

National report for Greece

By Lisa Tsaliki

1. The Internet

1.1 Children's Internet access

According to the *Annual Survey of e-Europe & i2010 indicators for 2006*, electronic equipment per household in Greece (e.g. ownership of DVD, desktop, laptop, and Internet connection) increased from 24,2% in 2005 to 27,4% in 2006, compared to 48% in the EU25 for 2005 and 51% for 2006.

In contrast to the use of the mobile phone – which is ubiquitous in Greece as shall be shown – the percentage of PC and Internet usage is much lower. 86% of Greek households owned a mobile phone in April 2006, and the percentage of use was equally high for both men and women (88,4%; 82,8%).

How does this compare to the percentage of PC and Internet use according to gender? Both genders appear less inclined to use their computers and the Internet in relation to their mobile; men, however, appear to be more at ease with computer and Internet technology than women (*Identity of Internet users in Greece*, April 2006).

Gender	Percentage of PC use (April 2006)	Percentage of Internet use (April 2006)
Men	42,1%	28,4%
Women	28,7%	18,0%

Furthermore, an age breakdown shows that 48,4% of those aged between 16 to 24 use the Internet frequently (i.e. at least once per week); of those aged between 25 to 34, 32,7% use it frequently, and of those between 35 to 44 years of age, only 27,1% are seen as frequent users. Percentages drop sharply once middle-aged and senior users are considered: only 16,2% of those aged 45 to 54, 7,3% of those aged between 55 to 64, and 2,2% of those between 65 to 74 years of age use the Internet on a frequent basis, which indicates that younger age groups are more at ease with Internet technology while senior groups are effectively marginalised. Overall, the Greek average for frequent use of the Internet in 2006 is 21,7% compared to 47% in EU25 (*Annual Survey of e-Europe & i2010 indicators for 2006*).

The age breakdown of mobile phone usage in Greece is as follows (*Identity of Internet users in Greece*, April 2006):

Age group	percentage of use
16-24	98,2%
25-34	97,1%
35-44	94,7%
45-54	89,3%
55-64	79,5%
65-74	53,9%

This shows that mobile ownership among younger ages in Greece reaches almost 100%. Even among older age groups (55 to 64, 65 to 74), mobile ownership is rather high (79,5% and 53,9% respectively), indicating the importance of mobile communication for them. When it comes to PC and Internet use by the above age groups, the picture is different (*Identity of Internet users in Greece*, April 2006):

Age group	PC use	Internet use
-----------	--------	--------------

16-24	80,6%	56,6%
25-34	53,3%	37,3%
35-44	40,4%	25,6%
45-54	26,8%	14,6%
55-64	10,1%	5,5%
65-74	2,6%	1,3%

While for younger ages PC and Internet technology is evidently part of their culture, the gap between younger and older users becomes paramount. Hence, it transpires that in Greece too, as in other countries (Loader 2007; Matsuda 2006), the mobile is an easy-to-use and accessible ICT, especially for those over 60, whereas the computer and the Internet are practically out of limits for them since older generations find their technology threatening and alienating.

It transpires that while Greece may be in the laggard when it comes to the overall spread and use of ICTs in comparison to its European partners, some 'pockets of excellence' are discernible when it comes to the use of mobile technology that appeal to both the younger and older sections of Greek society. Mobile technology, here too, is the way forward in order to bridge the digital divide across the ages (Matsuda *ibid.*).

Using the Internet

As far as reasons for using the Internet are concerned, information seeking is the main reason why someone might be using it. In fact, information seeking is the principal reason for using the Internet for all Internet users, with sending and receiving emails the second most important reason. For the age group 16 to 24, in particular, online chat, entertainment, and electronic transfer of games and music are of great significance with 51%, 78% and 56% percentage of use respectively (*Identity of Internet users in Greece*, April 2006). Another report demonstrates an increase in using the telephone via the Internet (14% in 2006 up from 10% in 2005), as well as in using the Internet to watch television or listen to the radio (28% in 2006 up from 24% in 2005). In contrast, using the Internet for entertainment is in decline (44% in 2006 from 60% in 2005), as is the downloading of music and games (22% in 2006 from 36% in 2005), and the downloading of newspapers and magazines (29% in 2006 from 42% in 2005) (*Annual survey of indicators for action plans eEurope and i2010 for year 2006*, 2007).

Location of Internet access

Regardless of gender, age, educational level and area of residence, Internet users in Greece access the Internet predominantly from home and work. Men use Internet cafés more often than women in order to access the Internet (23,4% of men compared to 12,1% of women), perhaps because Internet cafés are seen as 'seedy' places, sometimes hosting billiards or video arcades, 'not fit' for women. Having said that, Internet cafés and friends' homes are appealing places of Internet access mainly for graduates of lower secondary education (41%, 33,4%) – though for this group, too, it is access from home that reigns (67,5%).

Accessing the Internet from university is the only case where women outperform men (14,7%: 11,9%) – one possible reason being that female academics and students use the Internet at university because they may not have Internet access at home (in contrast to male students and academics). For university graduates, Internet cafés, friends' homes or public spaces are very rarely used (10,4%, 15,5%, and 2,6%), since these groups access the Internet mainly from home and work (78,9%) (*Identity of Internet users in Greece*, April 2006).

A survey conducted by the Institute of Communication categorised Internet users into two groups: the Initiated (who account for 16,5% of the sample), and the Practical ones (15,9%). It also classified non-users into three groups: the Willing (19,6%), the Cautious ones (30,8%), and the Negatives ones (17,2%). The 'practical' ones are predominantly men, between 18 to 44 years of age, upper class, students, executives, scientists, directors, and consider the Internet as a necessary career tool. Those who are 'willing' are principally women, though

men are also included, 25 to 34 year olds, from across the socio-economic strata, who state that the Internet could be a means for personal development and entertainment. Those who are 'initiated' treat the Internet as both a tool and as a means to enjoy themselves, while the 'practical' ones consider it to be an indispensable technological achievement and necessary job tool. Even among the non-users, the Internet is seen as a useful technology that improves rather than deteriorates the modern way of life (www.wwwwhy.gr). The survey suggests that Internet development in Greece can result either from increased usage/connectivity from those already using it (in turn, a result of cost reductions and improved available content), or from new users (particularly the 'willing' and 'cautious' non-users, though the latter to a lesser extent). In any case, advancing Internet use in Greece could only happen if technical infrastructure and content are improved, costs are reduced, and more information becomes available regarding Internet safety and risks.

Comparison with the EU

In 2005 Greece had the lowest PC and Internet usage in Europe, both for men and for women:

	Greece	EU15	EU25
Men	31%	57%	55%
Women	26%	66%	62%

The percentage of Internet usage for men is higher in Greece, similarly to the rest of Europe, though the overall Internet use by both genders is at much lower levels.

	Greece	EU15	EU25
Men	26%	59%	55%
Women	19%	50%	47%

Based on the educational level, the gap between individuals of a higher educational level and those of a lower one in Greece is 51%. Greece presents the lower percentage usage for the Internet in EU25.

	Greece	EU25
Higher educational level	57%	81%
Lower educational level	6%	29%

(Identity of Internet users in Greece, April 2006).

ICT expenditure

It is interesting to explore the consumerist attitudes towards ICT products and services in Greece as they have evolved over the last few years.

In 2004, Greek households spent 4,95% of their Average Monthly Expenditure (1792€) to buy hardcore ICT products and services¹, up from 3,81% in 1999 (AME 1383€) – an increase due predominantly to telecommunication services. A look into the total annual expenditure of private households for ICT products/services will show that while in 1999 Greek households spent 2,84€ billion to buy hardcore ICT goods and services, this increased to 4,25€ billion in 2004. This expenditure reflects principally a consumerist tendency whereby the average

¹ This expenditure refers only to the 'hard core' ICT goods and services, i.e. telephone and fax equipment; telecommunication services; PCs and printers; software; electronic games and games consoles; subscription to satellite, subscription and digital channels; PC training.

Greek spends considerably more on telecommunication services since 1999, and mainly on mobile telecommunications. Lower income groups spend more on ICTs in relation to the more affluent ones, something that can be explained by the ubiquitous spread of mobile telephony across all income groups in Greece (*Study of informatics and telecommunications sectors in Greece: current state and future prospects*, 2006: 54-57).

Also of interest is the fact that, as part of the ICT expenditure, there is a significant percentage increase for PC purchase, mounting up to 145€ million in 2004 – almost double compared to 1999 – as well as for subscription television (163€ million). Agewise, the highest expenditure for ICT goods and services is realised in households where the person in charge is between 45 and 54 years old. Once again it is expenditure for telecommunication services that reigns, with those aged between 45 and 55 years spending 110,3€ per month on telecommunications, followed by those aged between 35 and 44 (97,1€ per month). This kind of expenditure decreases considerably in 'senior' households (65 to 74 years old, 56,7€ per month; 75 years old and above, 34,8€ per month). While the young (under 24) also demonstrate high ICT expenditure on telecommunication services (75,1€), it is they who dominate PC expenditure in relation to the other age groups. Furthermore, younger households (where the person in charge is younger than 24) commit 7,4% of their *total* expenditure to ICT goods and services (especially to mobile telephony and computers) – the highest percentage contribution to ICTs among all age groups (*Study of informatics and telecommunications sectors in Greece: current state and future prospects*, 2006: 59-60). This trend indicates that younger generations are well-informed potential customers for the ICT sector and, more importantly, represent a growing section of ICT users in Greece.

From a series of annual reports (EDET) it transpires that basic indicators for PC and Internet use across the national population in Greece have more or less consolidated, in contrast to the ongoing penetration of mobile telephony. PC usage in the national population in 2002-2005 was between 26-27%, with ages between 15 to 64 showing a better performance (32-34%); Internet usage for the national population was below 20%, while for ages 15 to 64 came up to 21-24%. It becomes evident that once the 'problematic' section of seniors above 65 years of age is eliminated (this is a substantial population group, accounting for 20% of the total population according to the 2001 census, who present minimal percentage of ICT use apart from the mobile), the total indicator increases (*Study of informatics and telecommunications sectors in Greece: current state and future prospects*, 2006: 106-7).

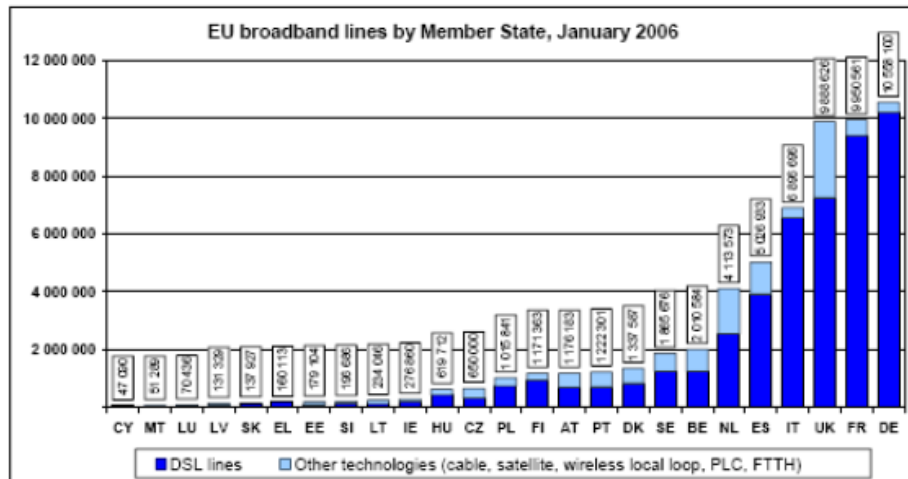
	2002	2003	2004	2005
Mobile ownership by the population	58,5%	64,7%	69,4%	73,1%
Mobile ownership by the population 15-64ys	69,0%	75,8%	80,0%	83,8%
PC use by the population	25,8%	27,1%	25,9%	27,3%
PC use by the population 15-64 ys	32,5%	34,2%	32,2%	34,3%
Internet use by the population	17,2%	19,9%	19,7%	19,5%
Internet use by the population 15-64 ys	21,6%	25,2%	24,5%	24,6%

(source, annual reports, National Network for Research and Technology- EDET)

Broadband

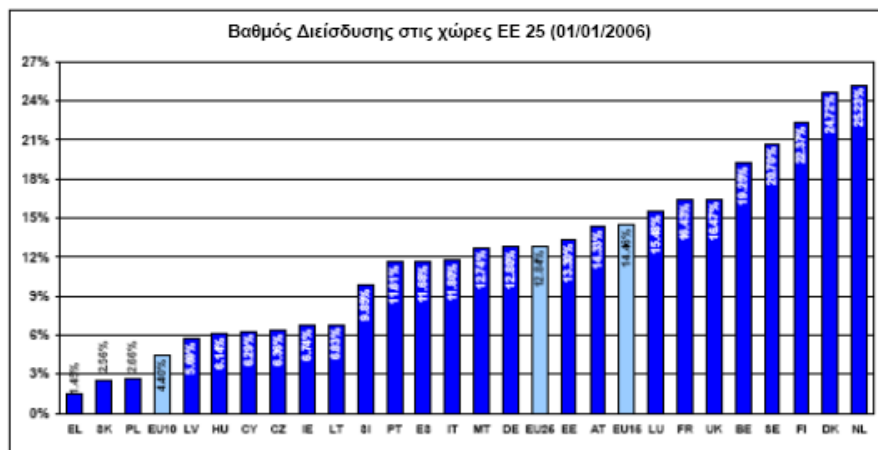
In Greece, in comparison with other European countries, there is no infrastructure for cable television, hence the development of broadband connections and services depends on PC and Internet penetration in Greek households (*3rd Half-Yearly Broadband Report*, 2006). The country ranks rather low when it comes to examining broadband lines by member states (Table 1). It comes sixth within EU25.

Table 1. EU broadband lines by member state (source: European Commission, DG Information Society and Media, 'Broadband access in the EU, situation at 1st July 2005').



Similarly, when we consider the penetration rate of broadband in EU25, Greece is the laggard among its European partners (Table 2).

Table 2. Penetration rate of Broadband (connections per 100 inhabitants)



Broadband penetration (defined as connections per 100 inhabitants) in Greece was 6,84% in July 2007; the total of broadband lines came up to 760.698, up 156,39% from 2006 and 56% from the previous semester. Demand has been rife over the past months, with 45.470 new connections taking place on a monthly basis during the first semester of 2007 (or 2066 new connections per every working day). The average cost for broadband connections, particularly at higher speeds, has dropped considerably since 2004, as a result of intensified competition among several providers. Estimated projections of broadband penetration for the first semester of 2007, from the most optimistic scenario that foresaw a 9,9%-10,3% penetration, to the more conservative one, allowing for a 8,6%-8,8% penetration, placed Greece *within* the convergence plan of EU25 (*5th Six-Monthly Broadband Report*, 2007).

According to the 2005 Eurobarometer, 42% of Greek parents use filtering tools that block the access to certain sites when children user the Internet.

Forthnet offers extensive safety advice to parents regarding safe navigation (www.forthnet.gr/templates/viewcontentTmArt.aspx?p=116860), which includes appropriate filtering and monitoring software, as well as suggesting: 1) having family discussions on how to access the Internet safely; 2) using prepaid Internet cards as a way of monitoring time spent online; 3) techniques for supervising children's access time. A detailed account of possible online risks is available, identifying privacy, security (from viruses or hackers), inappropriate content, online fraud, Internet addiction, e-crime (seen as 'illegal online activities' with no further clarification), and identity theft risks. Parents are also informed about

a number of 'danger signs' children show when online. The only drawback is that this kind of advice is not evident at first glance, and concerned parents have to search before they stumble upon safety tips.

Otenet offers a Security Kit (ranging from 3,60 to 25€ per month) which includes anti-virus, anti-spamming, firewall protection and a Parental Control service that allows the filtering of a number of categories ranging from gambling, hate, drugs, sex, weapons to webmail and chat – the user decides which categories to activate or block (<http://corporate.otenet.gr/otenet/home/individuals/individualssecuritykit/parentalcontrol/>).

Vodafone provides advice for parents regarding the content their children have access to through their mobile phone or the services they make use of on their mobile. Special mentioning is given to appropriate use of the built-in camera on the mobile handset (<http://www.vodafone.gr/live1/page.jsp?pid=0106050474&vars=0000000000>). Vodafone has also produced a leaflet informing parents about safe use of the mobile which is available at every Vodafone outlet.

Microsoft Hellas also provides plenty of specialist information and advice targeting both parents and children. A quiz for parents of children between 2 and 7 years of age and another for those between 13 and 17 assesses parental knowledge of potential risks; separate advice is given for different age groups (2 to 4, 5 to 6, 7 to 8, 9 to 12, 13 to 17), while provisions are made for raising awareness on online videogames, online gambling, Internet addiction, hateful content, and piracy. Interestingly, there is advice available on the safe use of social networking sites and blogs by young teenagers (<http://www.microsoft.com/hellas/athome/security/children/default.msp>).

From the remaining ISPs in Greece (there are about 60 odd ISPs in Greece; among the main players are Altec Telecoms, Hellas On Line, Compulink, On Telecoms, Vivodi, Wind, Tellas, Lannet)², none offers any extensive safety advice or filtering tools for either parents or children². Cosmote, the mobile operator of the Greek Telecom (OTE) – with one of the highest shares within the national mobile market, although having signed for the Safer Internet Day of the European Framework for safer mobile use by younger teenagers and children – has yet to offer any relevant advice on its site (www.cosmote.gr).

1.2 Findings on children's access to the Internet and online technologies

As regards Internet access, the only pertinent evidence available, on a national level, is found in a small number of studies by the Greek Information Society Observatory. Even then, the data available are not always applicable or directly relevant to the questions raised by the EU Kids Online project. Other evidence (e.g. on the identity of Internet users in Greece) does not include young children, only teenagers aged 15 or 16 and above (they usually belong to the age group 16 to 24). Hence, the user group 16 to 24 presents the following location pattern of Internet access: from home (71,4%), from an Internet café (28,4%), from university/college (17,4%), from school (15,3%), from work (10,1%), and from friends' homes (11,8%) (*Identity of Internet users in Greece*, March 2007).

Almost all schools in Greece (96%) had Internet access in 2005 (*Study on the definition and observation of eEurope 2005 indicators in Greece-Research results from schools across the country*, Greek Information Society Observatory, September 2005: 12). Internet penetration at schools that owned PCs was almost universal (97%) in 2006. The most popular type of connection is ISDN, while broadband access is on the increase, especially in the upper secondary education (Lykia). Students used the Internet in 7 out of 10 schools with the appropriate infrastructure in 2006 (73% down from 81% in 2005).

² Tellas has launched a DSL package with firewall, anti-spam and anti-virus services; Hellas on Line presents the 'hol total security' package which provides full anti-virus and anti-spamming protection and, separately, parental control facilities at 3,5 euros p/m; On Telecoms has anti-spam services on its ADSL package (research by Despina Chronaki).

Students use the Internet principally within a context of becoming acquainted with the PC (especially in primary education), and much less within a context of preparing schoolwork (mainly in lower and upper secondary education, that is Gymnasia and Lykia, compared with primary education), or playing games.

Very few school units (6% in 2006 down from 11% in 2005) offer students the possibility to access the Internet via the Greek School Network (EDUNET), and only 2% provide email accounts to students. Schools (94%) do have a central email address, but only 1 in 3 have a website in 2006 – similar to 2005. School units that do not have a central email address are usually small units in rural areas. Similarly, schools that do not own a website are principally primary schools and schools in rural areas (*Study on the definition of eEurope and i2010 indicators for 2006 and 2007-Research results from schools across the country*, March 2007).

1.3 Findings on children's use of the Internet and online technologies

An Internet connection is to be found in all schools that own PCs (97% in 2006), and therefore the majority of schools in Greece. A larger number of PCs is found in schools in the Attica prefecture, and mainly in Athens (there is a statistically significant larger number of PCs in Athens in relation to schools in other urban and rural areas); in Lykia (upper secondary education) in relation to Gymnasia (lower secondary education); and primary schools, in larger school units (200 students and above) in relation to smaller ones.

PCs in schools are principally used for educational purposes (80%), although they are also used by the administrative personnel (53%), and teachers themselves (47%). They are used less for joint usage by students/teachers. In addition, PC use for educational purposes and teaching is significantly lower in primary schools and in rural areas where the Internet is used more by administrative staff (*Study on the definition of eEurope and i2010 indicators for 2006 and 2007-Research results from schools across the country*, March 2007).

According to the Greek national analysis of the 2007 Eurobarometer report (*Safer Internet for Children: National Analysis-Greece 2007*), for younger children (9 to 12 year olds) the Internet is primarily an educational tool rather than a recreational one. Therefore, the time they spend while using it varies according to their homework or the ease with which they find the requested information. When they do use it, younger children usually access the Internet during weekends when they have more free time. Their Internet use does not exceed 1 to 2 hours each time, and usually lasts around half an hour.

Older children (13 to 14 years old) seem to have more systematic Internet patterns, since they use it for a wider set of applications (homework, music/movie/ring-tone downloading, surfing for fun, MSN, and emailing). Accordingly, although not happening on a daily basis, Internet use is more regular and systematic, not depending entirely on schoolwork, but on personal interest as well as (ibid.).

Apart from the above, some conclusions can be drawn about older teenagers (16 to 19) from the report of the Greek Information Society Observatory (*Identity of Internet users in Greece*, March 2007). Higher percentages of PC and Internet use and access for 2006 are found in the age group 16 to 24 (80,6% and 58,6% respectively, up from 79,3% and 56,6% in 2005). PC and Internet use is inversely proportionate to the age of users, as can be seen by the percentages of use for the age group 65 to 74 (PC use 4,7%; Internet use 2,5%). There was a significant increase in the everyday access to the Internet for those aged 16 to 24 between 2005-2006, whereby estimated use increased from 46,0% in 2005 to 56,8% in 2006 (16-20).

1.4 Internet and Media Content for Children

Of the three channels of the Greek public service provider, ET1, NET and the regional channel for Northern Greece, ET3, only ET1 and NET offer a (limited) number of children's

programmes on their weekly schedule; currently, ET1 offers a two-hourly session per day, from 08.00-10.00, comprising dubbed British and some Greek programmes. Also available on ET1 is an afternoon slot, from 17.30-19.00, which involves dubbed cartoons. On weekends, NET takes over and offers an hour-and-a-half (10.00-11.30) children's slot comprising dubbed Disney cartoons. ET1 has scheduled its educational programme every Friday (10.00-11.00) and Saturday mornings (07.00-09.00).

By comparison, private broadcaster STAR offers a diet of dubbed US cartoons from 06.00-13.00 – only on a weekend; private channel, ALTER caters for younger audiences through the provision of yet another series of dubbed cartoons from the UK and the US from 06.30-13.00, again only on a weekend, and, Channel 9, also a private broadcaster, offers a daily Nickolodeon diet from 07.00-11.00 and from 14.30-17.00 every day of the week.

Neither the state nor the private operators cater for children online by providing any kind of content. The Greek television sector, although it has had an online interface for some years now, is not interested in offering children's material online. Instead, all channels seem to have younger audiences in mind insofar as their afternoon and evening sitcom and soap opera screenings are concerned. Audience measurements have indicated that among the most avid viewers of comedies and soap operas on Greek television are older children and young teenagers, so television channels 'compensate' for their lack of specialised children's programming by commissioning safe and formulaic programmes which they know they will appeal to children.

The content which *is* available for children is offered by a variety of agents. The Foundation of the Hellenic World (IME) (www.ime.gr), and its children's club 'imeakia' (www.ime.gr/imeakia/index.html) offer a diet of online games. The General Secretariat for Civil Protection provides for training in how to deal with disasters through a number of online games (www.civilprotection.gr/games/paixnidia.htm); the Greek Awareness Node, which also provides for a number of games featuring its mascot, a dog named alfa (www.saferInternet.gr/Default.aspx?tabid=286). The site www.netkids.gr is a safe haven for children who want to play games online, while the Attica Zoological Park (www.atticapark.gr) is another outlet for online fun for young children. The educational portal of the Ministry of Education, provided by the Greek School Network, includes educational content for young children in the form of interactive games (www.sch.gr/portal/media-type/html/user/anon/page/default.psm/js_pane/6000), while the Greek Parliament has a short entertainment page for children on its website (www.parliament.gr/kids/psychagwgia/default.htm); the Greek Public Broadcaster advises its children users to visit a number of links, available either in Greek or English. The Greek links include: the site 'lkade' (towards the homeland) hosted by the Bank of Cyprus which presents an interesting array of games (www.oikade.gr/class.asp); the site 'Pedia' (Education) which hosts educational and entertainment games at (www.pedia.gr/games_old/index.html); at www.e-selides.gr, primary school children can find educational material for their homework, play games, take part in online tests and forums, and end up on the Greek School Network. Other links offered range from athletes and alcoholism to human rights, fishing, archaeology and ancient Greece.

From the above sites, only the Awareness Node and the Greek School Network include safety tips for youngsters when online. This is particularly interesting in the case of the public broadcaster, ERT, which is the communication sponsor of the Greek Awareness Node and its awareness raising television campaign³.

Altogether, I would argue that the material available for children in Greece, be it online or offline, is still underdeveloped and narrow in range. The offline content usually concerns a staple diet of dubbed cartoons, mainly of US origin, a few Greek programmes tailored to children, and some educational television (which, scheduled at some really early slots, raises the question of whether or not it has been included in the weekly programme merely to meet the quota for educational content by the state broadcaster). In addition, many younger

³ Even more so when it is considered that at <http://www.medlook.net/kids/default.asp>, a URL offering medical advice and information, tips on safe Internet surfing for children and parents is available.

viewers will tune in in order to watch the majority of Greek series, serials, reality and talent shows (material which is not always suitable for them). The online content catering for children is still in its infancy, a reflection of the fact that: a) the Internet is a relatively new industry in Greece, b) the parent generation feels, by and large, awkward in the face of the new media and its various outlets and hence lacks both the knowledge to guide children towards appropriate content online and the ability to act as leverage towards the creation of such content for them, c) younger generations in Greece are only now discovering Internet technology, hence the demand for material of interest is still underdeveloped. Attention should be drawn to the fact that only very few young Greek children would be literate enough to access appropriate online content in any other language than their mother tongue; the case is different with older teenagers who are more proficient in English and can access non-Greek material.

1.5 Opportunities experienced by children online

Although no direct relevant evidence exists, it could be assumed that children experience the following opportunities when using the Internet (according to their teachers): they get familiar with the PC; they can prepare for their homework; they can play games; they can get in touch with other schools; they can communicate with other students; they can search for information; they can use it for educational purposes (*Study on the definition of eEurope and i2010 indicators for 2006 and 2007-Research results from schools across the country*, March 2007: 15). The students themselves have not been queried about their own perceptions of what constitutes an online opportunity.

Drawing from an interview with the Electronic Crime Squad of the Greek Police (conducted by Valia Papadimitraki), the Internet is seen as a place with immense opportunities for anyone, especially children, providing the user is 'streetwise' – something that holds true for the offline world as well.

The national awareness node introduces the opportunities for children's entertainment and education that can be found in the online environment, and the role the local authorities can play into this.

It can be deduced that as children get older, their range of online uses broadens (*Safer Internet for Children. National Analysis-Greece*, April 2007: 7).

Drawing from the Eurobarometer (*Safer Internet for Children. National Analysis-Greece*, April 2007: 11), both older boys and girls surf the Internet for fun as well as information for their homework; online games interests mainly older boys, while music, video, film downloading is appealing more to older girls; both genders are equally interested in downloading ring tones and images for their mobile.

When it comes to mobile phone use, the most popular applications for all children seem to be making or receiving phone calls and text messaging, followed by taking pictures. MMS or Internet connection are rarely used (ibid: 16).

1.6 Risks experienced by children online

Risks as perceived by adults:

According to the Eurobarometer survey of 2005/6, 15% of parents/guardians think that their child has ever encountered harmful or illegal content on the Internet.

According to their teachers, 15% of school children have visited a website containing inappropriate content (whether they stumbled upon it or they deliberately visited it is not clarified). There are more incidents of students attempting to visit a website with inappropriate content in upper secondary education (31%) (Lykia), less in lower secondary (20%) (Gymnasia) and even less in primary education (3%). According to teachers, only a very

small percentage of parents (7%) is concerned about the way their children use their PC. In most instances, their fears refer to indecent content and the inability of parents to check computer use by their children. In addition, these parents consider this kind of activity as a waste of time and a way to neglect homework (*Study on the definition of eEurope and i2010 indicators for 2006 and 2007-Research results from schools across the country*, March 2007).

Or institutional bodies:

These are threats children are faced with according to the Electronic Crime Squad of the Greek Police (see Part II, 2.1 in this report):

- 1) Child pornography (websites or chat rooms that aim to circulate such content or to seduce minors).
- 2) E-fraud (Spanish Lotto, Nigerian letters, credit card fraud and so on)
- 3) Cracking (digital vandalism)
- 4) Software piracy or trafficking (on-line sale of Mp3, movies and software)
- 5) Online drug trafficking
- 6) Breach of privacy (publishing of personal data and photos of erotic content without the knowledge of the victims)
- 7) Blackmail over the Internet.

Based on an interview with the Electronic Crime Squad, the number of children-related incidents is on the increase in 2006-7; the main dangers are child pornography, grooming and suicide.

Other risks, this time identified by the Greek awareness node, concern Internet addiction, gaming and gambling, social networking- and moblogging-related risks, grooming, bullying, happy slapping, P2P exchanges, pornography; phishing, pharming, spamming, various scams, online fraud and many more. For more detail, see Part II of 3.2 in this report.

Risks as perceived by children themselves

According to the Eurobarometer (*Safer Internet for Children. National Analysis-Greece*, April 2007) for children aged 9 to 14 years, contacting viruses online (either from the Internet or their mobile phones) and health-related issues (the impact on sight caused by computers and brain damage as a result of radioactivity from mobiles) are among the problems identified by children themselves, regardless of age. For older children, Internet fraud poses another online risk, hence they are careful about giving away their personal details. In addition, children of all ages are aware of stranger danger. It transpires that children are conscious of the risks and problems related to online technology, and have already taken measures, following parental recommendation, to reduce or even eliminate such risks.

In the interview with the Electronic Crime Squad of the Greek Police it was stated that whatever takes place in countries where children have become overtly familiarized with the Internet, in terms of Internet-related risks and crimes, are now occurring in Greece too.

Based on my own research⁴ (Tsaliki 2008b), and being careful not to generalize its findings, I would suggest that girls, although equally concerned about their health as boys (82%: 87%), appear to be more frivolous when it comes to mobile phone rates: only 58% of the teenage girls in the sample were worried about their monthly bill compared to 79% of the boys. The same applied to questions about infringement of privacy, with only 53% of the teenage girls saying that they were concerned about having their secrets exposed over the mobile, compared to 61% of the boys. However, when it came to whether or not they would share personal details with a stranger, girls demonstrated higher levels of reservation in relation to boys (77%: 64%). This tendency of adolescent children to push their boundaries and

⁴ A short qualitative survey was conducted in May 2007, based on a sample of 208 Athenian teenagers (85 male, and 123 female) aged between 11-19 years; the majority of them (178) came from state schools, and 30 from a private school. 85% of the sample was Greek, and of the remaining 15% of immigrants, 9% was of Albanian origin.

experiment with their identity has already been discussed as part of the process of being a teenager. Furthermore, older teens are more skilled and, having greater confidence in their abilities, are more likely to be risk-takers or sensation-seekers.

1.7 Internet regulation and promotion

Apart from the general provisions of Law 2472/1977, which protects personal data, the Greek Constitution and the Greek Penal Code safeguarding one's personality from insults, protecting the privacy of communications, as well as transactions of any kind (including digital ones), specialized provisions are now in place in order to regulate electronic communication. They include: Article 14§3 of the Greek Constitution which allows the confiscation of any material of obscene content that offends public decency, and is further clarified in article 30 of Law 5060/1931. The latter deems obscene those manuscripts, publications, images and other material that, according to the public feeling, constitute an offence against public decency. This particular clarification raises questions within the legal profession as to whether or not it applies to the Internet (Karakostas and Pirgakis 2001: 98). Overall, Internet regulation in Greece has a suppressive character and aims to deter people from breaking the law while at the same time allowing and protecting freedom of information.

Other provisions include article 353 of the Penal Code, which regulates the cause of scandal through obscene actions; Law 3040/02 which decrees against human trafficking, child pornography and exploitation of the sex drive in order to make a profit; article 16 of the Penal Code which defines the place of the criminal act; Law 1805/88 which decrees Internet crime; Law 3471/2006, which implements the 2002/58 EU guideline, and refers to the protection of personal data and of one's privacy when it comes to electronic communication; article 348 of the Penal Code, and amendment of act 3064/2002, which forbids the facilitation of debauchery of others as well as the facilitation of lecherous behaviour by any means, be it via a classified advertisement, a telephone conversation, an electronic message, or an image. Perpetrators face fines and imprisonment; article 348a of the Penal Code which is about the protection of minors by forbidding child pornography of any kind – pornographic being any material, visual or not, which intends to stimulate sexual drive; articles 370 and 370b and 370c of the Penal Code, offering protection from hackers, whereby state, scientific and business secrets are protected; article 330 of the Penal Code which regulates against the use, or the threat, of physical violence; with act 2101/1992 Greece ratified the United Nations Convention on the Rights of Children, where it is expressly stated that Contracting States will take all necessary measures to prevent the exploitation of children for the production of pornographic spectacles or material; Presidential Decree 131/2003 adopts Greek legislation with EC Directive 2031 on e-commerce and includes provisions regarding responsibilities of the ISPs (providers have no obligation to check the content on offer and no responsibility either, unless they have been notified by the authorities about illegal content). There exist other legal provisions which concern electronic transactions and consumer protection, but not minors (e.g. Presidential Decree 150/2001 which regulates e-signatures, and Law 2251/94 regulates consumer protection for e-payments and distant contracts).

Greek penal laws, in accordance with article 5 of the Penal Code, apply to acts taking place within the Greek territory, even if such acts are committed by foreigners; they also apply to acts committed by a Greek national abroad, providing such acts are punishable according to the laws of the country in which they were committed (art. 6 PC).

When it comes to crimes committed on the Internet, the place where the crime was committed is considered to be either the place from where the site can be read (practically any country from where users can access the Internet), or the place where the specific site is hosted by an Internet Service Provider. In cases where non-Greeks are involved and the Greek police authorities are unable to intervene directly, such situations will be handled mainly by SafeLine in co-operation with similar hotlines abroad. Where necessary, Greek police authorities and their European and international counterparts, such as Europol and Interpol, will fully co-operate for the prevention and suppression of cyber-crimes (www.safeline.gr/legislation.php).

Overall, in Greek law there is no distinction between illegal and harmful content on the Internet (ICTs in general) concerning minors. The only distinction between illegal and harmful content refers to television (Presidential Decree 100/2000 which introduces EC Directive 2000 on 'Television without Frontiers'). Furthermore, ICT/Internet regulation in Greece can be characterized as insufficiently dense; there are few laws that regulate the online environment, none of which stipulates content control, and no provisions explicitly made for the protection of minors.

Regulation enforced by the police

The Electronic Crime Squad of the Greek Police is responsible for the persecution of criminal actions, punishable by law, that take place via the Internet. Usual examples of such actions are:

- 1) Child pornography (websites or chat rooms that aim to circulate such content or to seduce minors).
- 2) E-fraud (Spanish Lotto, Nigerian letters, credit card fraud and so on)
- 3) Cracking (digital vandalism)
- 4) Software piracy or trafficking (on-line sale of Mp3, movies and software)
- 5) Online drug trafficking
- 6) Breach of privacy (publishing of personal data and photos of erotic content without the knowledge of the victims)
- 7) Blackmail over the Internet.

Interestingly enough, the Electronic Crime Squad can only be contacted via surface mail or the telephone – not electronically. The Squad, for it is a squad rather than a department, is staffed by a fifty-odd personnel divided between Athens and Thessaloniki, and is the labour of love of one person, the Head of the Squad, M. Sfakianakis. The officers working in the Squad are very discrete regarding the victims and point out that they occasionally visit schools in order to familiarise children with online risks, however, this takes place once they are invited⁵. This indicates that this awareness raising is not initiated by the state (Ministry of Public Order, or Ministry of Education) or the Greek Police, hence there is no *pro-active* policy in this respect – only *reactive*.

a. Programmes implemented by the government/regulator to promote use of Internet.

- The Information Technology Committee is responsible for developing Greece's Digital Strategy for the period of 2006-2013, as well as for coordinating the public sector's use of new technologies and e-governance. The Digital Strategy for 2006-2013 aims at the creation of all necessary conditions for the materialisation of a 'digital leap' in terms of productivity and quality of life by 2013. The new digital strategy is compatible with the new European policy for the Information Society i2010 and with the Jobs and Growth action plan. One of the Committee's tasks is to set directions and objectives for governmental policy on Information Technology in fields such as education, research and technology (www.infosoc.gr/infosoc/el-GR/sthnellada/committee/default1/top.htm).
- The Greek Research & Technology Network (GRNET, www.grnet.gr), a state owned company under the supervision of the Greek Ministry of Development - General Secretariat of Research and Technology, is responsible for the provision of high-quality international and national networking services to the Greek Academic & Research institutions. In addition, GRNET promotes and disseminates the use of ICT in the public and private sector towards a knowledge-based Information Society (eGovernment, eLearning and eBusiness). GRNET connects more than 70 universities and research institutions to the Internet and to each other, with more than 200,000 users (a major part of the Greek Internet user community). In short, GRNET has been supporting electronic

⁵ This part is the result of an interview with Electronic Crime Squad, conducted by Valia Papadimitraki.

communication and cooperation among Greek universities and the wider research community as a backbone network since 1995. It has also been supporting primary and secondary educators and students, while also working towards the acceleration of ebusiness in Greece (www.go-online.gr, www.ebusinessforum.gr).

- Another initiative concerns the action Diodos, which aims at promoting fast Internet connections within the student (academic) community. The portal diodos.edu.gr was set up in March 2006 and by the first semester of 2006 it had 12.113 registered users. Diodos was the result of a consortium between OTE (the Greek Telecom), various ISPs, the Greek Research & Technology Network (EDET), and the General Secretariat for Research and Technology (GGET).

b. Programmes implemented by the government/regulator to raise awareness of potential social impacts and risks.

The Greek government has launched the following initiatives in order to raise awareness regarding Internet risks:

- The Greek Ministry of National Education and Religious Affairs, as is the official name of the Greek MoE, (www.ypepth.gr/ktp/home.htm) upgraded its educational portal (http://www.e-yliko.gr/default_en.aspx) during the summer of 2007. The revised portal, hosted by the Hellenic School Network, includes a special section dedicated to Internet safety (www.e-yliko.gr/htmls/safety/safety.aspx) in direct collaboration with the Greek Awareness Node (www.saferInternet.gr), which provided the information and awareness material. The portal now offers basic safety rules; guidelines for safe surfing and safe Internet search; rules for safe email, with notes on viruses, spamming, phishing, and Internet privacy; guidelines for safe chatting and file sharing; information about trojans and worms and ways to deal with them, while offering links, among others, to the national awareness node, the national hotline for reporting illegal or harmful online content (www.safeline.gr), and the first Greek antiviral website, virus.gr (www.virus.gr).
- In the context of broad structural changes required, the '2006-2013 Digital Strategy', the new digital plan for 2006-2013 of the Greek government, introduces new technologies in a wider perspective so that the country takes the "Digital leap to productivity, the Digital leap to the quality of life." This plan aims at bringing about a 'digital leap' in productivity and in quality of life by 2013. There are two objectives: improvement in the productivity of the Greek economy and improvement in the quality of everyday life. The Special Secretariat of Digital Planning (Ειδική Γραμματεία Ψηφιακού Σχεδιασμού) of the Greek Ministry of Economy and Finance (www.mnec.gr) set up in May 2007 the website 'digital Greece' (www.psifiakiellada.gr/index.asp) within the 2006-2013 Digital Strategy. Following this, the Ministry of Economy and Finance has planned to create a 'User-friendly guide for safe Internet surfing' in CD-ROM format, to be distributed to the wider public.
- As a second step, the Special Secretariat of Digital Planning also set up the 'Digital Awareness & Response to Threats' (DART) task force (www.dart.gov.gr/) with the aim of informing users and helping them take appropriate proactive and reactive action in relation to online risks. The site offers advice about phishing, dialers, use of debit and credit cards over the Internet, and, more importantly, advice about prevention of online risks by offering detailed guidelines separately to parents and children (i.e. a draft family contract is available, to be amended by each family, on appropriate and wise conduct when online). Provisions are also made for using the Internet safely advice from home and from an Internet café. Users who are in trouble can contact DART with their query. They can also consult the Hellenic Authority for the Information and Communication Security and Privacy (ADAE, www.adae.gr), an independent regulatory body, established under article 1 of the law 3115/2003, following the guidelines set in paragraph 2 of the article 19 of the Greek Constitution, in order to protect the secrecy of mailing, the free

correspondence or communication in any possible way as well as the security of networks and information⁶. A sister body is the Hellenic Data Protection Authority (www.dpa.gr/default.htm), set up in 1997 to ensure citizen privacy.

- The Greek School Network (www.sch.gr), in its capacity as the educational intranet of the MoE⁷, provides for the Internet awareness of schoolchildren, parents and teachers insofar as it concerns risks from exposure to: illegal or pornographic material; deception from adult strangers who pose as minors; pressure to reveal personal information. In order to protect the school community from such illegal and inappropriate content, GSN has set up a web-filtering device targeting the following categories of content: aggressive and racist content, drugs-related material, gambling, pornographic content, violent content. In case the user ever comes across pages of illegal content, they are invited to contact the Greek hotline (www.safeline.gr). In addition, safety tips are offered for safe Internet access from home and from school.
- The National Committee for Telecommunications and Post (EETT) has published safety guidelines on mobile telephony and antennas, highlighting the safe use of mobile phones in terms of exposure to radiation (*Mobile phones and antennas of mobile telephony: everything we need to know*, EETT; *Electromagnetic Radiation and Mobile Telephony: scientific facts* 2006, EETT <http://www.eett.gr>).
- The General Secretariat for the Consumer has issued a leaflet about safe Internet surfing, which includes a (very brief) note about potential risks for 'vulnerable social groups (i.e. 'the young and the old')' (www.efpolis.gr/_database/docuploads/sitefile-9609.pdf).

c. Programmes implemented by the government/regulator to promote media literacy

Among the Priority Axes of the Operational Programme for the Information Society in Greece are education and culture. The aim is to adapt the educational system to the digital age and achieve increased use of new technologies in education, including: the networking of schools, universities and the academic community (including administrative services); teacher and pupil training; and developing digital educational content. The objective is to achieve a very high level of services while at the same time creating the conditions for easier access to these services through the Internet. The Greek e-school and e-university actions are integrated in the framework of the e-Learning Community policy (www.elearningeuropa.info), which, in its turn, belongs to the i2010 strategy (europa.eu.int/information_society/eeurope/i2010/index_en.htm) and eEurope action (ec.europa.eu/information_society/eeurope/2005/index_en.htm); through these the European Union aims at improving the quality and access to European education and training systems through the use of information and communication technologies (www.infosoc.gr/infosoc/en-UK/education/specials/default.htm).

Other policy steps regarding the promotion of media literacy in the country include actions that aim at distant learning, ongoing teacher training, and the development of digital content and software for primary and secondary education (www.infosoc.gr/infosoc/el-GR/epktp/priority_actions/paideia-politismos/hiddenchannel01/Page2.htm).

⁶ Users are also advised to contact the National Regulatory Authority, EETT (National Committee for Telecommunications and Post) regarding broadband services, invoices, wifi services, hijacking of personal mobile in order to make international calls, etc. DART raises awareness of the Electronic Crime Unit of the Greek Police as well.

⁷ The intranet of the Greek School Network, funded by the Framework Programme for the Information Society (www.infosoc.gr) in cooperation with the Ministry of Education and 12 Research Centers and HE Institutes, interlinks all school units nationwide and provides both basic and advanced telematic services.

The lack of a strong civil society and the existence of a culture of statism in contemporary Greece is well documented⁸, a spin-off effect of which is the diminished position of power experienced by activist organizations, NGOs, and voluntary organizations. Unless put under the umbrella of a political party, a social movement in Greece has very little chance in mobilising the public⁹, and NGOs face a similar predicament. All in all, there is no lobbying towards either the government or ISPs by the yet dormant NGO culture in Greece. The coordinator of the National Awareness Node (www.saferInternet.gr) only recently (May 2007) set up an NGO, in order to be able to approach government and the industry (as a Limited software company this is not possible, at least in Greece), and although it plans to start lobbying the government and ISPs regarding children's online use, it is still in its infancy and does not enjoy much leverage.

According to the awareness node, exploratory talks with ISPs indicate that the industry is reluctant and slow to react against the possibility of children-related online risks. Finally, although not an NGO, the Adolescent Health Unit of the Second Dept. of Paediatrics-University of Athens (www.youth-health.gr/home_gr.html) has been given permission by the Ministry of Education to conduct a thorough 3-year survey on the use and misuse of online technologies by teenagers, covering the period of 2008-2010 following a recent report on Internet addiction. The project will span 206 schools in Greece, 89 schools in the prefecture of Attica and 117 schools in the rest of Greece, and will be based on the 'Internet Addiction Test'¹⁰, a diagnostic tool developed by Dr. Kimberly Young, director of the Center for Internet Addiction Recovery, in Bradford, PA, U.S.A. It is assumed that the research findings of the AHU will inform the MoE's future policy towards the use of online media in school units across the country.

1.8 Parental mediation

In terms of mobile phone use, initially, Greek parents may be more concerned about their offspring acquiring a mobile, but in due course any hesitation is curtailed; it is thought that the mobile enables direct access to children and enhances the parental feeling of control, thus giving parents a feeling of increased security. This feeling, however, is false as the inherent privacy of the mobile phone – unlike the conventional landline – impedes parental collection of intelligence regarding the social networks and friends of their children. In any case, parents quickly overcome any anxieties they might have regarding the use of the mobile, and insist that their offspring have and carry theirs with them in order that they are always contactable¹¹ (*Wireless Generation-Mobile Youth, Deliverable 4.1*, 2005; Tsaliki 2008b).

Regarding mobiles:

My own research findings indicate that when it comes to parental control, half of the younger teenagers (11 to 15ys old) say that their parents regulate the way they use their mobile,

⁸ Mouzelis, Nikos (1995) 'Greece in the Twenty-first Century: Institutions and Political Culture', Greece Prepares for the Twenty-first Century, eds. D. Conostas and Th. Stavrou. Baltimore: John Hopkins University Press; Charalambis, Dimitris (1996) 'Ανορθολογικά περιεχόμενα ενός τυπικά ορθολογικού συστήματος', eds Ch. Lirintzis, E. Nikolakopoulos, and D. Sotiropoulos, Κοινωνία και Πολιτική: Όψεις της Γ' Ελληνικής Δημοκρατίας 1974-1994. Αθήνα: Εκδόσεις Θεμέλιο; Dimitrakos, Dimitris (1996) 'Η Δημοκρατία και η Ανοιχτή Κοινωνία στην Ελλάδα', eds Ch. Lirintzis, E. Nikolakopoulos, and D. Sotiropoulos, Κοινωνία και Πολιτική: Όψεις της Γ' Ελληνικής Δημοκρατίας 1974-1994. Αθήνα: Εκδόσεις Θεμέλιο; Diamandouros, Nikiforos (1994) Cultural Dualism and Political Change in Postauthoritarian Greece. Estudio/Working Paper 1994/50, Centro de Estudios Avanzados en Ciencias Sociales, Instituto Juan March; Komninos, Maria (2001) Από την Αγορά στο Θέαμα. Αθήνα: Εκδόσεις Παπαζήσης

⁹ See, for example, Tsaliki 2003 and 2008 (under review) for the current state of environmental activism in Greece.

¹⁰ http://www.netaddiction.com/resources/Internet_addiction_test.htm

¹¹ Quite often, it is the parents themselves that purchase and finance their children mobile.

compared to 42% of those aged between 16 to 19; three quarters of them are expected to call a parent during the day, or when they go out, compared to 60% of the older teenagers; only a third of the younger ones interpret this as their being under constant surveillance compared to 25% of the older ones. At the same time, what this 'parental control' actually entails is questionable since it transpires that only 43% of the parents actually check their younger offspring's monthly bills; parental economic supervision drops to lower levels as their children grow up (28% of those aged between 16 and 19 say that their parents check their bills). Parents also do not check the exchange of SMSs and MMSs; one possible reason being that more than half of them would not know how to – at least according to their children. In addition, parents practically do not impose any time constraints regarding mobile use on their teenage children, regardless of age (Tsaliki 2008b).

Regarding mobile use:

There are no major variations regarding parental control from a gender point of view. Apart from the fact that 41% of the girls in the sample think that their parents regulate their mobile use, as opposed to 54% of the boys (perhaps because teenage boys are more likely to resent any kind of parental intrusion into their lives than teenage girls). Both genders present a similar picture on certain aspects. For example, they are both expected to call home during the day or when they go out (67% of girls: 64% of boys). Only about a third of them considers this as their being under surveillance (27%: 29%), and only a third of them have their monthly bills monitored (32%: 37%), while the large majority are allowed to speak on their mobile for as long as they please (91%: 90%). The latter point raises questions about the difference between the spoken word (i.e. health-related risks and parental advice regarding the mobile as has been discussed above) and the actual lived practice (where practically very few pay attention to the implementation of warnings) (Tsaliki 2008b).

1.9 Media literacy

Although no direct evidence exists, it can be deduced, on the basis of the Greek analysis of the Eurobarometer mentioned earlier (2007: 7), that older children have developed a greater Internet literacy, which allows them better protection from online risks.

According to the 2005/2006 Eurobarometer report, 55% of parents/guardians think their child knows what to do if uncomfortable online, 37% think they do not.

Based on the Greek report of the Eurobarometer 2007 focus groups (9 to 14 years old), when older children search for information on the Internet for fun, and children of all ages for their homework, they may be accidentally exposed to inappropriate content (violent or sex-related) – although, admittedly, older boys welcome such accidents (ibid.). Children, regardless of age, perceive the exchange of personal details online (via MSN, blogs, chat rooms, emails) as risky by exposing them to adult strangers who may harm them; downloading ring tones, music and movies and sharing photos (on mobiles too) carries the risk of contracting viruses; Internet calls are expensive and those who make them run the risk of being told off by parents.

Once faced with the possibility of finding non-credible information online, children say that they know how to deal with this by turning to official sources (i.e. encyclopaedias) or to adults for assistance. When they come across pages with problematic content, they do not necessarily notify their parents (for fear of being told to stay away from the Internet), though they discuss it with their friends. Older boys find such content intriguing rather than troublesome. Although all children are aware of stranger danger, it is older children who run more chances of coming to contact with strangers, since it is they who make use of more applications. Internet bullying is not particularly common in Greece, though mobile bullying is something they can describe effectively. When that happens, children talk to the parents and friends in order to get advice on how to manage the situation. Children find mobile bullying annoying and frustrating rather than scary. Children also fail to see why downloading music, movies or games without paying is illegal, and search for illegal sites to download from. Other online risks involve health harm from overexposure to mobile phones or the Internet, and

children deal with this by limiting their use of technology. As most of them do not wish to tell their parents or teachers about their problems (in case they impose further limitations on the children's use), children suggest the introduction of a report button that will automatically alert the authorities in case of an emergency (ibid.).

1.10 Factors shaping public discourses about the Internet

The lack of an activist and NGO culture in Greece, as explained above, makes awareness raising on Internet-related risks (or opportunities) an almost impossible task. The principal players in Greece are the national awareness node and the Greek hotline. Following an initiative of the former, a National Advisory Board was set up in June 2007, including, among others, representatives from the Greek Police, the Greek School Network, the Adolescent Health Unit of the Second Department of Paediatrics at the University of Athens, the Faculty of Communications and Mass Media at University of Athens, ISPs, mass media representatives, and consumer protection associations. Although there may be the odd action by the other stakeholders, the bulk of initiatives concerning awareness of online risks in Greece is handled by the awareness node.

In fact, apart from the national awareness node, no other stakeholder, be it NGO, charity, or a for-profit company has launched an awareness campaign on Internet safety so far. The Greek awareness node, co-funded by the EC, has recently initiated a massive awareness campaign, with the state broadcaster as its communications sponsor. This campaign is aimed at both parents and children, the latter being targeted through the use of safer Internet's mascot, the dog 'alpha' who talks directly to young users. The safety advice available on the node's website is arguably the most exhaustive and broad-ranging material on illegal and harmful content existing in Greece (followed by the advice given by the Educational Portal www.e-yliko.gr and by the Greek School Network of the MoE), covering everything from Internet addiction, gaming and gambling, social networking, and moblogging, to grooming, bullying, happy slapping, P2P exchanges, pornography and much more.

When a particular story hits the news it is usually because a stakeholder has contacted the key media players (by issuing a press release) and alerted them to their findings. As a result, media coverage is usually initiated by the stakeholders themselves – unless there is a relevant, and 'newsworthy', story unraveling (e.g. a teenage girl was gang raped by her classmates in the village Amarinthos in Evia island in 2005; to add insult to injury, the rape was recorded on a mob-camera and passed around; the story made the headlines in print and broadcast media at the time).

Examples of Greek non-profit organizations and NGOs interested in online safety are:

Safenet is the Greek self-regulatory body for Internet content (www.safenet.org.gr/Hellas/page1.htm) whose mission is to promote self-regulatory procedures for the safer use of the Internet, so as to protect children from being exploited by sites of indecent content (pornographic, violent, racist). It is a non-profit organization supported by Greek Internet industry corporations and organisations to help ensure that children surf the Internet safely. For such a broad mission, Safenet has only 11 supporting content providers (with no active links to any one of them on its website, however), and approximately a dozen lines of safety tips for parents and children. Safenet is member of **Safeline**, which is the Greek hotline for reporting illegal content on the Internet, offers safety tips for parents and children, as well as filtering tools, and links to other hotlines and awareness projects across the EU (www.safeline.gr/tips.php). Both safeline.gr and saferinternet.gr refer the user to each other's websites; they both organise school visits on a regular basis in order to inform schoolchildren and teachers on Internet safety.

There are several consumer protection associations, such as **EKPIZO** (www.ekpizo.gr), which has been invited by the Greek hotline to sit in their advisory board regarding online safety for children. EKPIZO (as a member of a network of countries comprising Spain, Portugal, Italy, France and Greece, funded by the EU) has published a teacher's handbook on mobile

phones whereby teachers are invited to study the use of mobiles by young teenagers, with them, in the classroom; students are asked, among others, to critically assess their use of their mobiles, the language of SMS, the way advertising campaigns of mobiles are targeting young people, by conducting questionnaires with their schoolmates. The leaflet provides information on the history of the mobile and text messaging, a glossary of terms, and advice on what to do in case of theft.

The **Association of Hellenic Internet Users** (www.eexi.gr) is another non-profit NGO, set up in 1993. It declares itself as the legal footprint for the establishment of personal contacts among Internet users with a common aim of spreading the idea of communication via telecommunication networks. In parallel, EEXI acts as a medium to inform the public on issues regarding the Internet. EEXI also educates the public through an extensive series of seminars. Nevertheless, despite the above brief, the AHU remains an NGO where the user has to do a manual search, via the website's search engine, in order to find an entry regarding online safety for children – and even then, the interested party is faced with a short press release.

Some of the most recent events that attracted media (press) attention in Greece concern:

1. Child and teenage pornography. A one-day conference organised by the Athens Bar Association and the General Secretariat for the Consumer in April 2007 brought to the fore a number of arrests and indictments related to under-age pornography over the Internet, made by the Greek Police in the past 18 months. One teenager committed suicide and five others made attempts when compromising videos circulated on the Internet and via mobile phones (*Ethnos Kyriakis*, Στοιχεία σοκ για την παιδική πορνογραφία στο ίντερνετ, 1.4.2007).
2. Under-age rape and exposure via the mobile phone. In June 2007, five teenage boys gang raped two young teenagers aged 12 and 14 years in Northern Greece, recorded the event on their mobiles, and published the content to their peers (*Espresso*, Βίασαν ανήλικες, μοίρασαν το βίντεο, 13.6.2007).
3. 'Stranger danger' and abuse. In April 2007, a 34-year-old woman was arrested by the Police for having abused a fifteen-year-old adolescent. The initial contact was made over the Internet (Thessaloniki, Σύλληψη 34χρονης για ασέλγεια σε ανήλικο, 16.4.2007).
4. Risks from game consoles. The death of a six-year-old boy was averted at the last moment in Thessaloniki. The youngster wished to act out a favourite scene from a game on his PlayStation where the hero was going to be hanged (probably, from the 'Pirates of the Caribbean'), when the teacher stepped in just in time to save him (*Simera sti Thessaloniki*, Σε αγχώνη εξάχρονος μέσα στο σχολείο του, 11.4.2007).
5. Saving lives of people planning suicide. Internet arranged suicide has become something of a fad among teenagers; most of them discuss the details of their suicide attempts in chat rooms, which are monitored 24-7 by the Greek Police. The vigilance exhibited by the Electronic Crime Squad of the Greek Police lead to the successful prevention of a number of suicide attempts (*Kathimerini*, Ηλεκτρονική παρέμβαση έσωσε 11χρονη, 26.7.2007; *Kathimerini*, Απελπισμένος, αλλά ευτυχώς όχι αυτόχειρας, 6.12.2007; *Eleytheros Tipos*, e-δανικοί αυτόχειρες οι νέοι, 11.01.2008).
6. Internet addiction. Four teenage boys were put under medical surveillance by the Adolescent Health Unit of the Second Dept. of Paediatrics at the University of Athens for suffering from Internet addiction in July 2007. The story dominated the media agenda of the day (*Aggelioforos*, Ανήλικοι με συμπτώματα εξάρτησης, 2.7.2007).
7. Other events, relevant for this project, include a report about the proliferation of phishing and 'Nigerian Fraud' incidents in Greece (*Kathimerini*, Ψαρεύοντας αθώα θύματα στο

Διαδίκτυο, 23.12.2007); the spread of online industrial espionage in Greece (Kathimerini, Συμβόλαια θανάτου μέσω Διαδικτύου, 12.10.2007).

It is my view that in the above examples – and in most cases, I would argue – media attention is attracted only to the extent that an incident is reported and the news is made. Events related to the detrimental impact of online technology that make headlines abroad are also prevalent in Greece. Once this is established, the reporters neither follow up on the story nor do they provide a full report. It is as if the media are more interested in making headlines (that could lead to a moral panic regarding online technologies over time) rather than presenting all possible angles of a story – whether that be how is it, for example, and the police managed to trace the young girl's chat room entries (which indicates an advanced level of surveillance)¹², to what extent this is acceptable and what are the repercussions of this; or about what should be done at local, regional, state level in order to raise parent and children awareness regarding online risks.

2. The educational system

2.1 General education

Although the total adult literacy rate in Greece for the period between 2000 and 2004 is at 96%, I would argue that altogether it is not a particularly literate country in terms of environmental and cultural education. Nor is the Greek public at large a book-loving one – not when only 8% of the Greek population reads 10 titles on average compared, for example, to 94% of the population in Finland (Ti diabazozn antres kai ginekes, *Eleytherotipia* 1.11.2006).

Having said that, it would be interesting at this point to make a brief description of the contemporary book market in Greece, which is steadily increasing – encouraged and fostered by the emergence of the bookstore-cum-café-cum-meeting point-cum-multimedia store. In this way, Greece joins a long-established trend in other parts of Europe where bookstores become places of socialization and leisure, combining book reading with cultural activities (e.g. art exhibitions, book signing, poetry recitals), shopping (of music, DVDs, games, multimedia etc.), light eating and listening to music.

Following the boom of the 1990s, in which the number of titles published more than doubled, the Greek book market has grown over 9.000 new titles per year.

2001	2002	2003	2004	2005	2006
7.450	7.837	7.878	8.427	8.442	9.209

The main features of the book industry in Greece are as follows: 24% of the publishers produce 82% of the total number of titles; five publishers produce more than 200 titles in all subjects, accounting for some 19% of the total book title production. Most publishing houses are still run by their founders or their descendants. For example, Hestia, one of the longest-standing and most highly regarded firms, was founded 120 years ago (in comparison, the modern Greek state came into existence only 170 years ago). Hestia has remained in the same family for several generations. Exceptions to the rule are two companies: Ellinika Grammata (Greek Letters) and Modern Times, which belong to larger media groups operating

¹² According to the Electronic Crime Squad (interview material), a number of suicides were deterred because the Squad intervened on time after having been alerted by disconcerted bloggers who stumbled upon the blogs of children claiming they were contemplating suicide. In other instances, police intervention took place ex officio.

at a national scale. The industry is highly centralized: 82% of publishing houses are located in Athens, 11% in Thessaloniki and only 7% in the rest of Greece.

In terms of distribution, there are some 2,000 bookshops in Greece of all shapes and sizes and more than 3,500 point-of-sale outlets, including press agencies and supermarkets. Of the bookshops, 90% are small, mixed book and stationery shops. Only 280 sell books exclusively. The majority of them are in Athens (50%) and the larger cities (Thessaloniki, Patras, Larissa and Iraklio). The past ten years have seen the emergence of the first sizeable bookstore chains. The recent opening of FNAC and other bookstores in Athens and Thessaloniki has brought about some changes to the present scene. Wholesale distribution is not sufficiently developed, so many publishers retain independent distribution networks.

The library network is still, to a great extent, rudimentary and has not adapted to provide modern library services. There are some 2,000 libraries across the country, 962 of which are municipal public libraries, 233 belong to universities and colleges, 550 are school libraries and 315 are in research institutes and organizations. There are also some libraries that are private or funded from the European Union's Community Support Framework. Surprisingly enough, responsibility for the libraries is shared between the MoE (for public, academic and school libraries) and the Ministry of the Interior (for the municipal libraries), while the National Book Centre of Greece, the mechanism for the national book policy, is accountable to the Ministry of Culture (*The Book Market in Greece*, National Book Centre of Greece, 2007).

Following the breakdown provided by the National Statistical Service of Greece, the distribution of the educational level of people aged 20 to 45 in 2006¹³ in relation to the total population is as follows:

Post graduate diploma holders (doctorate or master's degree)	1,5%
University degree holders	14%
Technical-vocational institution degree holders	17%
Completed secondary education	34%
Completed lower secondary education (gymnasio)	12%
Completed primary education	11%
Did not attend school	0,5%

Insofar the equality of access to higher education is concerned, it becomes evident that despite its democratisation (by increasing considerably the number of entries to institutions of HE), the social inequalities of access to HE in Greece remain intact and are transferred to the postgraduate level as well. In other words, the socioeconomic level of the household, as exemplified by the father's occupation, emerges as a major determining factor in the access possibilities to HE of the offspring: in 2004, students whose father does not have a manual profession (scientists, professionals, executives, merchants) account for approximately 70% of the student population; those with a farmer father stand for 5% of the student population, followed by 20% for those whose father is in manual labour (Chrisakis and Mpalourdos 2007). This indicates that offspring whose father is not occupied in a manual profession have greater chances of acquiring a university degree, and better access to the social status and opportunities that comes with it.

Based on a brief by Despina Chronaki:

From one point of view, it could be argued that the current educational system in Greece, following a tried-and-tested pattern, remains examination-oriented, relying on and rewarding

¹³ The National Statistical Service of Greece has conducted this survey for the 4th quarter 2006 for the following age groups: 15-19, 20-24, 25-29, 30-44, 45-64, 65 and above. For the purposes of the national report, the age groups 20-45 were selected.

knowledge memorisation instead of developing student's critical thought. In addition, the scheduled content for each school year is almost never completed, something which results in a fragmented learning experience by the students. Not only that, but the educational system in Greece retains its class bias in the sense that private tuition over and above the schooling experience (whether that be state or private) has by now become a 'prerequisite' in order to facilitate entry to higher education. As a result, research results have shown that school children in Greece are among the most industrious and hard working within their peers across Europe. At the same time, there has been a democratisation of higher education, through the massive increase in the number of intakes.

From another point of view, part of the changes that have taken place in the Greek educational system have to do with an increase in the amount of knowledge today's students acquire, mainly as a result of the introduction of ICTs at school and in everyday life. Due to this development, the teacher is no longer the sole and uncontested voice of authority. Furthermore, today's school children are more aware of their position within Europe through participation in a number of EC initiatives (Comenius, Leonardo, Socrates).

2.2 Education and the Internet

The degree of PC penetration at school depends on the educational level of the school unit (primary, secondary), its size (in terms of student number), and the level of urbanisation (schools at urban centers are more technologically advanced than those in semi-urban and rural centers). This means that in Lykia (upper secondary education, the last three grades), in larger units (200 students and above), and in schools in the Attica region (where the capital, Athens, is, and where approximately 45% of the total population resides (Attica is the largest conurbation in the country) can be found the highest number of PCs. Internet penetration at schools is almost universal (96%). Insofar as the type of connection is concerned, 71% of schools have an ISDN connection, 7% have dial-up, and 12% an ASDN connection. Having said that, very few school units (11%) provide the opportunity for students to connect to the Internet via the Greek School Network (EDUNET), while only 3% of schools offer email accounts to students. On the contrary, 45% of schools (mainly in secondary education, and larger school units) provide accounts to staff via EDUNET (Greek Information Society Observatory, Μελέτη για τον προσδιορισμό και την παρακολούθηση των δεικτών του σχεδίου eEurope 2005 στην Ελλάδα- Αποτελέσματα της έρευνας σε σχολεία όλης της χώρας', September 2005). The existence of a network connection at a school unit does not necessarily mean that students themselves will be using the Internet (e.g. the teacher talks to students about the Internet using a PC projector in the classroom; in this case, students do not actually use the Internet, rather they are being lectured about it, watching their teacher using it).

The attempt to formulate a national strategy for a comprehensive approach to the introduction of computers into education in Greece dates back to the early 1990s. Some computer labs were set up as a result of teachers' and parents' initiatives, however, without any prior planning or support from the Greek Ministry of Education. In fact, according to the MoE, in 2001, Greek elementary education was lagging behind secondary education – where informatics is now taught as a separate subject in its own right – in terms of computer infrastructure and specialised personnel. By 2000, ICTs were already part of the curriculum in all EU members except for Spain, Ireland, Italy, the Netherlands, Austria and Greece. The introduction of computer education in Greek primary education was made official in 2001 (Government Gazette 1366/B/18.10.2001). In grades 1, 2, and 3, the curriculum involves 'getting to know my PC; play and learn with the help of my PC; communicate electronically'. Grades 4, 5, and 6 include 'writing and painting; checking and programming; creating and discovering with my PC' (Kartsiotis et al. 2005). Prior to 2001, the absence of computer education from the school curriculum at elementary level meant that not all students enjoyed equal access to ICTs at school. Most of them would have familiarised themselves with

computer technology and education at all-day schools¹⁴. Even so, although a number of initiatives, such as the 2001 'Preparation of Teachers for the Information Society/Initial In-service Training for all Teachers in Information and Communication Technologies', have been launched by the MoE¹⁵, overall, there is still no extensive or systematic training of teachers in the use of the new technologies¹⁶ (Tsitouridou and Vryzas, 2004).

The MoE together with 12 university and research institutes set up the Greek School Network (www.sch.gr) with the objective, among others, to create a national infrastructure linking school units and administrative units of the MoE across the territory, thus networking students, educationalists, policymakers and decision-makers. Also of interest is the portal of the MoE (<http://www.e-yliko.gr>), in operation since January 2003, offering educational material for elementary, lower secondary, and upper secondary levels, discussion forums, chat, newsletter, journals and distance learning.

What needs to be stressed, nevertheless, is that it is one thing to have teacher training in order for educationalists to familiarise themselves with the use of ICTs in the classroom, and another to have taught courses on informatics (the latter requiring specialized personnel in computer science), and students need both. On another level, being taught about computers does not always involve students using one; computer education may be *theorising* about the PC without the students actually laying hands on one.

3. Wider society

3.1 Social change

For decades, Greece has been a traditional labour-exporting country, with diaspora being one of the most striking aspects of her history. The reversal of migratory balance occurred in the 1970s with the first waves of 'repatriates'. The beginning of immigration to Greece coincides with the border opening in Eastern Europe and the adoption of restrictive policies in the traditional destination countries of Western Europe. Political trends, economic and social developments as well as demography and geography have contributed to this major and 'unexpected' change of status (Rovolis and Tragaki, 2006). Gradually, as Greece was turning into a net receiver, the migration issue was emerging, causing ripple effects in the country's social and economic life¹⁷. The sudden influx of immigrants in the 1990s caused a serious

¹⁴ An institution introduced in the past few years by the MoE, where students stay at [state] schools longer, till 16.00, in order to prepare their coursework and attend extra classes, including informatics; enrollment to all-day schools is voluntary, and informatics education is optional, hence not all students attend. Even for those who did attend an informatics course, the experience would be limited to two hourly sessions per week. NCTs courses were introduced in all day schools with the Government Gazette 1471/20.11.2002 (Kartsiotis et al 2005).

¹⁵ The state invites annually all educationalists to take part in training seminars on how to use PCs and provides opportunities for ECDL accreditation.

¹⁶ Research results among Greek school teachers corroborate equivalent findings in other national contexts whereby teachers who have and use a computer at home, have extensive knowledge of computers and

have received some kind of in-service training in the use of computers in education, regard the introduction of computers into pre-school education as an urgent priority, and are enthusiastic about the educational benefits of the introduction of computers into the curriculum (Tsitouridou and Vryzas 2003).

¹⁷ See Kasimis, C. and Papadopoulos, A. (2005) 'The Multifunctional Role of Migrants in the Greek Countryside: Implications for the Rural Economy and Society', *Journal of Ethnic and Migration Studies* 31 (1): 99–127; Labrianidis, L. and Lyberaki, A. (2001) *Albanian Immigrants in Thessaloniki: Paths of Prosperity and Overviews of their Public Image* [in Greek]. Thessaloniki: Paratiritis; Labrianidis, L., Lyberaki, A., Tinios, P. and Hatziprokopiou, P. (2004) 'Inflow of Migrants and Outflow of Investment: Aspects of Interdependence Between Greece and the Balkans', *Journal of Ethnic and Migration Studies* 30 (6): 1183–208.

fracture within the national psyche, a recurrent and contentious issue on every national anniversary (28 October, 25 March) ever since¹⁸. Though gender asymmetry for immigrant populations is common to all host countries in Southern Europe, since more males migrate than females, some striking cases emerge once the ethnic level is taken into consideration. Indians, Pakistanis and Egyptians have amazingly high gender ratios, no less than 37.5 working men for one single woman from India and Pakistan, definitely due to cultural and societal characteristics in those countries. At the other end of the spectrum, the female population prevails among Philipinos and Ukrainians; the men-to-women ratio is limited to 3:10. Migrant populations from Russia, Bulgaria and Georgia are mostly female as well; most of those women are employed as domestic workers (ibid).

By Despina Chronaki:

Taking into consideration that: a) ICTs in Greece are not widely developed, and that b) the media demonstrate a minor interest for such issues (unless ICTs are seen to represent a threat to users, and especially young ones, in which case they make an interesting media case), it is not surprising that political decisions and actions on this level are rarely represented on a large scale, nor that a high profile discourse is largely absent from the Greek society.

When an Information Society or ICT-related initiative takes place it receives modest media attention (i.e. the media reporting of a government official announcing some new measures, actions or performance indicators). It is only recently that specialist ICT programming has made its appearance on Greek television – and it was the state broadcaster that launched it. Academic research on new technologies and its socioeconomic impact is still under-developed¹⁹ and receives limited exposure.

It can be argued that although the public in Greece has embraced the coming of the new digital era with enthusiasm, overall, it seems that it has not fully realised as yet that the development of the national technological infrastructure will eventually lead towards the improvement of the country's position within the international and European arena.

It is acknowledged in a variety of reports (*Operational Programme 'Digital Convergence' 2007-2013*, Greek Ministry of Economy and Finance, Special Secretariat for the Information Society, July 2006) that Greece is lagging behind the EC in terms of ICT indicators (e.g. use of ICTs for the improvement of everyday life, broadband penetration and use in households, large enterprises and SMEs, use of e-governance by large enterprises and SMEs, cost of broadband, Internet use in education, health, and public administration, etc.). The Operational Programme 'Information Society' of the 3rd Community Support Framework is seen as a principal tool for the advancement of ICTs in Greek society and economy and reinforces the impact of the previous such Programmes within the 1st and 2nd Community Support Framework. It is expected that once the scheduled initiatives are complete, Greece will have significantly improved its position in absolute numbers. The 'Information Society' OP is in conjunction with the Lisbon strategy, the European Strategy i2010, the Greek Digital Strategy 2006-2013, and the National Strategic Context of Reference (ESPA) 2007-20013; part of the latter is the digital convergence of the country with its European partners. A SWOT analysis highlights the weaknesses of Greek society, economy and public administration in relation with the EU15 and EU25 (<http://www.infosoc.gr/NR/rdonlyres/5DE7F1BA-88CA-4AB5-95BE-6851F6CA93C4/2657/ΣχέδιοΕΠΨηφιακήΣύγκλισηv8.doc>).

¹⁸ On both occasions, a student parade takes place, causing major public disputes regarding whether or not immigrants have the right to be the flag carriers- an honorary task, carried out by the best student at each school. Many people are vehemently against non-Greek (in most cases, of Albanian origin) students carrying the national emblem on the occasion of a national anniversary, regardless of the fact that the latter may be the highest achievers in their classroom.

¹⁹ From a hard science point of view, though, (e.g. computer engineering) research in Greece is thriving.

Following a labour force survey conducted by the National Statistical Service of Greece, here follows the contribution of agricultural workers in the national labour force for the period 1998-2007 (based on my own calculations):

%	1998	2001	2004	2007
Agricultural workers	17,79	15,78	12,31	11,34

It is evident that the percentage of agricultural workers in Greece has been in steady decline since 1998.

According to the *Study about the estimation of eEurope and i2010 indicators for 2006 and 2007: Research results on individuals and households* (2007: 29) (survey conducted by the Greek Information Society Observatory based on a sampling of 8025 households), 36% of the people who use the Internet regularly live in Athens (which is the largest conurbation in the country); 30,6% of those who use it regularly live in Thessaloniki (the second largest city in the country). 66% of Internet users in Greece live in Athens and Thessaloniki, the two largest urban centers nationwide. The remaining users are distributed as follows: 22,7% of them live in urban centers, and 12,6% in semi-urban and rural areas. The difference in Internet adoption and use between the centre and the periphery is paramount.

The regional variation in household Internet use distinguishes between four groups: Attica with 37,5% Internet use; Northern Aegean with 27,5%; in the prefectures of Central Macedonia, South Aegean, Eastern Macedonia and Thrace, Crete, Continental Greece the percentage of Internet use ranges between 24,60%- 23,60%; and in Western Greece, Ipirus, Western Macedonia, Thessaly, Ionian Islands, and the Peloponnese, it ranges between 21,80%-19,40%; (Greek Information Society Observatory, *Annual Survey of indicators for action plans eEurope and i2010 for year 2006*).

Again, based on a labour force survey conducted by the National Statistical Service of Greece, here follows the contribution of manual workers in the national labour force for the period 1998-2007 (own calculations):

%	1998	2001	2004	2007
manual workers	5,98	6,12	6,36	6,42

The above table shows that the ratio of manual workers within the Greek labour force has not changed considerably over the last nine years.

According to the 2001 census, there are 762.191 non-nationals living in Greece, coming from no fewer than 195 different countries. However, only five countries of origin count for about 70 percent of all immigrants, while 10 countries represent more than 80% of them. Contrary to the experience of other European countries, the mass of non-nationals comes from a restricted number of countries – with bare, if any, historic or cultural links with Greece. About 58% of all non-nationals come from neighbouring Albania, equating the notion of the immigrant worker to that of the 'Albanian'. Additionally, Albanians were the first to enter the country once the borders opened up. The second and third most important countries of origin are also situated in the Balkans: Bulgaria and Romania account for about 5% and 3%, respectively of all foreigners. Overall, 7 out of 10 immigrant workers come from South-Eastern Europe (Rovolis and Tragaki, 2006). The national stereotype is that all Albanians are petty thieves and that all Russian women (i.e. anyone coming from Eastern Europe) are prostitutes, and no respectable Greek family would wish to send their children to the same school with 'the Albanians'. As a result, student intake in private schools in Greece has increased over the years – economic migrants cannot afford private schooling and their children attend state schools. All the same, and despite the fact that the Greek society is indeed, at times, racist, there are also several occasions where multiculturalism has become part of everyday life, as evidenced in the numerous ethnic restaurants visited by Greek nationals.

3.2 Role of the state

My personal reading on this is that in Greece there is a longstanding Left tradition that is suspicious of capitalistic development and favours state intervention. As a result, in Greece, where the state is still the principal employer, and many young people's dream is a career in the civil service, people expect a lot from the state. This means that when it comes to Internet safety, the public believes that it is the role of the state to intervene and regulate the field, whereas there is low expectation when it comes to the responsibility of the industry. The national awareness node shares the same view, putting the responsibility for raising Internet safety awareness on the state (i.e. the Ministry of Education, which is the mechanism that can guarantee and facilitate nationwide dissemination of information and training of teachers, and through them, of parents and children).

From the text in Greek by Despina Chronaki:

The Internet in Greece falls partly under article 14§2 of the Greek Constitution (about publications appropriate for dissemination) and partly under article 15§1. The latter stipulates that cinema, radio, television, as well as any other similar means of audio-visual transmission, are excluded from the protective clauses of article 14, wherein the individual right of expression through the press (§1) and freedom of the press (§2) are safeguarded²⁰. Freedom of opinion on the Internet falls under article 14§1 of the Constitution, which protects freedom of expression and dissemination of ideas by means oral, written and via the press, hence the transmission of any kind of message is protected. Freedom of expression on the Internet is also protected by article 10§1 of the European Convention of Human Rights (Karakostas, 2003: 39). Various Internet services are regulated by Law 1597/1986, which includes a broad definition of cinematography (44).

Article 14§1 of the Constitution and article 10§1 of the European Convention of Human Rights also safeguard freedom of information (both in terms of reception and production), hence the Internet is regulated in the same way as other print and electronic media in Greece. Generally, there is no restriction on freedom of expression on the Internet, unless it includes one of the following: publication and dissemination of pornographic material, or other obscene material that offends common decency, since 'protecting the youth and the moral dimension of the personality of each user is taken for granted;' crimes via the Internet which concern public order; penetration and intervention on confidential information regarding national security; dissemination of unfair and misleading advertising which violates a person's rights as a consumer; violation and dissemination of personal information (42-43).

4. Other factors affecting children's online experiences

Greeks learn to speak foreign languages at a very early age, usually once they start primary education. English (and sometimes French) is part of the curriculum, though no parent will rely on the teaching their offspring receive at school. Instead, the norm is that every child will attend a private foreign language school (English in the beginning, then, at a later age, children will also take up a second foreign language, regardless of whether or not the latter is also being taught at school). As a result, Greek children and teenagers come in contact with a linguistic idiom other than their mother tongue from very early on, though, understandably, the language skills of older children are better than those of younger ones. Having said that, the Greek language is extensively used on the Internet in a broad range of applications.

Although no empirical evidence regarding the emergence of a 'bedroom culture' in Greece is to be found, since there has been no research interest in the issue as yet, I would argue,

²⁰ The Constitution (art.15§2) dictates that both '...radio and television be placed under direct state control...' so that the 'impartial and balanced diffusion of news, information and artistic programmes' is ensured. This ordering should not be read in contravention of broadcasting objectiveness and impartiality, but, on the contrary, as its constitutional guarantee (Tsaliki, 1995).

based on personal experience and observation as well as discussion with peers, that the new generations of Greek parents have become increasingly worried about letting their offspring stay outdoors unsupervised. This may be more relevant for Athens, and for some of the larger urban centres in Greece, where the notion of 'neighbourhood' is lost, rather than for semi-urban and rural areas where the feeling of conviviality is still present, and where everyone knows who you are and where you have been. In this respect, there is an element of adult, if not parental, surveillance in the latter areas which has long dissipated from the larger conurbations where the loss of public space to building blocks, shopping centres and road infrastructure poses another obstacle to an 'outdoor culture'. Parents of today are conscious of networks of children trafficking, and hence are reluctant to let their children 'hang around', play outdoors, sometimes even go and come back from school unattended, although most of them grew up within a more relaxed parental culture in this respect. Heavy traffic in most large urban centres in Greece, and the risk of road accidents for young schoolchildren, reinforces the need for someone 'elder' to accompany the 'young ones'. In most cases, the social perception is that only lower class Greek families or immigrants (who in Greece are still in the lower socio-economic strata since they are economic immigrants) would actually let their children outdoors unattended.

Furthermore, children in Greece have a very heavy working schedule from early on, one that may involve attendance of a foreign language school and a sporting activity; both activities come on top of the homework required, which is usually rather demanding. This means that the average youngster has barely any time left for play on a daily basis, anyway. Nevertheless, I would argue that we are witnessing in Greece too (or at least in the larger urban centres) the gradual emergence of a 'bedroom culture' where young children start to have their own media that they consume in private or with their friends. Since the technological uptake is much (s)lower in semi-urban and rural areas, where the feeling of community is still relevant, I would expect that it will be a while before the culture of 'outdoors' wanes. More research is emphatically required in this field.

At first glance, comparative statistics yield interesting results. If Greece is compared to Spain and Portugal, as like-minded, 'Mediterranean' countries with an extrovert culture, it becomes evident that Greece, with 44,50% of 15-year-old pupils claiming to have a computer at home in 2000, lags behind Portugal and Spain (56,90% and 67,40%, respectively).

References

Annual Survey of indicators for action plans eEurope and i2010 for year 2006 (2007) Greek Information Society Observatory, (in Greek), http://www.observatory.gr/files/meletes/eEuropei2010_year2006.pdf, accessed 20 October 2007.

The Book Market in Greece, National Book Centre of Greece, May 2007, 3rd edition.

Chrisakis, M. and D. Mpalourdos (2007) 'Inequalities of access in HE: differentiation in undergraduate and postgraduate level' in *The Social Portrait of Greece 2006* (in Greek), Institute of Social Policy, EKKE (National Centre of Social Research).

Commission of the European Communities (CEC) (2005) Commission Staff Working Document in support of the report from the Commission to the Spring European Council, 22-23 March 2005, on the *Lisbon Strategy of economic, social and environmental renewal*, SEC (2005) 160, Brussels, 23.1.2005.

Dragonas, Th. (2007) 'Greek adolescents' national identity: between the subversive and the familiar' in Kafetzis, P., Th. Maloutas, and I. Tsiganou (eds) *Society- Citizens and Politics: The European Social Survey*, National Centre for Social Research, Athens (in Greek).

Electromagnetic Radiation and Mobile Telephony: scientific facts, National Committee for Telecommunications and Post (EETT) (2006), <http://www.eett.gr>, accessed 20 October 2007, in Greek.

Georgopoulou, M. (2007) 'Children of immigrants: questions of inclusion in education and society' in *The Social Portrait of Greece 2006* (in Greek), Institute of Social Policy, EKKE (National Centre of Social Research).

Identity of Internet users in Greece (2006), Greek Information Society Observatory, April 2006 (in Greek), available at www.observatory.gr, accessed 15 June 2007.

Identity of Internet users in Greece (2007), Greek Information Society Observatory, March 2007, <http://www.observatory.gr/files/meletes/Internet%20Users%202006%20FINAL.pdf>

Karakostas, I. and D. Th. Pirgakis (2001) *Δίκαιο και Ίντερνετ: Νομικά Ζητήματα του Διαδικτύου*. Athens: Sakkoulas.

Karakostas, I. (2003) *Δίκαιο και Internet*, Komotini: Sakkoylas.

Kartsiotis, Th., Kekkeris, G. and Ch. Sakonidis (2005) 'The Introduction of ICTs in Greek Elementary Education- A First Evaluation' in Greek, *Epistimoniko Vima* (4) February 2005: 137-152.

Ketsetzopoulou, M. (2007) 'Dimensions and characteristics of poverty in Greece: overview of studies and inter-temporal developments' in *The Social Portrait of Greece 2006* (in Greek), Institute of Social Policy, EKKE (National Centre of Social Research).

Loader, B. (2007) 'Cultural Displacement or Disaffection? Reassessing Young Citizens, New Media and Civic Engagement', paper presented in *Young People, New Technologies and Political Engagement* conference, University of Surrey, 24-25 July 2007.

Matsuda, M. (2005) 'Discourses of Keitai in Japan', *Personal, Portable, Pedestrian: Mobile Phones in Japanese Life*, eds. M. Ito, D. Okabe and M. Matsuda. Cambridge, Mass: MIT Press.

Mobile phones and antennas of mobile telephony: everything we need to know, National Committee for Telecommunications and Post (EETT) <http://www.eett.gr>, accessed 20 October 2007, in Greek.

Mpalourdos, D. (2007) 'Economic disparity, poverty and social exclusion: methodological and empirical evidence' in *The Social Portrait of Greece 2006* (in Greek), Institute of Social Policy, EKKE (National Centre of Social Research).

Mpouzaz, N. (2007) 'Poor children in Greece: in search of policies' in *The Social Portrait of Greece 2006* (in Greek), Institute of Social Policy, EKKE (National Centre of Social Research).

National Statistical Service of Greece, 2004, http://www/statistics.gr/gr_tables/S900_SEL_4_TS_AN_95_04_T.pdf

Ntontis, D. (2007) 'The level of social development of the regions in Greece' in *The Social Portrait of Greece 2006* (in Greek), Institute of Social Policy, EKKE (National Centre of Social Research).

Operational Programme 'Digital Convergence' 2007-2013, Greek Ministry of Economy and Finance, Special Secretariat for the Information Society, July 2006, available at <http://www.infosoc.gr/NR/rdonlyres/5DE7F1BA-88CA-4AB5-95BE-6851F6CA93C4/2657/ΣχέδιοΕΠΨηφιακήΣύγκλισηv8.doc>

Rate of Broadband Diffusion in Greece, 1st semester 2007 (in Greek), National Committee for Telecommunications and Post (EETT), July 2007, available at <http://www.eett.gr>, accessed 20 October 2007.

Rovolis, A. and A. Tragaki (2006) Ethnic Characteristics and Geographical Distribution of Immigrants in Greece, *European Urban and Regional Studies* 13(2): 99–111

Safer Internet for Children: Qualitative Survey in 29 European Countries. National Analysis-Greece, Eurobarometer, Focus S.A., April 2007.

3rd *Six-Monthly Broadband Report* (2007), Greek Information Society Observatory, July 2006 (in Greek), available at www.observatory.gr, accessed 15 June 2007.

5th *Six-Monthly Broadband Report*, Greek Information Society Observatory, July 2007, (in Greek), available at http://www.observatory.gr/files/meletes/Broadband_07b.pdf, accessed 20 October 2007.

Study on the definition and observation of eEurope 2005 indicators in Greece-Research results from schools across the country (Μελέτη για τον προσδιορισμό και την παρακολούθηση των δεικτών του σχεδίου eEurope 2005 στην Ελλάδα- Αποτελέσματα της έρευνας σε σχολεία όλης της χώρας), Greek Information Society Observatory, September 2005.

Study of Informatics and Telecommunications Sectors in Greece: Current State and Future Prospects (2006), Deliverable 5b, Greek Information Society Observatory, 20.9.2006, (in Greek), www.observatory.gr, accessed 20 October 2007.

Study about the estimation of eEurope and i2010 indicators for 2006 and 2007- Research results on individuals and households (2007) (Μελέτη για την μέτρηση των δεικτών των πρωτοβουλιών eEurope και i2010 για τα έτη 2006 και 2007- Έκθεση αποτελεσμάτων έρευνας σε ιδιώτες-νοικοκυριά), Greek Information Society Observatory, January 2007.

Study on the definition of eEurope and i2010 indicators for 2006 and 2007-Research results from schools across the country (Μελέτη για την μέτρηση των δεικτών των πρωτοβουλιών eEurope και i2010 για τα έτη 2006 και 2007- Αποτελέσματα της έρευνας σε σχολεία όλης της χώρας), Greek Information Society Observatory, March 2007.

Study of informatics and telecommunications sectors in Greece: current state and future prospects-Deliverable 5b (2006) (Μελέτη των κλάδων πληροφορικής και τηλεπικοινωνιών στην Ελλάδα: Κατάσταση και προοπτικές. Παραδοτέο 5β), Greek Information Society Observatory, September 2006, available at <http://www.observatory.gr/page/default.asp?la=1&id=183&pl=1826&pk=264&ap=101>, accessed 15 July 2007.

Tsaliki, L. (2008) 'Technologies of political mobilization and civil society in Greece', *International Journal of E-Governance* (under review)

Tsaliki, L. (2008b) 'Me, myself and my mobe: mobile telephony in Greece', *International Journal of Cultural Studies*, special issue (under review).

Tsaliki, L. (2003) 'Electronic citizenship and global social movements' in *First Monday*, www.firstmonday.org, Vol. 8 (2), February 3.

Tsaliki, L. (1995) 'The role of Greek television in the construction of national identity since broadcasting deregulation' unpublished D.Phil thesis, University of Sussex.

Tsitouridou M., and K. Vryzas (2003) 'Early Childhood Teachers' Attitudes towards Computer and Information Technology: The Case of Greece' in *Information Technology in Childhood Education Annual*: 187-207.

Tsitouridou M., and K. Vryzas (2004) 'The prospect of integrating ICT into the education of young children: the views of Greek early childhood teachers' in *European Journal of Teacher Education* Vol. 27, No. 1, March 2004: 29-45.