Childhood and adolescence in the digital age.
A comparative report of the Kids Online studies from Brazil, Chile, Costa Rica and Uruguay

Daniela Trucco, UN ECLAC
IGF 2019 WS #137 Kids online: what we know and can do to keep them safe
The particularities of the Latin American context

➢ Inequality: that structures the different areas and life experiences - the digital age exacerbates those gaps?

➢ The key role that education policies have played in equalizing the digital opportunities for new generations.

➢ High levels of participation in social networks, given the levels of Internet access.
Main findings and policy recommendations

- The minimum is to level the conditions in terms of access and connectivity: *ubiquity makes a difference in opportunities*

- It is key to advance at the same time in those *gaps related to digital skills* that facilitate real digital ownership and benefit

Main findings and policy recommendations

Internet access at school and at home

- The results illustrate the importance of *educational policy*: guidance and support at school is central.

Main findings and policy recommendations

Use of Internet according to participation dimensions

- Relevance of moving towards *comprehensive policies*, which include other sectors beyond education, to train and strengthen the capacities of new generations.

Main findings and policy recommendations

Children & adolescents that have been contacted online by a person they did not previously know in the last year, according to age

- It is essential to train for **self-care** and the effective development of risk management strategies.
- It is important to design comprehensive policies that include different sectors that work with children and / or technology and the responsibility of the private sector in the **protection of users**.

Source: Kidsonline Studies in Brasil 2016, Chile 2016, Costa Rica 2018 and Uruguay 2017
I. Regional policies and statistics: the context for childhood and adolescence in the digital age  
   Daniela Trucco & Amalia Palma

II. Towards a redefinition of material Internet access in some Latin American countries  
   Patricio Cabello, Magdalena Claro & Matías Dodel

III. Educational context: school use and teacher mediation  
   Ana Laura Martínez, Luisa Adib, Fabio Senne, Rolando Pérez & David Torres

IV. Participation of children and adolescents in the digital world  
   Magdalena Claro, Amaranta Alfaro, Amalia Palma & Juan Manuel Ochoa

V. Online risk management and self-care  
   Matías Dodel, Rolando Pérez Sánchez & David Torres Fernández

VI. Challenges for the experiences of childhood and adolescence in the digital age  
   Daniela Trucco
Thank you

daniela.trucco@un.org