

Safer Internet

*Protecting our children on the net
using content filtering and parental control techniques*

Test and benchmark
of products and services to filter Internet content
for children between 6 and 16 years

Test and Scoring Methodology
2006 Edition

Deloitte.



Notices

Prepared for:

European Commission
DG Information Society – Directorate E

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This Study is not aimed at comparing products that might be available in the market, nor at providing any guidance to potential customers regarding the acquisition or otherwise of those products as such. The Study merely tries to benchmark the main functionalities of most currently used filtering software from a technical and 'fit-for-purpose' point of view, without any commercial or profit-related concern.

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Scoring methodology

This Safer Internet 2006 Benchmark rates all 30 tools against each of the test criteria. The results are a combination of the feedback received from the User Reference Group participants and the findings of the experts in the Deloitte Test Lab. Since personal preferences may differ, we do not aim to indicate the “best” tool and score all tools for each different domain separately.

This chapter details the scoring for the different domains of the benchmark. In the chapter per tool, the score is provided together with a dashboard bar proportional to the score.

User Reference Group

The User Reference Group results are based on a detailed questionnaire of 50 questions (see next chapter) soliciting feedback on different aspects of the user experience. For each question, the testers were asked to give a score:

- 4 = Yes, I found it straight-forward
- 3 = Yes, but it could be made easier
- 2 = Yes, but it was very difficult
- 1 = No, I could not do the test

The test domain “Install, uninstall and update procedure” adopts the above scores, weighting the respective questions as follows: 45% for installing, 45% for uninstalling, and 10% for updating the tool.

For “Tailoring and monitoring the filtering” the same scoring is used with the weighting: 60% for tuning the filter, 20% for defining different users, and 20% for reviewing the logs.

Lab Tests on Performance

To score “Speed of filtering”, we measured how much the tool increases the display time for each of the test cases:

- 4 = increases < 2x the baseline display time
- 3 = increases < 4x the baseline display time
- 2 = increases < 8x the baseline display time
- 1 = increases \geq 8x the baseline display time

Lab Tests and Expert Judgement

To score “Security Integrity” and “Legal Compliance in the EU”, we adopted following criteria:

- 4 = No issues noted
- 3 = Few minor issues noted
- 2 = Several issues noted
- 1 = Critical or severe issue(s) noted

To score “EU Language Support”, we checked whether the user interface:

- 4 = supports \geq 7 EU languages
- 3 = supports \geq 5 EU languages
- 2 = supports \geq 2 EU languages, or,
supports \geq 1 filtering language
- 1 = supports only 1 EU language

Lab tests on Effectiveness

Sensitivity is the metric to answer the question: "How much unwanted content will this tool miss?" A perfect score would be 0% and means zero false negatives: all unwanted content is filtered.

- missing bad content less than 1 out of 16 is a "very good" score for adolescents;
- only a score better than 1 out of 32 is "very good" for kids of 6-10 years.

Specificity is the metric to answer the question: "How accurate is this filter and how much good content will it unnecessarily filter?". A perfect score would be 0% and means zero false positives: good content is not touched.

On the 12th of December, 2006 the SIPBench Steering Board decided on the following thresholds:

Score	Criteria for kids	Criteria for adolescents
4	Dropping < 1/8 good content Missing < 1/32 bad content	Dropping < 1/16 good content Missing < 1/16 bad content
3	Dropping < 1/4 good content Missing < 1/16 bad content	Dropping < 1/8 good content Missing < 1/8 bad content
2	Dropping < 1/2 good content Missing < 1/8 bad content	Dropping < 1/4 good content Missing < 1/4 bad content
1	Dropping > 1/2 good content Missing > 1/8 bad content	Dropping > 1/4 good content Missing > 1/4 bad content
N/A	Not Available	Not Available
Disable	The tools can disable an application	The tools can disable an application

To rate the overall "effectiveness" of a filtering tool, we average the score of its Sensitivity (not missing too much bad content) and its Specificity (not unnecessarily filtering too much good content).

For the tests "Effectiveness for adolescents (porn only)" and "Effectiveness for kids (porn only)" we adopt the same criteria but we considered only test cases classified as "porn".

Classification Guiding Criteria

Acting as a pseudo child carer in running the tests

Deloitte promised to provide transparency and document the guiding criteria applied to categorise the test cases used to benchmark the filtering tools. With respect to the test cases, Deloitte acts as a “pseudo child supervisor” applying his own custom filtering criteria. Not these criteria themselves are the goal of the study but the fact that the filtering tools can work with and filter based on such custom criteria. The following sections describe in detail the guiding criteria applied to categorise our test cases.

The aim of the Safer Internet Plan is to protect minors from the dangers introduced by the Internet. More specifically it starts initiatives to help protect minors against potentially harmful or illegal content that...

1. could lead to (potential) distress, fear and/or confusion in the life of a young child or may impair their emotional, physical, mental, moral or social development, or,
2. that may instigate...
 - damage to another, e.g. rape, harassment
 - damage to another’s life, e.g. murder, terrorism
 - damage to another’s freedom and rights, e.g. strike, sabotage, hacking, theft, disclosure, racism
 - damage to him/herself, e.g. drug abuse, rendez-vous, gambling
 - damage to his/her life, e.g. death kicks and suicide

In principle, positive effects may weaken the effects of potentially harmful content on a youngster, such as:

- ensuring a balance between violence and the amount of right and justice;
- providing a reassuring outcome;
- association with comic relief;
- taking a sensitive approach.

Our benchmarking of filtering mechanisms does not consider these compensating factors.

A. Could impair their moral and social development

Text or pictures with violent content that may have a traumatising effect on youngsters...

Includes:

- Pictures of raw violence
- Blood scenes or scenes with seriously injured people
- Details of infliction of pain and/or injuries (< 11y)
- Pictures and stories about cruelty to animals
- Pictures and stories about accidents of "cute animals" (< 15y)
- Scenes of domestic verbal or mild violence
- Scenes of verbal or mild violence of adults against children
- Games with explicit injuries, violence against children
- Snuff videos that show (fiction or reality) murders or rape
- Physical punishment (< 11y)
- Threatening with punishment to the youngster in question

Does not include:

- Pictures of mildly fighting people (> 10y)
- Scenes of covered victims
- Non-explicit hospitals scenes
- Pictures and stories about accidents or mild violence against "non-cute animals", this excludes mammals but includes insects and fantasy monsters (> 10y)

B. Could impair their sexual development

Text or pictures with sexual content that may have a traumatising effect on youngsters...

Includes:

- Sex accompanied by pain, injury or humiliation
- Non-nude but sexually stimulated women or men (< 15y)
- Hardcore sex, ejaculation, erection, defecation, urination, bestiality, necrophilia
- Pictures and stories about acts or results of stimulating erogenous places (< 15y)
- Games with hardcore sex or other explicit sexual expressions
- Sexual insinuations to the youngster in question
- Requests to undress and/or display sexual behaviour in front of a webcam

Does not include:

- Occasional natural nudity with no sexual context
- Mild sexual reference, e.g. kissing and references to 'making love' (> 10y)

- Sex material that genuinely seeks to inform and educate in matters such as human sexuality, safe sex and health
- Sex-education and scenes of outstanding artistic merit
- Discussions and Q&A about sex

C. Could impair their emotional and mental development

Other text or pictures that may have a traumatising effect on youngsters...

Includes:

- Coarse language
- Indecent representations of children
- Scary sequences or scenes with threat and menace (< 11y)
- Separation and abandonment (< 11y)
- Scenes that confuse facts and fiction with respect to violence
- Misinterpretation of a specific theme leading to confusion (< 15y)
- Risk of over-identification and imitation behaviour (< 15y)
- Actual humiliation of the youngster in question

Does not include:

- Occasional use of swearwords
- Mild and brief horror effects (> 10y)
- Discussions about right and wrong
- Discussions about politics, religion and beliefs

D. Could instigate damage to another

Text or pictures that may encourage youngsters to commit acts of rape or harassment...

Includes:

- Inspiring snuff videos that show (played or reality) rape
- Games that simulate rape or harassment
- Positioning rape, torture, sadistic violence, terrorisation as 'cool'
- Portrayal of violence as a normal solution to problem
- Encouraging taking pleasure in pain
- Promoting anti-social behaviour

Does not include:

- Information referred to by schools

E. Could instigate damage to another's life

Text or pictures that may encourage youngsters to commit acts of murder or terrorism...

Includes:

- Inspiring snuff videos that show (played or reality) murder
- Stories that convince youngsters to solve their problems by mass murder
- Tips & tricks or a do-it-yourself on a terrorist's tools
- Games that simulate murder or terrorism
- Video of actual acts of terrorism
- Glamorisation of weapons and knives

Does not include:

- Journalist video of results of terrorism
- Information referred to by schools

F. Could instigate damage to another's freedom and rights

Text or pictures that may encourage youngsters to commit acts of strike, sabotage, hacking, theft, disclosure, or racism...

Includes:

- Stories that claim that hacking or theft is harmless
- Stories that claim that large organisations are too rich so that theft is harmless for them
- Calls to youngsters for sabotage or strikes
- Calls to disclose information about the parents
- Calls for hatred and racist humiliation or denigration
- Stories that claim that other races are inferior
- Calls for public indecency, e.g. urinating, vandalism, mooning, streaking
- Encouragement to judge people based on their religion, birth, race, social background
- Tips & tricks on breaking into cars and lock-picking
- Tips & tricks or a do-it-yourself course on hacking
- Tips & tricks or a do-it-yourself course on sabotage

Does not include:

- Journalist or historic reports of racist activity
- Information referred to by schools

G. Could instigate damage to him/herself

Text or pictures that may encourage youngsters to drug abuse, a rendezvous, or gambling...

Includes:

- Stories that claim that medicines or drugs are harmless
- Stories that position medicine or drug abuse as 'cool' or a 'must-do'
- Condoning drug use and providing instructive detail
- Stories that convince youngsters to solve their problems by drug abuse
- Calls to join a religious sect
- Invitations to meet a person they only know remotely
- Invitations to gamble or bet

Does not include:

- Invitations to meet class mates
- Documentation about drugs and medicines from the pharmaceutical company or public authorities
- Information referred to by schools

H. Could instigate damage to his/her life

Text or pictures that may encourage youngsters to death kicks or to commit suicide or abortion...

Includes:

- Stories that convince youngsters to solve their problems by committing suicide
- Stories to solve unplanned pregnancy by self-made abortion
- Stories, pictures and videos of death races or other death kicks
- Stories, pictures and videos that position fast driving as 'cool' or a 'must-do'
- Games that simulate death kicks

Does not include:

- Warnings about dangerous activities
- Information referred to by schools

User Reference Questionnaire

The following provides details about the questionnaire and the test script that participants are requested to follow. This questionnaire is made accessible through the www.sip-bench.eu website between October 2006 and November 2006.

First of all, we would like to thank you for working with us on the Safer Internet Benchmarking project.

This document contains the guidelines to guide you through the different tests we would like you to perform. This questionnaire also contains questions on your experience with the product and about the experience of the children you supervise.

We ask you to answer the questions using the following scoring mechanism:

- ? = I don't understand the question or question is not relevant in this case
- 1 = No
- 2 = Yes, but it is very difficult
- 3 = Yes, but could be made easier
- 4 = Yes, very easily

You can print the questionnaire to follow the instructions of the testing script ([print here](#)). The tests will take approximately 1,5 hour per product or service, and they aim to simulate the natural lifecycle of the product, from installation to usage to de-installation. We ask you to stay as close as possible to the guidelines and encourage you to use the documentation provided with the software.

If you have further questions on this questionnaire, do not hesitate to contact us via e-mail at sipbench@deloitte.be.

Installation

Perform a default installation of the product or service on your computer according to the enclosed installation instructions.

	?	1	2	3	4
Is it possible to install the software for all operating system users at once?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is it possible to install only specific parts of the product or service?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is it possible to specify the installation location of the product or service?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Configuration

	?	1	2	3	4
Does the product or service have a useful default filtering policy?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

If such a policy exists, enable the default policy.

	?	1	2	3	4
Does the product or service have harmful content categories available, which reflect your living environment and your needs?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is it possible to fine-tune a policy?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Define and implement a rule which prevents access to the website www.google.com. Point your browser to www.google.com and verify the result.

	?	1	2	3	4
Were you able to apply the rules and policies which prevent access to specific websites and specific harmful content types?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Try to set up a new harmful content category consisting of the earlier defined policies.

	?	1	2	3	4
Were you able to set up a new harmful content category consisting of the earlier defined policies?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Does the product or service provide sufficient granular harmful content categories (e.g. pornography, suicide, terrorism...)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Can you tailor the filtering to the age of your children?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Can you adjust or fine-tune the filtering settings later on?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Can you request filtering based on what you want your children to see (as opposed to what you want to block)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Can you copy the filtering settings from somebody else or from another PC?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Does the user interface lead you through the different steps and configurations?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is the initial setup straightforward?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

User management

	?	1	2	3	4
Could you link the filtering functionalities to the different user accounts defined on the pc?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

If so, perform the required actions below using user accounts.

Create a new user profile and assign a newly created category or filtering policy (see above) rule to this newly created user only.

Create an additional user profile and group this and the earlier created user in a new group with the same filtering policy or category assigned.

	?	1	2	3	4
Were you able to create a new user profile and assign a newly created category or filtering policy (see above) rule to this newly created user only?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Were you able to create a new user group and with the same filtering policy or category assigned to it?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Maintenance

	?	1	2	3	4
Are product updates downloaded automatically? 1. Only manually, for each PC separately 2. Only manually, for all PCs simultaneously 3. Only automatically 4. It is possible to choose between manual and automatic	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Update the product or service to the latest official version and filtering base available.

	?	1	2	3	4
Were you able to update the product?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Verify since when the latest official update dates.

	?	1	2	3	4
Could you check that the latest version was indeed uploaded?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Ease-of-use

Please consider the appearance of the product's or service's user interface during this session and respond to the following questions.

	?	1	2	3	4
Is your native language supported?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Are the terms used in the user interface rather technical or easy to understand?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is detailed information, concerning the different features of the product or service, easy to obtain and access?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is the user interface adaptable to your own wishes?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Are the font types and sizes easy to read?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Are images easy to read/see?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Can the product be used with a keyboard only, without a mouse?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Can the product be easily installed?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Does the user interface protect you from making serious mistakes?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Can the product be accessed and managed from a remote location? Can the installed software be accessed through another computer?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is help information available and easily accessible?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is the help information available in your native language?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Are elaborated and detailed configuration and operations manuals provided?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Are these manuals user friendly and to-the-point?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Are these manuals provided in your native language?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

If you have encountered some specific problems, please try to resolve these issues by using the product or service help functions or help manual.

	?	1	2	3	4
Did the information provided (in help functions and manuals) help you to solve the problems?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
In case you had to contact the helpdesk, did the information provided by the helpdesk help you solve the problems?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Before the installation	After the installation	Not at all
Did you read the manual?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Reporting

Try to fine tune the notification in order to hide the presence of the content.

Surf to a site you want to block.

	?	1	2	3	4
Were you able to adjust the standard notification method to a more fine tuned notification method, e.g. in such a manner that the presence of the filtering solution is hidden, using a standard 404 error page?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Are you notified that content is blocked when surfing to the site?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Are you notified of non-blocked content when surfing to the site?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Are you able to overrule the blocked function?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Are summarised and more detailed reports available? (e.g. on filtered content or activities per child)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Are these reports easy to understand?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Are these reports accessible remotely?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Can children be categorised in different groups based on these reports?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

De-installation

Perform a de-installation of the product or service on your PC according to the enclosed un-installation instructions.

	?	1	2	3	4
Is it possible to un-install the product or service for specific operating system users?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is it possible to un-install only specific parts of the product or service?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

User satisfaction

	1	2	3	4	5
Would you be willing to pay for this product?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1. Yes, absolutely					
2. Yes, even if it costs up to 30€, with a yearly update cost of €15					
3. Yes, even if it costs up to 30€, once and for all					
4. Yes, but only if it costs less than 30€, once and for all					
5. No					

Contact

You can find more information on the Safer Internet Benchmarking project and this benchmark on the website www.sip-bench.eu, where you can choose between nine European languages.

If you would like to give us comments or further suggestions or would like to react, please e-mail us at sipbench@deloitte.be.

If you have questions on a filtering tool, please refer to the vendor, their website or the support desk of the vendor or distributor.

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