Do we teach professionals or criminals ?

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The rational way of using Internet access, the behavior and rules that need to be respected in the virtual space and the criteria of validating the credibility of Web information are subjects rarely debated, or even eluded, in the Romanian education system. The learning process of using the access tool to the computers network is a chaotic endeavor, by following the examples of colleagues or other close relatives, generally without taking into consideration the rules of the ISP or the advice's of parents or education staff. The current curricula of the Informatics courses in schools are focused mainly on programming and using the Microsoft Windows platform, being taught by not interested or inexpert teachers, which recommend their pupils to download and reproduce texts "from the Internet". The lack of minimum education and of the informatics ethical norms are reflected in an irresponsible behavior and lack of discernment in a professional use of Internet. This is leading in some cases to a real "passion" for illegal activities in the computer networks and a glorification of the ones that are good in this endeavor.

Even though Romania has a specific legislation in the cyber-crime field (that implements in the national legislation the Cyber-crime Convention of the Council of Europe, convention signed also by states beyond the European countries), the practices proves an increase of the cyber-crimes, especially on phishing cases.

The most clear proof for the above is "the reputation" of Romanians as cyber-criminals on the Internet in many states of the world. And the local press is exuberant in presenting this "heroic acts". Can we talk about an lack of education, lack of an efficient legislation, not applying the law or its misapplication? Or all of these together?

The suggested panel reflects the authors' experience on one side during the courses of Internet Ethics (seems like the only one in Romania), and Network Security, to a master of Developing Web Technologies, and, on the other side in publications and events with an educational purpose regarding cyber-crime legislation and its application.

In order to try to identify possible solutions to improve the present situation, we would try to discuss the following subjects:
1) reactions of youth in relation with the educational activities mentioned above;
2) the level of knowledge and awareness regarding the notions of cybercrime;
3) the attitude towards other young people involved in such activities in correlation with involvement of a higher number of youth in cybercrimes activities;
4) the public image of those who "infringe the law on the Internet";
5) the role and "image" of cybercrime law enforcement authorities;
6) Involvement of other actors from the public or private sector in combating or preventing cybercrime.