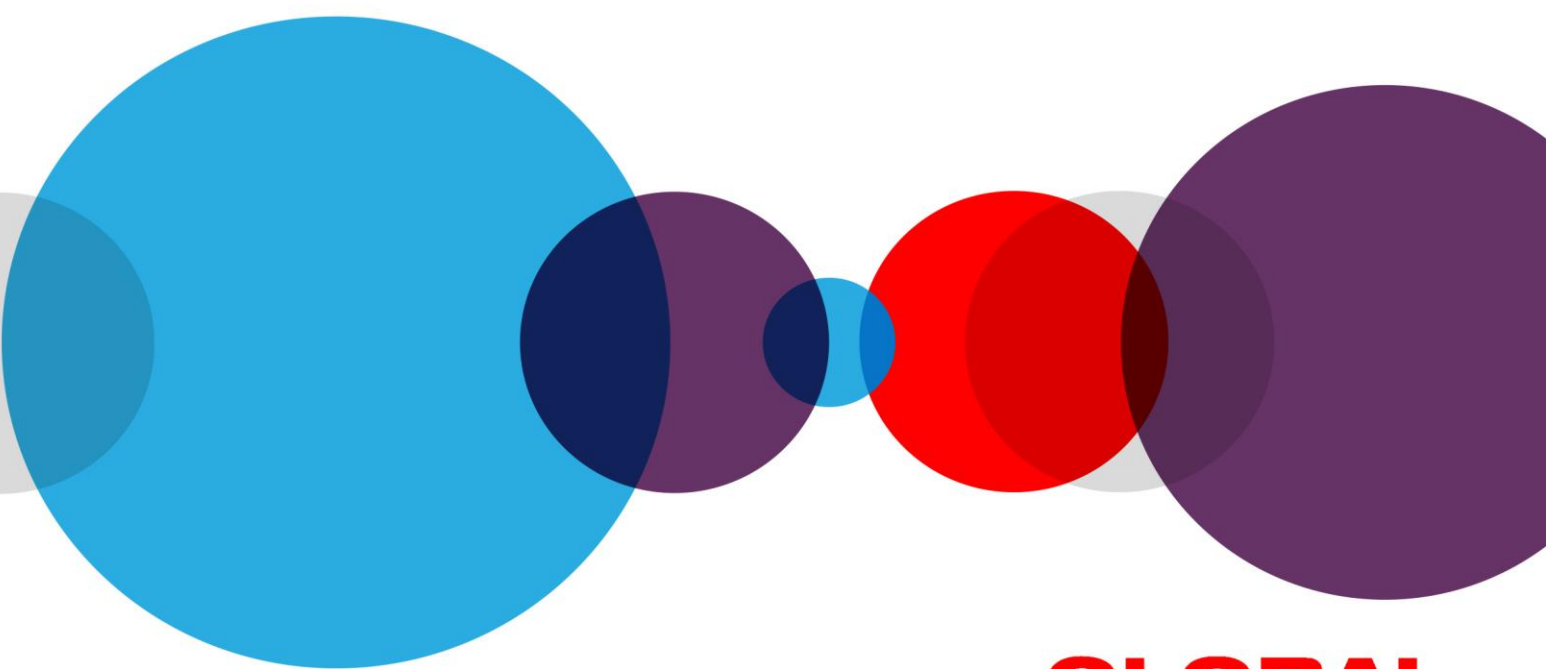# GLOBAL KIDS ONLINE: CHILE

Chilean children's internet use and online activities:
A brief report

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GLOBAL KIDS ONLINE

Acknowledgements

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Executive summary

Aims and objectives

The aims of this study were to: (a) adapt the Global Kids Online survey to be applied in the Chilean context; and (b) to gather data from a representative sample related to the access, uses, skills and risks of young internet users in Chile.

Method

The Global Kids Online Chile survey was conducted between August and November 2016 with a representative national sample (*n*=1,000) of children and teenagers who are internet users aged between 9 and 17 and 1,000 parents or guardians (one per child interviewed). Internet users were defined as people who had used the internet at least once during the past three months (ITU, 2014).

The study followed a four-stage cluster sampling method with a probability proportional to size: first, municipalities were selected and stratified; second, census areas were enumerated; third, homes were systematically selected; and fourth, children were randomly sampled.

Key findings

First, in relation to **access**, results show that 84.5% of households with child internet (9 to 17 years-old) users have a connection at home, which is higher than the home access of all Chilean households (76%) (SUBTEL, 2016). However, there are differences by socioeconomic group (SEG) regarding the availability and type of connection. As to devices, the majority of internet users (92%) have smartphones, followed by laptops (79%) and then desktop computers (51%). In the three types of devices there are access differences by SEG.

Second, regarding **opportunities**, 84% of respondents had used the internet to perform an education and learning task in the last month. This shows that schools seem to be demanding extensive use of the internet for school activities. On the other hand, the data shows that a majority of users report informal learning activities, with 77% reporting that they had learned something new by watching a video or tutorial in the last month. Regarding entertainment, watching videos is reported by 95% of children and teenage internet users, and playing online by 79% of them. Creative opportunities are reported by much lower percentages. Regarding citizenship, 7.9% of respondents mention having participated in a discussion on political or social problems, while 36% report seeing or reading news online. Finally, regarding social relations, the use of social networks stands out, with 73% of respondents reporting having accessed social networks in the last month.

Third, with respect to **digital skills**, the majority of children and teenagers report that they feel 'quite' or 'totally' capable of performing a large part of most of the activities associated with each

skill; 84% say that they are 'capable' or 'very capable' to 'install an application on a mobile phone', 32% to 'recognize the different types of licenses or internet permits', 33% to 'follow up on the costs of mobile applications they use' and 36% to 'upload videos or music they have created'. It is important to mention that 62% say that they feel 'somewhat' or 'not at all' able to upload videos or music they have created. However, it is not clear if this is because they do not feel capable of creating this type of content (the creative aspect of the skill) or they do not know how to share it (the technical aspect of the skill).

Fourth, regarding **negative experiences**, 36% of the children and teenagers in Chile had at least one experience on the internet that made them feel bad, while 59% of respondents report never having had such an experience. Among those who had a negative experience, 50% sought support from an adult (parents, caregivers, teachers, etc.).

Finally, this study provides new data from Chile, laying the foundations for developing comparative research and designing necessary educational and social policies for Chilean children and teenagers. Future research should also consider those who are socially and digitally excluded, such as young non-internet users, those with special educational needs and immigrants for whom digital technologies can offer unique opportunities.

1. **Global Kids Online**

Current global estimates suggest that one out of every three internet users are a child, and that this proportion will increase in developed countries (UNICEF, 2017). In this context, it is essential to collect accurate data to develop evidence-based public policies that promote and safeguard the rights of children and teenagers in the digital environment.

What is Global Kids Online?

Global Kids Online is a worldwide network of researchers seeking to bring together research carried out at national level to build a robust information base to address the situation of each country in particular. Researchers make available their multiple research tools (surveys, guidelines, consents, sampling criteria, etc.) to requesting researchers in other countries.

In this sense, the various research instruments are characterized by their flexibility and can produce information relevant for any country or context, while also allowing for comparability across different countries.

Global Kids Online resources are open and accessible through the website www.globalkidsonline.net to support the development of quality research on the use of the internet by children and teenagers, and its subsequent use in informing public policies.

Large national research or statistical organizations that meet the criteria can apply for membership through the Global Kids Online website (www.globalkidsonline.net). Furthermore, any interested party can freely access and download quality research tools without having to register on the Global Kids Online website.

The general goal of the tools developed by Global Kids Online is to encourage new research initiatives around children's online experiences across a large number of countries and contexts.

The objective is to develop safe, evidence-based policy and programme decisions that ensure that children and teenagers' rights are safeguarded in the digital space – guaranteeing the protection of their rights is key to the healthy and positive promotion of their internet use.

2. **Global Kids Online Chile**

Much of the available evidence on the effect of digital technologies on children and teenagers comes from countries belonging to the Global North (Livingstone, 2014). Given the growing number of internet users also in the Global South, it is essential to understand the uses, opportunities and risks for children in this region.

While children and teenagers' uses of digital technologies are usually associated with negative outcomes such as cyberbullying or access to inappropriate content, the internet also expands opportunities available for learning, participation and creativity. These are part of children and

teenagers' digital rights, as an extension of their basic rights included in the *Convention on the Rights of the Child* (CRC) (UNICEF, 2006). This means that the State should be responsible for protecting children from all forms of online abuse, together with providing them with the opportunities to learn, participate and be creative on the internet (Livingstone, 2014). Understanding the complexity of the preceding, and the extent to which these rights are currently respected, this research is presented as essential for the proper development of public policies and the protection of children and teenagers in this and any country.

In Chile, Global Kids Online is part of the research project entitled 'Implementation of the study of the uses, opportunities and risks in the use of ICT by children and teenagers in Chile'. This study was coordinated by a team from the School of Journalism of the Pontificia Universidad Católica de Valparaíso (PUCV), with the participation of researchers from the Centre for Studies in Policies and Practices in Education (CEPPE) of the Pontificia Universidad Católica de Chile, the Communication and Image Institute (ICEI) of the Universidad de Chile and the Universidad Academia de Humanismo Cristiano. This project has been financed and supported by the Ministry of Education under an agreement with UNESCO Santiago Regional Office of Education for Latin America and the Caribbean.

The general objective of the research is to produce current and comparable data about children and teenagers' opportunities and risks when using digital technologies in Chile.

To achieve this goal, the Global Kids Online survey used in different versions for the studies EU Kids Online (applied in 25 countries in Europe), Global Kids Online, Net Children Go Mobile and Kids Online Brazil was adapted to the Chilean context.

Currently, the theoretical model of Global Kids Online addresses the use of technologies as a multidimensional relationship between artefacts, norms, cultural expectations and socioeconomic contexts, among other variables that ultimately make up a 'digital ecology' (Livingstone et al., 2015). This approach provides for obtaining both contextual information and the perspective of children and teenagers, which allows more direct access to the meanings of their experiences with digital technologies.

It is within the framework of the fourth phase of Global Kids Online that the team coordinated from PUCV has actively participated in the discussion about the way in which research must be approached to produce both reliable and comparable results, and to become an instrument for public policy discussion.

The model used in this phase no longer conceives a unidirectional relationship between the social and cultural conditions in which children and teenagers use technologies. Instead, it also envisages the development of competences in a 'digital ecology' model coordinated with actions by the family, school and peer groups. This view poses a more complex challenge for the future of the

project since it implies a greater adaptation to the contexts where these ecologies unfold in a multidimensional way.

Figure 1. Better internet for children model (Livingstone et al, 2015)
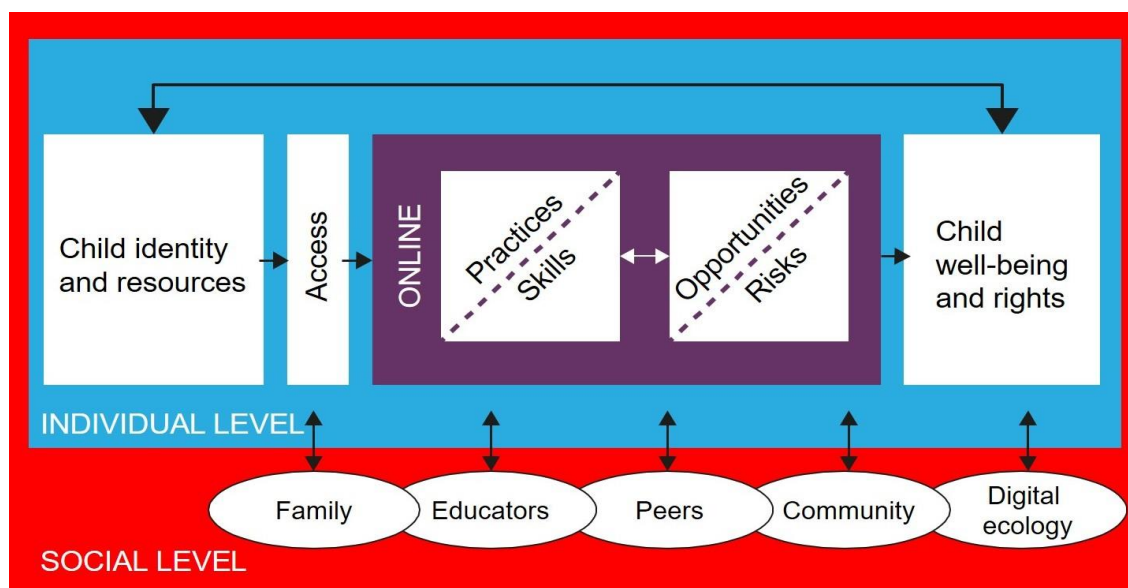
2.1. National context

Chile has an estimated population of 17,574,003, of which 4,405,802 (25.7%) are aged between 0 and 14 years old (INE, 2017).

In economic terms, Chile has shown significant and sustained growth in recent years, with a per capita GDP of around US$24,000 per year, the highest in South America (The World Bank, 2017a). Chile's economic regime is characterized by a neoliberal system that has been ongoing since its implementation by a military regime (1973–90) in 1974. Democratic governments have subsequently maintained and strengthened the neoliberal system, but with an increase in the coverage of different social programmes – named as 'growth with equity' (UNDP, 2011). Inequality, however, remains a central problem in the country, with a Gini index of 47.7 for 2015, which places Chile in seventh place of the greatest inequality among the countries of Latin America and the Caribbean (The World Bank, 2017b).

Regarding schooling, the Chilean Constitution protects the right to education, and has stipulated 12 years of compulsory education, with an investment by the State of 7.5% of GDP in this sector. Given its status as a right, both basic education (6-14 years) and secondary education (15-18 years) are considered mandatory. The Chilean school system has virtually universal coverage, with enrolment standing at 99% in basic education and 82.5% in secondary education (MINEDUC, 2015).

It is important to note that Chile ratified the CRC in 1990 based on the fundamental principles of non-discrimination, the child's superior interest, survival, development and protection, as well as children's participation in the decisions that affect them (BCN, 2009). To this end, since 2007 the Chile Crece Contigo programme has been carried out at a nationwide level. Among other tasks, this programme conducts information campaigns for both children and adults on the rights and responsibilities of children (Chile Crece Contigo, nd).

In Chile there is little information about the risks and opportunities of ICT for children and teenagers. However, the figures indicate that this should be an issue of growing concern. According to recent data from the Seventh National Survey on internet access, uses and users (SUBTEL, 2016), 72% of Chilean households have access to the internet, which is only 13% less than the OECD average (2017). It is also important to highlight the fact that 81% of schools in the country had access to the internet in 2012 (Enlaces, 2013).

The most relevant surveys at youth level, such as those of the National Youth Institute (INJUV, 2015) and SUBTEL (2016), consult the population aged 15 or 16 and over. There is no available national data on the population under 15 years of age beyond that collected by the Ministry of Education, which tends to gather information about children's access to and use of digital technologies as contextual background to explain educational outcomes rather than as a subject of study in itself. The only study in this line of research is the SIMCE TIC, which sought to evaluate students' digital skills. However, this has only been carried out twice (in 2011 and 2013), and only to tenth grade students (fifteen years-old). In this context, it is essential to have an integrated perspective to address the issue and to design public policies to ensure the healthy development of children and teenagers in the digital environment.

The Global Kids Online study for Chile has produced information regarding the activities and perceptions of children and teenagers, the risks and opportunities involved, and also the mediation practices of significant adults. Specifically, it allows linking students' characteristics regarding their context and skills, their online activities and how they face risks and take advantage of opportunities.

Finally, it is important to mention that the focus of the study is within the framework of the CRC (UNICEF, 2006). This legal body has meant moving from a view that conceives the child as a mere recipient of public and private services offerings – as a beneficiary or object of protection – to recognizing the child as a human being who is a bearer of social demands and a subject of law. This This perspective demands that the State assumes a guarantor role, which involves protection and promotion regarding the means of communication (Canela, 2010). This perspective acknowledges the relevance of digital media for children and teenagers' development but also recognizes the need to protect their rights due to their pervasiveness in children's lives. Specifically, digital media 'can be very creative for children, enabling their right to information, freedom of expression and participation, though they also present many risks' (Maurás, 2013).

These new opportunities and risks require protection and education measures to develop media or digital literacy in young generations -i.e., critical thinking when using digital technologies. This study provides relevant data and information for public policies to address these new challenges.

2.2.   Methodology

The design to conduct the survey (adapted and validated by different national and international experts) in Chile considered a sample of 1,000 cases distributed across the 15 regions of the country. Each 'case' corresponds to a 9- to 17-year-old child or teenage internet user and one of his/her parents or guardians. The condition for being defined as an 'internet user' is to have used the internet at least once in the last three months, following the ITU's guidelines (2014). The survey was carried out face-to-face with parents or primary caregivers, as well as with the children or teenagers. Each child or teenager then completed a self-administered section, which was intended to gather information on the most sensitive topics without the interference of an adult.

The survey addressed five main dimensions of the child and teenager: sociocultural characteristics, access to new technologies, uses (opportunities and risks), digital skills, and mediation (parental, school and peer).

By gathering information along these dimensions, this study offers an integrated view of how new generations in Chile are using and taking advantage of digital technologies, to guide policy and programme design to help everyone use them positively for their lives. On the other hand, the study delivers for the first time in Chile comparable information in this area with other countries in Europe and with Brazil within the region. At the same time, this data from Chile allows us to lay the foundations for a collaborative network to develop initiatives in Latin America based on evidence in this area. For more details on the application of the instrument, please see Annex 1.

Final sample

To collect the final sample, a representative stratified sampling with proportional allocation was used. The sample consisted of 1,000 households from the 15 regions of Chile. The total sample number was chosen to follow the design used in the original European study, which included a sample of 1,000 cases per country (Livingstone et al., 2011).

These cases were distributed following two criteria:

- Internet users residing in the main urban centres of Chile (regional capital cities or similar), with more than 100,000 inhabitants.
- Internet users residing in cities or towns with less than 70,000 inhabitants and located as close as possible (geographically) to urban centres; these cities or towns also had to have

an acceptable minimum population aged between 9 and 17, that is, they had to have at least 350 people of this age group.

The construction of criteria for inclusion of urban areas with less than 70,000 inhabitants was based on the assumption that it is necessary to obtain information on technology uses from areas with a lower level of urbanization than large cities. No rural areas were included in this study for two reasons. The first was the cost of application – the inclusion of rural areas would have rendered the study unfeasible with the available budget. The second reason is that the inclusion of rural areas was not necessarily justifiable insofar as the target group – child and teenage internet users – may be concentrated in homes that are more connected than usual, which, in the rural context, would lead to an even greater bias. It was therefore assumed that urban areas with low population density would more clearly account for the phenomenon of the difference in access and context between large cities and less urbanized areas. For more details about the particularities of the sample, please see Annex 2.

Characterization of the sample

Age: 22% of the sample was aged between 9 and 10, 33% between 11 and 13 and 45% between 14 and 17.

Schooling: 20% of the sample was attending between first and fourth grade, 45% between fifth and eighth grade, 18% between ninth and tenth grade, and 16% between eleventh and twelfth grade. Only 1% did not attend school.

On the other hand, 24% of child and teenage internet users in Chile did not attend pre-school education. It is interesting to observe that the changes made to the legislation and public policies some years ago regarding access to pre-school education seem to have had an impact on a generation of internet users who entered the educational system earlier. Thus, the younger generations (aged 9-10 and 11-13) perform better than the older group (aged 14-17) by 10% in their passage through pre-school education.

Indigenous ethnic group: 10% of child and teenage internet users in Chile declare that they are members of an indigenous ethnic group. A slightly lower percentage of responsible adults (7%) declare the same.

Regarding the nationality of the parents or primary caregivers, 98% report to be Chilean, and only 1% to have another nationality.

Household socioeconomic level: 48% of child and teenage internet users belong to the C3 group, followed by 32% who belong to group D, 10% to group C2, 7% to group C1 and 3% to group E.

Physical, psychological and cognitive difficulties: among the difficulties mentioned, 10.6% of the parents or responsible adults indicate that the children and teenagers surveyed have some

learning difficulty. On the other hand, 8.9% report behavioural difficulties, 3.6% some type of physical disability, 2.3% mental or psychological health problems and 2% other types of difficulties.

3. Main results

3.1. Access

Access is understood as the availability of technology in different contexts, considering the level of connectivity, places of access, devices and hours of use. Although this study includes child and teenage internet users, it is important to explore if there are access gaps between them. The access conditions may determine differences in the uses and skills that are relevant to the child's place of residence.

Results show that 84.5% of households of child internet users have a connection at home, above the 76% of Chilean households (SUBTEL, 2016). However, there are differences by SEG, both regarding the availability and the type of connection (see Figures 2 and 3).

Figure 2. Internet connection at home

96.6%	89.9%	70.9%	84.5%
C1-C2	C3	D-E	Total

All children and teenager Internet users (n=1000)

Figure 3. ADSL at home

[VALOR]%	[VALOR]%	[VALOR]%	[VALOR]%
C1-C2	C3	D-E	Total

All children and teenager Internet users (n=1000)
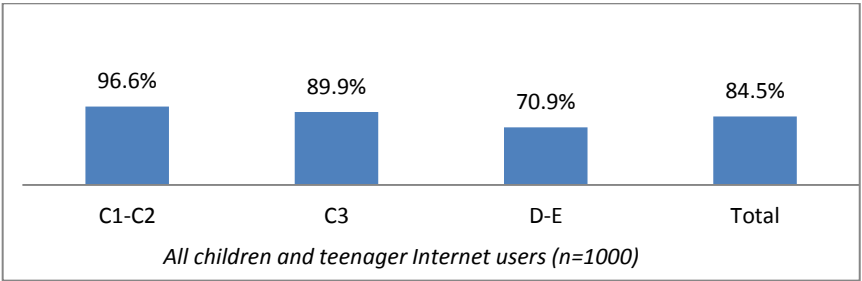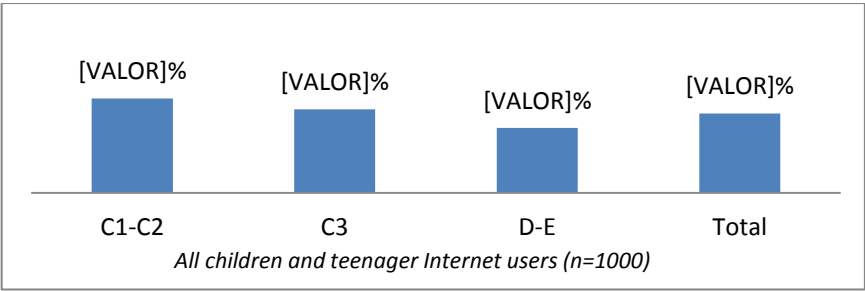
The majority of users (92%) have smartphones, followed by laptops (79%) and then desktop computers (51%). In the three types of devices there are access differences by SEG (see Figures 4, 5 and 6).

Figure 4. Smartphone ownership

98%	91%	91%	92%
C1-C2	C3	DE	Total
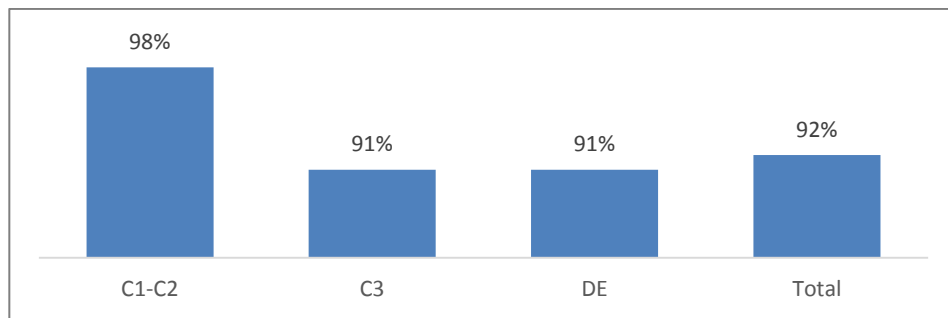
Figure 5. Laptop ownership

96%	81%	67%	79%
C1-C2	C3	D-E	Total

All children and teenager internet users (n=1,000)
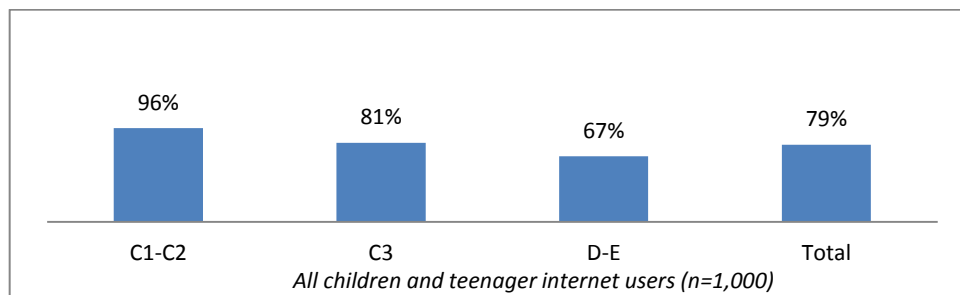
Figure 6. Desk computer ownership

64%	52%	42%	51%
C1-C2	C3	D-E	Total

All children and teenager internet users (n=1,000)
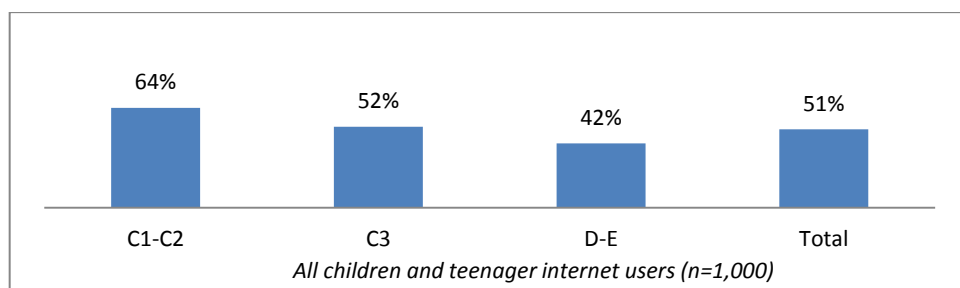
Regarding the intensity of internet use, Figure 7 shows that almost 90% of children and teenagers use it at least 'daily or almost daily', with around 50% using it 'several times each day'. However, there are differences by SEG, age and gender (see Figures 8, 9 and 10, respectively).

Figure 7. Frequency of use

- Several times each day
- Daily or almost dail
- At least every week
- At least once a month
- Hardly ever
- Never

50%
38%
6%
2%
0%
4%

All children and teenager internet users (n=1,000)
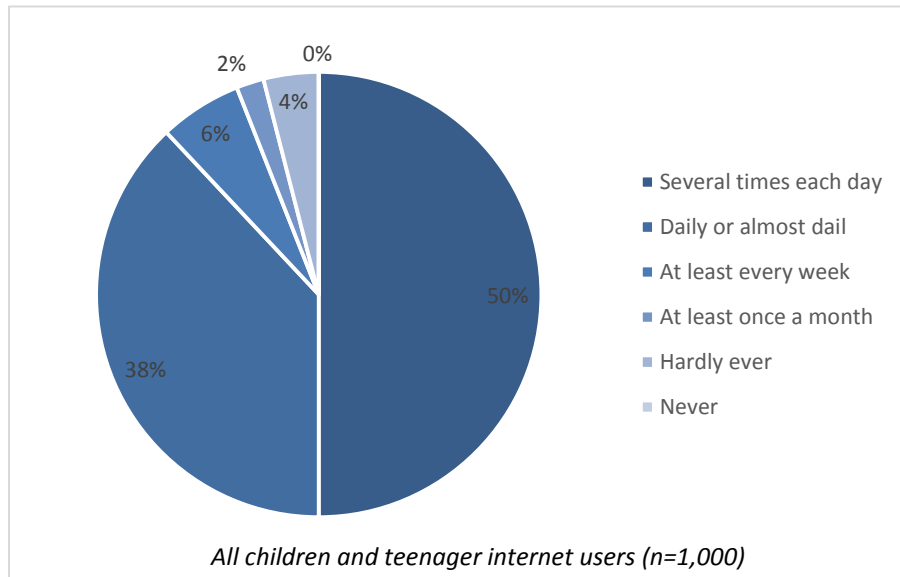
Figure 8. Internet use: Every day, several times a day (SEG)

60.5%   53.2%   40.9%   50.2%

C1-C2   C3   D-E   Total

All children and teenager internet users (n=1,000)
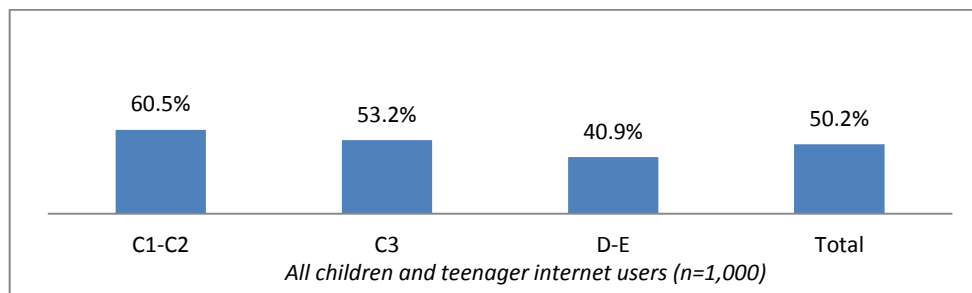
Figure 9.Internet use: Every day, several times a day (age)

26.7%   45.6%   65%   50.3%

9 to 10   11 to 13   14 to 17   Total

All children and teenager internet users (n=1,000)
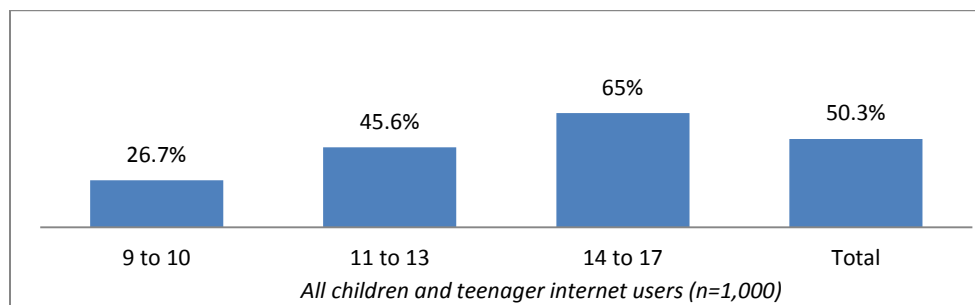
Figure 10. Internet use: Every day, several times a day (gender)

53.5%

50.3%

47.2%

| Men | Women | Total |

All children and teenager internet users (n=1,000)
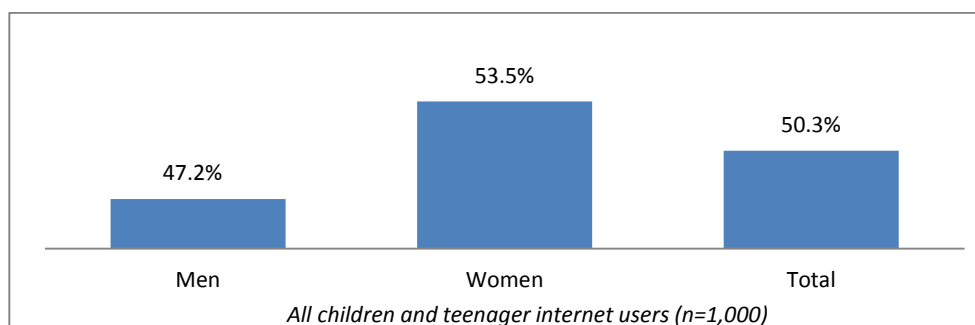
The time used on the internet from Monday to Friday averages 2.3 hours per day, with 32% of respondents using it for 30 minutes or less between these days. However, during the weekend, the average time increases to 4.29 hours per day, with 50% of children and teenagers using it for 5 or more hours (see Figure 11). There is also a significant difference by SEG, both Monday to Friday and at weekends (see Figure 12).

Figure 11. Time used in the week and weekend

50%

32%   **28%**   **20%**   **19%**   **11%**   **19%**   **19%**

| Half an hour or less | 1 to 2 hours | 3 to 4 hours | 5 or more hours | Half an hour or less | 1 to 2 hours | 3 to 4 hours | 5 or more hours |
| Monday to Friday | | | | Weekends | | | |

All children and teenager internet users (n=1,000)
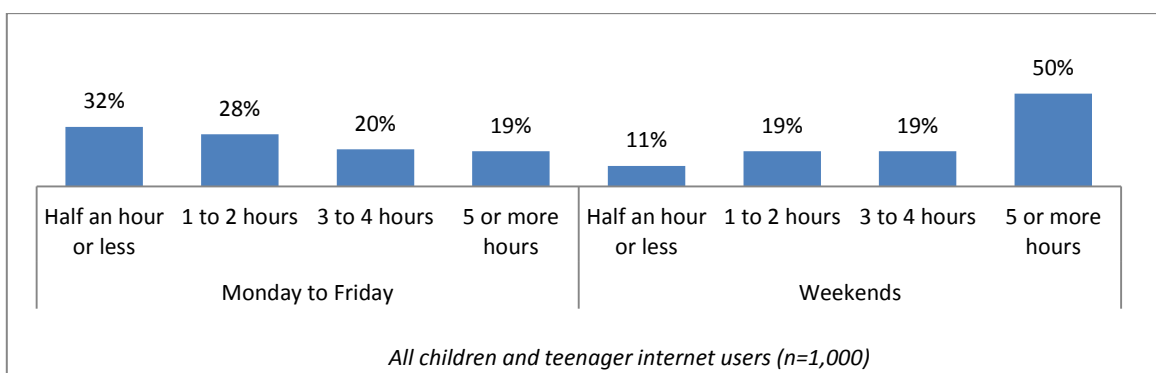
Figure 12. Average use (weekdays and weekend) by SEG

[VALOR]%   [VALOR]%   [VALOR]%

[VALOR]%   [VALOR]%   2%

| C1-C2 | C3 | D-E | C1-C2 | C3 | D-E |
| Monday to Friday | | | Weekends | | |

All children and teenager internet users (n=1,000)
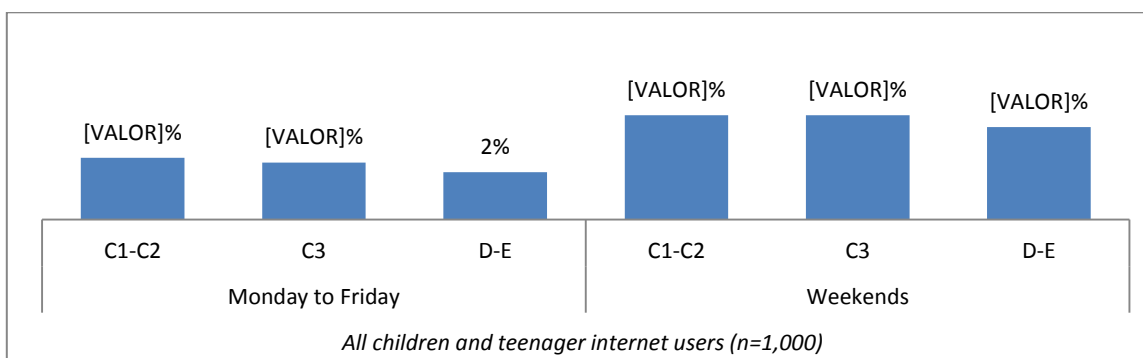
Regarding intensity of use at home and school, there is more intensive use in the home: 53.2% report that they access the internet several times each day, while only 16% declare this same frequency of use at school. A similar tendency can be observed for those who report doing so daily

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or almost daily (31.3% vs. 14.8%, respectively). Although this is not surprising considering that schools in Chile still have limited access to computers and the internet, it is striking that 33.6% report never using the internet at school.

Figure 13. Frequency of use by place of access to the internet (home and school)

All children and teenager internet users (n=1,000)
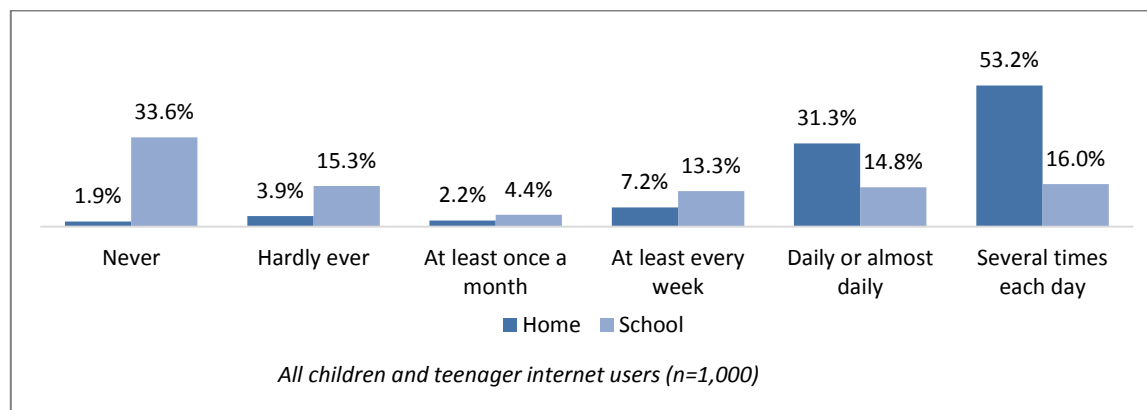
3.2.   Uses and opportunities of the internet

Practices and opportunities in this study are understood as those activities carried out by children and teenagers that have potential benefits for them. A factorial analysis of the Chilean data showed that these activities are grouped into four types of practices: education and learning, entertainment and creativity, community and citizenship, and social relations (see Table 1).

Table 1. Activities grouped by the type of practice

Dimension or type of practice	Activity	%
Education and learning	I looked for health information for myself or someone I know	69
	I learned something new by searching online	84
	I used the internet for schoolwork	84
	I watched video clips to learn	28
	I looked for information about work or study opportunities	91
Entertainment and creativity	I watched video clips	69
	I played online games	11
	I created my own video or music and uploaded it to share	5
	I created a blog or story or website online	32
Community and citizenship	I got involved online in a local organization or charity	23
	I discussed political or social problems with other people online	23
	I got involved online in a campaign or protest	24
	I signed a petition online	40
	I used the internet to join a civic, religious or political group	6.7
	I looked for news online	7.9
	I looked for resources or events about my local neighbourhood	5.7
Social relations	I visited a social networking site	73
	I talked to family or friends who live further away	36
	I used instant messaging (IM)	59
	I participated in a site where people share my interests or hobbies	73
	I posted videos or music created by someone else	54
	I posted photos or comments online (e.g., on Facebook or a blog)	81

All children and teenager internet users (n=1,000)

Table 1 shows that regarding education and learning, 84% of respondents used the internet for schoolwork in the last month. This seems to indicate that schools are demanding extensive use of the internet. On the other hand, the data shows that a majority of users perform informal learning opportunities, with 77% reporting that they learned something new by watching a video or tutorial in the last month. Regarding entertainment and creativity opportunities, 95% of children and teenage internet users watch videos, and 79% play online games. Creative opportunities are reported by much lower percentages of internet users. Regarding citizenship, 7.9% of respondents mentioned having participated in a discussion on political or social problems, while 36% report seeing or reading news online. Finally, as to social relations, the use of social networks stands out, with 73% of the respondents reporting having accessed any of these in the last month.

Figure 14 summarizes the differences by group in the four types of opportunities. It is interesting that there were no significant differences by SEG in any of the four types of opportunities. Regarding education and learning opportunities, activities increase with age and among girls. Regarding entertainment and creativity, the group aged between 9 and 10 and boys report more activity. As for opportunities related to community and citizenship, and social relations, these increase with age, while gender is not significant.

Figure 14. Differences by group based on the type of activity

Education and learning	Community and citizenship
- The older you are, the more activities - SEG non-significant - Women report more activities	- The older you are, the more activities - SEG non-significant - Gender non-significant
Entertainment and creativity	**Social relations**
9- to 10-year-olds report more activities - SEG non-significant - Men report more activities	- The older you are, the more activities - SEG non-significant - Gendernon-significant

3.3. Self-perception of digital skills

Digital skills are grouped into five types: (1) mobile skills, related to the management of some functions of mobile phone applications (apps); (2) operational skills, related to the management of some functions of the internet; (3) information/ browsing skills, related to being able to search and evaluate information on the internet; (4) social skills, linked to self-care when sharing information with others; and (5) creative skills, related to sharing content created by users themselves.

As Table 2 shows, the majority of children and teenagers report that they feel quite or totally capable of performing a most of the tasks associated with each skill. The results of the count that

groups the answers capable and very capable are: 'I know how to install apps on a mobile device (e.g., phone or tablet)' (84%), 'I know which different types of licenses apply to online content' (32%), 'I know how to keep track of the costs of mobile app use' (33%) and 'I know how to post online video or music that I have created myself' (36%). It is worrying that 62% say they feel somewhat or not at all capable of uploading videos or music that they have created. However, it is not clear if this is because they do not feel capable of creating this type of content (creative aspect of the skill) or they do not feel able to share it (technical aspect of the skill). Finally, it is also relevant to consider that 13% report not understanding what is meant by 'I know which different types of licenses apply to online content'. Although this is a topic that should be investigated in greater depth, it may be an indication that some children and teenagers have a poor knowledge of the legal aspects related to the use of software and applications.

Table 2. Self-perception of digital skills

		Very or fairly true to me	A bit or not true for me	NA
Mobile	I know how to keep track of the costs of mobile app use	33	56	10
	I know how to install apps on a mobile device (e.g., phone or tablet)	84	16	1
Operational	I know which different types of licenses apply to online content	32	55	13
	I know how to change my privacy settings (e.g., on a social networking site)	51	42	6
	I know how to save a photo that I find online	67	33	1
Information/brow sing skills	I find it easy to choose the best keywords for online searches	67	29	4
	I find it easy to check if the information I find online is true	57	40	2
Social	I know how to remove people from my contact lists	74	24	1
	I know which information I should and shouldn't share online	67	29	3
Creative	I know how to post online video or music that I have created myself	36	62	1

All children and teenage internet users (n=1,000)

There are significant differences by SEG, that is, the lower the SEG, the poorer the development of digital skills in general. The educational level reached by the head of the family is also a differentiating factor: households where the head has a low level of education (measured as low,

medium and high) exhibit a significantly lower average. As to age, the older the respondent, the greater the development of digital skills. Finally, there are no significant differences by gender.

3.4. Mediation
3.4.1. Parental mediations

Parental mediation refers to the regulation strategies that parents perform to maximize the benefits and minimize the risks of their children's internet use (Kirwil et al, 2009).

Active mediation

Active mediation includes mediating the use of the internet and safe use of the internet. The first is related to co-use or co-browsing practices and talking with children about online activities and content in general, while the second refers to measures directly linked to safe use. Results show that parents suggesting ways to use the internet safely reach 62%, explaining why some web pages are good or bad reach 57%, and the activities of co-use or co-browsing, such as doing activities together and sitting together to use the internet, reach 30% and 24%, respectively (Table 3).

Table 3. Frequency of active mediations done by parents or caregivers

	Very often or often	Sometimes	Hardly ever or never
Suggests ways to use the internet safely	62	17	22
Explains why some websites are appropriate or inappropriate	57	18	26
Helps me when something is difficult to do or find on the internet	52	18	29
Talks to me about what to do if something online bothers or upsets me	47	21	32
Helps me when something bothers me on the internet	42	18	39
Encourages me to explore and learn things on the internet	42	23	35
Talks to me about what I do on the internet	43	28	29
Stays nearby when I use the internet	41	30	29
Talks to me about the commercial activities I am exposed to online	34	21	45
Sits with me while I use the internet	30	28	42
Does shared activities together with me on the internet	24	23	51

N_I4. When you use the internet, how often does your parent/carer do any of these things? All children and teenage internet users (n=1,000)

There are no differences by SEG. Considering gender, mediation for girls is significantly higher than for boys. Regarding age, the highest mediation is reported by the age group 11-13, while the age groups 9-10 and 14-17 report less mediation. It is important to note that parents who have used the internet for a long time, report significantly more active mediation than those who have used it for a shorter time or who do not use it at all.

Restrictive mediation at home

Restrictive mediation refers to strategies related to setting rules that limit usage, such as time or certain types of activities. Considering the answers 'very often' and 'often', it is observed that 'forbid website' reaches 45%, 'control using time' reaches 41%, 'set using schedules' 33% and finally 'forbid certain things' 24% (see Table 4).

Table 4. Frequency of restrictive mediation by type

	Very often	Often	Sometimes	Hardly ever	Never
Control using time	19	22	25	15	18
Forbid website	34	11	18	10	27
Set using schedules	21	12	23	12	32
Forbid certain things	14	10	17	15	44

N_I4. *When you use the internet, how often does your parent/carer do any of these things?* (%, a*lways and almost always*). *All children and teenage internet users (n=1,000)*

This type of mediation decreases as age increases, although boys report greater restrictive mediation than girls. No major differences are identified concerning SEG or parents' experience as internet users (i.e., the amount of time they have been users).

Parental supervisory activities

The mediation of supervisory activities is related to strategies of supervision of digital activities that children do. Around 25% of the respondents perceive that 'very often' or 'often' their parents or caregivers check the pages they visit, the contacts in their social network profiles and the messages they exchange (see Table 5).

Table 5. Perception of supervisory activities

	%
Which websites I visited	24
Which friends or contacts I add to my social networking profile/IM service	24
The messages in my email or other app for communicating with people	21

N_I8. *When you use the internet, how often does your parent/carer check the following things afterwards? All children and teenage internet users (n=1,000)*

3.4.2. Mediation at school

Active mediation

In the case of schools, we consulted mostly about active mediation strategies. As can be seen in Table 6, considering the answers 'very often or often', 'explained why some websites are good or bad' reaches 45%, 'Suggested ways to use the internet safely' 42% and 'Encouraged me to explore and learn things on the internet' touches 40%. It is also relevant to note that 54% report that they have 'never of hardly ever' received help when something has bothered them on the internet and 45% state that no one has talked with them about what they should do if something bothers them on the internet. These results show that a significant percentage of children and teenagers report little support and school guidance when facing problematic situations on the internet (see Table 6).

Table 6. Mediation perception at school

	Very often or often	Sometimes	Hardly ever or Never
Helped me when I found something difficult to do or find on the internet	35	21	44
Suggested ways to use the internet safely	42	21	36
Encouraged me to explore and learn things on the internet	40	24	35
Made rules about what I can do on the internet at school	47	16	37
Helped me in the past when something has bothered me on the internet	33	22	45
Explained why some websites are good or bad	45	19	36
Suggested ways to behave towards other people online	34	19	45
In general, talked to me about what I would do if something on the internet ever bothered me	30	15	54
Talked to me about what I do on the internet	23	20	57

N_J5. Have any teachers at your school done these things? (%) All children and teenage internet users (n=1,000)

Restrictive mediation at school

As can be seen in Figure 15.47% of respondents report that their schools frequently ('very often or often') set rules about what to do on the Internet, and 36% report that this 'hardly ever or never' happens.

Figure 15. Restrictive mediation at school (rules)
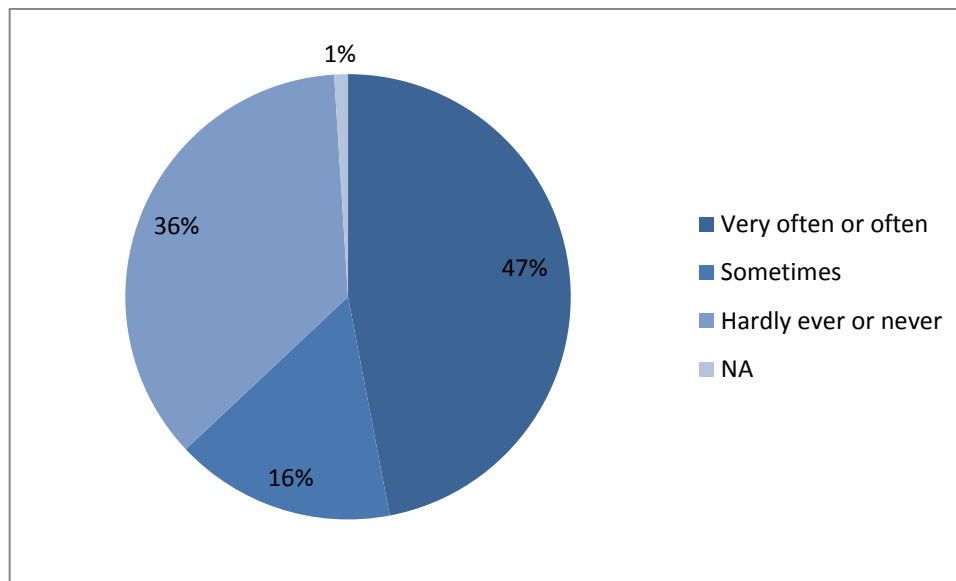
N_J1. How frequently does your teacher do some of the above? Make rules about what you can do on the internet at school. All children and teenage internet users (n=1,000)

3.4.3. Peer mediation

Children and teenagers were consulted about some types of active mediation by their peers. Thirty-nine per cent of respondents were 'very often or often' helped by peers to find or do something on the internet, while receiving advice on how to use the internet safely reaches 23%. It is also relevant to note that 57% report that they have 'never or hardly ever' received advice on how to use the internet safely from a peer, and 47% say they have not received help from a peer when something has bothered them on the internet (see Table 7).

Table 7. Peer mediation

	Very often or often	Sometimes	Hardly ever or never
Helped me when I found something difficult to do or find on the internet	39	27	33
Encouraged me to explore and learn things on the internet	30	22	46
Helped me in the past when something has bothered me on the internet	30	22	47
Suggested ways to use the internet safely	23	21	57

N_K2. *Have any of your friends done these things?* (%) *All children and teenage internet users (n=1,000)*

3.4.4. Bottom-up mediation (from children to their parents/caregivers)

Conversely, almost 46% of parents or caregivers of children aged 9 to 10 mention that their children help them carry out activities on the internet. This mediation from child to parent/caregiver increases as the child grows up reaching 65% on adolescents aged 14 to 17.

Table 8. How often does your son or daughter help you do something difficult on the internet? (by age)

	9-10	11-13	14-17
Never or hardly ever	31.3%	20.1%	16.7%
Sometimes	23.0%	23.2%	18.3%
Very often or often	45.6%	56.7%	65%

Parents/caregivers of child or teenage internet users (n=1,000)

3.5. Risks and bad experiences

When talking about risk it is important to indicate that it doesn't represent something concrete but a possibility and, in this sense, it should not be confused with harm. Risk is not something that happens, but a set of conditions that mediate the probability of something negative happening.

Personal information

Uses related to sharing personal information, which are classified as potentially risky, have a relatively low frequency. Twelve per cent have sent at least one personal photo to a person they have never met face-to-face, 22% have sent personal information to someone they have never met face-to-face, while 45 have added people they have never met face-to-face on social networks and 65% have searched for new friends on the internet. The data in Table 9 shows the low frequency with which the sending of photos and personal information to strangers occurs.

Table 9. Share information with a stranger

	Several times each day	Daily or almost daily	At least every week	At least every month	Hardly Ever	Never	N/A
Sent a photo or video of myself to someone I have never met face-to-face	1	2	1	1	6	86	2
Sent my personal information (e.g., my full name, address or phone number) to someone I have never met face-to-face	2	2	4	2	12	74	4
Added people to my friends or contacts I have never met face-to-face	3	4	7	8	23	53	3
Looked for new friends or contacts on the internet	6	7	8	8	26	41	3

A_F1. In the PAST YEAR, how often have you done these things online? (%) All children and teenage internet users (n=1,000)

A practice that usually concerns the public opinion is the possibility that any person, even children, personify or pretend to be someone they are not; 85% of respondents declare that they have never done this and 12% had this experience at least once (Several times each day, Daily or almost daily, At least every week, At least every month, Hardly ever). It is relevant to consider that part of this response could be related to social desirability, considering that this is not something that adults usually accept (figure 16).

Figure 16. Pretend to be someone on the internet

- At least once
- Never

3.2% 12% 85%
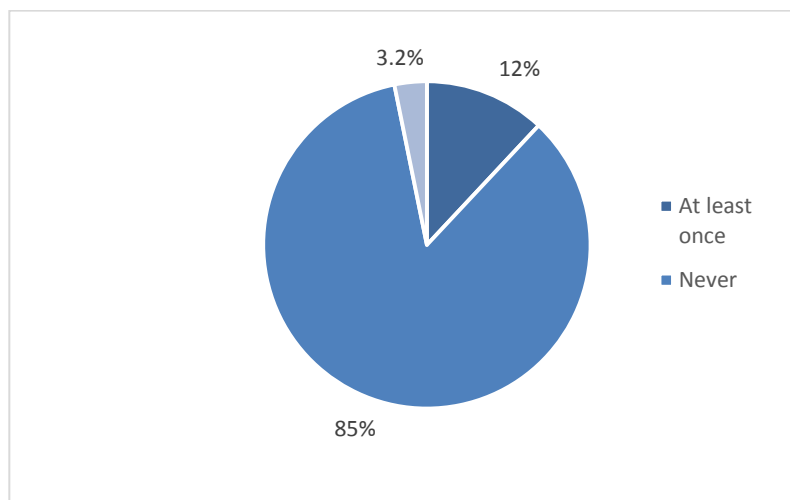
A_F1. In the PAST YEAR, how often have you done these things online? (%) All children and adolescents Internet users (n=1,000)

Regarding the privacy of social network accounts, 40% of respondents have a private profile, 27% have a partially public one, while 33% have a completely public profile (figure 17).

Figure 17. Social networks profile types
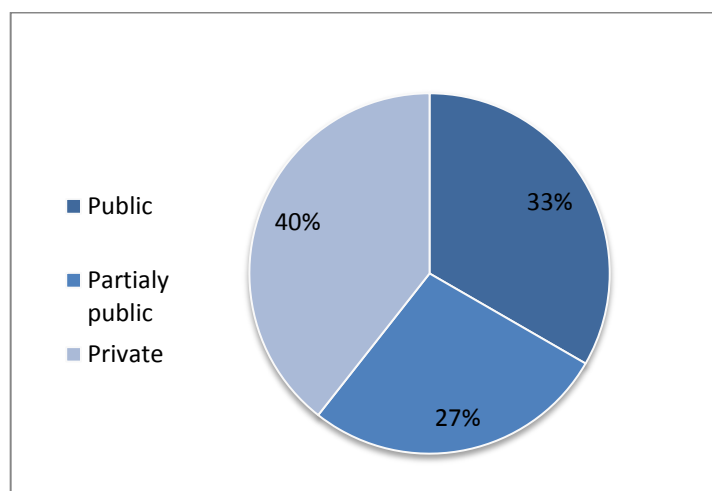
N_D8. Is your [named] profile set to…? Internet users between 9 and 17 years in Chile who have at least one profile in a social network (n=764)

Experiences that make children feel bad

On the other hand, 35.5% of the children and teenagers surveyed had at least one experience on the internet that made them feel bad, while 59.1% report never having had such an experience (Table 10). Among those who had a negative experience, 50.4% sought support from an adult (parents, caregivers, teachers, etc.) (table 11).

Table 10. Disturbing or bothering experiences

Never	59.1%
Just once or twice	23.7%
At least every month	6.9%
At least every week	3.2%
Daily or almost daily	1.7%
Prefer not say	1.7%
N/A	3.7%

A_F12. In the PAST YEAR, how often did this happen?
Children and teenage internet users who have suffered offensive or unpleasant treatment in the last year (n=1000)

Table 11. Speak about a bothering experience

Yes	50.4%
No	42.2%
Rather not say	5.5%
Doesn't know	1.9%

A_F11. When it happened did you speak about it with your parents, main caregivers or teachers? (n=199)

Among risky practices, those who never added strangers tended to have fewer negative experiences and, in contrast, those who frequently added strangers tended to be less protected from negative experiences. There are significant differences in this practice by gender and age, with a tendency for boys to do it more than girls and older respondents to do it more than younger respondents. There was no difference regarding SEG.

Offensive treatment

Twenty per cent (20%) of children and teenagers in Chile report having been treated in an offensive or unpleasant manner by other people (Table 12).

Table 12. Receive offensive treatment

	%
Boy	19
Girl	22
Age 9-10	14
Age 11-13	21
Age 14-17	22
High SEG	26
Medium SEG	20
Low SEG	17
Total	20

A_F7. In the last year, someone has treated you in an offensive way? Children and teenage internet users who have suffered offensive or unpleasant treatment in the last year (n=199)

These experiences of mistreatment or offensive treatment are, in 58% of the cases, in person, without excluding other forms, 28% through a social network, 25% through text messaging and 13% through an online game (table 13).

Table 13. Form or means by which the child or teenager receives offensive treatment

Form or means	%
Face-to-face	58
On a social networking site (e.g., Facebook, Twitter)	28
By instant messaging (MSN, WhatsApp, Skype etc.)	25
Online game	13
Messages sent on phone (SMS/text or MMS)	9
Some other way	9
On a webpage or forum	5
On a media-sharing platform (YouTube, Instagram, Flickr etc.)	4
Mobile phone calls	4
Email	2

A_F9. How did it happen? Children and teenage internet users who have suffered offensive or unpleasant treatment in the last year (n=199)

Contact with strangers

As shown in Table 15, 19% of children who use the internet have had online contact with someone they did not know face-to-face. This percentage increases with age, from 6% in boys and girls aged 9 to 10, to 15% for those aged 11 to 13 and 29% for those aged 14 to 17 (table 14).

Table 14. Contact with strangers

Boy	20
Girl	19
Age 9-10	6
Age 11-13	15
Age 14-17	29
High SEG	22
Medium SEG	19
Low SEG	19
Total	19

A_F26. Have you had contact on the Internet with someone you did not know personally? All children and teenage internet users (n=1,000)

Of the total of respondents aged 9 to 17.8% have come face-to-face with strangers they met on the internet; this practice is accentuated slightly in the 14-17 age group (14%), while in the younger age group 9-10 it practically disappears (2%) (see Table 16).

On the other hand, of the 8% of those who have had contact with strangers on the internet, 42% came face-to-face with that person or with others they met in a similar way, among which 47% are in the age group 14-17, 47% are boys, and 48% are high in the high SEG (see Table 15).

Table 15. Meeting with strangers contacted via the internet (total sample and those who have had contact with strangers on the internet)

% of total sample		% of those who have had contact with strangers on the internet	
Boy	9	Boy	47
Girl	7	Girl	37
Age 9-10	2	Age 9-10	27
Age 11-13	5	Age 11-13	32
Age 14-17	14	Age 14-17	47
High SEG	11	High SEG	48
Medium SEG	8	Medium SEG	41
Low SEG	8	Low SEG	39
Total	8	Total	42

All children and teenage internet users (n=1,000)   *Children and teenager who have had contact with strangers on the internet (n=190)*

A_F27. In the last year, did you personally meet that person?

Sexual content

As to sexual content, 29% of respondents report seeing images of naked people or people having sex. Older children report seeing this type of image more than younger children, and there are no significant differences related to SEG or gender (see Table 16).

Table 16. Experience of seeing sexual images

Boy	29
Girl	30
Age 9-10	13
Age 11-13	41
Age 14-17	37
High SEG	29
Medium SEG	25
Total	29

A_F20. In the PAST YEAR, have you EVER SEEN any sexual images? Children and teenagers aged between 11 and 17 (n=780)

Of the 29% of respondents who report having seen images with a sexual content, 77% did so via the internet; 39.8% report having seen such images on television or a film, which may not necessarily refer to the consumption of pornography but instead to adult programming (such as night-time soap operas) (see Table 17).

Table 17.Medium where child or teenager saw the sexual image(s)

In a magazine or book	10.2%
On television or a film	39.8%
Via a mobile phone, computer, tablet or any other online device	76.5%

A_F31 The last time you saw images of this kind, where did you see them? Children and teenagers who saw a sexual image in the last year (n=229)

4. Conclusions and discussion

The results of this study provide a general overview of how the new generations of children and teenagers in Chile are using the internet and how they are guided and supported in this process. The ecological perspective adopted offers data that shows that development in a digital environment includes the dynamics of a more complex environment, which comprises the sociocultural context and mediations of the family, school and peers. Thus, digital uses linked to opportunities, and also to risks, should not be analysed in themselves, but in relation to other areas of social life.

The results show that children and teenage internet users in Chile are more connected than the population in general, with access mainly through mobile technologies. Also, more tend to use

the internet format home, with 33.6% reporting having never used the internet in their school; public education policies need to address this issue.

Although access through mobile devices opens opportunities for both social and creative uses, it has limitations regarding more productive activities, such as developing information products, performing advanced searches, using educational software, and learning to program, among others. In this sense, general access data showing a highly connected Chilean youth may be hiding different realities concerning the digital uses and skills their different *types* of access make possible. Consequently, access should not just be analysed in quantitative terms, but more qualitative measures should also be considered, such as places and devices of access. Furthermore, it is vital that policies guarantee types of *enabling* access for the full development of all children and young people (Hassani, 2006).

Concerning digital opportunities, some relevant findings are that child and teenage internet users who engage in more creative activities also tend to participate in more online entertainment activities, while those who carry out more community-related activities tend to do more citizenship activities. Girls report doing more education and learning activities, while boys report doing more creative and entertainment activities. Finally, it is interesting that a vast majority of respondents use the internet for both formal and informal learning practices.

Regarding skills, Chilean child and teenage internet users report feeling more capable of performing operational and social tasks. On the other hand, significant differences were found in respondents' digital skills by SEG and by the head of the household's education level. Additionally, older children report higher levels of ability, but there are no differences by gender. This latter finding differs from previous work showing differences in the reported digital skills of boys and girls in the UK (Livingstone & Helsper, 2007).

As to mediation activities, girls report more mediation by their parents or primary caregivers than boys. Also, the 11-13 age group seems to be a critical group, as they reveal higher levels of mediation than the other two age groups. Additionally, as expected, parents with more online experience mediate more than parents with less online experience. In relation to teacher mediation, their mediation focuses primarily on information/navigation activities, and somewhat more than a third of child or teenage internet users report not having support or guidance at school when something has made them feel bad on the internet. This focus only on information/navigation mediation is consistent with other studies that show that teachers are asking their students to perform research activities on the internet, but there is no clear role regarding students' cognitive and socioemotional development in the digital environment (Claro et al., 2018).

Regarding activities classified as risky in this study, a minority of young Chileans report doing so. In fact, 15% acknowledge having sent a photo or video of themselves to someone they do not know, and 36% declare having at least one experience on the internet that has made them feel bad. Still,

these types of activities should be studied in greater depth to understand the meaning and real consequences they have for the children or teenagers who report them. It is also vital to adopt a perspective that instead of treating these problems as individual pathologies, understands that all children are exposed to digital risks, and therefore the State should ensure that every child has equal access to the necessary opportunities and protection in the digital environment.

Finally, this study provides new data Chile laying the foundations for developing comparative research and designing necessary educational and social policies for Chilean young people. Future research should also consider those who are socially and digitally excluded, such as young non-internet users, those with special educational needs and immigrants for whom digital technologies can offer unique opportunities (Madianou & Miller, 2011; Gonzalez & Katz, 2016).

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6. Annexes

Annex 1: Application of the instrument

Sampling for the investigation was conducted in three stages: (1) random selection of sampling points; (2) random selection of households; and (3) random selection of subjects within the selected households.

Stage 1: Random selection of sampling points. This stage was carried out with a database pre-sorted according to SEG geo-referenced by city blocks. A database of 41,390 blocks classified with the predominant SEG was used (Table A1.1).

Some blocks have a mixed classification: these appear in as many sample frames as SEG. Predominant SEG is understood as the one that is observed in a greater proportion within the total households of the block. For example, 'the block located in the commune of Santiago whose INE code is 60004587 has the following characteristics…' (see Table A1.2).

Stage 2: Random selection of households. A household in the block is randomly selected to begin the application. After visiting the initial home, the next one is selected by systematically skipping every three households.

Stage 3: Random selection of subjects within the selected households. A question is made about the dwellers in the home aged between 9 and 17 who have used the internet at least once in the last three months (according to the ITU's definition of 'internet user'; ITU, 2014). If there was more than one child or teenager in the designated age group, the interviewer asked whose birthday was most recent. Then the interviewer asked if there was an adult, caregiver, tutor or parent who could answer the survey and if there was more than one, which of them knew more about the child or teenager's use of the internet.

Interviewers were given a randomly constructed route using the geo-referenced system. Once the interviewer went around the block and identified the address, they made contact with the home, identified the reference informant (RI) and if the answer was favourable, applied the questionnaire. The IR had to be an adult over 18 years of age. If the IR was not present, the interviewer had to enquire about the most appropriate time when they could find the IR or apply the questionnaire.

The households to be visited within the block were selected at random by drawing lots. On occasion of this visit, three situations might arise:

- The drawn household had a child of the age required for the study, and if the corresponding consent and assent was obtained, the questionnaire was applied. The next household was selected by systematically skipping every two households.

- There was no child/young person of the age required for the study at the drawn household. In this case, if there was no valid informant in the home for the study, interviewers had to go to the home following the refused home and conduct the interview there, if it was useful and valid for the study.
- In case the survey could be done, and more than one eligible child or teenager was found, the one whose birthday was most recent was selected.

Replacement procedure

Before resorting to the replacement system, the interviewer had to exhaust all possibilities of contacting the drawn individuals. Three unsuccessful visits were made before refusing a home (an initial visit and two additional ones). The re-visits were made on that day at times other than the initial visit.

If the respondent suggested that the interviewer return at a different time or at the end of a first round of contacts, the interviewer would visit the home again.

If actual contact was not possible despite the two re-visits, the household was replaced. The reasons for not conducting the interviews were as follows:

- Closed or empty home (after re-visit)
- Absence of the selected individual (after the re-visit)
- Total refusal of the interview by the drawn individual

The replacement procedure when the home was closed or empty was as follows:

- Skipping every three households continued until a home with an eligible case was found where the child and the parent/primary caregiver agreed to answer the survey.
- When the houses were exhausted in selected blocks, a random draw of adjacent blocks was used.

Annex 2: Particularities of the sample

In the cases of the regions of Coquimbo, Valparaíso and Bío, the sample considered two large and geographically close urban centres as a single urban centre, so as not to over-represent the smaller cities or localities that are close to the main urban centre. This is also due to the urban conformation of the mentioned regions, since in all of them the most densely populated urban area is a conurbation with diffuse geographical limits between one city and the other, but that at the same time differentiates them in levels of development, services and socioeconomic distribution. In this sense, it is better to consider them as a single highly heterogeneous city.

In the case of the metropolitan region, together with considering it as a macrozone, differentiated from the rest of the cities in the country, some criteria were applied in the distribution of cases: a macrozone conglomerate comprising Colina, Lampa, Melipilla and Peñaflor and Greater Santiago was considered that included all the communes of the city of Santiago grouped into sub-zones: centre, north, northeast, northwest, east, southwest, south and southeast.

The distribution of the sample of the urban axis of the region grouped all the previously described communes into eight classic zones. The determination of these eight zones (and consequently of the sample for each one) was given by previous analyses of the geographic structure where they are located and the socioeconomic make-up expected of each one.

In the case of the selected communes that are not part of the urban axis of Greater Santiago, they were chosen because they are not fully urban localities but are located in the region. The cases to be surveyed in these localities considered taking a sample proportional to the number of young people of the required age residing here. This is the same criterion as the one used for the other zones with high rurality in the country.

The distribution of the proposed sample provides a nationwide representation of the country's large and small urban centres with the intention of approaching as closely as possible the reality of the less urbanized areas of the country, following the model of Global Kids Online Brazil (see Table A2.1).

As shown in Table A2.1, the total distribution of the sample has a sampling error of 3.1% nationwide. The statistical error is calculated under assumptions of maximum variance between data, under a finite universe and working at a confidence level of 95%.

The universe from which the sample was selected in the different localities, regions or communes was the population of children and teenagers aged between 9 and 17 (both male and female) of all socioeconomic strata residing in each of them. In other words, the sample was constructed based on the proportion of residents of each city with the characteristics of the main target group of the study (children and teenagers aged between 9 and 17), while the adult population (over 17) and children under 9 were excluded from the calculation of the proportion. It should be noted that

there is no data whereby the population of internet users aged between 9 and 17 can be accurately determined or clearly estimated.

The grouping of the sample into conglomerates of cities (macrozones) responds to the need to maintain minor statistical errors, as well as to create the opportunity to subsequently conduct some data analyses at these levels.

Table A1.1. Distribution of blocks by SEG in the population

SEG	Blocks
ABC1	1,047
ABC1-C2	4,313
C2	449
C2-C3	6,430
C3	421
C3-D	16,804
D	2,476
D-E	6,047
E	250
H	3,153
Total	41,390

A1.2. Example of block characterization

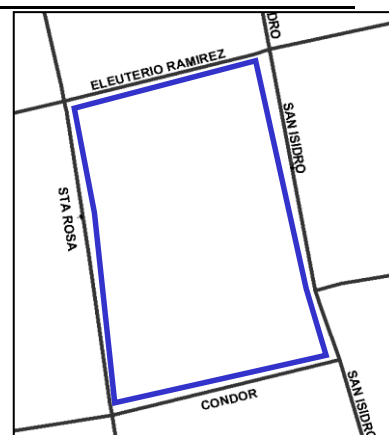|	
Total houses	67
Total people	256
Total households	75 (100%)
Households ABC1	0 (0%)
Households C2	6 (8%)
Households C3	45 (60%)
Households D	21 (28%)
Households E	3 (4%)
Predominant SEG	C3

Table A2.1. Distribution of the sample reached

Macrozone	Region	City/locality/commune	Inhabitants (*n*)	Inhabitants aged between 9 and 17 (*n*)	Sample	Mg error by region	Mg error by macrozone
NORTHERN MACROZONE	XV de Arica y Parinacota	Arica	170,081	23,539	**24**	20.0%	**6.9%**
	I de Tarapacá	Iquique	203,961	30,170	**24**	17.3%	
		Pozo Almonte	9,732	1,688	**8**		
	II de Antofagasta	Antofagasta	359,637	53,078	**26**	17.3%	
		Sierra Gorda	2,167	380	**6**		
	III de Atacama	Copiapó	139,550	19,234	**20**	16.3%	
		Tierra Amarilla	10,555	1,589	**8**		
		Huasco	12,935	1,576	**8**		
	IV de Coquimbo	La Serena	234,401	29,694	**26**	11.2%	
		Coquimbo	210,736	27,933	**26**		
		Vicuña	30,318	5,032	**12**		
		Illapel	36,279	4,724	**12**		
CENTRAL MACROZONE	V de Valparaíso	Valparaíso	258,064	30,410	**26**	10.7%	**6.0%**
		Viña del Mar	369,161	41,558	**26**		
		San Antonio	85,951	9,839	**16**		
		Casablanca	31,940	4,381	**8**		
		La Ligua	27,323	3,313	**8**		
	VI del Libertador B. Ohiggins	Rancagua	272,881	39,771	**30**	14.1%	
		Las Cabras	18,307	2,356	**6**		
		Requínoa	53,255	6,960	**12**		
	VII del Maule	Talca	218,046	31,316	**30**	13.3%	
		San Clemente	44,712	5,525	**14**		
		San Javier	49,543	6,694	**10**		
	VIII del Bío Bío	Concepción	244,170	26,357	**24**	10.7%	
		Talcahuano	155,608	20,058	**24**		
		Los Ángeles	214,281	31,949	**14**		
		Chillán	182,690	27,269	**16**		
		Mulchén	30,264	4,195	**6**		
SOUTHERN MACROZONE	IX de la Araucanía	Temuco	272,081	37,423	**22**	15.5%	**8.6%**
		Padre Las Casas	68,265	11,063	**10**		
		Freire	28,745	3,839	**8**		
	XIV de los Ríos	Valdivia	150,486	18,216	**16**	20.9%	
		Los Lagos	19,146	2,365	**6**		
	X de los Lagos	Puerto Montt	222,826	30,127	**20**	15.5%	
		Calbuco	31,573	4,346	**8**		

		Fresia	14,499	2,277	**6**	
		Dalcahue	11,102	1,495	**6**	
	XI de Aysén	Coihaique	60,923	8,385	**12**	18.5%
		Chile Chico	5,777	769	**4**	
	XII de Magallanes	Punta Arenas	124,037	16,297	**12**	
METROPOLITAN MACROZONE	XIII Metropolitana	CENTRO	788,284	74,877	**34**	5.2%
		NORTE	498,627	62,990	**28**	
		NOR-ORIENTE	425,348	45,014	**20**	
		NOR-PONIENTE	781,490	112,160	**47**	
		ORIENTE	481,717	40,689	**26**	
		SUR-PONIENTE	863,796	126,834	**54**	
		SUR	1,104,166	143,136	**72**	
		SUR-ORIENTE	1,311,544	174,100	**70**	
		Colina	103,355	16,070	**16**	16.6%
		Lampa	45,237	6,429	**7**	
		Melipilla	104,784	11,755	**12**	
		Peñaflor	93,966	15,178	**15**	
	National total		**11,288,322**	**1,456,422**	**1,000**	**3.1%**

The Metropolitan Macrozone rows additionally carry a **4.9%** value spanning the region-level group.

Table A2.2. Distribution by age

Age	%
9-10	22
11-13	33
14-17	45

All children and teenage internet users (n=1,000)

Table A2.3. Distribution by schooling

Level	%
First to fourth grade, basic	20
Fifth to eighth grade, basic	45
First to second grade, medium	18
Third to fourth grade, medium	16
Doesn't attend	1

All children and teenage internet users (n=1,000)

Table A2.4. Distribution by pre-schooling attendance

	9-10	11-13	14-17	Total
Yes	85	85	76	81
No	15	15	24	19

All children and teenage internet users (n=1,000)

Table A2.5. Belonging to native peoples (children, parent/caregiver)

Child	%	Parent/caregiver	%
Belongs to native people	10	Belongs to native people	7
Doesn't belong	90	Doesn't belong	93
	100		100

Parents or main caregivers (n=1,000) and all children and teenage internet users (n=1,000)

Table A2.6. Nationality

Nationality	%
Chilean	98
Dual nationality	1
Other nationality	1
Total	100

P_A15. What is your nationality? Parents or main caregivers (n=1,000)

Table A2.7. Distribution by SEG (%)

C1	C2	C3	D	E
7	10	48	32	3

Households of all children and teenage internet users (n=1,000)

Table A2.8. Distribution of difficulties

	%
Learning difficulties	10.6
Behavioural difficulties	8.9
Mental health difficulties	2.3
Other	2.0
Sensorial disability	1.9
Physical sickness	1.1
Physical disability	0.6

P_A19. DO you have any of the following difficulties? Parents or main carers of children and teenage internet users (n=1,000)