

# Cyberkidz

Keeping our primary school children  
safe on the internet

A survey of needs & resources for NZ primary school-aged children

February 2002



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ECPAT NZ

# Contents

<b>Acknowledgments</b>	<b>3</b>
<b>Executive Summary</b>	<b>4</b>
<b>1.0 Introduction</b>	<b>6</b>
1.1 Background	6
1.2 Terms of Reference	6
1.3 Research Method and Sample	7
<b>2.0 Findings</b>	<b>8</b>
<b>2.1 Concerns about children’s internet safety</b>	<b>8</b>
<b>2.2 School approaches to internet safety</b>	<b>8</b>
2.2.1 <i>Teacher supervision</i>	9
2.2.2 <i>Internet safety policy/procedures</i>	10
2.2.3 <i>Filtered/blocked access</i>	10
2.2.4 <i>Internet use agreements/permission forms</i>	11
2.2.5 <i>Password access</i>	11
2.2.6 <i>Education programmes</i>	11
2.2.7 <i>Information provided to parents</i>	11
2.2.8 <i>Kidsafe search engines</i>	12
2.2.9 <i>History file audits</i>	12
2.2.10 <i>ICT component built into staff meetings/training</i>	12
2.2.11 <i>Screens facing into room</i>	12
2.2.12 <i>Proxy logs monitored</i>	12
<b>2.3 School awareness &amp; use of Internet Safety Kit</b>	<b>12</b>
<b>2.4 Other internet safety resources in use in schools</b>	<b>13</b>
<b>2.5 Need for internet safety to be addressed with children in school</b>	<b>13</b>
<b>2.6 Suggestions on how to address internet safety with children</b>	<b>14</b>
<b>2.7 Preferred internet safety educational resources</b>	<b>15</b>
<b>2.8 What else would be useful</b>	<b>15</b>
<b>3.0 Recommendations</b>	<b>16</b>

# Appendices

<b>Appendix 1</b>	<b>Introductory letter to ICT teachers &amp; survey</b>	<b>17</b>
<b>Appendix 2</b>	<b>Responses to question ‘What else would be useful?’</b>	<b>20</b>
<b>Appendix 3</b>	<b>ECPAT NZ background</b>	<b>22</b>

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# EXECUTIVE SUMMARY

## Background

New Zealand children are online in large numbers, and the number is increasing all the time. Children are accessing the internet both at home and at school, with 98% of schools having internet access.

ECPAT NZ (End child prostitution, child pornography, and trafficking of children for sexual purposes) was concerned that none of the currently available resources on internet safety seemed specifically designed for primary school aged children. The aims of this survey were to discover whether there is a need for further educational resources for this age group, and to explore what type of resources would be most effective.

A short email survey was completed by representatives of 33 of the then 51 Information and Communication Technology professional development clusters throughout the country. These 33 clusters contained a total of 299 schools - 11% of New Zealand schools.

## Key findings

Schools have a range of interventions in place to protect children, but more needs to be done, particularly in educating younger children and parents about how to use the internet safely.

- 71% of the Information and Communication Technology (ICT) teachers are concerned about the safety of children in general on the Internet
- 63% feel there is an ongoing need for internet safety to be addressed with children in their school
- 97% report that internet safety is being addressed with children in their school
- 74% use the Internet Safety Kit produced by the Internet Safety Group
- 31% consider that educating children and/or parents is the best approach

Exploration of the measures used by schools showed that almost all relied on 'censorship' approaches (e.g. controlled access). Very few used educational approaches to teach children how to avoid inappropriate material on the internet or how to deal with it if they did encounter it, particularly at home. Thus, a priority for improving young children's safety on the internet is direct education of children and/or parents on internet safety issues.

The educational interventions considered useful by more than half the ICT teachers surveyed were, in order of preference:

1. Lesson plans on internet safety
2. Pamphlet with internet safety tips for children
3. Classroom poster with internet safety tips
4. Interactive website aimed at children
5. Stickers with internet safety tips

## **Recommendations**

1. More direct and 'portable' educational approaches for children that help them at school and at home when and if they are exposed to inappropriate material
2. More attention to children's home use and parents' education about the internet
3. Adoption of the preferred educational approaches, i.e. lesson plan, pamphlet for children and parents, interactive website for children, classroom poster and stickers for children

ECPAT NZ has undertaken to create a pamphlet aimed at parents and children, and an interactive website for children, including downloadable lesson plans for teachers. It is hoped that other agencies will undertake further measures.

For further information, contact ECPAT NZ, PO Box 41-264, St Lukes, Auckland, New Zealand.

# 1.0 INTRODUCTION

## 1.1 Background

New Zealand children are using the internet in ever-increasing numbers. Most New Zealand schools (98%) now have internet access. The Education Review Office suggests that those few schools that do not have internet access have made this choice for philosophical or religious reasons. In its June 2001 report *The Implementation of Information and Communication Technologies (ICT) in New Zealand Schools 2001*, the ERO reported that students had access to the internet in 61% of schools. This was up from 46% the previous year. An AC Nielsen survey last year found that 48% of the New Zealand population aged 10 years and over can be defined as regular users of the internet<sup>1</sup>.

Of concern to ECPAT NZ (End child prostitution, child pornography, and trafficking of children for sexual purposes) is the fact that sexual predators are increasingly using the internet to meet children and to trade child pornography. In the last five years, 383 New Zealanders have been caught trading child pornography via the internet<sup>2</sup>.

Only one resource kit on internet safety for New Zealand school children exists at present. The Internet Safety Kit was produced by the Internet Safety Group in 2000 and distributed to all schools. This kit contains information for school administrations, parents, primary and secondary schoolchildren, internet safety officers, school boards of trustees/parent teachers' associations, school computer/information technology specialists and librarians. It includes a sample school internet safety policy and student computer internet use agreement.

## 1.2 Terms of reference

ECPAT NZ Inc was concerned that none of the currently available resources on internet safety seemed specifically designed for primary school aged children. The aims of this research project on the safety of children on the internet were:

To discover:

- the depth of awareness in New Zealand primary schools about the issue
- whether there is a need for further educational resources on internet safety for this age group
- what type of educational resources on internet safety would be most effective

This research was undertaken in September - November 2001. It evolved as ECPAT NZ was considering producing educational resources on internet safety for New Zealand primary school children. Before producing such resources, ECPAT NZ wanted to establish whether there was a need for them. This report is a result of the needs survey undertaken.

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<sup>1</sup> AC Nielsen Media International Netwatch Survey [www.acnielsen.co.nz](http://www.acnielsen.co.nz)

<sup>2</sup> Figure provided by Department of Internal Affairs, Censorship Compliance Unit

### **1.3 Research method and sample**

Preliminary telephone interviews were held with three Health Promoting Schools<sup>3</sup> coordinators and their regional coordinator, one primary school computer teacher and one special needs teacher (six interviews in total). These discussions provided parameters for the survey and helpful contacts.

A simple email survey was sent out to 80 Information and Communication Technology (ICT) teachers throughout New Zealand in October 2001. The introductory letter and survey is attached in Appendix 1.

The ICT teachers surveyed are part of the Ministry of Education's ICT Professional Development Clusters<sup>4</sup>. The clusters project was one of the initiatives identified in the Ministry of Education's ICT Strategy released in October 1998. Each cluster comprises several schools, all of which receive professional development in the use of ICT to support teaching and learning. The respondents drew on their knowledge of their cluster, as well as reporting on procedures in their own schools.

Thirty-five completed questionnaires (43.7%) were returned, representing 33 of the 51 school clusters then in existence (65%). The clusters represented in the responses ranged from the Far North to Southland, and schools from decile 1 to decile 10. Two people (2.5%) self-selected out. A further two surveys (2.5%) were returned as 'undeliverable'.

Although there were three secondary and one intermediate and secondary school teacher in the survey, the clusters they represented included primary schools, and so they have been retained in the sample. Since the survey sought information about primary school

## 2.0 FINDINGS

In this section, percentages are based on the total sample, unless otherwise stated. Percentages may not sum to 100% where respondents did not answer a question.

### 2.1 Concerns about children's internet safety

Nearly three-quarters (71%) of the ICT teachers said they were concerned about the safety of children in general on the internet. Of the 29% of respondents who said they were not concerned about the safety of children in general on the internet, a third qualified this:

*“Not really, because we never let them go on unsupervised”*

*“Not really - we are aware of the potential dangers”*

*“I'm not worried about children using the internet as long as sensible policies are adhered to”*

### 2.2 School approaches to internet safety

In total, 97% of respondents reported that internet safety was being addressed with children in primary and intermediate school. Only one respondent (3%) reported that internet safety was 'not really' being addressed with children in school. All but this one respondent gave details of how internet safety was being addressed in their school.

Table 2 lists all 27 interventions mentioned. In most cases, one respondent mentioned several measures.

As Table 2 shows, the most common safety measures taken were teacher supervision of children online (57%), internet safety policies/procedures (54%), filtered/blocked access (40%) and internet use agreements/permission forms (34%).

Of the 27 interventions for internet safety in place by schools, only three involve education of children and/or parents: internet use agreements/permission forms, education programmes, information provided to parents. As one teacher pointed out:

*“We also need to educate parents about the dangers but also about appropriate use of this technology in general - how it can benefit students and what good aims for internet usage may mean.”*

It is notable that the school approach to internet safety appears to primarily take the form of controlling or supervising access, e.g. preventing children from having access to inappropriate sites. While this is an important safety precaution, it does not give children the information they need to keep themselves safe when accessing the internet unsupervised, or away from school.

**Table 2: Internet safety interventions mentioned by ICT lead teachers**

<b>INTERVENTIONS USED BY PRIMARY &amp; INTERMEDIATE SCHOOLS</b>	<b>No.</b>	<b>% of teachers mentioning</b>
1. Teacher supervision	20	57%
2. Internet safety policy/procedures	19	54%
3. Filtered/blocked access	14	40%
4. Internet use agreements/permission forms	12	34%
5. Password access	4	11%
6. Education programmes	4	11%
7. Information provided to parents	3	9%
8. Kidsafe search engines	3	9%
9. ICT component built into staff meetings/training	3	9%
10. History file audits	2	6%
11. Screens facing into room	2	6%
12. Proxy logs monitored	2	6%
13. Firewall	1	3%
14. Email supervised	1	3%
15. Attachments/emails from unknown sources deleted unopened	1	3%
16. Inexperienced staff not to use internet with children	1	3%
17. Task bars displayed at all times	1	3%
18. Code of ethics in ICT plan	1	3%
19. No names to accompany photos/work on website	1	3%
20. Mandatory reporting	1	3%
21. No chat rooms allowed	1	3%
22. Intranet	1	3%
23. Safe links for topics of study	1	3%
24. Children sit internet safety licence	1	3%
25. Norton Internet security	1	3%
26. Children don't have email	1	3%
27. Address bar removed	1	3%

Each of the interventions mentioned by more than one teacher is described in more detail below.

### **2.2.1 Teacher supervision**

Many schools have policies that children can access the internet only under teacher supervision. One teacher explained: "*...usually the safest way (to address internet safety) is to have a teacher or adult supervising all work that needs web access*".

Three teachers specified methods they use to ensure the internet is inaccessible when a teacher is not present:

- Computers switched off when teacher not present
- Network cord removed when teacher not present
- Server cuts off at lunchtime and at interval

Others mentioned the use of passwords and having computer screens facing into the classroom. Both of these are listed as separate interventions.

### **2.2.2 Internet safety policy/procedures**

Of the schools that mentioned policies and/or procedures on internet use, some had these in place in their schools while others were currently writing them. Most teachers did not go into detail about the policies and/or procedures that they were using.

Three teachers explained how they involved parents, e.g:

*"... an internet use policy... is formally taught to students, and a copy is taken home for parents to read. The policy then needs to be signed by both students and parents..."*

*"We have a policy we go over with children and parents. We send it home for the parents to sign."*

The interventions mentioned by teachers as part of their school's policy have also been listed under their specific headings.

### **2.2.3 Filtered/blocked access**

Five different types of filtered/blocked access were mentioned:

- Only bookmarked sites previewed by teachers allowed
- Sites checked before going onto intranet. One teacher described how *"We have a technician who puts sites on the intranet. Sites are checked before they go on to make sure they are suitable for the topic. Younger children, under Year 5, only see intranet sites."*
- Watchdog as Internet Service Provider. One teacher explained: *"Our internet provider is Watchdog Corporation Ltd who filters unacceptable material and also provides email filtering."*
- Proxy server management *"so that controlled access is made available"*.
- Web filtering/blocking software, specifically:
  - Squid Guard
  - Web Marshall
  - Net Nanny
  - Cyber Patrol
  - Ranger

One teacher noted:

*"We...have web filtering software and have not had any reports of children accessing objectionable material."*

#### **2.2.4 Internet use agreements/permission forms**

Many schools required written permission of caregivers as well as children's agreement to certain guidelines before allowing children online. As two teachers explained:

*"As children enter the school they need to sign a user's agreement form with their parents. This covers whether or not their work and/or photos are allowed to be displayed on our web page and an understanding that they will tell teachers if they discover any sites which upset or disturb them."*

*"The policy...needs to be signed by both students and parents and returned to school before child is allowed on the internet."*

Two teachers said that, as well as parents and children, staff at their schools were also required to complete 'appropriate use' agreements or policies.

#### **2.2.5 Password access**

Several teachers said that, at the schools in their cluster, teachers had to enter a password known only to the teachers before children could go online. Without the password, children were unable to access the internet.

#### **2.2.6 Education programmes**

Several teachers said that they had programmes in place to educate pupils about internet safety. As one teacher explained:

*"Each teacher spends time discussing safety on the internet and protocols involved."*

One teacher said that staff and parent awareness of the issues was addressed, as well as children's awareness.

#### **2.2.7 Information provided to parents**

Four different methods of providing information on internet safety to parents were mentioned:

- Information to parents on home use
- Internet safety sessions for parents
- Community education classes
- Newsletters with information for parents

### 2.2.8 Kidsafe search engines

Two teachers mentioned Yahoo!igans specifically as the kidsafe search engine in use at their schools.

### 2.2.9 History file audits

At one school, an audit was carried out on the history files three times a year, and at another school it was done 'regularly'.

### 2.2.10 ICT component built into staff meetings/training

One teacher said that an ICT component was part of every full staff meeting *"and internet use and abuse is a topic often visited"*. Another teacher commented that internet safety was part of staff professional development sessions in internet and email use.

### 2.2.11 Screens facing into room

Two teachers mentioned computer screens facing into the room, and visible to the teacher. As one teacher explained:

*"Every terminal is pointing out into the classroom. We know what they're meant to be doing and we can see."*

### 2.2.12 Proxy logs monitored

One teacher noted that proxy logs were monitored for 'unacceptable words or phrases' at random intervals, such as every two or three days.

## 2.3 School awareness & use of Internet Safety Kit

A majority of teachers (83%) had heard of the Internet Safety Kit produced by the Internet Safety Group (ISG) and 77% had access to the kit. Eleven percent of the total sample used the kit regularly, and 63% used it sometimes, totalling 74% who used the kit.

**Table 3: Use of ISG Internet Safety Kit**

Heard of kit			Access to kit			Use of kit		
	No.	%		No.	%		No.	%
Yes	29	83%	Yes	27	77%	Regularly	4	11%
No	6	17%	No	1	3%	Sometimes	22	63%
						Not at all	1	3%

Nineteen percent of those who used the kit 'sometimes' said they used it in drafting their policies and permission documents.

## 2.4 Other internet safety resources in use in schools

**Table 4: Awareness of other resources on internet safety in use in school**

	No.	%
YES	14	40%
NO	8	23%

Forty percent of ICT teachers said they were aware of other resources on internet safety in use in their schools, as shown in Table 4. The resources mentioned were:

- Web resources
- A Victoria government resource
- Guidelines produced by an ICT teacher
- Interactive Disney website
- Cyber Patrol
- Books and publications, such as *Computers in Schools*
- TKI-produced video<sup>5</sup>
- Information technology resources on internet management and safety
- Discussion documents from an ICT committee
- Internet safety game
- Department of Internal Affairs material

## 2.5 Need for internet safety to be addressed with children in school

A majority of ICT teachers (63%) felt there was a need for internet safety to be addressed with children in their schools, as shown in Table 5.

**Table 5: Need for internet safety to be addressed with children in school**

	No.	%
YES	22	63%
NO	9	26%

Fourteen percent of these teachers added that they were already addressing the need in their schools. Other comments were:

*"We always need to be aware of safety issues and monitor our own systems"*

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<sup>5</sup> Te Kete Ipurangi (TKI) - The Online Learning Centre - is a bilingual web community which provides educational material for teachers, school managers and the wider education community. It is a Ministry of Education initiative.

*"This has to be an ongoing initiative - as it must be with staff and parents"*

*"MOE (Ministry of Education) provide firewall/security software and licences which are expensive"*

*"There is always a need – every year we address it"*

## **2.6 Suggestions on how to address internet safety with children**

Eighteen teachers (51%) made suggestions on the best way to address internet safety issues with children. Eleven (31%) said educating children and/or parents was the best way to address the issue. Ideas mentioned included:

*"Talking to classes and outlining the issues without overdoing it"*

*"I believe that it should be taught within the class programme along the same lines as the Keeping Ourselves Safe (KOS) programme. After all, it is another aspect of this and this programme is already being taught yearly in our classes"*

*"Discussion and knowledge of what to do, how to behave in this new public arena."*

*"By teachers as a regular part of their teaching/learning programmes. Fits easily into Health - Personal Safety. Of course, this means teachers have to be up to speed."*

Six teachers (17%) suggested having school policies on internet use. One teacher gave an example of a policy in place in her school:

*"Children [have] explained [to them] the dangers of our society and their risk when using the internet. We have a process of 'monitor off, hand up, teacher to remove children from room, teacher and another adult turn monitor on and record details. ICT manager and principal informed. Parent/s supported in providing counselling to child/ren if deemed necessary.' This has never occurred - and shouldn't - but is structured so that if needed, the support is there."*

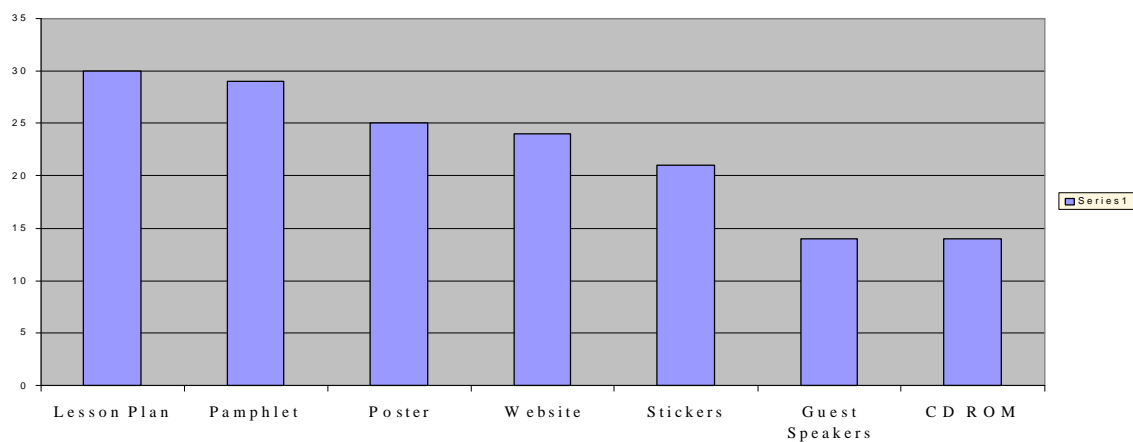
Other suggestions were:

- Encouraging parents to have their home computer in the lounge
- Supervision by staff when children online
- Encouraging individual responsibility for internet use
- Education of teachers
- A variety of approaches depending on the age and stage of the students

## 2.7 Preferred internet safety educational resources

Teachers were asked their opinions about seven potential resources for addressing internet safety with children in school. As shown in Table 6, the majority (86%) preferred a lesson plan for teachers on internet safety. The other options, in order of preference, were pamphlet with internet safety tips (83%), classroom poster (71%), interactive website (66%), stickers (60%), CD-ROM (40%), guest speakers (40%).

**Table 6: Preferred internet safety resources**



## 2.8 What else would be useful

Fourteen teachers (40%) suggested other interventions which they felt would be useful in addressing internet safety issues with children, parents and teachers. Three teachers (9%) suggested provision of guidelines for teachers. One teacher suggested:

*“Clear guidelines from the Government on acceptable use, e.g. publication of children’s photos to be in groups of three with signed consent and no identifying details used”*

Three teachers also mentioned using TV, in particular television advertisements. One teacher suggested:

*“More television ads and advertising good practices and responsible use to parents”*

Two teachers felt that addressing internet safety in teacher training programmes would be useful. Other suggestions were made by only one respondent each. A full list of suggested interventions appears in Appendix 2.

## **RECOMMENDATIONS**

Analysis of the survey has highlighted a gap in the safety resources currently in use – the lack of portable, direct educational approaches to keep children safe on the internet wherever they are. In line with the preferred approaches rated by teachers, the following recommendations are made for the attention of key stakeholders, such as the Ministry of Education, Department of Internal Affairs Censorship Compliance Unit, Health Promoting Schools programmes, Information and Communication Technology teachers and schools nationwide:

1. More direct and ‘portable’ educational approaches for children that help them at school and at home when and if they are exposed to inappropriate material
2. More attention to children’s home use and parents’ education about the internet
3. Adoption of the preferred educational approaches, i.e:
  - lesson plan
  - pamphlet for children and parents
  - interactive website for children
  - classroom poster
  - stickers for children

ECPAT NZ has undertaken to create a pamphlet aimed at parents and children, and an interactive website for children, including downloadable lesson plans for teachers. It is hoped that other agencies will undertake further measures.

## **APPENDIX 1**

### **Introductory letter to ICT teachers & survey**

Dear ICT teacher,

ECPAT NZ Inc wants to hear from you about your concerns for the safety of primary school children on the Internet.

With 96% of New Zealand primary schools now connected to the Internet, we believe that it is crucial to equip young children with the information and skills to keep themselves safe on the Net. Having reviewed the Internet safety resources currently available, ECPAT is concerned that there is nothing specifically designed for young children. (More information about ECPAT NZ Inc is included at the bottom of this email.)

The greatest risk to children on the Net is from paedophiles who meet children in real life after first meeting them in chatrooms, and from exposure to child pornography. Since the inception of the Department of Internal Affairs' Censorship Compliance Unit five years ago, 383 New Zealanders have been caught trading child pornography via the Internet. (More information is included at the end of the survey).

As well as contacting the ICT teachers network, ECPAT is also consulting with principals and school trustees. If a need for Internet safety resources for primary school children is found, we will work to produce resources to meet that need.

To assist us in assessing the need for resources, we are conducting the survey below. We would appreciate it if you would take a few moments to answer the following questionnaire and return it to us by Friday, 23 October, by return email or fax.

## QUESTIONNAIRE ON INTERNET SAFETY

1. Are you concerned about the safety of children in general on the Internet?  
YES                      NO
2. Is Internet safety being addressed with children in school?  
YES (Please give details of what is happening at your school)  
NOT REALLY  
NO
3. Have you *heard of* the Internet Safety Kit produced by the Internet Safety Group?    YES    NO    (If NO, go to Question 6)
4. If yes, do you have *access* to the Kit?
5. Do you use the Kit?    REGULARLY                      SOMETIMES                      NOT AT ALL
6. Do you know of any other resources on Internet safety in use in your school?  
(Please list)
7. Is there a need for Internet safety to be addressed with children in your school?    YES                      NO
8. If yes, what is the best way to address it?
9. Which, if any, of the following would be useful in addressing Internet safety with children in school? (Put an X by all that you consider appropriate)
  - a) Lesson plan for teachers on internet safety
  - b) Guest speakers
  - c) Pamphlet with internet safety tips
  - d) Interactive website with internet safety tips
  - e) Stickers with internet safety tips
  - f) Classroom poster with internet safety tips
  - g) CD ROM with internet safety tips
10. What else would be useful?

### DETAILS:

#### Are you:

An ICT teacher?

Other (please specify)

**Your school is:**

Primary

Intermediate

Secondary

Other (please specify)

**Name:** (optional)

**THANK YOU FOR YOUR PARTICIPATION**

Please return this questionnaire to [valerie\\_ecpatnz@iconz.co.nz](mailto:valerie_ecpatnz@iconz.co.nz) or press the Reply button. Alternatively, print out and fax to (09) 846-2627 or send to Valerie Ussher, Resource Coordinator, ECPAT NZ Inc, PO Box 41-264, St Lukes, Auckland.

## APPENDIX 2

### Responses by ICT teachers to question on other useful resources

#### 10. What else would be useful?

Senior Sec school policies with discussion why this approach was taken. (3)

Regular updates by e-mail to teachers about the dangers and tips to assist them with how to handle these everyday issues. (5)

All school computers to be linked to an Education Server farm where software is provided and the managers of the server farm will be in charge of security system that monitors what sites have been accessed at schools. (6)

Build in an element of this into teacher training programmes so that the understanding is in place before they begin teaching. (7)

Television advertisements, part of the teacher training ICT module, information sharing with NZPF and NZSTA. (11)

None of these are particularly useful as we are well established in providing and maintaining a safe environment in which staff and children use the internet both as a resource and as a publishing tool. (13)

Format for use with community to educate them on school's approach to internet safety. (14)

Should be part of the culture of the school (like wearing helmets on your bike, etc). (16)

Clear guidelines from the Government on acceptable use e.g. publication of children's photos to be in groups of three with signed consent and no identifying details used. More television ads and advertising good practices and responsible use to parents. (17)

If it is a real concern then students should be supervised while online or the school actively download stuff on to their own intranet. Kids are kids - if they can get away with stuff they will try it. (21)

National guidelines on policy that could be incorporated in the above. Have to be careful what you screen with because they [filters] cut out

sites. A national agreement that all schools signed that became a part of what they do. Maybe guidelines on what were good filters for the internet. (28)

Something like I've done for parents - a newsletter template for schools that could be adapted. (29)

Keeping it in front of people all the time. Publicity. (30)

Greater awareness in caregivers of the real benefits the Internet offers with awareness of the possible dangers that it poses as well. (34)

Promote to kids in a way they watch like 'What Now'. Use TV because it's interactive. Kindergartens are just starting to put computers into kindy. Target Plunket and PlayCentre. Use public libraries. (35)

## APPENDIX 3

### ECPAT NZ Inc



**Vision:** *For all children to live in a world free from sexual exploitation and abuse*

Established in 1993, **ECPAT NZ Inc** is the only organisation in New Zealand whose sole focus is the protection of children from the sex trade, namely:

- **Child prostitution**
- **Child pornography (particularly via the Internet)**
- **Trafficking of children for sexual purposes**
- **Sex tourism**

**ECPAT NZ Inc** is affiliated to ECPAT International, a global network of groups working to protect children against commercial sexual exploitation. **ECPAT NZ's** principal sponsor and supporter is Save the Children.

Founded in Thailand in 1990, ECPAT ( 'End Child Prostitution in Asian Tourism' ) grew out of the growing concern by Asian-based non-government organisations that tourism was creating a demand for commercialised child sexual abuse. (More information about ECPAT International can be found at [www.ecpat.net](http://www.ecpat.net).)

The name ECPAT now stands for 'End Child Prostitution, Pornography & Trafficking'.

**ECPAT NZ Inc** works closely with:

- New Zealand Police
- Department of Internal Affairs, Censorship Compliance Unit
- The Commissioner for Children
- New Zealand Customs
- Ministry of Justice
- Ministry of Foreign Affairs and Trade

The cornerstone of the ECPAT campaign is the *United Nations Convention on the Rights of the Child* that the New Zealand Government ratified in 1993. Article 34 states:

State parties undertake to protect the child from all forms of sexual exploitation and sexual abuse. For these purposes State parties shall in particular take all appropriate national, bi-lateral and multi-lateral measures to prevent:

- (a) the inducement or coercion of a child to engage in any unlawful sexual activity;
- (b) the exploitative use of children in prostitution or other unlawful sexual practices;
- (c) the exploitative use of children in pornographic performances and materials.

**ECPAT NZ** is dedicated to raising awareness politically, governmentally and throughout every sector of society to bring about the end of the commercial exploitation of children for sexual purposes everywhere.

Some of **ECPAT NZ**'s actions to date have included:

- **Initiating the campaign to amend the Crimes Act 1961** making child sex tourism and the sexual abuse of children overseas a punishable offence in New Zealand
- **Lobbying the Government to draft a National Plan of Action** against the Commercial Sexual Exploitation of Children
- **Commissioning research into the incidence and extent of child prostitution** in New Zealand
- **Participating in the production of the Internet Safety Kit**, as a member of the Internet Safety Group