



NATIONAL SURVEY OF CHILDREN, ADOLESCENTS AND DIGITAL TECHNOLOGIES IN COSTA RICA

(Kids Online Costa Rica)

PRIMEROS RESULTADOS

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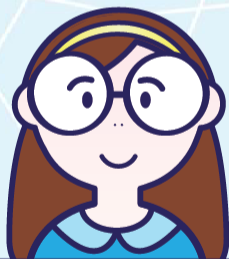




ANALYSIS AND PRESENTATION OF RESULTS BY:

Rolando Pérez Sánchez PhD

Researcher, Institute of Psychological Research, University of Costa Rica.



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Introduction

The Internet is a fundamental resource for access to information, learning, communication, entertainment, social participation, creation and construction of knowledge that is indelibly linked to the socialization and individuation of the new generations. Like other contexts in which children and young people grow up, it offers opportunities and risks.

The **Kids Online survey aims to** make a periodic measurement and diagnosis of the types of uses of the Internet, considering the beneficial uses, opportunities, limitations and risks of the Internet in children and adolescents between 9 and 17 years of age. To do so, it interrogates both minors and their caregivers.



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Introduction

Knowledge of these uses and their determinants is essential for the formulation of public policies and interventions in the field of education, citizen participation, promotion of rights, child protection and their incorporation into the field of science, technology and art.

This measurement work began within the framework of the European Union around 2006, at the initiative of the London School of Economics, thanks to the impetus of Prof. Sonia Livingstone. Unicef, through Inocenti, took up the project as a global priority and created the Global Kids Online project. Within this framework, research began in South America, starting at CETIC in Brazil and continuing in Chile and Uruguay. Now several countries are integrated, of which Costa Rica is the first Central American country to join the Latin American network.

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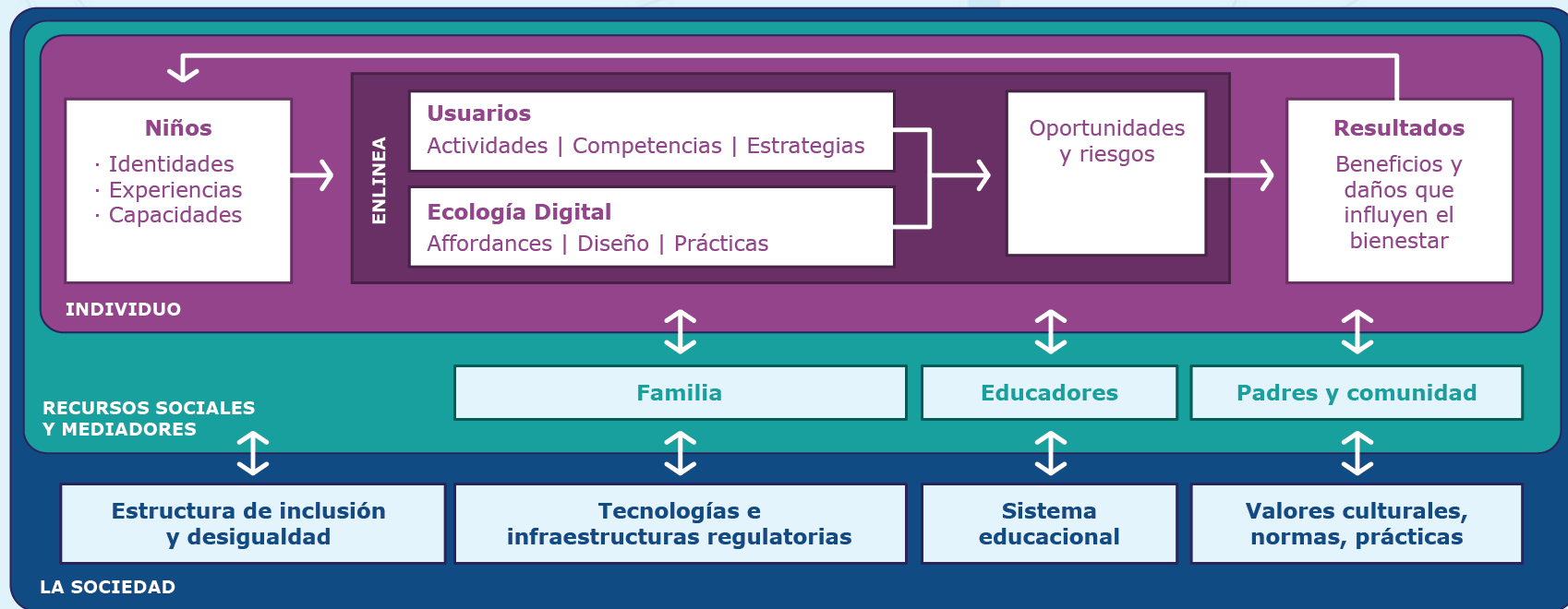
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Kids Online Research Framework



Livingstone, Mascheroni & Staksrud (2015).

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Method

About the survey

Nationally representative survey that involved visiting households interviewing a minor and the caregiver informed on the use of the Internet by the minor.

Population	1008 boys and girls, between 9 and 17 years old. 47.4% between 9 and 12 years of age.	
	50.6% women	49.4% male
	69.8% urban zone	30.2% rural area
Sampling	Stratified random, proportional and multistage.	
Maximum error		
Confidence level	95%	
Design	National Institute of Statistics and Census	

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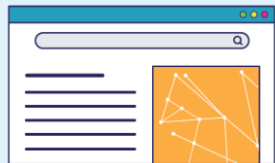


Study dimensions



Digital ecology:

Refers to the devices, Internet access and pages or applications to which people resort, from which they deploy their daily use.



Uses of the Internet:

Understands the different uses that people make of the Internet and the associated applications. It includes different areas: learning and information search, communication, social participation, content creation, entertainment and school uses.



Digital skills:

It refers to the capabilities of using the Internet, the applications and devices associated with its use, as well as the access and possibilities of using its contents.

Una iniciativa de:



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Study dimensions



Parental mediation:

Mediation is understood as the type of formative or adult parenting intervention associated with the use of the Internet by minors. It can be oriented towards accompaniment and guidance, prohibition or regulation in the specific use of pages or applications.



Perception of discrimination on the Internet:

Personal, social, cultural or economic spheres that are subject to discrimination on the Internet.

Una iniciativa de:



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En alianza estratégica:





DIGITAL ECOLOG Y

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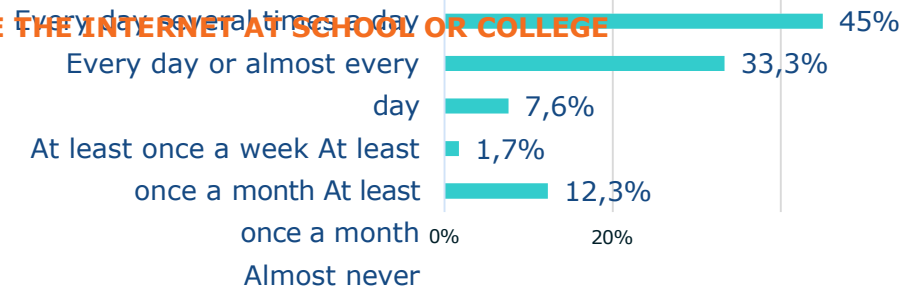


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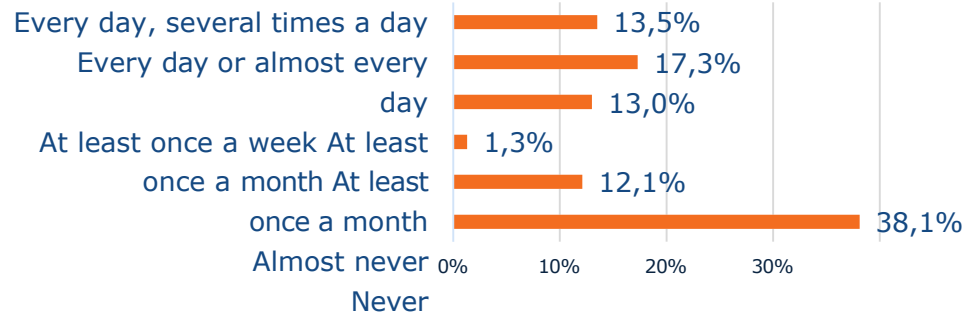


HOW OFTEN YOU USE THE INTERNET

USE THE INTERNET AT SCHOOL OR COLLEGE



N=1008



"Differences by age, SES and area".

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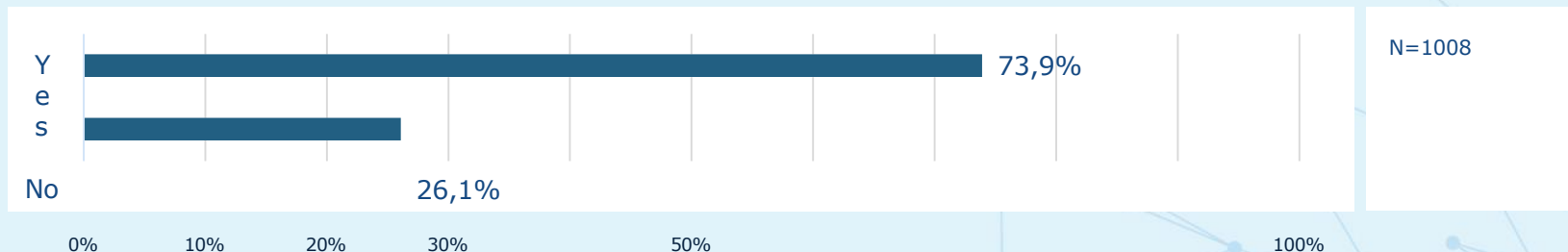
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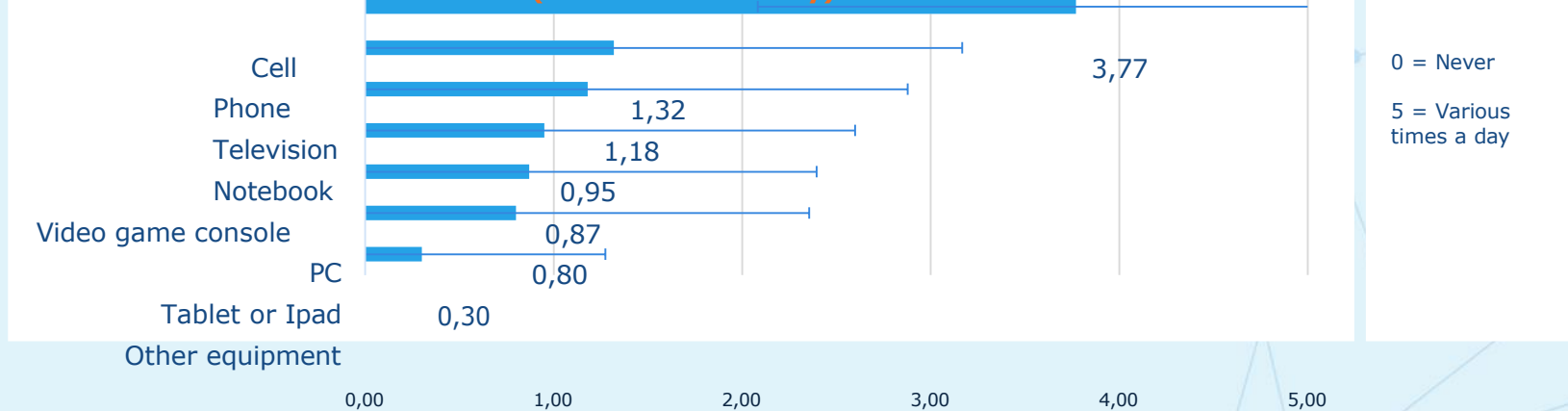
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HAS A CELL PHONE WITH INTERNET ACCESS



WHAT DEVICE YOU CONNECT WITH (several times a day)



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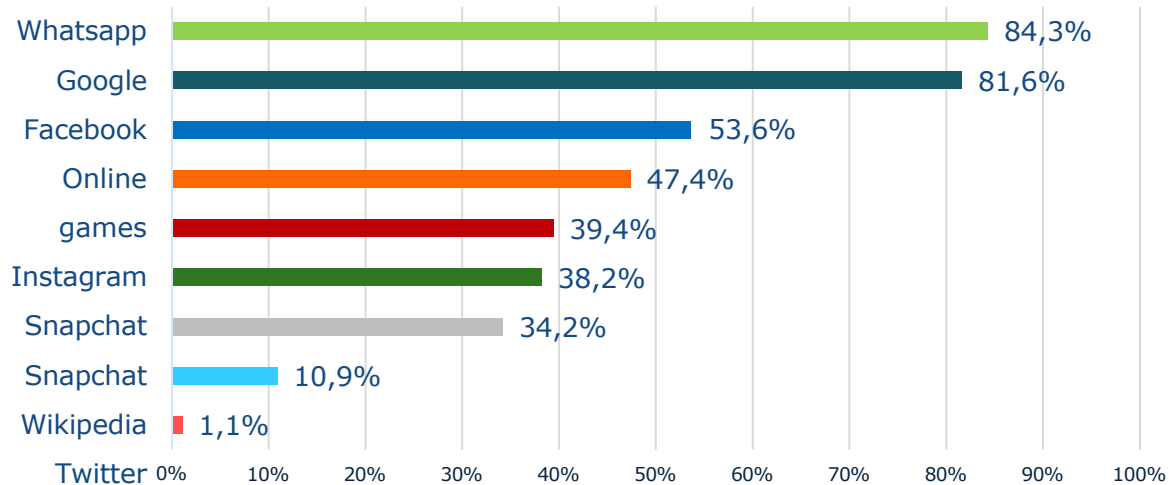
En alianza estratégica:



"Differences by age, SES and area".



PAGES OR APPLICATIONS YOU USE



Networks to meet a partner or date

Una iniciativa de:



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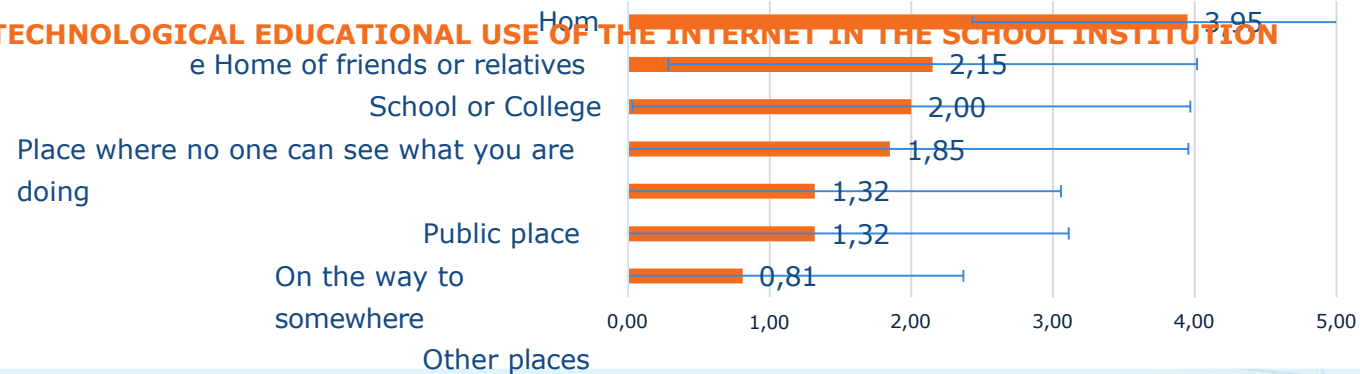


En alianza estratégica:



PLACES WHERE YOU USE THE INTERNET (several times a day)

TECHNOLOGICAL EDUCATIONAL USE OF THE INTERNET IN THE SCHOOL INSTITUTION



0 = Never

5 = Several times a day



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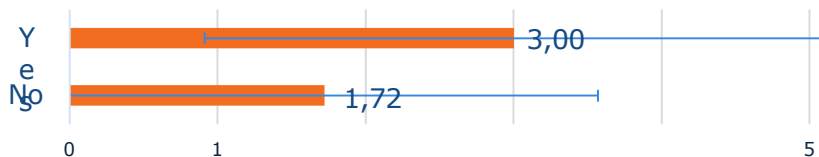
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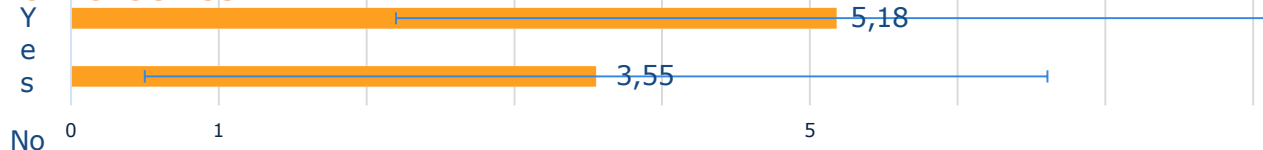
TEACHING ORIENTATION IN THE USE OF EDUCATIONAL TECHNOLOGY



CELL PHONE USE IN THE CLASSROOM ACCORDING TO EDUCATIONAL TECHNOLOGY USE IN THE SCHOOL CONTEXT



CELL PHONE USE IN THE CLASSROOM ACCORDING TO THE TEACHER'S ORIENTATION TOWARDS EDUCATIONAL TECHNOLOGY USE



Una iniciativa de:



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* Differences by age and area

USES OF THE INTERNET

Understands the different uses that people make of the Internet and the associated applications.

It comprises different areas: learning and information search, communication, social participation, content creation, entertainment and school uses.



Una iniciativa de:



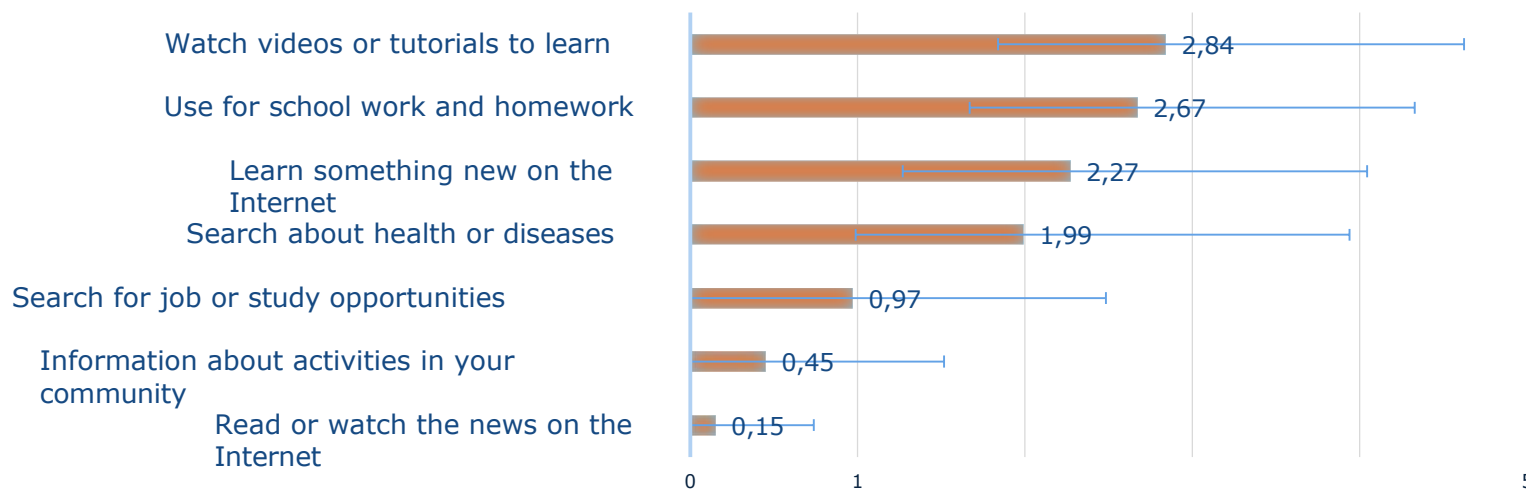
Con el financiamiento:



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USE FOR LEARNING AND INFORMATION



Media

* Differences by age for all uses

Una iniciativa de:



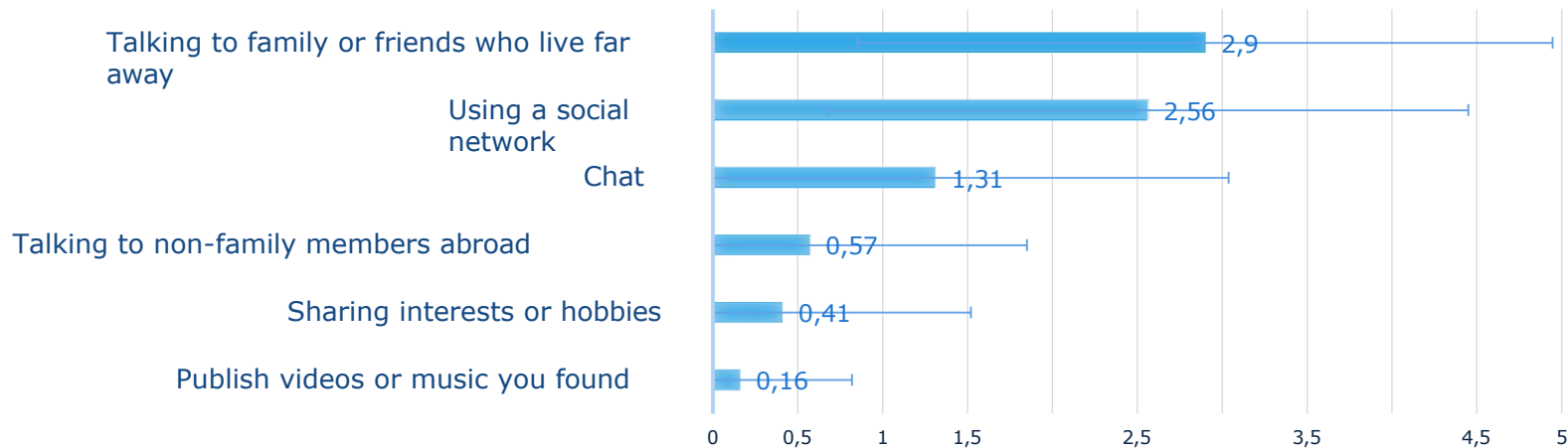
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SOCIAL USES



Media

Una iniciativa de:



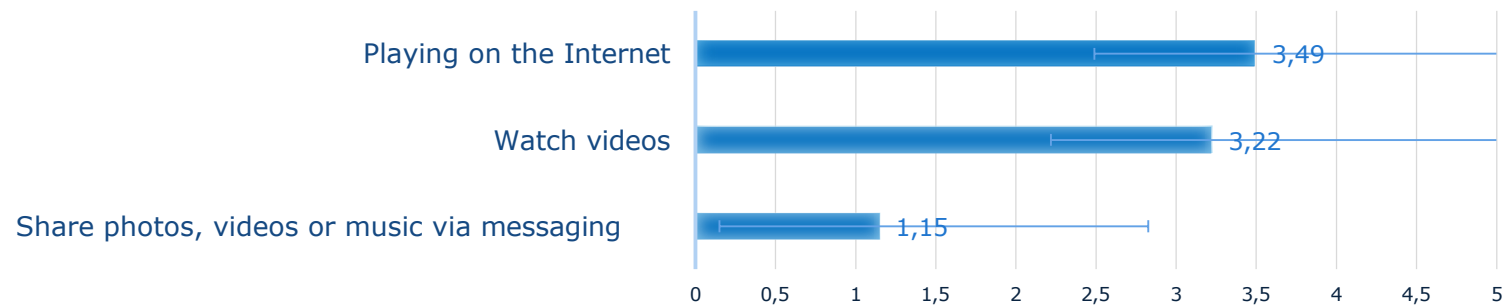
Con el financiamiento:



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ENTERTAINMENT APPLICATIONS



Media

Una iniciativa de:



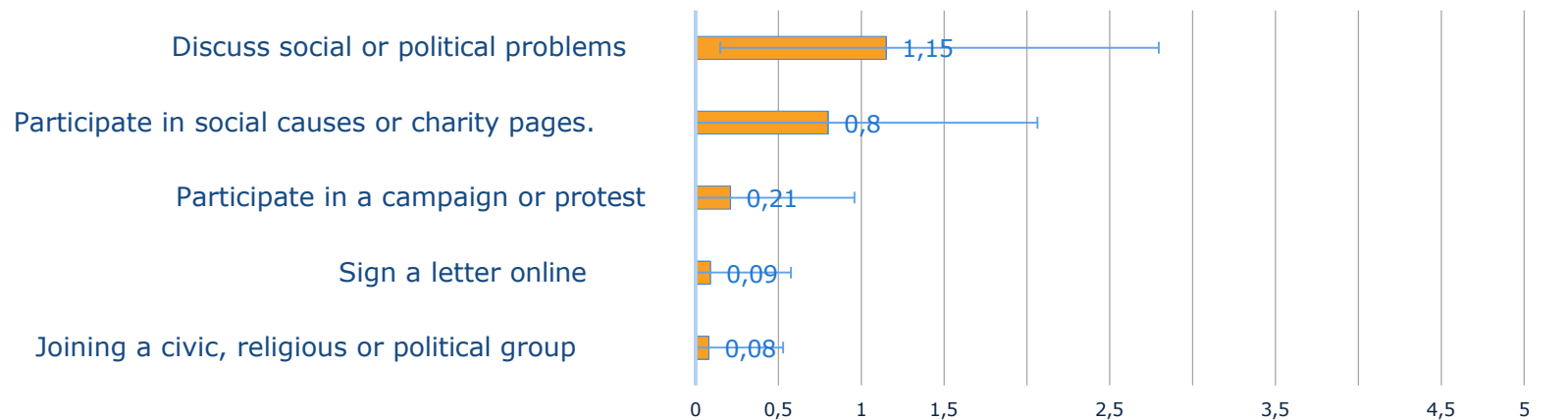
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USES FOR SOCIAL PARTICIPATION



Media

Una iniciativa de:



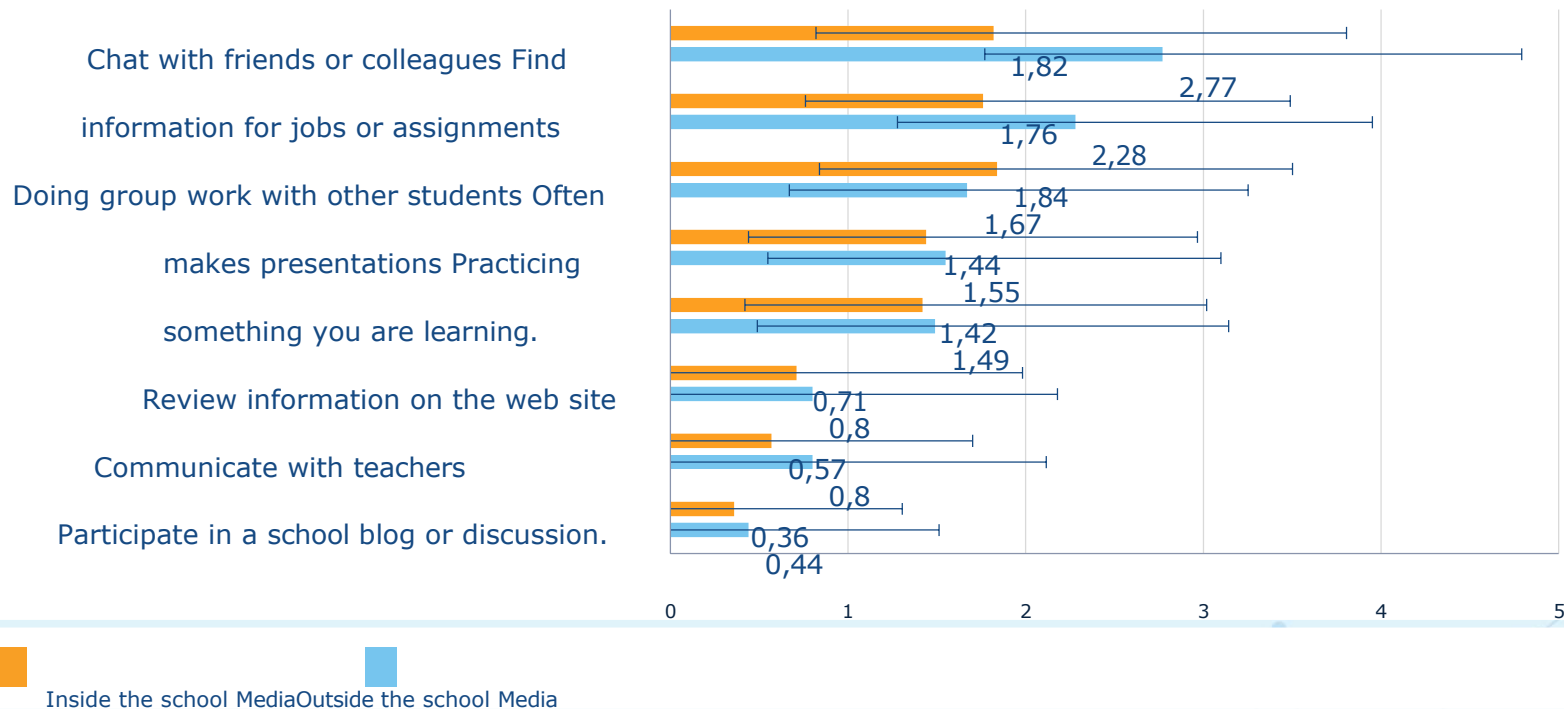
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Una iniciativa de:



Con el financiamiento:



En alianza estratégica:





DIGITAL SKILLS

It refers to the capabilities of using the Internet, the applications and devices associated with its use, as well as the access and possibilities of using its contents.

Una iniciativa de:



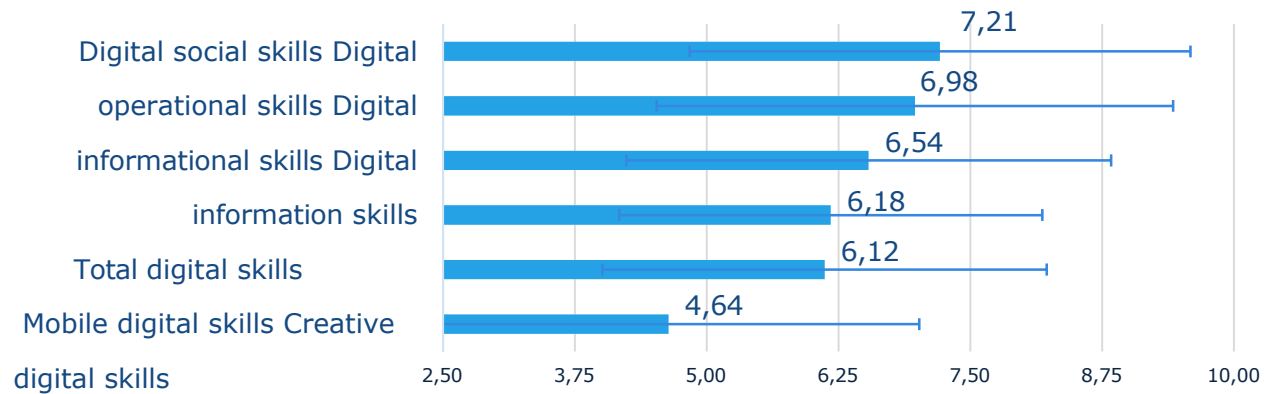
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DIGITAL SKILLS



* Differences by age and area (Urban vs. Rural)

Una iniciativa de:



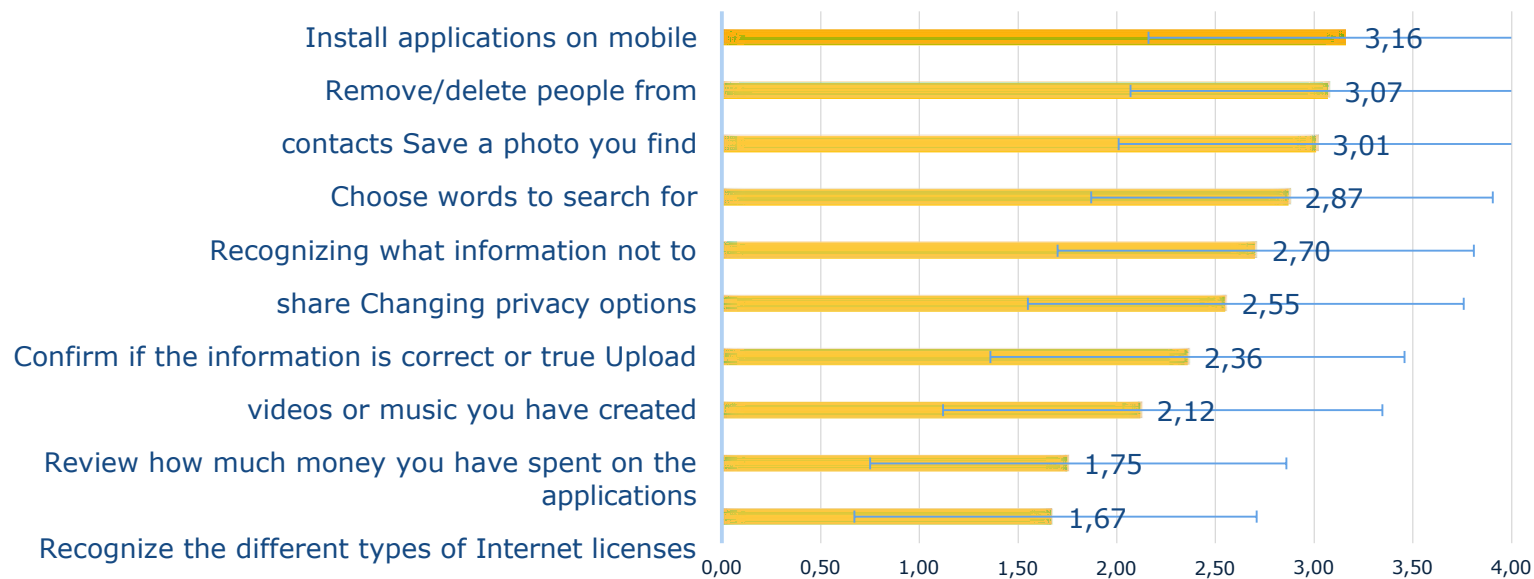
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DIGITAL SKILLS OF MINORS



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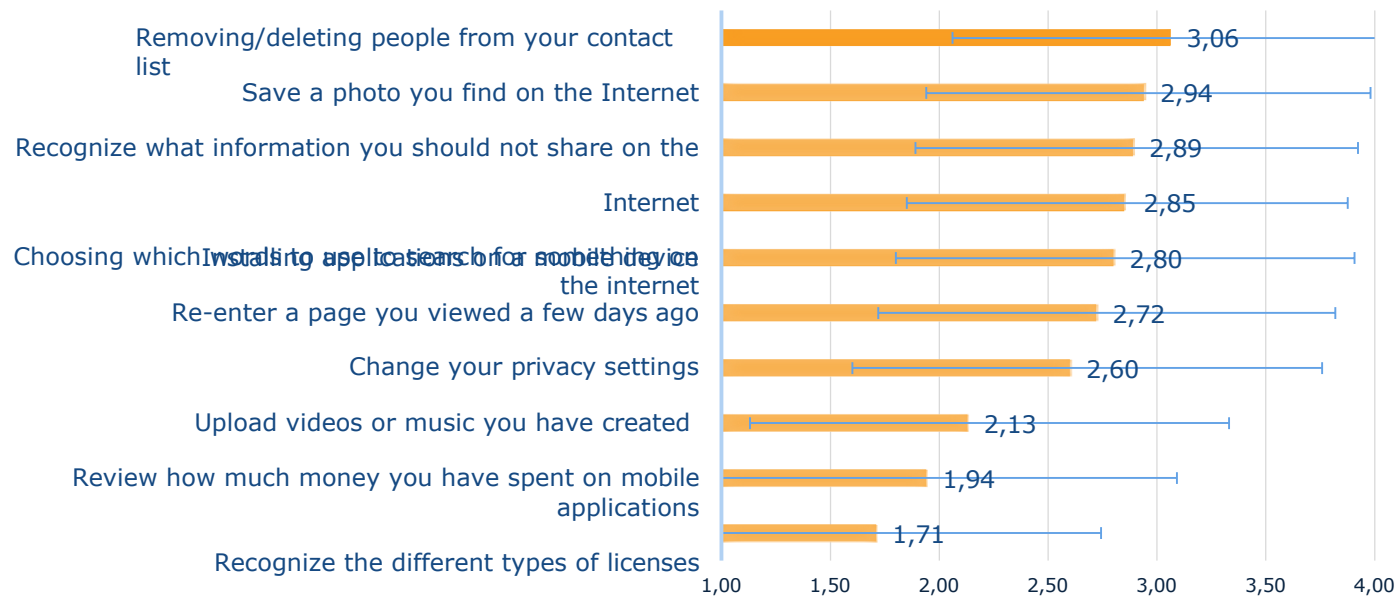
Con el financiamiento:



En alianza estratégica:



DIGITAL SKILLS OF CAREGIVERS



Media

Una iniciativa de:



Con el financiamiento:



En alianza estratégica:





ADULT MEDIATION FROM THE PERSPECTIVE OF CHILDREN

Mediation is understood as the type of formative or adult parenting intervention associated with the use of the Internet by minors. It can be oriented towards accompaniment and guidance, prohibition or regulation in the specific use of pages or applications.

Una iniciativa de:



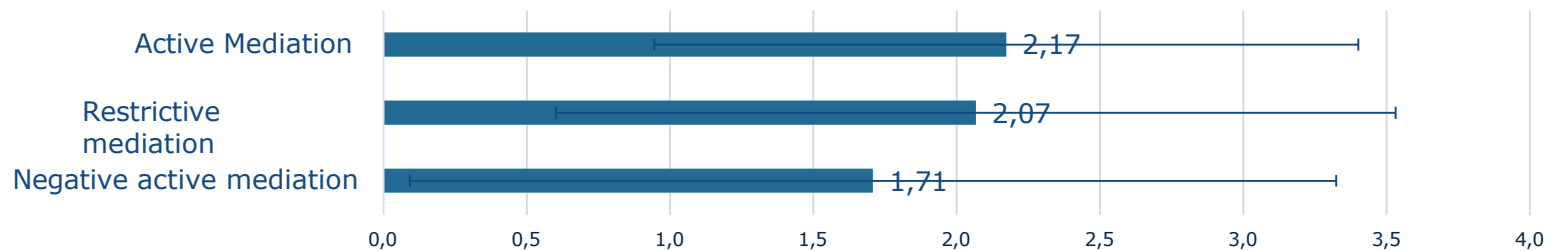
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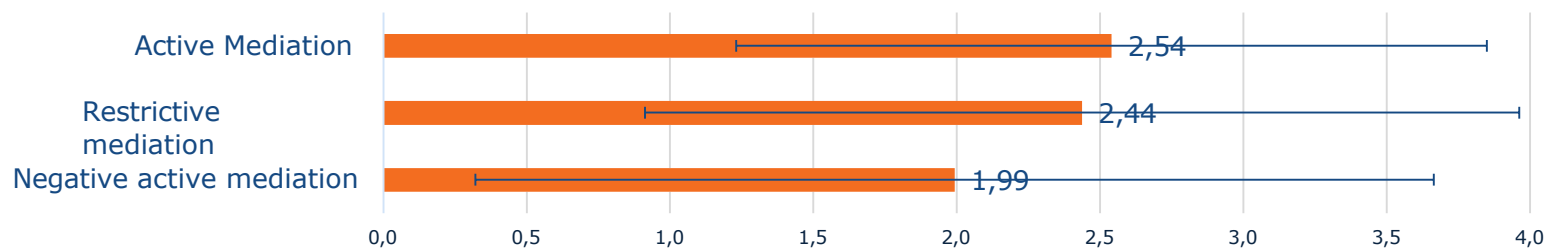
En alianza estratégica:



PARENTAL MEDIATION FROM THE POINT OF VIEW OF MINORS



PARENTAL MEDIATION FROM THE CAREGIVERS' POINT OF VIEW



* Active mediation is differentiated by gender, area and age group.

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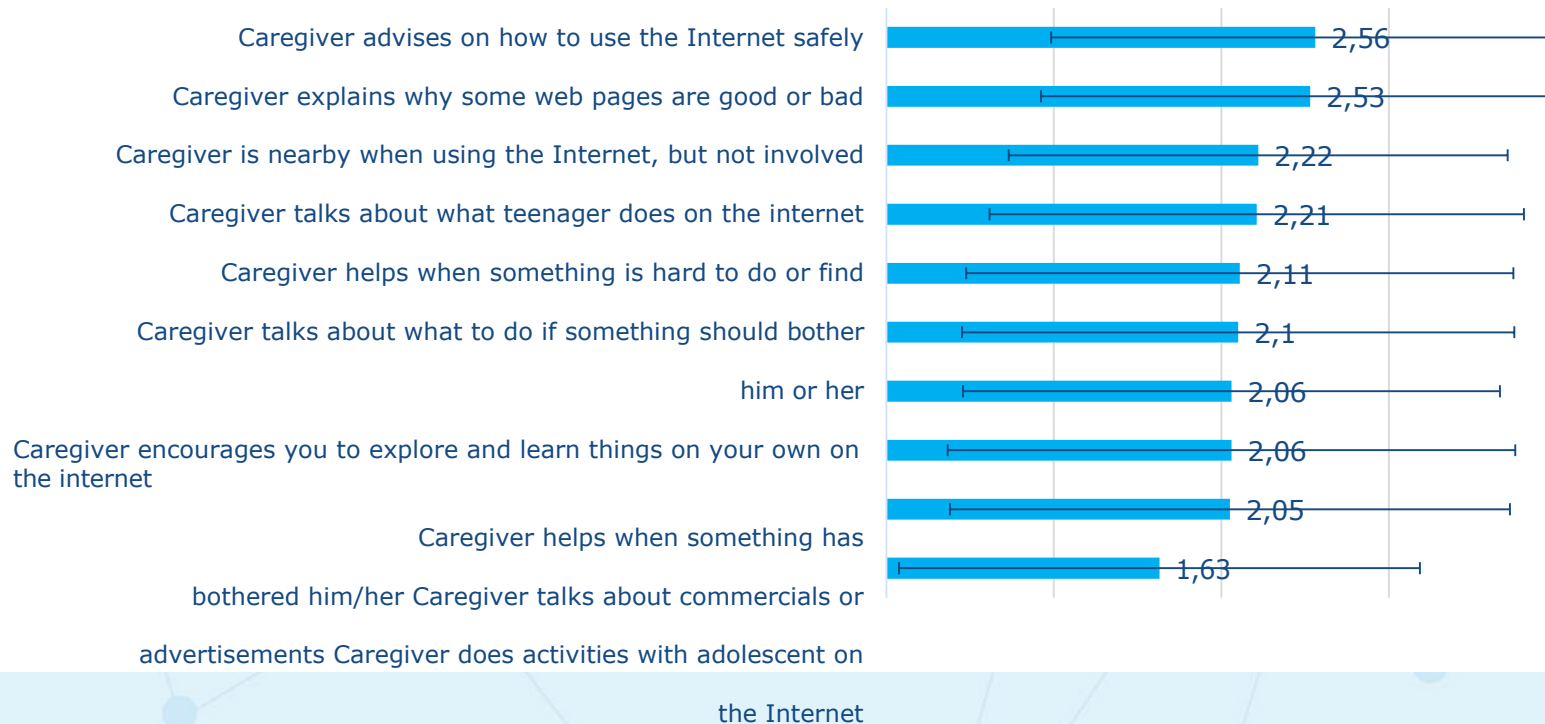
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Active parental mediation from the point of view of minors



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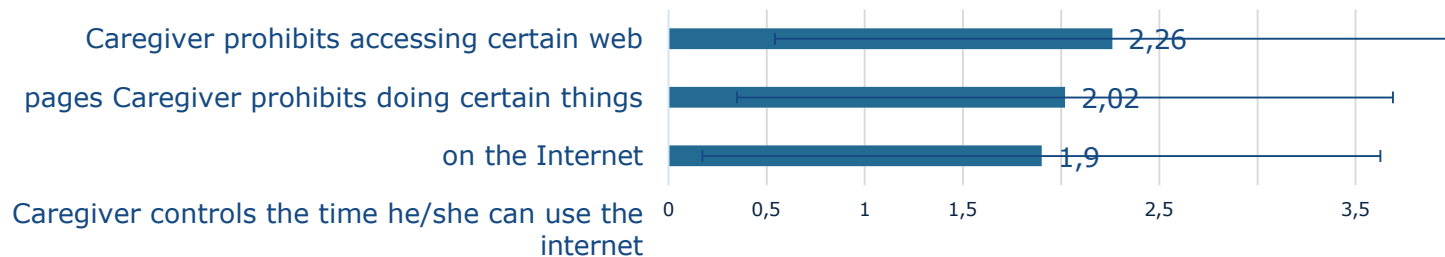


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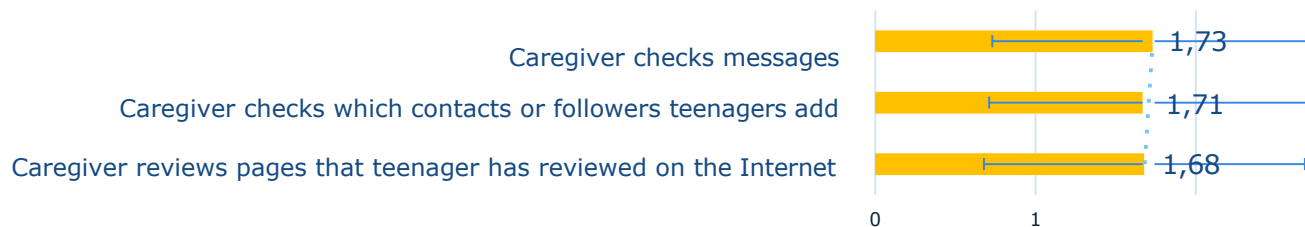


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RESTRICTIVE PARENTAL MEDIATION FROM THE POINT OF VIEW OF MINORS



NEGATIVE ACTIVE PARENTAL MEDIATION FROM THE POINT OF VIEW OF MINORS



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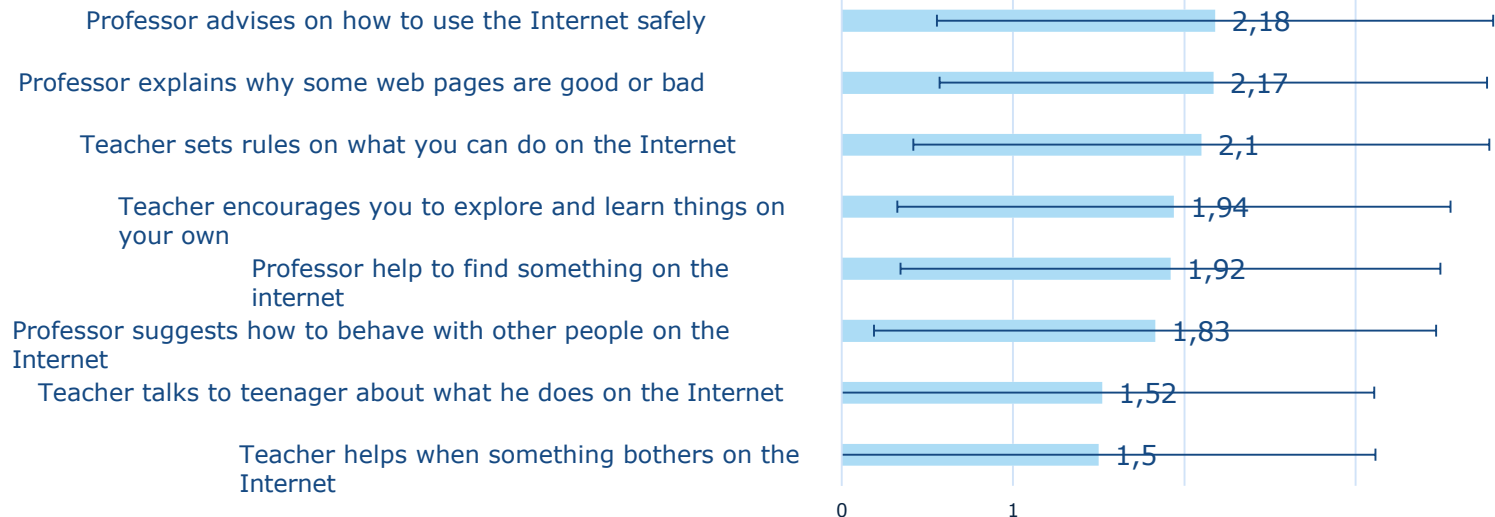
Con el financiamiento:



En alianza estratégica:



Active educational mediation from the point of view of minors



Una iniciativa de:



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PERCEPTION OF DISCRIMINATION ON THE INTERNET

Personal, social,
cultural or economic
spheres that are the object
of discrimination in
Internet.



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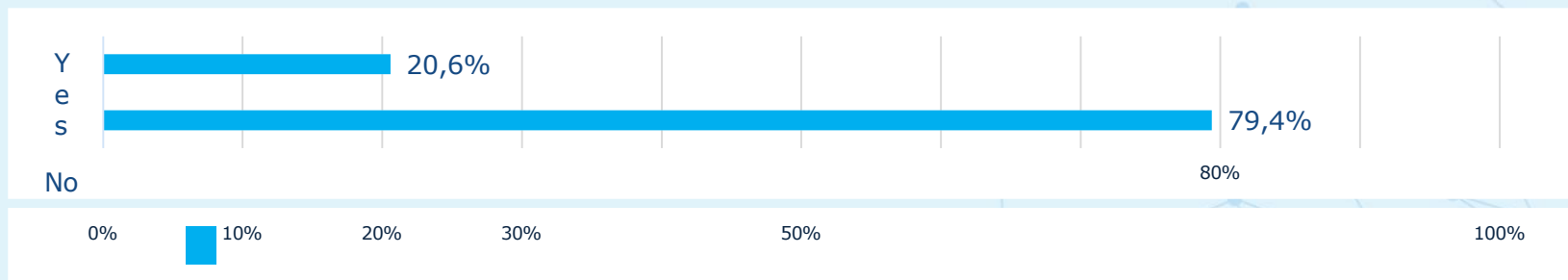
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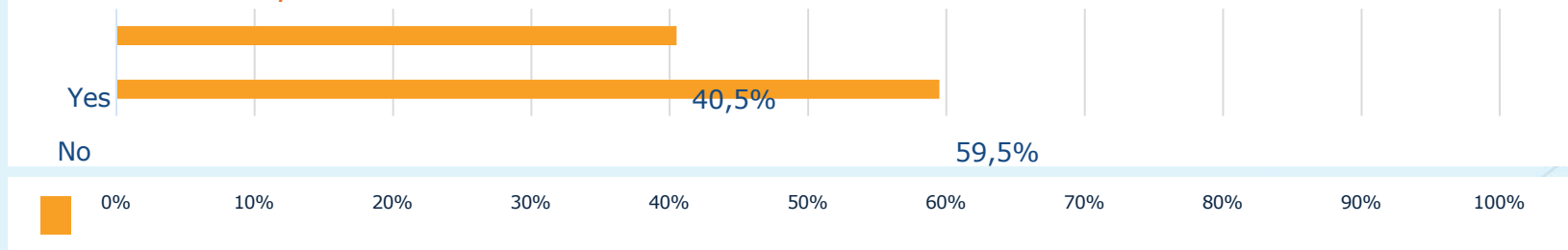
IN THE LAST YEAR, HAVE YOU SEEN ANYONE BEING DISCRIMINATED AGAINST ON THE INTERNET?



N= 476

Children 9-12

IN THE LAST YEAR, HAVE YOU SEEN ANYONE BEING DISCRIMINATED AGAINST ON THE INTERNET?



Youth (13-17)

Una iniciativa de:



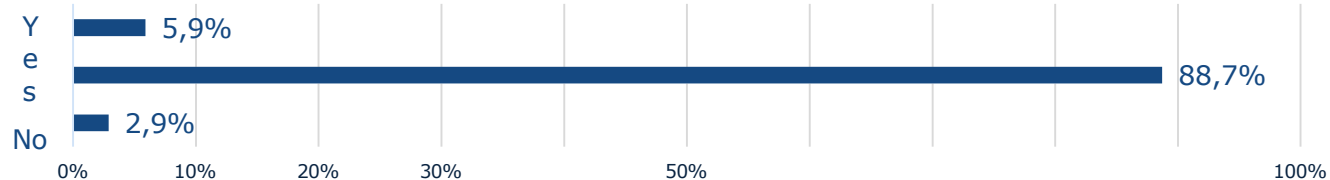
Con el financiamiento:



En alianza estratégica:



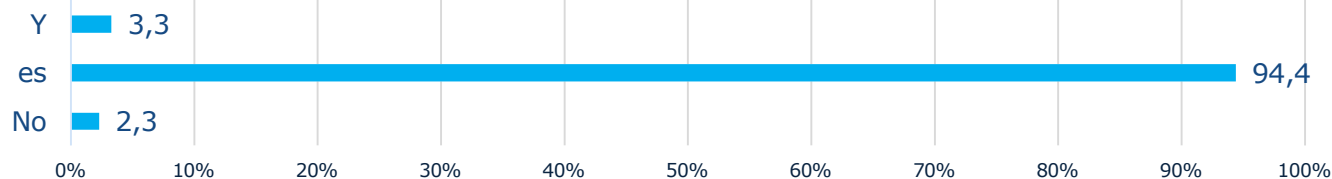
IN THE LAST YEAR, HAVE YOU BEEN DISCRIMINATED AGAINST OR HARASSED ON THE INTERNET?



I prefer not to answer

Children 9-12

IN THE LAST YEAR, HAVE YOU BEEN DISCRIMINATED AGAINST OR HARASSED ON THE INTERNET?



I prefer not to answer

Youth (13-17)

Una iniciativa de:



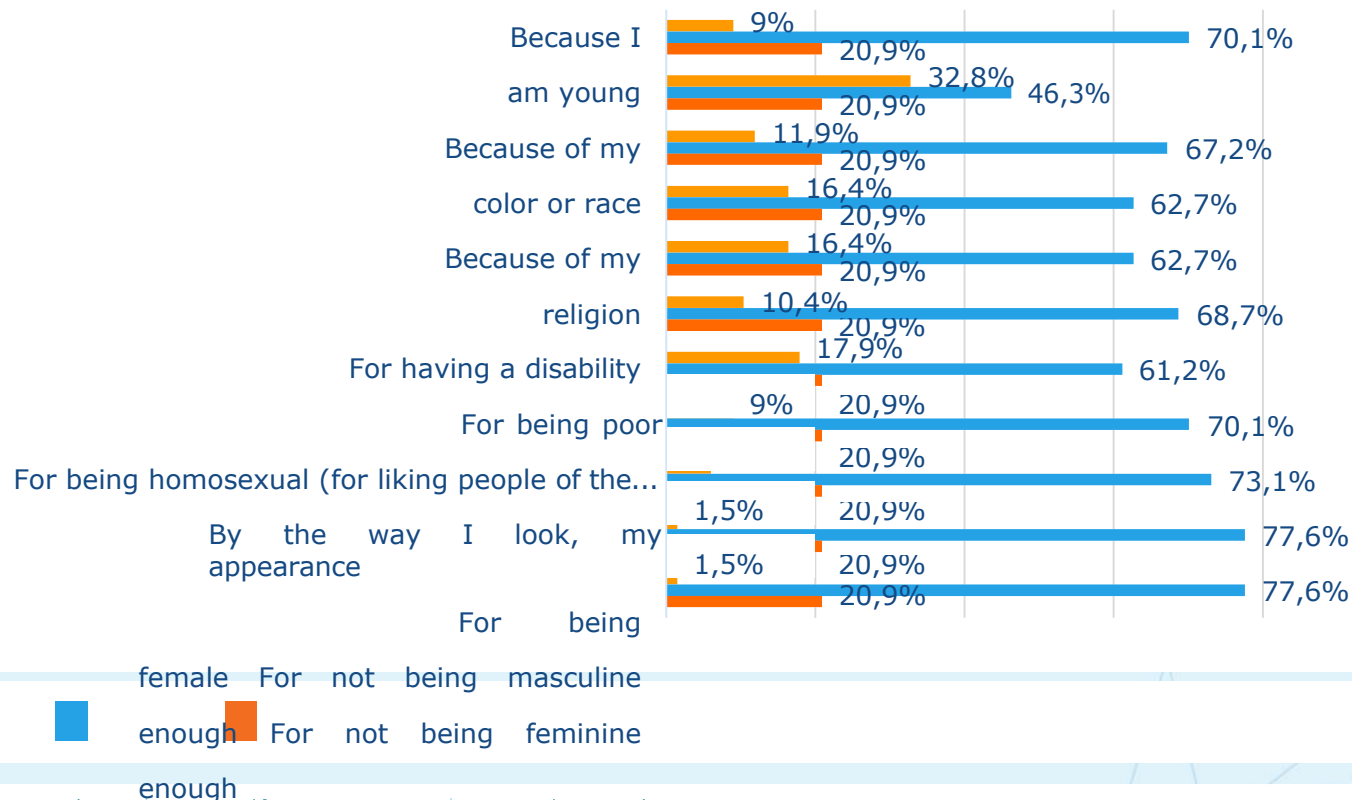
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En alianza estratégica:



REASONS FOR DISCRIMINATION WITNESSED ON THE INTERNET



Una iniciativa de:



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Yes

NoI prefer not to answer

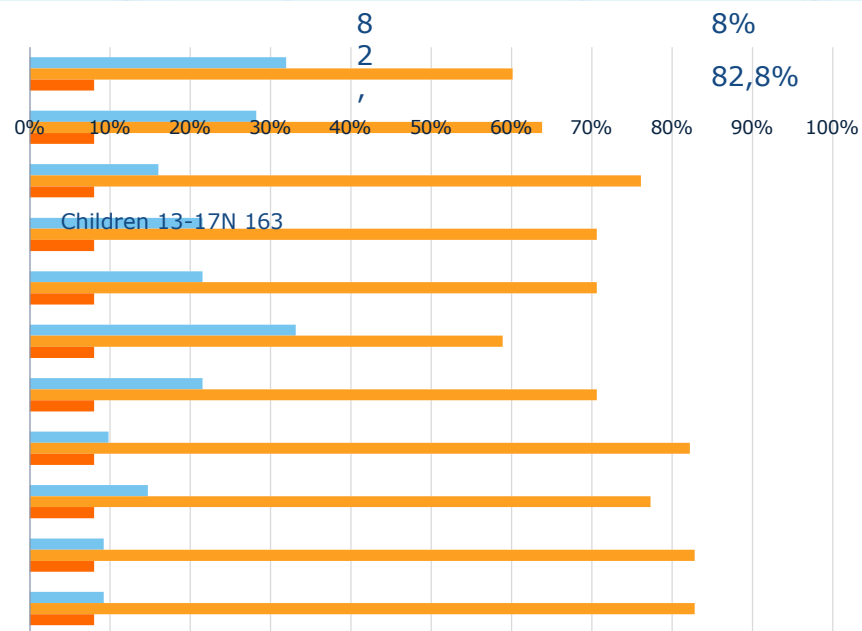
Children 9-12

REASONS FOR WHICH YOU HAVE FELT DISCRIMINATED AGAINST ON THE INTERNET

Because I am a teenager/young adult	8,0%	31,9%	60,1%
Because of my color or race	8%	28,2%	63,8%
Because of my religion	8%	16,0%	76,1%
Because I have a disability	8%	21,5%	70,6%
For being poor	8%	21,5%	70,6%
For being homosexual (for liking people of the same sex)....	8%	33,1%	58,9%
By the way I look, my appearance			
For being female			9,8%
For not being masculine enough			8%
For not being feminine enough			14,7%
Because of where I			9,2%
			8%

82,2%
77,3%

Yes NoI prefer not to answer



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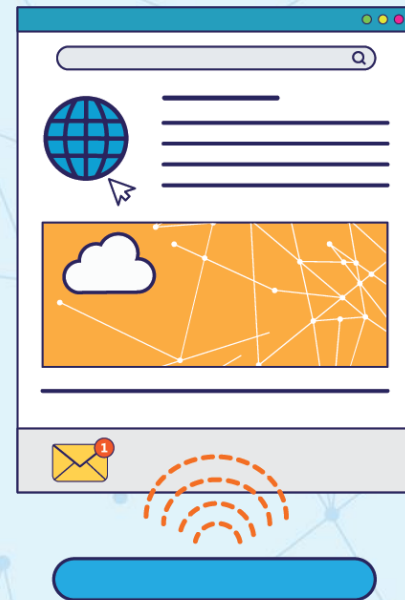


En alianza estratégica:



Balance

- Persistence of the digital divide by socio-economic condition and geographical area.
- Differences by age can be seen as a factor in protective, but it must also be considered in the framework of socio-cognitive development.
- Mobile telephony is the main source of Internet access, which is fundamental for the development of public policies.
- Entertainment, information and communication are the main uses, characterized by a great variability in their use. The results are a call to promote the beneficial educational, social and citizen participation uses. In this line, the findings offer relevant information for the generation of policies that favor the promotion of the use in the school context, for the promotion of science and technology, and democratic participation.



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En alianza estratégica:



Balance

- Digital skills are characterized by their high variability, which demand further promotion. It is important to consider age as a fundamental factor for their development. It is necessary to pay attention to mobile skills, referred to Internet transactions, as well as to the promotion of creative skills related to content production, since they are the weakest aspects. It is also necessary to investigate the strengths in social and informational skills.
- Active mediation and restrictive mediation are the main forms of mediation reported. However, there is no clarity in their use. Adult training in the development of these skills is essential, as they are fundamental as a protective factor and as a promoter of beneficial uses.
- The perception of discrimination is higher in the adolescent group than in the group of girls and boys.



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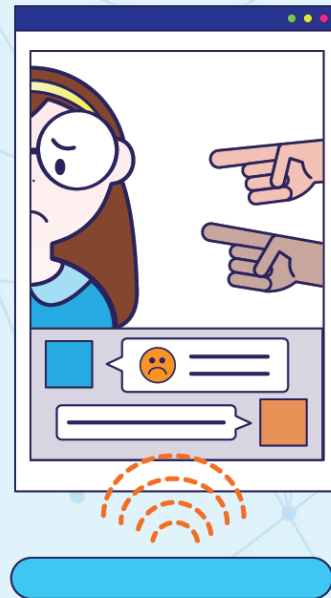


En alianza estratégica:



Balance

- Discrimination experienced is slightly higher in children and adolescents girls than in adolescents.
- In the adolescent group, discrimination based on age is the most common, followed by sexual orientation, ethnicity, poverty and disability.
- In the younger age group, color or ethnicity, poverty, disability and appearance are perceived as the most common factors of discrimination.
- In the coming months, the systematization of these results will continue in order to provide more detailed information to formulate specific suggestions for the development of public policies for the use of the Internet to promote individual development, social integration, citizen participation, democratic coexistence and the promotion of human rights.



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Thank you!

An initiative of:

CR-NEXST

with financing:

 End Violence
Against Children
(UNA-CLIPART, EISS-IP)

In strategic alliance:

IIP Instituto de
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