Executive Summary

Who they are; how they are

This report presents the results obtained from a final (cleaned) sample of 2,900 children. Slightly more than half (51%) of the children surveyed were boys and 49% were girls. Forty-seven per cent (47%) of the children are between 13 and 17 years of age, and 53% are between 9 and 12 years of age. Ninety-eight per cent (98%)

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Based on age, the increase is uneven. Compared to 2015, the percentage of people affected in the 15-17 year old age group has increased markedly (from 18% to 42%). It is also noteworthy that it affects girls more than boys. However, face-to-face bullying occurs more frequently than by technological means. On the other hand, one in five children between the ages of 9 and 17 reports having inflicted some kind of bullying on their classmates in the last year.

Some 42% of Spanish girls and boys between the ages of 9 and 17 have seen sexual images on the Internet or through some other channel. The increase in viewing of this type of content according to age is striking: among children between the ages of 11 and 12, the percentage of those affected are 25%; between the ages of 13 and 14, the figure is 53%; and between the ages of 15 and 17, it is 75%.

As for their reactions to this content, 10% said they were very uncomfortable with what they had seen, and 17% felt a bit or quite uncomfortable. On the whole, the older ones were less bothered than the younger ones, and the girls were more affected than the boys.

With regard to receiving messages with sexual content (sexting), 3 out of 10 minors state that they have received such messages. Among 11 to 12 year olds, 12% have received these type of messages, while among 15 to 17 year olds this figure rises to 45%.

Online contact with people who are strangers is relatively widespread. Forty per cent (40%) of children aged 9 to 17 have had this type of contact in the previous year. The practice is heavily dependent upon age: two out of every three young people (66%) between the ages of 15 and 17 and more than half (53%) of those between the ages of 13 and 14 claim to have participated in this practice. By contrast, almost one in five children had face-to-face encounters with people contacted through the Internet. It is striking that the overwhelming majority of the children were satisfied with the outcome of such encounters.

The negative content produced by users themselves that minors see most often is related to hate messages against certain groups of people (those of other ethnic groups, religions, nationalities, or sexual orientations) (32%) and pages with gore or violent images (31%). Access to this type of content increases with age.

With regard to the excess use of Internet, 40% of those surveyed said that they had sometimes felt upset when not b BT3ki 0 0 Tm6 ((k) (e) 3 ( ) -272 (t) 9 (o)

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on their messages (56%). Passive strategies are also common such as ignoring the problem and waiting for it to disappear by itself (55%), or shutting the window or application where the conflict occurs (53%). In contrast, changing their privacy settings (24%) and reporting the problem (16%) are less frequent actions.

Mediation

A large majority of the children surveyed said they felt safe (79%) and supported (72%) within the family environment. However, somewhat fewer (50%) said they are listened to when they speak. Fathers and mothers are more likely to give advice on the safe use of 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%).

There are notable variations in this respect between boys and girls, and the latter - especially in adolescence - receive more attention from their parents.

In general, restrictive technological mediation strategies have lower values than the enabling strategyÐ which generally suggests positive use of technology and includes all forms of active mediation strategies for internet and online safety - and is applied more commonly to younger children.

Childhood mediation shows it is more common for children and adolescents to help their parents and caretakers do things online (48%) rather than talk to them when something online has bothered them (14%), which shows the eagerness with which they tend to guard their privacy. These data also vary by age and gender: girls ask for, and offer, more help than boys.

The school environment is also a space for integration, since the feelings of belonging, security and trust are widely shared: seven out of ten children say they share such feelings. With regard to mediation strategies, restrictive measures prevail in schools (39%) compared to those that are enabling (less than 30 %).

Finally, children and adolescents have a remarkably positive perception of the help and support they receive from their peers and express a high level of trust in friends (around 75%). It is worth noting the help that one in five children report receiving from their peers in