

A WP3: Template for National Reports for Deliverable D3.2

(Please see the Guide for National Reports for further information)

Country: CYPRUS

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Reference numbers in brackets; Reference List at the end of the document.

Part One: Empirical findings related to children's online activities, risks and opportunities

Note: up to 2000 words in all for this part, to explain your answers to each hypothesis.

Research question R1a: What/how much access to the Internet and online technologies do children have?
<input checked="" type="checkbox"/> evidence available ¹ <input type="checkbox"/> no pertinent evidence available
<p><i>Please provide the most recent figures regarding Internet access at home, at school, and at other places.</i></p> <p>According to national statistics (1), an overall description of how much access the population of Cyprus has to the Internet at home was provided by the statistical service of the Republic of Cyprus. That is, in 2005 31.7% of households had Internet access. In 2006 the report showed that 36.7% of households had access to the Internet. As far as the forms of Internet connections, results indicated 4.5% in 2005 and 12.1% in 2006 of broadband connection, 3.8% in 2005 and 4.6% in 2006 of wireless connection and 27.5% in 2005 and 24% in 2006 of ISDN connection.</p>
Research question R1b: How much use of the Internet and online technologies do children make?
<input checked="" type="checkbox"/> evidence available <input checked="" type="checkbox"/> no pertinent evidence available
<p><i>Please provide the most recent figures on a) how many children use the Internet, and b) how long they use it.</i></p> <p>a) no evidence available</p> <p>b) According to the research conducted by the European Commission (2), there is a description of how much use of the Internet children make according to gender and age. The authors divide their description into 4 categories (girls 9-10 years old, boys 9-10 years old and girls 12-14 years old and boys 12-14 years old).</p> <p>For instance, girls (ages 9-10) use the Internet either 2 hours, or 1 hour, or half an hour, or one time per day. Also girls at that age can use the Internet 1 hour every two days or rarely. Boys' responses (ages: 9-10) differ slightly from girls. For example, the most frequent time they use the Internet is the weekends. Also, they use the Internet "at least once a day,"</p>

¹ For the option that you would like to chose, please replace the symbol "□" by "x". This box symbol is clear in the electronic version of this document. If it does not print out, the X goes before e.g. 'evidence available'.

“once a week” or “sometimes.” Moreover, they use the Internet from 1 minute to 1 hour. The other age-group of girls (ages: 12-14) use the Internet less frequent than the other groups. That is, most of the girls stated that they use the Internet “sometimes.” On the contrary, boys (ages 12-14) showed that they use the Internet from 1 to 3 hours. Mavris (3) conducted a qualitative research to present mobile usage among adolescents. The author states that most of the children who own a mobile are 14 or 15 years old (p.20). Mavris states another important issue that there is no difference between the gender variable in having a cell phone.

Research question R2a: What are the main opportunities experienced by children online?

x evidence available for (some of) the opportunities listed in the guidelines provided
 x no pertinent evidence available

Please provide a list of the main opportunities experienced by children; distinguish opportunities as perceived a) by parents or other adults, and b) by children themselves.

a) no evidence available

b) The information provided by the EC research (2) in accordance with the definitions (of opportunities and risks) in the guide for National Report depends on limited evidence available.

Perceived by Children (2):

	Girls 9-10 */**	Boys 9-10 */**	Girls 12-14 */**	Boys 12-14 */**	Total */**
Searching for information as a part of my school work	8/0	7/0	8/4	8/0	31/4
Searching for information on subjects which interest me/surfing for fun	8/0	4/0	8/2	7/0	27/2
Sending and receiving emails	4 / 1	2/0	5/0	6/0	17/1
Using instant messaging (MSN)/chatting with friends		2/0	5/1	8/2	15/3
Engage in open chat rooms	1/0	2/0	2/0	2/0	7/0
Creating my own blog/homepage and posting my own texts, photos, music on the Internet	5/0	1/0	3/0	2/0	11/0
Reading and responding to friends' blogs/homepages		1/0	4/0	2/0	7/0
Reading and responding to blogs/homepages of someone I have never met		1/0		2/1	3/1
Playing on-line games	8 / 5	5/0	8/1	7/1	28/7
Downloading music, films, videos, games or other files	7 / 3	5/0	8/1	6/2	26/6
Sharing files (music, films, videos, games or others)	3/0		3/0	5/1	11/1
Sharing photos	2/0	2/0	2/0	2/0	8/0
Downloading ring tones/images for my mobile phone	2 / 1	1/0	6/0	7/1	16/2
Taking part in competitions		1/0		4/0	5/0

Making phone calls through the Internet		1/0			1/0
Total	48/10	35/0	62/9	68/8	213/27
* Applications used ** Applications mostly used					

- **Boys group, 9-10 years mentioned that:**
 - As regards to the Internet applications used they like playing games on the Internet because they can find games that they do not already have, they like spending their free time playing games and these games are cheaper to play on the Internet than buying them for their play station console.
- **Girls group, 9-10 years:**
 - Most play games – as do boys of 9-10 years - on the Internet because they are fun and it is a pleasant way to spend their time. Girls mentioned that although there are games installed on their computers those are limited and not as amusing as the ones they find on the Internet.
 - The games they like are sponge-bob, jungle trouble, balloons, and many others.
 - One of the girls mentioned that she mostly uses the Internet to check her emails. Another girl mentioned that she tries to create her own blog; her father already has one and she tries to do the same.
 - ALL girls group, 9-10 years mentioned that they download music and films.
 - They also look things up for any school assignments they might have.
 - It seems that girls group, 9-10 years, confuse being connected, having an account with MSN messenger with having their own webpage.
- **Boys group, 12-14 years:**
 - They mostly download music, videos and games.
 - They like it; they find it amusing and they do it everyday. Furthermore it is free of charge, hence they do not need to pay in order to get a music CD.
 - As boys mentioned there are sites that require payment in order to be able to download but they do not use those sites, even though they admit that those have a much faster downloading speed.
 - They also use the msn messenger and play games on the Internet (backgammon, worldcup, etc)
 - They like playing group games on the Internet as they interact with other people from Cyprus but also other countries.
 - They use the msn to talk to their friends at night. It is faster as they say to write a message on the msn rather than on their mobile phone not to mention that it is cheaper.
 - Most of them do not use blogs.
- **Girls group, 12-14 years: they use**
 - emails,
 - msn messenger - they can talk to their friends
 - it is cheaper than sending an SMS text message
 - One can also send videos.
 - Downloading music and films
 - Downloading games – different and more pleasant than the ones installed on their computer.
 - Download ring tones
 - Looking for information for their school assignments. – it is easier to search for information on the Internet.
- **It is obvious that almost all respondents download for free from the Internet, regardless of their usage of it.**

Mavris (3) states in his research that by having a mobile phone, adolescents can benefit from this issue. Even though Mavris' statement of positive consequences is not clearly approaching the guideline provided for the national report, they can be considered as opportunities perceived by the children. For example, the necessity of social networks and communication are some of the benefits expressed by few participants of having a mobile phone. Also, Mavris states that having a mobile phone can serve as a convenient tool. Therefore, the children can use it wherever and whenever they need to talk with their parents.

Research question R2b: What are the main risks experienced by children online?

evidence available for (some of) the risks listed in the guidelines provided

no pertinent evidence available

Please provide a list of the main risks experienced by children; distinguish risks as perceived a) by parents or other adults, and b) by children themselves.

Children's perceptions (2):

Boys group – 9-10 years:

- Viruses that might affect their computers resulting in losing data and information

Girls group, 9-10 years:

- They are afraid that they might without their knowledge give away their personal information resulting in a stranger coming to their home to rob them or even hurt them.

Boys group, 12-14 years:

- Transfer a virus to your computer
- Someone might give a false personal information – being not who they say they are ; wanting to harm

Girls group, 12-14 years:

- No risks

Several newspaper articles present one of the most crucial risks that exist in Cypriot online society: sexual offensive content through the Internet (4).

In Mavris (3) study, there are few risks or negative consequences of owning a cell phone that are not included in the guideline for national reports. These consequences are indicated by the author as the expenses related to cell phones. It becomes a risk when children need to buy new and expensive cell phones every year. It becomes a burden for their parents because they are the main financial contributors for these purchases. One assumption of these findings may be the categorization of this consequence as an advertising persuasion which in turn can be considered as a risk.

Research question R3: Is there evidence showing the consequences of online risks, or showing how children cope with online risks?

evidence available

no pertinent evidence available

Please summarize relevant findings from your country which qualify the overall result.

The EC's qualitative study (2) revealed the following coping-strategies of children, from the childrens' perspectives:

Boys group- 9-10 years:

- "Be careful where to log on"
- "Not to spend too much time on the Internet"

<ul style="list-style-type: none"> • “To buy programs that can help our parent check what sites we use and to buy programs that are like hospitals and dispense of viruses” <p>Girls group, 9-10 years:</p> <ul style="list-style-type: none"> • “not to enter to web-pages... and never to give away their personal information” • They mentioned that they would not follow what they advise others to do <p>Boys group, 12-14 years:</p> <ul style="list-style-type: none"> • As regards to the Internet: Not to enter in web-pages they do not recognize. • As regards to mobile phones: they do not consider that there is any real danger in using them. <p>Girls group, 12-14 years:</p> <ul style="list-style-type: none"> • They would advise their younger siblings not to enter in web-pages they do not recognize; to search only for what interests them and not search generally and vaguely about information. Furthermore, not to talk/chat with strangers and never to reveal personal information (address) • They on the other hand would not follow what they ‘preach’.
<p>H1a: As children get older their access to and use (time, frequency) of the Internet and online technologies increases.</p>
<p>x evidence to support²</p> <p>x evidence to contradict</p> <p><input type="checkbox"/> no pertinent evidence available</p>
<p><i>Please summarize relevant findings from your country which qualify the overall result.</i></p> <p>According to the EC’s study (2), boys report to use the Internet more often when they get older. Girls, however, report to use the Internet less frequent when being older.</p> <p>see R1b</p>
<p>H1b: As children get older, they gain greater online skills (or Internet literacy, including skills enabling self-protection from online risk).</p>
<p>x evidence to support</p> <p><input type="checkbox"/> evidence to contradict</p> <p><input type="checkbox"/> no pertinent evidence available</p>
<p><i>Please summarize relevant findings from your country which qualify the overall result.</i></p> <p>Childrens’ perceptions (2):</p> <p>Boys group – 9-10 years:</p> <p>When respondents were asked as to whether these ‘virus’ problems changed the way they use the Internet it was evident that boys do not realize the seriousness of such a problem.</p> <p>Girls group, 9-10 years:</p> <p>Girls are more cautious in their usage of the Internet as extensive usage might cause problems (brain, eyes...).</p> <p>Boys group, 12-14 years:</p> <p>Boys appear to be very cautious in giving away their personal information on the Internet. They also mentioned that one should be very careful in the way they spell words on the Internet as misspelling a word might redirect to other irrelevant sites. They also mentioned that with antivirus programs installed on their computers, they feel more protected although they mentioned the downside of these antivirus systems is that they have a license that expires very often/too soon.</p>

² In case there is evidence that supports a hypothesis and at the same time contradicting evidence, you may put an X next to both boxes.

<p>Girls group, 12-14 years: When asked whether the virus problems they mentioned, changed the way they use the Internet, they only stated that they (parents) install anti-virus programs on their computers in order to protect it from any malicious virus. (1)</p>
<p>H2a: As children get older they make a wider range of uses (from the list provided in the guidelines) of Internet/online technologies.</p>
<p>x evidence to support <input type="checkbox"/> evidence to contradict <input type="checkbox"/> no pertinent evidence available</p>
<p><i>Please summarize relevant findings from your country which qualify the overall result.</i> Children's perception (2): Boys 9-10 years: - Searching for specific information Boys 12-14 years: - Playing games Girls 9-10 years: - Playing games Girls 12-14 years: - MSN usage, assignment from school</p>
<p>H2b: As children get older they are exposed to a greater amount and range of online risks (refer to the list provided in the guidelines).</p>
<p><input type="checkbox"/> evidence to support <input type="checkbox"/> evidence to contradict x no pertinent evidence available</p>
<p><i>Please summarize relevant findings from your country which qualify the overall result.</i> There is no evidence available on this topic. Research is needed to be conducted for providing this kind of information.</p>
<p>H2c: As younger children gain online access they are increasingly exposed to online risk.</p>
<p><input type="checkbox"/> evidence to support <input type="checkbox"/> evidence to contradict x no pertinent evidence available</p>
<p><i>Please summarize relevant findings from your country which qualify the overall result.</i> Younger children are not aware of how to properly use the Internet and many times they don't think what the consequences of some of their actions might be, thus they are increasingly exposed to online risk. However, there are no findings available to support or diffuse this claim. Research on the issue is needed here.</p>
<p>H3a: There are no gender differences in children's access to or amount of use of online technologies.</p>
<p><input type="checkbox"/> evidence to support</p>

x evidence to contradict

no pertinent evidence available

Please summarize relevant findings from your country which qualify the overall result.

Findings suggest that there are gender differences in children's access to or amount of use of online technologies.

Children's perception (2):

Answers from the boys group, 9-10 years varied. They mentioned the following:

- "When I feel like it" (Boys group, 9-10 years)
- When they have some assignment from school
- At least once a day
- Once a week
- When they finish their homework
- Sometimes (almost everyday)
- They also mentioned that they use the Internet more during the week-end than during weekdays.
- Time of Internet usage might vary from 1 to 5 minutes, up to 1 hour.
- They mentioned that they usually connect to the Internet searching for specific information. Once they find it they exit.
- One of the respondents mentioned that he has a limitation of 1 hour usage per time imposed by his father.

More frequent usage habits could be detected from girls group, 9-10 years.

- As soon as she finishes school, two hours per day, once a day, ½ an hour every day, one hour every day, one hour every two days, rarely, were the answers the girls group, 9-10 years mentioned.
- As with the boys group, 9-10 years, girls group also mentioned increased Internet usage during the weekend. The reason behind this that they have no school the next day and they can stay up late. Also they can play games during the morning, afternoon and night.

Boys group, 12-14 years' Internet usage is also frequent; most boys use the Internet daily or at least 3-4 times a week. Frequency of usage also changes in this group during the summertime, which becomes more frequent.

- Depending on the reason boys group, 12-14 years connect to the Internet, time spent on it varies. This can vary from one hour to 2-3 hours each time.
- On a typical week boys spend between 1 to more than 3 hours on the Internet per day playing games. On the week-ends this usage may as much as double.

Girls group, 12-14 years do not use the Internet as often as boys of the same age.

- They mentioned that they do not use it everyday; they use it sometimes, whenever they have time. One of the respondents mentioned that she uses it one hour per day.

One mentioned that she uses it at school

- Usage depends on homework load, on private lessons and on MSN usage. Internet usage varies between 2 hours per week up to 14 hours per week with increased usage -once more-during the week-end.
- Girls mentioned that Internet usage is increased when they have an assignment to complete or during summer-time.

H3b: There are gender differences in the levels of skill (higher for boys).

x evidence to support

evidence to contradict

no pertinent evidence available

Please summarize relevant findings from your country which qualify the overall result.

Children's perception (2):

Boys group – 9-10 years:

When respondents were asked as to whether these ‘virus’ problems changed the way they use the Internet it was evident that boys do not realize the seriousness of such a problem.

Girls group, 9-10 years:

Girls are more cautious in their using the Internet as extensive usage might cause problems (brain, eyes...).

Boys group, 12-14 years:

Boys appear to be very cautious in giving away their personal information on the Internet. They also mentioned that one should be very careful in the way they spell words on the Internet as misspelling a word might redirect to other irrelevant sites. They also mentioned that with antivirus programs installed on their computers, they feel more protected although they mentioned the downside of these antivirus systems is that they have a license that expires very often/too soon.

Girls group, 12-14 years:

When asked whether the virus problems they mentioned, changed the way they use the Internet, they only stated that they (parents) install anti-virus programs on their computers in order to protect it from any malicious virus.

H4a: There are gender differences in the range/types of uses/opportunities.

evidence to support

evidence to contradict

no pertinent evidence available

Please summarize relevant findings from your country which qualify the overall result.

See R2a

H4b: There are gender differences in the range/types of risks.

evidence to support

evidence to contradict

no pertinent evidence available

Please summarize relevant findings from your country which qualify the overall result.

Children’s perception (2):

Boys, 9-10 years:Potentially shocking material

- Mentioned that they never came across anything of potentially shocking material
- Came across pornographic material

Strangers & engage in relations with a stranger

- Consider this as a serious problem but not a very serious one
- Interviewed boys have never added an unknown person to msn contact list

Bullying

- Never happened to them

Illegal downloading

- All have downloaded something for free from the Internet but are not aware that it is illegal

Girls, 9-10 years:Potentially shocking material

- Very few girls stated that they never came across shocking contents

- Came across pornographic material

Strangers & engage in relations with a stranger

- Consider this as the most dangerous side of the Internet
- Has never happened to them
- They don't believe this or something similar will happen to them

Bullying

- Never happened to them

Illegal downloading

- Some have downloaded for free
- Are not aware that downloading music, films, games without paying is illegal
- Consider this a serious problem

Boys, 12-14 years:

Potentially shocking material

- Believe that it is more probable to come across pornographic material than scenes of violence

Strangers & engage in relations with a stranger

- Consider this a very serious problem, a more serious problem than all others
- Don't believe it happens often although it could happen to anyone

Bullying

- Some of the boys never heard about such a risk
- As far as they know most people gossip behind their backs but consider this as harmless

Illegal downloading

- All respondents downloaded for free
- Are not aware that downloading music, films, games without paying is illegal
- Do not consider this as a very serious problem

Girls, 12-14 years:

Potentially shocking material

- All girls interviewed have seen nudity on the Internet

Strangers & engage in relations with a stranger

- Consider it as a serious problem
- Has never occurred to them

Bullying

- Has never happened to them
- Do not consider this as a problem
- They know that lots of talking, gossip takes place in blogs

Illegal downloading

- Are not aware that downloading music, films, games without paying is illegal

H5a: There are inequalities in access as a consequence of inequalities in SES (socioeconomic status e.g. household income, parental education, social class).

evidence to support

<input type="checkbox"/> evidence to contradict <input checked="" type="checkbox"/> no pertinent evidence available
<p><i>Please summarize relevant findings from your country which qualify the overall result.</i></p> <p>Even though there is no scientific evidence suggesting that there are inequalities in access as a consequence of SES, it is likely that there would be inequalities in access here, but not so based on the SES as to people who live in rural areas that Internet technology is still not available. Those children are more likely not to have access to the Internet.</p>
<p>H5b: There are inequalities in use/opportunities as a consequence of inequalities in SES</p>
<input type="checkbox"/> evidence to support <input type="checkbox"/> evidence to contradict <input checked="" type="checkbox"/> no pertinent evidence available
<p><i>Please summarize relevant findings from your country which qualify the overall result.</i></p> <p>No, there shouldn't be inequalities in use/opportunities as a consequence of inequalities in SES. It is more likely to see inequalities in use/opportunities in children living in distant rural areas where Internet is still not available and not very popular.</p>
<p>H5c: There are inequalities in skills/literacies as a consequence of inequalities in socioeconomic status (household income, parental education, social class).</p>
<input type="checkbox"/> evidence to support <input type="checkbox"/> evidence to contradict <input checked="" type="checkbox"/> no pertinent evidence available
<p><i>Please summarize relevant findings from your country which qualify the overall result.</i></p> <p>See H5b.</p>
<p>Research question R4: Are there SES differences in children's exposure to risk?</p>
<input type="checkbox"/> yes <input type="checkbox"/> no <input checked="" type="checkbox"/> no pertinent evidence available
<p><i>Please summarize relevant findings from your country which qualify the overall result.</i></p> <p>We have no available evidence suggesting this, but there shouldn't be any SES in children's exposure to risk, because information on safer use of the Internet is being given to children through schools, so if children do have access to the Internet, then the exposure to risk will be the same.</p>
<p>Research question R5: What are the main strategies of parental mediation practiced?</p>
<input checked="" type="checkbox"/> evidence available <input type="checkbox"/> no pertinent evidence available
<p><i>Please summarize relevant findings from your country.</i></p> <p>Children's perception (2):</p> <p>Boys group, 9-10 years mentioned the following:</p> <ul style="list-style-type: none"> • One boy mentioned that his parents have rules laid down for him. • Others mentioned that they can use the Internet as much as they want, even though ALL parents tell their children to be careful as to the sites they log onto, not to go in sites with

pornographic material.

- A few of the boys group, 9-10 mentioned that their siblings might sit with them when while on the Internet.
- Some of the boys group, 9-10 years believe that their parents are justified in imposing rules for Internet usage. One of the rules boys think their parents could impose is to block their Internet usage if they use it more than their pre-assigned allowed time. Boys mentioned that they could even sell the computer if they do not comply with their recommendations/rules.

Girls group, 9-10 years mentioned that the following rules and recommendations are given to them by their parents:

- Stop using the Internet for about ½ to 1 hour between ‘sessions’
- Not to overuse the Internet/computer as this might create problems in their eyes, cause them uneasiness in sleep.
- Time limitations. Parents tell them to use the Internet prudently “I can use it as much as I want during the day but I have to turn the computer off at 20:00”

(Girls group, 9-10 years)

- Not to use it during the night.
- Not to give away their personal information
- Not to enter to unknown web-sites
- Not to mess with their emails.
- Most of the girls believe that their parents are overreacting in rules and recommendations imposed on them.
- One of the girls on the other hand strongly believes that what their parents tell them and whatever rules they impose are strictly for their own good, hence justified.

Boys group, 12-14 years:

- “When I finish my homework I can sit for as long as I want on the computer” (Boys group, 12-14 years)
- “I have a time constraint on week-days- until 22:00 which does not apply during the week-ends” (Boys group, 12-14 years)
- Boys group, 12-14 years have more or less the same rules and recommendations imposed by their parents as regards to Internet usage. These rules and recommendations do not apply during summer months, where respondents have no school.
- Some of the respondents mentioned that although they have no school during the summertime and they could play on the Internet for as much as they please, they prefer to play outdoors.
- Other recommendations that parents of boys group, 12-14 say are the following: not to use the Internet/computer for too long as they might hurt their eyes.
- One of the boys actually admitted that parents are justified in telling them to be careful not to overuse the Internet/computer as they indeed might get dizzy and hurt their eyes.
- As parents of the 12-14 year olds also warn their boys to watch out in what sites they connect (boys actually mentioned gambling sites and not pornographic material), as also to be careful not to download any viruses on the computer.
- Boys stated that their parents do not usually sit with them while they are on the Internet; one of the respondents mentioned that once he comes across information that might interest his parents he calls them to sit with him. One other respondent mentioned that his parents sit sometimes with him just to see what he looks for on the Internet, what he downloads.
- All respondents mentioned that their older siblings could not be bothered with them.
- Boys group, 12-14 mentioned that on one hand they sometimes find that their parents are overreacting in the things they say, as they almost always argue with them about the Internet whilst on the other hand see how their parents might be right as overuse might hurt their eyes.

Girls group, 12-14 years mentioned that the only rule their parent have as regards to Internet usage is that they first have to finish their homework. They agree with their parents in imposing this rule.

<p>After finishing their studies, those who have a computer at home can connect to the Internet for as long as they want.</p> <ul style="list-style-type: none"> It is obvious that parents impose certain rules to their children as regards to their Internet usage. These rules usually have to do with the time children spend on the Internet.
<p>H6: As children grow into teenagers they are subject to reduced parental mediation in their use of the Internet.</p>
<p><input type="checkbox"/> evidence to support <input type="checkbox"/> evidence to contradict <input checked="" type="checkbox"/> no pertinent evidence available</p>
<p><i>Please summarize relevant findings from your country which qualify the overall result.</i> According to childrens' perception it seems that parents reduce their mediation in terms of rules, interaction etc with respect to the childrens' use of Internet. However, no scientific research is available to confirm this assumption. See R5</p>
<p>Research question R6a: Are there SES differences in parental mediation?</p>
<p><input type="checkbox"/> yes <input type="checkbox"/> no <input checked="" type="checkbox"/> no pertinent evidence available</p>
<p><i>Please summarize relevant findings from your country which qualify the overall result.</i> No, it doesn't appear that there are SES differences in parental mediation. See R5.</p>
<p>Research question R6b: Are there gender differences in parental mediation?</p>
<p><input type="checkbox"/> yes <input type="checkbox"/> no <input checked="" type="checkbox"/> no pertinent evidence available</p>
<p><i>Please summarize relevant findings from your country which qualify the overall result.</i> No there are no gender differences in parental mediation. See R5.</p>
<p>H7: Since most children make the broadest and more flexible use of the Internet at home, they will also encounter more risk from home than school use.</p>
<p><input type="checkbox"/> evidence to support <input type="checkbox"/> evidence to contradict <input checked="" type="checkbox"/> no pertinent evidence available</p>
<p><i>Please summarize relevant findings from your country which qualify the overall result.</i> Schools have a controlled access to the Internet, providing children with a safer environment for use. Children are exposed to a greater risk when using the Internet at home, especially if they are not controlled by their parents. There is no scientific evidence supporting this.</p>
<p>H8: Those children who use the Internet longer, and for more activities, develop more Internet-related skills and literacies.</p>
<p><input type="checkbox"/> evidence to support <input type="checkbox"/> evidence to contradict</p>

x no pertinent evidence available

Please summarize relevant findings from your country which qualify the overall result.

There is no evidence suggesting this in Cyprus, but certain parental strategies or styles of mediation do effectively reduce the risk that their children experience online. For example, if parents install anti-virus programs on the computer, there are less chances of infecting the PC with a virus. If parents control the access of their children and limit the websites children can enter, they can protect them from being exposed to inappropriate content. Findings for this question are not available from Cyprus.

Please add further hypotheses or overall multivariate findings which are available for your country!

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Part Two: Relevant contextual factors

1 Media Environment

1.1 Internet and broadband diffusion

This information will in large part be drawn from European statistics. BUT can you add a note saying whether you think the Internet is widely available in your country (in libraries, Internet cafes), on whether the speed of access was generally good or poor compared to other countries. The point is that some of this information is not available in the general international statistics.

In Cyprus, there are many Internet cafes as well as cafes that offer WLAN Internet services (usually for a charge) in towns. The situation differs completely in rural areas where Internet cafes are rarely to be found. However, no data is available for the numbers of Internet cafes in Cyprus. Cytanet is offering WLAN Internet at many cafes and other social places.

Regarding libraries, firstly there are not many libraries in Cyprus and secondly out of personal experience libraries usually don't offer Internet access.

Cyprus does not have DSL but ADSL only, which is a slower version of DSL. Also with respect to the speed of access, some ISPs give misleading information by using non-usual units for the speed. E.g., PrimeTel offers broadband Internet at 750Kbps downloading rate and 256Kbps uploading rate for heavy Internet users, which is both rather slow, especially in comparison to other countries. Even speeds at 300Kbps/128Kbps the company calls 'unbeatable broadband Internet speed'!

1.2 Internet safety tools

To what extent do ISPs offer Internet safety tools (e.g. filters) or provide warnings/advice?

Three ISPs (Cytanet, Spidernet, & PrimeTel) offer such services.

Besides free anti-spam and antivirus protection for personal email Cytanet offers Safe Internet Service that aims to help its customers protect their children from illegal, undesirable and harmful Internet content. The service includes: filtering software with 30 different categories for filtering, creation of user profiles to select for each profile the content to which access is denied and applications that may not be used, blocking of applications, white and black lists, determination of days and times for Internet access.

Spidernet offers Mail Security Service, which doesn't allow spam and virus infected emails be downloaded through the email software.

PrimeTel offers free Value-Added services with Anti-Virus and Anti-Spam connection.

1.3 Media content for children

Is the Public Service Broadcaster a major provider of content for children? And is it also a major provider of such content online?

The Cyprus Broadcasting Corporation (CyBC) has only recently begun to deal with children's content. CyBC is a partner in the Safer Internet Awareness Node. We therefore expect the role to increase.

Who is major content provider for children? Evaluate qualitatively whether this content is rich and/or broad or poor and/or narrow)?

The Ministry of Education is the major content provider. A complete analysis will be delivered later.

To what extent are children targeted by commercial media content?

Currently only mpeg sounds are targeted to the children's population.

2 Internet regulation and promotion

2.1 Legislation and Policing (Regulation)

Here we would like to know, to what extent the government in your country tries to regulate ICTs/Internet.

Can the national report briefly describe relevant laws and regulatory procedures relating to the Internet, e.g. regarding the monitoring of the Internet for images of children used in pornography or requirements related to youth protection? (NB: Is there a distinction between 'illegal' and 'harmful' content?)

Can the report also comment the overall density of ICT /Internet regulation (i.e. are there many relevant laws and requirements, as was identified in the 3-country report in the case of the UK?).

Can the report comment on how much regulation is enforced by the police (e.g. in the UK there is a special unit working in this area, with regular reports of prosecutions).

In Cyprus we have the following Internet Service Providers

CYTANET

Logosnet

Spidernet

OTEnet

Thunderworx

Netway

PrimeTel

Following an initiative of the Cyprus Institute of Technology (government supported Technology Institute), they now have an Association and they are locally connected (as a means to reduce international traffic when users request websites that are local).

To our knowledge there is no initiative or legislation in place that restricts and controls access to content in any way. Three ISPs (CYTANET, Spidernet, & PrimeTel) provide filters for parents to regulate content access for their children, as a form of self-regulation.

Cyprus has both a Safer Internet Awareness Node (www.CyberEthics.info) and a Hotline (SafenetCY). The first is operated by the Cyprus Neuroscience & Technology Institute, through a consortium that involves the Cyprus Broadcasting Corporation, The Department of Social and Political Sciences of the University of Cyprus, the Cyprus Youth Council (CyC), the Family Planning Association and the Olive Tree Branch Foundation (human rights association in North Cyprus). The Cyprus Neuroscience & Technology Institute together with the Cyprus Telecommunications Authority operate the Hotline.

However, the Republic of Cyprus has signed, ratified, acceded or succeeded and essentially incorporated into the Republic's municipal law all international treaties and conventions concerning child protection, elimination of racism, fortification and efficient application of

Human Rights and Fundamental Freedoms in general. A [list of all relevant international treaties and conventions](#) is provided by the official website of the Ministry of Foreign Affairs.

When the Commissioner of Electronic Communications & Postal Regulations (who is appointed by the President) was asked to monitor or accept reports for illegal uses of the Internet he refused and explained that this issue is outside of his duties.

Issues concerning Internet Safety and Protection of Personal Data are addressed in Part 14 of the Law 112(I)/2004. Part 14 of the above mentioned law (Security, Secrecy and Data Protection) is essentially the incorporation of Directive 2002/58/EC of the European Parliament and of the Council of 12 July 2002 concerning the processing of personal data and the protection of privacy in the electronic communications sector into the Republic's municipal law. The [Directive 2002/58/EC](#) can be accessed through the Portal to the European Union Law.

In addition to Law 112(I)/2004, the Office of the Commissioner of Electronic Communications & Postal Regulations has published a number of regulations and decrees governing relevant issues.

2.2 The role of government and regulator

Has your government and/or the regulator:

- a) *implemented programmes to promote the use of the Internet?*
- b) *implemented programmes to raise awareness of potential social impacts and risks related to the Internet?*
- c) *implemented programmes to promote media literacy?*

Please add examples and specify what the government did (e.g. produce leaflets, influence teacher education, pay for school's Internet access, etc.).

In relation to the above, does the government/regulator negotiate with the ISPs and NGOs? (Ask Advisory Panel/Node)

- a) The Ministry of Education has implemented programs that promote the use of the Internet in the school setting. Except from the already mandatory computer's course that students are taking, the Ministry of Education offers wide Internet access to all public schools. In addition, the Ministry of Education is preparing an Internet school program, where education in classrooms and at school will be based on a computer. The program is called DIA.S and it enables students to log on to the web from any computer, check their e-mails, check school assignments, have access to online libraries associated with their school material and check every days class. The teacher can provide computer based exercises. Moreover, parents get an account as well where they can check all the personal data, assignments and grades of their children. Information on this plan can be found on http://www.moec.gov.cy/presentations/ppt/Presentation_DIA.ppt
- b) The police have produced some flyers raising the awareness of people on Internet crime and especially child pornography. In addition, the Ministry of Education has implemented various programs to raise awareness of potential social impacts and risks related to the Internet both for children and for educating parents. Moreover, they have a video and safety guidelines on their website http://www.schools.ac.cy/safety_manual.html . The Ministry of Education has been

circulating leaflets promoting safer use of the Internet. Members of the Ministry of Education are now on the safer Internet advisory board.

- c) The Ministry of Education is in the process of developing programs that would educate teachers and students on how to learn using computers and the Internet. Attempts are still at a very early age, but students are being informed and encouraged to use the Internet for school purposes.

For safely using the Internet in public schools, the Ministry of Education has agreed on the development of a software version by Cyta, called Safe Internet for Schools. This software has been given to schools the last two months. Schools have to install and run it on each computer that has access on the Internet. Technical support is provided to them from both the IT advisors and Cyta. This software is the same for all levels of education since it can be customised.

Most of the teachers were trained on how to use the Internet (basic use) from seminars provided by the Ministry as well as the Pedagogical Institute. The Internet is used a lot by students in all-day and morning schools. It is mainly used as a source for gathering data for projects and other activities given across the curriculum.

2.3 The influence of NGOs

Although we have some more questions about NGOs, specifically, have they been influential in shaping legislation/regulation? Have they lobbied government to create regulation relating to children's use of the Internet? Have they lobbied ISPs to introduce more controls/provide awareness material?

(Ask Advisory Panel/Node)

NGOs have not been influential so far in shaping legislation/regulation but are working on it.

The first hotline in Cyprus (Safeweb; which is now not operational) managed to introduce the problem to the parliament and police.

The current hotline (operated by the Cyprus Neuroscience & Technology Institute and Cytanet – national ISP) is now working closely with the police and indirectly with the government who appears ready to respond to needs and even pass relevant legislation if that deems necessary.

The Safer Internet Awareness Project 'CyberEthics' as well as the current hotline have worked together with one ISP (Cytanet) that now offers filtering software.

3 Public discourses

3.1 Media coverage

This part will be handled by WP2. No answer needed here.

3.2 Role of NGOs and related stakeholders (e.g. charities) in shaping public discourses

(Ask Advisory Panel/Node)

NGOs that deal with these issues:

- CARDET (Centre for the Advancement of Research & Development in Educational Technology)
- Future Worlds Centre
- The Family Planning Association
- The Olive Branch Foundation

a) *How much do NGOs collectively or individually try to create awareness of risks among the public?*

Offering of e-learning sources,

Technology integration in education,

Monitoring, Evaluating and improving e-Trainers competences in a lifelong learning environment

Using PDA's in the teaching of Science / Supporting Student argumentation in Science with PDA's

Adapting e-learning to SME Cultural Diversity

b) *How long have they been active in raising awareness/organising campaigns? (i.e. is this recent?)*

Since 2006

c) *Do they speak with one voice/are they coordinated/does one dominate?*

Yes, they speak with one voice and they are coordinated. The Future Worlds Centre coordinates the others and sends them leaflets that they are responsible to disperse to the public through their organizations.

d) *Are they EC and/or national initiatives?*

Mainly funded by EU, EC, UNDP-ACT, and Cyprus Research Promotion Foundation

e) *Do they provide advice or help lines?*

They disperse leaflets for awareness to the public and offer advice through their websites. Help lines are not yet available, but there is a hotline for reporting Internet crimes.

f) *Who do they target in their awareness campaigns (parents, children directly, teachers, 'the public')*

- Teachers
- Students

g) *Are some risks emphasised more than others?*

In the awareness leaflets and campaigns, child pornography is emphasized more than others so that people get to know that it is a very serious crime and in fact one of the most serious crimes that can be committed electronically.

h) *How successful have they been at getting media coverage (e.g. are they cited regularly in the media?)*

They are very successful in getting media coverage (they have been invited a lot of times to TV stations and radio shows and they also have TV spots playing continuously on

various TV channels. They also have newspaper and magazine coverage in various occasions.

i) How successful have awareness campaigns been?

Awareness campaigns have been very successful especially when directed to children because more and more children start becoming aware of the risks the Internet entails and more parents get to know what information they need to protect their children from.

3.3 Key Events

Are there any examples of key events that influenced public/media discourses in this field?

What influence did they have and how did this work (e.g. did the media or politicians publicly respond to the events in some way, raising issues?)

Or are their few key, memorable events that stand out, but simply on-going media reports (e.g. of paedophile cases)?

There had been several cases of electronic child pornography published in through the media in the past years.

The media appeared to be very judgemental of issues like those and the police is enforcing strict controls to capture and punish criminals of this kind.

I remember that in the beginning of 2007, there was a paedophile case within the government who collected pictures and films with children at his office PC.

4 Values and attitudes

This section will draw more on survey data at a European level. No answer needed.

5 Educational system

5.1 General literacy of the population

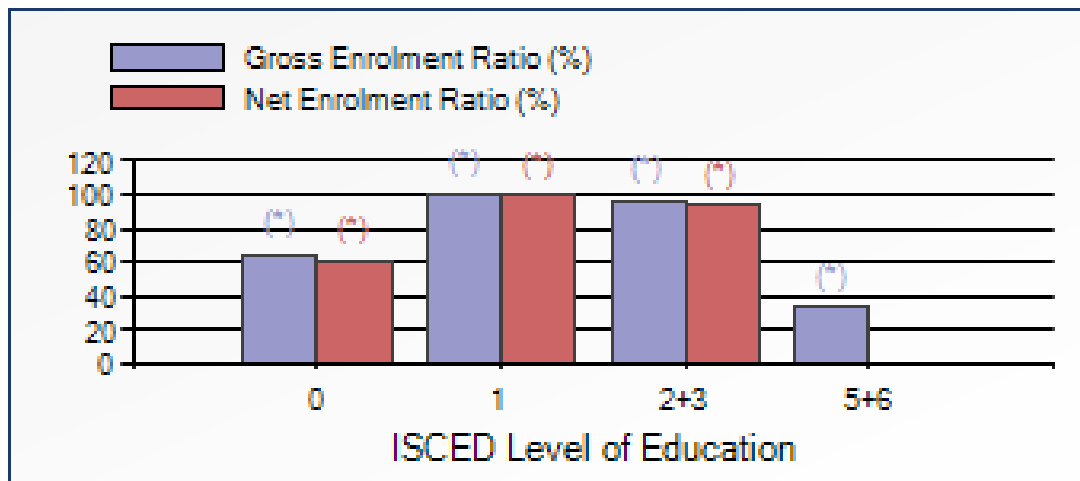
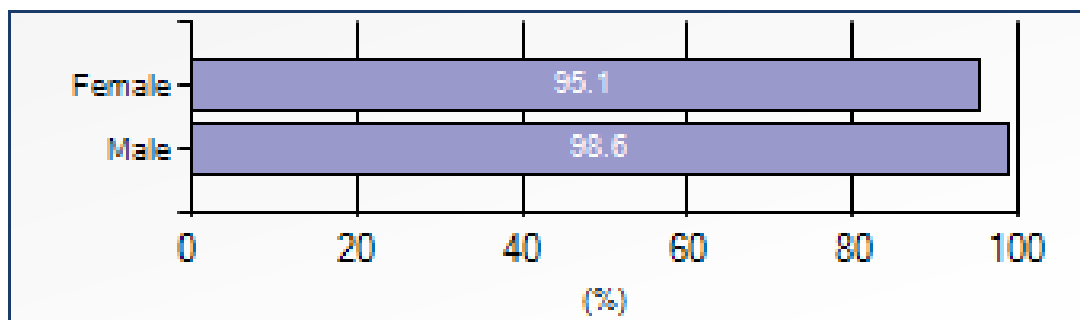
Can national reports make a comment on this, if possible?

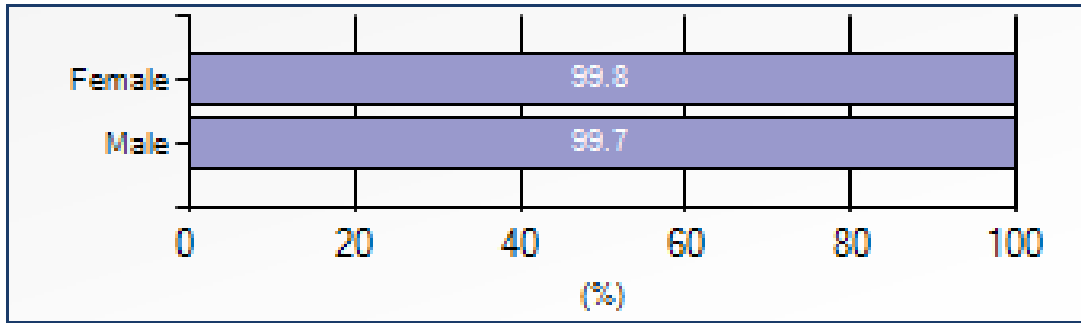
UNICEF DATA

Total adult literacy rate	2000		97
Net primary school enrolment/attendance (%)	1996-2002*		95
Under-5 mortality rank			164
Adult literacy rate	1990	male	98
		female	91
	2000	male	99
		female	95
Number per 100 population	2001	phones	109
		Internet users	22

Primary school enrolment ratio	1997-2000*	(gross) male	97
		(gross) female	97
		(net) male	95
		(net) female	95
Net primary school attendance %	(1992-2002*)	male	-
		female	-
% of primary school entrants reaching grade 5	1995-1999*	Admin. data	99
	1995-2001	Survey data	-
Secondary school enrolment ratio	1997-2000* (gross)	male	93
		female	94

UNESCO DATA

Participation in education**Literacy Rates - 15 years and older - 2001****Literacy Rates - 15 to 24 years old - 2001**



Education Indicators

Pupil / teacher ratio (primary)	(**)	18
Percentage of repeaters, primary (%)		-
Primary to secondary transition rate (%)	(2004)	100
Public expenditure on education :		
as % of GDP	(2004)	6.3
as % of total government expenditure	(2004)	14.4

According to the annual report 'Statistics of Education' (5), of the total number of pupils/students, 75,5% were enrolled in public schools and 24,5% in private schools.

The enrolments of pupils/students by level of education were as follows: Pre-primary 27.028, Primary 61.247, Secondary 65.274, Tertiary 20.078 and Special education 391.

5.2 The education of the parents' generation,

Here we would like to know what proportion of parents have a high level of education. Although we will try to get comparative statistics on this, can national report additionally comment on the distribution of the educational level of people aged 20-50 in each country (i.e. What % had minimal education, what % had higher education etc).

Can reports note the extent to which Higher Education is 'elitist' or 'mass' and has that changed/is that changing.

No available data were found for answering this question. Nowadays however, more and more students enter higher education, which is a sign that the society demands have been changing. Cyprus is not one of the poor countries, thus higher education is something that is affordable by most families and since the demands of the society require that people have some kind of degree to ensure their future, more and more students enter higher education to achieve it.

5.3 The kind of education for today's children

Can national reports comment on any kind of change in the experience of schooling between the children and parents generations?

Children today have more advanced tools for learning. There is the introduction of the Internet and the use of audio-visual aids to enhance their learning. Schools appear to be less strict than in the generation of their parents, regarding the use of violence from a teacher. However, a lot more is expected from children nowadays than was expected from their parents generation. School today appears to be of utmost importance and the foundations of it can shape the future of a person. In previous decades, children could withdraw from the school to help the family by working in the fields, or places that would give them money for supporting their family.

5.4 The technical infrastructure of schools

We will try to find European data on this, but could national reports comment on the degree to which schools have the technical infrastructure to support Internet access (e.g. do most schools have broadband? Is it 'easy' for children to access the Internet at school?)

Internet access in the different education levels is as follows (according to 6): In 2006, in Primary education there were 6,4 computers connected to Internet per 100 pupils (5,7 computers in 2005), in Secondary education 13,1 computers connected to Internet per 100 pupils (12,2 computers in 2005) and in Tertiary education 14,0 computers connected to Internet per 100 students (11,7 computers in 2005).

5.5 Internet and media education

Is Internet/IT/Media education subject on the curriculum? If not, where would children encounter this, if at all?

It is not subject on the curriculum.

They encounter information about the Internet/IT/Media through informational events that are being organized by CyberEthics in order to raise awareness of safer use of Internet. They are also encountering Internet/IT/Media education through parents and friends that have some knowledge on these issues.

6 Background factors

6.1 Levels of social change

- a) *Social change occurs in all countries, but do national teams feel that some forms of change have been rapid or substantial. What are these, and what are the consequences?*
 - b) *To what extent have Governments/the Public been enthusiastic about changes associated with the Information Society – have these been high profile discourses on this topic?*
 - c) *In these discourses is there a sense of the country being left behind, or being at the leading edge, or being 'average' in relation to these technological changes (can examples be provided relating to this)*
- a) The use of the computer (including the use of the Internet) is one of the most rapid changing phenomena in Cyprus. There is a dramatic increase in the people who are using the Internet. In order to hire an employee companies now require PC knowledge. Children have also started using the computer and the Internet, and it started becoming necessary of school education as well. The consequences of this rapid changing social phenomenon are many and varied. On the one hand, people get

more advanced knowledge and tasks become less time consuming than before. Tasks require less effort now as the use of computer is available, and at the same time, a lot more information regarding topics can be found instantly. On the other hand, people and especially children that do not have the necessary knowledge for using a computer and the Internet, are either left behind in their school work or adults have difficulties finding a job.

- b) The government and public seem enthusiastic about the changes associated with information society but they are progressing slowly due to the high demands that technological programs include. It is obvious, however, that there is a need to advance education and in general advance society, that their efforts are high profile discourses.
- c) The country is being 'average' in relation to these technological changes. Young people assimilate easily with those changes and are more capable to face the demands required by companies and/or schools. Older people however, have a hard time assimilating to the changes but society is changing and so are they, trying to catch up with everything that is happening around them.

6.2 Inequalities

What are the key divides/inequalities in your country and how are they measured (e.g. – class, income, education, region, language, cultural minority, etc)?

Some inequalities between the genders (according to 7):

- regarding employment: less females than males have an employment

INDICATOR	Year of reference	Total	Males	Females
Employment rate (employed, 15-64 years/population, 15-64 years) (%)	2006	69,6	79,4	60,3
Employment in Agriculture (% by sex)	2006	100,0	69,8	30,2
Employment in Industry (% by sex)	2006	100,0	80,2	19,8
Employment in Services (% by sex)	2006	100,0	47,8	52,2
Unemployment rate (unemployed/labour force) 20+ (%)	2006	4,5	3,9	5,4

- regarding decision making and politics: less females than males are involved in politics and decision making processes

INDICATOR	Year of reference	Total	Males	Females
<u>DECISION MAKING AND POLITICS</u>	-			
Decision-making posts in the Labour Force, (Administrative and Managerial Personnel) (%)	2006	100,0	83,8	16,2
Members of the House of Representatives (number)	2007	56 (100%)	48 (86%)	8 (14%)
Senior Level Civil Servants*	2005	441 (100%)	339 (77%)	102 (23%)

Judges	- 2007	98 (100%)	63 (64%)	35 (36%)
	-			
Members of Municipal Councils or Other Local Area Governing bodies	- 2007	414 (100%)	330 (80%)	84 (20%)
	-			
	-			

- regarding crime:

INDICATOR	Year of reference	Total	Male	Female
<u>CRIME</u>	-			
Adults convicted	2004	1406	1278	128
Victims of Offences relating to the Violence within the Family	2004	19	5	14
No. of Persons in Prison per 100.000 People**	31.12.2004	49,5	95,1	5,3
Victims of Sexual Assault	2004	73	11	62

6.3 Urbanisation

To what extent is there still a rural (i.e. working in agriculture) population?

31% of the total Cypriot population live in rural areas (2004) (8).

Employment in agriculture is as follows (9):

2nd quarter of 2006: 4.3%

1st quarter of 2007: 4.0%

2nd quarter of 2007: 4.3%

Is this changing/has this changed recently?

The population has changed in its total number; the percentage of employees in the agricultural sector has not.

The rural population has steadily increased from 198.900 in 1992 to 235.800 in 2006; this is an increase of 19%.

The urban population has also steadily increased from 416.000 in 1992 to 542.900 in 2006; this is an increase of 31%.

Is there more Internet adoption in urban centres/large urban centres? Are there parts of the country with poor Internet (broadband, telecoms) infrastructure?

In urban centres there is a higher percentage of people using the Internet. It is important to mention that many rural areas are with poor Internet infrastructure. Most villages have no Internet coverage and can only use dial-up even though the use of the Internet is still not very popular there. There are current attempts however from telecommunication companies now to cover all parts of the island with broadband Internet.

6.4 Work and social class

What percentage of the population is involved in manual vs. non-manual work? We will draw on comparative statistics for this information, but please add a qualitative evaluation.

According to the distribution of employment by sector, in the 2nd quarter of 2007 the biggest percentage of employed persons was concentrated in services with 73.0%, whereas manufacturing followed with 22.7% and lastly agriculture with only 4.3%.

In the 1st quarter of 2007, 73.6% were employed in services, 22.4% in manufacturing and 4.0% in agriculture.

In the 2nd quarter of 2006, 73.0% were employed in services, 22.7% in manufacturing and 4.3% in agriculture. (9)

6.5 Free speech and censorship

How does the level of free speech allowed vs. censorship compare to other European countries? Has this changed? This is relevant for the type of material that appears online and concerns that children might access this.

Cyprus has a well-established democratic system with quite open and free expression of opinion and speech. The government does not interfere in any way on what gets or doesn't get published on the Internet. The issue of censorship is almost non-existent. The only qualifications that could be made are that during the last 5 years of government there were acquisitions by the opposition in two occasions. One case involved the political stance of people during the UN referendum for re-unification in 2004. The second case concerns an acquisition by the political opposition that the government monitored certain mobile phones. However, both events are disputed and in any case they do not involve censorship of Internet content.

6.6 Migration and cultural homogeneity

This might specifically have a bearing on tolerance (including tolerance of what is on the Internet). Provide examples/ evidence if possible.

Cyprus has been changing demographically in much more intense rhythm during the past few decades. Partly because of the political problem (flow of Turkish immigrants as a result of the Turkish intervention in 1974), partly because of the political status quo (Cyprus cannot control its borders due to the presence of Turkish army and it makes an easy target to illegal immigrants) and partly because of EU accession, more than 20% of the people that live on the island do not have permanent residence or citizenship. This situation certainly creates racism and nationalism, which is often expressed in the media. Although, it did not make it to the Internet yet, we expect that soon websites with hate language and racist messages will appear.

6.7 Role of the state

To what extent is the state interventionist in people's lives vs. a laissez faire regime where the state plans a minimal role? Provide evidence/examples.

To what extent is the state and/or the government regarded as being responsible for Internet safety (compared with industry, school, parents)?

The state is not very interventionist in people's lives but they offer all the help they can for protecting its citizens. They provide information and awareness nodes for all the subjects that

the public needs to be aware of. For example, in regards to Internet safety, the government disperses leaflets to students raising their awareness of the hazards that the Internet entails and helping them to be protected from being victimized through the Internet.

The main regulator and responsible for Internet safer is the Ministry of Education. It has the greatest impact on people and of course it is the major source that people would adhere. Of course, parents play an important role in enhancing Internet safety in children, but the government needs to awaken the people as to what issues they should be cautious of.

6.8 Language

To what extent is English spoken as a second language? We will draw on comparative statistics on knowledge of foreign languages (at least for adults and adolescents). BUT can the national reports add a qualitative evaluation of the actual knowledge and use of English among children and young people. When do children start to have English lessons at school?

English is widely used as lingua franca and language of education. Private schools are all English speaking schools. However, an estimation of 25% of young people does not properly know and speak English. The older generation does speak in general, due to the historical situation. Schools begin teaching English in the 4th grade of primary school.

Is the national language part of the Internet large (e.g. reflecting a large country, such as the German language part of the Internet)?

Yes, both national languages (Greek and Turkish) are part of the Internet. In fact, many Greek Cypriot websites are bi-lingual (Greek and English), some websites, especially those that are related to bi-communal activities and projects, are even tri-lingual (Greek, Turkish, and English).

Can the population easily read other national languages (e.g. Czechs reading the Slovak sections of the Internet)?

Greek Cypriots can easily read Greek and English.

6.9 'Bedroom culture'

In some countries, such as the UK, parental fears about the risks to children in unsupervised spaces outdoors have been one factor that has led parents to encourage their children to stay indoors, to spend time in friend's homes and/or participate to participate in (adult) supervised activities elsewhere. The first options have supported the emergence of a 'bedroom culture' where children's rooms have become increasingly media rich, including access to the Internet. To what extent does this apply in your country and can you find any evidence to support your arguments.

Cypriot households do not yet hold this kind of fear relating to unsupervised spaces outdoors. Cyprus is a very closed and conservative society; it does not entail so many dangers outside the house as it is the case in larger countries. However, children's rooms have become increasingly media rich, including access to the Internet but this is the case primarily because of the advancing of technology. Children nowadays, ask to have technology equipment either because their peers have, or because they heard about it and it's in fashion ("that's what everybody does"). There is no scientific evidence supporting this argument, but for whoever lives in Cyprus, this is a reality that is faced everyday in people's lives.

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