

SAFER INTERNET FOR CHILDREN

QUALITATIVE STUDY

IN 29 EUROPEAN COUNTRIES

NATIONAL ANALYSIS : BULGARIA

EUROPEAN COMMISSION

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INTRODUCTION

❖ **The European Commission – Directorate-General Information Society and Media – has commissioned OPTEM and its European partners to carry out a qualitative study on the subject of “Sfare Internet for Children”¹.**

❖ **This study covers 29 countries (the 27 Member States as well as Iceland and Norway) and it involves children:**

- Boys aged 9 to 10 years
- Girls aged 9 to 10 years
- Boys aged 12 to 14 years
- Girls aged 12 to 14 years

All of whom have the possibility to access the Internet (although not necessarily at their home place) and use it at least once a month.

❖ **It aims at improving knowledge about:**

- **Internet usage by children as well as mobile phones usage (by those who own a mobile phone)**
- **Their on-line behaviour**
- **Their perceptions of risk and safety related questions**

The results of the survey are to be used to contribute to designing the Safer Internet Programme, and to increase the impact of awareness building actions.

❖ **The methodology used is that of group discussions – with, in each country, four groups of children (at least one from each of the above categories).**

❖ **The report constitutes the national analysis of the results of the section of the study conducted in Bulgaria by Alpha Research Ltd., the Bulgarian permanent member of the above-mentioned network of partners.**

❖ It includes, in the Annexes

- The composition of the groups
- The discussion guide used by the moderators

¹ Study conducted under the aegis of the Framework Contract Eurobarometer “Qualitative Studies” set up and managed by Directorate-General Communication A/4.

CHAPTER I
INTERNET AND INTERNET APPLICATIONS

I.1 Learning to use the Internet

- ❖ The large majority of boys and girls are **self-taught** as regards the Internet. Still, help at home from **parents, brothers and sisters and lessons at school** remain important sources of Internet instruction. In most cases, this involves some prior observation before actually sitting down to explore the various Internet applications. This type of learning takes place **at home** and involves **very little formal instruction**. In most instances, these are simply a series of situations in which children observe parents and brothers and sisters and then start exploring the web. In one-child families the parents are the main focus for reference and advice as well as schoolmates.

“I just sat down and basically started looking at the programmes and opening them, downloading pictures, etc. Before that I simply at what others were doing.” (Boys group, 12-14)

- Girls are marginally more inclined to ask parents for assistance in the initial stages of Internet exploration.

“My brother showed how to work in Internet. He opened different sites, I watched and picked it up.” (Girls group, 9-10)

- A small proportion have learnt to use the Internet in clubs. Still, it is noteworthy that the group discussion participants tend to go to Internet clubs less and less frequently.

“I learnt to use the web at an Internet club. There were six or seven other kids and they were all linked up, teher was not much to it” (Boys group, 12-14)

I.2 Intensity of usage

- ❖ There is a visible tendency for **boys to spend more time in the Internet than girls**. This is valid for both the 9-10 and 12-14 age groups. In the case of boys, unless formal limits are imposed they admit to wanting to spend **as much time** on the web as possible. Usage is longer in families where children have own computers. Internet usage is predominantly **at home** and much more rarely in Internet clubs. When children go to clubs, they tend to go there to **play games**.

“I am in the Internet from 9 to 12 in the morning when I leave for school. I try to be on the web as long as I can.” (Boys group 9-10)

“I cannot use the Internet a lot because my brother sits in front of the computer and only when I push him aside I manage to browse” (Girls group 12-14)

- A sizeable segment of girls and a small part of boys tend to have daily usage time of between one and two hours.

“When I am not at school, I sit down and spend about two hours in the Internet” (Girls group 12-14)

- Older children in the 12-14 group tend to spend more time in the Internet in comparison to younger children. Many of the older children are on line **whenever at home** even if they engage in other activities.
 - Children who do not have computers at home spend considerably less time in the Internet. When they do, it is either at school or at their parents' office.

“I use the Internet only 2-3 times a week when I go to my dad's office. Then, I play games for a couple of hours and that is it.” (Boys group 9-10)

I.3 Degree of freedom in using the Internet

- ❖ The overwhelming majority of children **do not report any explicit limitations** placed on them in using the Internet. When they do, they are related to **health concerns, access to the computer**, insufficient time to **prepare homework** and warning not to disclose any personal information.

*“My parents do not really control me, only when they need to use the computer”
(Boys group 12-14)*

“My mother always tells me not to play too much.” (Girls group 12-14)

“My parents have told me many times to make sure that I do not give away any personal information.” (Girls group 12-14)

- ❖ The younger children tend to be more keenly aware of **external and self-imposed limits** due to more recent parental intervention as they start their exploration of the Internet. The older children appear to have a much more **self-assured attitude** towards potential hazards. Nevertheless, it is clear that older girls also receive a great deal of parental “lecturing” on danger in chatting and disclosure of personal data.

- It is noteworthy that younger children tend to visit a considerably lower number of websites than their older counterparts.

“I only visit 2 or 3 sites because this is what I find interesting.” (Boys group 9-10)

I.4 Specific Internet applications

- ❖ Most used Internet applications include **playing on-line games, downloading music, videos, etc. and instant messaging**. The first two have even spread across age group and gender. In variance, instant messaging is more widespread among older children.

INTERNET APPLICATIONS USED	Girls 9-10	Boys 9-10	Girls 12-14	Boys 12-14	Total
	<i>*/**</i>	<i>*/**</i>	<i>*/**</i>	<i>*/**</i>	<i>*/**</i>
Searching for information as a part of my school work	6/0	3/3	8/1	5/3	22/7
Searching for information on subjects which interest me/surfing for fun	3/0	5/1	7/3	6/4	21/8
Sending and receiving emails	3/2	0/1	7/4	5/0	15/7
Using instant messaging (MSN)/chatting with friends	3/0	2/0	5/5	5/5	15/10
Engage in open chatrooms	1/0	0/0	3/1	2/0	6/1
Creating my own blog/homepage and posting my own texts, photos, music on the Internet	3/1	1/0	3/3	3/1	10/5
Reading and responding to friends'blogs/homepages	5/0	1/1	7/1	3/0	16/2
Reading and responding to blogs/homepages of someone I have never met	1/0	0/0	1/0	3/0	5/0
Playing on-line games	5/3	5/2	6/4	4/4	20/13
Downloading music, films, videos, games or other files	4/2	6/3	8/4	4/3	22/12
Sharing files (music, films, videos, games or others)	2/0	1/1	3/1	3/2	9/4
Sharing photos	3/0	0/0	2/1	3/1	8/2
Downloading ring tones/images for my mobile phone	2/0	4/3	3/0	4/0	13/3
Taking part in competitions	1/1	2/2	0/0	4/0	10/3
Making phone calls through the Internet	2/0	1/1	2/0	2/1	7/2
Total	44/9	34/18	65/28	56/24	199/79

- ❖ Motivations for these uses include **enjoyment of music and video, need to remain in easy touch with friends, enjoyment of playing games, need to find information about school**.

"I mostly play games on line...it is because I enjoy it, I like them." (Boys group 9-10)

"I try to stay in touch with many friends via the Internet. Some of them I do not see every day, and this way it is easy." (Girls group 12-14)

CHAPTER II

MOBILE PHONE AND MOBILE PHONE USAGE

II.1 Mobile phone usage

- ❖ There is very **large penetration** of mobile phone use among the group discussion participants. The main use for these is making **phone calls predominantly to parents and friends**. Receiving and making phone calls from parents is more pronounced among the younger groups. Sending and receiving text messages is also very widespread.

“I mainly use to receive calls from parents, so they know where I am.” (Boys group 9-10)

“I write a lot of texts, but mainly between my friends. Otherwise, we talk with my parents a lot.” (Girls group 12-14)

- ❖ Other, less widespread activities include **playing games** (more particularly among the younger groups), **sending MMS** (more particularly among the older girls group) and **surfing the web** via the mobiles (more particularly among older boys group). When do get on line via their phones, they do stay there for long (quarter of an hour or so).

“I use my phone to play games when I am bored.” (Boys group 9-10)

“When I have nothing to do, I take pictures and send them around to my friends. We also text a lot but I do quite a lot of taking pictures.” (Girls group 12-14)

“I get on line via my mobile but still do not stay for long, about 15 minutes or so.” (Boys group 12-14)

MOBILE PHONE APPLICATIONS USED

Making and receiving phone calls	6/5	5/3	8/8	5/4	24/20
Sending/receiving SMSs	6/6	6/3	8/8	6/6	26/23
Taking photos/images	3/3	4/4	5/5	4/3	16/15
Sending/receiving/sharing images	3/2	1/1	5/0	2/2	11/5
Connecting to the Internet through my mobile phone	3/0	5/4	7/2	4/4	19/10
TOTAL	21/16	21/15	33/23	21/19	96/73

* Practical application ** More frequent applications

- ❖ Most frequent use is clustered on **sending and receiving SMSs, making and receiving phone calls and taking of photos and images**. Use of evenly spread among gender and age groups.
- ❖ Motivations for frequent use include need to stay in **touch with parents** and friends and desire to **share pictures** with friends.

“I mainly use it to be in touch with my parents. I call my dad and mum every day and also my friends.” (Boys group 9-10)

“I use SMSs a lot when I am on bad terms with someone and they would not answer my calls. Or when I do not feel like talking to anyone.” (Girls group 12-14)

II.2 Degree of freedom in using mobile phones

- ❖ There are **few formal limits** on the use of mobile phones resulting from parental or other instruction. These include **not responding** to unknown numbers or **not providing** personal information when calls have been answered and not making any bogus phone calls to number of public institutions such as the police, emergence services, etc. These are markedly more pronounced in both younger age group.

“I have some forbidden numbers. For instance, I am not allowed to call the police or medical emergency services.” (Boys group 9-10)

“My parents have told me not to answer calls from people I do not recognize. And also, not to play around with public institutions.” (Girls group 9-10)

- ❖ The overall feeling of children for mobile phone use is one of **ability to deal** with problematic situations. Dangers while recognised are not seen as of such magnitude so that they may not be handled. To many, there are no dangers in mobile phone use. This is more pronounced among the older children.

“I do not see that there are any dangers in using my mobile.” (Girls group 12-14)

- ❖ Most children face **financial limits** in terms of their use. These vary from instance to instance – ranging from a couple of phone calls and texts a day to 20 or 30 texts. The only accepted imposed limit would be one based on financial expense.

“I do not have any formal limits but it depends on my voucher. They tell me not to answer or make calls because my credit will run out.” (Girls group 9-10)

“I do accept a money limit. It is fair, at the end of the day my parents foot the bill. But no other limits.” (Boys group 12-14)

CHAPTER III

**PERCEPTIONS OF INTERNET AND MOBILE PHONE RELATED PROBLEMS
AND RISKS**

III.1 Spontaneous mentions of risks and problems

- ❖ **Viruses and calls and chats from unknown people** top the list of spontaneous worries. Viruses tend to emerge as a risk among the older children, while calls and chats with strangers cause greater worry among the younger children.

“I constantly get viruses, all the time. Then, I have to spend hours dealing with them.” (Boys group 12-14)

“Viruses are a big problem, I fear that they may block my computer.” (Girls group 12-14)

“I fear calls from strangers whether on my mobile or at home.” (Girls group 9-10)

- ❖ The existence of such threats does **not appear** to cause great concern among the children. Two main ways of dealing with risks are employed by the children. One is **anti-virus protection** and the other is compliance with **certain rules** of behaviour when being contacted by strangers (not providing personal details, hanging up of phone, leaving open chats, etc.) Generally, children express **self-confidence** in their ability to deal with these risks and do not report any changes in behaviour.

“I got a call on my mobile from a stranger. He started asking me things but I quickly hang up.” (Girls group 9-10)

“It worries me but I will manage. I am invisible unless I tell them anything. I just do not give them any personal details about myself.” (Girls group 12-14)

“These things are serious but if you are aware, if you take them into consideration, you will be fine.” (Boys group 12-14)

III.2 Problems and risks related to specific applications

- ❖ **Internet use** risks are clustered on the following uses: engaging in **open chat rooms**, sending and receiving **e-mails**, **instant messaging and chatting** with friends as well as **downloading** music, films, videos, etc. There is significant **overlap** between evaluation as danger and evaluation as most serious danger.

INTERNET APPLICATIONS USED: Dangers	Girls 9-10 */**	Boys 9-10 */**	Girls 12-14 */**	Boys 12-14 */**	Total */**
Searching for information as a part of my school work	6/0	1/1	0/0	1/0	8/1
Searching for information on subjects which interest me/surfing for fun	4/1	1/1	0/0	2/0	7/2
Sending and receiving emails	3/1	3/2	3/0	6/4	15/7
Using instant messaging (MSN)/chatting with friends	2/1	4/1	5/1	3/3	14/6
Engage in open chatrooms	1/0	6/3	8/6	6/4	21/13
Creating my own blog/homepage and posting my own texts, photos, music on the Internet	3/1	4/3	2/0	1/0	10/4
Reading and responding to friends'blogs/homepages	5/0	1/1	1/0	0/0	7/1
Reading and responding to blogs/homepages of someone I have never met	1/0	3/3	4/3	3/2	11/8
Playing on-line games	5/3	0/0	0/0	1/1	6/4
Downloading music, films, videos, games or other files	4/2	2/2	3/2	3/0	12/6
Sharing files (music, films, videos, games or others)	3/1	1/1	3/1	2/1	9/4
Sharing photos	3/1	1/1	1/0	1/0	6/2
Downloading ring tones/images for my mobile phone	2/0	3/2	1/0	0/0	6/2
Taking part in competitions	1/1	1/1	2/1	0/0	4/2
Making phone calls through the Internet	2/0	5/5	2/1	1/1	10/7
Total	45/12	36/27	35/15	30/16	146/70

MOBILE PHONE APPLICATIONS USED : DANGERS

Making and receiving phone calls	6/6	3/1	0/0	4/1	13/8
Sending/receiving SMSs	5/5	4/2	0/0	2/2	11/9
Taking photos/images	3/3	4/2	0/0	0/0	7/5
Connecting to the Internet through my mobile phone	1/0	4/2	3/0	3/0	11/2
Sending/receiving/sharing images	3/3	4/2	0/0	3/1	10/6
TOTAL	18/17	19/9	3/0	12/4	22/30

* Risks mentioned ** Risks most mentioned

- ❖ The two main reasons for considering these applications dangerous are **uncertainty** in communicating with strangers and **danger of viruses**.

“There is a problem with e-mails and spam because they often have viruses. It is the same with opening websites.” (Boys group 12-14)

“Chatting can be dangerous, you do not know the person, they ask you questions, etc. One has to be careful.” (Boys group 9-10)

- ❖ **Mobile phone** risks are clustered on **making and receiving phone calls, sending and receiving SMSs and sharing images**. Linking to the Internet and taking of photos are not considered serious risks or threats. As far as mobile phones are concerned, **older** children (both boys and girls) are much **less inclined to see dangers** in phone use.

“I see nothing dangerous in mobile phones.” (Girls group 12-14)

“No problems with mobiles. If someone unknown calls, I just hang up.” (Boys group 12-14)

CHAPTER IV

**REACTIONS TO THE PRESENTATION OF SIX CATEGORIES OF PROBLEMS
AND RISKS**

IV. 1 Truthfulness of information found on the Internet

- ❖ The overall opinion as regards truthfulness of content on the Internet is one in which **scepticism appears to be slightly more prevalent than unquestioned trust**, especially among the younger girls.

“Sometimes they write untrue things but then I always check respected sites, check with Goggle, etc.” (Boys group 12-14)

“I only trust the games in the Internet. Wrong information is big problem when I write reports for school.” (Girls group 9-10)

- ❖ This scepticism is mainly directed at **factual statements** available on the Internet. A significant number of children are able to provide example when they have had to deal with wrong factual statements.

- The main way of dealing with such difficulty is **double-checking** of information and **comparison** of search results.

“I personally always compare, especially when I write school homework. Because people can write all sorts of things but I compare, especially facts.” (Boys group 12-14)

- Older children show a tendency for greater mistrust of Internet information. Still, the problem is not perceived as a serious one.

“You find truthful and untruthful stuff, but it is OK overall. I do not think it is a problem really.” (Girls group 12-14)

- Overall, children hold the view that people entering the information on the web have **no stake in providing untruthful information**. Internet information is basically seen to be on par with that provided by other institutions.

“I do not see why any one would try to lie in what they put on” (Boys group 9-10)

“Internet information is generally OK, teachers too, although it always depends on the actual person” (Boys group 12-14)

IV.2 Potentially shocking contents

- ❖ Children **regularly encounter** such contents with pornographic material and torture of animals topping the list. The 12-14 girls group erupted into a giggle the moment the moderator mentioned the theme.

“I stumble across such things. Mostly it happens when I look for pictures and photos for my mobile, then I get pornographic stuff.” (Girls group 12-14)

“We got into a site where they had pictures of tortured cats, it was horrible. Both my friends and I cried.” (Girls group 9-10)

- ❖ Potentially shocking material is usually encountered when **looking for pictures, mobile phone melodies, downloading**. It is rarely forwarded by schoolmates.

“I was looking for photos for my mobile and there were sex pictures there.” (Boys group 9-10)

“I get such things when I download pictures, music, etc., it happens then.” (Boys group 12-14)

- ❖ The main manner of dealing with such instances is **closure of the sites. No reporting** occurs with some younger children informing their parents when encountering such content. This attitude seems informed by the view that such instances are **not regular and are not really dangerous**. Leaving the site or closing the application is enough.

“I do not really tell anything, it is no big deal. I just close the window and that is it.” (Boys group 12-14)

“I do not tell anyone, may be just my friends so they know. It is all very accidental anyway.” (Girls group 12-14)

“Once, someone sent me a clip where they beat a girl. It was awful and I told my parents.” (Girls group 9-10)

IV.3 Potentially dangerous contacts

- ❖ **About half** of the participants report having heard or participated in such potentially dangerous contacts. There is a significant group among the older children who have or would engage in such contacts with the main intention of play.

“It happened to a friend of mine while she was chatting. The person presented herself as 30 years old and wanted to meet her, come to the school, etc. (Girls group 9-10)

“I did it once, someone started talking to me over the chat, asking questions, etc. I pretended, wanted to see me, I played with him for a while and then left the chat.” (Boys group 12-14)

“May be with some friends, I would go to such an arranged meeting. But it would be in an open space with a lot of people around.” (Girls group 12-14)

- ❖ Regardless of this notable readiness to engage in such contacts, most children are **aware of precautionary measures**. Main manner is responding is **blocking** the address and simply **discontinuing conversation**.

“When something like this happens, I just block the address.” (Girls group 9-10)

“I know that whatever happens I should not give any of my personal details.” (Girls group 12-14)

- ❖ **Friends** are the main reference group for instances of such contacts. Parents are informed only when serious situations arise.

“Mostly, I would just share this sort of thing with my friends, sister.” (Girls group 12-14)

“If it gets serious, I will tell my parents. They will decide what to do.” (Girls group 9-10)

IV.4 Bullying

- ❖ **Roughly half** of the group participants report instances of bullying. The problem is more widespread among older children with **no significant difference** between boys and girls.

“It does happen. In my class, someone got the password of one of the girls and then they started writing offensive stuff, insults, threats.” (Girls group 12-14)

“I have received aggressive texts messages but just ignored him and he stopped.” (Boys group 12-14)

- ❖ The practice is **not seen** as a serious threat. There are two main ways of dealing with such instances – **blocking the source or confronting the person**. Children **very rarely inform** parents or teachers about these instances.

“If someone tells me offensive stuff, I simply block their address, number, whatever.” (Boys group 9-10)

“If it is not serious, I will deal with it myself, it depends.” (Girls group 12-14)

“When this sort of thing happens, it is better to deal with the person directly. If I tell my parents, it will get very serious, both our parents will get involved.” (Girls group 9-10)

IV.5 Deception on free of charge character

- ❖ **About half** the participants have encountered instances of such deception. These are mostly in the **older** groups of children.

“It happened to me, it was a free file and I was trying to get this game. Then I opened it, it said that I needed to pay for it.” (Boys group 12-14)

- ❖ The predominant way of dealing with these situations is simply **closure of the files**.

“When they tell me that it actually costs money, I just leave.” (Boys group 12-14)

“In most cases, it actually says that there is money involved, so I simply check.” (Girls group 12-14)

- ❖ **None** of the groups consider such free files with hidden money requests a real problem. Only reaction would be to **share information** about such files with immediate friends. A few participants express awareness of dangers of providing bank card numbers.

“It is not really a problem.” (Boys group 9-10)

“I would just tell me friends, so they know.” (Boys group 12-14)

“When such things happen, I know that people should not give their card details.” (Girls group 12-14)

IV.6 Illegal downloading

- ❖ The overwhelming majority of children are **actively engaged** in illegal downloading. There is awareness of impropriety with some nascent perception of illegality among the older children. Illegality is **not seen as deterrent** for continued downloading. Responses on this issue are spontaneous.

“Everyone is downloading stuff, I do not think it is a problem.” (Girls group 12-14)

“One of use buys a disc and then we simply share it. It is like sharing books.” (Boys group 12-14)

“I saw on TV those stories about persecution of people pirating things and felt really bad.” (Boys group 9-10)

“We all download things but it is not really fair on those making their living by producing all this.” (Girls group 12-14)

CHAPTER V
RISK RELATED INFORMATION AND REPORTING

V.1 Precautions envisaged by children

- ❖ There is a **marked difference** in attitude between younger and older children. Younger express preference for **prevention of entry** in dangerous and illegal sites, closure of sites containing violence, **removal** of pictures of naked women and reluctance for entry in unfamiliar sites. Young girls are more able to formulate specific measures than young boys.

“We must protect ourselves from these sites for paedophiles.” (Girls group 9-10)

“The sites which contain violence should be removed” (Girls group 9-10)

“I would advise my friends not to go to unfamiliar sites” (Boys group 9-10)

V.2 Ways of reporting envisaged

- ❖ All groups express a clear preference **for informal reporting**, namely, family members and friends. A small proportion of participants mainly older ones are inclined to report to police if serious issues arise (persistent offences, etc.) **School and teachers barely surface** in the discussions; when they do, children do not appear to be convinced of its utility.

“When there are problems, I tell my parents.” (Boys group 9-10)

“I would tell the police but it depends how nasty the things on the web are.” (Girls group 12-14)

- ❖ It is noteworthy that many of the above responses were prompted ones and the overall atmosphere of the group discussions suggest an **unspoken sense of confidence** that actual and potential risks and problems are manageable and are not worthy of any reporting.

V.3 Attitudes towards information on problems and risks

- ❖ **Older children feel more capable** of handling Internet risks. This holds for boys and girls alike. Some express a **relaxed attitude** of openness to information of new risks but with an air of dismissal.

“We are more or less aware of the risks, as a whole it is OK. If there are other things to learn, it is best to learn from practice.” (Girls group 12-14)

“More information, why not? You never know enough.” (Boys group 12-14)

- ❖ Preferred information channels include **clips in popular children programmes, Internet and TV spots**. A significant proportion of participants have preference for sharing and exchange of information among peers.

“TV is OK, but it is better to provide information in clips, in popular programmes.” (Girls group 12-14)

“Actually, very often my friends tell me stuff, we all share information between us.” (Boys group 12-14)

SUMMARY OF FINDINGS

- ❖ The large majority of boys and girls are self-taught as regards the Internet. Still, help at home from parents, brothers and sisters and lessons at school remain important sources of Internet instruction. In most cases, this involves some prior observation before actually sitting down to explore the various Internet applications. This type of learning takes place at home and involves very little formal instruction.
- ❖ There is a visible tendency for boys to spend more time in the Internet than girls. This is valid for both the 9-10 and 12-14 age groups. In the case of boys, unless formal limits are imposed, they admit to wanting to spend as much time on the web as possible. Usage is longer in families where children have own computers. Internet usage is predominantly at home and much more rarely in Internet clubs. When children go to clubs, they tend to go there to play games.
- ❖ The overwhelming majority of children do not report any explicit limitations placed on them in using the Internet. When such exist, they are related to health concerns, access to the computer, insufficient time to prepare homework and warning not to disclose any personal information.
- ❖ The younger children tend to be more keenly aware of external and self-imposed limits due to more recent parental intervention as they start their exploration of the Internet. The older children appear to have a much more self-assured attitude towards potential hazards.
- ❖ Most used Internet applications include playing on-line games, downloading music, videos, etc. and instant messaging. The first two have even spread across age group and gender. In variance, instant messaging is more widespread among older children. Motivations for these uses include enjoyment of music and video, need to remain in easy touch with friends, enjoyment of playing games, need to find information about school.
- ❖ There is very large penetration of mobile phone use among the group discussion participants. By spontaneous response, the main use for these is making phone calls predominantly to parents and friends. Other, less widespread activities include playing games (more particularly among the younger groups), sending MMS (more particularly among the older girls group) and surfing the web via the mobiles (more particularly among older boys group).
- ❖ Most frequent use is clustered on sending and receiving SMSs, making and receiving phone calls and taking of photos and images. Use is evenly spread among gender and age groups. Motivations for frequent use include need to stay in touch with parents and friends and desire to share pictures with friends.
- ❖ There are few formal limits on the use of mobile phones resulting from parental or other instruction. These include not responding to unknown numbers or not providing personal information when calls have been answered and not making any bogus phone calls to number of public institutions such as the police, emergency services, etc. The overall feeling of children for mobile phone use is one of ability to deal with problematic situations. Dangers while recognised are not seen as of such magnitude so that they may not be handled. Most children face financial limits in terms of their use.
- ❖ Viruses and calls and chats from unknown people top the list of spontaneous worries. Yet, the existence of such threats does not appear to cause great concern among the children. Two main ways of dealing with risks are employed by the children. One is anti-virus protection and the other is compliance with certain rules of behaviour when

being contacted by strangers (not providing personal details, hanging up of phone, leaving open chats, etc.) Generally, children express self-confidence in their ability to deal with these risks.

- ❖ Internet use risks are clustered on the following uses: engaging in open chat rooms, sending and receiving e-mails, instant messaging and chatting with friends as well as downloading music, films, videos, etc. There is significant overlap between evaluation as danger and evaluation as most serious danger. The two main reasons for considering these applications dangerous are uncertainty in communicating with strangers and danger of viruses. Mobile phone risks are clustered on making and receiving phone calls, sending and receiving SMSs and sharing images. Linking to the Internet and taking of photos are not considered serious risks or threats. As far as mobile phones are concerned, older children (both boys and girls) are much less inclined to see dangers in phone use.
- ❖ The overall opinion as regards truthfulness of content on the Internet is one in which scepticism appears to be slightly more prevalent than unquestioned trust. This scepticism is mainly directed at factual statements available on the Internet. The main way of dealing with such difficulty is double-checking of information and comparison of search results. Overall, children hold the view that people entering the information on the web have no stake in providing untruthful information. Internet information is basically seen to be on par with that provided by other institutions.
- ❖ Children regularly encounter potentially shocking contents with pornographic material and torture of animals topping the list. Potentially shocking material is usually encountered when looking for pictures, mobile phone melodies, downloading. It is rarely forwarded by schoolmates. The main manner of dealing with such instances is closure of the sites. No reporting occurs with some younger children informing their parents when encountering such content. This attitude seems informed by the view that such instances are not regular and are not really dangerous.
- ❖ About half of the participants report having heard or participated in such potentially dangerous contacts. There is a significant group among the older children who have or would engage in such contacts with the main intention of play. Regardless of this notable readiness to engage in such contacts, most children are aware of precautionary measures. Main manner of responding is blocking the address and simply discontinuing conversation. Friends are the main reference group for instances of such contacts. Parents are informed only when serious situations arise.
- ❖ Roughly half of the group participants report instances of bullying. The problem is more widespread among older children with no significant difference between boys and girls. The practice is not seen as a serious threat. There are two main ways of dealing with such instances – blocking the source or confronting the person. Children very rarely inform parents or teachers about these instances.
- ❖ About half the participants have encountered instances of deception (downloading of free files which then incur expenses). These are mostly in the older groups of children. The predominant way of dealing with these situations is simply closure of the files. None of the groups consider such free files with hidden money requests a real problem. Only reaction would be to share information about such files with immediate friends.
- ❖ The overwhelming majority of children are actively engaged in illegal downloading. There is awareness of impropriety with some nascent perception of illegality among the older children. Illegality is not seen as deterrent for continued downloading.

- ❖ There is a marked difference in attitude between younger and older children on issues of possible precautionary measures. Younger children express preference for prevention of entry in dangerous and illegal sites, closure of sites containing violence, removal of pictures of naked women and reluctance for entry in unfamiliar sites. All groups express a clear preference for informal reporting, namely, family members and friends. The overall atmosphere of the group discussions suggests an unspoken sense of confidence that actual and potential risks and problems are manageable and are not worthy of any reporting.

- ❖ Older children feel more capable of handling Internet risks. This holds for boys and girls alike. Some express a relaxed attitude of openness to information of new risks but with an air of dismissal. Preferred information channels include clips in popular children programmes, Internet and TV spots.

ANNEX I
COMPOSITION OF THE GROUPS

	Boys group 9-10 years	Girls group 9-10 years	Boys group 12-14 years	Girls group 12-14 years
	(Sofia) (19 April)	(Sofia) (16 April)	(Sofia) (17 April)	(Sofia) (18 April)
Household social level (Socio-professional category of the head of household)				
Business owners, liberal professions, high-level managers	2	1	2	2
Mid-level managers	1	2	2	1
Office employees (non-managerial)	1	2	2	3
Manual workers	2	1		2
Others				
Places and means of access to the Internet				
Home (broadband))	3	1	1	2
Home (non broadband)	3	4	4	6
School	2			
Internet cafes			1	
Others		1		
Personal ownership of computer				
Yes	4	6	6	8
No	2			
Ownership of mobile phone				
Yes	6	6	6	8
No				

ANNEX II
DISCUSSION GUIDE

Проучване за по-безопасен интернет
Указание за обсъждане
Клиент: ОПТЕМ

ВЪВЕДЕНИЕ

Добър ден, казвам сеи работя в социологическа агенция „Алфа рисърч“, отговаряща за проучването, което днес ни събира.

Обект на изследването е начинът, по който децата/младежите използват Интернет и мобилни телефони.

Имате ли ясна представа кои сме и с какво се занимаваме?

- Питайте децата, дали са запознати с условията за изследване на мнението им и какви асоциации имат те във връзка с това?
- Обяснете им, че целта е да се разбере, какво хората правят и мислят и че те трябва да се изразяват напълно свободно.
- Уверете ги, че всичко, което кажат ще бъде поверително, т.е. думите им могат да бъдат давани като примери за гледни точки на деца, но никога няма да бъдат свързвани с имената им; по-конкретно, това, което участващите деца казват няма да бъде споделяно с родителите им.

Като начало, ще помоля всеки от вас да се представи с няколко думи: кой/коя сте, имате ли братя и сестри, имате ли достъп до Интернет и по какъв начин – чрез личния си компютър, чрез компютъра на родителите ви, в училище, у приятели, в Интернет клубове, а също така, отговорете, дали имате мобилен телефон.

ТЕМА 1. ИНТЕРНЕТ И ИНТЕРНЕТ ПРОГРАМИ

Нека поговорим за Интернет

I. 1. Преди да обсъдим как използвате Интернет, бих искал да знам как сте се научили да си служите с него.

- Спонтанни реакции
- Извличане:
 - Самообучение или обучение от други?
 - От кого? Други деца (Кои? Приятели, братя или сестри)? Възрастни? (родители, учители, други възрастни?)

I. 2. Бихте ли ми казали, как и колко често използвате Интернет и приблизително колко време прекарвате в него?

- Спонтанни реакции
- Извличане:
 - Редовно или непостоянно използване на Интернет? От какво зависи?
 - Колко време, според децата, се отделя за Интернет (средно дневно, седмично)

I. 3. Имате ли възможност да използвате Интернет толкова често, колкото искате или имате ограничения, правила или препоръки, дадени ви от вашите родители – или нещо, което смятате, че родителите ви биха искали да правите или да не правите, дори и да не са ви го казвали открито?

- Спонтанни реакции
- Извличане:
 - Ако има ограничения/правила/препоръки/подразбиращи се правила – какви са те?
 - За всяко от ограниченията/правилата/препоръките/подразбиращи се правила: усещане за това доколко е оправдано и степен на съгласие ?
 - Ако няма ограничения/правила/препоръки/подразбиращи се правила – как биха се чувствали, ако бъдат въведени такива?
 - Кои от тях биха (или не биха) приели и одобрили? /подразбиращи се правила: усещане за справедливост и степен на съгласие

I. 4. Подготвили сме списък с различни начини на използване на Интернет. Ще помоля всеки един:

- Да постави **зелена лепенка** при всяка от програмите, които използва !
 - Да постави **втора зелена лепенка** при всяка от програмите, които използва най-често !
- Раздайте списъка
 - Оставете участниците да го попълнят.
- Уверете се, че системата с лепенките е разбрана.
- Уверете се, че всеки участник е написал малкото си име.
- Съберете въпросниците и бързо отбележете най-използваните програми.

I.5. Виждам, че някои програми са използвани повече от други.

Какво по-точно ви интересува и харесва в тези Интернет програми?

- Спонтанни реакции
- Извличане: често използвани програми, *неизявени* в спонтанните реакции

ТЕМА II. МОБИЛНИТЕ ТЕЛЕФОНИ И ИЗПОЛЗВАНЕТО ИМ

II. 1. Някои от вас имат също и мобилен телефон. Тези, които имат, моля кажете ми как го използвате?

- Попитайте последователно всеки от притежаващите мобилен телефон участници. Оставете всеки от тях да се изрази свободно. После извлечете:
 - С кого (приятели, родители, в какви обстоятелства?)
 - За какво е най-използван телефонът (устен разговор, SMS, други програми?)

Други от вас нямат мобилен телефон, можете ли да ни кажете, защо?

- Изследвайте причините (цена, родителите не искат децата им да притежават мобилен телефон; други)

II.2 Мобилните телефони могат да служат за изпращане или получаване на снимки (MMS), участие в чатове или Интернет връзка. Правите ли тези неща?

- Попитайте отново всеки участник, притежаващ мобилен телефон
 - Ако той/тя вече е използвал тези функции (кои?), какво му/й носи това или ако не са използвани - защо?

II.3 Използвате ли мобилния си телефон свободно, както искате и колкото искате или имате ограничения, правила или препоръки, наложени от родителите ви – мислите ли, че има нещо, което вашите родители биха искали да правите или да не правите, дори и да не са ви го казвали?

- Спонтанни реакции
- Извлечете:
 - Ако има ограничения/правила/препоръки/подразбираеми правила: какви са те?
 - За всяко от ограниченията/правилата/препоръките/подразбираемите правила: усещане за това дали е оправдано и степен на съгласие
 - Ако няма ограничения/препоръки/подразбираеми правила: как биха се чувствали, ако биха били наложени?
 - Кои от тях бихте (или не бихте) приели / съгласили с тях или не? Доколко са оправдани и степен на съгласие.

II.4 Ето един кратък списък на функции на мобилен телефон.

Както по-рано за Интернет програмите, моля:

- Да поставите **една зелена лепенка** при всяка от функциите, която използвате
- Да поставите **втора зелена лепенка**, при функциите, които използвате най-често
- Раздайте таблиците
- Оставете участниците да ги попълнят;
Уверете се, че системата с лепенките е била разбрана.
Уверете се, че всеки участник е написал името си.

- Съберете въпросниците и бързо отбележете най-използваните функции.

III.1 ИНТЕРНЕТ И МОБИЛНИ ТЕЛЕФОНИ – ПРОБЛЕМИ И РИСКОВЕ, СВЪРЗАНИ С ТЯХ

III. 1. Освен, че са полезни и приятни неща, има ли също проблеми и рискове, свързани с използването на Интернет и мобилните телефони – имам предвид неща, които не харесвате или които ви плашат?

- Спонтанни реакции
- Извличане:
 - Видове споменати проблеми/рискове
 - Проблеми/ рискове, свързани с използването на Интернет/мобилни телефони
 - Как са се осведомили децата за тези проблеми/рискове (Личен опит? Били са предупредени за тях? От кого? Друго дете? Възрастни – кои възрастни? Институции, авторитети?)
 - Колко сериозни мислят, че са тези проблеми?

III. 2. А. Променили ли са тези проблеми начина, по който използвате Интернет?

- Спонтанни реакции
- Извличане:
 - Ограничения на (обема) на използване?
 - Взети предпазни мерки; по тяхна собствена инициатива / под влияние на родителите

III. 2. В. Променили ли са тези проблеми начина, по който използвате мобилния си телефон

- Спонтанни реакции
- Извличане:
 - Ограничения на (обема) на използване
 - Взети предпазни мерки; по тяхна собствена инициатива/под влияние на родителите

III. 3. Ето таблица със списъка на Интернет програмите и функциите на мобилните телефони, върху които по-рано поставихте зелените лепенки.

Моля, поставете една червена лепенка до програмите, която мислите, че могат да създадат всякакъв вид проблеми и втора червена лепенка до тези, които намирате за най-притеснителни или страшни.

- Раздайте таблиците
- Оставете участниците да ги попълнят
 - Уверете се, че системата с лепенките е разбрана.
 - Уверете се, че всеки участник е написал малкото си име.
- Съберете въпросниците и бързо отбележете програмите, които са означени като най-рискови.

III. 4. Нека да поговорим за тези проблеми по-подробно, спирайки се по отделно на всеки един от, тези които сте отбелязали.

Защо мислите, че тази програма / приложение може да създаде проблем?

- Обърнете внимание последователно на всяка често споменавана като рискова програма и извлечете характера и степента на проблема/риска.

ТЕМА IV. РЕАКЦИИ НА ПРЕДСТАВЯНЕТО НА ОПРЕДЕЛЕНИ ПРОБЛЕМИ ИЛИ РИСКОВЕ

Сега ще ви разкажа за някои проблеми от гледната точка на възрастните, обезпокоени от тях, а вие ще ни кажете **вашето** мнение за тях.

IV. 1. Един от потенциалните проблеми е, че информацията, която намирате в Интернет, не винаги е вярна.

Какво мислите за това? Общо взето, как мислите, можем ли да имаме доверие във всичко, което намираме в Интернет?

- Спонтанни реакции
- Извличане
 - Каква е като цяло степента на достоверност в Интернет?
 - Сравнете с други източници (родители, учители, приятели, телевизия, книги...)
 - Защо информацията в интернет е повече или по-малко достоверна?
 - Примери за неверни неща, видени в интернет. За какво се отнасят? Как разбрахте, че не са верни?
 - Колко сериозен намирате този проблем/риск?

IV. 2. Друг проблем, който безпокои възрастните е рискът да ви бъдат изпратени или да попаднете на картини, снимки или други данни, които могат да бъдат дълбоко шокиращи – съдържащи насилие, жестокост, расизъм или порнография.

Какво мислите за това?

- Спонтанни реакции
- Извличане:
 - Случвало ли ви се е? За какво става въпрос?
 - Какво направихте? Казахте ли на някого? На кого?
 - Какво бихте направили, ако това ви се случи на вас; какво бихте посъветвали приятел, на когото се е случило? Да каже на някого? На кого? Какъв практически съвет бихте дали?
 - За модератора – проследете също за колко сериозен се счита този проблем/риск.

IV. 3. Друг риск, който безпокои възрастните, е че децата се ангажират във връзки с непознати, с които са говорили в мрежата – хора, които никога не са срещали лице в лице. Нека разгледаме един пример.

X/Y е дете на вашата възраст.

Той/тя обича да играе на различни игри или да изпраща информация за себе си по Интернет и той/тя започва да говори с някого в мрежата, на когото постепенно започва да дава лична информация като MSN адреса си, номера на мобилния си телефон, името си, адреса си или започва да изпраща свои снимки.

Той/тя мисли, че този човек е дете на неговата/нейната възраст и е наистина симпатичен, но може да се окаже, че той е съвсем различен човек и може да

го/я накара да прави неща, които не бива да прави или дори може да се окаже, че е възрастен с лоши намерения.

(Модератор: За момчетата използвайте типично за вашата страна мъжко име (x), за момичетата използвайте типично женско име (y)).

Какво мислите за това?

- Спонтанни реакции
- Извлечете:
 - Това случвало ли се е на някого, когото познавате? Как, в каква ситуация?
 - Мислите ли, че може да се случи на вас? Как общувате и как намирате приятели в мрежата?
 - (Ако се е случвало) Какво направихте? Казахте ли на някого? На кого?
 - Какво бихте направили, ако това ви се случи и какво бихте посъветвали приятел, на когото се е случвало?
 - За модератора: Проследете също за колко сериозен е считан този проблем/риск?

IV. 4. Друго, което безпокои родителите е, че някои деца използват общуването в мрежата, за да се държат лошо с друго дете, защото не го харесват. Това може да стане, например като говори за него по MSN без да го включвате или да изпращате груби, анонимни съобщения.

Какво мислите за това?

- Спонтанни реакции
- Извличане:
 - Това случвало ли ви се е? Как, в каква ситуации? Получавали ли сте груби съобщения? Може би вие самите сте изпращали груби съобщения?
 - Мислите ли, че това би могло да ви се случи?
 - (Ако се е случвало) Какво направихте? Казахте ли на някого? На кого?
 - Какво бихте направили, ако това ви се случи, какво бихте посъветвали приятел, на когото това се е случвало?
 - За модератора: проследете също за колко сериозен е считан този проблем/риск

IV. 5. Друг известен риск е например, когато сваляте файл, който изглежда безплатен, но в същност трябва да се плати за него или пък когато участвате в състезание, игра.

Какво мислите за това?

- Спонтанни реакции
- Извлечете:
 - Това случвало ли ви се е? В каква ситуация?
 - Какво направихте? Казахте ли на някого? На кого?
 - Какво бихте направили, ако това ви се случи и какъв съвет бихте дали на приятел, на когото се е случило? Да каже на някого? На кого?

- За модератора: проследете също, за колко сериозен се счита този проблем/риск.

IV. 6. Друг проблем може да възникне от обстоятелството, че децата свалят музика, филми, игри или други данни, без да плащат.

Може би това се е случвало и на вас: сваляли ли сте нещо, без да плащате?

- Запишете отговора, после продължете:

В много случаи, чрез съдържанието на този материал създателите му (музиканти, например) печелят пари, за да се издържат и следователно трябва да им бъде платено. Осведомени ли сте за това? Какви, според вас, могат да бъдат последствията? Знаят ли тези деца, че това е незаконно/забранено? Как възприемат това?

- Извлечете:
 - Съзнание за извършване на нещо незаконно / съзнание за последствията
 - Какво е направило / би направило участващото дете в такава ситуация?
 - За колко сериозен е считан този проблем?

ТЕМА V. ИНФОРМАЦИЯ И ОТЧЕТ , СВЪРЗАНИ С РИСКА

V. 1. Като се замислите, след цялата ни дискусия, има ли някакви предпазни мерки, които сега считате за необходимо да вземете, когато използвате Интернет и мобилен телефон – или нещо, което бихте посъветвали по-малък брат или сестра

- Спонтанни реакции
- Извлечете:
 - Предпазни мерки (и свързани с тях рискове), за които дискусията е осведомила децата
 - Склонност да се използват тези мерки в действителност

V. 2. Ако сте преживяли нещо, което ви кара да се почувствате неудобно или ви плаши и искате да споделите с някого, какъв за вас е най-лесният начин да го направите?

- Спонтанни реакции
- Извличане:
 - Да се говори за това с родителите
 - Да се говори за това с учител
 - Да се информира полицията
 - Да се направи връзка със специализирана организация чрез обаждане на специален безплатен телефонен номер
 - Да се направи връзка с организацията по e-mail
 - Да се притежава копче, което автоматично информира отговорните органи само с едно кликане

V. 3. Бихте ли искали да научите повече за проблемите и рисковете, свързани с изучаването на Интернет и мобилни телефони?

- Спонтанни реакции
- Извлечете:
 - Склонност да се научи повече за тези проблеми и рискове
 - Тип на търсената информация
 - От какъв вид източници/посредством какви канали?

КРАЙ НА ДИСКУСИЯТА !

РАЗПРОСТРАНЕТЕ МАТЕРИАЛИТЕ, ПРЕДОСТАВЕНИ ОТ НАЦИОНАЛНИТЕ ПАРТНЬОРИ ИЛИ НПО !

ТАБЛИЦА

ИНТЕРНЕТ ПРОГРАМИ	Малко име
Търсене на информация като част от работата ми в училище.	
Търсене на информация, по теми, които ме интересуват/сърфиране за удоволствие	
Изпращане и получаване на и-мейли	
Използване на програмата (MSN) и чатене с приятели	
Влизане в открити чатрумове	
Създаване на собствена уеб страница с поставяне в Интернет на собствени текстове, снимки, музика	
Четене и отговаряне на уеб страници на приятели	
Четене и отговаряне на Уеб страници на някого, когото никога не съм срещал	
Участие в он-лайн игри	
Сваляне на музика, филми, видео, игри или други файлове	
Споделяне на файлове (музика, филми, ридео, игри, или други)	
Споделяне на снимки	
Теглене на мелодии и изображения за мобилни телефони	
Участия в състезания	
Звънене по телефона чрез Интернет	
Осъществяване и получаване на телефонни обаждания	
Изпращане/получаване на SMS	
Правене на снимки/изображения	
Изпращане/получаване на споделени изображения	
Свързване с Интернет чрез мобилен телефон	

ПРОГРАМИ ЗА МОБИЛНИ ТЕЛЕФОНИ

Осъществяване и получаване на телефонни обаждания
Изпращане и получаване на SMS
Правене на снимки/изображения
Изпращане/получаване на споделени изображения
Свързване с Интернет чрез мобилния телефон