. Students attitudes towards online identities.....	9
2.1.4. Online identities impact on employment and entrepreneurship.....	9
2.2. DEALING WITH ONLINE IDENTITIES ISSUES (FOR GR, PL, LT, ES).....	9
2.2.1. Identified monitoring tools for online identities.....	9
2.2.2. Preparedness of dealing with online identities issues.....	9
2.2.3. Best practices for dealing with these situations.....	9
2.2.4. Top Risks associated with the misuse of online identities.....	9
2.3. INSTITUTIONAL FRAMEWORK FOR WORKSHOPS ORGANISATION (FOR GR, PL, LT, ES).....	10
2.3.1. Management Team enthusiasm for workshop themes.....	10
2.3.2. Teacher time availability.....	10
2.3.3. Teacher time enthusiasm for workshop themes.....	10
2.3.4. Organising lesson plans.....	10
2.3.5. Teacher posed obstacles/show stoppers for workshops.....	10
2.3.6. Management Team posed obstacles/show stoppers for workshops.....	10
2.3.7. Legislation posed obstacles/show stoppers for workshops.....	10
2.4. COUNTRY SPECIFIC PROMOTION ASPECTS (FOR GR, PL, LT, ES).....	10
2.4.1. How to best promote and market the workshops in the local setting.....	10

CCS, EF, FCP, GCP, JKC, HAEd, FPJXXIII	Deliverable: D2.4
IDentifEYE - 2013-1-GR1-LEO05-13907	Version: 0.1
D2.4 Country Reports	Issue Date: 09/04/2014

## LIST OF TABLES

**No table of figures entries found.**

## LIST OF FIGURES

**No table of figures entries found.**

CCS, EF, FCP, GCPU, JKC, HAEd, FPJXXIII	Deliverable: D2.4
IDentifEYE - 2013-1-GR1-LEO05-13907	Version: 0.1
D2.4 Country Reports	Issue Date: 09/04/2014

## 1. Introduction

### 1.1. Purpose of the D2.4 Country Reports

The purposes of D2.4 Country Reports are the following:

- To illustrate the situation of online identities and risks in participating countries
- To pinpoint the steps that need to be taken in order to overcome any possible learning obstacles for learners regarding the instruction of themes related to online identities.

The current deliverable concerns the elaboration, following the appropriate desk research and field work in each participating country, of four country reports depicting the current situation in the partner countries with regards to online risks and to online identities. The reports analyze all possible aspects of these issues. In specify they identify particular characteristics that will probable affect learners from benefiting maximally from their respective educational institutions and should be considered in the developing of the training material.

The outcome of the analysis work for the elaboration of the country reports also leads to the identification of best practices with respect to removing barriers to learning for the disadvantaged/socially excluded.

The outcome of the analysis work for the elaboration of the country reports also leads to important statistics per participating country. Top 10 lists on crucial aspects of online risks/identities are identified. All conclusions play an important role in the development of the methodological framework and training material.

### 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 or 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.

CCS, EF, FCP, GCPU, JKC, HAEd, FPJXXIII	Deliverable: D2.4
IDentifEYE - 2013-1-GR1-LEO05-13907	Version: 0.1
D2.4 Country Reports	Issue Date: 09/04/2014

- 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.

CCS, EF, FCP, GCPU, JKC, HAEd, FPJXXIII	Deliverable: D2.4
IDentifEYE - 2013-1-GR1-LEO05-13907	Version: 0.1
D2.4 Country Reports	Issue Date: 09/04/2014

## 2. Country Reports

### 2.1. Primary target group specifics (for GR, PL, LT, ES)

In this section they will be analysed the following topics as they derive from the relevant questions of the survey. It should be avoided to focus on statistics and percentages (either way these will be provided as annexes) and to better focus on stating concrete conclusions.

The comments below indicate the proposed input that should be utilized from the survey questions.

#### 2.1.1. Importance of online identities for various groups

The 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%). In respondents' eye children think that the importance of online identities is average (44%).

#### 2.1.2. Knowledge and professional skills on dealing with online identities

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%). 2 respondents rated their skills as low, 3 of them skipped this question.

#### 2.1.3. Students attitudes towards online identities

Respondents rated their students' level of knowledge about online identities mostly as low(33%), average (33%) or high (22%). 3 of the respondents skipped this question. When it comes to the level of their awareness about online identities mostly as low (29%) and average (37%). 3 of the respondents skipped this question. As for the awareness level of what the students transfer to them about online identities respondents rated as low (26%) and average (44%). 6 respondents skipped the last question.

#### 2.1.4. Online identities impact on employment and entrepreneurship

Can online identity result in losing the possibility of finding a good job among students? Most of the respondents agrees (33%) and strongly agrees (15%) with this statement. 7% of the respondents disagree with this statement and 26% of them doesn't have an opinion. 6 respondents skipped this question. Can online identities have a negative influence in finding an internship? When it comes to this one most of the respondents agree (33%) and strongly agree (7%) with this statement. Only 1 respondent disagrees with it and 37% has no opinion. 6 respondents left this question with no answer.

CCS, EF, FCP, GCPU, JKC, HAEd, FPJXXIII	Deliverable: D2.4
IDentifEYE - 2013-1-GR1-LEO05-13907	Version: 0.1
D2.4 Country Reports	Issue Date: 09/04/2014

## 2.2. Dealing with online identities issues (for GR, PL, LT, ES)

### 2.2.1. Identified monitoring tools for online identities

Only 33% of the respondents declared they know monitoring tools for online identities. When asked to name specific tools for monitoring online identities, only 25% respondents gave examples, such as: “social media sites”; “social media sites etc.”; “Kaspersky pure”; “browsers”; “internet and mobile phone” and “computer software monitoring access”.

### 2.2.2. Preparedness of dealing with online identities issues

Respondents state that they experience situations where the online identities of their students are abusing or misinterpreted. 43% of the respondents say that it happens only 1-2 times year, about 24% state it happens 2 times per semester and another 24% - once per months. 2 respondents state that these kind of situations happen more than once per month. 6 of the respondents skipped this question.

When it comes to dealing with these kind of situations, over 90% of the respondents said they discuss these situations directly with students, over half of the respondents also discuss this matter with parents (52%). Respondents tend to inform about these situations also the school body - principal (33%), school counsellor (52%) and other teachers (57%). 6 of the respondents skipped this question.

According to the majority of the respondents (62%) their institutions don't have a specific policy in dealing with these kind of situations. Minority of respondents (38%) state that their institutions have their own policy and procedures in dealing with abusing or misinterpreting online identities by their students. Respondents mentioned for example co-operation with the police, intervention groups and/or other local institutions.

### 2.2.3. Best practices for dealing with these situations

According to the respondents the best practises for dealing with these situations are or would be:

- talking directly to students and their parents
- training teachers
- having a clear and precise course of action when these situations happen
- direct interventions
- notifying site admins
- using case studies to explain the threats to students
- etc.

### 2.2.4. Top Risks associated with the misuse of online identities

According to the respondents the top risks associated with the misuse of online identities are:

- loss of reputation
- lack of the clear border between the virtual world and reality
- difficulties in psychological sphere
- abusing identities and stealing identities of others
- pedophilia

CCS, EF, FCP, GCPU, JKC, HAEd, FPJXXIII	Deliverable: D2.4
IDentifEYE - 2013-1-GR1-LEO05-13907	Version: 0.1
D2.4 Country Reports	Issue Date: 09/04/2014

- problems with finding a job
- very strong feeling of loneliness leading to depression
- violence
- etc.

### **2.3. Institutional framework for workshops organisation (for GR, PL, LT, ES)**

As a non-governmental organization (NGO) working in education since 2011, we permanently cooperate with middle and high schools. Thanks to our cooperation with schools principals and school boards, we were able to sign official "Cooperation agreement" and take part in planning non-formal classes in schools lesson plan. In cooperating schools we were able to conduct, and will be conducting, "form periods", which are prepared together with proactive teachers. The next group cooperating with us are officials from local government and ministries responsible directly and indirectly for education (Municipal Council of Gdańsk – education department; Ministry of Culture and National Inheritance; Ministry of Administration and Digitalization). We also work together with other NGOs and also with schools environments – i.e. Board of parents.

#### *2.3.1. Management Team enthusiasm for workshop themes*

The results show that the level of preparedness in institutions where the respondents work is rather average (48%) than high (29%). Only one respondents stated it is very high. 18% of the respondents think that the level of preparedness in their institutions is low.

As for the enthusiasm to prepare workshops focused on online identities respondents state it is average (22%), high (37%) or very high (7%).

According to the respondents the level of openness for new educational technologies of their institutions is average (26%) or high (40%). 9 of the respondents skipped this question.

#### *2.3.2. Teacher time availability*

When it comes to teachers' time availability and level of enthusiasm to take part in such workshops, respondents state that it is mostly average (14%), high (33%) or very high (11%). Unfortunately 37% of respondents skipped this question.

From our experience in implementation workshop lessons (non-formal education) we can see the difficulties in public and private schools. The willingness and interest of school principal is very important, also simultaneous teachers efforts, then putting the workshops into lesson plan and all the formalities regarding parents and students consents for participation in workshops and all audio-video exercises.

We've also asked professionals dealing with education: "How much time the teachers can/should devote to after school classes as part of non-formal education, under their contracts of employment?"

- "Working full time (18 hours of lessons for teachers and 20 hours for psychologist or pedagogue) they can allocate additional 2 hours for realization of extra-curricular activities, under so called "card hours" resulting from Regulations of the Minister Of Education. In each case teachers differently spend those additional hours, some work as

CCS, EF, FCP, GCPU, JKC, HAEd, FPJXXIII	Deliverable: D2.4
IDentifEYE - 2013-1-GR1-LEO05-13907	Version: 0.1
D2.4 Country Reports	Issue Date: 09/04/2014

day room attendant, some help children with homework, some do individual lessons for students.”

- “They can devote 2 hours a week or at the discretion of school principal, based on teachers schedule.”
- “Depends on form, subject and importance of outcome of such education. In schools organisation it can be accounted for on a weekly basis (1-2 hours) or on a monthly basis (i.e. 4-8 hours). Private schools have full liberty in these matters.
- “The teachers are not obliged to devote their time for non-formal classes. In most cases they want to be additionally rewarded for their time. They can realize such classes under additional hours from art. 42, section 2:
  - o In middle school up to 2 lesson (2x45min) a week
  - o In high school 1 lesson (45min) a week

In most cases this time is spend on compensatory classes or preparation for exams.

Part of Statute of Teachers Card:

1. Work time for teacher working full time cannot exceed 40 hours a week.
  2. During the work time, described in section 1, for established salary, the teacher is required to realize:
    - a. Teaching classes, form periods and protective classes conducted directly with students or pupils or on their behalf, in frames described in art. 3 or established on art. 4a or art. 7.
    - b. Additional classes and activities resulting from schools statute, including protective classes and form periods taking into account the needs and interests of students, under these classes:
      - i. Teacher of primary or middle school, including special schools, is obliged to attend day room or give lessons during hours planned under advisement of school principal, despite the hours dedicated to mandatory classes, up to 2 hours a week
      - ii. Teacher in high school, including special schools, is obliged to give lessons during hours planned under advisement of school principal, despite the hours dedicated to mandatory classes, up to 1 hour a week”
- “As much time as given by school principal. The principal decides which classes are given the teachers under their responsibilities. He has to have adequate budget.”
  - “It depends on the teacher and their attitude to teachers work ethics, however weekly working time for teacher is 40 hours. Unfortunately there is a problem with working time records and unequivocal defining real working time of each teacher. Schools principal hasn’t got means of incentive nor means of coercion for teachers. The success depends only on them, on their willingness, on attitude for work, sense of mission and responsibility for education of future generations. The financial conditions are very important”
  - “Schools are a part of the education system, mandatory formal education and are obliged by education legislation to realize classes. They have to fulfil set tasks imposed by the government, including strictly defined aspects of the curriculum for subjects. So in formal education system, there’s no room for elastic form of teaching and voluntary non-formal education. Everything that’s in curriculum is already formal education.”

### 2.3.3. Teacher time enthusiasm for workshop themes

During conducting more research and interviews in focus groups, we can observe high level of enthusiasm and openness for these type of workshops:

- “The need for education in this matter is dictated by technological evolution and unchangeable use and dependence on technology – sign of new times. Shaping the

CCS, EF, FCP, GCPU, JKC, HAEd, FPJXXIII	Deliverable: D2.4
IDentifEYE - 2013-1-GR1-LEO05-13907	Version: 0.1
D2.4 Country Reports	Issue Date: 09/04/2014

technological consciousness, communicational and legal in these matters. The main aspect of abilities of making choices and protection from addiction from life online.”

- “This issue could be present in educational programs or preventive programs in school. If teachers-educators lack willingness and competence to realize this issue, maybe this issues could and should be included into informatics or civics curriculum.”
- “For internet generations, the subject of online identities is one of crucial issues. Brought up in a world dominated by new forms of communications should have possibility of reflecting on subject of online identities, with a help from properly prepared guides, knowing all aspects of how online identities work and how the relations are build. It is extremely important subject due to uncritical attitude to yourself and high risk of being exposed to media manipulations during puberty. Necessary condition for prevention regarding contact with media is creation of critical reflections onto internet resources used in building relations based on subjectivity, shaped on such values as dignity, respect and responsibility.”
- “For me, today, it is one of the most important issues in school, especially in educational aspect. The process of building your identity is very dynamic and consists of many aspects of youngsters actions, who treat internet society and school society with equal interest. Everyone is using the internet, almost everybody is communicating online, many treat “being online” as a natural part of everyday life. As teachers, we are obligated to explore this subject, which will definitely have positive influence on understanding students in full spectrum and will increase their level of security. Knowledge and awareness of certain phenomena can protect them from many dangerous issues in the internet.”

#### 2.3.4. Organising lesson plans

According to respondents, the best subjects to associate this kind of lesson plans with are: form periods, computer classes/informatics, Polish language, enterprise classes, Preparation for Family Life, civic education, even foreign languages.

#### 2.3.5. Teacher posed obstacles/show stoppers for workshops

Suprisingly one of the most popular opinion was that there are none existing show stoppers for workshops within institutions or current set of regulations. The main obstacle for organizing workshops, for teachers, is lack of additional time in their daily schedule. Also some teachers complain that some internet site are being blocked. Additional issue is also lack of interest in teachers and pedagogues and lack of additional salary for extra-curricular activities – activities beyond their lesson subject.

The main obstacles for organizing workshops, for teachers, is lack of additional time in their daily schedule. Additional issue is also lack of additional salary for extra-curricular activities – activities beyond their lesson subject.

In spite of teachers awareness of upgrading their skills, often everyday life problems take over, additionally the fear of losing full time job (caused by closing of school by local governments) direct teachers focus onto earnings, not onto educational mission and development of abilities, as it should be. Of course these statements do not describe 100% of cases, but it is estimated that up to 70% of teachers are in these frames. Especially the younger generation of teachers is mainly focused on themselves.

#### 2.3.6. Management Team posed obstacles/show stoppers for workshops

CCS, EF, FCP, GCPU, JKC, HAEd, FPJXXIII	Deliverable: D2.4
IDentifEYE - 2013-1-GR1-LEO05-13907	Version: 0.1
D2.4 Country Reports	Issue Date: 09/04/2014

Suprisingly, again one of the most popular opinion was that there are none existing show stoppers for workshops within institutions, current curriculum or current set of regulations. The main obstacle for employing educational technologies in the classroom is lack of equipment or existing equipment is too old. Additional issue is overloaded lesson plan – kids have no time for this kind of lessons – and no existing subjects concerning this matter. Also some teachers complain that there are no additional pay for such workshops.

If school principal involves school (students and/or teachers) in different projects and takes up time of students/teachers, the natural reaction of parents is their objection, students are tired and teachers are dissatisfied with additional responsibilities. Additionally, local governments tend to impose in last minute many formal-administrative responsibilities onto school principal, who wants to exhibit interesting activities and results, which affects relations between employed teachers and mainly people from outside of school environment. In this scenario, it is hard to plan and organize such workshops with including them in year-long lesson plan.

As an external institution, it is necessary sometimes to sign legal cooperation agreement, to force and bind principals with implementation plan for workshops. This situation is similar for public and private schools.

Each principal is controlled by different direct authority:

- In public schools it is Education Department of Municipal Council and then by vice-president of the city, responsible for education
- In private schools it is Board of Directors (formed as an association or foundation – non government organization), then Education Department of Municipal Council and then by vice-president of the city, responsible for education

Personal attitude of principal is a big help, however to number of legal formalities occludes the development.

### *2.3.7. Legislation posed obstacles/show stoppers for workshops*

Polish legislation does not forbid these type of workshops.

“Non-formal education defined as “education/schooling/learning which not directly leads into getting qualifications, under programs organized by different subjects (i.e. employers, civic organizations, but also universities, schools and individuals) occurs at school as non-obligatory lesson based on autonomous decisions of schools: principal, board of teachers or school board”. Implementation of non-formal education can by also petitioned by parents or school board. In few cases it can by petitioned by students. Extra-curricular activities can be realized based on additional hours. This type of activities can be organized by: companies, third sector organizations/NGOs, individuals, institutions, teachers (additional extra-curricular responsibilities – art. 42, section 2 of Statute of Teachers Card). These type of extra-curricular workshops can be for pay or for free. Non-obligatory classes from non-formal education can be initiated and controlled by government institutions, local governments and other bodies offering schools and additional school or interschool activities, realized also by social day rooms, institutions and centers for culture, public libraries and other.” – statement from employee of Educational Department of Municipal Council.

## **2.4. Country specific promotion aspects (for GR, PL, LT, ES)**

### *2.4.1. How to best promote and market the workshops in the local setting*

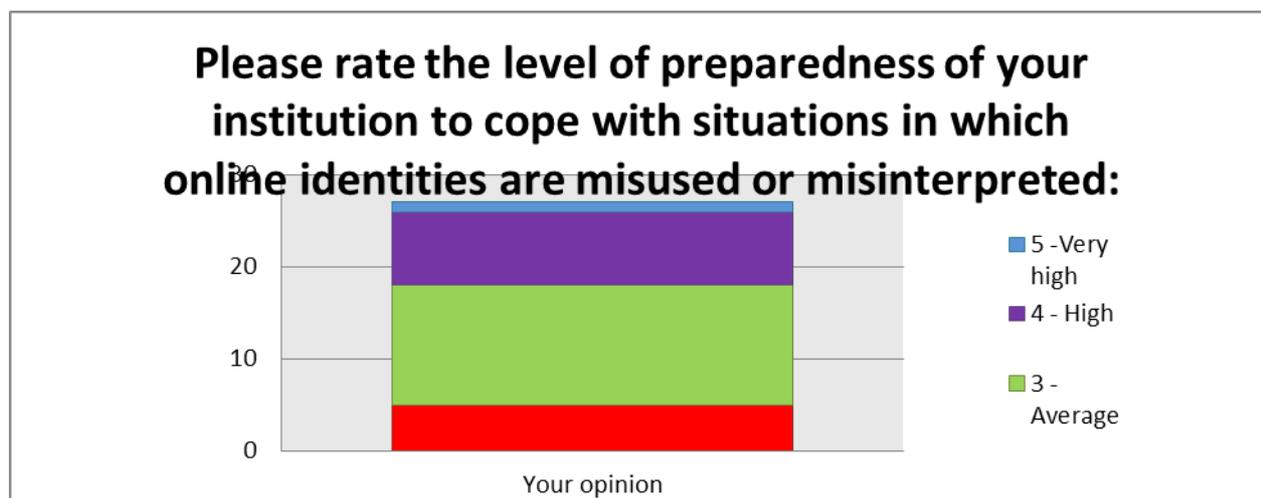
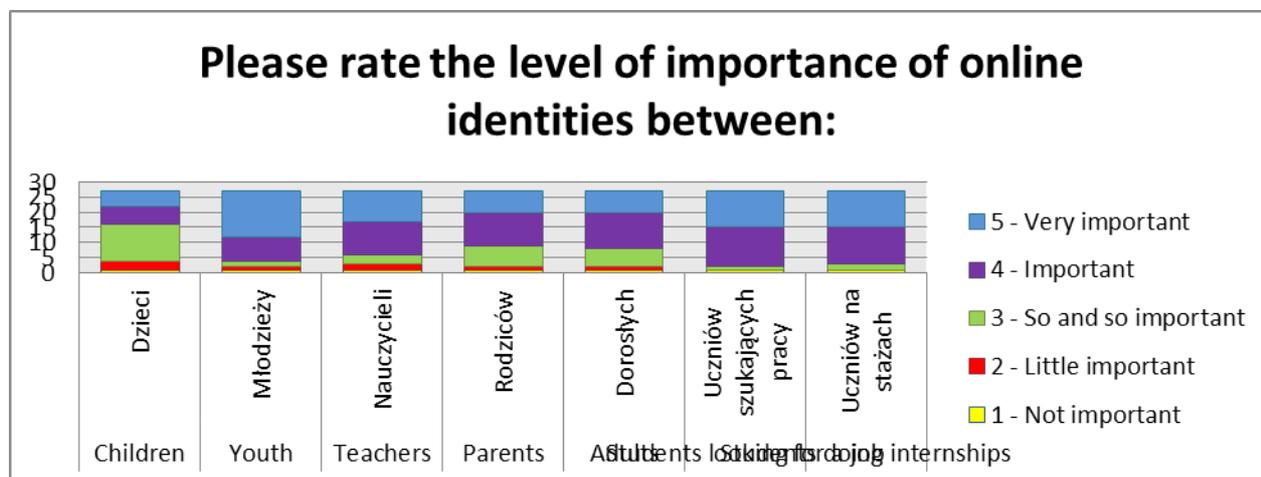
CCS, EF, FCP, GCPU, JKC, HAEd, FPJXXIII	Deliverable: D2.4
IDentifEYE - 2013-1-GR1-LEO05-13907	Version: 0.1
D2.4 Country Reports	Issue Date: 09/04/2014

Reaching schools and building their interest in workshops is a long journey. Based on our own experiences as a NGO, we see now that the direct communication with schools principals and then more formal steps – signing formal cooperation agreement for longer period of time – are the most effective and efficient way. Additional and important issue for principal is the fact that these workshops are a results from international cooperation in European Union project. Also the fact that the workshops were tested and the results are opened for public is additional advantage.

Different issue is reaching the schools and inner promotion by teachers. For teacher who is willing to organize workshops, the most important will be new educational tools, innovative technologies used in education (especially since he will also have personal contact with them during workshops]. Additionally, the information, that execution of these workshops develops educational abilities in teachers and trains their existing educational experiences within new frames of educational modules, usually helps principals to decide on implementation of workshop in their school. And finally, information that these free workshops are certified by partners, all connected with education, from different European Union countries, is also additional advantage.

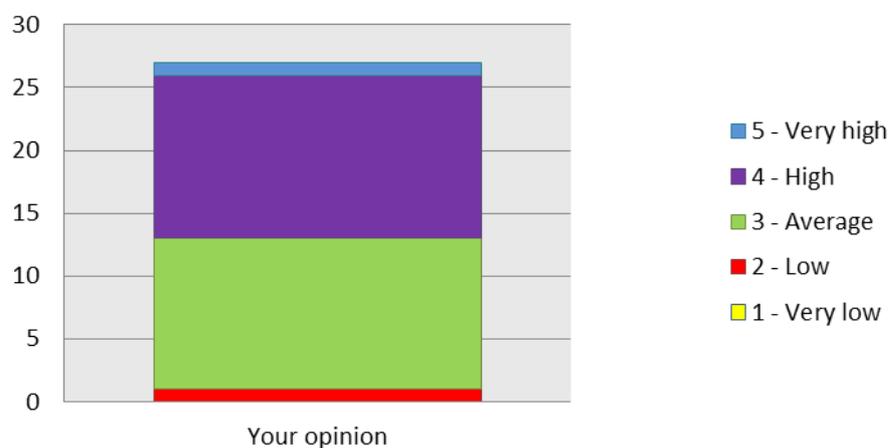
CCS, EF, FCP, GCPU, JKC, HAEd, FPJXXIII	Deliverable: D2.4
IDentifEYE - 2013-1-GR1-LEO05-13907	Version: 0.1
D2.4 Country Reports	Issue Date: 09/04/2014

### 3. ANNEXES

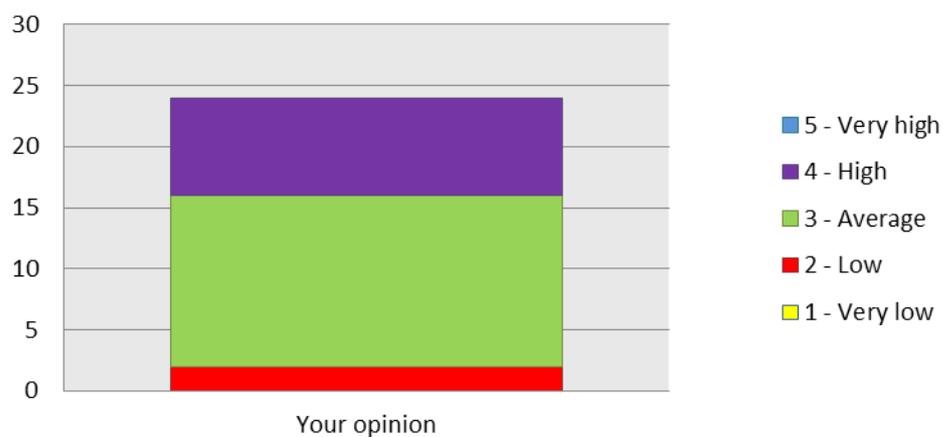


CCS, EF, FCP, GCP, JKC, HAEd, FPJXXIII	Deliverable: D2.4
IDentifEYE - 2013-1-GR1-LEO05-13907	Version: 0.1
D2.4 Country Reports	Issue Date: 09/04/2014

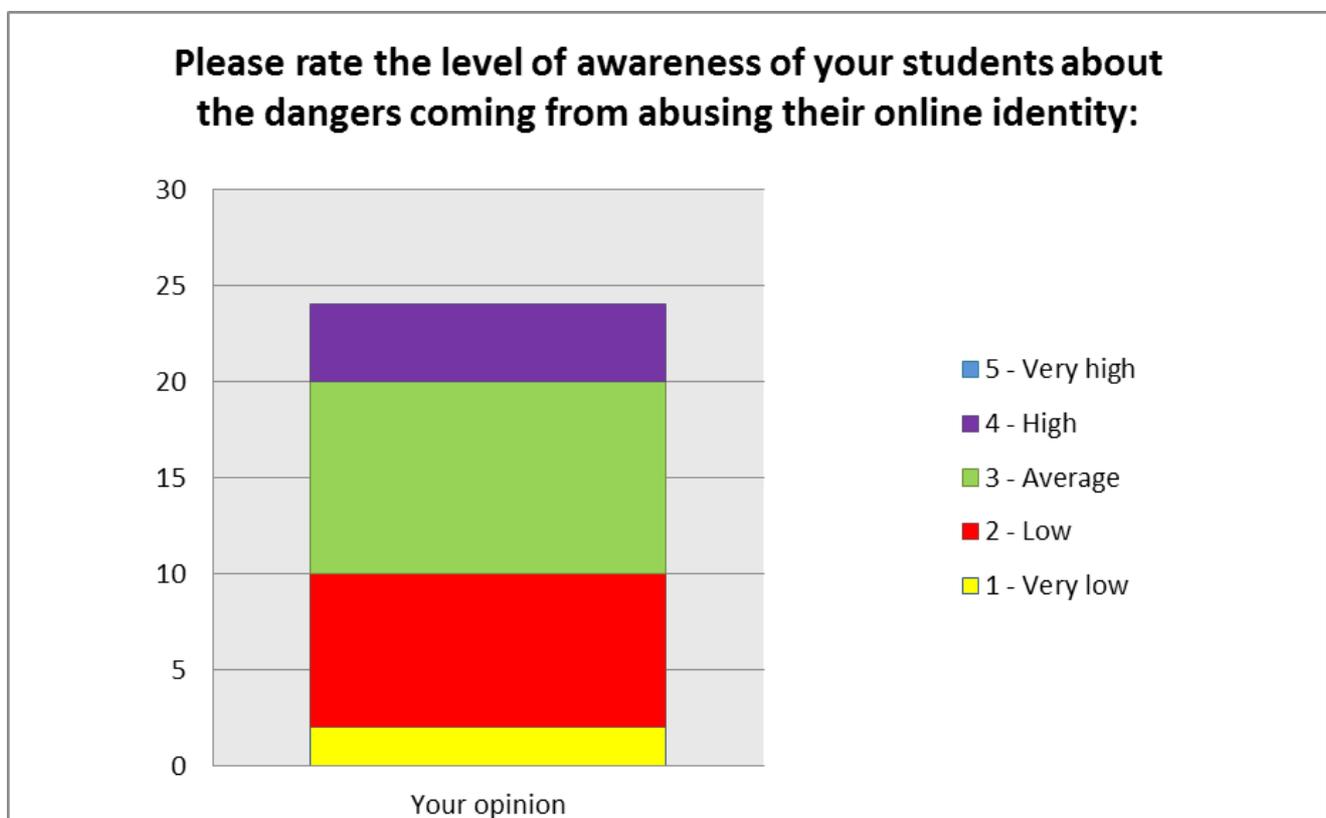
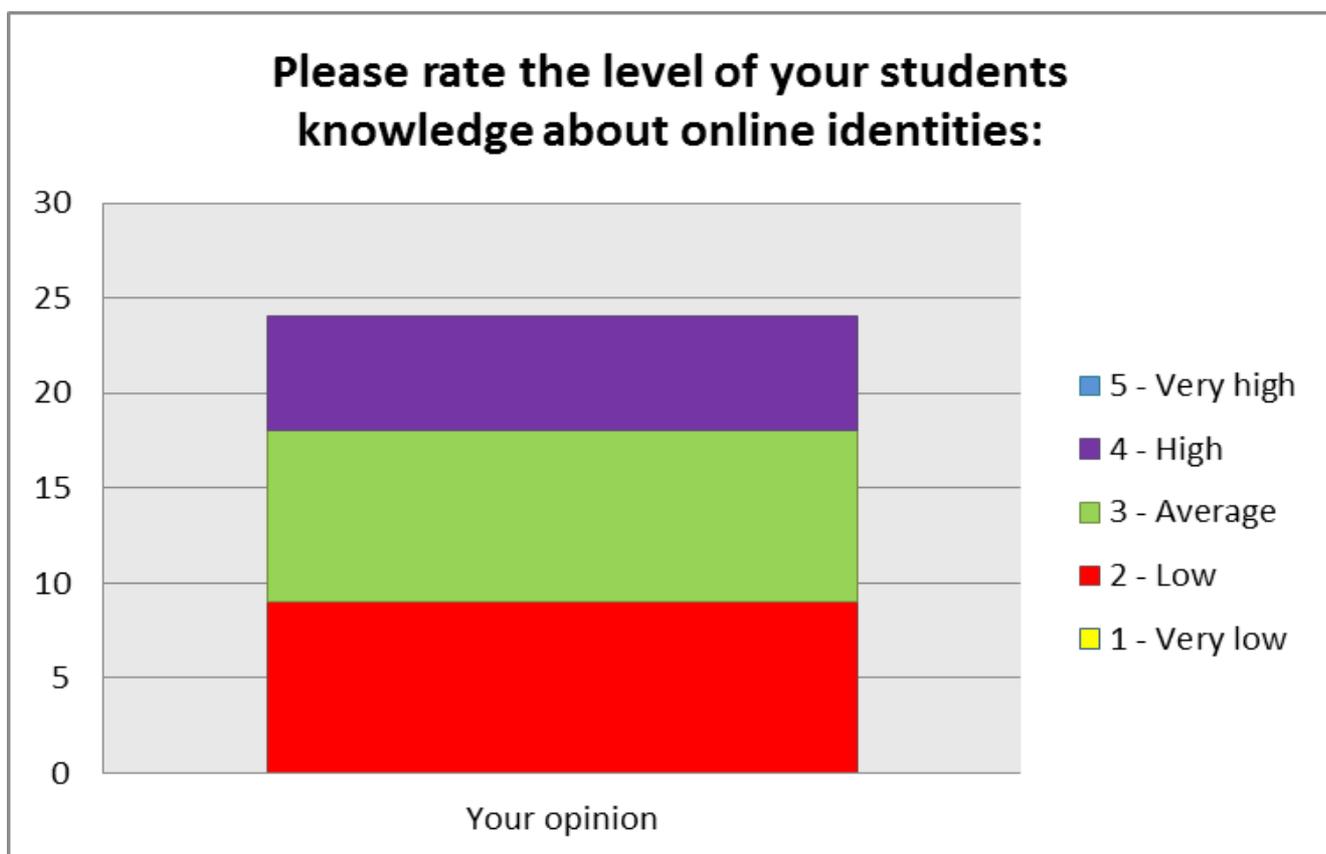
### Please rate the level of your knowledge about online identities:



### Please rate the level of your professional skills to deal with situations in which online identity are misused or misinterpreted:

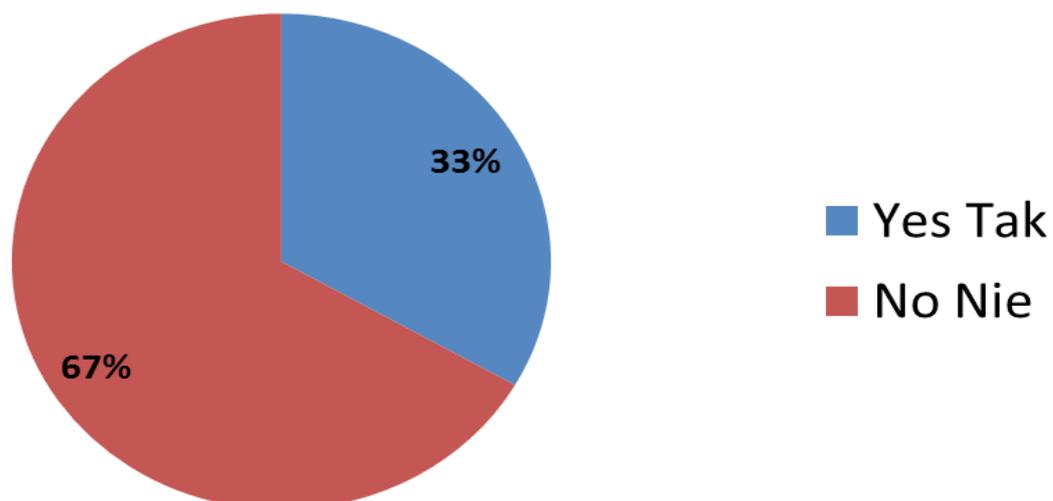


CCS, EF, FCP, GCPU, JKC, HAEd, FPJXXIII	Deliverable: D2.4
IDentifEYE - 2013-1-GR1-LEO05-13907	Version: 0.1
D2.4 Country Reports	Issue Date: 09/04/2014



CCS, EF, FCP, GCPU, JKC, HAEd, FPJXXIII	Deliverable: D2.4
IDentifEYE - 2013-1-GR1-LEO05-13907	Version: 0.1
D2.4 Country Reports	Issue Date: 09/04/2014

## Do you know any tools used to monitor the online identities?



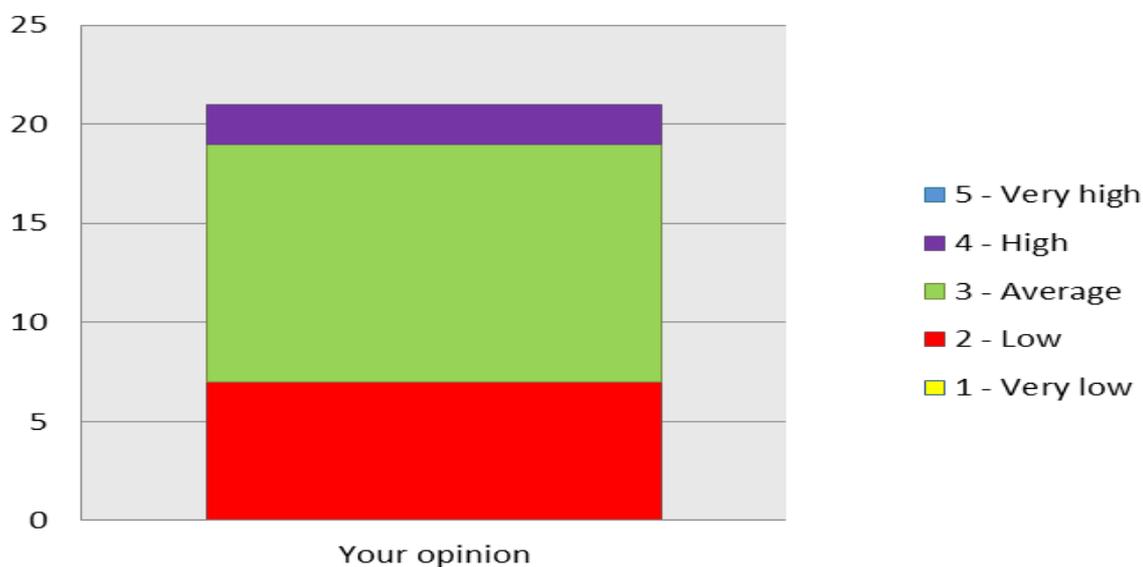
Please list all known tools used to monitor online identities.

Answer Options	Response Count
	6
<i>answered question</i>	6
<i>skipped question</i>	21

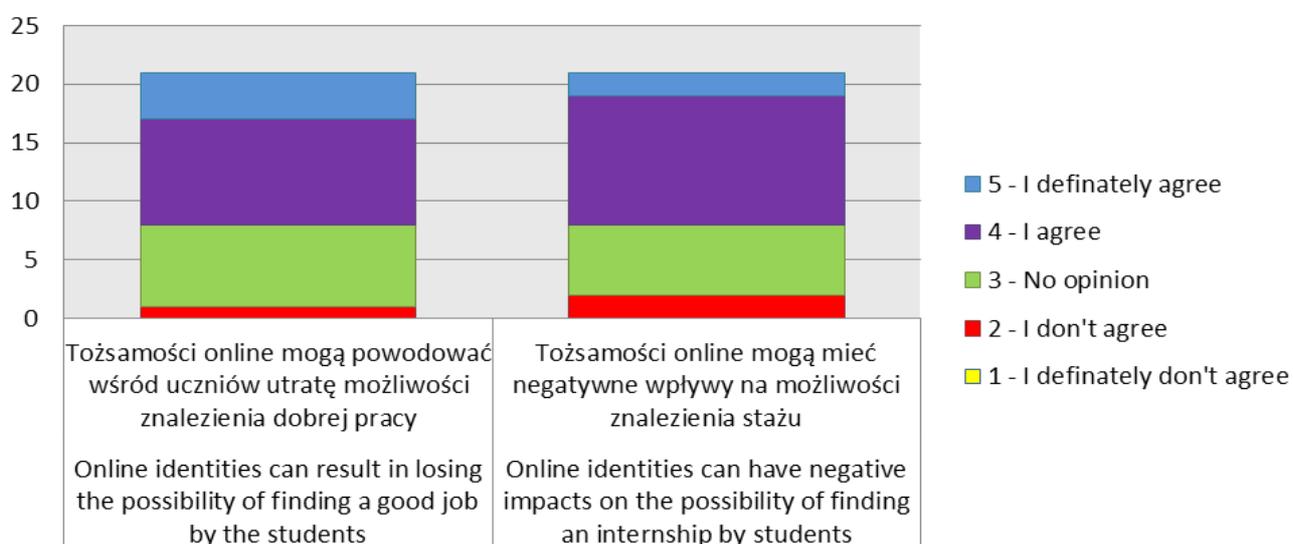
Number	Response Date	Response Text
1	maj 8, 2014 9:46 AM	social networks
2	maj 6, 2014 12:54 PM	social networks, etc.
3	maj 6, 2014 12:49 PM	Kaspersky pure
4	maj 6, 2014 12:32 PM	Internet search engines
5	kwi 23, 2014 7:43 AM kwi 15, 2014	internet telephone
6	11:43 AM	computer programs that control access

CCS, EF, FCP, GCPU, JKC, HAEd, FPJXXIII	Deliverable: D2.4
IDentifEYE - 2013-1-GR1-LEO05-13907	Version: 0.1
D2.4 Country Reports	Issue Date: 09/04/2014

### Please rate the level of your students skill to transfer the knowledge about online identities:

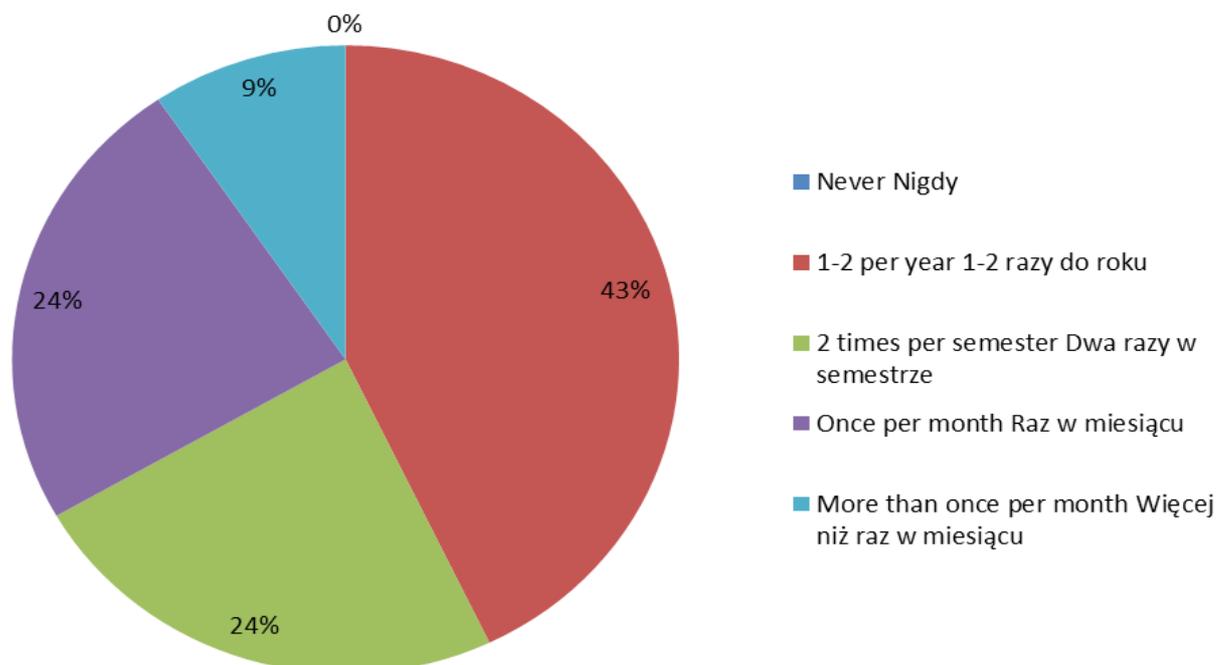


### To what extent do you agree with the following statements?

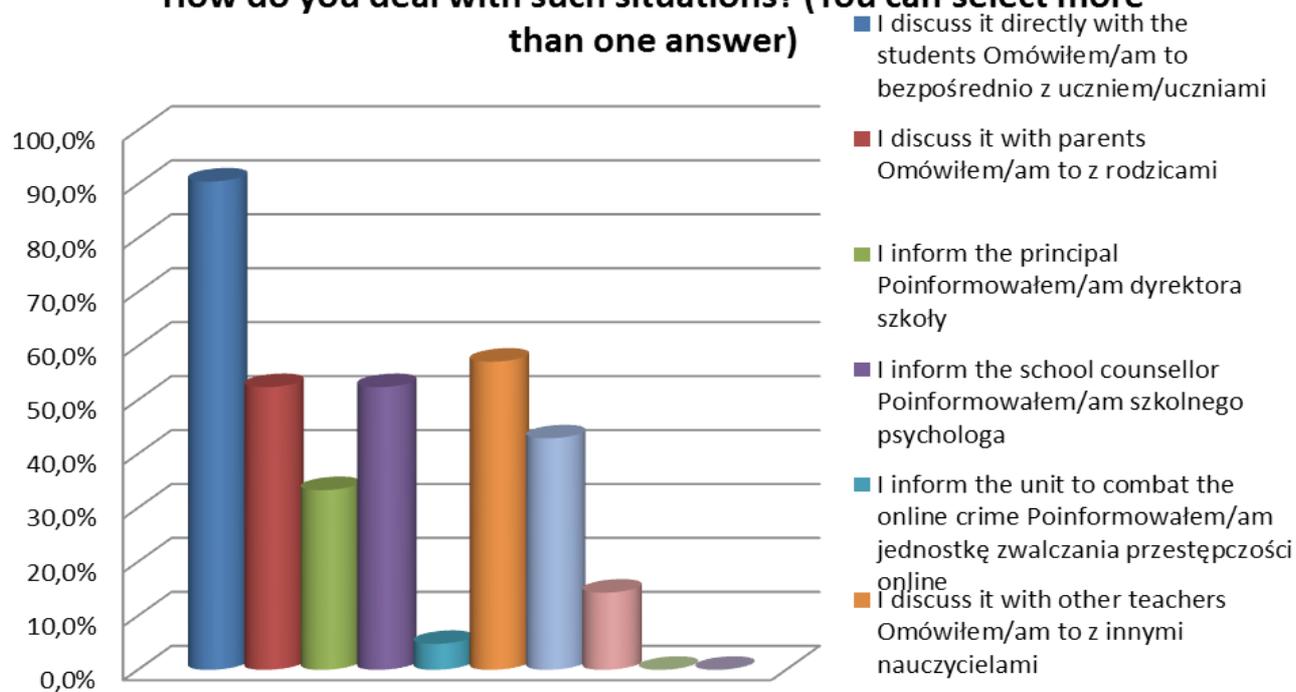


CCS, EF, FCP, GCPU, JKC, HAEd, FPJXXIII	Deliverable: D2.4
IDentifEYE - 2013-1-GR1-LEO05-13907	Version: 0.1
D2.4 Country Reports	Issue Date: 09/04/2014

### How often do you experience a situation in which the online identities of your students are misused or misinterpreted?

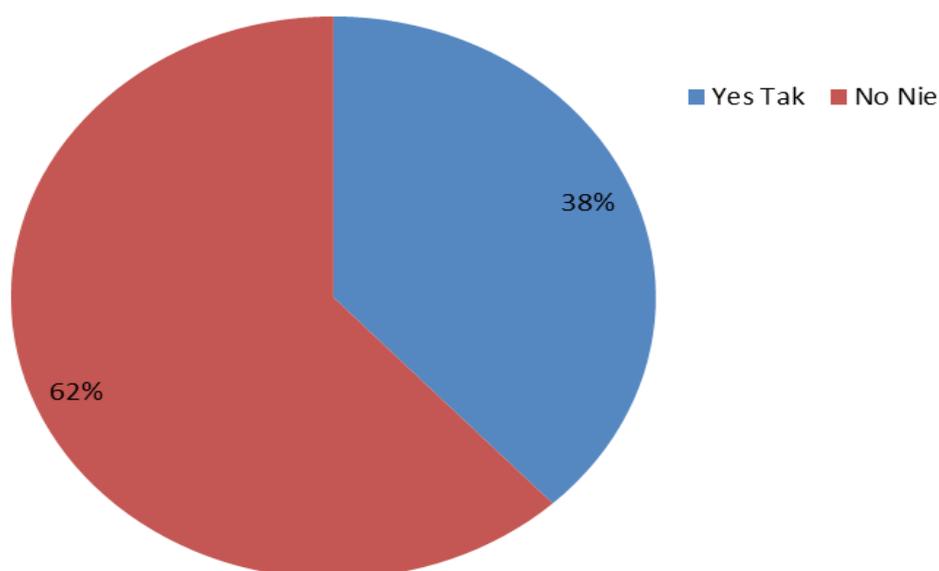


### How do you deal with such situations? (You can select more than one answer)



CCS, EF, FCP, GCPU, JKC, HAEd, FPJXXIII	Deliverable: D2.4
IDentifEYE - 2013-1-GR1-LEO05-13907	Version: 0.1
D2.4 Country Reports	Issue Date: 09/04/2014

### Does your institution have a specific policy to deal with such situations?



Please shortly describe this policy:

Answer Options	Response Count
	4
<i>answered question</i>	4
<i>skipped question</i>	23

Number	Response Date	Response Text
1	maj 6, 2014 12:56 PM	contact with services and institutions working on this particular topic
2	maj 6, 2014 12:35 PM	cooperation with online organizations on issues related to cyber-bullying and intervention groups (coalitions of people who can help you)
3	kwi 23, 2014 7:34 AM	School procedures: notifying the principal, parents, and if necessary also the police
4	kwi 21, 2014 6:02 PM	developed procedures for dealing with such situations; building awareness of students, parents and teachers; discussing the topic during classes hours

CCS, EF, FCP, GCPU, JKC, HAEd, FPJXXIII	Deliverable: D2.4
IDentifEYE - 2013-1-GR1-LEO05-13907	Version: 0.1
D2.4 Country Reports	Issue Date: 09/04/2014

What are, in your opinion, the best methods (best practices) to cope with situations where online identities are misused or misinterpreted?

Answer Options	Response Count
	8
<i>answered question</i>	8
<i>skipped question</i>	19

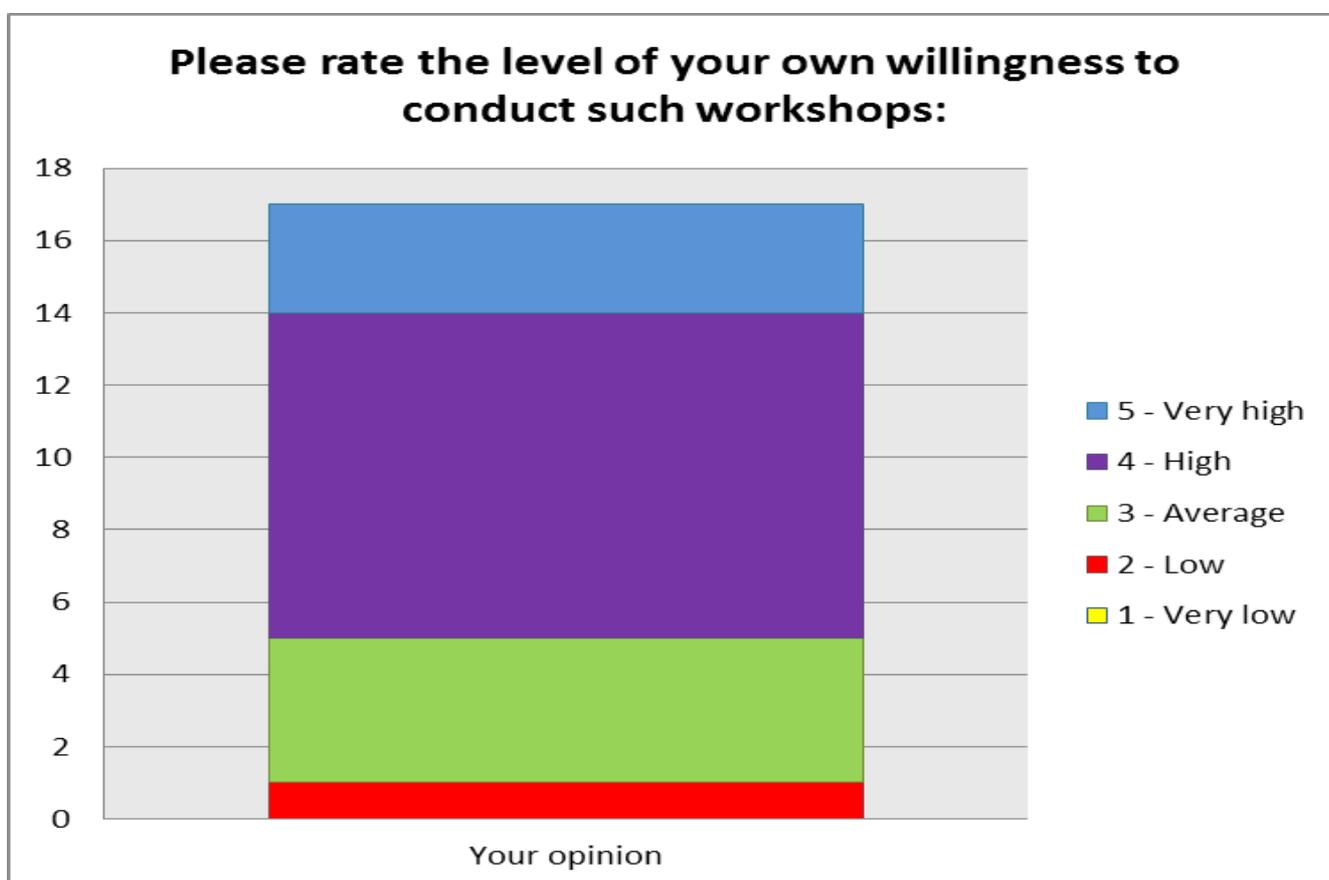
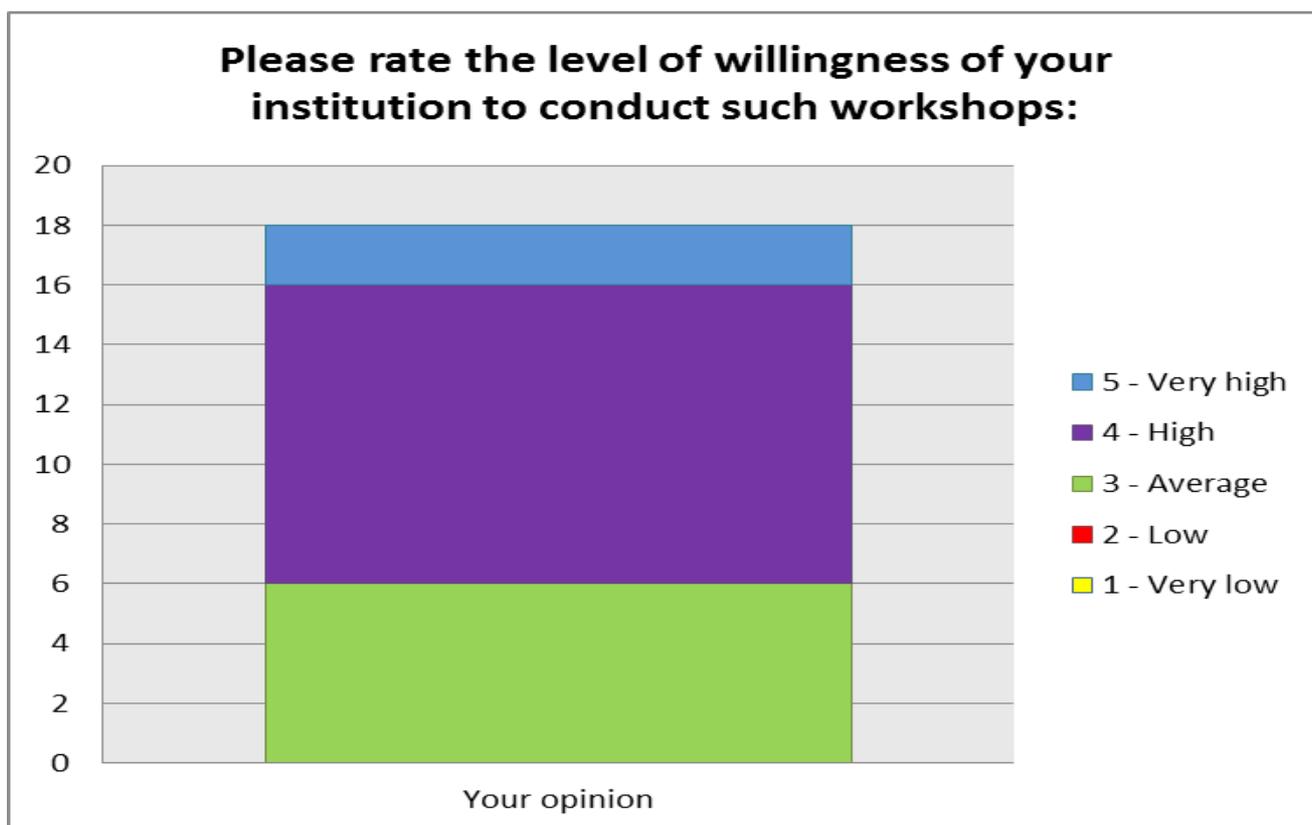
Number	Response Date	Response Text	Categories
1	maj 8, 2014 9:49 AM	discussions with students and parents; training courses; contact with organizations involved in this topic	
2	maj 7, 2014 9:42 AM	discussions with students and parents; psychological help	
3	maj 6, 2014 12:38 PM	clearly defined and structured procedures, step by step, that are known to students, parents, teachers and all around the school.	
4	kwi 28, 2014 8:09 AM	Direct interventions, consultations and discussions with students	
5	kwi 23, 2014 7:45 AM	I don't know	
6	kwi 23, 2014 7:37 AM	Notifying site admins, in the case of serious offenses - call the police.	
7	kwi 15, 2014 11:45 AM	Conversations and building awareness	
8	kwi 15, 2014 8:14 AM	Explaining the risks on specific examples (especially for younger children).	

What are, in your opinion, the biggest risks of abuse or poor interpretation of online identity?

Answer Options	Response Count
	9
<i>answered question</i>	9
<i>skipped question</i>	18

Number	Response Date	Response Text
1	maj 8, 2014 9:49 AM	children and young people are not coping with difficult situations and the consequences of their behavior in response to this situation
2	maj 7, 2014 9:42 AM	loss of reputation, difficulty in existing and new interpersonal problems in their personal development
3	maj 6, 2014 12:38 PM	all threats coming from violence - in standard terms. Here the danger is greater because it seems to me that it binds with a greater sense of loneliness
4	kwi 28, 2014 8:09 AM	blurring the boundary between online identity and reality
5	kwi 23, 2014 12:14 PM	blurring the boundary between online identity and reality
6	kwi 23, 2014 7:45 AM	negative information
7	kwi 23, 2014 7:37 AM	The difficulties in the psychological sphere (emotional difficulties, depression), resulting from the fact that in some sense you're being a "victim"
8	kwi 15, 2014 11:45 AM	abuse of identity, identity thefts - blackmailing and problems resulting from misuse
9	kwi 15, 2014 8:14 AM	Pedophilia, problems finding a job.

CCS, EF, FCP, GCPU, JKC, HAEd, FPJXXIII	Deliverable: D2.4
IDentifEYE - 2013-1-GR1-LEO05-13907	Version: 0.1
D2.4 Country Reports	Issue Date: 09/04/2014



CCS, EF, FCP, GCPU, JKC, HAEd, FPJXXIII	Deliverable: D2.4
IDentifEYE - 2013-1-GR1-LEO05-13907	Version: 0.1
D2.4 Country Reports	Issue Date: 09/04/2014

### What would be the top showstoppers for organizing a workshop like this? Within your institution

Answer Options	Response Count
	23
<i>answered question</i>	<b>23</b>
<i>skipped question</i>	<b>0</b>

Number	Response Date	Response Text
1	VII 29, 2014 8:51 PM	no showstoppers
2	VII 25, 2014 10:25 AM	time
3	VII 25, 2014 10:24 AM	none
4	VII 25, 2014 10:23 AM	if they took few days – lack of time
5	VII 25, 2014 10:21 AM	no interest from teachers
6	VII 25, 2014 10:20 AM	none
7	VII 25, 2014 10:18 AM	only time of my work – if during the day I need to be delagated
8	VII 25, 2014 10:16 AM	no showstoppers
9	VII 25, 2014 10:14 AM	it's interesting – no showstoppers
10	VII 25, 2014 10:12 AM	my time of work as a teacher
11	VII 25, 2014 10:10 AM	none
12	VII 25, 2014 10:06 AM	only time – but we are willing
13	VII 25, 2014 9:58 AM	Time – I think, with director's permission and delagation of teacher
14	VII 25, 2014 9:56 AM	there aren't any
15	VII 25, 2014 9:55 AM	If director agrres – no showstoppers

CCS, EF, FCP, GCPU, JKC, HAEd, FPJXXIII	Deliverable: D2.4
IDentifEYE - 2013-1-GR1-LEO05-13907	Version: 0.1
D2.4 Country Reports	Issue Date: 09/04/2014

- 16** **VII 25, 2014 9:52 AM** In my opinion the identity problem should be also covered by school's pedagogues. But they are not doing it
- 17** **VII 25, 2014 9:49 AM** As a director I'm interested, as a teacher not so much
- 18** **VII 25, 2014 9:47 AM** limited internet – IT doesn't help very often, it's not their duty
- 19** **VII 25, 2014 9:35 AM** If director agrees – no showstoppers
- 20** **VII 25, 2014 9:33 AM** Kids already know this – they are not interested
- 21** **VII 25, 2014 9:28 AM** time for it
- 22** **VII 25, 2014 9:24 AM** no time after regular lessons
- 23** **VII 20, 2014 6:43 PM** no digital camera and no tripod

#### What would be the top showstoppers for organizing a workshop like this? Within current set of regulations

Answer Options	Response Count
	23
<i>answered question</i>	<b>23</b>
<i>skipped question</i>	<b>0</b>

Number	Response Date	Response Text
<b>1</b>	<b>VII 29, 2014 8:51 PM</b>	there aren't any
<b>2</b>	<b>VII 25, 2014 10:25 AM</b>	none
<b>3</b>	<b>VII 25, 2014 10:24 AM</b>	don't know
<b>4</b>	<b>VII 25, 2014 10:23 AM</b>	none
<b>5</b>	<b>VII 25, 2014 10:21 AM</b>	no additional paid hours
<b>6</b>	<b>VII 25, 2014 10:20 AM</b>	I don't think there are any

CCS, EF, FCP, GCPU, JKC, HAEd, FPJXXIII	Deliverable: D2.4
IDentifEYE - 2013-1-GR1-LEO05-13907	Version: 0.1
D2.4 Country Reports	Issue Date: 09/04/2014

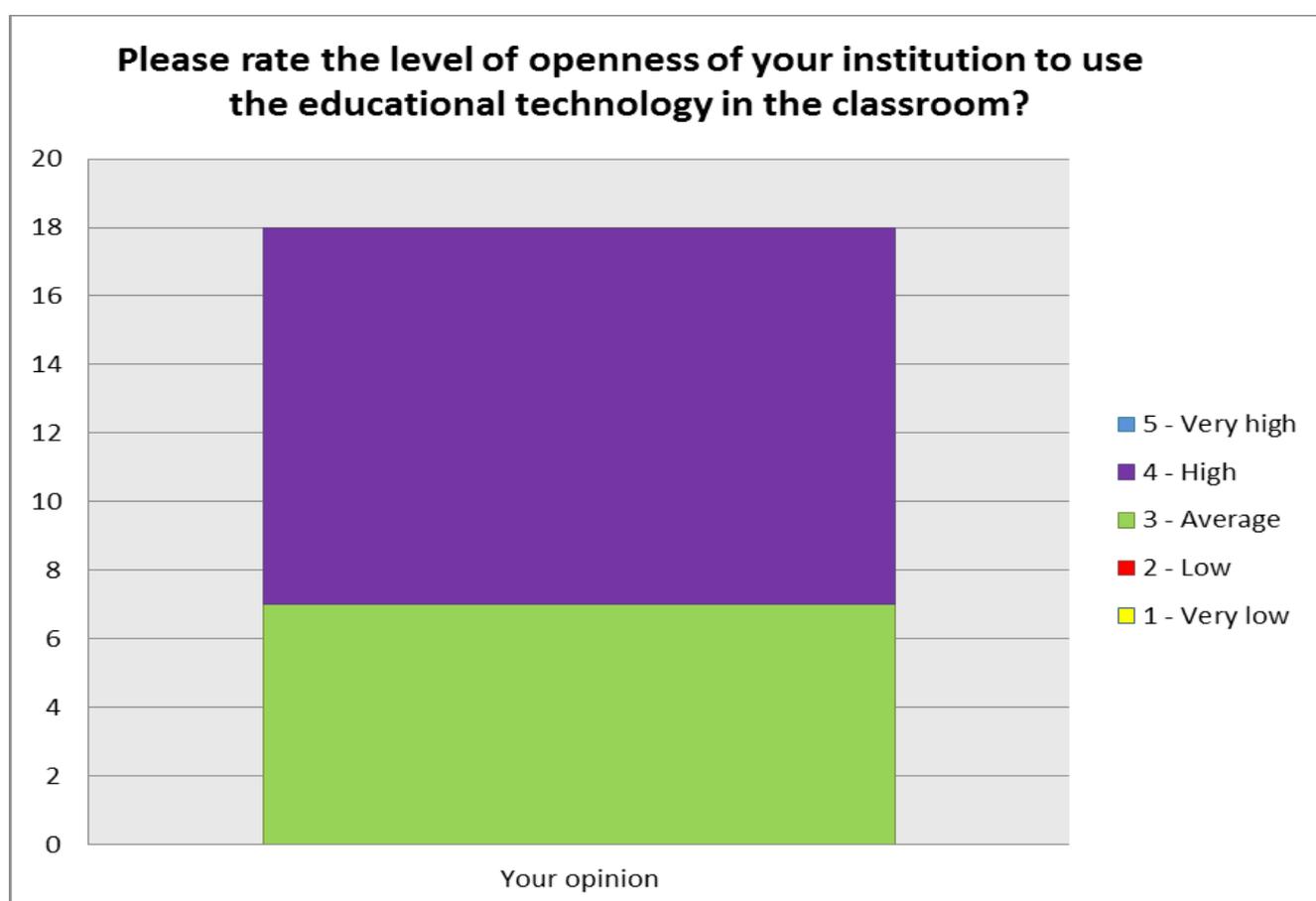
<b>7</b>	<b>VII 25, 2014 10:18 AM</b>	I think there are none
<b>8</b>	<b>VII 25, 2014 10:16 AM</b>	I think there are none
<b>9</b>	<b>VII 25, 2014 10:14 AM</b>	I think there are none
<b>10</b>	<b>VII 25, 2014 10:12 AM</b>	organizing work in school
<b>11</b>	<b>VII 25, 2014 10:10 AM</b>	none
<b>12</b>	<b>VII 25, 2014 10:06 AM</b>	not enough time
<b>13</b>	<b>VII 25, 2014 9:58 AM</b>	if director agrees – no showstoppers
<b>14</b>	<b>VII 25, 2014 9:56 AM</b>	I think there are none
<b>15</b>	<b>VII 25, 2014 9:55 AM</b>	none
<b>16</b>	<b>VII 25, 2014 9:52 AM</b>	There is existing legislation which allows teachers to educate themselves. So people block the idea, not the rules – teachers are not interested
<b>17</b>	<b>VII 25, 2014 9:49 AM</b>	No showstoppers
<b>18</b>	<b>VII 25, 2014 9:47 AM</b>	limited internet – blocking of some websites
<b>19</b>	<b>VII 25, 2014 9:35 AM</b>	In my opinion there aren't any showstoppers
<b>20</b>	<b>VII 25, 2014 9:33 AM</b>	There are director rules and some projects but there are no additional payed hours, so teacher don't get enough
<b>21</b>	<b>VII 25, 2014 9:28 AM</b>	don't know
<b>22</b>	<b>VII 25, 2014 9:24 AM</b>	I think there are none – don't know
<b>23</b>	<b>VII 20, 2014 6:43 PM</b>	there weren't any

n your opinion, which school subjects can be linked to the curriculum, created during the workshop?

Answer Options	Response Count
	8
<i>answered question</i>	8
<i>skipped question</i>	19

CCS, EF, FCP, GCPU, JKC, HAEd, FPJXXIII	Deliverable: D2.4
IDentifEYE - 2013-1-GR1-LEO05-13907	Version: 0.1
D2.4 Country Reports	Issue Date: 09/04/2014

Number	Response Date	Response Text
1	maj 8, 2014 9:51 AM	school counselor classes, IT science
2	maj 7, 2014 4:51 PM	school counselor classes, IT science
3	maj 7, 2014 9:45 AM	entrepreneurial classes, Polish, IT science
4	maj 6, 2014 12:44 PM	Preparation for Family Life, Civics, ethics, Polish
5	kwi 23, 2014 7:47 AM	I don't know
6	kwi 16, 2014 10:46 AM	school counselor classes, IT science
7	kwi 15, 2014 11:46 AM	foreign languages, IT science, Polish
8	kwi 15, 2014 8:17 AM	In my opinion every item, but the easiest way is to link it with IT science



**What would be the top showstoppers for employing educational technologies in the classroom? - Within your institution**

Answer Options	Response Count
	23
<b><i>answered question</i></b>	<b>23</b>

CCS, EF, FCP, GCPU, JKC, HAEd, FPJXXIII	Deliverable: D2.4
IDentifEYE - 2013-1-GR1-LEO05-13907	Version: 0.1
D2.4 Country Reports	Issue Date: 09/04/2014

*skipped question***0**

Number	Response Date	Response Text
1	<b>VII 29, 2014 8:52 PM</b>	there aren't any
2	<b>VII 25, 2014 10:26 AM</b>	in schools we don't have acces to interesting materials – there is to much in the internet
3	<b>VII 25, 2014 10:25 AM</b>	we have computer lab – no showstoppers
4	<b>VII 25, 2014 10:23 AM</b>	I think there aren't any
5	<b>VII 25, 2014 10:22 AM</b>	old computer equipment
6	<b>VII 25, 2014 10:20 AM</b>	I think there aren't any
7	<b>VII 25, 2014 10:19 AM</b>	no computers with cameras
8	<b>VII 25, 2014 10:18 AM</b>	no showstoppers – we are doing it – students know a lot
9	<b>VII 25, 2014 10:16 AM</b>	Equipment – to old
10	<b>VII 25, 2014 10:13 AM</b>	no person giving tutorial on how to use equipment
11	<b>VII 25, 2014 10:10 AM</b>	none
12	<b>VII 25, 2014 10:07 AM</b>	tu many projects – no time
13	<b>VII 25, 2014 10:06 AM</b>	for me as a teacher – none
14	<b>VII 25, 2014 9:57 AM</b>	we use technology – no showstoppers
15	<b>VII 25, 2014 9:55 AM</b>	we can act
16	<b>VII 25, 2014 9:54 AM</b>	we don't have new computers but we have computer lab
17	<b>VII 25, 2014 9:50 AM</b>	existing computer lab
18	<b>VII 25, 2014 9:48 AM</b>	limited internet – IT don't help very often, it is not his duties
19	<b>VII 25, 2014 9:37 AM</b>	computer equipment – old but we have interactive boards

CCS, EF, FCP, GCPU, JKC, HAEd, FPJXXIII	Deliverable: D2.4
IDentifEYE - 2013-1-GR1-LEO05-13907	Version: 0.1
D2.4 Country Reports	Issue Date: 09/04/2014

<b>20</b>	<b>VII 25, 2014 9:34 AM</b>	None
<b>21</b>	<b>VII 25, 2014 9:31 AM</b>	computers without cameras
<b>22</b>	<b>VII 25, 2014 9:27 AM</b>	old computers
<b>23</b>	<b>VII 20, 2014 6:46 PM</b>	lack of adequate equipment

### What would be the top showstoppers for employing educational technologies in the classroom? - Within the current curriculum

Answer Options	Response Count
	23
<b><i>answered question</i></b>	<b>23</b>
<b><i>skipped question</i></b>	<b>0</b>

Number	Response Date	Response Text
<b>1</b>	<b>VII 29, 2014 8:52 PM</b>	there aren't any
<b>2</b>	<b>VII 25, 2014 10:26 AM</b>	what to choose – how adjust the subject of identity to maths
<b>3</b>	<b>VII 25, 2014 10:25 AM</b>	we have IT and programming lessons – no showstoppers
<b>4</b>	<b>VII 25, 2014 10:23 AM</b>	no room in lesson plan
<b>5</b>	<b>VII 25, 2014 10:22 AM</b>	no subjects regarding this matter in lesson plan
<b>6</b>	<b>VII 25, 2014 10:20 AM</b>	you can implement it – so no showstoppers
<b>7</b>	<b>VII 25, 2014 10:19 AM</b>	no special lesson – i.e. Additional lessons for interested students
<b>8</b>	<b>VII 25, 2014 10:18 AM</b>	there aren't any lessons on identity, especially online identity
<b>9</b>	<b>VII 25, 2014 10:16 AM</b>	no actual place for technology but we can figure it out
<b>10</b>	<b>VII 25, 2014 10:13 AM</b>	no showstoppers

CCS, EF, FCP, GCPU, JKC, HAEd, FPJXXIII	Deliverable: D2.4
IDentifEYE - 2013-1-GR1-LEO05-13907	Version: 0.1
D2.4 Country Reports	Issue Date: 09/04/2014

11	<b>VII 25, 2014</b> <b>10:10 AM</b>	none
12	<b>VII 25, 2014</b> <b>10:07 AM</b>	Kids have to much additional lessons
13	<b>VII 25, 2014</b> <b>10:06 AM</b>	overloaded lesson plan
14	<b>VII 25, 2014 9:57</b> <b>AM</b>	overloaded lesson plan
15	<b>VII 25, 2014 9:55</b> <b>AM</b>	We can act
16	<b>VII 25, 2014 9:54</b> <b>AM</b>	we have IT classes
17	<b>VII 25, 2014 9:50</b> <b>AM</b>	We can add hours in a week free from lessons
18	<b>VII 25, 2014 9:48</b> <b>AM</b>	it is hard to find time for additional matters beyond the educational hours
19	<b>VII 25, 2014 9:37</b> <b>AM</b>	overloaded lesson plan and students are not concentrated
20	<b>VII 25, 2014 9:34</b> <b>AM</b>	we have IT classes
21	<b>VII 25, 2014 9:31</b> <b>AM</b>	ther is no room i.e, in physics to us technology as an experiment – of course we have experiments but they don't teach about identity
22	<b>VII 25, 2014 9:27</b> <b>AM</b>	there are no such classes beyond IT, but to such classes other teachers don't have access
23	<b>VII 20, 2014 6:46</b> <b>PM</b>	No suitable number of hours in lesson plan for implementing new technologies when working with students

### What would be the top showstoppers for employing educational technologies in the classroom? - Within the current set of regulations

Answer Options	Response Count
	23
<b><i>answered question</i></b>	<b>23</b>
<b><i>skipped question</i></b>	<b>0</b>

Number	Response Date	Response Text
1	<b>VII 29, 2014 8:52</b> <b>PM</b>	there aren't any

CCS, EF, FCP, GCPU, JKC, HAEd, FPJXXIII	Deliverable: D2.4
IDentifEYE - 2013-1-GR1-LEO05-13907	Version: 0.1
D2.4 Country Reports	Issue Date: 09/04/2014

2	<b>VII 25, 2014 10:26 AM</b>	none
3	<b>VII 25, 2014 10:25 AM</b>	none
4	<b>VII 25, 2014 10:23 AM</b>	overloaded lesson plan
5	<b>VII 25, 2014 10:22 AM</b>	no payed time for teachers for upgrading their skills
6	<b>VII 25, 2014 10:20 AM</b>	I don't think there are any
7	<b>VII 25, 2014 10:19 AM</b>	none
8	<b>VII 25, 2014 10:18 AM</b>	lack of obligatory subject
9	<b>VII 25, 2014 10:16 AM</b>	no legislation
10	<b>VII 25, 2014 10:13 AM</b>	no showstoppers
11	<b>VII 25, 2014 10:10 AM</b>	none
12	<b>VII 25, 2014 10:07 AM</b>	none
13	<b>VII 25, 2014 10:06 AM</b>	none
14	<b>VII 25, 2014 9:57 AM</b>	Noe – only number of classes – kids are tired
15	<b>VII 25, 2014 9:55 AM</b>	none
16	<b>VII 25, 2014 9:54 AM</b>	each teacher can individually implement technologies to his lesson
17	<b>VII 25, 2014 9:50 AM</b>	no showstoppers
18	<b>VII 25, 2014 9:48 AM</b>	no constant support from IT or people from outside of shool's environmet
19	<b>VII 25, 2014 9:37 AM</b>	we have to have results, not to teach and educate
20	<b>VII 25, 2014 9:34 AM</b>	Lack of additional payed hours, ministry of education doesn't restrict using technology
21	<b>VII 25, 2014 9:31 AM</b>	I think we can do this
22	<b>VII 25, 2014 9:27 AM</b>	I think there aren't any
23	<b>VII 20, 2014 6:46 PM</b>	Don't know

CCS, EF, FCP, GCPU, JKC, HAEd, FPJXXIII	Deliverable: D2.4
IDentifEYE - 2013-1-GR1-LEO05-13907	Version: 0.1
D2.4 Country Reports	Issue Date: 09/04/2014