Родителска подкрепа за развитие на дигиталните умения на децата

Engl. transl.: Parental support for development of children’s digital skills

# Keywords

* parental support
* online behavior
* EU Kids Online
* Global Kids Online
* DigComp
* digital skills
* critical thinking
* use of the Internet
* communication
* cooperation
* solving problems

# Details

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English

## Authors

Георгиев Е.; Хайдиняк М.; Кънчев П.; Апостолов Г.

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Report and working paper

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## Place

Bulgaria

## Topics

* Social mediation
* Internet usage, practices and engagement
* Literacy and skills
* Risks and harms

## Sample

1000 Bulgarian children and 1000 parents; parents of children aged 9-11 (400), parents of children aged 12-14 (277) and parents of children aged 15-17 (323). Additionally 130 families with children under 9 years were also interviewed in order to get some insights about what parents of children under 9 years of age allow them to do online.

## Implications For Parents About

* Parental practices / parental mediation
* Parental digital literacy
* Parenting guidance / support

# Abstract

This report on parental support and mediation is based on a nationally representative survey of online use and behaviour among Bulgarian children aged 9-17 and their parents. The survey was conducted in 2016 by MarketLinks agency and was commissioned by the Applied Research and Communication Fund, coordinator of the Bulgarian Safer Internet Center. The main focus of the report is the parental support for the development of digital skills by their children and refers to the definitions of digital and media literacy of DigComp (Digital Competence Framework) as well as the framework for media literacy EAVI (European Association for Viewer's Interests). Both conceptual frameworks largely overlap and include five main digital competences, namely: the ability to find and evaluate information, the ability to communicate through digital channels, skills for digital content creation, online safety, and the ability to solve problems. Within this report we focus on the extent to which parents actively support their children so that they can develop their digital media literacy skills.

# Outcome

Besides a greater exposure of children to risks, they are often deprived of the support needed to develop their digital and media literacy, even in cases when parental intervention is necessary. Moreover ин the field of digital media parental involvement is significantly weaker than in other areas.
Two of three children believe that they know more about internet than their parents;
The data demonstrate quite liberal attitude on the part of parents to the online activity of their children;
Parental control over most of the children’s online activities decreased from 2010;
Тhe percentage of children who helped their parents with Internet-related problems is more than twice higher than the share of parents who helped their children;
Only 36%of parents sit with their children to do something online together which could support development of child’s collaboration skills;
Many children share that they have never told their parents that something bothered them online (44% - have never told, 19% - almost never);
The data also show a lower level of involvement of fathers compared to mothers and peers;
Parents have high expectations of school as a source of information on internet safety, but they are not adequately met