klik dengan bijak™

CyberSAFE IN SCHOOLS

SAFETY NET:

CAPACITY
BUILDING AMONG
MALAYSIAN
SCHOOLCHILDREN
ON STAYING
SAFE ONLINE

A NATIONAL SURVEY REPORT 2014

MINISTRY OF EDUCATION MALAYSIA

MCMC

CyberSecurity
MALAYSIA
An agency under MOSTI

DiGi
Internet
For All™

safe internet

"The benefits of the internet far outweigh the harm that can result, but we cannot afford to be complacent."

JON FREDRIK BAKSAAS
President and CEO, Telenor Group

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FOREWORD

**YBHG. DATO'
MOHAMED SHARIL
MOHAMED TARMIZI**
Chairman of the
Malaysian
Communications
and Multimedia
Commission

Today, Malaysians have embraced online or digital lifestyle in great numbers across the nation due to the success of our National Broadband Initiatives. While Malaysians are enjoying the benefits from online services everywhere across the country whether for business or social, the Malaysian Communications and Multimedia Commission (MCMC) is cognizant of the increasing need to safeguard them, especially children who are the most vulnerable to threats and risks related to internet. In this respect, MCMC runs a "Klik Dengan Bijak (Click Wisely)" programme as a collaborative multi-stakeholder initiative to support the internet safety programme, which was launched in 2012. Recognising that safe and positive use of the internet is the responsibility of all, we appreciate the great efforts DiGi has undertaken in its CyberSAFE in Schools programme.

The 2014 National Survey Report is one of the many much-needed data and information gathering initiatives to track how users are using the internet. The survey is a useful reference on the state of children's online experience in Malaysia and the 2nd edition of the survey will provide trends and benchmarks for the online behavioural patterns of our children. We believe it complements the Annual Household Use of the Internet Survey conducted by MCMC and other research conducted by local universities in collaboration with MCMC through the Networked Media Research Collaboration Programme (NMRCP).

The NMRCP is now in its sixth year and has conducted a number of studies on the social impact of Internet usage on individuals and the community in both quantitative and qualitative ways. More importantly, these studies delve into the attitudes and motives of the user and have provided us insights as to how the Internet has become a part of their lives. These credible data and information are shared with the industry and used to target internet safety awareness and public education programmes.

We believe this 2014 National Survey Report will add value to the existing knowledge base and could lead us to better articulate these resources to promote a sustainable civil society where online services will provide the basis of continuing enhancements to quality of work and life.

We look forward to seeing more constructive efforts from DiGi to help develop and enhance the current child online protection programmes and we encourage more parties to be involved in protecting children from online abuses and threats.

BUILDING DIGITAL RESILIENCE TOGETHER

Since its establishment in 2010, over the years we have had the great opportunity of seeing the growth and development of the CyberSAFE in Schools programme through various activities such as awareness talks, workshops, performing arts, or ambassador programs.

Each year, CyberSAFE in Schools programme has extended its outreach activities by delivering cyber safety education and awareness to more schoolchildren and teachers around the country culminating in a total of 20,000 students in 2013. This could not have been achievable without the support and cooperation from The Education Technology Division of the Ministry of Education as well as DiGi Telecommunications who through the years have shown their dedication and enthusiasm to the CyberSAFE in Schools programme.

With the smart partnership, 2013 saw a total of 500 teachers in the primary and secondary schools nationwide who were given training on cyber safety awareness for them to educate and guide the schoolchildren on the challenges they face online. 2013 also saw the first survey on CyberSAFE in Schools programme conducted among all participating students and teachers through a pre and post assessment that has given us a greater understanding of the digital landscape among Malaysia's school students which will help us develop more effective cyber safety awareness programs and strategies moving forward.

Among the many important information gathered during the CyberSAFE in Schools programme was the habits of school students while on the internet, their parents involvement in their daily online lives, and their exposure and understanding related to cyber-bullying, which we see as a major threat to the digital lives of Malaysia's youth in the digital landscape.

With these new information gathered in hand, 2014 onwards will see more development, coordination and joint effort in mitigating the risks online that our schoolchildren are exposed to.

On behalf of CyberSecurity Malaysia , I would like to express my sincere thanks and appreciation for the cooperation given by all parties, especially DiGi Telecommunications and the Ministry of Education, Malaysia.

DR. AMIRUDIN
ABDUL WAHAB
Chief Executive Officer
CyberSecurity Malaysia

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EXECUTIVE SUMMARY

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EXECUTIVE SUMMARY

Safety Net: Capacity Building among Malaysian Schoolchildren for Staying Safe Online

This 2014 CyberSAFE in Schools National Survey Report is based on a study involving 13,945 Malaysian schoolchildren between the ages of 7 and 19. Data were collected from all states in 2013, with adequate representation for gender, urban-rural strata and ethnicity.

The study examined several dimensions of internet-related behaviour: online safety, cyber-bullying, support networks and personal concerns. The findings of the study are instrumental in developing approaches for enhancing digital citizenship in Malaysia, particularly to define efforts towards safe internet practices, as well as capacity building targeted at teachers, counsellors and parents.

Insights from the analysis dispel some common perceptions about children, while other findings highlight risks that warrant immediate action by various stakeholders.

The following are some of the key findings.

I.   **High risk factor #1:** Although more than 80% of those surveyed view online safety as important, there still remains around 40% of children that do not know how to protect themselves on the internet. Comparisons between age groups show that children aged 15 or less are more vulnerable to risk than those aged between 16-19.

II. **High risk factor #2:** 83% of children do not undertake a broad range of actions to protect themselves on the internet, with 30% of them reporting that they either take no action at all or take only one action toward online safety.

III. **High risk factor #3:** The survey reveals that 45% of all schoolchildren exercise low levels of online safety. Despite this, 52% say that they feel safe on the internet. Another 38% are unaware of the need for multiple steps that can be taken to safeguard themselves on the internet.

IV. **Dismissing common perception #1:** The survey demonstrates that there is not necessarily a significant higher level of awareness or protective action taken by children from urban areas as compared to those in rural areas.

V.   **Dismissing common perception #2:** The findings reveal that children's awareness of online dangers does not necessarily translate to positive action. It was found that more than 40% of children who said that online safety is important, continue to exercise low levels of online protection.

VI. **Dismissing common perception #3:** Although the study shows that many Malaysian children's practices reflect poor digital resilience, it appears that children have genuine concerns about using the internet. Some of their key concerns are anonymity, unknown identity of people they are interacting with, and invasion of their privacy.

VII. **Adult intervention #1:** All age groups reported incidences of cyber-bullying, with 25% reporting that they have been bullied at least once. The survey further shows that almost 45% prefer to disclose information about negative experiences to their parents, friends and siblings. However, teachers, school counsellors and public help-lines do not appear to be a part of the main support system for talking about such incidents. There is certainly a need to take measures toward increasing resources for children to get help if needed.

VIII. **Adult intervention #2:** A number of children across all demographic variables reported that they did not have know-how about online safety and protection. There needs to be a concerted effort to harness the energy of the internet to highlight possible danger that may arise due to a lack of knowledge, as well as to educate children, parents and teachers about safety and protection.

This CyberSAFE in Schools 2014 Report concludes by making recommendations for mediation, capacity building, and programmes to nurture active digital citizenship and develop stronger digital resilience among Malaysian children.

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SECTION 1
RESEARCH CONTEXT

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RESEARCH CONTEXT

CyberSAFE, short for Cyber Security Awareness For Everyone, is a Malaysian initiative aimed at educating and enhancing the awareness of the general public on the technological and social issues facing internet users, particularly on the dangers of getting online. Initially set up by CyberSecurity Malaysia, the national cyber security specialist under the purview of the Ministry of Science, Technology and Innovation, Malaysia (MOSTI), it grew out of the need to address internet-related issues emerging from a vibrant digital agenda. Since 2010, the CyberSAFE programme has reached out to thousands of digital communities in Malaysia inclusive of schoolchildren, teachers, executives and working level as well as the rural communities.

It currently benefits from collaboration among a number of strategic partners: the Ministry of Education, the Malaysian Communications and Multimedia Commission (MCMC), Childline Malaysia and DiGi Telecommunications. One of CyberSAFE's more discernible school-based programmes is the CyberSAFE in Schools programme, launched on September 2010 by the Deputy Prime Minister, Yang Amat Berhormat Tan Sri Dato' Hj. Muhyiddin Bin Hj. Mohd Yassin, as a joint initiative between the Ministry of Education and the Ministry of Science, Technology and Innovation. In 2011, DiGi Telecommunications joint the smart partnership and continued to initiate a nationwide outreach campaign aimed at raising the awareness of child safety on the Internet. The main driving force of the CyberSAFE in Schools programme is a series of educational awareness session conducted for students and teachers.

This report outlines the outcomes of a national survey within the CyberSAFE in Schools programme. The research was carried out in 2013, before and after a series of CyberSAFE in Schools workshops. The findings were derived from schoolchildren's self-reports on their views and behaviour during internet use.

The objective of the survey was to examine several dimensions of internet-related behaviour:
1) awareness and practice related to online safety and protection;
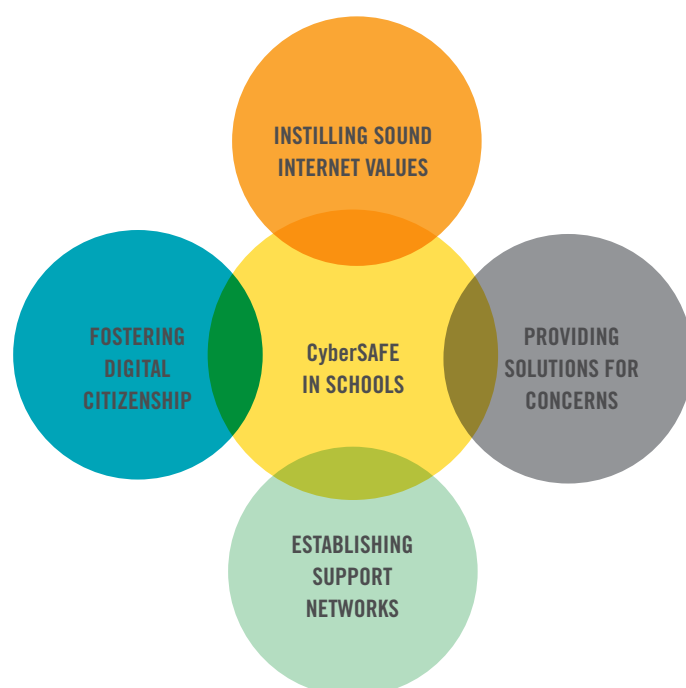2) negative experiences and concerns about internet use;
3) support networks for children facing risk or harm; and
4) indicators of online safety trends in the country.

A study on schoolchildren's use of digital devices and the internet, as well as their online behaviour, provides much insights into the ways in which children think, and interact online. As we begin to grasp the evolution of mobile communication, advancements in the media, as well as changes in our socio-cultural sphere, we must also understand the ways our children deal with online interaction. Outcomes of the survey provide insight into ways of instilling sound internet values, providing solutions for concerns and negative influences, strengthening support networks, and fostering digital citizenship.

Malaysia's very own ICT-in-Education policies aim to deliver the promise of technology, using digital and online learning materials and communication channels that neutralise geographical and hierarchical distance. This requires a level of preparedness by all – teachers, parents and community leaders.

To these ends, this report brings together several strands of schoolchildren's behaviour in order to paint a just picture of their experiences in and out of school. It is a record of children's thoughts, actions and tendencies aimed at understanding the world they have learnt to live in, influences that will ultimately affect our ways of parenting and educating children.

The 2013 CyberSAFE in Schools study involved children from all parts of the country. A total of 13,945 boys and girls aged 7 to 19 took part in CyberSAFE in Schools workshops administered by teachers, and responded to the survey before and after each workshop. A total of 16 workshops were conducted over a period of one year. Teachers and students from both urban and rural schools participated in the study which was carried out over 9 months. The rich demographic profile of Malaysian schools was viewed as a useful resource for examining current-day internet practices among young people in Malaysia.

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INSTILLING SOUND INTERNET VALUES

FOSTERING DIGITAL CITIZENSHIP

CyberSAFE IN SCHOOLS

PROVIDING SOLUTIONS FOR CONCERNS

ESTABLISHING SUPPORT NETWORKS

Each CyberSAFE in Schools workshop began with training for teachers, who later educated their students. The focus of the workshops was to provide basic understanding of the use of the internet as well as to raise awareness of cyber-safety. Each workshop lasted five and a half hours and its content was structured around four broad themes:

(i) **Securing the human** by exercising sound online and social networking habits, and by protecting one's online privacy and personal information.

(ii) **Securing the internet access device** by learning about ways to secure online information. A series of interactive learning aids and educational videos were used for this purpose.

(iii) **Securing the network** by learning about various types of connectivity.

(iv) **Securing internet use** by focusing on positive pro-social behaviour as well as using appropriate forms of access to the vast number of online resources.

DEMOGRAPHIC PROFILE OF RESPONDENTS (n=13,945)

GENDER		n
Male	40%	5,520
Female	60%	8,425

AGE		n
Aged <13	27.6%	3,849
Aged 13-15	43.8%	6,103
Aged 16-18	24.9%	3,474
Aged >18	3.7%	519

REGION		n
North	20.4%	2,846
Central	8.4%	1,173
South	22.1%	3,076
East Coast	18.4%	2,563
East Malaysia	30.7%	4,287

STRATUM		n
Urban	73%	10,225
Rural	27%	3,720

ETHNICITY		n
Malay	62%	8,652
East Malaysian Bumi	11%	1,469
Chinese	17%	2,440
Indians	5%	657
Others	5%	727

STATE		n
Perlis	2%	288
Kedah	2%	341
Penang	13%	1,850
Perak	3%	367
Selangor	5%	754
Kuala Lumpur, WP	3%	419
Negeri Sembilan	6%	771
Johor	17%	2,305
Pahang	11%	1,504
Terengganu	6%	788
Kelantan	2%	271
Sarawak	10%	1,404
Sabah	15%	2,081
Labuan, WP	6%	802

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RESULTS OF SURVEY

The results of the survey were analysed to gain insight into Malaysian children's behaviour in relation to four dimensions: online safety, cyber-bullying, support networks and personal concerns. The study rests entirely on children's self-reports, given in the form of responses to questionnaires administered online using a personal username and password.

A series of chi-square tests were used in the analysis and the results are expressed in terms of percentages and frequency counts. Cross-tabulation provided the means for comparing students' views across variables, and facilitated the process of drawing conclusions about Malaysian children's use of the internet.

In order to provide a comprehensive profile of the young and adolescent internet user, respondents' behaviour was analysed with respect to various demographic variables, such as age, gender and location of school. Behaviour was viewed largely in terms of thought and action, such as whether they perceived online safety an important feature or if the number of hours spent on the internet a week is significant. In this report the words online and internet as well as children and respondents are used interchangeably.

The results are presented under four sections, each representing one of the four dimensions.

The following are definitions of some concepts used in the report.

- **ONLINE SAFETY:** safe internet practice, reflected in the use of actions or tools against emotional or physical risk or harm due to interaction over the internet.

- **PROTECTIVE ACTION:** action taken towards safe internet practice.

- **RISK OR HARM:** a threat or real event where a child is exposed over the internet. Possible events include instances of cyber-bullying, cyber-stalking and cyber-grooming.

- **LEVEL OF SAFETY:** the degree to which online safety is ensured; the use of protective action such as different passwords for different accounts or logging out after using a public computer.

- **HIGH LEVEL OF SAFETY:** the use of eight or more protective actions to protect oneself from possible harm.

- **MODERATE LEVEL OF SAFETY:** the use of four to seven actions to protect oneself from possible harm.

- **LOW LEVEL OF SAFETY:** the use of zero to three actions to protect oneself from possible harm.

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DIMENSION 1:
ONLINE SAFETY AND PROTECTION
(1) ACTIONS TAKEN TOWARD ONLINE SAFETY

The first step in establishing children's awareness of online safety was to determine the number of steps they took to protect themselves on the internet. Children were asked to choose from 12 options to indicate the various steps they would take to protect themselves on the internet. The list of actions covered common tasks such as privacy settings, use of passwords and emailing. It was envisaged that selection of more actions would reflect a higher level of safety awareness.

- The results show that few children use a wide range of actions to ensure online safety.
- Almost a third of all children (29%) indicated that they use zero or one action to protect themselves on the internet. Of this group, 25% (n=3,552) selected one out of the 12 options offered; 4% (n=618) did not select any option. This may have been due to not knowing how to protect themselves, not agreeing with any of the items in the list or because they had ignored the question.
- Only 17% (n=1,379) of the children indicated that they took 8, 9 or 10 actions. Of the rest, 38% took 4-7 actions while 45% took 0-3 actions.

1A. DISTRIBUTION OF CHILDREN BY NUMBER OF PROTECTIVE ACTIONS TAKEN TO PROTECT THEMSELVES (n=13,945)
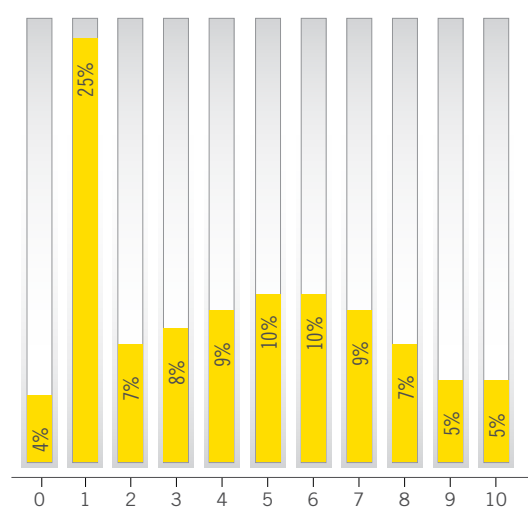
What actions have you taken to protect yourself on the internet?

1. Set my privacy setting
2. Scan all my downloaded files
3. Not open emails from strangers
4. Not add strangers as friends
5. Not reveal my personal information
6. Not share too much information about myself
7. Practice good internet etiquette/manners (e.g. respectful of others, be polite)
8. Log out every time when using public computer
9. Only use public computer for general surfing, rather than accessing online accounts
10. Use strong passwords
11. Others not in this list
12. Not done anything

- The survey revealed that 9 of the 12 steps appeared to be most used by the respondents. The one step that 60% of the respondents would use is 'Log out every time when using [a] public computer.'
- Other steps that were used by the children were 'Not reveal my personal information' (55%), 'Not share too much information about myself' (53%) and 'Set my privacy settings' (50%). A large percentage of them also indicated that they would use strong passwords (44%), not add strangers as friends (43%), not open emails from strangers (38%) and practice good internet etiquette (30%).
- Only 15% of the respondents indicated that they took steps toward safety when using a public computer.
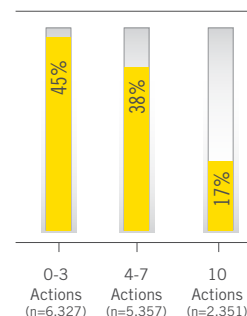
1B. PERCENTAGE OF CHILDREN BY ACTION TAKEN (n=13,945)

0-3 Actions (n=6,327) 45%
4-7 Actions (n=5,357) 38%
10 Actions (n=2,351) 17%
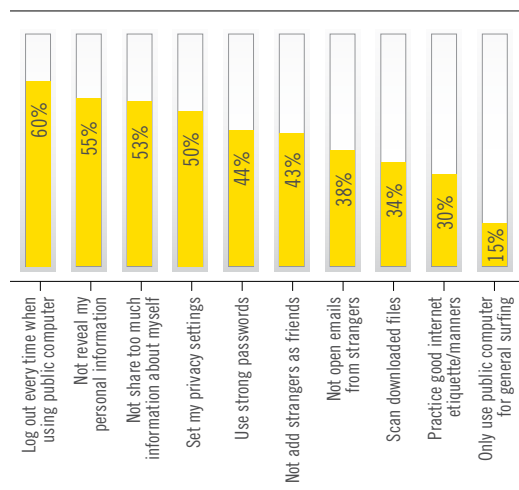
ONLY A SMALL PERCENTAGE OF CHILDREN USE A WIDE RANGE OF STEPS TO ENSURE ONLINE SAFETY.

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DIMENSION 1:
ONLINE SAFETY AND PROTECTION
(2) AGE AND ACTIONS TAKEN TOWARD ONLINE SAFETY

The second area of investigation was online safety awareness with reference to age. To determine age-related patterns in the data, responses to the question of number of actions taken to protect oneself were cross-tabulated with age. Four age categories were analysed, i.e.

• Children aged below 13 (n=3,849)
• Children aged 13-15 (n=6,103)
• Children aged 16-18 (n=3,474)
• Children aged above 18 (n=519)

• Overall, it was found that older children take more actions to protect themselves than younger children.
• 44.3% of primary schoolchildren (<13) take no actions (7.7%) or one action (36.6%). In comparison, 18.5% of those aged above 18 take no actions (2.7%) or one action (15.8%).
• About 24% of children aged above 18 take 8-10 actions to protect themselves. However, only 8% of children below 13 take the same number of actions.
• Cross-age comparisons show that children below the age of 15 take fewer actions to protect themselves on the internet than those aged 16 or more.

2A. DISTRIBUTION OF CHILDREN BY AGE AND NUMBER OF PROTECTIVE ACTIONS TAKEN

Aged <13
(n=3,849)

Aged 13-15
(n=6,103)

Aged 16-18
(n=3,474)

Aged >18
(n=519)
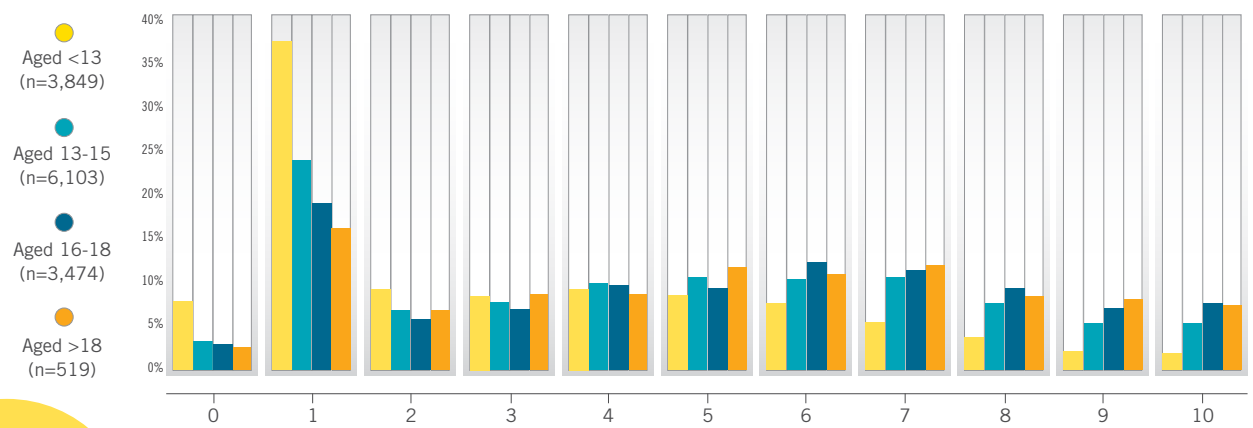
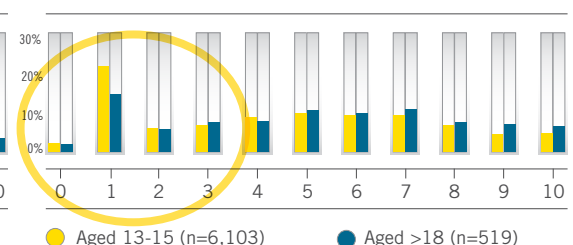**MORE OF THE YOUNGER CHILDREN TAKE A FEW ACTIONS. MORE OF THE OLDER CHILDREN TAKE MANY ACTIONS.**

2B. COMPARISON BETWEEN <13 AND >18

● Aged <13 (n=3,849)   ● Aged >18 (n=519)

2C. COMPARISON BETWEEN <13 AND 16-18

● Aged <13 (n=3,849)   ● Aged 16-18 (n=3,474)

2D. COMPARISON BETWEEN <13 AND 13-15

● Aged <13 (n=3,849)   ● Aged 13-15 (n=6,103)
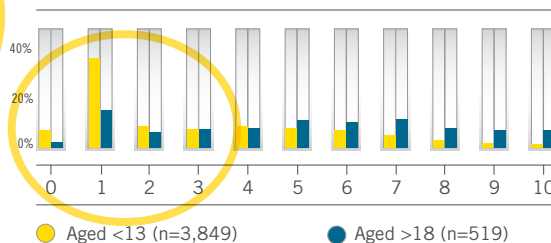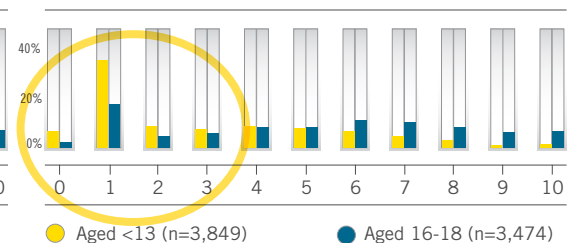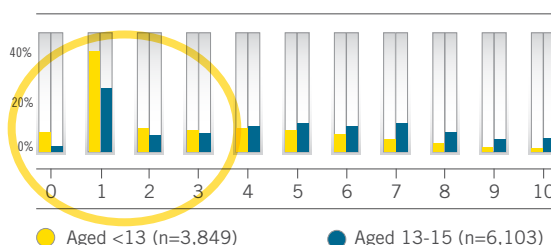
2E. COMPARISON BETWEEN 13-15 AND >18

● Aged 13-15 (n=6,103)   ● Aged >18 (n=519)

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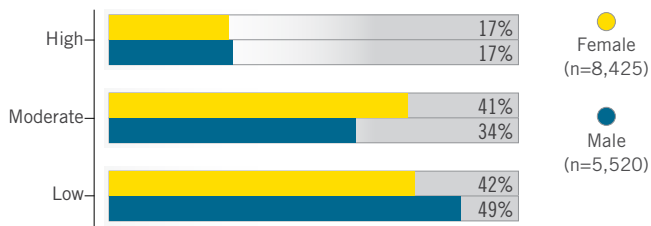**RESULTS OF SURVEY**

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DIMENSION 1:
ONLINE SAFETY AND PROTECTION
(3) LEVEL OF SAFETY BY GENDER

Children's sense of safety was also explored in terms of their gender.

- Overall, there was little difference in the number of steps taken by male and female children to protect themselves on the internet.

- The survey revealed that almost half the male children (49%) exercise low levels of protective action when they are on the internet. In comparison, a smaller percentage of female children (42%) fell in this category.

3. LEVEL OF SAFETY BY GENDER

High	17% (Female) / 17% (Male)
Moderate	41% (Female) / 34% (Male)
Low	42% (Female) / 49% (Male)

Female (n=8,425)

Male (n=5,520)

DIMENSION 1:
ONLINE SAFETY AND PROTECTION
(4) LEVEL OF SAFETY BY AGE

The next stage of the investigation examined the level of safety exercised by children of different age groups.

The construct 'level of safety' was defined in terms of the number of steps reported for online protection, as follows: High: 8-10 steps; Moderate: 4-7 steps; Low: 0-3 steps.

- The survey demonstrates overwhelmingly that older children exercise higher levels of protective action. Two-thirds of children below the age of 13 exercise low levels of protection. In contrast, two-thirds of children aged 16 and above take moderate or high forms of protective action.

- The data show that younger children <13 have the lowest level of protection: only 8% recorded a high level; 31% take moderate action while 62% take low levels of action.
- Only 18% of the 13-15 age group recorded high levels of protection; 41% fall in the moderate level category while another 41% fall in the low level category.
- Older children aged 16 and above, are not entirely well-protected: less than a quarter of older children (24%) are highly protected on the internet; 34% take moderate action while 43% take a low level of action.

4A. LEVEL OF SAFETY BY AGE
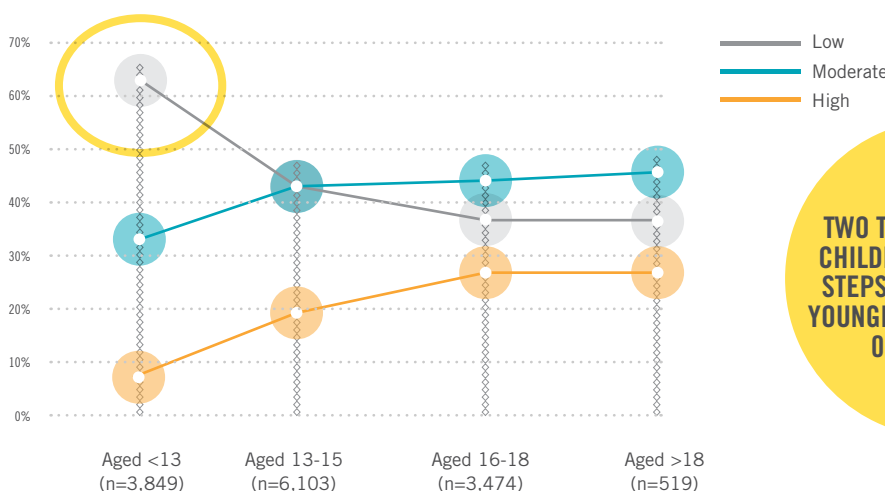
TWO THIRDS OF OLDER CHILDREN TAKE 4 TO 10 STEPS. TWO THIRDS OF YOUNGER CHILDREN TAKE 0 TO 3 STEPS.

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4B. NUMBER OF PROTECTIVE STEPS BY AGE

Legend: 0-3 steps, 4-10 steps
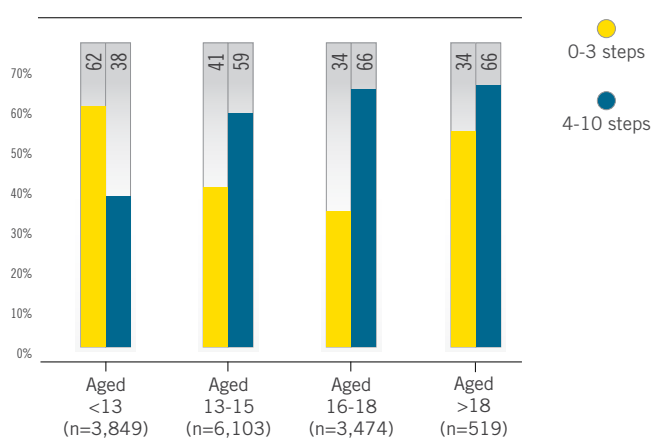
- The study also showed that a majority of the children indicated that they were aware of how they could protect themselves. More children across all age groups said they know how to protect themselves while using the internet in comparison to those who do not.

- However, there still remains a large group (48%) of children aged 18 and above, who said that they do not know how to protect themselves online.

4C. KNOWLEDGE OF ONLINE PROTECTION BY AGE

Legend: Yes, No

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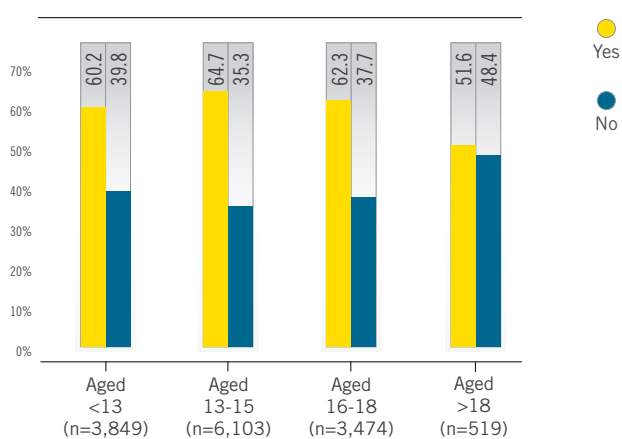
DIMENSION 1:
ONLINE SAFETY AND PROTECTION
(5) LEVEL OF SAFETY BY LOCATION: STATE

Data collected from the different states in Malaysia were subjected to within-state analysis. The children in each state were categorised under High, Moderate or Low levels of safety based on the number of steps they took to protect themselves online.

- The states with the largest percentage of children with high levels of protection are Sarawak (23%) Johor (21%) and Terengganu (18%).

- The states with the largest percentage of children with low levels of protection are Kelantan (70%) Kuala Lumpur (59%) and Perlis (58%).
- These data show that a high level of protection is not taken by large numbers of children. Instead, a low sense of protection is exercised by large numbers of children.

5A. LEVEL OF SAFETY BASED ON WITHIN-STATE ANALYSIS
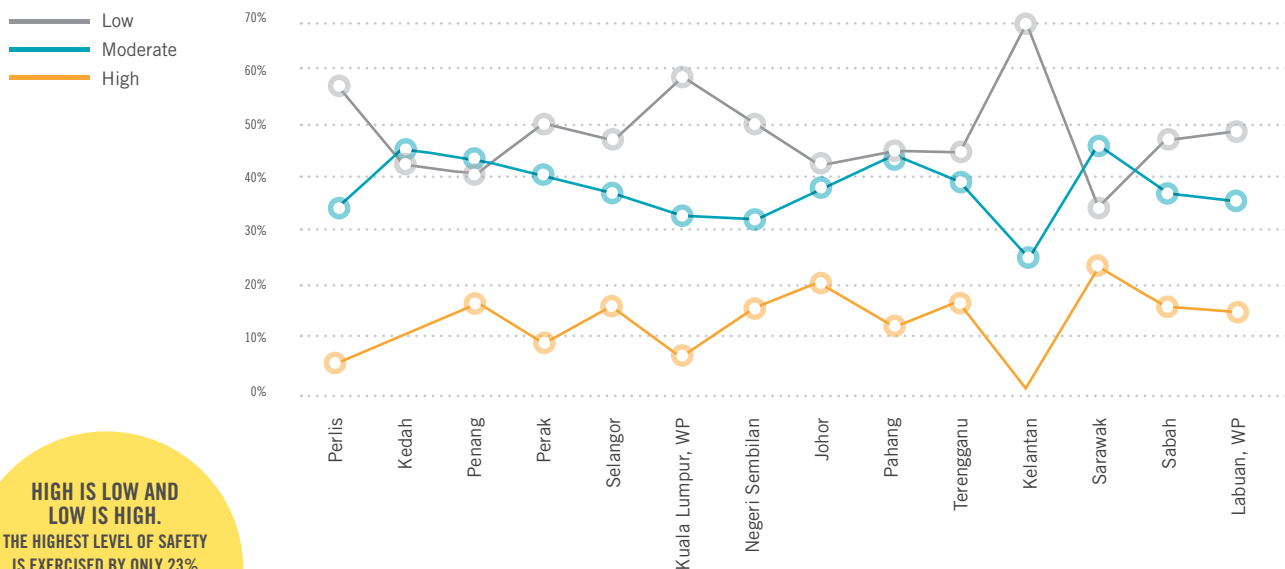
HIGH IS LOW AND LOW IS HIGH.
THE HIGHEST LEVEL OF SAFETY IS EXERCISED BY ONLY 23% OF CHILDREN IN SARAWAK.THE LOWEST LEVEL OF SAFETY IS EXERCISED BY 70% OF CHILDREN IN KELANTAN.

5B. DISTRIBUTION OF STATES BY CHILDREN WITH HIGH LEVEL OF SAFETY
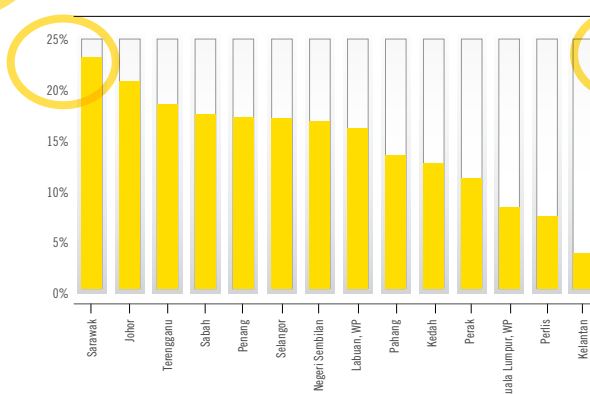
5C. DISTRIBUTION OF STATES BY CHILDREN WITH LOW LEVEL OF SAFETY

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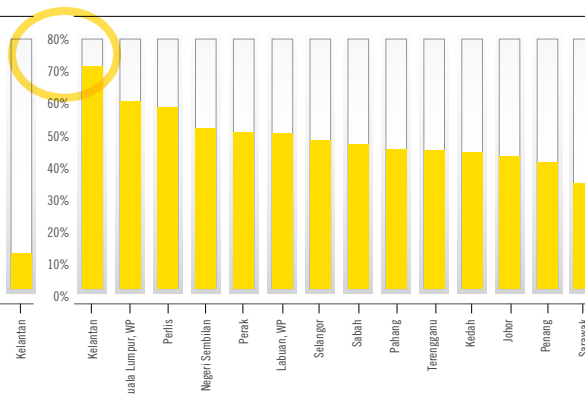
DIMENSION 1:
ONLINE SAFETY AND PROTECTION
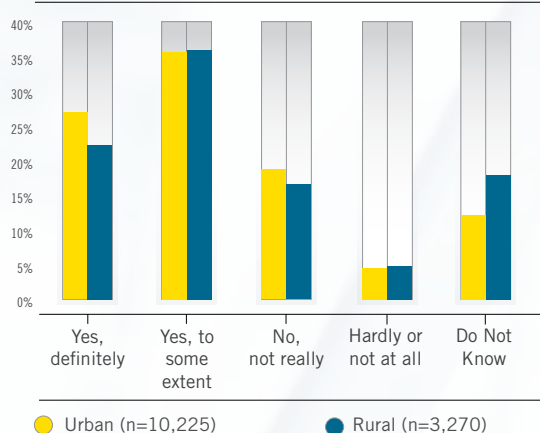### (6) LEVEL OF ONLINE SAFETY BY LOCATION:URBAN-RURAL STRATA

Similarly to the analysis by state, children from urban and rural schools were analysed according to High, Moderate, Low levels of safety exercised.

- Overall, the statistics for urban-rural children indicate that urban children employ slightly more steps for online safety. More rural children use low levels of protection but more urban children use high or moderate levels of protection.

- Half of the children across the urban-rural strata feel safe online. More than 90% think that it is important for them to learn about safety. More than 60% indicate that they have knowledge of actions to protect themselves online.
- However, on average, only 16% of them take 8 to 10 steps to protect themselves when they are online. The survey reveals that 42% of urban children and 53% of rural children take a small number of steps to protect themselves on the internet.

6A. HOW IMPORTANT IS IT FOR YOU TO LEARN ABOUT SAFETY?

Urban (n=10,225)   Rural (n=3,270)

6B. DO YOU KNOW HOW TO PROTECT YOURSELF ON THE INTERNET?

Urban (n=10,225)   Rural (n=3,270)
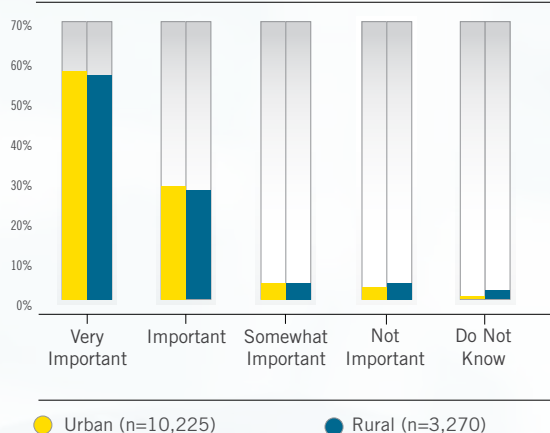
6C. DO YOU FEEL SAFE ON THE INTERNET?

Urban (n=10,225)   Rural (n=3,270)   Total (n=13,945)
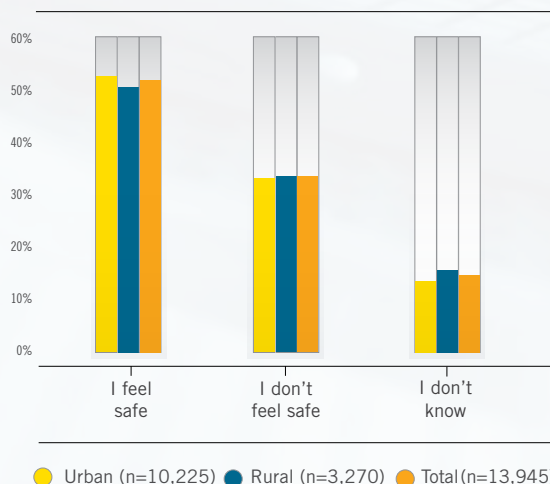
6D. TO WHAT EXTENT IS A HIGH LEVEL OF SAFETY EXERCISED?

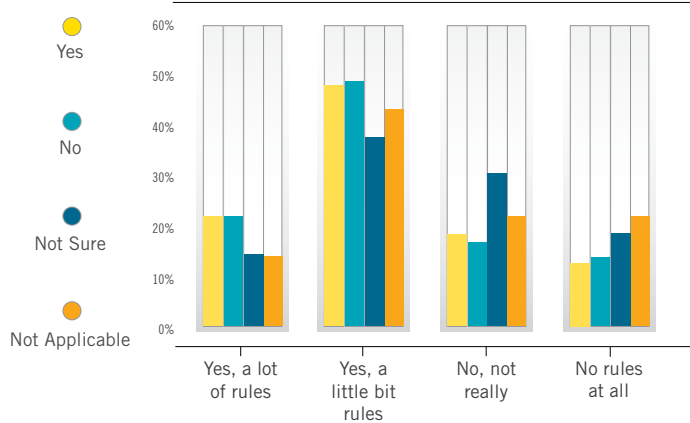Urban (n=10,225)   Rural (n=3,270)
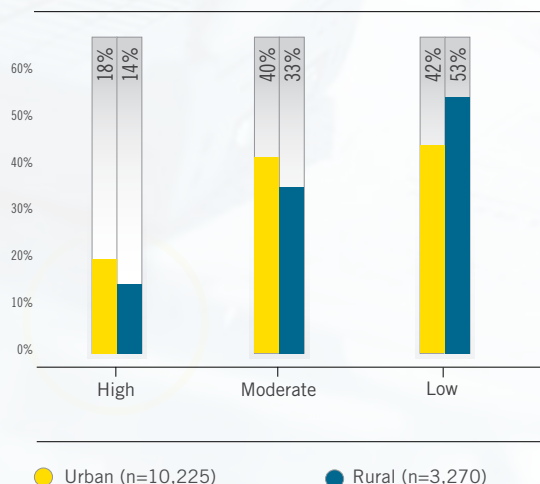
DIMENSION 1:
ONLINE SAFETY AND PROTECTION
(7) LEVEL OF SAFETY AND RULES AT HOME

Responses to the question of rules for the use of the computer at home were cross-tabulated with responses to the question of whether the computer at home was located in an open area. Children were also asked to indicate whether there were rules on discipline, safety, etiquette and supervision by a parent or guardian.
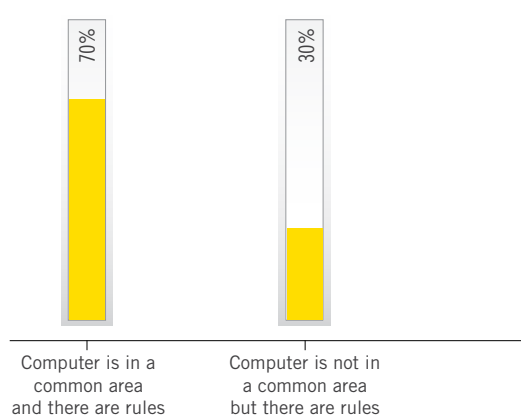
- As many as 50% of children say there are no rules involving parental supervision, and more than a third say there are no rules for online safety.
- For those who indicated that there are rules for internet use, 72% reported that there are rules for discipline, 50% for parental supervision, 63% for safety and only 33% for etiquette.
- Children reported up to 4 rules for discipline and supervision, 7 for safety and only one related to etiquette.

- It was also found that 70% of children from homes where the computer is kept in an open area are subjected to rules for using the internet. In contrast only 30% of children from homes where the computer is not kept in an open area say there are rules for using the internet. A large percentage of children appeared unsure of the location of the computer or of the existence of rules.
- More children from homes where the computer is not kept in an open area (46%) use low levels of online protection compared to those who say the computer is kept in an open area (43%).
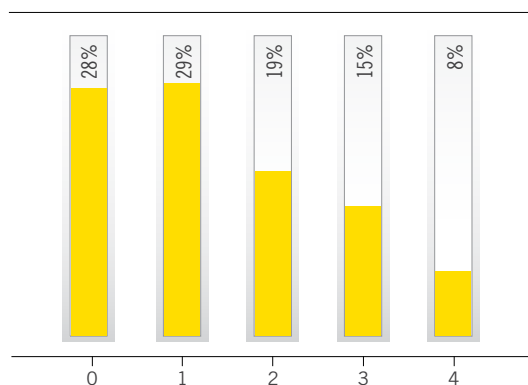
70% OF CHILDREN FROM HOMES WHERE THE COMPUTER IS KEPT IN AN OPEN AREA ARE SUBJECTED TO RULES FOR USING THE INTERNET. IN CONTRAST ONLY 30% OF CHILDREN FROM HOMES WHERE THE COMPUTER IS NOT KEPT IN AN OPEN AREA SAY THERE ARE RULES.

7A. IF THE COMPUTER AT HOME IS IN A COMMON AREA ARE THERE RULES FOR COMPUTER USE?

Yes
No
Not Sure
Not Applicable

Yes, a lot of rules
Yes, a little bit rules
No, not really
No rules at all

70%
30%

Computer is in a common area and there are rules
Computer is not in a common area but there are rules

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7B. DISTRIBUTION OF CHILDREN BY NUMBER OF RULES FOR DISCIPLINE

0	1	2	3	4
28%	29%	19%	15%	8%

7C. DISTRIBUTION OF CHILDREN BY NUMBER OF RULES FOR PARENTAL SUPERVISION

0	1	2	3	4
50%	25%	13%	7%	5%
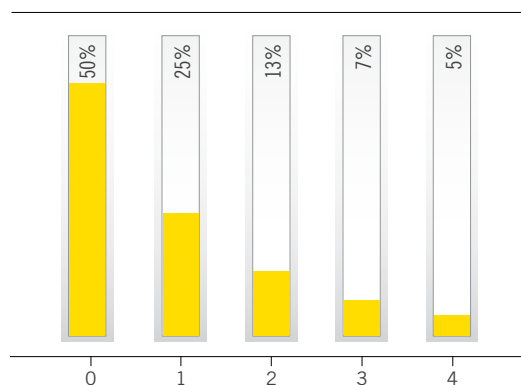
7D. DISTRIBUTION OF CHILDREN BY NUMBER OF RULES FOR SAFETY

0	1	2	3	4	5	6	7
37%	12%	9%	9%	8%	9%	7%	9%
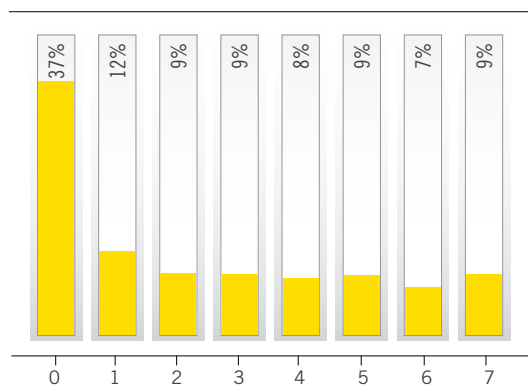
7E. DISTRIBUTION OF CHILDREN BY NUMBER OF RULES FOR ETIQUETTE

0	1
67%	33%
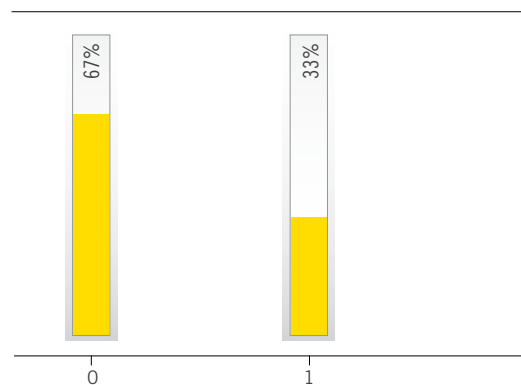
7F. LEVEL OF SAFETY BY LOCATION OF COMPUTER AT HOME

THE LOCATION OF THE COMPUTER AT HOME DOES NOT APPEAR TO REFLECT THE LEVEL OF SAFETY BY CHILDREN.

HIGH
MODERATE
LOW

	YES, COMPUTER IS IN A COMMON AREA	NO, COMPUTER IS NOT IN A COMMON AREA
MODERATE	39%	38%
LOW	43%	46%
HIGH	18%	16%

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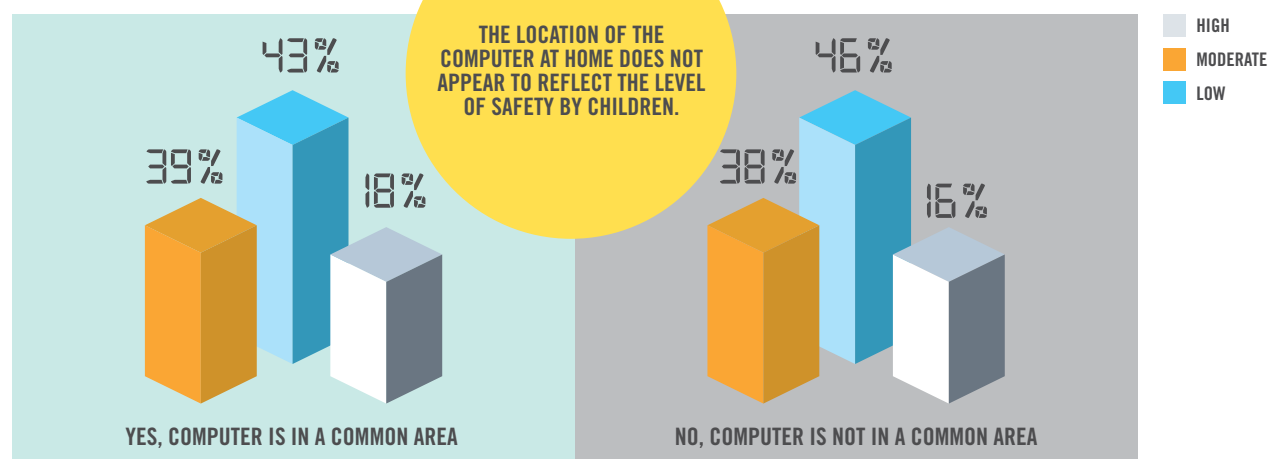
DIMENSION 1:
ONLINE SAFETY AND PROTECTION
(8) LEVEL OF SAFETY AND TIME SPENT ON THE INTERNET

The analysis considered connections between the amount of time children spend on the internet and (i) the level of safety as well as (ii) the location of the computer at home.

- Irrespective of time spent on the internet, it was found that few students use a high level of protective action.
- More than one third of students who spend more than 15 hours on the internet per week exercise low levels of protection online.

- More than half of students who exercise the lowest levels of protection either don't know how much time they spend on the internet, or spend less than 4 hours on the internet.
- Among children who spend more than 28 hours a week on the internet, more of them (21%) come from families who do not keep the computer in an open area; a smaller percentage (17%) spend more than 28 hours a week when the computer is kept in an open area.

8A. NUMBER OF HOURS SPENT ON THE INTERNET AND LEVEL OF PROTECTION

Legend: ● High ● Moderate ● Low
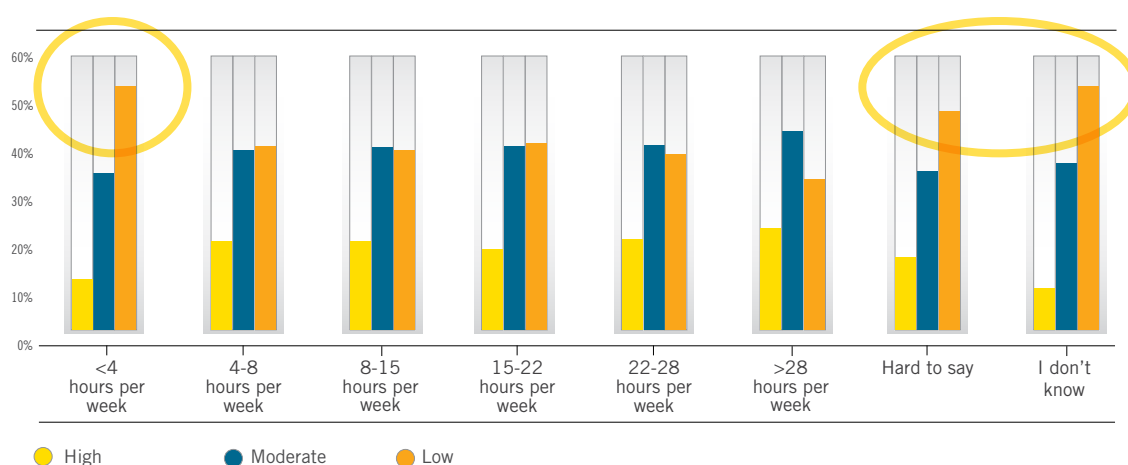
8B. LOCATION OF COMPUTER AT HOME BY AMOUNT OF TIME SPENT ON THE INTERNET A WEEK

Legend: ● <4 hours per week ● 4-8 hours per week ● 8-15 hours per week ● 15-22 hours per week ● 22-28 hours per week ● >28 hours per week
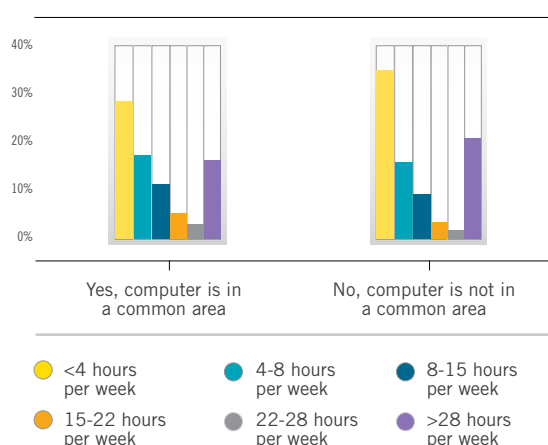
8C. PERCENTAGE OF CHILDREN BY NUMBER OF HOURS SPENT ON THE INTERNET PER WEEK (n=13,945)

Hours	Percentage
>28	20%
22-28	3%
15-22	5%
8-15	10%
4-8	17%
<4	31%
Uncertain	17%
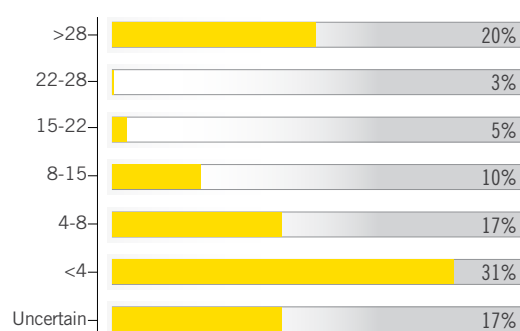
DIMENSION 1:
ONLINE SAFETY AND PROTECTION
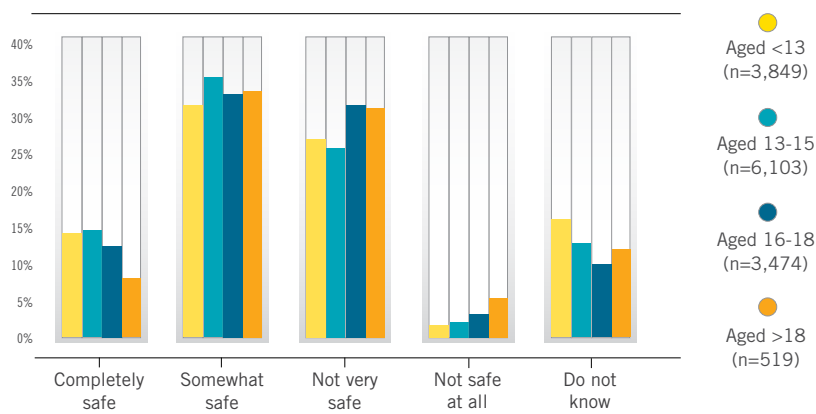## (9) OVERALL SENSE OF SAFETY

In order to ascertain the level of safety children experienced while they were on the internet, the question was posed to children of all age groups. Children's responses were expected to be an indication of the measures they take or do not take to ensure their own safety.

- Overall, it was found that only half of all children felt that they were safe while they were on the internet. However, there was a slight difference between children below 15 and those above 18: more of the younger children appeared to feel safe in comparison to older children.
- More than one-third of all children (35%) say they do not feel safe at all; 41% of children in the oldest category say they do not feel safe.
- A number of children from all age groups felt that they did not know if they are safe.

9A. DISTRIBUTION OF CHILDREN'S RESPONSES BY AGE

AGE	I FEEL SAFE	I DON'T FEEL SAFE
Aged <13 (n=3,849)	51%	32%
Aged 13-15 (n=6,103)	55%	31%
Aged 16-18 (n=3,474)	50%	39%
Aged >18 (n=519)	46%	41%
All (n=13,945)	**50%**	**35%**

9B. HOW SAFE DO YOU FEEL?

Aged <13 (n=3,849)
Aged 13-15 (n=6,103)
Aged 16-18 (n=3,474)
Aged >18 (n=519)

DIMENSION 1:
ONLINE SAFETY AND PROTECTION
(10) KNOWLEDGE OF ONLINE PROTECTION

The analysis further delve into the issue of child perception of safety, and if it reflected the number of steps they use to ensure their own safety when they were online. A corollary question raised was if children did not feel safe online, did they know how to protect themselves online?

- The results show that only about one-fifth of children say they know how to protect themselves by taking high levels of preventive action.
- A large number (51-66%) of the respondents do not appear to know how to protect themselves. At the same time this group takes low levels of preventive action.

10. KNOWLEDGE OF ONLINE PROTECTION BY LEVEL OF SAFETY (n=13,945)

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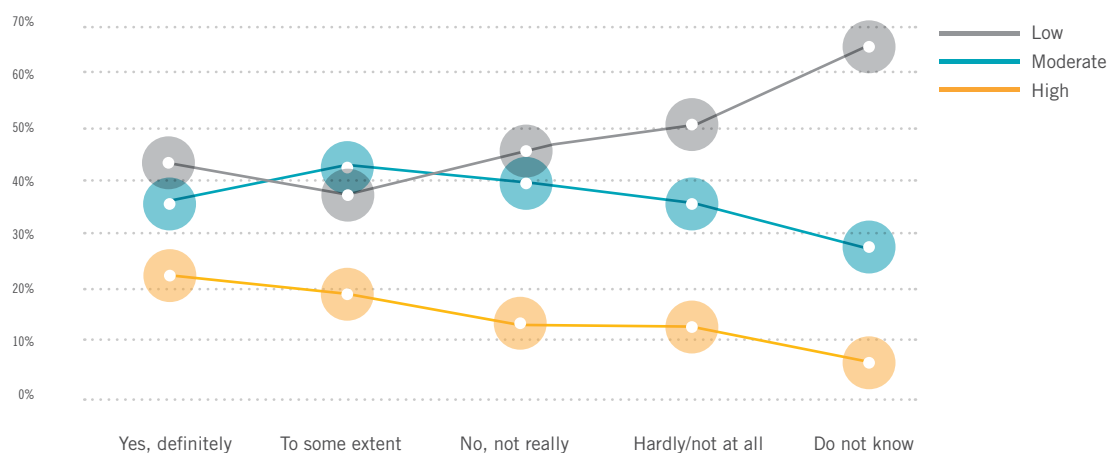
DIMENSION 1:
ONLINE SAFETY AND PROTECTION
(11) IMPORTANCE OF LEARNING ABOUT SAFETY

In tandem with children's knowledge of online protection, the survey raised the issue of children's views on the importance of learning about online safety.

- Children of all age groups overwhelmingly acknowledged the importance of safety, and of learning about safety. A small group of less than 10% indicated that safety was not important or that they did not know if it was important.
- More than 80% of children who consider learning about online safety as unimportant, or who do not know if it is important, exercise low levels of online safety.

- The data show that less than one-fifth of all respondents view learning about safety as important and at the same time take high levels of preventive action.
- One-third of those children who say that learning about online safety is very important also exercise low levels of online safety.
- The results show that 82% of children who do not know if learning about online safety is important also take few steps to ensure online safety. A similar percentage of children who say that learning about online safety is not important also take few steps toward online safety.

11A. PERCEIVED IMPORTANCE OF LEARNING ABOUT SAFETY BY AGE
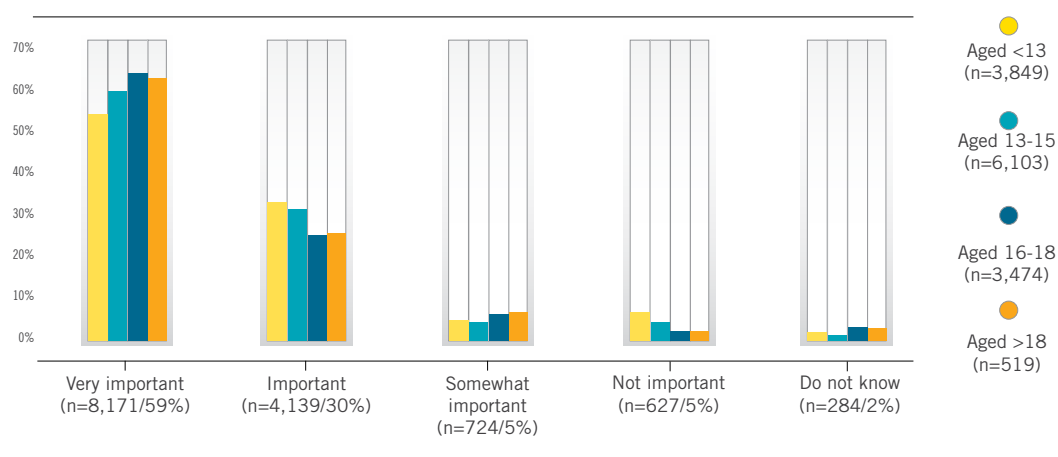
11B. LEVEL OF PROTECTIVE ACTION AND IMPORTANCE OF LEARNING ABOUT SAFETY

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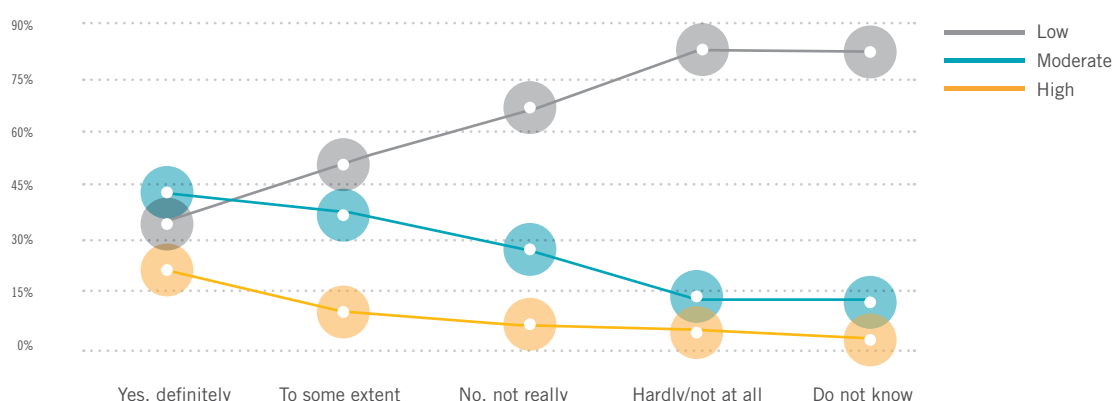
DIMENSION 1:
ONLINE SAFETY AND PROTECTION
(12) LEVEL OF SAFETY AFTER CYBERSAFE WORKSHOP

One of the more significant points of interest to the study was the effect of CyberSAFE in Schools workshops on children's perception of safety. After the CyberSAFE in Schools workshop, the following were evident.

- More respondents feel safer after the workshop in comparison to those who do not.
- The pattern for level of safety mirrored much of the findings for pre-workshop responses. Children who take 8 to 10 steps for personal protection are among the minority.
- A majority of children who say they feel completely safe are also those who exercise low levels of protective action. Only 15% of those who feel completely safe and 20% who feel somewhat safe have reported high levels of protection.

- There is a large percentage of children who do not feel safe at all (54%) or who say they do not know (60%) if they feel safe. These two groups of children also exercise the lowest levels of online safety in terms of number of actions taken to ensure personal security.
- Most children who said that they don't know how safe they feel on the internet are also those who have exercised low levels of protection.
- These results highlight the need for a higher level of awareness about online safety among schoolchildren.

12A. LEVEL OF SAFETY AFTER CYBERSAFE WORKSHOP
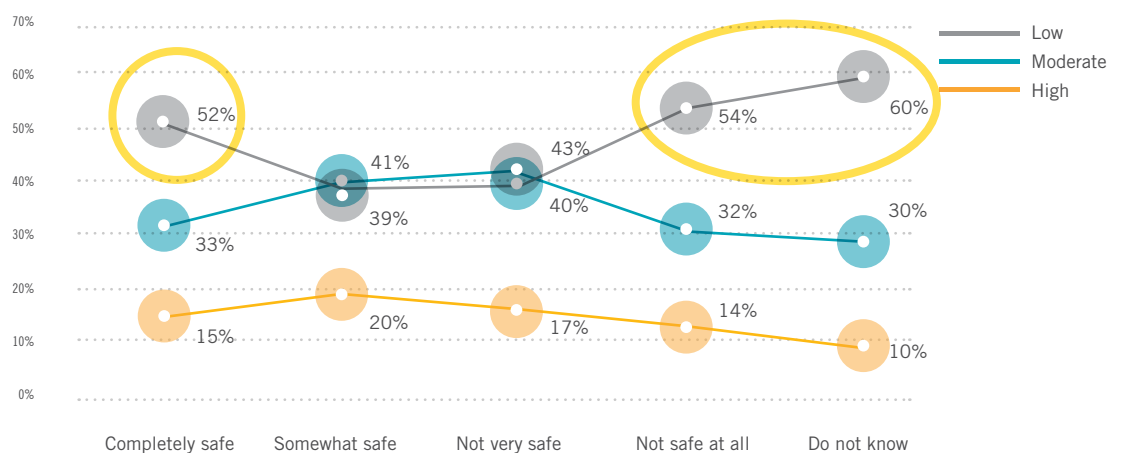
Legend:
— Low
— Moderate
— High

	Completely safe	Somewhat safe	Not very safe	Not safe at all	Do not know
Low	52%	39%	43%	54%	60%
Moderate	33%	41%	40%	32%	30%
High	15%	20%	17%	14%	10%

THESE RESULTS HIGHLIGHT THE NEED FOR A HIGHER LEVEL OF AWARENESS ABOUT ONLINE SAFETY AMONG SCHOOLCHILDREN

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DIMENSION 2:
CYBER-BULLYING
(13) INTERPRETATION OF CYBER-BULLYING

The second dimension of the study focused on the question of how children understood 'cyber-bullying,' how they defined it and how experiences related to cyber-bullying manifested in their life. To begin, children were given a list of 11 options to choose from in answer to the question of what they thought was cyber-bullying.

- It was found that the 13,945 children's interpretation of cyber-bullying was varied. Almost two-thirds or 63% indicated that 'bullies another person on the internet' amounts to cyber-bullying. Additionally, more than half of the respondents (54%) thought that 'threatens another person on the internet' was cyber-bullying.
- Only 39% felt that cyber-bulling was sending mean messages, 35% felt it was posting mean or nasty things about someone, and 34% felt it was pretending to be someone else online.
- A smaller percentage of respondents perceived that cyber-bullying was going through someone else's information or device (27%) or doing something online as a joke (21%).
- Children's responses to two other items warrant special attention. It was revealed that 18% of the children responded positively to 'Cyber-bullying is just a big/fancy word and not a big deal' and 8% of them responded positively to 'Cyber-bullying is no big deal as it only happens online and not in the real world.' These responses raised questions about the mind-set of children who perceive this sort of behaviour to be 'not a big deal.'
- It was also revealed that 18.7% (n=2,606) of the children responded by saying 'Yes' to the item 'I don't know' and 2.9% (n=410) to the item 'None of the above.'
- To conclude, it appears that while many children are aware of the meaning of cyber-bullying, there are still pockets of uncertainty about the implications of cyber-bullying.

What do you think is cyber-bullying, or what does this word mean to you?

1. When someone bullies another person on the internet
2. When someone threatens another person on the internet
3. When someone sends a mean SMS or pictures to another person
4. When someone pretends to be another person online, intentionally or for fun
5. When someone looks at another person's SMS or information (on that person's device), either secretly or without that person's permission
6. When someone posts mean/nasty or untruthful things about others online
7. Doing something online as a joke to someone else but is not funny to the intended (receiving) person
8. Cyber-bullying is just a big/fancy word and not a big deal
9. Cyber-bullying is no big deal as it only happens online and not in the real world
10. None of the above
11. I do not know

Safety Net:
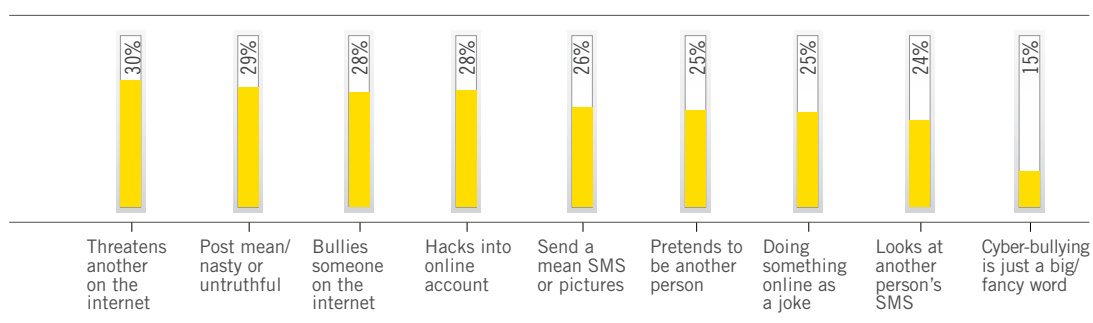**Capacity Building among**
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DIMENSION 2:
CYBER-BULLYING
(13) INTERPRETATION OF CYBER-BULLYING

13A. CHILDREN'S INTERPRETATION OF CYBER-BULLYING (n=13,945)

Bar	Value
Bullies someone on the internet	63%
Threatens another on the internet	54%
Sends a mean SMS or pictures to another person	39%
Posts mean/nasty or untruthful things about others online	35%
Pretends to be another person online, intentionally or for fun	34%
Looks at another person's SMS or information (on that person's device)	27%
Doing something online as a joke	21%
Cyber-bullying is no big deal as it only happens online and not in the real world	18%
Cyber-bullying is just a big/fancy word and not a big deal	8%
None of the above	3%
I do not know	19%

**WHAT DOES CYBER-BULLYING
MEAN TO MALAYSIAN CHILDREN?**

8% SAY THAT CYBER-BULLYING IS
JUST A BIG/FANCY WORD AND NOT
A BIG DEAL.

18% SAY THAT CYBER-BULLYING
IS NO BIG DEAL AS IT ONLY
HAPPENS ONLINE AND NOT IN THE
REAL WORLD.

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DIMENSION 2:
CYBER-BULLYING
(14) INCIDENCE OF CYBER-BULLYING

The second part of the analysis on cyber-bullying examined the frequency and nature of bullying. Children responded to the question 'Have you been bullied on the internet before, either via SMS, MMS, social media like Facebook, etc.?' by indicating the number of times they have been bullied or if they have not been bullied or are uncertain about it.

- Of the 13,945 respondents, more than a quarter or 3,600 of them indicated that they have been bullied. Almost 3% indicated that they have been bullied many times while 12% of them have been bullied a few times. Another 11% have been bullied once.
- Half of the respondents (52%) indicated that they have never been bullied. More than one-fifth (23%) were uncertain about whether they have been bullied at all.
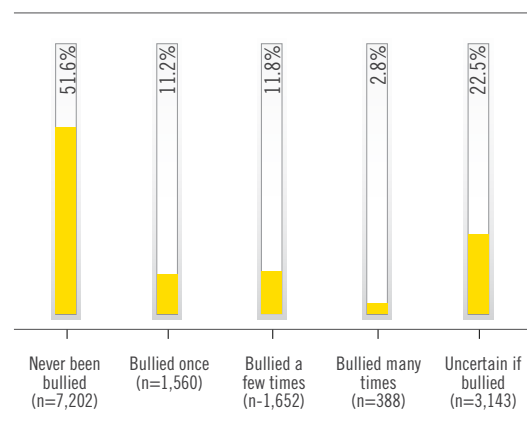
- It was further revealed that among all the 3,600 children who had indicated that they had been bullied, 78% have been called mean names or teased, and 75% have had rude messages sent to them. As many as 68% have had lies spread about themselves and have been left out or ignored from something, while 61% have had their accounts hacked.
- Additionally, 58% have had others posting pictures that were deemed embarrassing, 57% have had private information posted without permission and 50% have been threatened or forced to do something.

14A. HAVE YOU BEEN BULLIED ON THE INTERNET BEFORE, EITHER VIA SMS, MMS, SOCIAL MEDIA LIKE FACEBOOK, ETC.?

| 51.6% | 11.2% | 11.8% | 2.8% | 22.5% |
| Never been bullied (n=7,202) | Bullied once (n=1,560) | Bullied a few times (n-1,652) | Bullied many times (n=388) | Uncertain if bullied (n=3,143) |

14B. HAVE YOU EVER BEEN BULLIED?

| 52% | 26% | 22% |
| Never been bullied (n=7,202) | Bullied at least once (n=3,600) | Uncertain if bullied (n=3,143) |
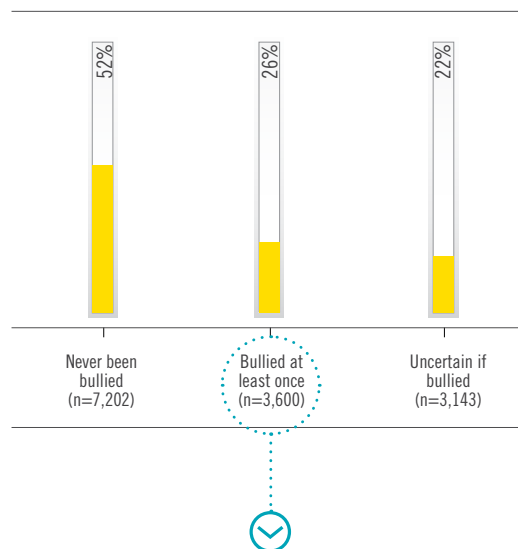
14C. HOW WERE YOU BULLIED? (n=3,600)

Being called mean names or teased	78%
Having rude or nasty message sent to me	75%
Having lies or rumours spread about me	68%
Being left out or ignored	68%
Someone hacks into my online accounts	61%
Others posting photos/videos to embarrass me	58%
Private information posted without my permission	57%
Being threatened or forced do things	50%

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DIMENSION 2:
CYBER-BULLYING
(14) INCIDENCE OF CYBER-BULLYING

The analysis also explored the difference in the interpretation of cyber-bullying between those who say that they have been bullied at least once and those who say they have never been bullied. The percentage of responses by bullied and never-bullied respondents were compared for each of the following items:

1. When someone bullies another person on the internet
2. When someone threatens another person on the internet
3. When someone sends a mean SMS or pictures to another person
4. When someone pretends to be another person online, intentionally or for fun
5. When someone looks at another person's SMS or information (on that person's device), either secretly or without that person's permission
6. When someone posts mean/nasty or untruthful things about others online
7. Doing something online as a joke to someone else but is not funny to the intended (receiving) person
8. Cyber-bullying is just a big/fancy word and not a big deal

- There was a marked difference in the interpretation of cyber-bullying between those who have been bullied at least once and those who say they have never been bullied. A far greater percentage of those who have not been bullied consider all items as cyber-bullying. For example for items such as 'When someone threatens another person on the internet' the difference is 30%; it is 29% for 'When someone posts mean/nasty or untruthful things about others online.'
- As other aspects of cyber-bullying are introduced, these figures remain consistently higher for those who have never been bullied compared to those who have been bullied. This finding may be an indicator that, for bullied individuals, much of what occurs online – or much of the activity these respondents carry out – is not perceived as cyber-bullying.
- Meanwhile, those who say they have never been bullied possibly do not know that they have been bullied, or are not certain of its meaning.

THERE IS A BIG DIFFERENCE IN THE WAY BULLIED AND NEVER BEEN BULLIED CHILDREN INTERPRET CYBER-BULLYING.

14D. DEFINITION OF CYBER-BULLYING BY THOSE BULLIED AND THOSE NEVER BULLIED

— never been bullied (n=7,202)
— bullied at least once (n=3,600)
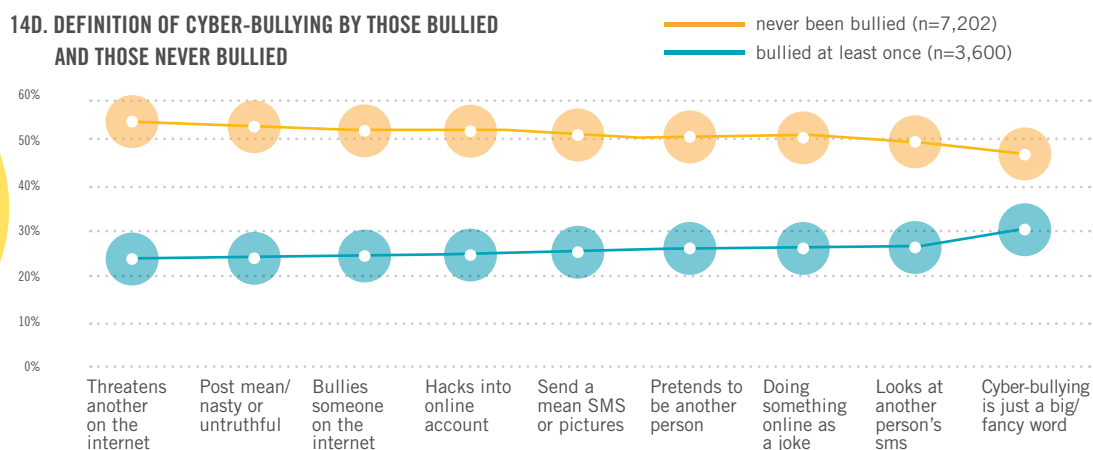
14E. PERCENTAGE DIFFERENCE IN THE DEFINITION OF CYBER-BULLYING BY RESPONDENTS WHO HAVE BEEN BULLIED AND THOSE NEVER BULLIED

Threatens another on the internet	Post mean/ nasty or untruthful	Bullies someone on the internet	Hacks into online account	Send a mean SMS or pictures	Pretends to be another person	Doing something online as a joke	Looks at another person's SMS	Cyber-bullying is just a big/ fancy word
30%	29%	28%	28%	26%	25%	25%	24%	15%

DIMENSION 2:
CYBER-BULLYING
(15) CYBER-BULLYING AND AGE

The data were examined for differences in the incidence of bullying across all groups of children.

- The pattern for the categories 'bullied,' 'never bullied' and 'uncertain about being bullied' was similar across all age groups.
- On average about half of children in all age groups had never been bullied, while a quarter of them have been bullied at least once. However, fewer children above the age of 18 reported that they had never been bullied and there were also more of them who were uncertain about being bullied.

- The findings are more acute when the statistics for bullied children are examined in greater depth. It was found that while only 4% of children above 18 have been bullied, 43% of those aged 13 to 15 have been bullied. The percentages for bullied children aged 16 to 18 and below 13 is 26% and 28% respectively.

15A. PERCENTAGE OF CHILDREN WHO HAVE BEEN BULLIED, NEVER BULLIED AND UNCERTAIN IF BULLIED BY AGE

Age	Never been bullied	Bullied at least once	Uncertain if bullied
Aged >18 (n=519)	45%	25%	29%
Aged 16-18 (n=3,474)	50%	27%	22%
Aged 13-15 (n=6,103)	51%	25%	24%
Aged <13 (n=3,849)	54%	26%	20%

- Never been bullied (n=7,202)   Bullied at least once (n=3,600)   Uncertain if bullied (n=3,143)
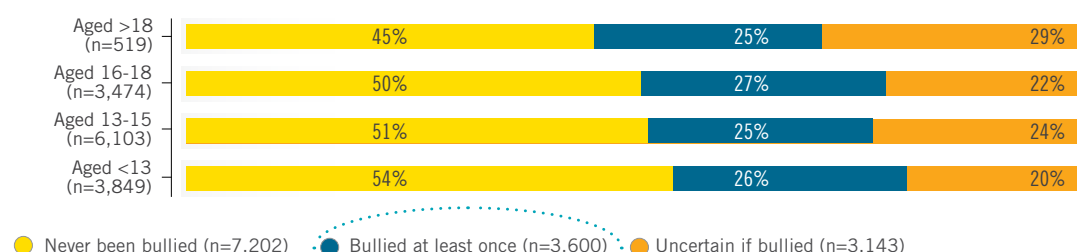
15B. DISTRIBUTION OF ALL CHILDREN BULLIED AT LEAST ONCE BY AGE (n=3,600)

- 4%
- 28%
- 43%
- 26%

- Aged below 13 (n=991)
- Aged 13-15 (n=1,529)
- Aged 16-18 (n=949)
- Aged above 18 (n=131)
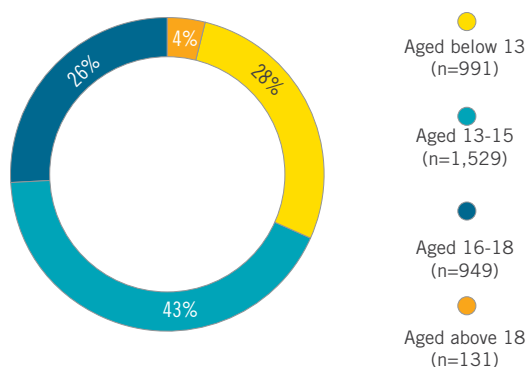
THE HIGHEST GROUP OF BULLIED CHILDREN ARE THOSE AGED 13-15 AT 43%

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DIMENSION 2:
CYBER-BULLYING
(16) INCIDENCE OF BULLYING AND LOCATION

As far as location is concerned, there appear to be some clear differences across urban-rural strata and states.

- Overall, the results demonstrate that more rural (28%) than urban (25%) children have been bullied at least once.
- Within-state analysis revealed that Kelantan (15%), Selangor (20%), Kedah (21%), Sarawak (21%) and Perlis (21%), have the least number of children who have been bullied at least once.

- The state with the highest percentage of bullied children is Perak (41%). A high percentage of children who reported they have been bullied at least once was also found in Johor (32%) and in Labuan, WP (28%).
- Nonetheless, there are many children across various states who are not sure if they have been bullied.

16A. DISTRIBUTION OF BULLIED, NEVER-BULLIED AND UNCERTAIN ABOUT BEING BULLIED RESPONDENTS BY STRATUM

Never been bullied: 51.6% / 51.7%
Bullied at least once: 28.1% / 25.0%
Uncertain if bullied: 20.3% / 23.3%

● Urban (n=10,225) ○ Rural (n=3,720)
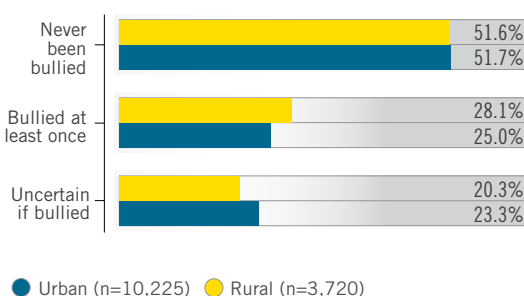
16C. CHILDREN BULLIED AT LEAST ONCE WITHIN EACH STATE (n=13,945)

State	%
Kelantan (n=271)	15%
Selangor (n=754)	20%
Kedah (n=341)	21%
Sarawak (n=1,404)	21%
Perlis (n=288)	21%
Sabah (n=2,801)	22%
Negeri Sembilan (n=771)	25%
Terengganu (n=788)	26%
Kuala Lumpur, WP (n=419)	26%
Pahang (n=1,504)	27%
Penang (n=1,850)	27%
Labuan, WP (n=802)	28%
Johor (n=2,305)	32%
Perak (n=367)	41%
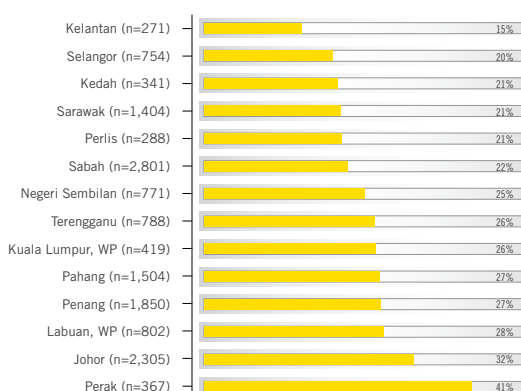
16B. DISTRIBUTION OF CHILDREN WHO ARE BULLIED, NOT BULLIED AND UNCERTAIN ABOUT HAVING BEEN BULLIED WITHIN EACH STATE (n=13,945)

○ Never been bullied
● Bullied at least once
○ Uncertain if bullied

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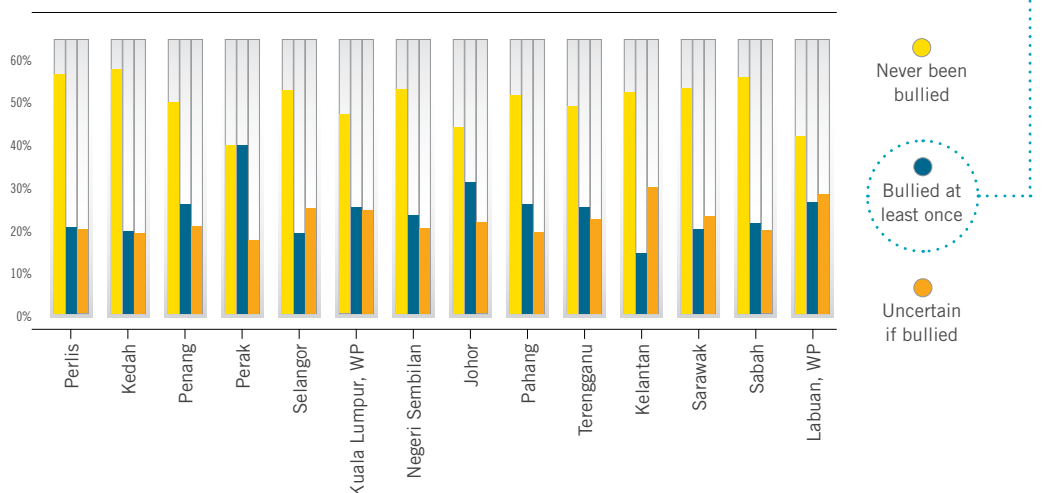
DIMENSION 2:
CYBER-BULLYING
(17) INCIDENCE OF BULLYING AND GENDER

There were 8,425 female children and 5,520 male children who participated in the study.

- The results show that more male children (30%) than female children say they have been bullied at least once.
- It was also noted that more female children (55%) than male children (47%) indicate that they have never been bullied.
- As in the outcomes for other areas of investigation, there were a number of male children and female children who were uncertain about whether they had ever been bullied.

17. DISTRIBUTION OF BULLIED, NEVER-BULLIED AND UNCERTAIN ABOUT BEING BULLIED RESPONDENTS BY GENDER

Male (n=5,520): Bullied at least once 30%, Never been bullied 47%, Uncertain if bullied 23%
Female (n=8,425): Bullied at least once 23%, Never been bullied 55%, Uncertain if bullied 22%

- Bullied at least once
- Never been bullied
- Uncertain if bullied

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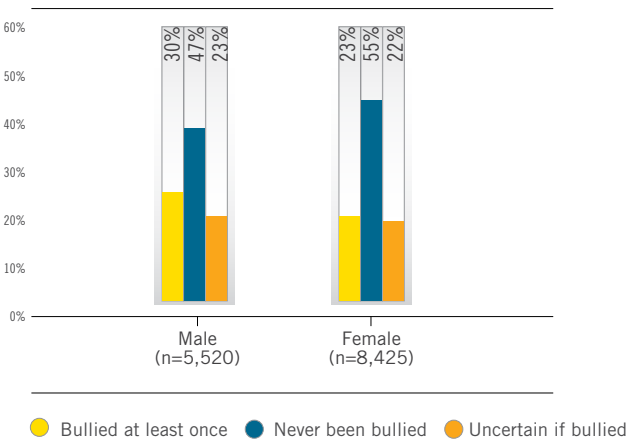
DIMENSION 3:
SUPPORT NETWORKS
(18) SOURCE OF SUPPORT

Children's source of support for issues related to the internet was the third dimension explored in the study. The respondents were asked to indicate whom they would confide in the event of a 'bad' experience over the internet.

- For a majority of the children it was found that family members, especially parents, and friends were the main confidants. A large percentage of the children indicated that they would talk to their parents (61%), siblings (45%), as well as other members of the family (31%).
- By contrast, few children indicated that would confide in school staff such as teachers and counsellors. About 16% indicated that they would talk to the ICT teacher, 15% to their teacher, and only 7% to the school counsellor. Another 7% said they would talk to 'someone else'.
- Government organisations and public hotlines were the least preferred sources of support. Few respondents indicated that they would talk to someone from a government organisation (8%) or seek a public hotline (3%).
- On the other hand, 6% of the children said that they would either tell no one or do nothing if something 'bad' happened to them on the internet.

If something bad happens to me when I am on the internet, I will talk/tell...

1. Parents
2. Siblings (brother/sister)
3. Relative or other family members
4. Teacher
5. School counselor
6. ICT/Computer teacher
7. Friends
8. Someone else
9. Public hotline number
10. Report to government organisation
11. Tell no one anything, say nothing

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18. SOURCE OF SUPPORT IF SOMETHING 'BAD' HAPPENS (n=13,945)

Source	Percentage
DO NOTHING	6%
PUBLIC HOTLINE	3%
SOMEONE ELSE	7%
SCHOOL COUNSELLOR	7%
GOVERNMENT ORGANISATION	8%
TEACHER	15%
ICT TEACHER	16%
FAMILY MEMBER	31%
FRIENDS	45%
SIBLINGS	45%
PARENTS	61%

Family/Friends	School	Government/Public
45%	13%	4%
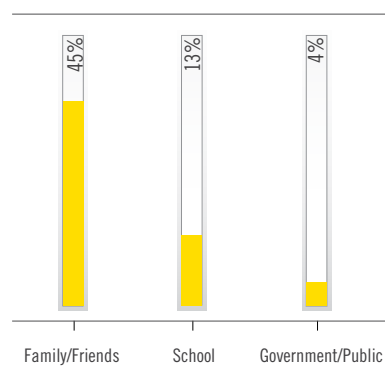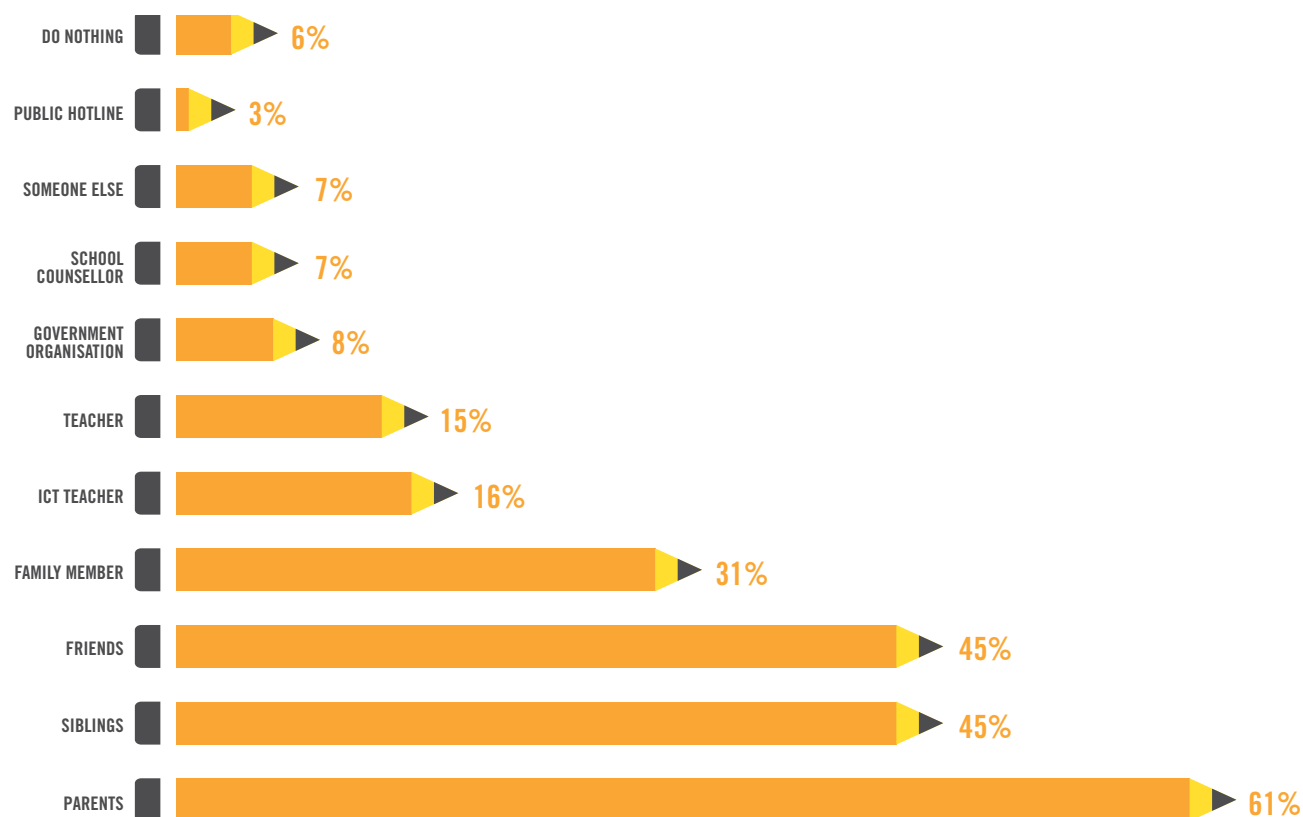
MOST CHILDREN WOULD TURN TO THEIR PARENTS, FRIENDS AND OTHER FAMILY MEMBERS IF SOMETHING 'BAD' HAPPENS TO THEM ON THE INTERNET

DIMENSION 4:
PERSONAL CONCERNS
(19) REASONS FOR WORRY OR CONCERNS ABOUT INTERNET USE

What worries or concerns you the most about using the internet?

- Anonymity, not knowing who is on the other end

- Work not being done because spending too much time on the internet

- Bullying on the internet

- Becoming addicted or hooked on to the internet

- Invasion of my privacy

- Not interacting or mixing with people face-to-face

- Not living in the real world

- Others not listed here

- Have no worries or concerns at all

The fourth dimension in this analysis is related to children's concerns about using the internet. Children were asked to respond to the question of worries or concerns by choosing one of nine options. These concerns were also mapped against the number of hours spent on the internet by the respondents.

- A total of 9,638 (69%) respondents indicated that they had some concerns about the use of the internet. The rest either chose to say that their concern is not listed or that they have no worries or concerns at all.

- Of those who responded by marking a concern, a majority (25%) were concerned that their work would not be done if they spent time on the internet. Another 24% were concerned about the anonymity or true identity of the person they were interacting with. The children also had concerns about invasion of their privacy (22%) and becoming addicted to the internet (20%). A smaller percentage (9%) were concerned about being bullied while on the internet. Very few were concerned about not interacting or mixing with others face to face or not living in the real world.

- It was found that the amount of time spent on the internet does not correlate to specific concerns children had about the internet. In fact, most of these concerns were marked by those who spend less than 8 hours a week on the internet.

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19A. CONCERNS ABOUT INTERNET USE (n=9,638)

- Work not being done
- Anonymity of person I'm interacting with
- Invasion of my privacy
- Being bullied

9%
25%
24%
22%
20%

19B. CONCERNS ABOUT INTERNET USE (n=9,638)

- 0-8 hours
- 8-22 hours
- 23 or more

Work not being done
Anonymity of person I'm interacting with
Invasion of my privacy
Becoming addicted
Being bullied

31% 17% 10% 5% 3% 20%
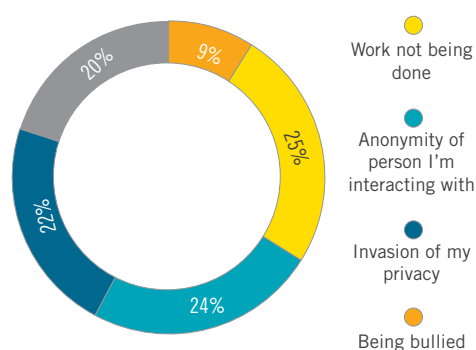
Hours spent: <4 4-8 8-15 15-22 22-28 >28
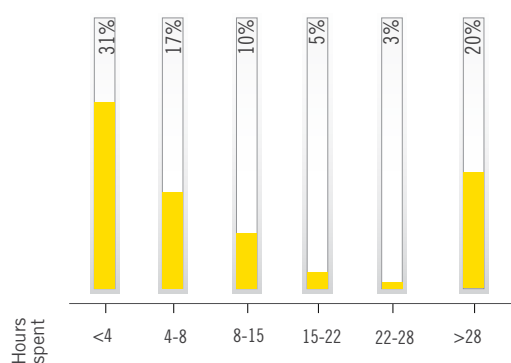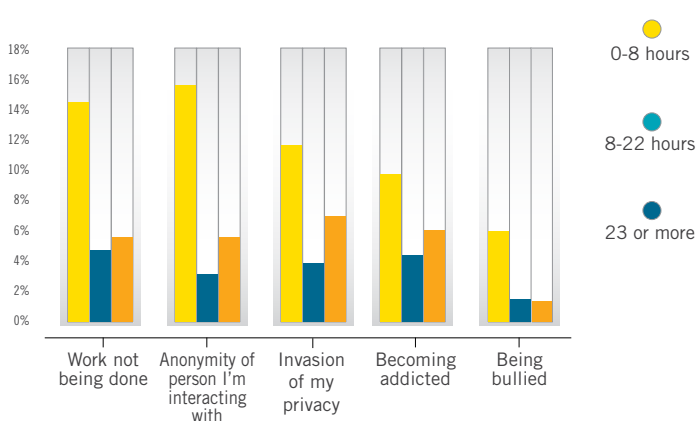
THE AMOUNT OF TIME SPENT ONLINE DOES NOT CORRELATE WITH SPECIFIC CONCERNS CHILDREN HAD ABOUT THE INTERNET. IN FACT, MOST OF THESE CONCERNS WERE RAISED BY THOSE WHO SPEND LESS THAN 8 HOURS A WEEK ONLINE.

ISSUES AND RECOMMENDATIONS

The 2014 CyberSAFE in Schools Survey Report is a notable effort in gathering data on Malaysian schoolchildren's behaviour and views on the use of the internet. This significant nationwide study has revealed that several issues related to support networks and online safety education could be enhanced through proactive action. These results also call for collaboration among parents, teachers, school administrators, and policy makers to provide for schoolchildren in Malaysia.

The study highlights several concerns about the nature of online interaction and internet use among schoolchildren. The issue of cyber safety is particularly important as it concerns a large percentage of children in primary schools. We found that many children do not undertake a broad range of actions to protect themselves on the internet, with a large number reporting that they either take no action at all or take little action towards online safety.

The pervasive use of digital devices in the country, as well as greater internet mobility gives more children access to the internet every day. For this reason, the lack of safety awareness among young children demands immediate attention. There is a need for safer online practices to become habits of the mind.

Apart from age, the study found that there is little difference in the level of cyber safety exercised by male and female children. Children of all ages reported that they have been bullied, with incidence of bullying being highest among those aged 13 to 15. However, more male than female children reported that they have been bullied online. As far as the urban-rural strata are concerned, more urban children indicate that they have been bullied despite the fact that more urban children practice a higher level of safety.

A second issue is the lack of positive and active citizenship in children's online behaviour. Though most children seem aware of the need for safety, believe in the importance of learning about safety, and say they know how to protect themselves, they do little towards the cause.

Another concern is the fact that many children have indicated that they are uncertain about safe online practices. Many children are not aware of the need for adopting multiple steps to safeguard themselves on the internet.

Significant too is the fact that while low levels of online safety are exercised, many say that they feel safe on the internet. This leads to a corollary issue, that is, a lack of awareness of what constitutes safe practice, calling for a concerted effort to ensure smart online practices.

Third, the role of adults in the use of the internet, as well as in ICT education, has to be revisited. The study revealed that if a computer at home is placed in a common area there is a high chance that rules for computer use will be imposed. However, we also found that though there is some degree of parental supervision for internet use, it is not extensive. Many young children reported that there were no rules for internet or computer use, and a significant percentage was uncertain about having rules at all.

More disconcerting is the incidence of cyber-bullying among children of all age groups. As many as 26% of all the children reported that they had been bullied online, with 20% indicating that they were unsure if they had been cyber-bullied. What was interesting in the findings too was the marked difference in the way bullied and never-bullied children viewed cyber-bullying: children who have been cyber-bullied are less likely to interpret an incidence as 'bullying.' We also found many children agreeing to statements such as 'Cyber-bullying is just a big/fancy word and not a big deal' and 'Cyber-bullying is no big deal as it only happens online and not in the real world'.

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Such patterns in children behaviour point to a need for adult intervention so that responsible online behaviour and pro-social habits might prevail.

The role of adults in children's internet life is even more significant when adults are perceived to be a source of socio-emotional support. We found that when children needed to talk to someone about a negative internet experience they were likely to seek support from within the family. School staff and public help systems are less obvious choices for seeking help. The fact that many children have raised concerns about the internet, such as concealed identity of people they interact with, invasion of privacy, and internet addiction, reflects a degree of digital maturity among Malaysian children.

Such a situation calls for capacity building for parents as well as for school staff, so that they may offer appropriate forms of consultation for children in need. It may well be the case that children – and adults – are unaware of online or phone-in help centres which provide a safety net for problems related to behaviour on the internet.

As these adults play a critical role in the development of young people, it is vital that they empower children towards responsible use of the internet, and help them develop habits and promote active citizenship in online spaces.

This 2014 CyberSAFE in Schools National Survey Report has paved the way for several opportunities for digital advancement in the country. Foremost is the need to raise awareness about digital citizenship by instilling sound internet values, providing solutions for concerns and negative influence, strengthening support networks, and fostering digital citizenship. It is recommended that there be efforts toward increasing public access to education on internet safety, increasing public and private support systems and building capacity among parents and school staff.

To increase public access to education on internet safety

To grow public and private support systems

To invest in capacity building for adults

There is an internet help centre in our town where we can learn ways to keep our children safe online.

Anyone can contact a free online help service or call a public help centre if they are victims of cyber-bullying or online scams.

The school disctrict office frequently conducts training to educate parents and teachers about internet safety.

EMPOWERING INDIVIDUALS, CREATING GREATER PARITY AMONG INTERNET USERS AND INCREASING SOCIAL CAPITAL BY RAISING AWARENESS ABOUT DIGITAL CITIZENSHIP.

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SECTION 4
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GUIDE TO A SAFE INTERNET EXPERIENCE

CREATING A SAFE COMPUTING ENVIRONMENT

1. Set up the computer in a common area with the screen facing outward, e.g. living room. This makes it easier to monitor usage and exercise discipline.

2. Ensure antivirus software, parental filters, pop-up blockers and privacy settings are installed and updated.

3. Keep the webcam covered when not in use as it can be remotely hacked and switched on by strangers.

TIPS FOR CREATING A STRONG PASSWORD

YOUR PASSWORDS SHOULD BE AT LEAST 8 CHARACTERS LONG AND USING A COMBINATION OF LETTERS (UPPER & LOWER CAPS), NUMBERS, AND SYMBOLS. PASSWORDS SHOULD BE CHANGED PERIODICALLY.

Example: CyB3r5aFe@D1G1
Test your password here:
http://cybersafe.my/pswd-checker/index.html

UNDERSTANDING THAT THE VIRTUAL WORLD IS A REAL WORLD TO A CHILD

It is where a child chats with his/her friends, finds information and play games. Things that happen online also affects the child, making him/her feel sad, happy or frustrated. These emotions are real, so treat the child's reactions to online ongoings as you would do in real life.

GUIDING A TECH-SAVVY CHILD

Guiding a child online is the same as parenting them in every day life. They need to be guided to make the right decisions.

1. **Start With A Conversation**
    Discuss with the child their online habits, and also dangers that they could be exposed to. An early discussion helps you to understand the risks they are already exposed to, provide early guidance on how to use the internet, and reduce future adverse incidents on their internet usage.

2. **Keep to the Basics**
    Set basic rules including online safety software and keep them updated as newer technologies become available.

3. **Open Discussions on Difficult Topics**
    Be open about difficult issues (e.g. online child abuse and pornography). Be firm on expectations of behaviour, but be open to questions from them.

4. **Learning is a Two-Way Street**
    Acknowledge that your child may know more than you about technology. Turning to them for help builds your child's trust and confidence.

5. **Be Their Strongest Supporter**
    It is important that they know there is someone to turn to for help. When they come to you, keep calm, listen to them and help them through the problem.

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RULES FOR A SAFE INTERNET EXPERIENCE

Discuss these rules together with your child:

- Agree on the amount of time to be spent online and type of online activities permitted.

- Agree on acceptable online behavior and show them the warning signs of potentially dangerous situations.

- Never disclose personal information online.

- Think twice before posting anything online (e.g.status, photos and location).

- Always log out from your online accounts especially when using a public computer e.g. cyber cafes and friend's house.

- If the child plans to meet an online friend:
  - They should keep you informed
  - They should meet in a crowded place
  - They should bring along a trusted friend or family member

- Encourage your child to speak to you if they have an encounter with something or someone that they do not understand or like.

OPEN COMMUNICATION AND TRUST IS VERY VALUABLE. LET THE CHILD KNOW THEIR SAFETY IS YOUR TOP PRIORITY.

Additional resources available from:

Ready to help is a 24-hour telephone support service for children. If you child needs to speak to someone, just call 15999 or email childline@mctf.org.my

Cyber Security Awareness For Everyone

is an awareness programme under CyberSecurity Malaysia with the aim of spreading the awareness of safe internet usage. For more information, do visit www.cybersafe.my

"EVERYONE CAN SEE LAH…"
Protect your personal information on the internet the way you would in real life.

klik dengan bijak ™

FIND OUT WHAT HAPPENS NEXT
SCAN WITH 'LAYAR' APP

QUESTIONNAIRE
(PRE-WORKSHOP)

1 Which state is your school in?

☐ Perlis	☐ Kedah	☐ Pulau Pinang	☐ Perak
☐ Selangor	☐ W.P. Kuala Lumpur	☐ W.P. Putrajaya	☐ Negeri Sembilan
☐ Melaka	☐ Johor	☐ Pahang	☐ Terengganu
☐ Kelantan	☐ Sarawak	☐ Sabah	☐ W.P. Labuan

2 What is your age?

☐ Below 13 years ☐ 13 -15 years ☐ 16 - 18 years ☐ Above 18 years

3 What is your race?

☐ Malay ☐ Other Bumiputera ☐ Chinese ☐ Indian ☐ Others

4 The first time I experienced the internet, I was …

☐ With my parents ☐ With my siblings (brother or sister)/relatives ☐ With my friends
☐ With my teacher ☐ Alone

5 How many hours do you spend on the internet in a typical week?

☐ Less than 4 hours per week ☐ From 4 hours but less than 8 hours per week
☐ From 8 hours but less than 15 hours per week ☐ From 22 hours but less than 28 hours per week
☐ 28 hours per week and above ☐ Hard to say as no particular number of hours per week
☐ Do not know

6 Which of the following do you use to connect to the internet? Please select all that apply

☐ Desktop PC ☐ Notebook ☐ Tablet or ipad ☐ Mobile phone/Smartphone

7 Where are all the places that you access the internet? Please select all that apply

☐ My home ☐ Friend's house ☐ Someone else's house (e.g. neighbor, relative)
☐ At school (e.g. lab, library) ☐ Free WiFi or Hotspot areas ☐ Internet centre ☐ Others

8 Which ONE place do you most often access the internet?

☐ My home ☐ Friend's house ☐ Someone else's house (e.g. neighbor, relative)
☐ At school (e.g. lab, library) ☐ Free WiFi or Hotspot areas ☐ Internet centre ☐ Others

9 Which of these online activities do you usually do? Please select all that apply

☐ Surfing and visiting websites	☐ Research for school work	☐ Meet new friends
☐ Use Facebook, Bebo, etc.	☐ Upload photos or videos	☐ Blogging
☐ Sending instant messages	☐ Talk in chat rooms	☐ emailing
☐ Download music, TV shows or movies	☐ Playing online games	
☐ Watching programs, movies, YouTube, etc.	☐ Internet shopping, buying products online	
☐ Online banking	☐ Others	

10 How safe do you feel when you are on the internet?

☐ Completely safe ☐ Somewhat safe ☐ Not very safe ☐ Not safe at all ☐ Do not know

11 How important is it for you to learn about internet safety?

☐ Very Important ☐ Important ☐ Somewhat Important ☐ Not Important ☐ Do not know

12 Do you know how to protect yourself while using the internet?

☐ Yes, definitely ☐ Yes, to some extent ☐ No, not really ☐ Hardly or not at all ☐ Do not know

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13 What actions have you taken to protect yourself on the internet?

☐ Set my privacy setting ☐ Scan all my downloaded files ☐ Not open emails from strangers
☐ Not add strangers as friends ☐ Not reveal my personal information
☐ Not share too much information about myself
☐ Practice good internet etiquette/manners (e.g. respectful of others, be polite)
☐ Log out every time when using public computer
☐ Only use public computer for general surfing, rather than accessing online accounts
☐ Use "strong" passwords ☐ Others not in this list ☐ Not done anything

14 Have you ever shared any of your passwords with anyone? Please select all that apply

☐ Yes, with my parents ☐ Yes, with other family members ☐ Yes, with my close friends
☐ Yes, with my teacher ☐ Yes, with other people ☐ No, not to anyone

15 How many different passwords do you use for all your online accounts (e.g. email, Facebook, etc.)?

☐ 1 password, I use the same for all ☐ 2-3 passwords that I usually use
☐ Some accounts have unique/different passwords, and other accounts have common/shared password
☐ I have different passwords for all accounts ☐ I do not have any online accounts

16 How often do you change your password?

☐ I change my passwords every few months ☐ I change my passwords every year
☐ I have always used the same password ☐ I change only when I have forgotten the password
☐ I do not have any online account requiring password

17 The passwords that I currently use are … Please select all that apply

☐ At least 8-characters long ☐ Has a mix of "UPPER" case (capital letters) and "lower" case (small letters)
☐ Includes one or more numbers (e.g. 345) ☐ Includes one or more symbols (e.g. !@#$%)
☐ Just one type (all alphabet letters only OR all numbers only OR all symbols only)
☐ Hard to say as it depends on the online account ☐ I do not have any online account requiring passwords

18 Do you think the privacy setting on your social networking account (e.g. facebook) is set to keep you protected from strangers?

☐ Yes, completely ☐ Yes, to some extent ☐ No ☐ Not sure
☐ Do not know about privacy settings ☐ I do not have a social networking account

19 Do you think the devices (phone, tablet, etc.) that you use are "secure"?

☐ Yes, completely ☐ Yes, to some extent ☐ No ☐ Not sure
☐ Do not know what "secure" means ☐ I do not use any device

20 Do you make it a habit to turn off your Bluetooth or WiFi when not in use?

☐ Yes, all the time ☐ Yes, sometimes ☐ No, not really ☐ No, never ☐ I do not know

21 If something bad happens to me when I am on the internet, I will talk/tell… Please select all that apply

☐ Parents ☐ Siblings (brother/sister) ☐ Relative or other family members ☐ Teacher
☐ School counselor ☐ ICT/Computer teacher ☐ Friends ☐ Someone else
☐ Public hotline number ☐ Report to government organisation ☐ Tell no one anything, say nothing

22 Have you heard of a hotline called "Childline 15999" or not?

☐ Yes ☐ No

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23 What worries or concerns you the most about using the internet? Choose only one answer
- Anonymity, not knowing who is on the other end
- Work not being done because spending too much time on the internet
- Bullying on the internet
- Becoming addicted or hooked on to the internet
- Invasion of my privacy
- Not interacting or mixing with people face-to-face
- Not living in the "real" world
- Others not listed here
- Have no worries or concerns at all

24 Does your home have a computer with internet access?
- Yes, have computer with internet access
- Yes, have computer but no internet access
- No computer at home

25 Is the computer at home kept in a common area, family area or out in the open?
- Yes
- No
- Not sure
- Not applicable, can be moved around

26 Does the computer you use at home have "Parental Controls", which filter/restricts/limits the type of websites that you can visit?
- Yes
- No
- I do not know

27 In your home, are there any rules for using the internet?
- Yes, a lot of rules
- Yes, a little bit of rules
- No, not really
- No rules at all

28 What type of rules does your family have about the internet? Please select all that apply
- Limited to certain amount of time/hours spent on internet
- Only allowed to use internet after finishing schoolwork/studying
- Only allowed to use internet at a particular time or day (e.g. after dinner, only on weekends)
- Can only use internet for school work or educational purposes
- Must get permission from parents/guardians before going online
- Can only access internet in front of parents/guardians or only when they are around
- Only allowed on selected websites, or must be approved by parents/guardians
- Not to share personal information online (e.g. name, address, phone number)
- Do not share too much personal details of your daily life/activities on the internet
- Be careful of what you say or post in social media (e.g. facebook)
- Behave and be polite when using social media/internet
- Do not chat with strangers online
- Do not register or sign up on websites, or be careful when doing so
- Do not download software or open files that you are not familiar with
- Keep your passwords private/confidential
- Tell your parents/guardian about anything that bothers/worries you on the internet
- Others, but not listed above
- None, no rules

29 In your home, have the adults ever talked with the children about how to use the internet safely?
- Yes, only once
- Yes, many times
- No, never
- Not sure, do not remember

30 Have you ever heard of "cyber-bullying"?
- Yes
- No

31 What do you think is "cyber-bullying", or what does this word mean to you? Please select all that apply
- When someone bullies another person on the internet
- When someone threatens another person on the internet
- When someone sends a mean SMS or pictures to another person
- When someone pretends to be another person online, intentionally or for fun
- When someone looks at another person's SMS or information (on that person's device), either secretly or without that person's permission
- When someone posts mean/nasty or untruthful things about others online
- Doing something online as a joke to someone else but is not funny to the intended (receiving) person
- "Cyber-bullying" is just a big/fancy word and not a big deal
- "Cyber-bullying" is no big deal as it only happens online and not in the real world
- None of the above
- I do not know

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32a How often do you experience this situation online (e.g. email, facebook, videos, instant messaging) or through phone calls, SMS/MMS?

Being called mean names or teased in a hurtful ☐ Everyday/Almost everyday ☐ Few times a week
☐ Once a week ☐ About 2-3 times a month ☐ Once a month ☐ Once every 2-3 months
☐ Less often/Rarely ☐ Only once ever before ☐ Never

32b How often do you experience this situation online (e.g. email, facebook, videos, instant messaging) or through phone calls, SMS/MMS?

Having rude or nasty messages sent to you ☐ Everyday/Almost everyday ☐ Few times a week
☐ Once a week ☐ About 2-3 times a month ☐ Once a month ☐ Once every 2-3 months
☐ Less often/Rarely ☐ Only once ever before ☐ Never

32c How often do you experience this situation online (e.g. email, facebook, videos, instant messaging) or through phone calls, SMS/MMS?

Others posting photos/videos to embarrass you ☐ Everyday/Almost everyday ☐ Few times a week
☐ Once a week ☐ About 2-3 times a month ☐ Once a month ☐ Once every 2-3 months
☐ Less often/Rarely ☐ Only once ever before ☐ Never

32d How often do you experience this situation online (e.g. email, facebook, videos, instant messaging) or through phone calls, SMS/MMS?

Being left out or ignored ☐ Everyday/Almost everyday ☐ Few times a week ☐ Once a week
☐ About 2-3 times a month ☐ Once a month ☐ Once every 2-3 months
☐ Less often/Rarely ☐ Only once ever before ☐ Never

32e How often do you experience this situation online (e.g. email, facebook, videos, instant messaging) or through phone calls, SMS/MMS?

Having lies or rumours spread about you ☐ Everyday/Almost everyday ☐ Few times a week
☐ Once a week ☐ About 2-3 times a month ☐ Once a month ☐ Once every 2-3 months
☐ Less often/Rarely ☐ Only once ever before ☐ Never

32f How often do you experience this situation online (e.g. email, facebook, videos, instant messaging) or through phone calls, SMS/MMS?

Private information put on the web without your permission ☐ Everyday/Almost everyday
☐ Few times a week ☐ Once a week ☐ About 2-3 times a month ☐ Once a month
☐ Once every 2-3 months ☐ Less often/Rarely ☐ Only once ever before ☐ Never

32g How often do you experience this situation online (e.g. email, facebook, videos, instant messaging) or through phone calls, SMS/MMS?

Being threatened or forced to do things ☐ Everyday/Almost everyday ☐ Few times a week
☐ Once a week ☐ About 2-3 times a month ☐ Once a month ☐ Once every 2-3 months
☐ Less often/Rarely ☐ Only once ever before ☐ Never

32h How often do you experience this situation online (e.g. email, facebook, videos, instant messaging) or through phone calls, SMS/MMS?

Someone hacks (or enters without permission) into my online accounts ☐ Everyday/Almost everyday
☐ Few times a week ☐ Once a week ☐ About 2-3 times a month ☐ Once a month
☐ Once every 2-3 months ☐ Less often/Rarely ☐ Only once ever before ☐ Never

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QUESTIONNAIRE
(POST-WORKSHOP)

1 Which state is your school in?

☐ Perlis	☐ Kedah	☐ Pulau Pinang	☐ Perak
☐ Selangor	☐ W.P. Kuala Lumpur	☐ W.P. Putrajaya	☐ Negeri Sembilan
☐ Melaka	☐ Johor	☐ Pahang	☐ Terengganu
☐ Kelantan	☐ Sarawak	☐ Sabah	☐ W.P. Labuan

2 What is your age?

☐ Below 13 years ☐ 13 -15 years ☐ 16 - 18 years ☐ Above 18 years

3 What is your race?

☐ Malay ☐ Other Bumiputera ☐ Chinese ☐ Indians ☐ Others

4 After this talk, how safe do you feel when you are on the internet?

☐ Completely safe ☐ Somewhat safe ☐ Not very safe ☐ Not safe at all ☐ Do not know

5 Comparing what you know now versus before this talk, would you say that your ability to protect yourself while using the internet is …?

☐ Much improved, learnt a lot ☐ Slightly improved, learnt some things ☐ Cannot say
☐ About the same, as I know most of it ☐ Remain unchanged, as I already know all about it

5 What steps will you continue to take and add on, to protect yourself on the internet? Please select all that apply

☐ Set my privacy setting
☐ Scan all my downloaded files
☐ Not open emails from strangers
☐ Not add strangers as friends
☐ Not reveal my personal information
☐ Use "strong" passwords
☐ Not share too much information about myself
☐ Practice good internet etiquette/manners (e.g. respectful of others, be polite)
☐ Log out from my accounts everytime after use
☐ Only limit myself to general surfing (not accessing any social network accounts or email accounts) when I am using a public internet
☐ Log out every time when using public computer
☐ Only use public computer for general surfing, rather than accessing online accounts
☐ Others not in this list
☐ Nothing really

6 After today, which best describes your next actions on current passwords for all your online accounts (e.g. E-mail, Facebook, etc.)?

☐ Continue with my current passwords - make no changes
☐ May consider changing some of my current passwords
☐ Make sure that I have different passwords for all accounts
☐ I do not have any online accounts

7 After today's discussion, would you say that the current privacy setting on your social network account (e.g. facebook) is set to keep you protected from strangers?

☐ Yes, completely ☐ Yes, to some extent ☐ No ☐ Not sure ☐ I do not have a social network account

8 After today's discussion, would you say the devices (phone, tablet, etc.) that you use are "secure"?

☐ Yes, completely ☐ Yes, to some extent ☐ No ☐ Not sure ☐ I do not use any device

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10 In future, what would you do when your Bluetooth or WiFi is not in use?
- Will definitely make it a habit to turn off all the time when not in use
- Will try to make a habit to turn off when not in use
- Will not really make it a habit but may turn it off now and then
- Unlikely to make it a habit to turn off when not in useI do not know

11 Which of these actions would you now consider to be "cyber-bullying"? Please select all that apply
- When someone bullies another person on the internet
- When someone threatens another person on the internet
- When someone sends a mean SMS or pictures to another person
- When someone pretends to be another person online, intentionally or for fun
- When someone looks at another person's SMS or information (of that person's device), either secretly or without that person's permission   When someone hacks into another person's online account (eg. fb, email, etc.)
- When someone posts mean/nasty or untruthful things about others online
- Doing something online as a joke to someone else but is not funny to the intended (receiving) person
- "Cyber-bullying" is just a big/fancy word but is not a big deal because it only happens online and not in the real world
- None of the above   I do not know

12 Have you been bullied on the internet before, either via SMS, MMS, social media like facebook, etc.?
- Once   Few times   Many times   Never   Not sure   I do not know

13 What methods have been used to cyberbully you?
- SMS   Facebook, blog, etc.   Videos,YouTube   Phone calls
- Email   Instant messaging   Online accounts being hacked (eg. fb, email, etc.)
- Others   Never been cyberbullied

14 Are you currently being cyberbullied?
- Yes   No   Not sure

15 How many persons do you know of, or have heard about, that has been bullied online?
- 1 person   2-3 people   4-5 people   6-10 people
- More than 10 people   No one that I know/heard   I do not know

16 How often do you think cyber-bullying happens to students in your school?
- It happens all the time   It happens sometimes
- It hardly ever happens   It never happens
- I do not know whether it happens or not

17 Do you have any comments or suggestions that you want to share with us about the programme or this topic?

"Don't bully me"

safe internet

500 million kids will go online across Asia this decade.
Lets help them stay safe. Share to show your support.

#safetelenor

telenor group

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