Actividades, mediación, oportunidades y riesgos online de los menores en la era de la convergencia mediática

Engl. transl.: Children's online activities, mediation, opportunities and risks in the age of media convergence

# Keywords

* EU Kids Online
* minors
* children
* survey
* activities
* risks
* opportunities
* parental mediation
* school mediation
* digital skills
* wellbeing

# Details

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## Type

Report and working paper

## Sample

The questionnaire was administered in public schools and charter schools to a representative sample of students.
and subsidized schools to a representative sample of 3,107 children aged 9 to 17. An interviewer remained in the classroom while the interviewees responded to the questionnaire. In order to guarantee nationally representative, we chose the most populated autonomous communities: Madrid, Catalonia, Andalusia, Valencia, Galicia, the Basque Country, and Extremadura. Ten schools were chosen in each autonomous community, except in Extremadura (9). The distribution of the schools according to their ownership is as follows: in primary schools 78% were public and 22% subsidized; in secondary: 60% public and 40% subsidize and 40% subsidized. In addition, the sample was stratified by habitat: 80% were located in capital cities and 20% in smaller municipalities. In total,
students from 138 classrooms were surveyed, with two classrooms of different grades in each center. Finally, the database was purged of entries for minors who had not declared their sex and those who did not indicate their age or who did not indicate their age or because they were repeaters, were older than 17 years of age, reducing the sample to 2,900 minors.

## Implications For Parents About

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

## Implications For Educators About

Other

## Implications For Policy Makers About

* Creating a safe environment for children online
* Stepping up awareness and empowerment
* Other

## Other PolicyMaker Implication

Improving families and teachers digital skills to develop children´s digital skills

## Implications For Stakeholders About

* Researchers
* Industry
* Other

## Other Stakeholder Implication

Family and Children welfares, Public and private digital literacy initiatives

# Abstract

This report presents the first national results of the EU Kids Online survey, conducted between October and December 2018, on children's online activities, mediation, opportunities and risks in the age of media convergence. They have been obtained from a final sample consisting of a total of 2,900 children of whom 47% are aged 13-17 and 53% are aged 9-12. Some of the results include:
-More than 32% of children have seen inappropriate and harmful content on the Internet.
-33% have experienced some form of bullying.
-26% have received sexual messages
-40% have made online contact with strangers
-19% have met in person with an Internet contact.

The report has been developed by the EU Kids Online team at the University of the Basque Country, as the Spanish chapter of the European initiative for the study of children and technology EU Kids Online, with the support of INCIBE through IS4K in the edition of the report. The EU Kids Online research network is internationally recognised for collecting high quality and comparable data on Internet opportunities and risks for European children.

# Outcome

Results of the Spanish EU Kids Online survey (2018) show that Spanish children’s engagement online with communication and entertainment activities have increased since 2015. In general, Spanish children aged 9 to 17 show a preference for communication and entertainment activities rather than engaging in participatory and civic activities. 33% of the Spanish children state that they were bothered or felt upset while being online. Younger children and girls report more of these negative experiences and are also more upset when these happen. When faced with negative experiences on the Internet, minors tend to combine different strategies to deal with them. Friends are the main source of support (70%), and the role of mothers and fathers also stands out (46%); however, 23% say they don't talk to anyone.
Parents are more likely to give advice on the safe use of the Internet (37%) or to help their children when they have problems (35%) rather than talk about what they do online (23%) or encourage them to explore the internet (18%).
Regarding school mediation, Spanish children feel school is a place they belong to and with supportive teachers willing to help them. At schools, restrictive strategies prevail (39%) compared to those that are enabling (less than 30%). Regarding their digital competences, social and instrumental skills seem to be the most widespread digital skills among Spanish children while their levels of informational, creative, and critical skills are lower. This evidence shows the need for improving parental and school mediation with a focus on children´s digital skills development.
Parents tend to apply more restrictive strategies on girls than on boys while encouraging boys more than girls to explore online. These results are consistent with those obtained in 2010 and 2015 and show parental worry for their girls' online safety.

[Translated by the coder]