SECTION FOUR
**Name:** Data Teen  
**Age:** 16 years  
**Address:** 10 High Road, Smalltown  
**Siblings:** 2 Brothers one younger and one older  
**Junior Cert Results:** Got 1A, 4Bs, 3C 1D, 1E  
**Favourite breakfast:** Orange juice and coco pops  
**School Discipline Report:** Got two detentions in school – one for being continuously late and the other for cheating on a test. Suspended in 1st year for two days because of aggressive and rude behaviour to teachers.  
**Blood group:** B negative  
**Medical History:** Mumps, Measles, broken wrist aged 5  
**Garda File (if any):** Caught shoplifting aged 14 and late one night in July last year had to be escorted home by the Gardaí under the influence of alcohol.  
**Allergies / Conditions:** Gets migraines three or four times a year. Is asthmatic and carries an inhaler  
**Monetary Assets:** Has €20 in a savings account in the bank and €500 in the Credit Union  
**Email address:** dteen@phone.ie  
**Hobbies:** Reading (wears glasses for reading)  
**Mobile Phone No:** 089 880 0887  
**Best friend:** Jack  
**Sports:** Plays football and basketball  
**Holidays:** Goes to Spain every year the first two weeks of July  
**Employment:** Worked in a pub for the summer  
**PPS No:** 48053270
A DAY IN THE LIFE OF ANNIE WUN

Read the diary below.

07:30 Annie wakes up.

08:00 After breakfast, Annie turns on her computer and goes onto the internet. She logs into her favourite news website. Annie read the privacy statement on the news website before registering as a regular user and was satisfied with how her personal data would be used.

08:15 Annie searches for some personal items online. All Annie's searches are recorded and kept by her ISP (internet service provider) for an unknown period of time. Information on her searches is also kept, for no specified purpose, by the search engine which she used.

09:00 Annie reaches her workplace. CCTV cameras record her arrival. Before the CCTV cameras were installed, Annie's employer made it clear to all employees that images from the system would only be used for security purposes and all images would be kept safe and secure. Annie's employer also introduced a 'biometric' thumb print clock-in system [see page 87 of this resource]. The system records each employee as they enter and leave the workplace. Annie was concerned that such a system was a bit intrusive but her colleagues did not seem to mind so she went along with it. There are no details available to Annie as to what other uses her employer might make of the information.

11:15 Annie uses her coffee break to access her bank's on-line service. Annie had spoken to her younger brother the previous evening and agreed to send him some money. He is back-packing around Europe. Annie's bank, in common with all other major financial institutions, uses the SWIFT exchange system to send money. It is not made clear to Annie by her bank that the transfer and her personal information may be accessed by the US Government as they monitor all SWIFT transactions as part of the war on terror.

What information belonging to Data Teen do students consider to be sensitive?

Consider the implications if all of Data Teen's data was combined together electronically and a profile created.

Imagine the following items of information appear on a computer screen in relation to Data Teen:

**Name:** Data Teen

**School Discipline Report:** Got two detentions in school – one for being continuously late and the other for cheating on a test. Suspended in 1st year for 2 days because of aggressive and rude behaviour to teachers.

**Garda File (if any):** Caught shoplifting aged 14 and late one night in July last year had to be escorted home by the Gardaí under the influence of alcohol.

To think about: Do students feel this is an unfair profile in that all of Data Teen’s achievements and positive attributes are absent from the file? Would it be appropriate if your school had a link to An Garda Síochána’s computer system (PULSE) and your school record was updated to reflect any brushes with the law (innocent or otherwise)?

Imagine the following items of information appearing together on a computer screen:

- **PPS No.:** 48053270
- **Mobile Phone No.:** 084 880 0887
- **Monetary Assets:** Has €20 in a savings account in the bank and €500 in the Credit Union
- **Email address:** dteen@phone.ie

To think about: Could disclosure or unwarranted access to this information be harmful to Data Teen? Could someone successfully impersonate Data Teen with this information? Do students think this data could be of use when shopping online or banking?

Combining information held about you from a whole range of sources e.g. your bus-pass, your school, doctor and various financial institutions can build a profile of your interests, movements, relationships, achievements, cash-flow and health. The resulting set of data would be a powerful profile of your details.

**ACTIVITY 1**

Discuss the points below with your students.

- What information belonging to Data Teen do students consider to be sensitive?
- Consider the implications if all of Data Teen’s data was combined together electronically and a profile created.

Imagine the following items of information appear on a computer screen in relation to Data Teen:

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13:00 Annie pops out for lunch and visits her local supermarket to pick up some things for the house as she is planning a major spring clean. At the till, Annie hands in her store card to collect loyalty points. Her supermarket uses the information collected on her loyalty card to monitor her buying habits and offers some suitable products in her next mail shot. Annie doesn’t mind what the supermarket knows about her buying habits.

13:20 Annie visits her local library to return a self help book “Male and Female Chemistry” and takes out a book on building self esteem “Love Bomb People”. She uses her library card which stores details of all her loans and fines on the local authority database.

16:00 Annie has to leave work early today to attend hospital for an appointment with her specialist. Annie still suffers from pain from a gun shot wound in her leg suffered in an accident while on her family farm 3 years ago. Upon arrival, she gives her details. Her full medical file is with her specialist. Annie is aware that her full medical history is entered on an electronic system in the hospital. She does not mind this either but assumes that her records are only accessed by those persons who need her information to treat her.

19:00 Annie is going to New York to have minor plastic surgery. After dinner, Annie logs onto the internet again and books a flight to New York. In order to book the flight Annie needs to give out a large amount of her personal details. In advance of travelling, as part of the war on terror, these details will be made available to the US government, and an assessment will be made as to whether Annie poses a threat to US security. The airline website does contain some details of this but Annie does not normally read all such optional information, so she is not aware of this.

20:00 Annie receives a call on her mobile phone. She doesn’t recognise the number but answers it anyway. The caller hangs up immediately and Annie thinks nothing more of it. Unknown to Annie, the person who had phoned her number by accident is suspected of criminal activity by An Garda Síochána. The Gardai will shortly apply to see all the phone records of that person. The records will show that Annie’s number was phoned. As a result, An Garda Siochána will also request all details of Annie’s mobile phone usage for the past 3 months to decide whether she is relevant to their inquiries.

Annie finishes her day by watching Big Brother on television. Her personal data is not made available to anybody else for the rest of the day.

Annie Wun: Surveillance Society?

Annie believes she has no reason to worry about her personal information being accessed by other people. Well, why would law-abiding Annie Wun have anything to worry about? Her daily life has been made easier by technology and she has willingly shared her personal information in order to avail of these benefits.

Perhaps Annie should worry though. What if, the information retained about her was pulled together into one central place? What impression could be formed?

The profile which emerges and the conclusions that could be drawn from it might give her an unpleasant surprise. Step forward Annie Wun, terrorist suspect...

| Annie Wun: |
| Internet News Search: Articles of Interest: London Terrorists charged (internet records). |
| Web searches: Plastic surgery. |
| Fund Transfer: Made out to a male in Hamburg. |
| Medical records: Operated on for gun shot wound. |
| Criminal records/offences committed: Yes. (Two speeding fines) |
| Local Authority library files: A word search on books borrowed produced two hits – “chemistry” and “bomb”. |
| Phone records: Call received from known criminal. |
| Shopping habits: Large variety of hazardous cleaning materials purchased. |
| Holiday Plans: Travelling on a flight to New York next week. |
The prevalence of technology in our everyday lives is now almost taken for granted.

Like our carbon footprint our electronic footprint leaves a trail behind us. Whether we are switching on our mobile phone, swiping our bus travel card, clocking in to work or school, shopping online or being monitored on CCTV as we walk down the street, many of our movements and activities can be retraced at some point and time.

Some surveillance is conducted openly such as a prominently situated CCTV camera with an accompanying information notice explaining the purposes for which the images are being recorded. Some surveillance is passive such as being monitored by a speed camera at certain points as you drive across the country. This type of surveillance demands nothing from an individual specifically unless the individual is compelled to explain certain actions or behaviours. Surveillance for legitimate reasons may sometimes need to be covert i.e. the activity will be hidden from the people under surveillance. However, many types of surveillance made possible due to emerging technologies need to be examined more closely and their operation justified...

Ask students to decide whether the scenarios depicted on the page overleaf constitute ‘overt surveillance’ where the use of some kind of technology to monitor a person is obvious and to be expected. ‘Covert surveillance’ on the other hand is a situation where the use of technology to monitor someone’s activities is not being flagged upfront. [Remember, covert surveillance could be perfectly legitimate].

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### Activity 1: Students

Decide whether the surveillance in the examples below is obvious (overt) or hidden (covert).

<table>
<thead>
<tr>
<th>Situation</th>
<th>Overt ✓</th>
<th>Covert ✓</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clocking into work with your swipe card.</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>A videocam hidden under the teacher’s desk by school management without the knowledge of the teacher. The videocam is facing the classroom and recording the activities of students and the teacher.</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>Security tags on clothes in a boutique. An alarm will sound if you leave with an item that still has the tag on it.</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>Speed Cameras.</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>Cookies installed on your PC monitor all your activities on a particular website.</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>Search engine history logs: a record of all searches made from a particular PC.</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>A CCTV camera in a petrol station.</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>Chat rooms: emails you send and receive are monitored by internet tools and internet service providers for unsuitable content.</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>A voice message left on your mobile phone ties you to a particular geographical area at a given time on a given day last year.</td>
<td></td>
<td>✓</td>
</tr>
</tbody>
</table>

### Activity 1: Teachers

**ANSWERS**

<table>
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</tr>
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</tr>
<tr>
<td>A CCTV camera in a petrol station.</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>Emails sent by you across a chat room being monitored by an internet service provider for unsuitable content.</td>
<td></td>
<td>✓</td>
</tr>
<tr>
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<td></td>
<td>✓</td>
</tr>
</tbody>
</table>
Follow-Up Activity / Homework

Keep a TV diary for a week of programmes watched and calculate your viewing hours per day. Discuss the results in class the following week. What do the results reveal about your personality and interests? Do you think marketing companies would find this information useful in terms of what TV advertisements or personalised messages they would like to broadcast to your TV? Do you think the benefits outweigh the negatives? Are there programmes you watch that you would not want others to know about?
Your shopping habits can be monitored by supermarkets through loyalty card schemes. By rewarding customers who sign up for a loyalty card with all sorts of offers and discounts, supermarkets gain valuable knowledge about people’s regular and ‘special occasion’ purchases.

Supermarkets use the data from loyalty cards very cleverly. The data is analysed to find out how often certain goods are bought and whether there are any common patterns. Purchases are divided into categories such as luxury, budget or household. The data might also be used to put people into different social or economic groups. When customers sign up to loyalty card schemes, they should be told that their data will be analysed and they should be asked for permission to pass their data onto other companies, with a clear option to say ‘no’ if they don’t want this to happen.

Many people would be surprised if their data was linked directly back to them or their shopping habits passed onto other companies without their permission. For example, if the supermarket were to text you every time a new product is added to the bakery section because you purchased a lot of cakes last year? Would you mind if the supermarket passed information like this onto other companies and you were offered a discount off slimming pills via a text message?

Using the data for another purpose than it was originally obtained for would be a breach of the supermarket’s (data controller’s) responsibilities? A Data Controller must … keep your personal data for one or more specified, explicit and lawful purposes. A Data Controller should also … only use and disclose your personal data in ways compatible with these purposes.

See Rights and Responsibilities Chart. [Inserted at the back of the book].
Social networking sites (e.g., Bebo, Facebook, MySpace & Pizico) are a great place to catch up with friends and to meet new people. While many social networking sites allow users to restrict access, surveys have shown that the majority of users are not activating the privacy settings or safety measures.

Your experience of social networking sites may be affected by your attitude to privacy, how much information you tell people, the privacy settings on offer and the security system of the site you have signed up to. When creating an account on a social networking site it is worth reminding yourself that you are creating an electronic imprint or record of your life at a specific place and time. Revealing too much about yourself, your relationships and what you get up to in your spare time can have implications down the line...

Scenario 1:

It is the year 2020 and you have an important interview for promotion coming up. You are counting on getting the promotion and the pay rise that comes with it in order to secure a mortgage on your first house. A former schoolmate alerts you to the Generation Z archive. You are worried that your employer will come across this material as part of its screening process. Some of the photos and conversations on record now come across as quite shocking.

Scenario 2:

You are an ambitious, hard-working local politician and are planning to run for the Dáil in the 2020 general election. One of your rivals comes across Generation Z and posts comments about you from other pages in the same virtual community. You are described as unpopular, lazy and self-centred. You try to laugh it off as a one-off snapshot of you at an early stage of your adult life but you can’t help noticing a change in people’s manner towards you as you canvass the locality.

Social Networking Sites:

A Honey Pot For Identity Theft?

Identity thieves gather personal information from the web hoping to get enough information to eventually steal an individual’s identity and commit fraud.

Users’ passwords can be guessed by reading about users’ relationships and pastimes. People sometimes provide enough detail on their web pages to allow others to impersonate or even stalk them.

Precautionary Measures

• Putting your date of birth, mobile phone number, place of residence, mother’s birth surname or medical details such as your blood group on the web can expose you to harm. It’s never really a good idea to publish this information on a web page or profile. You should only share it with someone you are sure you can trust.

• Make virtual friends only with people you know and if you have doubts over their identity check them out.

• Be cautious when uploading images. Never upload an image of somebody else without their consent.

• Avoid using machines accessed by the public such as in internet cafes, and if you do, log out properly.

Follow-Up Activity/Homework

From your school, library or home PC go to http://www.watchyourspace.ie and click on the link entitled ‘Who’s Doing What’ to locate a copy of the Anchor ‘Watch your Space’ Survey (conducted by the NCTE working with the members of the Anchor Youth Centre). Print off the survey and read the sections on Personal Information and Friends (pages 4-5).

If you have a social networking account… answer these questions articulating some of your own thoughts on the matter and drawing on your own experience.

• Are the findings in the Anchor ‘Watch Your Space’ Survey similar with you or your friends own experience regarding web profiles? Do you and your friends generally tend to make your profiles public or private?

• Do you give out details such as your name, date of birth or mobile phone number?

• Do people you know ‘add’ friends who are not known to them? In what way could you be affected if one of your friends added a stranger to their group of online friends?

Idea for Action

Track the issue of Identity Theft using a variety of media (print media/television/radio/ internet) over a specified period of time. Focus in particular on any statistics available on identity theft in an Irish context. Investigate how often social networking web sites are named as a potential source for identity thieves. Compile a report and make a display/organise an expo detailing your key findings.
RFID Tags and Children

RFID devices designed to ‘tag and track’ children are being trialled in some countries. Solutions range from;

Toddler Tags: Toddlers are given wristbands to wear which transmit a radio signal to a handset carried by a parent or childminder. A ring fenced area is created and an alarm goes off if children wander outside that area.

i-Kids Phone: Parents give their children an i-Kids Phone. If the parents want to know where their child is they can text a number and get the location of the i-Kids phone sent back to them, revealing where the child is.

Tracker Belts: These belts have a Global Positioning System (GPS) tag in them, so parents can go online and obtain a satellite image of where their kids are. The image is updated every 15 seconds.

Implants: This is where the chips are actually implanted inside your skin. Microchipping of pets is already happening but plans to implant chips in children have been opposed due to ethical concerns.

Follow-up Activity

The Parents Council for the local primary school in your area wish to trial a ‘tag & track’ facility to locate children within a 50 metre radius of the school. As Secretary of the Parents Council you must write a letter to the school principal and management board explaining what you wish to trial and why. Request a meeting to discuss the idea.
Biometric scans served up with school meals

Kevin Schofield, Scotsman, 27/10/2006

PUPILS at a Scots primary school have become the first in the world to pay for their lunches by having their palms scanned rather than by handing over cash.

Biometric technology which allows them to be identified through their hands’ unique vein patterns has been introduced at Todholm Primary in Paisley.

It means no more lost dinner money - and protects the identity of pupils who are entitled to free school meals. The system identifies children with food allergies and encourages pupils to eat a balanced diet by providing a read-out of what they choose during the week.

Those behind the scheme now want to roll it out across Scotland and say it could be used to allow pupils to get in and out of school, register their attendance and take out library books. However, critics said it is unnecessary and a possible breach of civil liberties.

Pat Swanson, the deputy headteacher at Todholm, said the new system was much better than the previous one. “The kids are enjoying it because it’s new and exciting, and easy for them to use,” she said. “It means that they’re not coming to school with cash in their pockets, which they often lost and which meant we then had to send letters home to parents asking them for lunch money.”

Many schools already use swipe cards as a way of removing cash from their canteens. But Grant Henderson, the contracts director with Amey, the company behind the palm scanner, said its scheme was much more reliable. “The problem is that swipe cards can get lost and that is even more likely with young children,” he said. “Under this system, the young person comes to the canteen and runs their hand across the scanner. “A display then shows the dinner lady how much money they’ve got left in their account and what they’ve selected from the menu in the past, so they’ve got the option of choosing something more healthy. “It can even tell the caterer if the young person has any allergies so they know what food they’re not allowed to have.” Mr Henderson predicted that the biometric technology could be put to use in other areas of school life. “For instance, instead of morning registration, the child would just have to have their palm scanned when they turned up,” he said.

“It could also be used for security, as a way of keeping people out of the school who shouldn’t be there.” But Patrick Harvie, a Green Party MSP, said that he had serious concerns about the use of biometric technology in schools. “Any of these systems could potentially result in data being processed wrongly or falling into the wrong hands.”
Follow-up Activity

School’s Fingerprint Register:
Your school is currently giving consideration to a fingerprint ID registration system which would alert parents to absent pupils in seconds. Pupils place their finger on a scanner, which reads their fingerprint and records their attendance on a computer. If a student fails to register at the beginning of the day a text alert will be sent immediately to a parent’s mobile phone. The information may also be sent to education welfare officers who plan to use the data to track down truants.

Imagine you are charged with writing an article for the school magazine on the proposed introduction of the biometric attendance system outlined above. Try to strike a balance between the rights of the students and the needs of the school.

Follow-up Activity

Imagine a scenario where a bill is due to be debated in the Dáil and Seanad concerning new arrangements for public transport e-ticketing systems.

The bill if passed will lead to the insertion of an electronic tag onto all public transport travel cards. The tag will feed data such as the name of the travel card holder and the destination back to a central database administered by a government transport agency. The tag will remain valid for 2 weeks. Advocates of the new legislation argue it will prove invaluable in tracking perpetrators of crime and to help ascertain the last known movements of some missing persons. Opponents argue that not only is this an unwarranted invasion of the right to privacy but it also severely impacts the right to freedom of movement.

Debate the proposed tagging of travel cards. Research the topic and establish whether similar systems are in force in other European countries eg. The London ‘Oyster Card’. Divide the class into two groups, the Government and the Opposition. Debate the bill and make suggestions for possible amendments. Organise a vote to be taken on the bill and any amendments agreed. Analyse what the final outcome means in terms of the operation and management of the new system.

Idea for Action

Community CCTV was introduced to many towns in Ireland on a trial basis in 2007. Conduct a survey in the town nearest you where Community CCTV has been rolled out. Identify all location points of cameras in the town. Ask members of the general public what they think of the initiative and whether they find the cameras intrusive. Ask local business people whether they have seen any improvements since the cameras were introduced and whether there are any drawbacks.

Visit www.justice.ie to find out more about Community CCTV schemes.

Write into the local authority nearest you responsible for rolling out the scheme requesting more information on the scheme. Who administers the scheme on behalf of the local authority? Were there any objections raised in advance by members of the public? Has the local authority concerned ever received any complaints with regard to the cameras? How often would the footage be supplied to An Garda Síochána? How frequently do members of the public make requests to view footage?
DATA PROTECTION COMMISSIONER WEBSITE

http://www.dataprotection.ie/teens
Office of the Data Protection Commissioner
Canal House, Station Road,
Portarlington, Co. Laois, Ireland.
LoCall: 1890 25 22 31
Phone: 00353 57 868 4800
Fax: 00353 57 868 4757

Should you require any further information on our 'Education & Awareness' activities please email us at info@dataprotection.ie with 'CSPE' as the subject.

If you or your students would like to receive a free mouse mat based on the design shown on page 54 of this resource, please email us at info@dataprotection.ie with 'Mouse mat' as the subject.

WEBSITES MENTIONED IN SIGN UP, LOG IN, OPT OUT

<table>
<thead>
<tr>
<th>Organisation</th>
<th>Website link</th>
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<tbody>
<tr>
<td>Amnesty International Irish Section</td>
<td><a href="http://www.amnesty.ie">www.amnesty.ie</a></td>
</tr>
<tr>
<td>Anne Frank Foundation, Basel</td>
<td><a href="http://www.annefrank.ch">www.annefrank.ch</a></td>
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<td>Central Statistics Office</td>
<td><a href="http://www.cso.ie">www.cso.ie</a></td>
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<tr>
<td>Department of Justice</td>
<td><a href="http://www.justice.ie">www.justice.ie</a></td>
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<tr>
<td>Information Commissioner</td>
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<td>Irish Council of Civil Liberties</td>
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<td>National Centre for Technology in Education</td>
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