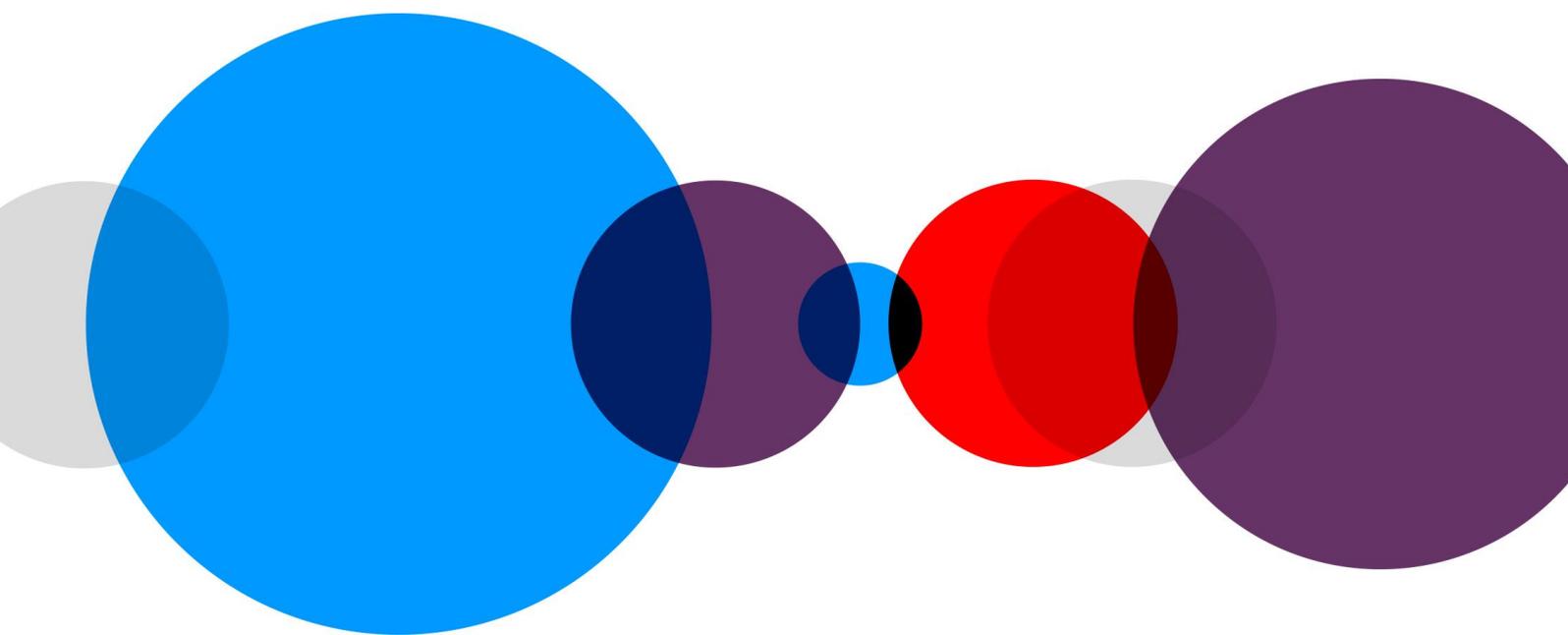


GLOBAL KIDS ONLINE THE PHILIPPINES

Executive summary

November 2016



**GLOBAL
KIDS
ONLINE**



EXECUTIVE SUMMARY

This pilot study aimed to test the adapted research toolkits from the EU Kids Online in the Philippines and consequently, to produce a localized research toolkit that can be used for a national study. The study was conducted in selected barangays in Metro Manila and nearby province of Pampanga. It involved partners from 3 research sites, one for the cognitive laboratory study in Malate, Manila and 2 for the pilot-testing study – one in Sta. Ana, Manila and the other in Mexico, Pampanga. The results of this report should be interpreted with caution due to the small sample of participants involved and as such are not representative of the population of children who are online in the Philippines.

Concurrent triangulation mixed methods (survey and phenomenology) were utilized using survey questions, interviews of key persons and focus groups to ascertain the following:

As regards to content, the goals of the pilot study are to:

- describe the demographic profile of Filipino children aged 9-17 years who use the Internet;
- determine how Filipino children use and access the Internet;
- determine the online abuse experienced by children among these age group;
- identify opportunities that Filipino children obtain through the use of the Internet;
- identify safety practices of Filipino children when using the Internet ;
- identify how parents mediate in the use of Internet by their children;

As regards to methods, the pilot study aims to:

- To determine the suitability of the training module, methodology, sampling technique, data analysis and ethical practices prior to the nationwide study;
- To beta test the data entry application to be used in the survey;
- To identify best practices that the team can further develop for the nationwide study

A total of 114 children (boys and girls) aged 9 to 17 and a corresponding number of 114 parents were recruited for the collection of survey data. On the other hand, 90 children and parents were chosen for the collection of KII and FGD data.

The following were the key findings of the study:

Demographic Profile

- Most of the children surveyed had mean age of 13 years and were mostly living with their families;
- Majority speaks Tagalog, the language mostly spoken at home while a few spoke Kapampangan, the local language in Pampanga;
- Most children were students, with majority currently attending or have attended primary (elementary) and secondary schools (high school);
- Nearly all children spent their time using media, such as TV, music, computer games and internet, for leisure;
- As age increases, children spend longer time using media and the Internet spending half an hour a day among children aged 9 to 11 years to at least 4 hours a day in older children.
- Parents that participated had a mean age of 41 years, attended high school and college, with an average annual income of less than P40, 000, where only half of them have a paid job.

Online use and access

- The average age of first internet use among participants in the survey was 9 years old;
- The length of time used in going online varies significantly. Some use the internet, from 5 minutes to 10 minutes to 1 hour and whole day to 24 hours depending on the mood, purpose, capacity to pay and economic status. One thing is certain though, across all age and gender groups, almost all children are hooked online and they

spend some precious time in their everyday lives accessing the internet;

- Most of the children access the internet at home, the rest in school or in internet cafes (e.g. Pisonet);
- Majority of children connect through free wifi (provided at home, in school, coffee shops or malls), the rest through paid internet (e.g Pisonet) and a few through a mobile plan (using postpaid or prepaid);
- Younger children (9-11 years) and those living in urban areas often connect through paid internet in cybercafés and Pisonet. Pisonet users normally spend 15 pesos to 30 pesos (1 peso per minute) per transaction from saving their allowance or from money given by their parents;
- Majority of the participants do not spend that much personal money in going online since almost all of them have wifi or internet connections at home, or have pocket wifi that could be used with their laptops, tablets and smartphones.
- Most children often used a smartphone and a tablet to go online. In general, children in the younger age group (9 to 11 years) had limited use on devices to access the internet compared to older age groups;
- Most children connect to the internet by themselves while those who cannot connect on their own were helped by their parents;
- In the Philippines, everybody can access the internet with ease, and use the device or gadget of their own choosing and get into the website freely as they so wish. The only problem encountered at times is the speed in which one can access the internet – sometimes one can access with ease and speed and at other times access is made slow due to cyber traffic;

Opportunities

- Almost all child respondents agree that there have been lots of things on the internet that were good for children – e.g. facebook, youtube, google,

yahoo, online games, among others;

- Across gender and age, children were able to identify 43 different apps and websites used for different online activities, with most of these used in accessing online games;
- Top online activities of children are learning something new, using social media, watching video clips, using the internet for schoolwork and playing online games.
- Children across age and gender vary in terms of their online activities:
 - 3.1 Among the 9 to 11 age group (boys and girls), top activities are watching video clips, visiting a social networking site, using the internet for schoolwork and playing online games alone;
 - 3.2 For 12 to 14 age group (boys and girls), top activities included learning something new, visiting a social networking site, looking for news online, helping others who wanted to go online, and posting photos or comments online;
 - 3.3 Among the 15 to 17 age group (boys and girls), priority activities include using the internet for schoolwork, visiting a social networking site, posting comments and photos online, looking for health information online, video conferencing with family or friends who were further away and searching for information about work or study opportunities;
- In general, females were more likely to look for resources or events in their local neighborhood, look for news online and discussed political or social problems with other people online while males were more likely to watch video clips, play online games alone or with others.

Skills and Practices

- Children knew how to install apps on a mobile device, can create online account, can remove people from contact lists and knew how to make a dubsplash video. Some children are aware of blocking features in the internet, knew about

privacy settings but do not know how to use it;

- In general, older children (15-17 years) knew more digital skills than younger ones;
- Parents, in general, were more knowledgeable than children when it comes to digital skills except for mobile skills (e.g. installing apps) where children knew a bit more than their parents.

Risks

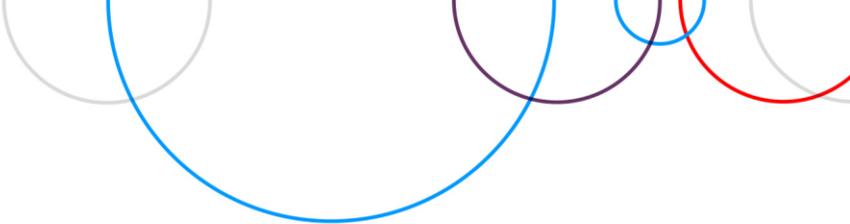
- Areas identified where Filipino children are prone to risks when they go online were exposure to exploitative strangers, cyberbullying, cybersex and other risks and harms;
- Across age and gender groups, children encountered exploitative strangers by accidentally adding them on their group chat, receiving stranger's requests to be added in their lists, and by strangers chatting persistently with them and offering them to meet at some place;
- Some children experienced being bullied or treated in a hurtful way by others through trash talks and curses thrown at them in chat lines, Facebook posts and posts made via the comments section in social networking sites and are upset about it;
- Most children, from 9 to 17 years old, disclosed during the interviews and group discussions that all of them were exposed to cybersex, sexual messages/materials, sexual grooming in different forms and modes through Facebook, porn websites (fake taxi, flyingjizz, camfrog, etc.), via group chats, pop up menu, sexual tweets, sexual games and sexual images sent as a joke;
- Children during the survey admitted that they also experienced receiving and sending sexual messages ('sexting'). A number of them reported receiving sexual messages in words, pictures or videos while some had sent sexual messages to others.
- Among other online risks that were experienced by children included excessive use of the internet. Half of the children thought that the amount of time

spent on the internet caused problems for them (e.g. gone without eating or sleeping because of the time spent online; family conflicts; grades dropped)

- Other online risks that were generated and identified include: receiving morbid posts (e.g. deaths of people; news about terrorists); discovering identity theft; engaging in e-gambling via online games

Vulnerabilities and protective factors

- Majority of children children agree that they know what to do if someone acts online in a way that they didn't like;
- Half of the children felt safe on the internet and majority of them find other people to be kind and helpful online;
- In the family and home, most children felt safe in their homes and felt that their family really tries to help them almost all of the time;
- About half of children agreed that it is easy for them to talk to their parents about things that upset them;
- Filipino parents supervise their children in different ways. Half of children's parents often set rules on what they can do at home but fewer parents would set rules on what they can do outside the home.
- Parental supervision and mediation on online use varies among the participants. In the survey data, most parents are not so restrictive and were not too active in mediating the online activities of their children. Their active mediation is limited to advising their children on what to do online and encouraging them to explore and learn things on the internet. In the FGD/KII data, some parents impose some discipline such as having the children grounded for a week for excessive use of the internet while some parents confiscate the gadgets or scolds their children. Others give the usual parental advice and gentle reminders;
- At school, children acknowledged that their



teachers suggested ways how to use the internet safely while others encouraged them to explore more things on the internet and helped when they found something difficult on the internet. They also set rules in school on what children can do online.

- Children also recognized peer mediation as important when they go online. Their peers provided help when they find something difficult to do or find on the internet, suggested ways on how to use the internet safely and how to explore and learn things on the internet.
- Over-all internet safety is assured among Filipino children through their own proactive stance and through parental, teacher and peer mediation.

Likewise, in the adaptability test, the following were the **salient findings**:

- The survey instruments took more than 1 hour to accomplish and a number of children participants found it too long to answer;
- Some of the Tagalog translated questions were not well-understood by the participants because they were written in deep Tagalog words;
- Most parents and some children found the use of tablet quite challenging and needed sometime to familiarize themselves in using it;
- The targeted sampling population was not met due to lack of eligible participants from the barangays that were selected and was exacerbated by

sampling complications such as the existence of an “extended family” making the definition of “household” complicated and hard to evaluate;

- Despite the training and orientation done, some of the enumerators hired did not perform well in encoding work. This contributed in the delay of data processing and analysis;

Based on the findings, the following are **recommended to improve the toolkits**:

- Revisit the translations made from the EU-adapted instruments and ensure that the Filipino translations are well-suited to the specific target groups;
- A more comprehensive translation-back translation process should be undertaken to ensure that a well-aligned, well-balanced and well-suited instruments are produced;
- Reduce the survey questions to a number and size that could be accomplished by children in 45 minutes or so;
- More social preparation should be undertaken to ensure that the targeted sample size are met;
- Hire well-experienced and well-rounded field enumerators to ensure accomplishment of well-validated and well-documented quantitative and qualitative data on time.