Online Relationships and Privacy Issue Among Young Generations in Japan

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Contents

• Overview: Access to the Internet by Young Generation
• Relationships and Risk of Cyberbullying
• Privacy and Sexual Risk
• Education and Intervention
• Conclusion
Access to the Internet by Young Generation in Japan

Access to the Internet by generation

Device usage (2017)

Most students start using smartphone from middle school to access to the Internet.

Source: MIC “WHITE PAPER Information and Communications in Japan”
Spend Time and Communicate online: Students and Parents

Time Spent Online

<table>
<thead>
<tr>
<th></th>
<th>Average</th>
<th>Ratio of 2h+</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary</td>
<td>97.3</td>
<td>33.4%</td>
</tr>
<tr>
<td>Parents of Elementary</td>
<td>144.3</td>
<td>45.4%</td>
</tr>
<tr>
<td>Middle School</td>
<td>148.7</td>
<td>56.7%</td>
</tr>
<tr>
<td>Parents of Middle School</td>
<td>131.1</td>
<td>42.4%</td>
</tr>
<tr>
<td>High School</td>
<td>213.8</td>
<td>74.2%</td>
</tr>
<tr>
<td>Parents of High School</td>
<td>135.9</td>
<td>43.5%</td>
</tr>
</tbody>
</table>

Use Smartphone for communication with others

- Teenagers spend 73min (Weekday) and 122min (Weekend) on Social Media
- c.f. All generations 31min(Weekday) and 41min(Weekend)

Both parents of teenagers are now generations who are familiar with online communication and smartphone use.

Source: Report by Cabinet Office (2017)
Popular online services for male and female students

Female students are more likely to use Instagram and Twitter than Male students in high school

Source: Report by DigitalArts, 2018
Relationships with friends

- They spend time both online and offline with their friends
  - Using IM for personal chat and group chat
    - With classmates, club activities etc.
  - When they want to talk about their problems, most of them prefer face-to-face communication, while certain ratio of them have experience consulting with their friends by IM (Orita et al, 2016)

Means for communicating with friends (MA)

Source: Report by DigitalArts, 2018
Relationships with friends

• They foster community rules by themselves
  • Teenagers have their own thoughts and priority (Takeuchi, 2014)
  • As they grow up they learn how to manage online human relationship
    • E.g. How to deal with “leave on seen”
Risks: Cyberbullying

- Cyberbullying
  - 10,779 recognized cases in schools (2016)

<table>
<thead>
<tr>
<th></th>
<th>Elementary</th>
<th>Middle School</th>
<th>High-School</th>
<th>Special Nedes School</th>
</tr>
</thead>
<tbody>
<tr>
<td>National</td>
<td>0.1%</td>
<td>0.6%</td>
<td>0.2%</td>
<td>0.0%</td>
</tr>
<tr>
<td>Public</td>
<td>24.5%</td>
<td>49.7%</td>
<td>16.1%</td>
<td>1.3%</td>
</tr>
<tr>
<td>Private</td>
<td>0.2%</td>
<td>2.8%</td>
<td>4.5%</td>
<td>0.0%</td>
</tr>
<tr>
<td>Total</td>
<td>24.9%</td>
<td>53.1%</td>
<td>20.8%</td>
<td>0.2%</td>
</tr>
</tbody>
</table>

- MEXT declares “The basic policy for bullying prevention” (2013)
  - “cyberbullying “ was stated
- Free telephone counselling (SNS-Hotline) was provided 24hrs/7d (2016)

(Source: the report by MEXT, 2018)
Teenagers want privacy

• Every teenager wants their privacy!
  • The myth “teenagers do not care about privacy“
    • Evidence that suggests little variation between adults and young people (Hoofnagle et al., 2010; Madden et al., 2013)
  • They create tactics to regulate who could access their information online (Marwick & boyd, 2014)
    • Social steganography “read between the lines”
    • Original jargon

• Concerned about Privacy in children ways
  • Conceal or obscure their information from their parents, teachers and online patrol

Difficulty in intervention by parents
Usage of Multiple Accounts by Context

Major reasons why they use multiple accounts are:

- To make friends common interest
- To disclose themselves
- To obscure hobbies from real-life friends

They represent their online identities via context and network

Based on data by DigitalArts, 2018
Risks: Luring, Sexual Abuse and Suicide

- **Luring**
  - Sexual Trouble (Cybergrooming)
    - Details of victims (2017)
      - Paid Dating 38.7%
      - “He was kind to me” 26.8%
  - “Runaway Girl”

- **Suicide**
  - Suicidal online postings
    - E.g. Zama Suicide Pact Slayings in 2017
    - The government announced measures to help suicidal postings on SNS (2017.12)

Council for youth network use environment improvement was founded by 6 companies (2017.7)
  - including GREE, CyberAgent, DeNA, Facebook Japan, mixi and LINE

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Number of Victim children

<table>
<thead>
<tr>
<th>Year</th>
<th>Dating website</th>
<th>Community website</th>
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<tbody>
<tr>
<td>2003</td>
<td>1278</td>
<td></td>
</tr>
<tr>
<td>2004</td>
<td>1100</td>
<td>1076</td>
</tr>
<tr>
<td>2005</td>
<td>1136</td>
<td>1085</td>
</tr>
<tr>
<td>2006</td>
<td>1239</td>
<td>1136</td>
</tr>
<tr>
<td>2007</td>
<td>1085</td>
<td>1076</td>
</tr>
<tr>
<td>2008</td>
<td>872</td>
<td>724</td>
</tr>
<tr>
<td>2009</td>
<td>724</td>
<td>453</td>
</tr>
<tr>
<td>2010</td>
<td>1061</td>
<td>254</td>
</tr>
<tr>
<td>2011</td>
<td>1100</td>
<td>282</td>
</tr>
<tr>
<td>2012</td>
<td>1153</td>
<td>218</td>
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<tr>
<td>2013</td>
<td>1085</td>
<td>159</td>
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<td>2014</td>
<td>1076</td>
<td>152</td>
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<tr>
<td>2015</td>
<td>1421</td>
<td>93</td>
</tr>
<tr>
<td>2016</td>
<td>1652</td>
<td>42</td>
</tr>
</tbody>
</table>

Source: the National Police Agency in Japan (2018)
As teenagers grow up, it becomes more difficult for parents to intervene in children’s online life.
Education and intervention respecting autonomy of the young generation
Online literacy education at schools

- Two approaches for Internet safety and literacy
  - “Information” subject in school curriculum
    - Learn about technology, safety and social relationship
    - However, 27.6% of teachers do not have appropriate subject qualifications (MEXT, 2018)

- As a part of school life guidance
  - Some schools have a regulation which prohibits bringing or using smartphones
  - Some schools ask for online patrol to detect cyber bullying, information leaking etc.
Educational Material available online

• Educational material about Internet Literacy are provided online by organizations
  • Ministries (e.g., Ministry of Internal Affairs and Communications, Ministry of Justice, Ministry of Education, Culture, Sports, Science and Technology, NISC etc.)
  • Local governments / Universities / Associations (e.g. IPA, IAJ etc.)
  • Private companies (LINE, Yahoo! Japan, Kaspersky, Bennese, Disney etc.)

• About 100 websites are easy to be found online in various format (as for 2018.7)
  • Texts and pictures/comics describing online risk and literacy
  • Video, Game

• Most of them are out-of-date, not catching up latest situations
Effective education for the young generation

• Foster resilience of online life
  • Not only learn case studies, but also train decision making are necessary

• Extract students’ real intention from discussion
  • Opportunity to know young generations’ reality (Orita et al., 2016)
  • Clue to intervene possible online risks
Intervention via the Internet

• Counseling by IM/SNS via smartphone
  • More than 2,600 students accessed LINE counseling services and 547 cases were dealt with in 10 days in Nagano Prefecture (2017)
    • C.f. 259 cases of telephone counseling in a year (2016)
  • MEXT started supporting SNS counseling (2018)
  • The health ministry (MHLW) provided trial SNS suicide hotlines (2018)

• Protecting Applications
  • Filtering and parental control application are provided by mobile companies and other service providers
  • Not only the surveillance but also “sharing” applications based upon agreement of children and parents are used
Conclusion

• It is necessary to design a strategy how to protect children respecting their autonomy and privacy of them
• It is necessary to seek how to intervene teenagers’ online life before they are at risk

• Future Work
  • Access to children of Low-SES
  • Design and diffusion of effective educational materials and supporting technologies