KINGDOM OF BAHRAIN: NATIONAL INTERNET SAFETY REVIEW

"TO PROMOTE CYBER SAFETY KNOWLEDGE, CULTURE AND INNOVATION"

هيئة تنظيم الاتصالات
Telecommunications Regulatory Authority
Kingdom of Bahrain - مملكة البحرين

إنترنت آمن
safesurf

His Royal Highness
Prince Khalifa bin Salman
Al Khalifa

The Prime Minister of
the Kingdom of Bahrain

His Majesty King
Hamad bin Isa
Al Khalifa

The King of
the Kingdom of Bahrain

His Royal Highness
Prince Salman bin Hamad
Al Khalifa

The Crown Prince,
Deputy Supreme Commander
and First Deputy Prime
Minister

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Mr. Mohamed Hamad Bubashait

General Director, Telecommunications Regulatory Authority
Kingdom of Bahrain

In an age of ever present need for communication, cyberspace has changed the way we interact with each other and conduct our daily lives. It bridged our communities and became a platform for commerce, education, dialogue and more. With the benefits of this new and exciting frontier that we navigate indispensably, so come the risks. Cyber risk is firmly at the top of global concerns and the need to mitigate those risks for the good of all could not be more prominent. Knowing this, we at TRA Bahrain dedicate many of our resources to aid in the local effort towards cyber security and safety in the interest of the public at large; and the 2015 National Internet Safety Review is our latest contribution.

The work first began in 2010 with our State of the Nation Review where we sought the expertise of international researchers in the fields of criminology, sociology and child online safety to help us accomplish the goal of conducting the first comprehensive review to identify internet safety risks faced by adult and child users in the Kingdom. The first study showed us what the key issues were that put people at risk and how they behaved online; followed by recommendations by the researchers, which later materialized into actionable initiatives. Five years on, we have invited the researchers back to conduct this review and see how things have fared since 2010. The research consisted of focus group interviews and surveys, which represented the nation. It will give us invaluable insight that will improve the cyber safety landscape for all of Bahrain's residents and it is our hope that it will encourage collaboration across all ranks in the public and private sector from which we can build a solid foundation.

My thanks goes to the researchers, project team members, schools and members of the Ministry of Youth and Sports for their contributions towards this review. It now falls to us as a community to collaborate on a safer way forward.

Dr. Khalid Bin Daij Al Khalifa

Director of Cyber Security,
Telecommunications Regulatory Authority
Kingdom of Bahrain

The National Internet Safety Review is a study we took rigorous steps to producing. Our utmost concern was to have concluded with an evidence-based report that adhered to strict academic research principles and standards as well as international best practices. We were able to achieve this with the invaluable contributions of Professor Julia Davidson and Dr. Elena Martellozzo, two authorities in the field of child online safety research. We need to declare to the public that our findings in this review point towards a vast number of online abuse and harassment cases, exclaiming the need for our community to not only be conscious of the issues surrounding online safety in Bahrain, but to become a proactive body that takes a stand against these very real threats. The knowledge herein will arm readers with the facts that should encourage a collective effort to bolster the culture and practice of online safety amongst our community. TRA has gone to great lengths to ensure that this study provides you with information that is relevant and representative of the challenges faced by residents in Bahrain in terms of cyber safety. Only if we agree to how serious these facts are can we take the problem head on and make real progress. This can start in earnest with the involvement of the public sector at large, organizing a multilateral approach towards a national strategy with the backing and resources required. The private sector, particularly telecommunication firms, can play a large role in educating their customers about the importance of online safety as part of their social responsibility projects. We hope that what you read in this report moves you to take action. The facts are clear. The road ahead is clear. There is a real threat to our society, specifically among youths, and it's everyone's responsibility to do something about it.

Ms. Mariam Mohamad Al-Mannai

Manager of Cyber Safety,
Telecommunications Regulatory Authority
Kingdom of Bahrain

The National Internet Safety Review is one of the most noteworthy reports on Cyber Safety to be released from TRA to date. The results of our research demonstrates a vivid picture of where Bahrain stands on Cyber safety and provides an overhead perspective on the state of internet activity in particular within the Kingdom of Bahrain.

Having conducted the first review in 2010, it's interesting to see the changes that have taken place. It's apparent that the number of people sharing information online and the likelihood of them meeting with strangers has made a significant drop, which is positive and tells us that awareness levels are starting to change for the better. Cyberbullying, unfortunately, is still a problem that we need to work together to turn around based on the findings of this research. The Cyber Security Directorate of the TRA has been active in raising awareness on the afore mentioned issues through the SafeSurf Initiative, reaching out to local community through social media and carrying out projects to educate people on the dangers that lurk online.

1 ACKNOWLEDGMENT

The Authority would like to thank the researchers Professor Julia Davidson & Dr Elena Martellozzo, the authors of the National Internet Safety Review 2010 and 2015/16. The Authority would also like to thank the schools who participated in this study for their invaluable help with the data collection (Al-Wisam International School; British School of Bahrain; The Indian School; Modern Knowledge School; and Bahrain Bayan School).

We would like to acknowledge with much appreciation the NISR Team in TRA, who have contributed to the planning and organizing of this study; Mohammed Hamad Bubashait, General Director, Dr Khalid Bin Duaij Al-Khalifa, Director of Cyber Security, Mariam Mohamed Al-Mannai, Cyber Safety Manager, Sarah Salah Alrafeea, Cyber Safety Specialist, Nimisha Govind Patel, Cyber Security Professional, Taiba Al-Binali, Acting Director of Consumer and Media, Abdulelah Abdulla, Manager of Media and Public Relations, Sh. Mubarak A. Rahman Al-Khalifa, Consumer Affairs Specialist, Amna Ali Al-Ghattam, Senior Consumer Affairs Specialist, Sh. Mohamed Ali Al-Khalifa, Senior Public Relations & Media Specialist, and Noof Al Ammadi, Translation Officer and Board Secretary.

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Kingdom of Bahrain - مملكة البحرين

2 INTRODUCTION

In 2010, the Telecommunications Regulatory Authority undertook the first Online Safety Study in the Kingdom of Bahrain; the study highlighted key issues around children's and adult's perceptions of risk and their online behaviour (Davidson, J. Martellozzo, E., 2012). In 2015 TRA has contracted the Researchers to undertake a second review of Internet safety awareness amongst adults and children. This report presents findings from the research set in the context of a review of recent and current international literature in the child online safety area.

The research involved approximately 2,433 respondents, of which, 98 were children aged 7-11 through focus group interviews, a national survey of 1,637 young people aged 12-18 from schools in the Kingdom and a national survey of 698 adults. The sample was nationally representative of Bahrain, including a 50/50 gender split. Furthermore, the split was also equal amongst different age groups (the following schools have participated in the study 1. Al-Wisam International School; 2. British School of Bahrain; 3. The Indian School; 4. Modern Knowledge School; 5. Bahrain Bayan School). Unfortunately no access was provided to public schools by the Ministry of Education. The target sample for the adult survey was 800 and 698 responded. However, 618 provided complete data and were therefore included in the analysis.

2.1 AIMS OF THE RESEARCH

The aims of the research were:

1. To gather baseline evidence regarding the online behaviour (positive and negative experience) and safety awareness of children aged 7-18, from:
   A. A large national child sample (age 12-18);
   B. A series of focus groups (age 7-11);
   C. Focus group with teachers;
   D. To compare 2015 data, where possible, to data collected from the first State of the Nation Review in 2010 in order to identify trends and change over time;
2. To gather baseline empirical evidence regarding online behaviour and awareness amongst adults (including parents and teachers) of Internet safety risks;
3. To measure the attitudes and safeguarding awareness of parents regarding their children's Internet usage;
4. To explore children's usage of mobile technology;
5. To disseminate the key findings to a group of teachers to inform and help develop safeguarding practice in schools.

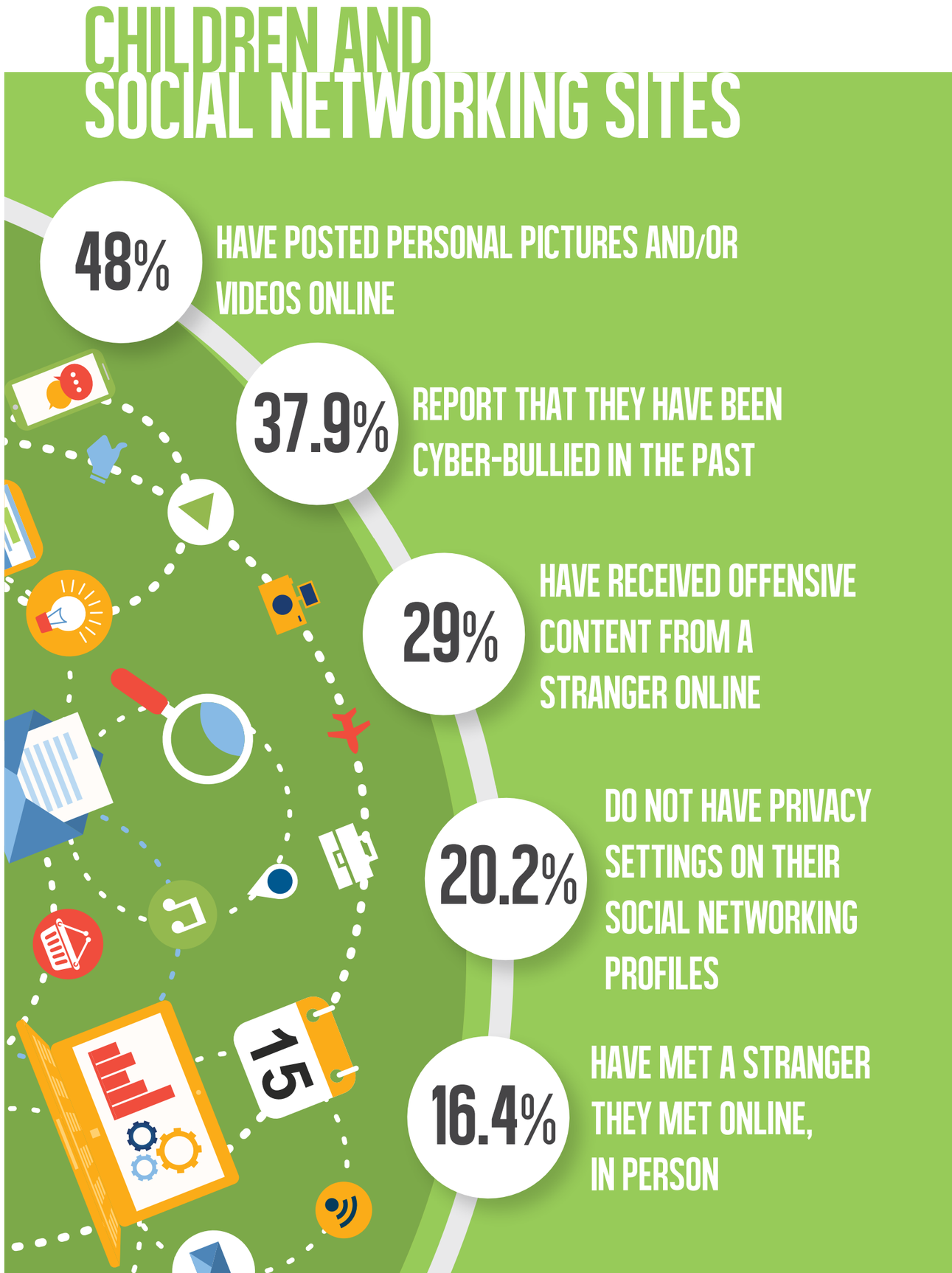
FINDINGS FROM CHILDREN AND YOUNG PEOPLE - COMPARING 2010 AND 2015 DATA

HEADLINE FINDINGS

1. **Increased time spent online** - There is an increase in the amount of time young people are spending online, with approximately 47% reporting that they spent up to three or more hours per day online, compared to one-third of the sample in 2010;
2. **Decreased use of fixed internet** - Young people are moving away from fixed internet and online activity with a nearly fifty percent reduction in desktop use since 2010;
3. **Increased use of mobile technologies** - Young people are accessing the internet using more fluid, dynamic and mobile technologies in 2015, with nearly 4 times more reporting using a smartphone when compared to 2010;
4. **Decreased use of email** - Young people are reporting increased use of the internet for activities such as homework and researching, as well as instant messaging, but there is decreased use of email between the two data points;
5. **Less sharing of personal information** - There are reductions in the young person survey data across the majority of risk areas, including sharing of personal information with strangers online (16.6% in 2010 vs. 9.9% in 2015);
6. **Less likely to meet an online contact** - There was a large reduction in the number of young people reporting that they had met an online contact in person in 2010 (43%) and 2015 (16.4%);
7. **Cyberbullying is still of concern** - Changes in cyber-bullying were difficult to interpret, with nearly three-quarters of the sample in 2010 reporting having been bullied, this number being halved in 2015 (37.9%). WhatsApp, text messaging and social networking sites are the three most common mediums used to engage in cyberbullying;
8. **Negative impact of cyber-bullying** - the 2015 child survey included a more detailed section addressing the experience of cyber-bullying and the negative impact upon some young people is very clear;
9. **Increased confidence regarding online safety** - more young people (72%) are reporting that they feel confident in staying safe online;
10. **Playing age inappropriate online games** - The focus group data demonstrated that some children, particularly boys, play age inappropriate online games, sometimes with the consent of their parents.

FIGURE 1: FINDINGS FROM CHILDREN AND YOUNG PEOPLE (2010 V 2015 DATA)

Figure 1 presents the key differences between the findings from the data collected, with children and young people, in 2010 and those collected during this study.



3 CONTEXT

The first State of the Nation Review of Internet safety amongst young people and adults was undertaken in 2009 and published in 2010 (Davidson & Martellozzo, 2010, 2012). The research was innovative and was the first large scale project to be undertaken in the Middle East exploring young people's experience and awareness of internet use and digital media. The research also explored safety awareness and risk taking. The original aims were to:

1. Identify and review the evidence on risks to children's safety and wellbeing of exposure to potentially harmful or inappropriate material on the internet; assess the effectiveness and adequacy of existing measures to help prevent children from being exposed to such material;
2. Identify and assess the risks associated with the gaps between the identified risks to safety of children and the adequacy of the existing measures;
3. Suggest ways to help parents understand and manage the risks;
4. Make recommendations for improvements and additional action.

These aims were met through the use of a mixed methods research strategy, which included a qualitative approach (focus groups and stakeholder interviews) and a large online survey of children and adults. The methodological design built upon a model developed by the Researchers in the UK and used in similar research funded by the UK Government in 2008. The findings from this research have been presented to international audiences, and published in a peer reviewed international article (Davidson & Martellozzo, 2012). The initiative and the research have received widespread acclaim.

Since the publication of the report in 2010, TRA has implemented many innovative initiatives focusing on child Internet safety, but there was a need to undertake a second study to explore Internet safety amongst children, particularly given recent changes in the use of technology and child online behaviour, and in the context of the United Nations ITU Child Online Protection guidance which emphasises the importance of promoting child digital safety and educating parents and children about responsible use of ICTs.

3.1 YOUNG PEOPLE ONLINE: A GLOBAL PERSPECTIVE

3.1.1 ONLINE BEHAVIOUR AND POLICY CONTEXT

The growth of social networking sites and online presence offers a medium for communication and discourse never before seen, with the opportunity to utilise evolving forms of electronic communication. Public anxiety involving online harms is likely to be inflated due to numerous factors, including the rapid growth of the Internet and associated technologies, and the gap between online understanding and literacy between children and their parents.

Aderet (2009) discusses some of the complexities of online behaviour and our existence in a cyber-world and how this can cause problems, impacting upon the way in which we interact with others and altering our understanding of the world. The act of being online can afford freedom from societal constraints. Unfortunately, this freedom brings with it limitless risks, dangers and threats. Aspects of anonymity have the potential to remove social rules and norms, and provide a medium for misbehaviour, risk and impulsivity.

The increase in digital technologies has also led to a renewed focus on young people, as users of digital technology, as perpetrators and as victims (Davidson, J., Martellozzo, E, 2009: Webster, Davidson & Bifulco, 2014) and as digital citizens with online rights (Livingstone & Bulger, 2013; Livingstone & O'Neil, 2014). Young people are typically labelled as what the literature calls 'digital natives' (Prensky, 2001). This implies that they tend to be more knowledgeable about new technologies than previous generations. This coupled with young people's prolific use of sharing images and inappropriate content online makes their private material susceptible to others, including hackers and also untrustworthy individuals who may redistribute the information, usually without the consent of the owner. These latter points highlight a tertiary problem that is the peer-to-peer elements of online grooming and child abuse. Research demonstrates that recently a number of factors including immaturity; inexperience; impulsivity and risk-taking; lack of forethought; and peer acceptance have led to increased harms and risks online by either other Young people (peer to peer) as well as opportunistic criminals (Castro & Osorio, 2015).

3.1.2 WHAT DOES THE LATEST RESEARCH TELL US ABOUT YOUNG PEOPLE'S ONLINE BEHAVIOUR?

In recent research examining the nature of access and use of the Internet among a national sample of UK children aged 5-15 OFCOM showed that the vast majority of children use the Internet, with over 88% having access to the Internet at home (OFCOM, 2014). Most young people that do access the Internet do so weekly, both at home and at school. This is also true of children in other European countries, the Middle East, the US and increasingly in the developing world where Internet penetration and use of mobile technology has increased exponentially even in the poorest communities. Recent data from the International Communications Union (ITU) shows that one in three in the Arab States are online, and 20.7% in Africa, are online, with that number rising annually. While there is no data on the percentage of these users who are children, Livingstone et al argue that one in three children are now online globally, and that in fact increasingly children under 18 are as likely to be online as those over 18 years of age (2011). Inequalities attributed to age, gender and socioeconomic status in relation to quality of access and use of Internet are also apparent, for example, older adolescent males and middle class children benefit from better quality and more regulated access, this was also apparent from the original research undertaken in Bahrain in 2010(Davidson & Martellozzo, 2012), parental anxiety contributes to low and restricted use (Sorbring, 2014) along with Young people having other interests and a lower socioeconomic status.

Policy seeking to devolve child Internet regulation to parents is increasingly promoted by governmental agencies in the EU and the United Kingdom, and some argue that this will serve to undermine children's freedom and privacy to explore and express themselves online (Livingstone & O'Neil, 2014) and undermines the democratic negotiation of mutual rights, trust and responsibilities between children and parents (Houtepan et al., 2014). The EU for example has decided to establish 16 as the new baseline age at which children may use social media (it was 13) for the whole of the EU but with an option for individual Member States to retain the 13 limit (they would need to legislate for this), 13-16s may however use social media sites with parental permission, this in reality means that children instead of lying about being 14 will probably now lie about being 16. The rationale for this it seems is a desire to protect children's online privacy and personal data. It is also the case that some parents, particularly in poorer communities, lack basic technical knowledge and skills and their ability to regulate children's behaviour will be limited. There are currently no such regulations in the Middle East.

Furthermore, the European Commission, in endeavouring to provide a 'better and safer' Internet for children, supports industry self-regulation in dealing with

safety and content challenges that may arise (EC, 2015). Although there is widespread support for the above-mentioned practices, self-regulation in reference to online content does not come without difficulties. Incongruent laws between countries, few standard practices and operating guidelines as well as a disconnect between the trust of online content and that of augmented (on- and off-line) brands all lead to problems in utilisation of self-regulatory practices (Davidson & Gottschalk, 2014). These issues lead to challenges in policing and prosecuting online offending. There are, however, some global initiatives seeking to address this issue, for example in December 2014, the UK Government convened the We PROTECT Children Online Summit. Following this, and recognizing the risks faced by children, the UK government mobilized relevant actors to strengthen global efforts to combat online sexual exploitation. It is within this context that the UNICEF Global Programme to build capacity to tackle online child sexual exploitation is being implemented in 17 countries across six regions, with both regional level engagement, and activities at a global level.

3.1.3 ONLINE RIGHTS

Given increased Internet use the well-being and safety of children online is becoming increasingly important. Access to, and use of, ICTs and social media, opens up a realm of opportunities for children.

Increasingly, ICTs are being used for the delivery of a range of services to children, including education and health services, particularly in areas and countries where access to these and other social services might be limited. Indeed, while global discourse considers whether access to ICTs are in fact, a fundamental human right, the Special Rapporteur to the Secretary General on Violence Against Children has clearly stated that "connectivity is a fundamental human right since it enables children to learn, work, connect, experience cultural activities and become citizens of the world" (SRSG on Violence Against Children, Marta Santos Pais, 28th Session of the Human Rights Commission, Geneva, Monday 9 March 2015, available at http://www.ohchr.org/EN/Issues/Children/Pages/SafeDigitalEnvironment.aspx), thus recognizing the range of rights and opportunities that ICTs and connectivity offer children.

In considering the well-being and safety of children online, a number of factors need to be borne in mind, including that children have particular educational developmental and informational needs; are particularly vulnerable to exploitation, including sexual exploitation, and abuse; and often lack sufficient internet literacies to fully deal with the online environment. These specific needs, and experiences, demand national and international treaty, policy and legislative environments that are protective of children and that take into account specific vulnerabilities and safety needs, minimizing risks, eliminating harms, while at the same time protecting their rights (as enshrined in the UN Convention on the Rights of the Child, the Optional Protocol on the sale of children, child prostitution and child pornography, the Universal Declaration on Human Rights, and the African Charter on the Welfare and Rights of the Child). The generally accepted international benchmarks for child protection from online sexual exploitation are found in the Council of Europe Budapest Convention on Cybercrime and the Lanzarote Convention on Protection of Children against Sexual Exploitation and Sexual Abuse, and even where countries are not signatories to these Conventions, they can nevertheless be used as model laws for implementation. Online experiences, including child online sexual exploitation, should not, however, be considered in isolation from broader social dynamics, contexts and culture, similarly the development of educational and awareness programmes should take into account the local context and this was a key point arising from the original SONR (2010).

3.1.4 ONLINE HARMS

Children and young people can encounter various harms online, potential harm can include: (1) exposure to content which is adult and age inappropriate; (2) contact, which includes grooming, sexual exploitation and/or abuse; and (3) conduct, where harassment and sexting are potential outcomes (Ahern & Metchling, 2013; Webster, Davidson & Bifulco, 2014).

Research suggests that children are increasingly exposed to online adult content, current research in the UK suggests that children can access such content accidentally at a young age and are becoming increasingly desensitised to such content (Martellozzo, Horvath, Davidson & Adler, 2015). This may impact upon the emotional development and wellbeing of children as they enter adulthood, and may well affect the way in which they view and behave within adult relationships. It is clear from this research that educational preventative and awareness raising work with young people is a necessary element of school curriculums.

In terms of contact it is clear that a small minority of children meet with and are abused by adults they have met online (CEOP, 2014) and that vulnerable children are more likely to meet with an online contact (Webster, Davidson & Bifulco 2014), however online interactions may lead to cases where children have been blackmailed into performing indecent acts. Such cases are often international involving offenders and victims from different countries and many victims can be targeted. For example, there was a recent case in 2011 perpetrated by offenders from Bahrain who targeted child victims in the UK, the offenders were caught following a collaborative effort between Bahraini and UK Law Enforcement. There is clearly a need to ensure that children are fully aware of such online harms and are enabled to respond appropriately and safely, such sensitive messages are best delivered through schools educational awareness programmes and should be reinforced by parents. There is an additional need to ensure that children are educated to become responsible digital citizens, aware of ethical online behaviour and their online rights from a young age.

In terms of child indecent images UNICEF claims that there are approximately four million websites that contain child indecent images, with over 100,000 requests daily for files on p2p sharing sites (Ropelato, 2011). Recent statistics illustrate a more conservative number of one million websites facilitating online childhood sexual abuse material on any given day (Moore, 2014), with a concrete number difficult to confirm with websites constantly being taken down, and new ones emerge. These are what are visible to law enforcement, without considering the prominence of the deep web, such as the 'Silk Road' and similar websites. A study conducted by the University of Portsmouth, UK, recently found that, through monitoring internet traffic via TOR (The Onion Router), nearly 80% of all information was related to online paedophile sites, there is increasingly an exchange of amateur child abuse images through such sites so no financial tracking is possible (Owen, 2014) and increasing use of alternative currencies such as Bitcoin.

Increasingly, it becomes difficult to distinguish child sexual abuse images from interpersonal sexual victimisation and increasingly child self-generated inappropriate content. This is due to the nature of the photos (someone did these things to the child, or made them do it, or they did it voluntarily not considering the consequences), the images contain evidential properties of what has occurred. Research has also shown that those circulating and distributing indecent images and files may also be involved in offline, direct child abuse as well (Webster, Davidson & Bifulco, 2014; Yar, 2009).

Sexting is another modern social action used in a wide range of narratives however this will typically include the distribution of images or words, between two or more ICT users, for example, over mobile phone devices of explicit photographs and/or videos, or text. Nearly 1/5th of European adolescents have received such messages through an online medium (Livingstone et al 2011).

In the United States particular cases are considered Internet-related if the offender-victim relationship begins online or the Internet is used to communicate with a potential victim with the intent of victimisation or exploitation. Alternatively, a case can be labelled as an Internet abuse crime if proactive, undercover policing using ICTs or the Internet is used in the pursuit and successful identification of perpetrators. Lastly, if any of this information is located on ICT or related technology, even if the perpetrator was not identified online, it can be considered Internet-related (Wolak, Mitchell, & Finkelhor, 2003b). The problem of definition and 'evolving' practice thus crosses from definitional elements of offender and victim into the realm of prevention and intervention.

Although there is increasing research exploring the behaviour and experience of young people online most of this has focused on the US and Europe. Therefore, there is an urgent need to expand the work that the Researchers have undertaken in Bahrain to explore the specific issues faced by young people living in different cultural contexts. As Livingstone and Bulger (2013, p10) suggest: '…research is needed to discover which risk factors operate in particular cultural or national contexts and what protective factors exist in children's environments that can be strengthened…'. This second study seeks to explore risk factors and to point to protective factors.

APPROXIMATELY 90% OF THE POPULATION OF THE KINGDOM OF BAHRAIN HAVE ACCESS TO THE INTERNET (UN ITU 2014).

3.2 THE KINGDOM OF BAHRAIN: YOUNG PEOPLE ONLINE

3.2.1 CHILD ONLINE SAFETY INITIATIVES

Approximately 90% of the population of the Kingdom of Bahrain have access to the Internet (UN ITU 2014). The TRA has been proactive in developing Child Internet Safety initiatives. The TRA has also sought to raise awareness about Internet safety and associated harms through the SafeSurf Campaign which includes a dedicated website for children, parents and teachers which contains useful resources including safety information and research (www.safesurf.bh). Other countries in the region such as Qatar, the UAE and Oman have developed similar resources but none have conducted large-scale, comprehensive national research to explore children's online experience and Bahrain has led the way in this respect. The findings from the original research (State of the Nation Review of Internet Safety, 2010) have informed the development of a number of imaginative initiatives in the Kingdom which are described in Table 1:

INITIATIVES	DESCRIPTION
Development of KPI monitoring system 2016	The development of a basic monitoring system to evaluate performance against key performance indicators
Second Internet Safety Study - National Internet Safety Review (NISR) 2015/16	Follow-up research on internet safety to gage the awareness level of the residents of the kingdom of Bahrain. The NISR is a comprehensive review identifying new risks faced by internet users in the Kingdom, which will set out recommendations to ensure the online safety and wellbeing of the residents of the Kingdom. This study also includes the social media aspect, which wasn't covered in SONR
Cyber Bullying Student Guide 2015-2016	Continuously develop different mechanisms for imparting cyber safety knowledge to students in academic institutions through TRA collaboration with BeFree Organization.
Cinema Animation 2015-2016	Develop animation clips addressing common risks online. Through prompting eye opening, clips distributed in the cinemas, YouTube Ads and other Social Media Platforms targeting parents, guardians and young people.
Safesurf Website Development 2015	To create a one-stop portal for parents, teachers, caregivers and children to search for content/information regarding internet safety and precaution measures
Safesurf Social Media 2014-present	Spreading awareness using social media, by using a friendly approach and tone to viewers targeting parents and guardians.

INITIATIVES	DESCRIPTION
Collaboration with MOE 2014-present	Through cyber safety training sessions for parents, guardians, educators and children
Child Online Protection "COP" Workshop 2014	A three day workshop was conducted by TRA and ITU- Regional Cyber Security Centre, inviting stakeholders from the private and public sector in the kingdom of Bahrain, to develop a practical and effective framework for protection of children online, that can be implemented using the five Pillars of COP.
Universal Children's Day (COP Challenge) 2014	TRA in collaboration with the ITU, ITU-RCC, and General Organization for Young people & Sports held on Universal Children's Day 20 November. The COP challenge itinerary covered various team building games such as a treasure hunt and charades where the clues were lessons on how to stay safe online. Also part of the itinerary was an art exhibition and theatrical act following the same themes.
International Cooperation with GSMA Kids Mobile Research 2014/2015	Research on the growing use of mobile phones by children aged 8 to 18 in the Kingdom of Bahrain. The research aims to provide a detailed picture of the social effects of mobile phone use by children, and to discover the similarities and differences between markets.
SafeSurf Awareness Campaign 2013/2014	Promote online safety and alert the general public through various traditional communications media to Increase the level of awareness of possible warning signs of harmful online activities.

INITIATIVES	DESCRIPTION
First Internet Safety Study - Original State of the Nation Review of Internet Safety (SONR) 2010	The first and most comprehensive study of its kind in the region established the baseline data for understanding the risks encountered by young people and adults on the Internet. This study set the blueprint for the following initiatives and established a unique dataset.

TABLE 1 : TRA CHILD ONLINE SAFETY INITIATIVES

3.2.2 CHILDREN'S MOBILE USE AND ONLINE BEHAVIOUR

Research recently conducted in the Kingdom, which was undertaken by the GSMA in 2014, provides a snapshot to better understand children's usage of mobile phones and online behaviour. The research was conducted with a sample of approximately 1000 Bahraini residents including children, young people and parents. The following methods were used to collect the data: Telephone interviews; online surveys; face-to-face surveys and focus groups. The telephone, face-to-face and online surveys were conducted with the following groups: 520 children and teenagers and 450 parents. The focus groups were divided into three age groups as follows: Group 1- children aged 8 to 12; Group 2- young people aged 13 to 18 and Group 3- parents with children aged 8 to 18.

The key findings from the Children's Mobile use and Online Behaviour research suggest that:

1. Over 50% of children in the Kingdom of Bahrain started using a mobile phone between the ages of 8-14 with over (60%) of them using new mobile phones;
2. Only (25%) of children did not have access to a tablet;
3. Over (80%) of children use Smartphones and they use their mobile phones to access the internet;
4. (50%) of children access the internet more than 11 times a day with (60%) of them spending a minimum of 2 hours a day online;
5. Approximately (90%) of children in the Kingdom of Bahrain use Social Media Networks on their mobile phones and over (50%) of them access their Social Networking Sites (SNS) more than 11 times a day;
   A. (80%) of them have used SNS to make new friends;
   B. (36%) reported having over 300 friends on SNS;
   C. (80%) reported having new friends that they had met on SNS, which is of some concern;
6. The most commonly used SNS is Instagram amongst both children and parents;
7. (51%) of the children had their profile set to private on their most commonly used SNS.

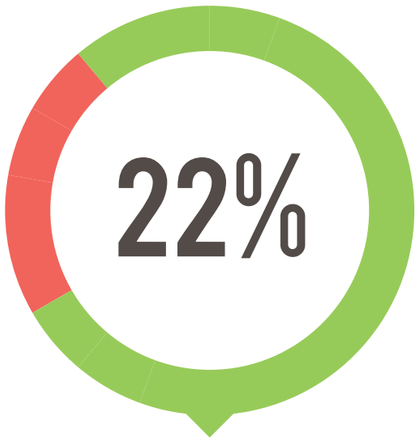
Many of the children reported the positive aspects of having a mobile phone with 76% agreeing with the statement that 'having a mobile phone makes me feel more confident'. However, on a more negative note some children reported spending less time interacting with family due to time spent on their phones (61% agreed or somewhat agreed),

and some children felt quite dependent on their mobile phones (78% felt bothered when they could not use their phones). In keeping with the findings from the original State of the Nation Review of Internet Safety (2010) children reported being most likely to go to friends for help with Internet related problems (42%), with only 5% seeking help from parents and 5% seeking help from teachers. However, the majority of parents believe that they are best placed to offer their children advice (59%).

Some of these results are consistent with those identified in the National Internet safety Review 2015.

The same research also focused on parents' perceptions of their children's online use and it found that:

1. Most parents were concerned about their children overusing their mobile phones, viewing inappropriate sites and not being able to track the child's contacts;
2. Many Bahraini parents try to control the way in which their children use their phone by placing restrictions upon the frequency and context of use, (68%) of parents set rules about use;
3. Only (22%) of parents had parental control services and used them and this is of concern;
4. In terms of children's online behaviour parents were most concerned about overuse (42%) and viewing inappropriate sites (46%);
5. Some parents were also concerned about their child's privacy online (33% were very concerned and (26%) were somewhat concerned).



OF PARENTS HAD PARENTAL CONTROL SERVICES

3.2.3 LEGISLATION

Similar to other countries legal measures protecting children and young people on the Internet can be found in different acts, some of which focus upon general child abuse (but may apply equally in the real world and online) and new legislation has been introduced which focuses upon cybercrime. The following legislation has been introduced to protect children online:

3.2.4 LAW NO. 37 OF 2012 - CHILDREN'S ACT

This Law contains 69 articles focused on childhood, addressing the problems and needs of childhood, and the formation of the National Commission for Children.

Article 11 establishes the National Commission for Children which includes The Ministry of Human Rights and Social Development, the Ministry of Interior, the Ministry of Education, the Supreme Council for Women, public prosecutors, Information Affairs Authority, the Ministry of Labour, the Ministry of Health, the Ministry of Justice, Islamic Affairs and Endowments, the Ministry of Foreign Affairs, University of Bahrain, the General Organization for Young people and Sports, and two members of the competent institutions of civil society.

Article 12 identifies the focus of the National Commission for Children to include proposing a national strategy, monitor and study the problems and needs, propose appropriate solutions, coordinate government agencies and NGOs, cooperate and coordinate with regional and international organizations, track childhood matters in the Kingdom of Bahrain, and prepare reports for international conventions on children signed by the Kingdom of Bahrain.

Article 43 directs the Ministry of Human Rights and Social Development, to establish the "Child Protection Centre", which includes an organizational structure, and branch offices in the ministries of justice, interior, health, and education.

Article 39 prohibits the publishing, display or circulation of prints, visuals, audible, or readable materials that is sexually explicit or encourages crime and moral deviation in a child.

Article 57 makes it a criminal act to "lure" of children through the Internet and other modern means of communication, in ways that are contrary to public morals, public order, or not age-appropriate.

3.2.4.1 LEGISLATIVE DECREE NO. 15 OF 1976 AFFECTING THE PENAL CODE

This Decree includes deterrent penalties for those who commit crimes against children.

Article 320 makes it a crime to endanger a child who has not attained the age of seven, or a person unable to protect himself due to health, mental or other burden on it. If the crime includes the victim's death or permanent disability, he shall be liable to the penalty prescribed for the crime.

Article 324 makes it a crime to incite a male or female to commit prostitution or debauchery, or to be an accomplice to such acts. It also sets minimum penalties if the victim is under 18 years of age.

Article 325 makes it a crime for anyone to incite a male or female to commit debauchery or prostitution through coercion, threats or deception. It increases the penalty if the victim is under the age of 18.

Article 335 makes it a crime to incite or help anyone to commit suicide. If the victim is under the age of 18 it is considered aggravating circumstances.

3.2.4.2 DECREE-LAW NO. (60) OF 2014 ON CYBERCRIMES

The new law (60/2014) criminalizes the illegal access of information systems, illegal eavesdropping over transmission, or the access and possession of pornographic electronic materials.

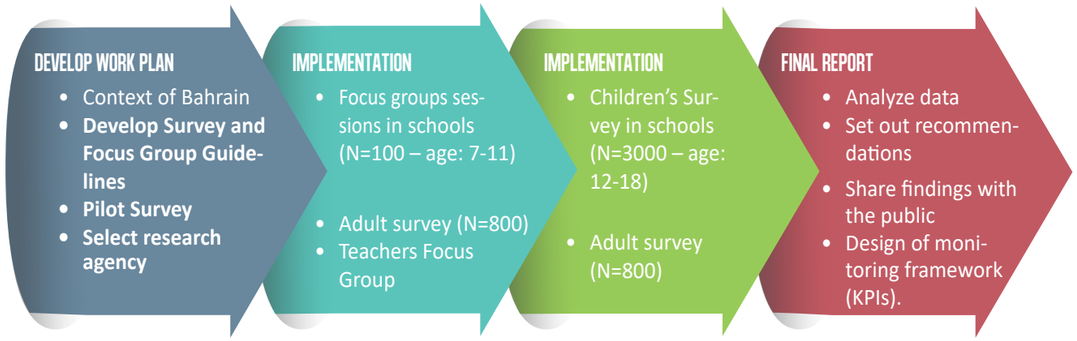


FIGURE 2: METHODOLOGY DESIGN

4 METHODOLOGY

4.1 DESIGN

The project consisted of two main stages: Stage 1 and Stage 2. Stage 1 includes Data Collection and Analysis where a number of methods are employed to gather and analyse data, which then informed Stage 2 key Performance Indicators & Monitoring.

4.2 SURVEY OF CHILDREN AND YOUNG PEOPLE

The current survey includes some of the questions designed for the first SONR 2010 to allow comparisons. However, some of the questions designed for the NISR 2015 study have changed in the context of changes in technology and changes in key online child safety issues arising from the most recent international research[2].

The survey contains a set of tested questions organised under a series of headings. Most surveys are designed to gather structured data and include a sequence of answers, from which the respondents select a response. Although some questions are open ended, allowing the respondents to answer freely.

The validity of the survey rests upon the extent to which the research tool measures what it purports to measure. With this in mind, this methodological approach attained high validity by ensuring that:

- Some of the questions are comparable to those of SONR1;
- The questions met the aims set out in the research;
- The survey questions are age appropriate, language appropriate and content appropriate for the 12-18 age group. Please note that all the questions have previously been tested and piloted in other international studies (Davidson and Martellozzo 2012; Vincent, 2014) as discussed above and were tested on a small sample of young people in Bahrain.
- The questions have been designed to capture the full spectrum of variables that are relevant to the aims of the study: From Internet daily use, to the involvement of parents in the young people's digital lives to online risks young people may encounter online.

[2]This has indicated that children report a high rate of cyberbullying and harassment (Finkelhor and Wolak, 2014) which can have a detrimental impact on their health and psychological wellbeing (Smith, Thompson & Davidson, 2014), and that good parental supervision is key in child online protection (OFCOM, 2014)

4.3 RESPONSE RATE

One of the limitations of large surveys is a potential low response rate, which may result in a limited or biased sample. To address this issue the same approach as was used as in the SONR 2010 whereby, schools acted as gatekeepers and collaborators, this approach has also been used successfully in other large-scale survey research with young people (Davidson, Martellozzo & Lorenz, 2009). The TRA team established a good relationship with the Head Teachers of the schools who ensured that all the children in the selected schools answered the survey questions during ICT lessons or a school break. The participating schools were 1. Al-Wisam International School; 2. British School of Bahrain; 3. The Indian School; 4. Modern Knowledge School; 5. Bahrain Bayan School. The response rate was consequently very high. However, it proved difficult to obtain permission from the Ministry of Education to access public schools and the survey was consequently conducted in only the private school sector, this should be borne in mind in considering the survey findings and compatibility with 2010 data in terms of social class.

4.4 CHILDREN AND YOUNG PEOPLE SURVEY SAMPLE

1,637 young people aged 12 - 18 from schools in the Kingdom participated in the child survey and 98 children aged 8-11 participated in the focus groups. The sample was nationally representative of Bahrain, including a 50/50 gender split. Furthermore, the split was also equal amongst different age groups, which was: 12/13 - 13/14 - 14/15 -15/16- 16/17- 17/18, the survey was administered in both English and Arabic although almost all preferred to use the English version. All participants for this study on a voluntary basis were recruited by TRA via schools with the permission of the children, parents and Head Teachers.

4.5 PILOT TEST OF THE CHILD SURVEY

The questionnaire was piloted by the researchers on a small sample of 5 young people with the help and cooperation of the Ministry of Youth and Sports - Youth Innovation Center (age 13-16; 2 females and 3 males) before wider use. The pilot helped to address the length and time it would take a child to complete the survey, as well as testing some of the content and use of language. Advice from the young people was taken into consideration and some minor changes to the questions were made as a result. The final version of the survey is appended in this document (Appendix 5: Child survey).

4.6 KEY ETHICAL CONSIDERATIONS FOR THE SURVEY

Ethical considerations have been taken into account for the survey and are summarized below:

RISK	MITIGATION
Young people not understanding consent procedures to take part and thus not giving informed consent	• Creating a clear and concise document in accessible language suitable across the age ranges participating • Following new British Criminological Society guidance; • Ensuring that young people and their parents are informed about the research via the school; • Ensure that both young people and the principal teacher provide consent via the school; • Basing consent procedures on those developed for a previous study with young people about similar issues where the following took place: • Working with young people to ensure that the consent procedures are appropriate. • Checking that all participants think they have had enough information to make a decision about participation.
Young people taking part experiencing distress	• TRA with the guidance of the Researchers will ensure that appropriate support information is available throughout the process. • Providing information to all on support services .

TABLE 2: KEY ETHICAL CONSIDERATIONS FOR THE SURVEY

4.7 PARTICIPANTS FOR THE ADULT SURVEY

The target sample for the adult survey was 800 and 698 responded. However, 618 provided complete data and were therefore included in the analysis. The survey aimed to explore adults' views and experiences focusing on Internet use and on online risks. A set of questions has been developed for parents and teachers, as in the child survey, focusing upon online risk, including cyberbullying. This enables the comparison of some of the results with data from the child survey. This survey was also administered in both English and Arabic.

The survey was standardized in such a way as to ensure reliability and validity. This is important so that the results can be generalized to the wider population. However, the sample was non-random and self-selecting; this places some limitations upon generalisation.

4.8 SURVEY DATA ANALYSIS:

The Statistical Package for the Social Sciences (SPSS-software package for statistical analysis) was used to analyse the quantitative data from the surveys (both adult and child). The analysis process employed was as follows:

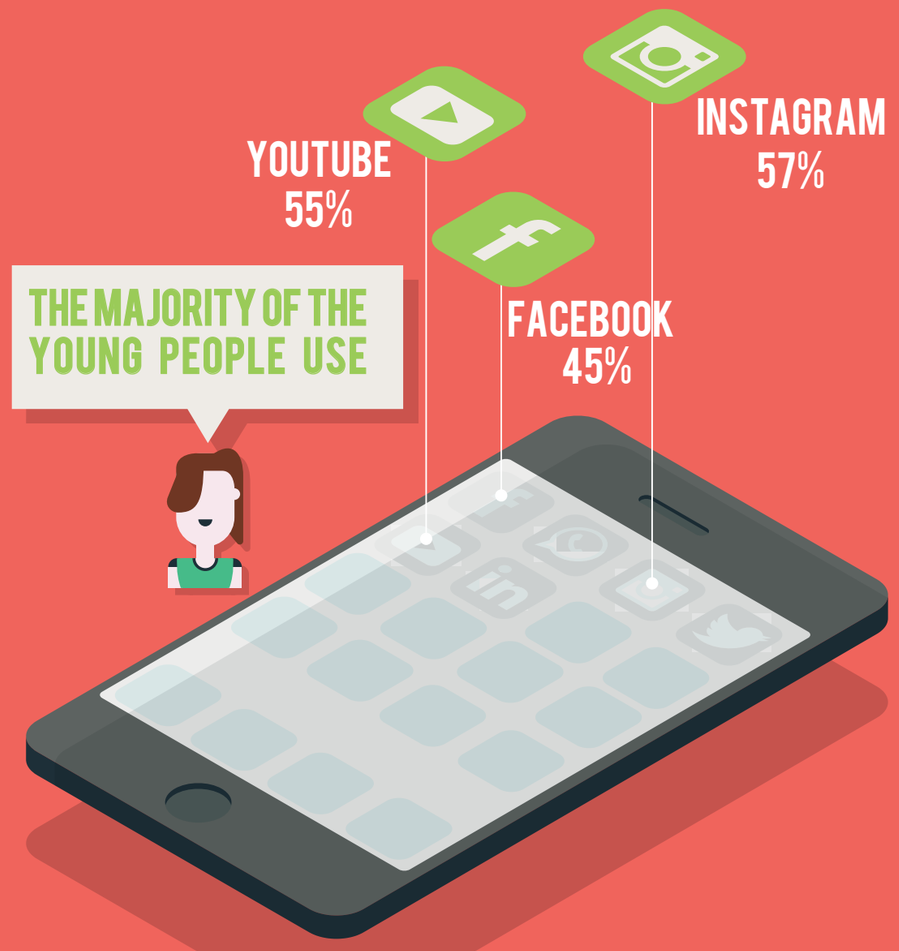
- The data were codified and input into SPSS;
- Descriptive analysis was undertaken to first explore the data and to provide basic descriptive summaries;
- Exploration and testing of the relationships between different data sets and variables: Where possible, comparisons between variables were made between 2010 and 2015 child survey data. Use of bivariate analysis (comparison between two variables) or multivariate analysis has been employed where appropriate.

PILOT TEST OF THE CHILD SURVEY

THE QUESTIONNAIRE WAS PILOTED BY THE RESEARCHERS ON A SMALL SAMPLE OF 5 YOUNG PEOPLE (AGE 13-16) BEFORE WIDER USE.

THE SURVEY WAS STANDARDIZED IN SUCH A WAY AS TO ENSURE RELIABILITY AND VALIDITY. THIS IS IMPORTANT SO THAT THE RESULTS CAN BE GENERALIZED TO THE WIDER POPULATION.

POPULAR APPS AMONG YOUNG PEOPLE



THE PARTICIPANTS DID SEEM TO BE AWARE OF THE IMPORTANCE OF SHARING INFORMATION WITH THEIR PARENTS AND CAREGIVERS WHEN IN DOUBT AND QUESTIONING THE LEGITIMACY OF INAPPROPRIATE INFORMATION, BEHAVIOURS AND RELATIONSHIPS ONLINE.

5 FOCUS GROUPS: THE CHILDREN

5.1 INTRODUCTION

The following section provides the analysis of the data collected over the month of June 2015 in the Kingdom of Bahrain. This information was collected in the form of focus groups with children aged 7-12 from the private and public school sectors and explored their use of the internet. This included an understanding of what types of activities they engaged with whilst online, but also explored their understanding of privacy, safety, education and supervision.

Focus groups with children were used to identify emerging issues relating to young people's experience with Internet use and social networking sites, the focus groups were undertaken with 98 children from the private and public school sectors.

The qualitative focus group approach has been selected for use with younger children, as it is extremely difficult to engage with this age group via surveys. The children were selected by the research agency Nielsen, who were managed by the Researchers and the TRA team. Ten focus groups were conducted: Five of these were undertaken in Arabic speaking schools, and translated for analysis. The remaining five were conducted in English speaking schools and have thus remained unchanged. The children were of mixed gender, with the exception of two focus groups, which contained entirely female participants. The ages within each focus group also varied, with the youngest participants reporting they were seven years of age, and the oldest were 12 years old.

Approximately 98 children were interviewed during the Researchers' second visit at the TRA premises. The focus groups were video recorded and the Research Team were able to observe the interviews unobtrusively via an observation room. This method proved to be helpful as a way to increase the validity of the study (Marshall and Rossman, 1995). In this case, observations helped the researchers have a better understanding of the social context and phenomenon under study. More specifically, they provide the researchers with ways to check for nonverbal expression of feelings; determine who interacts with whom and grasp how participants communicate with each other.

THE QUALITATIVE FOCUS GROUP APPROACH HAS BEEN SELECTED FOR USE WITH YOUNGER CHILDREN, AS IT IS EXTREMELY DIFFICULT TO ENGAGE WITH CHILDREN AGED 7-12 VIA SURVEYS.

THE BREAKDOWN OF THE GENDER SPLIT IS INDICTED IN FIGURE 3:

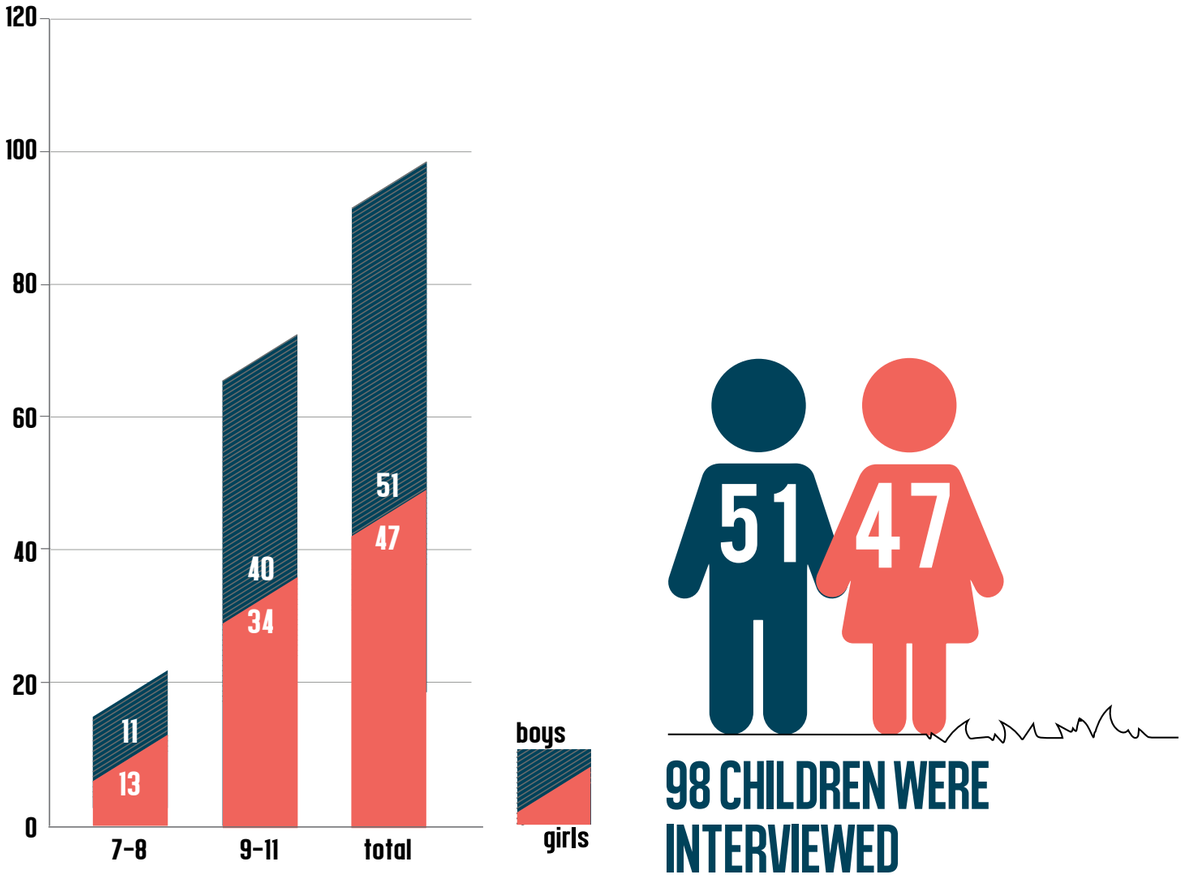


FIGURE 3: GENDER BREAKDOWN

A total of 51 boys and 47 girls were interviewed.

Furthermore, these groups were divided into private and state funded education and the breakdown was as follows:

BREAKDOWN BY PRIVATE AND PUBLIC SCHOOL

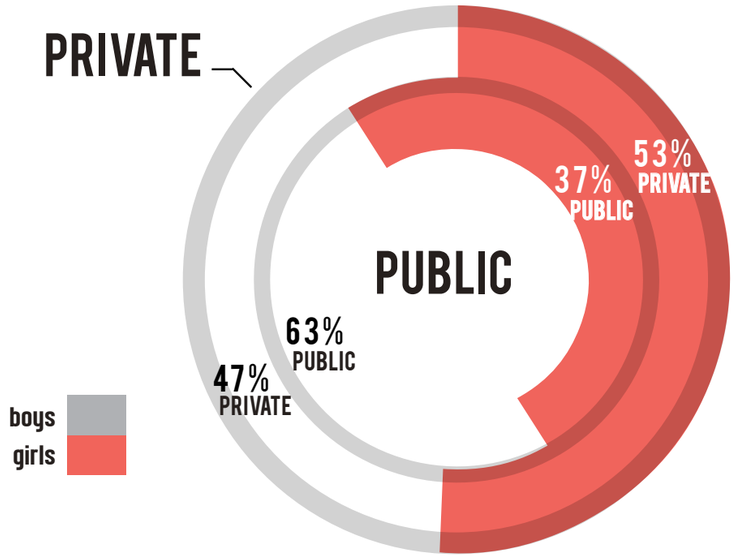


FIGURE 4: TYPE OF SCHOOL BREAKDOWN

53% of the girls interviewed were studying in private schools and 37% in state funded schools. Of the boys, 63% were studying in public schools and 47% in private schools.

5.2 PROCEDURE FOR FOCUS GROUPS

Ethical permission to participate in focus groups was gained in advance from schools, parents and children. Parental consent was sought for this stage of the research (Appendix 2: Parental Consent Form – Child Focus Group). Once the consent from parents was granted, additional consent was sought from the children. All children were informed that the interviews were video recorded and that the data would be kept confidentially and used only for research purposes.

The focus groups in the private schools were facilitated in English by the researchers (Dr Elena Martellozzo and Professor Julia Davidson). The focus groups for state school children were conducted in Arabic by a researcher employed by Nielsen.

5.3 METHOD OF ANALYSIS

The methodology applied was 'thematic analysis'. Key topics from the focus group schedule were used for the first level coding of the interviews, dividing the analysis into categorisations across 7 key areas. These themes were structured through discussion and on the basis of previous research undertaken in the Kingdom, but were also based upon the general literature surrounding internet use and awareness. These themes are: ***Usage, safety and awareness, supervision, positive experiences, negative experiences, risk behaviours*** and disclosure and are elaborated in 4.4.

It should be noted that much of the discourse was multi-labelled to provide a more complex analysis and a glimpse into the inter-relationships between themes. Due to the nature of the responses, and the slight differences between the Arabic and English language focus groups, it was considered that this level of coding would be sufficient. The focus groups were intended to provide a glimpse into the digital lives of the young people living in the Kingdom of Bahrain, and as a consequence providing a unique look into their use of technology and the internet.

5.4 FINDINGS: FOCUS GROUPS

The majority of the focus group discussions centred on the participants use of ICT and related technologies. This was followed by their knowledge of safety and awareness online, negative experiences and supervision. It is also worth noting that the Arabic speaking groups spoke more about their positive and negative experiences online than their English-speaking counterparts. Whether this is a socio-economic or cultural difference cannot be accounted for, however this issue may be worth exploring in future research. The following sections will provide a thorough and illustrative account of how each theme/topic emerged throughout the analysis.

5.4.1 USAGE

One of the primary purposes of the investigation was to discuss young people's use of the internet; therefore it comes as no surprise that the most frequent theme is that of usage. The vast majority of the Young people involved were 'online'—most had their own mobile phones (71%) and those that did not had access to either their parents or their own tablets. They engaged in a range of activities online from learning, research and homework (49%) to social networking (83%). The young people across all the focus groups talked about their affinity with playing online games (91%) (I.e. flash games on the internet; multi-player games such as Call of Duty or FIFA on their gaming consoles) and of speaking with their family and friends on applications such as WhatsApp (43%). Many watch television shows and series on their phones and tablets (65%), as this gives them more freedom in when and what they can watch. This is very much in keeping with findings from other international research (OFCOM, 2015). They understand the difference between playing online and social networking, and tend to use different devices for different activities:

> *'…I use my IPad to play games and my Phone for social networking – Instagram and FaceTime…' (ENGLISH2, 290)*

The majority of the young people used a range of the standard social networking and media sites such as Facebook (45%), YouTube (55%) and Instagram (57%). Over half watched a diverse range of videos through YouTube, whilst many also used Instagram (more so than Facebook). On Instagram, they post pictures of themselves and their families; things that they like online (i.e. toys, cars, and clothing); and exciting trips they may have taken:

> *'…I post a lot of selfies and pictures [of me] playing football…' (ENGLISH2, 254)*

> *'…visit some places like Malls, I take some pictures and send it to my friends and family…'(ENGLISH4, 522)*

One positive aspect is that many of the participants discussed their use of the internet and various sites for learning purposes related to school. They conducted much of their research online, and were able to find various texts and images to utilise for any project and assignments they have.

> *'…to solve homework…' (ARABIC5, 186)*

> *'…I use [the internet] sometimes to check if my answers are accurate and correct…' (ARABIC5, 307)*

> *'…I learn by myself by typing and searching over the Internet when I have to look things up for homework…' (ENGLISH1, 541)*

Although the young people did not necessarily discuss the benefits of pro-social internet use, they were quick to discuss its usefulness and resource-richness for assisting them with school tasks.

5.4.2 SAFETY AND AWARENESS

This theme was difficult to explore due to the widely varying level of experience and understanding of the participants. Students from both sets of schools discussed a range of topics linked to online safety. Regardless of their background, their overall comprehension of online safety was more associated with hacking and identity theft than with other forms of risk or threat:

> *'…hacking Facebook, hacking games…' (ENGLISH3, 507)*

> *'…using credit cards online for banned sites…' (ENGLISH3, 510)*

> *'…afraid that someone might hack into your phone and spy on you…' (ARABIC5, 688)*

They were aware of things that were considered inappropriate; although they were not overly descriptive regarding this. A few participants discussed 'dirty stuff', and images that they did not want to be exposed to. There may have been a cultural difference, where inappropriate information may have been considered differently amongst the two sets of students; however the information provided was not descriptive enough to make a detailed comparison.

> *'…it annoys me…indecent and I don't want to see it or encounter it…' (ARABIC2, 484)*

> *'…I don't [look at] photos…I may encounter something which isn't nice…' (ARABIC5, 158)*

> *'…I only accept friend requests of people that I know…' (ENGLISH1, 149)*

'…I got a phone call from someone that I did not know. They asked me about my name and where I live… started texting me and asking me details about my where my parents live, what time they go and what are they doing. They started sending me really freaky and scary pictures…' (ENGLISH2, 520)

Additionally, not only were they aware of what was inappropriate but they were very aware that they should not be viewing the material and for the most part knew how to 'eliminate' the information so as to ensure that they would not be punished or reprimanded.

'…I shut my eyes and I don't watch them…and then delete them…' (ARABIC3, 463)

'…I just deleted it quickly…' (ARABIC3, 450)

'…I once was using an app and someone started to talk to me on WhatsApp and asked me about my name and how old was I, I deleted him right away…' (ARABIC5, 515)

The above did seem to be uniquely linked to the students in the Arabic-speaking groups.

The participants demonstrated an awareness of what constitutes personal information. When probed across the focus groups, they identified features such as addresses, names, family members and pictures of themselves. This is a positive finding as it demonstrates that the children are aware of what the risks are when sharing personal pictures.

'…I take some pictures and send it to my friends and family. They will know about me [referring to photographs as personal information]…' (ENGLISH4, 521)

They were aware that their parents were largely knowledgeable and helpful in times of insecurity, doubt and at times anxiety whist online, and knew they could turn to their parents in times of need or when something that concerned them occurred:

'…found one of my Instagram photos on the internet , I went and told my mom to tell Instagram to take the photo off the internet, so they removed it from my account…' (ARABIC1, 726)

'…if we get any bad things online we shouldn't watch them and immediately show those to our parents to delete them…' (ARABIC3, 573)

'…I told my mother about it. She told me that this is serious and if it happens again then I should tell her about it….' (ENGLISH2, 679)

Not only did the majority of the children know that they could approach their parents, they were generally careful and knowledgeable about risks, and they discussed the information and safety they received in schools and from the government in assisting with safeguarding and protecting them from inappropriate material and content:

'…they work with something called Ma'an (in English: together) even if you have a problem you can contact them… policewomen, they were called to school to lecture us…' (ARABIC2, 666)

'…people at the ministry know all these harmful sites and programs and block them and that's why we don't run into them at school…' (ARABIC5, 582)

'…the community police came and gave us a lecture about security…' (ARABIC5, 687)

'…teachers tell me not to play [unknown online game] as it is dangerous…' (ENGLISH4, 495)

5.4.3 SUPERVISION

The Arabic-speaking groups were nearly twice as likely to discuss issues and topics surrounding online safety and awareness when compared to their English-speaking peers. Some young people were acutely aware that their parents were often checking up on what types of activities they were engaged in online (34%).

'…mom supervises me on what pictures I need to put and what pictures I shouldn't. She always tells me to keep them private…' (ENGLISH1, 198)

'…they check what we post on Instagram, Facebook and WhatsApp…' (ENGLISH3, 299)

'…she supervises me and I do my homework [on internet]…' (ARABIC4, 599)

Many would only be permitted to use the internet when doing so with another sibling (23%). There were no appropriate quotes to provide as evidence for this concept. However, a common theme across the majority of the focus groups was the joint use of laptops, game consoles and tablets with cousins and younger siblings.

At school, the teachers were all linked into the desktops of the students, so they were able to easily see what types of activities and behaviours the Young people were engaged with. There was also, for the most part, a strict policy in schools against the use of personal ICTs, most notably mobile phones, whilst on school grounds. Regardless of this, the young people are able to adapt and circumvent the monitoring.

'…being monitored by the teacher we see a teacher's figure on the screen it means that she's watching so we

A POSITIVE FINDING DEMONSTRATES THAT THE CHILDREN ARE AWARE OF WHAT THE RISKS ARE WHEN SHARING PERSONAL PICTURES.

all leave YouTube and we stay on work…' (ARABIC2, 581)

Some parents either only allow their children to use their private accounts to talk to family and friends, or may even had all of the passwords and account information for their children's profiles so that they would be able to see what was occurring. The children were usually aware of this, and had no problem with their parent's involvement with their online activities.

'…There are certain websites where my parents have an account and they can see what I am doing or posting…' (ENGLISH1, 272)

'…My dad and my mother know all my accounts… (ENGLISH1, 386)

There were however many young people who were aware of their parents intentions of 'keeping an eye on them' and as a consequence, would knowingly engage in activities their parents would not approve of when their parents were asleep or out of the house (11%). These activities were not necessarily risky, and for the most part involved the young person's awareness of their parent's lack of supervision.

'…in the night I pretend to be asleep till my mom falls asleep and then I stay up and use my phone…' (ARABIC5, 547)

'…I can sneak away with anything on the Internet. My parents are always at work…' (ENGLISH1, 391)

5.4.4 POSITIVE EXPERIENCES

Many participants discussed the importance of the internet as a useful tool. Although they enjoyed playing games and doing other leisurely activities, they were also able to communicate and keep in touch with family members that lived abroad. The Arabic-speaking children were nearly 4.5 times more likely to discuss the positive elements of the internet than their English-speaking peers.

'…when my dad travels to Kuwait for two months and we can talk to him on video…' (ARABIC1, 808)

As already mentioned under 'usage', the internet also provided the participants with an excellent tool for research, learning and completing their schoolwork.

5.4.5 NEGATIVE EXPERIENCES

There were incidents that led to negative experiences for the young participants. This was mostly related to issues surrounding accidental viewing of inappropriate adult material (61%), whereas only 7% had experienced a stranger communicating with them online. Nearly all participants across the ten focus groups admitted to having seen something inappropriate in their searches, with English-speaking students approximately 3 times less likely to report negative exposure/experiences than their Arabic peers. When this issue was probed, the children clarified that some of the material they saw was either 'scary' or simply 'bad'.

The emotional experiences upon viewing much of this material were consistent across the groups. Either the young people were resilient and stated that the imagery or videos did not bother them, or they were afraid and scared (17%)[3].

Of particular interest were the concerns amongst a few participants in the Arabic-speaking groups. There was a real fear that Allah would be aware of their viewing and engagement with such material and as a consequence, the potential for them to be disavowed, or denied access to the 'afterlife'.

'…I am scared from Allah…' (ARABIC3, 522)

'…I am afraid if I watch it, I will be sent to hell not to heaven…' (ARABIC3, 524)

'…I don't want to stand in front of Allah and he asks me about that…' (ARABIC3, 526)

There were a few participants reporting that the viewing of images or videos were so debilitating that they had trouble sleeping. This was usually rectified after a brief conversation with their parents. There were also some more culturally specific issues in which the Young people were afraid of or of which would lead to a 'negative experience' that would not necessarily occur in a more Western group. Videos and images depicting 'American' values were considered problematic at times; and with the global nature of the internet and the flow of information, this could cause a great deal of problematic experiences for young people from particular backgrounds:

'…in the American shows…sometimes you find inappropriate stuff…' (ARABIC1, 253)

[3]This would be worthy of further development in future investigations. Nonetheless, the fact remains that these young people are spending a great deal of their times connected to cyberspace, and parents, teachers and the Young people themselves need to be educated on matters linked to online safety.

'…I once got pictures of women without scarves…' (ARABIC4, 746)

5.4.6 RISKY BEHAVIOURS

There were no discussions of explicit sexual material or proven cases of grooming. There were a few limited cases of receiving contacts or information requests from unknown sources that for the most part, were either ignored or terminated upon discussion with friends or parents.

Some of the children were left unattended with the internet, which in theory could prove risky in the future. The Young people were aware that their parents would not approve of their secretive indiscretions, however as a psychological risk factor their engagement with these devices is noteworthy, if not yet of concern.

5.4.7 DISCLOSURE

The least recurring theme was disclosure. This did not necessarily mean that the participants did not disclose to their parents; it simply was not often talked about. The participants were split between those that did disclose fears and problems online and those that did not, with Arabic-speaking students twice as likely to disclose to authority figures and parents than English-speaking students. Many would go to their parents without hesitation at the first sign of questionable or problematic material online.

'…go and tell my mom and she [will] come and remove the page which has the inappropriate stuff…' (ARABIC1, 547)

Others feared that their disclosure would lead to more punitive sanctions, such as the loss of online privileges, or the removal of their mobile phones.

'…I used to tell my mom but she used to fight with me a lot over this, so I don't tell her anymore…' (ARABIC1, 595)

'…she might take away my phone…' (ARABIC2, 504)

The participants did seem to be aware of the importance of sharing information with their parents and caregivers when in doubt and questioning the legitimacy of inappropriate information, behaviours and relationships online.

'…if we get any bad things online we shouldn't watch them and immediately show those to our parents to delete them…' (ARABIC3, 573)

'…I told my parents about it because they told me that if I [want] to keep my phone then I need to tell them what's going on with it [or] else they will take it away from me. They told me they need to know, in case anything happens…' (ENGLISH2, 521)

SUMMARY OF KEY FINDINGS: FOCUS GROUPS

The analysis presented here provides a glimpse into the lives of children aged 7-12 living in the Kingdom of Bahrain, and their use of digital technologies in their daily lives. The data found that:

1. Unsurprisingly, young people spend a great deal of time across a range of mediums, forums and activities in the online space;
2. Most seem relatively aware of the more basic dangers of the internet;
3. Most of them learn about online safety through school, friends and to an extent, parental supervision;
4. None of the children interviewed have been exposed to any explicit sexual imagery or solicitation by adults. This could be due to: their age; or the limited times that they were approached by strangers with questionable intentions; and that they were equipped with the necessary preventative protection.
5. A small minority (7%) had experienced a stranger communicating with them online;
6. Nearly all participants admitted to having seen something inappropriate ('bad') or violent ('scary') in their searches.
7. There was also some evidence to suggest that young people often play age inappropriate online games, sometimes with the consent of parents and sometimes with their parents.

FIGURE 5: KEY FINDINGS FOCUS GROUPS WITH CHILDREN AND YOUNG PEOPLE

6 FOCUS GROUP: THE TEACHERS

The findings from this element of the research are limited as they are based upon one focus group held with 10 teachers at a private school. A short presentation on internet safety research was provided before the focus group.

SUMMARY OF KEY FINDINGS: TEACHERS' FOCUS GROUP

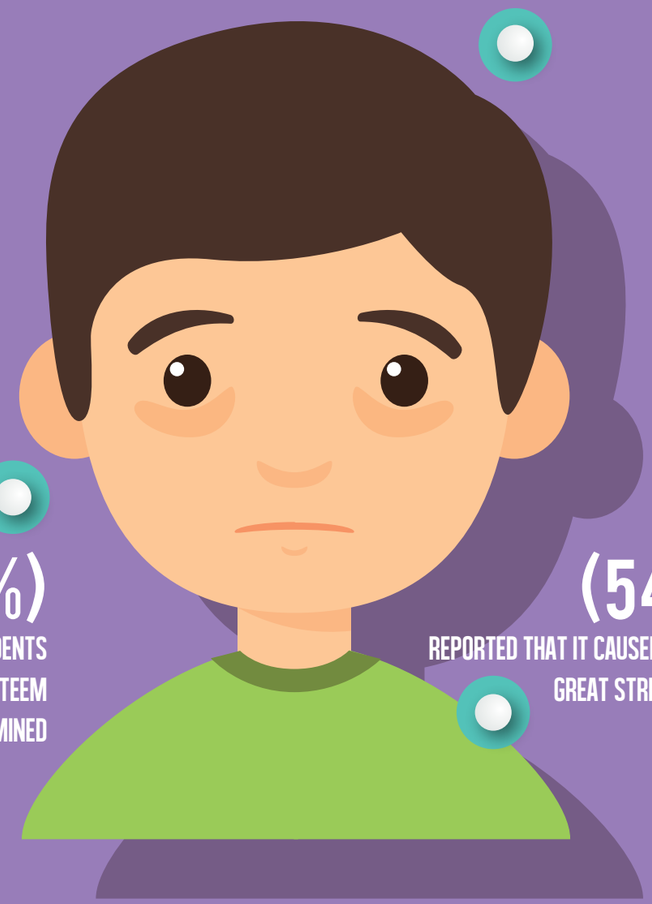
Key issues emerging from the focus group are as follows:

1. Teachers and counsellors do make use of different Internet resources in addressing Internet safety with children but there is no standard approach to teaching awareness and this would be welcomed. Teachers believe that it is very important to ensure that staff are aware of key risks and concerns and trained to deliver these messages to children;
2. Cyberbullying is of increasing concern and a topic that is most frequently discussed in school with children, schools sometimes run anti-bullying initiatives with children to raise awareness (this issue was reinforced by data from the child survey);
3. Teachers are also concerned about the amount of time children spend on SNS and online gaming, this was seen as potentially damaging to children's schooling, one teacher commented that 'children do not go into the library anymore'.
4. The use of mobile phones in school is problematic. Some schools do not permit children to bring mobile phones into school others prohibit use of mobiles during lessons but allow use in breaks. Teachers suggest that it is difficult to police the use of mobile phones in school and that parents sometimes do not understand why phones are confiscated;
5. Teachers suggested that parents often do not know about their children's online activities and that there is a need to raise awareness amongst parents via Internet safety training. Teachers also stated that sometimes it is difficult to engage with parents due to their unawareness about their child's online activities;

FIGURE 6: KEY FINDINGS FROM TEACHERS' FOCUS GROUP

CYBERBULLYING REPORTS IN SCHOOLS

(18.2%)
REPORTED THAT THE EXPERIENCE OF CYBERBULLYING LED TO SERIOUS DEPRESSION AND FEELINGS OF LONELINESS AMONGST THE STUDENTS



(27.3%)
REPORTED THAT THE STUDENTS CONFIDENCE AND SELF-ESTEEM WAS UNDERMINED

(54.2%)
REPORTED THAT IT CAUSED THEIR STUDENT GREAT STRESS AND ANXIETY

7 ADULT AND CHILD ONLINE SURVEY

7.1 ADULT AND CHILD SURVEY FINDINGS

The following section provides two distinct sets of quantitative analysis on data collected in the Kingdom of Bahrain: (1) A survey of school children between the ages of 7 and 18; and (2) a survey of English and Arabic speaking adults aged 19 and older. This information was collected in survey format using the online data collection instrument SURVEYMONKEY. Each survey examined both samples general use and activity whilst engaging online, both independently and with others. More specific questions exploring the experience of anti-social and risky behaviour online such as cyberbullying and information disclosure were also explored with young people. Finally, data were collected on both the children and adults about their understanding of privacy, safety, education and online supervision. Overall, data were collected for nearly 2500 participants across both surveys (N1=1624 school aged children and N2=618 adults) with the students recruited from English speaking schools and the adults survey based upon a self-selecting sample of both English-speaking and Arabic-speaking respondents.

The methodology applied to this analysis is entirely quantitative but includes findings from some open responses. The section is divided into two sections. The first explores the adult participant's findings whilst the second will present findings from the children and young people survey. In both cases, new data will be presented from the 2015 data collection phase, key comparisons will also be made with data collected in a similar manner, during the State of the Nation Review by the Researchers where possible. Where appropriate, inferential analysis investigating key relationships between variables, such as time online and frequency of negative experiences has been conducted. The data is intended to provide a clearer understanding into the digital risks and behaviours of the young people and their 'parents' living in the Kingdom of Bahrain, including a unique look into both groups use of technology and the internet in 2015. Some comparisons, where possible, will be made between the findings from an earlier qualitative data collection phase composed of focus groups.

CHILDREN REPORT A HIGH RATE OF CYBERBULLYING AND HARASSMENT (FINKELHOR AND WOLAK, 2014) WHICH CAN HAVE A DETRIMENTAL IMPACT ON THEIR HEALTH AND PSYCHOLOGICAL WELLBEING (SMITH, THOMPSON & DAVIDSON, 2014), AND THAT GOOD PARENTAL SUPERVISION IS KEY IN CHILD ONLINE PROTECTION (OFCOM, 2014)

8 FINDINGS: ADULT SURVEY

8.1 SAMPLE CHARACTERISTICS

The total adult sample was comprised of 698 participants (421 English speakers and 277 Arabic speakers), 80 participants were removed from the initial analysis due to providing incomplete data or being under the age of 19 (18 year olds were not included in this analysis as they are represented in the child survey this amounted to only 4 participants). The sampling strategy was convenient and opportunistic. The survey aimed at adult respondents, was hosted and advertised by TRA and respondents self-referred to participate. In terms of basic demographics, Table 3 below provides a breakdown by age, gender and education.

FACTOR	MEASURE
Age	M=36.9 SD=8.5[4]
Gender	55.5% Female
Education	91.7% University

TABLE 3: ADULT SAMPLE DEMOGRAPHIC

It is clear that the vast majority of participants were university educated, and that a nearly even split by gender was obtained. The age ranged from 19 to 70 and the mean (36.9), median (37) and mode (37) are all nearly identical, providing strong support for the normal distribution of the sample (low standard deviation). However, this demographic does place limitations on the generalisibility of the findings and future surveys should attempt to explore the views of a wider social class demographic if possible.

THE TOTAL ADULT SAMPLE WAS COMPRISED OF 698 PARTICIPANTS (421 ENGLISH SPEAKERS AND 277 ARABIC SPEAKERS)

[4]SD stands for standard deviation

In terms of the ethnic/cultural background of the participants, Figure 7[5] provides a breakdown in which it is clear that the vast majority (150) are Bahraini nationals, followed by Indians (68) and British (44).

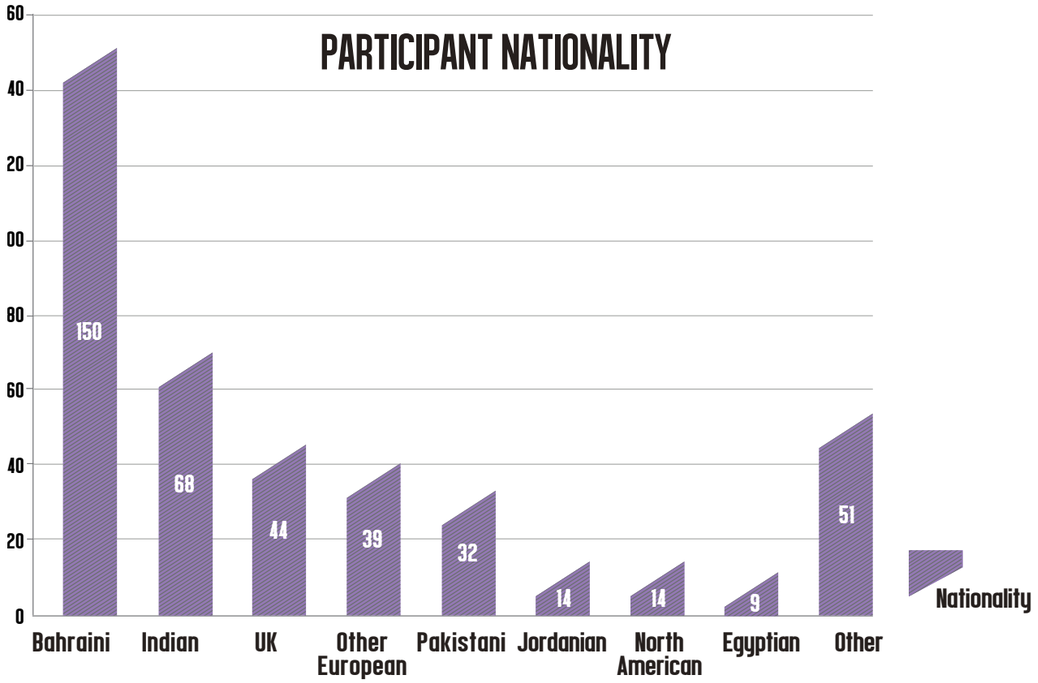


FIGURE 7: FREQUENCY OF LARGEST GROUPS OF PARTICIPANTS BASED ON NATIONALITY (N=421)

8.2 ADULT ONLINE BEHAVIOUR AND ACTIVITIES

This section will explore the activities and tasks the adult sample engages in whilst on the internet. It will explore the time spent online overall, as well as the applications used and tasks performed. Specific comparisons are made with the 2010 report where possible (SONR, 2010).

8.2.1 CONNECTING TO THE INTERNET

When the previous survey was conducted in 2010, the majority of participants (79%) connected to the internet using a laptop, whilst 72% used a desktop computer. Smartphones and other ICT devices (i.e. Blackberry, iPhone) were on the rise, however just over half (51%) were utilising these devices. Figure 1.2 below provides the frequencies for the current 2015 data.

[5]Note that 197 participants did not respond

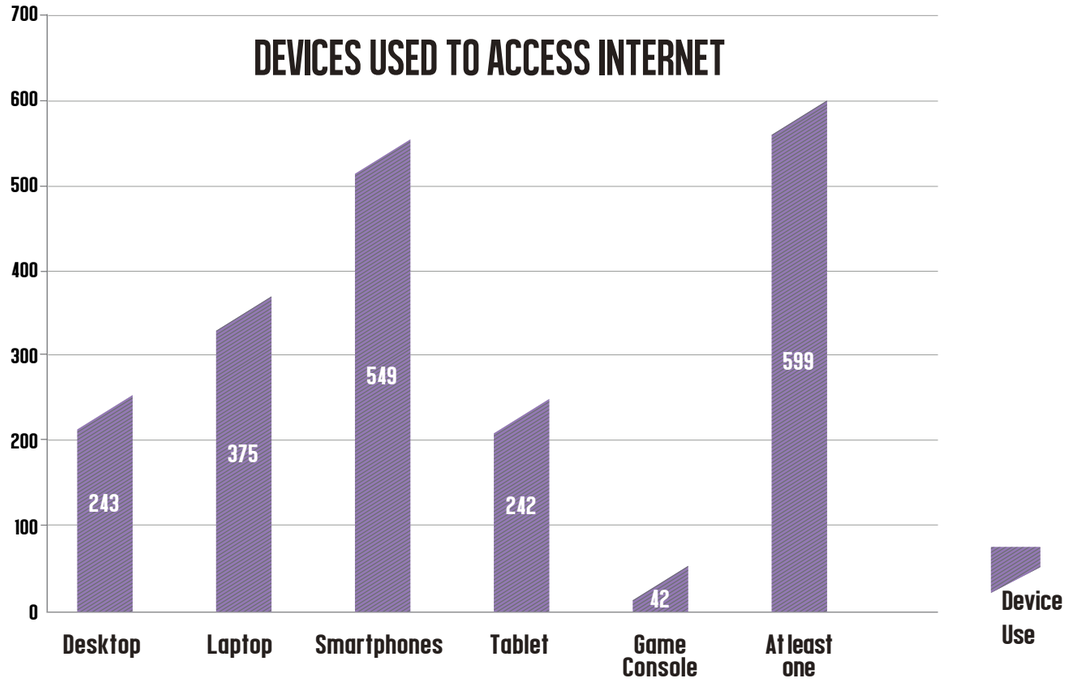


FIGURE 8: FREQUENCY OF ACT DEVICE OF ADULTS IN BAHRAIN (N=618)

The key findings above show a reduction in both desktop and laptop computers by approximately 15-25%; and an increase in smartphone use from just over half in 2010 to nearly 90% as demonstrated above. Tablet computers and gaming consoles are also accounted for, however these devices were not included in the 2010 sample. These two ICT devices, although not as significantly represented as the smartphones, demonstrate an increase in the variety and diversity of both entering the online world, and engaging within it. These findings are supported by other research conducted in the United Kingdom, which states that the number of people who go online when 'out and about' has doubled in most countries (Vincent, 2015).

8.2.2 TIME SPENT ONLINE

The findings of the current survey demonstrate that the majority of the sample (66.7%) state that they spend more than 3 hours per day on the internet. This is similar, but a larger proportion of the overall sample from the previous survey. It is evident that there is a decrease in the shorter amounts of time spent on the internet by participants, and a 25% increase in those spending more than 4 hours daily connected to the internet in one manner or another. Table 4 below compares percentages of online time between 2010 and 2015.

AMOUNT OF TIME	2010	2015	PERCENT CHANGE
None	0.6	NA	NA
Less than 1 hr	4.7	6.1	+29.8
1-2 hrs	33.5	23.7	-29.2
3-4 hrs	25.5	22.0	-13.7
4 hrs +	35.8	44.7	+25.0

TABLE4: PERCENTAGE CHANGE OF TIME SPENT ONLINE BETWEEN 2010 AND 2016.

[6]Note that sample sizes differ in both time frames and therefore percentages used for standardisation.

8.2.3 ADULT ONLINE ACTIVITIES

There were a number of reasons that the participants noted for using the internet, which are presented below in Figure 9. For the most part, the biggest change was a reduction of engaging in games online. It is possible that the definition of games has altered in the minds of the adults, or it is possible that they do not include online gaming through their consoles as games. There is a small reduction in emailing, which could in fact be due to the increase of instant messaging as a form of communicating with colleagues.

IT IS POSSIBLE THAT THE DEFINITION OF GAMES HAS ALTERED IN THE MINDS OF THE ADULTS, OR IT IS POSSIBLE THAT THEY DO NOT INCLUDE ONLINE GAMING THROUGH THEIR CONSOLES AS GAMES.

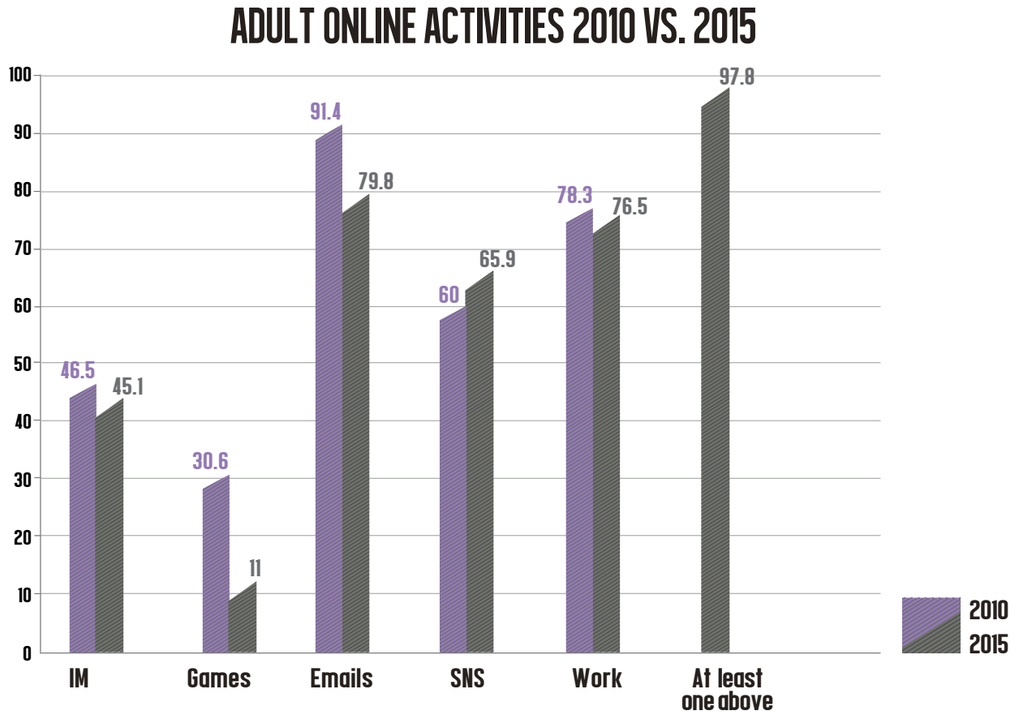


FIGURE 9: PERCENT ONLINE ACTIVITIES 2010 VS 2015

Focusing more specifically on risk taking behaviour, Figure 10 depicts comparisons between the two cohorts on a set of 'unsafe' online behaviours. It is evident from the data that, when looking at single behaviours, there are overall reductions across all of the activities (with the exception of obtaining a computer virus). However, when considering all the actions together (final column, 'none of these') there is a reduction between 2010 and 2015. This may indicate that users are learning from negative experiences.

ADULT ONLINE RISK BEHAVIOUR 2010 VS. 2015

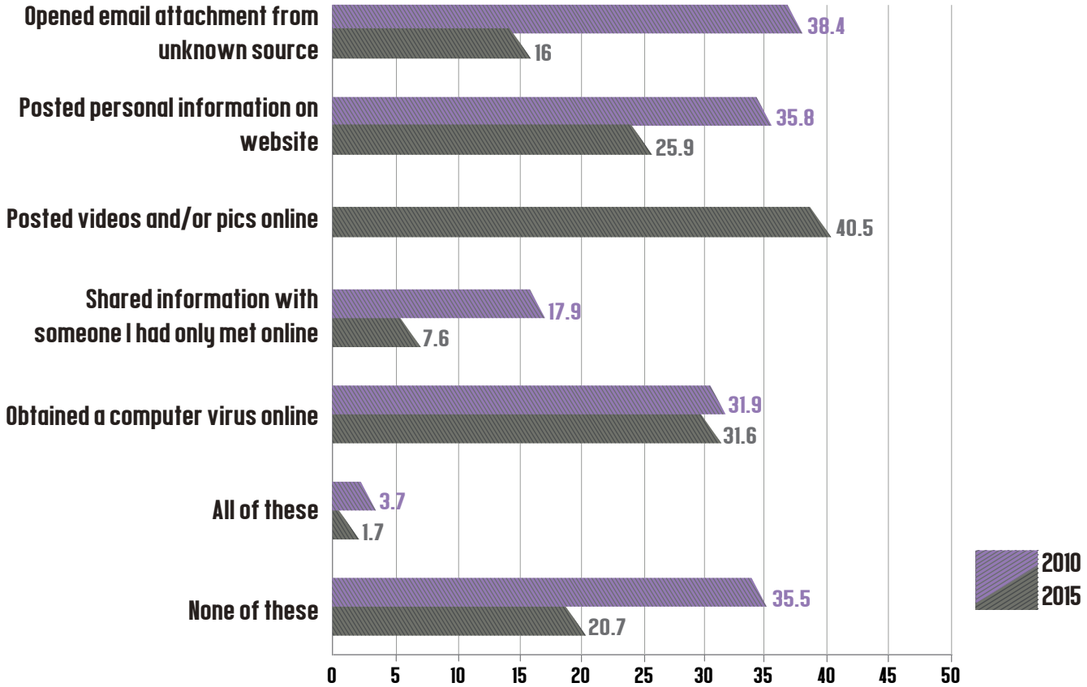


FIGURE 10: COMPARISON PERCENTAGE OF RISK BEHAVIOUR ONLINE 2010 VS 2015

In terms of revealing sensitive and/or personal information, the majority of the sample (67.3%) had not shared personal information with anyone on the internet. The largest single piece of information shared was home telephone number by 18.3% of adults surveyed.

Of the 202 adults who did reveal personal information online, Figure 11 provides a breakdown of where this information was normally placed. In the first instance, both generic social networking sites (SNS) and the instant messaging application WhatsApp included nearly 50% of the sample. A much smaller number shared information through other mediums such as gaming (2.5%); private chat rooms (3.5%); and using other mediums (9.9%). It should be noted that nearly half of those who responded to sharing this information privately on SNS also noted they shared it on WhatsApp, which suggests perhaps users see the latter as a form of SNS.

WHERE ADULTS POSTED PERSONAL INFORMATION ONLINE

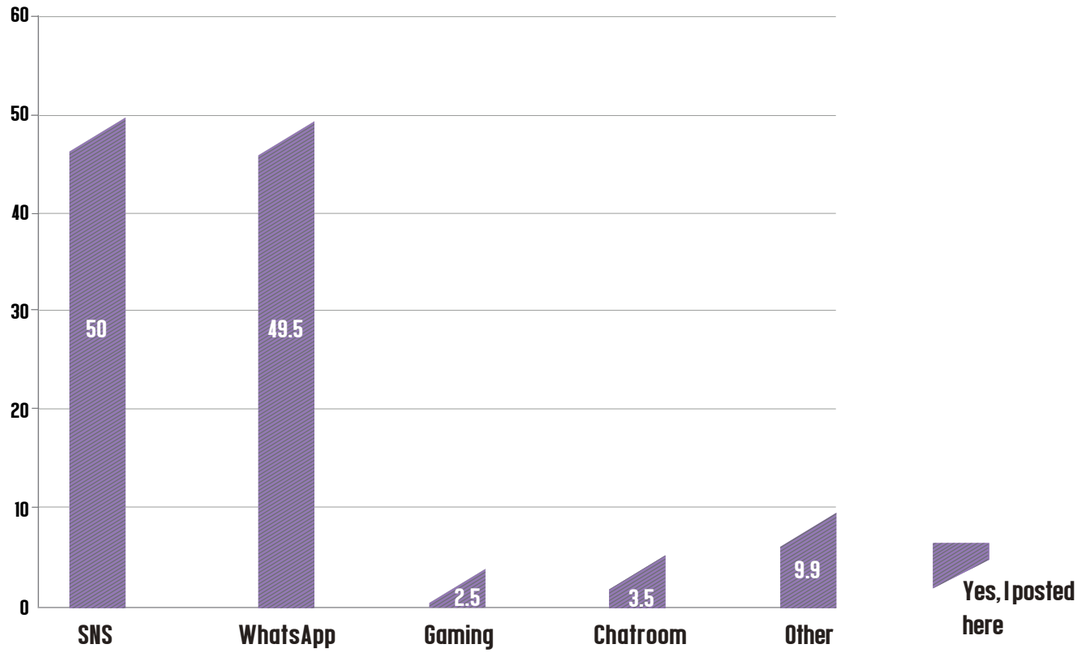


FIGURE 11: PERCENTAGE OF PARTICIPANTS REPORTING REVEALING PERSONAL INFORMATION LOCATION (N=202)

The adults were also asked whether or not anyone had ever made them feel uncomfortable online. One quarter (25.1%) reported that this had occurred. The 143 participants reporting online discomfort caused by another were questioned further regarding the nature of their discomfort, which is depicted in Figure 12. The most common experience reported was being told something unpleasant online (61.5%) followed by being sent something unpleasant directly (42%). The remaining issues were experienced between approximately (25%) and (16%) of the sample. The extent and detail of the unpleasant information varied between adults but tended to centre on derogatory and negative comments that were personally significant to the individual.

One respondent stated:

> *'Many online [users] use bad and offensive language whilst chatting and commenting' (Male, aged 35)*

While another person was perturbed by:

> *'the posting of racist comments about religion or nationality'. (Female, 43)*

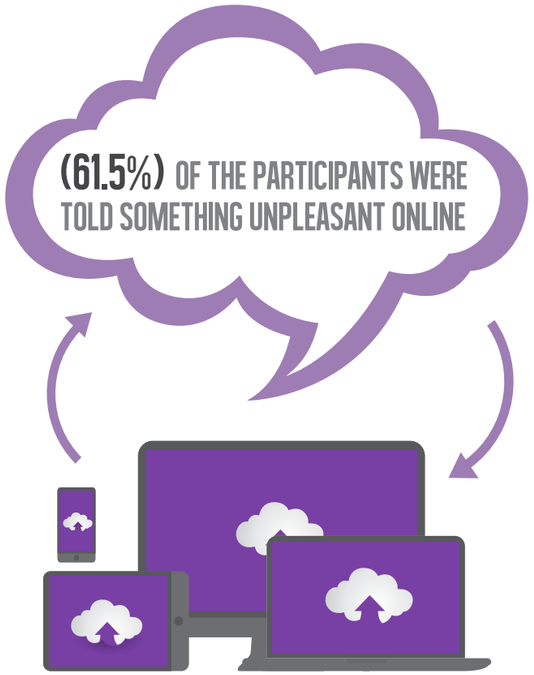
This demonstrates a difficulty with the control (or lack thereof) of both speech and discourse when in the public forum of cyberspace. Others included:

> *'being bullied through instant messages' (Female, 19)*

and

> *'[exposure] to very bad nude [pictures] and videos on Facebook' (Female, 34)*

We therefore see a range of issues that lead to discomfort in individuals. Regardless, there are interesting findings particularly as most international research has explored children's negative online experience and little attention has been paid to the adult experience.



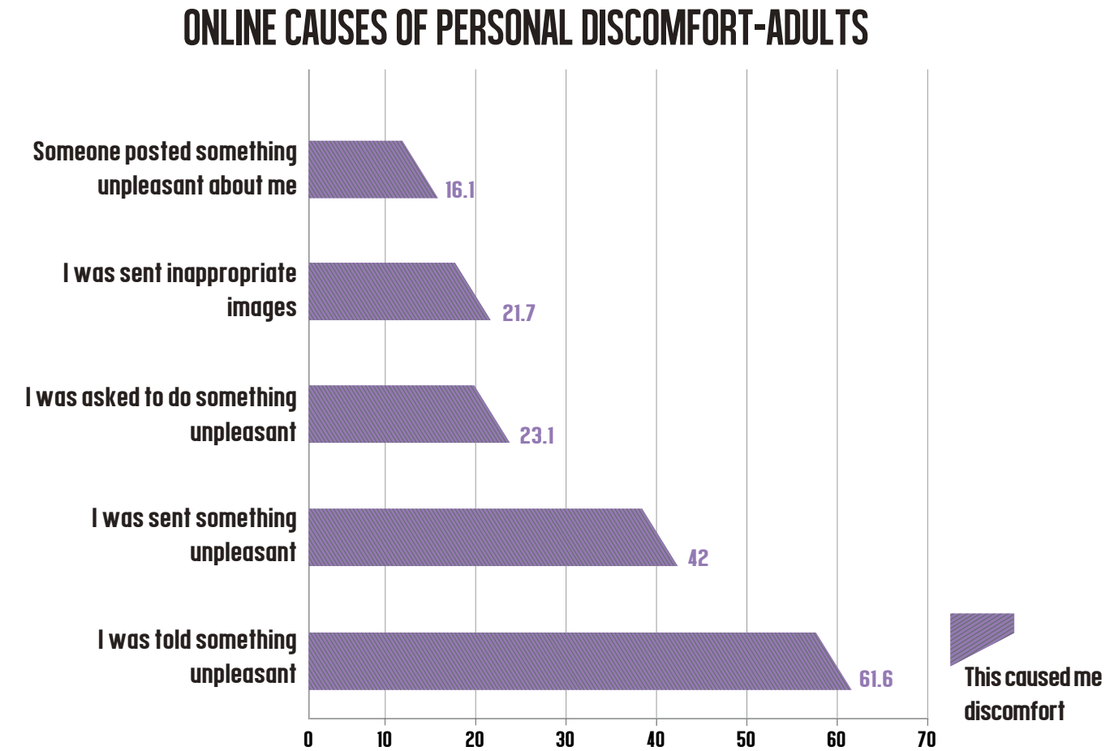


FIGURE 12: REPORTED SOURCES OF DISCOMFORT ONLINE OF PARTICIPANTS REPORTING BEING MADE TO FEEL UNCOMFORTABLE (N=143)

8.2.4 HOUSEHOLD/FAMILY SAFETY AND RISK

Moving on to competence in the use of the internet and ICT safety and family use, Table 5 provides frequencies and percentages of the samples response to general concepts of internet safety and understanding of internet safety and controls/ restrictions placed upon their children's devices. Whereas the majority of the sample (98.4%) believed they have 'excellent to fair' general internet skills, and with just under (60%) claiming they 'stay safe' whilst engaging online, similar trends can be seen when respondents were asked about their children's use of the Internet. Over 60% stated they know both what their children do online and who they speak to and engage with. There is an evident concern regarding alternative ICT devices, notably smartphones and gaming consoles, where just under half of the sample (42% and 40% respectively) claim they do not have restrictions or control measures in place on these devices.

SAFETY	FREQUENCY (%)
Internet Excellent OR Fair	584 (98.4)
Staying safe online Yes	218 (56.5)
Equal with eldest Yes	226 (54.1)
Child internet use (known) Always	268 (64.7)
Child interact with (known) Always	264 (64.1)
Restrictions Smartphone Yes	169 (42.6)
Restrictions Consoles Yes	159 (40.3)

TABLE 5: ADULT KNOWLEDGE OF SAFETY AND SECURITY ONLINE

Respondents were asked a series of questions directly linked to their children's use of the internet. Figure 13 demonstrates that parents/caregivers still rely heavily on the use of physical counter-measures, such as only permitting internet use in public places in the home, such as the living room (66%). However, nearly 1 in 4 parents responded that they allowed their children to use the internet in their own room (18.7%). A significant number of parents responded that their children used the internet in an 'other' location. Examples of this included the kitchen, reception and hallway. Of those (18.7%) of parents who claimed their children used the internet in their own room, the average age for their children was 11.3, with a standard deviation of 5.1—therefore two-thirds of these children were minors.

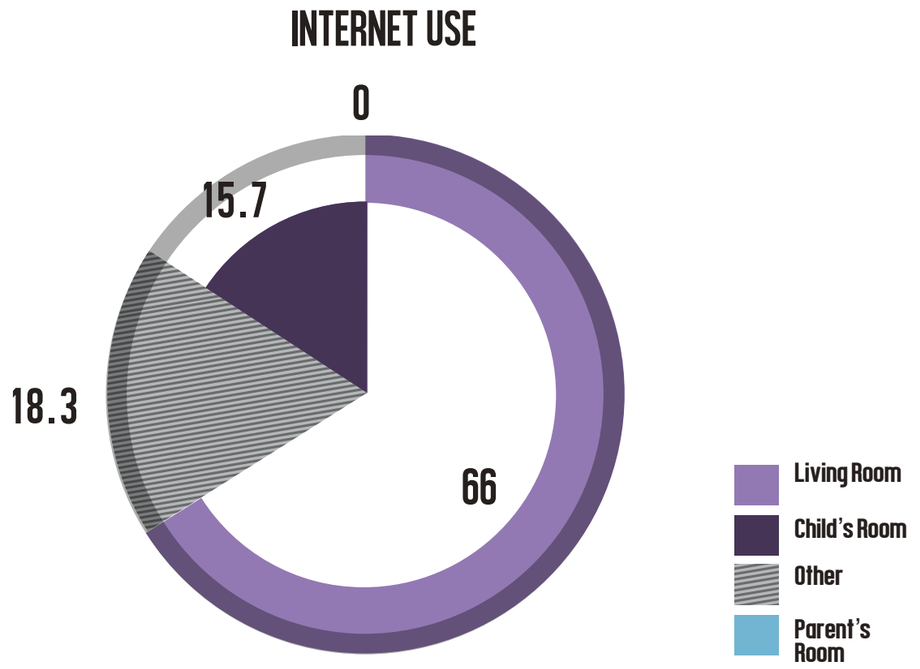


FIGURE 13: LOCATION OF INTERNET USE BY CHILDREN IN HOME (N=415) [7].

Parents were asked about the types of interactions they engage with online with their children. The majority (91.3%) interacted in some capacity with their children online, with 38.7% doing school work with them through online mediums; 27% communicating through social networking sites such as Facebook and Twitter; and 20.7% playing games with their kids online.

Three-quarters (75%) of the parents reported that they do believe that their children should be supervised online if it is not them (the /caregivers) interacting with the child. Figure 14 provides a breakdown of how (if at all) parents/caregivers monitor and restrict their child's internet and online use. The most popular methods used were personal/physical supervisory techniques, such as checking and looking over their children's shoulders (34.3%). Parents had a range of tactics for checking and supervising, such as:

'Staying around all the time and doing the searching for them' (Male, 35)

'engaging in surprise supervisions' (Female, 40)

[7]Please note that no participants reported allowing their children to use the internet in their bedrooms.

'taking the devices away after 21h00' (Male, 43)

and

'having controls programmes into the home router' (Male 44)

Other parents/caregivers utilised devices or actions that restrict the time their children spend online (33.5%), such as one 41-year-old mother who claimed that:

'they have to ask permission to use the internet and specify what they will do and for how long'.

Approximately one in ten respondents claimed that their household had no restrictions in place however one 51 year old male claimed that:

'I regularly monitor their online activities without online restrictions/controls'.

These various techniques do show awareness by parents of the potential negative consequences of online experiences, which is a positive sign. Even if technological restrictions and/or controls are not in place, parents are still tuned into their children's behaviour and online activities.

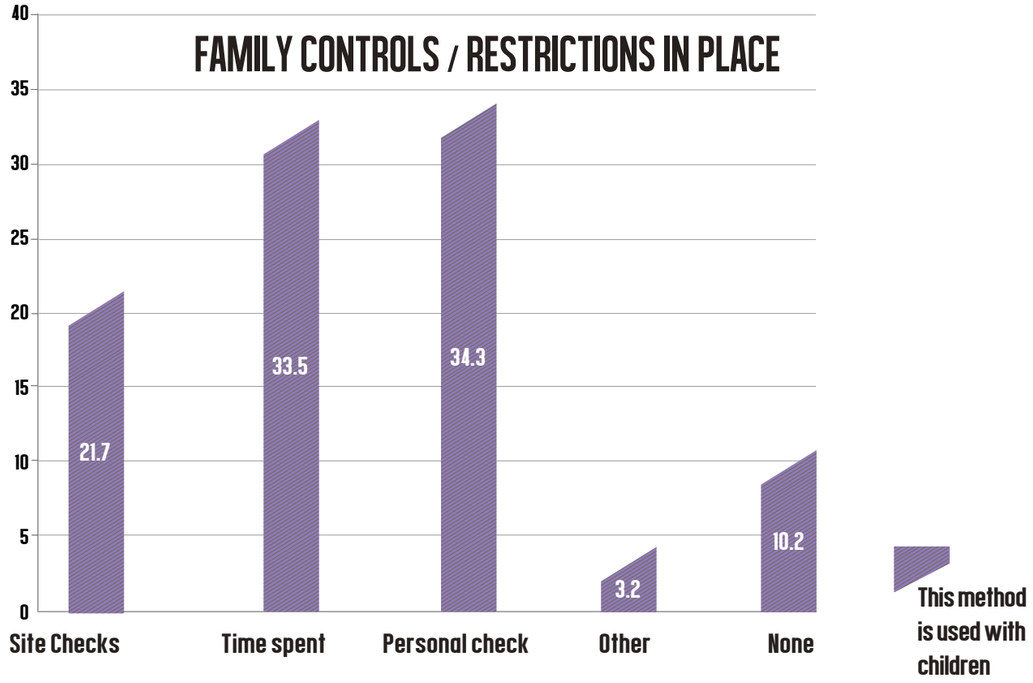


FIGURE 14: PARTICIPANTS RESPONSES TO CONTROLS/RESTRICTIONS (N=618)

If in need of additional advice, security or information to protect ones' household and children, from online risks, the adults were asked where they would search for additional online safety advice/information. Over one-third of the sample (35.4%) stated they would source such information from other family members or friends—utilising peer systems and lived experience of close others as the basis of advice. Nearly 30% stated they would utilise online safety websites; 28% would approach educational establishments; and 18.9% would seek the advice of telecommunication and internet service provider operators. Several participants provided further details on alternative sources for where they would search for further information or where they had already received information. This ranged from a variety of GOOGLE and YAHOO searches to a number who reported that they have received training from TRA or would approach them in the future.

Finally, in investigating parent's understanding of their children's presence on social media and social networking sites, respondents were asked about their knowledge of what their children do whilst socialising online. Seventy-three percent of adults surveyed reported that they were aware of what their children were doing whilst on SNS, and 73.3% were confident that their children's SNS profiles were private and not public. Figure 15 provides a general view of parental awareness of which SNS tools/mediums their children utilised for their online presence. WhatsApp was the most commonly used application according to the parents (30.3%); followed by Instagram (22%). Therefore the parents

are aware, to an extent, of what SNS and social media platforms their children use however, as WhatsApp is often an easy and frequent instant messaging tool, parents may not be entirely aware of exactly what their children are utilising.

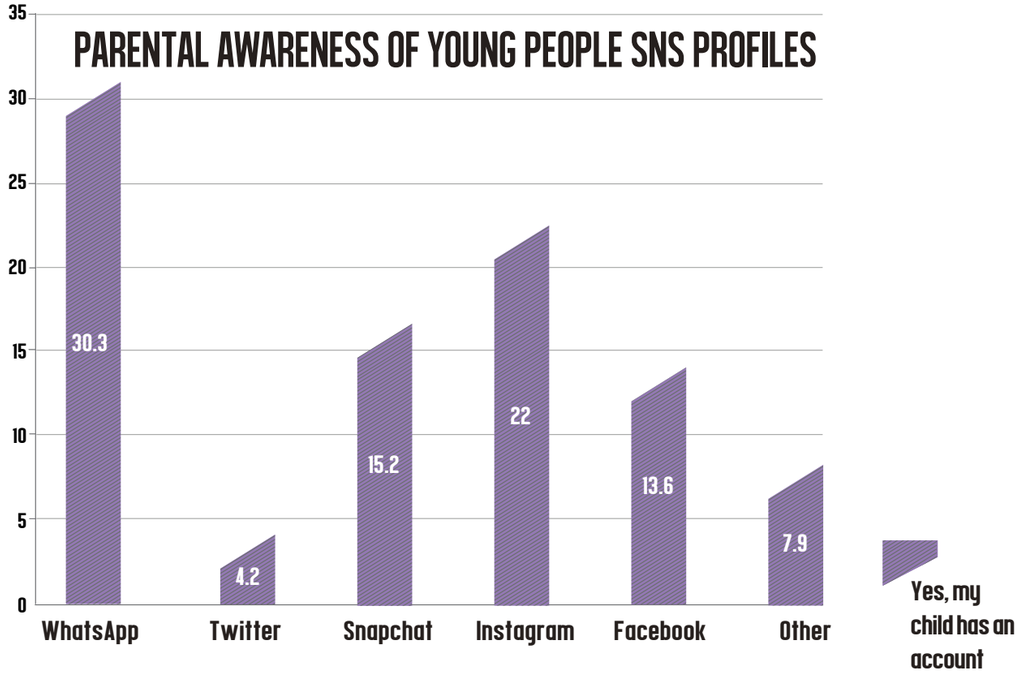


FIGURE 15: PARENTAL AWARENESS OF CHILD SNS USE (N=618)

A few participants (4%) provided information regarding government provisions, stating that they were pleased with what was being done by those in positions of authority and power. A few felt that what had been done in the past was good and will only improve in the future:

'I think the efforts done now are a good start and I think it will improve in the future' and '[we are] pleased with what [the government] is doing to teach children about internet safety'.

There was a repeated focus on the importance to:

'educate parents with young children to search for [applications] dedicated for kids who are safer and blocks adult content'.

They are often complimented on

'teaching all the right things to do'

as well as

'continuing to work and push SafeSurf'.

In terms of specific restrictions/protection,

'[children] have no access to pornography'

and any potential content that is not appropriate for children is blocked,

'unwanted and adult sites are restricted to the general public, which makes it easier to track my children's online presence and activities'.

8.3 TEACHERS AND INTERNET SAFETY

This section outlines some findings surrounding the experience of online anti-social behaviour and risks from the perspective of teachers working with the education sector in Bahrain. The sample size was 66, 85% of respondents were female and 15% were male with a range of nationalities. The findings from the survey support those from the teacher discussion group conducted previously (please see Figure 6).

The majority (63%) of the sample claimed that internet safety was taught in their school however only 30% believed it to be done thoroughly and appropriately. Only 25% of the teachers were provided with internet safety training with an additional 29% having no idea whether or not this was provided. However, it is interesting to note that nearly the entire sample (97%) felt that teachers should receive internet safety training to provide to their students.

When asked about the student experience of online risks, only 12% claimed that their students did experience risk however 75% stated that they did not know. This is an important finding demonstrating both the difficulty of recognising risks and identifying victims, but also the lack of resources available to teachers to enhance knowledge and understanding. In terms of specific risks, Figure 16 provides the reported percentages of the most common risks/difficulties faced by school children in Bahrain as perceived by the teachers. Specifically, there were concerns beyond the analytics provided below regarding sex and strangers:

'Female students were constantly approached by guys, usually older, and harassed all the time, being asked to do stuff they do not want to do'. (Female, 33)

Additionally,

'talking to strangers' (Female, 32);

and the

'lack of awareness of the unknown dangers from unknown people in some cases, including the lack of awareness that people lie' (Female, 34).

For the most part however, teachers seemed aware of the potential variety of risks whilst online, and believed that

> *'if you're online, you're at risk' (Female, 32),*

stressing the importance of

> *'[being] aware of potential risks that can come from anywhere really' (Male 36).*

THE MAJORITY (63%) OF THE SAMPLE CLAIMED THAT INTERNET SAFETY WAS TAUGHT IN THEIR SCHOOL HOWEVER ONLY 30% BELIEVED IT TO BE DONE THOROUGHLY AND APPROPRIATELY.

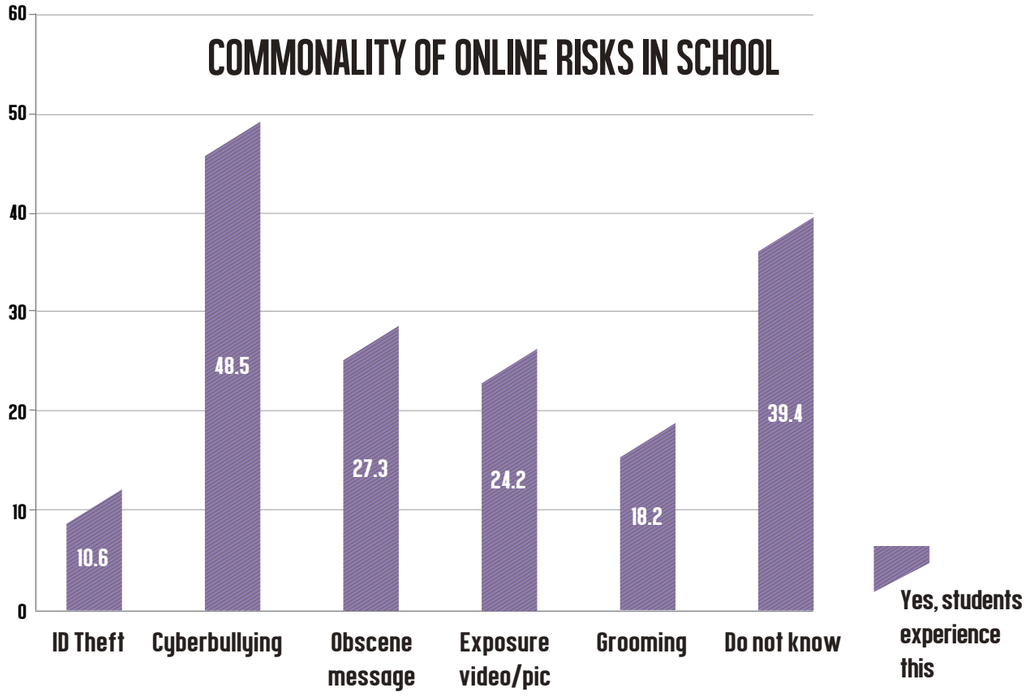


FIGURE 16: PERCENTAGE OF COMMON ONLINE PROBLEM IN SCHOOL (N=66)

Cyberbullying is the most common problem reported by teachers (48.5%) whereas risks of a violent and/or sexual nature were still of concern, with nearly a quarter of the subsample (24.8%) reporting exposure to inappropriate pictures or videos, and just under 1/5 (18.6%) reporting that grooming was a common concern. Forty-seven percent of the sample claimed that they educate their students on what they should/should not be posting online, however, they also state they do not do so thoroughly enough. This is optimistic in that preventative educational messages are being shared with children, but it is clear both from the survey and focus group data that teachers would welcome a more systematic and thorough approach to this.

In terms of specific forms of cyber-bullying, the data provided was limited. Approximately 20% of teachers surveyed claimed that their students had actually experienced cyber-bullying, with harassment (12.1%), flaming (10.6%) and denigration (9.1%) being reported as the top three unpleasant experiences. Of the teachers reporting that they were aware of students experiencing any form of cyberbullying, over half (54.2%) stated that it caused their student great stress and anxiety; 27.3% reported that the students confidence and self-esteem was undermined; and 18.2% reported that the experience of cyberbullying led to serious depression and feelings of loneliness amongst the students. The above information is critical for teachers and policy makers alike in ensuring that appropriate measures, educational programmes and the on-going detection of such key issues are optimised.

Interestingly, according to a recent survey conducted in the UK (Ofcom, 2015) bullying and victimisation is now one of the top concerns for parents and teachers regarding online content. The top concerns for parents include:

1. Violence (54%);
2. The welfare of children/young people (36%);
3. Bullying/victimisation (37%).

Bullying and victimisation are now the top three concerns in the UK, up from 6 sixth position in 2014. This represents a statistically significant increase and mirrors the concerns over bullying seen among teachers and young people also in Bahrain.

Lastly, a clear majority responded to the legal requirement of reporting abuse (either offline or online) to the authorities, with 81.4% claiming that this is an absolute necessity. However 12.3% said that this was not a legal requirement as part of their position within the educational establishment. In addition, only ¼ of the sample disclosed that they were notified of such laws prior to commencing their employment.

BULLYING AND VICTIMISATION IS NOW ONE OF THE TOP CONCERNS FOR PARENTS AND TEACHERS REGARDING ONLINE CONTENT. THE TOP CONCERNS FOR PARENTS INCLUDE:

1. **VIOLENCE (54%);**
2. **THE WELFARE OF CHILDREN/YOUNG PEOPLE (36%);**
3. **BULLYING / VICTIMISATION (37%).**

This section discussed the findings of adult internet and ICT use in the Kingdom of Bahrain. A sample of 618 adults were surveyed on how they use the internet, both individually and within the household, and their knowledge, experience and vulnerability to risks; both their own, and that of their children. Figure 17 below summarises the key findings.

SUMMARY OF KEY FINDINGS: ADULT SURVEY

1. Internet use is widespread amongst this sample, with the majority accessing the internet on a daily basis, through the increasingly popular use of their smartphones and tablets;
2. Two-thirds of the sample are spending 3 or more hours online per day, engaging in a range of activities from instant messaging to work related tasks;
3. On a positive note overall, 'risky' online behaviour in the adult cohort seems to have been reduced when compared to the 2010 cohort;
4. The lack of negative experience has also decreased, noting that perhaps adults in Bahrain are still engaging online freely until experiencing one negative experience, and 'learning' to be more risk-aversive as a result;
5. Approximately 1/3 of the sample shared personal information online normally through SNS or WhatsApp;
6. The provision of personal information appeared to be for the most part restricted to telephone numbers;
7. The experience of negative behaviour online was commonplace, with a range of different experiences being reported by the sample;

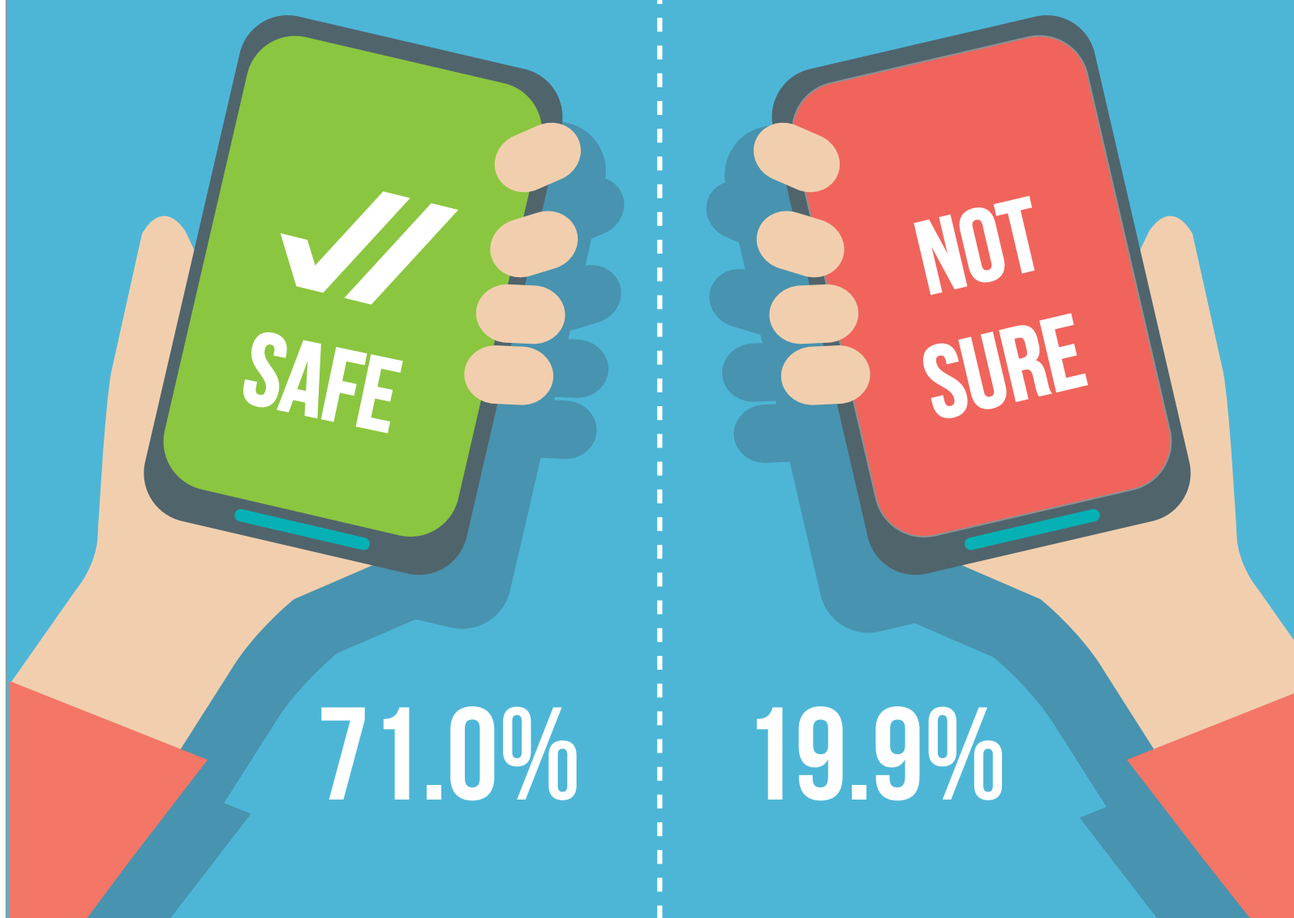
In terms of the samples knowledge of their children's behaviour, from our data it was clear that:

8. The majority of the cohort seems well educated and informed regarding their children's use, including location of use and accounts on SNS. However, it should be borne in mind that the majority of the sample were university educated;
9. There is however some concern about the extent of the knowledge parents and caregivers may have about their child's online safety;
10. Adults working within the education system believe that there is still naivety when it comes to internet safety and that this should be reinforced constantly;
11. Adults working within the education system were positive about the importance, awareness and need for internet safety;
12. However they felt that training could be improved and mainstreamed.

FIGURE17: KEY FINDINGS FROM ADULT SURVEY

YOUNG ADULT'S SAFETY ONLINE

WHEN ASKED WHETHER THEY FELT THEY KNEW ENOUGH ABOUT INTERNET SAFETY AND STAYING SAFE ONLINE



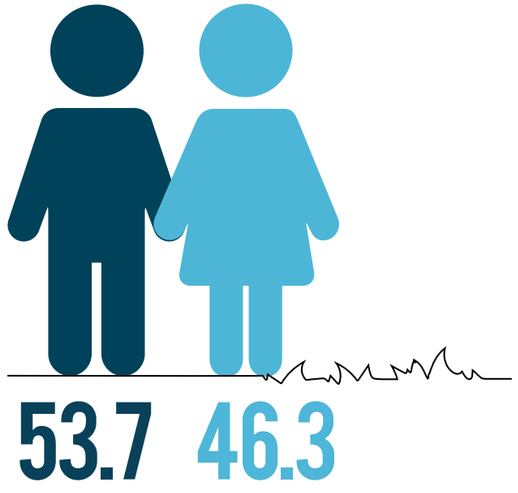
9 CHILD AND YOUNG PEOPLE SURVEY

9.1 SAMPLE CHARACTERISTICS

The total school survey sample was comprised of 1637 participants aged 12-18 from the Kingdom of Bahrain, all originating from the private school sector (the original intention was to achieve a sample that was split equally between the public and private school sectors but this was not possible due to access issues). Thirteen participants were removed from the initial analysis due to providing incomplete data or falling outside of the age range, thus leaving a total final sample of N=1624 participants. As with the adults, sampling was targeted at private schools through a combination of convenience and opportunity techniques, where the researchers and TRA had access to a range of schools across the country.

The sample had a nearly equal gender split (46.3% female versus 53.7% male) with an average age of 14.6 years and a standard deviation of 1.83, therefore over two-thirds of the sample fell between the ages of 12 and 16, Table 6 below provides a breakdown of age by gender. The largest single group are early adolescent males, representing a quarter of the entire cohort.

AVERAGE AGE OF 14.6



AGE	GENDER	
	Male n (%)	Female n (%)
10-12	125 (7.7)	171 (10.5)
13-15	407 (25.1)	305 (18.8)
16-18	340 (20.9)	276 (17.0)
Total	872	752

TABLE 6: BREAKDOWN OF PARTICIPANTS BY AGE, RANGE AND GENDER

With regards to the national background of the participants, there is nearly equal representation by Bahraini nationals (40.8%) and Indian expatriates (41.3%). The remaining 400 participants are a mixture of Young people from Europe (5%); the Middle East (5%); and North America (2%). There are representatives from other nations but these values are all relatively low and consequently have been excluded.

9.2 ONLINE BEHAVIOUR

The vast majority of the sample (99%) reported that their knowledge of the internet is either excellent or fair. As shown in Figure 18, it is evident that there has been an increase in the amount of time young people are spending online, with nearly one-quarter of those surveyed responding that they spend more than four hours online in any given day (this is also an increase from the 2010 group data). The mean time spent online (data was transformed in order to calculate means and standard deviations) was 2.58 with a standard deviation of 1.75—thus two-thirds of the sample of school Young people are spending between 0.83 and 4.33 hours per week online. When comparing the overall average to the 2010 cohort, it is clear that the current mean is higher than the 2010 data mean. Four independent samples t-tests were performed to investigate any significant differences in time spent online between gender; and each of the three age groups respectively. All four tests were non-significant, thus failing to suggest statistically significant differences. Therefore the age groups, as well as both genders seem to be online in a similar manner.

THERE HAS BEEN AN INCREASE IN THE AMOUNT OF TIME YOUNG PEOPLE ARE SPENDING ONLINE, WITH NEARLY ONE-QUARTER OF THOSE SURVEYED RESPONDING THAT THEY SPEND MORE THAN FOUR HOURS ONLINE IN ANY GIVEN DAY (THIS IS ALSO AN INCREASE FROM THE 2010 GROUP DATA)

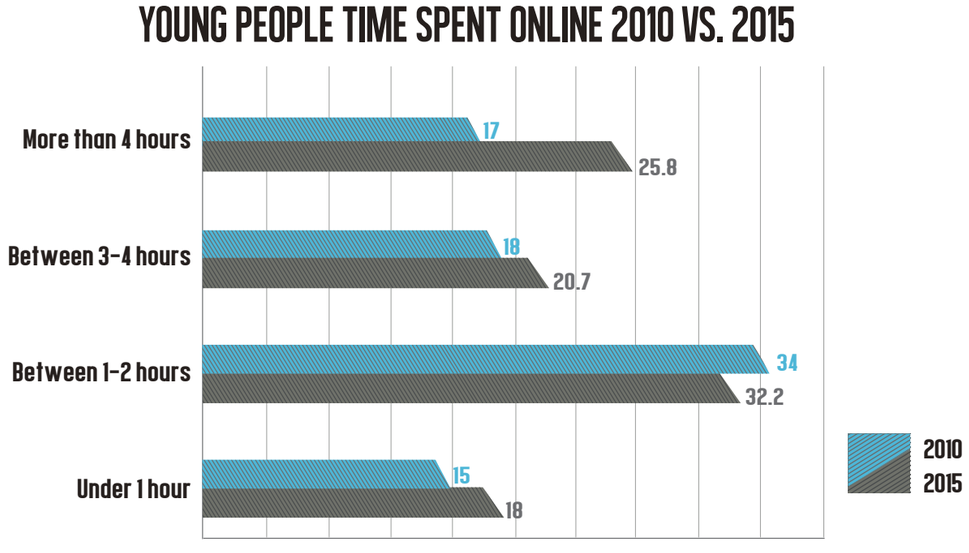
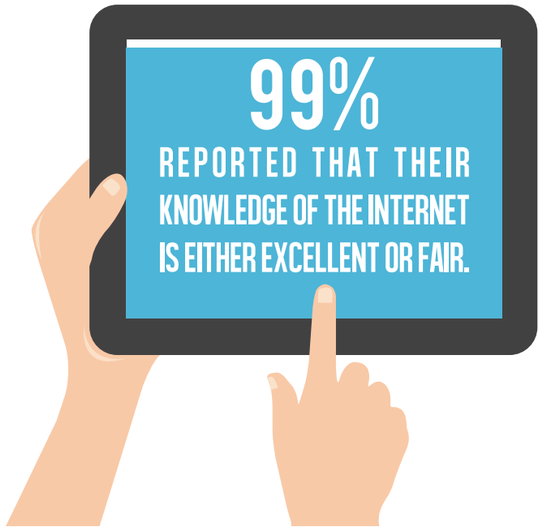


FIGURE 18: COMPARISON OF TIME SPENT ONLINE BETWEEN 2010 AND 2015

The survey data indicates that the majority of respondents accessed the internet using smartphones (78.9%); this represents a significant increase from the data collected five years ago, where the most common device used to access the internet was a laptop computer (65%). This demonstrates an interesting trend that is consistent with research in other countries, where there has been a prolific movement towards mobile technology use across all elements of young people's online activities(Livingstone, 2013: OFCOM, 2014, 2015). Gone are the days of the larger, less mobile devices such as desktops and there is clearly the beginning of a decrease in the use and popularity of laptop computers. Table 7 below provides the percentages of each cohort's use of various ICT devices, and the percent change that has occurred across the two data collection time points. In terms of gaming 28.2 % of the sample accessed the Internet using consoles and 36.6% accessed using tablets, there was however no comparison with the 2010 data as these questions were not included at the time.



DEVICE	2010	2015	%CHANGE
Desktop	49.0	24.1	-50.8
Laptop	65.0	60.7	-6.6
Smartphone	27.0	78.9	+216.25

TABLE 7: ICT DEVICES USED IN ACCESSING THE INTERNET 2010 VS 2015

A series of Chi-square tests for association were conducted to examine relationships between device use and gender. Significant relationships were found between gender and device use on desktop computers, tablets and games consoles, with the data indicating that males are significantly more likely than their female peers to use those devices to access the internet.

DEVICE	MALE % (N)	FEMALE %(N)	CHI-SQUARE (DF=1)
Desktop	61.9 (242)	38.4 (149)	13.9**
Laptop	54.9 (541)	45.1 (445)	1.34, NS
Tablet	56.9 (338)	43.1 (256)	3.88*
Smartphone	53.7 (689)	46.3 (543)	0.06, NS
Game Console	79.7 (365)	20.3 (93)	173.43**

TABLE 8: CROSS-TABULATION INVESTIGATING ASSOCIATION BETWEEN GENDER AND DEVICE USE.

Lastly, a look at the age breakdown demonstrates three trends linking device use and participant age. Firstly, the lowest age group (10-12 year olds) had the lowest rates of use across all devices however were more likely to use tablets and consoles than other devices; the middle group (13-15 years)

[8]Note (*) represents significant at the p<0.05; (**) represents significance at the p<0.01 level

reported the highest rate of use across all devices; finally, the eldest age group (16-18 years) showed higher rates of use than the youngest group, but were more likely to report laptop and smartphone use then tablet or console use; a direct reversal from their younger peers and classmates. Figure 20 provides the percentages of each device across each age interval.

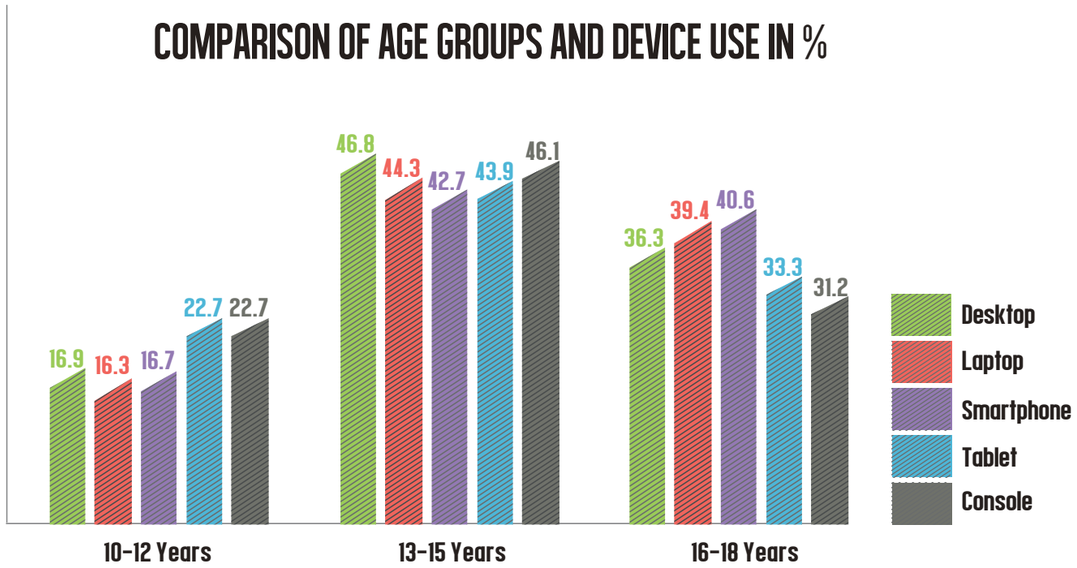


FIGURE 19: DEVICE USE VERSUS AGE

9.3 ONLINE ACTIVITIES

The survey data suggested some changes in the types of activities that the young people engaged in whilst online between 2015 and 2010. Specifically, increases were reported of a range of activities linked to doing homework/research online (65.2%), such as:

- *'reading books online for projects' (Female, age 12);*
- *'learning about [various] techniques and watching tutorials' (Male, age 15);*
- *'[doing] research on [subjects] for projects, and profiles' (Male, age 15).*

One young person stated that the internet was a useful tool *'for looking up things I do not know'* (Male, age 13), with young people demonstrating a keen interest in knowledge and information gathering. Many were still using instant messaging (45.6%) to 'communicate with my friends' (Female, age 14); and there were decreases in sending e-mails (13.4%) and spending time with friends (51.1%), however respondents were communicating with their friends through *'social media apps, like Snapchat and Instagram'* (Female, age 14). Additionally, many commented that they *'like to watch movies and [television] series online'* (Male, age 14); and a great deal enjoyed *'watching videos on YouTube'* (Female, age 12). These findings are also consistent with the focus group findings from younger children. Figure 20 provides a comparison between the percentage of participants who reported use of these activities in 2010 and 2015.

Unsurprisingly, sending emails appears to be less popular in 2015, as children spend more time communicating via instant messages such as Whatapp (13.4% in 2015 versus 44% in 2010). Interestingly, respondents claim to spend less time with friends online in 2016, however, it believed this is a definitional issue as all previous data in this study suggests that they do not.

GIRLS SEEM MORE LIKELY THAN BOYS TO ENGAGE IN RESEARCH AND HOMEWORK ONLINE, WHEREAS BOYS ARE MORE LIKELY TO GAME!

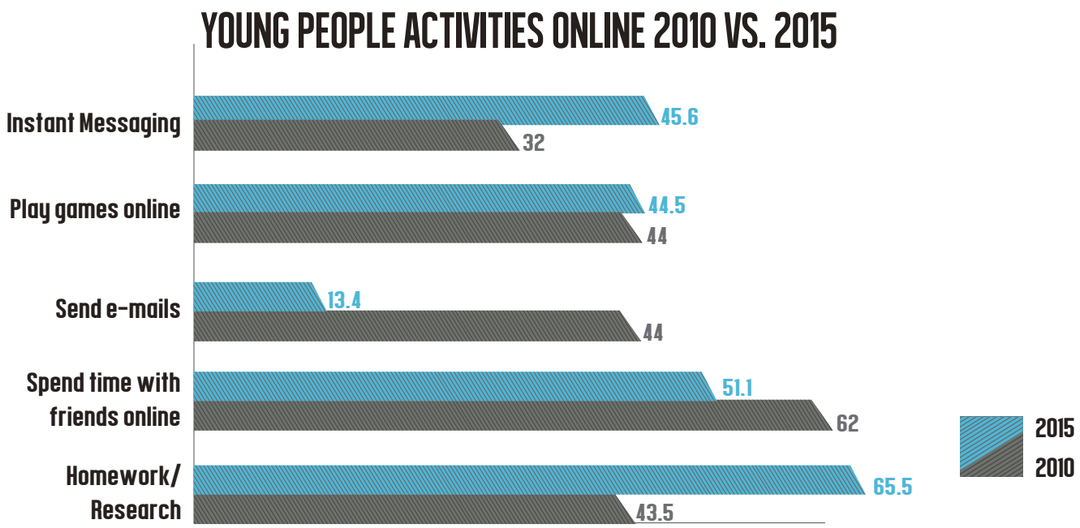


FIGURE 20: COMPARISON OF ONLINE ACTIVITIES BETWEEN 2010 AND 2015

In order to investigate potential relationships between online activities and demographics, a series of chi-square tests of associations were completed using gender and age as independent variables and activity as the dependent variables. Table 9 summarises the findings, where it is evident that there are relationships between gender and activities (females seem more likely than males to engage in research and homework online whereas the males are more likely to game); as well as age, with older sub-groups more likely to game and perform homework then their younger counterparts—the former has the middle-age subgroup demonstrating stronger links with affirmed gaming.

ACTIVITY	MALE %	FEMALE %	CHI-SQUARE (DF=1)	10-12 %	13-15 %	16-18 %	CHI-SQUARE (DF=2)
Homework	58.5	73.0	37.52**	15.6	44.6	39.8	15.01**
Socialise	50.7	51.6	0.13, NS	18.2	42.4	39.4	1.76, NS
E-mails	12.5	14.4	1.21, NS	14.7	41.9	43.4	3.79, NS
IM'ing	44.4	46.9	1.07, NS	10.8	41.6	47.6	75.83**
Gaming	58.3	28.6	143.88**	23.4	47.3	29.3	47.97**

TABLE 9: TEST OF ASSOCIATION BETWEEN DEMOGRAPHICS AND ONLINE ACTIVITIES

Lastly, the young people were asked about their social networking access and use as a product of their possession of either a tablet or smartphone—(81%) of the sample claimed that they indeed had their own of either one or the other. Of the 81%, Figure 21 shows their use and engagement with a variety of social networking sites. The overwhelming majority of the young people who have access to smartphones and tablets use WhatsApp (79.6%) followed by Instagram (59.5%). Twitter seems to be the most unpopular which was postulated to be linked to the age of the participants and the purpose of the various SNS platforms, however when conducting a test for association between age and subscription to each site, all chi-square statistics were non-significant, thus failing to provide support for the link. It is interesting to see that the image based SNS were more popular when compared to Twitter and Facebook, which could have implications for risks and negative experiences.

[9]Cross-tabulations of demographics as related to online activities. (**) represents significance at the p<0.01.

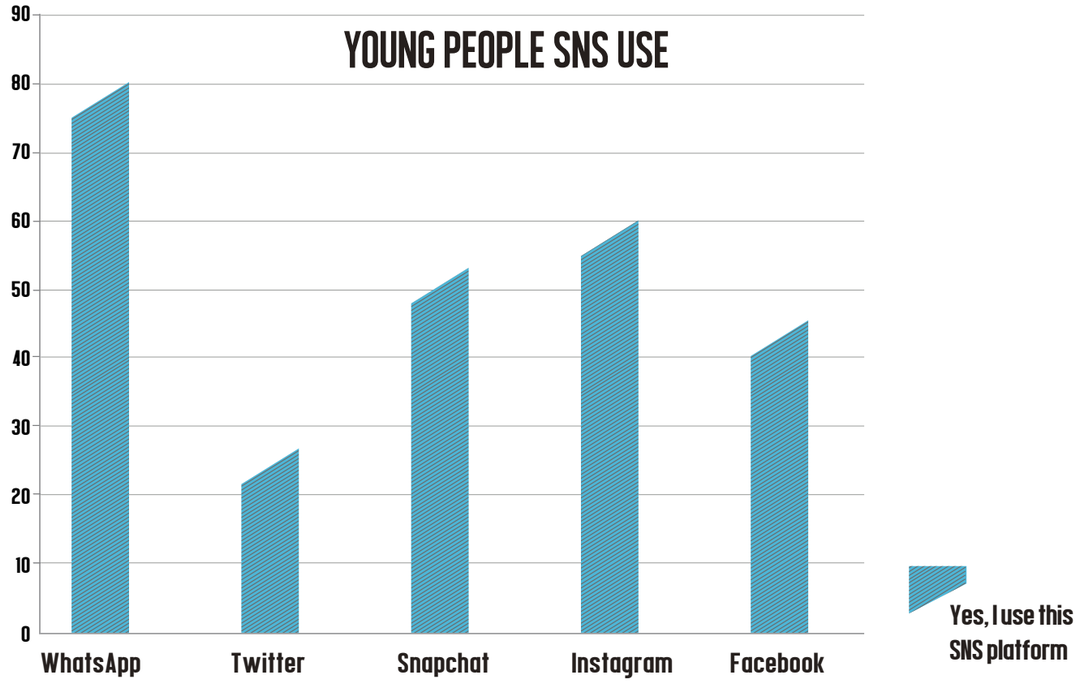


FIGURE 21: YOUNG PEOPLE SOCIAL NETWORKING USE IN %

9.4 PARENTS AND SUPERVISION

Just under half of the sample (45.5%) stated that they had superior knowledge of the internet and its intricacies than their parents and/or caregivers, with 36.9% reporting that their knowledge at least equalled that of their adult authority figures. In terms of where the sample was permitted to use the internet, the two most popular choices were the Young people's own bedroom (73.2%) and the living room (70.8%). (30%) used the internet in their parent's bedroom whilst (33.9%) used the Internet in a highly trafficked footpath in the home, such as a hallway.

Figure 22 provides proportions of those Young people who use the internet in their bedroom and whether their parents (a) know what they do online and (b) know who they speak with online. It is clear that even in the privacy of their bedrooms, the majority of Young people report in both cases that their parents are aware of what they do and who they speak with online. There is the group (6.2% and 9.1%) respectively who claim that their caregivers have no idea about their online activity, and this is worth considering again when looking at proportions of risky online behaviour and negative experience in later sections.

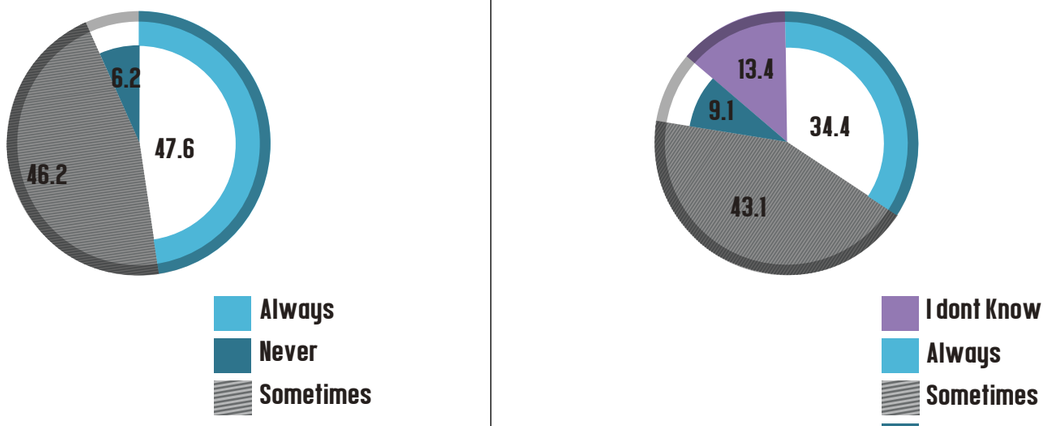


FIGURE 22: BEDROOM UNSUPERVISED INTERNET USERS AND PARENTAL KNOWLEDGE OF ACTIVITIES

Children were asked what they thought about online parental supervision, 36% percent believed that they should be supervised. For the most part, these Young people were cognisant of the risks and inappropriate content that can be easily accessed. One young woman agreed with supervision, stating that *'yes, [children] should be supervised because some [children] are not aware of what they can find on the internet'* (Female, age 12). Other young people supported some online monitoring due to the unknown nature of some content, believing that *'[we] might search for bad things and inappropriate things that are not for [our age]'* (Female, age 12). There was also an acknowledgement of inexperience by the Young people, *'as one can find anything on the internet, and the young would not recognise it'* (Male, age 15). A large number of the participants voiced support for supervision, but not necessarily for protecting them from adult or inappropriate content, but to assist with the intervention and prevention of cyberbullying, as one female said:

> *'Without adults there will be bullying and people can get effected and bullying is a major thing that adults need to know and therefore should supervise' (Female, age 12).*

This demonstrates to an extent both the vulnerabilities but also knowledge of risk that young people have with regards to their online lives. Only 15.1% of the Young people felt supervision was not necessary, as *'[Young people] should have the freedom of roaming the internet'* (Male, age 13) and *'children need to have their own privacy'* (Male, age 14). One 13-year-old male felt that learning independently on the internet was an important life lesson:

> *'Sometimes a child should find out some things alone and learn more and parents need to have trust in their children' (Male, age 13).*

There was also a belief that young people benefit through supervision because *'we learn to use [the internet] with the help of our parents'* (Male, age 13). When focusing on whether parents should be aware of what children and young people are looking at online 39.4% believed that this was a good idea, especially because *'[parents] need to know what their children are looking at because maybe a child is looking at something inappropriate or without knowing or is talking to a stranger'* (Female, age 16) and it can *'effect their minds and experiences as they grow'* (Male, age 14). There was a small minority of 6.4% who thought this was not necessary, citing the importance of privacy and freedom.

In terms of the use of controls and devices, a concerning picture emerges, where the largest single representative answer was that no controls were in place and the Young people were allowed to proceed with internet use unprotected (34.2%). This means that one in three Young people surveyed had free reign whilst navigating the internet. Just over one-quarter (26.2%) had restrictions to monitor their use of time however only 8.5% of the Young people had monitors in place to verify their online activity and site visitation. Cross-tabulations were calculated to determine whether there was a relationship between age and controls in place. Significant chi-square tests were found between age and controls (x^2=107.3, df=10, p<0.01) with 10-12 year olds being nearly 4 times more likely to state that controls were in place than 16-18 year olds, and the older group being nearly 2.5 times more likely to have full independence whilst online compared to their younger counterparts. This finding is also apparent in international research (OFCOM, 2015). This is not overly surprising as caregivers must feel that risks are greater for more vulnerable younger children, however as discussed research in the US has suggested that adolescent children are potentially at greater risk (Finkelhor & Wolak 2014).

9.5 SOCIAL NETWORKING AND POSTING

The majority of young people use some form of social media and subscribe to a range of social networking sites. The participants were asked about their privacy settings for the primary (main) social networking site. Two-thirds (66.3%) of the sample claimed that their account was private and only visible to their friends; however (13.3%) were unsure as to whether or not their account was private or public.

As many of the young people reported that they spent a great deal of time on their smartphones and tablets accessing social media and SN sites, the research team thought it important to investigate whether the children were being exposed to offensive content. When respondents were asked whether or not they had received any 'offensive content' through their social media channels, 29% of the sample reported yes with an additional 18% being unsure as to whether or not the material they received was offensive.

9.6 RISK-TAKING, NEGATIVE ONLINE EXPERIENCES AND RESPONSES TO ONLINE DISCOMFORT

In the context of the finding regarding receiving offensive content via social media or social networking sites, Figure 23 shows the number of young people who experienced 'negative' events. The minority (all under 20%) had not undertaken any of the actions described. Only 9.9% had

provided a stranger with personal information, 11.9% had shared personal information on a website. Nearly half (48%) admitted to posting pictures and/or videos of themselves however the manner in which the question was asked in the survey does not reveal whether this was in a private or public forum, and in what capacity this occurred.

NEARLY HALF (48%) ADMITTED TO POSTING PICTURES AND/OR VIDEOS OF THEMSELVES

ONLINE YOUNG PEOPLE RISK BEHAVIOUR

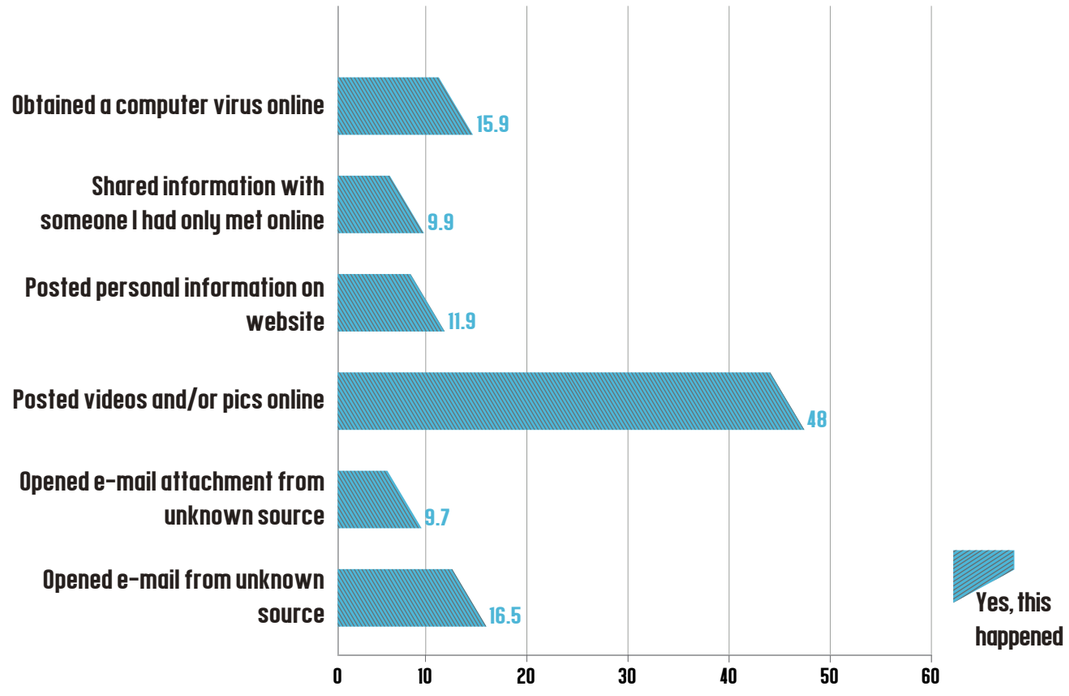


FIGURE 23: ONLINE RISKY BEHAVIOUR EXPERIENCED IN %

Chi-square tests of association investigating demographics and risky action was investigated (Table 11). In all across gender and age, 11 significant relationships were found, demonstrating that older Young people and males are more likely to engage in the risky behaviour.

ACTIVITY	MALE %	FEMALE %	CHI-SQUARE (DF=1)	10-12 %	13-15 %	16-18 %	CHI-SQUARE (DF=2)
Email	19.2	13.4	9.59*	9.5	14.3	22.5	28.67**
Attachment	12.2	6.9	12.63**	6.1	9.6	11.7	7.2*
Pic/Videos	48.5	47.5	0.71, NS	34.8	46.5	56.2	37.79**
Website	16.3	6.9	39.70**	4.7	10.8	16.7	28.87**
Stranger	11.7	7.8	6.71*	3.4	10.0	13.3	26.67**
Virus	18.8	12.5	12.02**	6.8	16.6	19.5	24.67**

TABLE 10: TEST OF ASSOCIATION BETWEEN DEMOGRAPHICS AND ONLINE ACTION

66.3%

CLAIMED THAT THEIR ACCOUNT WAS PRIVATE AND ONLY VISIBLE TO THEIR FRIENDS

13.3%

WERE UNSURE AS TO WHETHER OR NOT THEIR ACCOUNT WAS PRIVATE OR PUBLIC

[10]Cross-tabulations of demographics as related to online activities. (*) represents significance at the p<0.05 level; (**) represents significance at the p<0.01.

Figure 24 provides an age-comparison of the action the young people took in response to upsetting material online.

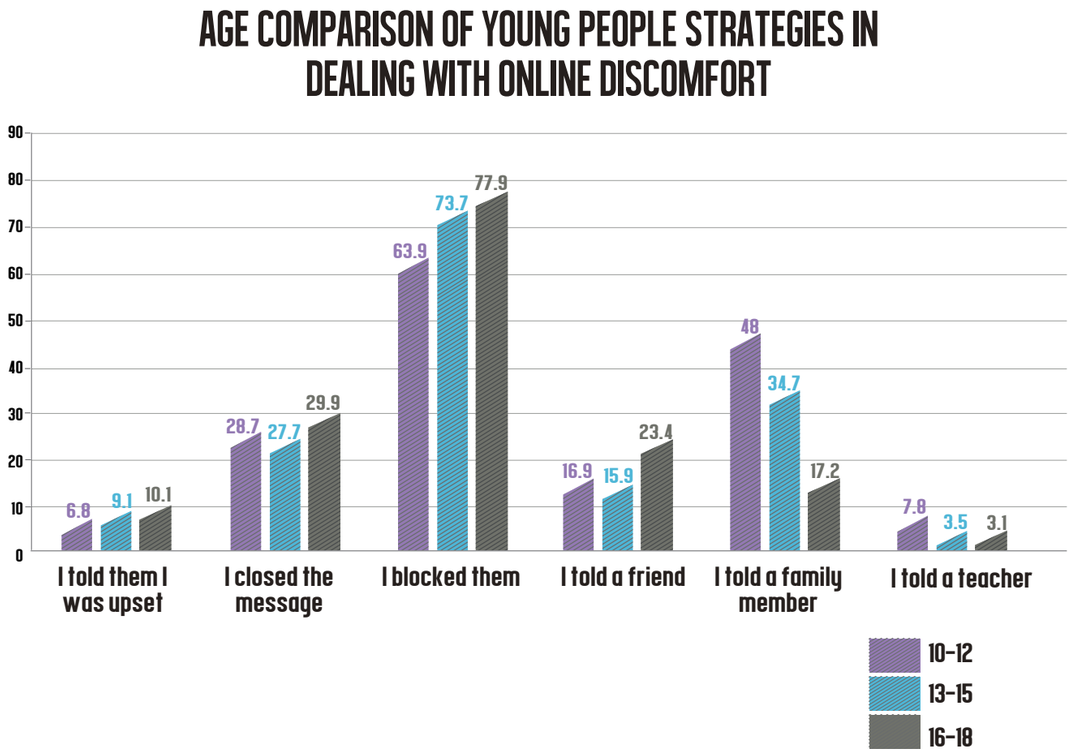
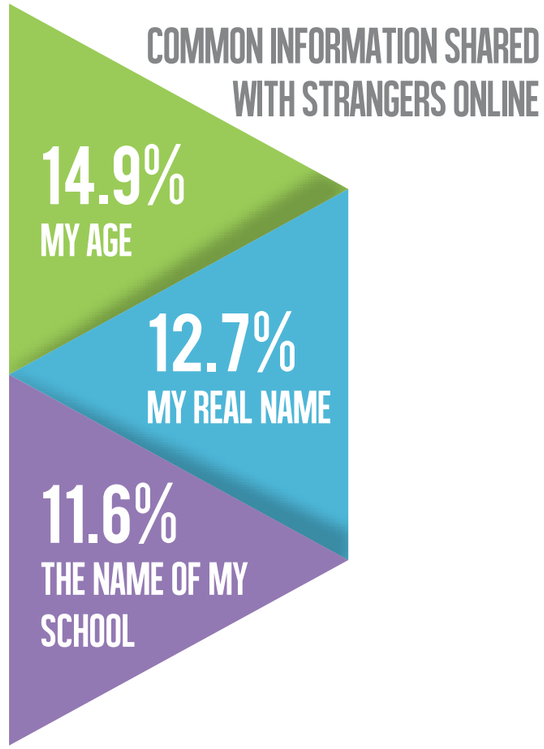


FIGURE 24: AGE COMPARISON OF YOUNG PEOPLE STRATEGIES IN DEALING WITH ONLINE DISCOMFORT

The analysis shown above was also conducted between the three age groups. Figure 24 shows that older children were more likely to block (77.9% versus 63.9% between the oldest and youngest respectively) or tell a friend (23.4% versus 16.9%) about their negative online experiences. Younger children were nearly three times more likely to tell a family member (48% versus 17.2% between the youngest and oldest respectively) or a teacher (7.8% versus 3.1%). These associations were all found to be significant using chi-square analysis. Actions such as telling the individual you were upset or 'closing the message' were alternatives that did not differ significantly between age groups.

Focusing on posting and sharing personal information with strangers or individuals that were not directly known to the participant, young people were asked about the type of information they disclosed online. Represented in Table 11 are the percentages of participants who revealed sensitive information, as well as tests for association between gender and the revelation of sensitive information. For the most part, the young people had not revealed sensitive information, with the most common details shared with strangers participants age (14.9%), real name (12.7%) and the school they attend (11.6%). Few of the sample revealed when they were going to be home alone (2.7%) or their own personal plans for the evening or weekend (7.0 %).

Overall there were 10 significant findings supporting a relationship between age and the revelation of one's name, age, mobile, school, family details, location of extracurricular activities, family plans, personal evening plans and whether the young person would be alone in the evening. In each case, it seems that older age groups are significantly more likely than their younger peers to reveal this information.



REVELATION	TOTAL % (N)	10-12 % (N)	13-15 % (N)	16-18 % (N)	CHI-SQUARE (DF=2)
Name	12.7 (206)	6.8 (20)	12.2 (87)	16.5 (99)	15.91**
Age	14.9 (242)	8.8 (26)	14.0 (100)	18.8 (116)	16.65**
E-mail	5.8 (95)	3.0 (9)	5.5 (39)	7.6 (47)	7.97*
Address	2.3 (37)	1.0 (3)	2.4 (17)	2.8 (17)	2.81, NS
Telephone	2.2 (36)	1.0 (3)	1.8 (13)	3.2 (20)	5.45, NS
Mobile	6.5 (105)	3.4 (10)	6.3 (45)	8.1 (50)	7.47*
School	11.6 (189)	6.1 (18)	10.8 (77)	15.3 (94)	17.22**

REVELATION	TOTAL % (N)	10-12 % (N)	13-15 % (N)	16-18 % (N)	CHI-SQUARE (DF=2)
Family	4.9 (80)	1.7 (5)	4.9 (35)	6.5 (40)	9.85**
Extracurricular	3.7 (60)	2.0 (6)	2.4 (17)	6.0 (37)	14.98**
Family plans	3.8 (62)	1.4 (4)	3.5 (25)	5.4 (33)	9.06*
Own plans	7.0 (114)	3.4 (10)	6.6 (47)	9.3 (57)	10.91**
Home alone	2.7 (44)	1.4 (4)	2.1 (15)	4.1 (25)	7.31*
Personal photo	6.8 (110)	4.4 (13)	6.9 (49)	7.0 (48)	3.68, NS
Finances	0.9 (15)	0.7 (2)	1.1 (8)	0.8 (5)	0.59, NS
Login games	2.6 (42)	1.7 (5)	2.7 (19)	2.9 (18)	1.29, NS

TABLE 11: AGE AND REVEALING PERSONAL DETAILS

The precise location of where and how the above information was shared varied, with the most popular forum WhatsApp (14.1%) followed by non-specific social networking sites (12.0%). Other forums included live gaming (5.5%); in a private chat room (2.8%); and 'other' online mediums such as YouTube and Reddit (5.5%).

Over a quarter of the sample (27.7%) reported that someone had made them feel uncomfortable online. Figure 25 shows a breakdown of the nature of the attention/action that upset or caused discomfort to those reporting they had experienced this in some form. The largest representative occurrence was having someone say something unpleasant to you (19.8%). This mainly involved name-calling, such as *'telling me I am so stupid'* (Female, age 16), *'using offensive language and words about me'* (Male, age 13) and *'being racist [to me]'* (Male, age 15). One young man stated that he and his friends often do not experience negative things but are often threatened into engaging in inappropriate behaviour or actions or face unpleasant consequences: *'suppose if I don't do something according to [the individual threatening], he says he will do something unpleasant'* (Male, age 12).

This is of concern in that young people may experience peer pressure in terms of the actions they take. The other behaviours/events were experienced by fewer than 10% of the sample; this would seem to confirm what the teachers had reported in the adult survey on perceptions that cyberbullying was likely to cause most concern. Both having something unpleasant posted and being sent inappropriate images were experienced by approximately 7% of the subsample. A few were exposed to more concerning sexually themed actions such as *'a WhatsApp number asking me to do [sexual] acts'* (Female, age 13) or *'kept asking me to take my clothes off'* (Male, age 15).

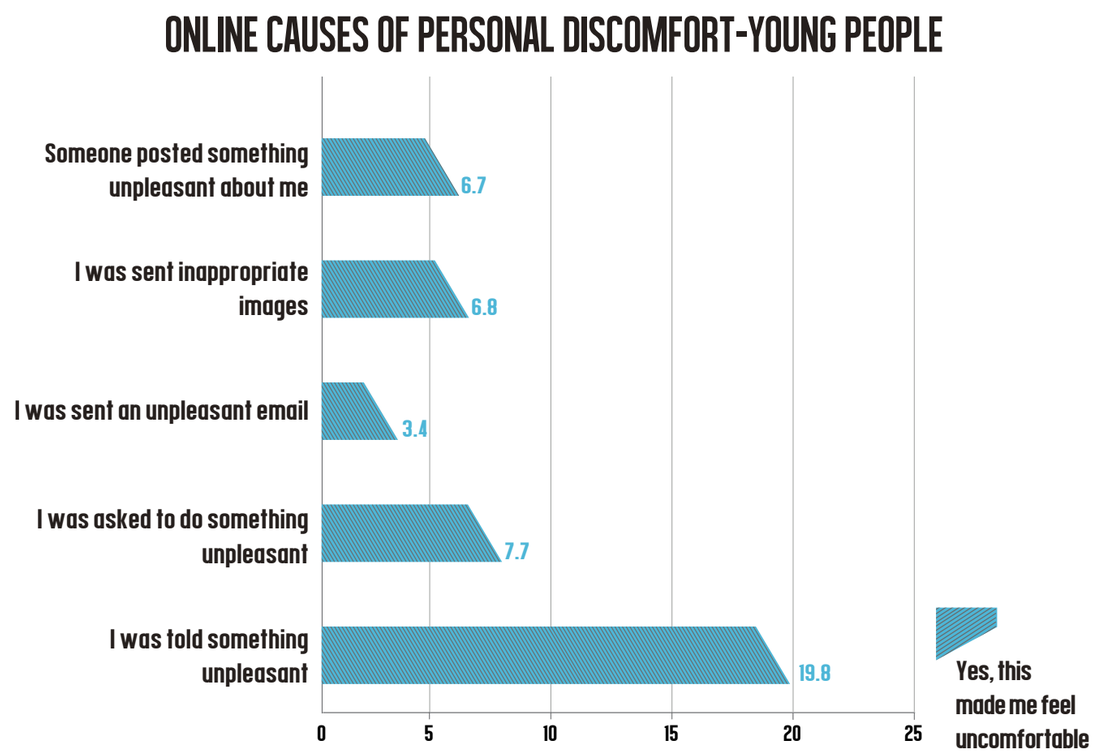


FIGURE 25: PROPORTION OF PARTICIPANTS MADE TO FEEL UNCOMFORTABLE ONLINE AND THE NATURE OF DISCOMFORT

As already discussed in previous sections, a large element of young people's lives in contemporary society focus on socialising both offline and online. Therefore, it comes as no surprise that the children and young people in this sample spend a greater amount of time connected to the internet then previous generations. The survey asked the young participants a question about making friends online and socialising with strangers. Figure 26 demonstrates that although a great deal of young people have searched for a friend they know in the 'real' world online (81%, left side of figure), nearly a quarter have added to their online friends networks strangers whom they have never met before offline (22.7%). Although the majority of young people report that they do not search or add strangers online, it is important to consider that nearly one-quarter of the young people are indeed adding someone they have never met or known before online.

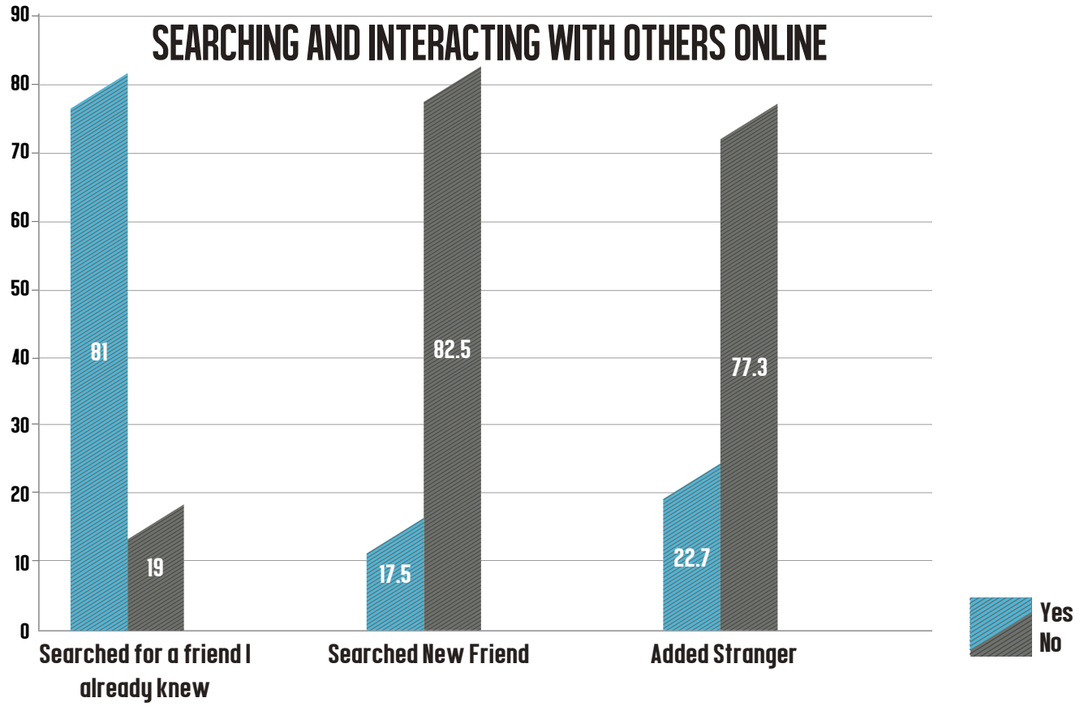


FIGURE 26: SEARCHING AND INTERACTING ONLINE WITH OTHERS

The group surveyed appeared to be relatively resilient when it comes to coping with negative online experiences. Not a single participant stated that they would ignore this behaviour. Figure 27 shows the most common actions taken by targeted Young people and the proportion of the sample that have experienced negative behaviour. The most common action is to block the individual (overall, 78.5% but shown between genders below) followed by informing a family member (30.5%) and closing the message on their device (28.5%). The least common behaviour was informing a teacher; although this is one of two actions (the other being informing the person they are upset) that are more common amongst males than females. Cross-tabulations were performed to explore relationships between gender and action, with a significant association found in all but 'closing the message', which showed that males and females did not significantly differ on choice of action.

THE GROUP SURVEYED APPEARED TO BE RELATIVELY RESILIENT WHEN IT COMES TO COPING WITH NEGATIVE ONLINE EXPERIENCES. NOT A SINGLE PARTICIPANT STATED THAT THEY WOULD IGNORE THIS BEHAVIOUR.

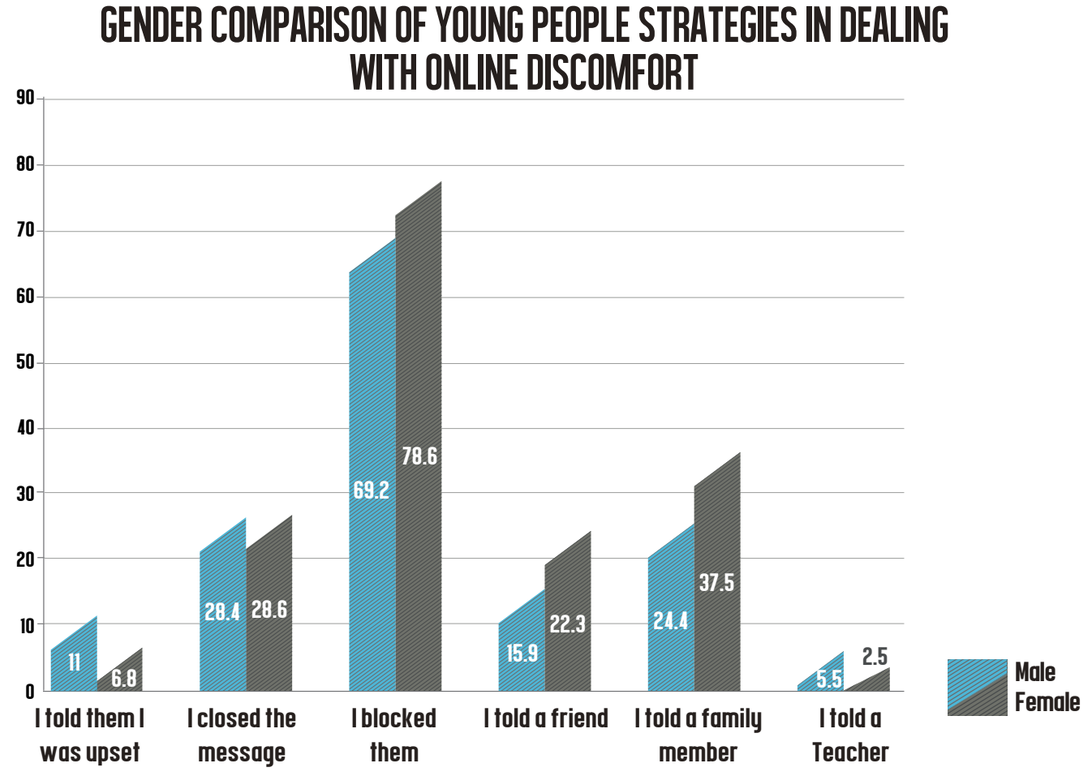


FIGURE 27: COPING TECHNIQUES IN DEALING WITH NEGATIVE BEHAVIOUR OF OTHERS

The research next explored relationships between time spent online and experiencing risky behaviour or taking risky action. Table 12 provides an overview of the associations between time spent online, and a series of risky behaviours both of which have previously been discussed in this section. It is clear that every negative experience or risky behaviour tested was found to be significantly associated with time spent online, with those spending more time online confirming a greater level of agreement with the experience of these anti-social behaviours and actions. Meeting a stranger in public was nearly 2 times more likely to be confirmed by those spending more than 3 hours on the internet than those not; having inappropriate images sent to an account was affirmed by nearly 3 times as many over 3 hour users than under 3 hour users. There were also 2 times more confirmations of the experience of cyber-bullying for those spending more than three hours on the internet than those spending under three hours.

[11] Percentage of gendered action taken in dealing with negative attention online and relationships. (*) represents significance at the p<0.05 level; (88) represents significance at the p<0.01 level.

RISKY BEHAVIOUR	0-3 HRS % (N)	3+ HRS % (N)	CHI-SQUARE (DF=1)
Meeting stranger	12.7 (84)	22.1 (126)	24.64**
Something made me feel upset	22.5 (161)	35.6 (221)	27.64**
Something unpleasant said about me online	16.5 (118)	25.4 (158)	16.10**
Asked to do something I did not want to do	6.2 (44)	10.3 (64)	7.67*
Sent unpleasant email	2.8 (20)	5.2 (32)	4.91*
Sent inappropriate image	3.8 (27)	10.8 (67)	24.92**
Unpleasant comments posted about me online	4.1 (29)	11.1 (69)	24.27**
Shared my mobile number	5.3 (38)	8.9 (55)	6.3*
Shared photos of myself	4.6 (33)	10.1 (63)	15.18**
Experienced cyberbullying	8.8 (58)	17.2 (98)	29.64**

TABLE 12: RELATIONSHIP BETWEEN TIME SPENT ONLINE, AGE AND RISKY BEHAVIOUR

In keeping with the findings from teachers cyber-bullying was identified by young people as a key government and educational priority in protecting and safeguarding online. Of those responding 37.9% had been the target of cyberbullying in the past, whilst 30% had engaged in bullying themselves. Analysis was done in order to determine the overlap between having been bullied and bullying, showing that nearly a quarter (23.1%) of the overall sample had both been bullied and bullied others online.

Figure 28 provides specific prevalence rates for the victim and 'offender' in cyberbullying scenarios. The participants reported that the most common source of their own bullying was from friends (10.1%) and classmates (10.4%) whilst 7.9% had been bullied by a stranger. In terms of engaging in bullying friends and classmates was the most likely target, whereas only 3.9% claimed that they had bullied strangers.

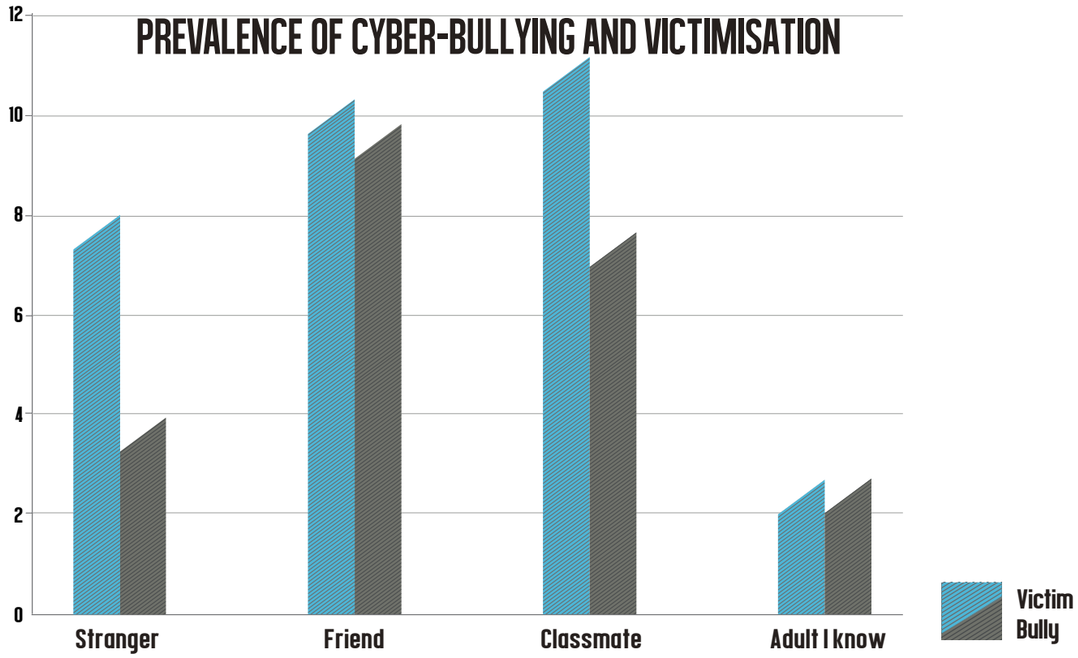


FIGURE 28: PREVALENCE OF BULLYING AND BULLIED

Interestingly, the Young people had fluid and varied opinions regarding what constituted being bullied and bullying. Many described members of their direct family and friends being mean but usually *'not in an insulting way'* (Female, age 12) or *'to do any harm'* (Male, age 12). Even when it came to classmates, there was a definitive lack of agreement in definitions of bullying:

'It wasn't really bullying, I was just being insulted for my high level of skill' (Male, age 15);

and

> *'was not cyberbullying, just [arguing and fighting]' (Female, age 14).*

Many also saw it as a joke:

> *'[mainly bullied by] friends, but never in a serious manner, it was always the purpose of a joke' (Male, age 16).*

One young male said *'I have trolled people but never hurt anyone' (Male, age 14); 'it was more like a joking matter between me and that person, also that person is my friend so it is not serious' (Male, age 16);* and *'kind of yes, kind of no; I only troll…which they probably know is a joke' (Male, age 15).*

This demonstrates the difference of opinion between actors in the bullying relationship in what constitutes harmful behaviour.

Of the sample who had been cyberbullied, an investigation into both the medium which was used (SNS, Instant Messaging, telephone) and the type of cyberbullying was undertaken. Prevalence for each of these and an analysis of any potential relationship is included in Table 13. Each cell represents the percentage of those reporting have experiencing cyberbullying, and whether they responded 'Yes' to both the bullying medium (i.e. text) and modus operandi (i.e. flaming). For example 25.3% of the bullied sample experienced flaming via text messaging. In this case, there was also a significant relationship between the mode and medium of bullying. The findings below demonstrate that WhatsApp, text messaging and social networking sites are the three most common mediums used to engage in cyberbullying; and harassment, flaming and denigration the three most common modes in which cyberbullying is conducted. Closer examination shows that e-mail and instant messaging is an unpopular place for conducting cyberbullying, with the fewest number of significant relationships between modus operandi and medium. On the contrary, texts, phone and WhatsApp demonstrate significant relationships between each modus operandi, showing further support for their risk and vulnerability for bullying.

THE THREE MOST COMMON MEDIUMS USED TO ENGAGE IN CYBERBULLYING

MODUS	MEDIUM (%)						
	Text	e-mail	IM	Console	Phone	WhatsApp	SNS
Flaming	25.3*	7.1*	6.6	12.6**	19.8**	28.6**	21.9
Harassment	30.2**	5.5	6.6	6.6*	21.4**	31.3**	28.6**
Denigration	18.7*	3.2	3.8	3.8	16.5**	21.4*	18.1*
Impersonation	14.3**	4.9**	4.9*	4.9	12.1**	15.4**	26.9
Outing	17.0**	3.8	5.5*	2.2	15.4**	17.6**	12.1
Trickery	12.6**	3.3	4.3	2.7	12.6**	17.0**	9.8
Exclusion	13.7**	3.3	4.3	4.9	10.3**	14.3**	9.9
Cyberstalking	18.1**	2.7	4.9	3.8	13.7**	17.6*	18.1**

TABLE 13: CYBERBULLYING MEDIUM AND MODUS OPRANDI (12)

The participants were asked about how they responded to cyberbullying. Of the 182 participants acknowledging the experience the majority (52.7%) blocked the person in whatever capacity they could on their ICT device; 32.4% turned to a friend for help and 30.8% tried to ignore the behaviour in the hope that it would eventually stop. Nearly one-third 29.1% took proactive measures and told the person to stop directly whilst 26.9% reported the activity to 'authority' figures, whether that be teachers or parents, and just over 10% tried to take revenge. Analysis was conducted to explore whether or not there was a relationship between the action taken by the Young people and the lack of having been cyberbullied in the last six months. Only the act of telling a relative (x^2=5.19, df=1, p<0.05) and asking the person to stop directly (x^2=5.58, df=1, p<0.05) demonstrated significant results. With the former, it seemed that those that informed a relative were 3 times more likely to report that they had not been cyberbullied in the last six months. The converse is true in terms of asking the individual to cease, where the relationship seems to be in the opposite direction with those asking them to stop nearly 2 times more likely to have reported being bullied in the last six months. All other relationships were deemed non-significant.

Lastly in relation to cyberbullying, the emotional and social consequences upon the respondents are worth exploring. Respondents were surveyed regarding changes in their behaviour and feelings regarding the experience, which are summarised below in Table 14. It is clear that both the behavioural and emotional effects are widespread, unfortunately influencing their daily lives and routine behaviours. Many of those affected discussed how *'it made me feel sad, depressed, and alone'* (Female, age 15) and led to *'me cutting myself'* (Male, age 15) and

[12] N=182 selected claiming experience of cyberbullying; (*) denotes significance at p<0.05 level; (**) denotes significance at p<0.01 level

'starting counselling sessions' (Female, age 13). In terms of psychological well-being, the end influence can be very debilitating, as one young male said:

> *'[Started] keeping secrets from my parents, didn't talk to anybody, lost concentration, could not study, afraid of everything and everybody, cried a lot' (Male, age 14).*

Others '*became a closed person'* (Female, age 16); *'more quiet and my involvement in events decreased'* (Female, age 15); *'suspicious of everyone around [them]'* (Female, age 16); and *'stopped merging with new people. The fear of something like this coming up again…restricted me from making new friends'* (Female, age 16).

This clearly illustrates the far-reaching and long-term consequences from being bullied. The level of mental health concern is worth further investigation in the future, in the sense of a potential public mental health approach to both prevention and intervention in this field. It should be noted that for all the young people who discussed the negative elements, many demonstrated resilience and positive growth from the experience *'[making] me strong'* (Female, age 17) and *'made me more confident'* (Female, age 12). It would be worth investigating risk and protective factors in more depth in a future investigation.

IT IS CLEAR THAT CYBERBULLYING HAS BOTH A BEHAVIOURAL AND EMOTIONAL EFFECT ON YOUNG PEOPLE

'it made me feel sad, depressed, and alone' (Female, age 15)

BEHAVIOURAL CHANGE	YES%	EMOTIONAL EFFECTS	YES%
Feared physical attack	26.4	Feeling undermined	25.3
Skipped school entirely	11.0	Stressed and anxious	33.5
Skipped specific classes	9.9	Depressed and lonely	27.5
Avoided specific public places	21.4	No effect	41.3
Started getting into physical fights	15.4	Felt helpless	24.2

TABLE 14: EMOTIONAL AND SOCIETAL EFFECTS OF CYBERBULLYING

9.7 STAYING SAFE ONLINE

The participants understanding and experience of internet safety training and education was explored. When asked whether they felt they knew enough about internet safety and staying safe online, 71.0% stated 'Yes' whilst 19.9% reported that they were not sure. This latter is a key group that should be targeted by educational, political and public health authorities in an attempt to improve their understanding and confidence.

Students were asked whether or not they had received internet safety training at school; less than half of the sample responded to this question (n=628), of whom an overwhelming majority (80.9%) claimed they had in fact received some sort of training; of those that had 81.1% reported that they had found the training useful. For the most part, the participants found that the training informed them about good and safe practice whilst navigating the internet 'it taught us not to post anything private about ourselves to strangers' (Female, age 12); *'now we know how to protect ourselves online'* (Male, age 12); and *'[the training] gave us good protection sites and helped us know the dangers of websites and how to deal with it'* (Male, age 12). There was also an emphasis on remaining private and vigilant online, ensuring strangers could not access your personal information and pictures, *'told us not to post bad things or a picture of us on the internet or social media…told us to put our [SNS profile] on private'* (Female, age 11); *'taught us how to take precautions from others online'* (Female, age 15); and *'how to recognise [strangers] trying to get something from you'* (Male, age 12). Quite a few of the young people discussed how the training had provided them further support and knowledge about cyberbullying, and they now felt equipped to deal with being bullied should the event arise and *'did everything possible to try and help students who were cyberbullied'* (Female, age 17).

These are positive findings which demonstrate that many of the Young people are aware of the training available to them receive it and find that it is useful. It is of concern that over 1000 participants did not respond to this question however, as the question was dichotomous (Yes or No) there was no indication of their lack of knowledge. It could be assumed that not responding positively alludes to lack of training provision and this gap should be a

focus of public, educational and governmental initiatives to support and protect these young people.

Lastly, in terms of awareness and sources of searching and acquiring advice online relating to online safety, Figure 29 breaks down where participants would look. The majority would seek advice from friends or family members (53.9%) followed by educational establishments and representatives such as schools and teachers (31.2%) and finally, websites found through online searches (27.6%). It is a positive sign that large numbers of the young people have a tactic or plan of where and how to search for advice in the event of a negative experience occurring but it is of concern that advice is not always sought from a reliable source.

MANY CHILDREN AND YOUNG PEOPLE DO NOT RECEIVE ONLINE SAFETY TRAINING BUT RELY UPON ADVICE FROM INFORMAL SOURCES SUCH AS FAMILY AND PEERS.

53.9%
OF YOUNG PEOPLE SEEK ADVICE FROM FRIENDS OR FAMILY MEMBERS

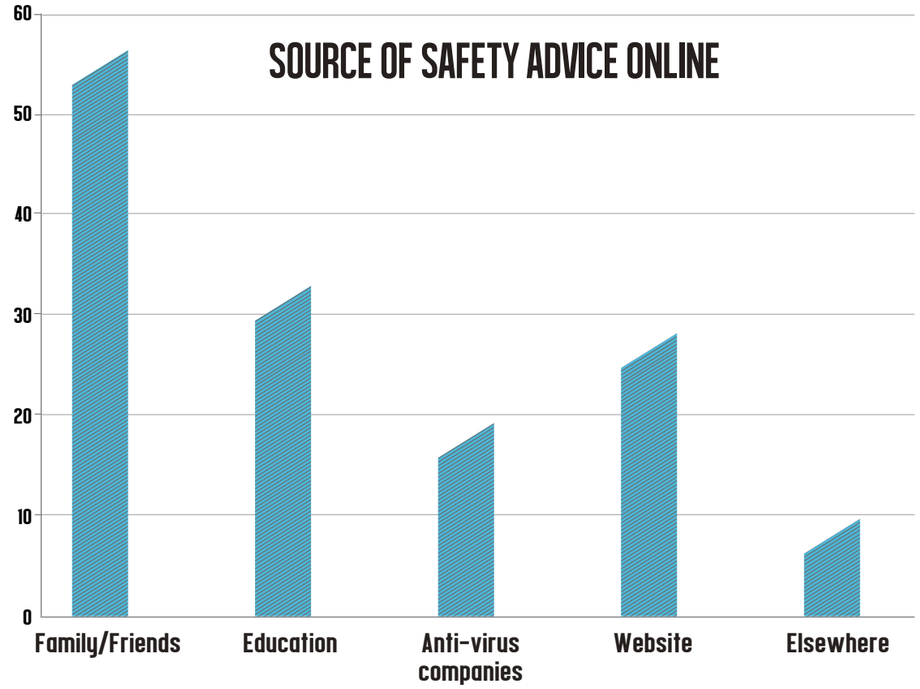
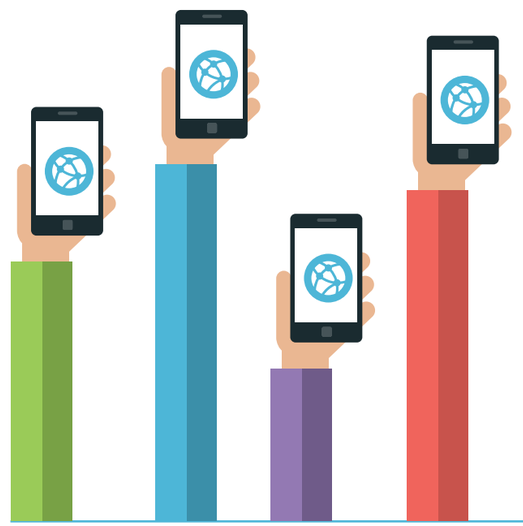


FIGURE 29: SEEKING INTERNET SAFETY ADVICES



THERE HAS BEEN A HUGE INCREASE IN SMARTPHONE USE AMONGST YOUNG PEOPLE SINCE THE LAST SURVEY IN 2010 AND THIS IS CONSISTENT WITH FINDINGS FROM OTHER COUNTRIES

The key findings from the children and young people survey have been summarised in Figure 30 below.

KEY FINDINGS: CHILDREN AND YOUNG PEOPLE SURVEY

1. There has been a huge increase in smartphone use amongst Young people since the last survey in 2010 and this is consistent with findings from other countries;
2. There appear to be gendered differences in device use;
3. Image based preferences on social media and social networking sites—the young people prefer interacting and communicating with their friends and peers through pictures and videos on platforms including Snapchat and Instagram more than more text based ones such as Twitter or Facebook;
4. The majority of children and Young people seem honest and transparent about with who they interact and what they do online, focus group findings are largely supported by the child survey findings;
5. In terms of parental supervision there appears to be a relationship between age and controls, with younger groups more likely to be monitored than older groups, this is also apparent from the focus group interviews with younger children;
6. Males are seemingly more likely to reveal personal information with strangers online than females and consistent with SONR 2010 findings are the group most likely to engage in risk taking behaviour;
7. There is a link between more time spent online (3 or more hours) and experience of negative and risky behaviours online;
8. Cyberbullying appears to be the most frequent harm encountered by children and Young people online. Significant emotional and behavioural changes occur in the Young people as a consequence of bullying, including reported feelings of depression, anxiety and helplessness as well as an increase in truancy and physically violent altercations with peers for some children;
9. Young people turn to family and friends for advice regarding internet safety more often than other sources such as schools and online resources;
10. There appears to be little in the way of a comprehensive and standardised approach to teaching Young people and children about online safety strategies in schools and many children do not receive online safety training but rely upon advice from informal sources such as family and peers.

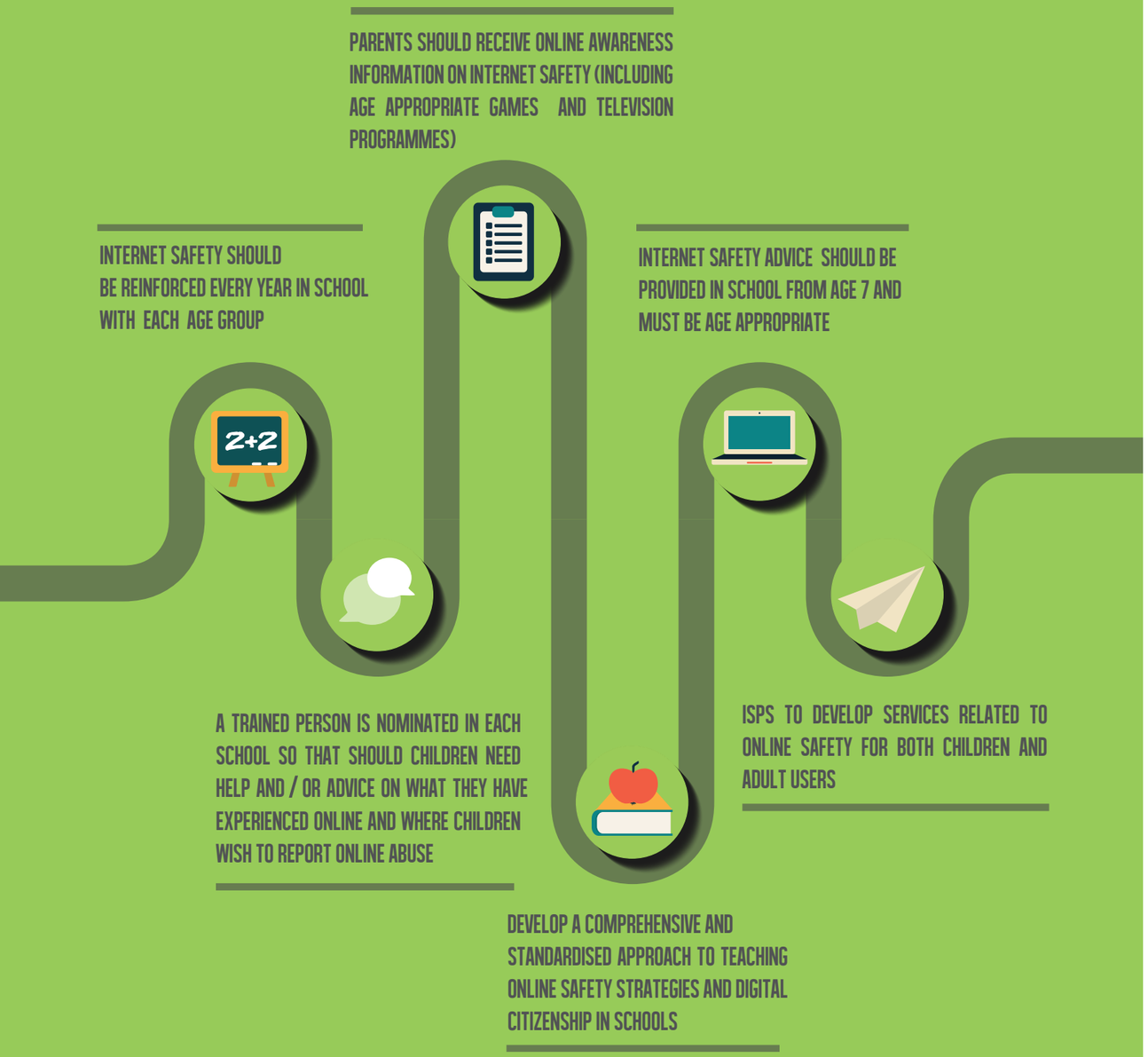
FIGURE 30: KEY FINDINGS FROM CHILDREN AND YOUNG PEOPLE SURVEY

Risk index based upon young people's responses on the 2015 data:

RISK AND FUTURE RISKS INDEX - CHILDREN AND YOUNG PEOPLE

1. 48% have posted personal pictures and/or videos online
2. 37.9% report that they have been cyber-bullied in the past
3. 29% have received offensive content from a stranger online
4. 20.2% do not have privacy settings on their social networking profiles
5. 16.4% have met a stranger they met online, in person
6. 15.9% have received a virus they obtained from downloading untrusted information online
7. 9.9% have shared personal information with a stranger online
8. 6.8% have been sent inappropriate messages
9. 6.8% have revealed a photograph of themselves to a stranger online
10. 6.7% have had someone post something unpleasant about them online
11. 6.5% have revealed their mobile number to a stranger online

STUDY RECOMMENDATIONS GROWTH IN COLLABORATION



10 RECOMMENDATIONS

10.1 INTRODUCTION

It is important to note at the outset that the vast majority of children and young people's online experiences and interactions are not negative or harmful, and that for most, their internet and technology use deliver significant benefits in terms of social, educational and creative engagement. They rely on digital devices to watch videos, download music, play games and communicate with friends, with large number or using the internet daily to help with school work. When looking at the ways young people may experience online risks and how these may affect them, it is important that harms and benefits are weighed appropriately, and that potential for positive experience is encouraged and developed.

This research has built upon the first State of the Nation Review undertaken by the Researchers in 2010. It is clear that there has been a marked improvement in awareness of Internet key safety issues amongst children, young people and adults in the Kingdom of Bahrain since 2010, however key issues remain to be addressed.

The original work focused not only upon the child and adult experience of Internet usage and safety but also sought to establish a countrywide infrastructure and framework to enable the development of Internet safety policy and practice and included a series of interviews with key stakeholders to inform this process.

The National Internet Safety Review does not include a focus on policy infrastructure (although this has been alluded to in the literature review) and stakeholder involvement. Furthermore, it did not include stakeholder interviews, as this work is currently being developed by the TRA in the context of the United Nations International Telecommunications Union Child Online Protection Workshop and other initiatives. The recommendations draw upon the findings from this research and focus upon child, adult and teachers Internet safety and ethics awareness in detail.

10.2 KEY RECOMMENDATIONS

On the basis of the research findings the following recommendations are made (these have been divided into two sections: General recommendations and TRA focused recommendations):

GENERAL RECOMMENDATIONS:

1. A comprehensive and standardised approach to teaching Young people and children about online safety strategies and digital citizenship in schools to be developed and used (this should become part of the national curriculum for public and private schools);
2. A trained person is nominated in each school so that should children need help and/or advice on what they have experienced online and where children wish to report online abuse;
3. Internet safety should be reinforced every year in school with each age group;
4. Internet safety advice should be provided in school from age 7 and must be age appropriate;
5. Parents should receive online awareness information on internet safety (including age appropriate games and television programmes);
6. ISPs to develop services related to online safety for both children and adult users.

FIGURE 31: GENERAL RECOMMENDATIONS

TRA FOCUSED RECOMMENDATIONS:

1. TRA should work with schools to develop anti-bullying policies and strategies for responding to cyberbullying, which include the provision of advice and support to children and parents about seeking support;
2. TRA should work with schools to enable implementation of 'Use of digital media at school' policies;
3. Adults should also be reminded of 'risky' online behaviour via online awareness information on internet safety which could be placed on the TRA website;
4. TRA should convene a committee or working group comprised of stakeholders from key Government Departments, ISPs and the TRA that focuses upon adult e-safety. The adult e-safety Committee should set out and ensure implementation of the Kingdom's adult e-safety strategy;
5. TRA should convene the Bahrain Committee for Child Internet Safety (BCCIS)(or similar) which should include a number of representatives from: Government ministries; the legal profession; relevant NGO's; child welfare organisations; academia; ISPs; TRA and key community groups.
6. The strategy should be informed by the findings from this research and reviewed yearly alongside the KPIs, supported by TRA;
7. TRA should work with media stakeholders to develop a public information media campaign to inform children and their parents about the nature and harmful consequences of cyberbullying;
8. The Child Abuse Centre might consider working alongside schools representatives and NGOs such as the BeFree Centre to provide support for children and their families affected by cyberbullying.

FIGURE 32: TRA FOCUSED RECOMMENDATIONS

DATA COLLECTION

98
AGED 7-11
FOCUS GROUP INTERVIEWS

1637
AGED 12-18
NATIONAL SURVEY

689
ADULTS
NATIONAL SURVEY

50 50
GENDER SPLIT

TOTAL
2433 RESPONDENTS

THE FOLLOWING SCHOOLS HAVE PARTICIPATED IN THE STUDY:

1. AL-WISAM 2. BRITISH SCHOOL OF BAHRAIN 3. INDIAN SCHOOL 4. MODERN KNOWLEDGE 5. BAHRAIN BAYAN

11 KEY PERFORMANCE INDICATORS FOR CHILD INTERNET SAFETY MONITORING SYSTEM DESIGN

11.1 CONTEXT AND INTRODUCTION

Since the publication of the State of the Nation Review (SONR) report in 2010, TRA has implemented many innovative initiatives focusing on child Internet safety as discussed in the Literature Review. The process of collecting data annually is an important part of TRA's strategy and serves as an exercise to reach informed strategic goals. It was agreed that the Researchers would develop a methodological design based upon data from the child survey element of the current research, to capture child Internet safety annual KPI monitoring data as part of the National Internet Safety Review.

11.2 MONITORING SYSTEM DESIGN

The proposed monitoring system will collect information, evaluate its performance and compare it to NISR's findings, plans, and goals for TRA and its departments, in the context of the KPIs. Two alternative monitoring methods are proposed:

11.3 SCHOOLS MONITORING

It is proposed that a cross section of children in a sample of schools be asked to complete a simple online monitoring form[13] on an annual basis to gauge their level of Internet safety awareness (N=500). The survey would be developed on Survey Monkey or similar, and would be either circulated as a link to head teachers or could be placed on the TRA website. The data would form a database, which would allow for performance monitoring and trends analysis over time. The survey could also be adapted to reflect changing trends in technology and children's online behaviour. Data analysis could be conducted by the Researchers or by TRA on an annual basis. The potential disadvantage of adopting this approach is having to gain permission each time the work is conducted with children from the state school sector. Therefore, it would be preferable to gain permission to conduct the work on a regular basis, if this is possible. Furthermore, because both access and the recruitment process can be complicated, the sample would consist of a maximum of 500 children and young people. It would be necessary to sample from a representative group of schools each year and to rotate the schools from year to year. As with the SONR 2010 and NISR 2016, it would be necessary to stratify the sample by gender, ethnicity, age and social class.

11.4 PANEL SAMPLE

It would be preferable to set up a panel sample of children aged 12-18 in the Kingdom (N=1000, would aim to recruit 1500 to fulfil key strata). There are many different methods that can be used to recruit and add respondents to a research panel each year.

[13]This could be developed following agreement of the child Internet safety KPIs

Many researchers successfully use existing email lists, which is the easiest recruitment channel. If a pre-built list of contacts is not in place, it may be possible to reach out to young people through social media and approach them via other means including: Email Lists

- Website Recruitment
- Community groups/Young people groups

The children could be incentivised to join the panel. Once set up it would be necessary to gain ethical permission from the children and their parents but once in place the panel could participate in all relevant TRA research and it would be simple to survey this group via SURVEYMONKEY or similar. It would be necessary to recruit a proportion of new respondents each year. The advantage of this approach is that once set up it would be relatively easy to collect monitoring information and to increase the panel sample size for the next NISR. Furthermore, because we would have control over the sample, it would be possible to collect our data from a maximum of 1000 children. The challenge would be in recruiting a sample of children that is representative by key strata including social class. The monitoring form could also be used with this approach.

11.5 KPI MONITORING PROCESS

The two alternative KPI monitoring methods as described above are proposed. Each method has distinct applicable tasks, which are listed below:
Key Performance Indicators

SCHOOL SAMPLE	PANEL SAMPLE
Design KPI monitoring and evaluation form (in English)[14]	Design KPI monitoring and evaluation form (in English)
Pilot KPI monitoring form	Pilot KPI monitoring form
Gain access to schools, children and young people (N=500) and identify the schools	Panel setup (N=1000 minimum) and design of the recruitment process
Gain consent (letter of consent for children, parents and teachers)	Gain consent (letter of consent for children, parents and teachers)
Implementation of the monitoring and evaluation form (N=500)	Implementation of the monitoring and evaluation form (N=1000)
Transfer data into SPSS for analysis	Transfer data into SPSS for analysis
Data analysis and findings	Data analysis and findings
Report production	Report production
Presentation of the results	Presentation of the results

FIGURE 33: SAMPLE STRATEGY FOR KPIS

[14] It is recommended that the monitoring and evaluation form is administered in both English and Arabic.

The TRA will need to agree on the most appropriate Key Performance Indicators for child Internet safety awareness, but drawing upon the current research findings, the following baseline quantitative indicators are suggested:

KEY PERFORMANCE INDICATORS (KPI) OF CHILD INTERNET SAFETY

KPI1 - An increase in the proportion of children and young people receiving Internet safety awareness training in schools in the private and public sectors;
KPI2 - An increase in reported awareness of key Internet safety messages amongst children and young people;
KPI3 - An increase in the number of children and young people having their SNS profiles set to private;
KPI4 - A continued decrease in the number of children and young people meeting online contacts they have not met in person;
KPI5 - An increase in the use of reliable sources of Internet safety awareness advice amongst children and young people e.g.: SafeSurf website, SafeSurf Social Media;
KPI6 - A decrease in the number of children and young people (particularly young males) sharing personal information with online strangers;
KPI7 - An increase in awareness about reliable sources of information about support amongst children experiencing cyberbullying.

TABLE 15: KEY PERFORMANCE INDICATORS

It is also necessary to continue to collect basic demographic (gender, age, ethnicity and social class) and descriptive data (amount of time spent online, type of device and platform used, use of SNS) in order to conduct some comparative analysis with data from this research. It will be simple to develop a short monitoring form once the KPIs have been agreed that is based upon question items from the Child Survey, a suggested draft template is appended (Please see Appendix 8: KPI Child Internet Safety Draft Monitoring Form).

This section of the report focuses only upon children and young people, but it is evident from the research findings that the TRA could benefit from developing further KPIs to monitor the online behaviour of parents, teachers and the general adult population. Some suggested KPIs are listed below:

1. Continued decrease in general risk taking behaviour amongst adults e.g.: safeguarding personal information and privacy;
2. An increase in awareness amongst parents about child Internet safety issues;
3. An increase in use amongst parents of child internet safety prevention strategies;
4. An increase in teachers awareness about child Internet safety issues;
5. An increase in schools use of standardised child Internet safety awareness programmes;
6. An increase in schools development of anti-cyberbullying strategies and policy.

TABLE 16: SUGGESTED KPIS

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13 APPENDICES

13.1 APPENDIX 1: LETTER TO TEACHERS FOR ACCESS

Subject: Kingdom of Bahrain National Internet Safety Review (NISR)

The Telecommunications Regulatory Authority (TRA)

Dear Sir/Madam,

First, we would like to invite Modern Knowledge School to participate in the National Internet Safety Review research (NISR).

Since the publication of the first online safety study in 2010, the Telecommunications Regulatory Authority (TRA) has implemented many initiatives focusing on Child Online Protection and Online Safety Awareness for Parents and Guardians. Today there is a need to undertake a second study given the changes in the use of technology, child behaviour and trend analysis.

First SONR (2010): http://safesurf.bh/file/2015/08/State-of-the-nation-review-full.pdf

Our aim is to conduct a second study in September 2015, and survey up to 3000 young people across the Kingdom. Targeting young people between the age group of 12-18 years old, through an online survey that can be easily accessible. The NISR aims to explore young people behaviour, awareness of Internet use, and other digital media safety risks and benefits.

We aim at having a minimum of 500 young people from different age groups and gender to participate in our survey from your school. The schedule of age groups and gender mix is attached to this letter (Annex 1). The survey can be easily accessed from the link below through your available school computer labs or/ classrooms. The completion of the survey can take an average student approximately 15-20 minutes.

Online Safety Young People Survey:

Arabic Survey Link: https://www.surveymonkey.com/r/trasafesurfar
English Survey Link: https://www.surveymonkey.com/r/trasafesurf

Kindly note that throughout the research, careful consideration shall be given to all relevant ethical aspects to ensure strict adherence to codes of conduct. Moreover, participation in this survey is done on a voluntary basis.

We appreciate your support and partnership on this initiative. Please inform us on the best time to conduct this study at your school preferably during the month of November, as we will be releasing the results of the NISR study by end of Dec 2015.

We are more than happy to discuss this project further. If you need any more information, please contact Ms. Mariam Almannai, Manager, Cyber Safety. Email: CSD@tra.org.bh

Telephone: +973 17520000
Thank you very much for your support.
Yours sincerely,
Cyber Security Director

Annex 1: Age groups and gender mix

Group Ref.		Age groups	Number of students per group ref	Gender
	1.M.	12 – 13 yrs	50	Male
	1.F.	12 – 13 yrs	50	Female
	2.M.	13 – 14 yrs	50	Male
	2.F.	13 – 14 yrs	50	Female
	3.M.	14 – 15 yrs	50	Male
	3.F.	14 – 15 yrs	50	Female
	4.M.	15 – 16 yrs	50	Male
	4.F.	15 – 16 yrs	50	Female
	5.M.	16 – 17 yrs	50	Male
	5.F.	16 – 17 yrs	50	Female
	6.M.	17 – 18 yrs	50	Male
	6.F.	17 – 18 yrs	50	Female
Total	**12 groups**		**600 Students**	

Directions:

1. Print a log sheet and request students to register (will help the school know how many students have undertaken the survey).
2. Provide short introductory about the survey. “Purpose: This survey will help assess current situation of Internet use, and other digital media safety risks and benefits that young people face online”
3. Notification: It is important for the students to understand that the survey will not require any personal information such as “Name, ID Number, School name etc... of **all submissions will be anonymous**” Moreover, data will only be accessible by TRA independent researchers.
4. Before starting with the survey, we recommend assigning groups and timeframe based on the above schedule.
5. Kindly note that the online survey submission of minimum of 500 young people from different age groups and gender.
   A. Internet Access is required for the students to be able to submit the survey.
   B. Survey duration can take up to 20 minutes.
   C. Arabic Survey Link: https://www.surveymonkey.com/r/trasafesurfar
   D. English Survey Link: https://www.surveymonkey.com/r/trasafesurf

*Kindly follow the above schedule, which will assist the researchers with the data analysis.

13.2 APPENDIX 2: PARENTAL CONSENT FORM - CHILD FOCUS GROUP

Subject: Kingdom of Bahrain National Internet Safety Review (NISR)

Dear Parent,

The Telecommunications Regulatory Authority of the Kingdom of Bahrain in coordination with the Ministry of Education is looking forward to work closely with [NAME OF THE SCHOOL] to carry out the National Internet Safety Review (NISR). One of the aims of NISR is to explore and understand pupils' experience and level of awareness of Internet use and other digital media safety. The results will assist in the development of educational programs, which will seek to promote the benefits of the Internet but, at the same time, to raise awareness about the risks our children face today in the cyber world.

The purpose of this form is to obtain your consent for your daughter/son to participate in a focus group interview that will be conducted by researchers from Nielsen/University in London.

The Research is being directed and conducted by independent academics from the United Kingdom (Professor Julia Davidson and Dr Elena Martellozzo), employed by the Telecommunication Regulatory Authority (TRA).

CONSENT FORM

I have read the information and hereby give consent:

1. For my daughter/son to be interviewed by the researchers
2. For the interview to be recorded (by audio tape)

Please tick the following where applicable:

◯ I hereby give permission for the information my son/daughter is about to give to be used for research purposes only.

◯ I do not allow my Son/Daughter to participate in the Child Focus Group interview.

I understand that:

1. The researchers will NOT use my son/daughter's name on any documentation.
2. My son/daughter can stop the interview at any time for any reason.
3. My son/daughter can also 'pass' on questions that she/he does not wish to answer.
4. My daughter/son can ask questions about the research.

Parent/Guardian Name: _____

Daughter/Son Name: _____

Parent/Guardian Signature: _____

Date: _____

13.3 APPENDIX 3: YOUNG PERSON'S CONSENT FORM FOR FOCUS GROUPS PARTICIPATION

During this exercise, consent was taken from children's parents or head teachers.

Subject: Kingdom of Bahrain National Internet Safety Review (NISR)

This is to obtain your agreement for taking part in a group interview with some other children from your class. The group interview will last for approximately 30-45 minutes and a researcher from (Nielsen/ University in London) will ask you some questions about Internet safety and Internet use. We have also asked your parents/ guardians if you can take part. The information you give us will only be used for research and your names will not appear in our report. The Research is being directed and conducted by independent academics from the UK (Professor Julia Davidson and Dr Elena Martellozzo), employed by the Telecommunication Regulatory Authority (TRA).

Should you decide to tell us that you had some bad experiences, TRA, with the help of Professor Davidson and Dr Martellozzo, will ensure that you receive the appropriate support.

I give consent:

◯ To be interviewed by the researcher

◯ For the interview to be recorded (by audio tape)

I understand that:

◯ The researchers will not use my name on any documentation (or mention my name in the interview or to any other person)

◯ I can 'pass' on questions that I do not wish to answer

◯ I can ask the researchers questions about the research

Please tick the following:

◯ I have given consent to be interviewed by the researcher and as I am under 16 years of age my parent/Guardian has filled out a 'parental consent form' on my behalf

Your Name:_____ Date:_____

Signature:_____

(Researcher) Name:_____ Date:_____

Signature:_____

13.4 APPENDIX 4: KEY ETHICAL CONSIDERATIONS FOR FOCUS GROUPS

Careful ethical consideration has been taken into account for the focus groups with young people and is summarised below:

RISK	MITIGATION
Young people not understanding consent procedures to take part and thus not giving informed consent	• Creating a clear and concise document in accessible language suitable across the age ranges participating • Following new BSC guidance • Ensuring that young people and their parents are informed about the research via the school • Ensure that both young people and their parents provide consent via the school Basing our consent procedures on those developed for a previous study with young people about similar issues where the following took place: • Working with young people to ensure that the consent procedures are appropriate • Checking that all participants think they have had enough information to make a decision about participation
Young people taking part experiencing distress	• TRA with the guidance of Professor Davidson and Dr Martellozzo will ensure that appropriate support information is available throughout the process. TRA staff will present for each focus group to cater for any need • Providing information to all on support – using our practice of stating 'you may not need it but someone you know might'
Disclosure of experiences of coercion or abuse	• Being clear about limits of confidentiality during consent procedures. • Providing details of support services to all young people who take part in the focus groups • Ensuring the TRA's contact details are available to all young people to access support • Parents will be informed before they consent to taking part that if their child discloses anything of concern the young person's details will be passed to a relevant organization • If a young person does disclose something during a focus group that raises a safeguarding concern we will: ▪ Encourage the young person not to say any more about the issue at that time. ▪ Let TRA know about the incident.

2015 NATIONAL INTERNET SAFETY REVIEW
TELECOMMUNICATIONS REGULATORY AUTHORITY - KINGDOM OF BAHRAIN

13.5 APPENDIX 5: CHILD SURVEY

Q1. What is your gender?
- ◯ Male
- ◯ Female

Q2. What is your age?

Q3. Please choose your nationality

Q4. Please choose the level of education of your parents/care givers
- ◯ Primary
- ◯ Secondary
- ◯ University/College

Q5. Do you have access to the internet at home?
- ◯ Yes
- ◯ No

Q6. How much time do you spend online in an average day? Please include time spent sending, receiving emails and on social media.
- ◯ None
- ◯ Less than an hour
- ◯ One to two hours
- ◯ Three to four hours
- ◯ More than four hours
- ◯ I Don't know / Not sure ……

Q7. Which devices do you use to access the Internet? (select all that apply) [MA]
- ◯ Desktop computer
- ◯ Laptop
- ◯ Smartphone (iPhone, Blackberry etc.)
- ◯ Tablet (iPad, Galaxy Tab etc..)
- ◯ Video game devices (Xbox, PlayStation etc..)
- ◯ Other (please specify)

Q8. Which 3 things do you do the most when you are online? [MA-LIMIT TO 3]
- ◯ 1.Homework/research
- ◯ 2. Spend time with friends
- ◯ 3. Send emails
- ◯ 4.Play games
- ◯ 5. Instant messaging
- ◯ 6. Other (please specify)

Q9.How would you describe your level of knowledge about the Internet?
- ◯ Excellent
- ◯ Fair
- ◯ Poor ……

Q10. Would you say that you have as much knowledge about the Internet as your parents / caregivers?
- ◯ Yes
- ◯ I have more knowledge ……
- ◯ No ……

Q11. Where do you use the Internet at home? (select all that apply)
- ◯ My bedroom
- ◯ he living room
- ◯ My parents room
- ◯ Office room
- ◯ Hallway
- ◯ Other (please specify)

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Q12. Are your parents aware of what you use the internet for?
- ◯ Always
- ◯ Sometimes
- ◯ Never

Q13. Do your parents know who you to online?
- ◯ Always
- ◯ Sometimes
- ◯ Never
- ◯ I don't know

Q14. What activities do you interact in with your parents online? Please select all that apply [MA]
- ◯ Emails
- ◯ Social Media
- ◯ Gaming
- ◯ School work
- ◯ I don't interact in activities with my parents online
- ◯ Others, please specify

Q15. Do you think that children and young people should be supervised by adults when using the internet?
- ◯ Yes
- ◯ No
- ◯ Sometimes
- ◯ I Don't Know

Q16. [Add to (Q16) if 'Yes' & 'No' in Q15)
- ◯ Specify why? (Explain)

Q17. Do you know if you have any parental control device/ restrictions at home on your computer, smartphone, tablet or gaming system?
- ◯ Yes- controls are in place to check which sites I visit
- ◯ Yes, my parents/care givers restrict the amount of time I spend on the Internet
- ◯ Yes, my parents/care givers supervise me when I access the internet
- ◯ No, I can use to use the internet when I choose, for as long as I choose and have no restrictions on what I view
- ◯ I don't know
- ◯ Other (please specify)

Q18. Do you think parents and caregivers should be aware of what children and young people are looking at while they are on the Internet?
- ◯ Yes .....
- ◯ No .....
- ◯ Sometimes .....
- ◯ Not always .....
- ◯ I don't know

Q19. [Add to (Q18) if 'Yes' & 'No' in Q18
- ◯ Specify why? (Explain)

Q20. Do you have a tablet/ smartphone?
- ◯ Yes
- ◯ I have access to one
- ◯ No [Move to Q.25]

Q21. [Ask only if Answered Yes and I have access to one in Q21]. Do you use the device to access Social Networking Sites/ Applications?
- ◯ Yes
- ◯ No

Q22. [Ask only if Answered Yes and I have access to one in Q21]. Which Social Networking Applications do you use? Please select all that apply [MA]

- ◯ WhatsApp
- ◯ Twitter
- ◯ Snapchat
- ◯ Instagram
- ◯ Facebook
- ◯ Other, please specify

Q23. [Only show the Apps mentioned in Q22]. Which one would you say you use the most? [MA]

- ◯ WhatsApp
- ◯ Twitter
- ◯ Snapchat
- ◯ Instagram
- ◯ Facebook
- ◯ Other, please specify

Q24. [Only show if marked any answer in Q23] Is your account on Social Networking Websites…?

- ◯ Private
- ◯ Public
- ◯ I don’t know

Q25. Have you ever received any offensive content via internet or social media?

- ◯ Yes
- ◯ No
- ◯ I am not sure

Q26. Have you ever done any of these things? Please select all that apply [MA]

- ◯ Opened an email from someone you don’t know
- ◯ Opened an email attachment from someone you don’t know
- ◯ Posted pictures or videos of yourself
- ◯ Posted personal information on a website
- ◯ Shared personal information with someone you met online
- ◯ Received a virus from an email or download
- ◯ None of these

Q27. Has anyone made you feel upset or uncomfortable online?

- ◯ Yes [Move to Q28]
- ◯ No [Move to Q31]

Q28. [Ask only If marked Yes in Q27]. What has made you feel upset or uncomfortable? Please select all that apply [MA]

- ◯ Saying something unpleasant
- ◯ Asking me to do something I didn’t want to
- ◯ Sending unpleasant email
- ◯ Sent inappropriate images
- ◯ Posting something unpleasant about me online
- ◯ Other, please specify

Q29. What information have you ever shared with people you have met only online? Please select all that apply [MA]

- ◯ My real full name
- ◯ My age
- ◯ My email address
- ◯ My home address
- ◯ My home phone number
- ◯ My mobile number
- ◯ The name of my school
- ◯ Details about your family (brother, sister, parents etc.)
- ◯ The name of club/after school you attend
- ◯ Your family and friends plans for the evening
- ◯ Your plans for the evening
- ◯ If you are going to be home alone
- ◯ Photos of myself
- ◯ Bank or credit card details
- ◯ Login or password details for an online game
- ◯ None of the above

Q30. Where did you share this personal information listed in the previous question? Please select all that apply [MA]

- ◯ Social Networking
- ◯ Private chats (whatsapp)
- ◯ Gaming
- ◯ Chat rooms
- ◯ Other, please specify

Q31. When on the Internet, have you ever done any of the following? Please select all that apply [MA]

- ◯ Looked for a friend (who you know already)
- ◯ Looked for a new friend
- ◯ Added a new friend to your contact list who you have never met face-to-face
- ◯ Pretended to be someone else

Q32. If someone you don't know contacts you and you don't like them, or if they send something that makes you uncomfortable, what do you do? Please select all that apply [MA]

- ◯ Tell them you feel upset
- ◯ Close the message or website immediately
- ◯ "Block them" from accessing your account or profile
- ◯ Tell a friend
- ◯ Tell a parent/ relative
- ◯ Tell a teacher at school
- ◯ Other, please specify

Q33. Have you ever met in person, someone you first met on the internet?

- ◯ No ……..
- ◯ I am not sure ……
- ◯ Yes (please describe what happened)

Q34. Have you ever experienced cyberbullying (has anyone continuously upset or harassed you online)?

- ◯ Yes [Move to Q35 to Q39]
- ◯ No [Move to Q40]
- ◯ I am not sure

Q35. How were you bullied? Please select all that apply

- ◯ Text message
- ◯ Social Networking Sites (please specify which one)
- ◯ Email
- ◯ iMessage
- ◯ Gaming platforms
- ◯ Phone Call
- ◯ WhatsApp
- ◯ Other, please specify

Q36. What type of cyberbullying have you experienced (tick all applicable boxes)?

- ◯ Flaming (Online fights using electronic messages with angry and vulgar language) ……
- ◯ Harassment (Repeatedly sending nasty, mean, and insulting messages)
- ◯ Denigration (Sending or posting gossip or rumors about a person to damage his or her reputation or friendships) ……
- ◯ Impersonation (Pretending to be someone else and sending or posting material to get that person in trouble or danger or to damage that person's reputation or friendships) ……
- ◯ Outing (Sharing someone's secrets or embarrassing information or images online) …….
- ◯ Trickery ('Tricking' someone into revealing secrets or embarrassing information, then sharing it online) ……
- ◯ Exclusion (Intentionally and cruelly excluding someone from an online group) …… ……
- ◯ Cyber stalking (Repeated, intense harassment and denigration that includes threats or creates significant fear)

Q37. What action have you taken when someone cyberbullied you? Please select all that apply [MA]

- ◯ I haven't been cyberbullied in the last six months
- ◯ I felt helpless
- ◯ I ignored what was happening, hoping it would stop

- ◯ I turned my mobile off
- ◯ I told a friend
- ◯ I told a teacher
- ◯ I told a parent/caregiver
- ◯ I asked the person directly to stop cyberbullying me
- ◯ I blocked the person who was cyberbullying me
- ◯ I changed my details (mobile, computer)
- ◯ I reported the bullying
- ◯ I tried to do to them what they had done to me (cyberbully them in return)
- ◯ Other (Please write here)

Q38. How has cyberbullying affected your character? Please select all that apply

- ◯ Undermined my confidence .....
- ◯ Caused stress & anxiety .....
- ◯ Caused depression and a sense of loneliness .....
- ◯ No effect.....
- ◯ Others (please specify)

Q39. How did cyber bullying affect your behavior? Please select all that apply

- ◯ Feared being physically attacked .....
- ◯ Skipped school .....
- ◯ Skipped specific classes .....
- ◯ Avoided specific places .....
- ◯ Got involved in physical fights .....
- ◯ Others (please specify)

Q40. [Option 1 is single answer [MA]. Have someone cyberbullied you before?

- ◯ I was never bullied
- ◯ A stranger
- ◯ A friend
- ◯ A schoolmate
- ◯ An adult I know
- ◯ Other (Please write here)

Q41. [Option 1 is single answer [MA]. Have you bullied anyone before?

- ◯ I never bullied anyone
- ◯ A stranger
- ◯ A friend
- ◯ A schoolmate
- ◯ An adult I know
- ◯ Other (Please write here)

Q42. Have you received any internet safety training at your school?

- ◯ Yes [Move to Q43]
- ◯ No [Move to Q45]

Q43. [Only appear If Answered ‘Yes’ in Q42]. Was the internet safety training at your school useful?

- ◯ Yes
- ◯ No

Q44. [Add to (Q43) if Answered ‘Yes’ & ‘No’)

- ◯ Specify Why? (Explain)

Q45. Do you feel you know enough about staying safe online?
- ◯ Yes
- ◯ No
- ◯ I Don't Know/ Not Sure

Q46. Where would you look for advice about internet safety? Please select all that apply
- ◯ Friends or relatives
- ◯ Educational Institutes (School, Universities, etc…)
- ◯ An anti-virus company
- ◯ A website
- ◯ I can't remember
- ◯ Other (please specify)

Q47. Is there anything you would like the Kingdom of Bahrain to do so that children and young people can learn more about internet safety?
- ◯ Yes
- ◯ No, I am happy with what Government of Bahrain does currently
- ◯ I don't know ……

Q48. What would like the Kingdom of Bahrain to do to so that children and young people can learn more about internet safety?

13.6 APPENDIX 6: ADULT SURVEY

Q1. Are you
- ◯ Female
- ◯ Male

Q2. How old are you?

Q3. What is your nationality?

Q4. What is your education level?
- ◯ Primary
- ◯ Secondary
- ◯ University / College

Q5. How much time do you spend online on average per day? Please include time spent sending, receiving emails and time spent on social media.
- ◯ None
- ◯ Less than an hour
- ◯ One to two hours
- ◯ Three to four hours
- ◯ More than four hours
- ◯ I don't know

Q6. Which devices do you use to access the Internet? Please select all that apply
- ◯ Desktop Computer
- ◯ Laptop
- ◯ Smartphone (iPhone, Blackberry, etc)
- ◯ Tablet (iPad, Galaxy Tab, etc)
- ◯ Video Gaming (Xbox, PlayStation, etc)
- ◯ Other (please specify)

Q7. Which 3 things do you do the most when you are online? Please select three answers
- ◯ Work / Research
- ◯ Socialize
- ◯ Send Emails
- ◯ Play Games
- ◯ Instant Messaging
- ◯ Other (please specify)

Q8. How would you describe your level of knowledge about the Internet?
- ◯ Excellent
- ◯ Fair
- ◯ Poor

Q9. Have you ever received any offensive material via the Internet?
- ◯ Yes
- ◯ No
- ◯ I don't know

Q10. Have you ever done any of the following? Please select all that apply.
- ◯ Opened an email from someone you don't know
- ◯ Opened an email attachment from someone you don't know
- ◯ Posted pictures or videos of yourself
- ◯ Posted personal information on a website
- ◯ Shared personal information with someone you met online
- ◯ Received a virus from an email or download
- ◯ None of these

Q11. Have you ever shared any of the following information with people you have met only online? Please select all that apply
- ◯ My home address
- ◯ My telephone number
- ◯ Details about my family (child/children, where your child/children go to school, where your spouse works, etc.)
- ◯ Photos of my children
- ◯ Photos of my children's friends
- ◯ Bank or Credit Card details

- ◯ None
- ◯ Other (please specify)

Q12. Where did you share the information? Please select all that apply
- ◯ Social Networking Sites
- ◯ Private Chat (e.g. WhatsApp)
- ◯ Gaming
- ◯ Chat Rooms
- ◯ Other (please specify)

Q13. Has anyone ever made you feel uncomfortable online?
- ◯ Yes
- ◯ No

Q14. How? Please select all that apply
- ◯ Someone told me something unpleasant
- ◯ Someone sent me something unpleasant
- ◯ Someone asked me to do something I didn't want to do
- ◯ Someone posted unpleasant about me online
- ◯ Someone posted something about me online without my consent
- ◯ Other (please specify)

Q15. Do you have any children?
- ◯ Yes
- ◯ No

Q16. How many? (Please list the ages of your children)
1 (_____)
2 (_____)
3 (_____)
If More than 3 (_____)

Q17. Would you say you have as much knowledge about the Internet as your oldest child?
- ◯ Yes
- ◯ No

Q18. Where does your child/children use the Internet at home?
- ◯ Living Room
- ◯ Child's Room
- ◯ Other (please specify)

Q19. Are you aware of what your child/children use the Internet for?
- ◯ Always
- ◯ Sometimes
- ◯ Never

Q20. Do you know who your child/children interact with on the Internet?
- ◯ Always
- ◯ Sometimes
- ◯ Never
- ◯ Not Sure

Q21. What activities do you interact in with your child/children online? Please select all that apply
- ◯ Emails
- ◯ Social Media
- ◯ Gaming
- ◯ School work
- ◯ I don't interact in activities with my children online
- ◯ Other (please specify)

Q22. Do you think that children and young people should be supervised by adults when using the internet?
- ◯ Yes
- ◯ No
- ◯ Sometimes
- ◯ I Don't know (Please Specify)

Q23. Do you have any parental control/restrictions on the computer/tablet used by your child/children at home? Please select all that apply.
- ◯ Controls are in place to check the sites my child/children visit
- ◯ I restrict the amount of time my child/children spend on the Internet
- ◯ I supervise my child/children on the Internet
- ◯ There are no controls and I do not supervise my child's/children's activities online
- ◯ Other (please specify)

Q24. Do you have any parental control/restrictions on your child's smartphone?
- ◯ Yes
- ◯ No
- ◯ I Don't know

Q25. Do you have any parental control/restriction on your child's video gaming devices (XBox or PlayStation for example)?
- ◯ Yes
- ◯ No
- ◯ I don't know

Q26. Does your child/children have a tablet/smartphone?
- ◯ Yes
- ◯ No

Q27. How old are your child/children that have tablets/smartphones?
1 (_____)
2 (_____)
3 (_____)
If More than 3 (_____)

Q28. Does your child/children use their tablet/smartphone to go on social networking sites?
- ◯ Yes
- ◯ No
- ◯ I don't know

Q29. Do you know what they do on social networking sites?
- ◯ Yes
- ◯ No
- ◯ I don’t know

Q30. Which social networking sites/applications do they use the most? Please select all that apply
- ◯ WhatsApp
- ◯ Twitter
- ◯ Snapchat
- ◯ Instagram
- ◯ Facebook
- ◯ Other (please specify)

Q31. Is your child’s/children’s social networking accounts private or public?
- ◯ Private
- ◯ Public
- ◯ I don’t know

Q32. Have you attended any Internet Safety Awareness training?
- ◯ Yes
- ◯ No

Q33. Where did you attend the training?

Q34. Was it useful?
- ◯ Yes
- ◯ No (Please Specify)

Q35. Do you feel you know enough about staying safe online?
- ◯ Yes
- ◯ No
- ◯ I don’t know

Q36. Where would you look for advice on keeping your family/child safe online? Please select all that apply
- ◯ Family or Friends
- ◯ Educational Institutes (Schools, Universities, etc.)
- ◯ Telecommunication Operators
- ◯ An Anti-virus Company
- ◯ A website
- ◯ Other (please specify)

Q37. Is there anything you would like to be seen done in order for children and young adults to learn more about internet safety?
- ◯ Yes
- ◯ No
- ◯ I don’t know
- ◯ I am pleased with what Bahrain is currently doing (please specify)

Q38. If you have answered yes in the previous question, please specify:

39. Are you a teacher and are currently teaching in a school?
- ◯ Yes
- ◯ No

Q40. Is internet safety taught to students in your school?
- ◯ Yes
- ◯ No
- ◯ I don’t know

Q41. Do you think it is done thoroughly and it covers all the aspects of internet safety?
- ◯ Yes
- ◯ No
- ◯ I don’t know

Q42. Do teachers in your school receive any Internet safety training?
- ◯ Yes
- ◯ No
- ◯ I don’t know

Q43. Do you think teachers should receive Internet Safety Training?
- ◯ Yes
- ◯ No

Q44. Do students in your school experience any online risk?
- ◯ No
- ◯ I don’t know
- ◯ Yes (please specify)

Q45. What are the most common online risks in your school? Please select all that apply
- ◯ Identity Theft
- ◯ Cyberbullying
- ◯ Sending and receiving obscene messages
- ◯ Exposure to obscene material
- ◯ Online Grooming (a process by which a person approaches a child Inappropriately)
- ◯ Posting inappropriate messages, photos or other content online
- ◯ I don’t know
- ◯ Other (please specify)

Q46. Has any of your pupils experienced any type of cyberbullying?
- ◯ Yes
- ◯ No

Q47. Have any of your pupils experience any of the following type of cyberbullying? Please select all that apply
- ◯ Flaming (Online fights using electronic messages with angry and vulgar language)
- ◯ Harassment (Repeatedly sending nasty, mean, and insulting messages)
- ◯ Denigration (Sending or posting gossip or rumours about a person to damage his or her reputation or friendships)
- ◯ Impersonation (Pretending to be someone else and sending or posting material to get that person in trouble or danger or to damage that person’s reputation or friendships)
- ◯ Outing (Sharing someone’s secrets or embarrassing information or images online)
- ◯ Trickery (‘Tricking’ someone into revealing secrets or embarrassing information, then sharing it online)
- ◯ Exclusion (Intentionally and cruelly excluding someone from an online group)
- ◯ Cyberstalking (Repeated, intense harassment and denigration that includes threats or creates significant fear)
- ◯ Other (please specify)

Q48. How has cyberbullying affected your pupil/s?
- ◯ Undermined his/her confidence
- ◯ Caused stress & anxiety
- ◯ Caused depression and a sense of loneliness
- ◯ No effect
- ◯ Other (please specify)

Q49. Do you teach students about what personal information should and should not be posted online?
- ◯ Yes, very thoroughly
- ◯ Yes, but not enough
- ◯ No (please specify)

Q50. Has your school experienced any teacher humiliation on social networking sites?

◯ Yes
◯ No
◯ I don't Know

Q51. Please specify how you found out:

Q52. As a professional working with children, are you required by law to report abuse (either online or offline)?

◯ Yes
◯ No

Q53. Have you been notified of such laws prior to starting your work?

◯ Yes
◯ No

13.7 APPENDIX 7: FOCUS GROUP GUIDE

Kingdom of Bahrain
Internet Safety 2015

Young People's Use of the Internet

Prof. Julia Davidson and Dr Elena Martellozzo on behalf of the

Telecommunications Regulatory Authority,
Kingdom of Bahrain

Topic Guide for Focus Groups with Young Children

The topic guide follows a funnel design, beginning with a general broad question, moving onto more in depth topics, and concluding with a wrap up set of questions aimed to empower the participants and create a sense of closure to the session (Kreuger & Casey, 2000). This approach works well with younger children. 60m minutes.

1. General information on Internet use (10 minutes)
   - Prompts –
     - □ How do you they go online? (What do they use?)
     - □ How often do they go online each day?
     - □ What do they use the Internet for?
     - □ What do they enjoy the most?

2. Online supervision (10 minutes)
   - Prompts –
     - □ Are parents/carers /other adults always with them when they go online?
     - □ Do Parents /carers /other adults play online games with them, help them with homework etc. (Trying to establish how far parents play an active role in supervision)
     - □ How much do they think their parents know about the Internet?

3. Online interactions
   A. Positive aspects (10 minutes) (aim to explore what the children enjoy most about the Internet)
      - Prompts –
        - □ Do they meet new friends? On what platforms?
        - □ What sites do they like to visit? What games do they play?
        - □ Whom do they interact with?
        - □ Do they use the Internet for schoolwork?

B. Negative aspects (10 minutes)
   - Prompts –
     - □ Have they had unpleasant experiences, if so what and how many, how often?
     - □ Have they felt upset or scared – if so by what or who (explore)?
     - □ If so, did they tell anyone and who did they tell, what happened ?

4. Safety and security online
   A. Training and awareness (10 minutes)
      - Prompts –
        - □ Did they teach how to be safe on the Internet in school? If yes how often and was it useful? What did they learn?
        - □ What do they know about online risk (privacy, online contacts, meeting contacts, downloading content from unknown sources)?
        - □ Have they discussed internet safety with parents, teachers and or friends?
        - □ Have parents discussed Internet safety with them?
        - □ Have teachers discussed Internet safety with them?
        - □ If not with parents, why not?

5. Reflections and recommendations (10 minutes)
   A. “Is there anything on this topic we have not discussed that you think is important to mention?”
   B. “What is the one piece of advice you would give to someone of your age today about spending time online?”

13.8 APPENDIX 8: KPI CHILD INTERNET SAFETY DRAFT MONITORING FORM[15]

Q1. What is your gender?
◯ Male
◯ Female

Q2. What is your age?

Q3. Please choose your nationality

Q4. Please choose the level of education of your parents/care givers
◯ Primary
◯ Secondary
◯ University/College

Q5. Do you have access to the internet at home?
◯ Yes
◯ No

Q6. How much time do you spend online in an average day? Please include time spent sending, receiving emails and on social media.
◯ None
◯ Less than an hour
◯ One to two hours
◯ Three to four hours
◯ More than four hours
◯ I Don’t know / Not sure

[15] Please note that the skip logic system has not been inserted. This will be added once the questions have been agreed with the TRA team.

Q7. Which devices do you use to access the Internet? (select all that apply) [MA]

- ◯ Desktop computer
- ◯ Laptop
- ◯ Smartphone (iphone, Blackberry etc.)
- ◯ Tablet (iPad, Galaxy Tab etc..)
- ◯ Video gaming devices (Xbox, playstation etc..)
- ◯ Other (please specify)

Q8. Are your parents aware of what you use the internet for?

- ◯ Always
- ◯ Sometimes
- ◯ Never

Q9. Do your parents know who you speak to online?

- ◯ Always
- ◯ Sometimes
- ◯ Never
- ◯ I don't know

Q10. Do you know if you have any parental control device/ restrictions at home on your computer, smartphone, tablet or gaming system?

- ◯ Yes - controls are in place to check which sites I visit
- ◯ Yes, my parents/care givers restrict the amount of time I spend on the Internet
- ◯ Yes, my parents/care givers supervise me when I access the internet
- ◯ No, I can use to use the internet when I choose, for as long as I choose and have no restrictions on what I view ……
- ◯ I don't know
- ◯ Other (please specify)

Q11. Do you have a tablet/ smartphone?

- ◯ Yes
- ◯ I have access to one
- ◯ No

Q12. Is your account on Social Networking Websites…?

- ◯ Private
- ◯ Public
- ◯ I don't know

KPI 3: An increase in the number of children and young people having their SNS profiles set to private.

Q13. Have you ever done any of these things? Please select all that apply [MA]

- ◯ Opened an email from someone you don't know
- ◯ Opened an email attachment from someone you don't know
- ◯ Posted pictures or videos of yourself
- ◯ Posted personal information on a website
- ◯ Shared personal information with someone you met online
- ◯ Received a virus from an email or download
- ◯ None of these

KPI 2: An increase in reported awareness of key Internet safety messages amongst children and young people;

KPI 6: A decrease in the number of children and young people (particularly young males) sharing personal information with online strangers.

Q14. What information have you ever shared with people you have met only online? Please select all that apply

- ◯ My real full name
- ◯ My age
- ◯ My email address
- ◯ My home address
- ◯ My home phone number
- ◯ My mobile number
- ◯ The name of my school
- ◯ Details about your family (brother, sister, parents etc.)
- ◯ The name of club/after school you attend
- ◯ Your family and friends plans for the evening

- ◯ Your plans for the evening
- ◯ If you are going to be home alone
- ◯ Photos of myself
- ◯ Bank or credit card details
- ◯ Login or password details for an online game
- ◯ None of the above

KPI: A decrease in the number of children and young people (particularly young males) sharing personal information with online strangers.

Q15. Have you ever met in person, someone you first met on the internet?

- ◯ No ……..
- ◯ I am not sure ……
- ◯ Yes (please describe what happened)

KPI 4: A continued decrease in the number of children and young people meeting online contacts they have not met in person.

Q16. Have you ever experienced cyberbullying (has anyone continuously upset or harassed you online)?

- ◯ Yes
- ◯ No
- ◯ I am not sure

KPI 7: An increase in awareness about reliable sources of information about support amongst children experiencing cyberbullying.

Q17. How were you bullied? Please select all that apply

- ◯ Text message
- ◯ Social Networking Sites (please specify which one)
- ◯ Email
- ◯ iMessage

Q18. What type of cyberbullying have you experienced (tick all applicable boxes)?

- ◯ Flaming (Online fights using electronic messages with angry and vulgar language) ……
- ◯ Harassment (Repeatedly sending nasty, mean, and insulting messages)
- ◯ Denigration (Sending or posting gossip or rumors about a person to damage his or her reputation or friendships) ……
- ◯ Impersonation (Pretending to be someone else and sending or posting material to get that person in trouble or danger or to damage that person's reputation or friendships) ……
- ◯ Outing (Sharing someone's secrets or embarrassing information or images online) …….
- ◯ Trickery ('Tricking' someone into revealing secrets or embarrassing information, then sharing it online) ……
- ◯ Exclusion (Intentionally and cruelly excluding someone from an online group) …… ……
- ◯ Cyber stalking (Repeated, intense harassment and denigration that includes threats or creates significant fear)

Q19. What action have you taken when someone cyberbullied you? Please select all that apply

- ◯ I haven't been cyberbullied in the last six months
- ◯ I felt helpless
- ◯ I ignored what was happening, hoping it would stop
- ◯ I turned my mobile off
- ◯ I told a friend
- ◯ I told a teacher
- ◯ I told a parent/caregiver
- ◯ I asked the person directly to stop cyberbullying me
- ◯ I blocked the person who was cyberbullying me
- ◯ I changed my details (mobile, computer)
- ◯ I reported the bullying
- ◯ I tried to do to them what they had done to me (cyberbully them in return)
- ◯ Other (Please write here)

Q20. [Option 1 is single answer]. Have someone cyberbullied you before?

- ◯ I was never bullied
- ◯ A stranger
- ◯ A friend
- ◯ A schoolmate
- ◯ An adult I know
- ◯ Other (Please write here)

Q21. [Option 1 is single answer]. Have you bullied anyone before?

- ◯ I never bullied anyone
- ◯ A stranger
- ◯ A friend
- ◯ A schoolmate
- ◯ An adult I know
- ◯ Other (Please write here)

Q22. Have you received any internet safety training at your school?

- ◯ Yes
- ◯ No

KPI 1: An increase in the proportion of children and young people receiving Internet safety awareness training in schools in the private and public sectors;

Q23. Was the internet safety training at your school useful?

- ◯ Yes
- ◯ No

Q24. Where would you look for advice about internet safety? Please select all that apply

- ◯ Friends or relatives
- ◯ Educational Institutes (School, Universities, etc…)
- ◯ An anti-virus company
- ◯ A website
- ◯ I can't remember
- ◯ Other (please specify)

KPI 5: An increase in the use of reliable sources of Internet safety awareness advice amongst children and young people e.g.: TRA website.

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