Kids Online Chile

Study of the uses, opportunities and risks in the use of ICT by children and teenagers

2016

Research Team:

Patricio Cabello (Coordinator)
Magdalena Claro
Daniela Lazcano
Lorena Antezana
Tania Cabello-Hutt
Luis Maldonado

Institutions

Kids Online Chile. Study of the uses, opportunities and risks in the use of ICT by children and teenagers	
Objective	To describe the uses, opportunities and risks in the use of ICT by children and teenagers in Chile
Length of Field Work	August to October 2016
Population	1.456.422 inhabitants between 9 and 17 years old
Sample Size	1000 children and teenagers between 9 and 17 years old, plus a parent or the main carer
Sampling Design	Random with three stages
Sample Error	3,1%
Representativeness Level	National (urban areas of more than 100.000 inhabitants and less than 70.000 in the 15 regions of the country)
Target Population	Internet users with ages between 9 and 17 years (User= has used internet at least once in the last 3 months).
Qualified Informant	Internet users with ages between 9 and 17 years , and a parent or the main carer
Instruments application modality	• Face to Face CAPI at home (parents and children and teenagers between 9 and 17 years old) • Self-Applied at home(CAPI): children and teenagers between 9 and 17 years old
Responsable Institution	Pontificia Universidad Católica de Valparaíso
Collaborator Institutions	Centro de Estudios de Políticas y Prácticas en Educación, CEPPE-UC; Instituto de Comunicación e Imagen, U. Chile
Fieldwork	Ipsos Chile

Kids Online Model
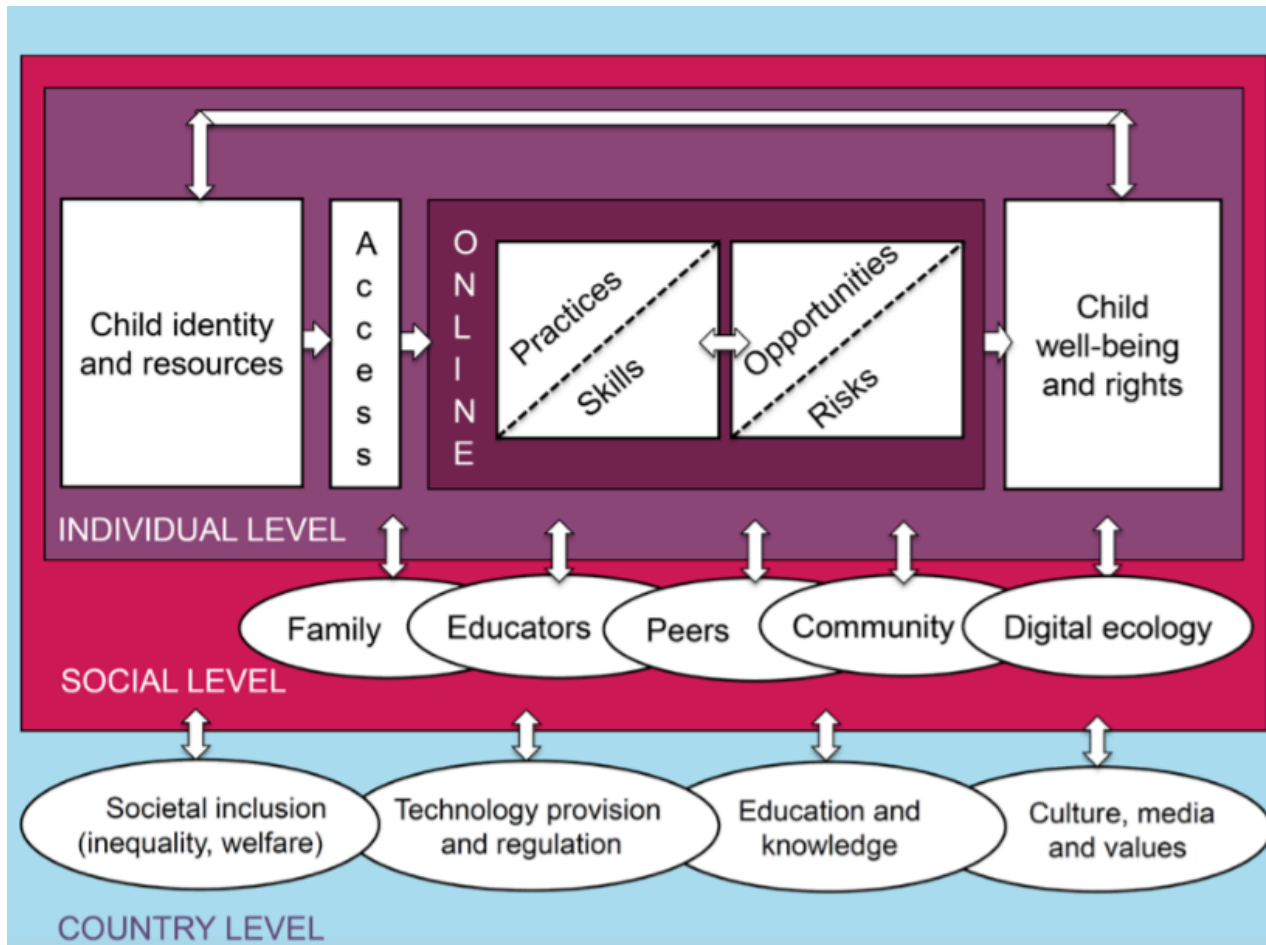
Instrument dimensions

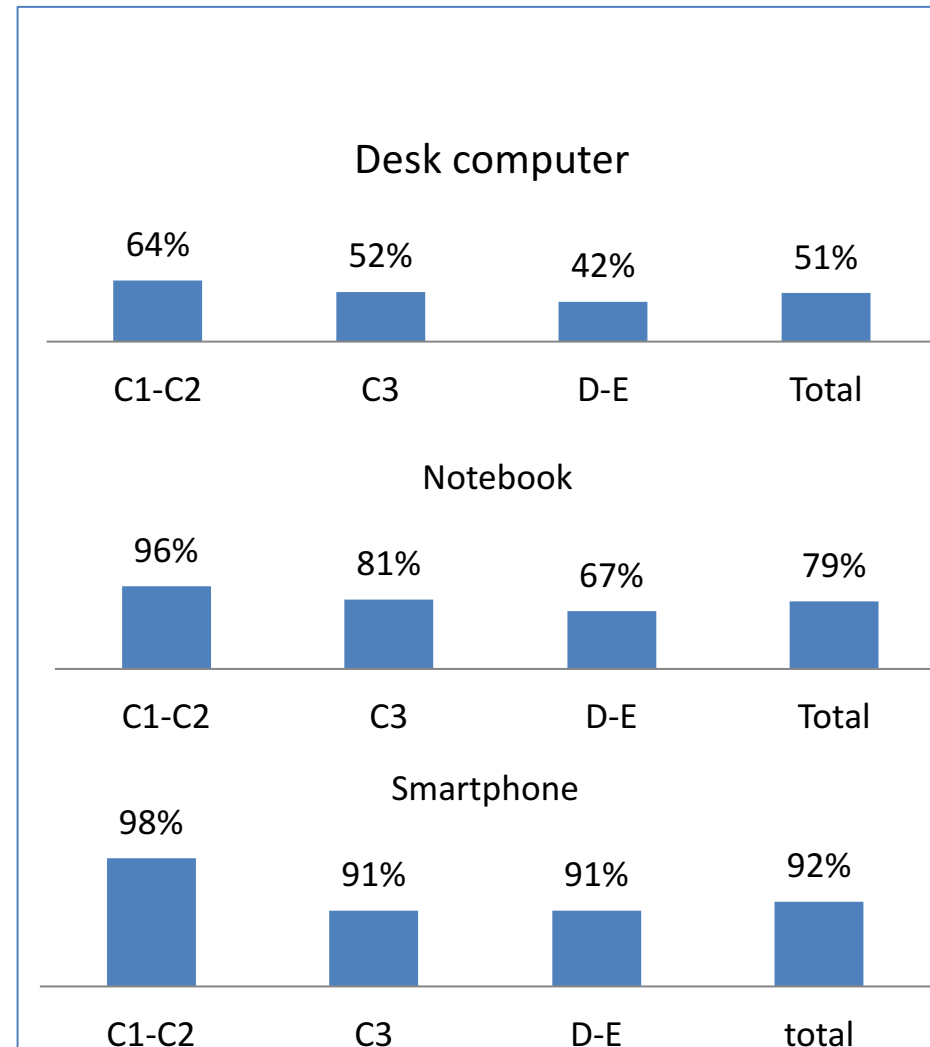| Children and Teenagers		Parents/Carers	
Dimensions measured in the study	Way of application	Dimensions measured in the study	Way of application
Identity and resources (part 1)	Face to face	Child caracterization	Face to Face
Access		Access	
Opportunities and uses/practices		Opportunities and uses/practices	
Digital ecology		Digital ecology	
Abilites (self-perception)		Abilites (self-perception)	
Undesired sexual experiences Risks and security perception	Self-applied	Worries about the rising and development of the children	
Wellfare		Family culture	
Family		Risk perception	
School		Harm perception	
Peers and Comunity		Risks and security perception	
Identity and resorces (part 2)		Sociodemography and description of the home a key informant	

Main results

Access

Internet access	Technology availability considering devices of use, connectivity, intensity of use, time spent online and places of use.

Devices of use

- Significant differences in access to devices by socio-economic group (**SEG**).

- High coverage of Smartphones, with low differences between SEGs.

Desk computer

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

Notebook

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

Smartphone

98%	91%	91%	92%
C1-C2	C3	D-E	total

All children and teenager Internet users (n=1000)

9

Connectivity

- **84,5% of homes** with Internet connection --higher than national average =70% (Subtel, 2016).

- Significant differences by SEG.

- Non significant differences between big and small urban areas.
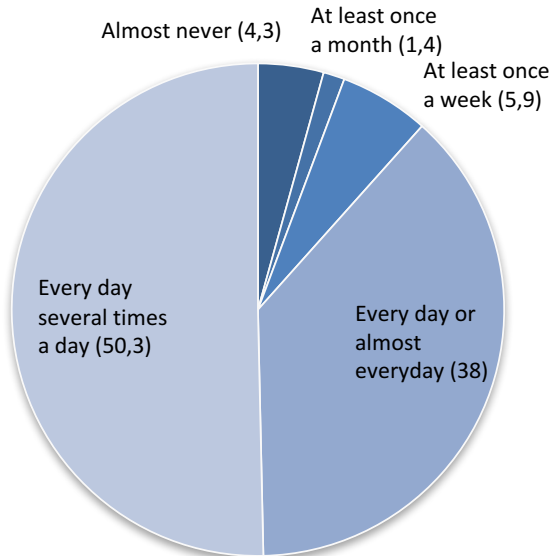
Connectivity differences

Internet connection at home

C1-C2	C3	D-E	Total
96,6%	89,9%	70,9%	84,5%

ADSL at home

C1-C2	C3	D-E	Total
90,4	79,8	62	76

ADSL per urban area

Big Urban Areas	Small Urban Areas
90	88,8

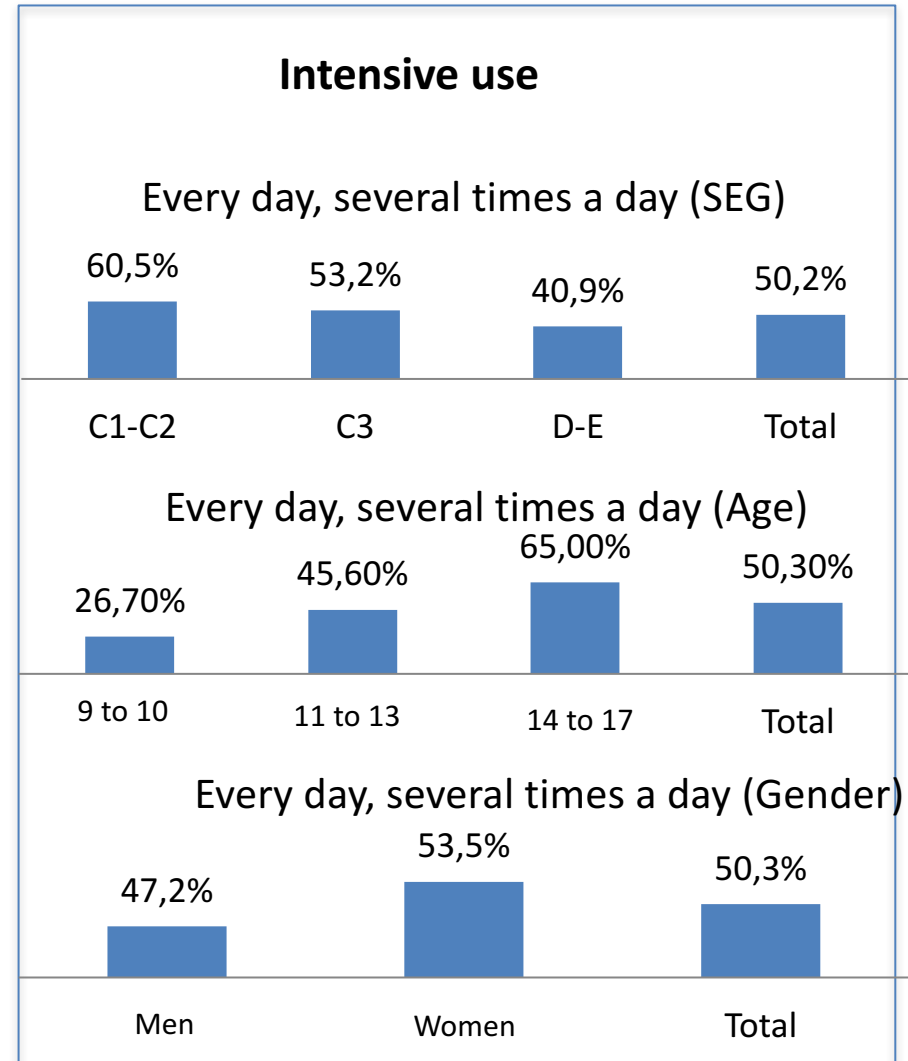*All children and teenager Internet users (n=1000)*
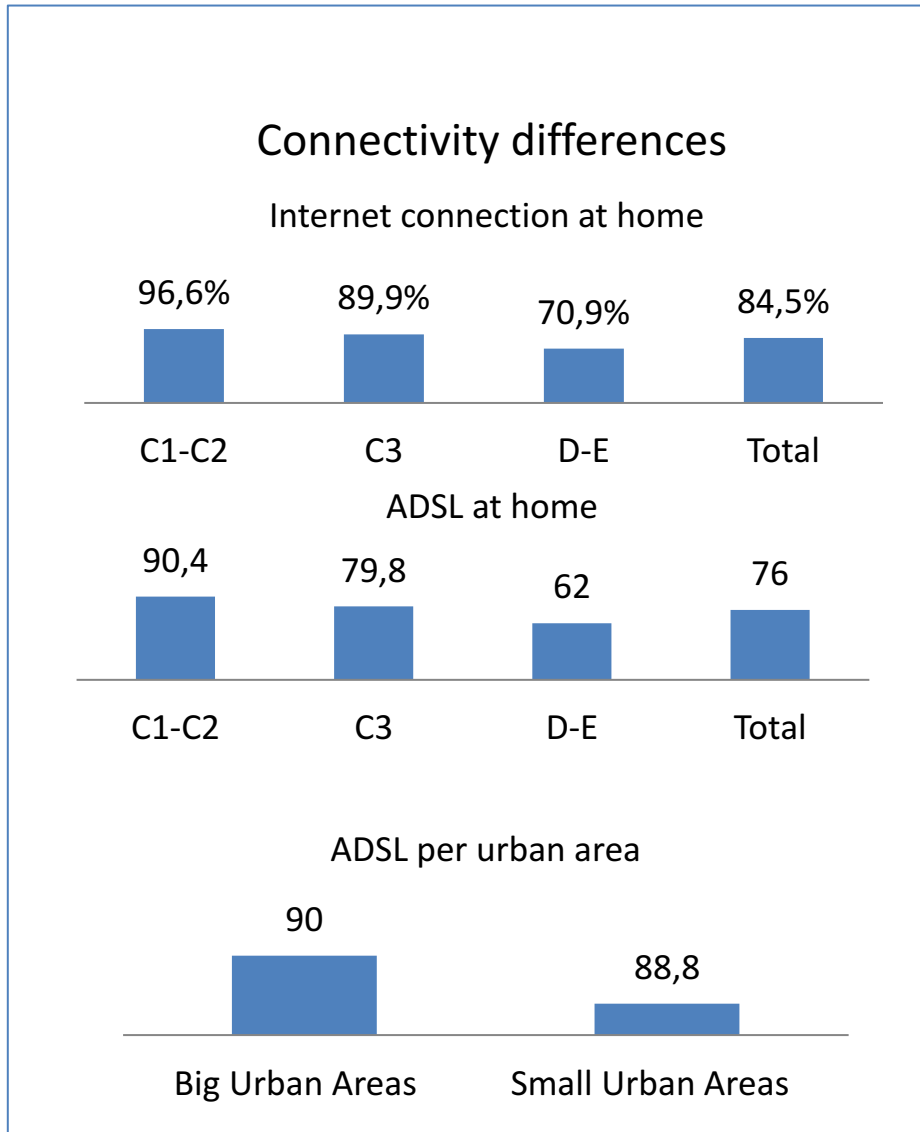
Intensity of use

- 50,3% use it every day, several times a day

- Significant differences by **SEG**.

- Frequency grows with **age**.

- **Girls** report a more frequent use.

How frequently do you use the Internet?

Intensive use

Every day, several times a day (SEG)

| 60,5% | 53,2% | 40,9% | 50,2% |
| C1-C2 | C3 | D-E | Total |

Every day, several times a day (Age)

| 26,70% | 45,60% | 65,00% | 50,30% |
| 9 to 10 | 11 to 13 | 14 to 17 | Total |

Every day, several times a day (Gender)

| 47,2% | 53,5% | 50,3% |
| Men | Women | Total |

11

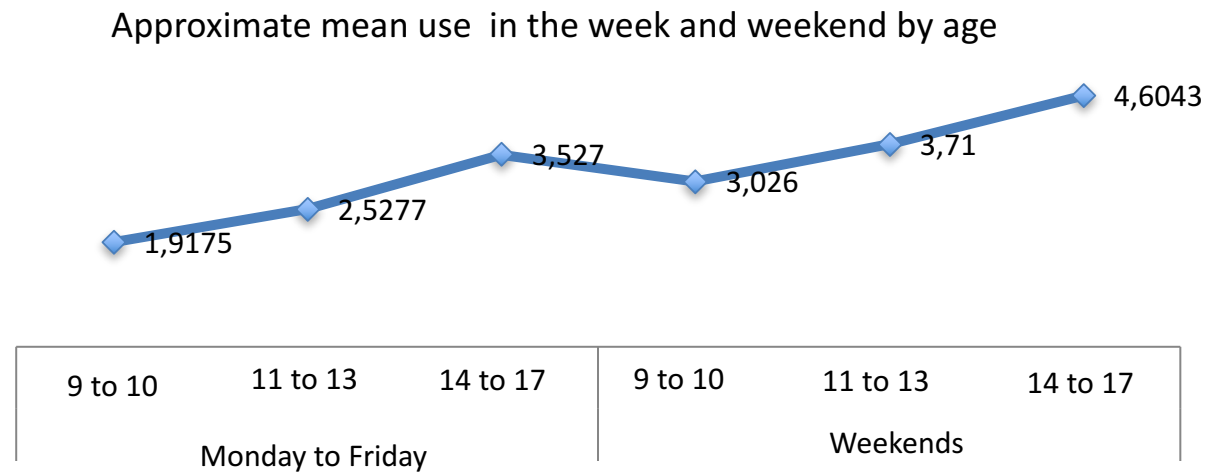*All children and teenager Internet users (n=1000)*

Time spent online

- Monday to Friday: 32% uses half an hour or less.
- **Weekends: 50% uses 5 or more hours**.
- Mean Monday to Friday: 2.3 hours
- Mean Weekends: 4.29 hours
- Mean Total Week: 19.9 hours

Time used in the week and weekend

Monday to Friday				Weekends			
Half an hour or less	2 hours	3 to 4 hours	5 or more hours	Half an hour or less	2 hours	3 to 4 hours	5 or more hours
32	28	20	19	11	19	19	50
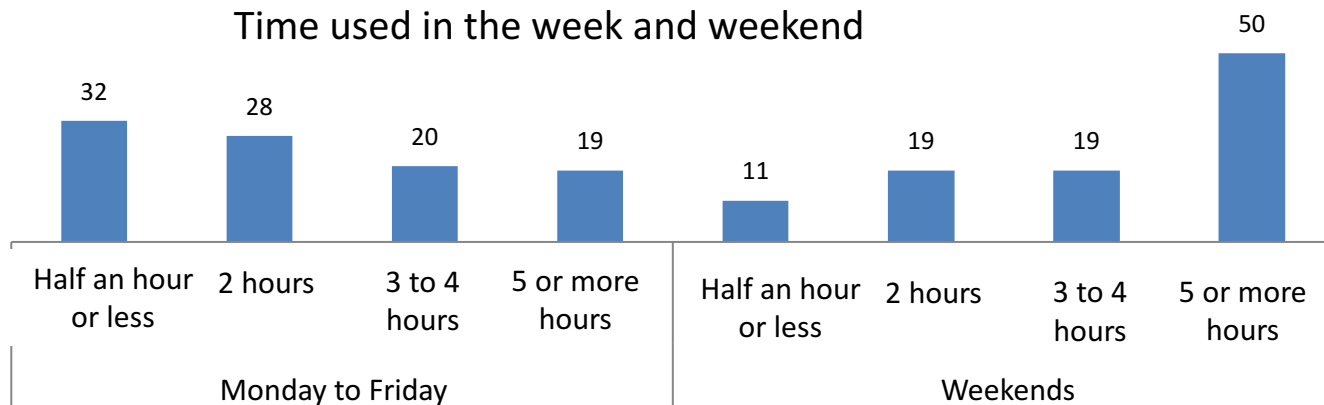
All children and teenager Internet users (n=1000)

Time spent online

- Significant differences by **age**: the older, more frequent use.

Approximate mean use in the week and weekend by age

9 to 10	11 to 13	14 to 17	9 to 10	11 to 13	14 to 17
Monday to Friday			Weekends		

Chart values: 1,9175 · 2,5277 · 3,527 · 3,026 · 3,71 · 4,6043

All children and teenager Internet users (n=1000)

Time spent online

- Differences by **SEG**:
  - **D-E group** have a mean significantly lower from **Monday to Friday**.
  - On weekends there are no significant differences.

Approximate mean use in the week and weekend by SEG

All children and teenager internt users (n=1000)

14
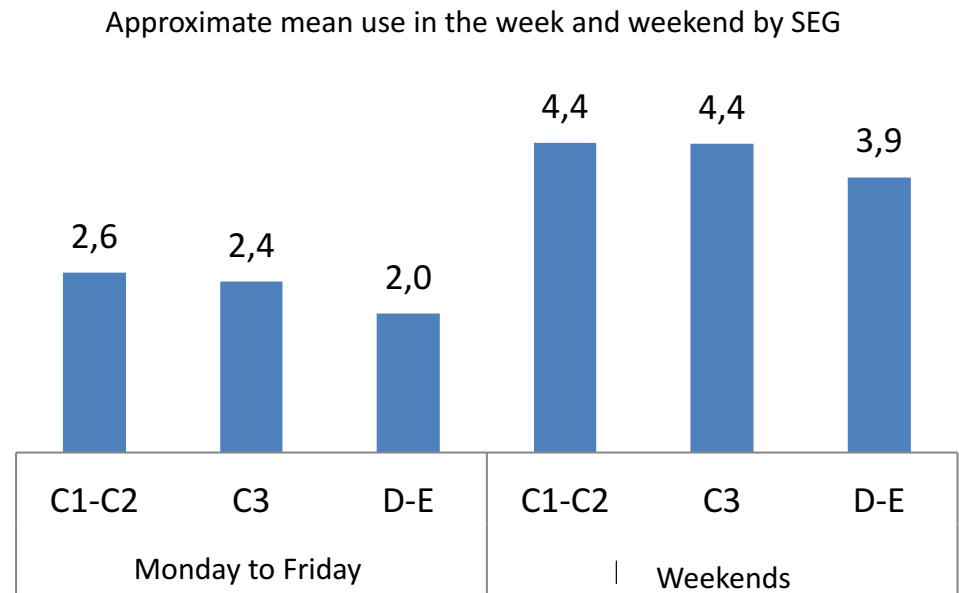
Places of use

- **33,6% never use** the Internet at **school.**

- 53,2% use the Internet everyday, several times a day at home.

Frequency of use by place of access to the Internet (home and school)

■ Home ■ School
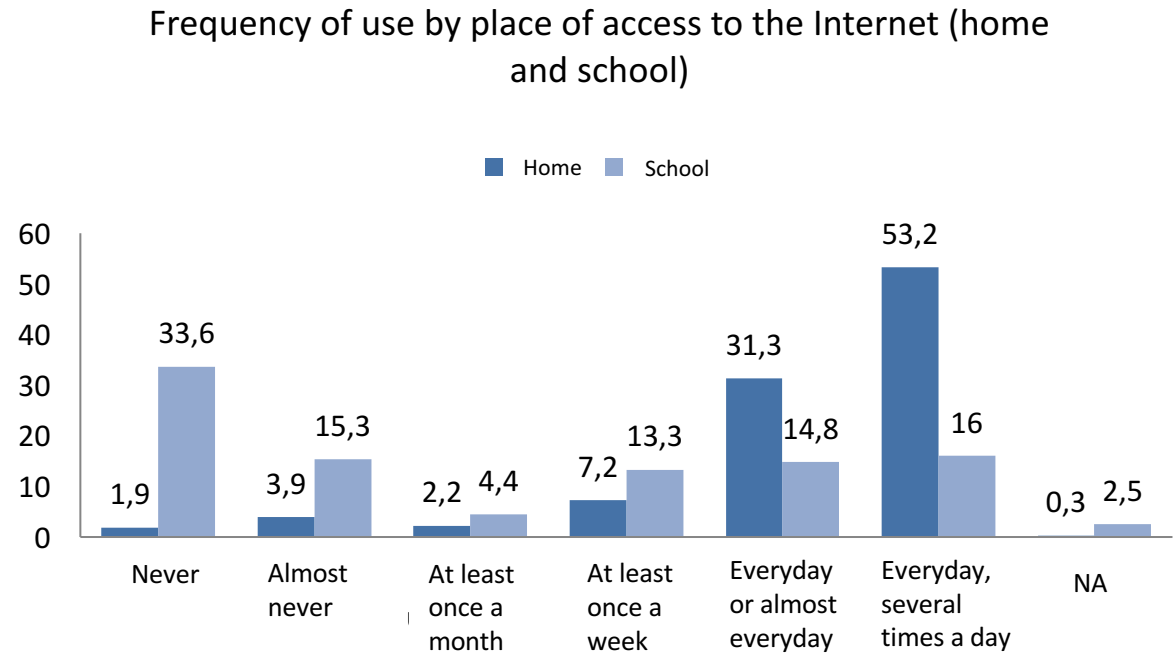
All children and teenager Internet users (n=1000)

Opportunities

Practices and opportunities	Activities with potential benefits for children and teenagers´ lives.

Online practices

- **Frequent use in the last month:**
  - **Formal learning**
    - **84%** used the Internet to do **homework for school.**
  - **Informal learning**
    - **84%** used it to watch videos or tutorials.
    - **69%** used it to learn something new.
  - **Entertainment**
    - **91%** watched videos
    - **69%** played on the Internet.

	Activities and opportunities	Last 3 months	Last Month
Education/Learning	Learn something new	79	69
	Use the Internet to do homework	93	84
	Watch videos or tutorial on the Internet	91	84
	Look for information regarding job or study opportunities	39	28
Entertainment	Watch videos	95	91
	Play on the Internet	79	69
Creative	Create videos or music and share them on the Internet	19	11
	Create a blog, a tale or a web page	10	5
	Publish videos or music found on the Internet	44	32
Comunity	Learn about activities in your neighborhood	36	23
	Talk to people from other cities or countries	29	23
Personal	Join web pages with sharing interests or hobbies	32	24
	Look form information on the Internet regarding health or diseases	52	40
Ciudadanía	Participate in pages of social causes or charity	11	6,7
	Discuss social or political problems	13	7,9
	Participate in a campaign or a manifestation	9	5,7
	Support a cause signing a petition	7	3
	Join a citizen, religious or political group	6	3
	Read/Watch news on the Internet	47	36
Social Network	Share photos, videos or music	71	59
	Use a social network	80	73
	Talk to family or friends who live far away	64	54
	Chat (e.g. Whatsapp, Line, Gmail Chat, Hangout, Facebook Chat, Skype, etc.)	87	81

N_C4. How often have you done these things ONLINE in the past month?

All children and teenager Internet users (n=1000)

Online practices

- **Frequent use in the last month:**

  - **Social Relations**
    - **73%** used a social networks.

  - **Citizenship**
    - **7,9%** discussed social and political problems, **36%** read/watched news.

  - **Personal**
    - **40%** searched for information about health.

Activities and opportunities		Last 3 months	Last Month
Education/Learning	Learn something new	79	69
	Use the Internet to do homework	93	84
	Watch videos or tutorial on the Internet	91	84
	Look for information regarding job or study opportunities	39	28
Entertainment	Watch videos	95	91
	Play on the Internet	79	69
Creative	Create videos or music and share them on the Internet	19	11
	Create a blog, a tale or a web page	10	5
	Publish videos or music found on the Internet	44	32
Comunity	Learn about activities in your neighborhood	36	23
	Talk to people from other cities or countries	29	23
Personal	Join web pages with sharing interests or hobbies	32	24
	Look form information on the Internet regarding health or diseases	52	40
Ciudadanía	Participate in pages of social causes or charity	11	6,7
	Discuss social or political problems	13	7,9
	Participate in a campaign or a manifestation	9	5,7
	Support a cause signing a petition	7	3
	Join a citizen, religious or political group	6	3
	Read/Watch news on the Internet	47	36
Social Network	Share photos, videos or music	71	59
	Use a social network	80	73
	Talk to family or friends who live far away	64	54
	Chat (e.g. Whatsapp, Line, Gmail Chat, Hangout, Facebook Chat, Skype, etc.)	87	81

N_C4. How often have you done these things ONLINE in the past month?

All children and teenager Internet users (n=1000)

Factorial analysis

- **Creativity and entertainment practices** group in the same factor.

- **Community and citizenship practices** group in the same factor.

Education/ Learning	Look for information on the Internet regarding health or diseases
	Learn something new
	Use the Internet to do homework
	Watch videos or tutorials on the Internet
	Look for information regarding job or study opportunities
Entertainment and creativity	Watch videos
	Play on the Internet
	Create videos or music and share them on the Internet
	Create a blog, a story or a web page
Community and citizenship	Participate in pages of social causes or charity
	Discuss social or political problems
	Participate in a campaign or a manifestation
	Support a cause signing a petition
	Join a citizen, religious or political group
	Read/Watch news on the Internet
	Learn about activities in your neighborhood
Social relations	Share photos, videos or music
	Use a social network
	Talk to family or friends who live far away
	Chat (e.g. Whatsapp, Line, Gmail Chat, Hangout, Facebook Chat, Skype, etc.)
	Join web pages with sharing interests or hobbies
	Publish videos or music found on the Internet
	Share photos, videos or music

Differences in online practices

Community and citizenship	Education/Learning
• The older, the more activities • SEG is not significant • Gender is not significant	• The older, the more activities • SEG is not significant • Girls report more activities
Social relations	**Entertainment and creativity**
• The older, the more activities • SEG is not significant • Gender is not significant	• Group of 9 to 10 years, more activities • SEG is not significant • Boys report more activities

Digital skills

| Digital skills | Self-perception of the capacity to do social, informational, creative, operational and mobile activities |

Digital skills

- Operational and social skills stand out

Self-Perception of skills		Totally or pretty capable	A little or nothing capable	I don't understand what it means
Mobile	Keep track of the costs of the mobile apps you use	33	56	10
	Install apps on a mobile device	84	16	1
Operational	Recognize the different types of licenses or permits on the Internet	32	55	13
	Change your privacy settings	51	42	6
	Save a photo that you find online	67	33	1
Information/browsing skills	Choose the best keywords for online searches	67	29	4
	Check if the information found online is true	57	40	2
Social	Remove people from your contact list	74	24	1
	Recognize which information you should and shouldn´t share online	67	29	3
Creative	Post online video or music that you created	36	62	1

All children and teenagers Internet users (n=1000)

Factorial analysis

- All skills group in **one factor**.

- This result is consistent with performance-based digital skills test in Chile.
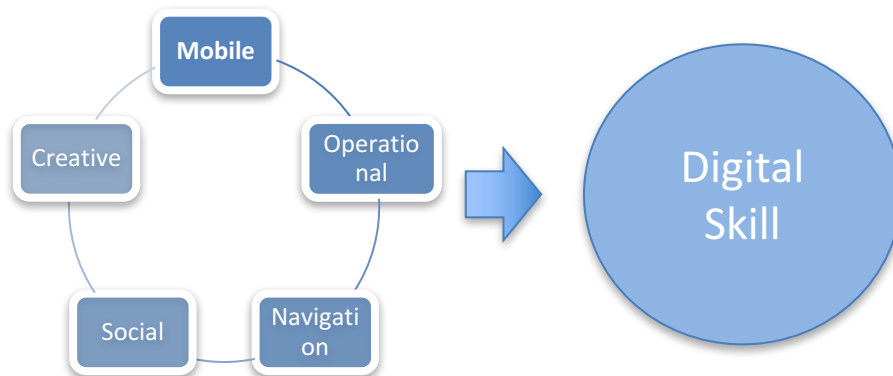
Differences in digital skills

- Significant differences by **SEG** and **educational level of the head of the household.**

- Significant differences between **ages**: older children report higher levels of digital skill.

- **No** significant differences between **boys and girls**.

Mediations

Parental mediations	Strategies of regulation that parents do in order to maximize the benefits and minimize the risks of the use of the Internet by their children

Active mediation

- **62% r**eport that their parent/carer **frequently** advice them on how to use the Internet.

- **57%** report that their parent/carer **frequently** explain why some pages are appropriate or inappropriate.

- The activities of co-using or co-navigating are **done with less frequency** (less than one third answers always-almost always).

- **One third** (aprox.) report **never-almost never** receiving parental mediation when something has bothered them on the Internet.

	Always or almost always	Sometimes	Never or almost never
Suggest ways to use the internet safely	62	17	22
Explain why some websites are appropriate or inappropriate	57	18	26
Help you when something is difficult to do or find on the internet	52	18	29
Talk to you about what to do if something online bothers or upsets you	47	21	32
Help you when something has bothered you on the internet	42	18	39
Encourage you to explore and learn things on the internet	42	23	35
Talk to you about what you do on the internet	43	28	29
Stay nearby when you use the internet	41	30	29
Talk to you about the commercial activities I am exposed to online	34	21	45
Sit with you while you use the internet, without participating in what you are doing	30	28	42
Do shared activities together with you 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 teenager Internet Users (n=1000)

Children vs. parents

Significant differences in their reports:

— In general, parents report more active mediation than children.

	Always or almost always		Sometimes		Almost never or never	
	CHILD	PARENT	CHILD	PARENT	CHILD	PARENT
Suggest ways to use the internet safely	62,2%	73,4%	16,0%	16,2%	21,8%	10,3%
Explain why some websites are good or bad	57,1%	73,6%	17,6%	15,3%	25,3%	11,1%
Help you when something is difficult to do or find on the internet	53,0%	53,8%	18,1%	17,2%	28,9%	29,0%
Talk to you about what to do if something online bothers or upsets you	47,9%	65,6%	20,1%	17,6%	31,9%	16,8%
Help you when something has bothered you on the internet	43,3%	55,9%	17,6%	17,5%	39,2%	26,6%
Encourage you to explore and learn things on the internet	42,1%	57,1%	22,4%	19,5%	35,5%	23,3%
Talk to you about what you do on the internet	43,1%	64,7%	27,9%	21,7%	29,0%	13,6%
Stay nearby when you use the internet	41,4%	51,5%	29,3%	28,7%	29,3%	19,8%
Talk to you about the commercial activities I am exposed to online	47,9%	65,6%	20,1%	17,6%	31,9%	16,8%
Sit with you while you use the internet, without participating in what you are doing	30,3%	38,3%	28,0%	31,7%	41,7%	30,0%
Do shared activities together with you on the internet	25,5%	42,2%	23,4%	26,2%	51,2%	31,5%

N_I4. When you use the internet, how often does your parent/carer do any of these things?
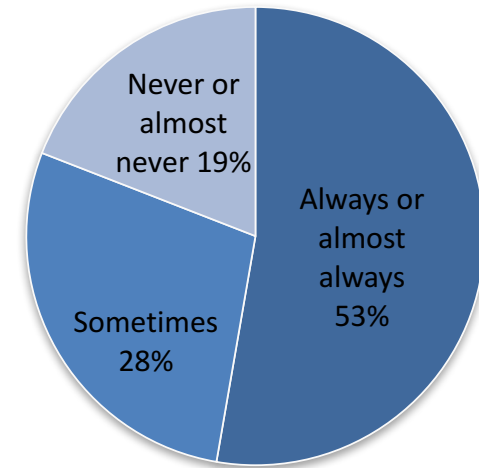
All children and teenager Internet Users (n=1000)

Differences in active mediation

- **No** differences between **SEGs.**

- **Girls** report higher mediation.

- Differences across **ages: group 11-13** seems to be a critical age for mediation.

- **No** significant differences between **SEGs.**

- Parents that have **more experience as internet users** report significantly more mediations than those with less experience.

Children as mediators of their parents/carers

- **53% of parents/carers** report that their children frequently help them to do something difficult for them on the Internet.

- **Older children** mediate more frequently their parents' use.

- Help is probably **operational**, but it would be interesting to explore this **bottom-up mediation** more in depth.

P_I2_B How frequently does {0}, help you do something difficult for you online?
All parents/ carers of children and teenager internet users (n=1000)

	9 - 10	11 - 13	14 - 17
Never or almost never	31,3%	20,1%	16,7%
Sometimes	23,0%	23,2%	18,3%
Always or almost always	45,6%	56,7%	65,0%

Teachers mediation

- A little more than **one third** report that their teachers frequently mediate the use of Internet.

- A little **over half** report that their teachers have **never-almost never** mediated when something upsetted them on the Internet.

- More information/navigation-mediation

	Always or almost always	Sometimes	Never or almost never
Help you find somtehing on the Internet	35	21	44
Suggest ways to use the internet safely	42	21	36
Encourage you 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
Talk to you about what to do if something online bothers or upsets you	33	22	45
Explain why some websites are good or bad	45	19	36
Suggested ways to behave towards other people online	34	19	45
Help you when something has bothered you on the internet	30	15	54
Talk to you about what you do on the internet	23	20	57

N_J1. How frequently do any of your teachers do the following things?(%)
All children and teenager internetusers (n=1000)

Differences in teacher mediation

- Significant differences by age: **11 to 13 "critical age"**.

- More mediation related to risks in **lower SEG.**

- **Girls** report more teacher mediation.

Differences by Age, SEG and Sex	Age	SEG	Sex
Help you find somtehing on the Internet	No diff.	No diff.	No diff.
Suggest ways to use the internet safely	11-13 more frequent	D-E More frequent	Girls more frequent
Encourage you to explore and learn things on the internet	11-13 more frequent	No diff.	No diff.
Made rules about what I can do on the internet at school	9-10 less frequent	No diff.	No diff
Talk to you about what to do if something online bothers or upsets you	11 - 13 more frequent	C1-C2 less frequent	No diff.
Explain why some websites are good or bad	11 a 13 mmore frequent	D-E more frequent C1-C2 less frequent	Girls more frequent
Suggested ways to behave towards other people online	9-10 less frequent 11 -13 more frequent	D-E more frequent	Girls more frequent
Help you when something has bothered you on the internet	11-13 more frequent	C1-C2 less frequent	Boys less frequent
Talk to you about what you do on the internet	9-10 less frequent 11-13 more frequent	D-E more frequent	Boys less frequent

N_J1. How frequently do any of your teachers do the following things?(%)
All children and teenager internetusers (n=1000)

Risks	Perspective based on U. Beck. Risk is not present but possibility. It mustn't be confused with harm. Risk is not something that happens, but a set of conditions that mediate the probability of something negative happening.

Risky practices

- Risky practices are **infrequent.**

- 85% has never pretended to be someone else.

- 85% has never sent photos/videos (intensive practice in only 2% of the children).

	Never	Almost Never	At least once a moth	At least once a week	Everyday or almost everyday	Eveyday, several times a day	Rather not answer	Doesn't Know	Total
Look for new friends on the Internet	41,0	26,4	8,3	8,1	7,2	5,7	1,7	1,5	100
Send personal information (e.g. full name, address, phone number) to someone whom I don't know personally	74,0	12,0	1,8	3,9	2,3	2,1	1,7	2,2	100
Add people that I don't know personally to my friends or contacts list	52,5	22,7	7,7	6,5	3,8	3,3	1,8	1,7	100
Pretend to be someone else on the Internet	84,8	7,0	1,5	1,0	1,3	1,4	1,5	1,5	100
Send a photo or a video of me to someone whom I don't know personally	85,5	6,3	1,4	1,4	1,8	1,1	1,1	1,4	100

A_F1. In the PAST YEAR, how often have you done these things online?

All children and teenager Internet users (n=1000)

Perception of harm

- **36% has had at least one experience** on the Internet that made them feel bad.
- **59% report NEVER** having an experience on the Internet that made them feel bad

Never	59,1
Once or twice	23,7
At least once a month	6,9
At least once a week	3,2
Everyday or almos everyday	1,7
Rather not answer	1,7
Doesn't Know	3,7

36% had an experience that made them feel bad in the last year

It is a regular experience for a **very little percentage** of them

A_F12. **In the PAST YEAR, has anything EVER happened online that bothered or upset you in some way? (e.g. made you feel uncomfortable, scared or you feel that you shouldn't have seen it)**

All children and teenager Internet users (n=1000)

Adult support in negative experiences

Yes	50,4
No	42,2
Prefer not to say	5,5
Doesn't know	1,9
Total	100

N_F14. The last time something happened online that bothered or upset you, did you talk to anyone of these people about it?
Children and teenagers with a negative experience (n=355)

- **50% of children and teenagers** that had a negative experience on the Internet, sought for **support** (parents, teachers, etc.)

- **No significant difference** in the report about search for support between the parents of children that reported a negative experience and those that did not.

	Parents/caregivers of children that had a negative experience (base: 355)	Parents/caregivers of children that never had a negative experience (base: 645)	Parents/caregivers of all Internet users (base: 1000)
Never or almost never	35	39	38
Sometimes	22	17	19
Always or almost always	42	43	43
NA	0,2	1	0,8

P_I2. How frequently does (NAME of the CHILD) tell you about something that has bothered/upset him/her online?
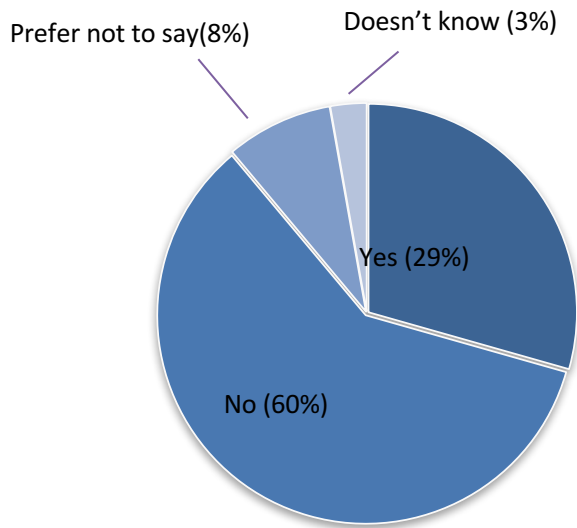
Differences in adding people they have never met face to face as friends or contacts

- **Boys** tend to do it more.

- Practice increases with **age.**

- No significant differences by **SEG**

	Never	At least once	NA
Boys	48%	49%	3%
Girls	57%	39%	3,8%
C1-C2	55%	44%	1%
C3	55%	42%	3%
D-E	48%	47%	5%
9 to 10	75%	20%	5%
11 to 13	58%	39%	4%
14 to 17	38%	60%	2%

Sexual content

- **29% report** having seen sexual images:
  - 68% of them report feeling not good nor bad, about what they saw.
  - 15% of them report feeling bad or very bad.

Prefer not to say(8%) Doesn't know (3%)

Yes (29%)

No (60%)

I don't know — 7,1
Prefer not to say)... — 3,8
Very bad — 5,2
Bad — 10,1
Not good, nor bad — 64,8
Good — 5,4
Very good — 3,7

0   50   100

N_F28. In the PAST YEAR, have you EVER SEEN any sexual images?
Children and teenagers between 11 and 17 years old (n=780)
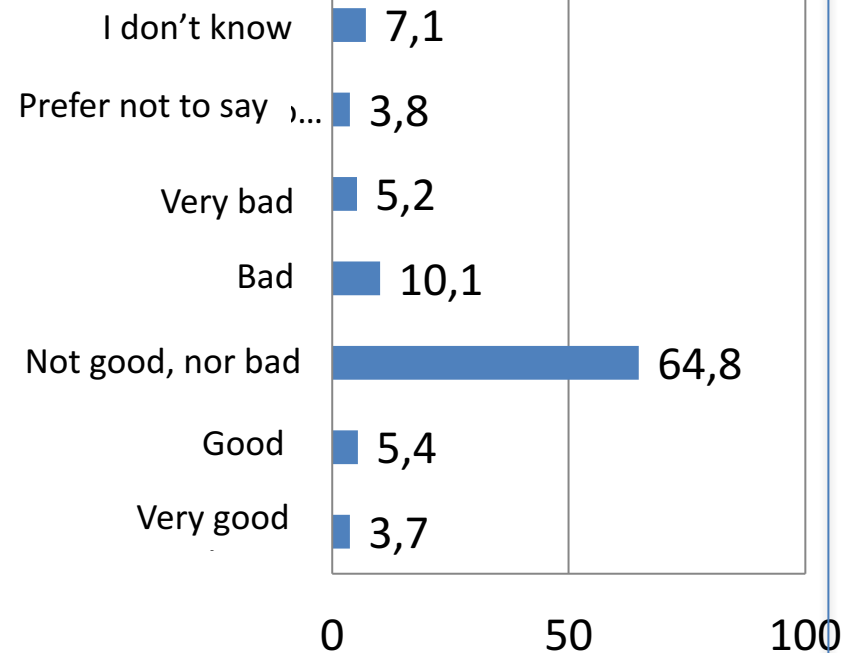
A_F29 How did you feel about what you saw?
Children and teenagers that saw any sexual image in the last year (n=229)

Sexual content

- Among those who reported they have seen these kind of images (n=229):
  - **39,8%** reports seeing them on **television.**
  - **76,5%** on the **Internet**
  - **10%** in a magazine or book.

In a magazine or book	10,2
On television (e.g. movie)	39,8
On the Intenet, using a cellphone, tablet, comuter, etc. .	76,5

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

Differences in viewing sexual images

- **Older children see more sexual images.**

- No significant differences across SEGs.

- No significant differences between boys and girls.

Privacy

From the children and teenagers that report having a profile in a social network:

- **39%** have a **private profile**.

- **27% have a** partially **public profile**.

- **33%** have a **public profile**
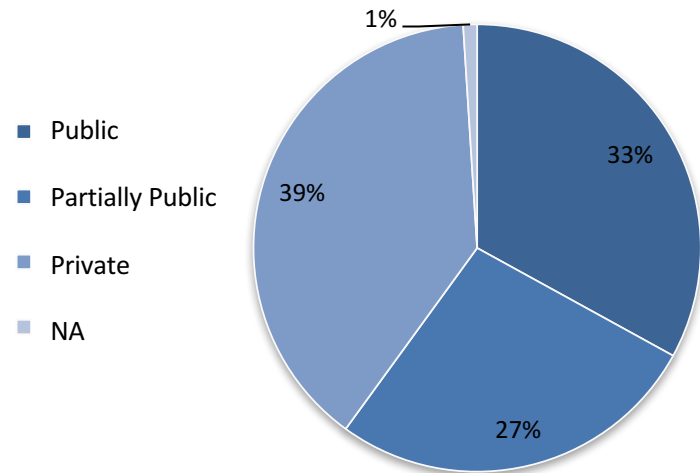
N_D8. In the social network, Is your profile set to…?
Internet users between 9 and 17 years in Chile that have at least one profile in a social network (n=764)

Legend:
- Public
- Partially Public
- Private
- NA

Pie chart values: 1%, 33%, 27%, 39%

Key findings

Access

- Children internet users are **more connected at home** than the general population in Chile.

- High access to **Smartphones (92%)**.

- 50% spend **5 hours or more online** in the day at Weekends.

- **33,6% never use** the Internet at school.

Practices and opportunities

- A high percentage of children internet users (84%) do **formal and informal learning activities online.**

- Children internet users that do more **creative activities online,** also tend to do more **entertainment activities online.**

- Children internet users that do more **community related activities online,** also tend to do more **citizenship related activities online**.

- **Girls** report more **education/learning** activities online while **boys** report more **creative and entertainment** activities online.

Digital skills

- Operational and social skills stand out.

- All skills group in **one factor**.

- There are significant differences in the digital skill of children internet users by **SEG** and **educational level of the head of the household.**

- Older children internet users report higher levels of digital skill.

- **There are no** significant differences between **boys and girls**.

Mediation

- **Girls** report more mediation.

- **Age group 11 to 13** seems to be critical for mediation.

- Parents with **more online experience mediate more** than parents with less online experience.

- **Teacher mediation** is focused in information-navigation activities.

- **Bottom-up mediation:** children mediate parents internet use.

Risks

- Risky practices are **infrequent.**

- **15% has sent a photo or video** of them to someone they don't know.

- **Boys tend more to add people** they don't know face to face to their friends or contacts online.

- **36% has had at least one experience** on the Internet that made them feel bad.

- **Half of the children seek for support** when they've had an experience online that made them feel bad.

Differences between groups

- Significant differences by **SEG** in access, intensity of use and skills.

- Significant differences by **age across all dimensions**: intensity of use, opportunities, skills, mediation and risks.

Thank you

For further questions related to this presentation or Kids Online Chile data and Research Program, please contact:

Patricio Cabello (pcabelloc@docentes.academia.cl)

Magdalena Claro (mclarot@uc.cl)