



Media Literacy Audit

Report on media literacy amongst children

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Foreword

This report presents the results of detailed research undertaken by Ofcom to assess the extent of media literacy amongst children aged 8 – 15 across the UK.

Under Section 11 of the Communications Act 2003, Ofcom is required to bring about, or to encourage others to bring about, a better public understanding of the nature and characteristics of the material published by means of the electronic media and the processes and systems by which this is delivered.

Electronic communications networks play a central role in daily life. They underpin all businesses and are central to the workings of a modern democracy. Ofcom defines media literacy as *the ability to access, understand and create communications in a variety of contexts*. Without such skills, people's ability to participate effectively in the workplace and in society may be greatly diminished.

The media literacy research programme as a whole examines the views and experiences of different groups – adults, the young, old, disabled and members of ethnic minority groups – as well as people in different parts of the UK. This report examines the views and media habits of children.

We draw no specific conclusions in this report, however we hope it will serve as a useful source of current understanding about children's usage of and opinions about the media.

David Currie
Chairman, Ofcom

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Deputy Chair, Ofcom
Chair, Ofcom Content Board

Executive Summary

The promotion of media literacy is a new responsibility placed on Ofcom arising from Section 11 of the Communications Act 2003.

Ofcom's definition of media literacy, developed after formal consultation with stakeholders, is 'the ability to access, understand and create communications in a variety of contexts'. Media literacy gives people the confidence and knowledge to get the most out of the many media platforms that now exist.

Ofcom has carried out an audit of media literacy across the UK and in March 2006 published its first report, which details the audit's findings across all UK adults. That report, *Ofcom's Media Literacy Audit: report on adult media literacy*, is available at www.ofcom.org.uk/advice/media_literacy. A series of supplementary reports is also available, examining the views of adults from minority ethnic groups, older people, disabled people, and people across the nations and regions.

This report focuses on children aged 8-15 across the UK. Its purpose is to provide stakeholders with a source of information about children's levels of media literacy. We examine children according to two main age-bands – 8-11 and 12-15. We asked children about their media uptake and usage, as well as their attitudes to media and towards learning. We also asked children's parents about the extent and type of rules in the home regarding the media platforms, and compared these with children's responses.

Our main findings are :

Across all platforms

- Some 72% of children aged 8-15 have access to digital TV at home, 64% have access to the internet at home, 47% of parents say there is household access to digital radio services, and 65% of 8-15s have their own mobile phone. Just under half of 8-11s have their own mobile phone (49%) compared to 82% of 12-15s.
- Just over one quarter (28%) of all children aged 8-15 have digital TV and the internet at home and have their own mobile phone. This is considerably more common amongst older children, accounting for 36% of 12-15 year olds compared to 21% of 8-11 year olds.
- Half of children aged 8-15 own a games console (50%), and a further third (34%) use the one in the household.

Television

- One in three children aged 8-11 (35%) and half of those aged 12-15 (49%) say they mostly watch TV on their own, with just over one-third of 8-11s and just over one quarter of 12-15s saying they mostly watch with a grown up.
- Across all children aged 8-15, one quarter (23%) both mostly watch television on their own and mostly watch television in their bedroom. This 'solitary' TV viewing accounts for one in five (19%) of 8-11s and over one quarter of 12-15s (28%), with no difference by gender for either age group.
- Nearly three quarters of all children aged 8-15 have a TV in their bedroom (73%), with this being more common for boys than for girls in each age group.

- Children aged 8-15 watch a (self-reported) average of 13.9 hours of TV per week. Children in Scotland (15.2 hours), Northern Ireland (16.1), those from minority ethnic groups (15.2) and those living in low income households (15.5) watch significantly more.
- Amongst those with a television at home and either internet access, a mobile phone or digital TV (92% of all children aged 8-15), half (49%) have interacted having seen something on television using a mobile phone (to send a text message), the internet (to send an e-mail or visit a website), or the interactive button on their TV remote control.
- Interactivity is significantly more common amongst 12-15s (57%) than amongst 8-11s (14%), with 12-15 year old girls significantly more likely to have interacted (69%) compared to 12-15 year old boys (44%).
- Some 78% of children aged 12–15 feel that news programmes are true either always or most of the time, and 76% feel similarly about nature and wildlife programmes. 54% say this for current affairs programmes (with only 11% saying they are true 'all the time' compared to 35% saying this about news programmes). One third (33%) of 12-15 year olds say that reality TV programmes are true all or most of the time, although 20% say they are never true.
- Some 16% of all 12-15s say that they don't watch news programmes. One in three children (33%) claim never to watch current affairs programmes, compared to 21% saying they don't watch nature programmes, and only 12% saying that they don't watch reality TV programmes.
- Across both age groups, three quarters (73%) of parents of 8-15 year olds say they have rules about their child's TV, video and DVD viewing. Rules are significantly more common amongst parents of children from minority ethnic groups (91%).
- For the 8-11 year age group, parents and children respond similarly about whether there are any rules about the child's viewing: 85% of parents and 80% of children aged 8-11 say there are rules. For the 12-15 age group, there is a difference between parents and children, with 61% of parents and 49% of children saying that there are rules for TV viewing.
- Close to three in ten parents in households with a cable or satellite TV service have set controls to restrict access to certain channels.

Radio

- Some 71% of children aged 8-11 say they listen to the radio, and 85% of those aged 12-15. Girls are more likely to listen than boys.
- Half (51%) of all children aged 8-15 who listen to radio at home usually do so on their own; two in five (38%) of 8-11s and two thirds (63%) of 12-15s. Amongst 8-11s, boys who listen to radio at home are significantly more likely to listen alone than girls (44% compared to 33%).
- Children aged 8-15 listen to a (self-reported) average of 5.4 hours per week – approximately three-fifths at home and two-fifths in the car. Older children (12-15) listen more (6.6 hours per week) than 8-11s (4 hours per week).

- Amongst those children who listen to radio at home and either have internet at home or a mobile phone (48% of all aged 8-15), one in seven (15%) has interacted having heard something on radio using a mobile phone (to send a text message) or the internet (to send an e-mail or visit a website). This is significantly more common for 12-15s than 8-11s (at 20% and 8% respectively), and again it is girls aged 12-15 that are driving this difference (with 25% of girls in this group having interacted compared to 13% of boys).
- One quarter (26%) of parents of 8-11 year olds report any rules about radio listening, and 16% of parents of 12-15 year olds. For comparison, 85% of parents of 8-11s and 61% of parents of 12-15s reported any rules about watching television. Unlike the comparable findings for television, children are rather more likely (significantly so for 8-11s) to report any rules about listening to radio than their parents.

Internet

- Nearly half (48%) of children aged 8-11 use the internet at home, and two-thirds (65%) of children aged 12-15 do so. Amongst older children there is no difference by gender, but amongst 8-11 year olds, boys are significantly more likely to use the internet at home compared to girls (at 54% compared to 42%).
- Internet access in the bedroom is more common amongst children aged 12-15. 13% of all children aged 12-15 have internet access in their rooms, compared to 3% of 8-11s. 12-15 year old girls are more likely to have access in their rooms than boys.
- Two in five (40%) of 8-11s and over two-thirds (71%) of 12-15s say they mostly use the internet on their own at home.
- Across all children aged 8-15, 6% both mostly use the internet on their own and mostly use the internet in their bedroom. This degree of solitary internet use accounts for one in ten (11%) of all children who use the internet at home - 4% for 8-11s and 17% for 12-15s who use the internet at home. Whilst solitary internet use accounts for more boys than girls aged 8-11 who use the internet at home (6% compared to 1%), the reverse is true for 12-15 year olds, with a higher incidence of solitary users amongst girls compared to boys (at 23% compared to 11%).
- Children aged 8-15 who use the internet at all (whether at home, school or elsewhere) use the internet for a (self-reported) average of 6.2 hours per week, with 12-15s using it far more (8 hours per week) than 8-11s (4.4 hours per week).
- Whilst using the internet for school work and for playing games are the top two uses for children in each age group, children aged 12-15 make a broader use of the internet than those aged 8-11.
- Across all children who use the internet, one in six (16%) has come across anything of concern to them, with this being more common for 12-15s than 8-11s.
- Some 31% of 12-15s using the internet at home say they make any checks on new websites (from a prompted list of checks). Those that say they have been taught about the internet at school are more likely than those that haven't to make these checks (33% compared to 23%).
- Whilst two in three (67%) children aged 12-15 who use the internet at home agree that they trust most of what they find on this internet, one in five (20%) disagrees, and a further one in ten (13%) is unsure. Responses do not vary by nation, but

children from minority ethnic groups are more likely to disagree (at 30%) that they trust most of what they find on the internet.

- Nearly all parents of 8-11s who use the internet (95%) say they have rules about their child's access, with rules relating to content nominated by almost all of these parents. Parents of 12-15 year olds who use the internet are significantly less likely to have any rules for their child's access, although rules are reported by four in five (78%) and these are again dominated by rules relating to content.
- Parents whose children are mostly solitary internet users (through mostly using the internet without an adult and mostly using the internet in their own bedroom) are significantly less likely to have any rules for their children around using the internet (at 67% compared to 86% across all parents of 8-15s). This lower incidence of parental rules regarding internet use where the children mostly uses the internet on their own is likely to be related to the finding that older children are more likely to be solitary internet users.
- For each age group, parents are significantly more likely to report any rules than the children, with the largest gap relating to content rules, reported by 78% of parents overall and 60% of children.
- Around half of all parents with internet access have some kind of blocking in place to stop their children viewing certain types of websites, with no significant differences by the age of the child.
- Parents who do not have blocks in place give reasons for this largely relating to trusting their child, although around one in five of these parents say they do not have controls set because they're unsure how to do this or were not aware it was possible.

Mobile phones

- Two-thirds (65%) of children aged 8-15 own a mobile phone - 49% of 8-11s and 82% of 12-15s. There is a sharp increase in ownership between the age of 10 (40% owning a mobile) and 11 (78% owning a mobile).
- Across all children aged 8-15 with a mobile phone, the average (self-reported) weekly volume of calls made stands at 8, plus 25 text messages sent per week. The average for 8-11s is 6 calls and 16 text messages, and an average of 9 calls and 31 text messages for 12-15s.
- Some 15% of 8-11s and 42% of 12-15s are solely responsible for paying their own mobile phone bill. Responses do not vary to any significant extent by gender within age group.
- Estimates from parents of children aged 8-15 with mobile phones put the average monthly spend at £10.50 per month; £9 for 8-11s and £11.50 for 12-15s. Amongst 8-11s the average spend does not vary to any significant extent, but 12-15 year old girls are estimated to spend significantly more than 12-15 year old boys; at £12.60 compared to £10.20.
- The top two reasons for having a mobile phone differ significantly by gender, with girls aged 12-15 being more likely to have a phone to keep in touch with friends and boys more likely to have a phone to keep in touch with family.

- The most popular uses of the mobile for each age group are sending text messages and making calls. The third most popular use is to use the phone for playing games. This is the only type of use made by a significantly higher proportion of 8-11s compared to 12-15s.
- Four in five parents of 8-11s report any rules compared to three in five children aged 8-11. Parents and children for this age group are significantly more likely to report any rules about mobile phone use than the 12-15 year age group. For the 12-15 year age group, again parents are significantly more likely to report any rules compared to their children, and they are significantly more likely to report any rules relating to payment than parents of 8-11s.

Attitudes and preferences

- Around one third of 12-15 year olds have direct experience of creating ringtones and playlists. One in five overall say they have set up their own website. Around half have either experience of or interest in setting up their own website and making a short film using a digital camcorder, and rather fewer are interested in making a short film using a mobile phone.
- Around one half of 12-15 year olds say they have no interest in four out of the seven prompted types of creativity.
- Children aged 8-11 are significantly more likely to prefer to learn from school (48%) and from their parents (45%) than those aged 12-15. One in three 8-11s (33%) prefers to learn from friends, with other ways of learning nominated by fewer than one in five children aged 8-11. By contrast, the top choice for children aged 12-15 is to learn about digital technologies from friends, nominated by nearly half (47%) of those aged 12-15.
- Around two-thirds (64%) of all children aged 8-11 say they have had any lessons which teach them about the internet, and just one in ten in this age group (9%) say they have had any lessons which teach them about television or films. Both types of lessons are more common amongst the oldest children (aged 11) in this age group, rising to 76% for lessons about the internet and 15% for lessons about television or film.
- Some 40% of 12-15s say they have learned about TV at school, and three quarters in this age group (74%) have learned about the internet at school.

Section 1

Introduction

1.1 Focus of report

The promotion of media literacy is a new responsibility placed on Ofcom arising from Section 11 of the Communications Act 2003.

This report focuses on children aged 8-15. Its purpose is to provide stakeholders with an array of information about children's media opinions and habits, which together form an overview of their levels of media literacy.

In order to better understand the extent of media literacy amongst children, we split our sample into those aged 8–11, and those aged 12–15. We examine responses by gender, nation, minority ethnic group, low income and rural where possible. We also asked children's parents about the extent and type of rules in the home regarding the media platforms, and compare these with children's responses.

This audit is the most comprehensive survey ever carried out by Ofcom or the legacy regulators in relation to children. The data enables Ofcom and its stakeholders to understand the range of opinions and media habits amongst children, and to be able to target resources appropriately.

1.2 The definition of media literacy

Ofcom's definition of media literacy, developed after formal consultation with stakeholders, is 'the ability to access, understand and create communications in a variety of contexts'.

In order to gain an initial picture of the extent of media literacy across the UK, Ofcom commissioned an 'audit' of how UK adults and children *access, understand and create* communications, with a particular focus on electronic communications. In this context, *access* has a much wider definition than take-up or accessibility issues: it includes understanding of what each platform and device is capable of and how to use its functions; while *understanding* relates to how content (such as television and radio programmes, internet websites, or mobile video and text services) is created, funded and regulated.

The purpose of the audit as a whole is to begin to track the media literacy of the UK population (both adults and children). To do this, we needed to translate our definition into quantifiable elements and so have used the following as proxies for some of the key areas of media literacy. It is important to note that our definition of 'access' is much wider than simple availability or take-up of the platforms. Rather, it focuses upon interest, awareness, usage and competence.

'ACCESS'

- Interest in and awareness of the digital features of the various media platforms
- Usage, volume of usage, breadth of usage of the platforms
- Competence in using the features available on each platform
- The extent and level of concerns with each platform

- Knowledge of and competence in using content controls, such as ability to block unwanted email messages

‘UNDERSTANDING’

- Knowledge of regulation
- Knowledge of how elements of each media platform are funded
- Trust in news outlets on each medium
- Trust in internet sites

‘CREATING’

- The ability of individual users to create their own content
- The ability of users to interact with the medium or with other users¹

This list indicates the core elements investigated in the adult study. A subset of these elements, plus a range of other questions about media habits and preferred media forms, was asked of our children’s sample.

More discussion of the ambit of the audit, plus detailed findings for UK adults as a whole as well as key findings for various sub-groups within the UK population, can be found in *Ofcom’s Media Literacy Audit: report on adult media literacy*, available at www.ofcom.org.uk/advice/media_literacy.

1.3 Research methodology

Across the whole study, over 3,200 adults were interviewed. For the children’s study, over 1,500 children (aged 8-15) plus a parent of the child were interviewed.

A total of 417 interviews with parents and children were conducted as part of the adult study of media literacy, with the parent taking part in the adult study as well as answering questions as a parent on the children’s study. An additional 1,119 interviews were conducted with parents and children on the children’s study to complete a total of 1,536 interviews with parents and children aged 8-15.

The study was conducted for Ofcom by the research agency saville rossiter-base, and fieldwork took place from 8 June to 5 August 2005.

Full details of the research methodology can be found at Annexes 1 and 2, and also in our main report *Media Literacy Audit: report on adult media literacy*. Copies of the adult survey and the surveys for each of the two children’s age-groups are available from our website at www.ofcom.org.uk/advice/media_literacy.

Significance testing at the 95% confidence level was carried out on the results reported here. Where findings are reported as ‘significant’, this is what is being referred to.

¹ While interaction is not strictly an element of creativity (it could also for example be positioned under ‘access’), it has a connection to it. Interactivity is arguably a first step along the road to creativity, as people learn to (want to) manipulate the technology and develop their skills by interacting with the content. We report on interaction within each of the platform sections, while in our summary we keep to a more focused definition of ‘create’ meaning the active generation of content.

1.4 Structure of report

This report focuses on media literacy amongst children aged 8-15.

Section 2 provides a scene-setting context of children's ownership or access to platforms and media devices.

Sections 3 – 6 examine each platform in turn, providing further insights into the extent of media literacy for each.

Finally, section 7 provides details about children's overall attitudes towards and preferences for key media platforms, and indicates the extent of and preferences for learning about the media.

1.5 Further publications

This report provides the media literacy audit findings for children aged 8 - 15. A series of further reports are published separately focusing on:

- a) All UK adults
- b) Older people
- c) Nations and English regions
- d) Disabled people aged under 65
- e) Minority ethnic groups

Section 2

Ownership

This section sets out the scene-setting context of children's overall access to or ownership of various media platforms and devices.

Summary

Some 72% of children aged 8-15 have access to digital TV at home, 64% have access to the internet at home, 47% of parents say there is household access to digital radio services, and 65% of 8-15s have their own mobile phone.

Just under half of 8-11s have their own mobile phone (49%) compared to 82% of 12-15s.

Just over one quarter (28%) of all children aged 8-15 have digital TV and the internet at home and have their own mobile phone. This is considerably more common amongst older children, accounting for 36% of 12-15 year olds compared to 21% of 8-11 year olds.

Half of children aged 8-15 own a games console (50%), and a further 34% use the one in the household.

The second most commonly-owned device is a CD player, owned by around two in five children in each age-group.

Across most media devices, children in Northern Ireland, from minority ethnic groups, in rural areas and in low income families are less likely to own the devices.

The media literacy audit as a whole is not intended to report on the availability or take-up of different platforms and services. However, in order to set its findings in context, we begin by recording existing levels of take-up. Figure 1 shows the extent of (parent-reported) household take-up for the digital TV, the internet and for listening to digital radio services. Children's ownership of mobile phones comes from responses from children. Please note that these figures were asked of our Media Literacy Audit respondents, who were questioned between June and August 2005².

² Responses regarding ownership of digital TV, the internet and digital radio were given by the child's parent and relate to household ownership. Responses regarding ownership of a mobile phone were given by the child and relate to the child's own mobile phone.

Figure 1 Ownership of/ access to key platforms across all children³

	All aged 8-15	All aged 8-11	All aged 12-15
Digital TV	72%	73%	72%
Digital radio ⁴	47%	48%	46%
Internet	64%	61%	67%
Mobile phone	65%	49%	82%

Broadband take-up stands at 61% of those with internet access at home (65% for 8-11s and 58% for 12-15s), and 39% of all UK children aged 8-15 (the same percentage for 8-11s and 12-15s).

As Figure 1 illustrates, the greatest difference between the two age-groups is for mobile phones, with four-fifths of children aged 12-15 likely to own compared with one half of those aged 8-11.

Just over one quarter (28%) of all children aged 8-15 have digital TV and the internet at home and have their own mobile phone. By age group, having all three services/ devices is considerably more common amongst older children, accounting for 36% of 12-15 year olds compared to 21% of 8-11 year olds. By nation this is most common amongst children in Wales (at 39%) and least common amongst children in Northern Ireland (at 17%). Children from minority ethnic groups and those in rural areas do not differ from the UK average in this respect, but those in low income households are significantly less likely to have digital TV and the internet and a mobile phone, at 20% compared to 28% of all 8-15 year olds.

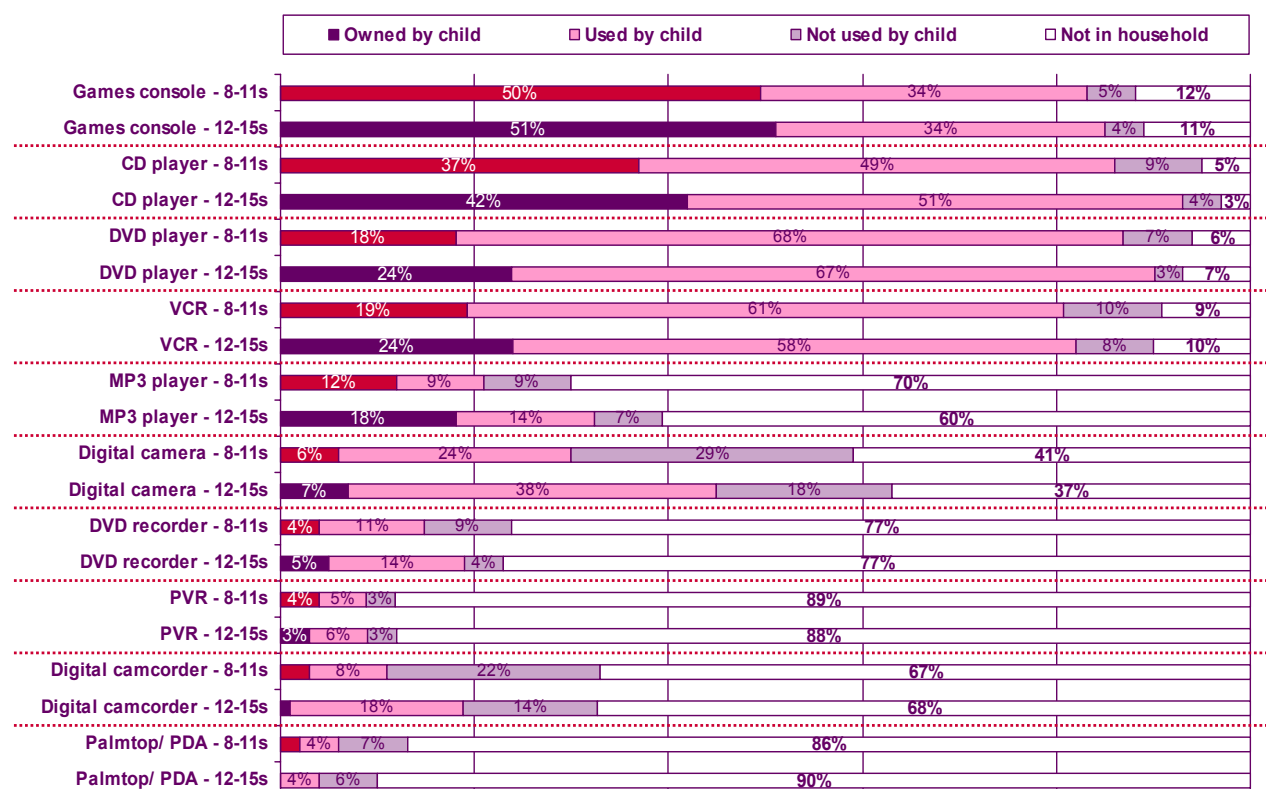
2.1 Ownership of media devices at home

As well as these core platforms, we wanted to build a picture of children's levels of ownership and use of other media devices currently available, in order to provide a useful context for our investigation of media literacy. All parents were prompted with a list of ten media devices and were asked to say which their child aged 8-15 has, the household has and their child uses or does not use, or the household does not have. Figure 2 below shows the responses from parents of 8-11s and of 12-15s for each of the ten media devices.

³ Base: All parents of children aged 8-15 (1,536) and all children aged 8-11 and 12-15 (772, 764). Questions QP3, QP8, QP11, QC37, prompted responses, single coded.

⁴ Ownership levels shown in Figure 1 for digital radio indicate the proportion of parents of 8-15s who say their household can listen to radio through a DAB digital radio set, through the multi-channel TV service or over the internet using a computer. This is an under-claim, as the proportion saying they have access to digital radio services at home should be at least as high as the proportion saying they have internet access or a digital TV service, given that digital radio is available through both of these platforms.

Figure 2 Media devices owned or used by children aged 8-15 at home⁵



The media devices have been shown in Figure 2 in ranked order by the proportion of all 8-15 year olds who own the device. The listed device most commonly owned by children in both age groups is a game console (e.g. Playstation/ Xbox/ Nintendo), owned by half of the children in each age group, and used (i.e. where the household has a games console but it is not owned by the child in question) by a further one in three children in each age group.

For both of the age groups, boys are significantly more likely to own a games console than girls, at 53% of boys compared to 47% of girls aged 8-11 and 58% compared to 43% of girls aged 12-15.

Nine in ten UK households with a child aged 8-15 have a games console. Having a games console in the household is, however, significantly less common for children in Northern Ireland (70% compared to 89% for the UK as a whole) and children from minority ethnic groups (64%).

The second most commonly owned device is a CD player, owned by around two in five children in each age group. Owning a CD player is significantly more common for children in England and Scotland (at 41% each) than in Wales and Northern Ireland (at 24% and 11%). Children from minority ethnic groups, those in low income households and those living in rural areas are also significantly less likely to own a CD player, at 9%, 29%, and 32% respectively.

The ownership levels for children with a DVD player or video cassette recorder are very similar across the two devices, at 21% and 22% respectively across all children aged 8-15. Both devices are significantly more likely to be owned by 12-15s compared to 8-11s; 24% of 12-15s owning compared to 19% of 8-11s owning a VCR and 18% of 8-11s owning a DVD player. Again children in Northern Ireland are significantly less likely to own either device,

⁵ Base: All parents of children aged 8-15. Question QP23, prompted responses, multi-coded.

with 8% owning a DVD player and 3% owning a VCR. Ownership is also significantly below the UK average for children from minority ethnic groups.

One in eight (12%) 8-11s and one in five (18%) 12-15s owns an MP3 player - a significantly higher level of ownership amongst older children. Ownership does not differ significantly by gender for older children (at 17% of boys and 19% of girls aged 12-15), but is significantly higher for girls compared to boys aged 8-11 (at 14% and 10% respectively). Owning an MP3 player is significantly more common for children in England and Scotland (at 19% and 15% respectively) than in Wales and Northern Ireland (at 9% and 8%). Children from minority ethnic groups, those in low income households and those living in rural areas are also significantly less likely to own an MP3 player; at 10%, 9%, and 8% respectively.

None of the other five devices is owned by more than one in ten children in either age group, with no significant differences between the age groups for any of these devices.

Section 3

Television

This section examines television in depth, covering issues such as where TV is watched, with whom, volume of viewing, levels of interaction, and TV controls around TV viewing. We asked questions about TV generally as well as focusing on the digital platform. As set out earlier, around three quarters (72%) of 8-15 year olds have digital TV at home.

Summary

One in three children aged 8-11 and half of those aged 12-15 say they mostly watch TV on their own, with just over one-third of 8-11s and just over one quarter of 12-15s mostly watching with a grown up.

Children from minority ethnic groups are less likely to be lone TV viewers, at 34% compared to 41% of all 8-15 year olds, and are more likely to be watching with other children rather than with a grown up, at 38% compared to 27% overall.

Nearly three quarters of all children aged 8-15 have a TV in their bedroom (73%), with this being more common for boys than for girls in each age group.

Across all children aged 8-15, one quarter (23%) both mostly watch television on their own and mostly watch television in their bedroom. This 'solitary TV viewing' accounts for one in five (19%) of 8-11s and over one quarter of 12-15s (28%), with no difference by gender for either age group.

Children aged 8-15 watch a (self-reported) average of 13.9 hours of TV per week. Children in Scotland (15.2 hours), Northern Ireland (16.1), those from minority ethnic groups (15.2) and those living in low income households (15.5) watch significantly more.

Children aged 8-11 watch an average of 13.2 hours per week, plus an average of 4.5 hours watching videos or DVDs. Amongst children aged 12-15 the comparable figures are 14.7 hours watching TV programmes and 4.8 hours watching videos or DVDs.

Amongst those with a television at home and either internet access, a mobile phone or digital TV (92% of all children aged 8-15), half (49%) have interacted having seen something on television using a mobile phone (to send a text message), the internet (to send an e-mail or visit a website), or the interactive button on their TV remote control.

Interactivity is significantly more common amongst 12-15s (57%) than amongst 8-11s (14%), with 12-15 year old girls significantly more likely to have interacted (69%) compared to 12-15 year old boys (44%).

Some 78% of children aged 12-15 feel that news programmes are true either always or most of the time, and 76% feel similarly about nature and wildlife programmes. 54% say this for current affairs programmes (with only 11% saying they are true 'all the time' compared to 35% saying this about news programmes). One third (33%) of 12-15 year olds say that reality TV programmes are true all or most of the time, although 20% say they are never true.

Some 16% of all 12-15s say that they don't watch news programmes. One in three children (33%) claim never to watch current affairs programmes, compared to 21% saying they don't

watch nature programmes, and only 12% saying that they don't watch reality TV programmes.

Across both age groups, three quarters (73%) of parents of 8-15 year olds say they have rules about their child's TV, video and DVD viewing. Rules are significantly more common amongst parents of children from minority ethnic groups (91%).

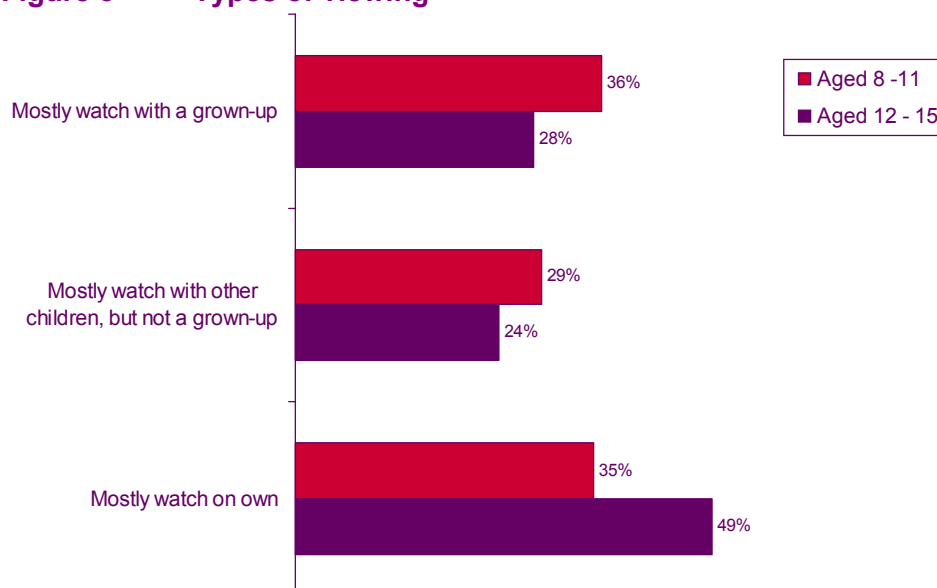
For the 8-11 year age group, parents and children respond similarly about whether there are any rules about the child's viewing: 85% of parents and 80% of children aged 8-11 say there are rules. For the 12-15 age group, there is a difference between parents and children, with 61% of parents and 49% of children saying that there are rules for TV viewing.

Close to three in ten parents in households with a cable or satellite TV service have set controls to restrict access to certain channels.

3.1 Where children watch TV and with whom

All children aged 8-11 and aged 12-15 with any TV sets in the household (99.6% of all) were asked to think about when they watch television at home and were then prompted with three possibilities in terms of whether they spend most of the time watching with a grown up, watching with other children but not a grown up, or watching on their own. Responses from the two age groups are shown in Figure 3 below.

Figure 3 Types of viewing⁶



One in three children aged 8-11 and half of those aged 12-15 say they mostly watch TV on their own, with just over one-third of 8-11s and just over one quarter of 12-15s saying they mostly watch with a grown up.

Responses do not differ between boys and girls in either age group. Amongst 8-11 year olds, those living in Wales are least likely to be lone TV viewers, at 29% compared to 35% overall, with no significant differences across the other three nations. Amongst 12-15 year

⁶ Base: All children aged 8-11 and 12-15 (772, 764). Question QC1A, prompted responses, single coded.

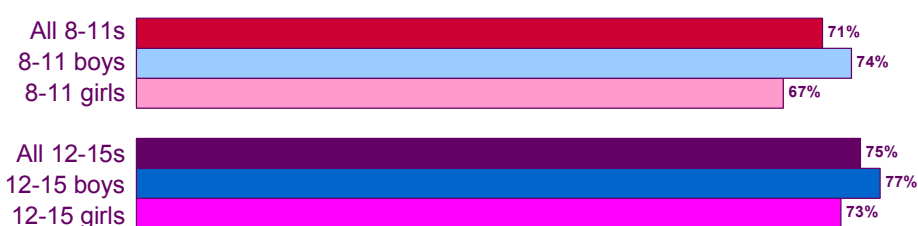
olds, those living in Scotland and Northern Ireland are significantly more likely to be lone viewers, at 57% and 59% respectively compared to 49% overall.

Children from minority ethnic groups are less likely to be lone TV viewers, at 34% compared to 41% of all 8-15 year olds, but are more likely to be watching with other children rather than with a grown up, at 38% compared to 27% overall.

As might be predicted, those children with a TV in their bedroom are significantly more likely to be lone viewers, at 48% compared to 41% overall and 24% with no TV in their bedroom.

Figure 4 below shows the proportion of 8-11s and 12-15s who say they have a TV in their bedroom, with boys and girls shown separately for each age group.

Figure 4 TV in child's bedroom⁷



Nearly three quarters of all children aged 8-15 say they have a TV in their bedroom (73%), with this being more common for boys than for girls in each age group.

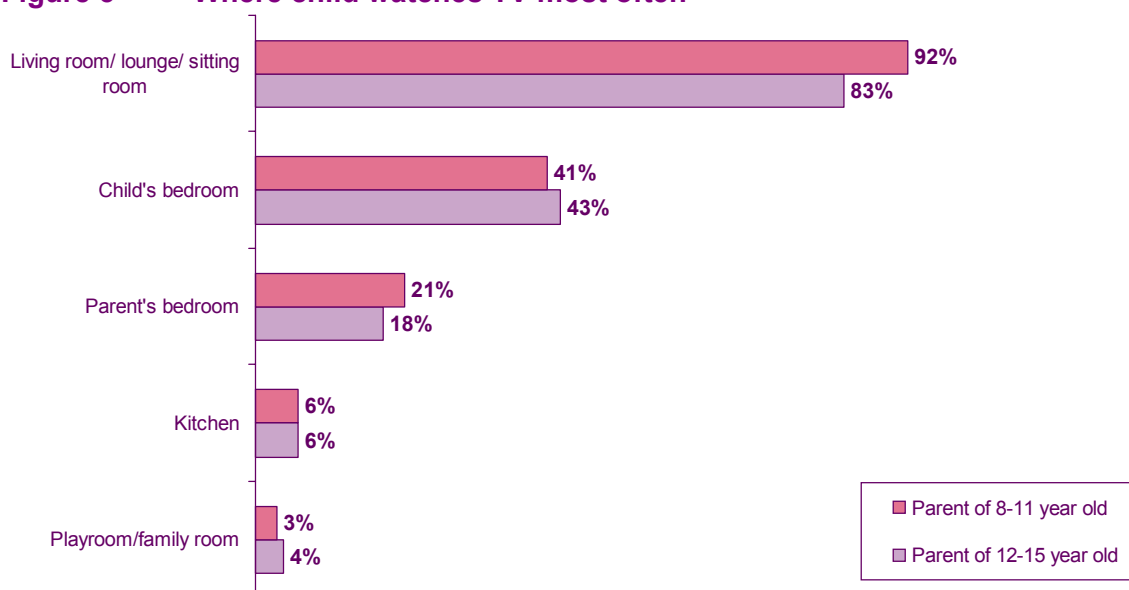
By nation, those in Wales and in Scotland are significantly more likely to have a TV in their bedroom for both age groups, at 82% for Wales and 85% for Scotland compared to 73% across all 8-15 year olds. Those living in Northern Ireland are the least likely, at 67%.

Those in households with digital TV are also significantly more likely to have a TV in their bedroom than those with terrestrial TV only (at 77% compared to 62%). Those living in a low income household are also more likely to have a TV in their bedroom than those not living in a low income household (77% and 63%).

By contrast, children from minority ethnic groups are significantly less likely to have a TV in their bedroom, at 21% compared to the UK average of 73%. This is unsurprising given that children from minority ethnic groups are significantly less likely to live in a household with more than one television; 50% live in a household with one television compared to 13% across all children aged 8-15. This corresponds with the adult media literacy audit finding that whilst 76% of all UK adults live in a household where more than one television is used, this applies to just 48% of adults from minority ethnic groups.

The parents of children aged 8-11 and aged 12-15 were asked to say which TV set the child interviewed watched most often. Responses are shown in Figure 5 below.

⁷ Base: All children aged 8-11 and 12-15 (772, 764). Question QC1B, prompted responses, single coded.

Figure 5 Where child watches TV most often⁸

The responses from parents of children aged 8-11 and 12-15 show no significant differences other than a higher proportion of 8-11 year olds watching TV in the living room.

Amongst those whose children have a TV in their bedroom, just over half of parents (56%) name the child's bedroom as the place where they watch TV most often.

Across all children aged 8-15, one quarter (23%) both mostly watch television on their own and mostly watch television in their bedroom. The degree of such 'solitary TV viewing' accounts for one in five (19%) 8-11s and over one quarter of 12-15s (28%), with no difference by gender for either age group.

Amongst younger children the degree of solitary TV viewing does not vary by nation to any significant extent, but it appears to be more common amongst older children in Scotland (35%) and Northern Ireland (37%) than in England and Wales (both 27%).

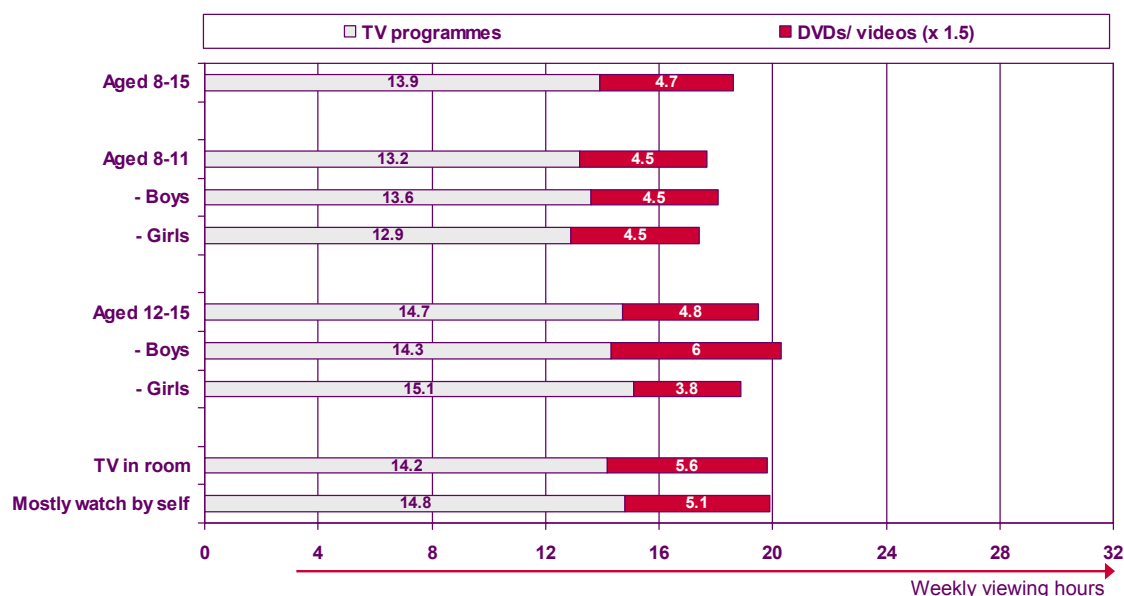
Children from minority ethnic groups are significantly less likely to be solitary television viewers (10%), which is unsurprising given the findings detailed previously regarding lower levels of lone TV viewing and lower levels of having a TV in the bedroom. Those in rural areas and those in low income households do not differ from the UK average in terms of solitary viewing.

3.2 Volume of TV viewing

All children aged 8-11 and 12-15 with any TVs in the household were asked to estimate how many hours they watch TV on a typical school day and on a day at the weekend (with these volumes added together in Figure 6 below as 'TV programmes') and then how many DVDs or videos they watch in a typical week (with this number multiplied by 1.5 to estimate the number of hours and shown as 'DVDs/ videos' in Figure 6).

⁸ Base: Parents of children aged 8-11 and 12-15 (772, 764). Question QP5, spontaneous responses, multi-coded.

Figure 6 Volume of TV viewing per week⁹



Children aged 8-15 watch a (self-reported) average of 13.9 hours of TV each week¹⁰, plus an average of 4.7 hours of DVDs or videos. Children aged 8-11 watch an average (self-reported) 13.2 hours per week of TV, plus an average of 4.5 hours watching videos or DVDs. This provides an overall estimate of 17.7 hours of TV viewing per week on average.

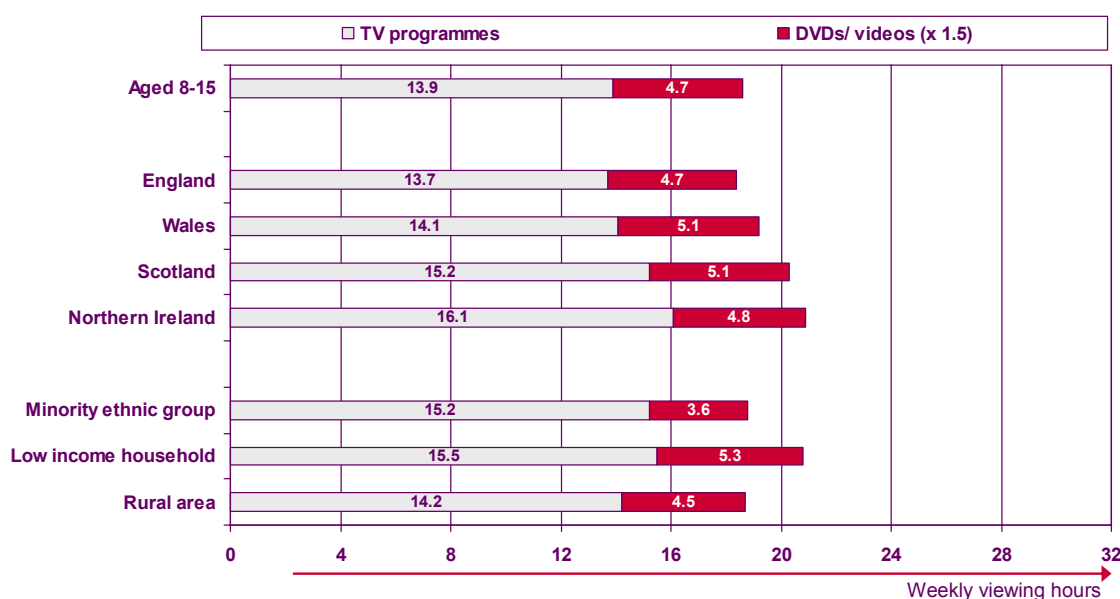
Children aged 12-15 watch an average of 14.7 hours TV programmes and 4.8 hours videos or DVDs, giving an overall estimate of 19.5 hours TV viewing per week on average. Within this 12-15 age group, boys watch significantly more videos/ DVDs than girls, at 6.0 hours compared to 3.8 hours.

Those children aged 8-15 with a TV in their bedroom or who mostly watch TV by themselves do not differ to any significant extent in terms of hours watching TV programmes. However, both these groups watch more DVDs or videos per week than those without a TV in their room or who do not mostly watch TV by themselves.

Figure 7 below shows the volume of TV viewing across all children aged 8-15, by the four UK nations, those from minority ethnic groups, living in low income households, and living in rural areas.

⁹ Base: All children aged 8-11 and 12-15 (772, 764). Questions QC2, QC3, prompted responses, single coded.

¹⁰ This figure is lower than the official BARB television viewing figure for 2005 of 15.9 hours for children aged 10-15, although the discrepancy is to be expected given the difference in methodologies and the likelihood of self-reported estimates being lower.

Figure 7 Volume of TV viewing per week¹¹

Whilst time spent watching videos/ DVDs does not differ to any significant extent, there are some significant differences in terms of hours watching TV programmes. The average weekly TV viewing hours are 13.9 for all children aged 8-15, with significantly higher volumes for children in Scotland (15.2 hours), Northern Ireland (16.1), those from minority ethnic groups (15.2) and those living in low income households (15.5).

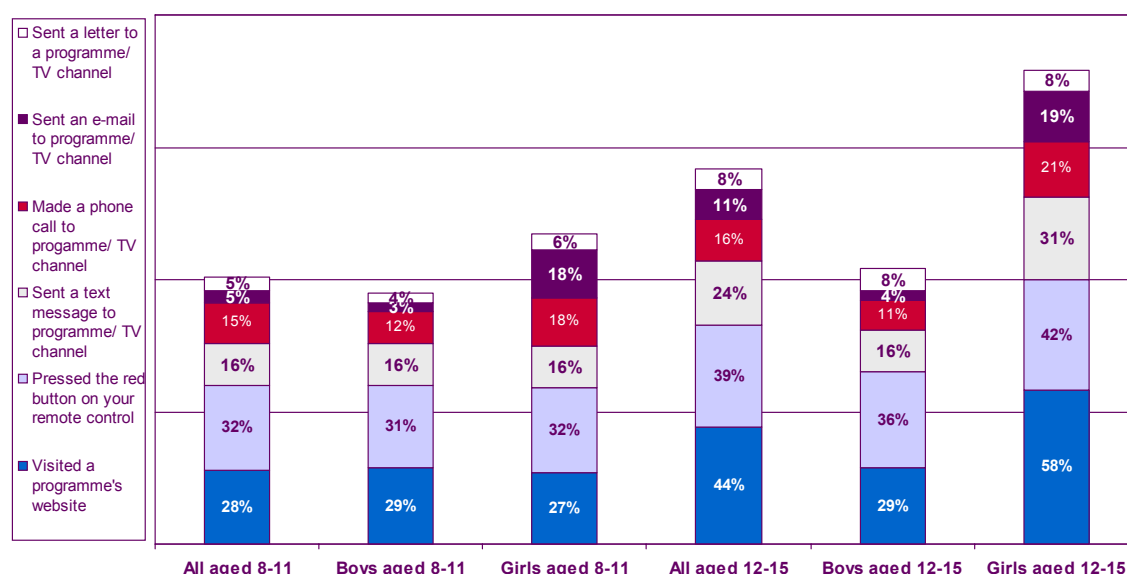
3.3 Interacting with TV

We wanted to find out about the extent of children's interaction with TV. Although this is not (yet) creativity per se, it is useful to see it as a potential stepping stone to the creation of content, as a means of becoming familiar with the technology of the platform.

All children aged 8-15 with a TV at home were shown the options detailed in Figure 8 below and were then asked whether they had ever done any of these as a result of seeing something on television. The percentages shown in Figure 8 are based on those in each age group with the necessary devices to interact in each way (e.g. 'pressed red button' is based on those in households with digital TV, 'visited website' is based on those with the internet at home, and so on).

¹¹ Base: All children aged 8-15 (1,529). Questions QC2, QC3, prompted responses, single coded.

Figure 8 Interacting with TV, based on those with relevant technology¹²



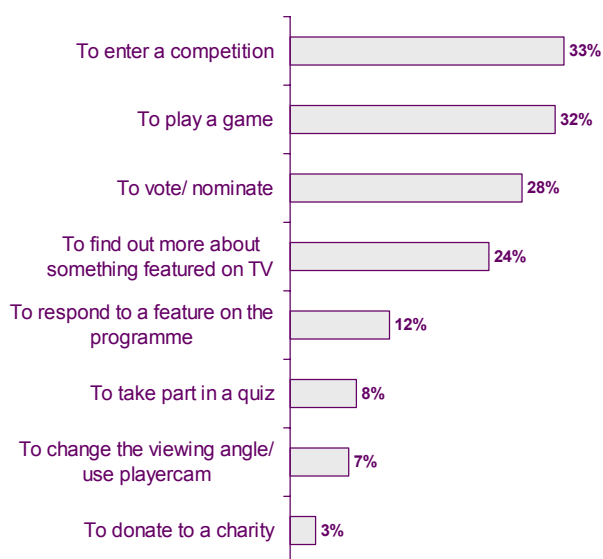
Children aged 12-15 with the relevant technology are significantly more likely than those aged 8-11 to have interacted having seen something on television, the only exception being making a phone call to the programme or TV channel. Girls are significantly more likely than boys to have interacted in almost all of the ways shown, the only exception being sending a letter to the programme or TV channel.

By nation there are few significant differences, although children in Wales and Northern Ireland are significantly less likely to have sent a letter, pressed the red button on the TV remote control and to have visited a TV programme's website. Those living in rural areas are significantly less likely to have sent a text message to a TV programme or channel or to have pressed the red button. By contrast, children from minority ethnic groups are significantly more likely to have sent an e-mail (17%) and to have sent a text message to a TV programme or channel (31%).

Amongst those with a television at home and either internet access, a mobile phone or digital TV (92% of all children aged 8-15), half (49%) have interacted having seen something on television using a mobile phone (to send a text message), the internet (to send an e-mail or visit a website), or the interactive button on their TV remote control. This is significantly more common amongst 12-15s (57%) than amongst 8-11s (14%), with 12-15 year old girls again significantly more likely to have interacted in any of these ways (69%) compared to 12-15 year old boys (44%).

Figure 9 shows the main reasons given for 'digital' interaction with TV – in other words, excluding those children mentioning sending a letter or making a phone call as a result of seeing something on television.

¹² Base: All with TV at home and with the necessary platforms/ devices necessary to interact in each way. Question QC4, prompted responses, multi-coded.

Figure 9 Reasons for digital interaction with TV¹³

Entering competitions and playing games are the main reasons given for digital interaction with television, with no significant differences by age and gender for entering competitions, but with significantly more 8-11s (41%) interacting with TV to play a game compared to 12-15s (26%).

By contrast, those aged 12-15 who have interacted digitally with TV are significantly more likely than those aged 8-11 to have done so in order to respond to a feature on the programme and to change the viewing angle or use the playercam feature. 12-15 year old boys are driving this latter difference, but 12-15 year old girls are significantly more likely to have interacted digitally in order to vote/ nominate (38% compared to 15% of boys aged 12-15).

3.4 Awareness of difference between BBC and commercial channels

All children aged 12-15 were asked what differences, if any, there are between watching programmes on BBC and the other channels (such as ITV or Channel 4/ S4C)¹⁴.

Just under half (46%) of all 12-15s nominated differences between the BBC and other channels relating to adverts or advertising on the other/ non-BBC channels. This does not vary by gender, but appears to be more common amongst children in Wales (58%).

Children from minority ethnic groups are significantly less likely to give this response (at 34%).

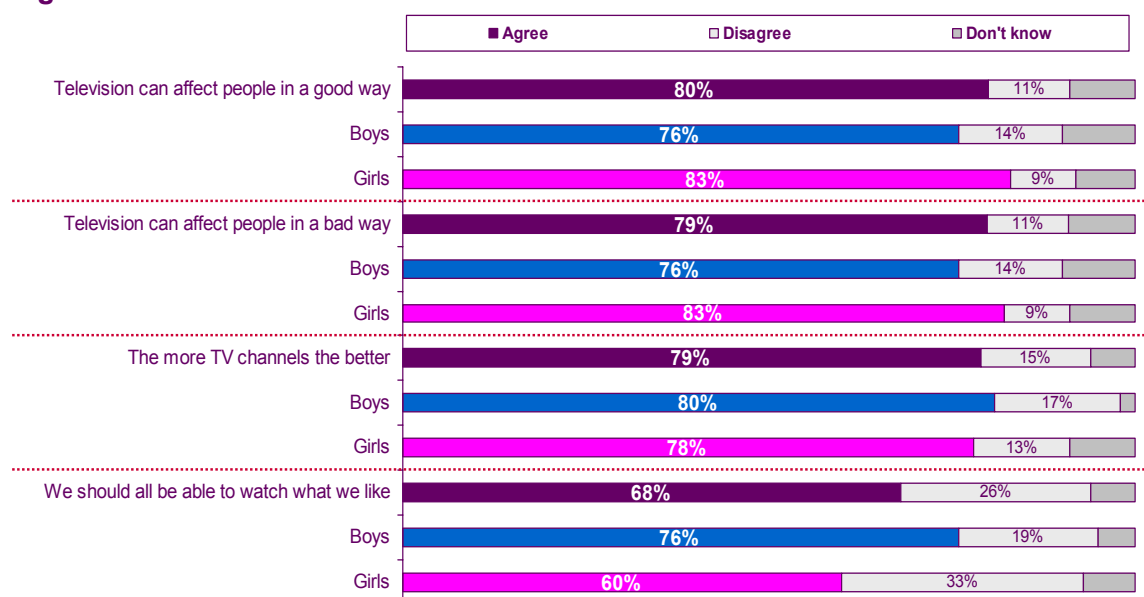
3.5 Attitudes towards TV

All children aged 12-15 were prompted with a series of four statements about TV and were asked to say for each whether they agreed or disagreed with the statement, with a don't know option also available for those with no opinion either way. Figure 10 below shows the responses given for each statement by all aged 12-15 as well as by boys and girls.

¹³ Base: All with digital TV who have interacted digitally with TV (521). Question QC5, spontaneous responses, multi-coded.

¹⁴ Base: all children aged 12-15 (761). Question QC6, unprompted, multi-coded.

Figure 10 Attitudes towards TV¹⁵



The majority of all children aged 12-15 agree with each of the four statements shown in Figure 10. Girls aged 12-15 are significantly more likely than boys to agree with both of these statements.

Children in Northern Ireland and Wales and those living in rural areas are significantly less likely to agree ‘television can affect people in a good way’ (at 72% and 71% respectively compared to 80% overall). Agreement that ‘television can affect people in a bad way’ stands at 79% overall, and is significantly lower amongst those in Northern Ireland (64%) and Scotland (72%), those from minority ethnic groups (69%) and those living in rural areas (68%).

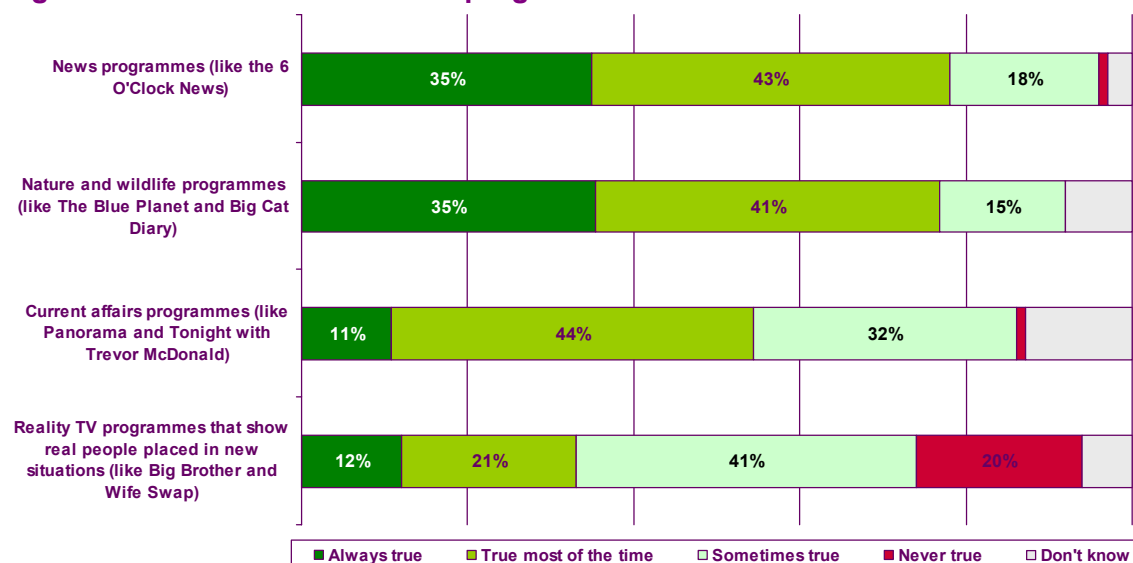
Whilst four in five (79%) 12-15s agree ‘the more TV channels the better’, this is significantly more common amongst those from minority ethnic groups (90%), as well as those who mostly watch TV alone (84% compared to 75% of those who don’t) and those with a TV in their bedroom (82% compared to 70% of those without).

Boys aged 12-15 are significantly more likely to agree ‘we should be able to watch what we like’ compared to girls (at 76% compared to 60%). This is also more common amongst those in Scotland (80%) and Northern Ireland (77%), and those from minority ethnic groups (80%).

3.6 Truthfulness of TV programmes

All children aged 12-15 were asked to think about types of TV programmes and how often they thought the programmes provide true information. They were then prompted with the four types of programmes shown in Figure 11 below along with the four options to choose from in responding for each type of programme. Those responding that they ‘Don’t watch this type of programme’ have been excluded from the findings shown in Figure 11.

¹⁵ Base: All children aged 12-15 (761). Question QC8, spontaneous responses, single coded.

Figure 11 Truthfulness of TV programmes¹⁶

Some 78% of children aged 12–15 feel that news programmes are true either always or most of the time, and 76% feel similarly about nature and wildlife programmes. Just over half (54%) say this for current affairs programmes (with only 11% saying they are true ‘all the time’ compared to 35% saying this about news programmes). One third (33%) of 12-15 year olds say that reality TV programmes are true all or most of the time, although 20% say they are never true.

Amongst those aged 12-15 who watch news programmes, those in Wales and Northern Ireland are significantly less likely to rate the information provided as ‘always true’, at 24% and 25% compared to 35% of all 12-15s who watch news programmes. Children from minority ethnic groups who watch news programmes are also significantly less likely to say the information provided is ‘always true’, with only 13% giving this response compared to 35% overall.

As mentioned above, those children aged 12-15 who claimed they don’t watch each type of programme are excluded from the percentages shown in Figure 11. Some 16% of all 12-15s say that they don’t watch news programmes. Children in Northern Ireland and children in rural areas are more likely to say they don’t watch, at 33% each. Those with a TV in their bedroom are significantly more likely to say they don’t watch news programmes compared to those who don’t have a TV in their bedroom (18% compared to 10%).

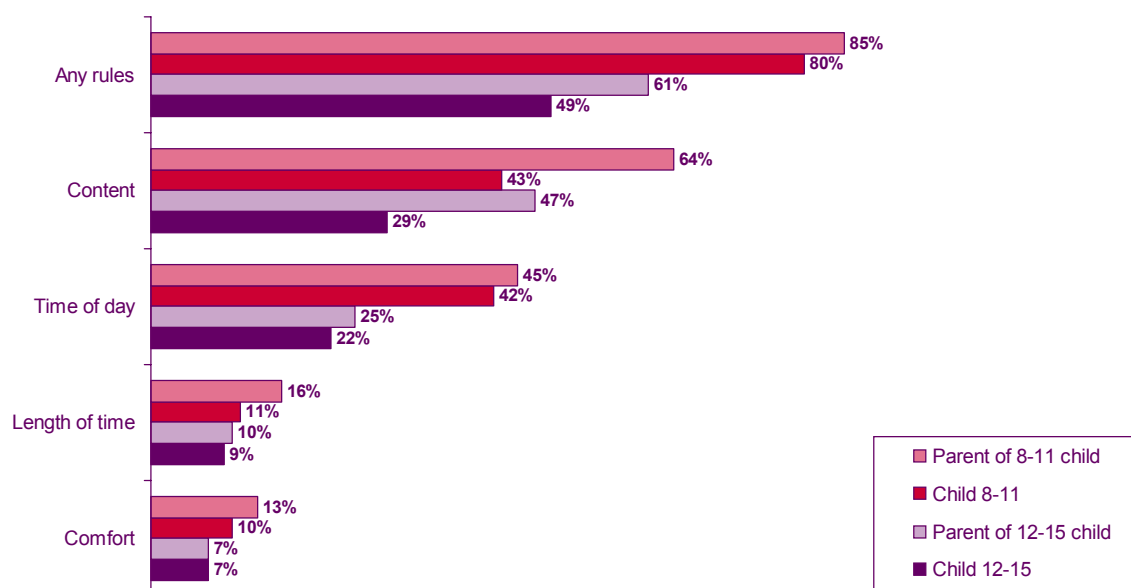
One in three children (33%) claim never to watch current affairs programmes, compared to 21% saying they don’t watch nature programmes, and only 12% saying that they don’t watch reality TV programmes. Boys are significantly more likely to say they don’t watch reality TV (17%) than girls (8%), as are children from minority ethnic groups (25% say they don’t watch).

¹⁶ Base: All children aged 12-15 excluding those who don’t watch each type of programme. Question QC8, spontaneous responses, single coded.

3.7 TV rules and controls

All parents of 8-11 year olds and 12-15 year olds were asked whether they do anything or have any rules about the TV, videos and DVDs that their child watches. The children interviewed were asked whether their parents do anything or have any rules about the TV they watch at home. The responses given by both parents and children have been grouped into the broad responses shown in Figure 12 below, which summarises the extent and nature of rules as reported by parents and children for the two age groups overall¹⁷.

Figure 12 Rules about TV watching as reported by parents and children¹⁸



For the 8-11 year age group, parents and children respond similarly about whether there are any rules about the child’s viewing: 85% of parents and 80% of children aged 8-11 say there are rules. For the 12-15 age group, there is a difference between parents and children, with 61% of parents and 49% of children saying that there are rules for TV viewing.

For 8-11s, rules relating to content are the most prevalent, but are reported by 64% of parents and just 43% of children. This difference is also evident for the 12-15 age group, with 47% of parents and 29% of children in this age group reporting any rules relating to content. It could be that parental rules relating to content are less visible to the child, perhaps through managing the time of day that the child is allowed to watch. It is also likely that a degree of over-reporting by parents and under-reporting by children occurs.

Time of day is considerably more likely to feature as a rule for 8-11s, at around two in five parents and children, compared to around one quarter of parents and children for the 12-15s.

Rules around length of time watching TV and comfort (not sitting too close to the TV) are reported by a relatively small proportion of parents and children for each age group, and responses from parents and children for each age group are at broadly similar levels.

¹⁷ ‘Content’ relates to responses such as ‘Regularly check on what they’re watching’, ‘Nothing violent’, ‘Switch off/ over if adults decides content is not appropriate’, ‘Nothing with bad language/ swearing’. ‘Time of day’ relates to responses such as ‘No TV after a certain time’, ‘No TV after a specified time’. ‘Length of time’ relates to the response ‘Length of time watch TV’. ‘Comfort’ relates to the response ‘Don’t sit too close to the TV’.

¹⁸ Base: Parents of children and children aged 8-11 and 12-15 (772, 764). Questions QP6 and QC7, spontaneous responses, multi-coded.

Across both age groups, three quarters (73%) of parents of 8-15 year olds report any parental rules or actions regarding their child's TV, video and DVD viewing. This is less common amongst parents in Northern Ireland (61%) and Scotland (65%). Rules are also less common amongst parents in low income households (64%), but are significantly more common amongst parents of children from minority ethnic groups (at 91%).

Parents whose children are mostly solitary television viewers (through mostly watching without an adult and mostly watching in their own bedroom) are less likely to have any rules for their children around television viewing (at 66% compared to 73% across all parents of 8-15s). This is likely to be related to the fact that older children are more likely to be solitary television viewers. The difference is less evident from the child's point of view, with 62% of all 8-15 year olds reporting any parental rules around television viewing, compared to 58% of children who are mostly solitary viewers.

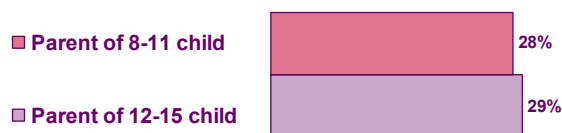
In households with digital satellite or digital cable TV, both parents and children are more likely to report any parental rules around television, at 77% of parents with digital TV compared to 73% of all parents, and 66% of children with digital TV compared to 62% of all children.

To summarise, not having parental rules or actions regarding children's TV, video and DVD viewing is more common amongst parents in Northern Ireland and Scotland, and those in low income households.

Across the four platforms covered by the audit (TV, radio, internet and mobile phones) one in ten (10%) parents does not have any rules for their children regarding each of the platforms. This is slightly more common for parents of 12-15 year olds (12%) than 8-11 year olds (8%), but significantly more common amongst those in Scotland and Northern Ireland (at 18% and 17% respectively), and higher than the UK average amongst those in low income households (at 14%).

Three quarters (75%) of 8-15 year olds live in households with multi-channel TV, whether accessed via satellite, cable (digital or analogue), or a set top box such as Freeview. Just over half (55%) of 8-15 year olds live in households with cable or satellite TV, and parents of children in these households were asked whether anyone in the household has set any controls on the TV service so that particular channels can only be watched by using a PIN number or password. Responses from the parents of children in each age group are shown in Figure 13 below.

Figure 13 PIN or password controls set on TV services¹⁹



As indicated in Figure 13, close to three in ten parents in households with a cable or satellite TV service have set controls to restrict access to certain channels. It is of note that just 7% of those in households with satellite or cable TV report that they have set controls on the TV when asked whether they have done anything or have any rules about the TV their child watches.

¹⁹ Base: Parents of children aged 8-11 and 12-15 in households with cable or satellite TV (432, 448). Question QP7, spontaneous responses, single coded.

Amongst parents of 12-15 year olds, parents of boys are significantly more likely to have set controls, at 38% compared to 22% where a girl aged 12-15 was interviewed. Parents of children from minority ethnic groups do not differ significantly from the UK average of 29% (with 32% having set controls). Those in Northern Ireland are significantly less likely, however, at 14% overall.

Section 4

Radio

This section examines radio in depth, covering issues such as the extent and method of radio listening, whether children mostly listen to radio on their own or with others, controls around radio listening, volume of listening, and interacting with radio.

Summary

Some 78% of all children aged 8-15 say they listen to the radio at all: 71% of 8-11s and 85% of 12-15s. Girls are more likely to listen than boys.

Half (51%) of all children aged 8-15 who listen to radio at home say they usually do so on their own; two in five (38%) of 8-11s and two thirds (63%) of 12-15s. Amongst 8-11s, boys who listen to radio at home are significantly more likely to listen alone than girls (44% compared to 33%), with no significant difference by gender amongst 12-15s who listen to radio at home.

Across all children aged 8-15 who listen to the radio, the average (self-reported) weekly radio listening stands at 5.4 hours: 3.2 at home, 1.9 in the car, plus 0.3 when out and about using a personal radio or mobile phone. Children aged 12-15 listen to significantly more radio, at 6.6 hours per week compared to 4 hours per week for 8-11 year olds.

Amongst those children who listen to radio at home and either have internet access at home or a mobile phone (48% of all aged 8-15), one in seven (15%) has interacted having heard something on radio using a mobile phone (to send a text message) or the internet (to send an e-mail or visit a website). This is significantly more common for 12-15s than 8-11s (at 20% and 8% respectively), and again it is girls aged 12-15 that are driving this difference (with 25% of girls in this group having interacted compared to 13% of boys).

One quarter (26%) of parents of 8-11 year olds say they have rules about radio listening, and 16% of parents of 12-15 year olds. For comparison, 85% of parents of 8-11s and 61% of parents of 12-15s reported any rules about watching television. Unlike the comparable findings for television, children are rather more likely (significantly so for 8-11s) to report any rules about listening to radio than their parents.

4.1 Children's radio listening

Figure 14 Whether children listen to radio²⁰



²⁰ Base: All children aged 8-11 and 12-15 (772, 764). Question QC10, prompted responses, single coded.

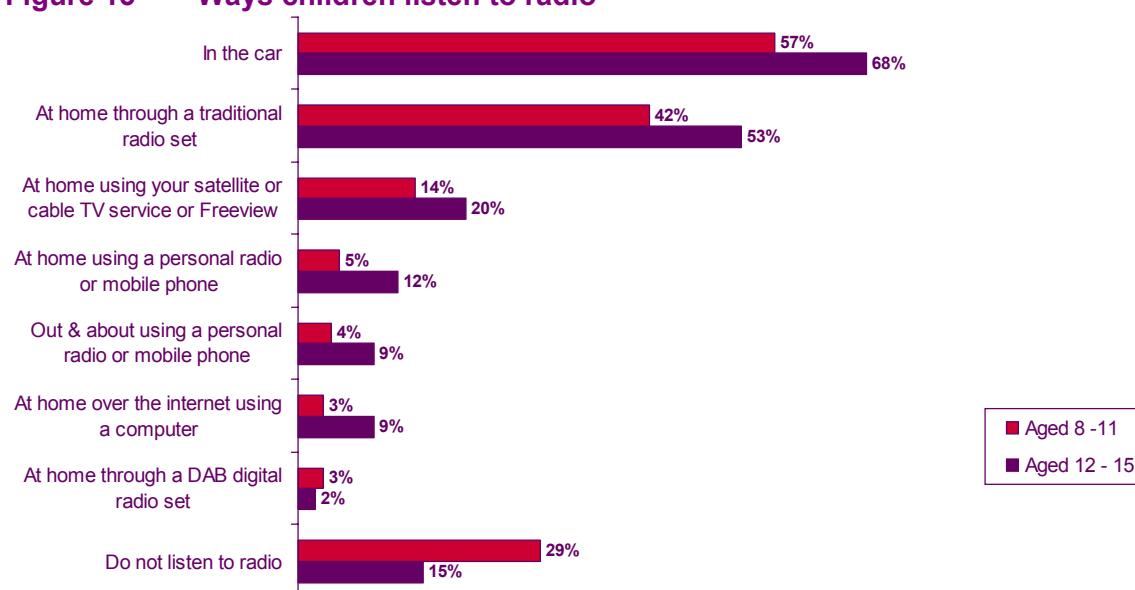
As Figure 14 shows, children aged 12-15 are more likely than those aged 8-11 to listen to radio at all. Girls are more likely than boys in each age group to listen to radio, to a significant extent for those aged 12-15.

By nation, children in Wales and Scotland are significantly less likely to listen to radio at all, with levels of 70% and 69% compared to 78% of all children aged 8-15. Children from minority ethnic groups are also significantly less likely to listen to radio, at 68%. Figure 15 below shows the ways that all children ever listen to radio.

4.2 How children listen to radio

All children aged 8-15 were prompted with seven ways of listening to radio and were asked to say which, if any, applied to them. Figure 15 below details the different ways that children say they listen to the radio.

Figure 15 Ways children listen to radio²¹



A majority of children who listen to radio do so in the car or at home through a traditional radio set, with one in five or fewer using other devices at all, the most popular being listening through the household's digital TV service.

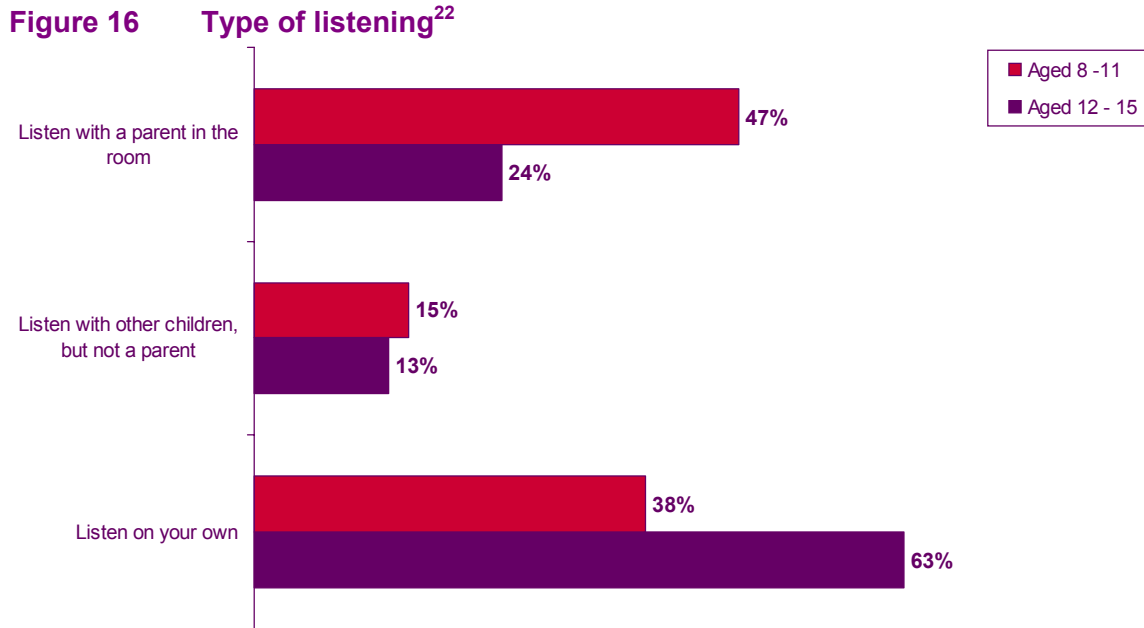
Amongst those aged 8-15 who listen to radio at all (78% of all), older children aged 12-15 are significantly more likely to listen using a personal radio or mobile phone and over the internet compared to those aged 8-11, as shown in Figure 15. These differences between the age groups are driven by girls aged 12-15, who are significantly more likely to listen in these ways than boys aged 12-15.

Listening to digital radio at home (whether through a DAB set, through the digital TV service or over the internet) is significantly less common amongst radio listeners outside of England (8% for Northern Ireland and 16% for Wales and Scotland, compared to 25% for England), and is significantly more common amongst radio listeners from minority ethnic groups (at 41% of radio listeners).

Across all 8-15 year old children, just over half (56%) listen at home at all, with this being significantly more common amongst 12-15s compared to 8-11s (62% compared to 49%).

²¹ Base: All children aged 8-11 and 12-15 (772, 764). Question QC10, prompted responses, multi-coded.

Those children who ever listen to radio at home were prompted with three possibilities in terms of whether they usually listen at home with one or more of their parents in the room, with other children but not a parent, or on their own. Responses from the two age groups are shown in Figure 16 below.



Half (51%) of all children aged 8-15 who listen to radio at home say they usually do so on their own; two in five (38%) of 8-11s and two thirds (63%) of 12-15s. Amongst 8-11s, boys who listen to radio at home are significantly more likely to listen alone than girls (44% compared to 33%), with no significant difference by gender amongst 12-15s who listen to radio at home.

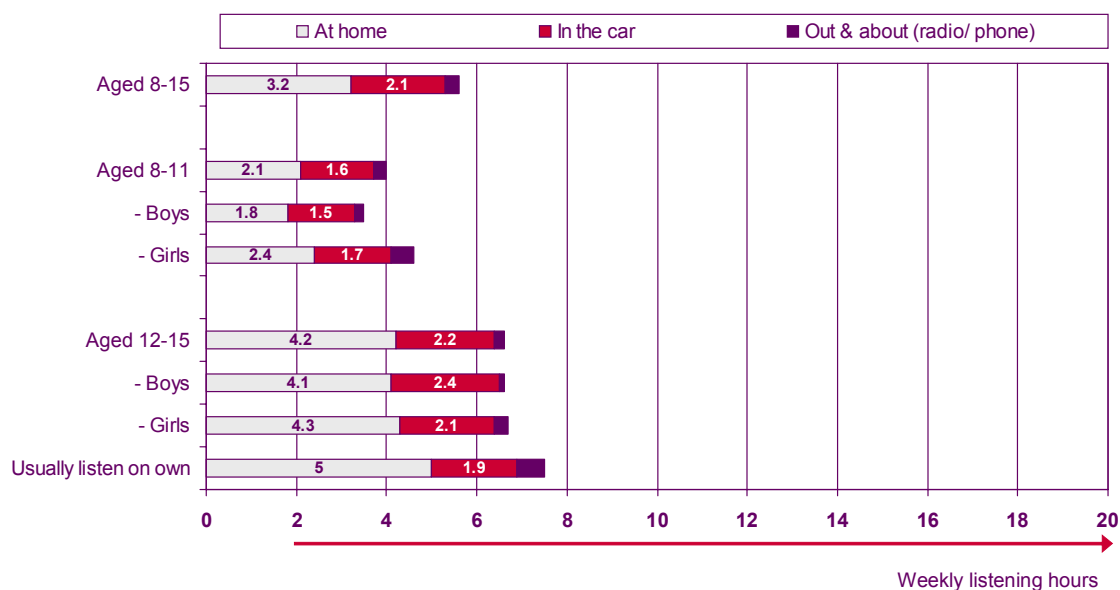
By nation, children in Northern Ireland who listen to radio at home are significantly more likely to listen to radio alone (74% compared to 51% overall), and this is also true for children from minority ethnic groups (at 62%).

4.3 Volume of radio listening

Figure 17 below shows the amount of (self-reported) listening that children do on a weekly basis.

²² Base: All children aged 8-11 and 12-15 who listen to radio at home (343, 455). Question QC14, prompted responses, multi-coded.

Figure 17 Volume of radio listening per week²³



Across all children aged 8-15 who listen to radio at all, the average (self-reported) radio listening stands at 5.4 hours: 3.2 at home, 1.9 in the car, plus 0.3 when out and about using a personal radio or mobile phone. Children aged 12-15 listen to significantly more radio, at 6.6 hours compared to 4.0 hours for 8-11 year olds. Amongst 8-11s, girls listen to significantly more radio than boys, at 4.6 compared to 3.6 hours for boys. The amount of listening does not vary to any significant extent by gender amongst children aged 12-15.

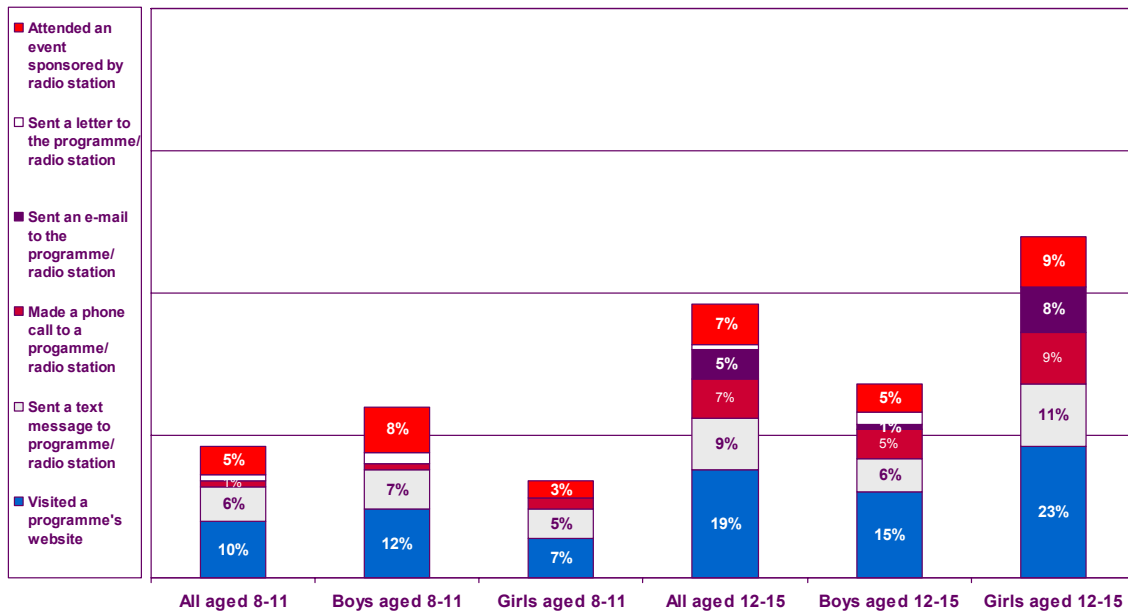
Children in Wales and Scotland listen to significantly less radio than the UK average, at 4.2 and 4.7 hours respectively, compared to 5.4 hours across the UK. The same is also true for children from minority ethnic groups, at 4.0 hours per week. The volume of radio listening amongst those children who usually listen on their own is significantly higher than the UK average, at 7.6 hours per week, with by far the majority of this volume made up of hours listening at home, as indicated in Figure 17.

4.4 Interacting with radio

We wanted to find out about the extent of children’s interaction with radio content. All children who listen to radio at all were shown the options detailed in Figure 18 below and then asked whether they had ever done any of these as a result of hearing something on the radio. The percentages shown in Figure 18 are based on those in each age group with the necessary devices to interact in each way (e.g. ‘visited website’ is based on those with the internet at home, ‘send text’ is based on those with a mobile phone, and so on).

²³ Base: All children aged 8-11 and 12-15 who listen to radio at all (505, 593) Questions QC11-13, spontaneous responses, single coded.

Figure 18 Interacting with radio, based on those with relevant technology²⁴



Children aged 12-15 with the relevant technology are significantly more likely than those aged 8-11 to have interacted having heard something on the radio for three of the six ways shown in Figure 18: visited a website, made a phone call, and sent an e-mail.

Figure 18 shows that this overall higher level of interacting with radio amongst 12-15s is driven by girls, with significantly higher levels of interacting with radio in terms of having visited a website, sent a text message and sent an e-mail compared to 12-15 year old boys.

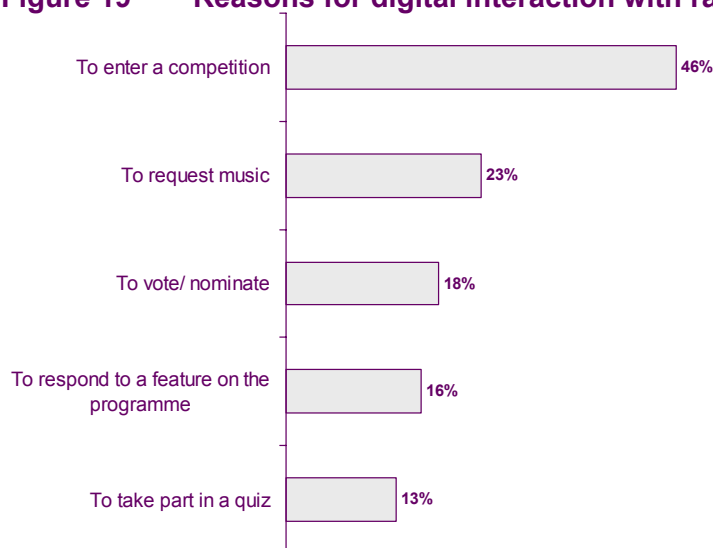
There are few differences by nation, other than lower levels for Wales and Northern Ireland interacting with radio by visiting a website or attending a sponsored event.

Amongst those children who listen to radio at home and either have internet at home or a mobile phone (48% of all aged 8-15), one in seven (15%) has interacted having heard something on radio using a mobile phone (to send a text message) or the internet (to send an e-mail or visit a website). This is significantly more common for 12-15s than 8-11s (at 20% and 8% respectively), and again it is girls aged 12-15 that are driving this difference (with a measure of 25% for girls compared to 13% for boys aged 12-15).

Figure 19 shows the main reasons given for 'digital' interaction with radio. Digital interaction excludes some of the methods shown in Figure 18 (attended event, sent a letter, made a phone call).

²⁴ Base: All who listen to radio and have the necessary platforms/ devices necessary to interact in each way. Question QC15, prompted responses, multi-coded.

Figure 19 Reasons for digital interaction with radio²⁵



Entering competitions is the main reason for digital interaction with radio. The low overall base of responses to this question (91 children aged 8-15) means that further analysis by groups of children is not possible.

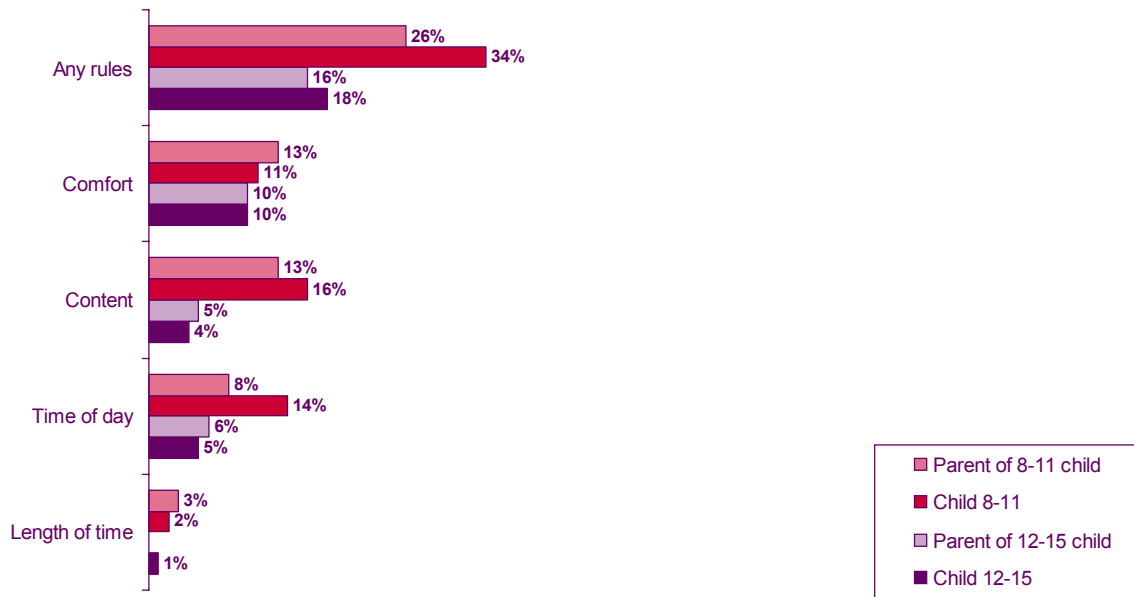
4.5 Rules about radio

All parents of 8-15 year olds with any access to radio at home (93% of parents) were asked whether they do anything or have any rules about the radio that their child listens to. The children aged 8-15 who listen to radio at home (56% of children) were asked whether their parents do anything or have any rules about the radio they listen to at home. The responses given by both parents and children have been grouped into the broad responses²⁶ shown in Figure 20 below, which summarises the extent and nature of rules as reported by parents and children for the two age groups overall. Please note that the responses from parents exclude those who reported that their child does not listen to radio.

²⁵ Base: All who have interacted digitally with radio (91).

²⁶ 'Comfort' relates to responses such as 'Don't play radio too loud'. 'Content' relates to responses such as 'Regularly check on what they're listening to', 'Switch over if adult decides content is not appropriate', 'Only certain stations/ shows'. 'Time of day' relates to responses such as 'No radio after a certain time', 'No TV after a certain time'. 'Length of time' relates to the response 'Length of time listen to radio'.

Figure 20 Rules about radio listening as reported by parents and children²⁷



One quarter (26%) of parents of 8-11 year olds report any rules about radio listening, and 16% of parents of 12-15 year olds. For comparison, 85% of parents of 8-11s and 61% of parents of 12-15s reported any rules about watching television. Across both age groups, 36% of parents of 8-15 year olds and 26% of children aged 8-15 report any rules about radio listening.

Again unlike the comparable findings for television, children are rather more likely (significantly so for 8-11s) to report any rules about listening to radio than their parents. For the younger children this is mostly through a higher proportion of children reporting rules about the time of day they can listen to radio. Rules relating to radio content are at a significantly lower level for 12-15s compared to 8-11s, as is also the case for rules relating to time of day.

Not having parental rules or actions regarding children’s radio listening is more common amongst parents of 12-15 year olds, those in Scotland, and those in low income households.

²⁷ Base: All parents of 8-11s and 12-15s saying their children listen to radio at home, all children aged 8-11 and 12-15 who listen to radio at home (343, 455). Questions QP9, QC17, spontaneous responses, multi-coded.

Section 5

Internet

This section examines children's access to, usage of and opinions about the internet, covering issues such as where the internet is used, with whom, controls around internet use, amount and types of use.

Summary

Just under half (48%) of children aged 8-11 use the internet at home, and two-thirds (65%) of children aged 12-15 do so. Amongst older children there is no difference by gender, but amongst 8-11 year olds, boys are significantly more likely to use the internet at home compared to girls (at 54% compared to 42%).

Internet access in the bedroom is more common amongst children aged 12-15. 13% of all children aged 12-15 have internet access in their rooms, compared to 3% of 8-11s. 12-15 year old girls are more likely to have access in their rooms than boys.

Two in five (40%) of 8-11s and over two-thirds (71%) of 12-15s say they mostly use the internet on their own at home.

Across all children aged 8-15, 6% both mostly use the internet on their own and mostly use the internet in their bedroom. This degree of solitary internet use accounts for one in ten (11%) of all children who use the internet at home - 4% for 8-11s and 17% for 12-15s who use the internet at home. Whilst solitary internet use accounts for more boys than girls aged 8-11 who use the internet at home (6% compared to 1%), the reverse is true for 12-15 year olds, with a higher incidence of solitary users amongst girls compared to boys (at 23% compared to 11%).

Children aged 8-15 who use the internet at all (whether at home, school or elsewhere) use the internet for an average of 6.2 hours per week, with 12-15s using it far more (8 hours) than 8-11s (4.4 hours).

Whilst using the internet for school work and for playing games are the top two uses for children in each age group, children aged 12-15 make a broader use of the internet than those aged 8-11.

Across all children who use the internet, one in six (16%) has ever come across anything of concern to them, with this being more common for 12-15s than 8-11s. Children in England are significantly more likely to have come across something of concern to them than children in the other UK nations (at 18% compared to 7%-9%), as are those with broadband access at home (19%).

Children aged 12-15 who were aware of illegal downloading were asked whether accessing films, music and software in these ways should be illegal, eliciting a mixed response. Whilst two in five (40%) think it should be illegal, half (48%) do not, with the remainder (12%) unsure.

Some 31% of 12-15s using the internet at home say they make any checks on new websites (from a prompted list of checks). Those that say they have been taught about the internet at school are more likely than those that haven't to make these checks (33% compared to 23%).

Whilst two in three (67%) children aged 12-15 who use the internet at home agree that they trust most of what they find on this internet, one in five (20%) disagrees, and a further one in ten (13%) is unsure. Responses do not vary by nation, but children from minority ethnic groups are significantly more likely to disagree (30%).

Nearly all (95%) parents of 8-11s who use the internet report any rules around their child's access, with rules relating to content nominated by almost all of these parents.

Around half of all parents with internet access have some kind of blocking in place to stop their children viewing certain types of websites, with no significant differences by the age of the child.

Parents who do not have blocks in place give reasons for this largely relating to trusting their child, although around one in five of these parents say they do not have controls set because they're unsure how to do this or were not aware it was possible.

5.1 Access to and use of the internet at home

Nearly two-thirds (64%) of children aged 8-15 have access to the internet at home, and this is more common for 12-15s than for 8-11s (67% compared to 61%). Access to the internet at home is significantly below this UK average for children in Northern Ireland, at 38%. Access is also significantly lower for children from minority ethnic groups (51%) and those in low income households (42%).

Three in five (61%) of children aged 8-15 with the internet at home have broadband access to the internet at home, accounting for 39% of all children aged 8-15.

Access to the internet at home and use of it are largely synonymous for 12-15 year olds (67% and 65% respectively), although not all 8-11s with access at home are actually using it (61% and 48% respectively). Figure 21 below summarises *use* of the internet at home for 8-11s and 12-15s.

Figure 21 Use the internet at home²⁸

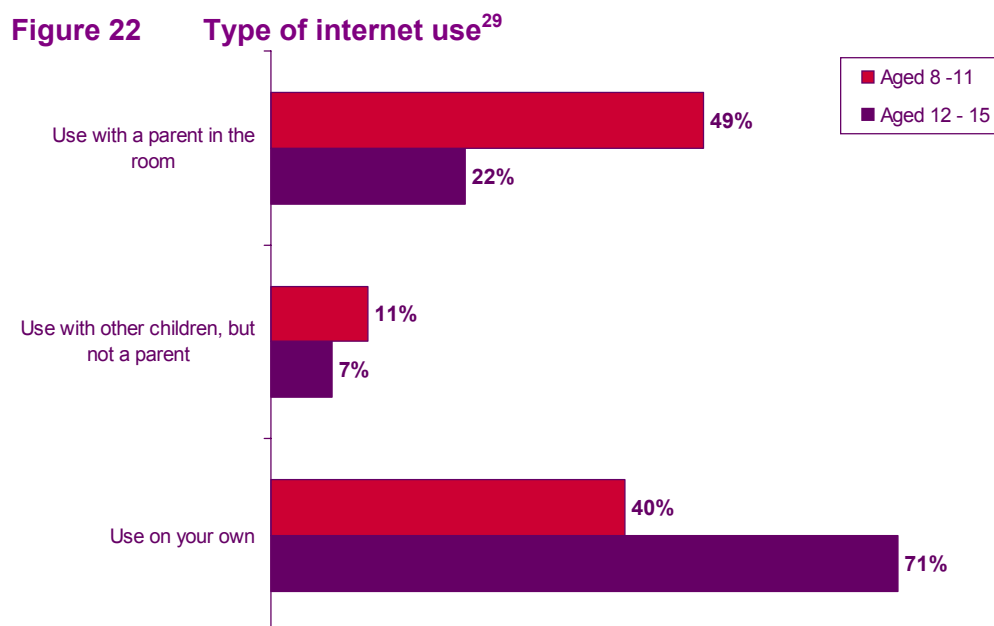


Whilst nearly half (48%) of all children aged 8-11 say they use the internet at home, two-thirds (65%) of children aged 12-15 do so. Amongst older children there is no difference by gender, but amongst 8-11s boys are significantly more likely to use the internet at home compared to girls (54% and 42% respectively).

²⁸ Base: All children aged 8-11 and 12-15 (772, 764). Question QC18, prompted responses, single coded.

5.2 Where children use the internet at home and with whom

All children aged 8-11 and aged 12-15 who use the internet at home at all (56% of all) were asked to think about the time they spend using the internet at home and were then prompted with three possibilities in terms of whether they usually use the internet with one or more of their parents in the room, with other children but not a parent, or on their own. Responses from the two age groups are shown in Figure 22 below.

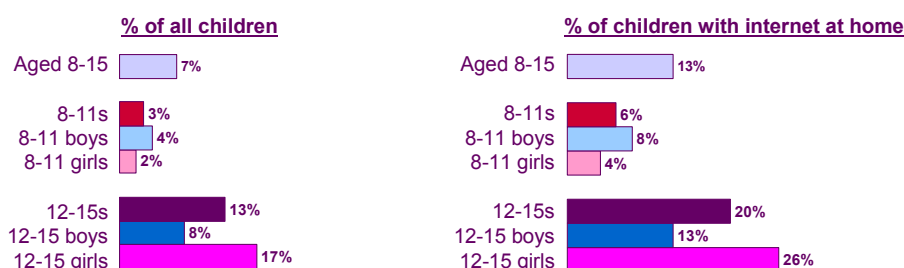


Two in five (40%) of 8-11s and over two-thirds (71%) of 12-15s say they mostly use the internet on their own at home. Responses are the same for each gender for the two age groups. By nation, children in Wales and Scotland with the internet at home are significantly less likely to use the internet on their own (at 41% and 47% respectively compared to 57% of 8-15s).

As might be predicted, those children with internet access in their bedroom are significantly more likely to be lone users, at 88% compared to 57% across all children with the internet at home. Figure 23 below shows the proportion of all children aged 8-15 and of all children with the internet at home who have internet access in their bedroom.

²⁹ Base: All children aged 8-11 and 12-15 who use the internet at home (315, 416). Question QC18, prompted responses, single coded.

Figure 23 Internet access in child's bedroom³⁰

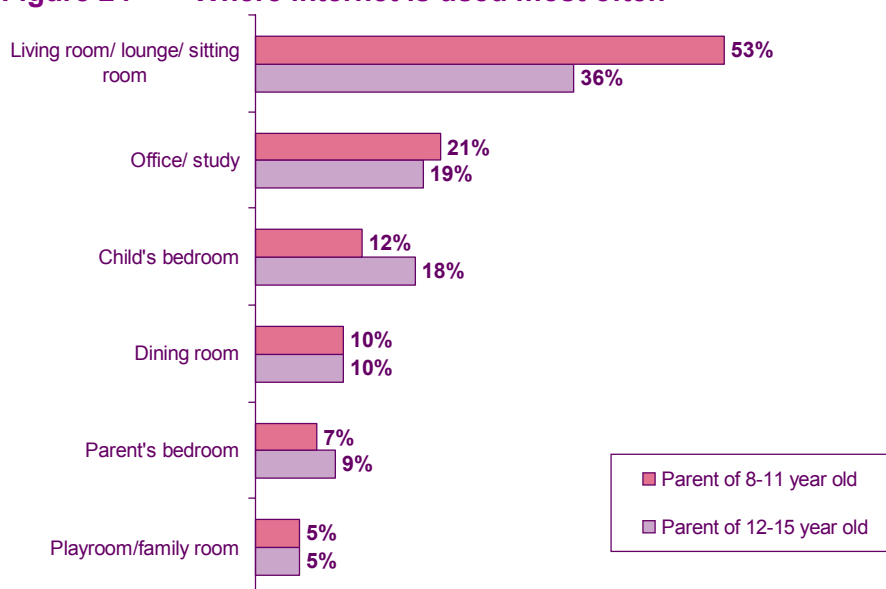


Internet access in the bedroom is more common amongst children aged 12-15, accounting for one in five (20%) with the internet at home, rising to one in four (26%) girls aged 12-15.

There are no significant differences by nation, but children with the internet at home living in rural areas, from minority ethnic groups, and those in low income households, are significantly less likely to have internet access in the bedroom (at 8%, 7%, and 2% respectively compared to 13% of all children aged 8-15 with the internet at home).

The parents of children aged 8-11 and aged 12-15 with the internet at home were asked to say where the computers are in the household that their child uses for the internet most often. Responses are shown in Figure 24.

Figure 24 Where internet is used most often³¹



The responses in Figure 24 show that younger children are significantly more likely than older children to use the internet in the living room, whilst older children are significantly more likely than 8-11s to use the internet in their own bedroom.

Overall, 44% of children aged 8-15 use the internet most often in the living room, and 15% in their bedroom. Children in England with the internet at home are significantly more likely to use the internet in an office/ study in the home (22%) compared to children in the other UK nations (11% in Wales, 9% in Northern Ireland and 6% in Scotland). Children with the

³⁰ Base: All children aged 8-11 and 12-15 who use the internet at home (315, 416). Question QC18, prompted responses, single coded.

³¹ Base: Parents of children aged 8-11 and 12-15 who use the internet at home (340, 425). Question QP14. Spontaneous responses, multi-coded.

internet at home from minority ethnic groups are significantly more likely to use the internet in the living room (68%).

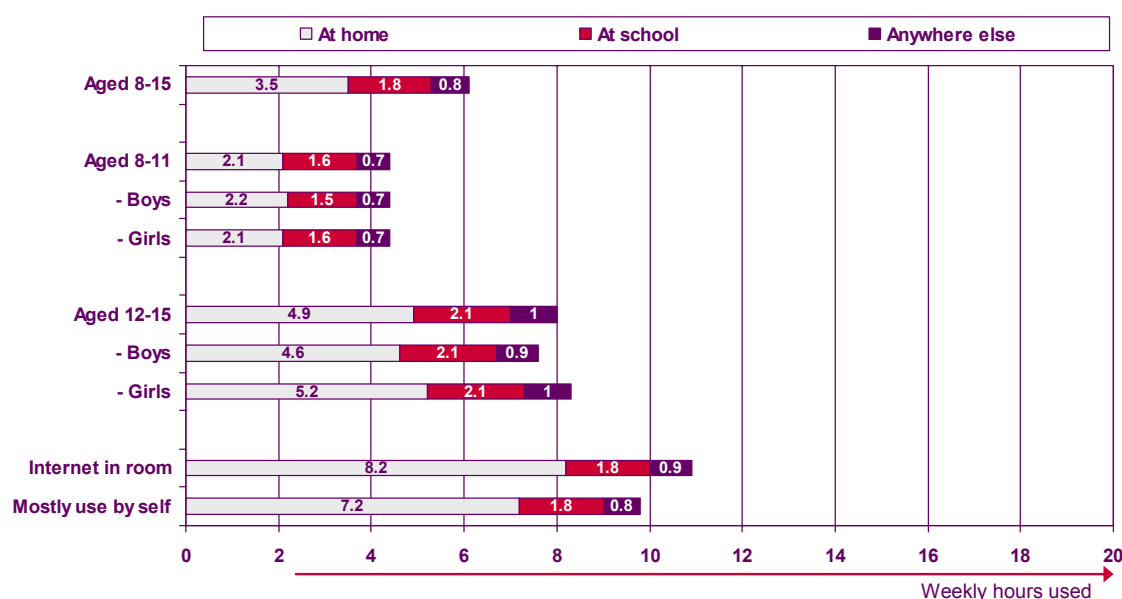
Across all children aged 8-15, 6% both mostly use the internet on their own and mostly use the internet in their bedroom. The degree of solitary internet use accounts for one in ten (11%) of all children who use the internet at home; 4% for 8-11s and 17% for 12-15s who use the internet at home. Whilst solitary internet use accounts for more boys than girls aged 8-11 who use the internet at home (6% compared to 1%), the reverse is true for 12-15 year olds, with a higher incidence of solitary users amongst girls compared to boys (at 23% compared to 11%).

Findings do not vary by nation to any significant extent for either age group. Children from minority ethnic groups are significantly less likely to be solitary internet users (5% of all who use the internet at home, compared to 11% overall), which is unsurprising given the findings detailed previously regarding lower levels of access to the internet and lower levels of having internet access in the bedroom. Those in low income households are also significantly less likely to be solitary internet users, at 2% of all who use the internet at home.

5.3 Volume and types of use of the internet

Figure 25 below shows self-reported weekly hours of use of the internet across 8-11 and 12-15 year old children.

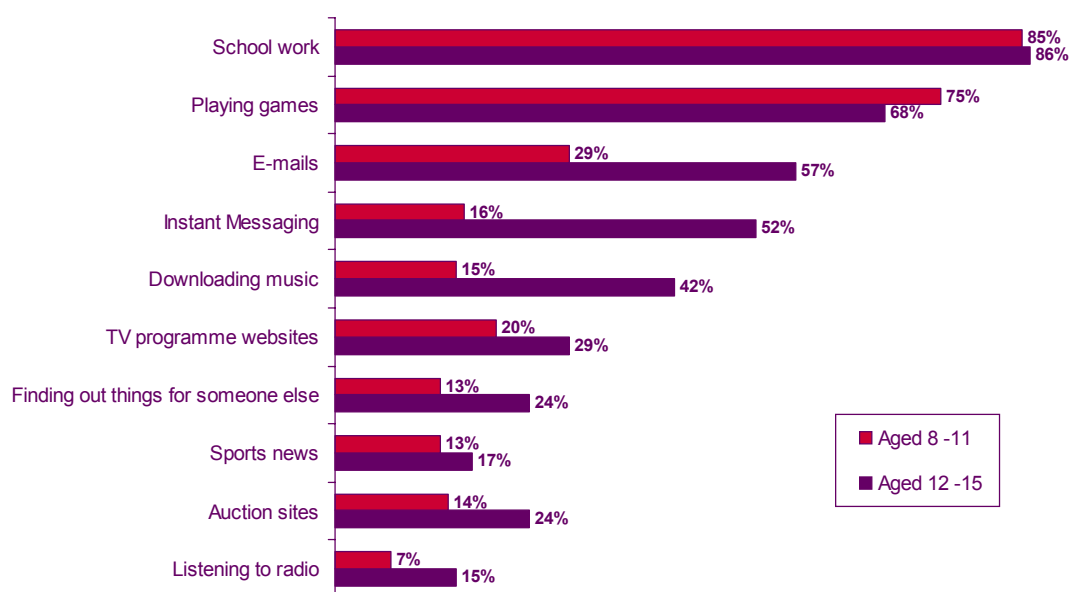
Figure 25 Volume of internet use per week³²



Across all children aged 8-15 who use the internet at all (whether at home, school or elsewhere) the overall estimate of weekly use is 6.2 hours per week: 4.4 hours for 8-11s and 8 hours for 12-15s. Children in Northern Ireland and children from minority ethnic groups have a significantly lower volume of use, at 5.0 hours and 5.1 hours respectively per week compared to 6.2 hours across the UK.

As well as volume of use, we asked about the activities children carry out online. Figure 26 below details the top ten uses made of the internet by children aged 8-15 with the internet at home, with these chosen by children from a list of 15 possible uses.

³² Base: All children aged 8-11 and 12-15 who use the internet at all (602, 688). Question QC21-23, spontaneous responses, multi-coded.

Figure 26 Top ten internet uses³³

Whilst using the internet for school work and for playing games are the top two uses for children in each age group, children aged 12-15 make a broader use of the internet than those aged 8-11, with significantly higher levels of use for each of the other uses with the exception of sports news.

For both age groups, girls are significantly more likely than boys to say they use the internet for school work, whilst boys are significantly more likely than girls to say they use the internet for sports news. 12-15 year old girls are significantly more likely than boys in this age group to use the internet for e-mails, Instant Messaging (IM), TV programme websites and celebrity/ showbiz news.

Whilst Instant Messaging is used by between 43% and 61% of children aged 12-15 in England, Wales and Scotland, just 9% of 12-15s in Northern Ireland report this as a use for them. Similarly, around one in four 12-15s in England and Scotland use the internet for auctions sites (such as eBay and QXL), but the measures for Wales and Northern Ireland are just 7% and 9% respectively. 12-15s in Wales are also significantly less likely to use the internet for downloading music (at 27% compared to 42% of all 12-15s with the internet at home).

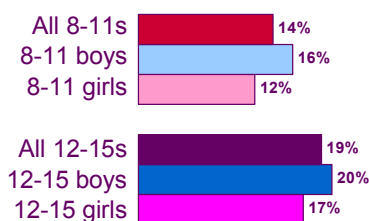
Children from minority ethnic groups are significantly less likely to use the internet for downloading music (18% compared to 30% across all using the internet at home), auction sites (2% compared to 17%), and listening to radio (4% compared to 11%), but significantly more likely for sports news (27% compared to 16%). Children in rural areas are significantly more likely to use the internet for e-mails (66% compared to 45% across all using the internet at home) and for finding out things for someone else (28% compared to 19%). Those in low income households do not differ significantly in the types of uses they make of the internet.

³³ Base: All children aged 8-11 and 12-15 who use the internet at home (315, 416). Question QC24, prompted responses, multi-coded.

5.4 Concerns on the internet

All children who use the internet at all (86% of 8-11s and 96% of 12-15s) were asked whether they had ever come across anything that they had found nasty, worrying or frightening on the internet, and if so when this last happened. Figure 27 shows the proportion of children who use the internet to whom this has ever happened.

Figure 27 Concerns on the internet³⁴



Across all children who use the internet, one in six (16%) have come across anything of concern to them, with this being more common for 12-15s than 8-11s, as shown in Figure 27. Children in England are significantly more likely to have come across something of concern to them than children in the other UK nations (at 18% compared to 7%-9%), as are those with broadband access at home (19%).

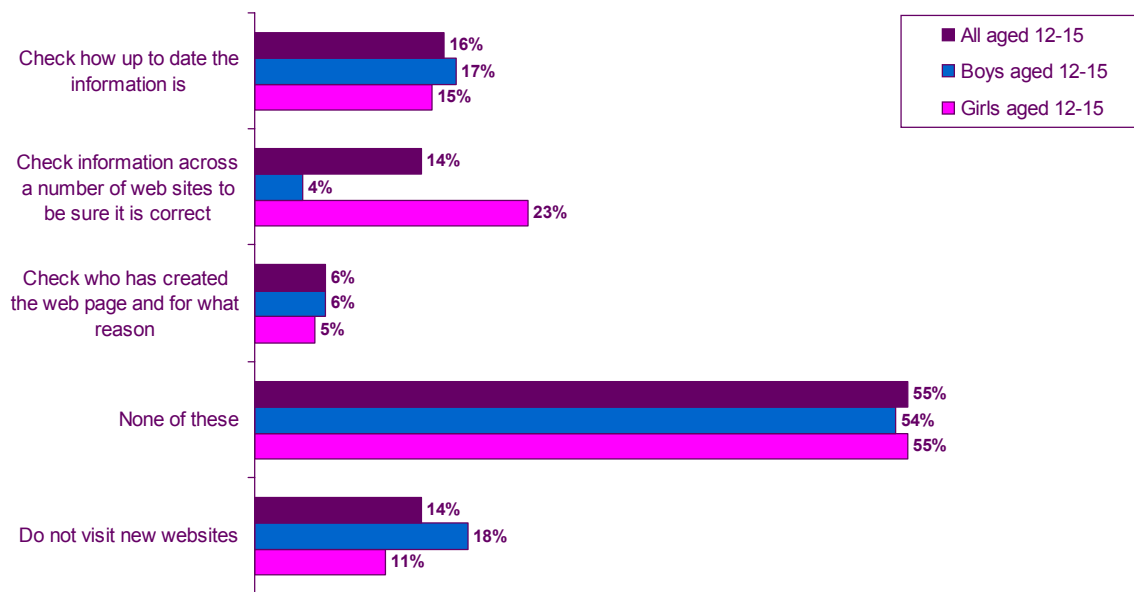
Across all children who use the internet, 4% last came across something of concern to them within the last week, representing one in four of all who have ever come across something of concern to them.

Amongst children aged 12-15 who have been taught about the internet at school, the proportion who have come across anything of concern does not differ from the average for 12-15s as a whole.

5.5 Checks made when visiting new websites

Those aged 12-15 who use the internet at home (65% of all 12-15s) were asked to think about using the internet to visit a website they hadn't heard of or been to before. They were then prompted with three possible types of checks and were asked to say which, if any, of these they would do in this situation. Figure 28 shows the responses given.

³⁴ Base: All children aged 8-11 and 12-15 who use the internet at all (602, 688). Question QC31, prompted responses, single coded.

Figure 28 Checks made when visiting a new website³⁵

Some 31% of 12-15s using the internet at home say they make any of the checks listed, with few of those who do not make any checks saying they do not visit new websites. Girls are significantly more likely than boys to check information across a number of websites.

Children in Scotland appear the least likely to make any of these checks (21% compared to 31% overall).

Responses do not vary to any significant extent amongst those who mostly use the internet on their own, have internet access in their bedroom or whose parents have any rules relating to internet access.

Amongst those children aged 12-15 who are taught about the internet at school, the proportion who make any of these checks when visiting new websites does not differ from that for 12-15 year olds as a whole (at 33% compared to 31% overall), but is significantly higher than for those who do not learn about the internet at school, amongst whom 23% make any of the checks listed.

Finally, it is of note that boys are less likely than girls to visit new websites – 18% of boys say they don't visit new websites compared to 11% of girls.

5.6 Children's attitudes towards the internet

All children aged 12-15 were asked whether they were aware that there are illegal as well as legal ways to access films, music and computer software on the internet. Overall, three quarters (76%) of 12-15s were aware, with this being significantly more common amongst boys (at 80% compared to 73% for girls).

Awareness of illegal downloading is significantly lower outside England, and lowest for children in Northern Ireland (at 42%). Children from minority ethnic groups are also less aware (at 65%).

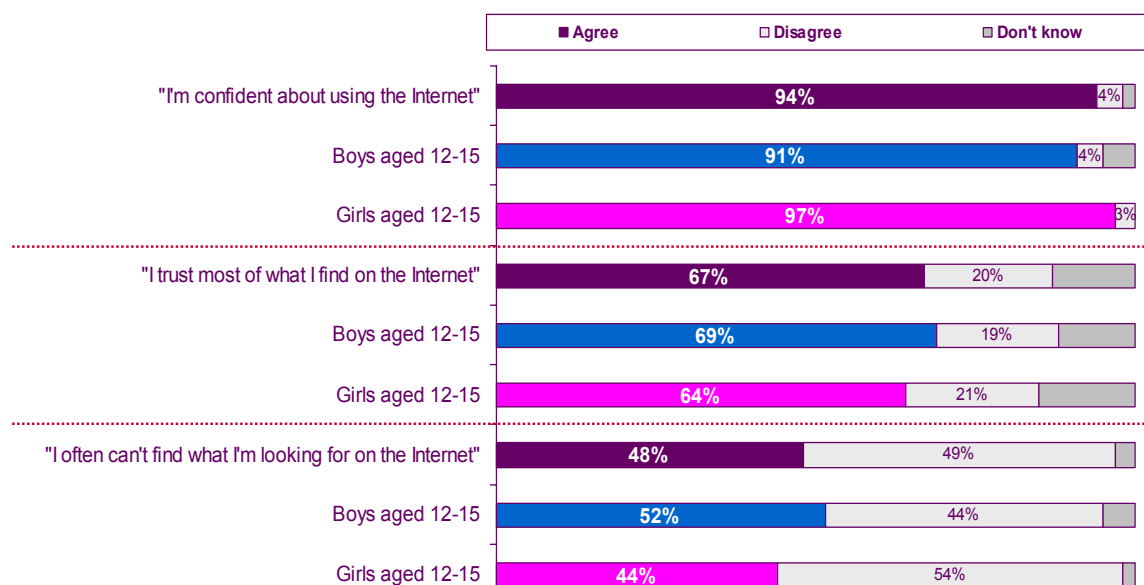
Those aware of illegal downloading were asked whether accessing films, music and software in these ways should be illegal, eliciting a mixed response. Whilst two in five (40%)

³⁵Base: All children aged 12-15 who use the internet at home (416). Question QC26, prompted responses, multi-coded.

think it should be illegal, nearly half (48%) do not, with the remainder (12%) unsure. Responses do not vary to any significant extent by gender, but those in Northern Ireland aware of illegal downloading are significantly more likely to believe these ways of accessing content should be illegal (at 59%).

Those children aged 12-15 who use the internet at home were prompted with three statements about the internet and were asked to say whether they agreed or disagreed with each statement. Responses are shown in Figure 29 below. Base sizes mean that further analysis by sub-group is not possible.

Figure 29 Attitudes towards the internet amongst home users³⁶



Almost all home users aged 12-15 say they are confident about using the internet, with this being significantly more common for girls.

Whilst two in three (67%) home users agree that they trust most of what they find on this internet, one in five (20%) disagrees, and a further one in ten (13%) is unsure.

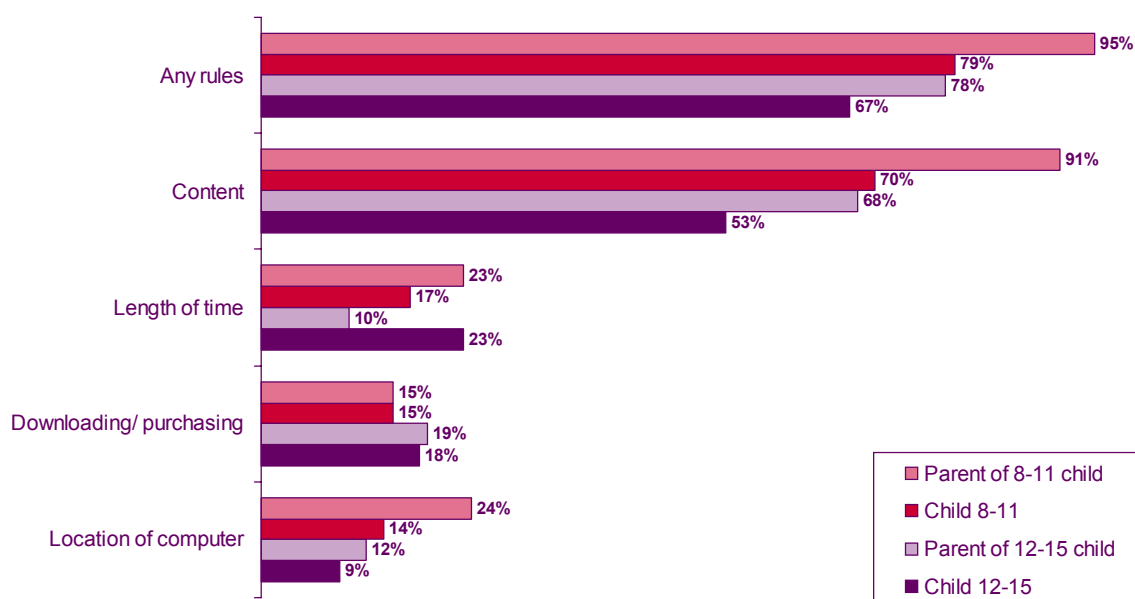
Nearly half of children aged 12-15 agree that they often can't find what they're looking for online (48%). Girls are more likely to disagree (at 54% compared to 49% overall).

5.7 Internet rules and controls

All parents of 8-15 year olds whose children use the internet were asked whether they do anything or have any rules about the access their child has to the internet. The children aged 8-15 who use the internet at home were asked whether their parents do anything or have any rules about them using the internet at home. The responses given by both parents and children have been grouped into the broad responses³⁷ shown in Figure 30 below. As with rules relating to TV and radio, it is arguable that parents are likely to over-claim the existence of rules, and children to under-claim.

³⁶ Base: All children aged 12-15 who use the internet at home (416). Question QC36, prompted responses, single coded.

³⁷ 'Content' relates to responses such as 'Regularly check on what they're doing online', 'Blocked access to types of websites', 'Only websites agreed with parent'. 'Length of time' relates to the response 'Length of time using the internet'. 'Downloading/purchasing' relates to responses such as, 'No downloading', 'No buying anything'. 'Location of computer' relates to the response 'Computer position – e.g. in living room'.

Figure 30 Rules about access to the internet as reported by parents and children³⁸

Close to all (95%) parents of 8-11s who use the internet report any rules around their child's access, with rules relating to content nominated by almost all of these parents. Parents of 12-15 year olds who use the internet are significantly less likely to have any rules, although rules are reported by four in five (78%) and these are again dominated by rules relating to content.

Parents in Wales and Scotland are significantly less likely to have any rules for their children (at 80% and 71% respectively compared to 86% overall). Parents of children from minority ethnic groups, however, are significantly more likely to have rules for their children (at 94%).

For each age group, parents are significantly more likely to report any rules than the children, with the largest gap relating to content rules, reported by 78% of parents overall and 60% of children aged 8-15.

Children with internet access in their bedroom are significantly less likely to have any parental rules relating to access (at 69% compared to 86% overall), although this will in part be a function of older children being more likely to have internet access in their bedroom. The existence of parental rules is no different from the UK average for those children who mostly use the internet on their own.

Parents whose children are mostly solitary internet users (through mostly using the internet without an adult and mostly using the internet in their own bedroom) are significantly less likely to have any rules for their children around using the internet (at 67% compared to 86% across all parents of 8-15s). This difference is also evident from the child's point of view, with 72% of all 8-15 year olds reporting any parental rules around using the internet, compared to 57% of children who are mostly solitary internet users. This lower incidence of parental rules regarding internet use where the children mostly uses the internet on their own is likely to be related to the finding that older children are more likely to be solitary internet users.

Parents in households with broadband access to the internet are significantly more likely to have any rules for their children relating to internet access compared to those in households with dial-up access to the internet (89% compared to 81%).

³⁸ Base: Parents of children and children aged 8-11 and 12-15 with the internet at home (315, 416). Questions QP15, QC32, prompted responses, multi-coded.

To summarise, not having parental rules or actions regarding children’s use of the internet is more common amongst parents of 12-15 year olds, in Wales and Scotland, and those in low income households.

Parents of children who use the internet were asked whether any controls are set on the household’s internet service or any software loaded on the computer to stop the children viewing certain types of websites. Responses from parents of children in each age group are shown in Figure 31.

Figure 31 Internet services controls or blocking software loaded³⁹

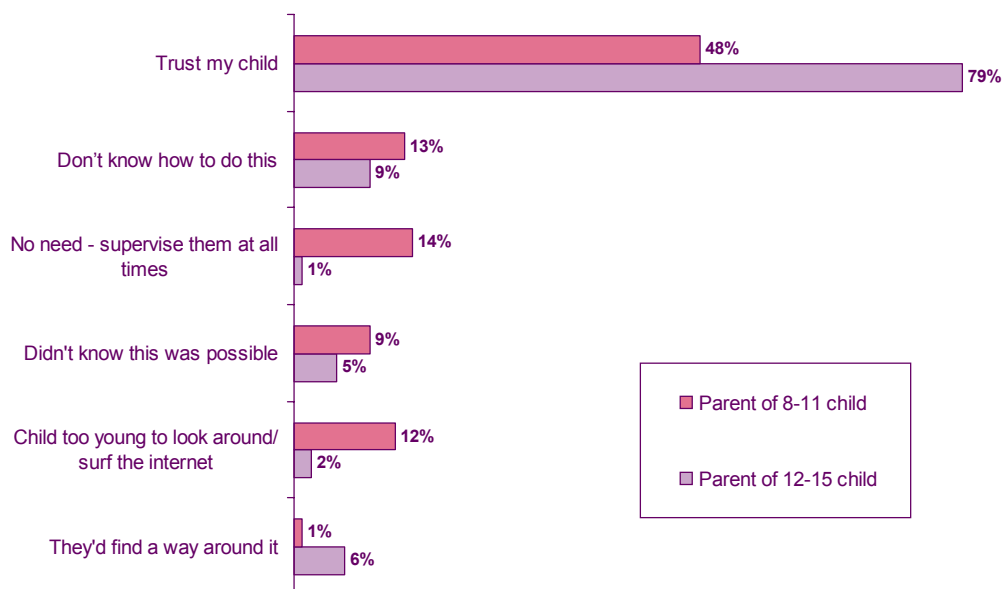


As indicated in Figure 31, around half of all parents with internet access have some kind of blocking in place to stop their children viewing certain types of websites, with no significant differences by the age of the child. Parents in Northern Ireland are significantly less likely to have blocking in place (at 41% compared to 53% of all parents with the internet). Those with broadband access are significantly more likely (at 59%), but those whose child has internet access in their bedroom are significantly less likely (at 37%).

Where blocking is in place, very few (5%) parents say their child knows how to unset, bypass or over-ride these controls.

Those parents with no blocking controls in place were asked why that was. Responses are shown in Figure 32 below.

Figure 32 Reasons for no blocking controls on the internet⁴⁰



It is clear that different reasons apply depending on the age of the child concerned, although trust in the child is the main response overall across both age groups. The responses shown

³⁹ Base: Parents of children aged 8-11 and 12-15 with the internet at home (403, 443). Question QP17. Spontaneous responses, single coded.

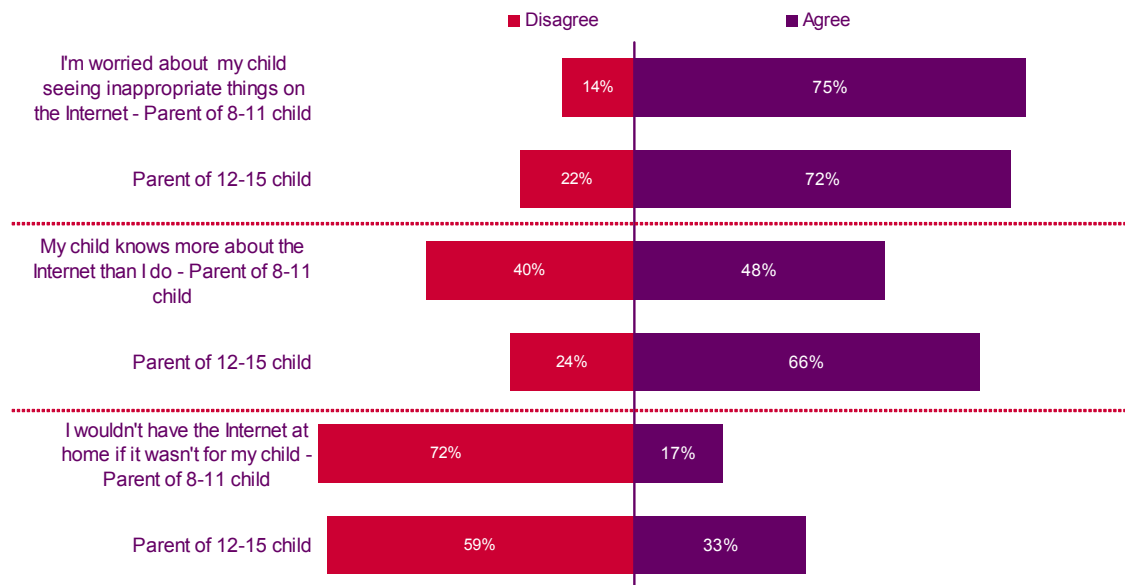
⁴⁰ Base: Parents of 8-11s and 12-15s with internet access and no blocking controls set (159, 191). Question QP19. Spontaneous responses, multi-coded.

in Figure 32 also indicate, however, that around one in five parents do not have controls set because they're unsure how to do this or were not aware it was possible.

5.8 Parental attitudes towards the internet in relation to their child

All parents of 8-15 year olds whose children use the internet were prompted with three statements about the internet in relation to their child and were asked whether they agreed or disagreed with each of the statements. Responses are shown in Figure 33 below, separately for parents of 8-11s and of 12-15s.

Figure 33 Parental attitudes towards the internet in relation to their child⁴¹



Taking each of the statements in Figure 33 in turn, parents of 8-11s and parents of 12-15s with the internet do not differ significantly in terms of the overall proportion agreeing they are worried about their child seeing inappropriate things on the internet. Responses to this statement also do not vary by the gender of the child concerned. There are, however, significantly higher levels of agreement from parents of children who mostly use the internet on their own, those who have blocking controls set on the internet – and also those whose child does not have internet access in their bedroom.

Significantly more parents of 12-15s agree their child knows more about the internet than they do compared to parents of 8-11s, amongst whom broadly similar proportions agree and disagree with the statement. The gender of the 12-15 year old child does not appear to influence the parent's response to this question, but amongst parents of 8-11s those with boys are significantly more likely to agree than those with girls. There are no significant variations by nation.

Parents of 12-15s are also significantly more likely to agree that they wouldn't have the internet at home if it wasn't for their child, with no significant difference by the gender of the child or by nation.

⁴¹ Parents of 8-11s and 12-15s who use the internet (340, 425). Question QP16. Prompted responses, single coded.

Section 6

Mobile phones

This section examines mobile phones in depth, covering issues such as reasons for ownership, whether the child takes responsibility for the cost of using the phone, volume and type of use, and rules around using a mobile phone.

Summary

Two-thirds (65%) of children aged 8-15 own a mobile phone: 49% of 8-11s and 82% of 12-15s. There is a sharp increase in ownership between the age of 10 (40% ownership) and 11 (78% ownership).

Some 15% of 8-11s and 42% of 12-15s say they are solely responsible for paying their own mobile phone bill. Responses do not vary to any significant extent by gender within age group.

Estimates from parents of children aged 8-15 with mobile phones put children's average monthly spend at £10.50 per month: £9 for 8-11s and £11.50 for 12-15s. Amongst 8-11s the average spend does not vary to any significant extent, but amongst 12-15s, girls are estimated to spend more than boys, at £12.60 compared to £10.20.

The top two reasons for having a mobile phone differ significantly by gender, with girls aged 12-15 being more likely to have a phone to keep in touch with friends, and boys more likely to have a phone to keep in touch with family.

Across all children aged 8-15 with a mobile phone, the average (self-reported) weekly volume of calls made stands at 8, plus 25 text messages sent per week. The measures for 8-11s are 6 calls and 16 text messages, with an average of 9 calls and 31 text messages for 12-15s.

The most popular uses of the mobile for each age group are sending text messages and making calls. The third most popular use is to use the phone for playing games. This is the only type of use made by a significantly higher proportion of 8-11s compared to 12-15s.

Four in five parents of 8-11s report any rules about mobile phones compared to three in five children aged 8-11. Parents and children for this age group are significantly more likely to report any rules about mobile phone use than the 12-15 year age group. For the 12-15 year age group, again parents are significantly more likely to report any rules compared to their children, and they are significantly more likely to report any rules relating to payment than parents of 8-11s.

6.1 Mobile phone ownership

Some two-thirds (65%) of children aged 8-15 have their own mobile phone: 49% of 8-11s and 82% of 12-15s. Figure 34 below shows ownership levels for all ages between 8 and 15.

Figure 34 Mobile phone ownership⁴²



It is clear that there is a step change in mobile phone ownership levels between the ages of 10 and 11, presumably at the time the child starts at secondary school. Amongst 8-11s, ownership levels do not vary by gender, but 12-15 year old girls are significantly more likely to own a mobile phone than 12-15 year old boys (at 87% compared to 77%). Children in Northern Ireland are significantly less likely to own a mobile phone compared to the other nations, at 27% for 8-11s and 71% for 12-15s.

Children from minority ethnic groups are also significantly less likely to be mobile phone owners (at 48% compared to 65% of all 8-15 year olds), but ownership levels amongst those in low income households and those in rural areas do not vary from the UK average.

For both age groups, a minority of children are solely responsible for paying for the cost of using the phone: 15% of 8-11s and 42% of 12-15s. Responses do not vary to any significant extent by gender within age group.

Estimates from parents of children aged 8-15 with mobile phones put children's average monthly spend at £10.50 per month: £9 for 8-11s and £11.50 for 12-15s. Amongst 8-11s the average spend does not vary to any significant extent, but amongst 12-15s, girls are estimated to spend more than boys, at £12.60 compared to £10.20.

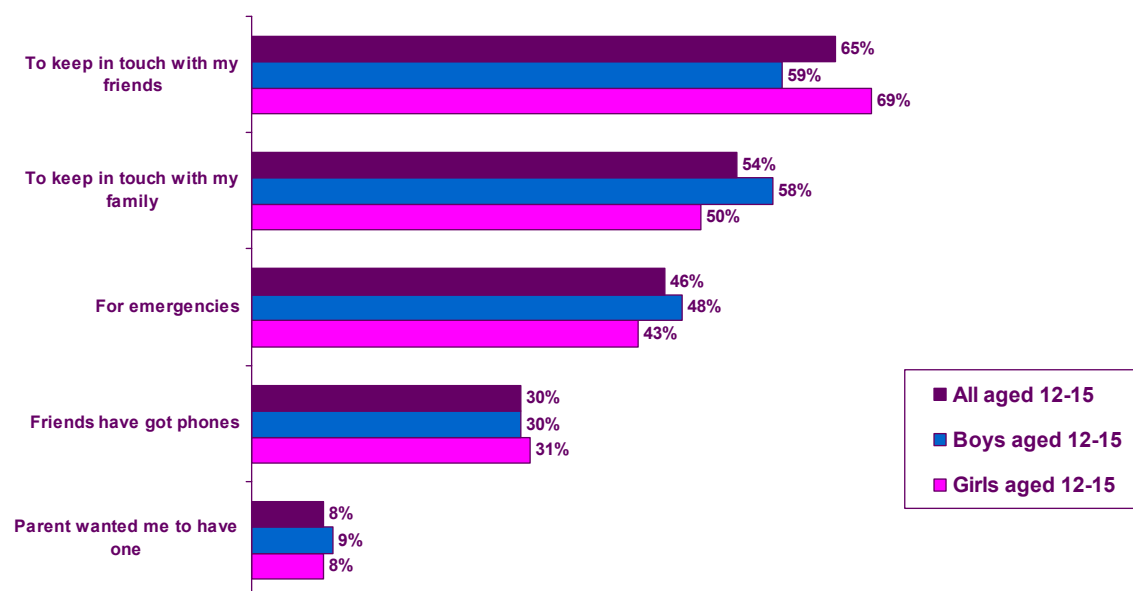
A majority (62%) of 8-11s with a mobile phone first got a phone in the last year, with 12-15 year olds having first owned a phone an average of 3 years ago. Girls in each age group have owned a mobile phone for significantly longer than boys; at 1.8 compared to 1.5 years for 8-11s and 3.1 compared to 2.7 years for 12-15s. Children in Northern Ireland with mobile phones have been a mobile phone owner for significantly less time than those in the other UK nations, and children from minority ethnic groups are also significantly more recent owners.

⁴² Base: All children aged 8-11 and 12-15 (772, 764). Question QC37, prompted responses, single coded.

6.2 Reasons for having a mobile phone

Those aged 12-15 with a mobile phone were asked to nominate (without prompting) their reasons for having a mobile phone. Figure 35 below shows the reasons given by owners overall, and by gender.

Figure 35 Reasons for having a mobile phone⁴³



The top two reasons for having a mobile phone differ significantly by gender, with girls being significantly more likely to have a phone to keep in touch with friends, and boys significantly more likely to have a phone to keep in touch with family.

Children living in Wales and those living in rural areas are significantly more likely to have a phone for emergencies (67% and 65% respectively).

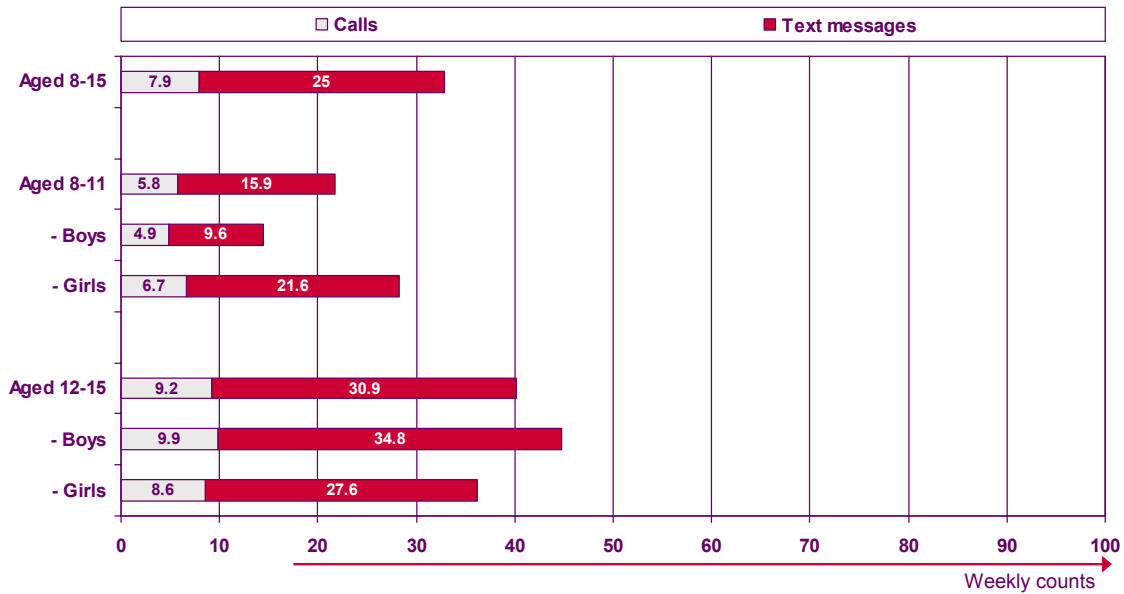
Amongst those aged 12-15 who don't have a mobile phone (18% of all 12-15s), four in five (78%) would like to have one. The main reason given by those who would like a mobile phone is to keep in touch with friends (87%), with only around one-third saying they would like a phone to keep in touch with family (36%) or for emergencies (30%).

6.3 Volume and types of mobile phone use

Two questions were asked to assess the volume of mobile phone use: the number of calls made per week and the number of text messages sent per week. Figure 36 shows these two volumes of weekly use for all children aged 8-15 with a mobile phone, each of the two age groups, and gender within age group.

⁴³ Base: All children aged 12-15 with a mobile phone (611). Question QC43, spontaneous responses, multi-coded.

Figure 36 Volume of mobile phone use per week⁴⁴



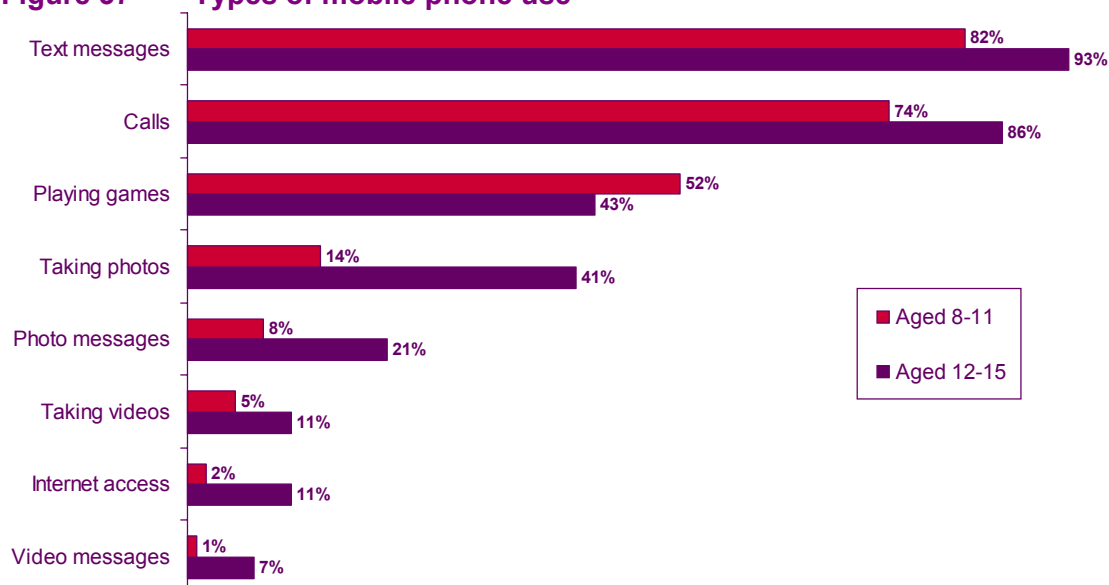
Across all children aged 8-15 with a mobile phone, the average (self-reported) weekly volume of calls made stands at 8, plus 25 text messages sent per week. The measures for 8-11s are 6 calls and 16 text messages, with an average of 9 calls and 31 text messages for 12-15s. It is evident that 12-15s make a significantly higher volume of calls and send significantly more text messages compared to 8-11s. Amongst the 8-11 age group, girls make significantly more calls and send significantly more texts compared to boys.

By nation, mobile phone owners in Northern Ireland make more calls (15) and send more texts (45). Children from minority ethnic groups do not differ in terms of the volume of calls made, but send significantly fewer text messages than UK children as a whole (at 16 texts compared to 25 overall). Children living in rural areas have a significantly higher volume of both calls and texts, at 10 calls and 39 text messages.

As well as volume of use, we asked about the types of use that children make of their mobile phone. Figure 37 below details the extent of use children make of eight prompted ways of using their mobile phone.

⁴⁴ Base: All children aged 8-11 and 12-15 with a mobile phone (334, 611). Questions QC40-QC41, spontaneous responses, single coded.

Figure 37 Types of mobile phone use⁴⁵



As Figure 37 shows, the most popular uses for each age group are sending text messages and making calls. The third most popular use is to use the phone for playing games, with this being the only type of use made by a significantly higher proportion of 8-11s compared to 12-15s. Each of the other five uses are significantly more likely to be made by 12-15s.

For each of the age groups, girls are significantly more likely than boys to send text messages, but there is no gender difference in terms of making calls using the mobile phone. Amongst 8-11s, boys are significantly more likely than girls to use the phone to play games. Amongst 12-15s, girls are significantly more likely than boys use the phone to take photos.

Children in Northern Ireland with a mobile phone are the least likely to make any of the uses shown in Figure 37 apart from making calls and sending text messages, and the same is true for children living in rural areas.

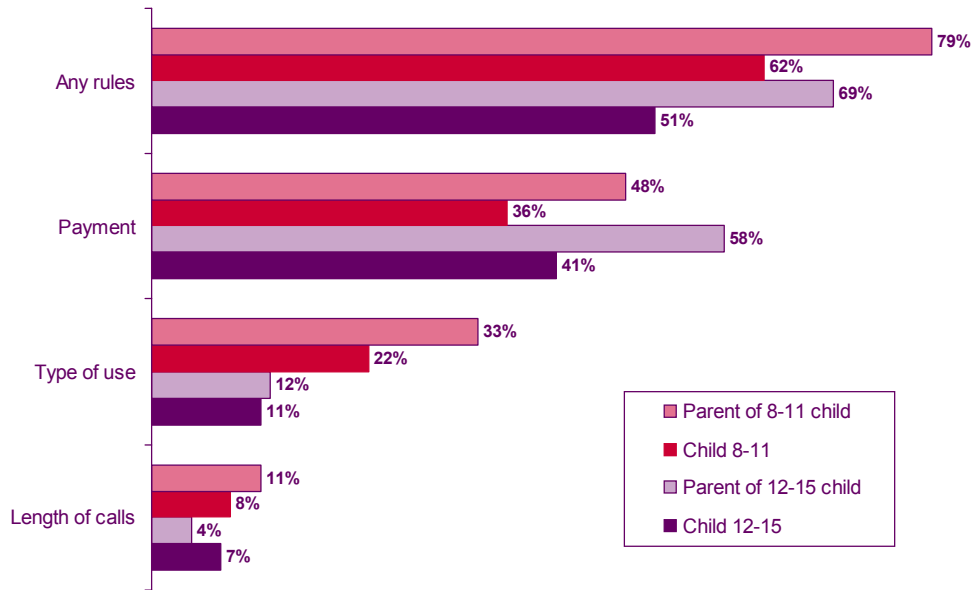
6.4 Mobile phone rules

All parents of 8-11 year olds and 12-15 year olds whose children have a mobile phone were asked whether they do anything or have any rules about the use their child makes of the mobile phone. The children interviewed were asked whether their parents do anything or have any rules about how they use their mobile phone. The responses given by both parents and children have been grouped into the broad responses⁴⁶ shown in Figure 38 below, which summarises the extent and nature of rules as reported by parents and children for the two age groups overall.

⁴⁵ Base: All children aged 8-11 and 12-15 with a mobile phone (334, 611). Question QC42, prompted responses, multi-coded.

⁴⁶ 'Payment' relates to responses such as 'Limit top-ups put on the phone', 'Child has to pay for top-ups'. 'Type of use' related to responses such as 'Only calls/ texts, no internet/ WAP browsing', 'Check on what they're doing with the phone'. 'Length of calls' relates to the response 'Limited time to make phone calls'.

Figure 38 Rules about mobile phone use as reported by parents and children⁴⁷



For the 8-11 year age group, four in five parents report any rules compared to three in five children, with similar gaps relating to rules regarding payment and type of use. Parents and children for this age group are significantly more likely to report any rules about mobile phone use than the 12-15 year age group.

For the 12-15 year age group, again parents are significantly more likely to report any rules compared to their children, and they are significantly more likely to report any rules relating to payment than parents of 8-11s. The largest gap between parents and children for this age group relates to payment rules, with similar proportions reporting rules on type of use and length of calls.

Parents in Scotland appear to be significantly less likely to have any rules regarding mobile phone use compared to the other UK nations, at 55% compared to 72% for the UK as a whole. By contrast, parents of children from minority ethnic groups are significantly more likely to have rules (93%), with most of these relating to payment.

To summarise, not having parental rules or actions regarding children’s mobile phone use is more common amongst parents of 12-15 year olds, and those in Scotland.

⁴⁷ Base: All parents of children and children aged 8-11 and 12-15 with a mobile phone (334, 611). Questions QP21, QC47, spontaneous responses, multi-coded.

Section 7

Attitudes and preferences

In this final section of the report we consider the four main platforms together, and examine children's attitudes to and preferences for them. We look first at which media children say they regularly use, and which they are most attached to.

We then turn to selected types of creative activity that children may have carried out. We look at preferred methods of communication, and finally turn to the types of media education and training that children have had, and which they are most interested in.

Summary

Around one third of 12-15 year olds say they have created ringtones and playlists. One in five overall say they have set up their own website. Around half have either experience of or interest in setting up their own website and making a short film using a digital camcorder, and rather fewer are interested in making a short film using a mobile phone.

Around one half of 12-15 year olds say they have no interest in four out of the seven prompted types of creativity.

Children aged 8-11 are significantly more likely to say they prefer to learn from school (48%) and from their parents (45%) than those aged 12-15. One in three 8-11s (33%) prefers to learn from friends, with other ways of learning nominated by fewer than one in five children aged 8-11. By contrast, the top choice for children aged 12-15 is to learn about digital technologies from friends, nominated by nearly half (47%) of those aged 12-15.

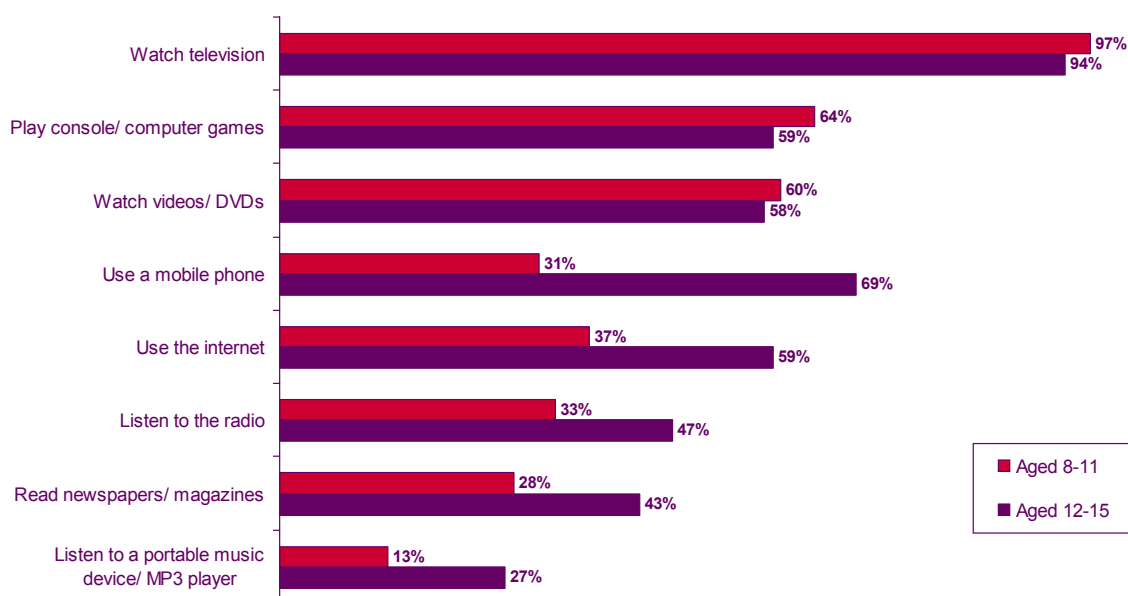
Around two-thirds (64%) of all children aged 8-11 say they have had any lessons which teach them about the internet, and just one in ten in this age group (9%) say they have had any lessons which teach them about television or films. Both types of lessons are more common amongst the oldest children (aged 11) in this age group, rising to 76% for lessons about the internet and 15% for lessons about television or film.

Some 40% of 12-15s say they have learned about TV at school, and three quarters in this age group (74%) have learned about the internet at school.

7.1 Media usage and attachment

A key theme for the media literacy audit is to understand media platforms in relation to each other, to see how the balance of usage is currently constituted and be in a position to track how this may change over time. All children aged 8-15 were asked to choose from a list of eight media activities to indicate which they do most days⁴⁸, and then which of these they would miss doing the most. Figures 39 and 40 show the findings from these two questions comparing the two age groups. Responses are shown in ranked order according to the answers given across all children aged 8-15.

⁴⁸ 'Most days' being defined by respondents themselves.

Figure 39 Regular media activities⁴⁹

Close to all children in each age group watch television most days. Children aged 8-11 are more likely to play console/ computer games most days compared to those aged 12-15, with this being significantly more common amongst boys than girls (at 76% and 53% of 8-11s respectively).

Each of the other media activities is significantly more likely to be a regular activity for 12-15 year olds than for 8-11 year olds, with the largest gap by age group relating to using a mobile phone. Amongst older children aged 12-15, girls are significantly more likely than boys to use a mobile phone (77% compared to 61%), use the internet (63%, 54%), listen to the radio (54%, 40%), and read newspapers or magazines (49%, 36%). Boys aged 12-15 only exceed girls in this age group for one activity: playing console/ computer games (66% compared to 51%).

There are a number of significant differences by nation in terms of regular media activities. Children aged 8-15 in Wales and Northern Ireland are the most likely to watch TV regularly. Those in Wales are the most likely to play console/ computer games, use a mobile phone and use the internet. Those in Northern Ireland are the most likely to watch videos/ DVDs, listen to the radio and read newspapers/ magazines.

With the exception of watching television most days, children from minority ethnic groups are less likely to undertake each of the listed media activities, with levels significantly below the UK average for playing console/ computer games, watching videos/ DVDs, reading newspapers/ magazines and listening to a portable music device/ MP3 player.

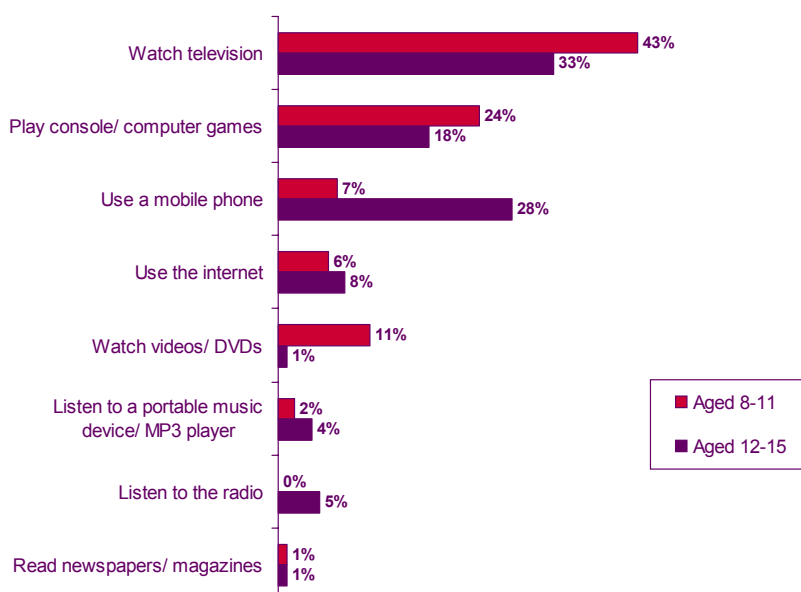
Children from low income households are less likely than the UK average to watch television most days, but otherwise do not differ significantly from the UK average in terms of their regular media activities.

Children living in rural areas are significantly more likely than the UK average to watch television, watch videos/ DVDs, use the internet, listen to the radio, and read newspapers/ magazines. For the other activities their responses do not differ from the UK average.

⁴⁹ Base: All children aged 8-11 and 12-15 (772, 764). Question QC50, prompted responses, multi-coded.

Figure 40 below shows the responses given by all children in each age group in terms of which single regular media activity they would miss the most.

Figure 40 Media activity would miss the most⁵⁰

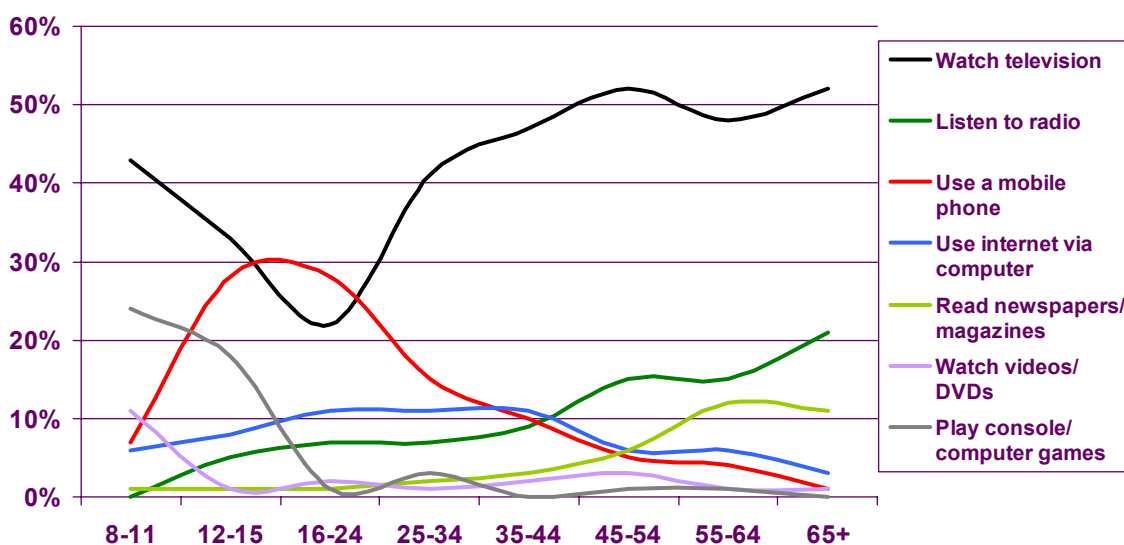


Across all 8-11 year olds, 43% would miss watching television the most, a significantly higher measure than amongst 12-15 year olds (33%). Playing console/ computer games would be missed the most by one quarter of all 8-11s, rising to two in five (37%) of those for whom this is a regular activity. Similarly, whilst just over one quarter of all 12-15 year olds would miss using a mobile phone the most, this represents two in five (40%) of those for whom this is a regular activity.

For both age groups girls are more likely than boys to say they would miss watching television the most (with little difference in regular use), whilst boys are more likely than girls to say they would miss playing console/ computer games the most (through being more likely to regularly play).

Similar questions were asked of all adults as part of the adult media literacy audit, to establish regular media activities and the single media activity that would be missed the most by adults. Figure 41 below shows how the most missed media activity varies across eight age groups from those aged 8-11 to those aged 65 and over.

⁵⁰ Base: All children aged 8-11 and 12-15 (772, 764). Question QC51, prompted responses, single coded.

Figure 41 Media activity would miss the most – across children and adults⁵¹

As might be expected, children aged 12-15 have a certain amount in common with the youngest adults aged 16-24, with similar nominations for using a mobile phone, using the internet via a computer, and listening to radio. Whilst 8-11s are most likely to nominate watching television as their most preferred media activity, amongst 12-15s the proportion nominating TV is very similar to the proportion nominating using a mobile phone, and amongst 16-24s using a mobile phone is the most preferred media activity with watching television in second place.

By age 25-34, however, watching TV is again the most preferred media activity, and we see nominations increase with each age band. Increasing nominations across the age bands are also evident for listening to radio and, to a lesser extent, reading newspapers/ magazines.

Very few adults nominate playing console/ computer games as their most preferred media activity, and we see the start of this decline for 12-15s compared to 8-11s. Similarly, 8-11s stand out in terms of nominations for watching videos/ DVDs.

7.2 Media usage by peers

We wanted to find out the extent to which children are 'networked' with their friends in terms of mobile and email. We asked them to say approximately how many of their close friends either used a mobile phone or sent emails.

Figure 42 Use of mobile and email by close friends⁵²

	All aged 8-15	All aged 8-11	All aged 12-15
Most or all use mobile phone	60%	39%	83%
Most or all send emails	36%	18%	56%

Children from minority ethnic groups are far less likely to say most of their friends use mobiles (23%) as are those in Northern Ireland (49%).

⁵¹ Base: All children aged 8-11 and 12-15 and all adults aged 16+ (772, 764, 3,244). Question QC51, prompted responses, single coded.

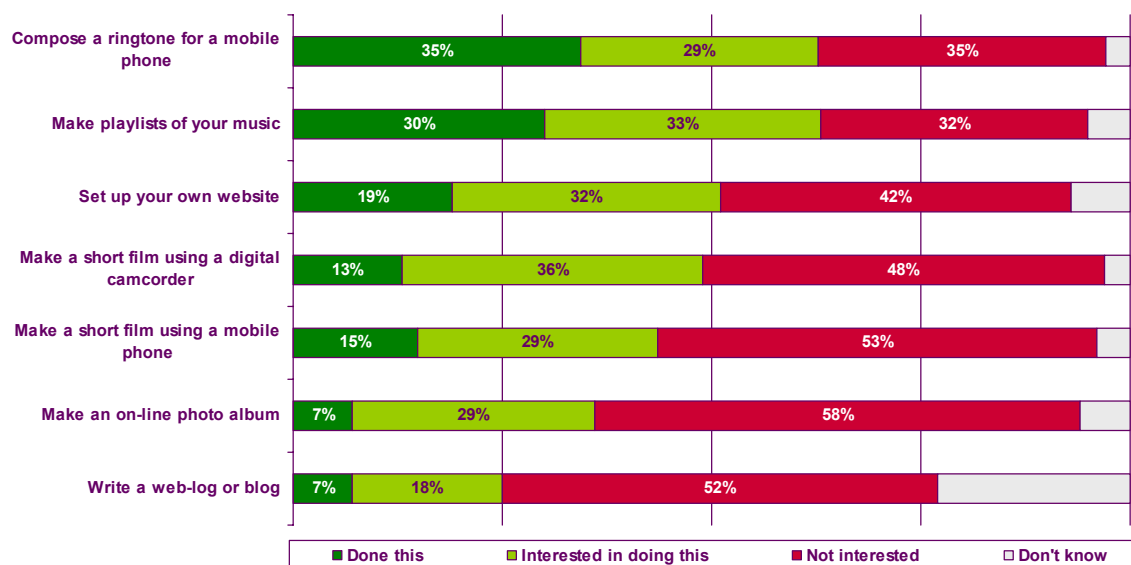
⁵² Base: All children aged 8-11 and 12-15 (772, 764). Question QC54 and 55, prompted responses, single coded.

Children in Northern Ireland and from minority ethnic groups are also less likely to say most of their friends use email (17% and 16% respectively).

7.3 Creativity

All 12-15 year olds were prompted with a list of seven types of creative activity, and were asked for each one if this was something they had already done, or were interested in doing. Responses for all 12-15 year olds are shown in Figure 43 below.

Figure 43 Types of creativity carried out by 12-15s⁵³



As shown in Figure 43, around one third of all 12-15 year olds say they have created ringtones and playlists. One in five overall say they have set up their own website. Around half have either experience of or interest in setting up their own website and making a short film using a digital camcorder, and rather fewer are interested in making a short film using a mobile phone.

By gender, boys are more likely to have made a short film using a mobile phone (18% compared to 11% of girls), whilst girls are more likely to have made an on-line photo album (10% compared to 4% of boys). By nation, those aged 12-15 living in Northern Ireland are significantly less likely to have undertaken any of the seven listed creative activities. Those from minority ethnic groups are significantly more likely to have made playlists of music and to have made a short film using a digital camcorder.

Around one half of 12-15 year olds say they have no interest in four out of the seven prompted types of creativity.

The various types of creativity detailed in Figure 43 require access to certain devices or services, whether a mobile phone, internet access, and so on. Responses from children aged 12-15 who have the necessary devices or services to be able to create in each of the ways listed, however, mostly do not vary to any significant extent from the responses shown in Figure 43 for all 12-15 year olds. The one exception is 'make a short film using a digital camcorder', which sees 21% of those with a digital camcorder saying they have done this (compared to 13% of all 12-15s).

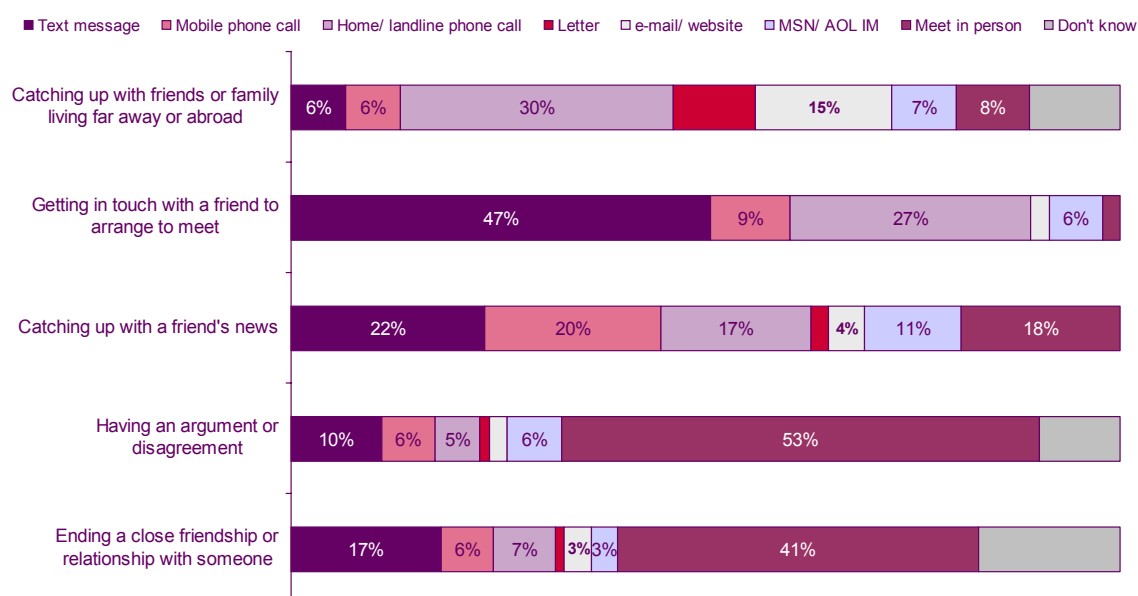
⁵³ Base: All children aged 12-15 (764). Question QC49, prompted responses, multi-coded.

7.4 Preferred method of communication

Children aged 12-15 were given seven communications options to choose from and were asked to choose one of these as the way they would prefer to make contact in a range of different circumstances. The preferred communications options for the different circumstances across all 12-15 year olds are shown in Figure 44. It should be noted that the responses shown are for all 12-15s, and not solely those with the available technology, in order to be able to capture an overall picture of preferred communications.

There are relatively few differences between girls and boys in terms of the preferred communication method, and national differences tend to reflect differing levels of ownership for the various devices/ services.

Figure 44 Preferred communication method across all 12-15 year olds⁵⁴



Similar questions were asked of all adults aged 16 and over as part of the adult media literacy audit, although communicating via MSN/ AOL Instant Messaging was not a listed option on the adult survey. The communication preferences of 12-15 year olds differ significantly from those of adults as a whole, with higher nominations from children for text messaging, mobile phone calls and communication via computer (whether e-mail or Instant Messaging).

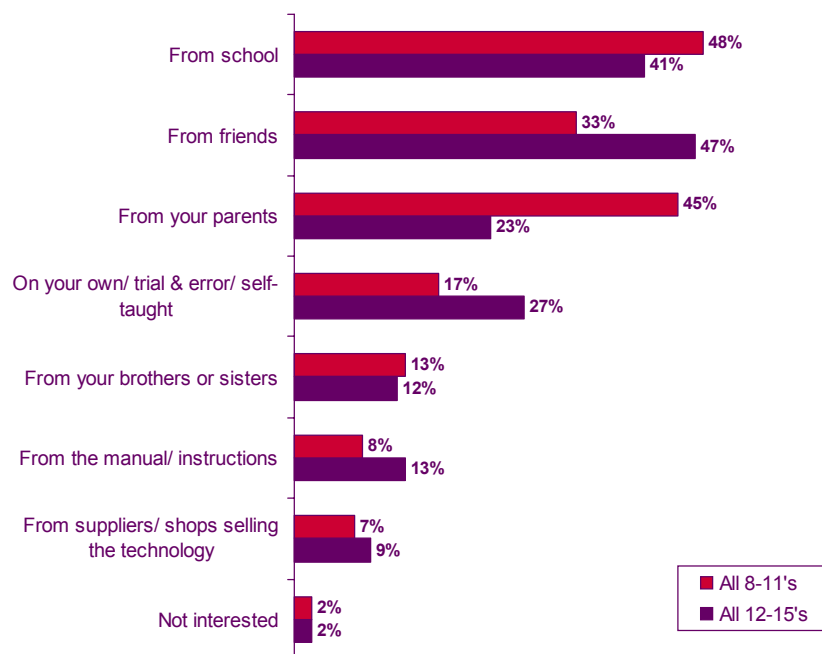
Communication preferences for 12-15s are, however, very similar to those for the youngest adults aged 16-24. For example, regarding 'Catching up with a friend's news': 8% of adults aged 16 and over would choose to make a call from a home/ landline phone, 12% would choose to make a mobile phone call and 8% would choose to send a text message. Amongst adults aged 16-24, 18% would choose to make a call from a home/ landline phone, 24% would choose to make a mobile phone call and 24% would choose to send a text message. Amongst children aged 12-15, 17% would choose to make a call from a home/ landline phone, 20% would choose to make a mobile phone call and 22% would choose to send a text message.

⁵⁴ Base: All children aged 12-15 (764). Question QC53, prompted responses, single coded.

7.5 Learning about digital technologies

Figure 45 illustrates the responses given by children aged 8-11 and those aged 12-15 in terms of the ways, if any, they would prefer to learn about 'using the internet, mobile phones, digital TV and so on'. All children aged 8-15 were prompted with a list detailing seven ways of learning and were asked to nominate as many or as few as applied to them.

Figure 45 Preference for learning about digital technologies⁵⁵



As Figure 45 illustrates, there are a number of significant differences between the two age groups. Children aged 8-11 are significantly more likely to prefer to learn from school (48%) and from their parents (45%) than those aged 12-15. One in three 8-11s (33%) prefers to learn from friends, with other ways of learning nominated by fewer than one in five children aged 8-11. By contrast, the top choice for children aged 12-15 is to learn about digital technologies from friends, nominated by nearly half (47%).

Learning from school is the second most popular nomination from 12-15s (41%), with rather more 12-15s preferring to learn on their own (27%) than from their parents (23%).

By nation, children in England and Northern Ireland are significantly more likely to prefer to learn from school (at 46% and 47% respectively) than those in Wales and Scotland (at 37% each).

Children from minority ethnic groups and those in low income households are significantly more likely to prefer to learn on their own than the UK average (at 28% and 31% compared to 22% for all UK children). Those from minority ethnic groups are also significantly more likely to prefer to learn from the manual/ instructions (17%) or from the suppliers/ shops that sell the technology (14%) than the UK average. Those living in rural areas do not differ from the UK average in terms of their preferences for learning about digital technologies.

There are no consistent differences across the age groups between boys and girls. For example, girls aged 8-11 are significantly more likely than boys in this age group to prefer to learn from school (51% compared to 45%), but this difference is not evident for 12-15s (at

⁵⁵ Base: All children aged 8-11 and 12-15 (772, 764). Question QC48, prompted responses, multi-coded.

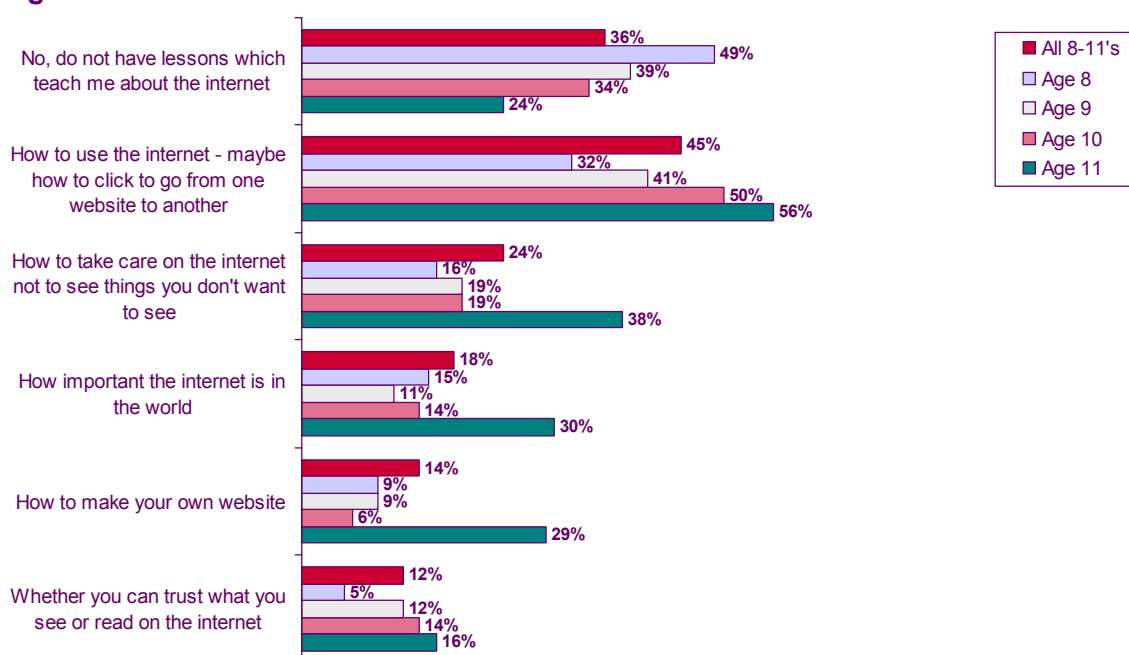
42% compared to 40%). Similarly, girls aged 12-15 are significantly more likely than boys in this age group to prefer to learn from friends (52% compared to 42%). Amongst 8-11s, however, boys are more likely than girls to give this response (36% compared to 30%).

Children aged 8-11 were asked whether they have any lessons at school which teach them about the internet and also whether they have any lessons at school which teach them about television or films. Those who said they did have either type were prompted with possible types of things they may have learned about in these lessons and were asked to say which applied to them.

Around two-thirds (64%) of all children aged 8-11 said they had any lessons which teach them about the internet, and just one in ten in this age group (9%) said they had any lessons which teach them about television or films. Both types of lessons are more common amongst the oldest children (aged 11) in this age group, rising to 76% for lessons about the internet and 15% for lessons about television or film.

Figure 46 below shows responses regarding lessons about the internet both overall for all 8-11 year olds and for each of the four ages within this overall age group.

Figure 46 Lessons for 8-11s about the internet at school⁵⁶



As shown in Figure 46, whilst a majority of 8-11s have lessons about the internet at school, responses from 11 year olds differ significantly from those children aged 8-10, with each type of learning being significantly more common amongst 11 year olds, with the exception of 'whether you can trust what you see or read on the internet'.

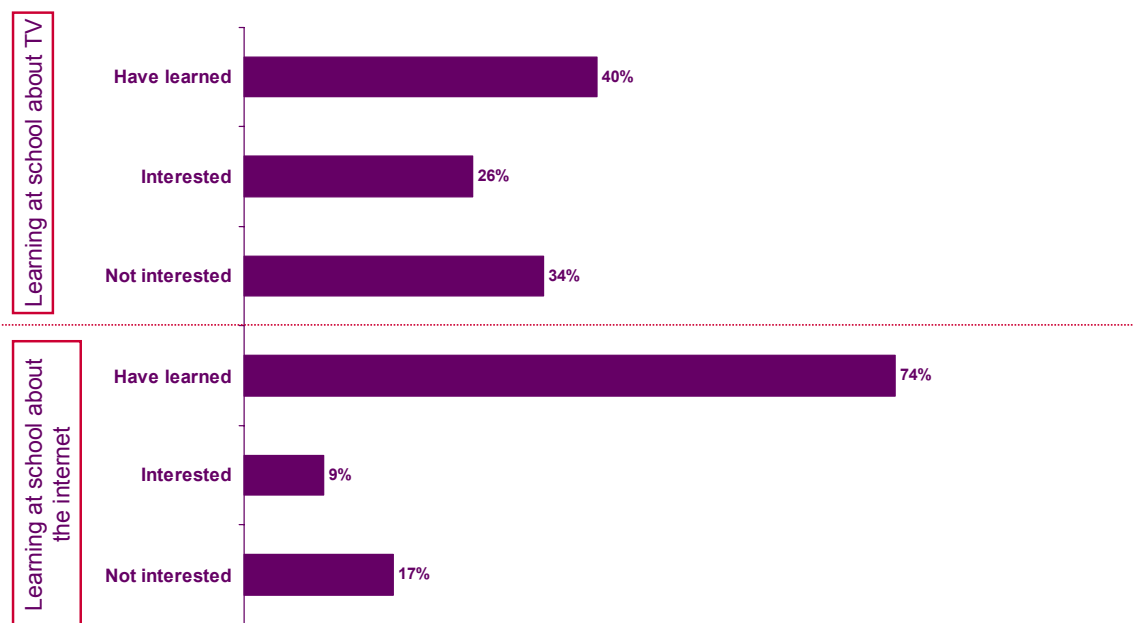
Responses also differ significantly by nation, with two-thirds (66%) of 8-11s in England and around three in five (58%) 8-11s in Scotland saying they have lessons about the internet, compared to around two in five of those in Wales (43%) and Northern Ireland (41%).

As mentioned previously, just one in ten children (9%) aged 8-11 say they have any lessons at school about television or films. This is again rather more common in England (10%) and Scotland (7%) than in Wales (4%) and Northern Ireland (5%).

⁵⁶ Base: All children aged 8-11 (772). Question QC60, prompted responses, multi-coded.

Children aged 12-15 were asked whether any of their lessons at school teach them about TV ('For example, how TV programmes are made and how they are paid for') and also whether any of their lessons at school teach them about the internet ('For example, how the internet works, how to make websites, or how to avoid websites you don't want to see'). All 12-15s were then asked whether they would be interested in learning more at school about these issues relating to TV and the internet. Figure 47 below summarises responses overall given by 12-15 year olds.

Figure 47 Lessons for 12-15s about TV and about the internet⁵⁷



As indicated in Figure 47, 40% of 12-15s have learned about TV at school, and three quarters in this age group (74%) have learned about the internet at school. Responses do not show the same pattern of increasing experience of learning about TV and the internet amongst the oldest children in this age group.

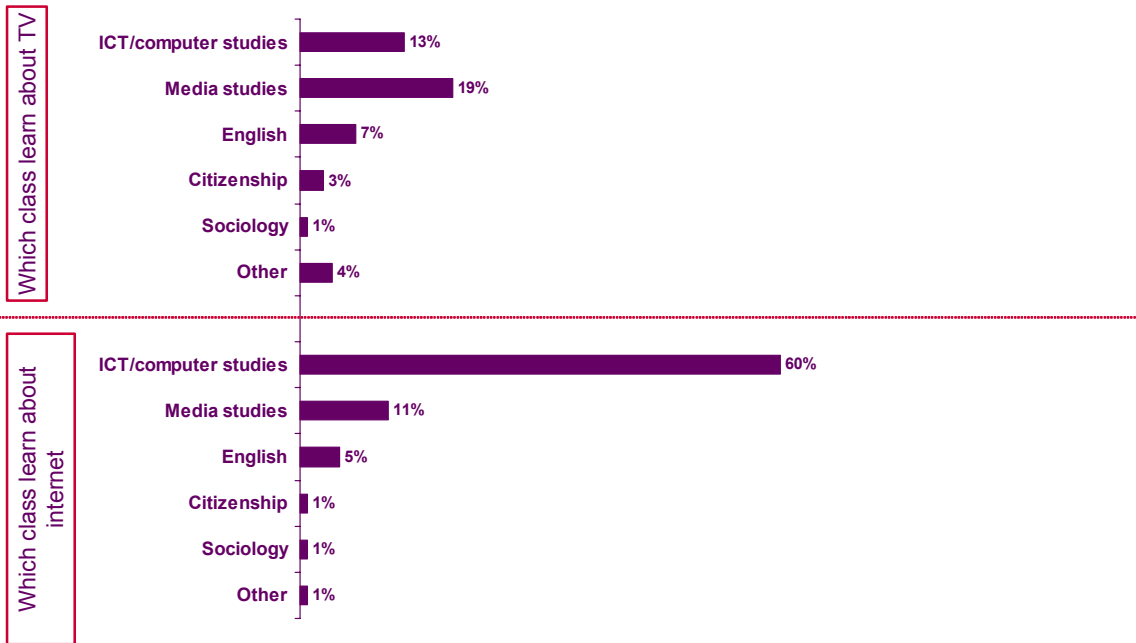
A minority of children aged 12-15 have neither learned nor are interested in learning about TV (34%) or about the internet (17%). However, amongst those who don't already have experience of this learning a higher proportion are disinterested than interested.

Learning about TV is more common amongst 12-15s in Northern Ireland (56%) and England (44%) than amongst those in Wales (27%) or Scotland (24%). Learning about the internet does not differ across England, Scotland and Northern Ireland (ranging between 73%-74%), but is significantly less common amongst those aged 12-15 living in Wales (63%).

Finally, we asked children in which classes they had learned about the internet and about TV. Responses are shown in Figure 48.

⁵⁷ Base: All children aged 12-15 (764). Questions QC56-59, prompted responses, multi-coded.

Figure 48 Which class 12-15s learn about TV and about the internet⁵⁸



As Figure 48 shows, 60% of 12-15s say that they learn about the internet from ICT or computer classes, although one in ten (11%) says they learn about it in media studies classes. One in five says they learn about television in media studies classes.

⁵⁸ Base: All children aged 12-15 (764). Question QC57, prompted responses, multi-coded.

Section 8

Looking forward

This report has examined a wide range of types of children's media usage and related opinions. The key conclusions can be distilled into a small number of inter-related elements.

- In general, children's access to and usage of the technologies is widespread.
- Levels of creativity, critical understanding, and steps taken to ensure online safety are variable.
- Mobiles are particularly important for the 12-15 age group, with a step-change in ownership of mobile phones between the ages of 10 and 11, most likely as a result of changing from primary to secondary school.
- Significant minorities of children are consuming media largely on their own, especially in the 12-15 age group.
- Teenage girls are more likely than other groups to be interacting with both radio and television. They are more likely to be solitary users of the internet, and overall across media appear to be using the various features of the platforms more than boys.
- Most parents have rules for the internet, although only around half say they have blocking systems in place.
- A majority of children say they have been taught about the internet at school. Far fewer have been taught about television.

This audit provides a significant first step in benchmarking a number of the key elements of children's media literacy, for both Ofcom and its stakeholders to digest and build upon.

Annex 1

Research methodology

Interviews with parents and children

A total of 1,335 'core' interviews were conducted in English with parents and children aged 8-11 (672 interviews) and aged 12-15 (664 interviews). All interviews were conducted in the respondents' homes by a team of interviewers across 303 locations in the UK. For each interview certain questions were asked of the parent of the child in question, with the remaining questions asked of the child.

417 of the 'core' interviews with parents and children were conducted as part of the adult media literacy audit study; with the parents completing both the adult media literacy audit questionnaire and also answering the questions for parents on the children's media literacy audit study.

Minimum quotas were applied for these 'core' interviews to achieve 80 interviews with boys and 80 interviews with girls in each of the two age groups (8-11 and 12-15) and in each of the four UK nations. The count of 'core' interviews per nation is 321 in England, 336 in Scotland, 322 in Wales, and 355 in Northern Ireland.

Interviews with children from minority ethnic groups

The 'core' interviews with parents and children detailed above would not reach sufficient children from minority ethnic groups to enable analysis as an individual group. A specialist ethnic research agency was therefore used to conduct additional interviews in home with parents and children aged 8-11 and aged 12-15 from minority ethnic groups. Interviews were conducted in the mother tongue of each respondent, and targets were set to achieve a minimum of 100 interviews with children and parents in each of the two age groups. A total of 201 interviews were conducted in this way, thus an overall total of 258 interviews were conducted with children from minority ethnic groups.

Interviews with children in low income households

For the purposes of this audit, low income households have been defined as those with a total annual household income of under £11,500 before tax and deductions. A total of 193 interviews were conducted with children in low income households.

Interviewing parents and children

All interviews were conducted in the respondents' homes, with certain questions asked of parents and the remaining questions asked of the child aged 8-11 or 12-15. Interviews conducted with 8-11 year olds took an average of 15 minutes to complete, and interviews with 12-15 year olds took an average of 25 minutes to complete. Parents were free to stay with their child and the interviewer whilst their child was being interviewed, but the interviewer explained that it would be preferable to interview the child alone in case the parent's presence altered the child's responses. In most cases the parent was present whilst their child was being interviewed: for 656 of the 772 interviews conducted with 8-11 year olds and for 508 of the 764 interviews conducted with 12-15 year olds. Interviewers conducting the research recorded very few incidences of parents answering on behalf of their child or influencing the responses.

Interviews conducted

Figure 49 below shows the breakdown of the 1,536 interviews conducted with children aged 8-11 and aged 12-15 for this study overall, comprising 1,335 'core' interviews plus 201 'boost' interviews with children from minority ethnic groups. Other than the counts of interviews shown for the four UK nations, there will be overlap between the other groups shown.

Figure 49 Number of interviews conducted within each group

	Aged 8-11			Aged 12-15			TOTAL
	Total	Boys	Girls	Total	Boys	Girls	
England	272	128	144	251	131	120	523
Scotland	167	79	88	169	82	87	336
Wales	164	78	85	158	80	78	322
Northern Ireland	169	78	91	186	101	85	355
Minority ethnic group	131			127			258
Low income households	114			79			193
Rural area	172			166			338

Annex 2

Technical appendix

Sample design

For the 'core' interviews with parents and children, quotas were set to achieve a minimum of 80 interviews with boys and 80 interviews with girls in both of the age groups 8-11 and 12-15 in each of England, Scotland, Wales and Northern Ireland. Interviews were conducted across 303 sampling points: 138 in England and 55 in each of the other three nations.

A specialist sampling agency (Business Geographics) was used to draw the sampling points, using Output Areas (OAs) as classified by the 2001 Census. Interviewers were then provided with specific addresses to approach regarding the research. The average OA contains around 130 households in England and Wales, around 160 households in Scotland, and around 150 households in Northern Ireland. This approach therefore affords tight control over the addresses an interviewer can call at. All interviews were conducted in respondents' homes, using paper questionnaires and prompt material.

The OAs selected as sampling points for each nation were chosen to be representative of the nation in question in terms of urbanity. Each OA carried the Business Geographics Urbanity Indicator; comprising seven categories classified according to the size of the settlements they contained and the degree of isolation as determined by their proximity to larger settlements. The classification is defined in the following table.

Figure 50 **Classification of urbanity indicators**

Category	Urbanity	Category Name	Definition	Residential addresses
1	Urban	Large City	The 9 largest cities in GB	26%
2	Urban	City/Large Town	Other settlements over 100,000 population	14%
3	Urban	Medium Town	Settlements 10,000-100,000 population	37%
4	Urban	Small Satellite Town	Settlements 2,000-10,000 population and within 10 miles from a larger settlement	10%
5	Urban	Isolated Small Town	Settlements 2,000-10,000 population and more than 10 miles from a larger settlement	1%
6	Rural	Accessible Rural	Settlements less than 2,000 population and less than 10 miles from a larger settlement	11%
7	Rural	Remote Rural	Settlements less than 2,000 population and more than 10 miles from a larger settlement	1%

The 'core' interviews with parents and children were supplemented with boost interviews with children from minority ethnic groups, as detailed in Annex 1.

Weighting

The 'boost' interviews with children from minority ethnic groups were weighted back to their natural incidence in a pre-weighting stage. All data was subsequently weighted to the population profile for each of the four UK nations using target rim weights based on information from the 2001 Census data.